

Приложение к рабочей программе дисциплины Иностранный язык

Направление – 05.03.06 Экология и природопользование

Профиль – Экология и природопользование

Учебный план 2016 года разработки

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

1. Назначение фонда оценочных средств (ФОС) по дисциплине

ФОС по учебной дисциплине – совокупность контрольных материалов, предназначенных для измерения уровня достижения обучающимся установленных результатов обучения, а также уровня сформированности всех компетенций (или их частей), закрепленных за дисциплиной. ФОС используется при проведении текущего контроля успеваемости и промежуточной аттестации обучающихся.

Задачи ФОС:

- управление процессом приобретения обучающимися необходимых знаний, умений, навыков и формированием компетенций, определенных в ФГОС ВО;
- оценка достижений обучающихся в процессе изучения дисциплины с выделением положительных/отрицательных результатов и планирование предупреждающих/корректирующих мероприятий;
- обеспечение соответствия результатов обучения задачам будущей профессиональной деятельности через совершенствование традиционных и внедрение в образовательный процесс университета инновационных методов обучения.

2. Структура ФОС и применяемые методы оценки полученных знаний

2.1 Общие сведения о ФОС

ФОС позволяет оценить освоение всех указанных в рабочей программе дескрипторов компетенции, установленных ОПОП. В качестве методов оценивания применяются: наблюдение за работой, наблюдение за действиями в смоделированных условиях, применение активных методов обучения, экспресс-тестирование, программированные тесты.

Структурными элементами ФОС по дисциплине являются: ФОС для проведения текущего контроля, состоящие из устных, письменных заданий, тестов, шкалы оценивания, ФОС для проведения промежуточной аттестации (экзамен и зачет с оценкой), состоящий из вопросов, требующих письменного ответа, и других контрольно-измерительных материалов, описывающих показатели, критерии и шкалу оценивания.

Применяемые методы оценки полученных знаний по разделам дисциплины

Раздел	Текущая аттестация (количество заданий, работ)					
	Входной тест	Задания для самоподготовки обучающихся	Устный опрос	Тестирование (ЛЕ)	Творческие методы контроля, презентации	Промежуточная аттестация
Let me introduce myself Let me introduce myself	+	+	+	+	+	зачет
Мой рабочий день. My working day		+	+	+	+	зачет
Наш университет. Our university		+	+	+	+	зачет
Керчь-мой родной город. Kerch is my native city		+	+	+	+	зачет

Российская Федерация. The Russian Federation		+	+	+	+	зачет
Соединенное королевство. The United Kingdom		+	+	+	+	зачет
Соединенные штаты. The USA		+	+	+	+	зачет
Экология. Ecology		+	+	+	+	зачет
Загрязнение воды. Water pollution		+	+	+	+	зачет
Загрязнение грунтовых вод. Groundwater pollution		+	+	+	+	зачет
Почва. Soil		+	+	+	+	зачет
Захоронение мусора. Waste disposal		+	+	+	+	зачет
Загрязнение воздуха. Air pollution		+	+	+	+	экзамен
Глобальное потепление. Global warming		+	+	+	+	экзамен
Кислотные отложения. Acid deposition		+	+	+	+	экзамен
Обезлесивание. Deforestation		+	+	+	+	экзамен
Токсические вещества. Toxic substances		+	+	+	+	экзамен

2.2 Оценочные материалы для проведения текущего контроля

Входной контроль (тестирование)

Входной контроль проводится с целью определения уровня знаний обучающихся, необходимых для успешного освоения материала дисциплины.

Тестирование.

Variant 1

1. *Употребите нужную форму глаголов to be и to have:*

1. My favourite subjects Physics, IT and Mathematics.
2. We a nice library in the college.
3. The novel written many years ago.

Варианты:

- | | |
|--------|---------|
| 1. am | 5. were |
| 2. is | 6. have |
| 3. are | 7. has |
| 4. was | 8. had |

2. *Определите, к какой части речи относится выделенное слово:*

1. My friend **likes** to make computer programs.
2. This is the oldest **building** in our town.
3. Lomonosov was an **outstanding** scientist.
4. The sun is shining **brightly** in the sky.

Варианты:

1. существительное
2. глагол
3. прилагательное

4. наречие
5. числительное

3. *Вставьте нужный предлог:*

1. Now I'm a student Technical College.
2. Usually I go the timetable which is the hall.

Варианты:

- | | |
|--------|----------|
| 1. at | 5. to |
| 2. of | 6. by |
| 3. for | 7. after |
| 4. in | 8. from |

4. *Choose the correct answer*

1. There is too ... salt in the soup. (В супе слишком много соли.)
 - a) much
 - b) many
 - c) a few
2. There are ... sky-scrapers in our city. (В нашем городе есть несколько небоскребов.)
 - a) much
 - b) a little
 - c) a few
3. I've got ... albums of this singer. (У меня есть несколько альбомов этого исполнителя.)
 - a) much
 - b) a few
 - c) a little

5. *Match the pairs of words*

- | | |
|---------------|--------------|
| 1. builder | a) умный |
| 2. cheap | b) уютный |
| 3. appearance | c) научный |
| 4. scientific | d) строитель |
| 5. cozy | e) внешность |
| 6. clever | f) дешевый |

6. *Put the correct pronoun in the sentence.*

1. am the first-year student.
 - a) I
 - b) He, she, it
 - c) We, you, they
2. Is in the room?
 - a) Somebody
 - b) Anybody
 - c) Everyone
3. are builders
 - a) I
 - b) He, she, it
 - c) We, you, they

7. *Употребите нужный модальный глагол:*

1. You take your umbrella, it's raining.
2. How I get to the museum?
3. After classes students go to the library or different hobby clubs.

Варианты:

- | | |
|---------------|----------|
| 1. can | 4. could |
| 2. may | 5. must |
| 3. ought (to) | 6. need |

Variant 2

1. *Употребите нужную форму глаголов to be и to have:*

1. The students in the library last week.
2. After a few classes I go to the canteen and breakfast.
3. My father a lot of work to do last week.

Варианты:

- | | |
|--------|---------|
| 1. am | 5. were |
| 2. is | 6. have |
| 3. are | 7. has |
| 4. was | 8. had |

2. *Определите, к какой части речи относится выделенное слово:*

1. Where do you **study**?
2. Do you like your **study**?
3. After classes students go to **their** favorite hobby groups.
4. On the first floor of the college there is a hall, a gym and **some** classes.

Варианты:

1. существительное
2. глагол
3. прилагательное
4. наречие
5. местоимение

3. *Вставьте нужный предлог:*

1. leaving the college I want to continue my study the University.
2. Our college trains specialists work different spheres.

Варианты:

- | | |
|--------|----------|
| 1. at | 5. to |
| 2. of | 6. by |
| 3. for | 7. after |
| 4. in | 8. from |

4. *Употребите нужный модальный глагол:*

1. The students come in time to all their lectures.
2. I speak English and don't know German.
3. You take my dictionary.

Варианты:

- | | |
|---------------|----------|
| 1. can | 4. could |
| 2. may | 5. must |
| 3. ought (to) | 6. need |

5. *Choose the correct answer*

1. We've got ... free time. (У нас мало свободного времени.)

- a) little
- b) many
- c) few

2. I have never seen so ... stars in the sky. (Я никогда не видел так много звезд в небе.)

- a) much
- b) little
- c) many

3. Anna spent ... days in Rome. (Анна провела несколько дней в Риме.)

- a) much
- b) a few
- c) a little

6. Match the pairs of words

- 1. handsome
- 2. relatives
- 3. technician
- 4. kitchen
- 5. the United Kingdom
- 6. to build

- a) родственники
- b) строить
- c) Соединенное Королевство
- d) красивый (о мужчине)
- e) кухня
- f) техник

7. Put the correct pronoun in the sentence.

1.... am the first-year student.

- a) I
- b) He, she, it
- c) We, you, they

1. Is ... in the room?

- a) Somebody
- b) Anybody
- c) Everyone

3.... are builders

- a) I
- b) He, she, it
- c) We, you, the

Keys:

Variant 1.

- 1. 1-are, 2-have, 3-was
- 2. 1- глагол, 2-существит, 3-прилагат, 4-наречие
- 3. 1-of, 2- to, in
- 4. 1-much, 2-a few, 3-a few
- 5. 1-d, 2-f, 3-e, 4-с, 5-b, 6-a
- 6. 1-a, 2-b, 3-с
- 7. 1-3, 2-1, 3-4

Variant 2.

- 1. 1-were, 2-have, 3-had
- 2. 1-глагол, 2-существит, 3-местоим, 4-наречие
- 3. 1-after, at 2- for, in
- 4. 1-must, 2-can, 3-may
- 5. 1-a, 2-с, 3-b
- 6. 1-d, 2-a, 3-f, 4-e, 5-с, 6-b
- 7. 1-a, 2-b, 3-с

Критерии оценивания входного контроля

Оценивание входного тестирования осуществляется по номинальной шкале – за правильный ответ к каждому заданию выставляется один балл, за не правильный – ноль. Общая оценка каждого теста осуществляется в отношении количества правильных ответов к общему числу вопросов в тесте (выражается в процентах).

Уровень знаний обучающихся, необходимых для успешного освоения материала дисциплины, определяется по набранным баллам. При оценке 75 % и более правильных ответов уровень знаний обучающихся считается *достаточным* (оценка – зачтено). При оценке, меньшей 75 % правильных ответов уровень знаний обучающихся считается *недостаточным* (оценка – незачтено).

Время прохождения теста – 10 минут.

Задания для самоподготовки обучающихся

Наименование темы	Содержание работы
Тема 1. Let me introduce myself	Грамматический материал: порядок слов в английском предложении, единственное и множественное число имен существительных, местоимения, глаголы to be, to have, артикли Лексико-грамматические упражнения.
Тема 2. My working day	Грамматический материал: степени сравнения имен прилагательных и наречий, типы вопросов Лексико-грамматические упражнения.
Тема 3. Our university	Грамматический материал: безличные/неопределенно-личные предложения, неопределенные местоимения some/ay/no и их производные. Лексико-грамматические упражнения.
Тема 4. Kerch is my native city	Грамматический материал: употребление местоимений much, many, few, little (a few, a little); оборот there is/ there are. Лексико-грамматические упражнения.
Семестр 2	
Тема 5. The Russian Federation	Грамматический материал: Времена группы Simple, Continuous, Perfect; согласование времен. Лексико-грамматические упражнения
Тема 6. The United Kingdom	Грамматический материал: модальные глаголы и их эквиваленты, числительные Лексико-грамматические упражнения
Тема 7. The USA	Грамматический материал: модальные глаголы и их эквиваленты, числительные Лексико-грамматические упражнения
Тема 8. My plans for the future	Грамматический материал: страдательный залог; причастие I, II; герундий Лексико-грамматические упражнения
Семестр 3	
Тема 1. Ecology	Грамматический материал: инфинитив Лексико-грамматические упражнения
Тема 2. Water pollution	Грамматический материал: формы и функции инфинитива Лексико-грамматические упражнения
Тема 3. Groundwater pollution	Грамматический материал: причастие Лексико-грамматические упражнения
Тема 4. Soil	Грамматический материал: формы и функции причастия Лексико-грамматические упражнения

Тема 5. Waste disposal	Грамматический материал: причастие и причастные конструкции Лексико-грамматические упражнения
Семестр 4	
Тема 6. Air pollution	Грамматический материал: формы и функции герундия Лексико-грамматические упражнения
Тема 7. Global warming	Грамматический материал: условные предложения Лексико-грамматические упражнения
Тема 8. Acid deposition	Грамматический материал: придаточные предложения Лексико-грамматические упражнения
Тема 9. Deforestation	Грамматический материал: способы перевода should, would, could, might Лексико-грамматические упражнения
Тема 10. Toxic substances	Грамматический материал: способы перевода should, would, could, might, сослагательное наклонение Лексико-грамматические упражнения

Критерии оценивания при текущем контроле (самостоятельное выполнение упражнений)

Оценивание текущего контроля по самостоятельной работе на практических занятиях осуществляется по номинальной шкале – зачтено/не зачтено. Общая оценка каждого ответа осуществляется в отношении полноты объяснения выполнения упражнения к общему содержанию упражнения (выражается в процентах).

За ответ ставится оценка «зачтено» при общей оценке 75%.

Количество попыток и время на объяснения хода решения задач – неограниченно.

Критерии оценивания при текущем контроле (самостоятельное выполнение упражнений)

- правильность выполнения упражнений;
- знает и понимает грамматические правила, способен правильно их использовать и объяснять свой выбор;
- языковое оформление ответа.

Показатели и шкала оценивания

Шкала оценивания	Показатели
Зачтено	<ul style="list-style-type: none"> - Упражнение выполнено правильно, присутствует некоторое наличие ошибок; - обнаруживает владение понятийно-терминологическим аппаратом дисциплины, отсутствуют ошибки в употреблении терминов; - демонстрирует умение аргументировано излагать собственную точку зрения; - работа выполнена аккуратно, без помарок и исправлений
Не зачтено	<ul style="list-style-type: none"> - упражнения не выполнены или выполнены с ошибками; - допускает ошибки в использовании терминологии; - пояснение излагается беспорядочно и неуверенно; - отсутствует аргументация изложенной точки зрения, нет собственной позиции; - работа выполнена неаккуратно, с обилием помарок и исправлений

Устный опрос монологического и диалогического высказывания по темам.

1 семестр:

1. About myself
2. My working day
3. Our university
4. Kerch is my native city

2 семестр:

1. The Russian Federation
2. The United Kingdom
3. The USA
4. My plans for the future

3 семестр:

1. Ecology
2. Water pollution
3. Groundwater pollution
4. Soil
5. Waste disposal

4. семестр:

1. Air pollution
2. Global warming
3. Acid deposition
4. Deforestation
5. Toxic substances

Устный ответ оцениваются по четырех балльной системе.

Оценка «**отлично**» ставится:

- если студент глубоко и прочно усвоил заданную тему, исчерпывающе ее излагает, не допуская ошибок;

Ответ оценивается на «**хорошо**»:

- если студент твердо знает заданную тему, грамотно ее излагает, не допускает существенных неточностей при ответах.

Ответ оценивается на «**удовлетворительно**»:

- если студент освоил только часть заданной темы;

Ответ оценивается на «**неудовлетворительно**»:

-если студент не усвоил материала заданной темы;

-допускает существенные ошибки, не знает определений ключевых понятий по теме;

Лексический минимум по темам

Раздел
Вводно-коррективный курс
About myself.
My working day.
Our university.
Kerch is my native city.
The Russian Federation.
The United Kingdom.
The USA.
Ecology
Water pollution
Groundwater pollution

Soil
Waste disposal
Air pollution
Global warming
Acid deposition
Deforestation
Toxic substances

Критерии оценивания при текущем контроле (лексический минимум по темам)

Оценивание текущего контроля на практических занятиях осуществляется по номинальной шкале – зачтено/не зачтено. Общая оценка каждого ответа осуществляется в отношении полноты ответа к общему количеству слов лексического мииимума.

За ответ ставится оценка «зачтено» при общей оценке 75%.

Количество попыток и время – неограниченно.

Критерии оценивания при текущем контроле (лексический минимум по темам)

– правильность перевода слов как с русского на английский, так и с английского языка на русский.

Показатели и шкала оценивания:

Шкала оценивания	Показатели
Зачтено	- знает лексически единицы по теме; - способен переводить лексические единицы с русского языка на английский, а также с английского языка на русский.
Не зачтено	- не знает лексически единицы по теме; - не способен переводить лексические единицы с русского языка на английский, а также с английского языка на русский.

Письменное задание

Письменное тестирование по грамматическим темам.

1. Выберите соответствующую форму местоимения **some, any, no**.

1. We haven't got ___ milk. We can't make breakfast.
2. There are ___ new words in this lesson.
3. Did you buy ___ stamps?
4. There are ___ people in the park because it's cold.
5. Bob always like ___ sugar in his coffee.

a) some b) any c) no

2. Выберите соответствующую форму местоимений **much, many, (a) little, (a) few**.

1. The winter examination session will begin in ___ days.
a) a little b) a few c) much
2. She ate so ___ dessert that she is in bed today with a stomachache.
a) many b) much c) few
3. There are ___ new pictures in this room.
a) many b) much c) little
4. I drink ___ coffee. I don't like it.
a) many b) few c) little
5. There are very ___ scholarships for students.
a) few b) much c) little

3. Выберите соответствующую форму степени сравнения прилагательных и наречий.

1. The Trans-Siberian railway is ___ in the world.
a) long b) longer c) the longest
2. The rivers in America are much ___ than those in England.
a) bigger b) bigger c) the biggest
3. My brother is ___ than I.
a) elder b) the eldest c) eldest
4. English is as ___ as German.
a) difficult b) more difficult c) the most difficult
5. What is the name of ___ port in USA?
a) big b) the most big c) the biggest

4. Откройте скобки и поставьте глаголы во времена Indefinite или Continuous.

1. My mother always (to take) a bus to get to work.
2. But yesterday she (not to take) a bus, she (to walk) to her office.
3. While she (to shop) this morning, she (to lose) her money.
4. Who (to speak) there? - I (not to know).
5. Who (to take) care of the children in the future?

5. Определите правильную форму глагола: Present Indefinite/ Present Continuous.

1. My son ___ very well.
a) is swimming b) swims c) swim
2. My friend ___ his holiday in the Caucasus now.
a) spends b) spending c) is spending
3. I watch how he ___ the new words in his exercise book.
a) am writing b) writes c) is writing
4. We ___ to our classes at 8.30 every day.
a) comes b) come c) are coming
5. Is English a special subject at your college? – Yes, it is. We ___ to master it.
a) want b) are wanting c) wants

Ключи

- I 1-b, 2-a, 3-b, 4-c, 5a
II 1-b, 2-b, 3-a, 4-c, 5-a
III 1-c, 2-b, 3-a, 4-a, 5-c
IV 1-b, 2-a, 3-c, 4-a, 5-b
V 1-b, 2-c, 3-c, 4-b, 5-a

5.2 Indefinite tenses

Выберите правильный вариант ответа.

1. His sister _____ English every day.
a) study b) studis c) studies
2. You _____ to the south next summer.
a) will go b) go c) went
3. They ___ this flat five years ago.
a) received b) receives c) did receive
4. Many English words ___ from the French language.
a) came b) camed c) comed
5. Yesterday he ___ very quickly.
a) don't run b) doesn't run c) didn't run
5. They ___ to our city many years ago.

- a) came b) camed c) come
6. I'm sure he _____ hard next month.
a) will work b) worked c) works
 7. He _____ letters because he is going to return soon.
a) doesn't write b) don't write c) doesn't writes
 8. Ms. Roger is a nurse in a hospital. She _____ to look after people.
a) liked b) likes c) like
 9. They _____ from the library.
a) didn't returned b) not returned c) didn't return
 10. Last year the scientists _____ important work in geochemistry.
a) doed b) did c) do
 11. The foreign delegation _____ in Moscow last week.
a) arrive b) arrives c) arrived
 12. You _____ about your parents. It's badly.
a) will not think b) don't think c) didn't think
 13. I was very busy last summer and _____ to voyage.
a) didn't go b) don't went c) didn't went
 14. The friends _____ this novel last evening.
a) know b) knew c) knowed
 15. After classes I usually _____ to the canteen for lunch.
a) goes b) went c) go
 16. Let's cook. Children _____ usually very hungry after school.
a) are b) be c) will be
 17. She _____ to wait for us at the University.
a) don't want b) doesn't wants c) doesn't want
 18. We _____ to the park with our children last Sunday.
a) went b) will go c) go
 19. He _____ your article the next time.
a) read b) will read c) readed
 20. My friend and I often _____ to the theatre to see a new performance.
a) goes b) go c) went
 21. The other day I _____ some good music on the radio.
a) listen b) listened c) will listen
 22. He usually _____ his free time with his relatives.
a) don't pass b) doesn't pass c) didn't pass
 23. My father _____ me the bicycle for my next birthday.
a) will buy b) bought c) buys
 24. He _____ to study English two years ago.
a) begin b) begun c) began

Ключи

1-с, 2-а, 3-а, 4-а, 5-а, 6-а, 7-а, 8-в, 9-с, 10-в, 11-с, 12-в, 13-а, 14-в, 15-с, 16-а, 17-с, 18-а, 19-в, 20-в, 21-с, 22-в, 23-а, 24-с

Present Tenses

Выберите ваш вариант ответа вместо пропусков.

1. I am tired. We _____ for more than an hour. Let's stop and rest for a while.
a) are walking b) have been walking c) walk d) have walked
2. I have read this chapter in my chemistry text three times, and still I _____ it.
a) understand b) haven't understood c) don't understand d) have understood

3. How long _____ a course of lectures on Medieval History?
a) has Professor Donaldson delivered b) does Professor Donaldson deliver
c) is Professor Donaldson delivering d) has Professor Donaldson been delivering
4. Anne is a fashion designer; she _____ to the opening of every new fashion show in the city.
a) goes b) is going c) has been going d) has gone
5. Sonia _____ as a computer programmer this year, but she'd like to try something different in the future.
a) works b) has been working c) has worked d) is working
6. A group of scientists are travelling around Africa. How many countries _____ so far, I wonder?
a) have they been visiting b) have they visited c) they have visited d) do they visit
7. Their car is as good as new though they _____ it for a number of years.
a) have been having b) have had c) have d) are having
8. Jake is a good footballer. Do you know since when _____ football?
a) has he been playing b) he has been playing c) he plays d) is he playing
9. You may take this magazine. I _____ through it already.
a) have looked b) am looking c) have been looking d) look
10. Jerry promised to come to work in time. He is not here, and he _____ even .
a) hasn't been calling b) isn't calling c) hasn't called d) doesn't call
11. David is quite an athlete. He wants to be strong and healthy that's why he _____ every morning.
a) jogs b) has jogged c) is jogging d) has been jogging
12. - What are you looking for? – I _____ my umbrella somewhere, and now I don't know where it is.
a) have left b) have been leaving c) leave d) has left
13. Today the world _____ so rapidly; things never stay the same.
a) changes b) has changed c) has been changing d) is changing
14. My mother is a medical nurse; she takes care of sick and old people. What _____ for a living?
a) has your mother been doing b) does your mother do
c) is your mother doing d) has your mother done
15. Who _____ my newspaper? It was on my desk a minute ago.
a) took b) has taken b) takes c) have taken

Ключи

1-b, 2-c, 3-d, 4-a, 5-d, 6-b, 7-b, 8-b, 9-a, 10-c, 11-a, 12-a, 13-d, 14-b, 15-b

Past Tenses

Выберите ваш вариант ответа вместо пропусков.

1. He had been away for many years and when he visited his native town, he saw that it _____ greatly.
a) was changing b) changed c) had been changing d) had changed

- 2) It wasn't raining when I looked out of the window; the sun was shining. But it _____ earlier.
That's why the ground was wet.
a) had been raining b) had rained c) rained d) was raining
- 3) Margaret didn't wear her shoes; she was barefoot. She _____ on a piece of broken glass and cut her foot.
a) was stepping b) stepped c) had stepped d) had been stepping
- 4) Sam says he didn't enjoy the program because the TV set _____ properly.
a) hadn't been working b) wasn't working c) didn't work d) hadn't worked
- 5) In 1912 the Titanic _____ an iceberg on its first trip across the Atlantic, and it sank four hours later.
a) had hit b) hit c) was hitting d) had been hitting
- 6) While I _____ a burglar climbed into the room through the window.
a) had slept b) had been sleeping c) was sleeping d) slept
- 7) He _____ ill for three days, so his mother wanted to bring him to a doctor, but he didn't want to go.
a) had been feeling b) had felt c) was feeling d) felt
- 8) Scarcely _____ out of the window when I saw a flash of light.
a) was I looking b) had I been looking c) I was looking d) had I looked
- 9) Rescue workers _____ a man, a woman, and two children from cold rushing water.
a) pulled b) had pulled c) were pulling d) had been pulling
- 10) Our neighbours called the police when they found out that somebody _____ into their house.
a) broke b) was breaking c) had been breaking d) had broken
- 11) Her face was stained with tears and her eyes were red. She _____ .
a) had cried b) was crying c) cried d) had been crying
- 12) He didn't see me as he was reading when I _____ into the room.
a) was coming b) came c) had come d) had been coming
- 13) He was taken to the police station because he _____ into a car in front of him.
a) had crashed b) wasn't crashing c) didn't crash d) crashed
- 14) I found the way to her house quite easily because Nora _____ it to me very well.
a) had been describing b) was describing c) described d) had described
- 15) Who _____ in this house before they pulled it down?
a) lived b) was living c) had lived d) had been living

Ключи

1-d, 2-a, 3-b, 4-b, 5-b, 6-c, 7-a, 8-d, 9-a, 10-d, 11-d, 12-b, 13-a, 14-d, 15-d

Passive Voice

Выберите ваш вариант ответа вместо пропусков.

- 1) A new book _____ by that company next year.
a) will be published b) is publishing c) will publish
- 2) Our plan _____ by the members of the committee.
a) considers b) is considered c) is being considered
- 3) A prize _____ to whoever solves this equation.
a) gives b) will be giving c) will be given
- 4) When the manager arrived, the problem _____ .
a) had already solved b) had already been solved c) had solved
- 5) Battle Creek is a hard-working city, where businesses _____ dedicated employees who want to build a good life for their families.
a) have not found b) have found c) found
- 6) Four people _____ in a train crash.
a) killed b) have killed c) have been killed
- 7) The house _____ by a pop star.
a) have bought b) was bought c) bought
- 8) The room _____ later.
a) has been cleaned b) will be cleaned c) will clean
- 9) Many accidents _____ by dangerous driving.
a) are caused b) have been caused c) caused
- 10) People _____ this road very often.
a) haven't used b) don't use c) aren't used
- 11) This situation is serious. Something must _____ before it's too late.
a) have done b) do c) be done
- 12) Have you heard the news? The President _____ !
a) shot b) has shot c) has been shot
- 13) Two men tried to sell a painting that _____ .
a) had stolen b) was stolen c) had been stolen
- 14) This is a large hall. Many parties _____ here.
a) are held b) has been held c) are being held
- 15) In more than 200 years the USA Constitution _____ 26 times.
a) is amended b) is being amended c) has been amended

Ключи

1-a, 2-c, 3-c, 4-b, 5-c, 6-c, 7-b, 8-b, 9-a, 10-b, 11-c, 12-c, 13-c, 14-a, 15-c

Modals

Выберите ваш вариант ответа вместо пропусков.

- 1) Lisa _____ get bored in her job. Her job is so boring.
a) must b) can't c) should d) would
- 2) Jack _____ go to hospital yesterday.
a) should b) must c) has to d) had to
- 3) You look tired. You _____ go to bed.
a) would b) must c) should d) could
- 4) It's a secret. You _____ tell anyone.
a) needn't b) wouldn't c) shouldn't d) mustn't
- 5) I was surprised that she say _____ such rude words.
a) should b) must c) would d) will
- 6) My grandfather _____ speak six languages many years ago.
a) need b) shall c) should d) could
- 7) What shall we do this evening? We _____ go out.
a) could b) ought to c) should d) would
- 8) I _____ to sleep recently.
a) haven't been able b) mustn't c) couldn't d) can't
- 9) You have just had lunch. You _____ be hungry.
a) mustn't b) shouldn't c) wouldn't d) can't
- 10) _____ you please be quiet? I'm trying to read.
a) Would b) Should c) Can d) Shall
11. He _____ be at home. He _____ be out.
a) can, shouldn't b) must, can't c) must, needn't d) should, mustn't
- 12) I _____ leave the party early last night. I wasn't very well.
a) had to b) must c) have to d) was to
- 13) Are you going to read the report? No, I _____. I already know what it says.
a) shouldn't b) needn't c) can't d) mustn't
- 14) She _____ help you tomorrow.
a) will be able to b) is able to c) could d) will can
- 15) Jim gave me a letter to post. I _____ remember to post it.
a) needn't b) must c) can d) may

Ключи

1-a, 2-d, 3-c, 4-d, 5-a, 6-d, 7-a, 8-a, 9-d, 10-a, 11-b, 12-a, 13-b, 14-a, 15-b.

Оценивание письменного тестирования по грамматическим темам осуществляется по номинальной шкале – за правильный ответ к каждому заданию выставляется один балл, за не правильный – ноль. Общая оценка каждого теста осуществляется в отношении количества правильных ответов к общему числу вопросов в тесте (выражается в процентах).

Уровень знаний обучающихся, необходимых для успешного освоения материала дисциплины, определяется по набранным баллам. При оценке 75 % и более правильных ответов уровень знаний обучающихся считается *достаточным* (оценка – зачтено). При оценке, меньшей 75 % правильных ответов уровень знаний обучающихся считается *недостаточным* (оценка – незачтено).

Время прохождения теста – 30 минут.

2.3 Оценочные материалы для проведения промежуточного контроля

Зачет

Условием допуска к промежуточной аттестации и выставление оценки «зачтено» является выполнение и защита (получение отметки «зачтено») всех практических работ (пересказ текстов и знание лексических по темам) и самостоятельных работ, а также прохождение всех тестов текущей аттестации с результатом не менее 75% по каждому.

Зачет проводится в первом, втором и третьем семестрах изучения дисциплины.

Экзамен

Условием допуска к промежуточной аттестации является выполнение и защита (получение отметки «зачтено») по всем практическим работам (пересказ текстов и знание лексических по темам) и самостоятельным работам, прохождение всех тестов текущей аттестации с результатом не менее 75% по каждому.

Экзамен проводится в четвертом семестре изучения дисциплины.

Технология проведения экзамена – устный ответ на заданную тему и письменный перевод текста.

Экзаменационный билет состоит из двух вопросов:

1. Монологическое высказывание на заданную тему;
2. Письменный перевод текста профессиональной направленности со словарем.

Перечень экзаменационных тем

Контрольные темы
Air pollution
Global warming
Acid deposition
Deforestation
Toxic substances

Тексты для письменного перевода

TEXT № 1 Soil pollution

Fertile topsoil is important to plant growth. New topsoil takes hundreds or thousands of years to form. Rain washes away loose topsoil. Wind also blows it away. The movement of soil from one

place to another is called erosion. Eroded soil that washes into a river or stream can block sunlight and slow photosynthesis. It also can harm fish, clams, and other organisms. Erosion is a natural process, but human activities increase it. When a farmer plows a field or a forest is cut down, soil is left bare, {bare soil is more easily carried away by rain and wind.

Soil can become polluted when air pollutants drift to the ground or when water leaches pollutants behind as it flows through the soil. Soil also can be polluted when people toss litter on the ground or dispose of trash in landfills. Most of solid waste is dumped in landfills. Most landfills are designed to seal out air and water. This helps prevent pollutants from seeping into surrounding soil, but it slows normal decay processes. Even food scraps and paper, which usually break down quickly, can last for decades in a landfill. In populated areas, landfills fill up quickly. Reducing the amount of trash people can reduce the need for new landfills. No-till farming, strip cropping and terraces help prevent soil erosion.

Waste materials that are harmful to human health or poisonous to living organisms are hazardous wastes. Many household items also are considered hazardous. If these materials are dumped into landfills, they could seep into the soil, surface water, or groundwater over time. Hazardous wastes usually are handled separately from trash. They are treated in ways that prevent environmental pollution.

TEXT №2

Deserts

The driest biome on Earth is the desert. Deserts receive less than 25 cm of rain each year and support little plant life. Some desert areas receive no rain for years. When rain does come, it quickly drains away. Any water that remains on the ground

evaporates rapidly.

Most deserts are covered with a thin, sandy, or gravelly soil that contains little organic matter. Due to the lack of water, desert plants are spaced far apart and much of the ground is bare. Barren, windblown sand dunes are characteristics of the driest

deserts.

Desert plants are adapted for survival in the extreme dryness and hot and cold temperatures of this biome. Most desert plants are able to store water. Cactus plants are probably the most familiar desert plants of the western hemisphere.

Desert animals also have adaptations that help them survive the extreme conditions. Some, like the kangaroo rat, never need to drink water. They get all the moisture they need from the breakdown of food during digestion. Most animals are active only during the night, late afternoon, or early morning when temperatures are less extreme. Few large animals are found in the desert.

In order to provide water for desert cities, rivers and streams have been diverted. When this happens, wildlife tends to move closer to cities in their search for food and water. Education about desert environments has led to an awareness of the impact of human activities. As a result, large areas of desert have been set aside as national parks and wilderness areas to protect desert habitats.

TEXT № 3

Forests and Deforestation

Forests cover 30% of Earth's total land area. They are an important part of the climate system in several respects. First, wood stores carbon: all green plants obtain the carbon in their tissues by extracting CO₂ from the air, breaking out the carbon, and releasing the oxygen.

Second, large amounts of carbon are stored in forest soils. By keeping CO₂ out of the atmosphere, forests mitigate climate change (make it less severe).

Third, trees are dark and so decrease the planet's surface albedo, especially in snowy/ northern regions, which tends to increase global warming.

Fourth, deforestation to clear land for agriculture and to extract lumber and fuel- wood, which has been particularly severe in tropical regions for decades, releases carbon from forest trees and soils, enhancing global climate change. Throughout the 1990s, tropical deforestation was responsible for 20-30% of global anthropogenic (human-caused) greenhouse-gas emissions. Deforestation has slowed only slightly in the early 2000s. Planting and conservation of forests is a primary goal of schemes to mitigate global climate change, such as the Kyoto Protocol.

The Kyoto Protocol, which was created in 1997 and entered into force in 2005 (with the United States and Australia not participating), called for the management of terrestrial carbon sinks, particularly afforestation and reforestation, to reduce CO₂ in the atmosphere. Kyoto is particularly oriented toward the creation of young forest stands: cutting of an old-growth forest followed by replanting.

TEXT № 4 **Environmental Policy**

Environmental policy is a statement by a governmental body or other organization of its intentions and principles toward the environment. It commonly refers to a government's use and creation of laws and regulatory mechanisms concerning environmental issues and sustainability.

Environmental policy is an increasingly central tenet of an international, national, regional, or local governmental body's principles. In recent years, many businesses have adopted environmental policies, too.

The term environmental policy was coined by professor Lynton Caldwell of Indiana University in 1963. Caldwell focused not on individual issues, such as pollution or conservation, but on the problem of governing environmental issues on the whole. He asserted that environmental problems required a comprehensive, ecological approach, focusing on interrelated problems and creating a central, integrated public policy.

The National Environmental Policy Act (NEPA) was signed into law in the United States on January 1, 1970, by President Richard M. Nixon, who declared the 1970s to be the "decade of the environment." That same year the Nixon administration passed the Clean Air Act, which established national minimum standards for air pollution: and the Water Quality Improvement Bill, which authorized the federal government to clean up oil spills and bill polluters. It also formed the Council on Environmental Quality (CEQ), the Environmental Protection Agency (EPA), and the National Oceanic and Atmospheric Administration (NOAA).

TEXT №5 **Water pollution. Surface water**

Pollutants enter water too. Air pollutants can drift into water or be washed out of the sky by rain. Rain can wash land pollutants into waterways. Wastewater from factories and sewage-treatment plants often is released into waterways. Laws require that wastewater be treated to remove pollutants before it is released. But, in many parts of the world, wastewater treatment is not always possible. Pollution also enters water when people dump litter or waste materials into rivers, lakes, and oceans.

Some water pollutants poison fish and other wildlife, and can be harmful to people who swim in or drink the water. For example, chemical pesticides sprayed on farmland can wash into lakes and

streams. These chemicals can harm the insects that fish, turtles, or frogs rely on for food. Shortages of food can lead to deaths among water-dwelling animals. Some pollutants, especially those containing mercury and other metals, can build up in the tissues of fish. Eating contaminated fish and shellfish can transfer these metals to people, birds, and other animals. In some areas, people are advised not to eat fish or shellfish taken from polluted waterways.

Algal blooms are another water pollution problem. Raw sewage and excess fertilizer contain large amounts of nitrogen. If they are washed into a lake or pond, they can cause the rapid growth of algae. When the algae die, they are decomposed by huge numbers of bacteria that use up much of the oxygen in the water. Fish and other organisms can die from a lack of oxygen in the water.

TEXT № 6

Water pollution. Ocean water and groundwater

Pollutants enter water too. Air pollutants can drift into water or be washed out of the sky by rain. Rain can wash land pollutants into waterways. Wastewater from factories and sewage-treatment plants often is released into waterways. Laws require that wastewater be treated to remove pollutants before it is released. But, in many parts of the world, wastewater treatment is not always possible. Pollution also enters water when people dump litter or waste materials into rivers, lakes, and oceans.,

Rivers and streams eventually flow into oceans, bringing their pollutants along. Also, polluted water can enter the ocean in coastal areas where factories, sewage-treatment plants, or shipping activities are located. Oil spills are a well-known ocean pollution problem. About 4 billion kg of oil are spilled into ocean waters every year. Much of that oil comes from ships that use ocean water to wash out their fuel tanks. Oil also can come from oil tanker wrecks.

Pollution can affect water that seeps underground. Groundwater is water that collects between particles of soil and rock. It comes from precipitation and runoff that soaks into the soil. This water can flow slowly through permeable layers of rock called aquifers. If this water comes into contact with pollutants as it moves through the soil and into an aquifer, the aquifer could become polluted. Polluted groundwater is difficult and sometimes impossible to clean. In some parts of the country, chemicals leaking from underground storage tanks have created groundwater pollution problems.

TEXT № 7

Acid rain

A form of water pollution known as acid rain is caused by air pollution. Acid rain forms when sulfur dioxide and nitrogen oxide released by industries and automobiles combine with water vapor in the air. Acid rain can have serious effects on trees. It washes calcium and other nutrients from the soil, making the soil less fertile. One tree species that is particularly vulnerable to acid rain is the sugar maple. Many sugar maple trees in New England and New York have suffered major damage from acid rain. Acid rain also harms fish and other organisms that live in lakes and streams. Some lakes in Canada have become so acidic that they have lost almost all of their fish species. In the United States, 14 eastern states have acid rain levels high enough to harm aquatic life. Air pollution from factories, power plants, and automobiles can harm sensitive tissues of many organisms. For example, air pollution can damage the leaves or needles of some trees. This can weaken them and make these trees less able to survive diseases, attacks by insects and other pests, or environmental stresses such as drought or flooding.

Carbon dioxide gas (CO₂) is released into the atmosphere when wood, coal, gas, or any other fuel is burned. People burn large amounts of fuel, and this is contributing to an increase in the percentage of CO₂ in the atmosphere. An increase in CO₂ could raise Earth's average temperature by a few degrees. This average temperature rise, called global warming, might lead to climatic changes that could affect biodiversity. For example, portions of the polar ice caps could melt, causing floods in coastal ecosystems around the world.

TEXT № 8
Dust storms

Dust storms occur when sustained high winds blow near Earth's surface in arid regions, pick up large quantities of fine sand or dust, and transport the materials over great distances. More than 40% of the world's land surface is arid, either already desert land or in the process of desertification. These desert margins undergoing desertification are prone to dust storms. Dust storms arise most frequently in four regions: Central Asia, North America, Africa, and Australia.

Airborne particles in dust storms are a health hazard and can cause considerable damage because of their abrasive effect on any surface in the storm's path. When dust storms pass over industrial areas, emissions from the combustion of fossil fuels can be incorporated in the storm causing even more serious health hazards.

Core samples taken from ocean floors and studies of glaciers indicate that dust storms have occurred for at least 70 million years. The term dust storm also includes sand storms, the difference being the size of the soil particles involved. The size of the particles transported and the wind speed determine the character of a dust storm. Dust clouds prevent solar radiation from reaching the ground temporarily, causing a cooling effect at Earth's surface. However, dust clouds also absorb solar radiation thereby heating the cloud itself. Dust storms are most likely to occur in the spring when weather systems are most turbulent. Once a dust storm begins, the dust cloud can travel thousands of miles across the globe.

Критерии оценивания промежуточного контроля – экзамен

На экзамене результирующая оценка выставляется по четырех балльной системе (неудовлетворительно, удовлетворительно, хорошо, отлично).

Критерии оценивания:

- полнота и правильность ответа;
- степень осознанности, понимания изученного;
- языковое оформление ответа.

Показатели и шкала оценивания:

Шкала оценивания	Показатели
Отлично	ставится при полном устном ответе и переводе текста при этом: <ul style="list-style-type: none"> - обучающийся полно излагает материал, дает правильное определение основных понятий; - обнаруживает понимание материала, может обосновать свои суждения, применить знания на практике, привести необходимые примеры не только из учебника, но и самостоятельно составленные, в том числе из будущей профессиональной деятельности; - излагает материал последовательно и правильно с точки зрения норм литературного языка; - перевод текста выполнен правильно, без существенных ошибок.

Хорошо	<p>выставляется при неполном ответе по заданной теме и верном переводе при этом:</p> <ul style="list-style-type: none"> - обучающийся дает ответ, удовлетворяющий тем же требованиям, что и для отметки «5», но допускает 1-2 ошибки и 1-2 недочета в последовательности и языковом оформлении излагаемого.
Удовлетворительно	<p>получает обучающийся при: 1) неполном ответе по заданной теме и неполном (неточном) переводе; 2) неполном или неверном монологическом ответе и неполном (неверном) переводе при этом:</p> <ul style="list-style-type: none"> - обучающийся обнаруживает знание и понимание основных положений данной темы, но: - излагает материал неполно и допускает неточности в определении понятий или формулировке; - не умеет достаточно глубоко и доказательно обосновать свои суждения и привести свои примеры; - излагает материал непоследовательно и допускает ошибки в языковом оформлении излагаемого; - перевод текста выполнен неточно или содержит большое количество ошибок.
Неудовлетворительно	<p>выставляется при неверном ответе по теме и неверном переводе при этом:</p> <ul style="list-style-type: none"> - обучающийся обнаруживает незнание большей части соответствующего вопроса, допускает ошибки в формулировке определений и понятий; - беспорядочно и неуверенно излагает материал; - Письменный перевод выполнен не в полном объеме и содержит большое количество ошибок.

Оценки, которые выставляются на экзамене, кроме знаний, умений и навыков обучающихся учитывают степень сформированности у последних общекультурной компетенции ОК-5 - способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия, ОК-6 - способность работать в коллективе, толерантно воспринимать социальные, этнические, конфессиональные и культурные отличия, ОК-7 – способность к самоорганизации и самообразованию и общепрофессиональной компетенции ОПК-9 – способность решать стандартные задачи профессиональной деятельности на основе информационной и библиографической культуры с применением информационно-коммуникационных технологий и с учетом основных требований информационной безопасности.