

МИНИСТЕРСТВО ФИЗИЧЕСКОЙ КУЛЬТУРЫ И СПОРТА

МОСКОВСКОЙ ОБЛАСТИ

ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ПРОФЕССИОНАЛЬНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ МОСКОВСКОЙ ОБЛАСТИ

**«УЧИЛИЩЕ (ТЕХНИКУМ) ОЛИМПИЙСКОГО РЕЗЕРВА № 2»**

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| Рассмотрены на заседаниипредметной цикловой комиссии общепрофессиональных дисциплин и профессиональных модулей | Утверждены:Заместитель директора по учебной работе  |
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**КОНТРОЛЬНАЯ РАБОТА № 3**

**по дисциплине ОГСЭ.04. Иностранный язык**

методические указания и контрольные задания для студентов 3 курса заочной формы обучения по специальности 49.02.01 Физическая культура

**Разработчик:**

Преподаватель ГБПОУ МО«УОР № 2» М.В. Сергеева

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**1. Пояснительная записка**

Методические указания и контрольные задания предназначены для студентов заочной формы обучения, изучающих иностранный язык в рамках общегуманитарного и специально-экономического цикла программы подготовки специалистов среднего звена по специальности 49.02.01 Физическая культура.

В результате освоения дисциплины студент должен

**уметь:**

* общаться устно и письменно на иностранном языке на профессиональные и повседневные темы;
* переводить (со словарем) иностранные тексты профессиональной направленности;
* самостоятельно совершенствовать устную и письменную речь и пополнять словарный запас.

**знать:**

* лексический (1200-1400 лексических единиц) и грамматический минимум необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.

**2. Методические указания по оформлению контрольной работы**

Контрольные задания в данном пособии предлагаются в четырех вариантах. Студент должен выполнить один из четырех вариантов контрольных заданий. Номер варианта выбирается по первой букве фамилии студента по таблице:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Вариант №1 | А | Д | З | Л | П | У | Ч | Ю |
| Вариант №2 | Б | Е | И | М | Р | Ф | Ш | Я |
| Вариант №3 | В | Ё | Й | Н | С | Х | Щ |  |
| Вариант №4 | Г | Ж | К | О | Т | Ц | Э |  |

Контрольная работа выполняется на листах формата А4 и начинается с титульного листа, оформленного по образцу (Приложение 1).

Контрольная работа должна быть написана четким, понятным почерком, без исправлений. На страницах работы следует оставить поля (3 см) для пометок и замечаний проверяющего преподавателя. Допускается сдача контрольной работы в электронном виде в формате документа Word, выполненной шрифтом Times New Roman, кегль 12, межстрочный интервал – 1,25. Поля страницы А4 следующие: справа-10 мм, слева - 30 мм. Сверху - 20 мм, снизу - 20 мм. Страницы работы нумеруются, кроме титульного листа.

При выполнении работы студенту следует сначала указывать задания контрольной работы, а затем само выполнение задания.

В конце работы указывается перечень литературы, использовавшейся при выполнении контрольной работы.

Выполнение контрольного задания студент должен представить преподавателю для проверки за три недели до лабораторно-экзаменационной сессии.

По результатам проверки контрольной работы выставляется оценка по пятибалльной шкале. Критерии оценки каждого задания приведены в Приложении 2. Если за контрольную работу выставлена оценка «неудовлетворительно», в нее необходимо внести соответствующие исправления с учетом сделанных замечаний. Повторная проверка работы осуществляется, как правило, тем же преподавателем, который рецензировал ее в первый раз. Студенты, не выполнившие контрольную работу или не получившие положительной оценки по ней, к лабораторно-экзаменационной сессии не допускаются.

Контрольная работа, выполненная небрежно, не по заданному варианту, без соблюдения правил, предъявляемых к ее оформлению, возвращается без проверки с указанием причин, которые доводятся до студента. В этом случае контрольная работа выполняется повторно.

**3. Методические указания по выполнению контрольной работы**

Приступая к выполнению контрольной работы необходимо изучить следующие грамматические темы:

1. Согласование времен.

2. Косвенная речь.

3. Сложное дополнение.

4. Конструкции с инфинитивом и причастием

5. Сложные предложения.

6. Модальные глаголы. Глаголы, способные выступать в модальном значении

Также необходимо знать не менее 150-200 лексических единиц на темы:

1. Телефонный разговор.

2. Переписка. Интернет.

3. Виды спорта.

4. В моем училище.

5. Страны.

6. Города.

7. Искусство.

8. Человек и общество

**4. Контрольные задания**

**Вариант №1**

**1. Read, translate into Russian and answer the questions.**

**A. Washington, DC**

Washington, DC is the capital of the United States of America. It is situated in the mouth of the Potomac River, in the District of Columbia (DC), not belonging to any state. The city is unique in its own way — it was specially designed as the capital of the USA. The architect, who drew up the plan of the city, Pierre 1’Enfant, wanted it to be very convenient. The place for the capital was chosen by the first president, George Washington, and in 1800 the Government moved there.

There are a lot of Governmental offices, but probably the best known, as well as the most important for the country’s life are the White House and the Capitol. The White House is the official residence of the President of the United States. It was built in 1799. It is a three-storeyed house where the President and his family live. At the same time it is the place where official receptions are held and the administration gathers for the meetings. The Capitol is the seat of the Congress. The comer stone of the Congress was laid by George Washington in 1790. The Congress has two chambers: the House of Representatives and the Senate.

The city of Washington, DC is rather large and very beautiful, being at the same time different from all the other cities in the USA, because there are no skyscrapers. According to the law, no house in Washington, DC must be higher than the Capitol.

Washington, DC has the population of about 900,000 people. Being the administrative centre of the country, it doesn’t have any industry. They say, nothing is produced in Washington, DC except wastepaper. Thousands of documents are drafted, approved or denied in the city every day. People living there either belong to the administration, or are employed in the service industry. Besides, thousands of tourists come to see the capital of the country. There is a lot to be seen: Thomas Jefferson Memorial, the Library of Congress, the Washington Monument and much more. The Washington Monument is the most remarkable of these: it is a column rising 160 metres, and from the top of it the visitors can enjoy the view over the city. Among the attractions of the capital it is necessary to mention the museums: the National Gallery of Art, the National Museum of History and Technology, and others.

1. Where is Washington, DC situated?

2. Why is the city unique?

3. When did the government move to Washington, DC?

4. Where is the official residence of the President of the USA situated?

5. What is the Capitol?

6. How many chambers are there in the Congress?

7. Why aren’t there any skyscrapers in Washington, DC?

8. What is the population of the city?

9. Is there any industry in Washington, DC?

10. What are the main attractions of the city?

**B. Sports**

Stepan decided to have his birthday party at a new bowling club, and he invited Vlad and some other guys to come. Vlad has never played bowling and so he wants to ask his father about the rules of the game.

**Vlad:** Dad, have you ever been to the new bowling club that was opened in our city not long ago?

**Father:** Yes, of course, I have been there several times, and I must say that I enjoyed the quiet and friendly atmosphere there.

**Vlad:** So you say you like it, don’t you?

**Father: I** do. And why?

**Vlad:** Stepan has invited us to join him there for his birthday party.

**Father:** It is a very nice idea to have a birthday party in a place like that, isn’t it?

**Vlad:** But I am a little confused. I have never played bowling in my life. Frankly speaking, I have a very vague impression of what it is and how it is played.

**Father:** Ah, it is rather simple. You will understand everything after a couple of minutes watching the other people play.

**Vlad:** Could you give me some hints? I don’t want to look stupid.

**Father:** Well, certainly. Bowling is quite an old game. In fact, it is rather entertainment than sport. Everybody despite of the age and physical fitness can play it. Players roll balls along a runway called a lane, attempting to knock down ten pins.

**Vlad:** What is a runway?

**Father:** Well, it is a long path on which the balls are rolled. At the end of the path there are the pins, they form a triangle. The balls are rather heavy; you will choose the ball for yourself. Choosing a bowling ball is the first step toward successful bowling. You should select a ball that is easy to handle. It should not be too heavy or light, and should feel comfortable and natural in the hand. Now to the game itself.

**Vlad:** As far as I understand, the task is to knock down the ten pins. Is it difficult?

**Father:** Rather, I must say. Each game has ten frames. At the beginning of each frame the player tries to hit all the ten pins. If one manages to do it, it is called “strike”, and it is very good. If one doesn’t, there is the second attempt. If all the pins are down after the second strike, it is called “spare”.

**Vlad:** And what if some pins are left?

**Father:** Then the frame is called “open” and the player gets only the amount of points equal to the amount of pins that fell.

**Vlad:** So, if I hit only one pin, I will have only one point.

**Father:** In this frame, yes.

**Vlad:** And if I have a “spare”?

**Father:** Then you will get ten points plus the amount of points that you get during the first strike in the next frame.

**Vlad:** For example, if I get a “spare” and knock down 3 pins in the next frame, I’ll get 13?

**Father:** Right. And if you have “strike”, you’ll get ten points plus the sum of two strikes in the next frame. The maximum possible score in a strike frame, therefore, is 30: the strike followed by two more strikes on subsequent throws (10 + 10 + 10 = 30).

**Vlad:** I must remember this.

**Father:** You needn’t. There is a computer calculating it for you. It keeps the records of the bowlers’ names, the frame, the number of pins knocked down with each ball, and the final score.

**Vlad:** Then can you give me any hints on how I must throw the ball?

**Father:** There are two holes in the ball so you will see how to throw it the best way. Bowling is the sport based on timing and coordination, so it is very difficult to explain how you should

behave when playing. The only advice I’d give you is to relax and to watch other people playing.

**Vlad:** This makes sense. Thanks a lot, Dad, now I think I’ll feel more comfortable when playing.

**Father:** Have a nice time at the club tonight.

Describe the rules of bowling based on the dialog.

**2. Report the sentences according to the models.**

*Model 1:* He said, “Open the door!” — He **asked** me **to open** the door.

He said, “Don’t go there!” — He **ordered** us **not to go** there.

**Use the verbs:** *ask, order, advise, remind, recommend, warn, implore.*

1. He asked, “Close the door!”

2. Mother reminded, “Don’t be late for school.”

3. She reminded, “Call me as soon as you can!”

4. She said, “Please help yourself.”

5. Jane begged, “Will you help me?”

*Model 2:* She said, “He is my friend.” — She **said that** he was her friend.

1. Tom remarked, “I didn’t expect him to be so young.”

2. Jane muttered, “I am sorry I am late”.

3. Sam told Boris, “It is raining outside. Take an umbrella.”

4. Vlad explained, “I have had a flu, but now I am feeling much better.”

5. Lena told her friend, “I am going to the seaside for a holiday.”

*Model 3:* He asked, “When do you finish your work?” — He **asked** me when I **finished** my work.

She asked, “Is everything ready?” — She **asked** if everything **was ready**.

1. He inquired, “Do you want to speak to me?”

2. George inquired, “Are you sure that you are doing the right thing?”

3. The man asked, “When were you last in the Crimea?”

4. He asked, “Are you playing football with us today?”

5. She inquired, “Who will help me to do the washing up?”

**3. Transform the sentences given below into the Past Simple and Future Simple Tenses, making all the necessary changes.**

1. You may read a book now. 2. They must read for their exam today. 3. You can show better results if you don’t work by fits and starts. 4. You may go for a walk as soon as you finish your homework.

**4. Make up sentences using the words from the three columns.**

|  |  |  |
| --- | --- | --- |
| They expectedHe sawWe wishedHe madeShe letI supposedMy friend wantsThey are knownHe was saidShe watched | the manhis motherthe workhereverybodyto bethis manhis fatherher friendto write | cross the streetto write them a letterlaughto be done in timegoto be your friendgood friendsthis article two years agomake his reportto help him with his homework |

**5. Transform the sentences according to the model using Absolute Constructions with Participles.**

*Model:* The weather was fine. We went for a walk in the park. — *The weather being fine,* we went for a walk in the park.

1. All the experiments were finished. He began writing a report.

2. The letter was sent by ordinary post. I didn’t receive the papers in time.

3. All the dishes were washed. She could sit down and have a rest.

4. The director was absent. Nobody wanted to begin the discussion.

5. The repairs are made in our house. We can’t invite you to see us this month.

6. FedEx is an international company. You will get your letter without any delay.

**6. Fill in the blanks with the conjunctions** *and, but, neither...nor, so.*

My friend and I go in for sports together. In fact, we got acquainted in a sports club, ... since then we are inseparable. I started playing tennis at the age of six, ... he began going in for tennis only at ten, ... now he plays better than I do, ... he always wins when we play together. Not long ago a swimming pool was opened not far from the place where we live, ... we started going in for swimming, too. We both enjoy team games, ... we often play basketball and volleyball, neither of us plays football. We ... go mountain skiing, ... play bowling, ... we dream to try both when we are on holiday next year.

**7. Join the two sentences into one.**

1. I saw a man there. The man was playing tennis.

2. He invited Mary to the movies. Mary didn’t come.

3. He came to the sports club. He wanted to talk to us.

4. We were talking about the man. Here he is.

5. I saw a lot in London. I told them about everything.

**8. Answer the questions. Give several variants where possible using the modal verbs.**

1. May I smoke here?

2. Will you help me with my task?

3. When do you have to get up not to be late for classes?

4. What should you do in order to get a scholarship?

5. Must we do this test in writing?

**9. Fill in the blanks with modal verbs.**

1. You (not)... to pass the test tomorrow if you don’t work hard today.

2.... you like another cup of tea? — Yes, please.

3. I ... revise the rules once more, as I haven’t passed the exam.

4. You ... open the window. It’s rather hot in the room.

5. Excuse me, ... you tell me the time, please?

**10. Read and translate into Russian.**

1.I knew that he had never missed the lectures. 2. Strange! I thought I had left this textbook at home! 3. I expected that you would introduce me to your teacher. 4. He wanted to know why you had missed the lecture. 5. Father promised that the journey by train wouldn’t be so tiresome that time. 6. They heard him sing a song. 7. I don’t want this exercise to be written. 8. We didn’t expect them to deliver our letter so soon. 9. They haven’t seen the plane landing. 10. Did anybody notice them drawing pictures during the lesson? 11. The doctor said that I should stay in bed for at least three days. 12. I remembered him the moment I saw him. 13. This girl says she can speak three languages. 14. The examination is to begin at nine o’clock. 15. You look very much alike. He could have been your brother. 16 He cannot have failed. 17. He must be working at home now. 18. I won’t answer your question. 19. The goods should be delivered by airfreight. 20. The problem wouldn’t solve!

**11. Translate into English.**

1. Я думала, что вы опаздываете в кино. 2. Медсестра сказала, что доктор придет только после 12 часов. 3. Они говорили, что знают его хорошо. 4. Я думал, что они друзья. 5. Позвони мне, перед тем как уедешь. 6. Я дам тебе эту книгу, так как мне она понравилась. 7. Вы не знаете, куда они ушли? 8. Мне нужен твой совет. 9. Ты мог бы учиться лучше. 10. Ты должен был написать это письмо еще вчера. 11. Она наблюдала, как дети играли в футбол. 12. Он не позволил ей плакать. 13. Никто не видел, как дети гуляли в саду. 14. Мы видели, как он заходит на почту. 15. Она была уверена, что ее сын придет из школы рано.

**Вариант №2**

**1. Read, translate into Russian and answer the questions.**

**A. The United Nations Organization**

*“Membership in the United Nations is open to all*

*peace-loving states which accept the obligations of*

*the Charter and, in the judgment of the Organization,*

*are willing and able to carry out these obligations.”*

*Article 4, Chapter 2, United Nations Charter*

The name “United Nations”, coined by United States President Franklin D. Roosevelt, was first used in the “Declaration by United Nations” of 1 January 1942, during the Second World War, when representatives of 26 nations pledged their Governments to continue fighting together against the Axis Powers.

States first established international organizations to cooperate on specific matters. In 1899, the International Peace Conference was held in the Hague to elaborate instruments for settling crises peacefully, preventing wars and codifying rules of warfare. It adopted the Convention for the Pacific Settlement of International Disputes and established the Permanent Court of Arbitration, which began work in 1902. The forerunner of the United Nations was the League of Nations, an organization conceived in similar circumstances during the First World War, and established in 1919 under the Treaty of Versailles “to promote international cooperation and to achieve peace and security”. The League of Nations ceased its activities after failing to prevent the Second World War.

In 1945, representatives of 50 countries met in San Francisco at the United Nations Conference on International Organization to the United Nations Charter. The United Nations was established on 24 October 1945 by 51 countries committed to preserving peace through international cooperation and collective security. Today, nearly every nation in the world belongs to the UN: membership now totals 189 countries.

All UN Member States are represented in the General Assembly — a kind of parliament of nations, which meets to consider the world’s most pressing problems. Each Member State has one vote. Decisions on “important matters”, such as international peace and security, admitting new members, the UN budget and the budget for peacekeeping, are decided by two-thirds majority. Other matters are decided by simple majority. In recent years, a special effort has been made to reach decisions through consensus, rather than by taking a formal vote.

The Assembly holds its annual regular session from September to December. When necessary, it may resume its session, or hold a special or emergency session on subjects of particular concern. When the Assembly is not meeting, its six main committees, other subsidiary bodies and the UN Secretariat carry out its work.

**Human Rights**

The Universal Declaration of Human Rights, proclaimed by the General Assembly in 1948, sets out basic rights and freedoms to which all women and men are entitled — among them the right to life, liberty and nationality, to freedom of thought, conscience and religion, to work, to be educated, to take part in government.

Together with the Declaration, these rights constitute the International Bill of Human Rights.

The Declaration laid the groundwork for more than 80 conventions and declarations on human rights, including conventions to eliminate racial discrimination and discrimination against women; conventions on the rights of the child; the status of refugees and the prevention of genocide; and declarations on self-determination, enforced disappearances and the right to development.

With the standards-setting work nearly complete, the UN is shifting the emphasis of its human rights work to the implementation of human rights laws. The UN Commission on Human Rights, an intergovernmental body, holds public meetings to review the human rights performance of States.

Promoting respect for human rights is increasingly central to UN development assistance. In particular, the right to development is seen as part of a dynamic process, which integrates all civil, cultural, economic, political and social rights and improves the well-being of all individuals in a society. Key to the enjoyment of the right to development is the eradication of poverty, a major UN goal.

1. Who was the first to use the term “United Nations”?

2. What was the purpose of the International Peace Conference in the Hague?

3. What kind of convention did it adopt?

4. What organization was the forerunner of the United Nations

5. What did the League of Nations fail to prevent?

6. When was the United Nations established?

7. How many countries are now members of the United Nations?

8. Where are all United Nations Member States represented?

9. How many votes does each Member State have?

10. How are decisions on “important matters” taken?

11. When is the regular Assembly session held?

**B. A Telephone Conversation**

**Vlad:** Hello, this is Vlad Volkov. Can I speak to Stepan, please?

**Stepan’s mother:** Sorry, Vlad, he is out at the moment. He’ll be back in half an hour.

**Vlad:** Thank you. Can I call him later?

**Stepan’s mother:** Sure, you can. Bye.

**Vlad:** Goodbye.

*Half an hour later:*

**Vlad:** Hello, this is Vlad again. Has Stepan arrived?

**Stepan’s mother:** Yes, he has. Just a minute, I’ll ask him to pick up the handset.

**Stepan:** Hi, Vlad, how are you, old boy?

**Vlad:** Not bad, thank you. Look, Stepan, I seem to have left my textbook in Physics somewhere, and we are going to have a test tomorrow. Haven’t you taken it by mistake?

**Stepan:** I must search for it in my bag, as I haven’t yet unpacked it. Wait a moment, please ... No, there are only mytextbooks. Call Igor, maybe he has taken it. By the way, he is not at home; he’s at his grandmother’s.

**Vlad:** Yes, I am going to call him. What is his grandmother’s phone number?

**Stepan:** 877392.

**Vlad:** Thank you.

**Stepan:** I am sorry I could not help.

**Vlad:** It is my fault. I should have been more attentive.

**Stepan:** Look, I am going to read for the test right now. If you don’t find the book in an hour or so, then I may lend you mine.

**Vlad:** Thank you very much.

**Stepan:** That’s nothing! Good luck. Call me back anyway.

**Vlad:** Bye.

**Vlad:** Hello, this is Vlad Volkov. Can I speak to Igor?

**Igor:** Speaking. Hi, Vlad. Any problems?

**Vlad:** Well, I have left my textbook in Physics somewhere; I think someone has taken it by mistake.

**Igor:** I think I might have taken it. We were sitting together on the lesson of Physics. But my bag is not with me now. I have left it at home just before going to my grandma. 1 promise I’ll search for it the first thing when I return home.

**Vlad:** When will you come home?

**Igor:** Not earlier than six. Sorry.

**Vlad:** Never mind. I still have some other lessons to be done.

**Igor:** Then I’ll call you back with the results.

**Vlad:** Thank you. Bye.

**Igor:** Hello, this is Igor speaking. Can I speak to Vlad?

**Vlad:** Hello, Igor.

**Igor:** I’ve got your textbook. I’ll fetch it to your place in half an hour.

**Vlad:** You needn’t worry. I’ll call to your place myself, if you don’t mind. When is it more convenient?

**Igor:** Any time. I am at home from now on.

**Vlad:** I am coming, then. Bye.

**Igor:** I’ll be waiting for you.

Describe the situation based on the dialog.

**2. Report the sentences according to the models.**

*Model 1:* He said, “Open the door!” — He **asked** me **to open** the door.

He said, “Don’t go there!” — He **ordered** us **not to go** there.

**Use the verbs:** *ask, order, advise, remind, recommend, warn, implore.*

1. The children ordered, “Read to us!”

2. He advised, “Take the umbrella.”

3. Jane begged, “Will you help me?”

4. She said, “Please help yourself.”

5. Mother reminded, “Don’t be late for school.”

*Model 2:* She said, “He is my friend.” — She **said that** he was her friend.

1. Jane muttered, “I am sorry I am late”.

2. The teacher said in surprise, “Sorry to say, but you have got a bad mark for your test.”

3. His friend shouted, “It’s a lie!”

4. Mother answered, “The children are playing in the garden.”

5. Sam told Boris, “It is raining outside. Take an umbrella.”

*Model 3:* He asked, “When do you finish your work?” — He **asked** me when I **finished** my work.

She asked, “Is everything ready?” — She **asked** if everything **was ready**.

1. She wondered, “When will they arrive?”

2. Mother asked in surprise, “Have you already done your homework?”

3. He wondered, “What are you laughing at?”

4. The boy asked, “Why were you so surprised?”

5. Fred asked, “Did you write the answer to his previous letter?”

**3. Transform the sentences given below into the Past Simple and Future Simple Tenses, making all the necessary changes.**

1 He can speak English very well.

2. Students in Oxford must wear a uniform.

3. Mike must pass the credit test today.

4. Students can get a scholarship if they are at the top of the group.

**4. Make up sentences using the words from the three columns.**

|  |  |  |
| --- | --- | --- |
| They expectedHe sawWe wishedHe madeShe letI supposedMy friend wantsThey are knownHe was saidShe watched | the manhis motherthe workhereverybodyto bethis manhis fatherher friendto write | cross the streetto write them a letterlaughto be done in timegoto be your friendgood friendsthis article two years agomake his reportto help him with his homework |

**5. Transform the sentences according to the model using Absolute Constructions with Participles.**

*Model:* The weather was fine. We went for a walk in the park. — *The weather being fine,* we went for a walk in the park.

1. All the experiments were finished. He began writing a report.

2. The letter was sent by ordinary post. I didn’t receive the papers in time.

3. All the dishes were washed. She could sit down and have a rest.

4. The director was absent. Nobody wanted to begin the discussion.

5. The repairs are made in our house. We can’t invite you to see us this month.

6. FedEx is an international company. You will get your letter without any delay.

**6. Fill in the blanks with the conjunctions** *and, but, neither...nor, so.*

My friend and I go in for sports together. In fact, we got acquainted in a sports club, ... since then we are inseparable. I started playing tennis at the age of six, ... he began going in for tennis only at ten, ... now he plays better than I do, ... he always wins when we play together. Not long ago a swimming pool was opened not far from the place where we live, ... we started going in for swimming, too. We both enjoy team games, ... we often play basketball and volleyball, neither of us plays football. We ... go mountain skiing, ... play bowling, ... we dream to try both when we are on holiday next year.

**7. Join the two sentences into one.**

1. You gave me a book to read. I lost it.

2. I can’t play tennis well. I began playing it when I was only fifteen.

3. He is playing a new game. It is very interesting.

4. They were playing outdoors. At that time their mother was cooking dinner.

5. We are playing at a small sports ground now. The sports ground at our college is larger.

**8. Answer the questions. Give several variants where possible using the modal verbs.**

1. Can you answer my question?

2. When is the train to arrive?

3. What should you do in order to get a scholarship?

4. Shall I speak to him immediately?

5. Would you like another cup of tea?

**9. Fill in the blanks with modal verbs.**

1. They ... pay more attention to their studies.

2.... I do this exercise in writing? — No, you (not)...; you ... do it orally.

3. I ... your advice.

4. You (not)... to pass the test tomorrow if you don’t work hard today.

5. I ... revise the rules once more, as I haven’t passed the exam.

**10. Read and translate into Russian.**

1. I hoped he wouldn’t come and spoil the party. 2. He said that he was very tired. 3. She said she was glad to see us. 4. Mike told me she would be there very soon. 5. They were afraid that the repairs would cost a fortune. 6. Mother wanted Nick to wash the dishes. 7. Father made his son go alone. 10. They watched the boy cross the street. 11. You must see her dancing. It is really remarkable. 12. Have you heard this news being discussed? 13. Vlad appreciated what father had told him about bowling when he went to the bowling club. 14. Mike said he had never been to such a large stadium before. 15. The man who called didn’t say his name. 16. You should start thinking about your future job now. 16. I need your help. 17. They may be asked this question, too. 18. My friend must have been learning English for a long time now. 19. I will certainly help you. 20. Transportation conditions shall correspond to the goods character.

**11. Translate into English.**

1. Она была уверена, что ее сын придет из школы рано. 2. Почему он сказал мне, что никогда не видел тебя? 3. Он сказал, что готовится к экзамену. 4. Он говорил, что не похож на своего брата. 5. Я знаю, что он говорил вам об этом. 6. Меня спросили, был ли я за границей. 7. Можно войти? 8. Я не хочу (не буду) помогать тебе. 9. К сожалению, они вынуждены остаться в городе во время летних каникул. 10. Говорят, что он хороший товарищ. 11. Мама хотела, чтобы мальчик вымыл посуду. 12. Мы видели, что он переходит улицу. 13. Мы наблюдали, как строился этот дом. 14. Ты заметил, что он все время говорит об экзаменах? 15. Я не ожидал, что мой брат заболеет.

**Вариант № 3**

**1. Read, translate into Russian and answer the questions.**

**A. Canada, Australia, New Zealand**

**Canada**

Canada is located in North America. It is the second largest country in the world, but the population of the country is only about 30 million people. Most of the population is concentrated along the southern border, in the cities such as Montreal, Ottawa and Toronto.

Canada is an independent country, though formally Elizabeth II, Queen of the United Kingdom, is recognized as Head of State. The country consists of two territories and ten provinces. There are two official languages in Canada — English, which is the language of about 60% of the population, and French. The majority of French-speaking population is concentrated in the province of Quebec.

The country is mainly agricultural. It is well known as an exporter of wheat and oats. It is also rich in natural resources. It is one of the main producers of electric power.

**Australia**

The continent of Australia is situated between the Indian Ocean and the Pacific Ocean. Australia is the sixth largest country in the world. The country’s official name is Commonwealth of Australia. It is unique, because it is at the same time a continent, the smallest one in the world.

Australia is a very young country. The explorers from Europe unanimously called it a wonderful continent. There are really a lot of wonders: strange animals and wildlife, unusually mild weather, warm winters, etc. Even the sun rises there in the west, which is strange for Europeans. Besides, there is great stock of mineral resources: gold, oil, coal and much more.

The Commonwealth of Australia is a federation of six states: South Australia, New South Wales, Queensland, Victoria, Tasmania, and Western Australia. The central part of the country is scarcely populated. The majority of the inhabitants live along the seashore or on the islands surrounding the continent: Tasmania is probably the most famous of them.

There are not very many cities in Australia. Agriculture is very well developed there. It is the world’s leading manufacturer of wool. The largest and the most famous city is Sydney. It was the capital of the Olympic games in 2000. The capital of the country is Canberra, which is a remarkable city, with lakes, parks and skyscrapers.

**New Zealand**

New Zealand is a country in the Pacific Ocean, situated to the southeast from Australia. The country consists of two main islands and a number of smaller ones. All of them belong to the large group of Polynesian Islands. As one of the former colonies of Great Britain, now New Zealand is a member of the Commonwealth. It is formally the constitutional monarchy, Queen Elizabeth II being Head of State. The Queen appoints the governor who rules in her name. But, as well as in the UK, the Queen and her representatives have little or no power. In fact, the Prime Minister is the ruler.

New Zealand is a rich country, most of its wealth being due to agricultural activities. The rate of life in New Zealand is really high. Auckland is the largest city in the country. The capital of New Zealand is Wellington. English is the official language in the country, though in some schools Maori, which is the language of the native population, is taught as well.

Answer the questions about Canada, Australia and New Zealand.

1. Where is the country situated?

2. What is the size of the country?

3. What are its main cities? What is the capital of the country?

4. Where is the majority of the population concentrated?

5. What is the most important sphere of economy of the country?

6. Is the country rich in natural resources? What are they?

7. Who is formally recognized as Head of State in Canada?

8. What is the official language of the country?

**B. Sending a Letter**

Not long ago Vlad applied for a grant from an American university. He was sure he had all chances to win this grant. Soon he got a message that the board at the University had sent him the application documents and forms to fill in. The letter having been posted by FedEx, the board informed him about the tracking number. Vlad doesn’t know what this means, so he asks Boris, his brother-in-law, about FedEx.

**Vlad:** Hi, Boris, Ihave got a little problem.

**Boris:** What is it? What is the matter?

**Vlad:** I saw you receive a parcel with a sign FedEx several times.

**Boris:** Well, I use their service quite often. Why are you asking?

**Vlad:** You see, I must get a letter sent by FedEx, and I don’t know what I am to do.

**Boris:** You know, it is rather simple. FedEx is an American company specializing in delivering letters, parcels and goods. In fact, it is a carrier service, or an express transportation company. There are quite a lot of companies of this kind all over the world, say, DHL, FedEx, German Parcel, etc.

**Vlad:** Then, in what way are they different from traditional postal service?

**Boris:** In fact, there is a great difference. To begin with, they are more reliable than the regular post. Having something really important to be sent, you’d better use the service of such company, though their services are not cheap.

**Vlad:** Does FedEx deliver internationally, being an American company?

**Boris:** Of course, they do. If I am not mistaken, they have representative offices in more than 200 countries.

**Vlad:** Have they, really? Then, I think, I am sure to receive the documents very soon. But then there is one more question: they have supplied me with the tracking number. What is it needed for?

**Boris:** Oh, using this number you can track your letter.

**Vlad:** Where can I track it?

**Boris:** In the Internet, of course. Just go to FedEx homepage and insert the number you received. You’ll get the complete information about where your package is and when it is going to be at your destination. It is interesting sometimes to see that your parcel travels through so many countries to reach you.

**Vlad:** Do you want to say that their delivery is slower than a usual post service?

**Boris:** Why do you think so?

**Vlad:** You said it travels to many countries ...

**Boris:** No, it is very fast. They choose the best way to deliver. They have their own aircraft and vehicles.

**Vlad:** It is really very interesting. I wish I knew this before. Now I’d better go and track my parcel.

1. Do you like writing letters?

2. Do you often write letters to your friends and relatives?

3. Why is it necessary to put a stamp on the letter?

4. Have you ever sent a telegram?

5. Can you send a telegram from home? How?

6. Can you subscribe to newspapers and telegrams at the post office?

7. What is sold at the post office?

8. Can you transfer money by post?

**2. Report the sentences according to the models.**

*Model 1:* He said, “Open the door!” — He **asked** me **to open** the door.

He said, “Don’t go there!” — He **ordered** us **not to go** there.

**Use the verbs:** *ask, order, advise, remind, recommend, warn, implore.*

1. She said, “Don’t laugh at them!”

2. She said, “Please help yourself.”

3. He asked, “Close the door!”

4. He advised, “Take the umbrella.”

5. He said, “Don’t ask me this silly question again!”

*Model 2:* She said, “He is my friend.” — She **said that** he was her friend.

1. Tom remarked, “I didn’t expect him to be so young.”

2. Jean said, “My Dad will be fifty years old next year.”

3. The teacher said in surprise, “Sorry to say, but you have got a bad mark for your test.”

4. Mike noted, “I called him a few days ago.”

5. Lena told her friend, “I am going to the seaside for a holiday.”

*Model 3:* He asked, “When do you finish your work?” — He **asked** me when I **finished** my work.

She asked, “Is everything ready?” — She **asked** if everything **was ready**.

1. She wondered, “When will they arrive?”

2. Mother asked in surprise, “Have you already done your homework?”

3. He wondered, “What are you laughing at?”

4. The boy asked, “Why were you so surprised?”

5. Fred asked, “Did you write the answer to his previous letter?”

**3. Transform the sentences given below into the Past Simple and Future Simple Tenses, making all the necessary changes.**

1. They must read for their exam today. 2. You may read a book now. 3. You may go for a walk as soon as you finish your homework. 4. You can show better results if you don’t work by fits and starts.

**4. Make up sentences using the words from the three columns.**

|  |  |  |
| --- | --- | --- |
| They expectedHe sawWe wishedHe madeShe letI supposedMy friend wantsThey are knownHe was saidShe watched | the manhis motherthe workhereverybodyto bethis manhis fatherher friendto write | cross the streetto write them a letterlaughto be done in timegoto be your friendgood friendsthis article two years agomake his reportto help him with his homework |

**5. Transform the sentences according to the model using Absolute Constructions with Participles.**

*Model:* The weather was fine. We went for a walk in the park. — *The weather being fine,* we went for a walk in the park.

1. All the experiments were finished. He began writing a report.

2. The letter was sent by ordinary post. I didn’t receive the papers in time.

3. All the dishes were washed. She could sit down and have a rest.

4. The director was absent. Nobody wanted to begin the discussion.

5. The repairs are made in our house. We can’t invite you to see us this month.

6. FedEx is an international company. You will get your letter without any delay.

**6. Fill in the blanks with the conjunctions** *and, but, neither...nor, so.*

My friend and I go in for sports together. In fact, we got acquainted in a sports club, ... since then we are inseparable. I started playing tennis at the age of six, ... he began going in for tennis only at ten, ... now he plays better than I do, ... he always wins when we play together. Not long ago a swimming pool was opened not far from the place where we live, ... we started going in for swimming, too. We both enjoy team games, ... we often play basketball and volleyball, neither of us plays football. We ... go mountain skiing, ... play bowling, ... we dream to try both when we are on holiday next year.

**7. Join the two sentences into one.**

1. We will speak about it. He comes soon.

2. He came to the sports club. He wanted to talk to us.

3. He went to the Crimea last year. He says so.

4. We are playing at a small sports ground now. The sports ground at our college is larger.

5. You gave me a book to read. I lost it.

**8. Answer the questions. Give several variants where possible using the modal verbs.**

1. Must we do this test in writing?

2. Do you have to speak English to your teacher?

3. May I smoke here?

4. Will you help me with my task?

5. When do you have to get up not to be late for classes?

**9. Fill in the blanks with modal verbs.**

1. John ... work hard to get the scholarship.

2. Excuse me, ... you tell me the time, please?

3. He ... swim when he was three years old.

4.... you like another cup of tea? — Yes, please.

5. I ... your advice.

**10. Read and translate into Russian.**

1. We thought that they were a happy couple. 2. They didn’t know that he had seen the doctor already. 3. He said that he wanted to place an international telephone call. 4. She promised she would call us some day the following week. 5. Mother thought the children were playing football in the yard. 6. He saw his friend post a letter. 7. He is known to be a good writer. 8. Nobody saw the boy breaking the window. 9. They felt something happening to their daughter. 10. It is known that sport makes people strong and healthy. 11. I met the man you had told me about. 12. He didn’t tell us where they had gone. 13. You will answer all the questions when you are asked. 14. They have to leave home early so that not to be late for classes. 15. He should be waiting for you outdoors. 16. My friend said he might come a little later. 17. The library ought to be open now. It’s too early for it to close. 18. You shall think about my advice later. 19. You should call her immediately. 20. I would like another helping of this cake.

**11. Translate into English.**

1. Нина вспомнила, что не записала номер телефона своей подруги. 2. Я не думал, что мое мнение так важно для тебя. 3. Почему он не позвонил нам, как обещал? 4. Начальник сказал, что он занят. 5. Я знаю, что он говорил вам об этом. 6. Меня спросили, был ли я за границей. 7. Можно войти? 8. Я не хочу (не буду) помогать тебе. 9. К сожалению, они вынуждены остаться в городе во время летних каникул. 10. Говорят, что он хороший товарищ. 11. Мама хотела, чтобы мальчик вымыл посуду. 12. Мы видели, что он переходит улицу. 13. Мы наблюдали, как строился этот дом. 14. Ты заметил, что он все время говорит об экзаменах? 15. Я не ожидал, что мой брат заболеет.

**Вариант № 4**

**1. Read, translate into Russian and answer the questions.**

**A. Joseph Mallord William Turner (1775-1851)**

Joseph Mallord William Turner is one of the greatest English romantic painters and the most original of English landscape artists. Turner was born in London in 1775. His first drawings are dated 1787, when he was only twelve. His childish sketchbooks are still preserved in the British Museum. He received almost no general education but at 14 he became a student at the Royal Academy of Arts and three years later was making drawings for magazines. In 1791 he exhibited two watercolors at the Royal Academy for the first time. He became famous for visionary interpretations of landscape, making experiments with light and colour. In 1802 he went to the Continent, where he painted his famous *Calais Pier* (now exhibited in the National Gallery, London). Later he often travelled in England or abroad, using every opportunity to make sketches for his studio paintings in oil and watercolour. His works were exhibited regularly, and in 1807 he became professor of the Academy. Turner showed a remarkable ability to choose the best from the tradition of landscape painting. Among his paintings are *Dido Building Carthage* (The National Gallery, London) and *Crossing the Brook* (The Tate Gallery, London). Despite his early and continued success Turner lived a very quiet life. As his fame grew, he bought a large gallery in London for exhibition of his work, but continued to live very modestly with his old father. His painting became increasingly abstract, as he wanted to portray light, space, and the elemental forces of nature. He showed atmospheric effects with bright colours, for example, in *The Grand Canal* (The Metropolitan Museum, New York) and *Approach to Venice* (The National Gallery, Washington, DC). In his will he left more than 19,000 water224 colours, drawings, and oils to the nation. Most of these works are in the National Gallery and the Tate Gallery, London. In watercolour he is unsurpassed.

1. What is Joseph Mallord William Turner famous for?

2. When did he begin to draw?

3. At what age did he become a student at the Royal Academy of

4. What kind of experiments did he make?

5. He often went abroad, didn’t he?

6. Prove that Turner lead a modest life.

7. Name the most famous of Turner’s paintings.

8. Where are his paintings exhibited?

**B. At My College**

Alexei is going to leave school in a year, but he realizes that he must start thinking about further education right now, because it is essential to read for exams well beforehand. So he asks his brother to tell him about his college and advise.

**Alexei:** Vlad, I want to ask you about college life. Is it different from school life?

**Vlad:** Well, it depends on what you are interested in. We, too, in college have lessons, and marks; teachers give us homework, and there are examinations and tests.

**Alexei:** Well, I see. But, then, is there any difference between a school and a college?

**Vlad:** Why, of course. First, at college we have special subjects in our curriculum. For example, if one is going to be a teacher, he or she will take pedagogy, psychology, and methods of teaching. If one wants to become an economist, he or she will study economics, accounting, taxation and a lot of other things. It’s really very interesting. Second, if you work regularly, attend all the lectures and seminars, and get good marks, you will be given a scholarship. If you are at the top of the group, and have excellent marks, the scholarship will be higher.

**Alexei:** It sounds very nice, I must say. Now, please, describe your usual day at college.

**Vlad:** Well, our day starts in the assembly hall, where we all gather together and the head teacher calls the register. Then the classes begin. We have several lectures and seminars every day, and work in workshops. Students also can stay at college after classes to do research.

**Alexei:** How are students assessed?

**Vlad:** We have exams and credit tests twice a year. But of course, it is important how you work during the year.

**Alexei:** What is the difference between an exam and a credit test?

**Vlad:** Well, you get marks for an exam, and when you take a credit test, you’ll get a “pass”. Exams are usually taken at the end of the course of a subject. For example, if you take chemistry for a year and a half, you will have credit tests in chemistry at the end of two terms, and at the end of the third term you will take an exam.

**Alexei:** Is an exam more difficult, than a credit test.

**Vlad:** Not really. In fact, you have more time to read for an exam: you are given from two to five days to get ready, and you are not given a lot of time to get ready for a credit test. In general, it depends on the subject.

**Alexei:** Well, I see. Now, what about holidays? They are not the same as at school, are they?

**Vlad:** We have holidays only two times a year: two weeks in February and two and a half months in summer.

**Alexei:** Vlad, what are you going to do after you graduate?

**Vlad:** There is a good opportunity for those who get only excellent marks while they study. When we graduate, we can enter a university without taking entrance exams and continue our education there. That’s why I study hard and try to work regularly, and not by fits and starts. And hard work gives good results, as I am at the top of the group now.

**Alexei:** The prospect is very nice. I wish you good luck, then. Do you advise me to enter this college, too?

**Vlad:** You know, it’s up to you to decide. But I like my studies there, and I think I have made the right choice. Besides, I’ve got many friends in the college, and friendship is the best thing in the world!

Answer the questions about your college.

1. What year are you in now?

2. When will you graduate?

3. How many students are there in your group?

4. Did you take any entrance exams to your college?

5. What are you going to do after you graduate?

6. How often do you have exams and credit tests?

7. Do you work regularly or by fits and starts?

8. How long does it usually take you to read for an exam?

9. Do the students in your college have to wear a uniform?

10. What are your favorite subjects?

**2. Report the sentences according to the models.**

*Model 1:* He said, “Open the door!” — He **asked** me **to open** the door.

He said, “Don’t go there!” — He **ordered** us **not to go** there.

**Use the verbs:** *ask, order, advise, remind, recommend, warn, implore.*

1. The teacher asked, “Please give me a pen.”

2. He said, “Don’t ask me this silly question again!”

3. The children ordered, “Read to us!”

4. She said, “Don’t laugh at them!”

5. She said, “Please help yourself.”

*Model 2:* She said, “He is my friend.” — She **said that** he was her friend.

1. Jane muttered, “I am sorry I am late”.

2. Mother answered, “The children are playing in the garden.”

3. The teacher said in surprise, “Sorry to say, but you have got a bad mark for your test.”

4. Vlad explained, “I have had a flu, but now I am feeling much better.”

5. His friend shouted, “It’s a lie!”

*Model 3:* He asked, “When do you finish your work?” — He **asked** me when I **finished** my work.

She asked, “Is everything ready?” — She **asked** if everything **was ready**.

1. He inquired, “Do you want to speak to me?”

2. George inquired, “Are you sure that you are doing the right thing?”

3. The man asked, “When were you last in the Crimea?”

4. He asked, “Are you playing football with us today?”

5. She inquired, “Who will help me to do the washing up?”

**3. Transform the sentences given below into the Past Simple and Future Simple Tenses, making all the necessary changes.**

1. Students in Oxford must wear a uniform.

2. He can speak English very well.

3. Students can get a scholarship if they are at the top of the group.

4. Mike must pass the credit test today.

**4. Make up sentences using the words from the three columns.**

|  |  |  |
| --- | --- | --- |
| They expectedHe sawWe wishedHe madeShe letI supposedMy friend wantsThey are knownHe was saidShe watched | the manhis motherthe workhereverybodyto bethis manhis fatherher friendto write | cross the streetto write them a letterlaughto be done in timegoto be your friendgood friendsthis article two years agomake his reportto help him with his homework |

**5. Transform the sentences according to the model using Absolute Constructions with Participles.**

*Model:* The weather was fine. We went for a walk in the park. — *The weather being fine,* we went for a walk in the park.

1. All the experiments were finished. He began writing a report.

2. The letter was sent by ordinary post. I didn’t receive the papers in time.

3. All the dishes were washed. She could sit down and have a rest.

4. The director was absent. Nobody wanted to begin the discussion.

5. The repairs are made in our house. We can’t invite you to see us this month.

6. FedEx is an international company. You will get your letter without any delay.

**6. Fill in the blanks with the conjunctions** *and, but, neither...nor, so.*

My friend and I go in for sports together. In fact, we got acquainted in a sports club, ... since then we are inseparable. I started playing tennis at the age of six, ... he began going in for tennis only at ten, ... now he plays better than I do, ... he always wins when we play together. Not long ago a swimming pool was opened not far from the place where we live, ... we started going in for swimming, too. We both enjoy team games, ... we often play basketball and volleyball, neither of us plays football. We ... go mountain skiing, ... play bowling, ... we dream to try both when we are on holiday next year.

**7. Join the two sentences into one.**

1. He will not come to the party. He is busy.

2. He promised to come to see us. But if it rains, he won’t come.

3. They were playing outdoors. At that time their mother was cooking dinner.

4. I saw a man there. The man was playing tennis.

5. He invited Mary to the movies. Mary didn’t come.

**8. Answer the questions. Give several variants where possible using the modal verbs.**

1. Shall I speak to him immediately?

2. Would you like another cup of tea?

3. What should you do in order to get a scholarship?

4. Can you answer my question?

5. When is the train to arrive?

**9. Fill in the blanks with modal verbs.**

1. My friend ... think about his future job now.

2. Students ... come in time for the lessons.

3. You ... open the window. It’s rather hot in the room.

4. They ... pay more attention to their studies.

5.... I do this exercise in writing? — No, you (not)...; you ... do it orally.

**10. Read and translate into Russian.**

1. Everybody was sure that she was a liar. 2. He said he wouldn’t go to college on Friday. 3. Why did you say you had been absent the day before? 4. The doctor asked me when I had caught cold. 5. Sam told me that he had been reading that book for the whole night. 6. The teacher made the student answer the question once more. 7. They wished their children to become doctors. 8. I saw them walking along the street, but they didn’t notice me. 9. I didn’t hear you talking in such a strange way. 10. Ask him whether he will come to the party. 11. The book you are discussing is unfamiliar to me. 12. She is smiling because she has remembered something funny. 13. Father told him how to throw the ball. 14. He won’t be able to pass his exam if he doesn’t work hard enough. 15. He ought to become more serious. 16. Everybody must read this book. 17. You should visit your parents more often. 18. We need to help him with his report. 19. This decision would be hard for him. 20. You don’t have to stay if you don’t want to.

**11. Translate into English.**

1. Я не ожидал, что мой брат заболеет. 2. Она обещала, что выучит английский язык перед поездкой за границу. 3. Они говорили, что он сегодня задержится. 4. Лена не знала, почему ее подруга разговаривала с ней так резко. 5. Маша не рассказывала, где познакомилась с Михаилом. 6. Я не уверен, что он воспользуется вашим советом. 7. Он умел читать, когда ему было четыре года. 8. Студенты должны прийти в училище до того, как директор отметит отсутствующих. 9. Ему нужно остаться в техникуме после занятий. 10. Мой отец хочет, чтобы я поступил в училище. 11. Известно, что у этой компании есть свой воздушный флот. 12. Он слышал, как студенты отвечали на вопросы преподавателя. 13. Я никогда не слышала, как ваша дочь играет на пианино. 14. Мне нужен твой совет. 15. К сожалению, они вынуждены остаться в городе во время летних каникул.

**5. Список рекомендуемых источников**

1. Английский язык: учебник для студентов учреждений среднего профессионального образования, А. П. Голубев, Н. В. Балюк, И. Б. Смирнова. — 13-е изд., стер. — М.: Издательский центр «Академия», 2013. — 336 с.

2. Англо-русский и русско-английский словарь. Мюллер В.К. – М.: Эксмо, 2008.

2. <https://www.babla.ru/> - онлайн-словарь для 28 языков.

Приложение 1.

***Образец оформления титульного листа***

***домашней контрольной работы***

МИНИСТЕРСТВО

ФИЗИЧЕСКОЙ КУЛЬТУРЫ И СПОРТА

МОСКОВСКОЙ ОБЛАСТИ

ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ПРОФЕССИОНАЛЬНОЕ

ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ МОСКОВСКОЙ ОБЛАСТИ

**«УЧИЛИЩЕ (техникум) ОЛИМПИЙСКО РЕЗЕРВА № 2»**

Домашняя контрольная работа по дисциплине: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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студента (студентки) заочного отделения

\_\_\_\_\_\_\_\_\_ курса \_\_\_\_\_\_\_\_\_ группы

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Ф.И.О)

Вариант № \_\_\_\_\_

Дата сдачи\_\_\_\_\_\_\_\_\_\_\_\_\_

Проверил:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Ф.И.О.)

 Оценка: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (подпись)

Дата \_\_\_\_\_\_\_\_\_\_\_\_

Приложение 2.

**Критерии оценки заданий контрольной работы**

**Критерии оценки заданий на перевод с русского на английский**

**Отлично** — сделан полностью и адекватно, на правильном английском языке. Правильно употреблены видо-временные формы, артикли, согласование времен и др. Допускается незначительные ошибки, кроме искажения смысла.

**Хорошо** - перевод сделан полностью и адекватно, на правильном английском языке. Правильно употреблены видо-временные формы, артикли, согласование времен и др. Однако допущены некоторые грамматические ошибки, присутствуют некоторые неточности в переводе.

**Удовлетворительно** — перевод сделан полностью или не менее, чем на 50 процентов. Зачастую неправильно употреблены видо-временные формы, артикли, согласование времен и др. Присутствуют неточности употреблении лексических конструкций.

**Неудовлетворительно** – перевод не сделан или сделан не полностью. Допущены грубые грамматические и лексические ошибки

**Критерии оценки заданий на перевод текста с английского на русский:**

**Отлично** — перевод сделан полностью и адекватно, на правильном русском языке. Правильно употреблены видо-временные формы, согласование времен и др. Допускается незначительные ошибки, кроме искажения смысла.

**Хорошо** - перевод сделан полностью и адекватно, на правильном русском языке. Правильно употреблены видо-временные формы, согласование времен и др. Однако допущены некоторые грамматические ошибки, присутствуют некоторые неточности в переводе.

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**Неудовлетворительно** – перевод не сделан или сделан не полностью. Допущены грубые грамматические и лексические ошибки

**Критерии оценки лексико-грамматических заданий:**

|  |  |  |  |
| --- | --- | --- | --- |
| **оценка** | **лексика** | **грамматика** | **правописание** |
| **«5»** |  отлично использована лексика и простые структуры, также использованы сложные семантические структуры. | не допущены грамматические ошибки. | не допущены ошибки в правописании. |
| **«4»** | правильно использована лексика и простые структуры допущены ошибки при  использовании сложных семантических структуры. | присутствуют единичные случаи допущения грамматических ошибок. | присутствуют единичные случаи допущения ошибок в правописании, которые не мешают пониманию. |
| **«3»** | в основном правильно использованы лексика и простые структуры  | допущены некоторые грамматические ошибки. | допущены некоторые ошибки в правописании, которые иногда мешают пониманию. |
| **«2»** | использована ограниченная лексика, не соответствующая уровню знания языка, допущены ошибки. | частые случаи допущения грамматических ошибок | частые случаи допущения ошибок в правописании, которые мешают пониманию |