

Министерство образования и науки Калужской области  
Государственное автономное профессиональное образовательное учреждение  
Калужской области  
«Людиновский индустриальный техникум»

**Комплект  
контрольно – оценочных средств  
учебной дисциплины**

**ОГСЭ.03 Иностранный язык**

программы подготовки специалистов среднего звена  
по специальности

23.02.03 Техническое обслуживание и ремонт автомобильного транспорта  
базовой подготовки

г. Людиново

2017 г

Комплект контрольно-оценочных средств общего гуманитарного и социально- экономического цикла дисциплин разработан на основе программы по дисциплине **Иностранный язык**, утвержденной заместителем директора по УПР.

УТВЕРЖДАЮ:

Заведующий по учебной работе  
\_\_\_\_\_ О.Е.Селиверстова

31.08.2017г

Рассмотрено и одобрено цикловой комиссией  
общеобразовательных дисциплин

Протокол № 1 от 31.08.2017г

Председатель ЦК \_\_\_\_\_ Е. А. Степина

Преподаватель С.Д.Низовская

## 1. Общие положения.

Контрольно – оценочные средства (КОС) предназначены для контроля и оценки образовательных достижений обучающихся (студентов), освоивших программу учебной дисциплины ОГСЭ.03 Иностранный язык

КОС включает контрольные материалы для проведения текущего контроля и промежуточной аттестации в форме дифференцированного зачета.

КОС разработан на основании положений:

программы подготовки специалистов среднего звена;

программы учебной дисциплины **Иностранный язык**

## 2. Результаты освоения дисциплины, подлежащие проверке

<b>Результаты обучения (освоенные умения, освоенные знания)</b>
<b>У.1</b> общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;
<b>У.2</b> переводить (со словарем) иностранные тексты профессиональной направленности;
<b>У.3</b> самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.
<b>З.1</b> лексический (1200 – 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.

### 3. Распределение оценивания результатов обучения по видам контроля

Наименование элемента умений или знаний	Виды аттестации	
	Текущий контроль	Промежуточная аттестация
У.1 общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы	Устный опрос Письменный опрос	Дифференцированный зачет
У.2 переводить (со словарем) иностранные тексты профессиональной направленности;	Устный опрос Письменный опрос	Дифференцированный зачет
У.3 самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.	Устный опрос Письменный опрос	Дифференцированный зачет
З. 1 лексический (1200 – 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностраннх текстов профессиональной направленности	Устный опрос Письменный опрос	Дифференцированный зачет

#### 4. Распределение типов контрольных заданий по элементам знаний и умений

Содержание учебного материала по программе УД	Тип контрольного задания			
	З1	У1	У2	У3
<b>Раздел 1. Значение английского языка для специалиста</b>	У.О. П.О.	У.О.	П.О. ПР.	У.О. П.О.
<b>Раздел 2. Лингвострановедческие реалии стран изучаемого языка</b>	У.О	У.О.	П.О.	У.О.
<b>Раздел 3. Деловая поездка за рубеж</b>	. Д. Д.	Д. У.О. Д.	П.О. ПР.	П.О. Д.
<b>Раздел 4. Компьютер. Современные компьютерные технологии</b>	У.О.	У.О.	П.О.	У.О. П.О.
<b>Раздел 5. Введение в специальность</b>	У.О. Т	У.О.	П.О.	У.О.
<b>Раздел 6. Практика перевода специализированных текстов.</b>	П.О. К.	П.О.	П.О.	П.О.

Условные обозначения: У.О. – устный опрос; П.О. – письменный опрос; П.Р. – презентация; Т- грамматический тест; Д – диалог.

**5. Распределение типов и количества контрольных заданий по элементам знаний и умений, контролируемых на промежуточной аттестации**

Содержание учебного материала по программе УД	Тип контрольного задания			
	З1	У1	У2	У3
<b>Раздел 1. Значение английского языка для специалиста</b>	6.3./1 6.2./1 6.1./1	6.2./1 6.1./1	6.2.1/1	6.1./1
<b>Раздел 2. Лингвострановедческие реалии стран изучаемого языка</b>	6.1.5 6.2.5	6.1.4 6.2.4	6.1.2 6.2.3	6.1.5 6.2.5
<b>Раздел 3. Деловая поездка за рубеж</b>	6.1.2 6.2.1	6.1.1 6.2.3	6.1.2 6.2.4	6.1.4 6.2.5
<b>Раздел 4. Компьютер. Современные компьютерные технологии</b>	6.1./1 6.5./1	6.1./1	6.1./1 6.3./1	6.1./1 6.2./1
<b>Раздел 5. Введение в специальность</b>	6.1.6 6.2.6	6.2.6	6.1.5	6.1.4 6.1.6
<b>Раздел 6. Практика перевода специализированных текстов</b>	6.3	6.3	6.3	6.3

## 6. Структура контрольного задания

### 6.1 Задания к дифференцированному зачету 1.

#### 6.1.1 Объект оценивания «Умение аудировать»

Вы услышите пять коротких диалогов, обозначенных А, В, С, D, F. Определите, где происходит каждый из этих диалогов. Используйте каждое место действия из списка 1— 5 только один раз. Вы услышите запись дважды. Занесите свои ответы в таблицу.

A	B	C	D	F

1. At the booking office
2. At the airport
3. At the hotel
4. At the railway station
5. At the Customs

#### Dialogue A

- A. Sorry to trouble you, the London train leaves at 6, doesn't it?  
B. That's right, madam. You mean the express, don't you?  
A. Yes, the express. And it arrives at about 8, doesn't it?  
B. Yes, 8.05.  
A. And I have to change at Dorking, don't, I?  
B. No, you don't have to change. It's a through train.  
A. A ticket for the London train, please. What's the fare.  
B. 20 pounds, please. The train leaves from platform 2.

#### Dialogue B

- A: Good morning. Can you let me have a double room with a bathroom? But if you cannot we don't mind having two single-rooms.  
B: We are full up, but I'll see. How long are you going to stay?  
A: We planned staying here for a week at least, perhaps a fortnight.  
B: Yes, you can have two rooms with a bathroom on the first floor.  
A: I hope they face the courtyard. I hate being disturbed at night.  
B: I think you'll find they are, sir. They face the courtyard, indeed. I hope you'll enjoy staying here.  
A: How much are they?  
B: Forty-five shillings a night, including breakfast.  
A: All right. We'll take those.  
B: Will you fill in this form, please!

## Dialogue C

- A: I wonder why they aren't making any announcements about flight 25 to Moscow.
- B: Just a moment, madam. I'm sorry there will be a 45-minute delay, so your flight will be boarding in about an hour.
- A: Oh, I can't find my claim-checks!
- B: They are inserted in your tickets, madam.
- A: Oh, thanks a lot.
- B: You're welcome. Have a nice flight

## Dialogue D

- A: Yes, I'd like a ticket to London, please. For today.
- B: Single?
- A: No, return, please. I'm coming back on Thursday.
- B: OK. First or second class?
- A: Second is fine.
- B: That's £62 please. How would you like to pay? By cash or card?
- A: Is Visa OK?
- B: Of course. Just enter your PIN here, please. Thank you.

## Dialogue F

- A: Good morning. Can I see your passport?
- B: Certainly. Here it is.
- A: Yes, that's all right. Have you got anything to declare?
- B: Yes, I have.
- A: What have you got?
- B: I've got some cigarettes.
- A: How much cigarettes have you got?
- B.: 2 blocks.
- A: That's all right. Fine. What about perfume? Have you got any perfume?
- B: No, I haven't.
- A: Good. Open your case, please.
- B.~. Pardon?
- A: Open your case, please. Open it now! Oh, dear! Look at this! You've got three bottles of whisky, four hundred cigarettes and a lot of perfume.

### 6.1.2. Объект оценивания «Умение говорить»

Составить монолог по теме:

- Страна изучаемого языка
- В пути: Прохождение паспортного и таможенного контроля;  
Путешествие самолетом;
- В отеле

Составить диалог по теме:

- Страна изучаемого языка
- В пути: Прохождение паспортного и таможенного контроля;  
Путешествие самолетом;
- В отеле
- 

### **6.1.3. Объект оценивания «Умение читать»**

Read about one of the most famous people of Britain. Why was he so famous?

1. Shakespeare's works are often published in one single book, and it's not a very large one. Perhaps some may wonder why Shakespeare has won fame as one of the world's greatest poets. It would be very difficult to give a brief explanation. But open any of his plays and read and you'll immediately see why he has earned this praise. For one thing, when Shakespeare has said a thing, it seems impossible that it could ever be said in a better way. The little songs which appear in his plays are among the most charming gems of poetry in the English language.
2. Shakespeare's plays are also wonderfully interesting. His historic works tell the stories of the early English kings: of poor, weak Richard II, clever Henry IV, and brave Henry V. Others tell the tragic stories of the ancient world: the murder of Julius Caesar; Mark Antony, the Roman general, who lost an empire through his own weakness and foolish actions. Other plays recount the tales of imaginary characters: of Portia, the noble lady who saved the life of her husband's friend; of Othello, the nobleman who murdered his sweet, innocent wife after listening to the lies of an evil man.
3. Shakespeare seemed to know human nature through and through. The characters in his plays seem like living, with their weaknesses, people. There are many heroes among them, fine soldiers, and not too clever countrymen, tender ladies, and tigers in women's clothing. Shakespeare seemed to be able to show us almost every kind of man find woman, good and bad, and to know how to touch all our feelings, from sad to joyous. We cannot help feeling sorry when we see poor old King Lear walking around in the storm, made mad by the cruelty of his two daughters; and we must laugh at the misadventures of the fat and funny knight Falstaff.
4. Last of all, though Shakespeare wrote his plays only for the amusement of those who went to see them, they contain many good morals and ethical lessons, which can help those who read them to In- better, wiser, and happier. It is pleasant to think that *The Tempest*, probably the last play that Shakespeare wrote, ends with I scene in which those who have been wronged forgive those who have wronged them. Even in the final scene of his final

play, the great poet, or "the Bard" as he is fondly called, wished good will to all.

1. Why is Shakespeare so famous according to paragraph 1?

Shakespeare could ...

- A. find the best way to speak about things.
- B. say about complex things very briefly.
- C. write little songs and his works were few.

2. What does the author make clear about Shakespeare's plays in paragraph 2?

- A. His plays are about people well known in history.
- B. Brave and happy people are killed in his plays.
- C. No matter what he wrote about, his plays were great.

3. What does the author make clear about the characters of Shakespeare's plays in paragraph 3?

Shakespeare ...

- A. portrayed his neighbours in his plays.
- B. could give a true-life impression of characters.
- C. didn't want audience to laugh at his characters.

4. What can Shakespeare's plays teach people according to paragraph 4?

They can teach people ...

- A. how to amuse each other.
- B. to be kinder to each other.
- C. how not to be wrong.

#### 6.1.4. Объект оценивания «Умение писать»

- Напишите эссе по теме: Англичане у себя дома.
- Составьте план деловой поездки за границу;
- Составьте алгоритм бронирования авиа и железнодорожных билетов с помощью Интернет-ресурсов;
- Составьте рекламу отеля, работающего по системе «все включено».

#### 6.1.5. Объект оценивания «Знание грамматики»

### TEST

1. You ought \_\_\_\_\_ the weather before starting off.
- a) check
  - b) to check
  - c) checking

2. I asked Mary if she \_\_\_\_\_ sports
  - a) played
  - b) plays
  - c) will play
  
3. \_\_\_\_\_ any furniture in the room?
  - a) Are there
  - b) There is
  - c) Is there
  
4. How much money do you spend \_\_\_\_\_ food each month?
  - a) on
  - b) for
  - c) to
  
5. She is king of person \_\_\_\_\_ likes to go to parties/
  - a) which
  - b) who
  - c) whom
  
6. Get off the phone! You \_\_\_\_\_ for an hour.
  - a) talk
  - b) have talked
  - c) talked
  
7. I have traveled a lot \_\_\_\_\_ by train and by plane.
  - a) both
  - b) or
  - c) either
  
8. Peter told her friend that he \_\_\_\_\_ the competition.
  - a) had won
  - b) win
  - c) will win
  
9. I'm really interested in fashion \_\_\_\_\_ I.
  - a) so do
  - b) neither do
  - c) so am
  
10. I \_\_\_\_\_ video games for two years.
  - a) collected
  - b) am collecting
  - c) have been collecting
  
11. If I don't know a word I \_\_\_\_\_ in my dictionary.

- a) look
- b) look up
- c) look at

12. He proved \_\_\_\_\_ a good lawyer.

- a) become
- b) becoming
- c) to become

13. Which is \_\_\_\_\_ building in this world?

- a) the highest
- b) higher
- c) most higher

14. If it hadn't been for my mother, I don't know what I \_\_\_\_\_.

- a) would have done
- b) would do
- c) did

15. \_\_\_\_\_ here in winter.

- a) it doesn't snow
- b) there isn't snowing
- c) there is snowing

1. Переведите на русский язык, выделяя инфинитив:

1. She helped me to lay the table for the party.
2. To live is to work and to study.
3. The text to be read at home is not difficult.
4. To read is to know a lot.
5. Mother told him not to go out that day.
6. He went to London to learn English.
7. We stopped for a minute to rest.
8. She is the only woman to understand me.

2. Переведите на английский язык.

1. Чтобы приготовить это блюдо, тебе нужны овощи и растительное масло.
2. Наш долг — приходить на работу вовремя,
3. Найти хорошую работу — моя цель в данный момент.
4. Я надеюсь, что найду партнера для этого дела.
5. Для того чтобы пользоваться этим прибором (device), вы должны внимательно прочесть инструкцию.

3. Переведите на русский язык, обращая внимание на способы перевода герундия:

1. My sister enjoys being alone.
2. Kate likes cooking, but she hates washing up.

3. I hate getting up early.
4. He doesn't mind working on Sunday.
5. It started raining.
6. The soup was very hot and I was afraid of burning my tongue.
7. The vegetables need washing and peeling.
8. This knife is only for cutting bread.
9. I translated the text without using the dictionary.
10. Nick is very good at cooking.

1. Составьте предложения со сложным дополнением:

Образец:

*/ want (чтобы ты пришла завтра). — I want you to come tomorrow.*

- 1.1 expect (чтобы ты купил эту машину).
- 1.2 would like (чтобы она приготовила обед).
- 1.3 He wants (чтобы вы помогли нам).
- 1.4 We expect (что они придут вовремя).
- 1.5 I don't find (что твой дом очень большой).
- 1.6 I don't expect (что учитель поставит мне «пять\*»).
- 1.7 I believe (что ты поймешь мою проблему).

5. Переведите на русский язык, обращая внимание на значения причастия и инфинитива:

1. Mother watched her children playing near the house.
2. I saw her come in and take the book off the table.
3. We heard him playing the piano in the living room.
4. He saw his sister enter the room and close the door,
5. We heard them laughing in the next room.

6. Переведите на английский язык, употребляя сложное дополнение:

1. Я видел, как дети играли во дворе.
2. Мы слышали, как она открыла дверь и вошла в дом,
3. Я хочу, чтобы ты сделал это сегодня.
4. Учитель рассчитывал, что они придут вовремя.
5. Я не хочу, чтобы она пришла на вечеринку.

7. Переведите на русский язык:

- 1.1 want to have my watch repaired.
2. I must have my coat cleaned.
3. She wants to have a new dress made for her friend's wedding.

### 6.1.6. Объект оценивания «Знание лексики и фразеологии»

1. Прочитайте текст с пропусками, обозначенными номерами A1—A7. Эти номера соответствуют заданиям A1—A7, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

#### Customs and Traditions

In the United States most people celebrate their birthdays on the day of the month they were born. Birthdays are celebrated with family and friends. Invitations are sent for a party and mothers usually cook birthday cake decorated with candles. The number of candles A1 \_\_\_\_\_ the age of the birthday person. After the candles are lighted, the person A2 \_\_\_\_\_ three wishes and then blows the candles out in one breath so the wishes will come true. Everybody sings “Happy Birthday” and wishes the person health and long life. It is A3 \_\_\_\_\_ to bring or send birthday cards and gifts to the birthday person. Many people send flowers; other gifts may be clothing, books, or perfumes. There are birthstones and flowers for each month of the year which can also be A4 \_\_\_\_\_ presents. Parties for children are usually held at home. At children’s parties, children A5 \_\_\_\_\_ birthday hats and get souvenirs from the birthday child. Sometimes birthdays are celebrated at school in the classroom with classmates. Mothers bring cake, candy, and refreshments for the whole class. Some parties are catered at restaurants. Parents reserve a special room for the birthday group and supply the refreshments and decorations. Some birthdays are special. Girls have a special celebration for the sixteenth birthday, called “sweet sixteen”. The eighteenth birthday is important because it is the legal A6 \_\_\_\_\_ age. The legal age for driving and drinking alcohol A7 \_\_\_\_\_ with each state

A1	1	is	2	represents	3	considers	4	resembles
A2	1	thinks	2	does	3	makes	4	realizes
A3	1	custom	2	usually	3	generally	4	traditional
A4	1	appropriat	2	necessary	3	needed	4	distinctive
A5	1	dress	2	wear	3	bear	4	carry
A6	1	election	2	voting	3	own	4	middle
A7	1	differs	2	different	3	varies	4	similar

Выберите верное слово и заполните пропуски

1. *When Elizabeth was born, her father was the ... of York.*

A. Duchess    B. Duke    C. Prince    D. heir

2. *When Elizabeth was a child, she was taught the ... duties.*

A. children    B. throne    C. royal    D. early

3. *Close ... of Queen Elizabeth make up the royal family.*

A . children    B. husband    C. sons    D. relatives

4. *A set of... is known as Royal Prerogative.*  
 A. rights      B. power      C. interests      D. ceremonies
5. *Elizabeth II... the Prime Minister.*  
 A. makes      B. announces      C. appoints      D. assumes
6. *When American Revolution began, G Washington was elected to be the ... of the army.*  
 A. Commander-in-chief      B. president  
 C. head      D. general
7. *G. Washington was elected the president with the great number of...*  
 A. battles      B. votes      C. people      D. names
8. *W. Hogarth ...foreign influence and created English national school of painting.*  
 A. assumed      B. appointed      C. rejected      D. elected
9. *T. Gainsborough created the English school of... painting.*  
 A. landscape      B. countryside      C. satirical      D. national
10. *A. C. Doyle's collection detective stories is under the title «The ... of Sherlock Holmes».*  
 A. Detective Stories      B. Stories  
 C. Adventures      D. Novels

**Вставьте пропущенные слова**

- 1) Your luggage is \_\_\_\_\_ you'll have to pay extra
- 2) The announcer has called our \_\_\_\_\_, let's go aboard
- 3) Flight 242 to Odessa is \_\_\_\_\_, because of bad weather condition
- 4) Fasten your \_\_\_\_\_, the plane is landing
- 5) Passengers must have their luggage \_\_\_\_\_
- 6) We are flying at a \_\_\_\_\_ of 800 kilometres
- 7) Travelling by \_\_\_\_\_ saves us time

1. Disagree with the statements avoiding the simple negation:
  1. No meals are usually served on long-distance flights.
  2. The flight is delayed because of fine weather.
  3. The quickest way to get to London from Helsinki is by car.
  4. There is no direct air service between Moscow and Tashkent.

## Задания к дифференцированному зачету 2.

### 6.1.1 Объект оценивания «Умение аудировать»

1. Прослушайте текст о компьютерах. Вы услышите запись дважды.

#### ***WHAT IS A COMPUTER ?***

Computer is a device for processing information. Computer has no intelligence by itself and is called hardware. A computer system is a combination of four elements:

- Hardware
- Software
- Procedures
- Data/information

Software are the programs that tell the hardware how to perform a task. Without software instructions, the hardware doesn't know what to do.

The basic job of the computer is the processing of information. Computers take information in the form of instructions called programs and symbols called data. After that they perform various mathematical and logical operations, and then give the results (information). Computer is used to convert data into information. Computer is also used to store information in the digital form.

2. Определите какие из приведенных ниже утверждений верны/неверны?
  1. Computer is made of electronic components so it is referred to as electronic device.
  2. Computer has no intelligence until software is loaded.
  3. There are four elements of computer system: hardware, software, diskettes and data.
  4. Without software instructions hardware doesn't know what to do.
  5. The software is the most important component because it is made by people.
  6. The user inputs data into computer to *get* information as an output.

### 6.1.2 Объект оценивания «Умение говорить»

Составить монолог по теме:

1. Что такое компьютер?
2. Введение во всемирную паутину и Интернет

Составить диалог по теме:

1. Что такое компьютер?
2. Интернет в моей жизни.

### **6.1.3 Объект оценивания «Умение читать»**

1. Прочитайте текст.

#### **History of computers**

**1.** Let us look at the history of the computers that we know today. The very first calculating device used was the ten fingers of a man's hands. This, in fact, is why today we still count in tens and multiples of tens. Then the abacus was invented, a bead frame in which the beads are moved from left to right.

**2.** During the 17th and 18th centuries many people tried to find easy ways of calculating. J. Napier, a Scotsman, devised a mechanical way of multiplying and dividing, which is how the modern slide rule works. Henry Briggs and Napier's ideas to produce logarithm tables which all mathematicians use today. Calculus, another branch of mathematics, was independently invented by both Sir Isaac Newton, an Englishman, and Leibnitz, a German mathematician.

**3.** The first real calculating machine appeared in 1820 as the result of several people's experiments. This type of machine, which saves a great deal of time and reduces the possibility of making mistakes, depends on a series of ten-toothed gear wheels. In 1830 Charles Babbage, an Englishman, designed a machine that was called "The Analytical Engine". This machine, which Babbage showed at the Paris Exhibition in 1855, was an attempt to cut out the human being altogether, except for providing the machine with the necessary facts about the problem to be solved. He never finished this work, but many of his ideas were the basis for building today's computers.

**4.** In 1930, the first analog computer was built by an American named Vannevar Bush. This device was used in World War II to help aim guns. Mark I, the name given to the first digital computer, was completed in 1944. The men responsible for this invention were Professor Howard Aiken and some people from IBM (IBM - International Business Machines - Компания IBM). This was the first machine that could figure out long lists of mathematical problems, and at a very fast rate. In 1946 two engineers at the University of Pennsylvania, J. Eckert and J. Mauchly, built the first digital computer using parts called vacuum tubes. They named their new invention ENIAC. Another important advancement in computers came in 1947, when John von Neumann developed the idea of beeping instructions for the computer inside the computer's memory.

**5.** The first generation of computers, which used vacuum tubes, came

out in 1950. Univac I is an example of these computers which could perform thousands of calculations per second. In 1960, the second generation of computers was developed and these could perform work ten times faster than their predecessors. The reason for this extra speed was the use of transistors instead of vacuum tubes. Second-generation computers were smaller, faster and more dependable than first-generation computers. The third-generation computers appeared on the market in 1965. These computers could do a million calculations a second, which is 1000 times as many as first-generation computers. Unlike second-generation computers, these are controlled by tiny integrated circuits and are consequently smaller and more dependable. Fourth-generation computers have now arrived, and the integrated circuits that are being developed have been greatly reduced in size. This is due to microminiaturization, which means that the circuits are much smaller than before; as many as 1000 tiny circuits now fit onto a single chip. A chip is a square or rectangular piece of silicon, usually from 1/10 to 1/4 inch, upon which several layers of an integrated circuit are etched or imprinted, after which the circuit is encapsulated in plastic, ceramic or metal. Fourth-generation computers are 50 times faster than third-generation computers and can complete approximately 1,000,000 instructions per second.

6. At the rate computer technology is growing, today's computers might be obsolete in a couple of years. It has been said that if transport technology had developed as rapidly as computer technology, a trip across the Atlantic Ocean today would take a few seconds.

2. Ответьте на следующие вопросы:

1. What was the very first calculating device?
2. What was calculus invented by?
3. When did the first real calculating machine appear?
4. When was the first analog computer built?
5. When was the first generation of computers come out?
6. The second generation of computers was developed in 1960, wasn't it?
7. When did the third-generation computers appear?

3. Определите основную мысль каждого абзаца.

#### 6.1.4. Объект оценивания «Умение писать»

Напишите эссе на тему: Опасности, подстерегающие нас в Интернете.

#### 6.1.5. Объект оценивания «Знание грамматики»

*Задание 1.*

Заполните пропуски артиклями *a, an, the* где необходимо:

... most common type of... computer is ... digital computer. ... largest digital computers are ... parts of... computer system that fill... large room... smallest digital computers —

some so small they can pass through ... eye of ... needle — are found inside ... watches, ... pocket calculators, and ... other devices

### Задание 2.

Прочитайте текст и определите функции глаголов *to be, to have*.

All digital computers *have* two basic parts: a memory and a processor. The memory *is* receiving data and holding them until they *are* needed. The memory *is* made up of a big collection of switches (переключатели). The processor *is* changing data into useful information by converting numbers into other numbers. It reads numbers from the memory, performs basic arithmetic calculations, and puts the answer back into the memory. The processor *is* performing this activity over and over again until the desired result *is* achieved. Both the memory and the processor *are* electronic.

### Задание 3.

Заполните пропуски глаголами *to be, to have*.

People ... used calculating devices since ancient times. The first electronic digital computer... built in 1946. The large room filled with the computer. Since then rapid improvement in computer technology ... led to the development of smaller, more powerful, and less expensive computers. But computers ... not able to think. A user... to tell the computer in very simple terms exactly what to do with the data it receives. A list of instructions for a computer to follow ... called a program.

## 6.1.6. Объект оценивания «Знание лексики и фразеологии»

Выберите подходящие слова и заполните пропуски

1. *The scientists solve a ... of complicated mathematical problems.*

A origin    B variety    C universe    D cell

2. *The researchers always try to ... the facts.*

A refer    B measure    C satisfy    D unify

3. *Different kinds of sciences ... each other.*

A search    B overlap    C attempt    D appear

4. *... make our life and work easier.*

A principles    B laws    C tools    D facts

5. *People had to get food, clothes, and ... .*

A shelter    B machines    C cars    D technologies

6. *Science is ... much to modern technology.*

A doing    B making    C contributing    D explaining

7. *Digital computers ... with numbers.*

A deal    B refer    C solve    D measure

### 6.1.1 Задания к дифференцированному зачету 3.

1. Прочитайте и переведите текст. Определите главную мысль каждого абзаца.

Our life is really fast and it is getting faster and faster every day. And it is impossible to imagine our unpausing life without modern means of transport. The most popular one is undoubtedly a car. A car can get us to almost any place we need. It gives us a wonderful opportunity to visit more places during a day and feel comfortable and safe.

People have always tried to invent something that could help them to travel in the most convenient way. The first attempts to build individual cars date back to 1770s, when cars that ran on steam appeared. Some of them behaved quite well but some did not. And all of them were not very fast and easy to use. Inventors spend many years trying to build cars running on steam, electricity, or gasoline. And by 1890s there were several brands in Europe and the USA that managed to sell cars to those who could afford them. The most popular cars were gasoline cars and by 1910 they became so large and powerful that they allowed travelling long distances in a relative comfort. But those cars were very expensive.

The situation when only rich people had cars was changed by the new American brand and the first affordable car – Ford Model T. From 1915 to 1925 they sold more than 15 million Model Ts, and many farmers, workers and teachers changed their horses to those cars.

The car was a key force for change in many countries all over the world in the twentieth century. It did not only change the way of travelling it changed the total urban and rural looks. Distant places in the country were not isolated anymore and the population of suburbs expanded. Automobiles have changed the total arrangement of our cities.

Nowadays it is impossible to imagine our life without cars. They are convenient, fast and affordable. But these advantages have led to the problem of overbalance of cars in the modern world. Scientists believe that car emissions are the cause of air pollution and the greenhouse effect. More and more cities organize car free areas and stimulate their citizens to use public transport or more ecologically friendly ways of moving around the city. Researches try to find more ecologically friendly engines for cars. We hope in the nearest future we will be able to use cars safely for our planet.

2. Составьте все типы вопросов к предложению “. Researches try to find more ecologically friendly engines for cars”.

1. Прочитайте и переведите текст. Определите главную мысль каждого абзаца.

In every town there is a wide choice of transport: trams, trolley-buses, taxis, underground, etc.

Trams, trolley-buses and buses stop to pick up passengers at special stops. Sometimes at bus and trolley-bus stops people queue up (get in line).

During the morning rush hour, with so many people hurrying to work, schools, universities, etc., the trams, buses and trains are usually overcrowded. During the evening rush hour, with everyone hurrying home, they are packed full, too. When getting on or off trams (buses, trolley-buses) one can see the sign "Entrance" and "Exit" over the front platform and the rear one. There are some trams and buses with the entrance in the middle and exits at both ends. Travelling on the steps is prohibited.

Getting on a passenger pays for his trip, that is he paying his fare. Passengers are expected to pay their fare without being reminded. Bus stops are marked clearly. In the suburbs buses do not stop at all stops unless there are passenger who wish to get on or off. These stops are marked "request stops". If you wish to board a bus at one of these, stand at the bus stop so that the driver will see you and stop. Inside buses it is easy enough to tell the conductor where you want to go to, but not always possible to have the exact fare ready. During the "rush hours"-two hours in the morning and two hours in the late afternoon, when crowds of people are going to and from their work- the conductor has a busy time. He will not mind giving you change, but will be annoyed if you offer him a fifty note. In many towns buses, trolley-buses and trams operate without conductors. All the necessary announcements are made by the driver of the vehicle over the radio. In some towns (in Moscow. for instance) a passenger drops his fare into a coin-box and tears himself a ticket.

Not many of us own a motor-car. Motors-cars cost a lot of money and few of us are rich enough to buy one. But we can always go from place to place by bus. Buses are much cheaper than taxis. The London buses are very large. They have seats both upstairs and downstairs.

The London buses are very large. They have seats both upstairs and downstairs. English children like to sit in the front seat of ah big London bus. They can see everything that is happening in the streets. Here are some of the things you may hear on a bus in London: "All fares, please", "Oxford Circus? That's fourpence, please", "Full up inside", "Plenty of seats on top", "Standing room only!", "No, sir, this bus does not to go Victoria Station. You want a number 11", "No more seats on top", "Five seats inside", etc. The London bus conductor is always ready to help people who do not know London well.

Taxis are far too expensive for any but very rich. As for underground it is the most convenient way of travelling about the town. At most underground stations there are moving staircases, or escalators, to take you down to the platforms. At some stations there are lifts, and you will see the notice "To the lifts". The system of underground railways is a complicated one, and you may have to change trains.

2. Составьте все типы вопросов к предложению "English children like to sit in the front seat of ah big London bus".

## 6.2 Время на подготовку и выполнение

подготовка \_\_\_1\_\_\_ час

выполнение \_\_\_1\_\_\_ час \_\_\_00 минут

оформление и сдача \_\_\_10\_\_\_ минут

всего \_\_\_2\_\_\_ часа \_\_\_10\_\_\_ минут

## 6.3 Перечень объектов контроля и оценки

Наименование объектов контроля и оценки	Основные показатели оценки результатов	Оценка
31 лексический (1200 – 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.	Умение читать и переводить (со словарем) иностранных текстов профессиональной направленности.	Усвоил чтение и перевод (со словарем) иностранных текстов профессиональной направленности.
У.1 общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы (судопроизводство);	Умение общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы (судопроизводство);	Усвоил общение (устно и письменно) на иностранном языке на профессиональные и повседневные темы
У.2 переводить (со словарем) иностранные тексты профессиональной направленности;	Умение переводить (со словарем) иностранные тексты профессиональной направленности;	Усвоил перевод (со словарем) иностранные тексты профессиональной направленности;
У.3 самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.	Умение самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.	Усвоил самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.

За правильный ответ на вопросы или верное решение задачи выставляется положительная оценка – 1 балл

За не правильный ответ на вопрос или неверное решение задачи выставляется отрицательная оценка – 0 баллов

#### Шкала оценки образовательных достижений

Процент результативности (правильных ответов)	Оценка уровня подготовки	
	Балл (отметка)	Вербальный аналог
90÷100	5	Отлично
80÷89	4	Хорошо
70÷79	3	Удовлетворительно
Менее 70	2	Неудовлетворительно

#### 6.4 Перечень материалов, оборудования и информационных источников используемых в аттестации.

##### Основные источники ОИ:

Таблица 2б

№ п/п	Наименование	Автор(ы)	Издательство, год издания
ОИ 1	Учебник английского языка для неязыковых вузов “Могу спросить ,могу сообщить, могу попросить, могу перевести”	Н.Л Адамия	МГОУ 2000г.
ОИ 2	“Бизнес-курс английского языка” Киев,	И.С Богацкий , Н.М Дюканова	“Логос” 2002 г.
ОИ 3	“Английский язык для СПО”	И.П Агабекян	Ростов-на-Дону, “Феникс”, 2005 г
ОИ 4	“Английский язык для технических специальностей”	А.П Голубев , А.П Коржавый И.Б Смирнова	Москва, “Академия”, 2014 г.

### Дополнительные источники ДИ:

№ п/п	Наименование	Автор(ы)	Издательство, год издания
ДИ 1	Новый англо-русский словарь. М.,	В.К. Мюллер.	«Русский язык», 2000.
ДИ 2	Учебное пособие по английскому языку для 10-11 классов и гимназий .	В.М. Павлоцкий.	С.-Петербург, «Игрек-М», 1996.
ДИ 3	“Английский язык (разговорные темы)	Е.Н Манси	Киев, “А.С.К” , 2004г
ДИ 4	<a href="http://www.macmillanenglish.com">www.macmillanenglish.com</a>		