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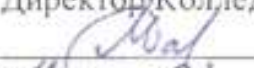
Министерство сельского хозяйства Российской Федерации

Федеральное государственное бюджетное образовательное учреждение
высшего образования

«Алтайский государственный аграрный университет»

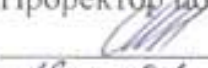
СОГЛАСОВАНО

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«16» 04 2025 г.

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«16» 04 2025 г.

**КОНТРОЛЬНО-ОЦЕНОЧНЫЕ СРЕДСТВА
ПО ДИСЦИПЛИНЕ СОЦИАЛЬНО-ГУМАНИТАРНОГО ЦИКЛА
СГ.02 ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ
ДЕЯТЕЛЬНОСТИ (АНГЛИЙСКИЙ)**

по специальности 21.02.19 Землеустройство

Барнаул 2025

ПРИЛОЖЕНИЕ №
К ООП ПО СПЕЦИАЛЬНОСТИ СПО
21.02.19. ЗЕМЛЕУСТРОЙСТВО

**КОМПЛЕКТ КОНТРОЛЬНО-ОЦЕНОЧНЫХ СРЕДСТВ
ДЛЯ ОЦЕНКИ РЕЗУЛЬТАТОВ ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ
СГ. 02 ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ
ДЕЯТЕЛЬНОСТИ (АНГЛИЙСКИЙ)**

Комплект контрольно-оценочных средств разработан на основе федерального государственного образовательного стандарта среднего профессионального образования по специальности СПО 21.02.19 Землеустройство (приказ Министерства просвещения Российской Федерации от 18 мая 2022 г. № 339) и рабочей программы учебной дисциплины СГ.02 Иностранный язык в профессиональной деятельности (английский).

Организация-разработчик: ФГБОУ ВО Алтайский ГАУ

I. Паспорт комплекта контрольно-оценочных средств

1.1. Область применения комплекта контрольно-оценочных средств

Комплект контрольно-оценочных средств предназначен для оценки результатов образовательных достижений учебной дисциплины СГ.02 Иностранный язык в профессиональной деятельности (английский).

Комплект контрольно-оценочных средств содержит задания для проведения текущего контроля и промежуточной аттестации в форме дифференцированного зачета.

1.2. Результаты освоения дисциплины, подлежащие проверке

В результате освоения учебной дисциплины СГ.02 Иностранный язык в профессиональной деятельности (английский) обучающийся должен обладать предусмотренными ФГОС по специальности 21.02.19 Землеустройство следующими умениями, знаниями, общими и профессиональными компетенциями:

Результаты обучения: умения, знания, общие и профессиональные компетенции	Показатели оценки результата	Форма контроля и оценивания
У1- понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы	Демонстрация умения понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы	Тестирование, устный опрос, экспертное наблюдение выполнения заданий на практических занятиях, дифференцированный зачет
У2- участвовать в диалогах на знакомые общие и профессиональные темы	Демонстрация умения участвовать в диалогах на знакомые общие и профессиональные темы	Тестирование, устный опрос, экспертное наблюдение выполнения заданий на практических занятиях, дифференцированный зачет
У3 - строить простые высказывания о себе и о своей профессиональной деятельности	Демонстрировать умение строить простые высказывания о себе и о своей профессиональной деятельности	Тестирование, устный опрос, экспертное наблюдение выполнения заданий на практических занятиях, дифференцированный зачет
У4- кратко обосновывать и объяснить свои действия (текущие и планируемые)	Демонстрировать умение кратко обосновывать и объяснить свои действия (текущие и планируемые)	Тестирование, устный опрос, экспертное наблюдение выполнения заданий на практических занятиях, дифференцированный зачет
У5- писать простые связные сообщения на знакомые или интересующие профессиональные темы	Демонстрировать умение писать простые связные сообщения на знакомые или интересующие профессиональные темы	Тестирование, устный опрос, экспертное наблюдение выполнения заданий на практических занятиях, дифференцированный зачет
З1 - правила построения	Демонстрация знаний	Тестирование, устный опрос,

простых и сложных предложений на профессиональные темы	написания простых связных сообщений на знакомые или интересующие профессиональные темы	экспертное наблюдение, дифференцированный зачет
32 - основные общеупотребительные глаголы (бытовая и профессиональная лексика)	Демонстрация знаний основных общеупотребительных глаголов (бытовая и профессиональная лексика)	Тестирование, устный опрос, экспертное наблюдение выполнения заданий на практических занятиях, дифференцированный зачет
33 - лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности	Демонстрация знаний лексического минимума, относящегося к описанию предметов, средств и процессов профессиональной деятельности	Тестирование, устный опрос, экспертное наблюдение выполнения заданий на практических занятиях, дифференцированный зачет
34 - особенности произношения	Демонстрация знания особенностей произношения	Тестирование, устный опрос, экспертное наблюдение выполнения заданий на практических занятиях, дифференцированный зачет
35 - правила чтения текстов профессиональной направленности	Демонстрация знаний правил чтения текстов профессиональной направленности	Тестирование, устный опрос, экспертное наблюдение выполнения заданий на практических занятиях, дифференцированный зачет
ОК 09 Пользоваться профессиональной документацией на государственном и иностранном языках	Грамотно использовать профессиональную документацию на государственном и иностранном языках	Экспертное наблюдение и оценка деятельности обучающегося в процессе освоения учебной дисциплины

1.3. Материалы для оценки компетенций

Задания открытого типа

ОК.09 Пользоваться профессиональной документацией на государственном и иностранном языках

1. Употребите глагол «to be» в нужной форме
They nice rabbits.
2. Откройте скобки, поставив глагол в нужной форме
She (see) six ducks.
3. Образуйте множественное число от существительного leaf
4. Образуйте множественное число от существительного clothes
5. Образуйте множественное число от существительного information
6. Образуйте множественное число от существительного tooth
7. Образуйте множественное число от существительного child
8. Образуйте множественное число от существительного foot
9. Выберите нужную форму глагола «to be» . I a student

10. Выберите нужную форму глагола «to be». He brave and strong
11. Выберите нужную форму глагола «to be». It a nice song.
12. Выберите нужную форму глагола «to be». You doctors.
13. Поставьте глагол в правильной форме .Next Sunday he (visit) his Granny.
14. Откройте скобки, поставив глагол в нужной форме. We(want) ice-cream.
15. Откройте скобки, поставив глагол в нужной форме. I (can) run and jump.
16. Откройте скобки, поставив глагол в нужной форме. My horse (like) carrots.
17. Употребите глагол have/has. I got a sister.
18. Употребите глагол have/has. We got 5 cars.
19. Употребите глагол have/has. He got a new toy.
20. Употребите глагол have/has. She got a bike.
21. Употребите глагол have/has. They got a big house.
22. Используйте there is или there are. a cat under the bed.
23. Используйте there is или there are. a boy in the room?
24. Используйте there is или there are..... many apples on the tree?
25. Используйте there is или there are.(not) a wheel in the box.
26. Вставьте much/many. I see sweets in the box.
27. Вставьте much/many. There are apples on the plate.
28. Вставьте much/many. There were books on the table.
29. Вставьте much/many. Is there butter on the bread?
30. Используйте сравнительную степень сравнения прилагательного beautiful –
31. Используйте превосходную степень сравнения прилагательного big –
32. Используйте сравнительную степень сравнения прилагательного long –
33. Используйте превосходную степень сравнения прилагательного bad –
34. Используйте сравнительную степень сравнения прилагательного good –
35. Поставьте глагол в правильной форме: I (wear) a raincoat now

Задания закрытого типа

ОК 09 Пользоваться профессиональной документацией на государственном и иностранных языках

1. Выберите соответствующий глагол

I ... speak English.

- a) can
- б) have
- в) do
- г) does

2. Выберите соответствующий глагол Our family ... a big house.

- a) have got
- б) are got
- в) has got
- г) does

3. Поставьте глагол в правильной форме Sue ... cats.

- a) love
- б) loves
- в) lovez
- г) love's

4. Выберите правильно записанное числительное

I've got a sister and ... brothers.

- a) thre
- б) three
- в) tree
- г) third

5. Выберите местоимение

Is ... cat big or small?

- a) you
- б) yours
- в) your
- г) yorth

6. Выберите подходящее по смыслу наречие

I ... go out with my friend Ann.

- a) yesterday
- б) now
- в) seldom
- г) often

7. Выберите подходящее местоимение

My sister has got a good camera and she often takes photos ... animals.

- a) with
- б) of
- в) through
- г) into

8. Вставьте в предложение подходящие местоимения

It closes ... half past six ... the evening.

- a) at, on
- б) on, in

- в) at, in
- г) on, of

9. Выберите правильную форму притяжательного падежа

It's my ... bike.

- а) childrens'
- б) children'
- в) children's
- г) childs

10. Выберите артикль

If you want more adventure, you can go to ... Alps.

- а) -
- б) a
- в) the
- г) an

11. Выберите правильно используемую степень сравнения прилагательного

Lake Baikal is ... lake in the world.

- а) the most deep
- б) the most deepest
- в) the deepest
- г) the most

12. Выберите верную форму притяжательного местоимения

The computer is

- а) my
- б) mine
- в) me
- г) myself

13. Выберите верную форму глагола

Marie Curie ... her studies in Poland but in 1891 she left for France.

- а) begun
- б) began
- в) begin
- г) begined

14. Выберите верно использованные формы глаголов

Where ... Sherlock Holmes ...?

- а) do, live
- б) -, lived
- в) did, live
- г) does, lived

15. Выберите правильно употребляемую форму глагола to be

How old ... you?

- a) is
- б) am
- в) to be
- г) are

2. Задания текущего контроля

Объект оценивания «Составление диалога на основе текстового материала»

Типовое задание 1. Read the following text and use it to compare education in Russia and the USA.

Education in Russia

(text about the Russian Educational System for intermediate level)

1. **academic subjects** – учебные предметы
2. **competition** – зд. конкурс
3. **fierce** — жесткий
4. **public** — государственный
5. **bachelor's degree** – диплом бакалавра
6. **specialist's degree** – диплом инженера
7. **master's degree** – диплом магистра
8. **higher education** — высшее образование
9. **institutions of higher education** — высшие учебные заведения

All Russian children have the right to education, but it is not only a right, it is a duty, too. Education in our country is **compulsory** and now lasts eleven years. It consists of primary **education and secondary education**.

Primary education starts at the age of 6 or 7 and continues for four years. After finishing primary school pupils go on to **secondary school**. The school year starts in September and ends in May. Generally there 4 school terms with holidays up to 10 days between them. The summer holidays last from June to September.

Most schools in Russia are **comprehensive**, which take pupils of all abilities without **entrance exams**. As a rule, students go to school 5 days a week. But there are also **specialized schools**, lyceums and gymnasiums, which give **profound knowledge** in various **academic subjects**. In lyceums and gymnasiums students study 6 days a week.

After finishing the 9th form students must take 4 examinations. Then young people can choose to stay at school, enter a college or a technical school. But to **enter a university** they have to study for two more years (either at school or at college).

Higher education in Russia.

There are many colleges and universities in our country, but it is not easy to **enter a university** or college as the **competition** is rather **fierce**. Most of the colleges and universities are **public** and students do not have to pay for their education.

After 4 years of study students can pass examinations and get a **bachelor's degree**, after 5 years a **specialist's degree** and after 6 years a **master's degree**.

There are a lot of **institutions of higher education** in our country:

- the Moscow State University (Московский Государственный Университет)

- the Linguistic University, known as Maurice Thorez Institute of Foreign Languages (Лингвистический Университет, известный как Институт иностранных языков имени Мориса Терезы)
- People's Friendship University of Russia (Российский Университет Дружбы Народов)

They are well-known not only in Russia but also abroad.

Задание. *Retell the text to make sure that you have remembered the words:*

1. **study academic subjects**
2. **there is a fierce competition**
3. **take entrance exams**
4. **enter a university**
5. **get profound knowledge**
6. **get a bachelor's degree**
7. **get higher education**
8. **various institutions of higher education**

Объект оценивания «Знание грамматического материала»

Типовое задание 2. Проверка освоения тем «Личные местоимения» и «Притяжательные местоимения».

1. Paraphrase the following sentences using the Possessive Case.

1. The office of our manager is very big.
2. They will consider the proposals of Mr. Black at their next meeting.
3. This is, in the opinion of the critics, their best record for years.
4. The computer of Tom and Helen is modern.
5. We have not yet received the answer of buyers.
6. The working day of our Commercial Director begins at 9 o'clock in the morning.
7. Do you know the telephone number of the Petrovs?
8. My husband knows a lot about detective novels of Agatha Christie.
9. She put the wet boots of the boys near the stove.

2. Make the nouns in bold plural. Change sentences if necessary.

1. A **copy** of the contract was sent to London.
2. The last **leaf** fell from the **tree**.
3. **The woman** standing by the window is our **secretary**.
4. This **shoe** is too large for my **foot**.
5. "Is this **worker an Englishman** or a **German**?" — "He is a **Frenchman**".
6. **The mouse** was caught.
7. What is the **child's name**?
8. **The roof of the house** was covered with snow.
9. A **potato** is a **vegetable** and a **cherry** is a **fruit**.

3. Make the nouns in bold singular. Change sentences if necessary.

1. These **factories** produce furniture.
2. **The wives of the sailors** came to the shore.
3. I have hurt my **feet** and **hands**.
4. In the farmyard we could see **oxen, sheep, cows** and **geese**.

5. Do your **teeth** still ache?
6. These are my **friends' studies**
7. He keeps his **toys** in the **boxes**.
8. These **ladies** are those **gentlemen's wives**.
9. **The children** are sitting on the **benches**.

Тема 2. История развития автомобилестроения. ПРИЛОЖЕНИЕ 2

Оценка адекватности перевода с учетом норм литературного русского языка..

Упражнения по теме «Разряды прилагательных». «Степени сравнения прилагательных», «Сравнительные конструкции».

Объект оценивания «Перевод аутентичного текстового материала с последующим выполнением послетекстовых упражнений»

Типовое задание 1 .Прочитайте и переведите текст.

The first engine-powered farm tractors used steam and were introduced in 1868. These engines were built as small road locomotives and were handled by one operator if the engine weighed less than five tons. They were used for general road haulage and, in particular, by the timber trade. The most popular steam tractor was the Garrett 4CD.

Gasoline Powered Tractors

According to the book "Vintage Farm Tractors" by Ralph W. Sanders, Credit goes to the Charter Gasoline Engine Company of Sterling in Illinois for first successfully using gasoline as fuel. Charter's creation of a gasoline-fueled engine in 1887 soon led to early gasoline traction engines before the term 'tractor' was coined by others. Charter adapted its engine to a Rumley steam-traction-engine chassis and in 1889 produced six of the machines to become one of the first working gasoline traction engines.

John Froelich

Sanders' book "Vintage Farm Tractors" also discusses several other early gas-powered tractors. This includes one invented by John Froelich, a custom Thresherman from Iowa who decided to try gasoline power for threshing. He mounted a Van Duzen gasoline engine on a Robinson chassis and rigged his own gearing for propulsion. Froelich used the machine successfully to power a threshing machine by belt during his 52-day harvest season of 1892 in South Dakota.

The Froelich tractor, the forerunner of the later Waterloo Boy tractor, is considered by many to be the first successful gasoline tractor. Froelich's machine fathered a long line of stationary gasoline engines and, eventually, the famous John Deere two-cylinder tractor.

William Paterson

J.I. Case's first pioneering efforts at producing a gas traction engine date back to 1894, or maybe earlier to when William Paterson of Stockton, California came to Racine to make an experimental engine for Case. The Case ads in the 1940s, harking back to the firm's history in the gas tractor field, claimed 1892 as the date for Paterson's gas traction engine, though patent dates suggest 1894. The early machine ran, but not well enough to be produced.

Charles Hart and Charles Parr

Charles W. Hart and Charles H. Parr began their pioneering work on gas engines in the late 1800s while studying mechanical engineering at the University of Wisconsin at Madison. In 1897, the two men formed the Hart-Parr Gasoline Engine Company of Madison. Three years later, they moved their operation to Hart's hometown of Charles City, Iowa, where they received financing to make gas traction engines based on their innovative ideas.

Their efforts led them to erect the first factory in the U.S. dedicated to the production of gas traction engines. Hart-Parr is also credited with coining the word "tractor" for machines that had previously been called gas traction engines. The firm's first tractor effort, Hart-Parr No.1, was made in 1901.

Ford Tractors

Henry Ford produced his first experimental gasoline-powered tractor in 1907 under the direction of chief engineer Joseph Galamb. Back then, it was referred to as an "automobile plow" and the name "tractor" was not used. After 1910, gasoline-powered tractors were used extensively in farming.

Frick Tractors

The Frick Company was located in Waynesboro, Pennsylvania. George Frick started his business in 1853 and built steam engines well into the 1940s. The Frick Company was also well known for sawmills and refrigeration units.

1.1 Reading Comprehension

1. Read the text about inventors and their inventions. Choose the right continuation of the following sentences.

1. A steam engine	a. very popular even nowadays
2. A new internal combustion engine	b. was the most comfortable and reliable car.
3. The main advantage of diesels is	c. was invented by Rudolf Diesel.
4. The world famous Rolls Royce car	d. was invented by James Watt.
5. All the cars produced by the firm "Daimler-Benz"	e. was a car engineer by profession.
6. Henry Royce	f. were called "Mercedes-Benz".
7. A German engineer Rudolf Diesel	g. made his famous invention in 1897.
8. Morse code is	h. that they run on rather cheap fuel.

2. Read the text about inventors and their inventions. Find the right continuation to the given sentences.

1. Changes in the man's way of life have become more evident since

- A. the discovery of a pistol with 6 bullets;
- B. 1765;
- C. the birth of Edison, one of the greatest inventors;
- D. the first patented invention was registered

.

2. An invention is

- A. the case of finding something which existed before but was not known to people. It is often a place or a scientific fact;
- B. a difficulty that needs attention and thought in order to solve it;
- C. something that is finished or gained through skill or hard work;
- D. a useful thing or idea which is produced by scientists for the first time.

3. The “Silver Ghost” model was

- A. famous for its reliability and comfort;
- B. created by Wright brothers;
- C. one of the best racing cars at the beginning of the 20th century.
- D. named after its creator Tom Silver.

4. Due to the development of a rubber solution

- A. raincoats were called makintoshes;
- B. a transport revolution began;
- C. the production of waterproof raincoats was quite successful;
- D. raincoats became very popular.

3. Put all the sentences in chronological order.

- These two inventors managed to design the most reliable and comfortable car for the beginning of the last century.
 - He invented the first gun with 6 bullets.
 - This invention got its name after the inventor and is used in rainy weather.
 - The invention of this engine gave birth to a large number of other discoveries and inventions.
 - This invention is used nowadays all over the world though there were some other inventions on analogy in the 19th century.
 - Last century was remarkable for the introduction of the laser, the proliferation of calculators and computers and a revolution in the telecommunication industry
- The main advantage of that invention was that it used rather cheap fuel.

Объект оценивание «Знание грамматического материала»

Типовые задания по грамматике «Степени сравнения прилагательных».

1. Выберите в скобках правильную степень прилагательного:

1. Nick is (happier, the happiest) boy that I know. – Ник – самый счастливый мальчик, которого я знаю.
2. Of the six cars, I like the silver one (better, best). – Из шести машин мне нравится серебристая больше всего.
3. Jane’s notebook is (cheaper, the cheapest) than mine. – Ноутбук Джейн

дешевле, чем мой.

4. This is (more delicious, the most delicious) cheese-cake I have ever had! – Это самый вкусный чизкейк, который я пробовала!

5. This bookcase is (more beautiful, the most beautiful) than that one. – Этот книжный шкаф красивее, чем тот.

6. Do you feel (better, the best) today than yesterday? – Ты чувствуешь себя лучше сегодня, чем вчера?

7. I think my cat is (prettier, the prettiest) of all the cats in the world. – Думаю, что моя кошка – самая красивая кошка в мире.

8. Steve Jobs is (more famous, famouser) than Stephen Wozniak. – Стив Джобс более известен, чем Стивен Возняк.

9. This week the weather is (hotter, more hot) than last week. – На этой неделе погода жарче, чем на прошлой неделе.

10. Our new house is (more expensive, expensiver) than the old one. – Наш новый дом дороже, чем старый.

11. Girls are usually (cleaner, more clean) than boys. – Девочки обычно более чистые, чем мальчики.

12. Chemistry was (harder, the hardest) subject at school. – Химия была самым трудным предметом в школе.

2. Дайте степени сравнения прилагательных.

Н-р: wet – wetter – the wettest

expensive – more expensive – the most expensive

1. big (большой) 2. clever (умный) 3. good (хороший) 4. pleasant (приятный) 5. poor (бедный) 6. bad (плохой) 7. funny (смешной) 8. important (важный) 9. sunny (солнечный)

10. far (далекий) 11. comfortable (удобный) 12. wise (мудрый)

3. Составьте из данных слов предложения и переведите их.

1. most – the Mona Lisa – in – is – painting – the – famous – the – world.

2. longer – the Don – is – the Volga – than.

3. more – Spain – Germany – than – beautiful – is.

4. London – city – in – biggest – the – England – is.

5. the – team – Adam – is – worst – the – player – in.

Упражнение 4. Скажите, какие из следующих предложений составлены верно, исправьте ошибки. Say which of these sentences are right and correct the wrong ones.

1 I hope that next time you'll speak to your uncle more politely. 2. Peter usually comes to his classes most late of his classmates. 3. Who can solve this problem most quickly? 4. This time he listened to his little sister patienter than usual. 5. Could you speak a little slower, please? 6. When I was a very young child I thought that to sing best meant to sing loudest. 7. I think that now I see the whole problem much more clearly. 8. Who lives more near to the school — you or your friend? 9. Alice goes to the theatre frequentest of us all. 10. Will you raise your hands a bit higher, please? I

can't see them. 11. In December it snows oftener than in November. 12. He knows three languages but he speaks English easiest. 13. Last night I slept peacefully than before. 14. Could you come to school more early and water the plants tomorrow? 15. This new computer works most fast and can solve problems in no time.

Упражнение 5. Translate.

1. Ты не мог бы вести машину быстрее?
2. Поезд прибыл раньше, чем обычно.
3. Моя сестра помогает маме чаще других членов нашей семьи.
4. Из пяти спортсменов Вася прыгнул выше всех.
5. Миссис Финч разговаривает с медсестрами терпеливее всех других врачей.
6. Наша собака лает громче соседской.
7. Мой брат пишет бабушке чаще, чем я.
8. Анна говорит по-английски лучше Васи.
9. Вася живет ближе всех к школе.

Типовые задания по грамматике «Сравнительные конструкции».

1. Поставьте “so”, “such” или “such a/an”. Переведите предложения.

1. It was ... hard nut that I couldn't crack it.
2. The wine was ... cold that we couldn't drink it.
3. She was ... nervous that she phoned her doctor.
4. Susan cooked ... delicious food.
5. We arrived ... late that we missed the train.
6. His son is ... clever boy.
7. Monkeys are ... funny animals.
8. Alice danced ... beautifully!
9. “Harry Potter” is ... interesting book.
10. Our teacher always wears ... pretty dresses.

2. Перефразируйте предложения, используя конструкции «as ... as» или «so ... as».

1. He is very tall and she is very tall too. (Он очень высокий, и она тоже очень высокая.) – He is her.
2. Jane and Tim are both good swimmers. (Джейн и Тим – оба хорошие пловцы.) – Jane swims
3. Sara is stronger than me. (Сара сильнее меня.) – I'm not
4. Our hotel is more expensive than yours. (Наш отель дороже, чем ваш.) – Your hotel isn't ours.
5. His blue suit is very smart and his black suit is also very smart. (Его синий костюм классный, и черный костюм тоже классный.) – His blue suit is his black suit.
6. My cat is younger than my dog. (Моя кошка младше собаки.) – My dog isn't my cat.

Объект оценивания «перевод аутентичного текста и составление диалогических ситуаций на его основе».

Типовое задание 1 .Прочитайте и переведите текст.

Transport related environmental pollution has many faces, but two of them are especially onerous: emission of harmful compounds of exhaust gases and vibroacoustic effects with particular significance of noise. Effective counteracting to these nuisances requires tools supporting decision making in designing sustainable transport systems, especially in the area of predicting and managing traffic flows.

The assessment of environmental efficiency of transport system in terms of pollution and noise should take into account external costs of preventing and eliminating harmful effects of transport activities. In general, the efficiency of transport system is a mix of two elements: effective realization of its main objectives and the costs of counteracting negative effects of its operations. The level of objectives implementation can be described as the effects of the system, while the inputs correspond to the resources involved to achieve the objectives – including reduction of the negative impact of transport on the environment [1, 2].

Unwanted effects of transport operation are environment and health degradation. For example, community noise, including traffic noise, is already recognized as a serious public health problem by the World Health Organization. Most important in this context is the road transport sector, due to the fact that it is responsible for the majority of external costs of transport in total. Over 210 million people in EU are exposed to harmful traffic noise which has a variety of adverse impacts on human health. Noise-induced health effects include: disturbance on sleep, activities, performance and concentration, annoyance and stress, biological risk factors, cardiovascular diseases and psychiatric disorders. Detrimental effects of transport on the environment and health entails significant indirect costs (arising in the design, manufacture, consumption and utilization of transport means and infrastructure) and direct costs (accidents, noise, vibration). Although effects of this impact are difficult to estimate, but it must be done for proper decision making in traffic management and according to law requirements. The inclusion of costs of negative influence of transport (internalisation), especially in road mode, is postulated as a factor in the development of transport systems in conformity with environmental and health aspects.

Задание 2. Составить диалог на основе данного текста об «Экологии транспорта в России»

Объект оценивания «Знание грамматического материала»

Типовые упражнения на отработку грамматической темы «Предлоги».

1. Комплекс упражнений и заданий на автоматизацию употребления предлогов места в английском языке.

1. Вставить предлоги по смыслу.

Вставьте предлоги in, on, behind, next to, under, between, 1 Where is the bed? It isthe kitchen.

2 Where is the chair? It isthe table.

3 Where is the lion? It isthe TV and The bed.

- 4Where is the bike? It isthe door.
5Where is the table? It is.....the chair.
6Where is the door? It isthe elephant.
7Where are the pictures? They are.....the wall (стена).

2. Вставь вместо пропусков предлоги on/ under/ next to/ in/ behind.

- The lamp is.....the desk.
The cat is the desk.
The chair is.....the desk.
The girl is the boy.
The book is.....the desk.
The pencils arethe desk organizer.
The copybook is the book.
The boy is.....the desk.

2. Верное/ неверное утверждение

Напиши True, если предложение верное, False, если предложение неверное. The rulers are in the bag.....

- The apple is in the bag.....
The books are behind the bag.....
The pencils are behind the books.....
The pencil is in the bag.....
The board is behind the bag.....
The apple is next to the books.....
The rulers are on the bag.....

1. The lamp is on the desk.
2. The picture is next to the guitar.
3. The guitar is behind the bed.
4. The carpet is in the middle of the room.....
5. The computer is under the desk.....
6. The green book is on the chair.....
7. The chairs are next to the desks.....
8. The beds are next to the window

Тема 4. Здоровье и спорт.

Проверка и оценка практических заданий по грамматике: числительные.

Оценкавыполнение тестовых заданий по теме «Здоровый образ жизни».

Оценка монологического высказывания по теме: «Мой любимый вид спорта».

Объект оценивание «аудирование»

Типовое задание 1.(тест). Построение диалоговых ситуаций по его результатам.

Answer the questions and see how healthy you are.

1. How often do you eat fruit and vegetables?

- a.every day
- b.4 times a week

c.twice a week

2. How often do you do morning exercises?

a.every day

b.often

c.never

3. What do you have for breakfast?

a.porridge

b.eggs

c.sandwiches

4. How often do you drink cola?

a.never b.once

a week

c.almost every day

5. How long do you watch TV during a day?

a.about 1 hour

b.2 or 3 hours

c.more than 3 hours

6. How long do you play computer games?

a.30 minutes

b.1 hour

c.more than 1 hour

7. How many hours do you sleep?

a.8-10 hours

b.7 hours

c.less than 7 hours

Results: if you have mostly a) answers, you are healthy.

Congratulations! If you have b) answers don't be lazy. Think it over.

If you have c) answers, go to the doctor! You may be ill!

Объект оценивания «Знание грамматического материала»

Типовые упражнения на отработку грамматической темы

«Числительные» 1.Прочитайте следующие словосочетания:

1. 150 magazines; 1800 students; 2000 dollars; 12000 specialists; 5640000 books;
2. on page 546; by bus 287; in room 819; 7 o'clock train;
3. hundreds of students; dozens of shops; millions of peoples; thousands of dollars.

2. Переведите на английский язык

1. 25 км; 163 тысячи долларов; 90 картин; 200 миллионов людей; 3500автомобилей; 4 тысячи машин;
2. сотни автомобилей; десятки журналов; тысячи студентов; миллионы людей.

3. Прочитайте даты:

1. in 1965; in 1907; in 1945; in 1998; in 2000; in 2008;
2. at the beginning of 2000; at the end of 1729; by the beginning of 2005; by the end of 2004.
3. 1/2 kilometer; 1/8 ton; 0.5; 4.26; 1.234.

4. Найдите 14 числительных в представленном кроссворде.

t	h	o	u	s	a	n	d		t	
m	w	n	h			e	i	g	h	t
i		e	u		e			s	i	x
l	n	i	n	e		l			r	
l		t	d	d	h	r	e	e	t	
i	w		r		y	v		v	y	
o		t	e	n	i				e	
n			d	f	i	f	t	e	e	n

5. Назовите и напишите номера по порядку.

- 1 - _____
- 2 - _____
- 3 - _____
- 4 - _____
- 5 - _____
- 6 - _____
- 7 - _____
- 8 - _____
- 9 - _____
- 10 - _____
- 11 - _____
- 12 - _____
- 13 - _____
- 14 - _____
- 15 - _____
- 16 - _____
- 17 - _____
- 18 - _____
- 19 - _____
- 20 - _____

6. Напишите следующие цифры порядковыми числительными.

- 10 - _____
- 20 - _____
- 30 - _____
- 40 - _____

- 50 - _____
- 60 - _____
- 70 - _____
- 80 - _____
- 90 - _____
- 100 - _____
- 11 - _____
- 21 - _____
- 32 - _____
- 43 - _____
- 54 - _____
- 65 - _____
- 76 - _____
- 87 - _____
- 98 - _____
- 109 - _____

7. Прочитайте даты.

1. May 9, 1945
2. August 24, 1991 September 1, 2004
3. December 31, 2005
4. on the 1st of January;
5. on the 23rd of February;
6. on the 8th of March;
7. on the 5th of May.

8. Переведите на английский язык.

1. 30 марта;
2. 1 ноября;
3. 15 сентября;
4. 2 июля;
5. к 3 августа;
6. к 14 апреля;
7. к 29 ноября;
8. к 24 февраля.

Оценка заданий грамматического и речевого характера по теме «Местоимения». Составление таблицы «преимущества и недостатки путешествия на различных видах транспорта »

Объект оценивания «Знание грамматического материала»

Типовое задание 2. Проверка освоения тем «Личные местоимения» и «Притяжательные местоимения».

1. Сколько падежей у личных местоимений в английском языке? Назовите эти падежи.
2. Какое личное местоимение заменяет и одушевленные, и

неодушевленные существительные?

3. Назовите личные местоимения, которые имеют одинаковую форму во всех падежах.

4. Притяжательное местоимение всегда стоит после существительного, к которому оно относится, или перед ним?

5. Если личное местоимение I (Я) употребляется рядом с другими личными местоимениями (или существительными), то оно стоит до или после них? Приведите пример.

Задание 2. Обозначьте грамматически верное предложение буквой C (Correct), а неверное – W (Wrong).

1. Mary lives alone. Her husband is in London now.

2. John invited me to his presentation.

3. My parents lost their old photos.

4. Please send your cards directly to our office.

5. Tom can't open the door. He has lost his keys.

Задание 3. Скажите, каким местоимением (he, she, it, her, they, them) можно заменить выделенные слова.

Образец: Pete is a pupil. – He is a pupil.

1. Tom is a doctor.

2. Mary is in the garden. Call the girl.

3. The books are on the table. Take the books.

4. The scarves are red.

5. The English text-book is in the bag. Take the text-book.

Вставьте местоимения I, we, you, us.

Образец: Mary and Ann, where are ...? – Mary and Ann, where are you?

1. I am a school-girl.

2. How old are ...? am eleven.

3. Boris, show the photos, please.

4. Are Mary and you friends? Yes, ... are are good friends.

Задание 4. Решите тесты (только один ответ верный).

1. I can see Amanda. _____ is waiting for the New York plane.

A) I

B) She

C) His

D) He

2. The clerk is speaking to the women. He is talking to ____.

A) them

B) they

C) him

D) he

3. I haven't got the keys. Father has got ____.

A) him

B) her

- C) it
D) them
4. Can you see those boys and ____ father?
A) they
B) them
C) their
D) him
5. Cats can wash_____paws and fur.
A) they
B) his
C) its
D) their

Объект оценивания «Уметь писать и говорить»

Типовое задание 1. Заполните таблицы.

TRAIN, CAR, PLANE BICYCLE,BUS,SHIP

Advantages	Disadvantages
1	1
2	2

Тема 6. Моя будущая профессия, карьера.

Оценка Грамматического о материала на основе коммуникативных и речевых заданий. Оценка выполнения тестовых заданий по теме ««Present Simple Tense», «should».

Проверка и оценка коммуникативных упражнений, диалоговых ситуаций.

Объект оценивания «Знание грамматического материала»

Типовые задания по отработке грамматического материала «Модальный глагол should»

1. Переведите предложения и определите значение модального глагола (совет, обязанность, упрек, недоумение).

- We should think twice before buying that yacht.
 - You should have thanked the teacher.
 - A real lady should be delicate in her words and doings.
 - Why should I wash their cups?
 - She shouldn't be so light-minded.
 - They should inform the police immediately.
 - How should I know that?
 - You should have warned me beforehand.
 - The secretary should answer the phone-calls.
 - Your son should take part in this mathematical competition.
2. Найдите к каждой проблеме из левой колонки подходящий совет из правой.

1. He is 10 years younger than Sara.
 2. My plants are dying.
 3. I have put on 5 kilos lately.
 4. Your hair looks greasy.
 5. My telephone battery is getting low.
 3. **Поставьте should или shouldn't.**
 1. You ... eat too much salt and sugar.
 2. You ... drive carefully.
 3. It's midnight. We ... go home.
 4. Your little daughter ... spend so much money on toys.
 5. It's quite cold today. We ... wear our jackets.
 6. The service is awful here. We ... complain to the manager.
 7. Your shirt is dirty. You ... change it.
 8. The parcel is fragile. You ... throw it.
- A. You should go and wash it.
 - B. She shouldn't marry him.
 - C. You should connect the charger.
 - D. You shouldn't eat so many sweets.
 - E. You should water them regularly.

Типовые задание по оценке грамматической темы «Present Simple Tense»

Теоретический тест

Выберите правильный вариант ответа:

1. Present Simple употребляется для обозначения_____.
 a. простого повторяющегося действия в настоящем
 b. длительного действия в настоящем
 c. будущих действий
2. В 3-м лице ед.ч. глагол в Present simple имеет окончание_____.
 a. –ed
 b. –s
 c. –is
3. Если глагол оканчивается на -ss, - sh, -ch, -x, -o, то в 3-м лице ед.ч. добавляется окончание_____.
 a. –es
 b. –s
 c. –ies
4. Если в 3-м лице ед.ч. глаголы, оканчивающиеся на букву –у, перед которой стоит согласная буква, имеют окончание –es, при этом буква у меняется на_____.
 a. u
 b. e
 c. i

Вставьте правильный ответ.

1. Какие глаголы- помощники существуют в Present Simple? ____
2. С грамматическим временем Present Simple обычно употребляются следующие указатели времени:_____.
3. Наречия времени в предложении обычно ставятся_____.
4. Если в предложении используется глагол to be, то наречие времени ставится_____.
5. Исправьте ошибки:
 1. My sister like dancing.
 2. Her friend do not go for a walk every day.
 3. My mother usually cook porridge for breakfast.
 4. He takes always a shower every morning.

5. Does you live in Moscow?
6. She do not be at work now.
7. His father watchs the TV every evenings.

Объект оценивания «Умение читать и переводить»

Типовое задание 1. Прочитайте и переведите текст.

FARM MACHINERY 1. We know the farmer to have a wide range of machinery to plow and disk, and harrow, and plant, and fertilize, and finally harvest faster, easier and more profitably today. The machine is known to be a device that uses force to accomplish something transmitting and changing force or motion into work. 2. Agricultural implements and machines being very numerous and diversified now may be divided into 4 main groups: tillage equipment, planting equipment, fertilizing equipment, harvesting equipment. 3. The aim of tillage is to prepare the soil for planting and to keep it loose and free from weeds during the growth of crops. The primary tillage equipment used by the farmer includes plows, sub-soilers, and thinners. The secondary tillage equipment embraces harrows, rollers and tools for mulching and fallowing. Plow is designed to eliminate weeds, to prepare a suitable seedbed, to improve the physical condition of the soil. Plows fall into mounted, semi mounted, disc, moldboard plows. The main components of ploughs are the main frame, the share, the moldboard, the disc coulter, the skim coulter, the headstock. The function of sub- soiler is to penetrate into the deeper depths and break up the layers of soil which have become compacted due to the movement of heavy machinery. A harrow is an implement used to level the ground and crush the clods, to stir the soil, and to prevent and destroy weeds. There are three principal kinds of harrow namely the disk, the spike-tooth, and the spring tooth. 4. Cultivation machinery is used to break down the soil before or after a crop is sown for covering seeds, for consolidating the soil and for hoeing out weeds. There are several types of cultivators designed for special crops and conditions: beet and bean cultivators, lister cultivators, rotary hoe cultivators, rod weeders, field cultivators, sub-soil and chisel cultivators. 5. Planting equipment is any power-operated device introduced to place seeds or plant parts in or on the soil for production of food and feed crops. It is classified as row-crop planters, broad-cast planters, grain drills and planting attachments for other equipment. 6. Applying such types of fertilizers as barnyard manure, granular fertilizers, and fertilizers in liquid and gaseous form is necessary where soils are deficient in plant food elements. Such fertilizing equipment as manure spreaders, fertilizer distributors, sprayers are in use. 7. Crops are harvested by the use of many kinds of harvesting equipment for all types of crops. The principal machines required to make hay are mowers, rakes, balers. Grain and all types of seed crops are harvested by combine harvesters. Beet harvesters are available to harvest beet, potato harvesters and diggers being for potatoes. 8. The tractor is the most important machine pulling many kinds of implements that cultivate plant, fertilize, and harvest. Wheeled tractors being used for general farm work, track-laying tractors or crawlers have the great advantage that they can be available for heavy loads on any class of land.

Объект оценивания «Знание грамматического материала»
Типовые задания.

1. Раскройте скобки, употребляя глаголы в *Present, Past* или *Future Simple Passive*.

1. Bread (to eat) every day. 2. The letter (to receive) yesterday. 3. Nick (to send) to Moscow next week. 4. I (to ask) at the lesson yesterday. 5. I (to give) a very interesting book at the library last Friday. 6. Many houses (to build) in our town every year. 7. This work (to do) tomorrow. 8. This text (to translate) at the last lesson. 9. These trees (to plant) last autumn. 10. Many interesting games always (to play) at our PT lessons. 11. This bone (to give) to my dog tomorrow. 12. We (to invite) to a concert last Saturday. 13. My question (to answer) yesterday. 14. Hockey (to play) in winter. 15. Mushrooms (to gather) in autumn. 16. Many houses (to burn) during the Great Fire of London. 17. His new book (to finish) next year. 18. Flowers (to sell) in shops and in the streets. 19. St. Petersburg (to found) in 1703.

2. Передайте следующие предложения в *Passive Voice*, обращая внимание на место предлога.

E.g. We often speak *about* her. — She is often spoken *about*.

1. We thought about our friend all the time. 2. The doctor will operate on him in a week. 3. The teacher sent for the pupil's parents. 4. They looked for the newspaper everywhere. 5. Nobody slept in the bed. 6. The neighbour asked for the telegram. 7. Everybody listened to the lecturer with great attention. 8. The senior students laughed at the freshman. 9. The group spoke to the headmistress yesterday. 10. The young mothers looked after their babies with great care. 11. Nobody lived in that old house. 12. They sent for Jim and told him to prepare a report on that subject.

3. Передайте следующие предложения в *Passive Voice*.

E.g. Mother *waters* the flowers in the evening.

The flowers *are watered* in the evening (by Mother)

1. A marble pavillion protects the house. 2. The boys will paint the roof of the house. 3. Tom Sawyer whitewashed the fence. 4. Her daughters gave her three beautiful dishes as a birthday present. 5. Tom gave Nick a book for his birthday. 6. Our mother tells us stories every evening. 7. Lydia will show you a new book of pictures. 8. A boy showed her the way. 9. They will send us a box of fruit. 10. Five or six small children followed them. 11. In summer the boys often drive the horses to the fields. 12. Ivan Susanin led the Poles into the thickest part of the forest. 13. The waves carried the boat away. 14. We shall do the translation in the evening. 15. They water the flowers regularly. 16. You promised me these books long ago. 17. Bessie's father gave her a complete set of Walter Scott's works. 18. Irene's husband brought her some beautiful shells from the south. 19. The explorers gave the newspaper reporters a long interview. 20. Mr. Wilson will teach you English. 21. The doctor ordered me a month's rest from studying.

4. Раскройте скобки, употребляя глаголы в *Active* или *Passive Voice*.

1. Nobody (to see) him yesterday. 2. The telegram (to receive) tomorrow. 3. He (to give) me this book next week. 4. The answer to this question can (to find) in the

encyclopedia. 5. We (to show) the historical monuments of the capital to the delegation. 6. You can (to find) interesting information about the life in the USA in this book. 7. Budapest (to divide) by the Danube into two parts: Buda and Pest. 8. Yuri Dolgoruki (to found) Moscow in 1147. 9. Moscow University (to found) by Lomonosov. 10. We (to call) Zhukovski the father of Russian aviation.

Типовое задание 3 Прочтите текст "Clutches" и составьте план текста на русском языке.

CLUTCHES

As it has already been mentioned, it is characteristic of an internal combustion engine to develop little power or torque of slow rotational speed. It is also well known that more effort is required to start a body in motion than to keep it moving once it is in motion. Therefore it is desirable to allow the engine to attain increased speed of rotation before it is required to put the automobile, truck or tractor in motion. Obviously, a sudden connecting of rapidly rotating engine to the propelling means of the stationary vehicle would result in violent shock. Gradual application of the load along with some slowing of the engine speed is needed to provide reasonable and comfortable starts. For this purpose many types of connecting means have been used as a coupling between the engine and driving wheels. These devices are of mechanical, electrical and hydraulic types. The clutch permits the driver to connect the crankshaft to, or disconnect it from, the power train. A clutch or disconnecting device is necessary, since the automobile engine must be started without load. That is, it must not be required to deliver any power during the starting period. In order to deliver power to the engine the crankshaft must be rotating at a reasonable speed of several hundred revolutions per minute. The engine would start at speeds below 100 r.p.m. (revolutions per minute), but it would not continue to operate at this low speed if a load was immediately thrown on it. Consequently, a clutch is placed in the power train between the crankshaft and the transmission. The clutch permits the engine to run freely without delivering power to the power train. It also permits operation of the transmission so that the various gear ratios between the engine crankshaft and the wheels may be obtained.

Типовое задание 4.1. Закончите следующие предложения.

- 1 It is also well known that... .
- 2 Therefore it is desirable to allow
- 3 Obviously, a sudden connecting of rapidly rotating engine to
- 4 For this purpose many types of connecting means have been used as...
- 5 These devices are... .
- 6 The clutch permits the driver... .
- 7 The engine would start at speeds
- 8 Consequently, a clutch is placed
- 9 The clutch permits the engine...
- 10 It also permits

operation... .

Типовое задание 4.2. Образуйте наречие от следующих слов, используя окончание

- LY:

Consequent, immediate, reasonable, gradual, slow, comfortable, violent, usual, increasing, free

Типовое задание 4.3. Найдите ответ, соответствующий содержанию текста.

1 What types of clutches do you

know? 2 What is a clutch used for?

3 Where is a clutch placed?

Типовое задание 4.4. Передайте содержание текста на английском языке, используя следующие выражения:

the text is about... ; the text deals with the problem of... ; the main problem of the text is... ; it is worth mentioning... .

Объект оценивание «Письменный перевод текста с аннотированием»

Типовое задание 1. Письменный перевод аутентичного текста с дальнейшим аннотированием..

Analysis of Labour Terms in the Workplace

The analysis of terms of labor must be conducted from point of exposure of possible (potential) dangerous and harmful production factors when someone undergoes monitoring or maintenance where most of his or her time is spent working with computer to simplify the particular task, through created hardware's, technological processes, by wrong organization of labor in apartment floors and on workplaces.

Development of device was conducted in a Data management and distributing company with a good number of workers that work in various departments on a regular basis. The industry in question has personal computer sizes of that 9M x 11M x 4m. Accordingly, the industry of S measure is equal $380M^2$. Width of evacuation exit is equal $4 \times 0.8 \text{ m} = 3.2M$. In the industry, there are 50 persons ($N = 50$) working on different task regarding their departmental duties/task. Many of them use computer (operators of PC). Planning of laboratory is executed on PC by several people and computers are located in the various departments/offices.

What is Labour Protection?

The system of technological, sanitary, hygienic, and legal measures directly aimed at ensuring working conditions that are not harmful to human life and health. In the former USSR and other socialist countries, the protection of the health of working people and the elimination of occupational diseases and work injuries is one of the chief concerns of the state. Significant sums are allocated every year for labor protection and industrial safety. Achievements in labor protection in the socialist countries are closely linked to technological progress; integrated

mechanization and automation of production make working conditions easier and eliminate heavy physical labor. Protection of labor includes preventing the harmful social consequences that can result if safety measures are neglected, and special legal guaranties have been instituted to avoid such consequences.

Labour Protection also refer to as creation of safe and healthy terms of labour in workplaces and workings areas. Labour protection mediates the relationship between workers, employers, trade unions and the government. Collective labour law relates to the tripartite relationship between employee, employer and union.

Объект оценивание «Знание грамматического материала и практического его применения»

Типовые задания:

1. Переведите на русский язык. May I invite Nick to our house? 2. You may go now. 3. If you have done your homework, you may go for a walk. 4. Don't go to the wood alone: you may lose your way. 5. May I go to the post office with Mike? 6. May I take Pete's bag? 7. Don't give the vase to the child: he may break it. 8. May we take notes with a pencil? 9. You may not cross the street when the light is red. 10. May I shut the door? 11. It stopped raining, and mother told us that we might go out. 12. May children play with scissors? 13. They may travel by sea. It may be cheaper, but it takes along time. 14. It may be true. 15. May I come and see you? 16. Where have you been, may I ask?

1. Вставьте модальные глаголы may или can.

1.... you see anything in this inky darkness? 2. You ... go when you have finished your essays.

2. What shall we do if the train is late? It ... be late, you know, after the terrible snowstorms we've had. 4. When ... you come and see me? — Let me see: I ... not come tomorrow, for I must be at the meeting, but on Sunday I'll find time. Yes, you ... expect me on Sunday about two o'clock. Will that be all right? 5. You ... come in when you have taken off your boots. 6. Be careful: you ... spill the milk if you carry it like that. 7. Most children ... slide on the ice very well. 8. I don't think I ... be here by eleven o'clock tomorrow, but I ... be. 9. ... you say what will happen in an hour?

3. Перепишите каждое из следующих предложений дважды: в прошедшем и в будущем времени. Заменяйте модальные глаголы must и can эквивалентами, где необходимо.

1. You must listen to the tape recording of this text several times. 2. You must take your exam in English. 3. She can translate this article without a dictionary. 4. We can't meet them at the station. 5. The doctor must examine the child. 6. He must work systematically if he wants to know French well. 7. This child must spend more time in the open air. 8. I can't recite this poem. 9. You must take part in this work.

10. He can't join the party because he is busy. 11. I can settle my own problems.

4.Перепишите каждое из следующих предложений дважды: в прошедшем и в будущем времени. Заменяйте модальные глаголы must и can эквивалентами, где необходимо.

1. You must listen to the tape recording of this text several times. 2. You must take your exam in English. 3. She can translate this article without a dictionary. 4. We can't meet them at the station. 5. The doctor must examine the child. 6. He must work systematically if he wants to know French well. 7. This child must spend more time in the open air. 8. I can't recite this poem. 9. You must take part in this work. 10. He can't join the party because he is busy. 11. I can settle my own problems.

Объект оценивания «Перевод аутентичного текстового материала »Типовое задание: переведите текст на русский язык

Handling, lifting and transport equipment Handling, lifting and transport equipment that carry out only unloading of cars. All these machines are individually driven (electric, hydraulic or internal combustion engine); 5) and others. When choosing a loading and unloading machine, plant and equipment, it is necessary to proceed from the following provisions: – loading and unloading machines, installations and equipment must: – to ensure effective loading and unloading of materials and goods, as well as their movement within the construction site or outside it, to be reliable in work, safe for staff; – to be mutually coordinated in terms of productivity, type of rolling stock and to ensure the qualitative and quantitative safety of the materials and goods being handled; – to ensure the integrated mechanization of the production process, and, where possible, its automation; – to ensure the least laboriousness and cost of loading and unloading operations, as well as to reduce the time of construction of facilities. When choosing loading and unloading machines and cyclic installations (single-bucket universal loaders and forklifts, special loaders, cranes of various types, single-bucket excavators with special loading equipment, automobile self-loaders, railway car unloaders), the initial data are production factors that characterize the working conditions of the above means mechanization, working independently or in a set with vehicles. The main initial data are: – the volume of work performed at the facility (point of cargo handling); 2.1. Factors, determining the choice of lifting and transport equipment 21 – the type of loading and unloading operations (loading, unloading, warehousing, stacking, moving, etc.); – types of materials to be handled and cargo (bulk, lumpy, lumpy, piece, packaged, long), their volumetric characteristics, dimensions, weight; – distance of movement, height of unloading, radius of unloading; – the degree of dispersion of objects (cargo handling points) on the site; – soil and climatic conditions. The working equipment of the cyclic machines is chosen on the basis of the types of work that need to be mechanized: – for scooping, moving and unloading bulk and lump materials, tilting buckets with a normal or increased discharge height should be used, buckets are maxillary and with side unloading; – to

perform warehousing with piece and packaged goods, including lengthy ones, you need to use various replacement equipment and lifting devices. A large variety of material handling equipment, which most meets the requirements of mechanization and automatization of loading and unloading and storage operations, can be classified according to the main technical and operational characteristics:

Объект оценивание «Знание грамматического материала»

Типовые грамматические задания:

1 Put the verbs in brackets into the correct *infinitive form* or the *-ing form*.

1. It's no use *...talking...* (talk) to Bob; he won't change his mind. 2. She will (return) the books next weekend.

3 It was good of you (help) me fix my bicycle.

4 The man suggested (call) the police in, to investigate. 5 I can't get used to (live) in such a hot country.

6. He admitted (rob) the bank.

7 You had better (hurry), or you'll be late for work. 8 They refused (give) me my money back.

9 She is too short (become) a fashion model.

2 Put the verbs in brackets into the correct *infinitive form* or the *-ing form*.

1 A: Is Anne in the room?

B: Yes. I can see her *...dancing...* (dance) with her husband over there. 2 A: Did you see the robber?

B: Yes. I saw him (get) into the car and drive away. 3 A: Is John here today? B: Yes. I heard him (talk) on the phone as I walked past his office. 4 A: Colin is good at speaking in public, isn't he?

B: Yes. I heard him..... (make) a speech last month. It was excellent. 5 A: I walked past the sports centre today.

B: So did I, and I stopped for a moment to watch some boys..... (play) football. 6

A: Your hair looks great today.

B: Thanks. I watched the hairdresser..... (dry) it so I could learn how to do it myself. 6. A: That's a music school, isn't it?

B: That's right. I often hear the students..... (sing) as I walk past. A: Did you stay until the end of the contest?

B: Yes. I listened to the chairman (announce) the results before I went home. 9 A: How do you know Tim is at home?

B: I saw him (cut) the grass as I was driving home. 10 A: How do you know that man stole the watch ?

B: I saw him (put) it in his pocket and leave the shop without paying

3. Put the verbs in brackets into the correct *infinitive form* or the *-ing form*.

My neighbour, Mr Mason, loves 1) *...spending...* (spend) time in his garden. He would rather 2) (work) outside than stay indoors, even when it is snowing! Early in the morning, you

can 3).....(see) Mr Mason 4)..... (eat) breakfast in his garden, and late at night he is there again, with a cup of cocoa in his hand. I'd like 5) (help) sometimes when there is lots of work to do, but Mr Mason prefers 6)... (do) everything himself. He doesn't mind 7)(get) cold and wet in the winter, and his wife says it's no use 8) (try) to make him wear a waterproof jacket because he hates 9).. I (wear) them! Mr Mason says he will go on 10).... (garden) until he is too old 11)..... (do) it!

4. Put the verbs in brackets into the correct *infinitive form* or the *-ing form*.

- 1 I don't know what 1) **...to do...** (do) at the weekend. I fancy 2) (go) to the cinema, but none of my friends enjoy 3).... (watch) films very much.
- 2 Paul had his driving test today. He tried 1) (not/make) any mistakes, but he failed. He expects 2) (pass) the test the next time he takes it.
- 3 Tom often goes 1) (walk) at the weekends. He doesn't like 2)..... (take) anyone with him because he prefers 3) (be) alone while he walks.
- 4 We had better 1) (hurry) home tonight because our parents have promised 2) (take) us out for dinner. I don't know why they want.... 3) (eat) out, but we must 4) (arrive) home on time.
- 5 James is rich and can afford 1) ...(buy) expensive things. He is always willing 2) (lend) money to people who need it, because he enjoys 3) (help) others.
- 6 My parents let me 1) (stay) at my friend's house last weekend. They agreed2)(take) me in the car and they made me 3) (promise) to behave myself. It was a great weekend!

5. Put the verbs in brackets into the correct *infinitive form* or the *-ing form*

Dear Jessica,

How are you? I'm busy 1) **...studying** (study) for my exam which is next week, but I've decided 2)(take) a break and 3).....(write) you a letter. 4)(read) so many notes and 5).... (learn) so many facts is making me very tired. I can't wait 6) (finish) my course! Then, I can start 7) (look) for a good job. Sophie started her new job last month.

8) (work) at the hospital suits her – she loves

9).... (look) after people. She hopes 10).... (stay) in this job for a couple of years and then she intends 11).....(try) for a promotion.

By the way, how are you getting on now that you are a manager? I forgot

12) (congratulate) you when I saw you. Anyway, I've got to go now. Write soon and

tell me all your news, won't you? Best Wishes, Maggi

Тема 12. Инструкции по технике безопасности при ремонте и вождении сельскохозяйственной техники.

Перевод и аннотирование аутентичного текстового материала.

Грамматические упражнения на образование и употребление « Причастия 1 и 2».

Объект оценивания «Перевод аутентичного текстового материала »

Типовое задание: переведите текст на русский язык

If you're about to fix your car, make sure you stick to certain safety rules to not only protect your beloved wheels but also your own safety! Check the tips below!

Repairing a car may seem an easy task to you especially when you have this magical

hand. You may also be a renowned car expert and have lots of people trooping into your workshop daily because of your skills in proffering solution to any kind of mechanical problem. Do not forget that despite all these, it is very important for you to understand the safety procedure to avert mishap or any unfortunate occurrence right at your workshop that will cut short your illustrious career.

These rules also apply to those who intend to repair their vehicles at their homes.

Naijauto – your No.1 automobile portal in Nigeria has identified 10 simple rules that will you keep safe every time you start working on a vehicle.

10 simple safety rules when repairing a car

1. You do not want to smoke while working on a car. It is wrong and such practice should be stopped to avoid explosion or any other form of mishap.
2. Make sure you check the wheels of the car you are operating on for lock before you embark on lifting the car up by jack.
3. Do not work on hot engine. It will burn any part of your body that touches it. Ensure that the engine has cooled off before working on it.
4. You can only leave the engine running only when necessary. Otherwise, you need to power off the engine and put your gear at neutral or park position.

Wearing gloves while working on a car is essential for your safety

5. To avoid electrical shock, make sure you use insulated tools to work on electrical components.

6. Dress appropriately for repair. This means you should not be wearing ring, necklaces or other body accessories while working on a car.

7. Protect your body from exposure to toxic chemicals such as coolant. If possible wear facemask or goggles to protect sensitive places in your body.

8. In case of minor fire outbreak, having your fire extinguisher will quickly help in curtailing any form of escalation or fire outbreak. Make sure your garage is

well ventilated. This implies allowing sufficient air to gain access to your workshop. If there need for you to open window to do, please do not hesitate.

9. Always have your first aid kit handy at your workshop in case of minor injury.

Объект оценивание «Знание грамматического материала»

Типовые грамматические задания:

Перевести на русский язык.

1. A letter sent from St. Petersburg today will be in Moscow tomorrow. He saw some people in the post office sending telegrams.

When sending the telegram, she forgot to write her name.

2. Some of questions put to the lecturer yesterday were very important. The girl putting the book on the shelf is the new librarian.

While putting the eggs into the basket, she broke one of them.

3. A fish taken out of the water cannot live.

A person taking a sunbath must be very careful.

Having taken a dictionary, he began to translate the text.

4. A line seen through this crystal looks double.

A teacher seeing a mistake in a student's dictation always corrects it. Seeing clouds of smoke over the house, the girl cried: "Fire!"

5. The word said by the student was not correct.

The man standing at the door of the train carriage and saying goodbye to his friends is a well-known musician.

Standing at the window, she was waving her hand.

6. A word spoken in time may have important results.

The student speaking good English must help their classmates. The speaking doll interested the child very much.

While speaking to Nick some days ago, I forgot to ask him about his sister.

Перевести на английский язык.

7. приносящий; принесенный; принося; принеся; приносимый; будучи принесенным;

8. переводящий; переведенный; переводя; переведя; переводимый; будучи переведенным;

9. дающий; данный; давая; дав; даваемый; будучи данным;

10. делающий; сделанный; делая; сделав; делаемый; будучи сделанными;

11. говорящий; сказанный; говоря; сказав; будучи сказанным; произносимое;

12. играющий; сыгранный; играя; сыграв; играющийся; будучи сыгранным;

Выбрать нужную форму глагола. a) We listened to the girls (singing, sung) Russian folk songs.

b) We listened to the Russian folk songs (singing, sung) by the girls.

1. a) The girl (washing, washed) the floor is my sister.

b) The floor (washing, washed) by Helen looked very clean.

2. a) Who is that boy (doing, done) his homework?

b) The exercise (doing, done) by the pupils were easy.

3. a) The house (surrounding, surrounded) by tall trees is very beautiful.

- b) The wall (surrounding, surrounded) the house was very high.
 4. a) The girl (writing, written) is our best pupil.
 b) Everything (writing, written) here is quite right.
 5. a) Read the (translating, translated) sentences one more.
 b) The pupils (translating, translated) a very difficult text are tired.

Вставить причастия в нужной форме.

13. Девочка, зовущая меня, моя сестра. The girl ... me is my sister.
 14. Он смотрел на женщину, сидящую за столом. He looked at the woman ... at the table.
 15. Текст, переведенный учеником, - легкий. The text ... by the pupil is easy.
 16. Идя в школу, я встретил дядю.
 ... to school, I met my uncle.
 17. Они увидели бегущих спортсменов. They saw ... sportsmen.
 18. Написав письмо, он пошел на работу.
 ... the letter, he went to work.
 19. Он стоял, смотря игру. He stood ... the game.
 20. Закончив работу, он пошел домой.
 ... the work, he went home.
 21. Уходя на работу, он забыл сумку.
 ... for work, he forgot to take his bag.
 22. Это статья, описывающая политические события. This is an article ... the political events.

Поставить глаголы в нужной форме Present Participle \ Perfect Participle.

23. (to live) in the south of our country, he can not enjoy the beauty of Moscow.
 24. (to read) the story, she closed the book and put it on the shelf.
 25. (to buy) some fruit and cakes, we went home.
 26. (to sit) near the fire, he felt very warm.
 27. (to sell) fruit, he looked back from time to time, hoping to see his friends.
 28. (to sell) his fruit, he went to see his friends.
 29. (to write) out and (to learn) all the new words, he was able to translate the text easily.
 30. (to look) through some magazines, I came across an interesting article about UFOs.
 31. (to do) homework he was thinking hard.
 32. (to do) homework he went for a work.

Тема 13. Я хочу быть техником .. Грамматические упражнения на употребление герундия.

Проверка и оценка диалогического высказывания по теме «моя профессия - автомеханик».

Объект оценивания «Знание грамматики и ее практическое использование»

Типовое задание 1. Переведите предложения, содержащие герундий (в

форме Indefinite Active) в роли подлежащего. Помните, что после герундия может использоваться прямое дополнение (без предлога!).

1. Using the word was his mistake. 2. Making a decision is a complex process. 3. Considering these problems took us much time. 4. Learning without thought is labour lost, thought without learning is perilous (Confucius). 5. Having access to the code was symbolic.

6. Beating a child will do more harm than good. 7. Trying to minimize the importance of the discovery was of no use.

2. Определите (с помощью замены беспредложных сочетаний предложными или подбора лексического значения слова), является ли ing-форма герундием или причастием, или и тем и тем одновременно.

A heating system, the blowing wind, building materials, a training machine, a shining star, the blowing machine, a writing table, living conditions, a freezing point, a reading lamp, a searching process, a planning stage, a planning office.

3. Переведите предложения, уделяя особое внимание герундию в роли определения.

1. Life is an art of drawing sufficient conclusions from insufficient premises (S. Butler). 2. They established a committee for the purpose of considering the nomenclature. 3. A searching period is an important stage in the process. 4. Stage 1 includes the process of selecting the task. 5. The planning stage is the most important one.

4. Переведите предложения, выделяя герундий в роли обстоятельства. Особое внимание уделяйте предлогам.

1. Be slow in choosing a friend, slower in changing him. 2. Do not do anything without thinking. 3. Know your own faults before blaming others for theirs. 4. Learn by doing. 5. You cannot make an omelet without breaking eggs. 6. He spoke while watching his opponents. 7. Appetite comes with eating. 8. Upon switching off the current the pressure dropped. 9. On coming home I have a rest. 10. We grow mature through training. 11. You should check the oil before starting the car.

5. Переведите предложения, уделяя особое внимание герундию в роли подлежащего, определения и обстоятельства.

1. The secret of being tiresome (надоедливый, утомительный) is in telling everything (F. Voltaire). 2. Life is a matter of making wise choices – of knowing when to draw the line. 3. He died without leaving either a personal or a political will. 4. Search theory is potentially applicable to any sort of searching process. 5. They were against postponing the meeting and for going on with the discussion of this problem. 6. We were all for starting the experiment at once. 7. They answered the question in part by studying the behavior of the optimal strategy.

8. We modified the plan while retaining its main goal. 9. They stopped the experiment without examining the results. 10. Building a new model may well be desirable. 11. Doing so removed the possibility of disappointment.

6. Переведите на английский.

1. Мы примем (какое-то) решение после изменения плана. 2. Мы будем использовать эту информацию при проверке нашей программы. 3. Они осуществили этот процесс, используя (с помощью использования) новый метод. 4. Мы были за обсуждение этой проблемы. 5. Они будут против организации (установления) этого комитета. 6. Мы получили хорошие результаты, не начиная новой серии экспериментов

Объект оценивания «Говорение и аудирование»

Типовые задания:

1. Воспроизведите мини диалоги. Составьте свои собственные и выучите наизусть.

At a Garage – 1

Could you book me in for a full service, please?

- Certainly, madam. I just need to know the year and model.
- I can't remember the year but it's a "D" registration.
- I think I can fit you in first thing tomorrow morning.
- That'd suit me fine. And while you've got it, could you have a look at the brakes as well?
- Yes, we always check everything thoroughly.

At a Garage – 2

- I'd like to arrange to have my car serviced.
- Yes, of course. Which year and model is it?
- It's a 1986 model – the smallest one in the range.
- How would next Friday afternoon suit you?
- That'd be perfect. And could you also try to improve the starting?
- Yes, we'll do that as a matter of course.

At a Garage – 3

- Could you book my car in for a service? It's well overdue.
- That's no problem. Can you tell me the year and model?
- It's a 500 series – and it's less than a year old.
- Can you bring it in on Thursday?
- That should be OK. And perhaps you could see to the clutch – it keeps slipping.
- Yes, I'll make a special note of it.

At a Garage – 4

- My car needs servicing. Can I get it done here?
- Yes, I think we can help you. Which year and model, please?
- It's last year's model – the estate version.
- How about next Wednesday morning?
- That's fine. And at the same time, could you do something about the sunroof? It lets the rain in.
- Yes, we'll do that for you.

Hiring a Car – 1

- How much is it to rent a large estate car?
- £24 a day or £135 a week.
- Will I be able to have one next weekend?
- Have you got a current licence?
- Yes, I've been driving since I was eighteen.
- Good. All you do now is complete this form.

Hiring a Car – 2

- What's the rate for one of your medium-sized vans?
- The daily rate is £23, and the weekly £128.
- Right then. I'd like to book one for next Friday, please.
- Is yours a full licence?
- Yes, I've had one ever since 1978.
- OK. If you'll just fill up this form, I'll book you one.

Hiring a Car – 3

- Can you tell me the hire charge for minibuses please?
- You can have one for £20 a day, or £138 for a week.
- All right. I'll take one for the week starting Tuesday next.
- Is your driving licence valid?
- Yes, there's no problem there.
- Fine. We'll need some particulars and a £25 deposit.

Hiring a Car – 4

- Suppose I wanted to hire a van – how much would it cost?
- £22 per day, £130 per week.
- Fair enough. Reserve me one from the 1st to the 10th, please.
- Have you held a licence for over two years?
- Yes, here it is.
- Right. In that case there's only a form to fill in

Промежуточная аттестация (дифференцированный зачет

БИЛЕТ №1

1. Переведите на русский язык микротексты. Обратите внимание на выделенные грамматические структуры.

Agriculture is an important branch of economy. Economic growth of any country depends on the development of agriculture which supplies people with food and clothing and industry with raw materials.

The word "agre" is a Latin word. It means the cultivation of fields in order to grow crops. Now agriculture also includes the use of land to breed farm animals.

We do not know when people began to grow crops. It was many thousand years ago. Now crop production and animal husbandry are highly developed branches of agriculture.

Life is impossible without plants. They play a highly, important role in everyday life

of people. Plants that are grown by farmers are **known as farm crops. They are used for many different purposes.**

Most of them are used directly as food for people, some are consumed by farm animals, others are used in industry and medicine.

2. Настоящее простое и настоящее длительное время: Present Simple and Present Continuous. Употребить нужное время, аргументировать свой выбор:

1. The river Nile flows/is flowing into the Mediterranean. 2. The boy does/is doing his homework now. 3. She seldom comes/is coming home so early. 4. Birds fly/are flying to warm countries in autumn. 5. Mary takes/is taking a shower in the morning.

3. Перепишите и письменно переведите следующие предложения, подчеркните **неопределенные местоимения**.

1. Some of us agree with the statement.
2. I did not see any change in his life.
3. Nobody can help him under the circumstances.
4. Something prevented him from coming.

БИЛЕТ №2

1. Переведите на русский язык микротексты. Обратите внимание на выделенные грамматические структуры.

Crops . For successful production, the **land must be prepared (ploughed, cultivated, harrowed, and rolled), seed must be planted and the growing plants** nurtured. This may involve fertilizers, irrigation, pest control by chemicals, and monitoring of acidity or nutrients. When the crop has grown, **it must be harvested and, depending on the crop, processed in a variety of ways before it is stored or sold. Greenhouses** allow cultivation of plants in cold climates. Hydroponics allows commercial cultivation of crops using nutrient-enriched water instead of soil. Special methods, such as terracing, **may be adopted to allow cultivation in steep regions and to retain topsoil in mountainous areas with heavy** rainfall.

2. Настоящее совершенное и настоящее совершенное длительное время Present Perfect and Present Perfect Continuous. Употребить нужное время, аргументировать свой выбор: 1. They have planted/have been planting trees since morning. 2. The children have decorated/have been decorating a fir-tree, look, isn't it nice? 3. Mary is still in the kitchen, she has cleaned/has been cleaning it all morning. 4. Jane has been writing/has written letters all day. 5. Bill has written/has been writing two poems today.

3. Выберите **прилагательное** в соответствующей степени сравнения. Перепишите и переведите предложения на русский язык.

1. He found the work (easy, easier, the easiest) than he had expected.
2. She was (active, more active, the most active) of us.
3. He felt (bad, worse, the worst) yesterday than the day before.
4. When he had left Paris it was as (cold, colder, the coldest) as in winter there.

БИЛЕТ №3

1. Переведите на русский язык микротексты. Обратите внимание на выделенные грамматические структуры.

Primary tillage, or plowing, may be done by various kinds of plows, such as two-way plows, disk plows, rotary plows, etc. The plows may be both tractor-mounted and tractor-drawn.

Tractor-drawn plows are attached to the tractor by an adjustable hitch which permits horizontal adjustment of the plow and prevents "nosing" of plow points. The hitch incorporates a spring release or some other device which disconnects the plow when it strikes an obstacle. In some plows each bottom is held in working position by a heavy spring which permits the bottom to raise and pass over the obstacle. **Tractor-drawn plows are provided with a lifting mechanism which raises them from or lowers them to their working position.** The lifting mechanism may be either mechanical or hydraulic. There are also¹ two levers —one for regulating the depth of plowing, the other for levelling the plow.

2. Простое прошедшее и прошедшее длительное время: Past Simple and Past Continuous. Употребить нужное время, аргументировать свой выбор:

1. The woman did not see that the girl was looking/looked at her. 2. She was putting on/put on a sweater while I was talking to the manager. 3. I broke/was breaking a plate last night. 4. Fred was not driving very fast when the accident happened/was happening. 5. Yesterday I did not see /was not seeing Julia.

3. Вставьте **there's** или **it's**. Перепишите и переведите предложения на русский язык.

1. ... a beautiful garden near the house.
2. Where is the cat? ... under the sofa.
3. ... no theatre in that small town.
4. ... hot today.

БИЛЕТ №4

1. Переведите на русский язык микротексты. Обратите внимание на выделенные грамматические структуры.

Potato is a highly important food crop. In addition it is used as livestock feed and as an industrial crop. Now it is grown in most countries of the world.

Good yields are obtained where growing season temperature is between 16 to 21°C and where the rainfall is 12 to 18 inches (дюйм = 2,5 см) per year. So, commercial production is largely limited to the areas where the climate is cool and moist. **Potatoes are known to produce better yields when they are grown after alfalfa and are planted** in the same field only once (один раз) in six or seven years.

2. Прошедшее совершенное и прошедшее совершенное длительное время: Past Perfect and Past Perfect Continuous. Употребить нужное время, аргументировать свой выбор:

1. I was tired, I had worked/had been working all day. 2. We had been studying/had studied foreign languages since we became a students. 3. When I phoned her, she had already gone/had been going. 4. They had been finishing/had finished the experiment by Sunday. 5. He had studied/had been studying the problem for a few years before e could solve it.

3. Перепишите и письменно переведите следующие предложения, подчеркните **неопределенные местоимения**.

1. When arriving in a foreign country one goes through the customs.
2. Speaking on TV the Prime Minister said that the Government would take some practical steps to increase competition and improve the work of public services (средства общественного транспорта и связи).
3. MP's proposal (MP—член парламента) doesn't seem to have aroused anybody's interest.
4. She didn't tell anyone about her secret. Not a person.

БИЛЕТ №5

1. Переведите на русский язык микротексты. Обратите внимание на выделенные грамматические структуры.

Beet crop is one of the most widely grown root crops. There are two main kinds of beets, sugar beets and table beets. Both of them are best adapted to growing in the temperate climate.

Table beets are used by people for food when roots are young. At this time they are rich in protein and minerals.

Sugar beet is an industrial crop. It is high in sugar, up to 20 per cent. There are some factors which favour the accumulation of sugar in the roots. They are soil fertility, enough moisture, low temperature.

2. Простое будущее и будущее длительное время: Future Simple and Future Continuous. Употребить нужное время, аргументировать свой выбор:

1. This time tomorrow we will lie/will be lying on the beach. 2. I shall give/shall be giving you an aspirin. 3. He will be working/will work on a new play during next summer. 4. They will be still discussing/will still discuss the problem at 11 a.m. 5. I hope she will have/will be having a job in 2 years.

3. *Образуйте Participle I или Participle II от глаголов в скобках.*

1. Why have you got that ... (worry) expression on your face? Are you in trouble?
2. The teacher was ... (disappoint) with the test results.
3. Jack's answer was ... (disappoint).
4. I went to the exhibition of French art last week and I was very much ... (impress).

БИЛЕТ №6

1. Переведите на русский язык микротексты. Обратите внимание на выделенные грамматические структуры.

Electricity has become highly important in our modern world. It has made our work easier and our life more comfortable.

In agriculture electricity is being used in many ways. It is especially widely applied in animal buildings for lighting and for operating different machines such as barn cleaners, feed conveyers, **automatic ventilators and automatic waterers.**

Electric energy is more economical than any other forms of energy. Electricity operated machines save time and labour, increase labour productivity and improve the quality of work.

2. Будущее совершенное и будущее совершенное длительное время::Future Perfect and Future Perfect Continuous. Употребить нужное время, аргументировать свой выбор: 1. She will have looked /will have been looking through all papers by the end of the week. 2. We shall have translated /shall have been translating the text by next Monday. 3. Next year we shall have studied/shall have been studying French for three months. 4. In half an hour they will have written/will have been writing a test for two hours. 5. The students will have passed/will have been passing the exams by July.

3. Поставьте следующие существительные во множественное число (обратите внимание на артикли: неопределенный артикль во множественном числе опускается, определенный артикль сохраняется).

A baby, a plant, a lemon, a peach, a banana, a brush, a star, a mountain, a tree, a shilling, a king, the waiter, the man, a woman, an eye, a shelf, a box, the city, a boy, a goose, the watch, a mouse, a dress, a toy, the sheep, a tooth, a child, the ox, a deer, the life, a tomato.

БИЛЕТ №7

1. Переведите на русский язык микротексты. Обратите внимание на выделенные грамматические структуры.

We know the engine to be the source of power. In some types of engines a V-type fan belt is utilized to drive the fan, **the same belt being used for driving** the generator pulley and the water pump. **The engine is known to comprise** the fuel, cooling, electric and lubricating systems. **It should be** noted that the gasoline pump is operated from the camshaft by the engine, **called also the power plant. To guide** the car means **to turn** it in one direction or the other

2. Другие способы выражения будущего времени: Other ways of rendering future action. Выполнить перевод предложений, определить способ выражения:

1. I am going to do this exercise. 2. This train starts in a quarter of an hour. 3. The expedition is arriving in a week. 4. They are living in a few days. 5. She is about to cry.

3. Вставьте подходящий артикль в предложения.

1. _____ Bermuda Triangle is located in _____ Atlantic Ocean.

2. The longest river of the world is _____ Nile River.

3. The lowest lake of the world is _____ Dead Sea, the deepest lake is Lake Baikal, the longest lake is Tanganyika.

4. _____ Lake Superior is the largest of _____ Great Lakes.

БИЛЕТ №8

1. Переведите на русский язык микротексты. Обратите внимание на

выделенные грамматические структуры.

Brakes are known to be one of the most important mechanisms of the car. They are necessary **for stopping** the car. Most braking systems **used today** are hydraulic, **many vehicles using power** brakes. **We know the brakes to be applied to** four wheels. **In order to stop** the car, the driver **should** press down on the pedal. When the pedal is pressed down the brakes are applied and the car is stopped.

2. Модальные глаголы: modal verbs can and must. Употребить нужный модальный глагол, аргументировать свой выбор:

1. My brother _____ draw simple pictures with his left hand. 2. The girl _____ speak English very well. 3. People _____ take care of nature. 4. You _____ prepare the sales report. 5. He is very strong, he _____ run 1500 m in 5 minutes.

3. Поставьте глаголы, данные в скобках, во времена групп **Simple (Indefinite)** или **Continuous**. Перепишите и переведите предложения на русский язык.

1. The police (stop) me on my way home last night.
2. The Smiths have bought a new house. They (move in) at the moment.
3. Your dad (meet) you at the airport. Don't worry.
4. All the evening yesterday we (listen) to the old records.

БИЛЕТ №9

1. Переведите на русский язык микротексты. Обратите внимание на выделенные грамматические структуры.

In order to drive the car, the driver should have some means of **turning** the front wheels. **We know the steering wheel to be located** at the front of the driver. It is linked by gears and levers to the front wheels, **these wheels being on pivots**. **The front wheels are known to swing** to the left or right when the steering wheel is turned in one direction or the other. The front wheels are attached to the rods, the rods are, in turn, attached to the pitman arm.

2. Модальные глаголы: modal verbs: ought and might. Употребить нужный модальный глагол, аргументировать свой выбор:

1. Your purse _____ be in the living-room. 2. You _____ visit the botanical gardens during your visit if you want. 3. _____ I borrow your pen? 4. He is doing illegal things, we _____ to report to the police. 5. The newlyweds have just returned from their honeymoon trip they _____ to be full of impressions.

3. Поставьте глаголы, данные в скобках, во времена групп

Perfect или **Perfect Continuous**. Перепишите и переведите предложения на русский язык.

1. Some time ago Jill's hair was short but now it is long. She (grow) it again.
2. Tomorrow the terrorists (hold) the hostages for three days.
3. We were late for the station. The train (start) two minutes before we came.
4. Are you still watching television? You (watch) it since I left for work in the morning.

БИЛЕТ №10

1. Переведите на русский язык микротексты. Обратите внимание на выделенные грамматические структуры.

Hard hand labour has been reduced. Production and income per person engaged in farming have been markedly increased. Land that was needed to produce feed for horses is now used for the production of food for people. **Farm work can be done more rapidly when weather and soil conditions are most favourable.** Crops can be planted, cultivated and harvested in a shorter time than in the past.

Farmers must have more capital to be engaged in farming because of large investments in farm machines and other equipment. Farmers must have a larger and more stable income to have money for electricity and tractor fuel. Farms have to be larger in size. So, small farms are disappearing and many farmers cannot be engaged in farming. Farmers must have better knowledge and skill in operating modern farm equipment efficiently.

2. Модальные глаголы: modal verbs: may and should. Употребить нужный модальный глагол, аргументировать свой выбор:

1. _____ I ask you a question? 2. _____ I come in? 3. You _____ focus more on your family and less on work. 4. When you go to Berlin, you _____ visit the palaces. 5. Jack _____ be upset. I don't know if he is annoyed or tired.

3. Перепишите и переведите предложения на русский язык.

Выпишите из каждого глагол – сказуемое и определите его видовременную форму. Напишите форму инфинитива глагола.

1. The situation calls for immediate actions.
2. This is the third time Bill has phoned his friend this evening.
3. Parliament resumed the emergency debate last Friday.
4. The introduction of new technologies will promote economic development.

БИЛЕТ №11

1. Переведите на русский язык микротексты. Обратите внимание на выделенные грамматические структуры.

Brakes are known to be used for stopping the car. Most braking systems **used today** are hydraulic, **many vehicles having power brakes.** **To stop the car,** the driver **should** apply the brakes. **We know the brakes to have been applied** to the front wheels. At present the brakes are applied to all four wheels. The brakes are controlled by a pedal. When the driver presses down on the pedal the brakes are applied and the car is stopped.

2. Модальные глаголы: modal verbs: could and need. Употребить нужный модальный глагол, аргументировать свой выбор:

1. You _____ not buy mineral water, we have plenty. 2. I get in touch with the press? 3. _____ I go with you, I am too tired. 4. _____ you do me a favor? 5. She _____ be reading

3. Поставьте глаголы, данные в скобках, во времена групп **Simple (Indefinite)** или **Continuous**. Перепишите и переведите предложения на русский язык.

БИЛЕТ 12.

1. Переведите на русский язык микротексты. Обратите внимание на выделенные грамматические структуры.

The clutch is known to be the part of the power train. Besides the clutch, the power train also includes the gearbox, propeller shaft, rear axle, final drive, differential and axle shafts. The gearbox **named transmission** is located between the clutch and the propeller shaft. **We know the clutch to consist** of the driven plate and the pressure plate, **the driven plate having fabric linings on each side. To connect** the engine with the gearbox, the driver **should** engage the clutch.

2. Модальные глаголы: modal verbs: shall and to be to. Употребить нужный модальный глагол, аргументировать свой выбор:

1. It is too crowded here, ___ we go to the park? 2. Where is he ___ found? 3. ___ I help you? 4. The chief says I am ___ in charge of the programme. 5. You ___ be punished for the broken vase.

3. Поставьте глаголы, данные в скобках, во времена групп

Perfect или **Perfect Continuous**. Перепишите и переведите предложения на русский язык.

1. George smokes. He (smoke) for five years.
2. They already (paint) the walls in their flat.
3. The builder says he (finish) the roof by next week.
4. When I got to the car park I realised that I (lose) my keys.

БИЛЕТ №13

1. Переведите на русский язык микротексты. Обратите внимание на выделенные грамматические структуры.

Mechanization and application of other scientific developments to farming have increased the output per farm worker. Hand labour required for farming has markedly decreased while the production per person has increased.

The increase in production is greater in crop farming than in livestock breeding because crop production has been mechanized to a greater extent² than in livestock production.

About 50 years ago 27 per cent of the total population of the country was engaged in agriculture, now the employment in this sector of the economy is about 2.5%.

In 1955 labour made up 32 per cent of the cost of farming; by 1980 it only 3.1 per cent. The machinery cost in farming, on the other hand, has continued to increase.

The organization of agriculture in the years to come will use less land, less labour, fewer but better managers and much more capital, machines and various types of technology. These trends have been in progress for decades and it is unlikely³ that there will be any change from this direction.

2. Модальные глаголы: modal verbs: would and dare. Употребить нужный модальный глагол, аргументировать свой выбор:

1. How ___ he tell me what to do? 2. She ___ not to contradict me. 3. ___ you open

a window, please? 4. I ____ you to say this in his presence. 5. ____ you like tea or coffee?

3. Перепишите и переведите предложения на русский язык.

Выпишите из каждого глагол – сказуемое и определите его видовременную форму. Напишите форму инфинитива глагола.

1. It's raining again. Take your umbrella.
2. My mother always forgets my birthday.
3. I am sure Andrew will come to see us this evening.
4. I knew that he was waiting for somebody.

БИЛЕТ №14

1. Переведите на русский язык микротексты. Обратите внимание на выделенные грамматические структуры.

The tractor industry in our country is highly developed. Many different types of tractors are being produced for doing various agricultural practices on soils, including the K-701 wheeled tractor powered by a 300 horse power engine the T-150 crawler tractor, MTZ

— 80 wheeled tractor and many others. **These tractors are used with different mounted and trailed farm machines for plowing, cultivating, harrowing, sowing and harvesting agricultural crops.**

At present millions of tractors are working in the fields of the state and collective farms. With the modern Soviet tractors all the main field operations have been fully mechanized in our country.

2. Страдательный залог: The Passive Voice. Поставьте предложения в страдательный залог:

1. They promised the children many new toys.
2. I have already sent a telegram to my mother.
3. He wrote many letters to his wife.
4. They will give her a part in a new play.
5. My sister taught me cooking and housekeeping

3. Выберите нужную форму глагола **to be**. Перепишите и переведите предложения на русский язык.

1. Jane (will be, was, is) at home at the moment.
2. Where (are, was, were) you at 11 o'clock last Friday morning?
3. They (are, will be, were) engineers in 5 years.
4. Books (will be, were, are) expensive nowadays.

БИЛЕТ №15

1. Переведите на русский язык микротексты. Обратите внимание на выделенные грамматические структуры.

It is known that the need for more food, feed and industrial crops ¹ regularly grows. Farmers usually meet these ever increasing demands by increasing crop yields. This largely depends on the quantity and quality of the machinery supplied by tractor and agricultural engineering industry. The most important machine used on farms is the tractor. The heart of the tractor is its

power unit, that is, the engine.

The main trend adopted in designing new tractors and other farm machinery is as follows:

- to increase the capacity of the engine, mainly by increasing its power and field speed;
- to improve the design of transmission, chassis and the engine;

— to reduce fuel consumption and maintenance time;

2 Герундий The gerund. Используйте герундий для глагола в скобках:

1. Your hair is very long. It needs (cut).
2. The house looks shabby. It wants (repair).
3. His answer is very good, he deserves (praise).
4. The fence looks dull. It needs (paint).
5. His remark is witty. It is worth (quote).

3. Поставьте глаголы, данные в скобках, во времена групп **Simple (Indefinite)** или **Continuous**. Перепишите и переведите предложения на русский язык.

1. The kettle (boil). Can you turn it off, please?
2. Water (boil) at 100 degrees Celsius.
3. The police (stop) him on his way home last night.
4. The sky is black. I think it (rain).

БИЛЕТ №16

1. Переведите на русский язык микротексты. Обратите внимание на выделенные грамматические структуры.

The automobile is known to consist of the engine, the body and the chassis, **the engine being the source of power**. The body has a hood and lenders and accessories: heater, lights and radio. It **should** provide protection to the passengers from wind and rain. **The chassis is known to include the power train, frame and wheels**. Streamlining is an important factor. **To streamline** a car means **to shape** it in such a manner that it offers small resistance to the air.

2. Выберите **прилагательное** в соответствующей степени сравнения. Перепишите и переведите предложения на русский язык.

1. It's (easy, easier, the easiest) to phone than to write a letter.
2. Sydney is (large, larger, the largest) city in Australia.
3. Money is important, but it isn't (important, more important, the most important) thing in life.
4. Italy has (old, older, the oldest) population in the world.

3. Поставьте глаголы, данные в скобках, во времена групп

Perfect или **Perfect Continuous**. Перепишите и переведите предложения на русский язык.

1. Tom (smoke) ten cigarettes today.
2. Ron (study) very much this term.
3. It (snow) for two hours.
4. He (play) chess since he was eight

Критерии оценивания ответов:

- Оценка «5» (отлично) ставится, если обучающийся показал полное знание и

понимание всего материала, смог составить полный и правильный ответ, сформулировал точное определение и истолкование основных понятий, аргументировано утверждал суждение.

- Оценка «4» (хорошо) ставится, если обучающийся показал знания всего изученного программного материала. Дал полный и правильный ответ на основе изученных теорий; допустил незначительные ошибки и недочеты при воспроизведении изученного материала.

- Оценка «3» (оценка) ставится, если обучающийся усвоил основное содержание учебного материала, имеет пробелы в усвоении материала, не препятствующие дальнейшему усвоению программного материала; материал излагает не систематизировано, фрагментарно, не всегда последовательно.

- Оценка «2» (неудовлетворительно) ставится, если обучающийся не усвоил и не раскрыл основное содержание материала; не делает выводов и обобщений. Не знает и не понимает значительную или основную часть программного материала в пределах поставленных вопросов или имеет слабо сформированные и неполные знания и не умеет применять их к решению конкретных вопросов.