МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное образовательное учреждение

высшего образования

«Чеченский государственный университет

имени Ахмата Абдулхамидовича Кадырова»

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ФАКУЛЬТЕТ ИНОСТРАННЫХ ЯЗЫКОВ

Кафедра английского языка

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ**

по дисциплине «Практический курс первого иностранного языка (английский)»

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| --- | --- |
| Направление подготовки (специальности) | Перевод и переводоведение |
| Код направления подготовки  (специальности) | 45.05.01 |
| Специализация | «Специальный перевод» (перевод в сфере туризма и экскурсионного дела) |
| Квалификация выпускника | Лингвист-переводчик |
| Форма обучения | Очная |
| Код дисциплины | Б1.О.19.01 |

Грозный, 2021

**Ахтаева Л.А.** Фонд оценочных средств учебной дисциплины «Практический курс первого иностранного языка (английский)» [Текст] / Сост. Л.А. Ахтаева – Грозный: ФГБОУ ВО «Чеченский государственный университет им. А.А. Кадырова», 2021 г.

Фонд оценочных средств рассмотрен и одобрен на заседании кафедры английского языка, рекомендован к использованию в учебном процессе (протокол № 1 от 30.08.2021 г.) составлен в соответствии с требованиями ФГОС ВО по специальности **45.05.01 «Перевод и переводоведение»,**  (уровень специалитета, специализация «Специальный перевод» (перевод сфере туризма и экскурсионного дела), утвержденного приказом Министерства науки и высшего образования Российской Федерации от **12.08.2020 года № 989**, и с учетом утвержденным рабочим учебным планом по данному направлению подготовки.

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1. **Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы, описание показателей и критериев оценивания компетенций**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Курс | Семестр | Код и содержание компетенции | Результаты обучения | Оценочные средства |
| 1 | 1 | **общепрофессиональные (ОПК):**  **- ОПК-1**  Способен применять знания иностранных языков и знания о закономерностях функционирования языков перевода, а также использовать систему лингвистических знаний при осуществлении профессиональной деятельности;  **профессиональные (ПК):**  **- ПК-1**  Владеет основными методами фонологического, морфологического, синтаксического, дискурсивного и семантического анализа с учетом языковых и экстралингвистических факторов | **Знать:**  способы научного рассуждения (индукция, дедукция); содержание лингвистических понятий; содержание основных разделов науки о языке, основные законы строения, развития и функционирования естественного языка; основные положения и концепции в области языкознания и лингвистического анализа текста; иметь представление о современном состоянии и перспективах развития теоретической и прикладной лингвистики, переводоведения, лингводидактики и теории межкультурной коммуникации; важнейшие понятия и парадигмы современного естествознания; основные методы социолингвистических исследований.  **Уметь:**  работать с текстом отделять основную информацию от второстепенной, обобщать и систематизировать ее; использовать лингвистические понятия для решения профессиональных задач; использовать полученные знания в ходе последующего изучения дисциплин лингвистического цикла; собирать и анализировать языковые факты с использованием традиционных методов и современных информационных технологий; использовать понятийный аппарат философии и применять полученные знания в области языкознания, теории и истории основного изучаемого языка (языков), теории коммуникации и лингвистического анализа текста в собственной профессиональной деятельности; собирать и анализировать информацию из различных источников для решения профессиональных и социальных задач; ориентироваться в современных направлениях социолингвистических исследований в российской, восточной, немецкой и английской культурах, выдвинуть гипотезы и последовательно развивать аргументацию в их защиту.  **Владеть:**  навыком построения текстов с разными способами изложения материала (ступенчатый, индуктивный, дедуктивный, концентрический; навыками использования лингвистических понятий при осуществлении профессиональной деятельности в научно- методической области, в межкультурной коммуникации, в работе с новыми информационными технологиями; навыками использования общих методов лингвистики для описания конкретных форм и конструкций языка; свободно основным изучаемым языком (языками); основными методами и приемами анализа различных типов устной и письменной коммуникации на изучаемом иностранном языке (языках); навыками работы с компьютером и глобальными информационными сетями, а также с традиционными носителями информации для решения профессиональных и социальных задач. | Контрольная работа,  тест |

**2. Типовые контрольные задания или иные материалы, необходимые для оценки владений, умений, знаний, характеризующих этапы формирования компетенций в процессе освоения образовательной программы с описанием шкал оценивания и методическими материалами, определяющими процедуру оценивания.**

**1-2 семестр**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| № п/п | Контролируемые разделы | Код контролируемой компетенции | Наименование  оценочного средства | |
| вид | кол-во |
|  | Phonetic rules | ОПК-1  ПК-1 | Контрольная работа | 1 |
|  | A visit | ОПК-1  ПК-1 | Контрольная работа | 1 |
|  | Betty Smith | ОПК-1  ПК-1 | Контрольная работа, тест | 2 |
|  | About Benny’s cousins | ОПК-1  ПК-1 | Контрольная работа, тест | 2 |
|  | Our English lesson | ОПК-1  ПК-1 | Контрольная работа, тест | 2 |
|  | Doctor Sandford’s house | ОПК-1  ПК-1 | Контрольная работа, тест | 2 |
|  | Mr. White comes again | ОПК-1  ПК-1 | Контрольная работа, тест | 2 |
|  | Dialogue | ОПК-1  ПК-1 | Контрольная работа, тест | 2 |
|  | Meals | ОПК-1  ПК-1 | Контрольная работа, тест | 2 |
|  | A student’s day | ОПК-1  ПК-1 | Контрольная работа, тест | 2 |
|  | Our University | ОПК-1  ПК-1 | Контрольная работа, тест | 2 |
|  | Seasons and weather | ОПК-1  ПК-1 | Контрольная работа, тест | 2 |
|  | At the seaside | ОПК-1  ПК-1 | Контрольная работа, тест | 2 |
|  | A visit to Moscow | ОПК-1  ПК-1 | Контрольная работа, тест | 2 |
|  | Shopping | ОПК-1  ПК-1 | Контрольная работа, тест | 2 |
|  | Theatre | ОПК-1  ПК-1 | Контрольная работа, тест | 2 |
|  | Home | ОПК-1  ПК-1 | Контрольная работа, тест | 2 |
| **3-4 семестр** | | | | |
| № п/п | Контролируемые разделы | Код контролируемой компетенции | Наименование  оценочного средства | |
| вид | кол-во |
|  | Choosingacareer | ОПК-1  ПК-1 | Контрольная работа, тест, ролевая игра,  курсовая работа | 4 |
|  | Illnesses and their treatment | ОПК-1  ПК-1 | Контрольная работа, тест, ролевая игра,  курсовая работа | 4 |
|  | City | ОПК-1  ПК-1 | Контрольная работа, тест, ролевая игра, курсовая работа | 4 |
|  | English meals | ОПК-1  ПК-1 | Контрольная работа, тест, ролевая игра, курсовая работа | 4 |
|  | Education | ОПК-1  ПК-1 | Контрольная работа, тест, ролевая игра, курсовая работа | 4 |
|  | Sports and games | ОПК-1  ПК-1 | Контрольная работа, тест, ролевая игра, курсовая работа | 4 |
|  | Geography | ОПК-1  ПК-1 | Контрольная работа, тест, ролевая игра, курсовая работа | 4 |
|  | Travelling | ОПК-1  ПК-1 | Контрольная работа, тест, ролевая игра, курсовая работа | 4 |
|  | Theatre | ОПК-1  ПК-1 | Контрольная работа, тест, ролевая игра,  курсовая работа | 4 |

**Перечень оценочных средств**

|  |  |  |  |
| --- | --- | --- | --- |
| № п/п | Наименование оценочного средства | Краткая характеристика оценочного средства | Представленность оценочного средства в ФОС |
|  | Ролевая игра | Совместная деятельность группы обучающихся и педагогического работника под управлением педагогического работника с целью решения учебных и профессионально-ориентированных задач путем игрового моделирования реальной проблемной ситуации. Позволяет оценивать умение анализировать и решать типичные профессиональные задачи. | Тема, концепция, описание ролей и ожидаемый результат по каждой игре |
|  | Контрольная работа | Средство проверки умений применять полученные знания для решения задач определенного типа по разделу или теме | Комплект контрольных заданий по разделам (темам) по вариантам |
| 3 | Тест | Система стандартизированных заданий, позволяющая автоматизировать процедуру измерения уровня знаний и умений обучающегося. | Комплект тестовых заданий |
| 4 | Экзаменационные материалы | Итоговая форма оценки знаний | Примерный перечень вопросов и заданий к экзамену по дисциплине |

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное образовательное учреждение

высшего образования

«Чеченский государственный университет

имени Ахмата Абдулхамидовича Кадырова»

Кафедра \_\_\_\_английского языка*\_\_\_\_\_\_\_\_\_\_\_*

*(наименование кафедры)*

**Комплект заданий для контрольной работы**

по дисциплинеПрактический курс первого иностранного языка (английский)*\_*

*(наименование дисциплины)*

1 семестр

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Раздел (тема) дисциплины:** | | **Код формируемой компетенции:** | | | |
| **Phonetic rules** | | ОПК-1  ПК-1 | | | |
| I. Протранскрибируйте следующие сочетания слов. Расставьтеударения:  ten miles, go home, take the pen, he is late, it is fine, a pale face; I am nineteen; This is a park.  II. Протранскрибируйте следующие слова и объясните правила их чтения:  sit, lame, back, miss, sack, gave, tip, tide, tap, late, mad, made, nine, fill, cake, thick, bat, pin, pine, hate, act, ice, plot, face, hid, fate, stamp, spot, pile, land, mist, mole, mark, gold, cap, nose, fix, harm, merry, horn, start, form, exact, examination, exist, sixty, appendix, expend, exotic, except, exile.  III. Запомните названия следующих букв. Напишите каждую 10—15раз:  Aa, Ii, Kk, Xx, Zz.  IV. Напишите по 5—10слов с буквами a и i в открытом и закрытом слогах.  V. Составьте предложения по образцу, используя приведенные ниже существительные.  Образец: This is snow.  meat, milk, ham, pork, leather, velvet.  б) Составленные предложения переделайте в разделительные вопросы.  Образец: This is snow, isn’t it?  в) Составьте отрицательные предложения, используя те же существительные.  Образец: Thisisn’tsnow.  г) Составленные отрицательные предложения переделайте в разделительные вопросы.  Образец: This isn’t snow, is it?  VI. a) Данные ниже предложения переделайте в вопросительные и отрицательные. б) Задайте вопросы поповоду этих же предложений и кратко ответьте на них по образцу.  Образец: The city is small.  Is the city small?  Yes, it is.  1. The lesson is difficult. 2. He is ill. 3. I am cold. 4. The text is easy. 5. This is a small lamp. 6. He is a doctor. 7. Father is at home. | |  | | | |
| **A visit** | | ОПК-1  ПК-1 | | | |
| I.Translate the following words:  Get up, stay, watch, early, to the radio, busy, lazy, unusual, enjoyable, relaxing, read, listen, on the phone, like, love, hate, shopping, midday, finish, newspaper.  II. a) Write five words with each of the following digraphs: *oo, ee, ea, oa*.  III. Write the plural form of the following nouns. Transcribe them:  college, writer, family, wife, child, mouse, parrot, house, bird, man, goose, woman, leaf, roof, day, son in law, turkey, swine, box, dish, sheep.  IV. Listen to the audioscript. Mark the stresses and tunes.  V. Answer the following questions:  1. Who is always tired? 2. Who likes to stay in bed late on Sundays?  3. Who has problems sleeping when they are worried? 4. What happens to Liz when she drinks a lot of coffee? 5. Why does Liz use two alarm clocks? 6. When does Paul use an alarm clock? | |  | | | |
| **Betty Smith** | | ОПК-1  ПК-1 | | | |
| Вариант 1.  I. Transcribe the following words and explain the reading rules:  five, tip, bed, pipe, land, fry, rule, ton, tone, pupil, love, cut, shade, brother, shall, bus, snack, blame, poke, found, aloud, green.  II. Explain the pronunciation of the consonants in bold type in the following words:  faɫe, eight, yet, gate, cage, engine, lock, wrong, write, job, white, gymnastics, Alice, whip, whisper.  III. Cover theaudioscript and listen to two people talking about their favourite music. Complete the audioscript with words: jazz, rock, dance, classical. | |  | | | |
| **Вариант 2**  I. Transcribe the following words and explain the reading rules:  town, toy, farm, yellow, glove, warm, some, won, worse, nothing, mild, world, month, worth, company, worship, none, find, wild, ought, above, brought.  II. Explain the pronunciation of the consonants in bold type in the following words:  chest, light, cheek, fish, sigh, gently, knight, bright, ginger, knock, physics, phlox, Gypsy, whole,  III. Cover theaudioscript and listen to two people talking about their favourite music. Complete the audioscript with words: jazz, rock, dance, classical. |  | | | | |
| **About Benny’s cousins** | | | ОПК-1  ПК-1 | | |
| **Вариант 1** | | | | | |
| I. Transcribe the following words and explain the reading rules:  boot, prepare, ball, book, mere, meat, good, store, bread, care, palm, cure, cold, last, plant, text, exam, rather, germ, hurt, hare, grasp, staff, bald, calf, chalk, clasp, a spare time, pure water.  II. Write the plural form of the following nouns. Transcribe them:  handkerchief, potato, deer, piano, knife, lady, suffix, foot.  III. Cover theaudioscript and listen to the programme about Delia Smith.  IV. Answer the following questions:  1. What jobs did Delia have before she started cooking? 2. How old was Delia when she started working in a restaurant in London? 3. In what year did she start to write in the Daily Mirror magazine? 4. When did she start presenting the television show Family Fare? 5. What type of books does she write? 6. What happens when Delia recommends ingredients ? | | | |  | |
| **Вариант 2** | | | | | |
| I. Transcribe the following words and explain the reading rules:  talented dancer, a broken branch, a stone wall, a dull day, a wise man, a cheap car, a big ship, a fat sheep, a naughty girl, a lazy boy, a rare plant, a strict lady, a cold  lake, a birthday present, Bertha's basket.  II. Write the plural form of the following nouns. Transcribe them:  country, saleswoman, match, boy, sister-in-law, man, tooth.  III. Cover theaudioscript and listen to the programme about Delia Smith.  IV. Answer the following questions:  1. What jobs did Delia have before she started cooking? 2. How old was Delia when she started working in a restaurant in London? 3. In what year did she start to write in the Daily Mirror magazine? 4. When did she start presenting the television show Family Fare? 5. What type of books does she write? 6. What happens when Delia recommends ingredients ? | | | | |  |
| **Our English lesson** | | | | | ОПК-1  ПК-1 |
| **Вариант 1** | | | | | |
| **I**. Mark the stresses and tunes. Concentrate your attention on the vowel [ᴔ].  1. That's the man who sat on my hat in the tram.  2. Once there lived a lad who was always very sad.  For he hadn't any mother and he hadn't any dad.  II. Write the following words and phrases in transcription and explain the reading rules:  share, store, here, cure, fur, term, more, firm, spare, sphere, wire, mere, a spare moment, the vast territory.  III. Listen to the dialogues, complete the dialogues, write one word in each gap.  IV. Transcribe the following sentences, mark the stresses and tunes:  1. Don't go to the cinema tonight. 2. Don't forget. 3. Get us some chalk. 4. Pronounce the sentence. 5. Find page twenty-nine. 6. Stand up, please.  V. Answer the following questions:  1. Can you speak English well? 2. Can you speak French well? 3. Can you understand Spanish? 4. Can you count the chairs in this room? 5. Can we write without a pen or a pencil? 6. What can we do with a fountain-pen? 7. May I take your textbook? 8. May Helen leave the classroom? 9. May we go to the pictures? 10. Must we speak English now? 11. What must we have if we want to write a letter? 12. What must we have if we want to buy something? 13. What must we use if we want to wash our hands? 14. What must you do when you have flu? 15. What must you do to make your reading distinct? | | | | |  |
| **Вариант 2** | | | | | |
| I. Mark the stresses and tunes. Concentrate your attention on the vowel [ᴔ].  1. Where are you going to, my little cat?  I'm going to town to buy a hat!  What!? A hat for a cat? A cat in a hat?  Who ever saw a cat in a hat?  II. Write the following words and phrases in transcription and explain the reading rules:  a famous painter, a rare ring, the upper teeth, the thick wood, the first letter, the next room, the full moon.  III. Listen to the dialogues, complete the dialogues, write one word in each gap.  IV. Transcribe the following sentences, mark the stresses and tunes:  1. Good morning, everybody. 2. Sit down, please. 3. Any mistakes noticed? 4. Is everything correct, Pete? 5. What's the pronunciation of this word? 6. Do you follow me?  V. Answer the following questions:  1. Is this your pen or mine? 2. Whose bag is this? 3. Is this watch yours or mine? 4. Is that watch hers or his? 5. Is this your room or theirs? 6. Is this box yours or ours? 7. Is this your desk or their desk? 8. Is this notebook mine or yours? 9. Is this cassette-recorder ours or theirs? 10. How many students are there in your group? 11. How many students are absent? 12. How many students are present? 13. Who is the monitor in your group? 14. What is the monitor's name? 15. Is there much chalk at the board? | | | | |  |
| **Doctor Sandford’s house** | | | | | ОПК-1  ПК-1 |
| **Вариант 1** | | | | | |
| I. Read the following words and word combinations and explain the reading rules:  weight, lain, coin, play, neighbour, lure, sure, jerk, jaw, neutral, grew, pie, pool, took, toy, autumn, dear, chair, peer, learn, car, moor; a white bear; a poor fellow; a new dish; a low couch; a big mouth; correct these mistakes; close the window; take the pill.  II. Mark the stresses and tunes:  1. Oh, no, don't go home alone, nobody knows how lonely the road is.  2. Soames never boasts of what he knows. But Rose never knows of what she boasts.  3. As you sow you shall mow.  III. Cover the audioscript. Listen to the interview with Angie about life in Britain in the 1950s and mark the sentences true or false.  IV. Transcribe the following sentences. Mark the stresses and tunes:  1. Behind Doctor Sandford's house there is a small orchard. 2. He says: "I have a good television-set."  V. Answer the following questions:  1. Is your flat large or small? 2. How many rooms are there in your flat? 3. What do you call a room people sleep in? 4. What do you call a room people have meals in? 4. What do you call a room where a person studies, reads, writes, etc.? 6. What do you call a room where children sleep, play and have meals? 7. What do you call a room where people spend time after dinner or supper (where guests are received)? 8. What do you call a room where food is cooked? | | | | |  |
| **Вариант 2** | | | | | |
| I. Read the following words and word combinations and explain the reading rules:  how, know, narrow, true, group, bread, peace, feel, dare, mere, where, sore, ore, nasty, salt, fruit, foe, paw, hair, a narrow path; a broken chair; an old gypsy; chilly weather; brown bread; good maize; bitter beer; fresh air; red hair; bad flour; repeat each word.  II. Mark the stresses and tunes:  1. Little strokes fell great oaks.  2. If many men knew what many men know,  If many men went where many men go,  If many men did what many men do.  The world would be better - I think so, don't you?  III. Cover the audioscript. Listen to the interview with Angie about life in Britain in the 1950s and mark the sentences true or false.  IV. Transcribe the following sentences. Mark the stresses and tunes:  1. He says: "I have a good television-set." 2. The house is not large, but it is comfortable.  V. Answer the following questions:  1. What do you call a room where food is kept? 2. Is your flat comfortable and cosy? 3. There is a green lawn in front of your house, isn't there? 4. Are there any fruit trees in your garden? 5. Is your house old or new? 6. What colour are the walls in your flat? 7. What articles of furniture are there in your parents' bedroom (the dining-room, your father's study, your own room)? 8. There are many new houses in your street, aren't there? 9. Have you got a rubbish chute in you flat to carry rubbish down? 10. Have you got built-in furniture in your flat? 11. Has she got a unit in her room? | | | | |  |
| **Mr. White comes again** | | | | | ОПК-1  ПК-1 |
| **Вариант 1** | | | | | |
| I. Read and transcribe the following words. Explain the reading rules:  did - deed, had - hard, lick - leak, hip - heap, dear - deer, lad - lard, Mary - marry, hail - hear, sill - seal, bear-beer, lip - leap, pit - pat, hill – heal.  II. Copy the following words and arrange them in columns according to the corresponding type of syllable:  stamp, write, stir, bench, tulip, Arthur, button, mule, lace, typist, fare, dark, cure.  III. Transcribe the 3rd person singular of the following verbs:  come, go, play, write, wash, stress, begin, catch, cut, eat, hang, get, relax, hold, carry, watch.  IV. Mark the stresses and tunes:  1. A little girl with a pretty curl.  2. Learn thirteen words of Lesson Thirty.  3. The first word is a verb and the third word is an adverb.  V. Cover the audioscript. Listen to the dialogue between Anna and James about the film Invictus.  VI. Read the following exclamations:  1. You are right! 2. It's excellent! 3. How nice!  VII. Transcribe the following sentences, mark the stresses and tunes, picture them on the staves:  1. Good afternoon, Doctor? 2. What can I do for you? 3. Come in, please.  VIII. Answer the following questions:  1. What do they do in England at 5 o'clock in the afternoon? 2. Do you like English? 3. You speak English well, don't you? 4. Where do you study English? 5. Does your brother go to the Institute every day? 6. Your classes begin in the morning, don't they? 7. Where do you prepare your lessons? | | | | |  |
| **Вариант 2** | | | | | |
| I. Read and transcribe the following words. Explain the reading rules:  chair - cheer, bad -bard, fill - feel, marry - merry, ship - sheep, taught - tap -tape, pen - pain - pale, fit - foot - fate, dive - dove - dame, daisy - lazy - darling.  II. Copy the following words and arrange them in columns according to the corresponding type of syllable:  burn, here, muff, fine, mere, lace, cube, purse, tires, fade, prepare, mass, system.  III. Transcribe the 3rd person singular of the following verbs:  know, lead, meet, ring, think, understand, work, change, open, push, kiss, study, stay, copy, say.  IV. Mark the stresses and tunes:  1. First come first served.  2. One good turn deserves another.  3. As the workman so is the work.  V. Cover the audioscript. Listen to the dialogue between Anna and James about the film Invictus.  VI. Read the following exclamations:  1. She is here! 2. They are ready! 3. We can ask him!  VII. Transcribe the following sentences, mark the stresses and tunes, picture them on the staves:  1. Show him in, Betty. 2. Have tea with us. - Thank you. I'd be glad to.  VIII. Answer the following questions:  1. What does your brother do in the evening? 2. What foreign language does your mother speak? 9. What do you write on the blackboard with? 3. What's the date today? 4. What day is it? 5. What is the first (second, third, fourth, fifth, sixth, seventh) day of the week? 6. What is the first (second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth) month of the year? 7. Which month is November? 8. Which month is June? 9. Which month is December? 10. When do your studies at the University begin? 11. When do the winter examinations begin? 12. When do the summer examinations begin? | | | | |  |
| **Dialogue** | | | | | ОПК-1  ПК-1 |
| **Вариант 1** | | | | | |
| I. Copy and transcribe the following words. Mark primary and secondary stresses and read the words aloud:  anniversary, demonstration, revolution, illumination, the Mississippi, nationality, palatalization.  II. Mark the stresses and tunes:  1. George was born in August.  2. I saw more than forty horses.  3. Her naughty daughter Maud is at fault.  4. Of all the saws I ever saw, I never saw a saw as that saw saws.  III. Cover the audioscript. Listen to the interview and answer the question.  IV. Answer the following questions:  1. What traditional holidays in our country do you know? 2. How do you usually see in the New Year? 3. Is there a New-Year tree at your place at that time? 4. Where can you see the biggest and the most beautiful New Year tree in Moscow? 5. When do we celebrate Mother's Day? 6. How do you mark this day in your family? 7. Is Victory Day a traditional holiday only in our country or is it an international holiday? | | | | |  |
| **Вариант 2** | | | | | |
| I. Copy and transcribe the following words. Mark primary and secondary stresses and read the words aloud:  Japanese, explanation, celebration, invitation, assimilation, conversation, congratulation.  II. Mark the stresses and tunes:  1. Julius was jealous.  2. Jane, Jim and George Jones.  3. John, put the orange juice into the fridge.  4. A journalist made a journey over Japan.  III. Cover the audioscript. Listen to the interview and answer the question.  IV. Answer the following questions:  1. How do we celebrate Victory Day in our country? 2. How do people in other countries mark it? 3. Which is the traditional holiday of teachers in our country? 4. When is your birthday? 5. Do you always invite guests to your birthday party? 6. There is a tradition in some countries to put candles on the birthday cake so that people can see how old you are. How do you like this tradition? 7. Do you put candles on your birthday cake? Why? | | | | |  |
| **2 семестр** | | | | | |
| **Meals** | | | | | ОПК-1  ПК-1 |
| **Вариант 1** | | | | | |
| I. Transcribe the following words and explain the reading rules:  porridge, salt, already, thirsty, bacon, marmalade, father, meals, dining-room, dinner, passing, butter, sweets, spoon, husband, afraid, Smith, moment, about, leave, talking, another.  II. Copy out of the texts the words: a) with the digraphs ee; b) with the third type of syllable (vowel + r).  III. Mark the stresses and tunes:  1. The cook took a good look at the cookery book.  2. It's good he could go on foot.  3. A good beginning makes a good ending.  4. Everywhere we saw the white snow.  5. William was not very willing to wait.  IV. Cover the audioscript. Listen and mark the sentences true or false  V. Mark the intonation of direct address:  1. Ann, will you please fetch some milk from the kitchen? 2. Shall I put some more sugar on your cornflakes, John? 3. No more, Mum.  VI. Mark the stresses and tunes and picture them on the staves:  I. You are wrong, I am afraid. 2. As for me, I prefer bananas to tangerines. 3. Well, she says, it's time to have a bite. 4. As far as I know, Japanese is more difficult than Spanish. | | | | |  |
| **Вариант 2** | | | | | |
| I. Transcribe the following words and explain the reading rules:  thin, think, bite, hungry, just, article, canteen, please, kind, chop, glass, mustard, pepper, pass, use, sausage, apple, right, discussion, off, mashed.  II. Copy out of the texts the words: a) with the digraph ea; b) with the first type of syllable (open syllable).  III. Mark the stresses and tunes:  1. Didn't this waiter work in Washington last winter?  2. No sweet without some sweat.  3. Where there is a will there is a way.  4. Her work grows worse and worse,  5. William always wears a very warm woollen vest in winter; Victor, however, will never wear woolen underwear, even in the Wild West.  IV. Cover the audioscript. Listen and mark the sentences true or false.  V. Mark the intonation of direct address:  1. Why aren't you eating anything, Kitty? 2. Give me a little more cornflakes, dear.  VI. Mark the stresses and tunes and picture them on the staves:  5. Tastes differ, he says. 6. To tell you the truth, I don't like this beefsteak. 7. Besides, I'd like to be in time for the beginning of the party. | | | | |  |
| **A student’s day** | | | | | ОПК-1  ПК-1 |
| **Вариант 1** | | | | | |
| I. Mark the stresses and tunes:  1. "What an odd clock," said Tom.  2. Lots and lots of clocks and watches have gone wrong.  3. Molly's got a spot on her frock.  4. A watched pot never boils.  5. Honesty is the best policy.  II. Cover the audioscript. Read the sentences. Mark them (good idea or bad idea).  III. Transcribe the following sentences, mark the stresses and tunes and picture them on the staves:  1. Hello, Mary! 2. Look here, Mary, there is a concert this evening at our club. 3. Well, we haven't been there for ages.  IV. Answer the following questions:  1. (At) what time do you get up? 2. Is it light when you get up? 3. You do your morning exercises to music, don't you? 4. What do you do in the bathroom? 5. What do you do with a tooth-brush (a towel, a comb)? 6. Do you take a shower in the morning or before you go to bed? 7. What do you clean your teeth with? 8. What do you dry yourself on? 9. You do your hair before a looking-glass, don't you? 10. At what time do you usually have breakfast? 11. What must you do with the dishes after having a meal? 12. What do you usually do before you leave the University? 13. What do you clean your flat with? 14. (At) what time do you leave for the University? 15. It takes you long to get to the University, doesn't it? 16. How long does it take you to get to the University? 17. Do you go to the University by bus? 18. (At) what time do your classes begin? | | | | |  |
| **Вариант 2** | | | | | |
| I. Mark the stresses and tunes:  1. Helen's husband hates hot tea.  2. He held her hand in his.  3. The horn of the hunter was heard on the hill.  4. Healthful habits make healthy bodies.  5. He that has ears to hear let him hear.  6. My heart's in the Highlands.  My Heart is not here.  II. Cover the audioscript. Read the sentences. Mark them (good idea or bad idea).  III. Transcribe the following sentences, mark the stresses and tunes and picture them on the staves:  1. Let me have a look at it. 2. We're going to be late, I'm afraid.  IV. Answer the following questions:  1. What do you do when the classes are over? 2. Where do you usually have dinner? 3. Do you prepare for your English lessons at home or do you prefer to work in the University reading-room? 4. How long does it take you to do your homework? 5. Do you work at the laboratory every day? 6. When do you usually come home? 7. What do you usually do when you come home? 8. In what way do you help your mother about the house? 9. What do you do with an iron (a vacuum-cleaner, a broom)? 10. What do you usually do in the evening? 11. Do you often go to the theatre or to the cinema? 12. You are fond of skating, aren't you? 13. What do you do when you stay at home in the evening? 14. Do your friends often come to see you? 15. How do you spend the time when your friends come to see you? 16. You listen to the news every day, don't you? 17. What do you do when you are going to listen to the latest news? 18. (At) what time do you usually go to bed? 19. Who does the shopping in your family? | | | | |  |
| **Our University** | | | | | ОПК-1  ПК-1 |
| **Вариант 1** | | | | | |
| **I**. Transcribe the following words and explain the reading rules:  angry, exams, mind, mark, Russian, admire, hard, proud.  II. Mark the stresses and tunes:  1. The third Thursday of this month is the sixteenth.  2. Thirty-three thousand three hundred and thirty-three.  3. These are three brothers, these are their father and mother, this is their other brother.  4. Wealth is nothing without health.  III. Cover the audioscript. Listen to some advice. Nuber the pictures in the order they are talked about.  III. Listen to the recording of the dialogue. Mark the stresses and tunes.  IV. Transcribe the following sentences, mark the stresses and tunes and picture them on the staves:  1. How are things? 2. Don't you find it difficult to study mathematics? 3. Do you have time to go in for sports?  V. Make up questions covering the content of Text 1. | | | | |  |
| **Вариант 2** | | | | | |
| I. Transcribe the following words and explain the reading rules:  sports, find, tape, lucky, ages, sorry, invite, club, certainly, rather.  II. Mark the stresses and tunes:  1. First think then speak.  2. Three things on this side and six things on that side.  3. That fish has a fat fin, this fish is a fish that has a thinner fin than that fish.  III. Cover the audioscript. Listen to some advice. Nuber the pictures in the order they are talked about.  IV. Transcribe the following sentences, mark the stresses and tunes and picture them on the staves:  1. Hope to see you some day! 2. So you are a student now, aren't you? 3. Will you invite me to your party?  V. Make up questions covering the content of the dialogue. | | | | |  |
| **Seasons and weather** | | | | | ОПК-1  ПК-1 |
| **Вариант 1** | | | | | |
| I. Mark the stresses and tunes:  1. Get ten eggs ready for breakfast.  2. Every day in every way.  3. The weather is getting better and better.  4. East or West home is best.  II. Cover the audioscript. Listen to this extract from a talk about the Rolling Stones.  III. Write down all the words with digraphs oo, ow and transcribe them.  IV. Put questions covering the contents of Text 1. | | | | |  |
| **Вариант 2** | | | | | |
| I. Mark the stresses and tunes:  1. All is well that ends well.  2. Better late than never.  3. Health is above wealth.  II. Cover the audioscript. Listen to this extract from a talk about the Rolling Stones.  III. Write down all the words with digraphs ai, ei, ee and transcribe them.  IV. Put questions covering the contents of the dialogue. | | | | |  |
| **At the seaside** | | | | | ОПК-1  ПК-1 |
| **Вариант 1** | | | | | |
| I. Mark the stresses and tunes:  1. Please believe me. Please leave me in peace.  2. Extremes meet.  3. Seeing is believing.  4. If all the seas were one sea, what a great sea that would be.  II. Cover the audioscript. Listen and number the ideas in the order they talk about them.  III. Transcribe the following words and practice their pronunciation:  carriage, both, further, bathing-suit, coward, tired, mouthful, ashore, moment, raft.  IV. Transcribe the following sentences; mark the stresses and tunes and picture them on the staves:  1. "I can speak Japanese," he said. 2. "India is in the South of Asia," the pupil answered. 3. "Does he come from South America?" John asked. 4. "Have you come from Bulgaria?" I asked him. | | | | |  |
| **Вариант 2** | | | | | |
| I. Mark the stresses and tunes:  1. A friend in need is a friend indeed.  2. A sailor went to sea  To see what he could see.  But all he could see  Was sea, sea, sea.  II. Cover the audioscript. Listen to this extract from a talk about the Rolling Stones.  III. Transcribe the following words and practice their pronunciation:  dreadfully, radiantly, arranged, week-end, squeeze, enough, quietly, patience, unwillingly, expensive.  IV. Transcribe the following sentences; mark the stresses and tunes and picture them on the staves:  1. Besides, he is a good sportsman. 2. To tell you the truth, I dislike him. 3. As far as I know, she is married. 4. The students, of course, knew the professor. 5. As a rule, I am free in the evening. | | | | |  |
| **A visit to Moscow** | | | | | ОПК-1  ПК-1 |
| **Вариант 1** | | | | | |
| I. Transcribe English equivalents of the following:  (первый) завтрак, каша, корнфлекс, бекон, тост, мармелад, сок, достаточный.  b) give the four forms of the following verbs:  eat, fry, roast.  c) Write down the explanation of the meaning of the following words and phrases:  a housekeeping budget, to go under various names, social standing, delicious (about food), layer-cake, oven, napkin.  III. Compose a short dialogue of your own using word combinations.  Ask your partner  IV. Transcribe the following sentences, mark the stresses and tunes and picture them on the staves:  1. I say, Mary! Does this bus go to Tverskaya Street? 2. Excuse me, can you tell me where the nearest metro station is about here? - Certainly.  V. Answer the following questions:  1. When did the Wilsons arrive in Moscow? 2. Where did they come from? 3. They came to Moscow on a visit, didn't they? 4. What do people usually do when they come to a town for the first time? 5. What did they want to see in Moscow? They wanted to see as much as possible, didn't they? 6. Who took them sightseeing  about the city? 7. What places of interest did the guide show them? 8. Did they do much sightseeing? 9. Did the Wilsons like the centre of out city? 10. What did they admire most of all? | | | | |  |
| **Вариант 2** | | | | | |
| I. Transcribe English equivalents of the following:  пудинг, компот; основательная (еда), ростбиф, омлет, сосиски, сухое печенье.  b) give the four forms of the following verbs:  accompany, fill, bring.  c) Write down the explanation of the meaning of the following words and phrases:  a full meal, plain food, a sociable time, a big eater, done to a turn, seconds.  III. Compose a short dialogue of your own using word combinations.  IV. Transcribe the following sentences, mark the stresses and tunes and picture them on the staves:  1. Is there a bus from here to Red Square? - Yes, any bus'll take you. 2. How much does it take me to go there? – Ten minutes.  V. Answer the following questions:  1. Where is Moscow University situated? 2. What did the tourists see from the Vorobyev Hills? 3. Where else can one enjoy a most beautiful view of the whole city from? 4. Can you describe the centre of Moscow? 5. In which street do you live? 6. How long does it take you to get to the University from your place? 7. Does your friend live in the suburbs of Moscow? 8. Can you tell me the way from here to Petrovka Street? 9. How does your father usually get home from his office? 10. Is it easy to get a taxi during rush hours ? 11. If one of your friends came here for sightseeing what would you advise him to see if he had: one day; two days; a week or a fortnight? | | | | |  |
| **Shopping** | | | | | ОПК-1  ПК-1 |
| **Вариант 1** | | | | | |
| **I**. Transcribe the following words and explain the reading rules:  angry, exams, mind, mark, Russian, admire, hard, proud.  II. Mark the stresses and tunes:  1. The third Thursday of this month is the sixteenth.  2. Thirty-three thousand three hundred and thirty-three.  3. These are three brothers, these are their father and mother, this is their other brother.  4. Wealth is nothing without health.  III. Listen to the recording of the dialogue. Mark the stresses and tunes.  IV. Transcribe the following sentences, mark the stresses and tunes and picture them on the staves:  1. "What size gloves do you wear?" she asked. 2. I don't think it's becoming.  IV. Make up questions covering the contents or Text 1. | | | | |  |
| **Вариант 2** | | | | | |
| I. Transcribe the following words and explain the reading rules:  sports, find, tape, lucky, ages, sorry, invite, club, certainly, rather.  II. Mark the stresses and tunes:  1. First think then speak.  2. Three things on this side and six things on that side.  3. That fish has a fat fin, this fish is a fish that has a thinner fin than that fish.  III. Listen to the recording of the dialogue. Mark the stresses and tunes.  V. Transcribe the following sentences, mark the stresses and tunes and picture them on the staves:  1. "Will you please show me that pale-green one?" she said. 2. That can't be called very cheap.  V. Write 10 questions on Text 2. | | | | |  |
| **Theatre** | | | | | ОПК-1  ПК-1 |
| **Вариант 1** | | | | | |
| I. Mark the stresses and tunes:  1. Get ten eggs ready for breakfast.  2. Every day in every way.  3. The weather is getting better and better.  4. East or West home is best.  II. Write down all the words with digraphs oo, ow and transcribe them.  III. Put questions covering the contents of Text 1.  IV. Find in the text sentences that might be the answers to the questions given below:  1. What did Jean look like when Robert met her at the theatre? 2. Where were their seats? 3. Upon what scene did the curtain rise? 4. What kind of play was it? 5. Who(m) was Jean greatly impressed by? | | | | |  |
| **Вариант 2** | | | | | |
| I. Mark the stresses and tunes:  1. All is well that ends well.  2. Better late than never.  3. Health is above wealth.  II. Write down all the words with digraphs ai, ei, ee and transcribe them.  III. Put questions covering the contents of the dialogue.  IV. Find in the text sentences that might be the answers to the questions given below:  1. What did Robert say about the leading actress? 2. What showed that Jean was deeply touched by what was going on on the stage? 3. Why didn't Jean join in applause? 4. What showed that the performance was a success? 5. Jean had always used Shannon's Christian name, hadn't she? | | | | |  |
| **Home** | | | | | ОПК-1  ПК-1 |
| **Вариант 1** | | | | | |
| I. Mark the stresses and tunes:  1. To know everything is to know nothing.  2. A good beginning makes a good ending.  3. Better die standing than live kneeling.  4. The proof of the pudding is in the eating.  II. Listen to the recording of the text "Home". Mark the stresses and tunes. Give the short summary of the text.  III. Find in the text the sentences that are answers to the following questions:  1. What kind of people were George Meadows, his wife and children? 2. Who was the real master of the house? 3. Why did the story of Uncle George amuse the author? 4. What letter had the Meadows received the previous day? 5. What did Captain Meadows look like? | | | | |  |
| **Вариант 2** | | | | | |
| **I**. Mark the stresses and tunes:  1. Spades for digging, pens for writing.  Ears for hearing, teeth for biting.  Eyes for seeing, legs for walking.  Tongues for tasting and for talking.  II. Listen to the recording of the dialogue. Mark the stresses and tunes. Give the short summary of the text.  III. Find in the text the sentences that are answers to the following questions:  1. What stories did he tell? 2. What made the author think that Captain Meadows had made a success of his life? 3. What did the old man boast of? 4. What did Mrs. Meadows say about him? 5. What did she say made her glad? | | | | |  |
| **3 семестр** | | | | | |
| **Choosingacareer** | | | | | ОПК-1  ПК-1 |
| **Вариант 1** | | | | | |
| I. a) Transcribe the following words:  machines, appreciate, humanity, vital, challenge, individual, awareness, ignorance.  b) Write down the explanation of the meaning of the words and word combinations listed below:  think privately, the most vital job, a rewarding, job, a challenge to your character.  II. a) Write English equivalents of the following words and phrases. Use them in sentences of your own:  сделать выбор, иметь призвание (способности) к чему-л., интересоваться чем-то, подумать о профессии учителя, оценить.  b) Give synonyms to the following words and word combinations:  to do well in smth., in fact, because, faithful, confess.  III. a) Enlarge upon the following topics:  1. Teaching is not easy and a real challenge to your character, abilities and talent.  2. To be a good teacher you must be genuinely interested in what you are doing.  Prompts: there's one more thing to be noted, moreover, what's more..., I might as well add that..., in addition, on top of that..., something else I'd like to say is..., talking of....  **b**) Continue the text on the part of the teacher. You may find the following ideas useful:  A good teacher is one who learns all the time, from life, from colleagues, from children; a professional teacher integrates theory and practice; this sort of work demands great patience; there are many skills necessary for good teaching.  IV. Translate the sentences using the words *learn* and s*tudy* in their different meanings:  1. В молодости он изучал химию в университете. 2. Дети легко учат иностранные языки. 3. Я очень огорчился, когда узнал, что не сдал экзамен. 4. Весь вечер он занимался в своей комнате.  V. Comment on the given proverb. Make np a situation centered round one of them:  Better unborn than untaught. | | | | |  |
| **Вариант 2** | | | | | |
| **I**. a) Transcribe the following words:  fearful, boredom, medium, accept, routine, stimulating, variety.  b) Write down the explanation of the meaning of the words and word combinations listed below:  an ignorant teacher, a guardian, the same routine, stimulating work, to go in for teaching  II. a) Write English equivalents of the following words and phrases. Use them in sentences of your own:  быть преданным своей работе, служить людям, жгучее стремление к знаниям, уважение к кому-л.  b) Give synonyms to the following words and word combinations:  gratifying, sincerely, knowledge, to ruin.  III. a) Enlarge upon the following topics:  1. Teaching is a constant stream of decisions.  2. Every time you learn something new you become something new.  Prompts: there's one more thing to be noted, moreover, what's more..., I might as well add that..., in addition, on top of that..., something else I'd like to say is..., talking of....  b) Continue the text on the part of the teacher. You may find the following ideas useful:  A good teacher is one who learns all the time, from life, from colleagues, from children; a professional teacher integrates theory and practice; this sort of work demands great patience; there are many skills necessary for good teaching.  IV. Translate the sentences using the words *learn* and s*tudy* in their different meanings:  1. Изучите эту информацию очень внимательно- она поможет вам сделать правильный выбор. 2. Моя сестра учится, чтобы стать юристом. 3. К сожалению, он так и не научился читать и писать. 4. Вам еще предстоит научиться, как справляться с трудными проблемами на уроках.  V. Comment on the given proverbs. Make np a situation centered round one of them:  Like teacher, like pupil. | | | | |  |
| **Illnesses and their treatment** | | | | | ОПК-1  ПК-1 |
| **Вариант 1** | | | | | |
| I. Write down the explanation of the meaning of the words and phrases listed below.  in an unthinking moment, idly turn the leaves, a fatal malady, premonitory symptoms, complication, to walk the hospitals, to time the pulse.  II. a) Write English equivalents of the following words and phrases. Usetheminsentencesofyourown:  1. застыв от ужаса; 2. заинтересоваться чём-л.; 3. интересный случай с медицинской точки зрения; 4. защищать диплом.  b) Write these words in English and transcribe them:  болезнь, симптом, отчаяние, тиф, алфавит, дифтерит.  **c**) Write the synonyms of the following words and phrases and explain how they differ:  illness (4 words), friend, doctor, look quickly.  III. Give a short description of some disease using a few phrases.  IV. Read the text. Summarize it in 5-6 sentences without using direct speech:  Hob sat in the doctor's waiting-room. On the chairs at the wall other patients were sitting. They all looked sad except Hob who was reading an exciting story in a magazine. Just then the doctor came in to say that he was ready to see the next person. Hob got up and went into the consulting room.  Before Hob could say a word the doctor said, "Now what's the trouble? Sit down there and we'll have a look at you. Unfasten your jacket and your shirt, please. I'll listen to your heart." Hob tried to speak, but the doctor interrupted him and ordered him to say "ninety-nine". Hob said it. "Now let me see your throat, open your mouth wide." The doctor had a good look and then he said, "Well, there's nothing wrong with you." "I know there isn't," said Hob, "I just came to get a bottle of medicine for my uncle." | | | | |  |
| **Вариант 2** | | | | | |
| **I**. Write down the explanation of the meaning of the words and phrases listed below.  all for nothing, the prescription ran, a family hotel, to follow the directions, his life was preserved.  II. a) Write English equivalents of the following words and phrases. Use them in sentences of your own:  1. отнимазь у кого-л. время; 2. каждые шесть часов; 3. забивать голову непонятными вещами.  b) Write these words in English and transcribe them:  холера, талия, скарлатина, аптекарь.  c) Write the synonyms of the following words and phrases and explain how they differ:  illness (4 words), imagine, do a favour to smb., die.  III. Give a short description of some disease using a few phrases.  IV. Read the text. Summarize it in 5-6 sentences without using direct speech:  Hob sat in the doctor's waiting-room. On the chairs at the wall other patients were sitting. They all looked sad except Hob who was reading an exciting story in a magazine. Just then the doctor came in to say that he was ready to see the next person. Hob got up and went into the consulting room.  Before Hob could say a word the doctor said, "Now what's the trouble? Sit down there and we'll have a look at you. Unfasten your jacket and your shirt, please. I'll listen to your heart." Hob tried to speak, but the doctor interrupted him and ordered him to say "ninety-nine". Hob said it. "Now let me see your throat, open your mouth wide." The doctor had a good look and then he said, "Well, there's nothing wrong with you." "I know there isn't," said Hob, "I just came to get a bottle of medicine for my uncle." | | | | |  |
| **City** | | | | | ОПК-1  ПК-1 |
| **Вариант 1** | | | | | |
| I. Write down the explanation of the meaning of the words and phrases listed below:  mansion, to live from hand to mouth, miserable houses, to line the streets, dome, slums, to come first, the Crown Jewels.  II. Transcribe these words:  sovereign, national, float, sculpture, swan, weigh, conqueror, specimen.  b) Translate into English and mark the stresses:  отель, церемония, Возрождение, Трафальгарская площадь.  c) Form derivatives of these verbs by adding the prefix re- (meaning "do smth. again"):  Example: build — rebuild  write, tell, construct, arm, elect, produce.  III. Compose short situation or dialogue, using tne following words and phrases:  1. why not..., let me see, to be found, across the road, to have no (time, money) left; 2. in present days, to live from hand to mouth; 3. under the command of, to be famous for, to defeat, to win the victory, at the cost of; 4. fortress, armour, in memory of, to contain; 5. swan, lined with trees, float, shady avenues, ancient. | | | | |  |
| **Вариант 2** | | | | | |
| I. Write down the explanation of the meaning of the words and phrases listed below:  huge, statesman, across the road, the seat (of the government), at the cost of somebody's life, to face smth., shady avenues.  II. Transcribe these words:  mansion, restaurant, jewel, guard, halt, column, ton.  b) Translate into English and mark the stresses:  рукопись, проспект, архитектор, Елизавета, сенат.  c) Form derivatives of these verbs by adding the prefix re- (meaning "do smth. again"):  Example: build — rebuild  write, tell, construct, arm, elect, produce.  III. Compose short situation or dialogue, using tne following words and phrases:  1. why not..., let me see, to be found, across the road, to have no (time, money) left; 2. in present days, to live from hand to mouth; 3. under the command of, to be famous for, to defeat, to win the victory, at the cost of; 4. fortress, armour, in memory of, to contain; 5. swan, lined with trees, float, shady avenues, ancient. | | | | |  |
| **Meals** | | | | |  |
| **Вариант 1** | | | | | |
| I. Transcribe English equivalents of the following:  (первый) завтрак, каша, корнфлекс, бекон, тост, мармелад, сок, достаточный.  b) give the four forms of the following verbs:  eat, fry, roast.  c) Write down the explanation of the meaning of the following words and phrases:  a housekeeping budget, to go under various names, social standing, delicious (about food), layer-cake, oven, napkin.  III. Compose a short dialogue of your own using word combinations.  Ask your partner  1. About the dinner he usually has (time, place, dishes). 2. What kind of soup he likes best of all. 3.What kinds of fish he knows. 4. What other stewed vegetables or fruit he eats. 5. How many lumps of sugar he takes with his tea. 6. What he usually does if he spills some liquid on the table-cloth. 7. About the way he cooks meat (fry, roast, stew). 8. If he prefers eating out.  IV. Compose a short dialogue between a Russian and an English student discussing English and Russian meals. | | | | |  |
| **Вариант 2** | | | | | |
| I. Transcribe English equivalents of the following:  пудинг, компот; основательная (еда), ростбиф, омлет, сосиски, сухое печенье.  b) give the four forms of the following verbs:  accompany, fill, bring.  c) Write down the explanation of the meaning of the following words and phrases:  a full meal, plain food, a sociable time, a big eater, done to a turn, seconds.  III. Compose a short dialogue of your own using word combinations.  Ask your partner  1. If he takes any starter and what he likes for it. 2. What his favourite meat dishes are. 3. If- he likes stewed carrots. 4. What he wants for dessert. 5. If he prefers strong or weak tea. 6. If he can cook any dishes. 7. If he sometimes eats out.  IV. Compose a short dialogue between a Russian and an English student discussing *their* favourite dishes. | | | | |  |
| **Education** | | | | | ОПК-1  ПК-1 |
| **Вариант 1** | | | | | |
| **I**. Write English equivalents of the following words and phrases. Transcribe them:  педагогическое образование (обучение учителей), политехнический институт, колледж высшего образования, степень, выпускник, аспирант, бакалавр, дальнейшее обучение, исследовательская работа, магистр, студент дневного отделения, студент вечернего отделения, лектор (2 words), практические занятия, будущий учитель, быть основанным на чём-*n*., обязательный, факультативный, практика в школе, изучение основного предмета.  II. Write English equivalents of the following words and phrases:  жить в общежитии (о студентах), педагогический состав, лекционный зал, гимнастический зал, раздевалка, студенческое общество, студенческий совет, бакалавр гуманитарных наук, магистр гуманитарных наук.  III. Compose a short dialogue of your own using word combinations.  Ask your partner  1. About the difference between a university, polytechnic and college of higher education. 2. What subjects the Programme of a university is based upon. 3. About the difference between a residential and a non-residential college (university). 4. What rooms can be found in a university building. 5. What clubs and societies are popular in British colleges and universities. 6. What a B. A. is. 7. What a M. A. is. 8. If it is easy for a Bachelor of Arts to find a job. | | | | |  |
| **Вариант 2** | | | | | |
| I. Write English equivalents of the following words and phrases. Transcribe them:  комплекс предметов педагогического цикла, педагогика, профилирующая дисциплина, возрастная группа, студенты младших курсов, постановка пьесы, студенты старших курсов, учебные пособия, аудио-визуальные средства, посещать уроки, руководитель по педпрактике (2 words), проводить экзамены, выпускные экзамены.  II. Write English equivalents of the following words and phrases:  система высшего образования, практические занятия, колледж с общежитием, колледж без общежития, общежитие (студенческое), территория колледжа (университета), доктор философских наук.  III. Compose a short dialogue of your own using word combinations.  Ask your partner  1. Why it is preferable to study at university. 2. What you know about tutorials. 3. Who lives in hall. 4. What sport facilities there are at a university. 5. Who runs those clubs and societies. 6. How quickly one can get those letters before his name. 7. Which degree is higher: M. A. or Ph. D.? | | | | |  |
| **4 семестр** | | | | | |
| **Sports and games** | | | | | ОПК-1  ПК-1 |
| **Вариант 1** | | | | | |
| I. Transcribe these words:  tobogganing, yachting, lawn-tennis, wrestling, athletics, gymnastics, callisthenics.  II. What do yon call a person who goes in for:  skiing, racing, hunting, playing football, playing chess, playing draughts, athletics, skating, playing basket-ball, playing hockey?  III. Answer the following questions. Do not answer in one sentence. Add something:  1. Do you play draughts? 2. What football team do you support? 3. Who usually likes tobogganing? 4. Where are boat-races held in Moscow? 5. Do Russain teams participate in international matches? 6. Where are the Oxford and Cambridge boat-races held? 7. What sports and games do you know? 8. What is the great national sport in England?  IV. Correct the wrong statements. Add a few more sentences to make up a dialogue:  1. Badminton can be played only indoors. 2. Ice hockey is popular with women. 3. Women are good football players as a rule. 4. We use balls when playing badminton. 5. Hockey is one of the most popular summer games. 6. In hockey a handball and rackets are used. 7. Track and field events are never included in Olympic Games.  Prompts: I just don't agree...; I'm not so sure...; All I know is... but at least...; How can you say such a thing! You seem to think that...; That is just the other way round. You are badly mistaken.  V. Try to describe your favourite game. Use a dictionary to look up any special words. | | | | |  |
| **Вариант 2** | | | | | |
| I. Transcribe these words:  billiards, draughts, tournament, en­thusiast, soccer, rugger, court, amateur.  II. What do yon call a person who goes in for:  wrestling, cycling, weight-lifting, swimming, diving, running, mountaineering, boxing, playing basket-ball, playing hockey?  III. Answer the following questions. Do not answer in one sentence. Add something:  1. What kind of sport doyou go in for? 2. Do you attend hockey matches? 3. Did you ever try figure-skating? 4. What do spectators do at the stadiums? 5. What is the most popular sport in Russia? 6. Who coaches your volley-ball team? 7. What is the difference between a "sport" and a "game"? 8. What games take the first place in public interest?  IV. Correct the wrong statements. Add a few more sentences to make up a dialogue:  1. There is no difference between "soccer" and "rugby". 2. The goal-keep­er acts as a judge in football. 3. A tennis ball is struck with a club. 4. People who play draughts are called draughtsmen. 5. Golf is played on ice fields. 6. Table-tennis and lawn-tennis are one and the same game. 7. Boxers fight with bare hands. 8. You may touch the ball with your hands when playing football.  Prompts: I just don't agree...; I'm not so sure...; All I know is... but at least...; How can you say such a thing! You seem to think that...; That is just the other way round. You are badly mistaken.  V. Try to describe your favourite game. Use a dictionary to look up any special words. | | | | |  |
| **Geography** | | | | | ОПК-1  ПК-1 |
| **Вариант 1** | | | | | |
| I. Transcribe the words below:  petrochemicals, commerce, fertile, engineering, iron, industry, equipment, moderate.  II. Write down the English equivalents of the following:  высокоразвитая промышленная страна, ведущий финансовый центр, тяжелое машиностроение, каменноугольный бассейн, элект­ронное оборудование, судостроительные верфи, ускоряющийся темп перемен, разработки в высокотехнологичном производстве, добыча нефти в открытом море.  III. Write down the English equivalents of the following phrases:  получить общее представление о чём-*n*., иметь при себе что-л., образовывать естественную границу, насколько я понимаю.  IV. Finish up the sentences according to the model. (Consult a dictionary.):  Englishmen live in England, they speak English.  ... in Scotland,.... ... in Ireland, .... ... in Norway, .... ... in Denmark,.... | | | | |  |
| **Вариант 2** | | | | | |
| I. Transcribe the words below:  resort, pharmaceuticals, dairying, rear, rural, picturesque, meadow, ploughing, acre.  II. Write down the English equivalents of the following:  информационная технология, бытовая электроника, страна с высокой плотностью населения, земледелие, химические продукты из нефтяного сырья, сельскохозяйственный район, плодородные долины, хорошо возделанные поля, живописный пейзаж, мягкий климат, модные курорты.  III. Write down the English equivalents of the following phrases:  мое любимое занятие (мой конек), насколько мне известно, ниже уровня моря, ни в коей мере, непереносимый.  IV. Finish up the sentences according to the model. (Consult a dictionary.):  Englishmen live in England, they speak English.  ... in Sweden, .... ... in Holland, ... ... in Spain, ... in Switzerland,.... | | | | |  |
| **Travelling** | | | | | ОПК-1  ПК-1 |
| **Вариант 1** | | | | | |
| I. Mark the stresses and explain the reading rules. Translate the words into Russian:  hospitable — hospitality; prosperous — prosperity.  II. Compose the sentences with the following words:  to recognize — to identify; prosperous — rich; to force — to pump up.  III. Give synonyms and antonyms of:  naughty *adj,* good *adj (about a child),* put an end to.  IV. Express in one word :  a payment made in return for one's work, coming last at the end of smth., to do what one is told, the effect produced on the mind or feelings.  V. Answer the questions:  1. What means of travel do you know? 2. Why do some people like travelling by train? 3. What are the advantages of a sea-voyage? 4. What kind of people usually object to travelling by sea? 5. What do you think about walking tours? 6. What way of travelling affords most comfort for elderly people? (Give your reasons.) | | | | |  |
| **Вариант 2** | | | | | |
| I. Mark the stresses and explain the reading rules. Translate the words into Russian:  festive — festivity; final — finality.  II. Compose the sentences with the following words:  stiff — awkward; obviously — evidently; earnestly — gravely.  III. Give synonyms and antonyms of:  familiar *adj,* obey *υ,* departure *n*, light *n*, light *υ.*  IV. Express in one word :  a side view of the human face, pale in colour, to bring food and put it on the table, something strange or secret, fond of society.  V. Answer the questions:  1. Why are many people fond of travelling? 2. Do you like travelling by train? What makes you like/dislike it? 3. What are the advantages of hitch-hiking? 4. What are the advantages and disadvantages of travelling by air? Have you ever travelled by air? How do you like it? 5. What is, in your opinion, the most enjoyable means of travel? 6. Do you think travel helps a person to become wiser? | | | | |  |
| **Theatre** | | | | | ОПК-1  ПК-1 |
| **Вариант 1** | | | | | |
| I. Read the following and either agree or disagree with the statements:  1. An auditorium is a building or a part of a building in which the audience sit. 2. When the audience is pleased it keeps silent. 3. The pit is nearer to the stage than the stalls. 4. Wings are the sides of a stage with the scenery. 5. The most expensive seats are in the orchestra stalls. 6. By the cast of the play we mean all the actors belonging to the theatrical company. 7. You don't know who Stanislavsky was, I believe. 8. It doesn't take many people to produce a play. Reminder. *Beyond all doubt. I should think so. I won't deny it Most likely. I disagree with you. On the contrary. You are wrong. Just the other way round. Not* me! *By no means.*  II. Obtain the information. Give the short summary of this text.  TEXT. PANTOMIMES  Sally: Tony, there's an advertisement in the local paper saying that the theatre in the High Street is putting on "Cinderella". I haven't seen a pantomime for years and years. Do you fancy going?  Tony: Yeh, that sounds good. I don't think I've seen one since I was about fourteen — except for one on ice when I was crazy about skating, and that's not quite the same thing, is it?  Sally: No. Ice shows don't have all the wonderful tradi­tional scenery and that gorgeous theatre atmosphere.  Tony: Pantomimes are awfully old, if you think about it, aren't they? I mean with a girl playing the part of the princi­pal boy, all dressed up in tights and tunic ...  Sally: Mm, and the dame parts taken by men. I've never seen "Cinderella". I suppose the stepmother and the ugly sisters are the men's parts in that.  Tony: Aladdin used to be my favourite, when a comedian played the Widow Twankey. And when Aladdin rubbed the magic lamp an enormous genie appeared ...  Sally: And the audience booing the wicked uncle, and joining in the singing of the popular songs they always manage to get into the play somehow.  Tony: Yes! I wonder how on earth they manage to fit today's pop songs into pantomime stories?  Sally: Well, why don't we get tickets and find out?  Tony: Yes, OK. Come on, then. | | | | |  |
| **Вариант 2** | | | | | |
| I. Read the following and either agree or disagree with the statements.:  1. The house is the part of the theatre where the members of the orchestra usually sit. 2. The audience include both spectators and actors. 3. When the audience is pleased it keeps silent. 4. The pit is nearer to the stage than the stalls. 5. Wings are the sides of a stage with the scenery. 6. The cheapest seats are in the boxes. 7. Students always buy seats in the orchestra stalls. 8. The role of the producer is not very important. 9. It doesn't take many people to produce a play.  Reminder. *Beyond all doubt. I should think so. I won't deny it Most likely. I disagree with you. On the contrary. You are wrong. Just the other way round. Not* me! *By no means.*  II. Obtain the information. Give the short summary of this text.  TEXT B. AT THE BOX-OFFICE  — I want four seats for Sunday, please.  — Matinee or evening performance?  — Evening, please.  — Well, you can have very good seats in the stalls. Row F.  — Oh, no! It's near the orchestra-pit. My wife can't stand loud music.  — Then I could find you some seats in the pit.  — I'm afraid that won't do either. My father-in-law is terribly short-sighted. He wouldn't see much from the pit, would he?  — Hm... Perhaps, you'd care to take a box?  — Certainly not! It's too expensive. I can't afford it. — Dress-circle then?  — I don't like to sit in the dress-circle.  — I'm afraid the only thing that remains is the gallery.  — How can you suggest such a thing! My mother-in-law is a stout woman with a weak heart. We couldn't dream of letting her walk up four flights of stairs, could we?  — I find, sir, that there isn't a single seat in the housethat would suit you.  — There isn't, is there? Well, I think we'd much better go to the movies. As for me, I don't care much for this the­atre-going business. Good day! | | | | |  |

**Методические рекомендации по проведению контрольной работы:**

К письменным контрольным работам в рамках данной дисциплины относятся работы, выполняемые студентами в аудитории, под наблюдением преподавателя, в условиях, исключающих возможность использования различных домашних заготовок. Такая работа требует серьезной подготовки студента. Как правило, тема контрольной работы известна и проводится по сравнительно недавно изученному материалу раздела. Преподаватель готовит задания либо по вариантам, либо индивидуально для каждого студента.

Контрольная работа может включать в себя как одно, так и несколько заданий следующего характера:

- вопросы на информационную осведомленность (назовите, перечислите, определите, обозначьте, дайте характеристику и т.п.);

- вопросы и задания на логическое осмысление информации, конкретизация и оценочные суждения (изложите содержание и ваше понимание определенных вопросов, сделайте анализ и т.п.);

- задания на перевод с одного языка на другой. Основная цель контрольной работы выявить уровень знаний студентов в области усвоения лингвистического материала в рамках изучаемой тематики. При выполнении контрольной работы должны быть поставлены и решены следующие задачи:

* правильное применение полученных фонетических, грамматических и лексических знаний;
* развитие коммуникативных навыков.

**Шкалы и критерии оценивания:**

- оценка «отлично» выставляется обучающемуся, если он грамотно выполнил все задания;

- оценка «хорошо» выставляется обучающемуся, если он знает программный материал к контрольной работе, но допустил 1-2 ошибки;

- оценка «удовлетворительно» выставляется обучающемуся, если он демонстрирует усвоение основного материала, допускает неточности и выполнил правильно половину задания;

- оценка «неудовлетворительно» выставляется обучающемуся, если он показывает слабое знание программного материала и почти ничего не смог выполнить правильно.

Разработчик \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_Л.А. Ахтаева\_\_

(подпись) (инициалы, фамилия)

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное образовательное учреждение

высшего образования

«Чеченский государственный университет

имени Ахмата Абдулхамидовича Кадырова»

Кафедра \_\_\_\_\_\_\_\_\_\_\_английского языка*\_\_\_\_\_\_\_\_\_\_\_*

(*наименование кафедры)*

**Комплект тестов**

**для текущего контроля**

(указать необходимое)

по дисциплинеПрактический курс первого иностранного языка (английский)

*(наименование дисциплины)*

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| --- | --- |
| **Раздел (тема) дисциплины:** | **Код формируемой компетенции:** |
| 1 семестр | |
| A visit  Betty Smith  About Benny’s cousins  Our English lesson  Doctor Sandford’s house  Mr. White comes again | ОПК-1  ПК-1 |
| 1. Тестовоезадание:  1. Do you put \_\_\_ candles on the birthday cake?   1. a 2. –– 3. the 4. some   2. Can you come to help me \_\_\_   1. on Saturday 2. in Saturday 3. at Saturday 4. Saturday   3. What \_\_\_ house!   1. lovely 2. a lovely 3. the lovely 4. --   4. That’s the \_\_\_ place here.   1. more quiet 2. quietest 3. quieter 4. most quiet   5. Slovakia is situated \_\_\_ the centre \_\_\_ Europe.   1. at \_\_\_ in 2. in \_\_\_ of 3. in \_\_\_ in 4. in \_\_\_ ––   6. Kate says she wants to go to \_\_\_ Caucasus in \_\_\_ winter.   1. \_\_\_ –– 2. the \_\_\_ –– 3. \_\_\_ the 4. the \_\_\_ the   7. My friend works \_\_\_ . He must work \_\_\_ to pass his exam.   1. hard \_\_\_ harder 2. hardly \_\_\_ more hard 3. hard \_\_\_ hardest   8. \_\_\_ Spaniards speak \_\_\_ Spanish.   1. \_\_\_ the 2. the \_\_\_ –– 3. a \_\_\_ –– 4. the \_\_\_ the   9.\_\_\_ Crimea is in \_\_\_ southeast of Europe.   1. \_\_\_ –– 2. the \_\_\_ the 3. \_\_\_ the 4. the \_\_\_ ––   10. Is there anybody in \_\_\_ Room 20?   1. the 2. –– 3. a 4. an   11. We rest \_\_\_ Sunday.   1. in 2. on 3. on the 4. at the   12. Sometimes I like to go to a restaurant and have \_\_\_ meal.   1. the nice 2. a nice 3. nice a 4. nice   13. Which pronoun is possessive?   1. He 2. Your 3. Ourselves 4. This   14. His aunt’s daughter is his \_\_\_.   1. niece 2. cousin 3. daughter-in-law 4. stepsister   15. The noun is expressed by the attribute:   1. This story is very interesting 2. She likes travelling 3. The town hospital is closed today 4. Pushkin was born in 1799   16. Point out the prepositional object in the following sentence   1. They spoke about their work. 2. I have bought a book. 3. He showed me the letter. 4. I met him yesterday.   17. I must see her \_\_\_ .   1. on this evening 2. this evening 3. in this evening 4. at this evening   18. A \_\_\_ is a wild animal.   1. goat 2. hen 3. hedgehog 4. duck   19. His wife's brother is his \_\_\_.   1. stepbrother 2. nephew 3. brother-in-law 4. cousin   20. Can you pass me \_\_\_ book and take \_\_\_?   1. yours \_\_\_ mine 2. your \_\_\_ mine 3. your \_\_\_ my 4. yours \_\_\_ my   21. Find a domestic animal:   1. hedgehog 2. turkey 3. donkey 4. hare   22. Choose the incorrect variant of plural form of the noun:   1. wives 2. leaves 3. handkerchieves 4. knives   23. The noun is expressed by the subject in one of the next sentences   1. This book is very interesting. 2. He is a writer. 3. You must listen to this story. 4. It’s getting dark.   24. Choose the right variant of the disjunctive question:   1. Has Helen a lot of work to do? 2. Who has a lot of work to do? 3. Helen has a lot of work to do, hasn’t she? 4. Helen or Betty has a lot of work to do?   25. Point out the direct object:   1. She went out of the room. 2. We go to the University. 3. I live without my parents. 4. I take a pencil.   26. I would like to go there \_\_\_ .   1. on tomorrow morning 2. at tomorrow morning 3. tomorrow morning 4. in tomorrow morning   **Эталонответа**  1) b; 2) a; 3) b; 4) b; 5) b; 6) b; 7) a; 8) b; 9) c; 10) a; 11) b; 12) b; 13) b; 14) b; 15) c; 16) a; 17) b; 18) c; 19) c; 20) b; 21) b; 22) c; 23) a; 24) c; 25) d; 26) c. |  |
| 2. Тестовоезадание:  1. Tom \_\_\_ television every evening.   1. is watching 2. watches 3. watching 4. watch   2. Я умею читать по-английски.   1. I can to read English. 2. I can read English. 3. I may read English. 4. ImustreadEnglish.   3. Мы должны изучать английский язык.   1. We may study English. 2. We must to study English. 3. We must study English. 4. We can study English.   4. He can’t speak with you now. He \_\_\_ to his friend   1. to ring 2. rings 3. ring 4. is ringing up   5. I \_\_\_ English lessons twice a week.   1. has 2. to have 3. is having 4. have   6. He \_\_\_ any help. He is too proud.   1. don’t asks 2. don’t ask 3. doesn’t ask 4. not to ask   7. He … no sister, but he \_\_\_ a brother   1. …has…have 2. … has… has 3. …have…has 4. …have…have   8. Письмо в его руке.   1. The letter is at his hand. 2. There is a letter in his hand. 3. The letter is in his hand. 4. In his hand is the letter.   9. Choose the right variant of the preposition   1. Is there anybody at the Dean’s office 2. Is there anybody in the Dean’s office 3. Is there anybody on the Dean’s office 4. Is there anybody into the Dean’s office   10. В саду много красивых цветов.   1. A lot of beautiful flowers are in garden. 2. There is a lot of beautiful flowers in the garden. 3. In the garden is a lot of beautiful flowers. 4. There are a lot of beautiful flowers in the garden.   11. We \_\_\_ out very often. We usually \_\_\_ at home.   1. go \_\_\_ stay 2. don't go \_\_\_ stay 3. are not going \_\_\_ stay 4. don’tgo \_\_\_ stays   12. В твоем тесте есть несколько ошибок.   1. There is some mistakes in your test. 2. There are some mistakes in your test. 3. Some mistakes are in your test. 4. In your test are some mistakes.   13.\_\_\_ it usually \_\_\_\_\_\_ in London?   1. Do … rains 2. Is … raining 3. Does ... rain 4. Is … rain   14. Mary and Helen \_\_\_ tennis every week.   1. plays 2. is playing 3. play 4. are playing   15. He had to make an effort \_\_\_ his voice   1. control 2. to control 3. controlling 4. controlled   16. I \_\_\_ this music! Let's go home   1. am hating 2. hate 3. hated 4. have hated   17. Ben goes …England   1. to 2. from 3. into 4. in   18.Таблицы находятся в твоей сумке.   1. The tables are in your bag. 2. The tables are on your bag. 3. There are tables in your bag. 4. In your bag are the tables.   19. Парк не в этой части города.   1. The park not in this part of city. 2. The park are not in this part of city. 3. The park is not in this part of city. 4. There is not park in this part of city.   20. William Shakespeare was born \_\_\_ .   1. in 1564 2. on 1564 3. at 1564 4. 1564   21. Ты можешь взять мою книгу.   1. You must take my book. 2. You may take my book. 3. You can take my book. 4. You may to take my book.   22.Аннадолжнаидти.   1. Ann must go 2. Ann may go 3. Ann must to go 4. Ann can go   23. Point out the Imperative Sentence:   1. It is dark. 2. This is a book. 3. Take the pen. 4. Is she a doctor.   24. Find the Impersonal sentence:   1. Write down the sentence. 2. There is a notebook in my bag. 3. Sunday is a first day of the week. 4. Itisgettingcold.   25.Рядом с нашим домом есть новый магазин.   1. There is a new shop near our house. 2. Near our house is a new shop. 3. Near our house a new shop. 4. A new shop is near our house.   26. The library usually opens \_\_\_ .   1. nine o’clock 2. in nine o’clock 3. on nine o’clock 4. at nine o’clock   **Эталонответа**  1) b; 2) b; 3) c; 4) c; 5) d; 6) c; 7) b; 8) c; 9) a; 10) d; 11) b; 12) b; 13) c; 14) c; 15) b; 16) b; 17) a; 18) a; 19) c; 20) a; 21) c; 22) a; 23) c; 24) d; 25) a; 26) d. |  |
| **Раздел (тема) дисциплины:** | **Код формируемой компетенции:** |
| 2 семестр | |
| Dialogue  Meals  A student’s day  Our University  Seasons and weather | ОПК-1  ПК-1 |
| 1. Тестовоезадание:  Choose the right answer:  1. Он сказал, что был занят в тот день   1. He said he is busy today 2. He said that he was busy that day 3. He was saying he was busy today 4. He said he had busy today   2. Онвошелвкомнату 5   1. He entered the Room 5 2. He entered Room of 5 3. He entered to Room 5 4. He entered Room 5   3. Само с собой разумеется мы помогаем тем, кто нуждается в нашей помощи   1. They say that we help poor people 2. It goes without saying we help those who need our help 3. It says that we help poor people 4. It goes without saying we help those who want our help   4. First year students work hard to master…the language   1. with 2. at 3. by 4. -   5. They are all very fond…the English club   1. of 2. with 3. up 4. -   6. Our nephew is very good… maths   1. by 2. at 3. with 4. through   7. Cousin Helen sends her best regards…everybody   1. to 2. by 3. for 4. -   8. Try to get rid… this gross mistake   1. up 2. out of 3. of 4. with   9. He is very angry…me because I didn’t ring him up   1. - 2. with 3. at 4. by   10. Когда вы сдали последний экзамен   1. When had you passed the last exam? 2. When was you passing the last exam? 3. When did you pass the last exam? 4. When have you pass the last exam?   11. I… help smiling when I see this child   1. could not 2. am not 3. had 4. can’t   12. Невешайтетрубку   1. Keep the line 2. Hold on the line 3. Not leave the line 4. Don’t forget the line   13. The people looked at her …admiration   1. in 2. on 3. with 4. through   14. He got a satisfactory mark…Literature   1. at 2. in 3. during 4. with   15. Let’s go…foot   1. by 2. at 3. on 4. with   16. Она приняла холодный душ и собирается одеться   1. She has taken coldest shower and going to dress 2. She had taken coldest shower and going to dress 3. She took coldest shower and going to dress 4. She has taken a cold shower and is going to dress   17. Якупаюськаждоеутро   1. I take a bath every morning 2. I am bathing every morning 3. I bathed every morning 4. I am having a both every morning   18. Я собираюсь убраться в квартире   1. I go to clean the flat 2. I am going to clean the flat 3. It goes without saying to clean the flat 4. I am cleaning the flat   19. It…me a quarter of an hour to have breakfast   1. holds 2. take 3. takes 4. does take   20. I …already…off the light   1. did…turn 2. am …turning 3. had…turn 4. have …turned   21. I have a lot of work to do, and usually after supper I …or… until twelve o’clock   1. am reading…writing 2. read…writes 3. read…have written 4. read…write   22. I have never been …London   1. in 2. to 3. at 4. at   23. They are leaving …the Crimea tomorrow   1. up 2. for 3. in 4. at   24. My parents always listen…the 7 o’clock news   1. - 2. at 3. through 4. to   25. Something has gone…with the radio   1. right 2. wrong 3. up 4. in   26. You …have told me about that. I wouldn’t be in such a silly situation now.   1. could 2. must to 3. must 4. may   **Эталон ответа**  1) b; 2) d; 3) b; 4) d; 5) a; 6) b; 7) a; 8) c; 9) b; 10) c; 11) d; 12) b; 13) a; 14) b; 15) c; 16) d; 17) a; 18) b; 19) c; 20) d; 21) d; 22) b; 23) b; 24) d; 25) b; 26) c. |  |
| 2. Тестовоезадание:  Choose the right answer:  1. Do you hear the bell? Who…it be at such a late hour?   1. must 2. could 3. may 4. can   2. Is he good… reports?   1. written 2. writes 3. at writing 4. to write   3.He…already…his coffee   1. had…finish 2. has…finished 3. has…finish 4. is…finishing   4.The bell… … just   1. have go 2. have gone 3. had gone 4. has gone   5. … … you for ages.   1. hadn’t seen 2. wouldn’t see 3. haven’t seen 4. didn’t see   6. Give me…pencil.   1. more 2. still 3. another 4. very   7. Ann… …a new dress   1. has made 2. have made 3. have make 4. has make   8. Where…Ann?-She…in the kitchen.   1. does… are 2. is…are 3. is…is 4. are…is   9. …you…what they…about?   1. Are…understand…are 2. Do…understood…talking 3. Do…understand…are taking 4. Have…understand…talking   10. What…you…for? -I…for my dictionary.   1. do…looking. looking 2. are… looking. am looking 3. are… looks. am looking 4. do… look. am look   11. Nobody…to speak   1. wanted 2. didn’t want 3. wasn’t want 4. wanting   12. When I…back my coffee…almost cold   1. come…was 2. came…was 3. came…were 4. comes…was   13. The rain won’t do him any harm if…his coat   1. put 2. will put 3. puts 4. putting   14. Near the door …the man he…at the station.   1. have seen…met 2. was seeing…having met 3. saw…had met 4. saw…had meet   15. The house…much smaller than he…he at first   1. was…saw 2. was…have see 3. was…had seen 4. had been…saw   16. They knew that we…them   1. will join 2. would join 3. would joined 4. will be joining   17. I asked if everyone …the clothes   1. have change 2. have changed 3. had change 4. had changed   18. The students knew that…the story   1. should enjoyed 2. should enjoy 3. shall be enjoying 4. should enjoy   19. Ann was sure that her children…   1. had ill 2. was ill 3. were ill 4. were been ill   20. They…to the country next Monday   1. will go 2. would go 3. have go 4. will to go   21. I…go to the University tomorrow   1. can’t 2. shall not able 3. shall not be able 4. shall not to be able   22. I…when my friend comes   1. shall work 2. shall be working 3. shall worked 4. shall been working   23. Yesterday we…a paper   1. were writing 2. was writing 3. wrote 4. written   24. Don’t make noise! Father…   1. is working 2. work 3. works 4. have worked   25. How…you…your sister last summer?   1. was…help 2. do… help 3. did…help 4. did…helped   26. Granny…dinner now.   1. is having 2. have had 3. has 4. have   **Эталон ответа**  1) с; 2) c; 3) b; 4) d; 5) c; 6) c; 7) a; 8) c; 9) c; 10) b; 11) a; 12) b; 13) c; 14) c; 15) c; 16) b; 17) d; 18) d; 19) c; 20) a; 21) d; 22) b; 23) c; 24) b; 25) c; 26) a. |  |
| **3 семестр** | |
| **Раздел (тема) дисциплины:** | **Код формируемой компетенции:** |
| Choosing a career  Illnesses and their treatment  City  Meals  Education | ОПК-1  ПК-1 |
| 1. Тестовоезадание  Choose the right variant:  1. If the weather were fine, they … out of town.   1. go 2. would go 3. gone 4. had gone   2. If Tom had enough money, he … to the USA long ago.   1. went 2. would have gone 3. have gone 4. would go   3. If I … their language, I could understand what they were saying.   1. had known 2. will know 3. know 4. knew   4. I need to get to the supermarket very quickly. I wish I ... a car!   1. would drive 2. could drive 3. had driven 4. drive   5. If you touch a socket with wet hands, you … an electric shock.   1. will get 2. would get 3. would have got 4. would have been got   6. If I … noticed Nick, I would have stopped him.   1. - 2. had 3. have 4. would have   7. "Listen to me, Mary! The officer says I cannot go abroad now! I wish I ... the parking fine! I'm so sorry!"   1. paid 2. pay 3. had paid 4. would pay   8. If I … you, I would apologize to her.   1. was 2. had been 3. were 4. will be   9. If you live in Australia, January ... in the middle of summer.   1. is 2. was 3. will be 4. would be   10. If Jane … this medicine yesterday, she would feel better now.   1. take 2. took 3. taken 4. had taken   11. When we ... to the cinema, we ... popcorn.   1. will go; will eat 2. will go; eat 3. go; would eat 4. go; eat   12. If the weather… fine, he will go out of town.   1. was 2. is 3. will 4. were   13. If it hadn’t been raining yesterday, we … on a trip.   1. would have gone 2. have gone 3. would go 4. will have gone   14. – If you ... down for a second, I'll be able to help you. – No, I hate you!   1. calm 2. calmed 3. will calm 4. had calmed   15. If John were playing tonight, we … a better chance of winning.   1. would have 2. would 3. have 4. will have   16. We’ll just go to another restaurant if this one … fully occupied.   1. is 2. will 3. will be 4. has   17. Had the guests come, I … the house.   1. must clean 2. will clean 3. would have cleaned 4. would clean   18. If Rebecca … his phone number before, she would have called him.   1. have learned 2. had learned 3. learned 4. learnt   19. They … let you on the plane unless you have a valid passport.   1. had 2. have 3. will 4. won't   20. If I … a taxi, I would have been there in time.   1. had took 2. took 3. had taken 4. have taken   21. It will save us time and money if we ... the hotel and flight together.   1. booked 2. had booked 3. book 4. will book   22. I … more shopping in this store if things weren't so expensive here.   1. would doing 2. did 3. would do 4. do   23. If I knew his address, I … to him.   1. would write 2. wrote 3. will write 4. write   24. I'm sure she … forgive you if you apologize.   1. will 2. would 3. should 4. –   **Эталон ответа**  1)B;2)B;3)D;4)B;5)A;6)B;7)C;8)C;9)A;10)D;11)D;12)B;13)A; 14)C;15)A;16)A;17)C;18)B;19)D;20)C;21)C;22)C;23)A;24)A |  |
| 2. Тестовоезадание  Choose the right variant:  1.Your jeans are dirty. You \_\_\_ wash them.   1. should 2. will 3. should to   2. Let’s ask Jenny. She \_\_\_ know what happened.   1. ought 2. might 3. might be   3.\_\_\_ we go to a night club tonight?   1. Shall to 2. Ought to 3. Shall   4. I don’t like this hotel. We \_\_\_ a better one.   1. will have found 2. could have found 3. may have find   5. My car is broken. Don’t worry, you \_\_\_ mine.   1. may take 2. ought take 3. might to take   6. It’s late already. \_\_\_ you see me home, please?   1. Will 2. Ought 3. Will to   7. You \_\_\_ of your health.   1. may to take care 2. ought take care 3. ought to take care   8. Where’s Dina? She \_\_\_ be having a rest in the garden.   1. might 2. ought 3. will   9. There’s a good film on TV tonight. \_\_\_ it?   1. Ought we to watch 2. Shall we watch 3. Could we watched   10. Jack \_\_\_ aggressive at times when he was a little boy.   1. may be 2. could be 3. should be   11. You \_\_\_ us about your delay.   1. will inform 2. should to inform 3. should have informed   12. I \_\_\_ spend my holidays in Italy. I’m not sure yet.   1. might to 2. may 3. ought to   13. \_\_\_ the TV, please?   1. Will you turn off 2. Ought you to turn off 3. Could you have turned off   14. Everyone \_\_\_ wash their hands before eating.   1. could 2. ought 3. ought to   15. \_\_\_ you a cup of coffee?   1. Shall I make 2. Ought I make 3. Will I make   16. I’m free tomorrow morning. I \_\_\_ you the city.   1. may have shown 2. could show 3. shall to show   17. Sarah \_\_\_ her bag in the shop.   1. could left 2. shall left 3. might have left   18. There aren’t any free tables. We \_\_\_ one in advance.   1. should reserved 2. ought reserve 3. should have reserved   19. \_\_\_ you pick up the phone, please?   1. Ought 2. Will 3. Might have   20. Mary eats too much. She \_\_\_ taking exercises.   1. to start 2. could to start 3. ought start   21. The weather promises to be fine. We \_\_\_ skiing in the forest.   1. may have gone 2. may go 3. shall to go   22. We arrived late in the evening. You \_\_\_ us at the airport.   1. will meet 2. should meet 3. could have met   23The match was extremely exciting. You \_\_\_ it.   1. ought to see 2. should have seen 3. should seen   24. You \_\_\_ be asked all sorts of questions. Be ready to answer!   1. might 2. might to 3. ought   **Эталон ответа**  1) A;2) B;3) C;4) B;5) A;6) A;7) C;8) A;9) B;10) B;11) C;12) B;13) A;14) C;15) A;16) B;17) C;18) C;19) B;20) A;21) B;22) C;23) B;24) A. |  |
| **4 семестр** | |
| **Раздел (тема) дисциплины:** | **Код формируемой компетенции:** |
| Sports and games  Geography  Travelling  Theatre | ОПК-1  ПК-1 |
| 1 Тестовоезадание  1. Do you like\_\_\_\_\_ football on TV?  A) watch  B) watched  C) watches  D) watching  2. Thank you for\_\_\_\_\_ me.  A) helping  B) help  C) to help  D) helped  3. I’m afraid of \_\_\_\_\_ mistakes.  A) to make  B) made  C) make  D) making  4. It is important \_\_\_\_\_.  A) to win  B) winning  C) win  D) won  5. A: This problem is too difficult. I can’t solve it. B: Is it really too difficult for you \_\_\_\_\_?  A) solving  B) solve  C) to solve  D) solved  6. Have you got anything \_\_\_\_\_?  A) reading  B) to read  C) read  D) reads  7. She is good at \_\_\_\_\_.  A) to swim  B) swimming  C) swims  D) swum  8. My father does the \_\_\_\_\_ himself.  A) ironing  B) irons  C) to iron  D) iron  9. My mother does all the \_\_\_\_\_.  A) cleaning  B) to clean  C) cleans  D) clean  10. The boy \_\_\_\_\_ in the dentist’s chair has got toothache.  A) sitting  B) sat  C) sit  D) sits  **Эталонответа**  1-D, 2-A, 3-D, 4-A, 5-C, 6-B, 7-B, 8-A, 9-A, 10-A. |  |
| 2. Тестовоезадание  1. I prefer \_\_\_ outdoor games.   1. playing 2. to playing 3. to play   2. Sandra managed \_\_\_ a solution.   1. to find 2. finding 3. find   3. His language skills seem \_\_\_.   1. to improving 2. improve 3. to be improving   4. Andrew hates \_\_\_ early in the morning.   1. to get up 2. getting up 3. to getting up   5. Dave agreed \_\_\_ his friends at the café tomorrow evening.   1. meet 2. to meeting 3. to meet   6. I can’t stand \_\_\_ in the countryside.   1. to live 2. living 3. to living   7. What are you going to do after \_\_\_ school?   1. finishing 2. to finish 3. to finishing   8. Mike warned his sister not \_\_\_ back late.   1. to coming 2. to come 3. come   9. We usually learn \_\_\_ at school.   1. reading 2. read 3. to read   10. Ann didn’t know what \_\_\_.   1. answering 2. to answer 3. answer   11. George practices \_\_\_twice a week.   1. to swim 2. swimming 3. to swimming   12. My dad gave up \_\_\_ a long time ago.   1. smoking 2. to smoke 3. smoke   13. I would like \_\_\_ Brazil this summer.   1. visit 2. visiting 3. to visit   14. Ken failed \_\_\_ new friends at school.   1. to make 2. making 3. to making   15. Have you ever thought of \_\_\_ your own fruit and vegetables?   1. to grow 2. growing 3. grow   16. We arranged \_\_\_ back home on 10 June.   1. return 2. returning 3. to return   17. All children enjoy \_\_\_ sweets.   1. to eat 2. to eating 3. eating   18. Mark insists on \_\_\_ a picnic this Sunday.   1. having 2. have 3. to having   19. Nick promised \_\_\_ everything secret.   1. keeping 2. to keep 3. keep   20. I can remember \_\_\_ into the river when I was ten.   1. fall 2. to fall 3. falling   21. Lucy can’t imagine herself \_\_\_ a lorry.   1. driving 2. to driving 3. to drive   22. Sam hopes \_\_\_ an academic scholarship.   1. get 2. getting 3. to get   23. We can’t risk \_\_\_ our flight.   1. to missing 2. to miss 3. missing   24. We decided \_\_\_ home as it was raining hard.   1. stay 2. to stay 3. staying   **Эталон ответа**  1) A; 2) A;3) C;4) B; 5) C; 6) B; 7) A; 8) B; 9) C;10) B; 11) B; 12) A; 13) C; 14) A; 15) B; 16) C; 17) C; 18) A; 19) B; 20) C; 21) A; 22) C; 23) C; 24) B. |  |

**Методические рекомендации по выполнению тестов:**

Тесты составлены с учетом материалов по каждому разделу дисциплины. Тестовые задания сгруппированы в две текущие аттестации по два варианта для каждого семестра.

При подготовке к тестовым заданиям студентам рекомендуется:

- изучить правила чтения гласных, согласных, их буквосочетаний, транскрипцию, отработать произношение.

- изучить грамматический материал, законспектировать его или прочитать конспект записей учебных занятий, ознакомиться с образцами выполнения заданий, критериями их оценки;

- пользуясь необходимой литературой выполнить лексико-грамматические упражнения, приведенные в нужном разделе.

- выписать незнакомые слова, предназначенные для усвоения, с переводом на русский язык и выучить их;

- проверить себя по вопросам к тексту и вслух пересказать его содержание.

Цель тестов: проверка усвоения практического материала дисциплины, а также развития учебных умений и навыков.

Тесты составлены в форме закрытых заданий с выбором одного правильного ответа (один вопрос и три-четыре варианта ответов, из которых необходимо выбрать один). Цель – проверка знаний пройденного материала.

На выполнения всего теста дается строго определенное время: на решение индивидуального теста, состоящего из 24 заданий, отводится 35 мин.

**Шкалы и критерии оценивания:**

- оценка «отлично» выставляется обучающемуся, если он грамотно выполнил все тестовые задания, задание выполнено на 91-100%;

- оценка «хорошо» выставляется обучающемуся, если он знает программный материал к тесту, но допустил 1-2 ошибки, задание выполнено на 81-90%;

- оценка «удовлетворительно» выставляется обучающемуся, если он демонстрирует усвоение основного материала, допускает неточности и выполнил правильно половину тестового задания, задание выполнено на 51-80%;

- оценка «неудовлетворительно» выставляется обучающемуся, если он показывает слабое знание программного материала и почти ничего не смог выполнить правильно, задание выполнено на 10-50%.

Разработчик \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_Л.А. Ахтаева\_\_

(подпись) (инициалы, фамилия)

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное образовательное учреждение

высшего образования

«Чеченский государственный университет

имени Ахмата Абдулхамидовича Кадырова»

Кафедра \_\_\_\_\_\_\_\_\_\_\_английского языка\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(наименование кафедры)*

**Ролевая игра**

по дисциплине Практический курс первого иностранного языка (английский)

*(наименование дисциплины)*

**3 семестр**

**Раздел дисциплины:** Choosingacareer.

1. **Темаигры:** Parents –Teacher association meeting

**2. Концепцияигры:** Discussing the theme ‘How to encourage the child to study better?’

**3. Описаниеролей:**

- Teacher;

- A mother who's sure that children shouldn't be strictly disciplined at school;

- A father who has the opposite opinion;

- A father who tends to blame teachers for his children's faults;

- A grandmother who tends to spoil her grandchildren;

- A mother who gives other parents advice for the only reason that her daughter is at the head of the class.

**4. Ожидаемый результат -** высказывание в предложенной ситуации общения, выражение своих мыслей и мнения в межличностном общении на иностранном языке, использование практических навыков построения коммуникации.

**Ролевая игра**

по дисциплинеПрактический курс первого иностранного языка (английский)

*(наименование дисциплины)*

**Раздел дисциплины:** Illnessesandtheirtreatment.

1. **Темаигры:** At the doctor’s.

**2. Концепцияигры:** Discussing the problem ‘What do we do when we fall ill?’ Doctor examines the patient and prescribes him a remedy.

**3. Описаниеролей:**

- Doctor;

- A patient, who has a flu;

- A patient who has a stomachache;

- A patient who has an insomnia.

**4. Ожидаемый результат -** высказывание в предложенной ситуации общения, выражение своих мыслей и мнения в межличностном общении на иностранном языке, использование практических навыков построения коммуникации.

**Ролевая игра**

по дисциплинеПрактический курс первого иностранного языка (английский)

*(наименование дисциплины)*

**Раздел дисциплины:** City.

1. **Темаигры:** A visit to London.

**2. Концепцияигры:** Two groups of guides are suggesting all possible sightseeing routes about London, trying to convince the director that their route is the best.

**3. Описаниеролей:**

- Office director;

- Guide group 1 (3 persons);

- Guidegroup 2 (3 persons).

**4. Ожидаемый результат -** высказывание в предложенной ситуации общения, выражение своих мыслей и мнения в межличностном общении на иностранном языке, использование практических навыков построения коммуникации.

**Ролевая игра**

по дисциплинеПрактический курс первого иностранного языка (английский)

*(наименование дисциплины)*

**Раздел дисциплины:** Meals.

1. **Темаигры:** Tea-party at home.

**2. Концепцияигры:** Arrange a tea-party at home, inviting friends. Discuss at the party tradition connected with meals.

**3. Описаниеролей:**

- Host;

- Hostess;

- Friend 1 – the Englishman,

- Friend 2 – theAmerican.

**4. Ожидаемый результат -** высказывание в предложенной ситуации общения, выражение своих мыслей и мнения в межличностном общении на иностранном языке, использование практических навыков построения коммуникации.

**Ролевая игра**

по дисциплине Практический курс первого иностранного языка (английский)

*(наименование дисциплины)*

**Раздел дисциплины:** Education.

1. **Темаигры:** English literature exam.

**2. Концепцияигры:** University lecturers and students are discussing one and the same exam. Compare the versions.

**3. Описаниеролей:**

Group 1:

Lecturer 1;

Lecturer 2.

Group 2:

Student 1;

Student 2.

**4. Ожидаемый результат -** высказывание в предложенной ситуации общения, выражение своих мыслей и мнения в межличностном общении на иностранном языке, использование практических навыков построения коммуникации.

**4 семестр**

**Ролевая игра**

по дисциплинеПрактический курс первого иностранного языка (английский)

*(наименование дисциплины)*

**Раздел дисциплины:** Sportsandgames.

1. **Темаигры:** Attitude to sport.

**2. Концепцияигры:** People of different age and social standing express their attitude to sport and sportsmen in general.

**3. Описаниеролей:**

Group 1:

- Alise – 56 years old – a teacher;

- David – 18 years old – a student;

- Kate – 27 years old – a business lady;

- Nick – 35 years old – a manager.

Group 2:

- Sam – 49 years old – a postman;

- Jack – 21 years old – a student;

- Jane – 30 years old – a bookseller;

- Alison – 55 years old – a doctor.

**4. Ожидаемый результат -** высказывание в предложенной ситуации общения, выражение своих мыслей и мнения в межличностном общении на иностранном языке, использование практических навыков построения коммуникации.

**Ролевая игра**

по дисциплинеПрактический курс первого иностранного языка (английский)

*(наименование дисциплины)*

**Раздел дисциплины:** Geography.

1. **Темаигры:** Don’t spoil the nature.

**2. Концепцияигры:** Discuss the problem of environmental pollution. Make offers and suggestions.

**3. Описаниеролей:**

- Mr. Nice, a lecturer, in his early forties. His topic: ‘Don’t spoil the nature’

Audience: Alex, a sceptically-minded young man of 21, a student of Geography;

Miss Dorothy Peach, an ardent lover of nature, age 73;

Mr. Frederick Healey, a journalist work ing on a popular newspaper, middle-aged.

Rest of the class: make offers and suggestions relating to the problem.

**4. Ожидаемый результат -** высказывание в предложенной ситуации общения, выражение своих мыслей и мнения в межличностном общении на иностранном языке, использование практических навыков построения коммуникации.

**Ролевая игра**

по дисциплине Практический курс первого иностранного языка (английский)

*(наименование дисциплины)*

**Раздел дисциплины:** Travelling.

1. **Темаигры:** Planning holiday.

**2. Концепцияигры:**You are a family deciding on the type of holiday you will go on next summer. Then report to the other families on your final decision, explaining the reasons for your choice. Point out advantages and disadvantages, giving warning based on personal experience.

**3. Описание ролей:**

- Family 1 (mother, two sons and father);

- Family 2 (Mother, grandmother, daughter and father).

**4. Ожидаемый результат -** высказывание в предложенной ситуации общения, выражение своих мыслей и мнения в межличностном общении на иностранном языке, использование практических навыков построения коммуникации.

**Ролевая игра**

по дисциплинеПрактический курс первого иностранного языка (английский)

*(наименование дисциплины)*

**Раздел дисциплины:** Theatre.

1. **Темаигры:** At a theatre Festival.

**2. Концепцияигры:**The action takes place at the studio, the invited persons are discussing the excitement of the work in the theatre

**3. Описаниеролей:**

- St. A: a famous producer;

- St. В.: a celebrated actor;

- St. C: a talented young actress, who made an immediate hit with her sensitive and moving performance.

Rest of class: a journalist, a critic, a playwright and the­atre-goers

All are invited to the studio.

**4. Ожидаемый результат -** высказывание в предложенной ситуации общения, выражение своих мыслей и мнения в межличностном общении на иностранном языке, использование практических навыков построения коммуникации.

**Методические рекомендации по проведению ролевой игры**

При подготовке к игровым формам занятий, студенту необходимо учитывать, что в ролевой игре основным механизмом “запуска” игры является “роль” – комплекс правил и ограничений, которые принимает на себя студент, желающий принять участие в игре. Ролевая игра**-** это формирование профессиональных навыков на основе опыта и личных качеств, это состязание 4-7 человек и более. Для достижения результативности в процессе проведения игры роли должны быть распределены так, чтобы руководили ими подготовленные, эрудированные участники. Механизм проведения ролевой игры:

1) подготовительный этап: тема и сценарий; цель; определение состава участников, их роли, оговаривается тема, система стимулирования; проработка со всеми участниками игры сценария, структуры игровой деятельности.

2) проведение игры: преподаватель сообщает тему игры, дается инструктаж о ходе игры.

3) проведение игры: фиксируется эмоциональная реакция каждого играющего; преподаватель излагает факты, сведения, сопоставляя их с эмоциональными реакциями играющих; осуществление игры во времени.

4) подведение итогов и разбор игры.

Ролевая игра – это контролируемая система, так как процедура игры готовиться, и корректируется преподавателем. Если игра проходит в планируемом режиме, преподаватель может не вмешиваться в игровые отношения, а только наблюдать и оценивать игровую деятельность студентов. Но если действия выходят за пределы плана, срывают цели занятия, преподаватель может откорректировать направленность игры и ее эмоциональный настрой.

Цель данной игры - сформировать определенные навыки и умения студентов в их активном творческом процессе. Социальная значимость ролевой игры в том, что в процессе решения определенных задач активизируются не только знания, но и развиваются коллективные формы общения.

Для подготовки ролевой игры могут использоваться все дидактические методы: объяснительно-иллюстративный, репродуктивный, проблемное изложение, частично-поисковый, исследовательский. Так же следует соблюсти методические требования:

1) игра должна быть логическим продолжением и завершением конкретной теоретической темы (раздела) учебной дисциплины, практическим дополнением изучения дисциплины в целом;

2) максимальная приближенность к реальным профессиональным условиям;

3) создание атмосферы поиска и непринужденности;

4) тщательная подготовка учебно-методической документации;

5) четко сформулированные задачи; условия и правила игры;

6) выявление возможных вариантов решения указанной проблемы;

7) наличие необходимого оборудования.

**Шкалы и критерии оценивания:**

- оценка «***отлично***» выставляется студенту, если ролевая игра выполнена полностью, языковые ошибки практически отсутствуют, активная грамматика используется; используется верно;

- оценка «***хорошо***» - ролевая игра выполнена не полностью и/или присутствует до 4 языковых ошибок, активная грамматика используется; 2/3 случаев активной грамматики использовано без ошибок;

- оценка «***удовлетворительно***» - ролевая игра выполнена не полностью и/или присутствует до 7 языковых ошибок, активная грамматика используется; 1/3 случаев активной грамматики использовано без ошибок;

- оценка «***неудовлетворительно***» - ролевая игра не выполнена или выполнена не полностью и/или присутствует до 10 языковых ошибок, активная грамматика не используется, или все случаи активной грамматики использованы неверно.

Разработчик \_\_\_\_\_\_\_\_\_\_ \_\_Л.А. Ахтаева\_\_

(подпись) (инициалы, фамилия)

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

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Кафедра \_\_\_\_\_\_\_английского языка\_\_\_\_\_\_

*(наименование кафедры)*

**Экзаменационные материалы**

**(примерный перечень вопросов и заданий к экзамену)**

по дисциплине "Практический курс первого иностранного языка (английский)"

для студентов \_\_1\_\_ курса

направления подготовки (специальности)

45.05.01 Перевод и переводоведение

*(код и наименование направления подготовки (специальности))*

экзаменационная сессия 2021\_\_ - 2022\_\_\_ уч. года

Теоретические вопросы:

1. The Present Indefinite Tense

2. The Present Continuous Tense

3. The Present Perfect Tense

4. The Past Indefinite Tense

5. The Past Continuous Tense

6. The Past Perfect Tense

7. The Future Indefinite Tense

8. The Future Continuous Tense

9. The Sequence of Tenses

10. The noun

11. Parts of the sentence

12. The adjective

13. The Adverb

14. The verb

15. The numerals

16. The article

17. The complex object

18. Modal verbs

19. Thegerund

20. Thepronoun

Практические задачи (задания):

1. Read, translate and retell the given extract.

2. Grammar theme (theory).

3. Talk on the given topic.

**Перечень разговорных тем на экзамен по дисциплине «Практический курс первого иностранного языка» (английский) (топики):**

1. People’s appearance.
2. My friend.
3. My working day.
4. My day off.
5. My hobby.
6. Learning English is important for me…
7. Our University.
8. My birthday.
9. SeasonsandWeather.
10. My last exam.
11. My meals. My Sunday breakfast.
12. My day off.
13. My favorite TV Program.
14. My home is my castle.
15. My plans for the future.
16. Shopping.
17. Mass media in my life.
18. Books in our life.
19. A visit to the cinema.
20. Sports.

**Экзаменационные материалы**

**(примерный перечень вопросов и заданий к экзамену)**

по дисциплине "Практический курс первого иностранного языка (английский)"

для студентов \_\_2\_\_ курса

направления подготовки (специальности)

45.05.01 Перевод и переводоведение

*(код и наименование направления подготовки (специальности))*

экзаменационная сессия 2021 - 2022\_\_ уч. года

Теоретические вопросы:

1. The Conditional Mood

2. The Subjunctive Mood

3. The Indicative Mood

4. The Infinitive

5. The Modal Verbs

Практическиезадачи (задания):

1. Read, translate and retell the given extract.

2. Grammar theme (theory).

3. Talk on the given topic.

**Перечень разговорных тем на экзамен по дисциплине «Практический курс первого иностранного языка» (топики):**

1. Sports and games in your life.
2. London, the capital of Great Britain.
3. Primary and Secondary Schools in Britain.
4. Travelling
5. System of Higher Education in Great Britain
6. National Health Service in Great Britain
7. At the doctor.
8. Seasons and weather in Great Britain.
9. Picnic
10. Meal
11. Theatre

**Образцы текстовых заданий для перевода на экзамен**

**MYSTERIOUS DISAPPEARANCE**

Agatha Christie wrote some of the best detective stories in English. Her own life also contains a mystery that has only recently been solved.

The story began like this. At 9.45 pm on December 3rd 1926, Agatha Christie left her home in the south of England, saying that she was going out for a drive in her car. The next morning, her car was found quite far away crashed. The front end of the car was in some bushes, the headlights were still on. Inside, there were only some women's clothes and Agatha Christie's driving license.

The detective in charge of the case, William Kenward immediately organized a big search of the area. Policemen came from different parts of the country to help in the search, even some famous detective writers were asked to help.

Archie Christie, Agatha's husband, told everyone that his wife was suffering from amnesia. However, soon the police discovered that the marriage between Archie and Agatha Christie was not a happy one, and that Archie and Agatha were having problems. But he could not admit that his marriage was in trouble because people might have thought that he had had something to do with her disappearance.

At this point, the police received a letter. In the letter, Agatha told Archie's brother that she was going away to rest in Yorkshire, Harrogate. The police now went there and looked for her at all the hotels. But they did not find Agatha Christie as she had not checked in using her real name. Instead, she had introduced herself as Neele, a visitor from South Africa.

The situation was very upsetting for the police as they didn't find her.

Instead, the musicians in the dance band at the hotel recognized her. It was not an easy story to believe and most people did not in fact believe it. But all what we know now is that she did not do it for publicity. She did it as she was going through an unhappy time with her husband. Later, in fact, their marriage broke up and they got divorced. However, her disappearance did make Agatha Christie the most popular crime writer in the country.

1. Read the article and say in 2-3 sentences what it is about.

2. How did the story begin? Read aloud the extract which says about it.

3. What are the details of the police investigation?

4. Why did Agatha Christie disappear according to the article?

**DO VERY CLEVER CHILDREN NEED HELP?**

In our history, there have been some remarkable children. Mozart is a famous example. After he had heard a piece of music a couple of times, he could write it down on paper. He composed symphonies while he was still a child. Today we also hear stories of very gifted children.

Ruth Lawrence, from the UK, became famous at the age of 12, when she began her studies at Oxford University. She was the youngest student ever to attend a university in the UK. Before going to university, Ruth was taught at home by her father. While she was a student, her father was always by her side. He attended all her lectures with her. Ruth did very well at Oxford. She got a first class degree in mathematics. Now Ruth is a mathematics professor.

These young people are, however, extremely special. Because of that they naturally feel different to other children of their own age. They can become lonely. Michael Howe, a professor of psychology says, "It is good to be good at something while you are young, but if you do not have friends or other experiences you will not have a satisfying life." Gifted children who understand quicker than their classmates can also become lazy. They can behave badly in class because they are bored.

If parents find that their child is especially talented, they have to take some important and difficult decisions. They have to help their child develop but they cannot push their child too hard. If they do, the child may have serious problems later in life. However, if a child is especially gifted, it is clear that they need a special kind of education. These children need to be motivated. This means that they have to study with people who are older than them. But at the same time they must be allowed to be children too.

Despite her great success, Ruth Lawrence does not want her own children to be brought up and educated in the same way she was. They will be sent to a normal school and she has said that she wants them to develop and grow only in a natural way.

1. Ruth Lawrence was a gifted child. Read aloud the extract which says about her.

2. What kind of problems can wonderkids have?

3. What should parents and teachers do for their gifted children?

**MARY POPPINS: PERFECTLY MAGICAL THERAPY!**

In 1964, Walt Disney's production of Mary Poppins was a great success, and it is still considered to be among the top ten musical films of all time. The film was famous for its special technical effects. But people also loved the film for the story it told and the feelings it expressed.

Perhaps this is why the Mary Poppins story is so successful today, this time as a stage musical. At a recent performance at the Birmingham Hippodrome theatre, many people in the audience were adults who had not brought children with them.

The film version of Mary Poppins and the stage production are a little different, but they express the same message. Mary Poppins teaches the Banks family how to live well together.

At the beginning there is a crisis, naturally. Mr Banks is a very successful man but he spends too much time thinking about work and not enough time with his family, especially his two young children. Everyone in the family is stressed and the children become difficult to control and behave badly. It's a situation that is very common in families today.

And then Mary Poppins appears from nowhere and works her magic to help the family live in harmony again. Incredibly, the answers that she provides are really very simple. One answer is that money does not buy happiness. Instead, Mary Poppins tries to show the Banks family how important it is to understand the true value of things.

Another lesson that Mary Poppins teaches is that it is sometimes important to look at the world from a child's point of view. It is good to believe in magic, and enjoy simple things like flying a kite. Most lifestyle experts would agree that these things really can make us feel better and less stressed. Perhaps the most important lesson of all is that we should value the people that are closest to us. It is important to have time for one another. The magic of Mary Poppins is really well expressed in the stage musical. In the final scene, the actors point up at the stars, reminding us how small we really are and how big the world is.

1. The film and the theatre versions were very successful. Read aloud the extract which says about the success of the film.

2. What happens in the Banks family before Mary Poppins comes?

3. What lessons does Mary Poppins teach the family and the audience?

**Методические рекомендации по подготовке к экзамену:**

Подготовка студентов к экзамену включает три стадии: самостоятельная работа в течение учебного года (семестра); непосредственная подготовка в дни, предшествующие экзамену; подготовка к переводу незнакомого текста со словарем и к беседе по экзаменационным темам.

Подготовку к экзамену необходимо целесообразно начать с планирования и подбора источников и литературы. Прежде всего следует внимательно перечитать учебную программу и программные вопросы для подготовки к экзамену, чтобы выделить из них наименее знакомые. Далее должен следовать этап повторения всего программного материала. На эту работу целесообразно отвести большую часть времени. Следующим этапом является самоконтроль знания изученного материала, который заключается в устных ответах на вопросы, выносимые на экзамен. Тезисы ответов на наиболее сложные вопросы желательно записать, так как. в процессе записи включаются дополнительные моторные ресурсы памяти.

Литература для подготовки к экзамену обычно рекомендуется преподавателем. Она также может быть указана в программе курса и учебно-методических пособиях.

В ходе подготовки к экзамену студентам необходимо обращать внимание не только на уровень запоминания, но и на степень понимания категорий и реальных проблем. А это достигается не простым заучиванием, а усвоением прочных, систематизированных знаний, аналитическим мышлением. Следовательно, непосредственная подготовка к экзамену должна в разумных пропорциях сочетать и запоминание, и понимание программного материала.

В этот период полезным может быть общение студентов с преподавателями по дисциплине на групповых и индивидуальных консультациях.

**Шкалы и критерии оценивания:**

оценка «отлично» выставляется обучающемуся, если студент полностью раскрывает содержание вопросов, знает фонетическую, лексическую грамматическую систему иностранного языка, законы словообразования, правила речевого этикета и основные языковые способы выражения различных коммуникативных намерений, способы научного рассуждения; правила оформления письменного перевода составления письменных и устных рефератов и аннотаций англоязычных текстов на русском языке, владеет базовыми и практическими навыками выражения своих мыслей и мнения в межличностном общении на иностранном языке, навыком построения текстов с разными способами изложения материала; основами письменного перевода, умеет использовать правила построения высказывания в различных ситуациях общения, работать с текстом отделять основную информацию от второстепенной, обобщать и систематизировать ее; грамотно аргументировать свои переводческие решения; редактировать и анализировать письменные переводы. Его ответ логичен, четко структурирован. Студент реагирует на дополнительные вопросы (ОПК-3; ОПК-1; ОК-7; ПК-23; ПК-24;) оценка «хорошо» выставляется студенту, если он твердо знает материал, грамотно и по существу излагает его, не допускает существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, владеет необходимыми навыками и приемами их выполнения (ОПК-3; ОПК-1; ОК-7; ПК-23; ПК-24;); оценка «удовлетворительно» выставляется студенту, если он имеет знания только основного материала, но не усвоил его деталей, допускает неточности, недостаточно правильные формулировки, нарушения логической последовательности в изложении программного материала (ОПК-3; ОПК-1; ОК-7; ПК-23; ПК-24;) оценка «неудовлетворительно» выставляется студенту, который не знает значительной части программного материала, допускает существенные ошибки, неуверенно, с большими затруднениями выполняет практические задания (ОПК-3; ОПК-1; ОК-7; ПК-23; ПК-24;).

Утверждены на заседании кафедры \_английского языка.

Протокол № 1\_ от 30.08.2021г.

Заведующего кафедрой \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(подпись)

**Образец экзаменационного билета**

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное образовательное учреждение

высшего образования

«Чеченский государственный университет

имени Ахмата Абдулхамидовича Кадырова»

Кафедра английского языка\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*наименование кафедры*

**ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 1**

по дисциплине "Практический курс первого иностранного языка (английский)"\_\_\_\_\_\_\_\_\_

для студентов \_\_1\_\_ курса

направления подготовки (специальности) 45.05.01 «Перевод и переводоведение»\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(код и наименование направления подготовки (специальности))*

экзаменационная сессия 2021 – 2022 уч. года

**Вопросы:**

1. Read, translate and retell the given extract

2. Grammar: The Present Perfect Tense

3. Topic: My friend.

Заведующего кафедрой \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(подпись)

**Образец экзаменационного билета**

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

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Кафедра английского языка\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*наименование кафедры*

**ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ №**

по дисциплине «Практический курс первого иностранного языка (английский)»

для студентов \_\_2\_\_ курса

направления подготовки (специальности) 45.05.01 «Перевод и переводоведение»\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(код и наименование направления подготовки (специальности))*

экзаменационная сессия 2021- 2022 уч. года

**Вопросы:**

1. Read, translate and retell the extract from “Gadfly”

2. Grammar: Modal verbs

3. Topic: Meals

Заведующегокафедрой \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

В соответствии с «Положением о модульно-рейтинговой системе оценки успеваемости студентов», утвержденного ФГБОУ ВО «Чеченский государственный университет им. А.А. Кадырова» 29 января 2015 г., протоколом № 1, оценка успеваемости студентов по дисциплине «Практический курс первого иностранного языка (английский)» осуществляется в ходе текущего, рубежного и промежуточного контроля, посещения занятий, бонуса и штрафа.

**Текущий контроль –** это непрерывно осуществляемое «отслеживание» уровня усвоения знаний и формирования умений и навыков в течение семестра. Текущий контроль знаний и умений и навыков студентов осуществляется в ходе учебных (аудиторных) занятий, проводимых по расписанию. Формами текущего контроля являются опросы на семинарских занятиях, индивидуальных домашних зданий, рефератов, а также короткие (до 15 мин.) задания, выполняемые студентами в начале практических занятий с целью проверки уровня знаний, необходимых для усвоения нового материала, или в конце занятий для выяснения степени усвоения изложенного материала. Сроки проведения всех видов текущего контроля определяется календарным графиком учебного процесса по дисциплине.

**Рубежный контроль** осуществляется по самостоятельным разделам (в соответствии с рабочей программой, которая разбита на модули) - учебным модулям курса и проводится по окончании изучения материала модуля в установленное время. Число модулей (блоков) дисциплины в семестре два. Рубежный контроль проводится с целью с определения качества усвоения материала учебного модуля в целом. Внутрисеместровый рубежный контроль знаний студентов по дисциплине «Практический курс первого иностранного языка» на 8-й и 16-й учебных неделях семестра. Студент имеет право в любой момент получить информацию о ходе накопления своего рейтинга.

**Промежуточный контроль** - это экзамен во 2 семестре по очной форме обучения и 4 семестре по очно-заочной форме обучения в сессионный период.

**Полная оценка** по дисциплине «Практический курс первого иностранного языка (английский)» определяется по сумме баллов (Sдисц.), полученных студентом по различным формам текущего, рубежного и промежуточного контроля, посещения занятий, бонуса за минусом штрафных баллов.