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Дата подписания: 24.10.2024 14:21:41
Уникальный программный ключ:
6b5279da4e034bffa679172803da5b7b5559fc69e2

МИНИСТЕРСТВО ОБРАЗОВАНИЯ МОСКОВСКОЙ ОБЛАСТИ
Государственное образовательное учреждение высшего образования Московской области
МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ ОБЛАСТНОЙ УНИВЕРСИТЕТ
(МГОУ)

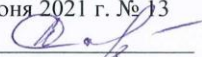
Кафедра иностранных языков

УТВЕРЖДЁН

на заседании кафедры иностранных
языков

Протокол от «10» июня 2021 г. № 13

Зав. кафедрой


/Л.В. Сарычева /

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
по дисциплине

Иностранный язык (английский)

Специальность
31.05.01 Лечебное дело

Мытищи
2021

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1. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы

Код и наименование компетенции	Этапы формирования
УК-4. Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	1. Работа на учебных занятиях 2. Самостоятельная работа

2. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания

Оцениваемые компетенции	Уровень сформированности	Этап формирования	Описание показателей	Критерии оценивания	Шкала оценивания
УК-4	Пороговый	1. Работа на учебных занятиях 2. Самостоятельная работа	Знает закономерности межличностного взаимодействия; закономерности и специфику деловой коммуникации в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах); факторы, влияющие на эффективность деловую коммуникации для решения задач межличностного взаимодействия Умеет использовать в профессиональной деятельности закономерности межличностного и межкультурного взаимодействия; - использовать в профессиональной деятельности закономерности и специфику деловой коммуникации в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах); учитывать факторы, влияющие на эффективность деловой коммуникации для решения задач межличностного и межкультурного взаимодействия	Тестирование, деловое письмо, лексико-грамматическое упражнение, проектная деятельность	Шкала оценивания тестирования Шкала оценивания делового письма Шкала оценивания лексико-грамматических упражнений Шкала оценивания проектной деятельности

Продвинутый	1. Работа на учебных занятиях 2. Самостоятельная работа	<p>Знает закономерности межличностного взаимодействия; закономерности и специфику деловой коммуникации в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах); факторы, влияющие на эффективность деловую коммуникации для решения задач межличностного взаимодействия</p> <p>Умеет использовать в профессиональной деятельности закономерности межличностного и межкультурного взаимодействия; использовать в профессиональной деятельности закономерности и специфику деловой коммуникации в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах); учитывать факторы, влияющие на эффективность деловой коммуникации для решения задач межличностного и межкультурного взаимодействия</p> <p>Владет опытом использования закономерностей межличностного и межкультурного взаимодействия; опытом использования закономерностей и специфики деловой коммуникации в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах); навыками учета факторов, влияющих на эффективность деловой коммуникации для решения задач межличностного и межкультурного взаимодействия</p>	Тестирование, деловое письмо, лексико-грамматическое упражнение, проектная деятельность	<p>Шкала оценивания тестирования</p> <p>Шкала оценивания делового письма</p> <p>Шкала оценивания лексико-грамматических упражнений</p> <p>Шкала оценивания проектной деятельности</p>
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Шкала оценивания делового письма

Показатель	Баллы
1. Структура и оформление в соответствии с видом делового письма. Данный критерий означает, что письмо оформлено по правилам, есть четкая структура письма как в оформлении так и в самом письме.	2
2. Содержание. В данном критерии учитывается насколько полно, точно и правильно было написано письмо/документ на заданную	3

тему. Оцениваются идеи и последовательность информации в раскрытии письма.	
3. Лексика. Оценивается разнообразие лексических структур, используемых для составления документа/ написание письма	3
4. Грамматика. Оценивается разнообразие, сложность и точность грамматических конструкций.	2
Итого	10

Шкала оценивания лексико-грамматических упражнений

Семестр	работа выполнена частично, с большим количеством ошибок	работа выполнена в полном объеме, но с ошибками	работа выполнена в полном объеме, допускаются незначительные недочеты
1	0-5 баллов	6-10 баллов	11-15 баллов
2	0-4 балла	5-7 баллов	8-10 баллов
3	0-5 баллов	6-10 баллов	11-15 баллов
4	0-5 баллов	6-10 баллов	11-15 баллов

Шкала оценивания тестирования

Семестр	0-40 % верных ответов	41-60 % верных ответов	61-80 % верных ответов	81-100% верных ответов
1	0-7 баллов	8-11 баллов	12-15 баллов	16-20 баллов
2	0-1 балл	2-4 балла	5-7 баллов	8-10 баллов
3	0-4 балла	5-8 баллов	9-11 баллов	12-15 баллов
4	0-1 балл	2-4 балла	5-7 баллов	8-10 баллов

Шкала оценивания проектной деятельности

<i>Критерий</i>	<i>Показатели</i>	<i>Баллы</i>
План работы	План работы над проектом есть	2
	План работы отсутствует	0
Глубина раскрытия темы проекта	Тема раскрыта фрагментарно	2
	Тема раскрыта полностью	4
	Знания автора проекта превзошли рамки проекта	6
Разнообразие источников информации, целесообразность их использования	Большая часть информации не относится к теме	2
	Использован незначительный объём подходящей информации из ограниченного числа однотипных источников	4
	Представлена полная информация из разнообразных источников	6
Соответствие требованиям оформления	Отсутствует установленный правилами порядок, структура Внешний вид и речь автора не соответствуют	2

письменной части и презентации	правилам проведения презентации	
	Предприняты попытки оформить работу в соответствии с установленными правилами Внешний вид и речь автора соответствуют правилам проведения презентации, но автор не владеет культурой общения, не уложился в регламент	4
	Чёткое и грамотное оформление Внешний вид и речь автора соответствуют правилам проведения презентации, автор владеет культурой общения, уложился в регламент, ему удалось вызвать большой интерес	6
	ИТОГО	20 баллов

5.3. Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы

Лексико-грамматические упражнения

1 семестр

Put the verbs into the correct tense (simple present or present progressive)

1. Look! Sara (go) _____ to the movies.
2. On her right hand, Sara (carry) _____ her handbag.
3. The handbag (be) _____ very beautiful.
4. Sara usually (put) _____ on black shoes but now she (wear) _____ white trainers.
5. And look, she (take) _____ an umbrella because it (rain) _____

Put the verbs into the correct tense (simple past or past perfect)

1. When he (wake up) _____, his mother (already /prepare) _____ breakfast
2. We (go) _____ to London because our friends (invite) _____ us
3. He (hear) _____ the news, (go) _____ to the telephone and (call) _____ a friend.
4. When she (start) _____ learning English she (already /learn) _____ French.
5. Jane (already / type) _____ three pages when her computer (crash) _____.

2 семестр

Put the verbs into the correct tense (simple past or present perfect).

1. I (just / finish) _____ my homework.
2. Mary (already / write) _____ five letters.
3. Tom (move) _____ to his home town in 1994.
4. My friend (be) _____ in Canada two years ago.

5. I (not / be) _____ to Canada so far.
6. But I (already / travel) _____ to London a couple of times.
7. Last week, Mary and Paul (go) _____ to the cinema.
8. I can't take any pictures because I (not / buy) _____ a new film yet.

Put the verbs into the correct tense (Simple Past or Past Progressive).

1. The receptionist (welcome) _____ the guests and (ask) _____ them to fill in the form
2. The car (break) _____ down and we (have) _____ to walk home.
3. The boys (swim) _____ while the girls (sunbath) _____.
4. My father (come) _____ in, (look) _____ and (tell) _____ me to tidy up my room.
5. While one group (prepare) _____ dinner the others (collect) _____ wood for the campfire.
6. While the parents (have) _____ breakfast the children (run) _____ about.
7. Martha (turn) _____ off the light and (go) _____ to bed.

3 семестр

Put the verbs into the correct tense (simple future or future perfect)

1. Tomorrow I think I (start) _____ my new project.
2. I (finish) _____ it by the end of this month.
3. The teacher (probably/assign) _____ a test to his students next Monday.
4. He (correct) _____ it by the end of next week.
5. My friend (certainly/get) _____ a good mark.
6. By 9 o'clock, we (finish) _____ our homework.
7. They (leave) _____ the classroom by the end of the hour.
8. I think I (start) _____ my trip tomorrow

Put the proper modal verb

1. There are plenty of tomatoes in the fridge. You _____ buy any.
2. This is a hospital. You _____ smoke here.
3. He had been working for more than 11 hours. He _____ be tired after such hard work.
He _____ prefer to get some rest.
4. I _____ speak Arabic fluently when I was a child and we lived in Morocco. But after we moved back to Canada, I had very little exposure to the language and forgot almost everything I knew as a child. Now, I _____ just say a few things in the language.
5. The teacher said we _____ read this book for our own pleasure as it is optional. But we _____ read it if we don't want to.
6. _____ you stand on your head for more than a minute? No, I _____.
7. If you want to learn to speak English fluently, you _____ worry. We will help you become a fluent speaker but you have to work hard.

4 семестр

Make up the sentences in reported speech.

1. She said, "I like to play tennis."
2. Sally said, "I don't like chocolate."
3. Margaret said, "I am planning a trip to the South."

4. Tom said, "I have already eaten lunch."
5. Kate said, "I called my doctor."
6. Mr. Ford said, "I'm going to fly to Chicago."
7. The speaker said, "I will come to the meeting."
8. Jane said, "I can't afford to buy a new TV-set."
9. The teacher said, "Now, children, you may go home."
10. 131 Ted said, "I have to finish my report."
11. Mr. Durrell said, "I must talk to the director."
12. Alison said, "I should call my parents."

Варианты тестирования.

1 семестр Пороговый уровень

1. She a uniform.
A) wear B) to wear C) wearing D) wears
2. He his car every weekend.
A) wash B) washes C) washing D) washed
3. Rosemary three languages.
A) speaks B) talks C) tells D) know
4. My dad at 7 o'clock everyday.
A) stands up B) looks up C) gets up D) jumps up
5. Isabel is a flight attendant. She passengers.
A) serve B) to serve C) serves D) serving
6. Their son in this hospital.
A) works B) begins C) starts D) likes
7. Jim's a postman. He letters to people.
A) answers B) works C) delivers D) serves
8. Jane's a doctor. She ill people.
A) looks at B) speaks to C) helps D) serves drinks
9. Bern in a flat in Birmingham.
A) lives B) stands C) has D) wants
10. Nancy's uncle is a pilot. He all over the world.
A) goes B) sees C) travels D) delivers
11. In winter Sheila skiing and in summer tennis.
A) makes / plays B) goes / plays C) does / plays D) starts / *
12. My friend's son Turkish and English at university.
A) has B) plays C) studies D) goes
13. Most of the people work at 8 o'clock every morning.
A) finishes B) goes C) does D) starts
14. A: does Tony Blair live?
B: In Great Britain.
A) When B) Where C) What time D) How

15. does your father do in his free time?
A) Why B) What kind C) How many D) What
16. does Andy's little brother play with?
A) Who B) Why C) How old D) Where
17. A: does Natalie's nephew do?
B: He's an architect.
A) How B) Whom C) When D) What
18. A: does it rain here?
B: Mostly in summer and winter.
A: snow?
B: In winter.
A) When / Why B) Why / How C) What time / Whom D) When / What about
19. A: does Anthony go to work?
B: bus.
A) How / By B) How well / On C) What kind / In D) How / In
20. She from England.
A) come B) comes C) don't come D) goes

Продвинутый уровень

1. We tennis on Monday evenings, but my little sister on Sundays.
A) play / play B) plays / plays C) play / plays D) plays / play
2. You a lot of things in free time.
A) do / our B) does / your C) do / my D) do / your
3. My cat licks tail every evening. But my dogs never lick tails.
A) its / their B) its / its C) their / its D) * / *
4. I like football, but my brother doesn't.
A) play B) played C) playing D) plays
5. She likes TV, but her husband doesn't.
A) watching B) to watch C) watches D) watched
6. Her sister doesn't eating a hamburger.
A) like B) likes C) liking D) liked
7. Do you like in your free time?
A) read B) reads C) to read D) reading
8. I like but I like swimming.
A) sailing / don't B) sail / doesn't C) sail / don't D) sail / do
9. Tom her but she doesn't like .
A) like / her B) likes / him C) likes / he D) like / him
10. Andrew buys a newspaper everyday. reads at home.
A) It / he B) Him / it C) He / it D) His / it
11. Mike eats cheeseburgers because likes .
A) he / their B) him / they C) he / them D) him / them
12. I to a football match every Sunday but my father .

- A) go / don't B) goes / doesn't C) go / doesn't D) goes / don't
13. Every year millions of people visit The London Museum.
A) visit B) go C) come D) want
14. The Buckingham Palace has lots of rooms.
A) have B) has C) to have D) having
15. Visitors to India celebrate its Independence Day from all over the world.
A) visit B) come C) leave D) goes
16. I speak English, Russian, and Romanian, but I don't speak Chinese.
A) speak / don't speak B) speaks / speak C) speaks / speaks D) speaks / don't speak
17. Many foreigners in our country go to the Golden Bazaar.
A) buy B) go shopping C) want D) come
18. A: What you ?
B: An architect.
A) do / do B) does / do C) are / do D) do / are
19. A: What your niece ?
B: A nurse.
A) do / do B) does / is C) does / do D) is / do
20. A: Where your parents ?
B: In the Ministry of Education.
A) do / do B) do / work C) are / work D) work / *

2 семестр

Пороговый уровень

1. What was the weather in Las Vegas the day before yesterday.
A) were / like B) was/as C) is / like D) was/like
2. he played tennis last Sunday?
A) Did B) Does C) Do D) Are
3. A: is the weather like ?
B: is sunny & warm. But yesterday was cold.
A) What / today / it / was B) How / today / it / was
C) What / it / today / * D) How / it / today / was
4. he is playing tennis now?
A) Are B) Does C) Is D) Did
5. A: What we ?
B: go swimming.
A) will / do / Let me B) shall / do / Let's C) would / do / Let her D) shall / do / Let me
6. you washed it yesterday ?
A) Do B) Does C) Did D) Are
7. A: What is the weather like tomorrow?
B: Sunny. we go on picnic?
A) going to / Shall B) going to be / Will C) going to be / Are D) going to be / Shall

8. I going to wash it tonight.
A) do B) am C) are D) do
9. A: are you going to eat?
B: Pizza.
A: 're you going to eat?
B: In the cafeteria.
A) Where / What B) What / Where C) What / When D) Who / Whom
10. We having dinner at the moment.
A) do B) is C) are D) did
11. A: is Jim going to get married?
B: Next month.
A: is he going to marry?
B: His colleague.
A) What time / Who B) Who / Where C) When / Whom D) Where / *
12. you have a dinner at this time every evening?
A) Did B) Do C) Does D) Are
13. A: are you going to the chemist's?
B: I'm going to the chemist's some medicine.
A) Why / too buy B) Why / to buy C) When / two buy D) Where / buy
14. What your parents going to do when they retire?
A) is B) do C) are D) did
15. A: is Pittsburg Ohio?
B: About 500 kilometers.
A) How long / from B) How far / from C) How big / off D) How small / since
16. When your parents first meet?
A) did B) does C) do D) are
17. German is English in some ways, but it is more difficult English.
A) like / then B) as / that C) like / than D) like / like
18. What time Maria usually arrive at school?
A) does B) is C) do D) did
19. Nicola's to Liverpool his grandparents.
A) coming / visit B) to come/visit C) going to come / to visit D) coming / to visit
20. Look that picture. Isn't it beautiful?
A) on B) at C) in D) by

Продвинутый уровень

1. What have we got dinner?
A) at B) of C) for D) from
2. Our hotel is fifty meters the sea.
A) of B) in C) than D) from
3. What is the longest river the world?
A) at B) on C) in D) at

4. France is bigger England.
A) from B) on C) like D) than
5. I'm looking Jane. Do you know where she is?
A) about B) for C) at D) in
6. Can you buy me a bottle lemonade the shop?
A) of / at B) at / of C) from / at D) from / of
7. Maria is her sister in many ways.
They're both beautiful and intelligent.
A) from B) like C) of D) about
8. What did you do the weekend?
A) of B) in C) at D) for
9. Saturday night we went to a party.
A) In B) On C) At D) For
10. I going out, because it going to rain.
A) 'm not / is B) amn't / is B) isn't / am D) aren't / is
11. you going wash your car this afternoon?
A) Are / too B) Are / to C) 're / to D) Am / to
12. She going to the post office some stamps.
A) is / to buy B) is / for buying C) 's / for to buy D) * / buy
13. I'm home early next week.
A) go B) going for going C) going D) going to
14. What the weather in Las Vegas the day before yesterday.
A) were / like B) was/as C) is / like D) was/like
15. When your parents first meet?
A) did B) does C) do D) are
16. A: is Jim going to get married?
B: Next month.
A: is he going to marry?
B: His colleague.
A) What time / Who B) Who / Where C) When / Whom D) Where / *
17. A: What is the weather like tomorrow?
B: Sunny. we go on picnic?
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18. you have a dinner at this time every evening?
A) Did B) Do C) Does D) Are
19. German is English in some ways, but it is more difficult English.
A) like / then B) as / that C) like / than D) like / like
20. I going to wash it tonight.
A) do B) am C) are D) do

Пороговый уровень

1. was founded in Los Gatos , California on 1 April, 1976 by Steve Jobs,

Steve Woz-niak and Ronald Wayne.

A) Hewlett Packard B) Apple Computer C) Dell Inc. D) Lenovo

2. Roman mathematics had no .

A) thirteen B) thousand C) ten D) zero

3. The two official languages of Canada are .

A) German and English B) Spanish and French.

C) French and English D) Spanish and English

4. The idea that a man's voice could travel through a wire was considered something akin to witch-craft when it was first proposed, but by the time patented his "electric tele-graph" in March of 1876, it was not only a reality, but was to forever change the country.

A) Benjamin Franklin B) James Dean C) Alfred Nobel D) Alexander Bell

5. Millions of chemicals are released into the and end up in the soil.

A) public domain B) wild C) forest D) environment

6. There are sandwiches, but there any chips.

A) some / aren't B) any / aren't C) some / are D) any / are

7. A: Do you have any ?

B: No, I don't. But I have grammar books.

A) dictionary / any B) a dictionary / some C) dictionaries / some D) dictionaries / any

8. There is photo of teachers.

A) some / some B) a / some C) some / any D) any / some

9. How many are there in the cupboard.

A) glass B) of glasses C) a glass D) glasses

10. In our garden there is huge pine tree, and there are bushes.

A) a / a lot of B) an / many C) a / lot of D) * / many

11. Is there garden?

A) any B) * C) a D) some

12. There's open-fire in the living room?

A) a B) some C) an D) any

13. There are big cupboards in the kitchen.

A) a B) some C) any D) *

14. Are there trees and flowers in the garden?

A) a B) some C) any D) *

15. There's electric cooker.

A) an B) some C) any D) a

16. There are good restaurants nearby.

A) a B) any C) some D) *

17. Upstairs there's big bathroom.

A) some B) a C) an D) any

18. Does the cottage have dining room?

A) any B) an C) a D) some

19. The village of the Kingmore has post office and shop.

A) some / a B) some / any C) a / a D) an / a

20. Are there good beaches near the cottage?

A) any B) some C) a D) the

Продвинутый уровень

1. Memory is the capacity and recall new information.

A) to read B) to hold C) to divide D) to store

2. Although our components are of traditional , the way they are assembled is very innovative.

A) approach B) design C) discipline D) question

3. We discuss three papers that we believe are most to our research.

A) relevant B) successful C) particular D) redundant

4. The paper was extremely long and must be massively reduced in .

A) quality B) length C) memory D) value

5. I would like to see some concrete examples , the somewhat longwinded technical explanations that were not very clear.

A) because B) rather than C) that D) and

6. “ there any cups?”

“Yes, are.”

A) Are / there B) There / is C) This / is D) Is / this

7. “Is a television?”

“Yes, there .”

A) this / are B) there / is C) this / is D) that / is

8. There any flowers.

A) are B) is C) aren't D) isn't

9. It's the best home the world.

A) on B) in C) all D) at

10. The front door is the top of the steps.

A) on B) at C) in D) by

11. There a photo the television.

A) are / on B) is / in C) is / on D) are / in

12. There are two pictures the wall.

A) at B) on C) of D) in

13. The cinema is the left.

A) in B) at C) off D) on

14. there a table? Yes, there .

A) Are / are B) Is / is C) Are / is D) Is / are

15. There an armchair.

A) any B) is C) are D) some

16. “ there any photos?”

“No, there .”

A) Are / aren't B) Is / isn't C) Is / aren't D) Are/isn't

17. There magazines under the table.

A) is B) are C) some D) any

18. There a post box in front of the chemist's.

A) are B) is C) some D) any

19. How much are glasses?

A) this B) they C) these D) that

20. "Is book John's?"

"Yes, is."

A) these / it B) this / it C) it / it's D) that / its

4 семестр
Пороговый уровень

1. Liquids are generally identified in paint samples by evaluating the characteristic ratio

values of fatty acid amounts and comparing them reference samples.

A) on B) forward C) at D) with

2. probe can be heated in two different ways.

A) The B) A C) – D) An

3. This index was evaluated the correlation function.

A) to use B) being used C) using D) used

4. Several heavy metals to be carcinogenic compounds.

A) is known B) is knowing C) are known D) to be known

5. The salient results in the following.

A) will summarize B) are summarized C) are summarizing D) has summarized

6. We watching a good documentary BBC World now.

A) are / in B) am / on C) are / on D) is / in

7. I always credit card.

A) pay / by B) am paying / with C) 'm paying / by D) pay / with

8. you a girl fair hair?

A) Do / knowing / of B) Does / know / of C) Do / know / with D) Are / knowing / with

9. she got a dress white?

A) Does / in B) Has / on C) Have / in D) Has / in

10. is reading a letter bed now.

A) She / in B) I / in C) You / on D) He / at

11. A: What you ?

B: I'm a lecturer.

A) do / do B) are / do C) is / do D) do / doing

12. A: What she now?

B: I don't know.

A) does / do B) do / do C) is / doing D) is / do

13. A: are we ?

B: To the class.

A) When / going B) Where / go C) When / go D) Where / going

14. A: Oh no! It . We can't go out.
B: It always here in March.
A) is snowing / snows B) snows / 's snowing C) 's snow / snows D) snows / snows
15. I . Because it's my happiest day today.
A) jumping B) jump C) 'm jumping D) jumped
16. Benedit and Nina are only salads.
Because vegetarians don't meat.
A) eat / eat B) eating / eating C) eat / eating D) eating / eat
17. Sorry, I understand you. I speak Russian.
A) do / don't B) do / do C) don't / don't D) am / am
18. A: Why we to a park?
B: A good idea!
A) do / go B) don't / go C) aren't / going D) are / going
19. What you to know?
A) do / want B) are / wanting C) do / wanting D) are / want
20. A: she a problem now?
B: No. She how to solve.
A) Is / solve / doesn't / know B) Does / solve / isn't / knowing
C) Is / solving / doesn't / know D) Does / solving / doesn't / know

4 семестр

Продвинутый уровень

1. Those students to participate in the conference should contact Mr.Green.
A) wishing B) to wish C) to have wished D) wished
2. Professor Dopkin teaches the students he has a good level of English.
A) in spite B) and C) since D) that
3. In the future when the technology has improved , it _ possible to build a spaceship that can travel to distant planets.
A) may be B) mustn't have been C) need not be D) wasn't
4. You must know the difference a solid and a gas.
A) in B) on C) up D) between
5. It is well that tests of language skills are best carried out under situations under stress.
A) known B) depended C) obtained D) created
6. Can you translate this letter English Chinese me?
A) from / into / for B) into / from / for C) from / in / her D) for / from / in
7. We watched the program called Hard Talk CNN. Because we are interested politics.
A) in / to B) on / from C) on / in D) off / of
8. child playing in yard.
A) Who's / is / our B) Whose / is / our C) Whose / is / ours D) Whose / are / our
9. A: are you doing under the trees?
B: I'm my keys.

- A) What / looking off B) Whom / looking in C) When / looking up D) What / looking for
10. hair is blonder than .
- A) Her / yours B) Hers / yours C) Her / your D) Hers / your
11. is hiding behind
- A) Whose / my B) Who's / mine C) Who / my D) Whose / mine
12. I am English.
- A) study B) to study C) studying D) studied
13. She's jeans.
- A) wearing B) wear C) to wear D) wore
14. I am tennis this afternoon.
- A) play B) playing C) to play D) played
15. We are not outside.
- A) go B) went C) going D) to go
16. Where are you ?
- A) go B) going C) to go D) went
17. "Are you a good time?"
- "Yes, we ."
- A) having / are B) have / is C) having / do D) have / aren't
18. I from Switzerland.
- A) come B) coming C) to come D) came
19. Is my English better.
- A) gets B) get C) getting D) to get
20. Jane's her friend tonight.
- A) sees B) seeing C) see D) saw

Варианты социокультурного текста для чтения на зачете в 1 семестре

HERBERT GEORGE WELLS

A broken leg is not likely to start a boy on a career as a popular author, but it did so for young H.G. Wells. As he lay in bed he discovered a fascinating world of books.

Herbert George Wells was born in Bromley, in Kent, England. After grammar school he won a scholarship to the School of Science in London. Later he earned a Bachelor of Science degree with honors. He wanted to be a science teacher. Tuberculosis made this impossible, so he turned to writing.

From his science training he drew a long series of novels, including *The Time Machine* (1895), *The War of the Worlds* (1898), *The Island of Dr. Moreau* (1896), *The Invisible Man* (1897), *The First Men in the Moon* (1901). Some were reflecting his lower-middle-class background. Altogether, Wells wrote more than 100 books.

The failure of statesmen to secure a lasting peace after World War I impelled Wells into awakening mankind to the instability of the world order through his works. He also interviewed Joseph Stalin and Franklin D. Roosevelt in an attempt to resolve the conflict between Communism and capitalism.

Except for brief periods on the Riviera, Wells lived in London for most of his life. He was married twice and had two sons by his second wife. His older son, George, a scientist, worked with him and Julian Huxley on *The Science of Life*. Wells died on August 13, 1946.

THE ENGLISH LANGUAGE IS CHANGING

In general, it is becoming less formal. Some changes have taken place in grammar. Many educated people say less instead of fewer with countable nouns, for example – less people.

Over the past hundred years since linguists have been nothing pronunciation, certain sounds in the language have changed. The area where most change has taken place is that of vocabulary. Every year new words come into the English language. Some come from other countries, especially from North America, and some are created. These new words are linked with the society. For example, in the enterprise society there are yuppies that have a particular type of a life style. They live in big cities and are well-off. When they take their Pooches to the garage for a service they take care not to be ripped off by cowboys.

Many people today work with computers which gave us a lot of new words and expressions: to get to know a new machine you need hand-on experience. It's bad to have a bug in the system and even worse to have a computer virus. You must also be careful of hackers.

Everyone is trying to be green. We don't bin newspapers, we recycle them. We are also more careful about what we eat. We don't eat junk food, we look for organic and additive-free food, and some of us are veggies.

Варианты учебного текста для чтения, перевода и аннотации на экзамене во 2 семестре

Educational system in GB.

All British children must stay at school from the age of 5 until they are 16. Many of them stay longer and take final examination when they are 17 or 18. Before 1965 all children had to go through special intelligence tests. There were different types of state secondary schools and at the age of 11 children went to different schools in accordance of with the results of the tests.

State schools are divided into the following types:
- Grammar schools. Children who go to grammar schools are usually those who

show a preference for academic subjects, although many grammar schools now also have some technical courses.

- Technical schools. Some children go to technical schools. Most courses there are either commercial or technical.

- Modern schools. Boys and girls who are interested in working with their hands and learning in a practical way can go to a technical school and learn some trade.

- Comprehensive schools. These schools usually combine all types of secondary education. They have physics, chemistry, biology laboratories, machine workshops for metal and woodwork and also geography, history and art departments, commercial and domestic courses.

There are also many schools which the State doesn't control. They are private schools. They charge fees for educating children and many of them are boarding schools, at which pupils live during the term time.

After leaving school many young people go to colleges or further education. Those who become students at Colleges of Technology (called Techs") come from different schools at different ages between 15 and 17. The lectures at such colleges, each an hour long, start at 8,15 and end at 4,45 in the afternoon.

From the end of World War II the state in the United Kingdom provides a full range of free educational facilities. Those parents who send their children to private institutions, and could afford it, are free to do so.

At the age of 16 pupils take school-leaving examinations in several subjects at the Ordinary level. The exam used to be conducted by eight independent examining boards, most of them connected with the university. This examination could also be taken by candidates at a further education establishment. This exam was called the General Certificate of Education (GCE). Pupils of comprehensive school had taken the examination called the

THE AVERAGE ENGLISHMAN

All nationalities have their own specific features. The British are very reserved. They don't like to show their true emotions and feelings and boast of their knowledge, possessions or status. There is a saying "Don't complain, don't explain". They believe that open expression of feelings is a sign of bad manners. Since early childhood they are taught to control their emotions. Some foreigners find it difficult to communicate with English people because topics of communication are limited to weather, pets, ecology and royal family. It is not common to discuss private matters.

Politeness of English people became proverbial. People at bus stops stand in a line and don't rush to their seats. If you ask for a direction in the street, you will get detailed explanations.

The English are fond of traditions. Even the French have preferred not to translate the word “home”, but to recognize it as English in origin and spirit. Yet how do they treat “home”, which is, theoretically and traditionally regarded as the backbone of their country? First they remove their children from it by sending them to a boarding school almost as soon as they begin to walk. They are fond of French cuisine but they will never imitate it. English food in the restaurants is often boring, but in private homes cooking can be excellent.

The English are very ambitious. They are sure that England is the best country in the world. They work hard but like to relax too. The average Englishman has a hobby. It can be gardening, keeping a pet, repairing the home. Englishmen believe that only they are true pet lovers. Most of them are convinced that God is an Englishman and probably educated at Eton.

They like to travel and try to learn a lot of facts about the country they are visiting but they usually don't make friends with people from these countries.

They value independence, ability to reach a goal, good education, unselfishness, tact, persistence politeness and good manners.

***Варианты профессионально-ориентированного текста для чтения,
перевода и написания аннотации на зачете в 3 семестре***

Вариант 1

Physiology

The study of human physiology as a medical field originates in classical Greece, at the time of Hippocrates (late 5th century BC). Outside of Western tradition, early forms of physiology or anatomy can be reconstructed as having been present at around the same time in China¹ India and elsewhere. Hippocrates incorporated the theory of humorism, which consisted of four basic substances: earth, water, air and fire. Each substance is known for having a corresponding humor: black bile, phlegm, blood, and yellow bile, respectively. Hippocrates also noted some emotional connections to the four humors, on which Galen would later expand. The critical thinking of Aristotle and his emphasis on the relationship between structure and function marked the beginning of physiology in Ancient Greece. Like Hippocrates, Aristotle took to the humoral theory of disease, which also consisted of four primary qualities in life: hot, cold, wet and dry. Galen (c. 130–200 AD) was the first to use experiments to probe the functions of the body. Unlike Hippocrates, Galen argued that humoral imbalances can be located in specific organs, including the entire body. His modification of this theory better equipped doctors to make more precise diagnoses. Galen also played off of Hippocrates' idea that emotions were also tied to the humors, and added the notion of temperaments: sanguine corresponds with blood; phlegmatic is tied to phlegm; yellow bile is connected to choleric; and black bile corresponds with melancholy. Galen also saw the human body consisting of three connected systems: the brain and nerves, which are responsible for thoughts and sensations; the heart and arteries, which give life; and the liver and veins, which can be attributed to nutrition and growth. Galen was also the founder of experimental physiology. And for the next 1,400 years, Galenic physiology was a powerful and influential tool in medicine.

Jean Fernel (1497–1558), a French physician, introduced the term "physiology". Galen, Ibn al-Nafis, Michael Servetus, Realdo Colombo, Amato Lusitano and William Harvey, are credited as making important discoveries in the circulation of the blood. Santorio Santorio in 1610s was the

first to use a device to measure the pulse rate (the *pulsilogium*), and a thermoscope to measure temperature.

In 1791 Luigi Galvani described the role of electricity in nerves of dissected frogs. In 1811, César Julien Jean Legallois studied respiration in animal dissection and lesions and found the center of respiration in the medulla oblongata. In the same year, Charles Bell finished work on what would later become known as the Bell-Magendie law, which compared functional differences between dorsal and ventral roots of the spinal cord. In 1824, François Magendie described the sensory roots and produced the first evidence of the cerebellum's role in equilibration to complete the Bell-Magendie law.

In the 1820s, the French physiologist Henri Milne-Edwards introduced the notion of physiological division of labor, which allowed to "compare and study living things as if they were machines created by the industry of man." Inspired in the work of Adam Smith, Milne-Edwards wrote that the "body of all living beings, whether animal or plant, resembles a factory ... where the organs, comparable to workers, work incessantly to produce the phenomena that constitute the life of the individual." In more differentiated organisms, the functional labor could be apportioned between different instruments or systems (called by him as *appareils*).

In 1858, Joseph Lister studied the cause of blood coagulation and inflammation that resulted after previous injuries and surgical wounds. He later discovered and implemented antiseptics in the operating room, and as a result, decreased death rate from surgery by a substantial amount.

The Physiological Society was founded in London in 1876 as a dining club. The American Physiological Society (APS) is a nonprofit organization that was founded in 1887. The Society is, "devoted to fostering education, scientific research, and dissemination of information in the physiological sciences."

In 1891, Ivan Pavlov performed research on "conditional responses" that involved dogs' saliva production in response to a bell and visual stimuli.

In the 19th century, physiological knowledge began to accumulate at a rapid rate, in particular with the 1838 appearance of the Cell theory of Matthias Schleiden and Theodor Schwann. It radically stated that organisms are made up of units called cells. Claude Bernard's (1813–1878) further discoveries ultimately led to his concept of *milieu interieur* (internal environment), which would later be taken up and championed as "homeostasis" by American physiologist Walter B. Cannon in 1929. By homeostasis, Cannon meant "the maintenance of steady states in the body and the physiological processes through which they are regulated." In other words, the body's ability to regulate its internal environment. William Beaumont was the first American to utilize the practical application of physiology.

Nineteenth-century physiologists such as Michael Foster, Max Verworn, and Alfred Binet, based on Haeckel's ideas, elaborated what came to be called "general physiology", a unified science of life based on the cell actions, later renamed in the 20th century as cell biology.

Вариант 2

Cats and Bubonic Plague. During the 14-th century, a mysterious disease spread throughout Europe, killing millions of people. Doctors had no idea what the disease was or how it was spread. The terrifying illness took a toll on the society of the Middle Ages. People became very superstitious. One superstition was that cats were evil and were somehow responsible for the illness. This superstition led people to kill an estates 200,000 cats until there were few left. Little did they know that cats could have helped prevent the disease in several ways. One way that cats could have helped

stop the disease, called the bubonic plague, was by killing rats. Later, when doctors studied the illness, they determined that the bubonic plague was spread by fleas living on the bodies of rats. At the time, millions of rats roamed freely in the city streets. People did not take any measures to defend themselves from the seemingly harmless rats. Thus, they were easily infected. As rats came into contact with humans, the infected fleas migrated from the rat's bodies onto humans. Thousands of humans were quickly infected this way. Had there been more cats in the city, they could have reduced the number of rats and slowed the spread of the disease. Another way that cats could have prevented the bubonic plague was by keeping rats away from humans in the first place. In the modern studies, scientists have found the mere smell of a cat will keep rats away from a house. This is because rodents have a gene that tells them to be afraid of cats. When they smell a cat, they know that they are in danger. That means that even if the cat doesn't hunt it, the rat will avoid a household that keeps a cat. But without cats during the Middle Ages, rats commonly came into homes in the order to search for food. In the process, more people became infected with the bubonic plague.

***Варианты профессионально-ориентированного текста для чтения,
перевода и написания аннотации на экзамене в 4 семестре***

Gross anatomy

Gross anatomy is the study of anatomy at the visible or macroscopic level. The counterpart to gross anatomy is the field of histology, which studies microscopic anatomy. Gross anatomy of the human body or other animals seeks to understand the relationship between components of an organism in order to gain a greater appreciation of the roles of those components and their relationships in maintaining the functions of life. The study of gross anatomy can be performed on deceased organisms using dissection or on living organisms using medical imaging. Education in the gross anatomy of humans is included training of most health professionals.

Gross anatomy is studied using both invasive and noninvasive methods with the goal of obtaining information of the macroscopic structure and organization of organs and organ systems. Among the most common methods of study is dissection, in which the corpse of an animal or a human cadaver is surgically opened and its organs studied. Endoscopy, in which a video camera-equipped instrument is inserted through a small incision in the subject, may be used to explore the internal organs and other structures of living animals. The anatomy of the circulatory system in a living animal may be studied noninvasively via angiography, a technique in which blood vessels are visualized after being injected with an opaque dye. Other means of study include radiological techniques of imaging, such as X-ray and MRI.

Most health profession schools, such as medical, physician assistant, and dental schools, require that students complete a practical (dissection) course in gross human anatomy. Such courses aim to educate students in basic human anatomy and seek to establish anatomical landmarks that may later be used to aid medical diagnosis. Many schools provide students with cadavers for investigation by dissection, aided by dissection manuals, as well as cadaveric atlases (e.g. Netter's, Rothen's).

Working intimately with a cadaver during a gross anatomy course has been shown to capture the essence of the patient-provider relationship. However, the expense of maintaining cadaveric dissection facilities has limited the time and resources available for gross anatomy teaching in many medical schools, with some adopting alternative prosection-based or simulated teaching. This, coupled with decreasing time dedicated to gross anatomical courses within the growing greater medical school curriculum, has caused controversy surrounding the sufficiency of anatomical teaching with nearly half of newly qualified doctors believing they received insufficient anatomy teaching.

Medical schools have implemented on-screen anatomical lessons and tutorials to teach students surgical procedures. The use of technological visual aids and gross dissection are more effective together than either approach alone. Recently, online flashcards and quizzes have been used as well.

Genetic testing

Genetic testing is a scientific process that allows an individual to determine whether he is susceptible to particular types of diseases, or whether he is likely to pass on an inherited disease or trait. Genetic testing works by studying the individual's DNA; certain chromosomes can reveal important information about health and disease. The process is voluntary, and can be used for a range of different purposes.

One fairly common type of genetic testing is prenatal testing, in which a doctor will screen a fetus to see if it has a genetic or chromosomal disorder, such as Down's syndrome. Prenatal testing is common in mothers over 35, who are at higher risk of giving birth to children with mental disabilities. In some cases, the negative results of genetic testing done on the fetus will influence the parents to terminate the pregnancy.

Another form of genetic testing is common in newborn babies. Newborn screening can identify conditions that are likely to affect young children, many of which can be dangerous if left untreated. Throughout the United States, there are several genetic screening tests that must be done on every newborn.

For adults, one of the most frequent types of testing is carrier testing, in which tests reveal whether a genetic disease will occur. For some diseases, like Huntington's

Disease, a test can show with absolute certainty whether or not the individual will get it. These tests are commonly performed on people who have a family history of a particular genetic disease or disorder.

In one type of genetic testing, pre-implantation testing, parents can take control over the fetus' genetic structure. In this process, several embryos are implanted through in-vitro fertilization. After the eggs have begun to develop, a doctor can sample their genetic material to determine which ones are susceptible to specific genetic problems or diseases. Only the embryo or embryos without the genetic condition will then be implanted into the mother's uterus.

Genetic testing can be a fairly expensive procedure, although some forms are not overly expensive. In general, most tests range in price from \$100 to \$2,000 US Dollars. Some procedures are very easy to perform, where the patient merely gives a sample of hair, blood, skin, or other body tissues. Newborn screening is done by taking a small blood sample from the baby. Generally, the testing is not a particularly invasive or painful procedure.

Список тем для беседы на зачёте

1 семестр

1. Иностранный (английский) язык в современном мире.
2. Человек и общество.
3. Семейные ценности в современном мире.
4. География и краткая история Великобритании и США.
5. Жизнь в городе.
6. Искусство в России и за рубежом.

3 семестр

1. История развития медицины. Основные этапы становления науки.
2. Анатомия.
3. Физиология.
4. Гистология.
5. Классификация болезней.

Список тем для экзамена

2 семестр

1. Система образования в России, Великобритании и США.
2. Мир профессий и карьера.
3. Информационные технологии в жизни молодежи.
4. Проблемы экологии.
5. Спорт и здоровый образ жизни.
6. Путешествия и транспорт.

4 семестр

1. История развития медицины. Основные этапы становления науки.
2. Анатомия.
3. Физиология.
4. Гистология.
5. Классификация болезней.
6. Психиатрия.
7. Изобретения в области медицины.
8. Выдающиеся ученые медики.

Тематика проектной деятельности

1 семестр

1. Национальный флаг Великобритании Union Jack.
2. Национальная одежда Шотландцев.
3. Символика разных частей Великобритании.
4. Особенности английской кухни.
5. Британский национальный характер и особенности менталитета.
6. Английский юмор. Monty Python – творческий союз ветеранов британской комедии и сатиры
7. Озёрный край и поэты-романтики “Озёрной школы”.
8. Золотой век Елизаветы I.
9. Творчество Уильяма Шекспира. Театр Глобус.
10. Поэзия Роберта Бёрнса.
11. Театры Лондона.
12. Дворцы и резиденции Королевы Великобритании.
13. Британский парламент и роль монарха.

2 семестр

1. Английская живопись и её представители.
2. Австралия – столица, экономика, достопримечательности.
3. Ливерпуль – родина The Beatles (краткая история группы, музей The Beatles).
4. Нью-Йорк – “Большое яблоко”.
5. Транспорт в Лондоне (the Tube, a double-decker bus).
6. Генрих VIII и судьба его жен.
7. Мадам Тюссо и ее музей.
8. Новая Зеландия (краткий обзор страны, столица, население).
9. Индейцы – коренные американцы (история, жизнь в резервации).
10. Маргарет Тэтчер – железная леди Великобритании.
11. Королева Виктория и ее эпоха.
12. Уинстон Черчилль – краткая биография, роль в жизни Великобритании.

13. Бостонское чаепитие – как чай повлиял на взаимоотношения Англии и Америки.

3 семестр

1. История развития медицины. Основные этапы становления науки.
2. Медицина Древнего Китая, Древней Индии.
3. Гистология, физиология.

4 семестр

1. Изобретения в области медицины.
2. Выдающиеся ученые медики.

ФРАЗЫ-КЛИШЕ ДЛЯ СОСТАВЛЕНИЯ АННОТАЦИЙ ТЕКСТОВ, ПРЕДСТАВЛЕНИЯ И ОБСУЖДЕНИЯ ТЕМ

1. INTRODUCING A POINT

By way of introduction, (let me give you the background of the issue in question.)

В качестве вступления, (позвольте мне представить вам историю / подоплёку, исходные данные / вопроса, о котором пойдёт речь.)

I'd like to draw your attention to the fact that ... Я бы хотел обратить ваше внимание на тот факт, что ...

My report concerns / is concerned with ... / Мой доклад касается ...

My report deals with ... Мой доклад имеет дело с ...

My report dwells upon ... Мой доклад подробно останавливается на ...

My report looks into ... Мой доклад анализирует / рассматривает / ...

My report touches upon ... Мой доклад затрагивает ...

The facts are briefly these: ... Факты, вкратце, таковы: ...

The point in question (is) ... Проблема, о которой идет речь (это) ...

The question / The point / at issue is ... Вопрос / проблема / состоит в том, что ...

There is something I'd like to tell you. Я бы хотел вам кое-что рассказать.

There is something I want you to know. Я хочу, чтобы вы кое-что (у)знали.

The subject matter of my report is ... Тема / предмет / моего доклада, это ...

This is how the story goes: ... / The story goes like this: ...

События (в рассказе) происходят следующим образом: ...

/ Дело обстоит (было) так: ...

To start with, ... / To begin with, ... / To start the ball rolling, ...

Для начала, ... / Начнём с того, что ...

We kick off with ... Начнём с ...

Without further / much /(any) more / ado, I would like to introduce my topic.

Без долгих разговоров, я бы хотел представить мою тему.

2. EXPRESSING ONE'S PERSONAL OPINION

I believe / guess / think / suppose / take it /, (that) ... Я полагаю, что ...

If you ask me, ... Если вы хотите знать моё мнение, ...

In my opinion ... По моему мнению ...

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

It's my belief, (that) ... Я полагаю, что ...

To my mind, ... In my (point of) view, ...

По-моему, ... С моей точки зрения, ...

3. STATING SOMETHING AS A FACT

As everyone knows, ... Как все знают, ...

It goes without saying (that) ... Само собой разумеется, что ... / Не стоит и говорить, что ...

It is common knowledge that ... Общеизвестно, что ...

It is universally acknowledged / recognized / that ... Всеми признано, что ...

Let's face the fact (that) ... / Let's face it ...

Давайте посмотрим в лицо тому факту, (что) ...

There is no denying that ... Нельзя отрицать, что ...

There is no doubting that ... Несомненно, что ...

This is as true of (smb / smth) as of (smb / smth else). Это можно сказать как о (ком-л. / чём-л.), так и о (ком-л. / чём-л. ещё).

4. EXPRESSING AGREEMENT

Absolutely! / By all means! / Exactly! Конечно! / Точно!

(But) of course! (Ну) конечно!

I couldn't agree with you more! Я согласен с вами полностью!

I'm of the same opinion! Я того же мнения!

Indeed! В самом деле! / Действительно!

I (quite) agree! Я (вполне) согласен!

It has something to do with (smth).

Это имеет какое-то отношение к (чему-л.)

It stands to reason! В этом есть здравый смысл! Вполне разумно!

No doubt about it! It's beyond all doubt! Вне всякого сомнения!

Quite so! Совершенно верно!

That's right! / That's it! / That's the idea! / Верно! / Вот именно!

There's no doubt about it! В этом нет никакого сомнения!

This is as true as I stand here! Это так же истинно, как то, что я здесь стою!

This is where we coincide (in opinion). В этом наши мнения совпадают.

You're right, to a certain extent / degree.

Вы правы, в известной мере. / в какой-то степени. /

You have hit the nail on the head! Вы попали в точку!

You've got a point there! / That's a point! В этом (вашем доводе) что-то есть!

You've got hold of the right end of the stick! У вас правильный подход!

5. EXPRESSING DISAGREEMENT

I am afraid you have missed the point! Боюсь, вы упустили главное / суть! /

I am inclined to hold a different view!

Я склонен по-другому смотреть на это!

I beg to differ! Позвольте с вами не согласиться!

I can hardly agree with that! Я едва ли могу согласиться с этим!

I can't help disagreeing with you! / I can't help but disagree with you!

Не могу с вами согласиться!

I disagree / differ / (with you) on this point!

Я не согласен (с вами) по этому вопросу!

I doubt it! I'm doubtful about it! I have my / some / doubts about that!

Я сомневаюсь по этому поводу!

I hate to say it but I'm of a (slightly) different opinion about all this!

Мне неприятно это говорить, но я (несколько) другого мнения относительно всего этого!

It has nothing to do with it! / It's neither here nor there! Это здесь не причём!

It's a moot point! Это спорный вопрос!

Just the other way (a)round! Как раз наоборот!

..., not at all. / ..., not by a long chalk / shot /! ..., вовсе нет!

On the contrary, ... Наоборот, ...

That is something where we differ in opinion!

Это то, где мы расходимся во мнениях!

That's not entirely true! Это не совсем верно!

This is a different kettle of fish altogether! Здесь вообще речь не об этом!

This is where we (seem to) differ! (Похоже,) в этом мы с вами не совпадаем!

(I'm afraid) you fail to see my point / to get my meaning /, I'm bound to say /!

(Боюсь,) вы не понимаете мою мысль, / смысл моих слов / вынужден сказать /!

You are all abroad (as to / with / this point).

Вы далеки от истины (в этом вопросе).

You are badly /sadly / mistaken! Вы глубоко заблуждаетесь!

You are clearly under (a) misapprehension (as to this issue)!

Вы явно находитесь в заблуждении (относительно этого вопроса)!

You are labouring under a delusion / a mistake / a misapprehension!

Вы находитесь во власти иллюзий!

You seem to be in the dark about it! Похоже, вам это темно представляется!

You don't seem to know chalk from cheese!

Похоже, вы не разбираетесь в простых вещах!

You've got hold of the wrong end of the stick! У вас неверный подход!

6. EXPRESSING THE PROS & CONS

At first sight, ... На первый взгляд, ...

Contrariwise, ... И наоборот / с другой стороны /, ...

On second thought(s), ... По зрелом размышлении ...
 For all (this), there is also (that). Несмотря на всё (это), также имеет место и (то).
 On the one hand, ... on the other hand, С одной стороны, ... , с другой стороны,
 There are two sides to this question / issue / problem / point. У этого вопроса две стороны.
 There is an argument against ... Есть довод против ...
 There is an argument in favour of ... Есть довод в пользу / за / ...
 While admitting that ... , one should never / we shouldn't / forget that ...
 Допуская, что ... , не следует также и забывать, что ...

7. CONJUNCTIVE AND PARENTHETICAL WORDS & EXPRESSIONS

According to Согласно ... / По словам ...
 As a matter of fact, ... На самом деле, ...
 As far as I know, ... / As far as I can judge ... Насколько я знаю, ...
 Насколько я могу судить, ...
 As far as this matter / aspect / is concerned, ...
 Что касается этого дела / аспекта / , ...
 As to / for / ... Что касается ... / Что до ...
 By and large, ... Вообще говоря, ... / В общем и целом, ...
 By the by, ... By the way, ... Между прочим, ...
 Er, how shall I put it, ... Ээ, как бы это сказать ...
 I am far from saying (that) ... / Far be it from me to say (that) ...
 Я вовсе не хочу сказать, что ...
 If I may sidetrack you for a minute, ... Позвольте мне несколько отвлечься от темы, ...
 If you know what I mean. Если вы понимаете, что я имею в виду.
 I lay special stress / emphasis / on the fact that ...
 Я особо подчеркиваю, что ...
 In any case, ... В любом случае, / как бы там ни было, ...
 In a sense, / In a way, ... В некотором смысле / В некотором отношении ...
 I state it emphatically (that) ... Я заявляю решительно, что ...
 It would be an exaggeration to say (that) ...
 Было бы преувеличением утверждать, что ...
 I would like to stress the fact that ... Я бы хотел подчеркнуть тот факт, что ...
 I wouldn't like to beat about the bush. Я бы не хотел ходить вокруг да около.
 Just the other way around, ... Как раз наоборот ...
 Let me put it another way! Позвольте мне выразиться по-другому.
 Not to stray from the point, ... (Чтобы) не отклоняться от темы, ...
 Roughly speaking, ... Грубо говоря, ...
 So, ... / Now, ... / Right, ... / Still, ... Итак, ...
 Strange / Funny / as it may seem, ... ; Strangely / Funnily / enough, ...
 Как ни странно / ни смешно / , ...

Каким бы странным /забавным / это ни могло показаться, ...
The thing / point / is (that) ... Дело в том, что ...
To all intents and purposes, ... Фактически / по существу, ...
To keep to the point, ... (Чтобы) придерживаться темы, ...
To put it mildly, ... Мягко выражаясь, ...
Very well then, ... Ну, что ж(е), ...
Well, ... Ну, ...
You follow me, don't you? Вы следите за моей мыслью, не правда ли?
You get my meaning, don't you? Вы понимаете меня, не так ли?
You get the picture, don't you? У вас «вырисовывается картина», не так ли?

8. QUESTION-INTRODUCING PHRASES

Questions introduced by such phrases are considered indirect (reported), which makes the question part rendered in the direct word order.

Can / can't / could / couldn't / you tell me ... Не могли бы вы мне сказать ...?
Do you (happen to) know? Вы (случайно) не знаете ...?
How come ... Как так получилось / вышло / , что ... ?
I wish I knew ... Хотелось бы знать ...
I wonder / I was just wondering + (a reported special question).
I wonder if / whether / + (a reported general question).
Интересно / хотелось бы знать / ...
May I ask you ... ? Могу я у вас спросить ...?
Will / won't / would / wouldn't / you (kindly) tell me ... ?
(Будьте любезны,) вы мне не скажите ...?
Will / won't / would / wouldn't / you be so kind as / kind enough / to explain me ...?
Вы не будете так любезны, чтобы объяснить мне ...?
(A Question Word) + do you think + (the rest of the question)?
e.g. Where do you think the Impressionists' movement originates from?
– Как вы думаете, откуда берёт своё начало движение Импрессионистов?

9. DRAWING CONCLUSIONS & GIVING A SUMMARY

All in all, ... В общем, ...
All of it / the matter / boils down to this: ... / to the following: ...
Всё это / Дело / сводится к следующему ...
All of it can / may / be reduced to ... Всё это можно свести к ...
All things considered, ... Принимая всё во внимание, ...
By and large, ... В общем и целом, ...
In a nutshell, ... В двух словах, ...
In conclusion, ... В заключении, ...
In the long run, ... В конечном счёте, ...
It follows from all the above that ... Из всего вышесказанного следует, что ...
Last but not least, ...
Последнее (по порядку), но не менее важное (по значению), ...

On the whole, ... В целом, ...
That's about all there is to it! Вот и всё, что можно сказать об этом!
The gist of my argument is ... / Суть моего довода, в том что ...
The long and the short of it, ... / To cut the long story short, ... /
To cut it short, ... Короче говоря, ...
(And) that's that! Так-то вот! / Такие вот дела!
The obvious conclusion seems to be (that) ...
Похоже, что очевидный вывод в том, что ...
To put / putting / the whole matter in a nutshell, ...
Если выразить всё это в двух словах, ...
To sum it up, ... / Summing it up, ... Подводя итог, ... / Подытоживая, ...
What seems to be the truth is ... Похоже, является истиной то, что ...
To wind it up, ... Закругляясь, ...

СТРУКТУРА ДЕЛОВОГО ПИСЬМА

<p>Sector 17 Vashi New Bombay</p> <p>The Manager Modern Restaurant Sector 23 Vashi</p> <p>6 July 2010</p> <p>Dear Sir / Madam,</p> <p>I am writing to complain about a meal we had in your restaurant yesterday.</p> <p>We had booked a table for six but when we arrived there were no free tables and we had to wait for more than 45 minutes to sit down.</p> <p>From a menu of 12 dishes, only four were available and their quality was poor. The fish, in particular, tasted awful and the waiter was rude when we told him about this.</p> <p>We have eaten in your restaurant several times in the past but this is the first time we have received such bad treatment. I am not asking for a refund but I would like you to improve the quality of your dishes and service.</p> <p>Yours faithfully</p> <p>(Handwritten signature)</p> <p>Ravi Menon</p>

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

В рамках освоения дисциплины предусмотрены: лексико-грамматические упражнения, тестирование, защита проекта, подготовка делового письма

Максимальное количество баллов, которое может набрать обучающийся в течение 1, 3 семестров за различные виды работ – 80 баллов, в течение 2, 4 семестров за различные виды работ – 70 баллов. Итоговая оценка знаний студентов по изучаемой дисциплине оценивается в 100 баллов.

Промежуточная аттестация проводится в форме зачета на 1 и 3 семестре и в форме экзамена на 2 и 4 семестре. Максимальное число баллов, которые выставляются студенту по итогам экзамена, равняется 30 баллам, а по итогам зачета – 20 баллам.

В 1 семестре зачет проводится в следующих формах:

1. Чтение и перевод фрагмента текста социокультурной направленности, понимание которого проверяется в форме беседы по содержанию.
2. Беседа по одной из пройденных тем (устная монологическая речь)

Во 2 семестре экзамен проводится в следующих формах:

1. Чтение и перевод фрагмента текста социокультурной направленности, понимание которого проверяется в форме беседы по содержанию.
2. Письменная аннотация (письменная речь) текста социокультурной тематики.
3. Беседа по одной из пройденных тем (устная монологическая речь).

В 3 семестре зачет проводится в следующих формах:

1. Чтение и написание аннотации (письменная речь) к тексту профессиональной тематики.
2. Устное монологическое высказывание на одну из изученных тем (устная монологическая речь).

В 4 семестре экзамен проводится в следующих формах:

1. Чтение и беседа по тексту социокультурной направленности.
2. Написание аннотации (письменная речь) по тексту профессионально-ориентированной направленности.
3. Беседа по одной из пройденных тем (устная монологическая речь).

Шкалы оценивания на промежуточной аттестации

Шкала оценивания работа с социокультурным или профессионально-ориентированным текстом

Показатели	Баллы
Полное понимание текста, его точный перевод (допускаются незначительные стилистические ошибки 1–4). Грамотный ответ на вопросы, демонстрирующий полное понимание.	8-10
Письменный перевод текста с незначительными ошибками и замечаниями, передача основного содержания с незначительными ошибками, не искажающими смысл прочитанного текста (допускаются незначительные ошибки, исправляемые при дополнительных вопросах экзаменаторов).	5-7
Неполный или неточный перевод текста, (5–7 стилистических и грамматических ошибок). Частичное понимание текста, неточные ответы на вопросы.	3-4

Неправильный перевод текста или выполнение менее 70% текста, большое количество ошибок. Ответы на вопросы неверны.	0-2
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Шкала оценивания беседы (устной монологической речи)

Показатели	Баллы
Коммуникативная задача не решена. Высказывание сводится к отдельным словам и словосочетаниям.	1
Коммуникативная задача не решена. В высказывании отсутствуют логика и связность. Используемые языковые и речевые средства не соответствуют ситуации / теме / проблеме. Объем высказывания значительно ниже программных требований. Речь очень медленная, со значительным количеством пауз. Допущено значительное количество ошибок, препятствующих коммуникации.	2
Коммуникативная задача решена частично. В высказывании отсутствуют логика и последовательность изложения. Оно носит незавершенный характер. Используемые языковые и речевые средства часто не соответствуют ситуации / теме / проблеме. Объем высказывания значительно ниже программных требований. Речь не беглая, со значительным количеством пауз. Компенсаторные умения не используются. Допущено значительное количество произносительных, лексических и грамматических ошибок, затрудняющих коммуникацию.	3
Коммуникативная задача решена частично. В высказывании значительно нарушена логика и последовательность изложения. Оно носит незавершенный характер, отсутствует вывод. Используемые языковые и речевые средства не всегда соответствуют ситуации / теме / проблеме. Объем высказывания ниже программных требований. Речь не беглая, со значительным количеством пауз. Компенсаторные умения не используются. Допущен ряд произносительных и лексических ошибок и значительное количество грамматических ошибок, затрудняющих коммуникацию.	4
Коммуникативная задача решена не полностью. В высказывании значительно нарушены логика и последовательность изложения. Отсутствует вывод, не выражено свое отношение к обсуждаемой теме / проблеме. Используемые языковые и речевые средства не всегда соответствуют ситуации / теме / проблеме, они недостаточно разнообразны. Объем высказывания ниже программных требований. Речь недостаточно беглая. Компенсаторные умения не используются. Допущен ряд произносительных, лексических и грамматических ошибок, частично влияющих на процесс коммуникации.	5
Коммуникативная задача в основном решена. Высказывание носит завершенный характер, но имеются нарушения логики и последовательности изложения. Отсутствует вывод, не выражено свое отношение к обсуждаемой теме / проблеме. Используемые языковые и речевые средства не всегда соответствуют ситуации / теме / проблеме, они недостаточно разнообразны. Используемые связующие элементы не всегда адекватны решаемой задаче. Объем высказывания несколько ниже программных требований. Речь недостаточно беглая. Компенсаторные умения используются недостаточно. Допущен ряд произносительных, лексических и грамматических ошибок, частично влияющих на процесс коммуникации.	6

Коммуникативная задача решена относительно полно. Высказывание носит завершённый характер, но имеются незначительные нарушения логики и последовательности. Отсутствует вывод, есть затруднения в выражении своего отношения к обсуждаемой теме / проблеме. Используемые языковые и речевые средства в основном соответствуют ситуации / теме / проблеме, но их разнообразие ограничено. Используемые связующие элементы в основном адекватны решаемой задаче. Объем высказывания соответствует программным требованиям. Речь достаточно беглая. В случае затруднений используются компенсаторные умения. Допущены отдельные произносительные, лексические и грамматические ошибки.	7
Коммуникативная задача решена относительно полно. Высказывание носит завершённый характер, построено логично и связно. Есть затруднения в выражении своего отношения к обсуждаемой теме / проблеме. Используемые языковые и речевые средства соответствуют ситуации / теме / проблеме и варьируются в пределах изученного материала. Используемые связующие элементы в основном адекватны. Объем высказывания соответствует программным требованиям. Речь беглая. В случае затруднений используются компенсаторные умения. Допущены отдельные произносительные, лексические и грамматические ошибки, не препятствующие коммуникации.	8
Коммуникативная задача решена полностью. Высказывание построено логично и связно и имеет завершённый характер. Выражено свое отношение к обсуждаемой теме / проблеме. Используемые языковые и речевые средства соответствуют ситуации / теме / проблеме и варьируются в пределах изученного материала. Используются адекватные связующие элементы. Объем высказывания соответствует программным требованиям. Речь беглая. В случае необходимости используются компенсаторные умения. Допущены единичные произносительные и грамматические ошибки, не препятствующие коммуникации.	9
Коммуникативная задача решена полностью. Высказывание построено логично, связно и имеет завершённый характер. Выражено свое отношение к обсуждаемой теме / проблеме. Используемые языковые и речевые средства соответствуют ситуации / теме / проблеме и варьируются в пределах изученного материала. Используются адекватные связующие элементы. Объем высказывания соответствует программным требованиям. Речь беглая. Допущены единичные произносительные ошибки, не препятствующие коммуникации	10

Шкала оценивания письменной речи (аннотация)

Показатели	Баллы
Аннотация отражает полностью содержание текста. Структура четкая, отражает логическое деление текста. Используются речевые клише. Грамматические и пунктуационные ошибки отсутствуют.	7-10
Аннотация не совсем точно передает содержание текста. Структура аннотации не достаточно верно передает логическое членение текста. Присутствуют незначительные грамматические и пунктуационные ошибки (2-4).	3-6
Аннотация частично передает содержание текста. Структура аннотации не соответствует логике построения текста. Речевые клише использованы неуместно, присутствуют грамматические и пунктуационные ошибки.	0-2

Итоговая шкала выставления оценки по дисциплине

Итоговая оценка по дисциплине выставляется преподавателем с учетом набранных баллов в процессе освоения дисциплины, а также баллов, набранных на промежуточной аттестации.

Уровни оценивания	Баллы
оценка «зачтено»	41-100
оценка «не зачтено»	0-40

Уровни оценивания	Баллы
оценка «отлично»	81-100
оценка «хорошо»	61-80
оценка «удовлетворительно»	41-60
оценка «неудовлетворительно»	0-40