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**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ  
ФЕДЕРАЦИИ**

**ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ  
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ**

**ГРОЗНЕНСКИЙ ГОСУДАРСТВЕННЫЙ НЕФТЯНОЙ ТЕХНИЧЕСКИЙ  
УНИВЕРСИТЕТ ИМЕНИ АКАДЕМИКА М.Д. МИЛЛИОНЩИКОВА**

«Межфакультетская языковая кафедра»

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\_\_\_\_\_/Т.Д.Магомадова/

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ПО УЧЕБНОЙ ДИСЦИПЛИНЕ**

**«ИНОСТРАННЫЙ ЯЗЫК»**

Направление подготовки

**05.03.06. Экология и природопользование**

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**«Природопользование»**

Квалификация

**Бакалавр**

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Составитель \_\_\_\_\_ Э. С-А. Идрозова



**ПАСПОРТ**  
**ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ ПО УЧЕБНОЙ**  
**ДИСЦИПЛИНЕ**  
**«Иностранный язык»**

<b>№ п/п</b>	<b>Семестр</b>	<b>Контролируемые разделы (темы) дисциплины</b>	<b>Код контролируемой компетенции (или ее части)</b>	<b>Наименование оценочного средства</b>
	<b>1 семестр</b>	Грамматика	УК-4	Лексико-грамматические упражнения, контрольные работы, тесты.
		Тексты	УК-4	Чтение текста по специальности на понимание (извлекая из него необходимую информацию); чтение текста по специальности с переводом, используя словарь; выписка ключевых слов и предложений, выражающих главную идею текста из каждого абзаца; пересказ текста, используя ключевые слова и предложения; вопросы к тексту и ответы на них; упражнения на проверку лексического материала.
		Устные темы	УК-4	Беседа на данную тему; упражнения, обеспечивающие закрепление и активизацию трудных для усвоения слов и словосочетаний; составление словаря по темам; контрольные переводы и пересказы с родного языка; рассказы по картинкам; вопросы к теме; составление диалогов.
	<b>2 семестр</b>	Грамматика	УК-4	Лексико-грамматические упражнения, контрольные работы, тесты.
		Тексты	УК-4	Чтение текста по специальности на понимание (извлекая из него необходимую информацию); чтение текста по специальности с переводом, используя словарь; выписка ключевых слов и предложений, выражающих главную идею текста из каждого абзаца; пересказ текста, используя

				ключевые слова и предложения; вопросы к тексту и ответы на них; упражнения на проверку лексического материала.
		Устные темы	УК-4	Беседа на данную тему; упражнения, обеспечивающие закрепление и активизацию трудных для усвоения слов и словосочетаний; составление словаря по темам; контрольные переводы и пересказы с родного языка; рассказы по картинкам; вопросы к теме; составление диалогов.
	3 семестр	Грамматика (повторение)	УК-4	Лексико-грамматические упражнения, комментирование грамматического материала (работа по карточкам), тесты.
		Тексты	УК-4	Чтение текста по специальности на понимание (извлекая из него необходимую информацию); чтение текста по специальности с переводом, используя словарь; выписка ключевых слов и предложений, выражающих главную идею текста из каждого абзаца; пересказ текста, используя ключевые слова и предложения; вопросы к тексту и ответы на них; упражнения на проверку лексического материала.
		Устные темы	УК-4	Беседа на данную тему; упражнения, обеспечивающие закрепление и активизацию трудных для усвоения слов и словосочетаний; составление словаря по темам; контрольные переводы и пересказы с родного языка; рассказы по картинкам; вопросы к теме; составление диалогов.

### ПЕРЕЧЕНЬ ОЦЕНОЧНЫХ СРЕДСТВ

№ п/п	Наименование оценочного средства	Краткая характеристика оценочного средства	Представление оценочного средства в фонде
1	Кейс-задача	Задания, выполняемые с использованием изучаемого программного обеспечения с целью	Темы практических

		углубления и закрепления теоретических и практических знаний	работ. Тест. Текст.
2	Реферат	Продукт самостоятельной работы студента, представляющий собой публичное выступление по определенной учебно-практической, исследовательской или научной теме	Темы рефератов
3	Контрольная работа (рубежная аттестация)	Подведение итогов учебной деятельности студентов в течение семестра в письменной форме	Вопросы по темам / разделам дисциплины/
4	Зачет	Подведение итогов учебной деятельности студентов за семестр в форме устного ответа преподавателю	Вопросы по темам / разделам дисциплины

## 1. Кейс-задача.

### Текущий контроль:

#### 1.1. Текст и упражнения

##### Text Technology

Technology means the use of people's inventions and discoveries to satisfy their needs. Since people appeared on the Earth, they had to get food, clothes and shelter. Through the ages people invented tools, machines and materials to make work easier.

Nowadays, when people speak of technology, they generally mean industrial technology. Industrial technology began about 200 years ago with the development of the steam engine, the growth of factories, and the mass production of goods. It influenced different aspects of people's lives. The development of the car influenced where people lived and worked. Radio and television changed their leisure time. The telephone revolutionized communication.

Science contributed much to modern technology. Science attempts to explain how and why things happen. Technology makes things happen. But not all technology is based on science. For example, people made different objects from iron for centuries before they learnt the structure of the metal. But some modern technologies, such as nuclear power production and space travel, depend heavily on science.

**Exercise 1. Find in text 2 the English for:** изобретения и открытия, удовлетворять потребности, инструменты, облегчить работу, промышленная технология, паровой двигатель, развитие, рост, массовое производство товаров, влиять, способствовать, делать попытку, атомная энергия, сильно зависеть от.

**Exercise 2. Find in the texts the words, which have the opposite meanings to the following:** Narrow, easy, practice, to try, artificial, old, more, to begin, small, different, little

**Exercise 3. Read, translate the sentences, change the words in italics into the words with similar and opposite meanings**

1. He happened to meet her in that *broad* street. 2. They are investigating *complex* problems. 3. It was a very *difficult* experiment. 4. They *started* researching this problem. 5. It was a *big* contribution.

**Exercise 4. Fill in the blanks with the articles a, an, the where necessary.**

... most common type of... computer is ... digital computer.... largest digital computers are ... parts of.... computer system that fill... large room. ... smallest digital computers — some so small they can pass through ... eye of... needle — are found inside ... watches, ... pocket calculators, and ... other devices.

**Exercise 5. a) Read and state the function of the verbs be, have**

All digital computers *have* two basic parts: a memory and a processor. The memory *is* receiving data and holding them until they *are* needed. The memory *is* made up of a big collection of switches (переключатели). The processor *is* changing data into useful information by the converting numbers into other numbers. It reads numbers from the memory, performs basic arithmetic calculations, and puts the answer back into the memory. The processor *is* performing this activity and over again until the desired result *is* achieved. Both the memory and the processor *are* electronic.

b) Fill in the blanks with the verbs *be, have*

People ... used calculating devices since ancient times. The first electronic digital computer ... built in 1946. The large room ... filled with the computer. Since then rapid improvement in computer technology ... led to the development of smaller, more powerful, and less expensive computers. But computers ... not able to think. A user... to tell the computer in very simple terms exactly what to do with the data it receives. A list of instructions for a computer to follow ... called a program.

**Exercise 6 . Mind the word order**

**a)Extend the following sentences with the words given in brackets.**

Scientists solve problems (complicated, some, mathematical, to try). Researchers make observations (facts, and, collect).

The boundaries have become clear (fields, scientific, between less). Science has influence on lives (our, great). Technology makes life easier (our, and, work, modern).

**b)Put the words in the following sentences in order, the first word in each sentence is in italics.interconnected,**

1.sciences, *All*, closely, are.

2.provides, *Science*, of, technology, modern, the, basis.

3.people, the, ages, *Through*, tools, invented, have, machines, materials, and.

4.influenced, aspects, people's, of, different, *Industrial*, technology, lives.

5.our, time, *Radio*, television, and, leisure, changed.

**Exercise 7. Complete the following sentences in a logical way**

1. The word "science" comes from ...
2. Science deals with ...
3. Scientists study...
4. Some scientists search for ...
5. Other researchers solve ...
6. Scientific theories consist of...
7. A theory becomes ...
8. Scientific study can be divided into ...
9. The boundaries between scientific fields have become ...
10. Science provides ...
11. Technology means ...
12. Industrial technology began ...
13. Technology influenced ...
14. Science attempts to explain ...
15. Technology makes ...

**Exercise 8. Make up special question according to the model, and answer them**

a) **Model:** Technology influences all aspects of people's life.

*What does technology influence?*

1. Science provides the basis of modern technology. 2. Technology means the use of people's inventions and discoveries to satisfy their needs. 3. This scientist uses systematic methods of study. 4. He usually tests any theory experimentally. 5. He proves it to be true.

b) **Model:** Scientists can study a wide variety of subjects.

*What can scientists study?*

The scientists can examine the structure of the cells of living plants and animals. 2. The scientists can solve different mathematical problems. 3. Scientists can use systematic methods of study. 4. They can make observations. 5. They can develop theories

**Exercise 9. Make up questions the answers to which will be words in italics. The words in brackets will help you.**

1. The word "science" means "*knowledge*" (what). 2. The scientists can order *facts* (what). 3. The scientists can unite *facts* (what). 4. They usually test *the theory* experimentally (what). 5. Technology influences *different aspects of our life* (what).

**Exercise 10. Answer the following questions about science and technology.**

1. What is science?
2. What is technology?
3. Are they interconnected?
4. Is all technology based on science?
5. What modern technologies depend heavily on science?
6. When did industrial technology begin?
7. When was a steam engine invented?
8. Who invented the steam engine?
9. When was radio invented?
10. Who invented the radio?
11. When was television invented?
12. Who invented the television?
13. When was a telephone invented?

**Exercise 11. Translate the following sentences from Russian into English.**

1. Слово "science" происходит от латинского слова "scientia", которое означает "наука".  
2. Ученые изучают широкий круг проблем. 3. Некоторые ученые ищут разгадку происхождения Вселенной. 4. Другие изучают строение клетки. 5. Некоторые исследуют причины нашего поведения. 6. Ученые используют систематические методы изучения проблем. 7. Науки могут быть разделены на три главные группы: естественные, общественные, технические науки. 8. Но границы между научными областями становятся все менее и менее четкими. 9. Все науки тесно взаимосвязаны. 10. Наука оказывает огромное влияние на нашу жизнь.

## **1.2. Контрольная работа**

**Задание 1. Прослушайте, прочитайте и переведите следующее письмо**

### **A letter to a friend**

23rd June 198... Dear Viktor, I'm very sorry I couldn't write to you last week, because I was very busy. At last I've taken my Literature examination and I'm quite free. When my wife takes her last exam next week, we'll go to Yalta for a holiday. I hope we shall have a good time there. You know how we love the sea. We are going to swim, lie on the beach, and sunbathe two or three hours a day. You write that you can't forget the holiday which we spent there two years ago. I can't forget it either. I'm awfully sorry you will not be able to go with us this year. When are you going to have your holiday? Is your wife's health still poor? I hope that she will soon be all right. How long do you intend to stay in the country? Is there a river and a wood there? I'll be back early in August in order not to miss my mother's birthday. She will be sixty on the tenth of August, you know. I think I'll be able to go to see you some time at the end of the month. I shall be very glad to hear from you before we leave. Love to you all, Boris

**Задание 2. Поставьте следующие предложения в отрицательную и вопросительную формы.** 1. There will be a lot of people at the lecture today. 2. I'll be in tomorrow morning. 3. He'll be out tomorrow afternoon. 4. The talk will be very interesting. 5. I shall forget about it. 6. He will remember us. 7. There will be a lot of work to do tomorrow. 8. I shall be able to go to classes soon. 9. He will be able to go with us. 10. I'll have to stay at home this evening. 11. You'll have to hurry.

**Задание 3. Переведите предложения на английский язык, обращая внимание на употребление Future Indefinite.** А. 1. Мы поедем завтра за город, если будет хорошая погода. 2. Я не смогу прийти к тебе сегодня, если мне придется остаться здесь после работы. 3. Вам тоже придется завтра рано вставать? 4. Если в субботу будет плохая погода, нам придется остаться в городе. 5. Она вернется к десяти часам вечера? 6. Как только он вернется, я вам позвоню. 7. Боюсь, что ты не сможешь пойти в школу, у тебя высокая температура. 8. Я буду рад снова увидеть вас в Москве. 9. Сколько времени нам потребуется, чтобы добраться туда автобусом? 10. Я думаю, вам понравится наша новая квартира. 11. Здесь будет стоять пианино. 12. Когда у вас будет телефон? 13. Почему вы не идете на занятия?

**Задание 4. Поставьте вопросы к предложениям.** 1. It will take you two hours to get there. 2. I'm not going to the cinema either because I'm very busy tonight. 3. We're going to have our examination at the end of June. 4. His wife's health is still poor. 5. He can't write to you now because he hasn't got the time. 6. I intend to spend three to four hours a day on my English before the examination.

**Задание 5. Заполните пропуски предложениями, где это необходимо.** 1. My friend and I always prepare ... our examinations together. I took my English exam the day ... yesterday, and got —good" ... it. My friend's going to have his exam .. two days' time. I hope he'll do well ... it, too. 2. I'm going ... the seaside ... my holiday ... this year. I always spend my holiday ... the sea. When I was away .. holiday last year, I swam ... the sea and sunbathed three hours a day

**Задание 6. Поставьте глаголы в скобках в Past Simple или Past Continuous:** Dear Peter, I'm writing to tell you about what happened to me last week while I 1) \_\_\_ my aunt who lives by sea (visit). One afternoon I 2) \_\_\_ her dog for a walk by the cliffs when I 3) \_\_\_ a girl who 4) \_\_\_ a tree by the edge of the cliff (take) / (notice) / (climb). As 67 she 5) \_\_\_ there, the branch suddenly 6) \_\_\_ and the girl 7

**7. Раскройте скобки, употребляя глаголы в форме Future Simple.** 1. I (to be) very busy at the beginning of June. We (to have) our exams. 2. This day (to come) sooner or later. 3. Who (to join) me? Perhaps I (to drive) to town this weekend. 4. You (to help) me or not? 5. He (to come) to see me in a year 's time.

**Задание 8. Раскройте скобки, употребляя глаголы в Present Simple или Future Simple. (Все предложения относятся к будущему).** 1. Before you (to cross) the park, you (to come) to a supermarket. 2. If I (to stay) some more days in your town, I (to call) on you and we (to have) a good talk. 3. After I (to finish) school, I (to enter) the University. 4. When he (to return) to Moscow, he (to call) on us. 5. If I (to see) him, I (to tell) him about their letter. 6. The child (not to be) healthy, if you (not to give) him much fruit

**Задание 9. Закончите предложения, дополнив их: а) придаточными определительными предложениями:** 1. Here is the student who... 2. Here are the students who... 3. Is this the book which...? 4. Are these the books which...? 5. Do you know the student whose...?

**Задание 10. Переведите предложения на английский язык, обратите внимание на перевод придаточных определительных предложений.** 1. Это тот дом, в котором вы жили, когда учились в институте? 2. Я всегда буду помнить день, когда я приехал в

Москву. 3. Это тот город, в котором (где) вы родились? 4. Каждый раз, когда я слышу это имя, я вспоминаю своего учителя. 5. Дети хотят встретиться с писателем, книгу которого они сейчас читают. 6. Я никогда не забуду тот день, когда я впервые пошел в театр. 7. Нравится ли вам книга, которую вы сейчас читаете?

### 1.3. Тестирование

**Тема: Сложноподчиненные предложения с союзами because, so, if, when, that, that is why с согласованием времен и косвенной речь.**

#### Тест № 1 вариант 1

**Задание.** Выберите правильный вариант.

**1. She said that she \_\_\_\_\_ keen on drawing.**

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

**2. I \_\_\_\_\_ her that I \_\_\_\_\_ time to play the piano.**

- a) told, have no c) told, did not have
- b) tells, did not have d) told to, had not have

**3. Jane answered that she \_\_\_\_\_ very early, so she \_\_\_\_\_ the film.**

- a) went to bed, hadn't seen
- b) had gone to bed, hadn't seen
- c) has gone to bed, hasn't seen
- d) had gone to bed, didn't see

**4. Mary told me that she \_\_\_\_\_ to leave for London the next week.**

- a) is going c) were going
- b) has gone d) was going

**5. I replied that I \_\_\_\_\_ her when I \_\_\_\_\_ back.**

- a) will phone, got
- b) would phone, got
- c) will have phoned, will have come
- d) is to phone, get

**6. Mary said that Paris \_\_\_\_\_ beautiful in spring.**

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

**7. The teacher \_\_\_\_\_ a report on the Civil War.**

- a) told Jane to make c) told Jane make
- b) tell to Jane to make d) told to Jane to make

**8. Jane \_\_\_\_\_ worry about her health.**

- a) ask to me not to c) asked me not to
- b) asked to not d) asked not

**9. I said that I \_\_\_\_\_ if I \_\_\_\_\_ time.**

- a) will go, have c) would go, have had
- b) would go, had d) will go, had

**10. Mary answered that she \_\_\_\_\_ wake up early in the morning when she was young.**

- a) got used to c) gets used to
- b) is getting used to d) used

**11. Jane told me \_\_\_\_\_ calm.**

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

**12. I am surprised to see you. Your mother said you \_\_\_\_\_ ill.**

- a) were c) has been
- b) are d) had been

**13. She said that Mary \_\_\_\_\_ into her flat because she \_\_\_\_\_ her key.**

- a) cannot get, lost c) couldn't get, had lost
- b) couldn't get, has lost d) can't get, was losing



**Тема: Временные формы**

**Тест 2 Вариант 1**

**Задание.** Выберите правильный вариант.

**1. He said that he \_\_\_\_\_ in America for two years.**

- a) lived c) has been living
- b) had lived d) lives

**2. They said that we \_\_\_\_\_ when Mary \_\_\_\_\_.**

- a) would leave, came c) will leave, came
- b) would leave, comes d) would leave, had come

**3. Jane told me that Africa \_\_\_\_\_ than America.**

- a) was nicer c) is being nicer
- b) has been nicer d) is nicer

**4. I told everyone that I \_\_\_\_\_ to the party at ten, but \_\_\_\_\_ as soon as possible.**

- a) couldn't come, would arrive
- b) can't come, would arrive
- c) couldn't come, arrive
- d) can't come, will arrive

**5. "How are your parents?" she asked. I answered that they \_\_\_\_\_ very well.**

- a) were c) have been
- b) are d) were being

**6. — The play is boring. — Is it? I thought you said it \_\_\_\_\_ exciting!**

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

**7. Mary told me that she \_\_\_\_\_ Helen in the park and that she \_\_\_\_\_ fine.**

- a) saw, had seemed c) had seen, seemed
- b) had seen, had seemed d) has seen, was seeming

**8. He said that his car \_\_\_\_\_ a few days ago.**

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

**9. Jane told me that I \_\_\_\_\_ at her house if I \_\_\_\_\_ ever in Paris.**

- a) could stay, was c) can to stay, was
- b) can stay, am d) could have stayed, was

**10. Mary answered that she \_\_\_\_\_ the next month.**

- a) is married c) was marrying
- b) was getting married d) is marrying

**11. Norma said that the old car had broken when they \_\_\_\_\_ the bridge.**

- a) has crossed c) crossed
- b) had been crossing d) were crossing

**12. She said she couldn't go in the water because she \_\_\_\_\_ her swimming suit.**

- a) had not brought c) hasn't brought
- b) didn't bring d) will not bring

**13. She said that my shoes were wet through and asked if I \_\_\_\_\_ all the way from the station in that rain.**

- a) has walked c) walking
- b) had walked d) was walking

**14. The old teacher advised me to speak slowly if I \_\_\_\_\_ them to understand me.**

- a) had wanted c) wanted
- b) want d) would want

**15. They \_\_\_\_\_ taxi \_\_\_\_\_ to the station yesterday.**

- a) took /to get b) had taken/ got
- c) take/ gets

**Тема: Страдательный залог.**

**Тест 3 Вариант 1.**

**Задание. Выберите правильный вариант.**

**1. When I came back, a new metro line... .**

a. was being built b. had built c. was building d. has been built

**2. A decision ..... until the next meeting.**

a. has not been made b. will not made c. will not be made

**3. The room ..... later.**

a. will clean b. will be cleaned c. has been cleaned

**4. He ....the way to the station.**

a. was shown b. shown c. was being shown

**5. Have you heard the news? Mr.X ..... the President!**

a. has elected b. has been elected c. elected

**6. Weekends ..... outdoors by most English people.**

a. spend b. are spend c. are spent

**7. The books written by Mark Twain .... by children with great interest.**

a. were read b. are read c. were being read

**8. The picture ...by a friend of my mothers.**

a. is painting b. is painted c. was painting d. was painted

**9. Detroit ..... as the first capital city of Michigan, but now Lansing is the capital city of Michigan.**

a. chosen b. was chosen c. have been chosen

**10. He ..... for a week already.**

a. hasn't seen b. hasn't been seen c. saw

**11. The bank robber .... by the local police**

a. have been arrested b. have arrested c. was arrested

**12. .... my book .... already? I can't wait any more.**

a. Was .... published b. Have .... published c. Has ....been published

**13. Many accidents ..... by dangerous driving.**

a. caused b. are caused c. have been caused

**14. My room .... at the moment I arrived.**

a. was being cleaned b. was cleaned c. is being cleaned

**15. This clock ...now.**

a. repair b. is repairing c. is being repaired

**2.Самостоятельная работа.**

**2.1.Способ организации самостоятельной работы:**

- Лексико-грамматические упражнения на проверку пройденного материала 1-3баллов
- Чтение текста по специальности на понимание (извлекая из него необходимую информацию)1балл
- чтение текста по специальности с переводом, используя словарь; выписка ключевых слов и предложений, выражающих главную идею текста из каждого абзаца;1балл
- пересказ текста, используя ключевые слова и предложения; вопросы к тексту и ответы на них; (2 бал)
- рефераты (15 бал.)

**2.2. Темы рефератов**

1. Великобритания

2. Северная Ирландия
3. Шотландия
4. США
5. Австралия
6. Канада
7. Новая Зеландия
8. ЮАР

### **Структура реферата.**

Реферат состоит из «Введения», где обосновывается актуальность темы, ставится цель и задачи реферата, определяется уровень исследования проблемы; 2-3 глав (разделов), при необходимости разбитых на параграфы, и «Заключения», где подводятся итог анализа и формулируются некоторые выводы.

*Список реферируемой литературы* приводится в конце реферата в алфавитном порядке.

*План реферата* или оглавление приводится в начале реферата перед «Введением».

Структура реферата должна быть обоснована, логична, соответствовать содержанию, целям и задачам.

*Объем реферата* от 10 до 15 страниц.

Оформление реферата предполагает наличие *титульного листа*, *обложки*, *обязательного чистого листа* для отзыва преподавателя в конце реферата, *библиографии* после текста реферата.

Реферат должен быть тем или иным способом сброшюрован.

При оценке реферата преподаватель исходит из следующих **критериев**:

- 1) соответствие темы реферата содержанию;
- 2) достаточность и современность привлеченных к рассмотрению источников;

### **Критерии оценки реферата: максимальный балл-15.**

**14-15 баллов** выставляется студенту, если:

- проведенное исследование и изложенный в реферате материал соответствует заданной теме;
- студент способен ответить на вопросы преподавателя по теме.

**9-13 баллов:**

- представленный в работе материал соответствует заданной теме, однако присутствуют недостатки в связности изложения материала;
- не все выводы носят аргументированный и доказательный характер.

**5-8 баллов:**

- студент способен изложить материал, однако наблюдаются отклонения от заданной темы;
- тема не соотносится с представленным рефератом.

**1-3 баллов:**

- материал не соответствует заданной теме;
- студент не освоил материал полностью и не способен ответить на вопросы преподавателя по теме доклада.

**3. Текущий контроль** представляет собой регулярно осуществляемую проверку усвоения учебного материала с требованием постоянного и непрерывного мониторинга качества обучения, а также необходимость балльной оценки успеваемости студента:

1. **Контрольная работа** по дисциплине принимается в письменной форме-10 заданий. Цель – оценить уровень освоения студентами дисциплины в целом, либо её отдельных тем, а также знаний и умений, предусмотренных компетенциями.

2. **Тестирование** проводится для студентов всех форм обучения в письменной форме.

### **Учебно-методическое обеспечение:**

1. Голицинский Ю.Б. Spoken English: Пособие по разговорной речи – Спб: КАРО, 2015.
2. Голицинский Ю.Б. Упражнения по грамматике – Спб: КАРО, 2016.
3. Агабекян И.П. Английский для бакалавров – Ростов-на-Дону: Феникс, 2017.
4. Мюллер В.К. Большой англо-русский словарь – М: Цитадель-Трейд, 2015.

**3.Рубежная аттестация** по дисциплине принимается в письменной форме – индивидуальные контрольные работы с вариантами (10 заданий).

**Критерии оценки:** за каждое правильно выполненное задание ставится по 2 балла. При оценке работы студента на аттестации учитываются: правильность и полнота ответа на вопрос; логика изложения материала вопроса; точность использования терминологии дисциплины; правильность выполнения практических заданий.  
Деятельности студента за промежуточную рубежную аттестацию -20 баллов.

### **ВИД РУБЕЖНОГО КОНТРОЛЯ ПО ДИСЦИПЛИНЕ «ИНОСТРАННЫЙ ЯЗЫК»**

#### **Вопросы к аттестации:**

#### **I – рубежная аттестация**

Грамматика: Фонетика, порядок слов в предложении, числительные, глагол *to be, to have*; местоимения и существительное. Типы вопросов (общий, альтернативный, специальный и разделительный). Структура *there is (are)*; Прилагательное. Степени сравнения прилагательных. Числительное (количественное и порядковое). Модальные глаголы (*can, may, must*); Present Indefinite и Present Continuous и оборот *to be going to*.

Тема: «Education»

Тема: «Acquaintance»

#### **Контрольная работа.**

##### **Образец задания:**

##### **1.Напишите транскрипцию следующих слов:**

Best, east, such, hue, tide, sit, grain, bake, fly, hole.

##### **2.Вставьте артикль, где необходимо.**

1. This is ... file. It's your ... file.
2. I see ... engineer. ... engineer is very clever.
3. We study ... English.
4. What ... interesting subject!
5. ... Grozny is ... capital of ... Chechen Republic.

##### **3.Напишите следующие существительные во множественном числе:**

A tree, a baby, a day, a sheep, a leaf, a tooth, a watch, a glass, a word, a brush.

##### **4.Поставьте следующие предложения во множественном числе:**

1. It is a long ruler.
2. This compass is very good.
3. That is a clean blackboard.
4. There is a computer on the table.
5. Is that story short?

##### **5.Перефразируйте следующие словосочетания и предложения, употребляя притяжательный падеж.**

1. A test of Ann.
2. A copy-book of my friend.
3. The pages of the book.
4. The tests of the students are on the shelf.
5. These are the bags of Ted.

##### **6.Вставьте глаголы to be into have в Present Indefinite Tense.**

1. I ... a student. – I ... a student of the college.
2. My father ... not a teacher, he ... a scientist.
3. ... your parents at home? – No, they ... not at home, they ... at work.
4. How old ... you? – I ... twenty.
5. We ... a friend. He ... a lot of English books.

**7. Задайте 4 типа вопросов к следующим предложениям.**

1. A computer is on the table.
2. The students have two lectures on Monday.

**8. Переведите на английский язык следующие предложения.**

1. Это ваш учебник? – Нет, это учебник нашего преподавателя.
2. Чья это ручка? – Это ручка Бена.
3. Где ваша сестра? – Она в институте.
4. Как зовут вашего друга? – Его зовут Майк.
5. Сколько твоей маме? – Ей 42 года.

**9. Выберите нужную форму.**

1. There is / There are a big hall downstairs.
2. There is / There are two bathrooms upstairs.
3. There is / There are beautiful trees in the garden.
4. There is / There are a kitchen downstairs.
5. There is / There are three bedrooms in the house

**10. Перепишите предложения, используя to be going to**

1. I've decided to play football tonight.
2. We plan to clean the house later. -
3. Lewis and Ethan have decided to watch a film at the weekend.
4. They plan to make a cake for Dad's birthday.
5. Fred plans not to have a burger for lunch.

**II – рубежная аттестация**

Грамматика: Past Indefinite Tense, Past Continuous Tense, Future Indefinite Tense, Future Continuous Tense and Present Perfect Tense. Числительное (дробь).

Тема: «Welcome», «Cities like people».

Тема: «The Industry of Great Britain», «The celebrations».

**Контрольная работа:**

**Образец задания:**

**1. Поставьте глаголы в скобках в Present Indefinite или в Present Continuous.**

1. What you (to do) here? – I (to wait) for a friend.
2. He (to speak) French? – Yes, he (to speak) French quite fluently.
3. Listen! Someone (to knock) at the door.
4. Don't go into the classroom! The students (to write) a dictation there.
5. She (to write) letters to her mother every week.
6. Let's go for a walk, it not (to rain).

**2. Переведите текст с английского на русский.**

People use radio or television. They switch on the radio set or TV set and choose the program they like best. Some people like music. They listen to various concerts of modern and old music, new and old songs, and see dances. Those who are fond of sports listen to or watch football and hockey matches. There are a lot of fans among people. They also see championships in athletics and other kinds of sports. Radio and television extend our knowledge about the world in which we live.

**3. Поставьте глаголы в скобках в Past Indefinite или в Past Continuous.**

1. They (to analyze) the results of their research from 4 to 6 o'clock yesterday.
2. One student (to carry out) the experiment while the other (to put down) all the details.
3. We (to prepare) for a very important experiment at 8 o'clock yesterday.
4. The transmitter (to send) signals from 2 till 5 o'clock.
5. We (to look for) a simpler method of solution but could not find it.
6. Ancient civilizations (to practice) the art of chemistry as early as 3000 B.C.

**4. Задайте 4 типа вопросов к следующим предложениям.**

1. The students were preparing for exam all day long.
2. She graduated from the Institute three years ago.
3. He has already made the experiment.

**5. Напишите следующие предложения в отрицательной форме.**

1. We shall finish the experiment before you return.
2. He will be working at his report at 8 o'clock tomorrow.
3. He attends lectures on history every week.
4. They are doing their homework now.
5. She has made some mistakes in her test.
6. He returned to Grozny 5 years ago.

**6. Поставьте глагол в скобках в Past Indefinite или в Present Perfect.**

1. He (to enter) the University this year.
2. She (to enter) the University last year.
3. I (to live) in Kiev in 1998.
4. I (to live) in Kiev since 1998.
5. I (not to meet) you in Moscow since 1980.
6. I (not to meet) you in Moscow in 1980.

**7. Переведите следующие предложения с русского на английский.**

1. Этот студент всегда задает много вопросов.
2. Студенты переводят текст с английского на русский.
3. Я собираюсь взять словарь.
4. Он звонил вам 10 минут назад.
5. Мы обсуждали последние новости с 3-х до 4-х вчера.
6. Я был в Англии 2 раза.

**8. Вставьте вместо пропусков модальные глаголы или их эквиваленты в соответствующей форме.**

1. ... I shut the door? – Yes, you ....
2. She ... translate this article without a dictionary.
3. He ... to send a telegram because it was too late to send a letter.
4. You ... not get up so early tomorrow.
5. Your diction is not very good. You ... read aloud.
6. You ... take a taxi if you want to catch that train.

**9. Напишите словами следующие числительные, дроби и хронологические даты.**

- a) 76, 59, 1090, 13559.
- б)  $1/2$ ;  $1/3$ ;  $3/7$ ;  $5/6$ ; 0,023; 2,48; 26,479; 54,0167.

1. в) 20 июля 1999 год, 31 декабря 2020, 14 февраля 2007.

**10. Вставьте подходящее прилагательное в нужной степени.**

1. This text is the \_\_\_\_\_ of all.
2. I was ill last week but today I am \_\_\_\_\_
3. Park Street is \_\_\_\_\_ than Market Street.
4. This jacket is small for me. Show me a \_\_\_\_\_ one.
5. What is the \_\_\_\_\_ thing in life?
6. A crocodile is \_\_\_\_\_ than a water snake.
7. Helen is the \_\_\_\_\_ girl in our class.

**2–семестр**

**I – рубежная аттестация**

Грамматика: Past Perfect Tense, Future Perfect Tense, Present Perfect Continuous Tense.  
Past Perfect Continuous Tense, Future Perfect Continuous Tense.

Тема: «Environment», «Health».

**Контрольная работа:**

**Образец задания:**

**1. Употребите глагол в следующих предложениях в одном из следующих времён (Past Perfect Tense, Future Perfect Tense, Present Perfect Continuous Tense).**

1. They (to discuss) this question since 5 o'clock.
2. The students (to pass) their exams by 2 o'clock.
3. The telegram arrived 5 minutes after you (to leave) the house.
4. Before he entered the Institute, he (to work) at a plant.
5. I (to finish) my homework by that time.

**2. Выберите соответствующий заголовок к следующему тексту.**

Isaac Newton lived in a period when the toxic effects of chemicals were less understood than today. He routinely sniffed fumes, tasted chemicals, and used open containers for heating substances. In the early years 1690's, he suffered through a period of insomnia, and depression, and mental instability. Though his biographers linked the situations to problems in his personal life, researchers now think that it was the consequence of his lab procedures: they found abnormally high concentration of lead, mercury, and other heavy metals in preserved specimens of his hair.

**3. Дайте русские эквиваленты следующим словосочетаниям.**

The mouse device; practical aid; an effective and fun tool; learning process; the most common device; the design capabilities of graphics; input device; the cursor movement; software program; computer display; changes in commands; flat software; double-click; textual and graphical images

**4. Переведите следующие слова и словосочетания на английский язык.**

Клавиатура; кнопка; экран; быть изумленным; другими словами; опытный пользователь; требовать; персональный компьютер; оптико-механическое входное устройство ; два валика; вращение; скользить ; увеличенная скорость; вращающийся шарик

**5. Ответьте на следующие вопросы, относящиеся к темам окружающей среды и здоровья.**

1. What problems is our planet facing?
2. Why are people so interested in environmental protection?
3. Who needs protection nowadays (people, animals, plants, oceans, etc.)?
4. What steps should be taken to make our planet a safer and better place to live in?
5. How do you protect the environment? Does your college and your family, your town and your country do its best to solve this problem?
6. How does your health and your life depend on the environment? Give your reasons.

**6. Заполните пропуски подходящими по смыслу словами.**

1. Three-quarters of the Earth's surface is covered in ... .
2. People ... chemistry since ancient times.
3. This experiment is rather ... to make.
4. ... is necessary to the maintenance of life.
5. Our ... is in our hands.
6. His ... on the subject is very good.
7. Whether you understand it or not doesn't ... at the moment.

**7. Переведите следующие предложения с русского на английский.**

1. Я знаю этого преподавателя с 1980-го года.
2. Она преподаёт английский 15 лет.
3. К концу года они переедут на новую квартиру.
4. Прежде чем управляющий подписал документ, он прочитал его.
5. К концу года студенты получают дипломы.

**8. Раскройте скобки, употребляя глаголы в Present Simple, Present Perfect, Present Continuous, Past Simple, Past Continuous).**

Alice ... (not to take) the bus to school every day. She usually ... (to walk) to school... (to take) ... you the bus to get to school or ... (to walk) you? Who is this man? I ... (to think) that I ... (to know) him, but I ... (to forget) his name. The children ... (to have) a good time in the park yesterday. They ... (to give) small pieces of bread to the ducks. Then they ... (to take) pictures of themselves.

**9. Поставить глаголы в нужной форме.**

1. Ben (to give up) smoking two years ago. He (to smoke) for thirty years. 2. It (not rain) when we (to go) out. The sun (to shine). 3. But It (to rain) for a few hours. 4. There (to be) nobody in the room put there (to be) a small of cigarettes. 5. Last year Mark (to go) to Denmark. It (to be) the first time there. 6. The company (to want) to have a sales representative who (to know) foreign language.

**10. Поставьте глагол в скобках в нужной форме причастия**

1. The exercises (do) by the pupils were easy
2. The house (surround) by tall trees is very beautiful
3. The girl (write) on the blackboard is our best pupil
4. Everything (write) here is quite right
5. Read the (translated) sentences once more

**II – рубежная аттестация**

Грамматика: Passive voice (all verb tenses). Infinitive. Gerund. Participle I. Participle II. Direct and Indirect speech. Sequence of tenses. Conditional sentences. Types of subordinate clauses.

Тема: «Prominent people», «Mass media»

**Контрольная работа:**

**Образец задания:**

**1. Переведите на английский, используя глаголы в Present, Past, Future Indefinite Passive.**

1. Их находят – их нашли – их найдут.
2. Его прощают – его простили – его простят.
3. Ее ищут – ее искали – ее будут искать.
4. Мне предлагают – мне предложили – мне предложат.
5. Нас встречают – нас встретили – нас встретят.
6. Вам дают – вам дали – вам дадут.

**2. Напишите следующие предложения в страдательном залоге.**

1. We use electricity on a large scale.
2. We knew little about the nature of electricity in the last century.
3. The technicians of our plant will increase the productivity of this experimental tool.
4. Our country has made great achievements in all fields of industry, technology and science.
5. Our chemical science is successfully solving many complex problems.
6. By the end of last century scientists had made the first attempts to obtain synthetic materials.

**3. Переделайте следующие предложения из прямой речи в косвенную.**

1. She said, "I am reading an interesting book".
2. We said to him, "The delegation will leave at the end of the week".
3. He asked us, "When will they send you the documents".
4. I asked her, "Who told you about it?"
5. My friend asked me, "Did you pass your English exam?"
6. Nick asked me, "Will you go to the lecture on Chemistry tomorrow?"

**4. Переведите следующие предложения на английский язык, обращая внимание на согласование времен.**

1. Он сказал, что завтра сделает все упражнения.
2. Мы видели, как студенты работают в лаборатории.
3. Нам говорят, что документы будут готовы на следующей неделе.
4. Их позовут, когда всё будет готово.
5. Они обещали, что доклад будет сделан по-английски.
6. Декларация должна быть заполнена, когда ввозятся разные транспортные средства.

**5. Образуйте все формы Participle от следующих глаголов.**

to stop, to cut, to forget, to begin, to study, to open, to play, to write, to give, to tie.

**6. Поставьте глагол в скобках в форме герундия используя нужный предлог.**



1. I have no intention (to stay) here any longer.
2. She insisted (to help) me.
3. Are fond (to play) chess?
4. He has had very much experience (to teach).
5. There is no possibility (to solve) this problem.
6. There is little chance (to see) her today.
7. The rain prevented me (to come).

**7.Образуйте все формы Infinitive от следующих глаголов.**

to throw, to decide, to send, to leave, to invent, to read, to break, to build, to ask, to lose.

**8.Переведите следующие предложения на английский язык.**

1. Ученый был уверен, что найдет решение данной проблемы.
2. Жаль, что вас не интересует этот предмет.
3. Он уже пожалел, что выбрал этот колледж.
4. Если бы я был на вашем месте, я бы посоветовался с родителями.
5. Ты сможешь отправить ему электронную почту сегодня вечером?
6. Они должны были выполнить на компьютере несколько простых заданий.

**9.Переведите на английский язык, употребляя герундий:**

1. Вы можете улучшить свое произношение, читая вслух каждый день.
2. Я не смогу перевести этот документ, не посмотрев нескольких слов в словаре.
3. Я думаю поехать туда осенью.
4. Я запишу номер вашего телефона, так как я боюсь забыть его.
5. Она отрицала, что взяла мои очки.

**10. Раскройте скобки, образуя от глаголов, стоящих в инфинитиве, требуемую форму.**

1. If we had no luggage, we (walk) home.
2. I should have called you up yesterday if I (be) in town.
3. We shall be very sorry if he not (call) on us tonight.
4. If I had the money, I (buy) that motorbike.
5. If I (to live) near the wood, I (to gather) a lot of mushrooms.

**3–семестр**

**I – рубежная аттестация**

**Контрольная работа:**

**Образец задания:**

**1. Поставить глаголы в нужной форме.**

1. Ben (to give up) smoking two years ago. He (to smoke) for thirty years. 2. It (not rain) when we (to go) out. The sun (to shine). 3. But It (to rain) for a few hours. 4. There (to be) nobody in the room put there (to be) a small of cigarettes. 5. Last year Mark (to go) to Denmark. It (to be) the first time there. 6. The company (to want) to have a sales representative who (to know) foreign language. 7. When I (to meet) Tom, he (to eat) an ice-cream which he (to buy) at the corner of the street.

**2. Перефразируйте следующие предложения, употребляя сложное подлежащее.**

1. It was reported that five ships were missed after the battle.
2. It appeared that he was losing patience.
3. It happened that I was present at the opening session.
4. It turned out that my prediction was correct.
5. It seems they know all about it.

**3. Переведите и поставьте в нужные формы страдательного залога.**

1. He stole a lot of money from the shop.
2. By six o'clock they had finished the work.
3. At twelve o'clock the workers were loading the trucks.
4. By three o'clock the workers had loaded the trucks.

5. We send our daughter to rest in the south every year.

**4. Переведите на английский язык и затем переведите их в действительный залог.**

1. Нас спросили, передают ли французский язык в нашей школе. 2. Когда будет отправлена эта контрольная работа. 3. В первый раз меня повели в театр, когда мне было пять лет. 4. После лекции было задано много вопросов. 5. Мне сказали, что вы завтра уезжаете.

**5. Переведите предложения из прямой речи в косвенную и затем переведите. 5.**

1. "Explain to me how to solve this problem", said my friend to me. 2. The woman said to her son "I am glad I am here. 3. Mother asked me "Did you play with your friends yesterday. 4. I am very thirsty, please give me some lemonade, Ann, "said Tom. 5. "Don't lie to me, Tom," said aunt Polly, "I am tired of your lies. 6. Are you fond of going to the theatre? asked my friend.

**6. Переведите из косвенной речи в прямую. Переведите на русский язык.**

1. I asked him whether he would go there. 2. She told him to come at five o'clock. I asked her to bring me a glass of water. 4. She told him to close the door 5. She asked her whether she wanted to see the new film. 6. He asked me who will go to the cinema with him

**7. Поставьте, где нужно, частицу to перед инфинитивом.**

1. I think you ought ... apologize. 2. Make him ... speak louder. 3. Help me ... carry this bag. 4. My son asked me ... let him ... go to the club. 5. I must ... go to the country.

**8. Поставьте глагол в скобках в нужной форме причастия.**

1. The exercises (do) by the pupils were easy. 2. The house (surround) by tall trees is very beautiful. 3. The girl (write) on the blackboard is our best pupil. 4. Everything (write) here is quite right. 5. Read the (translated) sentences once more.

**9. Переведите на английский язык, употребляя герундий.**

1. У меня нет надежды увидеть его скоро. 2. Мысль (идея) провести каникулы на Волге принадлежит моему брату. 3. Вы можете улучшить свое произношение, читая вслух каждый день. 4. Я не смогу перевести этот документ, не посмотрев нескольких слов в словаре. 5. Мы отложили обсуждение доклада.

**10. Раскройте скобки, образуя от глаголов, стоящих в инфинитиве, требуемую форму.**

1. I would come to see you if not (live) so far away. 2. If I had the money, I (buy) that motorbike. 3. They not (go) tomorrow if it (rain). 4. If you (stay) here a little longer, you (see) him. 5. If it (rain) on Saturday, I shall stay at home.

**II – рубежная аттестация**

**ТЕКСТЫ**

**Pollution and its Negative Effects**

Develop your reading skills. Read the following text on pollution and its effect on the environment. Then answer the comprehension questions

Pollution is the degradation of natural environment by external substances introduced directly or indirectly. Human health, ecosystem quality and aquatic and terrestrial biodiversity may be affected and altered permanently by pollution.

Pollution occurs when ecosystems cannot get rid of substances introduced into the environment. The critical threshold of its ability to naturally eliminate substances is compromised and the balance of the ecosystem is broken.

The sources of pollution are numerous. The identification of these different pollutants and their effects on ecosystems is complex. They can come from natural disasters or the result of human activity, such as oil spills, chemical spills, nuclear accidents ... These can have terrible consequences on people and the planet where they live: destruction of the biodiversity, increased mortality of the

human and animal species, destruction of natural habitat, damage caused to the quality of soil, water and air ...

Preventing pollution and protecting the environment necessitate the application of the principles of sustainable development. We have to consider to satisfy the needs of today without compromising the ability of future generations to meet their needs. This means that we should remedy existing pollution, but also anticipate and prevent future pollution sources in order to protect the environment and public health. Any environmental damage must be punishable by law, and polluters should pay compensation for the damage caused to the environment.

Comprehension

The damage caused by pollution might be irreversible:

- a. True
- b. False

The ecosystem

- a. can always cope with pollutants
- b. may not always be able to cope with pollution.

Pollution

- a. is always caused by humans.
- b. may sometimes be caused by natural disasters.

An ideal solution to prevent pollution would be to

- a. refrain the development of some countries.
- b. continue developmental projects.
- c. take into consideration the future generations need to live in a healthy environment.

### Topic: Environment.

1. Read the text and answer the questions below.



Environmental problems is the most burning problem of today. The ecological problem influence the climate on the Earth. Mankind long believed that, whatever we did, the Earth would remind much the same. Nature is under threat. Our country's pollution can be every country's problem. So we all need to work together to safeguard our environment. Air pollution is a very serious problem. Industrial enterprises emit tons of harmful substances. They are the main reason for the greenhouse effect and acid rains. The pollution of air and the world's

ocean, destruction of the ozone layer is the result of man's careless interaction- with nature a sign of the ecological crises. Rains, full of acid chemicals, change lakes, rivers, as well as forests. Acid water kills the plants and animals that usually live in water. Acid rain makes the Earth more acidic and some kinds of trees can't live in the soil that is very acidic. Forests are disappearing and this upsets the oxygen balance. Water pollution occurs mostly, when people overload the water environment such as streams, lakes, underground water, bays or seas with wastes or substances harmful to living being.

Nuclear weapon is also course of the pollution. It brings a great damage to the agriculture, forests and people's health.

The greenhouse effect and global warming both correspond with each other. The greenhouse effect is recalled as incoming solar radiation that passes through the Earth's atmosphere but prevents much of the outgoing infrared radiation from escaping into outer space. It causes the overheat of the air as a result we have the global warming effect.

People are beginning to realize that environmental problems are not somebody else's. In many countries' environmental protection agencies and research centers are up. Such organization as "Green Peace" cares for ecology in countries. Its main goal is to combine the people's efforts for

peace with the huge and ever mounting movement launches all kind of environmental actions and inform of the ways, means and results of this work.

a) Fill in the table.

b) True / False

Environmental problem isn't the most burning problem of today. (False)

We all shouldn't work together to safeguard our environment. (False)

Nuclear weapons are also course of the pollution. (True)

People are beginning to realize that environmental problems are somebody else's. (False)

Such organization as "Green Peace" cares for economy in countries. (False)

2. Put in the necessary words from the column.

There are many problems which (1) \_\_\_\_\_ our natural environment. Acid rain, (2) \_\_\_\_\_ warming and air and water (3) \_\_\_\_\_ are among the most serious ones. There are several ways to help improve the situation. Firstly, we should encourage (4) \_\_\_\_\_. Because it is the (5) \_\_\_\_\_ of new materials which causes the most damage. We must learn to reuse things like plastic bags and glass jars. Secondly, driving an environmentally-friendly car is also (6) \_\_\_\_\_. Furthermore, joining an (7) \_\_\_\_\_ which plants trees or cleans up beaches would be a (8) \_\_\_\_\_ that you are really (9) \_\_\_\_\_ about the environment. Lastly, supporting groups such as Greenpeace, which try to prevent many (10) \_\_\_\_\_ disasters, would help to ensure that our planet will be clean and safe for the future generations.

3. Write the following sentences using Present Perfect Passive Voice.

Teenagers have broken a lot of trees.

Factories and plants have polluted our rivers.

Bob has written the words "I love Helen" on the tree.

These children have dropped a lot of litter in the forest.

The pupils of 9 «A» class have collected 30 kilograms of wastepaper.

4. Choose the right variant.

1. The environment is a very important thing ... humans.

a) to b) for c) in d) of

2. Environmental problems will get worse and worse until we ... pollution.

a) stop b) stopped c) will stop d) has stopped

3. By the time we ... how to recycle, it might be too late.

a) learn b) will learn c) have learned d) learned

4. Our river will be polluted until we ... do something for cleaning it.

a) start b) will start c) have started d) started

5. Serious pollution ... chemicals and waste made by factories.

a) cause b) is caused by c) affect d) is affected by

6. Ninety-three per cent of Jamaica's coral reefs ....

a) destroy b) have destroyed c) have been destroyed d) destroyed

7. Polluted air and water ... people's health.

a) threat b) reduce c) litter d) damage

8. I suggest starting a programme to stop industries from using poisonous ....

a) chemicals b) litter c) garbage d) rubbish

9. Some gases that ... air can dissolve in water and in the atmosphere.

a) litter b) waste c) pollute d) release

10. After the school party we had to clean the ....

a) rubbish b) waste c) litter d) poison

11. This pollution can be so harmful, that it can ... the land, water and air.

a) affect b) effect c) cause d) harm

12. Many teenagers usually ... litter near their school.

a) pour b) drop c) release d) affect

13. Environmental problems are caused by ... humans.

a) a b) an c) the d) –

14. ... water is one of the most important resources for life.

a) a b) an c) the d) –

15. A lot of animals live in .... seas, rivers and lakes.

a) a b) an c) the d) –

5. Match the words in the left column with their meaning in the right column.

1. soil

2. land

3. ground

4. earth

a) the land surface on which we live and move about

b) the soil and rocks on the earth's surface

c) the substance on the surface of the earth in which plants grow

d) an area of ground that is used for a particular purpose such as farming or building

6. Write a letter to your pen-friend.

You have received a letter from your English- speaking pen-friend Ann who writes:

More and more young people get involved in environmental protection. Could you tell me what measures young people in your country take to save the environment? What kind of support do you get from your local community and family? Is there any Green Party/Movement where you live? Wouldn't you like to start one, if there isn't?

I am very happy now because I have just passed my last exams.

Write back soon,

Ann

Write a letter to Ann.

In your letter

answer her questions

ask 3 questions about her plans for the coming holiday

Write 100-140 words.

Remember the rules of letter writing.

### **Ecology. Упражнения по теме «Экология. Экологические проблемы».**

Упражнение 1. Переведите на русский язык.

creature, extinct, species, endanger, damage, wildlife, habitat, destroy, cure, development, size, weight, cardboard, include, rainforest, mammal, insect

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Упражнение 2. Подберите слово из упражнения 1 к определению ниже.

A kind of animal no longer existing

To cause danger to a living being

A group of plants and animals of the same kind

A place where an animal or a plant is found

An animal or being of some kind

To damage so much that it's completely ruined

To put in smth else

To make a disease go away by medical treatment

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Упражнение 3. Образуйте новое слово от данного в скобках

A hurricane is a \_\_\_\_\_ wind or storm. (violence)  
It was a \_\_\_\_\_ disaster. (terror)  
The \_\_\_\_\_ made by the fire was awful. (destroy)  
It is \_\_\_\_\_ to be near the crater of volcano. (danger)  
\_\_\_\_\_ disasters can damage houses and kill people. (nature)  
Emergency \_\_\_\_\_ do their best to save people. (work)  
Sometimes situations are very \_\_\_\_\_ to solve. (difficulty)  
The ocean is polluted with \_\_\_\_\_ waste. (chemistry)  
We should solve \_\_\_\_\_ problems. (environment)  
Air \_\_\_\_\_ is very dangerous for people. (pollute)  
The \_\_\_\_\_ of scientists are alarming. (predict)  
The earth has given us \_\_\_\_\_ for thousands of years. (support)  
The hurricane did a lot of \_\_\_\_\_ to the house. (damage)  
What are the most serious \_\_\_\_\_ problems now? (ecology)

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Упражнение 4. Вставьте подходящее слово в предложение ниже.  
Many .....of animals can become extinct in the near future.  
Nowadays many scientists say that some chemicals can.....human life.  
Nelly's pig was a funny ...., with short legs, small ears and not much hair on its skin.  
Lakes and ponds are natural ..... for frogs.  
Don't worry, I will..... your little rabbit.  
Fires often .....forests.

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Упражнение 5. Употребите правильную форму глагола в предложениях ниже.

Вариант 1.

Now human beings \_\_\_\_\_ (to kill) our planet.  
People usually \_\_\_\_\_ (not to care) about the environment.  
The builders have \_\_\_\_\_ (to cut down) a lot of trees in the forest.  
As a result many animals were to \_\_\_\_\_ (to die out).  
When did the destruction of this countryside \_\_\_\_\_ (to start)?  
\_\_\_\_\_ he \_\_\_\_\_ (to plant) a tree at that time yesterday?  
\_\_\_\_\_ he \_\_\_\_\_ (to plant) down the tree by 6 o'clock yesterday?  
According to the forecast a disaster \_\_\_\_\_ (to happen) soon.

Вариант 2.

Rain forests \_\_\_\_\_ (to disappear) nowadays.  
People have \_\_\_\_\_ (to destroy) a lot of wildlife.  
They \_\_\_\_\_ (to collect) the litter at the seaside last month.  
We must \_\_\_\_\_ (to pay attention to) these problems as soon as possible.  
We are happy to \_\_\_\_\_ (to survive) on the earth.  
The children \_\_\_\_\_ (to water) the trees by the moment it got dark.  
I \_\_\_\_\_ (to walk) on the beach when I saw a big jelly fish.  
Our problems \_\_\_\_\_ (not to disappear) in future.

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Remember the phrases:

Keep your country tidy. — Береги природу.

Keep off the grass. — По газонам не ходить.

Put litter in the bin. — Не сорите.

RRR. Reduce. Reuse. Recycle. — Сокращайте. Используйте повторно. Перерабатывайте.

Упражнение 6. Составьте предложения в пассивном залоге.

Water			damaged.
Air			destroyed.
Forests			disturbed.
Animals			cared for.
Wildlife	is/are	not	killed.
Litter			polluted.
Health			spoiled.
...			burnt.
...			cut down.
...			hurt.
			...

Упражнение 7. Выберите правильный вариант.

Does this businessman realise the damage these chemicals do to the (environmental / environment) \_\_\_\_\_ in our town?

Local government (местные власти) should support the idea of recycling and provide each house with bins for different types of (to waste / waste) \_\_\_\_\_.

If we want to protect our environment, lots of things should be changed in our life, but first of all we should improve (ecological / ecologist) \_\_\_\_\_ education.

To reduce (Чтобы уменьшить) air (to pollute / pollution) \_\_\_\_\_ people should use public transport. Too many people use their own cars.

If we want to keep our beautiful beaches as the main tourist (to attract / attraction) \_\_\_\_\_ we must protect them from litter pollution.

If you care about the protection of the environment and you want to be healthy, you should buy only (nature / natural) \_\_\_\_\_ food with no added chemicals.

Упражнение 8. Выберите правильный вариант.

\_\_\_\_\_ is threatening the lives of animals and plants (dirty air, pollution, poisonous air)

An earthquake is a \_\_\_\_\_ event (physical, natural, real)

Anything will grow in this dark rich \_\_\_\_\_. (soil, land, ground)

“Let’s take the baby outside,” she suggested. “We all need some \_\_\_\_\_ air” (pure, clear, fresh)

There is world wide concern about the destruction of the \_\_\_\_\_. (tropical woods, rainforests, rainy forests)

Tigers \_\_\_\_\_ because hunters kill them in order to sell their skins (run the risk, are insecure, are in danger)

Instead of dropping litter in the streets, we should use litter \_\_\_\_\_. (bags, bins, baskets)

\_\_\_\_\_, air and water pollution are among the most serious environmental problems. ( The warming of the planet, The world’s warming, Global warming)

Greenpeace try to prevent a lot of environmental \_\_\_\_\_. (disasters, tragedies, accident)

We should save energy by using \_\_\_\_\_ power and wind power. (solar, sun, sunny)

Упражнение 9. Выберите правильный вариант.

Animals are losing their \_\_\_\_\_ as growing cities cause the countryside to disappear (habitats, places of living, living spaces)

In remote regions, the air is pure and the crops are free of poisonous \_\_\_\_\_. (chemistry, ingredients, insecticides)

Many species of animal life have been shot to the verge of \_\_\_\_\_. (extinction, destruction, elimination)

\_\_\_\_\_ rain is mostly found in North America and Europe. (chemicals, sour, acid)



In my family we always take empty bottles to a \_\_\_\_\_ bin. (recycling, reusing, reprocessing)  
Yesterday I read a very interesting newspaper article about \_\_\_\_\_ mountain gorillas. (dangerous, endangered, damaged)  
Dangerous chemicals from factories are \_\_\_\_\_ into oceans, rivers and streams, killing fish. (thrown, poured, splashed)  
People say that fewer than 1,000 blue whales \_\_\_\_\_ in the Southern Hemisphere. (survive, remain alive, cling to life)  
People who live in a big city continuously suffer from car exhaust \_\_\_\_\_. (smoke, gases, fumes)  
If people refuse to buy \_\_\_\_\_ or other goods which come from species of animals, we could save their lives. (furs, wool, skin)

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Упражнение 10. Переведите на русский язык.

Accident, disaster, amount, atmosphere, development, environment, ecological balance, industry, living being, recycling, packing, industrial waste, drinking water, chemical, chemicals, wastes, global, harmful, scientific, rare, nuclear, to increase, to contaminate, to pollute, to protect (from), to solve, to vanish (disappear), to die out, to endanger, to conserve, to exhaust

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Упражнение 11. Переведите на английский язык.

живое существо, окружающая среда, защита окружающей среды, количество, авария, бедствие, атмосфера, развитие, экологическое равновесие, промышленность, промышленные отходы, переработка, упаковка, питьевая вода, химический, ядерный, химикаты, отходы, вредный, редкий, научный, глобальное, увеличивать, вымирать, исчезать, истощаться, загрязнять, заражать, подвергать опасности, защищать, сохранять, сберегать, решать

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Упражнение 12. Выберите правильный вариант.

Smoking ... your health. (dangers, dangers)  
Greenpeace works to ... awareness of the dangers that threaten our planet today. (promote, improve)  
Apes are on the ... of extinction (edge, verge)  
Losing twenty million acres of tropical rain forests every year is a .... (disadvantage, disaster)  
Tigers are ... and killed for their body parts which are used in medicine. (hunted, hunted)  
Oceans are currently a big dumping ground for tons of toxic... and sewage. (waste, packing)  
There are no more than two hundred and fifty ... of sharks in the world. (species, kinds)  
Storms and heavy rains often cause great ... to property. (damage, loss)  
Some factories and plants ... poisonous substances into the atmosphere. (increase, release)  
People are not doing their best to ... an ecological catastrophe. (avoid, prevent)

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Упражнение 13. Вставьте предлоги with, about, by, from, of, on, at, of, about, from, —

Ecology deals ... the relationships of man and nature.  
The whole world is threatened ... an ecological catastrophe.  
All countries ought to join the efforts to save the Earth ... an ecological disaster.  
Sustainable development is the one that doesn't deprive future generations ... the same type of opportunities we have now.  
More than two hundred million people depend ... the tropical forests for shelter and food.  
Trees are being cut down ... an alarmingly high rate.  
People are becoming more and more aware ... ecological problems.  
Pollution of water and air is one of the main problems people are concerned ... today.  
How can we protect our soil... further waste?  
If we don't think hard of ecology, we must be ready to face ... the consequences.

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Упражнение 14. Образуйте существительные от данных ниже глаголов

to damage —  
to pollute —  
to release —  
to astonish —  
to breathe —



to measure —  
to preserve —  
to purify —  
to conserve —  
to poison —  
to remove—  
to exist—  
to lose —  
to choose —

---

Упражнение 15. Составьте цепочки: причина — следствие (reason — effect) по образцу:  
ОБРАЗЕЦ We leave a burning fire in the forest. — We can cause fire in the forest.

A. If we leave a fire in the forest, we can cause fire and damage the forest. (Active voice)

B. If a fire is left in the forest, the forest can be damaged. (Passive voice)

We pollute the air.

We throw away plastic bottles.

We leave litter and rubbish in the forests.

We don't recycle paper. —

We break trees. —

We throw litter in the rivers.

Possible effects: change the climate, damage nature, hurt animals, cut down trees, disturb birds, cause water pollution, etc.

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Упражнение 16. Передайте повелительные предложения в косвенной речи, ответив на вопрос:  
What are you asked to do?

ПРИМЕР. Take litter out. — I am told (asked) to take litter out.

Please, be quiet.

Do not pick up flowers and plants.

Do not disturb birds.

Help to plant the trees.

Please, don't leave litter on the beach.

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Упражнение 17. Подготовьте сообщение про аварию на Фукусиме, которая случилась в Японии в 2011 году согласно плану:

what has caused the accident at the nuclear power station;

what has gone wrong and why people couldn't prevent the radioactive contamination;

the consequences of this accident for the whole world

Use the word-combinations: cause the radioactive contamination of the water in the Pacific Ocean;

can't stop pollution; have to dump the radioactive water into the ocean; endanger people's lives;

fish and seafood in the ocean is contaminated with the radiation; some fishing companies have

stopped catching fish in the ocean; urgent measures should be taken; safety of nuclear power

stations; the whole world is threatened by an ecological catastrophe; feel secure about my future

Use linking words: besides, more than that, what is more, as for me, I think that, I can never

understand, I strongly believe, I am sure

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Text 18. Переведите текст на английский язык.

Наш мир чудесен. Земля поддерживает все формы жизни: человека, птиц, зверей, насекомых, рыб. Но многим людям нет дела до (don't mind) красоты природы (природной красоты). Они бросают мусор на пляжах и упаковку на улицах. Люди не заботятся об окружающей среде. Они вырубают леса (cut down), загрязняют места обитания животных. В результате (As a result) животные погибают. Заводы и фабрики загрязняют воздух и воду (with) химическими отходами. Загрязнение очень опасно для человека, дикой природы и окружающей среды. Ученые предсказывают международную катастрофу. Мы должны заботиться о природе и о себе.

**Рубежная аттестация** по дисциплине принимается в письменной форме – индивидуальные контрольные работы с вариантами (10 заданий) или тексты с упражнениями.

**Критерии оценки:** за каждое правильно выполненное задание ставится по 2 балла. При оценке работы студента на аттестации учитываются: правильность и полнота ответа на вопрос; логика изложения материала вопроса; точность использования терминологии дисциплины; правильность выполнения практических заданий.

Деятельности студента за промежуточную рубежную аттестацию -20 баллов.

## **ИТОГОВАЯ ОТЧЕТНОСТЬ**

**Итоговая аттестация** – зачет в устной форме.

**Итоговая отчетность** (зачет) студентов по дисциплине принимается по вопросам пройденного материала с предоставлением времени на подготовку (20-25 мин.) и последующим устным ответом преподавателю - 2 теоретических вопроса.

<b><i>Итоговый рейтинг (в баллах)</i></b>	<b><i>Итоговая оценка за зачет</i></b>
от 40 и выше	зачтено
менее 40 баллов	Не зачтено

Студент имеет право участвовать в сдаче отчетности в период зачетно-экзаменационной сессии на общих основаниях и получить в пределах 20 баллов.

**При оценке ответа студента на зачете учитываются:**

- правильность ответа на вопрос
- логика изложения материала вопроса;
- правильность ответа на дополнительные вопросы;
- умение увязывать теоретические и практические аспекты вопроса;

**Итоговая отчетность (экзамен)** студентов по дисциплине принимается по вопросам пройденного материала с предоставлением времени на подготовку (30-35 мин.) и последующим устным ответом преподавателю. Состав билета (всего-25) - 2 практических вопросов (топик на пересказ и технический текст на перевод) и теоретический. вопрос по грамматике.

**Критерии оценки:**

К зачету и экзамену допускаются студенты, выполнившие все требования учебной программы (выполнившие с положительными оценками все виды контроля, предусмотренные графиком учебных заданий).

Баллы, полученные студентом в течение семестра, суммируются, и при наборе нижеперечисленного количества баллов, студент получает итоговую оценку – «зачтено».

«Не зачтено» выставляется при незнании основных вопросов билета или наличии грубых ошибок в ответах на них, неумении на основе теоретических знаний делать практические выводы.

Оценка объявляется студенту сразу же по окончании им ответа и заносится в экзаменационную ведомость, журналы контроля посещения занятий и успеваемости и зачетную книжку.

**Вопросы к зачету: 1 семестр**

**1. Grammar.**

1. Present Continuous Tense.
2. Present Indefinite Tense.
3. Past Indefinite Tense.

4. Past Continuous Tense.
5. Future Indefinite Tense.
6. Future Continuous Tense.
7. Present Perfect Tense.
8. Степени сравнения прилагательных и наречий.
- 9.оборот *there is / are*.
10. Modal verbs (*can, may, must, need, ought* и их эквиваленты).
11. Местоимения (личные, указательные, притяжательные).
12. Существительное (множественное число)
13. Числительное (количественное и порядковое; дроби)
14. Типы вопросов.
15. Предлоги.

## 2. Conversational texts.

1. "My visit card."
2. "Talking about my family."
3. "Talking about my friend."
4. "Talking about my house."
5. "My working day."
6. "Moscow."
7. "London"
8. "The Russian Federation."
9. "The Great Britain."
10. "Why do we learn foreign languages?"

Билеты к зачету (образец)

**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РФ  
ГРОЗНЕНСКИЙ ГОСУДАРСТВЕННЫЙ НЕФТЯНОЙ ТЕХНИЧЕСКИЙ  
УНИВЕРСИТЕТ имени академика М.Д.Миллионщикова**

**БИЛЕТ № 4**

Дисциплина Иностранный (английский язык)

Кафедра «Межфакультетская языковая кафедра»

1. Text: read, translate and retell
2. Grammar: Present Simple
3. Topic: My Working Day

/Зав. кафедрой

\_\_\_\_\_ /Т.Б. Хабусиева/

**Преподаватель**

\_\_\_\_\_ /Э. С-А. Идразова/

## Вопросы к зачету: 2 семестр

### 1. Grammar.

1. Past Perfect Tense.
2. Future Perfect Tense.
3. Present Perfect Continuous Tense.
4. Past Perfect Continuous Tense.
5. Future Perfect Continuous Tense.
6. Passive voice (all verb tenses).

7. Infinitive. Gerund. Participle I. Participle II.
8. Direct and Indirect speech.
9. Sequence of tenses. Conditional sentences.
10. Types of subordinate clauses.

**2. Texts for reading.**

**3. Conversational texts.**

1. "My native city."
2. "Environment."
3. "Seasons."
4. "Our Institute."
5. "My vacations."

**Билеты к зачету (образец)**

**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РФ  
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**БИЛЕТ № 5**

Дисциплина Иностранный (английский язык)

Кафедра «Межфакультетская языковая кафедра»

1. Text: read, translate and retell
2. Grammar: Past Perfect Tense
3. Topic: Our Institute

/Зав. кафедрой

\_\_\_\_\_ /Т.Б. Хабусиева/

Преподаватель

\_\_\_\_\_ / Э. С-А. Идрозова /

**Вопросы к экзамену: 3 семестр**

**1. Grammar (rules, exercises)**

1. Числительные,
2. Глаголы *to be, to have*.
3. Местоимения
4. Существительное.
5. Типы вопросов (общий, альтернативный, специальный и разделительный).
6. Структура *there is (are)*;
7. Прилагательное. Степени сравнения прилагательных и наречий.
8. Модальные глаголы (*can, may, must, need, ought* и их эквиваленты).
- 9.оборот *to be going to*
10. Present Indefinite Tense
11. Past Indefinite Tense
12. Future Indefinite Tense
13. Present Continuous Tense
14. Past Continuous Tense
15. Future Continuous Tense
16. Present Perfect Tense
17. Past Perfect Tense
18. Future Perfect Tense
19. Present Perfect Continuous Tense

20. Past Perfect Continuous Tense
21. Future Perfect Continuous Tense
22. Passive voice (all verb tenses)
23. Infinitive. Gerund.
24. Participle I. Participle II.
25. Direct and indirect speech
26. Sequence of tenses
27. Conditional sentences.
28. Types of subordinate clauses

**2. Texts for reading: read, translate and retell.**

**3. Conversational texts.**

1. "My visit card."
2. "Talking about my family."
3. "Talking about my friend."
4. "Talking about my house."
5. "My working day."
6. "Moscow."
7. "London"
8. "The Russian Federation."
9. "The Great Britain."
10. "Why do we learn foreign languages?"
11. "My native city."
12. "Environment."
13. "Seasons."
14. "Our Institute."
15. "My vacations."
16. "Sports in our life."
17. "Books in our life."
18. "British education system."
19. "Prominent people."
20. "My future profession."
21. "What is Ecology?"
22. "Our planet Earth"
23. "The Earth is our home"
24. "Greenhouse effect"
25. "The protection of nature"
26. "Air Pollution"
27. "Major pollutants and where they come from"
28. "Acid rains"

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РФ  
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БИЛЕТ № 1

Дисциплина Английский язык

Институт нефти и газа

Кафедра «Межфакультетская языковая кафедра»

Направление подготовки **05.03.06. Экология и природопользование**

1. Text: read, translate and retell
2. Grammar: to be/to have /to have got
3. Topic: My visit card

УТВЕРЖДЕНО

/Зав. кафедрой

на заседании кафедры

протокол № \_\_\_\_ от \_\_\_\_\_

Т.Б. Хабусиева

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РФ  
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УНИВЕРСИТЕТ имени академика М.Д. Миллионщикова

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БИЛЕТ № 2

Дисциплина Английский язык

Институт нефти и газа

Кафедра «Межфакультетская языковая кафедра»

Направление подготовки **05.03.06. Экология и природопользование**

1. Text: read, translate and retell
2. Grammar: There is/there are
3. Topic: Talking about my friends

УТВЕРЖДЕНО

/Зав. кафедрой

на заседании кафедры

протокол № \_\_\_\_ от \_\_\_\_\_

Т.Б. Хабусиева

**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РФ  
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УНИВЕРСИТЕТ имени академика М.Д. Миллионщикова**

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**БИЛЕТ № 3**

Дисциплина Английский язык  
Институт нефти и газа  
Кафедра «Межфакультетская языковая кафедра»  
Направление подготовки **05.03.06. Экология и природопользование**

1. Text: read, translate and retell
2. Grammar: Plural of nouns
3. Topic: Talking about my family

УТВЕРЖДЕНО

/Зав. кафедрой

на заседании кафедры

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Т.Б. Хабусиева

**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РФ  
ГРОЗНЕНСКИЙ ГОСУДАРСТВЕННЫЙ НЕФТЯНОЙ ТЕХНИЧЕСКИЙ  
УНИВЕРСИТЕТ имени академика М.Д. Миллионщикова**

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**БИЛЕТ № 4**

Дисциплина Английский язык  
Институт нефти и газа  
Кафедра «Межфакультетская языковая кафедра»  
Направление подготовки **05.03.06. Экология и природопользование**

1. Text: read, translate and retell
2. Grammar: Article
3. Topic: Talking about my house

УТВЕРЖДЕНО

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на заседании кафедры

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Т.Б. Хабусиева

**ГРОЗНЕНСКИЙ ГОСУДАРСТВЕННЫЙ НЕФТЯНОЙ ТЕХНИЧЕСКИЙ  
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**БИЛЕТ № 5**

Дисциплина Английский язык  
Институт нефти и газа  
Кафедра «Межфакультетская языковая кафедра»  
Направление подготовки **05.03.06. Экология и природопользование**

1. Text: read, translate and retell
2. Grammar: Possessive case
3. Topic: Moscow

УТВЕРЖДЕНО

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Т.Б. Хабусиева

**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РФ  
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**БИЛЕТ № 6**

Дисциплина Английский язык  
Институт нефти и газа  
Кафедра «Межфакультетская языковая кафедра»  
Направление подготовки **05.03.06. Экология и природопользование**

1. Text: read, translate and retell
2. Grammar: Present Simple Active and Passive
3. Topic: The Great Britain

УТВЕРЖДЕНО

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Т.Б. Хабусиева



**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РФ  
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УНИВЕРСИТЕТ имени академика М.Д. Миллионщикова**

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**БИЛЕТ №7**

Дисциплина Английский язык  
Институт нефти и газа  
Кафедра «Межфакультетская языковая кафедра»

Направление подготовки **05.03.06. Экология и природопользование**

1. Text: read, translate and retell
2. Grammar: Past Simple Active and Passive
3. Topic: The Russian Federation

УТВЕРЖДЕНО

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на заседании кафедры

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Т.Б. Хабусиева

**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РФ  
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**БИЛЕТ №8**

Дисциплина Английский язык  
Институт нефти и газа  
Кафедра «Межфакультетская языковая кафедра»

Направление подготовки **05.03.06. Экология и природопользование**

1. Text :read, translate and retell
2. Grammar: Future Simple Active and Passive
3. Topic: Environmental pollution

УТВЕРЖДЕНО

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на заседании кафедры

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Т.Б. Хабусиева

**ГРОЗНЕНСКИЙ ГОСУДАРСТВЕННЫЙ НЕФТЯНОЙ ТЕХНИЧЕСКИЙ  
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**БИЛЕТ №9**

Дисциплина Английский язык  
Институт нефти и газа  
Кафедра «Межфакультетская языковая кафедра»  
Направление подготовки **05.03.06. Экология и природопользование**

1. Text: read, translate and retell
2. Grammar: Present Continuous Active and Passive
3. Topic: Books in our life

УТВЕРЖДЕНО

/Зав. кафедрой

на заседании кафедры  
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Т.Б. Хабусиева

**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РФ  
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**БИЛЕТ №10**

Дисциплина Английский язык  
Институт нефти и газа  
Кафедра «Межфакультетская языковая кафедра»  
Направление подготовки **05.03.06. Экология и природопользование**

1. Text: read, translate and retell
2. Grammar: Past Continuous Active and Passive
3. Topic: Sports in our life

УТВЕРЖДЕНО

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на заседании кафедры  
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