



Автономная некоммерческая профессиональная образовательная организация  
«МЕЖДУНАРОДНЫЙ ВОСТОЧНО-ЕВРОПЕЙСКИЙ КОЛЛЕДЖ»

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**Комплект контрольно-оценочных средств**  
**по учебной дисциплине**  
**ОГСЭ.03 Иностранный язык**  
**по специальности СПО**  
**21.02.03 Сооружение и эксплуатация газонефтепроводов и**  
**газонефтехранилищ**

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Комплект контрольно-оценочных средств учебной дисциплины разработан на основе Федерального государственного образовательного стандарта среднего профессионального образования по профессии СПО 21.02.03 Сооружение и эксплуатация газонефтепроводов и газонефтехранилищ (уровень подготовки для специальности СПО) программы учебной дисциплины «Иностранный язык (английский)».

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## **1. Паспорт комплекта контрольно-оценочных средств**

В результате освоения учебной дисциплины «Иностранный язык (английский)» обучающийся должен обладать предусмотренными ФГОС по специальности СПО 21.02.03 «Сооружение и эксплуатация газонефтепроводов и газонефтехранилищ» следующими умениями, знаниями, которые формируют профессиональную компетенцию, и общими компетенциями:

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

У2 – читать и 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 и способы выполнения 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 в команде, эффективно общаться с коллегами, руководством, потребителями.

ОК 7. Брать на себя ответственность за работу членов команды (подчиненных), за 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
<b>Уметь:</b>		
У1 - общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы ОК 1-9	<ul style="list-style-type: none"> <li>- применять основные фразы, клише для начала и конца беседы, для выражения своего отношения к высказыванию собеседника (согласия, несогласия, оценки).</li> <li>- использовать адекватные ситуациям бытового общения лексико-грамматические, коммуникативные модели;</li> </ul>	Оценка результатов выполнения лексических и грамматических тестов. Оценка диалогов, ролевых игр, монологических высказываний, письменных аннотаций, реферирования текста, эссе.
У2 – читать и переводить (со словарем) иностранные тексты профессиональной направленности ОК 1-9	<ul style="list-style-type: none"> <li>- умение пользоваться словарем при переводе текста;</li> <li>- владеть лексико-грамматическими моделями для перевода специальной литературы;</li> <li>- 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.</li> </ul>	Оценка перевода текстов, результатов выполнения тестовых заданий, ответов на вопросы, заполнения текстовых карт.
У3 – самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас ОК 1-9	<ul style="list-style-type: none"> <li>- владеть навыком просмотрового /поискового, изучающего и ознакомительного чтения.</li> <li>- выделять наиболее важную информацию по теме, проблеме;</li> <li>- передавать на русском или</li> </ul>	Оценка результатов внеаудиторной самостоятельной работы. Оценка результатов

	английском языке содержание услышанного текста.	выполнения тестовых заданий по аудированию, ответов на вопросы. Оценка результатов перевода текстов, предложений, выражений, словарных диктантов, подготовки проектов и презентаций. Оценка составления тематического словаря и словаря профессиональных терминов
<b>Знать:</b>		
31 – лексический (1200 - 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности;  ОК 1-9	- 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.	Оценка результатов выполнения лексических и грамматических тестов, письменных проверочных работ, словарных диктантов. Оценка результатов индивидуального и группового опроса в устной форме.

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
<b>Раздел 1 Вводно-коррективный курс (повторение)</b>						
<b>Тема 1.1</b> <b>Приветствие.</b> <b>Прощание. Формы обращения.</b>  <b>Фонетика. Знаки транскрипции (повторение).</b>	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	Дифференцированный зачет	У1, У2, У3, 31, ОК1-9
<b>Раздел 2 Базовый курс</b>						
<b>Тема 2.1</b> <b>Первая встреча и знакомство. Начало беседы.</b> <b>Взаимопонимание. Просьбы</b>  <b>Имя существительное. Артикль.</b>	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, диалоги, чтение)	У1-У3, 31, ОК1-9				
<b>Тема 2.2.</b> <b>Согласие и несогласие. Разрешение. Запрет.</b>  <b>Местоимения.</b>	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (диалоги, лексико-грамматические упражнения, аннотация к тексту, лексический диктант, словарь по словообразованию)	У1-У3, 31, ОК1-9				
<b>Тема 2.3</b> <b>Профессии.</b>  <b>Местоимения</b>	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, диалоги,	У1- У3, 31, ОК1-9	Контрольная работа №2	У1- У3, 31, ОК 1-9		



<b>(продолжение)</b>	лексический диктант, проектная работа)					
<b>Тема 2.4</b> <b>Каникулы и</b> <b>способы их</b> <b>проведения.</b> <b>Глагол его</b> <b>функции в</b> <b>предложении.</b>	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, эссе, лексический диктант, аннотация к тексту, проектная работа)	У1- У3, 31, ОК1-9				
<b>Тема 2.5</b> <b>Образование в</b> <b>России</b>  <b>Порядок слов в</b> <b>повествовательном</b> <b>и вопросительном</b> <b>предложении.</b>	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, устное сообщение, реферирование текста)	У1-У3, 31, ОК1-9				
<b>Тема 2.6</b> <b>Мой выходной</b> <b>день. Время.</b>  <b>Числительное.</b>	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		
<b>Тема 2.7</b> <b>Времена</b> <b>английского</b> <b>глагола в активном</b> <b>залоге.</b>	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения)	У1- У3, 31, ОК1-9				
<b>Тема 2.8</b>  <b>Времена</b> <b>английского</b> <b>глагола в</b> <b>пассивном залоге</b>	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения)	У1-У3, 31, ОК1-9				

<b>Тема 2.9</b>  <b>Еда. Сервировка</b> <b>стола.</b>  <b>Предлоги места и</b> <b>времени.</b>	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		
<b>Тема 2.10</b> <b>Российская</b> <b>Федерация.</b> <b>Крупные города</b> <b>России.</b> <b>Прилагательные и</b> <b>наречия.</b>	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, проектная работа, эссе, аннотация к тексту)	У1-У3, 31, ОК1-9				
<b>Тема 2.11</b> <b>Путешествие.</b>  <b>Модальные</b> <b>глаголы.</b>	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, монологическое высказывание, лексический диктант, реферирование текста)	У1- У3, 31, ОК1-9				
<b>Тема 2.12</b> <b>Соединенное</b> <b>королевство</b> <b>Великобритании и</b> <b>Северной</b> <b>Ирландии.</b>  <b>Инфинитив.</b> <b>Герундий.</b> <b>Причастие</b>	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		
<b>Тема 2.13</b>	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические	У1-У3, 31, ОК1-9				

<b>Соединенные Штаты Америки.</b>  <b>Сложносочиненные и сложноподчиненные предложения.</b>	упражнения, лексический диктант, реферирование текста, монологическое высказывание, ролевая игра)					
<b>Раздел 3. Профессиональный курс</b>						
<b>Тема 3.1.</b>  <b>Достижения и инновации в области науки и техники.</b> <b>Современные технологии.</b>  <b>Условные предложения.</b>	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, презентация, аннотация к тексту, перевод текста по специальности)	У1- У3, 31, ОК1-9				
<b>Тема 3.2</b> <b>Машины и механизмы.</b> <b>Промышленное оборудование.</b>  <b>Основные математические понятия и физические явления.</b>  <b>Согласование времен. Косвенная речь.</b>	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, перевод текста по специальности, словарь профессиональных терминов, лексический диктант)	У1, У2, У3, 31, ОК1-9	Контрольная работа №6	У1, У2, У3, 31, ОК1-9		

<b>Тема 3.3.</b>  <b>Профессия инженера.</b> <b>Основные отрасли инженерии.</b>  <b>Отраслевые выставки.</b>	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, реферирование текста, перевод текста по специальности, монологическое высказывание)	У1, У2, У3, 31, ОК1-9				
<b>Тема 3.4.</b>  <b>Современные компьютерные технологии в промышленности</b>	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, словарь профессиональных терминов, аннотация, проектная работа)	У1, У2, У3, 31, ОК1-9				
<b>Тема 3.5.</b>  <b>Нефть и газ.</b>  <b>Нефтегазовые месторождения.</b>  <b>Транспортировка и хранение нефти и газа.</b>	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, словарь профессиональных терминов, реферирование текста, перевод текста по специальности)	У1, У2, У3, 31, ОК1-9	Контрольная работа №7	У1, У2, У3, 31, ОК1-9		
					Дифференцированный зачет	У1, У2, У3, 31, ОК1-9

### **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 20<sup>th</sup> 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. It .....him 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. There .....one 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. Оценка результатов внеаудиторной самостоятельной работы.**

#### **1) Темы монологических высказываний У1- У3, З1, ОК 1-9**

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

#### **2) Темы презентаций и проектных работ У1- У3, З1, ОК 1-9**

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. Транспортировка нефти и газа.
7. Великие открытия человечества

#### **3) Темы ролевых игр У1- У3, З1, ОК 1-9**

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, ОК1-9**

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

## **Контрольная работа №2**

*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. I ....at 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 paiking
- 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..... will not study..... will fail      D will not study..... will fail

**14. Are you ready yet? – Not yet. I .....be 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 you .....feel 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 cousins .....visit 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. I 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

### **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. .... B have. .... C have. .... been D have. ....  
played              played              played              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. Julie .....her 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

<b>I. ПАСПОРТ</b>
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#### **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.

<b>II. ЗАДАНИЕ ДЛЯ ЭКЗАМЕНУЮЩЕГОСЯ. Вариант № 1</b>
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**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: Крупный город в США и его достопримечательности.

### **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.
2. Подготовить устное сообщение по теме: Нефтегазовые месторождения.

### **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: Транспортировка нефти и газа.

### **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: Крупный город России и его достопримечательности.

### **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: Хранение нефти и газа.

### **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: Достижения и инновации в области науки и техники.

### **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: Современные компьютерные технологии в промышленности.

### III а. УСЛОВИЯ

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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: Иностранный язык (английский).

Фамилия, имя, отчество преподавателя:

Группа \_\_\_\_\_, курс \_\_\_\_\_, семестр.

Дата проведения:

<b>№ п/п</b>	<b>Ф.И.О. студента</b>	<b>№ зачетной книжки</b>	<b>Отметка о сдаче дифзачета</b>	<b>Подпись преподавателя</b>
1.				
2.				
3.				
4.				
5.				
6.				
7.				

### **Ш6. КРИТЕРИИ ОЦЕНКИ**

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

<b>Оценка</b>	<b>Перевод текста</b>	<b>Сообщение, развитие темы</b>	<b>Пересказ, беседа по тексту</b>



«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 стилевых 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 стилевых норм	значительные затруднения с ответами на вопросы и тема развита крайне слабо.	изложение мыслей крайне затруднено, значительные грамматические и лексические ошибки

## 5. Приложения. Задания для оценки освоения дисциплины

Темы	Формы контроля
<p style="text-align: center;"><b>Тема 1.1</b>  <b>Приветствие. Прощание. Формы обращения.</b></p> <p style="text-align: center;"><b>Фонетика. Знаки транскрипции (повторение).</b></p>	<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>
<p style="text-align: center;"><b>Тема 2.1</b>  <b>Первая встреча. Начало беседы. Взаимопонимание. Просьбы</b></p> <p style="text-align: center;"><b>Имя существительное. Артикль.</b></p>	<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>
<p style="text-align: center;"><b>Тема 2.2</b>  <b>Согласие и несогласие. Разрешение. Запрет.</b></p> <p style="text-align: center;"><b>Местоимения.</b></p>	<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 style="text-align: center;"><b>Тема 2.3</b>  <b>Моя будущая профессия.</b></p> <p style="text-align: center;"><b>Местоимения (продолжение).</b></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><b>Тема 2.4</b> <b>Каникулы и способы их проведения.</b></p> <p><b>Глагол и его функции в предложении.</b></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><b>Тема 2.5</b> <b>Образование в России</b></p> <p><b>Порядок слов в повествовательном и вопросительном предложении.</b></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><b>Тема 2.6</b> <b>Мой выходной день. Время.</b></p> <p><b>Числительное.</b></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, подготовки слайд-презентаций, проектных работ.</p> <p>Контрольная работа по грамматике.</p>
<p><b>Тема 2.7</b> <b>Времена английского глагола в активном залоге.</b></p>	<p>Оценка результатов выполнения лексических и грамматических тестов.</p> <p>Оценка результатов внеаудиторной самостоятельной работы</p> <p>Контрольно-тренировочные упражнения на овладение грамматикой</p>
<p><b>Тема 2.8</b></p>	<p>Оценка результатов выполнения лексических и</p>

<p><b>Времена английского глагола в пассивном залоге.</b></p>	<p>грамматических тестов.</p> <p>Контрольно-тренировочные упражнения на овладение грамматикой</p> <p>Оценка результатов внеаудиторной самостоятельной работы</p>
<p><b>Тема 2.9</b></p> <p><b>Еда. Сервировка стола.</b></p> <p><b>Предлоги места и времени.</b></p>	<p>Устный и письменный контроль перевода текстов Оценка результатов устного и письменного опроса (диктанты, письменные работы)</p> <p>Устный опрос диалогов, рассказов, устных сообщений.</p> <p>Оценка результатов устных и письменных сообщений, подготовки слайд-презентаций, проектных работ.</p> <p>Контрольно-тренировочные упражнения на овладение грамматикой</p> <p>Оценка результатов внеаудиторной самостоятельной работы</p> <p>Контрольная работа по грамматике.</p>
<p><b>Тема 2.10</b></p> <p><b>Российская Федерация.</b></p> <p><b>Крупные города России.</b></p> <p><b>Наречия и прилагательные.</b></p>	<p>Контроль чтения и аудирования текстов страноведческого характера</p> <p>Устный и письменный контроль перевода текстов Оценка результатов внеаудиторной самостоятельной работы</p> <p>Контрольно-тренировочные упражнения на овладение грамматикой</p> <p>Оценка результатов устного и письменного опроса (диктанты, письменные работы)</p>
<p><b>Тема 2.11</b></p> <p><b>Путешествие.</b></p> <p><b>Модальные глаголы.</b></p>	<p>Контроль высказываний по предложенной теме</p> <p>Устный опрос диалогов, рассказов, устных сообщений.</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><b>Тема 2.12</b></p> <p><b>Соединенное королевство Великобритании и Северной Ирландии.</b></p>	<p>Контроль чтения и аудирования текстов страноведческого характера</p> <p>Устный и письменный контроль перевода текстов</p>

<b>Инфинитив. Герундий. Причастие.</b>	<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><b>Тема 2.13</b> <b>Соединенные Штаты Америки.</b></p> <p><b>Сложносочиненные и сложноподчиненные предложения.</b></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><b>Тема 3.1.</b></p> <p><b>Достижения и инновации в области науки и техники. Современные технологии.</b></p> <p><b>Условные предложения.</b></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><b>Тема 3.2</b> <b>Машины и механизмы.</b> <b>Промышленное оборудование.</b></p> <p><b>Основные математические понятия и физические явления.</b></p> <p><b>Согласование времен. Косвенная речь.</b></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> <p>Оценка результатов внеаудиторной самостоятельной работы</p> <p>Контрольная работа по грамматике.</p>
<p><b>Тема 3.3.</b></p> <p><b>Профессия инженера. Основные отрасли инженерии.</b></p> <p><b>Отраслевые выставки.</b></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><b>Тема 3.4.</b></p> <p><b>Современные компьютерные технологии в промышленности</b></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><b>Тема 3.5.</b></p> <p><b>Нефть и газ.</b></p> <p><b>Нефтегазовые месторождения.</b></p> <p><b>Транспортировка и хранение нефти и газа.</b></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>

## **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**

#### **The well**

The well is a hole drilled in the earth for the purpose of finding or producing crude oil or natural gas; or providing services related to the production of crude oil or natural gas. Also, an oil well can be described as a pipeline reaching from the top of the ground to the oil producing

formation. Through this pipe, oil and gas are brought to the surface. Wells are normally drilled with a drilling rig in stages, starting with a surface hole drilled to reach a depth anywhere from 60 to 400 meters.

The drillers then pull out the drill string and insert steel pipe, called surface casing, which is cemented in place to keep the wall from caving in. The casing – tubular steel pipe connected by threads and couplings-lines the total length of the well bore<sup>1</sup> to ensure safe control of production and to prevent water entering the wellbore and to keep the rock formations from “sloughing” into the wellbore. The second step is the installation of the production tubing. Tubing is a steel pipe smaller in diameter than the production casing. It is lowered into the casing and held in place by packers which also isolate the production layers of rock.

#### Tubing

The tubing hangs from a surface installation called the wellhead. The wellhead includes valves, chokes and pressure gages and makes it possible to regulate production from the well. The third step is to perforate the well. The casing prevents the hole from collapsing, but it also prevents the oil or gas from entering the wellbore. Therefore, holes are made through the casing and into the formation. This is usually accomplished with an explosive device that is lowered into the well on an electrical wireline to the required depth. This device, a collection of explosive charges, is called a perforating gun

### Текст №3

#### Exploring of Oil and Gas

Earth scientists in the petroleum industry – including geologists, geophysicists, geochemists and paleontologists - study what has happened to rocks that may be buried thousands of meters below surface, how those rocks were formed and affected by events stretching back millions of years, and how to identify traps where oil and gas accumulated within rock formations.

An explorer may have a well-developed theory or intuition why an area should contain oil and gas. A first-hand look at outcrop geology and surface features sometimes helps to confirm the basic requirements - that there may be sedimentary rocks, potential reservoirs and hydrocarbon-bearing source rocks in a sedimentary basin.

Within a basin, the explorer’s first step is to examine all the information already known about the area. This might include academic papers, surface geology observations, any wells drilled, data from relevant agencies or departments and previous exploration results from nearby or similar areas. Geophysicists can identify the structure, configuration, thickness and depth of new sedimentary basins by measuring slight variations in the Earth’s gravitational and magnetic fields and by measuring the time taken for seismic energy waves to pass through and be reflected from sedimentary layers.

In a typical trap, gas accumulates on the top of the reservoir as a “gas cap” over the oil, which in turn overlies the water-saturated zone in the reservoir. This occurs because natural gas is lighter than oil which is lighter than water. However, all three fluids are often intermingled in parts of the reservoir. Porosity is the ability of rock to hold oil and gas like water in a sponge. A trap requires three elements:

- A porous reservoir rock to accumulate the oil and gas- typically sandstones, limestones and dolomites
- An overlying impermeable rock to prevent oil and gas from escaping
- A source for the oil and gas, typically black waxy shales.

There are 6 common oil and gas traps: 1) thrust fault ; 2) normal fault ; 3) stratigraphic pinch-out; 4) reef; 5) anticlines; 6) salt dome.

If it is impossible to obtain the geophysical data from regulatory bodies, the seismic survey is required. In a seismic survey it is necessary to lay out a line or several lines of sensitive receivers, called geophones or jugs, on the ground. Then explosions or mechanical vibrations are



created on the surface. The geophones record the energy reflected back as seismic waves from rock layers at various depths. Geophysicists and geologists examine the seismic data for the presence of suitable traps and for similarities with other petroleum-producing areas. If the results seem promising, they use the seismic data to pinpoint where to drill a well.

#### **Текст №4**

##### Theories of Oil and Gas Origin

Inorganic theory. Early theories postulated an inorganic origin when it became apparent that there were widespread deposits of petroleum throughout the world. Dmitri Mendeleev (1877), a Russian scientist and the father of the periodic table of elements, reasoned that metallic carbides deep within the Earth reacted with water at high temperatures to form acetylene ( $C_2H_2$ ) which subsequently condensed to form heavier hydrocarbons. This reaction is readily reproduced in the laboratory. Another inorganic hypothesis was suggested by Sokoloff (1890) who proposed a cosmic origin. His theory was that hydrocarbons precipitated as rain from original nebular matter from which the solar system was formed and then ejected from the earth's interior onto surface rocks. This theory and others like it are referred to as the extraterrestrial hypothesis.

20th Century variants and a renewed interest to the inorganic mode of origin by others was caused by two discoveries: Existence of carbonaceous chondrites (meteorites) and the discovery that atmospheres containing methane exists for some celestial bodies such as Saturn, Titan, and Jupiter. The only known source for methane is through inorganic reactions. It has been postulated that the original atmosphere of earth contained methane, ammonia, hydrogen, water vapor; add to this photochemical reactions (due to UV radiation) and the result is the creation of an oily, waxy surface layer that may have been host to a variety of developing pre-biotic compounds including the precursors of life.

There are problems however, with the inorganic hypotheses. First, there is no direct evidence that will show whether the source of the organic material in the chondritic meteorites is the result of a truly inorganic origin or was in an original parent material which was organically created. Similar reasoning applies to other celestial bodies.

Second, there is no field evidence that inorganic processes have occurred in nature, yet there is mounting evidence for an organic origin and third, there should be large amounts of hydrocarbons emitted from volcanoes, congealed magma, and other igneous rocks if an inorganic origin is the primary methodology for the creation of hydrocarbons.

#### **Текст №5**

##### Origin of Oil and Gas

Nowadays there are two main theories explaining the origin of petroleum or oil and natural gas - organic and inorganic ones. However, it has not been possible to determine the exact origin because it has not been possible to identify the exact place or materials from which any particular oil accumulation originated. The precise details regarding the problems of origin, migration and accumulation of petroleum have yet to be fully answered. Recent advances in analytical chemistry and geochemistry have advanced the knowledge and understanding, but issues remain to be resolved. The oil pool (field) is an end product to a 5-stage sequence of events: raw materials, accumulation, transformation, migration and geologic time. But the complication is that petroleum is complex mixtures of many hydrocarbons occurring in series with no two petroleum exactly alike in composition. This is probably due to variations in primary source materials and subsequent processes during formation such as pressure and temperature changes. Although the components of petroleum unite to form complex mixtures, the typical elemental chemical analysis indicates 10- 15% hydrogen and 82-87% carbon weight.

- heavy crude

- light crude
- methane gas
- propane gas
- butane gas

## Текст №6

### **THE SOURCES OF OIL AND GAS**

Land areas are weathered and eroded, and the products of erosion are carried by rivers and deposited in the seas. Over a long period of time, not only are new **sediments** deposited, layer upon layer\*, until they may reach thousands of feet in thickness, but the **remains of** the myriad plants and animals that live in the sea or are carried into the sea from land, are buried in the layers of **mud\*** and **sand**. These plant and **animal remains**, especially those of the tiny sea plants such as diatoms and algae are thought to be the most probable **source materials** from which oil is formed. These materials are also known as **source rock**, i.e. sediment (usually shale or limestone) in which hydrocarbons originate; it contains more than 0.5% of **organic matter** and has, therefore\*, the potential to generate petroleum.

It is believed that some time after these plant or animal remains collect in the mud, parts of them are converted into minute **oil droplets**. The exact process by which this organic material, often dominated by algae, is converted into oil is not known, but it is believed that bacteria, and heat – all play an important role. The conversion of organic matter into oil and gas occurs with the **burial** of the former which is accompanied by increasing pressure or temperature exerted by overlying sediments. At higher temperatures, there is more gas than oil. At too high temperatures, the gas is driven out of sediments.

Both oil and gas are **naturally occurring mixtures** of predominately hydrogen and carbon compounds. Oil, in its primary state in the earth, often contains a large volume of gas, indicating that at the same time the organic matter was converted into oil, natural gas was also formed. In addition\*, natural gas can be formed from sources other than those\* from which oil is derived, as occurs when gas is formed in peat swamps or in coal fields. Therefore, gas often occurs by itself\*, not **associated with oil**.

## Текст №7

Nikolai Bronislavovich Vassoyevich, a correspondent-member of the Russian Academy of Sciences, an outstanding geoscientist of the XX century, has made a valuable contribution to the understanding of the geological structure and oil potential of the Caucasus, Middle Asia, the East-European platform, the Far East and the North-East of the country. It is N. Vassoyevich's theory of oil generation known as **the sedimentary-migration theory (SMT)** that has since 1967 been generally accepted both in this country and abroad.

Let's have a look at the SMT as treated\* by N.B. Vassoyevich. Actually, three essentially (по существу) new approaches characterize this concept:

- 1) **oil-and-gas-generation** is looked upon as a process of pulsations proceeding in stages\*;
- 2) the principal driving mechanism of this process is the thermal energy from the Earth's upper shells;
- 3) it has - for the first time! – been made possible to evaluate the process of **hydrocarbon generation** qualitatively as well as quantitatively.

According to the SMT, the process of oil generation is looked upon as a result of interaction between the **subsidence** of the sedimentary rocks which contain organic matter and the **upward migration** of heat mass flow known as **the advective heat carriers\***.

Thus, according to Nikolai B. Vassoyevich's concept, oil generation involves (предполагает наличие) organic matter and **inorganic source** of energy. In other words\*, Nikolai Vassoyevich treated the problem of oil generation as an organic problem by source matter and as an inorganic one by energy source.

## Текст №8

**Phytoplankton**, i.e. various – blue-green and green; yellow-green and diatom (Diatomaceae) – **algae groups**, is considered to be the source matter from which hydrocarbons, i.e. oil and gas, are generated.

Apart from phytoplankton\*, the source organic matter may include **zooplankton** (the latter is typical of the Domanik rocks of the Upper Devonian which occur on the left bank of the Chut' river, the tributary of the Ukhta river, in the Timan-Pechora oil-and-gas-bearing province) and also **phytobenthos** (benthos algae) and the **organic remains** of high-order vegetation transported from the continent. The latter – phytobenthos and organic plant remains – are the source material from which gas is mainly formed.

The rocks containing organic matter, the remains of phytoplankton, in particular\*, are considered to be the **source rocks** hydrocarbons are generated from.

The source rocks from which oil is generated are first of all,\* **argillites** and **argillaceous-carbonate** rocks, which contain 0.5% of organic matter and have, therefore\*, the potential to generate petroleum.

Both oil and gas are **naturally occurring** mixtures of predominately hydrogen and **carbon compounds**. In the process of transformation of organic matter both oil and gas form simultaneously, although the amount of gas formed\* is less than that of oil. The formation of oil, however, terminates at shallower depths\* and at lower temperatures, respectfully.

The larger portion of gas forms after oil has formed at deeper depths and at higher temperatures. Both oil and gas leave the source rocks to move to **reservoir rocks** which make **reservoirs**. This process is known as **emigration** of oil.

## Текст №9

### ***A FEW MORE PHYSICAL PROPERTIES OF OIL***

**Surface tension** (натяжение) oil is the most important property of oil which to a great extent\*determines its flow in the fluid system in the entrails of the Earth. Surface tension  $\sigma$  is a tendency of liquid to minimize its surface; surface tension is caused by attraction (притяжение) forces between molecules.

**Congelation temperature**, an important index of oils properties, is a temperature at which when tilted at an angle of 45°\*, oil cooled in a tube, will not change its level. Oil congelation temperature goes up when the presence of solid (твердый) paraffin in oil increases, while with an increase of resin content congelation temperature goes down.

**Solubility** of oil in water at normal temperatures is trifling (ничтожна), but it abruptly increases at a temperature of more than 200°C.

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**Optical properties of oil.** Oil is optically active and is able to rotate the plane (плоскость) of a polarized light, luminescence, refract a beam of light passing through.

**Index of oil refraction** or **close cut fraction index** of oil **n** is widely used when characterizing the physical properties of a fluid.

**Luminescence** or “cold” glow (under the effect of external irradiation, is an integral property of all oils and natural products of their transformation. The luminescence colours of oil range from blue (for light oils) to brown (for heavy oils).

Oil is a **dielectric** and has a high specific resistance (1010–1014Om· m).

## Текст №10

### *MIGRATION AND ACCUMULATION OF OIL AND GAS*

Owing to the steady addition\* of sediments to the sea floor, the layers of mud and sand become deeply buried. With the continual increase in overlying weight, compaction gradually hardens the deeply buried layers of sediments. The mud or clay becomes shale (argillite) upon hardening\*, and if cementing material is present, the sand becomes sandstone. Depending upon composition and degree of **compaction**, there may be many gradations of shale such as sandy shales or silty shales, or claystones, all of which may be grouped under the general heading\* of **shale**. Sands and sandstones also may show many gradations; there may be shaly sands or silty sands, or sands so cemented that they are hard as concrete. The alternating layers are called **beds** or **strata** and the shales and sandstones are known as **sedimentary rocks**.

Both shales and sandstones are composed of particles with open spaces between the particles. This can best be pictured by comparing the grains of sand or clay to oranges in a box. In the box of oranges the open spaces are occupied by air. In the sandstone or shale deep down in the earth, these **openings** - usually called **pore spaces** - are occupied by gas, oil, or water, or a combination of all three. In sandstone, the open spaces may account for as much as 30 per cent or more of the

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total volume, while in some types of sedimentary rocks the open spaces may be only a few per cent of the total volume. Any rock with open spaces is **porous** and is said to have **porosity**.

When a mud has been compacted into shale, the pore spaces are not interconnected; therefore, the fluid in the rock is **trapped in** the individual pore spaces. In sandstone these pore spaces are usually interconnected so that liquid or gas is free to move in any direction from one pore space to another. When the pore spaces are so interconnected, the rock is said to be **permeable**, or to have **permeability**.

The compaction of the mud causes some of the fluid present - either water, or oil droplets that may have been formed in the mud - to be squeezed out into the sands \*where more pore spaces are available. Undoubtedly, other forces also play a part in moving the oil droplets from the mud into the sands, but compaction is considered the most important factor.

After the oil droplets have moved from the mud into the pore spaces in the sands or sandstones, they still do not constitute an oil accumulation because they are so widely dispersed in the water throughout the pore spaces. To constitute **an accumulation**, the droplets must be so concentrated in the sands that most of the water has been displaced and practically the only fluid remaining in the pore spaces is oil.

## Текст №11

### Well testing

In producing gas and oil, efficient performance of the producing wells has more and more importance. A variety of tests must be made to determine the performance of an oil or gas well. This procedure is called testing. There are a large number of types of well tests and each is needed to obtain certain information about the well.

Various personnel make the many well tests, some of which are routine and some of which are complicated. Depending upon the type of test to be performed, the standard lease producing

equipment may be all that is necessary for the test. In other tests, specially designed apparatus may be necessary. In any event, it is very important that the test be done accurately since well test data presents the true history of a well and the reservoir in which it is completed.

Potential test: The most frequently conducted well test is the potential test, which is a measurement of the largest amount of oil and gas, produced by a well in a 24-hour period under certain fixed conditions. The produced oil is measured in an automatically controlled production and test unit. It also can be measured by wireline measurement in the lease tank. Produced gas is measured at the same time with equipment such as an orifice meter or an orifice well tester. The major items of equipment needed for a test of this type are usually available as standard equipment at the lease tank farm.

The potential test is normally made on each newly completed well and often during its production life. The information obtained from this test is required by the state regulatory group, which assigns a producing allowable, which must be followed by the operator of the well. It is necessary to make the tests from time to time and producing allowables are adjusted according to the results of the tests. Very often these tests are performed by the producer to help in establishing proper production practices