

**Приложение ППССЗ/ППКРС по специальности 44.02.04 Специальное дошкольное образование 2024-2025 уч.г.: Комплект контрольно-оценочных средств учебной дисциплины  
СГ.02 Иностранный язык в профессиональной деятельности**

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ БЕЛГОРОДСКОЙ ОБЛАСТИ  
ОБЛАСТНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ ПРОФЕССИОНАЛЬНОЕ  
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ  
«АЛЕКСЕЕВСКИЙ КОЛЛЕДЖ»**

**Комплект  
контрольно-оценочных средств**

по учебной дисциплине

**СГ.02 Иностранный язык в профессиональной деятельности**

для специальности

**44.02.04 Специальное дошкольное образование**

Комплект контрольно-оценочных средств разработан на основе Федерального государственного образовательного стандарта среднего профессионального образования по специальности 44.02.04 Специальное дошкольное образование с учетом профессионального стандарта Педагог (педагогическая деятельность в сфере дошкольного, начального общего, основного общего, среднего общего образования) (воспитатель, учитель), утвержденного приказом Министерства труда и социальной защиты Российской Федерации от 18 октября 2013 года № 544н, приказа Министерства труда и социальной защиты Российской Федерации от 13.03.2023 № 136н «Об утверждении профессионального стандарта «Педагог-дефектолог».

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## 1. Паспорт комплекта оценочных средств

### 1.1 Область применения комплекта оценочных средств

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

КОС включают контрольные материалы для проведения текущей и промежуточной аттестации в форме дифференцированного зачета.

КОС разработан на основании рабочей программы учебной дисциплины СГ.02 Иностранный язык в профессиональной деятельности.

### 1.2. Цели и задачи учебной дисциплины – требования к результатам освоения дисциплины:

В рамках программы учебной дисциплины обучающимися осваиваются умения и знания

Умения	Знания
<p>– 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;</p> <p>– строить простые высказывания о себе и о своей профессиональной деятельности; кратко обосновывать и объяснять свои действия (текущие и планируемые);</p> <p>писать простые связные сообщения на знакомые или интересующие профессиональные темы</p>	<p>– понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы;</p> <p>– участвовать в диалогах на знакомые общие и профессиональные темы;</p> <p>– строить простые высказывания о себе и о своей профессиональной деятельности;</p> <p>– кратко обосновывать и объяснять свои действия (текущие и планируемые);</p> <p>писать простые связные сообщения на знакомые или интересующие профессиональные темы</p>

Профессиональные (ПК) и общие (ОК) компетенции, которые актуализируются при изучении учебной дисциплины:

**ОК 09.** Пользоваться профессиональной документацией на государственном и иностранном языках

**Перечень знаний и умений в соответствии с профессиональным стандартом Педагог (педагогическая деятельность в дошкольном, начальном, общем, среднем общем образовании) (воспитатель, учитель)», утвержденного приказом Министерства труда и социальной защиты Российской Федерации от 18 октября 2013 года №544 н, которые актуализируются при изучении учебной дисциплины:**

- 1) выстраивать партнерское взаимодействие с родителями (законными представителями) детей раннего и дошкольного возраста для решения образовательных задач, использовать методы и средства для их психолого-педагогического просвещения;
- 2) соблюдение правовых, нравственных и этических норм, требований профессиональной этики.

#### **1.4. Планируемые личностные результаты освоения рабочей программы**

ЛР 1. Осознающий себя гражданином и защитником великой страны.

ЛР 4. Проявляющий и демонстрирующий уважение к людям труда, осознающий ценность собственного труда. Стремящийся к формированию в сетевой среде лично и профессионально конструктивного «цифрового следа».

ЛР 5. Демонстрирующий приверженность к родной культуре, исторической памяти на основе любви к Родине, родному народу, малой родине, принятию традиционных ценностей многонационального народа России.

ЛР 7. Осознающий приоритетную ценность личности человека; уважающий собственную и чужую уникальность в различных ситуациях, во всех формах и видах деятельности.

ЛР 8. Проявляющий и демонстрирующий уважение к представителям различных этнокультурных, социальных, профессиональных и иных групп. Сопричастный к сохранению, преумножению и трансляции культурных традиций и ценностей многонационального российского государства.

ЛР 10. Заботящийся о защите окружающей среды, собственной и чужой безопасности, в том числе цифровой.

ЛР 11. Проявляющий уважение к эстетическим ценностям, обладающий основами эстетической культуры.

### 1.3 Результаты освоения учебного предмета, подлежащие проверке

Наименование тем	Коды компетенций и личностных результатов, формированию которых способствует элемент программы	Средства контроля и оценки результатов обучения <b>в рамках текущей аттестации</b> (номер задания)	Средства контроля и оценки результатов обучения <b>в рамках промежуточной аттестации</b> (номер задания/контрольного вопроса/ экзаменационного билета)
<b>Раздел 1.</b> Система образования в России	<i>ЛР 1, ЛР 5, ЛР 7, ЛР 8, ОК 09</i>	Текст №1	Практическое задание №1 Практическое задание №2
<b>Раздел 2</b> Система образования в странах изучаемого языка	<i>ЛР 1, ЛР 7, ЛР 8, ОК 09</i>	Текст №2	Практическое задание №1 Практическое задание №2
<b>Раздел 3</b> Профессиональная деятельность специалиста	<i>ЛР 4, ЛР 5, ЛР 7, ЛР 8, ОК 09</i>	Текст №3	Практическое задание №1 Практическое задание №2
<b>Раздел 4</b> Профессиональное образование	<i>ЛР 1, ЛР 4, ЛР 7, ЛР 8, ЛР 10, ОК 09</i>	Текст №4	Практическое задание №1 Практическое задание №2
<b>Раздел 5</b> Выдающиеся педагоги прошлого	<i>ЛР 1, ЛР 4, ЛР 7, ЛР 8, ЛР 10, ОК 09</i>	Текст №5	Практическое задание №1 Практическое задание №2
<b>Раздел 6</b> Конкурсы профессионального мастерства	<i>ЛР 1, ЛР 4, ЛР 7, ЛР 8, ЛР 10, ОК 09</i>	Текст №6	Практическое задание №1 Практическое задание №2
<b>Раздел 7</b> Профессиональная документация на иностранном языке	<i>ЛР 4, ЛР 8, ЛР 10, ОК 09</i>	Текст №7	Практическое задание №1 Практическое задание №2
<b>Раздел 8</b> Оформление документов и заполнение бланков	<i>ЛР 4, ЛР 5, ЛР 7, ЛР 8, ЛР 10, ОК 09</i>	Текст №8	Практическое задание №1 Практическое задание №2

## **2. Комплект оценочных средств для текущей аттестации**

### **2.1. Текстовые задания**

- прочтите текст
- сделайте перевод текста
- ответьте на вопросы, выполните задание.

#### **Текст № 1**

##### **Education in Russia**

Every citizen of our country has the right to education. This right is guaranteed by the Constitution. It is not only a right but a duty, too. Every boy or girl must get secondary education. They go to school at the age of six or seven and must stay there until they are 14-17 years old. At school pupils study academic subjects, such as Russian, "Literature, Mathematics, History, Biology, a foreign language and others.

After finishing 9 forms of a secondary school young people can continue their education in the 10-th and the 11-th form. They can also go to a vocational or technical school, where they study academic subjects and receive a profession. A college gives general knowledge in academic subjects and a profound knowledge in one or several subjects.

After finishing a secondary, vocational, technical school or a college, young people can start working or enter an institute or a university. Institutes and universities train specialists in different fields. A course at an institute or a university usually takes 5 years. Many universities have evening and extramural departments. They give their students an opportunity to study without leaving their jobs. Institutes and universities usually have graduate courses which give candidate or doctoral degrees.

Education in this country is free at most schools. There are some private primary and secondary schools where pupils have to pay for their studies. Students of institutes and universities get scholarships. At many institutes and universities there are also departments where students have to pay for their education.

#### **Answer the questions:**

1. What does the phrase «the right to education» mean?
2. Why is education a duty, too?
3. What subjects do pupils study at school?
4. What can young people do after finishing the 9th form?
5. Do children and people in this country have to pay for education?

#### **Текст №2**

##### **Education in the USA**

Education in the United States of America is compulsory for children from the age of 6 till 16 (or 18). It involves 12 years of schooling. A school year starts at the end of August or at the beginning of September and ends in late June or early July. The whole school year is divided into three terms/trimesters or four quarters. American students have winter, spring and summer holidays which last 2 or 3 weeks and 6 or 8 weeks, respectively. The length of the school year varies among the states as well as the day length. Students go to school 5 days a week.

The American education system consists of 3 basic components: elementary, secondary and higher education. There is also such a notion as preschool education. At the age of 4 or 5 children just get acquainted with the formal education in a nursery school. The preschool education programme aims to prepare children for elementary school through playing and help them to acquire the experience of association. It lasts for one year. Then they go to the first grade (or grade 1).

Elementary education starts when pupils are 6 years old. The programme of studies in the elementary school includes the following subjects: English, Arithmetic, Geography, History of the USA, Natural sciences, Physical Training, Singing, Drawing, wood or metal work. The education is mostly concentrated on the basic skills (speaking, reading, writing and arithmetic). Sometimes children also learn some foreign languages, general history and such new subjects as drug and sex education. The main goal of elementary education is the general intellectual, social and physical development of a pupil from 5 to 12 or 15 years old.

Secondary education begins when children move on to high or secondary school in the ninth grade, where they continue their studies until the twelfth grade. The secondary school curriculum is built around specific subjects rather than general skills. Although there is always a number of basic subjects in the curriculum: English, Mathematics, Science, Social Studies and Physical Education, the students have an opportunity to learn some elective subjects, which are not necessary for everybody. After the first two years of education they can select subjects according to their professional interests. The electives are to be connected with the students' future work or further education at university or college. Every high school has a special teacher — a guidance counselor who helps the students to choose these elective subjects. Moreover, he helps them with some social problems, too. The elective courses are different in various schools.

Members of each grade in high school have special names: students in the ninth grade are called freshmen, tenth graders are called sophomores, eleventh graders are juniors and as for twelfth graders, they are seniors.

After graduating from high schools the majority of the Americans go on studying at higher education establishments. In universities they have to study for four years to get a bachelor's degree. In order to get a master's degree they must study two years more and, besides, be engaged in a research work.

**Answer the questions:**

1. At what age do American students start and finish their compulsory education?
2. How are the school years called in the United States?
3. The length of the school year varies among the states, doesn't it?
4. What are the basic components of American education?
5. Do all children have to attend a nursery school?
6. What is the main aim of elementary education?

**Текст №3****Teacher's profession**

When young people choose the profession of a teacher, it is always necessary to bear in mind that teaching is very difficult job. It implies great responsibility and a lot of activities of different kind both in class and at home. There are always a lot of copybooks to be corrected, plans to be written, and problems to be discussed. In fact, there are no days off for a teacher: he or she is constantly occupied with thoughts about school, lessons and pupils. This is why it is often said that teacher's job is very specific.

On the one hand, a good teacher does not only give knowledge but also serves a model of behavior for his or her pupils, especially the young ones. He or she forms the pupils' attitude to the subject. The manner in which he or she teaches matters a lot. On the other hand, a teacher mustn't forget that he or she must study from the pupils. Studying is a constant process for a teacher. If one stops studying, learning something new every day, both in the sphere of his or her professional interest and in people's relations, this means that it is time to stop teaching. Otherwise, it will do no good for the teacher and the pupils.

The teacher's task is not only to provide the pupils with the information, but also to prepare them for everyday life, to make them good and responsible citizens of the society. While communicating with children a teacher studies them. The teacher must know the pupils' interests beyond the classroom, share their concerns, and learn about their needs and abilities. He or she must be well aware of the pupils' good and bad sides, too.

Classroom climate depends a lot on the relations between a teacher and a pupil. Mutual respect of the teacher and the pupils is necessary if one wants to create a good and fruitful atmosphere at the lesson. To achieve this, the teacher's thinking should be on a higher level than that of the pupils.

It is the main aim of education to help children to live in the community and to prepare for real life situations. School becomes a place for work and play, for living and learning. A teacher takes an active part in shaping a child's character, fostering honesty, kindness, and cooperation.



Teaching is a very difficult job but who are well equipped for it will have a happy and interesting life.

**Find English equivalents in the text:** огромная ответственность, много значить, отношения, задача, принимать участие, честность, характер, более высокий уровень

**Answer the questions:**

1. It is a responsible task to bring up new generation, isn't it? Why?
2. What kind of teaching activities are taught at your college?
3. Do the students at your college do teaching practice?
4. Should a teacher devote much time to out-of-class work?
5. What are the duties of the teacher?
6. Why is the teacher?

**Текст №4**

**WHAT IS A COMPUTER?**

A computer is a machine with an intricate network of electronic circuits that operate switches or magnetize tiny metal cores. The switches, like the cores, are capable of being in one or two possible states, that is, on or off; magnetized or demagnetized. The machine is capable of storing and manipulating numbers, letters, and characters (symbols).

The basic idea of a computer is that we can make the machine do what we want by inputting signals that turn certain switches on and turn others off, or magnetize or do not magnetize the cores.

The basic job of computers is processing of information. For this reason computers can be defined as devices which accept information in the form of instructions, called a program, and characters, called data, perform mathematical and / or logical operations on the information, and then supply results of these operations. The program, or part of it, which tells the computers what to do and the data, which provide the information needed to solve the problem, are kept inside the computer in a place called memory.

It is considered that computers have many remarkable powers. However the most computers, whether large or small, have three basic capabilities.

First, computers have circuits for performing arithmetic operations, such as: addition, subtraction, division, multiplication and exponentiation.

Second, computers have a means of communicating with the user. After all, if we couldn't feed information in and get results back, these machines wouldn't be of much use. Some of the most common methods of inputting information are to use terminals, diskettes, disks and magnetic tapes. The computer's input device (a disk drive or tape drive) reads the information into the computer. For outputting

information two common devices used are: a printer, printing the new information on paper, and a cathode-ray-tube display, which shows the results on a TV-like screen.

Third, computers have circuits which can make decisions. The kinds of decisions which computer circuits can make are not of the type: "Who would win the war between two countries?" or "Who is the richest person in the world?" Unfortunately, the computer can only decide three things, namely: Is one number less than another? Are two numbers equal? and, Is one number greater than another?

A computer can solve a series of problems and make thousands of logical decisions without becoming tired. It can find the solution to a problem in a fraction of the time it takes a human being to do the job.

A computer can replace people in dull, routine tasks, but it works according to the instructions given to it. There are times when a computer seems to operate like a mechanical 'brain', but its achievements are limited by the minds of human beings. A computer cannot do anything unless a person tells it what to do and gives it the necessary information; but because electric pulses can move at the speed of light, a computer can carry out great numbers of arithmetic-logical operations almost instantaneously. A person can do the same, but in many cases that person would be dead long before the job was finished.

***Questions:***

1. What is a computer?
2. What are the two possible states of the switches?
3. What are the main functions of a computer?
4. In what way can we make the computer do what we want?
5. What is the basic task of a computer?
6. In what form does a computer accept information?
7. What is a program?
8. What are data?
9. What is memory?
10. What three basic capabilities have computers?
11. What are the ways of inputting information into the computer?
12. What is the function of an input device?
13. What devices are used for outputting information?
14. What decisions can the computer make?
15. What are the computer's achievements limited by?

**Найдите в тексте английские эквиваленты следующих словосочетаний:**

Сложная сеть электронных цепей; управлять (приводить в действие) переключателями; возможные состояния; хранить (запоминать) числа; обрабатывать символы; посредством ввода сигналов; включать; выключать; размагничивать сердечники; обработка информации; информация в виде команд; символы, называемые данными; выполнять математические операции; выдавать результаты; обеспечивать необходимую информацию; иметь замечательные возможности; основные свойства; сложение, вычитание, деление, умножение; возведение в степень; средства для общения с пользователем; устройство ввода; дисковод; считывать информацию; вывод информации; катодно-лучевая трубка; принимать решения; выполнять тысячи логических операций; без усталости; находить решение задачи; значительно меньший промежуток времени; человек; нудная рутинная работа; в соответствии с введенной программой; вырабатывать свои суждения; возможности ограничены программой, заложенной в него человеком; дать требуемую информацию; электрические импульсы; со скоростью света; мгновенно производить огромное количество математических операций; человеку может не хватить всей жизни, чтобы закончить работу.

### **Текст №5**

Johann Heinrich Pestalozzi was born in Zurich and brought up by his mother as his father died when the boy was only five. He was educated at the University of Zurich. He was forced to abandon his career because of his political activity on behalf of a reformist Swiss political organisation.

At his farm near Zurich he conducted a school for poor children. He was influenced by the works of the French philosopher Jean-Jacques Rousseau. While Rousseau laid emphasis on the tutor, Pestalozzi made a significant contribution to the establishment of the school as a central educational force. He set up an industrial school for 20 orphans where work and learning were to be combined. The school was to be a production unit so that children could finance their own learning, but the result was a financial failure.

He wrote a didactic novel "Leonard and Gertrude" (1801), expressing his theories on social reform through education. Learning by Pestalozzi was based on immediate observation. Instead of dealing with words children should learn through activity. Pestalozzi explored how Rousseau's ideas might be developed and implemented and put his theory into practice. He set out concrete ways forward, based on research.

In 1798 Pestalozzi was briefly in charge of a school for orphans in Stanz, later he was appointed head of a Teacher Training College at Burgdorf and later he

set up the Institute in Yverdon. It was at that period when he published his book "How Gertrude Teaches Her Children" (1809) which was an epistolary educational tract. He wanted to establish a psychological method of instruction. He placed a special emphasis on spontaneity and self-activity. Children should not be given ready-made answers but should arrive at answers themselves. To do this their self-activity should be cultivated and encouraged. The aim is to educate the whole child; intellectual education is only a part of a wider plan. He opposed the system of memorization learning and strict discipline. It was replaced with a system based on love and understanding of the child's world. He abolished flogging.

He stressed the individuality of the child and the necessity for teachers to be taught how to develop abilities of a child rather than to implant knowledge. The teacher should be a loving facilitator of knowledge. Although he respected the individuality of the teacher, Pestalozzi felt that there must exist a unified science of education that could be learned and practised. He believed that teacher training should consist of a broad liberal education followed by a period of research and professional training.

Pestalozzi had and has a lot of supporters and followers. One of them was a German educator Friedrich Froebel, the founder of the kindergarten movement, who taught at Yverdon from 1806 to 1810 and was greatly influenced by Pestalozzi's method. Other Pestalozzi's followers developed various sayings characterising his method as "from the known to the unknown, from the simple to the complex, from the concrete to the abstract."

Thus, we may conclude that his theory laid the foundation for modern elementary education and teacher training.

Answer the questions:

1. Where did Pestalozzi study?
2. Why was he forced to abandon his career?
3. Whose ideas was Pestalozzi influenced by?
4. What did he establish as a central educational force?
5. What was an industrial school to be?
6. Where did Pestalozzi express his theories?
7. What novels did he write?

8. What was learning based on?
9. How should children learn?
10. What ways did Pestalozzi set out?
11. Which educational establishments did he conduct his research in?
12. What method of instruction did Pestalozzi want to establish?
13. What powers of children should be cultivated to help them to arrive at answers?
14. What system did he oppose?
15. What principles should a system of education be based on?
16. What should teacher training consist of?
17. What were the principles characterising Pestalozzi's method?
18. What is Pestalozzi's contribution to the theory of education?

### **Текст №6**

#### **Some traits of character which a perfect teacher must obtain**

Being a teacher is a noble and complicated job that demands a lot of inner and outer efforts from a person. It stands to reason that not every man who wishes to be a teacher can become it. The point is a real teacher must combine a great number of qualities. These qualities can be divided into some groups: innate qualities, qualities of mind, volitional powers and qualities related to other people.

Let's start with innate qualities. A real teacher cannot be without cheerful character because each lesson should be started with a teacher's smile. Teacher's calm and neat appearance helps children tune up to a working mood. If you are inert or bore, there is no road for you to the teacher profession. Moreover, a teacher must be self-denying and self-critical.

It goes without saying that a good teacher cannot be without broad mind. He must acquire bright and clever heads; he must be well-read, intelligent and deep in his subject. Students or pupils cannot accept teachers who are ordinary or shal-

low.

Teacher's job requires a lot of volitional powers. Children are not creatures who are easy to get along with. Children are different with various trends of character, facilities and abilities. That is why only firms and strong-willed teachers can succeed in the relationship with pupils. If you feel that you are unable to control your emotions or you are hesitant and weak-willed, just drop the idea of being a teacher.

Together with all above-mentioned qualities a real teacher must acquire communicable and amiable character. He should be considerate and flexible. A teacher always comes across with so called "a pain in the neck" students, with real troublemakers, whose language is awful, who talk back, resent any advice, can tell lies and seem to have lost interest in school. While working with such students a teacher must try to analyze the feeling and to find an explanation for this behavior. It is difficult indeed: it requires a lot of power and tolerance.

We, future teachers, should remember that pupils need our presence and love. One of the greatest people on the Earth said: A good teacher can govern the state. So the point is being a perfect teacher equals to being a real person.

**Find English equivalents in the text:** благородный, дружелюбный, живой, инертный, жертвующий собственными интересами, начитанный, знающий, слабоумный, заурядный, пустой, самокритичный, твердый, настойчивый, волевой, решительный, неуверенный, слабовольный, гибкий, бросать, нарушитель порядка, отвергать совет, поведение, управлять государством.

### **Answer the questions:**

1. They say that not every man can become a teacher. Is that true?
2. What groups of qualities must a perfect teacher possess?
3. What are the innate qualities of a teacher?
4. What can you say about the qualities of teacher's mind?
5. Why should teachers have volitional qualities?
6. Why is it so important for the teacher to be sociable and communicable?
7. Do you agree with the idea that a good teacher is able to govern the state?

### **Текст №7**

#### **What is a Kindergarten Teacher?**

A kindergarten teacher is responsible for integrating young children into the world of learning by teaching the social skills, personal hygiene, basic reading skills, art, and music. These teachers prepare children for the higher grades of elementary school, as well as certain aspects of life outside of the education system. Kindergarten is the bridge between early childhood care and elementary school; it is a very important year for students and requires some special knowledge from the kindergarten teacher. It is safe to say that these teachers are one of the most important educators a child will have during their school years.

### **What does a Kindergarten teacher do?**

Kindergarten teachers have a lot of the same responsibilities as other teachers but also have to take into account that most of their students will be experiencing school for the first time. They must teach students basic skills in reading and writing in addition to showing them how to behave in the classroom and play nicely with others, whether it's in a group setting or doing artwork quietly on their own. The teacher's methods of educating will have to be changed to meet the needs of each individual own.

A kindergarten teacher is responsible for planning the curriculum for each day and for the collective school year. Teachers must allow the children to observe an activity while also giving them the opportunity to ask questions and look for the answers. Instructions need to be very precise yet easy to understand. By using hands-on lessons and creative play, they lay the foundation for future learning. Different shapes and colours are taught, as well as how to recognize different letters of alphabet, and basic numbers – at least one through ten. This prepares children for grade one and further grades in elementary school, where they learn advanced concepts within these areas.

Kindergartens teachers are also responsible for grading papers and conducting parent-teacher conferences as well. They report to parents the areas in which their child is succeeding as well as where the child could use more help. After these areas are determined, the teacher must work with the parents to come up with a plan that will bring the child to the same level as the rest of the class. If a child has developmental or emotional problems, kindergarten teachers should be able to recognize this and help the parents put together a plan of action to ensure their child is given the same educational opportunities as other children.

#### **Answer the questions:**

1. What is a kindergarten teacher responsible?
2. What do kindergarten teachers prepare children for?
3. What must kindergarten teachers teach their students?
4. The teacher's methods of educating will have to be change to meet the needs of each individual student, won't they?
5. Is a kindergarten teacher responsible for planning the curriculum for each day and for the collective school year?
6. What do instructions need to be?
7. In what way do kindergarten teachers lay the foundation for future learning?
8. What do kindergarten teachers teach children to prepare them for grade one and further grades in elementary school?
9. Kindergarten teachers are also responsible for grading papers and conducting parent-teacher conferences, aren't they?
10. What do kindergarten teachers report to parents?

11. What should a kindergarten teacher do if a child has development or emotional problems?

**Текст №8**

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

**Task 1.**

In the winter issue of Multimedia News we read that your company sells language laboratories. Our school needs a new language laboratory and we are looking for the best equipment.

Could you please send us information on your laboratories and include a price list and ordering information. Thank you for your assistance.

I look forward to hearing from you.

**Варианты ответов:**

- a) CV   b) Letter of complaint   c) Contract   d) Letter of enquiry / request

**Task 2.**

Dear Akram,

Thank you for your fax. I was sorry to hear that you've had some problems with the WR 458. We do all we can to make sure that our product leave our factory in perfect condition, but unfortunately sometimes a bad one does slip through. If you can arrange for it to be returned to me, I'll let you have a replacement by return.

Hoping that you are keeping well,

Regards

Tony

**Варианты ответов:**

- a) Offer letter   b) Enquiry Response  
c) Invitation Letter   d) Letter of Apology

**Task 3.**

Dear Mr Marinichenko,

I'm a first-year student in the MBA program at the Wharton Business School in Philadelphia. ... I wish to place my experience at the disposal of your airline. I have enclosed a copy of my resume. If my background and qualifications are of interest to you, please telephone me at (215) 748-3037.

**Варианты ответов:**

- a) Cover Letter   b) Appointment Letter  
c) Letter of Introduction   d) Order Letter

**Task 4.**

Dear Mr North,

... The most suitable of our products for your requirements is the Artemis 66A Plus. This product combines economy, high power output and quick charging time and is available now from stock.

**Варианты ответов:**



- a) Offer Letter    b) Application Letter  
c) Announcement Letter    d) Cover Letter

**Task 3.**

1.1. The Seller has sold and the Buyer has bought the machinery, equipment, materials, and services as listed in Appendix 1 being an integral part of this Contract. ...

**Варианты ответов:**

- a) Notification Letter    b) Contract  
c) Letter of Request    d) Acknowledgement Letter

### **3. Комплект оценочных средств для промежуточной аттестации**

#### **3.1 Практическое задание №1**

**1. Раскройте скобки, употребляя глагол в правильной форме:**

1). Tomorrow I (not to go) to school. 2). Where they (to spend) last month? 3). Usually she (to go) shopping three times a week. 4). After classes he (to wait) for you at home. 5). What subjects you (to study) at your college? 6). I (to see) a good film last Friday. 7). We always (to drink) coffee in the morning.

**2. Read the text below and put parts of the sentences into their proper places.**

**A** and they can be classified in any ways

**B** such as the board game chess

**C** and the ones that remain popular the longest

**D** especially when they involve physical activity, as in baseball

**E** and connected to a viewing screen called a video screen

**F** in which player threw dice and moved pieces around a track

**G** but they can also provide excitement, challenge, and relaxation.

**H** or at another target

Game is a mental or physical contest played according to rules. People have played games since prehistoric times. Games are usually played for fun, (1). Many games also help develop mental, physical, and social skills.

To play a game, players may need a good memory, physical agility, or an understanding of probabilities. Games may also require skill at guessing what players are thinking, or an ability to visualize changing patterns of pieces on a board. Some games, (2), are so challenging that people may spend much of their lives practising and studying to improve their playing skills.

There are thousands of different games, (3). Games can be grouped according to the kind of people who usually play them, as in children's games, or according to the number of players they require, as in solitaire games.

Games may also be grouped according to the object of the game. For example, in cooperative games, players work together toward a common goal instead of competing to win.

Another category of games involves organized competition. These games are usually called sports, (4). But even board games such as chess may be thought of as a sport when played in front of spectators, or when the winners receive prizes or titles.

Games are most commonly grouped by the kind of equipment used to play them. The major game groups are (1) board games, (2) card games, (3) tile games, (4) target games, (5) dice games, (6) table games, (7) paper and pencil games, and (8) electronic games.

Board games probably have the greatest variety. One of the oldest known board games was

found at Ur, a city of ancient Sumer (now in Iraq). Archaeologists believe the board is about 4,500 years old. The game was probably a race game (5). Today, many board games are race games, including Parcheesi and backgammon.

Other board game categories include trivia games, such as Trivial Pursuit; word games, such as Scrabble Crossword Game; games of logical deduction, such as Clue; and financial games, such as Monopoly. Some board games are based upon a movie, TV show, or fictional character.

Card games probably rank next to board games as having the most variety. Card games have been played for hundreds of years. Most card games involve a combination of skill and luck. The most interesting card games, (6), are the games that require the greatest amount of skill. Card games requiring the most skill include poker, bridge, and the three-player German game Skat.

Tile games use marked tiles made of wood, ivory, bone, stone, or plastic. Several tile games are played with dominoes.

Target games involve propelling objects toward a target. Children play many target games with marbles. They may shoot their marbles at those of an opponent, (7). In horseshoe pitching, players toss horseshoes at stakes driven into the ground. Darts and bowling are other popular target games.

Dice games are games of chance. They are based on the random roll of objects called dice. Most dice games involve gambling. Popular dice games include Yahtzee and liar's dice.

Table games usually involve guiding or striking a ball or disk over a flat surface toward a goal. Billiards is one of the world's most popular table games.

Paper and pencil games developed from board games. One of the oldest and simplest types of paper and pencil games played today is tic-tac-toe.

Electronic games are one of the newest types of games. Most are controlled by a computer (8). Many are based on traditional board games or target games.

### ***3. Answer the questions:***

1. What is a game? 2. When did people begin playing games? 3. Why do people play games? 4. What do you need to be a successful player? 5. How can games be classified? 6. What games are called sports? 7. What is the most popular type of games? 8. What kinds of board games are mentioned in the text? 9. What are the most popular card games? How can you explain their popularity? 10. What is a typical tile game? 11. What can target games be played with? 12. What is the newest kind of games?

### ***4. Paraphrase the sentences using the words from the brackets. All the expressions are taken from the text.***

1. You must observe the rules when you play this game. (according)
2. People have played this game for thousands of years. (prehistoric)
3. You have to be skillful if you want to do this job. (requires)
4. You can divide games into groups. (classified)
5. You have to compete in this game. (involves)
6. This object can be called a work of art. (thought)
7. There are many kinds of board games. (variety)
8. Cinema is almost as popular as TV. (ranks)
9. The film was made on the basis of this book. (based)
10. This novel is among the most popular novels of the season. (one)

**5. Translate the following expressions into English and make up the sentences with each of them**

Играть в соответствии с правилами; доисторические времена; развивать навыки; содержать элемент соревновательности; совершенствовать навыки; требовать внимания; могут быть классифицированы; преследовать общую цель; включая; быть основанным на чем-либо; игра на удачу.

**6. Fill in the gaps with prepositions where necessary**

1. According \_\_\_ this article, the situation in the country is dangerous. 2. \_\_\_ ancient times people have been interested in sport. 3. Music styles can be classified \_\_\_ many ways. 4. There are hundreds \_\_\_ theories explaining this phenomenon. 5. What kind \_\_\_ people can play \_\_\_ this game? 6. This game may be thought \_\_\_ a sport. 7. He did a terrible thing \_\_\_ front \_\_\_ a big audience. 8. Hide-and-seek is one \_\_\_ the most popular games \_\_\_ the world. 9. Many sports, such \_\_\_ boxing, can be quite dangerous. 10. May I sit down next \_\_\_ you? 11. This monument has stood on the hill \_\_\_ hundreds \_\_\_ years. 12. Badminton is played \_\_\_ a racket. 13. The boy propelled the dart \_\_\_ the target. 14. This electronic game is based \_\_\_ a film. 15. This sport developed \_\_\_ a children's game.

**7. Choose any group of games and tell as much as you know about them. Give your own examples of the games and explain how they are played.**

**3.2. Практические задания (ПЗ)**

**Практическое задание №2**

**1. Раскройте скобки, употребляя глагол в правильной форме:**

1). She (to wash) her car once a week. 2). When you (to leave) the meeting yesterday? 3). She (to explain) a grammar rule yesterday. 4). My mum usually (not to cook) dinner. 5). What she (to do) yesterday? 6). My sister (to go) to school every day. 7). Last year Ann (to visit) Spain.

**2. Read the text below and put parts of the sentences into their proper places.**

- A** The way you bring up your children is instrumental in the way they turn out  
**B** if you're both working parents, it is essential that you set aside time for your children to do "kids stuff".  
**C** The way you behave as a parent will decide to a large extent how your children interact with their peers.  
**D** Listening is an extremely important and indispensable skill.  
**E** More and more children nowadays are replacing fresh food and fruit with junk food like crisps and biscuits.

### Bringing Up Happy Children

(1) All parents want their children to be happy and there are always plenty of things parents can do to help their children be happy and well- balanced. Here are the most important of them.

(2) It is extremely important to communicate with your children. Communication involves not only talking to your children but also listening to what your children have to say. \_\_\_\_ A mistake a lot of parents make is that they may hear what their children have to say, without actually listening to them.

(3) Children should feel that you are there for them and whatever they say doesn't go in at one ear and out at the other. It's vital for children to have a sense that their parents respect their views, and if this is present then the children will be far more likely to talk to a parent about any problems they may be having.

(4) Making time for your children is something that every parent should do. \_\_\_\_ Read to them, talk to them and play with them. Ask them how their day was, find out if they have any problems — just talk to them! Children should never feel that their parents are neglecting them — this is one of the keys to raising a happy child.

(5) Make sure that your children are healthy and happy. Health is more important than anything else in the world, as without good health, a person does not have much of a life. Bad health can be attributed to a variety of causes, for example a poor diet. \_\_\_\_ Making time to ensure that your children eat well and eat the right kinds of food is an important step to happiness.

(6) It is important for you as a parent to have high self-esteem. Parents with low self-esteem expect their children to achieve the things they haven't achieved and set almost unattainable standards for them. Every parent wants his or her child to grow into a self-assured, confident human being. \_\_\_\_ Children need a lot of love: by the same token they also need discipline to give them an understanding of what is right and wrong. Giving into every demand your child makes is an unhealthy approach to bringing them up, as they can become spoilt and expect everyone to give in to them at every occasion. On the other side, too much discipline can lead children to resent their parents, especially if no justification is given for why an action might be wrong. A healthy balance must be maintained, and the child must be treated as a human being, not as an object or as something to model into a parent's preferred image.

(7) Throughout their lives but especially in their early years children look on parents as their role models. \_\_\_\_ If you are aggressive or threatening, they will see this as an acceptable behaviour standard and behave in this way with their peers. Happy parents usually bring up happy children, and while you can't be with your child all hours of the day a happy, listened to, respected child will be far more likely to be getting on well than an unhappy one from a troubled background.

### ***3. Match the statements A-E with the paragraphs in which they are expressed. ( Not all the paragraphs 1-7 will be needed)***

- A. Children should eat not only what they want, but also what is useful for them.
- B. A lot of parents listen to their children, but very few actually hear them.
- C. It is essential for children to be brought up in discipline, so that they could differentiate between what is good and what is bad.
- D. It is important especially for working parents to leave some time for their children.
- E. Children often copy the behaviour of their parents.

#### 4. Answer the questions:

1. Why is it important for parents to communicate with their children?
2. What is one of the most common mistakes parents make when communicating with their children?
3. What should parents do for their children not to feel neglected?
4. What are the reasons for bad health among children? What dangerous tendency does the author write about?
5. How does parents' self-esteem affect children?
6. Why is discipline important in upbringing?
7. Where do children take models of communication with their peers?
8. How does the atmosphere in the family influence a child?

#### 5. Read the sentences below. Replace the words in bold type with the words from the box in the correct form

to neglect	to replace	vital	indispensable
to tend	to resent	a peer	a background

1. If parents **don't pay attention to** their child's problems, his attitude to them is unlikely to be good.
2. The opinions of **children of his age** are more important to him than his parents' ideas.
3. Good food is an **essential** condition of good health.
4. If parents are aggressive and threatening, children are likely **to hate** them.
5. Nowadays more and more children **eat** junk food **instead of** fresh food.
6. It's **necessary** for children to know that their parents support and respect their views.
7. The society must help children from disadvantaged **families**.
8. Parents with low self-esteem **are likely to** expect too much from their children.

#### 6. Complete each sentence with a word made from the word in capitals

- |   |             |
|---|-------------|
| 1. If parents shout at each other in front of the children, they will consider it an ____ way of behaviour. | ACCEPT      |
| 2. Parents shouldn't set ____ standards for their children.   | ATTAIN      |
| 3. This child has no ____ of what is good and what is bad!  | UNDERSTAND  |
| 4. Parents often ignore their children's ____ .   | PREFER      |
| 5. The boy was punished for bad ____ at the doctor's.   | BEHAVE      |
| 6. The process of ____ involves not only hearing but also listening to what children want to say.           | COMMUNICATE |
| 7. It is important for parents to give ____ when they punish their children for something.                  | JUSTIFY     |
| 8. Health is an important step to ____ that's why it is essential for children to eat healthy food.         | HAPPY       |

#### 7. Find a mistake in each of the following sentences and correct it. All the expressions are in the text

1. There is plenty of things young people have to consider if they decide to have a baby.
2. Parents should treat their children like human beings.
3. It's dangerous to do mistakes in upbringing.
4. I told the children to go to bed, but it went in at one ear and out through the other, and they are still here.
5. I thought the child was naughty, but he turned round to be obedient.
6. Children need much love and understanding.
7. Listening is very important and indispensable skill.
8. Don't allow your children to replace fruit for candy.
9. There are a lot of books about how to rise a happy child.
10. The mother was hearing the boy attentively when he was speaking about his new friend.

#### 4. Критерии оценивания

**«5» «отлично»** – студент показывает глубокое и полное овладение содержанием программного материала по УД, в совершенстве владеет понятийным аппаратом и демонстрирует умение применять теорию на практике, решать различные практические и профессиональные задачи, высказывать и обосновывать свои суждения в форме грамотного, логического ответа (устного или письменного), а также высокий уровень овладения общими и профессиональными компетенциями и демонстрирует готовность к профессиональной деятельности;

**«4» «хорошо»** – студент в полном объеме освоил программный материал по УД, владеет понятийным аппаратом, хорошо ориентируется в изучаемом материале, осознанно применяет знания для решения практических и профессиональных задач, грамотно излагает ответ, но содержание, форма ответа (устного или письменного) имеют отдельные неточности, демонстрирует средний уровень овладения общими и профессиональными компетенциями и готовность к профессиональной деятельности;

**«3» «удовлетворительно»** – студент обнаруживает знание и понимание основных положений программного материала по УД, но излагает его неполно, непоследовательно, допускает неточности в определении понятий, в применении знаний для решения практических и профессиональных задач, не умеет доказательно обосновать свои суждения, но при этом демонстрирует низкий уровень овладения общими и профессиональными компетенциями и готовность к профессиональной деятельности;

**«2» «неудовлетворительно»** – студент имеет разрозненные, бессистемные знания, не умеет выделять главное и второстепенное, допускает ошибки в определении понятий, беспорядочно и неуверенно излагает программный материал по УД, не умеет применять знания для решения практических и профессиональных задач, не демонстрирует овладения общими и профессиональными компетенциями и готовность к профессиональной деятельности.

## 5. Информационное обеспечение

перечень учебных изданий, электронных изданий, электронных и Интернет-ресурсов, образовательных платформ, электронно-библиотечных систем, веб-систем для организации дистанционного обучения и управления им, используемые в образовательном процессе как основные и дополнительные источники.

### Основные источники:

1. Английский язык: учебник/А.П.Голубев,Н.В.Балуков-20-е изд.,испр. и доп.- М.:ИЦ Академия,2022-368 с.
2. Английский язык для ссузов, учебное пособие/ Агабекян И.П. -М.: Проспект,2021-280 с.
3. Английский язык для педагогических специальностей: учебник / О. В. Логинова.- М.:КноРус, 2023- 264 с.
4. Грамматика. Сборник упражнений/Голицынский Ю.Б. – М.:КАРО, 2020 – 576 с.
5. Методика раннего обучения иностранному языку, 2-е изд., пер. и доп., учебное пособие для СПО/ Протасова Е.Ю.-М.:Юрайт, 2020- 255 с.

### Дополнительные источники:

6. Карпова Т. А. English for Colleges = Английский язык для колледжей: учебное пособие / Т.А. Карпова. — 15-е изд., стер. — Москва : Кнорус, 2022. — 282 с.
7. Мюллер В.К. Англо-русский словарь [Текст] / В.К. Мюллер. - М.: АСТ, 2021. – 1184 с.

### Электронные издания (электронные ресурсы):

- 1.ИНФОУРОК . Ведущий образовательный портал России.  
<https://infourok.ru/perechen-elektronnih-obrazovatelnih-resursov-dlya-urokov-angliyskogo-yazika-i-vneurochnoy-deyatelnosti-po-predmetu-531860.html>
2. British Council  
<https://learnenglish.britishcouncil.org/>
- 3.Урок РФ  
[https://урок.рф/library/tcifrovaya\\_sreda\\_dlya\\_uchitelej\\_anglijskogo\\_yazika\\_194838.html](https://урок.рф/library/tcifrovaya_sreda_dlya_uchitelej_anglijskogo_yazika_194838.html)
- 4.<https://nsportal.ru/shkola/inostrannye-yazyki/angliiskiy-yazyk/library/2018/08/27/spisok-eor-k-urokam-angliyskogo-yazyka>
5. Информационно-образовательная среда «Российская электронная школа»  
<https://resh.edu.ru/>
6. English online. <http://www.abc-english-grammar.com>
7. АВ. <http://www.alleng.ru>
8. Macmillan Dictionary. <http://macmillandictionary.com>
9. Encyclopedia Britannica. [www.britanica.com](http://www.britanica.com)
10. ЯКласс. Видеоуроки и тренажёры.



<https://www.yaklass.ru>

11. Единая коллекция цифровых образовательных ресурсов

<https://school-collecion.edu.ru>

12. Интернет урок. Библиотека видеоуроков.

<https://interneturok.ru>

**Цифровая образовательная среда СПО PROОбразование.**

- Утевская, Н. Л. English Grammar Book. Version 2.0 = Грамматика английского языка. Версия 2.0 : учебное пособие / Н. Л. Утевская. — Санкт-Петербург : Антология, 2021. — 480 с. — ISBN 978-5-9500282-7-4. — Текст : электронный // Электронный ресурс цифровой образовательной среды СПО PROОбразование : [сайт]. — URL: <https://profspo.ru/books/104029> (дата обращения: 24.05.2021). — Режим доступа: для авторизир. Пользователей

**Электронно-библиотечная система:**

IPR BOOK - <http://www.iprbookshop.ru/78574.html>

**Веб-система для организации дистанционного обучения и управления им:**

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