

ФЕДЕРАЛЬНОЕ АГЕНТСТВО ЖЕЛЕЗНОДОРОЖНОГО ТРАНСПОРТА
Федеральное государственное бюджетное образовательное учреждение
высшего образования
**«Петербургский государственный университет путей сообщения
Императора Александра I»
(ФГБОУ ВО ПГУПС)**

Ожерельевский ж.д. колледж – филиал ПГУПС

УТВЕРЖДАЮ
Директор филиала
_____/В.А. Максимов/
«13» мая 2022 г.

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
по учебной дисциплине
**ОГСЭ.03 ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ
ДЕЯТЕЛЬНОСТИ**

для специальности
**27.02.03 Автоматика и телемеханика на транспорте
(железнодорожном транспорте)**

Квалификация – **техник**

Форма обучения - очная

Кашира
2022

Рассмотрено на заседании ЦК
общих гуманитарных и социально
– экономических дисциплин
Протокол № 8 от «31» марта 2022 г.
Председатель ЦК _____/Воробьева М.Ф./

Фонд оценочных средств разработан на основе Федерального государственного образовательного стандарта среднего профессионального образования и рабочей программы учебной дисциплины ОГСЭ.03 Иностранный язык в профессиональной деятельности по специальности 27.02.03 Автоматика и телемеханика на транспорте (железнодорожном транспорте).

Разработчик ФОС:

Бугаева Е.В., преподаватель Ожерельевского ж.д. колледжа - филиала ПГУПС

СОДЕРЖАНИЕ

1	ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ	4
2	РЕЗУЛЬТАТЫ ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ, ПОДЛЕЖАЩИЕ ПРОВЕРКЕ	5
3	ОЦЕНКА ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ	6
3.1	ФОРМЫ И МЕТОДЫ ОЦЕНИВАНИЯ	6
3.2	ТИПОВЫЕ ЗАДАНИЯ ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕГО КОНТРОЛЯ УСПЕВАЕМОСТИ	9
4	ОЦЕНОЧНЫЕ МАТЕРИАЛЫ ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ПО УЧЕБНОЙ ДИСЦИПЛИНЕ	20

1. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

В результате освоения учебной дисциплины ОГСЭ.03 Иностранный язык в профессиональной деятельности обучающийся должен обладать следующими умениями, знаниями, общими компетенциями, предусмотренными ФГОС СПО по специальности 27.02.03 Автоматика и телемеханика на транспорте (железнодорожном транспорте).

Особое значение дисциплина имеет при формировании и развитии:

ОК 01. Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам.

ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности.

ОК 04. Эффективно взаимодействовать и работать в коллективе и команде.

ОК 06. Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей, в том числе с учетом гармонизации межнациональных и межрелигиозных отношений, применять стандарты антикоррупционного поведения.

ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

В рамках программы учебной дисциплины обучающимися осваиваются умения и знания:

Код ОК	Умения	Знания
ОК 01., ОК 02., ОК 04., ОК 06., ОК 09.	<ul style="list-style-type: none">- понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы;- участвовать в диалогах на знакомые общие и профессиональные темы;- строить простые высказывания о себе и о своей профессиональной деятельности;- кратко обосновывать и объяснить свои действия (текущие и планируемые);- писать простые связные сообщения на профессиональные темы	правил построения простых и сложных предложений на профессиональные темы; основных общеупотребительных глаголов (бытовая и профессиональная лексика); лексического минимума, относящегося к описанию предметов, средств и процессов профессиональной деятельности; особенностей произношения; правил чтения текстов профессиональной направленности.

Формой промежуточной аттестации по учебной дисциплине является дифференцированный зачет.

2. РЕЗУЛЬТАТЫ ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ, ПОДЛЕЖАЩИЕ ПРОВЕРКЕ

В результате контроля и оценки по дисциплине осуществляется комплексная проверка следующих знаний и умений по показателям:

Результаты обучения	Форма контроля и оценивания
У1-понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы;	- устный опрос; - тесты; - письменный опрос;
У2-участвовать в диалогах на знакомые общие и профессиональные темы;	- практическое занятие; - контрольная работа; - дифференцированный зачет.
У3-строить простые высказывания о себе и о своей профессиональной деятельности;	
У4- кратко обосновывать и объяснить свои действия (текущие и планируемые);	
У5-писать простые связные сообщения на профессиональные темы	
31 -правила построения простых и сложных предложений на профессиональные темы;	- устный опрос; - тесты;
32-основные общеупотребительные глаголы (бытовая и профессиональная лексика);	- письменный опрос; -контрольная работа
33 - лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности;	- практическое занятие; - дифференцированный зачет.
34 - особенности произношения; правила чтения текстов профессиональной направленности.	

3. ОЦЕНКА ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ

3.1 ФОРМЫ И МЕТОДЫ ОЦЕНИВАНИЯ

Предметом оценки служат умения и знания, предусмотренные ФГОГС СПО по дисциплине ОГСЭ.03 Иностранный язык в профессиональной деятельности, направленные на формирование общих компетенций
Контроль и оценка освоения учебной дисциплины по разделам и темам:

Элементы учебной дисциплины	Формы и методы контроля			
	Текущий контроль		Промежуточная аттестация	
	Форма контроля	Проверяемые У, З, ОК	Форма контроля	Проверяемые У, З, ОК
Раздел 1. Вводно-коррективный курс			Дифференцированный зачет	У1, У2, У3, У4, У5, З1, З2, З3, З4, ОК 01., ОК 02., ОК 04., ОК 06., ОК 09.
Тема 1.1 Путь в профессию	Тест	У1, У2, У3, У4, У5, З1, З2, З3, З4, ОК 04., ОК 06.		
Тема 1.2 Железнодорожные профессии	Письменный опрос	У1, У2, З1, З2, З3, З4, ОК 04., ОК 06.		
Тема 1.3. Из истории технических открытий	Устный опрос	У1, У2, З1, З2, З3, З4, ОК 02., ОК 04., ОК 06.		
Раздел 2. Основной курс				
Тема 2.1. Виды транспорта.	Письменный опрос	У1, У2, З1, З2, З3, З4, ОК 02., ОК 06., ОК 09.		
Тема 2.2. История железной дороги.	Устный опрос	У1, У2, З1, З2, З3, З4, ОК 01., ОК 02., ОК 06.		
Тема 2.3. Развитие железной дороги за рубежом	Письменный опрос	У1, У2, З1, З2, З3, З4, ОК 02., ОК 04., ОК 06.		
Тема 2.4. Развитие железной дороги в России.	Устный опрос	У1, У2, З1, З2, З3, З4, ОК 01., ОК 02., ОК 06.		
Тема 2.5. Современные технологии на железной дороге.	Письменный опрос	У1, У2, З1, З2, З3, З4, ОК 04., ОК 06.		

Тема 2.6 Обеспечение безопасных условий труда в профессиональной деятельности	Устный опрос	У1, У2, 31, 32, 33, 34, ОК02., ОК04., ОК06., ОК09.		
Тема 2.7 Экология на транспорте	Устный опрос	У1, У2, У3, У4, 31, 32, 33, ОК01., ОК02., ОК04., ОК06., ОК09.		
Тема 2.8 Электрические устройства и их утилизация	Контрольная работа	У1, У2, У3, У4, 31, 32, 33, 34, ОК01., ОК02., ОК04., ОК06., ОК 09.		
Тема 2.9 Здоровьесберегающие технологии	Письменный опрос	У1, У2, У3, У5, 31, 32, 33, 34, ОК01., ОК02., ОК04., ОК06., ОК 09.		
Тема 2.10 Единицы измерения	Тест	У1, У2, У4, 31, 32, 33, 34, ОК01., ОК02., ОК04., ОК06., ОК 09.		
Тема 2.11 Метрические единицы и история их названий	Устный опрос	У1, У2, У3, 31, 32, 33, 34, ОК01., ОК02., ОК04., ОК06., ОК 09.		
Раздел 3. Иностранный язык в профессиональной деятельности				
Тема 3.1 Вещества и материалы.	Устный опрос	У1, У2, У3, У4, У5, 31, 32, 33, 34, ОК01., ОК02., ОК04., ОК06., ОК 09.		
Тема 3.2 Технический перевод.	Устный опрос	У1, У2, У3, У4, У5, 31, 32, 33, 34, ОК01., ОК02., ОК04., ОК06., ОК 09.		
Тема 3.3 Технологические карты.	Презентация	У1, У2, У3, У4, У5, 31, 32, 33, 34, ОК01., ОК02., ОК04., ОК06., ОК 09.		
Тема 3.4 Локомотивная сигнализация (радиопередача)	Письменный опрос	У1, У2, У3, У4, У5, 31, 32, 33, 34, ОК01., ОК02., ОК04., ОК06., ОК 09.		
Тема 3.5 Станционные устройства автоматики.	Устный опрос	У1, У2, У3, У4, У5, 31, 32, 33, 34, ОК01., ОК02., ОК04., ОК06., ОК 09.		
Тема 3.6 Перегонные устройства автоматики	Тест	У1, У2, У3, У4, У5, 31, 32, 33, 34, ОК01., ОК02., ОК04., ОК06.,		

		ОК 09.		
Тема 3.7 Микропроцессорные системы.	Тест	У1, У2, У3, У4, У5, 31, 32, 33, 34, ОК01., ОК02., ОК04., ОК06., ОК 09.		
Раздел 4. Иностранный язык в деловом общении.				
Тема 4.1 Трудоустройство и карьера	Письменный опрос	У1, У2, У3, У4, У5, 31, 32, 33, 34, ОК01., ОК02., ОК04., ОК06., ОК 09.		
Тема 4.2 Портфолио молодого специалиста	Презентация	У1, У2, У3, У4, У5, 31, 32, 33, 34, ОК01., ОК02., ОК04., ОК06., ОК 09.		
Тема 4.3 Интервью и собеседование.	Устный опрос	У1, У2, У3, У4, У5, 31, 32, 33, 34, ОК01., ОК02., ОК04., ОК06., ОК 09.		

3.2 ТИПОВЫЕ ЗАДАНИЯ ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕГО КОНТРОЛЯ УСПЕВАЕМОСТИ УСТНЫЙ ОПРОС

1. Описание

Устный опрос проводится с целью контроля усвоенных умений и знаний и последующего анализа типичных ошибок и затруднений обучающихся в конце изучения раздела/темы.

На проведение опроса отводится 25 минут.

2. Критерии оценки устных ответов

Оценка «5» «отлично» - обучающийся показывает полные и глубокие знания программного материала, логично и аргументировано отвечает на поставленный вопрос, а также дополнительные вопросы, показывает высокий уровень теоретических знаний.

Оценка «4» «хорошо» - обучающийся показывает глубокие знания программного материала, грамотно его излагает, достаточно полно отвечает на поставленный вопрос и дополнительные вопросы, умело формулирует выводы. В тоже время при ответе допускает несущественные погрешности.

Оценка «3» «удовлетворительно» - обучающийся показывает достаточные, но не глубокие знания программного материала; при ответе не допускает грубых ошибок или противоречий, однако в формулировании ответа отсутствует должная связь между анализом, аргументацией и выводами. Для получения правильного ответа требуется уточняющие вопросы.

Оценка «2» «неудовлетворительно» - дан неполный ответ, представляющий собой разрозненные знания по теме вопроса с существенными ошибками.

3. Варианты заданий:

Тема 2.2. «История железных дорог»

Вариант 1

From the History of Railways

Modern railways differ greatly from the early ones. The first railways used horses for drawing trains and were made of wood. In 1767 an ironmaster Abraham Darby started making rails of cast iron. The first attempts to use the steam engine to draw passenger and freight trains were made in 1808 by an English inventor Richard Trevithick.

In 1829 George Stephenson, an English engineer, constructed the world's first steam locomotive. He also built the first public railway in England between Stockton and Darlington. He called his new steam engine "Locomotion". Another railway was built in 1830 to link Manchester and Liverpool (its length was 48 km).

The early locomotives were small and slow. They were not as safe and powerful as they are today. Some accidents were caused because of broken rails or wheels. However, the early trains did not have brakes. Most accidents happened when two trains crashed into each other, because there were no proper signals.

The first railway carriages were small and uncomfortable. They looked like stage coaches. In England the carriages for the first class passengers had three compartments with soft seats and doors at either side. There was a high seat at the back for the guard and a rack on the roof for luggage. The second class carriages also had roofs, but low sides and hard seats. The third class passengers had to ride in uncovered wagons without seats at all. These early trains had neither heating nor lighting.

The prototype of the modern sleeping car appeared in the middle of the 19th century. Its inventor was George M. Pullman, an American publisher.

The first steam locomotives in Russia were built by the Cherepanovs, father and son. So thanks to them Russia was among the first countries to use steam traction. The first Russian passenger 28-km railway was built between St. Petersburg and Tsarskoye Selo. The railway was used by the Tsar's family for travelling to the countryside. The construction of the St. Petersburg - Moscow railway was finished in 1851. It operated successfully, though many people doubted the possibility of using steam engines in the Russian winter. In 1891 the building of the world's longest Trans-Siberian Railway began; it was put into operation in 1905.

Questions for discussion:

1. What was used to draw the first railways?
2. What were the first railways made of?
3. Who made the first attempt to use steam engine to draw trains?
4. Who invented the first steam locomotive?
5. Were the early railways safe or dangerous?
6. How did the compartments of the first railway carriages look like?
7. Who was the inventor of the modern sleeping car?
8. Who built the first Russian locomotive?
9. What first railways in Russia do you know?
10. When was the world's longest railway put into operation?

Вариант 2

Main Railway Notions

Railway system is a very complex mechanism. It implies track, rail equipment, rolling-stock and train operation.

Track is one of the basic features of a railway. It is also called the permanent way. It consists of rails, ties and ballast. The distance between the rails is called the gauge. The standard gauge in most countries is 1,435 mm while in Russia it is 1,524 mm. Rails rest on sleepers which are laid on ballast (in the USA sleepers are called ties). The ballast is the foundation of the railway track.

Rail equipment consists of rails, sleepers, ballast, artificial structures, signals, railroad constructions (railway stations, tunnels, bridges). They enable the railway to operate successfully.

Railway Signalling makes railways safe and quick. Safety depends on many factors. It is determined by the condition of the track and signal techniques. Very important features of the railroad safety engineering are signal and block systems.

Rolling stock is the term describing all the vehicles that move on a railway. It usually includes both powered and unpowered vehicles, such as locomotives, carriages, coaches and wagons. There are various types of trains designed for particular purposes. A passenger train includes passenger-carrying vehicles. Freight trains comprise wagons or trucks rather than carriages. Long-distance trains travel between many cities and regions of a country, and sometimes cross several countries. High-speed trains are designed for passenger travel, and some high speed systems offer freight service. Trains connecting cities can be divided into two groups. Inter-city trains do not halt at small stations, trains that serve all stations are usually

known as local trains. Commuter trains are used for shorter distances serving the city and its suburbs.

Traffic and convey capacity of the railways is called operation service. Efficient operation mostly depends on the time-table.

Questions for discussion:

1. What does the term track mean?
2. What is the gauge?
3. What is the gauge standard in Russia?
4. What is the foundation of the track?
5. What is the aim of railway signalling?
6. What does the rail equipment consist of?
7. What does the term rolling-stock mean?
8. What does the term operation service imply?
9. What types of trains do you know?
10. What does efficient operation depend on?

ПИСЬМЕННЫЙ ОПРОС.

1. Описание

Письменный опрос проводится с целью контроля усвоенных умений и знаний и последующего анализа типичных ошибок и затруднений обучающихся в конце изучения раздела/темы.

На выполнение опроса отводится 45 минут.

2. Варианты заданий:

Тема 1.2. «Железнодорожные профессии»

Вариант №1

1. Формы Simple (Present, Past, Future) в действительном (Active) и страдательном (Passive) залогах.

(A) Перепишите предложения и переведите их. Выпишите сказуемые и укажите их видовременные формы.

Model: The train departs at 7 pm. Поезд отправляется в 7 часов вечера.

departs – Present Simple Active (to depart)

1. In 1808, Richard Trevithick built a circular railway in London's Torrington Square. Steam carriage 'Catch Me Who Can' weighed 10 tons and moved at a speed of 15 mph.

2. The railway network connects all the major cities in Britain, and via the Channel Tunnel, links Britain with France and Belgium.

3. The first railways were constructed in the 16th century but until 1804, only horsepower was used to haul cars.

4. Electrification of the line will allow a doubling of train weights to 6,000 tonnes.

5. Various kinds of freight, which require protection against unfavorable weather conditions, are carried in boxcars.

(B) Перепишите предложения, поставив глагол в нужную видовременную форму, и переведите их.

1. A diesel engine (to belong – Present Simple Active) to the class of internal combustion engines.
2. After the reconstruction of the old railway bridge, the speed of trains (to increase – Future Simple Passive).
3. In the 1860s and 70s, Pavel Melnikov (to play – Past Simple Active) a key role in the expansion of the railway network throughout European Russia.
4. In Europe, double-deck passenger coaches (to use – Present Simple Passive) in four-or five-car sets on suburban lines where traffic (to be – Present Simple Active) very heavy.
5. At the first railways, sleepers (to lay– Past Simple Passive) down along the railway track.

Вариант 2

1.оборот there + to be

1.(A) Перепишите предложения и переведите их.

2 There was one case of derailment of a freight train on a section of line at Bexley, Britain.

3. There are plans to open a new high-speed rail line between London, Manchester and Leeds running at up to 180 mph.

4. There were a lot of passengers waiting for the local train arrival on the platform.

2. Перепишите предложения, поставив глагол to be в нужную форму, и переведите их.

1. There to be one minute left before the train leaves. (Present)

2. The construction of the first tunnels required much time, effort and money because there to be no special equipment for it and only manual labor was used. (Past)

3. There to be a considerable increase in passenger traffic in summer. (Future)

Тема 2.1. «Виды транспорта»

Упражнение 1. Подберите определения к глаголам движения:

travel,

cycle,

walk,

sail (2),

fly (2)

go

travel by bike

go by boat

go by plane

go by air

go on foot

go by sea

Упражнение 2. Сопоставьте слова из 2-х строчек и выпишите их.

(1) ticket, double-decker, traffic (2), means of, car, lorry, pedestrian, go on, go

(2) fumes, jams, driver, transport, foot, bus, price, crossing, lights, by air

Упражнение 3. Вставьте слова в пропуски по смыслу: means of transport, speed, roads, miles, petrol

1. Cars are a common sight on ... today, but that wasn't always true.

2. Back in the days before the car was invented, the only personal were the horse and the bicycle.

3. The first cars got their power from steam and gas, and had a maximum ... of around nine miles an hour.
4. In Britain, there was a law stopping cars from going over two miles an hour in towns.
5. At the end of the nineteenth century, cars started to use ... and became much faster than they had been.
6. Very few people at that time said that cars would change the world in the future. That is exactly what has happened, though, and since then we have built about eighteen million ... of roads on the Earth.

Упражнение 4. Вставьте слова в предложения: roadworks, off, underground, pedestrian, helicopter

A _____ is an aircraft that uses rotating wings called blades to fly.

The _____ is a railway system in which electric trains travel mainly below the ground.

There are delays on our main motorway because of _____.

A _____ is a person who is walking in a street.

Is this Mayakovskaya Street or should I get _____ at the next stop?

Упражнение 5. Вставьте слова: take off, a motorbike, trips, an accident, carriages, flight, traffic jams, check, passenger, get to

It's dangerous to ride _____ without a helmet.

Some people use cars even for short _____.

He once waited eighteen hours because of the _____.

If you keep driving fast, you will have _____.

A person who travels on public transport is a _____.

Тема 2.5. «Современные технологии на железной дороге»

Вариант 1

1) Translate from Russian into English.

Автоведение поезда, автоматическая установка маршрута; диспетчерская централизация, светофор; стрелочный перевод, короткое замыкание, рельсовая цепь, магистраль, пульт управления; центр управления; схема пути; кнопочный переключатель.

2) Put the verbs in brackets into the correct tense form and translate the sentences into Russian:

1. Centralized traffic control (to provide – Present Simple Active) fast communication of information.
2. Nowadays train operation on busy sections of trunk lines (to control – Present Simple Passive) from a single control center.
3. Automation of signaling systems (to prove – Present Perfect Active) its effectiveness to provide safe passenger and freight traffic.
4. Regulation of speed, programmed stopping and other functions. (to handle – Present Simple Passive) automatically by means of automatic train operation.
5. Signaling (to set – Present Simple Active) the route by a database containing the working timetable.
6. We (to leave – Past Simple Active) our car in the station approach.
7. Many new electronic devices (to develop – Present Perfect Passive) to provide safe high-speed traffic.
8. There (to be – Present Simple Active) no need for a dispatcher to monitor every track since centralized traffic control (to introduce – Past Perfect Passive).
9. The departure of the train (not to delay – Past Perfect Passive) regardless the accident.

3) Translate the text using a dictionary if necessary. Do it in written form.

FROM THE HISTORY OF RAILWAY SEMAPHORE

The railway semaphore was first seen in 1841 on the London and Groydon railway. The first semaphore was conceived and constructed by Charles Hutton Gregory. This very interesting device opened a new page in the development of railway signalling. Semaphore gradually replaced all types of signals of that time.

It was generally a three-aspect signal. When the arm was horizontal it meant «stop», when it was at an angle of 45° it meant «caution» and when the line was clear the arm was dropped down so that it could not be seen by the driver.

This type of semaphore signal was in general use on practically every railway of the world. The present day semaphore signals are of two types. Both give only two indications: «stop» signals and «distant» signals. The semaphore type signal belongs to the fixed signals in common use.

Вариант 2

1) Translate from Russian into English.

Автоматическое управление поездом, автоматическое ограждение поезда, защита; точечная автоматическая локомотивная сигнализация (АЛСТ);КПД; пограничные перевозки; двигаться по инерции; изолировать, сопротивление.

2) Put the verbs in brackets into the correct tense form and translate the sentences into Russian:

1. Centralized traffic control (to provide – Present Simple Active) fast communication of information. 2. Nowadays train operation on busy sections of trunk lines (to control – Present Simple Passive) from a single control center. 3. Automation of signaling systems (to prove – Present Perfect Active) its effectiveness to provide safe passenger and freight traffic. 4. Regulation of speed, programmed stopping and other functions. (to handle – Present Simple Passive) automatically by means of automatic train operation. 5. Signaling (to set – Present Simple Active) the route by a database containing the working timetable. 6. We (to leave – Past Simple Active) our car in the station approach. 7. Many new electronic devices (to develop – Present Perfect Passive) to provide safe high-speed traffic. 8. There (to be – Present Simple Active) no need for a dispatcher to monitor every track since centralized traffic control (to introduce – Past Perfect Passive). 9. The departure of the train (not to delay – Past Perfect Passive) regardless the accident.

3) Translate the text using a dictionary if necessary. Do it in written form.

RAILWAY SIGNALLING DEVELOPMENT

When railways were young signalling was not needed. But as railway traffic grew and speeds increased something was to be done to tell drivers where the other trains were. From this need first came the railway «policemen». To show drivers that the line was clear, the policeman stood in «erect position with his arms outstretched». If the line was occupied he stood «at ease». A red flag was used to stop the train, so the red colour came to mean «stop», and the trains had a red tail light at night. To give trains time to stop, signals were often displayed at considerable distance before the danger point they protected. As flags could not be seen properly red-painted boards and discs were also used to stop the trains. When the telegraph came into use, railway lines were divided into block sections and the passage of trains from block section to block section was telegraphed ahead from station to station.

This system was designed to allow only one train to be in a section at a time. It is still the basic method used by railways.

3. Критерии оценки письменных ответов

5» «отлично» - в работе дан полный, развернутый ответ на поставленные вопросы. Изложение знаний в письменной форме полное, системное в соответствии с требованиями учебной программы. Знание об объекте демонстрируется на фоне понимания его в системе данной науки и междисциплинарных связей. Ответ изложен литературным языком в терминах науки.

«4» «хорошо» - в работе дан полный, развернутый ответ на поставленный вопрос, показано умение выделить существенные и несущественные признаки. Имеющиеся у обучающегося знания соответствуют минимальному объему содержания предметной подготовки. Изложение знаний в письменной форме полное, системное в соответствии с требованиями учебной программы. Возможны несущественные ошибки в формулировках. Ответ логичен, изложен литературным языком в терминах науки.

«3» «удовлетворительно» - дан недостаточно полный и недостаточно развернутый ответ. Допущены ошибки в раскрытии понятий, употреблении терминов. Оформление требует поправок, коррекции.

«2» «неудовлетворительно» - дан неполный ответ, представляющий собой разрозненные знания по теме вопроса с существенными ошибками в определениях. Изложение неграмотно, возможны существенные ошибки.

КОНТРОЛЬНАЯ РАБОТА

1. Описание

Контрольная работа проводится с целью контроля усвоенных умений, знаний и последующего анализа типичных ошибок (затруднений) обучающихся.

Данная контрольная работа представлена в двух вариантах.

Задания предполагают перевод текста, ответы на вопросы, составление предложений и определение времени глагола. Варианты письменной контрольной работы равноценны по трудности и одинаковы по структуре.

При выполнении можно пользоваться англо-русским словарем.

На выполнение контрольной работы отводится 90 минут.

Критерии оценки результата:

«отлично» - ставится за правильное выполнение 6 заданий

«хорошо» - ставится за правильное выполнение 5 заданий

«удовлетворительно» - ставится за правильное выполнение 4 заданий

«неудовлетворительно» - ставится за правильное выполнение 3 и менее заданий.

2. Варианты заданий

Тема 2.8. «Электрические устройства и их утилизация»

Вариант 1

I. Read the text

THE NATURE OF ELECTRICITY

Practical electricity is produced by small atomic particles known as electrons. It is the movement of these particles which produce the effects of heat and light.

The pressure that forces these atomic particles to move, the effects they encounter opposition and how these forces are controlled are some of the principles of electricity.

Accepted atomic theory states that all matter is electrical in structure. Any object is largely composed of a combination of positive and negative particles of electricity. Electric current

will pass through a wire, a body, or along a stream of water. It can be established in some substances more readily than in others, that all matter is composed of electric particles despite some basic differences in materials. The science of electricity then must begin with a study of the structure of matter. Matter is defined as any substance which has mass (or weight) and occupies space. This definition should be broad enough to cover all physical objects in the universe. Wood, water, iron, and paper are some examples of matter. Energy is closely related to, but not to be confused with, matter. Energy does not have mass, and it does not occupy space. Heat and light are examples of energy.

The smallest particle of matter which can be recognized as an original substance was thought to be a unit called the atom. Recently scientists have found particles even smaller than atoms, but our theories are still based on the atom. The atom consists of a nucleus and a cloud of electrons. It is generally agreed that the electrons are small particles of electricity, which are negative in nature. These particles orbit the nucleus in much the same fashion that planets orbit a sun.

II. Guess the meaning of the following international words:

Electricity, electron, effect, structure, combination, material, mass, energy, atom, orbit

III. Give the English equivalents for the words below:

1) производить; 2) частица; 3) тепло и свет; 4) напряжение; 5) сила; 6) вещество; 7) положительный; 8) отрицательный; 9) электрический ток; 10) вес; 11) ядро

IV. Translate into Russian the words and expressions from the text:

1) atomic particle; 2) effects of heat and light; 3) encounter opposition; 4) principles of electricity; 5) composed (of); 6) pass through a wire; 7) structure of matter; 8) occupy space; 9) physical objects; 10) a cloud of electrons; 11) in the same fashion.

V. Complete the sentences using the text:

1. Electricity is produced by ...
2. The effects of heat and light are produced by ...
3. According to the accepted atomic theory all matter is ...
4. Any object is composed of ...
5. Matter is defined as ...
6. Energy must not be confused with ...
7. The atom consists of ...
8. The smallest particle of matter is ...
9. Most theories are based on ...
10. Electrons are ...

VI. Answer the questions:

1) What are the principles of electricity? 2) What must the science of electricity begin with? 3) Are there any differences between energy and matter? What are they? 4) What is recognized as an original substance now?

Вариант 2

I. Read the text

ELECTRIC CURRENT

The electric current is a quantity of electrons flowing in a circuit per second of time. The unit of measure for current is ampere. If one coulomb passes a point in a circuit per second then the current strength is 1 ampere. The symbol for current is I.

The current which flows along wires consists of moving electrons. The electrons move along the circuit because the e .m. f. drives them. The current is directly proportional to the e. m. f.

In addition to traveling through solids, however, the electric current can flow through liquids as well and even through gases. In both cases it produces some most important effects to meet industrial requirements. Some liquids, such as melted metals for example, conduct current without any change to themselves. Others, called electrolytes, are found to change greatly when the current passes through them.

When the electrons flow in one direction only, the current is known to be d. c., that is, direct current. The simplest source of power for the direct current is a battery, for a battery pushes the electrons in the same direction all the time (i.e., from the negatively charged terminal to the positively charged terminal).

The letters a. c. stand for alternating current. The current under consideration flows first in one direction and then in the opposite one. The a. c. used for power and lighting purposes is assumed to go through 50 cycles in one second.

One of the great advantages of a. c. is the ease with which power at low voltage can be changed into an almost similar amount of power at high voltage and vice versa. Hence, on the one hand alternating voltage is increased when it is necessary for long-distance transmission and, on the other hand, one can decrease it to meet industrial requirements as well as to operate various devices at home.

Although there are numerous cases when d. c. is required, at least 90 per cent of electrical energy to be generated at present is a. c. In fact, it finds wide application for lighting, heating, industrial, and some other purposes.

II. Guess the meaning of the following international words:

electric, ampere, symbol, proportional, industrial, metal, electrolyte, battery, generate.

III. Give the English equivalents for the words and word combinations below:

a. 1) течь, протекать; 2) цепь, схема; 3) единица измерения; 4) провод; 5) электродвижущая сила; 6) твердое тело; 7) жидкость; 8) проводить (ток); 9) источник энергии; 10) постоянный ток; 11) переменный ток; 12) напряжение.

IV. Give Russian equivalents for the following:

b. 1) to meet industrial requirements; 2) melted metals; 3) to push in the same direction; 4) negatively (positively) charged terminal; 5) power and lightning purposes; 6) long-distance transmission; 7) to operate devices; 8) to find wide application.

V. Say whether these sentences are true or false:

1. The symbol for current is I.
2. The electric current can flow only through liquids.
3. The current can be of two types: direct current and alternating current.

4. The alternating current flows in one direction.
5. A battery is the simplest source of power for the direct current.
6. Direct current finds wider application than alternating current.
7. Electrolytes don't change greatly when current passes through them.
8. One of the great advantages of alternating current is the ease with which voltage can be changed.

VI. Fill in the blanks, using the words from the box:

direct current, solids, conduct, electric current, liquids, voltage, alternating current

- A quantity of moving electrons flowing in a circuit is the a) _____ .
- The current can flow through b) _____ and c) _____ .
- Some liquids d) _____ current without any change to themselves.
- When the electrons flow in one direction only, the current is known to be e) _____ .
- The current flowing first in one direction and then in the opposite one is f) _____ .
- Such advantage of alternating current as alternating g) _____ finds wide industrial and household application.

ТЕСТЫ.

1. Описание

Тесты проводятся с целью контроля усвоенных умений, знаний и последующего анализа типичных ошибок (затруднений) обучающихся в начале изучения 1 раздела.

2. Варианты заданий

Формой входного контроля по дисциплине Иностранный язык (английский) является лексико-грамматический тест. Время выполнения работы 30 минут.

1 вариант

1. The Republic of Buryatiain the south part of the East Siberia, southwards and eastwards of the lake Baikal.

a) is situated	b) separates	c) divides
----------------	--------------	------------
2. Buryatia fresh, mineral and thermal waters.

a) Is used in	b) belongs	c) is rich in
---------------	------------	---------------
3. I get up at ... 7 o'clock in ... morning.

a) -,a	b) the, a	c) -, the
--------	-----------	-----------
4. This is ... my room. ... room is large.

a) -, the	b) -,-	c) -, a
-----------	--------	---------
5. ... Volga flows in ... central part of ... Russia.

a) the, a, -	b) -, the, the	c) the, the, -
--------------	----------------	----------------
6. We live ... a nice place.

a) on	b) in	c) at
-------	-------	-------
7. My mother gets up ... 6 o'clock.

a) at	b) to	c) in
-------	-------	-------
8. The trousers are made ... cotton

a) in	b) of	c) at
-------	-------	-------
9. Every day he ... to the sports club.

a) has gone	b) go	c) goes
-------------	-------	---------

10. Look, she ... in the bedroom.
 a) sleeps b) slept c) is sleeping
11. There is notink in my pen.
 a) some b) many c) any
12. It's to go there by car.
 a) cheap b) cheaper c) cheapest
13. I've never seen that tall before.
 a) anybody b) somebody c) everything
14. Poetry of the 19th century is beautiful. ... influence on our generation is great.
 a) she b) her c) its
15. We enjoyed the concert very
 a) much b) many

2 вариант

1. Lake Baikalin the centre of the Asia
 a) is famous for b) is situated c) is rich in
2. Weof the fact that we live in such a wonderful place.
 a) are b) are proud c) have
3. I live on ... second floor.
 a) the b) a c) –
4. I go to college by ... bus.
 a) - b) the c) a
5. Moscow is ... big city.
 a) a b) the c) –
6. He goes ... the seaside every summer.
 a) to b) in c) at
7. The plates are ... the table.
 a) at b) on c) in
8. He came ... London last week.
 a) in b) to c) –
9. Yesterday my brother ... a new bicycle.
 a) buy b) will buy c) bought
10. They ... already the blackboard.
 a) cleaned b) have cleaned c) are cleaning
11. Where is Mark? He..... shower.
 a) has b) is having c) has had
12. There are not mistakes in your test.
 a) much b) some c) any
13. Did ring me up?
 a) somebody b) nobody c) anybody
14. The film was really.....
 a) bored b) boring
15. He is two years than you.
 a) older b) old c) oldest

Критерии оценки:

«5» - задания выполнены на 91-100 %

«4» - задания выполнены на 71-90%

«3» - задания выполнены на 51-70%

«2» - задания не выполнены или имеется более 50% ошибок

Эталон ответов:

1 вариант	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	A	C	C	A	C	B	A	B	C	C	C	B	A	C	A

2 вариант	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	B	B	A	A	A	A	B	A	C	B	B	C	C	B	A

4. ОЦЕНОЧНЫЕ МАТЕРИАЛЫ ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ПО УЧЕБНОЙ ДИСЦИПЛИНЕ

Оценка освоения учебной дисциплины предусматривает следующие формы промежуточной аттестации:

Семестры					
3	4	5	6	7	8
<i>Дифференцированный зачет</i>	<i>Дифференцированный зачет</i>	<i>Дифференцированный зачет</i>	<i>Дифференцированный зачет</i>	<i>Дифференцированный зачет</i>	<i>Дифференцированный зачет</i>

ДИФФЕРЕНЦИРОВАННЫЙ ЗАЧЕТ

1. Условия аттестации: аттестация проводится в форме дифференцированного зачета по завершению освоения учебного материала дисциплины и положительных результатах текущего контроля успеваемости.

2. Время аттестации: На проведение аттестации отводится 2 академических часа.

3 Семестр

Данная контрольная работа представлена в двух вариантах. Задания предполагают перевод текста, ответы на вопросы, составление предложений и определение времени глагола.

При выполнении можно пользоваться англо-русским словарем.

Максимальное время выполнения задания 90 минут.

Критерии оценки результата:

«5» - задания выполнены на 91-100 %

«4» - задания выполнены на 71-90%

«3» - задания выполнены на 51-70%

«2» - задания не выполнены или имеется более 50% ошибок

1 вариант

1. Read and translate the text.

THE FIRST RAILWAYS

Railways play a very important part in the economic and political development of a country. Although we have now faster and more modern means of communication and transport, railways are still the safest and the most popular means of transportation.

It is difficult for the people living in the 21st century to imagine the opposition to the building of the first railroads. Many people were afraid of the railways and did all in their power to stop railway construction. The early railways were not like the railways we know today. The very first railways used horses for drawing trains and were built for transporting such products as coal, ore and timber. Later on, horse-powered railways appeared in large cities and were used as passenger transport. But these railways did not last long. The invention of steam locomotives made the railway the most important of all means of transportation.

2. Answer the following questions.

- a. What are the most safest and popular means of transportation?
- b. What did the first railways use for drawing trains?

3. Finish up the sentences.

- a. Later on, horse-powered railways appeared.....
- b. Many people were afraid of the.....

4. Find in the text the sentences in:

- a) Present Simple b) Past Simple Passive c) Past Simple
(подчеркните глагол-сказуемое)

5. Make a sentence using the following words.

The, were, not, like, the, railways, we, know, today, early, railways

6. Fill the gaps.

- a. The UK (состоит из) 4 parts, which are: England, Scotland, Wales and Northern Ireland.
- b. Their (столицы) are London, Edinburgh, Cardiff and Belfast.
- c. The UK (омывается) the Atlantic ocean and the North Sea.

7. Answer the questions.

- a. Who is officially the head of the state in Great Britain?
- b. Which building is the official residence of Queen Elizabeth II?

2 вариант

1. Read and translate the text.

THE STEAM LOCOMOTIVE

In 1808 Richard Trevithick, an Englishman, made an attempt to use steam power to draw passenger and freight trains. He demonstrated his working model in London. People looked at his little locomotive with great interest when it ran on a circular track of iron rails. For a shilling the public could travel in a carriage drawn by the steam engine. It developed a speed of 12 mph (19.2 kph). But one day a rail broke and the locomotive overturned. Many people did not believe it was possible to make steam engines suitable for service. However, in 1829 George Stephenson, an English inventor and engineer, built a successful steam locomotive which he called the "Rocket". This locomotive was much smaller and lighter than the steam engines developed later on, and it was much slower. Nevertheless, it could draw a small train of loaded cars on the railway and developed a speed of 13 mph (21 kph).

The "Rocket" is now demonstrated in the British Museum.

2. Answer the questions to the text.

- a. When did Richard Trevithick make an attempt to use steam power to draw passenger and freight trains?
- b. Who built a successful steam locomotive which was called the "Rocket"?

3. Finish up the sentences using the text.

- a. Many people did not believe it.....steam engines suitable for service.
- b., it could draw a small train of loaded cars on the railway.

4. Find in the text and write down the sentences in:

- a. Past Simple Passive, b) Past Simple. (подчеркните глагол-сказуемое)

5. Make a sentence using the following words:

interest, People, at, little, looked, his, with, locomotive, great

6. Fill the gaps.

- a. The UK (отделено от) European continent by the English Channel.
- b. The flag of the United Kingdom (называется) as the Union Jack and (состоит) of three crosses.
- c. The area of the UK (составляет) 244,100 square kilometers.

7. Answer the questions.

- a. How many Houses does the British Parliament consist of?
- b. What is the City of London famous for?

4 Семестр

1 вариант

Инструкция.

- 1. Задания предполагают перевод текста, ответы на вопросы, составление предложений и определение времени глагола.
- 2. При выполнении можно пользоваться англо-русским словарем.
- 3. Максимальное время выполнения задания 40 минут.
- 4. Критерии оценки результата:
«отлично» - ставится за правильное выполнение 5 заданий
«хорошо» - ставится за правильное выполнение 4 заданий
«удовлетворительно» - ставится за правильное выполнение 3 заданий
«неудовлетворительно» - ставится за правильное выполнение 2 и менее заданий.

1. Read the text and translate it.

The history of railways

The railway is a good example of a system evolved in various places to fulfil a need and then developed empirically. In essence it consists of parallel tracks or bars of metal or wood, supported transversely by other bars — stone, wood, steel and concrete have been used — so that the load of the vehicle is spread evenly through the substructure. Such tracks were used in the Middle Ages for mining tramways in Europe; railways came to England in the 16th century and went back to Europe in the 19th century as an English invention.

English railways

The first Act of Parliament for a railway, giving right of way over other people's property, was passed in 1758, and the first for a public railway, to carry the traffic of all comers, dates from 1801. The Stockton and Dailington Railway, opened on 27 September

1825, was the first public steam railway in the world, although it had only one locomotive and relied on horse traction for the most part, with stationary steam engines for working inclined planes.

The obvious advantages of railways as a means of conveying heavy loads and passengers brought about a proliferation of projects. The Liverpool & Manchester, 30 miles (48 km) long and including formidable engineering problems, became the classic example of a steam railway for general carriage. It opened on 15 September 1830 in the presence of the Duke of Wellington, who had been Prime Minister until earlier in the year. On opening day, the train stopped for water and the passengers alighted on to the opposite track; another locomotive came along and William Huskisson, an MP and a great advocate of the railway, was killed. Despite this tragedy the railway was a great success; in its first year of operation, revenue from passenger service was more than ten times that anticipated. Over 2500 miles of railway had been authorized in Britain and nearly 1500 completed by 1840.

Britain presented the world with a complete system for the construction and operation of railways. Solutions were found to civil engineering problems, motive power designs and the details of rolling stock. The natural result of these achievements was the calling in of British engineers to provide railways in France, where as a consequence left-hand running is still in force over many lines.

2. Answer the questions to the text.

- a. When did railways come to England?
- b. What was the first steam public railway in the world?
- c. Did Britain or France present the world with a complete system for the construction and operation of railways?

3. Finish up the sentences.

- a. The Liverpool & Manchester, 30 miles (48 km) long and.....,became the classic example of a steam railway for general carriage.
- b.,the train stopped for water and the passengers alighted on to the opposite track.
- c. The natural result of these achievements.....engineers to provide railways in France.

4. Find in the text and write down the sentences in:

- a. Present Simple b. Past Simple Passive c. Past Simple Active d. Past Perfect Passive

5. Make up a sentence using the following words:

opened, It, in, of the, on 15 September 1830, the presence, Duke of Wellington.

2 вариант

1. Read the text and translate it.

Diesel locomotives

Diesel locomotives are most commonly diesel-electric. A diesel engine drives a dynamo [generator] which provides power for electric motors which turn the drive wheels, usually through a pinion gear driving a ring gear on the axle. The first diesel-electric propelled rail car was built in 1913, and after World War 2 they replaced steam engines completely, except where electrification of railways is economical.

Diesel locomotives have several advantages over steam engines. They are instantly ready for service, and can be shut down completely for short periods, whereas it takes some time to heat the water in the steam engine, especially in cold weather, and the fire must be kept up while the steam engine is on standby. The diesel can go further without servicing, as it

consumes no water; its thermal efficiency is four times as high, which means further savings of fuel. Acceleration and high-speed running are smoother with a diesel, which means less wear on rails and roadbed. The economic reasons for turning to diesels were overwhelming after the war, especially in North America, where the railways were in direct competition with road haulage over very long distances.

Electric traction

The first electric-powered rail car was built in 1834, but early electric cars were battery powered, and the batteries were heavy and required frequent recharging. Today electric trains are not self-contained, which means that they get their power from overhead wires or from a third rail. The power for the traction motors is collected from the third rail by means of a shoe or from the overhead wires by a pantograph.

Electric trains are the most economical to operate, provided that traffic is heavy enough to repay electrification of the railway. Where trains run less frequently over long distances the cost of electrification is prohibitive. DC systems have been used as opposed to AC because lighter traction motors can be used, but this requires power substations with rectifiers to convert the power to DC from the AC of the commercial mains. (High voltage DC power is difficult to transmit over long distances.) The latest development of electric trains has been the installation of rectifiers in the cars themselves and the use of the same AC frequency as the commercial mains (50 Hz in Europe, 60 Hz in North America), which means that fewer substations are necessary.

2. Answer the questions to the text.

- a. What does a diesel engine drive?
- b. When was the first electric-powered rail car built?
- c. Are electric trains economical?

3. Finish up the sentences.

- a. Diesel locomotives have several.....over steam engines.
- b. The power for the traction motors.....the third rail by means of a shoe or from the overhead wires by a pantograph.
- c. The latest development of electric trains.....of rectifiers in the cars themselves.

4. Find in the text and write down the sentences in:

- a. Present Simple
- b. Past Simple
- c. Present Perfect Passive

5. Make up a sentence using the following words:

can, further, the diesel, without, go, servicing, it, consumes, as, water, no.

5 Семестр

Данная контрольная работа представлена в двух вариантах. Задания предполагают перевод текста, ответы на вопросы, составление предложений и определение времени глагола.

При выполнении можно пользоваться англо-русским словарем.

Максимальное время выполнения задания 90 минут.

Критерии оценки результата:

«5» - задания выполнены на 91-100 %

«4» - задания выполнены на 71-90%

«3» - задания выполнены на 51-70%

«2» - задания не выполнены или имеется более 50% ошибок

1 вариант

Meters.

1. Read the text and translate it in written form.

Among the most common meters used there are the ohmmeter, the ammeter and the voltmeter. The ohmmeter is used to measure the value of resistance. It consists of a milliammeter calibrated to read in ohms, a battery and resistors. The meter is connected in parallel and the circuit is not opened when its resistance is measured. The readings on the scale show the measured value.

The ammeter is used to measure the value of current. When the ammeter is used the circuit should be opened at one point and the terminals of the meter should be connected to it. One should take into consideration that the positive terminal of the meter is connected to the positive terminal of the source the negative terminal - to the negative terminal of the source.

The ammeter should be connected in series. The readings on the scale show the measured value.

2. Find Russian equivalents to the phrases:

a) metres – b) measure - c) circuit– d) take into consideration - e) source -

3. Answer the questions:

- a) What are there among the most common metres?
- b) What is ohmmeter used for?
- c) What do the readings on the scale show?

4. Finish up the following sentences:

- a) Among the most common meters used there are...
- b) The meter is connected in.....is not opened when its resistance is measured.
- c) The ammeter is used.....

5. Write out from the text the sentences in:

- a) Present Simple Passive b) Present Simple

(Подчеркните глагол-сказуемое)

6. Match the word with its Russian equivalents

- | | |
|----------------------|-----------------------|
| 1. a camera | a) компьютер |
| 2. a microwave oven | b) швейная машина |
| 3. a TV set | c) стиральная машина |
| 4. a vacuum cleaner | d) пылесос |
| 5. a sewing machine | e) телевизор |
| 6. a computer | f) камера |
| 7. a refrigerator | g) микроволновая печь |
| 8. a washing machine | h) холодильник |

Вариант 2

1. Read the text and translate it in written form.

An electric circuit.

An electric circuit is an interconnection of electric components, usually to perform some useful task, with a return path to enable the charge to return to its source. The components in an electric circuit can take many forms, which can include elements such as resistors, capacitors, switches, transformers and electronics. Electronic circuits contain active components, usually semiconductors, and typically exhibit non-linear behavior, requiring

complex analysis. The simplest electric components are those that are termed passive and linear: while they may temporarily store energy, they contain no sources of it, and exhibit linear responses to stimuli.

2. Find Russian equivalents to the phrases:

- a. electric circuit - ; b. resistors - ;
c. capacitors - ; d. semiconductors - ; e. linear -

3. Answer the questions:

- a. What is an electric circuit?
b. What can the components in an electric circuit take?
c. What are the active components containing in electric circuit?

4. Finish up the following sentences:

- a. An electric circuit is.....
b. The components in an electric circuit can take many forms, which can include elements.....
c. The simplest electric components.....

5. Write out from the text the sentences in:

- a. Present Simple Passive, b. Present Simple
(Подчеркните глагол-сказуемое)

6. Match the word with its Russian equivalents:

- | | |
|------------------------------|-------------------------|
| 1. a dishwasher | a) блендер |
| 2. a hair-drier | b) радио |
| 3. a radio | c) тостер |
| 4. a mixer | d) посудомоечная машина |
| 5. a blender | e) миксер |
| 6. a toaster | f) утюг |
| 7. an iron | g) тостер |
| 8. an air conditioner | h) кондиционер |

6 Семестр

Инструкция

1. Задания предполагают перевод текста, ответы на вопросы, составление предложений и определение времени глагола.
2. При выполнении можно пользоваться англо-русским словарем.
3. Максимальное время выполнения задания 45 минут.
4. Критерии оценки результата:
 - «отлично» - ставится за правильное выполнение 4 заданий
 - «хорошо» - ставится за правильное выполнение 3 заданий
 - «удовлетворительно» - ставится за правильное выполнение 2 заданий
 - «неудовлетворительно» - ставится за правильное выполнение 1 задания.

1 вариант

1. Translate the text in written form

Conductors are materials having a low resistance, so that current easily passes through them. The lower the resistance of the material the more current can pass through it. The most common conductors are metals, and silver and copper are the best of them. The advantage of copper is that it is much cheaper than silver. Thus copper is widely used to produce wire

conductors. One of the common functions of wire conductors is to connect a voltage source to a load resistance. Since copper wire conductors have a very low resistance a minimum voltage drop is produced in them. Thus, all of the applied voltage can produce current in the load resistance.

It should be taken into consideration that most materials change the value of resistance when their temperature changes.

Metals increase their resistance when the temperature increases while carbon decreases its resistance when the temperature increases. Thus, metals have a positive temperature coefficient of resistance while carbon has a negative temperature coefficient. The smaller is the temperature coefficient or the less the change of resistance with the change of temperature, the more perfect is the resistance material.

2. Answer the questions according to the text

1. What is the text about?
2. What materials are called conductors?
3. What is the advantage of copper compared with silver?
4. What is the most common function of wire conductors?
5. Why is a minimum voltage drop produced in copper conductors?
6. What is the relation between the value of resistance and the temperature in carbon?

3. Find in the text sentences in:

- a. Present Simple b. Participle I Simple c. modal verb can

4. Make up one sentence using the following words:

all, thus, applied, the, can, current, voltage, of, produce, resistance, load, the, in.

2 вариант

1. Translate the text in written form

Materials having a very high resistance are called insulators. Current passes through insulators with great difficulty.

The most common insulators are air, paper, rubber, plastics.

Any insulator can conduct current when a high enough voltage is applied to it. Currents of great value must be applied to insulators in order to make them conduct. The higher the resistance of an insulator the greater the applied voltage must be.

When an insulator is connected to a voltage source, it stores electric charge and a potential is produced on the insulator. Thus, insulators have the two main functions:

1. to isolate conducting wires and thus to prevent a short between them and
2. to store electric charge when a voltage source is applied.

2. Answer the questions according to the text

- a. What are insulators?
- b. Which are the most common insulators?
- c. When can any insulator conduct current?
- d. When does an insulator store electric charge?

3. Find in the text sentences in:

- a. Present Simple b. modal verb can c. modal verb must

4. Make up one sentence using the following words:

most, insulators, air, are, the, common, paper, rubber, plastics.

7 Семестр Вариант 1

Инструкция

1. Задания предполагают перевод текста, ответы на вопросы, составление предложений и определение времени глагола.

2. При выполнении можно пользоваться англо-русским словарем.

3. Максимальное время выполнения задания 45 минут.

4. Критерии оценки результата:

Оценка «5» - задания выполнены на 90%-100%

Оценка «4» - задания выполнены на 80%-89%

Оценка «3» - задания выполнены на 70%-79%

Оценка «2» - задания выполнены менее чем на 70%

Litter is a problem in our cities.

Litter is garbage – like food, paper and cans – on the ground or in the street. Where many people live together, litter is a problem. People don't always put their garbage in the bins. It's easier to drop a paper than to find a bin for it. But litter is ugly. It makes the city look dirty, and it spoils the view.

The wind blows papers far away. Often they are difficult to catch. When they blow against a fence, they stay there. This fence is a wall of garbage.

Litter is a health problem, too. Food and garbage attract animals, which sometimes carry disease.

Some people want to control litter. They never throw litter themselves, and sometimes they work together in groups to clean up the city. In most places litter is against the law. The law punishes people who throw garbage in the streets. They usually pay a fine, and occasionally they go to jail.

Two famous sayings in the United States are: "Don't be a litterbug!" and "Every litter bit hurts!"

Прочитайте следующие утверждения. Определите их соответствие прочитанному тексту.

1) Litter is a problem among people.

a) true

b) false

c) not stated

2) Garbage makes our cities look awful.

a) true

b) false

c) not stated

3) There are special bins for different garbage in the streets.

a) true

b) false

c) not stated

4) Papers are easy to catch.

a) true

b) false

c) not stated

5) Garbage attracts sick animals.

a) true

b) false

c) not stated

6) People don't care about litter.

a) true

b) false

c) not stated

7) Groups that clean litter are in every city.

a) true

b) false

c) not stated

8) There are no antipollution laws.

a) true

b) false

c) not stated

9) In some countries people are punished for dropping litter.

a) true b) false c) not stated

10) The saying "Don't be a litterbug!" asks you not to drop litter in the streets.

a) true b) false c) not stated

1. Допишите предложения, используя возвратные местоимения myself/yourself/ourselves/himself/herself/themselves/itself:

1. Be careful! That plate is very hot. Don't burn

2. I got out of the bath and dried with a towel.

3. When people are alone, they often talk to

4. The police say that the woman shot with a gun.

5. Good-bye! Have a good holiday and look after

2. Дополните предложения, используя стоящие в скобках глаголы в Past Continuous или Past Simple :

1. I(get) up early this morning, I(wash),
.....(dress) myself and then I(have) breakfast.

2. The postman (come) while I(have) lunch.

3. The boys (break) a window while they(play) football.

4. I was late, but my friends (wait) for me when I(arrive).

5. "What (you/do) on Saturday evening?" "I went to the cinema".

6. "What (you/do) at 9.30 on Saturday evening?" "I.....
(watch) a film in the cinema".

3. Составьте предложения, выражающие просьбу, в зависимости от ситуации.

Используйте выражения **Can you.....?/ Could you?/ Can I.....?/ May I.....?**

1. (We are having dinner. You want me to pass the salt.)

You say to me:

2. (You want me to turn off the radio.)

You say to me:

3. (You want my pen.)

You say to me:

4. (You are in my house. You want to use my phone.)

You say to me:

5. (You want me to give you my address.)

You say to me:

2 вариант

The role of technical progress

The scientific and technical revolution has changed our life very much. The computers, the mobile phones and other digital devices have entered our everyday life. The atomic, space and energy age was followed by the age of computers. The tasks which had seemed eternal before have been solved one by one by computers. During the last decade many fundamental changes occurred because of electronic devices. It is even difficult to imagine the social and economic consequences of the microelectronic revolution. The large use of computers has influenced our life in such a way that it was difficult to imagine 15 or 20 years ago. On the one hand, computers have simplified our life greatly. If you typed a text on the typewriter and made a mistake you had to type the whole page again.

Making several copies of the same document used to be a difficult job too. But now it's quite different. Correcting mistakes is easy. Computer also helps us to buy goods, find information, book tickets, make presentations and annual reports, and make difficult calculations. Time is saved for leisure. Leisure time is also influenced by computer and other periphery devices. You no longer go to the music shops - many things are available on the internet. You needn't write letters to your relatives or friends – you can send an e-mail. And your photo albums are on computer too. Computer games are probably also a part of your free time. They became more and more realistic and complicated, and for many people it becomes impossible to tear themselves away. This means that electronic devices, such as computer and TV set are used mostly for entertainment and consume most of the time that could be spent on work, going for a walk and sleeping. Man becomes a slave of the devices which were designed to make him stronger.

Is there a way out? In fact, there is, but many people don't know it and are still slaves. The best decision is not to give these equipment place in your heart. They should do their work. And when you have a rest, prefer real communication to virtual one and living an active life to watching films about crime. Then electronics will be not our lord or enemy but our friend!

Answer the following questions to the text.

1. The technical revolution has changed our life very much, hasn't it?
2. What were the predecessors of computer age?
3. Do computers make our life easier and simpler? In what way?
4. Computers influence our free time too, don't they?
5. Can you get music and video on the internet? What other information can you get there?
6. What devices became compatible with computer during the last years?
7. Can you communicate with your friends on the Internet? Do you like such communication or you prefer real one?
8. In what way do computer games influence the people?
9. Do electronic devices take all our free time?

1. Преобразуйте слова в скобках так, чтобы они грамматически и лексически соответствовали содержанию предложения.

1. We live in the _____ century (twenty-one).
2. He wants to be a _____ (science).
3. He plays the piano _____ (profession).
4. They have five very clever _____ (child).
5. Sarah is a _____ and Jane is a professor of Mathematics (dance).
6. The _____ of three girls is called Julia (young).
7. It is also the most _____ adventure (danger).
8. This rule is very _____ (use).
9. He is proud of his _____ (collect).
10. The writer describes _____ people in his book (Russia).

2. Дайте правильный вариант ответа

1. We learn English at college.
 - a. Do we learn English at college?
 - b. Did we learn English at college?
 - c. Will you learn English at college?
2. London is one of the ... cities in the world.
 - a. bigger;
 - b. most bigger;
 - c. biggest.

3. When I ... in London I hope to visit a friend of mine.
 a. was b. am c. have been d. will be
4. The documents ... now.
 a. checked b. are checking
 c. have been checked d. are being checked
5. I didn't know the answer because I ... the book.
 a. wouldn't read b. don't read
 c. hadn't read d. didn't read
6. By the time we came back, the house ... by an American.
 a. was bought b. had been bought
 c. bought d. will be bought

3. Выберите предложение в Passive Voice.

1. They have been working out the program for two months.
2. The program worked out by you is too difficult for students.
3. The program was worked out by a well-known scientist

**8 Семестр
1 вариант**

Инструкция

1. Задания предполагают перевод текста, ответы на вопросы, составление предложений и определение времени глагола.
2. При выполнении можно пользоваться англо-русским словарем.
3. Максимальное время выполнения задания 40 минут.
4. Критерии оценки результата:
 - «отлично» - ставится за правильное выполнение 4 заданий
 - «хорошо»- ставится за правильное выполнение 3 заданий
 - «удовлетворительно» - ставится за правильное выполнение 2 заданий
 - «неудовлетворительно» - ставится за правильное выполнение 1 задания.

1. Translate the text in written form

Choosing a career is not an easy matter.

There are a lot of interesting things in the world, so it is difficult to make the right choice.

In childhood I wanted to be a pilot, then I wanted to become a fireman. But now I have to think about my future career seriously. Some people are good at Maths, Physics and Biology, others enjoy History, Literature and Geography.

I think that young people should ask themselves: What am I interested in? What do I want to become? When they find the answer, they will have the goal to achieve. And then they should do everything to achieve this goal. If you are good at Maths and you want your profession to be connected with this subject, you should start studying it very seriously. The same is with other subjects.

However, it is very difficult to enter a university. If you do not have money and if you are not a genius, you will never enter a good university or an institute. I have some friends who were in this situation and they had to choose a career not to their interests and liking.

But some young people still do not know which career to choose even after they finish school, so they have to waste time deciding, or go to find a job.

Sometimes young people choose a career they are interested in, they enter a university and after some time they understand that this occupation is not for them, they get poor marks and have to leave the university.

The problem of choosing a career is very widespread among young people and they should think about it seriously before making any decisions.

2. Answer the questions according to the text

- a. Is it easy or difficult to make a choice about the career?
- b. What can you say about your future profession?
- c. Did you choose your profession by yourself?

3. Определите время и залог предложений. Подчеркните глагол-сказуемое в каждом из них.

- a) The idea was laughed at by many people.
- b) But some people believed it was a promising idea.
- c) Their successful operation shows that they could be well used as a mean of regular passenger transport.

4. Make up one sentence using the following words:

some, still, but, people, do, young, not, which, know, to, career, choose

2 вариант

1. Translate the text in written form

No matter what method of job hunting you use, inevitably somebody will ask you for a resume. Most companies require a resume before seriously considering a job candidate from the outside. Resumes are sometimes also required in order to receive a job transfer within a company.

The purpose of a resume is to help you obtain a job interview, not a job. Very few people are hired without a personal interview.

Effective resumes are straightforward, factual presentations of a person's experience and accomplishments. They are neither over detailed nor too sketchy. A general rule is that two or three pages in length is best.

One page seems too superficial; a four-page (or longer) resume may irritate an impatient employment official. Some writers suggest that a chronological (the standard-type) resume be used; others argue for an accomplishment resume.

A useful resume should include both your experiences and key accomplishments. When sent to a prospective employer, a resume should be professionally reproduced, with particular attention to misspellings, typographical errors, and careful spacing.

To attract attention, some job seekers print resumes on tinted paper, in a menu-like folder, or on unusual-sized paper. If done in a way to attract positive attention to yourself, these approaches have merit.

2. Answer the questions according to the text

- a. What is the purpose of resume?
- b. What should effective resumes contain?
- c. How many pages should be in resume?

3. Определите время и залог предложений. Подчеркните глагол-сказуемое в каждом из них.

- a) The repair cycle is divided into three parts.

b) Russian Railways consider organization of construction and repairs one of the most important tasks.

c) ...as the railway traffic is constantly growing.

4. Make up one sentence using the following words:

useful, a, experiences, resume, include, should, your, both, and, key, accomplishments.

4. Рекомендуемая литература для подготовки обучающихся к дифференцированному зачету:

1. Аитов, В.Ф. Английский язык (A1-B1+): учебное пособие для среднего профессионального образования/ В.Ф. Аитов, В.М. Аитова, С.В. Кади – 13-е изд.,испр. и доп.-Москва: Издательство Юрайт, 2020. - 234 с.- (Профессиональное образование). - Режим доступа: <https://urait.ru/bcode/514010>

2. Кузьменкова, Ю.Б. Английский язык: учебник и практикум для СПО./Ю.Б. Кузьменкова. - М.: Издательство Юрайт, 2019. - 441 с. - (Серия: Профессиональное образование).- Режим доступа: <https://urait.ru/bcode/511594>

3. Невзорова, Г.Д. Английский язык. Грамматика.: учеб. пособие для СПО/ Г.Д. Невзорова, Г.И. Никитушкина. – 2-е изд. испр. и доп.-М.: Издательство Юрайт, 2019. - 213 с. (Серия: Профессиональное образование).-Режим доступа - <https://urait.ru/bcode/513406>