

МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА РОССИЙСКОЙ ФЕДЕРАЦИИ
федеральное государственное бюджетное образовательное учреждение высшего образования
«Санкт-Петербургский государственный аграрный университет»

Колледж
(на правах факультета непрерывного профессионального образования)

УТВЕРЖДАЮ
Директор колледжа
Г.С. Талалай
18 февраля 2020 г.



ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
УЧЕБНОЙ ДИСЦИПЛИНЫ
ОГСЭ.03 ИНОСТРАННЫЙ ЯЗЫК (АНГЛИЙСКИЙ)

Специальность
35.02.06 Технология производства и переработки сельскохозяйственной
продукции
(базовая подготовка)

Квалификация выпускника – технолог

Форма обучения - очная

Санкт-Петербург
2020

Автор


преподаватель


(подпись)

Детцель Ю.А.

Автор

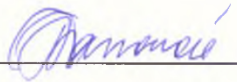
преподаватель


(подпись)

Пантелеева В.Д.

Рассмотрена на заседании педагогического совета колледжа (на правах факультета непрерывного профессионального образования) от 18 февраля 2020 г., протокол № 2.

Председатель
педагогического совета


(подпись)

Талалай Г.С.

Одобрена на заседании учебно-методической комиссии по специальности 35.02.06 Технология производства и переработки сельскохозяйственной продукции от 22 января 2020 г., протокол № 6

Председатель УМК


(подпись)

Гвоздарев Д.А.

СОДЕРЖАНИЕ

1. Паспорт фонда оценочных средств	4
2. Результаты освоения учебной дисциплины	4
3. Задания для оценивания и критерии оценки	8
Список рекомендуемой литературы	35

**Паспорт фонда оценочных средств
по учебной дисциплине
«Иностранный язык»**

1. Результаты освоения учебной дисциплины

Результатом освоения учебной дисциплины является освоение соответствующих общих и профессиональных 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 команде, эффективно общаться с коллегами, руководством, потребителями;

ОК 7. Брать на себя ответственность за работу членов команды (подчинённых), 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.

умений:

- - общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;
- переводить (со словарем) иностранные тексты профессиональной направленности;
- самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас;

знаний:

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

Формой аттестации по учебной дисциплине является дифференцированный зачёт.

Формы контроля и оценивания элементов учебной дисциплины

Элемент учебной дисциплины	Форма контроля и оценивания		
	Текущий контроль	Рубежный контроль	Промежуточная аттестация
Раздел 1. Обучение общению по теме «Межличностные отношения»	Опрос (устный/письменный); тестирование	Контрольная работа	
Раздел 2. Обучение общению по теме «Свободное время»	Опрос (устный/письменный); тестирование	Контрольная работа	
Раздел 3. Обучение общению по теме «Здоровый образ жизни»	Опрос (устный/письменный); тестирование	Контрольная работа	
Раздел 4. Обучение общению по теме «Вселенная и человек»	Опрос (устный/письменный); тестирование	Контрольная работа	
Раздел 5. Обучение общению по теме «Как разнообразен этот мир!»	Опрос (устный/письменный); тестирование	Контрольная работа	
Форма контроля			Дифференцированный зачёт

2 Результаты освоения дисциплины, подлежащие проверке на дифференцированном зачёте

В результате аттестации по учебной дисциплине осуществляется комплексная проверка следующих умений, навыков и знаний:

Результаты обучения	Коды формируемых компетенций	Показатели оценки результата
---------------------	------------------------------	------------------------------

(освоенные умения, усвоенные знания)		
Умения:		
Аудирование	ОК 1- 9	<ul style="list-style-type: none"> - воспринимает на слух речь учителя и диктора в звукозаписи, построенную в основном на изученном материале и включающую до 3% незнакомых слов, о значении которых можно догадываться и незнание которых не влияет на понимание прослушанного; - выделяет ключевые слова и основную идею звучащей речи; - распознает смысл монологической и диалогической речи; - воспринимает на слух материалы по тематике специальности средней трудности.
Устная речь		<ul style="list-style-type: none"> - правильно артикулирует и произносит гласные и согласные звуки; - правильно употребляет разговорные формулы (клише) в коммуникативных ситуациях; - составляет связный текст с использованием ключевых слов на бытовые и профессиональные темы; - представляет устное сообщение на заданную тему (с предварительной подготовкой); - воспроизводит краткий или подробный пересказ прослушанного или прочитанного текста; - беседует, используя элементы описания, повествования и рассуждения по тематике

		текущего курса обучения и предыдущих курсов обучения; - обсуждает прочитанные и прослушанные тексты, выражая свое мнение и отношение к изложенному.
Чтение	ОК 1- 9	- грамотно читает новые тексты общекультурного, общенаучного характера и тексты по специальности; - определяет содержание текста по знакомым словам, интернациональным словам, географическим названиям и т.п.; - распознает значение слов по контексту; - выделяет главную и второстепенную информацию; - переводит (со словарем) бытовые, литературные и специальные тексты с иностранного на русский и с русского на иностранный язык.
Письменная речь		- правильно пишет текст под диктовку; - письменно излагает содержание прочитанного текста; - письменно переводит текст на иностранный язык; - пишет письма личного и делового характера
Знания:		
Грамматика	ОК 1- 9	- систематизирует, объясняет и дает примеры грамматических правил и явлений; - правильно применяет в речи грамматические конструкции и структуры
Лексика		- знает лексический минимум (1200- 1400 лексических единиц);

3. Задания для оценивания и критерии оценки

Задания для оценки освоения раздела 1 «Межличностные отношения».

Обучающийся должен:

знать:

- лексический и грамматический минимум раздела 1, необходимый для чтения и перевода (со словарем) иностранных текстов общекультурной направленности;

уметь:

- общаться (устно и письменно) на иностранном языке на повседневные темы, предусмотренные в разделе 1;

- переводить (со словарем) иностранные тексты общекультурной направленности раздела 1;

- самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.

Вопросы для самоконтроля:

1. Глагол to be
2. Конструкция there is/are
3. Глагол to have/ to have got
4. Группы времен Simple (Present, Past, Future)
5. Условные предложения 1-го типа
6. Артикль (неопределенный, определенный, нулевой)
7. Существительное (множественное число, притяжательный падеж)
8. Местоимения (личные, притяжательные, возвратные, неопределенные)
9. Прилагательные (степени сравнения)
10. Числительные

Задания

Рубежный контроль по учебной дисциплине «Иностранный язык (английский)» проходит в виде письменной контрольной работы.

Задания рубежного контроля представлены в двух вариантах, которые равноценны по трудности, одинаковы по структуре, параллельны по расположению заданий. Контрольная работа состоит из двух частей грамматики и чтения. Время выполнения – 80 минут.

Контрольная работа

(грамматика/чтение)

Вариант 1

1 Грамматика

Темы: Формы глаголов to be и to have, оборот there is/are, множественное число существительных, степени сравнения прилагательных, неопределенные местоимения some, any и отрицательное местоимение no, числительные

1. Употребить глагол to be в правильной форме.

1) My father ... a teacher.

2) He ... a pupil twenty years ago.

- 3) I ... a doctor when I grow up.
- 4) My sister ... not... at home tomorrow.
- 5) They ... in Moscow last year.

2. Употребите глагол to have в правильной форме.

- 1) I ... an interesting book about Repin.
- 2) My sister ... two little children.
- 3) ... you ... some time in the evening to discuss this question?
- 4) I ... a lot of work yesterday.
- 5) Who ... any questions now?

3. Употребите оборот there is/are в нужном времени.

- 1) How many rooms ... there in your flat?
- 2) There ... 30 pupils in our class last year.
- 3) There ... no school near our house 5 years ago.
- 4) How many people ... there ... at the party next Sunday?
- 5) There ... a new cinema near my house now.

4. Напишите указанные существительные во множественном числе.

Class, ox, baby, leaf, sheep, advice, shoe, hero, roof, factory

5. Напишите степени сравнения следующих прилагательных.

Tall, big, grey, angry, careful, narrow, expensive, cold, clever, difficult, bad.

6. Вставьте some, any или no.

- 1) Do you want... milk in your coffee?
- 2) There is ... snow in the street because it is warm.
- 3) I can see ... children in the yard. They are playing.
- 4) There were not... flowers on the table.

7. Поставьте глаголы, данные в скобках, в нужном времени.

- 1) My friend (to work) at the factory.
- 2) This group (to go) to the theatre next month.
- 3) We (to get) books from the library last week.
- 4) I (to come) home later than usual yesterday.
- 5) This student (to answer) well at the last lesson.

8. Соотнесите.

- | | |
|--|------------------|
| 1. Three fifth | a. 0.9 |
| 2. six hundred and fifty-seven | b. $\frac{1}{4}$ |
| 3. Three point five | c. 5.389 |
| 4. a quarter | d. $\frac{3}{5}$ |
| 5. half | e. $\frac{1}{2}$ |
| 6. five thousand three hundred and eighty-nine | f. 3.5 |
| 7. point nine | g. 657 |

2 Чтение

Установите соответствие между темами А—Н и текстами 1— 7. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании одна тема лишняя.

Opera

E.

Conserv

Play	F.	Puppets
Circus	G.	Musical
Ballet	H.	Rock

1. The introduction of wild animals to the performance dates from about 1831, when the French trainer Henri Martin performed with his lions, elephant, and other animals at the Cirque Olympique in Paris. He was soon followed by the American trainer Isaac A. Van Amburgh, reputedly the first man to stick his head into a lion's mouth, who in 1838 took his act to England and so fascinated the young Queen Victoria that she commissioned the artist Edwin Landseer to paint a portrait of the brave American with his "big cats."

2. It is one of the world's most prestigious dance competitions, open to both male and female dancers of all countries, and much like the Olympic Games in purpose. It was first held in Bulgaria in July 1964. The competitions were organized by the Bulgarian Ministry of Culture to sponsor a dance event of international interest, creating opportunities for dancers choreographers, directors, and teachers to demonstrate and exchange skills. Following the original competitions the next were held in 1965, 1966, 1968, and every two years thereafter.

3. Britain's worldwide influence in music in the second half of the 20th century, especially in the area of popular music, is enormous. Such groups and singers as the Beatles, the Rolling Stones, The Who, Elton John, and Sting are famous all over the world. The British people are of opinion that pop and rock music remain the most popular kinds of music in Britain, although jazz also has a large following.

4. Throughout the world the name Shakespeare is associated with the greatest achievements of England in the performing arts. Unfortunately, we have vague facts about Shakespeare's life. He apparently arrived in London about 1588 and by 1592 had attained success as an actor and a playwright.

5. The genre had taken a new turn with the production in 1927 of Show Boat; it was the first musical to provide a cohesive plot and initiate the use of music that was integral to the narrative, a practice that took hold until the 1940s. Based on a novel by Edna Ferber, the performance presented a serious drama based on American themes incorporating music that was derived from American folk melodies and spirituals.

6. "Chinese shadows", the European version of the Chinese shadow - puppet show, was introduced in Europe in the mid-18th century by returning travelers. Soon adopted by French and English showmen, the form gained prominence in the shows of the French puppeteer Dominique S6raphin, who presented the first popular performance in Paris in 1776. In 1781 he moved his show to Versailles, where he entertained the French court, and three years later he established a highly successful puppet theatre in Paris.

7. Although stage plays have been set to music since the era of the ancient Greeks, when the dramas of Sophocles and Aeschylus were accompanied by lyres and flutes, the usually accepted date for the beginning of opera as we know it is 1600. As part of the celebration of the marriage of King Henry IV of France to the Italian aristocrat Maria de Medici, the Florentine composer Jacopo Peri produced his famous Euridice, generally considered to be the first opera.

1	2	3	4	5	6	7

Вариант 2

1 Грамматика

Темы: Формы глаголов to be и to have, оборот there is/are, множественное число существительных, степени сравнения прилагательных, неопределенные местоимения some, any и отрицательное местоимение no, числительные

1. Употребить глагол to be в правильной форме.

- 1) ... your father at work yesterday?
- 2) My sisters ... ill last week.
- 3) They ... not ill now.
- 4) Where ... your mother now? – She ... in the kitchen.
- 5) Where ... you yesterday? – I ... at the cinema.

2. Употребите глагол to have в правильной форме.

- 1) We ... no garden now.
- 2) He ... a new flat in the center of the town.
- 3) They ... no lessons tomorrow.
- 4) What kind of car ... he got?
- 5) When do you ... your breakfast?

3. Употребите оборот there is/are в нужном времени.

- 1) There ... 30 pupils in our class now.
- 2) There ... a new school near our house next year.
- 3) Look, there ... some flowers on the table.
- 4) How many students ... there at the lesson yesterday?
- 5) There ... only one room in his flat now.

4. Напишите указанные существительные во множественном числе.

Dress, news, army, safe, sugar, child, exercise, man, photo, opportunity

5. Напишите степени сравнения следующих прилагательных.

Yellow, strange, attentive, fat, cheap, pretty, experienced, dry, fast, little, serious

6. Вставьте some, any или no.

- 1) There is ... bread for dinner. Go and buy it.
- 2) They brought ... books from the library.
- 3) There wasn't ... water in the glass.
- 4) Have you got ... time to talk to me?

7. Поставьте глаголы, данные в скобках, в нужном времени.

- 1) They (to translate) text two tomorrow.
- 2) He (to read) the book about Robinson Crusoe in his childhood.
- 3) We want (to live) in peace.
- 4) Schoolchildren (to have) the longest holidays in summer.
- 5) He (to help) me in my work tomorrow.

8. Соотнесите.

1.two thirds	a. 3.28
2.three hundred and twenty-eight	b. $\frac{1}{2}$
3.three point two eight	c. 4.527
4.half	d. 0.8
5.a quarter	e. $\frac{2}{3}$
6.four thousand five hundred and twenty-seven	f. 328
7.point eight	g. $\frac{1}{4}$

2 Чтение

Установите соответствие между темами А—Н и текстами 1— 7. Занесите свои ответы в таблицу. Используйте каждую букву только один раз. В задании одна тема лишняя.

- A. The Pyramids of Egypt
- B. The hanging gardens of Babylon
- C. The statue of Zeus at Olympia
- D. The mausoleum of Halicarnassus
- E. The Apollo Belvedere in Vatican
- F. The temple of Artemis at Ephesus
- G. The Pharos of Alexandria
- H. The colossus of Rhodes

Wonders of the World are works of art and architecture regarded by ancient Greek and Roman observers as the most extraordinary structures of antiquity. Only one wonder of the seven, the pyramids of Egypt, still stands today.

1. It was carved in the mid-5th century BC by the Greek sculptor Phidias. The colossal statue was the central feature of the Temple at Olympia, where the Olympic Games were held. It was considered to be Phidias's masterpiece. The seated figure of the king of the Greek gods was 12 m in height and made of ivory and gold. An earthquake probably leveled the temple in the 6th century AD, and the statue was later taken to Constantinople, where a fire destroyed it.

2. The lighthouse, built in about 280 BC during the reign of Ptolemy stood more than 134 m tall — about as high as a 40-storey building. A fire was kept burning at its top to welcome sailors coming to the Egyptian land. Storms and an earthquake had damaged the lighthouse by 955 AD; an earthquake completely destroyed it during the 14th century.

3. They consisted of several tiers of platform terraces built upon arches and extending to a great height. Accounts of their height range from about 24 m to a less reliable estimate of more than 90 m. Trees and colourful plants and flowers grew on the terraces, irrigated with water brought up from the Euphrates River.

4. A huge bronze statue of the Greek sun god Helios was erected in about 280 BC to guard the entrance to the harbor at Rhodes, a Greek island off the coast of Asia Minor. The statue stood about 32 m tall and according to legend, it straddled the harbor. An earthquake destroyed it in 224 BC.

5. Queen Artemisia built the tomb in memory of Mausolus, her brother and husband, in what is now southwestern Turkey. It was decorated by the leading sculptor of the age. An earthquake probably toppled the structure, and its materials were later used as building material. Only fragments remain of this tomb from which the word mausoleum derives.

6. They were built on the west bank of the Nile River at Giza during the 4th Dynasty (about 2575 to about 2467 BC). The oldest of the seven wonders, they are the only one remaining nearly intact today. Their white stone facing was later removed for use as building material in other places. According to the Greek historian Herodotus, ten years were required to prepare the site and 100,000 labourers worked thereafter for 20 years to complete the largest of them, which contains the king's tomb.

7. An imposing temple in honour of the goddess of the hunt was built in what is now Turkey in the 6th century BC and rebuilt after it burned in 356 BC. Archaeologists estimate that the temple measured 104 m in length and 50 m in width. Its 127 stone columns stood more than 18 m tall. The temple was destroyed by the Goths in 262 AD.

1	2	3	4	5	6	7

Задания для оценки освоения раздела 2 «Свободное время»

Обучающийся должен:

знать:

- лексический и грамматический минимум раздела 2, необходимый для чтения и перевода (со словарем) иностранных текстов общекультурной направленности;

уметь:

- общаться (устно и письменно) на иностранном языке на повседневные темы, предусмотренные в разделе 2;

- переводить (со словарем) иностранные тексты общекультурной направленности раздела 2;

- самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.

Вопросы для самоконтроля:

1. Видовременные формы глагола в действительном залоге
2. Согласование времен
3. Страдательный залог
4. Инфинитив
5. Инфинитивные конструкции
6. Причастие 1 и 2
7. Герундий
8. Сослагательное наклонение
9. Условные предложения 2 и 3 типов, смешанные типы
10. Модальные глаголы и их эквиваленты

Задания

Рубежный контроль по учебной дисциплине «Иностранный язык (английский)» проходит в виде письменной контрольной работы.

Задания рубежного контроля представлены в двух вариантах, которые равноценны по трудности, одинаковы по структуре, параллельны по расположению заданий. Контрольная работа состоит из двух частей грамматики и чтения. Время выполнения – 80 минут.

Контрольная работа (грамматика/чтение)

Вариант 1

1 Грамматика

Темы: Видовременные формы глагола в действительном и страдательном залоге.

Сослагательное наклонение, условные предложения 1, 2 и 3 типов.

Модальные глаголы

1. Напишите 3 формы глагола:

build

lose

give
drive
forget

2. Соедините 2 части, чтобы получить правильное предложение.

- | | |
|---------------------------------|--------------------------|
| 1. I'll have had dinner | a. since 2 o'clock |
| 2. She had had dinner | b. by 2 o'clock tomorrow |
| 3. They have been having dinner | c. before he came home |

3. Вставьте подходящую форму глагола.

1. I ... a car now.
a. am driving b. Have driven c. drove d. was driving
2. They ... a car since 2 o'clock.
a. are driving b. has driven c. have been driven d. has been driving
3. Bob ... a car yesterday.
a. has driven b. drove c. is driving d. has been driving
4. We often ... cars.
a. are driving b. have driven c. have been driving d. drive
5. He ... a car when we came.
a. drives b. was driving c. has been driving d. has driven
6. She ... the car by 4 o'clock tomorrow.
a. will drive b. will be driving c. will have driven d. drives

4. Активный или пассивный залог

1. The ships ... at the full speed.
a. move b. are moved
2. The heavy piano ... by 4 people.
a. move b. is moved
3. The cargo ... at the moment.
a. is carrying b. is being carried
4. The ships ... the cargoes to Greece at the moment.
a. are carrying b. are being carried
5. Your problem ... now.
a. is considering b. is being considered
6. They ... your problem now.
a. are being considered b. are considering

5. Переведите предложения на английский язык, используя пассивный залог:

1. Нас спрашивают на каждом уроке.
2. Наш город был основан в 1838 году.
3. Завтра он будет приглашен на вечеринку.

6. Раскройте скобки, употребляя глаголы в требуемой форме для условных предложений 1, 2 и 3 типов

1. I should be delighted if I (to have) such a beautiful fur-coat.
2. If it (to rain), we shall have to stay, at home.
3. If he (to work) hard, he would have achieved great progress.
4. If it is not too cold, I (not to put) on my coat.
5. I (to write) the composition long ago if you had not disturbed me.
6. If he (not to read) so much, he would not be so clever.

7. Выберите правильный вариант.

1. He ... to speak French fluently if he spends a couple of years in Paris.

- | | |
|----------------|---------|
| A will be able | C can't |
| B can | D could |

2. Lorna says you ... and see her any time you want.

- | | |
|---------------|-----------------|
| A may coming | C may be coming |
| B may to come | D may come |

3. Nobody answers the phone. They ... be out.

- | | |
|----------|--------|
| A should | C must |
| B would | D can |

4. Tom looked at his watch and said that he ... go.

- | | |
|-----------|----------|
| A must to | C had |
| B has to | D had to |

5. Little children like books with large print. They ... read them more easily.

- | | |
|----------|-----------|
| A should | C have to |
| B must | D can |

6. Must I do this work today? – No, you

- | | |
|-----------|-----------|
| A mustn't | C needn't |
| B can't | D may not |

2 Чтение

Прочитайте утверждения 1—6 и следующий за ними текст. Установите соответствие между утверждениями и содержанием текста. Запишите в таблицу цифру 1, если утверждение верное, цифру 0, если утверждение неверное.

1. Students generally are required to attend lectures at Oxford.
2. At some colleges students must change clothes to dinner.
3. In a short stroll one can pass the house where Christopher Wren discovered his comet.
4. Tolkien wrote notes for the Hobbit trilogy in one of Oxford's pubs.
5. Mathematician Charles Lutwidge Dodgson wrote a children's book called Alice's Adventures in Wonderland in Oxford.
6. Thatcher and John Kennedy studied at Oxford.

For 800 years the University of Oxford has been polishing minds and confusing outsiders in roughly equal measure. It is a place where students generally aren't required to attend lectures, don't receive grades, seldom study anything outside their chosen subject, and take just three sets of exams during the course of their college careers — “one to get in and two to get out,” as one alumnus told me.

“There are more rules and traditions than you can imagine,” Owen Sheers, a cheerful but slightly shell-shocked-looking first-year student, told me toward the end of his first week in New College. “At my college you dress one way if you go to the first sitting of dinner, another way if you go to the second. It's very confusing.”

A confusion of tradition is perhaps an inevitable consequence of a place so deeply steeped in history. In a short stroll you can pass the house where Edmund Hailey discovered his comet; the site of Britain's oldest public museum, the Ashmolean; the hall where architect Christopher Wren drew his first plans; the pub where J.R.R. Tolkien wrote notes for the Hobbit trilogy (it stands opposite the pub where Thomas Hardy made similar preparations for *Jude the Obscure*), the track where Roger Bannister ran the first sub-four-minute mile; the meadow where a promising young mathematician named Charles Lutwidge Dodgson refined *The Formulae of*

Plane Trigonometry, An Elementary Treatise on Determinants and — oh yes — a children's trifle called Alice's Adventures in Wonderland.

Walk down the broad and curving High Street and you follow in the footsteps of Samuel Johnson, Adam Smith, Edward Gibbon, Jonathan Swift, Roger Bacon, Oscar Wilde, Graham Greene, T. S. Eliot, C. S. Lewis, Percy Bysshe Shelley, Indira Gandhi, Margaret Thatcher, and Bill Clinton, to name just a few who have worked and studied here.

1	2	3	4	5	6

Вариант 2

Темы: Видовременные формы глагола в действительном и страдательном залоге. Сослагательное наклонение, условные предложения 1, 2 и 3 типов.

Модальные глаголы

1. Напишите 3 формы глагола:

come

take

catch

go

cost

2. Соедините 2 части, чтобы получить правильное предложение.

1. I'll have done homework

a. since 2 o'clock

2. She had done homework

b. by 2 o'clock tomorrow

3. They have been doing homework

c. before he came

3. Вставьте подходящую форму глагола.

1. I ... a letter now.

a. am writing b. have written c. wrote d. was writing

2. He ... a letter since 2 o'clock.

a. is writing b. has written c. have been writing d. has been writing

3. She ... a letter yesterday.

a. has written b. wrote c. is writing d. has been writing

4. We often ... letters.

a. are writing b. have written c. have been writing d. write

5. He ... a letter when we came.

a. write b. was writing c. has been writing d. has written

6. She ... the letter by 4 o'clock tomorrow.

a. will write b. will be writing c. will have written d. writes

4. Активный или пассивный залог

1. Sport cars ... at the maximum speed.

a. move b. are moved

2. The furniture ... by our workers.

a. move b. is moved

3. The coal ... at the moment.

a. is carrying b. is being carried

4. They ... coal at the moment.

a. are carrying b. are being carried

5. The matter ... now.
 a. is considering b. is being considered
6. They ... the matter now.
 a. are being considered b. are considering

5. Переведите предложения на английский язык, используя пассивный залог:

1. Фильм показывают каждый день.
2. Этот дом был разрушен в 1944 году.
3. Завтра меня спросят на уроке истории.

6. Раскройте скобки, употребляя глаголы в требуемой форме для условных предложений 1, 2 и 3 типов

1. If my friend (to be) at home, he will tell us what to do.
2. If he were not such an outstanding actor, he (not to have) so many admirers.
3. If you (to give) me your address, I shall write you a letter.
4. If she (not to be) so absent-minded, she would be a much better student.
5. If my sister does not go to the south, we (to spend) the summer in St Petersburg together.
6. If they (not to go) to Moscow last year, they would not have heard that famous musician.

7. Выберите правильный вариант

1. You ... whisper. Nobody can hear us.

A needn't C may not
 B mustn't D needn't to

2. According to the manager's order you ... wear jeans in the office.

A don't have to C can't
 B mustn't D needn't

3. You ... leave earlier today if you want.

A may C should
 B must D have to

- 4.... I speak to Mr Brown, please?

A shall C must
 B could D ought

5. The waiter had to change the plates several times, ...?

A had he **C did he**
 B hadn't he D didn't he

6. Mum, ... I buy an ice-cream?

A need **C may**
 B should D must

2 Чтение

Прочитайте утверждения 1—6 и следующий за ними текст. Установите соответствие между утверждениями и содержанием текста. Запишите в таблицу цифру 1, если утверждение верное, цифру 0, если утверждение неверное.

1. Some countries which were not part of the British Empire are affected by the Westminster model.
2. The Westminster model may be referred to as the democratic form of governing.
3. The 18th and the beginning of the 19th centuries were marked by the Industrial revolution in Great Britain.
4. Great Britain was a pioneer in urbanization of the nation.

5. The middle class prevailed in Great Britain.
6. Queen Victoria turned the nation into the richest in the world.

The British Empire influenced a lot of countries. Even parts of the world never included in the British Empire have adopted the British system of parliamentary government, often referred to as the Westminster model. Originally a vehicle for royal authority, this system gradually evolved into a representative government and finally became a means through which democracy could be exercised. Today legislative power comes from the lower house of Parliament, known as the House of Commons. The freely elected members of the House of Commons select the nation's chief executive, the prime minister. He or she in turn appoints members of the House of Commons to the Cabinet, a body of advisers. Because the executive is not separated from the legislature, the government is efficient as well as responsive to the electorate.

Britain was a pioneer in economic matters. The first industrial revolution occurred in Britain in the 18th and early 19th centuries and led to the development of the world's first society dominated by a middle class. Britain was the first nation to have more than half of its population living in urban areas. Rapid economic development and worldwide trade made Britain the richest nation in the world during the reign of Queen Victoria in the 19th century. For a long time before and after the Industrial Revolution, London was the center of world capitalism, and today is still one of the world's most important business and financial centres.

1	2	3	4	5	6

Задания для оценки освоения раздела 4. «Вселенная и человек»

Обучающийся должен:

знать:

- лексический и грамматический минимум раздела 3, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности;

уметь:

- общаться (устно и письменно) на иностранном языке на профессиональные темы, предусмотренные в разделе 3;

- переводить (со словарем) иностранные тексты профессиональной направленности раздела 3;

- самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.

Вопросы для самоконтроля:

1. Типы вопросов (общий, специальный, альтернативный, разделительный)
2. Восклицательные предложения
3. Числительные (правильное прочтение дат, примеров, уравнений)

Задания

Рубежный контроль по учебной дисциплине «Иностранный язык (английский)» проходит в виде письменной контрольной работы.

Задания рубежного контроля представлены в двух вариантах, которые равноценны по трудности, одинаковы по структуре, параллельны по расположению заданий. Контрольная работа состоит из двух частей грамматики и чтения. Время выполнения – 80 минут.

Контрольная работа (грамматика/чтение)

Вариант 1

1 Грамматика

Тема: Порядок слов в вопросительных предложениях

1. Put the words in the right order to make questions:

Расположите слова в таком порядке, чтобы получилось вопросительное предложение:

D1: have

D2: you

D3: got

D4: any

D5: children

2. Put the words in the right order to make questions:

Расположите слова в таком порядке, чтобы получилось вопросительное предложение:

D1: why

D2: do

D3: you

D4: want

D5: to

D6: work

D7: here

3. Put the words in the right order to make questions:

Расположите слова в таком порядке, чтобы получилось вопросительное предложение:

D1: do

D2: you

D3: like

D4: your

D5: job

4. Put the words in the right order to make questions:

Расположите слова в таком порядке, чтобы получилось вопросительное предложение:

D1: were

D2: you

D3: on

D4: holiday

5. Put the words in the right order to make questions:

Расположите слова в таком порядке, чтобы получилось вопросительное предложение:

D1: how

D2: many

D3: languages

D4: can

D5: you

D6: speak

6. Complete the following question:

Опираясь на контекст, введите пропущенные слова в следующем вопросе:
Where.....from? I am from London.

7. Complete the following question:

Опираясь на контекст, введите пропущенные слова в следующем вопросе:
How often.....on holidays? I go on holidays once a year.

8. Complete the following question:

Опираясь на контекст, введите пропущенные слова в следующем вопросе:
Whereborn? My mother was born in New York.

9. Complete the following question:

Опираясь на контекст, введите пропущенные слова в следующем вопросе:
Whenback? She will be back in a week.

10. Complete the following question:

Опираясь на контекст, введите пропущенные слова в следующем вопросе:
.....me \$50? No, I can't lend you \$50.

11. Choose the most appropriate question tag:

Выберите верную вторую часть разделительного вопроса:

They were cleaning their shoes,

were they?

they were?

did not they?

weren't they?

they weren't?

12. Choose the most appropriate question tag:

Выберите верную вторую часть разделительного вопроса:

She had to make a speech,

didn't she?

she didn't?

she did?

did she?

had not she?

13. Choose the most appropriate question tag:

Выберите верную вторую часть разделительного вопроса:

They had not written to him,

hadn't they?

didn't they?

had they?

they had?

they hadn't?

14. Choose the most appropriate question tag:

Выберите верную вторую часть разделительного вопроса:

She does not smoke,

she does?

isn't she?
she doesn't?
doesn't she?
does she?

15. Choose the most appropriate question tag:
Выберите верную вторую часть разделительного вопроса:
Nobody liked the play,
didn't they?
they did?
they?
they didn't?
didn't he?

16. Choose the correct questions:
Выберите грамматически правильные вопросы:
Who wrote The Moonlight Sonata in 1853?
Who did The Moonlight Sonata write in 1853?
Who did write The Moonlight Sonata in 1853?
Which note comes after 'fa'?
Which note does come after 'fa'?
Which does note come after 'fa'?

17. Choose the correct questions:
Выберите грамматически правильные вопросы:
Who designed this house?
Who did designed this house?
Who did design this house?
Who discovered America?
Who did discovered America?
Who did discover America?

18. Match the following Russian questions with their English translations:
Соотнесите вопросы на русском языке с их переводами на английский язык:
L1: Кто одолжил Майклу машину? R1: Who lent Michael the car?
L2: Кому Майкл одолжил машину? R2: Who did Michael lend the car?
L3: Кто простил Майкла? R3: Who forgave Michael?
L4: Кого простил Майкл? R4: Who did Michael forgive?
R5: Who loves Michael?
R6: Who does Michael love?

2 Чтение

Установите соответствие между заголовками А-Ф и пронумерованными абзацами текста 1-5. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок.

- A. Was it easy to get to the areas where spices grew?
- B. Who had exclusive rights for pepper trade?
- C. What proves that spices in old times were even more used than today?
- D. Where did rare spices come from?
- E. Merchants from what place were number one in pepper trade?
- F. What was special about use of spices in old times?

1. Pepper, the most common and at the same time the most valued of spices, was frequently treated as a gift of honor from one sovereign to another, or as a polite form of payment instead of money. «Matilda de Chaucer is in the gift of the king, and her land is worth 8 pounds, 2d, and 1 pound of pepper and 1 pound of cinnamon and 1 ounce of silk, » reads a chance record in an old English survey.

2. The amount of these spices bought and sold was astonishing even as compared to modern trade. Venetian galleys, Genoese carracks, and other vessels on the Mediterranean brought great amount of them westward, and they were sold in fairs and markets everywhere. In romances and chronicles, in cook-books, trades-lists, and customs-tariffs, spices are mentioned with a frequency and consideration unknown in modern times.

3. For years the Venetians had a contract to buy from the sultan of Egypt annually 420,000 pounds of pepper. One of the first vessels to make its way to India brought home 210,000 pounds. A fine of 200,000 pounds of pepper was imposed upon one prince of India who refused to sell pepper to the Portuguese in 1520. «Pepper-sack» was a nick-name and yet not a negative epithet applied by German robbers, to Venetians merchants who passed down the Rhine.

4. Yet the location of «the isles where the spices grow» was very distant and obscure to the men of the Middle Ages. John Cabot, in 1497, said that he «was once at Mecca, whither the spices are brought by caravans from distant countries, and having inquired from whence they were brought and where they grew, the merchants answered that they did not know, but that such merchandise was brought from distant countries by other caravans to their home; and they further say that they are also conveyed from other remote regions».

5. Such lack of knowledge was pardonable, that even Marco Polo, one of the most experienced travelers, after spending years in Asia, believed, mistakenly, that such rare spices as nutmegs and cloves were produced in Java. It was only after many, many years that their true place of production became known in Europe. These spices were the native products of the so called Spice Islands, just under the equator, in the midst of the Malay Archipelago. Their light, volcanic soil, could keep moist by the constant damp winds.

1	2	3	4	5

Вариант 2

1 Грамматика

Тема: Порядок слов в вопросительных предложениях

1. Put the words in the right order to make questions:

Расположите слова в таком порядке, чтобы получилось вопросительное предложение:

D1: what

D2: did

D3: you

D4: have

D5: for

D6: breakfast

2. Put the words in the right order to make questions:

Расположите слова в таком порядке, чтобы получилось вопросительное предложение:

D1: were

D2: the

D3: children

D4: reading

D5: the

D6: newspaper

3. Put the words in the right order to make questions:

Расположите слова в таком порядке, чтобы получилось вопросительное предложение:

D1: had

D2: he

D3: been

D4: to

D5: the USA

D6: before

D7: 2000

4. Put the words in the right order to make questions:

Расположите слова в таком порядке, чтобы получилось вопросительное предложение:

D1: what

D2: time

D3: shall

D4: I

D5: phone

D6: you

5. Put the words in the right order to make questions:

Расположите слова в таком порядке, чтобы получилось вопросительное предложение:

D1: will

D2: you

D3: shut

D4: the

D5: door

6. Complete the following question:

Опираясь на контекст, введите пропущенные слова в следующем вопросе:

What.....now? I am writing a short story.

7. Completethefollowingquestion:

Опираясь на контекст, введите пропущенные слова в следующем вопросе:

.....a driving license? Yes, I have got a driving license.

8. Completethefollowingquestion:

Опираясь на контекст, введите пропущенные слова в следующем вопросе:

What time? The bank opens at 9 o'clock.

9. Completethefollowingquestion:

Опираясь на контекст, введите пропущенные слова в следующем вопросе:

When.....them? I visited them a month ago.

10. Completethefollowingquestion:

Опираясь на контекст, введите пропущенные слова в следующем вопросе:

.....here? Yes, she is here.

11. Choose the most appropriate question tag:

Выберите верную вторую часть разделительного вопроса:

The children were not surprised,

were they?

they were?

didn't they?
weren't they?
they weren't?

12. Choose the most appropriate question tag:
Выберите верную вторую часть разделительного вопроса:
Bill has written a novel,
he has?
is he?
has he?
he hasn't?
hasn't he?

13. Choose the most appropriate question tag:
Выберите верную вторую часть разделительного вопроса:
Mary never cooks,
doesn't she?
she doesn't?
does she?
she does?
isn't she?

14. Choose the most appropriate question tag:
Выберите верную вторую часть разделительного вопроса:
They have seen him before,
they have?
haven't they?
have they?
had they?
they haven't?

15. Choose the most appropriate question tag:
Выберите верную вторую часть разделительного вопроса:
Guide dogs can come in,
can't they?
they can't?
can they?
don't they?
they can?

16. Choose the correct questions:
Выберите грамматически правильные вопросы:
Who taught you to drive?
Who did taught you to drive?
Who did teach you to drive?
Who invented the telephone?
Who did invented the telephone?
Who invent did the telephone?

17. Choose the correct questions:
Выберите грамматически правильные вопросы:
What happened to you last night?

What did happen to you last night?
What happen did to you last night?
Who wants to stay here?
Who does want to stay here?
Who do wants to stay here?

18. Match the following Russian questions with their English translations:

Соотнесите вопросы на русском языке с их переводами на английский язык:

L1: Кому звонила Эмма?	R1: Who did Emma telephone?
L2: Кто звонил Эмме?	R2: Who telephoned Emma?
L3: Кто пригласил Эмму?	R3: Who invited Emma?
L4: Кого пригласила Эмма?	R4: Who did Emma invite?
R5: Who wrote Emma?	
R6: Who did Emma write?	

2 Чтение

Установите соответствие между заголовками А-Ф и пронумерованными абзацами текста 1-5. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок.

- A. There are lots of achievements to proud of.
- B. Different actions were taken for one reason.
- C. A lot of time was lost in protecting nature.
- D. Nature protection has to struggle against industries.
- E. The two aimed to help wildlife.
- F. There was no time to lose.

1. More than a hundred years ago, two men who barely knew each other climbed up into the Sierra Nevada wilderness and spent four days exploring mountains and tracking wildlife. They saw elk and black bear, wild iris and larkspur. They drank from streams, slept on beds of pine needles, and awoke from a night camping on Glacier point to find four feet of sunrise snow. When they came down from the mountains, President Theodor Roosevelt and Sierra Club founder John Muir were good friends. Over their parting handshake they made a pact: They would work together to save America's wilderness. And they did.

2. The United States had already lost most of its buffalo, tall grass prairies, Eastern old-growth forests, and grizzly bears. Bold, immediate action was called for—and taken. Between 1901 and 1909, President Roosevelt and Congress created five national parks, established more than fifty wildlife reserves, and set aside 100 million acres of forest for protection. During the decade, the Sierra Club grew from a hiking club to a political force.

3. John Muir and the growing membership of his Sierra Club conducted guided tours to wild areas to win allies and public support for the preservation efforts, wrote letters and articles in newspapers, pioneered the use of public education, political accountability and lobbying, and legislation to protect the health of our environment. It was the Sierra Club that fled lawsuits to stop pollution in Lake Superior and developments in Everglades, and created books, films, photographs, and advertising for wilderness and wildlife protection.

4. Since its founding in 1892, the Sierra Club has also helped bring about the establishment of Yosemite and more than a score of other national parks; an end to government plans to dam the Colorado River and flood the Grand Canyon; the enactment of the Clean Water Act, Clean Air Act, and Endangered Species Act; the granting of national movement status for Utah's Grand Staircase — Escalante, the giant sequoias of California's Serra Nevada and many more national treasures in different parts of the country, including Alaska.

5. More than a century of national and local conservation campaigns has taught the Sierra Club that no place—despite its official designation, environmental value, or storied past—is ever

completely protected. The oil companies, the logging industry, and developers never give up. And as the nation grows, the pressures to drill, log, and build in special places will also grow.

1	2	3	4	5

Задания для оценки освоения раздела 5. «Как разнообразен этот мир!»

Студент должен:

знать:

- лексический и грамматический минимум раздела 4, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности;

уметь:

- общаться (устно и письменно) на иностранном языке на профессиональные темы, предусмотренные в разделе 4;

- переводить (со словарем) иностранные тексты профессиональной направленности раздела 3;

- самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.

Вопросы для самоконтроля:

1. Неличные формы глагола (инфинитив, причастие, герундий)
2. Фразовые глаголы
3. Британский и американский варианты английского языка

Задания

Рубежный контроль по учебной дисциплине «Иностранный язык (английский)» проходит в виде письменной контрольной работы.

Задания рубежного контроля представлены в двух вариантах, которые равноценны по трудности, одинаковы по структуре, параллельны по расположению заданий. Контрольная работа состоит из двух частей грамматики и чтения. Время выполнения – 80 минут.

Контрольная работа (грамматика/чтение)

Вариант 1

1 Грамматика

Тема: Неличные формы глагола

1. Поставьте глагол в соответствующую форму.
 1. How old were you when you learnt ... ? (drive)
 2. I don't mind ... home but I'd rather ... a taxi. (walk, get)

3. I can't make a decision. I keep ... my mind. (change)
 4. Why did you change your decision? What made you ... your mind? (change)
 5. It was a really good holiday. I really enjoyed ... by the sea again. (be)
2. Составьте предложения из слов в скобках.
 1. I can't find the tickets. (I/seem/lose/them)
 2. I haven't got far to go. (it/not/worth/take/a taxi)
 3. I've got a lot of luggage. (you/mind/help/me)
 3. Закончите второе предложение таким образом, чтобы оно по смыслу было подобно первому предложению
 1. Did you manage to solve the problem? Did you succeed in ...?
 2. I don't read newspapers any more. I've given up
 3. I'd prefer not to go out tonight. I'd rather... .

2 Чтение

Установите соответствие между заголовками А-Ф и пронумерованными абзацами текста 1-5. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок.

- A. Eating traditions
- B. A treat and a song go together
- C. Celebrate to get many presents
- D. Holiday decoration business
- E. Holiday food business
- F. Cooking special holiday dishes

1. Many stores in the USA stock a large range of holiday house decorations for a month before the holiday itself. For instance, on Thanksgiving Day they sell pumpkins and leaves specially designed for adorning. As for Halloween, stores offer flashlights, masks, and skeletons for decorating the gardens and for scaring one's guests. Thus, people alter the attire of their houses several times a year. The wealthier families change not only the season's outside decorations but even the interior of their houses such as curtains, carpets and pictures.

2. On the Eve of Thanksgiving Day, most supermarkets are flooded with turkeys selling at lower prices. Turkey producers have to decrease their price because they must sell all the turkeys as soon as possible, otherwise they will still have them when Christmas comes or even longer. Almost nobody buys turkey for an ordinary meal (during the rest of the year). At Christmas, Americans also cook a turkey or they can choose another traditional dish, e.g. roasted ham.

3. One of the peculiarities of Americans is that they do not usually sit around the table for a holiday meal. For larger groups, all the food usually stands on a special, separate table that is beautifully decorated. Everyone can serve themselves with the food they want. What is more, they do not usually have salads, which may seem rather strange for the Russians living there. Salads, to Americans, may be nothing more than tossed leaves of lettuce with a few other vegetables.

4. One more type of celebration, which is connected with presents, are «showers,» for instance a baby-shower or a wedding-shower. For a baby-shower, a pregnant woman is given presents for her future child, whereas for a wedding-shower a bride receives presents for her household. These showers are popular because on the one hand, it is usually a moderate price to rent a cafe or a restaurant and order some kind of snacks such as crisps and sauces and salads. On the other hand, it is very pleasant to be «showered» with presents. Many people are usually invited to such parties.

5. As for Birthdays, it is worth mentioning that this holiday is for both friends and family. Often an additional party is organized by a company of friends at which time the one having the birthday is invited to a restaurant to celebrate. Besides a meal, they order a birthday cake and a 'happy birthday song' is performed by the staff of the restaurant. Guests are not expected to give presents

at this kind of a party. Only relatives and close friends give presents for one's birthday. However, they do not necessarily have a family feast. Of course, it depends on your family.

1	2	3	4	5

Вариант 2

1 Грамматика

Тема: Неличные формы глагола

- Поставьте глагол в соответствующую форму.
 - Did I really tell you I was unhappy? I don't remember ... that. (say)
 - "Remember ... Tom tomorrow". "OK. I won't forget (phone)
 - I like ... carefully about things before ... a decision . (think, make)
 - After ... by the police, the man admitted ... the car. (stop, steal)
 - The water here is not very good. I'd avoid ... it if I were you. (drink)
- Составьте предложения из слов в скобках.
 - There's nobody in the house. (everybody/seem/go out)
 - We don't like our flat. (we/think/move)
 - Bill never carries money with him. (he/afraid/rob)
- Закончите второе предложение таким образом, чтобы оно по смыслу было подобно первому предложению
 - Nobody saw me come in. I came in without
 - It will be good to see them again. I'm looking forward to
 - Shall I phone you this evening? Do you want... ?

2 Чтение

Установите соответствие между заголовками А-Ф и пронумерованными абзацами текста 1-5. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок.

- A. Special family days
- B. The right to choose
- C. National spirit traced in different celebrations
- D. They invent local holidays
- E. Love for celebrations
- F. One common event for a national holiday

1. People in every culture celebrate holidays. Although the word «holiday» literally means «holy day, » most American holidays are not religious, but commemorative in nature and origin. As the nation is blessed with rich ethnic heritage, it is possible to trace some of the American holidays to diverse cultural sources and traditions, but all holidays have taken on a distinctively American flavor.

2. Each of the 50 states has the right to observe Federal holidays according to their legislation. However, the majority of the states usually choose the date or day celebrated by the rest of the nation. Still the closing of local government offices and businesses on these holidays vary. For instance, in Washington State there are five official holidays when people have five days off;

however, a company may give their employees three extra days per year to enhance their holiday term.

3. One of the most widely celebrated and popular holidays in the USA is Independence Day. What is rather remarkable about it is the splendid colorful parade. Take, for instance, a parade in Seattle, Washington. Different organizations take part in it. First, usually comes the fire brigades in full dress, with polished fire-engines. Girls throw flowers to them. The firemen and women are regarded as heroes, especially in small towns. Then come the police and other state organizations, fund raisers, voluntary bodies, factories, and small businesses proudly showing off their produce.

4. It is worth mentioning that in the United States, Americans like holidays very much. The word «holiday» for them is synonymous with «celebration». They tend to make some Sundays unique by organizing various festivals and carnivals. On these Sundays you can go to different towns and take part in entertaining events. The main attractions are festivals that welcome in the autumn as the leaves on the trees begin to turn red, orange, and yellow. For example, a festival of wooden boats or classical automobiles, or a wood-chopping contest and an auction are popular activities.

5. As for family celebrations in the USA, it is worth saying that these holidays are mostly calm and quiet. The most popular family holidays are Thanksgiving Day and Christmas. The extended families gather for these two events. Americans prepare only traditional meals for these holidays. For instance, for Thanksgiving Day there will be a roast turkey with cranberry sauce, white mashed potatoes (which ARE indispensable with turkey). Other sweet potatoes or yams, vegetables and a pumpkin pie.

1	2	3	4	5

Раздел 5 Профессиональная сфера общения (Продолжающий курс)

Студент должен:

знать:

- лексический и грамматический минимум раздела 5, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности;

уметь:

- общаться (устно и письменно) на иностранном языке на профессиональные темы, предусмотренные в разделе 5;

- переводить (со словарем) иностранные тексты профессиональной направленности раздела 5;

- самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.

Вопросы для самоконтроля:

1. Сочетания с глаголами do и make
2. Предлоги места и времени

Задания

Рубежный контроль по учебной дисциплине «Иностранный язык (английский)» проходит в виде письменной контрольной работы.

Задания рубежного контроля представлены в двух вариантах, которые равноценны по трудности, одинаковы по структуре, параллельны по

расположению заданий. Контрольная работа состоит из двух частей грамматики и лексики. Время выполнения – 80 минут.

Контрольная работа (грамматика/лексика)

Вариант 1

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

Cricket

One of the most popular sports in England is cricket. It is sometimes called the national sport and many adults and (1)_____ (CHILD) play it in their spare time or at school. It (2)_____ (PLAY) by two teams of eleven and has some similarities to baseball. To put it simply, the aim is to score runs and the side (3)_____ (SCORE) most runs wins. The game is quite old, and the (4)_____ (EARLY) references to it date from the 1500s. Spectators (5)_____ (WATCH) cricket matches for hundreds of years in many parts of England. The list of famous cricket grounds (6)_____ (INCLUDE) Lord's in London and Old Trafford in Manchester. 'Test cricket' is the name (7)_____ (GIVE) to five-day matches between different countries.

Вариант 2

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.

In Britain, the AA (or Automobile Association) has been providing assistance to drivers for over 100 years. In that time, the (1)_____ (MEMBER) has grown from 100 drivers to 15 million. The AA is involved in many different (2)_____ (ACTIVE), including publishing books and maps. However, it is best known for helping (3)_____ (FORTUNE) drivers who have had an accident or whose cars have broken down. It also tries to persuade the (4)_____ (GOVERN) to introduce new laws which will help drivers and improve road (5)_____ (SAFE). For example, the AA was in favour of the 1983 law which made it illegal to drive without a seatbelt.

Контрольная работа (грамматика/лексика)

Вариант 1

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами В 4- В 10, так, чтобы они грамматически соответствовали содержанию текста. Каждый пропуск соответствует отдельному заданию В4-В10, верные ответы занесите в таблицу.

Albert Schweitzer, a Nobel Peace Prize Winner

B4. Albert Schweitzer is known throughout the world for his
Missionary work in Africa. He was born on January 14,
1875 in Alsace, which was part of Germany and _____
part of France after World War I.

LATE

B5. He was a talented person. By the age of thirty, he _____
As an author, a lecturer, and a musician.

KNOW

B6. It was at this time that he learned of the great need of medical doctors in Africa. He decided to become a doctor of medicine. In 1913, Doctor Schweitzer and his wife _____ for Africa. LEAVE

B7. The morning after the Schweitzers arrived, they started to treat their patients in an old farmhouse. However, a new hospital building _____ with the help and the trust of the African people. BUILD

B8. Their work was interrupted by World War I. Only in 1924, Dr. Schweitzer was finally able to return to Lambarene to rebuild the hospital. When Mrs. Schweitzer came back to Africa in 1929, the hospital was much _____ . LARGE

B9. In 1953 Dr.Schweitzer _____ the Nobel Prize. GIVE

B10. He was grateful, but said, “No man has the right to pretend that he _____ enough for the cause of peace or declare himself satisfied.” WORK

B5	B6	B7	B8	B9	B10

Вариант 2

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами В 11- В 16, так, чтобы они грамматически соответствовали содержанию текста. Каждый пропуск соответствует отдельному заданию В11-В16, верные ответы занесите в таблицу.

Tourism in Britain

B11. Every year more than eleven million tourists visit Britain. In fact, tourism is an _____ industry, employing thousands of people. IMPORTANCE

B12. Most _____ come in the summer months when they can expect good weather. VISIT

B13. Tourists _____ spend a few days in London, then go on to other well-known cities. USUAL

B14. Perhaps the least visited places in England are old....ю _____ towns. INDUSTRY

B15. But many people think that nineteenth century cities show the _____ of Britain. REAL

B16. The _____ of the past is to be still seen in their old streets.

GREAT

1	2	3	4	5	6

3.5. Промежуточная аттестация

Форма проведения промежуточной аттестации по дисциплине «Иностранный язык» – дифференцированный зачёт.

Обязательным является развёрнутый ответ обучающегося на один из вопросов по заданию преподавателя.

Время выполнения задания: 90 минут на одного обучающегося.

Оборудование: бумага, шариковая ручка, ведомость.

Задания для дифференцированного зачета

Вариант 1

1 Прочитайте и переведите текст со словарем

Industry and Agriculture of Great Britain

Great Britain is known to be a highly-developed industrial country. The main branches of industry are ship-building, machine-building, metal industry, chemical and textile industry. The main industrial centres are London, Birmingham, Manchester, Leeds, Glasgow, etc. The leading centres of the textile region are Liverpool and Manchester. Manchester is the chief cotton manufacturing city.

Every town produces certain kinds of yarn and fabrics. Plants producing textile machinery not only satisfy the needs of British industry, but also export great quantities of machinery to other countries. Great Britain exports motor-cars, agricultural tractors, railway and motor vehicles, cotton and wollen fabrics and other things. About 1/4 of its gross domestic product comes from the export of goods and services.

The notable growth has been seen in electrical and instrument engineering, mechanical engineering, food, paper, printing and publishing. It is the world's tenth largest steel producer and a major producer of alloys used by the aerospace, electronic, petrochemical and other industries. Its chemical industry is the 3rd largest in Europe and the 5th largest in the western world. The British aerospace industry is the 3rd largest in the world. The clothing industry, one of the largest in Europe, meets about 2/3 of domestic demand, and the wollen industry is one of the world's largest.

Great Britain is the 5th largest trading nation in the world. Export of goods and services is equivalent to 1/4 of gross domestic product. Banking, finances, insurance, business services account for 14 percent of the British economy's total output. Over 3/4 of Britain's landscape is used for agriculture.

2 Задайте 5 вопросов к тексту

3 Напишите 5-6 предложений о своей будущей профессии

Вариант 2

1 Прочитайте и переведите текст со словарем

The Towns of Great Britain

The centre of everything in Great Britain is the city of London. It's situated at the centre of a vast national and international network of communication. London consists of four main districts, which differ from each other. These are the City, Westminster, the West End and the East End. London's industries are extremely varied. Among them an extensive system of docks and port industries, electrical engineering, the motor car industry and other. The other towns, situated to the north of the Thames are Oxford and Cambridge.

Oxford was first mentioned in recorded history in the tenth century and later became an important trade centre in medieval times, then it developed into leading educational centre. Cambridge is also best known for its ancient university. Its industries are mostly concerned with electronics which has an international reputation.

Bristol dominates South-west England, both as the region's largest seaport and as its largest city. It is a major centre of metallurgy, aircraft and chemical industries. Of the towns situated in the south of England the largest ones are Southampton, Portsmouth and Brighton. Southampton is primarily a seaport, the most important on the south coast.

Brighton is one of the most popular seaside resorts of Britain. It has mild climate, warm sea and wonderful beaches.

Manchester is a city of ancient origin. By the 17th century it was great commercial city, a centre of textile industry. Now engineering along with clothing manufacture are most important industries there.

Sheffield, situated in South Yorkshire, produces almost two-thirds of the country's alloy steel, it is famous for its-tools and cutlery. Other industries include paper making machinery and food processing.

In North Yorkshire the largest town is York. Its leading industries are engineering and manufacture of confectionery. York attracts many tourists because of its famous medieval city walls.

2 Задайте 5 вопросов к тексту

3 Напишите 5-6 предложений о своей будущей профессии

КРИТЕРИИ ОЦЕНКИ ЗНАНИЙ

Оценка **«отлично»** выставляется обучающемуся, обнаружившему всестороннее, систематическое и глубокое знание учебно-программного материала. Показавшему умение свободно выполнять задания, предусмотренные программой. Усвоившему основную и ознакомившемуся с дополнительной литературой, рекомендованной программой. Усвоившему взаимосвязь основных понятий дисциплины в их значении для приобретаемой специальности. Проявившему творческие способности в понимании, изложении и использовании учебно-программного материала.

Оценка **«хорошо»** выставляется обучающемуся, обнаружившему полное знание учебно-программного материала, успешно выполняющему предусмотренные в программе задания, усвоившему основную литературу, рекомендованную в программе, показавшему систематический характер знаний по дисциплине и способному к их самостоятельному пополнению, и обновлению в ходе дальнейшей учебной работы и профессиональной деятельности.

Оценку **«удовлетворительно»** заслуживает обучающийся, обнаруживший знания основного учебно-программного материала в объеме, необходимом для дальнейшей учёбы и предстоящей работы по специальности, справляющийся с выполнением заданий, предусмотренных программой, знакомый с основной литературой, рекомендованной программой. А также допустившим погрешности в ответе на вопросы и при выполнении заданий, но обладающим необходимыми знаниями для их устранения под руководством преподавателя.

Оценка **«неудовлетворительно»** выставляется обучающемуся, обнаружившему значительные пробелы в знаниях основного учебно-программного материала, допустившему принципиальные ошибки в выполнении предусмотренных программой заданий.

Список рекомендуемой литературы:

1 Голубев, А.П. Английский язык для всех специальностей : учебник / Голубев А.П., Смирнова И.Б., Жук А.Д. — Москва : КноРус, 2018. — 280 с. — (СПО). — ISBN 978-5-406-06567-9. — URL: <https://book.ru/book/929941>.

Дополнительные источники:

1.Карпова, Т.А. English for Colleges = Английский язык для колледжей.

Практикум + eПриложение : тесты : практикум / Карпова Т.А., Восковская А.С., Мельничук М.В. — Москва : КноРус, 2018. — 286 с. — ISBN 978-5-406-06280-7. — URL: <https://book.ru/book/927088> .

2. Белоусова, А.Р. Английский язык для студентов сельскохозяйственных вузов [Электронный ресурс] : учебное пособие / А.Р. Белоусова, О.П.

Мельчина. — Электрон. дан. — Санкт-Петербург : Лань, 2016. — 352 с. — Режим доступа: <https://e.lanbook.com/book/71743>.

Интернет-ресурсы

1. Электронный словарь (более 30 англо-русских, русско-английских и толковых словарей общей и отраслевой лексики) - www.lingvo-online.ru
2. Macmillan Dictionary с возможностью прослушать произношение слов - www.macmillandictionary.com/dictionary/british/enjoy
3. Энциклопедия «Британника» - www.britannica.com.
4. Longman Dictionary of Contemporary English - www.ldoceonline.com
5. Интернет-ресурс с практическими материалами для формирования и совершенствования всех видов-речевых умений и навыков - www.study.ru, www.macmillanenglish.com;
6. BBC Learning English - www.bbc.co.uk;
7. For teachers and students - www.english-to-go.com;
8. BBC Learning English authentic video clips on a variety of topics)/Grammar - www.bbc.co.uk/videonation;
9. Литература по английскому языку - www.macmillan.ru;
10. One stop English - www.onestopenglish.com