



Профессиональное образовательное частное учреждение среднего профессионального образования
**«Высший юридический колледж:
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Комплект контрольно-оценочных средств

по учебной дисциплине

ОГСЭ. 03 Иностранный язык

основной профессиональной образовательной программы

для специальности СПО

20.02.04 Пожарная безопасность

Комплект контрольно-оценочных средств учебной дисциплины разработан на основе Федерального государственного образовательного стандарта среднего профессионального образования по специальности СПО 20.02.04 Пожарная безопасность и программы учебной дисциплины «Иностранный язык».

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Комплект контрольно-оценочных средств рассмотрен на ПЦК

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СОДЕРЖАНИЕ

1. Паспорт комплекта контрольно-оценочных средств.....	4
2. Результаты освоения учебной дисциплины, подлежащие проверке.....	5
3. Оценка освоения учебной дисциплины.....	7
3.1. Формы и методы оценивания.....	7
3.2. Типовые задания для оценки освоения учебной дисциплины	12
4. Контрольно-оценочные материалы для итоговой аттестации по учебной дисциплине.....	31
5. Приложения. Задания для оценки освоения дисциплины.....	36

1. Паспорт комплекта контрольно-оценочных средств

В результате освоения учебной дисциплины «Иностранный язык» обучающийся должен обладать предусмотренными ФГОС следующими умениями, знаниями, которые формируют профессиональную компетенцию, и общими компетенциями:

У1 - общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;

У2 - переводить (со словарем) иностранные тексты профессиональной направленности;

У3 - самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас;

З1 - лексический (1200 - 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.

Умения и знания направлены на формирование следующих **компетенций**:

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

ОК 2. Организовывать собственную деятельность, выбирать типовые методы решения профессиональных задач, оценивать их эффективность и качество.

ОК 3. Принимать решения в стандартных и нестандартных ситуациях и нести за них ответственность.

ОК 4. Осуществлять поиск и использование информации, необходимой для эффективного выполнения профессиональных задач, профессионального и личностного развития.

ОК 5. Использовать информационно-коммуникационные технологии в профессиональной деятельности.

ОК 6. Работать в коллективе и команде, эффективно общаться с коллегами, руководством, людьми, находящимися в зонах пожара.

ОК 7. Брать на себя ответственность за работу членов команды (подчиненных), результат выполнения заданий.

ОК 8. Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации.

ОК 9. Ориентироваться в условиях частой смены технологий в профессиональной деятельности.

Формой аттестации по учебной дисциплине является дифференцированный зачет.

2. Результаты освоения учебной дисциплины, подлежащие проверке

2.1. В результате аттестации по учебной дисциплине осуществляется комплексная проверка следующих умений и знаний, а также динамика формирования общих компетенций:

Таблица 1.1

Результаты обучения: умения, знания и общие компетенции	Показатели оценки результата	Форма контроля и оценивания
Уметь:		
<p>У1 - участвовать в беседе/дискуссии на знакомую тему, осуществлять запрос информации, обращаться за разъяснениями, выражать свое отношение к высказыванию партнера, свое мнение по обсуждаемой теме; составлять письменно аннотация текста, реферирование текста, писать эссе.</p> <p>ОК 1-9</p>	<p>- применять основные фразы, клише для начала и конца беседы, для выражения своего отношения к высказыванию собеседника (согласия, несогласия, оценки).</p> <p>- использовать адекватные ситуациям бытового общения лексико-грамматические, коммуникативные модели;</p>	<p>Оценка результатов выполнения лексических и грамматических тестов.</p> <p>Оценка диалогов, ролевых игр, монологических высказываний, письменных аннотаций, реферирования текста, эссе.</p>
<p>У2 - читать и переводить аутентичный текст (со словарем) в рамках социально-культурной, профессиональной и бытовой сфер и определять его актуальность.</p> <p>ОК 1-9</p>	<p>- умение пользоваться словарем при переводе текста;</p> <p>- владеть лексико-грамматическими моделями для перевода специальной литературы;</p> <p>- выделять основные факты; отделять главную информацию от второстепенной; предвосхищать возможные события, факты; раскрывать причинно-следственные связи между фактами; понимать аргументацию; извлекать необходимую, интересующую информацию; определять свое отношение к прочитанному.</p>	<p>Оценка перевода текстов, результатов выполнения тестовых заданий, ответов на вопросы, заполнения текстовых карт.</p>
У3 – самостоятельно пользоваться	- владеть навыком	Оценка

<p>иноязычной справочной литературой по вопросам, связанным с профессиональной деятельностью и при подготовке проектов и презентаций; воспринимать на слух аутентичные аудио- и видеотексты.</p> <p>ОК 1-9</p>	<p>просмотрового /поискового, изучающего и ознакомительного чтения.</p> <ul style="list-style-type: none"> - выделять наиболее важную информацию по теме, проблеме; - передавать на русском или английском языке содержание услышанного текста. 	<p>результатов внеаудиторной самостоятельной работы.</p> <p>Оценка результатов выполнения тестовых заданий по аудированию, ответов на вопросы.</p> <p>Оценка результатов перевода текстов, предложений, выражений, словарных диктантов, подготовки проектов и презентаций.</p> <p>Оценка составления тематического словаря и словаря профессиональных терминов</p>
<p>Знать:</p> <p>31 - произносительные нормы языка; лексику английского языка в общеупотребительном плане, а также в профессиональной сфере; грамматические нормы языка; типовые способы построения высказываний в устной и письменной речи;</p> <p>ОК 1-9</p>	<ul style="list-style-type: none"> - знать особенности грамматического строя английского языка; - иметь лексический словарный запас в размере 1200-1500 слов по общеобразовательным темам и в профессиональной теме; - передавать содержание полученной информации, используя правильные грамматические структуры и соответствующий теме лексический вокабуляр; - использовать лексико-грамматические модели для перевода специальной литературы. 	<p>Оценка результатов выполнения лексических и грамматических тестов, письменных проверочных работ, словарных диктантов.</p> <p>Оценка результатов индивидуального и группового опроса в устной форме.</p>

а. Требования к портфолио: не предусмотрено.

3. Оценка освоения учебной дисциплины

3.1. Формы и методы оценивания

Предметом оценки служат умения и знания, предусмотренные ФГОС по дисциплине Иностранный язык (английский), направленные на формирование общих и профессиональных компетенций.

Контроль и оценка освоения учебной дисциплины по темам (разделам)

Элемент учебной дисциплины	Формы и методы контроля					
	Текущий контроль		Рубежный контроль		Промежуточная аттестация	
	Форма контроля	Проверяемые ОК, У, З	Форма контроля	Проверяемые ОК, У, З	Форма контроля	Проверяемые ОК, У, З
Раздел 1. Вводно-коррективный курс (повторение)						
Тема 1.1 Приветствие. Прощание. Формы обращения. Фонетика. Знаки транскрипции (повторение).	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (составление словаря, транскрибирование, чтение, диалоги)	У1- У3, 31, ОК1-9	Контрольная работа №1 (контроль остаточных знаний)	У1- У3, 31, ОК 1-9		
Раздел 2. Базовый курс.						
Тема 2.1 Первая встреча. Начало беседы. Взаимопонимание. Просьбы Имя существительное. Артикль.	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, диалоги, чтение)	У1-У3, 31, ОК1-9				
Тема 2.2. Согласие и несогласие. Разрешение. Запрет. Местоимения.	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (диалоги, лексико-грамматические упражнения, аннотация к тексту, лексический диктант, словарь по словообразованию)	У1-У3, 31, ОК1-9				
Тема 2.3 Профессии. Местоимения	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические	У1-У3, 31, ОК1-9	Контрольная работа №2	У1- У3, 31, ОК 1-9		

(продолжение)	упражнения, диалоги, лексический диктант, проектная работа)					
Тема 2.4 Каникулы и способы их проведения. Глагол.	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, эссе, лексический диктант, аннотация к тексту, проектная работа)	У1- У3, 31, ОК1-9				
Тема 2.5 Образование в России Порядок слов в предложении.	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, устное сообщение, реферирование текста)	У1- У3, 31, ОК1-9				
Тема 2.6 Мой выходной день. Время. Числительное.	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, лексический диктант, ролевая игра, монологическое высказывание)	У1-У3, 31, ОК1-9	Контрольная работа №3	У1-У3, 31, ОК 1-9		
Тема 2.7 Времена английского глагола в активном залоге.	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения)	У1-У3, 31, ОК1-9				
Тема 2.8 Времена английского глагола в	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения)	У1-У3, 31, ОК1-9				

пассивном залоге.						
Тема 2.9 Еда. Сервировка стола. Предлоги места и времени.	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, эссе, лексический диктант, реферирование текста, проект, ролевая игра)	У1-У3, 31, ОК1-9	Контрольная работа №4	У1- У3, 31, ОК 1-9		
Тема 2.10 Российская Федерация. Крупные города России. Наречия и прилагательные.	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, проектная работа, эссе, аннотация к тексту)	У1-У3, 31, ОК1-9				
Тема 2.11 Путешествие. Модальные глаголы.	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, монологическое высказывание, лексический диктант, реферирование текста)	У1-У3, 31, ОК1-9				
Тема 2.12 Соединенное королевство Великобритании и Северной Ирландии. Инфинитив. Герундий. Причастие	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, лексический диктант, аннотация, презентация)	У1-У3, 31, ОК1-9	Контрольная работа №5	У1-У3, 31, ОК 1-9		
Тема 2.13	Устный опрос. Оценка результатов внеаудиторной	У1-У3, 31, ОК1-9				

Соединенные Штаты Америки. Сложносочиненные и сложноподчиненные предложения.	самостоятельной работы (лексико-грамматические упражнения, лексический диктант, реферирование текста, монологическое высказывание, ролевая игра)					
Раздел 3. Профессиональный курс.						
Тема 3.1 Достижения и инновации в области науки и техники. Современные технологии. Условные предложения.	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, презентация, аннотация к тексту, перевод текста по специальности, подготовка монологического высказывания по теме «Достижения и инновации в области науки и техники»)	У1- У3, 31, ОК1-9				
Тема 3.2 Машины и механизмы. Промышленное оборудование. Основные математические понятия и физические явления.	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, перевод текста по специальности, словарь профессиональных терминов, словарный диктант, перевод текста по специальности, подготовка монологического высказывания по теме «Машины и механизмы»)	У1-У3, 31, ОК1-9	Контрольная работа №6	У1-У3, 31, ОК 1-9		

Согласование времен. Косвенная речь.						
Тема 3.3 Профессия инженера. Основные отрасли инженерии.	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, информационный листок, реферирование текста, перевод текста по специальности, монологическое высказывание)	У1-У3, 31, ОК1-9				
Тема 3.4 Современные компьютерные технологии в промышленности	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, словарь профессиональных терминов, аннотация, перевод текста по специальности, монологическое высказывание, написание эссе по теме «Современные компьютерные технологии в промышленности»)	У1-У3, 31, ОК1-9				
Тема 3.5 Отрасли науки и техники. Отраслевые выставки.	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, словарь, реферирование текста, подготовка монологического высказывания по теме «Отраслевые выставки», перевод текста по специальности)	У1-У3, 31, ОК1-9	Контрольная работа №7	У1-У3, 31, ОК 1-9		
					Дифференцированы	У1, У2, У3, 31, ОК 1-9

					й зачет	
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3.2. Типовые задания для оценки освоения учебной дисциплины У1- У3, 31, ОК 1-10

Проверочная работа

I. Работа с текстом.

Прочитайте текст и выполните задание, предлагаемое после текста.

New York, one of the largest cities in the world, was founded three hundred years ago in the mouth of the Hudson River.

The center of New York is Manhattan Island. In 1626 it was bought from the Indians for a sum of twenty – four dollars. Today Manhattan is the centre of business and commercial life of the country. There are many skyscrapers, banks and offices of American businessmen in Manhattan. Broadway begins here; the Stock Exchange is located here. Very few people live in Manhattan, although the majority work here. Numerous bridges link Manhattan Island with the other parts of New York.

New York is inhabited by people all nationalities. It is even called “Modern Babylon”. At the turn of the 20th century a lot of people came to the USA from the different countries of the world. They entered the USA through New York- the Gate of America.

New York is one of the leading manufacturing cities in the world. The most important branches of industry are those, producing paper products, vehicles, glass, chemicals, and machinery. The city traffic is very busy.

1. Переведите в письменной форме 1 и 2 абзац.
2. Найдите эквиваленты:
устье реки Гудзон , много небоскребов , фондовая биржа, ворота Америки, отрасли промышленности, городской транспорт.
3. Ответьте на вопросы:
 - a) When was New York founded?
 - b) What was the price of Manhattan Island in 1626?
 - c) What is Manhattan today?
 - d) Do many people live in Manhattan?
 - e) Why is New York called “ Modern Babylon”?
 - f) What are the most important branches of industry in New York?

II. Грамматический тест.

Выберите правильный вариант из предложенных.

1. This exercise ... very easy.
a) is b) am c) are
2. ... you ready to go?
a) is b) am c) are
3. I ... good at English.
a) is b) am c) are
4. Every day Mike takes ... little sister to school.
a) their b) her c) his
5. Public transport in London is in Europe.
a) the expensivest b) the most expensive c) more expensive
6. Do you think Americans are than English people?
a) nicer b) the nicest c) the nicer
7. It cost much to stay at that hotel.
a) doesn't b) isn't c) don't
8. Ithim two hours to get to London.
a) taked b) took c) tooked
9. He fourteen next year.
a) is b) will be c) was
10. You ... in Paris tomorrow evening.
a) will arrive b) arrive
11. Thereone table and three chairs in the room.
a) is b) am c) are
12. There only four tickets for Moscow yesterday.
a) was b) were c) is
13. He ... tennis yesterday.
a) didn't b) doesn't play c) don't play
14. Three weeks later I ... for Moscow.
a) leave b) left c) leaved

3.3 Типовые задания для оценки результатов внеаудиторной самостоятельной работы.

1) Темы монологических высказываний У1- У3, З1, ОК 1-10

1. Образование в России.
2. Мой выходной день
3. Наиболее популярные способы путешествия в России.
4. Крупный город в США и его достопримечательности.
5. Институты инженерии в англоязычных странах.
6. Информационный менеджмент.
7. Машины и механизмы
8. Достижения и инновации в области науки и техники.
9. Современные компьютерные технологии в промышленности.
10. Отраслевые выставки.

2) Темы презентаций и проектных работ У1- У3, З1, ОК 1-10

1. В мире профессий.
2. Каникулы американских и российских студентов
3. Выбор, написание, презентация рецепта любимого блюда на английском языке, конкурс на лучшее блюдо.
4. Крупный город России и его достопримечательности.
5. Достопримечательности крупного города Великобритании.
6. Великие открытия человечества

3) Темы ролевых игр У1- У3, З1, ОК 1-10

1. Международная студенческая конференция по проблемам образования
2. Выходной день знаменитости.
3. В ресторане.
4. Американо-российский форум по проблемам крупных городов.

4) Темы эссе и письменных работ У1- У3, З1, ОК1-10

1. Самые запоминающиеся каникулы.
2. Фаст фуд и здоровая еда в нашей жизни.
3. Мои впечатления о посещении крупного города России.
4. Машиностроение в России.
5. Современные компьютерные технологии в промышленности.

3.4. Типовые задания для оценки знаний и умений У1- У3, З1, ОК1-9 (контроль остаточных знаний и рубежный контроль)

Контрольная работа №1 (контроль остаточных знаний)

Выберите правильный вариант из предложенных:

1. **When I ... in London I hope to visit a friend of mine.**
1. was 2. am
3. have been 4. will be
2. **I didn't know the answer because I ... the book.**
1. wouldn't read 2. don't read
3. hadn't read 4. didn't read
3. **He ... the report for today's seminar.**
1. doesn't prepare 2. hasn't prepared
3. isn't prepared 4. hadn't prepared
4. **I ... for you when you come out of the building.**
1. am waiting 2. was waiting
3. be waiting 4. will be waiting
4. **I ... this wonderful film when I was 16.**
1. see 2. have seen
3. saw 4. had seen
5. **When we came back she ... coffee.**
1. makes 2. was making
3. will make 4. would make
6. **When I arrived, there ... nobody at all in the house.**

1. was 2. is
3. has been 4. were
- 7. She was sure she ... him somewhere before.**
1. would see 2. see
3. had seen 4. saw
- 8. Where ... your parent company located?**
1. is 2. has
3. does 4. will
- 9. When ... you receive a telephone call from them?**
1. have 2. were
3. did 4. are
- 10. ... he going to be an economist?**
1. has 2. will
3. does 4. is
- 11. Our friends ... to London last year.**
a) are moving b) move c) moved
- 12. Ed and I ... to the stadium to play volleyball last Wednesday.**
a) are going b) go c) went
- 13. What mountains did your friends .. last summer holidays?**
a) climb b) climbing c) climbed
- 14. My friend always... hard at school.**
a) is working b) work c) works
- 15. How often ... they stay at home on Sunday?**
a) are b) do c) did
- 16. Emily often ... abroad with her friends in summer.**
a) is living b) lived c) lives
- 17. Mrs. Halls ... in the shop.**
a) didn't work b) doesn't work c) don't work
- 18. Mike and his friend ... in the room now. They want to watch TV.**
a) is b) are c) were
- 19. Philip usually ... potatoes and tomatoes in this shop.**
a) is buying b) buys c) bought
- 20. The teacher often ... funny stories to her pupils.**
a) told b) are telling c) tells
- 21. ... Mr. Reve work for a big ship-building company?**
a) did b) does c) is
- 22. What time ... little Hilda usually go to bed?**
a) did b) is c) does

- 23. What... her sister's name?**
a) are b) is c) do
- 24. The little children ... always noisy.**
a) were b) is c) are
- 25. They usually ... a rest in the living room after dinner.**
a) have b) are having c) had
- 26. Why .. Bob want to find a job abroad?**
a) do b) does c) did
- 27. ...Nat want to join our sports club?**
a) did b) does c) do
- 28. ... Emily have a driving licence?**
a) did b) does c) do
- 29. Which of your friends ... wild animals at home?**
a) kept b) is keeping c) keeps
- 30. What job ... Chris want to get in New York?**
a) did b) does c) is
- 31. Why... Mrs. Smith keep pets at home?**
a) isn't b) doesn't c) didn't
- 32. Who in you family usually ... to the market?**
a) goes b) go c) went
- 33. Mr. Biggs always ...his car very carefully.**
a) drove b) is driving c) drives
- 34. Gloria ... driving licence.**
a) didn't have don't have doesn't have
- 35. Yesterday Frank ... to work in a car.**
a) didn't drive b) doesn't drive c) isn't driving
- 36. We ... very beautiful flowers at the market last Sunday.**
a) buy b) bought c) are buying
- 37. I prefer ... outdoor games.**
a) playing b) to playing c) to play
- 38. My son likes ... football most of all.**
a) playing b) play c) to play
- 39. I think I. to this theater before.**
A was B has been C have been

40. -Look! Somebody. milk on our new carpet.

A spilt B have spilt C has spilt

41. She looks young because she. weight.

A have been lost B lost C has lost

42. Where. you. yesterday morning?

A have. gone B did go C were going

43. This house is fantastically expensive. We expected it to be.

A much cheaper B more cheaper C much cheap

44. He was driving at a hundred miles an hour, he should have driven.

A slower B much slower C more slowly

45. Can you walk. ?

A a bit faster B more fastly C little faster

46. Will you give me. information on delivery arrangements?

A farther B further C more further

47. We stayed at. hotel in this town.

A more cheaper B a cheaper C the cheapest

48. It takes. time to travel to Manchester than to Liverpool.

A few B more C the most

49. A Porsche can go. a Volvo.

A more fastly than B more fast than C faster than

50. The Volga is longer ...the Thames.

A as B than C from

Выберите правильный вариант из предложенных:

1. There is always ... I don't understand.

- a) some b) something c) nothing

2. Can ... of you help us?

- a) anybody b) any c) somebody

3. It is useless to wait for ... any longer.

- a) they b) their c) them

4. They talked about

- a) themselves b) ourselves c) himself

5. They spent ... holidays in Spain.

- a) theirs b) their c) themselves

6. We usually drink water in hot weather.

- a) few b) a lot of c) many

7. We have bread, please, go and buy some.

- a) many b) little c) few

8. She wanted to tell me ... interesting.

- a) something b) some c) somewhere

9. I think we have met her

- a) somebody b) something c) somewhere

10. There is ... place like home.

- a) no b) nothing c) nobody

11. ... has lived in this house for years.

- a) nowhere b) nobody c) no

12. How... money do you have?

- a) many b) a lot of c) much

13. ... many days are there in December?

- a) why b) how c) who

14. How ... apple trees are there in the garden?

- a) some b) much c) many

15. How ... ice-cream did you eat yesterday?

a) many b) much c) a lot of

16. How ... bacon is there on the dish?

a) some b) many c) much

17. There are ... beautiful buildings in this street.

a) any b) a lot of c) much

18. Is there ... grapes juice in the bottle?

a) much b) a lot of c) many

19. We haven't got ... apples.

a) no b) some c) any

20. Janet bought ... furniture for her bedroom.

a) any b) many c) some

21. I'll post the parcel

a) oneself b) herself c) myself

22. Don't worry! I'll pay for

a) my b) mine c) myself

23. The clothes are absolutely wet. I should dry

a) it b) their c) them

24. Can you bring me ... book, please?

a) those b) this c) that

25. We were in ... class.

a) This b) Such c) the same

26. Do you see ... trees on the other side of the lake?

a) That b) These c) those

Образуйте форму множественного числа

27. Sheep

a) Sheep b) Sheep's c) Sheeps

28. Box

a) Box b) Boxes c) Boxen

29. Fly

a) Flys b) Flies c) Fleese

30. Ox

a) Ox b) Oxes c) Oxen

31. Goose

- a) Geeses b) Geese c) Goose

Выберите правильный артикль.

32. There were no buses so I had to take taxi.

- a) ---- b) a c) the

33. He's wearing tie I gave him.

- a) the b) a c) ----

34. The River Nile is longest river of all.

- a) a b) ---- c) the

35. An apple a day keeps doctor away.

- a) a b) ---- c) the

36. My flat is on second floor.

- a) the b) an c) ---

Замените данные словосочетания существительным в притяжательном падеже.

37. The economy of the country - ...

- a) the country's economy b) the economys' country c) the countrys' economy

38. The toys of my children - ...

- a) my children toys b) my childrens' toys c) my children's toys

39. The bedroom of my sisters -

- a) my sister's bedroom b) my sisters' bedroom c) my sisters's bedroom

40. The hobby of my wife - ...

- a) my wife's hobby b) my hobby's wife c) my wives' hobby

Контрольная работа №3

Выберите форму глагола, соответствующую каждому вопросительному предложению.

1. do 2. are 3. have 4. will 5. am 6. does
7. has 8. did 9. was 10. is 11. had 12. were

1. ... you go out last night?
2. ... he absent from the last lecture?
3. When ... you going to take your next exam?
4. It is not easy to learn English, ... it?
5. He hasn't arrived yet, ... he?

6. What ... your parents doing when you came home?
7. ... you sure that the last bus leaves at 6 p.m.?
8. What European countries ... he been to?
9. ... wrestling a dangerous sport?
- 10.... you go to a rock concert last Sunday?
- 11.... your boss already left when you arrived?
- 12.... she making an apple-pie now?
- 13.... you enjoy your present job?
- 14.... they get married 5 years ago?
- 15.Who ... cooking dinner when she entered the kitchen?
- 16.... they present at the meeting last night?
- 17.... he worked much this week?
- 18.... you finished your work?
- 19.When ... you leaving?
- 20.... they be here at 6 o'clock?
- 21.... you having dinner when I called?
- 22.How many years ago ... he leave Great Britain?
- 23.Who ... making a report now?
- 24.They haven't signed the agreement, ... they?
- 25.... she in when you came to see her?
- 26.... you call me when you return?
- 27.... you watch a new TV show yesterday?

Выберите правильный вариант из предложенных:

28. It's a nice day, ____ it?

- a) isn't
- b) is
- c) doesn't
- d) don't

29. Your son didn't help you much, ____ he?

- a) didn't
- b) did
- c) was
- d) had

30. She was so young, ____ she?

- a) was
- b) did
- c) wasn't
- d) didn't

31... were you doing last Monday at 6 o'clock?

- what
- why
- when
- who

32... was your dog in the evening? W... is he so muddy (грязный)?

- when/what
- where/why
- whom/when
- who/where

33... do you go for a trip? – Twice a year.

- how much
- how long
- how often
- how

34. The 23rd of April 1987.

- a) The twenty-three of April one thousand nine hundred eighty-seven
- b) The twenty-threed of April nineteen eight seven
- c) The twenty-third of April nineteen eighty-seven

35. There are ... people in the restaurant.

- a) sixteen
- b) sixteenth
- c) sixteenths

36. Your second book is worse than

- a) first
- b) the first
- c) one

37. Olivia found this quotation on ... page.

- a) the forty-fifth
- b) forty-fifeth
- c) forty-five

38. I need ... peaches for a pie.

- a) three
- b) the third
- c) threety

39. She lives on the ... floor.

- a) two
- b) second
- c) twoth

40. He has got ... brothers and sisters.

- a) five
- b) fifth
- c) fivth

Контрольная работа №4

Выберите правильный вариант из предложенных:

1. My cousins seen a kangaroo.

A have never B never have C has never D haven't never

2. Have you to Canada?

A ever been B ever gone C been ever D gone ever

3. I'm sorry. Mrs Johnson hasn't

A arrived just B already arrived C arrived already D arrived yet

4. My husband and I to Edinburgh in 2001.

A have moved B moved C did moved D has moved

5. I to London five times already this week.

A went B have gone C have been D was going

6. My car. down. I can't drive home.

A has broken B broke C have broken D was breaking

7. I. her since my childhood.

A know B have known C have been knowing D knew

8. You are too late! The program. at least two hours ago.

A starts B has started C have started D started

9. Where. you. yesterday morning?

A have. gone B did. go C has. gone D were going

10. How long. you. at your present address?

A do. live B does. live C did. live D have. lived

11. She gave me the book which I ___ not read before.

- a) to have
- b) did
- c) had
- d) have

12. When___ people ask for legal advice?

- a) do
- b) does
- c) have

d) are

13. He looks tired. He ___ football.

- a) was playing
- b) played
- c) plays
- d) has been playing

14. I think I ___ take a trip round the world next year.

- a) will
- b) was
- c) was going to
- d) will be

15. It ___ snowing since morning.

- a) was
- b) has been
- c) is
- d) will be

16. It's a unique book. I ___ for it.

- a) am looking
- b) was looking
- c) will be looking
- d) look

17. The police ___ a number of witnesses about the crime recently.

- a) will interview
- b) interview
- c) interviewed
- d) have interviewed

18. They ___ them at the police station when I arrived.

- a) questioned
- b) were questioning
- c) question
- d) was questioning

19. Hot tea ...help me.

- a) is
- b) don't
- c) doesn't
- d) isn't

20. She usually ... fashionably.

- a) dress
- b) is dressing
- c) dresses
- d) had dressed

21. Right now they ... cards.

- a) are playing
- b) are plays
- c) don't play
- d) is playing

22. I always ... hands before lunch.

- a) washes
- b) am washing
- c) wash
- d) is washing

23. Look! They ... the deer!

- a) doesn't shoot
- b) are shooting
- c) is shoots
- d) is shooting

24. For dinner we usually ... rice and ... some meat.

- a) boil; fry
- b) are boiling; fry
- c) boils; fries
- d) is boiling; fry

25. I ... a nice hat at the moment.

- a) am wearing
- b) is wearing
- c) don't wear
- d) are wearing

26. They always ... on the bright side.

- a) looking
- b) looks
- c) look
- d) is looking

27. Yesterday the children ____ all their homework before their mother ____ home.

- a) had done, came
- b) did, came
- c) were doing, came
- d) did, were coming

28. When I ____ the hall, the students _____ to a very interesting lecture.

- a) entered, were listening
- b) was entering, listened
- c) was entering, were listening
- d) entered, listened

29. He quickly forgot everything he _____ at school.

- a) had learnt
- b) learnt
- c) learns
- d) was learning

30. I worked on Saturday, so I _____ to the party the day before.

- a) had not gone
- b) not had gone
- c) had not went
- d) has not gone

31. He showed us the place where _____ his leg.

- he hurt
- he have hurted
- he had hurt

32. The work yet.

- A) hasn't been finished
- B) wasn't finished
- C) hasn't finished
- D) didn't finish

33. A lot of new English words this year.

- A) had been learned
- B) is learnt
- C) has been learnt
- D) have been learnt

34. The letter two weeks ago.

- A) wrote

- B) was writing
- C) was written
- D) was being written

35. Iat every lesson

- A) have being asked
- B) were asked
- C) is asked
- D) am asked

36. The sky with the heavy clouds.

- A) were covered
- B) are covered
- C) is covered
- D) am covered

37. The bridge by tomorrow morning.

- A) will have been reconstructed
- B) is being reconstructed
- C) will be reconstructed
- D) was reconstructed

38. At the police station he ... a lot of questions.

- A) asked
- B) had been asked
- C) had been asking
- D) was asked

39. The rent for the house regularly.

- A) was paid
- B) was paiying
- C) paid
- D) pays

40. This question at the meeting now.

- A) has been discussed
- B) is discussing
- C) was discussed
- D) is being discussed

Контрольная работа №5

Выберите правильный вариант из предложенных:

1. Do you ... clean the house every day or every week?

- a) have to
- b) have
- c) had to
- d) must

2. They ... do their homework today because it is a holiday at the school.

- a) must not
- b) had not to
- c) don't have to
- d) don't have

3. I ... go to Paris next week because there is a very big exhibition there.

- a) had to
- b) had
- c) will have to
- d) has to

4. Teresa ... believe her eyes. She saw a camel on the street!

- a) could
- b) couldn't
- c) must
- d) should

5. Kendra ... finish her homework on time, or she can't go outside to play with her friends.

- a) must have
- b) can't
- c) shall have
- d) must

6. I _____ understand her because I don't speak Italian.

- a) can't
- b) mustn't
- c) needn't
- d) had to

7. She tried to get out of the house, but _____. The doors were locked.

- a) couldn't
- b) wouldn't
- c) was to
- d) needn't

8. George passed the examination. He _____ be very clever.

- a) should
- b) must
- c) can't

d) had to

9. It's late. You _____ go as soon as possible.

a) can't

b) mustn't

c) need

d) should

10. I _____ go so that not to be late at the meeting.

a) may

b) must

c) have to

d) can

11. You _____ copy the homework of your classmates.

a) ought

b) must not

c) cannot

d) are able to

12. _____ we go for a walk in the evening?

a) need

b) should

c) may

d) must

13. Yesterday he _____ do all the housework.

a) had to

b) must

c) can't

d) may

14. The teacher _____ explain the rule if everybody understand him well.

a) mustn't

b) needn't

c) need

15. His English is. than mine.

A worst

B more worse

C the worst

D worse

16. Tom works long hours so he looks. than he really is.

A oldest B much older C little old D old

17. I've got. apples than you.

A fewer B less C least D little

18. My apartment is. than yours.

A small B a bit smaller C bit smaller D smallest of all

19. Nobody could swim.

A as faster as him B as fast as he could C fastest D as fast as him

20. He spent. money.

A less. as me B more. than me C the least. ... as I did D lesser. ... as I did
d) can't

21. He ... speak three foreign languages.

A can B might C may D must

22. Must I come tomorrow? – No, you ...

A mustn't B can't C needn't D shouldn't

23. You ... work hard at your English if you want to know it.

A must B might C can D may

24. You feel bad, you ... see a doctor.

A may B needn't C can D should

25. The sky is dark. It ... rain soon.

A may B should C has to D shouldn't

26. My father doesn't let ... his car.

- | | |
|-----------------|---------------|
| 1. me to drive | 2. me driving |
| 3. that I drive | 4. me drive |

27. I am looking forward ... you again soon.

- | | |
|-----------|--------------------|
| 1. to see | 2. to seeing |
| 3. seeing | 4. that I will see |

28. I expect ... an answer soon.

- | | |
|---------------|----------------|
| 1. receive | 2. him receive |
| 3. to receive | 4. receiving |

29. Every major city keeps ... and London is no exception.

- | | |
|-------------|-------------------|
| 1. changing | 2. to change |
| 3. change | 4. having changed |

30. The book made me ... sleepy.

- | | |
|------------|------------|
| 1. to feel | 2. feeling |
| 3. feel | 4. felt |

31. You had better ... your personal stereo.

- | | |
|------------------|------------------|
| 1. switch off | 2. switched off |
| 3. to switch off | 4. switching off |

32. Would you mind ... to the library with me?

- | | |
|---------------------|---------------|
| 1. coming up | 2. come up |
| 3. that you come up | 4. to come up |

33. She was made ... the truth.

- | | |
|----------------|------------|
| 1. telling | 2. tell |
| 3. having told | 4. to tell |

34. He suggested ... to the art exhibition.

- | | |
|----------|-------------|
| 1. go | 2. to go |
| 3. going | 4. of going |

35. We made him ... his promise.

- | | |
|------------|---------------|
| 1. keep | 2. to keep |
| 3. keeping | 4. being kept |

36. He agreed ... me his car for the weekend.

- | | |
|------------|---------------|
| 1. lend | 2. to lend |
| 3. lending | 4. being lent |

37. He is not used to ... soap operas on TV.

- | | |
|-------------|------------------|
| 1. watch | 2. watching |
| 3. to watch | 4. being watched |

38. We decided ... the English course as soon as possible.

- | | |
|--------------|------------|
| 1. take | 2. taking |
| 3. of taking | 4. to take |

39. . a foreign language takes a long time.

- | | |
|------------------|----------------|
| 1. Having learnt | 2. By learning |
| 3. Learning | 4. Learnt |

40. My parents expect me ...well in my exams.

- | | |
|----------|----------|
| 1. do | 2. doing |
| 3. to do | 4. done |

Выберите правильную форму и вставьте в предложение.

41. interesting/interested

This exercise is _____.

42. exciting/excited

On Christmas Eve, many children are so _____ that they stay up all night.

43. annoying/annoyed

My friend has a very _____ habit.

44. tiring/tired

I had such a _____ day I went straight to bed.

45. relaxing/relaxed

We were _____ after our holidays.

46. disgusting/disgusted

Their hamburgers are _____ .

47. satisfying/satisfied

I'm not _____ with my job.

48. boring/bored

George always talks about the same things, he is so _____.

49. disappointing/disappointed

I like this actor but the film was _____.

50.confusing/confused

English grammar can be _____.

Контрольная работа №6

Выберите правильный вариант из предложенных:

1. If I had known you had a mobile phone I... you.

- | | |
|------------------|-------------------------|
| 1. would contact | 2. had contacted |
| 3. contacted | 4. would have contacted |

2. If it ... I'll come and meet you in the car.

- | | |
|----------|---------------|
| 1. rain | 2. will rain |
| 3. rains | 4. would rain |

3. It ... wonderful if he had said that. But he didn't.

- | | |
|-------------|--------------------|
| 1. was | 2. will be |
| 3. would be | 4. would have been |

4. We'll go to the theatre tonight if we ... the tickets.

- | | |
|----------------|--------------|
| 1. get | 2. will get |
| 3. are getting | 4. would get |

5. If I had some free time I ... Spanish.

- | | |
|----------------|----------------|
| 1. would learn | 2. learn |
| 3. will learn | 4. have learnt |

6. If I had known about your birthday, I ... you a present.

- | | |
|-------------|----------------------|
| 1. bought | 2. would buy |
| 3. will buy | 4. would have bought |

7. What will you do if your computer ... ?

- | | |
|-----------------|-------------------|
| 1. won't work | 2. don't work |
| 3. doesn't work | 4. wasn't working |

8. We ... the match if it had been played in Moscow.

- | | |
|-------------------|------------------|
| 1. would win | 2. will win |
| 3. would have won | 4. will have won |

9. If I ... the right answer, I would tell you.

- | | |
|---------|---------------|
| 1. know | 2. would know |
| 3. knew | 4. had known |

10. If I the letter tomorrow, I'll phone you.

- | | | | |
|-----------|-----------------|------------|----------------|
| A receive | B shall receive | C received | D will receive |
|-----------|-----------------|------------|----------------|

11. Do not drink coffee before you go to bed. You sleep.

- | | | | |
|--------|------------|------------|---------|
| A will | B won't be | C will not | D would |
|--------|------------|------------|---------|

12. We if we help soon!

- | | | | |
|----------------|---------------------|----------------------------|-----------------|
| A die..... get | B will die..... get | C will die..... do not get | D dies..... get |
|----------------|---------------------|----------------------------|-----------------|

13. If you, you the test.

- | | | | |
|------------------------|-------------------------------|------------------------------|---------------------------------|
| A study..... will fail | B do not study..... will fail | C do not study..... not fail | D will not study..... will fail |
|------------------------|-------------------------------|------------------------------|---------------------------------|

14. Are you ready yet? – Not yet. Ibe ready in five minutes.

- | | | | |
|------------|---------|--------|------|
| A will not | B would | C will | D am |
|------------|---------|--------|------|

15. I do not feel very well this evening. – Well, go to bed early and youfeel better.

- | | | | |
|-------|--------|---------|------------|
| A not | B will | C would | D will not |
|-------|--------|---------|------------|

16. If you in the fridge, you some cold drinks.

- | | | | |
|-------------------------|-----------------|-----------------------|----------------------|
| A do not look..... find | B look.... find | C look..... will find | D are look..... find |
|-------------------------|-----------------|-----------------------|----------------------|

17. I am sorry I was late this morning. It happen again.

- | | | | |
|------------|---------|--------|--------|
| A will not | B would | C will | D been |
|------------|---------|--------|--------|

18. If there no oil in the engine, the car down.

- | | | | |
|-----------------------|----------------------|--------------------------|-------------------|
| A was..... will break | B is..... will break | C is not..... will break | D isn't..... will |
|-----------------------|----------------------|--------------------------|-------------------|

19. If this evening, do not wait for me.

- A I am late B I will be late C I would be D I am not

20. I you my umbrella if you it.

- A will lend; need B lend; will need C am lend; need D am not lend; need

21. What do tomorrow?

- A you are going to B are you going C you are going D are you going to

22. Are you thirsty?make you a drink?

- A Will I B Shall I C Do I D I'll

23. My cousinsvisit us next weekend.

- A will to B going to C are going to D are going

24. I can't see you tomorrow. lunch with Paul.

- A I'm having B I'll have C I'm going have D I will to have

25. Can somebody come and help me? – Yes, you.

- A I'll help B I'm helping C I will to help D I help

26. She to spend her holidays at the sea.

- A will to spend B am spending C was D is going

27. If the weather fine we shall go to the country.

- A was B were C will be D is

28. Mary said that Paris_____beautiful in spring.

- a) is c) was
b) has been d) were

29. The teacher_____a report on the Civil War.

- a) told Jane to make c) told Jane make
b) tell to Jane to make d) told to Jane to make

30. Jane_____worry about her health.

- a) ask to me not to c) asked me not to
b) asked to not d) asked not

31.1 didn't know he _____a new book.

- a) wrote c) writes
b) has written d) had written

32. We didn't know whose things they_____.

- a) were c) can be
- b) are d) may be

33. All the students knew they_____ revise for the examinations.

- a) will c) may
- b) must d) had to

34. He showed me which exercises he_____.

- a) does c) had done
- b) has done d) will do.

35. He knows that Peter_____ in Kiev now.

- a) was b) is
- c) will be d) has been

36. I thought you_____ do it the next day.

- a) would c) can
- b) will d) must

37. We were sure that you_____ cope with the task.

- a) can c) could
- b) will d) are able to

38. The teacher asked what we_____.

- a) discuss c) are discussing
- b) discussed d) were discussing

39. A man asked how_____ to the Red Square.

- a) get c) getting
- b) to get d) 'd get

40. She said that her friend's name_____ Mary.

- a) is c) was
- b) has been d) were

41 .I saw what he_____.

- a) means c) is meaning
- b) meant d) has meant

42. She thought it_____ curious.

- a) will be c) is
- b) was d) has been

43. He said he_____ hungry.

- a) was c) 'll be
- b) is d) has been

44. I heard she_____ good English.

- a) speaks c) speak
- b) is speaking d) spoke

45. John confessed he _____ like football.

- a) doesn't c) will not
- b) didn't d) do not

46. He asked me how many lessons I _____ last week.

- a) had c) had had
- b) was having d) have

47. He wondered what Dick _____ at that moment.

- a) did c) is doing
- b) does d) was doing

48. He told me Jack _____ back in a few minutes.

- a) would be c) is
- b) was d) will be

49. He promised he _____ there in half an hour.

- a) is c) will be
- b) would be d) was

50. The manager explained that the exhibition _____ the week before.

- a) finished c) is finished
- b) finishes d) had finished

51. He explained he _____ there two years before.

- a) had moved c) moves
- b) moved d) was moving

52. He remarked he _____ already _____ the film.

- a) —, saw c) had, seen
- b) —, sees d) has, seen

53. Jane told me _____ calm.

- a) to stay c) to have stayed
- b) stay d) staying

54. I am surprised to see you. Your mother said you _____ ill.

- a) were c) has been
- b) are d) had been

55. Mary told me that writing a test _____ her nervous.

- a) is making c) will make
- b) made d) make

Тест 2

Контрольная работа №7

Выберите правильный вариант из предложенных:

1. Margaret has here since February.

- A being worked B working C been working D been worked

2. I'm a vegetarian. I meat since I was a child.

A haven't eaten B don't eat C haven't been eating D am not eating

3. How do you know?you?

A Who did tell B Who have told C Who has told D Who did told

4. - Why are your hands so dirty? - I. the car.

A have fixed B have been fixing C haven be fixing D has fixed

5. I. the car and we can go now.

A have been fixing B have fixed C have fixed D am fixed

6. You look tired! How long. you. tennis?

A have. played B have. played C have. been played D have. been playing

7. I'm tired. We. 5 sets of tennis today.

A have played B have been played C have been playing D have playing

8. After graduation he applied for this job and he. there ever since.

A has work B has worked C did worked D has been working

9. I. a lot by now but still I have something to catch up with.

A have been doing B do C have done D am doing

10. - Why does his back ache so much? - He. the house.

A has cleaned B has been cleaning C cleaned D has be cleaned

11. They. under a coach since 1978 and they. two Olympics.

A trained have won B have been training. have won C have been trained. have won D training. have won

12. I. to see John since 5 o'clock.

A have been waiting B wait C waiting D have waited

13. I am leaving! I. long enough today!

A have waited B wait C have been waiting D am waiting

14. She. the letters all day and she's only half way through.

A has been typing B types C has typed D has typing

15. They all have something in common: they. . . . major surgery at some time in their lives.

A have all had B have all been having C has all had D haven't been had

16. Since this newspaper. . . . the competition two weeks ago, readers. . . . a lot of coupons.

A has announced. . . .
have sent B announced
has been sent C announced. . . .
been sending D have announced. . . .
... have been sending

17. Keath could not find a house to buy so he. . . . an apartment for the past months.

A has rented B rents C has been renting D rent

18. My sister and I from Scotland.

A we are B am C are D is

19. How old ?

A are you B you are C you have D have you

20. They in London.

A no live B don't live C live not D doesn't live

21. Where Mary live?

A does B do C are D is

22. Where are Geoff and Anne? in the garden.

A They're sitting B They sitting C There sitting D There are sitting

23. What , Sally?

A you are B are you C do you D are you doing

24. It's very cold today and

A it's snowing B it snows C its snowing D it snowing

25. close the window please.

A No B Not C Don't D You don't

26. Julieher mother: very tall.

A is like B is liking C likes D like

27. Are you hungry? -

A Yes, I am B Yes, I'm C No, I aren't D No, I no

28. Where yesterday?

A was you B you were C were you D did you be

29. They last week.

A didn't come B came not C don't came D didn't came

30. What do yesterday?

A Peter were B Peter was C did Peter D was Peter

31. I phone because when it rang, I was having a shower.

A hadn't B didn't hear C haven't hear D don't hear

32. Marc lives in Paris,

A isn't it? B isn't he? C don't he? D doesn't he?

33. What time the play start?

A do B does C is D are

34. I a student.

A are B does C is D am

35. My father excuses when I feel like going to the cinema.

A make always B always make C always makes D always is making

36. His students German in class.

A doesn't study B isn't study C not is study D do not study

37. She six years old.

A don't B does not C isn't D didn't

38. John books.

A reads sometimes B sometimes reads C is reading sometimes D did read

39. Danny his father on Sundays.

A phones

B phons

C phone

D is phoning

40. I what you mean.

A don't know

B does not know

C isn't knowing

D didn't knowing

41. John in a supermarket.

A did worked

B work

C works

D are working

42. I..... in the institute.

A is

B are

C am

D were

43. Mr. Smith stayed at his office very late because he..... a lot of work.

A has

B have

C is having

D had

44. He..... at the theatre yesterday.

A is

B was

C were

D didn't

45. We.....five days a week.

A work

B works

C are working

D workes

46. This is my Institute,..... ?

A doesn't it

B hasn't it

C isn't it

D didn't he

47. She in the suburbs of Moscow.

A live

B lives

C are living

D is living

48. We usually have dinner at 3,.....?

A don't we

B haven't we

C aren't we

D didn't we

49. They their parents every weekend.

A visit

B visits

C are visiting

D does visit

50. I writing a letter.

A is

B am

C are

D did

4. Контрольно-оценочные материалы для итоговой аттестации по учебной дисциплине

Предметом оценки являются умения и знания. Контроль и оценка осуществляются с использованием следующих форм и методов: проведение практических занятий, устного и письменного опроса, тестирования, а также выполнения обучающимися индивидуальных заданий, проектов.

Оценка освоения дисциплины предусматривает использование накопительной системы оценивания и проведение дифференцированного зачета

I. ПАСПОРТ

Назначение:

КОМ предназначен для контроля и оценки результатов освоения учебной дисциплины «Иностранный язык (английский)» по всем специальностям.

В результате освоения учебной дисциплины обучающийся должен уметь:

У1 - общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;

У2 - переводить (со словарем) иностранные тексты профессиональной направленности;

У3 - самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас;

В результате освоения учебной дисциплины обучающийся должен знать:

З1 - лексический (1200 - 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.

II. ЗАДАНИЕ ДЛЯ ЭКЗАМЕНУЮЩЕГОСЯ. Вариант № 1

Вариант 1

Инструкция для обучающихся

Внимательно прочитайте задание.

Время выполнения задания – 1 час.

Задание

1. Прочитать и перевести выделенный отрывок текста №1 с английского языка на русский язык. Подготовить пересказ всего текста. Беседа по тексту.
2. Подготовить устное сообщение по теме: Образование в России.

Вариант 2

Инструкция для обучающихся

Внимательно прочитайте задание.

Время выполнения задания – 1 час.

Задание

1. Прочитать и перевести выделенный отрывок текста №2 с английского языка на русский язык. Подготовить пересказ всего текста. Беседа по тексту.
2. Подготовить устное сообщение по теме: Наиболее популярные способы путешествия в России.

Вариант 3

Инструкция для обучающихся

Внимательно прочитайте задание.

Время выполнения задания – 1 час.

Задание

1. Прочитать и перевести выделенный отрывок текста №3 с английского языка на русский язык. Подготовить пересказ всего текста. Беседа по тексту.
2. Подготовить устное сообщение по теме: Машины и механизмы. Промышленное оборудование.

Вариант 4

Инструкция для обучающихся

Внимательно прочитайте задание.

Время выполнения задания – 1 час.

Задание

1. Прочитать и перевести выделенный отрывок текста №4 с английского языка на русский язык. Подготовить пересказ всего текста. Беседа по тексту.
- Подготовить устное сообщение по теме: Институты инженерии в англоязычных странах.

Вариант 5

Инструкция для обучающихся

Внимательно прочитайте задание.

Время выполнения задания – 1 час.

Задание

1. Прочитать и перевести выделенный отрывок текста №5 с английского языка на русский язык. Подготовить пересказ всего текста. Беседа по тексту.
2. Подготовить устное сообщение по теме: Машиностроение в России.

Вариант 6

Инструкция для обучающихся

Внимательно прочитайте задание.

Время выполнения задания – 1 час.

Задание

1. Прочитать и перевести выделенный отрывок текста №6 с английского языка на русский язык. Подготовить пересказ всего текста. Беседа по тексту.
2. Подготовить устное сообщение по теме: Достижения и инновации в области науки и техники.

Вариант 7

Инструкция для обучающихся

Внимательно прочитайте задание.

Время выполнения задания – 1 час.

Задание

1. Прочитать и перевести выделенный отрывок текста №7 с английского языка на русский язык. Подготовить пересказ всего текста. Беседа по тексту.
2. Подготовить устное сообщение по теме: Достопримечательности крупного города Великобритании.

Вариант 8

Инструкция для обучающихся

Внимательно прочитайте задание.

Время выполнения задания – 1 час.

Задание

1. Прочитать и перевести выделенный отрывок текста №8 с английского языка на русский язык. Подготовить пересказ всего текста. Беседа по тексту.
2. Подготовить устное сообщение по теме: Великие открытия человечества.

Вариант 9

Инструкция для обучающихся

Внимательно прочитайте задание.

Время выполнения задания – 1 час.

Задание

1. Прочитать и перевести выделенный отрывок текста №9 с английского языка на русский язык. Подготовить пересказ всего текста. Беседа по тексту.
2. Подготовить устное сообщение по теме: Современные компьютерные технологии в промышленности.

Вариант 10

Инструкция для обучающихся

Внимательно прочитайте задание.

Время выполнения задания – 1 час.

Задание

1. Прочитать и перевести выделенный отрывок текста №10 с английского языка на русский язык. Подготовить пересказ всего текста. Беседа по тексту.
2. Подготовить устное сообщение по теме: Мои впечатления о посещении крупного города России.

III. ПАКЕТ ЭКЗАМЕНАТОРА

III а. УСЛОВИЯ

Количество человек в группе - 10

Количество вариантов задания для экзаменующихся – по количеству экзаменующихся.

Время выполнения задания – 1 час.

Оборудование: экзаменационная ведомость, англо-русский словарь.

Эталон ответа:

1. Прочитайте и устно переведите выделенный отрывок с английского языка на русский язык. Подготовьте пересказ всего текста. Ответьте на вопросы к тексту, заданные преподавателем.

The Internet

The Internet, a global computer network which embraces millions of users all over the world, began in the United States in 1969 as a military experiment. It was designed to survive a nuclear war. Information sent over the Internet takes the shortest path available from one computer to another. Because of this, any two computers on the Internet will be able to stay in touch with each other as long as there is a single route between them. This technology is called packet switching. Owing to this technology, if some computers on the network are knocked out (by a

nuclear explosion, for example), information will just route around them. One such packet-switching network which has already survived a war is the Iraqi computer network which was not knocked out during the Gulf War.

Most of the Internet host computers (more than 50 %) are in the United States, while the rest are located in more than 100 other countries. Although the number of host computers can be counted fairly accurately, nobody knows exactly how many people use the Internet, there are millions worldwide, and their number is growing by thousands each month.

The most popular Internet service is e-mail. Most of the people, who have access to the Internet, use the network only for sending and receiving e-mail messages. However, other popular services are available on the Internet: reading USENET News, using the World-Wide Web, telnet, FTP, and Gopher.

In many developing countries the Internet may provide businessmen with a reliable alternative to the expensive and unreliable telecommunications systems of these countries. Commercial users can communicate cheaply over the Internet with the rest of the world. When they send e-mail messages, they only have to pay for phone calls to their local service providers, not for calls across their countries or around the world. But who actually pays for sending e-mail messages over the Internet long distances, around the world? The answer is very simple; users pay their service provider a monthly or hourly fee. Part of this fee goes towards its costs to connect to a larger service provider, and part of the fee received by the larger provider goes to cover its cost of running a worldwide network of wires and wireless stations.

But saving money is only the first step. If people see that they can make money from the Internet, commercial use of this network will drastically increase. For example, some western architecture companies and garment centers already transmit their basic designs and concepts over the Internet into China, where they are reworked and refined by skilled — but inexpensive — Chinese computer-aided design specialists.

Перевод отрывка:

Интернет, глобальная компьютерная сеть, охватывающая миллионы пользователей во всем мире, начал работать в США в 1969 году как военный эксперимент. Он был предназначен для выживания в ядерной войне. Информация, отправляемая через Интернет, проходит кратчайший путь с одного компьютера на другой. Из-за этого любые два компьютера в сети смогут находиться в контакте друг с другом, пока существует единый маршрут между ними. Эта технология называется коммутацией пакетов.

Пересказ текста:

The Internet, a global computer network which embraces millions of users all over the world, began in the United States in 1969 as a military experiment. It was designed to survive a nuclear war. Information sent over the Internet takes the shortest path from one computer to another. Because of this, any two computers on the Internet will be able to stay in touch with each other as long as there is a single route between them. This technology is called packet switching.

Owing to this technology, if some computers on the network are knocked out, information will just route around them.

Most of the Internet host computers are in the United States, while the rest are located in more than 100 other countries. Although the number of host computers can be counted fairly accurately, nobody knows exactly how many people use the Internet. The most popular Internet service is e-mail. Most of the people, who have access to the Internet, use the network only for sending and receiving e-mail messages.

Commercial users can communicate cheaply over the Internet with the rest of the world. When they send e-mail messages, they only have to pay for phone calls to their local service providers, not for calls across their countries or around the world. Users pay their service provider a monthly or hourly fee. Part of this fee goes towards its costs to connect to a larger service provider.

Ответы на вопросы преподавателя:

- What is the Internet?
- The Internet, a global computer network which embraces millions of users all over the world.
- When and where did it begin?
- It began in the United States in 1969 as a military experiment.
- What was it designed for?
- It was designed to survive a nuclear war.
- Where are most of the Internet host computers?
- Most of the Internet host computers are in the United States.

2.Подготовить устное сообщение по теме: Образование в России.

Образование в России

The Russian children usually start to go to school when they are seven years old. First the children learn at the elementary school. They visit the elementary school for four years. The children get there the elementary education. It means they learn to count, to read and to write. In the most schools the children also learn a foreign language beginning from the second form.

he fifth form means the beginning of the secondary education. The children learn different subjects, for example Biology, Literature, Chemistry, Physics, Informatics. In Russia the nine-year basic incomplete secondary education is compulsory. After that the children have to decide what they will do from now forth. On the one hand, they can continue their schooling and get the complete eleven-year secondary education. On the other hand, they can enter a college giving them the complete secondary education and trade training. After graduating from college the young people became financially independent and can start to work.

Currently there are different types of schools in Russia. The children and their parents can choose a regular school, a school with advanced study of some subject, a private school. Private schools in Russia are always fee-paying.

After graduating from school or college our young people can enter universities or institutes, where they get higher education.

Экзаменационная ведомость:

Дисциплина: Английский язык.

Фамилия, имя, отчество преподавателя:

Группа _____, курс _____, семестр.

Дата проведения:

№ п/п	Ф.И.О. студента	№ зачетной книжки	Отметка о сдаче экзамена	Подпись преподавателя
1.				

2.				
3.				
4.				
5.				
6.				
7.				

ШБ. КРИТЕРИИ ОЦЕНКИ

Критерии оценки результатов дифференцированного зачета по дисциплине «Иностранный язык (английский)»

Оценка	Перевод текста	Сообщение, развитие темы	Пересказ, беседа по тексту
«отлично»	содержание передано полностью, стиль соблюден, ошибки отсутствуют	полное раскрытие темы и правильные ответы на вопросы, свободное развитие темы	свободное изложение мысли на предложенную тему с использованием активной лексики без коммуникативных ошибок
«хорошо»	содержание передано полностью, стиль соблюден, но допущена одна полная ошибка и одна смысловая неточность	полное раскрытие темы ответы с незначительными ошибками, небольшие затруднения при развитии темы	свободное изложение мысли по теме с незначительными лексическими и грамматическими ошибками, не мешающими коммуникации
«удовлетворительно»	содержание передано неполностью с искажением смысла и несоблюдением стиливых норм	неполное раскрытие темы, значительные затруднения с ответами на вопросы и развитием темы	значительные затруднения во время изложения мысли, связанные с недостаточным усвоением грамматического и лексического материала

«неудовлетворительно»	содержание передано со значительным искажением смысла и несоблюдением стиливых норм	значительные затруднения с ответами на вопросы и тема развита крайне слабо.	изложение мыслей крайне затруднено, значительные грамматические и лексические ошибки
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5.Приложения. Задания для оценки освоения дисциплины

Темы	Формы контроля
Тема 1.1 Приветствие. Прощание. Формы обращения. Фонетика. Знаки транскрипции (повторение).	<p>Фронтальный и индивидуальный опрос во время аудиторных занятий</p> <p>Устный опрос диалогов, рассказов, устных сообщений</p> <p>Контроль техники чтения,</p> <p>Оценка результатов внеаудиторной самостоятельной работы</p>
Тема 2.1 Первая встреча. Начало беседы. Взаимопонимание. Просьбы Имя существительное. Артикль.	<p>Контрольно-тренировочные упражнения на овладение лексическими единицами</p> <p>Текущий контроль умения высказываться по предложенной теме</p> <p>Тест по грамматике.</p> <p>Оценка результатов устного и письменного опроса (диктанты, письменные работы)</p> <p>Оценка результатов внеаудиторной самостоятельной работы</p> <p>Оценка результатов устных и письменных сообщений, подготовки слайд-презентаций, проектных работ.</p>
Тема 2.2 Согласие и несогласие. Разрешение. Запрет. Местоимения.	<p>Контроль высказываний по предложенной теме</p> <p>Устный опрос диалогов, рассказов, устных сообщений</p> <p>Контрольно-тренировочные упражнения на овладение грамматикой</p> <p>Оценка результатов устного и письменного опроса (диктанты, письменные работы)</p> <p>Практические задания по аудированию</p> <p>Оценка результатов внеаудиторной самостоятельной работы</p>

<p>Тема 2.3 Моя будущая профессия. Местоимения (продолжение).</p>	<p>Контроль высказываний по предложенной теме</p> <p>Контрольно-тренировочные упражнения на овладение лексическими единицами</p> <p>Оценка результатов внеаудиторной самостоятельной работы</p> <p>Оценка результатов устных и письменных сообщений, подготовки слайд-презентаций, проектных работ.</p> <p>Контрольная работа по грамматике.</p>
<p>Тема 2.4 Каникулы и способы их проведения. Глагол и его функции в предложении.</p>	<p>Устный опрос диалогов, рассказов, устных сообщений.</p> <p>Контрольно-тренировочные упражнения на овладение лексическими единицами</p> <p>Оценка результатов устных и письменных сообщений, подготовки слайд-презентаций, проектных работ.</p> <p>Оценка результатов устного и письменного опроса (диктанты, письменные работы)</p> <p>Оценка результатов внеаудиторной самостоятельной работы</p>
<p>Тема 2.5 Образование в России Порядок слов в повествовательном и вопросительном предложении.</p>	<p>Контроль техники чтения, грамматические тесты.</p> <p>Устный опрос диалогов, рассказов, устных сообщений</p> <p>Оценка результатов устных и письменных сообщений, подготовки слайд-презентаций, проектных работ.</p> <p>Оценка результатов устного и письменного опроса (диктанты, письменные работы)</p> <p>Контроль высказываний по предложенной теме</p> <p>Оценка результатов внеаудиторной самостоятельной работы</p> <p>Контрольно-тренировочные упражнения на овладение грамматикой</p>
<p>Тема 2.6 Мой выходной день. Время. Числительное.</p>	<p>Устный опрос диалогов, рассказов, устных сообщений.</p> <p>Контрольно-тренировочные упражнения на овладение лексическими единицами</p> <p>Оценка результатов устного и письменного опроса (диктанты, письменные работы)</p> <p>Оценка результатов внеаудиторной самостоятельной работы.</p> <p>Оценка результатов устных и письменных сообщений,</p>

	подготовки слайд-презентаций, проектных работ. Контрольная работа по грамматике.
Тема 2.7 Времена английского глагола в активном залоге.	Оценка результатов выполнения лексических и грамматических тестов. Оценка результатов внеаудиторной самостоятельной работы Контрольно-тренировочные упражнения на овладение грамматикой
Тема 2.8 Времена английского глагола в пассивном залоге.	Оценка результатов выполнения лексических и грамматических тестов. Контрольно-тренировочные упражнения на овладение грамматикой Оценка результатов внеаудиторной самостоятельной работы
Тема 2.9 Еда. Сервировка стола. Предлоги места и времени.	Устный и письменный контроль перевода текстов Оценка результатов устного и письменного опроса (диктанты, письменные работы) Устный опрос диалогов, рассказов, устных сообщений. Оценка результатов устных и письменных сообщений, подготовки слайд-презентаций, проектных работ. Контрольно-тренировочные упражнения на овладение грамматикой Оценка результатов внеаудиторной самостоятельной работы Контрольная работа по грамматике.
Тема 2.10 Российская Федерация. Крупные города России. Наречия и прилагательные.	Контроль чтения и аудирования текстов страноведческого характера Устный и письменный контроль перевода текстов Оценка результатов внеаудиторной самостоятельной работы Контрольно-тренировочные упражнения на овладение грамматикой Оценка результатов устного и письменного опроса (диктанты, письменные работы)
Тема 2.11 Путешествие. Модальные глаголы.	Контроль высказываний по предложенной теме Устный опрос диалогов, рассказов, устных сообщений. Оценка результатов устного и письменного опроса (диктанты, письменные работы)

	<p>Контрольно-тренировочные упражнения на овладение лексическими единицами</p> <p>Оценка результатов внеаудиторной самостоятельной работы</p>
<p>Тема 2.12 Соединенное королевство Великобритании и Северной Ирландии.</p> <p>Инфинитив. Герундий. Причастие.</p>	<p>Контроль чтения и аудирования текстов страноведческого характера</p> <p>Устный и письменный контроль перевода текстов</p> <p>Контрольно-тренировочные упражнения на овладение грамматикой</p> <p>Оценка результатов устного и письменного опроса (диктанты, письменные работы)</p> <p>Оценка результатов внеаудиторной самостоятельной работы</p> <p>Контрольная работа по грамматике.</p>
<p>Тема 2.13 Соединенные Штаты Америки.</p> <p>Сложносочиненные и сложноподчиненные предложения.</p>	<p>Контроль чтения и аудирования текстов страноведческого характера</p> <p>Оценка результатов устного и письменного опроса (диктанты, письменные работы)</p> <p>Контрольно-тренировочные упражнения на овладение лексическими единицами</p>
<p>Тема 3.1.</p> <p>Достижения и инновации в области науки и техники. Современные технологии.</p> <p>Условные предложения.</p>	<p>Контроль высказываний по предложенной теме</p> <p>Устный и письменный контроль перевода текстов</p> <p>Оценка результатов устного и письменного опроса (диктанты, письменные работы)</p> <p>Контрольно-тренировочные упражнения на овладение лексическими единицами</p> <p>Оценка результатов внеаудиторной самостоятельной работы</p>
<p>Тема 3.2</p> <p>Машины и механизмы. Промышленное оборудование. Основные математические понятия и физические явления.</p>	<p>Устный и письменный контроль перевода текстов</p> <p>Оценка результатов устного и письменного опроса (диктанты, письменные работы)</p> <p>Контрольно-тренировочные упражнения на овладение грамматикой</p>

Согласование времен. Косвенная речь.	<p>Оценка результатов внеаудиторной самостоятельной работы</p> <p>Контрольная работа по грамматике.</p>
<p>Тема 3.3.</p> <p>Профессия инженера. Основные отрасли инженерии.</p>	<p>Оценка устного или письменного пересказа текста.</p> <p>Устный и письменный контроль перевода текстов</p> <p>Контроль высказываний по предложенной теме</p> <p>Оценка результатов устного и письменного опроса (диктанты, письменные работы)</p> <p>Контрольно-тренировочные упражнения на овладение лексическими единицами</p>
<p>Тема 3.4.</p> <p>Современные компьютерные технологии в промышленности</p>	<p>Фронтальный и индивидуальный опрос во время аудиторных занятий</p> <p>Контроль высказываний по предложенной теме</p> <p>Контрольно-тренировочные упражнения на овладение лексическими единицами</p> <p>Оценка результатов устного и письменного опроса (диктанты, письменные работы)</p> <p>Устный и письменный контроль перевода текстов</p>
<p>Тема 3.5.</p> <p>Отрасли науки и техники.</p> <p>Отраслевые выставки.</p>	<p>Устный и письменный контроль перевода текстов</p> <p>Контроль высказываний по предложенной теме</p> <p>Оценка результатов устного и письменного опроса (диктанты, письменные работы)</p> <p>Контрольно-тренировочные упражнения на овладение лексическими единицами</p> <p>Оценка результатов внеаудиторной самостоятельной работы</p> <p>Контрольная работа по профессиональной лексике.</p>

Образец аннотации к тексту

The headline of the article I have read is "Taste of the World's Finest Teas and Coffee". The author is Carol Wilson and it is published in "The Express".

The article is devoted to one of the most famous companies - "Whittard" which has a flourishing business all over the world. The company sells the finest teas and coffee: more than 50 leaf teas, special fruit teas, and 18 types of pure Arabica coffee.

It is spoken in detail about the company's philosophy, the aim of business and the ways of its achievement. The author describes different sorts of coffee and tea, different types of packing them and unusual presents which company sells.

The article is of interest to tea or coffee lovers and companies dealing with such products.

Тексты для дифференцированного зачета:

Текст №1

The Internet

The Internet, a global computer network which embraces millions of users all over the world, began in the United States in 1969 as a military experiment. It was designed to survive a nuclear war. Information sent over the Internet takes the shortest path available from one computer to another. Because of this, any two computers on the Internet will be able to stay in touch with each other as long as there is a single route between them. This technology is called packet switching. Owing to this technology, if some computers on the network are knocked out (by a nuclear explosion, for example), information will just route around them. One such packet-switching network which has already survived a war is the Iraqi computer network which was not knocked out during the Gulf War.

Most of the Internet host computers (more than 50 %) are in the United States, while the rest are located in more than 100 other countries. Although the number of host computers can be counted fairly accurately, nobody knows exactly how many people use the Internet, there are millions worldwide, and their number is growing by thousands each month.

The most popular Internet service is e-mail. Most of the people, who have access to the Internet, use the network only for sending and receiving e-mail messages. However, other popular services are available on the Internet: reading USENET News, using the World-Wide Web, telnet, FTP, and Gopher.

In many developing countries the Internet may provide businessmen with a reliable alternative to the expensive and unreliable telecommunications systems of these countries. Commercial users can communicate cheaply over the Internet with the rest of the world. When they send e-mail messages, they only have to pay for phone calls to their local service providers, not for calls across their countries or around the world. But who actually pays for sending e-mail messages over the Internet long distances, around the world? The answer is very simple; users pay their service provider a monthly or hourly fee. Part of this fee goes towards its costs to connect to a larger service provider, and part of the fee received by the larger provider goes to cover its cost of running a worldwide network of wires and wireless stations.

But saving money is only the first step. If people see that they can make money from the Internet, commercial use of this network will drastically increase. For example, some western architecture companies and garment centers already transmit their basic designs and concepts over the Internet into China, where they are reworked and refined by skilled — but inexpensive — Chinese computer-aided design specialists.

Текст №2

CENTRAL PROCESSING UNIT

It is well known in computer science that the words 'computer' and 'processor' are used interchangeably. Speaking more precisely, 'computer' refers to the central processing unit (CPU) together with an internal memory. The internal memory, control and processing components make up the heart of the computer system.

Manufacturers design the CPU to control and carry out basic instructions for their particular computer.

The CPU coordinates all the activities of the various components of the computer.

It determines which operations should be carried out and in what order. The CPU controls the operation of the entire system by issuing commands to other parts of the system and by acting on responses. When required it reads information from the memory, interprets instructions, performs operations on the data according to the instructions, writes the results back into the memory and moves information between memory levels or through the input-output ports.

In digital computers the CPU can be divided into two functional units called the control unit (CU) and the arithmetic-logical unit (ALU). These two units are made up of electronic circuits with millions of switches that can be in one of two states, either on or off.

The function of the CU within the central processor is to transmit coordinating control signals and commands. The control unit is that part of the computer that directs the sequence of step-by-step operations of the system, selects instructions and data from memory, interprets the program instructions, and controls the flow between main storage and the arithmetic-logical unit.

The ALU, on the other hand, is that part of the computer in which the actual arithmetic operations, namely, addition, subtraction, multiplication, division and exponentiation, called for in the instructions are performed.

Programs and the data on which the CU and the ALU operate, must be in internal memory in order to be processed. Thus, if located in secondary memory devices, such as disks or tapes, programs and data are first loaded into internal memory.

Текст №3

THE CONTROL SYSTEM OF SMALL-SIZE COMPRESSORS

The compressors contain a control system. This is an almost "intelligent" control system.

It automatically keeps power consumption at the lowest possible level for overall system air demand» The Quad II's microprocessor is capable of addressing 64K bytes of memory. A 40-character alphanumeric display monitors the system, and a labeled keypad allows the operator to interact with the unit without referring to an instruction manual.

A corresponding CRT terminal is connected to the QUAD II panel and can be located up to 100 feet from the compressor. This allows observation of all operating variables as well as all messages signaling compressor problems. Also available is a small printer which allows the data to be logged and a hard copy retained.

The computerized control of the —TAI Series of compressors makes them suitable for food processing plants controlling production equipment with a central computer.

The new series is comprised of the TA-18 Series, with output ranging from 1200 to 2400 cfm, depending on motor size and discharge pressure; the TA-28 Series, a larger compressor with outputs of 2400 to 2800 cfm; and the TA-38 and TA 48 models, which are now being readied for introduction.

All compressors in the "TA" series are combined with a base in a single casting

that allows for easy installation, and normally requires no foundation. Integrated water and oil passages reduce bulk, noise level and design complexity. Intercoolers slide out and are readily removed for cleaning. Intercooler tubes have no bends, for less complicated cleaning. The compressor is ready-to-run after making air, water and power connections.

NOTES:

overall system air demand – вся система потребления

labeled keypad - маркировочный ключ

to log - записывать данные

integrated water and oil passages - объединенные водные и масляные трубопроводы

bulk - объем

intercooler tubes - промежуточные охлаждающие трубы

bends - изгибы

ready-to-run – ГОТОВЫЙ К ДЕЙСТВИЮ

cfm - cubic feet per minute

Текст №4

ELECTRIC POWER PLANTS

Electric power is generated at electric power plants. The main unit of an electric power plant comprises a prime mover and the generator which it rotates. In order to actuate the prime mover energy is required. Many different sources of energy are in use nowadays. To these sources belongs heat obtained by burning fuels, pressure due to the flow of air (wind), solar heat, etc.

According to the kind of energy used by the prime mover: power plants are divided into groups. Thermal, hydraulic (water-power) and wind plants form these groups. According to the kind of prime mover, electric power plants are classed as:

c) Steam turbine plants, where steam turbines serve as prime movers. The main generating units at steam turbine plants belong to the modern, high-capacity class of power plants.

d) Steam engine plants, in which the prime mover is a piston-type steam engine. Nowadays no large generating plants of industrial importance are constructed with such prime movers. They are used only for local power supply.

e) Diesel-engine plants; in them diesel internal combustion engines are installed. These plants are also of small capacity, they are employed for local power supply.

f) Hydroelectric power plants employ water turbines as prime movers.

Therefore they are called hydroturbine plants. Their main generating unit is the hydrogenerator.

Modern wind-electric power plants utilize various turbines: these plants as well as the small capacity hydroelectric power plants are widely used in agriculture.

Текст №5

The Microwave Oven

The first microwave oven was very big and heavy. At first, it was used exclusively in restaurants, railroad cars and ocean liners — places where large quantities of food had to be cooked quickly. In fact, it took decades after the invention of the microwave oven for it to be refined to a point where it would be useful to the average consumer.

A large increase in the use of microwave ovens has created a greater need for

effective product design for microwave heating which ensures microbiological safety while maintaining product quality.

During conventional heating methods, the primary mechanism of heat transfer is either conduction or convection, depending of the nature of the food. In the microwave foods heat from the generation of heat within the food itself, not from the conduction of heat energy from hot air to the outer layer of the cooler product.

Microwaves penetrate the food and transfer their energy to dipolar or ionic molecules, which are present in all foods. The greater the concentration of dipolar molecules within particular areas in a food product, the faster that area of the product will heat. Some of this heat energy is transferred to cooler areas by conduction or convection, so helping the heating of other cooler areas, i.e. those areas which are less receptive to microwave heating. The penetration depth of microwave energy depends on how rapidly the microwave energy is absorbed by the food product. If most of the energy is transferred to molecules at the surface of the product, the penetration will be shallow, with the bulk of the food heating mainly by convection or conduction.

Текст №6

MECHANICAL PROPERTIES OF MATERIALS

Materials Science and Technology is the study of materials and how they can be fabricated to meet the needs of modern technology. Using the laboratory techniques and knowledge of physics, chemistry, and metallurgy, scientists are finding new ways of using metals, plastics and other materials.

Engineers must know how materials respond to external forces, such as tension, compression, torsion, bending, and shear. All materials respond to these forces by elastic deformation. The materials may also have permanent deformation or they may fracture. The results of external forces are creep and fatigue.

Compression is a pressure causing a decrease in volume. When a material is subjected to a bending, shearing, or torsion (twisting) force, both tensile and compressive forces are simultaneously at work. When a metal bar is bent, one side of it is stretched and subjected to a tensional force, and the other side is compressed.

Tension is a pulling force; for example, the force in a cable holding a weight.

Under tension, a material usually stretches, returning to its original length if the force does not exceed the material's elastic limit. Under larger tensions, the material does not return completely to its original condition, and under greater forces the material ruptures.

Fatigue is the growth of cracks under stress. It occurs when a mechanical part is subjected to a repeated or cyclic stress, such as vibration. Even when the maximum stress never exceeds the elastic limit, failure of the material can occur even after a short time.

No deformation is seen during fatigue, but small-localised cracks develop and propagate through the material until the remaining cross-sectional area cannot support the maximum stress of the cyclic force. Knowledge of tensile stress, elastic limits, and the resistance of materials to creep and fatigue are of basic importance in engineering.

Creep is a slow, permanent deformation that results from steady force acting on a material. Materials at high temperatures usually suffer from this deformation. The gradual loosening of bolts and the deformation of components of machines and engines are all the examples of creep. In many cases the slow deformation stops because deformation eliminates the force causing the creep. Creep extended over a long time finally leads to the rupture of the material.

Notes:

bar — брусок, прут fracture- перелом, излом

compression — сжатие tension - напряженность
creep — ползучесть torsion - кручение
cross-sectional area — площадь поперечного сечения twisting - закручивание, изгиб
fatigue - усталость металла rupture - разрыв
shear – срез

Текст №7

WHAT A DIESEL ENGINE IS

A diesel engine is a machine which produces power by burning oil in a body of air* which has been squeezed to a high pressure by a moving piston. Since it is a machine that produces power, it is called an engine, and since the burning or combustion takes place within the engine itself, it is called an internal-combustion engine. A steam engine uses steam made by burning fuel outside the engine. That is external combustion.

Basic Parts—To compress the air, put in the oil, and produce power, every diesel engine must have certain basic parts. It must have a round *sleeve*, or *cylinder*, in the bore of which a close-fitting *plug* or *piston* can slide in and out to make strokes. The piston must be connected to a mechanism which controls its sliding. For this purpose ordinary engines use *crank mechanism*. This consists of, first, a round bar or *shaft* which can turn or revolve in circular guides called *bearings* and which has an offset or *crank* (which turns in a circle when the shaft revolves), and, second, a *connecting rod* which, as the name implies, connects the crank to the piston. The connecting rod is a straight rod with a bearing at each end. The crank mechanism (which is also used in many other kinds of machinery) is a device for converting the in-and-out motion of the piston to rotating motion of the crankshaft. The power produced by the engine is taken off the crankshaft.

Other basic parts are necessary. *Valves* or *ports* are needed to let the air into the cylinder, and also to let out the burned or spent gases after they have done their work. Also a *spray nozzle*, or *fuel injector*, is needed to deliver the oil for burning in the form of a finely divided spray. To do this the oil must be put under pressure. This is accomplished by a pump which is called a fuel-injection pump.

NOTES:

1. sleeve - муфта, гильза
2. piston – поршень, клапан
3. crank – кривошип, (поворачивающий коленчатый вал двигателя)
4. shaft - вал
5. bearing - подшипник
6. rod – стержень
7. valve – золотник, клапан
8. spray nozzle - форсунка

* by burning oil in a body of air - сжиганием жидкого топлива в определенном объеме воздуха...— подразумевается воздух в цилиндре двигателя

Текст №8

WHAT IS A COMPUTER?

The term computer is used to describe a device made up of a combination of electronic and electromechanical (part electronic and part mechanical) components. Computer has no intelligence by itself and is referred to as hardware. A computer system is a combination of five elements:

- Hardware
- Software
- People
- Procedures
- Data/information

When one computer system is set up to communicate with another computer system, connectivity becomes the sixth system element. In other words, the manner in which the various individual systems are connected — for example, by phone lines, microwave transmission, or satellite — is an element of the total computer system.

Software is the term used to describe the instructions that tell the hardware how to perform a task. Without software instructions, the hardware doesn't know what to do.

People, however, are the most important component of the computer system: they create the computer software instructions and respond to the procedures that those instructions present.

The basic job of the computer is the processing of information. Computers accept information in the form of instruction called a program and characters called data to perform mathematical and logical operations, and then give the results. The data is raw material while information is organized, processed, refined and useful for decision making. Computer is used to convert data into information. Computer is also used to store information in the digital form.

Notes:

characters — символы **to come to life** — оживать

hardware — оборудование **to refer to as** — называть что-либо

instruction — команда **to refine** — очищать

intelligence — разум

manner — манера, способ

Текст №9

Computers and Cybernetics.

The computers or high-speed electronic machines of today have created entirely new technical possibilities in automatic control of industrial processes.

First designed for solving Mathematical problems, they soon paved the way for a new field of science — cybernetics — that studies general principles of control both in life and non-live systems. The importance of cybernetics is great in the sphere of engineering sciences. A newly developed field of knowledge is technical cybernetics. Its objectives are to control automatic industrial processes, to study problems of transmission of information and to develop new principles of automatic control.

One of the main problems of technical cybernetics is the development of control algorithms to be used in processing and control of information flows. The

algorithms worked out for employment in control machines are called programs.

These are based on subdivision of the computation process into simple arithmetical operations and on determination of the logical operations to be performed with a view to fulfil the program which gives the sequence of the machine's operations, and must be coded or expressed in the adopted code system.

Two systems of computers are now created for control computer design.

One of these is the development of general-purpose control machines which may have much wider application but require more complicated logical circuitry and a

greater number of instructions and commands employed in the computer. This approach permits control of a great variety of industrial units with the aid of one and the same computer.

The second system utilizes modern microcomputer techniques to develop special-purpose machines designed to control a particular process. This leads to the creation of more easily operated and low-cost control computers. Tests of some control computers manufactured for specific industrial units have shown their efficiency and quite sufficient reliability.

In our country both systems of control are applied. Electronic digital computers perform both arithmetical and logical operations, making it possible to govern processes under rather complicated conditions.

Текст №10

AUTOMATION

Automation is the system of manufacture performing certain tasks, previously done by people, by machines only. The sequences of operations are controlled automatically. The most familiar example of a highly automated system is an assembly plant for automobiles or other complex products.

The term automation is also used to describe nonmanufacturing systems in which automatic devices can operate independently of human control. Such devices as automatic pilots, automatic telephone equipment and automated control systems are used to perform various operations much faster and better than could be done by people. Automated manufacturing had several steps in its development. Mechanization was the first step necessary in the development of automation. The simplification of work made it possible to design and build machines that resembled the motions of the worker. These specialized machines were motorized and they had better production efficiency.

Industrial robots, originally designed only to perform simple tasks in environments dangerous to human workers, are now widely used to transfer, manipulate, and position both light and heavy workpieces performing all the functions of a transfer machine.

In the 1920s the automobile industry for the first time used an integrated system of production. This method of production was adopted by most car manufacturers and became known as Detroit automation.

The feedback principle is used in all automatic-control mechanisms when machines have ability to correct themselves. Using feedback devices, machines can start, stop, speed up, slow down, count, inspect, test, compare, and measure. These operations are commonly applied to a wide variety of production operations.

Computers have greatly facilitated the use of feedback in manufacturing processes. Computers gave rise to the development of numerically controlled machines. The motions of these machines are controlled by punched paper or magnetic tapes. In numerically controlled machining centres machine tools can perform several different machining operations.

More recently, the introduction of microprocessors and computers have made possible the development of computer-aided design and computer-aided manufacture (CAD and CAM) technologies. When using these systems a designer draws a part and indicates its dimensions with the help of a mouse, light pen, or other input device. After the drawing has been completed the computer automatically gives the instructions that direct a machining centre to machine the part.

Текст №11

Semi-conductors.

The term "Semi-conductors" means "half-conductor", that is, a material whose conductivity ranges between that of conductors and non-conductors of insulators.

They include a great variety of elements (silicon, germanium, selenium, phosphorus and others), many chemical compounds (oxides, sulphides) as well as numerous ores and minerals.

While the conductivity of metals is very little influenced by temperature, the conductivity of semi-conductors increases sharply with heating and falls with cooling. This dependence has opened great prospects for employing semiconductors in measuring techniques. Light as well as heat increases the conductivity of semi-conducting materials, this principle being used in creating photo resistances. It is also widely applied for switching on engines, for counting parts on a conveyer belt, as well as for various systems of emergency signals and for re-producing sound in cinematography. Besides reacting to light, semiconductors react to all kinds of radiations and are therefore employed in designing electronic counters.

Converting heat into electricity without using boilers or other machines was one of the most complicated engineering problems. This could be done by means of metal thermocouples which later were made of semi-conductors that generated ten times as much electricity as the metal ones.

Sunlight, like heat, can feed our electric circuits. Photocells made of semiconducting materials are capable of transforming ten per cent of sun-ray energy into electric power. By burning wood which has accumulated the same amount of Molar energy, we obtain only fractions of one per cent of electric power. The electricity generated by semi-conductor thermocouples can produce not only heat but also cold, this principle being used in manufacturing refrigerators.

Semi-conducting materials are also excellent means of maintaining a constant temperature irrespective of the surrounding temperature changes. The latter can vary over a wide range, for example, from 50° below 0° to 100° above 0°.

Semi-conductors are determining the progress of radio engineering, automation, chemistry, electrical engineering and many other fields of science and technique.

Текст №12

Resistance and Resistivity.

Every material offers some resistance to the flow of an electric current through it. The resistance of a conductor depends on its material. It also depends on its temperature. Materials change the value of resistance with change in their temperature. Different materials also have different melting points. Good conductors, like the metals copper, silver, and aluminium, offer very little resistance, while non-conductors, like glass, wood and paper, offer a very high resistance. The resistance of nichrome is rather high.

Resistance of conductors and their resistivity have different units. The unit by which resistance is measured is called the ohm, in honour of the German physicist Ohm.

The unit of resistance is the ohm while the unit of resistivity is the $\text{hm} \cdot \text{m}$.

The standard international ohm is defined as the resistance offered to a steady electric current by a column of mercury 1 sq.mm in cross-section and 106.3 cm long at a temperature of 0°.

There are several factors that determine the electrical resistance of any wire: a) the material which it is composed of; b) the size of the wire; c) its temperature. In more general terms, the resistance of a wire is proportional to its length and inversely proportional to its cross-sectional area (provided the temperature of a conductor remains constant). This is Ohm's law.

Текст №13

Electric shock. Safety Electric System.

The strength of current depends on both the voltage and on the resistance in a circuit. A current of 50ma is dangerous for a man; it may result in an electric shock. One gets an electric shock in case one touches live conductors when the power is on. And a current of 100ma and higher is lethal. Thus, before working on a circuit, deenergize it and work on it with the power off.

Earthing system serves to protect attending personnel from electric shocks when voltage appears on parts that are normally dead. The risk of an electric shock decreases with decreasing voltage. In wet and hot atmosphere the risk of electric shock increases. Safe voltage for circuits used in dry atmosphere is under 36V. When the power is on contacts with live conductors are dangerous for life. When a live conductor is touched with both hands the resistance of the conductor is from 10,000 to 50,000 ohms. When a live conductor is touched with one hand the resistance is much higher. The higher is the body resistance, the smaller is the current that flows through the body. Take it into consideration and work with one hand if the power is on! Or work on the circuit with the power off!

Thus measures are taken to protect attending personnel from contacts with live parts of installations under voltage.

The danger of electric shock disappears provided the metal parts of installations under voltage are connected with ground by means of safety earthing. Connecting to ground is made by means of measuring devices. The faulty parts should be detected, eliminated, and replaced by new ones.

Текст №14

MACHINE-TOOLS

Machine-tools are used to shape metals and other materials. The material to be shaped is called the workpiece, Most machine-tools are now electrically driven.

Machine-tools with electrical drive are faster and more accurate than hand tools: they were an important element in the development of mass-production processes, as they allowed individual parts to be made in large numbers so as to be interchangeable.

All machine-tools have facilities for holding both the workpiece and the tool, and for accurately controlling the movement of the cutting tool relative to the workpiece. Most machining operations generate large amounts of heat, and use cooling fluids (usually a mixture of water and oils) for cooling and lubrication.

Machine-tools usually work materials mechanically but other machining methods have been developed lately. They include chemical machining, spark erosion to machine very hard materials to any shape by means of a continuous highvoltage spark (discharge) between an electrode and a workpiece. Other machining methods include drilling using ultrasound, and cutting by means of a laser beam.

Numerical control of machine-tools and flexible manufacturing systems have made it possible for complete systems of machine-tools to be used flexibly for the manufacture of a range of products.

Notes:

Machine-tools – станки
Workpiece – деталь
Spark erosion – электроискровая обработка
Range – ассортимент, диапазон

Текст №15

AUTOMATED ASSEMBLY

Assembly operations have traditionally been performed manually, either at single assembly workstations or on assembly lines with multiple stations. Owing to the high labour content and high cost of manual labour, greater attention has been given in recent years to the use of automation for assembly work. Assembly operations can be automated using production line principles if the quantities are large, the product is small, and the design is simple (e.g., mechanical pencils, pens, and cigarette lighters).

For products that do not satisfy these conditions, manual assembly is generally required. Automated assembly machines have been developed that operate in a manner similar to machining transfer lines, with the difference being that assembly operations, instead of machining, are performed at the workstations. A typical assembly machine consists of several stations, each equipped with a supply of components and a mechanism for delivering the components into position for assembly. A workhead at each station performs the actual attachment of the component. Typical workheads include automatic screwdrivers, welding heads and other joining devices. A new component is added to the partially completed product at each workstation, thus building up the product gradually as it proceeds through the line. Assembly machines of this type are considered to be examples of fixed automation, because they are generally configured for a particular product made in high volume. Programmable assembly machines are represented by the component insertion machines employed in the electronics industry.

Notes:

Assembly – сборка, монтаж
Owing to – из-за, по причине
Attachment – крепление
Screwdriver – отвертка

Текст №16

ROBOTS IN MANUFACTURING

Today most robots are used in manufacturing operations. The applications of robots can be divided into three categories:

1. material handling; 2. processing operations; 3. assembly and inspection.

Material-handling is the transfer of material and loading and unloading of machines. Material-transfer applications require the robot to move materials or work parts from one to another. Machine loading and unloading operations utilize a robot to load and unload parts. This requires the robot to be equipped with a gripper that can grasp parts.

In robotic processing operations, the robot manipulates a tool to perform a process on the work part. Examples of such applications include spot welding, continuous arc welding, spray painting, grinding. Spot welding of automobile bodies is one of the most common applications of industrial robots. The robot positions a spot welder against the automobile panels and frames to join them.

The third application area of industrial robots is assembly and inspection. The use

of robots in assembly is expected to increase because of the high cost of manual labour. Assembly methods that are satisfactory for humans are not always suitable for robots. Screws and nuts are widely used for fastening in manual assembly, but the same operations are extremely difficult for a one-armed robot. Inspection is another area of factory operations in which the utilization of robots is growing. In a typical inspection job, the robot positions a sensor with respect to the work part and determines whether the part answers the quality specifications. In nearly all industrial robotic applications, the robot provides a substitute for human labour.

Notes:

Handling – обращение

Spot welding – точечная сварка

Continuous arc welding – непрерывная электродуговая сварка

Текст №17

TYPES OF SOFTWARE

A computer to complete a job requires software — programs for directing the operation of a computer or electronic data.

Software is the final computer system component. These computer programs instruct the hardware how to conduct processing. Software determines the order in which these operations are performed.

Programs usually fall in one of two categories: system software and applications software.

System software controls standard internal computer activities. An operating system, for example, is a collection of system programs that aid in the operation of a computer regardless of the application software being used. When a computer is first turned on, one of the system programs is booted or loaded into the computers

memory. This software contains information about memory capacity, the model of the processor, and more. Once the system software is loaded, the applications software can be brought in.

System programs are designed for the specific pieces of hardware. These programs are called drivers and coordinate peripheral hardware and computer activities. User needs to install a specific driver in order to activate a peripheral device.

Applications software satisfies your specific need. As the productivity of the hardware has increased greatly in recent years, the programmers nowadays tend to include as much as possible in one program to make software interface look more attractive to the user. Data communication within and between computers systems is handled by system software. Communications software transfers data from one computer system to another. These programs usually provide users with data security and error checking along with physically transferring data between the two computer's memories.

Текст №18

AUTOMATED PRODUCTION LINES

An automated production line consists of a series of workstations connected by a transfer system to move parts between the stations. This is an example of fixed automation, since these lines are set up for long production runs, making large number of product units and running for several years between changeovers. Each

station is designed to perform a specific processing operation, so that the part or product is constructed stepwise as it progresses along the line. A raw work part enters at one end of the line, proceeds through each workstation and appears at the other end as a completed product.

Modern automated lines are controlled by programmable logic controllers, which are special computers that can perform timing and sequencing functions required to operate such equipment. Automated production lines are utilized in many industries, mostly automobile, where they are used for processes such as machining and pressworking. Machining is a manufacturing process in which metal is removed by a cutting or shaping tool, so that the remaining work part is the desired shape. Machinery and motor components are usually made by this process. In many cases, multiple operations are required to completely shape the part. If the part is mass-produced, an automated transfer line is often the most economical method of production. Many separate operations are divided among the workstations.

Pressworking operations involve the cutting and forming of parts from sheet metal. Several presses are connected together in sequence by handling mechanisms that transfer the partially completed parts from one press to the next, thus creating an automated pressworking line.

Notes:

Machining – механическая обработка

Cutting tool – режущий инструмент

In sequence – один за другим

Текст №19

Applications of Automation and Robotics in Industry

Manufacturing is one of the most important application area for automation technology. There are several types of automation in manufacturing.

1. Fixed automation, sometimes called «hard automation» refers to automated machines in which the equipment configuration allows fixed sequence of processing operations. These machines are programmed by their design to make only certain processing operations. They are not easily changed over from one product style to another. This form of automation needs high initial investments and high production rates. That is why it is suitable for products that are made in large volumes.

Examples of fixed automation are machining transfer lines found in the automobile industry, automatic assembly machines and certain chemical processes.

2. Programmable automation is a form of automation for producing products in large quantities, ranging from several dozen to several thousand units at a time. For each new product the production equipment must be reprogrammed and changed over.

This reprogramming and changeover take a period of non-productive time.

Production rates in programmable automation are generally lower than in fixed automation. A numerical-control machine-tool is a good example of programmable automation. The program is coded in computer memory for each different product style and the machine-tool is controlled by the computer programme.

3. Flexible automation is a kind of programmable automation. Programmable automation requires time to reprogram and change over the production equipment for each series of new product. This is lost production time, which is expensive. In flexible automation the number of products is limited so that the changeover of the equipment can be done very quickly and automatically. The reprogramming of the equipment in flexible automation is done at a computer terminal without using the production equipment itself. Flexible automation allows a mixture of different

products to be produced one right after another.

Notes:

Rate – скорость, темп

Assembly machines – сборочные машины

Changeover – переход, переналадка

Текст №20

VIRUSES AND VACCINES IN COMPUTER INDUSTRY

The terms *viruses* and *vaccines* have entered the jargon of the computer industry to describe some of the bad things that can happen to computer systems and programs. Unpleasant occurrences like the March 6, 1991, attack of the Michelangelo virus will be with us for years to come. In fact, from now on you need to check your IBM or IBM-compatible personal computer for the presence of Michelangelo before March 6 every year — or risk losing all the data on your hard disk when you turn on your machine that day. And Macintosh users need to do the same for another intruder, the Jerusalem virus, before each Friday the 13th, or risk a similar fate for their data.

A virus, as its name suggests, is contagious. It is a set of illicit instructions that infects other programs and may spread rapidly. The Michelangelo virus went worldwide within a year. Some types of viruses include the *worm*, a program that spreads by replicating itself; the *bomb*, a program intended to sabotage a computer by triggering damage based on certain conditions — usually at a later date; and the *Trojan horse*, a program that covertly places illegal, destructive instructions in the middle of an otherwise legitimate program. A virus may be dealt with by means of a *vaccine*, or *antivirus*, program, a computer program that stops the spread of and often eradicates the virus.

Transmitting a Virus. Consider this typical example. A programmer secretly inserts a few unauthorized instructions in a personal computer operating system program. The illicit instructions lie dormant until three events occur together:

1. the disk with the infected operating system is in use; 2. a disk in another drive contains another copy of the operating system and some data files; and 3. a command, such as COPY or DIR, from the infected operating system references a data file. Under these circumstances, the virus instructions are now inserted into the other operating system.

Thus the virus has spread to another disk, and the process can be repeated again and again. In fact, each newly infected disk becomes a virus carrier.

Лист согласования

Дополнения и изменения к комплекту КОС на учебный год

Дополнения и изменения к комплекту КОС на _____ учебный год по дисциплине _____

В комплект КОС внесены следующие изменения:

Дополнения и изменения в комплекте КОС обсуждены на заседании ПЦК

«_____» _____ 20____ г. (протокол № _____).

Председатель ПЦК _____ / _____ /