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Дата подписания: 31.07.2024 11:43:07

Уникальный идентификатор:

5258223550ea9fbeb23726a1609b644b33d8986ab6255891f288f913a1351fae

Федеральное государственное бюджетное образовательное учреждение  
высшего образования


«Белгородский государственный аграрный университет имени В.Я. Горина»

**Кафедра иностранных языков**

(наименование кафедры)

«Утверждаю»

Декан факультета СПО



Бражник Г.В.

# ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

ПО УЧЕБНОЙ ДИСЦИПЛИНЕ

**ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ**  
**(АНГЛИЙСКИЙ ЯЗЫК)**

(наименование дисциплины)

09.02.07 – Информационные системы и программирование

(код и наименование направления подготовки)

**Программист**  
**Администратор баз данных**  
**Разработчик веб и мультимедийных приложений**

Квалификация (степень) выпускника

п. Майский 2024

**Паспорт  
фонда оценочных средств  
по дисциплине иностранный язык (английский)**

Контролируемые разделы (темы) дисциплины*	Код контролируемой компетенции (или ее части)	Наименование оценочного средства
<b>Раздел 1 Вводно- коррективный курс</b>		
<b>Тема 1.1 Международное общение. Представление и знакомство.</b>  <i>Грамматический материал:</i> Местоимения личные, притяжательные, указательные, возвратные. . Глаголы <i>to be</i> , <i>to have, to do</i> ,	ОК-01, 04, 06, 10	Коллоквиум. Собеседование. Круглый стол, дискуссия. Устный и письменный опрос.
<b>Тема 1.2 О себе. Моя семья. Мой дом.</b>  <i>Грамматический материал:</i> Оборот <i>there is, there are</i> . Имя существительное: образование множественного числа, притяжательный падеж, исчисляемые и неисчисляемые существительные. Артикль (определенный, неопределенный, нулевой). Количественные и порядковые числительные, чтение дат, время.	ОК-01, 04, 06, 10	Собеседование. Устный и письменный опрос.
<b>Тема 1.3 Мой день</b>  <i>Грамматический материал:</i> Времена группы <i>Simple</i> . Правильные и неправильные глаголы. Слова — маркеры времени.	ОК-01, 04, 06, 10	Собеседование. Устный и письменный опрос.
<b>Раздел 2 Развивающий курс</b>		

<p><b>Тема 2.1</b> <b>Мой колледж</b></p> <p><i>Грамматический материал:</i> Имя прилагательное. Образование степеней сравнения. Сравнительные слова и обороты <i>than, as . . . as, not so . . . as.</i></p>	<p>ОК-01, 04, 06, 10</p>	<p>Собеседование. Круглый стол, дискуссия. Ролевая игра. Устный и письменный опрос.</p>
<p><b>Тема 2.2</b> <b>Образование</b></p> <p><i>Грамматический материал:</i> Времена группы Continuous. Конструкция <i>to be going to do something.</i></p>	<p>ОК-01, 04, 06, 10</p>	<p>Собеседование. Ролевая игра. Устный и письменный опрос.</p>
<p><b>Тема 2.3</b> <b>Моя будущая профессия</b></p> <p><i>Грамматический материал:</i> Виды вопросительных предложений. Схема построения вопросительного предложения. Употребление слов <i>much, many, a lot of, (a) few, (a) little</i> с исчисляемыми и неисчисляемыми существительными. Местоимения <i>some, any, no</i> и их производные.</p>	<p>ОК-01, 04, 06, 10</p>	<p>Собеседование. Круглый стол, дискуссия. Ролевая игра. Устный и письменный опрос.</p>
<p><b>Тема 2.4</b> <b>Научно-технический Прогресс</b></p> <p><i>Грамматический материал:</i> Модальные глаголы и их заменители.</p>	<p>ОК-01, 04, 06, 10</p>	<p>Собеседование. Устный и письменный опрос.</p>
<p><b>Раздел 3</b> <b>Основной курс</b></p>		
<p><b>Тема 3.1.</b> <b>Компьютеры в повседневной жизни</b></p> <p><i>Грамматический материал</i> Наречие. Образование степеней сравнения.</p>	<p>ОК-01, 04, 06, 10</p>	<p>Собеседование. Устный и письменный опрос.</p>

<p><b>Тема 3.2.</b> <b>Интернет в нашей жизни</b></p> <p><i>Грамматический материал:</i> Времена группы Perfect.</p>	<p>ОК-01, 04, 06, 10</p>	<p>Собеседование. Устный и письменный опрос.</p>
<p><b>Тема 3.3.</b> <b>Виды компьютеров</b></p> <p><i>Грамматический материал:</i> Пассивный залог (Видовременные формы глагола в пассивном залоге. Пассивные конструкции)</p>	<p>ОК-01, 04, 06, 10</p>	<p>Собеседование. Устный и письменный опрос.</p>
<p><b>Тема 3.4.</b> <b>Устройство компьютера</b></p> <p><i>Грамматический материал:</i> Прямая и косвенная речь. Согласование времен английского глагола.</p>	<p>ОК-01, 04, 06, 10</p>	<p>Собеседование. Устный и письменный опрос.</p>
<p><b>Тема 3.6</b> <b>Языки программирования</b></p> <p><i>Грамматический материал:</i> Инфинитив. Функции инфинитива. Инфинитивные конструкции.</p>	<p>ОК-01, 04, 06, 10</p>	<p>Собеседование. Устный и письменный опрос.</p>
<p><b>Тема 3.7</b> <b>Известные люди в профессии</b></p> <p><i>Грамматический материал:</i> Придаточные предложения условия и времени.</p>	<p>ОК-01, 04, 06, 10</p>	<p>Собеседование. Устный и письменный опрос.</p>
<p><b>Тема 3.5.</b> <b>Устройства ввода-вывода данных. Запоминающие устройства.</b></p> <p><i>Грамматический материал:</i> Причастие I. Причастие II. Герундий.</p>	<p>ОК-01, 04, 06, 10</p>	<p>Собеседование. Устный и письменный опрос. Тест.</p>

\* Наименование темы (раздела) или тем (разделов) берется из рабочей программы дисциплины.

## Компетенции, формируемые в процессе изучения дисциплины

Индекс и наименование компетенции (в соответствии с ФГОС)	Признаки проявления компетенции в соответствии с уровнем формирования в процессе освоения дисциплины
<p>ОК 01- Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам</p>	<p><b>Умения:</b> распознавать задачу и/или проблему в профессиональном и/или социальном контексте; анализировать задачу и/или проблему и выделять её составные части; определять этапы решения задачи; выявлять и эффективно искать информацию, необходимую для решения задачи и/или проблемы; составить план действия; определить необходимые ресурсы; владеть актуальными методами работы в профессиональной и смежных сферах; реализовать составленный план; оценивать результат и последствия своих действий (самостоятельно или с помощью наставника)</p> <p><b>Знания:</b> актуальный профессиональный и социальный контекст, в котором приходится работать и жить; основные источники информации и ресурсы для решения задач и проблем в профессиональном и/или социальном контексте; алгоритмы выполнения работ в профессиональной и смежных областях; методы работы в профессиональной и смежных сферах; структуру плана для решения задач; порядок оценки результатов решения задач профессиональной деятельности</p>
<p>ОК 04- Работать в коллективе и команде, эффективно взаимодействовать с коллегами, руководством, клиентами.</p>	<p><b>Умения:</b> организовывать работу коллектива и команды; взаимодействовать с коллегами, руководством, клиентами.</p> <p><b>Знания:</b> психологические основы деятельности коллектива, психологические особенности личности; основы проектной деятельности</p>
<p>ОК 06- Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей.</p>	<p><b>Умения:</b> описывать значимость своей профессии</p> <p><b>Знания:</b> сущность гражданско-патриотической позиции; понятие общечеловеческих ценностей; значимость профессиональной деятельности по профессии.</p>
<p>ОК 10- Пользоваться профессиональной документацией на государственном и иностранном</p>	<p><b>Умения:</b> понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты</p>

языке.

на базовые профессиональные темы; участвовать в диалогах на знакомые общие и профессиональные темы; строить простые высказывания о себе и о своей профессиональной деятельности; кратко обосновывать и объяснить свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересующие профессиональные темы

**Знания:** правила построения простых и сложных предложений на профессиональные темы; основные общеупотребительные глаголы (бытовая и профессиональная лексика); лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; особенности произношения; правила чтения текстов профессиональной направленности

## Примерный перечень оценочных средств

№ п/п	Наименование оценочного средства	Краткая характеристика оценочного средства	Представление оценочного средства в фонде
1	2	3	4
1	Деловая и/или ролевая игра	Совместная деятельность группы обучающихся и преподавателя под управлением преподавателя с целью решения учебных и профессионально-ориентированных задач путем игрового моделирования реальной проблемной ситуации. Позволяет оценивать умение анализировать и решать типичные профессиональные задачи.	Тема (проблема), концепция, роли и ожидаемый результат по каждой игре
2	Коллоквиум	Средство контроля усвоения учебного материала темы, раздела или разделов дисциплины, организованное как учебное занятие в виде собеседования преподавателя с обучающимися.	Вопросы по темам/разделам дисциплины
3	Контрольная работа	Средство проверки умений применять полученные знания для решения задач определенного типа по теме или разделу	Комплект контрольных заданий по вариантам
4	Круглый стол, дискуссия, полемика, диспут, дебаты	Оценочные средства, позволяющие включить обучающихся в процесс обсуждения спорного вопроса, проблемы и оценить их умение аргументировать собственную точку зрения.	Перечень дискуссионных тем для проведения круглого стола, дискуссии, полемики, диспута, дебатов
5	Доклад, сообщение	Продукт самостоятельной работы студента, представляющий собой публичное выступление по представлению полученных результатов решения определенной учебно-практической, учебно-исследовательской или научной темы	Темы докладов, сообщений
6	Собеседование	Средство контроля, организованное как специальная беседа преподавателя с обучающимся на темы, связанные с изучаемой дисциплиной, и рассчитанное на выяснение объема знаний обучающегося по определенному разделу, теме, проблеме и т.п.	Вопросы по темам/разделам дисциплины

7	Творческое задание	Частично регламентированное задание, имеющее нестандартное решение и позволяющее диагностировать умения, интегрировать знания различных областей, аргументировать собственную точку зрения. Может выполняться в индивидуальном порядке или группой обучающихся.	Темы групповых и/или индивидуальных творческих заданий
8	Тест	Система стандартизированных заданий, позволяющая автоматизировать процедуру измерения уровня знаний и умений обучающегося.	Фонд тестовых заданий



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Кафедра иностранных языков

## **Вопросы для коллоквиумов, собеседования**

по дисциплине «Иностранный язык в профессиональной деятельности»  
(английский)

### **Тема 1.1**

#### **Международное общение. Представление и знакомство.**

1. What's your name?
2. What's your last name?
3. Which country are you from?
4. What do you do?
5. Are you married /single?
6. How old are you?
7. When is your birthday?
8. Where do you live?
9. What's your phone number?
10. What's your email address?
11. What type of music do you like?
12. What type of movies do you like?
13. What sport do you like?
14. What's your favorite food?
15. What do you say and do when you meet a friend?

### **Тема 1.2**

#### **О себе. Моя семья. Мой дом.**

1. What is your name?
2. How old are you?
3. Where were you born?
4. What is your date of birth?

5. What is your telephone number?
6. What is your address?
7. Where do you live?
8. How big is your family?
9. How many people are in your (immediate) family?
10. What are the occupations of your family members?
11. Do you have any brothers or sisters? If so, how old are they?
12. Do you live with your parents?
13. Do you get along well with your family?
14. Are you an only child?
15. Where do you live?
16. What is the better place for living?
17. Do you like to live in an apartment?
18. Would you like to live in a big house?
19. What is your favourite place at home?

### **Тема 1.3**

#### **Мой день**

1. What do you do in a typical day (at work/school/university)?
2. What do you do mainly do with your time?
3. What do you do in your daily life?
4. In a typical day, what do you do in the classroom?
5. (If you do not work) For you, what's the best time of day for studying?
6. When do you do most of your studying?
7. (If you work) For you, what's the best time of day (or, day of the week) for working?
8. What time do you usually get up?
9. What do you usually do after you get up (or, in the morning)?
10. What part of the day do you like best? (Why?)
11. What part of your daily routine makes you the happiest?
12. What part of the day are you most efficient?
13. What's your favourite time of the day? (Why? What do you do at that time?)

### **Тема 2.1**

#### **Мой колледж.**

1. 1. Where do you study?
2. When was the University established?
3. Where is it located?
4. How do you usually get to the University?
5. How many faculties are there at your University? What are they?

6. What specialists does the University train?
7. What is your future specialty? What can you say about it?
8. What subjects do you study?
9. Where do the out-of-town students live?
10. Do you like to study here?
11. Can students combine work and study?
12. What facilities are students provided with?

## **Тема 2.2 Образование**

1. Could you choose the subjects you studied?
2. What did you do during your English lessons?
3. When did you begin studying English?
4. Had you studied English before you came to school?
5. How long have you been learning English?
6. Do you find English grammar easy or difficult to study?
7. What about English pronunciation?
8. What English-speaking countries do you know?
9. Have you been to any of them?
10. How long does it take a person to learn to speak a foreign language, in your opinion?
11. Do you find languages easy or difficult to learn?
12. What other languages besides English would you like to learn?
13. Why is it important to know foreign languages?
14. What do you know about educational system in Russia?

## **Тема 2.3**

### **Моя будущая профессия.**

1. What do you do?
2. What is your dream job?
3. What work is common in your city/area/country?
4. What is your general view about work? Why?
5. Do you find your future profession interesting?
6. Does your future profession give you a chance to earn a living?
7. Do you follow your choice or parents' advice?
8. Do you devote yourself to studies?
9. What are your career plans for the **future**?
10. Would you ever like to have your own business or do you prefer working for a big company?

## **Тема 2.4**

### **Научно-технический прогресс**

1. Are you optimistic about the future?
2. Do you believe that robots will do all the dangerous and dirty work for us?
3. What will robots do for us?
4. Do you think children will go to school in the future?
5. What's the difference between a telephone and a videophone?
6. Will writing by hand become the thing of the past?
7. Why do you think people will become healthier?
8. Will our planet become cleaner or more polluted?
9. Pessimists say that one day we'll have to pay for clean air just like we do now for clean water. Do you think it's possible?
10. Have you ever seen an electric car?

## **Тема 3.1**

### **Компьютеры в повседневной жизни**

1. Do you have a computer?
2. Do you have a laptop or a desktop computer? Do you have both?
3. Do you use your computer when you do homework?
4. Have you ever studied English using your computer?
5. How many times have you upgraded your computer?
6. How powerful is your computer?
7. What company made your computer?
8. What kind of computer do you have?
9. What size is your computer screen?
10. What do you think is the best size to have?
11. Where do you use your computer?
12. Where in your room is your computer?
13. Why did you buy your computer?

## **Тема 3.2**

### **Интернет в нашей жизни**

1. Do you often use the Internet?
2. When did you first use the Internet?
3. About how many hours a day do you use the Internet?
4. About how many hours a week do you use the Internet?
5. Who uses the Internet the most in your family?
6. What computer do you use to access the Internet?

7. What are some security issues you must think about when you access the Internet?
8. Have you ever bought something using the Internet?
9. How can the internet help you learn English? Do you take advantage of this?
10. How can the Internet be improved?
11. How often do you use the internet?
12. Do you think our lives have been improved by the Internet?
13. Do you have any ideas or ambitions to start an Internet company?
14. Do you think the Internet favors men or women?
15. Do men and women use the internet for different purposes?
16. Do you use the Internet for fun or education?

### **Тема 3.3.**

#### **Виды компьютеров**

1. What types of computers do you know?
2. What is another name for supercomputer?
3. Mainframe computers are very cheap, aren't they?
4. Is it genuinely true that minicomputers have become outdated?
5. Personal computers are also called microcomputers, aren't they?
6. Is a laptop an example of a personal computer.

### **Тема 3.4**

#### **Устройство компьютера**

1. Have you got a computer at home? What kind is it?
2. How often do you use it? What do you use it for?
3. What are the main components and features (the configuration) of your computer system?
4. 2. What is hardware?
5. 3. Give the definition of software.

### **Тема 3.5**

#### **Устройства ввода-вывода данных. Запоминающие устройства.**

1. What is the peripheral?
2. What can input units perform? Name the input units. Give them short characteristics.
3. What can the output units perform? Name them and give them short characteristics.

4. How many methods of storing and accessing instructions or data are in the auxiliary storage?
5. How many types of disks do you know? Give the features to the floppy disks, to the hard-disks.
6. How many kinds of software do you know? What are they?
7. When do you use the term 'memory'?
8. What is the job of memory?
9. Can you name two major categories of memory?

### **Тема 3.6**

#### **Языки программирования**

1. Do you know any computer programming languages?
2. How were the first computers programmed?
3. What is an example of assembly language?
4. What does the term machine-dependent mean?
5. What is an assembly language primary used for?

#### **Критерии оценки:**

- оценка «**отлично**» выставляется студенту, если он полно и аргументированно отвечает на заданные вопросы, излагает материал последовательно и правильно, может обосновать свои суждения, привести необходимые примеры не только по учебнику, но и самостоятельно составленные;

- -оценка «**хорошо**» выставляется студенту, если он дает ответ, удовлетворяющий тем же требованиям, что и для оценки «5», но допускает 1-2 ошибки, которые сам же исправляет

оценка «**удовлетворительно**» выставляется, если студент обнаруживает знание и понимание основных положений данного задания, но не умеет достаточно глубоко и доказательно обосновать свои суждения и привести свои примеры; излагает материал непоследовательно и допускает ошибки.

оценка «**неудовлетворительно**» выставляется студент обнаруживает незнание ответа на соответствующее задание, беспорядочно и неуверенно излагает материал; отмечаются такие недостатки в подготовке студента, которые являются серьезным препятствием к успешному овладению последующим материалом.

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25 октября 2019г.

Федеральное государственное бюджетное образовательное учреждение  
высшего образования  
«Белгородский государственный аграрный университет им.В.Я.Горина»

Кафедра иностранных языков

## Фонд тестовых заданий

по дисциплине «Иностранный язык в профессиональной деятельности»  
(английский)

Тестовые задания для промежуточного контроля

Выберите один из вариантов ответа

1. She \_\_\_\_\_ a student. She's a teacher.

- A aren't
- B isn't
- C not

2. We \_\_\_\_\_ to France last summer.

- A going
- B go
- C went

3. I always \_\_\_\_\_ toast for breakfast.

- A am having
- B have
- C has

4. \_\_\_\_\_ your brother play the guitar?

- A does
- B has
- C is

5. My mum doesn't like \_\_\_\_\_ to work.

- A drive
- B driving

- C to driving
6. They \_\_\_\_\_ TV at the moment.
- A 're watching
  - B Watched
  - C Watch
7. I \_\_\_\_\_ to Rome.
- A am never been
  - B 've never been
  - C was never
8. What \_\_\_\_\_ tomorrow afternoon?
- A are you going
  - B are you going to do
  - C do you do
9. We \_\_\_\_\_ to Rome and then we drove to Florence.
- A flew
  - B flown
  - C flied
10. She \_\_\_\_\_ to school today because she's ill.
- A doesn't go
  - B didn't go
  - C didn't going
11. I \_\_\_\_\_ at the moment because I'm on holiday.
- A 'm not studying
  - B don't study
  - C not study
12. Have you ever \_\_\_\_\_ Japanese food?
- A eat
  - B eaten
  - C ate
13. They \_\_\_\_\_ pizza. They had pasta.
- A didn't have
  - B don't have
  - C didn't had
14. Who \_\_\_\_\_ your favourite actors?
- A be
  - B are
  - C is



15. How often \_\_\_\_\_ to the cinema?  
A go you  
B do you go  
C you do go
16. They \_\_\_\_\_ early on Sundays.  
A haven't got up  
B aren't getting up  
C don't get up
17. This is \_\_\_\_\_ interesting book. Have you read it?  
A a  
B an  
C the
18. I often go shopping \_\_\_\_\_ the weekend.  
A in  
B for  
C at
18. The children played \_\_\_\_\_ in the garden.  
A happy  
B happiness  
C happily
20. These shoes aren't \_\_\_\_\_. Look! They're too small.  
A my  
B me  
C mine
21. \_\_\_\_\_ there any biscuits?  
A Are  
B Is  
C Be
22. She hardly \_\_\_\_\_ travels abroad.  
A never  
B ever  
C more
23. Paul left work an hour \_\_\_\_\_.  
A since  
B past  
C ago

24. How \_\_\_\_\_ chocolate do you eat?  
A lot  
B much  
C many
25. This is \_\_\_\_\_ film I've ever seen.  
A the best  
B the most best  
C the better
26. I'm younger \_\_\_\_\_ my sister.  
A that  
B more  
C than
27. В нашем университете много студентов.  
A Our University has many students.  
B There are many students in our University.  
C Many students are in our University.
28. Mount Everest is ... mountain in the world.  
A the most high  
B the highest  
C higher
29. He drove the car into the \_\_\_\_\_.  
A kitchen  
B bathroom  
C garage
30. The number after ninety-nine is \_\_\_\_\_.  
A one thousand  
B one million  
C one hundred
31. The number after 11 is \_\_\_\_\_.  
A eleven  
B twelve  
C twenty
32. I can speak \_\_\_\_\_.  
A French  
B England  
C Germany

33. 'What's the time?' - 'Sorry. I don't have a \_\_\_\_\_.'
- A time
  - B watch
  - C book
34. I usually \_\_\_\_\_ a sandwich for lunch.
- A have
  - B drink
  - C cook
35. I \_\_\_\_\_ my homework after every lesson.
- A have
  - B make
  - C do
36. Do you \_\_\_\_\_ much exercise?
- A play
  - B make
  - C do
37. My aunt is a \_\_\_\_\_. She works for a newspaper.
- A journalist
  - B nurse
  - C lawyer
38. She answers the phone and talks to visitors. She's a \_\_\_\_\_.
- A builder
  - B musician
  - C receptionist
39. My aunt's husband is my \_\_\_\_\_.
- A cousin
  - B nephew
  - C uncle
40. The opposite of empty is \_\_\_\_\_.
- A full
  - B rich
  - C safe
41. The opposite of cheap is \_\_\_\_\_.
- A dangerous
  - B expensive
  - C boring

42. The day after Wednesday is \_\_\_\_\_.  
A Tuesday  
B Thursday  
C Friday
43. It's usually cold in \_\_\_\_\_.  
A winter  
B spring  
C summer
44. The month after May is \_\_\_\_\_.  
A July  
B June  
C April
45. She \_\_\_\_\_ the radio and listened to the news.  
A turned off  
B looked for  
C turned on
46. 'Where's Tommy?'  
'He's \_\_\_\_\_ his bike.'  
A riding  
B driving  
C playing
47. Can you \_\_\_\_\_ a photo of us, please?  
A do  
B make  
C take

## **Infinitive.**

Choose the proper forms of the Infinitive and fill in the blanks:

1. The museums ...are far from this place.  
A to visit  
B visit  
C to be visited  
D to have visited
- 2.They want... that book to him.

- A to be presented
- B to present
- C present
- D to have been presented

3. ..ministers is the President's function.

- A to appoint
- B to be appointed
- C to approve
- D to be approved

4. ..this report, you should go to the library.

- A to appoint
- B to be prepared
- C to prepare
- D to be approved

5. ..the people of this country, you should study their customs and traditions.

- A to prepare
- B to be understood
- C to understand
- D to be prepared

6. The book ...is interesting.

- A to be read
- B to read
- C have read
- D have been read

7. I don't want... about this thing.

- A to talk
- B say
- C to have been said
- D be told

8. They began ...the monument in the centre of the city.

- A to develop
- B to restore
- C to be restored
- D to attract

9. The flag ...is approved by the Federal Assembly.

- A to adopt
- B to be adopted
- C to symbolize
- D to be symbolized

10. Thousands of tourists try ...Baikal.

- A to have been visited
- B to be visited
- C to have visited

## Gerund

1. My hobby is ... . It's great because ... is good for health.

- a) dancing/dance
- b) dance/dance
- c) dancing/dancing
- d) to dance/to dance

2. Do you the signboard "NO ...". What on earth do you on the sea?

- a) to swim
- b) swim
- c) in swim
- d) swimming

3. Is it worth while ... tickets now - one month before a performance - or it's no use ...them in advance?

- a) to buy/ to buy
- b) buying/buying
- c) to buy/buying
- d) buying/to buy

4. Do you mind my (me) ... here till tomorrow?

- a) stay
- b) to stay
- c) staying
- d) stayed

5. Why do you avoid ... your husband? Are you going to nodivorce?

- a) to meet
- b) meet
- c) meeting
- d) met

6. Did you suggest her ... to the museum with you? Yes but she insisted on ... at home.

- a) going/staying

- b) to go/ to stay
- c) going/stay
- d) go/stay

7. Are they bad at ... languages? No, they are good at ... languages. They are keen on (увлекаются) ... as well.

- a) learn/master/singing
- b) to learn/to master/to sing
- c) learning/mastering/singing
- d) learning/master/singing

8. He abandoned her without ... anything. Is she angry with him for ... so?

- a) saying/doing
- b) say/do
- c) to say/ to do
- d) saying/ done

9. After ... in Berlin they made for (направились) the door "EXIT".

- a) arrived
- b) arriving
- c) to arrive
- d) in arrive

10. Are you thinking of ... an actor? – No, my father objects to my (me) ... an actor.

- a) to be/to be
- b) be/be
- c) being/to be
- d) being/being

## Complex Object

1. Why didn't you let \_\_\_\_ his own way?

- a) him have
- b) he has
- c) him to have

2. The room was very crowded, so nobody noticed \_\_\_\_ the room.

- a) Jimmy leaving
- b) Jimmy to leave
- c) Jimmy leave

3. Let \_\_\_\_ whatever they want; I don't care.

- a) they do

- b) them do
- c) them to do

4. The people on the platform watched \_\_\_\_ at the station.

- a) the train arrived
- b) the train to arrive
- c) the train arrive

5. The basket is full of dirty clothes. Do you \_\_\_\_ to wash them?

- a) expect me
- b) expect that I
- c) expect I

6. I am sorry I didn't hear \_\_\_\_ my name.

- a) you to call
- b) that you cal
- c) you call

7. Have you ever heard \_\_\_\_ in public places?

- a) him to swearing
- b) him swear
- c) him to swear

8. Mary had nothing to read and I advised \_\_\_\_ a few books from the local library.

- a) she to borrow
- b) her borrow
- c) her to borrow

9. Did you watch \_\_\_\_ over that wall?

- a) the boys climb
- b) the boys to climb
- c) the boys to be climbing

10. Your essay will make \_\_\_\_ in his grave.

- a) Shakespeare turn
- b) that Shakespeare turns
- c) Shakespeare to turn

## Complex Subject

1. В каком порядке выстраиваются компоненты *Complex Subject* в предложении:



- a) Существительное/личное местоимение + инфинитив + глагол
- b) Существительное/личное местоимение + глагол + инфинитив
- c) Глагол + инфинитив + существительное/личное местоимение

2. He is known ... an outstanding scientist.

- a) to be
- b) being
- c) -

3. He doesn't ... to understand English.

- a) seems
- b) seem
- c) seeming

4. John was said ... the strongest guy in the town.

- a) to being
- b) be
- c) be

5. All the guests ... to be wearing black suits.

- a) are supposed
- b) supposed
- c) have supposed

6. The weather was expected ... nice, but it rained all days.

- a) being
- b) to be
- c) be

7. He seems ... the task.

- a) to have finished
- b) to be finished
- c) finishing

8. The workers were expected ... the bridge by the end of the month.

- a) to have finished
- b) to finish
- c) to be finishing

9. Mike is expected ... to a good college. He's one of the best students.

- a) to have gone
- b) to go
- c) to be going

10. She was heard ... in the ballroom at the ceremony.

- a) singing
- b) to be singing
- c) to sing

## Subjunctive Mood

Выберите верный вариант

1. The dog looks as if it \_\_\_\_\_ hungry.
  - a) were
  - b) had been
2. Sara cried as if something terrible \_\_\_\_\_.
  - a) happened
  - b) had happened
3. It seems as if he \_\_\_\_\_ to say something rude.
  - a) is going
  - b) were going
4. Everybody treats me as if I \_\_\_\_\_ a catching disease.
  - a) am having
  - b) had
  - c) have
5. They are talking as if they \_\_\_\_\_.
  - a) had never quarreled
  - b) never quarreled
6. She told me what to do as if she \_\_\_\_\_ everything.
  - a) knew
  - b) had known
7. The boy smiled as if he \_\_\_\_\_ something funny.
  - a) remembered
  - b) had remembered
8. I wish you \_\_\_\_\_ here. It`s rather difficult to breathe.
  - a) not smoked
  - b) didn`t smoke
  - c) hadn't smoked

9. I wish I \_\_\_\_\_ speak better Spanish.  
a) would can  
b) shall be able  
c) could
10. We wish it \_\_\_\_\_ sunny and warm all year round.  
a) is  
b) was  
c) were
11. They shook hands as if they \_\_\_\_\_ each other for a long time.  
a) knew  
b) had known
12. He wishes his friends \_\_\_\_\_ to his party next week.  
a) came  
b) would come  
c) would have come
13. He smiled as if he \_\_\_\_\_ read my thoughts.  
a) can  
b) could  
c) would

## Sequence of tenses

1. The girl says she ... for her parents.  
a) has waited  
b) waits  
c) is waiting  
d) will wait
2. We saw the castles that ... centuries before.  
a) had been built  
b) are built  
c) were built  
d) built
3. He answered he ... when he ... the answer.  
a) will phone, knows  
b) would phone, knew  
c) would phone, would know

d) will phone, would know

4. Didn't you know that Sharon ... for the USA?

- a) has left
- b) has been left
- c) had been left
- d) had left

5. I thought you ... so I tried to be quiet.

- a) slept
- b) were sleeping
- c) had slept
- d) had been sleeping

6. He explained that they ... for us at seven near the gate.

- a) would be waiting
- b) will be waiting
- c) would wait
- d) will wait

7. I had no idea what the price of the book ...

- a) is
- b) has been
- c) will be
- d) was

8. We wanted to know where she ... her holiday.

- a) would be spending
- b) was going to spend
- c) is going to spend
- d) is spending

9. People say Mary and John ... married really soon.

- a) would get
- b) would be getting
- c) will be getting
- d) will get

10. He said he ... in bed since the morning.

- a) was
- b) had been
- c) is
- d) has been

## Direct and Indirect Speech

1. Переведите в косвенную речь.

The teacher asks: "What is the date today?"

- A) The teacher wonders what date is today.
- B) The teacher wonders what is the date today.
- C) The teacher wonders if the date is today.
- D) The teacher wonders what today is the date.
- E) The teacher wonders what date.

2. Переведите в прямую речь.

She said she had worked at the bank.

- A) She said: "I work at the bank".
- B) She said: "She works at the bank".
- C) She said: "Do I work at the bank?"
- D) She said: "Have I worked at the bank?"
- E) She said: "I worked at the bank".

3. Переведите в косвенную речь.

"Go and do your homework now", mother said to him.

- A) Mother asks him to go and do his homework now.
- B) Mother asked him to go and do his homework now.
- C) Mother asks him go and do his homework then.
- D) Mother ask him to go do his homework then.
- E) Mother asked him to go and do his homework then.

4. Выберите правильный вариант.

She asked her friend ... that evening.

- A) why hadn't he came
- B) why didn't he came
- C) why he didn't come
- D) why he hadn't came
- E) why he hadn't come

5. Переведите в косвенную речь.

The teacher asked: "Did you do your homework yesterday, Alex?"

- A) The teacher asked Alex if he did his homework yesterday.
- B) The teacher asked Alex if he had done his homework the day before.
- C) The teacher asked Alex did he do his homework the day before.
- D) The teacher asked Jane if he had done his homework yesterday.
- E) The teacher asked Alex if he did do his homework yesterday.

6. Переведите в косвенную речь.

"Don't close the window", said Max to Alice.

- A) Max asked Alice not to close the window.
- B) Max asked Alice don't close the window.
- C) Max asked Alice to close not the window.
- D) Max asks Alice not to close the window.
- E) Max ask Alice not to close the window.

7. Переведите в косвенную речь.

Teacher says to me: "Don't sleep on the lessons".

- A) Teacher told me don't sleep on the lessons.
- B) Teacher says to me if I don't sleep on the lessons.
- C) Teacher tells me not to sleep on the lessons.
- D) Teacher tells me on the lessons not to play.
- E) Teacher says to me don't sleep on the lessons.

8. Выберите правильный русский эквивалент для предложения.

He said he would phone back.

- A) Он сказал, что позвонит назад.
- B) Он сказал, что он звонит ещё раз.
- C) Он сказал, что перезвонит.
- D) Он сказал, что перезвонил домой.
- E) Он сказал, что он перезвонил опять.

9. Переведите в косвенную речь.

"How long does it take you to read 300 page book?" Moldir asks Janna.

- A) Moldir asks Janna how long does it take her to read 300 page book.
- B) Moldir asks Janna how long it does take her to read 300 page book.
- C) Moldir asks Janna how long it takes you to read 300 page book.
- D) Moldir asks Janna how long it takes her to read 300 page book.

10. Переведите в косвенную речь.

The teacher says, "Learn these words by heart".

- A) The teacher ask learn these words by heart.
- B) The teacher says to learn these words by heart.
- C) The teacher says to learn to these words by heart.
- D) The teacher asks to learn these words by heart.
- E) The teacher says learn to these words by heart.

11. Выберите правильный вариант.

We were told that the bus ... fifteen minutes later.

- A) had been arriving
- B) would arrive
- C) would be arriving
- D) has arrived
- E) will arrive

12. Выберите правильный вариант.

She wondered if he ... the composition by noon.

- A) would be written
- B) written
- C) would have written
- D) would write
- E) would be writing

**Критерии оценки:**

оценка «отлично» выставляется студенту, при выполнении 86-100% общего рейтинга;

оценка «хорошо» - 71-85% общего рейтинга;

оценка «удовлетворительно» - 50-70% общего рейтинга;

оценка «неудовлетворительно» - менее 50% общего рейтинга.

Составитель \_\_\_\_\_ Е.В. Василенко

25 октября 2019г.

Федеральное государственное бюджетное образовательное учреждение  
высшего образования  
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Кафедра иностранных языков

## Тестовые задания к зачету

по дисциплине «Иностранный язык в профессиональной деятельности»  
(английский)

1. We \_\_\_\_\_ to France last summer.  
A going  
B go  
C went
2. I always \_\_\_\_\_ toast for breakfast.  
A am having  
B have  
C has
3. \_\_\_\_\_ your brother play the guitar?  
A Does  
B Has  
C Is
4. My mum doesn't like \_\_\_\_\_ to work.  
A drive  
B driving  
to driving
5. They \_\_\_\_\_ TV at the moment.  
A 're watching  
B watched  
C watch
6. I \_\_\_\_\_ to Rome.  
A am never been



B 've never been  
C was never

7. What \_\_\_\_\_ tomorrow afternoon?

A are you going  
are you going to do  
C do you do

8. We \_\_\_\_\_ to Rome and then we drove to Florence.

A flew  
B flown  
C flied

9. Rosie stayed \_\_\_\_\_ home yesterday afternoon.

A In  
B At  
C to

10. The \_\_\_\_\_ is quite expensive but the food there is excellent.

A Film  
B Restaurant  
C book

11. Do you want to listen to music or \_\_\_\_\_ TV?

A See  
B Look  
C watch

12. \_\_\_\_\_ were you at the weekend? - I was in Scotland.

A When  
B Where  
C What

13. \_\_\_\_\_ you have a good time at the party? - Yes, it was fun.

A Did  
B Were  
C Had

14. Are you \_\_\_\_\_ English teacher?

A Maria  
B Marias'  
C Maria's

15. Bob will meet \_\_\_\_\_ at the airport.

A Us

- B We
- C our

16. \_\_\_\_\_ use your dictionary? - Sure. Here you are.

- A Could I
- B Could you
- C Do I

17. Do you sell stamps? -Yes, we do. How \_\_\_\_\_ do you want?

- A Any
- B Many
- C much

18. I'd like \_\_\_\_\_ milk in my coffee, please.

- A Some
- B Any
- C a

19. If you've got a headache, you \_\_\_\_\_ go home.

- A Should
- B Did
- C had

20. We never \_\_\_\_\_ a television when I was a child.

- A have had
- B hadn't
- C had
- D didn't have

21. \_\_\_\_\_ Can I make myself a cup of coffee? - Of course. You \_\_\_\_\_ to ask.

- A haven't
- B mustn't
- C needn't
- D don't have

22. If the weather \_\_\_\_\_ bad tomorrow, we can go to a museum.

- A will be
- B was
- C is
- D would be

23. About a billion cans of Coca-Cola \_\_\_\_\_ drunk around the world every day.

- A Is
- B Are
- C was

D were

24. Hans isn't here. He \_\_\_\_\_ to see his grandmother. He'll be back tomorrow.  
A has gone  
B had been  
C has been  
D had gone
25. If I \_\_\_\_\_ closer to my office, I could walk to work.  
A Lived  
B would live  
C had lived  
D live
26. John \_\_\_\_\_ working on this project for a couple of months so he hasn't made much progress yet.  
A is only  
B has only been  
C was only  
D had only been
27. If you've got a headache, you \_\_\_\_\_ go home.  
A should  
B did  
C had
28. \_\_\_\_\_ ever been to Moscow?  
A Have you  
B Are you  
C Did you
29. I only get about five hours' sleep a night.  
A enough  
B lot  
C too much
30. If you \_\_\_\_\_ money from a friend, you should always pay it back promptly.  
A borrow  
B earn  
C spend  
D lend
31. This is a photo of my little sister \_\_\_\_\_ ice cream on the beach.  
A eat  
B eating

- C was eating
- D having eaten

32. Speed cameras \_\_\_\_\_ shown to reduce accidents.

- A have
- B were being
- C have been
- D are being

33. Having \_\_\_\_\_ his driving test several times, Paul finally passed at the fourth attempt.

- A taken
- B made
- C had
- D attended

34. By the end of today's seminar I will \_\_\_\_\_ to each of you individually.

- A speak
- B have spoken
- C be speaking
- D have been speaking

35. If the taxi hadn't stopped for us, we \_\_\_\_\_ standing in the rain.

- A were still
- B would still be
- C are still
- D will still be

### **Критерии оценки:**

оценка «отлично» выставляется студенту, при выполнении 86-100% общего рейтинга;

оценка «хорошо» - 71-85% общего рейтинга;

оценка «удовлетворительно» - 50-70% общего рейтинга;

оценка «неудовлетворительно» - менее 50% общего рейтинга.

Составитель \_\_\_\_\_ Е.В. Василенко

25 октября 2019г.

Федеральное государственное бюджетное образовательное учреждение  
высшего образования  
«Белгородский государственный аграрный университет им.В.Я.Горина»

Кафедра иностранных языков

## Задания для устного и письменного опроса

по дисциплине «Иностранный язык в профессиональной деятельности»  
(английский)

### Раздел 1.

#### Фонетико-грамматический повторительный курс

**Упражнение 1. Вставьте подходящие по смыслу личные местоимения.**

1. Lily is a young woman. ... is very beautiful.
2. Alice is late. ... is in a traffic jam (в дорожной пробке).
3. Nick and Ann are far from Moscow. ... are on a farm.
4. Nick and Max are students. ... are students of a Moscow university.
5. The rooms are small but ... are light and warm.
6. The new flat is comfortable but ... is far from the university.
7. Jack has many French books. ... likes to read French very much.

**Упражнение 2. Замените выделенные слова личными местоимениями в объектном падеже.**

1. I like **Nick**.
2. He likes **ice-cream**.
3. Can you show **the pictures** to **Ben**?
4. You can tell **Helen** my e-mail address.
5. Are you interested in **football**?
6. I want to buy **two bottles of milk** for **Bess**.
7. Do you want to play tennis with **Ben**?

**Упражнение 3. Измените следующие предложения по образцу, употребляя абсолютную форму притяжательных местоимений.**

**Образец:**

***This car is my car.-This car is mine.***

1. This calculator is my calculator.
2. Is this bicycle your bicycle?
3. This room is their room.
4. This dog is our dog.
5. My flat is more comfortable than your flat.
6. Our house is near their house.
7. Which of the dictionaries is your dictionary?

**Упражнение 4.. Выберите подходящее притяжательное местоимение.**

1. Mark is (their, theirs) cousin.
2. This is our car. It is (our, ours).
3. These are Mary's books. They are (her, hers).
4. White is (my, mine) favourite colour.
5. You can't have this book. It is not (your, yours).
6. (Her, Hers) house is big.
7. Is this (your, yours) coat? - No, it is not (my, mine).

**Упражнение 5. Поставьте выделенные существительные во множественное число. Произведите все необходимые изменения.**

I have hurt my **foot**. 2. This is an English **dictionary**. 3. Put the **box** on the **shelf**. 4. The last **leaf** fell from the **tree**. 5. The **speech** was very interesting. 6. This **factory** has a good **laboratory**. 7. Where is the **brush**? 8. The **roof** of the **house** was covered with snow. 9. The **cargo** of the steamer consists of different raw materials. 10. There is a **sheep** in the **field**.

**Упражнение 6. Переведите словосочетания, используя притяжательный падеж существительных.**

Например: отец Кэрол – Carol's father

1. работа Джессики
2. имя доктора
3. машина Фрэнка
4. телевизор Ани
5. компьютер моих сыновей
6. дочь Марка и Виктории
7. словари Сюзанны

**Упражнение 7. Раскройте скобки, преобразовывая прилагательное в наречие.**

Пример: Linda is ... (amazing) clever. - Linda is amazingly clever.

1. She ... (easy) ended her training.
2. Kim always acts ... (strange).
3. This movie is ... (extreme) funny.
4. His eyes are ... (nervous) shifty.

**Упражнение 8. Поставьте наречие в скобках в нужную степень сравнения.**

Пример: We don't have time! Could you go ... (fast)? - We don't have time! Could you go faster?

1. Excuse me, I can't concentrate. Could you speak ... (quietly)?
2. They came ... (soon) than we thought.
3. After renovation in our flat we will feel ... (comfortably).
4. The winner of the beauty contest acted ... (gracefully).

**Упражнение 9. Поставьте прилагательное в скобках в нужную форму.**

1. The Volga is.....(long) river in Europe.
2. Life in the country is.....(relaxing) than in the city.
3. He is one of.....(rich) people in the world.
4. My house is.....(modern) than yours.
5. The weather today is.....(good) than it was yesterday.

**Упражнение 10. Поставьте соответствующую форму to be .**

1. My uncle ... a director of the large company.
2. He ... often on a business trip.
3. Yesterday he ... in France.
4. Tomorrow he ... in England.
5. Last week he ... in Spain.
6. Now he ... at home with his family.

**Упражнение 11. Поставьте do или does вместо пропущенных слов в вопросительных предложениях.**

1. ...you know Sammy?
2. ...she like ice-cream?
3. ...your parents know what you do?
4. ...Jack and Mary work together?
5. ...Sammy know Jack and Mary?
6. ...we have to talk about it?

**Упражнение 12. Образуйте 3 лицо единственного числа от следующих глаголов.**

Make, give, speak, explain, go, send, finish, kiss, begin, tell, bring, promise, work, come, know, teach, make, do, close, open, understand, see, look, watch, like, listen.

**Упражнение 13. Составьте вопросительные предложения, начиная словами, стоящими в скобках.**

1. She takes temperature twice a day. (**Does**). 2. I live far from the Academy. (**Where**). 3. He likes to listen to music. (**What**). 4. Kate works in the shop. (**Who**). 5. I know English well. (**Do**). 6. Tom often walks his dog early in the morning. (**When**). 7. Vitamins play a very important role for human health. (**Do**).

**Упражнение 14.** *Дайте краткие ответы на вопросы.*

**Model:** Who learns English? – **My friend does.**

1. Who likes to play tennis? 2. Who gets up very early in your family? 3. Who often rings you up? 4. Who usually comes very late? 5. Who helps you with your studies? 6. Who meets you at the Academy?

**Упражнение 15.** *Употребите глаголы, данные в скобках в **Past Simple** или **Present Simple**.*

1. I (to live) at the hostel now. 2. Mrs. Smith (to work) in the kitchen. 3. The children (to brush) their teeth 5 minutes ago. 4. They (to visit) their friend last evening. 5. My sister (to go) to the library every week. 6. I (to go) to the cinema last Saturday. 7. He (to come) home late yesterday. 8. His sister (to study) English every day. 9. She (to study) English two hours ago. 10. You (to come) home at six o'clock yesterday? – No, I .... Yesterday I (to come) from the Academy at half past eight. 11. I (to go) to bed at ten o'clock yesterday.

**Упражнение 16.** *Трансформируйте предложения в вопросительную и отрицательную форму.*

1. Students had much work at the Institute laboratory two hours ago. 2. Last year students of our group studied statistics. 3. My mother got a letter from my sister last week. 4. Our friend entered the institute 3 years ago. 5. He read scientific article in economy journal yesterday. 6. We took an active part in the conference last month.

**Упражнение 17.** *Поставьте вопросы к предложениям, начиная словами, данными в скобках.*

1. Last year we studied English. (**Did**). 2. My friend prepared his homework in the Institute reading room yesterday. (**Where**). 3. We became students a year ago. (**When**). 4. Our group went to the cinema last Sunday. (**Where**). 5. The English lesson began 5 minutes ago. (**When**). 6. He learnt English at school. (**Did**).

**Упражнение 18.** *Вставьте **much, many, little, few**.*

1. Robert wrote so ... letters that he's never going to write a letter again. 2. There is ... mayonnaise in Vera's kitchen. She goes to the supermarket and buys some. 3. Does your sister read ...? – Yes, she does. 4. My brother is a teacher. Every day he spends ... time preparing for his lessons. 5. The students of our group ask ... questions at the lessons. They want to know everything. 6. You do not make ... mistakes in your translation. Do you work hard at it? – Oh, yes, I do, I work very.

**Упражнение 19.** *Переведите предложения на русский язык.*



1. Nellie will leave for Moscow tomorrow. 2. I will be in time. 3. Will you go to London next summer? 4. I know, she will have a happy life and she will live long time. 5. Do you know, that very interesting match will be next week? 6. He is going to visit this football match.

**Упражнение 20.** *Раскройте скобки, употребляя глаголы в одном из следующих времен: Present Simple, Past Simple, Future Simple.*

1. My friend (to go) to the library every Wednesday. 2. He (not to go) to the country yesterday. 3. Why you (to go) to the shop yesterday? 4. We (to grow) tomatoes next summer. 5. Where your father (to work) last year? 6. She (to go) to south next summer? 7. Yesterday we (to write) letter. 8. My sister (to wash) her face every morning. 9. When you (to go) to the Institute? 10. How you (to help) your sister next summer?

**Упражнение 21.** *Вставьте модальные глаголы may, can, must.*

1. You ... go when you have finished your composition. 2. You ... not smoke here. 3. ... take your book? – I am afraid not: I need it. 4. He ... not speak English yet. 5. I have very little time, I ... go. 6. They ... not go to the park today because they are busy. 7. You ... read this book, it is very easy. 8. What ... we see on this map? 9. She ... also teach these languages at school.

**Упражнение 22.** *Раскройте скобки, употребив глаголы в Present Continuous или Past Continuous.*

1. I (to write) an English exercise now. 2. I (to write) an English exercise at this time yesterday. 3. My little sister (to sleep) now. 4. My little sister (to sleep) at this time yesterday. 5. My friend (not to do) his homework now. He (to play) volleyball. 6. You (to drink) tea at this time yesterday? 7. What you (to do) now? – I (to drink) tea. 8. Look! My cat (to play) with a ball. 9. What your father (to do) from eight till nine yesterday? 10. Why she (to cry) when I saw her yesterday?

**Упражнение 23.** *Перепишите предложения, употребляя Present Perfect или Past Simple.*

**Model:** I am writing a letter to my cousin. (already, yesterday).

I **have** already **written** a letter to my cousin.

I **wrote** a letter to my cousin yesterday.

1. The waitress is bringing our tea. (a few minutes ago, not yet)
2. The bell is ringing. (just, some minutes ago).
3. He is going to London in a few days. (already, last week).
4. Mother is reading a new novel by Aitmatov. (this month, last year).
5. Students are cleaning their classrooms. (already, last Saturday).
6. The teacher is explaining a new rule. (just, at the previous lesson).
7. The train is coming. (just, an hour ago).
8. Ann is doing the flat. (already, on Friday).

**Упражнение 24.** Закончите предложения, употребляя словосочетания на русском языке в *Past Perfect*.

1. We walked home after (закончили работу в саду).
2. They thought that (она еще не пришла).
3. Did you ever see him after he (закончил университет)?
4. Before she entered the Medical Institute, she (работала няней).
5. The girl felt easier after she (поговорила с нами).
6. When I turned around (они уже вышли из комнаты).
7. He could not believe that (мы сделали это сами).

**Упражнение 25.** Трансформируйте предложения по образцу.

**Model:** Students write tests every month.

1. Tests are written by students every month. They make beautiful toys at this factory.
2. We export millions of cars from Japan every year.
3. The bill includes service.
4. People do not use this road very often.
5. He translates articles every day.
6. She does not send telegrams every holiday.

**Упражнение 26.** Раскройте скобки, употребив правильную форму причастия

1. She went to work, (to leave) the child with the nurse.
2. (to lay) down on the soft couch, the child fell asleep at once.
3. (to wait) in the hall, he thought over the problem he was planning to discuss with the old lady.
4. (to write) in very bad handwriting, the letter was difficult read.
5. (to write) his first book, he worked endless hours till dawn.

**Упражнение 27.** Раскройте скобки, употребляя глаголы в форме инфинитива с частицей *to* или без нее.

1. I can't afford ..... (*stay*) at such an expensive hotel.
2. I think I'll manage ..... (*do*) the work tomorrow.
3. You'd better ..... (*spend*) the evening at home.
4. Who taught you ..... (*skate*)?
5. I can't make the child ..... (*go*) to bed.

**Упражнение 28.** Переделайте предложения, употребляя инфинитивные обороты.

I have a lot of work that I must do. -- *I have a lot of work to do.*

1. There are a lot of things that you must wash.
2. This is an interesting film that any child can see.
3. This is an interesting subject that one can study.
4. They had a lot of things that they could discuss.
5. Judy learned about it last.

**Упражнение 29.** Переведите.

1. Мне нужно починить часы.
2. Ей нужно почистить пальто.
3. Он прибыл первым.
4. Она сделала работу последней.

5. Она сшила себе новое платье.

**Упражнение 30.** Найдите в предложениях герундий и определите время, залог и его функцию. Переведите предложения.

1. Smoking costs a lot of money.
2. I will call you after arriving at the office.
3. Please have a drink before leaving.
4. I am looking forward to meeting you.
5. Do you object to working late?

**Упражнение 31.** Complete the following sentences using the infinitive with or without to.

- 1) The teacher asked us \_\_\_\_\_ (listen) to his explanations.
- 2) He made the students \_\_\_\_\_ (write) the composition.
- 3) The teacher let us \_\_\_\_\_ (use) the dictionaries.
- 4) The teacher noticed me \_\_\_\_\_ (open) my dictionary several times.
- 5) I made myself \_\_\_\_\_ (write) as neatly as I could.
- 6) The teacher watched us \_\_\_\_\_ (work) and didn't say anything.

**Упражнение 32.** Измените предложения по образцу.

**Model:** He runs around the park every morning, so he keeps very fit.

If I **ran** around the park every morning I **would keep** fit too.

1. He lives in the South, so he can grow a lot of flowers.
2. They use the electric typewriters, so they finish their work soon.
3. He lives near his work, so he is never late.
4. He goes to bed early, so he always wakes up in time.
5. His French is good, so he reads French books in the original.

**Упражнение 33.** Замените инфинитив, стоящий в скобках, правильной формой глагола.

**Model 1:** If I were you, I (to read) the book in the original.

If I were you, I would read the book in the original.

1. They (to go) to the beach if it were warmer.
2. If the poem were not so long, I (to learn) it by heart.
3. Even if it were not so late, I don't think I (to go) to the cinema.
4. Even if he knew how difficult the situation was, he (not to stop) the preparations.
5. Even if I had a dictionary, I don't believe I (to be able) to write the test.
6. Even if you had given her your car, she (can't arrive) in so short a time.

**Model 2:** If I (to know) about it, I (to help) you.

If I had known about it, I would have helped you.

1. The place was very dull. Even if it (not to be raining) the whole week, we (not enjoy) our holiday.
2. If you (not to interfere), they (to forget) all about it in an

hour. 3. If you (to trust) me, I (can lead) you safely through. 4. The dinner (not to be spoiled) if you (not forget) the dish in the oven. 5. She (to know) how to behave if she (to be) a born lady. 6. The accident (not to happen) if you to be more attentive.

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оценка «удовлетворительно» - 60-70% общего рейтинга;

оценка «неудовлетворительно» - 50% общего рейтинга.

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## Ролевая игра

по дисциплине «Иностранный язык в профессиональной деятельности»  
(английский)

### 1. Ролевая игра «О себе и о семье»

**1.1 Концепция игры** Студент из России по приглашению английской семьи прилетел в столицу Великобритании Лондон. Его английские друзья задают ему вопросы про семью, про дом про увлечения и отвечают на встречные вопросы.

**1.2 Роли:** Студент из России  
Семья из трех человек, принимающая сторона.

**1.3 Ожидаемый результат** Закрепление речевых навыков, повторение лексики по теме, контроль грамматического материала: общие, специальные и альтернативные вопросы, сравнительная степень прилагательных, множественное число существительных, конструкции *there is /there are*.

### 2. Ролевая игра «Знакомство»

**Концепция игры:** В университет приезжает студенческая делегация из Англии. Группа обучающихся делится на две группы. Задача: познакомиться друг с другом. Обучающиеся, играющие роль студентов из Англии, получают карточки с информацией. *Например: Charles Benson, 17, from Oxford, studies medicine, knows two languages, plays tennis.*

Группа русских студентов должна получить максимальную информацию о своих гостях, а также ответить на их вопросы. Заранее прорабатываются вопросы по теме «Знакомство».

**Роли:**

- Группа студентов из Англии.
- Группа студентов из России.

**Ожидаемый(е) результат(ы):** В процессе ролевой игры на занятии решаются практические задачи: закрепление лексического материала, развитие коммуникативных умений при знакомстве .

### **3. Ролевая игра «Белгород», «Россия».**

**Концепция игры:** В Россию/Белгород приезжает группа туристов из Англии. Им предстоят экскурсии по Белгороду/Москве. С группой работает экскурсовод, который рассказывает о России/ Белгороде. Туристы задают уточняющие вопросы. Для погружения в атмосферу, используется презентация с видами России/Белгорода. Заранее готовится информация для экскурсовода, также отрабатываются вопросы по заданной теме.

**Роли:**

- Группа туристов из Англии
- Экскурсовод

**Ожидаемый (е) результат (ы):** В процессе ролевой игры на занятии отрабатываются навыки диалогической речи, переспроса, а также разновидности вопросов /общих, специальных, альтернативных/, развивается способность к самостоятельности в иноязычной речевой деятельности

**Критерии оценки:**

1) оценка **«отлично»** выставляется студенту, если содержание выступления полное, используются конкретные факты, студент демонстрирует свободное владение материалом, умение уважительно отвечать собеседнику, формулировка вопросов конкретная и четкая,

2) оценка **«хорошо»** выставляется студенту, если содержание выступления полное, используются абстрактные факты, студент демонстрирует довольно свободное владение материалом, допускает незначительные ошибки.

3) оценка **«удовлетворительно»** выставляется студенту, если содержание выступления не полное, используются абстрактные факты.

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Кафедра иностранных языков

## **Перечень дискуссионных тем для круглого стола (дискуссии, полемики, диспута, дебатов)**

по дисциплине ««Иностранный язык в профессиональной деятельности»  
(английский)

### **О себе**

Are friends more important than family? What do you think?

What makes a person a good friend, a friend for life, a life mate.

A happy family.

What does the word 'family' mean to you?

### **Образование**

Why do people go to university? To obtain job skills? To get a degree? To have a good time? To find a husband/wife?

What does the education system do to prepare people for work or to assist them to find jobs? Is it efficient?

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## **Тексты для чтения и перевода**

по дисциплине «Иностранный язык в профессиональной деятельности»  
(английский)

### **Education in Russia**

(

All Russian people have the right to education, but it is not only a right, it is a duty, too. Education in our country is compulsory and now lasts eleven years. It consists of primary education and secondary education.

Primary education starts at the age of 6 or 7 and continues for four years. After finishing primary school pupils go on to secondary school. The school year starts in September and ends in May. Generally, there 4 school terms with holidays up to 10 days between them. The summer holidays last from June to September.

Most schools in Russia are comprehensive, which take pupils of all abilities without entrance exams. As a rule, students go to school 5 days a week. But there are also specialized schools, lyceums and gymnasiums, which give profound knowledge in various academic subjects. In lyceums and gymnasiums students study 6 days a week.

After finishing the 9th form students must take 4 examinations. Then young people can choose to stay at school, enter a college or a technical school. But to enter a university they have to study for two more years (either at school or at college).

Higher education in Russia. There are many colleges and universities in our country, but it is not easy to enter a university or college as the competition is rather fierce. Most of the colleges and universities are public and students do not have to pay for their education.

After 4 years of study students can pass examinations and get a bachelor's degree, after 5 years a specialist's degree and after 6 years a master's degree.

There are a lot of institutions of higher education in our country:

- the Moscow State University (Московский Государственный Университет)
- the Linguistic University, known as Maurice Thorez Institute of Foreign Languages (Лингвистический Университет, известный как Институт иностранных языков имени Мориса Терезы)



- People's Friendship University of Russia (Российский Университет Дружбы Народов)  
They are well-known not only in Russia but also abroad.

## **EDUCATION IN BRITAIN**

In England and Wales compulsory school begins at the age of five, but before that age children can go to a nursery school, also called play school. School is compulsory till the children are 16 years old. In Primary School and First School children learn to read and write and the basis of arithmetic. In the higher classes of Primary School (or in Middle School) children learn geography, history, religion and, in some schools, a foreign language. Then children go to the Secondary School.

When students are 16 years old, they may take an exam in various subjects in order to have a qualification. These qualifications can be either G. C. S. E. (General Certificate of Secondary Education) or «0 level» (Ordinary level). After that students can either leave school and start working or continue their studies in the same school as before. If they continue, when they are 18, they have to take further examinations which are necessary for getting into university or college. Some parents choose private schools for their children. They are very expensive but considered to provide a better education and good job opportunities.

In England there are 47 universities, including the Open University which teaches via TV and radio, about 400 colleges and institutes of higher education. The oldest universities in England are Oxford and Cambridge. Generally, universities award two kinds of degrees: the bachelor's degree and the master's degree.

## **THE PROFESSION OF A PROGRAMMER**

A programmer, or a computer programmer, is a person who writes programs to work on a computer. Computer programs are detailed instructions that computers must follow to do their functions. A programmer can be a specialist in one area of computer programming or a generalist who writes codes for many kinds of programs. Programmers also make, design, and test logical structures for solving problems by a computer. Many technical innovations in programming – modern computing technologies and new languages and programming tools - have changed the role of a programmer and enriched much of the programming work today.

International Programmers' Day is celebrated annually on the 7<sup>th</sup> of January.

In Russia starting from the year of 2009 a professional annual holiday known as Programmers' Day is celebrated on the 13<sup>th</sup> of September (the 12<sup>th</sup> of September in leap years).

## Критерии оценки:

оценка **«отлично»** выставляется студенту, если он владеет навыками фонетического чтения (знает и применяет правила чтения); детально понимает содержание текста; умеет выделять значимую/запрашиваемую информацию; справляется со всеми заданиями к тексту.

оценка **«хорошо»** выставляется студенту, если он владеет навыками фонетического чтения (знает правила чтения, умеет исправить допущенные ошибки); понимает содержание текста за исключением некоторых деталей; умеет выделять значимую информацию; справляется с 2/3 заданий к тексту.

оценка **«удовлетворительно»** выставляется студенту, если он слабо владеет навыками фонетического чтения (не знает или не умеет применять правила чтения); понимает основное содержание текста. слабо владеет навыками детального понимания; не умеет выделять запрашиваемую информацию; справляется более чем с 1/2 (60%) заданий к тексту.

оценка **«неудовлетворительно»** выставляется студенту, если он не владеет навыками фонетического чтения (не знает правила чтения); слабо понимает содержание прочитанного; не умеет выделять значимую информацию; справляется менее чем с 1/2 (60%) заданий к тексту.

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25 июня 2019 г