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ФИО: Волхонов Михаил Станиславович  
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МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА РОССИЙСКОЙ ФЕДЕРАЦИИ  
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ  
ВЫСШЕГО ОБРАЗОВАНИЯ  
«КОСТРОМСКАЯ ГОСУДАРСТВЕННАЯ СЕЛЬСКОХОЗЯЙСТВЕННАЯ АКАДЕМИЯ»

Утверждаю:  
декан электроэнергетического факультета

\_\_\_\_\_/Н.А. Климов /

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ФОНД ОЦЕНОЧНЫХ СРЕДСТВ  
по дисциплине  
«Иностранный язык»  
(Английский)

Направление подготовки	<u>35.03.06 Агроинженерия</u>
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Форма обучения	<u>очная</u>
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Фонд оценочных средств предназначен для оценивания сформированности компетенций по дисциплине «Иностранный язык» (английский).

Разработчик:  
доцент кафедры  
иностранных языков  
и русского языка как иностранного А.А. Веснин \_\_\_\_\_

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

Согласовано:  
Председатель методической комиссии электроэнергетического факультета  
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Яблоков А.С. \_\_\_\_\_

## Паспорт фонда оценочных средств

Таблица 1

Раздел дисциплины	Формируемые компетенции или их части	Оценочные материалы и средства	Количество
1	2	3	4
<b>Раздел 1. Вводный фонетическо-грамматический курс</b>	УК-4. Способен осуществлять коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)		
Тема 1. Вводный фонетическо-грамматический курс. особенности произношения гласных и согласных звуков в иностранном языке.		Комплект упражнений для опроса	3
Грамматика: Порядок слов в повествовательном предложении; Безличное предложение; Местоимения; Глаголы «to be», «to have»; оборот «There +to be»; Существительное в функции определения.		Комплект заданий для контрольной работы Тестирование	1 36
<b>Раздел 2. Бытовая сфера общения</b>		Комплект вопросов для опроса	12
Тема 2. Знакомство		Темы для монологического высказывания	1
Тема 3. Я и моя семья		Комплект вопросов для опроса	9
		Темы для монологического высказывания	5
		Комплект заданий для контрольной работы Тестирование	1 28
Тема 4. Человек: его внешность и характер. Национальный характер.		Комплект вопросов для опроса	12
		Темы для монологического высказывания	1
		Темы для монологического высказывания	1
<b>Раздел 3. Социально-культурная сфера общения</b>			
Тема 5. Работа. Проблема поиска работы. Работа, которую мы выбираем.		Комплект вопросов для опроса	14
		Темы для монологического высказывания	5
		Комплект заданий для контрольной работы	2
		Тестирование	30
Тема 6. По городам Великобритании и США.		Комплект тем для реферата	13
		Тестирование	
		Комплект заданий для контрольной работы	33 1

		Комплект заданий для контрольной работы	9
		Комплект вопросов для опроса	13
		Комплект текстов для опроса	2
		Комплект заданий для контрольной работы Тестирование	4 44
<b>Раздел 4. Профессиональная сфера общения</b>			
Тема 7. Проблемы современной науки. Наука и общество. Выдающиеся ученые мира.		Комплект текстов для опроса	5
		Темы для монологического высказывания	6
		Темы для диалогического высказывания	3
		Комплект заданий для контрольной работы Тестирование	3 35
Тема 8. Моя специальность		Комплект вопросов для ИДЗ	15
		Темы для монологического высказывания	5
		Комплект заданий для контрольной работы	
		Комплект текстов для опроса	23
		Комплект заданий для контрольной работы Комплект заданий для итоговой контрольной работы	7 2

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

## Раздел 1. Вводный фонетическо-грамматический курс

Таблица 2. – Формируемые компетенции

Код и наименование компетенции	Код и наименование индикатора достижения компетенции (части компетенции)	Оценочные материалы и средства
УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)	<b>Модуль 1. Вводный фонетическо-грамматический курс</b>	
	ИД-1 <sub>УК-4</sub> Выбирает на государственном и иностранном(-ых) языках коммуникативно-приемлемые стиль общения, вербальные и невербальные средства взаимодействия с партнерами	Комплект упражнений для опроса Комплект заданий для контрольной работы Тестирование

### Оценочные материалы и средства для проверки сформированности компетенций

**Тема 1. Корректировочный курс по фонетике: особенности произношения гласных и согласных звуков в английском языке.**

#### 1.1. Опрос: фонетические упражнения

Прочитайте диалоги с нужной интонацией:

1) Kate: Morning!

Peter: Good morning, Kate. Thanks for coming down. What I'd like you to do is to show Chris around the offices. Is that OK?

Kate: Yes, of course. Come along, Chris. I'll take you on a little tour.

Chris: Thank you, Kate.

Kate: So, we're at the main entrance. There are not many people here now. Let's go into the main corridor, OK? Right opposite us is Mr. Kotov's office. He is the General Manager. There are two rooms in his office. If you go through this door here on the right, you have to go through his secretary's office before you get to Mr. Kotov's.

Chris: And what is there at the end of the corridor? There's much noise behind the door.

Kate: Oh, yes. That's the sales department here. It's always noisy here.

There are twenty persons working in this room. Let's go up.... And we are just passing the Personnel Manager's office on the left.

Right ahead there is my office. Do come in.

Chris: Er ... just one more thing, if we've got a moment.

Kate: Yes, sure.

Chris: Mm... Where are the toilets?

Kate: Oh, yes, of course. They are on the left along the corridor.

Chris: Fine!

2) Voice: Mr. Donovan's office. Can I help you?

Kate: Hello. Can I speak to Mary?

Voice: Speaking.

Kate: Mary, it's Kate. Do you think you could help me with a couple of things? I'm in a terrible rush.

Voice: Sure.

Kate: Do you think you could send a copy of my report to Leningrad for me?

Voice: Yes, of course, no problem. Well, would you like a hand with correspondence?

Kate: Oh, that would be great, if you are sure it's no trouble.

Voice: Oh, no trouble at all. Would you like me to check today's correspondence?

Kate: Yes, it's very kind of you. Look, would you mind arranging for the hotel accommodation for Mr. Smith? He needs it by Tuesday night.

Voice: Um... Kate, I'm sorry, but ... I can't. I have to organize tomorrow's meeting, you know.

Kate: Oh, well, never mind. I'll ask Vera to do it. Thank you. Bye.

3) Peter: Umm... can you help me with the menu, Kate? I'm afraid my Russian isn't very good yet.

Kate: Yes, certainly. It's our traditional menu. These are starters: cabbage salad; salad with hard-boiled eggs, peas and potatoes under mayonnaise. The main courses are cutlets and "borsh". And these are desserts: buns, rum baba and ice cream. You can also have coffee or tea.

Chris: What is "borsh" I wonder?

Kate: Oh! It's thick soup with a good piece of meat, plenty of red beets, other vegetables and pepper.

Chris: It sounds delicious! I'm going to try some of it.

Peter: Oh! Chris is going to have a big lunch. What about your diet?

Chris: You can laugh your head off, Peter. After all, this soup is less fattening than your cutlets.... Mm... and I'm going to have a bit of that rum baba, too, ... and a cup of coffee.

Peter: See, Kate? Chris is getting used to your Russian early dinners. We usually have dinner in the evening, when we get off work, you know.

Kate: Yes, I know that. But in this country people in factories and offices often dine at 12 or 1 o'clock. What would you like, Peter?

Peter: Well. I'll get a little of that salad, and something more substantial..., yes, a cutlet.

Kate: Coffee?

Peter: No coffee, please. I've already had some today. I can do with a cup of tea. And what about you, Kate? Have you chosen anything?

Kate: I'd like to have some salad, too, a cup of coffee and a bun. I'll also have some ice cream. I'm fond of it, you know.

### **1. Контрольная работа.**

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

**Контрольная работа**

**Variant I**

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

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

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

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

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

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

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

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

**5. Заполните пропуски личными местоимениями:**

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

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

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

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

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

**8. Заполните пропуски притяжательными местоимениями:**

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

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

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

**3.2.ТЕСТ (Один вариант ответа)**

Выберите правильный вариант ответа:

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

Are there

+Is there

There is

There were

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

Were

+Is

Shall be

Are

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

Was

Is

+Are

Am

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

Was

Are

+Were

Is

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

Has

+Have

Will have

Had

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

Has

Have

Will have

+Had

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

Has

+Have

Will have

Had

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

Have

Will have

+Has

Had

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

+Have

Will have

Has

Had

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

+Have

Will have

Has

Had

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

Have

+Will have

Has

Had

**Where ... you from?**

Is

Am

+Are

Was

**I ... from Russia.**

Is

+Am

Are

Was

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

+Is



Am  
 Are  
 Was  
**... Tom and Bob good football players?**  
 Is  
 Am  
 +Are  
 Was  
**My parents ... in Egypt last year.**  
 Are  
 Was  
 +Were  
 Shall be  
**The weather ... bad yesterday.**  
 Are  
 +Was  
 Were  
 Shall be  
**What ... the news today?**  
 +Is  
 Am  
 Are  
 Was  
**This hotel ... expensive. I can't afford it.**  
 +Is  
 Am  
 Are  
 Was  
**There ... some good films on TV tomorrow.**  
 Was  
 Were  
 Shall be  
 +Will be  
**... there a computer center in your university?**  
 +Is  
 Are  
 Were  
 Shall be  
**It's \_\_\_\_ party.**  
 +My  
 Mine  
 Myself  
 Me  
**He hurt \_\_\_\_.**  
 His  
 +Himself  
 Hissself  
 Him  
**She did it \_\_\_\_.**  
 Hers  
 +Herself  
 Her  
 Himself

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

+My  
Myself  
Mine  
Me

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

+Her  
Hers  
She  
Herself

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

+My  
Mine  
Myself  
Me

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

Us  
Ourselves  
+Ourselves  
Ours

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

Them  
+They  
Their  
Themselves

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

Us  
+We  
Our  
Ourselves

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

He  
+Him  
Himself  
His

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

Her  
+She  
Hers  
Herself

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

I  
+Me  
Mine  
My

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

Us  
+We  
Our  
Ourselves

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

+You and me  
You and I

You and my  
 You and mine  
**I took \_\_\_\_ both.**  
 It  
 They  
 Its  
 +Them

Таблица 3– Критерии оценки сформированности компетенций

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)
	соответствует оценке «зачтено» 50-100% от максимального балла
ИД-1 <sub>ук-4</sub> Выбирает на государственном и иностранном (-ых) языках коммуникативно-приемлемые стиль общения, вербальные и невербальные средства взаимодействия с партнерами	Студент показывает хорошие знание и понимание тем модуля: различает и умеет употреблять интонационные конструкции в устной речи, знает правила построения предложений и виды согласования слов в русском языке, но допускает ошибки при выборе коммуникативно-приемлемого стиля общения, вербальных и невербальных средств взаимодействия с партнерами, почти не допускает ошибок в построении устной и письменной речи

## Раздел 2. Бытовая сфера общения

Таблица 4 – Формируемые компетенции

Код и наименование компетенции	Код и наименование индикатора достижения компетенции (части компетенции)	Оценочные материалы и средства
УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	ИД-1 <sub>ук-4</sub> Выбирает на государственном и иностранном (-ых) языках коммуникативно-приемлемые стиль общения, вербальные и невербальные средства взаимодействия с партнерами. ИД-5 <sub>ук-4</sub> Демонстрирует умение выполнять перевод текстов с иностранного (-ых) на государственный язык и обратно	Комплект вопросов для опроса Темы для монологического высказывания Комплект заданий для контрольной работы Тестирование

### Тема 2. Знакомство

#### 1. Опрос: комплект вопросов

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

1. What is your name?
2. Where are you from?
3. Where do you live in Kostroma?
4. What is your appearance? How do you look like?
5. At what school did you learn?
6. How successful in studies were you?

7. At what faculty do you study at the academy?
8. Why did you take the decision to take this faculty?
9. Did anybody influence your decision?
10. What kind of person are you? What could you say about your character?
11. What are your hobbies and interests?
12. What are your plans for the future?

## 1.2. Темы для монологического высказывания

### Примерное содержание монологического высказывания:

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

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

## Тема 3. Я и моя семья

### 1. Опрос: комплект вопросов

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

1. Do you live in a flat or in a house of your own?
2. What are the members of your family?
3. When do you usually get up?
4. When do you usually go to bed?
5. Is it exclusively your mother who cooks in your family?

6. Do you often eat out?
7. Do you spend a lot of time travelling as part of your job?
8. Have your family ever gone on travels?
9. Why is your family important for you in the context of your job?

## **2. Презентация подготовленного монолога**

### **Тематика монологических презентаций:**

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

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

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

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

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

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

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

Also once a week my parents give the flat a big clean. Of course I help them with it. By the way it's not so boring. I turn on music and we even have fun. Then we may go shopping together. I like to go shopping with my parents because they always buy me something. During our shopping rounds we discuss a lot of things and make plans for the next weekend.

## **3. Контрольная работа.**

*Тема «Модальные глаголы и их эквиваленты»*

### **Variant I**

#### **Задание 1 Переведите на русский язык:**

1. This plant is to be put into operation next year.
2. They have to get up at 6 o'clock as their working day begins at 8.

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

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

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

**3.2 ТЕСТ (Один вариант)**

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

*Выберите правильный вариант:*

**... you play football?**

+can  
should  
may  
must

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

+was able  
can  
had to  
could

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

should  
+had to  
could  
may

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

may  
can  
must  
should

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

had to  
+could  
were able to  
must

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

+have to  
must  
can  
may

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

could  
have to  
+were  
should

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

can  
should  
+may  
able to

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

have to  
may  
must  
+can

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

+must  
may  
is able to  
should

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

must  
may  
able to  
+should

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

+ had  
was  
must  
can

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

+have to  
must to  
must  
need

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

have not to  
must not to  
+shouldn't  
don't have to

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

+can  
may  
must  
have to

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

can  
may  
+must  
had to

**Соотнесите английские предложения с русскими:**

- |                               |                                 |
|-------------------------------|---------------------------------|
| 1) She may come.              | a) Ей можно прийти. (1)         |
| 2) She couldn't come.         | b) Ей не следует приходить. (5) |
| 3) She must come.             | c) Она должна прийти. (3)       |
| 4) She had to come.           | d) Она не могла прийти. (2)     |
| 5) She shouldn't come.        | e) Она сможет прийти. (6)       |
| 6) She'll be able to come.    | f) Ей не разрешают прийти. (7)  |
| 7) She isn't allowed to come. | g) Ей пришлось прийти. (4)      |

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

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

+needn't  
needn't to  
couldn't  
mustn't

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

should  
can

+must  
may

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

can  
have  
+be able to

ought

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

should  
would  
can

+must

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

+can  
need to  
must  
may

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

may  
can  
must  
+should

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

should  
must  
+can

have to

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

+could  
shall  
must  
ought

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

needn't  
mustn't  
ought  
+shouldn't

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

I had a good time in the south.

He has got a house in the country.

+She had to tell the truth.

They have told the truth.

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

She is a secretary.



She is in the office now.  
She is working.  
+She is to start work at 9 tomorrow.

## **Тема 4. Человек: его внешность и характер. Национальный характер.**

### **1. Комплект вопросов для опроса:**

How would you describe yourself?

1. How would you describe your friend?
2. How would you describe a celebrity?
3. What attracts you in people?
4. Is there a Russian national character?
5. Do you embody the Russian national character?
6. Did you meet people from other countries?
7. In what way people from other countries are different from the Russian?
8. Have you ever watched a British movie?
9. In what way characters in a British movie behave differently from the Russian?
10. In what way there are the same?
11. How do the British differ from the Americans?

### **2. Темы для монологического высказывания**

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

A nation is born from its land, its history, its art, its traditions and its institutions. These things work together to make people what they are. But above all, a nation is made up of people, and although there are things they all share, all of those people are different. We can say there is still a "British nation," and one of the most characteristic features of Englishmen is their traditions, which they respect, and which they have kept for centuries. The traditions don't only accumulate the experience and wisdom of many generations, but they bring some stability into the rapidly changing world.

The National Character exists. It is not a myth, it's a reality. But the National Character doesn't describe the character of every person, it describes the character of people of nation in general. Every person has its own character, but according to the person's belonging to some nation many traits of character are similar and these features may be explained as the national character.

As is known in Britain there exists the accepted code of behavior. This accepted code of behavior of the British people doesn't allow the straightforward expression of what they think and feel. In contrast to Russians who prefer directness, British people tend to understate things. A conversation in English is full of hints, half tones and half-statements.

British people will not particularly like to interfere in other people's affairs. They are known to have a cult of privacy. They generally tend to keep to themselves to hate to intrude in other people's privacy. For example, as a matter of fact, they don't particularly like to speak about their personal matters and interests and when they do, they always do it in an apologetic manner.

In a conversation they mostly avoid direct questions and strong dogmatic tones, because the culturally accepted code of behavior doesn't allow asking other people about their personal matters in a direct way. So we see that the British are guided by the principle of non-interfering in other people's affairs.

The British see self-possession as the highest quality of human character. They regard the free display of emotions as vulgar and antisocial. They value highly the ability to stay calm in all kinds of situations and leave things unsaid.

In one word - British are extremely reserved people. They are also considered to be industrious, polite, tradition-loving, courteous, honest, extremely nationalistic and etc. They are known to have a specific sense of humor. Their humor is delicate.

English people are famous for their habit of politeness. It is considered polite to give up one's seat to a woman who is standing, to open a door for her, carry things for her, and so on. Most British people expect the person in front of them to hold the door open for them. People think you are rude, if you don't do this. English people are very reserved. This means that they don't talk much to strangers, and don't show much emotion. A reserved person never tells you anything about himself. But the people of the North and West of Britain are much less reserved than those of the South and East. Most British people queue when they are waiting for a bus or waiting to be served in a shop. But during the rush hour, when a bus or train arrives, people often push forward to make sure they get on. This is called jumping the queue. British people keep their old traditions and are very proud of them.

English people show great love for animals. And, of course, English people are fond of sports. Many continentals think life is a game; the English think cricket is a game. To many Englishmen cricket is both a game and a standard of behaviour. When they consider something unfair, they say "That isn't cricket".

The traditional love of English people for tea is well known. They like to drink tea with milk. They have their five-o'clock tea not only at home or in offices, but also in tea-rooms and tea-shops, which can be found in every town.

Таблица 5. – Критерии оценки сформированности компетенций

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)
	соответствует оценке «зачтено» 50-100% от максимального балла
<p>ИД-1<sub>УК-4</sub> Выбирает на государственном и иностранном (-ых) языках коммуникативно-приемлемые стиль общения, вербальные и невербальные средства взаимодействия с партнерами.</p> <p>ИД-5<sub>УК-4</sub> Демонстрирует умение выполнять перевод текстов с иностранного (-ых) на государственный язык и обратно</p>	<p>Студент показывает хорошие знание и понимание тем модуля: умеет завязать знакомство, рассказать о себе и своей семье и семейных отношениях и ценностях в целом; может описать человека и его характер, знает характерные черты русского менталитета и может сравнить с национальными особенностями своего народа; при построении устных и письменных высказываний использует знания о временах действительного залога, инфинитиве, придаточных предложениях, но допускает ошибки при выборе коммуникативно-приемлемого стиля общения, вербальных и невербальных средств взаимодействия с партнерами, почти не допускает ошибок в построении устной и письменной речи; демонстрирует умение выполнять перевод текстов бытовой сферы общения с иностранного на государственный язык и обратно, количество допущенных ошибок незначительно</p>

### Раздел 3. Социально-культурная сфера общения

Таблица 6 – Формируемые компетенции

Код и наименование компетенции	Код и наименование индикатора достижения компетенции (части компетенции)	Оценочные материалы и средства
УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)	<p>ИД-2<sub>УК-4</sub> Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках.</p> <p>ИД-3<sub>УК-4</sub> Ведет деловую переписку, учитывая особенности стилистики официальных и неофициальных писем, социокультурные различия в формате корреспонденции на государственном и иностранном(-ых) языках.</p> <p>ИД-4<sub>УК-4</sub> Демонстрирует интегративные умения использовать диалогическое общение для сотрудничества в академической коммуникации общения: внимательно слушая и пытаясь понять суть идей других, даже если они противоречат собственным воззрениям; уважая высказывания других как в плане содержания, так и в плане формы; критикуя аргументированно и конструктивно, не задевая чувств других; адаптируя речь и язык жестов к ситуациям.</p> <p>ИД-5<sub>УК-4</sub> Демонстрирует умение выполнять перевод текстов с иностранного (-ых) на государственный язык и обратно</p>	<p>Комплект вопросов для опроса</p> <p>Темы для монологического высказывания</p> <p>Комплект заданий для контрольной работы</p> <p>Комплект тем для реферата</p> <p>Комплект текстов для опроса</p>

#### Тема 5. Работа. Проблема поиска работы. Работа, которую мы выбираем.

##### 1. Устный опрос по теме

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

1. Do you live in a flat or in a house of your own?
2. What are the members of your family?
3. When do you usually get up?
4. When do you usually go to bed?
5. When does your work start?
6. How many breaks do you have?
7. What can you advise people who want to get on well with their boss?
8. Do you often spend your free time with your coworkers?
9. What will you ask your British friend about his/her work hours?
10. How large is your company?
11. What are the rooms in your workplace?
12. Have you a room of your own?
13. What are food preferences among your coworkers?
14. Why is your family important for you in the context of your job?

## 2. Темы для монологического высказывания

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

### Примерное содержание для построения монологов:

Job is very important for every person. A job may be important for a sense of purpose since it can provide goals to work toward each day and an income to support you financially. It can help you build skills and experience that will last throughout your career, even if you change careers later in life.

One way to determine whether your current position is right for you would be to ask yourself how often you feel satisfied at work. This is a strategy to keep track of how you feel about your job and if your opinion is changing. If you find there's no growth at work, then it may be time to look for other opportunities. There are other signs a position may be unhealthy, such as a lack of teamwork, an environment where you don't feel valued or appreciated. You may also want to make sure that the job is something you're passionate about.

Consider reflecting on your values and what matters to you the most. What kind of work, or type of company, would make you happiest? Use these answers to determine how you would create value in the workplace. Think about how you can use these skills to reach your personal and professional goals.

## 2. Тестирование

*Выберите один правильный вариант ответа и нажмите кнопку «Далее»*

### **Personal information (Personal data) Личная информация (Персональные данные):**

Address of the employer

+ Birth

Name and type of educational institution

### **School and vocational education (education) (Школьное и профессиональное образование (образование)):**

Nationality

Name and address of the employer

+ Name and type of educational or training institution

### **Job titles (the name of the profession) (Название профессии):**

+ Electrician

excellent computer skills

Part-time position

### **Working conditions (working conditions) (Условия труда):**

Job Application

+ teamwork or independent work

Merchant / Businesswoman

### **Company history (История компании):**

Headcount

+ Development

Environmental

**Языковые средства, обслуживающие сферы отношений между государственными органами, между организациями и частными лицами в процессе их производственной, юридической деятельности, – это:**

+ official business style

colloquial speech

scientific style

journalistic style

**В деловом стиле речи чаще всего употребляются слова:**

Multi - valued

+Unambiguous

scientific terms

emotionally colored

**Дата в деловом письме обычно пишется:**

+In the upper right corner

In the lower right corner

In the upper left corner

**Две основные особенности делового стиля речи:**

emotional saturation and simplicity

+ accuracy and language standard

simplicity and language standard

emotional saturation and accuracy

**Правильная последовательность элементов делового письма:**

address, preamble, main part, details of the sender and addressee, date, title, statement of facts, conclusion, signature

details of the sender and addressee, date, title, address, preamble

+ date, title, address, preamble, main part, statement of facts, conclusion, details of the sender and addressee, signature

**Наиболее предпочтительны в деловом разговоре утверждения:**

This is nonsense.

+ I think we will all benefit from this.

I think...

This is absurd

**Деловой разговор – это:**

communication between two businessmen

+ dialogical communication of people connected by business

relations monologue

communication in the field of business

**Более универсально и не противоречит рекомендациям исследователей речевого этикета обращение к незнакомому человеку:**

Man, can you help me?

Girl, can you help me?

+ Excuse me, can you help me, please?

Sir, can you help me?

**В число основных единиц речевой коммуникации не входит**

speech event

+ discourse speech

situation speech

interaction

**Реакция адресата на речь субъекта — это:**

behavior event

+ interaction situation

**Дополните предложение: The employment contract regulates ... (Трудовой договор регулирует...)**

Worker

Employer

+ Employment relationship

**Выберите правильный вариант ответа на благодарность:**

" Thank you for the interview. " "Спасибо за интервью".

Good afternoon, Mr. Kunze. What can I do for you?

Unfortunately, she is not in the house.

+ Nothing to thank. See you again.

**Дополните предложение: We cannot accept your order (unfortunately), because... (Мы не можем (к сожалению) принять Ваш заказ, потому что...)**

the desired date is not possible

the customer's last invoice has been paid

+ Product is no longer available.

**Дайте правильный ответ на вопрос: What are you interested in at this point? (Что вас интересует на данный момент?)**

When can I expect an answer?

Yes, thank you, that was no problem

+ I wanted to work in international projects

**Дополните вопрос: How many colleagues do I work with ... (Со сколькими коллегами я работаю ...?)**

+ I am together?

my direct supervisor?

my specific tasks?

**The regular working time is 37 hours a week without taking into account breaks. (Установленное время составляет 37 часов в неделю без учета перерывов)**

Remuneration

+ Working

Holiday

**A trial period of 3 months is agreed. (Согласован испытательный срок в 3 месяца)**

Commencement of employment

+ Trial period

Activity

**Дополните предложение: Ms. Linke works 3.5 hours a day from Monday to Friday. She works ... (Г-жа Линке работает 3,5 часа в день с понедельника по пятницу. Она работает ...)**

Full time

Flextime

+Part time

**Дополните предложение: Mr. Bauer has a 40-hour week. He works ... (У мистера Бауэра 40-часовая рабочая неделя. Он работает ...)**

Part time

+Full time

Flextime

**For many professions, you need an education. (Для многих профессий вам нужно образование).**

It usually lasts 3 years.

+ Vocational

Self-employment

One-euro job

**Many employed people have one or more other jobs in addition to their "main job". (Многие занятые люди имеют одно или несколько других рабочих мест в дополнение к своей "основной работе")**

Wage

+ Side job

Temporary work

Дополните предложение:

**The employer is a person, ... (Работодатель - это лицо, ...)**

+ who you work for.

which arranges jobs and pays unemployment benefits.

who works at a company?

**Дополните предложение: The employee is a person, ... (Работник - это человек, ...)**

who works for wages?

+who works at a company.

which arranges jobs and pays unemployment benefits.

**Дополните предложение: Social security includes ... (Социальное обеспечение включает в себя ...)**

which arranges jobs and pays unemployment benefits.

+ Health insurance and pension insurance.

what you pay to the state

**Дополните предложение: The Employment Agency is the office, ... (Агентство по трудоустройству - это офис, ...)**

+ that arranges jobs and pays unemployment benefits.

who you work for?

which is paid to the state.

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

**№1**

##### **Вариант 1.**

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

(Задания на установление правильной последовательности)

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

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

Telephone 9593 385749 Fax 9593 75843

23 May 2005

2. Dear Mr Castelllos,

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

We would like to invite you to attend an interview.

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

4. We look forward to meeting you.

Yours sincerely,

\_\_\_\_\_Joan Dumorieur

Personnel Manager

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

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

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

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

4 October 2003

3. Yours faithfully,

\_\_\_\_\_Sally Blinton

Sales Manager

4. Dear Sirs,

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

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

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

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

12 May 2005

3. Dear Sirs,

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

5. Yours faithfully,  
\_\_\_\_\_  
Jeffrey Allen  
Director

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

1. Dear Mr. Hill:
2. We have received your resume and application for the position of executive assistant.  
Thank you for your interest in BCL Globalcom.
3. BCL Globalcom GmbH  
Goethestrasse 40113  
10728 Berlin  
Germany  
March 26, 2007
4. Sincerely yours,  
Maki Ishii  
Human Resource Director  
(From 'Business Correspondence: A Guide to Everyday English' by Lin Lougheed)
5. Mr. Sandy Hill  
999 Pine Avenue  
New Haven, CT 06540

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

1. Yours sincerely,  
Brenda Wallis  
Loans Manager  
<http://www.writinghelp-central.com/letter-of-rejection.html>
2. Suzanna Bragg  
127 Polk Drive, No. 112  
Gary, Indiana, 46402
3. After a thorough review of your application and the supporting documents you supplied, we have concluded that your current financial situation precludes this institution from extending further credit to you at this time. When your financial picture changes and your current level of risk-exposure becomes lower, we would be happy to reconsider your application.
4. Dear Mrs Bragg,
1. 5. Meridian National Bank  
12187 S. Polo Dr . Fairfax, VA 22030  
26 May 2008

№2.

**2.1. Перед Вами конверт**

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

1. the ZIP Code in the mailing address
2. the sender's name
3. the street name in the return address
4. the ZIP Code in the return address
5. the street name in the mailing address
6. the addressee's company name

**2.2. Перед Вами конверт**

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

1. the sender's name
2. the street name in the return address
3. the addressee's company name
4. the town the letter comes from
5. the addressee
6. the ZIP Code in the mailing address

**2.3. Перед Вами конверт**



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

1. the town the letter comes from
2. the street name in the return address
3. the addressee
4. the house number in the mailing address
5. the sender
6. the ZIP Code in the mailing address

#### **2.4. Перед Вами конверт**

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

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

#### **2.5. Перед Вами конверт**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

From : GM

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

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

Please write and inform them of this.

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

1. T.Y.

2. Aqua Warm

3. Subject

4. To

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

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

From : Sue Mullins

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

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

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

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

Thanks,

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

1. Subject

2. Alan

3. Sue

4. To

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

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

From : John Humphrey

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

(3) \_\_\_\_\_ has approved an increase of budget on this campaign, so we can go for: colour advert, six issues.

Could you contact the magazine and get them to change this? Please check the price and the possibility of a bigger discount.

Thanks

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

1. Subject

2. To

3. Managing Director

4. John

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

To : Purchasing & Sales Supervisor

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

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

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

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

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

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

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

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

To : Paul Woods, Sales

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

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

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

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

Thanks.

1. 15 July
2. Lynn Thomas, Finance
3. Subject
4. 26th July

**Тема 6. По городам Великобритании и США.**

**1. Комплект тем для реферата:**

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

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

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

Выберите правильный вариант:

**1. The United Kingdom is made up of ...**

Several islands off the British coast

+England, Scotland, Wales and Northern Ireland

England, Scotland and Wales

England, Wales and Northern Ireland

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

Black Jack

Uncle Jack

+Union Jack

St. Jack

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

the British Isles

Great Britain and the Isle of Wight

Great Britain and Ireland

+Great Britain and Northern Ireland

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

the Pennines

Elbrus

+Everest

the Alps

**Match the correspondence:**

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

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

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

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

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

a) England (2) 1) Edinburgh

b) Wales (4) 2) London

c) Scotland (1) 3) Dublin

d) Northern Ireland (3) 4) Cardiff

*Выберите правильный вариант:*

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

the Atlantic Ocean

the Irish Sea

the Strait of Dover

+the Northern Sea

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

the Irish Channel

the Irish Sea

the Strait of Dover

+the English Channel

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

the Strait of Dover

+La Manche

Pas de Calais

the Irish Sea

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

the Gulf of Mexico

the Strait of Dover

+the Gulf Stream

the European continent

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

pounds, shillings and pence

+pounds and pence

pounds, sovereign and pence

pounds, sovereigns and shillings

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

England

Wales

Scotland

Northern Ireland

+England, Wales, Scotland, Northern Ireland

## **(КАНАДА)**

### **Флаг Канады символизирует:**

Великобританию

Францию

Великобританию и Францию

два океана

+два океана и заключенную между ними страну

Св. Георгия

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

кленовый лист

единая нация

+деревня, поселение

страна

### **Канада – это:**

демократическая республика

+конституционная монархия

конфедерация

### **Парламент состоит из:**

Палаты Общин и Палаты Лордов

+Палаты Общин и Сената

Верхней и Нижней Палаты

Палаты Общин и Совета Нации

### **Официальный язык Канады:**

английский

французский

+английский и французский

### **Главой государства Канада является:**

королева Канады

+британская королева

генерал-губернатор

### **Столица Канады:**

+Оттава

Монреаль

Квебек

Сидней

### **Мост Конфедерации связывает:**

Канаду и Америку

Канаду и Великобританию

Нью - Брансуик с Островом Принца Эдуарда +

## **(США)**

### **Высшее звено исполнительной власти:**

+президент США

Парламент

Верховный Суд

Сенат

### **Высший орган законодательной власти США:**

Однопалатный Конгресс США

+Двухпалатный Конгресс США

Сенат

Федеральное правительство

### **Ниагарский водопад - это:**

3 водопада

+2 водопада

1 водопад

**В США входит:**

+51 штат

50 штатов

49 штатов

41 штат

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

Аляска и Гавайи

Пуэрто-Рико

Вирджинские острова

+Канарские острова

**Столица Соединенных Штатов:**

+Вашингтон

Нью-Йорк

Лос-Анджелес

Чикаго

**Великие озера расположены:**

в центре страны

+на севере страны

на юге страны

на северо-западе

**(АВСТРАЛИЯ)**

**Семигранная звезда на гербе Австралии символизирует:**

штаты Австралии

+совокупность территорий и саму Австралию

народности Австралии

выдающихся государственных деятелей Австралии

**Символом Австралии является:**

+кенгуру

эму

кролик

петух

**По форме управления Австралия:**

демократическая республика

конституционная монархия

конфедерация

+содружество

**Официальный язык Австралии:**

+английский

индейский

английский и французский

французский

**Главой Австралийского государства является:**

Елизавета I

+Елизавета II

Генерал-губернатор

Королева Виктория

**Столица Австралии:**

Сидней

+Канберра

Мельбурн

Оттава

## 2. Контрольная работа

Задание 1. Письменный перевод с русского на английский язык

### Translate into English:

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

## 3. Контрольная работа по теме «Герундий»

### Variant I

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

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

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

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

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

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

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

**Задание 6:** Определите частеречевую принадлежность V<sub>ing</sub> форм (герундий/отглагольное существительное/причастие I) :

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

**Задание 7:** Вставьте нужный предлог:

1. I'm interested ... finding a job.
2. Pete gave ... smoking.
3. He is famous ... keeping secrets.
4. I objected ... his joining the group.

- 5.He insisted ... our going to the library together.
- 6.Everybody was proud ... being awarded the prize.
- 7.We were afraid ... going by plane.

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

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

**Задание 9. Переведите предложения, определив частеречевую принадлежность формы Ving:**

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

## **5. Комплект вопросов для опроса**

### **Тема «Образование в стране изучаемого языка»**

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

## **6. Комплект текстов для опроса**

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

(чтение незнакомого оригинального чтения с целью извлечения информации).

**№1 Education in Britain** developed by steps. The first step was the introducing of two kinds of school: grammar schools and secondary modern schools. Grammar schools offered a predominantly academic education and in secondary modern schools education was more practical. The second step was the introducing of a new type of school, the comprehensive, a combination of grammar and secondary modern, so that all children could be continually assessed and given appropriate teaching. These schools were co-educational and offered both academic and practical subjects. However, they lost the excellence of the old grammar schools. Then after 1979 the greatest reforms in schooling were introduced. They included the introduction of a National Curriculum making certain subjects, most notably science and one modern language, compulsory up to the age of 16. The National Curriculum aims to ensure that all children study essential subjects and have a better all-round education. Pupils' progress in subjects in National Curriculum is measured by written and practical tests. More ambitious pupils continue with very specialized studies in the sixth form. They remain at school for two years more. Pupils sit for



exams leaving secondary school and sixth form. They sit for the General Certificate Secondary Education at the end of the 5th-years' course. A-level or AS-levels are taken after two years of study in the sixth form. They are the main standard for entrance to university or other higher education. Some parents prefer to pay for their children to be educated at independent schools. This private sector includes the so-called public schools, some of whose names are known all over the world, for example Eton. It provides exceptionally fine teaching facilities, for example in science, languages, computing and design. Its students are largely from aristocratic and upper-class families. The Government's vision for the education system of the 21st century is that it will neither be divisive nor based on some lowest denominator. Diversity, choice and excellence will be its hallmarks in this century.

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

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

**7. Контрольная работа**

**Тема** «Степени сравнения прилагательных и наречий. Союзы сравнения, сравнительные обороты».

**VARIANT I**

**Задание 1. Переведите предложения:**

**I.**

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

**II.**

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

**Задание 2. Употребите прилагательное в нужной степени сравнения:**

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

**Задание 3. Образуйте степени сравнения от прилагательных, переведите на русский язык:** big; heavy; large; clever; little; old; dangerous; bad.

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

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

### 8. Тестирование

*Выберите правильный вариант ответа:*

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

the most interesting

interesting

most interesting

+more interesting

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

good

most good

best

+better

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

more early

much early

early as

+earlier

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

much comfortable

+more comfortable

comfortable

the most comfortable

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

+best

better

much better

more best

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

more early

much early

early as

+earlier

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

best

gooder

+better

as well

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

as good

+as good as

good as

better

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

largest

+the largest

larger

large

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

the best  
gooder  
+better  
good

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

the best  
good  
better  
+well

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

like  
+from  
as  
so

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

like  
+than  
as  
from

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

more  
twice as many as  
twice more than  
+twice as much as

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

+the more miserable  
more miserable  
the miserable  
most miserable

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

the more smart  
smarter  
the more smarter  
+the smarter

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

that  
no sooner  
+than  
as

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

the most interesting  
more interesting  
+most interesting  
the more interesting

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

less expensive  
the less expensive  
+the least expensive  
least expensive

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

+more cautiously  
the most cautiousliest  
cautiouslier

more cautious

**Honesty is\_\_\_\_\_policy.**

+the best

more better

better

the better

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

oldest

eldest

elder

+older

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

less

+the least

little

smaller

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

later

lately

last

+latest

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

+further

furthest

farther

farthest

**Actions speak\_\_\_\_\_than words**

more louder

+louder

the loudest

loudly

**Hotels are becoming\_\_\_\_\_nowadays.**

+more expensive

expensiver

the most expensive

the more expensive

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

bad

the worst

+worse

the worse

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

+the least difficult

the less difficulter

the less difficult

difficulter

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

the most large

the most largest

+the largest

the larger

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

+sweeter than

sweet as  
sweetest  
more sweeter than

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

least difficult  
little difficult  
the less difficult  
+the least difficult

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

+easiest  
easier  
easy  
most easiest

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

+worst  
worse  
bad  
worse

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

much as  
more as  
+as much as  
as more

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

+farther  
furthest  
far  
more far

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

less  
little  
lesser  
+least

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

long  
as long  
the longest  
+much longer

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

+the easier  
easier  
more easy  
most easy

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

+stronger  
most strong  
more stronger  
strongest

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

more earlier  
+the earliest  
most early  
much early

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

hard and hard

hardly and hard

+harder and harder

the hardest and the hardest

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

+the earlier, the sooner

the earliest, the soon

the early, sooner

the earlier, sooner

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

distinct

less distinctly

most distinct

+more distinctly

**Таблица 7 – Критерии оценки сформированности компетенций**

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)		
	на базовом уровне	на повышенном уровне	
	соответствует оценке «удовлетворительно» 50-64% от максимального балла	соответствует оценке «хорошо» 65-85% от максимального балла	соответствует оценке «отлично» 86-100% от максимального балла
1	2	3	4
<p>ИД-2<sub>ук-4</sub> Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках</p> <p>ИД-3<sub>ук-4</sub> Ведет деловую переписку, учитывая особенности стилистики официальных и неофициальных писем, социокультурные различия в формате корреспонденции на государственном и иностранном (-ых) языках.</p> <p>ИД-4<sub>ук-4</sub> Демонстрирует</p>	<p>Владеет удовлетворительным и навыками поиска необходимой информации посредством информационно-коммуникационных технологий в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках; владеет навыками ведения деловой переписки, но допускает стилистические ошибки и неточности в оформлении деловых бумаг.</p> <p>Умеет использовать диалогическое общение для сотрудничества в академической коммуникации общения, но допускает ошибки в</p>	<p>Владеет хорошими навыками поиска необходимой информации посредством информационно-коммуникационных технологий в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках; умеет вести деловую переписку, учитывая особенности стилистики официальных и неофициальных писем. Знает социокультурные различия в формате корреспонденции на государственном и иностранном языках, но допускает незначительные ошибки.</p> <p>Умеет использовать диалогическое общение для сотрудничества в</p>	<p>Умеет находить необходимую информацию посредством информационно-коммуникационных технологий в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках; умеет вести деловую переписку, учитывая особенности стилистики официальных и неофициальных писем. Знает социокультурные различия в формате корреспонденции на государственном и иностранном языках. Умеет использовать диалогическое общение для сотрудничества в</p>

<p>интегративные умения использовать диалогическое общение для сотрудничества в академической коммуникации общения:</p> <p>внимательно слушая и пытаюсь понять суть идей других, даже если они противоречат собственным воззрениям; уважая высказывания других как в плане содержания, так и в плане формы; критикуя аргументированно и конструктивно, не задевая чувств других; адаптируя речь и язык жестов к ситуациям</p> <p>ИД-5<sub>ук-4</sub></p> <p>Демонстрирует умение выполнять перевод текстов с иностранного (-ых) на государственный язык и обратно</p>	<p>устной речи.</p> <p>Способен внимательно слушать и понимать суть идей других, даже если они противоречат собственным воззрениям. Уважает высказывания других как в плане содержания, так и в плане формы. критикуя аргументированно и конструктивно, не задевая чувств других; адаптируя речь и язык жестов к ситуациям</p> <p>Студент понимает основное содержание текстов социокультурной сферы общения на иностранном языке, но испытывает трудности при их переводе с иностранного на государственный язык и обратно</p>	<p>академической коммуникации общения, допуская незначительные ошибки. Способен внимательно слушать и понимать суть идей других, даже если они противоречат собственным воззрениям. Уважает высказывания других как в плане содержания, так и в плане формы; критикуя аргументированно и конструктивно, не задевая чувств других; адаптируя речь и язык жестов к ситуациям</p> <p>Студент демонстрирует умение выполнять перевод текстов социокультурной сферы общения с иностранного на государственный язык и обратно, допуская незначительное количество ошибок</p>	<p>академической коммуникации общения. Способен внимательно слушать и понимать суть идей других, даже если они противоречат собственным воззрениям. Уважает высказывания других как в плане содержания, так и в плане формы; критикуя аргументированно и конструктивно, не задевая чувств других; адаптируя речь и язык жестов к ситуациям</p> <p>Студент демонстрирует умение безошибочного перевода текстов социокультурной сферы общения с иностранного на государственный язык и обратно</p>
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## Раздел 4. Профессиональная сфера общения

Таблица 8 – Формируемые компетенции

Код и наименование компетенции	Код и наименование индикатора достижения компетенции (части компетенции)	Оценочные материалы и средства
<p>УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)</p>	<p>ИД-2<sub>ук-4</sub> Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках</p> <p>ИД-5<sub>ук-4</sub> Демонстрирует умение выполнять перевод профессиональных текстов с иностранного (-ых) на государственный язык и обратно</p>	<p>Комплект упражнений для опроса</p> <p>Комплект текстов для опроса</p> <p>Комплект заданий для контрольной работы</p> <p>Индивидуальное домашнее задание</p> <p>Тестирование</p> <p>Темы для монологического высказывания</p>

## **Тема 7. Проблемы современной науки. Наука и общество. Выдающиеся ученые мира.**

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

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

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

(Задания представлены в учебнике)

### **2. Темы для монологического высказывания**

- Малоизвестные факты об известных учёных.
- Достижения в сфере информационных технологий. Плюсы и минусы всеобщей информатизации общества.
  - Майкл Фарадей
  - Джеймс Максвелл
  - Эдисон
  - Другие (по усмотрению студента)

### **3. Темы для диалогического высказывания**

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

### **4. Контрольная работа.**

Темы:

- Времена группы «Indefinite Active & Passive»
- Времена группы «Continuous Active & Passive»
- Времена группы «Perfect Active & Passive»

## **Variant I**

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

- |                    |                |                    |              |
|--------------------|----------------|--------------------|--------------|
| 1. will be burning | 2. burns       | 3. will burn       | 4. are burnt |
| 5. is burning      | 6. burnt       | 7. was being burnt | 8. will burn |
| 9. burn            | 10. were burnt | 11. will be burnt. |              |

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

#### **Переведите предложения на русский язык:**

1. He visited many lands and met a lot of people.
2. Some animals store food for winter.
3. They will work in a close contact.
4. The new substance was produced after many years of hard work.
5. We have finished our work today.
6. The plan will be carried out by the end of the week.
7. They are still discussing this problem.
8. Those pencil marks were made for you.
9. This book contains the information you need.
10. The chemical and physical properties of the substance are being investigated now.

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

1. The books (to take) from the library yesterday.
2. The teacher usually (to ask) the students a lot of questions.



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

#### 4.2. Тестирование

##### Variant I

*Выберите правильную форму глагола:*

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

+were having / called

had / called

were having / was calling

had / was calling

*Выберите правильную форму глагола:*

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

+was watching

watched

am watching

have watched

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

*to sing:*

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

+sings

is singing

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

sings

+is singing

*Выберите правильную форму глагола "to have":*

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

has

have

will have

+had

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

We shall have a party tomorrow.

+We have invited our friends.

We'll have to prepare for the party.

I hope we'll have a good time.

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

+She has bought a new pair of shoes.

She has a lot of different shoes at home.

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

She had new shoes on at the party.

*Сопоставьте английские предложения с русскими:*

**She has typed the letter.**

+Она напечатала письмо.

Она печатала письмо.

Она печатает письмо.

*Выберите правильную форму глагола:*

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

Had you seen

+Have you seen

Will you have seen

You have seen

*Выберите правильный предлог:*

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

+Since

for

from

*Present Perfect or Past Simple?*

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

worked

has worked

+have worked

have been worked

*Выберите правильную форму глагола:*

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

is opened

+was opened

will be opened

*Выберите правильную форму глагола:*

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

was done

will have been done

have being done

+had been done

*Выберите правильную форму глагола:*

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

have been grown

+were grown

will have been grown

are being grown

*Выберите правильную форму глагола:*

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

was making

was being made +

was made

were being made

*Выберите правильный вариант.*

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

+were having

had been having

had

was having

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

was reading, watched

+was reading, was watching

read, watched

read, was watching

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

is smelling

smelt

+smells

will smell

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

will plan

plan

+were planning

have planned

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

+is

was

does

were

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

will

+am going

go

will be going

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

work, work

are working, are working

are working, work

+work, are working

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

rains

+is raining

is rain

is rained

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

+will have

have

am having

would have

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

will receive

+will be receiving

is receiving

would receive

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

had been raining

+had rained

was raining

is raining

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

had been looking, had understood

+had been looking, understood

was looking, understood

was looking, had understood

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

am not going

did not go

+was going

had been going

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

+ had known  
were knowing  
had knowing  
know

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

+ had travelled  
had been travelling  
were travelling  
travel

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

have you been reading, have you been reading  
have you read, have you read  
have you read, you read  
+have you been reading, have you read

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

+have been going  
go  
are going  
were going

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

always lose  
have always lost  
+am always losing  
was always losing

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

+is getting  
got  
gets  
would be getting

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

+will ...arrive  
will... be arriving  
is ...arrived  
will... arriving

## **Тема 8. Моя специальность.**

### **1. Индивидуальные задания (письменное оформление сообщения «Студенческая жизнь») Темы для сочинений:**

1. Students' life in Kostroma universities and colleges.
2. Students' life in the academy.
3. My working day.
4. All aspects of my student's life.
1. Do you agree that progress in the world depends upon progress in education?
2. What trend in education has taken place in the world since the 1980-s?
3. Why do young people want to obtain prestigious diplomas?
4. How is teaching arranged in British universities?
5. How do academic courses and conditions in student life in Britain differ from those in Russia?
6. What facilities for studies, dwelling, sport, recreation and entertainment do universities and colleges in Great Britain offer? In Russia?
7. What facilities does the academy offer?
8. Why is the academy attractive for many young people?

9. What are the opportunities for students to achieve high results in studies?
10. What could be done to improve the level of education in the academy?
11. How is social life of students arranged?
12. What traditions are popular among students in Britain? In Russia?
13. What events are you involved in?
14. What are you majoring in?
15. What are the main subjects in your major?

## 2. Темы для монологического высказывания

1. История.
2. Факультеты и учебные курсы. Учебный план. Преподаватели.
3. Аудитории и лаборатории.
4. Социально-общественная жизнь и культурно-массовые мероприятия.
5. Спортивные достижения.

## 3. Контрольная работа

*Variant 1.*

### Task 1. Choose the right word

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

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

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

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

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

### Задание 4. Translate the sentences:

1. Lightning is an atmospheric discharge of electricity accompanied by thunder.
2. Professor Volta invented the first electric battery.
3. There are various forms of energy such as heat, mechanical, electrical, chemical, atomic and so on (etc).
4. In 1978 Pyotr Kapitsa was given a Nobel prize for his fundamental discoveries and inventions in the field of low temperatures and superconductivity.

5. Man has learned to split atoms in order to get great quantities of energy.

6. The generation of electricity by batteries is still expensive.

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

1. current, resistance, voltage, are, there, measuring, devices, for, special, and

2. necessary, use, a better, is, it, to, material, conducting

3. power, also, be, can, electric, transmitted, cables, power, underground, by

4. electrochemical, developed, the, was, first, cell, the Italian, Volta, by, physicist, in 1972

5. source, battery, for, current, the, power, of, a, is, the simplest, direct

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

7. established, the, source, the, Volta, true, of, current, electric

**Variant 2.**

**Задание 1. Choose the right word**

1. When an object loses its ... energy that energy is turned into kinetic energy.

a) electrical

b) atomic

c) potential

2. Lightning balls usually move by rolling or sliding along ...

a) insulators

b) conductors

c) generators

3. Speaking of the peaceful use of atomic energy it is also necessary to mention ... – breakers.

a) snow

b) metal

c) ice

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

1. solar

1. applications

2. various

2. contribution

3. nuclear

3. discoveries

4. important

4. source

5. unlimited

5. waves

6. fundamental

6. supply

7. electro-magnetic

7. energy

8. power

8. reactor

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

1. low

1. non-metals

2. conduction

2. bad

3. to heat

3. to disappear

4. metals

4. to repel

5. to appear

5. high

6. to attract

6. absent

7. present

7. to cool

8. good

8. insulation

**Задание 4. Translate the sentences:**

1. Pyotr Kapitsa presented a good explanation for ball lightning.

2. The advantage of solar energy is that it does not pollute the environment.

3. The nuclear reactor is one of the most reliable “furnaces” producing atomic energy.

4. Gilbert, the English physicist began the first systematic scientific research on electrical phenomena.

5. Lightning balls appear near the end of severe electrical storms.

6. French scientists have designed a solar lamp.

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

1. kinds, energy, are, two, of, potential, there, mechanical, kinetic, and

2. may, into, energy, be, electrical, the, transformed, form, other, any, necessary

3. In 1978, given, was, his, discoveries, academician Kapitsa, given, for, prize, Nobel, a, inventions, and

4. electricity, atmospheric, lightning, of, accompanied, an, is, discharge, thunder, by

5. impossible, our, is, imagine, is, it, to, civilization, electricity, without

6. use, reduce, to, people, transformers, the current

7. scientists, transformed, energy, solar, have, semiconductors, using, energy, electrical, into

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

**Variant 1.**

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

1. Man split atoms.
2. Workers constructed the first industrial nuclear power station in 1954.
3. Mankind invented the transformer.
4. People put into operation a lot of power stations.
5. Reactors produced much energy.

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

**Translate the sentences.**

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

**Variant 2.**

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

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

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

**Translate the sentences.**

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

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

**Variant 1.**

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

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

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

**Variant 2.**

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

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

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

## 5. Комплект текстов для опроса

Темы: «Электричество», «Электрический ток», «Электрическая цепь», «Электрический двигатель», «Электрооборудование»

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

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

(1.1) Техника чтения (Фонетическое чтение):

(1.2) Устный перевод со словарем (подготовленного текста)

(1.3) Письменный перевод:

(1.4.1) Чтение с полным пониманием содержания (изучающее)

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

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

Список единиц активной лексики к теме «Электричество», «Электрический ток»

Существительные	Глаголы	Прилагательные и наречия
1. advantage	23. to carry	44. alternating
2. application	24. to carry out	45. continuous
3. cable	25. to carry on	46. direct
4. charge	26. to conduct	47. dynamic
5. conductor	27. to connect	48. dissimilar
6. contribution	28. to contribute	49. efficient
7. current	29. to charge	50. latest
8. device	30. to determine	51. melted
9. direction	31. to double	52. negative
10. heater	32. to discharge	53. overloaded
11. induction	33. to enable	54. positive
12. investigation	34. to engage	55. specific
13. liquid	35. to flow	56. steady
14. loss	36. to improve	57. static
15. magnitude	37. to increase	58. successful
16. pole	38. to magnetize	59. various
17. requirement	39. to observe	60. widely
18. resistance	40. to provide	
19. resistor	41. to reduce	
20. statement	42. to replace	

### Текст «Электричество».

Electricity is the presence and flow of electric current. Using electricity, we can transfer energy in ways that make machines do work.[1] Its best-known form is the flow of electrons through conductors such as copper wires.

The word "electricity" is sometimes used to mean "electrical energy". They are not the same thing: electricity is a transmission medium for electrical energy, like sea water is a transmission medium for wave energy. An item which allows electricity to move through it is called a conductor. Copper wires and other metal items are good conductors, allowing electricity to move through them and transmit electrical energy. Plastics are a poor conductor (they are insulators) and don't allow much electricity to move through them. They stop the transmission of electrical energy.



Electrical energy can be made naturally (such as lightning), or by people (such as in a generator). It can be used to power machines and electrical devices. When electrical charges are not moving, electricity is called static electricity. When the charges are moving they are an electric current, sometimes called 'dynamic electricity'. Lightning is the most known - and dangerous - kind of electric current in nature, but sometimes static electricity causes things to stick together in nature as well.

Electricity can be dangerous, especially around water because water is a form of good conductor as it has impurities like salt in it. Salt can help electricity flow. Since the nineteenth century, electricity has been used in every part of our lives. Until then, it was just a curiosity seen in the lightning of a thunderstorm.

**Список единиц активной лексики к теме «Электрическая цепь»**

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

Список единиц активной лексики к теме «Электрооборудование»

»

<b>Существительные</b>		
1. absorption	16. electrode	31. maintenance
2. amplifier	17. electrolyte	32. oxide
3. anion	18. earthing	33. output
4. anode	19. efficiency	34. performance
5. assembly	20. engine	35. rectifier
6. capacitance	21. failure	36. relay
7. capacitor	22. filter	37. resistor
8. cathod	23. fluctuation	38. spacer
9. cation	24. frequency	39. substation

10. cell	25. fuse	40. terminal
11. contamination	26. inductance	41. transmission
12. core	27. layer	42. turn
13. coupling	28. leakage	43. winding
14. dielectric	29. limitation	
15. distribution	30. loop	
<b>Глаголы</b>		
44. to block	49. to define	54. to recharge
45. to erect	50. to enclose	55. to store
46. to convert	51. to induce	56. to subject
47. to distribute	52. to interconnect	57. to transfer
48. to dissipate	53. to migrate	58. to vary
<b>Прилагательные и наречия</b>		
59. additional	63. interior	67. secondary
60. equivalent	64. loose	68. tight
61. exterior	65. overhead	69. underground
62. fixed	66. primary	70. variable

## 5. Контрольная работа.

### 5.1. Тема «Электричество», «Электрический ток»

#### Variant 1.

#### Задание 1. Find English equivalents in the text "Electricity":

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

#### Задание 2. Match the words opposite in meaning from the left column with the words from the right column.

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

#### Задание 3. Match the words from the left column with the words from the right column

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

#### Задание 4. Give Russian equivalents to the following words

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

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

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

**Variant 2.**

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

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

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

- |             |              |
|-------------|--------------|
| 1. positive | 1. forget    |
| 2. easy     | 2. discharge |
| 3. remember | 3. the same  |
| 4. charge   | 4. difficult |
| 5. various  | 5. negative  |

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

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

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

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

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

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

## 5.2. Контрольная работа по теме «Причастия»

**Variant 1.**

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

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

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

- 1) an object looking like a small stone;
- 2) trying to increase;
- 3) dividing a bar into two parts;

- 4) a metal wire carrying a current;
- 5) heat developed in a transmission line;
- 6) having an electric charge;
- 7) coal and other fuel replaced by atomic energy;
- 8) the steam produced by three reactors;
- 9) the heat carried to pipes.

**Задание 3. Choose the proper Participle.**

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

**Variant 2.**

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

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

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

- 1) all passing ships;
- 2) a small magnet pointing north or south;
- 3) the property of attracting iron;
- 4) the heat produced per second;
- 5) moving electrons;
- 6) traveling through solids;
- 7) thermal energy generated in the reactor
- 8) the nuclear power station named after the Russian academician;
- 9) being a strong conductor.

**Задание 3. Choose the proper Participle.**

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

5.3. *Контрольная работа по теме «Модальные глаголы и их эквиваленты»*

**Variant 1.**

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

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

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

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

**Variant 2.**

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

1. Each lamp has its own panel so the system can be used for one individual light or a number of them.
2. An automobile must have gasoline to run.
3. People may use electricity everywhere.
4. Today people are allowed to use as much electricity as they are able to pay for.

5. The consumption of electricity may be doubled in five years.
6. Lighting, electrochemistry and electrometallurgy might be named as longstanding and unquestionable.

**Задание 2. Rewrite the following sentences using “must” and “can’t”.**

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

*5.4. Контрольная работа по теме по теме «Словообразование»*

**Variant 1.**

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

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

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

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

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

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

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

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

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

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

**Variant 2.**

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

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

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

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

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

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

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

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

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

*Variant 3.*

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

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

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

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

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

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

*Variant 4.*

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

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

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

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

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

- |                        |                                       |
|------------------------|---------------------------------------|
| 1. alternating current | 7. evidence                           |
| 2. to reach            | 8. a waste of electrical energy       |
| 3. to enable           | 9. heat loss                          |
| 4. readily             | 10. to consist of                     |
| 5. physicist           | 11. in other words                    |
| 6. property            | 12. on the one hand on the other hand |

*Variant 5.*

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

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

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

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

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

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

*Variant 6.*

**Задание 1. Translate the following sentences. Pay attention to different meanings of the verb "to be".**

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

**Задание 2. Translate the following sentences. Pay attention to different meanings of the verb "to have".**

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

**Задание 3. Translate the following sentences. Pay attention to different meanings of the verbs "shall, will, should, would".**

1. If we paid more attention to grammar, we should know the language better.
2. They expect that the new device will work better.
3. You shouldn't do it yourself.
4. Shall I help you with English?
5. What would you like to do next week?
6. Will you wait for me?
7. He would answer the question if he knew the answer.
8. I wish somebody would answer my question.
9. If I were you I would have helped them.

*Variant 7.*

**Задание 1. Read the text "Heating effect of an electric current". Circle the letter of the best answer.**

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

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

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

3. The production of heat by an electric current is called heating loss.

*Variant 2.*

**Задание 1.** Read the text "Magnetism". Circle the letter of the best answer.

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

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

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

*Variant 8.*

*Тема «Электрическая цепь»*

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

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

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

1. There should be fuses in any circuit.
2. A wire becomes hot when there is no current flowing through it.
3. A typical example of a series circuit is a wire.
4. If the circuit is opened the current stops everywhere.
5. The short circuit is produced when the current is allowed to return to the source of supply with control and without doing the work that is wanted to do.

*Variant 2.*

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

1. Semiconductor is a material having...  
a) an electrical conductivity  
b) an electrical conductivity between that of metals and resistors  
c) an electrical conductivity between that of metals and insulators
2. Semiconductors depend in many cases on ...for their unique properties.  
a) crystals  
b) crystal imperfections  
c) imperfections
3. A criterion commonly associated with semiconductors is ...



- a) negative temperature
  - b) a negative temperature coefficient of resistance
  - c) a coefficient of resistance
4. Semiconductors are of practical ... in a number of connections .
- a) device
  - b) importance
  - c) conductivity

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

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

**Variant 9.**

*Выберите правильный вариант перевода термина:*

**электродвижущая сила (Э.Д.С.)**

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

**параллельная цепь**

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

**течение тока**

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

**электропроводимость**

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

**сверхпроводимость**

- power transmission
- overheating
- +superconductivity
- overloading

**требуемый для**

- available
- in terms
- +required for
- stand for

**повреждение кабеля**

- cable length
- cable fault
- +faulty cable
- long cable

*Подберите антонимы из левого и правого столбиков:*

1. closed (D)                      A. safe

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

*Подберите синонимы из левого и правого столбиков:*

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

### **Variant 10.**

*Выберите правильный вариант перевода термина:*

#### **последовательная цепь**

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

#### **короткое замыкание**

- series circuit
- broken circuit.
- open circuit
- + short circuit

#### **плавкий предохранитель**

- liquid
- +fuse
- heater.
- switch

#### **полупроводник**

- liquid
- fuse
- heater.
- +semiconductor

#### **сопротивление**

- increase
- +resistance
- switch
- fuse

#### **электроприбор**

- +electrical device
- electrical protection
- electric energy
- electric circuit

#### **повреждение провода**

- cable length
- +cable fault
- +faulty cable
- long cable

*Соотнесите антонимы из левого и правого столбиков:*

- |               |           |
|---------------|-----------|
| 1. reduce (F) | A. common |
|---------------|-----------|

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

*Подберите синонимы из левого и правого столбиков:*

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

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

*3.1. Предложения для письменного перевода.*

### **4. Контрольная работа**

*Вариант 1*

#### **Переведите предложения:**

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

*Вариант 2*

#### **Переведите предложения:**

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

*3.2. Контрольная работа (Условные предложения)*

*Variant 1.*

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

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

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

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

*Variant 11.*

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

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

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

- 1) Conditional II, 2) Conditional III
1. They will be surprised if I make such a mistake.
2. If no one comes to help, we shall be obliged to do the work ourselves.

3. What shall we do if they are late?
4. Will he be very displeased if I don't ring him up?

*Variant 12.*

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

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

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

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

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

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

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

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

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

Volta was born in Como, Italy, on February 18, 1745. For some years he was a teacher of physics in his home town. Later on he became professor of natural sciences at the University of Pavia. After his famous discovery he traveled in many countries, among them France, Germany and England. He was invited to Paris to deliver lectures on the newly discovered chemical source of continuous current. In 1819 he returned to Como where he spent the rest of his life. Volta died at the age of 82.

*Variant 13.*

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

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

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

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

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

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

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

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

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

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

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

Variant 14.

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

**filter element**

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

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

1. Nikola Tesla was the ...of high-frequency engineering.

2. The invented motor was named ... motor because it resembles the ...cage in which squirrels used to be kept.

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

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

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

1. electromagnetic

2. reverse

3. galvanic

4. induction

5. technical

6.wire

1. cage

2. motor

3. achievement

4. force

5. principle

6. batteries

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

Variant 15.

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

1. economical, uneconomical, economical cybernetics, economical model;

2. cylindrical, cylindrical accumulator, cylindrical armature, cylindrical capacitor.

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

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

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

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

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

1. galvanic

2. induction

3. electromagnetic

4. reverse

5. technical

6.wire

1. cage

2. motor

3. achievement

4. force

5. principle

6. batteries

Variant 16.

**Задание 1. Translate the sentences.**

1. The greater the potential difference, the greater is the electron flow.

2. One cannot help mentioning that Yablochkov, Russian scientist and inventor, was the first to apply a.c. in practice.

3. There are obviously two possible sources of this phenomenon.

4. No electric device has only advantages. All of them have also disadvantages.

5. Imagine that a small current is flowing along a thick metal conductor.

6. Were the electromotive force alternating, the current would be alternating too.

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

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

*Variant 17*

**Задание 1. Translate the sentences.**

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

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

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

*Variant 18*

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

**Relay**

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

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

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

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

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

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

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

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

*Variant 19*

**Read the text «Fuses» .**

**Fuses**

In electronics and electrical engineering a fuse (from the Latin «fusus» meaning to melt) is a type of protection device. Its essential component is a metal wire that melts when too much current flows, which interrupts the circuit in which it is connected. Short circuit, overload or device failure is often the

reason for excessive current. A fuse interrupts excessive current so that further damage by overheating of fire is prevented. Fuses are selected to allow passage of normal current and of excessive current only for short periods.

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

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

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

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

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

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

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

*Variant 20.*

**№ 1. Read the text «Resistors» and do the tasks after it.**

**Задание 1.** Among the underlined words in the text find the equivalents for the following Russian ones: величина сопротивления, ребристый радиатор, удельное сопротивление, что важно (так это то), мощность, резисторы, соединенные последовательно/ параллельно, скользящий.

**Задание 2.** Find in the text among the underlined words all that relate to chemical elements or materials. Translate these words into Russian.

**Задание 3.** Find in the text among underlined words all that have the same root as the word 'conductor' and translate them into Russian.

**Задание 4.** Fill the gaps in the following sentences with the underlined words from the text:

1. In the morning smoke usually ... by breeze.
2. The new device is ... be made next month.
3. A rheostat is a ... variable resistor.
4. When a machine was settled it was

*Variant 21.*

**№ 1. Read the text «Cells and Batteries» and do the tasks after it.**

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

Элементы, полуэлементы, окислительно-восстановительная реакция, окисление, заключенный в контейнер, пористый/ губчатый, большое количество, внутренняя/ внешняя часть (чего-либо).

**Задание 2.** Find in the text international terms. Translate them into Russian.

**Задание 3.** Find in the text among the underlined words the synonym for 'thrown out'.

**Задание 4.** Fill the gaps in the following sentences with the underlined words from the text:

1. To ... iron into steel.
2. Taking photos it's better to use such function as red eye effect ... .
3. His speech was well-... .
4. Going to use a new device follow the instruction of ... .

*Variant 22.*

**Задание 1. Translate the following sentences. Explain the function of the underlined words.**

1. The second sputnik was launched about a month after the first one.
1. There are many insulating materials from which one may choose.
2. Some substances are efficient conductors, others, poor ones.
4. One uses special devices to measure current, voltage and resistance.

5. All that can be done is to increase the charges.
6. It is dangerous to use power at very high voltages for anything but transmission and distribution.
7. An ohmmeter is an electrical instrument that measures electrical resistance.
8. Romans knew that an object looking like a small dark stone had the property of attracting iron.
9. It is from the Greek word electron that the word electricity is formed.
10. One cannot do this operation by hand.

*Variant 23.*

**Задание 1.** Translate the following sentences. Explain the function of the underlined words.

1. The new method proved to be much more efficient than the old one.
2. One must choose only one of these variants.
3. One knows that these installations do not operate on nuclear power.
4. The element with a trouble was substituted with a new one.
5. The conduction process of some materials is found to be like that of other semiconductors.
6. Scientists have found a ceramic material that works at room temperature.
7. It is well-known that glass and rubber offer a high resistance and they are considered as good insulators.
8. It easy to see how resistance can be reduced.
9. It is the force of gravitation that makes the satellites move round the Earth.
10. One cannot repair this equipment without special tools.

*Variant 24.*

**Задание 1.** Look up the meanings of these words in a dictionary, if necessary. How are they translated in the sentences below?

Place, iron, lift, house, light, heat, use, form, change, wire.

1. The conductor wires are placed high up.
2. Electromagnets lift iron weights.
3. The plastic box houses the conducting and the insulating elements of the apparatus.
4. The house is lighted and heated by solar energy.
5. The light went out. Light the candle, please.
6. After the metal was heated it changed its colour to a red heat.
7. Numerous changes are taking place in the uses of atomic energy.
8. Electric power is used universally.
9. The newly made invention has a great number of uses.
10. The wire and the source form a circuit.

*Variant 25.*

**Задание 1.** Look up the meanings of these words in a dictionary, if necessary. How are they translated in the sentences below?

Balance, amount, water, fuel, control, measure, cause, increase

1. The fuel-and-energy balance is important for industry.
2. Conductivity increases with heating.
3. The machine should be re-fuelled.
4. The amount of power used in the world in a year amounts to 12,000 million tons of equivalent fuel.
5. Water barriers are crossed by submarine cables.
6. The instrument is foot-controlled by a pedal.
7. Force and motion go together; one is a cause, the other, as a result.
8. An electromotive force causes the electrons to move.
9. Control of the apparatus is placed on the panel.
10. The volt is a measure of electromotive force.



6. Комплект текстов для опроса:

### 6.1. Текст «Электростанции»

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

- (1) фонетическое чтение;

- (2) устный перевод со словарем;

(1.1) Техника чтения (Фонетическое чтение):

(1.2) Устный перевод со словарем (подготовленного текста)

(1.3) Чтение с полным пониманием содержания (изучающее)

Variant 1

#### Nuclear Power Plant

The heart of the nuclear power plant is the reactor which contains the nuclear fuel. The fuel usually consists of hundreds of uranium pellets placed in long thin cartridges of stainless steel. The whole fuel cell consists of hundreds of these cartridges. The fuel is situated in a reactor vessel filled with a fluid. The fuel heats the fluid and the super-hot fluid goes to a heat exchanger, i. e. steam generator; where the hot fluid converts water to steam in the heat exchanger. The fluid is highly radioactive, but it should never come into contact with the water that is converted into steam. Then this steam operates steam turbines in exactly the same way as in the coal or oil fired power-plant.

Power plants that depend on atomic energy don't operate that differently from a typical coal-burning power plant. Both heat water into pressurized steam, which drives a turbine generator. The key difference between the two plants is the method of heating the water. While older plants burn fossil fuels, nuclear plants depend on the heat that occurs during nuclear fission, when one atom splits into two.

A nuclear reactor has several advantages over power-plants that use coal or natural gas. The latter produce considerable air pollution, releasing combusted gases into atmosphere, whereas a nuclear power plant gives off almost no air pollutants. As to nuclear fuel, it is far cleaner than any other fuel for operating a heat engine.

Our industry produces two main types of reactors namely vessel-type reactors and channel-type reactors.

A typical 1000-MWe nuclear reactor produces approximately 27 tons of spent nuclear fuel each year. Spent nuclear fuel is very highly radioactive and so must be handled with great care. However, it becomes significantly less radioactive over the course of thousands of years of time. After 40 years, the radiation flux is 99.9% lower than it was the moment the spent fuel was removed from operation, although the spent fuel is still dangerously radioactive at that time. After 10,000 years of radioactive decay the spent nuclear fuel will no longer pose a threat to public health and safety.

When first extracted, spent fuel rods are stored in shielded basins of water usually located on-site. The water provides both cooling for the still-decaying fission products, and shielding from the continuing radioactivity. After a period of time the now cooler, less radioactive fuel is typically moved to a dry-storage facility or dry cask storage, where the fuel is stored in steel and concrete containers.

**Задание 1.** Give Russian equivalents to the following words and word-combinations:

fluid, a heat exchanger, one atom splits into two, approximately, spent nuclear fuel, extracted, dry-storage facility, concrete, containers.

**Задание 2.** Fill the blanks in the sentences below with the words from Exercises I and II:

1. The river... its two parallel ranges.

2. ... is a substance used for building that is made by mixing sand, small stones, cement and water.

3. Citric acid can be ... from the juice of oranges, lemons or grapefruit.

4. The plane will be landing in ... 20 minutes.

5. Is there a call-back ... on this phone?

6. Not all power reactors have a ... .

7. ... is a material that can be consumed to derive nuclear energy, by analogy to chemical fuel that is for energy.

8. ... is a measure of the flow of radiation from a given radioactive source.

**Задание 3.** Find English equivalent for the following words and word-combinations:

Ископаемое топливо, ядерное деление, газовые выбросы, корпусные реакторы, каналные реакторы, радиоактивный распад, представлять угрозу.

**Задание 4.** Look through the text again and answer the following questions:

1. What fuel is used at nuclear power plants? Where is it situated there? What function does it have?
2. What is the difference between an atomic plant and a typical coal-burning power plant?
3. What are the advantages and disadvantages of a nuclear power-plant?

**Задание 5.** Translate the first three passages from this text in writing.

**Задание 6.** Retell this text briefly (in 5-7 sentences).

## 6.2. Текст «ГЭС»

### Hydroelectric Power-Station

Water power was used to drive machinery long before Polzunov and James Watt harnessed steam to meet man's needs for useful power.

Modern hydroelectric power-stations use water power to turn the machines which generate electricity. The water power may be obtained from small dams in rivers or from enormous sources of water power like those to be found in Russia. However, most of our electricity, that is about 86 per cent, still comes from steam power-stations.

In some other countries, such as Norway, Sweden, and Switzerland, more electric energy is produced from water power than from steam. They have been developing large hydroelectric power-stations for the past forty years, or so, because they lack a sufficient fuel supply. The tendency, nowadays, even for countries that have large coal resources, is to utilize their water power in order to conserve their resources of coal. As a matter of fact, almost one half of the total electric supply of the world comes from water power.

The locality of a hydroelectric power plant depends on natural conditions. The hydroelectric power plant may be located either at the dam or at a considerable distance below. That depends on the desirability of using the head supply at the dam itself or the desirability of getting a greater head. In the latter case, water is conducted through pipes or open channels to a point farther downstream where the natural conditions make a greater head possible.

The design of machines for using water power greatly depends on the nature of the available water supply. In some cases great quantities of water can be taken from a large river with only a few feet head. In other cases, instead of a few feet a head of several thousands of feet may be used. In general, power may be developed from water by action of its pressure, of its velocity, or by a combination of both.

A hydraulic turbine and a generator are the main equipment in a hydroelectric power-station. Hydraulic turbines are the key machines converting the energy of flowing water into mechanical energy. Such turbines have the following principal parts: a runner composed of radial blades mounted on a rotating shaft and a steel casing which houses the runner. There are two types of water turbines, namely, the reaction turbine and the impulse turbine. The reaction turbine is the one for low heads and a small flow. Modified forms of the above turbine are used for medium heads up to 500-600 ft, the shaft being horizontal for the larger heads. High heads, above 500 ft, employ the impulse type turbine. It is the reaction turbine that is most used in Russia.

Speaking of hydraulic turbines, it is interesting to point out that in recent years there has been a great increase in size, capacity, and output of Russian turbines.

Hydropower engineering is developing mainly by constructing high capacity stations integrated into river systems known as cascades.

**Задание 1.** Give Russian equivalents to the following words and word-combinations:

- |                                |                               |
|--------------------------------|-------------------------------|
| 1. hydroelectric power-station | 6. a fuel supply              |
| 2. to generate electricity     | 7. locality                   |
| 3. to be obtained              | 8. at a considerable distance |
| 4. a dam                       | 9. open channels              |
| 5. to lack                     | 10. an available water supply |

**Задание 2.** Use the word “supply” in the following sentences. Decide what part of the speech it will be. Translate the sentences you’ve got into Russian:

1. Electric stations ... power to industry. 2. If there is no current in a circuit there is no ... pressure. 3. Coal... in our country may be decreased a lot in the nearest future. 4. Electric stations ... energy to different enterprises and buildings.

**Задание 3.** Find English equivalents for the following words and word-combinations:

Охранять/ беречь, воду проводят через трубы или открытые каналы, огромное количество воды, давление, скорость, гидравлическая турбина, базовые технологии/ машины, установленный/ смонтированный, вращающийся шпиндель; металлическая оправа, в которой помещается/ прячется ротор/ рабочее колесо (турбины); активная турбина.

**Задание 4.** Look through the text again and answer the following questions:

1. In what countries is a lot of electric energy produced from water? 2. What does the locality of electric power plants depend on? 3. What does the design of machines for using water depend on? Explain using the text. 4. What are the main equipment of a hydroelectric power-plant? 5. What are the two types of water turbines? Name them, please. 6. What are the principal parts of a hydraulic turbines?

**Задание 5.** Translate the first three passages from this text in writing.

**Задание 6.** Retell this text briefly (in 5-7 sentences).

## **7. Контрольная работа.**

### **Темы «ГЭС», «АЭС»**

#### *Variant 1*

**Задание 1.** Underline the infinitive in the sentences. Define its function. Translate the sentences.

1. To magnetize a body requires some energy.
2. The distance to be covered was equal to ten miles.
3. A.c. can be increased or decreased to meet industrial requirements

**Задание 2.** What forms of infinitive are used in the Infinitive Complexes given below – Complex Subject or Complex Object?

1. Communication is supposed to have no limits nowadays.
2. The line appeared to be demagnetized.
3. Nuclear plants are expected to be located away from urban areas.

**Задание 3.** Copy the sentences below and underline participles. Find out what forms of participles are used. Translate the sentences.

1. The energy lost in the capacitor appears in the form of heat being generated in the dielectric.
2. The generators constructed at the plant have no commutators.

**Задание 4.** Find out which -ing and -ed forms are parts of the predicates and which are participles.

1. Water-turbine plants are called hydroturbines.
2. The transmission system selected for everyday use is based on the combined activity of telecommunication and computers.
3. Switch board is an assemblage of controlling and indicating devices mounted upon a frame.
4. Nuclear fuel is undergoing nuclear fission.

**Задание 5.** Use Participle I, Participle II or the Gerund of the verb in brackets and translate the sentences.

1. (Cool) an electric conductor results in its reduced resistance to electric current.
2. What is the name of an (insulate) material (use) to prevent an electric shock?
3. Solar energy has been converted into electricity by (use) solar cells, which are semiconductor devices (produce) from thin slices of silicon.

#### *Variant 2*

**Задание 1.** Underline the infinitive in the sentences. Define its function. Translate the sentences.

1. To reduce the power losses, thick wires should be used.
2. At least 90 per cent of electric energy to be generated at present is a.c.
3. Gas turbines can be started within minutes, while steam plants may require hours to be put into operation.

**Задание 2.** What forms of infinitive are used in the Infinitive Complexes given below – Complex Subject or Complex Object?

1. Every battery is known to possess two terminals.

2. The capacity of generating units was said to have been doubled.

3. Ebonite, rubber and glass are considered to be good insulators.

**Задание 3.** Copy the sentences below and underline participles. Find out what forms of participles are used. Translate the sentences.

1. The code widely used is called Morse code.

2. While passing through the conductor, resistance results in the production of heat.

**Задание 4.** Find out which -ing and -ed forms are parts of the predicates and which are participles.

1. The measures discussed are to be used for determining the faults in the conducting wires.

2. Being a semiconductor, germanium is widely used in transistors.

3. The data obtained formed the basis for further activity.

4. Water power is being used to drive a dynamo.

**Задание 5.** Use Participle I, Participle II or the Gerund of the verb in brackets and translate the sentences.

1. The ( apply ) technique brought about quite unexpected results.

2. Mica is used as a dielectric due to ( have ) high voltage strength.

3. The world's first tidal power station, a plant on the Rance river in France, began (operate) in 1966.

#### *Variant 2*

**Задание 1.** Translate the sentences paying attention to the Emphatic Constructions.

1. It is from the Greek word electron that the word electricity is formed.

2. It was the need for large-scale ballistic computations which gave rise to the development of electronic computers.

**Задание 2.** Change the following sentences into the emphatic ones.

1. The special terms in any subject serve the keys to understanding it.

2. Oil, natural gas and nuclear power each have important roles to play in the energy industry.

**Задание 3.** Turn the following sentences into emphatic ones using the model

1. Gravity attracts.

2. The much slower ions remain in and near the core.

#### *Variant 2*

**Задание 1.** Translate the sentences paying attention to the Emphatic Constructions.

1. It is the force of gravitation that makes the satellites move round the Earth.

2. It was in 1882 that P. Chebyshev invented the arithmometer performing multiplication and division.

**Задание 2.** Change the following sentences into the emphatic ones.

1. The most precise clocks are being produced due to the invention of radio frequency quantum generators.

2. N. Wiener is considered to be the father of cybernetics.

**Задание 3.** Turn the following sentences into emphatic ones using the model

1. The photon-pressure and the neutrinos also make the core positive and the surface negative.

2. An electrical source produces energy.

### **8. Итоговая контрольная работа (Перевести предложения без словаря)**

#### *Вариант 1*

1. Power suppliers (power stations) produce the huge amounts of electricity required in modern life.
2. Pressure is the force causing the electricity to flow.
3. When connected to a power supply, the electric machine will operate as a motor.
4. To transform heat directly into electrical energy is not difficult at all.
5. A voltmeter is a device to be used for measuring the potential difference between any two points in a circuit.

6. The higher the resistance of an insulator, the greater the applied voltage must be.

7. Copper is widely used to produce wire conductors.

8. On carrying out his experiments, Faraday discovered electromagnetic induction.

9. New possibilities for applying atomic energy open up.

10. There are two main differences between a nuclear power plant and a steam-electric power plant.
11. Some devices work equally well both on direct and alternating current.
12. Every battery is known to possess two terminals.

Вариант 2

1. The current in the external circuit is a direct current flowing in one direction only.
2. If properly designed, the instrument should give correct readings.
3. Increasing the speed of rotation of the magnet near the coils, we increase the voltage.
4. To have one power supply is more economical.
5. A capacitor is one of the main elements of a circuit used to store electric energy.
6. The greater the distance between the plates, the less is the capacity of a capacitor.
7. When the currents to be measured are very small, one should use a galvanometer.
8. In passing through a metal electrons collide with many ions.
9. Splitting the atom is a difficult task.
10. Because of their high fuel consumption gas turbines are more expensive to operate than steam turbines.
11. Glass becomes a conductor provided it is heated to a red hot.
12. The capacity of this generator is said to have been doubled.

Таблица 9 – Критерии оценки сформированности компетенций

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)		
	на базовом уровне	на повышенном уровне	
	соответствует оценке «удовлетворительно» 50-64% от максимального балла	соответствует оценке «хорошо» 65-85% от максимального балла	соответствует оценке «отлично» 86-100% от максимального балла
1	2	3	4
ИД-1 <sub>ук-4</sub> Выбирает на государственном и иностранном (-ых) языках коммуникативно-приемлемые стиль общения, вербальные и невербальные средства взаимодействия с партнерами. ИД-2 <sub>ук-4</sub> Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых)	владеет теоретическим материалом по темам модуля, но испытывает затруднения в выборе коммуникативно-приемлемого стиля общения, вербальных и невербальных средств взаимодействия с партнерами, допускает ошибки в построении устной и письменной речи. Владеет удовлетворительным и навыками поиска необходимой информации посредством информационно-коммуникационных технологий в процессе решения стандартных коммуникативных	Студент показывает хорошие знание и понимание тем модуля, но допускает ошибки при выборе коммуникативно-приемлемого стиля общения, вербальных и невербальных средств взаимодействия с партнерами, почти не допускает ошибок в построении устной и письменной речи. Владеет хорошими навыками поиска необходимой информации посредством информационно-коммуникационных технологий в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых)	Студент показывает глубокое знание и понимание тем модуля, выбирает на государственном и иностранном (-ых) языках коммуникативно-приемлемые стили общения, вербальные и невербальные средства взаимодействия с партнерами, не допускает ошибок в построении устной и письменной речи. Умеет находить необходимую информацию посредством информационно-коммуникационных технологий в процессе решения стандартных коммуникативных

<p>языках ИД-5<sub>УК-4</sub> Демонстрирует умение выполнять перевод профессиональных текстов с иностранного (-ых) на государственный язык и обратно</p>	<p>задач на государственном и иностранном (-ых) языках. Студент понимает основное содержание профессиональных текстов на иностранном языке, но испытывает трудности при их перевод с иностранного на государственный язык и обратно</p>	<p>языках Студент демонстрирует умение выполнять перевод профессиональных текстов с иностранного на государственный язык и обратно, допуская незначительное количество ошибок</p>	<p>задач на государственном и иностранном (-ых) языках Студент демонстрирует умение безошибочного перевода профессиональных текстов с иностранного на государственный язык и обратно</p>
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## 2 ОЦЕНИВАНИЕ ПИСЬМЕННЫХ РАБОТ СТУДЕНТОВ, РЕГЛАМЕНТИРУЕМЫХ УЧЕБНЫМ ПЛАНОМ

*Письменные работы не предусмотрены учебным планом*

## 3 ОПРЕДЕЛЕНИЕ РЕЗУЛЬТАТА ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

Формы промежуточной аттестации по дисциплине: **зачет, экзамен.**

### ОЦЕНОЧНЫЕ МАТЕРИАЛЫ И СРЕДСТВА ДЛЯ ПРОВЕРКИ СФОРМИРОВАННОСТИ КОМПЕТЕНЦИЙ

**УК-4. Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия.**

#### Задания закрытого типа

*Выберите правильный вариант ответа*

#### 1. Укажите предложение, действие в котором относится к прошлому:

They will build another house at the end of the street.

She is reading a book about electricity.

+ He decided to start a business of his own.

#### 2. Укажите предложение, действие в котором относится к будущему:

+ She will phone you as soon as she returns home.

The meeting went as usual.

Night insects are bothering the campers.

#### 3. Укажите предложение, действие в котором относится к настоящему:

+They are developing a strategy to achieve their goals.  
You didn't do the Задание properly.  
This team will surely win the tournament.

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

The never understand the importance of planning.

There are too few benches in the park.

+ He has finished the assignment just in time.

**5. Укажите предложение, использующее пассивный залог (Passive voice):**

+ A reporter asked him why the taxes were not paid when they should have been.

Generally we allow you to browse our website without giving us any personal information.

Yesterday he inadvertently revealed that his security company had problems.

**6. Укажите предложение, в котором используется модальный глагол**

Businesses have only one goal: profits

Eventually they reduced their prices after the government started an investigation..

+They can sell their product up to 90 percent cheaper.

**7. Укажите предложение, в котором модальный глагол стоит в отрицательной форме:**

Bottled water manufacturers are also fond of promoting their products with meaningless words like "mountain water".

+ Customers couldn't reach her for months after phone company's mistake.

This company profoundly changed how people communicate around the world.

**8. A job application is:**

A document that describes the contents of a shipment to a customer

+ A document for job candidates to fill out in response to an open position

A document that outlines financial transactions

**9. A curriculum vitae is:**

+ A short written summary of a person's career, qualifications, and education

An application for a teaching job

A letter to your business partner

**10. The common closing phrase for a business letter is:**

That's about it

+ Yours sincerely

Vae victis

**11. In a business letter you should never use:**

+Discriminatory language

Latin expressions

Pronoun I

### **11. Business is:**

+Commercial activity

Employment

Administration of organization

### **12. Finish the saying “A big business starts...”:**

In the morning

+Small

At a snap of finger

## **Задания открытого типа**

*Дайте развернутый ответ на вопрос*

### **1. What is your name? (Как Вас зовут?)**

*Правильный ответ:* My name is ...

### **2. Where do you come from? (Откуда Вы приехали?)**

*Правильный ответ:* I was born in ...

### **3. What do you look like? (Как вы выглядите?)**

*Правильный ответ:* I am a tall handsome guy with broad shoulders.

### **4. Which school did you graduate from? (Какую школу вы закончили?)**

*Правильный ответ:* The one and only school in our town.

### **5. What are your parents' professions? (Кто Ваши родители по профессии?)**

*Правильный ответ:* My mother was a writer, my father was a lawyer.

### **6. Where are you studying? (Где Вы учитесь?)**

*Правильный ответ:* At Kostoma State Agricultural Academy if I'm not mistaken.

### **7. What kind of person are you? (Что вы за человек?)**

*Правильный ответ:* I am very friendly but sometimes I feel I'm going to snap.

### **8. What are your hobbies and interests? (Чем Вы интересуетесь?)**

*Правильный ответ:* My passion is Australia – I'm dreaming to visit it some day.

### **9. How do you spend your free time? (Как Вы проводите свободное время?)**

*Правильный ответ:* Unfortunately I don't have much free time these days.

### **10. What books do you read? (Какие книги Вы читаете?)**

*Правильный ответ:* I am a big fan of classical Russian literature.

*Дополните*

### **11. Scotland is a part of \_\_\_\_\_. (Шотландия – это часть)**

*Правильный ответ:* Great Britain/ the UK.

### **12. The capital of the United States is \_\_\_\_\_. (Столица США)**

*Правильный ответ:* Washington.

### **13. London stands on the river \_\_\_\_\_. (Лондон находится на реке)**

*Правильный ответ:* Thames.

### **14. The United States border \_\_\_\_\_. (США граничат с)**



*Правильный ответ:* Canada and Mexico.

**15. Maple leaf is the symbol of \_\_\_\_\_.** (Кленовый лист это символ)

*Правильный ответ:* Canada.

**16. Curriculum vitae is also known as (Curriculum vitae также называется) \_\_\_\_\_.**

*Правильный ответ:* Resume.

**17. A resume is used to \_\_\_\_\_.** (Резюме используется при)

*Правильный ответ:* apply for a job.

**Дайте развернутый ответ на вопрос**

**18. What is electricity? (Что такое электричество?)**

*Правильный ответ:* The flow of electrical power or charge.

**19. What is an electric current? (Что такое электрический ток?)**

*Правильный ответ:* A flow of charged particles, such as electrons or ions, moving through an electrical conductor or space.

**20. What is an electrical charge? (Что такое электрический заряд?)**

*Правильный ответ:* A description of how particles interact with each other electrically.

**21. Where does electricity come from? (Откуда берется электричество?)**

*Правильный ответ:* Everything has electrons. "Electricity" is what happens when we force those electrons to move.

**22. How is electricity generated? (Как производится электроэнергия?)**

*Правильный ответ:* To produce electricity, a turbine generator set converts mechanical energy to electrical energy.

**23. What is static electricity? (Что такое статическое электричество?)**

*Правильный ответ:* An imbalance of electric charges within or on the surface of a material or between materials

**24. Can lightning really cause power outages? (Может ли молния стать причиной отключения электроэнергии?)**

*Правильный ответ:* Storms, accompanied by heavy wind and lightning, are major causes of power outages.

**25. How does a light bulb work? (Как работает лампочка?)**

*Правильный ответ:* An electric current is passed through a thin metal filament, heating the filament until it glows and produces light

**26. What are Ohm's laws? (Что такое законы Ома?)**

*Правильный ответ:* They are;

$$I = V / R.$$

$$V = IR.$$

$$R = V / I.$$

**27. What's an electric circuit? (Что такое электрическая цепь?)**

*Правильный ответ:* An unbroken loop of conductive material that allows charge carriers to flow through continuously without beginning or end

**28. How do power plants work? (Как работают электростанции?)**

*Правильный ответ:* Power plants make energy by burning fuel to release heat

**29. How is electricity transmitted? (Как передается электричество?)**

*Правильный ответ:* Electricity is delivered to customers through transmission and distribution power lines

**30. How does the electrical grid work? (Как работает электрическая сеть?)**

*Правильный ответ:* The power grid is a complex interconnected system that powers the entire economy by carrying electricity from the source of generation and delivering it to our homes, offices, and factories

**31. How long has electricity been around? (Как давно появилось электричество?)**

*Правильный ответ:* The first documentation in the history of electricity dates all the way back to 500 B.C. when Thales of Miletus discovered static electricity by rubbing fur on amber.

**32. What's the difference between AC and DC? (В чем разница между переменным и постоянным током?)**

*Правильный ответ:* The main difference between AC and DC lies in the direction in which the electrons flow. In DC, the electrons flow steadily in a single direction, while electrons keep switching directions, going forward and then backwards in AC.

**33. How does alternating current work? (Как действует переменный ток?)**

*Правильный ответ:* As the wire spins and periodically enters a different magnetic polarity, the voltage and current alternate on the wire. This current can change direction periodically, and the voltage in an AC circuit also periodically reverses because the current changes direction.

**34. What's an insulator? (Что такое изолятор?)**

*Правильный ответ:* A material in which electric current does not flow freely

**35. What's a conductor? (Что такое проводник?)**

*Правильный ответ:* A substance or material that allows electricity to flow through it

**36. Why are gold and silver used as conductors? (Почему золото и серебро используются в качестве проводников?)**

*Правильный ответ:* Silver is considered the most conductive element ( $6.2 \times 10^7$  S/m), followed by copper ( $5.9 \times 10^7$  S/m), with gold ( $4.5 \times 10^7$  S/m) being third

**37. Are transformers dangerous? (Опасны ли трансформаторы?)**

*Правильный ответ:* The main hazards associated with transformer are toxic nature of transformer oil and fire

**38. What are the consequences of using too much electricity? (Каковы последствия использования слишком большого количества электроэнергии?)**

*Правильный ответ:* As we continue to waste electricity, we continue to emit more carbon and methane into our atmosphere

**39. What is electromagnetism? (Что такое электромагнетизм?)**

*Правильный ответ:* A fundamental force that acts between all particles that possess electric charge, positive and negative

**Форма промежуточной аттестации по дисциплине зачет (модули 1-2):**

Окончательные результаты обучения (формирования компетенций) определяются посредством перевода баллов, набранных студентом в процессе освоения дисциплины, в оценки: базовый уровень сформированности компетенции считается достигнутым, если результат обучения соответствует оценке «зачтено» (50-100 рейтинговых баллов).

### **Форма промежуточной аттестации по дисциплине экзамен (модули 3-4):**

Окончательные результаты обучения (формирования компетенций) определяются посредством перевода баллов, набранных студентом в процессе освоения дисциплины, в оценки:

– базовый уровень сформированности компетенции считается достигнутым, если результат обучения соответствует оценке «удовлетворительно» (50-64 рейтинговых баллов);

– повышенный уровень сформированности компетенции считается достигнутым, если результат обучения соответствует оценкам «хорошо» (65-85 рейтинговых баллов) и «отлично» (86-100 рейтинговых баллов).

## **3 ПОРЯДОК ПРОВЕДЕНИЯ ПОВТОРНОЙ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ**

Формы промежуточной аттестации по дисциплине *зачет, экзамен*.

Фонд оценочных средств для проведения повторной промежуточной аттестации формируется из числа оценочных средств по темам, которые не освоены студентом.

*Примечание:*

Дополнительные контрольные испытания проводятся для студентов, набравших менее **50 баллов** (в соответствии с «Положением о модульно-рейтинговой системе»).

Форма промежуточной аттестации по дисциплине *зачет*.

Таблица 10 – Критерии оценки сформированности компетенций

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)
	соответствует оценке «зачтено» 50-100% от максимального балла
ИД-1 <sub>ук-4</sub> Выбирает на государственном и иностранном (-ых) языках коммуникативно-приемлемые стиль общения, вербальные и невербальные средства взаимодействия с партнерами. ИД-5 <sub>ук-4</sub> Демонстрирует умение выполнять перевод с иностранного (-ых) на государственный язык и обратно	Студент владеет теоретическим материалом по дисциплине «Иностранный язык» (немецкий) но испытывает затруднения в выборе коммуникативно-приемлемого стиля общения, вербальных и невербальных средств взаимодействия с партнерами, допускает ошибки в построении устной и письменной речи; студент понимает основное содержание текстов на иностранном языке, демонстрирует удовлетворительные навыки перевода текстов с иностранного на государственный язык и обратно

Форма промежуточной аттестации по дисциплине экзамен.  
Таблица 11 – Критерии оценки сформированности компетенций

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)
	на базовом уровне
	соответствует оценке «удовлетворительно» 50-64% от максимального балла
<p>ИД-1<sub>ук-4</sub> Выбирает на государственном и иностранном (-ых) языках коммуникативно-приемлемые стиль общения, вербальные и невербальные средства взаимодействия с партнерами.</p> <p>ИД-2<sub>ук-4</sub> Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках</p> <p>ИД-3<sub>ук-4</sub> Ведет деловую переписку, учитывая особенности стилистики официальных и неофициальных писем, социокультурные различия в формате корреспонденции на государственном и иностранном (-ых) языках.</p> <p>ИД-4<sub>ук-4</sub> Демонстрирует интегративные умения использовать диалогическое общение для сотрудничества в академической коммуникации общения: внимательно слушая и пытаясь понять суть идей других, даже если они противоречат собственным воззрениям; уважая высказывания других как в плане содержания, так и в плане формы; критикуя аргументированно и конструктивно, не задевая чувств других; адаптируя речь и язык жестов к ситуациям.</p> <p>ИД-5<sub>ук-4</sub> Демонстрирует умение выполнять перевод профессиональных текстов с иностранного (-ых) на государственный язык и обратно</p>	<p>Студент владеет теоретическим материалом по дисциплине «Иностранный язык», но испытывает затруднения в выборе коммуникативно-приемлемого стиля общения, вербальных и невербальных средств взаимодействия с партнерами, допускает ошибки в построении устной и письменной речи; владеет удовлетворительными навыками поиска необходимой информации посредством информационно-коммуникационных технологий в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках;</p> <p>владеет навыками ведения деловой переписки, но допускает стилистические ошибки и неточности в оформлении деловых бумаг; умеет использовать диалогическое общение для сотрудничества в академической коммуникации общения, но допускает ошибки в устной речи.</p> <p>Способен внимательно слушать и понимать суть идей других, даже если они противоречат собственным воззрениям. Уважает высказывания других как в плане содержания, так и в плане формы, критикуя аргументированно и конструктивно, не задевая чувств других; адаптируя речь и язык жестов к ситуациям; понимает основное содержание профессиональных текстов на иностранном языке, но испытывает трудности при их переводе с иностранного на государственный язык и обратно</p>