

МИНОБРНАУКИ РОССИИ ВЛАДИВОСТОК-
СКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

РАБОЧАЯ ПРОГРАММА
УЧЕБНОЙ ДИСЦИПЛИНЫ

СГ.02 Иностранный язык в профессиональной деятельности

программы подготовки специалистов среднего звена

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Рабочая программа учебной дисциплины СГ.02 Иностранный язык в профессиональной деятельности разработана в соответствии с требованиями Федерального государственного образовательного стандарта среднего профессионального образования по специальности 21.02.19 Землеустройство, утвержденного приказом Минобрнауки России от 18.05.2022, № 339, примерной образовательной программой.

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1 ОБЩАЯ ХАРАКТЕРИСТИКА ПРОГРАММЫ УЧЕБНОЙ ДИСЦИПЛИНЫ

1.1 Место дисциплины в структуре основной образовательной программы

Учебная дисциплина СГ.02 Иностранный язык в профессиональной деятельности является частью социально-гуманитарного учебного цикла основной образовательной программы (далее ООП) в соответствии с ФГОС СПО по специальности 21.02.19 Землеустройство.

1.2 Цель и планируемые результаты освоения дисциплины

По итогам освоения дисциплины, обучающиеся должны продемонстрировать результаты обучения, соотнесённые с результатами освоения ООП СПО, приведенные в таблице.

Код компетенции	Умения	Знания
ОК 01 ОК 04 ОК 09 ПК 3.1	- понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы; - участвовать в диалогах на знакомые общие и профессиональные темы; - строить простые высказывания о себе и о своей профессиональной деятельности; - кратко обосновывать и объяснять свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересные профессиональные темы.	- правила построения простых и сложных предложений на профессиональные темы; - основные общеупотребительные глаголы (бытовая и профессиональная лексика); - лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; - особенности произношения; - правила чтения текстов профессиональной направленности

2 СТРУКТУРА И СОДЕРЖАНИЕ УЧЕБНОЙ ДИСЦИПЛИНЫ

2.1 Объем учебной дисциплины и виды учебной работы

Вид учебной работы	Объем часов
Объем образовательной программы учебной дисциплины	212
в том числе:	
– теоретическое обучение	
– практические занятия <i>(если предусмотрено)</i>	28
– лабораторные занятия <i>(если предусмотрено)</i>	
– курсовая работа (проект) <i>(если предусмотрено)</i>	
– самостоятельная работа	184
– консультации	
– промежуточная аттестация – <i>дифференцированный зачет</i>	

2.2 Тематический план и содержание учебной дисциплины

Наименование разделов и тем	Содержание учебного материала и формы организации деятельности обучающихся	Объем в часах	Коды компетенций, формированию которых способствует элемент программы
1	2	3	4
Раздел 1 Вводно-коррективный курс		34	
Тема 1.1. Социально-бытовые ситуации. Знакомство. О себе. Разговорные клише.	Самостоятельная работа обучающихся	20	ОК 01 ОК 04 ОК 09 ПК 3.1
	Практическое занятие № 1 Входной тест.	2	
	Практическое занятие № 2 Модели приветствий, обращений, представления, прощания, поздравлений; выражения согласия/несогласия.	2	
	Практическое занятие № 3 Отработка произношения гласных и согласных звуков, чтения слов по транскрипции.	2	
	Практическое занятие № 4 Знакомство. Речевые клише.	2	
	Практическое занятие № 5 Составление сообщения о себе. Составление диалога с использованием разговорных клише.	2	
	Практическое занятие № 6 Знакомство. Речевые клише. Чтение текста «Рабочий день». Составление сообщения о своем рабочем дне.	2	
	Практическое занятие № 7 Знакомство. Речевые клише. Чтение текста «Рабочий день». Составление сообщения о своем рабочем дне.		
	Практическое занятие № 8 Выполнение упражнений на употребление личных местоимений и глаголов to be, to have и конструкции there is/ are.	2	
	Практическое занятие № 9 Выполнение упражнений	2	
	Практическое занятие № 10 Выполнение упражнений	2	
Тема 1.2. Рабочий день. Оказание помощи, Решение стандартных ситуаций	Самостоятельная работа обучающихся	14	ОК 01 ОК 04 ОК 09 ПК 3.1
	Практическое занятие № 11 Лексика по теме «Рабочий день». Модели просьб, обращений, извинения; выражения благодарности.	2	
	Практическое занятие № 12 Грамматика. Настоящее простое время. Имя существительное: множественное число существительных, притяжательный падеж существительных, исчисляемые и неисчисляемые существительные. Неопределенный артикль a (an). Определенный артикль the.	2	

	Практическое занятие № 13 Отработка произношения дифтонгов, чтение дифтонгов по транскрипции, постановка интонации и ударения.	2	
	Практическое занятие № 14 Знакомство. Речевые клише. Чтение текста «Рабочий день». Составление сообщения о своем рабочем дне.	2	
	Практическое занятие № 15 Знакомство. Речевые клише. Чтение текста «Рабочий день». Составление сообщения о своем рабочем дне.	2	
	Практическое занятие № 16 Выполнение грамматических упражнений на употребление артикля с существительными в единственном и во множественном числе; образование притяжательного падежа; образование утвердительных, отрицательных и вопросительных предложений в настоящем простом времени.	2	
	Практическое занятие № 17 Revision	2	
Раздел 2. Социально-трудовая сфера		78	
Тема 2.1. Устройство на работу	Самостоятельная работа обучающихся	24	ОК 01 ОК 04 ОК 09 ПК 3.1
	Практическое занятие № 18 Фонетика. Корректировка фонетических навыков. Фонетическая транскрипция. Лексика по теме.	2	
	Практическое занятие № 19 Поиски работы. Составление резюме. Собеседование с работодателем.	2	
	Практическое занятие № 20 Поиски работы. Составление резюме. Собеседование с работодателем.	2	
	Практическое занятие № 21 Заучивание речевых клише по теме «Собеседование с работодателем». Заучивание лексики по теме «Поиски работы». Чтение текста «Устройство на работу».	2	
	Практическое занятие № 22 Заучивание речевых клише по теме «Собеседование с работодателем». Заучивание лексики по теме «Поиски работы». Чтение текста «Устройство на работу».	2	
	Практическое занятие № 23 Грамматика. Словообразование. Словообразовательные суффиксы (существительные). Типы вопросительных предложений. Прошедшее простое время. Корректировка фонетических навыков. Фонетическая транскрипция.	2	
	Практическое занятие № 24 Выполнение грамматических упражнений на прошедшее простое время, составление общих, специальных, альтернативных разделительных вопросительных предложений. Словообразование.	2	
	Практическое занятие № 25 Написание резюме	2	
	Практическое занятие № 26 Написание резюме	2	
	Практическое занятие № 27 Интервьюирование	2	

	Практическое занятие № 28 Интервьюирование	2	
	Практическое занятие № 29 Грамматика	2	
Тема 2.2. В офисе	Самостоятельная работа обучающихся	14	ОК 01 ОК 04 ОК 09 ПК 3.1
	Практическое занятие № 30 Фонетика. Корректировка фонетических навыков. Фонетическая транскрипция. Лексика по теме.	2	
	Практическое занятие № 31 Знакомство с персоналом. Структура организации. Отделы и их функции. Должностные обязанности. Обязанности сотрудников.	2	
	Практическое занятие № 32 Знакомство с персоналом. Структура организации. Отделы и их функции. Должностные обязанности. Обязанности сотрудников.	2	
	Практическое занятие № 33 Составление диалогов с использованием лексики и соответствующих клише.	2	
	Практическое занятие № 34 Грамматика. Будущее простое время. Залоги в английском языке. Простые временные формы глаголов в пассивном залоге.	2	
	Практическое занятие № 35 Выполнение грамматических упражнений на употребление будущего простого времени. Выполнение грамматического теста на временные формы глаголов в активном и пассивном залоге.	2	
	Практическое занятие № 36 Revision.	2	
Тема 2.3. Мотивация сотрудников	Самостоятельная работа обучающихся	16	ОК 01 ОК 04 ОК 09 ПК 3.1
	Практическое занятие № 37 Фонетика. Корректировка фонетических навыков. Фонетическая транскрипция. Дифтонги и трифтонги. Лексика по теме.	2	
	Практическое занятие № 38 Грамматика. Словообразовательные суффиксы (прилагательные). Неопределенные местоимения. Производные неопределенных местоимений. Степени сравнения прилагательных и наречий. Отработка произношения дифтонгов и трифтонгов, чтение по транскрипции.	2	
	Практическое занятие № 39 Льготы. Социальные пособия и выплаты. Обеспечение безопасности работников. Охрана труда. Соблюдение здорового образа жизни.	2	
	Практическое занятие № 40 Льготы. Социальные пособия и выплаты. Обеспечение безопасности работников. Охрана труда. Соблюдение здорового образа жизни.	2	
	Практическое занятие № 41 Чтение и обсуждение текста «Льготы». Беседа на тему «Обеспечение безопасности работников».	2	
	Практическое занятие № 42 Чтение и обсуждение текста «Льготы». Беседа на тему «Обеспечение безопасности работников».	2	
	Практическое занятие № 43 Выполнение упражнений на неопределенные место-	2	

	имения и их производные, на образование прилагательных с помощью суффиксов, на степени сравнения прилагательных.		
	Практическое занятие № 44 Revision.	2	
Тема 2.4. Деловой этикет	Самостоятельная работа обучающихся	24	ОК 01 ОК 04 ОК 09 ПК 3.1
	Практическое занятие № 45 Фонетика. Ударение. Ударение в сложных словах. Лексика по теме.	2	
	Практическое занятие № 46 Нормы и правила профессионального общения. Деловые письма: предложение, запрос, заказ, подтверждение, рекламация. Клише официально-делового стиля.	2	
	Практическое занятие № 47 Нормы и правила профессионального общения. Деловые письма: предложение, запрос, заказ, подтверждение, рекламация. Клише официально-делового стиля.	2	
	Практическое занятие № 48 Грамматика. Модальные глаголы. Эквиваленты модальных глаголов. Сложноподчиненные предложения. Особенности сложноподчиненных предложений в будущем времени.	2	
	Практическое занятие № 49 Отработка звуков, чтения слов по транскрипции. Составление диалогов с соблюдением норм официального тона.	2	
	Практическое занятие № 50 Чтение и перевод деловых писем. Написание деловых писем.	2	
	Практическое занятие № 51 Чтение и перевод деловых писем. Написание деловых писем.	2	
	Практическое занятие № 52 Чтение и перевод деловых писем. Написание деловых писем.	2	
	Практическое занятие № 53 Чтение и перевод деловых писем. Написание деловых писем.	2	
	Практическое занятие № 54 Выполнение упражнений на употребление модальных глаголов и из эквивалентов; составление сложноподчиненных предложений.	2	
	Практическое занятие № 55 Отработка навыка поиска требуемой информации в текстах большого объема.	2	
	Практическое занятие № 56 Отработка навыка поиска требуемой информации в текстах большого объема.	2	
Раздел 3. Предпринимательская деятельность		32	
Тема 3.1. Формы организации бизнеса	Самостоятельная работа обучающихся	2	ОК 01 ОК 04 ОК 09
	Практическое занятие № 57 Фонетика. Правила чтения в английском языке. Сочетания согласных. Лексика по темам.	2	

	Содержание учебного материала	6	ПК 3.1
	Практическое занятие № 58 Предпринимательство в России.	2	
	Практическое занятие № 59 Организация бизнеса в США и Великобритании. Налоги и налогообложение.	2	
	Практическое занятие № 60 Чтение и изложение текстов по темам раздела 3.1. Реферирование.	2	
	Самостоятельная работа обучающихся	8	
	Практическое занятие № 61 Грамматика. Словообразовательные суффиксы (глаголы). Неличные формы глаголы: образование и функции в предложении. Длительные временные формы глаголов в активном залоге. Фонетические упражнения.	2	
	Практическое занятие № 62 Выполнение упражнений на использование неличных форм глаголов в различных функциях; длительные временные формы глаголов в активном залоге; образование глаголов с помощью суффиксов.	2	
	Практическое занятие № 63 Подготовка презентаций по темам, связанным с особенностями ведения бизнеса в англоязычных странах.	2	
	Практическое занятие № 64 Revision.	2	
Тема 3.2. Организация собственного дела	Самостоятельная работа обучающихся	16	ОК 01 ОК 04 ОК 09 ПК 3.1
	Практическое занятие № 65 Фонетика. Правила чтения в английском языке. Гласные. Лексика по теме.	2	
	Практическое занятие № 66 Грамматика. Длительные временные формы глаголов в пассивном залоге. Сложное подлежащее. Сложное дополнение. Фонетические упражнения.	2	
	Практическое занятие № 67 Бизнес-план. Реклама. Повышение конкурентоспособности. Партнеры и конкуренты.	2	
	Практическое занятие № 68 Бизнес-план. Реклама. Повышение конкурентоспособности. Партнеры и конкуренты.	2	
	Практическое занятие № 69 Написание резюме, обсуждение резюме нескольких соискателей, интервьюирование соискателей.	2	
	Практическое занятие № 70 Написание резюме, обсуждение резюме нескольких соискателей, интервьюирование соискателей.	2	
	Практическое занятие № 71 Выполнение упражнений на употребление длительных временных форм глаголов в пассивном залоге; составление предложений со сложным подлежащим и сложным дополнением.	2	
	Практическое занятие № 72 Revision.	2	

Раздел 4. Профессиональная деятельность		68	
Тема 4.1. Выполнение полевых работ	Самостоятельная работа обучающихся	20	ОК 01 ОК 04 ОК 09 ПК 3.1
	Практическое занятие № 73 Фонетика. Правила чтения в английском языке. Сочетания гласных. Лексика по темам.	2	
	Практическое занятие № 74 Проведение геодезических работ. Геодезические приборы и системы. Работа с картами и планами участка.	2	
	Практическое занятие № 75 Составление топографических, межевых планов. Проведение землеустроительных работ.	2	
	Практическое занятие № 76 Перевод описания приборов, составление устного сообщения о проведении геодезических работ, описание карты и плана участка.	2	
	Практическое занятие № 77 Грамматика. Словообразовательные приставки. Совершенные временные формы глаголов в активном залоге. Совершенные временные формы глаголов в пассивном залоге.	2	
	Практическое занятие № 78 Фонетические упражнения (отработка чтения различных сочетаний гласных и согласных).	2	
	Практическое занятие № 79 Выполнение упражнений на употребление совершенных временных форм глаголов в активном и пассивном залоге; словообразование с помощью приставок.	2	
	Практическое занятие № 80 Перевод профессиональных текстов.	2	
	Практическое занятие № 81 Перевод профессиональных текстов.	2	
	Практическое занятие № 82 Revision.	2	
Тема 4.2. Техническая оценка объектов недвижимости	Самостоятельная работа обучающихся	2	
	Практическое занятие № 83 Фонетика. Правила чтения в английском языке. Особые случаи. Лексика по теме.	2	
	Содержание учебного материала	6	ОК 01 ОК 04 ОК 09 ПК 3.1
	Практическое занятие № 84 Грамматика. Согласование времен. Косвенная речь в утвердительных, вопросительных и повелительных предложениях.	2	
	Практическое занятие № 85 Обмерка и паспортизация конструкции. Отчетная документация. Инфраструктура местности.	2	
	Практическое занятие № 86 Поиск информации по теме с использованием интернет-источников, заполнение документа по ситуации, чтение и перевод текста по теме.	2	
	Самостоятельная работа обучающихся	4	
	Практическое занятие № 87 Выполнение упражнений на согласование времен в косвенной речи.	2	

	Практическое занятие № 88 Revision.	2	
Тема 4.3. Регистрация прав на недвижимость	Самостоятельная работа обучающихся	12	ОК 01 ОК 04 ОК 09 ПК 3.1
	Практическое занятие № 89 Фонетика. Правила чтения в английском языке. Особые случаи. Лексика по теме. Работа над связностью речи.	2	
	Практическое занятие № 90 Грамматика. Типы условных предложений. Условные предложения нулевого и первого типа.	2	
	Практическое занятие № 91 Выполнение грамматических упражнений на употребление условных предложений нулевого и первого типа.	2	
	Практическое занятие № 92 Хранение документов. Использование технических средств в работе. Ведение электронного документооборота.	2	
	Практическое занятие № 93 Хранение документов. Использование технических средств в работе. Ведение электронного документооборота.	2	
	Практическое занятие № 94 Заучивание и отработка лексического материала по теме, выполнение лексических упражнений по теме «Использование технических средств в работе».	2	
	Содержание учебного материала	6	
	Практическое занятие № 95 Заучивание и отработка лексического материала по теме, выполнение лексических упражнений по теме «Использование технических средств в работе».	2	
	Практическое занятие № 96 Поиск информации по предложенным темам раздела, подготовка докладов.	2	
	Практическое занятие № 97 Revision.	2	
Тема 4.4. Охраны земельных ресурсов и окружающей среды	Содержание учебного материала	2	ОК 01 ОК 04 ОК 09 ПК 3.1
	Практическое занятие № 98 Фонетика. Лексика по теме.	2	
	Самостоятельная работа обучающихся	6	
	Практическое занятие № 99 Грамматика. Условные предложения первого и второго типа. Фразовые глаголы. Идиомы.	2	
	Практическое занятие № 100 Выполнение упражнений на употребление условных предложений различных типов, составление предложений с фразовыми глаголами, работа с идиомами.	2	
	Практическое занятие № 101 Хранение документов. Использование технических средств в работе. Ведение электронного документооборота.	2	
	Практическое занятие № 102 Мониторинг земли. Природоохранные мероприятия. Нормативные-технические акты и документы, регулирующие использование и охрану окружающей среды.	2	

	Содержание учебного материала	8	
	Практическое занятие № 103 Чтение и перевод текстов по мониторингу земли, проведению природоохранных мероприятий в России; перевод пунктов нормативно-технических актов и документов, разработка презентации.	2	
	Практическое занятие № 104 Чтение и перевод текстов по мониторингу земли, проведению природоохранных мероприятий в России; перевод пунктов нормативно-технических актов и документов, разработка презентации.	2	
	Практическое занятие № 105 Чтение и перевод текстов по мониторингу земли, проведению природоохранных мероприятий в России; перевод пунктов нормативно-технических актов и документов, разработка презентации.	2	
	Практическое занятие № 106 Revision.	2	
Самостоятельная работа		184	
Аудиторная работа		28	
Всего		212	

3 УСЛОВИЯ РЕАЛИЗАЦИИ ПРОГРАММЫ УЧЕБНОЙ ДИСЦИПЛИНЫ

3.1 Материально-техническое обеспечение

Для реализации программы учебной дисциплины предусмотрено наличие следующих специальных помещений:

Оборудование учебного кабинета Иностранного языка:

- посадочные места по количеству обучающихся;
- рабочее место преподавателя;
- комплект учебно-наглядных пособий «Страноведение»;
- грамматические таблицы;
- дидактические материалы;
- пособия для мультимедийного оборудования.
- методические рекомендации по созданию презентаций
- методические рекомендации по грамматике английского языка

Технические средства обучения:

Мультимедийный комплект (проектор CASIO XJ-V2, экран LUMIEN Eco Picture) – 1 шт., персональный компьютер Lenovo ThinkCentre – 21 шт., наушники Sanako SLHO7 – 21 шт., колонки Microlab 2.0 SOLO4C – 1 шт., стол – 21 шт., стул – 21 шт.

Лицензионное программное обеспечение:

OS Windows 10, Microsoft Office 10, Nibelung 3.8, Toefl, словари – Multitran, ABBYY Lingvo

3.2 Информационное обеспечение реализации программы

Для реализации программы учебной дисциплины библиотечный фонд ВВГУ укомплектован печатными и электронными изданиями.

Обучающиеся из числа инвалидов и лиц с ограниченными возможностями здоровья обеспечены печатными и (или) электронными образовательными ресурсами в формах, адаптированных к ограничениям их здоровья.

Основная литература

1. Агеева, Е. А., Английский язык для геодезистов, техников в градостроительном кадастре, землеустроителей и специалистов по операциям с недвижимостью : учебник / Е. А. Агеева. — Москва : КноРус, 2023. — 170 с. — ISBN 978-5-406-11583-1. — URL: <https://book.ru/book/949362>. — Текст : электронный.
2. Буренко, Л. В. Грамматика английского языка. Grammar in Levels Elementary – Pre-Intermediate : учебное пособие для среднего профессионального образования / Л. В. Буренко, О. С. Тарасенко, Г. А. Краснощекова ; под общей редакцией Г. А. Краснощевой. — Москва : Юрайт, 2022. — 227 с. — (Профессиональное образование). — ISBN 978-5-9916-9261-8. — URL: <https://urait.ru/bcode/452909> — Режим доступа: Электронно-библиотечная система Юрайт. - Текст : электронный
3. Голубев, А.П. Английский язык для всех специальностей + eПриложение : учебник / Голубев А.П., Балюк Н.В., Смирнова И.Б. — Москва : КноРус, 2022. — 385 с. — ISBN 978-5-406-08132-7. — URL: <https://book.ru/book/939214>. — Режим доступа: Электронно-библиотечная система BOOK.RU. - Текст : электронный.
4. Карпова, Т.А. English for Colleges = Английский язык для колледжей. Практикум + eПриложение : тесты : учебно-практическое пособие / Карпова Т.А., Восковская А.С., Мельничук М.В. — Москва : КноРус, 2022. — 286 с. — (СПО). — ISBN 978-5-406-07527-2. — URL: <https://book.ru/book/932751>. — Режим доступа: Электронно-библиотечная система BOOK.RU. - Текст : электронный.
5. Кохан, О. В. Английский язык для технических специальностей : учебное пособие для среднего профессионального образования / О. В. Кохан. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2021. — 226 с. — (Профессиональное образование). — ISBN 978-5-148-534-08983-7. — URL: <https://urait.ru/bcode/437135>. — Режим доступа: Электронно-библиотечная система Юрайт. - Текст : электронный.

6. Кузьменкова, Ю. Б. Английский язык для технических колледжей (А1) : учебное пособие для среднего профессионального образования / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2022. — 207 с. — (Профессиональное образование). — ISBN 978-5-534-12346-3. — URL: <https://urait.ru/bcode/475659>. — Режим доступа: Электронно-библиотечная система Юрайт. - Текст : электронный.
7. Литвинская, С. С. Английский язык для технических специальностей : учебное пособие / С. С. Литвинская. — Москва : ИНФРА-М, 2022. — 252 с. — (Среднее профессиональное образование). - ISBN 978-5-16-014535-8. - URL: <https://znanium.com/catalog/product/989248> . — Режим доступа: по подписке. — Текст : электронный.
8. Английский язык. Экология, почвоведение и природопользование : учебное пособие для среднего профессионального образования / О. А. Егорова, О. Н. Козлова, Е. Э. Кожарская ; ответственный редактор Л. В. Полубиченко. — Москва : Издательство Юрайт, 2022. — 112 с. — (Профессиональное образование). — ISBN 978-5-534-08000-1. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://urait.ru/bcode/472265>.
9. Полубиченко, Л. В. Английский язык для колледжей (А2-В2) : учебное пособие для среднего профессионального образования / А. С. Изволенская, Е. Э. Кожарская ; под редакцией Л. В. Полубиченко. — Москва : Издательство Юрайт, 2022. — 184 с. — (Профессиональное образование). — ISBN 978-5-534-09287-5. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://urait.ru/bcode/474378>.
10. Малецкая, О. П. Английский язык : учебное пособие для спо / О. П. Малецкая, И. М. Селевина. — 2-е изд., стер. — Санкт-Петербург : Лань, 2021. — 136 с. — ISBN 978-5-8114-8057-9. — Текст : электронный // Лань : электронно-библиотечная система. — URL: <https://e.lanbook.com/book/171416>. — Режим доступа: для авториз. пользователей.

Дополнительная литература:

1. Куряева, Р. И. Английский язык. Лексико-грамматическое пособие в 2 ч. Часть 1 : учебное пособие для среднего профессионального образования / Р. И. Куряева. — 8-е изд., испр. и доп. — Москва : Издательство Юрайт, 2021. — 264 с. — (Профессиональное образование). — ISBN 978-5-534-09890-7. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://urait.ru/bcode/452245>
2. Куряева, Р. И. Английский язык. Лексико-грамматическое пособие в 2 ч. Часть 2 : учебное пособие для среднего профессионального образования / Р. И. Куряева. — 8-е изд., испр. и доп. — Москва : Издательство Юрайт, 2021. — 254 с. — (Профессиональное образование). — ISBN 978-5-534-09927-0. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://urait.ru/bcode/452246>
3. Нужнова, Е. Е. Английский язык. Professional Reading: Law, Economics, Management : учебное пособие для среднего профессионального образования / Е. Е. Нужнова. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2022. — 149 с. — (Профессиональное образование). — ISBN 978-5-534-12993-9. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://urait.ru/bcode/448712>

4 КОНТРОЛЬ И ОЦЕНКА РЕЗУЛЬТАТОВ ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ

Контроль и оценка результатов освоения учебной дисциплины осуществляется преподавателем в процессе проведения практических занятий и тестирования, а также выполнения обучающимися индивидуальных заданий, презентаций.

Результаты обучения (освоенные умения, усвоенные знания)	Формы и методы контроля и оценки результатов обучения
1	2
Умения:	
<u>говорение:</u> – вести диалог (диалог–расспрос, диалог–обмен мнениями/суждениями, диалог–побуждение к действию, этикетный диалог и их комбинации) в ситуациях официального и неофициального общения в бытовой, социокультурной и учебно-трудовой сферах, используя аргументацию, эмоционально-оценочные средства;	практические занятия, беседа\дискуссия
– рассказывать, рассуждать в связи с изученной тематикой, проблематикой прочитанных/прослушанных текстов; описывать события, излагать факты, делать сообщения;	практические занятия, реферат, презентация
–создавать словесный социокультурный портрет своей страны и страны/стран изучаемого языка на основе разнообразной страноведческой и культуроведческой информации;	практические занятия, реферат, презентация
<u>аудирование:</u> – понимать относительно полно (общий смысл) высказывания на изучаемом иностранном языке в различных ситуациях общения;	практические занятия, просмотр учебных фильмов
– понимать основное содержание аутентичных аудио- или видеотекстов познавательного характера на темы, предлагаемые в рамках курса, выборочно извлекать из них необходимую информацию;	практические занятия, просмотр видеофильмов
– оценивать важность/новизну информации, определять свое отношение к ней;	практические занятия ситуативная беседа
<u>чтение</u> – читать аутентичные тексты разных стилей (публицистические, художественные, научно-популярные и технические), используя основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое) в зависимости от коммуникативной задачи;	практические занятия, просмотровое и поисковое чтение газетных, журнальных статей (со словарём, без словаря)
<u>письменная речь</u> – описывать явления, события, излагать факты в письме личного и делового характера;	практические занятия реферат, презентация

– заполнять различные виды анкет, сообщать сведения о себе в форме, принятой в стране/странах изучаемого языка;	практические занятия
Знания:	
– значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения;	практические занятия, монологическая речь, диалогическая речь
– языковой материал: идиоматические выражения, оценочную лексику, единицы речевого этикета и обслуживающие ситуации общения в рамках изучаемых тем;	практические занятия, диалогическая речь, полилог
– новые значения изученных глагольных форм (видо-временных, неличных), средства и способы выражения модальности; условия, предположения, причины, следствия, побуждения к действию;	практические занятия, тестирование
– лингвострановедческую, страноведческую и социокультурную информацию, расширенную за счет новой тематики и проблематики речевого общения;	практические занятия, монологическая речь, диалогическая речь, полилог
– тексты, построенные на языковом материале повседневного и профессионального общения, в том числе инструкции и нормативные документы по профессиям и специальностям СПО	практические занятия, письмо
	По всем темам программы осуществляется текущий контроль, рубежный и итоговый. Оценка результатов обучения производится при помощи бально-рейтинговой системы

Для оценки достижения запланированных результатов обучения по дисциплине разработаны контрольно-оценочные средства для проведения текущего контроля и промежуточной аттестации, которые прилагаются к рабочей программе дисциплины.

МИНОБРНАУКИ РОССИИ
ВЛАДИВОСТОКСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

КОНТРОЛЬНО-ОЦЕНОЧНЫЕ СРЕДСТВА
для проведения текущего контроля и промежуточной аттестации
по учебной дисциплине
СГ.02 Иностранный язык в профессиональной деятельности
программы подготовки специалистов среднего звена

21.02.19 Землеустройство

Форма обучения: заочная

Владивосток 2026

Контрольно-оценочные средства для проведения текущего контроля и промежуточной аттестации по учебной дисциплине 21.02.19 Землеустройство разработаны в соответствии с требованиями ФГОС СПО по специальности 21.02.19 Землеустройство, утвержденного приказом Минобрнауки РФ от 18.05.2022, № 339, примерной образовательной программой, рабочей программой учебной дисциплины.

Разработчик: Трушкина И.А. – преподаватель Колледжа сервиса и дизайна

Рассмотрены на заседании ЦМК филологии
Протокол № 9 от «15» мая 2026 г.

Председатель ЦМК _____



И.А. Трушкина

1 Общие сведения

Контрольно-оценочные средства (далее – КОС) предназначены для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины СГ.02 Иностранный язык в профессиональной деятельности.

КОС включают в себя контрольные материалы для проведения текущего контроля успеваемости и промежуточной аттестации по дисциплине, которая проводится в форме дифференцированного зачёта (с использованием оценочного средства - *устный опрос в форме ответов на вопросы билетов, устный опрос в форме собеседования, выполнение письменных заданий, тестирование и т.д.*)

2 Планируемые результаты обучения по дисциплине, обеспечивающие результаты освоения образовательной программы

Код ОК	Код результата обучения	Наименование
ОК 01 ОК 04 ОК 09 ПК 3.1	31	правила построения простых и сложных предложений на бытовые и профессиональные темы
	32	основные общеупотребительные глаголы (бытовая и профессиональная лексика) лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности
	33	особенности произношения правил чтения текстов профессиональной направленности
	У1	понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы
	У2	участвовать в диалогах на знакомые общие и профессиональные темы, строить простые высказывания о себе и о своей профессиональной деятельности
	У3	кратко обосновывать и объяснять свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересующие профессиональные темы

3 Соответствие оценочных средств контролируемым результатам обучения

3.1 Средства, применяемые для оценки уровня практической подготовки

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
Раздел 1 Вводно-коррективный курс				
Тема 1.1 Практические занятия № 1 – 6	31	правила построения простых и сложных предложений на бытовые и профессиональные темы просмотровое /поисковое)		
	32	основные обще		

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
		употребительные глаголы (бытовая и профессиональная лексика) лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности	Выполнение упражнений (п. 5.2 входной тест, вариант 4, п.5.1 Theme 1, 2, 3)	Выполнение упражнений (п. 6 в 1, Task 1)
	33	особенности произношения правил чтения текстов профессиональной направленности		
	33	особенности произношения правил чтения текстов профессиональной направленности		
	У1	понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы		
	У2	участвовать в диалогах на знакомые общие и профессиональные темы, строить простые высказывания о себе и о своей профессиональной деятельности		
	У3	кратко обосновывать и объяснять свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересующие профессиональные темы		
Тема 1.1 Практические занятия № 7 – 12	31	правила построения простых и сложных предложений на бытовые и профессиональные темы		
	32	основные общеупотребительные глаголы (бытовая и профессиональная лексика) лексический минимум,		

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
		относящийся к описанию предметов, средств и процессов профессиональной деятельности	Выполнение упражнений (п. 5.2 вариант 1,2,5, п.5.3 ex.1,2,3,4)	Выполнение упражнений (п. 6.1 в 2, Task 2)
	33	особенности произношения правил чтения текстов профессиональной направленности		
	У1	понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы		
	У2	участвовать в диалогах на знакомые общие и профессиональные темы, строить простые высказывания о себе и о своей профессиональной деятельности		
	У3	кратко обосновывать и объяснять свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересующие профессиональные темы		
Тема 2.1 Практические занятия № 13 – 17	31	правила построения простых и сложных предложений на бытовые и профессиональные темы	Выполнение упражнений (п. 5.2 вариант 6, п.5.3 ex.5,6,7)	Выполнение упражнений (п. 6.1 Test 1, Task 3)
	32	основные общеупотребительные глаголы (бытовая и профессиональная лексика) лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности		
	33	особенности произношения правил чтения текстов профессиональной направленности		

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
	У1	понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы		
	У2	участвовать в диалогах на знакомые общие и профессиональные темы, строить простые высказывания о себе и о своей профессиональной деятельности		
	У3	кратко обосновывать и объяснять свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересующие профессиональные темы		
Тема 2.2 Практические занятия № 18 –23	31	правила построения простых и сложных предложений на бытовые и профессиональные темы	Выполнение упражнений (п. 5.2 вариант 7, п.5.3 ex.8, 9, 10)	Выполнение упражнений (п. 6.1 Test 2, Task 4)
	32	основные общеупотребительные глаголы (бытовая и профессиональная лексика) лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности		
	33	особенности произношения правил чтения текстов профессиональной направленности		
	У1	понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы		
	У2	участвовать в диалогах на		

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
Тема 2.3 Практические занятия № 24 – 29		знакомые общие и профессиональные темы, строить простые высказывания о себе и о своей профессиональной деятельности	Выполнение упражнений (п. 5.2 вариант 3,8, п.5.3 ex.11, 12)	Выполнение упражнений (п. 6.1 Test 3, Task 5)
	У3	кратко обосновывать и объяснять свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересующие профессиональные темы		
	31	правила построения простых и сложных предложений на бытовые и профессиональные темы		
	32	основные общеупотребительные глаголы (бытовая и профессиональная лексика) лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности		
	33	особенности произношения правил чтения текстов профессиональной направленности		
	У1	понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы		
	У2	участвовать в диалогах на знакомые общие и профессиональные темы, строить простые высказывания о себе и о своей профессиональной деятельности		
	У3	кратко обосновывать и объяснять свои действия (текущие и планируемые); писать		

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
		простые связные сообщения на знакомые или интересные профессиональные темы		
Тема 2.4 Практические занятия № 30 – 39	31	правила построения простых и сложных предложений на бытовые и профессиональные темы	Выполнение упражнений (п. 5.2 вариант 9, п.5.3 ex.13)	Выполнение упражнений (п. 6.1 Test 4, Task 6)
	32	основные общеупотребительные глаголы (бытовая и профессиональная лексика) лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности		
	33	особенности произношения правил чтения текстов профессиональной направленности		
	У1	понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы		
	У2	участвовать в диалогах на знакомые общие и профессиональные темы, строить простые высказывания о себе и о своей профессиональной деятельности		
	У3	кратко обосновывать и объяснять свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересные профессиональные темы		
Тема 3.1 Практические занятия № 40 – 47	31	правила построения простых и сложных предложений на бытовые и профессиональные темы		

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
	32	основные общеупотребительные глаголы (бытовая и профессиональная лексика) лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности	Выполнение упражнений (п. 5.2 вариант 10, п. 5.3 ex.14)	Выполнение упражнений (п. 6.1 Test 5, Task 7)
	33	особенности произношения правил чтения текстов профессиональной направленности		
	У1	понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы		
	У2	участвовать в диалогах на знакомые общие и профессиональные темы, строить простые высказывания о себе и о своей профессиональной деятельности		
	У3	кратко обосновывать и объяснять свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересующие профессиональные темы		
Тема 3.2 Практические занятия № 48 – 55	31	правила построения простых и сложных предложений на бытовые и профессиональные темы	Выполнение упражнений (п. 5.2 вариант 11, п. 5.3 ex.15)	Выполнение упражнений (п. 6.1 Test 6, Task 8)
	32	основные общеупотребительные глаголы (бытовая и профессиональная лексика) лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной		

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
		деятельности		
	33	особенности произношения правил чтения текстов профессиональной направленности		
	У1	понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы		
	У2	участвовать в диалогах на знакомые общие и профессиональные темы, строить простые высказывания о себе и о своей профессиональной деятельности		
	У3	кратко обосновывать и объяснять свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересующие профессиональные темы		
Тема 4.1 Практические занятия № 56 – 65	31	правила построения простых и сложных предложений на бытовые и профессиональные темы	Выполнение упражнений (п. 5.2 вариант 12, 13, п.5.3 ex.1-15)	Выполнение упражнений (п. 6.1 Test 7, Task 9)
	32	основные общеупотребительные глаголы (бытовая и профессиональная лексика) лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности		
	33	особенности произношения правил чтения текстов профессиональной направленности		
	У1	понимать общий смысл четко произнесенных высказы-		

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
		ваний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы		
	У2	участвовать в диалогах на знакомые общие и профессиональные темы, строить простые высказывания о себе и о своей профессиональной деятельности		
	У3	кратко обосновывать и объяснять свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересующие профессиональные темы		
Тема 4.2 Практические занятия № 66 – 71	31	правила построения простых и сложных предложений на бытовые и профессиональные темы	Выполнение упражнений (п. 5.2 Task 1, п.5.3 ex.1-15)	Выполнение упражнений (п. 6.1 Test 8, Task 10)
	32	основные общеупотребительные глаголы (бытовая и профессиональная лексика) лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности		
	33	особенности произношения правил чтения текстов профессиональной направленности		
	У1	понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы		
	У2	участвовать в диалогах на знакомые общие и профессиональные темы, строить		

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
Тема 4.3 Практические занятия № 72 – 79		простые высказывания о себе и о своей профессиональной деятельности	Выполнение упражнений (п. 5.2 вариант 14, п.5.3 ex.1-15)	Выполнение упражнений (п. 6.1 Test 9, Task 11)
	У3	кратко обосновывать и объяснять свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересующие профессиональные темы		
	31	правила построения простых и сложных предложений на бытовые и профессиональные темы		
	32	основные общеупотребительные глаголы (бытовая и профессиональная лексика) лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности		
	33	особенности произношения правил чтения текстов профессиональной направленности		
	У1	понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы		
	У2	участвовать в диалогах на знакомые общие и профессиональные темы, строить простые высказывания о себе и о своей профессиональной деятельности		
	У3	кратко обосновывать и объяснять свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересующие профессиональные темы		

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
		ющие профессиональные темы		
Тема 4.4 Практические занятия № 80 – 87	31	правила построения простых и сложных предложений на бытовые и профессиональные темы	Выполнение упражнений (n.5.1 Theme 4, n. 5.2 вариант 15, n.5.3 ex.1-15)	Выполнение упражнений (n. 6.1 Test 10, Complex Grammar Test 1-2, Task 12, 13)
	32	основные общеупотребительные глаголы (бытовая и профессиональная лексика) лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности		
	33	особенности произношения правил чтения текстов профессиональной направленности		
	У1	понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы		
	У2	участвовать в диалогах на знакомые общие и профессиональные темы, строить простые высказывания о себе и о своей профессиональной деятельности		
	У3	кратко обосновывать и объяснять свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересные профессиональные темы		

5. Примеры оценочных средств для проведения текущей аттестации

5.1 Вопросы для собеседования (устного опроса):

Theme 1. My Family

1. Is your family large?
2. What members does it consist of?
3. What is your mother's name? (father's)
4. How old is she? (he)
5. What is your name?
6. What are you?
7. Where do you live?
8. Is your college far from your house?
9. What do you do in your spare time?
10. What do the members of your family like to do in the evening?

Theme 2. Different kinds of hobbies.

1. What is hobby?
2. Why do people choose a hobby?
3. What categories are hobbies divided into?
4. What can you say about art?
5. What is the most widespread kind of hobby?
6. Whom attract handicrafts?
7. Who likes games and sports?
8. What do people like collecting?
9. What does hobby offer?
10. What is your hobby?

Theme 3. Education

1. What is education?
2. Are there two types of education?
3. When do people enter a system of formal education?
4. Do learners have to pass the exams?
5. What do the learners earn at the end of their learning?
6. What education do the school systems of all modern nations provide?
7. When does informal education involve people in learning?
8. What does general education aim?
9. What does vocational education aim?
10. What are adult education programs provided for?

Theme 4. Problems of our planet

1. What does the term "environmental pollution" mean?
2. How do people pollute the surroundings?
3. What does environmental pollution cause?
4. What can badly polluted air cause?
5. What does polluted water cause?
6. Why is the pollution problem complicated?
7. Where does nuclear radiation come from?
8. Do you know the influence on people of the small amounts of radiation?
9. Where do you live? Are your surroundings clear?
10. How can we reduce the pollution of the surroundings?

5.2 Примеры тестовых заданий

Входной тест

Choose the right variant.

1. I don't remember ... that I'm sure you're mistaken.
a) to say; b) say; c) saying; d) to have said.

2. There were two answers, and ... was right.
a) neither; b) no one; c) no; d) not any.
3. This dress is ... as the one I had before.
a) plenty the same; b) very similar; c) very same; d) much the same.
4. He ... here from 1955 to 1960.
a) worked; b) works; c) has been working; d) has worked.
5. He's... his sister.
a) much taller that; b) much more taller than; c) much taller than; d) more taller than.
6. Be careful you don't... your keys!
a) lost; b) loosen; c) lose; d) loose.
7. What they say may be true; you never can...
a) say; b) tell; c) remember; d) recognise.
8. He didn't move, but just... where he fell.
a) lain; b) lay; c) laid; d) lied.
9. I haven't had a reply to the invitation I sent you last week. ... to my patty?
a) Shall you come; b) Are you coming; c) Do you come; d) Should you come,
10. That man reminds me ... my history teacher.
a) from; b) of; c) about; d) on.
11. The children hadn't met ... their grandparents or their uncle before.
a) or, b) neither; c) nor, d) either.
12. Before she started university, Jane ... in the States for six months working as a nanny.
a) lives; b) has been living; c) has lived; d) had lived.
13. He was ... tired to go on.
a) to; b) enough; c) so; d) too.
14. I ... saw Michael two years ago.
a) lastly; b) last time; c) last; d) the last time.
15. I like the red dress and the pink shoes. The trouble is that they don't ...very well.
a) match not each other; b) match themselves; c) go with each other; d) go on with the other.
16. He's as polite as his brother is ...polite. (подобрать префикс)
a) im; b) non; c) dis; d) un.
17. It's been quite a long time ... I had a holiday abroad,
a) ago; b) since; c) for; d) when.
18. You ... pay for this information. It's free.
a) oughtn't to; b) don't have to; c) shouldn't to; d) mustn't.
19. ... quite a lot of rain forecast for today.
a) It has; b) Is; c) It's; d) There's.
20. I'm free this evening. ... we go out to dinner?
a) Will; b) Would; c) Shall; d) Won't.
21. I need a holiday, ... I?
a) need not; b) aren't; c) don't; d) need.
22. Most of the cattle ... under the trees.
a) is laying; b) is lying; c) are lying; d) are laying.
23. Children seem to find computers easy, but many adults aren't used to ... with microtechnology.
a) work; b) working; c) a work; d) the work.
24. Parents were made ... the school reconstruction,
a) finance; b) to financing; c) to finance; d) financing.
25. The children have made lots of new friends since we ... to this town.
a) have moved; b) moving; c) moved; d) have been moved.
26. I don't understand this sentence. Could you tell me what ...?
a) this word means; b) means this word; c) does mean this word; d) does this word mean.
27. ... of the three boys got a prize,

- a) A few; b) Both; c) Each; d) Every.
28. The agency intended to let each applicant... in the interview.
a) participate; b) to participate; c) so as to participate; d) participating.
29. All the children in this family are gifted, but this one is ... gifted of all.
a) little; b) the less; c) the least; d) un- .
30. He enjoyed ... computer games at first, but after a while he got bored with them.
a) to play; b) playing; c) make play; d) having played.
31. We haven't managed to meet... three years.
a) since; b) for; c) after; d) last.
32. Nothing is wrong,...?
a) can it; b) is it; c) isn't it; d) can't be.
33. A meeting of the society will be ... on Tuesday evening at 6 o'clock.
a) made; b) taken; c) held; d) placed.
34. May I apologize ... being so late?
a) myself for; b) for; c) -; d) myself.
35. All the furniture in this room ... antique.
a) are; b) are made of; c) have; d) is.
36. ... traffic in the city center.
a) There's always many; b) It is always heavy; c) There's always heavy; d) It is always much.
37. You'll find the travel agency ... the end of the street.
a) by; b) in; c) on; d) at.
38. She ... the piano since she was ten.
a) has been playing; b) is playing; c) has played; d) had played.
39. Doing these exercises may be good ... me, but I hate every minute of it.
a) to; b) for; c) on; d) at.
40. She heard Miss Drake ... that Ann was really happy.
a) tell; b) to tell; c) say; d) to say.
41. You have bought a FIAT. You ... a BMW.
a) should have bought; b) would have bought; c) had better buy; d) would rather have bought.
42. Poor Jack — he lost his homework, and he ... do it again,
a) needs; b) ought; c) shall; d) has to.
43. The food at the party was horrible, I've never eaten ... awful food!
a) such a; b) such; c) such an d) so.
44. "I'm not very hungry". — "..."
a) Neither do I; b) I am; c) So am I; d) Nor I am.
45. The... from London to Bristol takes two hours by car.
a) travel; b) journey; c) voyage; d) driving.
46. Open the window, ... you?
a) must; b) need; c) will; d) do.
47. You must try not to ... so many mistakes.
a) do; b) tell; c) make; d) perform.
48. Helen asked me if... the film called "Star wars".
a) have I seen; b) have you seen; c) had I seen; d) I had seen.
49. I promise that I... to work on time every morning in future,
a) get; b) am getting; c) will get; d) would get.
50. I'm not going to tell you the reason ... my decision,
a) to; b) with; c) on; d) for.

USE OF GRAMMAR answers.

1-c; 2-a; 3-d; 4-a; 5-c; 6-c; 7-b; 8-b; 9-b; 10-b; 11-d; 12-d; 13-d; 14-c; 15-c; 16-a; 17-b; 18-b; 19-d; 20-c; 21-c; 22-c; 23-b; 24-c; 25-c; 26 — a; 27-c; 28-a; 29-c; 30-b; 31-b; 32-b; 33-c; 34-b; 35-d; 36-c; 37-d; 38-a; 39-b; 40-c; 41-a; 42-d; 43-b; 44-b; 45-b; 46-c; 47-c; 48-d; 49-c; 50-d.

Вариант 1

Read the dialogues and dramatize them in class

1. – Can you do me a favor, Jim? Would you mind introducing me to Miss Jones?
 - Oh, yes, with pleasure, though it's rather strange you don't know each other yet.
 - I just didn't have a chance to get acquainted with her. Is she a nice girl?
 - Yes, of course, and she has a very nice dog.
2. – James, may I introduce Henry Brown? Mr. Smith, a friend of mine.
 - How do you do, Mr. Richardson?
 - How do you do, Mr. Brown?(They shake hands)

Вариант 2

Expand the situation introduced by the opening

1. – How do you do, Mr. Jones?
 - How do you do, Mr. Hardy?
 - Sit down, please. What can I do for you?

Вариант 3

Вставьте в предложения подходящую форму местоимения, переведите предложения:

A – I	B – you	C – he	D – she	E – it	F – we	G – they
H – him	I – her	J – me	K – us	L – them	M – our	N – your
O – his	P – my	Q – their				

1. Mr. Stanley has a very friendly family. ... sons live with
2. Men's health depends upon ... life style.
3. Susan likes ... friends.
4. The students have practice now. ... plant different trees.
5. Alice asked ... brother where ... had to meet ... friends.
6. Jane and ... friend are painting the ceiling now. ... are going to finish this work tomorrow.
7. Who is speaking? It's, Peter
8. The teacher has corrected ... composition.
9. Mary's parents went to see ... friends.
10. Have ... been to Niagara Falls? Yes, ... have been there twice.
11. Is Pete at home? Can ... speak to ...?
12. Richard has passed his entrance examinations successfully and now ... is a student.
13. Look up into the sky! ... is so marvelous.
14. Primrose didn't know what to give grandfather on ... birthday.
15. The man was very old, but ... was strong and worked a lot.
16. ... parents are so old. Who will look after?
17. Jessica can never see the blackboard because the tall boy always sits in front of
18. Mother said: "... spent all ... money on ... children's education."
19. Gregory met ... wife when ... was working at ... hospital.
20. Don't worry! All ... expenses will be paid.

Вариант 4

Дополните предложения необходимой формой глагола to be (am, is, are) /to have (has), переведите предложение:

1. Philip ... a student
2. In the evening he ... dinner with his mother.

3. For breakfast she ... tea, bread and butter and bacon and eggs.
4. We ... English classes twice a week.
5. In front of the cottage there ... a tennis court.
6. Stop talking. Our lesson ...not over.
7. I ... tired today.
8. You ... a teacher, ... not you?
9. All will agree that the dog ... the best companion for children.
10. Your sister ... not come yet.
11. Your new dress ... nice, your shoes ... nice too.
12. We ... many interesting books on geodesy.
13. My mother ... a very nice hat.
14. How old ... you?
15. Excuse me, I ... very late.
16. ... you going to become a good specialist?
17. Her brother ... two children.
18. This girl ... many friends at university.
19. My younger son's name ... Michael.
20. These rooms ... very light.

Вариант 5

Form the plural of the nouns in brackets.

В. Поставьте данные в скобках существительные во множественное число.

“(Woman) and (cat) will do as they please, and (man) and (dog) should relax and get used to the idea.”

(Robert Heinlein)

How do the following nouns form their plural?

Как образуют множественное число следующие существительные?

shelf..... ,	bus.....
church,	lorry
sheep,	photo
foot,	baby
hero..... ,	berry
tomato,	pony
radio..... ,	toy.....
thief,	video
tooth..... ,	wife

Tick (✓) the words which normally have plurals in English.

Отметьте слова (✓), которые в английском языке имеют форму множественного числа.

- ☐ wall ☐ air ☐ picture ☐ machine
☐ tea ☐ time (*раз*) ☐ hour ☐ river
☐ friend ☐ copper ☐ cheese ☐ teacher
☐ glass ☐ glass ☐ paper ☐ paper
 (*стакан*) (*стекло*) (*бумага*) (*газета*)
☐ music ☐ coffee ☐ armchair ☐ gold
☐ ship ☐ milk ☐ ice ☐ furniture
☐ butter ☐ happiness ☐ tree ☐ ink
☐ money ☐ coin ☐ university ☐ meat
☐ assistance ☐ assistant ☐ darkness ☐ time (*время*)
☐ wood ☐ wood
 (*древесина*) (*лес*)

Complete the sentences with the noun in brackets using A/AN or a plural form of the noun where possible.

Поставьте существительное в скобках во множественное число или используйте артикль A/AN, где это возможно.

1. You never have (time) to talk to me. I called you several (time) yesterday.
2. Could you give me (glass) of water, please? My husband has to wear (glass). I can't send this thing to you by post, it is made of (glass).
3. I need a piece of (wood). The cottage is located nicely. There is (wood) and a lake in the walking distance.
4. I'm allergic to (chicken). I'll draw you (chicken) if you eat your porridge, Mary.
5. (beauty) is a great force. Your younger daughter is going to be real (beauty). All my daughters are (beauty).
6. Anne doesn't eat (cake), it's too fattening, but she brought (cake) and (bottle) of wine to the party.
7. Is it made of (iron) or plastic? I need (iron) to press the suit.

Match the words. Make possessive forms of the words in List 1 to combine them with the words in List 2.

Образуйте формы притяжательного падежа от слов в списке 1, в списке 2 найдите слово, сочетающееся с ним по смыслу.

List 1 teachers □ actress □ Tom □ hairdresser children □ our dog □ doctor □ women girls □ Anne and Oliver □ Doris parents □ sheep

List 2 phone number □ habit □ last name toys □ surgery □ school □ club □ home wool □ room □ career □ name □ car

Underline the correct noun group.

Подчеркните правильное сочетание существительных.

- | | |
|---|--|
| 1. a cake of chocolate / a chocolate cake | 6. the company office / the company's office |
| 2. bar soap / a bar of soap | 7. the cat tail / the cat's tail |
| 3. Russia's history / the Russia history | 8. disks of a computer / computer disks; |
| 4. a telephone's box / a telephone box | 9. Mr Green music lesson / Mr Green's music lesson |
| 5. soup of vegetables / vegetable soup | 10. industry of oil / oil industry |

Rewright each phrase using the correct genitive form.

Напишите фразы, используя в каждой из них соответствующую форму, обозначающую принадлежность предмета.

1. (Oliver) son – Oliver's son;
2. (Canada) national football team
3. (the frame) picture
4. (a week) holiday
5. (bus) station
6. (Jeremy and Jessica) elder sister
7. (children) toys
8. (space) rocket
9. (the women) changing room
10. (the Walkers) party
11. (the key) the car
12. (fruit) tea
13. (the managers) meeting
14. (leather) shoe

Вариант 6

Проанализируйте образец резюме

Образец резюме:

Alexander Bermann 376 West 186th Street, Apartment #6-3 New York, N.Y. 10033 Tel.(212) 973-6792	
OBJECTIVE	A position as a mechanical engineer
SUMMARY	15 years varied experience in mechanical engineering. Designed and developed both automatic and special machines. Installed machinery and equipment. Familiar with use of industrial engineering techniques and machine shop practices.
EXPERIMENTENCE	BROWN MMANUFACTURING Co
1986-1988	Paterson,N.J. Design Engineer. Planed and designed both automatic and special machines, instrumental system, and pneumatics .
1974-1986	KHARKOV MACHINE WORKS Kharkov,USSR. Design Engineer at the Automation Department Designed various automatic machines. Installed machinery and equipment
EDUCATION	KRARKOV POLYTECHIC INSTITUTE.
1969-1974	Kharkov,USSR M.S. in Mechanical Engineering.
PERSONAL	Arrived in the United States August 1989. Permanent US resident. Married, two children.
REFERENNCS	Furnished upon request

Fill in the blanks with the forms is or are.

1. Neither he nor she___there. 2. Neither they nor she___there. 3. Neither he nor they___there.
4. Both Alice and Kate___in time. 5. Either you or she___ right. 6. Both the old and the young___having a good time at the party. 7. Either Jack or Jane___going on business to London.
8. Neither Pete nor his parents___ aware of the coming danger. 9. Neither he nor his relatives___present at the wedding. 10. Either he or they___ going to do it. 11. Both Mom and Dad ___at home. 12. Neither Nick nor Mary___in class today. 13. Both ___present, but neither___helpful.

Вариант 7

Supply the words and phrases with the Russian equivalents:

- | | | | | |
|------------|-----------|-------------------|-------------|--------------|
| 1. agenda | 2. desk | 3. filing cabinet | 4. Memo | 5. team work |
| 6. benefit | 7. pile | 8. photocopier | 9. minutes | 10. privacy |
| 11. survey | 12. value | 13. equipment | 14. support | 15. newcomer |

Supply the words and phrases with the English equivalents:

1. коллега, 2. работник, 3. работодатель, 4. продвижение по службе,
5. рабочая сила, 6. предварительная запись на прием, 7. вести протокол,
8. начальник, 9. захламленный стол, 10. производительность труда,
11. канцелярские принадлежности, 12. телефонные переговоры, 13. быть довольным, 14. работа с документами, 15. планировка офиса.

Вариант 8

Choose the correct item to fill in the gaps:

1. Every organisation, large or small, needs ... administration.
a. effective b. affective c. successful d. useful
2. Managers devise policies and make
a. solutions b. decisions c. resolutions d. decrees
3. ... workers collect, store, interpret and distribute information.
a. Clerical b. Manual c. Blue-collar d. Labour
4. Jobs may involve supervising colleagues or dealing ... clients.
a. to b. with c. about d. at
5. Jobs may involve speaking with clients ... the telephone.
a. by b. with c. on d. at
6. Office workers may spend all their time sitting at a ... using a computer.
a. counter b. chair c. table d. desk
7. ... workers usually work 37 hours a week, Monday to Friday.
a. Part-time b. Time c. One-time d. Full-time
8. She'll work ... after she's had the baby. She'll be free to look after the baby.
a. part-time b. job share c. one-time d. full-time
9. ... is an arrangement by which two people work part-time doing the same job.
a. Part-time b. Job share c. One-time d. Full-time
10. Over 4,933,000 people ... in administration, business and office work.
a. employing b. employ c. are employed d. employed
11. Some ... are open to people who have few formal qualifications.
a. vocations b. vacancies c. vacations d. vacant
12. ... often look for candidates with keyboard skills.
a. Employers b. Employees c. Employment d. Employs
13. Office workers are confident using a range of ... packages.
a. facilities b. hardware c. software d. services
14. An administrative assistant provides administrative support ... a department.
a. for b. with c. – d. at
15. An administrator is responsible ... the maintenance of office equipment.
a. for b. with c. – d. at
16. An administrative assistant's responsibilities may include monitoring
a. stationery supplement b. stationary supplies c. confectionary supplies d. stationery supplies
17. An administrative assistant's responsibilities may include maintaining
a. filing systems b. filing statements c. files supplements d. filling systems
18. An administrative assistant should be able to work to tight
a. bottomlines b. deadlines c. bottom lines d. deathlines
19. Assistants carry out a wide range of secretarial tasks.
a. Personnal b. Personnel c. Personal d. Personel
20. Bilingual PAs usually work normal
a. office time b. part-time c. office hours g. full hours
21. PAs' duties may include ... telephone calls.
a. viewing b. screening c. screaming d. showing
22. There may be higher ... for PA posts in some sectors.
a. completeness b. competence c. competition d. compete
23. ... in business, administration and finance may be relevant to this area of work.
a. Diploma b. Quality c. Trainee d. Skill
24. Secretaries provide administrative support for a ... or team of people in an organisation.
a. manager b. co-worker c. newcomer d. colleague
25. Previous relevant ... may be an advantage for some posts.
a. experiment b. experience c. experimentation d. experiences

Вариант 9

Задание №1. Расположите части делового письма в правильном порядке:

1. John L. Davis, President
Autocomp. Inc.
8100 South Jackson Street
Detroit, MI 48220
2. We recently purchased \$ 250,000 worth of automated material-handling equipment from your company. This equipment was purchased from you because of the fine reputation you have for quality and service to your customers.
3. We look forward to doing business with your company in the future.
Sincerely,
Victor Boyd,
Plant Manager
4. Dear Mr. Davis:
5. Rusk Seed, Inc.
400 National Highway
Decatur, Illinois 62525
April 15, 2007

1. Расположите части письма в правильном порядке:

- 1) 7 Maple Estate, Hlarbour Road, Melbourn, Australia. (Sender's address)
Ref. JK/RS
Telephone 041-336-3692
7 May 2007
- 2) Dear Sirs,
- 3) We await your instructions, which shall have our careful attention
Yours faithfully
Richard Smith
Sales Manager
- 4) We recently had the honour of sending you a catalogue of our goods, and trust that you duly received the same.
As we have not yet been favoured with your order, we venture to enquire if you have reached a decision, and whether you require further information about our product.
- 5) Purchasing Department
Sunrise Boulevard
Riverton, MI 44444 (Addressee's address)

Read and translate the dialogues. Learn the dialogues by heart.

1. - Could you possibly give me a lift to the station?
- Sorry, there's something wrong with my car.
2. - But it's only half past ten. Stay and have a cup of coffee.
- We'd better be going. It's getting late.
3. - How do you feel today?
- So-so
4. - I'm sorry to trouble you, but could you lend me your car for the weekend?
- Yes, certainly. With pleasure.

Вариант 10

Supply the words with the Russian equivalents:

- | | | | | |
|----------------|------------|--------------|--------------|-----------------|
| 1. distribute | 2. welfare | 3. goods | 4. resources | 5. entrepreneur |
| 6. recovery | 7. wages | 8. profit | 9. labour | 10. investment |
| 11. depression | 12. output | 13. scarcity | 14. demand | 15. manufacture |

Supply the words and phrases with the English equivalents:

1. сельское хозяйство, 2. рынок, 3. рабочая сила, 4. акционерный капитал; 5. народное хозяйство; 6. экономическая наука; 7. плановая экономика; 8. промышленность; 9. внедрение; 10. намерение; 11. реклама; 12. цикл; 13. соревнование; 14. цена; 15. потребление.

Supply the words and phrases with the Russian equivalents:

- | | | |
|---------------------|---------------------------|----------------------------|
| 1. assets | 2. sole proprietorship | 3. non-executive directors |
| 4. enterprise | 5. hierarchical structure | 6. to carry out functions |
| 7. to merchandise | 8. financial liability | 9. immediate subordinates |
| 10. to manufacture | 11. Stock Exchange | 12. to be in charge of |
| 13. business entity | 14. to be accountable to | 15. to report to somebody |

Supply the words and phrases with the English equivalents:

1. активы; 2. облигация; 3. субъект (организация); 4. обязательства; 5. слияние; 6. право собственности; 7. предприниматель; 8. Единоличное предпринимательство (ЧП); 9. доходы; 10. ценные бумаги; 11. акционер; 12. биржа; 13. Совет Директоров; 14. председатель; 15. расторгать.

Вариант 11

Supply the words and phrases with the Russian equivalents:

1. valid, 2. substantiation, 3. persuasion, 4. essence, 5. credibility, 6. compatible, 7. ambiguity, 8. abuse, 9. counter-productive, 10. media plan, 11. decent, 12. exaggeration, 13. brief (n), 14. to trigger, 15. commercials.

Supply the words and phrases with the English equivalents:

1. рекламировать, 2. рекламная компания, 3. конкурировать, 4. ускорять сбыт, 5. анкетирование, 6. целевая аудитория, 7. эмоциональный отклик, 8. вводить в заблуждение, 9. честная конкуренция, 10. Рекламное агенство, 11. скрытая реклама, 12. процветание, 13. противоречить нормам морали, 14. стимулировать спрос, 15. продвижение товара.

Translate the text below into English:

Реклама – информация, распространенная любым способом, в любой форме и с использованием любых средств, адресованная неопределенному кругу лиц и направленная на привлечение внимания к объекту рекламирования, формирование или поддержание интереса к нему и его продвижение на рынке.

Задача рекламы – побудить представителей целевой аудитории к действию (выбору товара или услуги, осуществлению покупки и т.п., а также формированию запланированных рекламодателем выводов об объекте рекламирования).

Функции рекламы:

- привлечение клиентов – информирование их о новых товарах, услугах, местах продаж. Обычно в рекламном сообщении перечислены конкурентные преимущества рекламируемой компании, плюсы, которые могут приобрести ее клиенты.

- увеличение продаж – подразумевается, что реклама, как инструмент маркетинга, способствует повышению объема продаж. Однако для того, чтобы клиент сделал выбор в пользу рекламируемого магазина (компании, банка, сервиса и т.д.), одного рекламного сообщения, как правило, оказывается мало. Когда клиент пришел или позвонил в рекламируемую компанию, для него важно не только то, что ему обещала реклама, но и то, правдивы ли эти обещания. Как встретят клиента, какой товар он увидит на полках, по какой цене он сможет его приобрести – эти и другие факторы также влияют на рост или падение продаж. Реклама лишь направляет и заставляет запомнить.

- регулирование сбыта – если забывать о данной функции рекламы, можно легко заработать отрицательный имидж. Всегда нужно помнить о том, что количество товара должно соответствовать ожиданиям от рекламной кампании (вашим и клиентским). Интересы общества в целом требуют оградить потребителей от ложной и недобросовестной рекламы. Те же интересы диктуют необходимость стимулирования сбыта, основным средством которого является как раз реклама. Противоречивость этих интересов требует государственного регулирования. Законодательство о рекламе во всех странах представляет собой компромисс между вышеуказанными интересами.

Вариант 12

Прочтите и переведите следующий текст:

Town planning

Aristotle is said to have defined a City as a "place where men live a common life for a noble end" which implies an end or aim. Unfortunately in the majority of cases the aim has been an unconscious one with the result that cities have grown in a haphazard manner, and many beautiful spots turned into an ugly accumulation of bricks and mortar. A careful study of what wise town planning, the liberal provision of attractive amenities can do, and has done for some of the cities of Europe will convince the greatest anti-town-planner of the wisdom of looking well ahead. It invariably happens that town planning is not thought of or put into operation until a certain amount of development has taken place. A city attractive by its beauty, by its artistic symmetry and design and by the amenities and conveniences which it offers will gain a reputation and an individuality which not only its Council and its landowners, but also its citizens, may be proud. What then should be the aim of every City? And to answer that question we are at once thrown back upon the question of what should be the individuality by which the City should be marked and known. Bacon says in his "Essay of Gardens", that "God Almighty first planted a garden. And indeed it is the purest of human pleasures, it is the greatest refreshment to the spirit of men without which buildings and palaces are but gross handiwork." Surely then the aim should be the one implied by the term "Garden City", beautiful, well planted and finely laid out, known and characterized by the charm and amenities which it can offer to those who seek a residence or dwelling removed from the turmoil, stress and discomforts of a manufacturing district. The various system of planning which have been adopted in the past are rectangular, radial and circumferential; but the latest schemes for town planning are generally a combination of all three, which allows for the best fulfilment of town planning ideals. The problem then for the town planner is to consider his scheme in respect to the configuration and undulations of the site; direction of main radial and circumferential avenues and boulevards; the layout and construction of avenues and boulevards; open spaces, parks and recreation grounds; tramways; civic center. The limitation of the number of houses per acre and height and identical character should be provided. Factories and works must also be placed in the special areas.

Найдите синонимы среди следующих слов: Crowd, wanton, irresponsible, intersect, congestion, cross, turmoil, noise, pavement, sidewalk.

Найдите антонимы среди следующих слов: Helpful, invariably, unconscious, ugly, helpless, variably, beautiful, wanton, responsible, conscious.

Переведите следующие сочетания слов с русского языка на английский: Великий Архитектор Вселенной; привлекательные удобства; цель каждого города; ручная работа в чистом виде; вдали от суматохи, стресса и дискомфорта; сочетания лучших идей; неровности места (под застройку); кольцевые бульвары; план и строительство авеню; парки и места для отдыха; общественный центр; салон красоты; сильно запруженные улицы; устранить перенаселенность.

Переведите следующие предложения на русский язык

1. It is difficult to estimate future demands. 2. Each route should be linked up one with the other to form easy and suitable means of transit from every part of the city. 3. By carefully planning it can generally be arranged to place a church, a public building, or artistically de-signed residence to break the monotony of long streets. 4. In order to obviate overcrowding it is essential to limit a number of houses per acre. 5. Land use planner must study all subjects to know his speciality well. 6. To become a good specialist is very important. 7. These are the land use planners to place new parks and recreational grounds.

Вариант 13

Прочтите и переведите следующий текст:

Land use planning activity

The basic directions of land use planning in Russia include:

- development of federal and regional forecasts, programs of use and protection of land resources, a scheme of land use planning in view of town-planning, ecological, economic and other features of the territory;
- survey with establishment (restoration) on land the borders of administrative-territorial formations, the borders of land sites owners under general state system and their technical registration;
- drawing up new land use planning projects, existing landed properties and land uses ordering with elimination of inconveniences in the arrangement of land;
- delimitation of the land areas, establishment of borders and allotment of land sites on district, registration of plans (drawings) of borders, preparation for the certificate of rights to the land sites;
- development of the projects for reclaiming the tilled soils, soil protection from water and wind erosion, mudflow, landslides, flooding, bogging, pollution by waste products of manufacture, chemical and radioactive substances, for improvement of agricultural lands, for development of new areas, preservation and increase of soil fertility;
- substantiation of borders accommodation and establishment of especially protected territories;
- fixing and change on district of city, country and rural settlements boundaries;
- conducting topographical and geodetic, cartographical, soil, agrochemical, geo-botanical, historical, cultural and other researching work;
- development of land use planning documents connected with estimation of resources, use and protection of land, preservation and development of historically used economic activities of small peoples and ethnic groups;
- drawing up maps and atlases of land resources conditions and use; - land inventory, regular revealing unused, irrationally used, areas used not on a special-purpose designation.

Land use planning activity is carried out in all areas irrespective of their special-purpose designation and forms of ownership according to scientifically proved, publicly discussed and in accordance with established order authorized by land use planning documentation (including forecasts, programs, schemes and projects, materials of inspections and researches).

Найдите синонимы среди следующих слов: Activity, regulation, particular, work, special, order, define, arrangement, organizing, determine.

Найдите антонимы среди следующих слов: Misunderstanding, natural, irregular, legal, understanding, unnatural, regular, respective, illegal, irrespective.

Переведите следующие сочетания слов с русского на английский язык: Защита почвы от эрозии; установление границ; материалы проверок и исследований; целевое назначение; улучшение с/х земель; этнические группы; публично обсужденные проблемы; опись (инвентаризация) земли; основные средства; земельные площади; в соответствии с; равные права; компьютерная наука; детальные топографические исследования.

Определите, к какой части речи относятся следующие слова: Arrangement, proprietor, management, worker, specialist, user, government, legislation, administration, citizenship, designation.

Заполните пропуски, используя следующие слова, переведите предложения: estimation, used, administrative, conducts, responsible.

1. Land use planning is financed by ... bodies. 2. A land use planner ... topographical and geodetic works. 3. Maps and atlases are ... by specialists. 4. A land use planner is ... for revealing unused lands. 5. ... of resources is the main task of a land use planner.

Task 1

1. lateral	a. пахотный слой													
2. lawn	b. известкование (почвы)													
3. confining	c. выжженный (о растительном покрове)													
4. plow(ing)	d. бросать, метать													
5. irrigation	e. расчёт, вычисление													
6. liming	f. межевая веха (геод.)													
7. burnt-over	g. влагоудерживающая способность снега													
8. calculation	h. синклиналь (топогр.)													
9. sweetening	i. незагрязненная почва, незараженная почва													
10. syncline	j. водоупор													
11. uncontaminated soil	k. нейтрализация, известкование почвы													
12. water holding	l. схема оросительной системы													
13. call	m. английский луг, газон													
1	2	3	4	5	6	7	8	9	10	11	12	13	14	

Составьте предложения, используя следующие слова: 1. The, basic, now, is, system, of, determination, cadastral, discussing. 2. The, holds, state, all, on, registration, land, responsibilities. 3. 59 Are, some strengths, there, in, system, cadastral, weaknesses, and, the existing. 4. Maps, cadastral, the, part, of, register, are, the. 5. Low, funds, are, budget, of, systems, cadastral, existing, weaknesses.

Заполните пропуски, используя следующие слова: *access, increase, costs, undertakes, sciences, offers.*

1. A land use planner _____ different role in different countries. 2. Land use planning is concerned with a lot of different _____ 3. Modern technology _____ new possibilities. 4. It's important to _____ the speed and lower the _____ for cadastral reforms. 5. Computer technology provides better _____ to information.

Вариант 14

Read and translate the text:

Geodesy

Geodesy, also called geodetics, is the scientific discipline that deals with the measurement and representation of the Earth, its gravitational field and geodynamic phenomena (polar motion, earth tides, and crustal motion) in three-dimensional time space.

Geodesy is primarily concerned with positioning and the gravity field and geometrical aspects of their temporal variations, although it can also include the study of the Earth's magnetic field.

Geodesy may be divided into the areas of global geodesy, national geodetic surveys, and plane surveying. Global geodesy is responsible for the determination of the figure of the Earth and of the external gravity field. A geodetic survey establishes the fundamentals for the determination of the surface and gravity field of a country. This is realized by coordinates and gravity values of a sufficiently large number of control points, arranged in geodetic and gravimetric networks. In this fundamental work, curvature and the gravity field of the earth must be considered. In plane surveying (topographic surveying, cadastral surveying, engineering surveying) the details of the terrain are obtained. In plane surveying the horizontal plane is generally sufficient.

There is close cooperation between global geodesy, geodetic surveying and plane surveying. The geodetic survey adopts the parameters determined by measurements of the earth, and its own results are available to those who measure the earth. The plane surveys, in turn, are generally tied to the control points of the geodetic surveys and serve then particularly in the development of national map series and in the formation of real estate cadastres. Measurement and evaluation methods are largely identical in global geodesy and national geodetic surveys. Particularly space methods (satellite geodesy) enter more and more into regional and even local surveys. This also implies more detailed gravity field determination on regional and local scale.

Answer the following questions:

- 1) What does geodesy deal with?
- 2) What are the main sections of geodesy?
- 3) What is global geodesy responsible for?
- 4) What science establishes the fundamentals for the determination of the surface and gravity field of a country? How is it realized?
- 5) What are the main subdivisions of plane surveying?
- 6) Are there close cooperation between global geodesy, geodetic surveying and plane surveying? Why?

Match the English equivalents with Russian ones:

1) three-dimensional space	a) недвижимость
2) representation of the Earth	b) гравитационное поле
3) gravitational field	c) межевая (кадастровая) съемка
4) crustal motion	d) оценка
5) geodetic network	e) трехмерное пространство
6) horizontal plane	f) горизонтальная съемка местности
7) plane surveying	g) изображение Земли
8) curvature	h) геодезическая сеть
9) engineering surveying	i) горизонтальная плоскость
10) measurement	j) земные приливы и отливы
11) real estate	k) инженерные изыскания

12) evaluation 13) temporal variations 14) earth tides 15) cadastral survey							l) изменение во времени m) искривление n) движение земной коры o) измерение							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Вариант 15

Прочитайте и переведите текст

Soil Pollution

Soil pollution has become a priority in many industrialized countries after the inventory of various locations in which contamination was posing a risk to people and the environment.

The effects of soil contamination are different:

- soil pollution is a source of risk for humans and ecosystems, which are (potentially) affected by direct exposure to the contaminated surface or by indirect exposure, for instance through contaminated ground water;

- soil contamination is a source of risk for ground work (like pipe-lines or utility network) due to the chemical properties of the contaminant and the risk of ignition and explosion, for instance for fuel contamination;

- for publicly owner sites, a polluted area is a severe planning constraint, since the site use may be impossible or limited to a specific soil functionality (e.g. an industrial storage facility);

- for privately owned sites, a polluted area is a heavy economic burden of remediation expenditures (a net cost for the company) and of soil usage;

- the presence of polluted areas may hinder and delay some specific developments which imply land use and ground work (like the provision or maintenance of infrastructures);

- remediation expenditures do not offer any increase in productivity, merely the possibility of removing a source of risk and a planning constraint.

The ultimate objective of the operations is to eliminate the risk to a man and the environment and to prevent the dispersion of pollution, that is to restore multifunctionality in the shortest possible time. Soil multifunctionality requires that the soil on the site after sanitation should pose no harm to humans, animals or plants, regardless of the use of the site, the type of soil, the type of pollutants and the local situation. This is a very demanding objective, totally driven by environmental quality considerations. There is, however, a growing awareness that other criteria should be included when assessing remediation strategies. One of the reasons is that the costs involved in multifunctional operations are no longer political defendable. There is also a growing recognition that clean-up operations do not necessarily lead to a positive environmental balance. Soil remediation requires the use of resources (like energy and clean water) and may lead to a net transfer of contamination to other compartments (for instance, due to air emissions). Therefore, the single perspective implied by the multifunctionality may result into an approach which disregards many relevant concerns for soil remediation.

Найдите синонимы среди следующих слов: Properties, hinder, embrace, cover, purpose, merely, aim, characteristics, humper, simply, aim, objectives.

Найдите антонимы среди следующих слов: Directly, timely, private, unnecessarily, negative, said, public, positive, unregistered, untimely, systematic, indirectly, necessary, un-said, registered, haphazard.

Переведите следующие сочетания слов с русского на английский язык: Загрязнение почвы; непосредственная подверженность; по-вышение производительности; растущая осведомленность; землепользование; восстановление почвы; самое короткое время; тяжелое экономическое бремя; источник риска; операции по очистке.

Составьте предложения, используя следующие слова:

1. Requires, process, the, of, use, resources, remediation, natural.
2. Awareness, been, a, has, achieved, growing.
3. Multifunctionality, aimed, at, are, measures, these.
4. Computed, yearly, are, costs.
5. Clean-up, of, operations, Merit, the, based, are, evaluation, an, on, Environmental, Index.
6. Through, interviews, assessed, weights, are.
7. Approaches, some, are, fundamental, there.

5.3 Фонетический практикум

Ех. 1. Прочтите слова, обращая внимание на тип слога:

blame, melt, be, had, five, my, run, bite, best, spoke, stock, hill, meet, cut, send, bed, style, side, plan, miss, bitter, typist, nut, use, us, plane, lake, lye, fat, biter, better, mist, six, style, tube, dust, lunch, space, bottle, rise, raze, symbol, mutton, vote, office, luck, bad, long, no, note, just, club, shelf, summer, subject, pencil.

Ех. 2. Прочтите слова, обращая внимание на чтение гласных в ударных открытых и закрытых слогах перед r:

star, pure, birch, hire, turn, short, severe, born, birth, lyre, care, prepare, torn, spare, parent, far, person, mere, merge, bar, cure, wire, admire, bare, shore, lord, north, bird, hurt, verse, tired, term, forty, hard, hare, rare, core, care, large, share, harm, spur, girl, dirty, satire, fork, charm, scare, morning, first, turtle, more, skirt.

Ех. 3. Прочтите слова, обращая внимание на правила чтения буквы c:

crystal, teacher, fetch, cubic, chorus, place, cut, cap, cat, nice, cent, inch, mice, clean, came, cattle, space, fancy, nice, cent, clap, pick, pocket, price, prick, record, recite, cony, church, face, chuck, care, core, charm, cure, deck, chalk, ticket, topic, French, chess, fact, cinema, children, choice, child, chill, choose, pitch, chip, Jack, catch, scale, cost, chemistry, school.

Ех. 4. Прочтите слова, обращая внимание на правила чтения буквы s:

[s] – Mike's flat, student's decision, accountant's, papers;

[z] – girl's doll, engineer's map, country's flag, this year's plan, people's will, this family's friends;

[iz] – Max's books, Mr Fox's car, Mrs Patch's husband;

[s] – speaks, helps, sits, breaks, costs, eats, writes, fights, keeps, makes, sleeps, translates;

[z] – reads, leaves, gives, goes, becomes, says, drives, flies, knows, pays, spoils, sends, tells;

[iz] – teaches, freezes, kisses, discusses, loses, watches, sneezes;

Ех. 5. Прочтите слова, обращая внимание на правила чтения буквы s:

shave, smoke, choose, stage, finish, shape, nose, use, fuse, books, lags, sea, spare, less, towns, factories, west, rules, flash, push, pencils, maps, forks, shows, mash, hooks, as, bees, speak, disk, seas, has, sake, deeds, notes, bells, slope, so, stock, say, says, sells, likes, tins, seats, seeds, state, nose, tables, close, is, lessons, days, rose, stress, lives, reads, goes, begins, teaches, writes, plays, studies, does, boys, gives, listens, works.

Ех. 6. Прочтите слова, обращая внимание на правила чтения буквы g:

big, bag, dog, grey, grow, cage, general, glad, gem, gold, page, gin, gypsy, night, nought, bought, high, gas, globe, fog, age, flag, glide, ginger, glad, go, egg, glim, bridge, gate.

Ех. 7. Прочтите слова, обращая внимание на особенности чтения согласных:

- a) what, young, chalk, page, switch, social, knife, what, quarter, union, why, parents, experiment, yesterday, pleasant, accept, space, keeps, exam;
- b) see, reads, please, keeps, teacher, three, easy; space, climate, mice, guide, gate; general, guest, liquid, centre;
- c) girl, third, turn, furniture, surname, party, dark, morning, before, town, air, tired, here, chair;
- d) chalk, which, who, wrong, know, phase, comb, science, listen, lecture, discussion, initial, Russian, bought, debt, foreign, chemistry.

Ex. 8. Прочтите, обращая внимание на правила чтения гласных и согласных букв:

Which is which?

We were very worried.

She was wearing silver ear-rings.

Where's the railway timetable?

What are you waiting for?

Out of sight, out of mind.

Fight fire with fire.

It's never too late to learn.

Never judge from appearances.

Why do you cry, Willy?

Why do you cry?

Why, Willy? Why, Willy?

Why, Willy? Why?

Ex. 9. Прочтите следующие предложения с правильной интонацией:

- A. Is this a ↗pencil? 'Is this a ↗black pencil? 'Are 'these ↗pens? 'Are 'those 'pens ↗too? 'Is this ↗salt? 'Is there any ↗butter on the plate? 'Do you 'want to ↗eat? 'Have you ever 'been to St. ↗Petersburg? 'Did you 'come 'home ↗late yesterday?
- B. A ↗picture, a ↗book and a ↗pen are on the ↘table. There is a ↗table, six ↗chairs and an ↘armchair in this room. I 'like to play ↗football, ↗volleyball, ↗basketball and ↘handball. In the ↗South I'll ↗swim, 'lie in the ↗sun and 'play ↘volleyball.
- C. On the ↗wall opposite the ↗window 'there is a 'large ↘map. On the ↗shelves you can 'find many ↗books in 'all 'foreign ↘languages. The ↗apples that are on the ↗plate are ↘ripe. ↗Canada which is situated to the 'North of ↗America is a ↘big country.
- D. 'Is this a ↗bed or a ↘sofa? Are these ↗books or ↘notebooks? 'Is this a ↗good car or a ↘bad car? Are these ↗big houses or ↘small houses? 'Is the 'day ↗long or ↘short? Is the 'school ↗new or ↘old? Is there a – ↗TV set or a ↘radio set in the room?
- E. He is a ↘foreigner, ↗isn't he?
You are ↘not a Londoner, ↗are you?
Your 'friend has just 'returned from ↘London, ↗hasn't he?
You'll 'do your ↘best, ↗won't you?

Ex. 10. Прочтите с правильной интонацией:

Our classroom

We are in our ↘classroom. We are at an English ↘lesson. The classroom is ↗light and ↘clean. There is much ↘air in the room. The ceiling is ↗white, the walls are ↗blue, the door and the floor are ↘brown. They are ↘not yellow.

There is a ↘blackboard in the room. It is on the ↘wall. It is big and ↘nice. There are many tables and ↘chairs there. Is there a ↗map on the wall? ↘No, there ↘isn't. There is no ↘map on the wall. There is a ↘picture there. It is a picture of a ↘town.

How many chairs and \tables are there in the room? There are ten \tables and twenty \chairs there. They are \brown. There is a \bookcase there, too. It is full of Russian \books. There are a few \English books there, \too.

Ex. 11. Прочтите с правильной интонацией:

My flat

My 'flat is in the 'centre of \Biysk. There are 'four \rooms in it: 'two \bedrooms, | a \dining room and a \study. They are 'good and \clean. Be\side\ there is a 'bathroom and a \kitchen.

'In the \dining room | there is a \table | which is in the 'middle of the \room. There are some \chairs, | some \armchairs, a \cupboard and a \sofa. The 'table is \round. There is a 'vase with \flowers on it.

My 'favourite 'room is the \study. There are 'many \bookcases 'full of 'interesting \books there. 'Some are in the 'English \language. The 'bedrooms are 'very \light. There is 'much \air in them.

'In my \bedroom there is a \bed with a night-table near it | and a \wardrobe. 'On the \floor there is a 'small' \carpet.

'Are there any 'pictures in your \bedroom? No, there 'aren't \any. There are 'some in the \dining-room. 'Is there 'anything on the 'walls of your \study? Yes, there is a 'map on the \wall. 'Is there 'anybody at \home now? I'm afraid there is \nobody at home, they are 'all at '\work now.

Ex. 12. Прочтите с правильной интонацией:

At home

At \night |when I 'feel \tired and \sleepy, | I 'go 'up to my \bedroom | and 'switch 'on the e\lectric \light. I 'take 'off my \shoes, | 'undress | and 'put 'on my py\jamas. 'Then I 'get in-to \bed | and 'switch 'off the \light. 'After a \few minutes | I 'fall a\sleep. I 'sleep the \whole 'night \through.

'Punctually at 'seven 'thirty in the \morning | the a\larm clock \rings and 'wakes me \up. I 'get 'out of bed, |'put 'on my 'dressing-gown and slippers and go into the bathroom, where I turn on the hot and cold water taps. I wash my face and neck and clean my teeth. Then I turn off the taps and have my bath. Sometimes I have a shower. Then I dry myself with a towel and get dressed.

Ex. 13. Прочтите с правильной интонацией:

Mr Payne goes shopping

Mr 'Roger 'Payne lives in \London. He is a 'teacher of \English. He 'teaches 'English to 'foreign \students at St. 'Giles 'School of \Languages. Mr 'Payne has \four 'classes 'four 'times a \week. He likes teaching English to foreign students at St. Giles School of Languages. Mr Payne has four classes four times a \week. He \likes teaching English.

Mr 'Payne has a \wife, a \daughter and a \son. His 'wife, 'Grace \Payne, is a 'teacher \too. She 'teaches 'French at 'London Uni\versity. His 'daughter 'Jane is fif\teen and his 'son \Dick is \twelve. They are at compre\hensive school.

'Mrs \Payne 'usually goes 'shopping on \Monday and \Wednesday. Mr \Payne goes 'shopping on 'Saturday \morning.

It is \Saturday today. Mr 'Payne is 'going \shopping now. He 'usually 'goes to the su-permarket. He can 'buy \all they \need there. He 'walks along the \counters and 'puts his 'pur-chases into the \basket. He 'buys 'two 'white \loaves and 'one \rye loaf. The 'bread is always

↘fresh there. 'Then he 'buys some ↗meat, ↗fish, ↗bacon, ↗sausage and ↘cereals. He 'also buys 'vegetables and fruit; po↗tatoes, to↗matoes, ↗cucumbers, ↗apples, ↗oranges and ↘lemons.

Today Mr Payne must go to a department store. Tomorrow is his son's birthday. Dick is inviting a few friends to his birthday party. Mr Payne must buy a present for his son. He wants Jane to go to the department store with him.

They are going to a big department store in Oxford Street. There are a lot of departments in the store: women's clothes, men's clothes, shoes, sports goods, leather goods and so on.

On the ground floor Mr Payne buys a tie and Jane buys a pair of gloves. Then they go to the second floor, to the Men's Department and buy a blue sweater for Dick. Dick likes that colour. They also buy a box of paints for him. They are very tired. Now they can go to a cafe and have tea.

Ex. 14. Прочтите с правильной интонацией:

Look. Look at the cook. Look at the cook, she would put the pudding on the table. Look at the cook, she would put the pudding on the table if she could.

Two. Two of you. Two of you admired the moon. Two of you admired the moon in June. It's true that two of you admired the moon in June.

I observed. I observed an absurd person. I observed the absurd person and I heard her. I observed the absurd person and I heard her recite the verses. When I returned I observed the absurd person and I heard her recite the verses.

Don't go. Don't go slow. Don't go slowly, Joe. Don't go slowly, Joe, there's no snow. Don't go slowly, Joe, there's no snow on the road.

Dear me. Dear me, I fear. Dear me, I fear I really hear. Dear me, I fear I really hear the deer quite near.

There's a flower. There's a flower near the tower. There's a flower near the tower, it's ours.

My sister. My sister and Tim. My sister and Tim will visit Jim. My sister and Tim will visit Jim who lives in a big city. My sister and Tim will visit Jim who lives in a big city, and they will eat fish and sing.

Fat man. That fat man. That fat man with a black hat. That fat man with a black hat in his hand. That fat man with a black hat in his hand sat in a tram. That fat man with a black hat in his hand who sat in the tram was not my dad.

I can't. I can't laugh. I can't laugh and dance. I can't laugh and dance in grass. I can't laugh and dance in grass in my aunt's garden after dark.

It's not. It's not my fault. It's not my fault that she called. It's not my fault that she called Paul's daughter. It's not my fault that she called Paul's daughter who played with a ball in the hall.

Noise. Noise annoys. Any noise annoys. Any noise annoys any oyster. Any noise annoys an oyster but the noisy annoys an oyster most.

Ex. 15 Прочитайте скороговорки, обращая внимание на произношение дифтонгов

- A **sailor** and a **mate** watch a **baby** whale **playing** on a **great** wave at **daybreak**.
- **Take** care not to **make** many mistakes, when you **bake** those **cakes**.
- **James** takes a **cake** from **Jane's** **plate**, **Jane** takes a **cake** from **James' plate**.
- I don't **care** whether I live **upstairs** or **downstairs**.
- The **square** was **carefully** **prepared** for the parade.

6. Примеры оценочных средств для проведения промежуточной аттестации

6.1 Примеры тестовых заданий

Вариант 1

Выберите правильный вариант:

1. She a secretary.
a) is b)are c)have d)were
2. swine is big.
a)these b)those c)this d)its
3. He....taking his dog for a walk.
a)were b)is c)have d)shall be
4. We know their names, but they don't know
a)us b)our c)ours d) we
5. Are these coats?
a)yours b)your c)you d) us
6. Gina gave the wrong phone number just for fun.
a)he b)him c)his d) he's
7. We have a large garden. Do you know where garden is?
a)us b)our c)ours d) our's
8. I like that camera. I am going to buy
a)she b)it c)its d) he
9. This is not my pencil; is blue.
a)my b)mine c)me d)mines
10. My room is bigger than hers, but is nicer.
a)she b)her c)hers d)her's
11. Will you give me his telephone number? I don't know
a)him b)its c)it d)hers
12. I gave her my address and she gave hers.
a)my b)mine c)me d)I
13. I don't like dogs. I am afraid of
a)they b)them c)their d)theirs

Преобразуйте предложения, употребляя оборот *there is / are*:

- a) 1. This city has many monuments. 2. Our town has no theatres. 3. This family has two children. 4. Our group has many good pupils. 5. Every week has seven days and every year has twelve months. 6. She has a lot of English books in her library.
- b) 1. The dog is in the room. 2. The children are in the yard. 3. The students are in the laboratory. 4. The car is near the house. 5. The bench was under the tree. 6. A lot of people will be at the stadium tomorrow.

Употребите глаголы *to be* или *to have* в нужной форме:

1. There is no school in this village and the children go to the school which ... two miles away.
2. How old ... you? I ... 17.
3. ... you English lessons twice a week? – Yes, we ...
4. I ... no time to help you yesterday. I ... very sorry about it.
5. We ... a conference tomorrow. So I ... busy with my report today.
6. My sister ... a second-year student of the Law Faculty.
7. What ... you fond of? My hobby ... drawing.
8. Will you ... any lectures tomorrow?
9. Physics ... my favorite subject at school.
10. He ... a lot of trouble with his car yesterday.
11. My grandfather ... short grey hair but my grandmother's hair ... long and thick. Your glasses ... on the table.

Вариант 2

Выберите правильный вариант:

1. The comes everyday.
a)postman b)postmen c) postmans d)postmens
2. There are a lot of in the forest .
a) deer b)deers c)a deer d)the deers
3. play in the yard.
a)the child b)a child c)children d)childrens
4. The Browns are my
a)neighbors b)neighbor c)a neighbor d)the neighbor
5. My works at school.
a)sisters b)the sisters c)the sister d)sister
6. speak English well.
a)student b)students c)he d)she
7. We work five ... a week.
a)day b)a day c)the day d)days
8. My lives not far from her.
a)mothers' friend b)mother friend's c)mother friends' d)mother's friend
9. Our is light.
a)friend's rooms b)friends' room c)friend's room
10. is not elected every four years.
a) Britain's Queen b)Britains' Queen c)Britain Queen's d) Britain Queens'
11. Prime Minister is the....
a)Parliament's the head b)head's Parliament c)Parliament's head d)Parliament head
12. was moved to Moscow.
a) Russias' capital b)Russia's capital c)Russia capital's d)Russia capitals'
13. The will arrive tomorrow.
a)country's delegations b)country's delegation c)delegation's country d)delegations' country
14. My are at home.
a)children's brother b)brother's childrens c)brother's child d)brother's children
15. He received his
a)friends' letter b)friend's letter's c)letter's friend d) friend letters
16. Our....is brown.
a)teachers' tables b)table's teacher c)teacher's table d) table's teachers
17. My..... is new.
a)mothers' umbrellas b)mother's umbrella c)umbrella's mother d)umbrellas' mother
18. The interesting thing about is all the roads that they built in Britain.
a) Romans b) a Romans c) the Romans d) Romen

Употребите глаголы, данные в скобках, в Present Indefinite:

1. We (read) the newspaper in class every day.
2. He always (prepare) his homework carefully.
3. We always (play) tennis on Saturdays.
4. She (speak) several foreign languages.
5. The children (play) in the park every afternoon.
6. Helen (work) very hard.
7. They (take) a lot of trips together.
8. We always (travel) by car.
9. I (eat) lunch in the cafeteria every day.

Test 1

Choose the right variant.

1. Have you ever visited other countries? - Yes, I... to Italy and France.
a) was c) had been
b) have been d) would be
2. I feel really tired. We ... to the party last night and have just returned home.
a) went c) had seen
b) has gone d) was going
3. At the beginning of the film I realized that I ... it before.
a) see c) had seen
b) saw d) have seen
4. When the bus stopped in the small square, Helen ... her magazine and didn't realized at first that she had arrived at her destination.
a) read c) was reading
b) reads d) had read
5. My sister's son ... in tomorrow's race, because he is too young. They do not allow riders under sixteen.
a) won't ride c) wouldn't ride
b) shan't ride d) doesn't ride
6. A beautiful bridge ... in our city. It will be finished next year.
a) builds c) is being built
b) is built d) has been built
7. It has been raining for two hours. I hope it ... raining soon.
a) stops c) would stop
b) shall stop d) stop
8. Television has many advantages. It keeps us informed about the latest news, and also ... entertainment at home.
a) provide c) is provided
b) provides d) provided
9. On the other hand television ... for the violent behavior of some young people, and for encouraging children to sit indoors, instead of doing sports.
a) blames c) is blamed
b) blamed d) would blame
10. Some millionaires have lots of money and ... what to do with it.
a) don't know c) won't know
b) didn't d) knows
11. How ... at college? You didn't say much about it in your last letter.
a) do you get on c) will you get on
b) are you get on d) are you getting on
12. When you ... in this city again? - In a month.
a) arrive c) have you arrived
b) arrived d) will you arrive
13. Every time that I miss the bus, it means that I ... walk to work.
a) has to c) had to
b) have to d) could
14. Every time when I missed the bus, I ... to return home late.
a) must c) can
b) had d) may
15. That was great! It was ... meal you have ever cooked.
a) good c) best
b) better d) the best
16. This exhibition is ... interesting than the previous one.

- a) little c) least
- b) less d) the least
- 17. We saw ... good film last night. The film was about the love of a girl to her cat and dog.
- a) a c) -
- b) the d) an
- 18. Everybody agrees that ... happiness is very important in the life of people.
- a) - c) a
- b) the d) many
- 19. In the past people lived in ... harmony with the environment.
- a) a c) the
- b) an d) -
- 20. When they arrived ... the station, they rushed to the platform not to miss the train.
- a) to c) in
- b) at d) for

Test 2

Choose the right variant.

- 1. When you ... older, you'll change your mind about this.
- a) will grow c) have grown
- b) grow d) grew
- 2. By the time the police get there, the burglars
- a) vanish c) will have vanished
- b) will vanish d) vanished
- 3. As soon as the taxi arrives, I ... you know.
- a) let c) had let
- b) have let d) will let
- 4. My friend has been writing to me for years already, but he never ... a photo.
- a) sends c) will send
- b) has sent d) sent
- 5. Why are you busy packing? - My train ... in two hours, so we'll leave the house in an hour.
- a) is leaving c) leaves
- b) will be leaving d) left
- 6. When was this building finished? - They say it ... by the end of last year.
- a) had been finished c) will be finished
- b) was finished d) finishes
- 7. I thought that I ... my key and was very glad when I found it.
- a) lose c) had lost
- b) lost d) was losing
- 8. What's the matter? You look upset. Last week I lost my scarf and now I just ... my gloves.
- a) lost c) had lost
- b) have lost d) lose
- 9.1 ... for this bank for five years already but I have decided to change my job.
- a) am working c) have been working
- b) has worked d) worked
- 10. Martin said that he ... the tickets the next day.
- a) bought c) will buy
- b) had bought d) would buy
- 11. The house opposite our college ..., that's why we are using the back entrance at present.
- a) pulls down c) is being pulled down
- b) is pulled down d) pulled down
- 12. You ... an umbrella when you left the house, didn't you?
- a) have c) had had

- b) was having d) had
 13. By the time we got to the cinema the film
 a) will begin c) had begun
 b) would begin d) began
 14. Is there anything I ... do to help you?
 a) can c) am to
 b) may d) as to
 15. The last film I saw was ... frightening than this one.
 a) little c) least
 b) less d) the least
 16. Someone is calling you. Will you answer ... phone?
 a) a c) -
 b) the d) these
 17. To tell the truth I don't like ... pair of trousers that I bought last month.
 a) those c) that
 b) this d) a
 18. Whose house is it? - It's
 a) my c) her
 b) mine d) our
 19. Today is ... cold than yesterday. So, I'm wearing my shorts.
 a) little c) least
 b) less d) the least
 20. "Come home ... Christmas Day, we'll be waiting for you", my mother always says to me.
 a) in c) -
 b) on d) at

Test 3

Choose the right variant.

1. Excuse me, do you speak English? I ... for a hotel.
 a) look c) was looking
 b) am looking d) have been looking
 2. Last summer we wanted a relaxing holiday, so we ... to stay on a small island.
 a) choose c) had chosen
 b) have chosen d) chose
 3. Mathematics ... hard. I don't understand it.
 a) are c) was
 b) is d) were
 4. While we ... for the train, it started to rain.
 a) waited c) was waiting
 b) are waiting d) were waiting
 5. The police officer said that every house in that street ... already by the police.
 a) search c) had been searched
 b) were searched d) searched
 6. There is going to be a big art exhibition. It... a lot of visitors.
 a) attracts c) has attracted
 b) will attract d) attracted
 7. The result of his investigation ... in the newspaper soon.
 a) publish c) will be published
 b) be published d) is published
 8. When they arrived home, their children ... outside the door waiting for them.
 a) sit c) was sitting
 b) are sitting d) were sitting

9. We ... a new computer not long ago. Now the job will be done much more quickly.
 a) had bought c) bought
 b) was bought d) have bought
10. He was sorry that he ... to me for so long.
 a) didn't write c) hadn't been writing
 b) haven't been writing d) hasn't been writing
11. The ring you found ... be returned to an old lady who had lost it.
 a) can c) have to
 b) must d) are to
12. Everybody in our team played ... except the captain.
 a) bad c) worst
 b) badly d) the worst
13. You know much, but you know ... than your teacher.
 a) little c) least
 b) less d) much
14. Small shops are not as ... as supermarkets.
 a) more convenient c) most convenient
 b) convenient d) the most convenient
15. Sarah is a very good pianist. She plays ... piano very well.
 a) a c) the
 b) an d) -
16. We had five phone calls, but there were ... for you.
 a) no c) either
 b) none d) neither
17. I didn't have much time, but I ... visit a lot of places of interest in London.
 a) can c) must
 b) was able to d) had to
18. That's an easy question! ... knows the answer!
 a) All c) Each
 b) Everybody d) Every
19. The comic told silly jokes, but nobody laughed ... him.
 a) on c) at
 b) under d) about
20. We feel sorry ... Sam because he hasn't got any friends.
 a) for c) with
 b) about d) by

Test 4

Choose the right variant.

1. If I ... some fish, will you cook it for me?
 a) will catch c) caught
 b) catch d) am catching
2. She said that she ... her present flat. She tried to find another one.
 a) doesn't like c) didn't like
 b) won't like d) likes
3. I saw you yesterday from the bus. Where ... you ... at that time?
 a) was hurrying c) had hurried
 b) were hurrying d) did hurry
4. I found that everything I said on the phone ... to the police.
 a) report c) was reported

- b) is reported d) had been reported
5. When I speak Italian, all the others in the class ... at me as I don't know the language well.
- a) laughed c) will laugh
- b) was laughing d) laugh
6. He ... in the Army for eighteen months. This is his last month.
- a) serves c) has been serving
- b) is serving d) have served
7. Don't make noise: the children ... to sleep.
- a) try c) will try
- b) is trying d) are trying
8. A new museum ... in the city. What a beautiful building it will be!
- a) was being built c) is built
- b) is being built d) builds
9. Two terrorists ... in New York some days ago.
- a) are arrested c) were arrested
- b) have been arrested d) will be arrested
10. I ... understand this letter. Will you translate it for me?
- a) mustn't c) may not
- b) can't d) shouldn't
11. Diana's parents don't let her go to late-night disco. She ... be at home at 9 o'clock in the evening.
- a) must c) may
- b) can d) have to
12. Henry ... apologize for his bad behaviour yesterday.
- a) have to c) had to
- b) may d) is to
13. The children studied hard, and as a result they passed the exams ... of all.
- a) good c) best
- b) better d) the best
14. This is ... film I've ever seen.
- a) more interesting c) most interesting
- b) the most interesting d) not interesting
15. ... old, ... sick, ... unemployed need our special care.
- a) - c) the
- b) an d) everybody
16. Someone who saw ... robbery called the-police.
- a) - c) the
- b) a d) those
17. According to this song ... we need is love.
- a) all c) each
- b) every d) some
18. We wished the bride and groom happiness in ... new life together.
- a) there c) theirs
- b) their d) these
19. Excuse me, but does this umbrella belong ... you?
- a) to c) at
- b) for d) with
20. I listened to the radio every day to know the weather forecast but I can never rely ... it.
- a) at c) in
- b) to d) on

Test 5

Choose the right variant.

1. I knew that I ... her somewhere before.
a) saw c) would see
b) had seen d) has seen
2. When I finally found the house, I knocked at the door but ... the answer.
a) don't hear c) didn't hear
b) hasn't heard d) heard
3. I went out into the garden to fetch my bike, but found that someone ... it.
a) stole it c) has stolen
b) would steal d) had stolen
4. When I... for the keys, I remembered that I had left them at home.
a) looked c) had been looking
b) was looking d) look
5. I have been working for the bank for a year already, but I ... to change my job.
a) decided c) has decided
b) have decided d) decide
6. They spoke so quickly that I ... what they were speaking about.
a) not understand c) didn't understand
b) don't understand d) hadn't understood
7. Yesterday our flight ... because of the fog.
a) cancelled c) had been cancelled
b) was cancelled d) has been cancelled
8. I couldn't open the office door because someone ... it.
a) lock c) had locked
b)locked d)would lock
9. As soon as you ... me, I will contact you.
a) calls c) called
b) will call d) call
10. I ... him since he started working here.
a) have never trusted c) trusted
b) had never trusted d) trust
11. Mary will be ready soon. She ... coffee at the moment.
a) has c) was having
b) have d) is having
12. If we ... late for the class, our teacher will be angry with us.
a) is c) will be
b) were d) are
13. We ... in the sunshine for about half an hour when I suddenly felt sick.
a) have been sitting c) sat
b) were sitting d) had been sitting
14. We were disappointed as the film was ... than we expected.
a) entertaining c) most entertaining
b) less entertaining d) entertaining
15. We usually ask our teacher to explain ... difficult problems to us.
a) the c) a
b) - d) this
16. Playing ... guitar is an interesting hobby.
a) - c) the
b) a d) mine
17. Our city is famous for ... beautiful ancient buildings.
a) its c) it's

- ## Test 6

1. When the light ... I was sitting in the armchair reading a book.
a) goes out c) go out
b) had gone out d) went out
2. I thought I ... this film before, but I hadn't.
a) saw c) had seen
b) seen d) have seen
3. Why haven't you brought me the letters for signature? ... them yet?
a) Don't you type c) Haven't you typed
b) Didn't you type d) Will you type
4. She wasn't sure whether she ... the door of her flat.
a) locked c) had locked
b) has locked d) didn't lock
5. I... my homework all morning and haven't finished it yet.
a) am doing c) have been doing
b) do d) did
6. The inspector suspected that the thief ... a special key for opening this door.
a) uses c) had used
b) has used d) will use
7. I was very tired. When I ... to bed, I fell asleep immediately.
a) got c) had got
b) has got d) will get
8. The Vikings ... to North America a thousand years ago.
a) sail c) had sailed
b) sailed d) have sailed
9. Thank you for your offer, but I ... not to accept it.
a) decide c) have decided
b) has decided d) decided
10. You ... through your old photograph album for half an hour already.
a) look c) have looked
b) are looking d) have been looking
11. Nobody knows where his picture is. Perhaps, it
a) was stolen c) has been stolen
b) will be stolen d) stolen
12. I agree. You ... apologize for not inviting him to your birthday party.
a) can't c) shouldn't
b) mustn't d) may not
13. Actually, today I feel ... than I did yesterday.
a) bad c) worst
b) worse d) the worst

14. ... people who are unemployed often feel depressed.
 a) The c) A
 b) - d) That
15. Who was the first astronaut who landed on ... Moon?
 a) the c) a
 b) - d) those
16. What happened at the end of the film? - I'm sorry to say, but I haven't seen ... film.
 a) a c) -
 b) the d) those
17. This is ... interesting exhibition I've ever visited.
 a) more c) less
 b) most d) the most
18. Would you mind waiting ... minutes?
 a) few c) little
 b) a few d) a little
19. I'm ... interested in languages than in mathematics,
 a) much c) little
 b) many d) less
20. The students often translate English texts ... Russian.
 a) to c) into
 b) in d) on

Test 7

Choose the right variant.

1. My mother ... strawberries for years but she has never had such a good crop before.
 a) grow c) has been growing
 b) grew d) had grown
2. Helen got off the bus and walked into the bank when she realized that she ... her handbag on the bus.
 a) left c) has left
 b) had left d) leaves
3. You are a great cook! This cake ... wonderful as usual.
 a) taste c) will taste
 b) tasted d) tastes
4. I cut my finger when I ... the potatoes.
 a) am peeling c) was peeling
 b) have peeled d) will peel
5. The students ... not to be late for their classes.
 a) ask c) are asked
 b) asked d) are asking
6. Yesterday, while Jane ... she broke two cups.
 a) wash up c) was washing up
 b) washes up d) has washed up
7. Be attentive and more serious. You always ... something!
 a) lose c) have lost
 b) are losing d) have been losing
8. What ... you ... when I phoned you last night?
 a) did do c) had done
 b) were doing d) had been doing
9. Our flat ... at the moment, so it doesn't look its best.
 a) paints c) is being painted
 b) is painted d) has been painted

10. My brother will be absent. He ... for his exam at this time tomorrow.
 a) will prepare c) will have prepared
 b) will be preparing d) will have been preparing
11. ... you give me some advice about the language courses?
 a) Have c) Should
 b) May d) Could
12. Why didn't you give me a call yesterday? We ... discuss everything together.
 a) can c) may
 b) must d) could
13. At college the work is harder than the work we did at school, but it is much ... interesting.
 a) more c) many
 b) most d) a few
14. A person with a good education usually gets ... better job.
 a) - c) the
 b) a d) an
15. ... poor people need help from the government.
 a)- c)A
 b) The d) This
16. The government should help ... poor.
 a) - c) a
 b) the d)that
17. You can do ... you want, but don't bother me now.
 a) anything c) some
 b) something d) any
18. The government is going to provide ... houses for homeless people.
 a) much c) most
 b) more d) least
19. I think of coming to Moscow ... a few days to visit my sister.
 a) of c) for
 b)on d)over
20. I think we should ask ... some information about this case.
 a) about c) for
 b) - d) on

Test 8

Choose the right variant.1

1. The train stopped at all the stations, and long before we got to London every seat ... and people were standing in the corridors.
 a) has been taken c) had been taken
 b) was taken d) is taken
2. Most of the young people left this village a long time ago and nobody ... yet.
 a) returned c) had returned
 b) has returned d) was returned
3. The police suspected that Bill himself had broken the window at his house because he wanted to make them think that a burglar ... his valuable stamp collection.
 a) stole c) was stealing
 b) had stolen d) has stolen
4. The police thought that he ... it because he needed money.
 a) did c) was doing
 b) had done d) has done
5. If you work a bit harder, I'm sure you ... the exam.
 a) pass c) have passed

- b) will pass d) would pass
6. Where are you going? I ... speaking with you yet.
a) not finished c) haven't finished
b) didn't finish d) don't finish
7. I didn't see where the bus stop was, so I... the bus yesterday.
a) miss c) has missed
b) missed d) had missed
8. Last week a burglar broke into the house while we ... television.
a) watch c) watched
b) have watched d) were watching
9. When are you going to finish this translation? - I... this translation today.
a) finish c) have finished
b) finished d) had finished
10. I felt really tired. We ... for two hours before we reached the nearest hotel.
a) walked c) have been walking
b) were walking d) had been walking
11. My father is sure that most people ... bicycles to work in twenty years' time.
a) shall ride c) ride
b) will be riding d) are riding
12. The plane ... take off after the fog had lifted.
a) must c) can
b) was able to d) may
13. Finally we ... stop: we were tired and it was dark.
a) can c) must
b) may d) had to
14. In the past most of the population lived in ... country.
a) the c) -
b) a d) this
15. The judge sent our neighbor to ... prison for a month.
a) the c) -
b) a d) an
16. ... English are proud of their country and that the English language is spoken all over the world.
a) the c) an
b) - d) few
17. Why have you done it? Oh, there are ... reasons for it.
a) much c) a little
b) little d) many
18. Sorry, but I can't hear ... of you properly.
a) neither c) nobody
b) either d) none
19. We were looking forward ... a quiet rest near the forest.
a) for c) on
b) to d) at
20. Our city is famous ... its beautiful ancient buildings.
a) of c) by
b) for d) with

Test 9

Choose the right variant.

1. My passport ... last month, and nobody has found it yet .
a) lost c) has been lost

- b) was lost d) had been lost
2. There's going to be an interesting art exhibition. It ... a lot of visitors.
- a) attracts c) will attract
- b) attract d) would attract
3. Have you heard the news? He ... all his exams this week.
- a) passed c) had passed
- b) has passed d) pass
4. By the time we get to the cinema the film
- a) will begin c) will have begun
- b) begins d) began
5. He says his train ... at 8 a.m. He's packing his things at the moment.
- a) leave c) has left
- b) leaves d) would leave
6. I was quite ... to see Ben behaving like that.
- a) shocked c) being shocked
- b) shocking d) shock
7. I ... on the phone when the postman knocked on the door and entered the room.
- a) speak c) was speaking
- b) am speaking d) have spoken
8. We first came to this town more than twenty years ago. Everything ... in the town since that time.
- a) change c) has changed
- b) changed d) is changed
9. We didn't know that Bill ... to Brazil the week before, and he was abroad when the burglary took place.
- a) flew c) has flown
- b) had flown d) would flow
10. I arrived in Prague in September last year. So I ... here for six months.
- a) live c) have lived
- b) lived d) will live
11. While I was wondering whether to buy the shoes or not, they ... by someone else.
- a) buy c) were bought
- b) bought d) had been bought
12. He was happy. He ... pass his driving test at the first attempt.
- a) should c) had to
- b) must d) was able to
13. At present I ... afford to go to the cinema twice a week.
- a) can't c) must not
- b) couldn't d) might not
14. We didn't think you were ... in ancient history.
- a) interested c) not interesting
- b) interesting d) less interesting
15. Every morning I listen to ... radio, but I don't like to watch TV so early.
- a) the c) -
- b) a d) these
16. ... English is the world language and the English language spoken in the USA or Australia differs from the English language spoken in Britain.
- a) the c) an
- b) - d) a
17. You are always quarreling! Stop it, ... of you!
- a) everybody c) both
- b) some d) every

18. Mr. Smith was accused of spying and put ... prison.
 a) in c) at
 b) of d) to
19. Our city succeeded ... collecting a large sum of money for charity.
 a) on c) with
 b) in d) at
20. I'm sorry ... your difficulties. Can I help?
 a)for c) about
 b) at d)on

Test 10

Choose the right variant.

1. It's 11 o'clock so I ... to bed now.
 a) go c) will go
 b) am going d) have gone
2. The tickets to the football match usually ... and checked at the entrance.
 a) sell c) are sold
 b) was sold d) won't be sold
3. We ... to the party today.
 a) have been invited c) have invited
 b) are invited d) had been invited
4. The baby ... because it is hungry now.
 a) crying c) cries
 b) is crying d) cried
5. There ... a lot of people waiting in the station yesterday evening.
 a) is c) was
 b) are d) were
6. Some people ... on the benches waiting for their trains.
 a) was sleeping c) have slept
 b) were sleeping d) had slept
7. By the time the train arrived, Susan ... to push her way to the front of the crowd.
 a) managed c) had managed
 b) has managed d) would manage
8. ... you ... my English book anywhere? I can find it nowhere.
 a) Did ... see c) Will ... see
 b) Have ... seen d) Had ... seen
9. He ... the text before I decided to help him.
 a) translated c) has translated
 b) had translated d) will translate
10. It ... in London this morning that the British Oil Corporation had discovered oil under the sea near the Welsh coast.
 a) announced c) had been announced
 b) would be announced d) was announced
11. If he ... when I come, I won't wake him up.
 a) sleep c) will sleep
 b) will be sleeping d) is sleeping
12. ... they leave before supper or have they time to stay until my friends come?
 a) must c) might
 b) may d) should
13. My ... brother studies at college.
 a) old c) older
 b) elder d) the eldest

14. This is ...film I have ever seen.
 a) good c) worse
 b) the best d) better
15. ... Hyde Park is a very large park in central London.
 a) - c) a
 b) the d) an
16. My friends tell me that professors are people who think a lot, but say
 a) little c) a few
 b) few d) some
17. These books cost ... than my friend wants to pay.
 a) more c) most
 b) much d) the most
18. He has earned so ... money that he has decided to help the poor.
 a) much c) little
 b) many d) few
19. They go to work by car and come home ... foot.
 a) by c) with
 b) on d) in
20. The bus from Glasgow arrives ... the Central bus station.
 a) at c) in
 b) to d) for

Ключи к заданиям:

Test 1

- 1) b; 2) a; 3) c; 4) c; 5) a; 6) c; 7) a; 8) b; 9) c; 10) a; 11) d; 12) d; 13) b; 14) b; 15) d; 16) b;
 17) a; 18) a; 19) d; 20) b.

Test 2

- 1) b; 2) c; 3) d; 4) b; 5) c; 6) a; 7) c; 8) b; 9) c; 10) d; 11) c; 12) d; 13) c; 14) a; 15) b; 16) b;
 17) c; 18) b; 19) b; 20) b.

Test 3

- 1) b; 2) d; 3) b; 4) d; 5) c; 6) b; 7) c; 8) d; 9) c; 10) c; 11) b; 12) b; 13) b; 14) b; 15) c; 16) b;
 17) b; 18) b; 19) c; 20) a.

Test 4

- 1) b; 2) c; 3) b; 4) c; 5) d; 6) c; 7) d; 8) b; 9) c; 10) b; 11) a; 12) c; 13) c; 14) b; 15) c; 16) c;
 17) a; 18) b; 19) a; 20) d.

Test 5

- 1) b; 2) c; 3) d; 4) b; 5) b; 6) c; 7) b; 8) c; 9) d; 10) a; 11) d; 12) d; 13) d; 14) b; 15) b; 16) c;
 17) a; 18) b; 19) b; 20) d.

Test 6

- 1) d; 2) c; 3) c; 4) c; 5) c; 6) c; 7) a; 8) b; 9) c; 10) d; 11) c; 12) c; 13) b; 14) b; 15) a; 16) b;
 17) d; 18) b; 19) d; 20) c.

Test 7

- 1) c; 2) b; 3) d; 4) c; 5) c; 6) c; 7) b; 8) b; 9) c; 10) b; 11) d; 12) d; 13) a; 14) b; 15) a; 16) b;
 17) a; 18) b; 19) c; 20) c.

Test 8

- 1) c; 2) b; 3) b; 4) b; 5) b; 6) c; 7) b; 8) d; 9) c; 10) d; 11) b; 12) b; 13) d; 14) a; 15) c; 16) a;
 17) d; 18) b; 19) b; 20) b.

Test 9

- 1) b; 2) c; 3) b; 4) c; 5) b; 6) a; 7) c; 8) c; 9) b; 10) c; 11) c; 12) d; 13) a; 14) a; 15) a; 16) b;
 17) c; 18) d; 19) b; 20) c

Test 10 1) b; 2) c; 3) a; 4) b; 5) d; 6) b; 7) c; 8) b; 9) b; 10) d; 11) d; 12) a; 13) b; 14) b; 15) a; 16) a; 17) a; 18) a; 19) b; 20) a;

Критерии оценки

- оценка «отлично» выставляется обучающемуся, если студент выполнил задание от 91% до 100%
- оценка «хорошо», если студент выполнил задание от 70% до 90%
- оценка «удовлетворительно», если студент выполнил задание от 50% до 69%
- оценка «неудовлетворительно», если студент выполнил задание менее 50%

Task 1

Read and translate the text

The individual and society

It is obvious that any textbook on land use planning begins by posing the question, "What is land use planning about?" It is not a difficult problem to give a simple answer to this basic question. Land use planning or land surveying is a process of managing the use and development of land resources in a sustainable way. It is essentially a study of the methods in which land use planners apply their knowledge, skills and efforts to the gifts of nature in order to satisfy their needs and wants.

Effective land use planning is impossible without land information. Such information includes land resource capacity, land tenure, land ownership and land use. Even in the prosperous, economically advanced countries there is an aspect of survival. Land helps people to survive. That's why lands are very important resources for men. Some people have the abilities to sustain life without outside assistance. But a large percentage of the human race of the third world still lives in very small self-sufficient peasant communities.

These people experience great poverty, but they provide on an individual basis, for their own survival. They have a degree of economic independence. The inhabitants of cities are totally incapable of providing for themselves, directly, the means of survival. Here we can observe the opposite situation – a high level of living together with an extreme economic dependence. Such people depend upon the efforts and cooperation of many thousands of specialist workers, among them land use planners.

Land use planning is concerned with soil sciences, law, geodesy, geography, and computer. To solve these problems land use planners must be not only qualified but profoundly educated specialists.

Переведите следующие сочетания слов с русского на английский язык:

Глубоко образованный специалист; большой процент; ставить вопрос; регулировать землеустройство; простой ответ; решать проблему; информация о земле; помощь извне; трудный вопрос; экономическая независимость; поддерживать жизнь; средство выживания; противоположная ситуация; для того, чтобы удовлетворить нужды.

Task 2

Read and translate the text

Some European experience

The main development of cadastral and land registration systems has taken place in Europe. Even though times and conditions have changed, some lessons might be drawn from these European experiences.

The cadastre will be largely worthless unless it is substantially complete within a particular geographical area. One of the greatest achievements of the Napoleonic cadastre was that from the very start, and regardless of the nature of the land, it provided a complete record of all land

units within the area – including unique identification – and defined these units on comprehensive maps. To attain this goal, cadastres and land registers must be kept simple, and must be concentrated on the essentials. Furthermore, the work must have a solid foundation. Even if conditions are changed over time, if new aspects have become relevant, if new political winds have started to blow, the process must still continue along the same main lines until it is finished. Costs must be kept reasonable in relation to expected medium-term benefits. This is more important than producing a product which is technically perfect. There are many examples in Europe of cadastral systems which have been stopped or delayed because of faltering political support. Even in France – the cradle of the European cadastre – it was difficult to complete and maintain the cadastre.

Cadastres were created with the aim of improving the basis for land taxation, and land register were established to make land transactions more secure. Initially they were independent of each other, but they have become increasingly interrelated, and are used with increasing frequency for purposes other than the original ones. It has taken a long time, however, for most European countries to reach this point. Difficulties arose since the original records were not designed as parts of common information systems, and because their maintenance was entrusted to different organizations. It is, therefore, essential that the goals of multiple usage and integration will be adopted the conception of a modern cadastral/land information system.

If land records develop along these lines, the chosen cadastral unit will become important in many connections. If legal land registration, as well as other land records are based on the same unit, the unit will assume considerable legal and practical importance. In most countries with well-developed cadastral/land information systems, subdivision or other changes in the cadastral unit require formal legal proceedings and, as a rule, re-surveying. Private changes or subdivisions made without formal proceedings are not accepted or given legal status. A conclusion drawn from European experiences is that the land unit tends to become a legal entity protected by law. A cadastre/land register must cover an entire geographical area in order to provide essential benefits from a public point of view. Seen from the viewpoint of the private owner, even a sporadic register can be useful, as it can provide protection for his interests.

Finally, the rapid rate of change in existing European systems, especially during the last two decades, shows clearly that the design of cadastral/land registration systems must be future oriented. This applies to technical aspects as well as to the fundamental principles of the system. Less-developed countries must, therefore, carefully consider and evaluate all experiences which can be obtained from other countries. An example is automation. It is often doubtful whether it should be introduced from the beginning. Today's systems and structures must be planned in such a way that necessary changes are easy to make tomorrow

Task 3 Render the text

Principles of land use planning On the basis of long-term investigations some principles of land use planning are presented. Land use planning is a dialogue, creating the prerequisites for the successful negotiation and co-operation among stakeholders.

The core task of land use planning consists of initiating a communication and co-operation process which "allows all participants to formulate their interests and objectives in the dialogue". On the basis of sound decisions a sustainable form of land use is proposed "whereby the aims and interests of other participating group are taken into account to the greatest possible extent".

An important element of participation-oriented land use planning is the identification of the various groups of participants and differentiating them in terms of their use and access to land resources. In addition, their position on the social scale and their capacities, either as stakeholders or as members of authorities and other organizations have to be considered. Land use planning takes into account cultural viewpoints and builds up on local environmental knowledge.

Rural societies or groups can often provide complex indigenous knowledge of the environment. If this is the case, such local knowledge should be a part of the basis for planning and

implementing a sustainable land use. Land use planning takes also into consideration traditional strategies for solving problems and conflicts.

Traditional rural societies have their own way of approaching problems and settling conflicts concerning land use. In the process of land use planning, such mechanisms have to be recognized, understood and taken into account.

Land use planning requires transparency. Therefore, free access to information for all participants is a prerequisite.

Transparency in planning and the extent to which stakeholders are informed, strengthen both their willingness and capacity to participate in planning and decision-making. It increases the motivation of the people for creating sustainable results. An open exchange of information leads to discussions about objectives among the key figures and promotes the willingness to reach a consensus. The dissemination of information in the local language(s) contributes to an improved transparency. In addition, it strengthens the trust of the population in land use planning activities.

The differentiation of stakeholders and the gender approach are core principles in land use planning. A prerequisite for realistic land use planning is the detailed analysis of the various interest groups. The aim is to find out the various interests of the participants in order to create a basis for the negotiation and decision-making process. Men and women often do not have the same access to land and have specific ways of articulating themselves. Different interests are arising from the economic and social character of their role and scope of duties. Therefore, the role of gender is an important criterion when differentiating stakeholders. Land use planning is implementation-oriented. Land use planning has to consider how the negotiated decisions are to be implemented. Land use planning does not end with the land use plan.

The implementation of limited measures (e.g. the development of cultivation techniques which conserve land resources) plays an important role in increasing the trust of the people in the village as far as the planning process is concerned.

Task 4 Render the text

Comprehensive planning and major steps

Chances of success for any business are greatly increased when attention is first directed to a comprehensive plan. When a land use plan is made for any new farm the land use planners should design a comprehensive planning. If financial assistance is necessary from bankers, trade creditors, or investors, their first request will be to see the total plan. With it they can visualize the creditworthiness of the farm.

There is no one sequence of steps in planning that is agreed upon by all authorities in the field. The most important thing in planning even a small farm is that all phases of its operations must be considered. The land surveyor planning a new farm should have very definite ideas about profits, financing, accounting, records, merchandising plans, location, market and customers, general method of operation, policies, advertising and promotion, amount and type of expenses, break-even-point, legal form of management, and inventory valuation methods, among other factors. The desired income approach to the entire planning process suggests that the land use planner's first question should be, "How much profit do I expect to receive from this farm in return from investing my time, and money in it?" This approach is based on the conviction that this question has been neglected much too often by new farm planners. No commitments, contracts, or obligations relative to a new farm should be undertaken without a clear idea of what profits are possible over at least the first year of operations. The more we know about the circumstances around us, the better we can prepare the farm to protect itself against different unexpectedness. 13 Using the desired income approach one should take into consideration important steps in planning. To complete a projected income statement the land use planner should determine what profit he wants from this farm, recognizing the time he will give and the investment

he will have. With the profit figure clearly in mind, it is possible, using statistics that are abundantly available, to calculate the production volume that is necessary to produce that particular profit. It is also necessary to survey and test the market. The land use planner should involve close study of the production needs of the farm and make proper decisions on how they are to be met. Here he decides whether to rent or buy the farm, whether to buy delivery trucks and on what terms. He should also decide whether to hire a delivery service or eliminate such service at all. The land use planner is to study the location and the particular site chosen for specific characteristics. Too many small farms are located in space without any analysis of the suitability of that space as a location for the specific type of farm planned. Planners should not only study the characteristics of the legal forms of organization, they should also seek out the true management advantages. Merchandising plan should be also taken into account. Merchandising is a broad term. It is popularly known today as "the total marketing concept". It covers many things – plans for presenting products to customers, lines of products, sales promotion plans, and other associated activities. An adequate system of land uses should be established. Proper land uses are, essential to decision making by the land use planners.

Task 5 Render the text

Core of land use planning

The core element in land use planning is the dialogue amongst all participants to reach decisions based on consensus. A major task of land use planning is to accompany and motivate the participants and those affected in order to attain a conciliation of interests concerning land resources, types and extent of land use.

The land use planning process covers all steps extending from the collection of data and information through its processing, analysis, discussion and evaluation right up to the negotiation for a consensus concerning the form of land use to be practiced. This includes the prerequisites for preparing, initiating and implementing the plan.

Land use planning is first and foremost a process of clarification and understanding between people who together wish to change something and prepare future actions systematically. In the process, the elements of a plan are worked out co-operatively. The core part of a planning process is therefore a commonly desired objective to be achieved by implementing the plan. Time planning is linked to the physical/geographic/ecological planning of areas, and the two are mutually dependent.

Land use is considered to be sustainable when it is both socially and environmentally compatible desired by the society, technically viable and when it makes economic sense. This means social justice, long-term sustainability of natural resources, acceptance and social compatibility, economic efficiency, viability. Land use planning creates the prerequisites required to achieve a type of land use, which is sustainable, environmentally compatible, socially desirable and economically sound.

Task 6 Render the text

Matching land use requirements with land qualities

A kind of land use should be described in terms of its products and management practices. The description must be sufficiently detailed to assess its land use requirements and to plan the necessary inputs. It must include the description of conditions which are potential constraints for production.

The physical requirements of a specific land use type are water, nutrients, temperature regime, salt tolerance. Based on the identification of limiting values which are critical for yield levels, we divide yield levels into classes according to growth requirements and potential changes in external inputs in the land use system.

Land use requirements should be identified according to the following criteria:

- The land should be able to support the land use on a sustained basis;

- The use should yield benefits that justify the inputs.

To meet land suitability a land use planner is to be able to separate suitable land from unsuitable according to sustainability and profitability. Trials and experience of land users must be used choosing the plot of land.

Land suitability classes reflect degrees of suitability. Lands are subdivided into classes according to their degree of suitability and magnitude of changes required to achieve a satisfying level of productivity. Land suitability subclasses reflect kinds of limitations, or main kind of improvement measures required within classes. A land use planner is to identify limitations which may be reduced by specific improvements. E.g. land unit evaluated as subclass S2e means erosion hazard and land unit evaluated as subclass S2w means inadequate water availability.

After matching land qualities and land use requirements, we can prepare options for development in the form of land use system, which include descriptions of bio-physical requirements and the socioeconomic characteristics of different land use types.

Land use system includes the combination of a land unit and a land use type. Outputs are presented to land users and decision makers as land suitability maps and descriptions of land use types.

Расположите части делового письма в правильном порядке:

1. John L. Davis, President
Autocomp. Inc.
8100 South Jackson Street
Detroit, MI 48220

2. We recently purchased \$ 250,000 worth of automated material-handling equipment from your company. This equipment was purchased from you because of the fine reputation you have for quality and service to your customers.

3. We look forward to doing business with your company in the future.
Sincerely,
Victor Boyd,
Plant Manager

4. Dear Mr. Davis:

5. Rusk Seed, Inc.
400 National Highway
Decatur, Illinois 62525
April 15, 2007

3. Ответьте на вопросы, пользуясь информацией на конверте:

New Jersey Power Company
5695 South 23 Road
(1) Ridgefield, (2) NJ 08887

Mr. Frederick Wolf
Director of Marketing
(3) Smith Printing Company
590 (4) Sixth Avenue
Milwaukee, (5) WI 53216

1. What is the ZIP code in the return address?
2. What is the ZIP code in the mailing address?
3. What town does the letter come from?
4. What is addressee's company name?
5. What is the street name in the mailing address?

4. Определите, к какому виду делового документа относится представленный ниже отрывок:

Mr. Fred North,
Purchasing Manager,
Broadway Autos,
London, Great Britain
7th July, 2007

Dear Mr. Sign,

I am writing to apologize for the late delivery of this order.

Our revised delivery date is now Friday November 22.

We hope that this revised date is suitable and we greatly regret by inconvenience that may have been caused.

Best regards,

Fred North

ОТВЕТ:

1. Contract
2. Letter of apology
3. Memo
4. CV

Task 7 Render the text

Role of the Government in Land Cadastre

The Cadastre is a public land information system and should therefore be managed or supervised by the Government. In some countries, new organizational arrangements for the implementation of systems are being investigated, such as joint ventures or partnership between government and the private sector, or contracting out specific activities to the private sector. In other countries, the cadastral organization has become more independent in terms of management and financing from government budgets. In both cases a more direct financing of cadastral operations is sought through cost recovery or even to generate government revenue. However this can replace basic governmental investments in spatial infrastructure such as a national coordinate system.

The Cadastre is a land information system, usually managed by one or more government agencies. Since information about land parcels is often needed by many different users, a unified Cadastre helps to avoid duplication and assists in the efficient exchange of information.

A Cadastre must be demand driven; that means fulfil the demands of its clients and that it needs to be coordinated with other land information system. The Cadastre supports the public administration of land. The information in the Cadastre can be used for the formulation, implementation and monitoring of land policies, such as those concerning land redistribution, land consolidation, land acquisition and allocation, and land markets.

Cadastral data should be accessible to the general public. However the cadastral system must include measures to protect individual and private interests from misuse of the information provided. A successful Cadastre should provide security of tenure, be simple and clear, be easily accessible, and provide current and reliable information at low cost.

Task 8 Render the text

Problem of automating land records

Practically all European countries are today working on the problem of automating relevant land records – first and foremost cadastres and land register. The main reason is not to

achieve integration, but rather to make very important by-product. No country has yet achieved the complete automation of its cadastral/land registration systems. But this is merely a question of time. Sweden is probably the country which has come further in constructing an automated , on-line, integrated system of cadastral, land registry, land taxation and population records. Most European countries are definitely on their way in the same direction.

Another clear trend is the conversion of land-related information into spatial systems. The information must be precisely located in order to be of greatest use. One method is made by geocoding. If the land unit is assigned coordinates in the natural grid, all land-related information can be spatially defined. The system used by Sweden, for example, introduces the co-ordinate of the central point of the land unit as well as the co-ordinate of the principle building – graphically determined – into the cadastral records. If in future all boundary points were determined graphically or numerically by coordinated, and the coordinates were inserted into the cadastral database, this would, of course, make possible a similar spatial determination of information.

This is what is now happening in the most European countries. Starting with the most highly urbanized areas, the cadastral maps are increasingly being digitized. This is motivated mainly by the great opportunities it creates for using the same database for producing maps in different scales in a flexible way. At the same time the manual production methods can be automated. This is a natural step in the age of automatic data processing.

Digitization also renders a solution to the need, common to all European countries, of integrating cadastral data with data on utilities. Utilities such as water, sewerage, electricity and telecommunication are becoming increasingly complex; demands for efficient maintenance and management are increasing; and there is always danger that utilities will be damaged during different kinds of excavation. For these reasons, there is an obvious need for a total approach to the surveying and recording of utilities. Utilities will be a natural element in the system of digitized, automated land information.

Task 9 Render the text

General trends

Today's European cadastral/land registration systems are all strongly influenced by the land information concept. In short, the main trends can be expressed in the following terms: multiple uses, automation, geocodes and digitization.

The cadastre and the land register were each originally designed for one purpose: taxation and security in rights. But almost from the very start, the information provided and the maps produced were found to be very useful for other purposes as well. Only during recent decades, however, this point has been stressed in the technical design of cadastres and land register.

Modern society has developed into an information society, which both requires, and has the ability to produce accurate information. However, if the information is to be convenient to handle, it must be linked to identifiable spatial units. The cadastral land unit is one such unit which is a suitable basis for much information – not only concerning the land itself, but also the people living on the land and many of their activities.

This does not, however, mean that cadastre/land register themselves should contain the necessary land information. On the contrary, all experience shows that both cadastres and land registers should be kept simple, and concentrated only on the data required for their particular purposes. The essential thing is the uniquely defined land unit, which can be used as a key for integrating many different records, thus making available a vast amount of relevant land information.

It is, however, difficult to achieve such a high level of integration when all records are kept manually. Two records such as a cadastre and a land register could certainly be made to influence each other considerably, and to function as one source of information. But in order to advance from here to an efficient, fully integrated system consisting of several different sub-systems, automation is essential.

Task 10 Render the text

Entity of land records

The land unit tends to become a legal entity protected by law. The increasing importance of this can be demonstrated. In the past, cadastral and other records were usually arranged according to the names of the current owners. The records in many countries are still indexed in this way, which makes searches difficult as ownership changes. In Western countries the cadastres/land registers are increasingly being indexed according to the more enduring entity of the land unit itself, identified by maps and unit number.

A cadastre/land register must cover an entire geographical area in order to provide essential benefits from a public point of view. Seen from the viewpoint of the private owner, even a sporadic register can be useful, as it can provide protection for his interests.

To fulfil the public goal of establishing complete land records within the area in question, the inclusion of every land unit must be compulsory. Experiences show that voluntary registration is insufficient for establishing comprehensive land records, even in the long term. To satisfy the public goal, the establishment of the records must generally be undertaken systematically, area by area. In practice this means that the costs of establishing the records should be initiated mainly by the government. This is quite logical as comprehensive records are primarily a public interest, at least in the short term. This also applies to mapping. The preparation of comprehensive, registration index maps cannot be financed by private landowners.

In developing countries, the resources available for establishing different kinds of land information systems are usually meager. This was also true in many European countries during the nineteenth century. Therefore we have many examples of how cadastres/land registers were started in a very simple way, and then were developed progressively into smoothly operating systems. Sweden and Finland provide two such examples. The German adaptation of a system of titles instead of a system of deeds at the end of the nineteenth century is another example.

Every land information system must be able to adapt to new developments and new aims in the future. It must, therefore, be possible to add new types of data, and to make changes. This applies to the technical details as well. For example the numbering system of the land units must be constructed so as not to become too cumbersome to use even after long chains of subdivisions. This is unfortunately not always taken into consideration at the start and may be difficult to change later on.

One of the most important factor is that the registration of all transactions in land must be compulsory. For transactions involving a change in boundaries, there should be simple, but mandatory procedures to ensure that all changes are surveyed and mapped before registration takes place.

Task 11 Render the text

Peter's reforms

Before Peter the Great land relations in the Moscow state did not lose its feudal nature. It means tight mutual dependence of central government, peasantry, aristocracy, nobility, dependence of Moscow from the economic development of the territories and prosperity of all estates, elements of self-governing of administrative units. A kind of legal treaty between the tsar and landlords formed the basement of the civil and military service and financial system. All this is an indirect evidence of classes representative system – a kind of feudal "democracy". This was the system replaced by the tsar-reformer.

Peter's reforms meant the end of the old order. State building projects of Peter I, his political and economic projects, building of navy and re-organization of the army, mining and industry development, studying of the natural waterways and projects of channels – all this caused the centralization of power, unknown before. The old order of state and military service were unable to satisfy the growing demands for qualified and numerous authorities corresponding to the

complexity of the aims of the reign. But one of the main things was the impossibility of feudal system to answer the increasing demand for civil and military staff due to the decreasing land resources, which served as the "payment" for state service earlier. Politically weak vassal and tax classes were unable to resist the energy of the tsar.

The state economy, pressed by necessity of urgent changes, increased day by day. Practically all economic projects (including military) had been based on the rich resources belonging to the state or quasi-state enterprises with forests, mines and slaves enclosed to them, such as baron Stroganov's tremendous estate in Siberia or - some time later – Demidov's iron plants in Ural mountains. The demand for natural resources was growing constantly. The forests were to satisfy the needs of navy and metallurgic industry, peasantry should also serve as a resource for magnificent state building. Peter's conception of modernization did not care about the majority of Russians. The rights of the classes had been strongly restricted, the basement of common rights regulating the relations between vassals and supreme power decreased. The development of serfdom and growing pressure of peasant commons against the individuals is often seen as the result of Peter's reform.

It is obvious that Peter's reforms have raised from the urgent demands of state management during the war. Peter I had no definite concept of "westernization". One can hardly believe that this practically-minded man could be interested in the largely abstract ideas of introducing the foreign culture as well as different social, administrative and management methods.

Task 12 Render the text

The UK "Cadastral"

The word cadastral is generally used to describe "a methodically arranged public inventory of data concerning properties, within a certain country or district, based upon a survey of their boundaries". There are numerous models for its use and implementation throughout Europe. Using the land parcel as its foundation, the cadastral is used to record information about land rights, valuation, land use, etc.

There is no UK Cadastral – the word cadastral is not one commonly used in the UK, where for historical reasons the development of land administration institutions has taken place in a different way from the rest of Europe. While mapping remains the basis for those activities considered as "cadastral", in the UK there is no single organization responsible for the cadastral.

Ordnance Survey, as a national mapping agency, maintains large scale mapping for England, Scotland, and Wales. In Northern Ireland this is the responsibility of Ordnance Survey Northern Ireland. The detailed digital mapping maintained by these two Government Agencies provides the definitive framework upon which other organizations can "book" and manage their data. Another difference with most mainland European countries is that the base mapping in UK is topographic – it shows features that exist on the ground but not the fixed boundary points and monuments usually associated with a cadastral.

Ordnance survey has made Great Britain one of the few countries in the world to have a complete digital national topographic database. 78 It includes complete large scale data for all urban areas. Recently Ordnance Survey Northern Ireland has completed the UK picture with large scale digital data covering the entire province. Within Great Britain there is now widespread use of digital mapping across many user sectors, in one of the most developed markets in Europe.

Over the last twelve months Ordnance Survey has embarked on a number of projects under the umbrella of a new "e-Business strategy", the vision of which is: "Ordnance Survey and its partners will be the content provider of choice for location based information in the new knowledge economy". As a part of its new e-Business strategy, Ordnance Survey is developing its digital mapping products and services within a coherent infrastructure known as the Digital National Framework. A unique digit topographic identifier is used for all points, lines, and areas, and provides a common link that will allow different data to reference the same feature allowing

users to cross reference data in a way that should help to release the potential and value of their data.

The Nation Land Information Service (NLIS) is a part of the UK Government "modernizing government" initiative. It is a project being jointly developed by HMLR and Local Government. It features private sector partners that provide access to a National Land and Property Gazetteer.

In conclusion, while there is no cadastre in the United Kingdom the activities normally considered to be a part of the cadastre on continental Europe are performed by a variety of agencies. Although the organizational frameworks are different, many of the issues facing UK institutions are similar to those faced by our colleagues involved in cadastre in other parts of Europe. There is a need to create coordination of efforts in a way described in the UK as "joined-up government" in order to maximize the efficiency of effort and to provide the best value and service to the citizen.

Task 13 Render the text

Cadastre in West Europe

For historical reasons, there are basic similarities among all the cadastres of Western Europe. They are all, in one way or another, based on the principles of the French cadastre as defined by Napoleon early in the nineteenth century. A basic principle was that it should consist of the two main parts: a verbal description and a map showing the locations and boundaries of all land units. The maps were established systematically, area by area, by relatively uniform cadastral surveys, which produced not only the maps but also the field notes on which they were based. The unique cadastral number of each land unit – normally the parcel rather than the farm unit – served as a link between map and description. Since the main purpose was taxation, the original cadastre was arranged according to the names of the owners, showing each owner's parcels with area, land use, arranged according to the numbers of the parcels.

An important feature of these developments is the connection between the cadastre and the land register. In Germany, Austria, Switzerland and the Netherlands, there is nowadays a very close link between cadastres and land registers. In the Netherlands, both are maintained by the same organization in common offices. In other countries mentioned above, the legal units used in the land registers are also identical with the cadastral units or combinations of them. Because of the unique definitions in the cadastral records and maps, it has been possible to introduce systems of title registration with a high degree of security and reliability in all these countries.

In France – the mother country of the cadastre – the unification of the cadastre and the land register has not progressed as far. For one thing, the French cadastre is not as comprehensive nor is it maintained in quite the same way as in the aforementioned countries. It also has less legal validity, and is still mainly a fiscal cadastre lacking the very close link between cadastre and legal land registers. A common trait in all of Western Europe is that the cadastre provides systematic coverage of the entire territory, and that collected and recorded data are continually updated. Parcels are described according to their uses, square measures and taxation values, their buildings and topography; ownership is recorded; links to other administrative registers and files are established. A general trend is that the original fiscal aspect of the cadastre is becoming less and less pronounced, while its role as the basis of a general land information system is assuming increasing importance.

In all Western European countries, cadastral maps are used for many purposes. In Switzerland, for example, the towns often produce extremely accurate municipal maps based on cadastral information. The integration of cadastral surveys with other kinds of large scale mapping for urban purposes is a common trend in other countries within the region as well. With regard to the cadastral survey, there has generally been a trend towards using increasingly accurate meth-

ods, and at the same time, assigning more and more weight to the demarcation of boundaries and to agreements between the owners.

While cadastral maps were originally of the "island map" type, depicting only the cadastral block or section in question, they now increasingly take the form of "comprehensive maps" covering a standard-sized map sheet. This is partly a consequence of the transformation from taxation cadastres to multipurpose cadastres. It is also due to the fact that nowadays all cadastral surveys in Western Europe are adapted to a national grid with a common co-ordinate system. It is, therefore, also possible to integrate cadastral surveying and general topographical surveying, and to use a common sheet division for both types of surveys.

The administration of the cadastre is organized in a variety of ways in different countries. In Germany and the Netherlands, the cadastral authorities were initially government officers connected to the Ministry of Finance. But as a consequence of the expanded function of the cadastre as the basis of a multipurpose land information system, the Dutch cadastre, for example, was reorganized as a separate division within the Ministry of Housing, Physical Planning and the Environment. In other countries like France, Switzerland and Belgium, the principle work of cadastral surveying is left to licensed surveyors.

Task 14 Render the text

Cadastre in Northern, Southern and Eastern Europe

Between Scandinavian countries, Denmark has the system most similar to the Western European ones. Denmark has long had a comprehensive cadastral map, covering the whole country and connected to a common reference system. Cadastral surveys for subdivisions, etc., are made by private surveyors. However, the records are kept, and the cadastral maps are maintained by a central government office in Copenhagen. The cadastre is closely integrated with the land registration system, which is of the title registration type.

The same close integration is also found in Sweden and Finland, which both have systems of title registration based on cadastral units. In these countries the cadastre has developed gradually from simple taxation records loosely linked to maps, to a comprehensive system with a high degree of reliability.

In Sweden, the urban cadastres were linked with large scale maps at an early date. Later, a photo map in the scale of 1:10000, showing all land units in rural areas with their boundaries, was established as a registration index map. In Sweden the cadastre has been further integrated with the land register through automation. One single agency, the Central Board for Real Estate Data, collects and transforms selected cadastral and land register information for automatic data processing. The regional cadastral and land registration offices are still responsible for data collection. They have on-line links with the Central Board, and are empowered to change the records in case of subdivision, transfer of ownership, etc. This Board is responsible for issuing all certificates as well as for all communications with other authorities using real-estate data. Duplication of effort is thereby avoided. The time needed to produce the legal documents and distribute them to those concerned has also been shortened substantially. The system is now operational in the greatest part of the country, and will be complete in about 5 years.

Norway has not previously had a proper cadastral system, relying instead on old tax records, only partially supported by maps. The country has, however, decided to establish an automated system providing data on land units, addresses and buildings. Its main purpose is to provide information, not to serve as a legal basis for taxation, land registration, etc.

Spain and Italy were also influenced by the Napoleonic cadastre, and adopted basically similar systems. However, they were only partially developed, and the Spanish system especially does not provide comprehensive, national coverage. The link between cadastre and land registration is weak. The two records are administered by different authorities, and the descriptions of the land in the land register do not always refer to the cadastral units. The link between cadastre

and register is, therefore, not primarily the parcel designation, but rather the name of the owner. This is, of course, an obstacle to further integration.

The fiscal nature of the cadastres is more predominant in Southern than in Western Europe. As buildings are important objects for taxation, Italy has established a modern building register as a part of the cadastre.

Greece does not have a comprehensive, homogeneous, national cadastre, but the problem has been studied, and a governmental decision to establish a nationwide system appears forthcoming.

Комплексные тесты для промежуточной аттестации **COMPLEX GRAMMAR TEST 1**

1. We go home ... bus.
a. in b. by c. to
2. They are going to leave ... Moscow tonight.
a. to b. for c. in
3. The hall is full ... people.
a. of b. by c. for
4. Let's listen ... the new tapes.
a. to b. for c. over
5. How do you get ... your office?
a. by b. in c. to
6. How much time do you spend ... your English a day?
a. at b. on c. for
7. We are very busy ... weekdays.
a. out of b. in c. on
8. Classes end ... 3 o'clock.
a. at b. in c. to
9. You must translate this text ... Russian.
a. in b. into c. for
10. My friend ... on the ship for fifteen years by next year.
a. will have been serving b. have served c. was serving
11. By two o'clock the students will ... the test translation for two hours.
a. be doing b. have been doing c. do
12. When Jim came out of army he ... what to do.
a. is wondering b. has wondered c. was wondering
13. His parents were sick, they didn't have much money, so they ... pretty desperate.
a. were getting b. are getting c. have got
14. ... you speak English?
a. do b. does c. is d. are
15. Where ... your son learn?
a. do b. does c. is d. are
16. I can't translate this text because I ... not know these words.
a. do b. does c. is d. are
17. Peter ... not go in for sports this winter because he is unwell.
a. do b. does c. is d. are
18. When ... first spring flowers appear on the ground?
a. do b. does c. is d. are
19. ... it snowing now?
a. do b. does c. is d. are
20. ... it often rain in autumn?
a. do b. does c. is d. are
21. ... it still dark?

- a. do b. does c. is d. are
22. When ... it get light in January?
a. do b. does c. is d. are
23. What hobby group ... you going to join?
a. do b. does c. is d. are
24. My father ... too old to do this work.
a. do b. does c. is d. are
25. How long ... it take you to get to the Institute?
a. do b. does c. is d. are
26. I am sorry. I am late. ... I come in?
a. must b. can c. may d. need
27. – ... I read or translate the text? – Read it, please.
a. must b. can c. may d. need
28. My sister studies French. She ... already read and speak French a little.
a. must b. can c. may d. need
29. It is late. I ... go home.
a. must b. can c. may d. need
30. Must I describe the picture? No, you ... not.
a. must b. can c. may d. need
31. May I take these magazines home? No, you ... not.
a. must b. can c. may d. need
32. There are no people in the hall, we ... have a talk there.
a. must b. can c. may d. need
33. The weather is getting worse. It ... rain.
a. must b. can c. may d. need
34. – ... your little daughter walk? – No, she can't. She is only eight months old.
a. must b. can c. may d. need
35. My brother ... home late as a rule.
a. come b. comes c. is coming
36. Look, your brother ... home.
a. go b. goes c. is going
37. What are you doing? I ... a book.
a. read b. reads c. am reading
38. When do you ... ?
a. get up b. gets up c. getting up
39. Are you ... to smoke?
a. go b. to go c. going
40. It does not ... me long to wash and dress in the morning.
a. take b. takes c. taking
41. Does it sometimes ... in summer?
a. snow b. snows c. snowing
42. Go on ... , please.
a. read b. to read c. reading
43. My sister is fond of
a. skate b. skates c. skating
- Какой вспомогательный глагол будет употребляться для образования вопросительной формы?
44. I usually have dinner at home.
a. is b. do c. does
45. He gets older.
a. is b. do c. does
46. It is raining.

- a. is b. do c. does
47. He has (больше) free time than I have.
a. more b. most c. better
48. (Лучше) late than never.
a. better b. best c. worse
49. This is the (самый удобный) chair.
a. more comfortable b. most comfortable c. less comfortable
50. He plays tennis (хуже) than I do.
a. better b. worse c. worst
51. We have (меньше) flowers than they have.
a. less b. least c. fewer
52. They have (меньше) white paper than we have.
a. less b. least c. fewer
53. Winter is the (самое холодное) season in a year.
a. cold b. colder c. coldest
54. Take some other book because these stories are (слишком) easy for you.
a. much b. too c. more
55. He (собирается) to paint a picture.
a. is fond of b. wants c. is going
56. This book is (такая же трудная) as that magazine.
a. more difficult than b. as difficult c. not so difficult
57. It is not (так тепло) in autumn as in summer.
a. warmer than b. as warm as c. so warm
58. My daughter is (гораздо моложе) than you are.
a. less younger b. much younger c. youngest
59. Let's listen to the (последние) news.
a. next b. latest c. last
60. (Необходимо) for you to help your friends.
a. it is possible b. necessary c. it is necessary

Найдите синонимы или определения к указанным словам:

61. to tell
a. to describe b. to speak c. to ask
62. before
a. over b. around c. in front of
63. over
a. between b. above c. at
64. also
a. seldom b. very c. too
65. in the country
a. out of town b. on the ground c. in town
66. to watch
a. to describe b. to look attentively c. to repeat
67. as a rule
a. seldom b. never c. usually
68. tidy
a. clean b. fresh c. clear
69. to attend
a. to get b. to smoke c. to come regularly
Выберите антонимы для следующих слов:
70. short
a. long b. black c. fine
71. early

- a. never b. late c. long
 72. far
 a. good b. often c. near
 73. to get dark
 a. to get light b. to get older c. to get worse
 74. warm
 a. dark b. cool c. bad
 75. well
 a. bad b. badly c. good
 76. to learn
 a. to rewrite b. to forget c. to describe
 77. after
 a. before b. over c. around
 78. more
 a. fewer b. larger c. smaller
 79. best
 a. least b. most c. worst
 80. to come back
 a. to leave b. to attend c. to forget
 81. always
 a. never b. seldom c. often
 82. often
 a. seldom b. never c. sometimes

Определите, какой частью речи является выделенное слово:

83. The girl sitting at the window is the best **skier** of our group.
 a. существительное b. наречие c. прилагательное
 84. The girl **sitting** at the window is the best skier of our group.
 a. причастие b. герундий c. прилагательное
 85. **Reading** books helps us to master English.
 a. причастие b. герундий c. существительное
 86. **The reading** boy is Comrade Petrov's son.
 a. причастие b. герундий c. прилагательное
 87. Nobody likes **rainy** weather.
 a. прилагательное b. герундий c. причастие
 88. It is a good **beginning**.
 a. существительное b. причастие c. герундий
 89. The sun shines **brightly**.
 a. наречие b. прилагательное c. причастие
 90. You may **rewrite** your test if you like.
 a. прилагательное b. глагол c. существительное

Укажите правильное место в предложении данных наречий:

91. often
 He (a) is (b) late (c).
 92. seldom
 She (a) goes (b) skiing (c).
 93. badly
 You (a) speak (b) French (c).
 94. usually
 She (a) is (b) at home in the evenings (c).
 95. always
 We (a) take (b) books home (c).
 96. well

You (a) must learn (b) to speak English (c).

97. Куда ты идешь?

a. Where are you going? b. Where do you go? c. Where can you go now?

98. Куда ты ходишь каждый день?

a. Where are you going now? b. Where do you go every day? c. Where must you go every day?

99. Летом рано светает.

a. It is already getting light. b. It gets light early in summer. c. It is early summer.

100. Идет снег?

a. Does it snow? b. Is it snowing? c. Is it going to rain?

Keys: COMPLEX GRAMMAR TEST 1

1b	11b	21c	31b	41a	51c	61b	71b	81a	91b
2b	12c	22b	32b	42c	52a	62c	72c	82c	92a
3a	13a	23d	33c	43c	53c	63b	73a	83a	93c
4a	14a	24c	34b	44b	54b	64c	74b	84a	94b
5c	15b	25b	35b	45c	55c	65a	75b	85b	95a
6b	16a	26c	36c	46a	56b	66b	76b	86a	96c
7c	17b	27a	37c	47a	57c	67c	77a	87a	97a
8a	18a	28b	38a	48a	58b	68a	78a	88a/c	98b
9b	19c	29a	39c	49b	59b	69c	79c	89a	99b
10a	20b	30d	40a	50b	60c	70a	80a	90b	100b

COMPLEX GRAMMAR TEST 2

1. Let's translate this article ... Russian.

a. in b. into c. on

2. Let's listen ... the latest news.

a. for b. into c. to

3. He gets ... the Institute by bus.

a. to b. into c. in

4. He is free ... Mondays.

a. on b. in c. at

5. Classes are over ... 3 o'clock.

a. at b. in c. on

6. I haven't finished my drawing

a. yet b. just c. already

7. I have ... been to London.

a. never b. since c. now

8. We had sent the letter ... we learnt the news.

a. before b. after c. till

9. She has ... painted the picture.

a. yet b. already c. an hour ago

10. ... he meet us at the station tomorrow?

a. will b. does c. is

11. ... you finished to write your article yet?

a. were b. did c. have

12. What magazine ... you looking through when we came into the hall?

a. did b. were c. are

13. I knew you ... pass the exams successfully.

a. will b. would c. have

14. This problem ... discussed at our last meeting.

a. will be b. was c. had

15. When ... they come back?
a. did b. have c. were
16. – ... it still raining? – Yes, it is.
a. is b. does c. will
17. ... your sister want to buy a new radio-set?
a. has b. is c. does
18. We were watching TV while the children ... in the garden.
a. will be playing b. played c. were playing
19. Oh, I'm sorry. I haven't ... you at first.
a. understanding b. understood c. understand
20. He was so tired that he couldn't ... us.
a. to join b. joined c. join
21. We shall ... the results when we finish our experiments.
a. to be discussing b. to discuss c. discuss
22. We ... to the theatre this month.
a. are not b. have not been c. were not
23. – Have you written the letter yet? – No, I haven't. I ... still ... it.
a. have ... written b. am ... writing c. was ... writing
24. When we ... our work we shall go home.
a. shall finish b. will be finished c. finish
25. I ... to the engineer before I read the article about him in the newspaper.
a. had spoken b. have spoken c. spoke
26. Did she ... her plan last month?
a. fulfils b. fulfill c. fulfilled
27. Does your son ... to watch TV?
a. likes b. liked c. like
28. We shall be glad if we ... to take our exams in advance.
a. are allowed b. shall be allowed c. shall have
29. My father ... home at 5 o'clock yesterday.
a. was coming b. has come c. came
30. At 5 o'clock yesterday I ... to the news on the radio.
a. was listening b. listened c. have listened

Какой вспомогательный глагол следует употребить для образования вопросительной формы?

31. It rained hard yesterday.
a. do b. did c. does d. had
32. They had to stay at home.
a. do b. did c. does d. had
33. These students combine work and studies.
a. do b. did c. does d. had
34. He goes on business to St. Petersburg.
a. do b. did c. does d. had
35. I (не был) to my native town since I entered the Institute.
a. was not b. have not been c. had not been
36. He said that a lot of interesting subjects (изучаются) by the students.
a. are studied b. were studied c. are studying
37. He thought that you (занимаетесь) in for swimming.
a. went b. go c. are going
38. Foreign languages (изучаются) by the students.
a. have learnt b. are learnt c. are learning
39. (Умеете) you play tennis?
a. must b. can c. may

40. I (не смогу) to help you.
a. shan't be allowed b. shan't be able c. shan't have
41. They (пришлось, должны были) to take part in the competition.
a. must be b. had c. had to be
42. He (сможет) go skiing.
a. will have to b. will allow c. will be able to
43. We (пришлось) to stay at home because it was raining.
a. were able to b. had to c. could
44. As soon as the classes (окончатся) we shall hurry to the station.
a. will be over b. are over c. will finish
45. We were sure that you (разрешили) the problem.
a. solved b. had solved c. were solved
46. Do you speak (какой-нибудь) foreign language?
a. some b. any c. something
47. (Все) knows him.
a. everything b. somebody c. everybody
48. Did (кто-нибудь) ring me up?
a. somebody b. anybody c. anything
49. This project is the (самый лучший) in our group.
a. better b. best c. worst
50. This flat is (менее) comfortable than yours.
a. worse b. least c. less
51. The 21st of June is the (самый длинный) day in a year.
a. warmest b. longer c. longest
52. Do you hear (что-нибудь)?
a. everything b. something c. anything
53. He did not tell me (ничего).
a. nothing b. something c. anything
54. He rang (никому) up.
a. anybody b. nobody c. somebody
55. (Их) work is not interesting.
a. them b. theirs c. their
56. I can't see (их).
a. them b. they c. their
57. I live in this house. There is a bus stop in front of (ним).
a. him b. it c. its
58. I have not met (его) sister.
a. his b. him c. its
59. (Ее) project is the best in our group.
a. her b. its c. hers
60. I don't hear (его).
a. him b. his c. he

Найдите синонимы или определения к указанным словам:

61. usually
a. as a rule b. seldom c. often
62. to continue
a. to make pleasant b. to go on c. to enjoy
63. to arrive
a. to come b. to visit c. to introduce
64. a number of
a. near b. a few, some c. pleasant
65. to be held

- a. to take place b. to go on c. to devote
66. favourable
a. convenient b. extensive c. straight
67. extensive
a. great, wide, large b. improved c. far, further
68. actual
a. active b. recent c. real
69. plenty of
a. a top mark b. an opinion c. a great deal of
70. opinion
a. to put into production b. to pay attention to c. an idea of something or somebody
71. to receive
a. to get b. to divide c. to depend
72. recently
a. a year ago b. not long ago c. sometime later
73. to watch
a. to get interested b. to look attentively c. to devote
74. to leave
a. to attend b. to come in c. to go away

Выберите пары слов - антонимов:

75. a. famous – unknown b. outstanding – good c. thick – white
76. a. to make progress – to forget b. to get light – to get dark c. to be born – to live
77. a. far – near b. eventful – expressive c. happy – favourable
78. a. to be well – to be untidy b. to ask – to answer c. to be glad – to be free
79. a. to read – to agree b. to miss classes – to attend classes c. to translate – to repeat
80. a. to make – to do b. a lot of – few, little c. to combine – to miss
81. a. to learn – to forget b. to do – to finish c. to ask – to discuss

Укажите, с каким словом (или сочетанием слов) могут сочетаться данные ниже.

82. to be interested in
a. something b. somewhere c. some
83. to make
a. development b. an impression c. exercises
84. straight
a. tickets b. streets c. examinations
85. to accept
a. an event b. an invitation c. suburbs
86. to enter
a. an institute b. a journey c. a trip
87. to book
a. a ticket b. reading c. historical events
88. to graduate from
a. a school b. an institute c. a palace
89. conference
a. takes part b. takes place c. busy
90. Выберите вопрос, для образования которого следует употребить вспомогательный глагол do:
a. ... their children study any foreign language?
b. ... the conditions greatly improved by them?
c. ... the plant equipped with up-to-date machinery?
d. ... you meet Mary at the station last night?
91. Why do you have to do this work?

a. Почему вы делаете эту работу? b. Почему вы должны делать эту работу? c. Кто должен делать эту работу?

92. He is often seen in the library.

a. Он часто ходит в библиотеку. b. Его часто видят в библиотеке. c. Он часто видит его в библиотеке.

93. This competition is much spoken about.

a. Поговорим об этом соревновании.

b. Об этом соревновании много говорят. c. Надо много говорить об этом соревновании.

94. There are some fruit trees in our park.

a. В нашем парке есть несколько фруктовых деревьев.

b. Несколько фруктовых деревьев растет в нашем парке.

c. В нашем парке можно увидеть несколько фруктовых деревьев.

95. Our garden is as large as your park.

a. Наш сад больше вашего парка. b. Наш сад не такой большой, как ваш парк.

c. Наш сад такой же большой, как ваш парк.

96. We thought that you were going to enter an institute.

a. Мы думали, что вы собираетесь поступать в институт.

b. Мы думали, что вы собирались поступать в институт.

c. Мы думали, что вы пойдете в институт.

97. It is our district that he lives in.

a. Он живет в нашем районе. b. Это наш район, и мы в нем живем. c. Он живет как раз в нашем районе.

98. Выберите правильный вопрос к следующему предложению: The conditions of work were greatly improved.

a. Did they improve the conditions of work?

b. Will the conditions of work be greatly improved?

c. What was greatly improved?

Какое из следующих предложений при переводе на русский язык будет включать относительное местоимение

“который”, вводящее придаточное определительное предложение?

99. a. Which of them deals with this problem?

b. The palace that they visited during their stay in the town made a great impression on them.

c. What questions were you asked?

100. a. The conference we are planning to hold next month will be attended by many foreign scientists.

b. We did not know which of them was the dean.

c. He was going to express his opinion but he was interrupted.

Keys: COMPLEX GRAMMAR TEST 2

1b	11c	21c	31b	41b	51c	61a	71a	81a	91b
2c	12b	22b	32b	42c	52c	62b	72b	82a	92b
3a	13b	23b	33a	43b	53c	63a	73b	83b	93b
4a	14b	24c	34c	44b	54b	64b	74c	84b	94a
5a	15a	25a	35b	45b	55c	65a	75a	85b	95c
6a	16a	26b	36b	46b	56a	66a	76b	86a	96a
7a	17c	27c	37a	47c	57b	67a	77a	87a	97c
8a	18c	28a	38b	48b	58a	68c	78b	88b	98c
9b	19b	29c	39b	49b	59a	69c	79b	89b	99b
10a	20c	30a	40b	50c	60a	70c	80b	90a	100a