

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«Национальный исследовательский ядерный университет «МИФИ»

Нововоронежский политехнический колледж –
филиал федерального государственного автономного образовательного учреждения высшего образования
«Национальный исследовательский ядерный университет «МИФИ»
(НВПК НИЯУ МИФИ)

УТВЕРЖДЕН

На заседании цикловой методической
комиссии электротехнических дисциплин

« ____ » _____ 2019 г.

Протокол № _____

Председатель ЦМК

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ФОНД

ОЦЕНОЧНЫХ СРЕДСТВ

текущего и промежуточного контроля успеваемости

по дисциплине **ОГСЭ.03 Иностранный язык в**

профессиональной деятельности

для специальности **13.02.03 Электрические станции, сети и системы**

Нововоронеж 2019 г.

Фонд оценочных средств по учебной дисциплине ОГСЭ.03 Иностранный язык в профессиональной деятельности разработан на основе рабочей программы, федерального государственного образовательного стандарта среднего профессионального образования (далее ФГОС СПО) по специальности по специальности 13.02.03 Электрические станции, сети и системы, утвержденного приказом Министерства образования и науки Российской Федерации №1248 от 22 декабря 2017, зарегистрировано в Минюсте России (рег.№ 49678 от 18 января 2018 года)

Организация-разработчик: Нововоронежский политехнический колледж - филиал федерального государственного автономного образовательного учреждения высшего образования «Национальный исследовательский ядерный университет «МИФИ»

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1 ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

1.1 Область применения

Фонд оценочных средств (ФОС) - является неотъемлемой частью учебно-методического комплекса учебной дисциплины ОГСЭ.03 Иностранный язык в профессиональной деятельности и предназначен для контроля и оценки образовательных достижений обучающихся, освоивших программу данной дисциплины.

1.2 Цели и задачи фонда оценочных средств

Целью Фонда оценочных средств является установление соответствия уровня подготовки обучающихся требованиям ОС НИЯУ МИФИ.

Для достижения поставленной цели Фондом оценочных средств по дисциплине ОГСЭ.03 Иностранный язык в профессиональной деятельности решаются следующие задачи:

- контроль и управление процессом приобретения обучающимися знаний, умений и навыков, предусмотренных в рамках данной дисциплины;
- контроль и оценка степени освоения общих и профессиональных компетенций, предусмотренных в рамках данной дисциплины;
- обеспечение соответствия результатов обучения задачам будущей профессиональной деятельности через совершенствование традиционных и внедрение инновационных методов обучения в образовательный процесс в рамках данной дисциплины.

1.3 Контролируемые компетенции

ОС НИЯУ МИФИ по направлению подготовки 13.02.03 Электрические станции, сети и системы и рабочей программой дисциплины ОГСЭ.03 Иностранный язык в профессиональной деятельности предусмотрено формирование общих (ОК) и профессиональных компетенций (ПК):

Код компетенций	Компетенция
ОК 02	Осуществлять поиск, анализ и интерпретацию информации, необходимой для выполнения задач профессиональной деятельности
ОК 04	Работать в коллективе и команде, эффективно взаимодействовать с коллегами, руководством, клиентами
ОК 09	Использовать информационные технологии в профессиональной деятельности
ОК 10	Пользоваться профессиональной документацией на государственном и иностранных языках

1.4 Планируемые результаты обучения

Так как перечисленные компетенции носят интегральный характер, для разработки оценочных средств целесообразно выделить планируемые результаты обучения - знания, умения и навыки, характеризующие этапы формирования компетенций и обеспечивающие достижение планируемых результатов освоения образовательной программы. В результате освоения дисциплины ОГСЭ.03 Иностранный язык в профессиональной деятельности студенты должны:

Знать:

Код	Результаты обучения	Показатели оценки результатов
31	лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.	Понимает значения лексических единиц и владеет грамматическим минимумом, необходимым для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.
32	значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения;	Понимает значения новых лексических единиц
33	языковой материал: идиоматические выражения, оценочную лексику, единицы речевого этикета, перечисленные в разделе «Языковой материал» и обслуживающие ситуации общения в рамках изучаемых тем;	Владеет языковым материалом в рамках изучаемых тем;
34	новые значения изученных глагольных форм (видовременных, неличных), средства и способы выражения модальности; условия, предположения, причины, следствия, побуждения к действию;	Имеет представление об изученных глагольных формах (видовременных, неличных), способах выражения модальности; условиях, предположениях, причинах, следствиях, побуждениях к действию;
35	лингвострановедческую, страноведческую и социокультурную информацию, расширенную за счет новой тематики и проблематики речевого общения;	Владеет лингвострановедческой, страноведческой и социокультурной информацией,
36	тексты, построенные на языковом материале повседневного и	Имеет представление об общем содержании текстов, построенных на языковом материале

	профессионального общения, в том числе инструкции и нормативные документы по профессиям НПО и специальностям СПО	повседневного и профессионального общения
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Уметь:

Код	Результаты обучения	Показатели оценки результатов
У1	общаться устно и письменно на иностранном языке на профессиональные и повседневные темы	Общается устно и письменно на иностранном языке в рамках изучаемых тем;
У2	переводить со словарём иностранные тексты профессиональной направленности;	Переводит со словарём иностранные тексты профессиональной направленности
У3	самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас	Самостоятельно пополняет словарный запас
У4	узнавать значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения;	Понимает значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения;
У5	вести диалог (диалог–расспрос, диалог–обмен мнениями/суждениями, диалог–побуждение к действию, этикетный диалог и их комбинации) в ситуациях официального и неофициального общения в бытовой, социокультурной и учебно-трудовой сферах, используя аргументацию,	Поддерживает диалог (диалог–расспрос, диалог–обмен мнениями/суждениями, диалог–побуждение к действию, этикетный диалог и их комбинации) в ситуациях официального и неофициального общения в бытовой, социокультурной и учебно-трудовой сферах

1.5 Промежуточная аттестация по дисциплине

Формой промежуточной аттестации по дисциплине ОГСЭ.03 Иностранный язык в профессиональной деятельности является:

3 семестр –зачет

4 семестр – дифференцированный зачет

6 семестр – дифференцированный зачет

8 семестр – дифференцированный зачет

1.6 Перечень оценочных средств, используемых для текущей аттестации

Код	Наименование оценочного средства	Краткая характеристика оценочных средств	Предоставление оценочного средства в фонде
T1	Тест №1	Система стандартизированных заданий, позволяющая автоматизировать процедуру измерения уровня знаний и умений обучающегося.	Фонд тестовых заданий
T2	Тест №2	Система стандартизированных заданий, позволяющая автоматизировать процедуру измерения уровня знаний и умений обучающегося	Фонд тестовых заданий
T3	Тест №3	Система стандартизированных заданий, позволяющая автоматизировать процедуру измерения уровня знаний и умений обучающегося	Фонд тестовых заданий
T4	Тест №4	Система стандартизированных заданий, позволяющая автоматизировать процедуру измерения уровня знаний и умений обучающегося	Фонд тестовых заданий
T5	Тест №5	Система стандартизированных заданий, позволяющая автоматизировать процедуру измерения уровня знаний и умений обучающегося	Фонд тестовых заданий
CP1	Самостоятельная работа	Средство проверки умений применять полученные знания для решения задач определенного типа по теме	Комплект заданий по вариантам
CP2	Самостоятельная работа	Средство проверки умений применять полученные знания для решения задач определенного типа по теме	Комплект заданий по вариантам
CP3	Самостоятельная работа	Средство проверки умений применять полученные знания для решения задач определенного типа по теме	Комплект заданий по вариантам
CP4	Самостоятельная работа	Средство проверки умений применять полученные знания для решения задач определенного типа по теме	Комплект заданий по вариантам
CP5	Самостоятельная работа	Средство проверки умений применять полученные знания для решения задач определенного типа по теме	Комплект заданий по вариантам
KP1	Контрольная работа	Частично регламентированное задание, имеющее нестандартное решение и позволяющее диагностировать умения, интегрировать знания различных областей, аргументировать собственную точку зрения	Комплект контрольных заданий по вариантам
KP2	Контрольная работа	Частично регламентированное задание, имеющее нестандартное решение и позволяющее диагностировать умения, интегрировать знания различных	Комплект контрольных заданий по вариантам

		областей, аргументировать собственную точку зрения. зрения.	
КР3	Контрольная работа	Частично регламентированное задание, имеющее нестандартное решение и позволяющее диагностировать умения, интегрировать знания различных областей, аргументировать собственную точку зрения.	Комплект контрольных заданий по вариантам
КР4	Контрольная работа	Частично регламентированное задание, имеющее нестандартное решение и позволяющее диагностировать умения, интегрировать знания различных областей, аргументировать собственную точку зрения.	Комплект контрольных заданий по вариантам
КР5	Контрольная работа	Частично регламентированное задание, имеющее нестандартное решение и позволяющее диагностировать умения, интегрировать знания различных областей, аргументировать собственную точку зрения.	Комплект контрольных заданий по вариантам
ДЗ	Дифференцированный зачет	Регламентированное задание, позволяющее диагностировать умения, интегрировать знания различных областей, аргументировать собственную точку зрения.	Комплект вопросов для подготовки к дифференцированному зачету
З	Зачет	Регламентированное задание, позволяющее диагностировать умения, интегрировать знания различных областей, аргументировать собственную точку зрения.	Комплект вопросов для подготовки к зачету

1.7 Расшифровка компетенций через планируемые результаты обучения

Связь между формируемыми компетенциями и планируемыми результатами обучения представлена в следующей таблице:

Код	Проектируемые результаты освоения дисциплины и индикаторы формирования компетенций		Средства и технологии оценки
	Знать (З)	Уметь (У)	
ОК 02	32, 33, 34, 36	У1	Т1- Т5, СР1 – СР5, ДЗ
ОК 04	31, 33	У1	Т1- Т5, СР1 – СР5, ДЗ
ОК 09	31, 32	У1	Т1- Т5, СР1 – СР5, КР, ДЗ
ОК 10	33, 34	У1	Т1, СР1 – СР5, КР, ДЗ

1.8 Этапы формирования компетенций

Раздел	Темы занятий	Коды компетенций	Знания, умения, навыки	Виды аттестации	
				текущий контроль-неделя	промежуточная аттестация
	Тема 1 Измерительные приборы	ОК 2, ОК 4, ОК 9, ОК 10	31 – 36, У1	T1, CP1	ДЗ
	Тема 2 Резисторы		31 – 36, У1	T1, CP1	ДЗ
	Тема 3 Электрические батареи		31 – 36, У1	T1	ДЗ
	Тема 4 Конденсаторы		31 – 36, У1	T1, CP1	ДЗ
	Тема 5 Диэлектрики		31 – 36, У1	T1	ДЗ
	Тема 6 Трансформаторы		31 – 36, У1	T1	ДЗ
	Тема 7 Ток		31 – 36, У1	T1, CP1	ДЗ
	Тема 8 Закон Ома		31 – 36, У1	T1 KP1	ДЗ
	Тема 9 Индуктивность		31 – 36, У1	T2	ДЗ
	Тема 10 Фильтры		31 – 36, У1	CP2	ДЗ
	Тема 11 Электронные лампы		31 – 36 У1	T2	ДЗ
	Тема 12 Развитие электроники		31 – 36, У1	T2 KP2	ДЗ
	Тема 13 Использование электронных ламп. Выпрямители		31 – 36, У1	T2, CP2	ДЗ
	Тема 14 Генераторы		31 – 36, У1	T2, CP2	ДЗ
	Тема 15 Усилители		31 – 36, У1	T2, CP2	ДЗ
	Тема 16 Компьютеры и компьютерная грамотность		31 – 36, У1	T3, CP3	ДЗ
	Тема 17 Устройство, применение компьютеров		31 – 36, У1	T3	ДЗ
	Тема 18 Типы программ		31 – 36, У1	T3 CP3	ДЗ

Тема 19 Двухтактный усилитель	31 – 36, У1	Т3 КР3	ДЗ
Тема 20 Электромагнитное реле	31 – 36, У1	Т3	ДЗ
Тема 21 Плавкий предохранитель	31 – 36, У1	Т3 СР3	ДЗ
Тема 22 Компоненты электроцепи	31 – 36, У1	Т3	ДЗ
Тема 23 Энергоблоки	31 – 36, У1	Т3	ДЗ
Тема 24 Паротурбинные генераторы	31 – 36, У1	СР3	ДЗ
Тема 25 Атомные электростанции	31 – 36, У1	Т3	ДЗ
Тема 26 Схема работы АЭС	31 – 36, У1	Т3	ДЗ
Тема 27 НВ АЭС	31 – 36, У1	СР3	ДЗ
Тема 28 Компьютеры. Оборудование	31 – 36, У1	Т4	ДЗ
Тема 29 Программное обеспечение	31 – 36, У1	Т4	ДЗ
Тема 30 Операционные системы	31 – 36, У1	Т4 СР4	ДЗ
Тема 31 Интернет	31 – 36, У1	Т4 КР4	ДЗ
Тема 32 Линии электропередач и их эффективность	31 – 36, У1	СР4	ДЗ
Тема 33 Система заземления	31 – 36, У1	Т4	ДЗ
Тема 34 Электродвигатели	31 – 36, У1	Т4	ДЗ
Тема 35 Потребители электроэнергии и энергосистемы	31 – 36, У1	Т4 СР4	ДЗ
Тема 37 Современные энергоресурсы	31 – 36, У1	Т4	ДЗ
Тема 38 Закон сохранения энергии	31 – 36, У1	Т4 СР4	ДЗ
Тема 39 Электроэнергия	31 – 36, У1	Т5	ДЗ
Тема 40	31 – 36, У1	Т5 СР5	ДЗ

	Электростанции				
	Тема 41 Атомные электростанции		31 – 36, У1	T5	ДЗ
	Тема 42 Основные этапы развития НВАЭС.		31 – 36, У1	T5 CP5	ДЗ
	Тема 43 Система управления и контроля.		31 – 36, У1	T5 KP5	ДЗ
	Тема 44 Реакторная установка. Базовые характеристики реактора		31 – 36, У1	T5 CP5	ДЗ
	Тема 45 Турбины и генераторы.		31 – 36, У1	T5	ДЗ
	Тема 46 Охрана окружающей среды и радиационная защита		31 – 36, У1	T5 CP5	ДЗ
	Тема 47 Повышение безопасности. Радиоактивные отходы и отработанное ядерное топливо		31 – 36, У1	T5 CP5	ДЗ
	Тема 48 Развитие ядерной физики.		31 – 36, У1	CP5	ДЗ

1.9 Шкала оценки образовательных достижений

Код	Вид оценочного средства	Критерии	Балл	Максимальный балл - минимальный балл
T1, T2, T3, T4, T5,	Тестовое задание №1-№5,	выставляется студенту, если 90-100% тестовых вопросов выполнено правильно	5	5-3
		выставляется студенту, если 80-89% тестовых задач выполнено правильно	4	
		выставляется студенту, если 60-79% тестовых задач выполнено правильно	3	
		при ответе студента менее чем на 60% вопросов, тестовое задание не зачитывается и у студента образуется	2	

		долг, который должен быть закрыт в течении семестра или на зачетной		
	За каждое верно выполненное задание начисляется 1 балл			
КР	Контрольная работа	выставляется студенту если 90-100% вопросов выполнено правильно	5	5-3
		выставляется студенту если 80-89% вопросов выполнено правильно	4	
		выставляется студенту если 60-79% выполнено правильно	3	
		при ответе студента менее чем на 60% вопросов, задание не зачитывается и у студента образуется долг, который должен быть закрыт в течении семестра или на зачетной	2	
	<u>Контрольная работа №1</u> Задание 1 выполнено правильно – 30 баллов; Задание 2 выполнено в полном объеме – 25 баллов; Задание 3 выполнено в полном объеме – 5 баллов; Задание 4 выполнено в полном объеме – 25 баллов; Задание 5 выполнено в полном объеме – 15 баллов.			
СР1, СР2, СР3 СР4 СР5	Самостоятельная работа №1-№5	выставляется студенту, если выполнено правильно 5 заданий	5	5-3
		выставляется студенту, если выполнено правильно 4 задания	4	
		выставляется студенту, если выполнено правильно 3 задания	3	
		при ответе студента менее, чем 3 вопросов, работа не зачитывается	2	
	За каждое верно выполненное задание начисляется 1 балл			

2 ТИПОВЫЕ КОНТРОЛЬНЫЕ ЗАДАНИЯ для оценки знаний (З), умений (У)

2.1 Оценочные средства для текущего контроля

Ниже приведен перечень оценочных средств, используемых при проведении текущего контроля успеваемости студентов.

2.1.1 Тест №1

1 вариант

Complete these sentences using the correct variant:

1. Circuit a consists of
 - a) resistors and conductors.
 - b) a voltage source and resistors.
 - c) a voltage source, a resistors and conductor.
2. A voltage source
 - a) conducts current.
 - b) reduces current.
 - c) supplies current.
3. A conductor
 - a) connects the elements .
 - b) supplies voltage.
 - c) conducts current.
4. a resistor
 - a)connects the elements.
 - b) supplies current.
 - c) reduces current.
5. No current results from
 - a) an open.
 - b) a short.

2 вариант

Complete these sentences using the correct variant :

1. A parallel circuit has
 - a) parallel branches only.
 - b) The main line and parallel branches.
2. A parallel circuit is used
 - a) to have the same value of current in all the elements.
 - b) to have the same value of voltage in all the elements.

3. In a parallel circuit a trouble
In one branch
- a) results in no current in that branch only.
b) results in no trouble in the whole circuit.
4. No current in a parallel
circuit
- a) result from a trouble in one branch.
b) results from a trouble in the main line.
5. The sum of IR voltage
drops
- a) equals the value of voltage in circuit.
b) is less than the smallest voltage drop.
c) is more than the value of voltage in the circuit.

2.1.2 Тест №2

1 вариант

Complete the sentences using the correct variant:

1. A cell is used
- a) to increase the voltage output.
b) to reduce the current capacity.
c) to supply electric energy.
2. The terminals of a cell are used
- a) to conduct current.
b) to increase voltage.
c) to connect the battery to a circuit.
3. When cells are connected in series
- a) all the positive terminals are connected together.
b) all the negative terminals are connected together.
c) the positive terminal of one cell is connected to the negative terminal of the second.
4. Cells are connected in series
in order
- a) to increase the current capacity.
b) to increase the voltage output.
5. In order to increase the current
capacity
- a) cells are connected in series.
b) cells are connected in parallel.

2 вариант

complete these sentences using the correct variant:

1. A capacitor is used
a) to supply voltage.
b) to increase the voltage output.
c) to store energy.
2. The main parts of a capacitor are
a) insulators only.
b) metal plates only.
c) metal plates and insulators between them
3. The function of insulators is
a) to store energy.
b) to isolate the metal plates.
c) to prevent a short between the metal plates.
4. The capacity of a capacitor Depends on
a) the size of the plates .
b) the distance between the plates.
c) the material of the insulators.
5. The capacity of a fixed capacitor
a) is constant
b) is varied.

2.1.3 Тест №3

1 вариант

1. Transformer is used
a) to store charge.
b) to prevent the charge of energy.
c) to transfer energy.
d) to change the voltage and current value in a circuit.
2. Electric power is transferred at a high voltage and reduced to any value
a) due to resistors.
b) due to capacitors.
c) due to transformers.
3. A transformer consists of
a) cores only.
b) the primary and the secondary windings.

secondary windings.

c) a core and the primary and

4. The function of the primary is

a) to prevent the change of voltage.
b) to supply energy.
c) to receive energy.

5. The function of the secondary is

a) to receive energy.
b) to supply energy.
c) to transfer energy.
d) to decrease the value of charge.

2 вариант

1. A step-up transformer is used
secondary voltage.

a) to step down or decrease the
voltage.
b) to step up or increase the primary

2. A step-down transformer is used

a) to step down the secondary voltage.
b) to step down the primary voltage.

3. A transformer with an iron core
currents.

a) is used for high-frequency currents.
b) is used for low- frequency

4. A transformer with an air core is used

a) for high-frequency current and for
low- frequency current only.
b) for high-frequency current only.

5. In a step-up transformer
winding is

a) the number of turns of the secondary
greater than the number of turns of
the primary.
b) the number of turns of the
primary winding is
greater than the number of turns of
the secondary.

2.1.4 Тест №4

1 вариант Complete the sentences using the correct variant:

1. A motor with a fault a) operates normally.
b) operates poorly.
2. Motor brushes spark in case a) they are in normal conditions.
b) they are in poor conditions.
3. Burnt commutator should be a) replaced.
b) repaired.
4. Brushes may spark in case a) pressure is low.
b) pressure is excessive.
5. Air gap is adjusted in case a) the rotor brushes against the stator.
b) the stator brushes against the rotor.

2 вариант

Complete the sentences using the correct variant:

1. Motors are used a) for transmitting energy.
b) for converting energy.
2. Motor's main part is a) the frame.
b) the armature.
c) the stator.
3. The armature is placed a) between the poles of the magnet.
b) about the poles of the magnet.
4. Motors' service life becomes a) under normal conditions,
shorter b) under abnormal conditions.
5. Faulty motors operate a) normally.
b) poorly.

2.1.5 Тест №5

1 вариант

Complete these sentences using the correct variant:

1. Circuit a consists of a) resistors and conductors.
b) a voltage source and resistors.
c) a voltage source, a resistors and conductor.
2. A voltage source a) conducts current.
b) reduces current.
c) supplies current.
3. A conductor a) connects the elements .
b) supplies voltage.

c) conducts current.

4. a resistor
a) connects the elements.
b) supplies current.
c) reduces current.

5. No current results from
a) an open.
b) a short.

2 вариант

Complete these sentences using the correct variant :

1. A parallel circuit has
a) parallel branches only.
b) The main line and parallel branches.

2. A parallel circuit is used
In order
a) to have the same value of current in all the elements.
b) to have the same value of voltage in all the elements.

3. In a parallel circuit a trouble
In one branch
a) results in no current in that branch only.
b) results in no trouble in the whole circuit.

4. No current in a parallel
circuit
a) result from a trouble in one branch.
b) results from a trouble in the main line.

5. The sum of IR voltage
drops
a) equals the value of voltage in circuit.
b) is less than the smallest voltage drop.
c) is more than the value of voltage in the circuit.

2.1.6 Самостоятельная работа №1

1 вариант

Установите соответствие между заголовками 1-8 и текстами А-Г. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.

- Secrets of storing for better taste
 - Element of culture
 - From fields to tables
 - From local use to international trade
 - Secrets of popularity
 - Shades make difference
 - Recipes for all tastes
 - Deceiving likeness
-
- The first mentioning of coffee goes as far back as the ninth century. At first, coffee remained largely confined to Ethiopia, where its native beans were first cultivated. But the Arab world began expanding its trade horizons, and the beans moved into northern Africa and were mass-produced. From there, the beans entered the Indian and European markets, and the popularity of the beverage spread.
 - While processing, a coffee bean absorbs heat, and the color shifts from green to yellow and then to varying shades of brown. Depending on the color, the beans are labeled from light to very dark. Darker beans are generally smoother, because they have less fiber content and the flavor is more sugary. Lighter beans have more caffeine, which result in a slight bitterness, and a stronger flavor.
 - Coffee is one of the world's most widely consumed beverages. People often have it in the morning, when they feel tired or want to stay awake in the evening. Many office workers take a coffee break when they have low energy. It happens because coffee contains caffeine, a bitter, white crystalline chemical that has a vitalizing effect in humans.
 - For the best quality of brewed coffee it is necessary to buy whole beans and grind them before brewing. If you keep an open package of beans in the freezer it remains fresh for a month. Ground coffee should be used up within two weeks and also kept in a tightly closed container in the refrigerator. But an absolutely fresh coffee can be made from green beans that just need to be roasted first.
 - For occasions when one wants to enjoy the flavor of coffee with almost no stimulation, decaffeinated coffee is available. It is processed from beans while they are still green by either soaking beans in hot water or steaming them. Decaffeinated coffee usually loses some flavor over regular coffee, but it looks the same and can easily mislead inexperienced users by its smell and even taste.

- . The adoption of coffee created a unique social atmosphere that depends heavily upon coffee, espresso in particular. Coffeehouses, the places where people can get together, have traditionally been used not only for drinking coffee, but also as artistic and intellectual centers. For example, caffs of Paris which are popular tourist attractions because they are also associated with artists, intellectuals and writers.
- A coffee bean is the seed of the coffee plant, which ripens around eight months after the emergence of the flower, by changing color from green to red, and they should be harvested. In most countries, the coffee crop is picked by hand. After this coffee beans are wet processed and then dried. Finally the last layers of dry skin are removed; the beans are sorted by size and density, roasted and sold to consumers throughout the world.

A B C D E F G

2 вариант

Прочитайте текст и заполните пропуски А-Г частями предложений, обозначенными цифрами 1—7. Одна из частей в списке А—Г — лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

The Show Begins

My Uncle Jim took me to all the Broadway shows in New York City, and I was star struck! Actually he wasn't my real uncle — that's just what we called him. He was a close friend of my parents. He was a bit stocky with red hair,

A _____ .

I remember the theaters on Broadway, B _____ . The curtains were made of this real heavy, dark red material. There were huge chandelier lights hanging from the ceiling. The walls were dark, paneled wood. The seats were red and cushy C _____ .

The orchestra sat at the base of the stage in a pit. I usually went down to the front to see the musicians D _____ . They were all crammed into such a tiny space. I played the flute myself and my dad kept encouraging me that if I kept it up, E _____ . But truly, I didn't want to be tucked away down there. I wanted to be on top, front and center.

Most people dressed rather finely, and certain fragrances took center stage as various women passed by. The sounds of the audience F _____ at their seats were clearly heard while last minute patrons filled in. There was electricity in the air and then the lights would go down and up, and you knew it was time for the

show to get started. The lights dimmed. The music began. And you were swept up into a whole new world. I loved it!

- and set real close together
- getting ready and warming up
- laughing and chattering away
- which were so old and posh
- and he had a beard and moustache
- I wasn't that good at music

2.1.7 Самостоятельная работа №2

1. вариант

Прочитайте текст и выполните задания

The Slob's Holiday

My husband and I went to Reno for our holiday last year. 'Isn't that place where people go to get a quickie divorce?' asked my second son. 'Yes', I said, trying to look enigmatic and interesting. 'You are not getting divorced, are you?' he asked bluntly. The first thing to be said about holidays is that anybody who can afford one should be grateful. The second thing is that planning holidays can be hard work. In our household it starts with somebody muttering, 'I suppose we ought to think about a holiday.' This remark is usually made in July and is received glumly, as if the person making it has said 'I suppose we ought to think about the Bolivian balance of payment problems.'

Nothing much happens for a week and then the potential holiday-makers are rounded up and made to consult their diaries. Hospital appointments are taken into consideration, as are important things to do with work. But other highlights on the domestic calendar, such as the cat's birthday, are swept aside and eventually two weeks are found. The next decision is the most painful: where?

We travel abroad to work quite a lot but we return tired and weary, so the holiday we are planning is a slob's holiday: collapse on a sunbed, read a book until the sun goes down, stagger back to hotel room, shower, change into glad rags, eat well, wave good-bye to teenagers, have a last drink on hotel terrace, go to bed and then lie awake and wait for hotel waiters to bring the teenagers from the disco.

I never want to be guided around another monument, as long as I live. I do not want to be told how many bricks it took to build it. I have a short attention span for such details. I do not want to attend a 'folk evening' ever, ever again. The kind where men with their

trousers tucked into their socks wave handkerchiefs in the direction of women wearing puff-sleeved blouses, long skirts and headscarves.

I also want to live dangerously and get brown. I want my doughy English skin change from white sliced to wheat germ. I like the simple pleasure of removing my watch strap and gazing at the patch of virgin skin beneath.

So, the slob's holiday has several essential requirements: a hotel on a sunny beach, good food, a warm sea, nightlife for the teenagers, a big crowd to get lost in, and the absence of mosquitoes.

As I write, we are at the planning stage. We have looked through all the holiday brochures, but they are full of references to 'hospitable locals', 'folk nights', 'deserted beaches', and 'interesting historical sights'. Not our cup of tea, or glass of sangria, at all.

The parents' choice of holiday destination made the narrator's children feel

- jealous.
- excited.
- alarmed.
- indifferent.

The narrator's words 'A terrible sight for any parent to see' refer to

- the way children behave.
- the fact that children are aging.
- the way children change their image.
- the fact there is a generation gap.

When the need for holiday planning is first announced in the narrator's family, it

- is regarded as an important political issue.
- is met with enthusiasm by all the family.
- seems like an impossible task.
- is openly ignored.

To find a two-week slot for a holiday potential holiday-makers have to

- negotiate the optimum period for travel.
- cancel prior business appointments.
- re-schedule individual summer plans.
- make a list of the things to be taken into account.

The slob's holiday is the type of holiday for people, who

- do not want to go on holiday abroad.
- go on holiday with teenagers.
- do not like public life.
- prefer peaceful relaxing holidays.

When the narrator says ‘I also want to live dangerously’, she means

- getting lost in the crowd.
- going sightseeing without a guide.
- choosing herself the parties to go to.
- lying long hours in the sun on the beach.

The main reason the narrator doesn’t want to mix up with locals is because she

- doesn’t let tourists to her house at Leicester.
- doesn’t want to add to their inconveniencies.
- is afraid to make friends with local people.

values her own privacy above all.

вариант 2 Прочитайте текст и выполните задания

Unleashing the power of creativity

For as long as I can remember, I have loved learning new things and solving problems. So when I sat down at a computer for the first time in the seventh grade, I was hooked. It was a clunky old Teletype machine and it could barely do anything compared to the computers we have today. But it changed my life.

When my friend Paul Allen and I started Microsoft 30 years ago, we had a vision of ‘a computer on every desk and in every home’, which probably sounded a little too optimistic at a time when most computers were the size of refrigerators and cost as much as a new modern Japanese car. But we believed that personal computers would change the world. And they have.

And now, after 30 years, I am still as inspired by computers as I was back in the seventh grade.

I believe that computers are the most incredible tool we can use to feed our curiosity and inventiveness — to help us solve problems that even the smartest people could not solve on their own.

Computers have transformed how we learn, giving kids everywhere a window into all of the world’s knowledge. And the only thing these youngsters should do is make the right choice, which is not always an easy choice. Computers are helping us build communities

around the things we care about and to stay close to the people who are important to us, no matter where they live — next door or on the other side of the world.

Like my friend Warren Buffett, I feel particularly lucky to do something every day that I love doing. He calls it ‘tap-dancing to work’. My job at Microsoft is as challenging as ever, but what makes me ‘tap-dance to work’ is when we show people something new, like a computer that can recognize your handwriting or your speech, or gestures, or one that can store a lifetime’s worth of photos or home videos and they say, ‘I didn’t know you could do that with a PC!’

But for all the cool things that a person can do with a PC, there are lots of other ways we can put our creativity and intelligence to work to improve our world. There are still far too many people in the world whose most basic needs go unmet. Every year, for example, millions of people die from diseases that are easy to prevent or treat in the developed world.

As a father, I believe that the death of a child in Africa is no less bitter or tragic than the death of a child anywhere else. And that it does not take much to make an immense difference in these children’s lives.

I am excited by the possibilities I see for medicine. And I believe that through our natural inventiveness, creativity and willingness to solve tough problems, we are going to see some amazing achievements in this area in my lifetime.

The narrator considers himself an optimist as he

- has a strong religious belief.
- believes in the power of human mind.
- believes the world is perfect.
- knows how to develop one’s creativity.

After the narrator first used a computer he

- got fascinated with its size.
- used it to solve his problems.
- could no longer do without it.
- was amazed at its unlimited possibilities.

The narrator believes that computers are perfect to

- be human friends.
- create new fields of knowledge.
- provide people with creative ideas.
- be used as an instrument to solve human problems.

The narrator ‘tap-dances to work’ because he enjoys

- meeting new people.
- watching dancing contests.
- teaching people basic computer skills.
- doing his job very much.

The narrator believes that

- a lot of people in the world need help.
- it is impossible to make the world better.
- people in the world have too many needs.
- the computer is the only way to improve the world.

The narrator predicts the development of new

unknown diseases.	technologies in medicine.
methods in education.	creative ways of thinking.

2.1.8 Самостоятельная работа №3

1.вариант

Установите соответствие между заголовками 1—8 и текстами А-Г. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.

- | | |
|-------------------------------|------------------------------|
| • Personal style in a uniform | 5* A hobby that carries away |
| • Old but dear | 6. Meaning without words |
| • Get a holiday spirit | 7. The number is not guilty |
| • Dance competition | 8. Yes to school uniform |

- Dance is in my heart, in my blood and in my mind. I dance daily. The seldom-used dining room of my house is now an often-used ballroom. The CD-changer has five discs at the ready: waltz, rock-and-roll, swing, salsa, and tango. Tango is a complex and difficult dance. I take three dancing lessons a week, and I am off to Buenos Aires for three months to feel the culture of tango.
- Clothes play an important role in my life. My passion for fashion began when I was in elementary school. I attended a private school with uniformed dress code. At first I

felt bad that I could not wear what I wanted, but soon I learned to display my creativity and style through shoes and accessories. They can make each of us unique, in a uniform or not.

- I believe that music has a bigger place in our society than it is given credit for. The single word ‘music’ covers so many styles. Rock bands and classical musicians make listeners get the meaning from the music. Music tells stories about life and death, expresses feelings of love, sadness, anger, guilt, and pain without using words.
- Even as an eighteen year old young adult, I still feel the magic of Christmas. I believe in a real Christmas tree. My family has had a real Christmas tree every year of my life. When you get home and smell the sweet pine needles, something magical goes into your soul, raises your spirits. Every year we buy a real tree to fully embrace the spirit of Christmas.
- People often try to get rid of the number thirteen. Many hotels and office buildings across the world do not have a 13th floor! I believe that the number thirteen is not an unlucky number. I was born on January, 13 and do not consider myself unlucky in any way at all! I believe that this number should have all the rights and respect we give the rest of the numbers.
- Many kids that go to public schools don’t wear a uniform. They like to show off the new expensive clothes and often have trouble picking out outfits for school in the morning. They are more worried about whether their shirt matches the belt, rather than if the homework is completed. I believe that this is a fault of our school system and only causes problems.
- They say that the music of your youth is the soundtrack of your life. I am 50; I enjoy new artists and new music, but I still find words of wisdom in singles of sixties and seventies, still believe that ‘you can’t always get what you want, but sometimes, you get what you need,’ that ‘all you need is love’. I like to listen to the songs I grew up with.

A B C D E F G

вариант 2

Прочитайте текст и заполните пропуски А—F частями предложений, обозначенными цифрами 1-7. Одна из частей в списке 1-7 лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

Past and present

I believe we are not alone.

Even if I am on the other side of the world from the farmhouse I live in, I still dream of the ancient vines out the window, and the shed out back that my grandfather's father built in 1870 with eucalyptus trunks. As long as I can recreate these images, A _____.

All of us need some grounding in our modern world of constant moving, buying, selling, meeting and leaving. Some find constancy in religion, others in friends or community. But we need some daily signposts that we are not different, not better, B _____.

For me, this house, farm, these ancient vines are those roots. Although I came into this world alone and will leave alone, I am not alone.

There are ghosts of dozens of conversations in the hallways, stories I remember about buying new plows that now rust in the barnyard and ruined crops from the same vines C _____.

All of us are natural links in a long chain of being, and that I need to know what time of day it is, what season is coming, whether the wind is blowing north or from the east, and if the moon is still full tomorrow night, D _____.

The physical world _____ around us constantly changes, E _____ . We must struggle in our brief existence to find some transcendent meaning and so find relief in the knowledge F _____.

You may find that too boring, living with the past as present. I find it refreshing. There is an old answer to every new problem, that wise whispers of the past are with us. If we just listen and remember, we are not alone; we have been here before.

- I never quite leave home
- but human nature does not
- that we are now harvesting
- but we as well as our heart did not
- not worse than those who came before us
- just as the farmers who came before me did
- that our ancestors have gone through this before

A B C D E F

2.1.9 Самостоятельная работа №4

вариант 1

Установите соответствие между заголовками 1-8 и текстами А-Г. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.

- Intelligent machines in our life
 - Computer intelligence test
 - Computers change human brains
 - Electronic film stars
-
- Artificial intelligence is the art of making machines that are able to ‘think’. We often don’t notice it, but artificial intelligence is all around us. It is present in computer games, in the cruise control in our cars and the servers that direct our e-mail. Some scientists believe that the most powerful computers could have the power of the human brain. Machines have always been excellent at tasks like calculation. But now they are better than humans in many spheres, from chess to mixing music.
 - The world’s most powerful computer is ASCI Purple, made by IBM in 2004. It can carry out 100 trillion operations per second and has the size of two basketball courts. A computer with double power is expected in the next two years. A spokesman for IBM said that ASCI Purple is near the power of the human brain. But some scientists believe our brains can carry out almost 10,000 trillion operations per second.
 - The possible dangers of intelligent machines became the stories of many science fiction films. In The Terminator (1984), a computer network uses nuclear weapons against the human race in order to rule the world. This network then makes intelligent robots called ‘Terminators’ which it programs to kill all the humans. In The Matrix (1999) and The Matrix Reloaded (2003), a machine dominates humanity, using people as batteries to power itself.
 - In 1997, the then world chess champion Garry Kasparov played against IBM’s Deep Blue supercomputer — and lost. After six games, the world-famous Kasparov lost 2.5 to 3.5 to the computer. In February 2003, Kasparov restored human reputation by finishing equal against the Israeli-built supercomputer Deep Junior. Kasparov ended the game with the score 2-2 against US company X3D Technologies’ supercomputer X3D Fritz in November 2003, proving that the human brain can keep up with the latest developments in computing (at least in chess).
 - There are a number of different methods which try to measure intelligence, the most famous of which is perhaps the IQ, or ‘Intelligence Quotient’ test. This test was first

used in early 20th century Paris. The modern day IQ test measures a variety of different types of ability such as memory for words and figures and others. Whether IQ tests actually test general intelligence is disputable. Some argue that they just show how good the individual is at IQ tests!

- Analysis shows that human intelligence is changing. We are gaining abilities in some areas of intelligence, while losing them in others, such as memory. So this generation may not remember the great number of poems, their abilities are greater in other areas. It has been discovered that wide use of video games improves reaction time. But we could only dream of computing without calculators as fast as our grandparents did.
-
- In 1950, mathematician Alan Turing invented a test to check machine intelligence. In the Turing Test, two people (A and B) sit in a closed room, a third person (C), who asks questions, sits outside. Person A tries to answer the questions so that person C doesn't guess who they are: men or women, while person B tries to help him (C) in their identification. Turing suggested a machine take the place of person A. If the machine fooled the human, it was likely to be intelligent.

A B C D E F G

вариант 2

Прочитайте текст и заполните пропуски A-F частями предложений, обозначенными цифрами 1—7. Одна из частей в списке 1—7 лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

Healthy school meals

Children at Southdown Infants School in Bath enjoy tasty homemade meals such as roast turkey with fresh vegetables, chicken, salad and fresh fruit for pudding.

Vegetables are A _____ . Instead of crisps, chocolate and sweets, the school canteen serves organic carrots, dried fruit and fresh seasonal fruit in bags for Юр, B _____ .

Southdown's healthy eating initiative began four years ago with the start of a breakfast club.

Now Ms Culley, the head teacher of the school, says that the teachers very clearly see the link between diet and concentration. 'Children's concentration and behaviour

C _____, T h e teachers would also like to give the children the experience of eating together. It turned out that some children weren't used to that. Pupils are also encouraged to find out more about where their food comes from by

D _____.

Parents are also involved and are invited in to try school dinners on special occasions, E _____.

The efforts of staff, pupils and parents to create a healthy eating environment were recognized earlier this month F _____ the Best School Dinner award.

Ms Culley said: 'We are happy to win this award. Healthy eating is at the centre of everything we do. It's really rewarding to see so many children enjoy real food.'

- such as Easter and Christmas
- visiting a local farm
- local, fresh and organic where possible
- provide good quality food
- definitely improve after a good meal
- and about 100 bags are sold each day
- when the school was awarded

A

B

C

D

E

F

2.1.10 Самостоятельная работа №5

вариант 1

Установите соответствие между заголовками 1-8 и текстами А-Г. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.

- Chocolate mania
- History of chocolate

- Like father, like son
 - Balanced diet
 - Friend or enemy
 - Safe sweetness
 - Help to dentists
 - Problems with weight
-
- Chocolate is made from the seeds of the tree *Theobroma cacao*. The ancient Aztecs used the beans of the cacao tree as a form of money. The Aztecs discovered that by crushing the beans into a paste and adding spices, they could make a refreshing and nourishing drink. This drink was very bitter, not like our chocolate drinks today. 16th century European explorers brought the drink back from their travels, added sugar, and soon it was popular as an expensive luxury.
 - You can receive a ‘sweet tooth’ from your parents. Recent study at New York University suggests there is a genetic reason why some people prefer sugary foods. The study was based on two groups of mice. The parents of the first group were given sweetened water and the parents of the second - unsweetened water. The team found the gene that was different in the two groups of mice and then looked for similar genetic chains in humans.
 - All modern chocolate products have large amounts of sugar, a fact which may partly explain why it becomes a sort of drug for some people. An ability to recognize sweet things, and a tendency to like them was very useful for our forefathers. Such a genetic quality made prehistoric humans look for energy-rich, healthy and tasty food such as fruit, and helped them avoid bitter-tasting poisonous plants.
 - Like other sweet food, chocolate helps endorphins, natural hormones, that give us the feelings of pleasure and well-being, to appear in our body. Chocolate also makes us feel good by reacting with our brains. Scientists say that some people may develop chocoholism — a dependency on chocolate. So it’s just possible that, with every bar of chocolate, your brain changes step by step in order to make you love chocolate more and more!
 - Back in the 17th and 18th centuries, many scientific works were written explaining the advantages of chocolate for medicine, and today it’s a regular food in army rations. Chocolate could help prevent tooth decay, according to scientists at Japan’s Osaka University. The cocoa beans from which chocolate is made have an antibacterial agent that fights tooth decay. These parts of the beans are not usually used in chocolate production, but in future they could be added back in to chocolate to make it friendly for teeth.

- Californian scientist Professor Carl Keen and his team have suggested that chocolate might help fight heart disease. They say that it contains chemicals called flavinoids, which thin the blood. Researchers at Harvard University have carried out experiments that suggest that if you eat chocolate three times a month you will live almost a year longer than those who don't do it. But it's not all good news — chocolate has much fat, which means that eating too much of it may lead to obesity.
- Being very fat, or obese, is linked to many health problems including heart disease and diabetes. The causes of obesity are not yet fully understood. Both genes and the environment play a role. The recent growth of the number of fat people seems to be linked to environmental factors: people are much less active nowadays, fatty and sugary foods like chocolate are cheap, people eat larger portions of food, and the calories per person have increased.

A B C D E F G

вариант 2

Прочитайте текст и заполните пропуски А-Г частями предложений, обозначенными цифрами 1-7. Одна из частей в списке 1-7 лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

Walking is not enough to keep fit

Walking may not be enough on its own to produce significant health benefits, research suggests. A team from Canada's University of Alberta compared a 10,000 step exercise programme with a more traditional fitness regime of moderate intensity. Researchers found improvements A were significantly higher in the second group. They told an American College of Sports Medicine meeting that gentle exercise was B . In total 128 people took C . The researchers assessed influence on fitness by measuring blood pressure and lung capacity. They found out the 10,000-step programme did help to get people motivated — and was an excellent way to start D . But to increase the effectiveness, some intensity must be added to their exercise. 'Across your day, while you are achieving those 10,000 steps, take 200 to 400 of them at a faster pace. You've got to do more than light exercise and include regular moderate activity, and don't be shy to have an occasional period of time at an energetic level.' The researchers were concerned there was too much focus E , rather than on its intensity.

Professor Stuart Biddle, an expert in exercise science at the University of Loughborough, said it was possible that the current guidelines on how much exercise to take were set too low. 'However, you have got to find F _____ . The harder you make it, the fewer people will actually do it.' Professor Biddle said there was no doubt that energetic exercise was the way to get fit, but volume rather than intensity might be more useful in tackling issues such as obesity.

- part in the project
- taking exercise
- gave marked health benefits
- in fitness levels
- on simply getting people to take exercise
- not enough to get fit
- a compromise between physiology and psychology

A B C D E F

:

2
—

2.1.11 Контрольная работа №1

1 вариант

Задание 1. Повторите тему «Правила чтения гласных и согласных букв и их сочетаний». В соответствии с правилами чтения напишите транскрипцию следующих слов:

1	Name, red, thirty, pure, corn, teacher, pain, put, boat, tear, they, what, now, king, house
2	Plate, about, bag, morning, her, town, here, care, this, firm, fear, meat, coat, chain, who
3	Bad, driver, barter, mouse, evening, cow, feed, near, push, rain, fur, ten, famous, hare, table
4	Make, cat, part, church, around, hall, why, skirt, speak, put, duck, bark, book, worst, viking

Задание 2.

Образуйте сравнительную и превосходную степень от следующих прилагательных и наречий.

1. Large, tall, long, easy, hot, big, cold, nice, bad, strong, shot, wide, good, happy, high, low, busy, well, little, many, far.

Задание 3

Раскройте скобки, употребив нужную степень прилагательного\наречия.

1. Winter is (cold) season of the year. 2. Moscow is (large) than St. Petersburg. 3. Which is (long) day of the year? 4. The Alps are (high) mountains in Europe. 5. Even (long) day has an end. 6. It is one of (important) questions of our conference.
2. Задание 4.

Rewrite the sentences according to the example. Use Complex Object.

1. We thought that he would support our idea.

We expected_____.

2. I wasn't keen on music, but learned to play the violin because my mother wanted me to. I went to music school because my mother wanted_____.

3. You hurt his feelings and you should say, "Sorry".

I want_____.

2 вариант

Задание 1. Повторите тему «Правила чтения гласных и согласных букв и их сочетаний». В соответствии с правилами чтения напишите транскрипцию следующих слов:

1	Baby, verse, middle, style, loud, also, lake, out, pan, square, ball, sleep, third, admire, open
2	Walk, home, these, turkey, lake, clock, desire, east, fall, world, write, birthday, reason, other, fly
3	Same, lamp, food, healthy, fire, purple, road, wind, diving, smart, stormy, ice, teacher, pool, well
4	Far, snack, float, litter, lyme, wheel, hundred, return, fireman, each, noun, mother, bench, proud, set

Задание 2.

Образуйте сравнительную и превосходную степень от следующих прилагательных и наречий.

1 Large, tall, long, easy, hot, big, cold, nice, bad, strong, shot, wide, good, happy, high, low, busy, well, little, many, far.

2. Wonderful, necessary, quickly, interesting, comfortable, popular, active, famous, pleasant, beautiful, slowly, clearly.

Задание 3

Раскройте скобки, употребив нужную степень прилагательного\наречия.

1. Your English is (good) now. 2. Who knows him (well) than you? 3. We have (little) interest in this work than you. 4. Health is (good) than wealth. 5. Your son worked (well) of all. 6. Today you worked (slowly) than usually.

Задание 4.

Rewrite the sentences according to the example. Use Complex Object.

1 You hurt his feelings and you should say, "Sorry».

I want _____.

2 Don't put off talking about the problem. Call them right now. I want you to.

I want _____.

3. Everybody thought he would win the game, but he lost.

Everybody expected _____.

2.1.12 Контрольная работа №2

1 вариант

Задание 1

Прочитайте приведенный ниже текст. Образуйте от слов, напечатанные заглавными буквами в конце строк, однокоренные слова, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами

Christmas

Christmas is the most important annual festival in both Britain and North America. In its origins, it combines the Christian _____ of the birth of Christ, on 25 December, with the ancient tradition of a winter feast during the darkest period of the year.

CELEBRATE

Christmas carols — a special kind of religious songs — are an important part of it. You may hear them _____ times over the radio but it is quite different when you listen to people sing carols around you in church.

COUNT

At this time, too, many carol _____ make door-to-door visits to people at home, collecting money for this or that charity.

SING

Many weeks before Christmas, shops start selling _____ Christmas cards and Christmas gifts.

VARY

Shop _____ decorate their shops with holly, mistletoe, candles and colourful paper chains and lanterns.

OWN

All kinds of traditional Christmas food are also _____ available.

WIDE

Задание 2

This is part of a letter from your English-speaking pen-friend Ann who writes

... One of my friends has recently been invited to spend a couple of weeks in Moscow this summer and it's going to be his first time coming here. What places of

interest and tourist attractions would you recommend for him to see? What are your favourite ones?

He's interested in art. I'm sure there are a lot of lovely museums in Moscow. Where should he go first?

By the way, my sister got a new job...

Write a letter to Ann.

In your letter

- answer her questions
- ask 3 questions about her sister's new job

Write 100—140 words.

Remember the rules of letter writing.

Задание 3

Comment on the following statement.

Some people think that modern young people think only about making money and career.

What is your opinion? Do you agree with this statement?

Write 200—250 words.

Use the following plan:

- make an introduction (state the problem)
 - express your personal opinion and give 2-3 reasons for your opinion
 - express an opposing opinion and give 1-2 reasons for this opposing opinion
 - explain why you don't agree with the opposing opinion
- make a conclusion restating your position

2 вариант

Задание 1

Прочитайте приведенный ниже текст. Образуйте от слов, напечатанные заглавными буквами в конце строк, однокоренные слова, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами

The Power of the Great Pyramid

In the 18th century a large number of foreigners came to the Great Pyramid of Cheops in Egypt. One of the most _____ people of that time, Napoleon Bonaparte, also visited the Pyramid. POWER

His expedition to Egypt in 1798 was not only military but archeological as well. He took with him specialists in different spheres of science. The _____ measured, explored and made many drawings of Egyptian pyramids. SCIENCE

One day Napoleon with several _____ came to the Great Pyramid of Cheops. There he wanted to be left alone. SERVE

He ordered everyone to leave him and went into the _____ alone. DARK

When he came out he was pale. ‘Are you all right, sir?’ asked the guide. Napoleon was silent. Then he said _____, ‘Never mention this matter again. Ever!’ SAD

Years later, his friend Tomblier asked him what he had seen in the Great Pyramid. Napoleon stared at Tomblier for a while, then said only two words, ‘Something _____!’ He never spoke about it

Задание 2

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

- ... You know, my sister would like to be a school teacher. She likes children but
- wonder whether ifs enough to make a good teacher.
- What qualities, in your opinion, are necessary for any teacher? And what qualities are connected with a particular subject he or she teaches? Would you like to try teaching? Why or why not?
- By the way, yesterday we bought a new TV set with a large screen for our living-room. ...

Write a letter to Stephen.

In your letter

- answer his questions
- ask 3 questions about his favourite TV programmes

Write 100—140 words.

Remember the rules of letter writing.

Задание 3

Comment on the following statement.

Some people think that at school students do not study enough modern authors and modern literature.

What is your opinion? Do you agree with this statement?

Write 200—250 words.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2-3 reasons for your opinion
- express an opposing opinion and give 1-2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion

2.1.13 Контрольная работа №3

1 вариант

1. Раскройте скобки, употребляя глаголы в Present Perfect, Past Simple или Present Perfect Continuous.

1. Oh no! The children _____ (cook). Look at the state of this kitchen!
2. How many times Wendy _____ (be) late for work this week?
3. I'm going to give that cat some food. It _____ (sit) on the doorstep for hours.

I'm sure it's starving.

4. I _____ (do) grammar exercises all morning. I deserve a treat for lunch.
5. You _____ (not / buy) your mother a present? That's really mean of you.
6. She _____ (work) in Australia for 2 years. Then she moved.
7. Now where are my keys? This is the third time I _____ (lose) them today
8. You _____ (ever/play) chess? You should try it. I'm sure it's the sort that you'd like.
9. Oh do be quiet. You _____ (grumble) all day!
10. Your tennis _____ (really / improve)! You _____ (practice) in secret?

2 Вставьте недостающую форму

_____ → went → _____
run → _____ → _____
_____ → _____ → done
_____ → stood → _____
see → _____ → _____
_____ → _____ → lost
_____ → _____ → come
have → _____ → _____
_____ → sat → _____
find → _____ → _____
_____ → _____ → said
_____ → read → _____
think → _____ → _____
_____ → left → _____
tell → _____ → _____

3. Прочитайте текст.

Today people all over the world are moving out of small villages to go and live in big, noisy cities. They are moving from the peaceful hills, mountains, fields, rivers, and streams of the country-side to the busy world of streets, buildings, traffic, and crowds. This movement from rural to urban areas has been going on for over two hundred years. In many countries, the main reason people come to live in towns and cities is work. After one or two large factories have been built in or near a town, people come to find work, and soon an industrial area begins to grow. There is usually a residential area nearby, where the factory workers can live. The families of these workers need schools, hospitals and shops, so more people come to live in the area to provide these services, and so a city grows.

In every major city in the world there is a business district where the big companies have their main offices. In the United States this area is usually in the city center. It is here that you can see the huge skyscraper office blocks. The people who work here often travel a long way to work each day. Many of them live in the suburbs, far away from the industrial area and the city centre. Some suburbs are very pleasant, with nice houses and big gardens.

There are usually parks for children to play in and large department stores where you can buy all you need.

But what is the future of the big cities? Will they continue to get bigger and bigger? Perhaps not. Some major cities have actually become smaller in the last ten years, and it is

quite possible that one day we will see people moving out of the major cities back into smaller towns and villages.

Составьте резюме к тексту.

Звариант

1.Поставьте глагол в нужной форме

1. You need to buy a present before your wife ... (come).
2. I ... (drop) my keys as I was leaving the apartment.
3. As soon as you sign the contract we ... (send) the payment.
4. After the princess fell asleep, she ... (have) a scary dream.
5. Robert woke up while the sun ... (rise).
6. After he ... (break) his arm he never ... (play) volleyball again.
7. She was doing shopping while her sister ... (wash) the windows.
8. We'll go to the beach as soon as the film ... (be over).
9. Don't eat chocolate until your allergy ... (disappear).
10. Can you feed my cats when I ... (go) on holiday?

2.Переведите предложения.

1. Я устал рассказывать одну и ту же историю.
2. Мой друг любит собирать значки.
3. Мне скучно слушать ее сплетни (gossips).
4. Они боялись пропустить поезд.
5. Она не интересуется изучением языков.
6. У нее есть способности к игре на пианино.
7. Она отвечает за приготовления к вечеринке.

3.Прочитайте текст.

Television (1920s)

The invention that swept the world and changed leisure habits for countless millions was pioneered by Scottish-born electrical engineer John Logie Baird. It had been realised for some time that light could be converted into electrical impulses, making it possible to transmit such impulses over a distance and then reconvert them into light.

Motor Car (Late 19th Century)

With television, the car is probably the most widely used and most useful of all leisure-inspired inventions. German engineer Karl Benz produced the first petrol driven car in 1885 and the British motor industry started in 1896. Henry Ford was the first to use

assembly line production for his Model T car in 1908. Like them or hate them, cars have given people great freedom of travel.

Electricity

The name came from the Greek word for amber and was coined by Elizabeth I's physician William Gilbert who was among those who noticed that amber had the power to attract light objects after being rubbed. In the 19th century such great names as Michael Faraday, Humphry Davy, Alessandro Volta and Andre Marie Ampere all did vital work on electricity.

Photography (Early 19th Century)

Leonardo da Vinci had described the camera obscura photographic principle as early as 1515. But it was not until 1835 that Frenchman Louis Daguerre produced camera photography. The system was gradually refined over the years, to the joy of happy snappers and the despair of those who had to wade through friends' endless holiday pictures.

Telephone (1876)

Edinburgh-born scientist Alexander Graham Bell patented his invention of the telephone in 1876. The following year, the great American inventor Thomas Edison produced the first working telephone. With telephones soon becoming rapidly available, the days of letter-writing became numbered.

Computer (20th Century)

The computer has been another life-transforming invention. British mathematician Charles Babbage designed a form of computer in the mid-1830s, but it was not until more than a century later that theory was put into practice. Now, a whole generation has grown up with calculators, windows, icons, computer games and word processors, and the Internet and e-mail have transformed communication and information.

Aeroplane

The plane was the invention that helped shrink the world and brought distant lands within easy reach of ordinary people. The invention of the petrol engine made flight feasible and the American Wright brothers made the first flight in 1903.

4. Заполните таблицу:

invention	time	inventor	importance

2.1.14 Контрольная работа №4

Задание 1.

a) Cover the right column and read the English words. Translate them into Russian and check your translation.

b) Cover the left column and translate the Russian words back into

to achieve достигать

to belong (to)

to feed

to determine

to relate

predominant

graph

national economy

принадлежать, относиться (к)

снабжать, питать

определять

относится (к), быть связанным (с)

преобразовывающий

кривая, график

народное хозяйство

Задание 2.

Read the words and put down their Russian equivalents. Then translate them back into English (orally).

Characteristic -

Municipal -

to electrify -

hydro -

period-

Задание 3.

Distribute the words below into three columns:

Action process doer

utilizer, protect, distribution, utilize, protection, distributor, consumption, consume, utilization, consumer

Задание 4.

Put down the Russian equivalents of these word combinations. Translate them back into English (orally).

a. load graph _____

lighting load

power load

b. power utilizing devices

parallelly operating plants

enterprises utilizing power

Задание 5.

Complete the sentences translating the words in brackets:

1. Water-turbine (заводы) are called hydroturbines.
2. Load graph (определяет) the operating load (условия).
3. Economical (потребление) of electric power (достигается) by interconnected operation of power plants.

Задание 6. Electric Power Consumers and Power Systems

An electric power consumer is an enterprise utilizing electric power. Its operating characteristics vary during the hours of day, days and nights, days of week and seasons.

All electric power consumers are divided into groups with common load characteristics. To the first group belong municipal consumers with a predominant lighting load: dwelling houses, hospitals, theatres, street lighting systems, mines, etc.

To the second group belong industrial consumers with a predominant power load (electric motors): industrial plants, mines, etc.

To the third group belongs transport, for example, electrified railways. The fourth consists of agricultural consumers, for example, electric tractors.

„The operating load conditions of each group are determined by the load graph. The load graph shows the consumption of power during different periods of day, month, and year. On the load graph the time of the maximum loads and minimum loads is given.

Large industrial areas with cities are supplied from electric networks fed by electric power plants. These plants are interconnected for operation in parallel and located in different parts of the given area. They may include some large thermal and hydroelectric power plants.

The sum total of the electric power plants, the networks that interconnect them and the power utilizing devices of the consumers, is called a power system. All the components of a power system are interrelated by the common processes of protection, distribution, and consumption of both electric and heat power.

In a power system, all the parallelly operating plants carry the total load of all the consumers supplied by the given system.

The building up of a power system is of great importance for the national economy. An economical utilization of the power plant installations and of the sources of power is achieved by interconnected operation of a series of power plants in a common power distribution system.

Задание 7. Answer these questions:

1. What enterprises are called electric power consumers?
2. When do their operating characteristics vary?

3. What consumers belong to the four different groups?
4. What conditions does the load graph determine?
5. What type of system is called a power system?
6. What processes interconnect the components of a power system?
7. In what way is an economical utilization of power installations achieved?
8. Describe a power system and its operation.

2 вариант

Задание 1.

a) Cover the right column and read the English words. Translate them into Russian and check your translation.

b) Cover the left column and translate the Russian words back into English.

Auxiliary - вспомогательный, добавочный

Breaker - выключатель, прерыватель

Busbar-собирающая шина

Feeder-фидер

Flexible-гибкий

To comprise-включать в себя

To distribute-распределять

As ... to, что касается

As well as-так же, как и

Задание 2.

Put down the Russian equivalents of these word combinations. Translate them back into English (orally).

circuit breaker

auxiliary units

distribution centre

flexible construction

reliable operation

switch gear bus

hydraulic as well as solar sources of energy
as to phase-word motors

Задание 3.

Fill in as well as, as to and translate the sentences:

1. Excessive starting current may result in fluctuations in the voltage ... in other faults of the motor.
2. A.C. motors they are subdivided into single- and three-phase motors.

Задание 4. Substations

A substation is designed to receive energy from a power system, convert it and distribute it to the feeders. Thus a substation serves as a distribution centre. Substations feed (supply) various consumers provided that their basic load characteristics are similar. Therefore the energy is distributed without transformation of the voltage supplied.

Common substations comprise isolators, switchgear buses, oil circuit breakers, fuses, power and instrument transformers and reactors.

Substations are classed into step up and step down ones. The step up substation includes transformers that increase the voltage. Connected to the busbars of the substation are the power transmission lines of power plants of the system.

As to step down substations, they reduce the voltage to 10 or 6 kV. At this voltage the power is supplied to the distribution centres and to the transformer substations of power consumers.

A transformer substation serves for transmitting and distributing electric power. It comprises a storage battery, control devices and auxiliary structures.

Transformer substations are classed into indoor and outdoor; both types are used for feeding industrial enterprises. Compared to other types of substations, transformer substations have certain advantages.

They have flexible construction and easy and reliable operation. In case of a fault in the left-hand section, the main circuit breaker opens while the normally open section circuit breaker closes and puts the voltage of the section to normal. Power from a substation is delivered to distribution centres.

Задание 5. Complete the sentences using the correct variant:

1. A substation serves

a) to consume energy.

b) to distribute energy.

c) to convert energy.

2. A substation feeds consumers

a) with various load characteristics.

b) with similar load characteristics.

3. The lines of power plants are connected

a) to the busbars.

b) to the switchgear.

4. A substation comprises

a) the main elements.

b) the main and auxiliary elements.

5. Flexible construction is

a) an advantage.

b) a disadvantage.

Задание 6. Pair work. Put these questions to your groupmate, and ask him/her to answer them.

1. What does a substation serve for?

2. What type of consumers does a substation feed?

3. What parts are the power transmission lines connected to?

4. What components does a substation comprise?

5. What types are substations classed into?

1. What are advantages of a transformer substation?

2.1.15 Контрольная работа №5

1 вариант

Задание 1. Перепишите следующие предложения. Определите по грамматическим признакам, какой частью речи являются слова, оформленные окончанием -s и какую функцию это окончание выполняет, т.е. служит ли оно:

а) показателем 3-го лица единственного числа глагола в Present Indefinite;

б) признаком множественного числа имени существительного;

в) показателем притяжательного падежа имени существительного.

Переведите предложения на русский язык.

1. In the heart of the atom's nucleus is a "clock" that "ticks" 3 billion times per second, giving the most accurate measurement of time we know.

2. Cheap fuel/means cheap power to operate manufacturing plants economically.

3. Coal and oil are so heavy that shipping them long distances is expensive.

Задание 2. Перепишите следующие предложения и переведите их, обращая внимание на особенности перевода на русский язык определений, выраженных именем существительным.

1. This force, Bohr said, was the electrostatic attraction of the positive proton nucleus for the outer electron.
2. In France the Curies noticed that the placing of a substance containing hydrogen in the path of this radiation caused the release of high energy protons.
3. The three particle model of the atom could not mathematically explain how this is possible.

Задание 3. Перепишите следующие предложения, содержащие разные формы сравнения, и переведите их на русский язык.

1. Most important, it appeared that one splitting atom might cause other atoms to split and to create a chain reaction similar to the chain reaction that takes place in a coal fire, where one burning coal ignites another and so on.
2. One pound of U-235 can provide as much energy as three million pounds of coal.
3. The weights of these simpler atoms are slightly less (about 0.1 per cent) than the weights of the uranium atoms.
4. Besides difference in charge it was also discovered that the proton was much greater in mass (1836 times) than the electron.
5. The heaviest H^3 is so rare that it is supposed only three pounds of it exist on earth.

Задание 4. Перепишите и письменно переведите предложения на русский язык, обращая внимание на перевод неопределенных и отрицательных местоимений.

1. The developments described here are no longer dreams -they are accomplishments that have already been made or will be in effect in the near future.
2. In some cases, the target atoms are actually smashed, or broken into smaller atoms.
3. In simple language it means that any material substance can be converted into energy, and, conversely, that energy can be changed into material substances.

Задание 5. Перепишите следующие предложения, определите в них видовременные формы глаголов и укажите их инфинитив; переведите предложения на русский язык.

1. These radioactive substances which the atomic furnace can produce in great quantities have proved valuable in almost every field of human life.
2. The nuclear reactor generates tiny, swiftly moving pieces of atoms.
3. The atomic furnace - flame less, almost entirely automatic -is being used to make steam for generating electricity.
4. During the middle years of the 19th century scientists had discovered that when an electric current was passed between two electrodes placed at the end of a partially evacuated glass tube.
5. While German scientists were experimenting with radioactive polonium, they detected a strong radiation.

Задание 6. Задайте один общий и один специальный (к второстепенному члену предложения) вопрос к предложениям из п. 5.

Задание 7. Прочтите и устно переведите на русский язык с 1-го по 3-й абзацы. Перепишите и письменно переведите 4-й абзац.

HOW ATOMIC REACTOR OPERATES

The Moderator. What the moderator does is maintaining neutron collisions at an even rate. It surrounds and sometimes penetrates the core of the reactor (which contains the fissionable fuel) and is composed of a mass of stable materials. Graphite is still being used as moderator. When Enrico Fermi and his associates built an atomic reactor, they stacked graphite bricks around the fuel core, that is why the familiar, huge, square-faced thermal reactor is still called an "atomic pile".

But, having started neutron collisions, the reactor now has to be able to stop or, at any rate, to slow them down. This is done with control elements, long sliding rods. Depending on how far they are thrust into the core among the fuel elements, they absorb greater or lesser numbers of neutrons, and so control the speed of the reaction. They are made of, or contain, elements which do not simply reflect or impede neutrons the way the moderator does, but actually absorb extra neutrons.

Cadmium is generally used for control elements and for the shield which jackets the reactor. Should some neutrons manage to get out of the core, they are stopped by the shield before they can bring any damage.

Another design component is the reflector. Like the moderator it surrounds the core. Its job is to bounce back neutrons before they can get to the shield.

Heat transference. No part of any working atomic reactor has had more thinking devoted to it than the fifth and the last component: the coolant, which circulates around and through the core and the adjacent reactor components, and carries off the heat. In order to do this, it has to be a fluid which: 1) resists neutron absorption; 2) will not corrode the pile components; 3) can be pumped easily through the reactor, and 4) should easily absorb and give off heat so that it can be recycled quickly.

How do we get power out of a reactor? Here is how an atomic reactor delivers electricity: the coolant circulates through the structure, picking up heat, generated by the controlled atomic fission. It carries the heat into a heat-exchanger, which is two tubes lying side by side in insulating jacket. One carries circulating coolant from the reactor. The other is a cold water line which picks up the coolant's heat by simple transfer, and cycles the resulting steam through a turbine. The turbine rotates and turns the armature of an electric generator. The electricity produced by the generator follows the normal paths of power distribution until it ends up powering your television set or some other electric appliances.

Задание 8. Прочитайте второй абзац текста и ответьте на вопрос:

What is the function of the control elements?

2вариант

Задание 1. Перепишите следующие предложения; подчеркните в каждом из них глагол-сказуемое и определите его видовременную форму и залог. Переведите предложения на русский язык. Обратите внимание на перевод пассивных конструкций.

1. New and better ways are being sought to harness the power of the wind, waves and ocean tides.
2. Changes in the temperature field at points which are at a distance from the point of disturbance, however, will be insignificant.
3. Radioactive methods are now being used to investigate all kinds of chemical processes.
4. Today, at least a thousand artificial isotopes have been created with widely different half-lives.
5. When the big "atom smashers" were built, scientists were given the necessary tools for investigating the inner structure of the atom.

Задание 2. Перепишите следующие предложения; подчеркните Participle I и Participle II и установите функции каждого из них, т.е. укажите, является ли оно определением, обстоятельством или частью глагола-сказуемого. Переведите предложения на русский язык.

1. At $Re > 10^3$ the eddies separate periodically from the tube and are swept downstream by the fluid flow, forming an eddy path behind the cylinder.
2. In this way, mineral deposits containing radioactive elements may be discovered.
3. This for new and plentiful sources of power is taking many directions.

Задание 3. Перепишите следующие предложения; подчеркните в каждом из них модальный глагол или его эквивалент. Переведите предложения на русский язык.

1. Obviously, a proton is so small that it could not be seen directly, and you may wonder how it was detected.
2. The electron had to be influenced by some force in order to move around the nucleus.
3. It must be remembered that planetary electrons in the outer orbits balance the number of protons in the nucleus.
4. The half-lives of radioactive isotopes, and it should be stressed that this half-life is unchangeable for any given isotope, can be very different.

Задание 4. Прочитайте и устно переведите с 1 -го по 4-й абзацы текста. Перепишите и письменно переведите 1, 3 и 4-ый абзацы текста.

TRANSIENT CONDUCTION

The processes of conduction where temperature varies in time as well as in space are called unsteady, non-stationary, or transient. Transient conduction takes place in the heating or cooling of various blanks and articles, glass manufacture, brick burning,

vulcanization of rubber, and during starting and stopping of various heat exchangers, power installations, etc.

Among the practical problems of transient conduction, two groups of processes are of particular importance: when the body tends to thermal equilibrium, and when the temperature of the body is subject to periodic variation. The first group includes processes involving the heating or cooling of bodies placed in the medium of a given thermal state, for example, the heating of an ingot in a furnace, the cooling of bars and pigs in steelworks, the cooling of hardened parts, etc. The second group embraces processes developing in periodically functioning heaters, for instance, the heat process of regenerators whose packings are periodically, and alternately heated by flue gases and cooled by air.

Transient processes are always linked with a change in the inner energy, or enthalpy, of the substance concerned. As the body heats, the temperature at each point asymptotically approaches the temperature of the medium. The temperatures of points near the surface of the body change most rapidly. The differences in the rate of heating of individual points diminish with time and theoretically become zero within a sufficiently large interval of time.

When heat is transferred through a wall, and the temperature of one of the heat-carrying agents suddenly changes, all the heat involved will not be transferred through it, and a fraction will be consumed for the change in the internal energy of the wall itself (i.e., the change in its temperature). All the heat will be transferred through the separating wall from one fluid to the other only after steady-state conduction is established.

Задание 5. Прочтите 2-ой абзац текста и вопрос к нему. Из приведенных вариантов ответа укажите предложение, содержащее правильный ответ на поставленный вопрос.

Which two groups of processes are of particular importance?

1. ... when the body tends to thermal equilibrium, and when the temperature of the body is subject to constant variation.
2. ... when the body tends to thermal equilibrium, and when the temperature of the body is subject to periodic variation.
3. ... when the body tends to thermal change, and when the temperature of the body is subject to periodic variation.

3.2 Оценочные средства для промежуточной аттестации

3.2.1 Вопросы к дифференцированному зачету по дисциплине ОГСЭ.03

Иностранный язык

1. Специфика перевода модальных глаголов.
2. Прочитать и перевести текст. Ответить на вопросы.
3. Страдательный залог.
4. Прочитать и перевести текст. Ответить на вопросы.
5. Местоименные наречия
6. Прочитать и перевести текст. Ответить на вопросы.
7. Придаточные предложения (определительные; бессоюзные).
8. Прочитать и перевести текст. Ответить на вопросы.
9. Специфика перевода служебных слов, парных союзов.
10. Прочитать и перевести текст. Ответить на вопросы.
11. Специфика перевода придаточных предложений,
12. Прочитать и перевести текст. Ответить на вопросы.
13. Специфика перевода предложений с модальными глаголами
14. Прочитать и перевести текст. Ответить на вопросы.
15. Типы вопросов.
16. Прочитать и перевести текст. Ответить на вопросы.
17. Специфика перевода сослагательного наклонения в научной литературе
18. Прочитать и перевести текст. Ответить на вопросы.
19. Вопрос к подлежащему.
20. Прочитать и перевести текст. Ответить на вопросы.
21. Разделительный вопрос.
22. Прочитать и перевести текст. Ответить на вопросы.
23. Альтернативный вопрос.
24. Прочитать и перевести текст. Ответить на вопросы.
25. Специальные вопросы.
26. Прочитать и перевести текст. Ответить на вопросы.
27. Общий вопрос.
28. Прочитать и перевести текст. Ответить на вопросы.
29. Конверсия. Особенности перевода.

28. Прочитать и перевести текст. Ответить на вопросы.
29. Каков порядок слов в английском предложении?
30. Прочитать и перевести текст. Ответить на вопросы.
31. Типы вопросов. Каков порядок слов в английском вопросительном предложении?
32. На что указывают окончания «'s», «s» в существительных и глаголах?
33. Назовите артикли. Перед какой частью речи они употребляются?
34. В каких случаях артикли не употребляются?
35. Определенные артикли перед географическими названиями.
36. Каким образом выражаются отношения между словами в английском предложении?
37. Сколько падежей имеют личные местоимения в английском языке? Назовите их формы
38. Прочитать и перевести текст. Ответить на вопросы.

3.2.2 Вопросы к дифференцированному зачету по дисциплине ОГСЭ.03

Иностранный язык

1. What elements does a circuit consist of?
2. What is the function of a voltage source? What is the function of a conductor?
What is the function of a resistor?
3. When is there no current in a circuit?
4. What does an open or a short result in?
5. What does no current in a circuit result from?
6. What type of circuit has the main line and parallel branches?
7. What type of circuit is used in order to have the same value of current in all the elements?
8. What type of circuit is used in order to have the same value of voltage in all the elements?
9. What does a trouble in the main line result in? What does a trouble in a branch result in?
10. What does no current in a series circuit result from?
11. How much does the sum of IR voltage drops equal?
12. What is the difference between series and parallel circuits?
13. What is the ammeter used for? What is the voltmeter used for?
What is the ohmmeter used for?
14. What terminals does a meter have?

15. Should the measured circuit be opened when the voltmeter is used?
16. Should the measured circuit be opened when the ammeter is used?
17. In what way should the voltmeter be connected to the circuit?
18. In what way should the ammeter be connected to the circuit?
19. What is the difference between a voltmeter and an ammeter?
20. What common meters are used to measure the values in a circuit?

resistor

21. What is a resistor used for?
22. When does the temperature of a resistor rise?
23. What element is used to change the value of voltage?
24. How are resistors rated?
25. What types of resistors do you know?
26. When does a resistor get open?
27. What does an open resistor result in?
28. What is the difference between a fixed resistor and a variable resistor?
29. How much is the current-carrying capacity of a two-ohm resistor?
30. What resistors have a variable value?
31. What is a cell used for?
32. What does a cell consist of?
33. What is the function of the terminals?
34. In what way are cells connected in order to increase the voltage output?
35. In what way are cells connected in order to increase the current capacity?
36. In what way are the terminals of series cells connected?
37. In what case does a cell stop operating?
38. What should be done in case it stops operating?
39. What should be done in case a capacitor has a trouble?
40. What is current?

41. What materials are called conductors?
42. What is the advantage of copper compared with silver?
43. What is the most common function of wire conductors?
44. Why is a minimum voltage drop produced in copper conductors'?
45. What is the relation between the value of resistance and the temperature in carbon?
46. What materials are called insulators?
47. What are the most common insulators?
48. What are the two main functions of insulators?
49. What is the difference between conductors and insulators?
50. How does current pass through insulators?

51. What materials are commonly used to produce insulators?
52. What materials are commonly used to produce conductors?
53. In what case do insulators conduct current?
54. How does resistance change when the temperature decreases?
55. What type of transformer is called a step—up transformer?

Лист согласования

Дополнения и изменения к комплекту ФОС на учебный год

Дополнения и изменения к комплекту ФОС на _____ учебный год по дисциплине

В комплект ФОС внесены следующие изменения:

Дополнения и изменения в комплекте ФОС обсуждены на заседании ЦМК

«_____» _____ 20____ г. (протокол № _____).

Председатель ЦМК _____ / _____ /