

### 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.

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	Что такое пассивный залог?
Вопрос 2	Как образуется согласование времен в английском языке?
Вопрос 3	Как образуются вопросительные предложения в косвенной речи?
Вопрос 4	В каких случаях используется передача приказов/просьб/предложений?
Вопрос 5	В каких случаях используются инфинитив и причастие в конструкции "Complex Object"?

## ВАРИАНТ 4

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### Ситуационное задание №2

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### Письменный опрос

Вопрос 1	Как меняются формы образования инфинитива и герундия в сложных предложениях?
Вопрос 2	Для чего используются условные предложения в английском языке?
Вопрос 3	Как образуются придаточные предложения времени и условия?
Вопрос 4	Какая структура используется при составлении делового письма?
Вопрос 5	Почему некоторые глаголы состояния нельзя использовать во временах Continuous?

## ВАРИАНТ 5

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### Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

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

"Thirty-five," he said.

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

"Well, nothing very much," he said.

I couldn't help laughing.

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

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

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

"I can swim," he said.

"Swim!"

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

"I swam for my university." 55

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

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

"Do you know Kobe?" he asked.

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

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

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

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

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

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

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

"Done," he said.

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

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

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

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

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

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

### Ситуационное задание № 2

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

1. Tom thanked them for helping him out. 2. Илон выразил свою благодарность за то, что я пришел. 3. Mary begged his pardon for having left his encyclopedia at home. 4. Она извинилась перед учителем за опоздание. 5. Bella advised him to take a cab, as otherwise he might be late for the meeting. 6. Она предложила ему поехать туда вместе. 7. The man offered to bring her a glass of water. 8. Ребенок умолял маму не вести его в музей. 9. The father urged his daughter to take care of her little brother. 10. Она сказала мне не открывать дверь.

### Письменный опрос

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

## ВАРИАНТ 2

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

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"Thirty-five," he said.

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

"Well, nothing very much," he said.

I couldn't help laughing.

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

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

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

"Done," he said.

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

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

### Ситуационное задание № 2

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### Письменный опрос

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

### 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.

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

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

"Thirty-five," he said.

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

"Well, nothing very much," he said.

I couldn't help laughing.

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

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

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

"I can swim," he said.

"Swim!"

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

"I swam for my university." 55

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

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

"Do you know Kobe?" he asked.

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

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

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

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

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

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

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

"Done," he said.

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

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



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

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

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

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

### Ситуационное задание № 2

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

1. Tom thanked them for helping him out. 2. Илон выразил свою благодарность за то, что я пришел. 3. Mary begged his pardon for having left his encyclopedia at home. 4. Она извинилась перед учителем за опоздание. 5. Bella advised him to take a cab, as otherwise he might be late for the meeting. 6. Она предложила ему поехать туда вместе. 7. The man offered to bring her a glass of water. 8. Ребенок умолял маму не вести его в музей. 9. The father urged his daughter to take care of her little brother. 10. Она сказала мне не открывать дверь.

### Письменный опрос

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

## 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.

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

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

"Thirty-five," he said.

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

"Well, nothing very much," he said.

I couldn't help laughing.

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

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

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

"I can swim," he said.

"Swim!"

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

"I swam for my university." 55

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

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

"Do you know Kobe?" he asked.

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

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

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

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

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

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

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

"Done," he said.

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

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

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

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

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

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

### Ситуационное задание № 2

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

1. Tom thanked them for helping him out. 2. Илон выразил свою благодарность за то, что я пришел. 3. Mary begged his pardon for having left his encyclopedia at home. 4. Она извинилась перед учителем за опоздание. 5. Bella advised him to take a cab, as otherwise he might be late for the meeting. 6. Она предложила ему поехать туда вместе. 7. The man offered to bring her a glass of water. 8. Ребенок умолял маму не вести его в музей. 9. The father urged his daughter to take care of her little brother. 10. Она сказала мне не открывать дверь.

### Письменный опрос

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

## ВАРИАНТ 5

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

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### **Ситуационное задание №1**

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

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

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

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

### Ситуационное задание № 2

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

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### Письменный опрос

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

**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

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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.

We got out at Sonning, and went for a walk round the village. It is the most fairy-like nook on the whole river. It is more like a stage village than one built of bricks and mortar. Every house is smothered in roses, and now, in early June, they were bursting forth in clouds of dainty splendour. If you stop at Sonning, put up at the "Bull", behind the church. It is a veritable picture of an old country inn, with a green, square courtyard in front, where, on seats beneath the trees, the old men group of an evening to drink their ale and gossip over village politics; with low quaint rooms and latticed windows and awkward stairs and winding passages. We roamed about sweet Sonning for an hour or so, and then, it being too late to push on past Reading, we decided to go back to one of the Shiplake islands, and put up there for the night. It was still early when we got settled and George said that, as we had plenty of time, it would be a splendid opportunity to try a good, slap-up supper. He said he would show us what could be done up the river in the way of cooking, and suggested that, with the vegetables and the remains of the cold beef and general odds and ends, we should make an Irish stew. It seemed a fascinating idea. George gathered wood and made a fire, and Harris and I started to peel the potatoes. I should never have thought that peeling potatoes was such an undertaking.

The job turned out to be the biggest thing of its kind that I had ever been in. We began cheerfully, one might almost say skittishly but our light-heartedness was gone by the time the first potato was finished. The more we peeled, the more peel there seemed to be left on; by the time we had got all the peel off and all the eyes out, there was no potato left – at least none worth speaking of. George came and had a look at it – it was about the size of peanut. He said: "Oh, that won't do! You're wasting them. You must scrape them."

So we scraped them and that was harder work than peeling. They are such an extraordinary shape, potatoes – all bumps and warts and hollows. We worked steadily for five-and-twenty minutes, and did four potatoes. Then we struck. We said we should require the rest of the evening for scraping ourselves. I never saw such a thing as potato-scraping for making a fellow in a mess. It seemed difficult to believe that the potato-scrapings in which Harris and I stood, half-smothered, could have come off four potatoes. It shows you what can be done with economy and care. George said it was absurd to have only four potatoes in an Irish stew, so we washed half a dozen or so more and put them in without peeling. We also put in a cabbage and about half a peck of peas. George stirred it all up, and then he said that there seemed to be a lot of room to spare, so we overhauled both the hampers, and picked out all the odds and ends and the remnants, and added them to the stew. There were half a pork pie and a bit of cold boiled bacon left, and we put them in. Then George found half a tin of potted salmon, and he emptied that into the pot. He said that was the advantage of Irish stew: you got rid of such a lot of things. I fished out a couple of eggs that had got cracked, and we put those in. George said they would thicken the gravy.

I forget the other ingredients, but I know nothing was wasted; and I remember that towards the end, Montmorency, who had evinced great interest in the proceedings throughout, strolled away with an earnest and thoughtful air, reappearing, a few minutes afterwards, with a dead water-rat in his mouth, which he evidently wished to present as his contribution to the dinner; whether in a sarcastic spirit, or with a general desire to assist, I cannot say. We had a discussion as to whether the rat should go in or not. Harris said that he thought it would be all right, mixed up with the other things, and that every little helped; but George stood up for precedent! He said he had never heard of water-rats in Irish stew, and he would rather be on the safe side, and not try experiments. Harris said: "If you never try a new thing how can you tell what it's like? It's men such as you that hamper the world's progress. Think of the man who first tried German sausage!"

It was a great success, that Irish stew. I don't think I ever enjoyed a meal more. There was something so fresh and piquant about it. One's palate gets so tired of the old hackneyed things: here was a dish with a new flavour, with a taste like nothing else on earth. And it was nourishing, too. As George said, there was good stuff in it. The peas and potatoes might have been a bit softer, but we all had good teeth, so that did not matter much; and as for the gravy, it was a poem – a little too rich, perhaps, for a weak stomach, but nutritious.

### Ситуационное задание № 2

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

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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 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.

We got out at Sonning, and went for a walk round the village. It is the most fairy-like nook on the whole river. It is more like a stage village than one built of bricks and mortar. Every house is smothered in roses, and now, in early June, they were bursting forth in clouds of dainty splendour. If you stop at Sonning, put up at the "Bull", behind the church. It is a veritable picture of an old country inn, with a green, square courtyard in front, where, on seats beneath the trees, the old men group of an evening to drink their ale and gossip over village politics; with low quaint rooms and latticed windows and awkward stairs and winding passages. We roamed about sweet Sonning for an hour or so, and then, it being too late to push on past Reading, we decided to go back to one of the Shiplake islands, and put up there for the night. It was still early when we got settled and George said that, as we had plenty of time, it would be a splendid opportunity to try a good, slap-up supper. He said he would show us what could be done up the river in the way of cooking, and suggested that, with the vegetables and the remains of the cold beef and general odds and ends, we should make an Irish stew. It seemed a fascinating idea. George gathered wood and made a fire, and Harris and I started to peel the potatoes. I should never have thought that peeling potatoes was such an undertaking.

The job turned out to be the biggest thing of its kind that I had ever been in. We began cheerfully, one might almost say skittishly but our light-heartedness was gone by the time the first potato was finished. The more we peeled, the more peel there seemed to be left on; by the time we had got all the peel off and all the eyes out, there was no potato left – at least none worth speaking of. George came and had a look at it – it was about the size of peanut. He said: "Oh, that won't do! You're wasting them. You must scrape them."

So we scraped them and that was harder work than peeling. They are such an extraordinary shape, potatoes – all bumps and warts and hollows. We worked steadily for five-and-twenty minutes, and did four potatoes. Then we struck. We said we should require the rest of the evening for scraping ourselves. I never saw such a thing as potato-scraping for making a fellow in a mess. It seemed difficult to believe that the potato-scrapings in which Harris and I stood, half-smothered, could have come off four potatoes. It shows you what can be done with economy and care. George said it was absurd to have only four potatoes in an Irish stew, so we washed half a dozen or so more and put them in without peeling. We also put in a cabbage and about half a peck of peas. George stirred it all up, and then he said that there seemed to be a lot of room to spare, so we overhauled both the hampers, and picked out all the odds and ends and the remnants, and added them to the stew. There were half a pork pie and a bit of cold boiled bacon left, and we put them in. Then George found half a tin of potted salmon, and he emptied that into the pot. He said that was the advantage of Irish stew: you got rid of such a lot of things. I fished out a couple of eggs that had got cracked, and we put those in. George said they would thicken the gravy.

I forget the other ingredients, but I know nothing was wasted; and I remember that towards the end, Montmorency, who had evinced great interest in the proceedings throughout, strolled away with an earnest and thoughtful air, reappearing, a few minutes afterwards, with a dead water-rat in his mouth, which he evidently wished to present as his contribution to the dinner; whether in a sarcastic spirit, or with a general desire to assist, I cannot say. We had a discussion as to whether the rat should go in or not. Harris said that he thought it would be all right, mixed up with the other things, and that every little helped; but George stood up for precedent! He said he had never heard of water-rats in Irish stew, and he would rather be on the safe side, and not try experiments. Harris said: "If you never try a new thing how can you tell what it's like? It's men such as you that hamper the world's progress. Think of the man who first tried German sausage!"

It was a great success, that Irish stew. I don't think I ever enjoyed a meal more. There was something so fresh and piquant about it. One's palate gets so tired of the old hackneyed things: here was a dish with a new flavour, with a taste like nothing else on earth. And it was nourishing, too. As George said, there was good stuff in it. The peas and potatoes might have been a bit softer, but we all had good teeth, so that did not matter much; and as for the gravy, it was a poem – a little too rich, perhaps, for a weak stomach, but nutritious.



### Ситуационное задание № 2

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

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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 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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The job turned out to be the biggest thing of its kind that I had ever been in. We began cheerfully, one might almost say skittishly but our light-heartedness was gone by the time the first potato was finished. The more we peeled, the more peel there seemed to be left on; by the time we had got all the peel off and all the eyes out, there was no potato left – at least none worth speaking of. George came and had a look at it – it was about the size of peanut. He said: "Oh, that won't do! You're wasting them. You must scrape them."

So we scraped them and that was harder work than peeling. They are such an extraordinary shape, potatoes – all bumps and warts and hollows. We worked steadily for five-and-twenty minutes, and did four potatoes. Then we struck. We said we should require the rest of the evening for scraping ourselves. I never saw such a thing as potato-scraping for making a fellow in a mess. It seemed difficult to believe that the potato-scrapings in which Harris and I stood, half-smothered, could have come off four potatoes. It shows you what can be done with economy and care. George said it was absurd to have only four potatoes in an Irish stew, so we washed half a dozen or so more and put them in without peeling. We also put in a cabbage and about half a peck of peas. George stirred it all up, and then he said that there seemed to be a lot of room to spare, so we overhauled both the hampers, and picked out all the odds and ends and the remnants, and added them to the stew. There were half a pork pie and a bit of cold boiled bacon left, and we put them in. Then George found half a tin of potted salmon, and he emptied that into the pot. He said that was the advantage of Irish stew: you got rid of such a lot of things. I fished out a couple of eggs that had got cracked, and we put those in. George said they would thicken the gravy.

I forget the other ingredients, but I know nothing was wasted; and I remember that towards the end, Montmorency, who had evinced great interest in the proceedings throughout, strolled away with an earnest and thoughtful air, reappearing, a few minutes afterwards, with a dead water-rat in his mouth, which he evidently wished to present as his contribution to the dinner; whether in a sarcastic spirit, or with a general desire to assist, I cannot say. We had a discussion as to whether the rat should go in or not. Harris said that he thought it would be all right, mixed up with the other things, and that every little helped; but George stood up for precedent! He said he had never heard of water-rats in Irish stew, and he would rather be on the safe side, and not try experiments. Harris said: "If you never try a new thing how can you tell what it's like? It's men such as you that hamper the world's progress. Think of the man who first tried German sausage!"

It was a great success, that Irish stew. I don't think I ever enjoyed a meal more. There was something so fresh and piquant about it. One's palate gets so tired of the old hackneyed things: here was a dish with a new flavour, with a taste like nothing else on earth. And it was nourishing, too. As George said, there was good stuff in it. The peas and potatoes might have been a bit softer, but we all had good teeth, so that did not matter much; and as for the gravy, it was a poem – a little too rich, perhaps, for a weak stomach, but nutritious.

### Ситуационное задание № 2

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

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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)**

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 job turned out to be the biggest thing of its kind that I had ever been in. We began cheerfully, one might almost say skittishly but our light-heartedness was gone by the time the first potato was finished. The more we peeled, the more peel there seemed to be left on; by the time we had got all the peel off and all the eyes out, there was no potato left – at least none worth speaking of. George came and had a look at it – it was about the size of peanut. He said: "Oh, that won't do! You're wasting them. You must scrape them."

So we scraped them and that was harder work than peeling. They are such an extraordinary shape, potatoes – all bumps and warts and hollows. We worked steadily for five-and-twenty minutes, and did four potatoes. Then we struck. We said we should require the rest of the evening for scraping ourselves. I never saw such a thing as potato-scraping for making a fellow in a mess. It seemed difficult to believe that the potato-scrapings in which Harris and I stood, half-smothered, could have come off four potatoes. It shows you what can be done with economy and care. George said it was absurd to have only four potatoes in an Irish stew, so we washed half a dozen or so more and put them in without peeling. We also put in a cabbage and about half a peck of peas. George stirred it all up, and then he said that there seemed to be a lot of room to spare, so we overhauled both the hampers, and picked out all the odds and ends and the remnants, and added them to the stew. There were half a pork pie and a bit of cold boiled bacon left, and we put them in. Then George found half a tin of potted salmon, and he emptied that into the pot. He said that was the advantage of Irish stew: you got rid of such a lot of things. I fished out a couple of eggs that had got cracked, and we put those in. George said they would thicken the gravy.

I forget the other ingredients, but I know nothing was wasted; and I remember that towards the end, Montmorency, who had evinced great interest in the proceedings throughout, strolled away with an earnest and thoughtful air, reappearing, a few minutes afterwards, with a dead water-rat in his mouth, which he evidently wished to present as his contribution to the dinner; whether in a sarcastic spirit, or with a general desire to assist, I cannot say. We had a discussion as to whether the rat should go in or not. Harris said that he thought it would be all right, mixed up with the other things, and that every little helped; but George stood up for precedent! He said he had never heard of water-rats in Irish stew, and he would rather be on the safe side, and not try experiments. Harris said: "If you never try a new thing how can you tell what it's like? It's men such as you that hamper the world's progress. Think of the man who first tried German sausage!"

It was a great success, that Irish stew. I don't think I ever enjoyed a meal more. There was something so fresh and piquant about it. One's palate gets so tired of the old hackneyed things: here was a dish with a new flavour, with a taste like nothing else on earth. And it was nourishing, too. As George said, there was good stuff in it. The peas and potatoes might have been a bit softer, but we all had good teeth, so that did not matter much; and as for the gravy, it was a poem – a little too rich, perhaps, for a weak stomach, but nutritious.

### Ситуационное задание № 2

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

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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 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

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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.

We got out at Sonning, and went for a walk round the village. It is the most fairy-like nook on the whole river. It is more like a stage village than one built of bricks and mortar. Every house is smothered in roses, and now, in early June, they were bursting forth in clouds of dainty splendour. If you stop at Sonning, put up at the "Bull", behind the church. It is a veritable picture of an old country inn, with a green, square courtyard in front, where, on seats beneath the trees, the old men group of an evening to drink their ale and gossip over village politics; with low quaint rooms and latticed windows and awkward stairs and winding passages. We roamed about sweet Sonning for an hour or so, and then, it being too late to push on past Reading, we decided to go back to one of the Shiplake islands, and put up there for the night. It was still early when we got settled and George said that, as we had plenty of time, it would be a splendid opportunity to try a good, slap-up supper. He said he would show us what could be done up the river in the way of cooking, and suggested that, with the vegetables and the remains of the cold beef and general odds and ends, we should make an Irish stew. It seemed a fascinating idea. George gathered wood and made a fire, and Harris and I started to peel the potatoes. I should never have thought that peeling potatoes was such an undertaking.

The job turned out to be the biggest thing of its kind that I had ever been in. We began cheerfully, one might almost say skittishly but our light-heartedness was gone by the time the first potato was finished. The more we peeled, the more peel there seemed to be left on; by the time we had got all the peel off and all the eyes out, there was no potato left – at least none worth speaking of. George came and had a look at it – it was about the size of peanut. He said: "Oh, that won't do! You're wasting them. You must scrape them."

So we scraped them and that was harder work than peeling. They are such an extraordinary shape, potatoes – all bumps and warts and hollows. We worked steadily for five-and-twenty minutes, and did four potatoes. Then we struck. We said we should require the rest of the evening for scraping ourselves. I never saw such a thing as potato-scraping for making a fellow in a mess. It seemed difficult to believe that the potato-scrapings in which Harris and I stood, half-smothered, could have come off four potatoes. It shows you what can be done with economy and care. George said it was absurd to have only four potatoes in an Irish stew, so we washed half a dozen or so more and put them in without peeling. We also put in a cabbage and about half a peck of peas. George stirred it all up, and then he said that there seemed to be a lot of room to spare, so we overhauled both the hampers, and picked out all the odds and ends and the remnants, and added them to the stew. There were half a pork pie and a bit of cold boiled bacon left, and we put them in. Then George found half a tin of potted salmon, and he emptied that into the pot. He said that was the advantage of Irish stew: you got rid of such a lot of things. I fished out a couple of eggs that had got cracked, and we put those in. George said they would thicken the gravy.

I forget the other ingredients, but I know nothing was wasted; and I remember that towards the end, Montmorency, who had evinced great interest in the proceedings throughout, strolled away with an earnest and thoughtful air, reappearing, a few minutes afterwards, with a dead water-rat in his mouth, which he evidently wished to present as his contribution to the dinner; whether in a sarcastic spirit, or with a general desire to assist, I cannot say. We had a discussion as to whether the rat should go in or not. Harris said that he thought it would be all right, mixed up with the other things, and that every little helped; but George stood up for precedent! He said he had never heard of water-rats in Irish stew, and he would rather be on the safe side, and not try experiments. Harris said: "If you never try a new thing how can you tell what it's like? It's men such as you that hamper the world's progress. Think of the man who first tried German sausage!"

It was a great success, that Irish stew. I don't think I ever enjoyed a meal more. There was something so fresh and piquant about it. One's palate gets so tired of the old hackneyed things: here was a dish with a new flavour, with a taste like nothing else on earth. And it was nourishing, too. As George said, there was good stuff in it. The peas and potatoes might have been a bit softer, but we all had good teeth, so that did not matter much; and as for the gravy, it was a poem – a little too rich, perhaps, for a weak stomach, but nutritious.

### Ситуационное задание № 2

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

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

### Письменный опрос

Вопрос 1	Почему 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 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 First postcard came from Forfar. "I thought you might like a picture of Forfar," it said. "You have always been so interested in Scotland, and that is one reason why I am interested in you. I have enjoyed all your books, but do you really get to grips with people? I doubt it. Try to think of this as a handshake from your devoted admirer, W.S."

Like other novelists, Walter Streeter was used to getting communications from strangers. Usually they were friendly but sometimes they were critical. In either case he always answered them, for he was conscientious. But answering them took up the time and energy he needed for his writing, so that he was rather relieved that W.S. had given no address. The photograph of Forfar was uninteresting and he tore it up. His anonymous correspondent's criticism, however, lingered in his mind. Did he really fail to come to grips with his characters? Perhaps he did. He was aware that in most cases they were either projections of his own personality or, in different forms, the antithesis of it. The Me and the Not Me. Perhaps W.S. had spotted this. Not for the first time Walter made a vow to be more objective. About ten days later arrived another postcard, this time from Berwick on Tweed.

"What do you think of Berwick on Tweed?" it said. "Like you, it's on the Border. I hope this doesn't sound rude. I don't mean that you are a borderline case! You know how much I admire your stories. Some people call them otherworldly. I think you should plump for one world or the other. Another firm handshake from W.S." Walter Streeter pondered over this and began to wonder about the sender. Was his correspondent a man or a woman? It looked like a man's handwriting – commercial, unselfconscious – and the criticism was like a man's. On the other hand, it was like a woman to probe – to want to make him feel at the same time flattered and unsure of himself. He felt the faint stirrings of curiosity but soon dismissed them: he was not a man to experiment with acquaintances. Still it was odd to think of this unknown person speculating about him, sizing him up. Otherworldly, indeed! He reread the last two chapters he had written. Perhaps they didn't have their feet firm on the ground. Perhaps he was too ready to escape, as other novelists were nowadays, into an ambiguous world, a world where the conscious mind did not have things too much its own way. But did that matter? He threw the picture of Berwick on Tweed into his November fire and tried to write; but the words came haltingly, as though contending with an extra strong barrier of self-criticism.

And as the days passed he became uncomfortably aware of self-division, as though someone had taken hold of his personality and was pulling it apart. His work was no longer homogeneous, there were two strains in it, unreconciled and opposing, and it went much slower as he tried to resolve the discord. Never mind, he thought; perhaps I was getting into a groove. These difficulties may be growing pains, I may have tapped a new source of supply. If only I could correlate the two and make their conflict fruitful, as many artists have! The third postcard showed a picture of York Minster. "I know you are interested in cathedrals," it said. "I'm sure this isn't a sign of megalomania in your case, but smaller churches are sometimes more rewarding. I'm seeing a good many churches on my way south. Are you He tried to put the thought away from him; he tried to destroy the postcard as he had the others. But something in him wanted to preserve it. It had become a piece of him, he felt. Yielding to an irresistible compulsion, which he dreaded, he found himself putting it behind the clock on the chimney piece. He couldn't see it but he knew that it was there. He now had to admit to himself that the postcard business had become a leading factor in his life. It had created a new area of thoughts and feelings and they were most unhelpful. His being was strung up in expectation of the next postcard. Yet when it came it took him, as the others had, completely by surprise. He could not bring himself to look at the picture. "I hope you are well and would like a postcard from Coventry," he read. "Have you ever been sent to Coventry? I have – in fact you sent me there.

It isn't a pleasant experience, I can tell you. I am getting nearer. Perhaps we shall come to grips after all. I advised you to come to grips with your characters, didn't I? Have I given you any new ideas? If I have you ought to thank me, for they are what novelists want, I understand. I have been rereading your novels, living in them, I might say. Another hard handshake. As always, W.S." A wave of panic surged up in Walter Streeter. How was it that he had never noticed, all this time, the most significant fact about the postcards – that each one came from a place geographically closer to him than the last? "I am coming nearer." Had his mind, unconsciously self-protective, worn blinkers? If it had, he wished he could



put them back. He took an atlas and idly traced out W.S.'s itinerary. An interval of eighty miles or so seemed to separate the stopping places. Walter lived in a large West Country town about ninety miles from Coventry. Should he show the postcards to an alienist? But what could an alienist tell him? He would not know, what Walter wanted to know, whether he had anything to fear from W.S. Better go to the police. The police were used to dealing with poison pens. If they laughed at him, so much the better. They did not laugh, however. They said they thought the postcards were a hoax and that W.S. would never show up in the flesh. Then they asked if there was anyone who had a grudge against him. "No one that I know of," Walter said. They, too, took the view that the writer was probably a woman. They told him not to worry but to let them know if further postcards came.

### Ситуационное задание № 2

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

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

### Письменный опрос

Вопрос 1	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 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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Like other novelists, Walter Streeter was used to getting communications from strangers. Usually they were friendly but sometimes they were critical. In either case he always answered them, for he was conscientious. But answering them took up the time and energy he needed for his writing, so that he was rather relieved that W.S. had given no address. The photograph of Forfar was uninteresting and he tore it up. His anonymous correspondent's criticism, however, lingered in his mind. Did he really fail to come to grips with his characters? Perhaps he did. He was aware that in most cases they were either projections of his own personality or, in different forms, the antithesis of it. The Me and the Not Me. Perhaps W.S. had spotted this. Not for the first time Walter made a vow to be more objective. About ten days later arrived another postcard, this time from Berwick on Tweed.

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And as the days passed he became uncomfortably aware of self-division, as though someone had taken hold of his personality and was pulling it apart. His work was no longer homogeneous, there were two strains in it, unreconciled and opposing, and it went much slower as he tried to resolve the discord. Never mind, he thought; perhaps I was getting into a groove. These difficulties may be growing pains, I may have tapped a new source of supply. If only I could correlate the two and make their conflict fruitful, as many artists have! The third postcard showed a picture of York Minster. "I know you are interested in cathedrals," it said. "I'm sure this isn't a sign of megalomania in your case, but smaller churches are sometimes more rewarding. I'm seeing a good many churches on my way south. Are you He tried to put the thought away from him; he tried to destroy the postcard as he had the others. But something in him wanted to preserve it. It had become a piece of him, he felt. Yielding to an irresistible compulsion, which he dreaded, he found himself putting it behind the clock on the chimney piece. He couldn't see it but he knew that it was there. He now had to admit to himself that the postcard business had become a leading factor in his life. It had created a new area of thoughts and feelings and they were most unhelpful. His being was strung up in expectation of the next postcard. Yet when it came it took him, as the others had, completely by surprise. He could not bring himself to look at the picture. "I hope you are well and would like a postcard from Coventry," he read. "Have you ever been sent to Coventry? I have – in fact you sent me there.

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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 Gerund и Infinitive Forms.

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### Письменный опрос

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

### 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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And as the days passed he became uncomfortably aware of self-division, as though someone had taken hold of his personality and was pulling it apart. His work was no longer homogeneous, there were two strains in it, unreconciled and opposing, and it went much slower as he tried to resolve the discord. Never mind, he thought; perhaps I was getting into a groove. These difficulties may be growing pains, I may have tapped a new source of supply. If only I could correlate the two and make their conflict fruitful, as many artists have! The third postcard showed a picture of York Minster. "I know you are interested in cathedrals," it said. "I'm sure this isn't a sign of megalomania in your case, but smaller churches are sometimes more rewarding. I'm seeing a good many churches on my way south. Are you He tried to put the thought away from him; he tried to destroy the postcard as he had the others. But something in him wanted to preserve it. It had become a piece of him, he felt. Yielding to an irresistible compulsion, which he dreaded, he found himself putting it behind the clock on the chimney piece. He couldn't see it but he knew that it was there. He now had to admit to himself that the postcard business had become a leading factor in his life. It had created a new area of thoughts and feelings and they were most unhelpful. His being was strung up in expectation of the next postcard. Yet when it came it took him, as the others had, completely by surprise. He could not bring himself to look at the picture. "I hope you are well and would like a postcard from Coventry," he read. "Have you ever been sent to Coventry? I have – in fact you sent me there.

It isn't a pleasant experience, I can tell you. I am getting nearer. Perhaps we shall come to grips after all. I advised you to come to grips with your characters, didn't I? Have I given you any new ideas? If I have you ought to thank me, for they are what novelists want, I understand. I have been rereading your novels, living in them, I might say. Another hard handshake. As always, W.S." A wave of panic surged up in Walter Streeter. How was it that he had never noticed, all this time, the most significant fact about the postcards – that each one came from a place geographically closer to him than the last? "I am coming nearer." Had his mind, unconsciously self-protective, worn blinkers? If it had, he wished he could put them back. He took an atlas and idly traced out W.S.'s itinerary. An interval of eighty miles or so seemed to separate

the stopping places Walter lived in a large West Country town about ninety miles from Coventry. Should he show the postcards to an alienist? But what could an alienist tell him? He would not know, what Walter wanted to know, whether he had anything to fear from W.S. Better go to the police. The police were used to dealing with poison pens. If they laughed at him, so much the better. They did not laugh, however. They said they thought the postcards were a hoax and that W.S. would never show up in the flesh. Then they asked if there was anyone who had a grudge against him. "No one that I know of," Walter said. They, too, took the view that the writer was probably a woman. They told him not to worry but to let them know if further postcards came.

### Ситуационное задание № 2

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

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

### Письменный опрос

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

## 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.

The First postcard came from Forfar. "I thought you might like a picture of Forfar," it said. "You have always been so interested in Scotland, and that is one reason why I am interested in you. I have enjoyed all your books, but do you really get to grips with people? I doubt it. Try to think of this as a handshake from your devoted admirer, W.S."

Like other novelists, Walter Streeter was used to getting communications from strangers. Usually they were friendly but sometimes they were critical. In either case he always answered them, for he was conscientious. But answering them took up the time and energy he needed for his writing, so that he was rather relieved that W.S. had given no address. The photograph of Forfar was uninteresting and he tore it up. His anonymous correspondent's criticism, however, lingered in his mind. Did he really fail to come to grips with his characters? Perhaps he did. He was aware that in most cases they were either projections of his own personality or, in different forms, the antithesis of it. The Me and the Not Me. Perhaps W.S. had spotted this. Not for the first time Walter made a vow to be more objective. About ten days later arrived another postcard, this time from Berwick on Tweed.

"What do you think of Berwick on Tweed?" it said. "Like you, it's on the Border. I hope this doesn't sound rude. I don't mean that you are a borderline case! You know how much I admire your stories. Some people call them otherworldly. I think you should plump for one world or the other. Another firm handshake from W.S." Walter Streeter pondered over this and began to wonder about the sender. Was his correspondent a man or a woman? It looked like a man's handwriting – commercial, unselfconscious – and the criticism was like a man's. On the other hand, it was like a woman to probe – to want to make him feel at the same time flattered and unsure of himself. He felt the faint stirrings of curiosity but soon dismissed them: he was not a man to experiment with acquaintances. Still it was odd to think of this unknown person speculating about him, sizing him up. Otherworldly, indeed! He reread the last two chapters he had written. Perhaps they didn't have their feet firm on the ground. Perhaps he was too ready to escape, as other novelists were nowadays, into an ambiguous world, a world where the conscious mind did not have things too much its own way. But did that matter? He threw the picture of Berwick on Tweed into his November fire and tried to write; but the words came haltingly, as though contending with an extra strong barrier of self-criticism.

And as the days passed he became uncomfortably aware of self-division, as though someone had taken hold of his personality and was pulling it apart. His work was no longer homogeneous, there were two strains in it, unreconciled and opposing, and it went much slower as he tried to resolve the discord. Never mind, he thought; perhaps I was getting into a groove. These difficulties may be growing pains, I may have tapped a new source of supply. If only I could correlate the two and make their conflict fruitful, as many artists have! The third postcard showed a picture of York Minster. "I know you are interested in cathedrals," it said. "I'm sure this isn't a sign of megalomania in your case, but smaller churches are sometimes more rewarding. I'm seeing a good many churches on my way south. Are you He tried to put the thought away from him; he tried to destroy the postcard as he had the others. But something in him wanted to preserve it. It had become a piece of him, he felt. Yielding to an irresistible compulsion, which he dreaded, he found himself putting it behind the clock on the chimney piece. He couldn't see it but he knew that it was there. He now had to admit to himself that the postcard business had become a leading factor in his life. It had created a new area of thoughts and feelings and they were most unhelpful. His being was strung up in expectation of the next postcard. Yet when it came it took him, as the others had, completely by surprise. He could not bring himself to look at the picture. "I hope you are well and would like a postcard from Coventry," he read. "Have you ever been sent to Coventry? I have – in fact you sent me there.

It isn't a pleasant experience, I can tell you. I am getting nearer. Perhaps we shall come to grips after all. I advised you to come to grips with your characters, didn't I? Have I given you any new ideas? If I have you ought to thank me, for they are what novelists want, I understand. I have been rereading your novels, living in them, I might say. Another hard handshake. As always, W.S." A wave of panic surged up in Walter Streeter. How was it that he had never noticed, all this time, the most significant fact about the postcards – that each one came from a place geographically closer to him than the last? "I am coming nearer." Had his mind, unconsciously self-protective, worn blinkers? If it had, he wished he could put them back. He took an atlas and idly traced out W.S.'s itinerary. An interval of eighty miles or so seemed to separate

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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 Gerund и Infinitive Forms.

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### Письменный опрос

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

## 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

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

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### Письменный опрос

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

**Вопросы для письменного опроса (для промежуточной аттестации обучающихся)**

В каких случаях используется неопределенный артикль?
В каких случаях используется определенный артикль?
Какие типы предложения существуют в английском языке?
Как образуется множественное число существительных?
Какие существительные не поддаются общему правилу?
Чем отличается морфологический разбор от синтаксического?
Как образуются прилагательные?
Как образуются наречия?
В чем состоит отличие трех сравнительных типов прилагательных?
Какие дополнительные типы сравнения прилагательных существуют?
Как структура мотивационного письма отличается от сопроводительного?
Какие факторы нужно учитывать при составлении резюме на английском языке?
Почему некоторые глаголы состояния нельзя использовать во временах Continuous?
Для чего используются наречия частоты?
В каких случаях используются разговорный, формальный и нейтральный типы английского языка?
Как образуется будущее время в английском?
Какие дополнительные способы выражения будущего времени в английском вы знаете?
Когда и в каких типах предложений употребляется глагол shall?
Как образуются придаточные предложения времени и условия?
В каких случаях используются придаточные предложения времени и условия?
Каким образом обособляются придаточные предложения времени и условия в английском языке?
Как образуются прошедшие времена во всех типах предложений?
В каких случаях употребляются формы used to/be used to/get used to?
Какие временные маркеры используются для определения прошедших времен?
Какая структура используется при составлении делового письма?
Какая структура используется при составлении статей?
Какая структура используется при составлении докладов?
Как образуются инфинитив и инфинитивные конструкции?
Как образуются герундий и герундиальные конструкции?
В каких случаях используются инфинитив и герундий?
Как образуются восклицательные предложения?
В каких случаях употребляются модальные глаголы?
На какие типы делятся модальные глаголы?
Чем отличается словообразование при помощи приставок от других методов?
Какие приставки используются при словообразовании глаголов, существительных, наречий и прилагательных?
Какие суффиксы используются при словообразовании глаголов, существительных, наречий и прилагательных?
Чем косвенная речь отличается от прямой?
Какие случаи использования косвенной речи существуют в английском языке?
Как образуются вопросительные предложения в косвенной речи?
В каких случаях используется передача приказов/просьб/предложений?
В каких случаях используется передача приказов восклицаний, кратких ответов и вопросительных ярлыков в косвенной речи.
Как образуется передача диалога в косвенной речи?

Какие правила пунктуации используются при прямой и косвенной речах?
Как меняются формы образования инфинитива и герундия в сложных предложениях?
В каких случаях используются инфинитив и герундий в сложных предложениях?
Когда употребляются смешанные типы придаточных предложений в английском языке?
В какой форме должны проходить дебаты на практических занятиях между студентами?
Какие коммуникационные навыки развиваются при участии в дебатах у студентов?
Для чего используются условные предложения в английском языке?
Какие случаи употребления условных предложений в реальных и нереальных ситуациях вы можете назвать?
Какие типы условных предложений существуют в английском языке?
Как образуются реальные и нереальные типы условных предложений?
Что такое пассивный залог?
Как образуется пассивный залог во всех временах и конструкциях в английском языке?
В каких случаях используется пассивный залог?
Как образуются личные и безличные конструкции?
В каких случаях используются личные и безличные конструкции?
Как образуется согласование времен в английском языке?
В каких случаях используются конструкции согласования времен в английском языке?
На что необходимо обращать внимание при переводе предложений?
Какая лексика используется при телефонном разговоре на английском языке?
Какого стиля следует придерживаться при ведении деловых встреч и прохождении собеседования?
Какая структура и стиль языка используется при написании меморандумов?
В каких случаях используются инфинитив и причастие?
Как меняются формы образования инфинитива и причастия в конструкции "Complex Object"?
В каких случаях используются инфинитив и причастие в конструкции "Complex Object"?

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

БИЛЕТ 1

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

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

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

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

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

**Ситуационное задание № 1**

Переведите 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.

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

- Mrs. Smith: Will you have sugar on your cornflakes, John?
  - John: Oh, no, Mum, thank you. I'd like some more milk instead.
  - Mr. Smith: Why aren't you eating anything, Kitty? You are so slow. Look, Ann is already finishing her cornflakes.
  - Kitty: I don't like cornflakes. I'm just thirsty. Give me some tea and cakes, Mum.
  - Mrs. Smith: Now, be a good girl, Kitty. Have some more cornflakes. We're going to have bacon and eggs, and then you'll get your tea with toast and marmalade.
  - Mr. Smith: Could you give me a little more cornflakes, dear?
  - Mrs. Smith: Just a moment. (Mrs. Smith passes him his plate.) What about bacon and eggs? Will you have some?
  - Mr. Smith: Sure. And then a nice strong cup of tea. I'm afraid I must leave in a quarter of an hour or so.
- The father is already having his cup of tea while the children are still talking over their cornflakes.

**Ситуационное задание № 2**

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

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

**Письменный опрос**

Вопрос 1	Какие временные маркеры используются для определения прошедших времен?
Вопрос 2	Какая структура используется при составлении докладов?
Вопрос 3	В каких случаях употребляются модальные глаголы?
Вопрос 4	В каких случаях используются инфинитив и герундий в сложных предложениях?
Вопрос 5	Как образуются наречия?

## БИЛЕТ 2

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

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

### Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

### Ситуационное задание №1

Переведите 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.

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

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

- Ann: Yes, hurry up, then.

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

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

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

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

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

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

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

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

- Bob: You don't say so!

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

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

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

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

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

### Ситуационное задание №2

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

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

### Письменный опрос

Вопрос 1	Какие дополнительные способы выражения будущего времени в английском вы знаете?
Вопрос 2	Какие типы условных предложений существуют в английском языке?
Вопрос 3	Какие существительные не поддаются общему правилу?
Вопрос 4	В каких случаях используется пассивный залог?
Вопрос 5	Как образуется будущее время в английском?

### БИЛЕТ 3

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

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

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

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

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

#### **Ситуационное задание №1**

Переведите 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.

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

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

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

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

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

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

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

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

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

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

#### **Ситуационное задание №2**

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

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

#### **Письменный опрос**

Вопрос 1	Как образуется согласование времен в английском языке?
Вопрос 2	Когда употребляются смешанные типы придаточных предложений в английском языке?
Вопрос 3	Для чего используются условные предложения в английском языке?
Вопрос 4	На какие типы делятся модальные глаголы?
Вопрос 5	Какие случаи использования косвенной речи существуют в английском языке?

## БИЛЕТ 4

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

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

### Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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### 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.

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

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

- Ann: Yes, hurry up, then.

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

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

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

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

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

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

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

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

- Bob: You don't say so!

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

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

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

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

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

### Ситуационное задание №2

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

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### Письменный опрос

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

## БИЛЕТ 5

### 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 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.

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

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

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

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

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

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

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

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

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

### Ситуационное задание №2

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

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

### Письменный опрос

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



БИЛЕТ 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 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.

- Edward: Hello, Mary!

- Mary: Hello, Eddy. It's so nice to see you. Come in, please. (Edward comes in, takes off his coat and hangs it on the hook.)

- Edward: Look here, Mary, there's a concert this evening at the club. You are sure to like it. What about going there together?

- Mary: Oh, I'm sorry I can't. I'm making a new dress. I want to wear it at our party and I haven't finished it yet.

- Edward: Oh, dear, we haven't been to the club for ages. Besides, it's a pity to stay at home on such a fine day, you know.

- Mary: All right. Eddy. But will you help me before we go?

- Edward: Oh, yes, why not?

- Mary: Something has gone wrong with my electric iron. (Mary gives the iron to Edward.) Can you put it right?

- Edward: Let me have a look at it. (Edward examines the iron.) Well, there's nothing the matter with

the iron. I'm sure it's the plug. (Edward repairs the plug. Mary goes out to change. Then she comes back to Edward.)

- Edward: Here you are.

- Mary: How clever of you! Thank you ever so much!

- Edward: Not at all. Are you ready to go now?

- Mary: Just a moment! I must switch off the light.

- Edward: Hurry up then. We're going to be late, I'm afraid.

- Mary: I'm ready. Come on. (Mary and Edward hurry out.)

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

**Письменный опрос**

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



## БИЛЕТ 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 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.

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

### Ситуационное задание № 2

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

### Письменный опрос

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

## БИЛЕТ 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 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.

- Edward: Hello, Mary!

- Mary: Hello, Eddy. It's so nice to see you. Come in, please. (Edward comes in, takes off his coat and hangs it on the hook.)

- Edward: Look here, Mary, there's a concert this evening at the club. You are sure to like it. What about going there together?

- Mary: Oh, I'm sorry I can't. I'm making a new dress. I want to wear it at our party and I haven't finished it yet.

- Edward: Oh, dear, we haven't been to the club for ages. Besides, it's a pity to stay at home on such a fine day, you know.

- Mary: All right. Eddy. But will you help me before we go?

- Edward: Oh, yes, why not?

- Mary: Something has gone wrong with my electric iron. (Mary gives the iron to Edward.) Can you put it right?

- Edward: Let me have a look at it. (Edward examines the iron.) Well, there's nothing the matter with

the iron. I'm sure it's the plug. (Edward repairs the plug. Mary goes out to change. Then she comes back to Edward.)

- Edward: Here you are.

- Mary: How clever of you! Thank you ever so much!

- Edward: Not at all. Are you ready to go now?

- Mary: Just a moment! I must switch off the light.

- Edward: Hurry up then. We're going to be late, I'm afraid.

- Mary: I'm ready. Come on. (Mary and Edward hurry out.)

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

### Письменный опрос

Вопрос 1	В каких случаях используются инфинитив и герундий в сложных предложениях?
Вопрос 2	Как образуются наречия?
Вопрос 3	Как образуются вопросительные предложения в косвенной речи?
Вопрос 4	Как меняются формы образования инфинитива и герундия в сложных предложениях?
Вопрос 5	В каких случаях используется передача приказов/просьб/предложений?

## БИЛЕТ 4

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

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

### Формируемые (оцениваемые) индикаторы достижения компетенций:

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.

- Receptionist: Good afternoon! This is Capitol Hotels in Washington, D.C. How may I help you?
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- Receptionist: Sure! Let me check and see what rooms are available. Do you need a room with one bed or two?
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- Receptionist: Alright... It looks like we have several rooms available. Would you care for a room with a balcony?
- Mr. Abrams: A single room with no balcony will suit our needs just fine. I did notice on your website that you have a pool and an exercise room. Are these facilities available for all hotel guests?
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- Mr. Abrams: Okay, that's fine. What time are both check-in and check-out?
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- Mr. Abrams: Sounds great!
- Receptionist: I am glad that I could help you today. Is there anything else that you need at this point in time?
- Mr. Abrams: Would you like my credit card information now, or can I take care of that upon my arrival to the hotel's reception desk?
- Receptionist: We can handle payment upon your arrival on Friday. We look forward to seeing you then!
- Mr. Abrams: Thank you! I look forward to my stay.
- Receptionist: Enjoy the rest of your week!

### Ситуационное задание №2

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

### Письменный опрос

Вопрос 1	Какие типы условных предложений существуют в английском языке?
Вопрос 2	Какие существительные не поддаются общему правилу?
Вопрос 3	В каких случаях используется пассивный залог?
Вопрос 4	Как образуется будущее время в английском?
Вопрос 5	Как образуются личные и безличные конструкции?

## БИЛЕТ 5

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

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

### Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

### Ситуационное задание №1

Переведите 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.

- Edward: Hello, Mary!

- Mary: Hello, Eddy. It's so nice to see you. Come in, please. (Edward comes in, takes off his coat and hangs it on the hook.)

- Edward: Look here, Mary, there's a concert this evening at the club. You are sure to like it. What about going there together?

- Mary: Oh, I'm sorry I can't. I'm making a new dress. I want to wear it at our party and I haven't finished it yet.

- Edward: Oh, dear, we haven't been to the club for ages. Besides, it's a pity to stay at home on such a fine day, you know.

- Mary: All right. Eddy. But will you help me before we go?

- Edward: Oh, yes, why not?

- Mary: Something has gone wrong with my electric iron. (Mary gives the iron to Edward.) Can you put it right?

- Edward: Let me have a look at it. (Edward examines the iron.) Well, there's nothing the matter with

the iron. I'm sure it's the plug. (Edward repairs the plug. Mary goes out to change. Then she comes back to Edward.)

- Edward: Here you are.

- Mary: How clever of you! Thank you ever so much!

- Edward: Not at all. Are you ready to go now?

- Mary: Just a moment! I must switch off the light.

- Edward: Hurry up then. We're going to be late, I'm afraid.

- Mary: I'm ready. Come on. (Mary and Edward hurry out.)

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

### Письменный опрос

Вопрос 1	Когда употребляются смешанные типы придаточных предложений в английском языке?
Вопрос 2	Для чего используются условные предложения в английском языке?
Вопрос 3	На какие типы делятся модальные глаголы?
Вопрос 4	Какие случаи использования косвенной речи существуют в английском языке?
Вопрос 5	Как образуется множественное число существительных?

БИЛЕТ 1

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

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

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

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

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

**Ситуационное задание № 1**

Переведите письмо, 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 собственное письмо другу на любую тему.

Dear John,

Thank you for your letter! It was nice to hear from you again!

You want to know how I spent the summer. Well, I'll do my best to answer your questions.

I spent my summer vacation very well. In June I went to my grandparents' house. They live in Smolensk. I have a lot of friends in this city, so I had a good time with them. We went to a forest camp, which is located not far from Smolensk. We were there for three weeks, and it was very fun. We lived near a large lake. Every time, when the weather was fine, we walked to the shore and swam in the lake. Also we fished, went hiking, picked mushrooms and berries. We had English lessons too.

Then we returned to Smolensk and every day played basketball, went to the cinema and danced in the evening. Sometimes we visited museums and zoos too. In August I had to go home. Next summer I'll definitely go to Smolensk again because I very miss my friends.

When I returned home I found out that my father bought tickets to London for all our family! It was a surprise for me! I was in seventh heaven at that moment! So, in a few days we went to England. I have got many impressions from this trip. England is such a beautiful and bright country! And there are so many green meadows and fields here. As for London, I am very impressed by the beauty of this city. We have visited many famous places: the Trafalgar Square, the Tower Bridge, the Westminster Abbey, the museum of Madame Tussauds, the London Eye, the Piccadilly Circus and many others.

So, it was the best summer in my life! And what about you? Tell me how you spent your summer!

Love,

Anna

**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 Continuous Tense и Present Perfect Continuous Tense.

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 the university. 9. Я искал работу 2 месяца. 10. Они годами ездят в Испанию в отпуск.

**Письменный опрос**

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





## БИЛЕТ 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 письмо, 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 собственное письмо другу на любую тему.

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

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

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

### Письменный опрос

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

## БИЛЕТ 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 письмо, 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 собственное письмо другу на любую тему.

Dear John,

Thank you for your letter! It was nice to hear from you again!

You want to know how I spent the summer. Well, I'll do my best to answer your questions.

I spent my summer vacation very well. In June I went to my grandparents' house. They live in Smolensk. I have a lot of friends in this city, so I had a good time with them. We went to a forest camp, which is located not far from Smolensk. We were there for three weeks, and it was very fun. We lived near a large lake. Every time, when the weather was fine, we walked to the shore and swam in the lake. Also we fished, went hiking, picked mushrooms and berries. We had English lessons too.

Then we returned to Smolensk and every day played basketball, went to the cinema and danced in the evening. Sometimes we visited museums and zoos too. In August I had to go home. Next summer I'll definitely go to Smolensk again because I very miss my friends.

When I returned home I found out that my father bought tickets to London for all our family! It was a surprise for me! I was in seventh heaven at that moment! So, in a few days we went to England. I have got many impressions from this trip. England is such a beautiful and bright country! And there are so many green meadows and fields here. As for London, I am very impressed by the beauty of this city. We have visited many famous places: the Trafalgar Square, the Tower Bridge, the Westminster Abbey, the museum of Madame Tussauds, the London Eye, the Piccadilly Circus and many others.

So, it was the best summer in my life! And what about you? Tell me how you spent your summer!

Love,

Anna

### 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 Continuous Tense и Present Perfect Continuous Tense.

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 the university. 9. Я искал работу 2 месяца. 10. Они годами ездят в Испанию в отпуск.

### Письменный опрос

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

## БИЛЕТ 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 письмо, 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 собственное письмо другу на любую тему.

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

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

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

### Письменный опрос

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

## БИЛЕТ 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 письмо, 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 собственное письмо другу на любую тему.

Dear John,

Thank you for your letter! It was nice to hear from you again!

You want to know how I spent the summer. Well, I'll do my best to answer your questions.

I spent my summer vacation very well. In June I went to my grandparents' house. They live in Smolensk. I have a lot of friends in this city, so I had a good time with them. We went to a forest camp, which is located not far from Smolensk. We were there for three weeks, and it was very fun. We lived near a large lake. Every time, when the weather was fine, we walked to the shore and swam in the lake. Also we fished, went hiking, picked mushrooms and berries. We had English lessons too.

Then we returned to Smolensk and every day played basketball, went to the cinema and danced in the evening. Sometimes we visited museums and zoos too. In August I had to go home. Next summer I'll definitely go to Smolensk again because I very miss my friends.

When I returned home I found out that my father bought tickets to London for all our family! It was a surprise for me! I was in seventh heaven at that moment! So, in a few days we went to England. I have got many impressions from this trip. England is such a beautiful and bright country! And there are so many green meadows and fields here. As for London, I am very impressed by the beauty of this city. We have visited many famous places: the Trafalgar Square, the Tower Bridge, the Westminster Abbey, the museum of Madame Tussauds, the London Eye, the Piccadilly Circus and many others.

So, it was the best summer in my life! And what about you? Tell me how you spent your summer!

Love,

Anna

### 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 Continuous Tense и Present Perfect Continuous Tense.

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 the university. 9. Я искал работу 2 месяца. 10. Они годами ездят в Испанию в отпуск.

### Письменный опрос

Вопрос 1	Какие временные маркеры используются для определения прошедших времен?
Вопрос 2	Какая структура используется при составлении докладов?
Вопрос 3	В каких случаях используются инфинитив и герундий в сложных предложениях?
Вопрос 4	Как образуются наречия?
Вопрос 5	Как меняются формы образования инфинитива и герундия в сложных предложениях?

**БИЛЕТ 1**

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

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

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

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

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

**Ситуационное задание № 1**

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

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**

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. 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	Какие типы условных предложений существуют в английском языке?
Вопрос 2	Какие существительные не поддаются общему правилу?
Вопрос 3	В каких случаях используется пассивный залог?
Вопрос 4	Как образуется будущее время в английском?
Вопрос 5	Как образуются личные и безличные конструкции?



## БИЛЕТ 2

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

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

### Формируемые (оцениваемые) индикаторы достижения компетенций:

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

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

### Ситуационное задание №1

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

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

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. 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	Когда употребляются смешанные типы придаточных предложений в английском языке?
Вопрос 2	Для чего используются условные предложения в английском языке?