

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 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.

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

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

My best regards to your parents.

Yours,

Ann

Ситуационное задание № 2

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	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 понимания слов в английском языке?

Вопрос 5	Какие региональные диалекты вы можете выделить в США?
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БИЛЕТ 1

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

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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. ё

Текст:

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

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

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

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

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

Ситуационное задание № 2

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

Перевод предложений:

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

Письменный опрос

Вопрос 1	Как 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 текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

The four seasons are spring, summer, fall, and winter, and although various areas of the United States experience drastically different weather during these times, all portions of the country recognize the seasons; winter in California may bring heat, and winter in New York may bring blizzards, but both periods are nevertheless winter. Following winter, spring begins on 20 March and ends on either 20 June or 21 June, in the United States (this date may vary slightly from year to year and hemisphere to hemisphere). For most, spring is a time of "thawing," when the cold and snow of the winter are replaced by sunshine, reasonable temperatures, green grass, and more. It is also the season wherein previously dormant bees and butterflies reemerge, and when birds become more active. Summer follows spring and spans from about 21 June to 22 September, in America. Summer is the warmest, the longest, and (arguably) the liveliest of the four seasons; students from kindergarten to college are given two or so summer months off from class, and to be sure, there are more young individuals out and about during this season than any other. It's not uncommon to see shorts, t-shirts, and sunglasses worn by those who're soaking up the summer's hot sun, and to stay cool, many individuals crank the air conditioning, take a dip in a swimming pool, and/or explore the ever-comforting ocean waves. Autumn (or fall), more than being a simple precursor to winter, is one of the most beautiful and exciting seasons. Spanning from 22 September to 21 December (technically, that is; snow will begin to fall long before this latter date, in most parts of the country, leading many to classify the period as winter) in the US, autumn is characterized by falling leaves, Halloween (on 31 October), and Thanksgiving. During fall, traditional farmers harvest their produce, and the aforementioned falling leaves change to gorgeous orange, red, and yellow colors; these colors are generally associated with autumn itself, in turn. In the US, winter spans from 21 December to 20 March, and is, as one would expect, the coldest of the four seasons. In the eastern, northern, and central portions of the country, winter snowfall can be considerable; in the western and southern portions of the country, winter snowfall is highly unlikely, but temperatures nevertheless drop from their usual. Winter is most widely known for its snow and the Christmas holiday, but it also boasts New Year's Eve (on December 31, in recognition of the start of a new year) and other special days. Ice skating, sledding, ice hockey, and snowball fights are commonly enjoyed winter activities.

Ситуационное задание № 2

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

Перевод предложений:

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

Письменный опрос

Вопрос 1	Каким образом происходит сочетание взрывных согласных с боковым сонантом?
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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?

БИЛЕТ 3

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

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

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Текст:

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

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

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

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

Ситуационное задание № 2

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

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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	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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Текст:

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Ситуационное задание № 2

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Перевод предложений:

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

Письменный опрос

Вопрос 1	Какие типы тонов есть в английском языке?
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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	Какие виды специальных вопросов есть 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 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. ё

Текст:

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

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

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

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

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

Ситуационное задание № 2

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

Перевод предложений:

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

Письменный опрос

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

Вопрос 5	Как выглядит интонация в альтернативных вопросах?
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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 текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

It was six o'clock when Ben Smith, dreadfully tired, arrived home from the school where he was a teacher. He had had a lot of work and trouble that day. He dreamed of a quiet evening at home. June, his wife, met him at the door smiling radiantly. She asked Ben to be quick with his dinner and change after that. She said she had got everything arranged and they would go to the theatre.

Only then did Ben remember it was the very night that had been settled for their going out. So June was realizing her dream. He envied his daughter Penny, a sixteen-year old girl, who said she would stay indoors and watch television. But suddenly he was sorry for June who got too little entertainment even at weekends.

It was already past seven when they started for the theatre. The weather was unusually nasty. Ben's nose and feet were cold. After 20 minutes a number 64 bus stopped. They got on, but the seats were full. Unfortunately the bus conductor told Ben to get off as only seven people could stand in the bus. Ben did so forgetting that his wife had got the tickets. It was pouring now. The road was wet and there was a hole in his shoe. Luckily he got on the next number 64 bus soon enough and found a seat. Ben shut his eyes. When he opened them again, the bus was past the theatre. It was still raining as he walked back to it feeling unhappy. Over the doors were the words, "Under the High Trees".

The man at the door said he could not let him in without a ticket. Ben was about to leave when a girl behind the ticket-office window said: "Are you Mr. Smith? Your wife left your ticket with me."

Ben squeezed to his seat in the dark, stepping on people's feet. He asked June what the play was about. She whispered she could not understand much as one actor, an old man, spoke very quietly, and the other, a young man, spoke very quickly.

As soon as the play was over, they ran out. There were no buses, and it was raining. They waited and waited, and their clothes got wetter. At last Ben lost his patience and shouted: "Taxi!" A passing taxi stopped. Ben pushed his wife in.

"Two pounds," said the driver when they arrived.

"What?"

"After ten o'clock in the evening the fare is higher."

Unwillingly Ben paid the driver. Besides all the trouble it turned out to be too expensive for them.

"Did you watch television, Penny?" Ben asked his daughter.

"Yes," she said. "You can't imagine how brilliant the play was."

"What was the name of it?" asked Ben as he picked up his cup of coffee.

"Under the High Trees" was the answer. Ben Smith put his cup of coffee on the kitchen table and went slowly upstairs to bed.

Ситуационное задание № 2

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

1. How long will you stay in this hotel? 2. Джона не будет в городе на следующей неделе. 3. They will call a taxi in 5 minutes. 4. Он скоро придет домой. 5. We will take a bus to school. 6. I know Sam! He is not going to miss this

opportunity. 7. Ты не собираешься надевать это платье, значит я могу взять его. 8. I am going to drink coffee with Mary. 9. Они скоро поженятся. 10. Look! He is going to fall!

Письменный опрос

Вопрос 1	Охарактеризуйте особенности гласных и согласных звуков.
Вопрос 2	Перечислите слова, которые могут использоваться как в качестве глагола, так и в качестве существительного.
Вопрос 3	Какие региональные диалекты вы можете выделить в США?
Вопрос 4	Часто ли используется высокий нисходящий терминальный тон (high fall) в английском языке?
Вопрос 5	Какие виды специальных вопросов есть в английском языке?

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 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:

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

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

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

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

Ситуационное задание №2

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

Предложения на перевод:

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

Письменный опрос

Вопрос 1	В каких случаях 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?

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

Текст:

It was six o'clock when Ben Smith, dreadfully tired, arrived home from the school where he was a teacher. He had had a lot of work and trouble that day. He dreamed of a quiet evening at home. June, his wife, met him at the door smiling radiantly. She asked Ben to be quick with his dinner and change after that. She said she had got everything arranged and they would go to the theatre.

Only then did Ben remember it was the very night that had been settled for their going out. So June was realizing her dream. He envied his daughter Penny, a sixteen-year old girl, who said she would stay indoors and watch television. But suddenly he was sorry for June who got too little entertainment even at weekends.

It was already past seven when they started for the theatre. The weather was unusually nasty. Ben's nose and feet were cold. After 20 minutes a number 64 bus stopped. They got on, but the seats were full. Unfortunately the bus conductor told Ben to get off as only seven people could stand in the bus. Ben did so forgetting that his wife had got the tickets. It was pouring now. The road was wet and there was a hole in his shoe. Luckily he got on the next number 64 bus soon enough and found a seat. Ben shut his eyes. When he opened them again, the bus was past the theatre. It was still raining as he walked back to it feeling unhappy. Over the doors were the words, "Under the High Trees".

The man at the door said he could not let him in without a ticket. Ben was about to leave when a girl behind the ticket-office window said: "Are you Mr. Smith? Your wife left your ticket with me."

Ben squeezed to his seat in the dark, stepping on people's feet. He asked June what the play was about. She whispered she could not understand much as one actor, an old man, spoke very quietly, and the other, a young man, spoke very quickly.

As soon as the play was over, they ran out. There were no buses, and it was raining. They waited and waited, and their clothes got wetter. At last Ben lost his patience and shouted: "Taxi!" A passing taxi stopped. Ben pushed his wife in.

"Two pounds," said the driver when they arrived.

"What?"

"After ten o'clock in the evening the fare is higher."

Unwillingly Ben paid the driver. Besides all the trouble it turned out to be too expensive for them.

"Did you watch television, Penny?" Ben asked his daughter.

"Yes," she said. "You can't imagine how brilliant the play was."

"What was the name of it?" asked Ben as he picked up his cup of coffee.

"Under the High Trees" was the answer. Ben Smith put his cup of coffee on the kitchen table and went slowly upstairs to bed.

Ситуационное задание № 2

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

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

Письменный опрос

Вопрос 1	Как осуществляется артикуляция изолированного звука?
Вопрос 2	Как осуществляется редукция?
Вопрос 3	Какие виды ударений существуют в английском языке?
Вопрос 4	Почему ударение в словах имеет значение в понимании языка?
Вопрос 5	Какие методы используются для большего запоминания слов?

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 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:

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

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

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

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

Ситуационное задание №2

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

Предложения на перевод:

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

Письменный опрос

Вопрос 1	Назовите органы речи и их функции в английском языке.
Вопрос 2	Как употребляются тоны в повелительных предложениях?
Вопрос 3	Где ставиться фразовое ударение в предложении?

Вопрос 4	Смоделируйте специальные вопросы и ответы на них.
Вопрос 5	Как выглядит интонация в восклицательных предложениях?

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

Текст:

It was six o'clock when Ben Smith, dreadfully tired, arrived home from the school where he was a teacher. He had had a lot of work and trouble that day. He dreamed of a quiet evening at home. June, his wife, met him at the door smiling radiantly. She asked Ben to be quick with his dinner and change after that. She said she had got everything arranged and they would go to the theatre.

Only then did Ben remember it was the very night that had been settled for their going out. So June was realizing her dream. He envied his daughter Penny, a sixteen-year old girl, who said she would stay indoors and watch television. But suddenly he was sorry for June who got too little entertainment even at weekends.

It was already past seven when they started for the theatre. The weather was unusually nasty. Ben's nose and feet were cold. After 20 minutes a number 64 bus stopped. They got on, but the seats were full. Unfortunately the bus conductor told Ben to get off as only seven people could stand in the bus. Ben did so forgetting that his wife had got the tickets. It was pouring now. The road was wet and there was a hole in his shoe. Luckily he got on the next number 64 bus soon enough and found a seat. Ben shut his eyes. When he opened them again, the bus was past the theatre. It was still raining as he walked back to it feeling unhappy. Over the doors were the words, "Under the High Trees".

The man at the door said he could not let him in without a ticket. Ben was about to leave when a girl behind the ticket-office window said: "Are you Mr. Smith? Your wife left your ticket with me."

Ben squeezed to his seat in the dark, stepping on people's feet. He asked June what the play was about. She whispered she could not understand much as one actor, an old man, spoke very quietly, and the other, a young man, spoke very quickly.

As soon as the play was over, they ran out. There were no buses, and it was raining. They waited and waited, and their clothes got wetter. At last Ben lost his patience and shouted: "Taxi!" A passing taxi stopped. Ben pushed his wife in.

"Two pounds," said the driver when they arrived.

"What?"

"After ten o'clock in the evening the fare is higher."

Unwillingly Ben paid the driver. Besides all the trouble it turned out to be too expensive for them.

"Did you watch television, Penny?" Ben asked his daughter.

"Yes," she said. "You can't imagine how brilliant the play was."

"What was the name of it?" asked Ben as he picked up his cup of coffee.

"Under the High Trees" was the answer. Ben Smith put his cup of coffee on the kitchen table and went slowly upstairs to bed.

Ситуационное задание № 2

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

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

Письменный опрос

Вопрос 1	Какие варианты английского языка вам известны?
Вопрос 2	Необходимо ли учить транскрипцию для понимания слов в английском языке?
Вопрос 3	Как определяется нисходяще-восходящий терминальный тон?
Вопрос 4	Как выглядит интонация в альтернативных вопросах?
Вопрос 5	Какая роль интонации 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 текст, задайте к нему вопросы. Проанализируйте основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка и составьте небольшой пересказ данного текста в виде summary.

Текст:

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

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

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

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

Ситуационное задание № 2

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

Переведите предложения:

1. I had my surgery done in a very good clinic. 2. Она починила окно после грозы. 3. She had her store robbed last night. 4. У нас украли все деньги. 5. When will you get your hair done? 6. Я должен заплатить, чтобы мне

установили эту программу. 7. Alice has all her clothes made at the dressmaking shop. 8. Комнату Фрэнка убирают дважды в неделю. 9. He has his eyes tested once a year. 10. Он не проверяет зрение сейчас.

Письменный опрос

Вопрос 1	Перечислите слова, которые могут использоваться как в качестве глагола, так и в качестве существительного.
Вопрос 2	Какие региональные диалекты вы можете выделить в США?
Вопрос 3	Часто ли используется высокий нисходящий терминальный тон (high fall) в английском языке?
Вопрос 4	Какие виды специальных вопросов есть в английском языке?
Вопрос 5	Каким образом происходит соединение двух взрывных согласных?

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 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:

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

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

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

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

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

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

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

Ситуационное задание № 2

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

Переведите предложения:

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

Письменный опрос

Вопрос 1	Каким образом можно выявить артикуляцию конечных глухих согласных?
Вопрос 2	В каких случаях происходит потеря аспирации?

Вопрос 3	Каким образом происходит сочетание взрывных согласных с носовым сонантом?
Вопрос 4	Перечислите методы по улучшению произношения.
Вопрос 5	Смоделируйте разделительные вопросы и ответы на них.

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

Текст:

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

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

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

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

Ситуационное задание №2

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

Переведите предложения:

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

Письменный опрос

Вопрос 1	Какие стили произношения в английском языке вы знаете?
Вопрос 2	Как осуществляется артикуляция изолированного звука?
Вопрос 3	Как осуществляется редукция?
Вопрос 4	Какие виды ударений существуют в английском языке?
Вопрос 5	Почему ударение в словах имеет значение в понимании языка?

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 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:

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

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

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

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

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

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

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

Ситуационное задание № 2

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

Переведите предложения:

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

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 слогаобразования есть в английском языке?
Вопрос 4	Назовите органы речи и их функции в английском языке.
Вопрос 5	Как употребляются тоны в повелительных предложениях?

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

Текст:

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

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

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

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

Ситуационное задание №2

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

Переведите предложения:

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

Письменный опрос

Вопрос 1	Какие варианты английского языка вам известны?
Вопрос 2	Необходимо ли учить транскрипцию для понимания слов в английском языке?
Вопрос 3	Как определяется нисходяще-восходящий терминальный тон?
Вопрос 4	Как выглядит интонация в альтернативных вопросах?
Вопрос 5	Перечислите методы по улучшению произношения.

БИЛЕТ 1

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

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание № 1

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

Переведите предложения:

1. Behave well if you want to go for a walk later. 2. Позвони мне, если ты думаешь, что сможешь выполнить эту работу. 3. If babies are hungry, they cry. 4. Змеи кусаются, когда они напуганы. 5. If you want to come, text me before 7:00. 6. Если будет солнечно, мы пойдем на прогулку. 7. Maria will be sad if Sam leaves. 8. Если ты не поторопишься, мы пропустим автобус. 9. If it rains tomorrow, we'll stay at home. 10. Если у меня будет достаточно денег, я куплю компьютер.

Ситуационное задание № 2

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

Текст:

On Thursday evenings the two librarians at the library in Benham, Pamela Cream and Violet Meade were to work until nine o'clock. The girls didn't mind staying late; in their small town there was very little for two unmarried girls to do anything. That's why when Inspector Ellis of the local police offered to give judo lessons to anybody who wanted them, Pamela was the first to enroll. She began learning judo exactly as she did everything else, thoroughly and with great interest. She always insisted on doing her best. She was a small woman, but in judo that does not matter. She was healthy, strong and brave. If not really beautiful she was pleasant to look at and no wonder Inspector Timothy Ellis fell in love with his best pupil. They were to get married soon.

That Thursday Tim was to call for her at nine o'clock to take her out to dinner. It was already eight-thirty and Pamela was returning the books to the shelves, while Violet was serving the remaining readers.

When Pamela was passing the windows near the back door she noticed that the blind was up. She tried to pull it down, but it kept rolling to the top of the window, making a very loud noise. At last Pamela managed somehow to make it stay down, then went to the next aisle. To her greatest surprise she saw two men there.

"Oh," she said, "I'm sorry, gentlemen, but readers are not allowed in this section of the library!" "I'm sorry, Miss," said the smaller of the two men with an ugly face, who seemed as surprised as Pamela, "we didn't know it." The other man, much larger than the one who spoke stood with his back to Pamela, leaning against the shelves. The smaller man said: "I'm afraid my friend is feeling rather weak. He wants some fresh air. Could you help me take him out, Miss?" "Oh, I'm so sorry," said Pamela and put her arm about the bigger man who was quite heavy. The smaller man took his friend by the other arm and the three of them started moving slowly to the back door. Suddenly Pamela stopped in horror. She saw blood on the man's coat. Looking at him closely she saw he was dead. The truth flashed in her mind. "You ... you killed him... here, in our library!" "Aren't you a smart young lady!" hissed the short man angrily, "go on helping me and avoid attracting attention, or you'll get what Blackie got." Pamela obeyed. They were in front of the window when suddenly Pamela had an idea. That new judo hold that Tim had taught her, maybe it would work! She must take her chance. That murderer was very dangerous, one more dead body that could well be her own wouldn't make him lose sleep. Oh, if only the hold worked!

Her hand touched the window blind. It went up with a loud noise. The man, greatly surprised by it, dropped Blackie's arm and Pamela let go of the other arm. The heavy body fell to the floor. The murderer snatched out a knife and rushed

at Pamela, who was ready for him... When the frightened people from the library came running into the back room they saw two men lying on the floor and white-faced Pamela standing over the unconscious murderer...

Письменный опрос

Вопрос 1	Охарактеризуйте особенности гласных и согласных звуков.
Вопрос 2	Перечислите слова, которые могут использоваться как в качестве глагола, так и в качестве существительного.
Вопрос 3	Какие региональные диалекты вы можете выделить в США?
Вопрос 4	Часто ли используется высокий нисходящий терминальный тон (high fall) в английском языке?
Вопрос 5	Смоделируйте разделительные вопросы и ответы на них.

БИЛЕТ 2

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

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание № 1

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

Переведите предложения:

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

Ситуационное задание № 2

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

Текст:

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

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

"Miss Lacey," chorused the class obediently.

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

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

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

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

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

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

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

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

"Thank you, dear, thank you," said Miss Enderby and sailed majestically into the corridor. There came a faint sigh of relief as the door closed behind her, and the forty-six tongues which had so far kept unnaturally silent began to wag

cheerfully. Anne watched this change with some dismay. She remembered with sudden relief some advice given her at college in just such a situation.

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

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

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

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

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание № 1

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

Переведите предложения:

1. Behave well if you want to go for a walk later. 2. Позвони мне, если ты думаешь, что сможешь выполнить эту работу. 3. If babies are hungry, they cry. 4. Змеи кусаются, когда они напуганы. 5. If you want to come, text me before 7.00. 6. Если будет солнечно, мы пойдем на прогулку. 7. Maria will be sad if Sam leaves. 8. Если ты не поторопишься, мы пропустим автобус. 9. If it rains tomorrow, we'll stay at home. 10. Если у меня будет достаточно денег, я куплю компьютер.

Ситуационное задание № 2

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

Текст:

On Thursday evenings the two librarians at the library in Benham, Pamela Cream and Violet Meade were to work until nine o'clock. The girls didn't mind staying late; in their small town there was very little for two unmarried girls to do anything. That's why when Inspector Ellis of the local police offered to give judo lessons to anybody who wanted them, Pamela was the first to enroll. She began learning judo exactly as she did everything else, thoroughly and with great interest. She always insisted on doing her best. She was a small woman, but in judo that does not matter. She was healthy, strong and brave. If not really beautiful she was pleasant to look at and no wonder Inspector Timothy Ellis fell in love with his best pupil. They were to get married soon.

That Thursday Tim was to call for her at nine o'clock to take her out to dinner. It was already eight-thirty and Pamela was returning the books to the shelves, while Violet was serving the remaining readers.

When Pamela was passing the windows near the back door she noticed that the blind was up. She tried to pull it down, but it kept rolling to the top of the window, making a very loud noise. At last Pamela managed somehow to make it stay down, then went to the next aisle. To her greatest surprise she saw two men there.

"Oh," she said, "I'm sorry, gentlemen, but readers are not allowed in this section of the library!" "I'm sorry, Miss," said the smaller of the two men with an ugly face, who seemed as surprised as Pamela, "we didn't know it." The other man, much larger than the one who spoke stood with his back to Pamela, leaning against the shelves. The smaller man said: "I'm afraid my friend is feeling rather weak. He wants some fresh air. Could you help me take him out, Miss?" "Oh, I'm so sorry," said Pamela and put her arm about the bigger man who was quite heavy. The smaller man took his friend by the other arm and the three of them started moving slowly to the back door. Suddenly Pamela stopped in horror. She saw blood on the man's coat. Looking at him closely she saw he was dead. The truth flashed in her mind. "You ... you killed him... here, in our library!" "Aren't you a smart young lady!" hissed the short man angrily, "go on helping me and avoid attracting attention, or you'll get what Blackie got." Pamela obeyed. They were in front of the window when suddenly Pamela had an idea. That new judo hold that Tim had taught her, maybe it would work! She must take her chance. That murderer was very dangerous, one more dead body that could well be her own wouldn't make him lose sleep. Oh, if only the hold worked!

Her hand touched the window blind. It went up with a loud noise. The man, greatly surprised by it, dropped Blackie's arm and Pamela let go of the other arm. The heavy body fell to the floor. The murderer snatched out a knife and rushed at Pamela, who was ready for him... When the frightened people from the library came running into the back room they saw two men lying on the floor and white-faced Pamela standing over the unconscious murderer...

Письменный опрос

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

БИЛЕТ 4

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

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание № 1

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

Переведите предложения:

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

Ситуационное задание № 2

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

Текст:

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

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

"Miss Lacey," chorused the class obediently.

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

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

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

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

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

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

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

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

"Thank you, dear, thank you," said Miss Enderby and sailed majestically into the corridor. There came a faint sigh of relief as the door closed behind her, and the forty-six tongues which had so far kept unnaturally silent began to wag

cheerfully. Anne watched this change with some dismay. She remembered with sudden relief some advice given her at college in just such a situation.

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

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

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

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

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 слога образования есть в английском языке?
Вопрос 4	Назовите органы речи и их функции в английском языке.
Вопрос 5	Как употребляются тоны в повелительных предложениях?

БИЛЕТ 5

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

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание № 1

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Переведите предложения:

1. Behave well if you want to go for a walk later. 2. Позвони мне, если ты думаешь, что сможешь выполнить эту работу. 3. If babies are hungry, they cry. 4. Змеи кусаются, когда они напуганы. 5. If you want to come, text me before 7.00. 6. Если будет солнечно, мы пойдем на прогулку. 7. Maria will be sad if Sam leaves. 8. Если ты не поторопишься, мы пропустим автобус. 9. If it rains tomorrow, we'll stay at home. 10. Если у меня будет достаточно денег, я куплю компьютер.

Ситуационное задание № 2

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

Текст:

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That Thursday Tim was to call for her at nine o'clock to take her out to dinner. It was already eight-thirty and Pamela was returning the books to the shelves, while Violet was serving the remaining readers.

When Pamela was passing the windows near the back door she noticed that the blind was up. She tried to pull it down, but it kept rolling to the top of the window, making a very loud noise. At last Pamela managed somehow to make it stay down, then went to the next aisle. To her greatest surprise she saw two men there.

"Oh," she said, "I'm sorry, gentlemen, but readers are not allowed in this section of the library!" "I'm sorry, Miss," said the smaller of the two men with an ugly face, who seemed as surprised as Pamela, "we didn't know it." The other man, much larger than the one who spoke stood with his back to Pamela, leaning against the shelves. The smaller man said: "I'm afraid my friend is feeling rather weak. He wants some fresh air. Could you help me take him out, Miss?" "Oh, I'm so sorry," said Pamela and put her arm about the bigger man who was quite heavy. The smaller man took his friend by the other arm and the three of them started moving slowly to the back door. Suddenly Pamela stopped in horror. She saw blood on the man's coat. Looking at him closely she saw he was dead. The truth flashed in her mind. "You ... you killed him... here, in our library!" "Aren't you a smart young lady!" hissed the short man angrily, "go on helping me and avoid attracting attention, or you'll get what Blackie got." Pamela obeyed. They were in front of the window when suddenly Pamela had an idea. That new judo hold that Tim had taught her, maybe it would work! She must take her chance. That murderer was very dangerous, one more dead body that could well be her own wouldn't make him lose sleep. Oh, if only the hold worked!

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Письменный опрос

Вопрос 1	Какие варианты английского языка вам известны?
Вопрос 2	Как произнести связующую [r] в интервокальной позиции на стыке слов?
Вопрос 3	Необходимо ли учить транскрипцию для понимаю слов в английском языке?
Вопрос 4	Как определяется нисходяще-восходящий терминальный тон?
Вопрос 5	Как выглядит интонация в альтернативных в опросах?

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 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:

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

"I've got a headache."

"You'd better go back to bed."

"No, I'm all right."

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

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

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

"I'm all right," he said.

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

"What is it?" I asked him.

"One hundred and two."

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

"Do you want me to read to you?"

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

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

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

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

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

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

"I'd rather stay awake."

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

"It doesn't bother me."

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

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

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

"What is it?"

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

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

"Who said so?"

"The doctor."

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

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

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

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

"Take this with water."

"Do you think it will do any good?"

"Of course, it will."

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

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

"What?"

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

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

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

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

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

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

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

"Are you sure?"

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

"Oh," he said.

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

Ситуационное задание № 2

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

Переведите предложения:

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

Письменный опрос

Вопрос 1	Охарактеризуйте особенности гласных и согласных звуков.
Вопрос 2	Перечислите слова, которые могут использоваться как в качестве глагола, так и в качестве существительного.
Вопрос 3	Какие региональные диалекты вы можете выделить в США?
Вопрос 4	Часто ли используется высокий нисходящий терминальный тон (high fall) в английском языке?
Вопрос 5	Какие виды специальных вопросов есть в английском языке?

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 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:

I remember going to the British Museum one day to read up the treatment for some slight ailment. I got down the book and read all I came to read; and then, in an unthinking moment, I idly turned the leaves and began to study diseases, generally. I forgot which was the first, and before I had glanced half down the list of "premonitory symptoms", I was sure that I had got it.

I sat for a while frozen with horror; and then in despair I again turned over the pages. I came to typhoid fever – read the symptoms – discovered that I had typhoid fever – began to get interested in my case, and so started alphabetically. Cholera I had, with severe complications; and diphtheria I seemed to have been born with. I looked through the twenty-six letters, and the only disease I had not got was housemaid's knee. I sat and thought what an interesting case I must be from a medical point of view. Students would have no need to "walk the hospitals" if they had me. I was a hospital in myself. All they need do would be to walk round me, and, after that, take their diploma.

Then I wondered how long I had to live. I tried to examine myself. I felt my pulse. I could not at first feel any pulse at all. Then, all of a sudden, it seemed to start off. I pulled out my watch and timed it. I made it a hundred and forty-seven to the minute. I tried to feel my heart. I could not feel my heart. It had stopped beating. I patted myself all over my front, from what I call my waist up to my head but I could not feel or hear anything. I tried to look at my tongue. I stuck it out as far as ever it would go, and I shut one eye and tried to examine it with the other. I could only see the tip, but I felt more certain than before that I had scarlet fever. I had walked into the reading-room a happy, healthy man. I crawled out a miserable wreck. I went to my medical man. He is an old chum of mine, and feels my pulse, and looks at my tongue, and talks about the weather, all for nothing, when I fancy, I'm ill. So I went straight up and saw him, and he said:

"Well, what's the matter with you?" I said:

"I will not take up your time, dear boy, with telling you what is the matter with me. Life is short and you might pass away before I had finished. But I will tell you what is not the matter with me. Everything else, however, I have got." And I told him how I came to discover it all, then he opened me and looked down me, and took hold of my wrist, and then he hit me over the chest when I wasn't expecting it – a cowardly thing to do, I call it. After that, he sat down and wrote out a prescription, and folded it up and gave it me, and I put it in my pocket and went out. I did not open it, I took it to the nearest chemist's, and handed it in. The man read it, and then handed it back. He said he didn't keep it.

I said: "You are a chemist?"

He said: "I am a chemist. If I was a co-operative stores and family hotel combined, I might be able to oblige you."

I read the prescription. It ran: "1 lb. beefsteak, with 1 pt. bitter beer every six hours. 1 ten-mile walk every morning. 1 bed at 11 sharp every night. And don't stuff up your head with things you don't understand."

I followed the directions with the happy result that my life was preserved and is still going on.

Ситуационное задание № 2

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

Переведите предложения:

1. Если бы я жил в большом городе, я бы каждый день ездил на метро. 2. If we could ski we would go to the mountains. 3. Я бы удивился, если бы он пришел вовремя. 4. You could save time if you worked from home. 5. Если бы я знала ее имя, я бы тебе сказала. 6. If I hadn't been late for the test, I wouldn't have failed it. 7. Если бы Лили

усерднее училась, она бы сдала экзамен. 8. If I hadn't been sick, we would have gone to Mexico. 9. Я бы тебе поверила, если бы ты не врал мне раньше. 10. I would have shown you my project if I had finished it.

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 вопросов?

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 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:

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

"I've got a headache."

"You'd better go back to bed."

"No, I'm all right."

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

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

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

"I'm all right," he said.

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

"What is it?" I asked him.

"One hundred and two."

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

"Do you want me to read to you?"

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

I read aloud from Howard Pyle's 14 Book of Pirates, but I could see he was not following what I was reading.

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

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

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

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

"I'd rather stay awake."

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

"It doesn't bother me."

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

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

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

"What is it?"

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

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

"Who said so?"

"The doctor."

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

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

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

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

"Take this with water."

"Do you think it will do any good?"

"Of course, it will."

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

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

"What?"

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

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

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

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

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

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

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

"Are you sure?"

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

"Oh," he said.

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

Ситуационное задание № 2

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

Переведите предложения:

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

Письменный опрос

Вопрос 1	Как осуществляется артикуляция изолированного звука?
Вопрос 2	Как осуществляется редукция?
Вопрос 3	Какие виды ударений существуют в английском языке?
Вопрос 4	Почему ударение в словах имеет значение в понимании языка?
Вопрос 5	Какие методы используются для большего запоминания слов?

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 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:

I remember going to the British Museum one day to read up the treatment for some slight ailment. I got down the book and read all I came to read; and then, in an unthinking moment, I idly turned the leaves and began to study diseases, generally. I forgot which was the first, and before I had glanced half down the list of "premonitory symptoms", I was sure that I had got it.

I sat for a while frozen with horror; and then in despair I again turned over the pages. I came to typhoid fever – read the symptoms – discovered that I had typhoid fever – began to get interested in my case, and so started alphabetically. Cholera I had, with severe complications; and diphtheria I seemed to have been born with. I looked through the twenty-six letters, and the only disease I had not got was housemaid's knee. I sat and thought what an interesting case I must be from a medical point of view. Students would have no need to "walk the hospitals" if they had me. I was a hospital in myself. All they need do would be to walk round me, and, after that, take their diploma.

Then I wondered how long I had to live. I tried to examine myself. I felt my pulse. I could not at first feel any pulse at all. Then, all of a sudden, it seemed to start off. I pulled out my watch and timed it. I made it a hundred and forty-seven to the minute. I tried to feel my heart. I could not feel my heart. It had stopped beating. I patted myself all over my front, from what I call my waist up to my head but I could not feel or hear anything. I tried to look at my tongue. I stuck it out as far as ever it would go, and I shut one eye and tried to examine it with the other. I could only see the tip, but I felt more certain than before that I had scarlet fever. I had walked into the reading-room a happy, healthy man. I crawled out a miserable wreck. I went to my medical man. He is an old chum of mine, and feels my pulse, and looks at my tongue, and talks about the weather, all for nothing, when I fancy, I'm ill. So I went straight up and saw him, and he said:

"Well, what's the matter with you?" I said:

"I will not take up your time, dear boy, with telling you what is the matter with me. Life is short and you might pass away before I had finished. But I will tell you what is not the matter with me. Everything else, however, I have got." And I told him how I came to discover it all, then he opened me and looked down me, and took hold of my wrist, and then he hit me over the chest when I wasn't expecting it – a cowardly thing to do, I call it. After that, he sat down and wrote out a prescription, and folded it up and gave it me, and I put it in my pocket and went out. I did not open it, I took it to the nearest chemist's, and handed it in. The man read it, and then handed it back. He said he didn't keep it.

I said: "You are a chemist?"

He said: "I am a chemist. If I was a co-operative stores and family hotel combined, I might be able to oblige you."

I read the prescription. It ran: "1 lb. beefsteak, with 1 pt. bitter beer every six hours. 1 ten-mile walk every morning. 1 bed at 11 sharp every night. And don't stuff up your head with things you don't understand."

I followed the directions with the happy result that my life was preserved and is still going on.

Ситуационное задание № 2

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

Переведите предложения:

1. Если бы я жил в большом городе, я бы каждый день ездил на метро. 2. If we could ski we would go to the mountains. 3. Я бы удивился, если бы он пришел вовремя. 4. You could save time if you worked from home. 5. Если бы я знала ее имя, я бы тебе сказала. 6. If I hadn't been late for the test, I wouldn't have failed it. 7. Если бы Лили

усерднее училась, она бы сдала экзамен. 8. If I hadn't been sick, we would have gone to Mexico. 9. Я бы тебе поверила, если бы ты не врал мне раньше. 10. I would have shown you my project if I had finished it.

Письменный опрос

Вопрос 1	Сколько видов слогаобразования есть в английском языке?
Вопрос 2	Назовите органы речи и их функции в английском языке.
Вопрос 3	Как употребляются тоны в повелительных предложениях?
Вопрос 4	Где ставится фразовое ударение в предложении?
Вопрос 5	Каким образом классифицируются гласные 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 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:

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

"I've got a headache."

"You'd better go back to bed."

"No, I'm all right."

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

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

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

"I'm all right," he said.

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

"What is it?" I asked him.

"One hundred and two."

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

"Do you want me to read to you?"

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

I read aloud from Howard Pyle's 14 Book of Pirates, but I could see he was not following what I was reading.

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

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

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

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

"I'd rather stay awake."

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

"It doesn't bother me."

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

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

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

"What is it?"

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

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

"Who said so?"

"The doctor."

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

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

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

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

"Take this with water."

"Do you think it will do any good?"

"Of course, it will."

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

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

"What?"

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

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

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

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

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

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

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

"Are you sure?"

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

"Oh," he said.

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

Ситуационное задание № 2

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

Переведите предложения:

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

Письменный опрос

Вопрос 1	Как определяется нисходяще-восходящий терминальный тон?
Вопрос 2	Как правильно поставить произношение как у носителей?
Вопрос 3	Как выглядит интонация в альтернативных вопросах?
Вопрос 4	Какая роль интонации в английском языке?
Вопрос 5	На какой слог чаще всего падает ударение в существительном или прилагательном, которое состоит из двух слогов?

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 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:

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

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

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

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

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

Ситуационное задание № 2

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

Предложения на перевод:

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

Письменный опрос

Вопрос 1	Какие региональные диалекты вы можете выделить в США?
Вопрос 2	Часто ли используется высокий нисходящий терминальный тон (high fall) в английском языке?

Вопрос 3	Какие стили произношения в английском языке вы знаете?
Вопрос 4	Какие виды специальных вопросов есть в английском языке?
Вопрос 5	Смоделируйте специальные вопросы и ответы на них.

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 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:

Keith recently came back from a trip to Chicago, Illinois. This midwestern metropolis is found along the shore of Lake Michigan. During his visit, Keith spent a lot of time exploring the city to visit important landmarks and monuments. Keith loves baseball, and he made sure to take a visit to Wrigley Field. Not only did he take a tour of this spectacular stadium, but he also got to watch a Chicago Cubs game. In the stadium, Keith and the other fans cheered for the Cubs. Keith was happy that the Cubs won with a score of 5-4. Chicago has many historic places to visit. Keith found the Chicago Water Tower impressive as it is one of the few remaining landmarks to have survived the Great Chicago Fire of 1871. Keith also took a walk through Jackson Park, a great outdoor space that hosted the World's Fair of 1892. The park is great for a leisurely stroll, and it still features some of the original architecture and replicas of monuments that were featured in the World's Fair. During the last part of his visit, Keith managed to climb the stairs inside of the Willis Tower, a 110-story skyscraper. Despite the challenge of climbing the many flights of stairs, Keith felt that reaching the top was worth the effort. From the rooftop, Keith received a gorgeous view of the city's skyline with Lake Michigan in the background.

Ситуационное задание № 2

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

Предложения на перевод:

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

Письменный опрос

Вопрос 1	Каким образом происходит сочетание взрывных согласных с носовым сонантом?
Вопрос 2	Перечислите методы по улучшению произношения.
Вопрос 3	Смоделируйте разделительные вопросы и ответы на них.
Вопрос 4	Какая интонация осуществляется в общих вопросах?
Вопрос 5	Какие различия между устной и письменной речью?