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МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА РОССИЙСКОЙ ФЕДЕРАЦИИ  
ДЕПАРТАМЕНТ НАУЧНО-ТЕХНОЛОГИЧЕСКОЙ ПОЛИТИКИ И ОБРАЗОВАНИЯ  
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ  
ВЫСШЕГО ОБРАЗОВАНИЯ  
«КОСТРОМСКАЯ ГОСУДАРСТВЕННАЯ СЕЛЬСКОХОЗЯЙСТВЕННАЯ АКАДЕМИЯ»

Утверждаю:  
Декан инженерно-технологического  
факультета

\_\_\_\_\_ /М.А. Иванова/

«22» мая 2023 года

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ  
по дисциплине  
**«ИНОСТРАННЫЙ ЯЗЫК»**  
(АНГЛИЙСКИЙ)

Направление подготовки/ Специальность	<u>23.05.01 Наземные транспортно-технические средства</u>
Направленность/профиль	<u>Автомобили и тракторы</u>
Квалификация выпускника	<u>специалист</u>
Форма обучения	<u>очная</u>
Срок освоения ОПОП ВО	<u>5 года</u>

Фонд оценочных средств предназначен для оценивания сформированности компетенций по дисциплине «Иностранный язык» (английский).

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Утвержден на заседании кафедры иностранных языков и русского  
как иностранного языка, протокол №9 от 02.05.2023 года.

Заведующий кафедрой Л.А. Попутникова \_\_\_\_\_

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Петрюк И.П. \_\_\_\_\_  
протокол № 5 от « 16 » мая 2023 года.

## Паспорт фонда оценочных средств

Таблица 1

Модуль дисциплины	Формируемые компетенции или их части	Оценочные материалы и средства	Количество
<b>Модуль 1. Бытовая сфера общения (Я и моя семья)</b>			
Введение в предмет Тема 1 «Знакомство», «О себе». Вводно-обзорный курс грамматики (Часть 1)	УК-4. Способен осуществлять коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)	Комплект текстов для опроса	1
		Комплект заданий для контрольной работы	1
		Тестирование	36
		Темы для монологического высказывания	1
Тема 2 «Семья», «Семейные традиции». Вводно-обзорный курс грамматики (Часть 2)		Комплект текстов для опроса	1
		Комплект заданий для контрольной работы	1
		Тестирование	28
		Темы для монологического высказывания	5
<b>Модуль 2. Учебно-познавательная сфера общения (Я и мое образование)</b>			
Тема 3 «Образование»: - «История образования». - «Образование в России». - «Образование в Великобритании») Вводно-обзорный курс грамматики (Часть 3)	УК-4. Способен осуществлять коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)	Комплект вопросов для опроса	13
		Темы для монологического высказывания	3
		Комплект текстов для контрольной работы	2
		Тестирование	44
Тема 4 . «Студенческая жизнь». «Моя академия. Мой рабочий день». Вводно-обзорный курс грамматики (Часть 4)		Комплект вопросов для опроса	15
		Тестирование	35
		Комплект заданий для контрольной работы	2
		Индивидуальные домашние задания	4
		Темы для монологического высказывания	5
<b>Модуль 3. Социально-культурная сфера общения (Я и мир. Я и моя страна)</b>	УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на		

<p>Тема 5: Человек в современном мире. Роль иностранного языка в современном мире. Современные языки международного общения. Образ жизни современного человека в России и за рубежом. Облик города/деревни в различных странах мира. Типы жилищ, досуг и работа людей в городе и деревне. Основы здорового образа жизни. Спорт и фитнес. История Олимпийских и параолимпийских игр. Плюсы и минусы глобализации. Проблема личной ответственности за сохранение окружающей среды Грамматика: Причастие I, II. Причастные обороты</p>	<p>государственном языке Российской Федерации и иностранном (ых) языке(ах)</p>	<p>Комплект вопросов для опроса Комплект тем для диалога Комплект заданий для контрольной работы Темы для монологического высказывания</p>	<p>12 15 2 5</p>
<p><b>Модули 1-3</b> Темы 1 – 5 Обзорно-обобщающее занятие</p>		<p>Комплект заданий для контрольной работы</p>	<p>1</p>
<p>Тема 6: «Россия и страны изучаемого языка. Политическое устройство. Национальные традиции и обычаи. Достопримечательности. Выдающиеся деятели искусства разных эпох, стран и культур. Крупнейшие музеи мира. Родной край</p>		<p>Комплект вопросов для опроса Комплект тем для диалога Комплект тем для реферата Тестирование</p>	<p>33 12 13 33</p>
<p>Тема 7. Научно-технический прогресс и его достижения. - Знаменитые учёные: («Альфред Нобель», «Александр Белл», «Мария Кюри», «Эрнест Резерфорд», «Малоизвестные факты об известных учёных»). Достижения в сфере информационных технологий. Плюсы и минусы всеобщей информатизации общества. Грамматика: Герундий</p>		<p>Комплект вопросов для опроса Темы для монологического высказывания Комплект тем для диалога Комплект заданий для контрольной работы</p>	<p>3 2 3 2</p>
<p>Тема 8. «PC means a Personal Computer». «Мои деловые бумаги» Грамматика: Составные предлоги, составные союзы. Бессоюзное присоединение определительных придаточных предложений. Условные предложения</p>		<p>Комплект вопросов для опроса Индивидуальное домашнее задание Комплект заданий для контрольной работы</p>	<p>8 2 2</p>
<p>Темы 6-8. Повторение пройденного материала</p>		<p>Тестирование</p>	<p>34 20</p>
<p><b>Модуль 4. Профессиональная сфера общения (Я и моя будущая профессия)</b></p>	<p>УК-4. Способен осуществлять деловую</p>		

Тема 9. История электричества. Различные виды энергии. Грамматика: Типы вопросительных предложений. Видовременные формы англ. глагола в активном и пассивном залогах (повторение)	коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)	Комплект вопросов для опроса	1
Тема 10. Электричество. Грамматика: Причастия. Модальные глаголы и их эквиваленты. Словообразование		Комплект заданий для контрольной работы	4
		Комплект вопросов для опроса	4
Тема 11. Электрический ток. Грамматика: Многозначность глаголов to be, to have, shall, will, should, would		Комплект заданий для контрольной работы	5
		Комплект вопросов для опроса	5
Тема 12. Электрическая цепь. Грамматика: Условные предложения		Комплект заданий для контрольной работы	5
		Комплект заданий для контрольной работы	3
		Тестирование	9x2
Темы 9-12. Обзорно-обобщающее занятие		Комплект заданий для контрольной работы	2
Тема 13. Электрический двигатель. Грамматика: Структура английского предложения		Комплект вопросов для опроса	2
		Комплект заданий для контрольной работы	2
Тема 14. «Электрооборудование». Грамматика: Употребление слов «one/that/it»		Комплект вопросов для опроса	4
		Комплект заданий для контрольной работы	4
Тема 15. Выдающиеся физики. Грамматика: Конверсия		Комплект вопросов для опроса	2
		Комплект заданий для контрольной работы	2
		Комплект тем для реферата	4
Тема 16. «Электростанции» Грамматика: Неличные формы глагола. Усилительная конструкция	Комплект вопросов для опроса	3	
	Комплект заданий для контрольной работы	4	
Тема 17. «История, современное состояние и перспективы развития энергетики в России и за рубежом»	Индивидуальное домашнее задание	5	
Тема 18. Моя будущая профессия	Комплект вопросов для опроса	2	
	Темы для монологического высказывания	1	
Тема 19. «Виды энергии» Индивидуальное домашнее чтение	Индивидуальное домашнее задание	1	
Темы 13-19. Обзорно-обобщающее занятие	Комплект заданий для контрольной работы	2	

# 1 ОЦЕНОЧНЫЕ МАТЕРИАЛЫ, НЕОБХОДИМЫЕ ДЛЯ ОЦЕНКИ ЗНАНИЙ, УМЕНИЙ И НАВЫКОВ ДЕЯТЕЛЬНОСТИ В ПРОЦЕССЕ ОСВОЕНИЯ ДИСЦИПЛИНЫ

## Модуль 1. Бытовая сфера общения (Я и моя семья)

Таблица 1.1 – Формируемые компетенции

Код и наименование компетенции	Код и наименование индикатора достижения компетенции (части компетенции)	Оценочные материалы и средства
УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)	<b>Модуль 1. Бытовая сфера общения (Я и моя семья)</b>	
	ИД-1 <sub>УК-4</sub> Демонстрирует умение вести обмен информацией в устной и письменной формах на государственном языке. ИД-2 <sub>УК-4</sub> Демонстрирует умение вести обмен информацией в устной и письменной формах не менее чем на одном иностранном языке	Комплект упражнений для опроса Комплект текстов для опроса Комплект заданий для контрольной работы Тестирование Темы для монологического высказывания

## Оценочные материалы и средства для проверки сформированности компетенций

### Модуль 1. Бытовая сфера общения (Я и моя семья)

#### Тема 1. «Знакомство». «О себе»

##### 1. Устный опрос по теме

##### 1.1 Вопросы для устного опроса по теме:

1. What is your name?
2. Where are you from?
3. Where do you live in Kostroma?
4. What is your appearance? How do you look like?
5. At what school did you learn?
6. How successful in studies were you?
7. At what faculty do you study at the academy?
8. Why did you take the decision to take this faculty?
9. Did anybody influence your decision?
10. What kind of person are you? What could you say about your character?
11. What are your hobbies and interests?
12. What are your plans for the future?

##### 2. Презентация подготовленного монолога

### **Примерное содержание монологического высказывания:**

№1 My name is Kostya. My surname is Laznev. I was born in Moscow on the 23rd of June in 1981. I am a tall, thin boy. My hair is dark and short. My face is oval, my nose is straight. My eyes are large and brown. My friends say that I am a good-looking boy. I like to dress well. I usually wear black trousers, light shirts, clean boots. I had a dream to enter the Institute that's why I worked hard at school. We studied many subjects such as History, Russian, Physics, Geography and others. I was fond of English and Physics. And I was good at them. I want to get a good education and find an interesting and useful work. I think that I am honest, serious and polite. I have a hobby. I like to sing songs. My father likes singing too. He knows many good songs and we usually sing songs together. Nowadays young people don't like classical music. They prefer pop music. My parents invite me to some very good concerts of classical music. It is great. I am very grateful to my parents because now I begin to understand how wrong I was going only to pop concerts. I am proud of my mother and father. They are musicians. We like to spend our free time together. We often go to the museums, to the Concert Halls, to the theatres. I want to say that I respect my parents.

№2 My name is Natalia. My surname is Govorova. I am 15. I was born in 1982 in Chelyabinsk. I live in a small town of Usinsk in the Komi Republic. My address is Flat 116, 19, Pionerskaya Street. My phone number is 41-5-81. I am a student. I study at university. I do well in all subjects. They say, that I am a hardworking person. To tell the truth, all subjects come easy for me but sometimes I have to sit much, for example, to do assignments in Physics or Chemistry. My favourite subject is English. I spend much time on it reading books, doing tests etc. I'm sure, English is essential for my future career. I like reading. I think comics and detective stories are much easier to read but I prefer to read novels - historical or up-to-date. I like music. My musical tastes are different, but it depends on my mood. But I think every apple is good in its season. I play the piano and the guitar, not seriously, but for my soul. Sometimes I like to listen to the Russian classical music. My favourite composers are Chaikovsky and Mozart. I don't like rock music, but I also like Russian folk songs. I have not much time to watch TV but sometimes I spend an hour or two watching an interesting film or a news program. In the evening I often read newspapers (our local ones) or magazines. I like fresh air and exercise. I'm sorry I have not much time for doing sports. But some aerobics in the morning, a swimming-pool twice a week, a ski-walk on a frosty day are of great help. Sport is fun. I have a wide circle of interests. I'm very sociable. I have many friends; most of them are my class-mates. We spend much time together, going out to the cinema or to the disco party, speaking about lessons and music, discussing our problems. But most of all I like my family. We all are great friends and deeply attached to each other. You see, it's me - a person with his good and not good characteristics, liking this and hating that. But it's interesting for me to live, to open new things.

### **3. Вводно-обзорный курс грамматики**

#### **3.1. Контрольная работа.**

**Часть 1:** Порядок слов в повествовательном предложении; Безличное предложение; Местоимения; Глаголы «to be», «to have»; оборот «There + to be»; Существительное в функции определения.

#### **Контрольная работа**

##### **Variant I**

#### **1. Выберите правильную форму глагола *to be* или глагола *to have*:**

1. I ... a first year student.
2. He ... at the theatre yesterday.
3. Tomorrow they ... 3 pairs.
4. My friend ... a lot of work.

#### **2. Поставьте следующие существительные во множественное число:**

Story, match, grass, life, shelf, man, man-driver, bush, tooth, child, deer, play.

#### **3. Перепарафразируйте следующие словосочетания, употребляя притяжательный падеж существительных, переведите на русский язык:**

1. The handbags of these women.
2. The books of my friends.
3. The flat of his sister.

**4. С какими местоимениями соотносятся данные формы глаголов, определите их время:**

1. have      2. will have      3. was      4. had      5. are

**5. Заполните пропуски личными местоимениями:**

1. ... come into their classroom and sit down at the desks. 2. ... have our English class in the morning. 3. Where is my book? ... is on the shelf. 4. ... were absent yesterday.

**6. Вместо существительных поставьте личные местоимения:**

1. *Students* were on the farm last year. 2. *Nick* is always late for the classes. 3. *My brother* will be at the concert in the evening. 4. *The car* is in the garage.

**7. Поставьте местоимения в объектном падеже:**

1. Tell ( they ) the truth. 2. They always help ( I ). 3. He gives ( we ) his textbook. 4. Ann reads the text in English. She reads ( it ) well. 5. Let ( I ) help ( you ). 6. Invite ( she ) for the party.

**8. Заполните пропуски притяжательными местоимениями:**

1. I am a doctor. ... surname is Petrov. 2. Ted is a schoolboy. ... marks are good. 3. These are students. This is ... classroom. 4. Do you like ... work? 5. Ann takes ... pen.

**9. Вставьте артикль, где необходимо:**

1. Come to ... blackboard and write ... exercise 5. 2. He is still ... young man and we hope he will become ... good pianist. 3. I like jam on ... piece of ... bread. 4. This is ... new journal. ... journal is on ... economics. 5. ... Urals separate ... Europe from ... Asia. 6. What is ... capital of ... Spain. 7. ... London is on ... Thames. 8. He goes to ... United Kingdom every ... month.

**3.2.ТЕСТ (Один вариант ответа)**

Выберите правильный вариант:

\_\_\_\_\_ **any orange juice?**

Are there  
+Is there  
There is  
There were

**Tom \_\_\_\_\_ busy with his project.**

Were  
+Is  
Shall be  
Are

**There \_\_\_\_\_ many alligators in the Nile.**

Was  
Is  
+Are  
Am

**Isaac Newton, the greatest scientist of all ages, lived in a period when the toxic effects of chemicals ... less understood.**

Was  
Are  
+Were  
Is

**At some of London underground stations there are lifts, others ... escalators.**

Has  
+Have  
Will have  
Had

**Mother ... a bad headache yesterday's evening.**

Has  
Have  
Will have  
+Had



**The Johnsons ... a new cottage outside the town. We often visit them.**

Has

+Have

Will have

Had

**Mr. Johnson ... a car of the latest make now.**

Have

Will have

+Has

Had

**... you got any time to help me?**

+Have

Will have

Has

Had

**Everybody in our family ... their own duties about the house.**

+Have

Will have

Has

Had

**My sister and I ... higher education in a year.**

Have

+Will have

Has

Had

**Where ... you from?**

Is

Am

+Are

Was

**I ... from Russia.**

Is

+Am

Are

Was

**Moscow ... the capital of our country.**

+Is

Am

Are

Was

**... Tom and Bob good football players?**

Is

Am

+Are

Was

**My parents ... in Egypt last year.**

Are

Was

+Were

Shall be

**The weather ... bad yesterday.**

Are

+Was

Were

Shall be

**What ... the news today?**

+Is

Am

Are

Was

**This hotel ... expensive. I can't afford it.**

+Is

Am

Are

Was

**There ... some good films on TV tomorrow.**

Was

Were

Shall be

+Will be

**... there a computer center in your university?**

+Is

Are

Were

Shall be

**It's \_\_\_\_ party.**

+My

Mine

Myself

Me

**He hurt \_\_\_\_.**

His

+Himself

Hissself

Him

**She did it \_\_\_\_.**

Hers

+Herself

Her

Himself

**He took it from \_\_\_\_ room.**

+My

Myself

Mine

Me

**I didn't believe \_\_\_\_ story.**

+Her

Hers

She

Herself

**I saw it with \_\_\_\_ own eyes.**

+My

Mine

Myself

Me

**No one would help us, so we had to do it \_\_\_\_.**

Us  
Ourself  
+Ourselves

Ours

**What did \_\_\_\_ say about it?**

Them

+They

Their

Themselves

**They said \_\_\_\_ had to pay for it.**

Us

+We

Our

Ourselves

**I told \_\_\_\_ to be here at three o'clock.**

He

+Him

Himself

His

**What did \_\_\_\_ want?**

Her

+She

Hers

Herself

**Tell \_\_\_\_ what happened.**

I

+Me

Mine

My

**If \_\_\_\_ have time, it should be OK.**

Us

+We

Our

Ourselves

**It has nothing to do with \_\_\_\_.**

+You and me

You and I

You and my

You and mine

**I took \_\_\_\_ both.**

It

They

Its

+Them

## **Тема 2. «Семья», «Семейные традиции»**

### **1. Устный опрос по теме**

*1.1 Вопросы для устного опроса по теме:*

1. How large is your family?
2. What are the members of your family?
3. Are there any things that you do with your parents together?
4. Have you got any family traditions?

5. What is your favorite family tradition?
6. What is the most unusual tradition in your family?
7. What can you advise people who want to get on well with their parents?
8. Do you often spend your free time with your parents?
9. What will you ask your British friend about his/her family traditions?
10. Do you live in a flat or in a house of your own?
11. What are the rooms in your dwelling?
12. Have you a room of your own?
13. What are food preferences in your family?
14. Is it exclusively your mother who cooks in your family?
15. Do you often eat out?
16. Does your family spend time travelling?
17. Have your family ever gone on travels?
18. Why is your family important for you?

## **2. Презентация подготовленного монолога**

### **Тематика монологических презентаций:**

1. Взаимоотношения в семье. Семейные обязанности.
2. Устройство городской квартиры/загородного дома.
3. Семейные праздники. Досуг в будние и выходные дни.
4. Семейные путешествия.
5. Предпочтения в еде. Еда дома и вне дома.

### **Примерное содержание для построения монологов:**

Family is very important for every person, because it gives you a sense of stability and tradition, a feeling of having support and understanding. You feel secure when there's a family behind you. They are people you can trust and rely on, people who won't let you down and who share your joys and sorrows. In happy families parents are frank and honest with their children, they treat their children with respect without moralizing or bossing them, and children in their turn learn how to treat other people and how to form relationship with their peers.

I enjoy the honest and open relationship in my family. I like it when parents trust their children, give them enough freedom and respect them. I think these things make family relations warm and pleasant. There is no so-called "generation gap" in our family, though we may argue and disagree on certain issues. I can always bring my friend home and my parents are very positive about it, although they don't always approve of our tastes, views and clothes.

I guess, when people spend more time together they are closer to each other.

We have some family traditions. But to my mind we haven't got anything special or original in our family. All our family traditions are connected with some holidays. Apart from national holidays there are family holidays like birthdays, weddings and anniversaries. A birthday is always a happy event in our family. On these days we usually have a party. Friends and relatives come with flowers and gifts and a festive dinner is served with plenty of delicious food to eat. Afterwards the guests either dance or sing, listen to music or just chat. One more family tradition is spending summer holidays together either at the seaside or in the country, which I enjoy very much. I'd like to become more independent from my parents in future, nevertheless we'll always be the best friends because my parents are the most important people in the world.

My parents are the most important people in the world. You know, my parents and I are usually very busy during the weekdays and we seldom have a chance to spend time together. Sunday is the day when we can sit at a table and talk over everything that happened during the week. Eating together makes us feel close and we often have our most useful conversations at these times. Almost every weekend we visit our grandparents, sometimes we visit my uncle (aunt) and his family.

Also once a week my parents give the flat a big clean. Of course I help them with it. By the way it's not so boring. I turn on music and we even have fun. Then we may go shopping together. I like to go

shopping with my parents because they always buy me something. During our shopping rounds we discuss a lot of things and make plans for the next weekend.

My favourite tradition is to celebrate the New Year. It's a special holiday with its charm and surprises. We give presents to each other, go for a walk together, visit our grandparents and family friends.

I think we are old enough to realize that adults are not saints and may make mistakes and that the so-called generation gap should not spoil our relations. Good children are prepared to compromise and meet their parents halfway, render any possible help to their parents, treat their parents in the way they would like to be treated themselves.

So first of all I can advise for anyone to try to understand the feelings of your parents and show respect to them. Even if you don't agree with their thinking, try to make them understand politely, don't use harsh words with them which may hurt. It's important to celebrate your parents' and grandparents' birthdays. It will make them realize that you care for them.

To tell you the truth, I don't often spend time together with my family on weekdays. But on Sunday we try to organize something to have time for each other. We visit our grandparents and friends, go shopping, go for a walk or just eat out.

In summer we often go somewhere together to the seaside or to the country. I like such holidays because usually we have a lot of fun.

### 3. Вводно-обзорный курс грамматики

Часть 2. Модальные глаголы и их эквиваленты»

3.1. Контрольная работа.

**Variant I**

**Задание 1 Переведите на русский язык:**

1. This plant is to be put into operation next year.
2. They have to get up at 6 o'clock as their working day begins at 8.
3. Nobody could answer the question.
4. Soon we shall be able to understand many phenomena.
5. The laboratory assistant had to check up the equipment several times.
6. Energy is never destroyed: one form of energy may be converted into another.
7. The experiments must be carried out at room temperature.
8. We are not allowed to use dictionaries during exams.
9. She should follow her mother's advice.
10. Children ought to help their parents.

**Задание 2. Вставьте соответствующие модальные глаголы:**

1. I ... not go to the theatre with them last night, I ... revise the grammar rules and the words for the test.
2. My friend lives a long way from his office and ... get up early.
3. All of us ... be in time for classes.
4. When my friend has his English, he ... stay at the office after work. He (not) ... stay at the office on Tuesday, Thursday and Saturday and ... get home early.

3.2 ТЕСТ (Один вариант)

I. 1. Вставьте правильный модальный глагол или эквивалент модального глагола:

Выберите правильный вариант:

... **you play football?**

+can  
should  
may  
must

**He ... to come to see me.**

+was able  
can  
had to  
could

**I broke my leg and ... to stay at home.**

should  
+had to  
could  
may

**... my little sister watch TV?**

may  
can  
must  
should

**This man ... ride a horse when he was young.**

had to  
+could  
were able to  
must

**I am ill. I ... stay in bed.**

+have to  
must  
can  
may

**We ... to come to the Institute at 9 yesterday.**

could  
have to  
+were  
should

**...I open the window?**

can  
should  
+may  
able to

**I ... read English stories.**

have to  
may  
must  
+can

**I can't find him. He ... be in the yard.**

+must  
may  
is able to  
should

**You look tired. You ... go to bed earlier today.**

must  
may  
able to  
+should

**They ... to learn this text by heart.**

+ had  
was  
must  
can

**We \_\_\_\_\_ catch the seven o'clock train to town every morning.**

+have to  
must to  
must

need

**If you want to be healthy, you \_\_\_\_\_ smoke.**

have not to

must not to

+shouldn't

don't have to

**He ... speak three foreign languages.**

+can

may

must

have to

**You ... work hard at your English if you want to know it.**

can

may

+must

had to

**Соотнесите английские предложения с русскими:**

1) She may come.

a) Ей можно прийти. (1)

2) She couldn't come.

b) Ей не следует приходить. (5)

3) She must come.

c) Она должна прийти. (3)

4) She had to come.

d) Она не могла прийти. (2)

5) She shouldn't come.

e) Она сможет прийти. (6)

6) She'll be able to come.

f) Ей не разрешают прийти. (7)

7) She isn't allowed to come.

g) Ей пришлось прийти. (4)

**II. Выберите правильный вариант модального глагола (Modal Verbs)**

**The doctor told the woman she ... worry**

+needn't

needn't to

couldn't

mustn't

**Drivers ... stop, when they see the red light**

should

can

+must

may

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

can

have

+be able to

ought

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

should

would

can

+must

**Mary is free tonight. She ... go to the dance.**

+can

need to

must

may

**Little children ...go to bed early.**

may

can

must

+should

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

should

must

+can

have to

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

+could

shall

must

ought

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

needn't

mustn't

ought

+shouldn't

**III. Укажите предложение, в котором глагол "to have" является модальным? Переведите его на русский язык:**

I had a good time in the south.

He has got a house in the country.

+She had to tell the truth.

They have told the truth.

**Укажите предложение, в котором глагол "to be" является модальным? Переведите его на русский язык:**

She is a secretary.

She is in the office now.

She is working.

+She is to start work at 9 tomorrow.

Таблица 1.2 – Критерии оценки сформированности компетенций

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)
	соответствует оценке «зачтено» 50-100% от максимального балла
ИД-1ук-4 Демонстрирует умение вести обмен информацией в устной и письменной формах на государственном языке. ИД-2ук-4 Демонстрирует умение вести обмен информацией в устной и письменной формах не менее чем на одном иностранном языке	Студент показывает хорошие знание и понимание тем модуля: знает правила построения предложений и виды согласования слов в английском языке, но допускает ошибки при выборе коммуникативно приемлемого стиля общения, вербальных и невербальных средств взаимодействия с партнерами, почти не допускает ошибок в построении устной и письменной речи; показывает хорошие знание и понимание тем модуля: умеет завязать знакомство, рассказать о себе и своей семье и семейных отношениях и ценностях в целом; может описать человека и его характер, знает характерные черты английского менталитета и может сравнить с национальными особенностями своего народа студент демонстрирует умение вести обмен информацией в устной и письменной формах на государственном языке и иностранном языках.



## Модуль 2. Учебно-познавательная сфера общения (Я и мое образование)

Таблица 1.3 – Формируемые компетенции

Код и наименование компетенции	Код и наименование индикатора достижения компетенции (части компетенции)	Оценочные материалы и средства
УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)	<b>Модуль 2. Учебно-познавательная сфера общения (Я и мое образование)</b>	
	ИД-1 <sub>УК-4</sub> Демонстрирует умение вести обмен информацией в устной и письменной формах на государственном языке. ИД-2 <sub>УК-4</sub> Демонстрирует умение вести обмен информацией в устной и письменной формах не менее чем на одном иностранном языке	Комплект упражнений для опроса Комплект текстов для опроса Комплект заданий для контрольной работы Индивидуальное домашнее задание Тестирование Темы для монологического высказывания

### Тема 3. «Образование»

«История образования».

«Образование в России».

«Образование в Великобритании».

#### 1. Опрос

##### 1.1. Опрос по базовым текстам раздела по аспектам:

- (1.1.1) фонетическое чтение;
- (1.1.2) устный перевод со словарем;
- (1.1.3) письменный перевод со словарем;
- (1.1.4) опрос по теме.

(1.1.2) *Устный перевод со словарем (подготовленного текста)*

(1.1.3) *Письменный перевод:*

(1.1.4) *Устный опрос по теме.*

##### Обсуждаемые вопросы:

1. When do British children start schooling?
2. How do they call schools for five years old children?
3. Is primary school compulsory for children or not?
4. In what types of schools is primary education given in Britain?
5. At what age do children usually finish infant & junior schools?
6. After finishing primary school children go to secondary schools, don't they?
7. What types of secondary school do you know?
8. How long can pupils stay in secondary schools?
9. When do they take their 1st public exam?
10. Where will children go after the fifth form if they decide to continue their education?
11. Is schooling in the sixth form compulsory in Britain?
12. What kind of exam do they take after the sixth form?
13. Where will children go after the fifth form if they decide to leave school?

##### 1.2. Задания на понимание основного содержания незнакомого текста:

(1. 2.1) *Чтение с полным пониманием содержания (изучающее)*

(1.2.2) *Чтение с пониманием основного содержания прочитанного (ознакомительное)*

(1.2.3) *Чтение с нахождением интересующей или нужной информации (просмотровое)*

## **Образцы дополнительных текстов:**

### **Задания на понимание основного содержания незнакомого текста:**

(чтение незнакомого оригинального чтения с целью извлечения информации).

**№1 The public educational system in Russia** includes pre-schools, general schools, specialized secondary and higher education. So-called pre-schools are kindergartens in fact. Children there learn reading, writing and maths. But pre-school education isn't compulsory - children can get it at home. Compulsory education is for children from 6(7) to 17 years of age. The main branch in the system of education is the general schools which prepare the younger generation for life and work. There are various types of schools: general secondary schools, schools specializing in a certain subject, high schools, gymnasias and so on. The term of study in a general secondary school is 11 years and consists of primary, middle and upper stages. At the middle stage of a secondary school children learn the basic laws of nature and society at the lessons of history, algebra, literature, physics and many others. After 9th form pupils have to sit for examinations. Also they have a choice between entering the 10th grade of a general secondary school or going to professional school. Pupils who finish the general secondary school, receive a secondary education certificate, giving them the right to enter any higher educational establishment. One has to study in the institute for 5 years. Higher educational institutions train students in one or several specializations.

**№2 Education in Britain** developed by steps. The first step was the introducing of two kinds of school: grammar schools and secondary modern schools. Grammar schools offered a predominantly academic education and in secondary modern schools education was more practical. The second step was the introducing of a new type of school, the comprehensive, a combination of grammar and secondary modern, so that all children could be continually assessed and given appropriate teaching. These schools were co-educational and offered both academic and practical subjects. However, they lost the excellence of the old grammar schools. Then after 1979 the greatest reforms in schooling were introduced. They included the introduction of a National Curriculum making certain subjects, most notably science and one modern language, compulsory up to the age of 16. The National Curriculum aims to ensure that all children study essential subjects and have a better all-round education. Pupils' progress in subjects in National Curriculum is measured by written and practical tests. More ambitious pupils continue with very specialized studies in the sixth form. They remain at school for two years more. Pupils sit for exams leaving secondary school and sixth form. They sit for the General Certificate Secondary Education at the end of the 5th-years' course. A-level or AS-levels are taken after two years of study in the sixth form. They are the main standard for entrance to university or other higher education. Some parents prefer to pay for their children to be educated at independent schools. This private sector includes the so-called public schools, some of whose names are known all over the world, for example Eton. It provides exceptionally fine teaching facilities, for example in science, languages, computing and design. Its students are largely from aristocratic and upper-class families. The Government's vision for the education system of the 21st century is that it will neither be divisive nor based on some lowest denominator. Diversity, choice and excellence will be its hallmarks in this century.

### **№3 After taking GCSE (General Certificate of Education) exam young people can take three ways:**

1. They can continue their academic education in the sixth form & get GCE-A Level (General Certificate of Education Advanced level) and then enter the university they have chosen (The most popular way in Britain)
2. They can continue studying in a college, where they choose any practical course and get a diploma NVA (National Vocation Qualification) or S VA in Scotland. After that they can start working.
3. Mixed type education. Young people can get General National Vocation Qualification (GNVQ) or GSVA in Scotland and then they can start practical work or enter a university as well. After that the education is considered to be higher. To get higher education young people go to the institute or college & after 3-4 years of studying they'll get Bachelor-degree and if they study 1-2 years more – Master degree.

## 2. Вводно-обзорный курс грамматики

(Часть 3) Степени сравнения прилагательных и наречий. Союзы сравнения, сравнительные обороты.

### 2.1. Контрольная работа.

**Степени сравнения. Сравнительные обороты.**

#### VARIANT I

##### 1. Переведите предложения:

###### I.

1. He thought he was the happiest man in the world.
2. The new car is more comfortable than the previous one.
3. His radio set is not so powerful as mine.
4. Yesterday was hotter than any other day we had this summer.
5. Last year he spent less time on English than this year.
6. The sooner they finish the construction of the plant the better.
7. These farms are as large as those we saw yesterday.

###### II.

1. The trouble is that the student doesn't work properly at his English.
2. The commission will consider this offer carefully before accepting it.
3. In spite of the fact the report was short, it covered the subject.

##### 2. Употребите прилагательное в нужной степени сравнения:

1. It is (cheap) to go by train than by airliner.
2. Are oranges (expensive) than bananas?
3. Where is the (near) bank?
4. It is the (unusual) thing I have ever done.
5. These shoes are not so (beautiful) as those ones.

##### 3. Образуйте степени сравнения от прилагательных, переведите на русский язык:

big; heavy; large; clever; little; old; dangerous; bad.

##### 4. Переведите на английский язык:

1. Я такой же высокий как мой старший брат.
2. Страусы (ostriches) бегают быстрее, чем собаки.
3. Волга – одна из самых длинных рек в России.
4. Твои друзья довольно молоды.

### 3.2. ТЕСТ (1 вариант ответа)

Выберите правильный вариант:

**If you use pictures your report will be much \_\_\_\_\_.**

the most interesting

interesting

most interesting

+more interesting

**The more you work the \_\_\_\_\_ you know the language.**

good

most good

best

+better

**I was feeling tired last night, so I went to bed \_\_\_\_\_ than usual.**

more early

much early

early as

+earlier

**The sofa is \_\_\_\_\_ than that old chair.**

much comfortable  
+more comfortable  
comfortable  
the most comfortable

**I have known my \_\_\_\_\_ friend for nearly five years.**

+best  
better  
much better  
more best

**I was feeling tired last night, so I went to bed \_\_\_\_\_ than usual.**

more early  
much early  
early as  
+earlier

**Life is getting \_\_\_\_\_ every day.**

best  
gooder  
+better  
as well

**The movie was \_\_\_\_\_ the book.**

as good  
+as good as  
good as  
better

**What is \_\_\_\_\_ city in your country?**

largest  
+the largest  
larger  
large

**I think the first painting was \_\_\_\_\_ than the other one.**

the best  
gooder  
+better  
good

**I enjoy his books because he writes so \_\_\_\_\_.**

the best  
good  
better  
+well

**Her sport car is different \_\_\_\_\_ Kate's.**

like  
+from  
as  
so

**California is farther from New York \_\_\_\_\_ Pennsylvania.**

like  
+than  
as  
from

**This encyclopedia costs \_\_\_\_\_ the other one.**

more  
twice as many as  
twice more than

+twice as much as

**The hotter it is, \_\_\_\_\_ I feel.**

+the more miserable

more miserable

the miserable

most miserable

**The more you study, \_\_\_\_\_ you will become.**

the more smart

smarter

the more smarter

+the smarter

**No sooner had he started out for California \_\_\_\_\_ it started to rain.**

that

no sooner

+than

as

**Of the two books, this one is the \_\_\_\_\_.**

the most interesting

more interesting

+most interesting

the more interesting

**These shoes are \_\_\_\_\_ of all.**

less expensive

the less expensive

+the least expensive

least expensive

**He drives \_\_\_\_\_ than Bob.**

+more cautiously

the most cautiousliest

cautiouslier

more cautious

**Honesty is \_\_\_\_\_ policy.**

+the best

more better

better

the better

**\_\_\_\_\_ men declare war. But it is the youth that fight and die.**

oldest

eldest

elder

+older

**Of two evils choose \_\_\_\_\_.**

less

+the least

little

smaller

**What's the \_\_\_\_\_ news of today?**

later

lately

last

+latest

**If you are interested in \_\_\_\_\_ details ask the head of the office.**

+further

furthest

farther

farthest

**Actions speak \_\_\_\_\_ than words**

more louder

+louder

the loudest

loudly

**Hotels are becoming \_\_\_\_\_ nowadays.**

+more expensive

expensiver

the most expensive

the more expensive

**The damage to the car could be \_\_\_\_\_ than we expected.**

bad

the worst

+worse

the worse

**That was \_\_\_\_\_ case in his practice.**

+the least difficult

the less difficulter

the less difficult

difficulter

**The sea is \_\_\_\_\_ unknown part of our planet.**

the most large

the most largest

+the largest

the larger

*Выберите правильный вариант:*

**This cake is \_\_\_\_\_ the one you made last night.**

+sweeter than

sweet as

sweetest

more sweeter than

**That was \_\_\_\_\_ question in the exam.**

least difficult

little difficult

the less difficult

+the least difficult

**This was the \_\_\_\_\_ test I've ever done.**

+easiest

easier

easy

most easiest

**That was the \_\_\_\_\_ performance I've ever seen.**

+worst

worse

bad

worser

**Those shoes cost \_\_\_\_\_ mine.**

much as

more as

+as much as

as more

**You live even \_\_\_\_\_ from the centre than they.**

+farther

furthest

far

more far

**I like Jane less than Tom, but I like Sam \_\_\_\_\_ of all.**

less

little

lesser

+least

**It took Kate \_\_\_\_\_ to do this work.**

long

as long

the longest

+much longer

**The smaller a garden \_\_\_\_\_ it is to look after.**

+the easier

easier

more easy

most easy

**My left arm is \_\_\_\_\_ than my right one.**

+stronger

most strong

more stronger

strongest

**The people who arrive \_\_\_\_\_ get the best seats.**

more earlier

+the earliest

most early

much early

**It's becoming \_\_\_\_\_ to find a job.**

hard and hard

hardly and hard

+harder and harder

the hardest and the hardest

**\_\_\_\_\_ we leave, \_\_\_\_\_ we will arrive.**

+the earlier, the sooner

the earliest, the soon

the early, sooner

the earlier, sooner

**Could you speak \_\_\_\_\_, please?**

distinct

less distinctly

most distinct

+more distinctly

#### **Тема 4. «Студенческая жизнь» «Моя академия»**

##### **1. Опрос по базовым текстам раздела по аспектам:**

- (1) фонетическое чтение;
- (2) устный перевод со словарем;
- (3) письменный перевод со словарем;

- (4) чтение текста по тем на извлечение информации

- (5) опрос по теме.

(1.1.5) Вопросы для опроса по текстам:

1. Do you agree that progress in the world depends upon progress in education?

2. What trend in education has taken place in the world since the 1980-s?

3. Why do young people want to obtain prestigious diplomas?

4. How is teaching arranged in British universities?

5. How do academic courses and conditions in student life in Britain differ from those in Russia?

6. What facilities for studies, dwelling, sport, recreation and entertainment do universities and colleges in Great Britain offer? In Russia?

7. What facilities does the academy offer?

8. Why is the academy attractive for many young people?

9. What are the opportunities for students to achieve high results in studies?

10. What could be done to improve the level of education in the academy?

11. How is social life of students arranged?

12. What traditions are popular among students in Britain? In Russia?

13. What events are you involved in?

14. What are you majoring in?

15. What are the main subjects in your major?

**2. Индивидуальные задания (письменное оформление сообщения «Студенческая жизнь»)**

**Темы для сочинений:**

1. Students' life in Kostroma universities and colleges.

2. Students' life in the academy.

3. My working day.

4. All aspects of my student's life.

**3. Монолог: в рамках проекта «ПРЕЗЕНТАЦИЯ АКАДЕМИИ»:**

**Темы:**

1. История.

2. Факультеты и учебные курсы. Учебный план. Преподаватели.

3. Аудитории и лаборатории.

4. Социально-общественная жизнь и культурно-массовые мероприятия.

5. Спортивные достижения.

**4. Вводно-обзорный курс грамматики (Часть 4)**

**ВИДО-ВРЕМЕННЫЕ ФОРМЫ АНГЛИЙСКОГО ГЛАГОЛА**

**1. Времена группы «Indefinite Active & Passive»**

**2. Времена группы «Continuous Active & Passive»**

**3. Времена группы «Perfect Active & Passive»**

4.1. Контрольная работа.

**Variant I**

**1. Определите время, тип, залог глаголов:**

1. will be burning    2. burns    3. will burn    4. are burnt

5. is burning    6. burnt    7. was being burnt    8. will burn

9. burn    10. were burnt    11. will be burnt.

**2. Перепишите предложения, выделите сказуемые, определите их время и залог.**

**Переведите предложения на русский язык:**

1. He visited many lands and met a lot of people.

2. Some animals store food for winter.

3. They will work in a close contact.

4. The new substance was produced after many years of hard work.

5. We have finished our work today.

6. The plan will be carried out by the end of the week.

7. They are still discussing this problem.



8. Those pencil marks were made for you.
9. This book contains the information you need.
10. The chemical and physical properties of the substance are being investigated now.

**3. Вставьте глаголы в нужном времени и залоге:**

1. The books (to take) from the library yesterday.
2. The teacher usually (to ask) the students a lot of questions.
3. The rector (to visit) Academy's hostels next week.
4. The experiments (to complete) by the end of the month.
5. At the last lesson we (to train) how to use the new equipment.
6. Now a new railway (to build) between the two cities.
7. When I entered, the parents (to discuss) some problem.
8. We (not to meet) today yet.
9. My friends (to have) a nice week end a week ago.
10. You (to be) there in 10 minutes.

**4.2. ТЕСТ (один вариант ответа)**

**Variant I**

*Выберите правильную форму глагола:*

**We \_\_\_\_\_ breakfast when my aunt \_\_\_\_\_ to ask a phone number.**

+were having / called

had / called

were having / was calling

had / was calling

*Выберите правильную форму глагола:*

**I \_\_\_\_\_ TV at eight o'clock yesterday evening.**

+was watching

watched

am watching

have watched

*Выберите правильную форму глагола (Present Simple or Present Continuous):*

*to sing:*

**Polly has a brilliant voice. She...wonderfully.**

+sings

is singing

**Can you hear that? Somebody...a song!**

sings

+is singing

*Выберите правильную форму глагола "to have":*

**Mr. Smith stayed at his office very late because he ... a lot of work.**

has

have

will have

+had

**Укажите предложение, в котором глагол "to have" является вспомогательным:**

We shall have a party tomorrow.

+We have invited our friends.

We'll have to prepare for the party.

I hope we'll have a good time.

**Укажите, в каком предложении глагол стоит в Present Perfect:**

+She has bought a new pair of shoes.

She has a lot of different shoes at home.

She had bought a pair of new shoes for yesterday's party.

She had new shoes on at the party.

*Сопоставьте английские предложения с русскими:*

**She has typed the letter.**

+Она напечатала письмо.

Она печатала письмо.

Она печатает письмо.

*Выберите правильную форму глагола:*

**“... Fred this week?” “Yes, I saw it on Wednesday.”**

Had you seen

+Have you seen

Will you have seen

You have seen

*Выберите правильный предлог:*

**Have you lived in this town \_\_\_\_\_ your childhood?**

+Since

for

from

*Present Perfect or Past Simple?*

**I (work) in the bank for three years. I like it very much.**

worked

has worked

+have worked

have been worked

*Выберите правильную форму глагола:*

**The shop ... at 6 in the morning yesterday.**

is opened

+was opened

will be opened

*Выберите правильную форму глагола:*

**The homework ... before the film began.**

was done

will have been done

have being done

+had been done

*Выберите правильную форму глагола:*

**These plants ... on this farm last year.**

have been grown

+were grown

will have been grown

are being grown

*Выберите правильную форму глагола:*

**The report ... when I came.**

was making

was being made +

was made

were being made

*Выберите правильный вариант.*

**When Mark arrived, the Johnsons \_\_\_\_\_ dinner, but stopped in order to talk to him.**

+were having

had been having

had

was having

**While Tom \_\_\_\_\_ a book, Marhta \_\_\_\_\_ TV.**

was reading, watched  
+was reading, was watching  
read, watched  
read, was watching

**The food that Ann is cooking in the kitchen\_\_\_\_\_delicious.**

is smelling  
smelt  
+smells  
will smell

**We called our friends in London yesterday to tell them about the reunion that we\_\_\_\_\_.**

will plan  
plan  
+were planning  
have planned

**Catherine is studying law at the university, and so\_\_\_\_\_Nick.**

+is  
was  
does  
were

**I feel terrible. I think I\_\_\_\_\_to be sick.**

will  
+am going  
go  
will be going

**My colleagues usually\_\_\_\_\_four days a week, and this week they\_\_\_\_\_five days.**

work, work  
are working, are working  
are working, work  
+work, are working

**It\_\_\_\_\_outside; I do not like to walk in such weather.**

rains  
+is raining  
is rain  
is rained

**I\_\_\_\_\_a very difficult day tomorrow. I need to prepare for the exam.**

+will have  
have  
am having  
would have

**24. At 10 o'clock in the morning on Wednesday Tom\_\_\_\_\_ a delegation in the office.**

will receive  
+will be receiving  
is receiving  
would receive

**Although the sun was shining, it was still cold, because it \_\_\_\_\_hard for two hours.**

had been raining  
+had rained  
was raining  
is raining

**She\_\_\_\_\_at the parcel long enough, before she\_\_\_\_\_ that it was for her brother.**

had been looking, had understood  
+had been looking, understood  
was looking, understood

was looking, had understood

**I \_\_\_\_\_ to the cinema but my friend persuaded me to stay.**

am not going

did not go

+was going

had been going

**We were good friends, we \_\_\_\_\_ each other for years.**

+ had known

were knowing

had knowing

know

**We were extremely tired at the end of the journey. We \_\_\_\_\_ for more than 24 hours.**

+ had travelled

had been travelling

were travelling

travel

**How long \_\_\_\_\_ this book? How many pages of this book \_\_\_\_\_?**

have you been reading, have you been reading

have you read, have you read

have you read, you read

+have you been reading, have you read

**31. We always go to Saint Petersburg for our holidays. We \_\_\_\_\_ there for years.**

+have been going

go

are going

were going

**I have lost my key again. I \_\_\_\_\_ things. I lose things too often.**

always lose

have always lost

+am always losing

was always losing

**The economic situation is already very bad and it \_\_\_\_\_ worse.**

+is getting

got

gets

would be getting

**What time \_\_\_\_\_ your friend \_\_\_\_\_ tomorrow?**

+will ...arrive

will... be arriving

is ...arrived

will... arriving

Таблица 1.4– Критерии оценки сформированности компетенций

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)
	соответствует оценке «зачтено» 50-100% от максимального балла
ИД-1УК-4 Демонстрирует умение вести обмен деловой информацией в устной и письменной формах на государственном языке.	Студент демонстрирует умение вести обмен информацией в устной и письменной формах на государственном и иностранном языках; показывает хорошие знание и понимание тем

ИД-2 <sub>УК-4</sub> Демонстрирует умение вести обмен деловой информацией в устной и письменной формах не менее чем на одном иностранном языке	модуля: умеет рассказать об особенностях образования в странах изучаемого языка; может описать свой рабочий день, может рассказать о своем учебном заведении; при построении устных и письменных высказываний использует знания о временах действительного залога, инфинитиве, придаточных предложениях, но допускает ошибки при выборе коммуникативно приемлемого стиля общения, вербальных и невербальных средств диалогового взаимодействия, почти не допускает ошибок в построении устной и письменной речи; демонстрирует умение выполнять перевод текстов бытовой сферы общения с иностранного на государственный язык и обратно, количество допущенных ошибок незначительно
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### Модуль 3. Социально-культурная сфера общения (Я и мир. Я и моя страна)

Таблица 1.5 – Формируемые компетенции

Код и наименование компетенции	Код и наименование индикатора достижения компетенции (части компетенции)	Оценочные материалы и средства
УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)	<b>Модуль 3. Социально-культурная сфера общения (Я и мир. Я и моя страна)</b>	
	<p>ИД-1<sub>УК-4</sub> Демонстрирует умение вести обмен деловой информацией в устной и письменной формах на государственном языке.</p> <p>ИД-2<sub>УК-4</sub> Демонстрирует умение вести обмен деловой информацией в устной и письменной формах не менее чем на одном иностранном языке</p>	<p>Комплект упражнений для опроса</p> <p>Комплект текстов для опроса</p> <p>Комплект заданий для контрольной работы</p> <p>Индивидуальное домашнее задание</p> <p>Комплект тем для реферата</p>

#### Тема 5. Человек в современном мире.

##### 1. Опрос.

- (1) фонетическое чтение;
- (2) устный перевод со словарем;
- (3) письменный перевод со словарем;
- (4) чтение текста по тематике на извлечение информации

##### Подборка текстов по темам:

- Роль иностранного языка в современном мире.
- Современные языки международного общения.
- Образ жизни современного человека в России и за рубежом. Облик города/деревни в различных странах мира. Типы жилищ, досуг и работа людей в городе и деревне.
- Основы здорового образа жизни. Спорт и фитнес. История Олимпийских и параолимпийских игр.
- Плюсы и минусы глобализации.
- Проблема личной ответственности за сохранение окружающей среды.

(1.1.2) Устный перевод со словарем (подготовленного текста)

(1.1.3) Письменный перевод:

1.4. Задания на понимание основного содержания незнакомого текста:

(1.4..1) Чтение с полным пониманием содержания (изучающее)

(1.4.2) Чтение с пониманием основного содержания прочитанного (ознакомительное)

(1.4.3) Чтение с нахождением интересующей или нужной информации (просмотровое)

**2. Диалог (обсуждение тем раздела)**

**3. Монолог (сообщение по одной из тем раздела)**

**4. Грамматика: PARTICIPLE I;II**

**4.1. КОНТРОЛЬНАЯ РАБОТА:**

№ 1

**Variant I**

**1. Переведите предложения, обращая внимание на категорию причастия:**

1. We have translated the text.
2. Climbing the mountain he broke his leg.
3. The working engine was too noisy.
4. The discovery made was very important.
5. Roman towns surrounded by walls for defense were real military camps.
6. The students are working in the field now.
7. If changed the article will be published.
8. We often speak about our friends living in the south.
9. The fuel is ignited inside the cylinder.

**2. Переведите предложения, предварительно определив функции причастий:**

1. He heard the voices coming through the open window.
2. Waiting for him I looked through the magazines lying on the table.
3. The explanation given was not complete.
4. The new materials recommended for bridge construction were described in the article written by our professor.
5. When burnt coal produces heat.
6. The growing plants should be well watered.
7. It is getting dark.
8. The bridge has been built this month

**3. Выберите из скобок требующуюся форму причастия.**

1. I think that the boy (standing, stood) there is his brother.
2. We listened to the girls (singing, sung) Russian folk songs.
3. When we came nearer, we saw two boys (coming, come) towards us.
4. Here is the letter (receiving, received) by me yesterday.
5. "How do you like the film?" he asked, (turning, turned) towards me.
6. She was reading the book (buying, bought) the day before.
7. Name some places (visiting, visited) by you last year.
8. Read the (translating, translated) sentences once more.
9. Translate the words (writing, written) on the blackboard.
10. We could not see the sun (covering, covered) by dark clouds.
11. The (losing, lost) book was found at last.
12. I shall show you a picture (painting, painted) by Hogarth.

№2

**Variant I**

**Task 1. Найдите Причастие, определите его форму (PI//PII) и функцию; переведите предложения на русский язык:**

1. Some of the buildings built by first-class Western architects have survived to our days.
2. The city was protected by rivers and a fortress, surrounding it.

3. Using standard projects to restore Moscow after Napoleon's invasion, architects preserved the city's uniformity.

4. Buildings built in white stone crested Moscow's architectural image of a city of white stone.

5. Architectural monuments built were simple but expressive.

6. If developed successfully the building industry will have the leading role.

**Task 2. Выберите нужную форму причастия, переведите предложения на русский язык:**

1. First-class foreign architects (inviting; invited) by Catherine the Great built a number of architectural monuments in Western Style.

2. There were a number of stone buildings (decorating; decorated) with ceramic.

3. The industries (requiring; required) highly-skilled labour are developing in Moscow now.

4. New dwelling districts were (building; built) on the outskirts of Moscow.

**Task 3. Переведите на английский язык:**

использующий –

использовался –

используемый -

используют (сейчас) –

используя –

(уже) использовали –

**Task 4. Переведите предложения на английский язык:**

1. Кострома была основана как город, защищающий Москву от вторжения врагов (*enemies*) с Северо-Востока.

2. В Костроме много памятников архитектуры, бережно охраняемых городскими властями.

3. Имея уникальный архитектурный стиль, Кострома входит в Золотое Кольцо (*The Golden Ring*) России.

4. В настоящее время строители успешно выполняют эту задачу.

## **Темы 1 – 5 Обзорно-обобщающее занятие**

### **1. Контрольная работа (контроль усвоения общенаучной лексики)**

#### **1. Make up pairs of synonyms, translate them:**

science, to divide, simple, to complete, powerful, finding, to store, room, to define, close, land, study, strong, ordinary, to conserve, similar, country, to split, to obtain, research, survey, to determine, discovery, to carry out, space, to get.

#### **2. Make up pairs of antonyms, translate them:**

to ignore, to refuse, to add, to point out, to offer, to make less (to reduce).

#### **3. Put in the right word, translate the sentence:**

1) This book (to point out; to contain, to cause) all the information you need.

2) They kept many things in the (bathroom, dining-room, store-room).

3) The new (substance, explanation, property) was produced in the laboratory after many years of hard work.

4) They are (enough, both, scarcely) good engineers.

5) We have to meet (twice, as far as, soon) a day.

6) I've seen him only (steadily, throughout, once).

#### **4. Переведите на английский язык:**

1. Шведский учёный Альфред Нобель, который изобрёл взрывчатое вещество динамит, умер в 1896 г.

2. Что заставляет тебя так рано уезжать из города (покидать город)?

3. Было трудно решить, кто заслуживает первый приз.

4. Закон гравитации (the law of gravity) управляет движением планет.

5. Он изучал ядерную физику в институте.

6. На столе есть несколько книг. Ты можешь выбрать любую книгу.

#### **5. Переведите на русский язык:**

1. The summer was very dry and there was a threat of fires in the forests.

2. The development of cars in Europe led to the abolition of different Acts, which limited the speed of the motor Transport.

3. They will need plenty of sand for building the road.

4. The town authorities first studied traffic conditions in the town and then made necessary recommendations.

5. Though being injured, he continued to drive.
6. We had no opportunity to speak to them.
7. Any scientist realizes that without experiments his work will be useless.

**6. Вставьте нужный глагол в правильной форме, переведите предложения на русский язык:**

1. The Russian people ... (to win, to complete, to make) a great victory in 1945.
2. Some people ... (to master, to justify, to believe) that they have extraordinary abilities.
3. Something ... (to realize, to be over, to threaten) us, but we couldn't understand what was that.
4. Mothers always ... (to see, to care for, to make) their children.
5. The accident ... (to help, to avoid, to occur) three hours ago.
6. He couldn't translate the text as he ... (not to master, not to know, not to expect) the meaning of many words.

**7. Выберите синонимы из данного списка к словам, переведите на русский язык:**

- own, too, suddenly, really, seldom, probably, about, every, as follows, while  
 also –  
 as -  
 in fact –  
 unexpectedly –  
 not often –  
 each –  
 in the next way –  
 possibly -  
 around –  
 personal –

**Тема 6. Россия и страны изучаемого языка.**

**1. Презентация РЕФЕРАТОВ.**

**Темы рефератов:**

1. Великобритания: географическое положение, рельеф, климат; политическая система; промышленность, сельское хозяйство.
2. Великобритания: традиции, обычаи, достопримечательности.
3. США: географическое положение, рельеф, климат; политическая система; промышленность, сельское хозяйство.
4. США: традиции, обычаи, достопримечательности.
5. Канада: географическое положение, рельеф, климат; политическая система; промышленность, сельское хозяйство.
6. Канада: традиции, обычаи, достопримечательности.
7. Австралия: географическое положение, рельеф, климат; политическая система; промышленность, сельское хозяйство.
8. Австралия: традиции, обычаи, достопримечательности.
9. Новая Зеландия: географическое положение, рельеф, климат; политическая система; промышленность, сельское хозяйство.
10. Новая Зеландия: традиции, обычаи, достопримечательности.
11. Россия: уникальность исторического развития
12. Современная Россия: Европа или Азия?
13. Костромская область: история и достижения

**2. Опрос (работа по результатам прослушивания рефератов):**

**2.1. ТЕСТ (по результатам работы с текстами и прослушивания рефератов)**

**(The United Kingdom of Great Britain and Northern Ireland)**

*Выберите правильный вариант:*

- 1. The United Kingdom is made up of ...**  
 Several islands off the British coast



+England, Scotland, Wales and Northern Ireland

England, Scotland and Wales

England, Wales and Northern Ireland

**The flag of the United Kingdom is known as ...**

Black Jack

Uncle Jack

+Union Jack

St. Jack

**The two main islands of the U.K. are ...**

the British Isles

Great Britain and the Isle of Wight

Great Britain and Ireland

+Great Britain and Northern Ireland

**The highest mountain in the world is ...**

the Pennines

Elbrus

+Everest

the Alps

**Match the correspondence:**

a) Great Britain (4)                      1) a state in the territory of island Ireland

b) The United Kingdom (3)            2) a number of islands

c) The republic of Ireland (1)        3) a country consisting of four states

d) British Isles (2)                      4) a big island

**Match the corresponding town as the capital of the given state:**

a) England (2)                            1) Edinburgh

b) Wales (4)                                2) London

c) Scotland (1)                            3) Dublin

d) Northern Ireland (3)                4) Cardiff

*Выберите правильный вариант:*

**Great Britain and Ireland are separated by ...**

the Atlantic Ocean

the Irish Sea

the Strait of Dover

+the Northern Sea

**The UK is separated from the European continent by ...**

the Irish Channel

the Irish Sea

the Strait of Dover

+the English Channel

**Another name of the English Channel is ...**

the Strait of Dover

+La Manche

Pas de Calais

the Irish Sea

**The climate of Britain is mild because of ...**

the Gulf of Mexico

the Strait of Dover

+the Gulf Stream

the European continent

**The new currency system of the UK consists of ...**

pounds, shillings and pence

+pounds and pence

pounds, sovereign and pence

pounds, sovereigns and shillings

**We call the British those who live in ...**

England

Wales

Scotland

Northern Ireland

+England, Wales, Scotland, Northern Ireland

**(КАНАДА)**

**Флаг Канады символизирует:**

Великобританию

Францию

Великобританию и Францию

два океана

+два океана и заключенную между ними страну

Св. Георгия

**Название Канада происходит от слова, обозначающего:**

кленовый лист

единая нация

+деревня, поселение

страна

**Канада – это:**

демократическая республика

+конституционная монархия

конфедерация

**Парламент состоит из:**

Палаты Общин и Палаты Лордов

+Палаты Общин и Сената

Верхней и Нижней Палаты

Палаты Общин и Совета Нации

**Официальный язык Канады:**

английский

французский

+английский и французский

**Главой государства Канада является:**

королева Канады

+британская королева

генерал-губернатор

**Столица Канады:**

+Оттава

Монреаль

Квебек

Сидней

**Мост Конфедерации связывает:**

Канаду и Америку

Канаду и Великобританию

Нью - Брансуик с Островом Принца Эдуарда +

**(США)**

**Высшее звено исполнительной власти:**

+президент США

Парламент

Верховный Суд

Сенат

**Высший орган законодательной власти США:**

Однопалатный Конгресс США

+Двухпалатный Конгресс США

Сенат

Федеральное правительство

**Ниагарский водопад - это:**

3 водопада

+2 водопада

1 водопад

**В США входит:**

+51 штат

50 штатов

49 штатов

41 штат

**Из штатов Америки не граничат с остальными штатами:**

Аляска и Гавайи

Пуэрто-Рико

Вирджинские острова

+Канарские острова

**Столица Соединенных Штатов:**

+Вашингтон

Нью-Йорк

Лос-Анджелес

Чикаго

**Великие озера расположены:**

в центре страны

+на севере страны

на юге страны

на северо-западе

**(АВСТРАЛИЯ)**

**Семигранная звезда на гербе Австралии символизирует:**

штаты Австралии

+совокупность территорий и саму Австралию

народности Австралии

выдающихся государственных деятелей Австралии

**Символом Австралии является:**

+кенгуру

эму

кролик

петух

**По форме управления Австралия:**

демократическая республика

конституционная монархия

конфедерация

+содружество

**Официальный язык Австралии:**

+английский

индейский

английский и французский

французский

**Главой Австралийского государства является:**

Елизавета I

+Елизавета II

Генерал-губернатор  
Королева Виктория  
**Столица Австралии:**  
Сидней  
+Канберра  
Мельбурн  
Оттава

## 2.2. *Письменный перевод с русского на английский язык*

### **2. Translate into English:**

- 1) На английском языке говорят во многих странах мира.
- 2) Английский является национальным языком многих стран: (названия стран).
- 3) Великобритания - небольшая страна. Она меньше чем Франция.
- 4) Великобритания имеет 4 части: (назвать какие).
- 5) 400 лет тому назад англичане приплыли в Северную Америку и принесли с собой английский язык.
- 6) Люди из различных стран Европы приносили с собой свои собственные культуры и языки.
- 7) Канада расположена к Северу от Соединённых штатов.
- 8) Канада имеет два национальных языка – английский и французский.
- 9) Австралия – самый маленький континент.
- 10) Новая Зеландия находится недалеко от Австралии, но она очень далеко от Великобритании.

### **3. Диалог (Круглый стол на основе подготовленных материалов о Костроме и Костромской области)**

## **Тема 7. Научно-технический прогресс и его достижения.**

- Знаменитые учёные: («Альфред Нобель», «Александр Белл», «Мария Кюри», «Эрнест Резерфорд», «Малоизвестные факты об известных учёных»).

- Достижения в сфере информационных технологий. Плюсы и минусы всеобщей информатизации общества.

### **1. Опрос по базовым текстам раздела**

(«Альфред Нобель», «Александр Белл», «Мария Кюри», «Эрнест Резерфорд», «Малоизвестные факты об известных учёных»):

- (1.1) фонетическое чтение;
- (1.2) аналитическое и поисковое чтение;
- (1.3) устный/письменный перевод.

(Задания представлены в учебнике)

### **3. Монолог (сообщения)**

**Темы:**

- Малоизвестные факты об известных учёных.
- Достижения в сфере информационных технологий. Плюсы и минусы всеобщей информатизации общества.

### **3. Диалог (обмен мнениями)**

**ТЕМЫ:**

- 1) «Достижения в сфере информационных технологий. Плюсы и минусы всеобщей информатизации общества»
- 2) «Роль личности ученого в обществе»
- 3) «История развития науки»

### **4. Грамматика: Герундий**

*Контрольная работа.*

## Variant I

**Task 1:** Укажите значение и признаки Герундия

**Task 2:** Каков формальный отличительный признак форм Active и Passive?

**Task 3:** Постройте формы Indefinite Passive и Perfect Active от глагола *to offer*

**Task 4:** В каком из предложений герундий выполняет функцию подлежащего:

1. Finding a new, more active element became her aim.
2. Her husband decided to help Marie in her finding a new, more active element.
3. After finding a new element with more powerful radioactivity Marie called it radium.
4. They were awarded the Nobel Prize in Physics for their finding.

**Task 5:** Выделите герундий в предложениях, определите его форму, переведите на русский язык:

1. After being corrected by the teacher, the students' papers were returned to them.
2. He broke the silence by inviting everybody to walk into the dining-room.
3. The place is worth visiting.
4. Watching football matches can be exciting enough.
5. Instead of going home he went to the cinema.
6. Nobody knew of his having gone to Moscow.
7. She told us of having been helped with Mathematics by her elder brother.

**Task 6:** Определите членоречивую принадлежность V<sub>ing</sub> форм

(герундий/отглагольное существительное/причастие I) :

1. The boys continued playing football.
2. He was looking at the plane flying overhead.
3. Watching the playing kitten was great fun for the children.
4. These discussings have become constant.
5. The children were tired of running.
6. The students found the reading of English newspapers rather difficult at first.
7. After having received the telegram, I went home at once.
8. Nobody knows of their working at that problem.

**Task 7:** Вставьте нужный предлог:

1. I'm interested ... finding a job.
2. Pete gave ... smoking.
3. He is famous ... keeping secretes.
4. I objected ... his joining the group.
5. He insisted ... our going to the library together.
6. Everybody was proud ... being awarded the prize.
7. We were afraid ... going by plane.

**Task 8.** Из предложений, приведенных ниже, выберите те, в которых используется Герундий, переведите на русский язык:

1. Men began building houses out of stone very long ago.
2. Their buildings were simple in construction.
3. They were building houses out of stone for centuries.
4. Building houses out of stone began very long ago.
5. Building slanting roofs the Greeks protected themselves from rain.
6. They used stone in building houses.

**Task 9.** Переведите предложения, определив членоречивую принадлежность формы Ving:

1. Designing such buildings as churches and cathedrals is not a widely spread practice for modern architects.
2. Designing wonderful columns the Greeks became the teachers of the world in column building.
3. Huge pyramids were constructed only for protecting the body of a dead king (pharaoh).
4. The assembling of houses on the construction site is a widely spread practice nowadays.
5. Primitive people built houses protecting them from stormy weather, wild animals and human enemies.
6. Damagings of different kinds left a lot of medieval houses in ruins.

## **Тема 8.** «PC means a Personal Computer». «Мои деловые бумаги».

### **1. Опрос.**

- (1) фонетическое чтение;
- (2) устный перевод со словарем;
- (3) письменный перевод со словарем

**2. Индивид. задания** (по итогам самостоятельного изучения материала) Заполнение АНКЕТЫ.

**3. Индивид. задания** (по итогам самостоятельного изучения материала) Составление ПОРТФОЛИО.

### **3. Контрольная работа (по итогам самостоятельного изучения материала «Мои деловые бумаги»)**

№1

#### **Вариант 1.**

##### **1. Оформление делового письма**

(Задания на установление правильной последовательности)

##### **1.1 Расположите части делового письма в правильном порядке**

1. New Publishers, 26 Greenhouse Street, Aberdeen PV31 23TR

Telephone 9593 385749 Fax 9593 75843

23 May 2005

2. Dear Mr Castellor,

3. Thank you for your letter of application for the post of PR manager.

We would like to invite you to attend an interview.

We shall be conducting interviews on Monday 30 May and ask you to contact us to arrange a suitable time.

4. We look forward to meeting you.

Yours sincerely,

\_\_\_\_\_ Joan Dumorieur

Personnel Manager

5. Mr G.Castellos, 37 Star Road, Aberdeen VH42 57GT

##### **1.2. Расположите части делового письма в правильном порядке**

1. We thank you for your letter dated the 29th September and are pleased to send you our latest catalogue and the current price list. We shall send you a special offer as soon as we have your exact requirements.

2. George Finchley & Sons, 68 Bond Street, London

4 October 2003

3. Yours faithfully,

\_\_\_\_\_ Sally Blinton

Sales Manager

4. Dear Sirs,

5. Messrs Dickson & King, 9 Newgate Street, London

##### **1.3. Расположите части делового письма в правильном порядке**

1. The Sales Department, Southern Importers Ltd., Dane Street, Northam, Southampton S09 4YQ

2. A.X.C. Records Ltd., 41 Broadway, Liverpool L91 5 PB

12 May 2005

3. Dear Sirs,

4. We are a large music shop in the center of Liverpool and would like to know more about the tapes and cassettes you advertised in this month's edition of Music Monthly.

5. Yours faithfully,

\_\_\_\_\_ Jeffrey Allen

Director

##### **1.4. Расположите части делового письма в правильном порядке**

1. Dear Mr. Hill:

2. We have received your resume and application for the position of executive assistant.

Thank you for your interest in BCL Globalcom.

3. BCL Globalcom GmbH

Goethestrasse 40113

10728 Berlin

Germany

March 26, 2007

4. Sincerely yours,

Maki IshiiMaki Ishii

Human Resource Director

*(From 'Business Correspondence: A Guide to Everyday English' by Lin Lougheed)*

5. Mr. Sandy Hill

999 Pine Avenue

New Haven, CT 06540

### **1.5. Расположите части делового письма в правильном порядке**

1. Yours sincerely,

Brenda Wallis

Loans Manager

<http://www.writinghelp-central.com/letter-of-rejection.html>

2. Suzanna Bragg

127 Polk Drive, No. 112Gary, Indiana, 46402

3. After a thorough review of your application and the supporting documents you supplied, we have concluded that your current financial situation precludes this institution from extending further credit to you at this time. When your financial picture changes and your current level of risk-exposure becomes lower, we would be happy to reconsider your application.

4. Dear Mrs Bragg,

1. 5. Meridian National Bank

12187 S. Polo Dr . Fairfax, VA 2203026 May 2008

№2.

#### **2.1. Перед Вами конверт**

**Соотнесите информацию под определенным номером на конверте с тем, что она обозначает.**

1. the ZIP Code in the mailing address

2. the sender's name

3. the street name in the return address

4. the ZIP Code in the return address

5. the street name in the mailing address

6. the addressee's company name

#### **2.2. Перед Вами конверт**

**Соотнесите информацию под определенным номером на конверте с тем, что она обозначает.**

1. the sender's name

2. the street name in the return address

3. the addressee's company name

4. the town the letter comes from

5. the addressee

6. the ZIP Code in the mailing address

#### **2.3. Перед Вами конверт**

**Соотнесите информацию под определенным номером на конверте с тем, что она обозначает.**

1. the town the letter comes from

2. the street name in the return address

3. the addressee

4. the house number in the mailing address

5. the sender

6. the ZIP Code in the mailing address

#### **2.4. Перед Вами конверт**

**Соотнесите информацию под определенным номером на конверте с тем, что она обозначает**

1. Addressee's name

2. Addressee's city name
3. ZIP code in the return address
4. ZIP code in the mailing address
5. Addresser's name
6. Addresser's city name

### **2.5. Перед Вами конверт**

**Соотнесите информацию под определенным номером на конверте с тем, что она обозначает**

1. Attention line
2. Name of the city in the return address
3. Name of the city in the delivery address
4. Name of the organization in the delivery address
5. ZIP code
6. Name of the organization in the return address

### **3. Определите, к какому виду делового документа относится представленный ниже отрывок**

- +1. Letter of apology
2. Memo
3. Letter of application
4. CV

### **3.1. Определите, к какому виду делового документа относится представленный ниже отрывок**

1. CV
- +2. Letter of apology
3. Contract
4. Memo

### **3.2. Определите, к какому виду делового документа относится представленный ниже отрывок**

1. Letter of complaint
2. Memo
3. CV
- +4. Letter of application

### **3.3. Определите, к какому виду делового документа относится представленный ниже отрывок**

1. CV
2. Memo
- +3. Simple commercial letter
4. Contract

### **3.4. Определите, к какому виду делового документа относится представленный ниже отрывок**

1. Letter of apology
2. Contract
- +3. Letter of application
4. CV

### **4. Выберите слова или сочетания слов для заполнения пропусков так, чтобы они отражали особенности оформления служебной записки**

(1) \_\_\_\_\_ : Project Planning Dept

From : GM

(2) \_\_\_\_\_ : Aqua Warm BV

I am sure that you have read about the recent explosion at Perfecta Ltd. We have decided not to install any more (3) \_\_\_\_\_ central heating systems until we can be sure that they are absolutely safe.

Please write and inform them of this.

(4) \_\_\_\_\_

1. T.Y.
2. Aqua Warm
3. Subject
4. To

### **4.1. Выберите слова или сочетания слов для заполнения пропусков так, чтобы они отражали особенности оформления служебной записки**

(1) \_\_\_\_\_ : Alan Bilton

From : Sue Mullins



(2) \_\_\_\_\_ : Seminar for the new staff

(3) \_\_\_\_\_

About the seminar you're organising for the new staff next month – will you need any equipment set up? I'll do a short introduction to the subject but I only need an OHP.

Can you fill in the request form for everything we'll need and send it to Shane Bell in the Technical department?

Thanks,

(4) \_\_\_\_\_

1. Subject
2. Alan
3. Sue
4. To

**4.2 Выберите слова или сочетания слов для заполнения пропусков так, чтобы они отражали особенности оформления служебной записки**

(1) \_\_\_\_\_ : Cathy Beddington

From : John Humphrey

(2) \_\_\_\_\_ : New product advertising

(3) \_\_\_\_\_ has approved an increase of budget on this campaign, so we can go for: colour advert, six issues. Could you contact the magazine and get them to change this? Please check the price and the possibility of a bigger discount.

Thanks

(4) \_\_\_\_\_

1. Subject
2. To
3. Managing Director
4. John

**4.3. Выберите слова или сочетания слов для заполнения пропусков так, чтобы они отражали особенности оформления служебной записки**

To : Purchasing & Sales Supervisor

(1) \_\_\_\_\_ : Manager

(2) \_\_\_\_\_ : Court Hotel

I have recently heard that (3) \_\_\_\_\_ needs a large quantity of orange juice at once.

We have a large supply of juice that we do not need. Please write to them

and tell them that we would be happy to supply them if they can tell us how many bottles they need.

(4) \_\_\_\_\_

1. Subject
2. the Court Hotel
3. From
4. Peter

**4.4. Выберите слова или сочетания слов для заполнения пропусков так, чтобы они отражали особенности оформления служебной записки**

To : Paul Woods, Sales

From : (1) \_\_\_\_\_

(2) \_\_\_\_\_ : Accommodation expenses for the trip to Auckland from 21<sup>st</sup> to (3) \_\_\_\_\_.

Date : (4) \_\_\_\_\_

I can't pay you until you send me your expenses claim form. Please do it as soon as possible.

Thanks.

1. 15 July
2. Lynn Thomas, Finance
3. Subject
4. 26<sup>th</sup> July

**Темы 6-8. Тесты (Обзор пройденной грамматики)**

**ТЕСТ № 1(один вариант ответа)**

**Variant I**

1. Выберите правильный вариант:

**We \_\_\_\_\_ breakfast when my aunt \_\_\_\_\_ to ask a phone number.**

were having / called +

had / called

were having / was calling

had / was calling

2. Выберите правильную форму глагола:

**I \_\_\_\_\_ TV at eight o'clock yesterday evening.**

was watching +

watched

am watching

3. Выберите правильную форму глагола (Present Simple or Present Continuous):

*to sing:*

**Polly has a brilliant voice. She...wonderfully.**

sings+

is singing

**Can you hear that? Somebody...a song!**

sings

is singing +

4. Выберите правильную форму глагола "to have":

**Mr. Smith stayed at his office very late because he ... a lot of work.**

has

have

will have

had +

5. Укажите предложение, в котором глагол "to have" является вспомогательным:

We shall have a party tomorrow.

We have invited our friends. +

We'll have to prepare for the party.

I hope we'll have a good time.

6. Укажите, в каком предложении глагол стоит в Present Perfect:

She has bought a new pair of shoes. +

She has a lot of different shoes at home.

She had bought a pair of new shoes for yesterday's party.

She had new shoes on at the party.

7. Сопоставьте английские предложения с русскими:

**She has typed the letter.**

Она напечатала письмо. +

Она печатала письмо.

Она печатает письмо.

8. Выберите правильную форму глагола:

**"... Fred this week?" "Yes, I saw it on Wednesday."**

Had you seen

Have you seen+

Will you have seen

You have seen

9. Выберите правильный предлог:

**Have you lived in this town \_\_\_\_\_ your childhood?**

Since +

for

from

10. Present Perfect or Past Simple?

**I (work) in the bank for three years. I like it very much.**

worked

has worked

have worked +

have been worked

11. *Выберите правильную форму глагола:*

**The shop ... at 6 in the morning yesterday.**

is opened

was opened +

will be opened

12. *Выберите правильную форму глагола:*

**The homework ... before the film began.**

was done

will have been done

have being done

had been done +

13. *Выберите правильную форму глагола:*

**These plants ... on this farm last year.**

have been grown

were grown +

will have been grown

are being grown

14. *Выберите правильную форму глагола:*

**The report ... when I came.**

was making

was being made +

was made

were being made

*Выберите правильный вариант.*

**15. When Mark arrived, the Johnsons \_\_\_\_\_ dinner, but stopped in order to talk to him.**

were having +

had been having

had

was having

**16. While Tom \_\_\_\_\_ a book, Marhta \_\_\_\_\_ TV.**

was reading, watched

was reading, was watching +

read, watched

read, was watching

**17. The food that Ann is cooking in the kitchen \_\_\_\_\_ delicious.**

is smelling

smelt

smells +

will smell

**18. We called our friends in London yesterday to tell them about the reunion that we \_\_\_\_\_.**

will plan

plan

were planning +

have planned

**19. Catherine is studying law at the university, and so \_\_\_\_\_ Nick.**

is +

was

does

were

**20. I feel terrible. I think I \_\_\_\_\_ to be sick.**

will

am going +

go

will be going

**21. My colleagues usually \_\_\_\_\_ four days a week, and this week they \_\_\_\_\_ five days.**

work, work

are working, are working

are working, work

work, are working +

**22. It \_\_\_\_\_ outside; I do not like to walk in such weather.**

rains

is raining +

is rain

is rained

**23. I \_\_\_\_\_ a very difficult day tomorrow. I need to prepare for the exam.**

will have +

have

am having

would have

**24. At 10 o'clock in the morning on Wednesday Tom \_\_\_\_\_ a delegation in the office.**

will receive

will be receiving +

is receiving

would receive

**25. Although the sun was shining, it was still cold, because it \_\_\_\_\_ hard for two hours.**

had been raining

had rained +

was raining

is raining

**26. She \_\_\_\_\_ at the parcel long enough, before she \_\_\_\_\_ that it was for her brother.**

had been looking, had understood

had been looking, understood +

was looking, understood

was looking, had understood

**27. I \_\_\_\_\_ to the cinema but my friend persuaded me to stay.**

am not going

did not go

was going +

had been going

**28. We were good friends, we \_\_\_\_\_ each other for years.**

had known +

were knowing

had knowing

know

**29. We were extremely tired at the end of the journey. We \_\_\_\_\_ for more than 24 hours.**

had travelled +

had been travelling

were travelling

travel

**30. How long \_\_\_\_\_ this book? How many pages of this book \_\_\_\_\_?**

have you been reading, have you been reading

have you read, have you read

have you read, you read

have you been reading, have you read +

**31. We always go to Saint Petersburg for our holidays. We \_\_\_\_\_ there for years.**

have been going +

go

are going

were going

**32. I have lost my key again. I \_\_\_\_\_ things. I lose things too often.**

always lose

have always lost

am always losing +

was always losing

**33. The economic situation is already very bad and it \_\_\_\_\_ worse.**

is getting +

got

gets

would be getting

**34. What time \_\_\_\_\_ your friend \_\_\_\_\_ tomorrow?**

will ...arrive +

will... be arriving

is ...arrived

will... arriving

*ТЕСТ 2 (1 вариант ответа)*

*Выберите правильный вариант.*

**1. - How long \_\_\_\_\_ you \_\_\_\_\_? — Since I was 17.**

have ...been driving +

did ...drive

have ...driven

do ...drive

**2. She \_\_\_\_\_ always \_\_\_\_\_ in Moscow.**

lives

has ...been living

has ...lived +

has ...live

**3. How long \_\_\_\_\_ you \_\_\_\_\_ Kate?**

did ...know

have ...known +

have... been knowing

do ...known

**4.1 \_\_\_\_\_ here all my life.**

have lived +

am living

have living

live

**5. Kate has lost her passport again, it is the second time this ...**

happens

happened

has happened +

is happening

**6. Kate has been working here \_\_\_\_\_.**

since two years  
for two years +  
two years ago  
two years

**7. The boy sitting next to me on the plane was nervous because he \_\_\_\_\_ before.**

has not flown  
had not flown +  
did not fly  
has not been flying

**8.1 \_\_\_\_\_ a lot but I don't any more.**

was used to eat  
was eating  
used to eat +  
used to eating

**9. \_\_\_\_\_ next week, so we can go somewhere.**

I'm not working +  
I don't work  
I won't work  
I shall not work

**10. We are late. The film \_\_\_\_\_ by the time we get to the cinema.**

will be already started  
will already have started +  
will already start  
already will start

**11. Don't worry \_\_\_\_\_ late tonight.**

if I'll be  
when I'll be  
if I am +  
if I be

**12. At first I thought I \_\_\_\_\_ the right thing, but I soon realized that I \_\_\_\_\_ a serious mistake.**

did, made  
have done, have made  
had done, had made +  
did, had made

**13.1 hope Kate is coming soon. I \_\_\_\_\_ for two hours.**

am waiting  
had been waiting  
have been waiting +  
waited

**14. At last Kate came. I \_\_\_\_\_ for two hours.**

am waiting  
had been waiting +  
have been waiting  
was waiting

**15. She is going on holiday. This time next week she \_\_\_\_\_ on a beach or \_\_\_\_\_ in the sea.**

is going to lay, swim  
will be lying, swimming +  
will lie, swim  
is lying, swimming

**16. — \_\_\_\_\_ you \_\_\_\_\_ the post office when you're out?**

**- Probably. Why?**

**- I need to mail the letter. Could you do it for me?**

are ...passing  
will ...be passing +  
are ...going to pass  
will... pass

**17. We \_\_\_\_\_ for a walk when it \_\_\_\_\_ raining.**

will go, will stop  
are going, will stop  
will go, stops +  
go, stops

**18. When you \_\_\_\_\_ in Moscow again, you must come and see us.**

will go  
are +  
will be  
are going

**19. I'm going to read a lot of books while I \_\_\_\_\_ on holiday.**

am +  
would be  
will be  
am going to be

**20. - \_\_\_\_\_ you \_\_\_\_\_ your car this evening?**

**— No. Do you want to borrow it?**

will ... be using + are... used  
will ...use do ...use

**Таблица 1.6 – Критерии оценки сформированности компетенций**

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)		
	на базовом уровне	на повышенном уровне	
	соответствует оценке «удовлетворительно» 50-64% от максимального балла	соответствует оценке «хорошо» 65-85% от максимального балла	соответствует оценке «отлично» 86-100% от максимального балла
ИД-1 <sub>ук-4</sub> Демонстрирует умение вести обмен деловой информацией в устной и письменной формах на государственном языке.	Студент демонстрирует умение вести обмен деловой информацией в устной и письменной формах на государственном и иностранном языках, но допускает ошибки при построении устных и письменных высказываний;	Студент демонстрирует умение вести обмен деловой информацией в устной и письменной формах на государственном и иностранном языках, но допускает незначительные ошибки при построении устных и письменных высказываний;	Студент демонстрирует умение вести обмен деловой информацией в устной и письменной формах на государственном и иностранном языках; показывает хорошие знание и понимание тем модуля: может высказать свое мнение по темам Социально-культурная сфера общения (Я и мир. Я и моя страна)., имеет достаточные знания о культуре и государственном устройстве своей
ИД-2 <sub>ук-4</sub> Демонстрирует умение вести обмен деловой информацией в устной и письменной формах не менее чем на одном иностранном	показывает хорошие знание и понимание тем модуля: может высказать свое мнение по темам Социально-культурная сфера	показывает хорошие знание и понимание тем модуля: может высказать свое мнение по темам Социально-культурная сфера общения (Я и мир. Я и	

<p>языке</p>	<p>общения (Я и мир. Я и моя страна)., имеет достаточные знания о культуре и государственном устройстве своей страны и стран изучаемого языка, о достопримечательностях городов России и стран изучаемого языка, выдающихся деятелях этих стран; знает особенности официально-делового стиля, знает правила составления резюме и автобиографии, знает синтаксические средства и речевыми клише для реферирования текстов; при построении устных и письменных высказываний использует знания о причастии и причастном обороте, деепричастии, но допускает ошибки при выборе языковых средств; владеет навыками ведения деловой переписки, но допускает стилистические ошибки и неточности в оформлении деловых бумаг. Студент понимает основное содержание текстов социо-культурной сферы общения на иностранном языке, но испытывает трудности при их переводе с иностранного на государственный язык и обратно</p>	<p>моя страна)., имеет достаточные знания о культуре и государственном устройстве своей страны и стран изучаемого языка, о достопримечательностях городов России и стран изучаемого языка, выдающихся деятелях этих стран; ; знает особенности официально-делового стиля, умеет составлять резюме и автобиографию, владеет синтаксическими средствами и речевыми клише для реферирования текстов; при построении устных и письменных высказываний использует знания о причастии и причастном обороте, деепричастии, но допускает незначительные ошибки при выборе языковых средств; умеет вести деловую переписку, учитывая особенности стилистики официальных и неофициальных писем; знает социокультурные различия в формате корреспонденции на государственном и иностранном языках, но допускает незначительные ошибки в оформлении деловых бумаг. Студент демонстрирует умение выполнять перевод текстов социо-культурной сферы общения с иностранного на государственный язык и</p>	<p>страны и стран изучаемого языка, о достопримечательностях городов России и стран изучаемого языка, выдающихся деятелях этих стран;; знает особенности официально-делового стиля, умеет составлять резюме и автобиографию, владеет синтаксическими средствами и речевыми клише для реферирования текстов; при построении устных и письменных высказываний использует знания о причастии и причастном обороте, деепричастии; умеет вести деловую переписку, учитывая особенности стилистики официальных и неофициальных писем. Знает социокультурные различия в формате корреспонденции на государственном и иностранном языках. Студент демонстрирует умение безошибочного перевода текстов социо-культурной сферы общения с иностранного на государственный язык и обратно</p>
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		обратно, допуская незначительное количество ошибок	
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## Модуль 4. Профессиональная сфера общения (Я и моя будущая профессия)

Таблица 1.7 – Формируемые компетенции

Код и наименование компетенции	Код и наименование индикатора достижения компетенции (части компетенции)	Оценочные материалы и средства
УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)	ИД-1 <sub>ук-4</sub> Демонстрирует умение вести обмен информацией в устной и письменной формах на государственном языке. ИД-2 <sub>ук-4</sub> Демонстрирует умение вести обмен информацией в устной и письменной формах не менее чем на одном иностранном языке	Комплект вопросов для опроса Комплект тем для реферата Индивидуальное домашнее задание Комплект заданий для контрольной работы Тестирование Темы для монологического высказывания

### Тема 9: История электричества. Различные виды энергии.

#### 1. Опрос по базовым текстам раздела по аспектам:

- (1) фонетическое чтение;
- (2) устный опрос лексики
- (3) устный перевод со словарем;
- (4) письменный перевод со словарем;
- (5) устный опрос по теме
- (6) чтение текста с целью извлечения информации  
(Задания представлены в учебнике)

#### (1.2.) Устный опрос лексики:

##### Существительные

- |                   |                |               |
|-------------------|----------------|---------------|
| 1. ability        | 10. force      | 19. phenomena |
| 2. amber          | 11. friction   | 20. power     |
| 3. application    | 12. generator  | 21. property  |
| 4. ball lightning | 13. insulator  | 22. research  |
| 5. conductor      | 14. inventor   | 23. science   |
| 6. device         | 15. invention  | 24. scientist |
| 7. energy         | 16. light      | 25. source    |
| 8. explanation    | 17. lightning  | 26. spark     |
| 9. flash          | 18. phenomenon | 27. wave      |

##### Глаголы

- |                   |                  |                  |
|-------------------|------------------|------------------|
| 28. to accumulate | 33. to design    | 38. to produce   |
| 29. to apply      | 34. to discharge | 39. to provide   |
| 30. to attract    | 35. to employ    | 40. to repel     |
| 31. to charge     | 36. to generate  | 41. to transform |
| 32. to construct  | 37. to invent    | 42. to use       |

##### Прилагательные, наречия

43. advanced  
44. nuclear  
45. powerful

46. reliable  
47. reasonable  
48. solar

49. useful  
50. (un)limited

(1.3) Устный перевод со словарем (подготовленного текста)

(1.4) Письменный перевод:

(1.5.1) Чтение с полным пониманием содержания (изучающее)

(1.5.2) Чтение с пониманием основного содержания прочитанного (ознакомительное)

(1.5.3) Чтение с нахождением интересующей или нужной информации (просмотровое)

## 2. Контрольная работа

2.1 Контроль усвоения базовой лексики темы 9.

Variant 1.

### Task 1. Choose the right word

- In the language of science energy is the ... to do work.  
a) phenomenon                      b) ability                                      c) research
- The Sun is an unlimited ... of energy.  
a) user                                      b) application                                      c) source
- Lightning balls appear near the end of severe electrical ...  
a) waterfalls                                      b) rains                                      c) storms

### Task 2. Match the words from the left column with the words from the right column:

- |                  |                |
|------------------|----------------|
| 1. lightning     | 1. objects     |
| 2. light         | 2. application |
| 3. scientific    | 3. flash       |
| 4. hydroelectric | 4. fish        |
| 5. metallic      | 5. research    |
| 6. electrical    | 6. station     |
| 7. electric      | 7. surfaces    |
| 8. practical     | 8. current     |

### Task 3. Match the words opposite in meaning from the left column with the words from the right column:

- |              |                 |
|--------------|-----------------|
| 1. conductor | 1. cold         |
| 2. to charge | 2. insulator    |
| 3. known     | 3. to contract  |
| 4. hot       | 4. kinetic      |
| 5. equal     | 5. mysterious   |
| 6. light     | 6. to discharge |
| 7. to expand | 7. unequal      |
| 8. potential | 8. heavy        |

### Task 4. Translate the sentences:

- Lightning is an atmospheric discharge of electricity accompanied by thunder.
- Professor Volta invented the first electric battery.
- There are various forms of energy such as heat, mechanical, electrical, chemical, atomic and so on (etc).
- In 1978 Pyotr Kapitsa was given a Nobel prize for his fundamental discoveries and inventions in the field of low temperatures and superconductivity.
- Man has learned to split atoms in order to get great quantities of energy.
- The generation of electricity by batteries is still expensive.

### Task 5. Make up the sentences using the given words. Translate the sentences:

- current, resistance, voltage, are, there, measuring, devices, for, special, and
- necessary, use, a better, is, it, to, material, conducting
- power, also, be, can, electric, transmitted, cables, power, underground, by

4. electrochemical, developed, the, was, first, cell, the Italian, Volta, by, physicist, in 1972
5. source, battery, for, current, the, power, of, a, is, the simplest, direct
6. continuously, current, direct, a, flows, circuit, conducting, a, through, only, direction, one, in
7. established, the, source, the, Volta, true, of, current, electric

**Variant 2.**

**Task 1. Choose the right word**

1. When an object loses its ... energy that energy is turned into kinetic energy.
  - a) electrical
  - b) atomic
  - c) potential
2. Lightning balls usually move by rolling or sliding along ...
  - a) insulators
  - b) conductors
  - c) generators
3. Speaking of the peaceful use of atomic energy it is also necessary to mention ... – breakers.
  - a) snow
  - b) metal
  - c) ice

**Task 2. Match the words from the left column with the words from the right column:**

- |                     |                 |
|---------------------|-----------------|
| 1. solar            | 1. applications |
| 2. various          | 2. contribution |
| 3. nuclear          | 3. discoveries  |
| 4. important        | 4. source       |
| 5. unlimited        | 5. waves        |
| 6. fundamental      | 6. supply       |
| 7. electro-magnetic | 7. energy       |
| 8. power            | 8. reactor      |

**Task 3. Match the words opposite in meaning from the left column with the words from the right column:**

- |               |                 |
|---------------|-----------------|
| 1. low        | 1. non-metals   |
| 2. conduction | 2. bad          |
| 3. to heat    | 3. to disappear |
| 4. metals     | 4. to repel     |
| 5. to appear  | 5. high         |
| 6. to attract | 6. absent       |
| 7. present    | 7. to cool      |
| 8. good       | 8. insulation   |

**Task 4. Translate the sentences:**

1. Pyotr Kapitsa presented a good explanation for ball lightning.
2. The advantage of solar energy is that it does not pollute the environment.
3. The nuclear reactor is one of the most reliable “furnaces” producing atomic energy.
4. Gilbert, the English physicist began the first systematic scientific research on electrical phenomena.
5. Lightning balls appear near the end of severe electrical storms.
6. French scientists have designed a solar lamp.

**Task 5. Make up the sentences using the given words. Translate the sentences:**

1. kinds, energy, are, two, of, potential, there, mechanical, kinetic, and
2. may, into, energy, be, electrical, the, transformed, form, other, any, necessary
3. In 1978, given, was, his, discoveries, academician Kapitsa, given, for, prize, Nobel, a, inventions, and
4. electricity, atmospheric, lightning, of, accompanied, an, is, discharge, thunder, by
5. impossible, our, is, imagine, is, it, to, civilization, electricity, without
6. use, reduce, to, people, transformers, the current
7. scientists, transformed, energy, solar, have, semiconductors, using, energy, electrical, into

2.2 Контроль усвоения грамматического раздела: «Видо-временные формы английского глагола в активном и пассивном залоге»

**Variant 1.**

**Task 1. Rewrite the following sentences using Passive Voice. Use the model**

1. Man split atoms.
2. Workers constructed the first industrial nuclear power station in 1954.

3. Mankind invented the transformer.
4. People put into operation a lot of power stations.
5. Reactors produced much energy.

**Task 2. Put the Infinitive into the proper form / Active or Passive. Mind the correct tense.**

**Translate the sentences.**

1. Numerous experiments (to make) nowadays to study electricity better.
2. Solar energy (to use) to provide heat and operate machines.
3. Benjamin Franklin (to introduce) the idea of “positive” and “negative” electricity based on attraction and repulsion of electrified objects.
4. Heat pumps (to cool) the air in summer.
5. Electricity (to reach) people from the most distant parts of the Universe in the form of electromagnetic waves.

**Variant 2.**

**Task 1. Rewrite the following sentences using Passive Voice. Use the model**

1. People used fast neutron reactors.
2. We use electricity everywhere.
3. People has developed a new source of electricity.
4. Reactors carry away heat.
5. Electricity has improved service and it has reduced cost.

**Task 2. Put the Infinitive into the proper form / Active or Passive. Mind the correct tense.**

**Translate the sentences.**

1. All the energy (to come) from the sun.
2. The first industrial nuclear power station (to construct) in 1954.
3. The first electrical condenser (to create) from a water-filled glass bottle covered inside and out with metallic surfaces.
4. Many famous names (to connect) with the history of electricity.
5. It (to take) a long time before scientists learned how to make use of electricity.

*2.3 Контроль усвоения грамматического раздела: «Типы вопросительных предложений»*

**Variant 1.**

Task 1. Make up and write down all types of questions to these sentences.

1. The mechanical energy of falling water is turned into electrical energy.
2. Lightning balls appear near the end of severe electrical storms.
3. Professor Volta invented the first electrical battery.

**Task 2. Give short answers to each question.**

**Variant 2.**

**Task 1. Make up and write down all types of questions to these sentences.**

1. Electricity has replaced other sources of energy.
2. Benjamin Franklin made an important contribution to the science of electricity.
3. Electricity is used in different fields of human activities.

Task 2. Give short answers to each question.

**Тема 10: Электричество.**

**1. Опрос по базовым текстам раздела по аспектам:**

- (1) фонетическое чтение;
- (2) устный перевод со словарем;
- (3) письменный перевод со словарем;
- (4) извлечение информации

(1.1) Техника чтения (Фонетическое чтение):

(1.2) Устный перевод со словарем (подготовленного текста)

(1.3) Письменный перевод:

(1.4.1) Чтение с полным пониманием содержания (изучающее)

(1.4.2) Чтение с пониманием основного содержания прочитанного (ознакомительное)  
(1.4.3) Чтение с нахождением интересующей или нужной информации (просмотровое)

## 2. Контрольная работа.

2.1 Задания на усвоение лексики базовых текстов темы 10

### Variant 1.

**Task 1. Find English equivalents in the text “Electricity”:**

- 1) шнур питания/ силовой кабель;
- 2) мастерские/ цеха;
- 3) оптимальный источник;
- 4) электрическое освещение;
- 5) потребление электричества;
- 6) область / сфера деятельности человека;
- 7) пучок электронов.

**Task 2. Match the words opposite in meaning from the left column with the words from the right column.**

- |              |               |
|--------------|---------------|
| 1. alive     | 1. decrease   |
| 2. similar   | 2. static     |
| 3. increase  | 3. insulator  |
| 4. dynamic   | 4. dead       |
| 5. conductor | 5. dissimilar |

**Task 3. Match the words from the left column with the words from the right column**

- |                  |                 |
|------------------|-----------------|
| 1. melted        | 1. devices      |
| 2. long-distance | 2. advances     |
| 3. various       | 3. transmission |
| 4. technological | 4. metals       |
| 5. heating       | 5. current      |
| 6. electric      | 6. loss         |
| 7. similar       | 7. lines        |
| 8. transmission  | 8. application  |
| 9. principal     | 9. statement    |
| 10. wide         | 10. effect      |

**Task 4. Give Russian equivalents to the following words**

- 1 – condition; 2 – to flow; 3 – phenomenon; 4 – to increase; 5 – rubber;  
6 – observation; 7 – investigation; 8 – chemical

**Task 5. Read and translate the following words and their derivatives:**

1. to discover – a discovery – a discoverer
2. to rub – rubber – rubbing
3. obvious – obviously – obviousness
4. to conduct – conductor – conductivity
5. to generate – generator – generation

### Variant 2.

**Task 1. Find English equivalents in the text “History of electricity”:**

- 1) в состоянии покоя;
- 2) приводить в движение поезда;
- 3) сразу разряжаться;
- 4) вызвать электрический разряд;
- 5) единица электрического напряжения;
- 6) непрерывный ток;
- 7) продолжать эксперименты.

**Task 2. Match the words opposite in meaning from the left column with the words from the right column:**

- |             |           |
|-------------|-----------|
| 1. positive | 1. forget |
|-------------|-----------|

- |             |              |
|-------------|--------------|
| 2. easy     | 2. discharge |
| 3. remember | 3. the same  |
| 4. charge   | 4. difficult |
| 5. various  | 5. negative  |

**Task 3. Match the words from the left column with the words from the right column:**

- |               |                 |
|---------------|-----------------|
| 1. static     | 1. charges      |
| 2. minute     | 2. current      |
| 3. sensitive  | 3. requirements |
| 4. positive   | 4. wires        |
| 5. electric   | 5. pole         |
| 6. direct     | 6. application  |
| 7. various    | 7. thermometer  |
| 8. overloaded | 8. particles    |
| 9. practical  | 9. lamp         |
| 10. metal     | 10. conductor   |

**Task 4. Give Russian equivalents to the following words**

- 1– current; 2– to engage; 3 – to discharge; 4 – contribution;  
5 – connection; 6 – physician; 7 – property; 8 – evidence.

**Task 5. Read and translate the following words and their derivatives:**

1. magnet – magnetic – to magnetize
2. science – scientist – scientific – scientifically
3. to light – to lighten – lighting – lightning
4. to transform – transformer – transformation
5. chemist – chemistry – chemical

2.2. *Контроль усвоения грамматического материала по теме «Причастия»*

**Variant 1.**

**Task 1. Form Participle I and Participle II from the following verbs. Translate them.**

1. to use; 2. to light; 3. to generate; 4. to name; 5. to make; 6. to produce; 7. to lose

**Task 2. Translate the following word combinations. Pay attention to Participle I and Participle II.**

- 1) an object looking like a small stone;
- 2) trying to increase;
- 3) dividing a bar into two parts;
- 4) a metal wire carrying a current;
- 5) heat developed in a transmission line;
- 6) having an electric charge;
- 7) coal and other fuel replaced by atomic energy;
- 8) the steam produced by three reactors;
- 9) the heat carried to pipes.

**Task 3. Choose the proper Participle.**

1. The (closing, closed) circuit supplies no current.
2. Volta spent a few years (tried/trying) to invent a source of continuous current.
3. The current which flows along wires consists of (moved/ moving) electrons.
4. The alternating current (used/ using) for power and lighting purposes goes through 50 cycles in one second.

**Variant 2.**

**Task 1. Form Participle I and Participle II from the following verbs. Translate them.**

1. to accumulate; 2. to transform; 3. to invent; 4. to form; 5. to find; 6. to know;  
7. to limit.

**Task 2. Translate the following word combinations. Pay attention to Participle I and Participle II.**

- 1) all passing ships;
- 2) a small magnet pointing north or south;

- 3) the property of attracting iron;
- 4) the heat produced per second;
- 5) moving electrons;
- 6) traveling through solids;
- 7) thermal energy generated in the reactor
- 8) the nuclear power station named after the Russian academician;
- 9) being a strong conductor.

**Task 3. Choose the proper Participle.**

1. If you have a (breaking/ broken) device, bring it to (repairing/ repaired) service.
2. The heat (developing/ developed) in the electrical circuit is of great importance for heating.
3. The first method (used/ using) in producing an electric current was chemical in nature.
4. There are some devices (transformed/ transforming) solar energy into mechanical one.

2.3. *Контроль усвоения грамматического материала по теме «Модальные глаголы и их эквиваленты»*

**Variant 1.**

**Task 1. Translate these sentences. Mind the usage of modal verbs.**

1. It may seem strange that the lamps can use the power of the sun.
2. Many distant places could be lit with solar-powered street lines.
3. The date 1800 should be remembered: a continuous current was generated.
4. Almost all modern machines that are household items can't work without electricity.
5. Electricity can be named as an efficient source of some of the most recent technological advances.
6. Our civilization can't imagine itself without electricity.

**Task 2. Rewrite the following sentences using "must" and "can't".**

1. I'm certain he doesn't know the secret.
2. I'm sure Susan has paid the phone bill

**Variant 2.**

**Task 1. Translate these sentences. Mind the usage of modal verbs.**

1. Each lamp has its own panel so the system can be used for one individual light or a number of them.
2. An automobile must have gasoline to run.
3. People may use electricity everywhere.
4. Today people are allowed to use as much electricity as they are able to pay for.
5. The consumption of electricity may be doubled in five years.
6. Lighting, electrochemistry and electrometallurgy might be named as longstanding and unquestionable.

**Task 2. Rewrite the following sentences using "must" and "can't".**

1. I'm certain Mike hasn't got a new car.
2. I'm sure they don't live here.

2.4. *Контроль усвоения грамматического материала по теме «Словообразование»*

**Variant 1.**

**Task 1. Underline the stems in the following words:**

Ability, friendship, resistance, direction, usefulness, conductivity, generator, advantageous, uncommonly, reasonable.

**Task 2. Which of the words are adjectives? adverbs? Why?**

easily, numerous, faulty, powerful, traceable, useful, naturally, anticlockwise.

**Task 3. Distribute the words into four columns.**

<u>what?</u>	<u>what kind of?</u>	<u>what to do?</u>	<u>how?</u>
use	useful	to use	usefully

– insulator, addition, additional, equal, equalize, equality, equally, resist, resistance, resistivity, resistant, commonly, user

**Task 4. Translate into Russian in writing:**

Energy is the capacity for doing work. The various forms of energy, interconvertible by suitable means, include potential, kinetic, electrical, heat, chemical, nuclear, and radiant energy. Interconversion between these forms of energy occurs only in the presence of matter.

In the absence of matter energy can only exist in the form of radiant energy.

## Variant 2.

### Task 1. Underline the stems in the following words:

Contribution, development, conductor, equipment, scientist, considerable, inequality, insulating, mathematical, naturally.

### Task 2. Which of the words are adjectives? adverbs? Why?

Equal, noisy, simply, carelessly, comfortable, dangerous, businesslike, eastwards.

### Task 3. Distribute the words into four columns.

<u>what?</u>	<u>what kind of?</u>	<u>what to do?</u>	<u>how?</u>
use	useful	to use	usefully

– failure, fail, faulty, overestimate, different, differ, difference, consumer, impossibility, carelessly, number, numerous, possible.

### Task 4. Translate into Russian in writing:

- Oxygen combines directly with nearly all elements.
- Plastic materials are relatively new insulating materials.
- Polythene cables have numerous advantages.
- The importance of semiconductors for modern science cannot be underestimated.

## Тема 11: Электрический ток.

### 1. Опрос по базовым текстам раздела по аспектам:

- (1) фонетическое чтение;
- (2) устный перевод со словарем;
- (3) устный опрос лексики;
- (4) письменный перевод со словарем;
- (5) извлечение информации

(1.1) Техника чтения (Фонетическое чтение):

(1.2) Устный перевод со словарем (подготовленного текста)

(1.3) устный опрос лексики по списку:

Список единиц активной лексики к темам 10 и 11

Существительные	Глаголы	Прилагательные и наречия
1. advantage	23. to carry	44. alternating
2. application	24. to carry out	45. continuous
3. cable	25. to carry on	46. direct
4. charge	26. to conduct	47. dynamic
5. conductor	27. to connect	48. dissimilar
6. contribution	28. to contribute	49. efficient
7. current	29. to charge	50. latest
8. device	30. to determine	51. melted
9. direction	31. to double	52. negative
10. heater	32. to discharge	53. overloaded
11. induction	33. to enable	54. positive
12. investigation	34. to engage	55. specific
13. liquid	35. to flow	56. steady
14. loss	36. to improve	57. static
15. magnitude	37. to increase	58. successful
16. pole	38. to magnetize	59. various
17. requirement	39. to observe	60. widely



18. resistance	40. to provide	
19. resistor	41. to reduce	
20. statement	42. to replace	

(1.4) Письменный перевод:

(1.5) Чтение с полным пониманием содержания (изучающее)

(1.6) Чтение с пониманием основного содержания прочитанного (ознакомительное)

(1.7) Чтение с нахождением интересующей или нужной информации (просмотровое)

## 2. Контрольная работа

2.1. усвоение лексики базовых текстов темы 11

Контрольная работа.

Variant 1.

**Task 1. Find the English equivalents in the texts of this section:**

- |                        |                                       |
|------------------------|---------------------------------------|
| 1. клемма (ввод/вывод) | 7. непроводник (диэлектрик)           |
| 2. провод              | 8. нить накала                        |
| 3. отопление           | 9. тонкий (толстый) провод            |
| 4. однонаправленный    | 10. точный (чувствительный) термометр |
| 5. необходимый для     | 11. светиться                         |
| 6. послужить причиной  | 12. незаменимый                       |

**Task 2. Match the words from the left and the right columns:**

- |                  |                 |
|------------------|-----------------|
| 1. electric      | 1. direction    |
| 2. positive      | 2. metals       |
| 3. industrial    | 3. transmission |
| 4. melted        | 4. application  |
| 5. long distance | 5. charges      |
| 6. heat          | 6. lamp         |
| 7. electric      | 7. loss         |

**Task 3. Give Russian equivalents to the following words and expressions:**

- |                   |                                |
|-------------------|--------------------------------|
| 1. direct current | 7. investigation               |
| 2. to limit       | 8. substantial                 |
| 3. power          | 9. resistance                  |
| 4. certain        | 10. an electric heating device |
| 5. physician      | 11. to carry out               |
| 6. to engage      | 12. to be familiar with        |

Variant 2.

**Task 1. Find the English equivalents in the texts of this section:**

- |                                |                            |
|--------------------------------|----------------------------|
| 1. оборот (цикл)               | 7. свободно                |
| 2. напряжение (низкое/высокое) | 8. преобразовывать в       |
| 3. величина                    | 9. металлический проводник |
| 4. менять                      | 10. незначительный         |
| 5. количество электроэнергии   | 11. представлять           |
| 6. накалиться докрасна         | 12. электрическая цепь     |

**Task 2. Match the words from the left and the right columns:**

- |                 |                 |
|-----------------|-----------------|
| 1. various      | 1. pole         |
| 2. wide         | 2. requirements |
| 3. negative     | 3. line         |
| 4. principal    | 4. application  |
| 5. overloaded   | 5. devices      |
| 6. sensitive    | 6. wires        |
| 7. transmission | 7. thermometer  |

**Task 3. Give Russian equivalents to the following words and expressions:**

- |                        |             |
|------------------------|-------------|
| 1. alternating current | 7. evidence |
|------------------------|-------------|

- |              |                                       |
|--------------|---------------------------------------|
| 2. to reach  | 8. a waste of electrical energy       |
| 3. to enable | 9. heat loss                          |
| 4. readily   | 10. to consist of                     |
| 5. physicist | 11. in other words                    |
| 6. property  | 12. on the one hand on the other hand |

### **Задания на усвоение грамматики**

#### *2.2.1 Контрольная работа №1*

#### **(Многозначность глаголов (to be, to have, shall, will, should, would))**

##### *Variant 1.*

Task 1. Translate the following sentences. Pay attention to different meanings of the verb “to be”.

1. There are special devices for measuring current, voltage and resistance-ammeter, voltmeter, ohmmeter.
2. An ammeter is a measuring instrument used to measure the electric current in a circuit.
3. Voltmeters are made in a wide range of styles.
4. These stations are to be linked up in a single network.

#### **Task 2. Translate the following sentences. Pay attention to different meanings of the verb “to have”.**

1. The scientists have spent a lot of money and time on researches this year.
2. She has something to tell you.
3. They had to spend a lot of money on this experiment.

#### **Task 3. Translate the following sentences. Pay attention to different meanings of the verbs “shall, will, should, would”.**

1. If he were free he would help her.
2. We expected that they would intensify the whole process.
3. She will stay at home.
4. Shall we go now?
5. I would like to tell him the truth today.
6. You shouldn't talk so much.
7. Will you help me with my luggage?
8. I wish it would stop raining.
9. If I were in your shoes I would have told them the truth.

##### *Variant 2.*

#### **Task 1. Translate the following sentences. Pay attention to different meanings of the verb “to be”.**

1. Electric currents are measured in amperes.
2. A high voltage is essential for the economic transmission of electric power.
3. There were obviously two possible sources of this phenomenon.
4. The operator was to test the new equipment.

#### **Task 2. Translate the following sentences. Pay attention to different meanings of the verb “to have”.**

1. We have to repair this device very often.
2. They had a lot of problems last term.
3. They have introduced a new system of work.

#### **Task 3. Translate the following sentences. Pay attention to different meanings of the verbs “shall, will, should, would”.**

1. If we paid more attention to grammar, we should know the language better.
2. They expect that the new device will work better.
3. You shouldn't do it yourself.
4. Shall I help you with English?
5. What would you like to do next week?
6. Will you wait for me?

7. He would answer the question if he knew the answer.
8. I wish somebody would answer my question.
9. If I were you I would have helped them.

*Контрольная работа №2*

*Variant 1.*

**Task 1. Read the text “Heating effect of an electric current”. Circle the letter of the best answer.**

1. A metal wire carrying a current will almost always be at \_\_\_\_\_.  
a) a higher temperature      b) 0 degrees      c) a low temperature
2. An electric current passing along a wire \_\_\_\_\_ that wire.  
a) will heat      b) will cool      c) will damage
3. An electric current passing along a wire may cause it to become \_\_\_\_\_.  
a) cool      b) red-hot      c) long
4. The only way to discover whether heat has been developed is to make use of a \_\_\_\_\_.  
a) sensitive scales      b) sensitive thermometer      c) sensitive film
5. A waste of energy is called \_\_\_\_\_.  
a) ‘hot loss’      b) ‘heat loss’      c) ‘lost loss’

**Task 2. One word in each sentence is wrong. Find the word and correct it.**

1. If some current flowed along a thin wire and then the same amount of current were sent through a thicker one, the same amount of heat would be developed in both wires.
2. When the current is sent through the wire which is too thin to carry it freely, then less electric energy will be converted into heat than in the case of a thick wire conducting a small current.
3. The production of heat by an electric current is called heating loss.

*Variant 2.*

**Task 1. Read the text “Magnetism”. Circle the letter of the best answer.**

1. Magnetism is produced \_\_\_\_\_.  
a) by the voltage      b) by the current      c) by the resistance
2. The unfamiliar substance was called Magnus after its discovery as \_\_\_\_\_.  
a) «Magnet»      b) «Mugnet»      c) «Megnet»
3. Gilbert was a well-known \_\_\_\_\_.  
a) a German physicist      b) an English physicist      c) an Italian physicist
4. Minute magnets have \_\_\_\_\_.  
a) a north pole and an east pole  
b) a north pole and a south pole  
c) a south pole and a west pole
5. \_\_\_\_\_ knew who discovered magnetism.  
a) everybody      b) nobody      c) anybody

**Task 2. One word in each sentence is wrong. Find the word and correct it.**

1. Romans knew that an object looking like a small dark stone had the property of attracting paper.
2. The earliest practical application of magnetism was connected with the use of a simple compass consisting of one small magnet pointing north and east.
3. Galileo was a famous French astronomer, physicist and mathematician.

**Тема 12: Электрическая цепь.**

**1. Опрос по базовым текстам раздела по аспектам:**

- (1) фонетическое чтение;
- (2) устный перевод со словарем;
- (3) устный опрос лексики;
- (4) письменный перевод со словарем;
- (5) извлечение информации

(1.1) Техника чтения (Фонетическое чтение):

(1.2) Устный перевод со словарем (подготовленного текста)

(1.3) устный опрос лексики по списку:

**Список единиц активной лексики к теме 12**

Существительные	Глаголы	Прилагательные
1. cell	25. to add	44. available
2. circuit	26. to break	45. appreciable
3. conductivity	27. to contribute	46. broken
4. consumer	28. to cause	47. close(d)
5. danger	29. to extend	48. certain
6. electron	30. to fit	49. considerable
7. fault	31. to flow	50. electromotive
8. flow	32. to happen	51. enormous
9. fuse	33. to imply	52. mobile
10. insulation	34. to lose	53. measurable
11. interpretation	35. to occur	54. negligible
12. load	36. to place	55. open
13. motion	37. to pass	56. parallel
14. movement	38. to set	57. particular
15. path	39. to satisfy	58. series
16. passage	40. to switch on	59. safe
17. safety	41. to switch off	60. total
18. supply	42. to supply	
19. switch	43. to suit	
20. short		
21. source		
22. speed		
23. velocity		
24. waste		

(1.4) Письменный перевод:

(1.5) Чтение с полным пониманием содержания (изучающее)

(1.5.1.) Чтение с пониманием основного содержания прочитанного (ознакомительное)

(1.5.2.) Чтение с нахождением интересующей или нужной информации (просмотровое)  
Variant 1.

**Task 1. Complete the definitions. Circle the letter of the correct answer.**

- I. The circuit is known to be a complete path which
- a) carries the current from the source of supply to the load
  - b) carries the current to the source of supply
  - c) carries the current from the source of supply to the load and then carries it again from the load back to the source
2. If the circuit is broken, the current is known \_\_\_\_\_ everywhere.
- a) to evaporate
  - b) to stop
  - c) to run
3. There are \_\_\_\_\_ kinds of electric circuits.
- a) two
  - b) three
  - c) various
4. The fuse must be placed in every circuit where there is a danger of \_\_\_\_\_ the line.
- a) loss
  - b) downloading
  - c) overloading

**Task 2. Say whether the following statements are true (T), false (F):**

- 1. There should be fuses in any circuit.
- 2. A wire becomes hot when there is no current flowing through it.
- 3. A typical example of a series circuit is a wire.
- 4. If the circuit is opened the current stops everywhere.
- 5. The short circuit is produced when the current is allowed to

return to the source of supply with control and with doing the work that is wanted to do.

*Variant 2.*

**Task I. Choose the right statement and complete the following sentences.**

1. Semiconductor is a material having...
  - a) an electrical conductivity
  - b) an electrical conductivity between that of metals and resistors
  - c) an electrical conductivity between that of metals and insulators
2. Semiconductors depend in many cases on ...for their unique properties.
  - a) crystals
  - b) crystal imperfections
  - c) imperfections
3. A criterion commonly associated with semiconductors is ...
  - a) negative temperature
  - b) a negative temperature coefficient of resistance
  - c) a coefficient of resistance
4. Semiconductors are of practical ... in a number of connections .
  - a) device
  - b) importance
  - c)conductivity

**Task 2. Say whether the following sentences are true (T) or false (F).**

1. All materials show conductivity.
2. The use of semiconductors is limited.
3. Insulators work under any conditions as semiconductors.
4. Among the most investigated and best understood of semiconductors are germanium and silicon.
5. Semiconductors are of practical use in all types of connections.

## **2. Задания на усвоение лексики базовых текстов темы 12**

*ТЕСТ. (один вариант ответа)*

### **Variant 1.**

*Выберите правильный вариант перевода термина:*

**электродвижущая сила (э.д.с.)**

- a.c.
- d.c.
- + e.m.f.
- etc.

**параллельная цепь**

- series circuit
- broken circuit.
- open circuit
- + parallel circuit

**течение тока**

- circuit connection
- source of supply.
- +flow of current
- electric current

**электропроводимость**

- overloading
- semiconductor.
- +electrical conductivity
- short circuit

**сверхпроводимость**

- power transmission

overheating  
+superconductivity  
overloading

**требуемый для**

available  
in terms  
+required for  
stand for

**повреждение кабеля**

cable length  
cable fault  
+faulty cable  
long cable

*Подберите антонимы из левого и правого столбиков:*

- |                    |                |
|--------------------|----------------|
| 1. closed (D)      | A. safe        |
| 2. long (F)        | B. overloading |
| 3. dangerous (A)   | C. mend        |
| 4. break (C)       | D. opened      |
| 5. downloading (B) | E. loose       |
| 6. find (D)        | F. short       |

*Подберите синонимы из левого и правого столбиков:*

- |                 |                            |
|-----------------|----------------------------|
| 1. fast (C)     | A. happen                  |
| 2. low (D)      | B. remarkable, outstanding |
| 3. velocity (F) | C. quick, rapid            |
| 4. serve (G)    | D. little, short           |
| 5. striking (B) | E. extend                  |
| 6. increase (E) | F. speed                   |
| 7. occur (A)    | G. satisfy, fit, suit      |

**Variant 2.**

*Выберите правильный вариант перевода термина:*

последовательная цепь

series circuit  
broken circuit.  
open circuit

+ parallel circuit

**короткое замыкание**

series circuit  
broken circuit.  
open circuit

+ short circuit

**плавкий предохранитель**

liquid  
+fuse  
heater.  
switch

**полупроводник**

liquid  
fuse  
heater.

+semiconductor

**сопротивление**

increase

+resistance  
switch  
fuse

### **электроприбор**

+electrical device  
electrical protection  
electric energy  
electric circuit

### **повреждение провода**

cable length  
+cable fault  
+faulty cable  
long cable

*Соотнесите антонимы из левого и правого столбиков:*

- |                 |              |
|-----------------|--------------|
| 1. reduce (F)   | A. common    |
| 2. appear (D)   | B. negative  |
| 3. especial (A) | C. producer  |
| 4. positive (B) | D. disappear |
| 5. consumer (C) | E. dangerous |
| 6. safe (E)     | F. increase  |

*Подберите синонимы из левого и правого столбиков:*

- |                    |               |
|--------------------|---------------|
| 1. to convert (E)  | A. increase   |
| 2. to generate (G) | B. quickly    |
| 3. growth (A)      | C. cable      |
| 4. rapidly (B)     | D. quantity   |
| 5. wire (C)        | E. to change  |
| 6. size (D)        | F. motion     |
| 7. movement (F)    | G. to produce |

### **3. Задания на усвоение грамматики раздела.**

*3.1. Предложения для письменного перевода.*

#### **4. Контрольная работа**

*Вариант 1*

#### **Переведите предложения:**

1. The higher is the offered resistance the greater are the heating losses in electric wires.
2. The temperature dependence of the conductivity of semiconductors is one of the most striking and characteristic of their properties.
3. When a short circuit causes more current the wire becomes hot.
4. If the current flow is too great, a fuse is to be used as a safety device to stop the current flow.

*Вариант 2*

#### **Переведите предложения:**

1. The parallel circuit provides two or more paths for the passage of current.
2. The short circuit often results from cable fault or wire fault.
3. It is quite possible to reduce the current by employing transformers.
4. The longer is the wire, the greater is its resistance to current flow.

*3.2. Контрольная работа (Условные предложения)*

*Variant 1.*

#### **Task 1. Translate the following sentences.**

1. If a silver wire could be used, it would offer less resistance than an iron one.
2. If it were not for lasers, a great number of technological developments would not have taken place.
3. If thin wires had been used in this device, the wires would have melted.

#### **Task 2. Rewrite the following sentences using.**

- 1) Conditional II, 2) Conditional III
1. If I am too busy, I shall go to the concert.
2. If he doesn't come in time, shall we have to wait for him?
3. If you put on your glasses, you will see better.
4. Will you be very angry if we don't come?

*Variant 2.*

**Task 1. Translate the following sentences.**

1. If the potential difference became great enough, the electrons would jump through the air forming an electric spark.
2. The current would be alternating if the electromotive force were alternating.
3. If the operators had used some additional components, they would have been able to actuate the relay.

**Task 2. Rewrite the following sentences using.**

- 1) Conditional II, 2) Conditional III
1. They will be surprised if I make such a mistake.
2. If no one comes to help, we shall be obliged to do the work ourselves.
3. What shall we do if they are late?
4. Will he be very displeased if I don't ring him up?

## **Темы 9-12.Обобщение пройденного материала.**

### **КОНТРОЛЬНАЯ РАБОТА**

(усвоение грамматического материала, пройденного в рамках тем 1 – 4)

**1. Вставьте нужную форму глагола *to be* или *to have*:**

- 1) Britain ... a variable climate.
- 2) The Arctic climate ... so severe that it ... extremely difficult for people to live there.
- 3) We ... a wonderful city tour last week-end.
- 4) Next month the weather ... wetter.

**2. Определите функцию глагола *to have*:**

- 1) Travelling by air has some advantages.
- 2) They had reached the destination before the sunset.
- 3) Our guide will have to look for another way to get to the mountain.

**3. Определите функцию глагола *to be*:**

- 1) This road will be much more convenient.
- 2) They were crossing the river when an awful thunder struck.
- 3) Weathermen are to inform about weather conditions every day.

**4. Выберите нужную форму прилагательного:**

1) *Travelling by air is ...*

- a) quickerer                      b) much quicker                      c) more quicker                      d) more quick

2) *Today the weather is ... as it was yesterday.*

- a) as sunny                      b) more sunnier                      c) sunnier than                      d) more sunny

3) *The ... influence on Japanese weather is the wind.*

- a) most great                      b) greater                      c) greatest                      d) most greater

**5. Вставьте правильную форму глагола:**

*to wash:*

Jim likes to help his mother. He always ...dishes after meal.

**6.Найдите и исправьте ошибки в глагольных формах:**

1. Valarie work as a doctor.
2. People is often cruel.
3. They doesn't like animals.

**7. Переведите правильно предложения:**

1. There is always much snow in this part of the island.
2. It is never sunny in this time of the year.
3. It is the best way to reach the destination.



4. Don't go there by train. It will take too much time.
5. It's very dark in winter in this city, but its buildings look still (*ещё*) more magnificent (*величественный*).

6. Use the map of the city and you won't get lost.

**8. Распределите предложения по типам вопроса (по каким признакам определяется тип вопроса?):**

A: общий                      B: специальный                      C: альтернативный                      D: разделительный

1. Where can you find the weather forecast?
2. People in Britain often say something about the weather when they begin to talk with strangers, don't they?
3. Does the temperature go above 30°C?
4. Are days long in winter or in summer?

**9. Найдите неправильно составленные вопросы:**

1. What British people think about weather as a topic for conversation?
2. Do British people always know, what tomorrow's weather will be like?
3. Does it rain a lot in Britain?
4. There are sometimes grey skies for days or weeks at a time in Britain, isn't there?

**10. Вставьте предлоги:**

- |   |   |
|---|---|
| 1. We arrived ... the airport late ... night.       | 2. I got up ____ 8 o'clock this morning.              |
| 3. I like getting up early _____ the morning.       | 4. My sister got married ____ May.                    |
| 5. Diana and I first met _____ 1978.                | 6. Did you go out ____ Friday?                        |
| 7. Will the thunderstorm have stopped __ that time? | 8. What will you do ____ your holidays?               |
| 9. I'm leaving ____ Moscow next Saturday.           | 10. Will you be ... home this evening?                |
| 11. We went ____ Scotland last summer.              | 12. What do you usually do _____ the weekend?         |
| 13. We arrived ____ Paris ... bus.                  | 14. It was difficult to climb ____ the mountain.      |
| 15. Don't worry. I'll be back __ ten minutes.       | 16. There are many people __ the park today.          |
| 17. They have a lot __ presents __ children.        | 18. I often go __ the library ____ school.            |
| 19. I opened the door and went __ the classroom.    | 20. I go __ school and have to get __ early.          |
| 21. In winter I usually go __ bed at ten o'clock.   | 22. She took a kitten __ the bag and showed it __ us. |

*Variant 1.*

**Task 1. Put the infinitive into the proper form of the verb (Active or Passive):**

1. Electromotive force (to require) for the flow of current through the circuit.
2. The current (to pass) through solid conductors, liquids, gases, vacuum.
3. When electrical devices (to connect) so that the current (to flow) from one device to another, they (to say) to be connected in series.
4. The lamps in a room (to connect) in parallel.

**Task 2. Complete the sentences choosing the correct voice of the verbs in the parentheses.**

1. The conductivity (will determine, will be determined) by the number of electrons.
2. Experimental results usually (are given, give) a somewhat different exponent.

**Task 3. Make up all possible questions to this sentence:**

A direct current flows continuously through a conducting circuit in one direction only.

**Task 4. Translate the sentences paying attention to Participle I and Participle II.**

1. Thermal energy generated in the reactor is transformed directly into electrical energy.
2. A metal wire carrying a current will be at a higher temperature.

**Task 5. Read the following text and say what it is about. Entitle the text.**

Volta was born in Como, Italy, on February 18, 1745. For some years he was a teacher of physics in his home town. Later on he became professor of natural sciences at the University of Pavia. After his famous discovery he traveled in many countries, among them France, Germany and England. He was

invited to Paris to deliver lectures on the newly discovered chemical source of continuous current. In 1819 he returned to Como where he spent the rest of his life. Volta died at the age of 82.

*Variant 2.*

**Task 1. Put the infinitive into the proper form of the verb (Active or Passive):**

1. If the circuit (to break) the current (to stop) everywhere.
2. There (to be) various kinds of electric circuits.
3. The parallel circuit (to provide) two or more paths for the passage of current.
4. When a short circuit (to cause) more current to flow the wire (to become) hot and (to set) fire to the insulation.

**Task 2. Complete the sentences choosing the correct voice of the verbs in the parentheses.**

1. As the temperature (is risen, rises), the degree of ionization of the donors (is increased, increases).
2. The reason for the drop (is lied, lies) in the temperature dependence of the mobility.

**Task 3. Make up all possible questions to this sentence:**

A high voltage is essential for the economic transmission of electric power.

**Task 4. Translate the sentences paying attention to Participle I and Participle II.**

1. The current flowing along wires consists of moving electrons.
2. The heat produced per second depends both upon the resistance of the conductor and upon the amount of current carried through it .

**Task 5. Read the following text and say what it is about. Entitle the text.**

A great step forward in the scientific study of magnetism was made by Gilbert, the well-known English physicist (1540-1603). He carried out various important experiments on electricity and magnetism and wrote a book where he put together all that was known about magnetism. He proved that the earth itself was a great magnet.

Reference must be made here to Galileo, the famous Italian astronomer, physicist and mathematician. He took great interest in Gilbert's achievements and also studied the properties of magnetic materials. He experimented with them trying to increase their attracting power. One of his magnets, for example, could lift objects weighting 25 times its own weight.

### **Тема 13. Электрический двигатель.**

**1. Опрос по базовым текстам раздела по аспектам:**

- (1) фонетическое чтение;
  - (2) устный перевод со словарем;
- (1.1) Техника чтения (Фонетическое чтение):  
(1.2) Устный перевод со словарем (подготовленного текста)

**2. Задания на усвоение лексики и грамматики базовых текстов темы 13**

2.1. Контрольная работа на усвоение лексики

Variant 1.

**Task 1. Give Russian equivalents to the following words and combinations.**  
**filter element**

2. interchangeable, interchangeable camera, interchangeable channels, interchangeable head

Task 2. Choose the correct word from the active vocabulary to complete the sentences.

1. Nikola Tesla was the ...of high-frequency engineering.
2. The invented motor was named ... .. motor because it resembles the ...cage in which squirrels used to be kept.

**Task 3. Find English equivalents in the text.**

Катушка, броня (кабеля), неэкономичный, новатор высокочастотный инженерии, короткозамкнутый электродвигатель, недостаток.

**Task 4. Match the words from the left column with the words from the right column. Find for them the best translation from the words and word combinations given below.**

1. electromagnetic

1. cage

2. reverse
3. galvanic
4. induction
5. technical
6. wire

2. motor
3. achievement
4. force
5. principle
6. batteries

Гальванические батареи, клетка из проволоки, техническое достижение, асинхронный (электро)двигатель, электромагнитная сила, обратный принцип.

*Variant 2.*

**Task 1. Give Russian equivalents to the following words and combinations.**

1. economical, uneconomical, economical cybernetics, economical model;
2. cylindrical, cylindrical accumulator, cylindrical armature, cylindrical capacitor.

**Task 2. Choose the correct word from the active vocabulary to complete the sentences.**

1. Galileo and Nikola Tesla invented the ... motor.
2. One of the ... of the invented motor was that its speed was constant and unchangeable.
3. The speed change is achieved by modulating the.....of the machine.

**Task 3. Find English equivalents in the text.**

якорь (электр), прийти к заключению, взаимозаменяемый, независимо, прутья (решетки), много (намного).

Task 4. Match the words from the left column with the words from the right column. Find for them the best translation from the words and word combinations given below.

1. galvanic
2. induction
3. electromagnetic
4. reverse
5. technical
6. wire

1. cage
2. motor
3. achievement
4. force
5. principle
6. batteries

Гальванические батареи, клетка из проволоки, техническое достижение, асинхронный (электро)двигатель, электромагнитная сила, обратный принцип.

## 2.2. Контрольная работа на освоение грамматики (Структура предложения )

*Variant 1.*

**Task 1. Translate the sentences.**

1. The greater the potential difference, the greater is the electron flow.
2. One cannot help mentioning that Yablochkov, Russian scientist and inventor, was the first to apply a.c. in practice.
3. There are obviously two possible sources of this phenomenon.
4. No electric device has only advantages. All of them have also disadvantages.
5. Imagine that a small current is flowing along a thick metal conductor.
6. Were the electromotive force alternating, the current would be alternating too.

**Task 2. Make up the sentences using the following words. Translate them.**

1. an ammeter, to measure, in, use, we, current, a circuit, electric, the.
2. closed, is, lamp, switched on, the circuit, when, an, electric, is.

*Variant 2*

**Task 1. Translate the sentences.**

1. One can reduce these undesirable losses in two ways: one can reduce either the resistance or the current.
2. There is the most important factor that it is easy to transform a.c. power from one voltage to another by means of the transformer.
3. The thinner or longer the wire, the greater is the resistance offered.
4. No charges can move in an open circuit.
5. Use your dictionary to find the meaning of the word distribution.
6. Could a silver wire be used, it would offer less resistance than an iron one.

**Task 2. Make up the sentences using the following words. Translate them.**

1. stops, the circuit, the current, everywhere, if, opened is.
2. the difference, connections, to understand, circuit, difficult, at all, between, the following, not, is.

## Тема 14: «Электрооборудование»

### 1. Опрос по базовым текстам раздела по аспектам:

- (1) фонетическое чтение;
- (2) устный перевод со словарем;
- (3) устный опрос лексики;
- (4) извлечение информации

(1.1) Техника чтения (Фонетическое чтение):

(1.2) Устный перевод со словарем (подготовленного текста)

(1.3) устный опрос лексики по списку:

Список единиц активной лексики к темам 13 и 14

Существительные		
1. absorption	16. electrode	31. maintenance
2. amplifier	17. electrolyte	32. oxide
3. anion	18. earthing	33. output
4. anode	19. efficiency	34. performance
5. assembly	20. engine	35. rectifier
6. capacitance	21. failure	36. relay
7. capacitor	22. filter	37. resistor
8. cathod	23. fluctuation	38. spacer
9. cation	24. frequency	39. substation
10. cell	25. fuse	40. terminal
11. contamination	26. inductance	41. transmission
12. core	27. layer	42. turn
13. coupling	28. leakage	43. winding
14. dielectric	29. limitation	
15. distribution	30. loop	
Глаголы		
44. to block	49. to define	54. to recharge
45. to erect	50. to enclose	55. to store
46. to convert	51. to induce	56. to subject
47. to distribute	52. to interconnect	57. to transfer
48. to dissipate	53. to migrate	58. to vary
Прилагательные и наречия		
59. additional	63. interior	67. secondary
60. equivalent	64. loose	68. tight
61. exterior	65. overhead	69. underground
62. fixed	66. primary	70. variable

(1.4) Чтение с полным пониманием содержания (изучающее)

Variant 1

**Read the text “Relay” and do the tasks after it.**

### Relay

A relay is an electrically operated switch. Many relays use an electromagnet to operate a switching mechanism mechanically. Relays are used where it is necessary to control a circuit by a low-power signal, or where several circuits must be controlled by one signal. The first relays were used in long distance telegraph circuits, repeating the signal coming in from one circuit and re-transmitting it to another.

A simple electromagnetic relay consists of a coil of wire surrounding a soft iron core, an yoke which provides a low reluctance path for magnetic flux, a movable iron armature, and one or more sets of contacts. When an electric current is passed through the coil it generates a magnetic field that attracts the armature, and the movement of the movable contact (s) either makes or breaks a connection with a fixed contact. If the set of contacts was closed when the relay was de-energized, then the movement opens the contacts and breaks the connection, and vice versa if the contacts were open.

**Task 1.** Among the underlined words in the text find the equivalents for the following Russian ones:

Реле/ переключатель, катушка, стальной сердечник, скоба/ хомут, линия/ путь низкого магнитного сопротивления, поток/ течение, съёмная стальная арматура/ якорь, обесточенный, наоборот.

**Task 2.** Find among the underlined words synonyms for the word “relay”.

**Task 3.** Answer the following questions:

1. What is a relay?
2. When are relays used?
3. What does a relay consist of?
4. How does a relay work?

**Task 4.** Translate the text into Russian.

*Variant 2*

**Read the text «Fuses» and do the tasks after it.**

### **Fuses**

In electronics and electrical engineering a fuse (from the Latin «fusus» meaning to melt) is a type of protection device. Its essential component is a metal wire that melts when too much current flows, which interrupts the circuit in which it is connected. Short circuit, overload or device failure is often the reason for excessive current. A fuse interrupts excessive current so that further damage by overheating of fire is prevented. Fuses are selected to allow passage of normal current and of excessive current only for short periods.

A fuse consists of a metal strip, of small cross-section, mounted between a pair of electrical terminals, and enclosed by a non-conducting and non-combustible housing. The fuse is arranged in series to carry all the current passing through the protected circuit

The standard applies to fuses rated 1000 V or less, AC or DC, and with breaking capacity up to 200 kA. These fuses are intended for installations.

**Task 1.** Among the underlined words in the text find the equivalents for the following Russian ones:

Плавкий предохранитель/ пробка, защитное устройство, важный компонент, плавится, короткое замыкание, перенапряжение, повреждение, большая/ высокая сила тока, позволять, металлическая полоска, поперечное сечение, установленный, негорючий корпус, предназначенный.

**Task 2.** Answer the following questions:

1. What is a fuse?
2. What does it consist of?
3. Where are fuses used?
4. How does it work?

**Task 3.** Translate the text into Russian.

(1.5) Чтение с нахождением интересующей или нужной информации (просмотровое)

*Variant 1.*

**№ 1.** Read the text «Resistors» and do the tasks after it.

**Task 1.** Among the underlined words in the text find the equivalents for the following Russian ones:

величина сопротивления, ребристый радиатор, удельное сопротивление, что важно (так это то), мощность, резисторы, соединенные последовательно/ параллельно, скользящий.

**Task 2.** Find in the text among the underlined words all that relate to chemical elements or materials. Translate these words into Russian.

**Task 3.** Find in the text among underlined words all that have the same root as the word 'conductor' and translate them into Russian.

**Task 4.** Fill the gaps in the following sentences with the underlined words from the text:

1. In the morning smoke usually ... by breeze. 2. The new device is ... be made next month. 3. A rheostat is a ... variable resistor. 4. When a machine was settled it was

*Variant 2*

**№ 1.** Read the text «Cells and Batteries» and do the tasks after it.

**Task 1.** Among the underlined words in the text find the equivalents for the following Russian ones:

Элементы, полуэлементы, окислительно-восстановительная реакция, окисление, заключенный в контейнер, пористый/ губчатый, большое количество, внутренняя/ внешняя часть (чего-либо).

**Task 2.** Find in the text international terms. Translate them into Russian.

**Task 3.** Find in the text among the underlined words the synonym for 'thrown out'.

**Task 4.** Fill the gaps in the following sentences with the underlined words from the text:

1. To ... iron into steel.
2. Taking photos it's better to use such function as red eye effect ... .
3. His speech was well-... .
4. Going to use a new device follow the instruction of ... .

2. 2. Контроль усвоения грамматики

2.2.1 Контрольная работа (Значения слов *one- ones , that – those , it- they*)

*Variant 1*

**Task 1. Translate the following sentences. Explain the function of the underlined words.**

1. The second sputnik was launched about a month after the first one.
1. There are many insulating materials from which one may choose.
2. Some substances are efficient conductors, others, poor ones.
4. One uses special devices to measure current, voltage and resistance.
5. All that can be done is to increase the charges.
6. It is dangerous to use power at very high voltages for anything but transmission and distribution.
7. An ohmmeter is an electrical instrument that measures electrical resistance.
8. Romans knew that an object looking like a small dark stone had the property of attracting iron.
9. It is from the Greek word electron that the word electricity is formed.
10. One cannot do this operation by hand.

*Variant 2*

**Task 1.** Translate the following sentences. Explain the function of the underlined words.

1. The new method proved to be much more efficient than the old one.
2. One must choose only one of these variants.
3. One knows that these installations do not operate on nuclear power.
4. The element with a trouble was substituted with a new one.
5. The conduction process of some materials is found to be like that of other semiconductors.
6. Scientists have found a ceramic material that works at room temperature.
7. It is well-known that glass and rubber offer a high resistance and they are considered as good insulators.
8. It is easy to see how resistance can be reduced.
9. It is the force of gravitation that makes the satellites move round the Earth.
10. One cannot repair this equipment without special tools.

## **Тема 15: Выдающиеся физики.**

**1. Опрос по базовым текстам раздела по аспектам:**

- (1) фонетическое чтение;
- (2) устный перевод со словарем;

(1.1) Техника чтения (Фонетическое чтение):

(1.2) Устный перевод со словарем (подготовленного текста)

## **2. Презентации рефератов на тему «Выдающиеся физики, этапы их жизни, вклад в науку»:**

2.1 Написать реферат. Подготовить презентацию на тему «Выдающиеся физики, этапы их жизни, вклад в науку»:

1. Майкл Фарадей
2. Джеймс Максвелл
3. Эдисон
4. Другие (по усмотрению студента)

2.2. Подготовить список активных слов с переводом, связанных с конкретным учёным и его изобретениями.

## **3. Контроль усвоения грамматики**

3.1. Контрольная работа (Конверсия )

*Variant 1*

Task 1. Look up the meanings of these words in a dictionary, if necessary. How are they translated in the sentences below?

Place, iron, lift, house, light, heat, use, form, change, wire.

1. The conductor wires are placed high up.
2. Electromagnets lift iron weights.
3. The plastic box houses the conducting and the insulating elements of the apparatus.
4. The house is lighted and heated by solar energy.
5. The light went out. Light the candle, please.
6. After the metal was heated it changed its colour to a red heat.
7. Numerous changes are taking place in the uses of atomic energy.
8. Electric power is used universally.
9. The newly made invention has a great number of uses.
10. The wire and the source form a circuit.

*Variant 2*

Task 1. Look up the meanings of these words in a dictionary, if necessary. How are they translated in the sentences below?

Balance, amount, water, fuel, control, measure, cause, increase

1. The fuel-and-energy balance is important for industry.
2. Conductivity increases with heating.
3. The machine should be re-fuelled.
4. The amount of power used in the world in a year amounts to 12,000 million tons of equivalent fuel.
5. Water barriers are crossed by submarine cables.
6. The instrument is foot-controlled by a pedal.
7. Force and motion go together; one is a cause, the other, as a result.
8. An electromotive force causes the electrons to move.
9. Control of the apparatus is placed on the panel.
10. The volt is a measure of electromotive force.

## **Тема 16: «Электростанции»**

### **1. Опрос по базовым текстам раздела по аспектам:**

- (1) фонетическое чтение;

- (2) устный перевод со словарем;

(1.1) Техника чтения (Фонетическое чтение):

(1.2) Устный перевод со словарем (подготовленного текста)

(1.3) Чтение с полным пониманием содержания (изучающее)

*Variant 1*

### **Nuclear Power Plant**

The heart of the nuclear power plant is the reactor which contains the nuclear fuel. The fuel usually consists of hundreds of uranium pellets placed in long thin cartridges of stainless steel. The whole fuel cell consists of hundreds of these cartridges. The fuel is situated in a reactor vessel filled with a fluid. The fuel heats the fluid and the super-hot fluid goes to a heat exchanger, i. e. steam generator; where the hot fluid converts water to steam in the heat exchanger. The fluid is highly radioactive, but it should never come into contact with the water that is converted into steam. Then this steam operates steam turbines in exactly the same way as in the coal or oil fired power-plant.

Power plants that depend on atomic energy don't operate that differently from a typical coal-burning power plant. Both heat water into pressurized steam, which drives a turbine generator. The key difference between the two plants is the method of heating the water. While older plants burn fossil fuels, nuclear plants depend on the heat that occurs during nuclear fission, when one atom splits into two.

A nuclear reactor has several advantages over power-plants that use coal or natural gas. The latter produce considerable air pollution, releasing combusted gases into atmosphere, whereas a nuclear power plant gives off almost no air pollutants. As to nuclear fuel, it is far cleaner than any other fuel for operating a heat engine.

Our industry produces two main types of reactors namely vessel-type reactors and channel-type reactors.

A typical 1000-MWe nuclear reactor produces approximately 27 tons of spent nuclear fuel each year. Spent nuclear fuel is very highly radioactive and so must be handled with great care. However, it becomes significantly less radioactive over the course of thousands of years of time. After 40 years, the radiation flux is 99.9% lower than it was the moment the spent fuel was removed from operation, although the spent fuel is still dangerously radioactive at that time. After 10,000 years of radioactive decay the spent nuclear fuel will no longer pose a threat to public health and safety.

When first extracted, spent fuel rods are stored in shielded basins of water usually located on-site. The water provides both cooling for the still-decaying fission products, and shielding from the continuing radioactivity. After a period of time the now cooler, less radioactive fuel is typically moved to a dry-storage facility or dry cask storage, where the fuel is stored in steel and concrete containers.

**Task 1.** Give Russian equivalents to the following words and word-combinations:

fluid, a heat exchanger, one atom splits into two, approximately, spent nuclear fuel, extracted, dry-storage facility, concrete, containers.

**Task 2.** Fill the blanks in the sentences below with the words from Exercises I and II:

1. The river... .. its two parallel ranges.
2. ... is a substance used for building that is made by mixing sand, small stones, cement and water.
3. Citric acid can be ... from the juice of oranges, lemons or grapefruit.
4. The plane will be landing in ... 20 minutes.
5. Is there a call-back ... on this phone?
6. Not all power reactors have a ... ..
7. ... .. is a material that can be consumed to derive nuclear energy, by analogy to chemical fuel that is for energy.
8. ... .. is a measure of the flow of radiation from a given radioactive source.

**Task 3.** Find English equivalent for the following words and word-combinations:

Ископаемое топливо, ядерное деление, газовые выбросы, корпусные реакторы, каналные реакторы, радиоактивный распад, представлять угрозу.

**Task 4.** Look through the text again and answer the following questions:

1. What fuel is used at nuclear power plants? Where is it situated there? What function does it have?
2. What is the difference between an atomic plant and a typical coal-burning power plant?
3. What are the advantages and disadvantages of a nuclear power-plant?

**Task 5.** Translate the first three passages from this text in writing.

**Task 6.** Retell this text briefly (in 5-7 sentences).

Variant 2



### Hydroelectric Power-Station

Water power was used to drive machinery long before Polzunov and James Watt harnessed steam to meet man's needs for useful power.

Modern hydroelectric power-stations use water power to turn the machines which generate electricity. The water power may be obtained from small dams in rivers or from enormous sources of water power like those to be found in Russia. However, most of our electricity, that is about 86 per cent, still comes from steam power-stations.

In some other countries, such as Norway, Sweden, and Switzerland, more electric energy is produced from water power than from steam. They have been developing large hydroelectric power-stations for the past forty years, or so, because they lack a sufficient fuel supply. The tendency, nowadays, even for countries that have large coal resources, is to utilize their water power in order to conserve their resources of coal. As a matter of fact, almost one half of the total electric supply of the world comes from water power.

The locality of a hydroelectric power plant depends on natural conditions. The hydroelectric power plant may be located either at the dam or at a considerable distance below. That depends on the desirability of using the head supply at the dam itself or the desirability of getting a greater head. In the latter case, water is conducted through pipes or open channels to a point farther downstream where the natural conditions make a greater head possible.

The design of machines for using water power greatly depends on the nature of the available water supply. In some cases great quantities of water can be taken from a large river with only a few feet head. In other cases, instead of a few feet a head of several thousands of feet may be used. In general, power may be developed from water by action of its pressure, of its velocity, or by a combination of both.

A hydraulic turbine and a generator are the main equipment in a hydroelectric power-station. Hydraulic turbines are the key machines converting the energy of flowing water into mechanical energy. Such turbines have the following principal parts: a runner composed of radial blades mounted on a rotating shaft and a steel casing which houses the runner. There are two types of water turbines, namely, the reaction turbine and the impulse turbine. The reaction turbine is the one for low heads and a small flow. Modified forms of the above turbine are used for medium heads up to 500-600 ft, the shaft being horizontal for the larger heads. High heads, above 500 ft, employ the impulse type turbine. It is the reaction turbine that is most used in Russia.

Speaking of hydraulic turbines, it is interesting to point out that in recent years there has been a great increase in size, capacity, and output of Russian turbines.

Hydropower engineering is developing mainly by constructing high capacity stations integrated into river systems known as cascades.

**Task 1.** Give Russian equivalents to the following words and word-combinations:

- |                                |                               |
|--------------------------------|-------------------------------|
| 1. hydroelectric power-station | 6. a fuel supply              |
| 2. to generate electricity     | 7. locality                   |
| 3. to be obtained              | 8. at a considerable distance |
| 4. a dam                       | 9. open channels              |
| 5. to lack                     | 10. an available water supply |

**Task 2.** Use the word "supply" in the following sentences. Decide what part of the speech it will be. Translate the sentences you've got into Russian:

1. Electric stations ... power to industry.
2. If there is no current in a circuit there is no ... pressure.
3. Coal... in our country may be decreased a lot in the nearest future.
4. Electric stations ... energy to different enterprises and buildings.

**Task 3.** Find English equivalents for the following words and word-combinations:

Охранять/ беречь, воду проводят через трубы или открытые каналы, огромное количество воды, давление, скорость, гидравлическая турбина, базовые технологии/ машины, установленный/ смонтированный, вращающийся шпиндель; металлическая оправа, в которой помещается/ прячется ротор/ рабочее колесо (турбины); активная турбина.

**Task 4.** Look through the text again and answer the following questions:

1. In what countries is a lot of electric energy produced from water? 2. What does the locality of electric power plants depend on? 3. What does the design of machines for using water depend on? Explain using the text. 4. What are the main equipment of a hydroelectric power-plant? 5. What are the two types of water turbines? Name them, please. 6. What are the principal parts of a hydraulic turbines?

**Task 5.** Translate the first three passages from this text in writing.

**Task 6.** Retell this text briefly (in 5-7 sentences).

## **2. Контроль усвоения грамматики**

### *2.1 Контрольная работа (Неличные формы глагола)*

#### *Variant 1*

**Task 1.** Underline the infinitive in the sentences. Define its function. Translate the sentences.

1. To magnetize a body requires some energy.
2. The distance to be covered was equal to ten miles.
3. A.c. can be increased or decreased to meet industrial requirements

**Task 2.** What forms of infinitive are used in the Infinitive Complexes given below – Complex Subject or Complex Object?

1. Communication is supposed to have no limits nowadays.
2. The line appeared to be demagnetized.
3. Nuclear plants are expected to be located away from urban areas.

**Task 3.** Copy the sentences below and underline participles. Find out what forms of participles are used. Translate the sentences.

1. The energy lost in the capacitor appears in the form of heat being generated in the dielectric.
2. The generators constructed at the plant have no commutators.

**Task 4.** Find out which -ing and -ed forms are parts of the predicates and which are participles.

1. Water-turbine plants are called hydroturbines.
2. The transmission system selected for everyday use is based on the combined activity of telecommunication and computers.
3. Switch board is an assemblage of controlling and indicating devices mounted upon a frame.
4. Nuclear fuel is undergoing nuclear fission.

**Task 5.** Use Participle I, Participle II or the Gerund of the verb in brackets and translate the sentences.

1. (Cool) an electric conductor results in its reduced resistance to electric current.
2. What is the name of an (insulate) material (use) to prevent an electric shock?
3. Solar energy has been converted into electricity by (use) solar cells, which are semiconductor devices (produce) from thin slices of silicon.

#### *Variant 2*

**Task 1.** Underline the infinitive in the sentences. Define its function. Translate the sentences.

1. To reduce the power losses, thick wires should be used.
2. At least 90 per cent of electric energy to be generated at present is a.c.
3. Gas turbines can be started within minutes, while steam plants may require hours to be put into operation.

**Task 2.** What forms of infinitive are used in the Infinitive Complexes given below – Complex Subject or Complex Object?

1. Every battery is known to possess two terminals.
2. The capacity of generating units was said to have been doubled.
3. Ebonite, rubber and glass are considered to be good insulators.

**Task 3.** Copy the sentences below and underline participles. Find out what forms of participles are used. Translate the sentences.

1. The code widely used is called Morse code.
2. While passing through the conductor, resistance results in the production of heat.

**Task 4.** Find out which -ing and -ed forms are parts of the predicates and which are participles.

1. The measures discussed are to be used for determining the faults in the conducting wires.
2. Being a semiconductor, germanium is widely used in transistors.
3. The data obtained formed the basis for further activity.
4. Water power is being used to drive a dynamo.

**Task 5.** Use Participle I, Participle II or the Gerund of the verb in brackets and translate the sentences.

1. The ( apply ) technique brought about quite unexpected results.
2. Mica is used as a dielectric due to ( have ) high voltage strength.
3. The worlds first tidal power station, a plant on the Rance river in France, began (operate) in 1966.

*2.2 Контрольная работа (Усилительная конструкция)*

*Variant 1*

**Task 1.** Translate the sentences paying attention to the Emphatic Constructions.

1. It is from the Greek word electron that the word electricity is formed.
2. It was the need for large-scale ballistic computations which gave rise to the development of electronic computers.

**Task 2.** Change the following sentences into the emphatic ones.

1. The special terms in any subject serve the keys to understanding it.
2. Oil, natural gas and nuclear power each have important roles to play in the energy industry.

**Task 3.** Turn the following sentences into emphatic ones using the model

1. Gravity attracts.
2. The much slower ions remain in and near the core.

*Variant 2*

**Task 1.** Translate the sentences paying attention to the Emphatic Constructions.

1. It is the force of gravitation that makes the satellites move round the Earth.
2. It was in 1882 that P. Chebyshev invented the arithmometer performing multiplication and division.

**Task 2.** Change the following sentences into the emphatic ones.

1. The most precise clocks are being produced due to the invention of radio frequency quantum generators.
2. N.Wiener is considered to be the father of cybernetics.

**Task 3.** Turn the following sentences into emphatic ones using the model

1. The photon-pressure and the neutrinos also make the core positive and the surface negative.
2. An electrical source produces energy.

## **Тема 17: «История, современное состояние и перспективы развития энергетики в России и за рубежом»**

Круглый стол (по результатам проектной (индивидуальные задания) работы студентов) (Работа с интернет-материалами. Круглый стол)

*Примерные темы для обсуждения*

1. Альтернативные источники энергии
2. Атомная энергетика
3. Крупнейшие гидроэлектростанции в мире
4. Крупнейшие атомные станции в мире
5. Костромские ТЭЦ-1, ТЭЦ-2 и Волгореченская ТЭЦ.

## **Тема 18: Моя будущая профессия**

**1. Опрос по базовым текстам раздела по аспектам:**

- (1) фонетическое чтение;

- (2) устный перевод со словарем;

(1.1) Техника чтения (Фонетическое чтение):

(1.2) Устный перевод со словарем (подготовленного текста)

**2. Презентация устного сообщения (монолог)**

## **Тема 19. «Виды энергии»**

**Отчет по текстам домашнего чтения.**

**Индивидуальные собеседования// Круглый стол**

**1. 1. Устный перевод со словарем заданного отрывка из прочитанного объема.**

## 1.2. Устное собеседование на понимание прочитанного:

### Тема 13-19. Обзорно-обобщающее занятие

#### Итоговая контрольная работа (Перевести предложения без словаря)

##### Вариант 1

1. Power suppliers (power stations) produce the huge amounts of electricity required in modern life.
2. Pressure is the force causing the electricity to flow.
3. When connected to a power supply, the electric machine will operate as a motor.
4. To transform heat directly into electrical energy is not difficult at all.
5. A voltmeter is a device to be used for measuring the potential difference between any two points in a circuit.
6. The higher the resistance of an insulator, the greater the applied voltage must be.
7. Copper is widely used to produce wire conductors.
8. On carrying out his experiments, Faraday discovered electromagnetic induction.
9. New possibilities for applying atomic energy open up.
10. There are two main differences between a nuclear power plant and a steam-electric power plant.
11. Some devices work equally well both on direct and alternating current.
12. Every battery is known to possess two terminals.

##### Вариант 2

1. The current in the external circuit is a direct current flowing in one direction only.
2. If properly designed, the instrument should give correct readings.
3. Increasing the speed of rotation of the magnet near the coils, we increase the voltage.
4. To have one power supply is more economical.
5. A capacitor is one of the main elements of a circuit used to store electric energy.
6. The greater the distance between the plates, the less is the capacity of a capacitor.
7. When the currents to be measured are very small, one should use a galvanometer.
8. In passing through a metal electrons collide with many ions.
9. Splitting the atom is a difficult task.
10. Because of their high fuel consumption gas turbines are more expensive to operate than steam turbines.
11. Glass becomes a conductor provided it is heated to a red hot.
12. The capacity of this generator is said to have been doubled.

Таблица 1.8– Критерии оценки сформированности компетенций

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)		
	на базовом уровне	на повышенном уровне	
	соответствует оценке «удовлетворительно» 50-64% от максимального балла	соответствует оценке «хорошо» 65-85% от максимального балла	соответствует оценке «отлично» 86-100% от максимального балла
ИД-1 <sub>ук-4</sub> Демонстрирует умение вести обмен информацией в устной и письменной формах на государственном языке.	Студент демонстрирует умение вести обмен информацией в устной и письменной формах на государственном и иностранном языках, но допускает ошибки при построении	Студент демонстрирует умение вести обмен информацией в устной и письменной формах на государственном и иностранном языках, но допускает незначительные ошибки при построении устных и	Студент демонстрирует умение вести обмен информацией в устной и письменной формах на государственном и иностранном языках; студент показывает глубокое знание и понимание тем

<p>ИД-2ук-4 Демонстрирует умение вести обмен информацией в устной и письменной формах не менее чем на одном иностранном языке</p>	<p>устных и письменных высказываний; владеет теоретическим материалом по темам модуля, но испытывает затруднения в выборе коммуникативно приемлемого стиля общения, вербальных и невербальных средств взаимодействия с партнерами; может высказать свое мнение по темам История электричества. Различные виды энергии, умеет поддержать беседу о своей специальности и будущей профессии; владеет специальной лексикой; знает правила аннотирования учебных и научных текстов и может применить их на практике; Студент понимает основное содержание профессиональных текстов на иностранном языке, но испытывает трудности при их переводе с иностранного на государственный язык и обратно</p>	<p>письменных высказываний; студент показывает хорошие знания и понимание тем модуля, но допускает ошибки при выборе коммуникативно приемлемого стиля общения, вербальных и невербальных средств взаимодействия с партнерами, почти не допускает ошибок в построении устной и письменной речи; может высказать свое мнение по темам История электричества. Различные виды энергии», умеет поддержать беседу о своей специальности и будущей профессии; владеет специальной лексикой; знает правила аннотирования учебных и научных текстов и может применить их на практике. Студент демонстрирует умение выполнять перевод профессиональных текстов с иностранного на государственный язык и обратно, допуская незначительное количество ошибок</p>	<p>модуля, выбирает на государственном и иностранном (-ых) языках коммуникативно приемлемые стили общения, вербальные и невербальные средства взаимодействия с партнерами, не допускает ошибок в построении устной и письменной речи; может высказать свое мнение по темам История электричества. Различные виды энергии, умеет поддержать беседу о своей специальности и будущей профессии; владеет специальной лексикой; знает правила аннотирования учебных и научных текстов и может применить их на практике. Студент демонстрирует умение безошибочного перевода профессиональных текстов с иностранного на государственный язык и обратно</p>
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## **2 ОЦЕНИВАНИЕ ПИСЬМЕННЫХ РАБОТ СТУДЕНТОВ, РЕГЛАМЕНТИРУЕМЫХ УЧЕБНЫМ ПЛАНОМ**

*Письменные работы не предусмотрены учебным планом*

## **3 ОПРЕДЕЛЕНИЕ РЕЗУЛЬТАТА ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ**

Форма промежуточной аттестации по дисциплине: **зачет/экзамен**

*Форма промежуточной аттестации по дисциплине зачет (модули 1-2).  
Форма промежуточной аттестации по дисциплине экзамен (модули 3-4).*

### **Задания закрытого типа**

*Выберите правильный вариант ответа*

**1. Укажите предложение, действие в котором относится к прошлому:**

They will build another house at the end of the street.

She is reading a book about electricity.

+ He decided to start a business of his own.

**2. Укажите предложение, действие в котором относится к будущему:**

+ She will phone you as soon as she returns home.

The meeting went as usual.

Night insects are bothering the campers.

**3. Укажите предложение, действие в котором относится к настоящему:**

+ They are developing a strategy to achieve their goals.

You didn't do the task properly.

This team will surely win the tournament.

**4. Укажите предложение, в котором глагол стоит в Present Perfect:**

The never understand the importance of planning.

There are too few benches in the park.

+ He has finished the assignment just in time.

### **Задания открытого типа**

*Дайте развернутый ответ на вопрос*

**1. What is your name? (Как Вас зовут?)**

*Правильный ответ:* My name is ...

**2. Where do you come from? (Откуда Вы приехали?)**

*Правильный ответ:* I was born in ...

**3. What do you look like? (Как вы выглядите?)**

*Правильный ответ:* I am a tall handsome guy with broad shoulders.

**4. Which school did you graduate from? (Какую школу Вы закончили?)**

*Правильный ответ:* The one and only school in our town.

**5. What are your parents' professions? (Кто Ваши родители по профессии?)**

*Правильный ответ:* My mother was a writer, my father was a lawyer.

**6. Where are you studying? (Где Вы учитесь?)**

*Правильный ответ:* At Kostoma State Agricultural Academy if I'm not mistaken.

**7. What kind of person are you? (Что Вы за человек?)**

*Правильный ответ:* I am very friendly but sometimes I feel I'm going to snap.

**8. What are your hobbies and interests? (Чем Вы интересуетесь?)**

*Правильный ответ:* My passion is Australia – I'm dreaming to visit it some day.

**9. How do you spend your free time? (Как Вы проводите свободное время?)**

*Правильный ответ:* Unfortunately I don't have much free time these days.

**10. What books do you read? (Какие книги Вы читаете?)**

*Правильный ответ:* I am a big fan of classical Russian literature.

**11. What is electricity? (Что такое электричество?)**

*Правильный ответ:* The flow of electrical power or charge.

**12. What is an electric current? (Что такое электрический ток?)**

*Правильный ответ:* A a flow of charged particles, such as electrons or ions, moving through an electrical conductor or space.

**13. What is an electrical charge? (Что такое электрический заряд?)**

*Правильный ответ:* A description of how particles interact with each other electrically.

Окончательные результаты обучения (формирования компетенций) определяются посредством перевода баллов, набранных студентом в процессе освоения дисциплины, в оценки:

– базовый уровень сформированности компетенции считается достигнутым, если результат обучения соответствует оценке «удовлетворительно» (50-64 рейтинговых баллов);

– повышенный уровень сформированности компетенции считается достигнутым, если результат обучения соответствует оценкам «хорошо» (65-85 рейтинговых баллов) и «отлично» (86-100 рейтинговых баллов).

#### **4 ПОРЯДОК ПРОВЕДЕНИЯ ПОВТОРНОЙ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ**

Форма промежуточной аттестации по дисциплине зачет/экзамен.

Фонд оценочных средств для проведения повторной промежуточной аттестации формируется из числа оценочных средств по темам, которые не освоены студентом.

*Примечание:*

Дополнительные контрольные испытания проводятся для студентов, набравших менее **50 баллов** (в соответствии с «Положением о модульно-рейтинговой системе»).

Форма промежуточной аттестации по дисциплине *зачет*.

**Таблица 4.1 – Критерии оценки сформированности компетенций**

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)
	соответствует оценке «зачтено» 50-100% от максимального балла
<p>ИД-1<sub>ук-4</sub> Демонстрирует умение вести обмен информацией в устной и письменной формах на государственном языке.</p> <p>ИД-2<sub>ук-4</sub> Демонстрирует умение вести обмен информацией в устной и письменной формах не менее чем на одном иностранном языке</p>	<p>демонстрирует умение вести обмен информацией в устной и письменной формах на государственном и иностранном языках, но допускает ошибки при построении устных и письменных высказываний;</p> <p>владеет теоретическим материалом по дисциплине «Иностранный язык» (английский), но испытывает затруднения в выборе коммуникативно приемлемого стиля общения, вербальных и невербальных средств взаимодействия с партнерами, допускает ошибки в построении устной и письменной речи; студент понимает основное содержание текстов на иностранном языке, демонстрирует удовлетворительные навыки перевода текстов с иностранного на государственный язык и обратно</p>

Форма промежуточной аттестации по дисциплине *экзамен*.

**Таблица 4.2 – Критерии оценки сформированности компетенций**

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)
	на базовом уровне
	соответствует оценке «удовлетворительно» 50-64% от максимального балла
<p>ИД-1<sub>ук-4</sub> Демонстрирует умение вести обмен информацией в устной и письменной формах на государственном языке.</p> <p>ИД-2<sub>ук-4</sub> Демонстрирует умение вести обмен информацией в устной и письменной формах не менее чем на одном иностранном языке</p>	<p>демонстрирует умение вести обмен информацией в устной и письменной формах на государственном и иностранном языках, но допускает ошибки при построении устных и письменных высказываний;</p> <p>владеет теоретическим материалом по дисциплине «Иностранный язык» (английский), но испытывает затруднения в выборе коммуникативно приемлемого стиля</p>



	<p>общения, вербальных и невербальных средств взаимодействия с партнерами, допускает ошибки в построении устной и письменной речи; владеет удовлетворительными навыками поиска необходимой информации посредством информационно-коммуникационных технологий в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках; владеет навыками ведения деловой переписки, но допускает стилистические ошибки и неточности в оформлении деловых бумаг студент понимает основное содержание профессиональных текстов на иностранном языке, но испытывает трудности при их переводе с иностранного на государственный язык и обратно</p>
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