

ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ПРОФЕССИОНАЛЬНОЕ ОБРАЗОВАТЕЛЬНОЕ
УЧРЕЖДЕНИЕ ИРКУТСКОЙ ОБЛАСТИ «ТУЛУНСКИЙ АГРАРНЫЙ ТЕХНИКУМ»
(ГБПОУ «ТУЛУНСКИЙ АГРАРНЫЙ ТЕХНИКУМ»)

Комплект контрольно-оценочных средств по дисциплине
Иностранный язык в профессиональной деятельности
(английский язык)

основной профессиональной образовательной программы (ОПОП) по
специальности

**23.02.07 «Техническое обслуживание и ремонт двигателей, систем и
агрегатов автомобилей»**

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1. Общие положения

Контрольно-оценочные средства (КОС) предназначены для контроля и оценки образовательных достижений обучающихся.

КОС включают материалы для проведения текущего контроля, промежуточной аттестации и экзамена. КОС разработаны на основе ФГОС СПО по специальности:

23.02.07 «Техническое обслуживание и ремонт двигателей, систем и агрегатов автомобилей» базовой подготовки и программы дисциплины Иностранный язык в профессиональной деятельности (английский язык)

2. Результаты освоения дисциплины, подлежащие проверке

1.1. В результате аттестации по учебной дисциплине осуществляется комплексная проверка следующих умений и знаний, а также динамика формирования общих компетенций:

Таблица 1

Результаты обучения: умения, знания и общие компетенции	Показатели оценки результата	Форма контроля и оценивания
<p>У.1. общаться (устно и письменно) на иностранном языке на повседневные темы</p> <p>ОК.3. Принимать решения в стандартных и нестандартных ситуациях и нести за них ответственность.</p> <p>ОК.6. Работать в коллективе и команде, эффективно общаться с коллегами, руководством, потребителями.</p> <p>ОК.7. Брать на себя ответственность за работу членов команды (подчиненных), результат выполнения заданий.</p>	<ul style="list-style-type: none">- владеет монологической и диалогической речью- употребляет правильно разговорные клише в коммуникативных ситуациях- умеет задавать вопросы- умеет давать краткие и полные ответы на вопросы- умеет составлять связный рассказ с использованием ключевых слов на бытовые темы- делает устное и письменное сообщение на заданную тему с предварительной подготовкой- владеет кратким пересказом прочитанного текста- пишет правильно текст под диктовку.- умеет оформлять документы на иностранном языке (анкета, бланк, открытка, письмо)	<p>Оценка результатов выполнения домашних заданий, самостоятельных работ, контрольных работ.</p> <p>Наблюдение за ролью студента в группе.</p> <p>Оценивание результатов индивидуальных и групповых заданий проектного характера.</p>
<p>У.2. переводить (со словарем) иностранные тексты страноведческого, общенаучного и проф. ориентированного характера;</p> <p>ОК.2. Организовывать собственную деятельность, определять методы решения профессиональных задач, оценивать их эффективность и качество.</p> <p>ОК.4. Осуществлять поиск, анализ и оценку информации, необходимой для постановки и решения профессиональных</p>	<ul style="list-style-type: none">- понимает тексты общекультурного, общенаучного характера- умеет определять виды текстовых произведений (аннотация, реферат, сообщение и т.д.)- определяет содержания текста по знакомой лексике (интернациональным словам и географическим названием)- распознаёт значения слов по контексту- выделяет главную и второстепенную информации- переводит (со словарем) специальные тексты по профилю обучения	<p>Оценка результатов выполнения домашних заданий, самостоятельных работ, контрольных работ.</p> <p>Мониторинг роста творческой самостоятельности и навыков получения нового знания каждым обучающимся.</p>

задач, профессионального и личностного развития		
<p>У.3. самостоятельно совершенствовать устную и письменную речь; пополнять словарный запас.</p> <p>ОК.5. Использовать информационно-коммуникационные технологии для совершенствования профессиональной деятельности.</p> <p>ОК.8. Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации.</p>	<p>- умеет пользоваться общими словарями, справочниками</p>	<p>Мониторинг роста творческой самостоятельности и навыков получения нового знания каждым обучающимся</p> <p>Оценивание результатов индивидуальных и групповых заданий проектного характера.</p>
<p>3.1. лексический минимум включающий общеупотребительную бытовую и профессиональную лексику;</p>	<p>знает:</p> <ul style="list-style-type: none"> - лексический минимум - базовую терминологию специалиста - клишированные фразы - значения наиболее употребительных приставок, суффиксов существительных, прилагательных, глаголов 	<p>Оценка результатов выполнения домашних заданий, самостоятельных работ, контрольных работ.</p>
<p>3.2. значение изученных грамматических явлений.</p> <p>ОК.8. Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации.</p>	<p>знает:</p> <p><u>морфологию:</u></p> <ul style="list-style-type: none"> - артикль (общие сведения, употребление артикля, отсутствие артикля) - имя существительное (образование множественного числа имен существительных) - имя прилагательное (степени сравнения прилагательных) - местоимение (личные, притяжательные, указательные, вопросительные, отрицательные, неопределенные местоимения, возвратные местоимения) - числительное (образование количественных, порядковых числительных) - глагол (спряжение и употребление в речи глаголов to be, to do, to have, употребление глаголов во временах группы Indefinite) - предлоги <p><u>Синтаксис:</u></p> <ul style="list-style-type: none"> - порядок слов в простом предложении 	<p>Оценка результатов выполнения домашних заданий, самостоятельных работ, контрольных работ.</p>

3. Оценка освоения умений и знаний учебной дисциплины.

Предметом оценки служат умения и знания, предусмотренные ФГОС по дисциплине иностранный язык (английский язык), направленные на формирование общих компетенций.

Таблица 2.

		Умения			Знания		Баллы
	Практические задания	У.1.	У.2.	У.3.	3.1.	3.2.	
1	Фонетическая система английского языка	+		+	+	+	4 балла за выполненное упражнение
2	Безличные и неопределенно-личные предложения			+	+	+	
3	Имя существительное		+	+	+	+	
4	Имя числительное	+	+	+	+	+	
5	Местоимение		+	+	+	+	
6	Артикль		+	+	+	+	
7	Неопределенные местоимения some, any, no	+	+	+	+	+	
8	Местоимения much/ many, little/ few		+	+	+	+	
9	Словообразование		+	+	+	+	
10	Модальные глаголы		+	+	+	+	
11	Причастие I,II		+	+	+	+	
12	Правильные и неправильные глаголы			+	+	+	
13	Времена группы Indefinite	+		+	+	+	
14	Времена группы Continuous		+	+	+	+	
15	Времена группы Perfect	+		+	+	+	
16	Согласование времен		+	+	+	+	
17	Придаточные предложения условия и времени		+	+	+	+	
18	Страдательный залог	+		+	+	+	
19	Косвенная речь		+	+	+	+	
	Тексты общеобразовательные	+	+	+	+	+	4 балла
	Тексты по специальности	+	+	+	+	+	4 балла
	СРО	+	+	+	+	+	5 баллов за 1 час СРО
Контрольные работы							
1	II курс	+	+	+	+	+	60
2	III курс	+	+	+	+	+	60
3	IV курс	+	+	=	+	+	30

4. Материалы для текущей проверки и оценки знаний и умений Упражнения для аудиторной работы

Тема: Фонетическая система английского языка

Exercise 1. Запомните произношение следующих букв и буквосочетаний.

- [g] game, go, bag, great, grandfather, good, wagon, gun.
 [dʒ] Georgia, geology, gentleman, region, language, page, engineer, (но: get [get], begin [bɪ'ɡɪn], give [gɪv]), just, July, jam, jacket, bridge.
 [tʃ] child, chess, cheap, China, Chinese, teacher, fetch, watch, switch.
 [k] chemistry, school, technology, (но: machine [mə'ʃi:n]), jacket, block, clock, cat, come, coffee, cubic, key, keep, ski, skate.
 [ɪə] here, near, ear, dear, hear, fear, idea, queer, beer, year.
 [ɔɪ] boy, toy, noise, oil, spoil, voice, avoid.
 [ɛə] where, there, were, fair, hair, air, rare, chair, care.
 [3] television, division, usual, usually, pleasure, treasure, measure.

Exercise 2. Найдите слова со звуками: [g], [dʒ], [tʃ], [k], [ɪə], [ɔɪ], [ɛə], [3].

1. [g]: _____ 3. [tʃ]: _____ 5. [ɪə]: _____ 7. [ɛə]: _____
 2. [dʒ]: _____ 4. [k]: _____ 6. [ɔɪ]: _____

television, school, where, clock, grandson, geometry, idea, fetch, kid, catch, which, go, get, Jack, usual, crazy, bridge, avoid, scheme, just, noise, cheap, give, boil, technology, age, chess, rock, key, cut, toy, here, chair, there, year.

Exercise 3. Отработайте звуки [dʒ], [tʃ], [k], [ɪə], [ɔɪ], [ɛə]. Прочитайте рифмовки за преподавателем. Прочитайте их самостоятельно.

- [dʒ] George and Jill went up the hill, but John and Sam have tea with jam.
 [tʃ] Which is this switch? Which switch is which?
 [k] A cup of nice coffee in a nice coffee-cup. Kate can ski and skate.
 [ɪə] I fear, this is a queer idea. Here is an ear. The ear is near.
 [ɔɪ] The noisy boy spoiled his voice. Mother avoids noisy toys.
 [ɛə] There were rare pears at the fair.

Exercise 4. Найдите слово, которое отличается от остальных звуком, передаваемым буквой/сочетанием букв:

- g: 1) grandson, 2) give, 3) geometry, 4) game, 5) gate, 6) good, 7) smog.
 ch: 1) check, 2) chemistry, 3) reach, 4) children, 5) inch, 6) chief, 7) each.

Exercise 5. Поставьте слова в таблицу, под необходимый звуковой символ.

vocabulary, television, yellow, Greece, choose, pencil, sister, jeans, ticket, no, noise, lives, three, start, your, good, door, sing, shoe, down, hand, beer, tour, read, hair, that, love, like, five, girl, why, man, tea, bed, key, hot, bag, day, not, sit, we, is, do, go.

Согласные звуки:

1 [p]	2 [b]	3 [t]	4 [d]	5 [k]	6 [g]	7 [f]	8 [v]
9 [s]	10 [z]	11 [l]	12 [m]	13 [n]	14 [h]	15 [r]	16 [w]
17 [j]	18 [θ]	19 [ð]	20 [ʃ]	21 [ʒ]	22 [tʃ]	23 [dʒ]	24 [ŋ]
				television			

Гласные звуки:

25 [i:]	26 [ɪ]	27 [e]	28 [æ]	29 [a:]	30 [o]	31 [o:]	32 [u]
33 [u:]	34 [ʌ]	35 [ɔ:]	36 [ɒ]				

Дифтонги:

37 [eɪ]	38 [ou]	39 [aɪ]	40 [au]	41 [oɪ]	42 [ɪɒ]	43 [ɛɒ]	44 [uɒ]

Тема: Безличные и неопределенно-личные предложения

Exercise 1. Переведите на английский язык.

1. Сегодня холодно. 2. Идет снег целый день. 3. Сейчас утро. 4. Было приятно познакомиться с вашим другом. 5. Поздно. Пора спать. 6. Разве это не смешно? 7. Сейчас уже 10 часов утра. 8. На улице холодно? 9. Сейчас ранняя весна, но уже тепло. 10. Это далеко отсюда?

Тема: Имя существительное

Exercise 1. Образуйте и произнесите форму множественного числа от следующих существительных. Запомните существительные.

1. ship (корабль), step (шаг), test (опыт, контрольная работа), tent (палатка), student (студент), map (карта (географическая), book (книга);
2. table (стол), pen (ручка), team (команда), lesson (урок), slide (слайд), camera (фотоаппарат, видеокамера), line (линия), tree (дерево), mat (коврик), bag (сумка), plane (самолёт), film (фильм, плёнка), teacher (преподаватель, учитель), room (комната, помещение), mine (шахта);
3. tax (налог), kiss (поцелуй), match (спичка), class (занятие), box (коробка/ящик), face (лицо), place (место), exercise (упражнение);
4. baby (ребёнок), lady (дама), university (университет), academy (академия); city (город), library (библиотека);
5. foot (ступня), tooth (зуб), life (жизнь), mouse (мышь), wife (жена), fish (рыба), woman (женщина), man (мужчина), sheep (овца), child (ребёнок).

Exercise 2. Запишите следующие словосочетания, поставив последнее существительное в единственное или множественное число.

- 1) twenty-six computer __ (мышь); 2) seventeen computer mouse __ (коврик); 3) five football __ (команда); 4) fifty-eight university __ (студент); 5) one interesting __ (книга); 6) nine match __ (коробок); 7) six little __ (ребёнок); 8) fourteen fresh __ (рыба); 9) thirty-two white __ (зуб). 10) one out-of-date __ (корабль), 11) one modern __ (комната); 12) nine up-to-date __ (шахта); 13) one control __ (контрольная работа); 14) four easy __ (упражнение).

Тема: Имя числительное

Exercise 1. Запишите по-английски:

а) Количественные числительные:

3, 5, 11, 12, 13, 24, 69, 325, 1005, 530425, 1.745.033.

б) Порядковые числительные:

1, 2, 15, 23, 84, 149, 150, 208, 1000, 2.000.000.

Exercise 2. Напишите цифрами следующие даты:

- The first of March nineteen seventy-six;
- The fifth of December two thousand;
- The sixteenth of May nineteen five;
- The third of July nineteen hundred;
- In (the year) nineteen ninety-seven;
- In (the year) nineteen hundred eighty-one;
- In (the year) two thousand five.

Exercise 3. Напишите по-английски:

- 7 марта 1999 года;
- 1 сентября 1974 года;
- 22 апреля 1911 года;
- 11 марта 1951 года;
- 12 декабря 2024 года.

Exercise 4. Напишите цифрами дробные числа:

Простые: 1. A (one) half; 2. Two thirds; 3. A (one) quarter; 4. Three fourths; 5. Two and a (one) half; 6. Five and one sixth; 7. A (one) fifth

Десятичные: 1. Zero (nought/ou) point two; 2. Two point four five; 3. Four point five; 4. Three four (thirty four) point onezero two; 5. Nought point nought one; 6. Six point three five; 7. Fifty eight point three nought five.

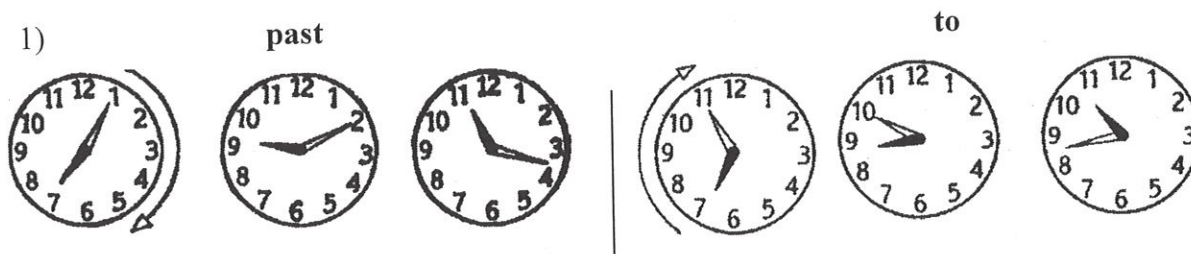
Exercise 5. Прослушайте примеры и решите их, следуя образцу.

Образец: A: How much is 10 plus 10? – B: 10 plus 10 is 20.

A: How much is 30 minus 10? – B: 30 minus 10 is 20.

- | | | |
|--------------|--------------|--------------|
| 1) $20 + 30$ | 4) $75 - 69$ | 7) $45 - 17$ |
| 2) $45 + 20$ | 5) $80 - 2$ | 8) $27 + 72$ |
| 3) $60 - 15$ | 6) $15 + 34$ | 9) $81 + 3$ |

Exercise 6. Узнайте, который час. Запомните данные ниже выражения.



- 2) – What's the time?/What time is it? – Сколько времени?/Который час?
– Please tell me the time? – Скажите, пожалуйста, который час?

– It's eight o'clock. = 8.00./It's eight sharp. – **Ровно 8 часов.**

– It's a quarter past eight. = 8.15. – a quarter ['kwɔ:tɪ] = **четверть**

– It's half past eight. = 8.30. – half [ha:f] = **половина**

– It's a quarter to nine. = 8.45.

– It's past eight. – **Девятый час.** It's to eight. – **Около восьми часов.**

– It's eight o'clock a.m. – a.m. ['eɪ'm] – от полуночи до 12 часов дня

– It's eight o'clock p.m. – p.m. ['pi:'em] – от 12 дня до полуночи.

A: Excuse me, **Please tell me the time?**

B: It's **10.50 p.m.** by my watch.

A: Thank you. – B: You are welcome.

Подстановки: 1) **Please tell me the time?** What's the time? What time is it?

2) 11.00, 7.15 p.m., 19.50, 12.05 p.m., 8.30 a.m., 1.45 a.m., 12.30, 2.45 a.m.

Exercise 7. Запишите цифрами, который час и скажите по-русски.

1) It's five o'clock a.m. It's nine sharp. It's seven a.m. It's eleven p.m.

2) It's twenty past three p.m. It's a quarter past six. It's two past four.

3) It's five to ten. It's fifteen minutes to twelve. It's twenty eight to one p.m.

4) It's half past seven. It's half past eight. It's half past three a.m.

5) It's past five. It's past eight. It's past eleven. It's to six. It's to twelve p.m.

Тема: Местоимение

Exercise 1. Переведите на английский язык следующие предложения.

1) Это комната моего друга. 2) Это комнаты моего друга. 3) Это комната моих друзей. 4) Это комнаты моих друзей. 5) Это сын нашего инженера. 6) Это сыновья нашего преподавателя. 7) Это письма ваших родителей. 8) Это письмо Петра Иванова. 9) Это друг моих родителей. 10) Это друзья моих родителей. 11) Это словарь студента. 14) Это словари студентов. 15) Это семья Николая Петрова. 16) Это зачётная книжка Ольги. 17) Это студенческий билет Стива.

Exercise 2. Замените личные местоимения данные в скобках соответствующими притяжательными местоимениями. Предложения переведите.

1. I have some notebooks and pencils in (I) bag.

2. Those are (we) instruments.

3. (He) examples are always interesting.

4. That is a line, (it) length is 1/2 of a metre.

5. I help my sister in (she) work.

6. They finished (they) experiments.

7. Show me (you) translation.

Exercise 3. Заполните пропуски соответствующими возвратно-усилительными местоимениями. Предложения переведите.

1. The student cannot solve this problem ..., we must show him how to do it.

2. I do my homework

3. You ... opened the door.

4. Be careful. Don't hurt

5. She never speaks about ...

6. We shall solve this problem

7. The new lathe ... turns the part.

8. We ... know nothing about it.

9. We could not answer the question and they answered it.

Exercise 4. Поставьте следующие местоимения в объектный падеж.

1) Please, take this textbook and give it to __ (he). 2) I'm James, James Bond 007. Call __ (I) simply James. 3) Please, phone __ (we) in the evening. 4) I'm very glad to see __ (you) at the party. 5) This university meeting is very important for __ (we). The meeting is at five. Please, tell __ (they) don't be late today. 6) What is the matter with __ (she)? (Что с ней?) 7) Say __ (it) right now (прямо сейчас)! 8) Lend __ (we) some money, Alan. 9) Tell __ (she) about __ (it). 10) Send this letter by post to __ (they). 11) These are very good exercises. Do __ (they) at home, please. 12) It's a good English-

Russian dictionary. Give ___ (it) to ___ (I), please. – Here you are. 13) Read these words and learn ___ (they) well.

Exercise 5. *Поставьте местоимения в абсолютную форму.*

1) Excuse me, whose dictionary is this? – This is ___ (I). 2) You think our job is difficult? – Yes, indeed! ___ (Our) is too difficult, I think. 3) Is this car ___ (you)? 4) What colour is his car? – ___ (he) is either yellow or red. 5) This is Marina, a friend of ___ (I). 6) Is this their room? – Yes, It's ___ (they).

Тема: Артикль

Exercise 1. *Вставьте артикль, где необходимо.*

1. Give me ... book, please.
2. We have ... son and ... daughter.
3. I have three ... sisters.
4. This is ... pen. It is his ... pen.
5. He has no ... pencil.
6. My brother's ... watch is bad.
7. She wrote ... letter to her mother.
8. This is my ... sister. My ... sister is ten.
9. They bought ... car last week. 10. This is ... book. ... book is new.

Exercise 2. *Вставьте артикль, где необходимо.*

1. This is ... pencil. ... pencil is red.
2. I have ... ball. ... ball is big.
3. My brother has ... dog. ... dog is old.
4. They have ... flat. ... flat is new.
5. Is this ... pen? — No, it isn't a pen, it's ... pencil.
6. My sister has two ... children. Her children are at... home
7. Is your friend at ... home? — No, he is at ... work.
8. My son has no ... bicycle.
9. This is our ... room. ... room is large.
10. There are ... books. ... books are interesting.

Exercise 3. *Вставьте артикль, где необходимо.*

1. Are your ... sisters students? — No, they are ... pupils.
2. My father is ... doctor. He is ... good doctor.
3. He has no ... children.
4. My brother's ... book is interesting.
5. This is my friend's ... bag. It is ... brown.
6. She has ... ball. ... ball is big. Her ... ball is green.
7. My mother is not ... teacher. She is ... doctor.
8. There are ... flowers in the vase. ... flowers are beautiful
9. Do you like ... fruit?
10. She wrote ... letter to her friend. ... letter was long.

Exercise 4. *Вставьте артикль, где необходимо.*

1. I am ... doctor. I work at... hospital. ... hospital is large.
2. You have two ... books. Give me one ... book, please.
3. Are you ... pupil? No, I am ... student.
4. Is he ... good pupil?
5. My friend bought ... interesting ... book last week.
6. He has ... daughter, but he has no ... son.
7. My father is sitting at ... table. He is writing ... letter. ... letter is long.

8. His brother has ... cat. ... cat is old and ... fat.
9. It is very dark in ... street.
10. I am at ... home. I am reading ... interesting book.

Exercise 5. Вставьте артикль, где необходимо.

1. In ... United States of ... America ... national language is ... English. Four hundred years ago ... some English people sailed to ... North America, and they brought ... English language to ... new country. Now in ... USA people speak ... American English. Many ... worlds are ... same in ... American and in ... British English.

2. One of ... first novels in ... history of ... literature was written in ... England in ... 1719. It was ... "Robinson Crusoe" by Daniel Defoe Daniel Defoe was born in ... London in ... family of ... rich man. When he was ... schoolboy, he began to write ... stories. At ... age of ... sixty he wrote ... novel "Robinson Crusoe". ... novel made him famous.

3. All ... world knows William Shakespeare as ... one of ... greatest poet and ... playwrights. He was born in ... small town of Stratford-upon-Avon in ... England. He grew up in ... large family. Not much is known of ... Shakespeare's family and his life. He became ... actor and soon began to write ... plays for his company.

Exercise 6. Вставьте артикль, где необходимо.

1. ... Stonehenge is ... circle of ... stones on ... Salisbury Plain in ... England. ... Stonehenge is about 5.000 years old. ... stones are huge and heavy.

2. There are lots of ... pyramids in Egypt. ... most famous is ... Great Pyramid of ... King Cheops. ... pyramid is about 5.000 years old.

3. ... London is ... capital of ... Britain. ... London is famous for ... its museums and parks. ... famous clock ... "Big Ben" is also in ... London.

4. Hallowe'en is ... evening of ... October ... 31st. It is ... children's festival in ... Britain and ... USA. ... children dress up in ... witch or ... host costumes.

Тема: Неопределенные местоимения some, any, no

Exercise 1. Translate the following sentences into Russian and explain the usage of pronouns some, any and no

1. Some children don't like to play.
2. Please give me some chalk.
3. Have you got any friends here?
4. I haven't got any questions.
5. I don't think we've got any time left.
6. Please take any magazine you like.
7. I haven't got any cakes, but I've got some biscuits.

Exercise 2. Choose the necessary pronouns.

1. Do you learn (some, any) foreign languages? 2. Has your friend got (some, any) English magazines? 3. I didn't get (some, any) letters yesterday. 4. Please take (some, any) German book you like. 5. I don't think we've got (some, any) time today to discuss this question. 6. I don't see (some, any) mistakes in this sentence. 7. I haven't (some, any) questions to you. 8. ... students prepare their classes here (some, any).

Exercise 3. Объясните употребление неопределенных местоимений

1. I have some interesting books in English. You may take any of them.
2. He did not ask me any questions.
3. Have you written any exercises?
4. I shall be at home all day long, you may come at any time.
5. They took some milk, some bread, and butter for their afternoon breakfast.
6. There is no life on the Moon.
7. I can give you no support.
8. Is there life on Mars? No man could answer this question at the conference yesterday.

9. Some 15 tables hang on the wall.
10. Can I have some more tea please? – Certainly.
11. No student of the group failed the exam.

Exercise 4. *Переведите слова в скобках на английский язык. Предложения переведите.*

1. This element has (несколько) important properties.
2. There is (нет) difference between these two figures.
3. (Ни один) student uses these instruments.
4. They will be able to begin their research, in (несколько) days.
5. Are there (какие-нибудь) interesting articles in this magazine?
6. Are there (какие-нибудь) new instruments in your laboratory? – Yes, there are (несколько).
7. Be ready to tell the contents of (любой) chapter of this book.

Exercise 5. *Поставьте следующие предложения в вопросительной и отрицательной форме, переведите каждое из них на русский язык.*

1. There is something interesting on this subject in the library.
2. There is somebody in the laboratory.
3. Anybody knows it.
4. She wants to go somewhere in the evening.
5. There is something there.
6. I can tell you something interesting about it.

Тема: Местоимения much/ many, little/ few

Exercise 1. *Вставьте much, many, little, a little, few, a few, переведите:*

1. I'd like to say... words about my travelling.
2. She gave him... water to wash his hands and face.
3. He had... English books at home, so he had to go to the library.
4. After the lesson everybody felt... tired.
5. Let's stay here... longer. I like it here.
6. There were... new words in the text and Peter spent... time learning them.
7. There was... sugar in the bowl, and we had to put... sugar there.
8. My mother knows German... and she can help you with the translation of this text.
10. When we walked... farther down the road we met another group of pupils.
11. Have you got... time before the lesson?

Exercise 2. *Переведите:*

Много тетрадей, много молока, много воды, много дней, много газет, много мела, много снега, много лет, много картин, много музыки, много сахара, много чая, много лимонов, много мяса, много комнат, много учителей, много работы, много воздуха, много птиц, много машин.

Exercise 3. *Вставьте much or many, переведите:*

1. Please don't ask me... questions.
2. How... money have you got?
3. I never eat... bread with soup.
4. Why did you eat so... ice-cream?
5. She wrote us... letters from the country.
- 6.... of these students don't like to look up words in the dictionary.
- 7.... in this work was too difficult for me.
8. He spent... time writing his composition in Literature.
9. There were... plates on the table.
10. Thank you very... !
- 11.... of my friends are preparing for their entrance examinations now.
12. I don't like... sugar in my tea.

Exercise 4. *Переведите:*

1. В стакане есть немного молока.
2. В тетради осталось мало чистых страниц.
3. У тебя много кофе? — Нет, очень мало.
4. Немногие из англичан говорят по-русски.
5. У них здесь очень мало друзей.
6. У него очень мало времени для чтения.
7. У Петра много русских книг и мало английских книг.
8. У меня есть немного времени вечером, чтобы закончить эту работу.
9. Я провожу много времени в библиотеке, потому что я готовлюсь к экзаменам.

Тема: Словообразование

Exercise 1. Прочитайте следующие существительные, укажите, от каких слов они образованы, определите суффиксы. Переведите.

pressure, construction, direction, concentration, collection, necessity, agreement, difference, drawing

Exercise 2. Используя известные вам суффиксы и префиксы, образуйте существительные от следующих слов и переведите их на русский язык.

1) to sail, to connect, to educate, to build, to create

2) friend, leader, fellow

3) dark, weak, cold, bright, free

Exercise 3. Образуйте прилагательные от следующих слов, используя суффиксы и префиксы, и переведите их на русский язык.

hope, truth, beauty, rain, peace, help, colour, power, joy, care, use

Exercise 4. Сопоставьте префиксы с соответствующими им определениями и составьте с ними новые слова:

1. inter— 2. post— 3. bi— 4. pre- 5. multi— 6. ex—

a) more than one; many

b) later than; after

c) before; in preparation

d) former and still living

e) between; among a group

f) two; twice; double

1. ...lingual

2. ...date

3. ...arranged

4. ...national

5. ...director

6. ...graduate

7. ...personal

8. ...husband

9. ...annual

10. ...date

Тема: Модальные глаголы

Exercise 1. Выберите, подходящий модальный глагол.

1. Children _ be careful when crossing the street.

a. can

b. may.

c. must

2. You _ speak like that, it's not polite. .

a. couldn't

b. needn't

c. mustn't

3. There is plenty of time. We _ hurry.

a. can't

b. needn't

c. may not

4. Hush! The baby is sleeping in the next room. You _ make so much noise.

a. needn't

b. can't

- c. mustn't
5. It's a pity, I _ translate this article, as I have no dictionary with me.
- a. may not
b. can't
c. mustn't
6. George _ go to the theatre yesterday, because he was unwell.
- a. needn't
b. mustn't
c. couldn't
7. It was far from the station and we _ take a bus home.
- a. might
b. must
c. had to

Exercise 2. Замените модальные глаголы соответствующими эквивалентами.

1. Students must take exams in January. 2. She can speak French well. 3. You may take this book till tomorrow. 4. We must learn new words every week. 5. I live not far from my work. I can go by bus or I can walk. 6. You may come in. 7. We can take this book from the library. 8. She cannot do this work in time. 9. He must go to St. Petersburg for a few days. 10. We can see electrical devices everywhere.

Exercise 3. Переведите предложения, обращая внимание на перевод модальных глаголов.

1. Everyone should know a foreign language. 2. To make supercomputers, we need highly developed electronics and new materials. 3. One should do one's work in time. 4. The students ought to know the history of their institute. 5. The development of new materials does not mean that old materials should lose their significance. 6. Marie Curie needed a laboratory and equipment for her research. 7. Every institute ought to be proud of their famous graduates. 8. One should know that «roentgen» is a unit (единица) of radiation.

Exercise 4. Выберите правильный модальный глагол или его эквивалент.

можно вычислить — (must, can, should) calculate; быть в состоянии выполнить — (have to, be able to, be allowed to) carry out; нельзя предсказать — (can't, needn't, be not able to) predict; должны начаться в 10 — (have to, may, be to) begin at 10; следует знать — (should, may, need) know; не нужно создавать — (may not, needn't, should not) create; необходимо использовать — (must, be allowed, may) use; можно взять эту книгу — (must, can, may) take this book; упорно не желать сделать — (need, wouldn't, must) do.

Exercise 5. Переведите предложения.

1. Он может читать и писать по-английски. 2. Она должна сделать эту работу в конце месяца. 3. Теперь студенты могут войти в аудиторию. 4. Она может заниматься здесь. 5. Он должен прочитать эту статью. 6. Можно мне взять ваш учебник? 7. Я должен пойти в библиотеку и взять книги. 8. Можно мне поехать с вами? 9. Умеет (может) этот ребенок ходить? 10. Вы должны вернуть книгу завтра.

Тема: Причастие I, II

Exercise 1. Найдите Participle I и Participle II, переведите предложения.

1. The students studying at the institutes passed entrance exams in summer. 2. The subjects studied in the first two years are very important for future engineers. 3. The lecture delivered by our dean was on new methods of technology. 4. The man delivering this lecture is our professor on mathematics. 5. An article discussing the new system of school education appeared in all newspapers. 6. The results of the experiments discussed yesterday will be published. 7. The attention paid to the study of fundamental

subjects is great. 8. Students interested in computer engineering enter technological institutes. 9. The number of specialists connected with new branches of science and engineering is increased every year.

Exercise 2. *Переведите следующие словосочетания с Participle I и Participle II:*

developing industry, developed industry;
changing distances, changed distances;
a controlling device, a controlled device;
an increasing speed, an increased speed;
a transmitting signal, a transmitted signal;

Exercise 3. *Найдите причастия и переведите предложения.*

1. Studying Newton's work «Principia», a young physicist discovered a mistake in the calculations. 2. Having designed a car radar, the engineers started complex tests. 3. While driving a car one should be very attentive. 4. A new electronic instrument will calculate how far one can drive on the fuel left in the tank. 5. The engine tested showed that it needed no further improvement. 6. Scientists are experimenting with a system allowing drivers to see better after dark. 7. The system being tested will increase the safety and fuel efficiency of a car. 8. Having been tested, the computer system was installed at a plant. 9. Soon the night-vision system designed will be available. 10. The synthetic magnet has a lot of valuable qualities that can be changed, if desired. 11. Recently there have appeared battery-powered cars. 12. The radar used was of a completely new design. 13. Having been heated, the substance changed its properties. 14. Being provided with batteries an electric car can develop a speed of 50 miles an hour. 15. When mass produced, electric cars will help solve ecological problems of big cities. 16. A defect undetected caused an accident. 17. Though first developed for military purposes, radar can be used in modern cars.

Exercise 4. *Замените придаточные предложения причастным оборотом.*

While Boris was driving home, he saw an accident. 2. After we had talked with Peter, we felt much better. 3. When John arrived at the station, he saw the train leave. 4. After he had left the house, he walked to the nearest metro station. 5. When I looked out of the window, I saw Mary coming. 6. As we finished our part of the work, we were free to go home. 7. As Ann had had no time to write us a letter, she sent a telegram.

Тема: Времена группы Indefinite

Exercise 1. *Поставьте следующие предложения в Past Indefinite или Future Indefinite, добавляя, где необходимо, слова last/next week, last/next year, tomorrow, yesterday и т.д.*

1. I am very busy today. 2. They are in the reading-room now. 3. It is a cold day today. 4. We are students of one of the Moscow Institutes. 5. You are late for the lecture. 6. Mary is a good student. 7. Students have four exams in January. 8. Today they have time to go to the cinema. 9. We have some English magazines. 10. The book has many diagrams. 11. I have good news. 12. She has a map of England.

Exercise 2. *Поставьте следующие предложения в Past или Future Indefinite, добавляя слова last/next year, yesterday, tomorrow, last/next week, last/next summer и т. д.*

1. We study six days a week. 2. I go to the institute every day. 3. My friend lives in a hostel. 4. Usually I get up at 7 o'clock. 5. My studies begin at half past eight. 6. We have four lectures every day. 7. After lectures we

go to the dinning room. 8. We do our homework for the next day. 9. At night I read and watch TV. 10. On Sunday I visit my friends.

Exercise 3. *Поставьте сказуемое в отрицательной форме.*

1. Today our lectures begin at 10 o'clock in the morning. 2. We were school-children last year. 3. We had four entrance exams in summer. 4. Yesterday the first-year students saw the institute laboratories. 5. We took all the necessary books from the library. 6. I got excellent marks for my entrance exams. 7. He knows the meaning of the word «engineering» (техника, машиностроение, инженерное дело). 8. The students of our group will meet in the laboratory. 9. The librarian gave us all the necessary books.

Exercise 4. *Поставьте вопросы к каждому члену предложения и дайте отрицательную форму.*

1. He entered the Aviation Institute last year. 2. My sister studies at the university. 3. The third-year students will have industrial training next summer.

Exercise 5. *Раскройте скобки, укажите время глагола:*

1. He (know) several foreign languages.
2. I (learn) English at school.
3. Usually the lessons (begin) at 9 o'clock.
4. Our grandparents (live) now in Moscow.
5. He often (visit) them last year.
6. As a rule I (go) to my school by bus.
7. She (work) abroad next year.
8. She (not like) loud music.
9. Your children usually (ask) many questions.
10. At present he (work) at school.
11. My brother (like) music.
12. What you (do) yesterday?
13. His sister (go) to the seaside next July.
14. Soon we (leave) the school.

Тема: Времена группы Continuous

Exercise 1. *Объясните употребление времен группы Continuous, переведите предложения.*

A. 1. I am at my English lesson. I am sitting and doing my exercises. My friend is not sitting, he is standing at the blackboard and looking at me. 2. It is getting cold now, isn't it? Look out. Is it raining now? 3. You are late. What were you doing? — I was translating a text. 4. When I came home my parents were having supper and at the same time they were watching TV. 5. What was he doing when I rang up an hour ago? He was looking through a newspaper when I rang up. 6. Tomorrow we shall be preparing for a test for the whole evening. 7. In July they will be taking their exams for the whole month. 8. What will you be doing tonight at 10 o'clock? Will you be working? No, I shall be reading a book at this hour.

B. 1. New Metro lines are being built now in Moscow. 2. What is going on? A new film is being discussed. 3. What grammar was being explained when you came in? 4. What questions were being discussed at that time? 5. New methods of research are being used in our lab. 6. Much is being done to improve laboratory methods.

Exercise 2. *Найдите предложения с глаголом-сказуемым в Present Continuous, переведите.*

1. Water and air are becoming more and more polluted. 2. At present computers are more widely used in the sphere of education. 3. Where were you at six o'clock? We were studying in the reading-room. 4. There are government and public organizations that are analysing data on land, forest and air. 5. New courses of educa-

tion such as management are being organized in many institutes. 6. What will you be doing in the laboratory tomorrow morning? We shall be watching the operation of a new device. 7. Measures are being taken to save Lake Baikal. 8. The situation at Lake Baikal is remaining very serious. 9. Much attention is being paid at present to the development of international scientific contacts. 10. Science is becoming a leading factor in the progress of mankind.

Exercise 3. Найдите предложения с глаголом-сказуемым в *Continuous Passive*, переведите.

1. Cambridge University was formed in the 12th century. 2. The solution of ecological problems may be achieved only by joint efforts of all countries. 3. Great changes in people's lives and work were brought about by the scientific and technological progress. 4. The theory of interaction of atmospheric and oceanic processes is being developed to determine the weather of the planet. 5. The teachers at Cambridge are called «dons» or «tutors». 6. Computers and lasers are being widely introduced at plants and factories. 7. The most important ecological problems must be considered at the government level. 8. The training at Cambridge and Oxford is carried out by tutorial system.

Тема: Времена группы Perfect

Exercise 1. Объясните употребление времен группы Perfect, переведите.

1. This is a very good book, I have just read it with pleasure. 2. He has been absent this week. He has been ill. 3. I haven't seen you for a long time. Where have you been all this time? 4. We haven't heard about her since 1989. 5. By the beginning of the lecture the laboratory assistant had brought all the necessary diagrams. 6. Before we came to the next lecture we had studied the material of the first one. 7. Have you already finished your diploma work? No, I shall have finished it by the end of June. 8. They will not have passed their exams by the time you return. 9. Many students have been enrolled into universities this year. 10. The translation has not been finished yet. It will have been finished by the end of the month. 11. Have you brought these journals with you? No, these journals had been brought by my sister before I returned from St. Petersburg. Don't you know that?

Тема: Согласование времен

Exercise 1. Раскройте скобки, обращая внимание на согласование времен. Переведите.

1. I did not know that you already (to read) this book. 2. He did it better than I (to expect). 3. He said that the bus (to be) here soon. 4. I think it all happened soon after the meeting (to end). 5. They decided that they (to bring) us all the necessary books. 6. He said that he (can) not do it without my help. 7. He asked the students whether they ever (to see) such a book. 8. It was decided that we (to start) our work at eight o'clock. 9. I told you that I (to leave) for Minsk on the following day. 10. The boy did not know that he already (receive) a good mark. 12. He wanted to know what (to become) of the books. 13. The visitors were told that the secretary just (to go out) and (to come back) in half an hour. 14. He said we (may) keep the books as long as we (to like). 15. We thought that he not (to be able) to make his work in time and therefore (to offer) to help her. 16. When I came they (to tell) me that he (to leave) half an hour before. 17. It was soon clear to the teacher that the control work (to be) a difficult one. 18. I decided that next year I (to go) to see my old friend again. I not (to see) him since he (to go) to Moscow.

Тема: Придаточные предложения условия и времени

Exercise 1. Переведите предложения на русский язык, обращая внимание на тип условного предложения.

1) If I get home early enough, I will make a special dinner. 2) If he speaks to me, I will not argue with him. 3) I will be in the study if you need anything. 4) I would lend you the money you need if I had some with me. 5) I would have lent you the money you needed if you had asked me to then. 6) If I hadn't gone to that party I wouldn't have met Andrew. My life would be different now. 7) I would apologize if I were you. 9) I wouldn't have won the beauty contest if I hadn't lost weight then. 10)

Maybe he would have agreed if you had asked him better. 11) If they promised me the pay-rise I would agree to work further. But I doubt they will.

Exercise 2. Раскройте скобки и поставьте глаголы в нужную форму, переведите.

1. He (go) out when the weather (get) warmer. 2. I (wait) for you until you (come) back from school. 3. I'm afraid the train (start) before we (come) to the station. 4. We (go) to the country tomorrow if the weather (to be) fine. 5. We (not pass) the examination next year if we not (work) harder. 6. If you (not drive) more carefully you (have) an accident. 7. You (be) late if you (not take) a taxi. 8. I (finish) reading this book before I (go) to bed. 9. You must (send) us a telegram as soon as you (arrive). 10. We (have) a picnic tomorrow if it (be) a fine day. 11. We (go) out when it (stop) raining. 12. We (not to have) dinner until you (come). 13. I'm sure they (write) to us when they (know) our new address.

Exercise 3. Объедините предложения, используя условное предложение.

Образец: It's snowing very hard. I think, we can't go skiing today. – *If it were not snowing so hard, we would go skiing.*

1) They didn't invite me. So, I didn't come to the party. 2) He was speaking on the phone when he was driving. That's why he bumped into a car. 3) My husband didn't agree to sit with the baby. So, I didn't go to the concert. 4) We didn't have berries this summer. That's why we didn't make any jam. 5) I am not going your way. So I can't give you a lift. 6) He has a lot of work to do. He can't come home earlier. 7) I don't know your sister. I can't meet her at the station. 8) The picture is not finished yet. I won't show it to you. 9) You didn't put on your coat yesterday. That's why you got cold and ill. 10) I have a sore throat today. I can't speak at the meeting.

Exercise 4. Закончите предложения.

1) He'll fail his exam if 2) If the students had studied better 3) They would be disappointed if 4) The accident wouldn't have happened if 5) If I knew his phone number 6) If he doesn't complete his home assignment

Exercise 5. Переведите следующие вопросы на английский язык и выразите свои идеи и предположения.

1) Что вы будете делать, если завтра будет плохая погода? 2) Что бы вы делали, если бы у вас был миллион долларов? 3) Что бы вы делали, если бы учились сейчас в одном из вузов Америки? 4) Что бы вы делали, если бы в школе вам не задавали домашнего задания?

Тема: Страдательный залог

Exercise 1. Раскройте скобки и употребите сказуемые в настоящем времени, прошедшем и будущем. Полученные словосочетания переведите.

Scientist (to be called); law (to be discovered); article (to be published); devices (to be used); pressure (to be measured); cell (to be built).

Exercise 2. Сравните предложения в действительном и страдательным залогах. Переведите их, обращая внимание на время глагола-сказуемого.

1. The students asked the lecturer many questions. The lecturer was asked many questions.
2. He taught us to use the lab equipment. We were taught to use the lab equipment.
3. Tomorrow our teacher will give us a new task. A new task will be given tomorrow. We shall be given a new task tomorrow.
4. Usually a lab assistant shows the equipment to the students. Usually the equipment is shown to the students by a lab assistant. Usually the students are shown the equipment by a lab assistant.

Exercise 3. Выберите предложения, сказуемые которых употреблены в страдательном залоге. Укажите, на какой признак Вы опирались. Переведите все предложения, обращая внимание на залог.

1. The development of science is closely connected with the development of higher education.
2. State spends a lot of money to train highly qualified engineers.
3. Students studying at institutes and universities passed their entrance exams in summer.
4. Some institutes of technology are reorganized into universities.
5. Any country must be provided with good specialists in all branches of science and technology for its further development.

Exercise 4. Переведите предложения. Попытайтесь дать, где возможно, разные варианты перевода пассивной конструкции.

1. The inventor is known for his scientific achievement.
2. A considerable contribution to the development of physics was made by Newton.
3. Numerous new devices are being used in many branches of science and technology.
4. The first counting machine was invented by Charles Babbage.
5. K.Tsiolkovsky is called a space travel pioneer.

Тема: Косвенная речь

Exercise 1. Переделайте следующие предложения в косвенную речь, поставив глагол в главном предложении в прошедшем времени. Например:

Tom wants to spend the winter in Texas.

They said that Tom wanted to spend the winter in Texas.

He asked if Tom wanted to spend the winter in Texas.

1. Mary wants to take a course in German.
2. Ann does not work at the college.
3. The laboratories have new TV sets.
4. The teacher will give you further instructions.
5. Where are you coming from?
6. The lecture will begin in five minutes.
7. John has learned grammar for two years.
8. Could I speak to Mr. Smith, please?
9. Does Bob go to the library every day?

Exercise 2. Переведите на английский язык.

1. Мой друг сказал, что он много работает.
2. Ученый сообщил, что он написал статью о своей работе.
3. Меня спросили, сделал ли я свою работу.
4. Она хотела знать, будет ли он летом в Москве.
5. Мы спросили преподавателя, сколько новых слов в четвертом уроке.
6. Мы не знали, будет ли у него практика летом.
7. Он сказал, что знает два иностранных языка.
8. Он знал, что ее брат живет в Самаре.

Exercise 3. Определите, чем выражено дополнение в предложениях, переведите.

1. The students of our group saw a new film yesterday. They said it was very interesting.
2. The dean's assistant told us to do all our work in time.
3. Our laboratory has been equipped with modern devices.
4. The students were informed at the meeting that they would have their practical training in St. Petersburg.
5. We asked the dean if he was busy.
6. The new student asked when our lectures would begin.
7. He also asked to show him where the chemistry laboratory was.
8. He wanted to know whether we had already had our industrial training.
9. I did not know then if I should see him again.
10. We didn't know whether it would be possible to use a computer for our work.

Контрольная работа (I семестр, II курс)
I вариант

- I.** Соотнесите данные фразы с их эквивалентами
- | | |
|----------------------------|--------------------------------|
| 1. Look here! | a) до встречи |
| 2. Thank you for doing it! | b) не за что |
| 3. See you later. | c) послушайте |
| 4. Don't bother. | d) спасибо, что вы это сделали |
| 5. Not at all. | e) не беспокойтесь |
- II.** Найдите и напишите слова со звуками [ai], [ei] в два столбика
- mail, cry, by, mine, main, rain, file
- III.** Найдите безличное предложение, переведите
1. It's a happy birthday
 2. This is an umbrella. It's large
 3. It's 5 o'clock
 4. It begins at 7 o'clock
- IV.** Образуйте форму множественного числа от следующих существительных
- ship, book, university, sheep, life, woman
- V.** Запишите прописью количественные числительные
- 13, 54, 158, 415, 13.754, 6.721.398
- VI.** Вставьте артикли, где необходимо
1. This is table. ... table is big.
 2. My father is ... doctor. He is ... good doctor.
 3. I have no ... book.
 4. My sister's ... pen is red.
 5. My ... parents are at ... home now.

Контрольная работа (I семестр, II курс)
II вариант

- I.** Соотнесите данные фразы с их эквивалентами
- | | |
|--------------------------|---------------------------------------|
| 1. I must be going. | a) сейчас я действительно должен идти |
| 2. Pardon me. | b) спасибо, что пришли |
| 3. I really must go now. | c) извините |
| 4. Thank you for coming. | d) я должен идти |
| 5. See you tomorrow. | e) до завтра |
- II.** Найдите и напишите слова со звуками [ai], [ei] в два столбика
- by, cry, main, rain, mail, file, mine
- III.** Найдите безличное предложение, переведите
1. It's nice to meet you!
 2. It's a happy holiday!
 3. This is a table. It's big.
 4. It starts at 3 o'clock.
- IV.** Образуйте форму множественного числа от следующих существительных

test, map, city, deer, wife, man

V. *Запишите прописью количественные числительные*

19, 63, 132, 519, 17.682, 8.638.415

VI. *Вставьте артикли, где необходимо*

1. You have no ... friends.
2. My mother is ... teacher. She is ... good teacher.
3. Your ... daughter is at ... school now.
4. My father's ... car is new.
5. This is car. ... car is green.

Контрольная работа (I семестр, II курс)

III вариант

I. *Соотнесите данные фразы с их эквивалентами*

- | | |
|-------------------------|----------------------|
| 1. Excuse me | a) до скорой встречи |
| 2. Thank you very much! | b) извините |
| 3. See you soon. | c) пожалуйста |
| 4. Don't worry. | d) спасибо большое |
| 5. You're welcome. | e) не беспокойтесь |

II. *Найдите и напишите слова со звуками [ai], [ei] в два столбика*

cry, mail, main, by, rain, file, mine

III. *Найдите безличное предложение, переведите*

1. It begins at 7 o'clock
2. This is a car. It's blue
3. It's a happy weekend
4. It's cold today

IV. *Образуйте форму множественного числа от следующих существительных*

baby, student, slide, fish, knife, postman

V. *Запишите прописью количественные числительные*

15, 87, 163, 718, 14.769, 3.765.831

VI. *Вставьте артикли, где необходимо*

1. He has no ... watch.
2. This is book. ... book is hard.
3. Our ... friends are at ... school.
4. My sister is ... student. She is ... good student.
5. My grandmother's ... book is old.

Контрольная работа

II курс (II семестр)

I вариант

I. *Выберите правильную видовременную форму глагола:*

1. Every day Nick gets up at 7 o'clock.

a) Past Simple tense b) Present Simple tense c) Future Simple tense

2. I visited my parents last Sunday.

a) Past Simple tense b) Present Simple tense c) Future Simple tense

II. Выберите правильную форму глагола:

1. Lena Magazines every week.
a) buy b) buys c) bought d) will buy
2. He ...in the office last year.
a) work b) works c) worked d) will work
3. My grandmother ...pies in two hours.
a) cook b) cooks c) cooked d) will cook
4. We... some exercises tomorrow.
a)do b)does c)did d)will do

III. Вставьте some, any, no.

1. I buy ... books.
2. Did you buy... milk?
3. He has ...information for us.
4. I would like... water, please.
5. Did you meet ... friends yesterday?

IV. Раскройте скобки, поставьте глаголы в форме страдательного залога (пассива)

1. Books (return) to the library.
2. New houses (build) every day.
3. The teacher (ask) many questions yesterday.
4. My work (finish) next week.
5. Dictionary (take) tomorrow.

V. Переведите выражения на английский язык используя Participle I и Participle II

1. сидящий человек
2. читая книгу
3. построенный дом

Контрольная работа

II курс (II семестр)

II вариант

I. Выберите правильную видовременную форму глагола:

1. The workers will build new house in a year.
a) Past Simple tense b) Present Simple tense c) Future Simple tense
2. I speak English well.
a) Past Simple tense b) Present Simple tense c) Future Simple tense

II. Выберите правильную форму глагола:

1. Lena music
a) like b) likes c) liked d) will like
2. She ...here last year.
a) work b) works c) worked d) will work
3. Michael ...his lessons every day
a) do b)did c) does d) will do
4. We... this work all tomorrow morning.
a)do b)does c)did d)will do

III. Вставьте some, any, no.

1. I bring ... texts.
2. Did you take... newspapers?
3. He had ...new for us.
4. I would like... tea, please.
5. Did you see ... girls yesterday?

IV. Раскройте скобки, поставьте глаголы в форме страдательного залога (пассива)

1. Books (take) to the school.
2. New roads (build) every day.
3. Pupils (ask) many homework yesterday.
4. My diploma (finish) next week.
5. His bag (bring) tomorrow.

V. Переведите выражения на английский язык используя Participle 1 и Participle II

1. читающая девочка
2. работая дома
3. сделанный стол

**Контрольная работа (I семестр)
для студентов III курса
I вариант**

I. Соотнесите данные фразы с их эквивалентами

- | | |
|----------------------------|--------------------------------|
| 6. Look here! | a) до встречи |
| 7. Thank you for doing it! | b) извините, я опоздал |
| 8. See you later. | c) послушайте |
| 9. Don't bother. | d) спасибо, что вы это сделали |
| 10. Not at all. | e) не беспокойтесь |
| 11. I'm sorry, I'm late. | f) не за что |

II. Вставьте артикли, где необходимо

1. Are your ... sisters students? No, they are ... pupils.
2. He has no ... children.
3. Do you like ... fruit?
4. Michael has ... car. His ... car is red.
5. My father's ... car is blue.
6. Is ... Washington the capital of ... USA?

III. Определите время сказуемого в следующих предложениях (Present, Past, Future Indefinite)

1. My brother studies at college.
2. I translated this text last lesson.
3. You will see him tomorrow.
4. You will visit us soon.
5. Yesterday was my day off.
6. They study English well.

IV. Переведите предложения из действительного залога в страдательный

1. You open the door.
2. We asked questions.
3. He can do this exercise.

4. My mother teaches pupils very interesting.
5. Our students learn many subjects.
6. John clean the window.

V. Поставьте глагол в форму *Present Perfect*, *Present Continuous* или *Present Indefinite*

1. I (study) English *now*.
2. I (learn) *already* five hundred words.
3. My friend (speak) German fluently.
4. He (read) *already* some books in the original.
5. She *often* (go) to Moscow.
6. My brother (read) this book *now*.

Контрольная работа (I семестр)
для студентов III курса
II вариант

I. Соотнесите данные фразы с их эквивалентами

- | | |
|--------------------------|---------------------------------------|
| 6. I must be going. | a) сейчас я действительно должен идти |
| 7. Pardon me. | b) можно мне зайти |
| 8. I really must go now. | c) извините |
| 9. Thank you for coming. | d) я должен идти |
| 10. See you tomorrow. | e) до завтра |
| 11. May I come in? | f) спасибо, что пришли |

II. Вставьте артикли, где необходимо

1. Do you like ... coffee?
2. My friend's ... child is pretty.
3. Are your ... children pupils? Yes, they are ... pupils.
4. I have no ... book.
5. Ann had ... dog. Her ... dog was old.
6. Is ... London the capital of Great Britain?

III. Определите время сказуемого в следующих предложениях (*Present*, *Past*, *Future Indefinite*)

1. I shall see him tomorrow.
2. His sister studies at school.
3. They work every day.
4. We translated this text last lesson.
5. Tomorrow will be my day off.
6. Yesterday was my birthday.

IV. Переведите предложения из действительного залога в страдательный

1. I open the book.
2. They asked topic.
3. She can do this test.
4. My father repaired this table .
5. Our parents buy that car.
6. They will discuss your report tomorrow.

V. Поставьте глагол в форму *Present Perfect*, *Present Continuous* или *Present Indefinite*

1. My brother (read) this book *now*.

2. They *often* (spend) their summer vacation at the sea.
3. It *often* (rain) in October.
4. He *usually* (play) tennis at this time.
5. Moscow (change) very much.
6. My friend (speak) German fluently.

Контрольная работа (I семестр)
для студентов III курса
III вариант

I. Соотнесите данные фразы с их эквивалентами

- | | |
|-------------------------|----------------------|
| 1. Excuse me | a) до скорой встречи |
| 2. Thank you very much! | b) извините |
| 3. See you soon. | c) можно мне выйти |
| 4. Don't worry. | d) спасибо большое |
| 5. You're welcome. | e) не беспокойтесь |
| 6. May I go out? | f) пожалуйста |

II. Вставьте артикли, где необходимо

1. Do they like ... sugar?
2. They have no ... car.
3. Are your ... friends ... students? No, they are ... pupils.
4. Jane has ... house. Her ... house is large.
5. My mother's ... hair is blonde.
6. Is ... Moscow the capital of ... Russia?

III. Определите время сказуемого в следующих предложениях (Present, Past, Future Indefinite)

1. We study every day.
2. They will visit you tomorrow.
3. My mother works at a hospital.
4. They did it yesterday.
5. Today is my day off.
6. Tomorrow I shall go to the theatre.

IV. Переведите предложения из действительного залога в страдательный

1. We take the car.
2. He did this exercise.
3. She can open this window.
4. My brother sings this song.
5. Our students speak many languages.
6. I explain this rule every day.

V. Поставьте глагол в форму Present Perfect, Present Continuous или Present Indefinite

1. We *usually* (drink) coffee at that time.
2. Our children *often* (spend) their weekends with us.
3. I (sing) this song *now*.
4. My teacher (speak) English very well.
5. We (go) to cinema *now*.
6. He *usually* (read) this book at this time.

Контрольная работа

III курс (II семестр)

I вариант

I. Выберите правильную видовременную форму глагола:

1. Every day Nick gets up at 7 o'clock.

a) Past Simple tense b) Present Simple tense c) Future Simple tense

2. I visited my parents last Sunday.

a) Past Simple tense b) Present Simple tense c) Future Simple tense

II. Выберите правильную форму глагола to be:

1. I... a student

a) is b) are c) am

2. He ... a doctor.

a) is b) are c) am

b) 3. They ... pupils,

a) is b) are c) am

c) 4. Girls ... schoolchildren,

a) is b) are c) am

d) 5. Mary ... in the room,

a) is b) are c) am

III. Выберите правильную форму глагола:

1. Lena ... magazines every week.

a) buy b) buys c) bought d) will buy

2. He ... in the office last year.

a) work b) works c) worked d) will work

3. My grandmother ... pies in two hours.

a) cook b) cooks c) cooked d) will cook

4. We ... some exercises tomorrow.

a) do b) does c) did d) will do

IV. Запишите данные предложения в утвердительной, отрицательной и вопросительной формах во временах:

1. Present Indefinite Tense

2. Past Indefinite Tense

3. Future Indefinite Tense

4. Present Continuous tense
5. Past Continuous Tense
6. Future Continuous Tense
7. Present Perfect Tense
8. Past Perfect Tense
9. Future Perfect Tense

с использованием временных указателей (yesterday, today, tomorrow, a week ago, last year, always, never, usually, every day, next year, last week, ever, just, already, by 6 o'clock, in 2009, in a week)

- a) I (like) this film
- b) My father (go) home

Контрольная работа

III курс (II семестр)

II вариант

I. Выберите правильную видовременную форму глагола:

1. The workers will build new house in a year.

- a) Past Simple tense b) Present Simple tense c) Future Simple tense

2. I speak English well.

- a) Past Simple tense b) Present Simple tense c) Future Simple tense

II. Выберите правильную форму глагола to be:

1. He... a good student

- a) is b) are c) am

2. I ... a doctor.

- a) is b) are c) am

3. My friends ... students

- a) is b) are c) am

4. They ... at home now

- a) is b) are c) am

5. This ... my house

- a) is b) are c) am

III. Выберите правильную форму глагола:

1. Lena ... music.

- a) like b) likes c) liked d) will like

2. She ... here last year.

- a) work b) works c) worked d) will work

3. Michael ... his lessons every day

- a) do b) did c) does d) will do

4. We ... this work all tomorrow morning.

- a) do b) does c) did d) will do

IV. Запишите данные предложения в утвердительной, отрицательной и вопросительной формах во временах:

1. Present Indefinite Tense
2. Past Indefinite Tense
3. Future Indefinite Tense
4. Present Continuous tense
5. Past Continuous Tense
6. Future Continuous Tense
7. Present Perfect Tense
8. Past Perfect Tense
9. Future Perfect Tense

с использованием временных указателей (yesterday, today, tomorrow, a week ago, last year, always, never, usually, every day, next year, last week, ever, just, already, by 6 o'clock, in 2009, in a week)

- c) My sisters (listen) this music
- d) She (buy) this book

Контрольная работа

для студентов IV курса (I семестр)

Запишите данные предложения в утвердительной, отрицательной и вопросительной формах во временах:

1. a) Present Indefinite Tense
b) Past Indefinite Tense
c) Future Indefinite Tense
2. a) Present Continuous tense
b) Past Continuous Tense
c) Future Continuous Tense
3. a) Present Perfect Tense
b) Past Perfect Tense
c) Future Perfect Tense
4. a) Present Indefinite Passive
b) Past Indefinite Passive
c) Future Indefinite Passive
5. a) Present Continuous Passive
b) Past Continuous Passive
c) Future Continuous Passive
6. a) Present Perfect Passive
b) Past Perfect Passive
c) Future Perfect Passive

с использованием временных указателей (yesterday, today, tomorrow, a week ago, last year, always, never, usually, every day, next year, last week, ever, just, already, by 6 o'clock, in 2009, in a week)

Варианты:

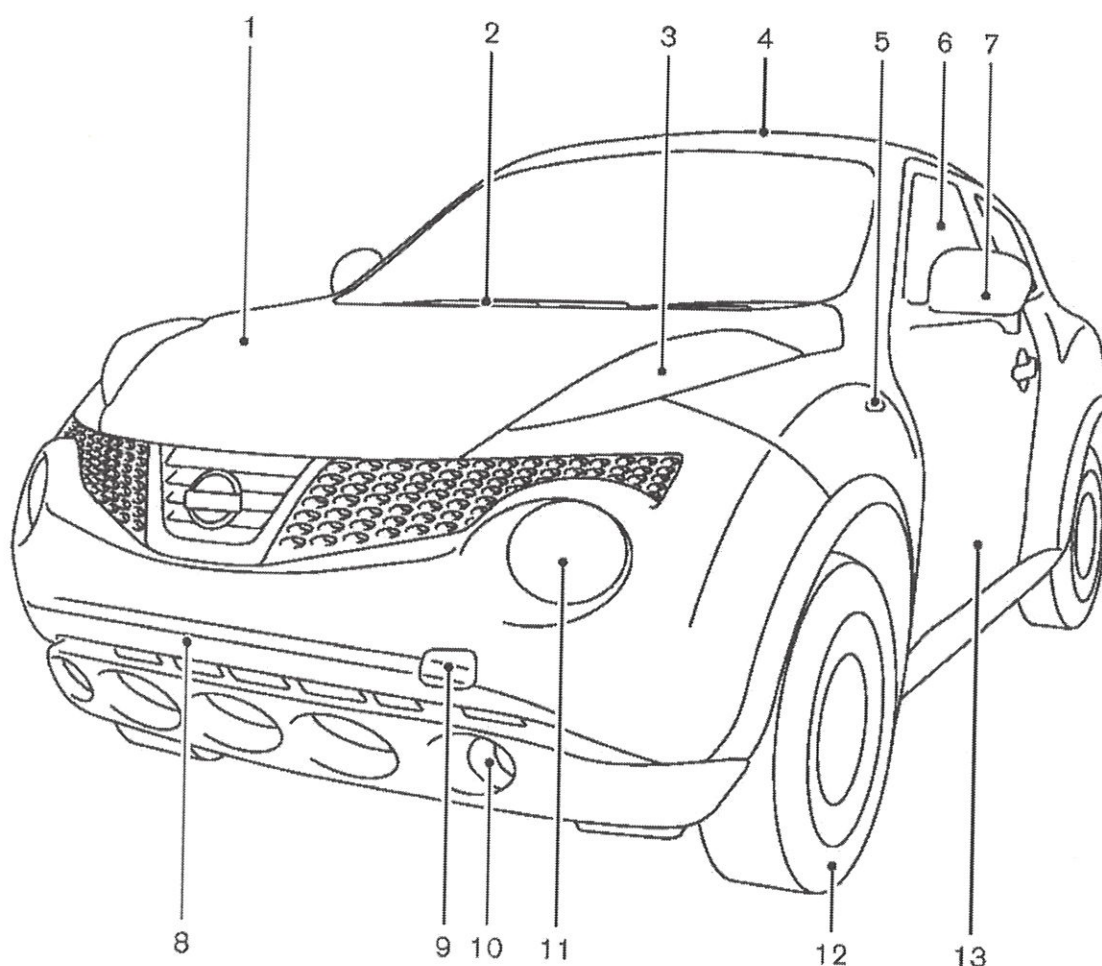
1. a) I (like) this film. b) My father (go) home.
2. a) She (watch) TV. b) Ann (speak) French.
3. a) I (work) in a bank. b) Kate (eat) an apple.
4. a) They (live) in Tulun. b) Robert (drink) coffee.
5. a) We (play) tennis. b) Peter (know) it.
6. a) He (drive) a car. b) We (have) a car.
7. a) You (teach) students. b) They (go) by bus.
8. a) She (Like) juice. b) Lessons (begin) at 9 o'clock.
9. a) I (live) in Parris. b) Tim and Tom (build) a house.
10. a) You (arrive) at time. b) Jim (buy) a cake
11. a) They (study) at home. b) My sister (come) here.
12. a) He (finish) his work. b) Plain (fly) fast.
13. a) We (visit) parents. b) Jane (lose) her clue.
14. a) She (want) it. b) Children (make) mistakes.
15. a) I (kiss) you. b) Ann (see) a picture.

Тексты по специальностям

REVISION

1. Look at the pictures and name as many external and internal car parts as you can.

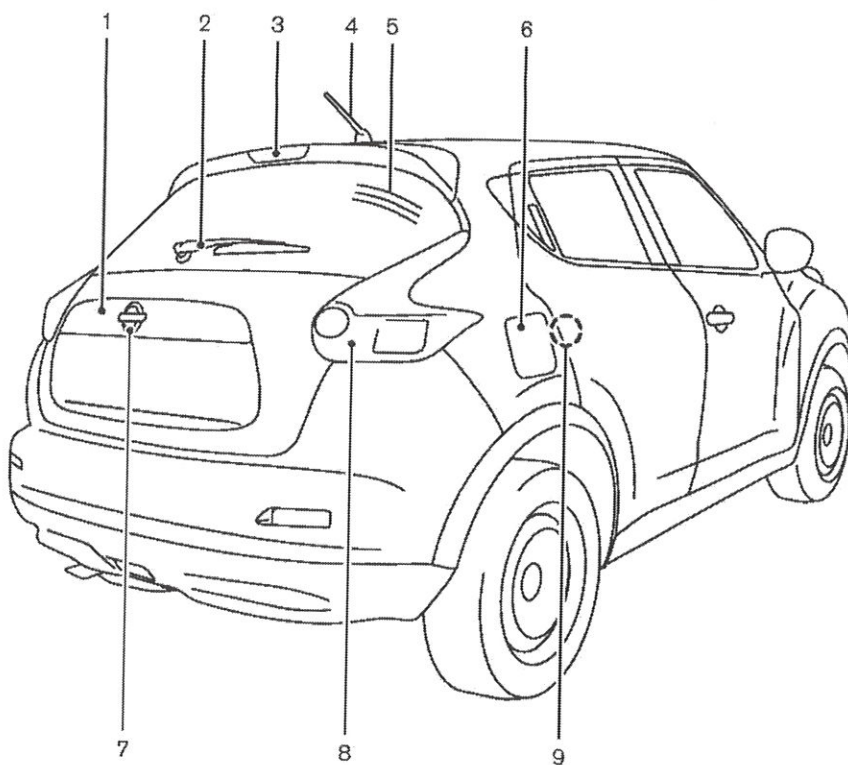
I.



1.		8.	
2.		9.	
3.		10.	
4.		11.	
5.		12.	
6.		13.	
7.			

Words for reference: tires; windshield wipers; sunroof/moonroof; side marker indicators/turn signals; hood/bonnet; side turn signal lights; windows; tow hook; front bumper; fog lights; headlights; outside mirrors; doors

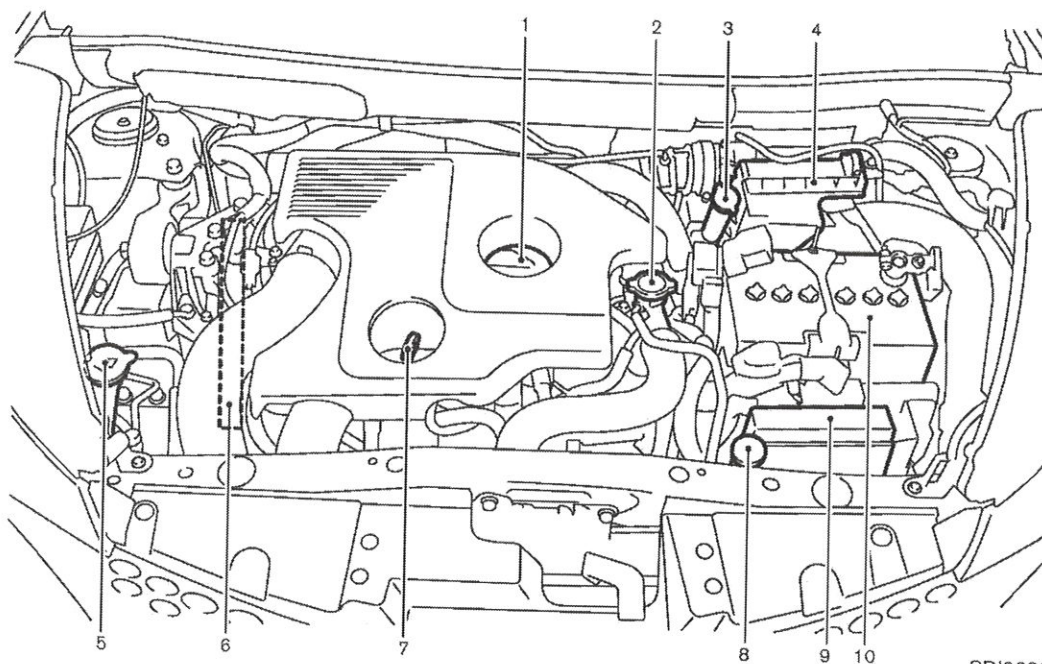
II.



1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.			

Words for reference: rear window wiper; rear window defroster; rear lights; boot/trunk; stop/braking light; fuel-filler door; rear view camera; antenna; rear door

III.



SD12639

1.		6.	
2.		7.	
3.		8.	

4.		9.	
5.		10.	

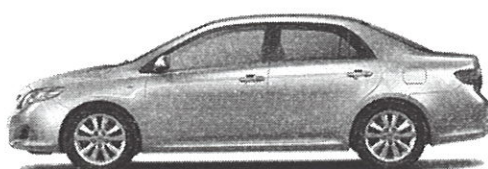
Words for reference: air cleaner; engine oil filler cap; engine drive belt location; radiator filler cap; brake and clutch fluid reservoir; engine oil dipstick; engine coolant reservoir; fuse/fusible link holder; battery; window washer fluid reservoir;

2. Label the types of car.

Words for reference: hatchback, convertible, coupe, estate car/station wagon, pick up, saloon/sedan, SUV (sports utility vehicle), limousine, sports car, truck, van



a)



b)



c)



d)



e)



f)



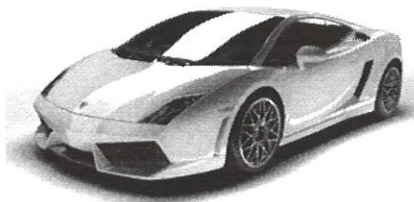
g)



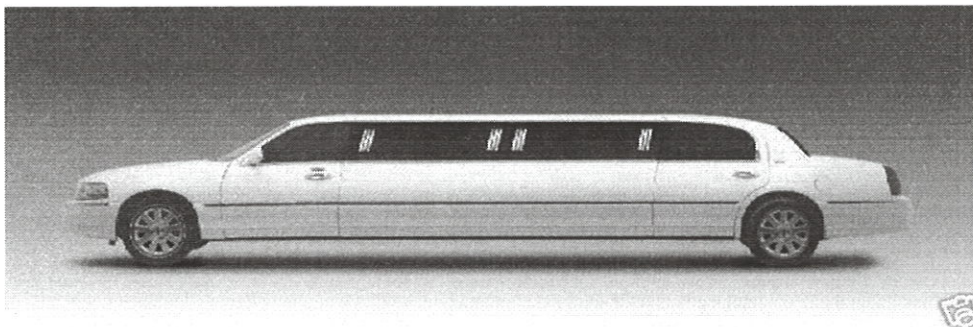
h)



i)



k)



l)

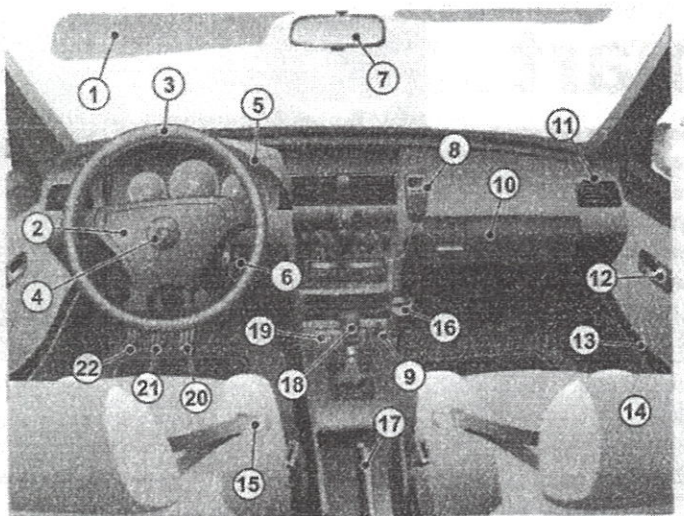
3. Name cars that fit the description.

Which car(s)

- is/are good for driving on bad roads?
- has/have low fuel consumption?
- is/are good for transporting things?
- is/are perfect for hot, sunny weather?
- has/have lots of room for passengers?
- is/are good for a large family?
- can carry heavy loads?
- is/are ideal for small parking places?
- has/have only one passenger seat?
- is/are not suitable for everyday commuting?
- is/are not suitable for large families?
- has/have enough boot space for several suitcases?

The interior (Внутреннее устройство автомобиля)

Label the parts of a car interior (Соотнесите названия частей автомобиля с цифрами. Напишите перевод слов.)

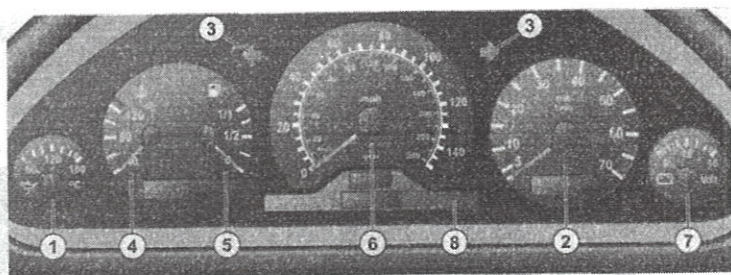


accelerator • air vent • airbag • ashtray • brake pedal • car seat (headrest) • cigarette lighter • clutch pedal • cup holder • dashboard • door handle • door tray • gearstick • glove compartment • handbrake • hands-free telephone • horn • ignition • rear-view mirror • seat belt • steering wheel • sun visor

4. Complete the sentences with words from exercise 1. (Заполните пропуски в предложениях словами из упражнения №1)

- 1 It's so practical to have a _____ near the steering wheel. I can take a drink whenever I want.
- 2 In a car with manual transmission, you need to press the _____ when you want to change gear.
- 3 There's usually a cosmetic mirror on the passenger's _____.
- 4 I have a leather _____. It's not so cold for my hands in the winter and it gives you a good grip.
- 5 It's against the law to phone while driving so I've ordered a car with a _____.
- 6 Could you have a look in the road atlas? It's in the _____.
- 7 I don't need a _____ as I don't smoke and I don't want anyone to smoke in my car.
- 8 Could you close the _____? I'm getting a draught.

5. Match the numbers with the names of the instruments. (Соотнесите названия панели инструментов с цифрами)



coolant temperature gauge
driver information system
engine oil temperature gauge
hazard warning/indicator lights

fuel gauge
rev counter
speedometer
voltmeter

6. Look at the picture in exercise 3. Which instrument: (Посмотрите на рис. в упр.3. Какой инструмент вы используете для....)

1. shows you how fast the car is travelling? _____
2. warns you if the engine lubrication system gets too hot? _____
3. shows that you are indicating to turn left or right? _____
4. shows you how often the engine is turning over? _____
5. shows you how much petrol you have in the tank? _____
indicates the voltage of the car's electrical system? _____

AUTOMOBILE PRODUCTION

Specialists in automobile industry deal with designing and manufacturing of cars and trucks. In this way they should know that the overall production of an automobile comprises the following phases:

1. Designing (i.e. creating the project which is to be brought to life in full accordance with public and industrial needs and technical and ecological requirements).
2. Working out the technology of manufacturing processes, including strategic planning and plant premises layout.
3. Laboratory tests (at the plant or in specially organized test centers which are co-sponsored by different businesses).
4. Road tests (practical field running of ready machine elements and completely assembled units).
5. Mass production (manufacturing) and further marketing of the ready-made production.

It is important to know them, as before the automobile (car or truck) is put into mass production, it should be properly designed and the automobile must meet up-to-date requirements.

And what are these requirements? The automobile must have high efficiency, long service life, driving safety, ease of maintenance and pleasant appearance.

In order to obtain all these qualities, engineers should develop advanced methods of designing cars, using new types of corrosion resistant light materials. Also, it is important to know computer science and IT, because it is intended to shorten the time between designing and manufacturing. Computers offer quick and optimal solutions of these problems.

But before the car is put into mass production, all its units and mechanisms are subjected to tests, first in the plant laboratory, and then the car undergoes a rigid quality control in road tests. Only then the car is put into mass production. Why are these tests required? What qualities are required of the automobile? The modern automobile must be rapid in acceleration, must have a smooth acting clutch, a silent gearbox, dependable brakes and steering system, as well as pleasant appearance. It also must be comfortable and have all conveniences.

ELECTRONICALLY-CONTROLLED FUEL INJECTION SYSTEM

Some day soon a mechanic, who runs up against an engine problem he can't solve, will be able to hook his computer to the phone-line, and transmit the engine data to an engineer, who will be able to diagnose the problem without leaving his office. If it seems fantasy, it is actually not. Engine builders from Detroit invented an electronically controlled fuel injection system.

Advantages claimed for the microprocessor called the Detroit Diesel Electronic Control (DDEC) fuel injection engine were outlined as follows:

- . Average of five to eight per cent fuel economy over conventional engines; some pilot models achieved ten per cent savings.
- . Improvement of starting in cold; the system can pinpoint control of timing and fuel flow.
- . Engine characteristics can be altered - including torque and horsepower - by changing a programmable memory chip.

. Flexibility is in a wide range; options include automatic engine-protecting shutdown, the governing of road speed, cruise control and a transmission-to-engine communication link.

The hand-held diagnostic reader for the DDEC operates much like a TV channel selector. When switched to "multifunction code", the panel would display more code numbers, which would be matched with corresponding numbers in a trouble-shooting guide. The DDEC "brain" controlling the fuel injection system is mounted in the cab. It computes fuel injection timing and quantity, and also transmits command signals to the engine-mounted electronic distributor unit.

Development of the DDEC dates back to 1978, when it became apparent that greater pressure for enhanced fuel efficiency and escalating demands on gas emission control were stimulating the technology.

MACHINE TOOLS - A MEASURE OF MAN'S PROGRESS

The variety and combinations of machine tools today are unlimited. Some of them are very small and can be mounted on a work-bench, but others are so large that we have to construct special buildings to house them.

There are some basic operations at any workshop. They are transporting, turning, drilling, measuring, size controlling, etc. The main machine tool of such a workshop is the multipurpose lathe. What is a lathe? It is a power-driven machine with special tools, which can cut or form metal parts. The metal that cuts another metal must be very hard, and so tools should be made of very hard steel alloys. The tool itself is very small in comparison with the mechanism which is to direct it.

Technological progress improves accuracy of machine tools. Today's equipment can produce parts with very high accuracy. One can find a number of machine tools that can measure and inspect the main production parameters themselves - machine tools that are to handle the parts mechanically and automatically. Such machines can hold the parts, which are to be measured and are able to indicate precise measurements themselves. A great many of such "clever" machines can be found today in our industry. Since machine tools become faster and easy to operate, and more complex too, automatic measurements and inspection ought to be of greater importance and precision. Automation is one of the main factors, which effect engineering and, thus, man's progress.

Flexible production lines form the basis for automated workshops. The main principle of such a flexible line is the fact that it can be switched over from one product to another, which has a similar structure but a different outline, almost instantaneously. It is equally efficient in conditions of both mass and small-batch production and will serve to increase the productivity.

INTERNET IN CARS

The World Wide Web has grown significantly over recent years and now accounts for a large proportion of all Internet traffic. The profile of hypermedia has been raised by the Web, which has supported hypermedia as an appropriate technology for accessing and navigating information spaces. Users can access a range of information and services over the Web, from international news to local restaurant menus. Researchers at Siemens are working to extend the utility of the Web by developing a voice browser that enables users to process e-mail and browse the Web while driving. A key requirement of an in-vehicle voice browser is that it could be not only safe, but also sufficiently simple and easy-to-operate for a driver.

The car radio is a popular device for entertainment and information delivery since it allows drivers to listen while keeping their eyes on the road. Additionally, minimal interaction with the radio control panel is required for operation. These two issues have made the car radio a suitable and, more important, safe device for drivers. For these reasons, the car radio is Siemens' choice as the interface device and the basis of a voice browser, the Web-based Interactive Radio Environment (WIRE), for providing drivers with access to e-mail and Web services.

An analogy is drawn between selecting a bookmark and choosing a radio channel: having once selected, the driver listens to the audio rendering of the document as if listening to the radio, but with the option to issue voice commands for additional functions, such as following a planned driving route, etc.

Siemens' researchers believe that voice-browsing technology can be a safe and cost-effective solution for offering e-mail and Web content in vehicles.

WORK STUDY AND MACHINERY DESIGN

Work study, especially where it reveals that machinery operators are working in uncomfortable positions, is going to have considerable effects on farm machinery design in the future.

Efficient mechanization and work study are really inseparable. Computer-based work study has recently been undertaken on combine harvesting and pick-up baling, the results of which have just come to the disposal of farm machinery designers for further consideration and application to more efficient field manipulations.

One very clear conclusion to be drawn from the results is that manufacturers should give more consideration to the comfort of the farm machinery operator.

From my personal experience I agree that the seat on most combines is not ideally placed in relation to the steering wheel and many of the controls do not come readily to hand. It is funny, but it does not seem to have dawned on some of the designers that drivers may be 6 feet tall with legs in proportion.

Maintaining a full width of cut is not always easy particularly after the first few hours of work when one's concentration starts to slacken off: the investigations showed up many instances where, despite good going conditions, there was a loss of one inch per foot of crop cut when harvesting.

Another serious fault which is due for manufacturers' attention is the large number of combines being driven too fast. On a corn combine, the man taking of the bags can let the driver know if the sample starts to deteriorate. But on a tanker model this is not apparent to the driver. It is emphasized that working "blind" like this is the reason for much work being done at the wrong speed.

There was a time when the tractor was a comparatively simple machine, and provided a man knew how to adjust basic elements, he could keep the thing going tolerably well. But today it is highly recommended that a tractor is taken into a well-equipped laboratory for us to see how theory stood up under actual operating conditions.

GARRETT DIESEL

The Garrett company started making farm machinery at Leiston, Suffolk, England, in 1778, and later became one of the largest manufacturers of agricultural steam engines. The Garrett tractor was produced in 1929, when the company was looking for a new product to replace steam equipment. The decision to move into the tractor market was logical, but using a diesel engine was much less obvious.

In 1929, the commercial development of multi-cylinder diesel engines had made little headway. The Benz company in Germany had sold some diesel-powered tractors, and Cassani had just started making some in Italy. Caterpillar was the first American manufacturer which offered a diesel tractor to the market around 1931.

In the 1920s, Garrett was part of the Agricultural and General Engineers (AGE) group. This was formed by more than a dozen British firms which joined forces to compete with large American farm machinery companies. The AGE membership included two diesel engine manufacturers, Aveling and Porter, and the Blackstone company, and both supplied engines for the Garrett tractor.

Two Garrett tractors were entered for the World Tractor Trials, which were held near Oxford in 1930. This was the first event of its kind in which diesel tractors were working under test conditions against petrol and petrol-paraffin models.

Average figures for horsepower hours of work per gallon of fuel were 10.88 for the diesels, 7.75 for the petrol tractors and only 6.96 for the tractors operating on paraffin. But, inspired by the excellent results at the Trials, demand for the Garrett tractors was small.

In 1931, a Garrett with an Aveling and Porter engine won the prestigious Silver Medal award from the Royal Agricultural Society, and in the same year a Garrett easily broke the world non-stop ploughing record.

GASOLINE ENGINE

Most gasoline engines are of the so-called reciprocating piston type. Several terms are unique to the reciprocating piston engine. The piston-cylinder arrangement defines all terms relative to the size, location, and position of the piston within the cylinder. The bore is the inner diameter of the cylinder. The volume at the bottom dead center (BDC) is defined as the volume occupied between the cylinder head and the piston face when the piston is farthest from the cylinder head. The volume at the top dead center (TDC) is that volume occupied when the piston is closest to the cylinder head; the distance between the piston face and

STEAM ENGINE

A steam engine is a machine using steam power to perform mechanical work through the agency of heat. In a steam engine, hot steam, usually supplied by a boiler, expands under pressure, and part of the heat energy is converted into work. The remainder of the heat may be allowed to escape, or, for maximum engine efficiency, the steam may be condensed in a separate apparatus, a condenser, at comparatively low temperature and pressure.

For high efficiency, the steam must fall through a wide temperature range as a consequence of its expansion within the engine. The most efficient performance - that is, the greatest output of work in relation to the heat supplied - is secured by using a low condenser temperature and a high boiler pressure. The steam may be further heated by passing it through a super-heater on its way from the boiler to the engine. A common super-heater is a group of parallel pipes with their surfaces exposed to the hot gases in the boiler furnace. By means of super-heaters, the steam may be heated beyond the temperature at which it is produced by boiling water.

In a reciprocating engine, the piston and cylinder type of steam engine, steam under pressure is admitted into the cylinder by a valve mechanism. As the steam expands, it pushes the piston, which is usually connected to a crank on a flywheel to produce rotary motion. In the double-acting engine, steam from the boiler is admitted alternately to each side of the piston. In a simple steam engine, expansion of the steam takes place in only one cylinder, whereas in the compound engine there are two or more cylinders of increasing size for greater expansion of the steam and higher efficiency; the first and smallest piston is operated by the initial high-pressure steam and the second by the lower-pressure steam exhausted from the first.

In the steam turbine, steam is discharged at high velocity through nozzles and then flows through a series of stationary and moving blades, causing a rotor to move at high speeds. The turbine is the universal means used to generate large quantities of electric power with steam. The earliest steam engines were the scientific novelties of Hero of-Alexandria in the 1st century AD. In 1698 Thomas Savery patented a pump to raise water from mines by condensing steam. Watt developed a new engine that rotated a shaft. A steam carriage for roads was built in France by Nicholas-Joseph Cugnot in 1769. Richard Trevithick in England was the first to use a steam carriage on a railway; in 1803 he built a steam locomotive.

LUBRICATING SYSTEM

When surfaces of separate engine parts move relative to each other, a force counteracting such a movement is brought about. This force, termed a friction force, depends on the mating surface finish, pressure and rate of relative movement. A part of engine power is spent to overcome the friction force; besides, friction causes the heating of parts and intensifies wear. Friction force is diminished by improving surface finish, using anti-friction alloys, ball and roller bearings. Lubrication is one of the most efficient ways to minimize friction. A lubricant separates the rubbing surfaces substituting dry friction of parts by friction between layers of lubricant. In addition, the oil cools lubricated parts, and carries away solid particles, i.e. cleans the part surfaces.

Insufficient supply of oil reduces engine power, intensifies wear and may lead to overheating or melting down of bearings, seizure of pistons and breakdown of the engine. Excessive supply of oil results in its penetration into the combustion chamber, increasing carbonization and fouling of the spark plugs.

To store, supply, clean and cool the oil, use is made of a number of devices, pipelines and passages, which form the lubricating system. Oil is drawn from the crankcase sump into the oil pump through the screened intake. The lower section of the oil pump supplies oil to the oil cooler and then to the engine sump. The upper section supplies oil under pressure through the passage in the rear wall of the cylinder block to the oil filter for cleaning. From the filter the oil enters the distributing chamber arranged in the rear partition of the cylinder block and then finds its way into two main oil galleries made in the left and right banks of cylinders.

The cylinder walls are lubricated with oil splashed out from the holes in the connecting rod shanks. The oil scraped off the cylinder walls by the oil control ring is discharged through holes in the, piston groove inside* the piston to lubricate the piston pin supporting surfaces in the bosses and in the connecting rod small end. The timing gears are lubricated by oil gravitating through the cylinder head oil return passages. Distributor and oil pump drive shafts are lubricated under pressure. The timing gears are lubricated with oil flowing down from the centrifugal filter, while the distributor drive and its gears, with oil fed from the hollow disposed between the fifth journal of the camshaft and the cylinder block plug.

COOLING SYSTEM

The temperature of gases in the cylinders of a running engine reaches 1,800-2,000°C. Only part of the heat liberated in this process is converted into useful work. Another part of heat is to be carried away with cooling liquid, otherwise the engine parts become overheated, which drastically aggravates wear. Besides, engine overheating results in burning of lubricant.

Overcooling of the running engine is not desirable either. With the overcooled engine, its power drops because of loss of heat, the friction losses increase due to thickening of the lubricant, part of the fuel mixture condenses and washes the lubricant down from the cylinder walls thus intensifying the wear of the engine parts. In this case, the corrosion wear of the cylinder walls is also promoted owing to the formation of sulphuric compounds. Many engines have a forced liquid cooling system. The coolant is either water or special antifreeze solutions. The liquid cooling system includes a cooling jacket of the cylinder block and head, radiator, water pump, fan, shutters, thermostat, water distributing tube, branch pipes, hoses, drain cocks.

The coolant contained in the cooling jacket picks up heat produced in the engine cylinder, flows to the radiator, where the heat is given up to the air, and returns to the cooling jacket. The coolant is circulated in the system by the water pump and cooled by intensive blowing of the radiator with air.

Pipes and rubberized-fabric hoses interconnect separate parts of the cooling system. The degree of cooling is adjusted by a thermostat, shutters or by automatic cut-in and cut out of the fan. The cooling system is filled through the filler neck of the radiator or surge tank.

The radiator gives up the heat of the coolant to the surrounding air. The radiator consists of a core, top and bottom tanks and mountings. The radiator core is made of separate vertical tubes interconnected by horizontal fins, which stiffen the radiator and increase cooling area. The tubes of the radiator core are soldered to the top and bottom tanks.

To raise the boiling point of the coolant, hence to maintain the optimum temperature conditions, the engines use a pressurized cooling system where the radiator does not communicate with the atmosphere directly but is tightly closed with a pressure cap having a pressure valve and a vacuum valve. The pressure valve opens automatically when the pressure in the system exceeds the specified limits. The vacuum valve opens at an under-pressure and admits air into the radiator.

A brief history of American automobile

1. After more than one hundred years of automobile production, it is hard to imagine a time when cars did not exist. But just like any other new product, the automobile had to start with an idea. No single discovery led to the development of the automobile, and the idea of a motorized carnage occurred to many individuals in the United States, Germany, France, and Great Britain in the late nineteenth century. At the end of the nineteenth and beginning of the twentieth centuries, the area around Detroit was full of innovators developing their various cars - Ransom E., the Dodge brothers, and Henry Ford, ultimately the most successful of them all.

2. Henry Ford is generally given credit for having recognized the potential value of a vehicle that could be made available at a reasonable price. His major innovation was the assembly line, which allowed mass production; this was the key to his lower car prices. Furthermore, Ford managed to obtain the needed financial resources to hire and train a labor force that could produce the automobiles. Underlying all his other successes was the creation of the organization—the Ford Motor Company - within which the production, financing, and marketing took place. Ford's success was due as much to his ability to come up with innovative ways of providing incentives and organizing production as to his skill in solving technical problems.

3. During the Great Depression of the 1930s, sales declined sharply, and civilian automobile production halted entirely during World War II. Production then rose quickly during the postwar boom of the 1950s and 1960s. In the 1970s, sharp increases in the price of gasoline helped to trigger two worldwide recessions, reducing car sales, before the U.S. economy recovered to a pattern of steady growth in the mid-1980s, allowing the decline in automobile sales at least to be halted. Competition from abroad brought on another downturn in U.S. car production in the late 1980s; the downturn was exacerbated by the 1991 recession.

4. By the end of the 1990s, while the American automobile industry had not regained the dominant position it had held some thirty-five years earlier, it showed increasing signs of vitality, reflected not only in high levels of profits, but also in new designs and innovations.

3. Read the four paragraphs again and decide if the statements below are true (T) or false (F):

1. Reasonable prices made the Ford Motor Company rich
2. Sales grew up quickly in the mid 1980-s
3. Henry Ford didn't understand the potential value of the assembly line
4. American automobile industry is innovative and profitable
5. Competition brought new ideas in car production

Vocabulary

4. Choose the correct meaning (a, b or c) of the words in *italics*.

1. *decline* a) reject b) persuade c) turn down
2. *increase* a) boost b) top c) bottom
3. *credit* a) blame b) recognition c) tribute
4. *dominant* a) main b) big c) important

Writing

5. Imagine you a car manufacturer and you are going to take part in the International Conference. Make a short report on one of these or any other automobile problems:

- 1) The automobile industry affects our life.
- 2) The hard times influence the automobile industry.

Cars: passion or problem?

Before you start

1. Finish the following sentences:

Advantages of the Car	Disadvantages of the Car
1. Some people enjoy...	1. Lots of traffic and...
2. People can travel...	2. Cars use more fuel than...
3. People are closer to...	3. Beautiful land is replaced with...
4. Some people make money by...	4. Gasoline may no longer be...

Reading

2. Read the first paragraph of "Cars: Passion or Problem?" Predict what the rest of the reading will be about, using the choices below. You can circle more than one answer. Then continue reading the text.

1. the convenience of cars
2. the excitement of cars
3. the development of cars
4. the danger of cars

Cars: Passion or Problem?

1. For some people, the car is a convenient form of transportation. But for others, the car is an exciting hobby. Some people spend their lives collecting valuable cars. Others drive them in races, including the Mille Miglia in Italy, the Carrera Panamericana in Mexico, and the world-famous Indianapolis 500. For many people, cars are more than transportation: They are a source of passion and pleasure. Yet cars can also be a source of many problems.

2. Most Americans buy a new car every five or six years. This means that one American may own a dozen cars in a lifetime. In fact, there are more cars than people in the United States. In this traffic, the average speed is sometimes 8.1 miles per hour. This speed could easily be reached by riding a horse instead of driving a car.

3. The electric car is not a new idea. It had success with American women in the early 1900s. Women liked electric cars because they were quiet and did not pollute the air. Electric cars were also easier to start than gasoline-powered ones. But gasoline-powered cars were faster, and in the 1920s they became much more popular. The electric car was not used again until the 1970s, when there were serious problems with the availability of oil. Car companies began to plan for a future without gasoline. The

General Motors Company had plans to develop an electric car by 1980; however, oil became available again, and this car was never produced.

4. Today there is a new interest in the electric car, which is partly related to a passion for speed and new technology. In 1977, engineer Paul MacCready designed a human-powered airplane that successfully completed a three-mile flight. A similar airplane crossed the English Channel in 1979, followed by a solar-powered airplane. In 1987, the Sunraycer, a solar-powered car, won a 2,000-mile race in Australia. As a result of this success, the General Motors Company began new work on the development of the electric car. The Toyota Company recently decided to spend \$800 million a year on the development of new car technology. Many engineers believe that the electric car will lead to other forms of technology being used for transportation. Cars may change, but their importance will not. Cars are important to nearly everyone, including engineers, businesspeople, environmentalists, and even poets.

Speaking and Writing

3. Find information to answer the questions below:

1. Why are cars more than a kind of transportation?
2. What problems do cars cause?
3. Why was the electric car used only after 1970s?
4. How did Paul MacCready's ideas influence the development of the solar car?

4. What will be the car of the future to your mind? Write out seven most important things for the future car to your mind from the list below. Can you add some others to it? Range them according to your priorities.

Safety, nature friendly or alternative kinds of fuel, ergonomics, high speed, exclusive design, small (large) size, ability to fly, simplicity of driving, cheap price, high quality, various options, comfort, extreme power capacity, fashionable style, availability...

The car's a star

Before you start

1. Write down three reasons for and three reasons against owning cars. Discuss your ideas with the rest of the class. Which students do you agree with?

Reading

2. Read **The Mini Story**. Which three paragraphs are from the same newspaper article and which one is from a fashion magazine?

3. Put the three paragraphs from the newspaper article in the correct order.

Vocabulary

4. Find words in the text that mean:

1. employees who work machine?
2. factory
3. very modern (a phrase)
4. working conditions
5. where the cars are put together (two words)

5. Read the text again and answer the questions (1-5) below:

1. When was the first Mini made?
2. Why is the Mini Factory in Oxford special?
3. How many new Minis are made each year?
4. How many people work at the Mini factory?
5. Why is the new factory better for the workers?

5. Контрольно-оценочные материалы для аттестации по учебной дисциплине.

5.1 Паспорт КОМ

Форма аттестации – *экзамен*

Форма проведения - *по итогам рейтинга, экзаменационные билеты*

Рейтинг-план текущей оценки для II курсов

Параметры оценки	Баллы	Количество	Итого баллов
Посещаемость	1	37	37
Работа на уроке	4	37	148
Самостоятельная работа на уроке			
Карточки	5	13	65
Лексика	15	6	90
Контрольная работа	30	2	60
Итого			400 баллов

5.2 Содержание КОМ

Компенсирующие задания (для оценки по итогам рейтинга)

1 балл за устный правильный ответ + 4 балла за упражнение, выполненное правильно

Вопросы по грамматике

1. Перечислите личные, притяжательные, возвратные и усилительные местоимения.
2. Как употребляется местоимение it, две формы притяжательных местоимений и форма 2-го лица?
3. Как образуются количественные и порядковые числительные?
4. Назовите наиболее употребительные предлоги места и времени; укажите, какое основное значение они выражают.
5. Что вы знаете об употреблении глаголов с предлогами?
6. Какие основные правила употребления артиклей?
7. Как образуется множественное число существительных?
8. Для чего служит и как образуется притяжательный падеж существительных?
9. Как образуются основные формы глагола?
10. Как изменяется глагол в настоящем времени?
11. Как образуются временные формы глагола? Что они означают?
12. Как образуются степени сравнения прилагательных?
13. Какие формы наречий существуют в английском языке?
14. Как образуются степени сравнения наречий?
15. Как образуется повелительное наклонение по отношению ко 2-му лицу в единственном и множественном числе?
16. Как образуется повелительное наклонение по отношению к 1-му и 3-му лицу?
17. Как выражается вежливая просьба?
18. Как в английском языке образуются общие вопросы в различных временах?
19. Как образуются остальные типы вопросов (специальный, к подлежащему, альтернативный и разделительный)?
20. Как образуются отрицательные предложения?
21. Из каких элементов состоит краткий ответ?
22. Как образуются Participle I и Participle II?

23. Какие формы имеет английское причастие?
24. Как образуется герундий? Какого его основное значение?
25. Какие формы имеет герундий?
26. Как образуются неопределенно-личные предложения?
27. Как образуются безличные предложения?
28. Как образуется пассивный залог?
29. Как образуется его вопросительная и отрицательная формы?
30. Какие типы условных предложений имеются в английском языке?
31. Как они образуются?
32. Какие союзы, кроме союза if, могут использоваться для образования условных предложений?
33. Какие глаголы называют модальными?
34. Какие модальные глаголы имеются в английском языке?
35. В чем отличие модальных глаголов от обычных в образовании глагольных форм?

5.3. Критерии оценки по итогам рейтинга

Баллы	Оценка	
140-159 баллов	«удовлетворительно»	зачтено
160-179 баллов	«хорошо»	
180-200 баллов	«отлично»	

