

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
для проведения текущей и промежуточной аттестации

по учебной дисциплине

«Иностранный язык»

для направления подготовки 49.03.01. Физическая культура
профиль подготовки: Спортивная тренировка

1. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания

Контроль качества освоения дисциплины включает в себя текущий контроль успеваемости и промежуточную аттестацию. Текущий контроль успеваемости и промежуточная аттестация обучающихся проводятся в целях установления соответствия достижений обучающихся поэтапным требованиям образовательной программы к результатам обучения и формирования компетенций.

<i>Индекс</i>	<i>Компетенция</i>	<i>Компоненты</i>
УК-4	Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	1) готов осуществлять коммуникацию (устно и письменно) на русском языке
		2) готов осуществлять коммуникацию (устно и письменно) на иностранном языке

2.1 Показатели и критерии оценивания компетенций на различных этапах их формирования (промежуточная аттестация)

Компетенции	Показатели	Критерии в соответствии с уровнем освоения ОП			Оценочное средство
		пороговый (удовлетворительно) 55-69 баллов	стандартный (хорошо) 70-84 балла	эталонный (отлично) 85-100 баллов	

УК-4	Знать	<p>1. знает и понимает на слух отдельные фразы и наиболее употребительные слова в высказываниях, касающихся профессиональной сферы общения в простых, четко произнесенных и небольших по объему сообщениях;</p> <p>2. понимает при чтении без словаря очень короткие простые тексты профессиональной сферы общения, содержащие самую употребительную компьютерную терминологию;</p> <p>3. понимает недостаточно, чтобы самостоятельно вести беседу в ситуации профессионального общения.</p>	<p>1. понимает на слух основные положения и детали четко произнесенных в относительно медленном темпе высказываний в пределах литературной нормы на известные темы, с которыми приходится иметь дело в профессиональной деятельности.</p> <p>2. понимает при чтении без словаря тексты, построенные на частотном языковом материале повседневного и профессионального общения.</p>	<p>1. понимает на слух доклады и лекции по профессиональной деятельности, следит за сложной аргументацией, если тематика выступлений достаточно знакома; понимает без затруднений при чтении без словаря статьи, сообщения, тексты по широкой современной проблематике и профессиональноориентированные тексты.</p>	тесты
------	-------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------

	<p>Уметь</p> <p>1.общаться в простых типичных профессиональных ситуациях, в рамках знакомых тем, но допуская паузы, элементарные ошибки;</p> <p>2.инициировать или поддерживать предельно краткий разговор на профессиональные темы; обмениваться типовыми репликами;</p> <p>3.понимать на слух только общую мысль, тему, цель профессионального разговора, при котором присутствую; понять и извлечь основную информацию из коротких аудиозаписей; умею в общих чертах следить за основными моментами речи третьих лиц, если говорят медленно и четко;</p> <p>4.делать короткие подготовленные сообщения на профессиональные темы, содержание которых заучено и предсказуемо;</p> <p>1) понимать основное содержание прочитанного текста по специальности без пользования словарем; детально – при условии частого использования словаря;</p> <p>2) делать простые короткие записи и сообщения, написать несложное письмо делового характера (например, заявление о трудоустройстве).</p>	<p>1.без затруднений общаться, без предварительной подготовки поддерживать беседу в большинстве ситуаций профессионального общения;</p> <p>2.понимать на слух не только тему, но и детали профессионального разговора, при котором присутствую; без затруднений понимать речь в аудиозаписи на знакомые профессиональные темы;</p> <p>3.без затруднений строить простые связные высказывания на профессиональные темы;</p> <p>4.кратко объяснить свои намерения; рассказать о событии, изложить суть прочитанного/увиденного (без предварительной подготовки и зрительной опоры) и выразить к этому свое отношение;</p> <p>5.писать простые связные тексты на профессиональные темы, написать резюме, деловую записку и т.п.).</p>	<p>1.без подготовки довольно свободно участвовать в диалогах с носителями языка; принимать активное участие в дискуссии по знакомой проблеме в сфере профессионального общения, обосновывать и отстаивать свою точку зрения;</p> <p>2.использовать грамматически правильные формы, сразу исправлять большинство собственных ошибок;</p> <p>3.писать грамотные, подробные сообщения по широкому кругу профессиональных вопросов; писать доклады, эссе, освещая вопросы и аргументируя свою точку зрения;</p> <p>порождать высказывания в достаточно беглом темпе, без долгих пауз в речи; высказываться по широкому кругу профессиональных вопросов, развивая отдельные мысли и подкрепляя их дополнительными положениями и примерами.</p>	
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	<p>Владеть</p> <p>1.использовать ограниченный запас слов и словосочетаний; 2.демонстрировать уровень фонетической и грамматической правильности ниже среднего; 3.рассказать о простых каждодневных ситуациях (семье, других людях, условиях жизни, учебе, настоящей или прежней работе), используя элементарную лексику; 4. кратко отвечать на вопросы и реагировать на простые высказывания, но допуская грамматические или фонетические ошибки.</p>	<p>1.общаться без затруднений и без предварительной подготовки в большинстве ситуаций на знакомую тему; словарный запас позволяет объясниться с некоторым количеством пауз по каждодневным или профессиональным темам; допускается незначительное количество грамматических или фонетических ошибок; 2.начинать, поддерживать и завершать беседу; повторить предыдущие реплики, демонстрируя тем самым свое понимание.</p>	<p>1.высказываться без затруднений и без предварительной подготовки по широкому кругу вопросов, приводя аргументы «за» и «против»; 2.использовать некоторые сложные синтаксические конструкции, достаточный словарный запас, позволяющий высказываться без явного поиска подходящего слова или выражения; продемонстрировать достаточно высокий уровень контроля грамматической и фонетической правильности</p>	
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

2.2.Критерии и шкалы оценивания результатов обучения при проведении текущего контроля успеваемости

Текущий контроль предназначен для проверки хода и качества формирования компетенций, стимулирования учебной работы обучаемых и совершенствования методики освоения новых знаний. Он обеспечивается проведением семинаров, оцениванием контрольных заданий, проверкой конспектов лекций, выполнением индивидуальных и творческих заданий, периодическим опросом обучающихся на занятиях. Контролируемые разделы (темы) дисциплины, компетенции и оценочные средства представлены в таблице.

№ п/п	Контролируемые разделы (темы) дисциплины*	Код контролируемой компетенции (или ее части)	Наименование оценочного средства**
-------	-------------------------------------------	-----------------------------------------------	------------------------------------

1	<p>Тема: О себе (About myself). Моя учеба (My University Course) Грамматика: местоимения, артикли, числительные, множественное число существительных to be, there is/are, to have личные местоимения. Имя существительное: образование мн. числа. Артикль (понятие, виды). Структура простого предложения. Числительные. Лексика: Учеба в университете.</p>	УК-4	<p>Лексический диктант Разноуровневые задачи и задания. Монологическое высказывание. Грамматические упражнения.</p>
2	<p>Тема: Спорт в моей жизни (Sport in my life). Здоровый образ жизни (Healthy Lifestyle). Грамматика: Употребление времен группы Simple Лексика: Виды спорта.</p>	УК-4	<p>Лексический диктант Разноуровневые задачи и задания. Монологическое высказывание. Грамматические упражнения.</p>
3	<p>Тема: Тренер и спортсмены (Coach and his athletes). Как стать тренером (How to become a coach) Грамматика: Употребление времен группы Simple. Лексика: Спортивная тренировка.</p>	УК-4	<p>Лексический диктант Разноуровневые задачи и задания. Монологическое высказывание. Грамматические упражнения.</p>

Критерии и шкала оценивания тестирования (промежуточного, итогового)

Оценка	Критерий оценки
--------	-----------------

«зачтено»	Выполнение более 60% тестовых заданий
«не зачтено»	Выполнение менее 60% тестовых заданий

Критерии и шкала оценивания лексических диктантов

Оценка	Критерий оценки
«зачтено»	Обучающийся правильно выполнил не меньше 50% заданий.
«не зачтено»	Обучающийся выполнил менее 50% заданий.

Критерии и шкала оценки письменных работ (написание письма)

Оценка	Критерий оценки
«зачтено»	Обучающийся правильно выполнил задание. Показал отличные владения навыками применения полученных знаний и умений при решении профессиональных задач в рамках усвоенного учебного материала.
«не зачтено»	При выполнении задания студент продемонстрировал недостаточный уровень владения умениями и навыками при решении профессиональных задач в рамках усвоенного учебного материала. Допущено множество неточностей.

Критерии и шкала оценивания монологических высказываний

Оценка	Критерий оценки
«зачтено»	Выступление структурировано, имеются вступление, основная часть и заключение; выступление информативно, содержит несколько подтем; студент хорошо знает содержание своего высказывания, при выступлении практически не пользуется текстом
«не зачтено»	При выполнении индивидуального задания студент продемонстрировал недостаточный уровень владения умениями и навыками при решении профессиональных задач в рамках усвоенного учебного материала. Допущено множество неточностей.

Критерии и шкала оценивания ролевых игр

Оценка	Критерий оценки
«зачтено»	Вопросы сформулированы ясно, конкретно, составлены в вежливой форме (на основе речевых клише), четко обозначена позиция, высказано конкретное предложение; ответы на вопросы подробные, исчерпывающие.
«не зачтено»	Студент обнаруживает незнание большей части соответствующего раздела изучаемого материала, допускает ошибки в формулировке материала.

Критерии и шкала оценивания разноуровневых задач

Оценка	Критерий оценки
--------	-----------------

«зачтено»	<i>Задача решена верно, приведены правильные аргументирующие выводы и разработаны рекомендации по совершенствованию кадрового потенциала. Результаты расчетов отображены графически.</i>
«не зачтено»	<i>Задача не решена или решена со значительными замечаниями.</i>

2.3. Критерии и шкалы оценивания результатов обучения при проведении промежуточной аттестации

Промежуточная аттестация предназначена для определения уровня освоения всего объема учебной дисциплины. Для оценивания результатов обучения при проведении промежуточной аттестации используется

_____ шкала (указывается шкала обучения в соответствии с таблицей).

Основные виды систем оценивания

Европейская	100-балльная	4-балльная	2-балльная
A	94-100	отлично	зачтено
A-	90-94		
B+	85-89		
B	80-84	хорошо	
B-	75-79		
C+	70-74		
C	65-69	удовлетворительно	
C-	60-64		
D	55-59	неудовлетворительно	не зачтено
F	50-54		

Например:

1. Промежуточная аттестация предназначена для определения уровня освоения всего объема учебной дисциплины. Для оценивания результатов обучения при проведении промежуточной аттестации используется двухбалльная шкала: «зачтено», «не зачтено».

Шкала оценивания	Критерии оценивания	Уровень освоения компетенций
«зачтено»	<i>Обучающийся правильно ответил на теоретические вопросы. Показал отличные знания в рамках учебного материала. Правильно выполнил практические задания. Ответил на все дополнительные вопросы</i>	Эталонный
	<i>Обучающийся с небольшими неточностями ответил на теоретические вопросы. Показал хорошие знания в рамках учебного материала. С небольшими неточностями выполнил практические задания. Ответил на большинство дополнительных вопросов</i>	Стандартный

	<i>Обучающийся с существенными неточностями ответил на теоретические вопросы. Показал удовлетворительные знания в рамках учебного материала. С существенными неточностями выполнил практические задания. Допустил много неточностей при ответе на дополнительные вопросы</i>	<i>Пороговый</i>
<i>«не зачтено»</i>	<i>Обучающийся при ответе на теоретические вопросы и при выполнении практических заданий продемонстрировал недостаточный уровень знаний и умений. При ответах на дополнительные вопросы было допущено множество неправильных ответов</i>	<i>Компетенции не сформированы</i>

2. Промежуточная аттестация предназначена для определения уровня освоения всего объема учебной дисциплины. Для оценивания результатов обучения при проведении промежуточной аттестации используется четырехбалльная шкала: «Отлично», «Хорошо», «Удовлетворительно», «Неудовлетворительно».

<i>Шкала оценивания</i>	<i>Критерии</i>	<i>Уровень освоения компетенций</i>
<i>Отлично</i>	<i>наличие глубоких и исчерпывающих знаний в объеме пройденного программного материала, правильные и уверенные действия по применению полученных знаний на практике, грамотное и логически стройное изложение материала при ответе, знание дополнительно рекомендованной литературы</i>	<i>Эталонный</i>
<i>Хорошо</i>	<i>наличие твердых и достаточно полных знаний программного материала, незначительные ошибки при освещении заданных вопросов, правильные действия по применению знаний на практике, четкое изложение материала</i>	<i>Стандартный</i>
<i>Удовлетворительно</i>	<i>наличие твердых знаний пройденного материала, изложение ответов с ошибками, уверенно исправляемыми после дополнительных вопросов, необходимость наводящих вопросов, правильные действия по применению знаний на практике</i>	<i>Пороговый</i>
<i>Неудовлетворительно</i>	<i>наличие грубых ошибок в ответе, непонимание сущности излагаемого вопроса, неумение применять знания на практике, неуверенность и неточность ответов на дополнительные и наводящие вопросы.</i>	<i>Компетенции не сформированы</i>

3. **Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или)**

опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы

3.1. Оценочные средства текущего контроля успеваемости

МОДУЛИ 1-2

Тест (to be+ именная часть)

Вариант 1

Ex. 1

Fill in the gaps as in the example.

Long Form	Short Form	Negative Form	Negative Short Form
<i>1. We are students.</i>	<i>We're students.</i>	<i>We are not students.</i>	<i>We aren't students.</i>
2. He is from Spain			
3. You are a singer			
4. It is a picture			
5. They are actors			

Ex. 2

Translate sentences into English

1. Мой дядя – ученый.
2. Я родом из Бразилии.
3. Супермаркет находится недалеко от нашего дома.
4. Джон не был голоден.
5. Мы болеем.

Ex. 3

Put IS or ARE

1. There _____ two cups of tea on the table.
2. There _____ some milk in the cup.
3. There _____ an orange in the salad.
4. There _____ six balls in the box.
5. There _____ some cheese on the plate.
6. There _____ a blue chair at the door.
7. There _____ five chicks and a hen on the farm.
8. There _____ a table and nine desks in the classroom.
9. There _____ a big window to the left of the door.

Вариант 2

Ex. 1

Fill in the gaps as in the example.

Long Form	Short Form	Negative Form	Negative Short Form
1. <i>We are students.</i>	<i>We're students.</i>	<i>We are not students.</i>	<i>We aren't students.</i>
2. He is from Italy			
3. You are a dancer			
4. It is a poster			
5. They are singers			

Ex. 2

Translate sentences into English

1. Дети были в школе.
2. Билеты не будут дешевыми.
3. Стулья не были деревянными.
4. Ключи будут на столе.
5. Эта футболка была подарком моей мамы.
- 6.

Ex. 3

Put IS or ARE

1. _____ there three cups on the coffee-table?
2. _____ there a carpet on the floor?
3. There _____ no cats in the sitting room.
4. There _____ a cat on the table.
5. There _____ 3 dogs in the box
6. There _____ 4 hens in the house.
7. There _____ a pot on the table.
8. _____ there a bathroom near the kitchen?
9. _____ there four rooms in the house?
10. _____ there a kitchen under your bedroom?

Test (to have, to be) Вариант 1

Ex. 1

Insert HAVE or HAS

1. I _____ a mouse 2. You _____ a mouse. 3. He _____ a mouse. S
4. he _____ a mouse.
5. I _____ no mouse.
6. You _____ no mouse.
7. He _____ no mouse.

Ex. 2

Insert the verb to have in the appropriate form.

1. You _____ beautiful eyes.
2. _____ you _____ any sisters or brothers? Yes, I _____. I _____ two sisters, but I _____ a brother.
3. _____ your mother _____ a good job? Yes, she _____. / No, she _____.
4. We _____ a new car.

5. I _____ any problems.
6. What time _____ you _____ breakfast?
7. She always _____ a cup of tea in the morning.
8. _____ a good time!

Вариант 2

Ex. 1

Insert HAVE or HAS

1. She _____ no mouse.
2. It _____ a sheep.
3. We _____ a sheep.
4. You _____ a sheep.
5. They _____ a sheep.
6. It _____ no sheep.
7. We _____ no sheep.
8. You _____ no sheep.

Ex. 2

Insert the verb to have in the appropriate form.

1. We _____ a wonderful holiday last summer.
2. When he was young he _____ a car.
3. What time _____ you _____ breakfast this morning?
4. He _____ already _____ a birthday party.
5. _____ you _____ a holiday this year?, No, not yet.
6. We _____ a party tomorrow
7. They _____ a day off tomorrow

ABOUT MYSELF AND MY FAMILY

READ THE TEXT.

Let me introduce myself. I'm Igor Rostov. Igor is my first name. Rostov is my surname. I'm fourteen years old. I was born on the 10th of December in 1987 in St. Petersburg.

I'm a student I go to university. I'm in the first course. I'd like to be a computer programmer. I'm good at Maths and Physics. They are my favourite subjects.

I'm rather tall and slim. My hair is fair. I've got blue eyes. I like to joke and to laugh. I think I've got a sense of humour. I go in for sports. I play football. Our team takes part in different football competitions.

I want to tell you a few words about my family. My family is large. There are five of us: my mother, my father, my brother, my sister and me.

First of all some words about my parents. My parents have been married for twenty-four years. My father is fifty years old. He is an engineer. His name is Boris. He works in the office of a shipbuilding company. He is very experienced. My father is always busy. He likes his job very much. My father is a tall man with fair hair and green eyes. He can make different things with his own hands. We've got a car and my father always repairs our car himself. My father is fond of swimming. When he has some free time we go to the swimming-pool together.

My mother's name is Sveta. She is forty-five but she looks much younger. She is slim. My mother has big blue eyes and brown hair. She is a doctor. She works in a hospital and likes her profession very much. My mother keeps house and takes care of us. She is very good at cooking. She often cooks something tasty for us. We try to help her about the house.

I'm lucky to have an elder brother. My brother Oleg is about twenty-three. He is married and has a family of his own. Oleg is a businessman and his wife Helen is a teacher of English. They have a small daughter who is two years old. Oleg is my best friend. I can always turn to him with all my troubles.

My younger sister Olga is only five years old. Olga goes to the kindergarten. She is very funny. I like to spend my free time teaching her something. Sometimes I take Olga to the Zoo.

My grandparents are retired. They don't live with us but I think them to be members of our family. They often come to see us. My grandparents like gardening. They spend a lot of time in the country. They grow vegetables and fruit.

I love my family very much. We always help each other. Everyone in my family is my best friend.

ANSWER THE QUESTIONS:

- | | |
|------------------------------------|-------------------------------------------------------------------------|
| 1. What's your name? | 11. What colour are your eyes? |
| 2. What's your surname? | 12. Do you like to joke? |
| 3. How old are you? | 13. Have you got a sense of humour? |
| 4. When and where were you born? | 14. What is your favourite sport? |
| 5. Are you a pupil? | 15. Do you go in for sports? |
| 6. What form are you in? | 16. Have you or your team ever taken part in competitions? |
| 7. What do you want to be? | |
| 8. What is your favourite subject? | 17. Is your family large? How many are you in the family? |
| 9. Are you tall or short? | |
| 10. What hair have you got? | 18. Have you got any sisters or brothers? |
| | 19. What are your parents? Where do they work? Do they like their jobs? |

Тест Вариант 1

Ex. 1

Put the verb to be in the right tense (Present Simple / Past simple / Present Perfect / Future Simple)

Hello! My name _____ Alan. I _____ thirteen. My friend's name _____ David. He _____ thirteen, too. We _____ from Belarus. Last summer we _____ at the seaside. The weather _____ sunny. There _____ many people on the beach. We had a good time. I hope next summer it _____ sunny and warm, too. There _____ a lot of nice days. I _____ never _____ to other countries. Some day in future I _____ lucky to visit London and my holidays _____ great.

Ex. 2

Find and highlight all adjectives in the text.

My favourite painting is in a light oval room with large windows. It was painted by a famous Italian artist. An elegant lady rides a black horse in a beautiful park. Three small funny dogs are running behind them. The woman looks happy and excited. I feel quite warm and comfortable when I look at this old painting.

Ex. 3

Give the Comparative and Superlative Degrees.

Sad
Grey
Bad
Old
Happy
Free
Far

Dry Big
Near.

Ex. 4

Put adjectives into correct forms.

1. John is (young) of the 3 brothers.
2. The Sun is (bright) the Moon.
3. Is the diameter of Jupiter (big) than that of the Earth?
4. That room is (light) than yours.
5. This room is (large) than the one upstairs.
6. It doesn't take (much) than four days to cross the Atlantic, does it?

Вариант 2

Ex. 1

Put the verb to be in the right tense (Present Simple / Past simple / Present Perfect / Future Simple) 1.

- The animals _____ in danger.
2. There _____ only a few mountain gorillas in the world now.
 3. It _____ the thirty-first today.
 4. The wind _____ strong yesterday.
 5. We _____ at the end of Cliff Road when Alan fell down.
 6. What _____ the weather like yesterday?
 7. I hope your leg _____ better soon.
 8. _____ you _____ at home tomorrow?
 9. _____ you ever _____ to London?
 10. I _____ ill for a week.

Ex. 2

Find and highlight all adjectives in the text.

My favourite painting is in a light oval room with large windows. It was painted by a famous Italian artist. An elegant lady rides a black horse in a beautiful park. Three small funny dogs are running behind them. The woman looks happy and excited. I feel quite warm and comfortable when I look at this old painting.

Ex. 3

Give the Comparative and Superlative Degrees.

Shy

Unusual

Able

Mountainous

Little

Polite

Famous

Well-known

Heavy

Ex. 4

Choose the correct form of an adjective.

1. Jane is the (taller — tallest) of the 2 girls.
2. Father was the (eldest — elder) of seven sons.
3. Albert is (elder — older) than John.
4. I think your plan is the (best — better) of the two.
5. This is the (most large-largest) power — station, I've ever seen.

6. Henry is the (oldest — eldest) of the 3 brothers.

Тест (Виды вопросительных предложений) Вариант 1

Ex. 1

Put the following sentences into interrogative form.

1. They have done something.

-
2. He has given them some money.

-
3. You have brought something for us.

-
4. I have taken some English books from you.

-
5. She was reading something.

-
6. He has written a letter to somebody.
-

Ex. 2

Correct the mistakes.

1. Who like to sing?
2. Who did was in the park?
3. What does make you think so?

Ex. 3

Translate into English.

1. Кто пишет статьи о животных?
2. Кто тебя расстроил?
3. Что находится рядом с языковой школой?
4. Что напугало твоего маленького сына?
5. Кто побудил ее сделать это?

Вариант 2

Ex. 1

Put the following sentences into interrogative form.

1. Somebody by the name of Mr. Brown lives on the third floor.

-
2. They have some English books.
-

3. There are some tall trees in front of their house.

4. Peter has something in his box.

5. There are some parks in this town.

6. There are some good book shops in our district.

Ex. 2

Correct the mistakes.

1. Who did see the accident?
2. What does need washing?
3. Who did make you feel disappointed?

Ex. 3

Translate into English.

1. Кто не ходил на вечеринку?
2. Кому холодно (жарко)?
3. Кто обычно моет посуду у Вас в семье?
4. Что повлияло на его решение?
5. Сколько писем пришло после обеда?

Разноуровневые задачи и задания

Английский язык для физкультурных специальностей, авторы: Е.А. Баженова, А.Ю. Гренлунд, Изд-во «Академия», 2007, с. 352

Лексические упражнения: ex. 1p.200 ex. 1p.202

Упражнения по грамматике: ex.2-3p.201 ex.2-3p.202

Лексический диктант (упр.3, стр. 19)

Работа с текстом Football. The Teams. A Goal (p.24 p.58)

Собеседование: *English today*

Тест Вариант 1

Ex. 1

Write the 3rd form, singular of the following verbs

Example: do – does

1. go – _____
2. read – _____

3. collect – _____
4. hate – _____
5. play – _____
6. study – _____

Ex. 2

Put the verbs in the Present Simple form.

1. Alice (to have) a sister.
2. Her sister's name (to be) Ann.
3. Ann (to be) a student.
4. She (to get) up at seven o'clock.
5. She (to go) to the institute in the morning.
6. Jane (to be) fond of sports.
7. She (to do) her morning exercises every day.
8. For breakfast she (to have) two eggs, a sandwich and a cup of tea.
9. After breakfast she (to go) to the institute.
10. Sometimes she (to take) a bus.
11. It (to take) her an hour and a half to do her homework.
12. She (to speak) English well.
13. Her friends usually (to call) her at about 8 o'clock.
14. Ann (to take) a shower before going to bed.
15. She (to go) to bed at 11 p. m.

Ex. 3

Put the verbs in the Present Simple or Future Simple form.

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.
7. I (to sing) you this song, if you (to tell) me the words.
8. If it (to be) very cold tonight, our car (not to start) in the morning.
9. I hope you (to join) us when we (to gather) in our country house the next time.
10. If the weather (to be) nice, we (to go) to the beach.

Вариант 2

Ex. 1

Write the 3rd form, singular of the following verbs

Example: do – does

1. tidy – _____
2. wash – _____
3. watch – _____
4. brush – _____
5. teach – _____

Ex. 2

Put the verbs in the Present Simple form.

1. My working day (to begin) at six o'clock.
2. I (to get) up, (to switch) on the TV and (to brush) my teeth.

3. It (to take) me about twenty minutes.
4. I (to have) breakfast at seven o'clock.
5. I (to leave) home at half past seven.
6. I (to take) a bus to the institute.
7. It usually (to take) me about fifteen minutes to get there.
8. Classes (to begin) at eight.
9. We usually (to have) four classes a day.
10. I (to have) lunch at about 2 o'clock.

Ex. 3

Put the verbs in the Present Simple or Future Simple form.

1. If he still (to have) a cold and (not to feel) better, he (not to go) to the theatre.
2. He (to ring) me up when he (to return) home.
3. Where they (to go) if the weather (to be) fine?
4. If we (to be) tired, we (to stop) in a small village halfway to the town and (to have) a short rest and a meal there.
5. If she (not to work) properly, her boss (to fire) her.
6. I am sure he (to come) to say goodbye to us before he (to leave) for the USA.
7. Before he (to start) to London, he (to spend) a week or two at a health resort not far from here.
8. If you (to decide) about your diet, you (to eat) wedding cake tomorrow.
9. What he (to do) when he (to come) home in the evening?
10. If we (to put) in cameras, they (to stop) people stealing things.

Тест (Past Simple)

Вариант 1

Ex.1

Put the verb *to be* in the Past Simple form.

1. I ... a student.
2. My father ... not a shop-assistant, he ... a scientist.
3. ... your aunt a nurse? - Yes, she
4. ... they at home? - No, they ... not. They ... at school.
5. ... you an engineer? - Yes, I...
6. ... your friend a photographer? No, she ... not a photographer, she ... a student.
7. ... your brothers at school? - Yes, they
8. ... this her watch? - Yes, it
9. Max ... an office-worker.
10. We ... late, sorry!

Вариант 2

Ex.1

Put the verbs in the Past Simple form.

- 1) They _____ football at the institute. (to play)
- 2) She _____ emails. (not / to write)
- 3) _____ you _____ English? (to speak)
- 4) My mother _____ fish. (not / to like)
- 5) _____ Ann _____ any friends? (to have)
- 6) His brother _____ in an office. (to work)
- 7) She _____ very fast. (cannot / to read)
- 8) _____ they _____ the flowers every 3 days? (to water)
- 9) His wife _____ a motorbike. (not / to ride)

10) ____ Elizabeth ____ coffee? (to drink)

Модуль 3

SPORTS IN RUSSIA

READ THE TEXT.

Sport is as old as the humanity itself. Millions of people of different ages all over the world are fond of sports and games. Sport helps people to come strong and to stay in good shape. It makes them more organized and disciplined in their daily activities. It makes for a healthy mind is in a healthy body. Sport helps people to keep in good health. Many sports are popular in Russia. They are hockey, football (soccer), weight-lifting, track and ridding, tennis, basketball, volleyball, boxing, figure-skating, crosscountry skiing, swimming, judo and so on. Sport is divided into professional and amateur in our country. There are many different professional sport societies and clubs in Russia. They take part in different international competitions and are known all over the world. A great number of world records have been set by Russian sportsmen: gymnasts, weightlifters, tennis players, swimmers, figure skaters, runners, highjumpers. Our sportsmen always take part in the world championships and Olympic Games and always win a lot of gold, silver and bronze medals. There are many stadiums in Russia. Numerous matches and competitions are held in our country. They attract large numbers of fans. Most of the important games we can watch on TV. Many people go to the stadiums to support their favorite team. Some people prefer to watch the games on TV.

There are a lot of amateur clubs and keep-fit centres in Russia. There people can go in for aerobics, yoga, body-building, swimming, skating, jogging. Many people don't plan to make a career in sport. But regular exercise makes you feel and look better. It is very important to do morning exercises every day. We all need to exercise. You can choose sports and games for any season for any taste.

REMEMBER THE FOLLOWING WORDS:

humanity — человечество

age — возраст **strong** —

сильный **shape** — форма

toorganize — организовывать

discipline- дисциплина **activity** —

деятельность **mind** - дух, разум, ум

soccer - футбол (амер.)

trackandfield — легкая атлетика

figure-skating — фигурное катание

judo — дзюдо

shooting — стрельба

to divide— разделять

amateur — любительский **society**

— общество

toset (set, set) — ставить,

устанавливать **gymnast** — гимнаст

numerous— многочисленный **to**

hold (held, held) —проводить **to**

attract —привлекать **tosupport** —

поддерживать

tokeepfit — поддерживать хорошую форму

aerobics— аэробика **career** — карьера

regular — регулярный **to**

need —нуждаться **taste**

— вкус

ANSWER THE QUESTIONS:

1. Are you fond of sports?

2. In your opinion, why do people go in for sports?

3. What sports are popular in Russia?

4. What two parts is all sport divided into in our country?

5. What professional sport societies and clubs do you know in Russia?

6. Do they take part in different international competitions?

7. What main international competitions do you know?

8. Do our sportsmen usually win medals there?

9. Are you a fan of any team? What team are you a fan of?

10. Do you go in for sports? What sports do you go in for?

SPORTS IN ENGLAND

READ THE TEXT.

Most people in Great Britain are real sport-lovers. Even if they don't go in for sport, they like to talk about it. Perhaps, you didn't know, but many kinds of sport have taken the origin in Great Britain. Cricket, football, rugby, tennis, table tennis, badminton, squash, canoeing and snooker were invented in Britain.

Britain's national sport is football or soccer. It was played there as far back as medieval times. Nowadays it has become the most popular game all over the world. There is no national football team in Great Britain. England, Scotland, Wales and Northern Ireland have their separate football clubs, which compete in European and World Cup matches.

English football fans are fond of most exciting games which are held between teams from the same city. For example, between Manchester United and Manchester City, Arsenal and Chelsea from London.

There are plenty of amateur association football clubs. Many schools form their own football teams, offering students an opportunity of entering prestigious universities according to their sport achievements.

There is a certain type of football called rugby. The game is called so because it was originated at Rugby — a well-known English public school. As well as common football it is a game played by two teams of fifteen players each. The game takes place on a field 100 metres long and 80 metres wide. There are goal posts at both ends of the field. Rugby is played with an oval or egg-shaped ball which can be carried by hands and kicked. The ball is passed from hand to hand in order to be thrown across the goal line. It is a rather violent game, that is why the players must be big and strong. Another requirement for the players is to wear helmets, masks and chest and shoulder padding.

Cricket is a popular summer sport in Britain. There are many cricket clubs in the country. Cricket players wear a certain uniform — white boots, a white T-shirt and white trousers. One cricket game takes a terribly long time. There are two teams of 11 players each and test matches between national teams can last up to 5 days. The spectators have to be very patient. The game is played on a pitch with a wicket at each end. The rules of the game have changed over the years. It is a game which is associated with long sunny summer afternoons, the smell of new-mown grass and the sound of leather ball beating the willow cricket bat. Cricket is more popular among men, but it is also played by women and girls.

Tennis is another favourite sport of the Englishmen. People all over the world know Wimbledon which is the centre of lawn tennis. It is the oldest tennis tournament in the world considered by many people to be the most prestigious. It takes place over two weeks in late June and early July. Wimbledon is known for its traditions — strict white dress code for competitors, the absence of sponsor advertising around the courts and some others. Every tennis player dreams of taking part at this tournament.

Golf is a game of business community. In Great Britain it is very common to establish good business relations playing golf. The equipment for this game is quite expensive as well as the entrance to a prestigious golf club, so not everyone can afford it. Golf is a ball and golf stick game played on a natural field. In this game one has to knock a ball into a hole.

There are a lot of other popular sports in Great Britain, for example, horseracing, croquet, swimming, running, cycling and rowing.

ANSWER THE QUESTIONS:

1. The Englishmen love sports, don't they?
2. Which sport do you associate with Britain? Why?
3. What sports have taken the origin in Britain?
4. Do you know any English football clubs?
5. What is rugby?
6. What equipment do you need to play rugby?
7. Cricket is a popular winter sport in England, isn't it?
8. Have you learnt any interesting information about cricket?
9. Why does every tennis player dream of taking part at Wimbledon?
10. Do you think golf is an exciting game?

Тест (Passive Voice) Вариант 1

Ex. 1

Rewrite the sentences in passive voice.

1. I had worn blue shoes.
2. Joe had cleaned the tables.
3. We had lost the key.
4. They had started a fight.
5. I had been reading an article.
6. I had not closed the window.
7. They had not bought the paper.
8. She had not noticed me.
9. Had she solved the problem?
10. Had he recorded that song?

Ex. 2

Complete the sentences (Active or Passive Voice). Use Present Perfect Simple.

1. The car (steal)
2. I (bake) ... a cake.
3. My friends (buy) ... a house.
4. The cup (put) ... on the table.
5. Trees (plant) ... in the street.

Вариант 2

Ex. 1

Rewrite the sentences in passive voice.

1. Kerrie has paid the bill.
2. I have eaten a hamburger.
3. We have cycled five miles.
4. I have opened the present.
5. They have not read the book.
6. You have not sent the parcel.
7. We have not agreed to this issue.
8. They have not caught the thieves.
9. Has she phoned him?
10. Have they noticed us?

Ex. 2

Complete the sentences (Active or Passive Voice). Use Present Perfect Simple.

1. The boy (fall / not) ... off his bike.
2. I (bite / not) ... by a snake.
3. He (step) ... on my toe.
4. We (walk) ... all the way home.
5. She (pick up / not) ... by a friend.

THE OLYMPIC GAMES

READ THE TEXT.

The world's greatest international sports games are known as the Olympic Games. The Olympic idea means friendship and cooperation among the people of the world. The Olympic emblem is five interlinked rings: blue, yellow, black, green and red, because there are five continents.

The Olympic Games have an interesting and long history. They began in ancient Greece in 776 BC. They took place every four years for nearly twelve centuries at Olympia. The ancient Games were held in honor of Zeus, the most important god for ancient Greeks. They included many different kinds of sports: running, boxing, wrestling, etc. They also included competitions in music, oratory, and theatre performances as well. All the cities in Greece sent their best athletes to Olympia to compete in the Games. Only men were allowed to compete or watch the games. For the period of the Games all the wars stopped.

In 394 AD the Games were officially ended by the Roman Emperor Theodosius, who felt that they had pagan meaning.

In 1894 a Frenchman, Baron Pierre de Coubertin, had an idea to bring the Olympic Games back to life.

In 1896 the first modern Olympic Games were held in Athens. Baron de Coubertin had planned to hold the Olympic Games in France. But the International Olympic Committee decided that Greece was the right place to host the first Olympic Games. This Committee was set up in 1896. It is the central policy-making body of the Olympic movement. It is formed by the representatives of all the countries which take part in the Olympic Games. The International Olympic Committee decides upon the programme of the games, the number of the participants and the city host for the Games. Over one hundred and fifty countries are represented in the International Olympic Committee now. The International Olympic Committee (IOC) is situated in Lausanne, Switzerland. Besides, each country has its National Olympic Committee.

A second Olympiad was held in France in 1900. In 1926 the Winter Olympics started. They were held the same year as the Summer Games, but starting in 1994, the Winter Games are held two years after the Summer Games.

Russia joined the Olympic movement in 1952. Since then it has won a lot of gold, silver, and bronze medals. In 1980 Moscow hosted the Twenty-Second Olympic Games. The Russian sportsmen won 80 gold, 69 silver and 46 bronze medals during those Games.

The Olympic Games are the holiday of health, peace and friendship.

ANSWER THE QUESTIONS:

1. What does the Olympic idea mean?
2. What is the Olympic emblem? Why?
3. When and where did the Olympic Games begin?
4. Where and how often did they take place in ancient Greece?
5. Why were the ancient Games held?
6. How many kinds of sports did the Games include?
7. What other competitions did the Games include?
8. What cities sent their best athletes to Olympia to compete in the Games?
9. Could women take part or watch the games?
10. When were the games officially ended? Why?

Final test
Вариант 1

Ex. 1

Open the brackets and put the verbs in the Present Perfect, Passive Voice.

1. His novel just (to publish).
2. The thief (to detain) by the police today.

Ex. 2

Complete each question in the present perfect tense, passive voice. The main verb is in parentheses.

1. ...that part of the world ever ... by people? (visit)
2. ... the mail ... yet? (deliver)
3. ... the students ... their books? (give)
4. ... the problem ... by the city leaders? (address)
5. ... the thieves ... yet? (catch--negative)
6. ... the money ... wisely? (spend)
7. Why ... the laundry ... yet? (do--negative)
8. Where ... the prisoner ... (take)
9. What ... to help the poor in this country? (do)
10. How many opportunities ... you ... (give)

Ex. 3

Write passive sentences in Present Perfect.

1. he postcard / send
2. the pencils / count
3. the door / close
4. the beds / make
5. the mail / write

Ex. 4

Rewrite the sentences in passive voice.

1. I had worn blue shoes.
2. Joe had cleaned the tables.
3. We had lost the key.
4. They had started a fight.
5. I had been reading an article.
6. I had not closed the window.
7. They had not bought the paper.
8. She had not noticed me.
9. Had she solved the problem?
10. Had he recorded that song?

Ex. 5

Complete the sentences (Active or Passive Voice). Use Present Perfect Simple.

1. The car (steal)
2. I (bake) ... a cake.
3. My friends (buy) ... a house.
4. The cup (put) ... on the table.
5. Trees (plant) ... in the street.

Вариант 2

Ex. 1

Open the brackets and put the verbs in the Past Perfect, Passive Voice.

1. I was told yesterday that their plan (not to accept). (I was told yesterday that their plan hadn't been accepted.)
2. He told us that his leg (to break).
3. We were glad to hear that our invitation (to accept).

Ex. 2

Complete each statement in the present perfect tense, passive voice. The main verb is in parentheses.

1. The work ... (finish)
2. Pedro ... yet. (pay--negative)
3. The apartment across the street ... by the police twice this week. (visit)
4. She ... many times not to do that anymore. (tell)
5. My car ... yet. (fix--negative)
6. I ... by a few people who want to do business with me. (contact)
7. Wars in that part of the world ... for decades. (fight)
8. That technique ... many times. (try)
9. These hamburgers ... long enough. (cook--negative)
10. Our offer to buy the building ... with some resistance from the city. (meet)

Ex. 3

Write passive sentences in Present Perfect.

1. the trees / plant
2. the money / spend
3. the room / book / not
4. the rent / pay / not
5. the people / inform / not

Ex. 4

Rewrite the sentences in passive voice.

1. Kerrie has paid the bill.
2. I have eaten a hamburger.
3. We have cycled five miles.
4. I have opened the present.
5. They have not read the book.
6. You have not sent the parcel.
7. We have not agreed to this issue.
8. They have not caught the thieves.
9. Has she phoned him?
10. Have they noticed us?

Ex. 5

Complete the sentences (Active or Passive Voice). Use Present Perfect Simple.

1. The boy (fall / not) ... off his bike.
2. I (bite / not) ... by a snake.
3. He (step) ... on my toe.
4. We (walk) ... all the way home.
5. She (pick up / not) ... by a friend.

READ THE TEXT

Peter Franzevich Lesgaft (September 21, 1837 – 1909) was a Russian teacher, anatomist, physician and social reformer. He was the founder of the modern system of physical education and medical-pedagogical control in physical training, one of founders of theoretical anatomy. P.F. Lesgaft Institute of Physical Culture in St. Petersburg is named after him. Unity and integrity of all organs in human body was the basis of Peter Lesgaft system of the pointed exercises for both physical development and intellectual, moral and aesthetic education.

Outdoor games were his favorite means in both physical development and formation of character of a child.

Peter Lesgaft was born on September 21, 1837 in Sankt-Petersburg, the third son of a jeweler of German descent. In 1861 he graduated from Imperial Medical-Surgical Academy in St. Petersburg and remained there as a teacher of anatomy. In 1869 he became a professor at the University of Kazan, but soon was barred from teaching for his outspoken criticism of the unscientific methods used. In 1872 he became consultant on therapeutic gymnastics in the private practice of Dr. Berglindt. In 1872-1874 he supervised a group of Russian women for the first time allowed to employment in the Imperial MedicalSurgical Academy. He also became known for publication of a descriptive history of sport in Europe and ancient Greece and an article on naturalistic gymnastics. As a result he was put in charge of the physical training of military cadets. In 1875 he was sponsored by the Russian Military Ministry to spend two summers in Western Europe, studying the systems of physical education. During that time he visited 26 cities in 13 European countries. He carefully studied British system visiting English public schools, the Central Army Gymnastics School at Aldershot, the Royal Military Academy at Woolwich and Oxford University. In 1877, he published “Relationship of Anatomy to Physical Education and “The Major Purpose of Physical Education in Schools. He was able to organizing courses for physical education instructors for the military academies — until then non-existent. In 1893 Peter Lesgaft organized Biological laboratory which in 1918 was transformed into P.F.Lesgaft Institute of Natural Science.

3.2. Оценочные средства промежуточной аттестации

TEST

Make the sentences passive.

Example Do they still deliver the post at midday?

Is the post still delivered at midday?

1 They have arrested hundreds of burglars over the past six months.

Hundreds of burglars _____

2 India exports a lot of the world’s silk. A lot of the world’s silk _____ 3 Does the factory still make parts for cars? Are parts for cars _____ ?

4 They had already given the job to someone else by the time I arrived. The job _____

5 They damaged my car while I was away on holiday. My car _____ 6

They’re cleaning the swimming pool just now. The swimming pool _____

7 They have interviewed ten people since Friday. Ten people _____

8 That restaurant serves the best food in town. The best food in town _____

9 Local people were searching the area at midnight last night. The area _____

10 They are providing information and help at the main desk. Information and help _____

TEST

Put the verbs in brackets into the correct form.

Example They **flew** (fly) to Barcelona last week.

A funny thing happened to me the other day. I (1) _____ (be) in a hurry to get to work and I found that my car wasn't working. I (2) _____ (have to) rush out of the house to catch the bus. While I (3) _____ (walk) along the street, I (4) _____ (notice) a woman of about my age on the opposite side of the road. I looked at her again and I (5) _____ (realize) that we (6) _____ (meet) before. She arrived at the bus stop a couple of seconds after me. 'She must be catching the bus, too,' I thought. We (7) _____ just _____ (miss) the previous bus and we had fifteen minutes to wait before the next one. I looked at the woman behind me again and I was sure that I (8) _____ (know) her. 'Excuse me, have we met before? I'm sure that I (9) _____ (recognize) you,' I said. She looked a bit surprised, but she (10) _____ (tell) me that her name was Angela Barker. 'You (11) _____ (study) history at Liverpool University' I shouted, 'from 1985 to 1988!' 'That's right!' she replied, 'And you're Claire ...?' 'Lewis. Well, my name was Lewis but I (12) _____ (be) married now. What (13) _____ you _____ (do) nowadays?' I asked. 'Well, I (14) _____ (work) in the Central Museum in town and I (15) _____ (live) in this area, in George Street, for about three years,' she replied. 'You're joking! I live round the corner from there. I (16) _____ (not believe) it! We (17) _____ (be) neighbours for three years and we (18) _____ never _____ (see) each other!' I said. 'I know, it's incredible!' she (19) _____ (agree), 'And I'm glad that you spoke to me because I wondered why you (20) _____ (look) at me all the time!'

TEST

Complete the text with the correct form of the verbs in the box, Present Simple or Present Simple passive. Not all the verbs are used. One example has been given.

be stay import wake up not invite take spend deliver make come read not get up

My idea of perfect happiness **is** being alone on a Sunday morning. I usually (1) _____ at about seven o'clock – that's when my copy of *The SundayTimes* (2) _____. I (3) _____ immediately, because I love staying in bed when I don't have to go to work. After an hour, I have my favourite breakfast – coffee, croissants, and jam. The jam (4) _____ from France and the croissants (5) _____ at the local bakery. I (6) _____ a couple of hours reading the newspaper and then I finally get dressed at about ten o'clock. My friends phone or (7) _____ to the house after midday. I love talking to them or seeing them on Sunday afternoons but they know that people (8) _____ to share my Sunday mornings!

Final Test 1

1. Complete the following sentences with the words or phrases from the list below.

captain coach draw fair football ground (or pitch) footballer fouls free (or penalty)
kick goal kick-off league opponents referee score soccer

2. The instructor of the team is the
3. When you play in a football team you are a
4. The games take place on a
5. The leader of the team is the

6. The man in the is the goal-keeper .
7. The beginning of the match is the .
8. During the match each team tries to as many goals as possible.
9. When the teams have scored the same number of goals we say it's a .
10. The players of the other team are the .
11. The man who enforces the rules during the game is the .
12. Playing correctly is called play.
13. Unfair moves are called .
14. When a player breaks the rules the other team may get a .
15. A federation of football clubs is called a football .

2. Choose the right answer.

1. This year our team are the favourites to win the cup.

- firm
- full
- grand
- hard

2. The team's coach insisted on a programme of , training before the big match.

- harsh
- rigorous
- severe
- searching

3. The team has practised hard so that it could the trophy.

- regain
- replace
- restore
- return

4. The team's recent wins have them for the semi-finals.

- fitted
- matched
- promoted
- qualified

5. John is always about how well he plays football.

- boasting
- flaunting
- parading
- puffing

6. His poor standard of play fully justifies his from the team for the next match.

- ban
- exception
- exclusion
- rejection

7. The footballer was the field for kicking the referee.

- brought
- off put
- off sent
- off
- taken off

8. The footballer scored four so his team won the match.

- aims
- games
- goals
- scores

9. The fan shouted at the of his voice.

- head
- height
- limit
- top

10. The at the football match became violent when their team lost.

- customers
- groups
- observers
- spectators

11. Our village team were hopelessly by the professional visitors.

- outclassed
- outgrown
- outnumbered
- outraced

12. He was nervous at the beginning of the game but later he came into his

- best
-
-
- nature
- own style

13. The said it was a foul and gave us a free kick.

- controller
- director
- referee
- umpire

14. In his first game for our team he a goal after two minutes.

- earned
- gained
- scored
- won

15. Manchester United are playing Birmingham this Sunday.

- against
- facing
- opposite
- with

16. Even though the match wasn't very exciting, the managed to make it sound interesting.

- announcer
- commentator
- narrator
- presenter

17. The football match resulted in a

- draw
- equaliser
- loss
- zero

18. The football team won partly because they had been trained by such a good

- coach
- director

instructor

teacher

19. After their long period of training, the footballers were in good

cut

figure

shape

style

20. The referee the goal because of a previous infringement.

annulled

demolished

disallowed

disqualified

21. Having lost the match, the team travelled home in spirits.

cold

dark

empty

low

22. As they watched the match, the crowd in unison.

bellowed

chanted

crowed

intoned

23. We still don't know who is going to win, because at half-time the score is one

all

each
equal
together

24. I advise you not to the referee's decision.

- condemn
- condone
- conduct
- contest

25. As the minutes ticked by and we held on to our narrow lead our hopes of victory steadily.

- arose
- aroused
- raised
- rose

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

4.1. Описание процедур проведения текущего контроля успеваемости студентов

В таблице представлено описание процедур проведения контрольно-оценочных мероприятий текущего контроля успеваемости студентов, в соответствии с рабочей программой дисциплины, и процедур оценивания результатов обучения с помощью спланированных оценочных средств.

Наименование оценочного средства	Описания процедуры проведения контрольно-оценочного мероприятия и процедуры оценивания результатов обучения
Индивидуальное творческое задание	Индивидуальные творческие задания выдаются на практических занятиях, предшествующих изучению предлагаемой темы. Индивидуальные задания должны быть выполнены в установленный преподавателем срок и в соответствии с требованиями к оформлению (текстовой и графической частей). Выполненные задания в назначенный срок сдаются на проверку

Дискуссия	Дискуссии проводятся во время практических занятий. Преподаватель на практическом занятии, предшествующем занятию проведения круглого стола, доводит до обучающихся тему круглого стола, задания и вопросы для проведения круглого стола
Доклад	Защита докладов предусмотренные рабочей программой дисциплины, проводится во время практических занятий. Преподаватель на практическом занятии, предшествующем занятию проведения контроля, доводит до обучающихся: тему докладов и требования, предъявляемые к их выполнению и защите
Разноуровневая задача	Выполнение разноуровневой задачи осуществляется на практическом занятии. Задание выполняется по двум вариантам. Распределение вариантов осуществляется преподавателем. Преподаватель на практическом занятии, предшествующем занятию проведения контроля, доводит до обучающихся: тему, количество заданий и время выполнения заданий. Результаты решения задач оформляются студентами самостоятельно и сдаются на проверку преподавателю
Кейс-задача	Преподаватель не менее, чем за неделю до срока решения кейс-задач должен довести до сведения обучающихся предлагаемые кейс-задачи. Решенные кейс-задачи в назначенный срок сдаются на проверку преподавателю.
Компьютерное тестирование	Компьютерное тестирование проводится по результатам освоения разделов дисциплины во время практических занятий. Во время проведения тестирования пользоваться учебниками, справочниками, конспектами лекций, тетрадями для практических занятий не разрешено. Преподаватель на практическом занятии, предшествующем занятию проведения теста, доводит до обучающихся: темы, количество заданий в тесте время выполнения.
.....	

4.2. Описание процедур проведения промежуточной аттестации

Зачет

При определении уровня достижений обучающихся на зачете учитывается:

- знание программного материала и структуры дисциплины;
- знания, необходимые для решения типовых задач, умение выполнять предусмотренные программой задания;
- владение методологией дисциплины, умение применять теоретические знания при решении задач, обосновывать свои действия.

Например:

Проведение промежуточной аттестации в форме зачета позволяет сформировать среднюю оценку по дисциплине по результатам текущего контроля. Так как оценочные средства, используемые при текущем контроле, позволяют оценить знания, умения и владения навыками/опытом деятельности обучающихся при освоении дисциплины. Для

чего преподаватель находит среднюю оценку уровня сформированности компетенций у обучающегося, как сумму всех полученных оценок деленную на число этих оценок.

<i>Средняя оценка уровня сформированности компетенций по результатам текущего контроля</i>	<i>Оценка</i>
<i>Оценка не менее 3,0 и нет ни одной неудовлетворительной оценки по текущему контролю</i>	<i>«зачтено»</i>
<i>Оценка менее 3,0 или получена хотя бы одна неудовлетворительная оценка по текущему контролю</i>	<i>«не зачтено»</i>

Если оценка уровня сформированности компетенций обучающегося не соответствует критериям получения зачета, то обучающийся сдает зачет. Зачет проводится в форме собеседования по перечню теоретических вопросов и решения типовых контрольных заданий. Перечень теоретических вопросов и типовых контрольных заданий обучающиеся получают в начале семестра.

Экзамен

При определении уровня достижений обучающихся на экзамене обращается особое внимание на следующее:

- дан полный, развернутый ответ на поставленный вопрос;
- показана совокупность осознанных знаний об объекте, проявляющаяся в свободном оперировании понятиями, умении выделить существенные и несущественные признаки, причинно-следственные связи;

Образец экзаменационного билета для проведения промежуточной аттестации в форме экзамена

1. Работа со спецтекстом “Speed skating”
 - а) Чтение указанного отрывка текста без предварительной подготовки. Передача общего содержания текста (время подготовки - 15 минут, без словаря).
 - б) Письменный перевод текста со словарем (время подготовки - 30 минут). Беседа с экзаменатором по содержанию текста.
2. Монологическое высказывание по изученной теме ‘Sports coach’.