

ФЕДЕРАЛЬНОЕ АГЕНТСТВО ЖЕЛЕЗНОДОРОЖНОГО ТРАНСПОРТА
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ФОНДЫ ОЦЕНОЧНЫХ СРЕДСТВ
учебной дисциплины

ОУД.03 ИНОСТРАННЫЙ ЯЗЫК

для специальности

23.02.06 Техническая эксплуатация подвижного состава железных дорог


Базовая подготовка

Фонды оценочных средств разработаны в соответствии с требованиями федерального государственного образовательного стандарта среднего профессионального образования по программе подготовки специалистов среднего звена (ФГОС СПО по ППСЗ) по специальности 23.02.06 Техническая эксплуатация подвижного состава железных дорог, утвержденного приказом Минобрнауки России от 22.04.2014г. N 388.

Фонды оценочных средств разработал преподаватель Романова Наталья Брониславовна

Содержание оценочных средств (материалов) рассмотрено и одобрено на заседании Методического совета филиала.

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Паспорт комплекта фондов оценочных средств

Область применения

Комплект фондов оценочных средств предназначен для проверки результатов освоения учебной дисциплины ОГСЭ. 03 «Иностранный язык (английский)» обучающихся по специальности: 23.02.06 Техническая эксплуатация подвижного состава железных дорог.

Комплект фондов оценочных средств позволяет оценивать:

1. Освоение элементов общих компетенций (ОК)

Таблица 1

Общие компетенции	Основные показатели оценки результата
ОК 1. Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес.	Проявление интереса к профессионально-ориентированным текстам в процессе учебной деятельности. Участие в мероприятиях, проводимых в рамках специальности и предметной недели.
ОК 2. Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество.	Рациональность планирования своей деятельности при выполнении внеаудиторных и самостоятельных работ. Точность выполнения требований преподавателя.
ОК 3. Принимать решения в стандартных и нестандартных ситуациях и нести за них ответственность.	Отбор профессионально-значимой информации для эффективного выполнения учебной задачи по предмету. Объективность анализа рабочей ситуации и оценивания своей деятельности.
ОК 4. Осуществлять поиск и использование информации, необходимой для эффективного выполнения профессиональных задач, профессионального и личностного развития.	Целесообразность использования различных источников информации для эффективного выполнения учебных задач.
ОК 5. Использовать информационно-коммуникационные технологии в профессиональной деятельности.	Целесообразность использования различных информационно-коммуникационных источников для эффективного выполнения учебных задач. Рациональность использования их для научной организации своего труда в сфере профессиональной деятельности.
ОК 6. Работать в коллективе и команде,	Корректность и эффективность

эффективно общаться с коллегами, руководством, потребителями.	взаимодействия обучающимися, преподавателями и мастерами в ходе выполнения учебной задачи.
ОК 7. Брать на себя ответственности за работу членов команды (подчиненных), результат выполнения заданий.	Рационально планировать свою деятельность при выполнении внеаудиторных и самостоятельных работ.
ОК 8. Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации.	Рационально решать профессиональные задачи, уметь самостоятельно пополнять свои знания, ориентироваться в потоке информации.
ОК 9. Ориентироваться в условиях частой смены технологий в профессиональной деятельности.	Самостоятельно использовать новые отраслевые технологии.

Таблица 2. Освоение умений и усвоение знаний

Освоенные умения, усвоенные знания	Основные показатели оценки результата (ОПОР)	№.№ заданий для проверки
У 1. Уметь гибко сочетать все виды чтения: просмотровое, поисковое и изучающее.	ОПОР 1. Умение правильно сочетать все виды чтения: умение обобщить содержание текста; умение находить небольшое количество информации в тексте; поиск конкретных ключевых слов и нахождение по ним той части текста, где содержится необходимая информация. Умение с помощью словаря изложить в письменной форме содержание текста.	Приложение 1 Приложение 2
У 2. Уметь понимать художественные и технические тексты, самостоятельно извлекая и оценивая идеи автора. Уметь пользоваться двуязычным и толковым словарем.	ОПОР 2. Быстрый и точный перевод текста со словарем, самостоятельно извлекая и оценивая идеи автора.	Приложение 3

У 3. Уметь подготовить сообщение в связи с прочитанным текстом, логически выстраивать собственные рассуждения.	ОПОР 3. Умение с помощью словаря изложить в письменной форме содержание текста и подготовить сообщение в связи с прочитанным текстом.	Приложение 5
У 4. Уметь вести диалог по теме.	ОПОР 4. Умение вести диалог по пройденной теме УД.	Приложение 6
У 5. Знать лексический минимум, необходимый для чтения и перевода со словарем иностранных текстов профессиональной и общеупотребительной направленности.	ОПОР 5. Знание ЛЕ по каждой теме УД, умение правильно подобрать перевод для слов в словарной статье.	Приложение 1 Приложение 2 Приложение 3 Приложение 4
У 6. Уметь написать мини-сочинение по пройденной теме, выражая при этом свое мнение	ОПОР 6. Умение правильно писать слова и словосочетание, входящие в лексический минимум, определенный программой. Умение правильно написать на английском языке небольшой рассказ, мини-сочинение по пройденной теме.	Приложение 7

Система контроля и оценки программы учебной дисциплины

Таблица 3.

Учебная дисциплина «Иностранный язык (английский)»	
Курс, семестр	Формы промежуточной аттестации
2 курс 3-4 семестры	зачёт
3 курс 5-6 семестры	зачёт
4 курс 7 семестр	зачёт
8 семестр	дифференцированный зачёт

Время для сдачи дифференцированного зачёта – 90 минут.

2. Комплект фондов оценочных средств

Задания для проведения зачёта (2 курс 3 семестр)

1. Читать и переводить текст:

Any laboratory is a place where scientists must carry out experimental study in any branch of science for the purpose to advance men`s knowledge or to apply scientific principles in testing, analyses and special application of natural laws. The word «laboratory» denotes any room or building where men are to carry out investigation in techniques and sciences. The word `laboratory` can also denote the work – room of a chemist, or a testing – room of an industry.

In early days people called the place for chemical work simply a workshop to make drugs. Later chemists had to use the workshops to make chemical substances for the metallurgical industry or textiles, home life and so on.

Among the laboratories of the world we may note the laboratory of the Royal Institution of Britain established in 1800 and devoted to the applied sciences. The laboratory soon became the seat of activity where such great scientists as M. Faraday and J. Tyndall might conduct research in pure sciences.

Nowadays laboratories have to be introduced into educational institutions to teach scientific and technical knowledge by means of experiments. New laboratories will have to provide for more departments for research in pure sciences and for application of science to industrial purposes where skilful industrial workers, engineers and scientists will be able to carry their important work.

2. Ответить на вопросы:

1. What do we call a laboratory? 2. What does the word «laboratory» denote? 3. What is the purpose of experimental study?

3. Записать синонимы по парам:

1) to achieve; 2) to appear; 3) complex; 4) to protect; 5) conversation; 6) great; 7) to solve; 8) design; 9) task; 10) to reduce; 11) at present; 12) possibility; 13) to link; 14) simple; 15) huge.

1) to connect; 2) to obtain; 3) complicated; 4) project; 5) to emerge; 6) nowadays; 7) problem; 8) tremendous; 9) talk; 10) to defend; 11) opportunity; 12) common; 13) to decrease; 14) large; 15) to decide.

Задания для проведения зачёта (2 курс 4 семестр)

1. Читать и переводить текст:

One of today's important tasks is to raise production efficiency and quality. To achieve this requires contributions from many scientific disciplines, among them the science of materials strength. The quality and reliability of machines and structures depend in large measure on its advances. The modern age has confronted this science with tasks of unprecedented scope demanding urgent solution.

The great Galileo is considered to be the father of the science of materials strength, one of the basic engineering disciplines, and the bane of undergraduates at technological colleges. There is probably historic justice in the fact that Galileo was also the first man to whom it occurred to direct an unsophisticated optical instrument skywards in order to see the mountains of the Moon: today we are faced with problems of the strength of instruments and apparatus the Moon, Venus, Mars ...

But before it could produce mechanisms capable of withstanding comic cold and vacuum, the strains and stresses of takeoff and return to Earth, the science of materials strength had to cover a long and difficult path. Its progress accelerated in the 19th century, when people began to lay thousands of miles of railway tracks, erect bridges and dig tunnels, build ocean-going ships and complex machines.

Our predecessors managed to cope with their tasks. Many structures built centuries ago have not only survived to our day but even remain in use.

2. Ответить на вопросы:

1. What is one the most important tasks of today? 2. What does the raise of production efficiency require? 3. What do the quality and reliability of machines and structures depend on? 4. Who is considered to be the father of the science of materials strength?

3. Заполнить пропуски словами из текста.

1. The progress of the science of materials strength ... in the 19th century. 2. To be sure, there were also ... and ... when machines broke down or ... collapsed. 3. One of today's important ... is to raise ... efficiency and ... of ... 4. Many ... built centuries ago have only ... to our day but even ... in use. 5. Our predecessors ... to cope with their tasks. 6. The ... Galileo is considered to be the ... of the science of ... strength.

2.3. Задания для проведения зачета (3 курс 5 семестр)

1 вариант

1. Читать и переводить текст.

NEW TECHNOLOGY EXHIBITION

The "New Technology Exhibition" is devoted to economic and social developments. Its exhibits show efforts to improve the quality and efficiency of the region production. A large section of the exhibition demonstrates electronics.

The most impressive of the exhibits are robots. They can cut metals, drill holes, compute and teach. All robots are very much things of the present. A multipurpose lathe-robot is specially interesting in that it can "ask questions". An engineer showed how it works. He pressed a key which has the mark "Thread cutting". And "Thread pitch?" immediately appeared on the video display screen. The engineer pressed another key with the mark "I". Another question came on: "Thread length?". The robot has to get all the answers to all its questions before it goes to work.

Another exhibit is a robot which is to operate some metallurgical processes. Before it starts working its operator must take him by "hand" and go through all the programme. The robot memorizes the instructions and then is able to do everything by itself and without any mistakes. Its memory can hold as many as 70 programmes.

Practically all the equipment on display serves to improve the productivity. The exhibition programme provides for high increase in production of technologically perfect, top-quality and efficient types of machinery.

2. Выбрать правильный ответ в соответствии с содержанием текста:

1. By "New Technology Exhibition" is meant:
 - a) an exhibition in St. Petersburg;
 - b) a programme of economic and social developments;
 - c) a documentary film.
2. The most impressive of the exhibits are:
 - a) display screens;
 - b) lathes;
 - c) robots.
3. All robots are the things of
 - a) the past;
 - b) the present;
 - c) the future.
4. A multipurpose lathe-robot is specially interesting in that it can:
 - a) answer questions;
 - b) work without mistakes;
 - c) ask questions.
5. The robot is used to operate:
 - a) some metallurgical processes;
 - b) chemical process;
 - c) a turning process.

2.3. Задания для проведения зачета (3 курс 6 семестр)

1. Читать и переводить текст

RADIO AND TV MARCH AHEAD

More than 100 years passed since the day when the Russian scientist Alexander Popov demonstrated his "storm indicator" which was the prototype of modern radio receivers.

Great progress has been made in radio engineering, radio communications, radio broadcastings and television since that time. We have become so used to these means of communication that we can't imagine our life without them.

In the modern world, radio and television play an important role as a mass media of information and as a means of people's political and cultural education.

There is hardly a spot on the whole vast territory of Russia where there is no radio. The voice of Russian radio is heard all over the world. Today a great number of radio broadcasting stations in our country transmit all-day long programmes to other countries in about 50 languages.

Modern means of radio engineering cover the greater part of the globe with long, medium and ultra-short radio waves. New radio stations are being built and equipped with the most modern instruments.

Television is also developing rapidly in our country. At present Russia has a TV system which is among the largest in the world. It includes 120 TV centres which make their own programmes. The construction of the world's biggest television centre, the Moscow centre, which is housed in the 533-metre high Ostankino television tower had been completed by 1970. All programmes which are broadcast by the Moscow centre are in colour. TV broadcasts go out from Moscow every day on about 15 channels and total about 200 hours of broadcasting in every 24-hour period. There is a regular international exchange of TV programmes as well. Our television is linked up with Intervision and Eurovision international systems.

Work on the improvement of space television and broadcasting is of great interest. The application of powerful outerspace relays makes possible televising programmes directly to huge territories.

The aim of Russian radio and TV is to provide listeners and viewers with an objective review of events taking place in Russia and in the world.

2. Ответить на вопросы:

1. When did Alexander Popov demonstrate his "storm indicator"?
2. What was the "storm indicator"?
3. Why can't we imagine our life without radio and television?
4. What role do radio and television play in the modern world?
5. How many radio broadcasting stations work in our country?
6. In how many languages are programmes to other countries conducted?
7. Where is the Moscow television centre housed?
8. What is the aim of Russian radio and TV?

Задания для проведения дифференцированного зачёта (4 курс)

Тест

1. Употребите герундий:

1. Do you like _____ football on TV?

- A) watch
- B) watched
- C) watches
- D) watching

2. Thank you for _____ me.

- A) helping
- B) help
- C) to help
- D) helped

3. I'm afraid of _____ mistakes.

- A) to make
- B) made
- C) make
- D) making

4. It is important _____.

- A) to win
- B) winning
- C) win
- D) won

5. A: This problem is too difficult. I can't solve it.

B: Is it really too difficult for you _____?

- A) solving
- B) solve
- C) to solve
- D) solved

6. Have you got anything _____?

- A) reading
- B) to read
- C) read
- D) reads

7. She is good at _____.

- A) to swim
- B) swimming
- C) swims
- D) swum

8. My father does the _____ himself.

- A) ironing
- B) irons
- C) to iron
- D) iron

9. My mother does all the _____.

- A) cleaning
- B) to clean
- C) cleans
- D) clean

10. The boy _____ in the dentist's chair has got toothache.

- A) sitting
 - B) sat
 - C) sit
 - D) sits
-

Ответы:

1-D, 2-A, 3-D, 4-A, 5-C, 6-B, 7-B, 8-A, 9-A, 10-A.

2. Употребите сложное дополнение (Complex Object):

1. Jim said the switch was dangerous and warned me touch it.

- A) do not
- B) not
- C) not to
- D) no

2. She said the letter was personal and didn't let me it.

- A) reading
- B) read
- C) to read
- D) read to

3. She didn't want to go.

- A) they
- B) I
- C) his
- D) me

4. I know him a good student.

- A) is
- B) has been
- C) to be
- D) was

5. Carol's parents always encouraged her hard at school.

- A) to study
- B) studied

- C) studying
- D) studies

6. When did you him to check the timetable?

- A) asked
- B) to ask
- C) ask
- D) ask to

7. He saw two girls on the stage.

- A) to dance
- B) dancing
- C) dances
- D) are dancing

8. She made her brother into the water.

- A) to jump
- B) jump
- C) jumps
- D) jump to

9. She didn't want her child to hospital.

- A) to take
- B) take
- C) to taken
- D) to be taken

10. Who you to drive?

- A) taught
- B) teach
- C) does teaches
- D) to teach

Отвѣты:

1 – C, 2 – B, 3 – D, 4 – C, 5 – A, 6 – C, 7 – B, 8 – B, 9 – D, 10 – A.

3. Употребите инфинитив:

1. He agreed _____ the job as soon as possible.

- A) start
- B) starting
- C) to start
- D) starts

2. I stopped _____ my book and went to bed.

- A) to read
- B) read
- C) will read
- D) reading

3. My teachers always expected me _____ well in exams.

- A) did
- B) doing
- C) do
- D) to do

4. Let me _____ for the meal. You paid last time.

- A) pay
- B) to pay
- C) paid
- D) paying

5. The dentist told me _____ more careful when I brush my teeth.

- A) will be
- B) being
- C) to be
- D) be

6. I never liked _____ to church when I was a child.

- A) going
- B) to do
- C) went
- D) go

7. You can't _____ your car outside the hospital.

- A) parks
- B) to park
- C) park
- D) parking

8. David always enjoyed _____ football at school.

- A) to be played
- B) playing
- C) to play
- D) play

9. My family is trying _____ where to go on holiday.

- A) decided
- B) decide
- C) to decide
- D) deciding

10. I'd like _____ somewhere different for a change.

- A) went
- B) to go
- C) go
- D) going

11. They prefer _____ in a swimming pool all day.

- A) playing
- B) plays
- C) to play
- D) to playing

12. They refuse _____ out on trips if it's too hot.

- A) to going
- B) to go
- C) going
- D) go

13. Last year we managed _____ a holiday that suited everyone.

- A) found
- B) to find
- C) find
- D) finding

14. We decided _____ a house with a swimming pool.

- A) renting
- B) rent
- C) to renting
- D) to rent

15. We began _____ about next year's holiday two months ago.

- A) talked
- B) talking
- C) talks
- D) talk

ОТВЕТЫ:

1 – C, 2 – D, 3 – D, 4 – A, 5 – C, 6 – A, 7 – C, 8 – B, 9 – C, 10 – B, 11 – A, 12 – B, 13 – B, 14 – D, 15 – B.

4. Употребите косвенную речь:

Преобразуйте прямую речь в косвенную.

1. He says, "You are right."

- a) he says that I am right
- b) he says which I right
- c) he says I was right
- d) he said I are right

2. She says to him, "I have a right to know."

- a) she tells him that she would have a right to know
- b) she tell him she have a right to know
- c) she says him she has a right to know
- d) she tells him that she has a right to know

3. We said to them, "We have no money."

- a) we told them that we have no money
- b) we told them that we had no money
- c) we told them we have no money
- d) we told to them that we had no money

4. He said, "I have changed my opinion."
 a) he said that he had changed his opinion
 b) he said that he have changed his opinion
 c) he said that he would have changed his opinion
 d) he said that he changed his opinion
5. He said, "I will bring you a book tomorrow".
 a) he said that he would bring me a book the next day
 b) he said that he will bring me a book the next day
 c) he said that he brings me a book tomorrow
 d) he said that he would bring me a book tomorrow
6. They said, "We were in the USA the day before yesterday".
 a) they said that they had been in the USA two days after
 b) they said that they had been in the USA the days before yesterday
 c) they said that they have been in the USA two days before
 d) they said that they had been in the USA two days before
7. He asked her, "Do you speak English?"
 a) he asked her if she have spoke English
 b) he asked her if she speaks English
 c) he asked her if she had spoke English
 d) he asked her if she spoke English
8. I asked them, "Have you been to Africa?"
 a) I asked them whether they had been to Africa
 b) I asked them whether they have been to Africa
 c) I asked them whether they were to Africa
 d) I asked them whether they would be to Africa
9. He asked us, "What are your names?"
 a) he asked us our names what were
 b) he asked our what names are
 c) he asked us what our names are
 d) he asked us what our names were
10. She said to me, "Don't talk to me".
 a) she told me not to talk to her
 b) she told me to not talk to her
 c) she told me not to talk to me
 d) she told me do not to talk to her

Ответы:

1.- A, 2.- D, 3.-B, 4.- A, 5.- A, 6.- D, 7.- D, 8.- A, 9.- D, 10.- A.

5. Употребите условные предложения (5 первых - 1 типа, 5 вторых -2типа и 5 – 3 типа)

1. If I ___ my entrance exams I ___ the happiest man in the world.

- A) shall pass / would be
 B) passed / am
 C) passed / would have been
 D) will pass / be
 E) pass / shall be

2. What ___ you ___ if the train ___ in time?

- A) will be / doing / come
- B) did / will not come
- C) do / didn't / come
- D) have / done / came
- E) will / do / doesn't come

3. If you ___ tickets we ___ Paris.

- A) will buy / shall visit
- B) bought / visit
- C) buys / visited
- D) were buying / should visit
- E) buy / shall visit

4. If you are free, watch the film they ___ on TV.

- A) shows
- B) showed
- C) are showing
- D) had showed
- E) have showed

5. If my friend ___ to our town next year I ___ him the sights of the city.

- A) shall come / show
- B) comes / shall show
- C) has come / is showing
- D) is coming / will show
- E) come / shows

6. If he ___ in Tokyo he ___ us.

- A) was / will visit
- B) were / would visit
- C) will be / will visit
- D) is / would visit
- E) are / will visit

7. What would you do if a millionaire ___ you a lot of money.

- A) gave
- B) give
- C) will give
- D) giving
- E) gives

8. If I ___ the car myself I ___ you use it.

- A) needed / would let
- B) don't need / would let
- C) didn't need / wouldn't let
- D) didn't need / would let
- E) doesn't need / would let

9. If I ___ you I ___ never her.

- A) am / shall forgive
- B) was / don't forgive
- C) were / would forgive
- D) had been / forgave
- E) shall be / would have forgiven

10. Many people would be out of work if that factory ___ down.

- A) had been closed
- B) were closed
- C) was closing
- D) is closed
- E) will be closed

11. The boy ___ at home an hour before, if he ___ his school at one o'clock last Monday.

- A) would be / had left
- B) was / would leave
- C) had been / had left
- D) has been / left
- E) would have been / had left

12. If you ___ him yesterday he ___ you everything.

- A) asked / told
- B) has asked / will tell
- C) asked / would tell
- D) had asked / would have told
- E) would ask / would have told

13. If you ___ to me yesterday, we ___ this article.

- A) came / shall translate
- B) would come / should translate
- C) had come / should have translated
- D) come / having translated
- E) were coming / should be translating

14. She ___ if she ___ that she was ill.

- A) won't go out / knows
- B) didn't go out / knew
- C) hasn't gone out / has known
- D) wouldn't have gone out / had known
- E) doesn't go out / knows

15. "I ___ my work if you ___ me then. Thank you."

- A) shan't finish / don't help.
- B) haven't finished / don't help.
- C) shouldn't have finished / hadn't helped.
- D) don't finish / won't help.
- E) didn't finish / helped.

Ответы:

1 – E, 2 – E, 3 – E, 4 – C, 5 – B, 6 – B, 7 – A, 8 – D, 9 – C, 10 – B, 11 – E, 12 – D, 13 – C, 14 – D, 15 – C.

6. Составьте специальные вопросы:

ВЫБЕРИТЕ ПОДХОДЯЩЕЕ ПО СМЫСЛУ СЛОВО

1. ... could you know that was pregnant?

A) why

b) how

c) when

d) what

2. ... were you doing last Monday at 6 o'clock?

A) what

b) why

c) when

d) who

3. ... was my dog in the evening? W... is he so muddy (грязный)?

A) when/what

b) where/why

c) whom/when

d) who/where

4. ... do you go for a trip? – Twice a year.

A) how much

b) how long

c) how often

d) how

5. ... mansion is it? – It's mine.

A) who

b) whom

c) how

d) whose

6. W... of you (ПОДСКАЗКА: кого из вас) should I reprimand (делать выговор)? W... is to blame?

A) what/whose

b) which/who

c) what/whose

d) when/who

7. For ... are you going to purchase it? – For my little son.

A) whose

b) whom

c) which

d) what

8. At ... do you aim? – I aim at money and power.

A) why

b) which

c) what

d) who

9. How ... do you earn? W... is your salary?

- A) many/which
- b) much/what
- c) much/why
- d) many/whose

10. W... doctor do you like most of all? – Dr. Christina or Dr. Juliet?

- A) which
- b) when
- c) why
- d) whom

ОТВЕТЫ:

1- B, 2- A, 3- B, 4- C, 5- D, 6- B, 7- B, 8- C, 9- B, 10- A.

7. Употребите пассивный залог:

1. I hope that the truth ___ very soon.

- A) will find out
- B) will be finding out
- C) is found out
- D) will be found out
- E) shall find out

2. The sports competitions which ___ on Sunday ___ by a lot of people.

- A) are held / will be visited
- B) was held / will visit
- C) will held / will visit
- D) have been held / have visited
- E) will be held / will be visited

3. The business letter ___ just ___ .

- A) is / written
- B) has / been written
- C) was / written
- D) were / written
- E) is / going to write

4. All the business letters ___ yesterday. They ___ to the post office immediately.

- A) answered / take
- B) were answered / took
- C) are answered / were taken
- D) answered / took
- E) were answered / were taken

5. I ___ that I ___ at the station at 5.

- A) was told / should be met
- B) told / is being met
- C) tells / am met
- D) am told / was met
- E) will be told / would be met

6. By the time we came to the bookshop all books ____

- A) are sold
- B) were sold
- C) had been sold
- D) are being sold
- E) is being sold

7. New schools ____ in our city every year.

- A) is built
- B) are to be built
- C) will build
- D) are built
- E) have built

8. This year a very beautiful theatre ____ in our city.

- A) built
- B) was built
- C) has been built
- D) had been built
- E) has built

9. This school ____ next year.

- A) will close
- B) is closed
- C) will be closed
- D) was closed
- E) would be closed

10. It is winter. Everything ____ with snow.

- A) is covered
- B) covered
- C) were covered
- D) will cover
- E) are covered

ОТВЕТЫ:

1-D, 2-E, 3-B, 4-E, 5-A, 6-C, 7-D, 8-C, 9-C, 10-A

8. Употребите фразовые глаголы:

1. While they were on holiday their house was broken _____ and some valuable paintings were stolen.

- A) down
- B) into
- C) about
- D) away

2. After a bitter discussion they went _____ each other.

- A) to
- B) at
- C) off
- D) over

3. No one really believed it when the news came that Titanic had _____.

- A) gone away
- B) gone down
- C) gone out
- D) gone by

4. By the way, Bill, how much did that Regency desk go _____ in the auction on Saturday?

- A) away
- B) for
- C) in
- D) off

5. A: And another thing I'd like to say is that...

B: Sorry to _____, Mr. Green, but you're wanted on the phone.

It's your wife.

- A) butt in
- B) get through
- C) stop over
- D) go over

6. By the way, Clive _____ (paid a short visit) but you were out.

So I told him to come and see you tomorrow.

- A) fall for
- B) called by
- C) get by
- D) cut down in

7. I was just getting out of the bath when the lights _____.

- A) went up
- B) went off
- C) went away
- D) went down

8. Don't eat that cheese - it's _____!

- A) gone away
- B) gone out
- C) gone off
- D) gone down

9. He had such a strong accent that it was very difficult to _____ what he was saying.

- A) make up
- B) make out
- C) make over
- D) make for

10. When the meeting had finished, they went _____ the plan once again.

- A) up
- B) on
- C) over
- D) down

11. Lucille is _____ a difficult period at work right now.

- A) going into
- B) going over
- C) going out of
- D) going through.

12. Could you hand _____ a minute? I'll be right back.

- A) on
- B) in
- C) up
- D) on to

13. Now, James, are you quite sure that I'm not putting you _____ (putting you to any trouble)?

- A) after
- B) by
- C) out
- D) over

14. The police are still looking for the three prisoners who _____ (escaped from) jail at the weekend.

- A) broke out of
- B) set off
- C) take up
- D) cross out

15. My boss has _____ playing golf three afternoons a week.

- A) taken over
- B) taken to
- C) taken for
- D) taken out

Отвѣты:

1 – B, 2 – B, 3 – B, 4 – B, 5 – A, 6 – B, 7 – B, 8 – C, 9 – B, 10 – C, 11 – D, 12 – A, 13 – C, 14 – A, 15 – B.

Критерии оценивания:

оценка «отлично» выставляется обучающемуся за работу, выполненную безошибочно, в полном объеме с учетом рациональности выбранных решений;

оценка «хорошо» выставляется обучающемуся за работу, выполненную в полном объеме с недочетами;

оценка «удовлетворительно» выставляется обучающемуся за работу, выполненную в не полном объеме (не менее 50% правильно выполненных заданий от общего объема работы);

- оценка «неудовлетворительно» выставляется обучающемуся за работу, выполненную в не полном объеме (менее 50% правильно выполненных заданий от общего объема работы).

% правильных ответов	оценка
90 - 100	5 (отлично)
70 – 89	4 (хорошо)
50 - 69	3 (удовлетворительно)
менее 50	2 (неудовлетворительно)

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Материал к уроку контрольного чтения

Время на выполнение задания – 30 минут

- | | |
|----------------------------|-----------------------------|
| 1. The House of Commons | 5. The System of Government |
| 2. Parliamentary Procedure | 6. Parliamentary Committees |
| 3. The House of Lords | 7. Whitehall |
| 4. Westminster | 8. The Crown |

A. Her Majesty's Government, in spite of its name, derives its authority and power from its party representation in Parliament. Parliament is housed in the Palace of Westminster, once a home of the monarchy. Like the monarchy, Parliament is an ancient institution, dating from the middle of the thirteenth century. Parliament is the seat of British democracy, but it is perhaps valuable to remember that while the House of Lords was created in order to provide a council of the nobility for the king, the Commons were summoned originally in order to provide the king with money.

B. The reigning monarch is not only head of state but symbol of the unity of the nation. The monarchy is Britain's oldest secular institution, its continuity for over a thousand years broken only once by a republic that lasted a mere eleven years (1649-60). The monarchy is hereditary, the succession passing automatically to the oldest male child, or in the absence of males to the oldest female offspring of the monarch. In law the monarch is head of the executive and of the judiciary, head of the Church of England, and commander-in-chief of the armed forces.

C. The dynamic power of Parliament lies in its lower chamber. Of its 650 members, 523 represent constituencies in England, 38 in Wales, 72 in Scotland and 17 in Northern Ireland. There are only seats in the Commons debating chamber for 370 members, but except on matters of great interest, it is unusual for all members to be present at any one time. Many MPs find themselves in other rooms of the Commons, participating in a variety of committees and meetings necessary for an effective parliamentary process.

D. Britain is a democracy, yet its people are not, as one might expect in a democracy, constitutionally in control of the state. The constitutional situation is an apparently contradictory one. As a result of a historical process the people of Britain are subjects of the Crown, accepting the Queen as the head of the state. Yet even the Queen is not sovereign in any substantial sense since she receives her authority from Parliament, and is subject to its direction in almost all matters. This curious situation came about as a result of a long struggle for power between the Crown and Parliament during the sixteenth and the seventeenth centuries.

E. Her Majesty's Government governs in the name of the Queen, and its hub, Downing Street, lies in Whitehall, a short walk from Parliament. Following a general election, the Queen invites the leader of the majority party represented in the Commons, to form a government on her behalf. Government ministers are invariably members of the House of Commons, but infrequently members of the House of Lords are appointed. All government members continue to represent "constituencies" which elected them.

F. Each parliamentary session begins with the "State Opening of Parliament", a ceremonial occasion in which the Queen proceeds from Buckingham Palace to the Palace

of Westminster where she delivers the Queen's Speech from her throne in the House of Lords. Her speech is drafted by her government, and describes what the government intends to implement during the forthcoming session. Leading members of the Commons may hear the speech from the far end of the chamber, but are not allowed to enter the House of Lords.

G. The upper chamber of Parliament is not democratic in any sense at all. It consists of four categories of peer. The majority are hereditary peers, a total of almost 800, but of whom only about half take an active interest in the affairs of the state. A smaller number, between 350 and 400, are "life" peers – an idea introduced in 1958 to elevate to the peerage certain people who rendered political or public service to the nation. The purpose was not only to honour but also to enhance the quality of business done in the Lords.

Установите соответствие между заголовками **1 – 8** и текстами **A – G**. Занесите свои ответы в таблицу. Используйте каждую цифру **только один раз**. В задании **один заголовок лишний**.

A B C D E F G

Ответ: **A: 4; B: 8; C: 1; D: 5; E: 7; F: 2; G: 3**

Приложение 2

'Second Stonehenge'

Archaeologists have discovered evidence of what they believe was a second Stonehenge located a little more than a mile away from the world-famous prehistoric monument. The new find on the west bank of the river Avon has been called "Bluestonehenge", after the colour of the 25 Welsh stones of **A** _____.

Excavations at the site have suggested there was once a stone circle 10 metres in diameter and surrounded by a henge – a ditch with an external bank, according to the project director, Professor Mike Parker Pearson, of the University of Sheffield. The stones at the site were removed thousands of years ago but the sizes of the holes in **B** _____ indicate that this was a circle of bluestones, brought from the Preseli mountains of Wales, 150 miles away.

The standing stones marked the end of the avenue **C** _____, a 1¾-mile long processional route constructed at the end of the Stone Age. The outer henge around the stones was built about 2400BC but arrowheads found in the stone circle indicate the stones were put up as much as 500 years earlier.

Parker Pearson said his team was waiting for results of radiocarbon dating **D** _____ whether stones currently in the inner circle of Stonehenge were originally located at the other riverside construction.

Pearson said: "The big, big question is when these stones were erected and when they were removed – and when we get the dating evidence we can answer both those questions." He added: "We speculated in the past **E** _____ at the end of the avenue near the river. But we were completely unprepared to discover that there was an entire stone circle. Another team member, Professor Julian Thomas, said the discovery indicated **F** _____ was central to the religious lives of the people who built Stonehenge. "Old theories about Stonehenge that do not explain the evident significance of the river will have to be rethought," he said. Dr Josh Pollard, project co-director from the University of Bristol, described the discovery as "incredible".

1. which could reveal
2. which they stood
3. which it was once made up
4. that this stretch of the river Avon
5. that there might have been something
6. that it should be considered as integral part
7. that leads from the river Avon to Stonehenge

Прочитайте текст и заполните пропуски **A – F** частями предложений, обозначенными буквами **1 – 7**. **Одна из частей в списке 1 – 7 лишняя**. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

A		B		C		D		E		F
---	--	---	--	---	--	---	--	---	--	---

Ответ: **A: 3; B: 2; C: 7; D: 1; E: 5; F: 4**

Приложение 3 Вариант 1

1. Прочитайте и письменно переведите текст.

SHOPPING

There are many kinds of shops helping people to meet their needs. You can go shopping to small food stores: the grocery store, store of dairy products, butcher's, bakery, greengrocer's, confectionery store. But most people do shopping in large stores – supermarkets. Supermarkets sell not only food. Many sell household goods, cards, magazines, cigarettes, and even flowers.

When you come into the supermarket you have to take a food basket or a shopping cart to put all the products you buy. All the necessary foodstuffs can be bought here. In the meat aisle the customers can buy beef, pork, veal, poultry. There is always a rich choice of fish there. In the grocery aisle you can see all kinds of cereals. Here you can buy flour, macaroni, salt, spices and some other products. Everything is sold in ready packets. You go to the dairy counter to buy milk products. There is a wide choice of them: milk, cream, kefir, sour cream, yogurt, margarine and butter, cheese and curds. In the bread aisle you take loaves of rye or wheat bread, rusks, rolls and buns. There is a big choice of items in the confectionery: sugar, sweet, chocolates, tarts, wafers, coffee, cocoa.

The green grocery and fruit aisles look very attracting. Here you can buy fresh vegetables, fruits and greens. Juicy apples, grapes, oranges, bananas, lemons, pears are sold in every season.

After buying all necessary products, you come up to the cashier's desk to pay the money. Sometimes there are a lot of customers in the shop and you have to get in line, but most often it doesn't take much time.

If you are a smart shopper, you compare prices, always look at the date of production of perishable foods and check the change.

Приложение 4

Материал к уроку контрольного чтения

Задание: прочитать текст и выбрать правильный вариант продолжения предложения, выписанного под текстом.

Getting What He Deserved?

There were seven or eight of us in the line, waiting to pay the cashier for our lunches. We were all in a hurry because that's the way of the American business-day lunch. At the front of the line there was a pretty woman with a small boy of about eight. He was a cute little fellow wearing black jeans, white sneakers and a blue pullover sweater. A shock of dark hair fell over his eyes. He looked very much like his mother. The boy had a charming face with chiseled features but he was depressed.

As the woman fumbled in her purse, looking for money to pay her check, the kid noticed a display of candy bars beside the cash register and immediately wanted one.

"You can't have any candy", said his mother. "You had a pie with your lunch". She took out her handkerchief, then put it back and went on fumbling in her purse.

"But I want some candy", said the kid. His tone was surprisingly insistent. Almost aggressive.

The mother continued her search for money in her purse, and the kid continued to whine about the candy. Then he began to stamp his feet and shout.

The rest of us in line were beginning to get fidgety. We bunched a little closer together and several folks began mumbling under their breath. "Ought to snatch him bald", said one man quietly.

The kid by now was reaching for the candy display in open opposition to his mother. She grabbed his arm and pulled it away, but not before he clutched a Snickers bar in his hand.

"Put it back", she said.

"No!" shouted the child. It was an arrogant "No!"

The line bunched even more closely together, and the man who had suggested snatching the kid bald appeared ready to do so himself. So much for the kid's shock of dark hair, I thought.

But the mother moved suddenly and with purpose. She paid the cashier, took back her change and dropped it into her purse. Then with one quick motion, she grabbed hold of the child's pullover sweater and lifted him off the floor. The moment his sneakers came back to earth, she turned his back toward her and began flailing him. A look of disbelief came across the kid's face. His eyes filled with tears. He tried to break away but that made his mother flail him again.

When she had finished administering the punishment, she turned the child around and pointed a finger squarely in his sobbing face. With a voice strong and certain, she said, "The next time I tell you do something, young man, will you do it?"

The child looked at the floor. Meekly and sincerely, he replied, "Yes, ma'am."

The mother turned to go. The child returned the Snickers bar without further hesitation and marched dutifully out behind her.

The people in a line broke into spontaneous applause.

"Did the kid deserve the punishment he had? What would I do if I were his mother? She may have been absolutely right for all I know. I have no children. I have no right to argue with the mother" I thought. "There is nothing I can do but wait. Perhaps the best way to get an idea of normal behavior of children is to get married and raise a few".

The people in the cafe were all in a hurry because

1. they had to buy their lunch far away from the office.
2. they wanted to be the first in line to pay for the food.
3. it was the way they normally behaved at lunch time.
4. they had to buy their lunch before the cashier left for her lunch.

Ответ: 3

Приложение 5

Материал к уроку контрольного чтения

Task 1(C1)

You have 20 minutes to do this task.

You have received a letter from your English-speaking pen-friend Tom who writes:

У Вас 20 минут на выполнение работы.

Вы получили письмо от друга по переписке, Тома, который пишет и просит ответить ему.

... I need some money to go on holiday with my friends at the end of August. Do you think I should find a job? Have you or any of your friends done summer jobs? I'm thinking of working as a waiter for a few weeks. Do you think it's a good idea? What other jobs do you think I could do. And what do you think the problems might be? Let me know what you think.

Write soon,

Love,

Tom

Ответ:

Moscow

Russia

4 June 2011

Dear Tom,

Thank you for your previous letter! It was lovely to hear from you.

If you need some money, the best way to earn them is to find a job. And I think you should do it. I have a lot of friends who did summer jobs. Working as a waiter... Oh, it's a good choice.

Also you can work as a sales man or a postman, but I think that you may have some problems with these jobs because of your age.

By the way, what jobs do you want to try? As I remember, you like sports. So how about working at the stadium? What do you think about it? I'm looking forward to your answer. All the best,

Aliona.

Приложение 6

1. Используя реплики под чертой, восстановите и запишите диалоги; переведите их.

Диалог 1

A.: Have you ever been to Stratford-upon-Avon?

B.:

A.:

B.: Yes, the Royal Shakespeare Theatre was opened in Stratford in 1932. Only Shakespeare's plays are performed here.

- I know that there is a famous theatre in this town.

- Yes, I have. Stratford-upon-Avon is a small town which is associated with Shakespeare, the greatest English poet and playwright.

Диалог 2

- Here we are in London. I'm glad the trip is over.

.....
- Only 3 days. I'd like to visit the British Museum, the National Gallery and Buckingham Palace.

- Let me accompany you. I know the city well. I'll show you all interesting places in London.

- How long are you planning to stay in London?

Приложение 7

Упражнение № 1. Найдите и выпишите из текста "**Development of environmental engineering**" следующие английские эквиваленты:

Улучшать качество окружающей среды

Водоснабжение

канализационная система

канализационные трубы

очистка воды

ухудшение качества окружающей среды

длительное воздействие

широкое применение

сельскохозяйственные вредители

на грани вымирания

наносить вред окружающей среде

Упражнение № 2. Прочитайте и переведите текст.

Development of environmental engineering

Ever since people first realized that their health and well-being were related to the quality of their environment, they have applied thoughtful principles to improve the quality of their environment. The ancient Indus civilization utilized early sewers in some cities. The Romans constructed aqueducts to prevent drought and to create a clean, healthful water supply for the metropolis of Rome. In the 15th century, Bavaria created

laws restricting the development and degradation of alpine country that constituted the region's water supply. In the mid-19th century in London Joseph Bazalgette designed the first major sewerage system. The introduction of drinking water treatment and sewage treatment in industrialized countries reduced waterborne diseases.

The field emerged as a separate environmental discipline during the middle third of the 20th century in response to widespread public concern about water and pollution and increasingly extensive environmental quality degradation. However, its roots extend back to early efforts in public health engineering.

In many cases, as societies grew, actions that were intended to achieve benefits for those societies had longer-term impacts which reduced other environmental qualities. One example is the widespread application of DDT (dichlorodiphenyltrichloroethane) to control agricultural pests in the years following World War II. While the agricultural benefits were outstanding and crop yields increased dramatically, thus reducing world hunger substantially, and malaria was controlled better than it ever had been, numerous species were brought to the verge of extinction due to the impact of the DDT on their reproductive cycles. The story of DDT as vividly told in Rachel Carson's «Silent Spring» is considered to be the birth of the modern environmental movement and the development of the modern field of environmental engineering.

Упражнение № 3. Написать мини-сочинение по теме «Защита окружающей среды».

Ответы для упражнения №1

Улучшать качество окружающей среды- to improve the quality of their environment

Водоснабжение- water supply

канализационная система- sewerage system

канализационные трубы- sewers

очистка воды- water treatment

ухудшение качества окружающей среды- environmental quality degradation

длительное воздействие- longer-term impacts

широкое применение- widespread application

сельскохозяйственные вредители- agricultural pests

на грани вымирания- to the verge of extinction

наносить вред окружающей среде- to harm the environment