

192
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Кафедра иностранных языков ФГМУ

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УТВЕРЖДЕН
на заседании кафедры ин. яз. ФГМУ
Протокол № 4 от 26.04.2017
Заведующий кафедрой ин. яз. ФГМУ


(подпись)

**ФОНД
ОЦЕНОЧНЫХ СРЕДСТВ**

Б.1В.ДВ,1 По дисциплине «Профессиональный иностранный язык»
(английский)»

36.04.01 – Ветеринарно-санитарная экспертиза

Новосибирск 2017

Паспорт

фонда оценочных средств

№ п/п	Контролируемые разделы (темы) дисциплины*	Код контролируемой компетенции (или ее части)	Наименование оценочного средства
1	Animals and Humans	ОПК – 1,2 ПК - 3	Контрольная работа, творческие задания, проекты ,
2	The Natural World	ОПК – 1,2 ПК - 3	Контрольная работа, презентация
3	Human and Animal Behavior	ОПК – 1,2 ПК - 3	Разноуровневые задачи, эссе
4	Human and Veterinary Medicine	ОПК – 1,2 ПК - 3	Разноуровневые задачи, творческие задания, проекты ,
5	Preservation of Wildlife	ОПК – 1,2 ПК - 3	Контрольная работа, презентация
6	Evolution of Species	ОПК – 1,2 ПК - 3	Разноуровневые задачи, Письменное эссе, Портфолио

№2 Паспорт

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**МАТРИЦА СООТВЕТСТВИЯ КРИТЕРИЕВ ОЦЕНКИ УРОВНЮ
СФОРМИРОВАННОСТИ КОМПЕТЕНЦИЙ**

Критерии оценки	Уровень сформированности компетенций
Оценка по пятибалльной системе	
«Отлично»	«Высокий уровень»
«Хорошо»	«Повышенный уровень»
«Удовлетворительно»	«Пороговый уровень»
«Неудовлетворительно»	«Не достаточный»
Оценка по системе «зачет – незачет»	
«Зачтено»	«Достаточный»
«Не зачтено»	«Не достаточный»

**Методические материалы, определяющие процедуру оценивания знаний, умений,
навыков и (или) опыта деятельности, характеризующих этапы формирования
компетенций**

1. Положение «О балльно-рейтинговой системе аттестации студентов»: СМК ПНД 08-01-2015, введено приказом от 28.09.2011 №371-О, утверждено ректором 12.10.2015 г. (<http://nsau.edu.ru/file/403>: режим доступа свободный);

2. Положение «О проведении текущего контроля и промежуточной аттестации обучающихся в ФГБОУ ВО Новосибирский ГАУ»: СМК ПНД 77-01-2015, введено в действие приказом от 03.08.2015 №268а-О (<http://nsau.edu.ru/file/104821>: режим доступа свободный);

фонда оценочных средств

№ п/п	Контролируемые разделы (темы) дисциплины*	Код контролируемой компетенции (или ее части)	Наименование оценочного средства
1	Animals and Humans	ОПК – 1, 3	Контрольная работа, творческие задания, проекты ,
2	The Natural World Wildlife	ОПК – 1, 2	Контрольная работа, презентация
3	Human and Animal Behavior	ОПК – 1, 2	Разноуровневые задачи, эссе
4	human and Veterinary Medicine	ОПК - 1, 2	
5	Preservation of Wildlife	ОПК – 1, 2	Разноуровневые задачи, творческие задания, проекты ,
6	Evolution of Species	ОПК – 1, 2	Контрольная работа, презентация

Комплект заданий для контрольной работы
по дисциплине Профессиональный иностранный язык (английский)
(наименование дисциплины)

Тема Модуль 1

1. Употребите нужную форму личных местоимений:

1. I often see (they, them) in the bus.
2. She lives near (we, us).
3. (We, us) always walk to school together.
4. He teaches (we, us) English.
5. She sits near (I, me) during the lesson.
6. I always speak to (he, him) in English.
7. What is the matter with (he, him) today?

He explains the lesson to (we, us) each morning Задание 1

1. Раскройте скобки и употребите данные личные местоимения в притяжательном падеже, He) ... composition is very interesting.

1. (We) ... son goes to school.
2. (You) ... sister is young.
3. (They) ... knowledge of the subject is very poor.
4. (He) ... name is John.
5. (I) ... family lives in Kiev.
6. (She) ... friends often visit her.

2. Употребите нужную форму личных местоимений:

8. I often see (they, them) in the bus.
9. She lives near (we, us).
10. (We, us) always walk to school together.
11. He teaches (we, us) English.
12. She sits near (I, me) during the lesson.
13. I always speak to (he, him) in English.
14. What is the matter with (he, him) today?
15. He explains the lesson to (we, us) each morning.
16. There are some letters here for you and (I, me).
17. I know (she, her) and her sister very well.

3. Вставьте вместо точек нужное по смыслу местоимение:

1. I have lost ... pen, may I take ...?
2. If you've left ... dictionary at home, you may take ...
3. These pencils are ... , take ... if you want.
4. Help ... , please.
5. He always makes dinner
6. We have very many relatives in ... native town.
7. They can do it
8. ... of you knows his address?
9. There is ... butter on the table, but there isn't ... milk.

4. Прочтите и переведите следующие предложения:

1. William Shakespeare was born in 1564 and died in 1616 in Stratford-on-Avon.
2. Shakespeare wrote 37 plays.
3. Jack London was born on the 12th of January 1876 and died in 1916.

4. On April 12, 1961 the whole world learned about Gagarin's flight into space.

5. *Скажите по-английски:*

1 сентября 1984 года.

7 ноября 1990 года.

9 октября 1947 года.

11 марта 1951 года.

5 июля 1945 года.

6. *Ответьте на вопросы:*

When do we celebrate the first day of spring (Victory Day, New Year's Day, Christmas, Women's Day, May Day, Cosmonautics Day, Independence Day)?

When were you born?

When was your father (your mother, your sister, your friend, your cousin) born?

7. *Прочтите вслух следующие существительные, запишите форму их множественного числа:*

carpet, glass, photo, box, lady, wife, valley, thief, man, woman, child, foot, tooth, life, handkerchief, tomato, scarf, sheep, deer, information, fish, coat

Вариант 2

Задание 1. *Перепишите следующие предложения, вставляя данные в скобках существительные в единственном или множественном числе:*

1. Ann's father told some funny circus The funniest ... was about a giant clown.
(story, stories)

2. Many ... live in an apartment house. Tom's ... lives on the fourth floor.
(family, families)

3. Do you know the name of this ... ? The travellers will see many
(country, countries)

4. Ben's dog has five brown One little ... has a flat nose.
(puppy, puppies)

5. Small ... laugh and play. Jack's ... has a new toy.
(baby, babies)

2. *Образуйте сравнительную и превосходную степени следующих прилагательных:*

Tall, long, short, hot, cold, nice, large, big, wide, strong, happy, warm, high, heavy, low hard, busy, easy, bright.
Interesting, comfortable, important, necessary, beautiful, famous, pleasant, popular, wonderful, active, careful.

Употребите прилагательные и наречия, данные в скобках, в нужной степени сравнения:

1. My brother is much ... than myself (young).

2. The opera theatre is one of ... buildings in the city (beautiful).

3. The sound grew ...and ... (faint).

4. The party was not so ... as I had expected (gay).

5. I have no one ... than you (near).

6. What is the ... news (late)?

7. Yesterday I came home ... than usual (late).

8. Ann sings far ... than Nina (well).

9. I like this picture ... of all (well).

Заполните пропуски глаголом to be, употребляя соответствующую форму в Present Indefinite:

1. He ... a good student.

2. They ... old friends.

3. I ... a teacher.

4. John ... absent from class today.

5. The weather ... good today.

6. The sky ... clear.

7. We ... both students.
8. Mr Smith ... sick today.
9. She and I ... cousins.

Напишите следующие предложения в вопросительной и отрицательной формах:

1. They are in Europe now.
2. She is a clever girl.
3. It is cold today.
4. He is in his office now.
5. They are members of the country club.
6. Both sisters are tall.
7. John is angry with you.
8. She is a good tennis player.
9. The stamps are in my desk.
10. She is a good teacher.

Вариант 3

Задание 1. *Заполните пропуски глаголом to have, употребляя соответствующую форму в Present Indefinite:*

1. She ... one sister and two brothers.
2. We ... a large library at school.
3. They ... a new car.
4. She ... green eyes.
5. Helen ... a headache.
6. The secretary ... a new typewriter.
7. Mr Smith's office ... three large windows.
8. We ... many friends in Moscow.
9. Both brothers ... red hair.
10. Harry's dog ... a long tail.
11. He and I ... many things in common.

2. Употребите глаголы to be или to have в нужной форме:

1. There is no school in this village and the children go to the school which ... two miles away.
2. How old ... you? I ... 17.
3. ... you English lessons twice a week? – Yes, we ...
4. I ... no time to help you yesterday. I ... very sorry about it.
5. We ... a conference tomorrow. So I ... busy with my report today.
6. My sister ... a second-year student of the Law Faculty.
7. What ... you fond of? My hobby ... drawing.
8. Will you ... any lectures tomorrow?
9. Physics ... my favorite subject at school.
10. He ... a lot of trouble with his car yesterday.
11. My grandfather ... short grey hair but my grandmother's hair ... long and thick.
12. Your glasses ... on the table.

3. Преобразуйте предложения, употребляя оборот there is / are:

- a) 1. This city has many monuments. 2. Our town has no theatres. 3. This family has two children. 4. Our group has many good pupils. 5. Every week has seven days and every year has twelve months. 6. She has a lot of English books in her library.
- b) 1. The dog is in the room. 2. The children are in the yard. 3. The students are in the laboratory. 4. The car is near the house. 5. The bench was under the tree. 6. A lot of people will be at the stadium tomorrow.

4. Употребите оборот there is / are в следующих предложениях:

1. ... a new moon tonight.
2. ... someone at the door.
3. ... a lot of students absent today.
4. ... three lamps in the room.
5. ... two large windows in the room.
6. But ... only one door.
7. ... a lot of English classes in our school.
8. ... nobody in

the room now. 9. ... no one at home. 10. ... twelve months in a year. 11. ... a letter for you on the table. 12. ... several beautiful parks in this city.

5. Употребите глаголы, данные в скобках, в Present Indefinite:

1. We (read) the newspaper in class every day.
2. He always (prepare) his homework carefully.
3. We always (play) tennis on Saturdays.
4. She (speak) several foreign languages.
5. The children (play) in the park every afternoon.
6. Helen (work) very hard.
7. They (take) a lot of trips together.
8. We always (travel) by car.
9. I (eat) lunch in the cafeteria every day.

6. Употребите глаголы, данные в скобках, в Past Indefinite:

1. We (work) in our garden all day yesterday.
2. I (listen) to the radio until twelve o'clock last night.
3. He always (want) to learn English.
4. Ann and I (talk) over the telephone yesterday.
5. I (forget) to bring my notebook to class yesterday.
6. The telephone (ring) twice but no one answered it.
7. George (think) about his troubles continuously.
8. Last year Professor Johnes (teach) us both English and mathematics.
9. I (lose) my English book yesterday but (find) it later.

7. Употребите глаголы, данные в скобках, в Future Indefinite:

1. Helen (find) the book which you need.
2. They (see) us tomorrow.
3. I (finish) the work in April.
4. The shops (close) at noon today.
5. We (arrive) at three o'clock.
6. She (tell) you all about it.
7. We (spend) two months in the South.
8. The plant (die) because of lack of sunshine.
9. The meeting (begin) at eight o'clock.
10. The film (last) an hour.

Вариант 4

Задание 1. *Поставьте глагол в the Past и the Future Indefinite, употребляя соответствующие индикаторы времени:*

1. He plays tennis twice a week.
2. She learns French and German.
3. We keep our car in the garage.
4. They often make mistakes.
5. I help my mother about the house.
6. They do their shopping every day.
7. We go to the University by metro.
8. The classes begin at 8.
9. I stay at school till 2 o'clock.
10. It often rains in October.
11. Tom gets excellent marks in English.

2. Поставьте предложения в вопросительную и отрицательную формы:

1. Den studies at the University.
2. They usually buy newspapers in the morning.

3. The teacher asks many questions.
4. He entered the Law faculty.
5. My friend saw an interesting film yesterday.
6. They got to the country by bus.
7. Nick will work as a teacher.
8. We shall make coffee for him.
9. Her cousin will go abroad next week.

3. Раскройте скобки, употребив Present Indefinite:

1. Nurses (look) after patients in hospitals.
2. Ann plays the piano, but she (not, play) it very well.
3. In Britain most shops (close) at 5.30 p. m.
4. At night when it (get) dark, they (switch) on the TV or the radio and (listen) to music.
5. Mr Brown often (go) to the cinema but his wife (not to go) very often. She (prefer) to stay at home and to watch TV.

Употребите глаголы, данные в скобках, в Present Continuous:

1. I see that you (wear) your new suit today.
2. Listen! Someone (knock) at the door.
3. The bus (stop) for us now.
4. Please, be quiet! The baby (sleep).
5. The leaves (begin) to fall from the trees.

Употребите глаголы, данные в скобках, в Past Continuous:

1. When you telephoned, I (have) dinner.
2. The baby (sleep) soundly when I went to wake him.
3. She (talk) with Mr Smith when I saw her in the hall.
4. The accident happened while they (travel) in the South.
5. When I got up this morning, the sun (shine) brightly.

Употребите глаголы, данные в скобках, в Future Continuous:

I (wait) on the corner for you at the usual time tomorrow morning.
 It probably (rain) when you get back.
 If you come before six, I (work) in my garden.
 At this time tomorrow afternoon I (take) my final English examination.
 If we go there now, they (have) dinner. But if we go later, they (watch) television.

Поставьте глаголы в Past Continuous, употребив соответствующие индикаторы времени:

1. The child is sleeping now.
2. Nina is having a lecture now.
3. The family is sitting at the table and having dinner.
4. What are you doing tonight?
5. The girl is looking for her notebook.
6. The students are preparing for their exams.
7. It is snowing hard.

Критерии оценки:

Преподаватель имеет право установить иную шкалу оценки для данного вида КИМ.

Критерии оценки:

- оценка «отлично» выставляется студенту, если ..правильно выполнено 85% задания и более
- оценка «хорошо» от 65% до 85%
- оценка «удовлетворительно» от 35% до 65%
- оценка «неудовлетворительно» менее 35%

Составитель _____ И.О. Фамилия
(подпись)



« _____ » _____ 20 г.

Кафедра иностранных языков ФГМУ
(наименование кафедры)

Портфолио*

* Данное оценочное средство должно сопровождаться разработанными методическими рекомендациями по его составлению и использованию
по дисциплине Профессиональный иностранный язык (английский)
(наименование дисциплины)

1 Название портфолио

2 Структура портфолио (инвариантные и вариативные части):

2.1 Stop and check 1

2.2 Progress test 1

2.3 Stop and check 2

2.4 Progress test 2

2.5 Writing –

Animal Care and Welfare

The Natural World Wildlife

Animal Inhabitants of the UK

Feeding Animals

Animals and Humans

Animals and Plants

Клише для письменных творческих работ

To my mind the Paper is... – По моему мнению, реферат...

From my point of view... – С моей точки зрения...

It seems to me that... – Мне кажется, что...

I would like to express my own opinion on the problem... – Хотелось бы высказать свое мнение по проблеме...

I would like to clarify... – Я хотел бы кое-что прояснить...

I would like to tell something else... – Я хотел бы сказать следующее...

I would like to add... – Я хотел бы добавить...

An example of this would be... – Примером этого будет...

For example... – Например...

The point is that... – Смысл в том, что...

Осуждение

I disagree with the position of the author. – Я не согласен с позицией автора.

I do not share the author's point of view. – Я не разделяю точку зрения автора.

I have just the opposite idea. – У меня противоположенное мнение.

I can't agree with the author's opinion. – Я не могу разделить мнение автора.

Согласие

I do share the author's opinion that... – Я разделяю мнение автора в том, что...

I agree with your point of view that... – Я согласен с Вашей точкой зрения, что...

You are definitely right that... – Несомненно, Вы правы, что...

I find this Paper interesting / important. – Я нахожу данный реферат интересным / важным.

There is no doubt that... – Нет сомнений в том, что...

It goes without saying... – Без сомнений, ...

Сомнение

I am not quite sure that... – Я не вполне уверен, в том что...

It seems to me doubtless because... – Это кажется мне сомнительным, потому что...

I agree to the point but... – Я согласен с этим, но...

I suppose you are right but... – Предполагаю, что Вы правы, но...

I would like to mention that... – Хотелось бы упомянуть, что...

Требование, просьба

I would like to ask a question... – Я хотел бы задать вопрос...

Could you tell me more about... – Не могли бы Вы рассказать о...

Do you know anything else about... – Знаете ли Вы еще что-нибудь о...

Can you confirm the fact? – Вы можете подтвердить... ?

I would like to ask you to tell your opinion about... – Я хотел бы Вас попросить высказать свое мнение о...

Критерии оценки:

Преподаватель имеет право установить иную шкалу оценки для данного вида КИМ.

Критерии оценки:

- оценка «отлично» выставляется студенту, если студент выполняет более 80% требований преподавателя;

- оценка «хорошо» выставляется студенту, если студент выполняет от 80% до 60% требований преподавателя

- оценка «удовлетворительно» оценка «хорошо» выставляется студенту, если студент выполняет от 60% до 35% требований преподавателя

- - оценка «неудовлетворительно» ... оценка «удовлетворительно» оценка «хорошо» выставляется студенту, если студент выполняет менее 35% требований преподавателя

Составитель _____ И.О. Фамилия
(подпись)



« ____ » _____ 20 г.

Кафедра иностранных языков ФГМУ
(наименование кафедры)

Темы групповых и/или индивидуальных творческих заданий/проектов**

****Кроме курсовых проектов (работ)**
по дисциплине Профессиональный иностранный язык (английский)
(наименование дисциплины)

Групповые творческие задания (проекты):

- 4 Feeding Animals
- 5 Animals and Humans
- 6 Animals and Plants

Индивидуальные творческие задания (проекты):

- 3 HUMAN AND VETERINARY MEDICINE
- 4 PRESERVATION OF WILDLIFE
- 5 EVOLUTION OF SPECIES

MY WORKING DAY AND HOBBIES
РЕКОМЕНДАЦИИ ДЛЯ РАЗРАБОТКИ ПРОЕКТОВ

Проектное обучение представляет собой технологию активной познавательной деятельности студентов, в основе которой лежит разработка в ходе самостоятельной (групповой или индивидуальной) исследовательской деятельности различных типов проектов – перспективных заданий, направленных на решение задач практики.

Участники проектной деятельности должны ответить на вопросы: Что является целью проектной деятельности? В чем актуальность (оригинальность, ценность) идеи проекта? На решение каких задач практики он будет направлен? Каков будет результат (продукт)? Где он может быть применен? Как он может изменить ситуацию?

Типы проектов в вузе:

- *исследовательские* проекты, подчиненные логике исследования и имеющие структуру, приближенную или полностью совпадающую с научным исследованием;
- *информационные* проекты (модуль исследовательского), направленные на поиск, знакомство и представление информации;
- *практикоориентированные* проекты, имеющие профессиональную направленность, результат которых ориентирован на социальные интересы самих студентов.

Процесс работы над проектом многоступенчатый. В таблице представлены этапы и содержание проектной деятельности.

Этапы работы над проектом	Содержание работы	Деятельность студентов
<i>Подготовка</i>	Определение реальной ситуации, ее осмысление, рождение задачи (проблемы) из описания ситуации, постановка вопросов	Анализируют ситуацию, выявляют проблему, рассматривают актуальность ее решения
<i>Прогнозирование и целеполагание</i>	Прогноз изменения ситуации, постановка личностных и коллективных целей, их осознание	Обсуждают. Прогнозируют. Определяют цели

<i>Планирование</i>	Определение источников, способов сбора и анализа информации, форм представления результатов. Установление критериев оценки процесса и результатов. Распределение задач между членами групп	Разрабатывают план действий. Определяют и распределяют задачи. Вырабатывают критерии оценки результатов
<i>Реализация</i>	Сбор информации. Работа над проектом. Решение промежуточных задач. Получение запланированных результатов	Выполняют свою часть проекта. Промежуточное обсуждение хода реализации проекта
<i>Оформление и представление</i>	Формы представления устного и письменного отчета. Оппонирование	Отчитываются, обсуждают, представляют результаты для внедрения в практику
<i>Мониторинг и рефлексия</i>	Интерпретация и анализ процесса и результата. Внешняя оценка. Рефлексия студентов по поводу авторства в проекте. Формулирование выводов. Новое целеполагание	Анализируют, интерпретируют, оценивают в ходе коллективного обсуждения и самооценок

Параметры внешней оценки проекта:

- значимость и актуальность проблемы;
- корректность используемых методов исследования и обработки полученных результатов;
- активность каждого члена проектной группы в соответствии с его индивидуальными возможностями;
- характер принимаемых решений, общения, взаимопомощи;
- глубина проникновения в проблему, привлечение знаний из других областей;
- эстетика оформления результатов проекта;
- умение аргументировать, доказывать, делать выводы и заключения, отвечать на вопросы.

Методический материал для подготовки проекта. About myself.

Text I

Let me introduce myself. My name's Helen. My full name is Helen Brunt.

I am nineteen and I am in the 2nd year of the Psychological Faculty at Novosibirsk Teacher Training University.

I live in Altai, which attracts many tourists because of its beauty. It is a mountainous region with many lakes and can be very bleak in winter.

During the term-time I live in a hostel and quite often go home at weekends or on holidays.

My mother is a housewife and is always busy looking after the house. She is not very tall. She is kind and always ready to help. By character my mother is energetic and talkative, while my father is a quiet man. He works at a big automobile plant as an engineer. He likes his work and spends most of his time there. My father is a tall and well-built man with short black hair and grey eyes. He is 50 and my mother is 48. They both came from quite large families (my mother is one of four children and my father is one of three), so my sister, my two brothers and myself have many aunts, uncles and cousins.

My mother's parents are still alive, but we very rarely see them because they live in a small village quite far away. My elder brother Vladik is almost twenty-five. He is a manager of a trade company and has got much work every day.

Vladik looks through the mail, receives customers, makes appointments and goes on business to different cities and towns. He has already been abroad. It is a well-paid job and my brother is very efficient. He works all days long. Sometimes he even works at weekends. Vladik really enjoys his work.

My other brother – Dmitry is 17 and in his final year at school. He does well at school and gets only good and excellent marks. His favourite subjects are biology and chemistry and choosing a career is no problem for him - he has always wanted to become a doctor. My brother's dream is to enter the Medical University and I think his dream will come true, because he works hard and reads much. The youngest member of the family is Julie, who is 5. She goes to the kindergarten. Julie is a very naughty child. She likes to spend her time outdoors, playing different games. She also likes reading, drawing and playing the piano. All of us like music and we can play different musical instruments. My elder brother can play the guitar, my younger brother can play the violin, Julie and I can play the piano. We all get on very well with each other and with our parents.

We like to spend time together. In the evening we watch TV, read books, talk about the events of the day or just play musical instruments and sing our favorite songs. All in all we are a very happy family.

Vocabulary

- an aunt – тетья
- an uncle – дядя
- a cousin – кузен
- an elder brother – старший брат
- to look through – просматривать
- mail – почта
- to receive – принимать
- to go on business – уезжать в командировку
- to be abroad – быть за границей
- dream – мечта
- to enter – поступать
- a kindergarten – детский сад
- naughty – шаловливый
- hide-and-sick – прятки

Lexical exercises

Ex. 1. Give Russian equivalents to:

to be in the 2nd year, to attract tourists, because of the beauty, that is why, during the term-time, to be busy, to look after, to come from quite large families, to see smb. rarely, a well-paid job, trade company, to look through the mail, to make an appointment, to receive customers, to go on business, to go abroad, to be efficient, to get on well with each other, all in all, a naughty child, choosing a career is no problem for him.

Ex. 2. Give English equivalent to:

учиться на первом курсе; жить в местности, которая привлекает туристов своей красотой; в течение семестра; присматривать за домом; любить работу; хорошо оплачиваемая работа; на открытом воздухе; выбор карьеры; для него не проблема; энергичный и общительный; проводить большую часть времени.

Ex. 3. Answer the questions:

1. Where does Helen live?
2. Why does this area attract many tourists?
3. Helen is in the 3rd year at Novosibirsk Teacher Training University, isn't she?
4. Where does she live during the term-time?
5. Does she often go home?
6. What is her mother?
7. How old are her parents?
8. Why do Helen, her brothers and her sister have many aunts and uncles?
9. Do they see their grandparents often or rarely?
10. Does Vladik enjoy his work?
11. What is Dmitry interested in?
12. What musical instruments can Helen, her brothers and her sister play?
13. Do the children get on well with each other?
14. How old are you?
15. Are you married?

16. Do you live together with your parents?
17. Are you the only child in the family?
18. Do you help your parents?
19. Do you spend your weekend together with your family?

Typical English Farm

A person's home is as much a reflection of his personality as the clothes he wears, the food he eats and the friends with whom he spends his time. Most families in Britain live in their own houses, rather than in flats or apartments. The houses are not always very big, and they are often built very close together.

You may want to live in a detached house (the house of your own) or in a semidetached house (the houses under one roof). Many people live in the so called «terraced houses», usually two-storeyed houses that are in a long line, connected to each other. All in all there are six or seven rooms in the house.

On the ground floor there's a dining-room, a sitting-room, a kitchen and a hall. In the hall you can see a stand for hats, coats and umbrellas.

A staircase leads from the hall to the landing on the first floor. On this floor there are four bedrooms, a bathroom and a lavatory. In front of the house they have a small garden in which grow flowers. At the back of the house there is a much larger garden where they grow all kinds of vegetables. At the side of the house there is a garage, where they can keep their car.

Ex. 3. Read the words and make up sentences with these words:

building, floor, ceiling, door, window, chest-of-drawers, conveniences, modern, cosy, room, kitchen, bathroom, hall, flat, wall, shower, sink, table, refrigerator, shelf, bookcase, vacuum cleaner, piano, microwave-oven, carpet, arm-chair, mixer, sofa, bed.

Ex. 4. Complete the sentences:

1. In the middle of the room ...
2. On the walls ...
3. On the left ...
4. To the right of the fridge ...
5. Next to the door ...
6. In front of the house ...
7. In the bathroom ...
8. In the kitchen ...
9. Upstairs ...

Ex. 5. Ask your friend:

1. Где он живет, на каком этаже он живет, какие комнаты в его квартире?
2. Как обставлена его комната, есть ли у него в комнате магнитофон, где он?
3. В какой комнате у него телевизор, сколько табуреток на кухне, какая комната любимая, почему?
4. Какого цвета ковер в зале, побелены ли стены на кухне или покрыты кафелем?

Ex. 6. Change the sentences into interrogative and negative:

1. There are some fruit trees in front of my house.
2. I live in a new district.
3. We can go out for a walk now.
4. You must switch off the tape-recorder.
5. The walls of our kitchen are whitewashed.
6. My friend lives in his own house.
7. We often receive guests in the sitting room.

Ex. 7. Translate the sentences into English:

1. Перед нашим домом много цветов.
2. Наша квартира на втором этаже.
3. Квартира моей сестры очень удобная и уютная.
4. Есть ли в вашей квартире кладовая? – Нет. – А холодильник? – Да, есть.
5. Вы можете почистить ковер пылесосом. Это очень легко.

6. Мне нравится мебель в вашей квартире. Она совсем новая и вполне современная. Вы должны только купить ковер и торшер для столовой.
7. Я живу в новом доме. В нашей квартире есть все удобства: электричество, водопровод, центральное отопление, мусоропровод и телефон.
8. В вашей ванной комнате есть зеркало?
9. У вас дома есть английские книги? – Нет.
10. Не могли бы вы мне позвонить? – У меня нет телефона.
11. В вашем саду есть цветы? – Нет, в нашем саду нет цветов, но есть несколько фруктовых деревьев.
12. Моя комната небольшая, но она очень светлая и удобная. Слева стоит кровать. Напротив кровати стол. Между столом и кроватью лежит толстый ковер. Над столом – лампа.

Ex. 8. Learn by heart:

1. East or West home is best.
2. There is no place like home.
3. The Englishman's home is his castle.

Критерии оценки:

Преподаватель имеет право установить иную шкалу оценки для данного вида КИМ.

Критерии оценки:

- оценка «отлично» выставляется студенту, если студент выполнил в соответствии с требованием преподавателем все пункты проектов (групповые и индивидуальные)
- оценка «хорошо» выставляется студенту, если студент выполнил в соответствии с требованием преподавателем менее 4-х пунктов проекта (групповые и индивидуальные)
- оценка «удовлетворительно» выставляется студенту, если студент выполнил в соответствии с требованием преподавателем менее 3-х пунктов проекта (групповые и индивидуальные)
- оценка «неудовлетворительно» выставляется студенту, если студент выполнил в соответствии с требованием преподавателем менее 3х пунктов проекта (групповые и индивидуальные)

Составитель _____
(подпись)



И.О. Фамилия

« _____ » _____ 20 г.

Оформление комплекта разноуровневых задач (заданий)

Кафедра иностранных языков ФГМУ
(наименование кафедры)

Комплект разноуровневых задач (заданий)
ПО ДИСЦИПЛИНЕ Профессиональный иностранный язык (английский)
(наименование дисциплины)

1 Задачи репродуктивного уровня

Speaking activity

Задача (задание) 1 Hello and goodbye: Telephone numbers, How are you? See you later
Introducing yourself

Задача (задание) 2 In a cafe Can I have..? How much is...?
Talking about you. Your family.

Задача (задание) 3 What time is it ... It is quarter past five. It is just after six o'clock
Asking about a friend or relative

Phrase-bank for speaking activity

Greetings

Formal

Hello!

Good morning / afternoon / evening.

Let me / may I introduce myself.

My name is ...

Let me introduce you to ...

I'd like you to meet ...

Pleased to meet you.

Very nice to meet you.

How do you do?

Informal

Hi!

Hello!

Hi, how are you?

How are you getting on?

Very well, thank you.

Fine, thanks. How are you?

Not well, I'm afraid.

No complaints.

OK. Thank you.

Здравствуйте! (Привет!)

Доброе утро / день / вечер.

Позвольте представиться.

Меня зовут ...

Позвольте познакомить вас с ...

Очень рад с вами познакомиться.

Здравствуйте! (Говорят при первом знакомстве.)

Привет! Здравствуй!

Как поживаете?

Хорошо, спасибо.

Прекрасно, спасибо. А как вы поживаете?

Боюсь, не очень хорошо.

Не жалуюсь.

Хорошо, спасибо.

Parting

Formal

I'd like to say good-bye.

Мне бы хотелось попрощаться.

I'm looking to seeing you again soon.

Please write me a letter sometime.

Please let me know how you are.

I will / won't forget.

Informal

Good-bye/Bye/So long.

Take care.

I hope to see you again soon.

See you later.

See you tomorrow.

See you soon.

See you on Monday.

I'll call you.

I'm off now, bye.

See you!

Have a good time!

Have a good trip!

Have a nice weekend!

Have fun!

Thanks, you too.

Thanks, the same to you.

I am glad to hear it.

Give my regards to...

Give my love to...

Thanks, I will.

Thank you.

Thanks a lot.

Thank you very much.

Thank you so much.

It was nice of you.

I'm so grateful to you!

I'm glad I could help.

You're welcome.

Don't mention it.

That's OK.

Not at all.

Invitations

С нетерпением жду скорой встречи с вами.

Пожалуйста, напиши мне как-нибудь.

Пожалуйста, сообщите мне, как вы поживаете.

Неприменно / не забуду / я обещал.

До свидания / Всего / Пока.

Береги себя.

Надеюсь скоро Вас увидеть.

Увидимся позднее.

Увидимся завтра.

Скоро увидимся.

До понедельника.

Я позвоню тебе.

Мне пора, до свидания.

Пока!

Приятно провести время!

Приятного путешествия!

Приятно провести уикенд!

Хорошо провести время!

Спасибо, и тебе тоже.

Рад слышать.

Передай привет.

Спасибо, передам.

Спасибо.

Большое спасибо.

Это было любезно с вашей стороны.

Как я вам благодарен!

Мне было приятно вам помочь.

Пожалуйста.

Пожалуйста, не стоит благодарности.

Let's go to the park.

Let's have lunch.

How about watching a good TV show?

Can you come over for dinner tonight?

I'd like to invite you to our meeting on Sunday.

Can you come?

We are having a party on Saturday night.

Would you like to join us?

Shall we dance?

May I see you home?

I'd love to. Thanks.

OK.

All right.

That sounds great.

I'm afraid I can't.

I wish I could but I'm afraid I can't.

Давай пойдём в парк.

Давай пообедаем.

Как насчет ...

Ты можешь прийти к обеду?

Я бы хотел пригласить тебя на наше собрание в воскресенье.

Придешь?

У нас вечеринка в субботу.

Ты бы хотел прийти?

Потанцуем?

Можно я провожу тебя?

Хорошо. Спасибо.

Хорошо.

Ладно.

Звучит заманчиво.

Боюсь, не смогу.

Я бы хотела, но не смогу.

Hello, is this ... ?

Hello, may I speak to ... ?

My name is ...

Good morning, I'd like to speak to ...

Hello. This is Ann calling from Washington.

Just a moment/second, please!

Hold on a moment / second, please!

Could you speak up, please?

This is ...

Speaking.

Could you give Ted a message, please?

Could you ask Tom to call me back, please?

Would you like to leave a message?

I'll call you back.

Thanks for calling back.

I'm sorry, you have the wrong number.

Excuse me!

Pardon me!

I say!

Just a minute!

Yes?

What can I do for you?

What do you want?

Здравствуйте, это (имя, офис)?

Здравствуйте, можно мне поговорить с ... ?

Меня зовут ...

Доброе утро (здравствуйте), я бы хотела поговорить с ...

Здравствуйте, это Энн (имя) звонит из Вашингтона.

Подождите минутку / секунду, пожалуйста!

Не кладите трубку!

Не могли бы вы говорить громче?

Это ... (имя) говорит.

Слушаю.

Пожалуйста, не могли бы вы передать Теду мою просьбу?

Пожалуйста, не могли бы вы попросить Тома перезвонить мне?

Вы хотели бы оставить сообщение?

Я перезвоню.

Спасибо, что вы перезвонили.

Извините, Вы ошиблись номером.

Извините!

Послушайте!

Минутку! Можно вас на минутку?

Да?

Чем могу быть полезен?

Что вам нужно?

Apologizing

If you don't hear or understand what the other person says, you can say:

Excuse me? Pardon me?

I'm sorry? What did you say?

Извините. Простите.

Что вы сказали?

I'm sorry, I didn't quite catch / understand that / what you said.

Would you mind repeating the question / saying that again, please.

If you have made a mistake, you can say:

Sorry. I'm so sorry.

I'm terribly sorry.

The answer to that may be:

That's OK. That's all right.

It doesn't matter. Never mind.

If you interrupt someone for something, you can say:

I'm sorry to bother / disturb / interrupt you.

Excuse me for disturbing you.

Excuse me for interrupting you.

Excuse me for troubling you.

If you are late, you can say:

I'm very sorry I'm late.

Excuse me for being late.

Sorry, I've kept you waiting.

I apologize for being late.

Please, forgive me for being late.

Fortunately ...

Frankly speaking ...

It seems to me ...

In my opinion ...

I think ...

I guess ...

I'm of the same opinion.

Really!

That's just what I was going to say.

To begin with ...

Sure / certainly.

To tell the truth ...

Disagreement, disapproval:

Unfortunately ...

I don't agree with you.

I couldn't say for sure.

I'm afraid you are wrong.

I'm afraid I can't agree.

It isn't worth talking about it.

Impossible!

Nonsense!

If I'm not mistake ...

I don't care.

It doesn't matter.

I see your point, but ...

Do you really mean that ...

You are kidding!

Извините, я не совсем уловил / понял, что вы сказали.
Будьте добры, повторите вопрос еще раз / скажите это снова.

Извините. Мне так жаль.

Мне ужасно жаль.

Все в порядке. Все хорошо.

Это не имеет значения. Неважно.

Не беспокойтесь.

Простите / извините, что беспокою / прерываю / вас.

Простите / извините, что я вас беспокою / отрываю от дела.

Простите, что я вас прерываю.

Простите за беспокойство.

Я очень сожалею, что опоздал.

Прошу извинить меня за опоздание.

Простите, что я заставил вас ждать.

Я приношу свои извинения за то, что опоздал.

Пожалуйста, простите меня за опоздание.

К счастью ...

Откровенно говоря ...

Мне кажется ...

По моему мнению ...

Я полагаю ...

Я того же мнения.

Действительно! Правда!

Это как раз то, что я хотел сказать.

Прежде всего ...

Бесспорно.

По правде говоря ...

К сожалению ...

Я не согласен с Вами.

Я не мог бы сказать наверняка.

Боюсь, вы не правы.

Боюсь, я не могу согласиться.

Не стоит об этом говорить.

Невозможно!

Чепуха!

Если я не ошибаюсь ...

Мне все равно.

Не имеет значения.

Понимаю вас, но ...

Вы действительно считаете, что ...

Вы шутите!

What's the nature of your activity?	Каков характер вашей деятельности?
We'd like to develop / keep up relations.	Мы бы хотели развивать / поддерживать связи.
We'd like to make a deal.	Мы бы хотели заключить сделку.
Are you ready to sign the agreement?	Вы готовы подписать соглашение?
On what terms?	На каких условиях?
It's quite reasonable.	Это вполне разумно.
We'll have to think over your proposal.	Мы обдумаем ваше предложение.
No objections.	Не возражаем.
We accept your offer.	Мы принимаем ваше предложение.
We'll consider your offer (in detail).	Мы рассмотрим ваше предложение (подробно).
We hope it meets your requirements.	Надеемся, что это отвечает вашим требованиям.
Let's discuss some points.	Давайте обсудим некоторые моменты.
We have a few remarks to make on ...	У нас есть ряд замечаний по ...
We ask you to reconsider ...	Мы просим вас пересмотреть ...
We'll try and do it.	Мы постараемся это сделать.

2 Задачи реконструктивного уровня

ГРАММАТИЧЕСКИЕ ТЕСТЫ

1. As soon as I (hear) the results, I'll let you know.
2. Where is Stella? – She (play) tennis in the park.
3. Cats (not to like) sweets.
4. I didn't understand what she (mean) at first.
5. When I arrived, the party (finish).
6. Excuse me, where is (near) cafe?
7. He left the house without (some, any) money.
8. I shall have to go to the shop if my sister (not to buy) anything for dinner.
9. A cook is someone who (prepare) meals.
10. It's raining. It (start) raining an hour ago.
11. Where's your key? – I'm afraid I (lose) it.
12. I (walk) along the road yesterday when I met my friend.
13. The English people are proud (of, for) their literature.
14. That car isn't (our, ours).
15. Helen (be) 17 years old next Sunday.
16. She told me she (invite) all her friends to her next birthday party.
17. Tom (arrive)? – Not yet.
18. When Sarah came to the party, Paul already (go) home.
19. You (see) news on television yesterday, didn't you?
20. She didn't tell (somebody, anybody) about her plans.
21. Do you read (many, much)?
22. She paid for her ticket and (leave).
23. The postman usually (come) at 8 in the morning. It is half past 9 now, but he (not to come) yet.
24. When I phoned her, she (do) her homework.
25. They (watch) television – their favourite programme is on at the moment.
26. I'll call you as soon as we (sign) a contract.
27. They went on holidays with a friend of (their, theirs).

28. He didn't even apologize (for, at) being late.
29. Where you (be) all this time? – I (not to see) you for ages.
30. When the telephone (ring), we (have) dinner.
31. Our classes usually (begin) at 8 a.m.
32. I (go) to London tomorrow.
33. This house (build) by my grandfather many years ago.
34. Are you going (somewhere, anywhere) today?
35. Be careful, you've made (a, the, -) mistake.
36. We (travel) for about four hours when I realized that something was wrong with one of the tires.
37. Mary will be ready soon. She (have) a bath at the moment.
38. They (send) you the money before they (leave). You (receive) it soon.
39. She is (a, the, -) friend of mine. In fact, she is (a, the, -) best friend I have ever had.
40. He'll wait (at, for, to) you in front of the library.
41. I saw him (a few, a little, a lot) weeks ago.
42. She is a really nice person – one of (nice) people I know.
43. Ann's sight is not good. She (has to, must) wear glasses.
44. How long they (be) married? – For five years. They (be) students then.
45. I'm not going (somewhere, nowhere, anywhere) tonight.
46. You (pass) your driving test yet? – Yes, I (pass) it last year.
47. I have (a, the, -) terrible cold and I'm staying in (a, the, -) bed today.
48. Our car (steal) last month. A week later the police (find) it not far from our town. They (remove) the radio but done no other damage.
49. All the ministers will see him (of, off) at the airport.
50. We (had to, could, might) give the books back; they didn't allow us to take them home.
51. You should change (the, your) wet shoes, or you'll catch (another, the other) cold.
52. (a, the, -) day after (a, the, -) day passed without (a, the, -) news, and we began to lose (a, the, -) hope.
53. As soon as I hear from him I (let) you know.
54. Would you like (some, any) coffee? I just (make) some.
55. Ask (a, the, -) woman in front of you to take (of, off) her hat.
56. When a bottle of champagne (open) for twenty-four hours, the wine is not fit to drink.
57. Mr Smith (hope) to hire a car, but his wife (not to drive) and he (not to be) free very often at present.
58. I (be) grateful if you (tell) me whether you (have) any information about it.
59. The Browns (be) abroad for ten years already, but before that they (live) near London.
60. I've told you (a, the, -) hundred times not to come into (a, the, -) room without knocking.
61. It isn't necessary for you to drive me to the station. I (may, can, must) get a taxi.
62. We can go (by, in, on) car if you wash (a, the, -) car first.
63. I'm interested (at, in) chess but I'm not very good (at, in) it.
64. My aunt's son (not to start) work yet. He (be) still (at, in) High School.
65. It (rain). That was the only reason I didn't take the children to the beach.
66. He (not to work) hard at school so he (not to get) a good job when he left.
67. This scientific theory already (prove) to be false.
68. Did you come (by, on, in) air? – No, I had a lovely voyage on (the, a, -) *Queen Elizabeth II*.
69. Nobody (come) to see them since they bought this house.
70. This (man, men) has been waiting here (since, for) 6 o'clock.
71. You (mustn't, couldn't, may not) move this man; he is too ill. You'll have to leave (him, his) here.
72. I (have) my photograph taken tomorrow.
73. You will feel better when you (have) a meal.
74. Tom (invite) to his friend's birthday party yesterday.
75. He had (a, the, -) fair wavy hair; but (her, hers) hair was dark and straight.
76. She (be) sixteen now but I thought she (to be) older.
77. When the lake (freeze) it'll be safe for ice-skating.
78. It (rain) hard this morning when I (wake) up.
79. I was waiting (-, for, to) the rain to stop.
80. He never (be) to India, but he (be) in Pakistan last year.

3 Задачи творческого уровня

Задача (задание) I Natural writing (Using pronouns)

Задача (задание) 2 Informal letters (To a penfriend)

Задача (задание) 4 Formal letters

Задача (задание) 5 Describing a holiday

Задача (задание) 6 Writing about a friend

Задача (задание) 7 Describing a place

Критерии оценки:

Преподаватель имеет право установить иную шкалу оценки для данного вида ФОС

Критерии оценки:

- оценка «отлично» выставляется студенту, если студент выполняет более 80% требований преподавателя;

- оценка «хорошо» выставляется студенту, если студент выполняет от 80% до 60% требований преподавателя

- оценка «удовлетворительно» оценка «хорошо» выставляется студенту, если студент выполняет от 60% до 35% требований преподавателя

- - оценка «неудовлетворительно» ... оценка «удовлетворительно» оценка «хорошо» выставляется студенту, если студент выполняет менее 35% требований преподавателя

Составитель
(подпись)



И.О. Фамилия

«__» _____ 20 г.

Темы эссе
(рефератов, докладов, сообщений)
по дисциплине Профессиональный иностранный язык (английский)
(наименование дисциплины)

1. Introducing yourself
3. Natural writing
4. Informal letters
5. Describing animals
7. Describing professional activity

1 РЕКОМЕНДУЕМЫЕ КЛИШЕ ДЛЯ ПИСЬМЕННЫХ РАБОТ НА АНГЛИЙСКОМ ЯЗЫКЕ

- The article is devoted to ... – Статья посвящена ...
- The story represents the conflict between ... – В рассказе представлен конфликт между ...
- The basic theme of the story is ... – Основная тема рассказа ...
- The problem raised by the author is ... – Проблема, поднятая автором ...
- The main problem may be formulated in the following way: ... – Главную проблему можно сформулировать как ...
- In the story the writer dwells upon (raises, touches upon) the problem of ... – В рассказе писатель затрагивает проблему ...
- The idea is revealed in the final passage (in the episode where, in concluding sentence) ... – Идея раскрывается в последнем эпизоде ...
- The main idea conveyed by the author is ... – Главная идея автора ...
- The general mood of the text is ... – основное настроение текста ...
- The extract may be divided into (split into, falls into) 3 logically complete parts. – Отрывок можно разделить на три логически законченные части.
- They can be entitled as ... – Их можно озаглавить ...
- The narration is done in the 1st (the 3rd) person. – Повествование ведётся от третьего лица.
- The Paper is called = The title of the Paper is... – Название реферата...
- The theme of the Paper is... – Тема реферата...
- It is spoken about... – Говорится о...
- It is said in brief that... – Кратко говорится о...
- Reader's attention is drawn to... – Внимание читателей привлекает...
- The text gives an information about... – Текст дает информацию о...
- The following facts are stressed in the article... – В статье подчеркиваются следующие факты...
- The content of the text includes... – Содержание текста охватывает...
- The text is devoted to the problem... – Текст посвящен проблеме...
- The articles are taken from... – Статьи взяты из...
- In the article it is analyzed... – В статье анализируется...
- The author characterises... – Автор характеризует...
- The author emphasizes ... – Автор подчеркивает, что...

The author suggests... – Автор предлагает...
The author considers that... – Автор считает, что...
The main (sufficient) part of the research work contains... – Главная часть исследования содержит...
The text contains statistics about... – Текст содержит статистику о...
In the introductory part the author touches upon... – Во вступительной части автор касается...
At first it is depicted that... – Во-первых изображается...
Secondly it is revealed that... – Во-вторых обнаруживается, что...
First of all it is stressed that... – В начале ударение делается на...
The author underlines that... – Автор подчеркивает, что...
In concluding paragraphs it is pointed out... – В заключительных параграфах указывается на...
Summing up the information... – Подводя итог...

РЕКОМЕНДАЦИИ ДЛЯ НАПИСАНИЯ ПИСЬМЕННЫХ РАБОТ, АННОТАЦИЙ, ПИСЕМ.

Реферат, составленный по одному источнику, называется монографическим. Структура реферата строго установлена. Он состоит из двух частей: заголовочной и собственно реферативной.

В заголовочной части отражается название первоисточника, фамилия автора и библиографические данные (место издания, издательство, год издания). Текст собственно реферативной части строится на основе выделенных при чтении ключевых слов и ключевых фрагментов, большинство из которых могут быть терминами в данной специальной области.

Реферат, составленный по нескольким работам на одну тему, называется обзорным.

Алгоритм написания письменной работы

1. Оформите заголовочную часть: запишите название первоисточника, фамилию и инициалы автора (авторов) и библиографические данные.
2. Пронумеруйте абзацы текста.
3. Просмотрите текст и определите его главную тему.
4. Внимательно читая текст по абзацам, определите тему и подтемы каждого абзаца и запишите их вместе с номером абзаца в виде ключевых слов и выражений.
5. Таким образом Вы составите логический план текста.
6. Обдумайте последовательность расположения пунктов плана.
7. Выберите из каждого абзаца ключевые фрагменты (отдельные слова или словосочетания), которые характеризуют выделенные Вами темы и подтемы, запишите их. Так выявляются смысловые ряды.
8. На материале смысловых рядов составьте текст реферата, используя связующие специфические выражения и языковые клише.
9. Прочитайте составленный текст реферата и отредактируйте его.
10. Укажите свою фамилию и инициалы, факультет, курс, номер группы и дату.

Как написать личное письмо

1. В правом верхнем углу пишете обратный адрес и число.
2. Слева ниже – обращение (Bob, dear Bob, dear, Mr White, Mrs White, Professor Brown).
3. Текст письма.
4. Окончание пишется справа (Yours, sincerely yours, yours very truly, cordially yours).

Как написать официальное письмо

1. В правом верхнем углу пишете обратный адрес и число.
2. Слева – название учреждения-отправителя.
3. Адресат.
4. Обращение (sir, dear sirs, Gentlemen, Dear Madam).
5. Текст письма.
6. Окончание (печатается и подписывается лично).

Например:

THE UNIVERSITY OF LEEDS

Leeds

LS2 9JT

From the English Language Unit Tel. (0532) 431751

Ext 6183

20th November 1990

The Librarian,

The British Council Library

Dear Madam,

I should be most grateful if you could let one our Russian visitors, Galina Ivanovna Sockolova, have reader facilities in the British Council Library from Monday, 23d November – Wednesday, 25th November 1990.

Signature

G. B. Heaton

Director

English Language Unit

Как написать приглашение
LETTERS OF INVITATION

Flat 12,

12, Oakley Avenue,

London, W.11

January 3d

Dear Bob,

Would you like to come to a party on Sunday, February the 5th at 6 pm?
I hope you can come.

Yours,
Ann

Как принять приглашение LETTERS OF ACCEPTANCE

Традиционно в англоязычных странах принято по получении письма или открытки с приглашением информировать адресата о принятии или отказе от приглашения. Официальное приглашение имеет аббревиатуру RSVP, что значит «responder s'il vous plait» («ответьте, пожалуйста»).

Например:

The letter of acceptance

Dear Paul,

Thank you very much for invitation, I'd love to come to your party. It's a great thing to meet you again. See you on the 31st of January

Yours,
Maggy

Как отказаться от приглашения LETTERS OF REFUSAL

Dear Paul,

Thank you very much for invitation. But I'm afraid I can't come to your party – I'm leaving for London on 25th. See you after coming back.

Yours,
Maggy

Как написать благодарственное письмо LETTERS OF THANKS

После того, как вас пригласили на ланч или уикенд, принято написать письмо благодарности или поблагодарить по телефону. Такие письма называются «Bread and Butter letters» и пишутся с большой теплотой.

Например:

1. Dear Dr. Bussel,

Now that my niece is well again, I should like to thank you very warmly for all the help and comfort you have given us during this worrying time. I know very well how much extra time and thought you have given us and I do appreciate it.

Yours sincerely,
Doroty Leyton

2. Thank you for the most delightful evening in my life. Your dinner was absolutely delicious and I look forward to seeing you on Thursday.

Yours,

Richard Knight

Как написать письмо-извинение

LETTERS OF APOLOGY

29th May

Dear Cathy,

I'm terribly sorry that I couldn't come last night. My friend fell ill and I was obliged to stay. I felt awful about letting you down and there was no way I could phone you. I do hope I can still help you. I again apologize and wish you every success with your work.

Yours sincerely,

Anna Brown

Как написать письмо-поздравление

CONGRATULATORY LETTERS

Dear Robin,

I was absolutely delighted to hear about your scholarship and do congratulate you. I know how very hard you have worked for it and it is pleasing to see an award so well deserved.

Yours,

Sally Gibson

2

3

Критерии оценки:

Преподаватель имеет право установить иную шкалу оценки для данного вида КИМ.

Критерии оценки письменной работы содержатся в методических рекомендациях

Составитель
(подпись)



И.О. Фамилия

« _____ » 20 г.

Вариант контрольной работы

1. As soon as I (hear) the results, I'll let you know.
2. Where is Stella? – She (play) tennis in the park.
3. Cats (not to like) sweets.
4. I didn't understand what she (mean) at first.
5. When I arrived, the party (finish).
6. Excuse me, where is (near) café?
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8. I shall have to go to the shop if my sister (not to buy) anything for dinner.
9. A cook is someone who (prepare) meals.
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14. That car isn't (our, ours).
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17. Tom (arrive)? – Not yet.
18. When Sarah came to the party, Paul already (go) home.
19. You (see) news on television yesterday, didn't you?
20. She didn't tell (somebody, anybody) about her plans.
21. Do you read (many, much)?
22. She paid for her ticket and (leave).
23. The postman usually (come) at 8 in the morning. It is half past 9 now, but he (not to come) yet.
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25. They (watch) television – their favourite programme is on at the moment.
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43. Ann's sight is not good. She (has to, must) wear glasses.
44. How long they (be) married? – For five years. They (be) students then.
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46. You (pass) your driving test yet? – Yes, I (pass) it last year.
47. I have (a, the, -) terrible cold and I'm staying in (a, the, -) bed today.
48. Our car (steal) last month. A week later the police (find) it not far from our town. They (remove) the radio but done no other damage.
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51. You should change (the, your) wet shoes, or you'll catch (another, the other) cold.
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63. I'm interested (at, in) chess but I'm not very good (at, in) it.
64. My aunt's son (not to start) work yet. He (be) still (at, in) High School.
65. It (rain). That was the only reason I didn't take the children to the beach.
66. He (not to work) hard at school so he (not to get) a good job when he left.
67. This scientific theory already (prove) to be false.
68. Did you come (by, on, in) air? – No, I had a lovely voyage on (the, a, -) *Queen Elizabeth II*.
69. Nobody (come) to see them since they bought this house.
70. This (man, men) has been waiting here (since, for) 6 o'clock.
71. You (mustn't, couldn't, may not) move this man; he is too ill. You'll have to leave (him, his) here.
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73. You will feel better when you (have) a meal.
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76. She (be) sixteen now but I thought she (to be) older.
77. When the lake (freeze) it'll be safe for ice-skating.
78. It (rain) hard this morning when I (wake) up.
79. I was waiting (-, for, to) the rain to stop.
80. He never (be) to India, but he (be) in Pakistan last year.

Примеры текстов для экзаменационного перевода

Text 1. ANIMAL HUSBANDRY

Animal husbandry or pastoral farming is no less important than field husbandry. It comprises cattle-breeding; sheep-rearing and hog-growing, to say nothing of some minor branches, as poultry-breeding, rabbit-breeding, apiculture, etc.

Cattle can be roughly subdivided into draft cattle which has almost everywhere been replaced by various types of agricultural machinery; dairy cattle which provides dairy products (milk, butter, cream, cheese, etc.), beef cattle and dual purpose cattle.

The measure of merit of cattle is dependent upon the breed. The herds cannot be improved without the use of sires from pedigree stock.

Cattle-breeding on a scientific scale is not only aimed at improving the breed, but also at increasing the head of cattle; in stock-raising areas the herds are usually very big and the more heifers and calves are to be seen on the grazing lands, or in the corrals, the better the cattle-rearing farm is run.

One of the principal problems cattle-breeding faces is that of fodder or feeds. To choose the necessary feeds, rich enough in protein and other nutrient substances is not an easy thing.

As is well known, hay stands out as the main provender, but special crops are also grown for feeding cattle. They are mainly mangle, various leguminous plants, such as alfalfa, cow-peas, etc. Clover takes a vital part, while oilcake left over after the extraction of oil from linseed, cotton-seed and other varieties of oil-bearing seeds ranks particularly high in protein content. Most farms — both those going in for diversified (mixed) farming and those that specialize in stock-breeding — have ensilage towers where silo or ensilage is obtained through fermentation and stored. Ensilage is recognized to be an excellent feed by most cattle-breeders.

As a general rule, dairy products are processed on the farm. In the creamery milk is skimmed and churned into butter, while some part is turned into cream or sour cream. The production of cheese and canned milk is mostly effected at cheese factories and condenseries. After the bulk of the fat is removed from the milk, whey remains. It is still useful as a feed for domestic animals and also can be used for making curds.

Beef cattle is mostly sent to the slaughter-houses on hoof. Big meatpacking plants after the slaughter of cattle are engaged in curing, smoking, corning and especially canning the meat. Mechanization is implemented on a large scale in cattle-breeding. Particular significance belongs to it in feeding and milking. Automatic bunks (gravity belt, rationing feeder, etc.) are gradually being introduced.

Text 2. AQUACULTURE

Aquaculture, also known as aquafarming, is the farming of aquatic organisms such as fish, crustaceans, molluscs and aquatic plants. Aquaculture involves cultivating freshwater and saltwater populations under controlled conditions. Mariculture refers to aquaculture practiced in marine environments.

Particular kinds of aquaculture include fish farming, shrimp farming, oyster farming, algaculture (such as seaweed farming), and the cultivation of ornamental fish. Particular methods include aquaponics, which integrates fish farming and plant farming.

Fish farming

The farming of fish is the most common form of aquaculture. It involves raising fish commercially in tanks, ponds, or ocean enclosures, usually for food. A facility, which releases juvenile fish into the wild for recreational fishing or supplementing a species' natural numbers, is generally referred to as a fish hatchery. Fish species raised by fish farms include salmon, big eye tuna, carp, tilapia, catfish and cod.

Shrimp farm

Commercial shrimp farming began in the 1970s. About 75% of farmed shrimp is produced in Asia, in particular in China and Thailand. The other 25% is produced mainly in Latin America, where Brazil is the largest producer. Thailand is the largest exporter.

Shrimp farming has changed from its traditional, small-scale form in Southeast Asia in 1970s into a global industry which due to applied high technologies can produce more than 1,800,000 tonnes of shrimps and ship them worldwide. All farmed shrimp are of the family Penaeidae. And just two species of shrimp, the Pacific white shrimp and the giant tiger prawn, account for about 80% of all farmed shrimp. By reason of increasing ecological problems, repeated disease outbreaks, which result in decimation of shrimp populations across entire regions, in 1999 governments, industry representatives, and environmental organizations initiated a program aimed at developing and promoting more sustainable farming practices.

Oyster farming

Oyster farm or oyster bed is a place, especially on the sea bed, where oysters breed and grow naturally or are cultivated for food or pearls. The most popular edible marine mollusk of the genus *Haliotis* for farming is abalone which has an ear-shaped shell that is perforated with a row of respiratory holes. The shells are used for ornament or decoration. Abalone farming began in the late 1950s and early 1960s in Japan and China. Since the mid-1990s, this industry has become increasingly successful. Over-fishing and poaching have reduced wild populations of abalones. So, now abalone farming is the main supplier for abalone meat.

Algae

Microalgae are also referred to as phytoplankton, microphytes, or planktonic algae and constitute the majority of cultivated algae. Macroalgae, which are commonly known as seaweed, also have many commercial and industrial uses, but due to their size and specific requirements, they are not easily cultivated on a large scale and are most often taken in the wild.

Text 3. CALCIUM & PHOSPHORUS

Calcium

99 per cent of the calcium in the organism is in the skeleton and the teeth. It is deposited in certain areas of the bone as tricalcium phosphate crystals and gives the skeleton its rigidity; this calcium is not a permanent deposit, for bone is constantly being dissolved and redeposited. Several hundred milligrams of calcium are lost each day in the feces and urine. This amount must then be replaced through the diet. A calcium deficiency due to lack of dietary calcium is very rare. Calcium deficiency usually arises due to lack of adequate vitamin D, or to excessive amounts of other minerals that prevent calcium absorption. During pregnancy and lactation the demands for calcium rise immensely. If the calcium supply of the mother is not adequate for the maintenance of her normal needs, plus those of the growing fetus, calcium still will be supplied in sufficient amounts to the fetus at the expense of the stored calcium in the skeleton of the mother. The diseases resulting from insufficient calcium for the development and maintenance of bone are rickets and osteomalacia.

Inorganic and Organic Phosphate

Inorganic phosphate is the major cation of the intracellular fluids, and this ion is of enormous importance in the formation of the energy-rich phosphate bonds. Also phosphate is able to combine reversibly with a multitude of enzyme systems and so operates in the majority of metabolic reactions within the cell. Inorganic phosphate is present in the extracellular fluids as well both in the plasma and in the interstitial fluid. This inorganic phosphate exists in the form of phosphate ions. These phosphate ions are closely involved in the maintenance of the acid-base stability of the blood.

Organic phosphate is present in the blood in the form of phospholipid and the phosphate from this compound can be liberated for bone formation.

The absorption of phosphorus from the intestine is dependent on the proper absorption of calcium, which in turn is dependent on the vitamin D concentration. This means that a deficiency of vitamin D will indirectly affect phosphorus and phosphate absorption. Excess phosphorus is excreted mainly through the kidneys. Milk and bone meal are particularly rich in phosphorus, but phosphorus is also widely distributed in both vegetable and animal foods.

Text 4. FEEDING PULLETS.

Feeding growing pullets and laying hens during a protein shortage and high ingredient prices has special challenges. The poultryman desires an economical ration, but a formula should not be cheapened to the detriment of productivity.

A question often asked is, «How far can I lower protein and other high-priced ingredients to lower feed costs?»

Although lowering protein is a consideration, there are some basics that should be reviewed before drastic changes are made in a ration merely to lower costs.

First, a bird eats basically to satisfy energy requirements. Therefore, high energy feed results in lower feed consumption, and a low energy (high fiber) feed results in increased feed consumption. For a bird to obtain an adequate amount of nutrients (protein, vitamins, minerals), the correct amounts must be contained in the quantity of feed consumed. Thus, a dense feed (one that has high energy) must contain a higher percentage of basic nutrients to adjust for lower consumption.