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высшего образования
«Российский государственный аграрный университет –
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ТЕХНОЛОГИЧЕСКИЙ КОЛЛЕДЖ

КОНТРОЛЬНО-ОЦЕНОЧНЫЕ СРЕДСТВА

по дисциплине «ОУП.04 Иностранный
язык»

специальность: 35.02.05 Агрономия
форма обучения: очная

Калуга, 2024

Общие положения

Результатом освоения учебной дисциплины «Иностранный язык» является дальнейшее развитие иноязычной коммуникативной компетенции в совокупности её составляющих (речевой, языковой или лингвистической, социокультурной, компенсаторной и учебно- познавательной).

В результате изучения английского языка обучающийся должен:

знать/понимать

- значения новых лексических единиц, связанных с тематикой данного этапа обучения и соответствующими ситуациями общения, в том числе оценочной лексики, реплик-клише речевого этикета, отражающих особенности культуры страны/стран изучаемого языка;
- значение изученных грамматических явлений в расширенном объеме (видовременные, неличные и неопределенно-личные формы глагола, согласование времени, формы условного наклонения, косвенная речь / косвенный вопрос, побуждение и др., согласование времен);
- страноведческую информацию из аутентичных источников, обогащающую социальный опыт школьников: сведения о стране/странах изучаемого языка, их науке и культуре, исторических и современных реалиях, общественных деятелях, месте в мировом сообществе и мировой культуре, взаимоотношениях с нашей страной, языковые средства и правила речевого и неречевого поведения в соответствии со сферой общения и социальным статусом партнера;

уметь

говорение

- вести диалог, используя оценочные суждения, в ситуациях официального и неофициального общения (в рамках изученной тематики);
- беседовать о себе, своих планах; участвовать в обсуждении проблем в связи с прочитанным/прослушанным иноязычным текстом, соблюдая правила речевого этикета;
- рассказывать о своем окружении, рассуждать в рамках изученной тематики, проблематики прочитанных/прослушанных текстов, описывать события, излагать факты,
- - делать сообщения, в том числе связанные с тематикой выбранного профиля; представлять социокультурный портрет своей страны и страны/стран изучаемого языка;

аудирование

- относительно полно и точно понимать высказывания собеседника в распространенных стандартных ситуациях повседневного общения, понимать основное содержание и извлекать необходимую информацию из различных аудио- и видеотекстов: прагматических (объявления, прогноз погоды),

публицистических (интервью, репортаж), соответствующих тематике данной ступени обучения;

- оценивать важность /новизну информации, определять своё отношение к ней
чтение

- читать аутентичные тексты различных стилей (публицистические, художественные, научно-популярные, прагматические), используя основные виды чтения (ознакомительное, изучающее, поисковое/просмотровое) в зависимости от коммуникативной задачи;

письменная речь

- писать личное письмо, заполнять анкету, письменно излагать сведения о себе в форме, принятой в стране/странах изучаемого языка, делать выписки из иноязычного текста;

- составлять письменные материалы, необходимые для презентации результатов проектной деятельности

использовать приобретенные знания и умения в практической деятельности и повседневной жизни:

Элемент учебной дисциплины	Форма контроля и оценивания		
	Текущий контроль	Рубежный контроль	Промежуточная аттестация
Раздел 1 Насколько разнообразен мир	Опрос (устный/письменный); тестирование	Контрольная работа	Дифференцированный зачет
Раздел 2 Западные демократии. Так ли они демократичны?	Опрос (устный/письменный); тестирование	Контрольная работа	Дифференцированный зачет
Раздел 3 Что нового у молодого поколения?	Опрос (устный/письменный); тестирование	Контрольная работа	Дифференцированный зачет
Раздел 4 Трудно ли быть молодым?	Опрос (устный/письменный); тестирование	Контрольная работа	Дифференцированный зачет
Раздел 5 Система социальной защиты населения	Опрос (устный/письменный); тестирование	Контрольная работа	Дифференцированный зачет
Раздел 6 Что помогает нам наслаждаться жизнью?	Опрос (устный/письменный); тестирование	Контрольная работа	Дифференцированный зачет
Раздел 7 Изобретения, которые потрясли мир	Опрос (устный/письменный); тестирование	Контрольная работа	Дифференцированный зачет

- для успешного взаимодействия в различных ситуациях общения с представителями других стран, ориентации в современном поликультурном мире;
- соблюдения этикетных норм межкультурного общения;
- получения сведений из иноязычных источников информации (в том числе через Интернет), необходимых в образовательных и самообразовательных целях;
- участия в межкультурных проектах, конкурсах, олимпиадах;
- расширения возможностей в выборе будущей профессиональной деятельности;
- изучения ценностей мировой культуры, культурного наследия и достижений других стран;
- ознакомления представителей зарубежных стран с культурой и достижениями России;
- обогащения своего мировосприятия, осознания места и роли родного и иностранного языков в сокровищнице мировой культуры.

Формой аттестации по базовой учебной дисциплине «Иностранный язык» является дифференцированный зачет.

Результаты освоения учебной дисциплины

В результате освоения учебной дисциплины «Иностранный язык» обучающийся должен приобрести следующие умения, навыки и знания:

Результаты обучения (освоенные умения, усвоенные знания)	Показатели оценки результата
Умения:	
Восприятие на слух англоязычной речи (аудирование)	- воспринимает на слух речь учителя и диктора в звукозаписи, построенную в основном на изученном материале и включающую до 3% незнакомых слов, о значении которых можно догадываться и незнание которых не влияет на понимание прослушанного; - выделяет ключевые слова и основную идею звучащей речи; - распознает смысл монологической и диалогической речи; - воспринимает на слух материалы по тематике специальности средней трудности.

Говорение	- правильно артикулирует и произносит гласные и согласные звуки; - правильно употребляет разговорные формулы (клише) в коммуникативных ситуациях; - составляет связный текст с использованием ключевых слов на бытовые и профессиональные темы; - представляет устное сообщение на заданную тему (с предварительной подготовкой); - воспроизводит краткий или подробный пересказ прослушанного или прочитанного текста; - беседует, используя элементы описания, повествования и рассуждения по тематике текущего курса обучения и предыдущих курсов обучения; - обсуждает прочитанные и прослушанные тексты, выражая свое мнение и отношение к изложенному.
Чтение	- грамотно читает новые тексты общекультурного, общенаучного характера и тексты по специальности; - определяет содержание текста по знакомым словам, интернациональным словам, географическим названиям и т.п.; - распознает значение слов по контексту; - выделяет главную и второстепенную информацию; - переводит (со словарем) бытовые, литературные и специальные тексты с иностранного на русский и с русского на иностранный язык.
Письменная речь	- правильно пишет текст под диктовку; - письменно излагает содержание прочитанного текста; - письменно переводит текст на иностранный язык; - пишет письма личного и делового характера
Знания:	
Фонетика	- различает характерные особенности иностранной языковой речи; - воспроизводит все звуки иностранного языка, интонацию повелительных, повествовательных (утвердительных и отрицательных) и вопросительных предложений
Грамматика	- систематизирует, объясняет и дает примеры грамматических правил и явлений; - правильно применяет в речи грамматические конструкции и структуры.
Лексика и фразеология	- систематизирует по темам 2000 слов для рецептивного усвоения; - систематизирует и предоставляет 600 слов для продуктивного усвоения.

Оценка освоения теоретического курса учебной дисциплины

Основной целью оценки теоретического курса учебной дисциплины «Иностранный язык» является оценка умений и знаний. Оценка теоретического курса учебной дисциплины «Иностранный язык» осуществляется с использованием следующих форм и методов контроля:

- текущий контроль – тестирование/устный или письменный опрос;
- рубежный контроль – контрольная работа;
- промежуточная аттестация – дифференцированный зачет.

Дифференцированный зачет проводится в сроки, установленные учебным планом, и определяемые календарным учебным графиком образовательного процесса.

1.1. Задания для оценки освоения разделов учебной дисциплины

Раздел 1 Насколько разнообразен мир

Студент должен знать:

- основные лексические единицы раздела 1;
- основные грамматические единицы раздела 1.

Студент должен уметь:

- читать и переводить тексты по темам раздела 1;
- использовать изученные правила грамматики в письменной и устной речи;
- построить диалог по темам раздела 1;
- воспроизводить монологическое высказывание по темам раздела 1.

Вопросы для самоконтроля:

1. Артикль
2. Союзы и выражения, передающие причинно-следственные связи
3. Косвенные вопросы
4. Видовременные формы глаголов в действительном залоге

Задания

Рубежный контроль по учебной дисциплине «Иностранный язык (английский)» проходит в виде письменной контрольной работы.

Задания рубежного контроля представлены в двух вариантах, которые равноценны по трудности, одинаковы по структуре, параллельны по расположению заданий. Контрольная работа состоит из двух частей грамматики и чтения. Критерии оценки см. п 3. Время выполнения – 80 минут.

**Контрольная работа
(грамматика/чтение)**

Вариант 1

1 Грамматика

Темы: Артикль

Выберите правильный вариант.

A a B an C the D -

1. I would like to have ...hamburger for breakfast.
2. Will you play...chess with me.
3. My favourite subject at school is...History.
4. The rent is 50 dollars ...month.
5. What ...pity they have not come!
6. To tell ... truth,I did not expect to see them.
7. I went to France last year,but I haven't been to ...Netherlands yet.
8. ... Thames flows through London.
9. ...United Kingdom includes Great Britain and Northern Ireland.
10. ...English Channel is between Great Britain and France.
11. ...Everest is the highest mountain in the world.
12. I've made up my mind to go to ...Black Sea next summer.
13. ...Urals are old and very high.
14. Is there ...life on Mars?
15. Mary doesn't eat ... fish.
16. She has ... long brown hair.
17. Show me ... Canary Islands on this map,please.
18. Tom is going to take ... his fishing rod.
19. I can't find ... letter which I received this morning.
20. I have known ... Browns for all my life.
21. The river is ... perfect place to spend a peaceful day fishing.

22. If Alice had not gone to bed late last night, she wouldn't have had ... headache this morning.
23. I am thirsty. I would like ... cup of tea.
24. In ... South it is very hot in summer.

2. Чтение

Вставьте в пропуски А—F в тексте подходящие по смыслу фразы 1— 7. В задании одна фраза лишняя.

'Second Stonehenge' discovered near original

Archaeologists have discovered evidence of what they believe was a second Stonehenge located a little more than a mile away from the world-famous prehistoric monument. The new find on the west bank of the river Avon has been called "Blue tonehenge", after the colour of the 25 Welsh stones of A. Excavations at the site have suggested there was once a stone circle 10 metres in diameter and surrounded by a henge — a ditch with an external bank, according to the project director, Professor Mike Parker Pearson, of the University of Sheffield. The stones at the site were removed thousands of years ago but the sizes of the holes in B indicate that this was a circle of bluestones, brought from the Preseli mountains of Wales, 150 miles away. The standing stones marked the end of the avenue C, a 1¾-mile long processional route constructed at the end of the Stone Age. The outer henge around the stones was built about 2400BC but arrowheads found in the stone circle indicate the stones were put up as much as 500 years earlier.

Parker Pearson said his team was waiting for results of radiocarbon dating D whether stones currently in the inner circle of Stonehenge were originally located at the other riverside construction.

Pearson said: "The big, big question is when these stones were erected and when they were removed — and when we get the dating evidence we can answer both those questions." He added: "We speculated in the past E at the end of the avenue near the river. But we were completely unprepared to discover that there was an entire stone circle. Another team member, Professor Julian Thomas, said the discovery indicated F was central to the religious lives of the people who built Stonehenge. "Old theories about Stonehenge that do not explain the evident significance of the river will have to be rethought," he said. Dr Josh Pollard, project co-director from the University of Bristol, described the discovery as "incredible".

1. which could reveal
2. which they stood
3. which it was once made up
4. that this stretch of the river Avon
5. that there might have been something
6. that it should be considered as integral part
7. that leads from the river Avon to Stonehenge

Раздел 2 Западные демократии. Так ли они демократичны?

Студент должен знать:

- основные лексические единицы раздела 2;
- основные грамматические единицы раздела 2.

Студент должен уметь:

- читать и переводить тексты по темам раздела 2;
- использовать изученные правила грамматики в письменной и устной речи;
- построить диалог по темам раздела 2;
- воспроизводить монологическое высказывание по темам раздела 2.

Вопросы для самоконтроля:

1. Видовременные формы глаголов в действительном залоге
2. Модальные глаголы *shall, should*

Задания

Рубежный контроль по учебной дисциплине «Иностранный язык (английский)» проходит в виде письменной контрольной работы.

Задания рубежного контроля представлены в двух вариантах, которые равноценны по трудности, одинаковы по структуре, параллельны по расположению заданий. Контрольная работа состоит из двух частей грамматики и чтения. Критерии оценки см. п 3. Время выполнения – 80 минут.

Контрольная работа (грамматика/чтение)

Вариант 1

1 Грамматика

Темы: Модальные глаголы

Выберите правильный вариант ответа.

1. I ...get up very early now.

<i>A must to</i>	<i>C have to</i>
<i>B should</i>	<i>D ought</i>

2. Everybody...to go to the dentist at least once a year.

<i>A should</i>	<i>C must</i>
<i>B ought</i>	<i>D have</i>

3. He...to go to the dentist because he has toothache.

<i>A ought</i>	<i>C must</i>
<i>B should</i>	<i>D had to</i>

4. I was very much surprised when Ann said that she... swim.

<i>A can`т</i>	<i>C couldn`т</i>
<i>B wasn`т able to</i>	<i>D didn`т can</i>

5. Yesterday we...to stay at school till 6 p.m.

<i>A had</i>	<i>C must</i>
<i>B might</i>	<i>D could</i>

6. It was a very difficult text. I...look up a lot of words in the dictionary.

<i>A must</i>	<i>C had to</i>
<i>B was able to</i>	<i>D could</i>

7. We...meet at the stadium at 3 p.m.

A have to C are to
B must D ought to

8. Children...play with matches.

A needn't C mustn't
B shouldn't D don't have to

9. You...buy this book. I have got it.

A needn't C mustn't
B shouldn't D may not

10. You...knock the door before entering the classroom.

A must C can
B ought to D have to

11. You...do your homework every day to get good marks.

A must C should
B ought to D have to

12. I...meet my mother at the station today at 5 o'clock.

A am to C have to
B must D should

13. Ann...stay at home because it was raining.

A must C had to
B is to D was to

14. You...be at home by 10 o'clock. I insist.

A must C have to
B are to D should

15. You...wait a little. The director is busy now.

A are to C must
B have to D will have to

16. Sasha...meet with Mary in the centre of Atlanta but she didn't come.

A was to C had to
B can D must

17. You...help her.

A should C must
B ought to D have to

18. I...work hard to pass my exams.

A am to C must
B have to D can

19. My little son...already speak simple words.

A can C is able to
B may D might

20. She...cook supper in spite of the fact she felt not very well.

A could

C was able to

B can

D might

2. Чтение

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

1. The House of Commons

5. The System of Government

2. Parliamentary Procedure

6. Parliamentary Committees

3. The House of Lords

7. Whitehall

4. Westminster

8. The Crown

A. Her Majesty's Government, in spite of its name, derives its authority and power from its party representation in Parliament. Parliament is housed in the Palace of Westminster, once a home of the monarchy. Like the monarchy, Parliament is an ancient institution, dating from the middle of the thirteenth century. Parliament is the seat of British democracy, but it is perhaps valuable to remember that while the House of Lords was created in order to provide a council of the nobility for the king, the Commons were summoned originally in order to provide the king with money.

B. The reigning monarch is not only head of state but symbol of the unity of the nation. The monarchy is Britain's oldest secular institution, its continuity for over a thousand years broken only once by a republic that lasted a mere eleven years (1649-60). The monarchy is hereditary, the succession passing automatically to the oldest male child, or in the absence of males to the oldest female offspring of the monarch. In law the monarch is head of the executive and of the judiciary, head of the Church of England, and commander-in-chief of the armed forces.

C. The dynamic power of Parliament lies in its lower chamber. Of its 650 members, 523 represent constituencies in England, 38 in Wales, 72 in Scotland and 17 in Northern Ireland. There are only seats in the Commons debating chamber for 370 members, but except on matters of great interest, it is unusual for all members to be present at any one time. Many MPs find themselves in other rooms of the Commons, participating in a variety of committees and meetings necessary for an effective parliamentary process.

D. Britain is a democracy, yet its people are not, as one might expect in a democracy, constitutionally in control of the state. The constitutional situation is an apparently contradictory one. As a result of a historical process the people of Britain are subjects of the Crown, accepting the Queen as the head of the state. Yet even the Queen is not sovereign in any substantial sense since she receives her authority from Parliament, and is subject to its direction in almost all matters. This curious situation came about as a result of a long struggle for power between the Crown and Parliament during the sixteenth and the seventeenth centuries.

E. Her Majesty's Government governs in the name of the Queen, and its hub, Downing Street, lies in Whitehall, a short walk from Parliament. Following a general election, the Queen invites the leader of the majority party represented in the Commons, to form a government on her behalf. Government ministers are invariably members of the House of Commons, but infrequently members of the House of Lords are appointed. All government members continue to represent "constituencies" which elected them.

F. Each parliamentary session begins with the "State Opening of Parliament", a ceremonial

occasion in which the Queen proceeds from Buckingham Palace to the Palace of Westminster where she delivers the Queen's Speech from her throne in the House of Lords. Her speech is drafted by her government, and describes what the government intends to implement during the forthcoming session. Leading members of the Commons may hear the speech from the far end of the chamber, but are not allowed to enter the House of Lords.

G. The upper chamber of Parliament is not democratic in any sense at all. It consists of four categories of peer. The majority are hereditary peers, a total of almost 800, but of whom only about half take an active interest in the affairs of the state. A smaller number, between 350 and 400, are "life" peers — an idea introduced in 1958 to elevate to the peerage certain people who rendered political or public service to the nation. The purpose was not only to honour but also to enhance the quality of business done in the Lords.

Раздел 3 Что нового у молодого поколения?

Студент должен знать:

- основные лексические единицы раздела 3;
- основные грамматические единицы раздела 3.

Студент должен уметь:

- читать и переводить тексты по темам раздела 3;
- использовать изученные правила грамматики в письменной и устной речи;
- построить диалог по темам раздела 3;
- воспроизводить монологическое высказывание по темам раздела 3.

Вопросы для самоконтроля:

1. Определение значения слова по контексту
2. Предлог like и союз as
3. Вспомогательные глаголы
4. Степени сравнения прилагательных
5. Видовременные формы глаголов в действительном залоге

Задания

Рубежный контроль по учебной дисциплине «Иностранный язык (английский)» проходит в виде письменной контрольной работы.

Задания рубежного контроля представлены в двух вариантах, которые равноценны по трудности, одинаковы по структуре, параллельны по расположению заданий. Контрольная работа состоит из двух частей грамматики и чтения. Критерии оценки см. п 3. Время выполнения – 80 минут.

Контрольная работа (грамматика/чтение)

Вариант 1

1 Грамматика

Тема: Степени сравнения прилагательных

1. I met my ... friend yesterday

A *goodest*

C *the best.*

B *better*

D *best*

2. Dorothy is ... in her family.
A the youngest C youngest
B the younger D young
3. Henry is not ... his elder brother Bob.
A so strong as C as strong as.
B strong as D stronger
4. Your friend looked upset yesterday. I am glad he looks ... today.
A more happy C the happiest.
B happier D happy so
5. Where is ... post-office, please?
A the nearest C nearest.
B the most near D nearer
6. That is ... film I have ever seen.
A good C better
B the goodest D the best
7. Public transport in London is ... in Europe.
A the expensivest C the most expensive
B most expensive D more expensive
8. Pluto is ... of all the planets.
A the coldest C the most cold
B a coldest D a colder
9. I am getting ... and
A the fattest and the fattest C fatter and fatter
B more fat and more fat D fat and fat
10. Let us go by train. It is much
A cheap C the cheaper
B cheaper D the cheapest
10. I earn ... money than he does.
A littler C least
B more little D less
12. He has ... time than me.
A bigger C most.
B much D more
13. /Old/ I get, /happy/ I am.
A the oldest, the happiest C older, happier
C the older, the happier D more old, more happy
14. Ted is good at football but Nick is
A good C best.
B well D better

15. Jane is as ... as her elder sister.
A tall C taller
B the tallest D much taller
16. Mike is a careless driver, he drives ... than you.
A good C better
B bad D worse
17. Some people think Russian is ... than English.
A more difficult C difficulter.
B most difficult D much difficult
18. Isaak Newton is ... men in the history of science.
A one of the greatest C one of greatest
B the one greatest D the greatest one
19. She has got 3 children, and her ... son has just started school.
A oldest C the eldest.
B eldest D the oldest
20. Peter the Great was one of Russia's ... rulers.
A most famous C much famous.
B the most famous D famousest

2. Чтение

Read the passage below and pick the best answer

Street Art is a very popular form of art that is spreading quickly all over the world. You can find it on buildings, sidewalks, street signs and trash cans from Tokyo to Paris, from Moscow to Cape Town. Street art has become a global culture and even art museums and galleries are collecting the work of street artists. Street art started out very secretly because it is illegal to paint public and private property without permission. People often have different opinions about street art. Some think it is a crime and others think it is a very beautiful new form of culture. Street artists do their work for a reason. Some of them do not like artists who make so much money in galleries and museums. They choose street art because it is closer to the people. Some artists try to express their political opinion in their work. They often want to protest against big firms and corporations. Others like to do things that are forbidden and hope they don't get caught.

1. Street Art can be seen almost anywhere in the globe.

- ☐ A) True
☐ B) False
☐ C) Not Stated
☐ D) --

2. Street artists have various reasons to do their work.

- ☐ A) True
☐ B) False
☐ C) Not Stated
☐ D) ---

3. Street art could be considered as a protest against

- ☐ A) people on the street
- ☐ B) artists who are rich
- ☐ C) political and religious thoughts
- ☐ D) small companies

4. One of the drives behind street art is

- ☐ A) rebelling against governments
- ☐ B) stealing profits of big corporations
- ☐ C) wanting to do something that is illegal
- ☐ D) organizing street exhibitions for people

5. It is clear that

- ☐ A) street art did not start very secretly
- ☐ B) street artists are doing useful things
- ☐ C) street art is considered a new culture by some people
- ☐ D) street artists make lots of money selling their works

Раздел 4 Трудно ли быть молодым?

Студент должен знать:

- основные лексические единицы раздела 4;
- основные грамматические единицы раздела 4.

Студент должен уметь:

- читать и переводить тексты по темам раздела 4;
- использовать изученные правила грамматики в письменной и устной речи;
- построить диалог по темам раздела 4;
- воспроизводить монологическое высказывание по темам раздела 4.

Вопросы для самоконтроля:

1. Сложное дополнение с инфинитивом
2. Видовременные формы глаголов в действительном залоге

Задания

Рубежный контроль по учебной дисциплине «Иностранный язык (английский)» проходит в виде письменной контрольной работы.

Задания рубежного контроля представлены в двух вариантах, которые равноценны по трудности, одинаковы по структуре, параллельны по расположению заданий. Контрольная работа состоит из двух частей грамматики и чтения. Критерии оценки см. п 3. Время выполнения – 80 минут.

Контрольная работа (грамматика/чтение)

1 Грамматика: Сложное дополнение

1. Teddy's words made me ... uncomfortable.

2. I can't make the TV

3. What made you ... such a thing?

4. Mother didn't let the child ... TV.

5. Once I heard him ... one of his relatives.

6. Our teacher told us shy and speak English as much as possible.

7. There wasn't much traffic in the street. I saw a little girl ... the road.

8. I have never heard Helen ...

9. We expected the Harrisons ... later than usual.

10. What makes you ... such rash actions?

11. Will you let me ... to the party?

12. That's the way I meant it

- A to be* *C being*
B be *D to being.*

13. We watched all the cars ...the finishing line.
A cross *C to crossing*
B to cross *D crossed*
14. I want him ... to the party.
A invite *C inviting*
B be invited *D to be invited*
15. Everybody expected her ... Pete.
A marry *C to marry*
B marrying *D to marrying*
16. Jill felt something ... her on the shoulder.
A to touch *C to touching*
B touches *D touch*
17. You can't expect anyone ... it at once.
A to do *C having done*
B doing *D to doing*
18. Jennie had never heard him ... before.
A to complain *C to complaining*
B complained *D complain*
19. My parents let me ... what I wanted when I was young.
A to do *C doing*
B do *D to doing*
20. She persuaded him ... a doctor.
A saw *C seeing*
B had seen *D to see*

2 Чтение

Read the passage carefully and choose the best answer

Some American high schools have a dropout rate of up to 50%. There are many reasons for students leaving school: For two thirds of the dropouts motivation is the problem. They can't just work hard enough. Almost half of them said that they had missed so many classes that they could not catch up any more. Many said that they were not prepared well enough in their earlier school. For a third of them getting a job was more important than finishing school. High school dropouts have more problems in society and in their future lives. They are more likely to be unemployed or live in poverty. There is also a big difference in income if you compare high school dropouts with graduates. According to data by the US Census bureau Americans with a bachelor's degree earn about \$ 50,000, those with a high school diploma about \$28,000 and dropouts only about \$ 20,000. Many pupils do not understand the implications of dropping out of school. They often demand better teachers, more lessons to catch up in subjects and more help with learning problems. Some schools have adopted to this situation. They offer evening classes or allow students to come back at a later age.

1. Many high schools in the US have more than 50% graduates every year.

- ☐ A) True
- ☐ B) False
- ☐ C) Not stated
- ☐ D) --

2. The US government provides on the job training and certification for dropouts.

- ☐ A) True
- ☐ B) False
- ☐ C) Not stated
- ☐ D) --

3. The word "dropouts" mean

- ☐ A) youngsters starting to work
- ☐ B) new students enrolled to school
- ☐ C) students leaving school
- ☐ D) students getting a diploma

4. According to the text, motivation

- ☐ A) can be gained after starting to work
- ☐ B) is the only reason why 50% of students just do not graduate
- ☐ C) is seen as a problem by more than half of dropouts in the US
- ☐ D) makes it possible to get a diploma and earn more money

5. It is pointed out that

- ☐ A) graduates earn only a little more than dropouts
- ☐ B) the likelihood of unemployment is higher for graduates
- ☐ C) few schools are accepting dropouts to continue their education
- ☐ D) students do not foresee the negative sides of leaving school

Read the passage carefully and choose the best answer

Students should be allowed to study without worrying about grades. Fortunately, most educators are becoming aware of the fact that students have different interests and abilities. However, the regimentation resulting from grades still exists. Grades often stifle creativity. Competing for better grades causes many students to turn down opportunities to pursue music, dramatics and sports. Grades impose an arbitrary standard of success on everyone. I do not demand as some extremists do, that grades be abolished immediately. However, I do believe that less emphasis should be placed on grades. I hope that someday grades will become optional at Village High School. (Martin S.)

Let's face the facts about grades. Grades perform three basic functions. First, grades motivate students to work at their highest level of competence. Second, they act as a reward for hardworking students and as a reprimand to students who do not work hard. Finally, grades are used as an effective standard by which to measure student achievement. Good grades help students to get jobs and to get into university. I've spoken with a number of students who have jobs, and most of them say that they were hired primarily on the basis of their grades. My grades helped me land a part-time job and will help me get into university next year. I think grades are extremely important at Village High School. (Helen)

1. Helen writes from the viewpoint of someone who

- ☐ A) wants business to hire more students
- ☐ B) is concerned about students' creativity
- ☐ C) doesn't work too hard at his studies
- ☐ D) believes in the benefits of good grades

2. Martin thinks it is important for

- ☐ A) students to get good jobs
- ☐ B) students to participate in music, dramatics, and sports
- ☐ C) students to be reprimanded for not working hard
- ☐ D) students to compete more for grades

3. Which of the following states a fact about grades at Village High School?

- ☐ A) They are not useful
- ☐ B) They stifle creativity
- ☐ C) They are currently in use
- ☐ D) They foster unnecessary competition

4. Which of the following is NOT an opinion expressed by Martin S.?

- ☐ A) Grades should be abolished.
- ☐ B) Grades impose arbitrary standards of success.
- ☐ C) Students should be able to learn without worrying about grades.
- ☐ D) Competition may discourage students from pursuing subjects such as drama and art.

5. Helen expresses that grades

- ☐ A) perform more than three functions
- ☐ B) motivate students to work harder
- ☐ C) are not an efficient way of measurement
- ☐ D) have nothing to do with part time employment

Раздел 5 Система социальной защиты населения

Студент должен знать:

- основные лексические единицы раздела 5;
- основные грамматические единицы раздела 5.

- читать и переводить тексты по темам раздела 5;
- использовать изученные правила грамматики в письменной и устной речи;
- построить диалог по темам раздела 5;
- воспроизводить монологическое высказывание по темам раздела 5.

1. Субстантивированные прилагательные
2. Придаточные предложения
3. Видовременные формы глаголов в страдательном залоге

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1 Грамматика Видовременные формы глаголов в страдательном залоге
Выберите правильный вариант

1. Many accidents...usually by dangerous driving.
A are being caused *C are caused*
B caused *D have been caused.*
2. Houses often ... of different materials.
A were built *C are being built*
B are built *D have been built.*
3. The waiting-room ...by Tom yesterday.
A was cleaned *C is cleaned*
B is being cleaned *D has cleaned.*
4. Ultrasound ... in diagnostics and treatment.
A is used *C is being used*
B was used *D is using.*
5. This film ... by about thirty million people by now.
A is being watched *C will be watched*
B is watched *D has been watched.*
6. The shoes ... at the moment.
A are mended *C were being mended*
B are being mended *D have been mended.*

7. The windows are really dirty they ... for weeks.

A have not been cleaned
B has not been cleaned

C are not cleaned
D has cleaned.

8. The papers ... yet by all the members of the commission.

A has not been signed
B are not signed

C have not been signed
D were not signed.

9. The date of the meeting ... two days ago .

A was changed
B has been changed

C have been changed
D is going to be changed.

10. The students ... by Mr. Priestley last year.

A were being taught
B were taught

C are being taught
D will be taught.

11. Two hundred people ... to the wedding.

A were invited
B were being invited

C are being invited
D invite.

12. The tickets ... by Tom.

A were being collected
B are collected

C were collected
D would be collected.

13. The bomb ... to a safe when it exploded.

A is being carried
B was carried

C was being carried
D had been carried.

14. The outside of the ship ... when the accident happened.

A was painted
B were being painted

C was being painted
D would be painted.

15. By that time the point of the story ... even by the story-teller himself.

A is forgotten
B had been forgotten

C is being forgotten
D was forgotten.

16. The equipment ... by the time the work began.

A will have been repaired
B repaire

C had been repaired
D have been repaired.

17. By 8 o'clock all the experiments

A will be finished
B will have been finished

C would finish
D finish.

18. The house ... by May next year.

A will have been built
B would be built

C will be built
D has been built.

19. You ... enough time to prepare your answer.

A will given
B will be given

C will have been given
D would have been given

5. In free enterprise, companies are expected to be very competitive because

- ☐ A) they need to pay high taxes
- ☐ B) they need to make sales and earn profits
- ☐ C) their owners are too greedy to be patient
- ☐ D) the government exerts control over them

Read the passage carefully and choose the best answer

In India car maker Tata Motors have brought out the cheapest car in the world: the Nano, first introduced in 2008. It costs only 2,500 dollars plus taxes. Tata director sees the Nano as a "People's Car", designed especially for India's lower middle classes, those who earn less than 200 dollars a month. India makes about 1.2 million cars a year and the idea of a cheap car for everyone makes some experts sceptical. More cars lead to more traffic and more pollution, which also contributes to global warming. One of the biggest trends in producing cars today is keeping them small so you can find a parking space quickly, running them with as little petrol as possible and having room for as many people as possible. This is exactly what the Nano combines. It is only 3 metres long and 1.6 metres tall but it still has four doors and room for five people. The car is lightweight, the parts are glued together and there is only one windshied wiper instead of two. The Nano has a 30 horsepower engine and a four-speed manual transmission, found at the back of the car, like the legendary VW Beetle. It reaches speeds of up to 100 km an hour and needs about 2 gallons of fuel per 100 miles. At 2,500 dollars you will only be able to buy the basic model of the Nano, without any extras. Air conditioning and other additional features would raise the price by about 4,000 dollars.

1. The Nano is India's first national car.

- ☐ A) True
- ☐ B) False
- ☐ C) Not stated
- ☐ D) --

2. Any Indian resident can buy the Nano for \$2500 including extras.

- ☐ A) True
- ☐ B) False
- ☐ C) Not stated
- ☐ D) --

3. We understand from the passage that

- ☐ A) The Nano is designed as a car that is the cheapest
- ☐ B) India is a top industry making the most cars
- ☐ C) VW Beetle and the Nano have no common functionalities
- ☐ D) The Nano seems to be weak and faulty

4. Which of the following is NOT true?

- ☐ A) More cars result in more traffic congestion and pollution.
- ☐ B) Any Indian earning \$200 a month can afford to buy the Nano.

- ☐ C) Air conditioning and other additions can increase the price up to \$4000.
- ☐ D) Every year, 1.2 million cars are sold in India.

5. It is NOT clear

- ☐ A) that the Nano is small and parking is easy
- ☐ B) if the Nano has received enough buyer attention
- ☐ C) when the Nano was first introduced
- ☐ D) which company designed it

Раздел 6 Что помогает нам наслаждаться жизнью?

Студент должен знать:

- основные лексические единицы раздела 6;
- основные грамматические единицы раздела 6.

Студент должен уметь:

- читать и переводить тексты по темам раздела 6;
- использовать изученные правила грамматики в письменной и устной речи;
- построить диалог по темам раздела 6;
- воспроизводить монологическое высказывание по темам раздела 6.

Вопросы для самоконтроля:

1. Наречия меры и степени с прилагательными
2. Эмфатические предложения
3. Восклицательные предложения
4. Видовременные формы глаголов в страдательном залоге

Задания

Рубежный контроль по учебной дисциплине «Иностранный язык (английский)» проходит в виде письменной контрольной работы.

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Контрольная работа (грамматика/чтение)

Вариант 1

1 Грамматика: Восклицательные предложения

Ex.1 Из стоящих в скобках слов составьте восклицательные предложения.

1. (brave/people/what/they/are)
2. (cold/it/is/how)
3. (a/lovely/day/what)
4. (that/is/a/large/house/what)
5. (they/are/clever/people/what)

6. (she/has/got/what/beautiful/hair)
7. (sings/how/well/she)
8. (what/made/I/a/foolish/mistake)
9. (how/clever/is/he)
10. (we/are/having/beautiful/weather/what)

Ех. 2 Переведите на английский язык.

1. Какой он умный человек!
2. Как это интересно!
3. Как он хорошо играет на пианино!
4. Какой крепкий чай вы пьете!
5. Какой свежий воздух!
6. Какую трудную статью вы нам дали!
7. Как тепло сегодня!
8. Как приятно вставать рано летом!
9. Как он хорошо говорит по-французски!
10. Какие прекрасные здания!

Ех. 3 Вставьте в пропуск *so*, *such* или *such a(an)*.

1. The music sounds..... loud.
2. It is dangerous trip.
3. The life in the country is dangerous.
4. He drives carelessly, he is careless driver.
5. The flowers smell strange.
6. It is strange flower.
7. The boy is serious.
8. It is serious problem.
9. The sportsmen look strong and healthy!
10. They are careful people.
11. The day was exciting!
12. It's original idea!
13. The letter is informative!
14. It's good weather today!

2. Чтение

Переведите текст на русский язык

WARNER BROTHERS

Warner Brothers, or WARNER BROS. INC., is the American motion-picture studio that introduced the first genuine talking picture. The company was founded by four brothers, Harry, Albert, Samuel, and Jack Warner, who were the sons of Benjamin Eichelbaum, a Polish immigrant. The brothers began their careers by showing moving pictures in Ohio and Pennsylvania on a travelling basis. Beginning in 1903 they started acquiring movie theatres, and then they moved into film distribution. In about 1913 they began producing their own films, and in 1917 they shifted their production headquarters to Hollywood. They established Warner Brothers Pictures, Inc., in 1923. The eldest of the brothers, Harry, was president of the company and drove its headquarters in New York City, while Albert was its treasurer and head of sales and distribution. Sam and Jack managed the studio in Hollywood. When the company ran into financial difficulties in the mid-1920s, Sam Warner got his brothers to collaborate in developing talking pictures. Warner Brothers then made *Lights of New York*, the first full-length all-talking film, and *On with the Show*, the first all-talking colour film. The enormous financial success of these early sound films enabled Warner Brothers to become a major motion-picture studio. By the 1930s Warner Brothers was producing about 100 motion pictures a year and controlled 360 theatres in the United States and more than

400 abroad. Warner Brothers became known for its tightly budgeted, technically competent entertainment films. Jack Warner was Warner's long-time vice president in charge of production and became the company's president in 1956, after the last of his elder brothers had retired. He retired in 1972.

Meanwhile, Warner Brothers had undergone various corporate changes and had diversified into television programming, book publishing, and musical recording by the 1970s. In 1969 it became Warner Bros. Inc., a subsidiary of Warner Communications Inc. In 1989 the latter company merged with Time Inc. to form Time Warner Inc., the largest media and entertainment corporation in the world.

Раздел 7. Изобретения, которые потрясли мир

Студент должен знать:

- основные лексические единицы раздела 7;
- основные грамматические единицы раздела 7.

Студент должен уметь:

- читать и переводить тексты по темам раздела 7;
- использовать изученные правила грамматики в письменной и устной речи;
- построить диалог по темам раздела 7;
- воспроизводить монологическое высказывание по темам раздела 7.

Вопросы для самоконтроля:

1. Герундий

4. Видовременные формы глаголов в действительном и страдательном залогах

Задания

Рубежный контроль по учебной дисциплине «Иностранный язык (английский)» проходит в виде письменной контрольной работы.

Задания рубежного контроля представлены в двух вариантах, которые равноценны по трудности, одинаковы по структуре, параллельны по расположению заданий. Контрольная работа состоит из двух частей грамматики и чтения. Критерии оценки см. п 3. Время выполнения – 80 минут.

Контрольная работа (грамматика/чтение)

Вариант 1

1 Грамматика Видовременные формы глаголов в действительном и страдательном залогах

1. The Guinness Book of Records ... in the 50's..

A first published

C were first published

B has first been published

D was first published

2. John Major ... Prime Minister in November, 1990.

A become

C had become

B became

D has become

3. The Hermitage ... a priceless collection of pictures.
A contains *C is containing*
B is contained *D containing*
4. When the teacher came in, the children ...
A danced *C were dancing*
B have been dancing *D had been dancing*
5. The rest-homes ... in picturesque places.
A situated *C situating*
B are situating *D are situated*
6. I ... in Moscow before I moved to Pskov.
A lived *C has been living*
B live *D had lived*
7. Since early times man ... in flight.
A interested *C has been interested*
B has interested *D is interested*
8. I ... to the cinema for ages.
A wasn't *C haven't been*
B hadn't *D won't be*
9. We ... in Paris for the next two months.
A shall be working *C have been working*
B were working *D had been working*
10. I think by the year 2050 a cure for AIDS ...
A will find *C will have been found*
B will have found *D will be found*
11. Kate was tired because she ... the whole evening.
A was studying *C has been studying*
B studied *D has studied*
12. By the time we came back, the house ... by an American.
A was bought *C will be bought*
B bought *D had been bought*
13. The question which ... at the conference now is very important.
A is discussed *C has been discussed*
B was discussed *D is being discussed*
14. The two towns ... by a railway next year.
A connected *C would be connected*
B are connected *D will be connected*
15. They ... to the circus next week.
A went *C will have gone*
B will go *D will be going*

16. When I came home the film ... by my parents.
A is being discussed *C was being discussed*
B was discussing *D is discussing*
17. She ... dinner before he returns.
A will have cooked *C has cooked*
B cooks *D will cook*
18. The Tvset ...
A have been just repaired *C have just repaired*
B has just repaired *D has been just repaired*
19. Where is Kate? She ... her homework.
A is doing *C will be doing*
B was doing *D are doing*
20. The floor ... last summer.
A has been painted *C was painted*
B were painted *D is painted*

2 Чтение

Read the passage carefully and choose the best answer

Your shirt was made in Mexico and your shoes in China. Your CD player comes from Japan. You can travel to Moscow and eat a Big Mac there and you can watch an American film in Rome. Today goods are made and sold all over the world, thanks to globalization. Globalization lets countries move closer to each other. People, companies and organizations in different countries can live and work together. We can exchange goods, money and ideas faster and cheaper than ever before. Modern communication and technology, like the Internet, cell phones or satellite TV help us in our daily lives. Globalization is growing quickly. A German company can produce cars in Argentina and then sell them in the United States. A businessman in Great Britain can buy a part of a company in Indonesia on one day and sell parts of another business in China the next, thanks to globalization. Fast food companies open shops around the world almost every day.

1. Writer of the passage is not in favor of globalization.

- ☐ A) True
- ☐ B) False
- ☐ C) Not stated
- ☐ D) --

2. Globalization has created new markets for many businesses.

- ☐ A) True
- ☐ B) False
- ☐ C) Not stated
- ☐ D) --

3. According to the passage, globalization

- ☐ A) makes it hard for people to live comfortably
- ☐ B) degenerates traditional values and cultures
- ☐ C) lets us travel and do business easily around the globe
- ☐ D) causes political and economical drawbacks

4. Which of the following is not true?

- ☐ A) Globalization is dominating our lives.
- ☐ B) It has been even easier now to export and import.
- ☐ C) Technology and globalization go hand in hand.
- ☐ D) It is easy to keep our lives steady and unchanged.

5. With the advance of globalization,

- ☐ A) Goods have become cheaper
- ☐ B) Taxes have been raised by governments
- ☐ C) Chinese economy has boomed in its way
- ☐ D) International trade unions have merged.

Questions 1 through 7 refer to the following passage:

In the 16th century, an age of great marine and terrestrial exploration, Ferdinand Magellan led the first expedition to sail around the world. As a young Portuguese noble, he served the king of Portugal, but he became involved in the quagmire of political intrigue at court and lost the king's favor. After he was dismissed from service by the king of Portugal, he offered to serve the future Emperor Charles V of Spain.

A papal decree of 1493 had assigned all land in the New World west of 50 degrees W longitude to Spain and all the land east of that line to Portugal. Magellan offered to prove that the East Indies fell under Spanish authority. On September 20, 1519, Magellan set sail from Spain with five ships. More than a year later, one of these ships was exploring the topography of South America in search of a water route across the continent. This ship sank, but the remaining four ships searched along the southern peninsula of South America. Finally they found the passage they sought near 50 degrees S latitude. Magellan named this passage the Strait of All Saints, but today it is known as the Strait of Magellan.

One ship deserted while in this passage and returned to Spain, so fewer sailors were privileged to gaze at that first panorama of the Pacific Ocean. Those who remained crossed the meridian now known as the International Date Line in the early spring of 1521 after 98 days on the Pacific Ocean. During those long days at sea, many of Magellan's men died of starvation and disease.

Later, Magellan became involved in an insular conflict in the Philippines and was killed in a tribal battle. Only one ship and 17 sailors under the command of the Basque navigator Elcano survived to

complete the westward journey to Spain and thus prove once and for all that the world is round, with no precipice at the edge.

1. The 16th century was an age of great exploration.

- A. cosmic
- B. land
- C. mental
- D. common man
- E. None of the above

2. Magellan lost the favor of the king of Portugal when he became involved in a political .

- A. entanglement
- B. discussion
- C. negotiation
- D. problem
- E. None of the above

3. The Pope divided New World lands between Spain and Portugal according to their location on one side or the other of an imaginary geographical line 50 degrees west of Greenwich that extends in a direction.

- A. north and south
- B. crosswise
- C. easterly
- D. south east
- E. north and west

4. One of Magellan's ships explored the of South America for a passage across the continent.

- A. coastline
- B. mountain range
- C. physical features
- D. islands
- E. None of the above

5. Four of the ships sought a passage along a southern .

- A. coast
- B. inland
- C. body of land with water on three sides
- D. border
- E. Answer not available

6. The passage was found near 50 degrees S of .

- A. Greenwich
- B. The equator
- C. Spain
- D. Portugal
- E. Madrid

7. In the spring of 1521, the ships crossed the _____ now called the International Date Line.

- A. imaginary circle passing through the poles
- B. imaginary line parallel to the equator
- C. area
- D. land mass
- E. Answer not available

1.2. Структура контрольно-оценочных материалов (КОМ) дифференцированного зачета

1 Паспорт

Назначение:

КОМ предназначен для контроля и оценки результатов освоения учебной дисциплины «Иностранный язык (английский)» по специальности - 23.02.03 – Техническое обслуживание и ремонт автомобильного транспорта.

В результате изучения английского языка на **базовом уровне** обучающийся должен:

знать/понимать

- значения новых лексических единиц, связанных с тематикой данного этапа обучения и соответствующими ситуациями общения, в том числе оценочной лексики, реплик-клише речевого этикета, отражающих особенности культуры страны/стран изучаемого языка;
- значение изученных грамматических явлений в расширенном объеме (видовременные, неличные и неопределенно-личные формы глагола, согласование времени, формы условного наклонения, косвенная речь / косвенный вопрос, побуждение и др., согласование времен);
- страноведческую информацию из аутентичных источников, обогащающую социальный опыт школьников: сведения о стране/странах изучаемого языка, их науке и культуре, исторических и современных реалиях, общественных деятелях, месте в мировом сообществе и мировой культуре, взаимоотношениях с нашей страной, языковые средства и правила речевого и неречевого поведения в соответствии со сферой общения и социальным статусом партнера;

уметь

говорение

- вести диалог, используя оценочные суждения, в ситуациях официального и неофициального общения (в рамках изученной тематики);

- беседовать о себе, своих планах; участвовать в обсуждении проблем в связи с прочитанным/прослушанным иноязычным текстом, соблюдая правила речевого этикета;
- рассказывать о своем окружении, рассуждать в рамках изученной тематики, проблематики прочитанных/прослушанных текстов, описывать события, излагать факты, - - делать сообщения, в том числе связанные с тематикой выбранного профиля; представлять социокультурный портрет своей страны и страны/стран изучаемого языка;

аудирование

- относительно полно и точно понимать высказывания собеседника в распространенных стандартных ситуациях повседневного общения, понимать основное содержание и извлекать необходимую информацию из различных аудио- и видеотекстов: прагматических (объявления, прогноз погоды), публицистических (интервью, репортаж), соответствующих тематике данной ступени обучения;
- оценивать важность /новизну информации, определять своё отношение к ней

чтение

- читать аутентичные тексты различных стилей (публицистические, художественные, научно-популярные, прагматические), используя основные виды чтения (ознакомительное, изучающее, поисковое/просмотровое) в зависимости от коммуникативной задачи;

письменная речь

- писать личное письмо, заполнять анкету, письменно излагать сведения о себе в форме, принятой в стране/странах изучаемого языка, делать выписки из иноязычного текста;
- составлять письменные материалы, необходимые для презентации результатов проектной деятельности

использовать приобретенные знания и умения в практической деятельности и повседневной жизни:

- для успешного взаимодействия в различных ситуациях общения с представителями других стран, ориентации в современном поликультурном мире;
- соблюдения этикетных норм межкультурного общения;
- получения сведений из иноязычных источников информации (в том числе через Интернет), необходимых в образовательных и самообразовательных целях;
- участия в межкультурных проектах, конкурсах, олимпиадах;
- расширения возможностей в выборе будущей профессиональной деятельности;
- изучения ценностей мировой культуры, культурного наследия и достижений других стран;
- ознакомления представителей зарубежных стран с культурой и достижениями России;

- обогащения своего мировосприятия, осознания места и роли родного и иностранного языков в сокровищнице мировой культуры.

2 Задания для экзаменуемого

Вариант 1

1 Прочитайте и переведите текст со словарем

The United States of America

The United States of America is the name of the country composed of 50 states joined in a federal republic, and its citizens are known as Americans.

In the North the U.S. is bordered by Canada, and in the south it borders on Mexico. It is washed by the Atlantic Ocean in the East, and by the Pacific Ocean in the west.

Hawaii, which became the 50th state in 1959, is situated in the Pacific Ocean halfway between the west-coast states and the Far East.

Alaska is separated from Russia by only about 50 miles across the Bering Strait.

The main part of the United States consists of several physical divisions, including highlands and lowlands regions. Major highlands are the Appalachian Mountains in the east and the Rocky Mountains in the west.

The Rocky Mountains extend from Mexico to Canada. The mountains are crossed by streams which flow through deep canyons and fall into the Pacific Ocean. The largest among them are the Colorado and the Columbia rivers. These rivers are unsuitable for navigation.

The central lowland between the two main mountain ranges makes up the basin of the Mississippi River. Its main tributaries are the Missouri and Ohio Rivers. The Mississippi together with the Missouri form the longest river in the world.

The northern part of the USA embraces the region of the five Great Lakes (Lake Superior, Lake Huron, Lake Michigan, Lake Erie and Lake Ontario) which are connected by natural channels.

Crossed by mountain ranges from north to south, the country is unprotected from cold winds from the north and from warm winds from the south. This causes great temperature fluctuations. On the whole, the USA has a continental climate.

The country is rich in coal, oil, iron and other minerals which form a solid base for the development of American industry. The US' economy is highly developed. In fact, the US is one of the leading countries in the world economy. Such industries as mining, metallurgy, electronics and space engineering, chemicals, textiles, leather and footwear are well developed.

Military industry plays an important role in the US economy.

As regards agriculture, both animal husbandry and arable farming are prominent in the economy of the US.

2 Задайте 5 вопросов к тексту

3 Напишите 5-6 предложений о своей стране

Вариант 2

1 Прочитайте и переведите текст со словарем

Oxford and Cambridge

Oxford and Cambridge are the oldest universities in England. Both of these universities are very beautiful. They have some of the finest architecture in Britain. Some of their colleges, chapels and libraries are three, four and even five hundred years old, and are full of valuable books and precious paintings.

Of the early history of Cambridge little is known, but enough remains to enable us to trace the early steps by which Oxford gained its intellectual glory. The history of Cambridge is believed to begin in 1209 when several hundred students and scholars arrived at the little town of Cambridge after having walked 60 miles from Oxford. According to the custom they joined themselves into

“Universitas” or a society of people with common employment. Only later they came to be associated with scholarship.

Cambridge won independence from the Town rule in 1500. Students were of different ages and came from everywhere. Gradually the idea of the College developed and in 1284 Peterhouse, the oldest college in Cambridge was established. In 1440 King Henry VI founded King’s College, and other colleges followed.

The first college of Oxford University was founded in 1249. Now the university of Oxford has 35 colleges and about 13,000 students. There were no women students at Oxford until 1878, when the first women’s college, Lady Margaret Hall, was up. Now, most colleges are open to men and women. Oxford is famous for its first-class education. Many students want to study there. It is not easy to get a place at Oxford University to study for a degree.

2 Задайте 5 вопросов к тексту

3 Напишите 5-6 предложений о своем городе

3 Пакет экзаменатора

Условия

Количество вопросов в билетах – 3.

Количество вариантов - 2.

Время выполнения задания – 90 минут.

Оборудование: Бумага, шариковая ручка, словарь.

Литература для обучающегося:

Основные источники:

1. Английский язык. 10 класс. Базовый уровень: учебник / М. В. Вербицкая, С. Маккинли, Б. Хастингс [и др.]; под редакцией М. В. Вербицкой. – М.: Издательский центр «Вентана-Граф», 2020. – 144 с. – (Forward. Алгоритм успеха) – ISBN 978-5-360-07099-3. – Текст: непосредственный.
2. Английский язык. 11 класс. Базовый уровень: учебник / М. В. Вербицкая, К. Д. Каминс, Д. Парсонс [и др.]; под редакцией М. В. Вербицкой. – М.: Издательский центр «Вентана-Граф», 2020. – 176 с. – (Forward. Алгоритм успеха) – ISBN 978-5-360-11405-5. – Текст: непосредственный.

Дополнительные источники:

1. Гуреев, В. А. Английский язык. Грамматика (B2) : учебник и практикум для вузов / В. А. Гуреев. — Москва : Издательство Юрайт, 2022. — 294 с. — (Высшее образование). — ISBN 978-5-534-07464-2. — Текст : электронный // Образовательная платформа Юрайт : [сайт]. — URL: <https://urait.ru/bcode/494348>. — Режим доступа: для авториз. пользователей.
2. Невзорова, Г. Д. Английский язык. Грамматика : учебное пособие для среднего профессионального образования / Г. Д. Невзорова, Г. И. Никитушкина. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2022.

— 213 с. — (Профессиональное образование). — ISBN 978-5-534-09886-0. — Текст : электронный // Образовательная платформа Юрайт : [сайт]. — URL: <https://urait.ru/book/angliyskiy-yazyk-grammatika-491346> — Режим доступа: для авториз. пользователей.

Интернет – ресурсы:

1. Единая коллекция цифровых образовательных ресурсов [Сайт]. – URL: <http://school-collection.edu.ru/> . – Режим доступа: свободный. – Текст: электронный.
2. Macmillan Education [site].– URL: <https://www.macmillanenglish.com>.– Access mode: free. – Text: electronic.
3. British Council : [site]. – 2003 - 2022. – URL: <https://www.britishcouncil.org>. – Access mode: free. – Text: electronic.
4. English-to-go : [site]. – 1997 - 2022. – URL: <https://english-to-go.com> – Access mode: free. – Text: electronic.

Критерии оценки

«5» (отлично) Обучающийся в полном объеме выполняет все задания и отвечает на дополнительные вопросы преподавателя, умеет работать со всеми видами источников, проявляет самостоятельность.

«4» (хорошо) Обучающийся раскрывает содержание вопросов, но в его ответе содержатся недочеты или одна-две негрубые ошибки; при ответе на поставленные вопросы имеются незначительные замечания и поправки со стороны преподавателя. Обучающийся проявляет самостоятельность, умеет пользоваться справочной литературой (словарями), имеет развитые практические умения.

«3» (удовлетворительно) Обучающийся раскрывает более, чем на 50% содержание вопросов, но его ответ содержит недочеты или 2-3 негрубые ошибки, при ответе на поставленные вопросы преподаватель вынужден оказывать ему значительную помощь в виде наводящих вопросов.

У обучающегося лишь частично сформированы знания и умения.

«2» (неудовлетворительно) Обучающийся раскрывает менее, чем на 50% содержание вопросов, его ответ содержит более двух грубых ошибок, при ответе на поставленные вопросы преподаватель оказывает ему постоянную помощь. Обучающийся не умеет самостоятельно работать со справочной литературой (словарями), у него не сформированы знания и умения.

Итоговый контроль ОУП. 04 Иностранный язык (англ.)

Выберете правильный артикль.

1. Winter is ... coldest season of a year.

a) a b) the c) -

2. My father is ... engineer.

a) the b) an c) -

3. She is my ... best friend.

a) a b) - c) the

Выберете правильную форму множественного числа существительного.

4. She likes to eat

a) apples b) applies c) appls

5. There were many ... on the floor.

a) box b) boxes c) boxies

6. He caught three ... in the river.

a) fishes b) fish c) fishs

7. There were many ... in the yard.

a) goose b) geese c) geoses

Выберете правильный перевод предложений с конструкцией there is/are.

8. Вчера был концерт.

a) A concert was yesterday. b) There were a concert yesterday.

c) There was a concert yesterday.

9. На столе лежат книги.

a) There is books on the table. b) There were books on the table c) There are books on the table.

10. В нашем будущем доме будет лифт.

a) There was a lift in our future house. b) There will be a lift in our future house. c) There be a lift in our future house.

11. Вчера было три занятия.

a) Three lessons was there yesterday. b) There were three lessons yesterday.

c) There will be three lessons yesterday.

Выберете правильный вариант.

12. В стакане мало воды.

There is ... water in the glass.

a) a little b) little c) a few d) few

13. На улице много снега.

There is ... snow outside.

a) many b) much c) little d) few

Выберете правильную степень сравнения прилагательного.

14. Summer is ... than spring.

a) the warmest b) warmer c) warm

15. This book is than that one.

a) interesting b) intrestinger c) more interesting

16. It is ... today.

a) hoter b) hotter c) more hot

17. This task is ... than that one.

a) easy b) easir c) easier

Выберете правильное местоимение.

18. Is there ... here?

a) somebody b) something c) anybody

19. Give me ... to read, please.

a) anything b) something c) somebody

Выберете правильный вариант перевода предложения.

20. Ты его знаешь?

a) You know him? b) Does you know him? c) Do you know him?

21. Где ты учишься?

a) When do you study? b) Where do you study? c) Where you study?

Выберете слово с открытым слогом:

22. a. take b. put c. curl d. better

Выберете слово с закрытым слогом:

23. a) care b) nice c) big d) cure

24. Выберите правильный вариант чтения слова nice

a) [nais] b) [neɪs] c) [ni:s]

Контрольно-оценочные средства дисциплин актуализированы для 2025 года начала подготовки.

Руководитель технологического колледжа

Окунева О.А.



УТВЕРЖДАЮ

Руководитель технологического колледжа

О.А. Окунева

«

2026г.



Контрольно-оценочные средства дисциплин актуализированы для 2026 года
начала подготовки