



МИНОБРНАУКИ РОССИИ

Федеральное государственное бюджетное образовательное учреждение
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«Владивостокский государственный университет экономики и сервиса»

РАБОЧАЯ ПРОГРАММА УЧЕБНОЙ ДИСЦИПЛИНЫ

ОГСЭ.03 Иностранный язык

21.02.05 Земельно-имущественные отношения

Базовая подготовка

Заочная форма обучения

Владивосток 2022

Рабочая программа учебной дисциплины разработана на основе Федерального государственного образовательного стандарта по специальности среднего профессионального образования программы подготовки специалистов среднего звена 21.02.05 Земельно-имущественные отношения, 12.05.2014, № 486

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1 ОБЩИЕ СВЕДЕНИЯ ОГСЭ.03 ИНОСТРАННЫЙ ЯЗЫК

1.1 Место дисциплины в структуре основной образовательной программы

Учебная дисциплина ОГСЭ.03 Иностранный язык является частью общего гуманитарного и социально-экономического цикла основной образовательной программы (далее ООП) в соответствии с ФГОС СПО по специальности 21.02.05 Земельно-имущественные отношения.

1.2 Требования к результатам освоения учебной дисциплины

В результате освоения дисциплины студент должен уметь:

общаться (устно и письменно) на иностранном языке на профессиональные темы; переводить (со словарем) иностранные тексты профессиональной направленности; самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас

В результате освоения дисциплины студент должен знать:

лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности

В процессе освоения дисциплины у студентов должны быть сформированы общие компетенции:

ОК 1 – Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес;

ОК 2 – Анализировать социально-экономические и политические проблемы и процессы, использовать методы гуманитарно-социологических наук в различных видах профессиональной и социальной деятельности;

ОК 3 – Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество;

ОК 4 – Решать проблемы, оценивать риски и принимать решения в нестандартных ситуациях;

ОК 5 – Осуществлять поиск, анализ и оценку информации, необходимой для постановки и решения профессиональных задач, профессионального и личностного развития;

ОК 6 – Работать в коллективе и в команде, эффективно общаться с коллегами, руководством, потребителями;

ОК 7 – Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации;

ОК 8 – Быть готовым к смене технологий в профессиональной деятельности;

ОК 9 – Уважительно и бережно относиться к историческому наследию и культурным традициям, толерантно воспринимать социальные и культурные традиции;

ОК 10 – Соблюдать правила техники безопасности, нести ответственность за организацию мероприятий по обеспечению безопасности труда.

1.3 Объем учебной дисциплины и виды учебной работы

Вид учебной деятельности	Объем часов
Максимальная учебная нагрузка (всего)	142
Обязательная аудиторная учебная нагрузка (всего)	26
в том числе:	6
лекции	
практические занятия	20
самостоятельная работа студента (всего)	116
в том числе:	
Итоговая аттестация в форме дифференцированный зачет	

2.2 Тематический план и содержание учебной дисциплины «Английский язык»

Наименование разделов и тем	Содержание учебного материала, лабораторные и практические работы, самостоятельная работа обучающихся	Объем часов	Уровень освоения
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Раздел 1	Вводно-коррективный курс	20	
Тема 1.1. Описание людей: друзей, родных и близких и т.д.(внешность, характер, личностные качества)	Содержание учебного материала Практические занятия	8	
	1. Введение. Входной контроль, тест		3
	2. Фонетический материал - основные звуки и фонемы английского языка; - основные способы написания слов на основе знания правил правописания; - совершенствование орфографических навыков.		3
	3. Лексический материал по теме.		3
	4. Грамматический материал: - простые нераспространенные предложения с глагольным, составным именным и составным глагольным сказуемым (с инфинитивом); - простые предложения, распространенные за счет однородных членов предложения и/или второстепенных членов предложения; - предложения утвердительные, вопросительные, отрицательные, побудительные и порядок слов в них; - безличные предложения; - понятие глагола-связки .		2
Тема 1.2. Межличностные отношения дома, в учебном заведении, на работе. Повседневная жизнь, условия жизни, учебный день, выходной день	Содержание учебного материала Практические занятия	12	
	5. Лексический материал по теме: - расширение потенциального словаря за счет овладения интернациональной лексикой, новыми значениями известных слов и новых слов, образованных на основе продуктивных способов словообразования		2
	6. Грамматический материал: - модальные глаголы, их эквиваленты; - предложения с оборотом there is/are; - сложносочиненные предложения: бессоюзные и с союзами and, but. - образование и употребление глаголов в Present, Past, Future Simple/Indefinite		2

	7. Лексический материал по теме, расширение потенциального словаря		2
	8. Грамматический материал: - имя существительное: его основные функции в предложении; имена существительные во множественном числе, образованные по правилу, а также исключения. - артикль: определенный, неопределенный, нулевой. Основные случаи употребления определенного и неопределенного артикля. Употребление существительных без артикля.		2
	9. Грамматический материал: - числительные; - система модальности.; - образование и употребление глаголов в Past, Future Simple/Indefinite.		2
	10. Revision		3
Раздел 2.	Развивающий курс	96	
Тема 2.1 The individual and society	Содержание учебного материала Практические занятия	8	
	11. "The individual and society" Введение новой лексики		2
	12. "The individual and society" Работа с текстом		2
	13. "The individual and society" После текстовые упражнения		2
	14. "The individual and society" Времена группы Simple		2
	Аудиторная учебная нагрузка: создание презентаций по изученной теме	6	
Тема 2.2 Main directions of land use planning	Содержание учебного материала Практические занятия	6	
	15. Main directions of land use planning. Введение новой лексики		2
	16. Main directions of land use planning. Работа с текстом		2
	17. Main directions of land use planning. После текстовые упражнения		2
Тема 2.3 Principles of land use planning	Содержание учебного материала Практические занятия	6	
	18. Principles of land use planning. Введение новой лексики		2
	19. Principles of land use planning. Работа с текстом		2
	20. Principles of land use planning. После текстовые упражнения		2
	Аудиторная учебная нагрузка: создание презентаций по изученной теме	6	
Тема 2.4 Rural and agricultural land use planning. Methods of land use planning	Содержание учебного материала Практические занятия	12	
	21. Rural and agricultural land use planning. Введение новой лексики		2

	22. Rural and agricultural land use planning. Работа с текстом		2
	23. Rural and agricultural land use planning. После текстовые упражнения		2
	24. Methods of land use planning. Введение новой лексики		2
	25. Methods of land use planning. Работа с текстом		2
	26. Methods of land use planning. После текстовые упражнения		2
Тема 2.6 Bottom-up and top-down land use planning. Implementing land use planning in development cooperation	Содержание учебного материала Практические занятия	8	
	27. Bottom-up and top-down land use planning. Введение новой лексики		2
	28. Bottom-up and top-down land use planning. Работа с текстом		2
	29. Implementing land use planning in development cooperation. Введение новой лексики		2
	30. Implementing land use planning in development cooperation. Работа с текстом		2
Тема 2.8 Land use planning as an instrument of the technical cooperation	Содержание учебного материала Практические занятия	6	
	31. Land use planning as an instrument of the technical cooperation. Введение новой лексики		2
	32. Land use planning as an instrument of the technical cooperation. Работа с текстом		2
	33. Land use planning as an instrument of the technical cooperation. После текстовые упражнения		2
Тема 2.9 What is land cadaster? Different cadastral issues. Basic elements of cadastral system	Содержание учебного материала Практические занятия	10	
	34. What is land cadaster? Введение новой лексики		2
	35. Different cadastral issues. Введение новой лексики		2
	36. Different cadastral issues. Работа с текстом. После текстовые упражнения		2
	37. Basic elements of cadastral system. Введение новой лексики		2
	38. Basic elements of cadastral system. Работа с текстом. После текстовые упражнения		2
	Аудиторная учебная нагрузка: создание презентаций по изученной теме		8
Тема 2.10 Russian cadastral	Содержание учебного материала Практические занятия	6	
	39. Russian cadastral Введение новой лексики		2
	40. Changes in Russian cadastre Работа с текстом		2
	41. Forest cadastre После текстовые упражнения		2
	Аудиторная учебная нагрузка: создание презентаций по изученной теме	6	

Тема 2.11 Urban cadastres as multipurpose tool. Urban land development	Содержание учебного материала	12	
	Практические занятия		
	42. What is an urban cadastre		2
	43. The main benefits of an urban cadastre		2
	44. The key success factor when implementing an urban cadastre		2
	45. Vacant property		2
	46. Town planning		2
	47. Open spaces, parks and recreation grounds	2	
Тема 2.12 Markets, taxes, environmental Problems	Содержание учебного материала	22	
	Практические занятия		
	48. Land market		2
	49. Objectives and methods of land market		2
	50. Basic compounds of any real estate		2
	51. Land property relations		2
	52. Necessity of economic and ecological safety		2
	53. Ecological problems		2
	54. Ecological problems		2
	55. Soil erosion – causes and effects		2
	56. Soil pollution		2
	57. The environmental Merit Perspective	2	
	58. Revision	3	

Для характеристики уровня освоения учебного материала используются следующие обозначения:

1. – ознакомительный (узнавание ранее изученных объектов, свойств);
2. – репродуктивный (выполнение деятельности по образцу, инструкции или под руководством)
3. – продуктивный (планирование и самостоятельное выполнение деятельности, решение проблемных задач)

3 УСЛОВИЯ РЕАЛИЗАЦИИ ПРОГРАММЫ ДИСЦИПЛИНЫ

3.1. Требования к минимальному материально-техническому обеспечению

Реализация учебной дисциплины требует наличия учебного кабинета «Иностранного языка».

Оборудование учебного кабинета:

- 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:

ОС Windows 10, Microsoft Office 10, Nibelung 3.8, Toefl, словари – Multitran, АBBYY Lingvo

3.2. Информационное обеспечение обучения

Перечень рекомендуемых учебных изданий, Интернет-ресурсов, дополнительной литературы

Основные источники:

1. 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, 2020. — 112 с. — (Профессиональное образование). — ISBN 978-5-534-08000-1. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://urait.ru/bcode/453407>
2. Голубев, А.П. Английский язык для экономических специальностей : учебник / Голубев А.П., Смирнова И.Б., Кафтайлова Н.А., Монахова Е.В. — Москва : КноРус, 2020. — 396 с. — (СПО). — ISBN 978-5-406-01410-3. — URL: <https://book.ru/book/935679>
3. Звягинцева, Е.П. Английский язык профессионального общения: экономика и финансы : учебное пособие / Звягинцева Е.П., Староверова Н.П. — Москва : КноРус, 2017. — 196 с. — ISBN 978-5-406-05738-4. — URL: <https://book.ru/book/921947>
4. Стогниева, О. Н. Английский язык для экономистов (В1–В2) : учебное пособие для среднего профессионального образования / О. Н. Стогниева. — Москва : Издательство Юрайт, 2020. — 197 с. — (Профессиональное образование). — ISBN 978-5-534-11825-4. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://urait.ru/bcode/456091>

Дополнительные источники:

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, 2020. — 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, 2020. — 254 с. — (Профессиональное образование)

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, 2020. — 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)

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

ТЕХНОЛОГИИ ФОРМИРОВАНИЯ ОК

Код ОК	Результаты обучения (освоенные умения, усвоенные знания)		Формы и методы контроля и оценки результатов обучения
1	2		3
	Умения:	Знания:	
ОК 1. Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес.	<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;	– значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения;	практические занятия, беседа\дискуссия
ОК 2. Анализировать социально-экономические и политические проблемы и процессы, использовать методы гуманитарно-социологических наук в различных видах профессиональной и социальной деятельности.	– рассказывать, рассуждать в связи с изученной тематикой, проблематикой прочитанных/прослушанных текстов; описывать события, излагать факты, делать сообщения; выполнение заданий по решению проблемы в группе, подготовка проектов по изучаемым темам, перевод документации, проведение оценки выполнения заданий одноклассников и самооценки	– языковой материал: идиоматические выражения, оценочную лексику, единицы речевого этикета и обслуживающие ситуации общения в рамках изучаемых тем;	практические занятия, реферат, презентация, проект, портфолио
ОК 3. Организовывать свою собственную деятельность, определять методы и способы выполнения профессиональных задач, оценивать их эффективность и качество.	- выполнение проектного задания, руководство проектным заданием, решение кейс-задач	– лингвострановедческую, страноведческую и социокультурную информацию, расширенную за счет новой тематики и проблематики речевого общения;	практические занятия, реферат, презентация, проект, решение кейс-задач

<p>ОК 4. Решать проблемы, оценивать риски и принимать решения в нестандартных ситуациях.</p>	<p>- выполнение проектов по темам, поиск информации по проблеме, работа с профессиональными текстами</p>	<p>– языковой материал: идиоматические выражения, оценочную лексику, единицы речевого этикета и обслуживающие ситуации общения в рамках изучаемых тем;</p>	<p>проекты, презентации, портфолио, критический анализ информации</p>
<p>ОК 5. Осуществлять поиск, анализ и оценку информации, необходимой для постановки и решения профессиональных задач, профессионального и личностного развития.</p>	<p>–создавать словесный социокультурный портрет своей страны и страны/стран изучаемого языка на основе разнообразной страноведческой и культуроведческой информации;</p>	<p>– новые значения изученных глагольных форм (видо-временных, неличных), средства и способы выражения модальности; условия, предположения, причины, следствия, побуждения к действию;</p>	<p>выполнение проектов, работа с интернет-ресурсами, образовательные путешествия</p>
<p>ОК 6. Работать в коллективе и команде, обеспечивать ее сплочение, эффективно общаться с коллегами, руководством, потребителями.</p>	<p><u>аудирование:</u> – понимать относительно полно (общий смысл) высказывания на изучаемом иностранном языке в различных ситуациях общения; работать в группе по решению проблемы, выполнение проектов, составление ситуативных диалогов</p>	<p>– значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения;</p>	<p>практические занятия, просмотр учебных фильмов, выполнение проектов</p>
<p>ОК 7. Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации.</p>	<p>руководить работой в группе, вносить предложения по решению ситуаций, проблем.</p>	<p>– языковой материал: идиоматические выражения, оценочную лексику, единицы речевого этикета и обслуживающие ситуации общения в рамках изучаемых тем;</p>	<p>практические занятия, работа над проектами, портфолио</p>
<p>ОК 8. Ставить цели, мотивировать деятельность подчиненных, организовывать и контролировать их работу с принятием на себя</p>	<p>– оценивать важность/новизну информации, определять свое отношение к ней;</p>	<p>– тексты, построенные на языковом материале повседневного и профессионального общения, в том числе инструкции и нормативные документы по</p>	<p>практические занятия ситуативная беседа</p>

ответственности за результат выполнения заданий.		специальности	
ОК 9. Быть готовым к смене технологий в профессиональной деятельности.	<p><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;</p>	– тексты, построенные на языковом материале культурных традиций	практические занятия, просмотровое и поисковое чтение газетных, журнальных статей (со словарём, без словаря)
ОК 10. Осознавать и принимать ответственность за экологические последствия профессиональной деятельности, соблюдать регламенты по экологической безопасности и принципы рационального природопользования, выбирать способы повышения экологической безопасности профессиональной деятельности.	<p><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;</p>	– тексты, построенные на языковом материале повседневного и профессионального общения, в том числе инструкции и нормативные документы по специальности	практические занятия ситуативная беседа



МИНОБРНАУКИ РОССИИ

Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Владивостокский государственный университет экономики и сервиса»

**КОМПЛЕКТ
КОНТРОЛЬНО-ОЦЕНОЧНЫХ СРЕДСТВ
ОГСЭ.03 Иностраный язык**

21.02.05 Земельно-имущественные отношения

Подготовка базовая

Форма обучения заочная

Владивосток 2022

1 Общие сведения

Контрольно-оценочные средства (далее – КОС) предназначен для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины ОГСЭ.03 Иностранный язык.

КОС разработаны на основании:

- основной образовательной программы СПО по специальности 21.02.05 Земельно-имущественные отношения, 12.05.2014, № 486.
- рабочей программы учебной дисциплины ОГСЭ.03 Иностранный язык.

Формой промежуточной аттестации является дифференцированный зачет.

Код ОК	Код результата обучения	Наименование
ОК1 ОК2 ОК3 ОК 4 ОК 5 ОК 6	У1	общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы
ОК7 ОК 8 ОК 9 ОК10	У2	переводить (со словарем) иностранные тексты профессиональной направленности
	У3	самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас
	31	лексический (1200 - 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности

2 Распределение типов контрольных заданий по элементам знаний и умений, контролируемых в процессе изучения

Код результата обучения	Содержание учебного материала (темы)	Тип оценочного средства	
		Текущий контроль	Промежуточная аттестация
31	Тема 2.1 The individual and society Тема 2.2 Main directions of land use planning Тема 2.3 Principles of land use planning Тема 2.4 Rural and agricultural land use planning. Methods of land use planning Тема 2.6 Bottom-up and top-down land use planning. Implementing land use planning in development cooperation Тема 2.8 Land use planning as an instrument of the technical cooperation Тема 2.9 What is land cadaster? Different cadastral issues. Basic elements of cadastral system Тема 2.10 Russian cadastral surveys before and after Peter the Great. Тема 2.11 Urban cadastres as multipurpose tool. Urban land	практические занятия, беседа\дискуссия; реферат, презентация; просмотровое и поисковое чтение газетных, журнальных статей (со словарём, без словаря); монологическая речь, тестирование; диалогическая	Дифференцированный зачет

	development Тема 2.12 Markets, taxes, environmental Problems	речь; полилог.	
У1	Тема 1.1.Описание людей: друзей, родных и близких и т.д.(внешность, характер, личностные качества) Тема 1.2. Межличностные отношения дома, в учебном заведении, на работе. Повседневная жизнь, условия жизни, учебный день, выходной день	практические занятия, беседа\дискуссия; реферат, презентация; просмотрное и поисковое чтение газетных, журнальных статей (со словарём, без словаря); монологическая речь, тестирование; диалогическая речь; полилог.	дифференцированный зачет
У2	Тема 2.6 Bottom-up and top-down land use planning. Implementing land use planning in development cooperation. Тема 2.9 What is land cadaster? Different cadastral issues. Basic elements of cadastral system	практические занятия, беседа\дискуссия; реферат, презентация; просмотрное и поисковое чтение газетных, журнальных статей (со словарём, без словаря); монологическая речь, тестирование; диалогическая речь; полилог.	дифференцированный зачет
У3	Тема 2.12 Markets, taxes, environmental Problems	практические занятия, беседа\дискуссия; реферат, презентация; просмотрное и поисковое чтение газетных, журнальных статей (со словарём, без словаря); монологическая	дифференцированный зачет

		я речь, тестирование; диалогическая речь; полилог.	
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Структура банка контрольных заданий для текущего контроля и промежуточной аттестации

Тип контрольного задания	Количество контрольных заданий (вариантов)	Общее время выполнения обучающимся контрольных заданий
Текущий контроль		
Тестовое задание №1, Choose the right variant.	20 заданий	20 минут
Тестовое задание №2, Choose the right variant.	20 заданий	20 минут
Тестовое задание №3, Choose the right variant.	20 заданий	20 минут
Тестовое задание №4, Choose the right variant.	20 заданий	20 минут
Тестовое задание №5, Choose the right variant.	20 заданий	20 минут
Тестовое задание №6, Choose the right variant.	20 заданий	20 минут
Тестовое задание №7, Choose the right variant.	20 заданий	20 минут
Тестовое задание №8, Choose the right variant.	20 заданий	20 минут
Тестовое задание №9, Choose the right variant.	20 заданий	20 минут
Тестовое задание №10, Choose the right variant.	20 заданий	20 минут
Task 1	2 задания	30 минут
Task 2	1 задания	20 минут
Task 3 Render the text	1 задание	30 минут
Task 4 Render the text	1 задание	30 минут
Task 5 Render the text	1 задание	30 минут
Task 6 Render the text	1 задание	30 минут
Task 7 Render the text	1 задание	30 минут
Task 8 Render the text	1 задание	30 минут
Task 9 Render the text	1 задание	30 минут
Task 10 Render the text	1 задание	30 минут

- 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.

- 10.1 ... 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
 b) it d) his
18. Her hair is long and fair. Everybody admires
 a) them c) they
 b) it d) its
19. You are very gooddealing with people.
 a) in c) on
 b) at d) about
20. Last summer our neighbours decided to drive to Scotland.....a short holiday.
 a) at c) on
 b) to d) for

Test 6

Choose the right variant.

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.

- 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.

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 cadastral 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 "Cadastré"

The word cadastré 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 cadastré is used to record information about land rights, valuation, land use, etc.

There is no UK Cadastre – the word cadastre 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 cadastre.

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 cadastre.

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 methods, 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 cadastrals 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 cadastrals 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 groupyou going to join?
a. do b. does c. is d. are
24. My fathertoo old to do this work.
a. do b. does c. is d. are
25. How longit 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, younot.
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 с. прилагательное

85. **Reading** books helps us to master English.

a. причастие b. герундий с. существительное

86. **The reading** boy is Comrade Petrov's son.

a. причастие b. герундий с. прилагательное

87. Nobody likes **rainy** weather.

a. прилагательное b. герундий с. причастие

88. It is a good **beginning**.

a. существительное b. причастие с. герундий

89. The sun shines **brightly**.

a. наречие b. прилагательное с. причастие

90. You may **rewrite** your test if you like.

a. прилагательное b. глагол с. 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 havebeen to London.
a. never b. since c. now
8. We had sent the letterwe 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 magazineyou looking through when we came into the hall?
a. did b. were c. are
13. I knew youpass 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 childrenin 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.

- с. 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.
 с. 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.
 с. 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. с. 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?
 с. 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.
 с. 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.
 с. 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

