

Министерство науки и высшего образования Российской Федерации

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**федеральное государственное бюджетное образовательное учреждение  
высшего образования  
РОССИЙСКИЙ ГОСУДАРСТВЕННЫЙ ГИДРОМЕТЕОРОЛОГИЧЕСКИЙ  
УНИВЕРСИТЕТ**

Кафедра зарубежной филологии и прикладных коммуникаций

Фонд оценочных средств

**ИНОСТРАННЫЙ ЯЗЫК**

Основная профессиональная образовательная программа  
высшего образования по направлению подготовки

**05.03.02 «География»**

Направленность (профиль):

**Физическая география и ландшафтоведение**

Квалификация:

**Бакалавр**

Форма обучения

**Очная**

Рассмотрена утверждена на заседании кафедры

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**1. Паспорт Фонда оценочных средств по дисциплине  
«ИНОСТРАННЫЙ ЯЗЫК»**

Таблица 1

<b>№ п/п</b>	<b>Раздел / тема дисциплины</b>	<b>Формируемые компетенции</b>	<b>Наименование средств текущего контроля</b>
1	Социально-бытовая и социально-культурная сферы общения. Семья, интересы, рабочий день, покупки, еда, ориентирование в городе, телефонный разговор.	УК-4	Комплект заданий для моделируемой ситуации (текущий контроль). Лексико-грамматические тесты для текущего контроля.
2	Социально-политическая и социально-культурная сферы общения. Образование в России и за рубежом. Великобритания, США: география, климат, политическая система, культура и традиции	УК-4	Комплект заданий для моделируемой ситуации (текущий контроль). Лексико-грамматические тесты для текущего контроля. Контрольные работы для текущего контроля.
3	Социально-бытовая и социально-культурная сферы общения. Здоровье, путешествия.	УК-4	Комплект заданий для моделируемой ситуации (текущий контроль). Лексико-грамматические тесты для текущего контроля.
4	Профессиональная сфера общения. Мир, в котором мы живем. Планета Земля. Соотношение суши и воды на Земле. Проблемы, связанные с окружающей средой.	УК-4	Комплект заданий для моделируемой ситуации (текущий контроль). Лексико-грамматические тесты для текущего контроля. Контрольные работы для текущего контроля.
5	Профессиональная сфера общения Гидрология как наука: предмет гидрологии, история ее возникновения и развития, проблемы, которые решает гидрология.	УК-4	Лексико-грамматические тесты для текущего контроля. Контрольные работы для текущего контроля. Задание для устного перевода для текущего контроля.
6	Профессиональная сфера общения Состояние и взаимодействие атмосферы, океана и вод суши.	УК-4	Контрольная работа: лексический диктант. Контрольные работы для текущего контроля. Задание для устного перевода для текущего контроля.

7	Профессиональная сфера общения. Методы и средства мониторинга, анализа и прогнозирования состояния атмосферы, океана и вод суши.	УК-4	Контрольная работа: лексический диктант. Контрольные работы для текущего контроля. Задание для устного перевода для текущего контроля.
8	Профессиональная сфера общения. Деловая переписка.	УК-4	Контрольные работы для текущего контроля (деловое письмо)
<p>Формы промежуточной аттестации по дисциплине для очной формы обучения – <b>зачет в 1 семестре, зачет во 2 семестре, зачет в 3 семестре, экзамен в 4 семестре.</b></p> <p>Для заочной формы обучения промежуточная аттестация предусматривает зачет (1-й год обучения) и экзамен (2 –й год).</p> <p>Форма проведения зачета <b>в 1 семестре:</b> письменная контрольная работа. Форма проведения зачета <b>в 2 семестре:</b> письменная контрольная работа. Форма проведения зачета <b>в 3 семестре:</b> письменная контрольная работа. Форма проведения <b>экзамена:</b> по билетам.</p>			

## 2. Перечень компетенций, с указанием этапов их формирования в процессе освоения дисциплины

Таблица 2

Формируемые компетенции	Планируемые результаты обучения по дисциплине, характеризующие этапы формирования компетенций	Виды оценочных средств
УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федера-	<p><b>Знать:</b></p> <ul style="list-style-type: none"> <li>• особенности системы изучаемого языка в его фонетическом, лексическом и грамматическом аспектах;</li> <li>• социокультурные и языковые нормы бытового и профессионального общения, а также правила речевого этикета, позволяющие выпускнику эффективно использовать иностранный язык как средство общения в современном поликультурном мире</li> </ul>	<p><b>Задания репродуктивного уровня:</b> Лексико-грамматические тесты</p>

Формируемые компетенции	Планируемые результаты обучения по дисциплине, характеризующие этапы формирования компетенций	Виды оценочных средств
ции и иностранном (ых) языке (ах)	<p><b>Уметь:</b></p> <ul style="list-style-type: none"> <li>вести общение общего и профессионального содержания на иностранном языке в рамках пройденного материала, пользуясь правилами речевого этикета; читать литературу по специальности без словаря с целью поиска и получения необходимой информации профессионального характера;</li> <li>переводить литературу по специальности со словарем; составлять доклады на профессиональную тему</li> </ul>	<p><b>Задания реконструктивного уровня:</b></p> <p>Контрольные работы для текущего контроля</p> <p>Контрольные работы для промежуточной аттестации</p>
	<p><b>Владеть:</b></p> <ul style="list-style-type: none"> <li>умениями выражения мысли на иностранном языке в устной и письменной форме при решении задач профессиональной деятельности;</li> <li>умениями общения посредством языка, т.е. передавать мысли и обмениваться ими в различных ситуациях в процессе взаимодействия с другими участниками общения, правильно использовать систему языковых, социокультурных и речевых норм;</li> <li>способностью выбирать способы коммуникативного поведения, адекватные аутентичной ситуации общения;</li> <li>умениями построения целостных, связанных и логичных высказываний разных функциональных стилей речи;</li> <li>навыками и умениями перевода текстов научного стиля</li> </ul>	<p><b>Задания практикоориентированного / исследовательского / творческого уровня:</b> Моделируемые ситуации</p> <p>Задание для устного перевода для текущего контроля.</p> <p>Контрольная работа (деловое письмо)</p>

### 3. Балльно-рейтинговая система оценивания

Распределение баллов по видам учебной работы

1, 2 семестры

Вид учебной работы, за которую ставятся баллы	Баллы
Текущий контроль. Моделируемая ситуация 1	20
Текущий контроль. Моделируемая ситуация 2	20
Текущий контроль. Лексико-грамматический тест.	20
Контрольная работа (письменный перевод текста)	20
Промежуточная аттестация	20
<b>ИТОГО</b>	<b>100</b>



### III. Укажите буквой правильный перевод предложений

1. Я не умею печатать.

- A) I mustn't type.                      B) I can't type.                      C) I don't like typing.

2. Я должен подстричься.

- A) I can get my hair cut.              B) I may get my hair cut.              C) I must get my hair cut.

3. Он умеет плавать.

- A) He can swim.                      B) He is going to swim.              C) He likes swimming.

4. Он может войти.

- A) He may come in.              B) He wants to come in.              C) He must come in.

5. Ты умеешь играть на пианино?

- A) Can you play the piano?              B) Do you like playing the piano?              C) May I play the piano?

### IV. Укажите буквой правильный вопрос

1. Yes, I am.

- A) Is he a student?                      B) Do you like swimming?              C) Are you a doctor?

2. Yes, it does.

- A) Does the Earth revolve around the Sun?              B) Does your sister have a cat?              C) Is it cold?

3. Yes, there is.

- A) Are there many coins in your pocket?              B) Is there much snow in the streets?              C) Are you reading now?

4. Yes, it is.

- A) Do they smoke?                      B) Does he want to drink?              C) Is it going to rain?

5. Yes, I did.

- A) Did he go to London?              B) Do you live in the centre?              C) Did you?

### V. Укажите буквой подходящее слово

1. He is ... man in our country.

- A) rich                      B) the richest                      C) richer

2. This is ... book I've ever read.

- A) the most interesting              B) interesting                      C) more interesting

3. You are ... than me.

- A) old                      B) the oldest                      C) older

4. He did very badly in the exam - .... than expected.

- A) worse                      B) bad                      C) the worst

5. The ... the weather, the ... I feel.

- A) higher ... faster              B) warmer ... better              C) sooner ... better

ОТВЕТЫ



- A) Does the Earth revolve around the Sun?  
3. Yes, there is.
- B) Does your sister have a cat?  
4. Yes, it is.
- C) Is it cold?  
5. Yes, I did.
- A) Are there many coins in your pocket?  
4. Yes, it is.
- B) Is there much snow in the streets?  
5. Yes, I did.
- C) Are you reading now?  
5. Yes, I did.
- A) Do they smoke?  
5. Yes, I did.
- B) Does he want to drink?  
5. Yes, I did.
- C) Is it going to rain?  
5. Yes, I did.
- A) Did he go to London?  
5. Yes, I did.
- B) Do you live in the centre?  
5. Yes, I did.
- C) Did you?  
5. Yes, I did.

**V. Укажите буквой подходящее слово**

1. He is ... man in our country.  
A) rich B) the richest C) richer
2. This is ... book I've ever read.  
A) the most interesting B) interesting C) more interesting
3. You are ... than me.  
A) old B) the oldest C) older
4. He did very badly in the exam - .... than expected.  
A) worse B) bad C) the worst
5. The ... the weather, the ... I feel.  
A) higher ... faster B) warmer ... better C) sooner ... better

**ОТВЕТЫ**

**II.**

1. A  
2. B  
3. A  
4. B  
5. A

**III.**

1. B  
2. C  
3. A  
4. A  
5. A

**IV.**

1. C  
2. A  
3. B  
4. C  
5. C

**V.**

1. B  
2. A  
3. C  
4. A  
5. B

**БАЗОВЫЙ И ПРОДВИНУТЫЙ УРОВНИ**

**ТЕСТ ТЕКУЩЕГО КОНТРОЛЯ**

1 курс 1 семестр (осень)

Для минимального уровня - 1 курс 2 семестр

Вариант 1

**I. Укажите буквой верную глагольную форму**

1. On Friday evenings I don't ...  
A) worked B) work C) are working
2. It ... now.  
A) rain B) is raining C) was raining
3. My sister ... a phone call tomorrow morning.

















### **Контрольная работа. Лексический диктант. 3, 4 семестры**

Для лексического диктанта преподаватель выбирает 20 лексических единиц, которые включены в изучаемый раздел программы. Обучающиеся переводят лексические единицы с русского языка на английский.

#### **Критерии оценивания**

Максимальное количество баллов – 10.

**10 баллов** - 75% слов и более даны без ошибок.

**менее 10** – менее 75% даны без ошибок.

Шкала перевода баллов в оценки:

	Нижняя граница баллов	Оценка
1	менее 10	Не зачтено
2	10	зачтено

#### **Задания реконструктивного уровня:**

#### **Контрольные работы (письменный перевод текста) для текущего контроля по дисциплине**

#### **«ИНОСТРАННЫЙ ЯЗЫК»**

1 курс. 1 семестр

#### **Переведите текст письменно**

##### **Вариант 1**

**Scotland** is a country that is part of the United Kingdom. Covering the northern third of the island of Great Britain, mainland Scotland has a 96-mile (154 km) border with England to the southeast and is otherwise surrounded by the Atlantic Ocean to the north and west, the North Sea to the northeast and the Irish Sea to the south. The country also contains more than 790 islands. Most of the population, including the capital Edinburgh, is concentrated in the Central Belt – the plain between the Scottish Highlands and the Southern Uplands – in the Scottish Lowlands.

Scotland is divided into 32 administrative subdivisions or local authorities, known as council areas. Glasgow City is the largest council area in terms of population, with Highland being the largest in terms of area. Limited self-governing power, covering matters such as education, social services and roads and transportation, is devolved from the Scottish Government to each subdivision. Scotland is the second largest country in the United Kingdom, and accounted for 8.3% of the population in 2012.

##### **Вариант 2**

#### **Scotland**

The Kingdom of Scotland emerged as an independent sovereign state in the Early Middle Ages and continued to exist until 1707. In 1603, James VI of Scotland became king of England and Ireland, thus forming a personal union of the three kingdoms. Scotland entered into a political union with the Kingdom of England on 1 May 1707 to create the new Kingdom of Great Britain. The union also created the Parliament of Great Britain. In 1801, the Kingdom of Great Britain entered into a political union with the Kingdom of Ireland to create the United Kingdom of Great Britain and Ireland.



Within Scotland, the monarchy of the United Kingdom has continued to use a variety of styles, titles and other royal symbols of statehood specific to the pre-union Kingdom of Scotland. The legal system within Scotland has also remained separate from those of England and Wales and Northern Ireland; Scotland constitutes a distinct jurisdiction in both public and private law. The continued existence of legal, educational, religious and other institutions distinct from those in the remainder of the UK have all contributed to the continuation of Scottish culture and national identity since the 1707 incorporating union with England.

**Контрольные работы (письменный перевод текста) для текущего контроля по дисциплине**

**«ИНОСТРАННЫЙ ЯЗЫК»**

1 курс. 2 семестр

Вариант 1

**I. Переведите текст письменно**

Earthquakes, hurricanes, and tidal waves are so fearsome because they strike almost without warning. Still other phenomena on the Earth's surface cause catastrophes, though of less immediate danger because they arise from gradual processes. It is known, for example, that the level of the sea has been rising slowly ever since the end of the last ice age. The reason for this rise is that much of the ice that covered large areas on the Earth a hundred thousand years ago has melted, and the melt water has caused the oceans to spill over. This will go on for the next fifty thousand years, as a result, the level of the oceans will rise by another three hundred feet. Some of the largest centers of population, among them New York, Hong Kong, Hamburg, Los Angeles, and Rio de Janeiro, will eventually become submerged.

Вариант 2

**I. Переведите текст письменно**

The meaning of climate is difficult to define. In essence, the climate represents the sum of all environmental factors, such as temperature, humidity, and wind which are significant for living organisms. In a more restricted sense, a climate can also be defined for life in the water.

Environmental factors, in the water include temperature and flow conditions. Even the chemical makeup of the environment of living organisms is to be counted among the climatological factors. Furthermore, the various radiation to which living organisms are exposed must be considered as part of the climate, such as the heat radiation, the visible radiation, the ultraviolet radiation from the Sun - these represent the radiation climate.

**Контрольные работы (письменный перевод текста) для текущего контроля по дисциплине «ИНОСТРАННЫЙ ЯЗЫК»**

2 курс 3 семестр (осень)

Вариант 1

**I. Переведите текст письменно**

Through ocean currents, heat and cold may be distributed over thousands of miles. It is possible to follow the course of a mass of warm water that originates in the Southern Hemisphere and remains recognizable for a year and a half. Ocean currents carry hot equatorial water towards the poles and return cold water to the equator. The redistribution of heat for the whole Earth is accomplished by the ocean currents and by the winds. The ocean dominates over the air. Its effect on the temperature and humidity of the atmosphere is far greater than the small transfer of heat from air to sea.

## Вариант 2

### I. Переведите текст письменно

Three conditions are necessary for the formation of a glacier. First, abundant snowfall; second, cool or cold temperatures; and third, a sufficiently low rate of summer melting and evaporation, so that snow fields increase in size through a long period of years. Snow field may accumulate on plains, plateaus or mountains. The transformation of snow to glacial ice occurs chiefly in the snow fields. After having stayed on the ground for some time, and having been covered by later falls, the snow gradually changes to granular ice. The water from the melting snow freezes, making grains of ice. All glaciers move faster in summer than in winter.

### Контрольные работы (письменный перевод текста) для текущего контроля по дисциплине

#### «ИНОСТРАННЫЙ ЯЗЫК»

2 курс 4 семестр (весна)

## Вариант 1

### I. Переведите текст письменно

#### Tsunamis

Essentially, tsunamis are no more than ripples. But they come on a monstrous scale. Just as circular ripples spread from a pebble tossed into a pond, so tsunamis surge across the sea from an underwater earthquake or volcanic eruption. In deep water, the swells are so long and so slight that ships hardly notice them. But as tsunamis reach shallow water, they pile up into crests that can be as much as 60 meters (200 feet) high. Their speed is astonishing, too: many of them travel faster than 600 kilometers (2,250 miles) from the Pacific to Hawaii in 4 hours and 34 minutes, an average speed of more than 790 kilometers (nearly 495 miles) an hour.

Almost all tsunamis are confined to the Pacific, the ocean whose basin is surrounded by a ring of volcanoes.

## Вариант 2

### I. Переведите текст письменно

Traditionally river systems have been classified according to their stage of development as young, mature, or old. The young river is marked by a steep-sided valley, steep gradients, and irregularities in the bed; the mature river - by a valley with a wide floor, by advanced erosion by tributaries, and the old river - by a course graded to base level and running through a broad flat area.

Rivers modify topography by deposition as well as by erosion. River velocity determines quantity and size of rock fragments and sediment carried by the river. When the velocity is checked by changes of flow or of gradient, by meeting the water mass of lakes or oceans, or by the spreading of water when a stream overflows its banks, part of the load carried by the stream is deposited in the riverbed or beyond the channel. Landforms produced by deposition include the delta and the floodplain.

#### Критерии оценивания

Максимальное количество баллов – 20.

**18 баллов** - общая адекватность перевода текста в полном объеме. Отсутствие смысловых искажений. Текст - грамматически корректен, лексико-терминологические единицы и синтаксические структуры, характерные для научного стиля речи, соответствуют норме и узусу языка перевода.

**15 баллов** - перевод выполнен в полном объеме, но встречаются лексические, грамматические и стилистические неточности, которые не препятствуют общему пониманию текста, однако не согласуются с нормами литературного языка и стилем научного изложения.

**10 баллов** - переведено (2/3 – 1/2) текста с многочисленными лексическими, грамматическими и стилистическими ошибками, которые затрудняют общее понимание текста. **менее 10** – неполный перевод (менее 1/2). Непонимание содержания текста..

Шкала перевода баллов в оценки:

	Нижняя граница баллов	Оценка
1	менее 10	неудовлетворительно
2	10	удовлетворительно
3	15	хорошо
4	18	отлично

**Задания практико-ориентированного / исследовательского / творческого уровня:**

## **КОМПЛЕКТ ЗАДАНИЙ ДЛЯ МОДЕЛИРУЕМОЙ СИТУАЦИИ**

**по дисциплине «ИНОСТРАННЫЙ ЯЗЫК»**

1, 2 семестры

### Ориентирование в городе (directions)

Студент 1. Расспросите у своего товарища, как проехать от станции метро до Вашего учебного корпуса (или от учебного корпуса до Эрмитажа, либо другого музея или театра по Вашему выбору). Спросите, сколько времени это займет.

Студент 2. Подробно объясните своему товарищу, как проехать от станции метро до Вашего учебного корпуса (или от учебного корпуса до Эрмитажа, либо другого музея или театра по Вашему выбору).

### В магазине (shopping)



Студент 1. Вам необходимо купить джинсы (придумайте, какого цвета) рубашку или футболку. Спросите у продавца, есть ли размер 38. Спросите, можно ли платить банковской картой.

Студент 2. Ответьте на вопросы покупателя, скажите, где примерочные, скажите, что можно платить банковской картой.

### В кафе

Student A. You are in a café. You are very hungry. Ask for the menu. Look at the menu. Make an order. You would prefer to pay by credit card. Ask if it's OK.

Student B. You are a waiter in a café. Take the customer's order. Say that you accept credit cards.

<p><b>BURGERS</b> <small>GROUND FRESH EVERYDAY</small></p> <p><b>CHEESEBURGER</b> 4.29 Custom Beef Patty ground in-house daily served with American Cheese, Pickle, Lettuce, Onion, Tomato and Comeback Sauce <i>*ADD BACON .50¢</i></p> <p><b>DOUBLE CHEESEBURGER</b> 6.29 Double the Beef, Double the Cheese served with American Cheese, Pickle, Lettuce, Onion, Tomato and Comeback Sauce <i>*ADD BACON .50¢</i></p> <p><b>BBQ BURGER</b> 5.49 Best of both worlds. Custom Beef Patty ground in-house daily topped with Slow Smoked Pulled Pork, American Cheese, Grilled Onions and Hugh-Baby's BBQ Sauce</p> <p><b>SHROOM &amp; SWISS BURGER</b> 4.99 Custom Beef Patty ground in-house daily served with Swiss Cheese, Smoked Mushrooms, Mustard and Mayo <i>*ADD BACON .50¢</i></p> <p><b>VEGGIE BURGER*</b> 4.99 Custom Blended Patty of Black Beans, Onions, Smoked Mushrooms and Cashews served with Pickle, Lettuce, Onion, Tomato and Comeback Sauce <i>*ADD CHEESE .30¢</i> <small>*CONTAINS EGGS &amp; NUTS</small></p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p><b>SLUGBURGER</b> 2.29 <small>FRIDAYS ONLY!</small> Made famous in Corinth, MS! Ground Pork and Soy Meal deep-fried and served with Pickles, Chopped Onions and Mustard</p>  </div>	<p><b>BBQ SANDWICHES</b> <small>SMOKED FRESH EVERYDAY</small></p> <p><b>BBQ PORK SANDWICH</b> 3.99 Slow Smoked Pulled Pork topped with Cole Slaw and Hugh-Baby's BBQ Sauce</p> <p><b>BBQ CHICKEN SANDWICH</b> 4.29 Smoked Chicken dunked in Hugh-Baby's BBQ Sauce and topped with Cole Slaw</p> <p><b>BBQ TURKEY SANDWICH</b> 4.49 Smoked Turkey Breast sliced and served with Hugh-Baby's White BBQ Sauce</p> <p><b>BBQ BOLOGNA SANDWICH</b> 3.99 Smoked Bologna sliced, fried on the griddle, served with Mustard, Pickle and Onion</p> <hr/> <p><b>HOT DOGS</b></p> <p><b>BALL PARK DOG</b> 2.99 Hot Dog served with Sweet Relish and Yellow Mustard</p> <p><b>SLAW DOG</b> 3.99 Hot Dog served with Cole Slaw, Chopped Onions, Mustard and Chili Sauce</p> <p><b>CHILI CHEESE DOG</b> 4.99 Hot Dog served with Chili Sauce, Chopped Onions, Yellow Mustard and American Cheese</p> <p><b>PICKWICK DOG</b> 4.49 Hot Dog served with Grilled Onions, Jalapenos, Yellow Mustard, Mayo and Hugh-Baby's BBQ Sauce <i>*ADD BACON .50¢</i></p>	<p><b>FRIES</b> <small>SMOKED FRESH EVERYDAY</small></p> <p><b>FRIES</b> 1.99 Hand-cut French Fries</p> <p><b>CHILI CHEESE FRIES</b> 3.29 Hand-cut French Fries topped with Sliced American Cheese and Chili Sauce</p> <hr/> <p><b>SHAKES &amp; DRINKS</b></p> <p><b>MILKSHAKES</b> 3.75 House-made. Vanilla, Chocolate, or Strawberry topped with Whipped Cream and a Cherry</p> <p><b>FRESH-SQUEEZED LEMONADE</b> 2.29 Fresh-Squeezed Daily</p> <p><b>ICED TEA</b> 1.99 Sweet or Unsweet</p> <p><b>CO-COLAS</b> 1.99 We proudly serve  products! <small>COCA-COLA, DIET COKE, SPRITE, DR. PEPPER, POWERADE, MELLO-YELLO, ORANGE DRINK, BARQ'S ROOT BEER.</small></p> <p><b>KIDS DRINKS</b> 0.99 Co-Cola Drink Choice, Iced Tea or Apple Juice</p> <p><b>BOTTLED WATER</b> 1.79</p> <p style="text-align: right;"><small>*MENU SUBJECT TO CHANGE</small></p>
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Деловой телефонный разговор

Student A. You are a secretary for Mr. Grey at the sales department of Ruf-Tuf-Sofas. Someone's phoning and asking to speak to Mr. Grey. Today Mr. Grey's on business trip. He'll be in the office tomorrow. But he told you to write down who calls him because he wants to call back if it is important. (name and telephone number).

Student B. You are calling Mr. Grey. The products that you ordered for your shop were not delivered (не доставлены).

Деловой телефонный разговор

Student A. You want to buy a fiction book in English. You need short stories for elementary level. Phone the shop to get the following information.

Opens? Time? \_\_\_\_\_  
 Closes? Time? \_\_\_\_\_  
 Have books? (Yes/No) \_\_\_\_\_  
 Price? \_\_\_\_\_  
 Address \_\_\_\_\_

Student B.

The shop works from 10 a.m. to 6 p.m. The address is Nevsky prospect, 34. For elementary level you have only fairy tales (сказки). Price: 265 rubles.

У врача

**Make up and act out a dialogue "At the doctor's". Your task is to use all the expressions below. You can also add your own ideas.**

Bad cold. Aches and pains all over my body. Sore throat. Running nose. Take the temperature. Stay in bed. Take aspirin. Prescription. Get better in 5 days.

### Путешествие на самолете (Travelling by plane) Моделируемая

ситуация 1. У стойки регистрации.

Студент 1. Вам необходимо зарегистрировать пассажира на рейс. Попросите показать паспорт, спросите, какой багаж (или сколько багажа) пассажир хочет зарегистрировать. Спросите, самостоятельно ли пассажир паковал свой багаж. Обратите внимание пассажира на список запрещенных к перевозке предметов, уточните, нет ли таковых в багаже. Спросите про ручную кладь. Выдайте посадочный талон, озвучив номер выхода и время посадки на рейс. Ответьте на вопросы пассажира, пожелайте приятного полета.

Студент 2. Вам необходимо пройти регистрацию на рейс. Укажите свой пункт назначения. Ответьте на вопросы сотрудника аэропорта. Попросите место у окна/у прохода. Уточните, как пройти на паспортный контроль. Поблагодарите сотрудника.

Моделируемая ситуация 2. У стойки информации

Студент 1. Спросите, вовремя ли отправляется ваш рейс и как пройти на стойку регистрации вашей авиалинии. Расспросите, как добраться до нужного терминала.

Студент 2. Ответьте на вопросы пассажира: скажите, что рейс из-за погодных условий задерживается на несколько часов, а стойка регистрации находится в другом терминале. Скажите, что добраться туда можно на бесплатном автобусе.

Моделируемая ситуация 3. Покупка билета.

Студент 1. Вам необходимо купить билет на самолет. Укажите пункт назначения, день и желаемое время отбытия. Узнав про варианты, спросите про стоимость, время прибытия, аэропорт отбытия/прибытия. Выберите рейс, класс полета. На вопрос про обратный билет ответьте отрицательно.

Студент 2. Предложите два варианта рейсов. Ответьте на вопросы пассажира. Уточните, что за багаж свыше 10 кг взимается дополнительная плата. Спросите, нужен ли обратный билет.

### Разговор о погоде (Talking about the weather)

Студент 1. Выскажите мнение о погоде на данный момент (прекрасная, солнечная/плохая, дождливая и т.п.). Сравните с погодой вчера. Спросите собеседника, знает ли он прогноз на вечер и завтрашний день. В зависимости от прогноза, обсудите, как стоит одеться, стоит ли взять с собой зонтик.

Студент 2. Согласитесь с оценкой собеседника погоды сейчас, назовите температуру. Скажите, что по прогнозу погода должна к вечеру измениться, расскажите, как именно (температура, осадки, ветер). Расскажите про погоду завтра.

### **Критерии оценивания**

Максимальное количество баллов – 20.

**18 баллов** - Учащийся демонстрирует умение логически верно, аргументировано и ясно строить устную речь. У учащегося почти нет проблем в понимании вопросов. Способен верно передать фактическую информацию. Адекватно отвечает на вопросы, как в содержательном плане, так и в плане соответствия регистру и стилю речи. Диапазон лексики и грамматических средств соответствует пройденным разделам программы (учебника). 75% высказываний даны без ошибок. Однако возникают ошибки или неадекватность выбора лек-

сики, что не препятствует коммуникации. У учащегося произношение полностью соответствует программным требованиям, хотя иногда встречаются незначительные ошибки, которые, однако, не мешают общению;

**15 баллов** - Учащийся демонстрирует умение логически верно, аргументировано и ясно строить устную речь. Учащийся показывает хороший уровень понимания вопросов, однако, иногда приходится повторить вопрос. Он достаточно свободно ведет беседу. Диапазон лексики и грамматических средств в целом соответствует пройденным разделам программы (учебника). 50% высказываний даны без ошибок. Простые высказывания должны быть грамматически правильными. Достаточно высокая точность в использовании лексики. Произношение учащегося в целом соответствует программным требованиям, но встречаются случаи отклонения от произносительных норм;

**10 баллов** - Учащийся показывает общее понимание вопросов и желание участвовать в разговоре. Ему необходимы пояснения некоторых вопросов. Ошибки учащегося затрудняют беседу, но не разрушают ее. Он правильно использует разные формы глаголов и времена, но только по заученной теме. Менее 50% (но более 30%) высказываний даны без ошибок. Он использует очень ограниченный лексический запас (не менее 50% включенных в программу раздела лексич. единиц). У учащегося наблюдаются попытки правильно произносить и интонировать речь, но отклонения часты и заметны;

**менее 10** – Менее 30% высказываний даны без ошибок. Ошибки присутствуют даже в простых подготовленных заранее высказываниях. Он использует лексический запас менее 50% включенных в программу раздела лексических единиц. Ошибки в произношении (особенно в ударении в словах) затрудняют понимание.

Шкала перевода баллов в оценки:

	Нижняя граница баллов	Оценка
1	менее 10	неудовлетворительно
2	10	удовлетворительно
3	15	хорошо
4	18	отлично

### Задание для устного перевода по дисциплине

### ИНОСТРАННЫЙ ЯЗЫК

3, 4 семестры

Домашнее чтение представляет собой аутентичные тексты научных статей для перевода с английского языка на русский, которые могут выбираться студентами самостоятельно. Источником поиска может быть Интернет или библиотека. Уровень выбранного текста должен соответствовать лексико-грамматическому уровню изучаемого материала. Минимальный объем, выполняемый студентами в течение года: 5000 знаков для базового и продвинутого уровней и 3000 для минимального уровня. Тематически статьи для домашнего чтения должны соответствовать пройденным текстам профессионального характера (тематика: экология водоемов, водные биоресурсы).

## Критерии оценивания

Максимальное количество баллов – 25.

**20 баллов** - общая адекватность перевода текста в полном объеме, высокая степень точности передачи информации и идей, содержащихся в тексте. Обучающийся не испытывает трудностей в понимании и формулировке на русском языке даже сложных концепций. Сложноподчиненные предложения, предложения, содержащие грамматические конструкции высокого уровня сложности (причастия и причастные обороты, цепочки существительных и др.) не вызывают трудностей при переводе. Обучающийся способен подобрать наиболее точный перевод многозначных слов, учитывая общий статьи контекст в целом, а также ближайший контекст на уровне словосочетания, предложения. Не испытывает трудностей в переводе специализированных терминов. Демонстрирует высокую степень способности к смысловой контекстуальной догадке. Отсутствие смысловых искажений. Текст - грамматически корректен, лексико-терминологические единицы и синтаксические структуры, характерные для научного стиля речи, соответствуют норме и узусу языка перевода.

**15 баллов** - перевод выполнен в полном объеме, но встречаются лексические, грамматические и стилистические неточности, которые не препятствуют общему пониманию текста, однако не согласуются с нормами литературного языка и стилем научного изложения. Обучающийся не испытывает трудностей в понимании и формулировке на русском языке даже сложных концепций. Сложноподчиненные предложения, предложения, содержащие грамматические конструкции высокого уровня сложности в редких случаях вызывают трудности при формулировке перевода. Это приводит к стилистическим недостаткам текста перевода, однако обучающийся не допускает искажения общего смысла высказывания. Обучающийся способен подобрать наиболее точный перевод многозначных слов, учитывая общий статьи контекст в целом, а также ближайший контекст на уровне словосочетания, предложения. Не испытывает трудностей в переводе специализированных терминов.

**10 баллов** - переведено более 2/3 текста с многочисленными лексическими, грамматическими и стилистическими ошибками, которые затрудняют общее понимание текста. Не владеет специализированной терминологией в полном объеме, предусмотренном программой.

**менее 10** – неполный перевод: менее 2/3 текста переведено без значительных ошибок и неточностей, которые затрудняют понимание текста.

Шкала перевода баллов в оценки:

	Нижняя граница баллов	Оценка
1	менее 10	неудовлетворительно
2	10	удовлетворительно
3	15	хорошо
4	20	отлично

## Задание для проведения письменной контрольной работы «Официальное письмо»

**Your institution is holding an International Conference “The World's River Estuaries”.**

Write an invitation letter to one of the key speakers, Dr. Ellen Wohl, Professor of Geology, Colorado State University, USA, inviting her to the conference. Include the following: the location (the address of your institution) the dates: August 3-6, 2021

the purpose of the conference was formulated in the Russian language. So, you have to translate it into English.

*«Целью конференции является обмен опытом и новейшими достижениями в области разработок новых методов исследования дельт рек мира, рационального пользования речными ресурсами, создания и анализа баз речных данных.»*

*«На конференцию приглашаются исследователи, работающие в следующих областях:»*

- закономерности формирования дельт рек мира
- экология и биоресурсный потенциал рек, качество воды
- поверхностные и подземные воды суши
- рациональное хозяйствование и прогнозы развития
- российские и арктические реки
- информационные технологии, новые методы и технические средства в исследовании управления реками

the contact details: site <https://worldslargerivers.boku.ac.at/wlr/> contact person (conference coordinator: your name, a telephone number)

Add abstracts reception details (the closing date, the volume) and details of the Newsletter publication (Internet site, the date of issue).

Максимальное количество баллов – 25.

**20 баллов** - Демонстрирует знание законов композиции и стиля и умение логически верно, аргументированно и ясно строить письменную речь. Стиль полностью соответствует заданному формату речи. Тема раскрыта в полном объёме. Мысли чётко сформулированы, логически оформлены. Предложенные в качестве смысловой опоры факты и проблемные вопросы развёрнуты с использованием творческого воображения. Богатый и сложный по структуре язык, широкий объём лексики (в соответствии с пройденными разделами грамматики и лексическим материалом). Практически без ошибок;

**15 баллов** - Демонстрирует знание законов композиции и стиля и умение логически верно, аргументированно и ясно строить письменную речь. Стиль полностью соответствует заданному формату речи. Тема достаточно хорошо раскрыта. Достаточный для выполнения задачи объём лексики и диапазон грамматических средств. В основном уместное употребление лексических единиц. Небольшое количество ошибок (до 10% высказываний), не препятствующих коммуникации. Простые грамматические структуры не вызывают затруднений;

**10 баллов** - Вопрос задания понят правильно, тема частично раскрыта. Композиции частично не хватает логики. Возможны стилистические отклонения, отсутствие средств связности при сохранении целостности текста. Некоторые сложности с использованием фактов и проблемных вопросов в качестве смысловой опоры. Небольшое количество серьёзных ошибок (до 25% высказываний), не препятствующих коммуникации. Простые грамматические структуры не вызывают затруднений;

**Менее 10** - Вопрос задания только частично затронут. Композиции не хватает логики. Значительные сложности с использованием фактов и проблемных вопросов в качестве смысловой опоры. Нарушена логика изложения. Лексика используется в ограниченном объёме, с существенными



ошибками. Стил ь не всегда соответствует заданному формату речи. Процесс коммуникации частично нарушен из-за значительных ошибок (согласование, временные формы). Однако простые языковые формы используются правильно.

Шкала перевода баллов в оценки:

	Нижняя граница баллов	Оценка
1	менее 10	неудовлетворительно
2	10	удовлетворительно
3	15	хорошо
4	20	отлично

#### **4. Содержание оценочных средств для промежуточной аттестации. Критерии оценивания**

**Комплект контрольных работ для промежуточной аттестации по дисциплине «ИНОСТРАННЫЙ ЯЗЫК»**

#### **ЗАЧЕТНАЯ КОНТРОЛЬНАЯ РАБОТА**

#### **МИНИМАЛЬНЫЙ УРОВЕНЬ**

1 курс 1 семестр (ЗАЧЕТ) Вариант 1

#### **I. Переведите текст письменно**

Water covers seventy-one percent of the Earth. Most of the Earth's water is in the oceans, in the ground, in the lakes and rivers and in the air, too. Water consists of two parts of hydrogen and one part of oxygen.

#### **II. Выберите правильную глагольную форму**

1. There (are / am / is) many types of maps.
2. How old (is / am / are) he?
3. I (am / is / are) a student.
4. She (can / has / is) a brother.
5. (Are / Is / Do) you go to university?
6. We (can / are / have) swim.
7. It is (my / we / me) book.
8. I (am / is / are) sorry, I (am / is / are) late.
9. There (is / are / am) some snow in the streets.
10. (Is / Are / Am) there any papers on the table?

#### **III. Приведите русские соответствия следующих английских слов:**

map, diameter, air, east, sea, weather, rain, surface, heat, cold, planet, size, water vapour, time, melt

#### **IV. Приведите английские соответствия следующих русских слов:**

солнце, земля, облако, вода, снег, температура, лед, океан, форма, процент, изучать, барометр, газ, обмен, видеть

**Переведите письменно следующие предложения:**

1. Air is a mixture of many gases.
2. Water freezes at 0° C.
3. The Sun is a star.
4. Seven planets have satellites.
5. Water evaporates from lakes, rivers, oceans and seas.

**МИНИМАЛЬНЫЙ УРОВЕНЬ**

1 курс 1 семестр (ЗАЧЕТ) Вариант 2

**I. Переведите текст письменно**

The Sun is a star. It is a very large ball. It consists of gases. The gases are very hot. The Sun is not the largest star. There are many stars in the space. The Sun heats the Earth.

**II. Выберите правильную глагольную форму**

1. The Sun (are / is / do) not a planet.
2. There (are / was / is) many planets in our system.
3. The planets (has / have / do) satellites.
4. There (are / is / does) much water in the sea.
5. Glaciers (can / does / are) melt.
6. Water (boil / boils) at temperature 100°C.
7. The Sun (heat / heats) the Earth.
8. Planets (travel / travels) around the Sun.
9. (Have/do/are) you got a car?
10. I (was/were/is) at school last year.

**III. Приведите русские соответствия следующих английских слов:**

line, Earth, size, north, west, east, pole, point, equator, satellite, water cycle, pure water, boil, map, evaporate

**IV. Приведите английские соответствия следующих русских слов:** маленький, холодный, море, горячий, чистый, высокий, воздух, небо, звезда, поверхность, показывать, давать, употреблять, луна, траектория

**V. Переведите письменно следующие предложения:**

1. There are many clouds in the sky.
2. The air is cold.
3. The Sun is a ball of very hot gases.
4. The weather is usually cold in winter.
5. Stars are very far from the Earth.

**Базовый и продвинутый уровни**

**ЗАЧЕТНАЯ КОНТРОЛЬНАЯ РАБОТА**

**1 курс 1 семестр (осень)**

Для минимального уровня - 2 курс 3 семестр

Вариант 1

**I. Переведите текст письменно**

Weather is not the same as climate. The weather at a place is the state of the atmosphere there at a given time or over a short period. The weather of the British Isles is greatly variable. The climate of a

place or region, on the other hand, represents the average weather conditions over a long period of time. The climate of any place results from the interaction of a number of determining factors, of which the most important are latitude, distance from sea, relief and the direction of the prevailing winds.

## II. Выберите правильную глагольную форму

1. The bell (rings / ring / ringing) at 8.30.
2. (Do / Does / Is) he read English books?
3. This question (will be discussed / will discuss/ are discussed) tomorrow.
4. I (am reading / reads / reading) a book at the moment.
5. (Can / Have / Do) you call me tomorrow?
6. I (went / go / am going) to the cinema yesterday.
7. Mary (haven't / don't / hasn't) read the article yet.
8. I (am / has / must) come to see my friend. He's ill.
9. She (go / is going / goes) to the University 6 days a week.
10. I (was introduced / is introduced / introduced) to him last week.

## III. Приведите русские соответствия следующих английских слов:

square, to rise, weather, cloud, average, fog, famous, to depend on, modern, latitude, undergraduate, to situate, to determine, to heat, degree

## IV. Приведите английские соответствия следующих русских слов: измерение, зима, река, средний, запад, развиваться, направление, наводнение, привлекательный, разделять, без сомнения, узкая улица, наука, диссертация, нагреваться

## V. Переведите письменно следующие предложения:

1. He is as tall as me.
2. I was more interested in history.
3. That man is much spoken about.
4. The warmer the weather, the better I feel.
5. Yesterday was the hottest day of the year.

## ЗАЧЕТНАЯ КОНТРОЛЬНАЯ РАБОТА

1 курс 1 семестр (осень)

### Вариант 2

#### I. Переведите текст письменно

Scotland is a country in northwest Europe that occupies the northern third of the island of Great Britain. It is bounded by the North Sea to the east, the Atlantic Ocean to the north and west, and the North Channel and Irish Sea to the southwest. The climate of Scotland is temperate and oceanic, and tends to be very changeable. It is warmed by the Gulf Stream from the Atlantic, and has much milder winters (but cooler, wetter summers) than areas on similar latitudes, for example Copenhagen, Moscow, or the Kamchatka Peninsula on the opposite side of Eurasia. However, temperatures are generally lower than in the rest of the UK.

#### II. Выберите правильную глагольную форму

1. You (do / should / have) call him tomorrow.
2. He (have / has / can) already cooked the meal.
3. She (isn't / haven't / couldn't) come to see us because she missed the bus.
4. I (have / has / am) already invited Ann to dinner.
5. You (have / have to / has to) work hard to pass the exam.
6. Kate (returned / returning / returns) to Paris last week.

7. My brother (has known / have known / knows) him for two years.
8. He (was asked / asking / asks) many questions at the examination yesterday.
9. Almost all pollution problems (are connected / was connecting / connects) to each other.
10. (Do / Does / Has) she like drawing?

**III. Приведите русские соответствия следующих английских слов:**

science, education, to receive, modern, rapid, difficult, to explain, movement, to melt, core, earthquake, to develop, hemisphere, to protect, advantage

**IV. Приведите английские соответствия следующих русских слов:**

степень, страна, загрязнение, зависеть от, проверять, обычный, поверхность, исследование, учебный год, руководитель, бакалавр, годовой, осадки, широкий, известный

**V. Переведите письменно следующие предложения:**

1. It will be very warm tomorrow.
2. I went to bed earlier than usual.
3. Have you lived in London since 2000?
4. The problem was discussed at last meeting.
5. It isn't as sunny today as it was yesterday.

**ЗАЧЕТНАЯ КОНТРОЛЬНАЯ РАБОТА  
1 курс 2 семестр (весна)**

**Вариант 1**

**I. Переведите текст письменно**

The Earth contains three essential parts, the lithosphere, the hydrosphere and the atmosphere. The atmosphere or air sphere covers the whole of the surface of the Earth. The air consists principally of two gases — oxygen and nitrogen. There are about 21 parts of oxygen and 79 parts of nitrogen. Men and nearly all animals must have oxygen or they cannot live. In the atmosphere there is also a little carbon dioxide. Now trees, grass cannot live without carbon dioxide. Besides oxygen, nitrogen and carbon dioxide there are small quantities of other gases in the atmosphere; by far the most important is moisture or water vapour.

**II. Выберите правильную глагольную форму**

1. We (can / am / were) only see and study the upper part of the lithosphere.
2. What pressure (has / do / does) air exert on every square inch?
3. The moon (are / were / is) much less massive than the Earth.
4. In the old days men thought that the Earth (were / was / are) fixed and that all the stars moved round it.
5. The wind system of the world (have / has / were) moved to the north.
6. The western coasts of the continent of Europe (was / have / are) bathed by warm current.
7. Much smaller bodies — the satellites or moons are (move / moving / moves) round the planets.

**III. Выберите правильную глагольную форму**

1. There (is / are / was) many ways to prove that the Earth is a sphere.
2. The highest known temperature (reaching / reaches / reached) by the waters of the ocean is 96°.
3. The ocean (covered / cover / covering) the lower margins of the continental platforms.
4. Millions of stars (is / are / was) moving in the space.
5. The attraction of the moon is the chief force (caused / causing / causes) the tides.
6. Advection fog is (producing / produce / produced) by the transport of moist air over a colder surface.
7. Steam fogs are known (to occur / occurred / occurring) in strong winds.
8. (To mix / mixing / mixed) between adjacent air masses may have a considerable influence on the temperature of the free air.

**IV. Приведите русские соответствия следующих английских слов:**

measurement, surface, surround, air, humidity, to change, various, latitude, dry, to rise, rainfall, moist, produce, to cause, cloud.

**V. Приведите английские соответствия следующих русских слов:** состоять (из), загрязнители, туман, условия, дуть, вызывать, атмосферное давление, местный, осадки, тёплый, плотный, температура, течения, определять.

**VI. Переведите письменно на русский язык следующие предложения** 1. We can experiment with carbon dioxide and other gases.

2. The amount of heat received by the Earth from the Sun is sufficient for the growth of plants.
3. The ice cools the surrounding water, increasing its specific gravity.
4. In fact, the Gulf Stream is warming Europe indirectly.
5. In studying the production of an air mass we find that the physical properties of an air mass depend upon its history.
6. Considering the atmosphere, we find that unstable conditions occur every day and every hour.
7. High temperature, strong wind, low humidity and low pressure are believed to aid evaporation.

**ЗАЧЕТНАЯ КОНТРОЛЬНАЯ РАБОТА  
1 курс 2 семестр (весна)**

**Вариант 2**

**I. Переведите текст письменно**

The atmosphere is a mixture of gases which surround the whole Earth. We do not know how high the atmosphere extends. Scientists believe that there is some air at the height of 200 miles. All the lower atmosphere contains some water vapour. The main source of the water vapour is the ocean, which covers 71 % of the area of the Earth. Other sources are smaller bodies of water, such as rivers and lakes. Winds carry water vapour from the ocean to the land. Rivers and glaciers return it in liquid or solid form to the ocean.

**II. Вставьте правильную глагольную форму**

1. The Earth's orbit (is / are / do) nearly a circle.
2. When the air (were / have / is) saturated no evaporation takes place.
3. What gases (do / does / has) air consist of?
4. What kinds of changes (are / is / was) taking place in the Earth's crust?
5. Man (have / has / was) studied the rocks and minerals available to him.
6. Scientists (have / has / was) to examine many specimens before they (are / can / were) determine the nature of the rock.
7. Rainfall (have / has / is) influenced mainly by latitude, seasons and topography of the land.
8. The expedition (do / was / can) to explore the slopes of Mount Everest.

**III. Выберите правильную глагольную форму**

1. In summer the salinity at the surface is (decreases / decrease / decreased) owing to the (melted / melting / to melt) of ice.
2. The line (joins / joined / joining) on a map all places with the same atmospheric pressure we call an isobar.
3. The heat (received / receiving / receives) by the Earth's surface from the Sun gets gradually less as we move away from the equator.
4. Heat causes air (expand / expanding / to expand) and grow less dense.
5. Hot, dry summer (were / was / has) followed by severe, cold winter.
6. The causes of earthquakes (have / was / is) been discussed in the first chapter.

7. Smog is the term (using / is used / used) to describe fog which (combine / combining / is combined) with smoke and other atmospheric pollutants.

**IV. Приведите русские соответствия следующих английских слов и словосочетаний:**

to measure, area, to take place, force, mixture, amount, outer, variable, thin, velocity, to drop, depth, northward, underground water, rainfall, to descend.

**V. Найдите английские соответствия следующих русских слов и словосочетаний:**

точка замерзания, течение, поверхность, диоксид углерода, солёность, водяной пар, загрязнение, производить, погодные условия, включать в себя, определённый, воздух, поглощать, годовое количество.

**VI. Письменно переведите следующие предложения**

1. The amount of transpiration varies greatly with the character of vegetation.
2. In this region the bottom water is formed by winter cooling of water whose salinity has been increased by evaporation.
3. Radiation fog is likely to occur in valleys or basins.
4. The ground water body may intersect a stream bed.
5. If there is a vegetative cover over the soil surface, then any precipitation will be caught and redistributed.
6. In the process of condensation, latent heat is released into the atmosphere, causing a slight rise in temperature.
7. The lower the relative humidity of the air, the faster the rate of evaporation.

**ЗАЧЕТНАЯ КОНТРОЛЬНАЯ РАБОТА  
2 курс 3 семестр (осень)**

Вариант 1

I. Переведите текст письменно

The term tide is applied to the periodical rising and falling of the water of the ocean caused by the attraction of the Sun and Moon. Periodical alternations in the direction of the wind, and periodical variations in atmospheric pressure may give rise to alternations in the level of the sea, but true tides are due to astronomical causes. The attraction of the Sun and Moon may affect the solid crust of the Earth. The ocean is the vast container of heat energy. When the energy from the sun is taken in by the ocean, more mixing begins as currents carry it from one part of the sea to another.

II. Выберите правильную глагольную форму

1. These studies (were accompanied / accompanied) by investigations of ocean currents and water chemistry.
2. The highest known temperature (reaching / reached) by the waters of the ocean in the 20th century is 96°.
3. Moisture (is existed / exists / exist) in all three states of matter in the atmosphere.
4. Tsunami (will cause / is caused / causes) by an earthquake of the ocean floor.
5. Glaciers (penetrating / penetrated) to the South Africa last year were very dangerous.
6. Rainfall (have / has / was) an important influence on our lives.
7. We have good geological evidence that the oceans (exist / have existed / are existing) on the Earth's surface for well over three billion years.
8. Some rivers (are reached / reach) a width of about two or three miles in the middle course.
9. The (faster / fast) the water flows, the more deeply it cuts into the Earth.
10. Oceanography is the branch of science (concerns / concerning / concerned) with the oceans and the phenomena occurring therein.

### III. В правой колонке найдите русские эквиваленты следующих слов и словосочетаний

- |                          |                          |
|--------------------------|--------------------------|
| 1. hydraulic radius      | a. составные элементы    |
| 2. water cycle           | b. придонные воды        |
| 3. discharge of a stream | c. Мировой океан         |
| 4. ice sheet             | d. состав морской воды   |
| 5. World Ocean           | e. водный объект         |
| 6. constituent elements  | f. водный цикл           |
| 7. seawater composition  | g. расход потока         |
| 8. bottom water          | h. водные растения       |
| 9. body of water         | i. ледяной покров        |
| 10. aquatic plants       | j. гидравлический радиус |

### IV. Переведите предложения письменно

1. The ocean basins are known to be interconnected.
2. Much depends on the resistance of the bed over which the water is flowing.
3. Having been subjected to heating by solar energy, water passes into the gaseous state.
4. To understand the long profile you have to imagine that the drainage basin of the river has been cut away.
5. We estimate that the ocean waters have been mixed more than a million times.

## ЗАЧЕТНАЯ КОНТРОЛЬНАЯ РАБОТА

2 курс 3 семестр (осень)

### Вариант 2

#### I. Переведите текст письменно

Oceanographers have found that the great water masses of the world's ocean are produced in two main regions: the South Pole and the North Atlantic seas. Here, as surface waters cool and become heavy, they sink towards the bottom. Their action makes currents moving that carry deep, cold water away from the North and South Poles towards the equator. This water then slowly sinks-down into the deepest part of the world's ocean. The density of ocean water is not homogeneous. Warm seawater is less dense than cooler seawater. Tigher water masses float over denser ones.

#### II. Выберите правильную глагольную форму

1. Seawater has a structure of ice like clusters (surrounding / surrounded) by unbounded water molecules.
2. The term stream capacity (denotes / is denoted / to denote) the largest amount of debries a stream can transport.
3. Because of the great amount of travel by sail in former times a knowledge of currents and weather (was / is / had) of great importance.
4. Hydrology (is concerned / concerns / is concerning) with the occurrence of water in the earth and its relation to the life of the Earth.
5. It (does / has / was) thought that life first developed in the hydrosphere, shallow depths.
6. Percolated water eventually reaches a level at which it (saturated / saturates / is saturated).
7. Tsunami (will cause / is caused) by an earthquake of the ocean floor.
8. The load carried by a stream (increases / is increased) with increased discharge and velocity.
9. Deposition in the sea tends (filling / fills / to fill) in the depressions and thus to level out the minor irregularities of the bottom.
10. Evaporation from the sea surface occurs well below the (boiling / boiled) point.

### III. Найдите в правой колонке русские соответствия следующих английских словосочетаний

- |                         |                                     |
|-------------------------|-------------------------------------|
| 1. volume of water      | a. частота потоков                  |
| 2. channel roughness    | b. речной сток                      |
| 3. drainage composition | c. глубина перемешивания            |
| 4. water vapour         | d. соли морской воды                |
| 5. fresh water          | e. составные элементы               |
| 6. constituent elements | f. русловая шероховатость           |
| 7. depth of mixing      | g. водяной пар                      |
| 8. river discharge      | h. объем воды                       |
| 9. sea salts            | i. пресная вода                     |
| 10. stream frequency    | j. структура водосборного бассейна. |

### IV. Переведите письменно на русский язык следующие предложения

1. An increase in the volume of water supplied to a graded river would result in a change in channel characteristics.
2. Water is exchanged between the hydrosphere, lithosphere, atmosphere and biosphere in regular cycles.
3. Having reached the depth of 15 000 feet they began to investigate the ship.
4. The material deposited by rivers is known as alluvium.
5. It is desirable the mean velocity of the stream to be reasonably uniform from bank to bank.

#### Критерии оценивания

Максимальное количество баллов – 20.

**10 баллов** - 60%-100% правильных ответов в тестовой части задания; в части задания, предполагающей письменный перевод: перевод выполнен в полном объеме, либо в объеме не менее 2/3 текста. Обучающийся демонстрирует знание лексикограмматического материала в объеме, предусмотренном программой, знание стилистических особенностей научного текста, как на английском, так и на родном языке. Владеет способностью с достаточной степенью точности передавать идеи и информацию, содержащуюся в тексте. Текст перевода в целом соответствует нормам литературного языка и стилем научного изложения, хотя могут присутствовать некоторые незначительные отклонения от нормы. Могут встречаться лексические, грамматические и стилистические неточности, которые не препятствуют общему пониманию текста.

**Менее 10** - 0%-60% правильных ответов в тестовой части задания; неполный перевод: в части задания, предполагающей письменный перевод: менее 2/3 текста переведено без значительных ошибок и неточностей, которые затрудняют понимание текста.

Шкала перевода баллов в оценки:

	Нижняя граница баллов	Оценка
1	менее 10	«не зачтено»
2	10	«зачтено»



## КОМПЛЕКТ ЭКЗАМЕНАЦИОННЫХ БИЛЕТОВ ПО ДИСЦИПЛИНЕ

### «ИНОСТРАННЫЙ ЯЗЫК»

Задание 1. Письменно переведите предлагаемый отрывок текста по специальности со словарём.  
Время выполнения задания - 30 минут.

Задание 2. Кратко передайте содержание предлагаемого отрывка текста по специальности на русском языке. Время подготовки — 7-10 минут.

#### Минимальный уровень

#### Экзаменационный билет № 1

#### ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ ПИСЬМЕННОГО ПЕРЕВОДА

##### Waves

The size of the waves increases with the force of the wind. The size means the height and length . The bigger the waves are, the faster they travel onward. Wind can generate waves, which travel somewhat faster than the moving air itself. The wind is faster than the circular motion. It can accelerate wave. In spite of the fact that the wave shape outruns the particles of air. When, the velocity of the wave has grown to nearly a half time of the wind, it can't increase further.

It is not only the velocity of the wind, which governs the size of waves, but also the length of time it acts upon them. The transfer of energy from wind to wave is a slow process.

#### ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ РЕФЕРИРОВАНИЯ

##### The Gulf Stream

The Gulf Stream is an ocean current in the Atlantic, which carries warm water from the tropics to the Arctic region. It is about 10 000 km long, about 500 km broad and its depth is hundreds of meters. The Gulf Stream transports enormous masses of warm water from the warm seas of the tropics to our northern latitudes. The Gulf Stream meets the north-flowing waters of the equatorial current and the sea level of the Gulf Stream rises. Under the influence of the winds the Gulf Stream flows in the direction of Europe but does not reach it. The climate of Ireland, England and Scandinavia is influenced by the Gulf Stream. The oceanographers study the currents such as the Gulf Stream, wind speed and direction, the sea level, the water temperature and salinity.

#### Экзаменационный билет № 2

#### ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ ПИСЬМЕННОГО ПЕРЕВОДА

##### The Presence of the Sea

In all lands we may sense the former presence of the sea. There are deposits of limestone in the Himalayas, now at elevation of 20 000 feet. These rocks are reminders of a warm, clear sea that lay over southern Europe and extended into southwestern Asia.

This was 50 million years ago. Some of these seas were important features of their world, although all of them were shallow compared with the central basin. Some were 600 feet deep. No one knows the pattern of their currents but often they carried the warmth of the tropics into far northern lands.

Limestone - известняк

The Himalayas - Гималаи

## ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ РЕФЕРИРОВАНИЯ

Stratification of fresh water In bodies of fresh water, the temperature of the water of greatest density is 4°C, and the stratification depends only on temperature. In this case, two types of stratification are possible: direct and inverse. Direct stratification occurs when the temperature of all the water in the lake is not less than 4°C. The warmest masses of water then lie at the surface; and the cooler the other masses, the greater the depth at which they are located. Inverse stratification occurs when the water temperature is less than 4°C. The water at the surface is then cooler than in the lower layers.

### Экзаменационный билет № 3

## ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ ПИСЬМЕННОГО ПЕРЕВОДА

### Tide

The term "tide" is applied to the periodical rising and falling of the water caused by the attraction of the Sun and the Moon. Periodical alternations in the direction of the wind and periodical variations in atmospheric pressure may give rise to alternations in the level of the sea. The Sun and the Moon may affect not only the waters of the ocean but also the solid crust of the Earth. At the seaside one can observe the gradual advance and retreat of the sea. The time of high-water changes from day to day is related to the position of the Moon. The water height is greatest about the time of full moon.

Attraction - притяжение

## ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ РЕФЕРИРОВАНИЯ

### The Pacific Ocean and the Atlantic Ocean

The Pacific Ocean is the biggest ocean on the earth. It stretches from the frozen Arctic on the north to the frozen Antarctic on the south. The Pacific is also the deepest ocean on the earth, reaching a depth of over 39,000 feet in the Marianna Trench. This great ocean forms most of the western border of the North American continent. Like the Pacific Ocean, the Atlantic Ocean stretches from the Arctic to the Antarctic. It is the second largest ocean on the earth and forms most of the eastern border of North America. It is named after the Atlas Mountains. The deepest place in the Atlantic Ocean is the Milwaukee Deep and is over 28,000 feet deep.

### Экзаменационный билет № 4

## ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ ПИСЬМЕННОГО ПЕРЕВОДА

### The Gulf Stream

The Gulf Stream moves in the direction of Europe but does not actually reach it. Winds blowing over it are warm and the climate of England is tempered by them, The remaining waters of the stream turn south again, Although this is known, a number of problems remain. The current is influenced by the topography of the ocean floor. But it is not known how deep the Gulf Stream actually is. An oceanographic seaplane can find the warm edge of the Gulf Stream and detect its changes. The oceanographers study the changing shoreline and the motion of dunes and icebergs.

Seaplane - гидросамолет

Dunes - дюны

## ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ РЕФЕРИРОВАНИЯ

### Oceanography in Russia

Russia has a well-developed oceanographic program. The large scientific ship "Lomonosov" was built especially for marine research. It has sixteen laboratories.

"Lomonosov" was named after a Russian scientist. This ship worked with the United States ships in the South Atlantic. They discovered a big undersea close to the North Pole with the area 900 miles. American scientists studied surface currents, wind direction and water temperature. Russian scientists studied the depth from the surface to the bottom, the amount of oxygen and the heights of the waves. They measured the speed of the water and its salinity. In the Indian Ocean they discovered sea mountains. Russia sent the scientists to the international conference in the United States. undersea - подводное море

### Экзаменационный билет № 5

## ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ ПИСЬМЕННОГО ПЕРЕВОДА

### Wave Action

At New York University and many other institutions scientists study wave action. They are interested in the interaction at the boundary between air and sea, where waves are formed, and where the turbulence caused by the energy of the Sun leads to evaporation at the surface. We do not know how turbulence really works. We cannot measure the amount of evaporation or the rate of the exchange of energy. We need to find out how turbulence carries heat away from the ocean. From the picture of the behaviour of the winds at a particular time it is possible to predict wave conditions for the next twelve hours.

## ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ РЕФЕРИРОВАНИЯ

### Waves

Waves are caused by the wind blowing over the surface of the ocean. The size of the waves depends on the speed of the wind. Waves can have very noticeable effects on the coastline. When wind blows over the ocean's surface, it creates waves. Their size depends on how far, how fast and how long the wind blows. The waves travel through water, they do not take the water with them. Another movement of water is called ocean currents. Currents can be compared to rivers travelling along the surface of oceans and deeper waters. Ocean currents are affected by the wind, continental shape, the temperature and density of the ocean water and by the earth's rotation.

to affect	влиять
to cause	вызывать

### Экзаменационный билет № 6

## ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ ПИСЬМЕННОГО ПЕРЕВОДА

### Tide

The term "tide" is applied to the periodical rising and falling of the water caused by the attraction of the Sun and the Moon. Periodical alternations in the direction of the wind and periodical variations in atmospheric pressure may give rise to alternations in the level of the sea. The Sun and the Moon may affect not only the waters of the ocean but also the solid crust of the Earth. At the seaside one can observe the gradual advance and retreat of the sea. The time of high-water changes from day to day is related to the position of the Moon. The water height is greatest about the time of full moon.

Attraction - притяжение

## ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ РЕФЕРИРОВАНИЯ

### Salinity

Sea water contains 35 parts of salt in 1000 parts of water. We believe that sea water gets saltier every year because of the rivers. We call their water fresh\*, but they bring down small quantities of salt. When sea water evaporates to form water vapour, the salt is left behind and rain water is quite fresh. Some parts of the ocean are saltier than others, or as we say, salinity is higher. Salinity in seas and oceans ranges from over 40 parts per 1000 parts of water in the Red Sea to about 30 in Polar seas. Near the mouths of rivers salinity is much lower. The Red Sea is very salty because there are no large rivers flowing into it, and evaporation due to the Sun's heat is great.

to leave behind – оставлять

quantity – количество

### Экзаменационный билет № 7

## ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ ПИСЬМЕННОГО ПЕРЕВОДА

### Impact of ocean circulation changes

Changes in the ocean circulation affect temperature and precipitation worldwide. This has a direct impact on terrestrial ecosystems for which these two climate factors are very important.

The ocean currents play a fundamental role in the climate system and in a number of ways affect terrestrial and marine ecosystems and global carbon cycle. Numerous paleoclimate data indicate that abrupt climate changes observed in the past were associated with changes in the ocean circulation. Modeling studies demonstrate that, at least on a regional scale, this effect is very important and this is supported by numerous paleoclimate records.

## ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ РЕФЕРИРОВАНИЯ

### Water cycle

Water resources of the planet Earth take part in an infinitely recurrent water cycle. It is the largest movement of matter in the Earth's system. The hydrosphere, that is, all water on the Earth's surface, is connected with all the other 'spheres' in the Earth system. Water molecules take one of three states, with liquid state being most commonly occurring in the Earth's conditions. Water undergoes phase changes: from liquid to gaseous phase – by evaporation; from gaseous to liquid phase – by condensation; from liquid to solid state – by freezing. Direct phase change between the solid and the gaseous phase is also possible, in the process of sublimation.

### Экзаменационный билет № 8

## ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ ПИСЬМЕННОГО ПЕРЕВОДА

### Water pollution

There was a time when rivers, lakes and oceans seemed infinitely renewable. Factories that needed plenty of water for washing and cooling during production were usually situated on the banks of lakes or rivers.

Some of the dirtiest industrial wash water comes from steel mills. Tons of metallic particles, acids, oils and poisons are emitted in steel making mills.

Textile industry is another industry that pours out far dirtier water than it takes in. Cancer-causing dyes, salt, and organic particles drain into the streams by the millions of pounds each year.

Paper manufacturing, too, soaks up water in trillions of gallons, and then spews it back brown and foaming and full of sludge.

## ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ РЕФЕРИРОВАНИЯ

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to leave behind – оставлять

quantity – количество

### Экзаменационный билет № 9

## ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ ПИСЬМЕННОГО ПЕРЕВОДА Swamps

Swamp is a general term that is defined as ‘spongy land, low ground filled with water, soft wet ground’, hence its association with a wide variety of terrestrial ecosystems. Typically, a swamp is considered a forested wetland. A wetland is a type of terrestrial ecosystem that has a hydrologic regime where the soil is saturated near the surface during the growing season. The ecological functions of swamps are significant, because of their prevalence and the wide range of conditions that they occupy. In many areas, swamps have been converted into agricultural use, through the use of drainage systems and clearing of the forest vegetation.

## ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ РЕФЕРИРОВАНИЯ

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### Экзаменационный билет № 10

## ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ ПИСЬМЕННОГО ПЕРЕВОДА

### Cosmic rays

Cosmic rays, so called because they reach us from outer space, are most penetrating of all rays. Cosmic rays are, perhaps, the most interesting of all. This research is occupying the attention of scientists in all parts of the world.

How do we know that these rays originate outside the earth and even outside the solar system? First of all, with the rise of height their intensity increases. They could not originate in the sun, for they are always present, regardless of the position of the sun. This fact also makes it difficult to assume that they come from small spot in the Milky Way, because they fall on all parts of the earth at all times.

## ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ РЕФЕРИРОВАНИЯ

There are a number of ways that people interact with the sea. Positive ways include recreation. The sea and beaches provide recreational areas for sunbathing, swimming, sailing and fishing.

Additionally, the sea brings food from large fish catches by trawlers. Thirdly, large deposits of fossil fuels, such as oil and natural gas, are found under the sea floor. A fourth advantage is the transport opportunity offered by the sea for large ships, which carry heavy and bulky cargo over long distances. In terms of agriculture, the sea offers farming opportunities for fish. Lastly, the sea can be used to produce electricity generated by the incoming and outgoing tide in some estuaries.

#### Экзаменационный билет № 11

#### ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ ПИСЬМЕННОГО ПЕРЕВОДА

Cliffs and wave-cut platforms are both features of sea erosion. The processes of sea erosion include hydraulic action from the force of storm waves which compresses air in cracks in the cliff; and solution when salts and acids in the sea water dissolve the cliff. The beach itself is a feature of deposition. The process which forms the beach is a combination of longshore drift and wind action. Caves, sea stacks, sea arches and blow holes are also caused by a combination of all of the processes of erosion: hydraulic action, abrasion, attrition and solution. Sand spits, sand bars and tombolos are deposition features which are formed from the processes of longshore drift and wind action.

#### ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ РЕФЕРИРОВАНИЯ

##### Water cycle

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#### Экзаменационный билет № 12

#### ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ ПИСЬМЕННОГО ПЕРЕВОДА

There are ways in which the sea is harmful to people. Houses, farmland and roads may be washed away when cliffs are eroded by the waves. Another problem is caused by huge waves which may cause flooding in low-lying areas during storms.

Thirdly, longshore drift may cause a harbour to fill up with sand and silt and ships are unable to continue to use it as a port.

There are ways in which people attempt to prevent the damage and destruction caused by the sea. Firstly, concrete walls are built along the foot of a cliff to reduce the force of waves. Secondly, groynes are built along the coast to trap sand. Lastly, dams are built to keep out the sea in low-lying areas.

#### ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ РЕФЕРИРОВАНИЯ

##### Tide

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Attraction - притяжение

### **Базовый и продвинутый уровни**

Экзаменационный билет № 1

#### **ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ ПИСЬМЕННОГО ПЕРЕВОДА** **The Formation of Sea Ice**

The warm water transported by the Gulf Stream undergoes evaporative cooling and brine exclusion. The cooling is wind driven: wind moving over the water cools it and also causes evaporation, leaving a saltier brine. In this process, the water increases in salinity and density, and decreases in temperature. The second process involves the formation of sea ice, which likewise increases the salinity of the brine solution, thereby decreasing its freezing point. These two processes produce water that is denser and colder (or, more exactly, water that is still liquid at a lower temperature). In the North Atlantic Ocean, the water becomes so cold and dense that it begins to sink down through warmer, less salty and less dense water. This downdraft of heavy, cold and dense water becomes a part of sea ice.

#### **ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ РЕФЕРИРОВАНИЯ**

Thermocline can also be observed in relatively shallow lakes. During the summer, warm water, which is less dense, will sit on top of colder, denser water that sinks to the bottom; with a thermocline separating them. Because the warm water is also exposed to the Sun during the day, a stable system exists, and very little mixing of warm water and cold water occurs. As winter approaches, the temperature of the surface water will also drop until it approaches 4° C (39 ° F), which is the temperature at which water is densest. When the entire body of water is at 4° C, the thermocline disappears, (or, to say a different way, it reaches the surface) and the water from the bottom of the lake can mix freely with the water from the top. This effect also occurs in Arctic and Antarctic waters.

Экзаменационный билет № 2

#### **ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ ПИСЬМЕННОГО ПЕРЕВОДА** **Water Pollution**

The most important factor influencing the quality of water is the nature of wastes reaching water sources from domestic and industrial effluents. The impact of ecologically harmful substances can be particularly damaging. Dangerous substances are substances, which are persistent, toxic and accumulate in living tissues causing chronic intoxication. Mercury which is one of the most dangerous substances has the ability to accumulate in sea plants and fish. Concentrations of mercury in fish from polluted water may be up to 10 ppm but most marine fish contain 0.15 ppm. Mercury poisoning from fish is not considered to be a risk in most areas, but fish from some fresh water lakes, such as Lake Erie, is not considered suitable for human consumption.

#### **ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ РЕФЕРИРОВАНИЯ** **Water Constituents**

In the North Atlantic, saline water cools and sinks to a moderate level to form the North Atlantic Deep water, which flows slowly southward; this water mass is less dense than the Antarctic Bottom water, and hence flows at less depth. Once a water mass sinks below the surface, it loses contact with the atmosphere, and can no longer exchange gases with it. Oxygen, dissolved in the water, is used up in the oxidization of dead organic matter, and it is slowly depleted as the water mass remains below the surface. Thus, the oxygen content gives the oceanographer an idea of the “age” of the water mass, that is, the time it has been away from the surface. Radioactive carbon-14 is produced in the atmosphere

and enters the ocean in the form of carbon dioxide gas. The activity of carbon-14 in a deep-water mass is largely a measure of the time since that water mass was at the surface.

#### Экзаменационный билет № 3

##### ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ ПИСЬМЕННОГО ПЕРЕВОДА

Rivers are not static systems. The water levels, which impact the characteristics of rivers and streams, may continually vary in response to storms, runoffs, and groundwater inflows and may impact how rivers and streams are managed and regulated. For example, the protection of navigable waterways under the Rivers and Harbors Act extends to structures below the mean high-water line in tidal waters, or the ordinary high water level in nontidal waters. The high water level is typically estimated based on a high flow that would be expected to occur only once in every 100 years. The 100-year return flow is also often used to establish, for flood insurance purposes, 100-year flood inundation area, or Special Flood Hazard Area. In addition to high flows and water levels, low flows are often critical such as for water quality or environmental impacts.

##### ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ РЕФЕРИРОВАНИЯ

Thermocline can also be observed in relatively shallow lakes. During the summer, warm water, which is less dense, will sit on top of colder, denser water that sinks to the bottom; with a thermocline separating them. Because the warm water is also exposed to the Sun during the day, a stable system exists, and very little mixing of warm water and cold water occurs. As winter approaches, the temperature of the surface water will also drop until it approaches 4° C (39 ° F), which is the temperature at which water is densest. When the entire body of water is at 4° C, the thermocline disappears, (or, to say a different way, it reaches the surface) and the water from the bottom of the lake can mix freely with the water from the top. This effect also occurs in Arctic and Antarctic waters.

#### Экзаменационный билет № 4

##### ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ ПИСЬМЕННОГО ПЕРЕВОДА

###### **Valuation of Solutions in Urban Storm Water Systems**

Open stormwater solutions get more common and are about to play a central role in the management of stormwater. However, there is a need for evaluation of existing systems and to find out what role the system plays in the overall management of the city's water. It is also considered to examine the importance of systems with regard to the quantity and quality of the stormwater that reaches the recipient.

Furthermore, considering the expected tighter requirements in near future it seems also necessary to improve the effluent quality from the open systems as well. This could be done by application of sustainable physico-chemical processes to the existing stormwater facilities. Sorption, for instance, is a process which is going to be evaluated in this context for treatment of urban toxics such as organic and inorganic impurities.

##### ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ РЕФЕРИРОВАНИЯ

###### **Ekman spiral**

Ekman layer is a vertical region of the ocean affected by the movement of wind-driven surface waters. This layer, named for the Swedish oceanographer V. Walfrid Ekman, extends to a depth of about 100 metres (about 300 feet). Ekman deduced the layer's existence in 1902 from the results obtained from a theoretical model which helped explain observations of wind drift in the Arctic.

Wind-driven stress on the ocean surface is proportional to the square of the wind speed and the direction of the wind; it is this force that sets the surface water in motion. The surface water is directed at an angle



of 45° to the wind, to the right in the Northern Hemisphere and to the left in the Southern Hemisphere. With increasing depth in the boundary layer, the current speed is reduced, and the direction rotates farther away from the wind direction following a spiral form. This is so-called Ekman spiral.

#### Экзаменационный билет № 5

##### ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ ПИСЬМЕННОГО ПЕРЕВОДА

Estimation of potential evapotranspiration (PET) is required for water availability computations; estimation of flows for multipurpose reservoir operation; scheduling of irrigation projects; preparation of long-term flow forecasts; and many other aspects of water resources management.

Thornthwaite first described PET as the maximum rate of evapotranspiration (ET) from the large area covered completely and uniformly by vegetation growing with unlimited water supply. In general, ET is the second largest component of the catchment water balance and PET data; therefore, it forms a key input to rainfall-runoff modeling studies. On an average, 70% of the mean annual rainfall is returned to atmosphere as ET. Assessment of ET is a very complex problem involving soil moisture status, plant water availability and surface cover type.

##### ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ РЕФЕРИРОВАНИЯ

###### Ekman transport

Since the wind varies from place to place, so does the Ekman transport, forming convergence and divergence zones of surface water. A region of convergence forces surface water downward is a process called downwelling, while a region of divergence draws water from below into the surface Ekman layer is a process known as upwelling. Upwelling and downwelling also occur where the wind blows parallel to a coastline. The principal upwelling regions of the world are along the eastern boundary of the subtropical ocean waters, as, for example, the coastal region of Peru and northwestern Africa. Upwelling in these regions cools the surface water and brings nutrient-rich subsurface water into the sunlit layer of the ocean, resulting in a biologically productive region.

#### Экзаменационный билет № 6

##### ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ ПИСЬМЕННОГО ПЕРЕВОДА

Waste heat discharged to natural waters typically depresses the dissolved oxygen content, affecting aquatic species such as fish, amphibians and copepods. The resulting higher water temperature typically raises the metabolic rate of aquatic organisms; for example, increasing enzyme activity occurs, that causes plants and animals to take in greater quantities of nutrients and either carbon dioxide or oxygen. These metabolic changes can alter the balance of species composition, and may also lead to migration, as species attempt to adapt to changed thermal conditions. As a result, original species may migrate away, and alien species may enter a local aquatic system. In some cases significant loss of biodiversity can arise, and in some instances total bio-productivity can increase at the expense of species declines. The most readily observable phenomenon is that of mass fish kills in a surface water body; in this case, there are often large numbers of dead fish seen floating in the water or washed up on the water banks. Juveniles or fish fry are particularly vulnerable to small changes in water temperature.

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Экзаменационный билет № 7

ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ ПИСЬМЕННОГО ПЕРЕВОДА

Hydrology as a Science

Hydrology is a science because it is concerned with a class of natural phenomena governed by general laws which the hydrologist seeks to understand and predict.

Hydrology is the science that treats the waters of the Earth, their occurrence, circulation and distribution, their chemical and physical properties, and their reaction with their environment, including their relation to living things. The domain of hydrology embraces the full life history of water on the Earth.

As an earth science, hydrology is closely related to other natural sciences. Understanding precipitation and evaporation requires knowledge of climatology and meteorology; similarly, infiltration is connected to soil science, groundwater flow to geology. Besides the flow of water, understanding the transport of constituents calls for a host of additional knowledge.

ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ РЕФЕРИРОВАНИЯ

Rivers are lotic systems and are generally dominated by flows, which are usually unidirectional in response to gravity, as opposed to lakes and reservoirs, which are lentic systems. The characteristics of rivers and streams are strongly related to the watershed and human influences. The differences in how rivers are organized and function have led to the development of a variety of classification schemes. While the separation is somewhat artificial, the variations in riverine systems and their classifications are often based on changes occurring with respect to distance, longitudinal, lateral, and vertical, and with time. The changes are not confined to the variations within the river channel, but are on a much broader scale, since riverine systems strongly impact the surrounding landscape. Another major factor impacting the characteristics of rivers and their landscape is human activity.

Экзаменационный билет № 8

ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ ПИСЬМЕННОГО ПЕРЕВОДА

The Formation of Sea Ice

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ЭКЗАМЕНАЦИОННЫЙ ТЕКСТ ДЛЯ РЕФЕРИРОВАНИЯ

Consider a river as a “large stream,” which originates at some elevation and ultimately flows downstream into some other waterbody, such as an estuary or an ocean. The river may also receive, and be influenced by tributary inflows along its path to its outlet. The physical, chemical, and biological characteristics of the river would be expected to vary longitudinally as the channel and the floodplain vary from their

origin to the outlet. For example, the channel width and depth would be expected to increase downstream as the drainage area and discharge increase.

A simplified longitudinal model captures these observed changes by disaggregating the river into three zones: The headwaters zone has the steepest slope, and the relatively high current velocities often cut deep channels resulting in V-shaped valleys with rapids and waterfalls being common.

Критерии оценки результатов экзамена Максимальное количество баллов – 20.

**18 баллов** - заслуживает студент, демонстрирующий всестороннее, систематическое и глубокое знание программного материала, а также понимание объёмных сложных текстов узкоспециальной направленности, способный дать письменный перевод текста без искажения смысла, учитывая грамматические конструкции, встречающиеся в тексте, с использованием словаря, а также передать смысл 90% текста без использования словаря.

**15 баллов** - заслуживает студент, имеющий полное знание программного материала, способный перевести со словарем текст письменно, допустив некоторое искажение смысла или показав незначительные трудности при переводе некоторых грамматических конструкций, а также передать смысл 75% текста без использования словаря.

**15 баллов** - заслуживает студент, знающий основной программный материал в объеме, необходимом для дальнейшей учебы и предстоящей профессиональной деятельности, который способен письменно перевести со словарем текст, допустив при этом некоторое искажение смысла, а также испытыв трудности при переводе нескольких грамматических конструкций, а также передать смысл 50% текста без словаря.

**Менее 10 баллов** - выставляется студенту, имеющему пробелы в знаниях основного программного материала, допустившему принципиальные ошибки при выполнении письменного перевода со словарем, не способные передать смысл 50% текста без словаря.

Шкала перевода баллов в оценки:

	Нижняя граница баллов	Оценка
1	менее 10	неудовлетворительно
2	10	удовлетворительно
3	15	хорошо
4	18	отлично