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**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ  
РОССИЙСКОЙ ФЕДЕРАЦИИ  
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ  
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
«ПРИМОРСКИЙ ГОСУДАРСТВЕННЫЙ АГРАРНО-ТЕХНОЛОГИЧЕСКИЙ  
УНИВЕРСИТЕТ»**

**ПРИНЯТО**

На заседании Учёного совета  
ФГБОУ ВО Приморский ГАТУ  
Протокол №3  
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**УТВЕРЖДАЮ**

Ректор ФГБОУ ВО Приморский  
ГАТУ \_\_\_\_\_ А.Э. Комин  
«27» ноября 2023 г.

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ УЧЕБНОЙ ДИСЦИПЛИНЫ**

СГ 02.Иностранный язык в профессиональной деятельности  
по специальности

**25.02.08 ЭКСПЛУАТАЦИЯ БЕСПИЛОТНЫХ АВИАЦИОННЫХ СИСТЕМ**  
**форма обучения - очная**

Уссурийск 2023

**Структура фонда оценочных средств учебной дисциплины  
«Иностранный язык в профессиональной деятельности»**

**25.02.08 ЭКСПЛУАТАЦИЯ БЕСПИЛОТНЫХ АВИАЦИОННЫХ СИСТЕМ  
форма обучения - очная**

| № | Наименование<br>оценочного средства<br>(представление в<br>фонде) | Контролируемые разделы<br>(темы), модули<br>дисциплины | Контролируемые<br>компетенции<br>(или их части)                           | Количество<br>вариантов |
|---|-------------------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------------------------------|-------------------------|
| 1 | 2                                                                 | 3                                                      | 4                                                                         | 5                       |
| 1 | Индивидуальное<br>задание №1                                      | Разделы<br>1-5                                         | ОК 01, ОК 02,<br>ОК 03, ОК 04,<br>ОК 05, ОК 06,<br>ОК 07, ОК 08,<br>ОК 09 | 10                      |
| 2 | Индивидуальное<br>задание №2                                      | Разделы<br>1-5                                         | ОК 01, ОК 02,<br>ОК 03, ОК 04,<br>ОК 05, ОК 06,<br>ОК 07, ОК 08,<br>ОК 09 | 10                      |
| 3 | Индивидуальное<br>задание №3                                      | Разделы<br>6-8                                         | ОК 01, ОК 02,<br>ОК 03, ОК 04,<br>ОК 05, ОК 06,<br>ОК 07, ОК 08,<br>ОК 09 | 10                      |
| 4 | Индивидуальное<br>задание №4                                      | Разделы<br>9-10                                        | ОК 01, ОК 02,<br>ОК 03, ОК 04,<br>ОК 05, ОК 06,<br>ОК 07, ОК 08,<br>ОК 09 | 10                      |
| 5 | Индивидуальное<br>задание №5                                      | Разделы<br>11-15                                       | ОК 01, ОК 02,<br>ОК 03, ОК 04,<br>ОК 05, ОК 06,<br>ОК 07, ОК 08,<br>ОК 09 | 10                      |
| 6 | Дифференцированный<br>зачет (перечень<br>вопросов)                | Все<br>разделы                                         | ОК 01, ОК 02,<br>ОК 03, ОК 04,<br>ОК 05, ОК 06,<br>ОК 07, ОК 08,<br>ОК 09 | 15                      |

# **КОМПЛЕКТЫ ОЦЕНОЧНЫХ СРЕДСТВ ТЕКУЩЕГО КОНТРОЛЯ**

## **Варианты текущего контроля**

**Индивидуальное задание №1. Прочитайте и переведите текст.**

**Индивидуальное задание №2. Составьте аннотацию текста.**

**Индивидуальное задание №3. Составьте реферат текста.**

**Индивидуальное задание №4. Задайте к тексту 5 вопросов разных типов.**

**Индивидуальное задание №5. Представьте содержание текста в форме презентации.**

## **КРИТЕРИИ ОЦЕНКИ ТЕКУЩЕГО КОНТРОЛЯ**

### **Оценка «Отлично»:**

Студент демонстрирует отличное владение техникой перевода, аннотирования и реферирования, подготовки презентации, допускает не более 1 грамматической или лексической ошибок.

### **Оценка «Хорошо»:**

Студент демонстрирует хорошее владение техникой перевода, подготовки презентации, аннотирования и реферирования, допускает не более 4 грамматических и лексических ошибок

### **Оценка «Удовлетворительно»:**

Студент демонстрирует удовлетворительное владение техникой перевода, аннотирования и реферирования, подготовки презентации, допускает более 4 грамматических и лексических ошибок.

### **Оценка «Неудовлетворительно»:**

Студент не владеет навыками перевода, допускает более 8 грамматических, лексических ошибок.

## Вариант 1

The history of the automobile goes back several hundred years. One of the earliest attempts to propel a vehicle by mechanical power was suggested by sir Isaac Newton about 1680. It was little more than a toy consisting of a steam boiler supplying a steam jet turned to the rear.

However, the credit for building the first self-propelled road vehicle must undoubtedly go to the French military engineer, Nicholas Cugnot (Кюньо). Between 1763 and 1769 two steam-driven carriages were built and tried. In 1784 the Russian inventor Kulibin built a three-wheeled carriage. In his vehicle he used for the first time such new elements as brakes, rollers and a gear-box. The first Englishman to build a full-size self-propelled vehicle for use on the roads and to obtain practical results was Threvithick (Тревитик). Between 1798-1800 he built several working models. Up to 1860 most of road vehicles were powered by steam engines which ran at slow speeds. In 1860 Lenior (Ленуар) of Paris built an internal combustion engine which ran on city gas, the gas being ignited by an electric spark. In 1866, Otto invented the type of four-stroke cycle engine which is used today.

Slowly but surely the auto industry is perfecting a number of alternatives to the conventional engines found in almost all of today's passenger cars. Two prime factors lie behind the search for different engines - the necessity to reduce air pollution by requiring cleaner auto exhaust and the desire to produce cars that will run farther on a gallon of fuel. While basic research is continuing on electric and steam powered engines, the diesel, turbine and Stirling are current industry favourites.

Diesels get better mileage than gasoline engines, and the fuel is usually cheaper. In 1890's, Rudolf Diesel, invented the engine that bears his name. As air is drawn into the engine and compressed internal temperatures rise, and pressures reach two to three times those in a gasoline engine. The extreme pressures have meant that diesels usually are much larger and heavier than gasoline engines of the same power potential. The disadvantages of diesels as passengers - car engines are slow performance, noise and smoke.

The turbine and Stirling are multifuel engines, capable of running on any liquid that will burn, including such exotic types as peanut oil and perfume. This would be a major advantage if severe petroleum shortages develop. The turbine cars now operating are handbuilt models that cost more than 1 million dollars each. Alloys of precious metals of high durability are still required for certain vital turbine parts. Engineers believe that progress in ceramics hold the key to making turbines practical alternatives to present-day engines. The Stirling concept, first offered more than 150 years ago by a Scottish clergyman, involves external instead of internal combustion. In the new design, hydrogen gas is heated by a burner, which can run on virtually all kinds of fuel. Engineers point out that a Stirling engine would be quieter than an equivalent internal combustion engine, would emit less toxic gases, and would use fuel more economically. Yet, there is still opinion in the auto industry that the conventional gasoline powered engine - the type in almost universal use now - will continue to dominate until or unless outside circumstances dictate otherwise.

## **Вариант 2**

### **Tractor types**

The type of tractor used on the land depends on the type of work. Tractors are classified as follows:

1. According to method of securing, traction and self-propulsion: 1) Wheel tractors. 2) Track-type tractors.
2. According to utility: 1) General purpose or utility. 2) All purpose or row-crop type. 3) Orchard. 4) Industrial. 5) Garden.

Wheel tractors. The wheel-type tractor is the predominating type of machine for agricultural purposes. Wheel tractors are made with three or four wheels. There are heavy wheeled tractors which are capable of pulling 5-or 6-furrow ploughs, and doing heavy cultivations.

Track-type tractor. These tractors are sometimes referred to as "crawlers" and are usually tractors with a large horse-power. They are used for pulling a 5-or 6-furrow plough or for heavy cultivation.

General-purpose tractors. This type is also referred to as a utility tractor. It is made to perform only the usual tractor jobs, including both field and belt work such as plowing, harrowing, combining, threshing, and the like.

All-purpose tractors. An all-purpose or row-crop type is tractor designed to handle practically all the field and belt jobs, including the planting intertillage of row crops. All purpose tractors are made in several types and sizes to adapt them to the many kinds of crops and varying field and farm conditions.

This, the arrangement of the frame and traction members, the general conformation, the use of the type are very important for the classification of the tractor.

### **Вариант 3**

#### **THE FOUR-CYCLE DIESEL ENGINE**

The engine is made very much the same as the petrol or vaporizing oil engine, but because higher pressure and thrusts take place within the engine itself, it is made stronger. The basic parts are very much the same as in the other types of engines, the method of operation is slightly different. Instead of fuel air mixture, air alone enters and this is compressed to such an extent that it becomes very hot. It becomes very hot. It becomes so hot in fact that it will set fire the fuel injected into it.

This engine is known as a compression ignition engine and no electric spark is required to ignite the fuel.

1. The induction stroke. The piston moves down, inlet valve open, exhaust valve closed. The downward movement of the piston creates a partial vacuum in the cylinder and air only rushes in through the inlet valve passage. At the bottom of stroke the inlet valve closes trapping the air within the cylinder.

2. The compression stroke. The piston moves up, the inlet valve is closed, the exhaust valve is closed. The upward movement of the piston compresses the air to a very high temperature about 1000°F. This temperature is reached because the volume within the cylinder is reduced to approximately 16 times its original volume. In a spark ignition engine it would be reduced about 7 or 8 times.

3. The power stroke. When the piston is at the top of the compression stroke, a spray of fuel is injected into the cylinder. This fuel ignites immediately when it comes in contact with the hot air. The burning fuel-air mixture expands and thrusts the piston down the cylinder.

4. The exhaust stroke. The piston moves up the cylinder the inlet valve is closed, the exhaust valve is open. The upward movement of the piston pushes the burnt gases out through the exhaust valve passage and to the atmosphere.

### **Вариант 4**

#### **A diesel engine**

A diesel engine is like a gasoline engine but simpler. Diesel engines are usually larger and can do more work. The fuel used in a diesel engine is oil. In diesel engines only air is blown into the cylinder. It does not need spark plugs. Diesel engines can be four - stroke ones and two - stroke ones.

Diesel engines use a cheaper kind of fuel and give more power for each gallon of fuel burned than gasoline engines. Besides they last much longer. In new trains and ships diesel engines run large generators which make electricity. The electricity runs motors which are connected to the wheels of the train or to the ship's screws.

The diesel engine is an internal combustion engine. It uses oil as a fuel. The fuel is introduced in the form of spray and the engine requires no special ignition device.

In the four-stroke cycle Diesel engine air alone is drawn into the cylinder on the charging stroke. This air is being compressed on the return stroke to a very high pressure. The result of the combustion is that the air is heated to a high temperature.

The heavy oil injected into the air at the end of the stroke will be immediately ignited by it. The oil burns rapidly, but without explosion. The compression pressure is much higher than that in any other oil or gas engine.

## **Вариант 5**

### **Crop farming**

Crop farming involves at least five separate operations: preparing the soil, planting the soil, planting, cultivating, harvesting and processing and storage. Modern farm equipment can perform each of these operations easily and quickly.

Preparing the soil. The main purpose of soil preparation is to make a seedbed – that is, an area of soil in which seeds can be planted and in which they will sprout, take roots and grow. Tillage involves digging the soil and mixing it. Tillage loosens the soil, kills weeds and improves the circulation of the water and air in the soil.

At ploughing time, most farm fields are scattered with dead stalks, leaves, and other plant wastes from the preceding crop. Other fields may have a cover crop, such as alfalfa or grass. Plant wastes and enrich the soil with nutrients if they are ploughed under.

Soil that has been completely turned over in ploughing often remains stuck together in large chunks. Most farmers, therefore, also use a device called a harrow. A harrow has sharp teeth or disks that break the chunks of soil into smaller pieces. Many farmers attach a harrow to the back of a plough. Farmers may add fertilizer to the soil during ploughing and harrowing.

Planting. Nearly all the field crops grow on the farms are planted by machines called planter or drills. These machines cut furrows (narrow grooves) in the soil, drop seeds into each furrow and cover the seeds with soil – all in one operation. Some fertilizers and pesticides are applied to the soil during planting. Equipment to distribute the chemicals may be attached to the seed drill.

## **Вариант 6**

### **Cultivating**

Herbicides applied before or during planting kill many kinds of weeds, but not all. Some weeds may develop with the crops. Farmers control such weeds with cultivators. These devices stir the soil between rows and so uproot and bury any weeds.

Harvesting. Farmers harvest their field crops with machines. They use combines to harvest most grains and seed crops, including barley, corn, rice, soybeans and wheat. A combine performs several tasks. First, it cuts the plant stalks. Then, it threshes the cutting – that is, separates the grain or seeds from the straw and other residues. The combine returns the residues to the ground and collects the grain or seeds in a tank or bin.

Some farmers harvest corn with special machines. The machines pick the ears from the stalks but do not remove the grain from the ears. Special machines are also used to harvest other field crops, including peanuts, potatoes and sugar beets. Some machines mow such crops, as alfalfa and clover. The mowed crops are left on the ground, where they dry and become hay. Machines called hay balers gather the hay and bind it into bales.

## **Вариант 7**

Processing and storage. Crops raised to supply food for human beings are called food crops. Many food crops tend to spoil quickly, and so farmers ship these crops to market as soon as possible after harvesting. Food grains, however, can be stored for months on farms that have the proper facilities. Before grain is stored, it must be dried. Most farms that store large amounts of grain have grain-drying equipment and large storage bins.

Crops raised to supply feed for livestock are called fodder crops. Hay, silage, soybeans, and such grains as corn and sorghum are the principal feed crops. Corn, wheat

and soybeans are used for both food and livestock feed. Hay must be kept dry until it is used, and s it is usually stored in barns. Unlike hay, silage must be kept moist. Most farmers store it in airtight construction called silos.

### **Вариант 8**

#### **SUMMARY OF COMBINE ACTION**

Now, let us trace the course of the grain and straw through a typical combine. The cutting unit includes the reel, the cutter bar and sickle, and the platform and canvas. The platforms canvas, in connection with the upper feeder canvas, feeds the cut grain, evenly into the cylinder.

Threshing is accomplished at the cylinder and the concaves. Perhaps 75 per cent of the separation of threshed grain from straw is also accomplished there because threshed grain sifts through the concave opening to the grain pan.

But some grain is mixed with the straw leaving the rear of the cylinder. This mixture is confined to the straw rack by the beater and by two deflectors. The front end of the straw rack, in the model illustrated, is fitted with a chaffer section; and the rear end of the straw rack has large cells or openings. The threshed grain falls through these openings to the grain conveyor. The grain having been carried forward by the conveyor, it delivers it to the grain pan.

The air blast from the fan is directed by the deflector against the adjustable chaffer, which is located toward the rear of the grain adjustable chaffer, which is located toward the rear of the grain pan. This air blast also strikers the shoe sieve. It blows light chaff and bits this straw out the rear, but the grain falls through the shoe sieve and down to the grain auger. This auger carries it across the bottom of the combine to the elevator, from which it is delivered to the grain tank or bagging attachment.

Some grain and unthreshed heads, mixed with chaff, are usually carried off the ends of the chaffer and the shoe sieve. But this material, called “tailings”, will not be blown out if you have made the adjustments correctly. If falls into the tailings auger. Being well instructed about this process one is able to perform this operation well.

This auger carries the tailings across the machine to the tailings elevator. This elevator delivers the tailings through to another auger, which returns them to the cylinder for rethreshing.

### **Вариант 9**

#### **THE FUEL SYSTEM**

The diesel type engines has no carburator, nor does it have a magneto or spark plugs – no electrical ignition .Instead, the fuel injected into the combustion chamber after compression is practically completed, is ignited solely by the heat resulting from the compression of the air supplied for combustion.

In operation, the four strokes of the Diesel cycle are comparable to those of a gasoline engine. During the first or intake stroke of the Diesel, the piston travels downward and pure air only is taken into the cylinder through the intake valve.

During the second or compression stroke all valves are closed and the piston travels upward, crowds the air into an extremely small space which causes the temperature of the air to rise to approximately 1200oF. It is this comparatively high temperature, caused solely by the compression of the air, that ignites the fuel, which is injected at this point, and eliminates the need of any outside source of ignition.



The point to which compression is carried is higher than is normally necessary for satisfactory ignition, but this excess pressure and temperature are highly advantageous in burning fuel quickly.

On the third or power stroke, power is obtained as the piston is forced downward under the pressure of the burning and expanding gases.

On the fourth or exhaust stroke, the upward travel of the piston forces the burned gases out through the open exhaust valve into the atmosphere.

The fuel system of the Diesel can be divided into two parts: firstly the fuel supply system consisting of the fuel tank, fuel transfer pump, fuel filters and connecting piping, and second, the fuel.

## **Вариант 10**

### **IGNITION SYSTEMS**

There are two general types of ignition: the compression and the spark method. The compression type utilizes the heat of compressed air to ignite the fuel as it is introduced to the combustion or precombustion chamber. The temperature of this air may be as high as 1000oF and sometimes may be higher. If fuel was mixed with the air before compression, preignition would occur; that is, the mixture would ignite before the piston was in the most favorable position to receive the thrust of the expanding gases. This would not be desirable.

Ignition is timed in the compression-ignition by timing the injection of the fuel. In an engine operating at a constant speed, the need for variance of the timing would not be present. The truck diesel engine, which must operate under a large range of speed conditions, must have a governor system which can control the injection starting point and the injection period.

In a cold engine, some trouble is usually experienced in bringing the compression temperature up to the ignition temperature of the fuel. To assist the process, glow plugs are sometimes used. These are operated electrically and are turned off when fuel ignition begins. Most diesel (compression-ignition) engines utilize heavy-duty electrical starters, powered by 12 volts or more from storage batteries, or gasoline engines to turn the CI engine over fast enough to bring the temperature up to the ignition point.

When the CI engine has reached temperatures that ignite the fuel, no further trouble is experienced with ignition. There are no wires, coils, and plugs to cause trouble. Some diesel engines under light load or at idle may cool sufficiently to produce poor ignition of the fuel. This condition is overcome as more fuel is burned under operating conditions.

The other ignition system, the spark type, is one which is more complicated, and therefore it is the frequent cause of poor ignition.

## **КРИТЕРИИ ОЦЕНКИ ТЕКУЩЕГО КОНТРОЛЯ**

### **Оценка «Отлично»:**

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### **Оценка «Удовлетворительно»:**

Студент демонстрирует удовлетворительное владение техникой перевода, аннотирования и реферирования, подготовки презентации, допускает более 4 грамматических и лексических ошибок.

### **Оценка «Неудовлетворительно»:**

- Студент не владеет навыками перевода, допускает более 8 грамматических, лексических ошибок.

## **ПЕРЕЧЕНЬ ВОПРОСОВ К ДИФФЕРЕНЦИРОВАННОМУ ЗАЧЕТУ**

1. Выполните (устно) перевод текста по специальности (объём 1000 – 1200 п.зн.) с иностранного языка на язык обучения. Составьте (письменно) постатейный словарь и напишите перевод указанного абзаца текста. Время выполнения работы – 40 минут.

2. Составьте аннотацию прочитанного текста на иностранном языке.

## **КРИТЕРИИ ОЦЕНКИ ДИФФЕРЕНЦИРОВАННОГО ЗАЧЕТА**

**Оценка «отлично»** Студент демонстрирует отличное владение техникой чтения (изучающего, ознакомительного), работы со словарными статьями, техники перевода со словарем текстов по специальности. Студент в совершенстве знает и успешно применяет правила аннотирования на языке обучения, отлично знает особенности написания деловых писем различных жанров

**Оценка «хорошо»** Студент демонстрирует хорошее владение техникой чтения (изучающего, ознакомительного). Навыки работы со словарными статьями, техники перевода со словарем текстов по специальности в целом сформированы, но не развиты. При переводе текста по специальности допускает 1-3 грамматические или лексические ошибки, не влияющие на понимание общего содержания текста. Студент обладает достаточными навыками составления аннотации на языке обучения.

**Оценка «удовлетворительно»** Студент демонстрирует удовлетворительное владение техникой чтения (изучающего, ознакомительного). Навыки работы со словарными статьями, техники перевода со словарем текстов по специальности плохо сформированы. При переводе текста по специальности допускает 4-8 грамматических или лексических ошибок, незначительно влияющих на понимание общего содержания текста. Студент обладает навыками составления аннотации на языке обучения.

**Оценка «неудовлетворительно» (незачтено)** Студент демонстрирует плохое владение техникой чтения (изучающего, ознакомительного). Навыки работы со словарными статьями, техники перевода со словарем текстов по специальности не сформированы. При переводе текста допускает многочисленные (более 8) грамматические и лексические ошибки, искажающее понимание общего содержания текста. Студент не обладает сформированными навыками составления аннотации на языке обучения.