

**АНПОО «Колледж международного туризма, экономики и права»**



**УТВЕРЖДАЮ**

Директор колледжа

Онуфриенко А.Ф.

«01.02» 2023 г.

**КОНТРОЛЬНО-ОЦЕНОЧНЫЕ СРЕДСТВА  
УЧЕБНОЙ ДИСЦИПЛИНЫ  
«ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ  
ДЕЯТЕЛЬНОСТИ»**

**Специальность**

**09.02.07 Информационные системы и программирование  
(код и наименование специальности)**

**Форма обучения**

Очная

**Улан-Удэ**

**2023**

## **1. Общие положения**

Комплект контрольно – оценочных средств (КОС) предназначен для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины - ОГСЭ.04 Иностранный язык в профессиональной деятельности.

КОС включает контрольные материалы для проведения текущего контроля и промежуточной аттестации в форме дифференцированного зачета.

КОС разработаны на основании положений:

- ФГОС СПО от 12.05.2014 года;
- основной профессиональной образовательной программы по специальности/профессии 09.02.07 «Информационные системы и программирование»;
- рабочей программы учебной дисциплины ОГСЭ.04 Иностранный язык в профессиональной деятельности.

Контрольно-оценочные средства является неотъемлемой частью рабочей программы.

Данный фонд оценочных средств включает:

- а) фонд текущей аттестации:
  - комплект тестовых заданий;
  - тематика рефератов (презентаций);
- б) фонд промежуточной аттестации:
  - вопросы к зачету/экзамену.

Текущая аттестация по дисциплине проводится преподавателем на основе оценивания фактических результатов обучения студентов.

Объектами оценивания выступают:

- ответы на семинарах, уроках;
- тестирование;
- степень усвоения теоретических знаний;
- уровень овладения практическими умениями и навыками по всем видам учебной работы;
- результаты самостоятельной работы.

В рамках промежуточной аттестации оцениваются знания, практические умения и навыки, полученных в ходе изучения дисциплины, с учетом результатов выполнения практических заданий, тестирования и промежуточной аттестации.

## **2. Перечень компетенций с указанием этапов их формирования в**

## **процессе освоения образовательной программы**

### **Результаты освоения учебной дисциплины**

В результате изучения дисциплины обучающийся должен знать/понимать:

- значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения;
- языковой материал: идиоматические выражения, оценочную лексику, единицы речевого этикета, и обслуживающие ситуации общения в рамках изучаемых тем; — новые значения изученных глагольных форм (видовременных, неличных), средства и способы выражения модальности; условия, предположения, причины, следствия, побуждения к действию;
- лингвострановедческую, страноведческую и социокультурную информацию, расширенную за счет новой тематики и проблематики речевого общения;
- тексты, построенные на языковом материале повседневного и профессионального общения, в том числе инструкции и нормативные документы по профессиям НПО и специальностям СПО;

В результате изучения дисциплины обучающийся должен уметь:

Говорение:

- вести диалог (диалог–расспрос, диалог–обмен мнениями/суждениями, диалог–побуждение к действию, этикетный диалог и их комбинации) в ситуациях официального и неофициального общения в бытовой, социокультурной и учебно-трудовой сферах, используя аргументацию, эмоционально-оценочные средства;
- рассказывать, рассуждать в связи с изученной тематикой, проблематикой прочитанных/прослушанных текстов; описывать события, излагать факты, делать сообщения;
- создавать словесный социокультурный портрет своей страны и страны/стран изучаемого языка на основе разнообразной страноведческой и культуроведческой информации;

Аудирование:

- понимать относительно полно (общий смысл) высказывания на изучаемом иностранном языке в различных ситуациях общения;
- понимать основное содержание аутентичных аудио- или видеотекстов познавательного характера на темы, предлагаемые в рамках курса, выборочно извлекать из них необходимую информацию;
- оценивать важность/новизну информации, определять свое отношение к ней:

Чтение:

- читать аутентичные тексты разных стилей (публицистические, художественные, научно-популярные и технические), используя основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое) в зависимости от коммуникативной задачи;

Письменная речь

- описывать явления, события, излагать факты в письме личного и делового

характера;

– заполнять различные виды анкет, сообщать сведения о себе в форме, принятой в стране/странах изучаемого языка;

— использовать приобретенные знания и умения в практической и профессиональной деятельности, повседневной жизни.

### **Оценка освоения учебной дисциплины**

#### **Формы контроля и оценивания элементов учебной дисциплины**

<b>Элемент учебной дисциплины</b>	<b>Формы контроля и оценивания</b>		
	<b>Текущий контроль</b>	<b>Тематический контроль</b>	<b>Итоговый контроль</b>
Тема 1. Система образования в России и за рубежом	Самостоятельная работа, устный опрос, тест		
Тема 2. Различные виды искусств. Мое хобби.	Самостоятельная работа, устный опрос, тест	Контрольная работа	
Тема 3. Здоровье и спорт	Самостоятельная работа, устный опрос, тест		
Тема 4. Путешествие. Поездка за границу.	Самостоятельная работа, устный опрос, тест		
Тема 5. Моя будущая профессия, карьера	Самостоятельная работа, устный опрос, тест		
Тема 6. Компьютеры и их функции	Самостоятельная работа, устный опрос, тест	Контрольная работа	
Тема 7. Подготовка к трудоустройству.	Самостоятельная работа, устный опрос, тест		
Тема 8. Правила телефонных переговоров	Самостоятельная работа, устный опрос, тест		
Тема 9. Официальная и неофициальная переписка.	Самостоятельная работа, устный опрос, тест	Контрольная работа	
			<b>Дифф. зачет</b>

## Типы заданий для текущего контроля и критерии оценки

Предметом оценки освоения дисциплины являются умения, знания, общие компетенции, способность применять их в практической деятельности и повседневной жизни.

№	Тип задания (вид)	Проверяемые знания и умения	Критерии оценки
1	Устные ответы	Проверка понимания и усвоения пройденной темы.	Устные ответы на вопросы должны соответствовать критериям оценивания устных ответов.
2	Подготовка докладов, рефератов, презентаций, творческих работ, написание эссе, защита проектов	Проверка степени усвоения учебного материала (объем), умение ориентироваться в материале, умение полно и аргументировано отвечать на дополнительные вопросы, излагать материал логически последовательно, делать самостоятельные выводы, умозаключения, демонстрировать кругозор, использовать материал из дополнительных источников, интернет ресурсы.	Соответствие содержания работы, заявленной теме, правилам оформления работы. Оригинальность и логичность построения работы, общее впечатление об оформлении презентации, элементы творчества и оригинальность замысла, отсутствие грамматических ошибок. Сообщение носит исследовательский характер. Речь характеризуется эмоциональной выразительностью, четкой дикцией, стилистической и орфоэпической грамотностью. Использует наглядный
3	Участие в олимпиадах	Уровень знаний по иностранному языку, и уровень интеллектуального развития, сформированность соответствующих компетенций.	Полученный диплом: участник, лауреат, победитель
4	зачет	Проверка объема и качества усвоенного лексического и грамматического материалов. Проверка понимания письменной речи, умения понять и перевести текст с английского языка на русский.	<p>Оценка «Зачтено» ставится:</p> <ul style="list-style-type: none"> <li>— прочно усвоен предусмотренный программный материал;</li> <li>— представлен правильный, аргументированный ответ на все вопросы, с приведением примеров;</li> <li>— выполнение практического задания без ошибок.</li> </ul> <p>Обязательным условием выставленной оценки является правильная речь в умеренном темпе.</p> <p>Дополнительным условием получения оценки «зачтено» могут стать хорошие успехи при выполнении самостоятельных и контрольных работ, систематическая активная работа на семинарских занятиях, успешное участие в олимпиадах, конкурсных работах.</p> <p>Оценка «не зачтено»: Выставляется студенту, если:</p>

— не справился с 50% вопросов и

			заданий билета, в ответах на другие вопросы допустил существенные ошибки. Не может ответить на дополнительные вопросы, предложенные преподавателем. Нет целостных и систематизированных знаний по пройденной программе. Оценивается качество устной и письменной речи, как и при выставлении
5	Экзамен	<p>Проверка объема и качества усвоенного лексического и грамматического материалов.</p> <p>Проверка понимания письменной речи, умения понять и перевести текст с английского языка на русский.</p>	<p>положительной оценки. Оценка «Зачтено» ставится:</p> <ul style="list-style-type: none"> <li>— прочно усвоен предусмотренный программный материал;</li> <li>— представлен правильный, аргументированный ответ на все вопросы, с приведением примеров;</li> <li>— выполнение практического задания без ошибок.</li> </ul> <p>Обязательным условием выставленной оценки является правильная речь в умеренном темпе.</p> <p>Дополнительным условием получения оценки «зачтено» могут стать хорошие успехи при выполнении самостоятельных и контрольных работ, систематическая активная работа на семинарских занятиях, успешное участие в олимпиадах, конкурсных работах.</p> <p>Оценка «не зачтено»:</p> <p>Выставляется студенту, если:</p> <ul style="list-style-type: none"> <li>— не справился с 50% вопросов и заданий билета, в ответах на другие вопросы допустил существенные ошибки. Не может ответить на дополнительные вопросы, предложенные преподавателем.</li> </ul> <p>Нет целостных и систематизированных знаний по пройденной программе. Оценивается качество устной и письменной речи, как и при выставлении положительной оценки.</p>

### 3.2. Типовые задания для оценки усвоения учебной дисциплины.

#### 3. 2. 1. Теоретические вопросы и практические задания для проведения промежуточной аттестации (зачеты и экзамену по ОГСЭ.04 Иностранный язык в профессиональной деятельности)

1. **Время Present Simple** (Что означает? Когда используется? Как образуется вопросительное, отрицательное, утвердительное предложения? Привести примеры.)
2. **Время Present Continuous** (Что означает? Когда используется? Как образуется вопросительное, отрицательное, утвердительное предложения? Привести примеры.)
3. **Время Present Perfect** (Что означает? Когда используется? Как образуется вопросительное, отрицательное, утвердительное предложения? Привести примеры. Какие наречия часто используются с этим временем?)
4. **Время Past Simple** (Что означает? Когда используется? Как образуется вопросительное, отрицательное, утвердительное предложения? Привести примеры.)
5. Сравните времена **Past Simple** и **Present Perfect**.
6. **Время Past Continuous** (Что означает? Когда используется? Как образуется вопросительное, отрицательное, утвердительное предложения? Привести примеры.)
7. Способы выражения будущего времени. Какие способы передачи будущего времени вы знаете? Приведите примеры.
8. **Время Past Perfect** (Что означает? Когда используется? Как образуется вопросительное, отрицательное, утвердительное предложения? Привести примеры.)
9. Примеры использования конструкций **be used to** и **get used to**.
10. **Время Future Simple** (Что означает? Когда используется? Как образуется вопросительное, отрицательное, утвердительное предложения? Привести примеры.)
11. **Время Future Continuous** (Что означает? Когда используется? Как образуется вопросительное, отрицательное, утвердительное предложения? Привести примеры.)
12. **Время Future Perfect** (Что означает? Когда используется? Как образуется вопросительное, отрицательное, утвердительное предложения? Привести примеры.)
13. **Время Present Perfect Continuous** (Что означает? Когда используется? Как образуется вопросительное, отрицательное, утвердительное предложения? Привести примеры.)
14. Сравнение **Passive** и **Active voice** (В чем отличие активного и пассивного залогов. Приведите примеры этих залогов в разных временах).
15. Способы выражения будущего времени. Привести примеры.

16. Прилагательные, оканчивающиеся на **—ing, —ed**. Есть ли разница при переводе на русский язык?
17. Модальные глаголы **can, could, be able to**
18. Модальные глаголы **have to, must**
19. Модальные глаголы **must, mustn't, need**
20. Местоимения **each, every**
21. Возвратные и относительные местоимения
22. Степени сравнения прилагательных и наречий. Сравнительные обороты
23. Типы условных предложений (Какие типы условных предложений вы знаете? Приведите примеры.)
24. Предложения с **wish**
25. **Страдательный залог** в Present Simple. (Как строится вопросительное, утвердительное, отрицательное предложения в страдательном залоге?) Придумайте 5 предложений.
26. **Страдательный залог** в Past Simple. (Как строится вопросительное, утвердительное, отрицательное предложения в страдательном залоге?) Придумайте 5 предложений.
27. **Артикли** (Используются ли артикли с названиями стран, морей, рек, океанов? Какие? Приведите примеры. Используются ли артикли с исчисляемыми и неисчисляемыми существительными? Какие? Приведите примеры.
28. Количественные слова **a lot of, plenty of, much, a little, little, many, a few, few**. Что эти слова означают? Как используются? Приведите примеры.
29. Прилагательные, оканчивающиеся на **—ing, —ed**. Есть ли разница при переводе на русский язык?
30. **Герундий и инфинитив**. В чем разница? Когда используется? Приведите 5 примеров предложений с герундием и 5 с инфинитивной конструкцией.
31. **Сравнительная и превосходная степени сравнения прилагательных**. Как строится сравнительная и превосходная степень у односложных, двусложных и многосложных прилагательных? Какие есть исключения? Какие сравнительные союзы и конструкции вы знаете? Приведите примеры.
32. **Специальные вопросы**. В чем их отличие от **общих вопросов**? Каков порядок слов в специальных вопросах? Какой требуется ответ на специальный вопрос, а какой на общий? Приведите несколько примеров.
33. **Конструкция used to**. Что передает эта конструкция? Приведите примеры ее использования.
34. Типы условных предложений.
35. Согласование времен.
36. Прямая и косвенная речь.



## **SUCCESS STORY OF BILL GATES**



Picture 1

I wrote my first program for a computer when I was thirteen years old. A program tells a computer to do something. My program told the computer to play a game. This computer was very big and very slow. It didn't even have a computer screen. But I thought it was wonderful. I was just a kid, but the computer did everything I told it to do. And even today, that's what I love about computers. When I write a good program, it always works perfectly, every time.

The computer was our toy. We grew up with it. And when we grew up, we brought our toy with us. Now the computer is in our homes and in our offices. It has changed our lives and it is changing them again, because now the computers are coming together to make a new system. In this system, computers all over the world are beginning to work together. Our computers will be our telephones, our post office, our library, and our banks. When we talk about this new system, we call it the Internet. This book will try to answer questions about the future of the Internet - what it will be like, and how we will use it. Sometimes when we talk about the future of the Internet, we call it the "Information Highway." The Information Highway, when it comes, is going to bring new ways of doing things. New ways are strange, and sometimes people worry about them, but they are also exciting. I'm very happy that I will be a part of this strange new time. I've felt this happiness and excitement before. After I wrote that first program at the age of thirteen, my friend Paul Allen and I spent a lot of time using computers. Back then computers were very expensive. It cost forty dollars an hour to use one. We made some of our money during the summers, when we worked for computer companies. My friend Paul knew a lot more about the machines than I did. I was more interested in the programs. But I learned from him. One day in 1972, when I was sixteen and he was nineteen, he showed me something that he was reading. It was about a company called Intel that had a new microprocessor chip. A microprocessor chip is the part of the computer that thinks. This new one wasn't very smart, but we wanted to see if we could write a program for it. In the end, we made a program for it, but we

didn't make much money from it. The next microprocessor from Intel came out in the spring of 1974. It was much smarter than the earlier one. When we read about it, I told Paul that the days of the big computers were finished. The Altair was a microcomputer (a small computer) with the new Intel microprocessor chip. When we saw that, we thought "Oh no! People are going to write real programs for this chip!" I was sure of this, and I wanted to be part of it. It took us five weeks of hard work, but in the end we did it. We had a program for the Altair and we had something more. We had the world's first company that wrote programs for microcomputers. In time we named it "Microsoft." Starting a company isn't easy. Sometimes it means that you can't do other things that you like. I loved college. I liked having conversations and sharing ideas with so many smart people. But I knew that I had to choose. That spring, Paul decided to leave his job and I decided to leave college. I was nineteen years old.

***Exercise 1. Insert the verb in the right tense form (The Present Perfect tense or the Past Simple Tense.***

1) I (to write) my first program for a computer when I (to be) thirteen years old. 2) It (to change) our lives and it is changing them again, because now the computers are coming together to make a new system. 3) I'm very happy that I will be a part of this strange new time. I (to feel) this happiness and excitement before. 4) One day in 1972, when I (to be) sixteen and he was nineteen, he (to show) me something that he was reading. 5) After I (to write) that first program at the age of thirteen, my friend Paul Allen and I (to spend) a lot of time using computers. 6) The first computer on which Bill Gates (to work) (to be) very big and very slow. It (not have) a computer screen.\* 7) After I (to write) that first program at the age of thirteen, my friend Paul Allen and I (to spend) a lot of time using computers. 8) When Bill Gates (to study), he loved college. He (to like) having conversations and sharing ideas with so many smart people. 9) The next microprocessor from Intel (to come out) in the spring of 1974. 10) The computer (to be) our toy. We (to grow up) with it. And when we (to grow up), we (to bring) our toy with us. ***Exercise***

***2. Insert to, the, a, up, per, than, in, on, that.***

1) My program told the computer \_\_\_\_ play \_\_\_\_ game 2) It didn't even have \_\_\_\_ computer screen. But I thought it was wonderful 3) We grew \_\_\_\_ with it. 4) It cost forty dollars \_\_\_\_ hour to use one. 5) It was much smarter \_\_\_\_ the earlier one. 6) \_\_\_\_ the end, we made \_\_\_\_ program for it, but we didn't make much money \_\_\_\_ it. 7) My friend Paul knew a lot more about the machines \_\_\_\_ I did. 8) But I knew \_\_\_\_ I had \_\_\_\_ choose. 9) When we talk about this new system, we call it \_\_\_\_ Internet. 10) Sometimes when we talk about \_\_\_\_ future of \_\_\_\_ Internet, we call it \_\_\_\_ "Information Highway."

***Exercise 3. Cover the text. Insert the correct word.***

- 1) The first computers were very big and very slow. They didn't even have \_\_\_\_\_. 2) Sometimes when we talk about the future of \_\_\_\_\_, we call it the "Information Highway."
- 3) One day in 1972, when I was sixteen and he was nineteen, he showed me something that he

was reading. It was about a company called Intel that had a new \_\_\_\_\_. 4)  
The Altair was a \_\_\_\_\_ (a small computer) with the new Intel microprocessor chip.

## *Текст №2*



### **Too Much Information on the Internet**

One of the problems that people think of when they hear about the future of the Internet is "Too much information." They think that the Internet will be a mountain of data, and that the mountain will fall on them. But "too much information" is not a new problem, and it's not a problem that we only have with computers. Think about books for a minute. When you go to a library, do you worry about reading all the books there? No, of course not. You know what you are interested in. You know what you want to read. And the library system helps you find it. The Internet has filters. A filter helps you choose the information you want. Tomorrow's filters will be better than today's- If you are interested in football, your computer will show you the winners of the football games first when you ask it about sports. Of course, you'll have to tell it things first. The filter will work better if it knows more about you. Today's computers are like first-day workers. You have to give careful orders about everything. And these computers will always be first-day workers. They cannot learn from you.

A filter that knows a lot about you can learn. It will remember what you're good at. It will remember what you like and don't like. And it will try to help you in other ways. Because filters will learn, they will also change. When a filter becomes very smart, we call it an "agent." It will even have a voice. Some people don't like the idea of talking to a computer. "It's too strange," they say. But we talk to machines already. When your car or your computer doesn't work, you shout at it. We shout at things all the time. Now, instead of shouting, we will be able to talk. But most of this won't happen for several years. Building the future Internet - the Information Highway - will be a big job. The system will have to work with many different kinds of computers and other information machines, too. And it will be expensive to build. But building it has begun already. The Internet is a group of computers that share information. The Internet is already here, and it is the most important new idea in the computer business since the personal computer. The Internet uses the telephone systems. When I send you a message, it goes from my computer to the telephone, and then from there to my Internet company. Then my company sends it to your Internet company, and your company sends it to you. The Internet is a wonderful system but it has some problems. One of the most serious problems is hackers, people who know a lot about computers and use this to get into other people's computer systems. On November 2, 1988, thousands of computers using the Internet began to slow down. Many of them just stopped-Companies lost work hours and money. The reason for the trouble was a program that a hacker put into the system several months before. But most of the time, the Internet works smoothly. Millions of people are using it today, and they are happy with it. Another change for the Internet is coming, too. Soon you will see movies on your television or on your computer screen because you chose them. These movies will come from cable television companies. Cable television and telephone companies will fight to get you as a customer for the things they offer:

movies, banking, shopping, etc. The personal computer has helped people in many ways. The Internet will do more; it will open the doors to most of the world's information.

***Exercise 1. State whether these statements are true or false (T, F)***

- 1) One of the problems that people think of when they hear about the future of the Internet is "Too little information.
- 2) The Internet has filters. A filter helps you to avoid contaminated sites and files.
- 3) The Internet uses the telephone systems.
- 4) Not so many people are using the Internet today.
- 5) The Internet rarely works smoothly.

***Текст №3***

**The World of Business**



We are leaving the world of paper documents, and because of this, business is changing. The personal computer has already changed how we work, and now that computers are talking to each other business will change even more. The possibilities are exciting, but people have to remember that a computer is only a tool. It can help you with many of your problems, but those problems won't disappear just because you have a computer. When I was a kid, computers were big machines and only big businesses used them. The computers were part of the reason that these businesses did better than the small ones who used paper and pencil. But today, personal computers have changed all that. Businesses of all sizes use them, and they help their users to do more work. Today, people in business share information by sending messages and letters, by talking on the telephone and by meeting people from other companies around a table. All of this costs time and money. At Microsoft, we began to use electronic mail, letters that travel through computers, in the early 1980s. E-mail, as everyone calls it, took the place of paper. E-mail is easy to use and goes from computer to computer immediately. At Microsoft, anyone in the company can send me messages by e-mail. The e-mail messages at Microsoft are usually a sentence or two. The reader gets the information that he needs but it doesn't take as long as a telephone conversation. In the future, email will get better, changing in ways we haven't thought about yet.

Telephones will also get better. You will still hear the other person, but you will also see them, if the other person wants you to. Or you will be able to show other pictures through the same system. People in business will "meet" without leaving their offices. I'm sure you've already seen people using this sort of communication on news shows on television. People in different countries talk together about the same thing, while a reporter in another place asks them questions. Businesses will find this system useful because it works better than telephone conversations, and it will be cheaper and quicker than bringing people together from around the country or around the world. There is another part of work that is already changing. In the United States, millions of people work without going to an office every day. They do their jobs at home by using computers, e-mail and fax machines. When you work somewhere and then send your work to another place, you are telecommuting. The people who do this are telecommuters, and more and more people will be telecommuting in the future, using the Internet. For this new system of telecommuting to work better businesses will have to find a new way of thinking about

work time. When you are in an office, the company pays you for every hour that you are there. When you are telecommuting from your home, there will be times when you are looking after the baby or doing other things. When this happens, telecommuters will tell their computer, and the computer will tell the office that they are not working at this time. A lot of companies will become smaller, using telecommuters only when they need them. Big is not always better in business. Many telecommuters will work for more than one company. They will put their work schedules into the computer, and other businesses will know when they are free to work for them. Telecommuting will change our lives in many ways. Many of today's problems are problems of the city, of too many people living in the same place because they can find work there. Of course, there are good things, too, about living in the city. There is more to see and do and the hospitals and schools are bigger and sometimes better. But when people choose to live in the city, they live with the bad so that they can have the good. Over time, as the Internet brings your work to your home, it will also bring many of the other good things from the city with it: college lessons, city tours, or conversations with doctors at hospital far away. It is possible that when this happens, people will begin to leave the city. It seems strange, but this will possibly help the cities, too. If one person out of ten leaves the city, the city will have more money to spend on the other nine people.

***Exercise 1. State whether the statements are true or false.***

- 1) When Bill Gates was a kid, computers were big machines and only big businesses used them.
- 2) First E- mails appeared in the early 70s
- 3) To read and to write an E- mail takes more time than a telephone call
- 4) Telecommuting makes it impossible to work for two companies at one and the same time
- 5) Today meetings around the table do not take part in big companies

***Текст №4***

**Steve Jobs, the Immediate Case Study**

**12 By Nancy Koehn October 14, 2011**

1. In all kinds of places this past week — from Twitter feeds to boardrooms — people discussed Steve Jobs's career at Apple as a kind of informal but very important case study. This is not surprising, given his contributions to technology and the lasting impact he'll have on the way we communicate. On the other hand, given the currency of Jobs and Apple's achievements, this is quite rare. John Rockefeller, IBM's Thomas Watson Sr., and many others have been recognized for their skills as strategists and organizational builders, but we didn't use them as case studies — at business schools or in conversation — until decades and decades after their deaths. 2. Last week, almost every major business magazine put Jobs on its cover and filled pages with praise for the entrepreneur's bold vision and uncanny ability to understand what customers wanted. Some also noted how Jobs was able to "connect the dots" across his career, applying learning from one experience to another (For example, Jobs created the iPod, which, in turn, helped power the iPhone and iPad, by using what he had learned at his first stint at Apple and at NeXT computer). In all this history making, however, we risk forgetting that not every product Jobs

touched turned to gold. In the early 1980s, the Apple Lisa and Macintosh were disappointments for both the company and its co-founder. As a result, Apple's board tried to limit Jobs from launching any more expensive and experimental products. After a scuffle with Apple's then CEO, John Sculley, Jobs left the company and launched NeXT, a competitor to Apple that never came close to taking off. And at Pixar, which Jobs bought in the mid 1980s, it was more than a decade before Toy Story made the company a smashing success. 3. So why, given Jobs's bright but imperfect track record, are we holding him and his company up as such important role models so soon? Perhaps it's today's bleak economic landscape — a financial meltdown and protestors at the doors of Wall Street — that draw us so strongly to Jobs. Given the public's largely cynical opinions of the corporate world, Jobs stood out as a businessman we could look up to. 4. Yes, we are impressed with how Jobs steered Apple toward market leadership and a series of financial home runs these past ten years. But we are even more touched by the larger purpose behind all that Jobs did. He set out to change the world through his products. As he said more than 15 years ago, the revolution in information distribution was all about creating opportunity by helping individuals do things “that only large groups of people with lots of money could do before. ... (W)e have much more opportunity for people to get to the marketplace — not just the marketplace of commerce but the marketplace of ideas. The marketplace of publications, the marketplace of public policy. You name it.” If we think about the role of smart phones in the Arab Spring or the Occupy Wall Street protests, we see just how right Jobs was. This is deep, lasting impact. And as we know, Jobs chased this purpose with unflagging passion, occasional harshness, and extraordinary persistence. 5. This is how ultimately Jobs will be remembered: as an entrepreneur who dreamed things that never were and asked “why not?” Future historians are likely to compare him to Henry Ford or Alexander Graham Bell, individuals whose visions expanded both our sense of individual freedom and our connections with each another, and who expanded our own sense of possibility and, indirectly, motivated us to do better, harder, perhaps more important things than we could have done without their insights and products. 6. Steve Jobs's death begs the question: who is next? Perhaps it will be a while before we see another entrepreneur as iconic. What's certain is that Jobs has already secured his role in the greater history of American business.

***Exercise 1. Scan the article for the following phrases and say who or what they refer to.***

1. made the company a smashing success
2. deep, lasting impact.
3. bold vision and uncanny ability to understand what customers wanted
4. applying learning from one experience to another
5. strategists and organizational builders
6. disappointments for both the company and its co-founder
7. iconic
8. individuals whose visions expanded both our sense of individual freedom and our connections with each another
9. a competitor to Apple that never came close to taking off

### ***КОНТРОЛЬНЫЕ ЗАДАНИЯ***

## **КОНТРОЛЬНАЯ РАБОТА № 1**

### **ВАРИАНТ 1**

**1. Выберите правильный ответ в соответствии с видовременной формой глагола.**

**Переведите предложения на русский язык.**

1.1 Fat ... our meals palatable and satisfying.

- a) are making
- b) makes
- c) had made

1.2 Milk ... to above 170 °C to kill bacteria.

- a) has been heated
- b) was heating
- c) will heat

1.3 One ... well to understand the composition and structure of fats.

- a) did
- b) has been doing
- c) will do

1.4 Butter churning ... by the Celtic tribes long before the Romans came to know this process.

- a) had been known
- b) knows
- c) is knowing

1.5 The world's first cheeses ... by chance

- a) manufactured
- b) have been manufactured
- c) is manufacturing

**2. Выберите и переведите на русский язык предложения, содержащие герундий**

2.1 Some fats and oils are important sources of vitamins A, D, E and K.

2.2 A lot of compounds essential for the living organism and known as the sterols are being derived from the fats.

2.3 On heating any animal fluid or tissue extract, an insoluble substance obtained as a precipitate.

2.4 Lard has excellent softening power.

2.5 The chances of sweating might be minimized by packing the nuts in bags.

**3. Выберите и переведите на русский язык предложения, содержащие причастие II.**

3.1 The solid fats find a ready market.

3.2 Solid fats in enormous amounts are now made from the less useful liquid fats.

3.3 Compound is the name given to a mixture of animal fats and vegetable oils.

3.4 Liquid fats find extensive use as salad oils and for deep-fat frying.

3.5 After emulsification, the mixture is chilled and the margarine separated, washed and salted.

**4. Читайте и устно и переведите текст**

### **Preparing fats and oils for use.**

More than 60% of the fats and oils in our diet occur in the food we eat. Meat, fish, eggs, dairy products, fruits, nuts, and vegetables all contain fat or oil. But for many purposes - for example, cooking - pure fat or oil is needed. For these purposes the fat or oil must be extracted from its source and processed. Extraction. There are three methods of extracting fats and oils from animal tissues and from vegetables. They are rendering, pressing, and solvent extraction.

Rendering is used chiefly to obtain fats from animal tissues. A simple form of rendering, which can be seen at home, is the heating of a piece of suet in a skillet to obtain fat for frying. In industry the fatty tissue is heated in a large tank. The tissue may be heated directly. In this case it is called dry rendering. Or the tissue may be heated by passing steam through it. This is called steam rendering. Pressing. Pressing is used mainly in extracting fats and oils from seeds (such as cotton seeds) and fruit pulp (such as olives). Animal tissues also may be pressed after rendering, to extract any fat or oil that may be left before pressing, shells are removed from seeds, and the seeds and fruit pulp are crushed. Then presses squeeze out the oil. But only a few fats or oils are obtained by simply pressing the crushed seeds or pulp, which is called cold pressing. Usually, the amount of fat or oil that can be obtained is increased by first heating, or cooking, the seeds or pulp. This is called hot pressing.

The material that remains after pressing is called cake. It is usually rich in proteins and is used for animal feed.

Solvent extraction. Solvent extraction is another method of obtaining oil from vegetable seeds. It is used widely to extract oil from cottonseeds and soybeans. In this method a chemical solvent dissolves the oil and removes it from the material. The solvent then is evaporated, leaving the pure oil.

#### **5. Выберите правильный ответ.**

##### ***Тест по тексту.***

5.1 For what purposes fat or oil must be extracted from its source and processed?

- a) for many purposes
- b) for cooking
- c) for eating

5.2 What are three methods of extracting fats and oils from animal tissues and from vegetables?

- a) rendering, pressing and solvent extraction
- b) cooking, eating, pressing
- c) frying, cooking, rendering

5.3 What is the simple form of rendering at home?

- a) the fatty tissue is heated in a large tank
- b) the heating of a piece of suet in a skillet to obtain fat for frying
- c) by passing steam through the tissue

5.4 Where is pressing?

- a) in extracting fats and oils from seeds and fruit pulp
- b) in cooking
- c) in rendering

5.5 What is the solvent extraction?

- a) a pressing
- b) a rendering



c) a method of obtaining oil from vegetable seeds

### **КОНТРОЛЬНАЯ РАБОТА № 1**

#### **ВАРИАНТ 2**

**1. Выберите правильный ответ в соответствии с видовременной формой глагола и залога. Переведите предложения на русский язык.**

1.1 Milk had been heated to a definite temperature in a pasteurizer and ... at this temperature from some time.

- a) is held b)  
was held
- c) have held

1.2 The use of low temperature for meat cookery ... other advantages.

- a) has
- b) had been
- c) is having

1.3 The use of butter in cookery considerably... in the last 15 years.

- a) will decrease
- b) is decreased
- c) has decreased

1.4 Almost any substance containing sulphur ... with silver to form the troublesome tarnish.

- a) was reacting
- b) will react
- c) has reacted

1.5 Jellies ... from fruit juices only.

- a) will be making
- b) are made
- c) had been making

**2. Выберите и переведите на русский язык предложения, содержащие герундий**

2.1 The United Nations, working through its various agencies, has programs to assist countries that with these problems.

2.2 The Chinese are very clever in making a lot from a little.

2.3 During the middle ages, travelers could find meats as well as lodging at inns and taverns.

2.4 By varying the foods from meal and day to day, one may include all the essential foods.

2.5 The people do not approve of milk drinking.

**3. Выберите и переведите на русский язык предложения, содержащие причастие II.**

3.1 The condensed milk is to be packed in bulk or in cans.

3.2 Fat is known to increase the food value of the product.

3.3 Tissue building is fairly constant in the adult.

3.4 A good balance between fat, sugar, and protein is to be desired.

3.5 Excessive sugar ferments in the stomach cause distress from gas.

#### **4. Прочитайте и устно переведите текст**

##### **Nutrition**

Nutrition is all the ways in which any living thing takes in food and uses it for growth and energy. Food substances necessary for life are called nutrients.

Your body - eyes, ears, heart, legs, arms, brain, everything - is made up of billion of cells, and very single one of these myriad cells can grow and function well only if it is supplied with the correct nutrients. The cells perform all function necessary for living, like breathing and eating. They make, possible everything you do, from sleeping to swimming. Furthermore, the cells produce new cells and repair old ones.

Food provides the materials for all these complex processes. Food also supplies other needs. It has to satisfy the eyes, the taste and the appetite. No wonder nutrition is important!

For hundreds of years even, the experts knew very little about food, but in the first 60 years of the 20th-century Vast strides have been made. Nutritionists have learned that there are some 50 nutrients necessary for good health, and that some of these can event prevent diseases that once were devastating such as scurvy, rickets, bribery, and pellagra. When there is enough food are people eat wisely, they are healthier than ever before. But eating wisely does not mean gorging and becoming fat. It means eating a variety of foods and not too much, so that one maintains a proper weight.

Unfortunately, for half the world's people good nutrition is not yet possible. Millions of people in Asia, Africa, in South America are sick, stunted, are dying from lack of food.

Recently more nutritious types of wheat corn, and rice have been developed. Greater use of fertilizers and crop rotation has also helped to provide more food for the undernourished people of the world.

Good nutrition means getting enough of the necessary nutrients. With a little information about the various groups of nutrients, everyone can learn how to choose a well-balanced diet that promotes health and well-being.

#### **5. Выберите правильный ответ.**

##### ***Тест по тексту.***

5.1 What are nutrients?

- a) food substances necessary for life b)
- your body, eyes, ears, heart and etc. c)
- The cells

5.2 What other needs does food also supply?

- a) they make possible everything
- b) produce new cells and cells repair old ones
- c) It has to satisfy the eyes, the taste, and the appetite

5.3 When are people healthier?

- a) in the first 60 years of the 20-th century
- b) when there is enough food
- c) when nutrients have learned

5.4 Why are millions of people in Asia, Africa, in south America sick and dying?

- a) because of good food
- b) from lack of food
- c) from use of fertilizers

5.5 What does good nutrition mean?

- a) getting enough of the necessary nutrients
- b) a well balanced diet
- c) a little information about the various groups of nutrients

## **КОНТРОЛЬНАЯ РАБОТА № 2**

### **ВАРИАНТ 1**

**1. Выберите правильный ответ в соответствии с видовременной формой глагола и залога. Переведите предложения на русский язык.**

1.1 The delay of our goods ... by transportation

- a) will cause
- b) is causing
- c) was caused

1.2 A list ... you unnecessary buying and trips to the market

- a) will save
- b) has saved
- c) is saved

1.3 In the United States some meats by the United States Department of Agriculture

- a) will grade
- b) are graded
- c) had graded

1.4 Times ... since the housewife in crinolines slipped her market basket over her arm and set out for her daily food supply

- a) have changed
- b) had been changing
- c) will be changed

1.5 Modern supermarkets with electronic devices, such as magic eye doors now

- a) had equipped
- b) are equipped
- c) are equipping

**2. Выберите и переведите на русский язык предложения, содержащие герундий**

2.1 We must insist on receiving payment for January

2.2 Steps are being taken immediately to avoid such mistakes in future

2.3 With careful meal planning and marketing, you can save money, time and work

2.4 Wise shopping means buying the best quality of food in the amount you need at the lowest available price

2.5 Before going to market, plan your meals for the next few days

**3. Выберите и переведите на русский язык предложения, содержащие причастие II.**

3.1 Four containers in the consignment were found to be damaged.

3.2 Low prices do not always mean the best bargains.

3.3 The prepared canned and frozen foods and cake cookie, and biscuit mixed generally cost than same foods prepared at home.

3.4 A table tells you everything you need to know about the product.

3.5 Higher prices hamburger is often a better value.

#### **4. Прочитайте и устно переведите текст**

##### **Selling**

Modern industrial societies depend on a large steady output of goods. As soon as goods are produced, they are consumed (used up) by the public, and new goods are produced. For such a system to work, the consumers must keep buying the goods that the manufacturers turn out. In other words, the goods must be sold to the public. By persuading people to buy; the salesman plays an important part in keeping factories busy.

Thousands of years ago people did not need salesman. Men and women made their own goods and exchanged them for the good their neighbors made. Or they sold their wares at village marketplace. But as small communities grew into towns and cities, trade began to flourish between cities and then between countries.

Caravans and ships carried good far and wide over land and sea. Since the craftsmen could not always travel with their goods, they needed merchants who could sell the wares to strangers. It was then that selling as an occupation was born.

However. The merchant did not have high standing in the community. There were several reasons for this. Selling was still a new occupation, and people did not know what to think of it. There were as yet no rules or laws governing the activities of salesman and some merchants may have taken advantage of their customers. But in fact the merchants were often strangers was probably more important. This frightened people and eventually made them suspicious of the merchants occupation.

Even the great Greek philosopher Aristotle had less respect the merchants than for farmers of craftsmen. Aristotle feared that making money would play too great a part in the life of the merchants.

This attitude persisted for a long time. In early medieval times in Europe, selling for profit was considered sinful by the Church. But gradually people recognized that trade and commerce stimulate the general growth of a country.

And before the Middle Ages had come to an end, selling had developed into an honorable occupation.

Today about one in every five employed persons in the US either is a salesman or work for a company that specializes in selling.

#### **5. Выберите правильный ответ.**

##### ***Тест по тексту.***

5.1 What part does the salesman play in keeping factories busy?

- a) important
- b) unimportant
- c) leading

5.2 When people didn't need salesman?

- a) yesterday
- b) some years ago

c) thousand of years ago

5.3 When trade did begin to flourish between cities and the countries?

- a) men and women exchanged their goods
- b) the wares were sold at village marketplace
- c) as small communities grew into towns and cities

5.4 What did Aristotle fear?

- a) merchants were often strangers
- b) making money would play too great a part in the live of the merchants
- c) respecting the merchants

5.5 What did people recognize?

- a) trade and commerce stimulated the general growth of a country
- b) selling had developed into an honorable
- c) one in every give in the use is a salesman

## ***КОНТРОЛЬНАЯ РАБОТА № 2***

### ***ВАРИАНТ 2***

**I. Выберите правильный ответ, обращая внимание на особенности модальных глаголов и их эквивалентов. Переведите предложения на русский язык:**

1.1. Before beginning an experiment one ... carefully read all the instructions.

- a) are able to
- b) were allowed to
- c) should

1.2. You ... check a fuel level in the car tomorrow.

- a) are able to
- b) will have to
- c) were to

1.3. They ... easily define the properties of this material.

- a) will be able to
- b) shall have to
- c) is to

1.4. You ... use this instrument for measuring gas pressure.

- a) is able to
- b) ought to
- c) may

1.5. The scientist ... analyse the results of the test.

- a) have to
- b) is to
- c) ought to

1.6. We ... say that the discovery of atomic energy is as important as the discovery of fire.

- a) are to
- b) will be able to
- c) should

1.7. The machine tool which ... perform turning is called the lathe.

- a) is to
- b) might
- c) are able to

**II. Выберите правильный ответ, обращая внимание на видовременную форму и залог сказуемого и переведите предложения на русский язык:**

2.1. In present day organic chemistry new compounds ... daily.

- a) are synthesized
- b) have been synthesized
- c) are being synthesized

2.2. Much time ... since the day when the first TV station began to operate.

- a) has passed
- b) are passing
- c) will pass

2.3. Now solar energy and its usage ... by a lot of research groups.

- a) will be studied
- b) are being studied
- c) were studied

2.4. An interesting phenomenon in the field of aerodynamic effects ... by Russian scientists last year.

- a) are being discovered
- b) will be discovered c)
- was discovered

2.5. Some new flexible lines ... at our plant lately.

- a) have been worked out
- b) are worked out
- c) will be worked out

2.6. At 8 o'clock tomorrow we ... for a very important experiment.

- a) will be preparing
- b) shall be preparing
- c) shall prepare

2.7. Great deposits of coal ... in our region this year.

- a) have been discovered
- b) had been discovered
- c) will be discovered

**III. Прочитайте и устно переведите текст, затем выполните тест по тексту:**

***The Microwave Oven***

The first microwave oven was very big and heavy. At first, it was used exclusively in restaurants, railroad cars and ocean liners — places where large quantities of food had to be cooked quickly. In fact, it took decades after the invention of the microwave oven for it to be refined to a point where it would be useful to the average consumer.

A large increase in the use of microwave ovens has created a greater need for effective product design for microwave heating which ensures microbiological safety while maintaining product quality.

During conventional heating methods, the primary mechanism of heat transfer is either conduction or convection, depending of the nature of the food. In the microwave foods heat from the generation of heat within the food itself, not from the conduction of heat energy from hot air to the outer layer of the cooler product.

Microwaves penetrate the food and transfer their energy to dipolar or ionic molecules, which are present in all foods. The greater the concentration of dipolar molecules within particular areas in a food product, the faster that area of the product will heat. Some of this heat energy is transferred to cooler areas by conduction or convection, so helping the heating of other cooler areas, i.e. those areas which are less receptive to microwave heating.

The penetration depth of microwave energy depends on how rapidly the microwave energy is absorbed by the food product. If most of the energy is transferred to molecules at the surface of the product, the penetration will be shallow, with the bulk of the food heating mainly by convection or conduction.

### ***ТЕСТ ПО ТЕКСТУ***

***Выберите правильный ответ и переведите предложения на русский язык:***

3.1. At first the microwave oven was used in places where ....

- a) there were no gas stoves
- b) fast food had to be cooked
- c) large quantities of food had to be cooked quickly

3.2. In the microwave foods heat from ... .

- a) the generation of heat within the food itself
- b) the conduction of heat energy from hot air
- c) the conduction of heat energy from the outer layer of the cooler product

3.3. Microwaves penetrate the food and ... to dipolar or ionic molecules.

- a) transfer their heat
- b) transfer their energy
- c) transfer their oscillation

3.4. The greater the concentration of ..., the faster that area of the product will heat.

- a) microwaves within particular areas in a food product
- b) polar molecules within all areas in a food product
- c) dipolar molecules within particular areas in a food product

3.5. The penetration depth of microwave energy depends on ... .

- a) how rapidly the microwave energy is absorbed by the food product
- b) the power of microwave oven
- c) the bulk of the food heating

### ***ДОПОЛНИТЕЛЬНЫЕ ЗАДАНИЯ НА ГРАММАТИКУ***

#### ***ИМЯ СУЩЕСТВИТЕЛЬНОЕ***

*Множественное число существительных с помощью суффикса -s (-es):*

- 1) bag, dog, bird, verb, spoon, room, ring, thing, apple, song, pan

- 2) tree, pie, cow, lady, teacher, letter, play, city, toy, berry, table.
- 3) cake, snake, fork, map, lamp, hat, clock, coat, skirt, plant, rat.
- 4) shelf, leaf, knife, wife, roof, chief, handkerchief.
- 5) bus, class, glass, dress, piece, slice, horse, house, box, fox, match,
- 6) bench, brush, bridge, cage, cottage, bush, nose, rose, blouse.
- 7) man, woman, child, foot, tooth, goose, mouse, ox, deer, sheep.
- 8) phenomenon, crises, formula, theses, criterion.

#### *Притяжательный падеж существительных*

Замените существительные с предлогом of существительными в притяжательном падеже:

- 1) the title of the book 2) the toys of my children 3) the car of the Millers 4) the hobby of my wife
- 5) the handbags of these women 6) the life of animals the voice of this girl 8) the letter of Peter 9) the questions of my child 10) the newspaper of last Saturday 11) the umbrella of Professor Jones
- 12) the photo of her boyfriend 13) the economy of the country 14) the holiday of three weeks
- 15) the bedroom of my sisters.

*Переведите следующие словосочетания на русский язык, употребляя притяжательный падеж.*

- 1) письмо моего друга, 2) рассказы этого писателя, 3) библиотека института, 4) дочь моей младшей сестры, 5) младшая дочь моей сестры, 6) стены этого старого дома, 7) старые стены этого дома, 8) тридцати минутная задержка, 9) работа на час, 10) вчерашняя газета.

#### **3. Существительное в функции определения**

*Переведите данные словосочетания на русский язык:*

- 1) nature phenomenon 2) physics laboratory 3) institute physics laboratory
- 4) gas pressure measurements 5) room temperature 6) institute radio equipment laboratory 7) atomic energy conference 8) the Moscow State Farm Horse Exhibition 9) scientific weather observation 10) a thirty page booklet, 11) the lectures and consultations time-table.

### **МЕСТОИМЕНИЕ**

#### *Личные местоимения*

*Употребите нужную форму личных местоимений:*

- 1) I often see (they, them) in the bus.
- 2) She lives near (we, us).
- 3) (We, us) always walk to school together.
- 4) He teaches (we, us) English.
- 5) I always speak to (he, him) in English.
- 6) She sits near (I, me) during the lesson.
- 7) What is the matter with (he, him) today?
- 8) He explains the lesson to (we, us) each morning.
- 9) There are some letters here for you and (I, me).
- 10) I know (she, her) and her sister very well.

#### *Притяжательные местоимения*

*Замените личные местоимения, данные в скобках, соответствующими притяжательными местоимениями:*



- 1) I have some notebooks and pens in (I) bag.
- 2) (He) composition is very interesting.
- 3) Is this (you) child? Yes, it is (we) child.
- 4) I've just seen (you) brother in the café.
- 5) (We) table is in front of the window.
- 6) (They) knowledge of English is very poor.
- 7) (She) friends often visit her.

*Неопределенные и отрицательные местоимения и их производные*

*Заполните пропуски местоимениями some, any, no и их производными.*

Переведите предложения на русский язык.

- 1) He found ... new words in this lesson.
- 2) I didn't have ... stamps, so I went to the post-office to buy ... .
- 3) Did he tell you ... about his trip?
- 4) We have lunch at ... time between 1 and 2.
- 5) It is so dark here. I can't see ... .
- 6) ... student must be in time for classes.
- 7) I have ... in that city.
- 8) I am going to tell you ... interesting.
- 9) There is ... dictionary ... on the shelf.
- 10) ... forgot to switch off TV-set.
- 11) Do we have ... milk? – No, we don't have ... , go and buy ... please.
- 12) We had ... to eat the whole day and got hungry.
- 13) ... must do their own work.
- 14) You never ask me ... questions. Is everything clear?
- 15) Take ... book you like, Ben.

*Внесите исправления в следующие предложения, которые содержат сомнительное отрицание.*

- 1) I don't need no help.
- 2) I didn't see nobody.
- 3) I can't never understand him.
- 4) I didn't do nothing.
- 5) I can't hardly hear the radio. Would you please turn it up?

*Количественные местоимения*

*Заполните пропуски количественными местоимениями: much, many, a lot of, lot's of, plenty of, a good deal of, a great deal of.*

- 1) I've got ... friends in this village.
- 2) There was ... snow in the mountains last winter. 3) Don't hurry. You've got ... time.
- 4) It took her ... time to clean the room. She works very slowly.
- 5) I didn't eat ... for breakfast.
- 6) She is a quiet person. She doesn't say ... .
- 7) There isn't ... water in the pond today.

*Заполните пропуски: few, little, a few, a little.*

- 1) I don't think Ann would be a good teacher. She's got ... patience with children. 2) Peter has very ... friends in our group.
- 3) Let us buy some ice-cream, I have ... money left. 4) We can't wait for him because we have too ... time.

- 5) Can you lend me ... money?
- 6) They spent ... days in the country and then returned home.
- 7) Mary works hard at her English. She makes ... mistakes in her speech.

### **ИМЯ ЧИСЛИТЕЛЬНОЕ**

Прочтите даты, количественные числительные, дроби и проценты:

- a) in 1914; in 1150; in 1978; in 2001; May 8th 2002; 15th June, 1998.
- b) 06/07.1799; 22/05.1937; 30/11.1982; 19/08.2000; 03/12.2002.
- c) 1,001; 7,945; 100,000; 5,500,565; 1,000,000,000; 3,372,605,978.
- d) 1/15; 3/8; 4/7; 9/23; 7 3/40; 4 1/6; 2 1/3; 8 2/8; 17 1/7; 12 3/5.
- e) 0.4; 8.56; 0.08; 3.5; 2.34; 26.037; 0.0005; 132.054; 5.37; 6.14.
- f) 9%; 65%; 34 ¼ %; 10 ½ %; 33.8%; 0.07%; 95.099%.

### **ИМЯ ЧИСЛИТЕЛЬНОЕ**

Прочтите даты, количественные числительные, дроби и проценты:

- g) in 1914; in 1150; in 1978; in 2001; May 8th 2002; 15th June, 1998.
- h) 06/07.1799; 22/05.1937; 30/11.1982; 19/08.2000; 03/12.2002.
- i) 1,001; 7,945; 100,000; 5,500,565; 1,000,000,000; 3,372,605,978.
- j) 1/15; 3/8; 4/7; 9/23; 7 3/40; 4 1/6; 2 1/3; 8 2/8; 17 1/7; 12 3/5.
- k) 0.4; 8.56; 0.08; 3.5; 2.34; 26.037; 0.0005; 132.054; 5.37; 6.14.
- l) 9%; 65%; 34 ¼ %; 10 ½ %; 33.8%; 0.07%; 95.099%.

Переведите на русский язык порядковые числительные:

- 1) Второй, двадцатый, тридцать первый, тринадцатый, пятьдесят третий,
- 2) сто второй, тридцатый, семьдесят шестой, двести сорок пятый, третий,
- 3) сорок седьмой, сто восемьдесят первый, шестнадцатый, тридцать третий.

### **ИМЯ ПРИЛАГАТЕЛЬНОЕ**

Образуйте степени сравнения следующих прилагательных:

Large, short, difficult, good, interesting, nice, busy, happy, little, famous, bad, beautiful, young, quick, remarkable, high, comfortable, popular, great, hot, special, late, fast, cold, exciting, low, pleasant, attentive, warm, strong, efficient.

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

- 1) The opera theatre is one of ... buildings in the city. (beautiful)
- 2) Your English is ... now. (good)
- 3) Which is ... day of the year? (long)
- 4) Mary says this is ... film she has seen lately. (interesting)
- 5) "Come ... ," the teacher said. (near)
- 6) The Earth is ... than the Moon. (big)
- 7) What is ... news? (late)
- 8) He is the ... person you've ever met. (amusing)
- 9) Uncle John was the ... son of the family. (old)
- 10) My brother is much ... than myself. (young)
- 11) The ... house is 15 miles away. (near)
- 12) David was the ... of the two brothers. (talented)
- 13) She felt ... yesterday than two days before. (bad)
- 14) Of the two evils let us choose the ... (little)
- 15) What is the ... mountain in the world? (high)

Переведите предложения, обращая внимание на различные сравнительные обороты:

- 1) The Dnieper is much longer than the Thames.
- 2) Ann sings far better than Nina.
- 3) The new method is twice as efficient as the old one.
- 4) The Baltic Sea is not so warm as the Black Sea.
- 5) The earlier you get up, the more you can do.
- 6) We'll try to translate this article as quick as possible.
- 7) This carpet is 3 metres wide.
- 8) The higher we climb a mountain, the colder is the air around us.
- 9) John knows Russian as well as English.
- 10) Water is as necessary as air.
- 11) The better you learn the words, the sooner you will master English.
- 12) His house is half as much as mine.
- 13) Today the wind is as strong as it was yesterday.

### **ГЛАГОЛ – (ACTIVE VOICE)**

*Употребите глаголы, данные в скобках, в Present Indefinite:*

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

*Напишите следующие предложения в вопросительной и отрицательной формах:*

*Образец: John goes there twice a week.*

*Does John go there twice a week?*

*John doesn't go there twice a week.*

- 1) He knows French perfectly.
- 2) I understand everything he says.
- 3) She makes mistakes in spelling.
- 4) They enjoy their English lessons.
- 5) They live in Kiev.
- 6) We use our books in class.
- 7) The plane leaves at ten o'clock.
- 8) She always comes to class late.
- 9) I always take the same bus to work.
- 10) He arrives home early.

*Напишите следующие предложения в вопросительной форме, употребляя вопросительные слова who, what:*

*Образец: My friend likes music very much.*

*Who likes music very much?*

- 1) Speech is a kind of vibration.
- 2) Painting is an ancient art.
- 3) He collects the paintings of old masters.
- 4) Every substance is a kind of matter,
- 5) Metals are the best conductors of heat.
- 6) The Romans made portraits in stone.
- 7) We know little about early painters.

*Употребите глаголы, данные в скобках, в Past Indefinite:*

- 1) We (work) in our garden all day yesterday.
- 2) I (listen) to the radio until twelve o'clock last night.
- 3) He always (want) to learn English.
- 4) Ann and I (talk) over the telephone yesterday.
- 5) They (live) in France for many years.
- 6) The lecture (last) about two hours.
- 7) I (wait) almost two hours for Helen yesterday.
- 8) She (study) in our class last semester.
- 9) We (watch) television until eleven o'clock last night.
- 10) He (get) an excellent mark for his last test.

*Напишите следующие предложения в вопросительной и отрицательной формах:*

*Образец:*

*He prepared his lesson well.*

*Did he prepare his lesson well?*

*He didn't prepare his lesson well.*

- 1) They stayed in Moscow all summer.
- 2) I wrote the article last week.
- 3) The crowd waited a long time to see the famous actor.
- 4) He worked in that Institute for many years.
- 5) John went away five minutes ago.
- 6) He entered this class in April.
- 7) Ann passed all her examinations.
- 8) The meeting lasted a long time.
- 9) I told him the answer yesterday.
- 10) She decided to write a letter to her parents at home.

*Образуйте Past Indefinite от следующих глаголов. Проверьте себя по таблице неправильных глаголов:*

to build, to think, to go, to see, to give, to meet, to write, to read, to know,  
to take, to teach, to feel, to have, to come, to begin, to find, to get, to be, to say,  
to tell, to put, to leave, to do, to sing, to stand, to hear, to speak.

*Употребите глаголы, данные в скобках, в Future Indefinite:*

- 1) Helen (find) the book which you need.
- 2) They (see) us tomorrow.
- 3) I (finish) the work in April.

- 4) The shops (close) at noon today.
- 5) We (arrive) at three o'clock.
- 6) She (tell) you all about it.
- 7) We (spend) two months in the South.
- 8) The plant (die) because of lack of sunshine.
- 9) The meeting (begin) at eight o'clock.
- 10) The film (last) an hour.

*Напишите следующие предложения в вопросительной и отрицательной формах:*

*Образец: They will arrive at three o'clock.*

*Will they arrive at three o'clock?*

*They won't arrive at three o'clock.*

- 1) They will return in October.
- 2) He will be able to meet us later.
- 3) Our drama society will present a new play this year.
- 4) The lesson will be over at twelve o'clock.
- 5) There will be three new students in the class.
- 6) She will leave a message on the table for him.
- 7) They will write to us on Wednesday.

*Употребите глаголы, данные в скобках в Present Continuous Образец: They (wait) for us on the corner now.*

*They are waiting for us on the corner now.*

- 1) I see that you (wear) your new suit today.
- 2) Listen! Someone (knock) at the door.
- 3) The bus (stop) for us now.
- 4) Please, be quiet! The baby (sleep).
- 5) The leaves (begin) to fall from the trees.
- 6) John (have) lunch in the canteen now.
- 7) Listen! I think the telephone (ring).
- 8) You can't talk to him. He (have) dinner now.
- 9) My mother (cook) a meal.
- 10) The lecturer (explain) some new material now.

*Напишите следующие предложения в вопросительной и отрицательной формах:*

*Образец: They are working.*

*Are they working?*

*They aren't working.*

- 1) He is looking for the book which he lost.
- 2) The sky is getting very dark.
- 3) They are laughing at what you said.
- 4) They are travelling in Europe at present.
- 5) Helen is taking dancing lessons at the country club.
- 6) Ann is doing well in her studies at present.
- 7) The cat is running along the wall.

*Употребите глаголы, данные в скобках, в Past Continuous:*

*Образец:*

*It (rain) when I left home.*

*It was raining when I left home.*

- 1) When you telephoned, I (have) dinner.
- 2) The baby (sleep) soundly when I went to wake him.
- 3) She (talk) with Mr. Smith when I saw her in the hall.
- 4) The accident happened while they (travel) in the South.
- 5) When I got up this morning, the sun (shine) brightly.
- 6) At seven o'clock, when you telephoned, I (read) the newspaper.
- 7) Mary (play) the piano when I arrived.
- 8) Helen fell just as she (get) off the bus.
- 9) The wind (blow) hard when I came to work this morning.
- 10) The fire (burn) still when the fire-brigade arrived.

*Напишите следующие предложения в вопросительной и отрицательной формах:*

*Образец: They were playing all day.*

*Were they playing all day?*

*They weren't playing all day.*

- 1) It was snowing all day yesterday.
- 2) They were doing their homework when I came to see them.
- 3) They were cleaning this flat all morning.
- 4) She burnt her hand when she was cooking dinner.
- 5) He was looking through my papers when I entered the room.
- 6) Ted was walking along the beach when he heard a shot somewhere.
- 7) We were having dinner when our uncle came.

*Употребите глаголы, данные в скобках, в Future Continuous:*

*Образец: At ten o'clock tomorrow morning she (have) her music lesson.*

*At ten o'clock tomorrow morning she will be having her music lesson. 1)*

*I (wait) on the corner for you at the usual time tomorrow morning.*

- 2) It probably (rain) when you get back.
- 3) If you come before six, I (work) in my garden.
- 4) At this time tomorrow afternoon I (take) my final English examination.
- 5) I (work) at six o'clock tomorrow.
- 6) At this time next year he (study) at the university.
- 7) This time on Friday I (fly) to London.

*Напишите следующие предложения в вопросительной и отрицательной формах:*

- 1) The birds will be going South in a couple of days.
- 2) I'll be waiting for you. Come back.
- 3) Now he will be looking for a new job.
- 4) It'll be getting dark in an hour or so.
- 5) Night after night he'll be sitting in that empty room all alone.
- 6) This time on Sunday I'll be waiting for his call.
- 7) Stella will be watching TV all day long again.

*Употребите глаголы, данные в скобках, в Present Perfect. Переведите предложения на русский язык.*

- 1) I (speak) to him about it several times.
- 2) We (learn) many new words in this course.
- 3) He (make) that same mistake several time.
- 4) I (hear) that story before.
- 5) I am afraid that I (lose) my car keys.
- 6) She (see) this film three times.
- 7) I (tell) John what you said. 8)  
She (return) my book at last.
- 9) She says that she (lose) her new pocket-book.
- 10) I just (mention) it. Please be more attentive.

*Перефразируйте следующие предложения, используя since, for.*

*Образец: a) I saw Tom last on his wedding day.*

*I haven't seen Tom since his wedding day.*

*b) It's three years since I wrote her a letter.*

*I haven't written her a letter for three years.*

- 1) It's ten years since I last was in Paris.
- 2) I last smoked three years ago.
- 3) He last drunk wine at his wife's birthday.
- 4) He last ate caviar when he was in Russia.
- 5) I was last abroad in winter 1983.
- 6) My father last took photographs in summer.
- 7) It's ages since I last had a good night's sleep.
- 8) It's years since Tony last spoke Chinese.
- 9) It's a year since I had my last holiday.
- 10) They last paid me six month ago.

*Употребите глаголы, данные в скобках, в Past Perfect.*

*Переведите предложения на русский язык.*

- 1) I was sure that I (see) the man before.
- 2) I asked him why he (leave) the party so early.
- 3) It was clear that he (give) us the wrong address.
- 4) The teacher corrected the exercises which I (prepare).
- 5) He knew that he (make) a serious mistake.
- 6) She said she (look) everywhere for the book.
- 7) I felt that I (meet) the man somewhere before.
- 8) He wanted to know what (happen) to his briefcase.
- 9) The whole family had gone to bed when Tony returned.
- 10) We had hardly left home when it began to rain heavily.

*Употребите глаголы, данные в скобках, в Future Perfect.*

*Переведите предложения на русский язык.*

- 1) I am sure they (complete) the new road by June.
- 2) He says that before he leaves he (see) every show in town.

- 3) By the time you arrive, I (finish) reading your book.
- 4) I (be) in this country two years on next January.
- 5) A year from now he (take) his medical examinations and (begin) to practice.
- 6) If you don't make a note of that appointment, you (forget) it by next week.
- 7) By that time he (get) your letter, don't phone him.
- 8) By ten they (go), come earlier, if you can.
- 9) He (guess) the crossword puzzle by the time the boss comes back.
- 10) Tom (order) everything when we come to the restaurant.

*Замените утвердительную форму следующих предложений группы Perfect на вопросительную и отрицательную.*

- 1) He has told her all about his travel.
- 2) I had passed my exams when my parents returned from business trip.
- 3) They have been friends for years.
- 4) By the time he leaves home, we shall have come to the station.
- 5) We are sure that he will have kept his promise.
- 6) She told us that she had not finished her report yet.
- 7) He has been the best student in the class.
- 8) She said she had had her lunch.
- 9) By the end of the week we shall already have translated this book.
- 10) They have been absent from class all week.

*Употребите сказуемое в следующих предложениях в Present Perfect Continuous. Переведите предложения на русский язык:*

*Образец: He has worked at the plant for many years.*

*He has been working at the plant for many years*

*Он работает на этом заводе в течение многих лет.*

- 1) They have talked for more than an hour.
- 2) She has taught English for ten years.
- 3) He has done very little work recently.
- 4) They have argued about that for more than two hours.
- 5) They have lived in Moscow since 1953.
- 6) We have used this textbook since January.
- 7) They have travelled all over Europe.

*Напишите следующие предложения в вопросительной и отрицательной формах:*

*Образец: She has been feeling well recently.*

*Has she been feeling well recently?*

*She has not been feeling well recently.*

- 1) She has been teaching there many years. 2) They have been waiting here a long time.
- 3) She has been taking music lessons many years.
- 4) They have been discussing the matter all day long.
- 5) You have been studying English a long time.
- 6) It has been raining like this for an hour.
- 7) He has been working for that firm for ten years.



*Перефразируйте следующие предложения, используя since, for.*

*Образец: a) They are working here. (Monday)*

*They have been working here since Monday.*

*b) He is waiting for us. (half an hour)*

*He has been waiting for us for half an hour.*

- 1) She is writing a test. (twelve o'clock).
- 2) Tom is walking his dog. (fifteen minutes).
- 3) Bill is making film. (he left college).
- 4) Linda is traveling around Europe. (June).
- 5) He is working hard. (he entered the University).
- 6) Tony is watching TV. (two hours).
- 7) Gerald is checking his notes. (eleven o'clock).

*Переведите предложения на русский язык и прокомментируйте употребление Past Perfect Continuous.*

- 1) We felt very tired when we came home because we had been walking in the rain for a long time.
- 2) Mark tried to stop Helen, who had been talking for the last ten minutes.
- 3) How long had you been waiting before he came?
- 4) Kate rose from the arm-chair in which she had been sitting.
- 5) She had been learning French for five years before she could speak fluently.
- 6) David saw that Mary had been weeping, but didn't say anything.
- 7) It had been raining for two hours already when we left home.

*Переведите предложения на русский язык и прокомментируйте употребление Future Perfect Continuous.*

- 1) They will have been working for five hours already when we came to them.
- 2) By the first of June he'll have been working here for 14 years.
- 3) They will have been trying to solve this problem for two years by 1994.
- 4) She'll have been writing an essay since 8 o'clock when her friends come.
- 5) She'll have been talking for 2 hours already. I want to use the phone, too.
- 6) The students will have been answering for a whole hour already by 12 o'clock.
- 7) Someone will have been playing the piano for three hours. When are they going to stop?

## **ГЛАГОЛ**

*Поставьте глагол-сказуемое во все временные формы страдательного залога.*

a) The text is translated by the student.

b) The letter is written in English.

Образуйте вопросительную и отрицательную форму данных предложений. Прочитайте и переведите предложения на русский язык.

- 1) Sochi Festivals of Songs are attended by a lot of people. 2) I heard the game was lost by the Dynamo team yesterday. 3) "Were the letters signed yesterday?" - "No, they were not" 4) I believe the hockey match is being shown on TV now. 5) The new skyscraper is being made of glass and steel. 6) The factory was still being built, when we came to live there. 7) His last book has just been published.

- 8) The plan has been changed, hasn't it?
- 9) His new novel is much talked about, isn't it?
- 10) I wonder why he is always laughed at.
- 11) Those papers haven't been looked through yet.
- 12) It is expected that they will do everything possible to help him.

*Замените действительный залог страдательным и переведите предложения на русский язык.*

*Образец: They developed a new method of teaching.*

*A new method of teaching was developed by them.*

*Новый метод обучения был разработан ими.*

- 1) The audience enjoyed the concert very much.
- 2) The little boy ate the cake.
- 3) The teacher corrects our exercises at home.
- 4) They started a dancing class last week.
- 5) Everybody will see this film soon.
- 6) The teacher returned our written works to us.
- 7) Mr. Parker will leave the tickets at the box-office.
- 8) The students translate texts during English lessons.
- 9) Mary took that book from the desk.
- 10) Nobody has ever spoken to him like that.
- 11) When I came, they were still asking questions.
- 12) The painter will finish his picture soon.
- 13) They allowed the children to go to the zoo.
- 14) The workmen are repairing the road.
- 15) As we were passing their garden, he was watering the flowers.

### **ГЛАГОЛ "TO HAVE"**

1. Определите, является ли глагол to have:

а) смысловым

б) модальным

в) вспомогательным для образования времен

- 1) It has been a hard day.
- 2) The children had to stay indoors because it was raining.
- 3) My father has a farm in the North of Scotland.
- 4) You will have to work hard to finish the work in time.
- 5) Have they a car? – No, they haven't bought one yet.
- 6) We had ten minutes before she had to leave for work.
- 7) You don't have to worry.
- 8) It has been raining since morning.
- 9) I didn't have enough money to buy the coat.
- 10) Jane has got a good voice.
- 12) What am I to do?
- 13) Sunday is my day off.
- 14) My mother was 40 yesterday.
- 15) Have you ever been in trouble?

## **ГЛАГОЛ "TO BE"**

*Определите, является ли глагол to be:*

- а) смысловым
- б) связкой в составном именном сказуемом
- в) модальным
- г) вспомогательным для образования времен

- 1) It's six o'clock. He is at home at this time.
- 2) She is too young to understand it.
- 3) The whole country is going on strike.
- 4) The new film is to be on at our cinema next week.
- 5) He is taking his exam tomorrow.
- 6) The football match will be shown on TV.
- 7) The door was open.
- 8) She is to return on Saturday.
- 9) It was a nasty day.
- 10) I was surprised that there was so little traffic in the streets.
- 11) Sentence 5 is on page 15

## **ГЛАГОЛ "TO DO"**

*Определите, является ли глагол to do:*

- а) СМЫСЛОВЫМ
- б) ВСПОМОГАТЕЛЬНЫМ
- в) глаголом-усилителем г) глаголом-заместителем

- 1) Do you go to see your friends very often?
- 2) The young scientist did make the experiment successfully.
- 3) She did her exercise without any mistakes.
- 4) They usually study English every day. So does he.
- 5) She doesn't watch TV in the afternoon.
- 6) We asked the typist not to omit the sentence, but she did omit it.
- 7) "Do you always have breakfast at home?" - "No, I don't."
- 8) I always do my morning exercises.
- 9) "Do repeat these rules," I said to a friend of mine.
- 10) Peter made much more efforts to pass the exam than I did.

## **МОДАЛЬНЫЕ ГЛАГОЛЫ И ИХ ЭКВИВАЛЕНТЫ**

*Определите значение модальных глаголов и их эквивалентов и переведите предложения на русский язык:*

- 1) Carol can speak three foreign languages.
- 2) Could I use your car tonight?
- 3) Can he still be at the office?
- 4) It can't be true.
- 5) May I have my test on Tuesday?
- 6) I shall be able to help you when I'm free.
- 7) It may be still raining.

- 8) He might be sick. He ate far too much last night.
- 9) He will be allowed to take a book.
- 10) You must tell me the truth.
- 11) It's 7 o'clock, they must be at home now.
- 12) Somebody has to take the responsibility for the accident.
- 13) He had to earn his living when he was 15.
- 14) Students should be well prepared for every class.
- 15) Teenagers shouldn't drink alcohol.
- 16) You should stop driving so fast.
- 17) Parents ought to take care of their small children.

*Заполните пропуски модальными глаголами или их эквивалентами can, could, may, must, might, to be able, to be allowed, should, ought to:*

- 1) Steve ... speak English, French and Italian.
- 2) You... ask him to help with the translation.
- 3) Mr. Smith ... be in his office now. You... call him.
- 4) I ask you a question? — Of course, you ....
- 5) The students ... do their homework regularly.
- 6) Is there anything I... do for you?
- 7) 7) Take your umbrella with you, it... rain today.
- 8) we take pictures in the museum? — No, you... not.
- 9) You ...be more attentive at the lessons.
- 10) In Britain you not... drive a car until you are seventeen.
- 11) You ... to take part in the competition next year.
- 12) If you prepare for the exam, you... to take it in September.
- 13) You ... do this important work quickly.
- 14) Nobody ... to understand this mysterious phenomenon.
- 15) In future we ...to use solar energy more effectively.

*Замените эквивалент соответствующим модальным глаголом a) must; b) could; c) may; d) might;*

*из данных ниже:*

- 1) They are allowed to replace the old equipment.
- 2) They have to replace the old equipment.
- 3) They were able to replace the old equipment.
- 4) He has to translate this text.
- 5) He was able to translate this text.

*Вставьте по смыслу mustn't или needn't:*

- 1) You ... clean the room today, you can do it tomorrow morning.
- 2) We have a lot of food at home so we ... go shopping today.
- 3) You... shout, I'm not deaf.
- 4) Must I come on Saturday? — No, you ... .
- 5) This book is very valuable, you ... lose it.
- 6) You ... eat the salad if you don't like it.
- 7) You... tell anybody what I said.
- 8) You... cross the street when the red light is on.

- 9) Must I type these letters today? — No, you ... .  
10) You ... remind her about the meeting. I warned her yesterday.

*Заполните пропуски модальными глаголами must, to have to или to be to:*

- 1) The train... arrive in five minutes, we... hurry up.  
2) If he doesn't meet you at the station you... take a taxi.  
3) They... be here an hour ago.  
4) I... go to the library after classes because I... make a report tomorrow.  
5) I don't think you... wait long.  
6) They... marry early in June, so they... stay in Moscow.  
7) She... clean her shoes after working in the garden.  
8) The lecture ... begin in a minute.  
9) You...be tired, you may have a little rest.  
10) I... answer a lot of questions at the examination.

## **НЕЛИЧНЫЕ ФОРМЫ ГЛАГОЛА**

### **Инфинитив**

*Переведите следующие предложения и определите функцию и форму инфинитива:*

- 1) To walk in bad weather is not pleasant.  
2) Our task is to master English.  
3) I have come here to help you.  
4) Some students of our Institute have been sent abroad to study English.  
5) This is a good place to work in.  
6) We knew the test to have been made.  
7) They hope to be sent to the conference.  
8) The work to be done here will take much time. 9) Helen opened the door to look into the room.  
10) To enter this University requires a lot of hard work.  
11) You may stay here.  
12) To have met him was an event in my life.  
13) The problem to be discussed at our meeting is very important.  
14) I shall go for a walk after classes.  
15) Mary was asked to look after the child.

### **Причастие**

*Переведите следующие предложения и определите функцию и форму причастия:*

- 1) He is looking for the book which he lost.  
2) The street leading to our house is very wide.  
3) Having read the article I do not need it any longer.  
4) Cities and towns destroyed during the war, were built a new.  
5) Having been built two centuries ago, the house has no lift. 6) It was clear that he had given us the wrong address.  
7) He speaks like a man having his opinion of every thing.  
8) Walking in the park, he met his old friend.  
9) The cars now being produced at our plants are very good.  
10) Sometimes he is sent to New York on business.  
11) When asked he brought the papers at once.

- 12) The machine designed by him will help us greatly.
- 13) He is a leading scientist in this field.
- 14) Given the task he began to work.
- 15) The lecture was attended by many people.

### ***Герундий***

*Переведите следующие предложения и определите функцию герундия:*

- 1) Swimming in bad weather is not pleasant.
- 2) We discussed opening a new business.
- 3) There stands a reading lamp on the table.
- 4) Instead of going home he went to the movies.
- 5) I shall never forget taking that examination.
- 6) There are several ways of producing electricity.
- 7) On coming home I took a bath.
- 8) Thank you for coming.
- 9) Seeing and believing are different things.
- 10) He left the room without saying a word.
- 11) Do you mind my staying here?
- 12) They went on talking.
- 13) This scientist achieved great results by working hard at the problem.

*Переведите предложения на русский язык, обращая внимание на форму герундия:*

- 1) She thanked him for having helped her.
- 2) We remember having been told about the different points of view on this theory.
- 3) I remember having obtained these data in our previous experiments.
- 4) We have been sent here for mastering English.
- 5) I'm sorry for having missed your lecture.
- 6) This TV-set wants being repaired.
- 7) I don't like being read to.

*Определите являются ли выделенные слова – причастием, отглагольным существительным или герундием.*

- 1) Knowing English well he translated the article without a dictionary.
- 2) He took part in the sittings of the Committee.
- 3) She is looking at the woman sitting at the window.
- 4) After saying this he left the room.
- 5) Have you any reason for saying such things?
- 6) The reading of this book took two hours.
- 7) He sat in the arm-chair reading a newspaper.
- 8) My little son shows his enjoyment by crying.
- 9) The crying child was comforted by his nurse.
- 10) She stopped crying, looked up, said nothing.

### ***СИНТАКСИС***

#### ***ОБОРОТ THERE IS / THERE ARE***

Заполните пропуски оборотом *there is (are)* . Переведите предложения на русский язык.

- 1) ... a new moon tonight.
- 2) ... someone at the door.
- 3) ... a lot of students absent today. 4) ... any lectures yesterday? No, ... . 5) ... two large windows in the room. 6) But ... only one door.
- 7) ... a lot of English classes in our school.
- 8) ... nobody in the room now.
- 9) ... a conference next week.
- 10) ... twelve months in a year.
- 11) ... much work last week.
- 12) ... a letter for you on the table.
- 13) ... any telegrams from Moscow? Yes, ... some.
- 14) ... three lamps in the room.
- 15) ... a lamp over the table? No, ... .

Поставьте к предложениям **общие и специальные вопросы**, используя **при необходимости** неопределенное местоимение **any**, а также употребите предложение в **отрицательной форме**:

Образец: *There is a flag on the top of the building.*

*Is there a flag on the top of the building?*

*What is there on the top of the building?*

*There isn't a flag on the top of the building*

- 1) There is a tea-pot on the table. 2) There are some flowers in the vase.
- 2) There is somebody in the garden.
- 3) There are some mistakes in your test.
- 4) There are six continents in the world.
- 5) There were many old houses in our street.
- 6) There is some coffee in the cup.
- 7) There are more than ten sentences in each exercise.
- 8) There will be a holiday in two days.

### **КОНСТРУКЦИИ С ИНФИНИТИВОМ**

#### **ОБЪЕКТНЫЙ ИНФИНИТИВНЫЙ ОБОРОТ**

(Сложное дополнение - *Complex Object*)

Переведите следующие предложения на русский язык, обращая внимание на сложное дополнение:

#### **A.**

- 1) I felt somebody touch my hand.
- 2) We saw the car turn round the corner.
- 3) I heard somebody mention his name.
- 4) They watch him walk up the hill.
- 5) Nobody noticed him disappear.

#### **B.**

- 1) She wanted them to read that book.

- 2) He would like me to go with him to the theatre.
- 3) Every mother wishes her child to be talented. 4)
- I want the matter to be settled quickly.
- 5) I'd like my husband to get a new job.

**C.**

- 1) We consider him to be the best pupil of our school.
- 2) They expected me to solve all problems.
- 3) We believe our basketball team to win next game.
- 4) I think his age to be a point in his favour.
- 5) We expect this statement to be true.

**D.**

- 1) She always thought him to be right.
- 2) I found the whole situation to be rather embarrassing.
- 3) Everybody knows matter to consist of small particles called atoms.
- 4) I think this question to be too difficult for me to answer.
- 5) We know him to be nominated for the chairman of the conference.

**E.**

- 1) She made me do it all over again.
- 2) Our English teacher makes us learn the words for every lesson.
- 3) I could not get him to review the whole material.
- 4) Friction caused the machine stop.
- 5) I'm going to have my daughter taught music.

**F.**

- 1) The teacher allowed us to use dictionaries.
- 2) That is too heavy for one person to carry, let me help you.
- 3) We asked the engineer to show us radio instrument.
- 4) Please let me know the results of your exam as soon as possible.
- 5) Her father doesn't allow her to go to the cinema alone.

*Вставьте частицу to где необходимо.*

- 1) Oh, you made me ... start.
- 2) I heard someone ... breathe heavily in the darkness.
- 3) Here are some dresses I'd like you ... iron.
- 4) Please let me ... take your car for the night.
- 5) I don't want my aunt ... be left alone.
- 6) The doctor doesn't let her ... get up. He says she's too weak yet.
- 7) Millie had never heard her husband ... speak about his youth.
- 8) I want you ... tell me about your adventure.
- 9) Mr. Lascar gave him a meaningful look which made him ... shiver.
- 10) She watched him ... go away.

**СУБЪЕКТНЫЙ ИНФИНИТИВНЫЙ ОБОРОТ**  
**(Сложное подлежащее – Complex Subject)**

*Переведите предложения с субъектным инфинитивным оборотом, обращая внимание на формы инфинитива:*

**A**



- 1) Tsiolkovsky is known to have developed the theory of rocket flying.
  - 2) The experiment was supposed to have been completed.
  - 3) Electric current is known to flow in metal parts. 4)
- The solution of this problem is said not to be easy.
- 5) The building is reported to have been damaged by fire.

**B.**

- 1) The match proved to be final.
- 2) The new approach to the problem appears to be the most satisfactory.
- 3) The laser beam seems to have almost unlimited industrial possibilities.
- 4) She didn't seem to have heard what I said.
- 5) He turned out to be a good chess-player.

**C.**

- 1) The application of this device is certain to give better results.
- 2) He is likely to be given this work.
- 3) This important problem is sure to be settled very soon.
- 4) We are not likely to meet often.
- 5) We are sure to learn of it.

**D.**

- 1) They were ordered to leave the hall.
- 2) The singer was asked to repeat the song.
- 3) He was made to put on his coat.
- 4) She was allowed to walk Sunday afternoons.
- 5) The child was forced to drink some of the medicine.

*Замените сложноподчиненные предложения простыми, употребив сложное подлежащее:*

*Образец: It is considered that the program of experiments has been approved.*

*The program of experiments is considered to have been approved.*

- 1) It is said that the delegation has arrived. 2)
- It is believed that the weather will change.
- 3) It seems that he has many difficulties in his work.
  - 4) It is expected that he is working at this problem.
  - 5) It is said that the solution of this problem is not easy.
  - 6) It is believed that the flight was completed yesterday.
  - 7) It is supposed that he has completed his research.
  - 8) It is reported that our football team has won the match.
  - 9) It is turned out that he hasn't yet married.
  - 10) It is known that P.N. Yablochkov invented the "Russian light".

***ПРЕДЛОЖНЫЙ ИНФИНИТИВНЫЙ ОБОРОТ***

(for + существительное или местоимение + инфинитив)

*Переведите предложения на русский язык, обращая внимание на предложный инфинитивный комплекс:*

- 1) Everybody waited for the meeting to start.
- 2) The singer was asked to repeat the song.
- 3) It was late for us to begin discussing this question.
- 4) It won't be too difficult for you to write the letter in English.
- 4) This question is for Mr. Smith to decide.

- 5) The most difficult thing for him to do was to attend lectures on history.
- 6) It was important for us to solve this problem as soon as possible.
- 7) Everybody waited for the new data of the test to be published.
- 8) This theorem was for you to prove.
- 9) The children waited for the teacher to come.
- 10) These are the books for you to read in summer.

### **КОНСТРУКЦИИ С ПРИЧАСТИЕМ ЗАВИСИМЫЙ ПРИЧАСТНЫЙ ОБОРОТ**

Переведите следующие предложения на русский язык:

- 1) Inspecting the motor, the engineer made some valuable remarks.
- 2) Having done a number of operations, the machine stopped automatically.
- 3) Translating the article, the student used some dictionaries.
- 4) After the teacher had explained the new grammar rule, he asked the students to do some written exercises.
- 5) Having received your message, I answered it at once.
- 6) When the engineer tested the engine, he applied new methods.

### **НЕЗАВИСИМЫЙ ПРИЧАСТНЫЙ ОБОРОТ**

*(Absolute Participial Construction)*

Переведите следующие предложения на русский язык, обращая внимание на независимый причастный оборот:

- 1) It being warm, the children went for a walk.
- 2) The students wrote their English test-paper, each doing his variant.
- 3) My father being very ill, I had to send for the doctor.
- 4) The text was not difficult, many words having been learned before.
- 5) It being very late, we had to return home.
- 6) There being no more questions to be discussed at the meeting, the chairman declared it closed.
- 7) The concert was followed by a dance, many people staying for it.
- 8) The weather permitting, we shall start tomorrow.
- 9) With the temperature falling rapidly and the wind getting stronger, we were not able to carry on scientific investigations.
- 10) The article being ready, I shall show it to you.

Закончите предложения, выбрав из правой колонки подходящие по смыслу части.

1) The conference being over,	a. she could not understand the article.
2) Time permitting,	b. I stayed at the library to read it.
3) It being very early,	c. we shall discuss some more questions.
4) The article being very interesting,	d. we didn't go to the country.
5) The students having written the test well,	e. everybody went home.
6) It raining hard,	f. there were few people in the street.
7) Her knowledge of English being insufficient,	g. the teacher gave him an excellent mark.

### **СОГЛАСОВАНИЕ ВРЕМЕН**

*(Sequence of Tenses)*

Употребите глаголы, данные в скобках, в нужной временной форме, соблюдая правило

*согласования времен:*

- 1) They promised that they (to bring) us all the necessary books.
- 2) I think it all happened soon after the meeting (to end).
- 3) He said that he (can) not do it without my help.
- 4) I hoped he (to come).
- 5) The boy did not know that water (to boil) at 100 degrees.
- 6) I was told that the secretary just (to go out) and (to come back) in an hour.
- 7) We were afraid that she not (to be able) to finish her work in time.
- 8) It was decided that we (to start) our work at four o'clock.
- 9) I promise I (to return) the book by Saturday.
- 10) I thought you (to be born) in 1970.

*Поставьте сказуемое в главном предложении в прошедшее время, сделав все необходимые изменения. Переведите предложения на русский язык.*

- 1) I know that he will pass his examination successfully.
- 2) We know that they are working at the laboratory now.
- 3) She knows that they will not change their decision. 4) I know that she received a telegram yesterday.
- 5) Her friend says that she works at a factory.
- 6) The students know that they will have a lecture tomorrow.
- 7) The lecturer says that much has been done to develop TV in our country.

### **КОСВЕННАЯ РЕЧЬ**

*Преобразуйте прямую речь в косвенную:*

- 1) The teacher said: "You will have your exam next week"
- 2) The doctor said: "The patient has already been operated on."
- 3) She said: "I know nothing about this man."
- 4) My mother said to me: "I feel very tired, and I have a headache."
- 5) He said: "I have eaten nothing for two days."
- 6) Ann said: "I am very busy, I am preparing for my exam now."
- 7) Mary said: "I don't want to wear my old dress."

*Преобразуйте прямую речь в косвенную, обращая внимание на общие и специальные вопросы:*

**a)**

- 1) I asked the old gentleman: "Are you feeling tired?"
- 2) He asked the secretary: "Has the postman been yet?"
- 3) Henry's father asked his son: "Do you want to be an engineer or a doctor?"
- 4) A man stopped me in the street and asked: "Have you got a match?"
- 5) I asked Peter: "Are you going to play football on Friday or on Saturday?"

**b)**

- 1) Mary's mother asked her: "Where have you put your shoes?"
- 2) I asked her: "Who gave you that watch?"
- 3) The little boy asked his father: "Why does a policeman wear a uniform?"
- 4) I asked him: "Who are you looking at?"
- 5) I asked my friend: "When did you learn to swim?"

*Преобразуйте прямую речь в косвенную, обращая внимания на приказания и просьбы:*

- 1) "Wait for me at the bridge," said the young man.
- 2) "Don't make a sound," he said in a whisper.
- 3) "Please don't leave the gate open," the farmer said to visitors. 4) "Return before it gets dark,"

said his mother.

5) "Don't go near the water, children," she said.

### **ПОВЕЛИТЕЛЬНОЕ НАКЛОНЕНИЕ**

*(Imperative Mood)*

*Выразите просьбу:*

*Образец 1: Ask (tell) John to shut the door.*

*John, shut the door, please.*

- 1) Ask Bob to give you a call after five.
- 2) Tell Nelly to take the book from the library.
- 3) Ask Peter to buy some bread on his way home.
- 4) Tell Olga to lay the table for three.
- 5) Ask Helen to type these papers today.

*Образец 2: Ask (tell) John not to shut the door.*

*John, don't shut the door, please.*

- 1) Ask Nick not to speak so loudly.
- 2) Tell Ann not to read at lunch.
- 3) Ask Janet not to waste money on sweets.
- 4) Tell Susie not to come home so late.
- 5) Tell Kate not to send him a telegram.

*Переведите предложения с глаголом LET.*

- 1) Let us go to the theatre.
- 2) Let them do it.
- 3) Let the man listen to what I say.
- 4) Don't let us take part in this competition.
- 5) Don't let him go in there.

### **СОСЛАГАТЕЛЬНОЕ НАКЛОНЕНИЕ**

*(Subjunctive Mood)*

*Переведите предложения в сослагательном наклонении на русский язык.*

1. It was extremely important that he should go there at once.
2. I should like to listen to your playing the piano.
3. It would be very comfortable to stay at this hotel.
4. It is necessary that the car should be repaired in time.
5. Harris proposed that we should have eggs for breakfast.
6. The doctor recommended that the patient should stay in bed for 2 days.
7. The engineer insisted that the new system should be introduced as soon as possible.
8. I'll put down your address lest I should forget it.
9. The man spoke as though he were an expert in that line.
10. They spoke before her as if she were not here.
11. Don't pay attention to Mike whatever he might do.
12. I wish I knew what is wrong with my car.
13. You must learn all driving rules so that you could drive a car properly.

14. She wished she had stayed at home.
15. She closed the window lest the children should catch cold.
16. I wish he would come home earlier.
17. I wish I had not told you about it.

### **УСЛОВНЫЕ ПРЕДЛОЖЕНИЯ**

(Conditional sentences)

#### **I TYPE**

*Переведите следующие предложения на русский язык.*

- 1) If the weather is fine tomorrow, we'll go to the country.
- 2) They won't return in time unless they hurry.
- 3) If you interrupt again, you will have to go outside.
- 4) If I promise to give you the letter, will you come back?
- 5) We applied the new method if conditions were favourable.
- 6) If you see Dave tomorrow, tell him I'd like to have a word with him.
- 7) You won't be forgiven unless you return the money you have taken8) What will he do if he doesn't get their answer?
- 9) If they don't come to our party, we'll be upset.
- 10) If they want to come, there's nothing we can do.

*Закончите условные предложения, выбрав из правой колонки подходящие по смыслу части.*

1. Ben will post the letter ...	a. ... if you don't have a ticket.
2. You can get in ...	b. ... if I get this job.
3. She'll lose weight ...	c. ... if she goes to the bank.
4. I'll have a word with Jane ...	d. ... if you are going to America.
5. You'll need a visa ...	e. ... if you press it on him.
6. I won't object ...	f. ... if she is at home.
7. Tony will answer the phone ...	g. ... if you ask him.
8. Maria will get some money ...	h. ... if she goes on with her diet.
9. I'll buy a new car ...	i. ... if he is at home.
10. He won't take the money ...	j. ... if you try and help me.

*Перефразируйте следующие предложения.*

*Образец: Say that again and we'll quarrel.*

*If you say that again, we'll quarrel.*

- 1) Go to the doctor and he will help you.
- 2) Take a taxi and we'll be there in time.
- 3) Listen to me and you will understand everything.
- 4) Turn over the page and you'll see that picture.
- 5) Come late once more and you'll be fired.
- 6) Follow the instructions and you won't get lost.
- 7) Buy all those things and you'll have no money left.

*Заполните пропуски союзами IF или UNLESS.*

- 1) You'll never pass your driving test ... you don't work harder.
- 2) You won't pass your test... you drive more carefully.
- 3) We won't go to the beach tomorrow ... it is raining.
- 4) We'll go to the beach tomorrow ... it is raining.
- 5) We will go to the beach tomorrow ... it isn't raining.
- 6) ... we hurry, we'll miss the train.
- 7) ... we don't hurry, we'll miss the train.
- 8) We'll catch the train ... we hurry.

## II TYPE

*Переведите предложения на русский язык.*

1. If I knew his address, I'd write him.
2. He could play the piano better if he tried.
3. If we received that letter tomorrow, we would answer immediately.
4. If he were here, he would answer your question.
5. If I were you, I wouldn't dare to argue.
6. He would certainly agree if he were in your place.
6. He would certainly agree if he were in your place.
7. Nobody would say he is an American but for his accent.
9. You might find him in the library if you went there now.
10. Unless they offered more, I wouldn't accept the job.
11. But for the atmosphere no life would be possible on the Earth.
12. If it were not for my headache, I'd be quite fine.

*Закончите условные предложения, выбрав из правой колонки подходящие по смыслу части.*

1. Many people would be out of work ...	a. ... if you won a lot of money?
2. She would understand everything ...	b.... if he sold it.
3. He wouldn't get much money for his car...	c. ... if you helped me with this problem.
4. What would you buy ...	d. ... if I were you.
5. You'd feel better ...	e. ... if you explained the situation
6. I wouldn't argue...	f. ... if I wasn't absolutely sure I was right.
7. Would you buy this flat...	g. ... if this factory closed down.
8. I would be grateful ...	h. ... if you were offered this job?
9. I would listen to the elders' advice ...	i. ... if you stopped smoking.
10. What would you say to her...	j. ... if you had enough money?

*Перефразируйте следующие предложения.*

**A**

*Образец: The weather isn't warm today. We won't go hiking.*

*If the weather were/was warm today, we would go hiking.*

1. He doesn't know us well. He won't invite us.
2. We don't like chicken. We won't buy it.
3. I'm not cold. I won't put on a sweater.
4. She doesn't like coffee. She never buys it. He doesn't try to save money.
5. He won't travel in summer.

6. I have no appetite. I won't take more meat.
7. Mary doesn't earn much. She doesn't buy anything new.

### **B**

*Образец: He knows the town very well. He often shows strangers about it.  
If he didn't know the town so well, he wouldn't show strangers about it.*

1. The weather is nasty. We'll stay indoors.
2. He earns a lot of money. He travels a lot.
3. Bell has got a lot of free time. She watches TV three hours a day.
4. Chris lives far from his office. He gets up very early.
5. I think the play will be interesting. I'll go to the theatre.
6. The plant is going to close down. Many people will be out of work.
7. The road is repaired. It will take us less time to get home.

### **III TYPE**

*Переведите предложения на русский язык.*

- 1) If he had put on a warm coat yesterday, he would not have caught cold.
- 2) If I had seen him yesterday, I'd have given him a piece of my mind.
- 3) If he had realized the danger, he would have run away.
- 4) We could have gone home earlier if it hadn't been for the rain.
- 5) If George had gone to the party last night, he would've seen Ann there.
- 6) Unless you had studied film history, you'd never have passed that test!
- 7) We wouldn't have chosen this tour unless it had been escorted.
- 8) Matthew wouldn't have left the children alone for too long if it hadn't been so necessary to see the doctor.
- 9) You might have seen him yesterday provided you had called at seven.
- 10) Would you have gone to Rio if you had known it was going to be so hot there?
- 11) If it hadn't been for Jane's letter, we would never have learnt the truth.

*Закончите условные предложения, выбрав из правой колонки подходящие по смыслу части.*

1. I'd have gone to see you ...	a. ... if I had known your address.
2. The accident wouldn't have happened...	b. ... if she had had enough money on her.
3. I would've phoned him yesterday ...	c. ... if someone had been holding that ladder!
4. I'd have sent you a postcard while I was on holiday ...	d. ... if I had known that he was expecting my call.
5. I wouldn't have fallen off...	e. ... if I had known you were ill.
6. She would have bought that necklace ...	f. ... if he hadn't been in such a hurry.
7. You wouldn't have left your tickets ...	g. ... if the driver in front hadn't stopped so suddenly.

*Измените следующие предложения по образцу.*

*Образец: If it didn't rain, we'd go for a walk. (yesterday)*

*If it hadn't rained yesterday, we'd have gone for a walk.*

- 1) They would come if you invited them. (yesterday night)
- 2) If you weren't so careless, you wouldn't make such a foolish mistake. (then).

- 3) If they were present, we would discuss it with them. (last Monday)
- 4) If it were sunny, we'd go to the beach. (the day before)
- 5) If she were ready, she would take her exam. (last week).
- 6) If Gerry weren't so busy, I'd ask him to help me. (in the morning).
- 7) If you had a spare ticket, I'd see the performance. (yesterday).
- 8) If I knew English better, I'd work as an interpreter. (then)
- 9) If I had time, I'd go shopping with you. (yesterday).
- 10) He would fill in that form if he didn't forget about it. (at the airport).

*Инверсия в придаточных условных предложениях*

*Переведите предложения на русский язык.*

- 1) Had he been really interested in the problem, he would have read all those books.
  - 2) Could he deal with the matter, it would guarantee success.
  - 3) Had we known all those facts before, we should have written you about them long ago.
  - 4) Were he here now, he would tell us many interesting stories about his trip.
  - 5) Should she come, let her wait a little.
  - 6) Had I realized that the traffic lights were red, I would have stopped.
  - 7) Had I such an opportunity, I should use it.
  - 8) Should the secretary bring the papers, the manager would sign them.
  - 9) Could they have introduced these safety devices, they wouldn't have had any troubles with the equipment.
- Were there no electricity, people would live without electric device.



### 3. Критерии оценивания

#### 3.3. Критерии оценивания

1. Содержание и объем материала, подлежащего проверке, определяется программой. При проверке усвоения материала нужно выявлять полноту, прочность усвоения обучающимися теории и умения применять ее на практике в знакомых и незнакомых ситуациях.
2. Основными формами проверки знаний и умений обучающихся по иностранному языку являются письменная контрольная работа, самостоятельная работа, тестирование, устный опрос.
3. При оценке письменных и устных ответов преподаватель в первую очередь учитывает показанные обучающимися знания и умения. Оценка зависит также от наличия и характера погрешностей, допущенных обучающимися. Среди погрешностей выделяются ошибки и недочеты. Погрешность считается ошибкой, если она свидетельствует о том, что обучающийся не овладел основными знаниями, умениями, указанными в программе. К недочетам относятся погрешности, свидетельствующие о недостаточно полном или недостаточно прочном усвоении основных знаний и умений или об отсутствии знаний, не считающихся в программе основными. Недочетами также считаются: погрешности, которые не привели к искажению смысла полученного обучающимся задания или способа его выполнения; неаккуратная запись. Граница между ошибками и недочетами является в некоторой степени условной. При одних обстоятельствах допущенная обучающимися погрешность может рассматриваться преподавателем как ошибка, в другое время и при других обстоятельствах — как недочет.
4. Задания для устного и письменного опроса обучающихся состоят из теоретических вопросов и задач. Ответ на теоретический вопрос считается безупречным, если по своему содержанию полностью соответствует вопросу, содержит все необходимые теоретические факты и обоснованные выводы, а его изложение и письменная запись грамматически и лексически грамотны и отличаются последовательностью и аккуратностью.
5. Оценка ответа обучающегося при устном и письменном опросе проводится по пятибалльной системе, т. е. за ответ выставляется одна из отметок: 1 (плохо), 2 (неудовлетворительно), 3 (удовлетворительно), 4 (хорошо), 5 (отлично).

#### Критерии ошибок

**К г р у б ы м** ошибкам относятся ошибки, которые обнаруживают незнание обучающимися грамматических правил, правил построения предложений, неправильного использования времен, незнания времен и различных грамматических конструкций, незнание написания несложных слов, неправильная интерпретация текста, непонимание текста, непонимание заданий.

**К негрубым** ошибкам относятся различные орфографические ошибки в сложных словах.

**К недочетам** относятся: опечатки, небрежное написание слов.

#### **Оценивание ответов**

Ответ оценивается *отметкой «отлично»*, если:

— устный ответ обучающегося, письменная работа, практическая деятельность в полном объеме соответствует учебной программе, допускается один недочет. Объем ЗУНов составляет

90-100% содержания (правильный полный ответ, представляющий собой связное, логически последовательное сообщение на определенную тему, умения применять определения, правила в конкретных случаях).

Ответ оценивается *отметкой «хорошо»*, если:

— работ учащегося, практическая деятельность или ее результаты в общем соответствуют требованиям учебной программы, но имеются одна или две негрубые ошибки. Объем ЗУНов составляет 70-90% содержания (правильный, но не совсем точный ответ).

Ответ оценивается *отметкой «удовлетворительно»*, если:

— если его устный ответ, письменная работа, практическая деятельность и ее результаты в основном соответствуют требованиям программы, однако имеется: 1 грубая ошибка и два недочета, или 1 грубая ошибка и 1 негрубая, или 2-3 грубых ошибки, или 1 негрубая ошибка и три недочета, или 4-5 недочетов. Обучающийся владеет ЗУНами в объеме 40-70% содержания (правильный, но не полный ответ, допускаются неточности в определении понятий или формулировке правил, недостаточно глубоко и доказательно ученик обосновывает свои суждения, не умеет приводить примеры, излагает материал непоследовательно).

Ответ оценивается *отметкой «плохо»*, если:

— если его устный ответ, письменная работа, практическая деятельность и ее результаты частично соответствуют требованиям программы, имеются существенные недостатки и грубые ошибки, объем ЗУНов обучающегося составляет менее 40% содержания.