



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РФ

ФГБОУ ВО «Брянский государственный технический университет»
(БГТУ)

УТВЕРЖДАЮ

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ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
по учебной дисциплине
ОГСЭ.03. ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ
ДЕЯТЕЛЬНОСТИ
(Английский язык)

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Брянск 2024

Фонд оценочных средств
по учебной дисциплине
ОГСЭ.03. ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ
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для специальности *15.02.14 Оснащение средствами автоматизации*
технологических процессов и производств (по отраслям)

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ФОС рассмотрен и одобрен на заседании
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1. Паспорт комплекта фонда оценочных средств

1.1 Общие положения

Фонд оценочных средств (ФОС) предназначен для контроля и оценки образовательных достижений, обучающихся по специальности 15.02.14 Оснащение средствами автоматизации технологических процессов и производств (по отраслям), освоивших программу учебной дисциплины ОГСЭ.03. Иностранный язык в профессиональной деятельности, которая является частью основной профессиональной образовательной программы в соответствии ФГОС по специальности 15.02.14 Оснащение средствами автоматизации технологических процессов и производств (по отраслям). ФОС включают контрольные материалы для проведения текущего, рубежного контроля и промежуточной аттестации в форме контрольных и проверочных работ, текущего контроля и итоговой аттестации в форме зачета с оценкой.

ФОС разработаны в соответствии с ФГОС по специальности СПО 15.02.14 Оснащение средствами автоматизации технологических процессов и производств (по отраслям) в части освоения общего гуманитарного и социально-экономического цикла и в соответствии с рабочей программой учебной дисциплины ОГСЭ.03. Иностранный язык в профессиональной деятельности.

1.2 ФОС учебной дисциплины ОГСЭ.03. Иностранный язык в профессиональной деятельности позволяет осуществить комплексную оценку овладения следующими профессиональными и общими компетенциями, предусмотренными ФГОС по специальности СПО 15.02.14 Оснащение средствами автоматизации технологических процессов и производств (по отраслям):

Код	Наименование общих компетенций
ОК 2	Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности.
ОК 3	Планировать и реализовывать собственное профессиональное и личностное развитие предпринимательскую деятельность в профессиональной сфере, использовать знания по финансовой грамотности в различных жизненных ситуациях.
ОК 5	Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста.

ОК 9	Пользоваться профессиональной документацией на государственном и иностранном языках.
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и профессиональные компетенции:

Код	Наименование видов деятельности и профессиональных компетенций
ВД 1	Осуществлять разработку и компьютерное моделирование элементов систем автоматизации с учетом специфики технологических процессов
ПК 1.1	Осуществлять анализ имеющихся решений для выбора программного обеспечения для создания и тестирования модели элементов систем автоматизации на основе технического задания.
ВД 1	Осуществлять разработку и компьютерное моделирование элементов систем автоматизации с учетом специфики технологических процессов
ПК 1.2.	Разрабатывать виртуальную модель элементов систем автоматизации на основе выбранного программного обеспечения и технического задания
ВД 1	Заполнение анкет и формуляров в соответствии с нормами, принятыми в стране/странах изучаемого языка
ПК 1.3.	Осуществлять разработку и компьютерное моделирование элементов систем автоматизации с учетом специфики технологических процессов
ВД 1	Чтение с пониманием основного содержания текста
ПК 1.4.	Осуществлять разработку и компьютерное моделирование элементов систем автоматизации с учетом специфики технологических процессов
ВД 2	Осуществлять сборку и апробацию моделей элементов систем автоматизации с учетом специфики технологических процессов
ПК 2.3.	Проводить испытания модели элементов систем автоматизации в реальных условиях с целью подтверждения работоспособности и возможной оптимизации
ВД 3	Организовывать монтаж, наладку и техническое обслуживание систем и средств автоматизации
ПК 3.1.	Планировать работы по монтажу, наладке и техническому обслуживанию систем и средств автоматизации на основе организационно-распорядительных документов и требований технической документации
ВД 4	Осуществлять текущий мониторинг состояния систем автоматизации
ПК 4.1.	Контролировать текущие параметры и фактические показатели работы систем автоматизации в соответствии с требованиями нормативно-технической документации для выявления возможных отклонений

1.3 Формы контроля и оценивания УД

Формой итоговой аттестации, предусмотренной учебным планом специальности, по учебной дисциплине ОГСЭ.03. Иностранный язык в профессиональной деятельности является зачет с оценкой.

2 Результаты освоения учебной дисциплины, подлежащие проверке.

2.1 В результате освоения учебной дисциплины ОГСЭ.03. Иностранный язык в профессиональной деятельности обучающийся должен обладать предусмотренным ФГОС по специальности СПО 15.02.14 Оснащение средствами автоматизации технологических процессов и производств (по отраслям) умениями, знаниями. Требования к уровню подготовки, перечень контролируемых компетенций

Требования к уровню подготовки по УД	Перечень контролируемых компетенций
У1. Определять задачи для поиска информации; определять необходимые источники информации; планировать процесс поиска; структурировать получаемую информацию; выделять наиболее значимое в перечне информации; оценивать практическую значимость результатов поиска; оформлять результаты поиска	ОК2,3,5,9, ПК 1.1, 1.2, 1.3, 1.4, 2.3, 3.1, 4.1
У2. определять актуальность нормативно-правовой документации в профессиональной деятельности; применять современную научную профессиональную терминологию; определять и выстраивать траектории профессионального развития и самообразования	
У3. грамотно излагать свои мысли и оформлять документы по профессиональной тематике на государственном языке, проявлять толерантность в рабочем коллективе	
У4. применять средства информационных технологий для решения профессиональных задач; использовать современное программное обеспечение	
У5. анализировать имеющиеся решения по	

<p>выбору программного обеспечения для создания и тестирования модели элементов систем автоматизации;</p> <p>выбирать и применять программное обеспечение для создания и тестирования модели элементов систем автоматизации на основе технического задания;</p> <p>создавать и тестировать модели элементов систем автоматизации на основе технического задания</p>	
<p>У6. разрабатывать виртуальную модель элементов систем автоматизации на основе выбранного программного обеспечения и технического задания;</p> <p>использовать методику построения виртуальной модели;</p> <p>использовать пакеты прикладных программ (CAD/CAM – системы) для разработки виртуальной модели элементов систем автоматизации</p> <p>использовать автоматизированные рабочие места техника для разработки виртуальную модель элементов систем автоматизации на основе выбранного программного обеспечения и технического задания</p>	
<p>У7. проводить виртуальное тестирование разработанной модели элементов систем автоматизации;</p> <p>проводить оценку функциональности компонентов</p> <p>использовать автоматизированные рабочие места техника для виртуального тестирования разработанной модели элементов систем автоматизации для</p>	

оценки функциональности компонентов	
<p>У8. использовать пакеты прикладных программ (CAD/CAM – системы) для разработки технической документации на проектирование элементов систем автоматизации;</p> <p>оформлять техническую документацию на разработанную модель элементов систем автоматизации, в том числе с использованием средств САПР;</p> <p>читать и понимать чертежи и технологическую документацию</p>	
<p>У9. проводить испытания модели элементов систем автоматизации в реальных условиях;</p> <p>проводить оценку функциональности компонентов</p> <p>использовать автоматизированные рабочие места техника для проведения испытаний модели элементов систем автоматизации;</p> <p>подтверждать работоспособность испытываемых элементов систем автоматизации;</p> <p>проводить оптимизацию режимов, структурных схем и условий эксплуатации элементов систем автоматизации в реальных или модельных условиях;</p> <p>использовать пакеты прикладных программ (CAD/CAM – системы) для выявления условий работоспособности моделей элементов систем автоматизации и их возможной оптимизации</p>	
<p>У10. использовать нормативную документацию и инструкции по эксплуатации систем и средств</p>	

<p>автоматизации;</p> <p>планировать проведение контроля соответствия качества систем и средств автоматизации требованиям технической документации;</p> <p>планировать работы по контролю, наладке, подналадке и техническому обслуживанию автоматизированного металлорежущего оборудования на основе технологической документации в соответствии с производственными задачами согласно нормативным требованиям;</p> <p>планировать ресурсное обеспечение работ по контролю, наладке, подналадке и техническому обслуживанию автоматизированного металлорежущего и оборудования в соответствии с производственными задачами, в том числе с использованием SCADA-систем</p>	
<p>У11. использовать нормативную документацию и инструкции по эксплуатации автоматизированного сборочного производственного оборудования, в том числе;</p> <p>осуществлять организацию работ по контролю, геометрических и физико-механических параметров соединений, обеспечиваемых в результате автоматизированной сборки и технического обслуживания автоматизированного сборочного оборудования;</p> <p>разрабатывать инструкции для выполнения работ по контролю, наладке,</p>	

<p>подналадке и техническому обслуживанию автоматизированного сборочного оборудования в соответствии с производственными задачами;</p> <p>выбирать и использовать контрольно-измерительные средства в соответствии с производственными задачами;</p> <p>анализировать причины брака и способы его предупреждения, в том числе в автоматизированном производстве</p>	
знать:	
<p>31. Номенклатура информационных источников применяемых в профессиональной деятельности; приемы структурирования информации; формат оформления результатов поиска информации</p>	
<p>32. содержание актуальной нормативно-правовой документации; современная научная и профессиональная терминология; возможные траектории профессионального развития и самообразования</p>	
<p>33. особенности социального и культурного контекста; правила оформления документов и построения устных сообщений.</p>	
<p>34. современные средства и устройства информатизации; порядок их применения и программное обеспечение в профессиональной деятельности.</p>	
<p>35. современного программного обеспечения для создания и выбора систем автоматизации;</p> <p>критериев выбора современного</p>	

<p>программного обеспечения для моделирования элементов систем автоматизации;</p> <p>теоретических основ моделирования;</p> <p>назначения и области применения элементов систем автоматизации;</p> <p>содержания и правил оформления технических заданий на проектирование</p>	
<p>36. методик построения виртуальных моделей;</p> <p>программного обеспечения для построения виртуальных моделей;</p> <p>теоретических основ моделирования;</p> <p>назначения и области применения элементов систем автоматизации</p> <p>методики разработки и внедрения управляющих программ для тестирования разработанной модели элементов систем автоматизированного оборудования, в том числе с применением CAD/CAM/CAE систем</p>	
<p>37. функционального назначения элементов систем автоматизации;</p> <p>основ технической диагностики средств автоматизации;</p> <p>основ оптимизации работы компонентов средств автоматизации</p> <p>состава, функций и возможностей использования средств информационной поддержки элементов систем автоматизации на всех стадиях жизненного цикла (CALS-технологии)</p> <p>классификацию, назначение, область применения и технологические возможности элементов систем</p>	

<p>автоматизации.</p> <p>38. служебного назначения и конструктивно-технологических признаков разрабатываемых элементов систем автоматизации;</p> <p>требований ЕСКД и ЕСТД к оформлению технической документации для элементов систем автоматизации;</p> <p>состава, функций и возможностей использования средств информационной поддержки изделий на всех стадиях жизненного цикла (CALS-технологии)</p> <p>39. функционального назначения элементов систем автоматизации;</p> <p>основ технической диагностики средств автоматизации;</p> <p>основ оптимизации работы компонентов средств автоматизации</p> <p>состава, функций и возможностей использования средств информационной поддержки элементов систем автоматизации на всех стадиях жизненного цикла (CALS-технологии)</p> <p>классификацию, назначение, область применения и технологические возможности элементов систем автоматизации;</p> <p>методики проведения испытаний моделей элементов систем автоматизации</p> <p>критериев работоспособности элементов систем автоматизации;</p> <p>методик оптимизации моделей элементов систем</p> <p>310. правил ПТЭ и ПТБ;</p> <p>основных принципов контроля, наладки и</p>	
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<p>подналадки автоматизированного металлорежущего оборудования, приспособлений, режущего инструмента; основных методов контроля качества изготавливаемых объектов в автоматизированном производстве; видов брака и способов его предупреждения на металлорежущих операциях в автоматизированном производстве; правил эргономичной организации рабочих мест для достижения требуемых параметров производительности и безопасности выполнения работ в автоматизированном производстве;</p>	
<p>311. правил ПТЭ и ПТБ; основных принципов контроля, наладки и подналадки автоматизированного сборочного оборудования, приспособлений и инструмента; основных методов контроля качества соединений, узлов и изделий, в том числе в автоматизированном производстве; видов брака на сборочных операциях и способов его предупреждения в автоматизированном производстве</p>	

3. Оценка уровня освоения УД

3.1. Формы и методы оценивания

Предметом оценки служат умения и знания, предусмотренные ФГОС по дисциплине ОГСЭ 03. Иностранный язык в профессиональной деятельности, направленные на формирование общих и профессиональных компетенций. Контроль и оценка результатов освоения учебной дисциплины осуществляется в процессе проведения аудиторных занятий, а также выполнения обучающимися индивидуальных заданий.

При оценивании используется 5-бальная система. Критерии оценки различных форм контроля результатов обучения отображены в таблице.

Контроль и оценка результатов освоения учебной дисциплины.

<i>Результаты обучения (основные виды деятельности обучающихся)</i>	<i>Критерии оценки</i>	<i>Методы оценки</i>
уметь: *Определять задачи для поиска информации; определять необходимые источники информации; планировать процесс поиска; структурировать получаемую информацию; выделять наиболее значимое в перечне информации; оценивать практическую значимость результатов поиска; оформлять результаты поиска *определять актуальность нормативно-правовой документации в профессиональной деятельности; применять современную научную профессиональную терминологию; определять и выстраивать траектории	«Отлично» - теоретическое содержание курса освоено полностью, без пробелов, умения сформированы, все предусмотренные программой учебные задания выполнены, качество их выполнения оценено высоко. «Хорошо» - теоретическое содержание курса освоено полностью, без пробелов, некоторые умения сформированы недостаточно, все предусмотренные программой учебные задания выполнены, некоторые виды заданий выполнены с ошибками. «Удовлетворительно» - теоретическое содержание курса освоено частично, но пробелы не носят	Примеры форм и методов контроля и оценки •Тестирование. • Самостоятельная работа. •Проверочная работа проекта. •Наблюдение за выполнением практического задания (деятельностью студента). •Оценка выполнения практического задания (работы). •Подготовка и выступление с докладом,

<p>профессионального развития и самообразования</p> <p>* грамотно излагать свои мысли и оформлять документы по профессиональной тематике на государственном языке, проявлять толерантность в рабочем коллективе</p> <p>*применять средства информационных технологий для решения профессиональных задач; использовать современное программное обеспечение</p> <p>*анализировать имеющиеся решения по выбору программного обеспечения для создания и тестирования модели элементов систем автоматизации;</p> <p>выбирать и применять программное обеспечение для создания и тестирования модели элементов систем автоматизации на основе технического задания;</p> <p>создавать и тестировать модели элементов систем автоматизации на основе технического задания;</p> <p>*разрабатывать виртуальную модель элементов систем автоматизации на основе выбранного программного обеспечения и технического</p>	<p>существенного характера, необходимые умения работы с освоенным материалом в основном сформированы, большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий содержат ошибки.</p> <p>«Неудовлетворительно» - теоретическое содержание курса не освоено, необходимые умения не сформированы, выполненные учебные задания содержат грубые ошибки.</p>	<p>сообщением, презентацией.</p> <p>• Решение ситуационной задачи.</p>
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<p>задания;</p> <p>использовать методику построения виртуальной модели;</p> <p>использовать пакеты прикладных программ (CAD/CAM – системы) для разработки виртуальной модели элементов систем автоматизации</p> <p>использовать автоматизированные рабочие места техника для разработки виртуальную модель элементов систем автоматизации на основе выбранного программного обеспечения и технического задания</p> <p>*проводить виртуальное тестирование разработанной модели элементов систем автоматизации;</p> <p>проводить оценку функциональности компонентов</p> <p>использовать автоматизированные рабочие места техника для виртуального тестирования разработанной модели элементов систем автоматизации для оценки функциональности компонентов</p> <p>*использовать пакеты прикладных программ (CAD/CAM – системы) для разработки технической</p>		
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<p>документации на проектирование элементов систем автоматизации;</p> <p>оформлять техническую документацию на разработанную модель элементов систем автоматизации, в том числе с использованием средств САПР;</p> <p>читать и понимать чертежи и технологическую документацию</p> <p>* проводить испытания модели элементов систем автоматизации в реальных условиях;</p> <p>проводить оценку функциональности компонентов использовать автоматизированные рабочие места техника для проведения испытаний модели элементов систем автоматизации;</p> <p>подтверждать работоспособность испытываемых элементов систем автоматизации;</p> <p>проводить оптимизацию режимов, структурных схем и условий эксплуатации элементов систем автоматизации в реальных или модельных условиях;</p> <p>использовать пакеты прикладных программ</p>		
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<p>(CAD/CAM – системы) для выявления условий работоспособности моделей элементов систем автоматизации и их возможной оптимизации</p> <p>*использовать нормативную документацию и инструкции по эксплуатации систем и средств автоматизации;</p> <p>планировать проведение контроля соответствия качества систем и средств автоматизации требованиям технической документации;</p> <p>планировать работы по контролю, наладке, подналадке и техническому обслуживанию автоматизированного металлорежущего оборудования на основе технологической документации в соответствии с производственными задачами согласно нормативным требованиям;</p> <p>планировать ресурсное обеспечение работ по контролю, наладке, подналадке и техническому обслуживанию автоматизированного металлорежущего и оборудования в соответствии с производственными задачами, в том числе с использованием SCADA-систем</p>		
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<p>* использовать нормативную документацию и инструкции по эксплуатации автоматизированного сборочного производственного оборудования, в том числе; осуществлять организацию работ по контролю, геометрических и физико-механических параметров соединений, обеспечиваемых в результате автоматизированной сборки и технического обслуживания автоматизированного сборочного оборудования; разрабатывать инструкции для выполнения работ по контролю, наладке, подналадке и техническому обслуживанию автоматизированного сборочного оборудования в соответствии с производственными задачами; выбирать и использовать контрольно-измерительные средства в соответствии с производственными задачами; анализировать причины брака и способы его предупреждения, в том числе в автоматизированном производстве</p> <p>знать:</p>		
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<p>* Номенклатура</p> <p>информационных источников</p> <p>применяемых в</p> <p>профессиональной</p> <p>деятельности; приемы</p> <p>структурирования информации;</p> <p>формат оформления</p> <p>результатов поиска информации</p> <p>* содержание актуальной</p> <p>нормативно-правовой</p> <p>документации; современная</p> <p>научная и профессиональная</p> <p>терминология; возможные</p> <p>траектории профессионального</p> <p>развития и самообразования</p> <p>* особенности социального и</p> <p>культурного контекста; правила</p> <p>оформления документов и</p> <p>построения устных сообщений</p> <p>* современные средства и</p> <p>устройства информатизации;</p> <p>порядок их применения и</p> <p>программное обеспечение в</p> <p>профессиональной</p> <p>деятельности *современного</p> <p>программного обеспечения для</p> <p>создания и выбора систем</p> <p>автоматизации; критериев</p> <p>выбора современного</p> <p>программного обеспечения для</p> <p>моделирования элементов</p> <p>систем автоматизации;</p> <p>теоретических основ</p> <p>моделирования;</p> <p>назначенияиобласти</p>		
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<p>применения элементов систем автоматизации;</p> <p>содержания и правил оформления технических заданий на проектирование</p> <p>*методик построения виртуальных моделей;</p> <p>программного обеспечения для построения виртуальных моделей;</p> <p>теоретических основ моделирования;</p> <p>назначения и области применения элементов систем автоматизации</p> <p>методики разработки и внедрения управляющих программ для тестирования разработанной модели элементов систем автоматизированного оборудования, в том числе с применением CAD/CAM/CAE систем</p> <p>* функционального назначения элементов систем автоматизации; основ технической диагностики средств автоматизации;</p> <p>основ оптимизации работы компонентов средств автоматизации</p> <p>состава, функций и возможностей использования средств информационной</p>		
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<p>поддержки элементов систем автоматизации на всех стадиях жизненного цикла (CALS-технологии)</p> <p>классификацию, назначение, область применения и технологические возможности элементов систем автоматизации</p> <p>* правил ПТЭ и ПТБ;</p> <p>основных принципов контроля, наладки и подналадки автоматизированного металлорежущего оборудования, приспособлений, режущего инструмента;</p> <p>основных методов контроля качества изготавливаемых объектов в автоматизированном производстве;</p> <p>видов брака и способов его предупреждения на металлорежущих операциях в автоматизированном производстве;</p> <p>правил эргономичной организации рабочих мест для достижения требуемых параметров производительности и безопасности выполнения работ в автоматизированном производстве *правил ПТЭ и ПТБ;</p> <p>основных принципов контроля, наладки и подналадки</p>		
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автоматизированного сборочного оборудования, приспособлений и инструмента; основных методов контроля качества соединений, узлов и изделий, в том числе в автоматизированном производстве; видов брака на сборочных операциях и способов его предупреждения в автоматизированном производстве		
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3.2. Типовые задания для оценки освоения учебной дисциплины.

3.2.1. Комплект фонда оценочных средств для входного контроля.

*Спряжение глаголов to be, to have. Местоимения. Степени
сравнения прилагательных и наречий. Времена английского
глагола: активный залог*

Вариант 1

1. What ... your
name? a) is
b) are
c) am
d) has
2. I ... a nice cat.
a) has
b) have
c) is
d) are
3. Our college ... many
classrooms. a) am
b) is c)
has d)
have

4. She give ... a book.

- a) my
- b) me
- c) I d)
- mine

5. They go to school

- ... a) themselves
- b) ourselves
- c) myself

6. Lake Baikal is ... lake in the world. a) deeper

- b) deepest
- c) deep

7. Tomorrow there ... a new film

- on. a) is
- b) was c)
- will be
- d) are

8. There were ... new words in the text and Peter spent a little time to learning them. a) a little

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

9. She wrote us ... letters from the country.

- a) much
- b) many

10. was V-ing a)

past perfect b)

future simple c)

past continuous

11. has been V-ing

a) past perfect continuous

b) present perfect

c) present perfect continuous

12. shall be V-ing

- a) future continuous
- b) past continuous
- c) present continuous

13. V, V-s

- a) past simple
- b) present perfect
- c) present simple

14. shall have V3

- a) future continuous
- b) future perfect
- c) future simple

15. V-ed, V2

- a) past simple
- b) past perfect
- c) present perfect

16. I go to school every day.

- a) present continuous
- b) present perfect
- c) present simple]

17. My father went to Moscow yesterday.

- a) past simple
- b) past perfect
- c) past continuous

18. M. Jones is cleaning his yard now.

- a) present simple
- b) present continuous
- c) future simple

19. I have written the letter.

- a) present perfect
- b) present simple
- c) past simple

20. They were at home two days ago.

- a) present perfect
- b) past continuous
- c) past simple

21. Mike eats ice-cream every day.
- a) Eats Mike ice-cream every day?
 - b) Does Mike eat ice-cream every day?
 - c) Do Mike eat ice-cream every day?
22. She was reading a book yesterday at 5 o'clock.
- a) Was she reading a book yesterday at 5 o'clock?
 - b) Does she was reading a book yesterday at 5 o'clock?
 - c) Was reading she a book yesterday at 5 o'clock?
23. You will see him tomorrow.
- a) Will you see him tomorrow?
 - b) Do you see him tomorrow?
 - c) See you will him tomorrow?
24. She has been working here for 2 hours.
- a) She has been working here for 2 hours, haven't she?
 - b) She has been working here for 2 hours, hasn't she?
25. He is a student.
- a) Is he a student?
 - b) Does he a student?
 - c) Do he a student?

Вариант II

1. What ... your telephone number? a) is
- b) are
 - c) am
 - d) has
2. I ... a student.
- a) has
 - b) have
 - c) am
 - d) have
3. Our laboratories ... modern equipment. a) is
- b) was
 - c) has
 - d) have

4. These books are

... a) her

b) hers

c) he

d) she

5. I wash ... and clean my

teeth. a) myself

b) yourself

c) ourselves

6. The Russian Federation is the ... country in the

world. a) large

b) larger

c) largest

7. There ... a test last lesson.

a) is

b) are

c) was

d) were

8. He had ... English books at home, so he went to the

library. a) much

b) many

c) little

d) few

9. Please, don't ask me ... questions.

a) much

b) many

10. shall V

a) future simple

b) present simple

c) past continuous

11. had V3

a) past simple

b) present perfect

c) past perfect

12. was, were V-ing

a) past simple

b) past perfect

c) past continuous

13. shall / will be V-

ing a) present simple

b) future continuous

c) future simple

14. had been V-ing

a) past perfect

b) past perfect continuous

c) present perfect continuous

15. am, are, is V-ing

a) present continuous

b) present simple

c) past continuous

16. Nick worked at school last year

a) past perfect

b) present simple

c) past simple

17. I shall read this text tomorrow.

a) present simple

b) future simple

c) present continuous

18. I usually leave home at seven.

a) present continuous

b) preset simple

c) future continuous

19. He has finished his work.

a) present simple

b) present perfect continuous

c) present perfect

20. His friends were playing football.

a) present simple

b) past continuous

c) past simple

21. His sister studies at school.

- a) Does his sister studies at school?
- b) Does his sister study at school?
- c) Do his sister study at school?

22. She will visit us on Sunday.

- a) Will she visit us on Sunday?
- b) Does she will visit us on Sunday?
- c) Do she will visit us on Sunday?

23. He has just gone away.

- a) Does he have just gone away?
- b) Has he just gone away?
- c) He has just go

away? 24. I am a pupil.

- a) You are a pupil, aren't you?
- b) You are a pupil, don't you?
- c) You are a pupil, isn't you?

25. She has a book.

- a) Have she a book?
- b) Has she a book?
- c) Does she has a book?

3.2.2 Комплект оценочных средств для текущего контроля.

Passive voice

Вариант I

1. Last week Sally ... a new job.
 - A. offered
 - B. was offered
 - C. has been offered
2. The plane ... to be on time.
 - A. expects
 - B. is expected
 - C. will expect
3. The math problem ... to students now.
 - A. is explained
 - B. was explained
 - C. is being explained
4. The game ... by their team.
 - A. will probably be won
 - B. probably will win
 - C. will have probably won
5. Soccer ... in many countries.
 - A. is being played
 - B. is played
 - C. will play
6. Yesterday I read that town ... by terrorists.
 - A. had been attacked
 - B. has attacked

C. has been attacked

7. The robbers ... to jail by the judge.

A. was sent

B. were sent

C. will sent

8. All the books ... to the library by tomorrow.

A. will be returned

B. will return

C. will have been returned

Ответы к варианту I

1	2	3	4	5	6	7	8
b	b	c	a	b	a	b	c

Вариант II

1. English ... by many people.

A. has been spoken

B. is speaked

C. is spoken

2. While the robber ... by the police, he fell over and broke his leg.

A. was being chased

B. was chased

C. had been chased

3. They ... the news as soon as possible.

A. should told

B. were told

- C. should be told
4. Where is my sandwich?- It ... by the dog.
- A. will be eaten
- B. has been eaten
- C. is eaten
5. The day before yesterday we ... to the restaurant by Tom Jenkins.
- A. are invented
- B. were invented
- C. invite
6. The letter and the parcel ... tomorrow.
- A. will be post
- B. will have been posted
- C. will be posted
7. I ... in a small town not far from Saratov.
- A. was borne
- B. am born
- C. was born
8. In Greece the Olympic Games ... once in four years.
- A. were held
- B. are being held
- C. are held

Ответы к варианту II

1	2	3	4	5	6	7	8
c	a	c	b	b	c	c	a

Active and Passive voice

Вариант I

1. We ... to be polite and friendly to other people.
 - A. have taught
 - B. are taught
 - C. may taught
 - D. be taught
2. The exhibition ... to the audience tomorrow morning.
 - A. will be opened
 - B. open
 - C. will open
 - D. is opened
3. My best friend ... me about his wedding.
 - A. is being informed
 - B. has been informing
 - C. was informed
 - D. informed
4. The Pyramids ... long before the European civilization appeared.
 - A. will be constructed
 - B. are constructed
 - C. have been constructed
 - D. had been constructed
5. You'll have to wait because the dinner
 - A. will just being cooked
 - B. is just be being cooked

- C. is just being cooked
- D. was just being cooked
6. During World War II many cities ... by the German army.
- A. were occupied
- B. occupied
- C. have occupied
- D. are occupie
7. A lot of money ... since we established this fund. Hopefully, we will have raised the whole sum by the end of the year.
- A. was donated
- B. donated
- C. have been donated
- D. has been donated
8. What ... to help you avoid the punishment?
- A. can be done
- B. I can do
- C. do you do
- D. can been done

Ответы к варианту I

1	2	3	4	5	6	7	8
b	a	d	d	c	a	d	a

Вариант II

1. The official report ... by the end of this week.
- A. will be written
- B. is being written

C. will have been written

D. is written

2. The number of the Internet users ... every day.

A. is grown

B. grows

C. are grown

D. grow

3. This test ... by a great number of students, so you can do it as well.

A. has passed

B. has been passed

C. have passed

D. passes

4. Who ... your house cleaned by?

A. will

B. can

C. is

D. has

5. He ... when he told that he had never heard it before.

A. was laughed

D. laughed

6. My little brother ... to eat a lot of sweets.

A. is not allowed

B. will not allowed

C. must not allowed

D. was not being allowed¹⁵.

7. What were you asked ... at the meeting?

A. to

B. —

C. with

D. about

8 The concert ... over 10 p.m. yesterday.

A. Will be

B. is

C. am

D. was

Ответы к варианту II

1	2	3	4	5	6	7	8
c	b	b	c	b	a	d	d

Согласование времен

Вариант I

1. Mike hoped that his friend ... him with his car.

A. would help

B. will help

C. helped

2. We didn't know the score, but we were sure their team ... the game.

A. has lost

B. had lost

C. lost

3. Yesterday Tom heard that his aunt ... for five days.
- A. was ill
 - B. has been ill
 - C. had been ill
4. The children were afraid of making any noise- Mom
- A. was sleeping
 - B. slept
 - C. had been sleeping
5. He gave all his money to me because he ... me.
- A. would trust
 - B. trusted
 - C. had trusted
6. We were told that Andrew ... to enter the college.
- A. is going
7. The police found that Bob Smith ... in London's suburbs at that time.
- A. had been living
 - B. lives
 - C. lived
8. My parents decided that we ... my birthday on Saturday.
- A. would celebrate
 - B. shall celebrate
 - C. celebrated

Ответы к варианту I

1	2	3	4	5	6	7	8
a	b	c	a	b	c	c	a

Вариант II

1. Ann hasn't been informed that the lecture ... on Friday.
 - A. hasn't taken place
 - B. wouldn't take place
 - C. won't take place
2. My friend promised he ... me in a week.
 - A. will visit
 - B. would be visiting
 - C. would be visiting
3. Sue said she ... for us for half an hour
 - A. would wait
 - B. had been waiting
 - C. was waiting
4. Everybody wanted to know why they ... their relationship.
 - A. destroyed
 - B. had destroyed
 - C. have destroyed
5. Brian said he ... to have children.
 - A. wouldn't wanted
 - B. wasn't wanting
 - C. didn't want

6. We didn't expect the restaurant ... so expensive.

A. will be

B. would have been

C. would be

7. All wanted to know what ... to Bill.

A. has happened

B. had happened

C. will happen

8. Our relatives wrote they ... by the end of the week.

A. would arrive

B. have arrived

C. would have arrived

Ответы к варианту II

1	2	3	4	5	6	7	8
c	c	b	b	c	c	b	c

Модальные глаголы Can и Could

Вариант I

1. My wife _____ three languages.

a) cans speak

b) can speaks

c) can speak

2. I'm sorry, I _____ join you on Wednesday.

a) can't

b) can't to c)

don't can to

3. Can you _____ people's thoughts?

a) read

b) to read

c) reads

4. Who _____ help me with my homework?

a) cans

b) can c)

can to

5. He _____ pass the exam.

a) didn't can

b) couldn't

c) couldn't to

6. In my youth I _____ 5 miles without stopping.

a) could run

b) could to run

c) could ran

7. _____ lend me some money?

a) do you

b) can you

c) do you can

8. I _____ to go hiking with

you. a) shall be able

b) shall can

c) will can

9. Wife _____ never forgive him.

a) couldn't

b) could

c) can to

10. Our child _____ read for now.

a) doesn't can

b) cannots

c) can't

Ответы к варианту I

1	2	3	4	5	6	7	8	9	10
c	a	a	b	b	a	b	a	b	c

Вариант II

1. Could Maugly _____ like people?

a) Spoke

b) speak

c) speaks

2. Can you do this for me? – Yes, I

_____. a) Can

b) do

c) does

3. Could he come in time? – No, he _____.

a) didn't

b) couldn't

c) could

4. _____ cats swim?

a) do can

b) can

c) can't

5. People _____ some

things. a) couldn't forget

b) couldn't forgot c)

couldn't to forget

6. Mary _____ English books without a dictionary.

a) can reads

b) cans read

c) can read

7. Where could I _____ my wallet?

a) put

b) putted

c) to put

8. Weather in England _____ very

quickly. a) cans change

b) can to change

c) can change

9. We _____ to finish this work next

week. a) Will can

b) will be

c) able to

10. My parrot _____.

a) can't speak

b) can't to speak

c) can'ts speak

Ответы к варианту II

1	2	3	4	5	6	7	8	9	10
b	a	b	b	a	c	a	c	b	a

Модальные глаголы Must / Have to / Be to

Вариант I

1. Listen, you must _____ your parents about it

immediately. a) tell

b) to tell

c) tell to

2. No, I _____ do it tomorrow.

a) mustn't

b) don't must

c) must to not

3. She must _____ it.

a) remembers

b) remember c)

to remember

4. _____ study English every day?

a) do me must

b) must we

c) must not

5. I _____ get up early every morning.

a) haven't to

b) don't have to

c) has not

6. She _____ look after her little sister.

a) has to

b) to have

c) to have to

7. Who _____ there first?

a) musts go

b) must goes

c) must go

8. _____ finish this work

today? a) Have we to

b) Do we have to

c) Have to

9. They mustn't say such things, _____ ?

a) must they

b) do they

c) must not they

10. People mustn't _____ lessons of

history. a) forget

b) to forget

c) forgot

Ответы к варианту I

1	2	3	4	5	6	7	8	9	10
a	a	b	b	a	a	c	a	a	a

Вариант II

1. The children _____ go to bed in

time. a) is to

b) are to

c) am to

2. Peter and Mike _____ work overtime this month.

a) have to

b) has to

c) had to

3. She _____ never let them hurt her feelings.

a) mustn't

b) must

c) has

4. I _____ see my doctor tomorrow.

a) will must

b) will must to

c) must

5. He said that they _____ come at

once. a) Musted

b) must

c) have

6. It _____ be late. Let's go home.

a) have to

b) must

c) is to musts

7. The workers have to stay here all day long,

_____? a) haven't they

b) don't they c)

must not they

8. Must I come here on weekends? – Yes, _____.

a) you do

b) you must

c) you have

9. He _____ see me in this situation.

a) doesn't must

b) mustn't

c) hasn't

10. You _____ me with the task.

a) must to help

b) must help

c) have help

Ответы к варианту II

1	2	3	4	5	6	7	8	9	10
b	a	b	c	b	b	a	b	b	b

Модальные глаголы May и Might

Вариант I

1. He _____ to see us tomorrow.

a) may come

b) may comes

c) may come

2. They _____ finish the work by Thursday.

a) don't may

b) don't may

c) may not to

3. May I speak to you, sir? - Yes, _____.

a) you do

b) you may

c) you might

4. Henry said, that he _____ be

late. a) might

b) may

c) would may

5. This _____ happen to us anytime.

a) will may

b) may

c) might to

6. I don't think it _____ rain tomorrow.

a) might

b) will might

c) may

7. My father _____ promotion next month.

a) mights

b) get might

c) might get

8. "_____ I come?", he said and slammed the door.

a) might

b) may

c) may not

9. The poor man _____ recover so soon.

a) doesn't may

b) may not

c) may not

10. Are you going to join us? -

_____. a) may be

b) might

c) might not

Ответы к варианту II

1	2	3	4	5	6	7	8	9	10
c	c	b	a	b	a	c	b	c	a

Вариант II

1. I think the children _____ dine with

us. a) may

b) might

c) might not

2. So, what _____ come out of this?

a) will may

b) may

c) might not

3. You _____ wait here.

a) may

b) might

c) might not

4. The solution to this problem soon _____ found.

a) may be

b) may been

c) might

5. This man _____ more than he says.

a) may know

b) may know

c) may knows

6. _____ I say a few words?

a) May

b) Might

c) May not

7. The right time _____ never

come. a) mights

b) will might

c) might

8. The next train _____ late.

a) might be

b) mights be

c) might been

9. Pupils _____ forget their teachers.

a) May

b) might

c) may been

10. He forgot that the police _____ discover the

truth. a) may

d) might

c) would

Ответы к варианту II

1	2	3	4	5	6	7	8	9	10
a	b	a	a	b	a	c	a	a	a

Модальные глаголы

Вариант I

№ 1

- | | |
|---------------------|--------------------------|
| 1. She must come. | A) Ей следует прийти. |
| 2. She may come. | B) Возможно, она придет. |
| 3. She can come. | C) Она должна прийти. |
| 4. She should come. | D) Она может прийти. |

№ 2

- | | |
|------------------------|--------------------------|
| 1. He must work. | A) Он не мог работать |
| 2. He is able to work. | B) Он должен работать |
| 3. He had to work. | C) Он может работать |
| 4. He couldn't work. | D) Ему пришлось работать |

№ 3

- | | |
|-----------------------------------|----------------------------------|
| 1. Mick can run fast. | A) Майк сможет бежать быстрее. |
| 2. Mick will be able to run fast. | B) Майк умеет быстро бегать. |
| 3. Mick must run fast. | C) Майку пришлось бежать быстро. |
| 4. Mick had to run fast. | D) Майк должен бежать быстро. |

№ 4

1. The water is cold, we cannot swim.
2. The water is cold; we are not allowed to swim.
3. The water was cold, we could not swim.
4. The water is cold, we need not to swim.

A) Вода была холодная, мы не могли плавать.

B) Вода холодная, нам не нужно плавать.

C) Вода холодная, нам не разрешают плавать.

D) Вода холодная, мы не можем плавать.

№ 5

1. My English is very poor, I _____ study very hard. A) must
2. _____ I take your dictionary? B) needn't
3. You _____ come if you don't want it. C) may
4. Will you _____ get up early tomorrow? D) have to

Ответы к варианту I

1				2				3				4				5			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
c	b	d	a	b	c	d	a	b	a	d	c	d	c	a	b	a	c	b	d

Вариант II

№ 1

- | | |
|-------------------------------|------------------------------------|
| 1. She couldn't come on time. | A) Ей пришлось прийти вовремя. |
| 2. She needn't come on time. | B) Ей следует приходить вовремя. |
| 3. She should come on time. | C) Она не могла прийти вовремя. |
| 4. She had come on time. | D) Она может не приходить вовремя. |

№ 2

- | | |
|--|-------------------------------------|
| 1. She should answer the question. | A) Ей разрешили ответить на вопрос. |
| 2. She was allowed to answer the question. | B) Ей пришлось ответить на вопрос. |
| 3. She must answer the question. | C) Она должна ответить на вопрос. |
| 4. She had to answer the question. | D) Ей следует ответить на вопрос. |

№ 3

- | | |
|------------------------------------|--------------------------------------|
| 1. I can pass this exam. | A) Я не могла сдать этот экзамен. |
| 2. I could not pass this exam. | B) Мне разрешили сдать этот экзамен. |
| 3. I must pass this exam. | C) Я должна сдать этот экзамен. |
| 4. I am allowed to pass this exam. | D) Я могу сдать этот экзамен. |

№ 4

- | | |
|--|--|
| 1. The train is to arrive at 8 o'clock. | A) Поезд может прибыть в 8 часов. |
| 2. The train was to arrive at 8 o'clock. | B) Поезд должен был прибыть в 8 часов. |
| 3. The train could to arrive at 8 o'clock. | C) Поезд должен прибывать в 8 часов. |
| 4. The train may to arrive at 8 o'clock. | D) Поезд мог прибыть в 8 часов. |

№ 5

- | | |
|--|------------|
| 1. He is a schoolboy. He _____ go to school. | A) must |
| 2. _____ I take your dictionary? | B) needn't |
| 3. You _____ come so early. | C) may |

4. Will you _____ come so early tomorrow? D) have to

Ответы к варианту II

1				2				3				4				5			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
c	d	b	a	d	a	c	b	d	a	c	b	c	b	d	a	a	c	b	d

Инфинитив

Вариант I

Образуйте следующие формы инфинитива от глаголов.

1. use – Simple Passive Infinitive
2. occupy – Perfect Passive Infinitive
3. deliver – Progressive Active Infinitive
4. sing – Perfect Active Infinitive
5. allow – Simple Passive Infinitive
6. include – Simple Passive Infinitive
7. explain – Perfect Progressive Infinitive
8. park – Perfect Progressive Infinitive

Ответы к варианту I

1	2	3	4	5	6	7	8
To be used	To have been occupied	To be delivering	To have sung	To be allowed	To be included	To have been explaining	To have been parking

Вариант II

Образуйте следующие формы инфинитива от глаголов.

1. develop – Simple Passive Infinitive
2. devote – Perfect Passive Infinitive
3. tell – Perfect Progressive Infinitive
4. ask – Simple Passive Infinitive
5. arrive – Perfect Progressive Infinitive
6. expect – Simple Passive Infinitive
7. read – Progressive Active Infinitive
8. learn - Progressive Active Infinitive

Ответы к варианту II

1	2	3	4	5	6	7	8
To be developed	To have been devoted	To have been telling	To be asked	To have been arriving	To be expected	To be reading	To be learning

Вариант I

Вставьте частицу to перед инфинитивом, где необходимо.

1. I like ... dance. 2. I'd like ... dance. 3. I shall do all I can ... help you. 4. She made me ... repeat my words several times. 5. I saw him ... enter the room. 6. She did not let her mother ... go away. 7. Do you like ... listen to music? 8. Would you like ... listen to music?

Ответы к варианту I

1	2	3	4	5	6	7	8
to	to	-	-	-	-	to	to

Вариант II

Вставьте частицу to перед инфинитивом, где необходимо.

1. That funny scene made me ... laugh. 2. I like ... play the guitar. 3. My brother can ... speak French. 4. We had ... put on our overcoats because it was cold. 5. They wanted ... cross the river. 6. It is high time for you ... go to bed. 7. May I ... use your telephone? 8. They heard the girl ... cry out with joy.

Ответы к варианту II

1	2	3	4	5	6	7	8
-	to	-	to	to	to	-	-

Вариант I

Замените выделенные части предложений инфинитивными оборотами.

1. Here is something **which will warm you up**.
2. Here is a new brush **which you will clean your teeth with**.
3. Here are some more facts **which will prove** that your theory is correct.
4. Here is something **which you can rub on your hands**.
5. Here are some screws with **which you can fasten the shelves to the wall**.
6. Here are some tablets **which will relieve your headache**.
7. Here are some articles **which must be translated for tomorrow**.
8. Who has a pen or a pencil? I need something I **could write with**.

Ответы к варианту I

1	2	3	4	5	6	7	8
To warm you up.	To clean your teeth with.	To prove.	To rub on your hands.	To fasten the shelves on the wall.	To relieve your headache.	To be translated for tomorrow.	To write with.

Вариант II

Замените выделенные части предложений инфинитивными оборотами.

1. I have brought you a book **which you can read now**.
2. Soon we found that there was another complicated problem **that we were to consider**.
3. The girl was quite young when both her parents died and she remained along with two younger brothers **whom she had to take care of**.
4. I have no books **which I can read**.
5. Is there anybody **who will help you will help you with your spelling**?
6. Don't forget that she has a baby **which she must take care of**.
7. Have you got nothing **that you want to say on this subject**?
8. There was nothing **that he could do** except go home.

Ответы к варианту II

1	2	3	4	5	6	7	8
To read now.	To be considered (for us to consider).	To take care of.	To read.	To help you with your spelling.	To take care of.	To say on this subject.	For him to do.

Вариант I

Раскройте скобки, употребляя требующуюся форму инфинитива.

1. He seems (to read) a lot. 2. He seems (to read) now. 3. He seems (to read) since morning. 4. He seems (to read) all the books in the library. 5. I want (to take) you to the concert. 6. I want (to take) you to the concert by my father. 7. She hoped (to help) her friends. 8. I hope (to see) you soon.

Ответы к варианту I

1	2	3	4	5	6	7	8
To read.	To be reading.	To have been reading.	To have read.	To take.	To be taken.	To help.	To be helped.

Вариант II

Раскройте скобки, употребляя требующуюся форму инфинитива.

1. We expect (to be) back in two days. 2. He expected (to help) by the teacher. 3. The teacher seems (to play) since morning. 4. I am glad (to do) all the homework yesterday. 5. She seems (to work) at this problem ever since she came here. 6. I am sorry (to break) your cup. 7. His English seems (to get) better. 8. He is glad (to help) with his problems.

Ответы к варианту II

1	2	3	4	5	6	7	8
To be.	To be helped.	To have been playing.	To have done.	To have been working.	To have broken.	To be getting.	To be helped.

Complex Object

Вариант I

Выберите правильный вариант ответа:

1. Sandy heard her mum ... her.

A. to call

B. call

C. to have called

2. We didn't expect Max ... so late.

A. to come

B. to be coming

C. come

3. I watched my children ... in the pool.

A. to swim

B. to have been

swimming C. swimming

4. They want all the invitations ... at once.

A. be sent

B. sent

C. to have sent

5. Lucy doesn't expect Martha ... now.

A. to work

B. work

C. to be working

6. All consider Jim ... a real bore.

A. be

B. being

C. to be

7. I suppose her ... about forty.

A. to be

B. be

C. to have been

8. The robbers forced the guard ... the gates.

A. open

B. opening

C. to open

Ответы к варианту I

1	2	3	4	5	6	7	8
b	a	c	b	c	c	a	c

Вариант II

Выберите правильный вариант ответа:

1. Teddy's words made me ...

uncomfortable. A. to feel

B. feeling

C. feel

2. Mrs. Pottson allowed her guests ... in the living room.

A. to smoke

B. smoking

C. smoke

3. Has the secretary come yet? I want to have my papers

A. to type

B. type

C. typed

4. I watched my cat ... with her kittens.

A. played

B. playing

C. to play

5. Granny didn't want my mum ... my dad.

A. marry

B. to marry

C. married

6. I have to get my photograph ... for a new passport.

A. took

B. take

C. taken

7. I have never heard Helen

A. sang

B. sings

C. singing

8. Mary would like her brother ... Tom's

company. A. to avoid

B. avoid C.

avoided

Ответы к варианту II

1	2	3	4	5	6	7	8
c	a	c	b	b	c	c	a

Вариант I

Переведите на русский язык. Подчеркните Complex Object:

1. We expect this book to be printed in May. 2. She didn't let him walk a dog. 3. Mike doesn't want Helen explain anything. 4. We didn't expect them to have sold the house. 5. I watched him ride a bike yesterday. 6. Did you hear her play the guitar? 7. Finally she made us tell the truth. 8. I'd like this letter to be delivered on Monday.

Ответы к варианту I

1. Мы ожидаем, что книга будет напечатана в мае. 2. Она не разрешила ему гулять с собакой. 3. Майк не хочет, чтобы Элен что-либо объясняла. 4. Мы не ожидали, что они продадут дом. 5. Я наблюдал, как он вчера ездил на велосипеде. 6. Ты слышал как она играет на гитаре, 7. В конце концов она заставила нас рассказать правду. 8. Я бы хотел, чтобы письмо было доставлено в Понедельник.

Вариант II

Переведите на русский язык. Подчеркните Complex Object:

1. He saw his dog being attacked by another dog. 2. I heard the baby cry in the bedroom. 3. She made him promise not to sell his car. 4. Why do you want him to leave? 5. Where do you expect them to leave? 6. She wants her Granny to be looked after. 7. We expected Ann to have arrived. 8. I watched him being listened to.

Ответы к варианту II

1. Он увидел, что его собаку атакует другая собака. 2. Я слышал, как ребенок плакал в комнате. 3. Она заставила его пообещать, что он не продаст свою машину. 4. Почему ты хочешь чтобы он уехал? 5. Где ты думаешь она будут жить? 6. Она хочет, чтобы за её бабушкой присматривали. 7. Мы ожидаем, что Анна уехала. 8. Я наблюдал, как его слушают.

Participle

Вариант I

Выберите правильный вариант:

1. The girl ... on the blackboard is our best

pupil. A. writing

B. written

2. We listened to the girls ... Russian folk songs.

A. singing

B. sung

3. The dishes ... by Kate looked very clean.

A. washing

B. washed

4. Who is that boy ... his homework at the table?

A. doing

B. done

5. The wall ... the house was very high.

A. surrounding

B. surrounded

6. Read the ... sentences once more.

A. translating

B. translated

7. I picked up the pencil ... on the floor.

A. lying

B. lain

8. She was reading the book ... the day before.

A. buying

B. bought

Ответы к варианту I

1	2	3	4	5	6	7	8
a	a	b	a	a	b	a	b

Вариант II

Выберите правильный вариант:

1. Yesterday we were at a conference ... by the pupils of the 10th

form. A. organizing

B. organized

2. ... the girl by the hand, she led her across the street.

A. taking

B. taken

3. It was not easy to find the ... stamp.

A. losing

B. lost

4. Here is the letter ... by me

yesterday. A. receiving

B. received

5. Do you know the girl ... in the garden?

A. playing

B. played

6. The book ... by this scientist is very
interesting. A. writing

B. written

7. ... along the street, I met Mary and Ann.

A. going

B. gone

8. The ... book was found at last.

A. losing

B. lost

Ответы к варианту II

1	2	3	4	5	6	7	8
b	a	b	b	a	b	a	b

Gerund

Вариант I

Переведите на русский язык, обращая внимание на герундий:

1. Repairing cars is his business. 2. It goes without saying. 3. Have you finished writing? 4. Taking a cold shower in the morning is very healthy. 5. I like skiing, but my sister prefers skating. 6. She likes sitting in the sun. 7. It looks like raining. 8. Thank you for coming.

Ответы к варианту I

1. Его бизнес- ремонт машин. 2. Само собой разумеется. 3. Вы закончили писать? 4. Принимать холодный душ утром очень полезно. 5. Я люблю ходить на лыжах, но моя сестра предпочитает кататься на коньках. 6. Она любит сидеть на солнце. 7. Похоже, что будет дождь. 8. Спасибо, что вы пришли.

Вариант II

1. I had no hope of getting an answer before the end of the month. 2. Let's go boating. 3. He talked without stopping. 4. She had no hope of discussing it with him. 5. Jane Eyre was fond of reading. 6. Avoid making mistakes if you can. 7. Complaining is useless. 8. I had pleasure of dancing with her the whole evening.

Ответы к варианту II

1. Я не надеялся получить ответ до конца месяца. 2. Давай покатаемся на лодке. 3. Он говорил не останавливаясь. 4. У нее нет надежды на то, чтоб обсудить это с ним. 5. Джейн Эйр любила читать. 6. Если можешь, избегай делать ошибки. 7. Жаловаться бесполезно. 8. Я имел удовольствие танцевать с ней весь вечер.

Вариант I

Раскройте скобки, употребляя требующуюся форму герундия:

1. I am quite serious in (say) that I don't want to go abroad. 2. He seemed sorry for (be) inattentive to his child. 3. She confessed to (forget) to send the letter. 4. Going to the party was no use: he had no talent for (dance). 5. After (examine) the student, the professor gave him a satisfactory mark. 6. She accused him of (steal) her purse. 7. The Bronze Horseman is worth (see). 8. He is not accustomed to (speak) in that way.

Ответы к варианту I

1	2	3	4	5	6	7	8
In saying	For having been	To having forgotten	For dancing	After examining	Of having stolen	Seeing	To being spoken

Вариант II

Раскройте скобки, употребляя требующуюся форму герундия:

1. Excuse me for (break) your beautiful vase. 2. You never mentioned (to be) in Greece. 3. She was proud of (win) the cup. 4. I don't remember ever (meet) your sister. 5. I don't remember (ask) this question by anybody. 6. The cat was punished for (break) the cup. 7. The cat was afraid of (punish) and hid itself under the sofa. 8. The tax needs (pay) at once.

Ответы к варианту II

1	2	3	4	5	6	7	8
For having broken	Having been	Of having won	Having met	Being asked	For having broken	Being punished	paying

Вариант I

Подберите правильный перевод предложений, используя неличные формы глагола:

1. Находясь на рынке, он купил много фруктов.

A. Being at the market he bought much fruit.

B. Having been at the market he bought much fruit.

C. To be at the market he bought many fruit.

2. Мы увидели горящий дом.

3. Я хочу покинуть этот город.

A. I want to leave this city.

B. I want leaving this city.

C. I wanted left this city.

4 Мне понравился доклад, приготовленный этим студентом.

A. I like the report prepared by this student.

B. I like the report to prepare by this student.

C. I liked the report prepared by this student.

5. Он нашел тропинку, ведущую к дому.

A. He found the path lead to the house.

B. He found the path leading to the house.

C. He found the path led to the house.

6. Я съел суп, приготовленный моей мамой.

A. I have eaten the soup cooking by my mother.

B. I have eaten the soup cooked by my mother.

C. I eat the soup cooked by my mother.

7. Говорить по-английски- трудно.

8. Ветер, дующий с севера, был очень холодный.

A. The wind blowing from the north was very cold.

B. The wind blow from the north was very cold.

C. The wind to blow from the north was very cold.

Ответы к варианту I

1	2	3	4	5	6	7	8
a	b	a	c	b	b	a	a

Вариант II

Подберите правильный перевод предложений, используя неличные формы глагола:

1. Я прочел книгу, написанную этим писателем.

A. I have read the book to write by this writer.

B. I have read the book written by this writer.

C. I have read the book having written by this writer.

2. Находясь в библиотеке, она встретила своих студентов.

A. Being in the library she met her students.

B. Having been in the library she met her students.

C. While having been in the library she met her students.

3. Я отдал вещь, забытую им.

A. I gave back the thing having forgotten by him.

B. I gave back the thing to forget by him.

C. I gave back the thing forgotten by him.

4. Продолжает идти дождь.

A. It is continue to rain.

B. It is continues raining.

C. It is continue rain.

5. Получив письмо, он написал ответ. А.

While got the letter he wrote the answer.

B. While having the letter he wrote the answer.

C. Having got the letter he wrote the answer.

6. Я принес магнитофон, купленный моим отцом.

A. I brought the tape-recorder having bought by my father.

B. I brought the tape-recorder bought by my father.

C. I brought the tape-recorder buying by my father.

7. Купив необходимые вещи, он пошел домой.

A. Buying the necessary things he went home.

B. Having bought the necessary things he went home.

C. Having the necessary things he went home.

8. Покидая свою страну, он думал о своем прошлом.

A. Having left the country he thought about his past. B.

Left the country he thought about his past.

C. Leaving the country he thought about his past.

Ответы к варианту II

1	2	3	4	5	6	7	8
b	a	c	a	c	b	b	c

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a	b	a	c	b	b	a	a

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A. Having left the country he thought about his past. B.

Left the country he thought about his past.

C. Leaving the country he thought about his past.

Ответы к варианту II

1	2	3	4	5	6	7	8
b	a	c	a	c	b	b	c

Опрос по устным темам

MATHEMATICS

1. How can Mathematics be subdivided?
2. What does the set theory study?
3. What is a set?
4. Can any type of object be collected into a set?
5. Is set theory applied to objects that are relevant to mathematics?
6. What can you say about the language of set theory?
7. What does applied mathematics deal with?
8. What is applied mathematics?
9. What does the term "applied mathematics" describe?
10. What do mathematicians do with mathematical models?
11. What has motivated the development of mathematical theories?
12. When did mathematical theories become the subject of study in pure mathematics?
13. What areas of Mathematics might seem unrelated?
14. What areas of Mathematics are unknown?

1. What are the broad parts of mathematics?
2. What does the word "algebra" mean?
3. Is algebra one of the important parts of mathematics?
4. What does algebra study?
5. How do we call the more basic parts of algebra?
6. How do we call the more abstract parts of algebra?
7. What does elementary algebra consider?
8. What is abstract algebra?

9. Who studies abstract algebra?
10. Where was much early work in algebra done?
11. Who did much early work in algebra?
12. What is arithmetic?
13. What does arithmetic consist of?
14. What is called geometry?
15. Modern mathematical analysis is the study of infinite processes, isn't it?
16. What does modern mathematical analysis include?
17. Where can mathematical analysis be applied?

NUMBERS AND NUMERALS

1. What is a number?
2. What is a number used to?
3. What is a numeral?
4. What is a numeral used for?
5. What does the term "number" refer to?
6. The notion of number has been extended over the centuries, hasn't it?
7. What does the notion of number include?
8. What arithmetical operations do you know?
9. What science does study arithmetical operations?
10. What does number theory study?
11. Do numbers have cultural significance? Give an example.
12. What can you say about numerology?
13. During the 19-th century, mathematicians began to develop many different abstractions, don't they?
14. What are number systems today?
15. Should numbers be distinguished from numerals? Why?

FRACTIONS AND PERCENTAGE

1. How do we call a unit?
2. What is called a part of a unit?
3. Arithmetical numbers are represented by symbols or by numerals?
4. Every fraction contains two numbers, doesn't it?
5. What does a denominator tell us?
6. What is a numerator?
7. What can you say about a decimal fraction?
8. Is the denominator of percentage always 100?

9. What the term do we use to indicate that the denominator is 100?
10. What do we mean when we speak of “6 per cent”?
11. How do we identify a numeral and a number?

GEOMETRIC PROGRESSION. POWERS AND ROOTS

1. What did prince Sirahm offer the inventor of chess?
2. What did the inventor ask?
3. The quantity of wheat gathered from all the country was far from the required number, wasn't it?
4. Why did the prince get angry?
5. What was the quantity of wheat for every square on the board?
6. How much wheat had to be given to the inventor?
7. What do we call a geometric progression?
8. What is a power of the number?
9. What is called an index?
10. What is the base of the power?
11. What is the square root of 36?
12. How can we find the logarithm of the given number?

1. What begins with a fundamental binary relation between an object o and a set A ?
2. What do we call the subset relation?
3. Can a set be a subset of itself?
4. When do the scientists define the term proper subset?
5. Name the members (elements) of set $\{3, 4, 5\}$.
6. Does set theory feature binary operations on sets?
7. What is union of the sets?
8. What do we call Cartesian product?
9. Do you know that some basic sets of central importance are the empty set?
10. What can you say about the set of natural numbers?

1. Is Mathematics an important subject for students of science?
2. What is sometimes called ‘the queen of sciences’?
3. How many lectures on algebra and geometry do you have per week?
4. What does Geometry treat?
5. How many dimensions do you know? What are they?
6. What is a circle?

7. What is called a circumference?
8. What is the difference between the circle and the circumference?
9. How many degrees are there in a complete circumference?
10. Degrees are divided into minutes, aren't they?
11. How many sides does the triangle have?
12. What do we call a straight line connecting any two points on the circumference?
13. What is a figure all sides of which are equal and the angles are right angles?
14. What is quadrilateral?
15. Do you know the principal forms of solids bounded by plane surfaces? What are they?

PHYSICS. NEWTON'S DISCOVERIES

1. What is Physics?
2. Who was Sir Isaac Newton?
3. Where was he born?
4. What was he found of?
5. Where did the boy study?
6. Where did he begin his first experiments?
7. Newton's great discovery was the law of decomposition of light, wasn't it?
8. What did the scientist prove?
9. What can you say about the Law of Universal Gravitation?
10. What was the fundamental principle of the book "Mathematical Principles of Natural Philosophy"?
11. What did Newton prove applying the principle of gravitation?
12. Newton was very modest, wasn't he?
13. What did A. Einstein say about him? What does it mean?
14. When did Sir Isaac Newton die?
15. Where was he burned?

1. Who discovered that many substances could be electrified by friction?
2. When did the scientist discover that many substances could be electrified by friction?
3. What did the scientist name this effect?
4. Who was the first to make theoretical analysis of electrical phenomena?
5. When did the scientist make theoretical analysis of electrical phenomena?
6. At present the nature of electrification is explained by the electron theory, isn't it?
7. What can you say about the electron theory?
8. Are there many kinds of atoms?

9. What does each atom consist of?
10. What is electron?
11. Does each atom of a substance have equal amounts of negative and positive charges?
12. When does the matter produce electrical effects?
13. Name good conductors of electricity and poor conductors.
14. What is called semiconductor?
15. What does an electric circuit include?

1. Who found that the legs of a dead frog were set to work by “an electric shock”?
2. Did electricity exist in the tissues of the frog?
3. What did Luigi Galvani call “animal electricity”?
4. What did Luigi Galvani think about electricity?
5. How did Alessandro Volta explain the experiments of Luigi Galvani?
6. How did Alessandro Volta produce electricity?
7. What idea was born in 1800?
8. What device was invented in 1800?
9. For his works Volta was awarded a medal of the Royal Society of London, wasn't he.
10. What is a Voltaic pile?
11. What is a Voltaic cell?

BATTERIES

1. What is the result of a long series of experiments which started with the discoveries of Alessandro Volta?
2. Today battery cells are manufactured in three common forms, aren't they?
3. Where do we use dry cells?
4. Where do we use wet cells?
5. What do we call electrodes?
6. What is electrolyte?
7. What is the cell?
8. How many plates are there in a glass container filled with sulphuric acid? What are they?
9. When will electric current flow?
10. What is the positive electrode?
11. What is the negative electrode?
12. What will be the positive electrode for the voltaic cell?
13. Will the zinc plate be the negative electrode for voltaic cell?
14. Are copper, aluminium and silver good conductors?

15. What is protective material?

WAVE MOTION

1. One of the most important phenomena in the nature is the transmission of energy from one point to another by wave motion, isn't it?
2. When is the surface of the water covered with circular waves?
3. Does the water move from the central point?
4. What waves can you see and hear?
5. What the main characteristics of wave motions do you know?
6. How do we call waves produced by vibrations?
7. What devices are used in transmitting?
8. How can we find the velocity (or the speed) of the wave motion?
9. What kind of waves do you know?
10. What is the difference between electric waves and sound waves?
11. What are radio waves?

1. What did Röntgen discover?
2. Where could a new kind of rays be produced?
3. How did Röntgen call a new kind of rays?
4. What did the letter "X" mean in the term "X-rays"?
5. What the property did "X-rays" have?
6. Röntgen offered himself as a subject, didn't he?
7. What did the society call the "new kind of rays"?
8. Where are "X-rays" used today?

1. Where did Professor Curie and his wife work in 1897?
2. Under what conditions did they work?
3. In what branch of science did they work?
4. Who discovered radiation?
5. By whom was radium discovered?
6. How can uranium be detected?
7. What radioactive elements do you know?
8. Uranium compounds and also all thorium compounds are radioactive, aren't they?
9. What did the discovery of Marie and Pierre Curie bring to the world?

EINSTEIN'S FUNDAMENTAL DISCOVERY

1. What was in the article "On the Electrodynamics of Moving bodies"?

2. What basic principles of the Special Theory of Relativity do you know?
3. What can you say about the person sitting in a train with darkened windows?
4. How can the movement of the earth be detected?
5. Is the velocity of light independent of the motion of its source?
6. What is the speed of the light?
7. What can you say about relativity of the time?
8. When did the General Theory of Relativity publish?
9. What did Einstein study in the General Theory of Relativity?
10. What do we know about the space around the planet?
11. What did Einstein's Photoelectric Law explain?
12. When was Einstein award the Noble Prize?
13. What can you say about the Unified Field Theory?
14. What does the famous equation $E = mc^2$ demonstrate?
15. Should physical laws for the minute atom be equally applicable to immense celestial bodies?

CHEMISTRY

1. What is chemistry?
 2. What does chemistry include?
 3. What does chemistry study?
 4. How do the scientists sometimes call chemistry?
 5. Why do we call chemistry the central science?
 6. Where does the word "chemistry" come from?
 7. What do you know about alchemy?
 8. Has the definition of the chemistry changed over time?
 9. What did the term "chymistry" in the view of noted scientist Robert Boyle in 1661, mean?
 10. How did Christopher Glaser describe "chymistry" in 1663?
 11. What was the definition of the word "chemistry" in 1730?
 12. How did Jean-Baptist Dumas consider the word "chemistry"?
 13. What did Linus Pauling think about chemistry?
 14. How did Professor Raymond Chang broaden the definition of "chemistry" in 1998?
 15. Whose definition of the word "chemistry" do you like best of all?
-
1. Did early civilizations amass practical knowledge concerning the arts of metallurgy, pottery and dyes?
 2. Did early civilizations develop a systematic theory?
 3. Where did a basic chemical hypothesis first emerge?

4. What do you know about the theory of four elements?
 5. What can you say about Greek atomism?
 6. Where was alchemy discovered and practised?
 7. Was alchemy popular among different people? Why?
 8. Who began to reshape the old alchemical traditions into a scientific discipline?
 9. Who is regarded as the founding father of chemistry?
 10. What can you say about the theory of phlogiston? Who blamed it? Why?
 11. Who proposed the modern theory of atom?
 12. When was the electrochemical theory developed?
 13. Who proposed ordering all the elements by their atomic weight?
 14. Who developed the modern periodic table of elements?
 15. Who discovered the internal structure of the atom?
-
1. Is the current model of atomic structure the quantum mechanical model?
 2. What does traditional chemistry study?
 3. What is studied in a chemistry laboratory?
 4. A chemical reaction is a transformation of some substances into one or more different substances, isn't it?
 5. When do the scientists get a nuclear reaction?
 6. Is the number of atoms on the left and the right in the equation for a chemical transformation equal?
 7. May the type of chemical reactions a substance undergo?
 8. What do you know about chemical laws?
 9. How can chemical substances be classified?
 10. How can chemical substances be analyzed?
-
1. How can matter be defined in the classical physics observed in everyday life?
 2. Observable physical objects are composed of matter, aren't they?
 3. In modern physics, matter is not a fundamental concept, is it? Why?
 4. All the objects from everyday life are composed of atoms, aren't they?
 5. Is the atomic matter made up of interacting subatomic particles? What are they?
 6. What does science consider? Why?
 7. Massless particles, such as photons, are not considered matter, are they? Why?
 8. Not all particles with rest mass have a classical volume, haven't they?
 9. What do scientists sometimes equate with matter?

10. What is “ordinary matter”?
11. Where does matter exist?
12. Have people contemplated the exact nature of matter?
13. What can you say about “the particulate theory of matter”?

ATOM

1. What is an atom?
2. What properties does the matter have?
3. Every solid, liquid, gas, and plasma is composed of neutral or ionized atoms, isn't it?
4. Are atoms small?
5. What typical sizes do atoms have?
6. Do atoms have well-defined boundaries?
7. There are different ways to define the size of atoms, aren't they?
8. What is every atom composed of?
9. What is the nucleus made of?
10. What do we call nucleons?
11. What is called an ion?
12. What are the electrons of an atom attracted to?
13. What are the protons and neutrons in the nucleus attracted to?
14. When does the repelling electromagnetic force become stronger than the nuclear force?
15. How many protons all copper atoms contain?
16. What is the subject of the discipline of chemistry?

1. What groups of the chemical elements do you know?
2. What was the first classification of the chemical elements?
3. What did the scientists do to arrange the elements in smaller groups?
4. What did D.I. Mendeleev think about his predecessors?
5. How did he approach the problem of the systematization of the elements?
6. What did the most important conclusion he come to?
7. How did he arrange all the elements?
8. What did D.I. Mendeleev find when he arranged all the elements?
9. What was expressed in the Periodic Law?
10. How did the scientists receive the Periodic Law?
11. The discovery of the Periodic Law and the founding of a system of chemical elements were of immense importance, weren't they? Why?
12. What did the Periodic Law present?

13. What can you say about the Law of Transformation of Quantity into Quality?
14. What contribution Mendeleev make to various fields of science? Name these fields of science.
15. What theory laid the foundation for the present-day theory of solutions?

THE EARTH

1. The Earth is a planet, isn't it?
2. How does the Earth rotate and move?
3. From what does the Earth get its warm and light?
4. What is atmosphere?
5. What forms clouds?
6. What makes winds?
7. How many hours does the territorial globe revolve?
8. When do we have a day? And night?
9. How fast does the Earth travel round the Sun?
10. When does the northern part of the world have its summer? And what about the southern part of the world?

METERS

1. What an engineer should take into consideration?
2. What is the ammeter used to?
3. How should the ammeter be connected?
4. What are the common ammeters for D.C. measurements?
5. When do we use the galvanometer?
6. What is the galvanometer used to?
7. What is a voltmeter?
8. What does the voltmeter have?
9. What devices do we use to measure electric power and energy?
10. What do we must do to measuring the current and the voltage?

SOURCES OF POWER

1. What is the industrial progress of mankind based on?
2. What sources of power do you know?
3. How can power be produced from burning of fossil fuel?
4. How can power be produced by means of generators?
5. The generation of electricity by these conventional processes is highly uneconomic, isn't it?
6. How can electricity be produced?
7. What can you say about the world resources of fossil fuels?

8. How can mankind generate electricity?
9. Using atomic fuel for the production of electricity is highly promising, isn't it?
10. Why do scientists find any ways of generation electricity directly from the fuel?

1. What part of the electromagnetic spectrum does visible light cover?
2. What does "the ultra" in ultraviolet tell us?
3. What does "the infra" in infrared tell us?
4. What wave lengths does the ultraviolet have?
5. What wave lengths does the infrared have?
6. What ultraviolet radiation produces?
7. Is direct ultraviolet radiator good or bad for the eyes?
8. Is it dangerous to look directly to the Sun?
9. Where is infrared energy used?
10. What can you say about infrared techniques?

GOLD LIGHTS

1. What is the temperature of the Sun?
2. What substances transform energy into light?
3. What do we call luminofores?
4. How many forms of luminofores do you know?
5. What are phosphors?
6. Where are luminofores used?
7. What energy can luminescence arise from?
8. May visible light be radiated by hot or by cold bodies?
9. What radiations do luminofores discover and observe?
10. What plays an important part in the study of atomic problems?

SOLAR POWER

1. Which form of energy is free during the day?
2. Which form of energy produces no dangerous waste products?
3. Which form of energy will be available for the next 4 billion years?
4. What things can we do with solar power?
5. How can we use solar power in cooking?
6. Do you try to collect the sun's energy during the day using a small solar panel?
7. Where are photovoltaic cells used?
8. Are solar-powered refrigerators now available on the market? Are they useful?
9. What do you think about a solar car?

10. Do you want to use large solar panels? Why?
11. What do you think about a solar tower in Australia?
12. Would you like building your house the right way round? How you can do it?

ATOMS

1. What is an atom?
2. What does an atom consist of?
3. Each electron is negatively charged, isn't it?
4. Who developed an early model of the atom?
5. Who was Niels Bohr?
6. What do you know about the Bohr atom?
7. What is the total mass of an atom?
8. What do electrons contribute?
9. Are atoms neutral?
10. What is an ion?

ELECTRONS

1. What is an electron?
2. Can electron be free?
3. Where do electrons in atoms exist?
4. What does current flow do in electrical conductors and in semiconductor materials?
5. What is a hole?
6. What moves from positive to negative electric poles?
7. What do you know about the charge on a single electron?
8. Is electrical charge quantity measured in terms of the charge on a single atom? Why?
9. What is the electron charge?
10. What is the mass of an electron at rest?

ENERGY

1. What is energy?
2. What do common energy forms include?
3. How do humans get the energy?
4. What is thermal energy?
5. May thermal energy include both kinetic and potential energy?
6. How can the total energy of a system be subdivided and classified?
7. Are some types of energy a varying mix of both potential and kinetic energy?
8. Is elastic energy in materials dependent upon electrical potential energy?
9. Heat and work transfer energy, don't they?

10. Can we measure how much heat or work are present in an object?

SEMICONDUCTORS

1. Have semiconductors had a monumental impact on our society?
2. Where do you find semiconductors?
3. What is the simplest possible semiconductor device?
4. What is “Silicon Valley”?
5. Why is silicon a very common element?
6. What elements have a unique property in their electron structure?
7. Where can't we find free electrons?
8. Where can we find free electrons?
9. What is an insulator?
10. What do we call doping?

LASERS

1. What do the letters in the word laser mean?
2. What is a laser?
3. What do lasers produce?
4. How does a laser work?
5. What do we call the wavelength?
6. When do our eyes see this mixture of wavelengths?
7. Do lasers occur in nature?
8. What are lasers used for?
9. Can lasers cut through diamonds or thick metal?
10. Where can we find lasers?

ELECTRONIC EQUIPMENT

1. Hundreds of electronic equipments are now available to science, aren't they?
2. The great electric pressure of lightning forces the electric current to pass through the air, doesn't it?
3. What is electronic?
4. Why is it called electronic?
5. Can electrons be made, be jump through space by pressure of high voltage?
6. Are any electric lights electronic?
7. Is electronics a new science?

FUTURE OF ELECTRONICS

1. Has electronics become a powerful means of progress?

2. Has electronics widened our vision?
3. Has electronics given us the chance to see micro world more clearly?
4. What role will electronics play in space travel?
5. Will spaceships be guided automatically?
6. Electronics gives the space pilots easy control for soft landing on their planets, doesn't it?
7. Will collision-warning radars operate automatic control if there is a danger of meteor hitting the spaceship?

WHAT IS CYBERNETICS?

1. Is it hard to define cybernetics? Why?
2. What does the word "cybernetics" mean?
3. What is the subject of cybernetics?
4. Where does cybernetics find many applications?
5. What does cybernetics offer?
6. Where has cybernetics been found?
7. Does cybernetics provide effective methods for the study?
8. What are the functions of cybernetics?

HISTORY OF ELECTRONICS

1. What is electronics?
2. When was electronics born?
3. How was electronics born?
4. Electronics first established itself in wireless telegraphy, isn't it?
5. What do industrial applications of electronics include?
6. What does electronics lead to?
7. Today, electronics has started a new era, hasn't it?
8. Electronic devices are doing simple, but human-like thinking, aren't they?
9. Is automation the industrial keynote of the day?

1. What is an electronic calculator?
2. When was the first solid state electronic calculator created?
3. When did the pocket sized devices become available?
4. Who developed the first microprocessor?
5. Do modern electronic calculators vary?
6. When did modern electronic calculators become popular?
7. What are power sources of calculators?
8. What do electronic calculators contain?

9. Calculators have the ability to store numbers into computer memory, haven't they?
10. What is the fundamental difference between a calculator and computer?

SEMICONDUCTORS

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9. What is an insulator?
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FIRST MAN-MADE SATELLITES

1. Have people been dreaming of cosmic flights?
2. When did people send up the first man-made satellites?
3. What is a satellite?
4. What is the purpose of the flying laboratories?
5. How do the satellites revolve around the Earth?
6. What laws is the motion of satellites governed by?
7. What can you say about the Earth's gravitation and satellites?

DIGIT THAT MEANS NOTHING

1. Was the introduction of the zero the European mathematics as essential contribution to modern technological development?
2. The concept of symbolically representing "nothing" in a numerical system is considered to be one of man's greatest intellectual achievements, isn't it?
3. Who has used systems of counting without having the zero?
4. How symbols did the Romans used to represent numbers?
5. How did the Babylonians use the zero?
6. When did the Mayas of Central America begin using the zero?

1. Timber is one of the most important materials, isn't it? Why?
2. What is the most useful of metals?
3. Is the floor space divided into rooms by wooden partitions?
4. Are various things made of wood in everyday use? Can you give any examples?

5. What is cellulose?
6. What you can say about artificial textiles?
7. Timber was widely used for construction purposes and home needs in prehistoric times, wasn't it? Can you give any examples?
8. When was a scientific study of the properties and qualities of wood started?
9. Does timber grow in importance from day to day?

1. What does the word "supersonic" mean?
2. How much range of sounds does the nature have?
3. When did science discover the existence of these frequencies?
4. What do we call supersonic?
5. At present, scientists in various countries are successfully creating instruments emitting supersonic waves of great intensity at frequencies of several hundred million vibrations per second, aren't they?
6. What can you say about properties of supersonic waves?
7. What can we do with the help of supersonic detectors?
8. What are the faults reflect supersonic waves?
9. What can we do by means of a supersonic apparatus?
10. May supersonic waves be used to bore holes in hard brittle metals?
11. Are supersonic waves sensitive?
12. What is their speed?
13. What problems are scientists working on?

3.2.3 Комплект фонда оценочных средств для проведения промежуточной аттестации.

Предметом оценки являются умения и знания. Промежуточная аттестация проводится в форме зачета с оценкой.

Оценка освоения дисциплины предусматривает использование накопительной системы оценивания и проведение дифференцированного зачета. В зависимости от рейтингового балла студент может быть освобожден от проверки освоения на зачете той или иной части дидактических единиц.

- Вопросы для подготовки к дифференцированному зачёту (экзамену) по учебной дисциплине:

Устные темы :

1. Electronic equipment.
2. Future of electronics.
3. What is cybernetics?
4. History of electronics.
5. Semiconductors.
6. First man-made satellites.
7. Digit that means nothing.
8. Timber.
9. Supersonic waves.
10. From the Earth to one world.

Грамматические темы

1. The active voice.
2. The passive voice.
3. Modal verbs.
4. Mood.
5. The participle I.
6. The participle II.
7. The gerund.
8. The infinitive.

Литература

Основная литература:

1. Бжилянская, Г. М. Английский язык для студентов техникумов и технических колледжей. English for Students at Technical Secondary Schools and Technical Colleges / Г. М. Бжилянская. — Санкт-Петербург : Лань, 2022. — 316 с. — ISBN 978-5-507-44989-7.— Текст : электронный// Лань : электронно-библиотечная система. — URL: <https://e.lanbook.com/book/261338>
2. Старцева, Э. А. Английский язык. Грамматика : учебное пособие / Э. А. Старцева. — 2-е изд. — Москва : Дашков и К, 2021. — 96 с. — ISBN 978-5-394-04565-3.— Текст : электронный// Лань : электронно-библиотечная система. — URL: <https://e.lanbook.com/book/230135>

Дополнительные источники:

Электронные ресурсы:

- Единое окно доступа к информационным технологиям: [http:// window.edu.ru](http://window.edu.ru)
- Национальная электронная библиотека: [http:// wwwelibrary.ru](http://www.elibrary.ru)
- Единая коллекция цифровых образовательных ресурсов: [http:// schoolcollection.edu.ru](http://schoolcollection.edu.ru)
- Федеральный интернет портал «Российское образование» [http :// www.edu.ru](http://www.edu.ru)