

**МИНОБРНАУКИ РОССИИ**  
**ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ**  
**ВЫСШЕГО ОБРАЗОВАНИЯ**  
**«ВОРОНЕЖСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИНЖЕНЕРНЫХ ТЕХНОЛОГИЙ»**

**УТВЕРЖДАЮ**

И. о. проректора по учебной работе

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«30» января 2025 г.

**РАБОЧАЯ ПРОГРАММА**  
**ДИСЦИПЛИНЫ**

Иностранный язык в профессиональной деятельности  
(наименование в соответствии с РУП)

Специальность

18.02.14 Химическая технология производства химических соединений  
(шифр и наименование специальности/профессии)

Квалификация выпускника  
Техник-технолог

Воронеж

## 1. Цели и задачи дисциплины

Целью освоения дисциплины «Иностранный язык в профессиональной деятельности» является формирование компетенций обучающегося в области профессиональной деятельности.

Выпускник, освоивший образовательную программу, должен быть готов к выполнению основных видов деятельности:

- определение оптимальных средств и методов анализа природных и промышленных материалов;
- проведение качественных и количественных анализов природных и промышленных материалов с применением химических и физико-химических методов анализа;
- организация лабораторно-производственной деятельности.

Программа составлена в соответствии с требованиями федерального государственного образовательного стандарта среднего профессионального образования по специальности 18.02.14 Химическая технология производства химических соединений, утвержденного Приказом Минпросвещения России от 15 ноября 2023 г. N 861.

## 2. Перечень планируемых результатов обучения, соотнесенных с планируемыми результатами освоения образовательной программы

В результате освоения дисциплины в соответствии с предусмотренными компетенциями обучающийся должен

### **Знать**

особенности произношения;  
основные правила чтения;  
правила построения предложений;  
основные общеупотребительные глаголы;  
лексический минимум для описания предметов, средств и процессов, относящихся к этикетной, бытовой и профессиональной сфере;  
лексический минимум, относящийся к описанию документации на иностранном языке;  
грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности;  
приемы работы с текстом (включая нормативно-правовую документацию);  
пути и способы самообразования и повышения уровня владения иностранным языком;  
правила создания устной/электронной презентации на иностранном языке;  
грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности;  
правила и условия экологической безопасности;  
*лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности; профессиональные термины, разговорные штампы, нормы делового этикета и языкового «поведения».*

### **Уметь**

пополнять словарный запас и самостоятельно совершенствовать устную и письменную речь;  
определять источники поиска информации на иностранном языке;  
выбирать и использовать профессиональную терминологию для описания производственных процессов;  
распознавать задачу/проблему в контексте иноязычного общения;

анализировать задачу, определять механизм выполнения задачи/проблемы, используя языковые средства;  
 понимать общий смысл произнесенных высказываний и инструкций;  
 применять информационные технологии для решения задач иноязычного общения;  
 определять свою позицию и излагать свои мысли на иностранном языке;  
 общаться устно и письменно на иностранном языке на профессиональные темы;  
 строить высказывания на иностранном языке, характеризующие готовые изделия и методы их производства;  
 определять актуальность нормативно-правовой документации на иностранном языке в профессиональной сфере;  
 понимать, аннотировать, реферировать, анализировать тексты различной формы и содержания;  
 описывать значимость своей профессии на иностранном языке;  
*общаться устно и письменно на иностранном языке на профессиональные и повседневные темы;*  
*переводить со словарем иностранные тексты профессиональной направленности;*  
*использовать иностранный язык как средство для получения информации из иноязычных источников в профессиональных целях;*  
*описывать события, излагать факты, делать сообщения, оценивать важность, новизну информации, определять отношение к ней;*  
*правильно выбирать языковые средства в зависимости от ситуации и личности собеседника;*  
*самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.*

Код компетенции	Формулировка компетенции	Код и наименование индикатора достижения компетенции
ОК 01	Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам	<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;</p> <p>выявлять и эффективно искать информацию, необходимую для решения задачи и/или проблемы;</p> <p>составлять план действия; определять необходимые ресурсы;</p> <p>владеть актуальными методами работы в профессиональной и смежных сферах; реализовывать 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;</p> <p>основные источники информации и ресурсы для решения задач и проблем в профессиональном и/или социальном контексте;</p>

		<p>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>
ОК 02	Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности	<p>Умения: определять задачи для поиска информации; определять необходимые источники информации; планировать процесс поиска; структурировать получаемую информацию; выделять наиболее значимое в перечне информации; оценивать практическую значимость результатов поиска; оформлять результаты поиска, применять средства информационных технологий для решения профессиональных задач; использовать современное программное обеспечение; использовать различные цифровые средства для решения профессиональных задач.</p> <p>Знания: номенклатуры информационных источников, применяемых в профессиональной деятельности; приемы структурирования информации; формат оформления результатов поиска информации, современные средства и устройства информатизации; порядок их применения и программное обеспечение в профессиональной деятельности, в том числе с использованием цифровых средств.</p>
ОК 04	Эффективно взаимодействовать и работать в коллективе и команде	<p>Умения: организовывать работу коллектива и команды; взаимодействовать с коллегами, руководством, клиентами в ходе профессиональной деятельности</p> <p>Знания: психологические основы деятельности коллектива, психологические особенности личности; основы проектной деятельности</p>
ОК 05	Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста	<p>Умения: грамотно излагать свои мысли и оформлять документы по профессиональной тематике на государственном языке, проявлять толерантность в рабочем коллективе</p> <p>Знания: особенности социального и культурного контекста; правила оформления документов и построения устных сообщений</p>
ОК 07	Содействовать сохранению	Умения: соблюдать нормы экологической

	<p>окружающей среды, ресурсосбережению, применять знания об изменении климата, принципы бережливого производства, эффективно действовать в чрезвычайных ситуациях</p> <p>Содействовать сохранению окружающей среды, ресурсосбережению, применять знания об изменении климата, принципы бережливого производства, эффективно действовать в чрезвычайных ситуациях</p>	<p>безопасности; определять направления ресурсосбережения в рамках профессиональной деятельности по специальности осуществлять работу с соблюдением принципов бережливого производства; организовывать профессиональную деятельность с учетом знаний об изменении климатических условий региона.</p> <p>Умения: соблюдать нормы экологической безопасности; определять направления ресурсосбережения в рамках профессиональной деятельности по специальности осуществлять работу с соблюдением принципов бережливого производства; организовывать профессиональную деятельность с учетом знаний об изменении климатических условий региона.</p>
ОК 09	<p>Пользоваться профессиональной документацией на государственном и иностранном языках.</p>	<p>Умения: понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты 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 объяснять свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересующие профессиональные темы.</p> <p>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;</p>

### 3. Место дисциплины (модуля) в структуре СПО

Дисциплина относится к обязательной части общегуманитарного и социально-экономического цикла и изучается в 3, 4, 5, 6, 7,8 семестрах.

Изучение дисциплины основано на знаниях, умениях и навыках, полученных при изучении обучающимися учебного предмета Иностранный язык на 1 курсе.

Дисциплина является предшествующей для изучения профессиональных модулей: «Определение оптимальных средств и методов анализа природных и промышленных материалов», «Проведение качественных и количественных анализов природных и

промышленных материалов с применением химических и физико-химических методов анализа».

#### 4. Объем дисциплины и виды учебной работы

Общая трудоемкость дисциплины составляет 208 ак. ч.

Виды учебной работы	Всего академических часов	Распределение трудоемкости по семестрам, ак. ч					
		3 сем	4 сем	5 сем	6 сем	7 сем	8 сем
Общая трудоемкость дисциплины (модуля)	208	34	48	33	42	20	31
<b>Контактная работа</b> в т. ч. аудиторные занятия:	165	30	38	27	32	16	22
Лекции		-	-	-			-
<i>в том числе в форме практической подготовки</i>	-	-	-	-	-	-	-
Практические занятия	165	30	38	27	32	16	22
<i>в том числе в форме практической подготовки</i>	-	-	-	-	-	-	-
Консультации текущие	-	-	-	-	-	-	-
Консультации перед экзаменом	-	-	-	-	-	-	-
<b>Вид аттестации</b>	26	Зачет/4	Контрольная работа/4	Контрольная работа/6	Контрольная работа/6	Зачет/4	Экзамен/6
<b>Самостоятельная работа:</b>	17		6		4	4	3
проработка материалов по лекциям, учебникам, учебным пособиям	7		2		2	2	1
подготовка к практическим занятиям	5		2-		1	1	1
выполнение домашнего задания	5		2		1	1	1

**5. Содержание дисциплины (модуля), структурированное по темам (разделам) с указанием отведенного на них количества академических часов и видов учебных занятий.**

##### 5.1 Содержание разделов дисциплины

№ п/п	Наименование раздела дисциплины	Содержание раздела (указываются темы и дидактические единицы)	Трудоемкость раздела, ак.ч
1	Вводно-коррективный курс	Фонетика. Английские звуки. Особенности произношения. Международные транскрипционные символы. Основные	68

		<p>правила чтения английский гласных букв и их буквосочетаний. Основные правила чтения согласных и их буквосочетаний.</p> <p>Правила транслитерации. Особенности интонации в английском языке.</p> <p>Этикетное общение.</p> <p>Описание людей: друзей, родных и близких и т.д. (внешность, характер, личностные качества)</p> <p>Внешность. Возраст. Цвета. Одежда. Части тела. Родственники.</p> <p>Генеалогическое дерево.</p> <p>Приветствия. Прощания.</p> <p>Английский алфавит.</p> <p>Формы обращения.</p> <p>Представление. Заполнение анкет. Выражение просьбы, благодарности.</p> <p>Профессии. Местоимения (личные, притяжательные, указательные).</p> <p>Глагол «быть» (утвердительные, вопросительные, отрицательные предложения).</p> <p>Имя числительное (количественные, порядковые). Чтение дат.</p> <p>Падежные отношения. Притяжательный падеж существительных.</p> <p>Разряды существительных.</p> <p>Образование форм множественного числа существительных (исключения).</p> <p>Имя прилагательное.</p> <p>Наречие. Степени сравнения прилагательных и наречий. Сравнительные</p>	
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		конструкции	
2	Развивающий курс	<p>Межличностные отношения дома, в учебном заведении, на работе. Характер и эмоции человека. Личностные качества, необходимые для химика-лаборанта. Повседневная жизнь, условия жизни. Организация рабочей недели в России. Образование в России и за рубежом, профессиональное образование. Виды учебных заведений в России и за рубежом. Уровни образования. Способы получения образования. Досуг. Увлечения. Путешествия. Туризм. Способы путешествия. Бронирование билетов/отеля/ тура. Еда и напитки. Национальные традиции в еде. Здоровая еда. Государственное устройство стран изучаемого языка. Географическое положение, политическое устройство. Российская Федерация. Географическое положение, политическое устройство, экономическое развитие. Великие ученые-изобретатели и их открытия. Д. И. Менделеев. Биография. Научный вклад. Слова-синонимы, антонимы. Способы словообразования. Основные суффиксы прилагательных, приставки с противоположным значением. Простые</p>	59



		<p>предложения с однородными членами. Модальные глаголы и их эквиваленты. Имя числительное: количественные, порядковые. Чтение дат, дробей. Выражение времени. Употребление различных грамматических оборотов. Сложноподчиненные предложения с придаточными условия разного типа. Употребление модальных глаголов и их эквивалентов. Употребление конструкции «я бы хотел...» Употребление неопределенных местоимений и их производных. Образование и употребление неличных форм глагола. Выражение прошедших времен.</p>	
3	Профессионально-ориентированный курс	<p>Профессия химик-лаборант. Профессия химика сегодня. Возможности трудоустройства. Профессиональные действия химика - лаборанта. Химическая лаборатория. Химическая посуда. Лабораторное оборудование. Описание, предназначение. Правила поведения в лаборатории. Составление инструкции по технике безопасности в лаборатории. Поведение в чрезвычайных ситуациях. Основные химические элементы. Химические соединения. Периодическая таблица химических</p>	38

	<p>элементов. История создания. Принцип организации современной Периодической таблицы. Основные химические элементы. Классификация химических элементов. История происхождения названий основных химических элементов. Основные химические соединения. Классификация веществ. Международная карта безопасности химических веществ. Основные законы химии. Химические реакции. Закон сохранения массы веществ. Химические реакции. Классификация химических реакций. Описание химических процессов при реакции соединения, замещения, разложения. Методы химического анализа. Классификация методов химического анализа. Сравнительная характеристика современных методов химического анализа. Метод титрования. Характеристика метода. Описание техники проведения анализа. Весовой метод химического анализа. Характеристика метода. Описание техники проведения анализа. Экологическая безопасность. Экологический аудит. Утилизация отходов химического производства. Стандарт ISO в химической</p>	
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		промышленности. Наречия. Неличные формы глагола. Эквиваленты модальных глаголов. Страдательный залог.зalog. Сложноподчиненные предложения. Прямая и косвенная речь.	
	<i>Консультации текущие</i>		-
	<i>Консультации перед экзаменом</i>		-
	<i>Зачет</i>		4
	<i>Контрольная работа</i>		16
	<i>Экзамен</i>		6

## 5.2 Разделы дисциплины и виды занятий

№ п/п	Наименование раздела дисциплины	Лекции, ак. ч	Практические занятия, ак. ч	СР, ак. ч
1	Вводно-коррективный курс	-	68	6
2	Развивающий курс	-	59	4
3	Профессионально-ориентированный курс	-	38	7
	<i>Консультации текущие</i>	-		
	<i>Консультации перед экзаменом</i>	-		
	<i>Зачет</i>	4		
	<i>Контрольная работа</i>	16		
	<i>Экзамен</i>	6		

### 5.2.1 Лекции. Не предусмотрены

### 5.2.2 Практические занятия

№ п/п	Наименование раздела дисциплины	Тематика практических занятий	Трудоемкость, ак. ч
1	Вводно-коррективный курс	Фонетика. Английские звуки. Основные правила чтения английских гласных букв и их буквосочетаний.	4
		Особенности произношения. Основные правила чтения согласных и их буквосочетаний. Правила транслитерации.	4
		Международные транскрипционные символы. Правила транслитерации.	4
		Приветствия. Формы обращения. Представление. Прощания. Заполнение анкет.	4

		Лексическая тема: Части тела. Грамматический материал: Имя существительное. Разряды существительных. Образование форм множественного числа существительных (исключения).	4
		Лексическая тема: Родственники. Грамматический материал: Местоимения (личные, притяжательные, указательные).	4
		Лексическая тема: Возраст. Грамматический материал: Количественные числительные.	4
		Лексическая тема: Возраст. Грамматический материал: Порядковые числительные	4
		Лексическая тема: Конфликт поколений Грамматический материал: Имя числительное. Чтение дат.	4
		Лексическая тема: Отношения в семье. Грамматический материал: Временные отрезки	4
		Лексическая тема: Генеалогическое дерево. Грамматический материал: Падежные отношения. Притяжательный падеж существительных.	4
		Лексическая тема: Профессии. Грамматический материал: Глагол «быть»	4
		Лексическая тема: Профессиональные качества Грамматический материал: Утвердительные, вопросительные, отрицательные предложения	4
		Лексическая тема: Цвета. Одежда. Грамматический материал: Употребление грамматических конструкций в значении «иметь»	4
		Лексическая тема: Внешность. Грамматический материал: Имя прилагательное. Степени сравнения прилагательных.	4
		Лексическая тема: Внешность. Грамматический материал: Степени сравнения наречий.	4
		Лексическая тема: Характер. Грамматический материал: Сравнительные конструкции	2
		Обобщение лексико-грамматического материала. Итоговое тестирование	2
2	Развивающий курс	Лексическая тема: «Межличностные	2

	отношения дома». Грамматический материал: Слова-синонимы, антонимы.	
	Лексическая тема: «Межличностные отношения в учебном заведении». Грамматический материал: Способы словообразования.	2
	Лексическая тема: «Характер и эмоции человека» Грамматический материал: Приставки с противоположным значением.	2
	Лексическая тема: «Личностные качества, необходимые для химика - лаборанта» Грамматический материал: Простые предложения с однородными членами.	4
	Лексическая тема: «Организация рабочей недели в России». Грамматический материал: Видовременные формы глагола. (Простые)	4
	Лексическая тема: «Организация рабочей недели за рубежом». Грамматический материал: Видовременные формы глагола (Длительные)	2
	Лексическая тема: «Образование в России, профессиональное образование». Грамматический материал: Видовременные формы глагола (Совершенные)	4
	Лексическая тема: «Образование за рубежом, профессиональное образование». Грамматический материал: Употребление оборот для указания местонахождения какого-либо объекта.	2
	Лексическая тема: «Виды учебных заведений в России и за рубежом. Уровни образования. Способы получения образования» Грамматический материал: Сложноподчиненные предложения с придаточными условия I типа.	4
	Лексическая тема: «Виды учебных заведений за рубежом. Уровни образования. Способы получения образования» Грамматический материал: Сложноподчиненные предложения с придаточными условия II типа.	4
	Лексическая тема: «Досуг. Увлечения» Грамматический материал: Употребление конструкции предпочтения	2

		Лексическая тема: «Путешествия. Туризм. Способы путешествия. Бронирование билетов/ отеля/ тура» Грамматический материал: Употребление конструкции предпочтения	4
		Лексическая тема: «Еда и напитки». Грамматический материал: Употребление неопределенных местоимений и их производных.	4
		Лексическая тема: «Национальные традиции в еде»	2
		Лексическая тема: «Здоровая еда» Грамматический материал: Образование и употребление причастия 1	4
		Лексическая тема: Страны изучаемого языка. Географическое положение, политическое устройство. Грамматический материал: Образование и употребление причастия 2	4
		Лексическая тема: Страны изучаемого языка. Политическое устройство. Грамматический материал: Образование и употребление герундия).	4
		Лексическая тема: Российская Федерация. Географическое положение, политическое устройство, экономическое развитие Грамматический материал: Фразовые глаголы	2
		Лексическая тема: «Д. И. Менделеев. Биография. Научный вклад» Грамматический материал: Выражение прошедших времен.	2
		Обобщение лексико-грамматического материала. Итоговое тестирование	1
3	Профессионально - ориентированный курс	Лексическая тема: «Профессия химика сегодня. Возможности трудоустройства» Грамматический материал: Модальные глаголы.	2
		Лексическая тема: «Профессиональные действия химика -лаборанта»	2
		Лексическая тема: «Химическая лаборатория» Грамматический материал: Модальные глаголы.	2
		Лексическая тема: «Химическая посуда. Лабораторное оборудование. Описание, предназначение»	2
		Лексическая тема: «Правила поведения в лаборатории. Составление инструкции по технике безопасности в лаборатории»	2

	Лексическая тема: «Поведение в чрезвычайных ситуациях» Грамматический материал: Модальные глаголы и их эквиваленты	2
	Лексическая тема: «Периодическая таблица химических элементов. История создания. Принцип организации современной Периодической таблицы» Грамматический материал: Страдательный залог.	2
	Лексическая тема: «Основные химические элементы. Классификация химических элементов. История происхождения названий основных химических элементов» Грамматический материал: Страдательный залог.	2
	Лексическая тема: «Основные химические соединения» Грамматический материал: Страдательный залог в Perfect	2
	Лексическая тема: «Классификация веществ. Международная карта безопасности химических веществ» Грамматический материал: Страдательный залог (Обобщение)	2
	Лексическая тема: «Основные законы химии. Закон сохранения массы веществ» Грамматический материал: Сложные предложения	2
	Лексическая тема: «Химические реакции. Классификация химических реакций. Описание химических процессов при реакции соединения, замещения, разложения» Грамматический материал: Согласование времен в сложных предложениях	2
	Лексическая тема: «Классификация методов химического анализа. Сравнительная характеристика современных методов химического анализа» Грамматический материал: Прямая речь	2
	Лексическая тема: «Метод титрования. Характеристика метода. Описание техники проведения анализа» Грамматический материал: Косвенная речь	2
	Лексическая тема: «Весовой метод химического анализа. Характеристика метода. Описание техники проведения анализа» Грамматический материал:	2

		Согласование времен в косвенной речи	
		Лексическая тема: «Экологический аудит. Утилизация отходов химического производства» Грамматический материал: Особенности перевода предложений в косвенной речи	2
		Лексическая тема: «Стандарт ISO в химической промышленности» Грамматический материал: Функции one и that of.	4
		Обобщение лексико-грамматического материала. Итоговое тестирование	2

### 5.2.3 Лабораторный практикум

не предусмотрен

### 5.2.4 Самостоятельная работа обучающихся

№ п/п	Наименование раздела дисциплины	Вид СР	Трудоемкость, ак. ч
1	Вводно-коррективный курс	Проработка материалов по лекциям, учебникам, учебным пособиям	6
		Подготовка к практическим занятиям	
		Выполнение домашнего задания	
2	Развивающий курс	Проработка материалов по лекциям, учебникам, учебным пособиям	4
		Подготовка к практическим занятиям	
		Выполнение домашнего задания	
		Подготовка реферата	
3	Профессионально-ориентированный курс	Проработка материалов по лекциям, учебникам, учебным пособиям	7
		Подготовка к практическим занятиям	
		Выполнение домашнего задания	

## 6. Учебно-методическое и информационное обеспечение дисциплины

Для освоения дисциплины обучающийся может использовать:

### 6.1. Основная литература

#### Английский язык

1. Куряева, Р. И. Английский язык. Лексика и грамматика : учебник для среднего профессионального образования (гриф УМО СПО) / Р. И. Куряева. — 8-е изд., испр. и доп. — Москва : Издательство Юрайт, 2024. — 497 с. <https://urait.ru/bcode/544931>

2. Кузьменкова, Ю. Б. Английский язык (A2–B2) : учебник и практикум для среднего профессионального образования (гриф УМО СПО) / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2024. — 412 с. <https://urait.ru/bcode/536635>

3. Английский язык для изучающих химию (B1 - B2) : учебник для среднего профессионального образования / А. В. Захарова, Т. А. Барановская, Т. Б. Пospelова,



Ю. А. Суворова. — Москва : Издательство Юрайт, 2024. — 294 с.  
<https://urait.ru/bcode/534869>

### **Немецкий язык**

1. Миляева, Н. Н. Немецкий язык для колледжей (А1—А2) : учебник и практикум для среднего профессионального образования (гриф УМО СПО) / Н. Н. Миляева, Н. В. Кукина. — Москва : Издательство Юрайт, 2024. — 255 с.  
<https://urait.ru/bcode/541582>

2. Шонин, Н. Е. Немецкий язык для химиков (А2—В1) : учебное пособие для среднего профессионального образования (гриф УМО СПО) / Н. Е. Шонин. — 2-е изд. — Москва : Издательство Юрайт, 2024. — 154 с. <https://urait.ru/bcode/543091>

## **6.2. Дополнительная литература:**

### **6.3. Перечень учебно-методического обеспечения для самостоятельной работы обучающихся**

### **6.4. Перечень ресурсов информационно-телекоммуникационной сети «Интернет», необходимых для освоения учебного предмета**

Наименование ресурса сети «Интернет»	Электронный адрес ресурса
Научная электронная библиотека	<a href="http://www.elibrary.ru/defaulttx.asp?">http://www.elibrary.ru/defaulttx.asp?</a>
Образовательная платформа «Юрайт»	<a href="https://urait.ru/">https://urait.ru/</a>
ЭБС «Лань»	<a href="https://e.lanbook.com/">https://e.lanbook.com/</a>
АИБС «МегаПро»	<a href="https://biblos.vsu.ru/MegaPro/Web">https://biblos.vsu.ru/MegaPro/Web</a>
Сайт Министерства науки и высшего образования РФ	<a href="http://minobrnauki.gov.ru">http://minobrnauki.gov.ru</a>
Электронная информационно-образовательная среда ФГБОУ ВО «ВГУИТ»	<a href="http://education.vsu.ru">http://education.vsu.ru</a>
База данных Polpred	<a href="http://www.polpred.com">http://www.polpred.com</a>

### **6.5 Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине (модулю), включая перечень программного обеспечения и информационных справочных систем**

При изучении дисциплины используется программное обеспечение, современные профессиональные базы данных и информационные справочные системы: ЭИОС университета, в том числе на базе программной платформы «Среда электронного обучения ЗКЛ», автоматизированная информационная база «Интернет-тренажеры», «Интернет-экзамен».

При освоении дисциплины используется лицензионное и открытое программное обеспечение – *н-р, ОС Windows, ОС ALT Linux.*

## **7. Материально-техническое обеспечение учебного предмета:**

Обеспеченность процесса обучения техническими средствами полностью соответствует требованиям ФГОС по направлению подготовки. Материально-техническая база приведена в лицензионных формах и расположена во внутренней сети по адресу <http://education.vsu.ru>.

При чтении лекций, проведении практических занятий и контроле знаний обучающихся по дисциплине используется:

Кабинет иностранного языка (ауд. 4а)	Мультимедиа проектор AcerX128HP DLP Projector - 1 шт.; Экран переносной – 1 шт.; Ноутбук ASUS K73E – 1 шт.; Магнитофон Panasonic; Лингафонное оснащение; Маркерная доска; Информационные стенды, справочные материалы; Комплект учебной мебели.
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**Аудитория для самостоятельной работы студентов:**

Компьютерный класс для самостоятельной работы, в т.ч. для проведения групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации (ауд.19)	Локальная сеть, коммутатор D-Link DES-1016 с выходом в «Интернет»; Моноблок ГРАВИТОН M40I – 12 шт.; Альт Образование 8.2+; Perl 5.22, Python 2.7 и 3.5, PHP 5.6, GCC 5.3; XFCE 4.12, KDE 5.7; LibreOffice 5.2; Firefox 45.4.0 (версия с длительной поддержкой — ESR); Win32 API — WINE 1.9.21; GIMP 2.8.16; wxMaxima 15.08.2; Scribus 1.4.5; Inkscape 0.91; 3D-редактор Blender 2.77 Принтер лазерный HP Laser jet P-2035 A4 30 стр.в мин. – 1 шт.; Сканер HP Scan jet- 3110-1шт.; Мультимедиа проектор EPSON EH-TW650 – 1 шт.; Экран переносной – 1 шт.; Ноутбук ASUS K 73 E I5-2410 M CPU\ 4096\500\DVD-RW \Intel(R) HD Graphics 3000 – 1 шт.; Маркерная доска; Плакаты, наглядные пособия, схемы; Комплект учебной мебели.	ALT Linux Образование 9 + LibreOffice; Маркерная доска; Информационные стенды, справочные материалы; Комплект учебной мебели.
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Дополнительно, самостоятельная работа обучающихся, может осуществляться при использовании:

Научная библиотека, читальный зал библиотеки.	Компьютеры Intel Core i3-540 (2 шт.) со свободным доступом в сеть Интернет и электронными библиотечными и информационно справочными системами.  Компьютеры Intel Core i5-4460T (16 штук), РЕГАРД РДЦБ (12 штук) со свободным доступом в сеть Интернет и электронными библиотечными и информационно справочными системами.	Альт Образование 8.2 + LibreOffice 6.2+Maxima Лицензия № AAA.0217.00 с 21.12.2017 г. по «Бессрочно»
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**8. Оценочные материалы для промежуточной аттестации обучающихся по дисциплине (модулю)**

**Оценочные материалы (ОМ)** для дисциплины (модуля) включают в себя:

- перечень компетенций с указанием индикаторов достижения компетенций, этапов их формирования в процессе освоения образовательной программы;

- описание шкал оценивания;
- типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков;
- методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности.

ОМ представляются отдельным комплектом и **входят в состав рабочей программы дисциплины (модуля)**.

Оценочные материалы формируются в соответствии с П ВГУИТ «Положение об оценочных материалах».

**АННОТАЦИЯ  
К РАБОЧЕЙ ПРОГРАММЕ  
ДИСЦИПЛИНЫ  
«СГ.03 Иностранный язык в профессиональной деятельности»**

Процесс изучения дисциплины направлен на формирование следующих компетенций:

<b>Код компетенции</b>	<b>Формулировка компетенции</b>	<b>Код и наименование индикатора достижения компетенции</b>
ОК 01	Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам	<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; составлять план действия; определять необходимые ресурсы; владеть актуальными методами работы в профессиональной и смежных сферах; реализовывать 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>
ОК 02	Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности	<p><b>Умения:</b> определять задачи для поиска информации; определять необходимые источники информации; планировать процесс поиска; структурировать получаемую информацию; выделять наиболее значимое в перечне информации; оценивать практическую значимость результатов поиска; оформлять результаты поиска, применять средства информационных технологий для решения</p>

		<p>профессиональных задач; использовать современное программное обеспечение; использовать различные цифровые средства для решения профессиональных задач.</p> <p>Знания: номенклатуры информационных источников, применяемых в профессиональной деятельности; приемы структурирования информации; формат оформления результатов поиска информации, современные средства и устройства информатизации; порядок их применения и программное обеспечение в профессиональной деятельности, в том числе с использованием цифровых средств.</p>
ОК 04	Эффективно взаимодействовать и работать в коллективе и команде	<p>Умения: организовывать работу коллектива и команды; взаимодействовать с коллегами, руководством, клиентами в ходе профессиональной деятельности</p> <p>Знания: психологические основы деятельности коллектива, психологические особенности личности; основы проектной деятельности</p>
ОК 05	Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста	<p>Умения: грамотно излагать свои мысли и оформлять документы по профессиональной тематике на государственном языке, проявлять толерантность в рабочем коллективе</p> <p>Знания: особенности социального и культурного контекста; правила оформления документов и построения устных сообщений</p>
ОК 07	<p>Содействовать сохранению окружающей среды, ресурсосбережению, применять знания об изменении климата, принципы бережливого производства, эффективно действовать в чрезвычайных ситуациях</p> <p>Содействовать сохранению окружающей среды, ресурсосбережению, применять знания об изменении климата, принципы бережливого производства, эффективно действовать в чрезвычайных ситуациях</p>	<p>Умения: соблюдать нормы экологической безопасности; определять направления ресурсосбережения в рамках профессиональной деятельности по специальности осуществлять работу с соблюдением принципов бережливого производства; организовывать профессиональную деятельность с учетом знаний об изменении климатических условий региона.</p> <p>Умения: соблюдать нормы экологической безопасности; определять направления ресурсосбережения в рамках профессиональной деятельности по специальности осуществлять работу с соблюдением принципов бережливого производства; организовывать профессиональную деятельность с учетом знаний об изменении климатических</p>

		условий региона.
ОК 09	Пользоваться профессиональной документацией на государственном и иностранном языках.	<p>Умения: понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты 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 объяснять свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересующие профессиональные темы.</p> <p>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;</p>

В результате освоения дисциплины обучающийся должен:

### ***Знать***

особенности произношения;  
основные правила чтения;  
правила построения предложений;  
основные общеупотребительные глаголы;  
лексический минимум для описания предметов, средств и процессов, относящихся к этикетной, бытовой и профессиональной сфере;  
лексический минимум, относящийся к описанию документации на иностранном языке;  
грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности;  
приемы работы с текстом (включая нормативно-правовую документацию);  
пути и способы самообразования и повышения уровня владения иностранным языком;  
правила создания устной/электронной презентации на иностранном языке;  
грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности;  
правила и условия экологической безопасности;  
*лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности; профессиональные термины, разговорные штампы, нормы делового этикета и языкового «поведения».*

### ***Уметь***

пополнять словарный запас и самостоятельно совершенствовать устную и письменную речь;  
определять источники поиска информации на иностранном языке;

выбирать и использовать профессиональную терминологию для описания производственных процессов;  
распознавать задачу/проблему в контексте иноязычного общения;  
анализировать задачу, определять механизм выполнения задачи/проблемы, используя языковые средства;  
понимать общий смысл произнесенных высказываний и инструкций;  
применять информационные технологии для решения задач иноязычного общения;  
определять свою позицию и излагать свои мысли на иностранном языке;  
общаться устно и письменно на иностранном языке на профессиональные темы;  
строить высказывания на иностранном языке, характеризующие готовые изделия и методы их производства;  
определять актуальность нормативно-правовой документации на иностранном языке в профессиональной сфере;  
понимать, аннотировать, реферировать, анализировать тексты различной формы и содержания;  
описывать значимость своей профессии на иностранном языке;  
*общаться устно и письменно на иностранном языке на профессиональные и повседневные темы;*  
*переводить со словарем иностранные тексты профессиональной направленности;*  
*использовать иностранный язык как средство для получения информации из иноязычных источников в профессиональных целях;*  
*описывать события, излагать факты, делать сообщения, оценивать важность, новизну информации, определять отношение к ней;*  
*правильно выбирать языковые средства в зависимости от ситуации и личности собеседника;*  
*самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.*

### **Содержание разделов дисциплины.**

Этикетное общение. Описание людей: друзей, родных и близких и т.д. (внешность, характер, личностные качества), Межличностные отношения дома, в учебном заведении, на работе, Повседневная жизнь, условия жизни, Образование в России и за рубежом, профессиональное образование, Досуг, Путешествия. Туризм, Еда и напитки, Государственное устройство, Великие ученые-изобретатели и их открытия, Профессионально-ориентированный курс, Профессия химик-лаборант, Химическая лаборатория, Основные химические элементы. Химические соединения, Основные законы химии. Химические реакции, Методы химического анализа, Экологическая безопасность

Английские звуки. Особенности произношения. Английский алфавит. Основные правила чтения английский гласных букв и их буквосочетаний. Особенности интонации в английском языке. Имя существительное. Множественное число существительных. Местоимения. Видовременные формы английского глаголы. Имя числительное. Чтение дат. Притяжательный падеж существительных. Имя прилагательное. Наречие. Степени сравнения прилагательных и наречий. Сравнительные конструкции. Способы словообразования. Модальные глаголы и их эквиваленты. Сложноподчиненные предложения. Употребление неопределенных местоимений и их производных. Образование и употребление причастий, герундия. Страдательный залог. Прямая и косвенная речь.

**ОЦЕНОЧНЫЕ МАТЕРИАЛЫ  
ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ**

по дисциплине

**ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ**



# 1. Перечень компетенций с указанием этапов их формирования

Код компетенции	Формулировка компетенции	Код и наименование индикатора достижения компетенции
ОК 01	Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам	<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; составлять план действия; определять необходимые ресурсы; владеть актуальными методами работы в профессиональной и смежных сферах; реализовывать 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>
ОК 02	Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности	<p><b>Умения:</b> определять задачи для поиска информации; определять необходимые источники информации; планировать процесс поиска; структурировать получаемую информацию; выделять наиболее значимое в перечне информации; оценивать практическую значимость результатов поиска; оформлять результаты поиска, применять средства информационных технологий для решения профессиональных задач; использовать современное программное обеспечение; использовать различные цифровые средства для решения профессиональных задач.</p> <p><b>Знания:</b> номенклатуры информационных</p>

		источников, применяемых в профессиональной деятельности; приемы структурирования информации; формат оформления результатов поиска информации, современные средства и устройства информатизации; порядок их применения и программное обеспечение в профессиональной деятельности, в том числе с использованием цифровых средств.
ОК 04	Эффективно взаимодействовать и работать в коллективе и команде	<p>Умения: организовывать работу коллектива и команды; взаимодействовать с коллегами, руководством, клиентами в ходе профессиональной деятельности</p> <p>Знания: психологические основы деятельности коллектива, психологические особенности личности; основы проектной деятельности</p>
ОК 05	Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста	<p>Умения: грамотно излагать свои мысли и оформлять документы по профессиональной тематике на государственном языке, проявлять толерантность в рабочем коллективе</p> <p>Знания: особенности социального и культурного контекста; правила оформления документов и построения устных сообщений</p>
ОК 07	Содействовать сохранению окружающей среды, ресурсосбережению, применять знания об изменении климата, принципы бережливого производства, эффективно действовать в чрезвычайных ситуациях Содействовать сохранению окружающей среды, ресурсосбережению, применять знания об изменении климата, принципы бережливого производства, эффективно действовать в чрезвычайных ситуациях	<p>Умения: соблюдать нормы экологической безопасности; определять направления ресурсосбережения в рамках профессиональной деятельности по специальности осуществлять работу с соблюдением принципов бережливого производства; организовывать профессиональную деятельность с учетом знаний об изменении климатических условий региона.</p> <p>Умения: соблюдать нормы экологической безопасности; определять направления ресурсосбережения в рамках профессиональной деятельности по специальности осуществлять работу с соблюдением принципов бережливого производства; организовывать профессиональную деятельность с учетом знаний об изменении климатических условий региона.</p>
ОК 09	Пользоваться профессиональной документацией на государственном и иностранном языках.	Умения: понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы; участвовать в

		<p>диалогах на знакомые общие и профессиональные темы; строить простые высказывания о себе и о своей профессиональной деятельности; кратко обосновывать и объяснять свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересующие профессиональные темы.</p> <p>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;</p>
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## 2. Паспорт оценочных материалов по дисциплине

№ п /п	Разделы дисциплины	Индекс контролируемой компетенции (или ее части)	Оценочные материалы		Технология/ процедура оценивания (способ контроля)
			наименование	№ заданий	
1	2	3	4	5	6
1.	Вводно-коррективный курс	ОК 01, ОК 02	<i>Практическая работа (упражнения для работы в аудитории)</i>	1	Контроль преподавателем
			<i>Домашнее задание</i>	2	Проверка преподавателем
			<i>Самостоятельное внеаудиторное/аудиторное чтение</i>	3, 15-16, 20-24	Контроль преподавателем
			<i>Банк тестовых заданий (зачет, контрольная работа)</i>	11-14, 17-19	Бланочное тестирование
			<i>Собеседование (экзамен)</i>	1-30	Контроль преподавателем
2	Развивающий курс	ОК 04, ОК 05	<i>Практическая работа (упражнения для работы в</i>	1	Контроль преподавателем

			<i>аудитории)</i>		
			<i>Домашнее задание</i>	2	Проверка преподавателем
			<i>Самостоятельное внеаудиторное/аудиторное чтение</i>	3, 27-29, 32-35	Контроль преподавателем
			<i>Домашняя контрольная работа</i>	3	Защита контрольной работы
			<i>Банк тестовых заданий (зачет, контрольная работа)</i>	25-26, 30-31	Бланочное тестирование
			<i>Собеседование (экзамен)</i>	31-60	Контроль преподавателем
3.	Профессионально-ориентированный курс	ОК 07, ОК 09	<i>Практическая работа (упражнения для работы в аудитории)</i>	1	Контроль преподавателем
			<i>Домашнее задание</i>	2	Проверка преподавателем
			<i>Банк тестовых заданий (зачет)</i>	36-38, 49	Бланочное тестирование
			<i>Самостоятельное внеаудиторное/аудиторное чтение</i>	3, 39-48, 50-53	Контроль преподавателем
			<i>Собеседование (экзамен)</i>	61-92	Контроль преподавателем

### 3. Оценочные материалы для промежуточной аттестации

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

#### 3.1 Практическая работа (Упражнения для работы в аудитории)

ОК 01 Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам

ОК 02 Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности

ОК 04 Эффективно взаимодействовать и работать в коллективе и команде

ОК 05 Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста  
 ОК07 Содействовать сохранению окружающей среды, ресурсосбережению, применять знания об изменении климата, принципы бережливого производства, эффективно действовать в чрезвычайных ситуациях  
 ОК09 Пользоваться профессиональной документацией на государственном и иностранном языках

### 3.1.1 Типовое упражнение для работы в аудитории по английскому языку

Номер задания	Прочитайте диалог, вставьте соответствующие вопросы в пробелы, а затем разыграйте диалог по ролям.	Правильный ответ
1.	<p><b>Nick:</b> Do you have a best friend, Ben?</p> <p><b>Ben:</b> Sure. 1)..... He is my best mate. We started school together.</p> <p><b>Nick:</b> Do you trust him?</p> <p><b>Ben:</b> Yes. I trust him absolutely and I know 2).....</p> <p><b>Nick:</b> You are lucky to have such a friend. You should cherish your friendship.</p> <p><b>Ben:</b> Well. I will support him in any situation too.</p> <p><b>Nick:</b> 3).....?</p> <p><b>Ben:</b> Yes, we have. Sometimes we quarrel about some silly things but I'm sure we don't mean to hurt each other. Besides, Tony is very calm and he usually tries to avoid conflicts.</p> <p><b>Nick:</b> Ben, you are so much success with girls. Doesn't your friend envy you?</p> <p><b>Ben:</b> Oh, I didn't even think about it. I think it's nonsense.</p> <p><b>Nick:</b> OK. And how about your secrets? 4).....</p> <p><b>Ben:</b> Certainly. Tony knows all my secrets because he is my real friend. 5).....</p> <p><b>Варианты ответов:</b></p> <p>a)And I'm glad we have so much in common.</p> <p>b)he will never betray me.</p> <p>c)Can you share them with Tony?</p> <p>d)Have you ever quarreled with each other?</p> <p>e)It's Tony.</p>	<p>1 - e</p> <p>2 - b</p> <p>3 - d</p> <p>4 - c</p> <p>5 - a</p>

### 3.2 Домашнее задание

ОК 01 Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам  
 ОК 02 Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности  
 ОК 04 Эффективно взаимодействовать и работать в коллективе и команде  
 ОК 05 Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста  
 ОК07 Содействовать сохранению окружающей среды, ресурсосбережению, применять знания об изменении климата, принципы бережливого производства, эффективно действовать в чрезвычайных ситуациях  
 ОК09 Пользоваться профессиональной документацией на государственном и иностранном языках

### 3.2.1 Типовое домашнее задание по английскому языку

Номер	Раскройте скобки, поставив глагол в соответствующей видо-	Правильный
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задания	временной форме.	ответ
2.	1. Maria _____ ( to study) German at evening classes this term. 2. I _____ ( not/to go) out last night. I was too tired. 3. _____ ( to phone) my cousine 4 times today but her number's always engaged. 4. _____ (to visit) the dentist after school so I can't play tennis with you 5. Where _____ ( to live) ?" "In a village near London. 6. Lisa was driving into town when she _____ (to run) out of petrol 7. I'll write to you as soon as _____ (to know) my exam results 8. The builders _____ (to finish) the house by the end of this week 9. 'Can you drive?' 'No, _____ (to drive) a car but I want to learn.' 10. My friend _____ (to wait) for me when I arrived.	1 – Is studying 2 – didn't go 3 - have phoned 4 - am visiting 5 – does your uncle live 6 – ran 7 – know 8 - will have finished 9 – have never driven 10 – was waiting

### 3.3 Самостоятельное внеаудиторное чтение

ОК 01 Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам

ОК 02 Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности

ОК 04 Эффективно взаимодействовать и работать в коллективе и команде

ОК 05 Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста

ОК07 Содействовать сохранению окружающей среды, ресурсосбережению, применять знания об изменении климата, принципы бережливого производства, эффективно действовать в чрезвычайных ситуациях

ОК09 Пользоваться профессиональной документацией на государственном и иностранном языках

#### 3.3.1 Типовой текст для самостоятельного внеаудиторного чтения по английскому языку

Номер задания	Текст задания
3.	<p><b>Прочитайте текст и переведите его устно со словарем.</b></p> <p><b>Education in the Russian Federation</b></p> <p>Russians have always shown a great concern for education. The right to education is stated in the Constitution of the Russian Federation. It is ensured by compulsory secondary schools, vocational schools, and higher education establishments.</p> <p>It is also ensured by the development of extramural and evening courses and the system of state scholarships and grants. Education in Russia is compulsory up to the 9th form inclusive. The stages of compulsory schooling in Russia are: primary education for ages 6-7 to 9-10 inclusive; secondary education including intermediate school for ages 10-11 to 12-13 inclusive, and senior school for ages 13-14 to 14-15 inclusive. If a pupil of a secondary school wishes to go on in higher education, he or she must stay at school for two more years.</p> <p>Primary and secondary school together comprise 11 years of study. Every school</p>

has a “core curriculum” of academic subjects, such as Russian, Literature, Mathematics, History, a foreign language, PT. Lycees and gymnasiums offer programs giving profound knowledge in some field of study. After finishing the 9th form one can go on to a vocational school which offers programmes of academic subjects and a programme of training in a technical field, or a profession. After finishing the 11th form of a secondary school, a lycee or a gymnasium one can go on in higher education.

All applicants must take competitive entrance examinations. Higher education institutions, that is, institutes or universities, offer a 5-year programme of academic subjects for undergraduates in a variety of fields, as well as a post graduate course. If one finishes a post graduate course and writes a thesis, he or she receives a candidate's degree or a doctoral degree.

Higher educational establishments are headed by Rectors. Prorectors are in charge of academic and scientific work. Each institute or university has a number of faculties, specializing in a certain field of study. The faculties are headed by the Deans. There are departments within the faculties. The system of secondary and higher education in Russia is going through a transitional period.

The main objectives of the reform are: to decentralize the higher education system, to develop a new financial mechanism, to give more academic freedoms to faculties and students. All secondary schools, institutes and universities until recently have been funded by the state.

Now there is quite a number of private fee-paying primary and secondary schools; some universities have fee-paying departments. In terms of the ratio of students to the total population Russia ranks among the top ten countries in the world. The Russian educational policy is a combination of economic and social objectives. An educated person contributes more to the society, and education on the other hand gives a person the prospect for professional advance.

### **Higher education in Russia**

The history of higher education in Russia goes back to 1755 when the first University was founded on the initiative of M.V. Lomonosov and in accordance with his plan. Later, universities were opened in many other big cities of the country. After the revolution in 1917, education was guaranteed to Soviet citizens by the Constitution and was free of charge. Higher education was not the exception. Those who got the secondary education and passed entrance examinations to higher educational establishments received monthly grants if they had good results during the term and did not fail the examination at the end of each term. Course of study lasted five years.

In 1991, the Russian Federation, one of the biggest and the most powerful countries in the world, began to be developed as a democratic state. From the very start democratic reforms began to take place in many spheres of life as well as in the system of higher education. Its aim was to prepare the younger generation for independent life and work in new conditions. There have appeared a lot of private schools, colleges, lyceums, gymnasiums and different courses where students can study sciences and humanities as well as foreign languages.

Since the year 2010 the system of higher education in Russia has been greatly changing into the two-level one: the Baccalaureate (undergraduate studies) and the Magistrate (MA course).

Higher education in Russia is becoming a powerful mechanism for the social development of the country. The level of higher education has greatly changed. Nowadays school leavers have opportunities to enter any university in the city where they live as well as in any other cities in accordance with their future

speciality. Universities offer the high level of knowledge and have a wide choice of departments and faculties. The universities provide the faculties for innovative business ideas and theories that shape the fortunes of cities, regions and even nations. It is becoming prestigious and important to graduate from the university and get a well-paid job both in Russia and in other countries of the world.

Higher education is of great importance not only in Russia but also all over the world and you have to do your best to be a good specialist and to follow the conditions and requirements of modern life. Nowadays a bright future of any person depends on higher education.

### **The British educational system**

The basic features of the British educational system are the following:

1. Education is compulsory for all children from 5 to 16;
2. The academic year usually begins in September and runs to early July; it has 3 terms, divided by Christmas and Easter holidays. In addition, all schools have a "half-term holiday", lasting a few days or a week, in the middle of each term;
3. Compulsory education is free of charge, but parents may spend money on educating their children if they want to;
4. There are three stages of education. children move from the first stage (primary) to the second stage (secondary) at around the age of eleven or twelve. The third stage is "further" education at university or college.

At the age of 5 children go to infant schools which are the first stage of primary education. there is no written timetable and classes are informal. From 7 to 11 they attend junior schools, the second stage of primary education. In primary school children are taught the so-called 3 R's: reading, writing and arithmetic. They also have music, physical training and art classes.

At the age of 11 children enter secondary schools. There are four types of state secondary schools in Britain: grammar schools (for the most intelligent children), modern and technical schools and comprehensive schools (for children of all abilities). Grammar schools lead towards higher education, and the others give general or vocational education to prepare students for employment or for further technical education. The regular secondary schools offer 7 years of schooling, with students from 11 to 18 years of age. The last two years (16-18) they may spend in a separate sixth form college, which concentrates on career training.

In 1988, for the first time in British history, a National Curriculum was introduced. The National Curriculum tells pupils which subjects they have to study, what they must learn and when they have to take assessment tests.

Between the ages of 14 and 16, pupils study for their GCSE (General Certificate of Secondary Education) exams. Pupils must take the English language, Math, and Science for GCSE, as well as half GCSE in a foreign language and Technology. In addition, they must also be taught Physical Education, Religious Education and Sex Education, although they do not take exams in these subjects.

Those who get good GCSE grades can stay at their school for another two years, if it has a sixth form and teaches the desired subjects, and then take "A" Level (Advanced Level) exams. Otherwise they have to leave their school and go to a sixth form college or a college of further education. further education colleges have strong ties with commerce and industry and offer courses in engineering, cooking or hairdressing.

The GCE Advanced (A) Level is normally taken after a further two years of study. Good "A" Level results in at least two subjects are necessary to get a place at a university. Universities choose their students after interviews. There are about 100



universities in Britain. The most famous are Oxford and Cambridge universities. Along with the state schools, there are about 500 private schools in Britain. Most of them charge fees. Some private schools are boarding schools, where children actually live in the school. Many schools admit day pupils as well as boarders. Private schools usually offer only the most academic line, and select those students who are most likely to succeed. The most expensive private schools are called “public” schools and they have a long history and traditions. Among the most famous public schools are Winchester, Eton, Westminster, Rugby and Harrow.

### **British Universities**

There are 46 universities in Great Britain. But they are not open to everyone. The number of students on a particular course is strictly limited. That’s why school – graduates apply to get a place at university before they take final exams at school. Popular, high–prestige universities demand from school–leavers good exam results. The academic year in British Universities is divided into three terms: from the beginning of October to the middle of December, from the middle of January to the end of March, and from the middle of April to the end of June or the beginning of July.

Officially, all universities in the country are equal in status. But they differ greatly in reputation and public image. In general, the older a university is, the higher its status. So the most prestigious are the ancient ones – Oxford and Cambridge, which are called the “intellectual eyes” of Britain. They are often collectively called “Oxbridge”. Only very rich and aristocratic families can afford to send their children to these universities.

The Oxford University was established in 1249. The name “Oxford” means the part of the river Thames where it was forded by oxen. There are twenty four men’s colleges, five women’s and another five where men and women study together. The colleges are surrounded by green lawns and parks. Three and a half thousand school – leavers enter Oxford every year. The ratio of applicants to available places is about 3:1. Fifteen thousand students and graduates study at Oxford University.

Cambridge started in the 13<sup>th</sup> century. It has grown into an umbrella organisation which comprises more than thirty colleges, libraries, museums and laboratories. Almost all colleges are now mixed where male and female students study together. Lectures attendance is voluntary for students. The main type of tuition is tutorials. Students have to see their teachers quite regularly. For each tutorials they have to prepare essays. Consequently, playing truants and failure rates are very low.

British universities are very popular with overseas students. As education in Oxbridge is fee-paying, the fee for a foreigner is:

**£ 8 – 10.000** at humanities faculty,

**£ 11 – 13.000** at natural sciences faculty,

**£ 17 – 20.000** at medicine and foreign languages faculty

The number of students who come from Africa, the Arab world and Far Eastern countries – Malaysia and Indonesia is becoming bigger and bigger. There are special exchange programs between universities in many countries of the whole world.

The normal length of the course of studies is 3 years. After it the students will get the Degree of Bachelor of Arts. (B.A.). Some courses, such as languages or medicine are one or two years longer. Then the students may continue to take the Master’s Degree and then – the Doctor’s Degree.

### **Education in the USA**

The general pattern of education in the USA is an eight-year elementary school, followed by a four-year high school. This has been called 8 – 4 plan organization. It is proceeded, in many localities, by nursery schools and

kindergartens. It is followed by a four-year college and professional schools. This traditional patterns, however, has been varied in many different ways. The 6 - 3 – 3 plan consists of a six-year elementary school, a three-year junior high school, and a three-year senior high school. Another variation is 6 – 6 plan organization, with a six-year elementary school followed by a six-year secondary school.

American education provides a program for children, beginning at the age of 6 and continuing up to the age of 16 in some of the states, and to 18 in others.

The elementary school in the United States is generally considered to include the first six or eight grades of the common-school system, depending upon the organization that has been accepted for the secondary school. It has been called the “grade school” or the “grammar school”.

There is no single governmental agency to prescribe for the American school system, different types of organization and of curriculum are tried out.

The length of the school year varies among the states. Wide variations exists also in the length of the school day. A common practice is to have school in session from 9:00 to 12:00 in the morning and from 1:00 to 3:30 in the afternoon, Monday through Friday. The school day for the lower grades is often from 30 minutes to an hour shorter. Most schools require some homework to be done by elementary pupils.

From Hawaii to Delaware, from Alaska to Louisiana, each of the 50 states in the USA has its own laws regulating education. From state to state some laws are similar, others are not. For example, all states require young people to attend school (the age limits vary: seven to sixteen, six to eighteen, etc.). Though there is no national curriculum in the united States, certain subjects are taught across the country. Almost every elementary school provides instruction in these subjects: mathematics, language arts(a subject that includes reading, grammar, composition and literature), penmanship, science, social studies (a subject that includes history, geography, citizenship and economics), music, art and physical education. In many elementary schools courses in the use of computers have been introduced. And in some cases, a foreign language is offered in the upper elementary school. Not all schools offer any foreign languages, if they do, if they do, it usually lasts for no longer than half a year. In general, it is not necessary to study a foreign language to get a high school diploma. But if one plans to enter a college or university, one should study a foreign language for no less than two years.

### **Higher Education**

There are about 3,000 colleges and universities, both private and public, in the United States. Students have to pay to go both private and State universities. Private universities are generally smaller but very expensive, which means that the tuition fees are extremely high. State colleges and universities are not that expensive, the tuition fees are usually lower, and if the students are State residents, they pay much less.

Every young person who enters a higher educational institution can get financial assistance. If a student is offered a loan, he should repay it (with interest) after he has left the college. Needy students are awarded grants which they do not have to repay. Scholarships are given when a student is doing exceptionally well at school.

American universities and colleges are usually built as a separate complex, called “campus”, with teaching blocks, libraries, dormitories, and many other facilities grouped together on one site, often on the outskirts of the city. Some universities are comprised of many campuses. The University of California, for example, has 9 campuses, the biggest being Berkeley (founded in 1868), San Francisco (1873), Los Angeles (1919), Santa Barbara (1944), Santa Cruz (1965).

All the universities are independent, offering their own choice of studies, setting their own admission standards and deciding which students meet their standards. The greater the prestige of the university, the higher the credits and grades required.

The terms “college” and “university” are often used interchangeably, as “college” is used to refer to all undergraduate education; and the four-year undergraduate program, leading to a bachelor’s degree, can be followed at either college or university. Universities tend to be larger than colleges and also have graduate schools where students can receive post-graduate education. Advanced or graduate university degrees include law and medicine.

Most colleges and universities undergraduate courses last for four years. During the first two years students usually follow general courses in the art or sciences and then choose a major – the subject or area of studies in which they concentrate. The other subjects are called minors. Credits (with grades) are awarded for the successful completion of each course. These credits are often transferable, so students who have not done well in high school can choose a junior college (or community college), which offers a two-year “transfer” program preparing students for degree-granting institutions. Community colleges also offer two-year courses of vocational nature, leading to technical and semi-professional occupations, such as journalism.

There are no final examinations at colleges and universities, and students receive a degree if they have collected enough credits in a particular subject. The traditional degree which crowns the undergraduate course is that of a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.). The lower level of graduate school is for obtaining the Master’s Degree (M.A. or M.S.), and the upper level is for the degree of a Doctor of Philosophy (Ph.D.).

#### **COLLEGES AND UNIVERSITIES**

American colleges and universities are either public or private, that is, supported by public funds or supported privately by a church group or other groups acting as private citizens although under a state charter.

A public institution is owned and operated by a government, either a state or a municipal government. The government appropriates large sums of money for the institution’s expenses. Yet these sums are normally not sufficient to cover all expenses, and so the institution is partially dependent on student fees and on gifts.

A private institution receives no direct financial aid from any government, municipal, state or federal. The money used to pay the operating expenses has a threefold origin: tuition fees paid by the students, money given in the form of gifts for immediate use, and the income from invested capital in the possession of the institution and originally received by the institution in the form of the gifts to be invested with only the income to be spent.

Of the nation’s nearly 1,900 institutions of higher learning roughly one-third are state or city institutions. About 1,200 are privately controlled. Approximately 700 of these are controlled by religious groups. Less than half of these institutions are liberal art colleges and universities which stress the languages, history, science and philosophy. The rest are professional and technological schools and junior colleges.

A college is usually defined as an institution of higher learning which offers a course of instruction over a four-year period, and which grants a bachelor’s degree at the conclusion of studies. As part of university, a college graduate is distinguished from a graduate of professional school. However, the professional schools in some universities are called colleges.

A college prepares the student for two things: either graduate study leading to master’s or doctor’s degree or a job immediately after graduation. A student who

	<p>majors in business administration for example, may be fully prepared for a career in business when he has finished college.</p> <p>On the other hand, a student majoring in psychology often must do a great deal of graduate work before he is competent in this field.</p> <p>Students are classified as freshmen, sophomores, juniors and seniors. A freshman is a first year student, a sophomore, a second year student, a junior, a third year student, and a senior, a fourth year student. All students who have graduated from the senior class and who continue studying at a university are classified as advanced students or graduate students. Some graduate students receive grants which cover the cost of their education; a person on such a fellowship is called a university fellow.</p>
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### 3.4 Домашняя контрольная работа

ОК 01 Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам

ОК 02 Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности

ОК 04 Эффективно взаимодействовать и работать в коллективе и команде

ОК 05 Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста

ОК07 Содействовать сохранению окружающей среды, ресурсосбережению, применять знания об изменении климата, принципы бережливого производства, эффективно действовать в чрезвычайных ситуациях

ОК09 Пользоваться профессиональной документацией на государственном и иностранном языках

#### 3.4.1 Типовая домашняя контрольная работа по английскому языку

Номер задания	Текст задания	
4.	<b>Найдите эквиваленты:</b>	
	1. carbon	a. разновидность
	2. fossil	b. цепь
	3. suspension	c. вытеснять
	4. drug	d. отделять
	5. allotrope	e. искусственно
	6. solution	f. щелочь
	7. bond (up to)	g. реагент
	8. artificially	h. связывать
	9. pattern	i. освобождать
	10. excess	j. избыток
	11. chain	k. углерод
	12. acid	l. модель
	13. release	m. растворять
	14. alkali	n. кислота
	15. cancel out	o. расплавленный
	16. separate	p. лекарство
	17. molten	q. ископаемое
	18. dissolve	r. суспензия
	19. reactant	s. растворитель
	20. solvent	t. раствор

5.	Сопоставьте каждое слово из левой колонки с его синонимом из правой колонки																								
	<table><tr><td>1. <b>to bring</b></td><td>A. beforehand</td></tr><tr><td>2. <b>to receive</b></td><td>B. all in all</td></tr><tr><td>3. <b>to allow</b></td><td>C. <b>to perform</b></td></tr><tr><td>4. <b>to aid</b></td><td>D. <b>to permit</b></td></tr><tr><td>5. in advance</td><td>E. <b>to assist</b></td></tr><tr><td>6. <b>to execute</b></td><td>F. <b>to accept</b></td></tr><tr><td>7. in total</td><td>G. <b>error</b></td></tr><tr><td>8. <b>mistake,</b></td><td>H. <b>to fetch</b></td></tr></table>	1. <b>to bring</b>	A. beforehand	2. <b>to receive</b>	B. all in all	3. <b>to allow</b>	C. <b>to perform</b>	4. <b>to aid</b>	D. <b>to permit</b>	5. in advance	E. <b>to assist</b>	6. <b>to execute</b>	F. <b>to accept</b>	7. in total	G. <b>error</b>	8. <b>mistake,</b>	H. <b>to fetch</b>								
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8. <b>mistake,</b>	H. <b>to fetch</b>																								
6.	<p>Подберите слова, имеющие схожее значение.</p> <table><tr><td>1.To vary</td><td>a.</td><td>Income</td></tr><tr><td>2.Profit</td><td>b.</td><td>Vital</td></tr><tr><td>3.To contain</td><td>c.</td><td>To reduce</td></tr><tr><td>4.To decrease</td><td>d.</td><td>To alter</td></tr><tr><td>5.Important</td><td>e.</td><td>To include</td></tr><tr><td>6.To design</td><td>f.</td><td>To create</td></tr><tr><td>7.To refer</td><td>g.</td><td>Group</td></tr><tr><td>8.Set</td><td>h.</td><td>To elate</td></tr></table>	1.To vary	a.	Income	2.Profit	b.	Vital	3.To contain	c.	To reduce	4.To decrease	d.	To alter	5.Important	e.	To include	6.To design	f.	To create	7.To refer	g.	Group	8.Set	h.	To elate
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8.Set	h.	To elate																							
7.	<p><b>Прочитайте и переведите текст устно.</b></p> <p>Organic chemistry is the study of compounds containing carbon. It is called «organic» because scientists used to think that these compounds were found only in living things or fossils. However, vast numbers of different carbon-containing compounds can now be produced artificially in laboratories and factories, for use in industry. For example, drugs, plastics, and pesticides are all synthetic organic substances. About 4. 5 million of the 5 million compounds known today contain carbon.</p> <p>An important nonmetallic element, carbon occurs naturally in three forms, or allotropes. There are graphite, diamond and buckminsterfullerene. Carbon can form millions of different compounds (combinations of elements). This is because a carbon atom can bond with up to four atoms (of carbon or other elements) and because the carbon atoms can link up in chains and rings of different sizes and patterns.</p> <p>An important nonmetallic element, carbon occurs naturally in three forms, or allotropes. There are graphite, diamond and buckminsterfullerene. Carbon can form millions of different compounds (combinations of elements). This is because a carbon atom can bond with up to four atoms (of carbon or other elements) and because the carbon atoms can link up in chains and rings of different sizes and patterns.</p> <p>Organic (carbon-containing) compounds can be divided into two major groups – aliphatic and aromatic compounds – according to the way in which the carbon atoms bond. In aliphatic compounds, the carbon atoms are linked in chains. These chains can contain anything from two to many thousands of carbon atoms, with other types of atoms attached to each carbon atom. In aromatic compounds, the carbon atoms are joined in a ring.</p> <p>Acid are substances that release hydrogen ions in water. Alkalis are substances that release hydroxide ions (ions made up of hydrogen and oxygen) in water. If acids and alkalis are mixed, the two types of ions cancel each other out, and a new</p>																								

	<p>substance called a chemical salt is formed. The acidity or alkalinity of a substance can be measured using the pH (potential for hydrogen) scale, which runs from 1 to 14. All acids have a pH lower than 7; the stronger the acid, the lower the pH. All alkalis have a pH greater than 7; the stronger the alkali, the higher the pH. Neutral substances, such as water, is neither acidic nor alkaline. They have a pH of 7.</p> <p>The Earth provides all the raw materials we need. The problem is to separate the substances we want from the mixtures in which they naturally exist. Chemists use a variety of different methods of separation, depending on the type of mixture and the properties of the substances it contains. We sometimes need to separate substances at home, too. In a coffee-maker, for example, a filter separates the ground coffee beans from the liquid coffee. This is known as filtration.</p> <p>A chemical reaction occurs when substances change into new substances. For this to happen, the bonds between atoms and molecules must break and re-form in different ways. Because the bonds can be strong, energy, usually in the form of heat, is often needed to start a reaction. The new substances (products) have properties different from those of the original substances (reactants). Chemical reactions do not occur only in laboratories; they happen all around us – for example, when cars rust and when food is cooked.</p> <p>A solution forms when one substance (usually a solid) dissolves in another (usually a liquid). The solid (called the solute) breaks up into tiny particles and spreads throughout the liquid (the solvent) so that you can no longer see any solid. Solutions are always clear; if the mixture is cloudy, it is a suspension. Solid particles spread throughout the liquid, but the particles are bigger than those of a solution. If you leave a suspension to stand, most of the solid particles will eventually sink. A solution will not separate out in this way.</p> <p>At room temperatures, water is a clear tasteless and odorless liquid. It is made up of hydrogen and oxygen atoms grouped together as molecules. The molecules draw together at the surface of water to form surface tension, which acts like a kind of skin. They are also drawn to the molecules of other substances, which is why water «wets» things, like drinking glasses, or our bodies when we swim.</p>
8.	<p><b>Ответьте на вопросы по содержанию</b></p> <ol style="list-style-type: none"> <li>1. What compounds does the organic chemistry study?</li> <li>2. Where carbon containing compounds can be found and produced?</li> <li>3. How many compounds known today do contain carbon?</li> <li>4. Why does carbon enable to form millions of combinations of elements?</li> <li>5. Why are the organic compounds divided onto aliphatic and aromatic ones?</li> <li>6. What happens if acids and alkalis are mixed?</li> <li>7. Where can we observe filtration at home?</li> <li>8. What energy is necessary to start a chemical reaction?</li> <li>9. What chemical reactions happen all around us?</li> <li>10. What colour does a solution usually have?</li> <li>11. Are the solid particles bigger than those of a solution?</li> <li>12. What atom elements is water made up of?</li> <li>13. How is water surface formed?</li> <li>14. What things can water «wet»?</li> </ol>
9	<p><b>Выполните тест. Выберите один правильный вариант ответа.</b></p> <ol style="list-style-type: none"> <li>1. ....it cold in England every winter? - No, it ...very cold and rainy this winter. a. was, is                      b. was, was                      c. is, is                      d. is, was</li> <li>2. It was an interesting film, ...? a. isn't it                      b. wasn't it                      c. doesn't it                      d. didn't it</li> <li>3. They ....stay with their grandmother next August, ...not they? a. will, won't                      b. won't, won't                      c. will, will</li> </ol>

	<p>4. He is responsible for a social programme, ...? a. isn't it      b. isn't he      c. doesn't it      d. didn't it</p> <p>5. Who..... a dog at home? – John and Mary ...a white poodle. a. have, has      b. has, have      c. have, have      d. has, has</p> <p>6. She ... some problems with her parents. a. has      b. am having      c. have</p> <p>7. How many aunts and uncles ...? a. have you      b. do you have      c. are you having</p> <p>8. ....it rain much in New York in spring? - Yes, it.... a. is, does      b. does, do      c. do, do      d. does, does</p> <p>9. ....students.....two classes of English every week? a. does, has      b. do, have      c. do, has      d. are, having</p> <p>10. He knows this businessman, doesn't he? - ....., he does. a.yes      b.no</p>
10	<p><b>Выполните тест. Выберите один правильный вариант ответа.</b></p> <p>1. He is....than his brother. a) successful b) as successful c) more successful d) most successful</p> <p>2. This meal is...the one we had here last week. a) not so good as    b) good as    c) not as good    d) not good as</p> <p>3. That was...book I've ever read. a) the worser    b) the worse    the worstest    d) the worst</p> <p>4. The Pluto is... of all the planets. a) the coldest    b) the most cold    c) colder    d) more colder</p> <p>5. It is very...to do this test. a) easy    b) easier    c) easily    d) more easily</p> <p>6. Prices are rising....and higher. a) as high    b) highest    c) highly    d) higher</p> <p>7. Go to the library if you need...information. a) farther    b) further    c) the furthest    d) far</p> <p>8. Let's go by train. It's much.... a) cheap    b) cheaper    c) the    d) cheapest</p> <p>9. Jack... my younger brother. a) -    b) is    c) are    d) be</p> <p>10. .... everybody here? a) are    b) were    c) is    d) –</p> <p>11. That day.... one of the happiest in my life. a) is    b) are    c) were    d) was</p> <p>12. I promise I.....a good student! a) am    b) will am    c) will    d) will be</p> <p>13. My parents....always together. a) -    b) are    c) is    d) am</p> <p>14 It's Sunday today,.... it? a) is    b) does    c) doesn't    d) isn't</p> <p>15. There.... many mistakes in the last test. a) are    b) were    c) was    d) is</p> <p>16. .... your father have a Ford Focus? a) is    b) does    c) -    d) was</p> <p>17. What day..... tomorrow? a) is    b) are    c) will    d) will be</p> <p>18. My friend ...a very good library. a) have    b) have got    c) has    d) had</p> <p>19. There.... a big party every weekend at "Night Flight".</p>

	a) are            b) -            c) were            d) is
	20. I..... any other way at that moment.
	a) haven't got      b) didn't have      c) hadn't      d) hadn't got

### 3.5 Тесты (Банк тестовых заданий к зачету, контрольной работе и экзамену)

ОК 01 Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам

ОК 02 Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности

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ОК07 Содействовать сохранению окружающей среды, ресурсосбережению, применять знания об изменении климата, принципы бережливого производства, эффективно действовать в чрезвычайных ситуациях

ОК09 Пользоваться профессиональной документацией на государственном и иностранном языках

#### 3.5.1 Типовые тестовые задания по английскому языку (зачет-3-й семестр)

№ задания	Тестовое задание	Правильный ответ
11	<b>Тест по теме Артикль. Выберите правильный ответ</b>	
	1. Give me ... cigarette. a) a b) the c) -	a
	2. Yesterday I found ... wallet in the street a) a b) the c) -	a
	3. Look out of ... window! What is going on outside? a) a b) the c) -	b
	4. What is ... longest river in the world? a) a b) the c) -	b
	5 ... apple a day keeps the doctor away. (Proverb) a) An b) The c) -	a
	6. I love ... oranges. a) a b) the c) -	c
	7. There is a red pen on the table. Give me ... pen. a) a b) the c) -	b
	8. I am going to ... countryside tomorrow. a) a	b



	b) the c) -	
	9. Would you like ... cup of coffee? a) a b) the c) -	a
	10. Where is ... Everest situated? a) a b) the c) -	c
	11. Jane is ... tallest girl in our class. a) a b) the c) -	b
	12. Marilyn Monroe was ... actress. a) an b) the c) -	a
	13. ... British Isles comprise a lot of small islands. a) A b) The c) -	b
	14. Moscow is ... capital of Russia. a) a b) the c) -	b
	15. Suddenly we saw ... house over there. a) a b) the c) -	a
	16. ... tigers are wild animals. a) A b) The c) -	c
	17. It is 5 o'clock in ... morning. a) a b) the c) -	b
	18. This table is made of ... wood. a) a b) the c) -	c
	19. ... early bird catches the worm. (Proverb) a) An b) The c) -	b
	20. Nick's brother is ... writer. a) a b) the c) -	a
12	<b>Тест по теме</b> <b>Образование множественного числа существительных</b>	

	<b>Выберите правильный вариант ответа</b>	
	1.Our two ... are crying all the time. a) babies b) babys c) babyes	a
	2.No news ... good news. a) is b) are c) -	a
	3.... usually fly not very high. a) flyes b) flys c) flies	c
	4.These potatoes weigh five ... . a) kiloes b) kilos c) kilo	b
	5.I don't like going by car. If I have a chance, I always go on ... . a) foot b) feet c) foots	a
	6.What do you need these ... for? a) boxs b) boxes c) boxe	b
	7.My new Swiss watch ... 3 minutes slow. a) is b) are c) -	a
	8.Those were the happiest days of our ... . a) lifes b) lives c) lifees	b
	9.Leaves usually ... trees in autumn. a) leaf b) leave c) leafs d) leaves	b
	10.Rock music of the 1970s is an extremely interesting cultural ... . a) phenomen b) phenomena c) phenomenon	c
	11.Big ... don't cry. a) boys b) boyes c) boye	a
	12.I prefer natural ... when I want to change my hair style. a) dies b) dyes c) dys	b
	13.It is rather dangerous to walk on ... after the rain. a) roofs	a

	b) roofes c) rooves	
	14.Dentists recommend using ... twice a day: in the morning and in the evening. a) tooth`s paste b) toothpaste c) teethpaste	b
	15.... are flowers of life. a) Childs b) Children c) Childrens	b
	16.The naughty kid likes throwing rotten ... at passers-by. a) tomatos b) tomatoes c) tomatoe	b
	17.50 ... of oil leaked out of the tanker into the sea. a) Tones b) Tons c) Tonns	b
	18.There is no piano in the ... . a) bushes b) bushs c) bushy	a
	19.... in our house are so annoying. We definitely need a cat. a) Mouses b) Mices c) Mice	c
	20.My little son is afraid of grey ... (волчков) that come at night. a) wolfys b) wolvies c) wolves	c
13	<b>Тест по теме Степени сравнения прилагательных и наречий</b> <b>Выберите правильный вариант ответа</b>	
	1) Kate is ... than Ann. a) beautiful b) beautifuler c) more beautiful	c
	2) Monkeys are ... than cats. a) funny b) funnier c) more funnier	b
	3) Who is the ... pupil in your class? a) good b) goodest c) best	c
	4) Tom is the ... pupil in the class. a) bad b) worst c) baddest	b
	5) This is a very ... story. a) good b) gooder	a

	c) better	
	6) Summer is ... than autumn. a) good b) gooder c) better	c
	7) Mrs Smith is the ... teacher. a) best b) badder c) worse	a
	8) Is Tom ... than his brother? a) clever b) cleverer c) more cleverer	b
	9) This test is the ... a) difficulties b) most difficult c) difficult	b
	10) This street is ... than that street. a) noisier b) more noisier c) noisiest	a
	11) Who is the ... runner in the class? a) best b) goodest c) most good	a
	12) Are frogs ... than snakes. a) more ugly b) uglier c) ugly	b
	13) The car is ... than the bike. a) better b) badder c) gooder	a
	14) This film is ... than that film. a) interestinger b) more interesting c) interesting	b
	15) Bob is ... than Tom. a) healthy b) more healthy c) healthier	c
	16) This story is ... than that story. a) worse b) badder c) worst	a
	17) Rats are ... than mice. a) biggerer b) bigger c) more bigger	b
	18) Ann is ... than Jane. a) politer b) polite	a

	c) more polite	
	19) This street is the ... in the city. a) widest b) widerest c) wider	a
	20) July is ... than May. a) nice b) nicerer c) nicer	c
14	<b>Тест по теме Числительное. Выберите правильный вариант ответа</b>	
	1. 145 _____ live in the Russian Federation. a) millions people b) million of people c) million people	d
	2. _____ are starving in the world today. a) Thousands people b) Thousands of people c) Thousand of people	b
	3. You are _____ who asks me this stupid question. a) fifth b) the fifth c) five	c
	4. Two _____ of my income I spend on my pet's food. a) twelve b) twelfth c) twelves	d
	5. Every _____ person in our company is not satisfied with his salary. a) three b) the third c) third	c
	6. Ok! See you on _____ of April. a) the twentyth-seventh b) twenty-seven c) the twenty-seventh	c
	7. It is _____ hit. I like such songs. a) his the third b) his third c) the third his	b
	8. _____ of the territory is covered with ice. a) one thirds b) one third c) one thirdth	b
	9. This bouquet costs _____ dollars! a) two hundreds b) two hundred c) two hundred of	b
	10. Two thirds of my work _____ dedicated to the theory of the subject. a) are b) is c) am	a

	11. Two _____ two is four. a) on b) to c) by	c
	12. I need _____ of your annual turnover. a) three-nineths b) three-ninths c) three-nine	b
	13. So, this will be two _____ five. a) point b) comma c) dot	a
	14. _____ can save the situation. a) ten percent b) ten percents c) ten percentsth	a
	15. A fortnight means _____ weeks. a) two b) three c) four	a
	16. _____ we need to think this problem over. a) the first of all b) first of all c) all	b
	17. Have you ever experienced love _____ ? a) first sight b) at the first sight c) at first sight	c
	18. The length of this avenue is 5 kilometers _____ four hundred _____ fifty meters. a) and ... and b) and ... c) ... and	c
	19. I wonder what the world will be at the end of _____ century? a) twenty one b) the twentieth-first c) the twenty-first	c
	20. Personally, I prefer music of _____. a) nineteen seventys b) the nineteen seventies c) the nineteen seventeens	b
15	<b>Прочитайте текст и выполните задание</b> People's character is influenced by environment rather than genetics. Do you agree or disagree? The discussion about people's behaviour and factors, which define human inclinations, has become very strained in society. There are some key factors, which provoke particular changes in human character, and these aspects can be divided into two groups: internal and external. The first group includes factors, such as people whom surround us, or life problems, which make people different. The second cluster of factors consists of various inherited qualities of character. However, it is important to outline that, from	

my point of view, the first one outweighs other factors.

Firstly, it is believed that friends are people who are the mirror, and pattern which can influence people's character or to change personality. There are some arguments, which prove this statement, such as the situation when people want to resemble their close friends, or to start sharing particular ideas because of friends' influence. At the same time, human inclinations can be changed by gaining new experience. For instance, many of my friends have changed significantly after graduation from the university in comparison with their first year at Alma Mater.

Secondly, the considerable number of facts suggests that inherited feature have a significant meaning for the human character. For instance, many children resemble their relatives not only in the colour of eyes, or the size of nose, but also they resemble their ancestors' behaviour. It is indisputable that this aspect occupies a considerable place in human behaviour. However, there are weaknesses of the described position, which are able to demolish introduced idea. For example, the history knows some evidence when children from Amazonia were brought up in Europe, and the character of these people resembles only partly the behaviour of their parents.

In conclusion, it is sensible to emphasise the key points of the present essay. Internal and external factors are both influential, and they are able to change people's character. However, the factors such as friends or experience play more significant role than inherited DNA. Finally, I believe that each person is the integral part of society, and this social community is the greatest tutor of mankind.

**Заполните пропуски в предложениях по прочитанному тексту :**

1. People's character is (1) ..... by environment rather than (2) ....
2. The discussion about people's (3) .... and factors, which define human inclinations, has (4) .... very strained in society.
3. There are some key factors, which (5) .... particular changes in human character, and these aspects can be divided into (6) .....: internal and external.
4. The first group includes factors, such as people whom (7) ....., or life problems, which make people (8) .....
5. The second (9) .... of factors consists of various inherited (10) .... of character.
6. However, it is important (11) .... that, from my point of view, the first one outweighs other (12) ....
7. Firstly, it (13) .... that friends are people who are the mirror, and pattern which can (14) .... people's character or to change personality.
8. There are some arguments, which prove this (15) ....., such as the situation when people want to resemble their close friends, or to start (16) .... particular ideas because of friends' influence.
9. At the same time, (17) .... inclinations can be changed by (18) ... new experience.
10. For (19) ....., many of my friends have changed significantly after (20) .... from the university in comparison with their first year at Alma

	<p>Mater.</p> <p>11. Secondly, the (21) .... number of facts suggests that inherited feature have a (22) .... meaning for the human character.</p> <p>12. For instance, many (23) .... resemble their relatives not only in the colour of eyes, or the size of nose, but also they (24) .... their ancestors' behaviour.</p> <p>13. It is indisputable that (25) .... occupies a considerable place in human (26) ....</p> <p>14. However, there are (27) .... of the described position, which are able to (28) .... introduced idea.</p> <p>15. For example, the history knows some (29) .... when children from Amazonia were brought up in Europe, and the character of these people (30) .... only partly the behaviour of their parents.</p>													
16	<p><b>Read the text and translate it.</b></p> <p><b>My future profession</b></p> <p>What I would like to become? This question is important for me. Every job has its elements of difficulties and interest. I think that nearly all the professions are very important in life. But to choose the right occupation is very difficult, because we must take in to consideration many factors. We must consider our personal taste and our kind of mind. At the same time, we must satisfy the requirements of our society and people's needs in one profession or another.</p> <p>The end of school is the beginning of an independent life, the beginning of a more serious examination. In order to pass that very serious exam we must choose the road in life, which will help us best to live and work. Each boy and girl has every opportunity to develop skills and use knowledge and education received at school. Some may prefer to work in factories or plants, others want to go into construction: to take part in building power stations and new towns. Many opportunities to work and to satisfy at the same time the requirements of the society and your own personal interest are offered in the sphere of the services transport, communications and many others.</p> <p>When choosing a future career it is important to keep in the consideration the following things:</p> <ul style="list-style-type: none"><li>• do you like meeting and dealing with people;</li><li>• do you like to work inside;</li><li>• do you enjoy thinking about problems;</li><li>• do you enjoy working with your hands;</li><li>• do you like working on you own;</li><li>• do you enjoy being creative.</li></ul> <p>Analyzing all this will help not to make wrong choice.</p> <p>Various tests, which determine which group of professions you are inclined to, can also help.</p> <p><b>Match each profession with its function.</b></p> <table><tr><td>1. a teacher</td><td>a) He bakes bread.</td></tr><tr><td>2. a doctor</td><td>b) He works in a circus.</td></tr><tr><td>3. a policeman</td><td>c) He takes care of our teeth.</td></tr><tr><td>4. a clown</td><td>d) He fights fires.</td></tr><tr><td>5. a postman</td><td>e) She studies at school.</td></tr><tr><td>6. a dancer</td><td>f) He delivers letters.</td></tr></table>	1. a teacher	a) He bakes bread.	2. a doctor	b) He works in a circus.	3. a policeman	c) He takes care of our teeth.	4. a clown	d) He fights fires.	5. a postman	e) She studies at school.	6. a dancer	f) He delivers letters.	
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	<p>7. a fireman      g) She gives pupils homework.  8. a baker        h) He helps sick people.  9. a dentist       i) He protects people.  10 a pupil         j) She works in a theatre.</p> <p><b>What are this people going to be? Write sentences using the words below:</b></p> <p><b>Example:</b> 1. Frank and I are learning to fly. <i>We're going to be pilots.</i>  2. Marina's good at language.  3. John likes songs.  4. Mary goes to Drama school.  5. Sue and Peter are studying law.  6. Ann loves animals.  7. Bill cooks very well.  8. Lisa can run very fast.  9. Pamela likes to explain grammar rules.  10. Brian protects environment.</p>	
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### 3.5.2 Типовые тестовые задания по английскому языку (контрольная работа - 4-й семестр)

№ задания	Тестовое задание	Правильный ответ
17	<b>Тест на тему: Местоимения и слова-определители в английском языке» Выберите правильный вариант ответа</b>	
	1. We got lost. We need someone to help ____. a) their б) us в) ours	b
	2. All the cups have been sold. There is _____ left. a) no of them б) nothing в) not any	b
	3. She closed the window behind _____. a) her б) – в) herself	a
	4. You should not blame _____ for it. a) ourselves б) yourself в) yourselv	b
	5. I've been trying to phone his all day but _____ I phone his the line is engaged. a) every time б) the every time в) all the time	a
	6. He is invited to lots of charity parties and he goes to _____. a) everyone б) every one в) everything	b
	7. _____ all can be active at times. a) Our	b

	б) We в) Us	
	8. My mother is not home, but I can give you ____ phone number. а) his б) her в) him	b
	9. – I haven't got a drawing album. – Don't worry, you can use ____. а) mine б) me в) my	a
	10. Jacob was a good friend of _____. а) my б) mine в) me	b
	11. These are _____ organizations operating in our market. а) little б) some в) few	c
	12. Riley is in hospital. Let's visit _____. а) his б) he в) him	c
	13. Charlie and Sam are so noisy. ____ behavior is awful. а) Them б) They в) Their	c
	14. Are these _____ pencils? а) you б) your в) yours	b
	15. If there are _____ books for me? а) any б) some в) the	a
	16. _____ came to visit him while he was in the building. а) nobody б) any one в) none	a
	17. I would like to have a room of ____ own. а) mine б) my в) me	b
	18. If we hadn't taken the same bus, we might have never met _____. а) ours б) each other в) ourselves	b
	19. I gave him my telephone number and he gave _____ his. а) my б) mine в) me	c

	20. Jessica was exhausted after four hours in a gym. _____ could hardly move a finger. a) She b) Her c) His	a
18	<b>Тест по теме <i>There is/are; There was/were</i></b> <b>Выберите правильный вариант.</b>	
	1. There ... twenty cars in the street. a) is b) are c) was	b
	2. There ... a big bus in the street. a) were b) is c) are	b
	3. There ... a TV set, two armchairs and a table in the living room. a) are b) is c) were	b
	4. There ... ten pupils in the class yesterday. a) are b) were c) was	b
	5. There ... a lot of flowers and a picture in my room. a) is b) are c) was	b
	6. There ... a beautiful vase on the table last month. a) is b) are c) was	c
	7. There ... five windows and a door in the room. a) were b) was c) is	a
	8. There ... a telephone and pencils on the table. a) was b) were c) are	a
	9. There ... a pencil and a pen on the desk a minute ago. a) are b) were c) was	c
	10. There are ... posters there. a) some b) any	a
	11. Are there ... pictures in your room? a) some b) any	b
	12. There weren't ... posters in my room. a) some b) any	b

	13. Is there a bathroom near the kitchen? a) Yes, there is b) Yes, there are c) No, there is	a
	14. Were there four rooms in the house? a) No, there were b) No, there weren't c) Yes, there was	b
	15. There ... a fridge and a cupboard in the kitchen yesterday. a) wasn't b) weren't c) aren't	a
	16. There is a big living room in my flat. a) В моей квартире большая гостиная. b) Большая гостиная в моей квартире.	a
	17. There were two posters and a picture on the wall. a) На стене два плаката и картина. b) На стене были два плаката и картина	b
	<b>Из данных слов было составлено предложение. Какое а) или б) ?</b>	
	18. five, there, in the park, are, children. a) Are there five children in the park? b) There are five children in the park.	b
	<b>Выберите перевод предлогов</b>	
	19. under, opposite, in front of a) позади, над, напротив b) под, напротив, перед c) под, перед, напротив	b
	20. between, above, behind a) позади, между, над b) над, между, позади c) между, над, позади	c
19	<b>Итоговый лексико-грамматический тест</b>	
	1. I don't remember ... that I'm sure you're mistaken. a) to say; b) say; c) saying; d) to have said.	1-c
	2. There were two answers, and ... was right. a) neither; b) no one; c) no; d) not any.	2-a
	3. This dress is ... as the one I had before. a) plenty the same; b) very similar; c) very same; d) much the same.	3-d
	4. He ... here from 1955 to 1960. a) worked; b) works; c) has been working;	4-a

	d) has worked.	
	5. He's... his sister. a) much taller that; b) much more taller than; c) much taller than; d) more taller than.	5-c
	6. Be careful you don't... your keys! a) lost; b) loosen; c) lose; d) loose.	6-c
	7. What they say may be true; you never can... a) say; b) tell; c) remember; d) recognise.	7-b
	8. He didn't move, but just... where he fell. a) lain; b) lay; c) laid; d) lied.	8-b
	9. I haven't had a reply to the invitation I sent you last week. ... to my patty? a) Shall you come; b) Are you coming; c) Do you come; d) Should you come	9-b
	10. That man reminds me ... my history teacher. a) from; b) of; c) about; d) on	10-b
	11. The children hadn't met ... their grandparents or their uncle before. a) or, b) neither; c) nor, d) either.	11-d
	12. Before she started university, Jane ... in the States for six months working as a nanny. a) lives; b) has been living; c) has lived; d) had lived.	12-d
	13. He was ... tired to go on. a) to; b) enough; c) so; d) too.	13-d
	14. I ... saw Michael two years ago. a) lastly; b) last time;	14-c

	c) last; d) the last time.	
	15. I like the red dress and the pink shoes. The trouble is that they don't ...very well. a) match not each other; b) match themselves; c) go with each other; d) go on with the other.	15-c
	16. He's as polite as his brother is ...polite. (подобрать префикс) a) im; b) non; c) dis; d) un.	16-a
	17. It's been quite a long time ... I had a holiday abroad, a) ago; b) since; c) for; d) when.	17-b
	18. You ... pay for this information. It's free. a) oughtn't to; b) don't have to; c) shouldn't to; d) mustn't.	18-b
	19. ... quite a lot of rain forecast for today. a) It has; b) Is; c) It's; d) There's.	19-d
	20. I'm free this evening. ... we go out to dinner? a) Will; b) Would; c) Shall; d) Won't.	20-c
	21. I need a holiday, ... I? a) need not; b) aren't; c) don't; d) need.	21-c
	22. Most of the cattle ... under the trees. a) is laying; b) is lying; c) are lying; d) are laying.	22-c
	23. Children seem to find computers easy, but many adults aren't used to ... with microtechnology. a) work; b) working; c) a work; d) the work.	23-b
	24. Parents were made ... the school reconstruction, a) finance; b) to financing;	24-c

	c) to finance; d) financing.	
	25. The children have made lots of new friends since we ... to this town. a) have moved; b) moving; c) moved; d) have been moved.	25-c
	26. I don't understand this sentence. Could you tell me what ...? a) this word means; b) means this word; c) does mean this word; d) does this word mean.	26-a
	27. ... of the three boys got a prize, a) A few; b) Both; c) Each; d) Every.	27-c
	28. The agency intended to let each applicant... in the interview. a) participate; b) to participate; c) so as to participate; d) participating.	28-a
	29. All the children in this family are gifted, but this one is ... gifted of all. a) little; b) the less; c) the least; d) un- .	29-c
	30. He enjoyed ... computer games at first, but after a while he got bored with them. a) to play; b) playing; c) make play; d) having played.	30-b
20	<p>Прочитайте текст и выполните задания</p> <p>Writing business letters</p> <p>Writing business letters is very important for normal business activity. Nowadays writing letters is more popular than ever before due to the Internet. In business people prefer to use e-mail than telephone communication, because it takes a lot of time to deal with the huge number of personal contacts. Besides, e-mail helps to work with foreign colleagues or international companies. Business correspondence serves to order a product, to provide or request information, to complain about something etc.</p> <p>Sometimes business letters are written on printed company forms. The typical business letter consists of the following standard parts:</p> <ul style="list-style-type: none"> <li>• the heading (including the date)</li> <li>• the inside address</li> <li>• the greeting</li> <li>• the body of the letter</li> <li>• the complimentary close</li> </ul>	

- the signature.

All these parts are separated with a double space. This way of typing letter on a computer is called the block format.

The heading contains the name of the company or a company logo, the postal address, the telephone number(s), the number of fax and e-mail address. Also the heading includes the date. The date is typed two spaces below the sender's return address, always on the right-hand side.

The inside address is the address of the person or company receiving the letter. The name and address of the company to which a letter is written are usually typed on the left-hand side.

The greeting (salutation) follows two spaces below the inside address with the words *Dear Sir(s)*, *Dear Mr. Jones*, *Dear Ms Jones* or *Dear Dr Thomson*. Very often comma is typed after the greeting.

Sometimes the writer places the subject line between the greeting and the body of the letter. The subject line helps to stress the purpose of a letter.

The body of the letter contains a message. The style of the business letter is formal. The language should be clear and natural. Sentences and paragraphs shouldn't be too long. As business letters are written on behalf of a firm or company, the plural pronouns *we* and *our* are preferred to the singular ones *I* or *my*. Also the short forms such as *we'll* or *we've* should be avoided in all formal letters.

The body of the letter consists of the introductory, main and concluding paragraphs. To separate different logical parts more effectively, additional spacing is used between paragraphs. In the introductory paragraph the author may refer to any previous correspondence or conversations, mention the sources of information and the reasons for writing the letter. The main paragraph gives information and facts concerning the subject of the letter. If there are some problems to describe in the main part, it is common to start a new paragraph for each idea or subject. In the concluding paragraph it is usual to express the hope for prospect collaboration or future success in business of the sender and correspondent.

The complimentary close is a way to express respect at the end of a business letter. The most common expressions used for the complimentary close are *Yours faithfully* or *Yours sincerely*.

A letter on paper should always be signed by hand and in ink, because a signature is a personal mark of the author. Below the personal signature it is necessary to type the name of the author, his position in the company or the name of the department he represents.

It is common to place the complimentary close, the personal and the typed signature on the left-hand side of the letter.

In a modern business letter, punctuation is used only in the sentences and in some abbreviations. There is no punctuation in the heading, the date or after the typed signature.

If there are enclosures, the abbreviation *Encl.* is typed in the bottom left-hand corner, with a short description of the enclosure (resume,



	price list, catalogue, copies of cheques, certificates, contracts, documents etc.). Insert the proper prepositions.	
<b>13:</b>	<p><b>between (1) by (1) for (2) in (1) of (4) on (2) to (1) with (1)</b></p> <ol style="list-style-type: none"> <li>1. Writing business letters is very important ... normal business activity.</li> <li>2. Sometimes business letters are written ... printed company forms.</li> <li>3. The typical business letter consists ... some standard parts.</li> <li>4. All parts of a business letter are separated ... a double space.</li> <li>5. The name and address ... the company to which a letter is written are usually typed ... the left-hand side.</li> <li>6. Sometimes the writer places the subject line ... the greeting and the body of the letter.</li> <li>7. In the introductory paragraph the author may refer ... any previous correspondence or conversations, mention the sources ... information and the reasons ... writing the letter.</li> <li>8. A letter on paper should always be signed ... hand and ... ink, because a signature is a personal mark ... the author.</li> </ol> <p>Answer the following questions.</p> <ol style="list-style-type: none"> <li>1. Why do people write business letters?</li> <li>2. What are the main parts of a business letter?</li> <li>3. What are the rules to be followed while typing or composing a business letter on a computer?</li> <li>4. What is the heading? Where is it written?</li> <li>5. Where is the inside address written?</li> <li>6. What is the common greeting in a business letter?</li> <li>7. What does the body of the letter consist of? What are the aims of different paragraphs?</li> <li>8. What can you say about the language and style of business letters?</li> <li>9. What is the most common complimentary close in a business letter?</li> <li>10. What can be enclosed along with a business letter?</li> </ol>	
21	<p><b>Write a business letter using the typical ways of beginning and finishing a letter.</b></p> <p><b>Introductory paragraph:</b></p> <ol style="list-style-type: none"> <li>1. In reply to your letter of 14 February 2010 ...</li> <li>2. Thank you for your letter dated 14 February 2010 ...</li> <li>3. We were delighted to receive your letter of 14 February 2010</li> <li>4. Further to our telephone conversation last month ...</li> <li>5. We have heard from ... that you ...</li> <li>6. We have noticed your job advertisement in ... dated ...</li> <li>7. We were pleased to know about your interest in ...</li> </ol> <p><b>Main paragraph:</b></p> <ol style="list-style-type: none"> <li>1. We are writing to confirm our wish to take part in ...</li> <li>2. I am writing to confirm our wish to apply for the position of ...</li> <li>3. Would you please inform us (let us know) as soon as possible if ...</li> <li>4. We would like to have further details about ...</li> <li>5. In connection with this ...</li> </ol>	

	<p>6. We are attaching some information about ...</p> <p><b>Concluding paragraph:</b></p> <ol style="list-style-type: none"> <li>1. We look forward to your early reply.</li> <li>2. We look forward to hearing from you soon.</li> <li>3. Your prompt answer would be appreciated.</li> <li>4. Thank you for your time and trouble.</li> <li>5. If you have any questions, feel free to contact us.</li> <li>6. Please do not hesitate to write if you require any additional information.</li> </ol>	
22	<p>Прочитайте текст и переведите его. Выполните задания.</p> <p><b>Travelling</b></p> <p>Millions of people all over the world spend their holidays travelling. They travel to see other countries, modern cities or the ruins of ancient towns.</p> <p>Some people like to go to a big city and spend their time visiting museums and art galleries, other people prefer a quiet holiday by the sea or in the mountains.</p> <p>There are various means of transport. If you want to get somewhere as quickly as possible, the best way is to travel by plane. It gives you comfort and saves your time. It's better to book tickets in advance. You may book a single, return or open return ticket. When booking a ticket you should mention what class you are going to travel: first, business or economy class. Keep in mind, you have to come to the airport one and a half hour before the flight. Before boarding the plane you should check-in (register) your luggage at a check-in desk. Here you are required to have your luggage weighed and a clerk attaches a special tag to it. There is no need to worry about your luggage any longer.</p> <p>Then you must go through the security check, passport and Customs control (when you go abroad). Now you may go to the gate, where your flight is boarding.</p> <p>It often happens that a delay on a flight is announced. In this case you have to wait till you hear the announcement that your flight is boarding.</p> <p>When the plane is taking off, the passengers fasten their seat belts and listen to the information about the flight. An air-hostess (stewardess) offers you mineral water, juice, or something to eat. You may look down on the earth. It's like a geographical map. The time passes quickly. The plane usually arrives at the airport on time.</p> <p>Travelling by railway is slower than by plane but it has its advantages. You can see the countryside around you, read books or magazines, play chess or cards. It's not boring if you have good companions in the compartment. I'm fond of travelling by fast long-distance train. It has got a lot of carriages, a dining-car, and a luggage van. I prefer an upper berth. When the train goes out, I say «Good bye» to my friends and relatives who usually come to see me off. When the train comes in, I get out and ask the porter to carry my luggage. I'm not tired after a long journey by train.</p> <p>Travelling by car and hitch-hiking are the cheapest and most popular ways of travelling.</p> <p>As for me I like to spend my days off in the country, closer to nature. I can drive a car and enjoy picturesque places with forests, lakes</p>	

	<p>and rivers. I am fond of fishing and hunting that's why I walk a lot. In summer we often go camping. I think it is a very useful thing for my health.</p> <p><b>Ответьте на вопросы по содержанию текста.</b></p> <ol style="list-style-type: none"> <li>1. Do many people spend their holidays travelling?</li> <li>2. What means of transport do you know?</li> <li>3. Do you often go camping?</li> <li>4. To what places do you usually go?</li> <li>5. Have you ever travelled by air?</li> <li>6. What are the advantages of travelling by plane?</li> <li>7. When did you travel by train?</li> <li>8. Do you prefer a lower or an upper berth in the compartment?</li> <li>9. Was your last journey pleasant?</li> </ol> <p><b>Составьте вопросы, используя вопросительные слова, данные в скобках:</b></p> <ol style="list-style-type: none"> <li>1. My friend is fond of hiking. (who)</li> <li>2. He often goes camping in spring and summer. (when)</li> <li>3. Last year during my winter vacation I travelled by train. (when, how)</li> <li>4. I look forward to seeing many interesting places. (who, what)</li> <li>5. We had an opportunity to visit many interesting places last year. (who, what)</li> <li>6. We spent five days in Riga. (how many)</li> </ol> <p><b>Заполните пропуски необходимыми по смыслу словами и словосочетаниями:</b></p> <ol style="list-style-type: none"> <li>1. You may take a single, return or ... ticket.</li> <li>2. You may travel by ... or economy class.</li> <li>3. Before boarding the plane you are required ... your luggage at a ... desk.</li> <li>4. There is no need ... about your luggage.</li> <li>5. ... is the cheapest way of travelling.</li> <li>6. Some people prefer to take ... berth.</li> <li>7. I am fond of ... and ... .</li> <li>8. I can drive ... .</li> <li>9. I think ... is a very useful thing for people's health.</li> <li>10. The plane usually arrives at the airport ... .</li> </ol>	
23	<p><b>Прочитайте текст, письменно переведите его</b></p> <p><b>What Happened While the Train Was in the Tunnel?</b></p> <p>In the compartment of a train travelling through the countryside, there were four people — a young girl, an old lady, an army officer and a young cockney. Suddenly the train went into a tunnel: for half a minute the carriage was in complete darkness and in the darkness came the sound of a large kiss followed almost immediately by a loud slap.</p> <p>When the train emerged and it was light again, everybody saw the officer with a bleeding nose and a swollen eye. The old lady thought that the young girl hit the officer for stealing a kiss.</p> <p>The young girl thought it was strange that the officer kissed the old lady and not her. The poor officer thought that the cockney kissed the girl and the girl hit him. And the cockney laughed silently at the trick he had played. «I'm a clever chap,» he thought to himself. «I kissed the back of my hand, hit the officer in the face and nobody</p>	

	said a word».	
24	<p><b>Изучите следующие фразы:</b></p> <ol style="list-style-type: none"> <li>1. What's it? В чём дело?</li> <li>2. I'm a stranger here Я здесь приезжий</li> <li>3. I'm completely lost Я совсем заблудился</li> <li>4. Can you direct me to...? Вы можете указать мне дорогу к...</li> <li>5. How can I get to...? Как мне добраться до ...</li> <li>6. Could I get there by bus? Могу я доехать (добраться) туда на автобусе?</li> <li>7. You'd better ask a policeman Лучше спросите полицейского</li> <li>8. You'd better take... Вам лучше сесть на ...</li> <li>9. Keep straight on Продолжайте идти прямо</li> <li>10. Go straight along this road Идите прямо по этой дороге</li> <li>11. Go past (the church) Идите мимо (церкви)</li> <li>12. Take this road Идите по этой дороге</li> <li>13. Take the next turning Сверните на следующем повороте</li> <li>14. Take this bus Садитесь на этот автобус</li> <li>15. Go straight across the square Идите прямо через площадь</li> <li>16. Turn (to the) right (left) Сверните направо (налево)</li> <li>17. Get on Садитесь (в транспорт)</li> <li>18. Get off Выходите</li> <li>19. Fares, please! Платите за проезд!</li> <li>20. Do you think I'll make it? Вы думаете, я успею?</li> <li>21. How long will it take? Сколько это займёт времени?</li> <li>22. It'll take you some (10) minutes На это уйдёт около (10) минут</li> <li>23. It's within walking distance Туда можно дойти пешком</li> <li>24. You don't have to change Вам не надо пересаживаться</li> </ol> <p><b>Составьте диалоги на английском языке по следующим ситуациям:</b></p> <p>Извинившись, обратитесь к прохожему. Скажите, что вы приезжий, спросите, как проехать к Гайд-парку.</p> <p>Извинившись, спросите у прохожего, можно ли доехать автобусом до вокзала Виктория.</p> <p>Извинившись, спросите у прохожего, сколько займёт времени доехать автобусом до Трафальгарской площади</p> <p>Извинившись, попросите прохожего указать вам ближайший путь до станции метро.</p>	

### 3.5.3 Типовые тестовые задания по английскому языку (зачет-5-й семестр)

№ задания	Тестовое задание	Правильный ответ
25	<p><b>Тест1.Выберите правильный вариант</b></p> <p>1. Jack _____ down on his sofa and _____ about the day. What a busy day it _____.</p> <p>a) sat, thought, had been b) was sitting, thought, had been c) sat, thought, was d) sat, was thinking, had been</p>	a

	2. This is the first time I _____ bread with honey. a) ate b) eat c) am eating d) have eaten	c
	3. No wonder he was tired. He _____ up since six o'clock in the morning. a) is b) has been c) had been d) was	c
	4. What _____ you _____ last night? a) have done b) did do c) were doing d) had done	b
	5. She was nervous because she _____ never _____ before. a) has flown b) hasn't flown c) had flown d) hadn't flown	c
	6. Mary is disappointed because her son _____ exams. a) failed b) has failed c) fails d) had failed	b
	7. I didn't know his name. But I was sure I _____ him before. a) saw b) have seen c) haven't seen d) had seen	d
	8. Mike is a beggar now but he _____ always _____ poor. a) was not b) hadn't been c) hasn't been d) has been	c
	9. When I got home I was hungry. I _____ anything to eat all day. a) haven't had b) hadn't had c) have had d) had had	b
	10. Jack wants a new job. He _____ in the same job for three years. a) has been b) was c) is d) is being	a
	11. He is broke. He _____ all his money on entertainment. a) spent b) has spent c) had spent d) spend	b
	12. How much money _____ you _____ for your retirement? a) do save	c

	b) are saving c) have saved d) had saved	
	13. How long _____ he _____ his friend? a) has known b) had known c) do know d) is knowing	a
	14. This was his first night in his own flat. He _____ his entire life in his parents' home. a) lived b) was living c) has lived d) had lived	d
	15. I was furious because I _____ and missed the train. a) had overslept b) overslept c) have overslept d) haven't overslept	a
26	<b>Тест 2. Выберите соответствующую форму глагола для перевода на английский язык сказуемого:</b>	
	1. Этот дом был построен в прошлом году. a) was being built b) has been built c) was built	c
	2. Сейчас здесь строится новый супермаркет. a) is being built b) is building c) is built	a
	3. Студентов экзаменуют два раза в год. a) are being examined b) is examined c) are examined	c
	4. Вы были невнимательны, когда объяснялось это правило. a) was explained b) had been explained c) was being explained	c
	5. Цветы уже политы. a) are watered b) have been watered c) were watered	b
	6. Столы делают из дерева. a) are being made b) have been made c) are made	c
	7. Этот фильм никогда не показывали по телевизору. a) has never been shown b) was never shown c) had never been shown	a
	8. Мою квартиру отремонтируют к субботе. a) will be repaired b) will have been repaired	b

	c) is being repaired	
	9. Списки все еще печатаются. a) are typed b) are being typed c) have been typed	b
	10. Их еще не пригласили. a) were not invited b) had not been invited c) have not been invited	c
	11. This theatre ... (build) over 100 years ago. a. had been built b. has been built c. was built	c
	12. Is your car still for sale? – No. It ... already (sell). a. has been sold b. had been sold c. was sold	a
	13. Sometimes mistakes ... (make). a. are made b. are being made. c. have been made	a
	14. For the past few days I (work) in Jack's office, as my own ... (decorate). a. have been working/ is being decorated b. worked/ decorated c. am worked/ is being decorated.	a
	15. While my friend ... (talk) to me, his wallet .. (steal). a. was being talked/ was being stolen b. was talking/ was stolen c. talked/stole	b
27	<p><b>Прочитайте и переведите текст. Выполните задания</b></p> <p><b>The British educational system</b></p> <p>The basic features of the British educational system are the following:</p> <ol style="list-style-type: none"> <li>1. Education is compulsory for all children from 5 to 16;</li> <li>2. The academic year usually begins in September and runs to early July; it has 3 terms, divided by Christmas and Easter holidays. In addition, all schools have a "half-term holiday", lasting a few days or a week, in the middle of each term;</li> <li>3. Compulsory education is free of charge, but parents may spend money on educating their children if they want to;</li> <li>4. There are three stages of education. children move from the first stage (primary) to the second stage (secondary) at around the age of eleven or twelve. The third stage is "further" education at university or college.</li> </ol> <p>At the age of 5 children go to infant schools which are the first stage of primary education. there is no written timetable and classes are informal. From 7 to 11 they attend junior schools, the second stage of primary education. In primary school children are taught the so-called 3 R's: reading, writing and arithmetic. They also have music, physical training and art classes.</p> <p>At the age of 11 children enter secondary schools. There are four types of state secondary schools in Britain: grammar schools (for the most intelligent children), modern and technical schools and comprehensive schools (for</p>	

children of all abilities). Grammar schools lead towards higher education, and the others give general or vocational education to prepare students for employment or for further technical education. The regular secondary schools offer 7 years of schooling, with students from 11 to 18 years of age. The last two years (16-18) they may spend in a separate sixth form college, which concentrates on career training.

In 1988, for the first time in British history, a National Curriculum was introduced. The National Curriculum tells pupils which subjects they have to study, what they must learn and when they have to take assessment tests.

Between the ages of 14 and 16, pupils study for their GCSE (General Certificate of Secondary Education) exams. Pupils must take the English language, Math, and Science for GCSE, as well as half GCSE in a foreign language and Technology. In addition, they must also be taught Physical Education, Religious Education and Sex Education, although they do not take exams in these subjects.

Those who get good GCSE grades can stay at their school for another two years, if it has a sixth form and teaches the desired subjects, and then take "A" Level (Advanced Level) exams. Otherwise they have to leave their school and go to a sixth form college or a college of further education. Further education colleges have strong ties with commerce and industry and offer courses in engineering, cooking or hairdressing.

The GCE Advanced (A) Level is normally taken after a further two years of study. Good "A" Level results in at least two subjects are necessary to get a place at a university. Universities choose their students after interviews. There are about 100 universities in Britain. The most famous are Oxford and Cambridge universities.

Along with the state schools, there are about 500 private schools in Britain. Most of them charge fees. Some private schools are boarding schools, where children actually live in the school. Many schools admit day pupils as well as boarders. Private schools usually offer only the most academic line, and select those students who are most likely to succeed. The most expensive private schools are called "public" schools and they have a long history and traditions. Among the most famous public schools are Winchester, Eton, Westminster, Rugby and Harrow.

#### **True/False**

1. There are four basic features in the educational system.
2. School education is compulsory.
3. The academic year is divided into 4 terms.
4. Education isn't free of charge.
5. There are three stages of education.
6. Infant schools are the first stage of secondary education.
7. There is no written timetable in primary school.
8. Children are taught reading, writing, arithmetic and some other subjects.
9. There are four types of secondary schools in Britain.
10. Comprehensive schools are for any children.
11. Grammar schools are for those who want to enter a university.
12. In the National Curriculum one can find information about time to have assessment tests.
13. At sixteen you can get GCSE.
14. There are two ways after finishing secondary school.
15. Good "A" level results can lead you to a university.



	<p>16. There are ninety universities in Britain.  17. There are private schools in Britain.  18. All private schools are boarding schools.  19. The cheapest schools are called "public schools".  20. Eton is one of public schools.</p> <p><b>Make up a report</b></p> <ol style="list-style-type: none"> <li>1. There are 4 basic....</li> <li>2. At the age of 5...</li> <li>3. From 7 to 11 they...</li> <li>4. At the age of 11 they...</li> <li>5. There are 4 types of secondary schools:...</li> <li>6. At 16 pupils take ...exams.</li> <li>7. After getting secondary education you can...or...</li> <li>8. To enter a university you must take ...</li> <li>9. There are ... private schools in Britain.</li> <li>10. Some of them are .. because pupils...there.</li> </ol>	
28	<p><b>Прочитайте текст и переведите его. Выполните задания.</b>  <b>Higher Education the USA</b></p> <p>There are about 3,000 colleges and universities, both private and public, in the United States. Students have to pay to go both private and State universities. Private universities are generally smaller but very expensive, which means that the tuition fees are extremely high. State colleges and universities are not that expensive, the tuition fees are usually lower, and if the students are State residents, they pay much less.</p> <p>Every young person who enters a higher educational institution can get financial assistance. If a student is offered a loan, he should repay it (with interest) after he has left the college. Needy students are awarded grants which they do not have to repay. Scholarships are given when a student is doing exceptionally well at school.</p> <p>American universities and colleges are usually built as a separate complex, called "campus", with teaching blocks, libraries, dormitories, and many other facilities grouped together on one site, often on the outskirts of the city. Some universities are comprised of many campuses. The University of California, for example, has 9 campuses, the biggest being Berkeley (founded in 1868), San Francisco (1873), Los Angeles (1919), Santa Barbara (1944), Santa Cruz (1965).</p> <p>All the universities are independent, offering their own choice of studies, setting their own admission standards and deciding which students meet their standards. The greater the prestige of the university, the higher the credits and grades required.</p> <p>The terms "college" and "university" are often used interchangeably, as "college" is used to refer to all undergraduate education; and the four-year undergraduate program, leading to a bachelor's degree, can be followed at either college or university. Universities tend to be larger than colleges and also have graduate schools where students can receive post-graduate education. Advanced or graduate university degrees include law and medicine.</p> <p>Most colleges and universities undergraduate courses last for four years. During the first two years students usually follow general courses in the art or sciences and then choose a major – the subject or area of studies in which they concentrate. The other subjects are called minors. Credits (with grades) are awarded for the successful completion of each course.</p>	

	<p>These credits are often transferable, so students who have not done well in high school can choose a junior college (or community college), which offers a two-year “transfer” program preparing students for degree-granting institutions. Community colleges also offer two-year courses of vocational nature, leading to technical and semi-professional occupations, such as journalism.</p> <p>There are no final examinations at colleges and universities, and students receive a degree if they have collected enough credits in a particular subject. The traditional degree which crowns the undergraduate course is that of a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) The lower level of graduate school is for obtaining the Master’s Degree (M.A. or M.S.), and the upper level is for the degree of a Doctor of Philosophy (Ph.D.)</p> <p><b>Изучите слова и составьте с ними предложения</b></p> <table><tr><td>tuition fee</td><td>плата за обучение</td></tr><tr><td>loan</td><td>заем</td></tr><tr><td>interest</td><td>зд. процент (с суммы взятой в займы)</td></tr><tr><td>to repay</td><td>возмещать, возвращать</td></tr><tr><td>needy</td><td>нуждающийся</td></tr><tr><td>grant</td><td>субсидия, дотация</td></tr><tr><td>scholarship</td><td>стипендия</td></tr><tr><td>dormitory (dorm)</td><td>студенческое общежитие</td></tr><tr><td>bachelor’s degree</td><td>степень бакалавра</td></tr><tr><td>Bachelor of Arts</td><td>бакалавр гуманитарных наук</td></tr><tr><td>Bachelor of Science</td><td>бакалавр естественных наук</td></tr><tr><td>graduate school</td><td>аспирантура</td></tr><tr><td>the arts</td><td>гуманитарные науки</td></tr><tr><td>the science(s)</td><td>естественные науки</td></tr><tr><td>major</td><td>предмет специализации</td></tr><tr><td>“transfer” program</td><td>подготовительный курс</td></tr><tr><td>Master’s Degree (M.A. or M.S.)</td><td>степень магистра наук (гуманитарных или естественных)</td></tr><tr><td>Doctor of Philosophy</td><td>степень доктора наук</td></tr></table> <p><b>Agree or disagree with the following statements:</b></p> <ol style="list-style-type: none"><li>1. The system of university education in the US is centralized.</li><li>2. There is no difference between private and State universities.</li><li>3. A University course usually lasts for four years.</li><li>4. One can obtain a bachelor’s degree at any college or University.</li><li>5. There are no special advanced University degrees.</li><li>6. Any University has only one campus.</li><li>7. There are no colleges which offer “transfer” programs.</li><li>8. M.A., M.S. and Ph.D. degrees are research degrees.</li></ol>	tuition fee	плата за обучение	loan	заем	interest	зд. процент (с суммы взятой в займы)	to repay	возмещать, возвращать	needy	нуждающийся	grant	субсидия, дотация	scholarship	стипендия	dormitory (dorm)	студенческое общежитие	bachelor’s degree	степень бакалавра	Bachelor of Arts	бакалавр гуманитарных наук	Bachelor of Science	бакалавр естественных наук	graduate school	аспирантура	the arts	гуманитарные науки	the science(s)	естественные науки	major	предмет специализации	“transfer” program	подготовительный курс	Master’s Degree (M.A. or M.S.)	степень магистра наук (гуманитарных или естественных)	Doctor of Philosophy	степень доктора наук	
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29	<p><b>Прочитайте текст и переведите его. Выполните задания.</b></p> <p><b>Public Education: Historical Review</b></p> <p>The history of education in the United States has certain peculiarities which are closely connected with the specific conditions of life in the New World and the history of the American society.</p> <p>The early Colonies and different politics of education for the first white settler who came to the North America from Europe in the 17<sup>th</sup> century brought with them the educational ideas of the time most typical of the countries they represented. In Virginia and South Carolina, for example, education was entirely private. The children of the rich either had tutors or</p>																																					

were sent to Europe for schooling. Many of the children of poor parents had no education at all. In Pennsylvania, New Jersey, and New York many of the schools were set up and controlled by the church.

In Massachusetts, which was much more developed at that time, three educational principles were laid down: 1) the right of the State or Colony to require that its citizens be educated; 2) the right of the State to compel the local government decision such as towns and cities, to establish schools; and 3) the right of the local government to support these schools by taxation.

At the very beginning, school buildings were often rough shacks. They were poorly equipped with a few benches, a stove, and rarely enough textbooks. Discipline was harsh, and a corporal punishment was frequent.

The program of studies consisted largely of reading, writing, basic arithmetic, and Bible lessons. Since each community was responsible for solving its own educational problems, there was no attempt to find a common standard of excellence. Even the Constitution of the United States, ratified in 1789, contained no direct mention of education.

The schools of the early 1800s were not very different from those of the pre-revolutionary period. Some historians consider that they actually deteriorated in the three or four decades following the American Revolution, for the new country turned its attention to the development of its land, cities, and political institutions.

And yet, in attempt to generate interests in education, a number of communities continued founding schools. Some classes were opened to children for secular instruction and a number of schools for poor children which were a forerunner of the public schools in several major cities. Some States tax-supported schools and urged their spread.

The purpose of the public or "common" schools was to teach the pupils the skills of reading, writing, and arithmetic. No particular religion was to be taught.

By the mid-19<sup>th</sup> century, the desire for free public education was widespread. But the States couldn't find enough means for its financial support. It was during those years that communities began to support the schools within their boundaries. The States finally required local school districts to tax themselves for that purpose through the "real property" tax. This tax originated as financial support for public schools, and remain today the major financial resource for the public school system in the United States though it can no longer carry the entire burden.

Towards the second part of the 19<sup>th</sup> century compulsory attendance laws came into effect, starting with Massachusetts in 1852. Now in most States the minimum age at which a pupil may leave school is sixteen; in five States seventeen; and in four States eighteen.

As has already been mentioned, education remains primarily a function of the States. Each State has a board of education, usually 3 to 9 members, serving mostly without pay. They are either elected by the public or appointed by the Governor. The board has an executive officer, usually called a State school superintendent or commissioner. In some cases he is elected; in others he is appointed by the board.

In theory, responsibility for operating the public educational system is local. Schools are under the jurisdiction of local school board, composed of citizens elected by residents of the school district. In fact, however, much local control has been superseded. State laws determine the length of the

	<p>school year, the way in which teachers will be certified, and many of the courses which must be taught.</p> <p>Though the Federal Government has no powers at all in the field of education, from time to time Congress passes different Acts which help to “assist in the expansion and improvement of educational programs to meet critical national needs”. Such Acts provide money for science, mathematics, and language instruction; for the purchase of laboratory equipment.</p> <p><b>Make up a list of words which can be joined under the headline “Education”. Give reasons for your choice.</b></p> <p>Discussion.</p> <ul style="list-style-type: none"> <li>- Describe the development of education from the 17<sup>th</sup> through the 19<sup>th</sup> centuries.</li> <li>- State the role of the Church.</li> <li>- Comment on the three principles of education laid down in Massachusetts.</li> <li>- Express your attitude towards corporal punishment.</li> <li>- Tell the story of the “real property” tax.</li> <li>- Say how the public education system operates nowadays.</li> </ul>	
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### 3.5.3 Типовые тестовые задания по английскому языку ( 6 семестр)

№ задания	Тестовое задание	Правильный ответ
30	<b>Тест 3. Выберите правильный вариант</b>	
	1.You must ... it at once. a) to do; b) do; c) doing; d) done	1 1-b
	2.The man told me not ... on the grass. a) to walk; b) walk; c) walking; d) walked	2-a
	3.He is interested in .... stamps. a) to collect; b) collect; c) collecting; d) collected	3-c
	4.Seeing is ... . a) to believe; b) believe; c) believing d) believed	4-c
	5.The vegetables ... were fresh. a) to buy; b) buy; c) buying; d) bought	5-d
	6.The girl ... on the sofa is my sister. a) to sit; b) sit;	6-c

	c) sitting; d) sat	
	7.You'd better ... my advice. a) to follow; b) follow; c) following; d) followed	7-b
	8.The work ... is not difficult. a) to do; b) be done; c) to be done; d) do	8-c
	9. My hobby is ... . a) swimming; b) swim; c) swam; d) все варианты подходят	9-a
	10.The book ... by me was interesting. a) read; b) reading; c) to read; d) to be read	10-a
	11,He must have left. a) Он должен уйти. b) Он должен был уйти. c) Он, должно быть, ушел.	11-c
	12.I saw her dancing. a) Я видел, как она танцует. b) Она видела, что я танцую. c) Я видел ее танец.	12-a
	13.She spent all day shopping. a) Она провела весь день в магазине. b) Она провела весь день, делая покупки. c) Она ходит за покупками каждый день.	13-b
	14.He was lying on the bed reading a book. a) Он лежал на кровати и читал книгу. b) Он лежал на кровати, читая книгу. c) Он читал книгу, лежа на кровати.	14-b
	15.He broke his arm playing football. a) Он сломал руку, играя в футбол. b) Он играл в футбол и сломал руку. c) Играя в футбол, можно сломать руку.	15-a
31	<b>Тест 4. Выберите правильный вариант</b>	
	1.What ..... tomorrow morning? a) will you be doing b) you will be doing c) will be you doing	1-a
	2.It took Felix ..... to repair his car. a) so much time b) such much time c) much so time	2-a

	3. I think Ron is ..... a) either at the cinema or at the theatre b) at the cinema either or at the theatre c) at the cinema or either at the theatre	3-a
	4. I heard you talk over the phone late last night. I wonder ..... a) who you spoke with b) who did you speak with c) with whom did you speak	4-a
	5. They would like to buy ..... chalet house. a) not very old, wooden, nice, four-bedroom Swiss b) a wooden, Swiss, not very old, nice, four-bedroom c) a nice, four-bedroom, not very old, wooden Swiss	5-c
	6. The picture was very beautiful; ..... a) I very much liked it b) I it liked very much c) I liked it very much	6-c
	7. Dana has such a pretty face and ..... a) is her hair so long and beautiful b) her hair so long and beautiful is c) her hair is so long and beautiful	7-c
	8. Sheila isn't a good driver; she is ..... a) not careful enough b) careful not enough c) enough not careful	8-a
	9. It's getting late. Are ..... in the park a) still the children playing b) the children still playing c) the children playing still	9-b
	10. .... when I come home from work. a) I am usually very tired b) Usually I am very tired c) I am very tired usually	10-a
	11. When the light is bad, ..... a) I very well can't see b) I can't very well see c) I can't see very well	11-c
	12. Look at your watch and tell me what ..... a) time it is b) time is it c) time it be	12-a
	13. .... on the shelf over there? a) I shall put your books b) Shall I put your books c) Shall I your books put	13-b
	14. Nick plays football well; ....., but not as well as Nick. a) his brother also plays football b) also his brother plays football c) his brother plays football also	14-a
	15. .... at work after office hours? a) Do you often have to stay b) Have you often to stay c) Do you have often to stay	15-a

32	<p><b>Прочитайте и переведите текст устно. Ответьте на вопросы по содержанию</b></p> <p>Organic chemistry is the study of compounds containing carbon. It is called «organic» because scientists used to think that these compounds were found only in living things or fossils. However, vast numbers of different carbon-containing compounds can now be produced artificially in laboratories and factories, for use in industry. For example, drugs, plastics, and pesticides are all synthetic organic substances. About 4. 5 million of the 5 million compounds known today contain carbon.</p> <p>An important nonmetallic element, carbon occurs naturally in three forms, or allotropes. There are graphite, diamond and buckminsterfullerence. Carbon can form millions of different compounds (combinations of elements). This is because a carbon atom can bond with up to four atoms (of carbon or other elements) and because the carbon atoms can link up in chains and rings of different sizes and patterns.</p> <p>An important nonmetallic element, carbon occurs naturally in three forms, or allotropes. There are graphite, diamond and buckminsterfullerence. Carbon can form millions of different compounds (combinations of elements). This is because a carbon atom can bond with up to four atoms (of carbon or other elements) and because the carbon atoms can link up in chains and rings of different sizes and patterns.</p> <p>Organic (carbon-containing) compounds can be divided into two major groups – aliphatic and aromatic compounds – according to the way in which the carbon atoms bond. In aliphatic compounds, the carbon atoms are linked in chains. These chains can contain anything from two to many thousands of carbon atoms, with other types of atoms attached to each carbon atom. In aromatic compounds, the carbon atoms are joined in a ring.</p> <p>Acids are substances that release hydrogen ions in water. Alkalis are substances that release hydroxide ions (ions made up of hydrogen and oxygen) in water. If acids and alkalis are mixed, the two types of ions cancel each other out, and a new substance called a chemical salt is formed. The acidity or alkalinity of a substance can be measured using the pH (potential for hydrogen) scale, which runs from 1 to 14. All acids have a pH lower than 7; the stronger the acid, the lower the pH. All alkalis have a pH greater than 7; the stronger the alkali, the higher the pH. Neutral substances, such as water, is neither acidic nor alkaline. They have a pH of 7.</p> <p>The Earth provides all the raw materials we need. The problem is to separate the substances we want from the mixtures in which they naturally exist. Chemists use a variety of different methods of separation, depending on the type of mixture and the properties of the substances it contains. We sometimes need to separate substances at home, too. In a coffee-maker, for example, a filter separates the ground coffee beans from the liquid coffee. This is known as filtration.</p> <p>A chemical reaction occurs when substances change into new substances. For this to happen, the bonds between atoms and molecules must break and re-form in different ways. Because the bonds can be strong, energy, usually in the form of heat, is often needed to start a reaction. The new substances (products) have properties different from those of the original substances (reactants). Chemical reactions do not occur only in laboratories; they happen all around us – for example, when</p>	
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	<p>cars rust and when food is cooked.</p> <p>A solution forms when one substance (usually a solid) dissolves in another (usually a liquid). The solid (called the solute) breaks up into tiny particles and spreads throughout the liquid (the solvent) so that you can no longer see any solid. Solutions are always clear; if the mixture is cloudy, it is a suspension. Solid particles spread throughout the liquid, but the particles are bigger than those of a solution. If you leave a suspension to stand, most of the solid particles will eventually sink. A solution will not separate out in this way.</p> <p>At room temperatures, water is a clear tasteless and odorless liquid. It is made up of hydrogen and oxygen atoms grouped together as molecules. The molecules draw together at the surface of water to form surface tension, which acts like a kind of skin. They are also drawn to the molecules of other substances, which is why water «wets» things, like drinking glasses, or our bodies when we swim.</p> <p><b>Answer the questions:</b></p> <ol style="list-style-type: none"> <li>1. What compounds does the organic chemistry study?</li> <li>2. Where carbon containing compounds can be found and produced?</li> <li>3. How many compounds known today do contain carbon?</li> <li>4. Why does carbon enable to form millions of combinations of elements?</li> <li>5. Why are the organic compounds divided onto aliphatic and aromatic ones?</li> <li>6. What happens if acids and alkalis are mixed?</li> <li>7. Where can we observe filtration at home?</li> <li>8. What energy is necessary to start a chemical reaction?</li> <li>9. What chemical reactions happen all around us?</li> <li>10. What colour does a solution usually have?</li> <li>11. Are the solid particles bigger than those of a solution?</li> <li>12. What atom elements is water made up of?</li> <li>13. How is water surface formed?</li> <li>14. What things can water «wet»?</li> </ol>	
33	<p><b>Прочитайте текст и выполните задание</b></p> <p><b>SOLIDS</b></p> <p>A solid is a compact substance, created by closely packed atoms that form a regular pattern called a lattice. There are strong forces holding the atoms together, which allow only slight movement. The hardness of a solid depends on the pattern and movement of its atoms. The element carbon, for example, can exist in a soft form called graphite, or in one of the hardest solid forms on Earth, the diamond. The difference is due to variations in the arrangements of atoms.</p> <p>Metals are a group of elements that share certain properties. They conduct heat and electricity well, which is why cooking pans and electrical wires are made of metal. They are also strong and can be shaped easily; this is why they are used to make structures such as bridges. Although there are many similarities between metals, there are also differences that determine how suitable a metal is for a particular use. Of the 109 elements known today, 87 are metals. They are rarely used in their pure state – they are usually mixed with other metals or nonmetals to form combinations known as alloys.</p> <p>Only 22 of the elements are non-metals. The properties of non-metals are usually opposite to those of metals – the other group of elements. For example, they do not usually conduct heat and electricity and they cannot</p>	



	<p>be formed into shapes easily. Useful non-metals include chlorine, which is used in swimming pools to kill germs, and hydrogen, which is a good fuel. Some elements, although classified as non-metals, have characteristics somewhere between those of a metal and those of a non-metal; they are known as semimetals or metalloids.</p> <p>Many substances form crystals. A crystal is a type of solid matter that always forms the same shape. For example, crystals of common salt always form tiny cubes, and emerald crystals are always hexagonal (six-sided). Crystals often form when molten rocks cool down and solidify or when solutions containing minerals evaporate. Crystals can also be made in the laboratory. Some crystalline substances, such as rubies and diamonds, are used in jewelry. Others are useful in industry; quartz, for example, is used in watches.</p> <p><b>Complete the sentences:</b></p> <ol style="list-style-type: none"> <li>1. A solid is</li> <li>2. Strong forces holding the atoms together allow only</li> <li>3. Carbon exists in forms called</li> <li>4. A group of elements sharing certain properties is</li> <li>5. Metals can</li> <li>6. Differences between metals determine</li> <li>7. Metals are rarely used in</li> <li>8. Non-metals are unable</li> <li>9. Semimetals or metalloids have the characteristics of</li> <li>10. A type of solid matter that always forms the same shape is</li> <li>11. Crystals are formed when</li> <li>12. Crystalline substances find their application in</li> </ol> <p><b>Answer the questions:</b></p> <ol style="list-style-type: none"> <li>1. What does the hardness of a solid depend on?</li> <li>2. Why can a solid have soft and hard forms?</li> <li>3. Why is metal available for being used in industry?</li> <li>4. How many metals and non-metals are known today?</li> <li>5. What is an alloy?</li> <li>6. Why do some non-metals contain chlorine and hydrogen?</li> <li>7. How many sided can crystals be?</li> <li>8. Can crystals be produced artificially?</li> <li>9. What crystalline substances are used in jewelry?</li> <li>10. What crystal is applied in watches?</li> </ol> <p><b>Find synonyms:</b> solid, free, investigate, respectively, degree, certain, however, draw together, rarely, harden, later, break up, solidify, extent, attract, correspondingly, consider, hard, split, seldom, observe, regard, release, yet, eventually, definite.</p> <p><b>Find antonyms:</b> excess, artificially, solid, shortage, release, soft, naturally, hold.</p>	
34	<p><b>Прочитайте текст и выполните задания</b></p> <p><b>PROGRESS OF CHEMISTRY</b></p> <p>We shall define chemistry today as the study of formation, composition, structure and reactions of the chemical elements and their compounds. Many will say that this is not the definition of chemistry but inorganic chemistry.</p> <p>A modern chemist slightly distinguishes between inorganic, organic and physical chemistry. He will attach organic groups to a metal atom if it is</p>	

	<p>more convenient for investigation; he will use any of the available methods of physical chemistry if necessary for the solution of his problems.</p> <p>Two facts helped the development of inorganic chemistry: the growth of the theoretical techniques of quantum mechanics and new optical, electrical and magnetic techniques of physical measurement by which they can be investigated. For a full understanding of the way in which these achievements affected the development of organic chemistry, we'll make a short survey of the history of the subject.</p> <p>We shall start with 1828, the year in which Wohler, the pioneer of organic synthesis, showed the interrelationship between inorganic and organic chemistry. For the next fifty years inorganic and organic chemistry progressed side by side. The main work in inorganic chemistry dealt with the preparation of new compounds and the development of methods of analysis. Great numbers of new compounds were described and important work was carried out on the determination of atomic weights. At the same time organic chemistry developed into a system in which structure could be determined. Organic chemistry constantly attracted workers of inorganic chemistry. The year 1887 may be accepted as the date of appearance of physical chemistry.</p> <p>People say that facts give a science its substance, but it is the theory which provides its strength. It is owing to the development of the theory that chemistry has before it such exciting prospects at the present time.</p> <p><b>Find in the text English equivalents for these words and word combinations:</b></p> <ol style="list-style-type: none"> <li>1. многие скажут 2. определение химии 3. более удобно 4. доступные методы 5. решение проблем 6. квантовая механика 7. полное понимание 8. краткий обзор 9. взаимоотношения 10. рука об руку 11. большое количество 12. определение атомного веса 13. в то же самое время 14. именно теория.</li> </ol> <p><b>Quote the sentences in which the following words and word combinations are used in the text:</b></p> <p>To define, modern chemist, the solution of the problem, to affect the development, to show the interrelationship, to deal with, to carry out, to develop into a system, to attract workers, it is owing to</p> <p><b>Compose sentences, using the following words and word combinations:</b></p> <p>To define, the definition of, to distinguish between, to be more convenient, the growth of, to make a short survey, to deal with, to describe, at the same time, to provide</p> <p><b>Finish the sentences:</b></p> <ol style="list-style-type: none"> <li>1. Chemistry today is...</li> <li>2. A modern scientist slightly distinguishes between...</li> <li>3. Two facts helped to...</li> <li>4. In 1828 Wohler showed...</li> <li>5. Inorganic and organic chemistry progressed...</li> <li>6. The year 1887 is the date of...</li> <li>7. The facts give a science...</li> <li>8. The theory provides ...</li> </ol> <p><b>Answer the questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the chemistry?</li> <li>2. What will many say about this definition?</li> <li>3. What are the main branches of chemistry today?</li> </ol>	
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	<ol style="list-style-type: none"> <li>4. What facts helped the development of inorganic chemistry?</li> <li>5. What did Wohler show in 1828?</li> <li>6. How did organic and inorganic chemistry appear?</li> <li>7. What work was carried out?</li> <li>8. When did physical chemistry appear?</li> <li>9. What system did organic chemistry develop?</li> <li>10. What do people say about facts and the theory?</li> <li>11. What prospects does chemistry have at the present time?</li> </ol> <p><b>Translate into English:</b></p> <ol style="list-style-type: none"> <li>1. Краткий обзор истории данного предмета помогает определить его состояние сегодня.</li> <li>2. На протяжении последующих ста лет было открыто большое число новых элементов.</li> <li>3. Благодаря развитию теории мы можем говорить о прогрессе науки в целом.</li> <li>4. Органическая химия постоянно привлекает внимание многих выдающихся ученых.</li> <li>5. Если необходимо, то я помогу тебе в решении этой проблемы. Мы начнем сначала, если вы не возражаете.</li> </ol>	
35	<p><b>Прочитайте текст и выполните задания</b></p> <p>Chemistry is the science which deals with materials, their properties and the transformations they undergo. So chemistry is the study of the composition and properties of matter, their changes, the conditions under which such changes take place, and the energy changes which accompany them.</p> <p>Chemistry is concerned with the nature of fire and the structure of water, it deals with colours, catalysis and crystal structure, with physical properties and chemical reactivity.</p> <p>Chemistry is one of the fundamental sciences. At present it plays an important part in the development of biochemistry, physics, geology, and many other fields of science. Chemistry's origin goes back to ancient times, with the manufacture of bronze, iron, ceramics, glass.</p> <p>At the end of the sixteenth century sufficient facts, entirely free of magic which surrounded the work of the alchemists, appeared.</p> <p>In the 17<sup>th</sup> century modern chemistry began with the work of Robert Boyle. He was the first one who studied quantitatively the relationship between the volume of a gas and the external pressure upon it. Later A. Lavoisier introduced the concept of the chemical elements.</p> <p>In the 19<sup>th</sup> century A. Avogadro introduced the concept of molecules. He stated that equal volumes of gases under the same conditions of temperature and pressure contain the same number of molecules.</p> <p>F.A. Kekule and A. M. Butlerov introduced the structural theory of organic chemistry.</p> <p>In 1869 D. I. Mendeleev discovered regularities in the properties of the elements. D.I. Mendeleev's discovery was the greatest one in chemistry. Many great scientists devoted their life to the development of chemistry, among them Bohr whose theory of the hydrogen atom was very important, the Curies who in 1934 announced the preparation of artificial radio-active elements, Marie Curie who discovered radium and the element polonium.</p> <p>Many great Russian chemists made a great contribution to the world science. Among them, the outstanding Russian chemists M. V. Lomonosov, D. I. Mendeleev, A. M. Butlerov, Academician N. N.</p>	

Semenov, and many others.

Everyone now understands the importance of chemistry. The future of chemistry is practically unlimited. It will help to understand better many phenomena in nature. Rapid development of chemical industry will make it possible to create many new goods, machines, plastics, polymers.

In your study of chemistry you will learn thoroughly many things about substances, compounds, materials, chemical and physical changes, chemical properties, reactions and many other interesting and important things. It is to be remembered that:

1. Chemistry is the study of substances, their structure, their properties, and their reactions.

2. Matter exists as solids, liquids, or gases.

3. Homogeneous material is material with the same properties throughout.

4. Heterogeneous material is material consisting of parts with different properties.

5. Compound is a substance that can be decomposed into two or more substances.

6. Substance is a homogeneous species of matter with definite chemical composition.

7. Chemical reactions are the processes that convert substances into other substances.

8. Alloy is a metallic material containing two or more elements.

**Answer the questions:**

1. Does chemistry belong to natural or applied sciences? 2. What does chemistry study? 3. What does chemistry deal with? 4. Why is chemistry one of the fundamental sciences? 5. When did sufficient fact about chemistry appear? 6. When did modern chemistry begin? 7. Who was the first to study quantitatively the relationship between the volume of a gas and the external pressure upon it? 8. What did Lavoisier introduce? 9. Who discovered regularities in the properties of the elements? 10. What can you tell about the future of chemistry?

**Translate the sentences paying attention to the words in bold type:**

1. The article dealt with the changes which took place during the reaction. 2. Inorganic chemistry is concerned with mineral substances, organic chemistry deals with the compounds of carbon. 3. The students of these two departments can attend the same lectures. 4. The experimental method involves some observations of phenomena which take place in nature 5. It doesn't matter what method we will employ in our work. 6. It is a matter of common observation that discovery of the electron was the beginning of a new era in all the sciences. 7. Different matters can be classified according to their properties.

**Translate the words in the brackets into English:**

1. Chemistry is the science which (рассматривает) with materials and their properties. 2. We think that the exhibition of our achievements (состоится) at the end of September. 3. This scientist (внёс большой вклад) both in chemistry and physics. 4. All his life he worked in the field of chemistry, and we can say that he (посвятил) his life to science. 5. All the changes which (сопровождали) this reaction play a very important role. 6. Later Lavoisier (ввёл) the concept of the chemical elements. 7. Though these two teams work under (одинаковые) conditions the results of their work are different. 8. This article (касается) the development of our industry.

### 3.5.4 Типовые тестовые задания по английскому языку (контрольная работа, 7-й семестр)

№ задания	Тестовое задание	Правильный ответ
36	<b>Тест 5. Выберите правильный вариант</b>	
	1.Can you ... a moment! I can't catch up, you are too fast! a)hold up b)hold on c)hold in d)hold back	b
	2.He had some problem at work but he managed to ... . a)keep off b)keep in c)keep ahead d)keep away	c
	3.I usually ... my friends in times of trouble. a)turn up b)turn to c)turn in d)turn down	b
	4.If I borrow money from the bank, I will have to ... it ... in 3 months. a)pay / off b)pay / up c)pay / back d)pay / away	c
	5.He ... from dogs because he was afraid of them. a)kept off b)kept away c)kept out d)kept in	b
	6.... everything you hear during the interview. It might be important. a)Put up b)Put in c)Put off d)Put down	d
	7.His father ... his business long time ago. a)set on b)set out c)set up d)set aside	c
	8.Alice tried to ... the accident ... . a)keep / off b)keep / in c)keep / back d)keep / away	c
	9.I don't have enough money on my account, I have to ... .	d

	a)pay up b)pay back c)pay off d)pay in	
	10.I waited for an hour but nobody ... a)turned in b)turned out c)turned up d)turned down	c
	11.I was so sick that I couldn't ... the food. a)keep up b)keep away c)keep off d)keep down	d
	12.The firemen could not ... the fire till the morning when it started to rain. a)put off b)put out c)put in d)put aside	b
	13.Some vegetables a day won't ... your hunger. a)keep up b)keep ahead c)keep with d)keep off	d
	14.The US ... the entire national debt. a)pay out b)pay in c)pay off d)pay up	c
	15.Julia could not ... her tears. That news was really shocking. a)hold up b)hold on c)hold in d)hold back	d
	16.There was nothing I could do to calm the child down, it ... crying. a)kept on b)kept up c)kept away d)kept off	a
	17.I cannot ... his proposal. I have already promised to go out with him. a)turn up b)turn down c)turn away d)turn out	b
	18.If there is a lot of rope ..., the climber will hit the ground. a)paid off b)paid in c)paid up d)paid out	d
	19.As they ... for their picnic, it started to rain. a)set out	a

	b)set off c)set up d)set in	
	20.... these shoes, they look nice! a)Put up b)Put through c)Put forward d)Put on	d
37	<b>Тест. 6 Выберите правильный вариант</b>	
	1. Maria _____ German at evening classes this term. a. Is studying b. studies c. study d. does study	a
	2. I _____ out last night. I was too tired. a. didn't go b. wasn't going c. didn't went d. haven't gone.	a
	3. _____ my cousine 4 times today but her number's always engaged. a. phoned b. I'd phoned c. I've phoned d. I've been phoning	c
	4. _____ the dentist after school so I can't play tennis with you a. I'll visit b. I'm going to visit c. I'm visiting d. I visit	c
	5. Where _____?" "In a village near London. a. lives your uncle b. have your uncle lived c. does your uncle live d. is your uncle living	c
	6. Lisa was driving into town when she _____ out of petrol a. Was running b. run c ran d. had run	c
	7. I'll write to you as soon as _____ my exam results a. I know b. I'll know C I'm going to know d. I've known my exams	a
	8. The builders _____ the house by the end of this week a. have finished b. will have finished c. will have been finishing d are finishing	b
	9. I don't like action films now, but I _____ like them when I was younger.	b

	a. was used to b. used to c. would d. would use to	
	10. Liz is from Edinburgh. She _____ there all her life. a. is living b. has lived c. lives d. lived	b
	11. 'Can you drive?' 'No, _____ a car but I want to learn.' a. I never drove b. I was never driving c. I've never driven d. I've never be driving	c
	12. My friend _____ for me when I arrived. a. a. waited b. has waited c. was waiting d. has been waiting	c
	13. Let's take a break soon, _____? a. is it b. do we c. shall we d. will we	c
	14. I hear you're having your house repainted. How _____? a. is it looking b. does it look c. it looks d. will it look?	a
	15. David has been practicing the song for days. It _____ quite good, but he doesn't think he's ready to perform it in public. a. is sounding b. sounds c. has sounded d. has been sounding	b
	16. 'I can't come over during the day.' 'I _____ you tomorrow, then.' a. I'm seeing b. I'll see c. I'm going to see d. I'll have seen	b
	17. Diana _____ her hair cut short when she left college. a. had b. had had c. has had d. was having	a
	18. Brad would have saved a lot of money if he _____ to my advice a. would listen b. was listening c. had listened d. would have listened	c



	19. 'Did you get the theater tickets?' 'No, I forgot all about them. I _____ them tomorrow.' a. will book b. am going to book c. will have booked d. am booking	a
	20. If you listen carefully, you _____ an owl in the trees over there. a. would hear b. will hear c. hear d. will have heard	b
38	<b>Итоговый тест . Выберите правильный вариант</b>	
	1. This gorgeous cake _____ by my sister! She's a culinary genius! a) will be made б) was being made в) has just been made г) was made	c
	2. This church _____ in the center of the city. a) are located б) is located в) am located г) have been located	b
	3. I suddenly remembered that the book _____ at home. a) had been left б) had left в) was left г) has been left	a
	4. The flat _____ into before you arrived. a) had moved б) isn't moved в) hadn't been moved г) was moved	c
	5. I wanted to watch TV but it _____ at that time. a) was fixed б) was being fixed в) is being fixed г) will have been fixed	b
	6. Don't cry! The dog _____. There's nothing serious with it. a) will be cured б) is cured в) was being cured г) will have been cured	a
	7. A lot of harm _____ by this hurricane. Many people have suffered. a) have been done б) has been done в) is done г) was done	b
	8. The children _____ to bed early yesterday. a) had been put б) are put в) put	d

	r) were put	
	9. I haven't got a large appetite and when I _____ my favourite food, I leave half of it on the plate. a) was given b) have given B) gave r) am given	d
	10. My father _____ that roast meat is not healthy. a) persuaded b) has persuaded B) has been persuaded r) persuades	c
	11. She stood in the shadows of the jungle, knowing that she _____ by the Indians. a) must follow b) must have been followed B) must have followed r) followed	b
	12. She thought the arrow _____ poisoned. a) is b) can be B) may be r) could be	d
	13. Many new houses _____ in our street by next year. a) will build b) are building B) have built r) '11 have been built	d
	14. The questions _____ by the teacher now. a) are asked b) are being asked B) are asking r) have been asked	b
	15. Some of the rice _____ plain to enable us to eat it with other dishes. a) is left b) is leaving B) left r) is being left	b
	16. The cake smells so nice. It _____. a) is just baked b) will just be baked B) has just been baked	c
	17. The story of the first Thanksgiving feast _____ among the Americans. a) is well-known b) have been well-known B) would have been well-known r) was well-known	a
	18. The students _____ on the topic «Industrial Revolution» at the end of the term. a) will be tested	b

	б) will have been tested в) are being tested г) were tested	
	19. Now London's councilmen _____ to approve the erection of a life-size statue of Charlie Chaplain in the costume that the British-born comedian made famous in his films. а) being asked б) are being asked в) asked г) was asked	b
	20. An old woman ____ while she was living with her children. а) is being looked after б) was being looked after в) will be looked after	b
	21. The famous actress _____ now for the «HELLO» magazine. а) is interview б) is being interviewed в) interview г) was interviewed	b
	22. All tickets _____ before we got in the theatre. а) were sold б) are sold в) have sold г) had been sold	d
	23. Students _____ next Thursday. а) will be examined б) are examined в) will examine г) have been examined	a
	24. «A Farewell to Arms» _____ in 1929. а) was published б) published в) were published г) has published	a
	25. The dinner _____ by five o'clock tomorrow. а) will be served б) will have been served в) is served г) will serve	b
	26. The documents ____ by 8 p.m. а) will be signed б) are signed в) will have been signed	
	27. My computer ____ at the moment. а) has been repaired б) was being repaired в) is being repaired	c
	28. The exams ____ by 3 in the afternoon. а) are being finished б) were being finished в) will have been finished	c
	29. Over 50 million students _____ in American schools which range	c



	<p>company. The purpose of a resume is to help you obtain a job interview, not a job. Very few people are hired without a personal interview. Effective resumes are straightforward, factual presentations of a person's experience and accomplishments. They are neither over detailed nor too sketchy. A general rule is that two or three pages in length is best. One page seems too superficial; a four-page (or longer) resume may irritate an impatient employment official. Some writers suggest that a chronological (the standard-type) resume be used; others argue for an accomplishment resume. A useful resume should include both your experiences and key accomplishments. When sent to a prospective employer, a resume should be professionally reproduced, with particular attention to misspellings, typographical errors, and careful spacing. To attract attention, some job seekers print resumes on tinted paper, in a menu-like folder, or on unusual-sized paper. If done in a way to attract positive attention to yourself, these approaches have merit.</p> <p><b>VOCABULARY</b>  inevitably — неизбежно  to require - требовать  to hire - нанимать  accomplishment - выполнение (достижение)  superficial - поверхностный  to irritate - раздражать  tinted paper-тоновая окрашенная бумага  merit — достоинство</p> <p><b>Answer the following questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the purpose of a resume?</li> <li>2. What are effective resumes?</li> <li>3. What is the length of effective resumes?</li> <li>4. What should a useful resume include?</li> <li>5. How should a resume be reproduced?</li> </ol>	
41	<p><b>Прочитайте и письменно переведите текст</b>  <b>Never write!</b></p> <ul style="list-style-type: none"> <li>• Don't use cheap paper. Don't use bright colours, if you want to look conservative and business-like.</li> <li>• Don't write a resume longer than 2 pages. Never write it on two sides of the same paper.</li> <li>• Don't forget to put your name on the second page, if you have two-page resume.</li> <li>• Don't handwrite your resume. The best way of typing a resume is using a computer and a printer.</li> <li>• Don't include personal information such as: weight, nationality, race, desired salary, the reasons why you left the previous job ( sometimes personal interests and hobbies).</li> <li>• Don't use "I"-statements because it's a formal document but not a story.</li> <li>• Don't forget to give your work experience and education in reverse chronological order.</li> <li>• Don't avoid to use active verbs such as "managed", "provided", "directed", "coordinated", "accomplished", "maintained", "encouraged", "increased", "conducted", "participated".</li> </ul>	
42	<p><b>Посмотрите на резюме и ответьте на вопросы</b></p>	

	<p>How many parts does it consist of? What are they?</p> <p style="text-align: center;"><b>RESUME</b></p> <p><b>PERSONAL INFORMATION</b></p> <p><b>Name:</b> Viktoria Savina  <b>Address:</b> 33716, Saint-Petersburg, Russia  Bogatyrskiy avenue 53/3, app. 160  <b>Phone:</b> +8-812-100-38-94  <b>E-mail:</b> savina_vik@gmail.com  <b>Date of birth:</b> 16 August 1994  <b>Age:</b> 20  <b>Marital status:</b> Single  <b>Nationality:</b> Russian</p> <p><b>OBJECTIVE</b></p> <p>To provide advanced administrative services for your company, to carry out office management and information management tasks as an Executive Secretary</p> <p><b>EDUCATION</b></p> <p>2012 — present time Teacher of History and Social Studies,  Historical Department, 2nd year study,  Moscow State University, Russia</p> <p>2002 — 2012 Secondary school № 1, Saint-Petersburg, Russia</p> <p><b>WORK EXPERIENCE</b></p> <p>May 2013 – September 2013 Receptionist  (LLC) "Tradecontact", Moscow, Russia  Responsibilities: answer calls; negotiations arrangement; office work; business documentary; advertising.</p> <p><b>SKILLS</b></p> <p><b>Computer skills:</b> Microsoft Office (Word, Excel), 1C, Outlook Express</p> <p><b>Languages:</b>  Russian — native  English — working knowledge  French — basic knowledge</p> <p><b>Driving Licence:</b> Category B</p> <p><b>INTERESTS</b></p> <p>Sport, Science, New Technologies</p> <p><b>REFERENCES</b></p> <p>Letter of Reference is available upon request from:  Irina A. Morozova, Executive Director (LLC) "Tradecontact",  Chkalov st., 7/2b,  Moscow, Russia  Phone: +7(495)934-56-31  E-mail: tele_most@mail.ru</p> <p><b>Напишите свое резюме</b></p>	
43	<p><b>Переведите предложения с русского на английский:</b></p> <ol style="list-style-type: none"> <li>1. Для начала вам следует купить газету или журнал с объявлениями о приеме на работу.</li> <li>2. Потом вам придется продумать вступительную речь для интервью.</li> <li>3. Затем вы должны отправить сопроводительное письмо.</li> <li>4. Вам придется узнать, какой стиль одежды существует у сотрудников компании.</li> </ol>	

	<p>5.Вы должны написать резюме в правильном порядке.</p> <p>6.Вам придется его тщательно обдумать.</p> <p>7.Затем вам следует взвесить ваши сильные и слабые стороны для этой должности.</p> <p>8.Вы должны прийти на интервью вовремя.</p> <p>9. Извините, что заставил вас ждать.</p> <p>10. Я раньше не отличался организованностью.</p> <p>11. Я с удовольствием рассмотрел рекламную брошюру вашей компании.</p> <p>12. Весь персонал вашего офиса был очень дружелюбным и я чувствовал себя очень комфортно.</p> <p>13. Раньше я был согласен на любую работу, а теперь у меня много опыта и я ищу работу получше.</p> <p>14. Я окончил университет пять лет назад.</p> <p>15. Раньше я писал свое резюме 10 минут, теперь мне надо часа два.</p>	
44	<p><b>Chemistry as a Profession</b></p> <p><b>Read the text and guess:</b></p> <p>a) which word in paragraph 1 means "work with another"?</p> <p>b) which word in paragraph 2 means "keep, preserve, continue to have"?</p> <p>c) which word in paragraph 2 means "able to flow easily, like water or gas"?</p> <p>d) which word in paragraph 4 means "making less (pain or suffering)?"</p> <p>A person who selects chemistry as profession does not thereby place narrow limitation on what he will do with his life. He still has many roads open to him. He may become a lecture and at the same time work to discover something new to bring deeper understanding into the science; he may be a research man working either with inorganic substances or with organic ones, with metals or with drugs; he may help either engineers in the control of great industrial processes, to develop new ones or collaborate with medical workers in the control and treatment of diseases. Even if he selects a profession other than chemistry he may find himself using his chemical knowledge not only in his everyday work but also in overcoming unexpected problems.</p> <p>The improvements that chemistry has made in metals and alloys, other structural materials such as plastics and other materials such as oils which are used in the machines of our mechanical civilization have been so numerous that they cannot be listed. One may be mentioned as an example – the discovery of a special oils and lubricants which does not get thin and useless in hot weather or thick and sluggish in freezing weather, but which retains a constant viscosity independent of temperature.</p> <p>Chemistry has always been of great value to medicine. Last century we have seen the discovery of sulfa drugs and penicillin which have largely overcome the danger of the infectious diseases. The degenerative diseases like cancer, heart diseases and AIDS – are now the most important causes of death and present an imposing challenge to medical research worker. Our knowledge of the structure of the cells and molecules which make up the human <i>body</i> is not yet great enough to provide an understanding of what these degenerative diseases really are and to suggest effective methods of attack on them. They are</p>	

	<p>organic chemists who make a real contribution to biochemistry thus developing more effective methods of analyses and curing as well as medicinal means of treatment.</p> <p>But chemistry, physics and biology have been developing so rapidly in recent years, and the methods of investigation have been becoming so powerful, that we may look forward confidently to great progress in the future in the understanding and control of these diseases and to the further alleviation of human suffering. There is need for able, creative and imaginative chemists in the attack on this problem as well as for medically trained men and technical engineers with a sound knowledge and appreciation of chemistry.</p> <p><b>Find the pairs of antonyms in the list and remember them:</b> thin, hot, help, retain, violent, organic, fluid, sluggish, interfere, quiet, inorganic, solid, liquid, freezing, thick, lose.</p> <p><b>Find endings</b></p> <ol style="list-style-type: none"> <li>1. If a person selects a profession of chemistry...</li> <li>2. Last century we have seen the discovery of sulfa drugs and penicillin...</li> <li>3. Our knowledge of the cells and molecules which make up the human body is not yet great enough to provide an understanding of ...</li> <li>4. Chemists developed such oils...</li> <li>5. Even if somebody selects a profession other than chemistry...</li> </ol> <hr/> <p>a ... what these diseases really are. b ... which have largely overcome the danger of the infectious diseases. c ...he places no limitations on what he will do with his life. d ... which retain constant viscosity in any weather. e ... he may use his chemical knowledge in overcoming unexpected problems.</p>	
45	<p><b>Read and understand the text. Answer the questions in the text.</b></p> <p>When choosing a future career, we should consider different factors. In my opinion, money is one of the most important factors when you make a choice. There are highly paid jobs and low-paid jobs. I think everybody wants to earn as much money as possible.</p> <p><i>Are the professions of chemist, chemical engineering technologist or chemical laboratory analyst highly paid jobs nowadays?</i></p> <p>On the other hand, it's good when you get satisfaction from your job. It is very important to choose a profession that suits your interests. In my opinion, a job should be interesting and socially important.</p> <p><i>Does your future speciality suit your interests? Do you consider it to be socially important?</i></p> <p>Training, promotional prospects and conditions should be also taken into account. You should also decide whether you want to work indoors or outdoors.</p> <p><i>Which of these factors would you take into account first of all? Would you like to work indoors or outdoors? Would you like to have many business trips or study tours?</i></p> <p>To make the right choice, you should take into account your traits of character. It goes without saying that to become a good doctor you must be patient, caring and kind. Teacher's work requires love for children, profound knowledge of subjects, and the ability to explain. A</p>	



	<p>secretary has to be efficient and careful in order to do her work quickly and accurately.</p> <p><i>What traits of character should a person have to become a good chemist?</i></p> <p>There are so many people who influence us in choosing our occupation. Parents and friends play a very important role in our choices. My father works for an international company as a managing director. It is a highly paid job and it offers a lot of opportunities. My father is a friendly person and he is easy to talk to. But he thinks that I must choose my future profession according to my own taste and preferences.</p> <p><i>Who influenced you in choosing your occupation?</i></p> <p>I have always been interested in Chemistry and I am good at it. So my choice of profession is clear to me. A chemist is a person trained in the science of chemistry. Chemists study the composition of matter and its properties such as density and acidity. Then they describe them in terms of quantities, with detail on the level of molecules and their component atoms. Chemists also carefully measure substance proportions, reaction rates, and other chemical properties.</p> <p><i>Can you do any of the things mentioned above? Do you do all these things during your practical classes?</i></p> <p>Chemists use this knowledge to learn the composition, structure, chemical reactivity, and properties of unfamiliar substances, as well as to reproduce and synthesize large quantities of useful naturally occurring substances and create new artificial substances and useful processes. Chemists may specialize in any number of sub-disciplines of chemistry.</p> <p>Chemistry typically is divided into several major sub-disciplines. There are also several main cross-disciplinary and more specialized fields of chemistry. There is a great deal of overlap between different branches of chemistry, as well as with other scientific fields such as biology, medicine, physics, and several engineering disciplines.</p> <p><i>What sub-disciplines are or will you specialize in?</i></p> <p>The three major employers of chemists are academic institutions, industry, especially the chemical industry and the pharmaceutical industry, and government laboratories.</p> <p><i>What sphere would you like to be employed in?</i></p>	
46	<p><b>Прочитайте текст и выполните задания</b></p> <p><b>Laboratory</b></p> <p>All the laboratories of inorganic chemistry are almost alike<sup>1</sup>. These are large rooms where both students and research-workers carry out their experimental work. Modern laboratories of inorganic as well as organic and analytical chemistry are provided with gas and running water. Every laboratory is to be provided with a ventilating hood for the escape of both harmful and unpleasant vapours and odours. Every laboratory has to be lit up very well.</p> <p>There are many laboratory benches with a great number of<sup>2</sup> drawers in every laboratory. Different apparatus, devices as well as materials are to be kept in them. Besides<sup>3</sup> we can see many shelves and cases for containers with chemicals.</p> <p>On every laboratory bench one can see test-tubes, flasks, beakers, funnels, evaporating dishes, weighing bottles. All this glassware should</p>	

be kept in good order<sup>4</sup>.

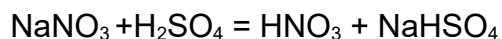
Various burners serve for producing flames. Bunsen burner is to be mentioned among them.

Different crucibles are to be employed when heating solutions and igniting materials are to be carried out. Crucibles are usually made of quartz, porcelain and iron. In addition to<sup>5</sup> these crucibles, there are platinum crucibles in some laboratories, but they are used very seldom. Every laboratory should be equipped with different kinds of apparatus. Everything in the laboratory is to have its definite place.

#### Experiments in the Laboratory

Many experiments can be carried out in the laboratory of inorganic chemistry. Thus, if we want to obtain hydrogen chloride (HCl), which is often referred to as a hydrochloric acid gas, it is necessary to pour some sulphuric acid through a tube over the crystals of sodium chloride, in a flask. The flask is to be heated. On warming the flask, the hydrogen chloride is expelled as a colourless gas with a suffocating odour. It produces heavy clouds of white fumes when it comes in contact with the moist air of the room. It is so soluble that it cannot be collected over water as are oxygen and hydrogen. It is much heavier than the air and may be passed through a glass tube to the bottom of a bottle (see Fig. 1). If we dissolve some of the gas in water, the solution has a sour taste, reddens blue litmus, reacts with zinc, etc.: it is hydrochloric acid. When all the sodium chloride originally present in the flask has been transformed, the reaction is complete. The flask then contains a salt called sodium acid sulphate ( $\text{NaHSO}_4$ ) together with unchanged excess of sulphuric acid. Nitric acid may be prepared by the reaction of concentrated sulphuric acid with sodium nitrate.

In the laboratory method, a mixture of sodium nitrate and concentrated sulphuric acid is heated in a glass retort (see Fig. 2). Nitric acid is boiled out of the mixture and is condensed:



#### Answer the following questions.

1. What do we call a laboratory? 2. In what laboratories can the students carry out their experiments? 3. What is every laboratory provided with? 4. Why is every laboratory provided with a ventilating hood? 5. What can you see on the shelves? 6. What glassware is there on every laboratory bench? 7. What are burners used for? 8. What are crucibles used for? 9. What are crucibles made of? 10. What is it necessary to do if we want to obtain hydrogen chloride? (describe the experiment) 11. How can nitric acid be prepared in the laboratory?

#### Find the pairs of synonyms and remember them.

alike, nearly, different, similar, almost, various, employ, obtain, use, get.

#### Find the pairs of antonyms and remember them.

large, inorganic, cool, small, organic, harmful, pleasant, often, useful, unpleasant, seldom, warm, heavy, tasteful, indefinite, light, testless, definite

#### Translate the following sentences paying attention to the meanings of the verb "to have".

1. The laboratory of general chemistry has many benches with a number of drawers. 2. A first-year student has to carry out a number of experiments in the laboratory of general chemistry. 3. This term the

students have carried out a number of experiments. 4. These substances have very low solubility. 5. They have to find out the solubility of this substance. 6. They have found the solubility of this substance and now can investigate its properties better. 7. This metal has found wide application both in industry and in agriculture. 8. They have to raise the temperature greatly as the mixture doesn't boil. 9. Hydrogen peroxide has been heated. 10. Hydrogen peroxide has a lower vapour pressure than water. 11. The evaporation has to be carried out in the waterbath. 12. This crucible has been used for heating some solutions. 13. This solution has an unpleasant odour, he has to open the window. 14. A rhombic sulphur has to be kept at a temperature of 96°C. 15. It is necessary to purify water, you will have to pass it through porous paper. 16. It has to be noted that chlorine dioxide reacts with water and yields a mixture of chlorous, and chloric acid. 17. It has been already noted that hydrogen is found in the free state only in minute quantities.

**Ex. 15. Translate the following sentences paying attention to the meanings of the verb "to be".**

1. This substance is colourless and odourless. 2. Liquids which are not appreciably soluble in each other are called immiscible liquids. 3. Many new research institutes are being built in our country. 4. They are discussing a very important, problem dealing with the development of new branches of chemistry. 5. The volume of an object increases when it is heated. 6. There is a large new laboratory in our Institute. 7. This experiment is to be carried out again, the results are wrong. 8. The meeting of our Chemical Society is to take place tomorrow at 5 o'clock. 9. He is to graduate from the Chemico-Technological Institute in 1977. 10. This solution was to be heated in a porcelain crucible. 11. The solution was heated and evaporated. 12. The glassware is to be washed very thoroughly when the experiment is over.

**Find the sentences in which "to be" is a modal verb.**

1. The laboratory was lit up very well. 2. This substance is to be heated to a high temperature. 3. In this experiment we were to find out all the properties of this substance. 4. This example was referred to by our teacher. 5. Hot water is to be poured in a flask. 6. If dry chlorine gas is passed into the liquid trichloride in a cooled container, pentachloride is formed. 7. Silver is not attacked by oxygen under ordinary conditions. 8. The use of this gas is to be omitted as it is very harmful. 9. If the boiling point of the solution is to be established, you should carry out this experiment. 10. Many ores which are to be refined often contain considerable quantities of impurities. 11. He is working at a very important experiment, it is to help our researchers to finish their work. 12. The vapor pressure of this unstable phase is greater than that of the stable phase at the same temperature.

**Translate the following sentences, mind the verbs.**

1. The energy of the atomic bomb comes from within atoms; to learn how this is possible, we **shall have to analyse** the concept of energy carefully. 2. Each molecule **has** a microscopic impact force. 3. It **has been mentioned** that hydrogen is prepared in large quantities because of its numerous industrial uses. 4. The ability of water to dissolve a wide variety of substances **has to be noted**. 5. Attention **has to be directed** to the fact that iodine is more soluble in aqueous solutions of

	<p>potassium iodide than it is in pure water. 6. He <b>has been studying</b> this subject for many years. The results of his investigation <b>have to be very interesting</b>. 7. In addition to his experimental work he <b>had to work</b> at the plant. 8. This gas <b>has to be passed</b> through a glass tube at a low temperature. 9. <b>Have</b> you <b>got</b> new devices in your laboratory?</p> <p><b>Fill in the blanks with the words given below:</b></p> <p><i>Glassware, reaction, drawers, as well as, crucibles, chemicals, to pour.</i></p> <p>1. In the laboratory the students carry out experiments ... research work. 2. On the laboratory benches we can see much ... . 3. A laboratory bench has a number of ... . 4. ... are used for heating solutions. 5. Cases are used for containing ... . 6. When we obtain hydrogen chloride we ... some sulphuric acid in a flask. 7. Nitric acid may be obtained by the ... of concentrated sulphuric acid with sodium nitrate.</p>	
47	<p><b>Прочитайте текст и выполните задания</b></p> <p><b>History of Chemistry</b></p> <p>Thousands of years ago people valued gold as a rare and beautiful substance. They also understood that gold had a unique ability to resist decay and corrosion. Since there was no known acid or other substance that could damage gold, they thought that gold had a quality of performance that could be transmitted to humans. Therefore, every medicine that fought ageing contained gold as an essential ingredient and doctors urged people to drink from gold cups to prolong life.</p> <p>This universal desire for gold made alchemy a formal discipline in the first century A.D. It first appeared among Greek scholars, then spread to eastern Mediterranean countries, and finally to Spain and Italy in the 12th century. Though the attempts to produce gold from other substances was the original and central purpose of alchemy, a number of physician-chemists in Europe in the Middle Ages tried to produce medicines that were not dependent on gold or related to it.</p> <p>They worked to produce medicines and spirits from raw materials, such as herbs, and in this way improved methods of separating elements by distillation. For example, as early as the 13th century, Thaddeus of Florence identified the medical benefits of alcohol distillates taken internally and applied locally. Paracelsus (1493-1541), the German-Swiss physician and alchemist, was the first person to unite medicine with chemistry through his use of remedies that contained mercury, sulphur, iron, and copper sulphate. This led to steam distillation and improved equipment.</p> <p>The development of apparatus and the extensive efforts to break down or distil substances laid the foundation for modern chemistry, but as true science began to evolve during the Renaissance, the study of alchemy blocked the birth of modern chemistry. Some scientists tried to lead people toward reliance on empirical evidence (that is, what can actually be observed and/or measured), but the idea of four essential elements (earth, air, fire, and water) lived on and there was no recognition that these four substances are made up of a combination of basic elements.</p> <p><b>Find in the text synonyms for the following words.</b></p> <p>Millenium; to make; aim; way; advantage; to combine; apparatus; research; concept</p>	

	<p><b>Look through the text again and find the sentences describing a) gold; b) production of medicines; c) contributions of scholars. Read the text thoroughly with a dictionary and answer the following questions:</b></p> <ol style="list-style-type: none"> <li>1. Why did every medicine fighting ageing contain gold?</li> <li>2. What made alchemy a formal discipline?</li> <li>3. When and where did alchemy appear?</li> <li>4. What did some physicians use to produce medicines in the Middle Ages?</li> <li>5. Who was the first to unite alchemy with chemistry?</li> <li>6. What laid the foundation for modern chemistry?</li> <li>7. What was the idea of ancient scholars about the four essential elements?</li> </ol>	
48	<p><b>Прочитайте текст и выполните задания</b></p> <p><b>Fields Of Chemistry</b></p> <p>The field of chemistry is now a very large one. There are more than 30 different branches of chemistry. Some of them are inorganic chemistry, organic chemistry, physical chemistry, analytical chemistry, pharmaceutical chemistry, nuclear chemistry, industrial chemistry, colloidal chemistry, electrochemistry, magnetochemistry, and biochemistry.</p> <p><i>Inorganic chemistry.</i> It was originally considered that the field of inorganic chemistry consists of the study of materials not derived from living organisms. However, it now includes all substances except the hydrocarbons and their derivatives.</p> <p><i>Organic chemistry.</i> At one time it was thought that all substances found in plants and animals could be made only by using part of a living plant or animal. The study of these substances, most of which contain carbon, was therefore called organic chemistry. It is now known that this idea is quite wrong. In 1828 Fr. Wohler, a German scientist, made an "organic" substance using a simple laboratory process. Organic chemistry now merely means the chemistry of carbon compounds.</p> <p><i>Physical chemistry.</i> This field of chemistry is concerned with those parts of chemistry which are closely linked with physics as, for instance, the behaviour of substances when a current of electricity is passed through them.</p> <p><i>Electrochemistry</i> is concerned with the relation between electrical energy and chemical change. Electrolysis is the process whereby electrical energy causes a chemical change in the conducting medium, which usually is a solution or a molten substance. The process is generally used as a method of deposition metals from a solution.</p> <p><i>Magnetochemistry</i> is the study of behaviour of a chemical substance in the presence of a magnetic field. A paramagnetic substance, i.e. a substance having unpaired electrons, is drawn into a magnetic field. Diamagnetic substances, i.e. substances having no unpaired electrons, are repelled by a magnetic field.</p> <p><i>Biochemistry.</i> Just as the physical chemist works on the boundaries between physics and chemistry, so the biochemist works on the boundaries between biology and chemistry. Much of the work of the biochemist is connected with food-stuffs and medicines. The medicines known as antibiotics, of which penicillin is an early example, were prepared by biochemists.</p>	

	<p><b>Answer the following questions.</b></p> <p>1. How many different branches of chemistry are there? 2. Which are the better known fields of chemistry? 3. What does inorganic chemistry deal with? 4. Give an example of an inorganic compound. 5. How many elements does water consist of? 6. What is the subject of electrochemistry? 7. What is the study of behaviour of chemical substances in the presence of a magnetic field called? 8. What is the difference between paramagnetic and diamagnetic substances? 9. By whom were the medicines known as antibiotics prepared?</p> <p><b>Fill in the blanks using appropriate words from the text.</b></p> <p>1. Inorganic chemistry now _____ all substances except the _____ and their _____. 2. Once scientists thought that all substances found in _____ and _____ were organic. 3. _____ chemist studies the _____ of substances when a current of _____ is passed through them. 4. _____ is generally used as a method of deposition metals from their _____. 5. _____ such as _____ are prepared by biochemists.</p> <p><b>Decide what word or word combination is being defined in these sentences.</b></p> <ol style="list-style-type: none"> <li>1. a subdivision of a family, knowledge, etc.</li> <li>2. a thing got from some particular source</li> <li>3. the way of acting upon something under particular conditions</li> <li>4. the ordered movement of electrically charged particles</li> <li>5. a physical environment etc. of a living organism</li> <li>6. a conversion of a solid or gas into a liquid by mixture with a liquid</li> <li>7. the area of force around a magnet</li> <li>8. the limits of an area</li> <li>9. a substance used as food</li> </ol> <p>a substance that can inhibit or destroy susceptible micro-organisms</p>	
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### 3.5.5 Типовые тестовые задания по английскому языку (экзамен, 8-й семестр)

№ задания	Тестовое задание	Правильный ответ
49	<p><b>Итоговый лексико-грамматический тест.</b></p> <p><b>Выберите правильный вариант</b></p>	
	<p>1. This gorgeous cake _____ by my sister! She's a culinary genius!</p> <p>a) will be made б) was being made в) has just been made г) was made</p>	c
	<p>2. This church _____ in the center of the city.</p> <p>a) are located б) is located в) am located г) have been located</p>	b
	<p>3. I suddenly remembered that the book _____ at home.</p> <p>a) had been left б) had left в) was left г) has been left</p>	a

4. The flat _____ into before you arrived. a) had moved b) isn't moved B) hadn't been moved r) was moved	c
5. I wanted to watch TV but it _____ at that time. a) was fixed b) was being fixed B) is being fixed r) will have been fixed	b
6. Don't cry! The dog _____. There's nothing serious with it. a) will be cured b) is cured B) was being cured r) will have been cured	a
7. A lot of harm _____ by this hurricane. Many people have suffered. a) have been done b) has been done B) is done r) was done	b
8. The children _____ to bed early yesterday. a) had been put b) are put B) put r) were put	d
9. I haven't got a large appetite and when I _____ my favourite food, I leave half of it on the plate. a) was given b) have given B) gave r) am given	d
10. My father _____ that roast meat is not healthy. a) persuaded b) has persuaded B) has been persuaded r) persuades	c
11. She stood in the shadows of the jungle, knowing that she _____ by the Indians. a) must follow b) must have been followed B) must have followed r) followed	b
12. She thought the arrow _____ poisoned. a) is b) can be B) may be r) could be	d
13. Many new houses _____ in our street by next year. a) will build b) are building B) have built r) '11 have been built	d

14. The questions _____ by the teacher now. a) are asked б) are being asked в) are asking г) have been asked	b
15. Some of the rice _____ plain to enable us to eat it with other dishes. a) is left б) is leaving в) left г) is being left	b
16. The cake smells so nice. It _____. a) is just baked б) will just be baked в) has just been baked	c
17. The story of the first Thanksgiving feast _____ among the Americans. a) is well-known б) have been well-known в) would have been well-known г) was well-known	a
18. The students _____ on the topic «Industrial Revolution» at the end of the term. a) will be tested б) will have been tested в) are being tested г) were tested	b
19. Now London's councilmen _____ to approve the erection of a life-size statue of Charlie Chaplain in the costume that the British-born comedian made famous in his films. a) being asked б) are being asked в) asked г) was asked	b
20. An old woman _____ while she was living with her children. a) is being looked after б) was being looked after в) will be looked after	b
21. The famous actress _____ now for the «HELLO» magazine. a) is interview б) is being interviewed в) interview г) was interviewed	b
22. All tickets _____ before we got in the theatre. a) were sold б) are sold в) have sold г) had been sold	d
23. Students _____ next Thursday. a) will be examined б) are examined в) will examine	a



	r) have been examined	
	24. «A Farewell to Arms» _____ in 1929. a) was published б) published в) were published г) has published	a
	25. The dinner _____ by five o'clock tomorrow. a) will be served б) will have been served в) is served г) will serve	b
	26. The documents ____ by 8 p.m. a) will be signed б) are signed в) will have been signed	
	27. My computer ____ at the moment. a) has been repaired б) was being repaired в) is being repaired	c
	28. The exams ____ by 3 in the afternoon. a) are being finished б) were being finished в) will have been finished	c
	29. Over 50 million students _____ in American schools which range from kindergartens to high school. a) were enrolled б) has enrolled в) are enrolled г) was enrolled	c
	30. America's first college, Harvard, _____ in Massachusetts in the 17th century. a) is being founded б) was founded в) had been founded г) has been founded	b
50	<b>Прочитайте текст и выполните задания.</b> <b>Classification of Matter</b> Before we can hope to understand the changes we see going on around us – the growth of plants, the rusting of steel, the aging of people, rain becoming more acidic – we must find out how matter is organized. Matter, the material of the universe, is clearly complex and has many levels of organization. Matter exists in three states: solid, liquid, and gas. A solid is rigid; it has a fixed volume and shape. A liquid has a definite volume but no specific shape; it assumes the shape of its container. A gas has no fixed volume or shape; it takes on the shape and volume of its container. In contrast to liquids and solids, which are only slightly compressible, gases are highly compressible; it is relatively easy to decrease the volume of a gas. Most of the matter around us consists of mixtures of pure substances. Wood, gasoline, wine, soil, and air are all mixtures. The main characteristic of a mixture is that it has variable composition. For example, wood is a mixture of many substances, the proportions of which vary depending on the type	

of wood and where it grows. Mixtures can be classified as homogeneous (the same throughout) or heterogeneous (containing regions with differing properties). A homogeneous mixture is called a solution. Air is a solution consisting of a mixture of gases. Wine is a complex liquid solution. Brass is a solid solution of copper and zinc. Sand in water, dust suspended in the air, and iced tea with ice cubes are all examples of heterogeneous mixtures. Heterogeneous mixtures can usually be separated into two or more homogeneous mixtures or pure substances (for example, the ice cubes can be separated from the tea). Mixtures can be separated into pure substances by physical methods. A pure substance is one with constant composition. Water is a good illustration of these ideas. Pure water is composed solely of H<sub>2</sub>O molecules, but the water found in nature (ground water or the water in a lake or ocean) is really a mixture. Sea water, for example, contains large amounts of dissolved minerals. Boiling sea water produces steam, which can be condensed to pure water, leaving the minerals behind as solids. The dissolved minerals in sea water can also be separated out by freezing the mixture, since pure water freezes out. The processes of boiling and freezing cause physical changes: when water freezes or boils, it changes its state but remains water; it is still composed of H<sub>2</sub>O molecules. A physical change is a change in the form of a substance, not in its chemical composition. A physical change can be used to separate a mixture into pure compounds, but it will not break compounds into elements. It should be noted that absolute purity is an ideal. Because water, for example, inevitably comes into contact with other materials when it is synthesized or separated from a mixture, it is never absolutely pure. With great care, however, substances can be obtained in very nearly pure form. Pure substances are composed of compounds or elements. A compound is a substance with constant composition that can be broken down into elements by chemical processes. An example of a chemical process is the electrolysis of water, in which an electric current is passed through water to break it down into the elements hydrogen and oxygen. This process produces a chemical change because the water molecules have been broken down. The water is gone, and in its place we have the elements hydrogen and oxygen. Elements cannot be decomposed into simpler substances by chemical or physical means. We have seen that the matter around us has various levels of organization. The most fundamental substances we have discussed so far are elements. Elements also have structure: they are composed of atoms, which in turn are composed of nuclei and electrons. Even the nucleus has structure: it is composed of protons and neutrons. And even these can be broken down further, into elementary particles called quarks. Figure 1 summarizes our discussion of the organization of matter.

**2. Find the pairs of antonyms and remember them.** Heterogeneous, solid, definite, to decrease, to separate, insoluble, liquid, pure, to synthesize, late, indefinite, early, to compose, to increase, to boil, variable, to decompose, constant, to freeze, slightly, impure, highly, complex, homogeneous, to change, simple, to remain, soluble.

**3. Find the pairs of synonyms and translate them.** To change, to get, matter, fundamental, to break down, to differ, to assume, various, to understand, to after, to obtain, to find out, to decide, diverse,

specific, to vary, to separate, particular, main, substance, to solve.

**6. Now say whether these statements are true or false. Correct those which are wrong.** 1. Matter is the material of the universe. 2. Matter exists in the four states. 3. A liquid has a definite volume and specific shape. 4. Mixture is that it: has constant composition. 5. A homogeneous mixture is called a solution. 6. Heterogeneous mixture is the same throughout. 7. The process of boiling and freezing cause chemical changes. 8. The absolute purity is an ideal. 9. A compound is a substance with variable composition. 10. An example of a chemical process is the electrolysis of water. 11. Elements can be decompose into simpler substances

**7. Fill in the blanks with the words given below: mixture, compound, element, physical changes, chemical changes.** 1. An (...) is a substance that contains only one kind of matter. 2. A (...) consists of two or more elements held together chemically. It has properties which are different from those of its constituents and its constituents are difficult to separate. 3. A (...) can be separated into its parts by simple mechanical means. 4. (...) are caused by such activities as breaking, freezing, or vaporizing. In a (...) the chemical identity of the substance is not lost. 5. (...) take place when new substances are formed. Such changes may take place when new molecules are put together or when molecules are broken apart or rearranged. 6. A (...) is an 10 association of two or more materials which retain their identity. It may contain solids, liquids, gases, or any combination of these phases. Many (...) are essential to life, such as blood, and many are used in day-to-day living.

**8. Answer the following questions.** 1. What must we do before we can hope to understand the changes going on around us? 2. What is matter? 3. In what three states does matter exist? 4. What are the differences between sates of matter? 5. Does most of the matter around us consist of mixtures? 6. Into what classes can mixtures be divided? 7. What examples of homogeneous and heterogeneous mixture do you know? 8. What methods do we use to separate mixtures into pure substances? 9. What is a physical change? 10. Why is it impossible? 11. What can be broken down by chemical processes? 12. What is an example of a chemical change? 13. Can we decompose the elements by chemical or physical means? 14. Elements also have structure, haven't they?

**9. Translate the following sentences into English.** 1. Чтобы понять превращения, которые мы видим вокруг нас, мы должны узнать, как ориентирована материя. 2. Материя существует в 3-х состояниях – жидком, твердом и газообразном. 3. Большая часть материи вокруг нас состоит из смесей простых веществ. 4. Смеси могут быть классифицированы как гомогенные и гетерогенные. 5. Гомогенные смеси называют растворами, например, воздух – это раствор, состоящий из смеси газов. 6. Песок, вода пыль в воздухе, чай со льдом – все это примеры гетерогенных смесей чистых веществ. 7. Из смеси мы можем получить чистое вещество физическими методами. 8. Например, растворенные в морской воде минералы мы можем отделить кипячением или замораживанием. 9. Когда вода замерзает или кипит, она меняет свое состояние, но остается водой, она по-прежнему состоит из

	<p>молекул H<sub>2</sub>O. 10. Физическое превращение – это изменение формы вещества, не химического состава. 11. Примером химического процесса является электролиз, при котором электрический ток, пропущенный через воду, разрушает ее на элементы: водород и кислород. 12. Вода исчезла, на ее месте мы имеем кислород и водород. 13. Простые вещества состоят из соединений элементов. 14. Соединение – это вещество с постоянным составом, которое разлагается на элементы под воздействием химических процессов. 15. Химические и физические способы не позволяют разложить элементы на более простые вещества.</p>	
51	<p><b>Read one more text and choose the most suitable title out of the given ones:</b></p> <ol style="list-style-type: none"> <li><b>1. The Periodic Table</b></li> <li><b>2. The Periodic Law</b></li> <li><b>3. The chemical behavior of elements</b></li> <li><b>4. Method of organizing the properties of elements</b></li> </ol> <p>To study the chemical behavior of elements in a meaningful way, we need some method of organizing and correlating the properties of elements. Otherwise, a description of their chemical reactivity becomes little more than a list of facts, difficult to learn and soon forgotten. The approach we will follow here was first suggested in the mid-19th century. Lothar Meyer (1830-1895) in Germany published a series of papers starting in 1868 in which he pointed out the periodic nature of the properties of elements. Dmitri Mendeleev (1834-1907) in Russia developed an early version of the Periodic Table of the elements. Mendeleev's table first appeared in 1869. The work of these men and others. is by all odds the most valuable predictive device in all of chemistry. The Periodic Table is based upon a simple principle known as the Periodic Law. This states that: any of the properties of elements vary in a periodic way with their atomic number. That is, as atomic number increases, the property goes through successive cycles. It first increases to a maximum, then falls to a minimum. This behavior is repeated again and again as we go to higher atomic numbers. To illustrate what this means, let us look at some of the physical and chemical properties of the lighter elements. In the column at the far right are listed the ionization energies of the elements. These numbers tell us how much energy, in 21 kilocalories, must be absorbed to remove a single electron from each atom in one mole of the element. That is, the ionization energy is the energy change, in kcal/mol, for the process <math>M(g) \rightarrow M^+(g) + e^-</math> where the symbol M refers to one mole of the element involved. The ionization energy is plotted versus atomic number. The ionization energy is a periodic function of atomic number. That is, ionization energy first increases, then decreases, increases again, and so on. The curve repeats itself at regular intervals as we go to higher atomic numbers. During each day, the temperature rises to a maximum around noon and then falls to a minimum near dawn. This pattern is repeated periodically day after day. We would say that temperature is a periodic function of time of day. In the same way, ionization energy is a periodic function of atomic number. It appears that the "periods" (intervals at which the plot repeats itself) are eight elements long. The high points occur at elements of atomic number 2</p>	

	<p>(helium), 10 (neon), and 18 (argon). Likewise, successive low points are separated by eight elements. They fall at atomic number 3 (lithium), 11 (sodium), and 19 (potassium). Periods of the same length are found when any of the other properties are plotted against atomic number</p> <p><b>Look through the text again and answer the following questions:</b></p> <p>What is the purpose of the text?</p> <p>What does the author focus on?</p> <p>Do you agree with every piece of information in the text?</p> <p>Are there any disputable issues? (Give your comments.)</p>	
52	<p><b>Look through the following text (D.I. Mendeleyev (1834-1907)) and order the paragraphs so that to have a logically connected reading. The following notes will help you to understand the text better:</b></p> <p>honorary board – доска славы, почета  in compiling this – собирая все материалы и факты  some sixty in all – всего около шестидесяти  to take into account – принимать во внимание</p> <p>1) After more than 100 years of its existence, the Periodic Law has preserved its full value.</p> <p>2) A Russian name appeared in 1964 on the honorary board of science at Bridgeport University, USA: Mendeleyev was added to the list of the greatest geniuses – Euclid, Archimedes, Copernicus, Galilei, Newton and Lavoisier. D.I. Mendeleyev, the explorer of nature, is the greatest chemist of the world. The Mendeleyev system has served for almost 100 years as a key to discovering new elements and it has retained its key capacity until now.</p> <p>3) In 1856 he took a degree in chemistry. To continue his studies and research Mendeleyev was sent to Germany in 1859. While living abroad he made a number of important investigations. He returned to St. Petersburg in 1861 as Professor of Chemistry.</p> <p>4) In this paper he set out clearly his discovery that if the elements are arranged in order of their atomic weights, chemically related elements appear at regular intervals. The greatness of Mendeleyev's achievement lies in the fact that he had discovered a generalization that not only unified an enormous amount of existing information but pointed the way to further progress.</p> <p>5) Arranging all the existing elements in the Table Mendeleyev had to overcome great difficulties; as a considerable number of elements were unknown at that time and the atomic weights of 9 elements (out of 63) were wrongly determined.</p> <p>6) In 1868 Mendeleyev began to write a great textbook of chemistry, known in its English translation as the "Principles of Chemistry". In compiling this, he tried to find some system of classifying the elements – some sixty in all then known – whose properties he was describing. This led him to formulate the Periodic Law, which earned him lasting international fame. He presented it verbally to the Russian Chemical Society in October 1868 and published it in February 1869.</p> <p>7) The year 1868 was the beginning of his highly important work "Fundamentals of Chemistry". When working at the subject Mendeleyev analyzed an enormous amount; of literature, made thousands of experiments and calculations. This tremendous work resulted in the Table of Elements consisting of vertical groups and</p>	

	<p>horizontal periods. Mendeleyev was the first to suggest a system of classification in which the elements are arranged in the order of increasing atomic weights. The main idea of the Periodic System is the idea of periodic repetition of properties with the increase of the atomic weights.</p> <p>8) Thanks to his investigations Mendeleyev was able to predict not only the existence of a few unknown elements but their properties as well. Later these elements were discovered.</p> <p>9) D.I. Mendeleyev was engaged not only in the study of chemistry. Combining theory with practical activity he carried out enormous research in coal, petroleum, iron and steel industries in Russian.</p> <p>10) The achievements in chemistry and physics at the end of the 19th and at the beginning of the 20th century made it necessary to reconstruct the Periodic Table taking into account new discoveries. This progress resulted in the discovery of the inert gases and the study of 14 rare earth elements. In the last few decades 11 new radioactive elements were obtained. Two of them were named in honour of Russian scientists: the 101st was called Mendeleyevium and 104th – Kurchatovium (in memory of Igor Kurchatov).</p> <p>11) D.I. Mendeleyev, an outstanding Russian scientist, was born in Tobolsk in 1834. D.I. Mendeleyev was the fourteenth, and last child of the Director of the Gymnasium at Tobolsk. At 16 he was taken by his mother to St. Petersburg to seek higher education. He entered the Pedagogical Institute where his father has also studied. Five years later he graduated from it with a gold medal and was invited to lecture on theoretical and organic chemistry at Petersburg University.</p> <p><b>Answer the following questions:</b></p> <ol style="list-style-type: none"> <li>1. When was D.I. Mendeleyev born?</li> <li>2. Where did he study chemistry?</li> <li>3. What is one of his very important books?</li> <li>4. What is his greatest discovery?</li> <li>5. What industries was he interested in?</li> <li>6. Why has the Periodic Law preserved its value?</li> </ol>	
53	<p><b>Прочитайте текст и выполните задания</b></p> <p><b>Basic Laboratory Instruments</b></p> <p>Laboratories can be equipped with a wide <b>set of instruments</b> depending on the work that is done in them. These can include everything from simple containers to advanced lasers. Nearly all laboratories however include the same basic supplies which are used across the different <b>scientific</b> disciplines, from microbiology to physics.</p> <p><b>Microscopes</b></p> <p>Microscopes are important tools that enable scientists to perform research on small objects, some of which cannot be detected by the <b>naked eye</b>. There are some different types of microscopes. Compound microscopes are the most common and offer a two-dimensional image with low resolution. However, it has a high magnification level that can allow users to view individual cells. Stereoscopic microscopes on the other hand have a low magnification level, offer a <b>three-dimensional image</b> and are often used for viewing large <b>specimens</b> up close for dissection. More advanced microscopes include electron microscopes which offer excellent magnification and</p>	

resolution.

### **Glassware**

Glassware is common in most labs, especially those that perform work related to chemistry. Various types of glassware are mainly composed of borosilicate glass which can **stand up** to heat and chemical reactions best. Beakers are used for mixing, measuring and boiling liquids. Graduated cylinders are used for accurate measures of small amounts of liquid. Test tubes which come in various sizes are used for long-term storage and come with **stoppers** to prevent **contamination** of whatever they contain.

### **Heating Instruments**

There are two basic heating instruments that can be found in most laboratories. Bunsen burners are cylindrical metal tubes connected to a flat base and a rubber tube that delivers a mixture of air and gas to create a flame at the top end of the cylinder. Beakers and other containers can be clamped above the flame to heat their contents. The flame can be controlled by a knob that alters the flow of the air and gas mixture. Hotplates are alternatives to Bunsen burners. They are heated with electricity and have the option to control temperature. Some hot plates are equipped with **stirrers** that enable better dissolving of solids into a liquid.

**Match the words in bold in the text with their Russian equivalents:** *выдержать, образец, научный, пробка, невооруженный глаз, мешалка, набор инструментов, объемное изображение, загрязнение.*

### **Choose the correct word/words in italics:**

1. Graduated cylinders are used for *accurate / inaccurate* measures of small amounts of liquid.
2. The flame can be controlled by a knob that *changes /alters / does* the flow of the air and gas mixture.
3. Advanced microscopes include electron microscopes which offer *excellent / poor /terrible* magnification and resolution.
4. Laboratories can be equipped with *a narrow /wide* set of instruments depending on the work that is done in them.
5. Microscopes are designed to help scientists to view small objects that cannot be detected by *the naked eye /by glass*.
6. Microscopes are important tools that enable scientists *to conduct / make* research on small objects.

### **Fill in the gaps with the prepositions:**

1. All laboratories include the same basic supplies which are used ... the different scientific disciplines, from microbiology to physics.
2. Compound microscopes are the most common and offer a two-dimensional image ... low resolution.
3. Microscopes are important tools that enable scientists to perform research ... small objects, some of which cannot be detected ... the naked eye.
4. Various types of glassware are mainly composed ... borosilicate glass.
5. Test tubes which come ... various sizes are used for long-term storage and come with stoppers.
6. Hotplates are heated ... electricity and have the option to control temperature

### 3.6.1 Собеседование (Типовые вопросы к экзамену – 8-й семестр)

ОК 01 Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам

ОК 02 Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности

ОК 04 Эффективно взаимодействовать и работать в коллективе и команде

ОК 05 Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста

ОК07 Содействовать сохранению окружающей среды, ресурсосбережению, применять знания об изменении климата, принципы бережливого производства, эффективно действовать в чрезвычайных ситуациях

ОК09 Пользоваться профессиональной документацией на государственном и иностранном языках

№ задания	Формулировка вопроса
	<b>Вводно- коррективный курс</b>
1	Speak about yourself and your family.
2	Tell us about your best friend.
3	Who knows you better: your family or your friends?
4	What do you do in your free time?
5	How big is your family?
6	Do you have brothers or sisters?
7	Speak about your hobbies and interests.
8	Do you have many friends?
9	Who do you spend your free time with?
10	Who are the most important people in your life?
11	You have found a pen-pal. Tell him (her) about your family.
12	You have to introduce your best friend. Describe his/her character and appearance.
13	Imagine you have three or four hours of free time. Say what you would do in these free hours
14	An English proverb says: A friend in need is a friend indeed. Do you agree with it?
15	How do you like to spend time with your friends?
16	Who has the greatest influence on your life?
17	You have to introduce your family members to a friend of yours. Could you speak about them, please?
18	Do you normally go out with family or friends?
19	What makes a good friend in your opinion? Why?
20	It is nice when your friends share the same ideas as you do. Can you say this about your friends?
21	Do you think you made the right choice of education?
22	What do you plan to do after graduating?
23	What is your objective? What kind of position do you want in the future?
24	What are your future plans?
25	Why did you choose this speciality?
26	What sciences is your speciality based on?



27	What are prescriptions to fulfill in order to avoid accidents and health aggravation?
28	What are your career goals?
29	What skills do you have that match the job requirements?
30	Where do you see yourself in five years?
	<b>Развивающий курс</b>
31	Tell us about your student's life.
32	Do you like studying at the university?
33	What classes do you have at the university? What is your favourite one?
34	Do you enjoy studying at the university?
35	Why did you choose this university?
36	When do your classes begin? What are they?
37	How many classes do you have every day?
38	Is it easy to study for you?
39	Is it interesting to study for you?
40	What do you like most about studying at the university?
41	Tell a foreign friend about your university and your studies.
42	Many students say that it is hard for them to study at the university. Do you agree with them? Why/Why not?
43	You are a first-year student now. How has your life changed?
44	Tell you pen-pal about your student's life, whether you like it or not.
45	You have entered the university. Tell us about its history and traditions.
46	Your friend will enter the university next year. Will you advise him/her to choose Voronezh State University of Engineering Technologies?
47	Some time ago you were a pupil. Now you are at the university. Is it more interesting for you to study here?
48	You have a lot of new subjects at the university. What are they?
49	You pen-pal asked you about your student's life. Could you focus on your studies and your favourite subjects?
50	Many students say it is much harder to study at the university than at school. Do you agree with it?
51	Why do people travel?
52	Do you agree that travelling broadens our minds?
53	Why do people take a camera with them? What do they usually photograph?
54	How do different people spend their holidays?
55	What are the advantages and disadvantages of tourism?
56	Do you believe that one day people will be able to travel in space?
57	What is necessity of learning English for a specialist?
58	In what careers (jobs) can languages be a tremendous advantage?
59	What do we need foreign languages for?
60	What is the best way to learn a language?
	<b>Профессионально- ориентированный курс</b>
61	What does Chemistry study?
62	What branches of Chemistry do you know?
63	Why should we know Chemistry?
64	What does chemistry deal with?
65	Why is chemistry one of the fundamental sciences?
66	What sciences is chemistry linked with?
67	What did Lavoisier introduce?
68	How many branches of chemistry are there now? What are they?
69	What do you know about the future of chemistry?
70	What is the chemist to do if he wants to understand the quantitative relationships

	between various kinds of matter?
71	When does the chemist use a calorimeter and thermometer?
72	What is it necessary to use in order to measure volumes?
73	What devices do the analytical and physical chemists use?
74	Where must bottles containing inflammable or explosive substances be placed?
75	What is necessary to while making experiments?
76	What would you tell your students about the Periodic Table and the Periodic Law as a teacher of chemistry?
77	What important information on newly discovered elements can you give?
78	How did Mendeleev list the elements?
79	What did scientists of Mendeleev's time think about atoms of different elements?
80	What great Russian chemists can you name? What contribution did they make into the development of science and our country?
81	What must you do after finishing work?
82	What do you know about the latest achievements of our scientists?
83	How did people live for thousands of years?
84	What pollutes the air we breathe?
85	What is the result of the pollution the atmosphere?
86	Why is environmental protection of a universal concern?
87	When did the problem of pollution become dangerous?
88	What are the problems that threaten human lives on the Earth?
89	Why is air pollution harmful?
90	What are the most dangerous pollutants?
91	What is the main reason for the greenhouse effect and acid rains on our planet?
92	Can we solve the problem of environmental protection?

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

• Процедуры оценивания в ходе изучения дисциплины знаний, умений и навыков, характеризующих этапы формирования компетенций, регламентируются положениями:

- - П ВГУИТ 2.4.03 –Положение о курсовых, экзаменах и зачетах;
- - П ВГУИТ 4.01.02 –Положение о рейтинговой оценке текущей успеваемости.

Для оценки достижений обучающихся введена балльно-рейтинговая система контроля, охватывающая их текущую и промежуточную аттестацию. Данная система предполагает:

- обязательную отчетность каждого обучающегося за освоение каждого учебного модуля/темы в срок, предусмотренный учебным планом и графиком освоения учебной дисциплины по семестрам и месяцам;
- систематичность работы каждого обучающегося;
- обеспечение обратной связи между обучающимися и преподавателем, что позволяет корректировать траекторию учебно-познавательной деятельности каждого обучающегося и способствовать повышению качества обучения;
- ответственность преподавателя за мониторинг учебной деятельности каждого обучающегося на протяжении курса.

#### **Форма и содержание текущего контроля**

Текущий контроль осуществляется в течение семестра на каждом занятии в виде проверки домашних заданий, фронтального и индивидуального опросов. Текущий контроль в рамках образовательных блоков-модулей семестра также включает:

- контроль самостоятельного внеаудиторного чтения (КСЧ);
- домашнюю контрольную работу (ДКР);
- домашние задания по различным видам речевой деятельности; в том числе задания интерактивного характера (ролевое проигрывание ситуаций, микродиалоги

этикетного характера, устные презентации, в т.ч. с использованием мультимедиа и демонстративной наглядности (ИАФ), которые выполняются после изучения каждого модуля).

Форма и содержание промежуточного контроля

**Промежуточный контроль (зачет, дифференцированный зачет)** состоит из двух этапов: 1) выполнение многовариантных тестовых заданий по материалам, изученным в рамках модулей в течение семестра; 2) чтение и перевод текстов с последующим выполнением заданий по прочитанному. В текстах затрагивается материал по темам, которые были изучены в течение текущего и предыдущего семестров.

**Промежуточный контроль (экзамен)** также состоит из 3 этапов: 1) выполнение многовариантных тестовых заданий по материалам, изученным в рамках модулей в течение семестра; 2) чтение и перевод текстов с последующим выполнением заданий по прочитанному. В текстах затрагивается материал по темам, которые были изучены в течение текущего и предыдущего семестров; 3) собеседование с преподавателем, предполагающее монологическую и диалогическую речь, в рамках вопросов в соответствии с уровнем обученности обучающихся по всему объему пройденного материала в течение 8-х семестров.

Первый этап контроля (зачет/ экзамен) проводится на последнем практическом занятии и является обязательным для всех обучающихся, независимо от их успеваемости в течение семестра. Он учитывается действующей балльно-рейтинговой системой, наряду с такими видами контроля как домашнее задание, КСЧ, ДКР, и его успешное прохождение позволяет получить экзамен автоматом.

Успешность освоения семестрового материала по иностранному языку определяется по 100-балльной шкале. Всем видам контроля (текущего и промежуточного), входящим в совокупную оценку за семестр, присваивается определенное количество баллов в зависимости от их трудоёмкости и деятельностной направленности заданий.

Согласно балльно-рейтинговой системе, для получения зачета, экзамена «автоматом» достаточно набрать 60 процентов от максимально возможного балла на момент начала экзаменационной сессии (на последней неделе обучения) по результатам обучающегося в течение семестра при выполнении всех видов работ, предусмотренных рабочей программой дисциплины, при этом рейтинговый балл переводится в проценты в 5-балльную рейтинговую оценку по следующей шкале:

Проценты от максимально возможного балла	Оценка
85-100	«зачтено»/«отлично»
75-84,99	«зачтено»/«хорошо»
60-74,99	«зачтено»/«удовлетворительно»
0-59,99	«незачтено»/ «неудовлетворительно»

К зачету или экзамену допускаются только обучающиеся, набравшие в течение семестра не менее 60 баллов. Обучающийся, набравший в семестре менее 60 баллов, может заработать дополнительные баллы, отработав соответствующие разделы дисциплины или обязательные задания, для того, чтобы быть допущенным к зачету/экзамену.

На экзамене обучающиеся могут также улучшить оценку, выставленную автоматом по результатам рейтинговой аттестации.

В случае неудовлетворительной сдачи зачета/экзамена обучающемуся предоставляется право повторной сдачи в срок, установленный для ликвидации академической задолженности по итогам соответствующей сессии. При повторной сдаче экзамена и/или зачета количество набранных баллов на предыдущем экзамене и/или зачете не учитывается.

**5. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания для каждого результата обучения по дисциплине**

Результаты обучения по этапам формирования компетенций	Предмет оценки (продукт или процесс)	Показатель оценивания	Критерии оценивания сформированности компетенций	Шкала оценивания	
				Академическая оценка или баллы	Уровень освоения компетенции
ОК 01 Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам					
ОК 02 Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности					
ОК 04 Эффективно взаимодействовать и работать в коллективе и команде					
ОК 05 Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста					
ОК07 Содействовать сохранению окружающей среды, ресурсосбережению, применять знания об изменении климата, принципы бережливого производства, эффективно действовать в чрезвычайных ситуациях					
ОК09 Пользоваться профессиональной документацией на государственном и иностранном языках					

<b>ЗНАТЬ:</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; 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;	<i>Тест (зачет, контрольная работа, экзамен)</i>	<i>Корректное применение теоретических и практических знаний в области лексики, грамматики, речевого этикета, страноведения, чтения и письма.</i>	Обучающийся выполнил правильно 100-85% заданий теста.	Отлично	Освоена (повышенный)
			Обучающийся выполнил правильно 84,99-75% заданий теста .	Хорошо	Освоена (повышенный)
			Обучающийся выполнил правильно 74,99-60% заданий теста (23-18 правильных ответов).	Удовлетворительно	Освоена (базовый)
			Обучающийся выполнил правильно менее 60% заданий теста.	Неудовлетворительно	Не освоена (недостаточный)

особенности произношения правила чтения текстов профессиональной направленности					
<b>УМЕТЬ:</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; понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы; участвовать в диалогах на знакомые общие и профессиональные темы; строить простые высказывания о себе и о своей профессиональной	<i>Домашнее задание</i>	<i>Корректное использование лексики и грамматических правил при работе с текстами</i>	Обучающийся владеет материалом. Обучающийся достаточно корректно переводит изученные лексические единицы и грамматические конструкции в рамках текста, интерпретирует текстовую и графическую информацию с использованием речевых клише.	Отлично	Освоена (повыше нный
			Обучающийся владеет материалом. Обучающийся недостаточно корректно переводит изученные лексические единицы и грамматические конструкции в рамках текста, однако интерпретирует текстовую и графическую информацию с использованием речевых клише.	Хорошо	Освоена (повыше нный
			Обучающийся слабо владеет материалом. Обучающийся довольно часто некорректно переводит изученные лексические единицы и грамматические конструкции в рамках текста, с трудом интерпретирует текстовую и графическую информацию с использованием речевых клише.	Удовлетвори тельно	Освоена (базовый )
			Обучающийся крайне слабо владеет материалом.	Неудовлетво рительно	Не освоена

<p>деятельности; кратко обосновывать и объяснять свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересующие профессиональные темы</p>			Обучающийся некорректно переводит изученные лексические единицы и грамматические конструкции в рамках текста, не смог проинтерпретировать текстовую и графическую информацию с использованием речевых клише.		(недостаточный)
	<i>Практическая работа</i>	<i>Полнота и правильность выполненного задания, связанность и логичность ответа, умение применять определения и правила в конкретных случаях</i>	Устный ответ, письменная работа, практическая деятельность обучающегося в полном объеме соответствует программе, допускается один недочет. Обучающийся может обосновывать свои суждения, применяет знания на практике, приводит собственные примеры.	Отлично	Освоена (повышенный)
			Устный ответ, письменная работа, практическая деятельность обучающегося в общем соответствуют требованиям программы, но имеются одна или две негрубые ошибки, или три недочета.	Хорошо	Освоена (повышенный)
			Устный ответ, письменная работа, практическая деятельность обучающегося в основном соответствуют требованиям программы, однако имеются 2-3 грубые ошибки и несколько недочетов.	Удовлетворительно	Освоена (базовый)
			Устный ответ, письменная работа, практическая деятельность обучающегося частично соответствуют требованиям	Неудовлетворительно	Не освоена (недостаточный)



			программы, имеются существенные недостатки и грубые ошибки.		
	Самостоятельное/внеаудиторное/аудиторное чтение	Понимание прочитанного материала, корректность и адекватность перевода текста	Обучающийся подготовил материал для чтения в полном объеме (7500 печатных знаков), который соответствует теме модуля. Демонстрирует хорошую технику чтения, может перевести текст без опоры или с опорой на самостоятельно составленный мини-словарь к тексту. Легко ориентируется в тексте и может ответить на любой вопрос по содержанию текста.	Отлично	Освоена (повышенный)
			Обучающийся подготовил материал для чтения в полном объеме (7500 печатных знаков), который соответствует теме модуля. Демонстрирует достаточно хорошую технику чтения, может перевести текст без опоры или с опорой на самостоятельно составленный мини-словарь к тексту, однако испытывает некоторые затруднения при переводе. Ориентируется в тексте и может ответить почти на все вопросы по содержанию текста.	Хорошо	Освоена (повышенный)
			Обучающийся подготовил	Удовлетвори	Освоена

			материал для чтения в неполном объеме (но не менее 2/3), который соответствует теме модуля. Демонстрирует посредственную технику чтения, может перевести текст без опоры или с опорой на самостоятельно составленный мини-словарь к тексту, однако испытывает серьезные затруднения при переводе многих моментов. Ориентируется в тексте и может ответить не на все вопросы по содержанию текста.	тельно	(базовый )
			Обучающийся подготовил материал для чтения в неполном объеме (менее 2/3), который не соответствует теме модуля. Демонстрирует слабую технику чтения, не может перевести текст без опоры или с опорой на самостоятельно составленный мини-словарь к тексту. Не ориентируется в тексте и не может ответить на вопросы по содержанию текста.	Неудовлетворительно	Не освоена (недостаточный)
	<i>Домашняя контрольная</i>	<i>Корректное применение теоретических знаний</i>	Обучающийся выполнил контрольную работу в полном	Отлично	Освоена (повыше

	<i>работа</i>	<i>полученных самостоятельно посредством использования учебной и справочной литературы</i>	объеме, практически не допустил при этом лексических и грамматических ошибок (допускается не более трех, но не грубых). Может объяснить любое грамматическое явление, представленное в работе для самостоятельного изучения. Может объяснить алгоритм выполнения любого задания. Творчески подошел к выполнению проблемно-ситуативных заданий, предложенных в контрольной работе. Легко ориентируется в тексте и может ответить на любой вопрос по содержанию текста, представленного в качестве тематической основы данной контрольной работы.		нный
			Обучающийся выполнил контрольную работу в полном объеме, но допустил при этом несколько негрубых лексических или грамматических ошибок (в пределах пяти). Может объяснить любое грамматическое явление, представленное в работе для самостоятельного изучения. Может объяснить алгоритм выполнения любого задания. Творчески подошел к выполнению	Хорошо	Освоена (повыше нный)

			<p>проблемно-ситуативных заданий, предложенных в контрольной работе. Ориентируется в тексте и может ответить практически на любой вопрос по содержанию текста, представленного в качестве тематической основы данной контрольной работы.</p>		
			<p>Обучающийся выполнил контрольную работу в неполном объеме (но не менее 2/3), но допустил при этом лексические или грамматические ошибки (в пределах семи). Затрудняется объяснить некоторые грамматические явления, представленные в работе для самостоятельного изучения. Но может объяснить алгоритм выполнения практически любого задания. При выполнении проблемно-ситуативных заданий, предложенных в контрольной работе, не использовал творческий подход. С некоторыми затруднениями ориентируется в тексте и может ответить не на все</p>		

			вопросы по содержанию текста, представленного в качестве тематической основы данной контрольной работы.		
			Обучающийся выполнил контрольную работу в неполном объеме (менее 2/3), допустил при этом лексические или грамматические ошибки (более семи), в том числе и грубые. С трудом объясняет грамматические явления, представленные в работе для самостоятельного изучения. Не может объяснить алгоритм выполнения заданий. При выполнении проблемно-ситуативных заданий, предложенных в контрольной работе, не использовал творческий подход. Не ориентируется в тексте и не может ответить на вопросы по содержанию текста, представленного в качестве тематической основы данной контрольной работы.	Неудовлетворительно	Не освоена (недостаточный)
	Собеседование (экзамен)	Логичность и корректность устной речи с целью выражения собственной точки	Обучающийся полностью раскрыл содержание обозначенной темы. Темп речи нормальный. Использует речевые клише для	Зачтено	Освоена (базовый, повышен

		<i>зрения.</i>	обозначения темы. Не делает ошибок.		ный)
			Обучающийся полностью раскрыл содержание обозначенной темы. Темп речи нормальный. Использует речевые клише для обозначения темы. Однако делает ошибки (допустимы 1-3 ошибки).	Зачтено	Освоена (базовый, повышенный)
			Обучающийся не раскрыл содержание темы. Темп речи замедленный. Не употребляет речевых клише. Допускает очень много ошибок.	Не зачтено	Не освоена (недостаточный)

