**СПБ ГБОУ СПО « НЕВСКИЙ МАШИНОСТРОИТЕЛЬНЫЙ ТЕХНИКУМ»**

**МЕТОДИЧЕСКАЯ РАЗРАБОТКА**

**по предмету «Английский язык»**

**по теме : « ФОС по специальностям СПО «Технология машиностроения» и «Автомобиле и тракторостроение» для 1,2,3,4 курса ».**

Разработчик: **Большакова Е.Е.**

преподаватель английского языка

Санкт-Петербург

2014

**Комитет по науке высшей школе**

**Санкт-Петербургское государственное бюджетное образовательное учреждение среднего профессионального образования "Невский машиностроительный техникум"**

**ФОНД**

**ОЦЕНОЧНЫХ СРЕДСТВ**

**ПО УЧЕБНОЙ ДИСЦИПЛИНЕ**

**Иностранный язык (английский)**

**по специальностям СПО**

**151901 Технология машиностроения**

**190103 Автомобиле и тракторостроение**

**Санкт-Петербург**

**2014г.**

**Содержание**

1.*Общие положения .*

*2.1. Комплект измерительных материалов текущего контроля .*

*(Контрольная точка 1)*

1. Паспорт оценочных средств контрольной точки № 1.

2. Форма текущего контроля и процедура проведения.

3. Система и критерии оценок результатов текущей аттестации.

*2.2. Комплект измерительных материалов текущего контроля .*

*(Контрольная точка 2)*

1. Паспорт оценочных средств контрольной точки № 2.

2. Форма текущего контроля и процедура проведения.

3. Система и критерии оценок результатов текущей аттестации.

*2.3. Комплект измерительных материалов текущего контроля .*

*(Контрольная точка 3)*

1. Паспорт оценочных средств контрольной точки № 3.

2. Форма текущего контроля и процедура проведения.

3. Система и критерии оценок результатов текущей аттестации.

3.*Комплект измерительных материалов промежуточного контроля.*

*( в форме дифференцированного зачета)*

1. Паспорт оценочных средств контрольной точки № 1.

2. Форма промежуточного контроля и процедура проведения.

3. Система и критерии оценок результатов промежуточной аттестации.

4*. Пакет заданий .*

1. **Общие положения**

В результате освоения дисциплины обучающийся должен

**знать/понимать:**

– значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения;

– языковой материал:идиоматические выражения, оценочную лексику, единицы речевого этикета, перечисленные в разделе «Языковой материал» и обслуживающие ситуации общения в рамках изучаемых тем;

– новые значения изученных глагольных форм (видо-временных, неличных), средства и способы выражения модальности; условия, предположения, причины, следствия, побуждения к действию;

– лингвострановедческую, страноведческую и социокультурную информацию, расширенную за счет новой тематики и проблематики речевого общения;

– тексты, построенные на языковом материале повседневного и профессионального общения, в том числе инструкции и нормативные документы по профессиям НПО и специальностям СПО;

-лексический минимум 2000 слов для рецептивного усвоения, из них 600 слов – для продуктивного усвоения иностранных текстов общекультурной и профессиональной направленности.

**уметь:**

**говорение**

–вести диалог (диалог–расспрос, диалог–обмен мнениями/суждениями, диалог–побуждение к действию, этикетный диалог и их комбинации) в ситуациях официального и неофициального общения в бытовой, социокультурной и учебно-трудовой сферах, используя аргументацию, эмоционально-оценочные средства;

– рассказывать, рассуждать в связи с изученной тематикой, проблематикой прочитанных/прослушанных текстов; описывать события, излагать факты, делать сообщения;

– создавать словесный социокультурный портрет своей страны и страны/стран изучаемого языка на основе разнообразной страноведческой и культуроведческой информации;

**аудирование**

– понимать относительно полно (общий смысл) высказывания на изучаемом иностранном языке в различных ситуациях общения;

– понимать основное содержание аутентичных аудио- или видеотекстов познавательного характера на темы, предлагаемые в рамках курса, выборочно извлекать из них необходимую информацию;

– оценивать важность/новизну информации, определять свое отношение к ней;

**чтение**

– читать аутентичные тексты разных стилей (публицистические, художественные, научно-популярные и технические), используя основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое) в зависимости от коммуникативной задачи;

**письменная речь**

– описывать явления, события, излагать факты в письме личного и делового характера;

– заполнять различные виды анкет, сообщать сведения о себе в форме, принятой в стране/странах изучаемого языка;

**использовать приобретенные знания и умения в практической и профессиональной деятельности, повседневной жизни.**

Таблица 1

|  |  |
| --- | --- |
| **Знания/умения** | **Раздел, тема** |
| **Знать/понимать**: значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения; | **1 курс**  раз.1т.1.1,1.2,2.1,4.1.4.2 , 4.3,5.1,5.2,8.1,8.2,9.1,10.1 10.2,10.3,;  раз.2 т.4.1 |
| **Знать/понимать:** языковой материал:идиоматические выражения, оценочную лексику, единицы речевого этикета, перечисленные в разделе «Языковой материал» и обслуживающие ситуации общения в рамках изучаемых тем; | раз.1т.1.1,1.2,2.1,2.2.3.1, 5.1,5.2 ;раз.2 т.4 |
| **Знать/понимать:** новые значения изученных глагольных форм (видо-временных, неличных), средства и способы выражения модальности; условия, предположения, причины, следствия, побуждения к действию; | раз.2т.3.1,3.2,3.3,5.1 |
| **Знать/понимать:**лингвострановедческую, страноведческую и социокультурную информацию, расширенную за счет новой тематики и проблематики речевого общения; | раз.1т.10.1-10.3,11.1,12.1 |
| **Знать/понимать:** тексты, построенные на языковом материале повседневного и профессионального общения, в том числе инструкции и нормативные документы по специальностям СПО; | раз.1 т.7.1; раз.2т.1.1-1.2,2.1,3.1-3.4, 4.1-4.3,5.1 |
| **Знать/понимать:** лексический минимум 2000 слов для рецептивного усвоения, из них 600 слов – для продуктивного усвоения иностранных текстов общекультурной и профессиональной направленности. | раз.1т.5.1-5.2,6.1-6.2,10.1-10.3,11.1,12.1;  раз.2т.1.1-1.2,2.1,3.1-3.4, 4.1-4.3,5.1 |
| **Уметь:**  **Говорение**  вести диалог (диалог–расспрос, диалог–обмен мнениями/суждениями, диалог–побуждение к действию, этикетный диалог и их комбинации) в ситуациях официального и неофициального общения в бытовой, социокультурной и учебно-трудовой сферах, используя аргументацию, эмоционально-оценочные средства; | раз.1т.2.1,4.1-4.3,5.1-5.2, 8.1-8.2;  раз.2т.4.1 |
| **Уметь:**рассказывать, рассуждать в связи с изученной тематикой, проблематикой прочитанных/прослушанных текстов; описывать события, излагать факты, делать сообщения; | раз.1т. 6.1-6.2,9.1,10.1-10.3,11.1,12.1  раз.2т.1.1-1.2,2.1,3.1-3.4, 4.1-4.3,5.1 |
| **Уметь:**создавать словесный социокультурный портрет своей страны и страны/стран изучаемого языка на основе разнообразной страноведческой и культуроведческой информации; | раз.1т .10.1-10.3,11.1,12.1 |
| **Уметь:**  **аудирование**  понимать относительно полно (общий смысл) высказывания на изучаемом иностранном языке в различных ситуациях общения; | раз.1т.1.1-1.2,2.1,3.1,4.1-4.3,5.1-5.2,8.1-8.2;  раз.2т.4.1 |
| **Уметь:**понимать основное содержание аутентичных  аудио- или видеотекстов познавательного характера на темы, предлагаемые в рамках курса, выборочно извлекать из них необходимую информацию; | раз.1т 10.1-10.3,11.1,12.1 |
| **Уметь:**оценивать важность/новизну информации, определять свое отношение к ней; | раз.1.7.1; раз.2т.1.1-1.2,2.1,3.1-3.4, 4.1-4.3,5.1 |
| **Уметь:**  **чтение**  читать аутентичные тексты разных стилей (публицистические, художественные, научно-популярные и технические), используя основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое) в зависимости от коммуникативной задачи; | раз.1т.7.1,9.1,10.1-10.3, 11.1,12.1 ;  раз.2т.1.1-1.2,2.1,3.1-3.4, 4.1-4.3,5.1 |
| **Уметь:**  **письменная речь**  описывать явления, события, излагать факты в письме личного и делового характера; | раз.1т.1.1-1.2,2.1,4.1-4.2;  раз.2т.4.1 |
| **Уметь:**заполнять различные виды анкет, сообщать  сведения о себе в форме, принятой в стране/странах изучаемого языка; | раз.1т.1.1-1.2 |

***2.1. Комплект измерительных материалов текущего контроля***

**(Контрольная точка № 1.)**

**II. Комплекты измерительных материалов**

***2.1. Комплект измерительных материалов текущего контроля***

***(Контрольная точка 1)***

**1. Паспорт оценочных средств контрольной точки № 1**

В результате оценки осуществляется проверка следующих объектов:

Таблица 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Объекты оценивания** | **Показатели** | **Критерии** | **Тип задания** | **Форма аттестации** |
| Знать : артикли (определенный, неопределенный), числительные (количественные, порядковые,дроби,даты обозначения времени), образование множественного числа существительных.  Уметь: определять артикли , использовать их в письменной речи.  Уметь: образовывать множественное число существительных.  Уметь : использовать числительные.  Уметь:переводить предложения с английского языка на русский. | В соответствии с уровнем выполнения контр. работы:  работа выполнена;  работа выполнена, но с ошибками;  работа не выполнена.    Осуществить литературный перевод задания. | Правильность использования в практических заданиях теоретических знаний по грамматике.    Литературный перевод задания. | Практические задания | Контрольная работа №1 |

**2. Форма текущего контроля и процедура проведения**

Контрольная точка №1 проводится по темам разд.1 по т.1.3,2.1,2.2,4.1-4.3 в форме контрольной работы №1 , согласно Технологической карте. Контрольная работа № 1 включают в себя 5 практических заданий. Выполнение контрольной работы предполагает использование англо-русского и русско-английского словарей, таблиц. На выполнение заданий контрольной работы отводится 90 минут во время занятия.

**3. Система и критерии оценок результатов текущей аттестации**

Контрольная работа содержит 5 заданий. За каждое правильно выполненное задание ставится 20 баллов. Для успешного выполнения контрольной работы

обучающимся необходимо набрать от 60-100 баллов.

Таблица 3

|  |  |
| --- | --- |
| **Диапазон**  **оценки в баллах** | **Описание оценок** |
| 80 -100 | **Отлично- «5» -** теоретическое содержание материала освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом в основном сформированы, все предусмотренные программой обучения учебные задания выполнены, качество выполнения большинства из них оценено числом баллов, близким к максимальному. |
| 60-80 | **Хорошо-«4»** - теоретическое содержание материала освоено полностью, без пробелов, некоторые практические навыки работы с освоенным материалом сформированы недостаточно, все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками. |
| 40-60 | **Удовлетворительно-«3»** - теоретическое содержание материала освоено частично, но пробелы не носят существенного характера, необходимые практические навыки работы с освоенным материалом в основном сформированы, большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий, содержат ошибки. |
| Менее 40 | **неудовлетворительно-«2»** - теоретическое содержание материала освоено частично, необходимые практические навыки работы не сформированы, большинство предусмотренных программой обучения учебных заданий не выполнено, либо качество их выполнения оценено числом баллов, близким к минимальному; при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий. |

***2.1. Комплект измерительных материалов текущего контроля***

**(Контрольная точка № 1.)**

Задание 1. Поставьте артикли .

1. \_\_Mall is a wide avenue leading from \_\_\_ Trafalgar Square to \_\_Buckingham Palace,

the residence of the English kings. 2. \_\_\_ Bolshoi Theatre is famous for its ballet  
performances. 3. My\_\_\_\_\_favourite subject at \_\_\_ school was\_\_\_\_ biology. 4. He made \_\_\_\_gross mistake. economists can't make such\_\_\_\_ mistakes. 5. \_ Pacific is*\_\_\_\_\_\_* largest Ocean on our planet. 6. \_\_\_\_Urals are old and not very high.7. Look out!

\_\_\_\_cat is on \_\_TV! 8. On \_\_\_one hand, \_\_\_\_ facts he presented are true, but on \_\_\_\_\_other hand, I can't trust them. 9.\_\_\_\_air was fresh and cool. 10.\_\_\_\_oil is lighter than \_ \_\_\_\_ water. 11.\_\_\_\_\_life is impossible without water and air. 12. Could you tell me \_\_\_\_ time, please? - It'squarter past six. 13. She usually goes shopping on \_\_\_ Thursdays, but \_\_\_last Thursday she didn't do shopping. She had to go to \_\_\_dentist's.

Задание 2. Напишите числительные.

Five and one sixth; 1 3/5; 2/3; One fifth; 0.001 ; 6,305 ; 59.42 ; Nought point two ; 25.45 ;4.5; 34,015; 2.5 .

Задание З. Напишите множественное число существительных

Knowledge, fruit, story, play, prize, child, goose, roof, bush, name, key, sheep, woman, class, cup, city, page, tooth, ox, news, sugar, flag, knife, mouse, foot, deer, money.

Задание 4.(а) Напишите даты.

2 июля 1700г., 13 марта 1324г., 9 декабря 2011г. 5 января 1905г., 16 мая 1976г., 1 сентября 1986г., 7 февраля 1985г.

Задание 4 .(b) Напишите время

22.00,8.45,9.11,7.10,6.20,3.15, 12.00,4.30,17.00.

Задание 5. Переведите предложения.

1.The windows is his car are made of unbreakable glass. 2. He gave me a glass of water. 3. These are the works of Shakespeare. 4 .Celsius or Fahrenheit scales are used m many countries. 5 .She always criticizes the government's policy. 6. They run a very profitable business somewhere in South Africa. 7. Business is an essential part of American life. 8.A lot of different peoples live in Asia.

**II. Комплекты измерительных материалов**

***2.2. Комплект измерительных материалов текущего контроля***

***(Контрольная точка 2)***

**1. Паспорт оценочных средств контрольной точки № 2**

В результате оценки осуществляется проверка следующих объектов:

Таблица 4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Объекты оценивания** | **Показатели** | **Критерии** | **Тип задания** | **Форма аттестации** |
| Знать : артикли (определенный, неопределенный), местоимения (притяжательные, возвратные), числительные (количественные, порядковые,дроби,даты обозначения времени), образование множественного числа существительных.  Уметь: определять артикли и местоимения , использовать их в письменной речи.  Уметь: образовывать множественное число существительных.  Уметь : использовать числительные.  Уметь: определять и использовать местоимения в письменной речи. | В соответсвии с уровнем выполнения контр. работы:  работа выполнена;  работа выполнена, но с ошибками;  работа не выполнена. | Правильность использования в практических заданиях теоретических знаний по грамматике. | Практические задания | Контрольная работа №2 |

**2. Форма текущего контроля и процедура проведения**

Контрольная точка №2 проводится по темам раз.1 с т.1.2,2.1,4.1,4.2,4.3,5.2,6.2 в форме контрольной работы №2 , согласно Технологической карте. Контрольная работа №2 включают в себя 5 практических заданий. Выполнение контрольной работы предполагает использование англо-русского и русско-английского словарей, таблиц. На выполнение заданий контрольной работы отводится 90 минут во время занятия.

**3. Система и критерии оценок результатов текущей аттестации**

Контрольная работа содержит 5 заданий. За каждое правильно выполненное задание ставится 20 баллов. Для успешного выполнения контрольной работы

обучающимся необходимо набрать от 60-100 баллов.

Таблица 5

|  |  |
| --- | --- |
| **Диапазон**  **оценки в баллах** | **Описание оценок** |
| 80 -100 | **Отлично- «5» -** теоретическое содержание материала освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом в основном сформированы, все предусмотренные программой обучения учебные задания выполнены, качество выполнения большинства из них оценено числом баллов, близким к максимальному. |
| 60-80 | **Хорошо-«4»** - теоретическое содержание материала освоено полностью, без пробелов, некоторые практические навыки работы с освоенным материалом сформированы недостаточно, все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками. |
| 40-60 | **Удовлетворительно-«3»** - теоретическое содержание материала освоено частично, но пробелы не носят существенного характера, необходимые практические навыки работы с освоенным материалом в основном сформированы, большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий, содержат ошибки. |
| Менее 40 | **неудовлетворительно-«2»** - теоретическое содержание материала освоено частично, необходимые практические навыки работы не сформированы, большинство предусмотренных программой обучения учебных заданий не выполнено, либо качество их выполнения оценено числом баллов, близким к минимальному; при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий. |

***2.2. Комплект измерительных материалов текущего контроля***

**(Контрольная точка № 2.)**

Задание 1. Поставьте артикли.

1. Tom's planning to take\_\_ boat to go fishing on Sunday. 2. When father

came home, they had dinner and then watched TV. 3. She can't find\_

telegram which she received this morning.4. Are you going to\_\_ country for\_\_

weekend? 5.She usually goes shopping on Thursdays, but last

Thursday she didn't do shopping. She had to go to \_ dentist's. 6. \_\_ Alaska is

the biggest and coldest state in\_\_\_\_\_USA. 7.I went to\_\_ German Republic last summer, but I haven't been to\_\_\_\_\_Netherlands yet. 8. Republic

of \_\_\_China is The third largest country in \_\_\_\_\_\_\_\_ world after Russia

and\_\_\_\_Canada. 9 . Mrs. Patsy is\_\_\_\_last person I'd like to

meet. 10. I like to be in centre of everything. 11. \_\_ United Kingdom

consists of four parts:\_\_\_\_England,\_\_\_\_\_Scotland, \_\_\_\_Wales and

Northern Ireland.

Задание 2. Напишите мн. ч. существительных.

story, information, child, ox, flag, photo, factory, woman, sheep, mouse, deer, tooth, foot, key, man, goose, prize, knife, roof, bush, cup, city, knowledge, fruit, money, sugar.

Задание З.(a) Напишите время.

8.15; 18.00; 12.00; 1.30; 7.45; 4.50; 22.00

Задание 3.(b) Напишите даты.

1 сентября 1974; 31 декабря 1905; 2 ноября 1634; 10 мая 1900; 12 марта

1132; 19 апреля 1811; 11 февраля 1947.

Задание 3.(c) Напишите числительные.

6,372,000 ;35.25; 0.1; 5 1/6; 2/3; 3/4; 1/5; 0.2; 2.45; 4.56; 58,305; 6.35; 0.02.

Задание 4.Из приведенных вариантов выберите правильный.

1. Tell me a little about\_\_

a) yourself

b) myself

с) themselves

d) himself

2.He never talks about\_\_\_

a) ourselves

b) myself

c) themselves

d) himself

3, The horse hurt\_\_\_

a) herself b) himself

c) themselves d)itself

4.I like to find the way *\_\_\_\_*

a) ourselves b) myself

c) themselves d) himself

5. Grandma cut with the cake knife.

a) yourself b) yourselves

c)herself d) himself

6. Jack's brother painted  
the bike .

a) ourselves b) myself c) themselves d) himself

7. "Your face is dirty! Look at \_\_\_\_\_\_in the mirror.  
a) yourself

b)yourselves

c) myself

d) himself

8. "Shall I cook the soup?"- No, I can do it

a) yourself b)yourselves c) myself

d) himself

Задание 5. Используйте соответствующую форму притяжательных местоимений:

l.The man next door has been busy cutting the grass in *(he)* garden.

2.He put *(he)* hand in *(she).*З.This foolish wife *of (I)* thinks I'm a great artist," said he. 4.Very well, Mother, I'll have *(I)* hair cut this afternoon. 5.Then he stopped and pointed and said: "Those are peas. "I said, "We've got some peas, too." "I expect *(you)* are bigger than *(our),"* he said politely.6.Edwin said, "Dear Mary, we all felt with you. *(you)* distress was *(we).”* 7.We can do *(we)* shopping before lunch.8.There's a ghastly article of *(he)* about it in this evening's paper.

9.She folded the letter and replaced it in *(it)* envelope. l0.The children had had *(they)* tea.11.This demand of *(they)* is quite ridiculous. 12.She makes all *(she)* clothes herself. 13..This book is (I). There is *(I)* name on it.

**II. Комплекты измерительных материалов**

***2.3. Комплект измерительных материалов текущего контроля***

***(Контрольная точка 3)***

**1. Паспорт оценочных средств контрольной точки № 3**

В результате оценки осуществляется проверка следующих объектов:

Таблица 6

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Объекты оценивания** | **Показатели** | **Критерии** | **Тип задания** | **Форма аттестации** |
| Знать:степени сравнения прилагательных и наречий.  Знать: модальные глаголы.  Знать : грамматические формы глаголов, систему времен в английском языке.  Знать: Действительный залог (Active Voice). Времена. The Indefinite Tense. The Continuous Tense. The Perfect Tense. The Perfect Continuous Tense.Типы вопросов: общий, альтернативны1, специальный, разделительный.  Уметь: определять времена и использовать их в устной и письменной речи, ставить типы вопросов. | Степени сравнения прилагательных и наречий.  Модальные глаголы.  Видовременные формы группы. | В соответсвии с уровнем выполнения контр. работы:  работа выполнена;  работа выполнена, но с ошибками;  работа не выполнена.  Правильное образование степеней прилагательных и наречий.  Правильное использование модальных глаголов.    Четкое разграничение видовременных форм, правильный выбор лексическх единиц по контекстуальному значению. | Практические задания | Контрольная работа №3 |

**2. Форма текущего контроля и процедура проведения**

Контрольная точка №3 проводится по темам с раз.1т.7.1, 9.1, раз.2 т.3.1,3.2,3.3, в форме контрольной работы №3 , согласно Технологической карте. Контрольная работа №3 включают в себя 4 практических заданий. Выполнение контрольной работы предполагает использование англо-русского и русско-английского словарей, таблиц. На выполнение заданий контрольной работы отводится 90 минут во время занятия.

**3. Система и критерии оценок результатов текущей аттестации**

Каждая контрольная работа содержит 4 задания. За каждое правильно выполненное задание ставится 25 баллов. Для успешного выполнения контрольной работы обучающимся необходимо набрать от 50-100 баллов.

Таблица 7

|  |  |
| --- | --- |
| **Диапазон**  **оценки в баллах** | **Описание оценок** |
| 75 - 100 | **Отлично- «5» -** теоретическое содержание материала освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом в основном сформированы, все предусмотренные программой обучения учебные задания выполнены, качество выполнения большинства из них оценено числом баллов, близким к максимальному. |
| 50-75 | **Хорошо-«4»** - теоретическое содержание материала освоено полностью, без пробелов, некоторые практические навыки работы с освоенным материалом сформированы недостаточно, все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками. |
| 40-50 | **Удовлетворительно-«3»** - теоретическое содержание материала освоено частично, но пробелы не носят существенного характера, необходимые практические навыки работы с освоенным материалом в основном сформированы, большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий, содержат ошибки. |
| Менее 40 | **неудовлетворительно-«2»** - теоретическое содержание материала освоено частично, необходимые практические навыки работы не сформированы, большинство предусмотренных программой обучения учебных заданий не выполнено, либо качество их выполнения оценено числом баллов, близким к минимальному; при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий. |

***2.3. Комплект измерительных материалов текущего контроля***

**(Контрольная точка № 3.)**

Зачетна

Exercise 1. Find and correct the mistakes if any.

1. I`m busier **than** my little sister. 2. London is **more old** than New York.

3.It's the **most** sharp pencil **I** have. 4. Do you know **the shortest** way to the station?

5.This exercise is **more difficult than** that one. 6. Be **activer** at your lessons, please.

7.She is **the most pretty** girl I've ever known. 8. The boy is **as** **taller as** his father.

9.He makes **more** mistakes than you do. 10. Baseball is **the popularest** summer sport in America. 11. Yesterday he started to feel **more bad**. 12. Soon it began to get **more darker** and it was time 1 back home. 13. He said that money was **the most important** to him.

14. I've got a headache. Be **quieter**, please. 15. Mary's answer is **correcter** than yours.

16. Can you come **more early** next time? 17.You should be **carefuler.**

Exercise 2. Correct the right variant.

1. They ( can/might) be away for the weekend but I`m not sure. 2. You ( may/might) leave now if you wish. 3. (Could/ may) you open the window a bit, please? 4. He (can/could) be French, judging by his accent. 5. (May/can) you play the piano? 6. Listen, please. You (may not/ might not) speak during this exam. 7. They (can`t/may not) still be out! 8. You (couldn`t/might not) smoke on the bus. 9. With luck, tomorrow (may/could) be a sunny day. 10. You (can/may) be right but I`m going back to check anyway.

Exercise 3. Open the brackets and use the Future Perfect, the Present Indefinite, the Present Perfect, the Future Indefinite Tense.

1 By 8 o'clock they (have) dinner. 2 By the end of the week he (finish) the translation. 3 Before you (come) I ( do) all the work . 4 She (look) thought the article by 12 o'clock. 5 They (receive) own letter by Monday. 6 By the time we (get) to the forest the rain (stop). 7 I think he (answer) the better by this time. 8 We (begin) to work after we (read) all the instructions. 9 We (not do) anything until he (take) necessary steps. 10 The committee (prepare) the plan by tomorrow. 11. I suppose when my letter (reach)you I already (return) from my voyage. 12 He (pass) an exam after he (learn) all the material. 13 I am afraid they ( not discuss) all the questions by the time they come. 14 We (not be able) to start the experiment before we (obtain) the necessary data. 15 The secretary already (look) through all the papers before the boss (come) . 16 My train (leave) by the time you (come) to the station.

Exercise 4 Open the brackets and use either the Future Indefinite or the Future Continuous Tense.

1. He has come home from school late today. So he can't go for a walk : he (do) his homework after dinner. 2 Today is Sunday and it is not raining. We (have) tea out in the garden 3 The big stores (have) their summer sales soon. 4 The weather is warn today. We (have), a walk out in the garden. 5 . Ileaving now, but I suppose I (see) you in the evening. 6There is a party' at Betsy's house tonight So I (meet) you in the evening. 7 It's awful to think I (work) this time next week. 8 Wait a little, I (phone) for a taxi. 9 I'm very tired. I think I (go) to bed earlier today. 10 We (play) chess in half an hour. 11 When you come, he still (work) at his report. 12 Tomorrow at this time we (go) to Scotland. 13 Can you imagine that in five days we (cross) the Atlantic on our very home. 14 What you (do) if I come at 5?-1 (watch) TV.

**III. Комплекты измерительных материалов**

***3 . Комплект измерительных материалов промежуточного контроля***

***( в форме дифференцированного зачета)***

**1. Паспорт оценочных средств промежуточного контроля**

В результате оценки осуществляется проверка следующих объектов:

Таблица 8

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Объекты оценивания** | **Показатели** | **Критерии** | **Тип задания** | **Форма аттестации** |
| **знать/понимать:**  значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения;языковой материал:идиоматические выражения, оценочную лексику, единицы речевого этикета, перечисленные в разделе «Языковой материал» и обслуживающие ситуации общения в рамках изучаемых тем;новые значения изученных глагольных форм (видо-временных, неличных), средства и способы выражения модальности; условия, предположения, причины, следствия, побуждения к действию;  лингвострановедческую, страноведческую и социокультурную информацию, расширенную за счет новой тематики и проблематики речевого общения;  тексты, построенные на языковом материале повседневного и профессионального общения, в том числе инструкции и нормативные документы по специальностям СПО;  лексический минимум 2000 слов для рецептивного усвоения, из них 600 слов – для продуктивного усвоения иностранных текстов общекультурной и профессиональной направленности.  **уметь:говорение**  вести диалог (диалог–расспрос, диалог–обмен мнениями/суждениями, диалог–побуждение к действию, этикетный диалог и их комбинации) в ситуациях официального и неофициального общения в бытовой, социокультурной и учебно-трудовой сферах, используя аргументацию, эмоционально-оценочные средства;  рассказывать, рассуждать в связи с изученной тематикой, проблематикой прочитанных/прослушанных текстов; описывать события, излагать факты, делать сообщения;  создавать словесный социокультурный портрет своей страны и страны/стран изучаемого языка на основе разнообразной страноведческой и культуроведческой информации;**аудирование**  понимать относительно полно (общий смысл) высказывания на изучаемом иностранном языке в различных ситуациях общения;  понимать основное содержание аутентичных аудио- или видеотекстов познавательного характера на темы, предлагаемые в рамках курса, выборочно извлекать из них необходимую информацию;оценивать важность/новизну информации, определять свое отношение к ней;**чтение**  читать аутентичные тексты разных стилей (публицистические, художественные, научно-популярные и технические), используя основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое) в зависимости от коммуникативной задачи;  **письменная речь**  описывать явления, события, излагать факты в письме личного и делового характера;  заполнять различные виды анкет, сообщать сведения о себе в форме, принятой в стране/странах изучаемого языка;  **использовать приобретенные знания и умения в практической и профессиональной деятельности, повседневной жизни.** | Осуществить литературный перевод текста профессиональной направленности с учетом профессиональной лексики.  Выполнение задания к тексту.  Сдача устного ответа.  Собеседование по теме ответа. | Литературный перевод текста.  Владение устной речью. | Практическое задание.  Текст. Задания к тексту. | Дифференцированный зачёт. |

**2. Форма промежуточного контроля и процедура проведения**

Формой промежуточной аттестации по дисциплине согласно учебному плану является дифференцированный зачёт. Дифференцированный зачет выставляется с учетом выполненных текущих контрольных работ во время учебного года и устного ответа, проводимого во время зачетного занятия.

Каждому студенту необходимо перевести текст и выполнить задания, данные к нему. При переводе текста студентам разрешается пользоваться словарём. На подготовку ответа отводится 90 мин.

**3.Система и критерии оценок результатов промежуточной аттестации**

Каждому студенту к зачетному занятию необходимо сдать текущие контрольные работы №1 , №2, №3, №4 и подготовить устный ответ .

Во время зачетного занятия студенту необходимо перевести текст , выполнить задания к нему и сдать устный ответ. В устный ответ входит следующее: составить рассказ по темам на выбор : «Образование в Великобритании и США» и «Образование в России» , а также ответить на вопросы преподавателя по теме рассказа . При переводе текста студентам разрешается пользоваться словарём.

Оценивание производится по традиционной шкале: отлично (5), хорошо (4), удовлетворительно (3), неудовлетворительно (2)

**Отлично –** теоретическое содержание учебного материала освоено студентом в полном объеме, без пробелов, необходимые практические навыки устной и письменной речи в основном сформированы, однако они могут быть недостаточными; перевод текста и задания к нему выполнены, хотя некоторые ответы могут содержать лишь незначительные ошибки; качество выполнения оценено числом баллов, близким к максимальному,

**Хорошо -** теоретическое содержание учебного материала освоено студентом в полном объеме, однако в процессе ответа наблюдаются ошибки, в ходе выполнения практических заданий имеются незначительные грамматические погрешности, но в целом практические навыки сформирован; перевод текста и задания к нему выполнены, хотя некоторые ответы могут содержать лишь незначительные ошибки;

**Удовлетворительно** - теоретическое содержание материала освоено частично, необходимые практические навыки работы с текстом не сформированы, большинство заданий не выполнено, либо качество их выполнения очень низкое;

**Условно неудовлетворительно** - большинство заданий не выполнено, при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий.

**4. Пакет заданий .**

**4.1. Практические задания**

**1.Прочитать текст и перевести его на русский язык. Ответить на вопросы**

**к тексту .**

**2. Составить рассказ на выбор по темам: «Образование в Великобритании и США»**

**и «Образование в России».**

**3. Ответить на вопросы преподавателя по теме рассказа.**

**Условия выполнения задания**

1. Место выполнения задания: в учебной аудитории во время зачётного занятия.

2. Максимальное время выполнения задания: 90 минут.

3. Студенты могут воспользоваться словарём при переводе текста.

**«THE SYSTEM OF EDUCATION IN GREAT BRITAIN».**

The system of education in any country is aimed at developing a personality for the good of the individual and society as a whole.

Pre-school education in England begins at the age of 3 or 4. Around half of the children at this age attend nursery schools or playgroups mostly organised by parents. Chil­dren of this age need care as well as education. That's why kids play a lot, learn to listen attentively and to behave.

Compulsory primary education begins at the age of five in England, Wales and Scotland and at four in North­ern Ireland. Children start their school career in an in fant school. Lessons start at 9 a. m. and are over at 4 p.m. They are taught «3 R's»: Reading, wRiting, aRithmetic. Pupils have a lot of fun at school, drawing, reading, dancing or singing.

When they are 7 pupils move to a junior school, which lasts four years till they are 11. They study a lot of sub­jects: English, Mathematics, Science, History, Geogra­phy along with Technology, Music, Art and Physical ed­ucation.

Most of children (over 90 per cent) go to state schools where education is free. Only a small proportion of them attend private (Public) or independent schools. Patents have to pay for the education at these schools. The fees are high and only some families can afford it. So such schools are for the representatives of the high class of England. The most notable Public schools are Eton, Har­row, Winchester, Rugby.

Secondary education begins at 11. The majority of secondary schools are Comprehensive schools where boys and girls study together. Besides, parents can take their sons and daughters to Grammar schools or Secondary Modem Schools.

Grammar schools provide an academic course from 11 to 18. They prepare pupils for colleges and universities.

Many children of working class families go to Modern schools. They give a very limited education. Pupils get instruction in woodwork, metalwork, sewing, short-hand, typing and cooking. After finishing such a school a pu­pil becomes an unskilled worker.

The Comprehensive Schools have their own «Gram­mar school» classes and «Modern classes»

Every pupil has to choose a set of subjects to learn. If he takes up Art he will study English Literature, Music, Art, Drama-and foreign languages. If he is good at exact and natural sciences, he will learn Science: Mathemat­ics, Physics, Chemistry, Biology. Geography, Econom­ics and Technical Drawing.

The British government encourages careers education in the country. That's why secondary schools try to break­down the barriers between education and business, They set up close links with firms to allow their students to take part in business activities.

At around 18 years old teenagers take some exams and coursework to get General Certificate of Education. Those who choose to stay on at school usually study for two further years to pass A level (Advanced level) ex­ams. These exams will give them a chance to enter the university.

**Questions**

1.What is a system of education aimed to?

2.When does the pre-school education in England begin in England, Wales and North Ireland?

3.When does the compulsory education begin in England?

4.What are «R`s» of the infant school?

5.What are Grammar and Comprehensive schools?

6.What are the most famous Public schools in England?

7.What are Modern schools?

8.Are there compulsory subjects in UK?

9.What exams must be taken to enter the University?

**Education**

It is widely known that education helps to form the personality and prepares one for life. That is why all countries consider the system of education a very important part of national politics.

It Russia, everyone has the right to receive education guaranteed by the Constitution. This right is realized by the broad development of compulsory secondary education, voca­tional, specialised secondary and higher education and also by the development of a system of scholarships, grants, evening and correspondence courses. In Russia there is nine-year com­pulsory education, but to enter a university one has to study two years more. School starts at the age of six for Russian children. But most of them have learned letters in kindergarden which is now part of primary school. Primary and secondary schools together comprise eleven years of study. Every school has a "core curriculum" of Russian, Mathematics, Science, Physical Education. A variety of elective subjects are taught at lyceums and gymnasiums.

After finishing secondary school, lyceum or gymnasium one can go on to higher education. All applicants must take competitive examinations. Higher education institutions train undergraduate and graduate students in one or several spe­cializations. The system of higher education in Russia is going through a transitional period. The main objectives of the reform are: decentralization of the higher education sys­tem, development of autonomy in higher education institu­tions, expansion of academic freedoms for faculties and stu­dents, development of new financial mechanisms. All Russian schools until recently have been state-subsidized.

Americans also place a high value on education. Universal access to high quality education has been one of the nation's historic goals.

America's first college, Harward, was founded in 1636. In 1865 education became available to all. The peculiar feature of American education is the absence of central administration. Each of the 50 states controls and directs its own schools. Most states require that children attend schools from the time

they reach six or seven years old until they are sixteen or seventeen.

There is no uniform school organization or curriculum throughout the nation. But certain common features exist. Pre­school education is part of the elementary school. Elementary and secondary schools consist of twelve years of classes which meet for about ten months a year, five days a week and five hours a day. Almost every elementary school curriculum in­cludes English, Mathematics, Science, Social Studies, Music, Art and Physical Education. Many schools include classes teaching basic computer skills.

After graduating from secondary schools a growing number of Americans go on to higher education. American institutions of higher education include: technical training schools, commu­nity colleges, colleges offering four-year bachelor degree pro­grammes and universities which contain one or more colleges, and graduate schools offering master's or doctoral degree pro­grammes. The factors determining an institution's prestige are the quality of the teaching faculty, quality of research facilities, the number and competence of applicants for admission.

The British system of education has a very long history, bu: in the past few years there have been many changes in it. British education was traditionally decentralized, but now the Education Reform Act has led to a compulsory National Curric­ulum for pupils aged five to sixteen in state schools. The Ac; also aims to give parents a wider choice of schools for their children. Thus they have the right to express a preference for a school.

Boys and girls are taught together in most schools. Non-selective comprehensive education caters for children of all abilities. Most children receive free education financed from public funds. 7% of children attend private fee-paying schools.

Around half of 3- and 4-years-olds in Britain receive nurs­ery education and many children attend preschool play groups, mostly organised by parents. Compulsory primary education begins at the age of 5. Children usually start their school career in an infant school and move to a junior school or department at seven. In some schools they move to middle school at the age of eight, nine or ten. These three stages form the primary school, covering the following subjects: English, Maths and Science, History, Geography, Music, Art and Phys­ical Education.

At seven and eleven years old (and at secondary school at fourteen and sixteen) teachers measure children's progress in each subject against attainment targets. For each target there are ten levels of attainment.

The secondary level includes the children from eleven to eighteen. Here they build on the knowledge they have aquired at primary school. And according to the National Curriculum they start to learn a modern foreign language. At the age of sixteen they can get General Certificate of Secondary Education qualifications on the basis of examinations and course work.

If pupils are successful they can continue to more ad­vanced education and training. After a further two years of study the General Certificate of Education Advanced level exam is taken at the age of eighteen and can be combined with the Advanced Supplementary level exam to provide a wider range of subjects. These exams are the main standard for entry to university education and to many forms of professional training. There is also a Certificate of Pre-Vocational Education for those who stay at school till seventeen. This provides a preparation for work on vocational courses.

For those leaving school at sixteen there are Further Educa­tion colleges. Most of them are work-related and vocational.

The next stage is higher education. All British universities enjoy complete academic freedom. There are seventy-nine uni­versities, Oxford and Cambridge being the oldest of them. Over 90% of students receive awards covering tuition fees and maintenance

**Answer the questions:**

1. Why do you think education is so important?
2. How long is compulsory education in Russia?
3. When do Russian children start to study?
4. What is a "core curriculum"? Is it necessary to expand it?
5. How can you enter a higher education institution in Russia?
6. What are the main problems in Russian universities now?
7. What do you know about the history of education in the USA?
8. What is the peculiar feature of American education?
9. For how many years do American children go to school?
10. What does a typical American school curriculum include?
11. What types of higher education institutions do you know?
12. What changes did the British educational system have in the past few years?
13. How is British primary education organized?
14. What exams do British children take? What certificates do the receive?
15. What famous British universities do you know?

**Комитет по науке высшей школе**

**Санкт-Петербургское государственное бюджетное образовательное учреждение среднего профессионального образования "Невский машиностроительный техникум"**

**ФОНД**

**ОЦЕНОЧНЫХ СРЕДСТВ**

**ПО УЧЕБНОЙ ДИСЦИПЛИНЕ**

**ОГСЭ.03 Иностранный язык (английский)**

**по специальностям СПО**

**151901 Технология машиностроения**

**190103 Автомобиле и тракторостроение**

**Санкт-Петербург**

**2014г.**

**Содержание**

1.*Общие положения .*

*2.1. Комплект измерительных материалов текущего контроля .*

*(Контрольная точка 1)*

1. Паспорт оценочных средств контрольной точки № 1.

2. Форма текущего контроля и процедура проведения.

3. Система и критерии оценок результатов текущей аттестации.

*2.2. Комплект измерительных материалов текущего контроля .*

*(Контрольная точка 2)*

1. Паспорт оценочных средств контрольной точки № 2.

2. Форма текущего контроля и процедура проведения.

3. Система и критерии оценок результатов текущей аттестации.

*2.3. Комплект измерительных материалов текущего контроля .*

*(Контрольная точка 3)*

1. Паспорт оценочных средств контрольной точки № 3.

2. Форма текущего контроля и процедура проведения.

3. Система и критерии оценок результатов текущей аттестации.

*2.4. Комплект измерительных материалов текущего контроля .*

*(Контрольная точка 4)*

1. Паспорт оценочных средств контрольной точки № 4.

2. Форма текущего контроля и процедура проведения.

3. Система и критерии оценок результатов текущей аттестации.

3.*Комплект измерительных материалов промежуточного контроля.*

*( в форме дифференцированного зачета)*

1. Паспорт оценочных средств контрольной точки № 1.

2. Форма промежуточного контроля и процедура проведения.

3. Система и критерии оценок результатов промежуточной аттестации.

4*. Пакет заданий .*

1. **Общие положения**

В результате освоения дисциплины обучающийся должен уметь:

* 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.

В результате освоения дисциплины обучающийся должен знать:

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

Результатом освоения программы является также освоение студентами общих компетенций.

Таблица 1

|  |  |
| --- | --- |
| **Код и название компетенций** | **Раздел, тема** |
| OK1. Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес. | **2 курс**  раз.4т.2-3; раз.5т.7-8 |
| ОК2. Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество. | раз.4т.6-7  раз.5т.1-8 |
| ОК3. Принимать решения в стандартных и нестандартных ситуациях и нести за них ответственность. | раз.2т.1-8  раз.3т.1-2  раз.4т.1-8  раз.5т.1-8 |
| ОК4. Осуществлять поиск и использование информации, необходимой для эффективного выполнения профессиональных задач, профессионального и личностного развития. | раз.1 т.1  раз.2т.1-8  раз.3т.1-2  раз.4т.1-8  раз.5т.1-8 |
| ОК5. Использовать информационно-коммуникационные технологии в профессиональной деятельности. | раз.4т.2-3,6-8  раз.5т.1-8 |
| ОК6. Работать в коллективе и команде, эффективно общаться с коллегами, руководством, потребителями. | раз.1 т.1  раз.2т.1-8  раз.3т.1-2  раз.4т.1-8  раз.5т.1-8 |
| ОК7. Брать на себя ответственность за работу членов команды (подчиненных), результат выполнения заданий. | раз.2т.1-8  раз.3т.1-2  раз.4т.1-8  раз.5т.1-8 |
| ОК8. Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации. | раз.3т.1  раз.5т.7-8 |
| ОК9. Ориентироваться в условиях частой смены технологий в профессиональной деятельности. | раз.4т.2-3 |
| ОК10. Исполнять воинскую обязанность, в том числе с применением полученных профессиональных знаний (для юношей). | раз.4т.6-8  раз.5т.1,3 |

**II. Комплекты измерительных материалов**

***2.1. Комплект измерительных материалов текущего контроля***

***(Контрольная точка 1)***

**1. Паспорт оценочных средств контрольной точки № 1**

В результате оценки осуществляется проверка следующих объектов:

Таблица 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Объекты оценивания** | **Показатели** | **Критерии** | **Тип задания** | **Форма аттестации** |
| Знать : артикли (определенный, неопределенный), местоимения (личные,притяжательные, возвратные), числительные (количественные, порядковые,дроби,даты обозначения времени), образование множественного числа существительных.  Уметь: определять артикли и местоимения , использовать их в письменной речи.  Уметь: образовывать множественное число существительных.  Уметь : использовать числительные.  Уметь: определять и использовать местоимения в письменной речи. | В соответствии с уровнем выполнения контр. работы:  работа выполнена;  работа выполнена, но с ошибками;  работа не выполнена. | Правильность использования в практических заданиях теоретических знаний по грамматике. | Практические задания | Контрольная работа №1 |

**2. Форма текущего контроля и процедура проведения**

Контрольная точка №1 проводится по темам разд.2 с 1-4 в форме контрольной работы №1 , согласно Технологической карте. Контрольная работа №1 включают в себя 5 практических заданий. Выполнение контрольной работы предполагает использование англо-русского и русско-английского словарей, таблиц. На выполнение заданий контрольной работы отводится 90 минут во время занятия.

**3. Система и критерии оценок результатов текущей аттестации**

Контрольная работа содержит 5 заданий. За каждое правильно выполненное задание ставится 20 баллов. Для успешного выполнения контрольной работы

обучающимся необходимо набрать от 60-100 баллов.

Таблица 3

|  |  |
| --- | --- |
| **Диапазон**  **оценки в баллах** | **Описание оценок** |
| 80 -100 | **Отлично- «5» -** теоретическое содержание материала освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом в основном сформированы, все предусмотренные программой обучения учебные задания выполнены, качество выполнения большинства из них оценено числом баллов, близким к максимальному. |
| 60-80 | **Хорошо-«4»** - теоретическое содержание материала освоено полностью, без пробелов, некоторые практические навыки работы с освоенным материалом сформированы недостаточно, все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками. |
| 40-60 | **Удовлетворительно-«3»** - теоретическое содержание материала освоено частично, но пробелы не носят существенного характера, необходимые практические навыки работы с освоенным материалом в основном сформированы, большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий, содержат ошибки. |
| Менее 40 | **неудовлетворительно-«2»** - теоретическое содержание материала освоено частично, необходимые практические навыки работы не сформированы, большинство предусмотренных программой обучения учебных заданий не выполнено, либо качество их выполнения оценено числом баллов, близким к минимальному; при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий. |

***2.1. Комплект измерительных материалов текущего контроля***

**(Контрольная точка № 1.)**

**Задание №1 (а)**

326; 1,745,000; 84; 2,032; 56; 3,267;

6 *¼ ;* 8.95;0.24; 21 *2/3;*3.008; 7-ой; 101-ый; 244-ый; 11-ый; 47-ой.

**Задание №1 (b)**

7 марта 1975; 1 сентября 1868; 3 декабря 1905; 18 февраля 1700;

22 мая 1980.

**Задание №1(c)** Время.

10.17; 16.00; 12.05; 8.15; 12.00; 6.30; 7.15; 5.45;6.00.

**Задание №1(d)**

1) 37+33=

2) 32:4=

3) 78х12=

4) 115-25=

5)67+45=

6) Divide 55 by 11, multiply by 4, add 10, and subtract 16. You have got\_\_\_\_.

7) Add 15 and 7, multiply by 2, then subtract 4 and divide by 9. You have got\_\_\_\_\_.

**Задание 2.** Напишите мн. ч. существительных.

story, information, child, ox, flag, photo, factory, woman, sheep, mouse, deer, tooth, foot, key, man, goose, prize, knife, roof, bush, cup, city, knowledge, fruit, money, sugar.

**Задание 3.** ***ТЕСТ.*** *Вставьте артикль, где необходим :*

A the С an B a D-

1. I`m going to ………library to get some ……….books.

2. Can you play .....piano?

3. I went to... France last year, but I haven't been to... Netherlands yet.

4. I usually eat……sandwiches or…….hamburger.

5. My ……….uncle smokes……cigars.

6. Mr. Banks is... last person I want to see.

7. I want …….apple from that basket.

8. Show me ……passport.

9... English Channel is between... Great Britain and... France.

10. Does... Mark speak... Spanish?

1. ... United Kingdom includes... Great Britain and... Northern Ireland.

12. I bought……..new car yesterday.

**Задание 4.** **TEST.***Choose the correct form of pronouns. Выберите правильную форму местоимения* .

1. Paul, be careful! Don`t hurt\_\_\_\_\_\_\_\_\_\_with the hammer.

A myself B himself C yourself

2. We all enjoyed\_\_\_\_\_\_\_\_\_\_\_\_\_very much on the picnic.

A themselves B ourselves C yourself

3. She never talks about \_\_\_\_\_\_\_\_\_\_.

A itself B ourselves C herself

4. The girls opened the parcels\_\_\_\_\_\_\_\_\_.

A ourselves B themselves C herself

5. His granny never cleans the windows in her house.

A himself B herself C themselves

6. Look at the cat. It`s washing\_\_\_\_\_\_\_\_\_.

A herself B itself C himself

7. They usually paint the house.

A ourselves B themselves C itself

1. I often talk to \_\_\_\_\_\_\_\_\_when I`m alone.

A myself B herself C itself

1. John made a video film about tigers.

A itself B themselves C himself

1. The dog hurt\_\_\_\_\_\_\_\_\_\_.

A himself B itself C herself

**Задание 5.** **TEST.***Choose the correct form of pronouns. Выберите правильную форму местоимения.*

1. She washed ………hands and face.

A hers B her

2. What colour is the shirt? It is so far that I can't see………….colour.

A it's B its C it

3. Give me ……..photo and I`ll give you…….

A yours B your C my D mine

4. They rarely drive to ………….office.

1A their 1B them 1C theirs

They live near………. .

2A it's 2B it 2 C its

5. What`s ……..phone number?

A yours B your

6. Look at ………….. new watch. Do you like ……………?

1A me 1B mine 1C my

2A it 2B them 2C its

7. John likes to eat. ……..dinner is always big.

A it B his C he

8. These books are ………….. . Give………… to …………... .

1A her 1B hers

2A them 2B their 2C theirs

3A hers 3B her

**II. Комплекты измерительных материалов**

***2.2. Комплект измерительных материалов текущего контроля***

***(Контрольная точка 2)***

**1. Паспорт оценочных средств контрольной точки № 2**

В результате оценки осуществляется проверка следующих объектов:

Таблица 4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Объекты оценивания** | **Показатели** | **Критерии** | **Тип задания** | **Форма аттестации** |
| Знать : артикли, местоимения,модальные глаголы, числительные, множественное число существительных, спряжение гл.to be.  Уметь: определять артикли и местоимения , использовать их в письменной речи.  Уметь: образовывать множественное число существительных.  Уметь : использовать числительные.  Уметь:использовать гл. to be в письменной речи.  Уметь:изменять единственное число на множественное в предложениях.  Уметь: использовать модальные глаголы. | В соответсвии с уровнем выполнения контр. работы:  работа выполнена;  работа выполнена, но с ошибками;  работа не выполнена. | Правильность использования в практических заданиях теоретических знаний по грамматике. | Практические задания | Контрольная работа №2 |

**2. Форма текущего контроля и процедура проведения**

Контрольная точка №1 проводится по темам разд.2 с 1-4,7-8 в форме контрольной работы №2 , согласно Технологической карте. Контрольная работа № 2 включают в себя 5 практических заданий. Выполнение контрольной работы предполагает использование англо-русского и русско-английского словарей, таблиц. На выполнение заданий контрольной работы отводится 90 минут во время занятия.

**3. Система и критерии оценок результатов текущей аттестации**

Контрольная работа содержит 5 заданий. За каждое правильно выполненное задание ставится 20 баллов. Для успешного выполнения контрольной работы

обучающимся необходимо набрать от 60-100 баллов.

Таблица 5

|  |  |
| --- | --- |
| **Диапазон**  **оценки в баллах** | **Описание оценок** |
| 80 -100 | **Отлично- «5» -** теоретическое содержание материала освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом в основном сформированы, все предусмотренные программой обучения учебные задания выполнены, качество выполнения большинства из них оценено числом баллов, близким к максимальному. |
| 60-80 | **Хорошо-«4»** - теоретическое содержание материала освоено полностью, без пробелов, некоторые практические навыки работы с освоенным материалом сформированы недостаточно, все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками. |
| 40-60 | **Удовлетворительно-«3»** - теоретическое содержание материала освоено частично, но пробелы не носят существенного характера, необходимые практические навыки работы с освоенным материалом в основном сформированы, большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий, содержат ошибки. |
| Менее 40 | **неудовлетворительно-«2»** - теоретическое содержание материала освоено частично, необходимые практические навыки работы не сформированы, большинство предусмотренных программой обучения учебных заданий не выполнено, либо качество их выполнения оценено числом баллов, близким к минимальному; при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий. |

***2.2. Комплект измерительных материалов текущего контроля***

**(Контрольная точка № 2.)**

*1. Поставить артикли.*

1.. Mediterranean Sea washes Europe, Asia and northern coast of Africa.

2. What oceans does . Panama Canal connect? — I suppose\_\_\_\_\_Atlantic and \_\_\_\_\_Pacific Oceans. 3. \_\_\_\_ Seine flows through Paris to Atlantic Ocean. 4. We get coffee mostly from Brazil and Columbia. 5. Alaska is the biggest and coldest state in USA. 6. Where are Canaries situated? 7. Mrs. Patsy is last person I`d like to meet. 8. The rent is 150 dollars month. 9. We often go to theatre and to cinema, but very rarely to circus. 10. When When father came home, they had dinner and then watched TV. They went to bed at 11 p.m. 11. What pity they haven't seen this performance!

*2. Напишите.*

1,745,000-

8.93 \_ Даты: Время:

6 1/2 -

0.34 \_- 1 сентября 1868 - 16.00 -

21 2/3- 31 декабря 1905 - 19.45 -

9.03-

308-ой-

116 -ый -

*3. Откройте скобки и выберите местоимения.*

1*.* This tape recorder of (her/hers/she) is always out of order. — But so is (you/your/yours)! 2. She has not read a line of (you/your/yours), how can she criticize (you/your/yours) books? 3. The clock has stopped. Something may be wrong with (it's/it/its) spring. 4. (We/Our/Ours) was the last turn.5. (Their/Theirs/ Them) knowledge of French is not much more superior to (we/our/ours). 6. He is a friend of (us/our/ours). (He/ His/Him) house is opposite (us/our/ours). 7. If these gloves are neither (she/her/hers) nor (you/your/yours), then they should be (me/my/mine). 8. He can live without (me/my/mine) help but not without (them/their/theirs).

*4. Вставьте модальные глаголы can, may, must или need.*

1. Peter ... return the book to the library. We all want to read it. 2. Why ... not you understand it? It is so easy. 3. ... we do the exercise at once? — Yes, you ... do it at once. 4. ... you pronounce this sound? 5. You ... not have bought this meat: we have everything for dinner. 6.1... not go out today: it is too cold. 7. ... I take your pen? — Yes, please. 8. We ... not carry the bookcase upstairs: it is too heavy. 9. We ... not carry the bookcase upstairs ourselves: th workers will come and do it. 10. When ... you come to see us? — I ... come only on Sunday.

*5. Поставьте следующие предложения во множественное число.*

1. It's a very difficult question to answer. 2. I think I'll have that cake on the right. 3. Look at that pumpkin! It's the biggest one I've seen this year. 4. It this your scarf? 5. That was a cookie jar. 6. What is that child's name? 7. The cat has caught a mouse. 8. There was a lady, a gentleman, a boy and a girl in the room. 9. In the farmyard we could see an ox, a sheep, a cow and a goose. 10. Is this worker an Englishman or a German? — He is a Frenchman. 11. Why don't you eat this potato? 12. This strawberry is still green.

**II. Комплекты измерительных материалов**

***2.3. Комплект измерительных материалов текущего контроля***

***(Контрольная точка 3)***

**1. Паспорт оценочных средств контрольной точки № 3**

В результате оценки осуществляется проверка следующих объектов:

Таблица 6

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Объекты оценивания** | **Показатели** | **Критерии** | **Тип задания** | **Форма аттестации** |
| Знать : грамматические формы глаголов, систему времен в английском языке.  Знать: Действительный залог (Active Voice). Времена. The Indefinite Tense. The Continuous Tense. The Perfect Tense. The Perfect Continuous Tense.Типы вопросов: общий, альтернативны1, специальный, разделительный.  Уметь: определять времена и использовать их в устной и письменной речи, ставить типы вопросов. | Видовременные формы группы. | В соответствии с уровнем выполнения контр. работы:  работа выполнена;  работа выполнена, но с ошибками;  работа не выполнена.    Четкое разграничение видовременных форм, правильный выбор лексическх единиц по контекстуальному значению. Правильная постановка вопросов. | Практические задания | Контрольная работа №3 |

**2. Форма текущего контроля и процедура проведения**

Контрольная точка №3 проводится по темам раз.4 с т.1-5 , разд.3 с т. 1-2 в форме контрольной работы №3 , согласно Технологической карте. Контрольная работа №3 включают в себя 4 практических заданий. Выполнение контрольной работы предполагает использование англо-русского и русско-английского словарей, таблиц. На выполнение заданий контрольной работы отводится 90 минут во время занятия.

**3. Система и критерии оценок результатов текущей аттестации**

Каждая контрольная работа содержит 4 задания. За каждое правильно выполненное задание ставится 25 баллов. Для успешного выполнения контрольной работы

обучающимся необходимо набрать от 50-100 баллов.

Таблица 7

|  |  |
| --- | --- |
| **Диапазон**  **оценки в баллах** | **Описание оценок** |
| 75 - 100 | **Отлично- «5» -** теоретическое содержание материала освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом в основном сформированы, все предусмотренные программой обучения учебные задания выполнены, качество выполнения большинства из них оценено числом баллов, близким к максимальному. |
| 50-75 | **Хорошо-«4»** - теоретическое содержание материала освоено полностью, без пробелов, некоторые практические навыки работы с освоенным материалом сформированы недостаточно, все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками. |
| 40-50 | **Удовлетворительно-«3»** - теоретическое содержание материала освоено частично, но пробелы не носят существенного характера, необходимые практические навыки работы с освоенным материалом в основном сформированы, большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий, содержат ошибки. |
| Менее 40 | **неудовлетворительно-«2»** - теоретическое содержание материала освоено частично, необходимые практические навыки работы не сформированы, большинство предусмотренных программой обучения учебных заданий не выполнено, либо качество их выполнения оценено числом баллов, близким к минимальному; при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий. |

***2.3. Комплект измерительных материалов текущего контроля***

**(Контрольная точка № 3.)**

*Упражнение 1*

1. There is a tea-pot on the table. 2.I work from nine to ten. 3.I have been busy the whole evening. 4. My friend studied in Sorbonne when he was young. 5. It is winter. 6.I can swim in cold water. 7.I had to go there in the daytime. 8.I will show you how to do it. 9. You must work hard. 10. She didn`t play well that evening. 11.I can't read English authors in the original. 12. The weather is fine. 13. Her new dress is green. 14. He won't come because he`s ill. 15. The church is 200 yards away. 16. She prefers red. 17. He comes every week. 18. She'll come at 5 p. m. 19. He'll wait for 10 minutes. 20. Ray took the thick book.

*Упражнение 2*

1.I like my tea with cream. 2. He decided to go to the theatre 3. John had to walk to the village. 4. Although the weather was fine, I they decided to stay at home. 5. Last winter our class visited Rome.6.Fm fond of opera?. We are going to Moscow with my brother today.

*Упражнение 3*

1.I like my tea with cream. 2. He decided to go to the theatre 3. John had to walk to the village. 4. Although the weather was fine, I they decided to stay at home. 5. Lest winter our class visited Rome.6.Fm fond of opera.7. We are going to Moscow with my brother today.

*Упражнение 4*. Постройте по З специальных вопроса к приведенным предложениям: подлежащему, сказуемому и его составляющим, дополнениям.

*Образец:*A yellow bird fell on the roof of my house. - What fell on the roof of my house? What did the yellow bird do? What colour was thebird that fell on the roof of my house. Where did the yellow bird fall?

1*.* Mary`s pen is there. 2, She likes classical music. 3. His son is 15. 4. He answered politely. 5. He'll come tomorrow. 6. There are 3 secretaries there.7.The girl ha got a little fruit juice. 8. They paid 10 pounds: 9. She came a week ago. 10. He drives at 60 mph. 11. The water was 3 feet deep. 12. The man was 6 feet tall.13. They've been there 3 times 14. He used the fork to open the box. 15. She has bought a new typewrites 16. He'll come with his daughter. 17.She`s tall and thin*.* 18. The road's about 10 miles long.

**II. Комплекты измерительных материалов**

***2.4. Комплект измерительных материалов текущего контроля***

***(Контрольная точка 4)***

**1. Паспорт оценочных средств контрольной точки № 4**

В результате оценки осуществляется проверка следующих объектов:

Таблица 8

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Объекты оценивания** | **Показатели** | **Критерии** | **Тип задания** | **Форма аттестации** |
| Знать : грамматические формы глаголов, систему времен в английском языке.  Знать: Действительный залог (Active Voice). Времена. The Indefinite Tense. The Continuous Tense. The Perfect Tense. The Perfect Continuous Tense.Типы вопросов: общий, альтернативны1, специальный, разделительный.  Знать:Страдательный залог.(Passive Voice).Времена. The Indefinite Tense. The Continuous Tense. The Perfect Tense.  Уметь: определять времена и использовать их в устной и письменной речи, ставить типы вопросов.  Уметь: переводить с русского языка на английский . | Видовременные формы группы. | В соответсвии с уровнем выполнения контр. работы:  работа выполнена;  работа выполнена, но с ошибками;  работа не выполнена.    Четкое разграничение видовременных форм, правильный выбор лексическх единиц по контекстуальному значению.  Точный перевод с русского языка на английский с соблюдением времен и построения предложений. | Практические задания | Контрольная работа №4 |

**2. Форма текущего контроля и процедура проведения**

Контрольная точка №4 проводится по темам с раз.3т.1-2,разд.4 т.1-6,разд.5 т. 1-6 в форме контрольной работы №4 , согласно Технологической карте. Контрольная работа №4 включают в себя 4 практических заданий. Выполнение контрольной работы предполагает использование англо-русского и русско-английского словарей, таблиц. На выполнение заданий контрольной работы отводится 90 минут во время занятия.

**3. Система и критерии оценок результатов текущей аттестации**

Каждая контрольная работа содержит 4 задания. За каждое правильно выполненное задание ставится 25 баллов. Для успешного выполнения контрольной работы обучающимся необходимо набрать от 50-100 баллов.

Таблица 9

|  |  |
| --- | --- |
| **Диапазон**  **оценки в баллах** | **Описание оценок** |
| 75 - 100 | **Отлично- «5» -** теоретическое содержание материала освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом в основном сформированы, все предусмотренные программой обучения учебные задания выполнены, качество выполнения большинства из них оценено числом баллов, близким к максимальному. |
| 50-75 | **Хорошо-«4»** - теоретическое содержание материала освоено полностью, без пробелов, некоторые практические навыки работы с освоенным материалом сформированы недостаточно, все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками. |
| 40-50 | **Удовлетворительно-«3»** - теоретическое содержание материала освоено частично, но пробелы не носят существенного характера, необходимые практические навыки работы с освоенным материалом в основном сформированы, большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий, содержат ошибки. |
| Менее 40 | **неудовлетворительно-«2»** - теоретическое содержание материала освоено частично, необходимые практические навыки работы не сформированы, большинство предусмотренных программой обучения учебных заданий не выполнено, либо качество их выполнения оценено числом баллов, близким к минимальному; при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий. |

***2.4. Комплект измерительных материалов текущего контроля***

**(Контрольная точка № 4.)**

**Exercise I.** Open the brackets put the verbs into the proper tense ( the Present Perfect, the Past Indefinite or the Past Continuous Tense. Active Voice.)

1.They (learn ) the new words yesterday from three till seven. 2. It (rain ) this week. 3. He ( invite) me to the party yesterday. 4. I (maке) my report when you entered the hall. 5. We (sit) in silence for a few minutes. He ( speak) at last. 6. He just ( leavе) the hall when a stranger (enter ). 7. She was thoughtfully looking at him while he ( read ) a newspaper. 8. She ( wash) dishes already.

**Exercise 2.** Translate into English.

1. Он стоял у окна и думал о своем будущем. *2.* Я видел его давно. *Я* видел его недавно. Яне видел его давно. 3. Это произошло до того, как мы туда приехали. 4. Они сделали все возможное(do one's best) до того, как пришел врач. 5. Янадеюсь тебе будет все ясно, когда ты получишь письмо 6. К 9 вечера он закончил работу и вышел на улицу. Ветер yтих(fall), но было довольно прохладно. Он медленно шел, стараясь ни о чем не думать. 7. *Я* не видел тебя целую вечность. Как дела, какие новости? 8. Вы ошиблись. Вы передаете мне соль, а не горчицу (mustard). 9. Мы оба повелись, так как какой-то человек подходил к нам. 10. Я пришел что бы попрощаться с вами. Завтра в это время я буду плыть(sail) к острову Пacxи (Easter) .

**Exercise 3** .Find and correct the mistakes if any (pay attention to the use of tenses) .

1.After graduating from the institute I came to St. Petersburg. I am working here since then. 2. I have just left the house when you phoned me. 3. By the time I came to the country cottage my friends have already left. 4.When I came, my friend was sitting on the sofa and was reading a newspaper. 5. It has rained since morning and I am afraid, it won't stop by Saturday. 6 .He will work at his new book during his holyday. 7. The women who speaks with my sister is my neighbor who is living opposite us. 8. They were looking for the money since working but they couldn't find it anywhere. 9.Yesterday when I came to see my friend he was having supper. He has just come home. 10 .After he has finished the picture he will invite his friends to look at it.

**Exercise 4.** Open the brackets and put the verbs into the proper tense

(the Present Simple ,the Past Simple or the Future Simple Tense. Passive Voice.)

1. My question (to answer) yesterday. 2. Hockey (to play) in winter.

3. Mushrooms (to gather) in autumn. 4. Many houses (to burn) during the Great Fire of London. 5. His new book (to finish) next year. 6.Flowers (to sell) in shops and in the streets. 7.St. Petersburg (to found) in 1703. 8.Bread (to eat) every day. 9.The letter (to receive)yesterday.10. Nick (to send) to Moscow next week. 11.I (to ask) at the lesson yesterday.12. I (to give) a very interest­ing book at the library last Friday.13.Many houses (to build) in our town every year. 14.This work (to do) tomorrow.15.This text(to translate) at the last lesson.16.These trees (to plant) last autumn. 17.Many interesting games always (to play) at our PT lessons.18. This bone (to give) to my dog tomorrow.19.We (to invite) to a concert last Saturdaу.20.Lost time never (to find) again. 21. Rome (not to build) in a day.

**III. Комплекты измерительных материалов**

***3 . Комплект измерительных материалов промежуточного контроля***

***( в форме дифференцированного зачета)***

**1. Паспорт оценочных средств промежуточного контроля**

В результате оценки осуществляется проверка следующих объектов:

Таблица 10

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Объекты оценивания** | **Показатели** | **Критерии** | **Тип задания** | **Форма аттестации** |
| Уметь переводить (со словарем) иностранные тексты профессиональной направленности; самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.  Знать лексический (1200 - 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности. | Осуществить литературный перевод текста профессиональной направленности с учетом профессиональной лексики.  Сдача устного ответа  Выполнение задания к тексту. | Литературный перевод текста.  Владение устной речью. | Практическое задание.  Текст. Задания к тексту. | Дифференцированный зачёт. |

**2. Форма промежуточного контроля и процедура проведения**

Формой промежуточной аттестации по дисциплине согласно учебному плану является дифференцированный зачёт. Дифференцированный зачет выставляется с учетом выполненных текущих контрольных работ во время учебного года и устного ответа, проводимого во время зачетного занятия. .

Каждому студенту необходимо перевести текст и выполнить задания, данные к нему. При переводе текста студентам разрешается пользоваться словарём. На подготовку ответа отводится 90 мин.

**3.Система и критерии оценок результатов промежуточной аттестации**

Каждому студенту к зачетному занятию необходимо сдать контрольные работы №1 и №2, а также перевести текст профессиональной направленности, выполнить задания, данные к нему. При переводе текста студентам разрешается пользоваться словарём.

Оценивание производится по традиционной шкале: отлично (5), хорошо (4), удовлетворительно (3), неудовлетворительно (2)

**3.Система и критерии оценок результатов промежуточной аттестации**

Каждому студенту к зачетному занятию необходимо сдать контрольные работы №1 и №2, а также перевести текст профессиональной направленности, выполнить задания, данные к нему. При переводе текста студентам разрешается пользоваться словарём.

Оценивание производится по традиционной шкале: отлично (5), хорошо (4), удовлетворительно (3), неудовлетворительно (2)

**Отлично –** теоретическое содержание учебного материала освоено студентом в полном объеме, без пробелов, необходимые практические навыки в основном сформированы, однако они могут быть недостаточными;перевод текста и задания к нему выполнены, хотя некоторые ответы могут содержать лишь незначительные ошибки; качество выполнения оценено числом баллов, близким к максимальному,

**Хорошо -** теоретическое содержание учебного материала освоено студентом в полном объеме, однако в процессе ответа наблюдаются ошибки, в ходе выполнения практических заданий имеются незначительные грамматические погрешности, но в целом практические навыки сформированы; перевод текста и задания к нему выполнены, хотя некоторые ответы могут содержать лишь незначительные ошибки;

**Удовлетворительно** - теоретическое содержание материала освоено частично, необходимые практические навыки работы с текстом не сформированы, большинство заданий не выполнено, либо качество их выполнения очень низкое;

**Условно неудовлетворительно** - большинство заданий не выполнено, при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий.

**4. Пакет заданий .**

**4.1. Практические задания**

**1.Прочитать текст и перевести его на русский язык. Выполнить задания к тексту.**

**Условия выполнения задания**

1. Место выполнения задания: в учебной аудитории во время зачётного занятия.

2. Максимальное время выполнения задания: 90 минут.

3. Студенты могут воспользоваться словарём при переводе текста

***«INTRODUCTION TO THE WWW***

***AND THE INTERNET».***

Millions of people around the world use the Internet to search for and retrieve information on all sorts of top­ics in a wide variety of areas including the arts, business, government, humanities, news, politics and recreation. People communicate through electronic mail (e-mail), discussion groups, chat channels and other means of in­formational exchange. They share information and make commercial and business transactions. All this activity is possible because tens of thousands of networks are con­nected to the Internet and exchange information in the same basic ways.

The World Wide Web (WWW) is a part of the Inter­net. But it's not a collection of networks. Rather, it is information that is connected or linked together like a web. You access this information through one interface or tool called a Web browser. The number of resources and services that are part of the World Wide Web is grow­ing extremely fast. In 1996 there were more than 20 mil­lion users of the WWW, and more than half the infor­mation that is transferred across the Internet is accessed through the WWW. By using a computer terminal (hard­ware) connected to a network that is a part of the Inter­net, and by using a program (software) to browse or retrieve information that is a part of the World Wide Web, the people connected to the Internet and World Wide Wide Web through the local providers have access to a variety of information. Each browser provides a graphical inter­face. You move from place to place, from site to site on the Web by using a mouse to click on a portion of text, icon or region of a map. These items are called hyper­links or links. Each link you select represents a docu­ment, an image, a video clip or an audio file somewhere on the Internet. The user doesn't need to know where it is, the browser follows the link.

All sorts of things are available on the WWW. One can use Internet for recreational purposes. Many TV and radio stations broadcast live on the WWW. Essentially, if something can be put into digital format and stored in a computer, then it's available on the WWW. You can even visit museums, gardens, cities throughout the, world, learn foreign languages and meet new friends. And of course you can play computer games through WWW, competing with partners from other countries

and continents.

Just a little bit of exploring the World Wide Web will show you what a much of use and fun it is.

**Exercise 1. General understanding**

1.What is Internet used for?

2.Why so many activities such as e-mail and business transactions are possible through the Internet?

3.What is World Wide Web?

4.What is a Web browser?

5.What does user need to have an access to the WWW?

6.What are hyperlinks?

7.What resources are available on the WWW?

8.What are the basic recreations of WWW?

**Exercise 2.Какие из приведенных ниже утверждений верны/неверны?**

1.There are still not so many users of the Interne.

2.There is information on all sorts of topics on the Internet, including education and weather forecast.

3.People can communicate through e-mail and chat programs only.

4.Internet is a tens of thousands of networks which exchange the information in the same basic way.

5.You can access information available on the World Wide Web through the Web browser.

6.You need a computer (hardware)and a special program (software) to be a WWW user.

7.You move from site to site by clicking on a portion of text only.

8.Every time the user wants to move somewhere on the web he/ she needs to step by step enter links and addresses.

9.Films and pictures are not available on the Internet.

10.Radio and TV-broadcasting is a future of Internet. It`s not available yet.

**The Media in the Life of Society**

The mass media plays an important role in our ever life. In fact it is an essential part of modern society, radio and TV keep people informed on the latest and sensational events.

Millions of copies of newspapers are printed in our с try every day. All the most important questions of sc economic, scientific and cultural life, moral and ecological problems are published in the press and discussed on Opinions clash, officials and political parties are subjected to criticism whatever their position may by. The mass me is constantly trying to stimulate interest in every aspect life of the country.

Newspapers, magazines and TV programmes for young pie reflect their hopes and wishes, their leisure and education, their attitudes and opinions. Of course such programmes, magazines and newspapers mostly deal with leisure, especially music and the cinema. But TV programmes like "Up to 16 beyond" and newspapers like "I am young" also offer yoi people advice about a college or a job and help them to с the right course in solving their problems.

Not only young people, but all categories of read often write to their favorite programmes or publications offering their opinions or asking for advice. In this constant contact between the media and the public exists and develops.

Another kind of link between the public and the me which appeared recently is advertising. The mass media hel us with information about new goods and services. But some people are tired of advertisements and don't like to see the favorite films or programmes interrupted by them. I he some way will be found to solve this problem. For example in Great Britain, there are two organizations providing and radio services. The BBC is state-funded and there absolutely no advertising in BBC programmes, and in the programmes of the Independent Television, the advertising also restricted.

In Russia nowadays, there are many national daily weekly newspapers. There are also local newspapers parts of Russia, and one can find newspapers and maga for sports fans, music fans and so on. Our family subs to *Izvestiya (Trud, Sevodnia* etc.) and *Vecherny Peterburg (Smena* etc.) because they are informative, interesting objective. My father is interested in sport, so he some: buys "Sport-express" at the newsstands. I'm not very inters in politics and economics, so I sometimes buy newspapers magazines about music and the cinema.

**Answer the questions:**

1. Do you regularly read any newspapers and magazines?
2. Which are your favorite ones?
3. Do other members of your family like the newspapers and magazines? Why?
4. Does your family subscribe to any newspaper?
5. How often do you watch TV?
6. Which are your favourite programmes?
7. Do the advertisements annoy you?
8. Have you ever written a letter to a TV programme or to a newspaper?

9.Do you read any magazines connected with your hobby?

10. Do you read any newspapers in English?

**Комитет по науке высшей школе**

**Санкт-Петербургское государственное бюджетное образовательное учреждение среднего профессионального образования "Невский машиностроительный техникум"**

**ФОНД**

**ОЦЕНОЧНЫХ СРЕДСТВ**

**ПО УЧЕБНОЙ ДИСЦИПЛИНЕ**

**ОГСЭ.03 Иностранный язык (английский)**

**по специальностям СПО**

**151901 Технология машиностроения**

**190103 Автомобиле и тракторостроение**

**Санкт-Петербург**

**2014г.**

**Содержание**

1.*Общие положения .*

*2.1. Комплект измерительных материалов текущего контроля .*

*(Контрольная точка 1)*

1. Паспорт оценочных средств контрольной точки № 1.

2. Форма текущего контроля и процедура проведения.

3. Система и критерии оценок результатов текущей аттестации.

*2.2. Комплект измерительных материалов текущего контроля .*

*(Контрольная точка 2)*

1. Паспорт оценочных средств контрольной точки № 2.

2. Форма текущего контроля и процедура проведения.

3. Система и критерии оценок результатов текущей аттестации.

3.*Комплект измерительных материалов промежуточного контроля.*

*( в форме дифференцированного зачета)*

1. Паспорт оценочных средств контрольной точки № 1.

2. Форма промежуточного контроля и процедура проведения.

3. Система и критерии оценок результатов промежуточной аттестации.

4*. Пакет заданий*

**I. Общие положения**

В результате освоения дисциплины обучающийся должен уметь:

* 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.

В результате освоения дисциплины обучающийся должен знать:

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

Результатом освоения программы является также освоение студентами общих компетенций.

Таблица 1

|  |  |
| --- | --- |
| **Код и название компетенций** | **Раздел, тема** |
| OK1. Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес. | **3 курс**  1раз.т. 1-17 |
| ОК2. Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество. | 1раз.т.1-17 |
| ОК3. Принимать решения в стандартных и нестандартных ситуациях и нести за них ответственность. | 1раз.т.1-17 |
| ОК4. Осуществлять поиск и использование информации, необходимой для эффективного выполнения профессиональных задач, профессионального и личностного развития. | 1раз.т.1-17  2раз.т.18-24 |
| ОК5. Использовать информационно-коммуникационные технологии в профессиональной деятельности. | 1раз.т.1-17  2раз.т.18-24 |
| ОК6. Работать в коллективе и команде, эффективно общаться с коллегами, руководством, потребителями. | 1раз.т.1-17  2раз.т.18-24 |
| ОК7. Брать на себя ответственность за работу членов команды (подчиненных), результат выполнения заданий. | 1раз.т.1-17  2раз.т.18-24 |
| ОК8. Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации. | 1раз.т.1-17  2раз.т.18-24 |
| ОК9. Ориентироваться в условиях частой смены технологий в профессиональной деятельности. | 1раз.т.1-17 |
| ОК10. Исполнять воинскую обязанность, в том числе с применением полученных профессиональных знаний (для юношей). | 1раз.т.1-17 |

**II. Комплекты измерительных материалов**

***2.1. Комплект измерительных материалов текущего контроля***

***(Контрольная точка 1)***

**1. Паспорт оценочных средств контрольной точки № 1**

В результате оценки осуществляется проверка следующих объектов:

Таблица 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Объекты оценивания** | **Показатели** | **Критерии** | **Тип задания** | **Форма аттестации** |
| Знать : грамматические формы глаголов, систему времен в английском языке.  Знать: Действительный залог (Active Voice). Времена. The Indefinite Tense. The Continuous Tense. The Perfect Tense. The Perfect Continuous Tense.  Уметь: определять времена и использовать их в устной и письменной речи. | Видовременные формы группы.    Развёрнутый ответ по теоретическому вопросу согласно формулировке теоретического задания | В соответствии с уровнем выполнения контр. работы:  работа выполнена;  работа выполнена, но с ошибками;  работа не выполнена.    Четкое разграничение видовременных форм, правильный выбор лексических единиц по контекстуальному значению. | Практические задания | Контрольная работа №1 |

**2. Форма текущего контроля и процедура проведения**

Контрольная точка №1 проводится по темам с 1-17 в форме контрольной работы №1 , согласно Технологической карте. Контрольная работа №1 включает в себя 5 практических заданий. Выполнение контрольной работы предполагает использование англо-русского и русско-английского словарей, таблиц. На выполнение заданий контрольной работы отводится 90 минут во время занятия.

**3. Система и критерии оценок результатов текущей аттестации**

Контрольная работа содержит 5 заданий. За каждое правильно выполненное задание ставится 20 баллов. Для успешного выполнения контрольной работы обучающимся необходимо набрать от 60-100 баллов.

Таблица 3

|  |  |
| --- | --- |
| **Диапазон**  **оценки в баллах** | **Описание оценок** |
| 80 -100 | **Отлично- «5» -** теоретическое содержание материала освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом в основном сформированы, все предусмотренные программой обучения учебные задания выполнены, качество выполнения большинства из них оценено числом баллов, близким к максимальному. |
| 60-80 | **Хорошо-«4»** - теоретическое содержание материала освоено полностью, без пробелов, некоторые практические навыки работы с освоенным материалом сформированы недостаточно, все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками. |
| 40-60 | **Удовлетворительно-«3»** - теоретическое содержание материала освоено частично, но пробелы не носят существенного характера, необходимые практические навыки работы с освоенным материалом в основном сформированы, большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий, содержат ошибки. |
| Менее 40 | **неудовлетворительно-«2»** - теоретическое содержание материала освоено частично, необходимые практические навыки работы не сформированы, большинство предусмотренных программой обучения учебных заданий не выполнено, либо качество их выполнения оценено числом баллов, близким к минимальному; при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий. |

***2.1. Комплект измерительных материалов текущего контроля***

**(Контрольная точка № 1.)**

Задание №1.Напишите схему образования Present Indefinite, Past Indefinite, Future Indefinite, Present Perfect, Past Perfect, Future Perfect , Present Continuous, Past Continuous, Future Continuous, Present Perfect Continuous, Past Perfect Continuous, Future Perfect Continuous.

Задание №2. Переведите на английский язык.

1. Она проработала с нами только 2 месяца, но доказала, что она опытный юрист (lawyer).
2. Шел очень сильный снег, и я не смог разобрать (make out) номер трамвая. Когда я уже проехал (cover) несколько остановок (tram stops), я понял, что ехал в неправильном направлении.
3. Я звонила вам с четырех часов, но не смогла дозвониться (get): ваша линия была все время занята.
4. Две недели шли дожди: наконец три дня назад установилась (set in) хорошая погода.

Задание №3. Выберите Present Continuous или Present Perfect Continuous.

* 1. He (stay) at his sister's for six weeks. He (try) to find a flat to live in.
  2. We can't dance as my father (work) in the study. He (prepare) a report. He (write) it for the whole day.
  3. Do you see what the child (do) with your hat? Take it from him.
  4. They still (discuss) the article? But they (do) it since twelve o'clock!
  5. The prices (go up). They (rise) since 1991.
  6. What a strong wind (blow)! It (blow) since yesterday.

Задание №4. Выберите Future Indefinite или Future Continuous Tense.

* + 1. Wait a little, I (phone) for a taxi.
    2. I'm very tired. I thing I (go) to bed earlier today.
    3. We (play) chess in half an hour.
    4. When you come, he still (work) at his report.
    5. Tomorrow at this time we (go) to Scotland.
    6. Can you imagine that in five days we (cross) the Atlantic on our way home.
    7. What you (do) if I come at five? - I (watch) TV.
    8. If they arrive at 7,I still (sleep). I usually get up at 8.

Задание №5. Выберите Present Indefinite, Present Continuous, Present Perfect.

* + - 1. As a rule, I (have) porridge for breakfast, but this morning I (order) an omelette.
      2. This is the house where I (live). I (live) here since childhood.
      3. Stop smoking! The room (be) full of smoke which (come) from your pipe. Usually nobody (smoke) here as Mother (not bet) it.
      4. I (write) betters home once a week, but I (not write) on this week, so my next letter must be rather long.
      5. No wonder she (look) tired after the strain under which she (be) for a month.
      6. Why you (not shave) this morning? - I (shave) every other day.
      7. Research (show) that lots of people (absorb) new information more efficiently at some times of day than at others.

**II. Комплекты измерительных материалов**

***2.2. Комплект измерительных материалов текущего контроля***

***(Контрольная точка 2)***

**1. Паспорт оценочных средств контрольной точки № 2**

В результате оценки осуществляется проверка следующих объектов:

Таблица 4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Объекты оценивания** | **Показатели** | **Критерии** | **Тип задания** | **Форма аттестации** |
| Знать: грамматические формы глаголов, систему времен в английском языке.  Знать:Страдательный залог.(Passive Voice).Времена. The Indefinite Tense. The Continuous Tense. The Perfect Tense.    Уметь: определять времена и использовать их в устной и письменной речи. | Видовременные формы группы. | В соответствии с уровнем выполнения контр. работы:  работа выполнена;  работа выполнена, но с ошибками;  работа не выполнена.  Четкое разграничение видовременных форм, правильный выбор лексических единиц по контекстуальному значению | Практические задания | Контрольная работа №2 |

**2. Форма текущего контроля и процедура проведения**

Контрольная точка №2 проводится по темам с 18-24. в форме контрольной работы №2, согласно Технологической карте. Контрольная работа включает в себя 4 практических заданий. Выполнение контрольной работы предполагает использование англо-русского и русско-английского словарей, таблиц. На выполнение контрольной работы отводится 90 минут во время занятия.

**3. Система и критерии оценок результатов текущей аттестации**

Каждая контрольная работа содержит 4 задания. За каждое правильно выполненное задание ставится 25 баллов. Для успешного выполнения контрольной работы обучающимся необходимо набрать от 50-100 баллов.

Таблица 5

|  |  |
| --- | --- |
| **Диапазон**  **оценки в баллах** | **Описание оценок** |
| 75 - 100 | **Отлично- «5» -** теоретическое содержание материала освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом в основном сформированы, все предусмотренные программой обучения учебные задания выполнены, качество выполнения большинства из них оценено числом баллов, близким к максимальному. |
| 50-75 | **Хорошо-«4»** - теоретическое содержание материала освоено полностью, без пробелов, некоторые практические навыки работы с освоенным материалом сформированы недостаточно, все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками. |
| 40-50 | **Удовлетворительно-«3»** - теоретическое содержание материала освоено частично, но пробелы не носят существенного характера, необходимые практические навыки работы с освоенным материалом в основном сформированы, большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий, содержат ошибки. |
| Менее 40 | **неудовлетворительно-«2»** - теоретическое содержание материала освоено частично, необходимые практические навыки работы не сформированы, большинство предусмотренных программой обучения учебных заданий не выполнено, либо качество их выполнения оценено числом баллов, близким к минимальному; при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий. |

***2.2. Комплект измерительных материалов текущего контроля***

**(Контрольная точка № 2).**

Exercise 1. Match the beginning of the sentence on the left with it's ending on the right.

l)The experiment

1. The mail
2. There machines
3. When cay the new equipment
4. It's a pity the concert
5. Are the orders
6. If we use the old methods, a lot of  
   time
7. Something important
8. No decisions
9. This monument
10. Offers
11. Have any interesting  
    exhibitions or fairs
12. All these little wooden  
    houses
13. The future church
14. The lost dog

a) been held recently?

b) Was erected three  
hundred years ago

c) was being looked  
for every where.

d) Will be described  
in several journals

1. are made and  
   contracts are signed  
   in this office
2. is being designed  
   by several well-  
   known architects
3. were built with very  
   simple tools many  
   years ago

h) was not recorded

i) are going to be

tested again

j) Have been taken yet  
k) Was being

discussed, so I sat

down to listen

1) May be wasted and

very little be

achieved

m) Always fulfilled in

time?

n) Is usually brought

at 9 a. m.

o) Be installed

Exercise 2 Find and correct the mistakes if any

1 Don't bring the article today. It will be being typed only tomorrow . 2 The South Pole was discovered by Amundsen in 1912. 3 The book which was written last month is discussing a lot. It has been written a lot of articles about. 4 When I came, an experiment was been holding in the lab. 5 Do you know that this house was belonged to Mr. Brown 6 What new buildings have been built in your town since I was there? 7 The building was collapsed during the earthquake. 8 Have you seen him? Has he been changed lunch? 9 Do you know that you are following? 10 I hope this journal can find at the library.

Exercise 3 Translate into English using the Passive Voice

1. К сожалению, на конференции такие вопросы не затрагивались (Touch upon) . 2 . Кто вам сказал, что соглашение (agreement) подписано? 3 Здесь только на английском .4 . Ей разрешили занимается спортом. 5. Посетителей принимают каждый день. 6. Бетти не разрешают приходить сюда. 7. В больнице за ним ухаживали плохо. 8 . За ним уже послано? - Да, ему позвонили и велели придти в 8. 9. На вашей улице строят новый кинотеатр. 10. Не говори это, а то (Other wise) над тобой будут смеяться.

Exercise 4 Open the brackets and use the verb in the appropriate from of the Passive Voice.

1.The first draft resolution( not discuss) yesterday; it (withdraw) long before the beginning of the meeting. 2 .He is not in town; he (send) on a special mission. 3. Don't come into the compartment; the berth (fix) now.4 .A new underground line ( construct) now. They say one of its station (build) in my street. 5. He wants to know when the final decision (Take). The activities of the committee and their delays already much (speak) about. 6. It was three o'clock. We (tell) to hurry up because we (wait). 7. Do you believe that such a problem can ( solve)? 8 .It must (do) without delays. 9 .On September 9, 1850, California (admit) to the Union as the thirty-first state. 10.Don't speak in a loud voice: we (listen) to. 11 .The plan (approve)? - No, it (discuss) now.- How long it (discuss)?12 .By the time he arrives everything (settle). 13. Not all the necessary things (buy) for our trip that's why the departure (postpone). 14. The money (lend) to him two months ago, but it ( not give) back yet. 15 .The business day was in high gear; the mail (look) through, documents (type), letter ( answer), talks (hold). 16 .Wait a minute. The table (lay). 17. Dynamite (invent) by Alfred Bernhard Nobel. 18 .This exercise may (write) with a pencil. 19. This work (do) before you went to Moscow? 20. If you (ask) about it, will you be able to answer?

**III. Комплекты измерительных материалов**

***3. Комплект измерительных материалов промежуточного контроля***

***( в форме дифференцированного зачета)***

**1. Паспорт оценочных средств промежуточного контроля**

В результате оценки осуществляется проверка следующих объектов:

Таблица 6

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Объекты оценивания** | **Показатели** | **Критерии** | **Тип задания** | **Форма аттестации** |
| Уметь переводить (со словарем) иностранные тексты профессиональной направленности; самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.  Знать лексический (1200 - 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности. | Осуществить литературный перевод текста профессиональной направленности с учетом профессиональной лексики.  Сдача устного ответа  Выполнение задания к тексту. | Литературный перевод текста.  Владение устной речью. | Практическое задание.  Текст. Задания к тексту. | Дифференцированный зачёт. |

**2. Форма промежуточного контроля и процедура проведения**

Формой промежуточной аттестации по дисциплине согласно учебному плану является дифференцированный зачёт. Дифференцированный зачет выставляется с учетом выполненных текущих контрольных работ №1 и №2 во время учебного года и устного ответа, проводимого во время зачетного занятия.

Каждому студенту необходим перевести текст профессиональной направленности и выполнить задания к нему. При переводе текста студентам разрешается пользоваться словарём. На подготовку ответа отводится 90 минут.

**3.Система и критерии оценок результатов промежуточной аттестации**

Каждому студенту к зачетному занятию необходимо сдать контрольные работы №1 и №2, а также перевести текст профессиональной направленности, выполнить задания, данные к нему. При переводе текста студентам разрешается пользоваться словарём.

Оценивание производится по традиционной шкале: отлично (5), хорошо (4), удовлетворительно (3), неудовлетворительно (2)

**Отлично –** теоретическое содержание учебного материала освоено студентом в полном объеме, без пробелов, необходимые практические навыки устной и письменной речи в основном сформированы, однако они могут быть недостаточными;перевод текста и задания к нему выполнены, хотя некоторые ответы могут содержать лишь незначительные ошибки; качество выполнения оценено числом баллов, близким к максимальному,

**Хорошо -** теоретическое содержание учебного материала освоено студентом в полном объеме, однако в процессе ответа наблюдаются ошибки, в ходе выполнения практических заданий имеются незначительные грамматические погрешности, но в целом практические навыки сформирован; перевод текста и задания к нему выполнены, хотя некоторые ответы могут содержать лишь незначительные ошибки;

**Удовлетворительно** - теоретическое содержание материала освоено частично, необходимые практические навыки работы с текстом не сформированы, большинство заданий не выполнено, либо качество их выполнения очень низкое;

**Условно неудовлетворительно** - большинство заданий не выполнено, при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий.

**4. Пакет заданий**

**4.1. Практические задания**

**Прочитать текст профессиональной направленности и перевести его на русский язык. Ответить на вопросы, данные к тексту**

**Условия выполнения задания**

1. Место выполнения задания: в учебной аудитории во время зачётного занятия.

2. Максимальное время выполнения задания: 90 минут.

3. Студенты могут воспользоваться словарём при переводе текста.

**« Automation.»**

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

The term automation is also used to describe nonmanufaсturing systems in which automatic devices can op­erate independently of human control. Such devices as automatic pilots, automatic telephone equipment and automated control systems are used to perform various operations much faster and better than could be done by people.

Automated manufacturing had several steps in its development. Mechanization was the first step necessary in the development of automation. The simplification of work made it possible to design and build machines that resembled the motions of the worker. These specialized machines were motorized and they had better production efficiency.

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

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

The feedback principle is used in all automatic-con­trol mechanisms when machines have ability to correct themselves. The feedback principle has been used for centuries. An outstanding early example is the flybail governor, invented in 1788 by James Watt to control the speed of the steam engine. The common household ther­mostat is another example of a feedback device.

Using feedback devices, machines can start, stop, speed up, slow down, count, inspect, test, compare, and measure. These operations are commonly applied to a wide variety of production operations.

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

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

Another development using automation are the flex­ible manufacturing systems (FMS). A computer in FMS can be used to monitor and control the operation of the whole factory.

Automation has also had an influence on the areas of the economy other than manufacturing. Small comput­ers are used in systems called word processors, which are rapidly becoming a standard part of the modern office. They are used to edit texts, to type letters and so on. Automation in Industry.

**Automation in Industry.**

Many industries are highly automated or use automa­tion technology in some part of their operation. In com­munications and especially in the telephone industry di­alling and transmission are all done automatically. Rail­ways are also controlled by automatic signalling devices, which have sensors that detect carriages passing a par­ticular point. In this way the movement and location of trains can be monitored.

Not all industries require the same degree of automa­tion. Sales, agriculture, and some service industries are difficult to automate, though agriculture industry may become more mechanized, especially in the processing and packaging of foods.

The automation technology in manufacturing and as­sembly is widely used in car and other consumer product industries.

Nevertheless, each industry has its own concept of automation that answers its particular production needs.

**General understanding:**

1. How is the term automation defined in the text?
2. What is the most «familiar example» of automation given in the text?
3. What was the first step in the development of automation?
4. What were the first robots originally designed for?
5. What was the first industry to adopt the new integrated system of production?
6. What is feedback principle?
7. What do the abbreviations CAM and CAD stand for?
8. What is FMS?
9. What industries use automation technologies?

**« Mechanical properties of materials.»**

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

Engineers must know how materials respond to exter­nal forces, such as tension, compression, torsion, bending, and shear. All materials respond to these forces by elastic deformation. That is, the materials return their original size and form when the external force disappears. The materials may also have permanent deformationor they may fracture. The results of external forces are creep and fatigue.

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

***Tension* i**s a pulling force; for example, the force in a cable holding a weight. Under tension, a material usu­ally stretches, returning to its original length, if the force does not exceed the material's elastic limit. Under larger tensions, the material does not return completely to its original condition, and under greater forces the mate­rial ruptures.

***Fatigue*** is the growth of cracks under stress. It oc­curs when a mechanical part is subjected to a repeated or cyclic stress, such as vibration. Even when the maximum stress never exceeds the elastic limit, failure of the ma­terial can occur even after a short time. No deformation is seen during fatigue, but small localised cracks develop and propagate through the material until the remain­ing cross-sectional area cannot support the maximum stress of the cyclic force. Knowledge of tensile stress, elastic limits, and the resistance of materials to creep and fatigue are of basic importance in engineering.

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

**General understanding:**

1. What are the external forces causing the elastic deformation of materials? Describe those forces that change the form and size of materials.
2. What are the results of external forces?
3. What kind of deformation are the combinations of tension and compression?
4. What is the result of tension? What happens if the elastic limit of material is exceeded under tension?
5. What do we call fatigue? When does it occur? What are the results of fatigue?
6. What do we call creep? When does this type of permanent deformation take place? What are the results of creep?

**Комитет по науке высшей школе**

**Санкт-Петербургское государственное бюджетное образовательное учреждение среднего профессионального образования "Невский машиностроительный техникум"**

**ФОНД**

**ОЦЕНОЧНЫХ СРЕДСТВ**

**ПО УЧЕБНОЙ ДИСЦИПЛИНЕ**

**ОГСЭ.03 Иностранный язык (английский)**

**по специальностям СПО**

**151901 Технология машиностроения**

**190103 Автомобиле и тракторостроение**

**Санкт-Петербург**

**2014г.**

**Содержание**

1.*Общие положения .*

*2.1. Комплект измерительных материалов текущего контроля .*

*(Контрольная точка 1)*

1. Паспорт оценочных средств контрольной точки № 1.

2. Форма текущего контроля и процедура проведения.

3. Система и критерии оценок результатов текущей аттестации.

*2.2. Комплект измерительных материалов текущего контроля .*

*(Контрольная точка 2)*

1. Паспорт оценочных средств контрольной точки № 2.

2. Форма текущего контроля и процедура проведения.

3. Система и критерии оценок результатов текущей аттестации.

*2.2. Комплект измерительных материалов текущего контроля .*

*(Контрольная точка 3)*

1. Паспорт оценочных средств контрольной точки № 3.

2. Форма текущего контроля и процедура проведения.

3. Система и критерии оценок результатов текущей аттестации.

**I. Общие положения**

В результате освоения дисциплины обучающийся должен уметь:

* 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.

В результате освоения дисциплины обучающийся должен знать:

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

Результатом освоения программы является также освоение студентами общих компетенций.

Таблица 1

|  |  |
| --- | --- |
| **Код и название компетенций** | **Раздел, тема** |
| OK1. Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес. | **4 курс**  1раз.т. 1-14 |
| ОК2. Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество. | 1раз.т.1-14 |
| ОК3. Принимать решения в стандартных и нестандартных ситуациях и нести за них ответственность. | 1раз.т.1-14 |
| ОК4. Осуществлять поиск и использование информации, необходимой для эффективного выполнения профессиональных задач, профессионального и личностного развития. | 1раз.т.1-14 |
| ОК5. Использовать информационно-коммуникационные технологии в профессиональной деятельности. | 1раз.т.1-14 |
| ОК6. Работать в коллективе и команде, эффективно общаться с коллегами, руководством, потребителями. | 1раз.т.1-14 |
| ОК7. Брать на себя ответственность за работу членов команды (подчиненных), результат выполнения заданий. | 1раз.т.1-14 |
| ОК8. Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации. | 1раз.т.1-14 |
| ОК9. Ориентироваться в условиях частой смены технологий в профессиональной деятельности. | 1раз.т.1-14 |
| ОК10. Исполнять воинскую обязанность, в том числе с применением полученных профессиональных знаний (для юношей). | 1раз.т.1-14 |

**II. Комплекты измерительных материалов**

***2.1. Комплект измерительных материалов текущего контроля***

***(Контрольная точка 1)***

**1. Паспорт оценочных средств контрольной точки № 1**

В результате оценки осуществляется проверка следующих объектов:

Таблица 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Объекты оценивания** | **Показатели** | **Критерии** | **Тип задания** | **Форма аттестации** |
| Знать : артикли (определенный, неопределенный), числительные (количественные, порядковые,дроби,даты обозначения времени), образование множественного числа существительных.  Уметь: определять артикли , использовать их в письменной речи.  Уметь: образовывать множественное число существительных.  Уметь : использовать числительные.  Уметь:переводить предложения с английского языка на русский. | В соответствии с уровнем выполнения контр. работы:  работа выполнена;  работа выполнена, но с ошибками;  работа не выполнена.    Осуществить литературный перевод задания. | Правильность использования в практических заданиях теоретических знаний по грамматике.    Литературный перевод задания. | Практические задания | Контрольная работа №1 |

**2. Форма текущего контроля и процедура проведения**

Контрольная точка №1 проводится по темам с 1-2 в форме контрольной работы №1 , согласно Технологической карте. Контрольная работа №1 включает в себя 5 практических заданий. Выполнение контрольной работы предполагает использование англо-русского и русско-английского словарей, таблиц. На выполнение заданий контрольной работы отводится 90 минут во время занятия.

**3. Система и критерии оценок результатов текущей аттестации**

Контрольная работа содержит 5 заданий. За каждое правильно выполненное задание ставится 20 баллов. Для успешного выполнения контрольной работы обучающимся необходимо набрать от 60-100 баллов.

Таблица 3

|  |  |
| --- | --- |
| **Диапазон**  **оценки в баллах** | **Описание оценок** |
| 80 -100 | **Отлично- «5» -** теоретическое содержание материала освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом в основном сформированы, все предусмотренные программой обучения учебные задания выполнены, качество выполнения большинства из них оценено числом баллов, близким к максимальному. |
| 60-80 | **Хорошо-«4»** - теоретическое содержание материала освоено полностью, без пробелов, некоторые практические навыки работы с освоенным материалом сформированы недостаточно, все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками. |
| 40-60 | **Удовлетворительно-«3»** - теоретическое содержание материала освоено частично, но пробелы не носят существенного характера, необходимые практические навыки работы с освоенным материалом в основном сформированы, большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий, содержат ошибки. |
| Менее 40 | **неудовлетворительно-«2»** - теоретическое содержание материала освоено частично, необходимые практические навыки работы не сформированы, большинство предусмотренных программой обучения учебных заданий не выполнено, либо качество их выполнения оценено числом баллов, близким к минимальному; при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий. |

***2.1. Комплект измерительных материалов текущего контроля***

**(Контрольная точка № 1.)**

*Exercise 1. Choose the correct form of pronouns in brackets.*

1) What color is the shirt? It is so far that I can't see (it's/its/it) color. 2) They rarely drive to (their/them/theirs) office. They live near (it's/it/its). 3) Look at (me/mine/my) new watch. Do you like (it/them/its)? 4) These books are (her/hers). Give (them/their/theirs) to (hers/ her). 5) Do you like (you/your/yours) new car? — Oh, (it's/it/its) has never let me down yet. 6) (Theirs/Their/ Them) work is much more difficult than (you/yours/ your) or (me/mine/my). 7) Why are (you/your/yours) sitting here? It is not (you/your/yours) desk, it is (me/ mine/my). 8) This tape recorder of (her/hers/she) is always out of order. — But so is (you/your/yours)! 9) She has not read a line of (you/your/yours), how can she criticize (you/your/yours) books? 10) The clock has stopped. Something may be wrong with (it's/it/its) spring. 11) (We/Our/Ours) was the last turn. 12) (Their/Theirs/ Them) knowledge of French is not much more superior to (we/our/ours). 13) He is a friend of (us/our/ours). (He/ His/Him) house is opposite (us/our/ours). 14) If these gloves are neither (she/her/hers) nor (you/your/yours), then they should be (me/my/mine). 15) He can live without (me/my/mine) help but not without (them/their/theirs).

*Exercise 2 . Fill in the blanks with the appropriate article where necessary.*

1. They travelled by car around \_\_\_Europe last month. 2.\_\_\_Great American Lakes are\_\_\_Lake Huron, \_\_\_Lake Superior,\_\_\_Lake Ontario,\_\_\_Lake Michigan and\_\_\_Lake Erie. 3.\_\_\_north of\_\_\_Scotland is known for its wild beauty. Are \_\_\_Urals higher or lower than\_\_\_\_Alps? 5. It was Burns who wrote "My heart's in \_\_\_Highlands". 6.\_\_\_Mediterranean Sea washes\_\_\_Europe,\_\_\_Asia and\_\_\_northern coast of\_\_\_Africa. 7. What oceans does\_\_\_Panama Canal connect? — I suppose\_\_\_Atlantic and \_\_\_Pacific Oceans. 8.\_\_\_Seine flows through\_\_\_Paris to\_\_\_Atlantic Ocean. 9. We get coffee mostly from \_\_\_Brazil and\_\_\_Columbia. 10.\_\_\_Alaska is the biggest and coldest state in\_\_\_USA. 11. Where are\_\_\_Canaries situated?

12. Mrs. Patsy is \_\_\_last person I'd like to meet. 13.Tom's planning to take\_\_\_boat to go fishing on Sunday. 14. Could you phone later, please? Kate's having\_\_\_bath.

15. The rent is 150 dollars\_\_\_month.

16. We often go to\_\_\_theatre and to\_\_\_cinema, but very rarely to \_\_\_ circus. 17. When\_\_\_father came home, they had\_\_dinner and then watched\_\_\_TV. They went to\_\_\_bed at 11 p.m. 18. What\_\_\_pity they haven't seen this performance! 19. She can't find\_\_\_ telegram which she received this morning.

20. Are you going to\_\_\_country for\_\_\_weekend?

21. She usually goes shopping on\_\_\_Thursdays, but\_\_\_last Thursday

she didn't do shopping. She had to go to\_\_\_dentist's.

*Exercise 3. Put the nouns in the plural form.*

brother, car, factory, friend, partner, woman, fly, knife, tooth, businessman, dog, foreigner ,

office ,passport, wife ,army, lady ,foot.

*Exercise 4. Of the following options , select the correct.*

1. Tell me a little about\_\_\_.

a)yourself b)myself

c)themselves c)himself

2. He never talks about\_\_\_.

a)ourselves b)myself

c)themselves d)himself

3. The horse hurt\_\_\_.

a)herself b)himself

c)themselves d)itself

4. I like to find the way\_\_\_.

a)ourselves b)myself

c)themselves d)himself

5. Grandma cut\_\_\_with the cake knife.

a)yourself b)yourselves

c)herself d)himself

6. Jack’s brother painted the bike\_\_\_.

a) ourselves b)myself

c)themselves d)himself

7. Your face is dirty! Look at\_\_\_\_ in the mirror.

a)yourself b)yourselves

c)myself d)himself

8. «Shall I cook the soup?»

-No, I can do it\_\_\_.

a) yourself b)yourselves

c)myself d)himself

*Exercise 5. Write:*

a) the number b) the date с) time

1,745,000 7 марта 1975 10.17

84 1 сентября 1868 16.00

3,267 17августа 1700 19.45

7 31 декабря 1905 8.15

8.93 22 мая 1980 22.00

6

11.06

0.34

21

7-ой

308-ой

116-ый

**II. Комплекты измерительных материалов**

***2.2. Комплект измерительных материалов текущего контроля***

***(Контрольная точка 2)***

**1. Паспорт оценочных средств контрольной точки № 2**

В результате оценки осуществляется проверка следующих объектов:

Таблица 4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Показатели** | **Критерии** | **Тип задания** | **Форма аттестации** |
| Знать : грамматические формы глаголов, систему времен в английском языке.  Знать: Действительный залог (Active Voice). Времена. The Indefinite Tense. The Continuous Tense. The Perfect Tense. The Perfect Continuous Tense.  Уметь: определять времена и использовать их в устной и письменной речи. | Видовременные формы группы. | В соответствии с уровнем выполнения контр. работы:  работа выполнена;  работа выполнена, но с ошибками;  работа не выполнена.    Четкое разграничение видовременных форм, правильный выбор лексических единиц по контекстуальному значению. | Практические задания | Контрольная работа №2 |

**2. Форма текущего контроля и процедура проведения**

Контрольная точка №2 проводится по темам с 3-6 в форме контрольной работы №2, согласно Технологической карте. Контрольная работа включает в себя 4 практических заданий. Выполнение контрольной работы предполагает использование англо-русского и русско-английского словарей, таблиц. На выполнение контрольной работы отводится 90 минут во время занятия.

**3. Система и критерии оценок результатов текущей аттестации**

Каждая контрольная работа содержит 4 задания. За каждое правильно выполненное задание ставится 25 баллов. Для успешного выполнения контрольной работы обучающимся необходимо набрать от 50-100 баллов.

Таблица 5

|  |  |
| --- | --- |
| **Диапазон**  **оценки в баллах** | **Описание оценок** |
| 75 - 100 | **Отлично- «5» -** теоретическое содержание материала освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом в основном сформированы, все предусмотренные программой обучения учебные задания выполнены, качество выполнения большинства из них оценено числом баллов, близким к максимальному. |
| 50-75 | **Хорошо-«4»** - теоретическое содержание материала освоено полностью, без пробелов, некоторые практические навыки работы с освоенным материалом сформированы недостаточно, все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками. |
| 40-50 | **Удовлетворительно-«3»** - теоретическое содержание материала освоено частично, но пробелы не носят существенного характера, необходимые практические навыки работы с освоенным материалом в основном сформированы, большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий, содержат ошибки. |
| Менее 40 | **неудовлетворительно-«2»** - теоретическое содержание материала освоено частично, необходимые практические навыки работы не сформированы, большинство предусмотренных программой обучения учебных заданий не выполнено, либо качество их выполнения оценено числом баллов, близким к минимальному; при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий. |

***2.2. Комплект измерительных материалов текущего контроля***

**(Контрольная точка № 2.)**

Exercise 1 .Open the brackets and put the verbs into the proper tense (the Present Indefinite, the Present Continuous, the Present Perfect Continuous or the Present Perfect Tense).

1.It (snow) steadily the whole week and it still (snow). 2. We (climb) for six hours already, but we (not reach) the top of the mountain yet. 3. The pain already (go) but the child still (cry). 4. The workers (work) very hard these two weeks, they (be) busy with the interior decoration of the house. 5. He (solve) the crossword puzzle for an hour and he (say) he (be) about to solve it as he (mink) over the last word. 6. He (work) at the language all time and (make) great progress. His pronunciation (be) rather good, only a slight accent (remain). 7. He (finish) the first part of his book and now he (write) the seconds. He (work) at his book for two years. 8. Dustin Hoffman, who (play) the hero, (give) a fine performance. 9. Why your hair (be) wet? You (swim)? 10. Doctors and scientists (show) recently the benefit offish in the diet.

Exercise 2 .Open the brackets and use the required pаst tense.

1.It was the poorest room he ever (see). 2. I (finish) my work by afternoon and (sit); quickly in my armchair, thinking of the days that (pass) by.3 The storm already (die) away, but very for off the thunder still (mutter). 4.I already (go) into the bed and (fall a sleep) when my mother (knock) at the door and ( ask) me to get up. 5.By the time the guests (come), she still (no be ready). 6. I (not listen), so I messed what she ( say). 7. By 9 o'clock he (finish) work . He (go) outside. The rain (stop) but it (be) rather cool.8. Hardly we (leave) when our bicycle (break)'down.

Exercise 3 . Open the brackets and use the proper tense.

1. When he (arrive), I (live) in London for a week. 2. We (read) while he (eat) 3. When Jack (phone) me, I (write) a letter. 4. When my friend (come), I (do) an exercise for an hour. 5. The library (close) by the time I (get), there. 6. I (drive) home when I (hear) the news on the radio. 7. They always (have) loud parties which (go on) till the early hours. 8. We (walk) for some hours before we (realize) that we (lose) our way. 9. No sooner I (complain) that I (not hear) from them for a long time than the letter (come).

Exercise 4 .Open the brackets and use either the Future Indefinite or the Future Continues Tense. 1 He has come home from school late today. So he can't go for a walk : he (do) his homework after dinner. 2 Today is Sunday and it is not raining. We (have) tea out in the garden 3 The big stores (have) their summer sales soon. 4 The weather is warn today. We (have), a walk out in the garden. 5 I`mleaving now, but I suppose I (see) you in the evening. 6There is a party' at Betsy's house tonight So I (meet) you in the evening. 7 It's awful to think I (work) this time next week. 8 Wait a little, I (phone) for a taxi. 9 I'm very tired. I think I (go) to bed earlier today. 10 We (play) chess in half an hour. 11 When you come, he still (work) at his report. 12 Tomorrow at this time we (go) to Scotland. 13 Can you imagine that in five days we (cross) the Atlantic on our very home. 14 What you (do) if I come at 5?-1 (watch) TV.

**II. Комплекты измерительных материалов**

***2.3. Комплект измерительных материалов текущего контроля***

***(Контрольная точка 3)***

**1. Паспорт оценочных средств контрольной точки № 3**

В результате оценки осуществляется проверка следующих объектов:

Таблица 6

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Объекты оценивания** | **Показатели** | **Критерии** | **Тип задания** | **Форма аттестации** |
| Знать: грамматические формы глаголов, систему времен в английском языке.  Знать:Страдательный залог.(Passive Voice).Времена. The Indefinite Tense. The Continuous Tense. The Perfect Tense.    Уметь: определять времена и использовать их в устной и письменной речи.  Уметь:переводить предложения с русского языка на английкий. | Видовременные формы группы.    Осуществить литературный перевод задания с соблюдением видовременных форм. | В соответствии с уровнем выполнения контр. работы:  работа выполнена;  работа выполнена, но с ошибками;  работа не выполнена.  Четкое разграничение видовременных форм, правильный выбор лексических единиц по контекстуальному значению | Практические задания | Контрольная работа №3 |

**2. Форма текущего контроля и процедура проведения**

Контрольная точка №2 проводится по темам с 9-11 в форме контрольной работы №2, согласно Технологической карте. Контрольная работа включает в себя 4 практических заданий. Выполнение контрольной работы предполагает использование англо-русского и русско-английского словарей, таблиц. На выполнение контрольной работы отводится 90 минут во время занятия.

**3. Система и критерии оценок результатов текущей аттестации**

Каждая контрольная работа содержит 4 задания. За каждое правильно выполненное задание ставится 25 баллов. Для успешного выполнения контрольной работы обучающимся необходимо набрать от 50-100 баллов.

Таблица 7

|  |  |
| --- | --- |
| **Диапазон**  **оценки в баллах** | **Описание оценок** |
| 75 - 100 | **Отлично- «5» -** теоретическое содержание материала освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом в основном сформированы, все предусмотренные программой обучения учебные задания выполнены, качество выполнения большинства из них оценено числом баллов, близким к максимальному. |
| 50-75 | **Хорошо-«4»** - теоретическое содержание материала освоено полностью, без пробелов, некоторые практические навыки работы с освоенным материалом сформированы недостаточно, все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками. |
| 40-50 | **Удовлетворительно-«3»** - теоретическое содержание материала освоено частично, но пробелы не носят существенного характера, необходимые практические навыки работы с освоенным материалом в основном сформированы, большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий, содержат ошибки. |
| Менее 40 | **неудовлетворительно-«2»** - теоретическое содержание материала освоено частично, необходимые практические навыки работы не сформированы, большинство предусмотренных программой обучения учебных заданий не выполнено, либо качество их выполнения оценено числом баллов, близким к минимальному; при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий. |

***2.3. Комплект измерительных материалов текущего контроля***

**(Контрольная точка № 3).**

Exercise 1. Open the brackets and use either *Present, Past или Future Simple Passive.*

1. My question (to answer) yesterday. 2. Hockey (to play) in winter.

3. Mushrooms (to gather) in autumn. 4. Many houses (to burn) during the Great Fire of London. 5. His new book (to finish) next year. 6.Flowers (to sell) in shops and in the streets. 7.St. Petersburg (to found) in 1703. 8.Bread(to eat)every day. 9. The letter (to receive) yesterday.10. Nick (to send) to Moscow next week.11.I (to ask) at the lesson yesterday.

12. I (to give) a very interest­ing book at the library last Friday.13.Many houses (to build) in our town every year. 14. This work (to do) tomorrow.15.This text(to translate) at the last lesson.16.These trees (to plant) last autumn. 17.Many interesting games always (to play) at our PT lessons.18. This bone (to give) to my dog tomorrow.19.We (to invite) to a concert last Saturdaу.20.Lost time never (to find) again. 21. Rome (not to build) in a day.

Exercise 2.*Open the brackets and use the proper tense.*

1.At the station they will (meet, be met) by a man from the travel bureau. 2. She will (meet, be met) them in the hall upstairs. 3. The porter will (bring, be brought) your luggage to your room. 4. Your lug­gage will (bring, be brought) up in the lift. 5. You may (leave, be left) your hat and coat in the cloak­room downstairs. 6. They can (leave, be left) the key with the clerk downstairs. 7. From the station they will (take, be taken) straight to the hotel. 8. Tomor­row he will (take, be taken) them to the Russian Mu­seum.

Exercise 3. *Find and correct the mistakes if any.*

1 Don't bring the article today. It will be being typed only tomorrow . 2 The South Pole was discovered by Amundsen in 1912. 3 The book which was written last month is discussing a lot. It has been written a lot of articles about. 4 When I came, an experiment was been holding in the lab. 5 Do you know that this house was belonged to Mr. Brown 6 What new buildings have been built in your town since I was there? 7 The building was collapsed during the earthquake. 8 Have you seen him? Has he been changed lunch? 9 Do you know that you are following? 10 I hope this journal can find at the library.

Exercise 4.*Translate into English using the Passive Voice*

1. Эту книгу взяли из библиотеки только вче­ра. 2. Этих трех студентов спросили два дня тому назад. 3. Вас экзаменовали утром? 4. Эта мышь была поймана ночью. 5. На этой фабрике делают очень красивые сумки. 6. Письма туда можно по­сылать только летом, а телеграммы круглый год. 7. Мою подругу каждый год посылают за грани­цу. 8. Ее отправили в больницу два дня назад. 9. Вчера нас послали в лабораторию. 10. Это со­чинение было написано на прошлой неделе. 11. Те­леграмму послали поздно вечером, и он получит ее только утром. 12. Эту статью должна прочитать вся группа. 13. Это упражнение можно написать карандашом. 14. Все ваши сочинения будут воз­вращены на будущей неделе. 15. Это письмо мож­но написать на одном листе.

**Комитет по науке высшей школе**

**Санкт-Петербургское государственное бюджетное образовательное учреждение среднего профессионального образования "Невский машиностроительный техникум"**

**ФОНД**

**ОЦЕНОЧНЫХ СРЕДСТВ**

**ПО УЧЕБНОЙ ДИСЦИПЛИНЕ**

**ОГСЭ.03 Иностранный язык (английский)**

**по специальностям СПО**

**151901 Технология машиностроения**

**Санкт-Петербург**

**2014г.**

**Содержание**

1.*Общие положения .*

2.*Комплект измерительных материалов промежуточного контроля.*

*( в форме дифференцированного зачета)*

1. Паспорт оценочных средств контрольной точки № 1.

2. Форма промежуточного контроля и процедура проведения.

3. Система и критерии оценок результатов промежуточной аттестации.

3*. Пакет заданий для специальности «ТЕХНОЛОГИЯ МАШИНОСТРОЕНИЯ».*

**Экзаменационный билет.№1**

1. **ТЕКСТ. *« MACHINE-TOOIS*».**

Machine-tools are used to shape metals and other ma­terials. The material to be shaped is called the workpiece. Most machine-tools are now electrically driven. Ma­chine-tools with electrical drive are faster and more ac­curate than hand tools: they were an important element in the development of mass-production processes, as they allowed individual parts to be made in large numbers so as to be interchangeable.

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

Machine-tools usually work materials mechanically but other machining methods have been developed lately. They include chemical machining, spark erosion to machine very hard materials to any shape by means of a continuous high-voltage spark (discharge) between an electrode and a workpiece. Other machining meth­ods include drilling using ultrasound, and cutting by means of a laser beam. Numerical control of machine-tools and flexible manufacturing systems have made it possible for complete systems of machine-tools to be used flexibly for the manufacture of a range of pro­ducts.

**2.ТЕСТЫ.**

TEST 1. TAG - QUESTIONS

1. He can play golf well,... ?

A ..., *doesn't he?*

В ..., *can he?*

С ..., *can't he?*

2. You are the new secretary,…?

A, ..., *aren't you?*

В ..., *are you?*

С ..., *don't you?*

3. Mr. Evans is speaking over the phone,... ?

A…,*is he?*

В ...., *isn't he?*

С...*.,doesn't you?*

4. You like black coffee, „.?

A …,*aren`t you?*

В …,,, *don`t you?*

С ..., *do you?*

5. I'm pronouncing your name correctly,... ?

A …., *aren't I?*

В….*.,don't ?*

С ..., *am not I?*

7. I'm not ill.-....?

A ..., *are I?*

В *...,am I?*

8. It's a nice day,... ?

A .... ,*does it?*

В ...., is *it?*

С *...,isn`t it?*

9 There isn't a cloud in the sky,... ?

A ..., is *it?*

В ..., *does it?*

С ..., *is there?*

Test 2. ARTICLES

A the С an Ba D-

1. I'd like to have... hamburger for... breakfast.
2. Pushkin is...outstanding Russian poet.
3. Can you play.. .piano?
4. Will you play... chess with me?
5. At... night I had... terrible headache after I had drank... lot of coffee in... evening.
6. There is... bend in the road.
7. Thomas Banks is... last person I want to see.
8. My favorite subject at school is.. .History.
9. He knows.. .history of the French Revolution well.
10. Tom's going to take... his fishing-rod.
11. Could you phone later, please? Jane's having... shower.

**Экзаменационный билет №2**

**1.ТЕКСТ «*LATHE*».**

Lathe is still the most important machine-tool. It pro­duces parts of circular cross-section by turning the workpiece on its axis and cutting its surface with a sharp stationary tool. The tool may be moved sideways to pro­duce a cylindrical part and moved towards the workpiece to control the depth of cut. Nowadays all lathes are power-driven by electric motors.

That allows continuous rotation of the workpiece at a variety of speeds. The mod­ern lathe is driven by means of a headstock supporting a hollow spindle on accurate bearings and carrying either a chuck or a faceplate, to which the workpiece is clamped. The movement of the tool, both along the lathe bed and at right angle to it, can be accurately controlled, so ena­bling a part to be machined to close tolerances. Modern lathes are often under numerical control.

**2.ТЕСТЫ.**

TEST TAG - QUESTIONS

1. We haven't got much time,... ? A ..., *do we?* В *...,don't we? С* ..., *haven't we?*

2. Sam doesn't work hard,... ?

A ...,, is *he?*

В ..., *does he?*

С ..., *isn't he?*

3. Oh, there are a lot of photos in the album.... ?

A .„. , *aren't they?*

В ..., *aren't there?*

С ..., *are there?*

4. There was nobody there,... ?

A ..., *was there?*

В ...*, wasn't there?*

С ..., *were there?*

5. Your son didn't help you much,... ?

A *...,did he?*

В ..., *had he?*

6. They sent a letter the day before yesterday,... ?

A *.... did they?*

В ..., *hadn't they?*

С ..., *didn't they?*

7. Dad hasn't read the newspaper yet,...?

A ..., *hasn't he?*

В *..., has he? С* ..., *did he?*

8. There will be a nice film on TV tonight,... ?

A ..., *won't there?*

В *...t will it?*

*С* ..., *will there?*

9. Neither your parents nor mine can lend us some money. ...

A ..., *can they?*

В ..., *can't they?*

С ..., *do they?*

10. He never uses his car except when it's necessary,... ?

A *.... doesn't he?*

*B* ..., *does he?*

С ..., *isn't it?*

TEST 2 DEGREES OF COMPARISON

1.I met my (good) friend yesterday.

A *goodest* В *better* С *best*

*2.* Dorothy is (young) in her family.

A *theyoungest* В *the younger* С *young*

3. Henry is not (strong) his elder brother Bob.

A *so strong as* В *strong a С stronger*

4. —It isn't very warm today, is it? - No, it was (warm) yesterday. A *more warm* В *warmer* С *the warmest*

5. Your friend looked upset yesterday. I'm glad he looks (happy) today.

A *more happy* В *happier*  С *happy as*

6. Where is (near) post-office, please?

A *the nearest* В *the next* С *nearer*

7. That's (good) film I've ever seen.

A *a good* В *the goodest* С *the best*

8. Public transport m London is (expensive) in Europe.

A *the expensivest* В *the most expensive*  С *more expensive*

9. Do you think Americans are (шее) Enghsh people?

A *nicer than* В *the nicest* С *nice than*

10. The 22nd of December is (short) day in the year.

A *the short* В *the shorter* С *the shortest*

**Экзаменационный билет №3**

**1.ТЕКСТ «*MILLING MACHINE*» (1часть)**

In a milling machine the cutter is a circular device with a series of cutting edges on its circumfer­ence. The workpiece is held on a table that controls the feed against the cutter. The table has three possible movements: longitudinal, horizontal, and vertical; in some cases it can also rotate. Milling machines are the most versatile of all machine tools. Flat or contoured surfaces may be machined with excellent finish and ac­curacy. Angles, slots, gear teeth and cuts can be made by using various shapes of cutters.

Drilling and Boring Machines

To drill a hole usually hole-making machine-tools are used. They can drill a hole according to some specification, they can enlarge it, or they can cut threads for a screw or to create an accurate size or a smooth finish of a hole.

Drilling machines are differ­ent in size and function, from portable drills to radial drilling machines, multispindle units, automatic produc­tion machines, and deep-hole-drilling machines.

Boring is a process that enlarges holes pre­viously drilled, usually with a rotating single-point cut­ter held on a boring bar and fed against a stationary workpiece.

**2.ТЕСТЫ.**

TEST 1. SHORTANSWERS

1. Will you be here next weekend? *A No, I won't.*

*В No. I don't.  
С No, I`d not .*

2. Have you got any time for me? *A Yes, it is.*

В *Yes, there is.*

С *Yes, I do.*

3. Did Julia phone you earlier? A *Yes, she did.*

В *Yes, she had.*

С *Yes, she has* .

4. Would you like a cup of hot tea? А *I`d love to.*

В *Yes, I am.*

С *Yes, I do.*

5. Do you like hot tea? *A Yes, I`d like.*

В *Yes, please.*

С *Yes, I do.*

6. It wasn't a bad day, was it? A *Yes, it wasn't.*

В *No, it wasn't.*

С *Yes, it was.*

7. Are you married? *A Yes, I do.*

В *Yes, I am.*

С *Yes, I was.*

Test 2. ARTICLES

A the С an Ba D-

1. The rent is 50 dollars ….week.
2. We often go to ….theatre and to……cinema.
3. Yesterday Dad came home at 8 o'clock, we had….dinner and then watched...TV. We went to... bed at 11p.m.
4. What... pity they haven't come!
5. I can't find... letter which I received this morning.

6. - By... way, have you heard anything from Tim lately

-... last year he entered... Oxford University.

7....President is going to open... new hospital in... capital.. .next month.

8. Are you going to...country on... Saturday?

9.They usually go...shopping on Mondays, but last Monday they didn't do... shopping.

10.Dad came to... school to see my teacher yesterday.

11.Tom's going to take... his fishing-rod.

1. .Could you phone later, please? Jane's having... shower.
2. .The rent is 50 dollars.. .week.

**Экзаменационный билет №4**

**1.ТЕКСТ «*MILLING MACHINE*» (2часть)**

Shapers and Planers

The shaper (поперечно-строгальный станок) is used mainly to produce different flat surfaces. The tool slides against the stationary workpiece and cuts on one stroke, returns to its starting position, and then cuts on the next stroke after a slight lateral displacement. In general, the shaper can make any surface having straight-line ele­ments. It uses only one cutting-tool and is relatively slow, because the return stroke is idle. That is why the shaper is seldom found on a mass production line. It is, however, valuable for tool production and for workshops where flexibility is important and relative slowness is unimpor­tant.

The planer is the largest of the reciprocating machine tools. It differs from the shaper, which moves a tool past a fixed workpiece because the planer moves the workpiece to expose a new section to the tool. Like the shaper, the planer is intended to produce vertical, horizontal, or diagonal cuts. It is also possible to mount several tools at one time in any or all tool holders of a planer to execute multiple simultane­ous cuts.

Grinders

Grinders remove metal by a rotating abrasive wheel. The wheel is composed of many small grains of abrasive, bonded together, with each grain acting as a miniature cutting tool. The process gives very smooth and accurate finishes. Only a small amount of material is removed at each pass of the wheel, so grind­ing machines require fine wheel regulation. The pressure of the wheel against the workpiece is usually very light, so that grinding can be carried out on fragile materials that cannot be machined by other conventional devices.

**2.ТЕСТЫ.**

TEST 1. SHORTANSWERS

1. Are there a lot of children in your group? A *Yes, they are.* B *Yes* *, they do.* *С Yes, there are .*

2.Terrv doesn't eat meat, does he?

A *No, he doesn't.*

В *Yes, he doesn't*

С *No, it doesn't*

3. Had Jenny rung before she came? *A Yes, she did.* В *Yes, she had.* С *Yes, she rang.*

4. Can I give you a lift? *A Yes, you can.* В *Yes, please.* С *Yes, of course.*

*5.* I went to bed late last night. And you? A *So did I.* В *So I did.* С *And I did.*

6. Would you wait half an hour, please**?** A *Yes, please.*В *Yes, I would.*С *All right.*

7. Tom neither wrote nor phoned, did he? A *Yes, he didn't.* В *No, he didn't.*

С *Yes, he had.*

TEST 2. *DEGREES OF COMPARISON*

A *right* В *wrong* (correct the sentence, please)

1. I`m busier **than** my little sister.
2. London is **more old** thanNew York.
3. It's the **most** sharp pencil **I** have.
4. Do you know **the shortest** way to the station?
5. This exercise is **more difficult than** that one.
6. Be **activer** at your lessons, please.
7. She is **the most pretty** girl I've ever known.
8. The boy is **as** **taller as** his father.
9. He makes **more** mistakes than you do.

10.Baseball is **the popularest** summer sport in America.

11.Yesterday he started to feel **more bad**.

12.Soon it began to get **more darker** and it was time 1 back home.

13.Mary's answer is correcter than yours.

**Экзаменационный билет №5**

**1.ТЕКСТ *«DIES»***

Dies are tools used for the shaping solid materials, especially those employed in the pressworking of cold metals.

In presswork, dies are used in pairs. The smaller die, or punch, fits inside the larger die, called the matrix or, simply, the die. The metal to be formed, usually a sheet, is placed over the matrix on the press. The punch is mounted on the press and moves down by hydraulic or mechanical force.

A number of different forms of dies are employed for different operations. The simplest are piercing dies , used for punching holes. Bending and folding dies are designed to make single or compound bends. A combination die is designed to perform more than one of the above operations in one stroke of the press. A progressive die permits successive forming op­erations with the same die.

In coining, metal is forced to flow into two matching dies, each of which bears a engraved design.

**Wiredrawing Dies**

In the manufacture of wire, a drawplate is usually employed. This tool is a metal plate con­taining a number of holes, successively less in diameter and known as wire dies. A piece of metal is pulled through the largest die to make a coarse wire. This wire is then drawn through the smaller hole, and then the next, un­til the wire is reduced to the desired measurement. Wiredrawing dies are made from extremely hard mate­rials, such as tungsten carbide or diamonds.

**Thread-Cutting Dies**

For cutting threads on bolts or on the outside of pipes, a thread-cutting die (резьбонарезная плашка) is used. It is usually made of hardened steel in the form of a round plate with a hole in the centre. The hole has a thread. To cut an outside thread, the die is lubricated with oil and simply screwed onto an unthreaded bolt or piece of pipe, the same way a nut is screwed onto a bolt. The correspond­ing tool for cutting an inside thread, such as that inside a nut, is called a tap .

**2.ТЕСТЫ.**

TEST 1. SPECIAL QUESTIONS.

1.After lunch you phoned someone.A *Who rang you?*В *Who did you ring?*

2. The policeman is interviewing the robber.

A *Who is interviewing the robber?*

В *Who is the robber interviewing?*

3.... is it from here to St. Petersburg? A *How far* В *How long*

4.... would you like to drink? A *Which* В *What*

5.... of brothers Grimm was the eldest? A *Who* В *What С Which*

6. It's so cold today. ... put on your warm coat?

A *Why you haven't*

В *Why haven't you*

7.-…birthday is it today? - It`s Janet`s birthday today. She is 19.

*A Which B Whom*

*C What D Whose*

Test 2. ARTICLES

A the С an Ba D-

1.They usually go...shopping on Mondays, but last Monday they didn't do... shopping.

2.Dad came to... school to see my teacher yesterday.

3.Do this exercise at...school and that one at...home,' said our teacher in...loud voice.

4. -Could you tell me... time, please? -It's...quarter past four.

5.We are busy today, but we have... little time to spare tomorrow.

6.The sweater was cheap. It cost only.. .few pounds.

7.To tell... truth, I didn't expect to see him.

8.It's.. .high time you stopped being so lazy.

9..... earth goes round... sun.

10... life is hard in that climate.

11. What... lovely song!

12. It took me one and... half hours to get there.

13.... half... dozen eggs, please.

**Экзаменационный билет №6**

**1.ТЕКСТ *«AUTOMATION»(*1часть)**

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

The term automation is also used to describe non-manufacturing systems in which automatic devices can op­erate independently of human control. Such devices as automatic pilots, automatic telephone equipment and automated control systems are used to perform various operations much faster and better than could be done by people.

Automated manufacturing had several steps in its development. Mechanization was the first step necessary in the development of automation. The simplification of work made it possible to design and build machines that resembled the motions of the worker. These specialized machines were motorized and they had better production efficiency.

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

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

The feedback principle is used in all automatic-con­trol mechanisms when machines have ability to correct themselves. The feedback principle has been used for centuries. An outstanding early example is the flyball governor, invented in 1788 by James Watt to control the speed of the steam engine. The common household ther­mostat is another example of a feedback device.

**2.ТЕСТЫ.**

TEST 1. SPECIAL QUESTIONS.

1.*...* does it cost to stay at the Hilton Hotel?

*A How many*

*В How much*

*С What*

2.- ... is Pam's sister? *-* She's a secretary at our college

A *What*

В *Who*

С *Where*

3. Bob and Alice got married in 1991.

A *How long have they been married?*

В *How long is it since they got married?*

С *When did they get married1?*

4. –Tell me something about Fred`s wife.  **…?**

-Oh, she`s about 25, she`s pretty and friendly.

*A What is she?*

*B What does she like?*

*C What is she like?*

*D Who is she?*

5. -…… will it take me to learn French?

- I think you`ll be able to speak in another few months.

*A How much*

*B How long*

*C What*

6. Bob and Alice got married in 1991.

*A How long have they been married?*

*B How long is it since they got married?*

*C When did they get married?*

TEST2 ARTICLES WITH PROPER NAMES

A the B-

1.. .Everest is the highest mountain in the world.

2... West End is the symbol of wealthy and Luxurious life.

3. Where's... John's raincoat?

4... Pacific is the largest ocean on our planet.

5.Have you ever been to.. .Bolshoi Theatre?

6.Does... Mark speak... Spanish?

7.Show me... Canada Island on this map, please.

8.How much does it cost to stay at...Grand Hotel?

9.... Volga flows into... Caspian Sea.

10.Although the north of... Scotland is called... Highlands the mountains aren't  
high there-.. .Ben Nevis (1343m) is the highest peak.

11.I've made up my mind to go to.. .Black Sea next summer.

12.Two of my classmates entered.. .Moscow State University last year.  
13.... Lake Baikal is the deepest one in the world.

14.On Wednesday.. .Moscow Times published an article about Marcus Webb.

**Экзаменационный билет №7**

**1.ТЕКСТ «*AUTOMATION*» (2часть)**

Using feedback devices, machines can start, stop, speed up, slow down, count, inspect, test, compare, and measure. These operations are commonly applied to a wide variety of production operations.

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

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

Another development using automation are the flex­ible manufacturing systems (FMS). A computer in FMS can be used to monitor and control the operation of the whole factory.

Automation has also had an influence on the areas of the economy other than manufacturing. Small comput­ers are used in systems called word processors, which are rapidly becoming a standard part of the modern office. They are used to edit texts, to type letters and so on.

**2.ТЕСТЫ.**

TEST 1. PAST PERFECT/ PRESENT PERFECT 1. Aunt Polly punished Tom Sawyer because he ... naughty.

*A. has been* *B. had been*

*2.* - Why are you looking so unhappy? - I... my purse.

*A. have lost* *B. had lost*

3. Sam was upset because Judy ... .

*A. hasn`t come* *B. hadn 't come*

4. Mother asked the children if they ... some biscuits for tea.

*A. has bought* *B. had bought*

5.1 ... some photos to be developed. Are they ready?

*A. have left* *B. had left*

6. Tell Tommy about these wonderful islands. He ... about them.

*A. has never heard* *B. had never heard*

7. I'm so happy to see you again. I ... you since I left Berks.

*A. haven't seen* *B. hadn't seen*

8. She said she ... him since she left Berks.

*A. hasn't seen* *B. hadn't seen*

TEST 2. PLURAL (make plural form)

1. an address 2. a child

A - B an address C an address A childs B childres C children

3. a foot 4. jeans

A foots B footes C feet A jeans B jeanses C jeans

5. a potato 6. a photo

A potatoes B potatos C potates A photoes B photos C photes

1. a roof 8. a boy-friend

A roofs B rooves C roofes A boys-friends B boy-friends C boys friends

9. a sheep 10. news

A sheep B sheeps C sheepes A newses B news C pieces of news

11. a toothbrush 12. a advice

A teethbrush B toothbrushes C toothbrushes A advices B advises C -

**Экзаменационный билет №8**

**1.ТЕКСТ «*TYPES OF AUTOMATION*»(1часть)**

Applications of Automation and Robotics in Industry

Manufacturing is one of the most important applica­tion area for automation technology. There are several types of automation in manufacturing. The examples of automated systems used in manufacturing are described below.

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

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

**2.ТЕСТЫ.**

TEST MODALVERBS

**1**. You will... speak Spanish in another few months.

A *can*  С *be able to* В *have*

2. I`d like….skate. A *to can* B *to be able to*

C *to have to* D *could*

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

A *should* С *can*

В *would* D *must*

4. To my mind, the government... take care of old people.

A *should*  С *must*

B *need to* D *may*

5.I... get up early on Mondays. A *am able* С *must* В *have* to D *may*

6. The policeman told the woman she... worry.

A *needn't* С *couldn't*

В *needn't to* D *mustn't*

7. As you... remember, I was always interested in scientific experiments.

A *may* С *must*

В *have to* D *may*

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

A *should С can*

В *must* D *have to*

9..... I speak to Jane, please?

*A could* С *must*

В *shall*

10. My dentist says I... eat so many sweets.

A *needn't*

В *mustn't* D *shouldn't*

TEST 2. PRESENT SIMPLE / PRESENT CONTINUOUS

A *right* **В** *wrong* (in **this case correct the sentence,, please)**

1. Tom is in his room. He plays the piano.
2. Jill is speaking five languages.

3.I am looking for my glasses. Where are they?

4. My brother is smoking 20 cigarettes a day.

5.I am not understanding v/hat he is speaking about

* 1. John is tired, so he has a short sleep.
  2. The man in the dark grey coat is looking like Tom Garrett.
  3. He doesn't like ballroom dancing.
  4. I'm looking out of the window, but I'm not seeing him.
  5. I am remembering that holiday we had in France a few years ago.

**Экзаменационный билет №9**

**1.ТЕКСТ «*TYPES OF AUTOMATION*»(2часть)**

This reprogramming (programmable automation) and changeover take a period of non-productive time. Pro­duction rates in programmable automation are generally lower than in fixed automation, because the equipment is designed to facilitate product changeover rather than for product specialization. A numerical-control machine-tool is a good example of programmable automation. The program is coded in computer memory for each differ­ent product style and the machine-tool is controlled by the computer programme.

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

**2.ТЕСТЫ.**

TEST 1. PASSIVE open the brackets The Tower of London

**The** lower of London (build) by William the Conqueror in 1078 as a castle and palace. Since that time it (expand) to its present **size, and** (use) as an armoury, a zoo, a royal mint, a prison, and a museum. At the time when it was a prison a lot of people (lock) in I he Tower for their religious beliefs or suspected treason. Anne Boleyn, Elizabeth the First (shut up) there, **too.** Spies (imprison) in the Tower during both World Wars. Some of the prisoners (allow) to walk in the grounds, live in comfortable **rooms** and receive visitors. Many convicted (publicly/execute) on **Tower** Hill. They (behead) with the block and axe, which (keep) and (show) in the Tower Armoury now. The Jewel House (situate) at the Tower. The collection of the Crown Jewels (keep) in it. Saint Edward's Crown, the Imperial State Crown, and the royal sceptre (guard) there. Saint Edward's Crown (use) for the coronation ceremonies. 3000 precious jewels (set) in the Imperial State Crown. In 1671 a daring attempt (make) to steal the Crown Jewels by a man named Captain Blood.

Test 2 ARTICLES WITH PROPER NAMES

A the B-

1. I went to... France last year, but I haven't been to... Netherlands yet.

2 I live in... Tverskaya Street.

3... Thames flows through... London.

4... United Kingdom includes... Great Britain and... Northern Ireland.

1. My train leaves from... Waterloo Station at 7.10p.m.
2. St. Bernard dogs are named after a monastery high up in... Alps.

7... Queen Elizabeth II won't speak on TV tomorrow.

8... USA is... fourth largest country in... world after... Russia, ... Canada and... Republic of... China.

9... English Channel is between... Great Britain and... France.

10...Trafalgar Square is the geographical centre of...London.

**Экзаменационный билет №10**

**1.ТЕКСТ *«ROBOTS IN MANUFACTURING*»(1часть)**

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

1. material handling

2. processing operations

3. assembly and inspection.

Material-handling is the transfer of material and load­ing and unloading of machines. Material-transfer appli­cations require the robot to move materials or work parts from one to another. Many of these tasks are relatively simple: robots pick up parts from one conveyor and place them on another. Other transfer operations are more complex, such as placing parts in an arrangement that can be calculated by the robot. Machine loading and un­loading operations utilize a robot to load and unload parts. This requires the robot to be equipped with a grip-per that can grasp parts. Usually the gripper must be designed specifically for the particular part geometry.

In robotic processing operations, the robot manipu­lates a tool to perform a process on the work part. Exam­ples of such applications include spot welding, continu­ous arc welding and spray painting. Spot welding of au­tomobile bodies is one of the most common applications of industrial robots. The robot positions a spot welder against the automobile panels and frames to join them. Arc welding is a continuous process in which robot moves the welding rod along the welding seam. Spray painting is the manipulation of a spray-painting gun over the sur­face of the object to be coated. Other operations in this category include grinding and polishing in which a ro­tating spindle serves as the robot's tool.

**2.ТЕСТЫ.**

TEST 1. PRESENT SIMPLE / PRESENT CONTINUOUS

A *right* В *wrong* (in this case correct the sentence,please)

1. Tom is in his room. He plays the piano.

2. Jill is speaking five languages.

3. I am looking for my glasses. Where are they?

4. How much is it costing to send a letter to Paris?

5. My parents are never drinking strong coffee.

6.I hate big cities.

7. His play is beginning at half past seven.

8. What are you thinking of that novel?

9. What are you thinking about?

10. I am hoping Mag comes out of hospital soon.

TEST 2. *DEGREES OF COMPARISON*

A *right* В *wrong* (correct the sentence, please)

1.Baseball is **the popularest** summer sport in America.

2.Yesterday he started to feel **more bad**.

3. Soon it began to get **more darker** and it was time 1 back home.

4.He said that money was **the most important** to him.

5.I've got a headache. Be **quieter**, please.

6.Mary's answer is **correcter** than yours.

7.Can you come **more early** next time?

8.You should be **carefuler.**

9. I`m busier **than** my little sister.

10. London is **more old** than New York.

**Экзаменационный билет №11**

**1.ТЕКСТ *«ROBOTS IN MANUFACTURING*»(2часть)**

The third application area of industrial robots is as­sembly and inspection. The use of robots in assembly is expected to increase because of the high cost of manual labour. But the design of the product is an important aspect of robotic assembly. Assembly methods that are satisfactory for humans are not always suitable for ro­bots. Screws and nuts are widely used for fastening in manual assembly, but the same operations are extremely difficult for an one-armed robot.

Inspection is another area of factory operations in which the utilization of robots is growing. In a typical inspection job, the robot positions a sensor with respect to the work part and determines whether the part answers the quality specifications. In nearly all industrial robotic applications, the robot provides a substitute for human labour. There are certain characteristics of industrial jobs performed by humans that can be done by robots:

1. the operation is repetitive, involving the same ba­sic work motions every cycle,

2. the operation is hazardous or uncomfortable for the human worker (for example: spray painting, spot weld­ing, arc welding, and certain machine loading and un­loading tasks),

3. the workpiece or tool is too heavy and difficult to handle,

4. the operation allows the robot to be used on two or three shifts.

**2.ТЕСТЫ.**

TEST 1. WORD ORDER

1. often - the cinema - The Milnes - to - go

A *The Milnes go to the cinema often.*

*В The Milnes often go to the cinema.*

2. cigarettes - his - give - him

A *Give his cigarettes him.*

*В Give him his cigarettes.*

3. the theatre - go - often - very - we - to

A *We go to the theatre very often.*

*В We very often go to the theatre.*

*С Very often we go to the theatre.*

1. 4.him - give - to - cigarettes - his .

A *Give to him his cigarettes.*

*В Give his cigarettes to him.*

5.drink - coffee -1 - usually - strong - don't

*A I usually don't drink strong coffee.*

*В I don' t usually drink strong coffee.*

*С I don' t drink strong coffee usually.*

6.round - at - table - wooden - they - a - large – sat

A *They sat at a large wooden round table.*

*В They sat at a round large wooden table.*

*С They sat at a large round wooden table.*

7.doing - men - what - those - are?

A *What are those men doing?*

*В What are doing those men?*

*С What those men are doing?*

TEST 2 ARTICLES WITH PROPER NAMES

A the B-

1. Would you like to go to.. .Kremlin?

2. .. .Everest is the highest mountain in the world.

3. ... West End is the symbol of wealthy and Luxurious life.

4. Where's... John's raincoat?

5. ... Pacific is the largest ocean on our planet.

6. Have you ever been to.. .Bolshoi Theatre?

7. Does... Mark speak... Spanish?

8. Show me... Canada Island on this map, please.

9.How much does it cost to stay at...Grand Hotel?

10.... Volga flows into... Caspian Sea.

11.Although the north of... Scotland is called... Highlands the mountains aren't  
high there-.. .Ben Nevis (1343m) is the highest peak.

12.I've made up my mind to go to.. .Black Sea next summer.

13.Two of my classmates entered.. .Moscow State University last year.

**Экзаменационный билет №12**

**1.ТЕКСТ «*AUTOMATION IN INDUSTRY*.»(2часть)**

Machining is a manufacturing process in which metal is removed by a cutting or shaping tool, so that the remain­ing work part is the desired shape. Machinery and motor components are usually made by this process. In many cases, multiple operations are required to completely shape the part. If the part is mass-produced, an automated transfer line is often the most economical method of pro­duction. Many separate operations are divided among the workstations.

Pressworking operations involve the cutting and forming of parts from sheet metal. Examples of such parts include automobile body panels, outer shells of laundry machines and metal furniture More than one processing step is often required to complete a compli­cated part. Several presses are connected together in se­quence by handling mechanisms that transfer the par­tially completed parts from one press to the next, thus creating an automated pressworking line.

**Numerical control**

Numerical control is a form of programmable auto­mation in which a machine is controlled by numbers (and other symbols) that have been coded on punched paper tape or an alternative storage medium. The initial appli­cation of numerical control was in the machine tool in­dustry, to control the position of a cutting tool relative to the work part being machined. The NC part program represents the set of machining instructions for the par­ticular part. The coded numbers in the program specify x-y-z coordinates in a Cartesian axis system, defining the various positions of the cutting tool in relation to the work part.

**2.ТЕСТЫ.**

TEST 1. PASSIVE

1.The day before yesterday we (invited) to the restaurant by Tom Jenkins.

A *are invited*

В *were invited*

С *invite* .

2.Look! The bridge (repair).

A *is being repaired* В *is been repaired* С *has being repaired*

3.. The letter and the parcel (post) tomorrow. A *will be post* В *will have been posted* С *will be posted*

4.Margaret (know) to be a very industrious person.

A *has been known*

В *is known*

С *is been known*

5.In Greece the Olympic Games (hold) once in four years.

A *were held* В *are being held* С *are held*

6.The problem (study) for three years, but they haven't got any results.

A *has been studied*

В *has being studied*

С *was studied*

7.Dad phoned us and asked if our luggage (already/pack).

A *was already being packed*

В *had already been packed*

С *was packed*

8.The doctor said that Tommy's leg (X-rayed) the following day.

A *will be X-rayed*

В *would be X-rayed*

С *will have been X-rayed*

*9.*A police car came when the injured man (carry off) the road.

A *was being carried off*

В *was been carrying off*

С *has been carried off*

10. I (bear) in a small Russian town not far from Samara.

A *was borne* В *am born* С *was born*

11.This book (republish) by the end of September.

A *would been republished*

В *will have been republished*

С *will been republished*

TEST 2 DEGREES OF COMPARISON

1. This house is (old) of all the houses in the street.

A *as old as* В *older* С *the oldest*

2.Go to the library if you need (far) information.

A *farther* В *further* С *farer*

3 . Life is (easy) it used to be.

A *so easy as* В *more easy than* С *easier than*

4.I'm getting (fat) and (fat).

A *the fattest and the fattest* В *fatter and fatter* С *fat and fat*

5.The problem was (serious) we expected.

A *seriouser than* В *more serious than*

6.Moscow is (large) city in Russia.

A *the largest* В *largest* С *larger*

7.Let's go by train. It's much (cheap).

A *cheap* В *cheaper* С *the cheapest*

8. Where is (near) post-office, please?

A *the nearest* В *the next* С *nearer*

9. That's (good) film I've ever seen.

A *a good* В *the goodest* С *the best*

**Экзаменационный билет №13**

**1.ТЕКСТ «*AUTOMATION IN INDUSTRY*.»(3часть)**

Many applications of numerical control have been de­veloped since *its* initial use to control machine .tools. Other machines using numerical control include compo­nent-insertion machines used in electronics assembly, drafting machines that prepare engineering drawings, coordinate measuring machines that perform accurate inspections of parts. In these applications coded numeri­cal data are employed to control the position of a tool or workhead relative to some object. Such machines are used to position electronic components (e.g., semiconductor chip modules) onto a printed circuit board (PCB). It is basically an x-y positioning table that moves the printed circuit board relative to the part-insertion head, which then places the individual component into position on the board. A typical printed circuit board has dozens of in­dividual components that must be placed on its surface; in many cases, the lead wires of the components must be inserted into small holes in the board, requiring great precision by the insertion machine. The program that controls the machine indicates which components are to be placed on the board and their locations. This informa­tion is contained in the product-design database and is typically communicated directly from the computer to the insertion machine.

**Automated assembly**

Assembly operations have traditionally been per­formed manually, either at single assembly workstations or on assembly lines with multiple stations. Owing to the high labour content and high cost of manual labour, greater attention has been given in recent years to the use of automation for assembly work. Assembly opera­tions can be automated using production line principles if the quantities are large, the product is small, and the design is simple (e.g., mechanical pencils, pens, and ciga­rette lighters). For products that do not satisfy these conditions, manual assembly is generally required.

**2.ТЕСТЫ.**

TEST 1. FUTURE SIMPLE / FUTURE PERFECT / FUTURE CONTINUOUS

1.He (sleep) when you come back tonight,

A *will sleep В will be sleeping*

2.By the time I come they (go).

A *will go В will have gone*

3.-It is snowing heavily. Have you listened to the weather forecast for tomorrow?

-I hope it (stop) snowing by tomorrow morning. A *will stop В will be stopping С will have stopped*

4.My sister (know) the result of her exam on economy in three days.A *will know В will have known С will be knowing*

5.-Let'smeet at the station at 5 o'clock. - O.K.

I (wait) for you there.

A *will wait.**В will be waiting С will have waited*

6.The work of the scientist (achieve) the proper acclaim.

*A* will achieve В will have achieved

TEST 2. PRONOUNS (use pronouns)

1. At Christmas... (friends) often give Mary presents.

2.... (Mary ) likes her friends.

3.. I've got a tortoise. I feed ... on vegetables.

4.... (the burd) is singing lovely.

**Экзаменационный билет №14**

**1.ТЕКСТ «*TYPES OF AUTOMATION*»(2часть)**

This reprogramming (programmable automation) and changeover take a period of non-productive time. Pro­duction rates in programmable automation are generally lower than in fixed automation, because the equipment is designed to facilitate product changeover rather than for product specialization. A numerical-control machine-tool is a good example of programmable automation. The program is coded in computer memory for each differ­ent product style and the machine-tool is controlled by the computer programme.

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

**2.ТЕСТЫ.**

TEST1. PRESENT PERFECT / PRESENT PERFECT CONTINUOUS

1.He knows Africa well because he (travel | a lot there.

A *has been travelling*

*В has travelled*

'

2.You (write) this composition for two hours and can't com­plete it.

A *have been writing В have written*

3.- John is still repairing his car.

-He must be tired. He (repair) it all day.

A *has repaired*

*В has been repairing*

4. Alice promised to come, but she's absent. Something (hap­pen) to her.

A *has been happening В has happened*

5.The children are drawing. They (draw) since they came home.

A *have been drawing* В *have drawn*

6.... they (tell) anything about their summer plans? A *Have they been telling В Have they told*

7. My aunt (have) the big house in the country.

A *has always been having В has always had*

Задание 2. Напишите время.

a)8.15

b)1.30

c)7.45

d)22.00

e)It`s a quarter to ten.

Напишите даты.

a)1 сентября 1974

b)31 декабря 1905

c)2 ноября 1634

d)10 мая 1900

Напишите числительные.

6,372,000

35.25

0.1

Five and two thirds

57th

2.45

Sixty thousand two hundred and fifty

**Экзаменационный билет №15**

**1.ТЕКСТ «*AUTOMATION IN INDUSTRY*.»(1часть)**

**FIXED AND PROGRAMMABLE AUTOMATION**

*Automated production lines*

An automated production line consists of a series of workstations connected by a transfer system to move parts between the stations. This is an example of fixed automation, since these lines are set up for long produc­tion runs, making large number of product units and running for several years between changeovers. Each station is designed to perform a specific processing op­eration, so that the part or product is constructed stepwise as it progresses along the line. A raw work part enters at one end of the line, proceeds through each workstation and appears at the other end as a completed product. In the normal operation of the line, there is a work part being processed at each station, so that many parts are being processed simultaneously and a finished part is produced with each cycle of the line. The various opera­tions, part transfers, and other activities taking place on an automated transfer line must all be sequenced and co­ordinated properly for the line to operate efficiently.

Modern automated lines are controlled by program­mable logic controllers, which are special computers that can perform timing and sequencing functions required to operate such equipment. Automated production lines are utilized in many industries, mostly automobile, where they are used for processes such as machining and pressworking.

**2.ТЕСТЫ.**

TEST 1.PAST SIMPLE / PAST CONTINUOUS / PAST PERFECT CONTINUOUS /

PAST PERFECT

1. I (talk) over the phone when they brought me the letter.

A *talked B had talked С had been talking* D *was talking*

1. They (sit) in the room when the taxi arrived.

A *sat В had sat* С *had been sitting* D *were sitting*

1. He quickly forgo: everything he (learn) at school.

A *learnt* В *had learnt*

*С had been learning* D *was learning*

4.I visited Brazil in April. I (stay) at a nice hotel for a fortnight

A *stayed* В *had stayed* С *had been staying* D *was staying*

5. I(stay) at the hotel for a fortnight when I received your letter.

A *stayed* В *had stayed* С *had been staying* D *was staying*

6.The musician (play) the piano for a whole hour when we came in.

A *played В had played С had been playing* D *was playing*

7. Alice closed the magazine and rose from the sofa on which f she (lie) for more than two hours. A *lay В had lain С had been lying* D *was lying*

8. A man (be) unconscious for a few minutes when an ambulance arrived.

A *was В had been С had being*

9. We (walk) along a forest road for two hours when we saw a house.

A *walked В had walked С had been walking* D *were walking*

10.I (talk) over the phone for a whole hour when the porter knocked at the door.

A *talked В had talked С had been talking* D *was talking*

TEST 2. PLURAL (make plural form)

1. a baby 2. a pencil

A babys A penciles

B babies B pencils

1. a man 4. an umbrellas

A man A umbrellaes

B men C mans B umbrellas C umbrells

5. a boy 6. a city

A boys A citys

B boies C boyes B cities C cityes

7. a mouse 8. A postman

A mouses A postman

B mice C mouss B postman C postman

9. a knife 10. a fish

A knifes A fish

B knifs C knives B fishes C fishs

3*. Пакет заданий для специальности «АВТОМОБИЛЕ и ТРАКТОРОСТРОЕНИЕ».*

**Экзаменационный** **билет** **№ 1**

**1 .ТЕКСТ«*The Engine.*»**

The primary components of a car are the power plant, the power transmission, the running gear, and the con­trol system. These constitute the chassis, on which the body is mounted.

The power plant includes the engine and its fuel, the carburettor, ignition, lubrication, and cooling systems, and the starter motor.

***The Engine.***

The greatest number of cars use piston engines. The four-cycle piston engine requires four strokes of the pis­ton per cycle. The first downstroke draws in the petrol mixture. The first upstroke compresses it. The second downstroke—the power stroke—following the combus­tion of the fuel, supplies the power, and the second upstroke evacuates the burned gases. Intake and exhaust valves in the cylinder control the intake of fuel and the release of burned gases. At the end of the power stroke the pressure of the burned gases in the cylinder is 2.8 to 3.5 kg/sq cm. These gases escape with the sudden open­ing of the exhaust valve. They rush to a silencer (muf­fler), an enlarged section of piping containing expand­ing ducts and perforated plates through which the gases expand and are released into the atmosphere.

Greater smoothness of operation of the four-cycle en­gine were provided by the development of the four-cyl­inder engine, which supplies power from one or another of the cylinders on each stroke of the cycle. A further increase in power and smoothness is obtained in engines of 6,8,12, and 16 cylinders, which are arranged in either a straight line or two banks assembled in the form of a V.

**2.ТЕСТЫ.**

TEST 1. TAG - QUESTIONS

1. He can play golf well,... ?

A ..., *doesn't he?*

В ..., *can he?*

С ..., *can't he?*

2. You are the new secretary,…?

A, ..., *aren't you?*

В ..., *are you?*

С ..., *don't you?*

3. Mr. Evans is speaking over the phone,... ?

A…,*is he?*

В ...., *isn't he?*

С...*.,doesn't you?*

4. You like black coffee, „.?

A …,*aren`t you?*

В …,,, *don`t you?*

С ..., *do you?*

5. I'm pronouncing your name correctly,... ?

A …., *aren't I?*

В….*.,don't ?*

С ..., *am not I?*

7. I'm not ill.-....?

A ..., *are I?*

В *...,am I?*

8. It's a nice day,... ?

A .... ,*does it?*

В ...., is *it?*

С *...,isn`t it?*

9 There isn't a cloud in the sky,... ?

A ..., is *it?*

В ..., *does it?*

С ..., *is there?*

Test 2. ARTICLES

A the С an Ba D-

1. I'd like to have... hamburger for... breakfast.
2. Pushkin is...outstanding Russian poet.
3. Can you play.. .piano?
4. Will you play... chess with me?
5. At... night I had... terrible headache after I had drank... lot of coffee in... evening.
6. There is... bend in the road.
7. Thomas Banks is... last person I want to see.
8. My favorite subject at school is.. .History.
9. He knows.. .history of the French Revolution well.
10. Tom's going to take... his fishing-rod.
11. Could you phone later, please? Jane's having... shower.

**Экзаменационный** **билет** **№ 2**

**1.ТЕКСТ. «*Carburation.»***

Air is mixed with the vapour of the petrol in the car­burettor.To prevent the air and the carburettor from becoming too cold for successful evaporation of the fuel, the air for the carburettor is usually taken from a point close to a heated part of the engine. Modern carburet­tors are fitted with a so-called float-feed chamber and a mixing or spraying chamber. The first is a small cham­ber in which a small supply of petrol is maintained at a constant level. The petrol is pumped from the main tank to this chamber, the float rising as the petrol flows in until the desired level is reached, when the inlet closes.

The carburettor is equipped with such devices as accel­erating pumps and economizer valves, which automati­cally control the mixture ratio for efficient operation under varying conditions. Level-road driving at constant speed requires a lower ratio of petrol to air than that needed for climbing hills, for acceleration, or for start­ing the engine in cold weather. When a mixture ex­tremely rich in petrol is necessary, a valve known as the choke cuts down the air intake, permitting large quanti­ties of unvaporized fuel to enter the cylinder.

**2.ТЕСТЫ**.

TEST TAG - QUESTIONS

1. We haven't got much time,... ? A ..., *do we?* В *...,don't we? С* ..., *haven't we?*

2. Sam doesn't work hard,... ?

A ...,, is *he?*

В ..., *does he?*

С ..., *isn't he?*

3. Oh, there are a lot of photos in the album.... ?

A .„. , *aren't they?*

В ..., *aren't there?*

С ..., *are there?*

4. There was nobody there,... ?

A ..., *was there?*

В ...*, wasn't there?*

С ..., *were there?*

5. Your son didn't help you much,... ?

A *...,did he?*

В ..., *had he?*

6. They sent a letter the day before yesterday,... ?

A *.... did they?*

В ..., *hadn't they?*

С ..., *didn't they?*

7. Dad hasn't read the newspaper yet,...?

A ..., *hasn't he?*

В *..., has he? С* ..., *did he?*

8. There will be a nice film on TV tonight,... ?

A ..., *won't there?*

В *...t will it?*

*С* ..., *will there?*

9. Neither your parents nor mine can lend us some money. ...

A ..., *can they?*

В ..., *can't they?*

С ..., *do they?*

10. He never uses his car except when it's necessary,... ?

A *.... doesn't he?*

*B* ..., *does he?*

С ..., *isn't it?*

TEST 2 DEGREES OF COMPARISON

1.I met my (good) friend yesterday.

A *goodest* В *better* С *best*

*2.* Dorothy is (young) in her family.

A *theyoungest* В *the younger* С *young*

3. Henry is not (strong) his elder brother Bob.

A *so strong as* В *strong a С stronger*

4. —It isn't very warm today, is it? - No, it was (warm) yesterday. A *more warm* В *warmer* С *the warmest*

5. Your friend looked upset yesterday. I'm glad he looks (happy) today.

A *more happy* В *happier*  С *happy as*

6. Where is (near) post-office, please?

A *the nearest* В *the next* С *nearer*

7. That's (good) film I've ever seen.

A *a good* В *the goodest* С *the best*

8. Public transport m London is (expensive) in Europe.

A *the expensivest* В *the most expensive*  С *more expensive*

9. Do you think Americans are (шее) Enghsh people?

A *nicer than* В *the nicest* С *nice than*

10. The 22nd of December is (short) day in the year.

A *the short* В *the shorter* С *the shortest*

**Экзаменационный** **билет** **№ 3**

**1.ТЕКСТ «*Ignition».***

The mixture of air and petrol vapour delivered to the cylinder from the carburettor is compressed by the first upstroke of the piston. This heats the gas, and the higher temperature and pressure facilitate ignition and quick combustion. The next operation is that of igniting the charge by a spark plug. One electrode is insulated by por­celain or mica; the other is grounded through the metal of the plug, and both form part of the secondary circuit of an induction system.

The principal type of ignition now commonly used is the battery-and-coil system. The current from the bat­tery flows through the coil and magnetizes the iron core. When this circuit is interrupted at the distributor points by the interrupter cam, a current is produced in the pri­mary coil with the assistance of the condenser. This in­duces a high-voltage current in the secondary winding. This secondary high voltage is needed to cause the spark to jump the gap in the spark plug. The spark is directed to the proper cylinder by the distributor, which connects the secondary coil to the spark plugs in the several cylin­ders in their proper firing sequence. The interrupter cam and distributor are driven from the same shaft, the number of breaking points on the interrupter cam being the same as the number of cylinders.

The electrical equipment controls the starting of the engine, its ignition system, and the lighting of the car. It consists of the battery, a generator for charging it when the engine is running, a starter and the necessary wiring. Electricity also operates various automatic de­vices and accessories, including windscreen wipers, di­rectional signals, heating and air conditioning, cigarette lighters, powered windows and audio equipment.

**2.ТЕСТЫ.**

TEST 1. SHORTANSWERS

1. Will you be here next weekend? *A No, I won't.*

*В No. I don't.  
С No, I`d not .*

2. Have you got any time for me? *A Yes, it is.*

В *Yes, there is.*

С *Yes, I do.*

3. Did Julia phone you earlier? A *Yes, she did.*

В *Yes, she had.*

С *Yes, she has* .

4. Would you like a cup of hot tea? А *I`d love to.*

В *Yes, I am.*

С *Yes, I do.*

5. Do you like hot tea? *A Yes, I`d like.*

В *Yes, please.*

С *Yes, I do.*

6. It wasn't a bad day, was it? A *Yes, it wasn't.*

В *No, it wasn't.*

С *Yes, it was.*

7. Are you married? *A Yes, I do.*

В *Yes, I am.*

С *Yes, I was.*

Test 2. ARTICLES

A the С an Ba D-

1. The rent is 50 dollars ….week.
2. We often go to ….theatre and to……cinema.
3. Yesterday Dad came home at 8 o'clock, we had….dinner and then watched...TV. We went to... bed at 11p.m.
4. What... pity they haven't come!
5. I can't find... letter which I received this morning.

6. - By... way, have you heard anything from Tim lately

-... last year he entered... Oxford University.

7....President is going to open... new hospital in... capital.. .next month.

8. Are you going to...country on... Saturday?

9.They usually go...shopping on Mondays, but last Monday they didn't do... shopping.

10.Dad came to... school to see my teacher yesterday.

11.Tom's going to take... his fishing-rod.

1. .Could you phone later, please? Jane's having... shower.
2. .The rent is 50 dollars.. .week.

**Экзаменационный** **билет** **№ 4**

**1.ТЕКСТ *«Lubrication».***

In the force-feed system, a pump forces the oil to the main crankshaft bearings and then through drilled holes in the crankpins. In the full-force system, oil is also forced to the connecting rod and then out to the walls of the cylinder at the piston pin.

***«Cooling».***

At the moment of explosion, the temperature within the cylinder is much higher than the melting point of cast iron. Since the explosions take place as often as 2,000 times per minute in each cylinder, the cylinder would soon become so hot that the piston, through ex­pansion, would «freeze» in the cylinder. The cylinders are therefore provided with jackets, through which water is rapidly circulated by a small pump driven by a gear on the crankshaft or camshaft. During cold weather, the water is generally mixed with a suitable antifreeze, such as alcohol, wood alcohol, or ethylene glycol.

To keep the water from boiling away, a radiator forms part of the engine-cooling system. Radiators vary in shape and style. They all have the same function, how­ever, of allowing the water to pass through tubing with a large area, the outer surface of which can be cooled by the atmosphere. In air cooling of engine cylinders, vari­ous means are used to give the heat an outlet and carry it off by a forced draught of air.

**2. ТЕСТЫ.**

TEST 1. SHORTANSWERS

1. Are there a lot of children in your group? A *Yes, they are.* B *Yes* *, they do.* *С Yes, there are .*

2.Terrv doesn't eat meat, does he?

A *No, he doesn't.*

В *Yes, he doesn't*

С *No, it doesn't*

3. Had Jenny rung before she came? *A Yes, she did.* В *Yes, she had.* С *Yes, she rang.*

4. Can I give you a lift? *A Yes, you can.* В *Yes, please.* С *Yes, of course.*

*5.* I went to bed late last night. And you? A *So did I.* В *So I did.* С *And I did.*

6. Would you wait half an hour, please**?** A *Yes, please.*В *Yes, I would.*С *All right.*

7. Tom neither wrote nor phoned, did he? A *Yes, he didn't.* В *No, he didn't.*

С *Yes, he had.*

TEST 2. *DEGREES OF COMPARISON*

A *right* В *wrong* (correct the sentence, please)

1. I`m busier **than** my little sister.
2. London is **more old** thanNew York.
3. It's the **most** sharp pencil **I** have.
4. Do you know **the shortest** way to the station?
5. This exercise is **more difficult than** that one.
6. Be **activer** at your lessons, please.
7. She is **the most pretty** girl I've ever known.
8. The boy is **as** **taller as** his father.
9. He makes **more** mistakes than you do.

10.Baseball is **the popularest** summer sport in America.

11.Yesterday he started to feel **more bad**.

12.Soon it began to get **more darker** and it was time 1 back home.

13.Mary's answer is correcter than yours.

**Экзаменационный** **билет** **№ 5**

**1. ТЕКСТ «*The Starter».***

The petrol engine must usually be set in motion be­fore an explosion can take place and power can be devel­oped; moreover, it cannot develop much power at low speeds. These difficulties have been overcome by the use of gears and clutches, which permit the engine to work at a speed higher than that of the wheels, and to work when the vehicle is at rest. An electric starter receiving its current from the storage battery, turns the crank­shaft, thus starting the petrol engine. The starter motor is of a special type that operates under a heavy overload, producing high power for very short periods. In modern cars, the starter motor is automatically actuated when the ignition switch is turned on.

***«The Clutch».***

Some type of clutch is found in every car. The clutch may be operated by means of a foot pedal, or it may be automatic or semi-automatic. The friction clutch and the fluid coupling are the two basic varieties. The friction clutch, which depends on solid contact between engine and transmission, consists of: the rear face of the fly­wheel; the driving plate, mounted to rotate with the fly­wheel; and the driven plate, between the other two. When the clutch is engaged, the driving plate presses the driven plate against the rear face of the flywheel. Engine power is then delivered through the contacting surfaces to the transmission.

Fluid coupling may be used either with or without the friction clutch. When it is the sole means of engaging the engine to the transmission, power is delivered exclu­sively through an oil medium without any contact of solid parts. In this type, known as a fluid drive, an engine-driven, fan-bladed disc, known as the fluid flywheel, agitates the oil with sufficient force to rotate a second disc that is connected to the transmission. As the rota­tion of the second disc directly depends on the amount of engine power delivered, the prime result of fluid coupling is an automatic clutch action, which greatly simplifies the requirements for gear shifting.

**2. ТЕСТЫ.**

TEST 1. SPECIAL QUESTIONS.

1.After lunch you phoned someone.A *Who rang you?*В *Who did you ring?*

2. The policeman is interviewing the robber.

A *Who is interviewing the robber?*

В *Who is the robber interviewing?*

3.... is it from here to St. Petersburg? A *How far* В *How long*

4.... would you like to drink? A *Which* В *What*

5.... of brothers Grimm was the eldest? A *Who* В *What С Which*

6. It's so cold today. ... put on your warm coat?

A *Why you haven't*

В *Why haven't you*

7.-…birthday is it today? - It`s Janet`s birthday today. She is 19.

*A Which B Whom*

*C What D Whose*

Test 2. ARTICLES

A the С an Ba D-

1.They usually go...shopping on Mondays, but last Monday they didn't do... shopping.

2.Dad came to... school to see my teacher yesterday.

3.Do this exercise at...school and that one at...home,' said our teacher in...loud voice.

4. -Could you tell me... time, please? -It's...quarter past four.

5.We are busy today, but we have... little time to spare tomorrow.

6.The sweater was cheap. It cost only.. .few pounds.

7.To tell... truth, I didn't expect to see him.

8.It's.. .high time you stopped being so lazy.

9..... earth goes round... sun.

10... life is hard in that climate.

11. What... lovely song!

12. It took me one and... half hours to get there.

13.... half... dozen eggs, please.

**Экзаменационный** **билет** **№ 6**

**1.ТЕКСТ «*AC MOTORS»(1 часть)***

Two basic types of motors are designed to operate on alternating current: synchronous motors and induction motors. The synchronous motor is essentially a three-phase alternator operated in reverse. The field magnets are mounted on the rotor and are excited by di­rect current, and the armature winding is divided into three parts and fed with three-phase alternating current. The variation of the three waves of current in the arma­ture causes a varying magnetic reaction with the poles of the field magnets, and makes the field rotate at a con­stant speed that is determined by the frequency of the current in the AC power line.

The constant speed of a synchronous motor is advan­tageous in certain devices. However, in applications where the mechanical load on the motor becomes very great, synchronous motors cannot be used, because if the motor slows down under load it will «fall out of step» with the frequency of the current and come to a stop. Synchro­nous motors can be made to operate from a single-phase power source by the inclusion of suitable circuit elements that cause a rotating magnetic field.

The simplest of all electric motors is the squirrel-cage type of induction motor used with a three-phase supply. The armature of the squirrel-cage motor con­sists of three fixed coils similar to the armature of the synchronous motor. The rotating member consists of a core in which are imbedded a series of heavy conduc­tors arranged in a circle around the shaft and parallel to it. With the core removed, the rotor conductors resemble in form the cylindrical cages once used to ex­ercise pet squirrels. The three-phase current flowing in the stationary armature windings generates a rotating magnetic field, and this field induces a current in the conductors of the cage.

**2.ТЕСТЫ.**

TEST 1. SPECIAL QUESTIONS.

1.*...* does it cost to stay at the Hilton Hotel?

*A How many*

*В How much*

*С What*

2.- ... is Pam's sister? *-* She's a secretary at our college

A *What*

В *Who*

С *Where*

3. Bob and Alice got married in 1991.

A *How long have they been married?*

В *How long is it since they got married?*

С *When did they get married1?*

4. –Tell me something about Fred`s wife.  **…?**

-Oh, she`s about 25, she`s pretty and friendly.

*A What is she?*

*B What does she like?*

*C What is she like?*

*D Who is she?*

5. -…… will it take me to learn French?

- I think you`ll be able to speak in another few months.

*A How much*

*B How long*

*C What*

6. Bob and Alice got married in 1991.

*A How long have they been married?*

*B How long is it since they got married?*

*C When did they get married?*

TEST2 ARTICLES WITH PROPER NAMES

A the B-

1.. .Everest is the highest mountain in the world.

2... West End is the symbol of wealthy and Luxurious life.

3. Where's... John's raincoat?

4... Pacific is the largest ocean on our planet.

5.Have you ever been to.. .Bolshoi Theatre?

6.Does... Mark speak... Spanish?

7.Show me... Canada Island on this map, please.

8.How much does it cost to stay at...Grand Hotel?

9.... Volga flows into... Caspian Sea.

10.Although the north of... Scotland is called... Highlands the mountains aren't  
high there-.. .Ben Nevis (1343m) is the highest peak.

11.I've made up my mind to go to.. .Black Sea next summer.

12.Two of my classmates entered.. .Moscow State University last year.  
13.... Lake Baikal is the deepest one in the world.

14.On Wednesday.. .Moscow Times published an article about Marcus Webb.

**Экзаменационный** **билет** **№ 7**

**1. ТЕКСТ «*Manual and Automatic Transmissions».***

The transmission is a mechanism that changes speed and power ratios between the engine and the driving wheels. Three general types of transmission are in cur­rent use: conventional or sliding-gear, Hydra-Matic, and torque-converter systems.

The conventional transmission provides for three or four forward speeds and one reverse speed. It consists of two shafts, each with gears of varying diameters. One shaft drives the other at a preselected speed by meshing the appropriate set of gears. For reverse speed/an extra gear, known as the idler gear, is required to turn the driven shaft in the opposite direction from normal rota­tion. In high gear, the two shafts usually turn at the same speed. In low, second, and reverse gears, the driven shaft turns more slowly than the driving shaft. When a pair of gears permits the driven shaft to turn more rapidly than the driving shaft, the transmission is said to have overdrive. Overdrive is designed to increase the speed of a car.

The Hydra-Matic type of transmission combines the automatic clutch provided by fluid coupling with a semi­automatic transmission. A mechanical governor, control­led by the pressure exerted on the accelerator pedal, regu­lates gear selection through a system of hydraulically controlled shift valves. Hydra-Matic transmission pro­vides for several forward gears.

The torque-converter type of transmission provides an unlimited number of gear ratios with no shifting of gears. The torque converter is a hydraulic mechanism using engine power to drive a pump, which impels streams of oil against the blades of a turbine. The tur­bine is connected to the drive shaft and causes it to ro­tate.

Both Hydra-Matic and torque-converter systems are controlled by a selector lever on the steering column, which provides also for reverse and sometimes for emer­gency-low gears.

**2.ТЕСТЫ.**

TEST 1. PAST PERFECT/ PRESENT PERFECT 1. Aunt Polly punished Tom Sawyer because he ... naughty.

*A. has been* *B. had been*

*2.* - Why are you looking so unhappy? - I... my purse.

*A. have lost* *B. had lost*

3. Sam was upset because Judy ... .

*A. hasn`t come* *B. hadn 't come*

4. Mother asked the children if they ... some biscuits for tea.

*A. has bought* *B. had bought*

5.1 ... some photos to be developed. Are they ready?

*A. have left* *B. had left*

6. Tell Tommy about these wonderful islands. He ... about them.

*A. has never heard* *B. had never heard*

7. I'm so happy to see you again. I ... you since I left Berks.

*A. haven't seen* *B. hadn't seen*

8. She said she ... him since she left Berks.

*A. hasn't seen* *B. hadn't seen*

TEST 2. PLURAL (make plural form)

1. an address 2. a child

A - B an address C an address A childs B childres C children

3. a foot 4. jeans

A foots B footes C feet A jeans B jeanses C jeans

5. a potato 6. a photo

A potatoes B potatos C potates A photoes B photos C photes

1. a roof 8. a boy-friend

A roofs B rooves C roofes A boys-friends B boy-friends C boys friends

9. a sheep 10. news

A sheep B sheeps C sheepes A newses B news C pieces of news

11. a toothbrush 12. a advice

A teethbrush B toothbrushes C toothbrushes A advices B advises C -

**Экзаменационный** **билет** **№ 8**

**1.ТЕКСТ «***The Control System».*

Steering is controlled by a hand wheel, mounted on an inclined column and attached to a steering tube inside the column. The other end of the tube is connected to the steer­ing gear, which is designed to provide maximum ease of operation. Power steering, adapted for passenger cars in the early 1950s, is generally a hydraulic mechanism used as a booster to reduce the effort of steering.

A car has two sets of brakes: the hand or emergency brake and the foot brake. The emergency brake gener­ally operates on the rear wheels only. The foot brake in modern cars is always of the four-wheel type , operating on all wheels. Hydraulic brakes on cars and hydraulic vacuum, air , or power brakes on lorries apply the brak­ing force to

the wheels with much less force on the brake pedal than is required with ordinary mechanical brakes. The wheel brakes are generally of the internally expand­ing type, in which a convex strip of material is forced against a concave steel brake drum.

**2.ТЕСТЫ.**

TEST MODALVERBS

**1**. You will... speak Spanish in another few months.

A *can*  С *be able to* В *have*

2. I`d like….skate. A *to can* B *to be able to*

C *to have to* D *could*

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

A *should* С *can*

В *would* D *must*

4. To my mind, the government... take care of old people.

A *should*  С *must*

B *need to* D *may*

5.I... get up early on Mondays. A *am able* С *must* В *have* to D *may*

6. The policeman told the woman she... worry.

A *needn't* С *couldn't*

В *needn't to* D *mustn't*

7. As you... remember, I was always interested in scientific experiments.

A *may* С *must*

В *have to* D *may*

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

A *should С can*

В *must* D *have to*

9..... I speak to Jane, please?

*A could* С *must*

В *shall*

10. My dentist says I... eat so many sweets.

A *needn't*

В *mustn't* D *shouldn't*

TEST 2. PRESENT SIMPLE / PRESENT CONTINUOUS

A *right* **В** *wrong* (in **this case correct the sentence,, please)**

1. Tom is in his room. He plays the piano.
2. Jill is speaking five languages.

3.I am looking for my glasses. Where are they?

4. My brother is smoking 20 cigarettes a day.

5.I am not understanding v/hat he is speaking about

* 1. John is tired, so he has a short sleep.
  2. The man in the dark grey coat is looking like Tom Garrett.
  3. He doesn't like ballroom dancing.
  4. I'm looking out of the window, but I'm not seeing him.
  5. I am remembering that holiday we had in France a few years ago.

**Экзаменационный** **билет** **№ 9**

**1.ТЕКСТ «*DIESEL ENGINES».***

Most diesels are also four-stroke engines. The first or suction stroke draws air, but no fuel, into the combustion chamber through an intake valve. On the second or com­pression stroke the air is compressed to a small fraction of its former volume and is heated to approximately 440°C by this compression. At the end of the compression stroke vaporised fuel is injected into the combustion chamber and burns instantly because of the high temperature of the air in the chamber. Some diesels have auxiliary electri­cal ignition systems to ignite the fuel when the engine starts and until it warms up. This combustion drives the piston back on the third or power stroke of the cycle. The fourth stroke is an exhaust stroke.

The efficiency of the diesel engine is greater than that of any petrol engine and in actual engines today is slightly over 40 per cent. Diesels are in general slow-speed engines with crankshaft speeds of 100 to 750 revo­lutions per minute (rpm) as compared to 2,500 to 5,000 rpm for typical petrol engines. Some types of diesel, how­ever, have speeds up to 2,000 rpm. Because diesels use compression ratios of 14 or more, they are generally more heavily built than petrol engines, but this disadvantage is counterbalanced by their greater efficiency and the fact that they can be operated on less expensive fuel.

**2.ТЕСТЫ.**

TEST 1. PASSIVE open the brackets The Tower of London

**The** lower of London (build) by William the Conqueror in 1078 as a castle and palace. Since that time it (expand) to its present **size, and** (use) as an armoury, a zoo, a royal mint, a prison, and a museum. At the time when it was a prison a lot of people (lock) in I he Tower for their religious beliefs or suspected treason. Anne Boleyn, Elizabeth the First (shut up) there, **too.** Spies (imprison) in the Tower during both World Wars. Some of the prisoners (allow) to walk in the grounds, live in comfortable **rooms** and receive visitors. Many convicted (publicly/execute) on **Tower** Hill. They (behead) with the block and axe, which (keep) and (show) in the Tower Armoury now. The Jewel House (situate) at the Tower. The collection of the Crown Jewels (keep) in it. Saint Edward's Crown, the Imperial State Crown, and the royal sceptre (guard) there. Saint Edward's Crown (use) for the coronation ceremonies. 3000 precious jewels (set) in the Imperial State Crown. In 1671 a daring attempt (make) to steal the Crown Jewels by a man named Captain Blood.

Test 2 ARTICLES WITH PROPER NAMES

A the B-

1. I went to... France last year, but I haven't been to... Netherlands yet.

2 I live in... Tverskaya Street.

3... Thames flows through... London.

4... United Kingdom includes... Great Britain and... Northern Ireland.

1. My train leaves from... Waterloo Station at 7.10p.m.
2. St. Bernard dogs are named after a monastery high up in... Alps.

7... Queen Elizabeth II won't speak on TV tomorrow.

8... USA is... fourth largest country in... world after... Russia, ... Canada and... Republic of... China.

9... English Channel is between... Great Britain and... France.

10...Trafalgar Square is the geographical centre of...London.

**Экзаменационный** **билет** **№ 10**

**1.ТЕКСТ «*Two-Stroke Engines.»***

By suitable design it is possible to operate a diesel as a two-stroke or two-cycle engine with a power stroke every other stroke of the piston instead of once every four strokes. The efficiency of such engines is less than that of four-stroke engines, and therefore the power of a two-stroke engine is always less then half that of a four-stroke engine of comparable size.

The general principle of the two-stroke engine is to shorten the periods in which fuel is introduced to the combustion chamber and in which the spent gases are exhausted to a small fraction of the duration of a stroke instead of allowing each of these operations to occupy a full stroke.

In the simplest type of two-stroke engine, the valves are the openings in the cylinder wall that are uncovered by the piston at the end of its outward travel. In the two-stroke cycle the fuel mixture or air is introduced through the intake port when the piston is fully withdrawn from the cylinder. The compression stroke follows and the charge is ignited when the piston reaches the end of this stroke. The piston then moves outward on the power stroke, uncovering the exhaust port and permitting the gases to escape from the combustion chamber.

**2. ТЕСТЫ.**

TEST 1. PRESENT SIMPLE / PRESENT CONTINUOUS

A *right* В *wrong* (in this case correct the sentence,please)

1. Tom is in his room. He plays the piano.

2. Jill is speaking five languages.

3. I am looking for my glasses. Where are they?

4. How much is it costing to send a letter to Paris?

5. My parents are never drinking strong coffee.

6.I hate big cities.

7. His play is beginning at half past seven.

8. What are you thinking of that novel?

9. What are you thinking about?

10. I am hoping Mag comes out of hospital soon.

TEST 2. *DEGREES OF COMPARISON*

A *right* В *wrong* (correct the sentence, please)

1.Baseball is **the popularest** summer sport in America.

2.Yesterday he started to feel **more bad**.

3. Soon it began to get **more darker** and it was time 1 back home.

4.He said that money was **the most important** to him.

5.I've got a headache. Be **quieter**, please.

6.Mary's answer is **correcter** than yours.

7.Can you come **more early** next time?

8.You should be **carefuler.**

9. I`m busier **than** my little sister.

10. London is **more old** than New York.

**Экзаменационный** **билет** **№ 11**

**1.ТЕКСТ *«DIRECT-CURRENT (DC) GENERATORS»*.(1часть)**

If an armature revolves between two stationary field poles, the current in the armature moves in one direc­tion during half of each revolution and in the other di­rection during the other half. To produce a steady flow of unidirectional, or direct, current from such a device, it is necessary to provide a means of reversing the cur­rent flow outside the generator once during each revolu­tion. In older machines this reversal is accomplished by means of a commutator (коллектор) — a split metal ring mounted on the shaft of the armature. The two halves of the ring are insulated from each other and serve as the terminals of the armature coil. Fixed brushes of metal or carbon are held against the commutator as it revolves, connecting the coil electrically to external wires. As the armature turns, each brush is in contact alternately with the halves of the commutator, changing position at the moment when the current in the armature coil reverses its direction. Thus there is a flow of unidirectional cur­rent in the outside circuit to which the generator is con­nected. DC generators are usually operated at fairly low voltages to avoid the sparking between brushes and com­mutator that occurs at high voltage. The highest poten­tial commonly developed by such generators is 1500 V. In some newer machines this reversal is accomplished using power electronic devices, for example, diode recti­fiers.

**2. ТЕСТЫ.**

TEST 1. WORD ORDER

1. often - the cinema - The Milnes - to - go

A *The Milnes go to the cinema often.*

*В The Milnes often go to the cinema.*

2. cigarettes - his - give - him

A *Give his cigarettes him.*

*В Give him his cigarettes.*

3. the theatre - go - often - very - we - to

A *We go to the theatre very often.*

*В We very often go to the theatre.*

*С Very often we go to the theatre.*

1. 4.him - give - to - cigarettes - his .

A *Give to him his cigarettes.*

*В Give his cigarettes to him.*

5.drink - coffee -1 - usually - strong - don't

*A I usually don't drink strong coffee.*

*В I don' t usually drink strong coffee.*

*С I don' t drink strong coffee usually.*

6.round - at - table - wooden - they - a - large – sat

A *They sat at a large wooden round table.*

*В They sat at a round large wooden table.*

*С They sat at a large round wooden table.*

7.doing - men - what - those - are?

A *What are those men doing?*

*В What are doing those men?*

*С What those men are doing?*

TEST 2 ARTICLES WITH PROPER NAMES

A the B-

1. Would you like to go to.. .Kremlin?

2. .. .Everest is the highest mountain in the world.

3. ... West End is the symbol of wealthy and Luxurious life.

4. Where's... John's raincoat?

5. ... Pacific is the largest ocean on our planet.

6. Have you ever been to.. .Bolshoi Theatre?

7. Does... Mark speak... Spanish?

8. Show me... Canada Island on this map, please.

9.How much does it cost to stay at...Grand Hotel?

10.... Volga flows into... Caspian Sea.

11.Although the north of... Scotland is called... Highlands the mountains aren't  
high there-.. .Ben Nevis (1343m) is the highest peak.

12.I've made up my mind to go to.. .Black Sea next summer.

13.Two of my classmates entered.. .Moscow State University last year

**Экзаменационный** **билет** **№ 12**

**1.ТЕКСТ «*AC Motors»(1 часть)***

Two basic types of motors are designed to operate on alternating current: synchronous motors and induction motors. The synchronous motor is essentially a three-phase alternator operated in reverse. The field magnets are mounted on the rotor and are excited by di­rect current, and the armature winding is divided into three parts and fed with three-phase alternating current. The variation of the three waves of current in the arma­ture causes a varying magnetic reaction with the poles of the field magnets, and makes the field rotate at a con­stant speed that is determined by the frequency of the current in the AC power line.

The constant speed of a synchronous motor is advan­tageous in certain devices. However, in applications where the mechanical load on the motor becomes very great, synchronous motors cannot be used, because if the motor slows down under load it will «fall out of step» with the frequency of the current and come to a stop. Synchro­nous motors can be made to operate from a single-phase power source by the inclusion of suitable circuit elements that cause a rotating magnetic field.

The simplest of all electric motors is the squirrel-cage type of induction motor used with a three-phase supply. The armature of the squirrel-cage motor con­sists of three fixed coils similar to the armature of the synchronous motor. The rotating member consists of a core in which are imbedded a series of heavy conduc­tors arranged in a circle around the shaft and parallel to it. With the core removed, the rotor conductors resemble in form the cylindrical cages once used to ex­ercise pet squirrels. The three-phase current flowing in the stationary armature windings generates a rotating magnetic field, and this field induces a current in the conductors of the cage.

**2.ТЕСТЫ.** TEST 1. PASSIVE

1.The day before yesterday we (invited) to the restaurant by Tom Jenkins.

A *are invited*

В *were invited*

С *invite* .

2.Look! The bridge (repair).

A *is being repaired* В *is been repaired* С *has being repaired*

3.. The letter and the parcel (post) tomorrow. A *will be post* В *will have been posted* С *will be posted*

4.Margaret (know) to be a very industrious person.

A *has been known*

В *is known*

С *is been known*

5.In Greece the Olympic Games (hold) once in four years.

A *were held* В *are being held* С *are held*

6.The problem (study) for three years, but they haven't got any results.

A *has been studied*

В *has being studied*

С *was studied*

7.Dad phoned us and asked if our luggage (already/pack).

A *was already being packed*

В *had already been packed*

С *was packed*

8.The doctor said that Tommy's leg (X-rayed) the following day.

A *will be X-rayed*

В *would be X-rayed*

С *will have been X-rayed*

*9.*A police car came when the injured man (carry off) the road.

A *was being carried off*

В *was been carrying off*

С *has been carried off*

10. I (bear) in a small Russian town not far from Samara.

A *was borne* В *am born* С *was born*

11.This book (republish) by the end of September.

A *would been republished*

В *will have been republished*

С *will been republished*

TEST 2 DEGREES OF COMPARISON

1. This house is (old) of all the houses in the street.

A *as old as* В *older* С *the oldest*

2.Go to the library if you need (far) information.

A *farther* В *further* С *farer*

3 . Life is (easy) it used to be.

A *so easy as* В *more easy than* С *easier than*

4.I'm getting (fat) and (fat).

A *the fattest and the fattest* В *fatter and fatter* С *fat and fat*

5.The problem was (serious) we expected.

A *seriouser than* В *more serious than*

6.Moscow is (large) city in Russia.

A *the largest* В *largest* С *larger*

7.Let's go by train. It's much (cheap).

A *cheap* В *cheaper* С *the cheapest*

8. Where is (near) post-office, please?

A *the nearest* В *the next* С *nearer*

9. That's (good) film I've ever seen.

A *a good* В *the goodest* С *the best*

**Экзаменационный** **билет** **№13**

**1.ТЕКСТ «*AC Motors»(2часть)***

The magnetic reaction between the rotating field and the current-carrying conductors of the rotor makes the rotor turn. If the rotor is re­volving at exactly the same speed as the magnetic field no currents will be induced in it, and hence the rotor should not turn at a synchronous speed. In operation the speeds of rotation of the rotor and the field differ by about 2 to 5 per cent. This speed difference is known as slip.

Motors with squirrel-cage rotors can be used on sin­gle-phase alternating current by means of various ar­rangements of inductance and capacitance that alter the characteristics of the single-phase voltage and make it resemble a two-phase voltage. Such motors are called split-phase motors or condenser motors (or capacitor motors), depending on the arrangement used. Single-phase squirrel-cage motors do not have a large starting torque, and for applications where such torque is required, repulsion-induction motors are used. A repulsion-induction motor may be of the split-phase or condenser type, but has a manual or au­tomatic switch that allows current to flow between brushes on the commutator when the motor is start­ing, and short-circuits all commutator segments after the motor reaches a critical speed. Repulsion-induc­tion motors are so named because their starting torque depends on the repulsion between the rotor and the stator, and their torque while running depends on in­duction. Series-wound motors with commutators, which will operate on direct or alternating current, are called universal motors. They are usually made only in small sizes and are commonly used in household ap­pliances.

**2.ТЕСТЫ**.

TEST 1. FUTURE SIMPLE / FUTURE PERFECT / FUTURE CONTINUOUS

1.He (sleep) when you come back tonight,

A *will sleep В will be sleeping*

2.By the time I come they (go).

A *will go В will have gone*

3.-It is snowing heavily. Have you listened to the weather forecast for tomorrow?

-I hope it (stop) snowing by tomorrow morning. A *will stop В will be stopping С will have stopped*

4.My sister (know) the result of her exam on economy in three days.A *will know В will have known С will be knowing*

5.-Let'smeet at the station at 5 o'clock. - O.K.

I (wait) for you there.

A *will wait.**В will be waiting С will have waited*

6.The work of the scientist (achieve) the proper acclaim.

*A* will achieve В will have achieved

TEST 2. PRONOUNS (use pronouns)

1. At Christmas... (friends) often give Mary presents.

2.... (Mary ) likes her friends.

3.. I've got a tortoise. I feed ... on vegetables.

4.... (the burd) is singing lovely.

5. We feel so lonely, stay with ...

6.... (my sister and I)' don't like to walk our dog.

7. …. (the boy) overslept this morning and didn't have time to have breakfast.

8.-Who is speaking? -It's ..., Ann.

9. May I give ... a good piece of advice? Spend more time with your son. You can help ... much.

10.... (Dad and Mom) went to see their friends.

11.Where are my glasses? Has anybody seen ... ?

12.... (your brother and you) spend too much timeplaying football.

13 .Is Jane at home? Can I speak to... ?

14. The hole on your pullover is getting bigger. You should mend ... .

**Экзаменационный** **билет** **№14**

**1.ТЕКСТ «*Manual and Automatic Transmissions».***

The transmission is a mechanism that changes speed and power ratios between the engine and the driving wheels. Three general types of transmission are in cur­rent use: conventional or sliding-gear, Hydra-Matic, and torque-converter systems.

The conventional transmission provides for three or four forward speeds and one reverse speed. It consists of two shafts, each with gears of varying diameters. One shaft drives the other at a preselected speed by meshing the appropriate set of gears. For reverse speed/an extra gear, known as the idler gear, is required to turn the driven shaft in the opposite direction from normal rota­tion. In high gear, the two shafts usually turn at the same speed. In low, second, and reverse gears, the driven shaft turns more slowly than the driving shaft. When a pair of gears permits the driven shaft to turn more rapidly than the driving shaft, the transmission is said to have overdrive. Overdrive is designed to increase the speed of a car.

The Hydra-Matic type of transmission combines the automatic clutch provided by fluid coupling with a semi­automatic transmission. A mechanical governor, control­led by the pressure exerted on the accelerator pedal, regu­lates gear selection through a system of hydraulically controlled shift valves. Hydra-Matic transmission pro­vides for several forward gears.

The torque-converter type of transmission provides an unlimited number of gear ratios with no shifting of gears. The torque converter is a hydraulic mechanism using engine power to drive a pump, which impels streams of oil against the blades of a turbine. The tur­bine is connected to the drive shaft and causes it to ro­tate.

Both Hydra-Matic and torque-converter systems are controlled by a selector lever on the steering column, which provides also for reverse and sometimes for emer­gency-low gears.

**2.ТЕСТЫ.**

TEST1. PRESENT PERFECT / PRESENT PERFECT CONTINUOUS

1.He knows Africa well because he (travel | a lot there.

A *has been travelling*

*В has travelled*

'

2.You (write) this composition for two hours and can't com­plete it.

A *have been writing В have written*

3.- John is still repairing his car.

-He must be tired. He (repair) it all day.

A *has repaired*

*В has been repairing*

4. Alice promised to come, but she's absent. Something (hap­pen) to her.

A *has been happening В has happened*

5.The children are drawing. They (draw) since they came home.

A *have been drawing* В *have drawn*

6.... they (tell) anything about their summer plans? A *Have they been telling В Have they told*

7. My aunt (have) the big house in the country.

A *has always been having В has always had*

Задание 2. Напишите время.

a)8.15

b)1.30

c)7.45

d)22.00

e)It`s a quarter to ten.

Напишите даты.

a)1 сентября 1974

b)31 декабря 1905

c)2 ноября 1634

d)10 мая 1900

Напишите числительные.

6,372,000

35.25

0.1

Five and two thirds

57th

2.45

Sixty thousand two hundred and fifty

**Экзаменационный** **билет** **№ 15**

**1.ТЕКСТ *«DIRECT-CURRENT (DC) GENERATORS»*.(2часть)**

Modern DC generators use drum armatures that usu­ally consist of a large number of windings set in longitudinal slits in the armature core and connected to appro­priate segments of a multiple commutator. In an arma­ture having only one loop of wire, the current produced will rise and fall depending on the part of the magnetic field through which the loop is moving. A commutator of many segments used with a drum armature always connects the external circuit to one loop of wire moving through the high-intensity area of the field, and as a re­sult the current delivered by the armature windings is virtually constant. Fields of modern generators are usu­ally equipped with four or more electromagnetic poles to increase the size and strength of the magnetic field. Sometimes smaller interpoles are added to compensate for distortions in the magnetic flux of the field caused by the magnetic effect of the armature.

DC generators are commonly classified according to the method used to provide field current for energizing the field magnets. A series-wound generator has its field in series with the armature, and a shunt-wound genera­tor has the field connected in parallel with the armature. Compound-wound generators have part of their fields in series and part in parallel. Both shunt-wound and com­pound-wound generators have the advantage of deliver­ing comparatively constant voltage under varying elec­trical loads. The series-wound generator is used princi­pally to supply a constant current at variable voltage. A magneto is a small DC generator with a permanent-mag­net field.

**2.ТЕСТЫ.**

TEST 1.PAST SIMPLE / PAST CONTINUOUS / PAST PERFECT CONTINUOUS /

PAST PERFECT

1. I (talk) over the phone when they brought me the letter.

A *talked B had talked С had been talking* D *was talking*

1. They (sit) in the room when the taxi arrived.

A *sat В had sat* С *had been sitting* D *were sitting*

1. He quickly forgo: everything he (learn) at school.

A *learnt* В *had learnt*

*С had been learning* D *was learning*

4.I visited Brazil in April. I (stay) at a nice hotel for a fortnight

A *stayed* В *had stayed* С *had been staying* D *was staying*

5. I(stay) at the hotel for a fortnight when I received your letter.

A *stayed* В *had stayed* С *had been staying* D *was staying*

6.The musician (play) the piano for a whole hour when we came in.

A *played В had played С had been playing* D *was playing*

7. Alice closed the magazine and rose from the sofa on which f she (lie) for more than two hours. A *lay В had lain С had been lying* D *was lying*

8. A man (be) unconscious for a few minutes when an ambulance arrived.

A *was В had been С had being*

9. We (walk) along a forest road for two hours when we saw a house.

A *walked В had walked С had been walking* D *were walking*

10.I (talk) over the phone for a whole hour when the porter knocked at the door.

A *talked В had talked С had been talking* D *was talking*

TEST 2. PLURAL (make plural form)

1. a baby 2. a pencil

A babys A penciles

B babies B pencils

1. a man 4. an umbrellas

A man A umbrellaes

B men C mans B umbrellas C umbrells

5. a boy 6. a city

A boys A citys

B boies C boyes B cities C cityes

7. a mouse 8. A postman

A mouses A postman

B mice C mouss B postman C postman

9. a knife 10. a fish

A knifes A fish

B knifs C knives B fishes C fishs