

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

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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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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.

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

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

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Письменный опрос

Вопрос 1	В каких случаях происходит потеря аспирации?
Вопрос 2	Каким образом происходит сочетание взрывных согласных с носовым сонантом?
Вопрос 3	Перечислите методы по улучшению произношения.
Вопрос 4	Смоделируйте разделительные вопросы и ответы на них.
Вопрос 5	Какая интонация осуществляется в общих вопросах?

ВАРИАНТ 3

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"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.

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

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

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

Ситуационное задание № 2

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Письменный опрос

Вопрос 1	Какие стили произношения в английском языке вы знаете?
Вопрос 2	Как осуществляется артикуляция изолированного звука?
Вопрос 3	Как осуществляется редукция?
Вопрос 4	Как осуществляется редукция?
Вопрос 5	Какие виды ударений существуют в английском языке?

ВАРИАНТ 4

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

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

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

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

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

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Письменный опрос

Вопрос 1	В чем разница между боковым сонантом и носовым сонантом?
Вопрос 2	Сколько видов слогообразования есть в английском языке?
Вопрос 3	Назовите органы речи и их функции в английском языке.
Вопрос 4	Какие виды ударений существуют в английском языке?
Вопрос 5	Как употребляются тоны в повелительных предложениях?

ВАРИАНТ 5

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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. она отметила, что китайский трудно выучить. 6. Donna reminded me that there would be a conference. 7. Сьюзен сказала нам, что получила хорошее предложение о работе. 8. Он сказал, что должен быть в офисе каждое утро в 6 часов. 9. Mario said that she ought to tell him the truth, whatever it was. 10. Ее следовало бы уволить, если бы кто-нибудь увидел, что она встречается со своим учеником.

Письменный опрос

Вопрос 1	Какие варианты английского языка вам известны?
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 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:

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

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

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

"What's it about?"

"School."

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

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

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

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

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

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

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

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

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

"A man isn't smart enough."

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

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

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

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

"And all the kids learned the same things?"

"Sure, if they were the same age."

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

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

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

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

"Margie! School!"

Margie looked up. "Not yet Mamma."

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

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

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

Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Passive Voice. 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 Passive Voice.

Предложения на перевод:

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

Письменный опрос

Вопрос 1	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 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:

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

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

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

"What's it about?"

"School."

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

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

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

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

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

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

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

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

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

"A man isn't smart enough."

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

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

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

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

"And all the kids learned the same things?"

"Sure, if they were the same age."

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

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

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

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

"Margie! School!"

Margie looked up. "Not yet Mamma."

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

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

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

Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Passive Voice. 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 Passive Voice.

Предложения на перевод:

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

Письменный опрос

Вопрос 1	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 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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"Same with mine," said Margie. She was eleven and hadn't seen as many telebooks as Tommy had. He was thirteen. She said, "Where did you find it?"

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

"What's it about?"

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

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

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

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

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

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"Sure, if they were the same age."

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

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

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

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Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Passive Voice. 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 Passive Voice.

Предложения на перевод:

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

Письменный опрос

Вопрос 1	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 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:

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

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

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

"What's it about?"

"School."

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

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

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

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

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

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

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

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

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

"A man isn't smart enough."

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

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

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

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

"And all the kids learned the same things?"

"Sure, if they were the same age."

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

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

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

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

"Margie! School!"

Margie looked up. "Not yet Mamma."

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

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

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

Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Passive Voice. 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 Passive Voice.

Предложения на перевод:

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

Письменный опрос

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

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:

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

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

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

"What's it about?"

"School."

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

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

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

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

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

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

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

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

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

"A man isn't smart enough."

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

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

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

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

"And all the kids learned the same things?"

"Sure, if they were the same age."

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

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

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

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

"Margie! School!"

Margie looked up. "Not yet Mamma."

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

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

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

Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Passive Voice. 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 Passive Voice.

Предложения на перевод:

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

Письменный опрос

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

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

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

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

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

"What for, sir" — in hot indignation.

"For sitting in your wrong desk."

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

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

"Naylor, sir."

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

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

Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Gerund и Infinitive Forms. 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 Gerund и Infinitive Forms.

Переведите предложения:

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

Письменный опрос

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

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:

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

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

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

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

"What for, sir" – in hot indignation.

"For sitting in your wrong desk."

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

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

"Naylor, sir."

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

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

Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Gerund и Infinitive Forms. 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 Gerund и Infinitive Forms.

Перевидите предложения:

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

Письменный опрос

Вопрос 1	Какие 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 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:

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

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

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

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

"What for, sir" – in hot indignation.

"For sitting in your wrong desk."

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

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

"Naylor, sir."

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

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

Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Gerund и Infinitive Forms. 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 Gerund и Infinitive Forms.

Перевидите предложения:

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

Письменный опрос

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

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:

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

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

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

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

"What for, sir" – in hot indignation.

"For sitting in your wrong desk."

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

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

"Naylor, sir."

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

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

Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Gerund и Infinitive Forms. 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 Gerund и Infinitive Forms.

Переведите предложения:

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

Письменный опрос

Вопрос 1	Как произнести связующую [r] в интервокальной позиции на стыке слов?
Вопрос 2	Как выглядит интонация в разделительных 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 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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He stood up and said, quietly, but in a voice that carried well: "I don't want to be hard on anybody, so I'd better warn you that I shall punish any disorderliness very severely." There was some tittering, and for a moment or so he wondered if he had made a fool of himself. Then he saw a bright, rather pleasant-faced boy in one of the back rows deliberately raise a desk-lid and drop it with a bang. Speed consulted the map of the desks that was in front of him and by counting down the rows discovered the boy's name to be Worsley. He wondered how the name should be pronounced – whether the first syllable should rhyme with "purse" or with "horse". Instinct in him, that uncanny feeling for atmosphere, embarked him on an outrageously bold adventure, nothing less than a piece of facetiousness, the most dangerous weapon in a new Master's armoury, and the one most of all likely to recoil on himself. He stood up again and said: "Wawsley or Wursley— however you call yourself— you have a hundred lines!"

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"What for, sir" – in hot indignation.

"For sitting in your wrong desk."

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

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

"Naylor, sir."

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

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

Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Gerund и Infinitive Forms. 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 Gerund и Infinitive Forms.

Переведите предложения:

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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 слога образования есть в английском языке?

Вопросы для письменного опроса (для промежуточной аттестации обучающихся)

Для чего изучать иностранный язык: плюсы и минусы?
Какие различия между устной и письменной речью?
Какие варианты английского языка вам известны?
Как правильно поставить произношение как у носителей?
Назовите органы речи и их функции в английском языке.
Охарактеризуйте особенности гласных и согласных звуков.
Каким образом классифицируются гласные в английском языке?
Каким образом классифицируются согласные в английском языке?
Необходимо ли учить транскрипцию для понимания слов в английском языке?
Какие методы используются для большего запоминания слов?
Перечислите методы по улучшению произношения.
Почему ударение в словах имеет значение в понимании языка?
Какие виды ударений существуют в английском языке?
На какой слог чаще всего падает ударение в существительном или прилагательном, которое состоит из двух слогов?
Перечислите слова, которые могут использоваться как в качестве глагола, так и в качестве существительного.
Какая роль интонации в английском языке?
Какие типы тонов есть в английском языке?
Каким образом можно выявить артикуляцию конечных глухих согласных?
В каких случаях происходит потеря аспирации?
Где ставиться фразовое ударение в предложении?
Часто ли используется высокий нисходящий терминальный тон (high fall) в английском языке?
Какая интонация осуществляется в общих вопросах?
Как употребляются тоны в повелительных предложениях?
В каких случаях можно провести шкалу с нарушенной постепенностью?
Сколько видов слогообразования есть в английском языке?
Как осуществляется редукция?
Как выглядит интонация в альтернативных вопросах?
Какие типы ассимиляции есть в английском языке?
Как выглядит интонация в специальных вопросах?
Какие виды специальных вопросов есть в английском языке?
Смоделируйте специальные вопросы и ответы на них.
Как осуществляется артикуляция изолированного звука?
Каким образом происходит соединение двух взрывных согласных?
Как произнести связующую [r] в интервокальной позиции на стыке слов?
Как выглядит интонация в разделительных вопросах?
Смоделируйте разделительные вопросы и ответы на них.
Каким образом происходит сочетание взрывных согласных с боковым сонантом?
Каким образом происходит сочетание взрывных согласных с носовым сонантом?
В чем разница между боковым сонантом и носовым сонантом?
Как определяется нисходяще-восходящий терминальный тон?
Как выглядит интонация в восклицательных предложениях?
Какие стили произношения в английском языке вы знаете?
Чем отличается британский английский от американского английского?

Какие отличительные черты между австралийским и канадскими произношениями?
Какие региональные диалекты вы можете выделить в США?
Какие региональные диалекты вы можете выделить в Великобритании?

Билеты для промежуточной аттестации обучающихся № 1 (Зачет (1))

БИЛЕТ 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 диалог, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте собственный диалог с распределением ролей на ту же тему из своей личной практики

Диалог:

The Smiths are in their dining-room. There are five of them: Mr. Smith, the head of the family, Mrs. Smith, his wife, and their children: John, Ann and Kitty. They are having breakfast. Mrs. Smith is putting some cornflakes on the boy's plate. The elder daughter is passing the sugar to her father.

- Mrs. Smith: Will you have sugar on your cornflakes, John?

- John: Oh, no, Mum, thank you. I'd like some more milk instead.

- Mr. Smith: Why aren't you eating anything, Kitty? You are so slow. Look, Ann is already finishing her cornflakes.

- Kitty: I don't like cornflakes. I'm just thirsty. Give me some tea and cakes, Mum.

- Mrs. Smith: Now, be a good girl, Kitty. Have some more cornflakes. We're going to have bacon and eggs, and then you'll get your tea with toast and marmalade.

- Mr. Smith: Could you give me a little more cornflakes, dear?

- Mrs. Smith: Just a moment. (Mrs. Smith passes him his plate.) What about bacon and eggs? Will you have some?

- Mr. Smith: Sure. And then a nice strong cup of tea. I'm afraid I must leave in a quarter of an hour or so.

The father is already having his cup of tea while the children are still talking over their cornflakes.

Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Present Simple Tense и Present Continuous Tense. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и предложите проект (план) занятия по изучению Present Simple Tense и Present Continuous Tense

Предложения на перевод:

1. Why don't you read English newspapers? 2. Они обедают сейчас, не надо их беспокоить. 3. Why are you looking at me in that way? 4. Почему вы говорите на русском? Ведь у вас сейчас урок английского языка. 5. You have a few mistakes in your translation. 6. Ты его видишь? Это он стоит у остановки? 7. What are you going to be when you leave the Institute? 8. Italy is in the South of Europe. It is the most beautiful country. 9. Почему вы не отвечаете на мой вопрос? 10. When are you coming to see us?

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	Необходимо ли учить транскрипцию для понимания слов в английском языке?

БИЛЕТ 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 диалог, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте собственный диалог с распределением ролей на ту же тему из своей личной практики

Диалог:

- Ann: I think, it's high time to have a bite. I am hungry.

- Bob: So am I. I see you are ready to go down to the canteen, I am just finishing this article. Will you wait a minute, please?

- Ann: Yes, hurry up, then.

- Bob: I wonder if there is anything to your taste on the menu.

- Ann: Oh, yes, all kinds of things. Let's have some soup, clear soup, perhaps?

- Bob: I don't think I'll have any soup today. I'd like some salad to begin with.

- Ann: Will you have mixed salad, chops and mashed potatoes?

- Bob: Why, yes of course. What do you say to a bottle of beer?

- Ann: No beer, thanks. I prefer a glass of soda-water or just a cup of tea.

- Bob: All right. Tea then. Will you pass me the mustard, please?

- Ann: Here you are. As for me, I never take mustard or pepper.

- Bob: You don't say so!

- Ann: Look! The waitress is already bringing our tea.

- Bob: We want neither ham nor sausage, do we?

- Ann: No, ham as well as sausage is out of the question. I'd like some fruit, apples or oranges.

- Bob: Yes, but I'm afraid you forget about the meeting of our English club. We must leave at once to be in time for the beginning of the discussion.

- Ann: Right you are. Let's pay for the dinner and be off.

Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Present Simple Tense и Present Continuous Tense. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и предложите проект (план) занятия по изучению Present Simple Tense и Present Continuous Tense

Предложения на перевод:

1. We have a lot of English books at home. 2. Джек не обедает дома, он обычно обедает в столовой. 3. What are you doing here, in my office? 4. Они сейчас путешествуют вместе со своими детьми по Европе. 5. Why are you crying? Is everything okay? Come up to me. 6. Где ты живешь? Может я заеду за тобой на своей машине? 7. We want to help you with the car, father. 8. Come and have dinner with us. Molly is cooking tonight. The food is delicious. 9. Кого ты ждешь? Мы уже опаздываем в театр. 10. Find the Thames on the map, Mike and tell us its historical background.

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?

БИЛЕТ 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 диалог, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте собственный диалог с распределением ролей на ту же тему из своей личной практики

Диалог:

The Smiths are in their dining-room. There are five of them: Mr. Smith, the head of the family, Mrs. Smith, his wife, and their children: John, Ann and Kitty. They are having breakfast. Mrs. Smith is putting some cornflakes on the boy's plate. The elder daughter is passing the sugar to her father.

- Mrs. Smith: Will you have sugar on your cornflakes, John?

- John: Oh, no, Mum, thank you. I'd like some more milk instead.

- Mr. Smith: Why aren't you eating anything, Kitty? You are so slow. Look, Ann is already finishing her cornflakes.

- Kitty: I don't like cornflakes. I'm just thirsty. Give me some tea and cakes, Mum.

- Mrs. Smith: Now, be a good girl, Kitty. Have some more cornflakes. We're going to have bacon and eggs, and then you'll get your tea with toast and marmalade.

- Mr. Smith: Could you give me a little more cornflakes, dear?

- Mrs. Smith: Just a moment. (Mrs. Smith passes him his plate.) What about bacon and eggs? Will you have some?

- Mr. Smith: Sure. And then a nice strong cup of tea. I'm afraid I must leave in a quarter of an hour or so.

The father is already having his cup of tea while the children are still talking over their cornflakes.

Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Present Simple Tense и Present Continuous Tense. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и предложите проект (план) занятия по изучению Present Simple Tense и Present Continuous Tense

Предложения на перевод:

1. Why don't you read English newspapers? 2. Они обедают сейчас, не надо их беспокоить. 3. Why are you looking at me in that way? 4. Почему вы говорите на русском? Ведь у вас сейчас урок английского языка. 5. You have a few mistakes in your translation. 6. Ты его видишь? Это он стоит у остановки? 7. What are you going to be when you leave the Institute? 8. Italy is in the South of Europe. It is the most beautiful country. 9. Почему вы не отвечаете на мой вопрос? 10. When are you coming to see us?

Письменный опрос

Вопрос 1	Какие различия между устной и письменной речью?
Вопрос 2	Как выглядит интонация в альтернативных вопросах?
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?

БИЛЕТ 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 диалог, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте собственный диалог с распределением ролей на ту же тему из своей личной практики

Диалог:

- Ann: I think, it's high time to have a bite. I am hungry.

- Bob: So am I. I see you are ready to go down to the canteen, I am just finishing this article. Will you wait a minute, please?

- Ann: Yes, hurry up, then.

- Bob: I wonder if there is anything to your taste on the menu.

- Ann: Oh, yes, all kinds of things. Let's have some soup, clear soup, perhaps?

- Bob: I don't think I'll have any soup today. I'd like some salad to begin with.

- Ann: Will you have mixed salad, chops and mashed potatoes?

- Bob: Why, yes of course. What do you say to a bottle of beer?

- Ann: No beer, thanks. I prefer a glass of soda-water or just a cup of tea.

- Bob: All right. Tea then. Will you pass me the mustard, please?

- Ann: Here you are. As for me, I never take mustard or pepper.

- Bob: You don't say so!

- Ann: Look! The waitress is already bringing our tea.

- Bob: We want neither ham nor sausage, do we?

- Ann: No, ham as well as sausage is out of the question. I'd like some fruit, apples or oranges.

- Bob: Yes, but I'm afraid you forget about the meeting of our English club. We must leave at once to be in time for the beginning of the discussion.

- Ann: Right you are. Let's pay for the dinner and be off.

Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Present Simple Tense и Present Continuous Tense. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и предложите проект (план) занятия по изучению Present Simple Tense и Present Continuous Tense

Предложения на перевод:

1. We have a lot of English books at home. 2. Джек не обедает дома, он обычно обедает в столовой. 3. What are you doing here, in my office? 4. Они сейчас путешествуют вместе со своими детьми по Европе. 5. Why are you crying? Is everything okay? Come up to me. 6. Где ты живешь? Может я заеду за тобой на своей машине? 7. We want to help you with the car, father. 8. Come and have dinner with us. Molly is cooking tonight. The food is delicious. 9. Кого ты ждешь? Мы уже опаздываем в театр. 10. Find the Thames on the map, Mike and tell us its historical background.

Письменный опрос

Вопрос 1	Какие методы используются для большего запоминания слов?
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?

БИЛЕТ 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 диалог, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте собственный диалог с распределением ролей на ту же тему из своей личной практики

Диалог:

The Smiths are in their dining-room. There are five of them: Mr. Smith, the head of the family, Mrs. Smith, his wife, and their children: John, Ann and Kitty. They are having breakfast. Mrs. Smith is putting some cornflakes on the boy's plate. The elder daughter is passing the sugar to her father.

- Mrs. Smith: Will you have sugar on your cornflakes, John?

- John: Oh, no, Mum, thank you. I'd like some more milk instead.

- Mr. Smith: Why aren't you eating anything, Kitty? You are so slow. Look, Ann is already finishing her cornflakes.

- Kitty: I don't like cornflakes. I'm just thirsty. Give me some tea and cakes, Mum.

- Mrs. Smith: Now, be a good girl, Kitty. Have some more cornflakes. We're going to have bacon and eggs, and then you'll get your tea with toast and marmalade.

- Mr. Smith: Could you give me a little more cornflakes, dear?

- Mrs. Smith: Just a moment. (Mrs. Smith passes him his plate.) What about bacon and eggs? Will you have some?

- Mr. Smith: Sure. And then a nice strong cup of tea. I'm afraid I must leave in a quarter of an hour or so.

The father is already having his cup of tea while the children are still talking over their cornflakes.

Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Present Simple Tense и Present Continuous Tense. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и предложите проект (план) занятия по изучению Present Simple Tense и Present Continuous Tense

Предложения на перевод:

1. Why don't you read English newspapers? 2. Они обедают сейчас, не надо их беспокоить. 3. Why are you looking at me in that way? 4. Почему вы говорите на русском? Ведь у вас сейчас урок английского языка. 5. You have a few mistakes in your translation. 6. Ты его видишь? Это он стоит у остановки? 7. What are you going to be when you leave the Institute? 8. Italy is in the South of Europe. It is the most beautiful country. 9. Почему вы не отвечаете на мой вопрос? 10. When are you coming to see us?

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 понимаю слов в английском языке?

БИЛЕТ 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 диалог, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте собственный диалог с распределением ролей на ту же тему из своей личной практики.

Диалог:

Sandra and Paul are at a steak restaurant. A waiter greets them.

- Do you know what you would like to drink? the waiter asks.

- Water and orange juice, Sandra says.

- Thank you. Here are your menus, the waiter says.

The waiter brings water for Paul and orange juice for Sandra.

- What would you like to order? the waiter asks.

- I would like a 12-ounce steak and mashed potatoes, Paul says.

- The same thing, but with green beans, Sandra says.

- And two orders of garlic bread, Paul says.

- Great. You should have it in soon, the waiter says.

The waiter returns after an hour.

- Sorry for your wait. Here are two orders of 12-ounce steaks with mashed potatoes and garlic bread, the waiter says.

- I asked for green beans with mine, Sandra says.

- I'm sorry, I'll get those for you, the waiter says.

The waiter quickly returns with Sandra's green beans.

Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Present Perfect Tense и Past Simple Tense. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и предложите проект (план) учебного занятия по изучению Present Perfect Tense и Past Simple Tense.

Предложения на перевод:

1. I have not finished reading this book today. 2. Сколько гостей ты пригласил? 3 I read that book last year, it was quite interesting. 4. Он что-то обдумывал примерно полчаса, затем быстро оделся и вышел. 5. When did you see Mary? — I saw her last week. 6. Вы когда-нибудь слышали об этой певице? — Да, она очень известна. 7. My father knows so much because he has traveled a lot. 8. Это третья двойка, которую ты получил по английскому. В чем дело? За что ты ее получил? 9. Have you ever seen the eruption of a volcano? 10. Сколько ты сегодня спал? — Около 6 часов. 11.

Письменный опрос

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

Вопрос 5	Какие региональные диалекты вы можете выделить в США?
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БИЛЕТ 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 диалог, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте собственный диалог с распределением ролей на ту же тему из своей личной практики.

Диалог:

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

Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Present Perfect Tense и Past Simple Tense. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и предложите проект (план) учебного занятия по изучению Present Perfect Tense и Past Simple Tense.

Предложения на перевод:

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

Письменный опрос

Вопрос 1	Каким образом происходит соединение двух взрывных согласных?
Вопрос 2	Каким образом можно выявить артикуляцию конечных глухих согласных?
Вопрос 3	В каких случаях происходит потеря аспирации?
Вопрос 4	Каким образом происходит сочетание взрывных согласных с носовым сонантом?
Вопрос 5	Перечислите методы по улучшению произношения.

БИЛЕТ 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 диалог, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте собственный диалог с распределением ролей на ту же тему из своей личной практики.

Диалог:

Sandra and Paul are at a steak restaurant. A waiter greets them.

- Do you know what you would like to drink? the waiter asks.

- Water and orange juice, Sandra says.

- Thank you. Here are your menus, the waiter says.

The waiter brings water for Paul and orange juice for Sandra.

- What would you like to order? the waiter asks.

- I would like a 12-ounce steak and mashed potatoes, Paul says.

- The same thing, but with green beans, Sandra says.

- And two orders of garlic bread, Paul says.

- Great. You should have it in soon, the waiter says.

The waiter returns after an hour.

- Sorry for your wait. Here are two orders of 12-ounce steaks with mashed potatoes and garlic bread, the waiter says.

- I asked for green beans with mine, Sandra says.

- I'm sorry, I'll get those for you, the waiter says.

The waiter quickly returns with Sandra's green beans.

Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Present Perfect Tense и Past Simple Tense. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и предложите проект (план) учебного занятия по изучению Present Perfect Tense и Past Simple Tense.

Предложения на перевод:

1. I have not finished reading this book today. 2. Сколько гостей ты пригласил? 3 I read that book last year, it was quite interesting. 4. Он что-то обдумывал примерно полчаса, затем быстро оделся и вышел. 5. When did you see Mary? — I saw her last week. 6. Вы когда-нибудь слышали об этой певице? — Да, она очень известна. 7. My father knows so much because he has traveled a lot. 8. Это третья двойка, которую ты получил по английскому. В чем дело? За что ты ее получил? 9. Have you ever seen the eruption of a volcano? 10. Сколько ты сегодня спал? — Около 6 часов. 11.

Письменный опрос

Вопрос 1	Как выглядит интонация в разделительных вопросах?
Вопрос 2	Как правильно поставить произношение как у носителей?
Вопрос 3	Какие стили произношения в английском языке вы знаете?
Вопрос 4	Как осуществляется артикуляция изолированного звука?
Вопрос 5	На какой слог чаще всего падает ударение в существительном или прилагательном, которое состоит из двух слогов?

БИЛЕТ 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 диалог, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте собственный диалог с распределением ролей на ту же тему из своей личной практики.

Диалог:

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

Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Present Perfect Tense и Past Simple Tense. Учите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и предложите проект (план) учебного занятия по изучению Present Perfect Tense и Past Simple Tense.

Предложения на перевод:

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

Письменный опрос

Вопрос 1	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.

БИЛЕТ 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 диалог, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте собственный диалог с распределением ролей на ту же тему из своей личной практики.

Диалог:

Sandra and Paul are at a steak restaurant. A waiter greets them.

- Do you know what you would like to drink? the waiter asks.

- Water and orange juice, Sandra says.

- Thank you. Here are your menus, the waiter says.

The waiter brings water for Paul and orange juice for Sandra.

- What would you like to order? the waiter asks.

- I would like a 12-ounce steak and mashed potatoes, Paul says.

- The same thing, but with green beans, Sandra says.

- And two orders of garlic bread, Paul says.

- Great. You should have it in soon, the waiter says.

The waiter returns after an hour.

- Sorry for your wait. Here are two orders of 12-ounce steaks with mashed potatoes and garlic bread, the waiter says.

- I asked for green beans with mine, Sandra says.

- I'm sorry, I'll get those for you, the waiter says.

The waiter quickly returns with Sandra's green beans.

Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Present Perfect Tense и Past Simple Tense. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и предложите проект (план) учебного занятия по изучению Present Perfect Tense и Past Simple Tense.

Предложения на перевод:

1. I have not finished reading this book today. 2. Сколько гостей ты пригласил? 3. I read that book last year, it was quite interesting. 4. Он что-то обдумывал примерно полчаса, затем быстро оделся и вышел. 5. When did you see Mary? — I saw her last week. 6. Вы когда-нибудь слышали об этой певице? — Да, она очень известна. 7. My father knows so much because he has traveled a lot. 8. Это третья двойка, которую ты получил по английскому. В чем дело? За что ты ее получил? 9. Have you ever seen the eruption of a volcano? 10. Сколько ты сегодня спал? — Около 6 часов. 11.

Письменный опрос

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

БИЛЕТ 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 письмо, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и оставьте собственное письмо другу на любую тему.

Письмо:

Dear Helen,

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

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

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

My best regards to your parents.

Yours,

Ann

Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Past Continuous Tense и Present Perfect Continuous Tense. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и предложите проект (план) учебного занятия по изучению Past Continuous Tense и Present Perfect Continuous Tense.

Перевод предложений:

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

Письменный опрос

Вопрос 1	Как выглядит интонация в специальных вопросах?
Вопрос 2	Для чего изучать иностранный язык: плюсы и минусы?

Вопрос 3	Охарактеризуйте особенности гласных и согласных звуков.
Вопрос 4	Перечислите слова, которые могут использоваться как в качестве глагола, так и в качестве существительного.
Вопрос 5	Какие региональные диалекты вы можете выделить в США?

БИЛЕТ 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 письмо, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и оставьте собственное письмо другу на любую тему.

Письмо:

Hi, Fred!

It's been a while since we have been in touch. How has your semester been?

I wanted to send you an email update to you let you know how things have been going during my semester abroad here in Málaga, Spain. I've already been here for six weeks, and I feel like I am finally adapting to the culture. I'm also speaking the language more fluently.

I arrived during the first week of September. The weather has been very nice. Even though it's October, it's still rather sunny and warm. In fact, I went to the beach and swam in the Mediterranean Sea earlier today.

I am living with a very welcoming host family. I have my own private bedroom, but we eat breakfast, lunch, and dinner together. On Sundays, we eat a big home-cooked paella for lunch. In Spain, lunch is usually the biggest meal of the day. It's also very common for the people to take a midday nap right after a big meal. I am actually just waking up from my nap right now! On weekdays, I take classes at the local university. There, I met several native Spanish speakers. They have been very kind and patient with me. At first, I struggled to comprehend their Spanish, but now I understand most of our conversations. They have commented that my Spanish has improved a lot since we first met. Now, I am more confident to use the language in other places like stores and restaurants.

I am so glad that I decided to spend the semester here in Spain. We have an extended weekend coming up, so a group of my friends and I are going to travel to France for four days. It's so easy and inexpensive to travel internationally in Europe. I love it!

I look forward to hearing from you soon. Like I said, don't hesitate to stay in touch more often.

Perhaps you could even come to visit! What do you think?

Best wishes,

Patrick

Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Past Continuous Tense и Present Perfect Continuous Tense. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и предложите проект (план) учебного занятия по изучению Past Continuous Tense и Present Perfect Continuous Tense.

Перевод предложений:

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

Письменный опрос

Вопрос 1	Каким образом происходит соединение двух взрывных согласных?
Вопрос 2	Каким образом можно выявить артикуляцию конечных глухих согласных?
Вопрос 3	В каких случаях происходит потеря аспирации?
Вопрос 4	Каким образом происходит сочетание взрывных согласных с носовым сонантом?

Вопрос 5	Перечислите методы по улучшению произношения.
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БИЛЕТ 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 письмо, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и оставьте собственное письмо другу на любую тему.

Письмо:

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Ситуационное задание № 2

Переведите предложения с английского на русский и наоборот. Объясните случаи употребления Past Continuous Tense и Present Perfect Continuous Tense. Учтите коммуникативный, деятельностный и социокультурный подходы в обучении иностранным языкам и культурам при проектировании учебного занятия и предложите проект (план) учебного занятия по изучению Past Continuous Tense и Present Perfect Continuous Tense.

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Письменный опрос

Вопрос 1	Как правильно поставить произношение как у носителей?
Вопрос 2	Какие стили произношения в английском языке вы знаете?
Вопрос 3	Для чего изучать иностранный язык: плюсы и минусы?
Вопрос 4	Как осуществляется артикуляция изолированного звука?

Вопрос 5	Как осуществляется редукция?
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БИЛЕТ 4

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

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Ситуационное задание № 1

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Best wishes,

Patrick

Ситуационное задание № 2

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Письменный опрос

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

Вопрос 5

Охарактеризуйте особенности гласных и согласных звуков.