

**НЕГОСУДАРСТВЕННОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
ВЫСШЕГО ОБРАЗОВАНИЯ
«ДАГЕСТАНСКИЙ МЕДИЦИНСКИЙ СТОМАТОЛОГИЧЕСКИЙ ИНСТИТУТ»**

Одобрено
На заседании Учёного совета «ДМСИ»,
Протокол № 12 от 24 июня 2024 г.

УТВЕРЖДАЮ
Ректор НОУ ВО «ДМСИ»
профессор М.М.Расулов

«__» _____ 20__ г.

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ
ИНОСТРАННЫЙ ЯЗЫК**

Специальность	31.05.03 Стоматология
Направленность(специализация)	Стоматология
Форма обучения	очная
Трудоемкость	3 з.е.
Разработано для обучающихся	по специальности 31.05.03

Махачкала

Фонд оценочных средств по учебной дисциплине одобрен на заседании кафедры общенаучных и медико-биологических дисциплин «20» июня 2024 г. Протокол № 8.

Фонд оценочных средств актуализируется (обновляется) ежегодно.

**ПЕРЕЧЕНЬ ПЛАНИРУЕМЫХ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ, СО-
ОТНЕСЕННЫХ С ПЛАНИРУЕМЫМИ РЕЗУЛЬТАТАМИ ОСВОЕНИЯ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ**

Код и наименование компетенции (или ее части)	Код и наименование индикатора компетенции (или ее части)	В результате изучения учебной дисциплины обучающиеся должны:		
		Знать	Уметь	Владеть
УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном (ых) языке(ах), для академического и профессионального взаимодействия.	ИД-1 УК-4.1 Устанавливает контакт и развивает профессиональное общение на государственном языке или на иностранном (ых) языке (ах) в объеме, достаточном для академического и профессионального взаимодействия. ИД-4УК-4.4 Использует вербальные и невербальные средства коммуникации и выбирать наиболее эффективные для академического и профессионального взаимодействия.	Современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	Использовать современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	Современными коммуникативными технологиями для возможности устной и письменной коммуникации и получения информации из иностранных источников со словарем

РАСПРЕДЕЛЕНИЕ КОМПЕТЕНЦИЙ ПО РАЗДЕЛАМ

Наименование раздела (темы) дисциплины	Код формируемой компетенции
1. Фонетика, орфоэпия	ИД-1 УК-4.1 ИД-4 УК-4.4
2. Грамматика (морфология, синтаксис, пунктуация)	ИД-1 УК-4.1 ИД-4 УК-4.4
3. Лексика	ИД-1 УК-4.1 ИД-4 УК-4.4

ОЦЕНОЧНЫЕ МАТЕРИАЛЫ ПО ДИСЦИПЛИНЕ

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

На этапе текущего контроля успеваемости и промежуточной аттестации обучающихся по дисциплине показателями оценивания уровня сформированности компетенций являются результаты устных и письменных опросов на практических занятиях, написания рефератов, выполнения практических заданий, решения тестовых заданий.

Описание показателей и критериев оценивания компетенций

Показатели оценивания	Критерии оценивания компетенций	Шкала оценивания
-----------------------	---------------------------------	------------------

Понимание смысла компетенции	Имеет базовые общие знания в рамках диапазона выделенных задач	Минимальный уровень
	Понимает факты, принципы, процессы, общие понятия в пределах области исследования. В большинстве случаев способен выявить достоверные источники информации, обработать, анализировать информацию.	Базовый уровень
	Имеет фактические и теоретические знания в пределах области исследования с пониманием границ применимости	Высокий уровень
Освоение компетенции в рамках изучения дисциплины	Наличие основных умений, требуемых для выполнения простых задач. Способен применять только типичные, наиболее часто встречающиеся приемы по конкретной сформулированной (выделенной) задаче	Минимальный уровень
	Имеет диапазон практических умений, требуемых для решения определенных проблем в области исследования. В большинстве случаев способен выявить достоверные источники информации, обработать, анализировать информацию.	Базовый уровень
	Имеет широкий диапазон практических умений, требуемых для развития творческих решений, абстрагирования проблем. Способен выявлять проблемы и умеет находить способы решения, применяя современные методы и технологии.	Высокий уровень
Способность применять на практике знания, полученные в ходе изучения дисциплины	Способен работать при прямом наблюдении. Способен применять теоретические знания к решению конкретных задач.	Минимальный уровень
	Может взять на себя ответственность за завершение задач в исследовании, приспосабливает свое поведение к обстоятельствам в решении проблем. Затрудняется в решении сложных, неординарных проблем, не выделяет типичных ошибок и возможных сложностей при решении той или иной проблемы	Базовый уровень
	Способен контролировать работу, проводить оценку, совершенствовать действия работы. Умеет выбрать эффективный прием решения задач по возникающим проблемам.	Высокий уровень

Оценочные материалы для проведения текущего контроля

Вопросы для устного опроса на практических занятиях

"Инфинитив и герундий"

1. Translate into Russian.

- 1 The buyers want to know our terms of payment
- 2 This is for you to decide
- 3 The plan of our work will be discussed at the meeting to be held on May 25.
- 4 To walk in the garden was a pleasure
- 5 Jane remembered to have been told a lot about Mr. Smith
- 6 I felt him put his hand on my shoulder
- 7 This writer is said to have written a new novel

- 8 She seems to be having a good time at the seaside
 - 9 They watched the boy cross the street
 - 10 To advertise in magazines is very expensive
 - 11 He proved to be one of the cleverest students at our Institute
 - 12 He knew himself to be strong enough to take part in the expedition
 - 13 To see is to believe
 - 14 He is sure to enjoy himself at the disco
 - 15 To tell you the truth, this company has a very stable position in the market.
2. Put "to" before the infinitive where it is necessary.
- 1 My son asked me ... let him ... go to the club
 - 2 You must make him ... practice an hour a day
 - 3 She was made ... repeat the song
 - 4 He is not sure that it can ... be done, but he is willing ... try
 - 5 Let me ... help you with your work
 - 6 She asked me ... read the letter carefully and ... write an answer
 - 7 You ought ... take care of your health
 - 8 I looked for the book everywhere but could not ... find it
 - 9 He was seen ... leave the house
 - 10 We had ... put on our overcoats because it was cold
 - 11 The man told me not ... walk on the grass
 - 12 Have you heard him ... play the piano?
 - 13 You had better ... go there at once
 - 14 I would rather not ... tell them about it
 - 15 We shall take a taxi so as not ... miss the train.
3. Use the appropriate form of the infinitive.
- 1 They want (to take) to the concert by their father
 - 2 I am glad (to do) all the homework yesterday
 - 3 This plant is known (to produce) tractors
 - 4 He wants his son (to become) a lawyer
 - 5 The enemy army was reported (to overthrow) the defense lines and (to advance) towards the suburbs of the city
 - 6 He seems (to know) French very well: he is said (to spend) his youth in Paris
 - 7 You had better (to call) our distributors at once
 - 8 We are happy (to invite) to the party
 - 9 That firm is reported (to conduct) negotiations for the purchase of sugar
 - 10 It seemed (to snow) heavily since early morning: the ground was covered with a deep layer of snow
 - 11 He didn't hear me (to knock) at the door
 - 12 I want (to inform) of her arrival
 - 13 Our sportsmen are proud (to win) the cup
 - 14 He is known (to work) on the problem for many years
 - 15 The representative of the firm asked for the documents (to send) by air mail
4. Put "to" where necessary.
1. I think you ought ... apologize.
 2. Make him ... speak louder.
 3. Help me ... carry this bag.
 4. My son asked me ... let him ... go to the theatre.
 5. I must ... go to the country.
 6. It cannot ... be done to-day.
 7. She asked me ... read the letter carefully and ... write an answer.
 8. The man told me not ... walk on the grass.

9. Let me ... help you with your work.
10. She ought ... take care of her health.
11. We had better ... stop to rest a little.
12. I don't know what ... do.
13. He was seen ... leave the house.
14. We have come ... ask whether there is anything we can ... do.
15. We heard the siren ... sound and saw the ship ... move.
16. I cannot ... go there now, I have some work ... do.
17. During the crossing the passengers felt the ship ... toss.
18. You must make him ... practice an hour a day.
19. He is not sure that it can ... be done, but he is willing ... try.
20. I looked for the book everywhere but could not ... find it.
21. He said that she might ... come in the evening.
22. She was made ... repeat the song.
23. Would you rather ... learn shorthand than typewriting?

5. Translate into Russian.

1. I called every morning to see if there was any news.
2. We stopped to have a smoke.
3. He came here to speak to me, not to you.
4. The car was waiting at the door to take them to the station.
5. To explain the problem he drew diagrams all over the blackboard.
6. The steamship "Minsk" was chartered to carry a cargo of timber from St.Petersburg to Hull.
7. Under clause 35 the charterers were to supply the steamer with icebreaker assistance to enable her to enter or to leave the port of loading.
8. To meet the increased demand for industrial goods, a great number of new shops have been opened in the towns.
9. The first lot is ready for shipment, but to economize on freight we have decided to ship it together with the second lot.
10. Please send us your instructions at once to enable us to ship the machines by the 20th of May.

6. Translate into English using the Objective Infinitive Construction (Coplex Object) where possible.

1. Он хочет, чтобы мы пришли к нему сегодня.
2. Я хотел бы, чтобы вы подождали меня здесь.
3. Он хочет, чтобы его сын стал врачом.
4. Он хочет, чтобы его послали в С.-Петербург на конференцию.
5. Она хочет, чтобы ее пригласили на вечер.
6. Мы не хотели, чтобы нас прерывали.
7. Хотите ли вы, чтобы я вам помог?
8. Я хочу, чтобы его статья была опубликована.
9. Доктор не хочет, чтобы вы ехали на юг.
10. Он хочет, чтобы груз был застрахован.
11. Она не любит, чтобы дети готовили уроки вечером.
12. Она любит, чтобы обед был вовремя.
13. Он не любит, когда его прерывают.
14. Он хочет, чтобы ему задавали вопросы.

7. Make infinitives (add "to") or gerunds (add "-ing") of the verbs in brackets to make the following sentences grammatically correct.

1. When I'm tired, I enjoy ... television. It's relaxing. (watch)
2. It was a nice day, so we decided ... for a walk. (go)

3. It's a nice day. Does anyone fancy ... for a walk? (go)
 4. I'm not in a hurry. I don't mind ... (wait)
 5. They don't have much money. They can't afford ... out very often. (go)
 6. I wish that dog would stop ... It's driving me mad. (bark)
 7. Our neighbour threatened ... the police if we didn't stop the noise. (call)
 8. We were hungry, so I suggested ... dinner early. (have)
 9. Hurry up! I don't want to risk ... the train. (miss)
 10. I'm still looking for a job but I hope ... something soon. (find)
8. Complete the following sentences with infinitives (add "to") or gerunds (add "-ing") of the verbs below to make them grammatically correct.
- answer apply be be listen make see try use wash work write

1. He tried to avoid ... my question
 2. Could you please stop ... so much noise?
 3. I enjoy ... to music
 4. I considered ... for the job but in the end I decided against it
 5. Have you finished ... your hair yet?
 6. If you walk into the road without looking, you risk ... knocked down
 7. Jim is 65 but he isn't going to retire yet. He wants to carry on ...
 8. I don't mind you ... the phone as long as you pay for all your calls
 9. Hello! Fancy ... you here! What a surprise!
 10. I've put off ... the letter so many times. I really must do it today
 11. What a stupid thing to do! Can you imagine anybody ... so stupid?
 12. Sarah gave up ... to find a job in this country and decided to go abroad.
9. Make infinitives (with or without "to") or gerunds (add "-ing") of the verbs in brackets to make the following sentences grammatically correct.
1. She doesn't allow ... in the house. (smoke)
 2. I've never been to Iceland but I'd like ... there. (go)
 3. I'm in a difficult position. What do you advise me ...? (do)
 4. She said the letter was personal and wouldn't let me ...it. (read)
 5. We were kept at the police station for two hours and then we were allowed ... (go)
 6. Where would you recommend me ... for my holidays? (go)
 7. I wouldn't recommend ... in that restaurant. The food is awful. (eat)
 8. The film was very sad. It made me ... (cry)
 9. Carol's parents always encouraged her ... hard at school. (study)

Read the text and summarize it in English and in Russian

A tax is a compulsory charge or other levy imposed on an individual or a legal entity by a state or a functional equivalent of a state (e.g., tribes, secessionist movements or revolutionary movements). Taxes could also be imposed by a subnational entity.

Taxes may be paid in cash or in kind or as corvee labor. In modern capitalist taxation systems, taxes are designed to encourage the most efficient circulation of goods and services and are levied in cash. In kind and corvee taxation are characteristic of traditional or pre-capitalist states and their functional equivalents. The means of taxation, and the uses to which the funds raised through taxation should be put, are a matter of hot dispute in politics and economics, so discussions of taxation are frequently tendentious.

Public finance is the field of political science and economics that deals with taxation.

HISTORY OF TAXATION

Political authority has been used to raise capital throughout history. In many pre-monetary societies, such as the Incan empire, taxes were owed in labor. Taxation in labor was the basis of the Feudal system in medieval Europe.

In more sophisticated economies such as the Roman Empire, tax farming developed, as the central powers could not practically enforce their tax policy across a wide realm. The tax farmers were obligated to raise large sums for the government, but were allowed to keep whatever else they raised.

Many Christians have understood the New Testament to support the payment of taxes, through Jesus's words "Render unto Caesar the things that are Caesar's".

There were certain times in the Middle Ages where the governments did not explicitly tax, since they were self-supporting, owning their own land and creating their own products. The appearance of doing without taxes was however illusory, since the government's (usually the Crown's) independent income sources depended on labor enforced under the feudal system, which is a tax exacted in kind.

Many taxes were originally introduced to fund wars and are still in place today, such as those raised by the American government during the American Civil War (1861-1865). Income tax was first introduced into Britain in 1798 to pay for weapons and equipment in preparation for the Napoleonic wars and into Canada in 1917 as a "temporary" tax under the Income War Tax Act to cover government expenses resulting from World War I.

The current income tax in America was set up by Theodore Roosevelt in 1913. It was called The Federal Income Tax and was deducted from incomes at rates varying from 1-7%. But, since then, the American Tax Code has been modified and new taxes have been added, especially over the World War I and II periods. Since World War II, the American Tax Code has increased in size four-fold.

Read the text and summarize it in English and in Russian

Taxes are sometimes referred to as direct or indirect. The meaning of these terms can vary in different contexts, which can sometimes lead to confusion. In economics, direct taxes refer to those taxes that are collected from the people or organizations on whom they are imposed. For example, income taxes are collected from the person who earns the income. By contrast, indirect taxes are collected from someone other than the person responsible for paying the taxes.

From whom a tax is collected is a matter of law. However, who pays the tax is determined by the market place and is found by comparing the price of the good (including tax) after the tax is imposed to the price of the good before the tax was imposed. For example, suppose the price of gas in the U.S., without taxes, were \$2.00 per gallon. Suppose the U.S. government imposes a tax of \$0.50 per gallon on the gas. Forces of demand and supply will determine how that \$0.50 tax burden is distributed among the buyers and sellers. For example, it is possible that the price of gas, after the tax, might be \$2.40. In such a case, buyers would be paying \$0.40 of the tax while the sellers would be paying \$0.10 of the tax.

INCOME TAX

Income tax is commonly a progressive tax because the tax rate increases with increasing income. For this reason, it is generally advocated by those who think that taxation should be borne more by the rich than by the poor, even to the point of serving as a form of social redistribution. Some critics characterize this tax as a form of punishment for economic productivity. Other critics charge that income taxation is inherently socially intrusive because enforcement requires the government to collect large amounts of information about business and personal affairs, much of which is considered proprietary and confidential.

Income tax fraud is a problem in most, if not all, countries implementing an income tax. Either one fails to declare income, or declares nonexistent expenses. Failure to declare income is especially easy for non-salaried work, especially those paid in cash. Tax enforcement authorities fight tax fraud using various methods, nowadays with the help of computer databases. They may, for instance, look for discrepancies between declared revenue and expenses along time. Tax enforcement authorities then target individuals for a tax audit – a more or less detailed review of the income and tax-deductible expenses of the individual.

Income tax may be collected from legal entities (e.g., companies) as well as natural persons (individuals), although, in some cases, the income tax on legal entities is levied on a slightly different basis than the income tax on individuals and may be called, in the case of income tax on companies, a corporation tax or a corporate income tax.

POLL TAX

A poll tax, also called a per capita tax, or capitation tax, is a tax that levies a set amount per individual. The earliest tax mentioned in the Bible of a half-shekel per annum from each adult Jew was a form of poll tax. Poll taxes are regressive, since they take the same amount of money (and hence, a higher proportion of income) for poorer individuals as for richer individuals. Poll taxes are difficult to cheat.

VALUE ADDED TAX

A value added tax (sometimes called a goods and services tax, as in Australia and Canada) applies the equivalent of a sales tax to every operation that creates value. To give an example, sheet steel is imported by a machine manufacturer. That manufacturer will pay the VAT on the purchase price, that amount to the government. The manufacturer will then transform the steel into a machine, selling the machine for a higher price to a wholesale distributor. The manufacturer will collect the VAT on the higher price, but will remit to the government only the excess related to the "value added" (the price over the cost of the sheet steel). The wholesale distributor will then continue the process, charging the retail distributor the VAT on the entire price to the retailer, but remitting only the amount related to the distribution markup to the government. The last VAT amount is paid by the eventual retail customer who cannot recover any of the previously paid VAT. Economic theorists have argued that this minimizes the market distortion resulting from the tax, compared to a sales tax.

VAT was historically used when a sales tax or excise tax was uncollectible. For example, a 30% sales tax is so often cheated that most of the retail economy will go off the books. By collecting the tax at each production level, and requiring the previous production level to collect the next level tax in order to recover the VAT previously paid by that production level, the theory is that the entire economy helps in the enforcement. In reality, forged invoices and the like demonstrate that tax evaders will always attempt to cheat the system.

Грамматика. Эмфатические структуры. Структуры с непрямым порядком слов. Неполные эллиптические структуры.

Переведите, как можно точнее передавая значение усилительного "do".

1. Materialism does not deny the reality of mind. What materialism does deny is that a thing called "the mind" exists separate from the body.

2. Certainly a great deal of new English poetry does meet with indifference because it seems private and incomprehensible.

3. While we have no language Academy for English, we do have something that partly serves the purpose, and that something is the dictionary.

4. The one thing, though, which must be set to her credit, is that she did initiate. She followed no one, but introduced what was actually a new type of novel.(1)

5. These old manuscripts are not so easy to read as our modern books, for the reason that there are no spaces between words. The later manuscripts however, do sometimes have spaces between the words just as we have.

6. He (Maugham) does, however, belong of right to that small and select company of contemporary writers whose best work, we may reasonably assume, will survive beyond their lifetime.

7. What possibilities and potentialities in politics, arts, sciences, vanished among the shell holes and barbed wire, we shall never know. But consequences of this war we do know, and we cannot ignore them.

8. It is perhaps necessary to remind the reader that there is a nucleus of fact hidden among all this fictitious embroidery. Kublai Khan did send a large fleet against Japan about the time stated, which met with a fate similar to that of Spanish Armada.

Прочтите предложения. Переведите отрицательную форму прилагательного (наречия, причастия) без отрицания. Найдите наиболее подходящий способ перевода.

1. The total number of German words in English is not inconsiderable.
2. To find a poet who is also a literary critic is not unusual nowadays.
3. Not infrequently the primary meaning (of a word) dies away and the derivative meaning remains.
4. To group these artists into schools is a little pedantic. . Yet it is not unreasonable to group together the painters who worked chiefly in Florence.
5. The changes of sound here are not irregular.
6. Not dissimilar effects are found in painting.
7. It is not without significance, also, that this work was utilized as a basis for the libretto of a popular opera.
8. These scholars then carried the New Learning (The Renaissance) to all parts of Europe, and the learned men of England were by no means unrepresented among them.
9. These two volumes were savagely, but not unfairly, criticized.
10. None of the long poems are uninteresting, and very few are insignificant or unsuccessful.
11. Kitchener (2) whose arrogance was not dissimilar to Curson's (3) was not prepared to tolerate a situation in which his proposals were criticized from the military point of view by the military member of Council.
12. The scenes and characters themselves are depicted most graphically, often even dramatically, and humour is not wanting where it is suitable.
13. If in historical times people were relatively safe from the assaults of enemies and from robbery, they feared dangers of other kinds which threatened them and their houses. Belief in magic and witchcraft is primeval and was not lacking even in the classical age of Greece.

Найдите выделяемый член предложения. Переведите предложения, подбирая наиболее подходящие усилительные слова.

1. Of the countries of Western Europe, it is France that has the greatest number of human fossils.
2. It is no doubt to this quality that the great popularity of this collection is due.
3. It was only through treachery that the Turks had taken Antioch in 1085.
4. It was during the reign of the same Emperor that the Bulgars, who in later days played so important a part in Byzantine history, first established themselves in the Balkans.
5. Schools flourished in monasteries connected with York, Yarrow and Whitby, and it is to these that the literature about to be described owes its origin.
6. But, after all, it is not by means of any tricks or devices that, the remarkable effect of Milton's verse is produced: that surely is due to the genius of the author whose mind and soul were full of music and harmony.
7. All the extensions of human control over external nature have been due to improvement in tools. For it is mainly with the aid of tools that men can act upon and alter the material world around them.
8. In 1681 John Dryden wrote his four celebrated Satyres, which brought him into still greater prominence in society and at Court. It is largely on these that his fame as a poet now rests.
9. It was only with the beginning of that literary movement which we call Romanticism that men of letters, artists and scholars began to turn their attention seriously to the investigation of regional dialects.

10. However it is with Leonardo the painter and sculptor that this book is concerned, and though from his paintings one can guess at a massive intellect one could hardly deduce the empirical scientist and inventor.

11. It was to Lyme Regis, the delightful little seaport and bathing beach, where we made a brief stop on our way to Exeter, that Charles II came after the battle of Worcester when he planned to escape from England.

Read the text and summarize it in English and in Russian

Profit

The pursuit and realization of profit is an essential characteristic of capitalism. Profit is derived by selling a product for more than the cost required to produce or acquire it. Some consider the pursuit of profit to be the essence of capitalism. Sociologist and economist, Max Weber, says that "capitalism is identical with the pursuit of profit, and forever renewed profit, by means of conscious, rational, capitalistic enterprise". However, it is not a unique characteristic for capitalism, some practiced profitable barter and monetary profit has been known since antiquity.

Opponents of capitalism often protest that private owners of capital do not remunerate laborers the full value of their production but keep a portion as profit, claiming this to be exploitative. However, defenders of capitalism argue that when a worker is paid the wage for which he agreed to work, there is no exploitation, especially in a free market where no one else is making an offer more desirable to the worker; that "the full value of a worker's production" is based on his work, not on how much profit is created, something that depends almost entirely on factors that are independent of the worker's performance; that profit is a critical measure of how much value is created by the production process; that the private owners are the ones who should decide how much of the profit is to be used to increase the compensation of the workers (which they often do, as bonuses); and that profit provides the capital for further growth and innovation.

Критерии и шкала оценивания устного опроса

Шкала оценивания	Показатели оценивания
5 («отлично»)	<p>Полно и аргументированно отвечает по содержанию задания; обнаруживает понимание материала, может обосновать свои суждения, применить знания на практике, может привести необходимые примеры не только по тексту, но и самостоятельно составленные; излагает материал последовательно и правильно. Владеет грамматическими навыками, обеспечивающими коммуникацию общего и профессионального характера без искажения смысла при письменном общении; владеет основными структурами и функциями языка, умело демонстрирует свои навыки на практике; владеет навыками перевода. Умеет логически верно, аргументировано и ясно строить письменную речь в условиях иноязычного общения. Студент извлекает основную информацию из аутентичного текста, передает информацию в связанных аргументированных высказываниях, планирует речевое поведение с учетом специфики ситуации общения; адекватно воспринимает информацию на английском языке.</p>
4 («хорошо»)	<p>Обучающийся дает ответ, удовлетворяющий тем же требованиям, что и для отметки «5», но допускает 1–2 грамматические ошибки или 1–2 недочета в последовательности и языковом оформлении излагаемого.</p>
3 («удовлетворитель»)	<p>Обучающийся обнаруживает понимание основного содержания теста, лексического материала, структуры языка, но излагает материал неполно, допускает неточности в переводе или при ответе на вопросы.</p>

но)»	
2 («неудовлетворительно»)	Обучающийся обнаруживает незнание ответа на соответствующее задание, допускает ошибки в произношении и употреблении слов, формулировке определений и правил, искажающие их смысл, беспорядочно и неуверенно излагает материал. Оценка «2 балла» отмечает такие недостатки в подготовке студента, которые являются серьезным препятствием к успешному овладению последующим материалом.

Тематика рефератов

1. Исторические факты развития и становления стоматологии как науки.
2. Современная стоматология.
3. Стоматологическое образование в странах изучаемого языка. .

Критерии оценивания выполнения реферата

Оценка	Критерии
Отлично	полностью раскрыта тема реферата; указаны точные названия и определения; правильно сформулированы понятия и категории; проанализированы и сделаны собственные выводы по выбранной теме; использовалась дополнительная литература и иные материалы и др.;
Хорошо	недостаточно полное, раскрытие темы; несущественные ошибки в определении понятий и категорий и т. п., кардинально не меняющих суть изложения; использование устаревшей литературы и других источников;
Удовлетворительно	реферат отражает общее направление изложения лекционного материала и материала современных учебников; наличие достаточного количества несущественных или одной-двух существенных ошибок в определении понятий и категорий и т. п.; использование устаревшей литературы и других источников; неспособность осветить проблематику дисциплины и др.;
Неудовлетворительно	тема реферата не раскрыта; большое количество существенных ошибок; отсутствие умений и навыков, обозначенных выше в качестве критериев выставления положительных оценок и др.

Типовые тесты по дисциплине

1. Используйте слова в скобках для образования предложений в Present Simple. Обратите внимание, в какой форме должно стоять предложение (утвердительной, вопросительной или отрицательной).

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

2. Раскройте скобки употребляя present simple tense.

1. I (to study) English every day.
2. You (to come) to my place yesterday?
3. He (to live) in Dubai.

4. How long it (to take) you to get to the City Mall?
5. What you (to study) every Friday?
6. We (to have) dinner with my family yesterday.
7. His computer (to be) ready yesterday.
8. My friend (to like) running in the park every morning.
9. Their family (to invite) everybody to the party last week.
10. Jesse always (to come) to work early.

3. Перепишите следующий текст в прошедшем времени.

On Monday we have five lessons. The first lesson is English. At this lesson we write a dictation and do some exercises. Nick goes to the blackboard. He answers well and gets a "five". Pete does not get a "five" because he does not know his lesson. After the second lesson I go to the canteen. I eat a sandwich and drink a cup of tea. I do not drink milk. After school I do not go home at once. I go to the library and take a book. Then I go home. On Tuesday I get up at half past six. I go to the bathroom and wash my hands and face and clean my teeth. Then I dress, go to the kitchen and cook breakfast for my family. At half past seven my son gets up and has breakfast. I have breakfast with my son. My son eats a sandwich and drinks a cup of tea. I don't drink tea. I drink coffee. After Breakfast my son leaves home for school. I don't leave home with my son. On Tuesday I don't work in the morning. I work in the afternoon. In the evening I am at home. My husband and my son are at home, too. We rest in the evening. My son watches TV, my husband reads newspapers and I do some work about the house. At about eleven o'clock we go to bed.

4. Переведите следующие слова и словосочетания на английский

Плохая гигиена полости рта; купировать заболевание; потребление; приводить к; иметь место, происходить; распространяться; быть результатом; сильная боль; вызывать, являться причиной; поражение, повреждение; распространенное заболевание; общее состояние здоровья;

5. Раскройте скобки, употребляя глаголы в одном из следующих времен: Present Continuous, Present Simple, Past Simple или Future Simple.

1. We (to go) on a tramp last Sunday. 2. Your brother (to go) to the country with us next Sunday? 3. Granny (not to cook) dinner now. 4. We (to cook) our meals on a fire last summer. 5. My sister (to wash) the dishes every morning. 6. When you (to go) to school? 7. What you (to prepare) for breakfast tomorrow? 8. You (to invite) your cousin to stay with you next summer? 9. How you (to help) your sister last summer? 10. I (to send) a letter to my friend tomorrow. 11. Every morning on the way to school I (to meet) my friends. 12. My friend (to go) to the library every Wednesday. 13. He (not to go) to the country yesterday. 14. Why you (to go) to the shop yesterday? 15. We (to grow) tomatoes next summer. 16. What you (to do) now? 17. He (to sleep) now. 18. Where your father (to work) last year? 19. You (to go) to the south next summer! 20. He (not to watch) TV yesterday. 21. Yesterday we (to write) a test-paper. 22. I (to buy) a very good book last Tuesday. 23. My granny (not to buy) bread yesterday. 24. What you (to buy) at the shop tomorrow? 25. Don't make noise! Father(to work).

3. Выберите правильный вариант

1. Summerspring.
a) follows b) follow c) is following d) are following e) am following
2. Pete.....a magazine now.
a) read b) reads c) reading d) is reading e) are reading
3. Sometimes she.....new books in this shop.
a) buys b) buy c)is buying d) are buying e) buying
4. I.....him.
a) am not understanding b) don't understand c) doesn't understand
d) am not understand e) don't understanding
5. They...tennis at the moment.
a) play b) are playing c) plays d) is playing e) am playing
6. He...to speak to you now.
a) is wanting b) want c) wants d) is want e) are wanting
7. What goes round the Earth? – The Moon... .
a) is b) has c) are d) do e) does
8. Who is working in the garden?- We... .
a) are b) do c) is d) have e) does
9. Where....my sisters travelling now?
a) have b) do c) are d) is e) has
10. The antonym for the verb “to turn on” is....
a) turn at b) turn in c) turn of d) turn off e) turn into
11. When it is cold in the room, my father turns on..... .
a) gas b) hot water c) washing machine d) central heating e) vacuum cleaner
12. When it is dark outside we turn on..... .
a) electricity b) gas c) cold water d) vacuum cleaner e) washing machine
13. A piece of furniture to sit at and work is a....
a) sink b) table c) chair d) sofa e) cupboard
14. A piece of furniture to wash up in is a.... .
a) sink b) table c) chair d) sofa e) cupboard
15. Things you may hang on the window are... .
a) lamps b) fires c) pictures d) curtains e) carpets
16. Tom and Jane.....to spend this summer in the country.
a) wants b) are wanting c) wanting d) is wanting e) want

Критерии оценивания образовательных достижений для тестовых заданий

Оценка	Коэффициент К (%)	Критерии оценки
Отлично	Свыше 80% правильных ответов	глубокое познание в освоенном материале
Хорошо	Свыше 70% правильных	материал освоен полностью, без

	ответов	существенных ошибок
Удовлетворительно	Свыше 50% правильных ответов	материал освоен не полностью, имеются значительные пробелы в знаниях
Неудовлетворительно	Менее 50% правильных ответов	материал не освоен, знания обучающегося ниже базового уровня

Оценочные материалы для проведения промежуточной аттестации

Вопросы для подготовки к экзамену

1. Вопросительные предложения в английском языке. 4 типа вопросов
2. Общие вопросы в английском языке
3. Специальные вопросы в английском языке
4. Разделительные вопросы в английском языке
5. Альтернативные вопросы в английском языке
6. Роль глагола to be в английском языке
7. Роль глагола to have в английском языке
8. Роль глагола to do в английском языке
9. Образование Present Simple
10. Вопросительные и отрицательные предложения в Present simple
11. Образование Present Continuous
12. Вопросительные и отрицательные предложения в Present continuous
13. Разница между Present Simple and Present Continuous
14. Образование Future Simple
15. Вопросительные и отрицательные предложения в Future Simple
16. Образование Past Simple
17. Вопросительные и отрицательные предложения в Past Simple
18. Образование Future Continuous
19. Вопросительные и отрицательные предложения в Future Continuous
20. Present Continuous and Future Continuous
21. Образование Past Continuous. 3 типа предложений
22. Вопросительные предложения в Past Continuous
23. Первый тип предложений в Past Continuous
24. Второй тип предложений в Past Continuous
25. Третий тип предложений в Past Continuous
26. Разница между Present Continuous and Past Continuous
27. Разница между Past Simple and Past Continuous
28. Существительное в английском языке
29. Притяжательный падеж в английском языке
30. Множественное число существительных в английском языке
31. Слова исключения при образовании множественного числа
32. Прилагательное в английском языке
33. Степени сравнения в английском языке
34. Сравнительная степень в английском языке
35. Превосходная степень
36. Глагол в английском языке
37. Модальные глаголы
38. Роль глагола в английских предложениях
39. Правильные и неправильные глаголы
40. Порядок слов в английском предложении

Шкала оценки для проведения экзамена по дисциплине

Оценка за ответ	Критерии
Отлично	<ul style="list-style-type: none"> – полно раскрыто содержание материала; – материал изложен грамотно, в определенной логической последовательности; – продемонстрировано системное и глубокое знание программного материала; – точно используется терминология; – показано умение иллюстрировать теоретические положения конкретными примерами, применять их в новой ситуации; – продемонстрировано усвоение ранее изученных сопутствующих вопросов, сформированность и устойчивость компетенций, умений и навыков; – ответ прозвучал самостоятельно, без наводящих вопросов; – продемонстрирована способность творчески применять знание теории к решению профессиональных задач; – продемонстрировано знание современной учебной и научной литературы; – допущены одна – две неточности при освещении второстепенных вопросов, которые исправляются по замечанию.
Хорошо	<ul style="list-style-type: none"> – вопросы излагаются систематизировано и последовательно; – продемонстрировано умение анализировать материал, однако не все выводы носят аргументированный и доказательный характер; – продемонстрировано усвоение основной литературы. – ответ удовлетворяет в основном требованиям на оценку «5», но при этом имеет один из недостатков: в изложении допущены небольшие пробелы, не исказившие содержание ответа; допущены один – два недочета при освещении основного содержания ответа, исправленные по замечанию преподавателя; допущены ошибка или более двух недочетов при освещении второстепенных вопросов, которые легко исправляются по замечанию преподавателя.
Удовлетворительно	<ul style="list-style-type: none"> – неполно или непоследовательно раскрыто содержание материала, но показано общее понимание вопроса и продемонстрированы умения, достаточные для дальнейшего усвоения материала; – усвоены основные категории по рассматриваемому и дополнительным вопросам; – имелись затруднения или допущены ошибки в определении понятий, использовании терминологии, исправленные после нескольких наводящих вопросов; – при неполном знании теоретического материала выявлена недостаточная сформированность компетенций, умений и навыков, студент не может применить теорию в новой ситуации; – продемонстрировано усвоение основной литературы.
Неудовлетворительно	<ul style="list-style-type: none"> – не раскрыто основное содержание учебного материала; – обнаружено незнание или непонимание большей или наиболее важной части учебного материала; – допущены ошибки в определении понятий, при использовании терминологии, которые не исправлены после нескольких наводящих вопросов - не сформированы компетенции, умения и навыки, - отказ от ответа или отсутствие ответа