

Министерство образования и науки РТ
ГАПОУ «Казанский радиомеханический колледж»



**Комплект
контрольно-оценочных средств
по учебной дисциплине**

СГ 02 Иностранный язык в профессиональной деятельности

код и наименование

основной профессиональной образовательной программы (ОПОП)
по ППССЗ

09.02.01 «Разработка и управление программным обеспечением»

код и наименование

Казань, 2025

Контрольно-оценочные средства (далее - КОС) разработаны в соответствии с требованиями Федерального государственного образовательного стандарта среднего профессионального образования по ППСЗ 09.02.01 «Разработка и управление программным обеспечением», профессиональной образовательной программы (ПОП), рабочей программы учебной дисциплины СГ 02 Иностранный язык в профессиональной деятельности

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(место работы)

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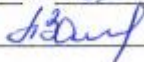
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РАССМОТРЕНО

Предметно-цикловой комиссией

Протокол № 1 от «08» 09 2025 г.

Председатель ПЦК 

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1. ОБЩИЕ ПОЛОЖЕНИЯ

Контрольно-оценочные средства предназначены для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины СГ 02 Иностранный язык в профессиональной деятельности для специальности 09.02.01 «Разработка и управление программным обеспечением»

КОС по дисциплине СГ 02 Иностранный язык в профессиональной деятельности включают контрольные материалы для проведения текущего контроля и промежуточной аттестации в форме дифференцированный зачет.

КОС – это совокупность компетентностно-ориентированных контрольно-оценочных материалов (практических заданий, ситуационных задач, а также заданий для контрольных работ, письменного и устного опросов, тестов и др.), предназначенных для оценивания результатов и процесса формирования предусмотренных стандартом общих и профессиональных компетенций, а также для оценки достижения обучающимися личностных результатов.

2. РЕЗУЛЬТАТЫ ОСВОЕНИЯ ДИСЦИПЛИНЫ, ФОРМЫ И МЕТОДЫ КОНТРОЛЯ И ОЦЕНКИ

2.1. Освоения учебной дисциплины СГ 02 Иностранный язык в профессиональной деятельности обеспечивает достижение следующих результатов:

уметь:

- вести диалог (диалог-расспрос, диалог-обмен мнениями/суждениями, диалог-побуждение к действию, этикетный диалог и их комбинации) в ситуациях официального и неофициального общения;
- сообщать сведения о себе и заполнять различные виды анкет, резюме, заявлений и др.;
- понимать относительно полно (общий смысл) высказывания на английском языке в различных ситуациях профессионального общения;
- читать чертежи и техническую документацию на английском языке;
- называть на английском языке инструменты, оборудование, оснастку, приспособления, станки, используемые при выполнении профессиональной деятельности;
- применять профессионально-ориентированную лексику при выполнении профессиональной деятельности;
- устанавливать межличностное общение между профессионалами разных стран;
- самостоятельно совершенствовать устную и письменную профессионально-ориентированную речь, пополнять словарный запас;

знать:

- лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) английского профессионально-ориентированного текста;
- лексический и грамматический минимум, необходимый для заполнения анкет, резюме, заявлений и др.;
- основы разговорной речи на английском языке;
- профессиональные термины и определения для чтения чертежей, инструкций, нормативной документации.

В результате освоения учебной дисциплины обучающийся должен освоить соответствующие **общие/профессиональные компетенции (ОК/ПК):**

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

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

ОК 03. Планировать и реализовывать собственное профессиональное и личностное развитие, предпринимательскую деятельность в профессиональной сфере, использовать знания по правовой и финансовой грамотности в различных жизненных ситуациях;

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

2.2. **Контроль и оценка** результатов освоения учебной дисциплины осуществляется преподавателем в процессе проведения практических занятий, тестирования, а также выполнения обучающимися индивидуальных заданий.

Результаты обучения (освоенные умения, усвоенные знания)	Формы и методы контроля и оценки результатов обучения
Умения: - вести диалог (диалог-расспрос, диалог-обмен мнениями/суждениями, диалог-побуждение к действию, этикетный диалог и их комбинации) в ситуациях официального и неофициального общения; - сообщать сведения о себе и заполнять различные виды анкет, резюме, заявлений и др.; - понимать относительно полно (общий смысл) высказывания на английском языке в различных ситуациях профессионального общения; - читать чертежи и техническую документацию на английском языке; - называть на английском языке инструменты, оборудование, оснастку, приспособления, станки, используемые при выполнении профессиональной деятельности; - применять профессионально-ориентированную лексику при выполнении профессиональной деятельности; - устанавливать межличностное общение между профессионалами разных стран; - самостоятельно совершенствовать устную и письменную профессионально-ориентированную речь, пополнять словарный запас;	- устный опрос; - мини-сочинение; - презентации, творческие работы; - ответы на вопросы; - составление диалогов; - пересказ текстов, топики на заданные темы; - оценка результатов аудирования; - <u>дифференцированный зачет</u>
Знания: - лексический и грамматический минимум, - лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) английского профессионально-ориентированного текста; - лексический и грамматический минимум, необходимый для заполнения анкет, резюме, заявлений и др.; - основы разговорной речи на английском языке; - профессиональные термины и определения для чтения чертежей, инструкций, нормативной документации.	- тестирование; - индивидуально-проектные работы; - контрольные работы; - оценка результатов аудирования; - <u>дифференцированный зачет</u>

2.3. Формы и методы контроля и оценки результатов обучения позволяют проверить у обучающихся не только сформированность общих, профессиональных компетенций, но и личностных результатов воспитания.

Результаты обучения (освоенные общие компетенции)	Основные показатели оценки результата	Формы и методы контроля и оценки
ОК 01 Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам.	решение стандартных и нестандартных профессиональных задач в области организации свободного времени различных социальных групп;	Интерпретация результатов наблюдений за деятельностью обучающегося в процессе освоения образовательной программы. Оценка. <u>дифференцированный зачет</u>
ОК 02 Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности	выбор и применение методов и способов решения профессиональных задач в области разработки технологических основ социально-культурной деятельности; оценка эффективности и качества выполнения;	
ОК 03 Планировать и реализовывать собственное профессиональное и личностное развитие, предпринимательскую деятельность в профессиональной сфере, использовать знания по финансовой грамотности в различных жизненных ситуациях.	нахождение и использование информации для повышения профессиональной квалификации.	
ОК 09 Пользоваться профессиональной документацией на государственном и иностранном языках	Демонстрация использования профессиональной документации на государственном и иностранном языках.	

3. КОНТРОЛЬНО-ОЦЕНОЧНЫЕ ЗАДАНИЯ

3.1. ТЕКУЩИЙ КОНТРОЛЬ

1) текущий контроль

Тема «Количественные и порядковые числительные. Предлоги времени, места, направления. Множественное число существительных»

1. Поставьте данные существительные во множественное число:

Ball, tax, talk, discover, touch, sketch, flash, blush, hall, guy, play, tray, try, mix, enemy, ferry, method, bus, orange, statesman, watch, key, tomato, box, wife, chief, loaf, grief, spy, passer-by, fisherman, text-book.

2. Запишите эти числа по-английски:

- 1) 567 6. 3,000,000,000
2) 3 August 7. 13.07.2007
3) (In) 1907 8. 9.05
4) 7,082 9) 2,359,000
5) 969 - 64 - 85 (telephone number)

3. Переведитена английски език:

- 1) Две тысячи рублей. 5) Сотни лет.
- 2) Три четверти часа. 6) Тысяча четыреста километров.
- 3) Тысячи людей. 7) Двенадцатый студент.
- 4) Триста сорок метров. 8) Пятьдесят автомобилей.

4.Поставьте подходящий предлог: in, at или on.

1. My husband was born ... Germany. (Мой муж родился в Германии.)
2. The dog is sleeping ... the grass ... our garden. (Собака спит на траве в нашем саду.)
3. There are two funny posters ... the wall ... my bedroom.
4. Let's meet ... the bus station. (Давай встретимся на автовокзале.)
5. My room was ... the third floor. (Моя комната была на третьем этаже.)
6. He left his bicycle ... the pavement. (Он оставил велосипед на тротуаре.)
7. There is a big hole ... my pocket. (В моем кармане большая дыра.)
8. Have you heard some noise ... the street? (Ты слышал какой-то шум на улице?)
9. My favorite restaurant is ... King street.
10. I think I know this girl ... the picture. (Кажется, я знаю эту девушку на фотографии.)
11. A huge fly was creeping ... the picture. (Огромная муха ползала по фотографии.)
12. I prefer to spend my weekends ... home. (Я предпочитаю проводить выходные дома.)
13. Look at those black clouds ... the sky. (Посмотри на те черные тучи в небе.)
14. You should turn left ... the traffic lights. (Тебе нужно повернуть налево у светофора.)
15. Sophie is ... the dentist's now.
16. Tom usually has breakfast ... school. (Том обычно завтракает в школе.)

5. Выберите подходящий предлог и переведите предложения.

1. The clock hangs on the wall, ... the table. (above/under/on)
2. He has played Hamlet ... the stage many times. (on/in/next to)
3. The bank is ... the post-office and the beauty salon. (behind/at/between)
4. The ball has rolled ... the bed. (on/under/above)
5. Bob and Jane were sitting in the café ... each other. (between/behind/in front of)
6. The office address is ... the top of the page. (in/at/above)
7. He spends all his life ... work. (in/at/on)
8. The kettle is boiling ... the kitchen. (in/at/on)

Тема Специальные вопросы. Исчисляемые, неисчисляемые существительные.

Количественные местоимения.

1. Заполните пропуски словами much, many, few, a few, little, a little, a lot of, plenty of:

- 1) I've got ... work to do for tomorrow.
- 2) There were ... people in the room.
- 3) I have got ... valuable information.
- 4) The boy knows ... on the subject.
- 5) My brother reads ...
- 6) She got ... presents on her birthday.
- 7) He eats ...
- 8) Don't hurry up. We have ... time before us.
- 9) ... people came to the conference.
- 10) He took ... trouble with that piece.
- 11) I'm having ___ trouble fixing this shelf. — Oh dear! Can I help you?
- 12) I shall be away ___ days from tomorrow.
- 13) It was a cold windy evening, and there were ___ people in the park.
- 14) He didn't know ___ facts about the accident.
- 15) Did the storm make ___ damage to the crops?
- 16) Is there ___ coal left in the region?
- 17) Don't worry. There is ___ food. It will be enough for a month's expedition.
- 18) He doesn't pay ___ attention to pronunciation. It's difficult to understand him.
- 19) Is there ___ work for you to do every day?
- 20) There is ___ whisky left. Help yourself.

2. Составьте специальные вопросы из предложенных слов.

1. are / this / at / Why / like / looking / you / me?
2. do / to / university / What / enter / you / want?
3. Nick / his / How / does / after / disease / feel?
4. How / were / people / there / the / many / street / in?
5. are / holidays / Where / for / you / going / your?

3. Ask special questions to the sentences beginning with the words given in brackets.

1. Some children do stupid things. (why?)
2. I am looking for my watch (what?)
3. His penfriend lives in London. (where?)
4. We met after school yesterday. (when?)
5. She'll come to the party. (with whom?)
6. English is spoken in many countries. (what countries?)
7. He was not prepared for the test. (why?)
8. They were playing a game when I came. (what game?)
9. I have made some mistakes in this exercise (how many?)
10. He has given me his old camera. (what?)

4. Напишите специальные вопросы к предложениям.

1. He visited his aunt in summer. (when)
2. My father likes to travel by train. (how)
3. She has never been at a big railway station. (why)
4. We buy railway tickets at the booking-office. (where)
5. Some children go to school by bus. (by what)

5. Напишите вопросы, ответами к которым были бы данные предложения.

1. A lesson lasts forty minutes.
2. We had only five lessons.
3. I am reading a rule now.
4. We haven't examinations this year.
5. The holiday will start next month.
6. I was looking out of the window at that moment.
7. There are no problem children in my class.
8. All tests are prepared by the teachers.

9. My mother came to school.

10. I was given another text.

6. Распределите следующие существительные на две группы.

paper – bottle – porridge – happiness – pencil – coffee – girl – work – job – plate – dog – meat – news – apricot – toothpaste – time – bedroom – money – magazine – information – honey – metal – child – yoghurt – rice – spaghetti – water – air – spoon – mustard – egg – chair – shampoo – raincoat – flower – flour – bread – soap – toy – food – knowledge – garden – oil – furniture – friend

Исчисляемые:

Неисчисляемые:

7. Составьте словосочетания с неисчисляемыми существительными, используя слова из первой и второй колонок. Возможны несколько вариантов. Переведите словосочетания.

Ex: a bag of sugar – пакет сахара

a loaf	cheese
a bottle	toothpaste
a slice	soup
a liter	sardines
a glass	bread
a bar	lemonade
a jar	meat
a kilo	wine
a tube	soap
a tin	orange jam
a plate	chocolate

Тема «Глагол to be в настоящем времени», «The Present Simple»

1. Поставьте глаголы в следующих предложениях в утвердительную, вопросительную и отрицательную формы Present Simple.

1. I (to do) morning exercises.
2. He (to work) at a factory.
3. She (to sleep) after dinner.
4. We (to work) part-time.
5. They (to drink) tea every day.
6. Mike (to be) a student.
7. Helen (to have) a car.
8. You (to be) a good friend.
9. You (to be) good friends.
10. It (to be) difficult to remember everything.

2. Заполните пропуски подходящей формой глагола to be в Present Simple (am, is, are).

1. Can you close the window, please? I ... cold.
2. I ... 11 years old. My sister ... 15.
3. My brother ... a policeman.
4. John ... afraid of dogs.
5. It ... 10 o'clock. You ... late again.
6. Ann and I ... very good friends.
7. My shoes ... very dirty. I must clean them.
8. ... you tired? No, I ... not.
9. How much ... these postcards? They ... 40 pence each.
10. Those shoes ... nice. ... they new?
11. Where ... you from? I ... from Canada.
12. What colour ... your car? It ... black.
13. Who ... your favourite actor?
14. What colour ... his eyes? His eyes ... green.
15. ... the shops open today? Yes, they
16. I want to buy some milk. ... our shop open now?

17. ... you a teacher? No, I ... a policeman.
18. ... your parents at home? My mother ... at home.
19. Where ... my key? It ... on the shelf.
20. Where ... my socks? They ... under the bed.

3. Раскройте скобки, употребляя глаголы в Present Simple.

1. Alice (to have) a sister.
2. Her sister's name (to be) Ann.
3. Ann (to be) a student.
4. She (to get) up at seven o'clock.
5. She (to go) to the institute in the morning.
6. Jane (to be) fond of sports.
7. She (to do) her morning exercises every day.
8. For breakfast she (to have) two eggs, a sandwich and a cup of tea.
9. After breakfast she (to go) to the institute.
10. Sometimes she (to take) a bus.
11. It (to take) her an hour and a half to do her homework.
12. She (to speak) English well.
13. Her friends usually (to call) her at about 8 o'clock.
14. Ann (to take) a shower before going to bed.
15. She (to go) to bed at 11 p. m.

4. Используйте слова в скобках для образования предложений в Present Simple.

- 1) They _____ football at the institute. (to play)
- 2) She _____ emails. (not / to write)
- 3) _____ you _____ English? (to speak)
- 4) My mother _____ fish. (not / to like)
- 5) _____ Ann _____ any friends? (to have)
- 6) His brother _____ in an office. (to work)
- 7) She _____ very fast. (cannot / to read)
- 8) _____ they _____ the flowers every 3 days? (to water)
- 9) His wife _____ a motorbike. (not / to ride)
- 10) _____ Elizabeth _____ coffee? (to drink)

5. Вставьте глагол "to be" в требуемой форме Present Simple.

1. I ... a student.
2. My father ... not a shop-assistant, he ... a scientist.
3. ... your aunt a nurse? - Yes, she
4. ... they at home? - No, they ... not. They ... at school.
5. ... you an engineer? - Yes, I ...
6. ... your friend a photographer? No, she ... not a photographer, she ... a student.
7. ... your brothers at school? - Yes, they
8. ... this her watch? - Yes, it
9. Max ... an office-worker.
10. We ... late, sorry!

6. Переведите на английский язык:

1. Она занята. (to be busy)
2. Я не занят.
3. Вы заняты?
4. Они дома? (to be at home)
5. Его нет дома.
6. Я не знаю.
7. Они знают?
8. Она не знает.
9. Кто знает?

10. Никто не знает.
11. Он читает английские книги? (to read English books)
12. Они никогда не читают. (never / to read)
13. У неё есть квартира? (to have a flat)

Тема «Неопределенные местоимения. Present Continuous. Степени сравнения прилагательных»

1 Выберите правильный вариант:

- 1) Would you like ___ apple?
A an B any C a
- 2) Are there ___ carrots?
A any B some C a
- 3) There is ___ pizza left.
A an B any C some
- 4) There ___ any bread in the basket.
A are B isn't C aren't
- 5) I'd like ___ glass of coke.
A a B some C any
- 6) Would you like ___ tomato sauce on your spaghetti?
A any B an C some
- 7) Helga can't work abroad because she doesn't speak ___ foreign languages.
A a B some C any
- 8) There are ___ letters for you over there, on the table.
A an B some C any

2. Выберите правильный вариант:

- 1) I couldn't see ___ in the dark.
A somebody B anything C something
- 2) I'd like ___ mineral water. I'm terribly thirsty.
A some B a C any
- 3) There were ___ people at the party that I didn't know.
A a B any C some
- 4) Would you like ___ cream?
A any B some C a
- 5) There was ... special in it.
A anything B anybody C something
- 6) I don't want ___ help! I'll do everything by myself.
A some B any C an
- 7) Put ___ cheese in the omelets. It's very tasty.
A any B some C a
- 8) We didn't find ___ food in the kitchen.
A some B any C an
- 9) Have you seen Jim ___ ?
A somewhere B anywhere C anything
- 10) ___ parked in my parking place. Where shall I put my car now?
A somebody B anybody C anything

3. Вставьте подходящее прилагательное в нужной степени.

1. A train is _____ than a bus.
2. This text is the _____ of all.
3. I was ill last week but today I am _____
4. Park Street is _____ than Market Street.
5. This jacket is small for me. Show me a _____ one.
6. What is the _____ thing in life?
7. A crocodile is _____ than a water snake.
8. Helen is the _____ girl in our class.

4. Раскройте скобки, поставив прилагательные в нужную степень.

1. Jill's a far _____ (intelligent) person than my brother.
2. Kate was the _____ (practical) of the family.
3. Greg felt _____ (bad) yesterday than the day before.
4. This wine is the _____ (good) I've ever tasted.
5. Jack was the _____ (tall) of the two.
6. Jack is the _____ (clever) of the three brothers.
7. If you need any _____ (far) information, please contact our head office.
8. The sinking of Titanic is one of _____ (famous) shipwreck stories of all time.
9. Please, send the books back without _____ (far) delay.
10. The deposits of oil in Russia are by far the _____ (rich) in the world.
11. Could you come a bit _____ (early) tomorrow?
12. I like this song _____ (well) than the previous one.
13. Which of these two performances did you enjoy _____ (much)?
14. The fire was put out _____ (quickly) than we expected.

4. Вставьте more или less.

1. People are _____ intelligent than monkeys.
2. Summer holidays are _____ splendid than winter holidays.
3. Maths is _____ important than English.
4. Books are _____ interesting than films.
5. Writing in English is _____ difficult than speaking.
6. Parents are _____ helpful than teachers.
7. Reading is _____ useful than watching TV.
8. Food is _____ expensive than clothes.

5. Раскройте скобки, употребляя глаголы в Present Continuous (now):

- 1) The boys _____ (run) about in the garden.
- 2) I _____ (do) my homework.
- 3) Ann _____ (sit) at her desk.
- 4) A young man _____ (stand) at the window.
- 5) He _____ (smoke) a cigarette.
- 6) _____ you _____ (have) breakfast?
- 7) What _____ they _____ (talk) about?

6. Выберите правильное предложение:

1. a) Most people in Thailand live in villages. b) Most people in Thailand are living in villages.
2. a) We're having a great time now. b) We have a great time.
3. a) What do you do now? b) What are you doing now?
4. a) He's flying to Oslo tomorrow. b) He flies to Oslo tomorrow.
5. a) We see some friends this evening. b) We are seeing some friends this evening.
6. a) Farmers are working in the fields. b) Farmers work in the fields.

Тема «TheFutureSimple».

1. Поставьте глаголы в в утвердительную, вопросительную и отрицательную формы Future Simple.

- | | |
|-----------------------------------|--|
| 1. I (to do) morning exercises. | 6. Mike (to be) a student. |
| 2. He (to work) at a factory. | 7. Helen (to have) a car. |
| 3. She (to sleep) after dinner. | 8. You (to be) a good friend. |
| 4. We (to work) part-time. | 9. You (to be) good friends. |
| 5. They (to drink) tea every day. | 10. It (to be) difficult to remember everything. |

2. Раскройте скобки, употребляя глаголы в FutureSimple.

1. Alice (to have) a sister.
2. Her sister's name (to be) Ann.
3. Ann (to be) a student.
4. She (to get) up at seven o'clock.
5. She (to go) to the institute in the morning.
6. Jane (to be) fond of sports.
7. She (to do) her morning exercises every day.
8. For breakfast she (to have) two eggs, a sandwich and a cup of tea.
9. After breakfast she (to go) to the institute.
10. Sometimes she (to take) a bus.
11. It (to take) her an hour and a half to do her homework.
12. She (to speak) English well.
13. Her friends usually (to call) her at about 8 o'clock.
14. Ann (to take) a shower before going to bed.
15. She (to go) to bed at 11 p. m.

3. Раскройте скобки, употребляя глаголы в Future Simple, и переведите предложения.

1. My working day (to begin) at six o'clock.
 2. I (to get) up, (to switch) on the TV and (to brush) my teeth.
 3. It (to take) me about twenty minutes.
 4. I (to have) breakfast at seven o'clock.
 5. I (to leave) home at half past seven.
 6. I (to take) a bus to the institute.
 7. It usually (to take) me about fifteen minutes to get there.
 8. Classes (to begin) at eight.
 9. We usually (to have) four classes a day.
 10. I (to have) lunch at about 2 o'clock.
4. Переведите на английский язык:
1. Она будет занята. (to be busy)
 2. Я не буду занят.
 3. Они будут дома? (to be at home)
 4. Его не будет дома.
 5. Они будут знать?
 6. Кто будет знать?
 7. Никто не будет знать.
 8. Он будет читать английские книги? (to read English books)
 9. Они никогда не будут читать. (never / to read)
 10. У неё будет квартира? (to have a flat)
 14. У него ничего не будет.

Тема «ThePastSimple».

Конструкция *used to* + инфинитив. Герундий»

1. Выберите правильную форму глагола to be (was/wasn't или were/weren't):

- 1) He *was/were* born in Texas.
- 2) Rachel *wasn't/weren't* happy at elementary school.
- 3) His father *was/were* a mechanic.
- 4) They *was/were* always noisy.
- 5) My sister *was/were* a quiet child.
- 6) My favorite food *was/were* ice-cream.
- 7) I *was/were* good at math.
- 8) My brothers *was/were* good at sports but I *wasn't/weren't*.
- 9) There *was/were* 4.4 billion people in the world in 1980.
- 10) My best friend at school *was/were* Jim.

2. Сделайте предложения отрицательными:

- 1) I knew the answer.
- 2) He left his passport at home.
- 3) They were at home.
- 4) It rained all weekend.
- 5) I got up at eight.
- 6) My girlfriend gave me a wonderful present.
- 7) He was in Rome last week.
- 8) We had a lot of time.
- 9) I went to a disco last night.
- 10) She came back from Turkey two days ago.

3. Исправьте ошибки:

- 1) How much sugar you bought?
- 2) Steve didn't liked the film.
- 3) Did they went to Greece?
- 4) She not lived in Canada.
- 5) Did you found your money?
- 6) I didn't had breakfast this morning.
- 7) Did you slept well?

4. Образуйте отрицательные предложения с конструкциями **used to или **be used to**.**

1. People used to make their own cheese and butter.
2. My sister used to wear jeans.
3. I am used to rude neighbours.
4. Jill used to eat raw fish.
5. Tom is used to cycling to school.

5. Раскройте скобки, поставив один из глаголов в форму Past Simple, а другой – с использованием конструкции **used to.**

1. I ... (earn) enough money, but then I ... (lose) my job.
2. Bob ... (not like) football, but then he ... (change) his mind.
3. My mum ... (drive) a lot before she ... (have) that accident.
4. This telephone ... (work) well before my son ... (drop) it.
5. Mary ... (work) in a hotel, but then she ... (get) married.
6. He ... (play) basketball before he ... (break) his leg.

6. Выберите верный вариант и переведите.

1. Jack ... (used to/is used to) cooking for himself when he comes home from work.
2. I remember how we ... (used to/are used to) listen to rock-n-roll music all the time.
3. Pam ... (used to/is used to) spend hours in front of the mirror when she was a teenager.
4. They ... (didn't use to/are not used to) eating Japanese food.
5. Our town ... (used to/is used to) be an industrial centre.
6. My son ... (didn't use to/isn't used to) going to bed so early.
7. We ... (used to/are used to) meet him every day.
8. I ... (didn't use to/am not used to) driving on the left.

7. Переведите на русский язык:

1. The buyers want to know our terms of payment.
2. This is for you to decide.
3. The plan of our work will be discussed at the meeting to be held on May 25.
4. To walk in the garden was a pleasure.
5. Jane remembered to have been told a lot about Mr. Smith.
6. I felt him put his hand on my shoulder.
7. This writer is said to have written a new novel.
8. She seems to be having a good time at the seaside.
9. They watched the boy cross the street.
10. To advertise in magazines is very expensive.
11. He proved to be one of the cleverest students at our Institute.
12. He knew himself to be strong enough to take part in the expedition.
13. To see is to believe.
14. He is sure to enjoy himself at the disco.
15. To tell you the truth, this company has a very stable position in the market.

8. Раскройте скобки, употребив глаголы в правильной форме (герундий или инфинитив).

1. When I'm tired, I enjoy ... television. It's relaxing. (watch)
2. It was a nice day, so we decided ... for a walk. (go)
3. It's a nice day. Does anyone fancy ... for a walk? (go)
4. I'm not in a hurry. I don't mind ... (wait)
5. They don't have much money. They can't afford ... out very often. (go)
6. I wish that dog would stop ... It's driving me mad. (bark)
7. Our neighbour threatened ... the police if we didn't stop the noise. (call)
8. We were hungry, so I suggested ... dinner early. (have)
9. Hurry up! I don't want to risk ... the train. (miss)
10. I'm still looking for a job but I hope ... something soon. (find)

«The Present Perfect vs The Past Perfect vs The Past Simple»

1. Put the verbs in brackets in the Past Simple or in the Present Perfect.

1. I _____ (never/ be) to the USA. I _____ (want) to go there last summer but I couldn't.
2. He _____ (live) in this street all his life.
3. His father _____ (come back) to London last Sunday.
4. Yan _____ (write) a letter to Nick two days ago.
5. He _____ (send) his letter yesterday.
6. They _____ (just/ buy) some postcards.

2. Fill in last night, ever, ago, just, yet, always in the right place.

1. Nick's uncle went to Russia 3 years.
2. Mr. Rambler has come back from Belarus.
3. Nick has wanted to visit Belarus.
4. Mr. Rambler saw Yan.
5. They haven't visited this old castle.
6. Have you been to England?

3. Put the verbs in brackets in the Past Simple or in the Present Perfect.

Part A:

1. You (ever work) _____ in a shop?
2. I (work) _____ at my uncle's shop when I was younger.
3. It's the first time I (be) _____ on a ship.
4. Ann is looking for her key. She can't find it. She (lose) _____ her key.
5. How many symphonies Beethoven (compose) _____?
6. Look! Somebody (spill) _____ ink on the notebook.
7. You (have) _____ a holiday this year yet?
8. You (see) _____ any good films recently?
9. He (have, not) _____ any problems since he (come) _____ here.

Part B:

1. I (cut) _____ some flowers from my garden yesterday. I (cut) _____ lots of flowers from my garden so far this summer.
2. I (not / see) _____ Tom lately.
3. The artist (draw) _____ a picture of sunset yesterday. She (draw) _____ many pictures of sunsets in her lifetime.
4. I (feed) _____ birds at the park yesterday. I (feed) _____ birds at the park every day since I (lose) _____ my job.
5. Ann (wake up) _____ late and (miss) _____ her breakfast on Monday.
6. I (forget) _____ to turn off the stove after dinner. I (forget) _____ to turn off the stove a lot of times in my lifetime.
7. The children (hide) _____ in the basement yesterday. They (hide) _____ in the basement often since they (discover) _____ a secret place there.
8. The baseball player (hit) _____ the ball out of the stadium yesterday. He (hit) _____ a lot of homeruns since he (join) _____ our team.
9. We first (meet) _____ in 2001. So we (know) _____ each other for 8 years.

4. Correct the mistakes in these sentences.

1. We lived here since 1997.
2. I've been ill since two days.
3. How long do you know him?
4. Susie has seen a good film last night.
5. We've finished our homework just.
6. I've already wrote three letters.

Тема «Прямая и Косвенная речь», «Указательные местоимения».

1. Переведите из прямой речи в косвенную речь.

1. "I am planning to go to Kenya," Sally said.
2. "I take my little sister to school every day," little Anthony said.
3. "You may take my textbook," Nonna said.
4. "They are playing in the gym now," Nick said.
5. "I don't like chocolate," Mary said.
6. "My sister is ready to go" Helen said.
7. "My mother usually goes shopping on Saturday," the girl said.
8. "The birds build their nests among the trees," the teacher said.

2. Представьте, что вы встретили друга и он рассказал Вам много интересного.

Перескажите, что он Вам рассказал. Example: I haven't seen you for a long time.—> He told me that he hadn't seen me for a long time.

1. I was away from school because I was ill.
2. I phoned you many times but you were out.
3. Some of the schoolmates came to see me.
4. I had a cold and stayed in bed.
5. I'll come to school next week.
6. The doctor has given me many pills.

3. Представьте, что вчера Вас осматривал доктор, так как у вас была головная боль.

Перескажите, какие вопросы он Вам задавал. Example: Do you sleep well?— The doctor asked me if I slept well

1. Is anything wrong with you?
2. Do you sometimes have headaches?
3. Are you taking any medicine now?
4. Do you spend much time out- of-doors?
5. Do you do sports?
6. Have you a good appetite?
7. Do you usually go to bed late?
8. Will you follow my advice?

4. Представьте, что Ваша мама дала Вам несколько заданий. Расскажите о них своему другу в косвенной речи. Example: Feed the cat - She told me to feed the cat.

1. Come home straight after school.
2. Warm up your dinner.
3. Wash up the dishes after the dinner.
4. Buy bread, milk and sugar.
5. Take the dog for a walk.
6. Clean your room.

5. Выберите правильное указательное местоимение:

1. This / These trousers are black.
 2. That / Those shirt is very nice.
 3. That / Those shoes are comfortable.
 4. This / These skirt is old.
 5. This / Those T-shirt is my brother's.
- That / Those T-shirt is very small.

2) *Контрольно – оценочные материалы для проверки навыков работы с техническими текстами (чтение, перевод и выполнение послетекстовых упражнений)*

Text 1:

MASS MEDIA

To live in the modern world is impossible without expanding your knowledge in all spheres. There are several ways of communicating the world of individuals-mass media, books, travelling, museums, meeting eminent people. Of all the existing ways, there are two which are the easiest, those are mass media and travelling. It's not a secret the different media are used to communicate news and entertainment. They include print media and electronic media.

Mass media play an important role in our life. They are usually defined by encyclopedias as any of the means of communication, such as radio, television, newspapers, magazines, etc. that reach and influence a very large audience, at least as large as the whole population of a nation.

I believe mass media are so influential because they can be used for various purposes: popularization, education, entertainment etc.

Mass media play a crucial role in forming public opinion. But how much do the media influence the modern society? Early critiques suggested that the media destroys the individual's capacity to act autonomously. Later studies, however, suggest a more complex interaction between the media and society. People actively interpret and evaluate the media and the information it provides.

1. Fill in the blanks. The first letter of each missing word has been given:

The mass media refers to the people and organizations that provide news and i.....(1) for the public. Until recently these were mainly n.....(2), t.....(3), and r.....(4). Today, computers play a very big part. The I.....(5) is a computer system that allows millions of people around the world to receive and exchange information about almost everything. Ordinary post has been taken over by e.....(6) which stands for e.....(7) mail because it is sent m.....(8) to each other quickly and cheaply. Ordinary p.....(9) is now referred to as "snail-mail" and one wonders if the p.....(10) is a job in danger of extinction!

2. Translate into English:

1. Средства массовой информации-это средства коммуникации, такие как радио, телевидение, газеты, журналы, которые создают очень большую аудиторию.
2. Средства массовой информации играют ведущую роль в формировании общественного мнения.
3. Они доносят до людей информацию о мире.
4. Они также воспроизводят созданный современным обществом его собственный имидж.
5. Они создают аудиторию, которая поддерживает их в финансовом отношении.

3. Написать сообщение по теме MassMedia.(50-60 слов)

Text 2:

The Impact of Modern Technology on Our Lives

People in contemporary world can hardly imagine their lives without machines. Every day either a new gadget is invented or an old one is improved. Different people appreciate new inventions differently. Some suppose that sophisticated gadgets are really useful and necessary, while others find them absolutely awful as they influence people badly. As for me, I am pretty sure that gadgets make people's lives easier.

Firstly, they do all kinds of dirty and hard work, as cleaning. Secondly, devices can save a lot of time as well as storage space. For instance, a computer disk can contain the same amount of information as several thick books. So, machines help people in different spheres.

However, opponents of this point of view are definitely sure that gadgets affect people negatively. People are reluctant to work due to the influence of machines. People become lazy and disorganized. They just expect their latest gadgets to do everything instead of them. Moreover, according to scientists, a great number of widespread devices produce radiation that can cause serious health problems. Furthermore, more and more people are becoming addicted to their modern gadgets, for instance computers, TVs or mobile phones. So, they neglect their home obligations, work or school and spend all their spare time in front of a laptop screen or a TV-set.

In conclusion I firmly believe that in spite of all drawbacks gadgets have their benefits. They save people's time and let them enjoy life.

3. Give Russian equivalents of the following words and word combinations:

contemporary world, new gadget is invented, invention, useful and necessary, influence people badly, storage, computer disk, affect people negatively, scientist, radiation, cause serious health problems, drawback, benefit, laptop screen.

4. Fill in the blanks with the following words:

easier, radiation, drawbacks, machines, people

1. Modern people cannot live without.... 2. Gadgets make our lives... 3. Some people think that gadgets affect ... negatively. 4. Scientists say that ... can cause serious health problems. 5. In spite of all... gadgets have their benefits.

5. Read the text and make up ten questions on the text.

Mobile phones

At present mobile phones have become very important in our everyday lives and the majority of people can hardly imagine themselves without cell phones. Is it just a tribute to fashion or a necessity of a modern person?

It isn't a secret that today many people feel quite helpless if they have left their mobile phones at home. First of all cell phones give us an opportunity to keep in touch with people in any place and in any time (it's especially important for business people). Besides, modern mobile phones are multi-function: they provide access to the Internet, have various games, cameras, memory sticks, etc.

Nevertheless we can't deny that mobile phones provoke a range of problems. People have started to see each other less frequently. Mobile communication requires quite a lot of money and people have to control the amount of money on their accounts constantly otherwise at the most inappropriate moment they won't be able to phone the people they need. But the greatest disadvantage of cell phones is certainly their harmful influence on people's health.

In my opinion at the present time mobile phones are an integral part of life of any person and we can't stop it. I personally need it every day for my work and to keep in touch with my friends and relatives, though I'm aware of its deleterious influence on my health. But I try to avoid idle talks on the phone to reduce the influence of harmful radio waves. I try to find the happy mean.

Text 3:

Internet and Modern Life

The Internet has already entered our ordinary life. Everybody knows that the Internet is a global computer network, which embraces hundreds of millions of users all over the world and helps us to communicate with each other.

The history of Internet began in the United States in 1969. It was a military experiment, designed to help to survive during a nuclear war, when everything around might be polluted by radiation and it

would be dangerous to get out for any living being to get some information to anywhere. Information sent over the Internet takes the shortest and safest path available from one computer to another. Because of this, any two computers on the net will be able to stay in touch with each other as long as there is a single route between them. This technology was called packet switching.

Invention of modems, special devices allowing your computer to send the information through the telephone line, has opened doors to the Internet for millions of people.

Most of the Internet host computers are in the United States of America. It is clear that the accurate number of users can be counted fairly approximately, nobody knows exactly how many people use the Internet today, because there are hundreds of millions of users and their number is growing.

Nowadays the most popular Internet service is e-mail. Most of the people use the network only for sending and receiving e-mail messages. They can do it either they are at home or in the internet clubs or at work. Other popular services are available on the Internet too. It is reading news, available on some dedicated news servers, telnet, FTP servers, etc.

In many countries, the Internet could provide businessmen with a reliable, alternative to the expensive and unreliable telecommunications systems its own system of communications. Commercial users can communicate cheaply over the Internet with the rest of the world. When they send e-mail messages, they only have to pay for phone calls to their local service providers, not for international calls around the world, when you pay a good deal of money.

But saving money is only the first step and not the last one. There is a commercial use of this network and it is drastically increasing. Now you can work through the internet, gambling and playing through the net.

However, there are some problems. The most important problem is security. When you send an e-mail, your message can travel through many different networks and computers. The data is constantly being directed towards its destination by special computers called routers. Because of this, it is possible to get into any of the computers along the route, intercept and even change the data being sent over the Internet. But there are many encoding programs available. Notwith-standing, these programs are not perfect and can easily be cracked.

Another big and serious problem of the net is control. Yes, there is no effective control in theInternet, because a huge amount of information circulating through the net. It is like a tremendous library and market together. In the future, the situation might change, but now we have what we have. It could be expressed in two words— an anarchist's dream.

Vocabulary:

network — сеть
 to embrace — охватывать, окружать
 user — юзер, пользователь
 to design — задумывать, придумывать, разрабатывать
 to survive — выжить
 nuclear war — ядерная война
 to pollute — загрязнять
 dangerous — опасный
 path — путь, маршрут
 available — доступный, имеющийся в распоряжении, наличный
 the net — интернет, сеть
 packet switching — пакетное переключение
 invention — изобретение
 accurate — точный
 to count — считать, сосчитать
 approximately — приблизительно, примерно
 to receive — получать
 message — послание
 to provide — снабжать, доставлять, обеспечивать
 reliable — надежный
 alternative — альтернативный
 provider — провайдер, поставщик
 security — безопасность
 router — маршрутизатор
 to intercept — перехватить (сигнал и т. д.)
 to encode — кодировать, шифровать
 notwithstanding — тем не менее, однако, все же
 to crack — взломать
 huge — большой, гигантский, громадный, огромный
 to circulate — передвигаться/двигаться в пределах чего-то
 tremendous — разг. огромный, гигантский, громадный; потрясающий

Questions:

1. What is the Internet?
2. When and where did the history of Internet begin?
3. Why was the Internet designed?
4. What is modem?
5. Where are most of the Internet host computers?
6. What is the accurate number of internet users?
7. What is the most popular Internet service today?
8. What are other popular services available on the Internet?
9. What is the most important problem of the Internet?
10. Why is there no effective control in the Internet today?
11. Is there a commercial use of the network today?

Text 4:

Electronic computers.

Electronic circuits work a thousand times more rapidly than nerve cells in the human brain. A problem that takes the human brain 2 years in order to solve it can be solved by a computer in one minute. The heart of the electronic computer is its transistors. In order to work a computer must have instructions; this is called "programming".

There are two main types of electronic computers: analogue and digital. In analogue computers problems are solved by analogy, the problems which analogue computers can solve are the following: mechanical forces, speeds, rotations, etc. Analogue computers are used for

investigation of mechanical processes, in general, they are used for scientific and engineering problems in which great accuracy is not required but answers accurate enough are required quickly.

In digital computers problems are solved by counting. They may be very large and powerful. All the data connected with the problem which must be solved are converted into electrical pulses by very fast electronic switches and these pulses are stored and counted. With modern electronic devices a single switching operation can take place in a few nanoseconds (a nanosecond is a thousand – millionth of a second).

What is a microprocessor?

A microprocessor is the central arithmetic and logic unit of a computer, together with its associated circuitry, scaled down so that it fits on a single silicon chip (sometimes several chips) holding tens of thousands of transistors, resistors and similar circuit element. A typical microprocessor chip measures half a centimeter on a side.

The task of the microprocessor is to receive data in the form of strings of binary digits (0's and 1's), to store the data for later processing, to perform arithmetic and logic operations on the data according to the previously stored instructions and to deliver the results to the user through an output mechanism such as an electric typewriter, a cathode – ray – tube display or a two – dimensional plotter. A typical microprocessor would consist of the following units: a decode and control unit (to interpret instructions from the stored program), the arithmetic and logic unit, or ALU (to perform arithmetic and logic operations), registers (to serve as an easily accessible memory for data which are frequently manipulated), an accumulator (a special register closely associated with the ALU), address buffers (to supply the control memory with the address from which to take the next instruction) and input/output buffers (to read instructions or data into the microprocessor or to send them out).

Computer programming.

Programming is the process of preparing a set of coded instruction which, when executed by a digital computer, yield the solution of a specific problem or perform specific functions. Each computer and each programming language has its own unique repertoire, method of operation, etc. These should be studied and understood before preparing a program on a specific language for execution by a specific computer.

A computer has the ability to automatically execute a program stored within itself. During execution of the program, the computer performs various digital operations (adding two numbers, moving data in and out of storage, reading in or printing out data, etc.) If the stored program is changed, the actions of the computer change. Thus, the computer actions depend on both the configuration of the computer hardware (the physical computer equipment) and the software (the programs stored within the computer).

A given computer capability can be provided either by hardware alone or by a combination of hardware and software. The choice of a given mixture of hardware and software depends on factors such as cost, speed, ease of maintenance, and flexibility.

There are three nominal levels of programming language: machine language, assembler language, and compiler language.

Machine Language.

In the machine – language programming level, the programmer writes the program exactly as stored in the computer. Very little programming is done at this level as it is extremely tedious, and when errors are found it is hard to correct them.

The machine – language level is useful in the initial operation of a computer when no other techniques are available, in repair of a faulty computer, and in the debugging of programs when other techniques fail and the program must be examined at the machine – language level.

3) Контрольно – оценочные материалы для проверки сформированности навыков устной и письменной речи.

Задание 1: Напишите небольшое сочинение – рассуждение на заданные темы:

1. Have you ever thought about your future career? What are you going to be?
2. What opportunities are there for a Russian teenager after finishing the 9th Form?
3. Do you go in for sport? How can sport help a person? What negative points are there?
4. What is your attitude to extreme sport?

Задание 2: You have received a letter from your English-speaking pen friend Andrew.

...Last weekend my father and I went fishing. It was great. How did you spend your last weekend? Does your leisure depend on the season of the year? Do you prefer to spend your weekends with your parents or with your friends? Why?...

Write him a letter and answer his 3 questions.

Write **100 — 120 words**. Remember the rules of letter writing.

Задание 3. Напишите, соблюдая правила оформления разных видов писем:

- 1) письмо- запрос (формальное письмо)
- 2) оформите приглашение (неформальное письмо)
- 3) оформите визитную карточку и анкету.
- 4) резюме для поступления на работу

Задание 4. Напишите эссе на заданные темы:

1. Мой лучший друг
2. Традиции моей семьи
3. Мой любимый вид спорта
4. Мой дом
5. Рецепт моего любимого блюда
6. Моя будущая карьера
7. Мое хобби
8. Современное искусство России

3.2. Типовые задания для оценки освоения дисциплины – рубежный контроль

1) Перечень тем практических занятий (практическая подготовка)

1. Практическое занятие Чтение и перевод текстов и диалогов по теме: «Я и моя специальность
2. Практическое занятие. Составить сообщение: «Почему я выбрал специальность «Специалист по технологии машиностроения» (монологическая речь)
- 3 Практическое занятие: Беседа/дискуссия на тему: «Английский язык в профессиональном общении»
- 4 Практическое занятие: Прослушивание аудиотекстов по теме: «Машиностроение». Выбрать из аудиотекстов информацию о возможностях получения профессионального образования в стране и составить сообщение (объем 12-15 фраз)
- 5 Практическое занятие: Чтение и перевод технологических карт на изготовление слесарных изделий
- 6 Практическое занятие: Чтение и перевод технических текстов по теме: «Инструменты, оборудование, станки»
7. Практическое занятие. Составить и перевести текст по теме: «Основные операции при изготовлении слесарных изделия
8. Практическое занятие. Описать устно решение нестандартных профессиональных ситуаций:
 - Представленная технологическая карта не соответствует технологическому заданию
 - Рабочее место не соответствует требованиям охраны труда: обосновать несоответствие через диалог-побуждение к действию

2) Контрольная работа 1

Грамматический диктант по темам учебной дисциплины. Письменный перевод практико-ориентированного текста.

3.2. ПРОМЕЖУТОЧНАЯ АТТЕСТАЦИЯ

3.2.1. Задания для обучающихся

Вопросы к дифференцированному зачету

3.2.2 Пакет экзаменатора

Промежуточная аттестация по дисциплине проводится в форме дифференцированный зачет

Условия выполнения задания:

1. Студент может пользоваться справочным материалом
2. Оборудование: карты, атласы, справочные материалы, бумага, ручка

1. Современный мир специальностей. Проблемы выбора будущей специальности
2. Английский язык-язык международного общения в современном мире и его необходимость для развития профессиональной квалификации
3. Представление себя в специальности. Саморазвитие в специальности: продолжение образования, повышение рабочей квалификации
4. Диалог этикетного характера, диалог-расспрос: построение диалога, применение в ситуациях официального и неофициального общения
5. Диалог-побуждение к действию, диалог-обмен информацией: построение диалога, применение в различных ситуациях профессионального общения
6. Диалоги смешанного типа, включающие в себя элементы разных типов диалогов: построение диалога, применение в различных ситуациях профессионального и социального общения
7. Географическое положение страны, природные особенности, климат, экология
8. Государственное устройство, правовые институты, этнический состав и религиозные особенности страны
9. Культурные и национальные традиции, искусство, обычаи и праздники
10. Научно-технический прогресс, общественная жизнь страны, образ жизни людей. Известные русские ученые, имеющие тесные связи с английской культурой.
11. Ценностные ориентиры молодежи. Досуг молодежи, спорт. Возможности получения профессионального образования. Окфорд и Кембридж.
12. Отдых, туризм, культурные достопримечательности страны
13. Чертежи. Формат. Основная надпись. Типы линий чертежа. Общие правила нанесения размеров на чертежах
14. Стандартные масштабы чертежей. Инструменты и материалы для черчения
15. Геометрические построения на плоскости. Сечения и разрезы
16. Проекционные изображения на чертежах
17. Спецификация и маркировка элементов слесарного изделия на чертеже
18. Технологические карты: виды, назначение. Применение технологических карт при изготовлении и сборке слесарного изделия

19. ГОСТ, СНИП, ЕСКД, ТУ (технические условия), ТО (техническое описание) и другие нормативные документы, необходимые при изготовлении и сборке слесарных изделий
20. Основной и вспомогательный слесарный инструмент
21. Контрольно-измерительный инструмент
22. Абразивные инструменты (материалы)
23. Ручной электрифицированный инструмент и электрические машины
24. Приспособления и машины для механической обработки металла
25. Металлорежущие станки: сверлильные, шлифовальные, доводочные, фрезерные, распиловочные, притирочные
26. Организация рабочего места слесаря, основные требования безопасности труда, требования к спецодежде, индивидуальным средствам защиты
27. Расчеты и геометрические построения для последующей обработки слесарных деталей
28. Технология слесарной обработки деталей: разметка, рубка, правка, гибка, резка, опилование, сверление, зенкование, зенкерование и развертывание отверстий, нарезание резьбы, клепка, пайка
29. Механическая обработка металлов на металлорежущих станках
30. Способы (методы, ситуации) выхода из положения в условиях дефицита языковых средств при получении и передаче информации
31. Решение профессиональной ситуации или задачи с использованием потенциального словаря интернациональной лексики
32. Формулировка задачи и/или сложной профессиональной ситуации, возникающей при сборке, наладке, обслуживанию, ремонту манипуляторов и промышленных роботов
33. Участие в движении «Молодые профессионалы» (WSR)
34. Содержание компетенций WSR «Обработка листового металла», «Полимеханика», повышение профессионализма в результате подготовки и выполнения конкурсного задания
35. Самостоятельное совершенствование устной и письменной профессионально-ориентированной речи, пополнение словарного запаса (лексического и грамматического минимума) необходимого для чтения и перевода (со словарем) английского профессионально-ориентированного текста
36. Профессиональный рост, пути саморазвития и самосовершенствования в профессиональной деятельности

Вариант 1.

Задание 1.

Вы услышите пять высказываний. **Установите соответствие** между высказываниями каждого говорящего **А–Е** и утверждениями, данными в списке **1–6**. Используйте каждое утверждение из списка **1–6** **только один раз**. В задании **есть одно лишнее утверждение**. Занесите свои ответы в таблицу.

1. The speaker explains why he/she likes the city life.
2. The speaker talks about a local tourist attraction.
3. The speaker talks about unusual houses.
4. The speaker describes the area where he/she lives.
5. The speaker explains how to get to the city centre.
6. The speaker describes his/her room.

Говорящий	A	B	C	D	E	F	G
Утверждение							

Speaker A

I live in the country but I've always wanted to move to a big city. I think that there are more career opportunities there, more jobs, people can get a better education and better medical services there. There is more entertainment in the city, too. You can go to theatres, cinemas and clubs, there are lots of people everywhere – you'll never get bored. I'll move to the city as soon as I get an opportunity to do so.

Speaker B

I live in a big city, in a new fast-developing area. Most of the buildings were built not long ago, so the area has a modern look and is comfortable to live in. There are shops, cinemas, schools, hospitals, sports centres and parks within easy reach of my house. Right in front of my house there's a bus stop, so I have no problem getting to the centre or any other part of the city.

Speaker C

We've just moved house and now I live in a new modern building in the centre of the city. My window has a view of a busy street but the interior creates a nice and peaceful atmosphere. The walls are painted light green and the furniture is in warm brown and creamy colours. There's a plasma TV and a portable audio centre. I like drawing and there are several of my pictures on the walls. I think they look nice there.

Speaker D

Everybody wants their home to be a safe, nice and comfortable place but their ideas of comfort and beauty are very different. In hot climates people sometimes make their homes underground. Living underground, however, doesn't mean living in dark, dirty and damp caves. Modern underground homes are light. They are beautifully designed, nicely furnished and very comfortable to live in.

Speaker E

When we were walking along the main street, the guide pointed to an ordinary looking house and said that the place had a history. During the war a famous doctor lived there. He arranged a hospital in his own home and saved lots of people. Now nobody lives in the house, there's a museum of science and medicine there. The museum has very interesting exhibits on the history of medical science.

Задание 2. Раскройте скобки, употребляя правильную форму прилагательного.

1. We should eat (healthy) food.
2. Today the streets aren't as (clean) as they used to be.
3. It's (bad) mistake he has ever made.
4. This man is (tall) than that one.
5. Mary is a (good) student than Lucy.
6. This garden is the (beautiful) in our town.

Задание 3. Поставьте somebody, anybody, nobody, everybody.

1. Don't tell ... about it.
2. Life is tough! ... has problems.
3. ... has eaten all the ice cream. That's terrible! ... will be able to have it for dessert tonight.
4. I think, ... in our class is honest. That's why we trust ...
5. Is there ... in the office?

Задание 4. Поставьте many, much, little, few, a little, a few.

1. Have you got ... time before the lessons?
2. After the lessons everybody felt ... tired.
3. I have ... time to finish this work.
4. I don't like ... sugar in my tea.
5. I never eat ... bread with soup.
6. She wrote us ... letters from the country.

Задание 5. Выберите правильный вариант ответа.

1. My mother comes from Paris. ... French.
a). He is

- b). She is
- c). It is
- d). They are
- 2. I am studying English. ... fifteen students in my class.
- a). Have
- b). Are
- c). There are
- d). There is
- 3. Your English is very good. ... American?
- a). You're
- b). Are you
- c). Do you
- d). You
- 4. I work in a bank. My wife ... in a school.
- a). working
- b). works
- c) work
- d) is work
- 5. I live in London. Where ... ?
- a) you live
- b) you do live
- c) live you
- d) do you live
- 6. John likes coffee, but he ... like tea.
- a) no
- b) not
- c) don't
- d) doesn't
- 7. We have a son and a daughter. Do you have ... children?
- a) The
- b) any
- c) some
- d) any of
- 8) I didn't see you at the party ... there?
- a) You were
- b) You went
- c) Did you
- d) Were you
- 9. I ... a great movie last night.
- a) saw
- b) had seen
- c) was seeing
- d) did see
- 10 We had a lovely holiday last year! Really? Where ... ?
- a) did you go
- b) were you going
- c) went you
- d) have you gone

Задание 6. Переведите на русский язык:

The role of foreign languages in education.

During the educational process we learn different subjects and get different skills. It will help us in our future life to get interesting well-paid job and we want. But as usual there is always a

foreign language in every educational curriculum. So why do we need foreign languages for? The answer is rather simple. There are for about 6 billions of people on our planet and all of them speak a great number of languages. Most popular of them are very necessary for every person in modern life. The reason is simple – to understand people from others countries and make communication with them easier. It is very important because people don't live separately from each other. But it isn't enough to know only popular languages. People also need to study ancient languages. Why? Because they are maternal to modern languages and learning them help us to understand modern languages better.

Вариант 2.

Задание 1. Прочитайте текст об экстремальных видах спорта. Установите соответствие между вопросами А-Д и пронумерованными абзацами текста 1-3. Используйте каждую букву только один раз.

- A. Extreme sports become increasingly popular because of punk culture and fashion.
- B. Many sports demonstrate daring tricks and are connected with special culture.
- C. Snowboarding was introduced into Olympics due to X Games.
- D. A winter extreme sport requires a specially designed board.

1. Developed in the 1960s, snowboarding is believed to have originated in the US, where several inventors explored the idea of surfing on the snow. The sport quickly developed, and the early boards were replaced by designs that are specialized to meet the demands of different competitions. The basic design is a board to which the rider's feet are attached with bindings. The size and shape of a board varies according to its use and the size of the snowboarder.
2. The term extreme sports is generally attributed to the X Games, a made-for-television sports festival created by the cable network ESPN in 1995. The success of the X Games raised the profile of these sports. The extreme sports of mountain biking and snowboarding debuted at the Summer and Winter Olympic Games in 1996 and 1998, respectively.
3. The primary extreme sports - skateboarding, in-line roller-skating, and BMX, for example - often use half-pipes and urban landscapes to perform a wide range of tricks. The sports also share a unique subculture that separates them from traditional team sports. This youth-oriented culture embraces punk music and fashion and emphasizes individual creativity.

Задание 2. Найдите в правой колонке русские эквиваленты английских слов и словосочетаний:

1. to deal (with)	a. простой язык
2. high-level language	b. языки программирования
3. to solve problems	c. алгебраические формулы
4. brief description	d. в коммерческих целях
5. to consist (of)	e. иметь дело (с кем-л., чем-л.)
6. programming languages	f. языки общего назначения
7. for commercial purposes	g. решать проблемы
8. algebraic formulae	h. краткое описание
9. general-purpose language	i. состоять (из чего-л.)
10. application program	j. язык высокого уровня
11. simple language	k. приводить (к какому-л. результату)
12. to result (in)	l. прикладная программа

Задание 3. Раскройте скобки, употребив Present Simple or in Present Continuous:

1. I usually (to wait for).....Tom. He is always late.	2. We (to have) coffee every morning.
2. I (to rest)..... every day. 3. I like tea, but now I (to have)..... coffee.	3. He (to drink)..... coffee every morning.
4. She (to	4. Mary (to play) the piano every

go)..... to school now. 5. Our boys usually (to play)..... football in the yard. 6. What she (to write) now?. 7. Ann usually (to make)..... doll dresses herself. 8. What they(to eat) now? 9. I always (to make)..... my bed before breakfast.	evening. 5. They always(to have) dinner at two o'clock? 6. My aunt (not to make)..... cakes on Mondays 7. What he (to do) every Sunday? 8 I (to like)..... to look at it early in the morning. 9. She (to make)..... one now.
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Задание 4. Переведите предложения на английский язык, обращая внимание на время совершения действия (Present/Past/Future Simple)

1. Я думаю, Нелли уедет в Москву завтра. 2. Где работает ваш брат? – Он работает на заводе. 3. Я не ходил в магазин вчера. Я пойду в магазин завтра. 4. Он моет свою машину каждый выходной. Вчера была суббота, но он не мыл машину. 5. Где вы были в прошлую пятницу? 6. Он работал в банке в 2003 году. 7. Поезд прибудет через 5 минут. 8. Когда вы уезжаете в Лондон? 9. Я играю в теннис каждую пятницу. 10. Анна пьет кофе по утрам, а её муж предпочитает чай.

Задание 5. Задайте специальные вопросы к подчеркнутым словам или словосочетаниям.

- 1) There are thousands of different programming languages.
- 2) Supercomputers were used in science and engineering for many purposes.
- 3) In Great Britain, there is a system that will display weather reports from around the country.
- 4) Minicomputers came on to the scene in the early 1980s.
- 5) Today, most computer users buy, download, or share programs like Microsoft Word and Excel.

Задание №6. Переведите текст с английского на русский язык.

Christmas Presents

Christmas is a particularly difficult time of year - bad music playing in all shops, screaming children blocking pavements, demanding that they get the latest, greatest plastic toy, and relatives hugging children and crying out "Oh, my, haven't you grown!" And so, in order to make it all easier, we have a tradition of giving presents to each other, as a way of showing our love. But unfortunately, this too is not easy - what if you have no taste, what if you have no money, or what if you just can't be bothered? So here's the guide as to the Do's and Don't's of giving presents at Christmas.

Cash is a great gift: people can get themselves whatever they want and you don't have to put hours of effort into buying the perfect gift only to find that it's not appreciated.

Fashionable or designer clothes are always good but, for crying out loud, make sure you get the right size and you know the person's fashion sense.

Chocolate usually goes down well, although you might want to make sure that everyone else doesn't have the same thought: a person could end up with enough chocolate at Christmas to open a little shop.

A CD or DVD makes a great pressie, although you'd have to make sure that the person doesn't have it already and, most importantly, will like the genre that you bought.

Jewelry usually goes down well with most females, although it's safer to stick to something simple unless you know exactly what the person would appreciate.

If you are loaded, a palmtop or laptop would be appreciated by anyone, especially with all the latest features, a modem and, most importantly, a good collection of games.

Don't bother giving anyone something you'd like to receive yourself because you'll only feel disappointed if they don't seem to share your interests and don't appreciate your thought.

Вариант 3.

Задание 1. Составьте мини диалог.

- Hi Jeanne! How are you?

- (1)

- I'm also well, thanks! How's the weather in Kerch today?

- (2)
- You know, as usual. It's quite cloudy and chilly.
- (3)
- How is winter in Kerch?
- (4)

(a) - I'm fine, thank you! And how are you?
 (b) - It's a fine weather, but it's a bit rainy. How about Yalta? Is the weather good there?
 (c) - Yes, winter in Yalta is nice.
 (d) - Well, it is nice, of course. It can also rain sometimes or be cloudy, but in general it's warm and sunny.

Задание 2. Составь предложения из предложенных слов.

working day, my, at 7 o'clock, begins
 sandwiches, she, for breakfast, has
 go, I, the supermarket, every, to, day

Задание 3. Английский друг попросил тебя рассказать о твоём отце, напиши небольшой рассказ о нём. В твоём рассказе должна содержаться следующая информация: His name, age, hobby, work, personal characteristics, home duties, likes

Задание 4. Переведите предложения на русский язык, используя страдательный залог.

1. The journal was published in Moscow last year.
2. They are taught French.
3. The library will be closed at 8 p.m.
4. English is spoken all over the world.
5. The conference was postponed yesterday.
6. This book is often referred to.
7. The students were asked to come to the laboratory.
8. The rules should be learned.
9. The exhibition will be organized next month.
10. The hotel was built last year.

Задание 5. Перепишите предложения, вставьте вместо пропуска прилагательные и наречия, данные в скобках, в правильной форме. Переведите предложения на русский язык.

2. Kate is ... (young) than Mary.
2. London is one of the ... (big) cities in the world.
3. This sentence is ... (difficult) than the first one.
4. Athens is ... (far) from London than Rome is.
5. Jack is ... (rich) but I don't think he is ... (happy) than Richard.
6. These are the ... (bad) cigarettes I've ever smoked.
7. Your work is much ... (good) than I thought.
8. A train goes ... (fast) than a ship but not as ... (fast) as an airplane.
9. This is the ... (wonderful) film I've ever seen.
10. I think that your plan is ... (good) than mine.

Задание 6. Переведите предложения на русский язык. Подчеркните в английских и русских предложениях модальные глаголы.

- 1) Computer cannot do anything unless a person tells it what to do and gives it the necessary information.
- 2) Business minicomputers can perform up to 100 million operations per second.
- 3) Citizens should be aware of the potential of computers to influence the quality of life.
- 4) You may find simplified versions of the major applications you use.
- 5) To be accessible, web pages and sites must conform to certain accessibility principles.

Задание 7. Прочитайте текст и выполните задание к нему

Conductors and Insulators

Conductors are materials having a low resistance so that current easily passes through them. The lower the resistance of the material, the more current can pass through it.

The most common conductors are metals. Silver and copper are the best of them. The advantage of copper is that it is much cheaper than silver. Thus copper is widely used to produce wire conductors. One of the common functions of wire conductors is to connect a voltage source to a load resistance. Since copper wire conductors have a very low resistance a minimum voltage drop is produced in them. Thus, all of the applied voltage can produce current in the load resistance.

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

Metals increase their resistance when the temperature increases while carbon decreases its resistance when the temperature increases.

Thus metals have a positive temperature coefficient of resistance while carbon has a negative temperature coefficient. The smaller is the temperature coefficient or the less the change of resistance with the change of temperature, the more perfect is the resistance material.

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

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

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

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

3.2.2 Пакет экзаменатора

Промежуточная аттестация по дисциплине проводится в форме дифференцированный зачет

Условия выполнения задания:

3. Студент может пользоваться справочным материалом
4. Оборудование: карты, атласы, справочные материалы, бумага, ручка

Шкала оценки образовательных достижений (для всех заданий)

Критерии оценки:

КРИТЕРИИ ВЫСТАВЛЕНИЯ ОТМЕТОК ПО АНГЛИЙСКОМУ ЯЗЫКУ

1. За письменные работы (контрольные работы, самостоятельные работы, словарные диктанты) оценка вычисляется исходя из процента правильных ответов:

Виды работ	Оценка «3»	Оценка «4»	Оценка «5»
Контрольные работы	От 50% до 69%	От 70% до 90%	От 91% до 100%
Самостоятельные работы, словарные диктанты	От 60% до 74%	От 75% до 94%	От 95% до 100%

2. Творческие письменные работы (письма, разные виды сочинений)

Оценки	Критерии оценки
«5»	Коммуникативная задача решена полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи
«4»	Коммуникативная задача решена полностью, но понимание текста

	незначительно затруднено наличием грамматических и/или лексических ошибок.
«3»	Коммуникативная задача решена, но понимание текста затруднено наличием грубых грамматических ошибок или неадекватным употреблением лексики.
«2»	Коммуникативная задача не решена ввиду большого количества лексико-грамматических ошибок или недостаточного объема текста.

3. Устные ответы (монологические высказывания, пересказы, диалоги, работа в группах)

Оценки	Взаимодействие с собеседником	Лексический запас	Грамматическая правильность речи	Фонетическое оформление речи
«5»	Адекватная естественная реакция на реплики собеседника. Проявляется речевая инициатива для решения поставленных коммуникативных задач.	Имеется большой словарный запас, соответствующий предложенной теме. Речь беглая. Объем высказываний соответствует программным требованиям.	Лексика адекватна ситуации, редкие грамматические ошибки не мешают коммуникации.	Владеет основными произносительными и интонационными навыками устной речи и техникой чтения.
«4»	Коммуникация затруднена, речь учащегося неоправданно паузирована.	Имеется достаточный словарный запас, в основном соответствующий поставленной задаче. Наблюдается достаточная беглость речи, но отмечается повторяемость и некоторые затруднения при подборе слов.	Грамматические и/или лексические ошибки заметно влияют на восприятие речи учащегося.	В достаточной степени владеет техникой чтения и основными произносительными и интонационными навыками устной речи. Однако допускает незначительные ошибки в произношении отдельных звуков и интонации
«3»	Коммуникация существенно затруднена, учащийся не проявляет речевой инициативы.	Имеет ограниченный словарный запас, использует упрощенные лексико-грамматические структуры, недостаточные для выполнения задания в пределах предложенной темы.	Учащийся делает большое количество грубых грамматических и/или лексических ошибок.	В недостаточной степени владеет техникой чтения и допускает многочисленные фонетические и интонационные ошибки

«2»	Коммуникативная задача не решена ввиду большого количества лексико-грамм. ошибок или недостаточного объема текста.	Бедный лексический запас, отсутствует какая-либо вариативность в его использовании.	большое количество грамм. ошибок. трудность при выборе правильных глагольных форм и употреблении нужных времен.	Речь неправильная, с большим количеством фонетических и интонационных ошибок. Наблюдаются многочисленные ошибки на правила чтения.
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