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высшего образования
Иркутский государственный университет путей сообщения
Сибирский колледж транспорта и строительства

МЕТОДИЧЕСКИЕ УКАЗАНИЯ К ПРАКТИЧЕСКИМ ЗАНЯТИЯМ
(очной и/или заочной формы)
ОГСЭ.03 Иностранный язык в профессиональной деятельности
для обучающихся по специальности 23.02.07 Техническое обслуживание и ремонт
двигателей, систем и агрегатов автомобилей 2 курса

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Данное учебное пособие предназначено для студентов 2х курсов колледжа, изучавших английский язык в школе.

Учебное пособие составлено в соответствии с требованиями действующей программы по иностранному языку.

Учебное пособие состоит из пяти частей и приложения.

Структура темы. Каждая тема состоит из словаря, лексических и грамматических упражнений, текстов и диалогов и послетекстовых упражнений. Работа над языковым материалом начинается с введения и закрепления лексики, а для её активизации предложены различные типы упражнений.

Учебное пособие включает лексико-грамматические тесты по изученным темам. В разделе Приложения приводятся краткие грамматические таблицы, список неправильных глаголов, подлежащих активному усвоению за курс обучения.

Учебное пособие для студентов 2-х курсов рассмотрено и одобрено на заседании предметно цикловой комиссии иностранных языков, русского языка и литературы.

Наименование тем	Кол-во часов	Усвоенные компетенции
Education. Образование	12	ОК 01 ОК 02 ОК 03 ОК 04 ОК 08 ОК 09
Environmental protection. Охрана окружающей среды	12	ОК 01 ОК 02 ОК 03 ОК 04 ОК 08 ОК 09
Means of communication. Средства	12	ОК 01 ОК 02 ОК 03 ОК 04 ОК 08 ОК 09
The history of automobile	10	ОК 01 ОК 02 ОК 03 ОК 04 ОК 08 ОК 09
Car travelling. Means of Transport	8	ОК 01 ОК 02 ОК 03 ОК 04 ОК 08 ОК 09

Методические указания представлены в пяти частях:

1. Лексико-грамматические упражнения и тексты по теме «Образование. Education»;
2. Лексико-грамматические упражнения и тексты по теме «Защита окружающей среды. Environment protection»;
3. Лексико-грамматические упражнения и тексты по теме «Средства коммуникации. Means of communication».
4. Лексико-грамматические упражнения и тексты по теме «История создания автомобиля».
5. Лексико-грамматические упражнения и тексты по теме «Путешествие на автомобиле. транспортные средства».

Практическая работа 1. «Образование. Education».

Цель: изучить лексику по теме «Образование. Education», повторить грамматический материал.

Содержание работы: тексты для чтения по данной теме, упражнения на усвоение и закрепление лексико-грамматического материала.

Задание: прочитать, перевести тексты, выписать и выучить новые лексические единицы, выполнить ряд предложенных упражнений на закрепление лексики и грамматического материала.

1. Изучите лексический материал по теме:

1. to stay at school	учиться в школе
2. education	образование
3. higher education	высшее образование
4. secondary education	среднее образование
5. educational establishment	учебное заведение
6. academic subject	гуманитарный предмет
7. subject	предмет
8. foreign language	иностраный язык
9. technical course	технический предмет
10. to charge fee	устанавливать плату
11. primary school	начальная школа
12. secondary school	средняя школа
13. private school	частная школа
14. comprehensive school	общеобразовательная школа
15. workshop	мастерская
16. laboratory	лаборатория
17. boarding-school	школа-интернат
18. to get a degree	получить степень
19. graduation	окончание ВУЗа
20. to graduate from	окончить ВУЗ
21. to attend (lectures)	посещать (лекции)
22. college	колледж
23. tutorial	практическое занятие
24. class (lesson)	урок
25. to teach	обучать
26. term	семестр
27. grant, scholarship	стипендия
28. to study	учиться
29. free of charge	бесплатный
30. compulsory	обязательный
31. to pass an examination	сдать экзамен
32. to fail in an examination	не сдать экзамен
33. to take an examination	держат экзамен
34. entrance	поступление, вход
35. to enter	поступать
36. entrance exams	вступительные экзамены
37. department	отделение
38. commercial course	коммерческий курс
39. hostel	общежитие
40. mark	оценка

1. Read international words transcribe and translate them

History, discipline, liberal, discuss, arithmetic, special, physical, organize, social, group

2. Find the definition for each term

- | | |
|---------------|--|
| 1. Term | a) money given to support a student during his/her studies |
| 2. College | |
| 3. Tutorial | b) a speech to a group of people as a method of teaching |
| 4. Laboratory | |
| 5. Test | c) teaching or the training of mind and character |
| 6. Lecture | d) one of the periods of time, into which the school or university year is divided |
| 7. Timetable | |
| 8. School | e) a place of education for children |
| 9. Education | f) a school for professional education |
| 10. Grant | g) a list of the times when school lessons take place |
| | h) a lesson given to a very small class |
| | i) a number of questions to measure someone's knowledge |
| | j) a room equipped for scientific work |

1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 ___ 10 ___

3. Unscramble the following words

rendlihc _____ lupip _____
toryborala _____ seurco _____
eeegrđ _____ argnt _____
verusniyti _____ uretcel _____
onsels _____ lortnoc _____

4. Translate the sentences

1. My college is a four-storeyed building in the centre of the city.

2. When I come to college, I wipe my feet, take off my coat and go to the cloakroom.

3. It was good to come to the classroom before the bell rang.

4. After a few classes, I went to the canteen and had breakfast.

5. Our college is not only the place where we study, it's also the place where we stay after classes to take part in clubs.

6. When my friends who study in other colleges come to this place, they are surprised when they see that everything is in great order.

7. But I will reveal a secret: this is a merit of not only the board of the college but also our second home and we must take care of it.

8. During the breaks, I like to talk with my friends and read the college newspaper.

9 College life is difficult, but I know it's rewarding!

10 That's why I know that tomorrow I'll come here again!

5. Study the models. Read and translate the words

Model: основа глагола + *tion, -sion, -ion* = существительное

to graduate - _____ graduation - _____
to educate - _____ education - _____
to exam - _____ examination - _____
to direct - _____ direction - _____

Model: основа глагола + *-er/-or* = существительное со значением лица, *производящего*
действия, или орудия действия

to teach - _____ teacher - _____
to write - _____ writer - _____
to direct - _____ director - _____
to learn - _____ learner - _____

6. Write the following sentences in Future & in Past Simple Tenses

1. Victor is free in the evening.

2. All the classrooms are on the first floor.

3. She is at the lecture.

4. The classrooms are the same.

5. My friend has many interesting books.

6. I have a beautiful picture.

7. These students have five examinations.

7. Use verbs *to be, to have* in the correct tense-forms and translate the sentences

1. I know that his father _____ many books in different foreign languages.
a) has b) are c) is

2. Next year there _____ new equipment in our school laboratory.
a) will be b) will have c) had

3. Now there _____ an indoor swimming pool in his college.
a) was b) are c) is

4. Ten years ago there _____ only a primary school in our village.

a) was b) were c) is

5. We _____ a large library with a lot of books in it.
a) have b) has c) had
-

8. Translate the sentences and put into the right form of adjectives

1. Moscow University is (large) University in Europe.

2. Strength of materials is (difficult) than chemistry.

3. Is it (interesting) to study at college than at school?

4. My friend works (hard) at his English than I.

5. This group studies (good) than that one.

9. Translate the sentences into English

1. Какой самый красивый город в России?
2. Я не знаю, какие игры в спорте более популярны?
3. Теннис более популярная игра, чем гольф.
4. Эта книга значительно интереснее, чем та книга.
5. Февраль – самый короткий месяц в году.

10 Give the full answers

1. What is the easiest subject?

 2. What is the most difficult subject in your opinion?

 3. What is the most interesting subject?

 4. What is the most boring subject for you?

 5. Which city is bigger – Sochi or St Petersburg?

 6. Is New York a bigger city than London?

 7. What language is more difficult English or Chinese?

-
8. Which is the hottest month of the year?

-

11. Fill the blanks with the suitable modal verbs (*can, may, must or should*)

1. Alec will have an English lesson tomorrow. He..... study tonight.
2. Mark is a good student He..... speak English well.
3. There is no ink in my pen. I write with a pencil?
4. My friend gave me an interesting book to read. She said, "You..... keep it for seven days."
5. You..... study much if you want to pass the examination well.
6. Carol speak three foreign languages.
7. I use your car tonight?
8. You take a day off whenever you like.

12. Mark the tense-forms of the verbs and translate the sentences

1. Students asked the lecturer many questions.(_____)

2. Usually a lab assistant shows the equipment to the students.(_____)

3. Students watched the process with great interest. (_____)

4. Tomorrow our teacher will give us a new task. (_____)

5. He asked me to bring a dictionary. (_____)

13. Change following into: a) a general question, b) question with a tag

1. The course of study at the universities lasts about six years.

2. Higher schools have their own computer centres.

3. The dean will send the students to a big plant in summer.

4. The teacher told the students to sign their drawings.

14. Make questions using the words below

1. He will graduate from the University next year.

When _____?

2. Our students took part in the meeting.

What _____?

3. She will teach English at college.

Where _____

The best students receive scholarships.

What _____

4. The seminar will take place on Monday.

When _____

5. The students went to the canteen after the lectures.

How _____

15. Read and translate the text

History of education

As long as we live we continue to learn, and the education we receive when we are young helps us to continue learning. It is thought that schools first started in Egypt 5,000 to 6,000 years ago. Only the sons of nobles attended the first Egyptian schools, which taught reading, physical education and good behavior.

A clear example of the way in which even neighboring peoples produce different types of education comes from ancient Greece. Sparta and Athens were two Greek states. The Spartans, hard and warlike people, gave a purely military education to their children. They were kept under a very strict discipline and were taught hunting, military scouting, swimming and the use of weapons. The Spartans despised literature, and some people think they could not even read.

The Athenians were building what we call a liberal education - one that helps a man to develop all sides of his nature. They thought it is important to educate the body as well as the mind, and had a program of physical training which consisted of running, jumping, wrestling and throwing the discus. As time went on Athenian education paid special attention to reading, writing and literature and these were taught by a special teacher, known as the "grammatist".

Greek philosophers, or thinkers, always discussed what education should try to do and what it should include. Plato wrote a book called "The Republic", which is one of the best books ever written on education. Since those days Greek ideas have influenced European education, especially secondary and university education.

The Romans were very good at organizing, and they were the first people to have schools run by the government free of charge. Throughout their great empire there was a network of these schools which provided for three stages of education: 1) primary schools, where they learned "three R's" (reading, writing, and arithmetic); 2) "grammar" schools to study the Greek and Latin languages and literatures; 3) the schools of rhetoric to be trained in rhetoric, or public speaking.

16. Write English equivalents out of the text

1. Способ, с помощью которого соседствующие народы

2. считали важным тренировать как тело, так и ум

3. впервые появились в Египте

4. по всей великой империи существовала сеть

5. мы продолжаем учиться на протяжении всей жизни

6.одна из лучших книг, когда-либо написанных об

7.обучались охоте, военному ориентированию

8.дискутировали о том, что образование должно было пытаться сделать

17. Complete the table containing some information about systems of education in different countries

The name of the country	Who was taught	What was taught
Egypt		
Sparta		
Athens		

18. Make sentences

- | | |
|---|---|
| 1. The Slavonic written language came to Rus | a) illiteracy among common people was high. |
| 2. The first university was founded | b) the Constitution and was free of charge and the same throughout the country. |
| 3. In pre-Revolutionary Russia | c) in the 9 th century. |
| 4. After 1991 in Russia along with state schools there appeared | d) in 1755 in Moscow on the initiative of M.V. Lomonosov. |
| 5. After the revolution in 1917 education was guaranteed by | e) many private schools, colleges, lyceums, gymnasiums and different courses. |
1. _____ 2. _____ 3. _____ 4. _____ 5. _____

19. Read and translate the text. Make a short summary of the text.

The System of Education in Russia

The system of education in Russia has slightly changed for the last decade. Now it is presented by four main stages: pre-school education, school education, specialized secondary education, and higher education. Small children between three and six years old can attend kindergartens, if their parents who have to work are busy during the first half of the day. This helps them in socializing and preparing for school life. These children are prepared for a primary school because along with being involved in different games and activities, they are taught basic literacy and numeracy.

School education is the next stage of the whole system, which comprises three steps of the learning process: primary school, basic school and secondary school. Children in Russia begin attending primary school when they reach the age of six and a half or seven and the learning process lasts four years.

Each academic year starts on the first of September in all cities, towns, and settlements of the country. This has become a great national holiday that is celebrated as the Knowledge day. On this day, all streets and squares are crowded by cheerful, nicely dressed schoolchildren carrying bright bouquets of flowers. Practically, on the first of September there are no classes at school, instead pupils have special meetings, take part in festive concerts or go on interesting excursions. This makes the event unforgettable, especially for those who become first-form pupils.

In the primary school schoolchildren learn how to read and to write and are taught fundamentals of general subjects such as mathematics, Russian, literature; besides, they have physical education classes and learn drawing and music. Second-form pupils begin learning a foreign language.

After four years of studying the schoolchildren are admitted to the next step – basic school where they are taught for five years including the ninth form. During this period they acquire basic knowledge in different sciences: exact, natural and the humanities. After finishing the ninth form the students take examinations in two obligatory subjects (mathematics and Russian) and two other ones chosen by the student. When the schoolchildren pass the examinations, they are given a certificate, stating that they successfully completed the basic secondary school.

Attending classes from the first to the ninth form in Russian schools is compulsory. All school education in our country is free of charge.

After finishing the ninth form students may leave school and begin their working career or they may continue their education in some specialized secondary educational establishments acquiring different professional skills. Those who stay on at school move to the last step – secondary school and become tenth- and eleventh-form students. The curriculum of the final school years provides for deeper learning the subjects of the previous course and some new disciplines. The learning process is completed with the common state examination in mathematics and Russian and some other subjects at the choice of the student. As a rule, schoolchildren choose those sciences which are necessary for admitting to the University.

20. Here are some proverbs, sayings and quotations about learnings and education. Translate them.

1. Education is a gift that none can take away.

2. If you are not willing to learn, no one can help you; if you are determined to learn, no one can stop you.

3. To know everything is to know nothing.

4. A child without education is like a bird without wings.

5. Educating the mind without educating the heart is no educating at all. (*Aristotle*)

What proverb or quotation would you choose as a motto of your life?

21. Read and translate the text

Beyond Our Dreams!

From my point of view our college is modern and well-designed. It is four-storeyed building with a sports ground behind it. I really think it is the best educational institution in Moscow. We even have an inside swimming pool!

On the ground floor there are the classrooms for the first-year students, workshops and a library. There are all kinds of tools and machines in the workshops. In the library two librarians help students to find the books they need. In the reading room there are laptops which we can use during the breaks and after classes.

Our canteen is spacious, light and clean. We have our meals there.

The physical training lessons take place in the gymnasium and the swimming pool. We like to go there even after the lessons. To the left of the gym there is a hall and a staircase. The staircase leads to the first floor.

The classrooms are well-equipped. Each room has a teacher's table, student's desks, a board, a computer and a multimedia projection unit. There are special classrooms for Chemistry, Physics, Biology, History, Geography, English and Russian. My English classroom is on the second floor. It has three big windows. There are lots of potted plants on the window sills, and we take good care of them. The board in our classroom is magnetic. We write with markers on it and attach our projects to it with magnets. Next to the board there are maps of Russia and Great Britain, various grammar tables and charts. There is a computer in the right-hand corner. We often listen to original English texts, songs and watch films on a big screen which make our lessons interesting. I like my college. It provides us with everything to help us become good specialists.

22. Are the statements true or false? Correct the false ones.

1. There is an indoor swimming pool in the college.

2. All the classrooms are on the first floor.

3. The classrooms are the same.

4. The classrooms are poor-equipped.

5. We write with chalk on magnetic board.

23. Read and translate the dialogue

Teacher: And here is the programme for the course. The classes are organized in three sessions. Session A starts at 9:00 am and focuses on speaking and listening. At 10:30 we stop for a coffee break and then gather again at 11:00 in this classroom to start session B.

Boris: And what do we do in Session B?

Teacher: We do all sorts of reading and writing activities. We have reading exercises and story-writing workshops.

Boris: When do we have a lunch break?

Teacher: Every day after Session B there is a one-hour lunch break from 12:30 pm. In the afternoons we participate in various other activities: on Mondays we watch films, on Tuesdays we read magazines and newspapers in the library, on Wednesdays we have guided tours round the city, and on Thursdays and Fridays we just gather in the café to talk about interesting topics. Every day we finish at 3 pm.

Boris: And what are we going to do at weekends? Are there any special arrangements? Or are we free

to do whatever we want?

Teacher: We usually go on excursions.

24. Find the words with the following meanings:

1. A subject that people talk or write about
- 2 a meeting, at which people try to improve their skills by discussing their experiences and doing practical exercises
- 3 things, that people do in order to achieve a practical aim
- 4 to give special attention
- 5 a period of time used for a particular activity, especially by a group of people
- 6 a period of time when you stop working in order to rest, eat etc.
- 7 plans and preparations
- 8 a series of actions which are designed to achieve something important

25. Choose questions you could ask to get these answers

a) Is she going to pay for her education? b) Are they going to pay for their education? c) Is she going to pay for their education?	1. No, they have to finance their own studies.
a) Till what age do pupils stay at schools? b) Till what age do students stay at colleges? c) Till what age do students stay at higher schools?	2. It's sixteen, but a lot of children stay on until eighteen.
a) Will you revise this theme tomorrow? b) Are you ready for your exam? c) Have you been working hard last night?	3. Well, I've been up all night revising for an exam.
a) Do you prefer to study at the college or at the university? b) Do you like to study at the college? c) Do you study at the college?	4. There isn't much difference; it's just that the courses are more practical here.
a) Why did not you come at the party last week? b) Why won't you come at the party next week? c) Why will you come at the party next week?	5. Because I was ill.
1. _____ 2. _____ 3. _____ 4. _____ 5. _____	

26. Fill in the gaps using the words given below. Use each word only once

your, a fee, compete, higher, charge, students, expensive, varies, universities, grants

- What about _____ education the USA? Is it _____ ?
- Rather. Many _____ receive financial support from parents or relatives.
- Can students go to the university free or _____ ?
- Everyone must pay _____. The amount _____ from state to state. However, each university offers a number of _____ to deserving students.
- Are they given only by _____ ?
- No. Grants come from different sources. You have to _____ to get your grant and show _____ academic achievement.

27. Translate the following sentences from Russian into English.

1. Образование можно разделить на два вида: неофициальное и официальное. 2. Люди получают неофициальное образование в течение их повседневной жизни. 3. Иногда люди по своей собственной инициативе учатся различным навыкам или получают информацию о чём-нибудь. 4. Можно также получить неофициальное образование в различных школах, колледжах, университетах. 5. Учащиеся должны регулярно посещать школу, приходить вовремя. 6. Они также должны сдавать экзамены. 7. В большинстве стран система образования включает как общее, так и профессиональное образование. 8. В большинстве стран общее образование можно получить в начальных и средних школах. 9. Целью профессионального образования является подготовка обучающихся к получению профессии.

28. Make a summary of the text using the following phrases.

1. The title of the text is ...
2. The text is about. The text deals with...
3. The text covers such points as.....first.....second.....third.....
4. It should be underlined that.....
5. In conclusion, I may say that...
6. To my mind.....In my opinion.....

Moscow State University

The university was established on January 25, 1755 by a decree of Russian Empress Elizabeth. January 25 is still celebrated as the Students' Day in Russia. Originally it was allocated in the Principal Medicine Store on the Red Square, and then the university was transferred by Catherine the Great to the present neoclassical building on the other side of the Mokhovaya Street. In 1940 the university was renamed in honour of its founder Mikhail Lomonosov.

At present the main faculties are situated on Vorobjevy Gory. The building was designed by architect Lev Vladimirovich Rudnev. The main building of Moscow State University was by far the largest. It was also the tallest building in Europe at that time. The central tower (240m and 36-stories high) was flanked by four huge wings of student and faculty accommodations. It contains a total of 33 kilometers of corridors and 5,000 rooms. The star on the top is large enough to provide a small room and a viewing platform; it weighs 12 tons.

There are a lot of faculties now, such as Faculty of Mechanics and Mathematics, Faculty of Physics, Faculty of Chemistry, Faculty of Psychology, Faculty of Foreign Languages, etc.

29. Answer the questions

1. What educational institution do you study?
2. When was it founded?
3. Where is it situated?
4. What departments are there in your institution?
5. What will your future profession be?
6. What subjects do you learn?
7. Do you live with your parents or in the hostel?

30. Read and translate the text.

Cambridge

The university is like a federation of colleges. It arranges the courses, the lectures and the examinations, and awards the degrees. The universities of Oxford and Cambridge each have over 10000 full-time students. Oxford is older than Cambridge, more philosophical, classical and theological. Cambridge, on the other hand, is more scientifically based. But in many respects (especially their prestige and wealth)

they look very alike; therefore they are often referred to collectively for convenience as Oxbridge. They are sometimes called “two intellectual eyes of Britain”. Admission to the universities is based on the old tribal patterns which guide boys from traditional schools to traditional universities. Candidates to Oxford and Cambridge are largely self-selected, much influenced by parents, school-friends and family background.

Cambridge started during the 13th century and grew steadily, until today there are more than twenty colleges. Most of them allow visitors to enter the grounds and courtyards. The most popular place from which to view them is from the Backs, where the college grounds go down to the River Cam.

The oldest college is Peterhouse, which was founded in 1284, and the most recent is Robinson College, which was opened in 1977. The most popular is probably King’s, because of its magnificent chapel. Its choir of boys and undergraduates is also very well known.

The University was exclusively for men until 1871 when the first women’s college was opened. Another was opened two years later and a third in 1954. In the 1970s, most colleges opened their doors to both men and women. Almost all the colleges are now mixed, but it will be many years before there are equal numbers of both sexes.

Every year, thousands of students come to Cambridge from overseas to study English.

To the North of this ancient city is the modern face of the University – the Cambridge Science Park, which has developed in response to the need for universities to increase their contact with high technology industry. It was established in 1970 by Trinity College, which has a long scientific tradition going back to Sir Isaac Newton. It is now home to more than sixty companies and research institutes.

The ideas of “science” and “parks” may not seem to go together naturally, but the whole area is in fact very attractively designed, with a lot of space between each building. The planners thought that it was important for people to have a pleasant, park-like environment in which one can work.

31. Answer the questions in writing.

How does Oxford differ from Cambridge? What is common?

What is the most popular place to view the grounds and courtyards?

How is the oldest college called?

Why is King’s the most popular college?

When did colleges become mixed for men and women?

Why is the Cambridge Science Park so important?

What does the Park contain now?

Практическая работа 2. «Защита окружающей среды. Environment protection».

Цель: изучить лексику по теме «Защита окружающей среды. Environment protection», повторить грамматический материал.

Содержание работы: тексты для чтения по данной теме, упражнения на усвоение и закрепление лексико-грамматического материала.

Задание: прочитать, перевести тексты, выписать и выучить новые лексические единицы, выполнить ряд предложенных упражнений на закрепление лексики и грамматического материала.

1. Изучите лексический материал по теме:

Study vocabulary

1. environment	окружающая среда
2. environment protection	защита окружающей среды
3. ecology	экология
4. to be concern about	беспокоиться о чём-либо
5. to protect our planet	защищать нашу планету
6. to pollute	загрязнять
7. air pollution	загрязнение воздуха
8. water pollution	загрязнение воды
9. natural resources	природные ресурсы
10. destruction	разрушение, уничтожение
11. plant	пагубный
12. nuclear waste	ядерные отходы
13. to harm	причинять вред
14. littering	засорение
15. to recycle	перерабатывать
16. to degrade	разрушаться, распадаться
17. litter	мусор
18. acid rain	кислотный дождь
19. species	вид
20. to disappear	исчезать
21. to forecast	предсказывать
22. garbage	отбросы
23. greenhouse effect	парниковый эффект
24. on the brink of extinction	на грани исчезновения
25. to destroy the ozone layer	разрушать озоновый слой
26. global warming	глобальное потепление
27. bad breath	выхлопной газ
28. to put trash into	сбрасывать мусор в
29. to get contaminated	быть отравленным
30. harmful interference	вредное воздействие
31. to absorb smth	поглощать
32. to pump waste gases	выбрасывать отработанные газы
33. to lead to forest damage	привести к повреждениям
34. water shortage	нехватка воды
35. universal concern	всеобщая забота
36. area	область
37. bring about	вызывать обстоятельства

38. circumstances	усилие
39. effort	очевидный
40. evident	рост
41. growth	человечество
42. mankind	цель, назначение
43. purpose	достигать
44. reach	решать
45. solve	успех
46. success	совместные усилия
47. joint efforts	принимать меры
48. take measures	добрая воля
49. good will	сообщество
50. community	беспокоиться
51. worry	страдать
52. suffer	лицо, сталкиваться
53. face	очистительная система
54. purifying system	отдаленный район
55. remote area	очищать
56. to purify	городской
57. urban	углекислый газ
58. carbonic gas	опустошать
59. devastate	разнообразие
60. diversity	экосистема
61. ecosystem	выделять (хим.)
62. educe	испарение
63. evaporation	кислород
64. oxygen	восполнять
65. replenish	прозрачный
66. transparent	
67. fossil	ископаемый
68. carbon dioxide	двуокись углерода, углекислый газ
69. nitrous oxide	окись азота
70. halocarbons	хлоруглероды
71. heating effect	эффект нагревания
72. net effect	суммарный эффект

1. Read international words transcribe and translate them

Global, resources, problem, territory, oceanic, situation, atmosphere, process, climate, balance, immune system

2. Unscramble the following words

ortfef _____ gebagar _____

geshtroa _____ tesaw _____

cesresruo _____ lerecyc _____

owthgr _____ astrofce _____

3. Find the definition for each term

- | | |
|---------------|--|
| 1. pollution | a) the act of keeping something safe by guarding or covering |
| 2. growth | b) the human race, both men and women |
| 3. standpoint | c) a group of people living together and or united by shared |
| 4. mankind | interests, religion, nationality, etc. |
| 5. protection | d) the action of making something dangerously impure |
| 6. community | e) a position from which things are seen and opinions formed |
| | f) increase in numbers or amount |

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

4. Translate the sentences

1. The bigger the cities are, the greater the pollution is.

2. The more we study nature, the more we know about it.

3. The more automobiles appear in the streets, the worse the air in the cities is.

4. The nearer the earth is, the denser the atmosphere.

5. The quicker we joint our efforts in protecting the environment, the quicker the ecological problems are solved.

6. The stronger the wind, the harder the conditions of work for weather observers.

5 Study the models. Read and translate the words

Model: глагол + *-ment* = существительное

to environ- окружать environment- окружение
to enroll- _____ enrolment - _____
to develop - _____ development - _____ to achieve -
_____ achievement _____ to move-
_____ movement - _____

Model: префикс *-re* (повторность действия)

renew - обновлять, восстанавливать
renewal - восстановление
renewable - восстанавливаемый, восстанавливающийся
rebuild _____ remake
_____ reuse
_____ reorganize

6. Make possible word pairs

- | | |
|-------------|--------------|
| 1. air | a) rain |
| 2. polluted | b) of nature |
| 3. acid | c) bottle |
| 4. balance | d) water |

- | | |
|-----------------|---------------|
| 5. plastic | e) pollution |
| 6. global | f) spills |
| 7. drinking | g) transport |
| 8. public | h) water |
| 9. to protect | i) warming |
| 10. bad | j) breath |
| 11. greenhouse | k) shortage |
| 12. water | l) protection |
| 13. environment | m) effect |
| 14. oil | n) our planet |

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____

8. _____ 9. _____ 10. _____ 11. _____ 12. _____ 13. _____ 14. _____

7. Make pairs of synonyms

- | | |
|---------------|------------|
| 1. tremendous | a) advance |
| 2. epoch | b) some |
| 3. realize | c) great |
| 4. several | d) make it |
| 5. work | possible |
| 6. progress | e) era |
| 7. fields | f) area |
| | g) job |

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____

8. Fill in the correct verb from the list:

look after, create, cut down, breathe, improve, causes, hunt.

- The government should _____ a law to ban cars.
- Logging companies _____ too many trees.
- We must _____ our planet before it's too late.
- We can't _____ without air and water.
- The government wants to _____ a park where endangered species can live safely.
- Heavy traffic _____ a lot of air pollution.
- Many people _____ endangered species for their fur.

9. Give all forms of the verbs below and translate them

- Grown _____
- Stand _____
- Dealing _____
- Brought _____
- Knew _____
- Making _____
- Send _____
- Found _____
- Thought _____
- Spending _____

10. Mark the tense-forms of the verbs and translate the sentences

- Water and air are becoming more and more polluted. (_____)

2. Measures have been taken to save the lake Baikal.(_____)

3. The situation of the lake Baikal remains very serious. (_____)

4. Much attention has been paid at present to the development of international scientific contacts.
(_____)

5. Science has become a leading factor in the progress of mankind. (_____)

11. Make the indicated forms

- to increase (Present Perfect) _____
- to remain (Past Simple) _____
- to worry (Present Continuous) _____
- to deal with (Future Simple) _____

12. Put the verbs into correct tense-forms

1. If Peter (have) more money, he (buy) a new car.
2. What (you do) if you (see) a road accident?
3. Where (you live) if you (have) a choice?
4. If Caroline (come) late for dinner, her mother (be) angry.
5. If Nick (study) hard, he (get) good marks.
6. Where (you go) if you (can take) a week's holiday?
7. If Julie (speak) better English, she (find) a better job.
8. If my boss (invite) me to lunch, I (accept).
9. When I (finish) my work, I (tell) you.
10. What (happen) if you (miss) your flight?

13. Translate the sentences and define the tense-forms of the verbs

1. As long as you are working here, we'll have a rest.
2. I'll have a talk with you after I've done my work.
3. They'll come before the dinner starts.
4. The students had been doing translation since the lesson began.
5. What were you doing when I came in?
6. I gave the books to her after I had read them.
7. The porter dropped the box as he was bringing in it.
8. How they managed to do it was not clear.
9. Whether the students can do this work is the main problem.
10. That they have known about the plan seems evident.
11. As soon as I find you things , I'll let you know.
12. We had already reached the village when it began raining.
13. They went for a walk after they had finished the work.

14. Use the correct tense - forms of verb *to study* according to the circumstances

1. Our government _____ data on the land, the forest and the air on today's meeting.
2. Our government _____ data on the land, the forest and the air every year.
3. Our government _____ data on the land, the forest and the air tomorrow morning.

4. Our government _____ data on the land, the forest and the air last month.
5. Our government _____ data on the land, the forest and the air by this Friday.

15. Fill in the gaps with the words and word combinations in italics

Energy-saving, a part of it, air pollution, oxygen, breathe, countryside, movements, take care, extinct and endangered, deforestation.

1. People should live closer to nature because we are
2. Many people prefer to live in the
3. The big city is always synonymous with high from vehicles or industry.
4. People can't live without
5. I would never cut down trees, they let us
6. Seventy per cent of land animals and plants live in forests, and many cannot survive the
That destroys their homes.
7. Land degradation leads to an increasing number of animals.
8. To save our planet we must of it.
9. The least we can do is try and adopt some methods.
10. Our company supports ecological organizations and

16. Rewrite the sentences in indirect speech (Study the grammar: The Sequence of tenses)

1. The reporter noted: "There is a serious lack of resources available to us now."

2. They admitted: "The earth is now overpolluted."

3. Anna said: "To ride a bike is good for the environment and great for your health"

4. Our teacher explained to us: "Many chemicals destroy the ozone layer because they interact with ozone."

- 5 A famous ecologist said: "The use of nuclear energy has led to the threat."

- 6 I asked myself: "What are the ingredients of these cleaning products?"

17. Put the verbs in the correct form.

1. Elena is saying that she _____ (to go) to the country every weekend.
2. She has just told us that they _____ (already, to build) the recycling plant.
3. I remember that you _____ (to promise) to send the invitations by 12 o'clock.
4. We thought they _____ (must) use new farming technologies.
5. Everyone knew that the conference _____ (to start) next Monday.
6. They felt sure they _____ (can) suggest an excellent solution to this problem.
7. From the latest reports we have learned that around 40,000 African elephants
_____ (to be) killed each year.

8. The manager didn't know that his boss _____ (to go) on business trip.
9. The seeds grew well because the farmers _____ (to dig) the soil well.
10. Experts said that the effect of global warming _____ (to increase) desert area and _____ (to raise) sea levels.

18. Put the verbs in brackets into the correct form

1. If people _____ (not/drop) litter on beaches, our beaches would be much cleaner.
2. If people _____ (stop) using aerosols, it would help environment.
3. If hunters stopped killing so many tigers, they _____ (not/be) an endangered species.
4. If people _____ (not/use) so much paper, there would be more rainforests.
5. If people shared their cars, there _____ (be) fewer cars on the roads.

19 Put the verbs in brackets in the correct form.

1. If I _____ (not to take) a taxi, I _____ (to miss) the train.
2. If it _____ (to be) sunny tomorrow, we _____ (to go) to get a ten.
3. If I _____ (to have) time tonight , I _____ (to finish) reading this book.
4. If you _____ (to work) at the weekend, I _____ (to pay) you well.
5. If you _____ (to ask) me for a help, I _____ (to help) you at once.
6. If he _____ (to finish) the work this week, he _____ (can) go on holiday.
7. You _____ (to pass) the exam unless you _____ (to work) hard.
8. If she _____ (to phone) me, I _____ (to tell) her everything about it.
9. If I _____ (to be) in your shoes, I _____ (to spend) all the time in a gym.
10. If my brother _____ (to come) to visit me on Sunday, we _____ (to go) on a picnic.

20. Make the sentences

1. Mathematics, must, every, is, well, institutes, studied, technological, at all, because, engineer, know, it.

2. Subject, it, article, is, the, interesting, most, on, this.

3. Problems, it, can, has, global, become, evident, that, solved, ecological, be, only, on, the, level.

4. The, to, use, of, the, new, possible, number, equipment, made, it, minimize, the, of, workers.

5. It, that is, situation, industrialization, serious, is, making, ecological, very.

19. Make questions using the words below

1. The British, like many other Europeans, are becoming more and more worried about their environment.

What _____

2. The number of cars and lorries is growing all the time.

How many _____

3. People living near airports suffer from the noise of increasingly larger and more powerful jet

airliners taking off and landing.

What _____

4. Water pollution has become a serious problem in many British rivers.

Where _____

5. The air in many towns and cities is being polluted by traffic and industry.

What _____

20. Fill in the gaps with the words in the box.

Greenpeace, oxygen, jungle rain forests, ecology, breathing, nature, wildlife, flora and fauna.

Who can save our planet?

People depend on the planet, on the Sun, on animals and plants around them.

People must take care of the Earth. Our ... becomes worse and worse with every new day. People destroy and cut down trees to make furniture. They forget that they can't live without trees and plants, because they fill the air with Oxygen is necessary for our We can't stay indifferent to these problems.

There are a lot of special organizations which are trying to save our nature. One of them is Their aim is to help To survive, to rescue animals, to save ..., which are in danger of destruction. We must find the right way to save our land, people and animals. We must take care of ... because we are a part of it.

21. Construct sentences and translate them

- | | |
|---|---|
| 1. If I came later | a) he wouldn't have missed the train . |
| 2. If he had known the time-table | b) I had known this before. |
| 3. It would be better | c) I would be late for the lesson. |
| 4. I wish | d) if you learned to drive a car. |
| 5. I would have sent a letter to you | e) if I had known your address. |
| 6. If I had met you yesterday | f) I would have helped you |
| 7. If I were in your place | g) I would have told you about it |
| 8. If I had known that you needn't help | h) I wouldn't buy the tickets beforehand. |
1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____

22. Translate the sentences

1. То, что вопрос важен, - ясно каждому.

2. Мы обещаем, что поможем окружающей среде.

3. Он только что сказал, чтобы мы убрали мусор.

4. Придут ли они вовремя, не важно..

5. Вы должны быть внимательны, чтобы не сделать ошибок.

23. Read and translate the text

The Protection of Nature

Nature is the source of Man's life since ancient times. People lived in harmony with environment for thousands of years and thought that natural riches were unlimited. The development of civilization increased man's harmful interference in nature.

Large cities with thousands of smoky industrial enterprises pollute the air we breathe and the water we drink. Every year world industry pollutes the atmosphere with about 1,000 million tons of dust and other harmful substances. Many cities suffer from smog. Beautiful old forests disappear forever. Their disappearance upsets the oxygen balance. As a result some rare species of animals, birds, fish and plants disappear forever, a number of lakes and rivers dry up.

The pollution of air and destruction of the ozone layer are the results of man's attitude towards Nature. The protection of the environment is a universal concern. We must be very active to create a serious system of ecological security.

24. Answer the questions

1. What is the main reason of ecological problems?
2. What are the main ecological problems?
3. Why should the ecological problems be a universal concern?
4. What steps are taken to fight ecological problems?

25. Read and translate the text

Greenhouse Effect

Greenhouse effect is the term for the role the atmosphere in warming the earth's surface. The atmosphere is largely transparent to incoming short-wave solar radiation, which hits the earth's surface. Much of this radiation is reflected back by gases such as carbon dioxide, methane, nitrous-oxide and ozone in the atmosphere. This heating effect is at the root of the theories concerning global warming.

The amount of carbon dioxide in the atmosphere has been increasing by 0,4 per cent a year because of the use of fossil fuels such as oil, gas, and coal. The cutting of tropical forests has also been a contributing factor in the carbon cycle. Other gases that contribute to the greenhouse effect, such as methane and halocarbons, are increasing even faster. The net effect of these increases could be a worldwide rise in temperature, estimated at 2 to 6 degrees C (4 to 11 degrees F) over the next 100 years. Warming of this magnitude would alter climates throughout the world, affect crop production, and cause sea levels to rise significantly. If this happened, millions of people would be badly affected by flooding.

26. Answer the questions

1. How is the surface of the Earth heated?

2. What gases reflect heat back in the atmosphere?

3. Why is amount of carbon dioxide in the atmosphere increasing?

4. What will be a worldwide rise in temperature in the next 100 years?

27. Translate into English

1. Чтобы облегчить свою жизнь, люди изобретали машины и инструменты.

2. Люди озабочены загрязнением воды и воздуха.

3. Суда, сбрасывая отходы в океан, загрязняют воду.

4. Рыба в загрязненной воде умирает или становится ядовитой.

5. Машины и фабрики загрязняют воздух и разрушают озоновый слой Земли.

6. Кислотный дождь нарушает баланс в природе.

7. Люди должны научиться защищать землю и воздух от загрязнения.

28. Read and translate the text

Animals in Danger

At present a thousand species are almost extinct because we hunt them or damage their environment. Here are some of the animals in danger. The World Wildlife Fund is fighting to save them.

The French priest, Pierre David, was the first European to see a giant panda in China in 1869. Today the giant panda is one of the rarest species in the world. There are perhaps only 300 of them left. It likes to live in bamboo forests, but these are slowly disappearing.

The giant panda can live for up to 20 years, and a big male can weigh 150 kilograms. A new-born panda weighs only 125 grams and measures less than 15 centimeters. The female panda is 800 times heavier than baby at birth and the baby is 3-4 months old before it can crawl. It is pinkish-white at birth without dark markings and the female black eyes.

Fortunately the Chinese government now protects the panda, so it should survive. The World Wildlife Fund uses the panda as its symbol.

The story of the whale has been another great wildlife tragedy. Some of these are the largest animals that have ever lived. A blue whale can weigh over 125 tonnes. Whales are mammals, not fish and they are highly intelligent. They send messages to each other over very long distances with high-pitched sounds.

Whales are now in great danger because hunters have killed too many of them. Modern ships and machines have made it easy to hunt these animals, and they are often killed in a very painful and cruel way. Some countries have agreed to protect the whale, but others have not and still kill too many.

29. Find the English words and expressions in the text

Один из редких видов в мире _____
медленно исчезают _____
большая панда _____
киты – это млекопитающие _____
отправлять сообщения высокочастотными звуками _____

часто убивают очень жестоким способом _____
сейчас в большой опасности _____
согласились защищать китов _____
Всемирный фонд дикой природы _____
разрушать их окружающую среду _____

30. Are the statements true or false? Correct the false ones.

1. The World Wildlife Fund is an organization fighting to save animals in danger.

2. It uses the whale and the panda as its symbols.

3. At present about ten hundred species are almost extinct.

4. It happens because people hunt them.

5. Today the panda is one of the rarest species in the world.

6. Whales and giant pandas are in great rare.

7. A whale is a giant fish a blue whale can weigh over 125 tones.

8. Whales communicate with each other with high-pitched sounds.

9. Fortunately the Chinese government now protects whales.

10. Nevertheless, other countries still kill too many of them.

31. Read and translate the text

Forests – Ecosystems or Green Gold?

The forest is a basis for the existence of many organisms. The forest protects the Earth from erosion, prevents evaporation – in this way it feeds rivers and serves home for animals. The forest is not only trees. Under the branches of higher trees, there are lower trees and then - grass, mushrooms, etc. In this way, the density of organisms and their diversity is very high.

Forests are often called “the lungs of the planet”. As we know, when man breathes, he consumes air containing oxygen and gives out air containing carbonic gas. So the amount of carbonic gas increases. This gas is also educed in the process of burning. But there is a way back. During the photosynthesis, carbonic gas turns into oxygen. It’s the forests that do the main part of work turning CO₂ into O₂. This explains their name “the lungs of the planet”.

In his activity, man needed timber for building and warming his home and fields for growing crops, That’s why for hundreds of centuries forests were disappearing and the ecological balance was being changed.

For the first civilizations of people, it was difficult to realize the possible danger. Recently the paleontologists have found out that ecological crises happened in ancient times. One of the tribes of the South American Indians – Anasasi – abruptly left its place of living with roads and irrigation systems around 1200 AD. It happened because they had destroyed forests so violently that the latter didn't replenish on the devastated areas. Similar problems appeared in the 20th century. The only difference was that people started thinking the situation over. That's when ecology appeared.

It's extremely important to take care of forests. If a forest is destroyed because of commercial interests, there will be little water and the erosion will start on the slopes. Thus, the productivity of planes will decrease. This shows how important forests are. For the sake of life on the Earth there must be large areas of natural ecosystems.

Our country does much to preserve forests. In 1942, the so-called "forests of the first group" were created. It is illegal to cut them. Still, much depends on the people. Because of them forest fires take place. It will take one hundred years to grow the similar forest in the same place. It's our task to save natural resources because we are a part of nature, the most reasonable and responsible part. Only if we take care of the Earth, people who'll live after us will have a clean planet, fit for healthy living.

32. Answer the following questions to the text.

1. What does the forest do for our planet?
2. Does the forest consist only of trees?
3. Why are forests often called "the lungs of the planet"?
4. What was commercial interest in forest? Did nature suffer because of the activity of man?
5. Were there ecological crises in ancient times? Give an example from the text.
6. When did ecology appear?
7. What happens if forests are destroyed?
8. Does our country preserve forests? What is done for their protection?
9. Will our children live on a clean planet if we take care of nature? What will happen in reality, in your opinion?

33. Continue the following statements.

1. The forest protects the Earth from erosion ...
2. Under the the branches of higher trees, there are ...
3. When man breathes, he ...
4. During the photosynthesis ...
5. In his activity, man needed timber ...
6. Recently scientists have found out that ecological crises ...
7. If the forest is destroyed because of commercial interests ...
8. Our country protects forests: in 1942 ...
9. Only if we take care of Earth ...

34. Write an essay on one of of the following topics.

1. The ecology of Russia.
2. The protection of Lake Baikal.
3. Cutting forests: profitable business or danger for the ecosystem?

Практическая работа 3. «Средства коммуникации. Means of communication».

Цель: изучить лексику по теме «Средства коммуникации. Means of communication», повторить грамматический материал.

Содержание работы: тексты для чтения по данной теме, упражнения на усвоение и закрепление лексико-грамматического материала.

Задание: прочитать, перевести тексты, выписать и выучить новые лексические единицы, выполнить ряд предложенных упражнений на закрепление лексики и грамматического материала.

1. Изучите лексический материал по теме:

1. hardware	аппаратное обеспечение
2. system board	системная плата
3. power	сила, мощность, энергия
4. keyboard	клавиатура
5. mouse	1) мышь 2) мышь (устройство указания)
6. to process	обрабатывать
7. processor	процессор
8. drive	дисковод
9. driver	программа управления устройствами
10. case	случай, коробка, футляр, кожух
11. content	содержание
12. type	печатать
13. key	клавиша
14. manual	справочник, руководство, ручной
15. software	программное обеспечение
16. application	применение
17. slide	скользить
18. remote control	пульт дистанционного управления
19. paste	вставлять, копировать
20. switch	включать
21. screen	экран
22. pointer	указатель, указка
23. button	пуговица, кнопка
24. display	выставлять, показывать
25. character	символ
26. dot	точка
27. sharp	острый, резкий, точный
28. resolution	разрешающая способность
29. plug in	вставлять штепсель в розетку
30. strain	натяжение, напряжение, нагрузка
31. reduce	уменьшать, понижать
32. adjust	приспосабливать(ся)
33. screen saver	режим отключения экрана при паузах в работе
34. drag	перетаскивать
35. click	щелкать
36. circuit	схема, цепь
37. install	устанавливать
38. erase	стирать
39. path	путь
40. cellular phone, mobile phone	сотовый телефон
41. cellular communication	сотовая связь

42. message	сообщение
43. mobile network operator	оператор сотовой связи
44. gadget	
45. Multimedia Messaging Service	электронное устройство
46. Short Message Service	служба мультимедийных сообщений
	служба коротких сообщений

1. Read international words transcribe and translate them

icon, adapter, contract, format, supercomputer, general, photon, graphics, disk

2. Unscramble the following words

cucirit _____ aplisdy _____ tercracha
 _____ tireonluso _____ numaal
 _____ llintsa _____

3. Underline the correct spelling

- устройство – divise, device, divice, divese, dyvice
- выводить на печать – prynd, prind, print, printe, prinde
- время – таум, taim, time, tyme
- дата, число – deit, deyt, dete, date, dat
- файлы – failz, fails, faylz, files, filez

4. Find the definition for each term

- | | |
|----------------|--|
| 1. application | a) programs, that make a computer work |
| 2. hardware | b) a device used to point or drag some elements on the screen, to start the computer program |
| 3. resolution | c) the putting to use |
| 4. software | d) the characteristics of the monitor |
| 5. mouse | e) machinery which makes up the computer |

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

5. Make possible pairs of words

- | | |
|-------------------|-----------------|
| 1. to control | a) problems |
| 2. to solve | b) operations |
| 3. to insert into | c) parts |
| 4. to imagine | d) information |
| 5. to connect | e) data |
| 6. to remove | f) calculations |
| 7. to perform | g) units |
| 8. to house | h) life |
| 9. to store | i) machine |
| 10. to issue | j) commands |
1. _____ 2. _____ 3. _____ 4. _____ 5. _____

6. _____ 7. _____ 8. _____ 9. _____ 10. _____

6. Complete the sentences

1. Press	a) the key b) copied c) copy
2. Insert	a) prompted b) rename c) the diskette
3. Check	a) the disk b) enter c) display

1. _____ 2. _____ 3. _____

7. Translate into Russian

1. The computer is already on the desk, but the keyboard has not been unpacked yet. _____

2. Usually it takes some time to learn to use a mouse. _____

3. Thanks to computers we can process information millions times quicker.

4. How many letter keys are there on computer keyboard?

5. Two manuals came with this computer.

6. This remote control needs 4 batteries to power it

8. Write Tense & Voice and translate the forms below

1. is sliding _____
2. has reduced _____
3. typed _____
4. had processed _____
5. will adjust _____
6. operates _____
7. is provided _____
8. was processed _____
9. will be typed _____
10. were pressed _____

9. Use Modal Verbs instead of their equivalents in the forms below

1. was able to switch _____
2. has to be provided _____

3. is able to adjust _____
4. is to adapt _____
5. were allowed to type _____

10. Translate the following pairs into Russian

1. was to switch – was switching _____
2. will have to display – will display _____
3. is able to install – is installed _____
4. had to slide – slid _____
5. will be to process – will be processed _____

11. Write the correct auxiliary verbs

1. _____ Windows tell your computer what to do? – Yes, it does.
2. _____ you use these programs interchangeably? – Yes, I shall.
3. _____ he pasting portions of one document into another one? – Yes, he is.
4. _____ many application programs written to run with Windows? – Yes, they are.
5. _____ they supply their office with necessary equipment? – Yes, they did.
6. _____ anybody been working on that PC? – Yes, we have.

12. Give the full answer

1. Does the monitor allow you to see the results of your work?

2. Must this information be processed and stored?

3. Is that program called Paintbrush?

4. Were our scientists taking part in the research project?

5. Can some programs be difficult to remember?

6. Have they connected the cables at last?

13. Tick the correct translation

1. Files in target drive will be erased.
 - a) Уничтожьте файлы на дискете, на которую ведется записью
 - b) Файлы на дискете, на которую ведется запись, были уничтожены.
 - c) Файлы на дискете, на которую ведется запись, будут уничтожены.
2. Diskette is write-protected.
 - a) На дискете ведется запись.
 - b) Дискета защищена от записи.
 - c) Защитите дискету от записи.
3. Data on disk will be lost.
 - a) Данные на диске потеряны.
 - b) Данные на диске будут потеряны.
 - c) Данные на диске будут уничтожены.
4. Write not completed.
 - a) Не заканчивайте запись.
 - b) Запись не закончена.
 - c) Незаконченная запись.
5. Path not found.
 - a) Найдите путь к файлу.

- b) Путь к файлу не обнаружен.
- c) Необнаруженный путь к файлу.

14. Read and translate the text

The Main Parts of the System

There are many hardware pieces in a computer system. Some are: system board, power supply, keyboard, mouse, hard drive, monitor and video card and its drivers.

The case is the large metal box and is the main part of the computer. The case and its contents (power supply, system board, etc.) are called the system unit. The case protects the delicate electronics inside.

The keyboard. You communicate with your computer with the keyboard. With it, you type instructions and commands for the computer, and information to be processed and stored. The instruction manuals for most software applications contain a section describing the functions of each key or combination of keys.

The mouse works by sliding it around on a flat surface. To use the mouse, slide it until the pointer's point is on something, like a button or an icon. Then:

Click - position the mouse pointer over an element and press and release the left mouse button one time.

Double-click - press the mouse button twice without moving the mouse between clicks. Usually you double-click on an icon to start the program.

Drag - position the mouse pointer over an element, press and hold the left mouse button, and drag the mouse across the screen. The pointer moves, dragging the element

The monitor. Your computer is not complete without the monitor, a TV-like device. The monitor displays text characters and graphics. It allows you to see the results of the work going on inside your system unit. The image that you see is made up of tiny dots called pixels. The sharpness of the picture depends on the number and size of the pixels. The more pixels, the sharper the image is. This is called resolution.

15. Fill in the chart

The part	Its function
Mouse	
Monitor	
Case	
Keyboard	

16. Read and translate the text

Is there an end to the Computer Race?

Today the word "electronics" is in general usage. Millions of people have electron watches. There are a lot of various radio and TV sets and tape-recorders in our houses. In factories and plants we are surrounded with electronically controlled machines and instruments, we are carried by airplanes, ships, trains and cars with built-in electronic devices and satellites circle the globe. In other words, we are living in an electronic world.

And the center of this world is a tiny silicon plate of a few square millimeters, an integrated circuit, or a chip. The integrated circuit is undoubtedly one of the most sophisticated inventions of man, science and technology. It is in the heart of every electronic device and the more tape-recorders, TV sets and computers we need, the more integrated circuits are required.

When we speak about a further development of computers we mean not only quantity, but also high technology and high speed. In the past it took scientists and researchers a whole lifetime to make a few thousand calculations, whereas for a modern computer this task is a matter of a few seconds.

At present computers capable of performing billions of operations a second are required.

Supercomputers are different from ordinary computers. The ordinary computer does the computations operation, while the supercomputer operates like a brain: all operations are being done simultaneously. To develop such a computer qualitatively new integrated circuits were required.

17. Answer the questions

1. What is this text about?

2. What new things appeared in people's every day life?

3. What is at the center of all these things?

4. What applications of computers do you know?

5. How does a supercomputer operate?

6. What is the speed of a new supercomputer?

18. Read and translate the text

The Role of Technical Progress

The scientific and technical revolution has changed our lives very much. Computers, mobile phones and other digital devices have entered our everyday life.

The atomic, space and energy age was followed by the age of computers. The tasks which had seemed eternal before have been solved one by one by computers. During the last decade, many fundamental changes occurred because of electronic devices. It is even difficult to imagine social and economic consequences of the microelectronic revolution.

The large use of the computers has influenced our lives in such a way that it was difficult to imagine 15 or 20 years ago. On the one hand, computers have simplified our life greatly. If you typed a text on the typewriter and made a mistake, you had to type the whole page again. Making several copies of the same document used to be a difficult job too. But now it's quite different. Correcting mistakes is easy. Computer also helps us to buy goods, find information, book tickets, make presentations and annual reports, and make difficult calculations. Time is saved for leisure.

Leisure time is also influenced by computer and other periphery devices. You no longer go to music shops – many things are available on the Internet. You needn't write letters to your relatives or friends – you can send an e-mail. And your photo albums are on the computer too.

Computer games are probably also a part of your free time. They became more and more realistic and complicated, and for many people it becomes impossible to tear themselves away. This means that electronic devices such as a computer and TV set are used mostly for entertainment and consume most of the time that could be spent on work, going for a walk and sleeping. Man becomes a slave of the devices which were designed to make him stronger.

Is there a way out? In fact, there is, but many people don't know it and are still slaves. The best decision is not to give these devices a place in your heart. They should do their work. And when you have a rest, prefer real communication to virtual one and living an active life to watching films about crime. Then electronics will be not our lord or enemy but our friend

19. Answer the questions

1. What were the predecessors of the computer age?

2. Do computers make our lives easier and simpler? In what

way? _____

3. What devices became compatible with the computer during the last year?

4. In what way do computer games influence people?

5. Is man a slave of the devices which were designed to make him stronger?

20. Insert the missing words, studying the active vocabulary

Atomic, decade, e-mail, periphery, photo album, relative, tear oneself away, typewriter.

1. _____ helps you to send letters quickly.

2. If there is an interesting programme on TV, it's difficult for a person to _____.

3. During the last two _____, scientific progress and digitization took place.

4. For some people, the computer is an equivalent of the _____: a device for printing and editing documents.

5. Do you have many _____? –Yes, I have parents, grandparents, two sisters and three brothers.

6. I don't buy _____ any more, all my photos are on my computer.

7. The computer is a multifunctional device. So the _____ is that it can be used both for work and for leisure.

8. The _____ age was followed by the microelectronic one.

21. Read, continue and translate the following arguments about computers

1. The atomic, space and energy age was followed by

2. It's difficult to imagine social and economic consequences

3. Computers have simplified _____

4. The computer helps us to buy goods, find information _____

5. Leisure time is also influenced

6. You no longer go to music shops

7. You needn't write letters to your relatives

8. The computer and TV set are used mostly for entertainment

9. The best decision is not to give these devices _____

10. When you have a rest, prefer real communication _____

22. Read the sentences, point out Participle 1 and Participle II. Give the Russian equivalents. If you have some difficulties, use the grammar reference at the end of the book.

1. When entering the Internet, I always find the required information. 2. If compared with the analog computer, digital computers have other functions. 3. When used, voltage represents other physical quantities in analog computers. 4. While dealing with discrete quantities, digital computers count rather than measure. 5. At the moment our computer systems are inputting, storing, processing, controlling, and outputting data. 6. Combined capabilities of both analog and digital computers belong to hybrid computers. 7. Having finished the research, they analyzed the data obtained. 8. Having translated the

programme into the machine language, he put it into the computer. 9. Having been well prepared for the test, postgraduates managed to answer all the questions the tutor asked them. 10. When entering data correctly into the computer system, they avoid the need for further adjustment by a person.

23. Make up your own sentences according to the models.

Model A: *When properly programmed, computers don't err.*

Having been properly programmed, computers don't err.

1. When well regulated, the equipment operates well. 2. When documents correctly filled in, they don't need extra checks. 3. When loaded, the numbers are stored on the platform of storage. 4. When loaded with cargo, cars can move between stations. 5. When moved, the ball located on the bottom side of the mouse turns rollers.

Model B: *A smartphone is a mobile phone that offers a more advanced computing ability.*

A smartphone is a mobile phone offering a more advanced computing ability.

1. A smartbook is a concept of a mobile device that falls between smartphones and netbooks. 2. A smartbook is a gadget that delivers features found in smartphones. 3. BlackBerry is a line of mobile e-mail that functions as a Personal Digital Assistant (PDA). 4. Twitter is a social and micro blogging service that enables users to send and to read other users' messages called tweets. 5. An i-Phone is a camera phone that includes text messages, visual voicemail, a portable media player, and web browsing facilities.

24. Fill in the blanks to streamline the use of the Participle 1 and Participle II. The words in brackets are given to help you.

1. A computer is ... numbers and orders into memory (to insert). 2. An electronic digital computer is a system ... and ... a very large amount of data (to process, to store). 3. The computer is a system ... numerical computations (to perform). 4. The computer is a device ... instructions with extreme speed (to follow). 5. The numbers and the instructions are ... in the computer memory. (to store) 6. The arithmetic-logical unit is a device ... circuits ... the arithmetic computations (to contain, to perform). 7. The codes ... by computer designers are ... on number of systems (to use, to base). 8. Having been coded the instruction ... to the central processing unit (to be transmitted). 9. ...the functions of storage units, we controlled the processing unit (to discuss).

25. Make up sentences according to the models to practice the use of the verbals.

Model: *Вам следовало бы прочитать об удивительных свойствах компьютера раньше.*

You should have read about wonderful features of computers earlier.

1. Вам следовало бы заказать это устройство раньше. 2. Ему следовало бы ввести данные в запоминающее устройство раньше. 3. Вам следовало бы раньше рассмотреть эту систему как крупномасштабную цифровую систему. 4. Вам следовало бы знать об этом устройстве раньше. 5. Мне следовало бы проконтролировать эти данные заранее..

26. Read and translate the text

Application of Computers

The use of computers, playing a prominent role in our life, is becoming widespread today. It regards industry, business, education, medicine, just to name a few. As for industries concerned, versatile computers are able to improve the quality of manufactured products and to increase the productivity of industry. Computers are engaged to the control of power stations, plants and refineries. But computers are being used not only in science and industry. Thanks to them, modern medicine can diagnose diseases faster and more thoroughly, while they are becoming valuable medical diagnostic tools.

Also in banking system computers have become indispensable and irreplaceable. Furthermore, architects, designers, and engineers can't imagine their work without computers. Computers form a part of many military systems including communication and fire control. They are applied for automatic piloting and automatic navigation, space exploration.

Moreover computers are widespread in education. Except their classic tasks such as administration and accountancy they are used in process of learning. Firstly, they store enormous amount of data which helps students receive information. Secondly, thanks to special teaching techniques and programmes they enhance cognitive skills of getting and accumulating knowledge.

These machines are really everywhere and we depend on them. They have become so popular that not knowing how to use those means to be illiterate. Many uses of computers that we cannot imagine at present will become commonplace soon.

Refinery – нефтеперерабатывающий завод;

Disease – заболевание;

Accountancy – бухгалтерский учёт;

To enhance cognitive skills – развивать познавательные навыки;

Illiterate – неграмотный, необразованный;

Commonplace – типичный случай, обычное явление.

27. Agree or disagree with the following statements and add some more information if needed.

1. The role of computers is increasing in our life. 2. Computers are widely used in banking, industry, and medicine. 3. Computers find application in education, providing computer-aided learning environment. 4. Computers can be hardly used in fire control. 5. They are widely used in automatic piloting and navigation. 6. The reach of the computer application is to be increased soon.

28. Make up special questions according to the models, and answer them to streamline your speaking skills.

Model: *That gadget was used as the base for the first computer.*

What was used as the base for the first computer?

1. The electronic device was invented in the 20th century. 2. The first vacuum-tube computer was built at that time. 3. The first vacuum-tube computer was referred to as the first-generation computer. 4. A transistor was used in the second-generation computer. 5. An integrated circuit was used in computers of the first generation.

Model: *Computers can process information.*

What can computers process?

1. Computers can accept information. 2. Computers can perform mathematical and logical operations. 3. The programmer can tell the computers what to do. 4. The programme can also provide the information needed to solve the problem. 5. Computers can keep instructions in their memory.

29. Ask questions and use the words in italics in your answers. The words in brackets will help you.

1. *Electronic computers* are comparatively *modern* invention (what, what kind of). 2. *J. Napier* devised a *mechanical* way to multiply and divide (who, what kind of). 3. *Most computers* have *circuits* for performing arithmetic operations (what, what). 4. *Integrated circuit technology* was used in computers of the third generation (what kind of, what). 5. *Computers* can solve a *series of problems* and make thousands of *logical* decisions. (what, how many, what kind of).

30. Present information on "One of the greatest inventions of the mankind" (Give the full answers)

- the invention you consider to be one of the greatest in the world
- the name of the inventor
- the country this invention was made in
- what the thing was made for
- how it is used now
- how it influenced our life

Практическая работа 4. «История создания автомобиля». The history of the creation of the car.

Цель: изучить лексику по теме «История создания автомобиля», повторить грамматический материал.

Содержание работы: тексты для чтения по данной теме, упражнения на усвоение и закрепление лексико-грамматического материала.

Задание: прочитайте, переведите тексты, выпишите и выучите новые лексические единицы, выполните ряд предложенных упражнений на закрепление лексики и грамматического материала.

1. Изучите лексический материал по теме:

Task 1. Read and translate the text.

The birth of the car as we know it today occurred over a period of years.

Man's first journey on the road of mechanized transport began with the invention of the wheel in 4000 BC. In the early 1760s the first steam-driven tractor was built by a French Captain, Nicolas Jacob Cugnot. In 1807 François Isaac de Rivaz designed the first internal combustion engine (двигатель внутреннего сгорания). This was used by him to develop the world's first vehicle to run on such an engine, one that used a mixture of hydrogen and oxygen to generate energy.

In 1860, Jean Joseph Etienne Lenoir patented the first successful two-stroke (двухтактный) gas-driven engine. In 1862 he built an experimental vehicle driven by a liquid-fuel version of his gas-engine, which ran at a speed of 3 km/hour.

The next major step forward occurred in 1885 after the four-stroke engine had been devised. In 1885, Karl Benz designed and built the world's first tricycle to be powered by an internal combustion engine.

In the meanwhile, unknown to him, Gottlieb Daimler was in the process of creating the world's first four-wheel horseless carriage. This car, which was more like the cars on our roads today, first saw the light of the day in 1886.

Task 2. Arrange the following events in the order they took place in the history:

1. the first internal combustion engine was designed.
2. the first steam-driven tractor was built,
3. the world's first four-wheel horseless carriage was created,
4. the first two-stroke gas-driven engine was patented,
5. the wheel was invented
6. the four-stroke engine was devised.

Task 3. Complete the sentences according to the text.

1. The invention of the wheel took place in
2. The first steam-driven tractor was built by

3. The first internal combustion engine was designed by
4. In 1860 ... was patented.
5. In 1862 an experimental vehicle was built, which ran ... of 3 km/hour.
6. In 1886 ... first saw the light of the day.

Task 4. a). Study information.

Types of affixes.

1. Affixes of nouns:

- ion / - sion /-tion; -ure / -ture; -ment; -ance / -ence - *abstract nouns*;
- er / -or - *denotes a job*;
- ing - *process*;
- ty / -ity; -ness - *property, attribute*.

2. Affixes of adjectives:

- ic; -able / -ible; -ant / -ent ; -ive; -ous; -al; -ful – *presence of the characteristic expressed by stem*;
- less - *lack of quality*;
- un / -in / -ir / -il / -im - *opposite, not*.

3. Affixes of verbs:

- ize – from noun, to acquire the features of noun;
- re- (prefix) *again or back*.

b). Find in the dictionary all meanings of the words. Construct all possible words adding any affixes.

Example: research – researcher (noun), construct – constructive (adjective), write - rewrite (verb).

1. Engineer _____
2. Build _____
3. Application _____
4. Construct _____
5. Utilize _____

Task 2. Use the table to construct statements about buildings and builders.

Her father	is	a builder.
Builder	are	an honorable profession.
The builder's profession	have	many old bridges in our town.
There	has	pads to protect their hands.

Task 3. Read and translate the following word combinations into Russian.

1. Profession of civil engineer _____
2. Branches of civil engineering _____
3. Utilization of materials and forces of nature _____
4. To protect oneself against the elements _____
5. Civil engineering _____
6. Mechanical engineering _____

7. Electrical engineering _____
8. Nuclear engineering _____
9. Mining engineering _____
10. Military engineering _____
11. Marine engineering _____
12. Sanitary engineering _____

Task 4. Read and translate the text.

Automotive Engineering

The automobile has undergone significant changes largely due to advancements in the **automotive engineering** industry. Behind every car, truck, bus or bike on the roads and in the store there is an automobile engineer who played a key role in their design and construction. Because of the massive amount of vehicles on the roads today, the automobile engineering industry has a lot of responsibility both to ensure the safety of those vehicles and to make them more efficient.

Automobile engineering employs different engineering disciplines to assist in the design and manufacture of any kind of vehicles such as cars and buses, bikes and trucks. So, for example, one automobile engineer is in charge of working on the body of the vehicle to make sure that it is as aerodynamic as possible. It leads to performance maximization and makes sure that a vehicle uses as little fuel as possible. While another is working on the structural integrity of the vehicle to make sure that in case of any sort of crash, the people inside the vehicle are as protected as possible, and so on. If you imagine all the components that make up a vehicle, then it is clear that there is someone who is responsible for making sure that a vehicle functions properly. Some of these jobs and tasks overlap. To make sure that all these subsystems of the car work together there is generally a systems engineer or a development engineer who has an overseer role.

To undergo significant changes – подвергаться значительным изменениям;

A key role – основная, ключевая роль;

Responsibility – ответственность;

To ensure the safety of the vehicle – обеспечивать безопасность транспортного средства;

To assist – помогать, содействовать;

Performance maximization – максимизация рабочих характеристик;

To make up – являться частью, составлять;

Overseer – контролер, инспектор, мастер.

Task 5. Answer the following questions.

1. What is engineering?
2. What branches does engineering encompass?
3. What branches does automobile engineering employ?
 4. Who is responsible for making sure that a vehicle functions properly?

Task 6. Agree or disagree with the following statements and add some more information if needed.

1. The automobile has undergone significant changes due to advancements in the automotive engineering.
2. Automobile engineers play a key role in the design and construction.
3. It is a vehicle is as aerodynamic as possible, it leads to performance maximization.
4. There is nobody who is responsible for making sure that a vehicle functions properly.

5. A development engineer has not got an overseer role.

Task 7. Use these clichés to retell the text.

- I'm going to retell.....
- In the beginning of.....
- I've known that.....
- It was interesting to know that.....
- Speaking of..... it turned out that.....
- The fact that was new for me.....
- It goes without saying that
- Moreover (Furthermore).....
- To sum up
- In conclusion
- However

Task 8. Read, translate and complete the dialogue.

Teacher: Today we are going to discuss the development of different branches of engineering. Can you name any?

Student: Yes, certainly. The most important of them are: civil, mechanical, electrical, nuclear, mining, military, marine and sanitary engineering.

Teacher: Let's remember the fields of civil engineering.

Student: In the whole, civil engineering makes housing, industrial construction; the construction of highways, city streets and railroads.

Teacher: Explain, please, the fields of mechanical and military engineering.

Student:.....

Task 9. Read and translate the text.

The history of land transport

1. The word *transport* means to carry people or goods from place to place. It is also used for the vehicles that carry people or goods for example; motor transport includes buses, lorries, motor coaches and motor cars. The American word for the same thing is *transportation*, and the remark "transportation is civilization" was made by an American, the motor-car manufacturer Henry Ford.
2. The history of transportation is divided into two stages. The first stage is that in which all forms transport depended directly on the power of men or animals or on natural forces such as winds and current. The second stage began with the development of the steam engine, which was followed by the electric motor and the internal combustion engine as the main sources of power for transport.
3. The most ancient peoples were probably wanderers. They did not live in settled homes because they did not know how to till the soil. As they moved from place to place they had to carry their goods themselves. The porters were usually the women, probably because the men had to be ready to beat off attacks by wild beasts or enemies. Even now, to carry the household goods is the job of women in backward wandering tribes.
4. The next step was the use of pack animals for carrying goods. The kind of animal used varied in different places, ut the general idea was the same – the bundles or baskets were carried by the animals on their backs. The dog, although too small to carry much, was probably one of the first transport animals used because it is so easily trained. Dogs are still to be trained for dragging sledges in the Arctic because of their light weight.

5. The next advance in land transport came with the invention of the wheel. The wheel at once led to the development of two-wheeled carts and four-wheeled wagons and carriages, but before these could be used for carrying goods over long distances, a system of roads was necessary. These roads had to be wide enough to take a cart and paved, for unless their surface was paved the wheels sank in and the cart stuck. In Britain, and also over much Europe, the first long-distance paved roads were made by the Romans, chiefly so that troops could be marched without delay from place to place. The roads made it possible to use wheeled traffic. However, when the Roman Empire collapsed, the roads gradually got into a very bad state.
6. There were two problems to be solved – first, how to make good roads, and, second, to decide who was to pay for them. In Great Britain these problems were solved in the 18th century. Stretches of roads were handed over to groups called *trusts*. The trusts borrowed money for repairing and improving the roads, paying it back from the sums they collected from road users. This method of paying for new roads and bridges is still used, especially in the United States,
7. Then it became possible to travel rather comfortably by coaches. In cities like London, rich people had their own carriages, while poor people went on horseback or walked. Then appeared carriages that could be hired for short distances. They correspond to the modern taxis. The word is short for *yaxi cab* which in turn comes from the words *taximeter* and *cabriolet*. A cabriolet is a light two-wheeled carriage introduced from France in the 19th century. The taximeter is a mechanical device connected with the wheels which, by measuring the distance travelled, shows the fare due at any moment. It is also controlled by a clock so that waiting time too is charged for.

Task 10. Find in the text the passage describing how financial problems were solved in Great Britain and the United States and translate them into Russian.

Task 11. Fill in the chart and give your reasons

	Group 1	Group 2	Group 3	Group 4
The car is our friend				
The car is our enemy				

Task 12. Read the following arguments. Think of some more.

<i>The car is our friend</i>	<i>The car is our enemy</i>
<ol style="list-style-type: none"> 1. It saves our time. 2. It carries our luggage. 3. It gives us comfort while travelling. 4. It gives us the opportunity to travel and see the world around. 5. It brings help quickly (police, ambulance, fire engines). 	<ol style="list-style-type: none"> 1. It makes noise. 2. It causes air pollution. 3. Many people are killed or injured in car accidents. 4. It causes traffic jams. 5. You don't walk enough and it does harm to your health.

Task 13. Use correct forms of adjectives.

1. Civil, mechanical, electrical, nuclear, mining, military engineering branches are (*important*) _____ ones.
2. Civil engineering is (*old*) _____ than nuclear one.

3. Railway transport is still one of (*cheap*) _____ ways of hauling freight over long distances.
4. The line covering 854 m. is much (*short*) _____ than distance line in 644 km. Nowadays air transport is (*fast*) _____ way of communication.

Task 14. Choose the correct forms of verbs.

1. During the last hundred years many new methods of building _____.
a) has been discovered, b) have been discovered, c) will has been discovered
2. One of the most recent discoveries _____ the usefulness of steel as a building material.
a) is, b) were, c) be
3. Nowadays it _____ often necessary to have a very fast transport.
a) is, b) are, c) were

Task 15. Read and translate the text.

The history of road markings.

In 1911 in Wayne County (округ), Michigan, an automobile driver observed a collision on a narrow bridge between a horse and a buggy (новозка), and an automobile going into opposite directions. Each of the drivers was sure that he was on his own side of the road. The observer was Edward Hines, the governor of the county.

Mr. Hines immediately decided that it must be possible for drivers to determine with certainty where their side of the road was. He ordered a white line painted on the centre of every bridge and every turn within his county.

Subsequently he had his idea extended to all the highways of the county. The centre line and various pavement markings have unquestionably saved many lives. They are now one of the most effective means of controlling traffic.

Task 16. Make your own questions for any 3 sentences of the text above.

Практическая работа 5. «Путешествия на автомобиле. Транспортные средства». "Traveling by car. Vehicles".

Цель: изучить лексику по теме «Путешествия на автомобиле. Транспортные средства», повторить грамматический материал.

Содержание работы: тексты для чтения по данной теме, упражнения на усвоение и закрепление лексико-грамматического материала.

Задание: прочитать, перевести тексты, выписать и выучить новые лексические единицы, выполнить ряд предложенных упражнений на закрепление лексики и грамматического материала.

1. Изучите лексический материал по теме:

Travelling by car

As for me there is nothing better than to travel by car – a good, fast car I mean. When you are in an airplane, you have to be driven by someone else; travel by car is a more personal experience, for there you can drive yourself.

You just sit down at the wheel, switch on the motor, step on the pedal with your foot and off the car goes. You can go as slowly or as fast as you wish, stop when and where you choose; you park the car on the side of the road, get out and go where you like.

It is quite true that driving a car has some disadvantages. In town it is rather nuisance with all these traffic “jams” or “hold-ups”, roundabouts and so on. It is not altogether pleasant when you ride on a bumpy road or get a flat tyre, or still worse, when you get stuck in the mud.

But what can be better than a spin in a car on a weekend with your friend? As soon as you get out of the crowded town and see the long wide road opening up before you, what a thrill it is to feel the car rush forward at a touch of your foot, to feel the wind in your face, to see houses, trees and people flash past, to feel the real joy of speed.

Then, of course, you see much more of the country than you do in a plane. Suppose you are on vacation and have decided to take a 700-800 mile trip down South in a car. What magnificent views you behold on your way – the cheerful fields, the road winding its way up the mountain with steep, grey cliffs on one side and a deep precipice on the other, the shining expanse of the sea wrapped in a blue noonday haze, the woods, the rows of acacia that stretch along the streets of the towns that you pass through.

Indeed, your impressions are unforgettable.

2. Make the choice and translate:

1. Travelling by car/airplane is a more personal experience, for there you can drive yourself.

2. On the side of the road you can park the train/car.
3. It is unpleasant/pleasant when you ride on a bumpy road.
4. While driving a car one may get stuck in the grass/mud.
5. The car rushes forward at a touch of your hand/foot.
6. On the road/in the air we have a lot of difficulties with the traffic “jams” and roundabouts.
7. We can stop when and where we wish travelling by car/train.
8. In a car you switch on the wheel/ motor/pedal.

3. Speak on the pros and cons of travelling by car.

4. Describe what you can see and feel while travelling by car.

Task 1. Read, translate the text and find answers to the given questions.

Different kinds of land transport

1. What was the reaction of the people after the invention of the steam engine?

In Washington the story is told of a director of the Patent Office who in the early thirties of the last century suggested that the Office be closed because “everything that could possibly be invented had been invented”. People experienced a similar feeling after the invention of the steam engine.

But there was a great need for a more efficient engine than the steam engine, for one without a huge boiler, an engine that could quickly be started and stopped. This problem was solved by the invention of the internal combustion engine.

2. Who introduced the first cheap motor car?

The first practical internal combustion engine was introduced in the form of a gas engine by the German engineer N. Otto in 1876.

Since then motor transport began to spread in Europe very rapidly. But the person who was the first to make it really popular was Henry Ford, an American manufacturer who produced the first cheap motor car, the famous Ford Model “T”.

3. When did diesel-engined lorries become general?

The rapid development of the internal combustion engine led to its use in the farm tractors, thereby creating a revolution in agriculture. The use of motor vehicles for carrying heavy loads developed more slowly until the 1930s when diesel-engined lorries became general.

The motor cycle steadily increased in popularity as engines and tyres became more reliable and roads improved. Motor cycles were found well suited for competition races and sporting events and were also recognized as the cheapest form of fast transport,

4. When were the trams introduced first?

Buses were started in Paris in 1820. In 1828 they were introduced in London by George Shillibeer, a coach builder who used The French name *Omnibus* which was obtained from the Latin word meaning “for all”. His omnibuses were driven by three horses and had seats for 22

passengers. Then in the 20th century reliable petrol engines became available, and by 1912 the new motor buses were fast replacing horse-driven buses.

Trams were introduced in the middle of the 19th century. The idea was that, as the rails were smoother than the roads, less effort was needed to pull a tram than a bus. The first trams were horse-drawn but the later trams were almost all driven by electricity. The electric motor driving the tram was usually with electric current from overhead wires. Such wires are also used by trolleybuses, which run on rubber tyres and do not need rails.

Another form of transport used in London, Paris, Berlin, Moscow, St. Petersburg, Kiev and some other crowded cities is the underground railway.

London's first underground railway of the "tube" was opened in 1863, the Moscow underground in 1935.

Task 2. Find the meaning of new words in dictionary and use them in your own sentences.

To adopt	Truck or lorry	Non-road mobile machinery
To be devoted	To vary	To install the internal combustion engine
Vehicles and trailers	Bulky equipment	Earthmoving machinery
To be defined	Non-self-propelled vehicles	Off-road vehicles
Carriage	To be towed	Paved or gravel surface
Omnibuses and coaches	Purpose	Capable
Chassis frame, engine, fuel	Motor caravans, armoured vehicles, ambulances	Tyres with deep open treads
Desirable	Wheeled, with caterpillar tracks	Flexible suspension
Goods	To pull, to push	Versatile

Task 3. Divide the following words or phrases into four groups

1. Passenger vehicles: _____
2. Vehicles for the carriage of goods: _____

3. Non-road mobile machinery: _____
4. Off-road vehicles: _____

Coach, truck, pickup, omnibus, scraper, gravel surface, flexible suspension, lorry, excavator, caterpillar track, grader, bus, motor car, bulky equipment, large tyres, bulldozer, deep open treads.

Task 4. Read and translate the text, try to focus on its essential facts and choose the most suitable heading given below for each paragraph.

- 1) Trailers and Semi-trailers
- 2) Off-road Vehicles
- 3) Passenger Vehicles
- 4) Classification of Vehicles
- 5) Non-road Mobile Machinery
- 6) Vehicles for the Carriage of Goods
- 7) Special Purpose Vehicles
- 8) Tractors

Vehicle categories

On the 30th of November, 2011 at the World Forum for Harmonization of Vehicles, the Inland Transport Committee of Economic Commission for Europe adopted “Consolidation Resolution on the Construction of Vehicles”. One of the units of the resolution is devoted to the classification of power-driven vehicles and trailers. Vehicle categories are defined according to the following classification: motor vehicles with at least four wheels designed and constructed for the carriage of passengers (category “M”), motor vehicles with at least four wheels designed and constructed for the carriage of goods (category “N”); trailers (category “O”); special purpose vehicles; agricultural and forestry tractors (category “T”); non-road mobile machinery; off-road vehicles (category “G”).

There are numerous types of passenger vehicles: light passenger vehicles (motor cars or cars), people carriers or mini-buses, buses (omnibuses), coaches, etc. They may be classified according to the types of chassis frame, engine, fuel, as well as the purpose for which they are used.

Motor vehicles for the carriage of goods include light commercial vehicles (also light goods vehicle) and large goods vehicles, LGV (also heavy goods vehicle, HGV). A large goods vehicle is the European Union (EU) term for any truck (lorry) with mass over 3,5 tones. Trucks vary greatly in size, power and configuration. Light commercial vehicles with mass not more than 3,5 tones are called light vans. When a vehicle is required for the transportation of bulky equipment, a pickup would be often desirable.

Trailers and semi-trailers are non-self-propelled vehicles. It is required that they should be towed by power-driven vehicles.

Special purpose vehicles embrace the vehicles of categories “M”, “N” or “O” for the carriage of passengers or goods and for performing special functions with special body arrangement and equipment. They include motor caravans, armoured vehicles, ambulances, etc.

Agricultural and forestry tractors are power-driven vehicles, either wheeled or caterpillar tracks, which are designed to pull, push, carry or actuate certain tools, machines or trailers.

The term “non-road mobile machinery” means any mobile machine, transportable industrial equipment or vehicle with or without body not intended for the use of passenger- or goods-transport on the road, in which the internal combustion engine is installed. Non-road mobile machinery, such as scrapers, bulldozers, graders, excavators, etc.

Off-road vehicles are considered to be any types of vehicles which are capable of driving on and off paved or gravel surface. They are generally characterized by having large tyres with deep open treads, a flexible suspension, or even caterpillar tracks. They have a versatile application, e.g. several types of motorsports involve off-road vehicles.

Task 5. Agree or disagree with the following statements.

1. The classification of power-driven vehicles was defined at the World Forum for Harmonization of Vehicles.
2. Numerous types of passenger vehicles are known to be included into category “M”.
3. Category “G” represents off-road vehicles.
4. Light commercial vehicles are considered to be passenger vehicles.
5. Agricultural tractors may be either wheeled or with caterpillar tracks.
6. The vehicles of “M”, “N” or “O” categories may be special purpose vehicles.
7. Trailers are non-propelled vehicles.

Task 6. Match the adjectives in column A with the nouns in column B:

	A		B
1	agricultural	a	classification
2	numerous	b	equipment
3	following	c	Union
4	special	d	tools

5	mobile	e	tractors
6	European	f	body
7	bulky	g	types
8	internal	h	machinery
9	flexible	f	suspension
10	certain	j	combustion

1 ____, 2 ____, 3 ____, 4 ____, 5 ____, 6 ____, 7 ____, 8 ____, 9 ____, 10 ____.

Task 7. Find out 8 words on the topic “Means of Transport”:

x s t i f n e s s i
u d e f 0 r m s t d
w i z u r 0 0 a r g
p e e r c w z y e e
x i s t e e l 0 n h
w y 0 0 l l a z g g
s s e n h g u 0 t n
f r a c t u r e h c

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

Task 8. Decide which of the verbs on the left collocate with the nouns on the right and then identify the word combinations at the sentence level in the text:

1.	To adopt	a	categories
2.	To perform	b	classification
3.	To tow	c	functions
4	To involve	d	resolution
5	To define	e	trailers
6	To be devoted to	f	tools
7	To actuate	g	goods
8	To carry	h	vehicles
9	To board	i	engines
10	To install	j	coaches

1.		2.		3.		4.		5.		6.		7.		8.		9.		10.	
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Task 9. Read the text again and complete the following sentences, change the word in capitals at the end of each sentence to form a word that fits suitably in the blank space,

1. "A large good vehicle" is the Union term for any truck EUROPE.
2. This vehicle has special body ARRANGE.
3. It depends on the of the vehicle CONSTRUCT.
4. The LGV is for the of goods TRANSPORT.
5. This vehicle is for the carriage of the special..... EQUIP.

Task 10. Insert the words at the sentence level: fill in the blanks with the missing words (the first letter of each word is given).

1. V... categories are defined according to the classification. 2. There is a classification of power-driven vehicles and t.... . 3. Passenger vehicles may be classified according to the types of e..... . 4. Pickups are usually used for b.... equipment. 5. Trucks v..... in power and configuration. 6. Special purpose vehicles include armoured vehicles, a....., etc. 7. Agricultural tractors pull and p.... trailers. 8. The internal c..... engine is installed in the motor car. 9. The off-road vehicles have a v..... application.

Task 11. Fill in the blanks to streamline the use of the Subjunctive Mood. The words in brackets are given to help you.

1. It useful to investigate this problem (to be). 2. There no results without these experiments (to be). 3. He suggested that you this article (to read). 4. I wish I about it (to know). 5. I brought the book for you so that you(to read). 6. If I were you, I These lectures (to attend). 7. If you had visited the library yesterday, you some more information about it (to find). 8. It, difficult to define this term (to be). 9. It is necessary that they there with me (to go). 10. It to the point to read this book (to be).

Task 12. Make up sentences according to the models to practice the use of the Subjunctive Mood

Model A: *Было бы интересно побывать на этой конференции.*
It would be interesting to attend this conference.

1. Было бы интересно прочитать эту статью. 2. Было бы желательно выучить эти термины. 3. Было бы трудно решить эту проблему. 4. Было бы полезно обработать эти данные. 5. Было бы кстати посетить этот музей.

Model B: *Хотелось бы, чтобы этот автомобиль понравился вам.*
I wish you like this motor car.

1. Хотелось бы, чтобы вы купили этот автомобиль. 2. Хотелось бы, чтобы вы определили этот термин. 3. Хотелось бы, чтобы вы приняли эту резолюцию. 4. Хотелось бы, чтобы вы использовали это оборудование. 5. Хотелось бы, чтобы вы поехали в автобусе.

Task 13. Read and translate the text.

Buses and coaches

Buses (also called omnibuses) are designed to transport about forty passengers. In towns and

cities there are usually short distances between stops, and speed of loading and unloading passengers is very important. The entrance step to the bus is about 300mm above the road and it provides an easy step up. Another step up leads to the deck of the bus. The doors are usually power-operated by the driver to prevent passengers getting on or off while the bus is moving. A double-decker bus is carrying about sixty passengers. In modern designs the entrance is at the front for the driver to have a direct view of boarding passengers.

A coach is a type of a bus for conveying between thirty and forty passengers on excursions or for fairly long distances between towns and even countries. Unlike buses designed for shorter journeys, coaches have a luggage hold separate from the passenger cabin and are normally equipped with facilities required for longer trips: comfortable seats, air-conditioning, overhead luggage compartments, small tables for small snacks, video screens to show movies, and sometimes even a toilet.

Task 14. Agree or disagree with the following statements.

1. Speed of loading and unloading passengers is very important in towns and cities.
2. The doors in buses are not power-operated by the driver.
3. Omnibuses transport about sixty passengers.
4. Coaches are just the same as buses.
5. Coaches are usually equipped with facilities required for longer trips.

Task 15. Find English equivalents from the text above.

1. посадка и высадка пассажиров _____,
2. обеспечивать _____,
3. препятствовать _____,
4. для перевозки пассажиров _____,
5. благоприятные условия _____,
6. багаж _____,
7. с полным мастерством _____,
8. лучше всего характеризуется _____.

Task 16. Ask questions and use the words in italics in your answers. The words in brackets will help you.

1. The doors are usually power-operated by the driver *to prevent passengers getting on or off while the bus is moving* (why).
2. The entrance is at the front *for the driver to have a direct view of boarding passengers* in modern buses (why).
3. We may decode “LGV” as “*light goods vehicle*” (how).
4. “LGV” is an official EU term (what).
5. “HGV” means “*heavy goods vehicle*” (what).

Task 17. Read, translate and act the dialogue.

“LGV” and “HGV”

A.: Would you be so kind as to explain what the abbreviation “LGV” really means? We may decode “LGV” as “light goods vehicle” and also as “large goods vehicle”.

B.: You see, “light commercial vehicle” is the official term used within the European Union for a commercial vehicle with mass not more than 3.5 tonnes. And it has an abbreviation “LCV”. But

some parts of the UK use for “a light commercial vehicle” the abbreviation “LGV” and decode it as ‘light goods vehicle’.

A.: So the abbreviation “LGV” should be used for motor vehicles which carry light goods.

B.: Not quite so. “Light goods vehicle” or “LGV”, can be confused with “large goods vehicle”, also “LGV” which is the official EU term for a vehicle with mass of over 3.5 tonnes.

A.: As far as I remember, I have come across the abbreviation “HGV” for such kinds of vehicles.

B.: You are absolutely right. “HGV” stands for “heavy goods vehicle’. And this term is also used. Moreover, the term “medium goods vehicle” is used within some parts of the UK to refer to goods vehicles of between 3.5 and 7.5 tonnes which according to the EU are also “large goods vehicle”.

A.: Oh, it’s not easy to differentiate all these terms...

B.: I do agree with you. I have spent a lot of time surfing the Internet on the point but still have a lot to clear out.

A.: I am interested in everything concerning the vehicles. I’d like to research this problem together.

B.: I don’t mind. Let’s do it right now.

Task 18. Role-play the following situations.

1. You are present at the World Forum for Harmonization of Vehicles. You are discussing with the representatives from the USA one of the units of the resolution devoted to the classification of power-driven vehicles.
2. While travelling in the coach you are discussing with an English man the coach facilities.

Task 19. Complete the sentences.

1. Prestressed concrete has been used during
2. Plain concrete is strong in
3. The sagging of a beam made of plain concrete may cause it to
4. Incorporated steel bars in the lower portion of a beam prevent
5. A beam made of prestressed concrete is permanently under
6. Prestressed concrete is now employed extensively for

Task 20. Translate the following sentences from Russian into English.

1. Категории транспортных средств определяются в соответствии с их классификацией.
2. Категория М включает механические транспортные средства, имеющие не менее четырех колес и используемые для перевозки пассажиров.
3. Категория N включает механические транспортные средства, имеющие не менее четырех колес и используемые для перевозки грузов
4. Механические транспортные средства для перевозки грузов представлены легкими грузовыми транспортными средствами и большими грузовыми транспортными средствами.
5. Прицепы и полуприцепы – это любые несамоходные транспортные средства, которые сконструированы для их буксировки механическими транспортными средствами.
6. Внедорожная подвижная техника включает в себя землеройно-транспортные машины, такие как скреперы, бульдозеры, грейдеры, экскаваторы и др.
7. Транспортные средства повышенной проходимости характеризуются большими шинами с глубокими открытыми протекторами, «мягкой» подвеской или даже гусеничным треком.

Task 21. Make a summary of the text using the following phrases.

1. The title of the text is.....
2. The text is about... The text deals with...
3. The text covers such points as....
4. It should be underlined that....
5. In conclusion , I may say that.....
6. To my mind..... In my opinion....

Earthmoving machinery

A scraper is a heavy earthmoving machine. The rear part has a vertically moveable hopper (also known as the bowl) with a sharp horizontal front edge. The hopper can be very efficient on short distances where the cut and fill areas are close together and have sufficient length to fill the hopper. Most often, scrapers are large and powerful wheeled machines. But some scrapers are tracked heavy machines. The tracks give them excellent ground hold and mobility through a very rough surface.

A bulldozer is a machine equipped with a substantial metal plate (known as a blade) used to push large quantities of soil, sand, or other material. Bulldozers are also used to loosen densely-compacted materials with a a claw-like device (known as a ripper) placwd at the rear. There are two types of bulldozer^ crawler bulldozer (crawler dozer) and wheeled bulldozer (wheel dozer).

A grader is a construction machine with a long blade used to create a flat surface, to finish the “rough grading” performed by scrapers and bulldozers. Graders are commonly used in the construction and maintenance of roads or in the preparation of the base for a wide flat surface for the asphalt to be placed on or to finish grade prior to the construction of large buildings. A more recent innovation is the outfitting of graders with GPS technology.

Excavators tracked or wheeled are heavy construction machines the parts of which are boom, sticks, bucket and cab on a rotating platform (known as the “house”). Excavators are also called diggers, mechanical shovels, or 360-degree excavators (sometimes abbreviated simply to 360).

Task 22. The text contains different mistakes: 4- in spelling, 3 – in grammar. Correct the mistakes and rewrite the text.

An automobile, motor car or car are a wheeled motor vehicle used for transporting rather passengers than goods, which are also cary its own engine or motor. Most definitions of the term specifies that automobiles been designed to run primarily on roads, to have seats for one to eight people, and to have typically four wheels.

Task 23. Match the following words with their Russian equivalents:

1	earthmoving machinery	a	машина «скорой помощи»
2	a trailer	b	грузовик
3	a coach	c	массивный, громоздкий
4	an ambulance	d	туристский автобус
5	bulky	e	прицеп
6	a truck	f	транспортное средство повышенной проходимости
7	off-road vehicles	g	землеройно-транспортные машины

1. _____, 2. _____, 3. _____, 4. _____, 5. _____, 6. _____, 7. _____.

Task 24. Put the following sentences in negative and interrogative form.

1. Category "N" embraces motor vehicles for the carriage of goods. _____

2. A double-decker bus carries about sixty passengers. _____

3. Vehicles are defined according to their classification. _____

4. They defined vehicle categories long ago. _____

5. This wheeled tractor pulled the trailer not long ago. _____

TEST 1

- | | |
|---|-----------|
| 1) That was the ----- educational institution of all.
a) bad; b) worst; c) worse; | 1. _____ |
| 2) This is the ----- famous scientist.
a) most; b) more; c) much; | 2. _____ |
| 3) Would you like ----- additional information?
a) some; b) any; c) a few; | 3. _____ |
| 4) She ----- lecture when the phone rang.
a) is having; b) was having; c) had; | 4. _____ |
| 5) Stop -----, please. I can't work.
a) talking; b) to talk; c) talk; | 5. _____ |
| 6) This is the ----- book of all.
a) cheap; b) cheaper; c) cheapest; | 6. _____ |
| 7) Finish you homework and then you ----- watch TV.
a) can; b) must; c) mustn't; | 7. _____ |
| 8) Yesterday we ----- to the cinema and saw a great film.
a) go; b) will go; c) went; | 8. _____ |
| 9) What ----- in the garden, Mike? I'm learning grammar
rules by heart.
a) do you do; b) did you do; c) are you doing; | 9. _____ |
| 10) What are you doing tonight? "I ----- to prepare for my
exam."
a) go; b) am going; c) went; | 10. _____ |
| 11) I was born in Prague, but I -----in Paris since 1988.
a) live; b) am living; c) have lived; | 11. _____ |
| 12) When ----- Rome? Last summer or last winter?
a) did you visit; b) will you visit; c) do you visit; | 12. _____ |

TEST 2

- | | |
|--|-----------|
| 1. Each country has.....system of education.
a) its b) it's c) it | 1. _____ |
| 2. These students.....graduate from the college next year.
a) were b) are c) will | 2. _____ |
| 3. His parents sent.....to the grammar school.
a) him b) his c) he | 3. _____ |
| 4. Childrensecondary education at school.
a) has got b) gets c) get | 4. _____ |
| 5. Many students.....in hostels.
a) live b) lives c) to live | 5. _____ |
| 6. Throughout..... country there is a network of higher educational establishments.
a) them b) their c) theirs | 6. _____ |
| 7. Comprehensive schools.....all types of secondary education.
a) has combined b) combined c) combines | 7. _____ |
| 8. The first university..... founded in 1755 in Moscow on the initiative of M.V. Lomonosov.
a) to be b) was c) were | 8. _____ |
| 9. Colleges..... different courses.
a) offer b) to offer c) is offering | 9. _____ |
| 10. Some students failed.....entrance exams.
a) ours b) their c) mine | 10. _____ |
| 11. What departmentsthere in your institution?
a) are b) is c)were | 11. _____ |
| 12. Our environment must be.....
a) clean b) dirty c) fast | 12. _____ |
| 13. Many species of animals live free of danger from man in.....
a) homes b) boxes c) national parks | 13. _____ |
| 14. Cars and factories the air.
a) pollute b) pollutes c) is polluting | 14. _____ |
| 15. Progress can be blamed in problems.
a) much b) many c) little | 15. _____ |
| 16. Air and water to all countries.
a) belong b) belongs c) belonged | 16. _____ |
| 17. Our forests can die acid rain.
a) with b) to c)from | 17. _____ |
| 18. Most of the are valued for their fur.
a) animals b) fish c) insects | 18. _____ |
| 19. Using chemicals may the cause of ecological pollution.
a) be b) had c) are | 19. _____ |
| 20. The construction of purifying systems helps to ecology.
a) damage b) improve c) to harm | 20. _____ |

TEST 3

- | | |
|--|-----------|
| 1. You communicate with your computer with..... | 1. _____ |
| a) the pencil b) the keyboard c) the ball | |
| 2.the monitor allow to see the results of your work? | 2. _____ |
| a) Does b) Is c) Have | |
| 3. The mouse works by it around on a flat surface. | 3. _____ |
| a) sliding b) scratching c) smiling | |
| 4. Computer technologies save time. | 4. _____ |
| a) much b) many c) none | |
| 5. At present computers capable of performing billions of operations a second required. | 5. _____ |
| a) is b) are c) was | |
| 6. The size of a hard disk is measured in | 6. _____ |
| a) centimeters b) megabytes c) volts | |
| 7. Today the word “electronics” is in usage. | 7. _____ |
| a) negative b) rare c) general | |
| 8. People waste a lot of time computer games. | 8. _____ |
| a) playing b) to play c) play | |
| 9. There many hardware pieces in a computer system. | 9. _____ |
| a) was b) has c) are | |
| 10. some programs be difficult to remember? | 10. _____ |
| a) Can b) Was c) Is | |
| 11. Mobile telephone calls a wide geographic area. | 11. _____ |
| a) cross b) is crossing c) was crossing | |
| 12. Office clerks and greeted each other after the weekend and discussed the weather. | 12. _____ |
| a) meet b) is meeting c) met | |
| 13..... secretary is constantly answering phone calls. | 13. _____ |
| a) Theirs b) Their c) They | |
| 14. I like to speak to Mr. Smith, please. | 14. _____ |
| a) should b) would c) will | |
| 15. A mobile phonetelephone calls. | 15. _____ |
| a) can make and receive b) can sell
c) can't make and receive | |
| 16.....is a standard way to send messages that include multimedia content to and from mobile phones. | 16. _____ |
| a) SMS b) MMS c) Telephone call | |
| 17. Does any office have phones? | 17. _____ |
| a) No, she doesn't b) Yes, she does. c) Yes, it does. | |
| 18. It necessary for a company to have good equipment. | 18. _____ |
| a) were b) is c) will | |
| 19. There are many different models of mobile phones in the world. | 19. _____ |
| a) Yes, you are right b) No, I can't agree c) This is known some specialists only | |

TEST 4

- | | |
|---|-----------|
| 1. обрабатывая информацию | 1. _____ |
| a) processing information b) the processed information
c) to process information | |
| 2. могли увидеть результаты | 2. _____ |
| a) can see results b) were able to see results c) was
able to see results | |
| 3. принять телефонный звонок | 3. _____ |
| a) to receive the call b) receiving the call c) received a call | |
| 4. копируя текст | 4. _____ |
| a) the copied text b) is copying the text c) copying the text | |
| 5. должен был перезвонить | 5. _____ |
| a) must ring b) is to ring c) had to ring | |
| 6. поприветствовать секретаря | 6. _____ |
| a) to greet the secretary b) greeting t he secretary
c) greeted the secretary | |
| 7. отвечая на телефонный звонок | 7. _____ |
| a) is answering the call b) to answer the call
c) answering the call | |
| 8. посылая сообщение | 8. _____ |
| a) sent the SMS b) sending the SMS c) are sending the SMS | |
| 9. мог установить программное обеспечение | 9. _____ |
| a) will be allowed to install software b) will be able to
install software c) was able to install software | |
| 10. представить компанию | 10. _____ |
| a) to represent the company b) represented the
company c) representing the company | |
| 11. сможет установить | 11. _____ |
| a) could install b) will be able to install c) is able to install | |
| 12. играя в компьютерные игры | 12. _____ |
| a) are playing computer games b) playing computer
games c) was playing computer games | |
| 13. создать электронное устройство | 13. _____ |
| a) to make gadget b) was to make gadget c) making gadget | |
| 14. должен будет запустить программу | 14. _____ |
| a) has to start the program b) will have to start the
program c) should start the program | |

Глагол to be в Simple Active

Present	Past	Future
(I) am (he, she, it) is (we, you, they) are	(I, he, she, it) was (ед. ч.) were (мн. ч.)	(I, we) shall be (1-е л.) will be

Глагол to have в Simple Active

Present	Past	Future
have (got) (he, she, it) has (got)	had	(I, we) shall have will have

Оборот there + to be в Simple Active

Present	Past	Future
there is (ед.ч.) there are (мн.ч.)	there was (ед.ч.) there were (мн.ч.)	there will be

Степени сравнения прилагательных

	Положительная	Сравнительная	Превосходная
I	long easy	longer easier	(the) longest (the) easiest
II	interesting	more interesting	(the) most interesting
III	good bad much, many little	better worse more less	(the) best (the) worst (the) most (the) least

Времена группы Simple Passive

<i>to be + Participle II</i>	
Infinitive	to be written, to be translated
Present Past Future	The letter is written/translated. The letter was written/translated. The letter will be written/translated.

Сводная таблица модальных глаголов и их эквивалентов

	Present	Past	Future
Долженствование	I must meet him. I have to meet him. I am to meet him. I should meet him.	I had to meet him. I was to meet him.	I shall have to meet him. I'll be to meet him.
Способность или возможность совершения действия	He can help you. He is able to help you.	He could help you. He was able to help you.	He will be able to help you.
Разрешение или возможность (вероятность)	I may use this device. I am allowed to use the device.	I might use this device I was allowed to use the device.	I shall be allowed to use the device.

Таблица времен группы Simple Active

Форма	Present Simple	Past Simple	Future Simple
Утвердительная	My friends study French. He speaks English.	My friends studied French at school. He spoke English at the conference.	My friends will study French at the Institute. The teacher will speak about our English exam.
Вопросительная	Do your friends study French? Does he speak English?	Did your friends study French at school? Did he speak English at the conference?	Will your friends study French at the Institute? Will the teacher speak about our English exam?
Отрицательная	My friends don't study French. He doesn't speak English.	My friends did not study French. He didn't speak English at the conference.	My friends won't study French at the Institute. The teacher won't speak about our English exam.

Структура специальных вопросов

Вопросительные слова	Вспомогательный глагол	Подлежащее и определение к нему	Смысловой глагол в форме инфинитива	Другие члены предложения
What Where When	do did will	you he your sister	do go return	in the evening? yesterday? home?

Таблица времен группы **Progressive Active**

Форма	Present Progressive	Past Progressive	Future Progressive
Утвердительная	<p>The are having an English class.</p> <p>He is still writing an exercise.</p>	<p>They were having an English class when I came to see them.</p> <p>He was writing an exercise from 6 till 8 o'clock.</p>	<p>They will be having an English class tomorrow at 9 o'clock.</p> <p>He will be writing an exercise from 6</p>
Вопросительная	<p>Are they having an English class?</p> <p>Is he still writing an exercise?</p>	<p>Were they having an English class when I came to see them?</p> <p>Was he writing an exercise from 6 till 8 o'clock.</p>	<p>Will they be having an English class tomorrow at 9 o'clock?</p> <p>Will he be writing an exercise from 6 till 8 o'clock tomorrow?</p>
Отрицательная	<p>They aren't having an English class, they are having a Russian class.</p> <p>He isn't writing an exercise, he is reading a book.</p>	<p>They weren't having an English class when I came to see them, they were having a Russian class.</p> <p>He wasn't writing an exercise from 6 till 8 o'clock, he was reading a book.</p>	<p>They will not be having an English class tomorrow at 9 o'clock, they will be having a Russian class.</p> <p>He won't be writing an exercise from 6 till 8 o'clock tomorrow, he'll be reading a book.</p>

Таблица времен группы Perfect Active

Форма	Present Perfect	Past Perfect	Future Perfect
Утвердительная	I have sent the letter.	I had already sent the letter by 6 o'clock yesterday.	I shall have sent the letter by tomorrow evening.
Вопросительная	Have you sent the letter?	Had you sent the letter by 6 o'clock yesterday?	Will you have sent the letter by tomorrow evening?
Отрицательная	I have not sent the letter yet.	I had not sent the letter by 6 o'clock yesterday.	I shall not have sent the letter by tomorrow evening.

Таблица времен Simple, Progressive, Perfect in Passive Voice

	Simple	Progressive	Perfect
	to be + Participle II	to be + being + Participle II	to have + been + Participle II
Present	The letter is translated	The letter is being translated	The letter has been translated
	Is the letter translated?	Is the letter being translated?	Has the letter been translated?
	The letter isn't translated	The letter isn't being translated	The letter hasn't been translated.
Past	The letter was translated	The letter was being translated	The letter had been translated
	Was the letter translated?	Was the letter being translated?	Had the letter been translated?
	The letter wasn't translated.	The letter wasn't being translated	The letter hadn't been translated?
Future	The letter will be translated		The letter will have been translated
	Will the letter be translated?	Не употребляются.	Will the letter have been translated?
	The letter won't be translated		The letter won't have been translated.

Таблица форм причастий

	Participle		Participle II
	Active	Passive	
			changed 1 Определение: <i>изменяемый,</i> <i>измененный</i> 2) обстоятельство: когда (его) изменили, <i>так как</i> (его) изменили
Simple	changing 1) определение: <i>изменяющий(ся)</i> <i>(вший) (ся)</i> 2) обстоятельство: <i>изменяя(сь)</i>	being changed 1) определение: <i>изменяющийся,</i> <i>изменяемый</i> 2) обстоятельство: <i>будучи</i> <i>измененным</i>	
Perfect	having changed обстоятельство: <i>изменив(шись)</i>	having been changed обстоятельство: <i>когда</i> <i>(его) изменили, после</i> <i>того как</i> (его) <i>изменили</i>	

Таблица производных слов от some, any, no, every

Местоимения	+ thing	+body, one	+where	Употребляются
some <i>некоторый</i> <i>какой-то</i> <i>какой-нибудь</i> <i>несколько</i>	something <i>что-то,</i> <i>что-нибудь</i>	somebody someone <i>кто-то</i> <i>кто-нибудь</i>	somewhere <i>где-то, куда-то,</i> <i>где-нибудь,</i> <i>куда-нибудь</i>	в утверд. . предл.
any 1) <i>всякий любой</i> 2) <i>какой-нибудь</i>	anything 1) <i>всё</i> 2) <i>что-то</i> 3) <i>что-нибудь</i>	anybody anyone <i>всякий,</i> 2) <i>кто-то, кто-нибудь</i>	anywhere 1) <i>везде,</i> 2) <i>где-нибудь,</i> <i>куда-нибудь</i>	1) в утверд. 2) в вопросит, предл.
no, not any <i>никакой + не</i>	nothing (not anything) <i>ничто</i> <i>+ не ничего</i>	nobody (not anybody), no one <i>никто + не</i>	nowhere not anywhere <i>нигде,</i> <i>никуда + не</i>	в отрицат. предл.
every <i>всякий,</i> <i>каждый</i>	everything <i>всё</i>	everybody everyone <i>все</i>	everywhere <i>везде,</i> <i>повсюду</i>	в утверд., вопросит, и отрицат. предл.

Словообразовательные аффиксы

<p>Существительные</p> <ul style="list-style-type: none"> - ion / - sion /-tion - er / -or -ing -ment -ty / -ity -ance / -ence -ness -ure / -ture 	<ul style="list-style-type: none"> - discussion, transmission, combination - writer, inspector - opening - development - activity - importance, difference - darkness - mixture
<p>Прилагательные</p> <ul style="list-style-type: none"> -ic -ive -able / -ible -ant / -ent -ous -al -ful -less -un / -in / -ir / -il / -im 	<ul style="list-style-type: none"> - democratic - progressive - valuable, accessible -resistant, different - dangerous - central - hopeful - hopeless - uncomfortable, indirect, irregular, illogical, impossible
<p>Глагол</p> <ul style="list-style-type: none"> -ize re- 	<ul style="list-style-type: none"> - to characterize - to rewrite

Infinitive	Past	Participle II	Translation
arise	arose	arisen	возникать
awake	awoke	awaked	будить, проснуться
be	was, were	been	быть
bear	bore	born	носить, родить
beat	beat	beaten	бить
become	became	become	стать
begin	began	begun	начать
bend	bent	bent	согнуться
bind	bound	bound	связать
bite	bite	bitten	кусать
blow	blew	blown	дуть
break	broke	broken	ломать
bring	brought	brought	приносить
build	built	built	строить
burst	burst	burst	разразиться, взорваться
buy	bought	bought	покупать
catch	caught	caught	ловить, поймать
choose	chose	chosen	выбирать
cut	cut	cut	резать
deal	dealt	dealt	иметь дело
dream	dreamt	dreamt	мечтать
do	did	done	делать
draw	drew	drawn	тащить, рисовать
drink	drank	drunk	пить
drive	drove	driven	ехать
eat	ate	eaten	есть, кушать
fall	fell	fallen	падать
feed	fed	fed	кормить
fight	fought	fought	сражаться
find	found	found	находить
fly	flew	flown	летать
forbid	forbade	- forbidden	запретить
forget	forgot	forgotten	забыть
forgive	forgave	forgiven	прощать

freeze	froze	frozen	замёрзнуть, замораживать
get	got	got	получить
give	gave	given	дать
go	went	gone	идти
grow	grew	grown	расти
hang	hung	hung	висеть, повесить
have	had	had	иметь
hear	heard	heard	слушать
hit	hit	hit	ударить, попасть
hold ¹	held	held	держат
hurt	hurt	hurt	причинять боль
know	knew	known	знать
keep	kept	kept	держат
lay	laid	laid	класть, положить
lead	laid	laid	вести
leap	leapt/leaped	leapt/leaped	прыгать
leave	left	left	оставлять
lend	lent	lent	одолжить
let	let	let	пустить, дать
lie	lay	lain	лежать
lose	lost	lost	терять
make	made	made	делат
meet	met	met	встречат
pay	paid	paid	платить
put	put	put	класть
read	read	read	читать
ride	rode	ridden	ездить верхом
ring	rang	rung	звонить
rise	rose	risen	поднимат
run	ran	run	бежать
say	said	said	говорить, сказать
see	saw	seen	видеть
sell	sold	sold	продават
send	sent	sent	послат
set	set	set	устанавливат
shake	shook	shaken	трясти

shine	shone	shone	светить, сиять
shoot	shot	shot	стрелять, давать победы
show	showed	shown/showed	показывать
sing	sang	sung	петь
sink	sank	sunk	опускаться
sit	sat	sat	сидеть
sleep	slept	slept	спать
slide	slid	slid	скользить
speak	spoke	spoken	говорить
spend	spent	spent	тратить
steal	stole	stolen	украсть
stick	stuck	stuck	втолкнуть, приклеить
strike	struck	struck/stricken	ударять, бастовать
swear	swore	sworn	клясться
swim	swam	swum	плавать
take	took	taken	брать
teach	taught	taught	учить
tell	told	told	говорить
think	thought	thought	думать
throw	threw	thrown	бросить
wake	woke	woken	просыпаться, будить
wear	wore	worn	носить
weep	wept	wept	плакать
win	won	won	выигрывать
wind	wound	wound	заводить
write	wrote	written	писать

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