

ВАРИАНТ 5

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание №1

Переведите диалог, задайте к нему вопросы, демонстрируя осуществление деловой коммуникации в устной и письменной формах на иностранном(ых) языке(ах) и оформление письменной речи грамотно, в соответствии с правилами орфографии и пунктуации. Составьте собственный диалог с распределением ролей на ту же тему из своей личной практики.

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

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

- Water and orange juice, Sandra says.

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

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

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

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

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

- And two orders of garlic bread, Paul says.

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

The waiter returns after an hour.

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

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

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

The waiter quickly returns with Sandra's green beans.

Ситуационное задание №2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления Present Perfect Tense и Past Simple Tense.

1. Did you play the piano yesterday? 2. Я недавно вернулась домой. — Ты уже поужинала? 3. The children already have already decided what to do with the books. 4. Сколько ты заплатила за эту картину? 5. Have you ever been to New York before? 6. Я уже был на этой экскурсии два года назад. 7. The weather has changed, and we can go for a walk. 8. Они давно поссорились. — Разве они еще не помирились? 9. Look at this birdhouse. Mike made it last Sunday. 10. В последние несколько дней об этом происшествии больше не было новостей.

Письменный опрос

Вопрос 1	Какие дополнительные типы сравнения прилагательных существуют?
Вопрос 2	Как структура мотивационного письма отличается от сопроводительного?
Вопрос 3	В каких случаях используется неопределенный артикль?
Вопрос 4	На что необходимо обращать внимание при переводе предложений?
Вопрос 5	Как образуется согласование времен в английском языке?

ВАРИАНТ 1

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Best wishes,

Patrick

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Письменный опрос

Вопрос 1	В каких случаях используются личные и безличные конструкции?
Вопрос 2	В каких случаях употребляются формы used to/be used to/get used to?
Вопрос 3	В какой форме должны проходить дебаты на практических занятиях между студентами?
Вопрос 4	Какие временные маркеры используются для определения прошедших времен?
Вопрос 5	Какие приставки используются при словообразовании глаголов, существительных, наречий и прилагательных?

ВАРИАНТ 2

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Best wishes,

Patrick

Ситуационное задание №2

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Письменный опрос

Вопрос 1	Какая структура используется при составлении статей?
Вопрос 2	Как образуются герундий и герундиальные конструкции?
Вопрос 3	Каким образом обособляются придаточные предложения времени и условия в английском языке?
Вопрос 4	Для чего используются наречия частоты?
Вопрос 5	Как образуется пассивный залог во всех временах и конструкциях в английском языке?

ВАРИАНТ 3

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

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Формируемые (оцениваемые) индикаторы достижения компетенций:

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Ситуационное задание №1

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Best wishes,

Patrick

Ситуационное задание №2

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Письменный опрос

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

ВАРИАНТ 4

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Письменный опрос

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

ВАРИАНТ 5

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

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Ситуационное задание №2

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1. We were watching the sunset at 6 pm. 2. Я сфотографировал, когда Сью играла на пианино. 3. It was snowing when we left the house. 4. At 7 am yesterday the kids were sleeping. 5. Фред был не в куртке, когда я его видел. 6. Sue has been writing her book for 2 years. 7. Лиза мало ест в последнее время. Ей следует больше есть. 8. I have not been doing anything since I came home. 9. Мы никуда не ходили с прошлого месяца. 10. Kate is studying Japanese but she has not been studying it very long.

Письменный опрос

Вопрос 1	Что такое пассивный залог?
Вопрос 2	Как образуются вопросительные предложения в косвенной речи?
Вопрос 3	В каких случаях используется передача приказов/просьб/предложений?
Вопрос 4	В каких случаях используются инфинитив и герундий в сложных предложениях?
Вопрос 5	В каких случаях используются инфинитив и причастие в конструкции "Complex Object"?

ВАРИАНТ 1

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание № 1

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

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Bugs, spiders, cobwebs, gravestones, and anything else that can be considered creepy (or unusual and possibly scary) can also be found on Halloween, in decoration form. Only some adults celebrate Halloween, and they generally do so by attending parties. Inversely, the vast majority of children dress in costume (Halloween costumes can be based upon anything, from the mentioned supernatural creatures to the stars of today's films) and walk from door to door in search of candy—a practice known as trick or treat—on Halloween. After knocking on a door (houses that participate in Halloween usually leave a light on), one says, "Trick or Treat" and a piece (or pieces!) of candy is given to him or her.

Ситуационное задание № 2

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

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

Письменный опрос

Вопрос 1	Как образуются придаточные предложения времени и условия?
Вопрос 2	Какая структура используется при составлении делового письма?
Вопрос 3	Почему некоторые глаголы состояния нельзя использовать во временах Continuous?
Вопрос 4	Как образуются наречия?
Вопрос 5	Какие дополнительные способы выражения будущего времени в английском вы знаете?

ВАРИАНТ 2

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание № 1

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

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Bugs, spiders, cobwebs, gravestones, and anything else that can be considered creepy (or unusual and possibly scary) can also be found on Halloween, in decoration form. Only some adults celebrate Halloween, and they generally do so by attending parties. Inversely, the vast majority of children dress in costume (Halloween costumes can be based upon anything, from the mentioned supernatural creatures to the stars of today's films) and walk from door to door in search of candy—a practice known as trick or treat—on Halloween. After knocking on a door (houses that participate in Halloween usually leave a light on), one says, "Trick or Treat" and a piece (or pieces!) of candy is given to him or her.

Ситуационное задание № 2

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

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

Письменный опрос

Вопрос 1	Какие дополнительные типы сравнения прилагательных существуют?
Вопрос 2	Как структура мотивационного письма отличается от сопроводительного?
Вопрос 3	В каких случаях используется неопределенный артикль?
Вопрос 4	На что необходимо обращать внимание при переводе предложений?
Вопрос 5	Как образуется согласование времен в английском языке?

ВАРИАНТ 3

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание №1

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

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Ситуационное задание №2

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

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Письменный опрос

Вопрос 1	В каких случаях используются личные и безличные конструкции?
Вопрос 2	В каких случаях употребляются формы used to/be used to/get used to?
Вопрос 3	В какой форме должны проходить дебаты на практических занятиях между студентами?
Вопрос 4	Какие приставки используются при словообразовании глаголов, существительных, наречий и прилагательных?
Вопрос 5	Чем отличается словообразование при помощи приставок от других методов?

ВАРИАНТ 4

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание № 1

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

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Ситуационное задание № 2

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Письменный опрос

Вопрос 1	Как образуются герундий и герундиальные конструкции?
Вопрос 2	Каким образом обособляются придаточные предложения времени и условия в английском языке?
Вопрос 3	Для чего используются наречия частоты?
Вопрос 4	Как образуется пассивный залог во всех временах и конструкциях в английском языке?
Вопрос 5	Когда и в каких типах предложений употребляется глагол shall?

ВАРИАНТ 5

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание №1

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

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Ситуационное задание №2

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Письменный опрос

Вопрос 1	В каких случаях используются придаточные предложения времени и условия?
Вопрос 2	Какие коммуникационные навыки развиваются при участии в дебатах у студентов?
Вопрос 3	Как образуются прошедшие времена во всех типах предложений?
Вопрос 4	В каких случаях используются инфинитив и герундий?
Вопрос 5	Какие суффиксы используются при словообразовании глаголов, существительных, наречий и прилагательных?

ВАРИАНТ 1

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

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Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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Ситуационное задание № 1

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

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".

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"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

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

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

Письменный опрос

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

ВАРИАНТ 2

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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Ситуационное задание №1

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

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"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

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

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Письменный опрос

Вопрос 1	Как образуются вопросительные предложения в косвенной речи?
Вопрос 2	В каких случаях используется передача приказов/просьб/предложений?

Вопрос 3	В каких случаях используются инфинитив и причастие в конструкции "Complex Object"?
Вопрос 4	Какие временные маркеры используются для определения прошедших времен?
Вопрос 5	Какая структура используется при составлении докладов?

ВАРИАНТ 3

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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Ситуационное задание №1

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"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

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

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Письменный опрос

Вопрос 1	Почему некоторые глаголы состояния нельзя использовать во временах Continuous?
Вопрос 2	Какие дополнительные способы выражения будущего времени в английском вы знаете?

Вопрос 3	Какие типы условных предложений существуют в английском языке?
Вопрос 4	Какие существительные не поддаются общему правилу?
Вопрос 5	В каких случаях используется пассивный залог?

ВАРИАНТ 4

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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Ситуационное задание №1

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

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"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

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

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Письменный опрос

Вопрос 1	На что необходимо обращать внимание при переводе предложений?
Вопрос 2	Как образуется согласование времен в английском языке?

Вопрос 3	Когда употребляются смешанные типы придаточных предложений в английском языке?
Вопрос 4	Для чего используются условные предложения в английском языке?
Вопрос 5	На какие типы делятся модальные глаголы?

ВАРИАНТ 5

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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Ситуационное задание №1

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

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

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Ситуационное задание №2

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

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Письменный опрос

Вопрос 1	В какой форме должны проходить дебаты на практических занятиях между студентами?
Вопрос 2	Какие приставки используются при словообразовании глаголов, существительных,

	наречий и прилагательных?
Вопрос 3	Чем отличается словообразование при помощи приставок от других методов?
Вопрос 4	Как образуются прилагательные?
Вопрос 5	Какие правила пунктуации используются при прямой и косвенной речах?

ВАРИАНТ 1

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание № 1

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

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

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

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

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

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

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

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

Ситуационное задание № 2

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

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

Письменный опрос

Вопрос 1	Для чего используются наречия частоты?
Вопрос 2	Какая структура используется при составлении делового письма?
Вопрос 3	Как образуется пассивный залог во всех временах и конструкциях в английском языке?
Вопрос 4	Когда и в каких типах предложений употребляется глагол shall?
Вопрос 5	Какие случаи употребления условных предложений в реальных и нереальных ситуациях вы можете назвать?

ВАРИАНТ 2

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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Ситуационное задание №1

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

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

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

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

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

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

Ситуационное задание №2

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

Something Done.

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

Письменный опрос

Вопрос 1	Какие коммуникационные навыки развиваются при участии в дебатах у студентов?
Вопрос 2	Почему некоторые глаголы состояния нельзя использовать во временах Continuous?
Вопрос 3	Как образуются прошедшие времена во всех типах предложений?
Вопрос 4	В каких случаях используются инфинитив и герундий?
Вопрос 5	Какие дополнительные способы выражения будущего времени в английском вы знаете?

ВАРИАНТ 3

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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Ситуационное задание №1

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

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

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

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Ситуационное задание №2

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

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Письменный опрос

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

ВАРИАНТ 4

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

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Формируемые (оцениваемые) индикаторы достижения компетенций:

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Ситуационное задание №1

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

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Ситуационное задание №2

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Письменный опрос

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

ВАРИАНТ 5

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание №1

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

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

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

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

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

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

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

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

Ситуационное задание №2

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

Something Done.

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

Письменный опрос

Вопрос 1	Какая структура используется при составлении делового письма?
Вопрос 2	Почему некоторые глаголы состояния нельзя использовать во временах Continuous?
Вопрос 3	Какие дополнительные способы выражения будущего времени в английском вы знаете?
Вопрос 4	Какие типы условных предложений существуют в английском языке?
Вопрос 5	Какие существительные не поддаются общему правилу?

ВАРИАНТ 1

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

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Формируемые (оцениваемые) индикаторы достижения компетенций:

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Ситуационное задание № 1

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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!

Her hand touched the window blind. It went up with a loud noise. The man, greatly surprised by it, dropped Blackies 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...

Ситуационное задание № 2

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Письменный опрос

Вопрос 1	В каких случаях используется неопределенный артикль?
Вопрос 2	На что необходимо обращать внимание при переводе предложений?

Вопрос 3	Как образуется согласование времен в английском языке?
Вопрос 4	Когда употребляются смешанные типы придаточных предложений в английском языке?
Вопрос 5	Для чего используются условные предложения в английском языке?

ВАРИАНТ 2

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

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Ситуационное задание №1

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Ситуационное задание №2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления конструкции Conditional Sentences (0,1).

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Письменный опрос

Вопрос 1	В какой форме должны проходить дебаты на практических занятиях между студентами?
Вопрос 2	Какие приставки используются при словообразовании глаголов, существительных,

	наречий и прилагательных?
Вопрос 3	Чем отличается словообразование при помощи приставок от других методов?
Вопрос 4	Как образуются прилагательные?
Вопрос 5	Какие правила пунктуации используются при прямой и косвенной речах?

ВАРИАНТ 3

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

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Формируемые (оцениваемые) индикаторы достижения компетенций:

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Ситуационное задание №1

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Ситуационное задание №2

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Письменный опрос

Вопрос 1	Для чего используются наречия частоты?
Вопрос 2	Как образуется пассивный залог во всех временах и конструкциях в английском языке?

Вопрос 3	Когда и в каких типах предложений употребляется глагол shall?
Вопрос 4	Какие случаи употребления условных предложений в реальных и нереальных ситуациях вы можете назвать?
Вопрос 5	В каких случаях используются инфинитив и причастие?

ВАРИАНТ 4

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

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"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 Blackies 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...

Ситуационное задание №2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления конструкции Conditional Sentences (0,1).

1. 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.

Письменный опрос

Вопрос 1	Как образуются прошедшие времена во всех типах предложений?
Вопрос 2	Какие существительные не поддаются общему правилу?

Вопрос 3	В каких случаях используются инфинитив и герундий?
Вопрос 4	Какие суффиксы используются при словообразовании глаголов, существительных, наречий и прилагательных?
Вопрос 5	Какие типы предложения существуют в английском языке?

ВАРИАНТ 5

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание №1

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

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 Blackies 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...

Ситуационное задание №2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления конструкции Conditional Sentences (0,1).

1. 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.

Письменный опрос

Вопрос 1	Чем косвенная речь отличается от прямой?
Вопрос 2	Какого стиля следует придерживаться при ведении деловых встреч и прохождении собеседования?

Вопрос 3	Как образуются инфинитив и инфинитивные конструкции?
Вопрос 4	В каких случаях используется пассивный залог?
Вопрос 5	Как образуются восклицательные предложения?

ВАРИАНТ 1

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание № 1

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

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

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления конструкции Conditional Sentences (2,3).

1. Если бы я 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.

Вопрос 1	В каких случаях используется передача приказов/просьб/предложений?
Вопрос 2	В каких случаях используются инфинитив и причастие в конструкции "Complex Object"?
Вопрос 3	Какие временные маркеры используются для определения прошедших времен?
Вопрос 4	Как образуется будущее время в английском?
Вопрос 5	Какая структура используется при составлении докладов?

ВАРИАНТ 2

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание №1

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

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

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления конструкции Conditional Sentences (2,3).

1. Если бы я 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	Почему некоторые глаголы состояния нельзя использовать во временах Continuous?
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Вопрос 2	Какие дополнительные способы выражения будущего времени в английском вы знаете?
Вопрос 3	Какие типы условных предложений существуют в английском языке?
Вопрос 4	Какие существительные не поддаются общему правилу?
Вопрос 5	В каких случаях используется пассивный залог?

ВАРИАНТ 3

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание №1

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

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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.

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

Ситуационное задание №2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления конструкции Conditional Sentences (2,3).

1. Если бы я 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 используется неопределенный артикль?
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Вопрос 2	На что необходимо обращать внимание при переводе предложений?
Вопрос 3	Как образуется согласование времен в английском языке?
Вопрос 4	Когда употребляются смешанные типы придаточных предложений в английском языке?
Вопрос 5	Для чего используются условные предложения в английском языке?

ВАРИАНТ 4

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание №1

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

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

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления конструкции Conditional Sentences (2,3).

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Письменный опрос

Вопрос 1

В какой форме должны проходить дебаты на практических занятиях между

	студентами?
Вопрос 2	Какие приставки используются при словообразовании глаголов, существительных, наречий и прилагательных?
Вопрос 3	Чем отличается словообразование при помощи приставок от других методов?
Вопрос 4	Как образуются прилагательные?
Вопрос 5	Какие правила пунктуации используются при прямой и косвенной речах?

ВАРИАНТ 5

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание №1

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

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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.

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

Ситуационное задание №2

Выполните перевод текстов с иностранного(-ых) на государственный язык Российской Федерации и (или) с государственного языка РФ на иностранный(-ые). Объясните случаи употребления конструкции Conditional Sentences (2,3).

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Письменный опрос

Вопрос 1

Каким образом обособляются придаточные предложения времени и условия в

	английском языке?
Вопрос 2	Для чего используются наречия частоты?
Вопрос 3	Как образуется пассивный залог во всех временах и конструкциях в английском языке?
Вопрос 4	Когда и в каких типах предложений употребляется глагол shall?
Вопрос 5	Какие случаи употребления условных предложений в реальных и нереальных ситуациях вы можете назвать?

ВАРИАНТ 1

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание № 1

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

In June, Diane visited her friends who live in San Francisco, California. This was Diane's first time in the city, and she enjoyed her opportunities to walk around and explore.

On the first day of her trip, Diane visited the Golden Gate Bridge. This red suspension bridge measures 1.7 miles in length. Diane and her friends did not walk across the bridge. However, they viewed it from the Golden Gate National Recreation Area, which offers hiking trails, picnicking areas, and presents spectacular views of the bridge and city. Diane and her friends made sure to take a group photograph here, featuring the bridge in the background.

The next day, Diane and her friends visited Alcatraz Island. This island is located 1.25 miles offshore in the San Francisco Bay. It used to serve as a lighthouse, military fort, and prison. Diane and her friends took a small tour boat across bay to reach the island. Their visit included a guided tour through the old military base and prison. They also took a walk around the island to appreciate some of the native wildlife in addition to the views of the city. Diane and her friends spent the final day of her visit in San Francisco's downtown area. Diane's favorite part of her entire trip was taking a trolley to transport her up and down the hilly streets of San Francisco. Diane did a lot of shopping downtown on her last day. She and her friends celebrated the end of her visit by having dinner at one of San Francisco's best restaurants.

Ситуационное задание № 2

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

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

Письменный опрос

Вопрос 1	Какие коммуникационные навыки развиваются при участии в дебатах у студентов?
Вопрос 2	Как структура мотивационного письма отличается от сопроводительного?
Вопрос 3	Как образуются прошедшие времена во всех типах предложений?
Вопрос 4	В каких случаях используются инфинитив и герундий?
Вопрос 5	В каких случаях используется неопределенный артикль?

ВАРИАНТ 2

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

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

Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

Ситуационное задание № 1

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Ситуационное задание № 2

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

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Письменный опрос

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