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Государственное автономное профессиональное образовательное учреждение
«Камский строительный колледж имени Е.Н. Батенчука»


КОНТРОЛЬНО-ОЦЕНОЧНЫЕ СРЕДСТВА
ПО УЧЕБНОЙ ДИСЦИПЛИНЕ
Иностранный язык в профессиональной деятельности

по профессии

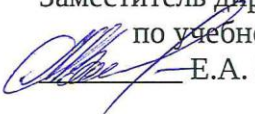
29.01.33 Мастер по изготовлению швейных изделий

Контрольно-оценочные средства учебной дисциплины «Иностранный язык в профессиональной деятельности» разработаны на основе Федерального государственного образовательного стандарта среднего профессионального образования по профессии 29.01.33 Мастер по изготовлению швейных изделий и в соответствии с примерной рабочей программой учебной дисциплины «СГ.02 Иностранный язык в профессиональной деятельности» для ПОО, одобренной на заседании Педагогического совета ФГБОУ ДПО ИРПО протоколом №19 от «23» июля 2024 года.

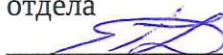
Рассмотрена

цикловой комиссией преподавателей
социально-гуманитарных дисциплин
Протокол № 1
от «10» сентября 2024г.
ПЦК  Г.М. Асхадуллина

Утверждаю

Заместитель директора
по учебной работе
 Е.А. Закиуллина
«10» сентября 2024г.

Согласована

Начальник учебно-методического
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«10» сентября 2024г.

Разработчик: преподаватель **Кашапова И.Н.**

Паспорт фонда оценочных средств

Общие положения

Результатом освоения учебной дисциплины «Иностранный язык в профессиональной деятельности» является формирование у обучающихся общих и профессиональных компетенций, знаний и умений.

Формой аттестации по учебной дисциплине «Иностранный язык в профессиональной деятельности» является дифференцированный зачет.

Область применения

Фонд оценочных средств предназначен для оценки результатов освоения учебной дисциплины «Иностранный язык в профессиональной деятельности».

Результаты обучения (освоенные умения, усвоенные знания)	Формы и методы контроля и оценки результатов обучения
1	2
Умения:	
- строить простые высказывания о себе и о своей профессиональной деятельности; - взаимодействовать в коллективе, принимать участие в диалогах на общие и профессиональные темы; - применять различные формы и виды устной и письменной коммуникации на иностранном языке при межличностном, межкультурном и профессиональном взаимодействии; - понимать общий смысл четко произнесенных высказываний на общие и базовые профессиональные темы; - понимать тексты на базовые профессиональные темы; - составлять простые связные сообщения на общие или профессиональные темы; - переводить иностранные тексты профессионально направленности (со словарем); - самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас	Тестирование, Учет и оценивание лабораторно-практических работ, Учет и оценивание самостоятельных работ.
Знания:	
- лексический и грамматический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; - лексический и грамматический минимум, необходимый для чтения и перевода текстов профессиональной направленности (со словарем); - общеупотребительные глаголы (общая и профессиональная лексика); - правила чтения текстов профессиональной направленности; - правила построения простых и сложных предложений на профессиональные темы;	Устный опрос, Тестирование, Реферирование, Тестирование, Учет и оценивание лабораторно-практических работ, Учет и оценивание самостоятельных работ

<ul style="list-style-type: none"> – правила речевого этикета и социокультурные нормы общения на иностранном языке; – формы и виды устной и письменной коммуникации на иностранном языке при межличностном, межкультурном и профессиональном взаимодействии 	
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Общие компетенции

В результате контроля и оценки по дисциплине осуществляется комплексная проверка следующих общих компетенций

Результаты (освоенные общие компетенции)	Основные показатели оценки результата	Формы и методы контроля и оценки
ОК 02. Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности	<ul style="list-style-type: none"> - 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, применять средства информационных технологий для решения профессиональных задач; - использовать современное программное обеспечение; - использовать различные цифровые средства для решения профессиональных задач. - знать номенклатуру информационных источников, применяемых в профессиональной деятельности; – знать приемы структурирования информации; - знать формат оформления результатов поиска информации, современные средства и устройства информатизации; – знать порядок их применения и программное обеспечение в профессиональной деятельности в том числе с использованием цифровых средств. 	Интерпретация результатов наблюдений за деятельностью обучающегося в процессе освоения образовательной программы
ОК 04. Эффективно взаимодействовать и работать в коллективе и команде	<ul style="list-style-type: none"> - организовывать работу коллектива и команды; - взаимодействовать с коллегами, руководством, клиентами в ходе профессиональной деятельности 	Выполнение и оценка практических занятий и индивидуальных

	<ul style="list-style-type: none"> - знать психологические основы деятельности коллектива, психологические особенности личности; – знать основы проектной деятельности. 	работ
ОК 05. Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста	<ul style="list-style-type: none"> - грамотно излагать свои мысли и оформлять документы по профессиональной тематике на государственном языке, проявлять толерантность в рабочем коллективе; – знать особенности социального и культурного контекста; – знать правила оформления документов и построения устных сообщений. 	Выполнение и оценка практических занятий и индивидуальных работ
ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках	<ul style="list-style-type: none"> - понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы; - участвовать в диалогах на знакомые общие и профессиональные темы; - строить простые высказывания о себе и о своей профессиональной деятельности; - кратко обосновывать и объяснять свои действия (текущие и планируемые); - писать простые связные сообщения на знакомые или интересующие профессиональные темы – знать правила построения простых и сложных предложений на профессиональные темы; – знать основные общеупотребительные глаголы (бытовая и профессиональная лексика); – знать лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; – знать особенности произношения; правила чтения текстов профессиональной направленности 	Выполнение и оценка практических занятий и индивидуальных работ

В результате контроля и оценки по дисциплине осуществляется комплексная проверка следующих профессиональных компетенций.

Результаты (освоенные общие и профессиональные компетенции)	Основные показатели оценки результата	Формы и методы контроля и оценки
ПК.1.5 Использовать техническую, технологическую и нормативную документацию:	<ul style="list-style-type: none"> - пользуется инструкционно-технологическими картами; - пользуется техническими условиями (ТУ), отраслевыми стандартами (ОСТ), Государственными стандартами (ГОСТ); - осуществляет внутрипроцессный контроль качества изготовления изделий различного ассортимента из различных материалов; - применяет операционно-технологические карты при изготовлении изделий различного ассортимента из различных материалов; - знать действующие стандарты и технические условия на швейные изделия. 	Выполнение задания, наблюдение (подготовка доклада, выступление, реферата, презентаций).

Задание 1. Вопросы для устного опроса
по дисциплине

- 1.1. Who are you?
- 1.2. Where do you work?
- 1.3. Where do you study?
- 1.4. What is the name of your college (institute)?
- 1.5. Where is it located?
- 1.6. How long does it take you to get to the college?
- 1.7. How long does the complete course last?
- 1.8. What subjects do you study?
- 1.9. What are your favorite subjects? Why?
- 1.10. What examinations do you take and when?
- 1.11. How many students are there in your group?
- 1.12. How many pairs do you have everyday?
- 1.13. What is your (future) profession?
- 1.14. Where do you work?
- 1.15. Do you like your job (profession)?
- 1.16. In what types of educational institutions can people get vocational education?
- 1.17. What kind of subjects are students taught at technical schools?
- 1.18. Is it necessary to know English in your profession? Why? (Why not?)
- 1.19. Is engineering a science?
- 1.20. How can we translate the word «engineering»?
- 1.21. What are the Russian equivalents for this term?
- 1.22. What naturally occurring and man-made building materials do you know?
- 1.23. What areas is the use of building materials usually segmented into?
- 1.24. What is the longest lasting building material?
- 1.25. What is specific of wood used in construction?
- 1.26. What types of bricks do you know?
- 1.27. What materials are bricks made from?
- 1.28. Why is concrete the predominant building material in this modern age?
- 1.29. What materials is concrete made from?
- 1.30. What types of buildings is metal used for?
- 1.31. What did glass as a building material provide people with?
- 1.32. What do you know about the use of plastics for construction purposes?
- 1.33. What insulation materials are used in buildings?
- 1.34. What is a foundation?
- 1.35. What type of foundation do you know?
- 1.36. What aspects should be taken into account when designing a foundation?
- 1.37. Why does the roof design depend on the climate of the place?
- 1.38. From what does the roof of a building protect people?
- 1.39. What increased the effect of height and space?
- 1.40. What members are ceilings attached to?
- 1.41. What do the planes of ceiling correspond to?
- 1.42. What important features does a ceiling possess?
- 1.43. What is the function of external walls?
- 1.44. What is the function of interior walls?
- 1.45. What are the advantages of plaster-type finishes?
- 1.46. What is an indispensable element of the design of any house or structure?
- 1.47. What is it possible to form due to overlapping?
- 1.48. What is a window?
- 1.49. What material is used to glaze a window?
- 1.50. What are the reasons to make windows?
- 1.51. What equipment do you use at construction site?
- 1.52. What machines do you use at construction site?
- 1.53. What do civil engineers deal with?

- 1.54. What knowledge is necessary for a civil engineer?
- 1.55. Why is construction considered to be the most dangerous working area?
- 1.56. Why is it difficult to control work environment?
- 1.57. What are the main safety hazards on site?
- 1.58. Who is regarded as a non-worker?
- 1.59. What are safety signs and barricades urgently required at construction site?
- 1.60. What regulations and organizations place requirements on employers to protect worker's safety?
- 1.61. Can you imagine building construction of the first men's houses?
- 1.62. Do you know anything about the first building materials?
- 1.63. What kind of trends are there in the history of building construction?
- 1.64. What is your own point of view about the present state of Building Construction?
- 1.65. Is modern building construction an important part of an industrial culture?
- 1.66. What do civil engineers deal with?
- 1.67. What are the main subdivisions in the field of civil engineering?
- 1.68. What are examples of industrial buildings?
- 1.69. What are examples of residential buildings?
- 1.70. What is the difference between industrial and residential buildings?
- 1.71. What do you think about tomorrow's houses?
- 1.72. Can you imagine plastic houses?
- 1.73. What makes the house blend with its surroundings?
- 1.74. What are the advantages of the spiral framework according to the designer of the house?
- 1.75. What segments is the construction industry divided into?
- 1.76. What are the general contractors' responsibilities?
- 1.77. What is the difference between a general contractor and a specialty trade contractor?
- 1.78. Who assists construction trade workers?
- 1.79. What do you know about a contract?
- 1.80. Have you signed any contract?
- 1.81. When does an architect meet the client?
- 1.82. When does an architect draw up preliminary plans?
- 1.83. When does an architect make periodic inspection?
- 1.84. What is the « defects liability period»?
- 1.85. When does the client take full possession of the building?

Критерии оценки устных ответов:

Оценка «5» ставится в том случае, если студент сумел решить речевую задачу, правильно употребив при этом языковые средства. В ходе ответа умело использовал реплики, в речи отсутствовали ошибки, нарушающие коммуникацию.

Оценка «4» ставится в том случае, если он решил речевую задачу, но произносимые в ходе ответа реплики были несколько сбивчивыми. В речи были паузы, связанные с поиском средств выражения нужного значения. Практически отсутствовали ошибки, нарушающие коммуникацию

Оценка «3» ставится в том случае, если студент решил речевую задачу не полностью. Некоторые вопросы вызывали у него затруднения. Наблюдались паузы, мешающие речевому общению.

Оценка «2» ставится в том случае, если студент не справился с решением речевой задачи. Затруднялся ответить на вопросы. Коммуникация не состоялась.

Задание 2. Комплект разноуровневых заданий по дисциплине

Section 1. Listening

Задание №2.1.1 Послушайте разговор двух семейных пар об их отдыхе и выберите правильный вариант.

1 Lisa and Jon didn't like _____.

- | | | |
|--------------|-----------|------------------|
| A the people | B camping | C the big cities |
|--------------|-----------|------------------|
- 2 The weather in Norway was _____.

A hot	B nice	C wet
-------	--------	-------
- 3 Every night Lisa and Jon went to bed _____.

A late	B at different times	C early
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- 4 Jerry and Sue didn't like the _____.

A hotel	B people	C nightlife
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Задание №2.1.2 Послушайте диалог Сары и Гая, где она описывает семейную фотографию и выберите правильный ответ.

- 1 Her mother is in the _____.

A kitchen	B garden	C garage
-----------	----------	----------
- 2 Her mother's partner is called _____.

A Matthew	B Michael	C Martin
-----------	-----------	----------
- 3 Her mother's partner is _____.

A an engineer	B a doctor	C a musician
---------------	------------	--------------
- 4 Sophie is _____.

A Sarah's sister	B Sarah's daughter	C Sarah's niece
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- 5 Last Christmas Sarah was at her _____ house.

A parents'	B grandparents'	C grandmother's
------------	-----------------	-----------------

Задание №2.1.3. Послушайте диалоги и назовите действующие лица. Послушайте диалоги второй раз и заполните пропуски словами из таблицы.

pumpkins, trick-or-treating, Christmas tree, ghosts, Christmas, witches, Halloween, presents, funny, goblins, decorated, lanterns

- 1.
- Hello, Alex!
 - Hi, Ann! Haven't seen you for ages! Where have you been?
 - Oh, I was at my relatives'. We celebrated 1) _____. It was wonderful! We 2) _____ the house and the _____ 3) _____ I love this tradition. I bought 4) _____ for my relatives and I got a lot of nice 5) _____.
 - You're lucky. Did you go out anywhere?
 - Yes, we walked a lot. And we also visited some of their friends.
 - Do you plan to go there next 6) _____?
 - Yes, I'd love to.
- 2.
- Hello, Nadia! What are your plans for October 31st?
 - Hi, Pete! Don't you know we are celebrating 7) _____? It's an old English tradition and we also like it.
 - Yes, I heard something about it, but I never took part in it. Could you tell me about it?
 - Sure! Listen. On that day many homes are decorated and lit by 8) _____ made from 9) _____ that have been hollowed out.
 - Really? That's interesting. Go on, please.
 - We dress up as 10) _____, 11) _____ and 12) _____ and go 13) _____ to neighbours.
 - But why?
 - Well, it's an old tradition. Besides, it's rather 14) _____.

Задание №2.1.4. Послушайте текст второй раз и соедините части словосочетаний или фраз.

- | | |
|------------|--------------|
| 1 to focus | a activities |
| 2 to stop | b films |

3 reading and writing	c break
4 a lunch	d tours
5 to watch	e on speaking
6 guided	f to do whatever you want
7 to be free	g for a coffee break

Задание № 2.1.5. Прослушать и понять диалог о стенах.

Architect: Have you already decided what type of wall décor to choose for your home?

Customer: Yes, I would like to use wall panels but I have some doubts. Architect: It's a good choice. They are usually used for visual appeal.

They are easy to install and to clean. Little or no preparation of the walls is required.

Customer: Do wall panels have any disadvantages?

Architect: The only real disadvantage of wall panelling is the fact that there is a slightly limited choice of colours compared to some other types of wall covering.

Customer: I see that wall panels are convenient and practical whether used for functional purposes or simply as an aesthetic element. But what can you say about wallpaper?

Architect: They are cheap. There is a large range of colours and finishes. But some kinds of wallpaper are not waterproof that's why they are not really suitable for bathrooms.

Customer: Paint is also cheap and there is a wide range of colours.

Architect: But paint is not waterproof, not suitable for shower areas and can blister under moist conditions.

Customer: So, I need some time to think this information over.

Задание № 2.1.6. На основе задания 2.1.5. составит свой диалог о внутренних или внешних стенах.

1. Interior walls.
2. External walls.

Задание № 2.1.8. Прослушать утверждения по теме «Окна». Определить верны или неверны данные утверждения, используя языковые клише.

That's wrong.	– Это неверно.
That's right.	– Верно.
According to the text ...	– Согласно тексту ...

1. Windows are used only to allow fresh air into houses.
2. People used animal hides, cloth, or wood to cover windows.
3. For the first time glass for windows was used by Greeks.
4. In ancient China, Korea and Japan people could not afford mullion windows.
5. After the Industrial Revolution different types of windows became affordable.
6. There is no a cost effective alternative to expensive wood windows.
7. Plastic windows have some advantages.
8. Popularity of plastic windows has expanded their range of colors.
9. Modern windows as well as the earliest windows make our houses filled with air and light.
10. Windows make our life more comfortable and safe.

Section 2. Reading

Задание №2.2.1. Определите правильную последовательность работы с текстом на иностранном языке.

1. Reading.

2. Checking general understanding of the text by means of exercises.
3. Preparation for retelling the text (Making a plan).
4. Pre-reading.
5. Retelling.
6. Searching the words in a dictionary.
7. Reflections (Was the text useful for your learning of English?)

Задание №2.2.2 Прочитайте текст, выберите к нему заголовок, который наиболее точно передает смысл текста.

1. Main Types of Construction
2. Codes of Practice
3. Residential Construction
4. Custom Homes
5. Methods of Construction

Residential construction practices, technologies and resources have to follow stringent local regulations. Building authorities enforce codes of practice to reduce any harmful effects materials and methods used in construction projects could have.

In turn, legislature of the area dictates the construction materials a company can use.

The costs of construction are affected as a result, which can vary dramatically depending on other things. The conditions of the site and economies of scale also impact construct, not just local regulations. For example, custom homes are always more expensive to build than traditional models. Residential construction and other types can all generate a lot of waste. As such, every type calls for very careful planning again. The most popular residential construction in America is wood framed construction, which is quite traditional. New efficiency codes have been implemented in recent years which affect new construction technologies and methods in specific ways. Chiefly, practices and equipment have advanced for the better.

The newest methods of construction are designed so as to improve efficiency, similar to green building initiatives. More generally, however, the aim of new developments in the field is to enhance performance and reduce construction waste.

Задание №2.2.3. Прочитайте текст о крыше и определите верны ли утверждения

1. The roof design depends on the climate of the place in which a building is located.
2. The roof of a building protects people from rain and sun.
3. In the Middle Ages the wooden frame of the roof was hidden by a ceiling.
4. The hammer-beam roof increased the effect of height and space.
5. The waterproof covering of a pitched roof is made of thick slabs of baked clay.

The roof of a building often reflects the climate of the place in which the building is located since it protects the people in it from rain and sun. In dry countries the roof is flat and can be used as an outdoor room when the sun is not too hot. Where it often rains the roof usually slopes so that the wet can run off it, and where there are snowfalls, the roof slopes steeply so that the snow will slide off and not build up into a thick layer. A roof that slopes is called a pitched roof.

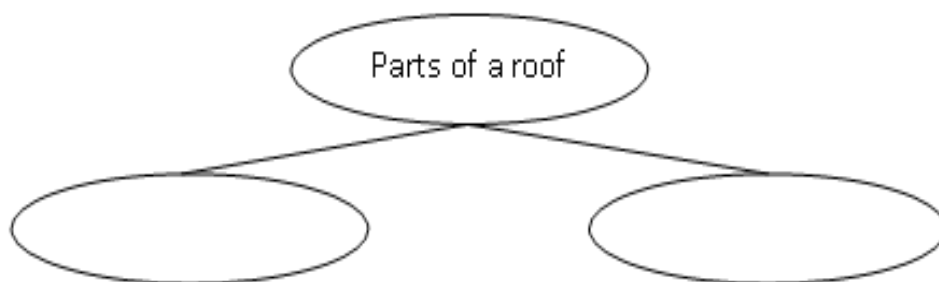
After a time people found it inconvenient to live in a house with sloping sides, so they built upright walls and laid big beams called tie-beams across the top at regular distances from each other. Then they put up the triangular frameworks resting on the tie-beams. These triangles of beams are called trusses. A ridge-piece, purlins, and rafters were used to complete the skeleton of the roof.

In the Middle Ages the wooden frame of the roof was not hidden by a ceiling on the inside and was often richly decorated. To increase the effect of height and space the hammer-beam roof was designed. This had no tie-beams, but instead there were short beams sticking out from both walls, and to these beams other timbers called struts were fixed to support the main rafters.

The waterproof covering of a pitched roof is usually of tiles, slates, or shingles. Tiles are thin slabs of baked clay, generally red or brown in colour. Strips of wood called battens are fixed to the outside of

the rafters, usually over sheets of weatherproof roofing-felt which help to keep out draughts and wind-blown snow. The tiles, shingles, or slates are then hung on by projecting pieces called nibs, or nailed or clipped to the battens in regular horizontal rows or courses. Flat roofs usually consist of boards covered with overlapping sheets of roofing felt coated with bitumen. When a roof has to cover a large space, steel trusses are used instead of wood. Large flat roofs may be made of reinforced concrete with a waterproof covering.

Задание № 2.2.4. Заполнить схему, используя информацию из текста.



Задание №2.2.5. Прочитайте текст «Стены». Переведите на русский язык следующие английские словосочетания:

design of walls; fire wall; concrete block; plywood siding; timber frame; decay-resistant material; fire resistance; veneer plaster systems; wood studs; a gypsum board wall.

Задание №2.2.6. Найдите в тексте английские эквиваленты следующих словосочетаний:

наружные стены; давление воздуха; внутренние стены; легкий вес; верхние этажи; затраты труда; каменная кладка; принять во внимание; акустическая изоляция; покрытие поверхности.

Задание №2.2.7. Найдите в тексте слова, имеющие общий корень с данными словами. Определите, к какой части речи они относятся, и переведите их на русский язык:

construct; separate; differ; structure; found; isolate; resist; build; care; cheap.

Classification and designed of walls are divided into two categories: external and internal construction. They possess different functions. The function of external walls is to support the upper floors and roof. The units employed for construction of walls are brick, timber, or stone masonry. As to interior walls they are mostly self-supporting. Their main function is dividing the space of the construction. They divide the gross floor area of a building into smaller units – compartments, or rooms. Their next function may be to transmit floor/roof loads to a foundation. The constructional form for internal walls may be concrete block, timber frame, or stud, and demountable frame. If a high standard of fire resistance is required, brick may also be used to construct internal walls.

Interior walls and partitions have simple surfaces but materials they are made of should be carefully chosen and combined. Their function is to guarantee structural strength, fire resistance, durability and acoustical isolation. An internal wall may be framed and the framing materials may be steel or wood studs.

Fire walls. The function of a fire wall is to form a required separation in order to restrict the spread of fire through a building.

Every fire wall should extend from the foundation of a building to its roof. Every fire wall is supplied with an opening. It is of great importance to note that openings should be strictly restricted in size. Besides they must be closed with fire doors or wired glass.

A fire separation wall, like a fire wall, forms a required separation to restrict the spread of fire through a building. But, unlike a fire wall, a fire separation wall does not extend from foundation to roof. Openings in fire separation walls are also restricted in size and must be closed with fire doors or wired glass.

Fire separation walls are used to divide a building between mixed occupancies and for enclosure of stairways and exitway corridors.

Shaft walls are used to enclose a multistory open space in a building. To shaft walls belong elevator shafts, conduits, or pipes.

Walls for elevator shafts must be strong enough to bear air pressure and loads placed on them by the movements of the elevator cars within the shaft. Also, it is of importance to note that the noise of elevator machinery must be prevented from reaching other areas of the building.

Plywood siding. Plywood siding materials are widely used in modern construction-business. They are popular because of their light weight and their relative cheapness. The cost of the material per unit area of wall is usually less than for other siding materials. Besides, the labor costs are also relatively low. The reason for it is the fact that large sheets of plywood are more quickly installed than the boards of the same area. In many cases, if it is necessary, the sheathing can be eliminated from the building if plywood is used for siding. This operation, if it is performed, leads to further cost saving.

It should be taken into account that usually plywood siding must be painted in order to save them from decay. But if they are produced from decay-resistant material, they can be left to weather effects without the surface coverage.

Wall and ceiling finish. Plaster-type finishes have always been the most popular for walls and ceilings in wood frame buildings. They are comparatively cheap. Usually they are much cheaper than other types of finish. Among their advantages there is also a high degree of fire-resistance that gives considerable protection to the combustible frame. After the Second World War gypsum board became highly popular because of its lower cost and comparative ease of installation.

As to veneer plaster systems, they came into use also not long ago. In most small buildings, all wall and ceiling surfaces are covered with plaster or gypsum board. Some buildings are known to require fire walls, or fire separation walls between living units; in such buildings a gypsum board wall for fire resistance can be installed.

Such an installation eliminates the need to put up a wall of brick or concrete masonry.

Задание №2.2.8. Прочитайте текст «Балки». Выберите название каждому абзацу:

- a) Beam profiles
- b) Beam forces
- c) A bending moment
- d) Beam shapes
- e) The stresses experienced by a beam
- f) The loads carried by a beam
- g) Prestressed concrete beams

A beam is a structural element that is capable of withstanding load primarily by resisting bending. The bending force induced into the material of the beam as a result of the external loads and external reactions to these loads is called a bending moment.

Beams generally carry vertical gravitational forces but can also be used to carry horizontal loads (i.e. loads due to an earthquake or wind). The loads carried by a beam are transferred to columns, walls, or girders, which then transfer the force to adjacent structural compression members.

Beams are characterized by their profile (the shape of their cross-section), their length, and their material. In contemporary construction, beams are typically made of steel, reinforced concrete or wood. One of the most common types of steel beam is the I-beam or wide-flange beam (also known as a universal beam or, for stouter sections, a universal column). This is used in steel-frame buildings and bridges. Other common beam profiles are the C-channel, the hollow structural section beam, the pipe, and the angle.

Internally, beams experience compressive, tensile and shear stresses as a result of the loads applied to them. Typically, under gravity loads, the original length of the beam is slightly reduced to enclose a smaller radius arc at the top of the beam, resulting in compression, while the same original beam length at the bottom of the beam is slightly stretched to enclose a larger radius arc, and so is under tension. Above the supports, the beam is exposed to shear stress.

There are some reinforced concrete beams that are entirely in compression. These beams are known as prestressed concrete beams, and are fabricated to produce a compression more than the expected tension under loading conditions. High strength steel tendons are stretched while the beam is cast over them. Then, when the concrete has begun to cure, the tendons are released and the beam is immediately under eccentric axial loads. This eccentric loading creates an internal moment, and, in turn, increases the moment carrying capacity of the beam. They are commonly used on highway bridges.

Mathematical methods for determining the beam forces (internal forces of the beam and the forces that are imposed on the beam support) include the moment distribution method, the force or flexibility method and the direct stiffness method.

Most beams in reinforced concrete buildings have rectangular cross sections, but the most efficient cross section is a universal beam. A universal beam is only the most efficient shape in one direction of bending: up and down looking at the profile as an I. If the beam is bent side to side, it functions as an H where it is less efficient. The most efficient shape for both directions in 2D is a box (a square shell), however the most efficient shape for bending in any direction is a cylindrical shell or tube. Efficiency means that for the same cross sectional area (volume of beam per length) subjected to the same loading conditions, the beam deflects less. Other shapes, like L (angles), C (channels) or tubes, are also used in construction when there are special requirements.

Задание №2.2.9. Прочитайте внимательно текст «Виды фундаментов». Соедините части предложений, опираясь на текст.

Every building needs permanent stability. In order to have stability, buildings should have foundations. We know that the function of a foundation is to transfer the loads of buildings into the soil and protect them from direct contact with the soil. They guard the walls and the floors against the action of the weather – rain, snow, and wind. They also guard buildings against sinking that may cause cracks in the walls. Foundation design is very special. It may be either rather complex or very simple. Foundations are usually classified by their type such as **strips, pads, rafts and piles**. It is also possible to combine foundation types such as strip foundations connected by beams to and working in conjunction with pad foundations.

Strip foundations – are suitable for most subsoils and light structural loadings such as those encountered in low to medium rise domestic dwellings where mass concrete can be used. Reinforced concrete is usually required for all other situations.

Pad foundation are suitable for most subsoils except loose sands, loose gravels and filled areas. Pad foundation are usually constructed of reinforced concrete and where possible square in plan.

Raft foundation are used to spread the load of the superstructure over a large base to reduce the load per unit area being imposed on the ground and this is particularly useful where low bearing capacity soils are encountered and where individual column loads are heavy.

Piled foundations can be defined as a series of columns constructed or inserted into the ground to transmit the load(s) of a structure to a lower level of subsoil. Piled foundations can be used when suitable foundation conditions are not present or near ground level making the use of deep traditional foundations uneconomic. The lack of suitable foundation conditions may be caused by natural low bearing capacity of subsoil, high water table, presence of layers of highly compressible subsoils, which may be subject to moisture movement or plastic failure

- 1) Piled foundations are
 - 2) Pad foundations are
 - 3) Piled foundations are
 - 4) Raft foundations are
 - 5) Strip foundations are
-
- a) used to spread the load of the superstructure over a large base to reduce the load per unit area.
 - b) suitable for most subsoils and light structural loadings.
 - c) used to transmit the load(s) of a structure to a lower level of subsoil.
 - d) used when suitable foundation conditions are not present or near ground level making the use of deep traditional foundations uneconomic.
 - e) suitable for most subsoils except loose sands, loose gravels and filled areas.

Задание № 2.2.10. Прочитайте текст «Полы» и найдите в нем слова интернационализмы, переведите их.

comfort;	typically;	technology;	parquet;	vibration;
interior;	bamboo;	structure;	system;	design;
service;	component;	aesthetic;	modern;	identify.

The interior of the home refers to all the finished surfaces on the interior walls, ceilings and floors as well as such components as doors, windows and stairs. The finished interior of a home includes the internal structure and systems (plumbing and electrical) and should be designed to provide a certain level of comfort and aesthetic enjoyment.

Here we are going to speak about floors. A floor is the walking surface of a room. Floors vary from simple dirt in a cave to many-layered surfaces using modern technology.

Floors typically consist of a subfloor for support and a floor covering. In modern buildings the subfloor often has electrical wiring, plumbing, and other services built in. The floor covering is any finishing material applied over a floor structure to provide a good walking surface.

Different materials can be used as the floor covering. It may be stone, wood, bamboo, metal, or any other material that can hold a person's weight. Using of the material depends on a place where it will be installed. Every kind of material has its advantages and disadvantages. For example:

Hardwood floors are very common in today's market. The most commonly used wood is oak. It is usually identified by its hardness. The material can be easily installed, sanded, stained and finished.

Parquet floors are usually high quality floors. The most common problem with this flooring is that the adhesive becomes loose. You can usually sense loose flooring when you walk over the loose area.

Floors tend to loosen with moisture or conditions with high relative humidity, and in high traffic areas. This kind of floors has a "V" joint between the pieces, which makes re-finishing difficult. This joint collects dirt and greases over the years, which makes cleaning and preparing the floor tedious.

Vinyl goods are dependable, as long as the installation is performed properly. There is a wide range in quality. Loose tiles are often a sign of moisture or workmanship concerns, particularly in the kitchen and basement areas.

Floor vibration is a problem with floors. Wood floors tend to pass sound, particularly heavy footsteps and low bass frequencies. Floating floors can reduce this problem. Concrete floors are usually so

massive they do not have this problem, but they are also much more expensive to construct and must meet more stringent building requirements due to their weight.

Floor cleaning is a major occupation throughout the world. Cleaning is essential to remove dirt. Floors are also treated to protect or beautify the surface. The correct method to clean one type of floor can often damage another, so it is important to use the correct treatment.

Задание № 2.2.11. Найдите в тексте «Полы» английские эквиваленты следующих выражений: законченный интерьер; обеспечивать определённый уровень комфорта; многослойная поверхность; другие встроенные коммуникации; шагающая поверхность; выдержать вес человека; распознаваться по прочности; относительно высокая влажность; V-образное соединение; передавать звук; отвечать строгим строительным требованиям.

Задание № 2.2.12. Ответить на вопросы по тексту «Полы».

1. What does the term “interior” mean?
2. What is a floor?
3. What does the floor consist of?
4. Why is the subfloor used?
5. What materials can be used as the floor covering?
6. What does using of the materials in flooring depend on?
7. What are the advantages of using oak as the floor covering?
8. What are the disadvantages of using parquet floors?
9. What problems can floor have?
10. How can these problems be solved?
11. How should floors be cleaned?

Задание № 2.2.13. Заполнить таблицу по теме «Полы», используя информацию из дополнительных источников.

Types of a floor covering	Advantages	Disadvantages

Задание №2.2.14. Прочитайте статью о жизни Jane и Tim, выберите правильные варианты (A True – верно, B False – неверно, C Doesn't say – не указано).

How people live

Jane Hancock is a hardworking teacher in Sheffield. She gets up at half past six every morning and has breakfast. Then she makes her sandwiches and gets ready for work. Jane usually walks to work because she thinks it's important to take exercise every day. She sometimes walks home again in the evening, but more often gets the bus. Jane has dinner at seven o'clock and goes to bed early. She doesn't go out during the week, but she often goes out with friends at the weekend. Jane makes sure that she eats five portions of fruit and vegetables every day and fish twice a week. She hardly ever eats meat and she doesn't smoke. For more exercise, Jane goes to the gym three times a week. She's very healthy.

Tim lives by the sea in Cardiff. He's a journalist for a local newspaper. He usually gets up at eight o'clock, has a quick shower and then drives to work. Tim doesn't have time for breakfast, but sometimes has a sandwich in the middle of the morning. At lunchtime, he usually has a burger. He buys it from the fast food restaurant across the road and then eats at his desk. Tim works long hours and often stays late in the evening. On those days, he goes to a restaurant with people from work. They usually have quite a lot of wine with their meal and they all smoke. Tim doesn't eat fruit and he doesn't like many vegetables. He plays football once a month, but he isn't very healthy.

1 Jane has breakfast ____.

A at home B at school C on the bus

2 She ____ to work.

A cycles B runs C walks

- 3 She usually comes home by _____.
 A bus B bike C car
- 4 She never _____.
 A does exercise B eats meat C smokes
- 5 Tim _____ has breakfast.
 A sometimes B always C hardly ever
- 6 Tim often has lunch _____.
 A in a fast food restaurant B at home C at his desk
- 7 Tim often drinks _____ with his food.
 A coffee B beer C wine
- 8 He _____ does exercise.
 A often B sometimes C never

Задание № 2.2.15. Прочитайте и поймите основную мысль текста «Строительство».

Construction is an industry that comprises a wide range of activities involving construction, alteration, and/or re- pair. Examples include residential construction, bridge erection, roadway paving, excavations, demolitions, and large scale painting jobs.

Houses are for dwelling; large buildings are constructed for industrial purposes; theatres, museums, public and scientific institutions are built for cultural activities of the people.

In general, there are four types of construction:

- residential building construction;
- industrial construction;
- commercial building construction;
- heavy civil construction.

We are going to speak about two first types.

Each type of construction project requires a unique team to plan, design, construct and maintain the project.

Building construction is the process of adding structure to real property. The vast majority of building construction jobs is small renovations, such as completion of a room, or renovation of a bathroom. Often, the owner of the property acts as laborer, paymaster, and design team for the entire project.

Industrial construction, though a relatively small part of the entire construction industry, is a very important component. Owners of these projects are usually large, for-profit, industrial corporations.

Both types of construction require a team of individuals to ensure a successful project. A formal design team may include surveyors, civil engineers, quantity surveyors, mechanical engineers, electrical engineers, structural engineers, fire protection engineers, planning consultants, architectural consultants. The design team is most commonly employed by the property owner.

The modern trend in design is toward integration of previously separated specialties, especially among large firms. In the past, architects, interior designers, engineers, developers, construction managers, and general contractors were more likely to be entirely separate companies, even in the larger firms. Presently, a firm that is nominally an “architecture” or “construction management” firm may have experts from all related fields, or have an associated company that provides each necessary skill. Thus, each such firm may call itself as “one-stop shopping” for a construction project, from beginning to end.

Задание № 2.2.16. Найдите в тексте «Строительство» английские эквиваленты данных выражений.

включать в себя; ремонт; возведение мостов; снос; спроектировать; обслуживать проект; недвижимость; большинство работ, выполняемых строительными компаниями; проектирование дополнительной комнаты; владелец недвижимости; относительно небольшая часть; коммерческая компания; современная тенденция в проектировании; вероятнее всего.

Задание №2.2.17. Соедините слова в словосочетания из текста.

- | | |
|-------------|--------------|
| 1 Transport | a gases |
| 2 food | b habits |
| 3 pure | c educations |

4 dioxide	d products
5 fresh	e lives
6 criminal	f populations
7 traditional	g airs
8 large	h facilities
9 everyday	i activities
10 good	j water

Section 3. Writing

Задание 2.3.1. Составьте слова по теме «Фундамент» из данных букв.

1. a, d, l, o;
2. i, l, p, e;
3. i, d, w, h, t;
4. h, l, o, o, l, w;
5. d, f, t, i, o, u, n, a, o, n;
6. e, e, r, a, l, n, t, s, i, d, i;
7. e, t, s, t, l, e.

Задание №2.3.2. Прочитайте информацию о Сьюзен и напишите небольшой рассказ об её жизни в «умном» доме, используя данные подсказки.

Например: Susan lives in Berlin.

She /Berlin

work / German company

quite tall / short hair / blue eyes

can play / guitar / pia

love / romantic films

always / go shopping / Saturday

not smoke

drink / coffee / read /newspaper /Sunday morning

Задание №2.3.3. Прочитайте фразы, которые вы можете употребить в различных частях письма. Подумайте, где именно. Заполните таблицу их номерами.

Приветствие	Начальные фразы письма	Заключительные фразы письма	Концовка перед подписью

- | | |
|---------------------------------------|-----------------------------------|
| 1. Waiting for your letter. | 10. Lots of kisses, |
| 2. Thanks for your letter. | 11. Hello, Julie, |
| 3. Dear Chris, | 12. Bye for now, |
| 4. Say hello to everyone. | 13. Love, |
| 5. Best wishes, | 14. All the best, |
| 6. I haven't heard from you for ages. | 15. Dearest, Jane |
| 7. How are you? | 16. It was nice to hear from you. |
| 8. Yours, | 17. Well, that is all for now. |
| 9. I must go now. | |
| 10. | |

Задание №2.3.4. Вы получили письмо от Майкла, вашего друга по переписке. Прочитайте отрывок из его письма, напишите ему, ответив на его вопросы. Объем письма должен

составить 80—100 слов, включая артикли и предлоги. Не забудьте о правилах написания писем.

... Last week we had a very interesting excursion to British Museum. You know it's the largest museum not only in Great Britain but also in Europe.

I like our school excursions because every time we learn something new. This time I was greatly impressed by the Department of Coins and Medals. So I decided to collect coins. It is my new and favourite hobby now.

Are there any museums in your city? What is your favourite hobby? Why do you like it? What is the best thing about your hobby? What do you dislike?

Задание № 2.3.5. Закончите предложения по теме «Окна», используя переводы слов в скобках.

1. A spacer is the piece that separates the two (**оконные стёкла**) in an insulating glass system, and seals the gas space between them.

2. While most bay windows (**выдаваться**) from a building, some bay windows are level with the exterior and are built into the interior of a room.

3. Molding fillet helps to fasten window or (**дверное стекло**) more firmly in a frame.

4. If (**створка окна**) is firmly fastened, it will never tinkle, and draughts will never appear in your house.

5. An (**проём**) constructed in a wall or a roof and functioning to admit light or air to an enclosure, usually framed is known as windows.

6. Some buildings may have a sill (**выступающий**) outside like a platform. That is called the exterior windowsill.

7. (**Венецианские окна**) are a great way to feature a large fixed window opening or they can be combined with sliding windows or casement windows for a ventilated option.

8. (**Гипсо-волокистый лист**) is designed for finishing and arrangement of non load-bearing walls and partitions in buildings with dry and normal humidity regime, as well as for production of decorative and sound-absorbing items.

9. When packing for a trip to the Caribbean take a lot of tops and shorts, but don't forget a raincoat in case of (**ненастья, непогоды**).

10. Plastic window is a (**окупаемая**) alternative to expensive wood windows and are available in many styles and sizes.

Задание № 2.3.6. Закончите предложения по теме «Гражданское строительство», используя переводы слов в скобках.

1. The structural (**перестройка**) made to the house were planned with Gail's help.

2. A (**жилой**) area contains houses rather than offices or factories.

3. The first and most important difference between a (**коммерческая**) and non-profit corporation is the profit.

4. Building construction, the techniques and industry involved in the assembly and (**возведение**) of structures, primarily used to provide shelter.

5. As traffic load increases, cost to (**обслуживания, поддержания в порядке**) the roads also increases.

6. By investing in (**недвижимость**), he was one of the richest men in the United States.

7. This land would have a high commercial value if sold to (**застройщики**).

8. If something such as a building is (**в хорошем состоянии**), it is in good condition.

9. Our (**строительный инспектор**) warned us that the house needed totally rebuilding.

10. This mansion will be (**сдать в эксплуатацию**) next year.

Задание № 2.3.7. Написать эссе по одной из данных тем.

1. my future profession;
2. the future of the construction sphere;
3. careers in the sphere of construction.

Задание № 2.3.8. Представьте, что вы не виделись с одноклассником долгое время. Обсудите с ним возникающие ситуации на строительной площадке при прохождении практики.

1. about your studies (civil engineer, to major in, special subjects, to have practice, to attend lectures, to do labs);
2. about practical training (to work as, worker, plasterer, to lay bricks, to be in charge, painter, to work at (in), to last, to take place);
3. about your future specialty (to major in, civil engineering, to erect, residential, industrial building, types of buildings, industrial methods, building materials);
4. the problems the builders must solve (to decrease cost, quality, to improve, provide with, building materials, industrial methods, construction mechanisms).

Section 4. Speaking

Задание №2.4.1. Дополните собеседование преподавателя со студентом предлагаемыми вариантами ответов:

Teacher: Is it possible for human beings to survive without shelter?

Student: a)

Teacher: That's right! And what do people need for making shelter?

Student: b)

Teacher: What problem do people meet when they use up all available land for housing?

Student: c)

Teacher: Oh, yes, it's a big problem! Do you think there is any way out? What must people do?

Student: d)

Teacher: Your answers were very good, thank you.

Student: Thank you.

Варианты ответов:

- 1) We require building materials which must come from natural resources.
- 2) We must keep up a balance between using land for housing and using land for agriculture, industry, recreation and other needs.
- 3) Oh, no! We need a place we can rest our body and minds, but also protect us from the sun, rain, wind, cold, heat, and storms.
- 4) This converts good agricultural land to house lots, and we then lose areas in which to grow food.

Задание №2.4.2. Расспросите своего соседа по парте о планах на будущее.

- 1 Where are you going to go after class?
- 2 What are you going to do tomorrow?
- 3 Are you going to go out at the weekend?
- 4 Are you going to read an English book tonight?
- 5 Are you going to go on holiday next summer?
- 6 Where are you going to have dinner tonight?

Задание №2.4.3. Расскажите о различных видах гражданских зданий, опираясь на следующие подсказки:

1. Construction of the tents: to hunt, hides and bones, wooden poles, to use, to erect a framework, to drive a pole, to throw on animal hides.
2. Construction of the huts: branches, to stick, in a circle, to tie the upper ends, framework, to form a covering, the Middle East, round dwellings, packed clay, domed roofs.
3. Construction of the stone structures: stones, to be placed vertically, to be spanned across, dolmens, granaries and temples, Stonehenge, to be a puzzle, to be based on the post and lintel method.
4. Construction of the communal houses: heavier timber buildings, to be restricted in size, tools, to be not effective, a row of columns, to support, the ridge pole, rafters, to be run, the wall beams, to tie, vegetable fibers, thatch, to roof, to be infilled with.

Задание № 2.4.4. Расскажите диалог между архитектором и заказчиком

Customer: I would like you to develop the project of a countryside house.

Architect: Let's see. How many stories would you like to have in your house?

Customer: A two-storey house with a garage. Eight rooms and two staircases.

Architect: What type of foundation would you like to have? Customer: I think spread footing.

Architect: What will the foundation be made of? Concrete? Customer: I think reinforced concrete.

Architect: Well, let's discuss the type of the roof. Customer: What would you advise me?

Architect: To my mind the best variant is a gable roof. Customer: Thank you for your recommendations.

Ex. 17. Dramatize your own dialogue. Imagine that you come to the architect firm. Ask the architect to help you to make the choice concerning: 1) the foundation of your future house; 2) the roof of your future house.

Задание № 2.4.5. Расскажите диалог между менеджером и рабочим

Manager: The customer said he wanted thicker lino for the floor. Worker: Did he say anything about the colour?

Manager: Yes, the colour should be matched with the walls colour. Worker: Well, the colour must be light, more lighter than the lino we have now.

Manager: I will order to bring the proper lino today.

Worker: Ok. And we will also need two types of marble tiles for the bath-room and the toilet.

Manager: Yes, I will order it tomorrow.

Задание № 2.4.6. Составьте диалоги по данным темам.

1. Dialogue between a manager and a worker.
2. Dialogue between a shop-assistant and a buyer.

Задание №2.4.7. Расскажите о различных видах стен, опираясь на следующие ключевые слова:

1. Building walls.

Key words: to support, three separate components, to house, electrical outlets, plumbing, works of art, mosaic works, murals.

2. Boundary walls.

Key words: privacy walls and town walls, fence, minimal thickness, to be open in nature, nominal thickness, wood or wire, masonry.

3. Retaining walls.

Key words: external to a building, part of a building, a barrier to the movement, the ground surface, noticeably higher, side, a dike, a sea wall.

Задание № 2.4.8. Обсудите в группе вопросы по теме «Строительство», до чтения текста.

1. What is construction?
2. What types of construction do you know?
3. How many houses are built every year in our country?
4. What professions are concerned with construction industry?

Задание № 2.4.9. Обсудите в группе верны ли утверждения по данной теме, используя языковые клише.

That's wrong.

– Это неверно.

That's right.

– Верно. According to

the text ...

– Согласно тексту.

1. Construction industry does not develop and does not include a wide range of activities.
2. There is only one type of construction.
3. Building construction means erection of houses and all jobs relating to finishing work and putting the object in commission.
4. Building construction as well as industrial construction requires a special team of persons employed by the property owner.
5. At present as well as in the past there is a trend toward integration of previously separated specialties.
6. Any construction firm may have experts from all related fields, or have an associated company that provides each necessary skill.

Задание № 2.4.10. Составьте диалог по одной из данных тем.

- 1) on the construction site;
- 2) at the building firm office;
- 3) between to graduates seeking for a job;
- 4) laboratory works and their significance;
- 5) building materials lab;
- 6) building laboratory devices and their application.

Задание № 2.4.11. Составить разговор между студентами в группе.

1. What year student are you?
2. What faculty are you in?
3. What is your future specialty?
4. What would you like to major in?
5. What special subjects do you do?
6. Do you have practice?
7. What can you work during practice?
8. Where do students usually have practice?

9. What can graduates work as?

10. Where would you like to work after graduating from the university?

Критерии оценки при решении разноуровневых заданий по дисциплине

Аудирование

Решение заданий оценивается в «5» баллов, если студент понял основные факты, сумел выделить отдельную, значимую для себя информацию, догадался о значении части незнакомых слов по контексту, сумел использовать информацию для решения поставленной задачи.

Решение заданий оценивается в «4» балла, если студент понял не все основные факты. При решении коммуникативной задачи он использовал только 2/3 информации.

Решение задачи оценивается в «3» балла, если студент понял только 50 % текста. Отдельные факты понял неправильно. Не сумел полностью решить поставленную перед ним коммуникативную задачу.

Решение задачи оценивается в «2» балла, если студент понял менее 50 % текста и выделил из него менее половины основных фактов. Он не смог решить поставленную перед ним речевую задачу.

Чтение

Оценка «5» ставится студенту, если он понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста, либо по словообразовательным элементам, либо по сходству с родным языком.

Оценка «4» ставится студенту, если он понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю.

Оценка «3» ставится студенту, который не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка.

Оценка «2» выставляется студенту в том случае, если он не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать (понимать значение) незнакомую лексику.

Письмо

Оценка «5» ставится студенту, если коммуникативная задача решена, соблюдены основные правила оформления текста, очень незначительное количество орфографических и лексико-грамматических погрешностей. Логичное и последовательное изложение материала с делением текста на абзацы. Правильное использование различных средств передачи логической связи между отдельными частями текста.

Оценка «4» ставится студенту, если коммуникативная задача решена, но лексико-грамматические погрешности, в том числе выходящих за базовый уровень, препятствуют пониманию. Мысли изложены в основном логично. Допустимы отдельные недостатки при

делении текста на абзацы и при использовании средств передачи логической связи между отдельными частями текста или в формате письма

Оценка «3» ставится студенту, если коммуникативная задача решена, но языковые погрешности, в том числе при применении языковых средств, составляющих базовый уровень, препятствуют пониманию текста. Мысли не всегда изложены логично. Деление текста на абзацы недостаточно последовательно или вообще отсутствует. Ошибки в использовании средств передачи логической связи между отдельными частями текста.

Оценка «2» выставляется студенту в том случае, если коммуникативная задача не решена. Отсутствует логика в построении высказывания. Не используются средства передачи логической связи между частями текста. Формат письма не соблюдается.

Говорение

Оценка «5» ставится студенту, который сумел решить речевую задачу, правильно употребив при этом языковые средства. В ходе ответа умело использовал реплики, в речи отсутствовали ошибки, нарушающие коммуникацию.

Оценка «4» ставится студенту, который решил речевую задачу, но произносимые в ходе ответа реплики были несколько сбивчивыми. В речи были паузы, связанные с поиском средств выражения нужного значения. Практически отсутствовали ошибки, нарушающие коммуникацию.

Оценка «3» выставляется студенту, если он решил речевую задачу не полностью. Некоторые реплики партнера вызывали у него затруднения. Наблюдались паузы, мешающие речевому общению.

Оценка «2» выставляется студенту, если он не справился с решением речевой задачи. Затруднялся ответить на побуждающие к говорению реплики партнера. Коммуникация не состоялась.

Задание 3. Комплект тестовых заданий **по дисциплине**

Задание №3.1. Выберите правильный ответ на вопрос:

What is building construction?

1. Building construction is a process of preparation of construction site and shelter arrangements.
2. Building construction is a process that consists of the assembling of infrastructure and adding structure to real property.
3. Building construction is a process of making a team of builders, architects, designers.

Задание №3.2. Найдите лишнее слово:

- 1) laborer
- 2) surveyor
- 3) civil engineer
- 4) datapath
- 5) cost engineer
- 6) tradesman
- 7) manager

Задание №3.3. Выберите предложение, в котором порядок слов правильный:

1. Materials readily available in the area generally dictate the construction materials used (e.g. brick versus stone, versus timber).
2. Materials generally dictate in the area readily available the construction materials used (e.g. brick versus stone, versus timber).
3. Materials used in the area readily available generally dictate the construction materials (e.g. brick versus stone, versus timber).

Задание №3.4. Выберите правильный вариант ответа, чтобы закончить предложение:
In order to have shelter provided with modern services and accommodations,
people all over the world ...

1. enter into a contract with the building company.
2. apply to the real estate agency.
3. use many different construction materials and arrange them into different constructions.

Задание №3.5. Из предлагаемых ниже фраз выберите три фразы, из которых составьте правильное смысловое предложение:

a) ..., b) ..., c)

1. the foundation of buildings must be placed below the level to which the ground freezes in winter
2. if the upper stratum of soil is organic
3. construction of any building usually starts with excavation
4. it must be removed from the construction area
5. in order to guard the foundation of the building against water and wind erosion

Задание №3.6. Выберите слово, которое нельзя использовать для ответа на вопрос:
What materials are used for construction purposes?

1. wood
2. timber
3. brick
4. stone
5. soil
6. concrete
7. metals
8. plastics
9. cement
10. gravel
11. sand

Задание №3.7. Выберите наиболее правильный вариант перевода:

Thus we need a balance between using land for housing needs and yet leave room for agriculture, stores, industry or open spaces for recreation.

1. Таким образом, нам нужен баланс между использованием земли для удовлетворения потребностей в жилье, а также предоставлением места для сельского хозяйства, магазинов, промышленности или открытого пространства для отдыха.
2. Итак, нам необходим баланс между использованием земли для удовлетворения потребностей в жилье и еще оставить место для сельского хозяйства, магазинов, отраслей промышленности или открытого пространства для отдыха.
3. Таким образом, нам нужен баланс между использованием земли для удовлетворения потребностей в жилье и еще оставить место для сельского хозяйства, магазинов, промышленности или открытых пространств для отдыха.

Задание №3.8. Закончите предложение, выбрав из предлагаемого списка пять подходящих по смыслу слов:

A house is..... that functions as shelter for humans or other living beings.

1. a habitat
2. a building
3. a court
4. a home

5. a structure
6. a store
7. a hut

Задание №3.9. Выберите наиболее точный перевод предложения из предлагаемых вариантов:

Concrete having no form of its own, it is frequently combined with metals.

1. Бетон не имеет своей собственной формы, поэтому он часто комбинируется с металлами.
2. Бетон, не имея форму самостоятельно, он часто объединяется с металлами.
3. Так как бетон не имеет своей собственной формы, его часто соединяют с металлами.

Задание №3.10. Перепишите предложения, раскрывая скобки и образуя глаголы в настоящее простое время (The Present Simple Tense)

1. Andrew (to watch) some educational programs in English.
2. This team (to play) likes a champion.
3. Parsons (to catch) the ball and (to pass) it to Roberts.
4. The seminar (to finish) at 12:00.
5. Emma (to dream) at the lesson.
6. Ivan (to leave) school next year.
7. Ann (to brush) her hair in front of the mirror.
8. He (to grab) his bag and (to rush) to the bus stop.
9. She often (to forget) her lunchbox at home.
10. My groupmates (to say) that I (to dress) fashionably.

Задание № 3.11. Перепишите предложения, заполняя пропуски подходящими предлогами времени in, on, at.

1. The plane arrives.....time.
- 2..... the evenings I am busy doing my homework.
3. The meeting takes place..... April, 14.
4. April we take part in an international conference.
5. our meetings we discuss college issues.
6. They go to the swimming pool.....Fridays.
7.supper I tell my parents about my day at college.
8. Our lessons begin.....the afternoon.....2 pm.
9. The TV show starts.....5 minutes.
10. We take exams two times a year:..... winter summer.

Задание №3.12. Распределите предлоги места, направления и времени в таблицу согласно их значениям. Некоторые предлоги имеют более одного значения.

On, out of, through, behind, in, at, over, under, across, into, in front of, next to

Place	Direction	Time

Задание №3.13. Переведите предложения на английский язык.

1. Студенты собираются у техникума.
2. Учитель разговаривает перед студентами.
3. Автомобиль находится за домом.
4. Кошка лежит на кровати.

5. Собака сидит рядом с ящиком.
6. Книга лежит под столом.

Задание №3.14. Заполните предложения глаголами в будущем простом времени. Первое предложение было выполнено в качестве примера.

Complete the sentences. Use I'll (I will) + these verbs:

~~carry~~ do eat send show sit stay

- 1 My bag is very heavy.
- 2 Enjoy your holiday.
- 3 I don't want this banana.
- 4 Do you want a chair?
- 5 Did you phone Jenny?
- 6 Are you coming with me?
- 7 How do you use this camera?

I'll carry it for you.
 Thank you. you a postcard.
 Well, I'm hungry. it.
 No, it's OK. on the floor.
 Oh no, I forgot. it now.
 No, I don't think so. here.
 Give it to me and you.

Задание № 3.15. Имя прилагательное

1) Вставьте правильный вариант степени сравнения прилагательного:

My... sister lives with us.

- A) older
- B) the older
- C) old
- D) elder
- E) oldest

2) Выберите прилагательное в превосходной степени сравнения:

- A) the smaller
- B) the nicer
- C) the bigger
- D) the hottest
- E) the worse

3) Вставьте правильный вариант степени сравнения прилагательного:

The ... present for me is a book..

- A) good
- B) bad
- C) best
- D) worst
- E) better

4) Дополните правильно предложение.

My dog is ... than yours.

- A) the worst
- B) bad
- C) good
- D) the best
- E) better

5) Найдите правильный вариант сравнительной степени прилагательного:

The problem was ... we expected.

- A) serious
- B) serious more
- C) more serious than
- D) more seriously

E) as serious so

6) Найдите правильный вариант сравнительной степени прилагательного:
This house is ... of all the houses in the streets.

A) the newer

B) newer

C) the newest

D) new

E) as new as

7) Выберите правильный вариант:

In our places winter is the ... season in a year.

A) cold

B) colder

C) the coldest

D) hotter

E) hot

8) Найдите правильный вариант сравнительной степени прилагательного:
Kate's marks are ... than mine.

A) badder

B) worse

C) the worst

D) bad

E) baddest

9) Выберите правильный вариант прилагательного:

Please, tell me ... way to the shop.

A) nearer

B) the nearest

C) more nearer

D) the most near

e) the nearer

Задание 3.16. Выберите правильную форму глагола в пассивной форме

1) Yesterday we....to the party by our friends

a) are invited

b) were invited

c) invite

Задание 3.17. Выберите правильную форму инфинитива

1. We didn't expect youit

A. to do

B. to be done

C. do

D. to have been done

2. The teacher wishes thema composition about it.

A. to be written

B. to have been written

C. to write

D. write

3. He believes themthis text well

A. to translate

B. to be translated

C. translate

D. to have been translated

4. They suppose this material in the article

A. to use

B. to be used

C. use

D. be used

5. He didn't expect themhere

A. to study

B. to be studied

C. to have been studied

D. study

6. The teacher made herthe lectures
A. to attend B. attend C. to have attended D. to be attended
7. I saw himthis magazine yesterday.
A. to read B. to be reading C. read D. to have read
8. She finds them
A. to have gone B. to be gone C. to go D. go
9. He thought you these questions
A. to answer B. to have been answered C. answer D. to be answered
10. The teacher supposed the text about educationby the students
A. to read B. read C. to be read D. to have read

Задание №3.18. Выберите единственный правильный вариант количественных и порядковых числительных.

- | | | |
|---------------------------------|------------------------------|------------------------------|
| 1. 48 | | |
| A forty-eight | B forty-eight | C four-eight |
| 2. 20 003 | | |
| A two thousand and three | B twenty thousand and three | C two thousand and thirty |
| 3. 83 th | | |
| A the eighty-third | B the eigthy-third | C the eighty-threeth |
| 4. 45 | | |
| A fourteen-five | B forty-five | C fourty-five |
| 5. 912 | | |
| A nine hundred and twenty | B nine hundred twelve | C nine hundred and twelve |
| 6. 30 th | | |
| A The thirtyth | B the third | C the thirtieth |
| 7. 9 th | | |
| A the nineth | B the ninth | C the ninteenth |
| 8. 78 | | |
| A seventy-eight | B seventy-eighty | C seventy eight |
| 9. 312 th | | |
| A the three hundred and twelfth | B the three hundred twelveth | C the three hundred -twelfth |
| 10. 18 000 | | |
| A eighty thousand | B eighteen thousand | C eight thousand |

Задание №3.19. Перепишите предложения, выбрав правильную форму глагола to be в простом прошедшем времени.

- 1 Where was / were Jack this morning?
- 2 Yesterday was / were Friday.
- 3 I wasn't / weren't at work today.
- 4 Did / Were James and Sue at school yesterday?
- 5 Where were / was you last night?
- 6 The shops wasn't / weren't open today.

Задание № 3.20. Выберите необходимую грамматическую форму глагола для сложного подлежащего.

1. Theyto buy a digital computer (вероятно)
A. is likely B. are likely C. are sure D. is sure
2. They..... to measure the temperature (обязательно)
A. are likely B. is sure C. are sure D. is likely
3. Heto come today (маловероятно)
A. are likely B. is likely C. is unlikely D. are unlikely
4. Heto meet her in the street (случайно)
A. happened B. seemed C. seems D. proves
5. Sheto do it. (определенно)
A. are certain B. is certain C. certainly D. is likely
6. Heto enter this university (вряд ли)
A. are unlikely B. is sure C. proved D. is unlikely
7. Heto solve this problem (оказывается)
A. seemed B. seems C. proved D. happened
8. They.....to forget about him (казалось)
A. seemed B. proved C. happened D. seem
9. The experiment.....to be a success (оказалось)
A. prove B. proves C. proved D. is proved
10. Do youto know him? (случайно)
A. happened B. happen C. proved D. prove

Критерии оценки тестовых заданий по дисциплине:

Оценка «5» ставится студенту, если из 10 предложенных вопросов, верно выбрано 9 ответов

Оценка «4» ставится студенту, если верно выбрано 8 ответов

Оценка «3» ставится студенту, если правильно выбрано 6-7 ответов.

Оценка «2» ставится студенту, если верно выбрано 5 и менее ответов

Задание 4. Вопросы к дифференцированному зачету по дисциплине

- 4.1. Мой колледж. Моя профессия.
- 4.2. Введение в основы перевода текстов профессиональной направленности и технической документации.
- 4.3. Виды, свойства и функции современных материалов, изделий и конструкций
- 4.4. Части выкройки. Лекала.

- 4.5. Оборудование швейного производства.
- 4.6. Здание, типы зданий
- 4.7. Документы, деловая переписка, переговоры.
- 4.8. Карьера, устройство на работу.

Критерии оценки устного ответа студента на зачете

Оценка «5» ставится студенту, который сумел решить речевую задачу, правильно употребив при этом языковые средства. В ходе ответа умело использовал реплики, в речи отсутствовали ошибки, нарушающие коммуникацию.

Оценка «4» ставится студенту, который решил речевую задачу, но произносимые в ходе ответа реплики были несколько сбивчивыми. В речи были паузы, связанные с поиском средств выражения нужного значения. Практически отсутствовали ошибки, нарушающие коммуникацию.

Оценка «3» выставляется студенту, если он решил речевую задачу не полностью. Некоторые реплики партнера вызывали у него затруднения. Наблюдались паузы, мешающие речевому общению.

Оценка «2» выставляется студенту, если он не справился с решением речевой задачи. Затруднялся ответить на побуждающие к говорению реплики партнера. Коммуникация не состоялась