

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РЕСПУБЛИКИ ДАГЕСТАН
Государственное бюджетное профессиональное образовательное учреждение
Республики Дагестан
«Кизлярский профессионально-педагогический колледж»

КОМПЛЕКТ
контрольно-измерительных материалов
для проведения текущего и промежуточного контроля
по учебной дисциплине

ОГСЭ. 03. Иностранный язык
по основной профессиональной образовательной программе
40.02.02 Правоохранительная деятельность

входящей в состав УГПС 40.00.00 Юриспруденция

Форма контроля промежуточной аттестации
дифференцированный зачет

форма обучения очная

Кизляр, 2022г.

Комплект контрольно-измерительного материала на основе Федерального государственного образовательного стандарта среднего профессионального образования по специальности 40.02.02 Правоохранительная деятельность

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Рассмотрено и одобрено ПКЦ социально-экономических, гуманитарных дисциплин

Протокол №1 от 30 августа 2022г

председатель ПКЦ Гаджимурадова Э.Э. /



Содержание

1. Паспорт комплекта контрольно-оценочных средств
2. Задания для текущего контроля, критерии оценки, эталоны ответов
3. Задания для промежуточной аттестации критерии оценки, эталоны ответов
4. Перечень информационных источников

I. Паспорт комплекта контрольно-оценочных средств.

1. Общие положения

Контрольно-оценочные средства (КОС) разработаны в соответствии с требованиями основной профессиональной образовательной программы (ОПОП) и Федерального государственного стандарта по специальности 40.02.02 Правоохранительная деятельность среднего профессионального образования (СПО), программы учебной дисциплины «ОГСЭ.03 Иностранный язык».

Контрольно-оценочные средства предназначены для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины «ОГСЭ.03 Иностранный язык» для специальности СПО 40.02.02 Правоохранительная деятельность.

КОС включают контрольные материалы для проведения текущего контроля и промежуточной аттестации в форме экзамена.

2. Результаты освоения учебной дисциплины, подлежащие проверке

Комплект контрольно-оценочных средств предназначен для проверки уровня усвоения учебной дисциплины «ОГСЭ.03 Иностранный язык». Освоение содержания учебной дисциплины «ОГСЭ.03 Иностранный язык» обеспечивает достижение студентами следующих результатов:

| Результаты обучения по английскому языку (освоенные умения, усвоенные знания) | Формы и методы контроля и оценка результатов обучения |
|---|--|
| <p>В результате освоения учебной дисциплины студент должен уметь:</p> <ul style="list-style-type: none">-общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;-переводить (со словарем) иностранные тексты профессиональной направленности; - самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас; <p>знать:</p> <p>лексический (1200 - 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности;</p> | <p>Текущий контроль:</p> <ul style="list-style-type: none">- проверочные работы;- грамматические и лексические упражнения;- тесты- лексические зачеты;- чтение и перевод текстов- устный опрос (контроль монологической и диалогической опорой и без нее);- индивидуальные задания; <p>Промежуточная аттестация:</p> <ul style="list-style-type: none">- дифференцированный зачет. |

Формы и методы контроля и оценки результатов обучения должны позволять проверять у обучающихся развитие общих компетенций и обеспечивающих их умений.

| Результаты (освоенные общие компетенции) | Основные показатели результатов подготовки | Формы и методы контроля |
|---|---|--|
| ОК 1. Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес. | - демонстрация интереса к будущей профессии - планирование дальнейшей деятельности, связанной со своей профессией | <i>Экспертная оценка социального поведения обучающегося.</i> |
| ОК 2. Понимать и анализировать вопросы ценностно - мотивационной сферы. | Умение использовать языковой подход при анализе явлений общественной жизни и проблем своей специальности, оценивать с этой точки зрения свою деятельность. | <i>Наблюдение и оценка на занятиях.</i> |
| ОК 3. Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество. | Обоснование, выбор и применение через содержание учебной дисциплины методов и способов решения заданий в области правоохранительной деятельности. Оценка эффективности и качества выполнения задач. | <i>Мониторинг и рейтинг выполнения домашних заданий.</i> |
| ОК 4. Принимать решения в стандартных и нестандартных ситуациях, в том числе ситуациях риска, и нести за них ответственность. | Выполнение стандартных и нестандартных заданий в области учебной дисциплины, доказательство способности нести за них ответственность. | <i>Наблюдение и оценка на занятиях.</i> |
| ОК 5. Проявлять психологическую устойчивость в сложных и экстремальных ситуациях, предупреждать и разрешать конфликты в процессе профессиональной деятельности. | Демонстрация способности принимать решения в сложных и экстремальных ситуациях, предупреждать и разрешать конфликты. | <i>Наблюдение и оценка на занятиях.</i> |
| ОК 6. Осуществлять поиск и использование информации, необходимой для эффективного выполнения профессиональных задач, профессионального и личностного развития. | Нахождение информации с использованием различных источников, включая электронные. | <i>Тестирование. Наблюдение и оценка на занятиях.</i> |

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| <p>ОК 7. Использовать информационно-коммуникационные технологии в профессиональной деятельности.</p> | <p>Демонстрация навыков оформлять результаты самостоятельной работы в проектной деятельности с использованием ИКТ.</p> | <p><i>Наблюдение за навыками работы обучающегося в глобальных и локальных информационных сетях.</i></p> |
| <p>ОК 8. Правильно строить отношения с коллегами, с различными категориями граждан, в том числе с представителями различных национальностей и конфессий.</p> | <p>Демонстрация работы в малом коллективе. Знание основных закономерностей взаимодействия человека в обществе.</p> | <p><i>Наблюдение мониторинг социального поведения обучающегося, оценка роли обучающегося в группе.</i></p> |
| <p>ОК 9. Устанавливать психологический контакт с окружающими.</p> | <p>Умение использовать на практике, анализировать и предлагать пути решения возникающих проблем.</p> | <p><i>Наблюдение мониторинг социального поведения обучающегося, оценка роли обучающегося в группе.</i></p> |
| <p>ОК 10. Адаптироваться к меняющимся условиям профессиональной деятельности.</p> | <p>Демонстрация умения адаптироваться к меняющимся условиям профессиональной деятельности.</p> | <p><i>Наблюдение поведения обучающегося, оценка на занятии.</i></p> |

3. Оценка освоения учебной дисциплины:

3.1. Формы и методы оценивания

Таблица 2. Формы и методы оценивания

| Элемент учебной дисциплины | Формы и методы контроля | | | | | |
|--|---|---|---------------------------|--------------------------|--------------------------|----------------------|
| | Текущий контроль | | Рубежный контроль | | Промежуточная аттестация | |
| | Форма контроля | Проверяемые ОК, У, З | Форма контроля | Проверяемые ОК, У, З | Форма контроля | Проверяемые ОК, У, З |
| Раздел 1. Welcome Back. Возвращение к учебе. | <i>Устный опрос Чтение и перевод текстов Выполнение письменных упражнений Самостоятельная работа</i> | <i>У1, У2, У3, З1, ОК 3, ОК 5, ОК 7</i> | | | | |
| Раздел 2. Fans for Fun. Развлечения. | <i>Чтение и перевод текстов Ответы на вопросы Самостоятельная работа Выполнение письменных упражнений</i> | <i>У1, У2, У3, З1, Ок 1-10</i> | | | | |
| Раздел 3. Family and family values. Семья и семейные ценности. | <i>Устный опрос Чтение и перевод текстов Выполнение письменных упражнений Тестирование</i> | <i>У1, У2, З1, ОК 3, ОК 7</i> | | | | |
| Раздел 4. No pain No gain. Спорт. | <i>Чтение и перевод текстов Перевод предложений Выполнение письменных упражнений Самостоятельная работа</i> | <i>У1, У2, З1, З2, З3, ОК 3, ОК 7</i> | <i>Контрольная работа</i> | <i>У1, У3, З1, ОК1-9</i> | | |
| Раздел 5. To read or not to read. Читать или не читать. | <i>Устный опрос Чтение и перевод текстов Викторина Диктант</i> | <i>У1, У2, У3, З1, ОК1, ОК4, ОК5</i> | | | | |

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| Раздел 6. .ru (DotRu)Россия – страна, где я живу. | <i>Устный опрос Чтение и перевод текстов Диктант</i> | <i>У1, У2, У3, З1, ОК1-8</i> | | | | |
| Раздел 7. Knowledge is power. Знание – сила. | <i>Устный опрос Чтение и перевод текстов Диктант Письменный ответ на вопросы Выполнение письменных упражнений</i> | <i>У1, У2, У3, З1, ОК1-8</i> | | | | |
| Раздел 8. Обобщающее повторение лексико-грамматического материала разделов 1-8. | <i>Устный опрос Чтение и перевод текстов Диктант Письменный ответ на вопросы Выполнение письменных упражнений</i> | <i>У1, У2, У3, З1, ОК1-8</i> | | | | |
| Раздел 9. Computer. Компьютерные технологии. | <i>Устный опрос Чтение и перевод текстов Диктант Письменный ответ на вопросы Выполнение письменных упражнений</i> | <i>У1, У2, У3, З1, ОК1-8</i> | | | | |
| Раздел 10. High Aim. Высокая цель. | <i>Устный опрос Чтение и перевод текстов Диктант Письменный ответ на вопросы Выполнение письменных упражнений</i> | <i>У1, У2, У3, З1, ОК1-8</i> | | | | |

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| Раздел 11. Jobs. Have you ever hunted for a job? Устройство на работу. | <i>Устный опрос</i> <i>Чтение и перевод текстов</i> <i>Диктант</i> <i>Письменный ответ на вопросы</i> <i>Выполнение письменных упражнений</i> | <i>У1, У2, У3, З1,</i> <i>ОК1-8</i> | | | | |
| Раздел 12. What is law? Что такое закон? | <i>Устный опрос</i> <i>Чтение и перевод текстов</i> <i>Диктант</i> <i>Письменный ответ на вопросы</i> <i>Выполнение письменных упражнений</i> | <i>У1, У2, У3, З1,</i> <i>ОК1-8</i> | | | | |
| Раздел 13. Legal Systems. Законодательные системы. | <i>Устный опрос</i> <i>Чтение и перевод текстов</i> <i>Диктант</i> <i>Письменный ответ на вопросы</i> <i>Выполнение письменных упражнений</i> | <i>У1, У2, У3, З1,</i> <i>ОК1-8</i> | | | | |
| Раздел 14. The crime and the punishment. Преступление и наказание. | <i>Устный опрос</i> <i>Чтение и перевод текстов</i> <i>Диктант</i> <i>Письменный ответ на вопросы</i> <i>Выполнение письменных упражнений</i> | <i>У1, У2, У3, З1,</i> <i>ОК1-8</i> | | | | |
| Раздел 15. LAW AND ORDER. Закон и порядок. | <i>Устный опрос</i> <i>Чтение и перевод текстов</i> <i>Диктант</i> <i>Письменный ответ на вопросы</i> <i>Выполнение письменных упражнений</i> | <i>У1, У2, У3, З1,</i> <i>ОК1-8</i> | | | | |

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| Раздел 16. Обобщающее повторение лексико- грамматического материала разделов 9-15. | <i>Устный опрос Чтение и перевод текстов Диктант Письменный ответ на вопросы Выполнение письменных упражнений Грамматическая контрольная работа. Лексический зачет.</i> | <i>У1, У2, У3, З1, ОК1-8</i> | <i>Итоговая контрольная работа</i> | <i>У1, У3, З1, ОК1-9</i> | <i>Дифференцирован ный зачет</i> | <i>У1, У3, З1, ОК1-9</i> |
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2. Задания для текущего контроля, критерии оценки, эталоны ответов

2.1. Типовые задания для оценки знаний и умений (текущий контроль)

Согласование времен (Sequence of Tenses)

Задание 1. Переведите предложения из прямой речи в косвенную.

1. He said, "I went to the city centre yesterday."
2. My mother said, "I have washed the dishes."
3. Kristy asked me, "Do you want to stay here?"
4. She asked us, "Why have you come so late?"

Задание 2. Отметьте предложения, в которых глагол в скобках может стоять в форме настоящего времени.

1. Aristotle discovered that the Earth (be) round.
2. I thought you (invite) her to the cinema.
3. I met the girl who (live) near here.
4. He told me he (be preparing) for his exams.
5. You made me understand how important education (be).

Задание 3. Отметьте правильные предложения. В остальных – исправьте ошибки.

1. He knew he has a problem.
2. He knows he will have a problem.
3. He knew he will have a problem.

Задание 4. Продолжите предложения.

Пример: I think I know the answer.

I thought... – I thought I knew the answer.

1. He realizes he will be alone.
He realized...
2. We hope she will be waiting for us at six o'clock.
We hoped...
3. He proves he is the best.
He proved...
4. She imagines she can do that.
She imagined...
5. We understand we need more money.
We understood...

Задание 5. Переведите предложения с русского на английский.

1. Я думал, что они ждут меня дома.
2. Джон был уверен, что я уехал из города.
3. Я надеялся, что он придет.
4. Мы не знали, что он говорит по-английски.

Ответы с пояснениями

Задание 1.

1. He said he had gone to the city centre the day before.
Если при обращении прямой речи в косвенную глагол в главном предложении стоит в Past Simple (said), то в придаточном предложении действует согласование времен. В данном случае Past Simple меняется на Past Perfect: went → had gone.
2. My mother said that she had washed the dishes.
Если при обращении прямой речи в косвенную глагол в главном предложении стоит в Past Simple (said), то в придаточном предложении действует согласование времен. В данном случае Present Perfect меняется на Past Perfect: have washed → had washed.
3. Kristy asked me whether I wanted to stay there.

Если при обращении прямой речи в косвенную глагол в главном предложении стоит в Past Simple (asked), то в придаточном предложении действует согласование времен. В данном случае Present Simple меняется на Past Simple: want → wanted.

4. She asked us why we had come so late.

Если при обращении прямой речи в косвенную глагол в главном предложении стоит в Past Simple (asked), то в придаточном предложении действует согласование времен. В данном случае Present Perfect меняется на Past Perfect: have come → had come.

Задание 2.

- 1.

Аристотель обнаружил, что Земля круглая. В данном примере выражается общеизвестное положение или факт, поэтому согласование времен может не соблюдаться, и допустимо употребление Present Simple (is round).

2. В данном примере должно соблюдаться согласование времен: I thought you had invited her to the cinema.

- 3.

Я встретил девушку, которая живет поблизости. В данном примере согласование времен может не соблюдаться, поскольку в придаточном предложении сообщается фактическое, а не относительное время событий. Иными словами, девушка здесь всегда живет, и это факт, поэтому допустимо употребление Present Simple (lives near here).

4. В данном примере должно соблюдаться согласование времен: He told me he was preparing for his exams.

- 5.

Ты заставил меня понять, как важно образование. В данном примере выражается общеизвестное положение или факт, поэтому согласование времен может не соблюдаться, и допустимо употребление Present Simple (how important education is).

Задание 3.

1. He knew he had a problem.

Глагол-сказуемое главного предложения стоит в прошедшем времени – knew (Past Simple). Поэтому должно соблюдаться согласование времен, и в придаточном предложении глагол должен стоять в одном из прошедших времен – в данном случае во времени Past Simple (had).

2. +

Если глагол-сказуемое главного предложения стоит в настоящем или будущем времени, глагол-сказуемое придаточного предложения может стоять в любой временной форме, требуемой смыслом. Поэтому предложение составлено верно.

3. He knew he would have a problem.

Глагол-сказуемое главного предложения стоит в прошедшем времени – knew (Past Simple). Поэтому должно соблюдаться согласование времен, и в придаточном предложении глагол должен стоять в одном из прошедших времен – в данном случае во времени Future in the Past (would have).

Задание 4.

1. He realized he would be alone.

Глагол-сказуемое главного предложения стоит в прошедшем времени – realized (Past Simple). Поэтому должно соблюдаться согласование времен, и в придаточном предложении глагол должен стоять в одном из прошедших времен – в данном случае Future Simple меняется на Future in the Past (will be → would be).

2. We hoped she would be waiting for us at six o'clock.

Глагол-сказуемое главного предложения стоит в прошедшем времени – hoped (Past Simple). Поэтому должно соблюдаться согласование времен, и в придаточном предложении глагол должен стоять в одном из прошедших времен – в данном случае

Future Continuous меняется на Future Continuous in the Past (will be waiting → would be waiting).

3. He proved he was the best.

Глагол-сказуемое главного предложения стоит в прошедшем времени – proved (Past Simple). Поэтому должно соблюдаться согласование времен, и в придаточном предложении глагол должен стоять в одном из прошедших времен – в данном случае Present Simple меняется на Past Simple (is → was).

4. She imagined she could do that.

Глагол-сказуемое главного предложения стоит в прошедшем времени – imagined (Past Simple). Поэтому должно соблюдаться согласование времен, и в придаточном предложении глагол должен стоять в одном из прошедших времен – в данном случае Present Simple меняется на Past Simple (can → could).

5. We understood we needed more money.

Глагол-сказуемое главного предложения стоит в прошедшем времени – understood (Past Simple). Поэтому должно соблюдаться согласование времен, и в придаточном предложении глагол должен стоять в одном из прошедших времен – в данном случае Present Simple меняется на Past Simple (need → needed).

Задание 5.

1. I thought that they were waiting for me at home.
2. John was sure that I had left the city.
3. I hoped he would come.
4. We didn't know he could speak English.

Тест по теме «Согласование времен английского глагола»

Задание 1.

Greg said that ... a new job.

- he will need
- he needed
- would he need

Задание 2.

Tim complained that he ... at four o'clock in the morning.

- is working
- will be working
- was working

Задание 3.

He said that he ... that film.

- had already seen
- has already seen
- was seen

Задание 4.

Anna explained to me that the hairdresser's ... down the road.

- is located

- was located
- locates

Задание 5.

Charles said that he ... me the following day.

- would have called
- will call
- would call

Задание 6.

Bill asked me what ... for dinner the day before.

- I have made
- I had made
- had I made

Задание 7.

He said that If I ... Kathrin, she ... me.

- ask / will help
- have asked / would help
- asked / would help

Задание 8.

I was worried if ... enough space to buy a new TV set to my room.

- I would have
- would I have
- I will have

Задание 9.

Alex wondered if ... for the weekend at his place.

- his sister will stay
- his sister was going to stay
- his sister is going to stay

Задание 10.

I wasn't sure if my purchases ... or not and I didn't know whom to ask about it.

- delivered
- had been delivered
- will be delivered

Задание 11.

Ben asked him whether he ... a motorcycle.

- could ride
- can ride

- will ride

Задание 12.

The police officer ... the car.

- orders to stopped
- would order stopping
- ordered him to stop

Задание 13.

Pam asked him why he ... his job.

- wanted to leaving
- wants to leave
- wanted to leave

Задание 14.

He said the bus ... a little late that day.

- will be
- might be
- can be

Задание 15.

Pam ... to the cinema.

- suggested going
- suggests to go
- suggested to go

Задание 16.

It was very late, so I ... to bed.

- say I am going
- said I go
- said I was going

Задание 17.

He said the fire ... a lot of damage to the building.

- had been doing
- will do
- had done

Задание 18.

Simon was wrong when he said that Andrew ... to his new apartment the next day.

- would have moved
- would be moving
- moved

Задание 19.

She told him that he ... harder.

- should study
- will study
- can study

Задание 20.

He said that if he ... so quickly, the accident ... even worse.

- had acted / would be
- had been acting / would be
- hadn't acted / would have been

Задание 21.

She told us that the new furniture ... the day before.

- had been delivered
- would be delivered
- will be delivered

Задание 22.

She was worried that her son ... very well that semester.

- isn't studying
- wasn't studying
- doesn't study

Задание 23.

They warned us that the manager ... the office the following day.

- will inspect
- had inspect
- would inspect

Задание 24.

He ... the money he had earned.

- demands
- demanded to be given
- demanded to have given

Задание 25.

He admitted ... my secret.

- having given away
- to give away
- have given

Задание 26.

He claimed that he ... a prize.

- had won
- had been winning
- will win

Задание 27.

He complained that he ... enough money to buy such an expensive present.

- doesn't earn
- would not be earning
- didn't earn

Задание 28.

Our teacher insisted on ... by Friday.

- our finishing
- our to finish
- to finish

Задание 29.

She explained that she ... him because he was rude.

- liked
- didn't like
- would like

Тест по английскому языку

Тема: Все виды условных предложений в английском языке

Выберите правильный вариант

Задание 1.

If the temperature falls below 0 °C, water ... into ice.

- turned
- turns
- will turn
- turn

Задание 2.

If he ... the fine, he will go to the prison.

- hadn't paid
- won't pay
- doesn't pay
- wouldn't pay

Задание 3.

If I ... time, I'd take up sport.

- have
- had had
- had
- am having

Задание 4.

If she had studied harder, she ... the test.

- would have passed
- would pass
- would passed
- passed

Задание 5.

If you need help, ... to me.

- will come
- would come
- comes
- come

Задание 6.

If I hadn't been rude to her, she ... upset now.

- would not have been
- wouldn't be
- will not be
- isn't

Задание 7.

If I were you, I ... to your mother.

- would listen
- had listened
- will listen
- listen

Задание 8.

If you ... your work, we can have a rest.

- will finish
- finished
- had finished
- have finished

Задание 9.

If you add sugar to a cup of tea, it ... sweeter.

- taste
- tasted
- tastes
- will taste

Задание 10.

If he hadn't been acting so foolishly, he ... punished.

- would be
- wouldn't have been
- would have not been
- would be not

Задание 11.

If you ... ever in our town, you should come and visit us.

- will be
- were
- are
- be

Задание 12.

If he had found a job, he ... for money now.

- won't ask
- would not have asked
- had not been asking
- wouldn't ask

Задание 13.

If I ... a lottery, I ... a yacht.

- win / would buy
- has won / would buy
- win / would have bought
- won / would buy

Задание 14.

If the weather ... tomorrow, we'll go for a walk.

- will be fine
- is fine
- was fine
- fine

Задание 15.

If I ... earlier, I wouldn't be late now.

- got up
- had got up
- were got up
- did get up

Задание 16.

If I ... in a bigger house, I would invite a lot of friends to my party.

- lived
- had lived
- live
- had been living

Задание 17.

If I do my homework, the teacher ... happy.

- is
- will be
- were
- was

Задание 18.

If you heat water up to 100 °C, it

- will boil
- boiled
- boils
- had boiled

Задание 19.

If he had had money, he ... her a gift.

- will buy
- would buy
- would have bought
- would not have bought

Задание 20.

Emma ... a card if she had remembered it was their anniversary.

- would have sent
- would sent
- sends
- sent

Задание 21.

If Naomi Campbell hadn't been so beautiful, she ... a supermodel.

- will not become
- would not have become
- would not become
- would become

Задание 22.

If I ... work late, I will call you.

- have to
- would have to
- will have to
- had to

Задание 23.

Were I you, I ... to your sister.

- had talked
- would talked
- would talk
- talked

Задание 24.

If you ... that plate, you'll burn your fingers.

- will touch
- touch
- touched
- had touched

Задание 25.

If I ... the bus, I wouldn't have been late for my job interview.

- didn't miss
- would not missed
- would not have missed
- hadn't missed

Задание 26.

They would have helped us if we ... them.

- had asked
- hadn't asked
- would asked
- asked

Задание 27.

She will join us later unless she ... a lot of work to do.

- isn't have
- won't have
- doesn't have
- has

Задание 28.

If nobody paid the bill, the electricity

- will cut off
- will be cut off
- would cut off
- would had been cut off

Задание 29.

If he knew her, he ... to her yesterday.

- would spoke
- will speak
- spoke
- would have spoken

Задание 30.

... you leave the home now; you'll miss the bus.

- If
- Whether
- Unless

2.2 Типовые задания для оценки освоения учебной дисциплины (рубежный контроль)

Примерные вопросы и задания для контрольной работы:

1. Fill the gaps with the correct form of the word.
2. Write the opposite of the word.
3. Listen to the conversation and choose the correct answers.
4. Read the definitions and write the appropriate words or word combinations.
5. Translate the sentences into English.
6. Are the following sentences true or false? Correct the false ones.
7. Read the text and complete the summary.
8. Read the text and choose the suitable heading for each paragraph.

Задания для домашней работы:

1. Прочитайте и переведите данный текст экономической тематики.
2. Поставьте глаголы в соответствующей видовременной форме; заполните пропуски данными словами или словосочетаниями; подберите синонимы или антонимы.

3Подготовьте монологическое высказывание по тематике Business English.

Вопросы для оценки качества освоения дисциплины

General English

1. Are people's diets in your country getting better or worse in your opinion?
2. In which sports are there most cases of cheating? How do people cheat in these sports?
3. What do you think the typical family of the future is going to be like?
4. What is the ideal type of family in your opinion?
5. Do you agree that the world has become obsessed with money?
6. What is trade swaps?
7. What do you think are the advantages of studying or working abroad? Are there any disadvantages?
8. What makes a holiday destination popular?
9. What are the manners and laws connected with the use of the mobile phone?
10. Compare the Russians and the English from the point of view of manners.
11. How important is appearance in your country? Do people in your country judge by appearances?
12. Have you ever tried to learn something but failed?
13. What tips can you give to someone who wants to succeed?
14. How different was your school from the British school you've read about?
15. How different is today's school from the school of the past?
16. Could you describe your "dream house"?
17. What is a close friend?
18. Do you sometimes need to "edit your friends"?
19. Are you happy with your work-life balance?
20. Do you like the idea of living in a "slow city"?

Business English

1. What's a brand?
2. Why do brands matter?
3. What is successful branding?
4. What are luxury goods?
5. What is outsourcing?
6. What do you enjoy/do not enjoy about travelling?
7. Which is the best/worst airline you have flown? Why?
8. What are the causes of bad passenger be have our in the air?
9. What types of organization do you know?
10. What is company flexibility?

Economics

1. What is the difference between economics and other social sciences?
2. What are the main areas of disagreement among contemporary economists?
3. What do macro and microeconomics consider?
4. What is known as a partial analysis?
5. What are the three components of business?
6. What is the connection between prosperity and liberal life?
7. What are the two fundamental distinctions of economic systems?
8. Can capitalism exist with rigid state planning?
9. What is labour?
10. What does the supply of labour depend on?

11. What is moonlighting?
12. How does the age of retirement affect the supply of labour?
13. What is unemployment rate?
14. Who is considered to be unemployed?
15. How do economists classify unemployment?

Тест по английскому языку для рубежного контроля

Вариант 1

Переведите текст, озаглавьте и письменно опишите главную мысль текста.

There are many interesting and useful professions, and it is really not an easy task to choose the right one.

I began to think about my future profession at the age of 15. My favourite subjects at school were mathematics and English. My teachers were well-educated people with deep knowledge of the subjects. They encouraged me in my desire to become an economist. Now I know well what I'm going to do after leaving school. I didn't make a blind choice. It was not a sudden flash either.

I opted for a career in business economics. I came to this decision little by little. It was my father who aroused my interest in that field. You see, he is a chief economist at a large plant and I often saw him work at home and discuss business matters with his colleagues.

To become a good specialist in economic matters and business one must know many sciences, such as business economics, finance and credits, statistics, history of economic theory and philosophy, mathematics, as well as economic management, trade business and, of course, marketing, which is a modern philosophy of business.

It is very important for a specialist in business matters to be a skillful user of computers and to speak at least one foreign language. It should better be English as it is the most popular language of international business communication.

You'll be able to follow business developments in the world by listening to radio and TV news, by reading newspapers or magazines, or by getting in contact with your business partners abroad.

If I pass my entrance exams successfully and enter the University, I'll try to study to the best of my abilities to achieve my life's ambition and to justify the hopes of my parents. I also hope that I'll never regret my choice and get a well-paid and interesting job afterwards.

Maybe I should consider a job in a world of banking. There's a surprisingly wide range to choose from, in the financial world.

For example, I could work for a big international company, run my own company, write about economics as a financial journalist, run my own International Business Research Agency, raise money for charities or just sell famous paintings.

Вариант 2

Переведите текст, озаглавьте и письменно опишите главную мысль текста.

The United States is the world's greatest economic power, measured in terms of gross national product (GNP). The nation's wealth is partly a reflection of its rich natural resources and its enormous agricultural output, but it owes more to the country's highly developed industry.

Despite its relative economic self-sufficiency in many areas, the United States is the most important single factor in world trade by virtue of the sheer size of its economy. Its exports and imports represent major proportions of the world total. The United States also impinges on the global economy as a source of and as a destination for investment capital.

The country continues to sustain an economic life that is more diversified than any other on Earth, providing the majority of its people with one of the world's highest standards of living.

The United States is relatively young by world standards, being barely more than 200 years old. America was the first of the European colonies to separate successfully from its motherland, and it was the first nation to be established on the premise that sovereignty rests with its citizens and not with the government.

In its first century and a half, the country was mainly preoccupied with its own territorial expansion and economic growth and with social debates that ultimately led to civil war and a healing period that is still not complete. In the 20th century the United States emerged as a world power, and since World War II it has been one of the pre-eminent powers.

Although the United States still offers its residents opportunities for unparalleled personal advancement and wealth, the depletion of its resources, contamination of its environment, and continuing social and economic inequality that perpetuates areas of poverty and blight all threaten the fabric of the country.

2.3 Типовые задания для оценки освоения учебной дисциплины (промежуточный контроль)

Темы докладов для промежуточного контроля

1. Вопрос вкуса. Мода. (A question of taste. Fashion)
2. СМИ (Mass media)
3. Газеты (Newspapers)
4. Интернет (WWW)
5. Мои любимые праздники (My favorite holidays)

Темы топиков для промежуточного контроля

1. Топик «Моя будущая профессия»
2. Топик «Проблемы экологии в мире»

Промежуточная контрольная работа №1

Вы услышите пять высказываний. Установите соответствие между высказываниями каждого говорящего А–Е и утверждениями, данными в списке 1–6. Используйте каждое утверждение из списка 1–6 только один раз. В задании есть одно лишнее утверждение. Занесите свои ответы в таблицу.

1. The speaker explains why he/she likes the city life.

2. The speaker talks about a local tourist attraction.
3. The speaker talks about unusual houses.
4. The speaker describes the area where he/she lives.
5. The speaker explains how to get to the city centre.
6. The speaker describes his/her room.

| | | | | | | | |
|-------------|---|---|---|---|---|---|---|
| Говорящий | A | B | C | D | E | F | G |
| Утверждение | | | | | | | |

Speaker A

I live in the country but I've always wanted to move to a big city. I think that there are more career opportunities there, more jobs, people can get a better education and better medical services there. There is more entertainment in the city, too. You can go to theatres, cinemas and clubs, there are lots of people everywhere – you'll never get bored. I'll move to the city as soon as I get an opportunity to do so.

Speaker B

I live in a big city, in a new fast-developing area. Most of the buildings were built not long ago, so the area has a modern look and is comfortable to live in. There are shops, cinemas, schools, hospitals, sports centres and parks within easy reach of my house. Right in front of my house there's a bus stop, so I have no problem getting to the centre or any other part of the city.

Speaker C

We've just moved house and now I live in a new modern building in the centre of the city. My window has a view of a busy street but the interior creates a nice and peaceful atmosphere. The walls are painted light green and the furniture is in warm brown and creamy colours. There's a plasma TV and a portable audio centre. I like drawing and there are several of my pictures on the walls. I think they look nice there.

Speaker D

Everybody wants their home to be a safe, nice and comfortable place but their ideas of comfort and beauty are very different. In hot climates people sometimes make their homes underground. Living underground, however, doesn't mean living in dark, dirty and damp caves. Modern underground homes are light. They are beautifully designed, nicely furnished and very comfortable to live in.

Speaker E

When we were walking along the main street, the guide pointed to an ordinary looking house and said that the place had a history. During the war a famous doctor lived there. He arranged a hospital in his own home and saved lots of people. Now nobody lives in the house, there's a museum of science and medicine there. The museum has very interesting exhibits on the history of medical science.

Промежуточная контрольная работа №2.

Задание 1. Раскройте скобки, употребляя правильную форму прилагательного.

1. We should eat (healthy) food.
2. Today the streets aren't as (clean) as they used to be.
3. It's (bad) mistake he has ever made.
4. This man is (tall) than that one.
5. Mary is a (good) student than Lucy.
6. This garden is the (beautiful) in our town.

Задание 2. Поставьте somebody, anybody, nobody, everybody.

1. Don't tell ... about it.
2. Life is tough! ... has problems.
3. ... has eaten all the ice cream. That's terrible! ... will be able to have it for dessert tonight.
4. I think, ... in our class is honest. That's why we trust
5. Is there ... in the office?

Задание 3. Поставьте many, much, little, few, a little, a few.

1. Have you got ... time before the lessons?
2. After the lessons everybody felt ... tired.
3. I have ... time to finish this work.
4. I don't like ... sugar in my tea.
5. I never eat ... bread with soup.
6. She wrote us ... letters from the country.

Задание 4. Выберите правильный вариант ответа.

1. My mother comes from Paris. ... French.
 - a). He is
 - b). She is
 - c). It is
 - d). They are
2. I am studying English. ... fifteen students in my class.
 - a). Have
 - b). Are
 - c). There are
 - d). There is
3. Your English is very good. ... American?
 - a). You're
 - b). Are you
 - c). Do you
 - d). You
4. I work in a bank. My wife ... in a school.
 - a). working
 - b). works
 - c). work
 - d). is work
5. I live in London. Where ... ?
 - a). you live
 - b). you do live
 - c). live you
 - d). do you live
6. John likes coffee, but he ... like tea.
 - a). no
 - b). not
 - c). don't
 - d). doesn't
7. We have a son and a daughter. Do you have ... children?

- a). The
- b). any
- c). some
- d). any of

8. I didn't see you at the party ... there?

- a). You were
- b). You went
- c). Did you
- d). Were you

9. I ... a great movie last night.

- a). saw
- b). had seen
- c). was seeing
- d). did see

10. We had a lovely holiday last year! Really? Where ...?

- a). did you go
- b). were you going
- c). went you
- d). have you gone

Задание 5. Переведите на русский язык:

The role of foreign languages in education.

During the educational process we learn different subjects and get different skills. It will help us in our future life to get interesting well-paid job and we want. But as usual there is always a foreign language in every educational curriculum. So why do we need foreign languages for? The answer is rather simple. There are for about 6 billions of people on our planet and all of them speak a great number of languages. Most popular of them are very necessary for every person in modern life. The reason is simple – to understand people from others countries and make communication with them easier. It is very important because people don't live separately from each other. But it isn't enough to know only popular languages. People also need to study ancient languages. Why? Because they are maternal to modern languages and learning them help us to understand modern languages better.

3. Задания для промежуточной аттестации, критерии оценки.

Итоговая контрольная работа для 3 курса

Reading:

Environment Bug was walking the streets of Calgary, Alberta, and he noticed it was extremely cool, damp and rainy this summer. Everyone was complaining about it.

“What happened to summer?” Fran, a little girl asked her friend, Kelly.

“I don’t know,” said Kelly. “It has done nothing but rain here in Calgary for the last two months.”

“I heard it is supposed to be a nice weekend,” said Fran.

“I doubt it,” said Kelly. “I think this is the Summer of Rain.”

“More like the Summer of Storms,” said Fran. “We have had so many thunder, lightning and hail storms this summer. I have almost forgotten what a blue sky looks like.”

“Girls!” exclaimed Environment Bug. “What seems to be the issue here? I overheard you talking about the weather.”

“Who are you?” asked Fran, looking down at the Environment Bug.

“I am the Environment Bug,” said the Environment Bug.

“What does that mean?” asked Kelly.

“I take care of the environment,” said the Environment Bug. “I go around picking up litter, checking the weather and explaining to people about different environmental issues.”

“Except for picking up litter,” said Fran. “Your job sounds like fun.”

“How come we have never heard of you before?” asked Kelly.

“Probably because I just moved to Calgary,” said Environment Bug.

“Welcome to our stormy city,” said Fran. “Are you able to tell us when this rain will stop?”

“I’m not the weatherman,” said Environment Bug. “However, there will be nice weather this weekend.”

“Oh good,” said Kelly. “We really need some warm weather.”

“It won’t just be warm this weekend,” said Environment Bug. “It is going to be a heat wave. A massive heat wave may be expected beginning this weekend that will bring unusually warm summer temperatures from coast to coast.”

“That means we get to go to the beach,” said Fran.

“That will be wonderful,” said Kelly. “Thank you Environment Bug. By the way, if you aren’t the weatherman, how come you know what the weather is going to be like this weekend.”

“I looked at the Weather Network app on my phone,” said Environment Bug, laughing.

1. What was everyone complaining about?

A) the dirty streets

Б) bad friends

B) wet summer

Г) boring weekend

2. What did the people of Calgary have a lot that summer?

A) thunder and snow

Б) thunder and lightning

B) hail and hoarfrost

Г) lightning and blizzard

3. What weather did Bug predict?

12. Match two parts of the sentences:

| | | | |
|---|---------------------|---|------------------------------|
| A | He can't help | 1 | to go to Europe this summer. |
| Б | She considered | 2 | to be better. |
| B | His health appeared | 3 | moving to New York. |
| Г | We plan | 4 | talking so loudly. |

A) A - 2, Б - 4, B - 1, Г - 3

Б) A - 4, Б - 3, B - 2, Г - 1

B) A - 2, Б - 4, B - 3, Г - 1

Г) A - 1, Б - 3, B - 2, Г - 4

Приложение.

Задания для оценки освоения дисциплины

Тексты для чтения с вопросами

Задание 1. Прочтите текст и выполните задания после текста.

Family law

According to Law Dictionary family law is a branch or specialty of law, also denominated “domestic relations” law, concerned with such subjects as adoption, amendment, divorce, separation, paternity, custody, support and child care.

Family law shares an interest in certain social issues with other areas of law (criminal law). One of the issues that have received a substantially increased amount of attention, from various points of view, is the very difficult problem of violence within the family. This may take the form of physical violence by one adult member on another (in this case the woman is almost always the victim), or by an adult on a child, or of some other form of violent or abusive.

Difficulties can arise, when the wrongdoer returns to cohabitation with the person who has made a complaint.

In serious cases the only real solution may be a termination of cohabitation, or the removal of an abused child from the family unit. The problem is one of social importance, and some studies indicated that a high proportion of violent crime originates in family units.

Exercise 1. Translate the underline words. Write them down.

Exercise 2. Write the plan to the text.

Exercise 3. Make a short report about “Family law”

Exercise 4. Answer the questions:

1. What is a family law?
2. Who is a victim in the family?
3. What is the biggest problem in modern families?
4. What does family law do?
5. What must we do if the child is a victim?

Задание 2. Прочтите текст и выполните задания после текста.

Correction

1. Before the actual sentence is imposed, at the court's request, investigation by the probation office takes place to assist the judge in deciding on a penalty. It is also during this period that the defendant can give notice of his intent to appeal his conviction. As a rule, the appeal stays the execution of the sentence. If the appeal is unsuccessful or the defendant decides not to appeal in the first place, he is placed on probation or sent to the penitentiary.
2. In numerous cases, the defendant believes that he is in prison for no reason. He may file a writ of habeas corpus, which is a challenge based on constitutional grounds. It tests the legality of the basis for his detention in prison. Although the writ often is filed during the correction phase, it may be filed at any point in the criminal justice phase.
3. In any event, the defendant is now involved in the corrections segment is physically isolated. Its institutions are segregated from the community either by walls or distance. It is here that rehabilitation of offenders is supposed to occur. This is the purpose of corrections. However, the custodial aspects are much more salient. Once the defendant has served his sentence or successfully completed probation or parole, he is discharged from the system.

Exercise 1. Answer the questions.

1. When does an investigation by the probation office take place?
2. Does the defendant believe that he is in prison for some reason?
3. What may he file?
4. How are the corrections segregated from the community?
5. What is the purpose of corrections?
6. In what cases is the defendant discharged from the system?

Exercise 2. Complete the sentences.

- 1.....investigation by the probation office takes place to assist the judge.
2. It is also during this period...
3.not to appeal in the first place....
4. However ...
- 5.....he is discharged from the system.
6. The defendant is now...

Задание 3. Прочтите текст и выполните задание после текста.

Crime

Crime, as we are all aware, has been a growing problem all over the world in the last 30 years. But we are not powerless against crime. Much is being done - and more can be done - to reverse the trend. You can play a part in it.

The first step towards preventing crime understands its nature. Most crime is against property, not people. Property crimes thrive on the easy opportunity. They are often committed by adolescents and young men, the majority of whom stop offending as they grow older - the peak ages for offending are 15 Also and not surprisingly, the risk of crime varies greatly depending on where you live. This reliance by criminals on the easy opportunity is the key to much crime prevention.

In approximately 30 per cent of domestic burglaries, the burglar simply walks in without needing to use force; the householder has left a door unlocked or window open.

If opportunities like these did not exist, criminals would have a much harder time. The chances are that many crimes would not be committed at all, which would in turn release more police time for tackling serious crime.

Of course, the primary responsibility for coping with crime rests with the police and the courts. So if you care about improving the quality of life for yourself, your family and your community, you can help reverse the trend.

Exercise 1. Answer the questions:

1. What is the crime?
2. What is the first step preventing crime?
3. What is the peak age for offending?
4. On what is the risk of crime depend?

Exercise 2. Put the preposition in the sentences.

1. Crime, has been a growing problem all...the world ...the last 30 years.
2. But we are not powerless ...crime.
3. Property crimes thrive ...the easy opportunity.
4. The risk ...crime varies greatly depending where you live.
5. The primary responsibility ...coping with crime rests ...the police.
6. This reliance ...criminals ...the easy opportunity is the key ...much crime prevention.
7. The burglar simply walks in ...needing to use force; the householder has left a door unlocked or window open.

Тест по английскому языку для студентов 3 курса

1 Вариант

Задание 1

Choose the correct answer.

1. ... you already (to finish) doing your homework?
(a) have you already finished (b) are you already finishing
(c) have you been already finishing (d) has you been already finishing
2. He(to watch) a TV-set now.
(a) watch (b) watches
(c) is watching (d) watched
3. He ...not (to eat) an ice cream yet .
(a) have not eaten (b) has eaten
(c) has not been eating (d) has not eaten
4. Two heads are... than one. (good)
(a) worse (b) nice
(c) less (d) better
5. This is the...shop in Moscow. (expensive)
(a) expensivest (b) most expensive
(c) more expensive (d) expensive
6. The weather has become ... It looks like raining. (bad)
(a) the worst (b) better
(c) worse (d) less
7.USA is very large country.
(a) an (b) the
(c) - (d) a
8. I go by ...car very often.
(a) an (b) the
(c) - (d) a
9. There are ...pictures in the book.
(a) any (b) no
(c)some (d) every
10. Are there new students in your group?

- (a) any (b) no
(c) some (d) every

Задание 2

Read the definitions of a word or a phrase, try to guess what it is. (Topic –Traditions and customs)

1. A belief, custom, or way of doing something that has existed for a long time.
2. An occasion or party when you celebrate something.
3. It is a day on which many children in the UK dress up in unusual costumes. It happens on October 31.
4. It is a celebration in the UK. There is singing and dancing at 12 o'clock on the 31st of December.
5. It is the great national holiday in Russia. We celebrate it on the 9th of May.
6. The holiday we celebrate in Russia on the 7th of January. And in the UK the holiday is celebrated on the 25th of December.
7. It is the best example of English traditions. Who is the head of the UK?

Задание 3

Translate into Russian. (Topic –State system of the UK and Russia)

1. The United Kingdom of Great Britain and Northern Ireland is a constitutional monarchy.
2. The head of the country is the monarch, a king or a queen.
3. The Queen's name is Elisabeth II.
4. The Russian Federation is a presidential republic.
5. In the Russian Federation the president is the head of state. People elect the president directly.

Задание 4

Установите соответствие тем А-Е текстам 1-5. Занесите свои ответы в таблицу.

Используйте каждую букву только один раз. В задании одна тема лишняя.

1. Eating traditions.
 2. A treat and a song go together.
 3. Celebrate to get many presents.
 4. Holiday decoration business.
 5. Holiday food business.
 6. Cooking special holiday dishes.
1. Many stores in the USA stock a large range of holiday house decorations for a month before the holiday itself. For instance, on Thanksgiving Day they sell pumpkins and leaves specially designed for adorning. As for Halloween, stores offer flashlights, masks and skeletons for decorating the gardens and for scaring one's guests. Thus, people alter the attire of their houses several times a year. The wealthier families change not only the season's outside decorations but even the interior of their houses such as curtains, carpets and pictures.

2. On the Eve of Thanksgiving day, most supermarkets are flooded with turkeys selling at lower prices. Turkey producers have to decrease their price because they must sell all the turkeys as soon as possible, otherwise they will still have them when Christmas comes to even longer. Almost nobody buys turkey for an ordinary meal (during the rest of the year).at Christmas Americans also cook a turkey or they can choose another traditional dish, e.g. roasted ham.
3. One of the peculiarities of Americans is that do not usually sit around the table for a holiday meal. For larger groups, all the food usually stands on a special, separate table that is beautifully decorated. Everyone can serve themselves with the food they want. What is more, they do not usually have salads, which may seem rather strange for the Russians living there. Salads, to Americans, may be nothing more than tossed leaves of lettuce with a few other vegetables.
4. One more type of celebration, which is connected with presents, are “showers”, for instance a baby shower or a wedding shower. For a baby- shower, a pregnant woman is given presents for her future child, whereas for a wedding- shower a bride receives presents for her household. These showers are popular because on the one hand, it is usually a moderate price to rent a café or a restaurant and order some kind of snacks such as crisps and sauces and salads. On the other hand, it is very pleasant to be “showered” witch presents. Many people are usually invited to such parties.
5. As for Birthdays, it is worth mentioning that this holiday is for both friends and family. Often an additional party is organized by a company of friends at which time the one having the birthday is invited to a restaurant to celebrate. Besides a meal, they order a birthday cake and a ‘happy birthday song’ is performed by the staff of the restaurant. Guests are not expected to give presents at this kind of necessarily have a family feast; of course it depends on your family

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

Задание 6
Translate into English

1. Я встаю в семь часов утра.
2. Время вставать.
3. Я иду в ванную, принимаю душ, чищу зубы, затем возвращаюсь в комнату, включаю телевизор, чтобы послушать новости, в это время я причесываюсь, бреюсь и одеваюсь.
4. Я завтракаю со своей семьей: мамой, папой, братом и сестрой.
5. Моя сестра замужем. Она с мужем живет недалеко от нас.
6. Я приезжаю в колледж в 8.30. Как правило, у меня три или четыре пары каждый день.
7. Суббота и воскресенье — это мои выходные дни.
8. В час дня у нас большая перемена и мы идем в столовую обедать.
9. Занятия заканчиваются в 3 часа дня. Иногда после занятий я иду в библиотеку.
10. Я приезжаю домой, ужинаю с семьей, смотрю телевизор, затем читаю книгу. Я ложусь спать в 11 часов вечера.

Шкала оценки образовательных достижений

Критерии оценивания знаний и умений учащихся по дисциплине «Иностранный язык».

Оценка подготовки сообщения обучающихся

оценка «5»

- студент рассказывает, а не читает сообщение;
- тема раскрыта в заданном объеме;
- рассказ аргументированный, четкий;
- словарный запас адекватен поставленной задаче;
- студент не делает грубых фонетических и грамматических ошибок.

оценка «4»

- студент рассказывает, заглядывая в текст сообщения;
- тема раскрыта не в полном объеме;
- словарный запас достаточный, но наблюдается некоторое затруднение при подборе слов;
- студент допускает фонетические и грамматические ошибки, не затрудняющие понимание.

оценка «3»

- тема раскрыта в ограниченном объеме;
- студент демонстрирует неспособность логично и связно высказываться;
- словарный запас ограниченный;
- студент делает многочисленные фонетические и грамматические ошибки, затрудняющие понимание.

оценка «2»

- тема не раскрыта;
- словарный запас недостаточен для выполнения поставленной задачи;
- студент демонстрирует неправильное использование грамматических структур;
- речь почти не воспринимается на слух из-за большого количества ошибок.

Оценка написания письма обучающихся

оценка «5»

- текст соответствует заданному объему, логично выстроен;
- корректно использованы средства логической связи;
- студент использует разнообразную лексику и различные грамматические структуры (простые и сложные);
- лексико-грамматические ошибки отсутствуют;
- имеются единичные ошибки в правописании.

оценка «4»

- текст логично выстроен, однако допущены неточности в использовании средств логической связи;
- студент использует лексику и грамматические структуры, соответствующие поставленной коммуникативной задаче;
- допущены отдельные лексико-грамматические и орфографические ошибки.

оценка «3»

- текст не логично выстроен, имеются ошибки в использовании средств логической связи;
- студент использует однообразную лексику и примитивные грамматические структуры;
- допущены лексико-грамматические и орфографические ошибки, при этом некоторые ошибки могут затруднять понимание текста.

оценка «2»

- текст не соответствует заданному объему;
- текст не логичен;
- многочисленные лексико-грамматические и орфографические ошибки, затрудняющие понимание текста.

Оценка устного выступления обучающихся

оценка «5»

- выступление точно соответствует всем пунктам плана;
- тема раскрыта в заданном объеме;
- рассказ аргументированный, четкий;
- словарный запас адекватен поставленной задаче;
- студент не делает грубых фонетических и грамматических ошибок.

оценка «4»

- выступление не соответствует отдельным пунктам плана;
- студент рассказывает, заглядывая в текст сообщения;
- тема раскрыта не в полном объеме;
- словарный запас достаточный, но наблюдается некоторое затруднение при подборе слов;
- студент допускает фонетические и грамматические ошибки, не затрудняющие понимание.

оценка «3»

- тема раскрыта в ограниченном объеме;
- студент демонстрирует неспособность логично и связно высказываться;
- словарный запас ограниченный;
- студент делает многочисленные фонетические и грамматические ошибки, затрудняющие понимание.

оценка «2»

- тема не раскрыта;
- словарный запас недостаточен для выполнения поставленной задачи;
- студент демонстрирует неправильное использование грамматических структур;
- речь почти не воспринимается на слух из-за большого количества ошибок.

Оценка тестовых заданий

Таблица. Шкала оценки

| Шкала оценки образовательных достижений Процент результативности (правильных ответов) | Оценка уровня подготовки | |
|--|--------------------------|---------------------|
| | балл (отметка) | вербальный аналог |
| 86/100 | 5 | отлично |
| 66/85 | 4 | хорошо |
| 50/65 | 3 | удовлетворительно |
| менее 50 | 2 | неудовлетворительно |

4. Информационное обеспечение обучения

Основные источники:

1. Английский язык для юристов.- 2-е изд., перераб. и доп. Учебник и практикум для СПО/ Под ред. Чироновой И.И.-М.: Юрайт, 2019.

2. Кузнецова, Т. С. Английский язык. Устная речь. Практикум : учебное пособие для СПО / Т. С. Кузнецова. — 2-е изд. — Саратов, Екатеринбург : Профобразование, Уральский федеральный университет, 2019. — 267 с. — ISBN 978-5-4488-0457-1, 978-5-7996-2846-8. — Текст : электронный // Электронно-библиотечная система IPR BOOKS.

Дополнительные источники:

3. Агабекян И. П. Английский язык для ССУЗов. Москва: Проспект, 2018.

4. Английский язык для юристов. - 2-е изд., перераб. и доп. Учебник и практикум для СПО/ Под ред. Чироновой И.И.-М.: Юрайт, 2019.

5. Кузнецова, Т. С. Английский язык. Устная речь. Практикум : учебное пособие для СПО / Т. С. Кузнецова. — 2-е изд. — Саратов, Екатеринбург : Профобразование, Уральский федеральный университет, 2019. — 267 с. — ISBN 978-5-4488-0457-1, 978-5-7996-2846-8. — Текст : электронный // Электронно-библиотечная система IPR BOOKS.

6. Вичугов, В. Н. Практикум по английскому языку : практикум для СПО / В. Н. Вичугов, Т. И. Краснова ; под редакцией Т. В. Сидоренков. — Саратов : Профобразование, 2017. — 114 с. — ISBN 978-5-4488-0143-3. — Текст : электронный // Цифровой образовательный ресурс IPR SMART.

Интернет ресурсы

www.window.edu.ru (Единое окно доступа к образовательным ресурсам)

www.iprbookshop.ru (Электронно-библиотечная система IPRbooks)

www.macmillanenglish.com – Интернет-ресурс с практическим материалами для формирования и совершенствования всех видео-речевых умений и навыков

www.bbc.co.uk/worldservice/learningenglish

www.britishcouncil.org/learning-elt-resources.htm

Словари английского языка онлайн

Abbyu Lingvo

Longman Dictionary of Contemporary English

Cambridge Advanced Learner's Dictionary

Oxford Advanced Learner's Dictionary

Meriam Websters Learner's Dictionary (American (and British) English)

The Free Dictionary by Farlex