


МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
федеральное государственное бюджетное образовательное учреждение высшего образования
**«МОСКОВСКИЙ АВТОМОБИЛЬНО-ДОРОЖНЫЙ
ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ (МАДИ)»**
ВОЛЖСКИЙ ФИЛИАЛ

УТВЕРЖДАЮ

Доцент, к.т.н., зав. кафедрой ГиЕД



Изосимова Т.А.

«26» марта 2020 г

Рабочая программа дисциплины (модуля)

«ИНОСТРАННЫЙ ЯЗЫК»

Направление подготовки

38.03.03 «Управление персоналом»

Направленность (профиль, специализация) образовательной программы

«Управление персоналом в организации»

Квалификация

бакалавр

Форма обучения

заочная

Кафедра: гуманитарных и естественнонаучных дисциплин

Чебоксары 2020 г.

1. АННОТАЦИЯ ДИСЦИПЛИНЫ (МОДУЛЯ)

В результате освоения дисциплины (модуля) у обучающихся формируются следующие компетенции и должны быть достигнуты следующие результаты обучения как этап формирования соответствующих компетенций:

Код компетенции	Результаты освоения образовательной программы	Перечень планируемых результатов обучения по дисциплине
ОК-5	способностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия	<p>знать: задачи межличностного и межкультурного взаимодействия</p> <p>уметь: осуществлять коммуникации в устной и письменной формах на русском и иностранных языках для решения задач межличностного и межкультурного взаимодействия</p> <p>владеть: коммуникационными навыками в части решения задач межличностного и межкультурного взаимодействия</p>
ОК-7	способность к самоорганизации и самообразованию	<p>знать: основные практические подходы к самореализации и самообразованию при совершенствовании профессиональной деятельности</p> <p>уметь: использовать навыки самореализации и самообразования в профессиональной деятельности</p> <p>владеть: технологиями самореализации и самообразования</p>

Трудоемкость дисциплины (модуля): 5 З.Е.

Форма промежуточной аттестации: зачет (1 курс), экзамен (1 курс).

Формы текущего контроля успеваемости:

- устный опрос (фронтальная беседа, индивидуальный опрос, доклады);
- проверка устных заданий (пересказ текста, рассказ на заданную тему);
- тестирование;
- выполнение упражнений.

Разделы дисциплины (модуля), виды занятий и формируемые компетенции по разделам дисциплины (модуля):

№ п/п	Наименование раздела	Л	ЛР	ПЗ	СРС	Всего часов (без контроля)	Формируемые компетенции
1	Образование			1	33	34	ОК-4, ОК-7
2	Наука			1	32	33	ОК-4, ОК-7

3	Современные города		1	32	33	ОК-4, ОК-7
4	Транспорт		1	34	35	ОК-4, ОК-7
5	Персональный компьютер		1	34	35	ОК-4, ОК-7
6	Экономика		1	22	26	ОК-4, ОК-7
7	Деловые поездки		1	22	23	ОК-4, ОК-7
8	Классификация автомобилей		1	20,5	21,5	ОК-4, ОК-7
Всего часов:			8	229,5	237,5	

2. ЦЕЛЬ И ЗАДАЧИ ОСВОЕНИЯ ДИСЦИПЛИНЫ (МОДУЛЯ)

Целью освоения дисциплины является формирование у обучающихся компетенций в соответствии с требованиями ФГОС ВО и образовательной программы.

Задачами освоения дисциплины являются:

- приобретение обучающимися знаний, умений, навыков и (или) опыта профессиональной деятельности, характеризующих этапы формирования компетенций в соответствии с учебным планом и календарным графиком учебного процесса;
- оценка достижения обучающимися планируемых результатов обучения как этапа формирования соответствующих компетенций.

3. МЕСТО ДИСЦИПЛИНЫ (МОДУЛЯ) В СТРУКТУРЕ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

Дисциплина (модуль) реализуется в рамках вариативной части Блока 1 «Дисциплины (модули)» учебного плана.

Дисциплина (модуль) базируется на результатах обучения по следующим дисциплинам (модулям), практикам: «Иностранный язык», изученной в средней общеобразовательной школе.

Результаты обучения, достигнутые по итогам освоения данной дисциплины (модуля) являются необходимым условием для успешного обучения по следующим дисциплинам (модулям), практикам: «Деловой иностранный язык»

4. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ (МОДУЛЮ), СООТНЕСЕННЫЕ С ПЛАНИРУЕМЫМИ РЕЗУЛЬТАТАМИ ОСВОЕНИЯ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

В результате освоения дисциплины (модуля) у обучающихся формируются следующие компетенции и должны быть достигнуты следующие результаты обучения как этап формирования соответствующих компетенций:

Код компетенции	Результаты освоения образовательной программы	Перечень планируемых результатов обучения по дисциплине
ОК-5	способностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия	<p>знать: задачи межличностного и межкультурного взаимодействия</p> <p>уметь: осуществлять коммуникации в устной и письменной формах на русском и иностранных языках для решения задач межличностного и межкультурного взаимодействия</p> <p>владеть: коммуникационными навыками в части решения задач межличностного и</p>

		межкультурного взаимодействия
ОК-7	способность к самоорганизации и самообразованию	<p>знать: основные практические подходы к самореализации и самообразованию при совершенствовании профессиональной деятельности</p> <p>уметь: использовать навыки самореализации и самообразования в профессиональной деятельности</p> <p>владеть: технологиями самореализации и самообразования</p>

5. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

5.1. Объем дисциплины (модуля) и виды учебной работы.

Общий объём (трудоемкость) дисциплины (модуля) составляет 7 зачетных единиц (З.Е.).

Вид учебной работы		Трудоемкость дисциплины, академ. часов:		Курс					
				1			1		
				всего	Контактная работа	Самостоятельная работа	всего	Контактная работа	Самостоятельная работа
Учебная работа (без контроля), всего:		237,5		103	4	99	134,5	4	130,5
в том числе:	Лекции (Л)								
	Практические занятия (ПЗ)	8		4	4		4	4	
	Лабораторные работы (ЛР)								
	Курсовой проект (КП)	-							
	Курсовая работа (КР)	-							
	Расчетно-графические работы (РГР)	-							
	Реферат	-							
	Контрольная работа	-							
	Другие виды работы	229,5		99		99	130,5		130,5
Контактная работа		3		1	1		2	2	
Контактная работа в семестре (КС)		1,5		1	1		0,5	0,5	
Контактная работа в		1,5					1,5	1,5	

экзаменационную сессию (КА)								
Контроль, всего:		11.5		4		4	7.5	7,5
в том числе:	Экзамен	7.5		-				
	Зачёт	4		4		4	7,5	7,5
	Зачёт с оценкой	-		-			-	
Форма промежуточной аттестации		Зач., экз.		Зач.			Экз.	
Общая трудоемкость, ч.		252		108			144	
Общая трудоемкость, З.Е.		7		3			4	

5.2. Разделы дисциплины (модуля), виды занятий и формируемые компетенции по разделам дисциплины (модуля).

№ п/п	Наименование раздела	Л	ЛР	ПЗ	СРС	Всего часов (без контроля)	Формируемые компетенции
1	Образование			1	33	34	ОК-4, ОК-7
2	Наука			1	32	33	ОК-4, ОК-7
3	Современные города			1	32	33	ОК-4, ОК-7
4	Транспорт			1	34	35	ОК-4, ОК-7
5	Персональный компьютер			1	34	35	ОК-4, ОК-7
6	Экономика			1	22	26	ОК-4, ОК-7
7	Деловые поездки			1	22	23	ОК-4, ОК-7
8	Классификация автомобилей			1	20,5	21,5	ОК-4, ОК-7
Всего часов:				8	229,5	237,5	

5.3. Содержание дисциплины.

Лексический материал.

Чтение. Монологическая и диалогическая речь.

Работа над текстами строится в следующей последовательности:

- контрольное чтение текста и перевод («Чтение»)
- проверка понимания содержания текста посредством постановки вопросов («Диалогическая речь»)
- выполнение упражнений на умение извлекать информацию из текста («Чтение + говорение»)
- составление ситуативных диалогов с использованием лексико-грамматического материала текста («Диалогическая речь»)
- подробный и краткий пересказ текста.

Темы

1. «Образование». «Education»
2. «Наука», «Science», «Изобретатели и их изобретения». «Inventors and their inventions»
3. «Современные города». «Modern cities», «Архитектура». «Architecture»
5. «Водный транспорт». «Water transport»

6. «Воздушный транспорт». «Air transport»
8. «Персональный компьютер». «Personal Computer»
9. «Общее представление о рыночной экономике». «Concepts of market economy»
10. «Классификация автомобилей». «Classification of automobiles»

Аудирование

Порядок работы над текстом:

- Прослушивание текста.
- Проверка путём постановки вопросов (собеседование).
- Пересказ текста.

Тексты

1. «Высшее образование». «Higher education»
2. «История американских школ». «The story of American schools»
3. «Новые изобретения». «New inventions»
4. «Рокфеллер Центр». «The Rockefeller Center»
5. «Секрет Бермудского Треугольника». «The Secret of Bermuda Triangle»
6. «Белый дом». «White House»
7. «Компьютерная фантазия». «Computer Fantasy»
8. «Типы нарушений ПДД», «Violence of traffic rules»

Грамматический материал.

- Объяснение и анализ нового грамматического материала.
- Выполнение тренировочных упражнений для закрепления материала.
- Использование грамматических структур при переводе предложений с русского на английский (устный зачёт).
- Выполнение упражнений самостоятельно (домашняя работа).
- Проверка знаний (письменная контрольная работа).

Темы

1. Глагол «to be» во всех временных формах
2. Глагол «to have» во всех временах
3. Оборот «there + to be» во всех временных формах
4. Степени сравнения прилагательных и наречий
5. Времена Indefinite Active (Present Simple, Past Simple, Future Simple)
6. Словообразование при помощи суффиксов -ion | -tion | -sion; -er | -or
7. Времена группы Indefinite Passive
8. Модальные глаголы и их эквиваленты
9. Времена группы Continuous Active and Passive
10. Числительные (количественные, порядковые)
11. Времена группы Perfect Active, Perfect Passive
12. Согласование времён
13. Неопределённые местоимения some, any
14. Причастие I и II
15. Герундий.
16. Конверсия
17. Инфинитив
18. Сложноподчинённые предложения
19. Условные придаточные предложения
20. Составные предложения

5.4. Тематический план практических (семинарских) занятий.

№	Раздел дисциплины	Трудоемкость, ч.	Формы текущего контроля успеваемости
1	Образование. Лексический материал по теме, чтение текста	1	Тест, устный ответ
2	Наука. Лексический материал по теме, чтение текста	1	Тест, устный ответ
3	Современные города. Лексический материал по теме, чтение текста, введение и закрепление грам. материала (Perfect tenses)	1	Тест, устный ответ
4	Транспорт. Лексический материал по теме, чтение текстов, введение и закрепление грамм. материала (Numerals, Direct and Indirect Speech, Sequence of tenses)	1	КР, Тест, устный ответ, зачет
5	Персональный компьютер. Лексический материал по теме, чтение текста, введение и закрепление грам. материала (pronouns some and any, their derivatives)	1	Тест, КР, устный ответ
6	Экономика. Лексический материал по теме, чтение текста, введение и закрепление грам. материала (Participle I and Participle II)	1	КР, Тест, устный ответ
7	Деловые поездки. Лексический материал по теме, чтение текста, правила составления визитной карточки, резюме, ведение собеседования; введение и закрепление грам. материала (Gerund)	1	КР, Тест, устный ответ
8	Классификация автомобилей. Лексический материал по теме, чтение текста, аудирование текста введение и закрепление грам. материала (Conversion).	1	КР, Тест, устный ответ

5.5. Тематический план лабораторных работ. Не предусмотрены

6. МАТЕРИАЛЫ ТЕКУЩЕГО КОНТРОЛЯ УСПЕВАЕМОСТИ ПО ДИСЦИПЛИНЕ (МОДУЛЮ)

Текущий контроль успеваемости обеспечивает оценивание хода освоения дисциплины (модуля) и организуется в соответствии с порядком, определяемым

локальными нормативными актами МАДИ. Порядок проведения и система оценок результатов текущего контроля успеваемости установлена локальным нормативным актом МАДИ.

В качестве форм текущего контроля успеваемости по дисциплине (модулю) используются:

- устный опрос (фронтальная беседа, индивидуальный опрос, доклады);
- проверка устных заданий (пересказ текста, рассказ на заданную тему);
- тестирование;
- выполнение упражнений.

6.1.1. Материалы для проведения устного опроса

Раздел 1.

EDUCATION IN RUSSIA

1. Ancient Rus was one of the early feudal states and held a leading place in the world history. The Slavonic written language came to Rus from Bulgaria in 9th century. Towards the end of this century the replacement of religious books in Greek for those in the Slavonic language began.

Between the 10th and 13th centuries Russians developed a high civilization, which formed the foundation of the Russian cultural treasures were accumulated. The written works of the time show that the level of knowledge on most natural phenomena was as high as that of Ancient Greece.

Monasteries were cultural and educational centres. They had large libraries and well-equipped book-making shop, in which not only church manuscripts were copied and translated but original books were written. Today we can confidently say that Ancient Rus was a state of high culture and knowledge.

2. In pre-revolutionary Russia there was a network of primary schools for common people. Nevertheless illiteracy among common people was very high. Well-off people taught their children in grammar schools, commercial schools or secondary schools teaching no classics.

There were also schools for nobles only. Entrance to those schools was limited. For example, at lycee where A.S. Pushkin studied the number of pupils ranged from thirty to one hundred. Only boys at the of 10 or 12 from noble families of high rank were admitted and studied there for six years. They were taught many different subject. The most important were Russian literature, history, geography, mathematics, physics, logic, law, rhetoric and such foreign languages as French, English, German and Latin. Great attention was paid to different arts and physical training: riding, swimming, fencing and dancing. The aim of this school was to bring up intelligent people in the broad sense of the word. Those who graduated from such educational institutions usually entered the service of their country to realize their abilities and knowledge to the benefit of their state.

3. The history of higher education in Russia goes back to 1755 when the first University was founded in Moscow on the initiative of M.V. Lomonosov and in accordance with his plan. Later, universities were opened in many other big cities of the country.

4. After the revolution in 1917, education was guaranteed to the Soviet citizens by the Constitution and was free of charge including higher education. Teaching at schools was carried out almost in all national languages. The system of education was the same throughout the country.

School attendance was compulsory for those between 7 and 15. Those who completed their secondary education and passed entrance examinations to higher education establishments received monthly grants if they did not fail in the examinations that they took at the end of each term. Higher school education lasted five years.

5. In 1991 the former fifteen republics of the Soviet Union became independent states. The Russian Federation, the biggest and most powerful of them began to develop as a democratic state. From the very start democratic reforms began to take place in many fields of life. Changes

in political, economic and social conditions required changes in the system of education. Its aim is to prepare the growing generation for independent life and work in new conditions.

New curriculums were introduced in schools such as "The World Around Us" for younger students and "Fundamentals of Information Science and Computer Engineering", "Ethics and Psychology of Family Life" for senior students. Along with state schools where education is free of charge there appeared many private schools, colleges, lycees, gymnasiums and different courses where students can study sciences and humanities including foreign languages.

6. At some schools the leavers are sent abroad to continue their education at Sorbonne in Paris, at the Universities of Great Britain, Germany, USA and other countries.

After graduating from those Universities they return to their country to work in different fields of national economy.

Раздел 2.

MARIE CURIE AND THE DISCOVERY OF RADIUM

1. Marie Curie was born in Warsaw on 7 November, 1867. Her father was a teacher of science and mathematics in a school in the town, and from him little Maria Sklodowska - which was her Polish name - learned her first lessons in science. Maria's wish was to study at the Sorbonne in Paris, and after many years of waiting she finally left her native land in 1891.

2. In Paris Maria began a course of hard study and simple living. She determined to work for two Master's degrees - one in Physics, the other in Mathematics. This she had to work twice as hard as the ordinary student. Yet she had scarcely enough money to live on. She lived in the poorest quarter of Paris. Night after night, after her hard day's work at the University, she got to her poorly furnished room and worked at her books steadily for hours. Sometimes she had no more than a bag of cherries. Though she was often weak and ill, she worked in this way for four years. She had chosen her course and nothing could turn her from it.

3. Among the many scientists Maria met and worked with in Paris was Pierre Curie. Pierre Curie, born in 1859 in Paris, was the son of a doctor, and from early childhood he had been fascinated by science.

At sixteen he was a Bachelor of Science, and he took his Master's degree in Physics when he was eighteen: When he met Maria Sklodowska he was thirty-five years old and was famous throughout Europe for his discoveries in magnetism. But in spite of the honour he had brought to France by his discoveries, the French Government could only give him a very little salary as a reward, and the University of Paris refused him a laboratory of his own for his researches.

4. Pierre Curie and Maria Sklodowska, both of whom loved science more than anything else, very soon became the closest friends. They worked together constantly and discussed many problems of their researches. After little more than a year they fell in love with each other, and in 1895 Maria Sklodowska became Mme. Curie. Theirs was not only to be a very happy marriage but also one of the greatest scientific partnerships.

Marie had been the greatest woman-scientist of her day but she was a mother too, a very loving one. There were their two little girls, Irene and Eve.

5. By this time Mme. Curie had obtained her Master's degree in Physics and Mathematics, and was busy with researches on street. She now wished to obtain a Doctor's degree. For this it was necessary to offer to the examiners a special study, called a thesis.

For some time Pierre Curie had been interested in the work of a French scientist named Becquerel. There is a rare metal called uranium which, as Becquerel discovered, emits rays very much like X-rays. These rays made marks on a photographic plate when it was wrapped in black paper. The Curie got interested in these rays of uranium. What caused them? How strong were they? There were many such questions that puzzled Marie Curie and her husband. Here, they decided, was the very subject for Marie's Doctor's thesis.

6. The research was carried out under great difficulty. Mme. Curie had to use an old store-room at the University as her laboratory - she was refused a better room. It was cold, there was no proper apparatus and very little space for research work. Soon she discovered that the rays of uranium were like no other known rays.

Marie Curie wanted to find out if other chemical substances might emit similar rays. So she began to examine every known chemical substance. Once after repeating her experiments time after time she found that a mineral called pitchblende emitted much more powerful rays than any she had already found.

Now, an element is a chemical substance which so far as is known cannot be split up into other substances. As Mme. Curie had examined every known chemical element and none of them had emitted such powerful rays as pitchblende she could only decide that this mineral must contain some new element.

7. Scientists had declared that every element was already known to them. But all Mme. Curie's experiments pointed out that it was not so. Pitchblende must contain some new and unknown element. There was no other explanation for the powerful rays which it emitted. At that moment Pierre Curie stopped his own investigations on the physics of crystals and joined his wife in her effort to find those more active unknown chemical elements.

Scientists call the property of giving out such rays "radioactivity", and Mme. Curie decided to call the new element "radium", because it was more strongly radioactive than any known metal.

In 1903 Marie and Pierre together with Henry Becquerel were awarded the Nobel Prize in Physics.

In 1911 Marie received the Nobel Prize In Chemistry. But the second prize went to her alone for in 1906 Pierre had died tragically in a traffic accident.

Mme. Sklodowska-Curie, the leading woman-scientist, the greatest woman of her generation, has become the first person to receive a Nobel Prize twice.

8. Marie lived to see her story repeated. Her daughter Irene grew into a woman with the same interests as her mother's and she was deeply interested in her mother's work. From Marie she learned all about radiology and chose science for her career. At twenty-nine she married Frederic Joliot, a brilliant scientist at the Institute of Radium, which her parents had founded.

Together the Joliot-Curies carried on the research work that Irene's mother had begun. In 1935 Irene and her husband won the Nobel Prize for their discovery of artificial radioactivity.

So, Marie lived to see the completion of the great work, but she died on the eve of the award.

Раздел 3.

MOSCOW, THE CAPITAL OF RUSSIA

1. In the early 19th century the prominent Russian historian Nikolay Karamzin said: "If you want to know Russia go to Moscow." By the end of the 20th century we have every reason to repeat these words. It is the city where every stone breathes history.

Moscow was founded in 1147 by the Prince of Suzdal, Jury Dolgoruky.

Although there were settlements on the site of modern city long before 1147, this was the year when Moscow was first mentioned in the written records. Moscow has the priority right to be capital of the Russian State. Its wise founder built it in the middle of a densely populated country. It is protected by rivers and a fortress. In the opinion of many scientists the city will never lose its significance and the leading role in the development of the country.

Moscow, like ancient Rome, stand on seven hills. The principle is the Borovitsky, the hill on which the Kremlin stands.

2. Moscow's early architecture was simple but expressive. The larger part of the city was occupied by private houses made of wood. But such city's structures as fortress walls, bridge, churches and cathedrals were made of brick and white stone decorated with ceramic. Eventually these buildings crested Moscow's architectural image of a city of white stone.

Large-scale stone construction was performed during the reign of Catherine the Great. Several first-class foreign architects were invited to build a number of architectural monuments in Western style. Some of them have survived to our days and are carefully preserved by the city authorities.

3. In 1812 during Napoleon's invasion a terrible fire raged in the city for several days. It was calculated that more than 7,000 buildings were destroyed and the city's central area was completely gone. This disaster, however, prompted a real housing boom. Standard projects had to be used to facilitate rapid restoration of the city and preserve the city's architectural uniformity. This task was successfully carried out. As a result a great number of stone houses with much better facilities appeared in the city. They were completely different from those of the previous years.

As the time passed, the city's boundaries expanded considerably. New dwelling districts and industrial enterprises were built on the outskirts of the city.

4. A major feature of Moscow's present development is the establishment of the industries requiring highly-skilled labour, and the branches producing high-quality apparatus, as well as development of new technologies and know-how.

Alongside industrial development much attention is paid by the city administration to the construction of cultural, educational institutions and sports facilities.

5. In recent years the population of Moscow reached 10 million and it is still growing. This resulted in large-scale migration of people. Muscovites move from one district to another, when they get new flats and for other reasons. All that calls for further development and improvement of the city's transport services. Transport is a serious problem for all large cities of the world. The capitals of major states are often unable to solve it. Moscow also has a transport problem. The most convenient means of transport in Moscow is, of course, the Metro. Besides it there are buses, trolley-buses and trams. The total length of their routes is constantly increasing. But nevertheless there is permanent need for new and more comfortable means of transport.

6. Roads constitute another aspect of the transport problem. Having reconstructed many of the existing streets and roads the city authorities started to build new roads which are to link several city districts between the Moscow Circular Highway and the Sadovoye Ring Road.

So instead of the traditional monocentric system the city gets polycentric planning according to which Moscow complex zones are united by a system of general city centre.

7. The territory within Sadovoye Ring Road will retain its significance as a historical, cultural, educational and administrative public centre, the seat of the Government and the Parliament. All the valuable architectural monuments as well as parks and old streets with their unique buildings will remain untouched.

Moscow today is an enormous city whose infrastructure is traditional for every megapolis with first-rate hotels, restaurants, theatres, exhibition hall, shop and gigantic transport arteries. But in spirit Moscow remains its old self, open, hospitable and festive, and, consequently, has the right, as ever, to be called the heart of Russia.

Раздел 4.

The HISTORY OF LAND TRANSPORT

Introduction

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.

The history of transport is divided into two stages. The first stage is that in which all forms of transport depended directly on the power of men or animals or 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.

Porters and Pack Animals

2. The most ancient people 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.

The next step was the use of pack animals for carrying goods. The kind of animal used varied in different places, but the general idea was the same – the bundles or baskets were carried by the animals on their backs. The dogs, 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.

3. 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.

4. 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.

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 taxi 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

WATER TRANSPORT

1. One of the most important thing about water transport is the small effort needed to move floating craft. A heavy boat or a barge weighing several tons can be moved through the water, slowly but steadily, by one man. An aeroplane of the same weight as the barge needs engines of 1,000 horsepower or more in order to fly.

2. The raft made of logs of wood is supposed to the earliest type of boat.

Rafts seem to be clumsy vessels although the Norwegian scientist Thor Heyerdahl and his five companions in 1947 made a voyage on the raft Kon-Tiki from Peru to Tuamotu Islands – a distance of 4,500 miles.

3. The water transport in ancient times developed most rapidly on great rivers. The ancient Romans used vessels to carry their armies and supplies to colonies. These ships, usually called galleys, continued to be used in the Mediterranean till 1750.

4. The introduction of the magnetic compass allowed long voyages to be made with much greater safety. At the end of the 15th century, sailing vessels are know to have carried men from Europe to America and round Africa to India.

The middle of the 19th century proved to be the highest point in the development of sailing ships.

5. Steam and Motor Ships. One of the earliest steamboats is known to have been tested at the end of the 18th century. The first steamship to cross the Atlantic was the Savannah, 98-foot ship built in New York, which made the crossing in 1819. Like all the early steamship, it had sails as well as paddles. By the middle of the 19th century it became possible to build much larger ships for iron and steel began to replace timber.

6. The rapid increase in the size and power of ships was promoted by the industrial revolution. The industrial countries produced great quantities of goods which were carried to all parts of the world by ships. On their return voyages, the ships brought either raw materials such as cotton, metals, timber for the factories, or grain and foodstuffs for the growing population.

During the same period, a great deal was done to improve ports, and that permitted larger ships to use them and make loading and unloading faster.

7. Improvements introduced in the 20th century included the smoother and more efficient type of engines called steam turbines and the use of oil fuel instead of coal. Between 1910 and 1920 the diesel engine began to be introduced in ships. These diesel-engined ships are called motor ships. The largest ships, however, are still generally driven by steam turbines. In the late 1950s a few ships were being built which were equipped with nuclear reactors for producing steam.

8. In 1957 the world's first atomic ice-breaker was launched in Leningrad.

This atomic ice-breaker is equipped with an atomic engine owing to which her operating on negligible quantities of nuclear fuel is possible. In spite of the capacity of her engine being 44,000 h.p. it will need only a few grams of atomic fuel a week.

The atomic ice-breaker has three nuclear reactors. The operation of the nuclear reactor is accompanied by powerful radiation. Therefore, the ice-breaker is equipped with reliable means of protection. The ice-breaker is designed for operation in Arctic waters.

9. Canal Transport. Sea-going ships can use some rivers, such as the Thames in England, the Rhine, and the Volga in Europe and the Mississippi in the United States. Generally, however, a river has to be "canalized" before ships can use it. This means widening and deepening the channel and protecting its banks so that they do not wash away and block the river with mud.

10. The find the British canals to be quite narrow and shallow.

The canals in Europe are much larger than those in Great Britain. France has a big network of canals, centred on Paris, and linking ports of the Atlantic, Mediterranean and English Channel coasts with each other and with other countries.

AIR TRANSPORT

1. Modern air transport using craft which is heavier than air requires a good deal of power merely to stay in the air. It is for this reason that air transport uses more fuel to carry a ton over a distance of a mile than land or water transport. Another drawback of air transport is that whereas a ship, truck or train whose engines break down can stop until they are mended, an aircraft with the trouble must land. This means that an aircraft must have several engines and this increases its cost. Safety precautions for air transport also tend to make it expensive. It cannot be relied upon for regular services in places or seasons with low clouds and mist. The great advantage of air transport being its high speed, all civilized countries try to develop it. If you want to save time, you will naturally fly by air.

2. Balloons. The earliest form of air transport was balloons, which are sometimes called "free balloons" because having no engines they are forced to drift by the wind flow. This fact alone makes balloons not reliable enough for carrying people. If they were safer, they would be used more for transportation, but at present the scientists use balloons mostly for obtaining information about the upper atmosphere, its density, and other scientific subjects. Weather balloons are particularly used by meteorologists. They carry instruments whose readings are automatically sent back to the ground by the radio, the position of the balloon being obtained by radar. Small balloons released from air-fields are observed to obtain the direction and strength of the wind.

3. Aeroplanes. The heavier-than-air machines called aeroplanes were rather slow in being adopted for transport. The first aeroplane flight was made in 1884.

World War I quickened the development of aeroplanes enormously. By 1918 they were no longer unreliable things capable of only short flights, but powerful machines able to carry heavy loads at high speeds for long distances. What was more, the ending of the war meant that thousands of aeroplanes and skilled pilots were available.

The first aeroplanes were machines that had been used as bombers. They were quickly converted for use by passengers by fitting extra seats and windows. The first regular public air service from London to Paris was started.

4. During World War II the value of aeroplanes for carrying heavy loads was recognized. This led after the war to an increase in the practice of sending goods by air. Air freight is expensive but is often thought worth while for such goods as early vegetables, fruit and flowers, as well as for things urgently needed such as parts for machinery, medical supplies, films and photographs. Some parts of the world are hundreds of miles from a road, railway or waterway, and air transport is the only possible kind of transport. Such places are kept supplied wholly by air.

5. After World War II, bigger and faster airliners were introduced. Jet-propelled aircraft were first used in 1950. Air transport is very valuable for emergency medical work. The most important use of air transport besides carrying passengers is carrying mail. If the letters are sent by air mail, they are not long in coming. Although it is unlikely that aircraft will ever replace ships for carrying and bulky cargoes such as oil, coal, minerals, grain and machinery, air transport is already proving a serious rival to passenger ships on some routes.

6. Helicopters and Hovercraft. Helicopters are very useful in places where there is no room for long, flat runways. Modern turbo-jet airliners need a run of nearly two miles long to take off, but helicopters can use small fields, platforms mounted on ships and the flat tops of buildings. Helicopters were first introduced for regular airline service in 1947. Later, helicopters were used for carrying passengers and mail on short routes, and for taking airline passengers between the centres of cities and main airports.

Раздел 5.

The Main Parts of the System

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

The case

The large metal box that is the main part of the computer is called the case. The case and its contents (power supply, system board, etc.) is called the system unit. The case has several functions:

- Protects the delicate electronics inside.

- Keeps electromagnetic emissions inside so your TV, cordless phone, and stereo don't go haywire when you power up the computer.

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. Many of the keys on the keyboard are like those on a typewriter; letter keys, punctuation keys, shift keys, tab, and the spacebar. Your keyboard also has many specialized keys.

The instruction manuals for most software applications contain a section describing the functions of each key or combination of keys.

The mouse

The mouse works by sliding it around (ball down) on a flat surface. The mouse does not work if you hold it in the air like a remote control! The desktop is fine, but a ready-made mouse pad is the best surface to roll the mouse on. Its surface is flat and usually somewhat textured. If a surface is too smooth or rough, the ball inside can slip.

The monitor

Your computer is not complete without the monitor, a TV-like device that usually sits on top of the computer. 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 these pixels. The more pixels, the sharper the image.

Раздел 6.

UNDERSTANDING CAPITAL AND PROFIT

The word capital is used in many ways. Even within the business world, it has various meanings. It is very important that, when you see the word, you ask yourself In what way is this word being used?

Capital, assets and liabilities

To understand the ways in which the word capital is used, it is necessary to appreciate the nature of a firm's assets and liabilities.

What are assets?

Assets consist of all the thing a firm owns, whether these are paid for or not. Assets fall into groups. These are:

Fixed assets

These remain in the firm for a relatively long period of time. Examples include land, premises, machinery, equipment, vehicles. 'Fixed assets' is sometimes referred to as fixed capital – that is, the amount of capital invested in the fixed assets.

Current assets

These are constantly being used and replaced during everyday business. Examples include stocks (of both raw materials and finished goods), debtors and cash. They are sometimes called current or circulating capital. This is because they circulate ('go round' in a circle) in normal trading in the following way

What are 'liabilities'?

Liabilities are the debts the firm owes to others.

Most firms purchase their assets, particularly their stocks, on credit. This means that the goods have been purchased and are owned by the firm, but they will not be paid for until later. Debts are liabilities.

Long-term liabilities

These are debts not repayable for at least a year. Long-term loans are an example.

Current liabilities

These are debts which are repayable within a year. Trade creditors (that is, firms from whom goods have been bought on credit) are the main example.

Requirements of an accounting system

The recording and presentation of financial information is the responsibility of the accounting division headed by the finance manager.

The balance sheet

Managers will be primarily concerned with two accounting documents – the balance sheet and the Profit and loss account.

The balance sheet is a summary of the firm's assets, liabilities and capital as at a given date. There are a number of ways in which it can be set out. The conventional way is to list the assets on the right-hand side of the document, and liabilities and capital on the left. Bear in mind that assets less the liabilities will always give the capital (that is, the 'capital invested' using the definitions above). This means that assets equal liabilities plus capital.

Profit and loss account

The profit and loss account (usually abbreviated to P & L) shows how the profit (or loss) was made. It covers a period, and this is reflected in the title for the document. Notice the different nature of the items listed. They are descriptions of either how the money was earned, or of how the money was spent. The items do not have a continuing material existence of their own. The first part of a P & L, showing the 'gross' profit, is sometimes called a trading account (or trading section of the P & L).

Раздел 7.

Business trip

Employees of different countries usually go on business trips. Any firm chooses only best export for it. Companies can arrange such trips both in and outside the country. There are many reasons of going on business there are to make a contract, to discuss different terms of delivery, payment or shipment, to have tests, to do consultancy, to improve once professional skills, to work etc. Represent – natives of the companies make preliminary arrangements in order to meet. Usually itinerary of the trip is carefully planned by the head of the department or an executive. A business trip can be a long term or a short term one. Often an employee must give a financial report to the chief. As a rule businessman has a chance to go sightseeing or to visit theatres, or just have some rest after the working day. They also try to buy gifts or presents to relatives, friends and colleagues business trips contribute to extension of business relationship of a company and help to succeed in the world market.

Business today is international, so business people often have to travel. On a business trip people may meet colleagues and business partners for a first time. It is usual for colleagues from different countries to experience cultural difficulties. In other words, they may be surprised by foreign social conventions that is the different ways that other nationalities or different cultures do things.

Management styles are also differed from country to country. In some cases it is useful to get a piece of advice from a special agency, consulting on the questions of international business. Business trip are very important nowadays because face to face contracts are more valuable and useful for the matter, make a cal so in order not to spoil business people will go on traveling on business.

Раздел 8.

Classification of Automobiles and Tractors

The AUTOMOBILE (car or truck) is a self-propelled (motor) vehicle intended for transporting goods and/or people and for carrying out special tasks.

AS TO THE PURPOSE, motor vehicles are divided into transport vehicles, special-purpose vehicles, and competition vehicles.

Transport vehicles are classed in several types:

(a) cars - motor vehicles intended for carrying small groups of people (up to eight in number);

(b) buses – passenger service vehicles designed for carrying large groups of people (more than eight in number);

(c) trucks – motor vehicles intended for carrying various cargos.

According to cargo (load-carrying) capacity, trucks are in turn divided into the following classes: pick-up trucks (up to 0,5 t), light trucks (from 1 to 2 t), medium tracks (from 2 to 5 t), heavy trucks (from 5 to 15 t), and overweight tracks (more than to 15 t)

Trucks used to carry loose and sticky goods are equipped with tipping bodies and are referred to as dump trucks.

Special-purpose vehicles, as their name implies, are intended for special work and are equipped accordingly. This group includes truck cranes, tank trucks, seed-filler trucks, etc. These are modifications of standard transport vehicle models.

The TRACTOR is a wheeled or tracked self-propelled vehicle used as a power means for moving agricultural, road building, and other machines equipped with special tools, and also for towing trailers. The tractor engine can be used as a prime mover for active (moving) tools or stationary farm machinery through the intermediary of the power takeoff (PTO) shaft or belt pulley.

The uses of the tractor in agriculture are many, also so different types of tractor are needed to do different types of farm work.

6.1.2. Материалы для проверки устных заданий

Раздел 1. Переведите на русский язык:

Engineering Education in Britain

In the United Kingdom you can study engineering at a college of further education or a university. Most college courses last from one to two years. University undergraduate courses in engineering last from three to four years.

A college will take students after four years of secondary school education. Most students study full-time but day-release courses are available for people who work in local engineering companies. Students will be given a certificate or a diploma at the end of their course.

Most university students will have taken a diploma course at college. Universities give degrees. A Bachelor's degree takes three to four years. A Master's degree requires a further year.

Раздел 2.

Переведите на русский язык:

History of university and college

Universities originated in Europe during the eleventh century, but they were not the first in the world. Perhaps, the University of Al-Azhar founded in Cairo in 970 is one of the oldest still operating universities in the world.

European universities developed from monastery schools and their development took place so slowly that it is difficult to know the point at which they became universities. Many scholars believe that the oldest European university is the University of Bologna, Italy. It was founded in the late tenth century, but it had existed as a law school since 890. The University of Paris developed during the eleventh century. Many other universities appeared in Europe during the twelfth and thirteenth centuries.

These first schools were founded largely to serve the professions. They provided the first unified teaching of law, medicine, and theology. The lessons were conducted in the Latin language, which the students were to speak even among themselves.

The oldest universities in Britain Oxford and Cambridge were founded in the Middle Ages. They have much in common and are, therefore, often spoken together, and are sometimes called collectively for convenience as Oxbridge. The word "college" originated later. There were no colleges in those early days and students' life was very different from what it is now. Students were of all ages and came from everywhere. When the students began to settle in Oxford in the 12th century they lived as they could, lodging in inns and with townfolk, or grouping themselves together and renting a house for their use. The first college (Merton College) was founded in 1249 and it was associated only with the residence for students to lodge. Life in college was strict.

Students were not allowed to play games, to sing or dance, to hunt or even to fish. Later, however, colleges developed into complete educational institutions.

Раздел 3.

Переведите на русский язык:

Washington

1. Washington, the capital of the United States, is situated on the Potomac River in the District of Columbia. Washington is not the largest city in the United States but in the political sense it is the most important city.

2. Washington has one major business and that business is government. Many people living in Washington work for the federal government. At 1600 Pennsylvania Avenue there is the White House where the President lives and has his office.

3. The Capitol, with its great Hall of Representatives and the Senate, is the highest building in Washington. There is a law against building structures more than 90 feet high in the capital. With its beautiful buildings and its tree-lined avenues Washington attracts a lot of visitors.

4. The capital has world-known art galleries, museums and monuments. One of the most interesting museums in Washington is the National Art and Space Museum. The museum has aircraft and spacecraft that were important in aviation history. There are even rocks that the astronauts brought to the Earth after their Moon landing.

Раздел 4

Переведите на русский язык

Transport for tomorrow

There are as many means of transport as you can only imagine. They are a bus, a bicycle, a car, a ship, a train, a plane and so on. And today I want to discuss all of them. The most popular means of transport is a car. Nowadays there are so many car producers and brands that a car becomes the most popular and comfortable type of transport. You can travel by car everywhere. The only thing that can stop you is your driving license and the foreign country rules.

A dream of many people is to buy a car and for most of them it comes true. Another popular transport is a bus. Not everyone can drive or many people just want to enjoy the view and concentrate on their thoughts while travelling. And the bus allows all these. The cost of travelling by bus is much lower than that of a car. Bicycle is popular among young people. They use it during the warm seasons to travel around the city or the nearby places. It's healthy and affordable for most of people. Train is popular for its low cost and cozy atmosphere. You can make a long travel on the train and don't need to pay a lot for it. Plane is popular for its speed but the cost is quite high. It is thought to be the safest means of transport among all. The most luxurious means of transport is a ship. I mean not those small ordinary ships, but the ones that travel across the oceans with thousands of tourists. They are often called liners.

Раздел 5.

Переведите на русский язык

Personal computer

The first IBM PC was developed using existing available electrical components. With IBM's badge on the box it became the standard machine for large corporations to purchase. When IBM were looking for an operating system, they went initially to Digital Research, who were market leaders in command-based operating systems (these are operating systems in which the users type in commands to perform a function). When the collaboration between IBM and Digital Research failed, IBM turned to Bill Gates, then 25 years old, to write their operating system.

Bill Gates founded Microsoft on the basis of the development of MS/DOS, the initial operating system for the IBM PC. Digital Research have continued to develop their operating system, DR/DOS, and it is considered by many people to be a better product than Microsoft's.

The original IBM PC had a minimum of 16K of memory, but this could be upgraded to 512K if necessary, and ran with a processor speed of 4.77MHz. Ten years later, in 1991, IBM were making PCs with 16Mb of memory, expandable to 64Mb, running with a processor speed of 33MHz. The cost of buying the hardware has come down considerably as the machines have become commodity items.

Many computers in people's homes are just used to play computer games.

The widespread availability of computers has in all probability changed the world for ever. The microchip technology which made the PC possible has put chips not only into computers, but also into washing-machines and cars. Some books may never be published in paper form, but may only be made available as part of public databases. Networks of computers are already being used to make information available on a world-wide scale.

Раздел 6.

Переведите на русский язык

Economics

Economics (from the Greek "household management") is a social science that studies the production, distribution, trade and consumption of goods and services.

Economics, which focuses on measurable variables, is broadly divided into two main branches: microeconomics, which deals with individual agents, such as households and businesses, and macroeconomics, which considers the economy as a whole, in which case it considers aggregate supply and demand for money, capital and commodities. Aspects receiving particular attention in economics are resource allocation, production, distribution, trade, and competition.

Economic logic is increasingly applied to any problem that involves choice under scarcity or determining economic value. Mainstream economics focuses on how prices reflect supply and demand, and uses equations to predict consequences of decisions. The fundamental assumption underlying traditional economic theory is the utility-maximizing rule.

At present, students who have been accepted by universities or other institutions of higher education receive a grant from their local authority, which covers the cost of the course, and may cover living expenses. Parents with higher incomes are expected to make a contribution. Until 1990 the grant did not have to be paid back, but now a system of loans has been introduced.

Раздел 7.

Переведите на русский язык

Business Trips

Business trips are just part of doing business. A company tries to choose only its best people to represent it. Trips can happen in or out of the country. And there are as many reasons to go on a business as there are places to go: to sign contracts, to discuss terms of delivery, payment or shipment, to have tests, to consult, to improve one's professional skills, to provide support. Representatives of the companies involved usually make preliminary arrangements in order to meet. Whether a long-term or short-term trip, the itinerary must be carefully planned by the head of a department or another executive. After the trip, an employee is ordinarily expected to give a full financial accounting of the trip to his boss.

Sightseeing, cultural events and just plain relaxing are a regular part of every business trip. And no businessman would dare forget to buy gifts for relatives, friends and colleagues while on a business trip to an interesting, new location. These trips are important because they contribute to the expansion of a company's business relationships and help that company succeed in the competitive world market.

Business today is international in character, and business people often have to travel. On a business trip people might meet colleagues and business partners for the first time. Often, colleagues from different countries experience cultural difficulties, that is, they are surprised by strange, to them, social conventions in a new place. Different cultures do things differently! Management styles also differ from country to country. It's often useful when doing business in a foreign land, to get some advice from a special agency which consults on questions of international business. These days business trips are very important because face to face meetings are more valuable to profitable business than any other type of strategy.

Раздел 8.

Переведите на русский язык

Means of transport

There are as many means of transport as you can only imagine. They are a bus, a bicycle, a car, a ship, a train, a plane and so on. And today I want to discuss all of them. The most popular means of transport is a car. Nowadays there are so many car producers and brands that a car becomes the most popular and comfortable type of transport. You can travel by car everywhere. The only thing that can stop you is your driving license and the foreign country rules.

A dream of many people is to buy a car and for most of them it comes true. Another popular transport is a bus. Not everyone can drive or many people just want to enjoy the view and concentrate on their thoughts while travelling. And the bus allows all these. The cost of

travelling by bus is much lower than that of a car. Bicycle is popular among young people. They use it during the warm seasons to travel around the city or the nearby places. It's healthy and affordable for most of people. Train is popular for its low cost and cozy atmosphere. You can make a long travel on the train and don't need to pay a lot for it. Plane is popular for its speed but the cost is quite high. It is thought to be the safest means of transport among all. The most luxurious means of transport is a ship. I mean not those small ordinary ships, but the ones that travel across the oceans with thousands of tourists. They are often called liners.

in central London. The company has offices in over 50 countries around the world, with 23.000 employees. Tony Greener is the chairman of a Board which is made up of 6 executive and 6 non-executive directors.

6.1.3. Материалы для проведения тестирования

Раздел 1.

Test 1

1. В каком из следующих слов звук, передаваемый буквой "y", отличается от остальных?
1) busy, 2) city, 3) pity, 4) mummy, 5) reply, 6) sunny, 7) any, 8) early.
2. Выберите правильное местоимение:
 - 1) ... has lived in this house for years.
a) nowhere b) no one c) nothing
 - 2) You can read ... book by this author. They are all interesting.
a) some b) any c) no
 - 3) ... time I see her she speaks about her dog.
a) every b) any c) some
3. Укажите правильный вариант:
 - 1) I want to know...
a) ... how old she is. b) ... how old is she.
 - 2) She asks...
a) ... is there a cinema nearby. b) ... if there is a cinema nearby.
4. Употребите определения перед существительными, соблюдая правильный порядок слов:
 - 1) a) a lady b) nice c) old
 - 2) a) a man b) young c) good-looking
5. Поставьте наречия в нужное место:
 - 1) I get up very early in the morning (never).
 - 2) I help my mother about the house (always).
 - 3) He goes to school by the Metro (often).
6. Выберите правильный модальный глагол:
 - 1) The sky is dark. It ... rain soon.
a) may b) should c) has to
 - 2) The lights are on. They ... be at home.
a) may b) must c) are to
 - 3) You ... to come here again.
a) must b) should c) have
7. Выберите правильный вариант:
 - 1) Our class in English will take place in room
a) the first b) one
 - 2) We leave for London on ... of January.
a) the tenth b) ten
 - 3) My watch is... minutes fast.
a) the fifth b) five
8. Исключите слово, отличающееся от остальных:
 - 1) seven, 2) eleven, 3) a hundred, 4) eighteen, 5) second, 6) seventy, 7) twenty-five, 8) three.
9. Выберите правильную форму глагола:

- 1) If I...the letter tomorrow, I'll phone you.
a) receive b) shall receive
- 2) She said she... to see us at the weekend.
a) will come b) would come
- 3) She ... school this year.
a) has finished b) had finished

10. Выберите правильную форму глагола:

- 1) The letter...yesterday.
a) wrote b) was written
- 2) The postman ... the letter yesterday.
a) brought b) was brought
- 3) The children ... to the Zoo tomorrow.
a) will take b) will be taken

Раздел 2.

1. Выберите правильный глагол:

- 1) He... he wanted to post a letter.
a) said b) told
- 2) Will you ... her to come at 6 p.m.?
a) say b) tell
- 3) She ... to him: "Please, open the window".
a) said b) told
- 4) Who... you that?
a) said b) told

2. Выберите правильный вспомогательный глагол:

- 1) We... visit our relatives on Saturday.
a) shall b) should c) will d) would
- 2) The doctor said he... be all right soon.
a) shall b) should c) will d) would
- 3) I'm sure you ... like her.
a) shall b) should c) will d) would
- 4) We hoped we ... return by the end of the month.
a) shall b) should c) will d) would

3. Выберите правильный вариант перевода:

- 1) She said she lived in Pushkin street.
a) Она сказала, что живет на улице Пушкина.
b) Она сказала, что жила на улице Пушкина.
- 2) I thought it was warmer outside.
a) Я думала, что на улице теплее.
b) Я думала, что на улице было теплее.
- 3) I know you learnt French at school.
a) Я знаю, что ты изучаешь французский в школе.
b) Я знаю, что ты изучал французский в школе.
- 4) Mother said she received letters from her son every week.
a) Мама сказала, что получает письма от сына каждую неделю.
b) Мама сказала, что получала письма от сына каждую неделю.

Раздел 3

Тест 2

1. Соотнесите две части предложения:

- 1) I told him...
- 2) We asked...
- 3) She wanted to know...

- 1) ... if they enjoyed the concert.
- 2) ... he would find my house easily.
- 3) ... who would meet her at the station.
2. Укажите, в каком предложении глагол стоит в "Future-in-the-Past":
 - 1) a) You should consult a doctor.
b) Mother says I should ring him up.
c) I knew I should finish it on time.
 - 2) a) I would like an ice-cream.
b) Who would think about it?
c) She promised she would come on time.
3. Выберите правильную форму глагола:
 - 1) We hoped that the weather... fine.
a) will be b) was c) would be
 - 2) I didn't know that it....
a) is raining b) was raining c) will be raining
 - 3) She said her friend... English fluently.
a) speaks b) spoke c) is speaking
 - 4) They told us that they... to a new flat.
a) move b) moved c) had moved
4. Завершите предложения:
 - 1) She said she was writing the latter....
a) at that time b) by that time
 - 2) He said he was busy....
a) now b) at the moment
 - 3) He said he would return the book....
a) tomorrow b) the next day
 - 4) She told me she had seen me at the theatre
a) yesterday b) the day before
5. Выберите правильную форму глагола:
 - 1) The teacher said our examination ... next Monday.
a) would be b) had been
 - 2) When I came home the family ... their supper.
a) would have b) had had
 - 3) They wrote they ... my letter.
a) would receive b) had received

Раздел 4

Тест 4

1. Выберите правильный вспомогательный глагол:
 - 1) If I knew English well, I...take this job.
a) shall b) will c) should
 - 2) If he were rich he... buy a car.
a) shall b) will c) would
 - 3) If she asked me I... help her.
a) shall b) will c) should
2. Выберите правильную форму глагола:
 - 1) If I...her better I should turn to her for help.
a) know b) knew c) will know
 - 2) If the weather... fine you would not stay at home.
a) is b) was c) were
 - 3) If she ... him she would be happy.
a) marries b) married c) will marry

3. Укажите правильный вариант перевода:
- 1) If I meet her today I shall give her your book.
 - a) Если я встречу ее сегодня, я отдам ей твою книгу.
 - b) Если бы я встретила ее сегодня, я бы отдала ей твою книгу.
 - 2) If she had money she would buy this dress.
 - a) Если у нее есть деньги, она купит это платье.
 - b) Если бы у нее были деньги, она бы купила это платье.
 - 3) If you knew English you would be able to help us.
 - a) Если ты знаешь английский, ты сможешь нам помочь.
 - b) Если бы ты знал английский, ты смог бы нам помочь.
4. Выберите правильную форму глагола:
- 1) If I...you I shouldn't do it.
 - a) were b) had been
 - 2) If they ... a taxi they wouldn't have missed the train.
 - a) took b) had taken
 - 3) If you ... my advice you would have bought it.
 - a) followed b) had followed
5. Правильно соедините придаточные предложения с главными:
- a) If the weather is fine ...
 - b) If the weather was fine ...
 - c) If the weather were fine ...
 - d) If the weather had been fine ...
- a) ... they spent the day outside.
 - b) ... we should go to the country.
 - c) ... we shall have a good time.
 - d) ... we shouldn't have stayed at home.

Раздел 5

1. Переставьте буквы в таком порядке, чтобы получились слова:
- 1) s o l o c h 2) r e a c h e t
2. Правильно соедините придаточные предложения с главными
- a) If you write a letter ...
 - b) If you wrote a letter ...
 - c) If you had written the letter ...
- a) ... they would have receive it by now.
 - b) ... they would receive it soon.
 - c) ... tell them the news.
3. Укажите, какое слово не имеет отношения к остальным:
- a) 1) happy, 2) lucky, 3) ready, 4) easy, 5) busy, 6) city, 7) pretty, 8) rainy, 9) snowy, 10) lazy.
 - b) 1) beautiful, 2) attractive, 3) good, 4) clever, 5) nice, 6) black, 7) happy, 8) successful, 9) new, 10) interesting.
4. Укажите, к какой теме относятся все три предложения:
- 1) I like every piece of it.
 - 2) It's very popular now.
 - 3) It was written by Benjamin Britten.
- a) theatre
 - b) fine art
 - c) music
5. Поставьте предложения так, чтобы получился связный рассказ:
- 1) Then it is decorated and put into a cool place for some time.
 - 2) Then they are put into a pot.
 - 3) First different fruits are taken.

- 4) It is served for dessert.
- 5) After that the salad is mixed.
- 6) They are carefully washed and cut into pieces.
- 7) Cream may also be added.
- 8) This is how a fruit salad is made.

Раздел 6

Test 6

1. Закончите предложение:
He goes abroad ...
 - a. once a month
 - b. at this moment
 - c. next month
2. Выберите правильный глагол:
British police ... not normally armed.
 - a. was
 - b. is
 - c. are
3. Укажите правильную форму глагола:
Look out of the window. It ... heavily.
 - a. is raining
 - b. rains
4. Выберите правильный вариант:
You ... worry about it.
 - a. mustn't
 - b. not must
 - c. don't must
5. Выберите правильный модальный глагол:
He ... speak three foreign languages.
 - a. can
 - b. may
 - c. must
6. Выберите правильный вариант:
... help me?
 - a. Can you
 - b. Do you can
 - c. Can you to
7. Выберите правильную форму прилагательного :
Let's go by train. It's much
 - a. cheaper
 - b. cheap
 - c. more cheap
8. Выберите нужное прилагательное:
Is Alan ... than Jim?
 - a. the tallest
 - b. taller
 - c. tall
9. Выберите правильный вариант прилагательного:
Rome isn't as ... as Athens.
 - a. older
 - b. old
 - c. oldest
10. Выберите правильный вариант:
Money is important but it isn't ... thing in life.
 - a. the most important
 - b. the more important
 - c. most important

Раздел 7

Test 7

1. Соотнесите русский вариант с английским:
Model A-25 is the worst model I've ever known.
 - a. Модель A-25 самая плохая модель, которую я когда-либо видел.
 - b. Модель A-25 хуже моделей, которые я когда-либо видел.
 - c. Модель A-25 плохая модель.
2. Выберите правильную форму глагола:
I ... my exams and can have a good time now.
 - a. passed
 - b. have passed
 - c. am passing
3. Выберите правильный предлог:
I'll see you ... Tuesday afternoon.
 - a. in
 - b. at
 - c. on
4. Соотнесите английское предложение с русскими:
She was looking for her dog.
 - a. Она заботилась о своей собаке.
 - b. Она искала свою собаку.
 - c. Она смотрела на свою собаку.
5. Выберите правильный предлог:
Can you finish the job ... Friday?
 - a. by
 - b. till
 - c. since
6. Соотнесите русское предложение с английскими:
Он вошел и оглядел комнату.
 - a. He came in and looked at.
 - b. He came in and looked around.
 - c. He came in and looked for.
7. Выберите правильный перевод предложения:
Когда вылетает самолет?
 - a. When does the plane take off?
 - b. When does the plane take on?
 - c. When does the plane touch down?
8. Укажите правильную форму глагола:
Look out of the window. It ... heavily.
 - c. is raining
 - d. rains
9. Выберите правильный вариант:
You ... worry about it.
 - d. mustn't
 - e. not must
 - f. don't must
10. Выберите правильный модальный глагол:
He ... speak three foreign languages.
 - d. can
 - e. may
 - f. must

Раздел 8

Test 8

1. This market _____ in our city.

- a) the biggest b) bigger c) big
2. Look! Kate _____ well.
- a) dance b) dances c) is dancing
3. I ____ that man because I ____ English.
- a) not understand, don't know b) don't understand, not know c) don't understand, don't know
4. In winter the days are _____ than in summer.
- a) longer b) larger c) shorter
5. Bananas are _____ than apples.
- a) tasty b) tastier c) more tastier
6. It often _____ in spring.
- a) is raining b) rains c) rain
7. Where _____ now?
- a) do you go b) are you going c) is you going
8. The dog _____.
- a) was barking b) bark c) were barking
9. _____ his head aching?
- a) was b) were c) does
10. They _____ the birds.
- a) being feed b) were feeding c) feeding
11. My parents _____ at a restaurant.
- a) not were eating b) were not eating c) dont eat
12. James and Phil _____ a tree house.
- a) was building b) building c) were building
13. The birds _____ in the tree.
- a) sat b) were sitting c) being sit
14. We _____ fun.
- a) are having b) was having c) has
15. Tom is _____ in our group.
- a) the best b) gooder c) good
16. What is Marie Curie famous for?
- a) her discoveries b) her roles in the theatre c) her children
17. Where was Marie Curie born?
- a) Poland b) Paris c) Russia
18. Who helped her to receive the Nobel Prize
- a) her husband b) nobody c) her children
19. When did Marie Curie receive her first Nobel prize?
- a) in 1900 b) in 1906 c) in 1903
20. Who continued her researches in radiology?
- a) her daughter b) her son c) Becquerel

6.1.4. Выполнение упражнений

Раздел 1

1) Лексико-грамматические упражнения учебника «Английский язык для инженеров» Т.Ю. Полякова, Е.В. Синявская: стр. 19-34.

Раздел 2

Лексико-грамматические упражнения учебника «Английский язык для инженеров» Т.Ю. Полякова, Е.В. Синявская: стр. 47-59.

Раздел 3

Лексико-грамматические упражнения учебника «Английский язык для инженеров» Т.Ю. Полякова, Е.В. Синявская: стр. 71-82.

Раздел 4

Лексико-грамматические упражнения учебника «Английский язык для инженеров» Т.Ю. Полякова, Е.В. Синявская: стр. 47-59.

Практические задания. Учебно-методическое пособие «Трудности перевода технической литературы» А.П. Васильев: стр. 5-22.

Раздел 5

Лексико-грамматические упражнения учебника «Английский язык для инженеров» Т.Ю. Полякова, Е.В. Синявская: стр. 91-105.

Практические задания. Учебно-методическое пособие «Трудности перевода технической литературы» А.П. Васильев: стр. 23-26.

Раздел 6

Лексико-грамматические упражнения учебника «Английский язык для инженеров» Т.Ю. Полякова, Е.В. Синявская: стр. 117-132, 142-165.

Практические задания. Учебно-методическое пособие «Трудности перевода технической литературы» А.П. Васильев: стр. 27-30.

Раздел 7

Лексико-грамматические упражнения учебника «Английский язык для инженеров» Т.Ю. Полякова, Е.В. Синявская: стр. 167-190.

Практические задания. Учебно-методическое пособие «Трудности перевода технической литературы» А.П. Васильев: стр. 31-38.

Раздел 8

Лексико-грамматические упражнения учебника «Английский язык для инженеров» Т.Ю. Полякова, Е.В. Синявская: стр. 192-203, 216-226, 238-251.

Практические задания. Учебно-методическое пособие «Трудности перевода технической литературы» А.П. Васильев: стр. 40-43.

ТЕМЫ

1. «Образование». «Education»
2. «Наука», «Science», «Изобретатели и их изобретения». «Inventors and their inventions»
3. «Современные города». «Modern cities», «Архитектура». «Architecture»
5. «Водный транспорт». «Water transport», «Воздушный транспорт». «Air transport»
6. «Персональный компьютер». «Personal Computer»
7. «Общее представление о рыночной экономике». «Concepts of market economy»
8. «Классификация автомобилей». «Classification of automobiles»

Аудирование

Порядок работы над текстом:

- Прослушивание текста.
- Проверка путём постановки вопросов (собеседование).
- Пересказ текста.

ТЕКСТЫ

1. «Высшее образование». «Higher education»
2. «История американских школ». «The story of American schools»
3. «Новые изобретения». «New inventions»
4. «Рокфеллер Центр». «The Rockefeller Center»

5. «Секрет Бермудского Треугольника». «The Secret of Bermuda Triangle»
6. «Белый дом». «White House»
7. «Компьютерная фантазия». «Computer Fantasy»
8. «Типы нарушений ПДД», «Violence of traffic rules»

7. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОВЕДЕНИЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ (МОДУЛЮ)

7.1. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы.

В результате освоения дисциплины (модуля) формируются следующие компетенции:

ОК-5 - способность к коммуникации в устной и письменной формах на русском и иностранных языках для решения задач межличностного и межкультурного взаимодействия

ОК-7- способность к самоорганизации и образованию

В процессе освоения образовательной программы данные компетенции, в том числе их отдельные компоненты, формируются поэтапно в ходе освоения обучающимися дисциплин (модулей), практик в соответствии с учебным планом и календарным графиком учебного процесса в следующем порядке:

ОК-5 способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия						
Дисциплины (модули), практики	Курсы					Форма промеж. аттестации
	1	2	3	4	5	
Б1.Б.03 Иностранный язык	++					Зачет, экзамен
Б1.Б.05 Культура общения	+					зачет
Б1.Б.14 Основы научных исследований					+	зачет
Б3.Б.01 Защита выпускной квалификационной работы, включая подготовку к процедуре защиты и процедуру защиты						
ОК-7 способность к самоорганизации и самообразованию						
Дисциплины (модули), практики	Курсы					Форма промеж. аттестации
	1	2	3	4	5	
Б1.Б.01 История	+					зачет

Б1.Б.03	Иностранный язык	++					Зачет, экзамен
Б1.Б.08	Социология и политология	+					зачет
Б1.Б.15	Физическая культура и спорт	+					зачет
Б1.В.ДВ.07.01	Элективные дисциплины по физической культуре и спорту		+				зачет
Б1.В.ДВ.07.02	Спортивные секции		+				зачет
Б1.В.ДВ.07.03	Элективные дисциплины по физической культуре и спорту (для инвалидов и лиц с ОВЗ)		+				зачет
Б1.Б.09	Психолого-педагогические основы профессиональной деятельности					+	зачет
Б1.Б.14	Основы научных исследований					+	зачет
Б1.Б.24	Конфликтология					+	зачет
Б3.Б.01	Защита выпускной квалификационной работы, включая подготовку к процедуре защиты и процедуру защиты						

7.2. Описание показателей и критериев оценивания компетенций, формируемых по итогам освоения дисциплины (модуля), описание шкал оценивания.

Показателем оценивания компетенций на различных этапах их формирования является достижение обучающимися планируемых результатов обучения по дисциплине (модулю).

ОК-5 - способность к коммуникации в устной и письменной формах на русском и иностранных языках для решения задач межличностного и межкультурного взаимодействия				
Показатель	Критерии оценивания			
	2	3	4	5
знать: базовую лексику, необходимую для	Обучающийся демонстрирует полное отсутствие	Обучающийся демонстрирует неполное	Обучающийся демонстрирует частичное	Обучающийся демонстрирует полное

<p>устного и письменного межличностного и межкультурного общения</p>	<p>или недостаточное соответствие следующих знаний: к межличностным и межкультурным коммуникациям в устной и письменной формах на русском и иностранном языках для решения поставленных задач</p>	<p>соответствие следующих знаний: к межличностным и межкультурным коммуникациям в устной и письменной формах на русском и иностранном языках для решения поставленных задач . Допускаются значительные ошибки, проявляется недостаточность знаний, по ряду показателей, обучающийся испытывает значительные затруднения при оперировании знаниями при их переносе на новые ситуации.</p>	<p>соответствие следующих знаний: к межличностным и межкультурным коммуникациям в устной и письменной формах на русском и иностранном языках для решения поставленных задач , но допускаются незначительные ошибки, неточности, затруднения при аналитических операциях.</p>	<p>соответствие следующих знаний: к межличностным и межкультурным коммуникациям в устной и письменной формах на русском и иностранном языках для решения поставленных задач , свободно оперирует приобретенными знаниями.</p>
<p>уметь: понимать устную (монологическую и диалогическую) речь в пределах изученных тем</p>	<p>Обучающийся не умеет или в недостаточной степени умеет понимать устную речь в рамках межличностных и межкультурных коммуникаций</p>	<p>Обучающийся демонстрирует неполное соответствие следующих умений: понимать устную речь в рамках межличностных и межкультурных коммуникаций . Допускаются значительные ошибки, проявляется недостаточность умений, по ряду показателей, обучающийся испытывает значительные</p>	<p>Обучающийся демонстрирует частичное соответствие следующих умений: понимать устную речь в рамках межличностных и межкультурных коммуникаций . Умения освоены, но допускаются незначительные ошибки, неточности, затруднения при аналитических операциях, переносе умений на новые,</p>	<p>Обучающийся демонстрирует полное соответствие следующих умений: понимать устную речь в рамках межличностных и межкультурных коммуникаций . Свободно оперирует приобретенными умениями, применяет их в ситуациях повышенной сложности.</p>

		затруднения при оперировании умениями при их переносе на новые ситуации.	нестандартные ситуации.	
владеть: способностью к эффективным коммуникациям в устной и письменной формах на русском и иностранном языках	Обучающийся не владеет или в недостаточной степени владеет способностью к эффективным коммуникациям в устной и письменной формах на русском и иностранном языках	Обучающийся владеет способностью к эффективным коммуникациям в устной и письменной формах на русском и иностранном языках в неполном объеме, допускаются значительные ошибки, проявляется недостаточность владения навыками по ряду показателей, Обучающийся испытывает значительные затруднения при применении навыков в новых ситуациях.	Обучающийся частично владеет способностью к эффективным коммуникациям в устной и письменной формах на русском и иностранном языках, навыки освоены, но допускаются незначительные ошибки, неточности, затруднения при аналитических операциях, переносе умений на новые, нестандартные ситуации.	Обучающийся в полном объеме владеет способностью к эффективным коммуникациям в устной и письменной формах на русском и иностранном языках, свободно применяет полученные навыки в ситуациях повышенной сложности.

ОК-7 - способность к самоорганизации и самообразованию				
Показатель	Критерии оценивания			
	2	3	4	5
знать: основные практические подходы к самореализации и самообразованию при совершенствовании профессиональной деятельности	Обучающийся демонстрирует полное отсутствие или недостаточное соответствие следующих знаний: базовые понятия и подходы к развитию способности	Обучающийся демонстрирует неполное соответствие следующих знаний: базовые понятия и подходы к развитию способности индивидуума к самореализации	Обучающийся демонстрирует частичное соответствие следующих знаний: базовые понятия и подходы к развитию способности индивидуума к самореализации	Обучающийся демонстрирует полное соответствие следующих знаний: базовые понятия и подходы к развитию способности индивидуума к самореализации и самообразованию,

	индивидуума к самореализации и самообразованию	и самообразованию . Допускаются значительные ошибки, проявляется недостаточность знаний, по ряду показателей, обучающийся испытывает значительные затруднения при оперировании знаниями при их переносе на новые ситуации.	и самообразованию , но допускаются незначительные ошибки, неточности, затруднения при аналитических операциях.	свободно оперирует приобретенными знаниями.
уметь: использовать навыки самореализации и самообразования в профессиональной деятельности	Обучающийся не умеет или в недостаточной степени умеет использовать возможности развития в себе навыков самореализации и самообразования	Обучающийся демонстрирует неполное соответствие следующих умений: использовать возможности развития в себе навыков самореализации и самообразования . Допускаются значительные ошибки, проявляется недостаточность умений, по ряду показателей, обучающийся испытывает значительные затруднения при оперировании умениями при их переносе на новые ситуации.	Обучающийся демонстрирует частичное соответствие следующих умений: использовать возможности развития в себе навыков самореализации и самообразования . Умения освоены, но допускаются незначительные ошибки, неточности, затруднения при аналитических операциях, переносе умений на новые, нестандартные ситуации.	Обучающийся демонстрирует полное соответствие следующих умений: использовать возможности развития в себе навыков самореализации и самообразования . Свободно оперирует приобретенными умениями, применяет их в ситуациях повышенной сложности.
владеть: технологиями самореализации и самообразования	Обучающийся не владеет или в недостаточной степени владеет практическими навыками	Обучающийся владеет практическими навыками самореализации и самообразования	Обучающийся частично владеет практическими навыками самореализации и самообразования	Обучающийся в полном объеме владеет практическими навыками самореализации

	самореализации самообразования	в неполном объеме, допускаются значительные ошибки, проявляется недостаточность владения навыками по ряду показателей, Обучающийся испытывает значительные затруднения при применении навыков в новых ситуациях.	, навыки освоены, но допускаются незначительные ошибки, неточности, затруднения при аналитических операциях, переносе умений на новые, нестандартные ситуации.	самообразования , свободно применяет полученные навыки в ситуациях повышенной сложности.
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Шкалы оценивания результатов промежуточной аттестации и их описание:

Форма промежуточной аттестации: зачет (1 семестр), экзамен (2 семестр)

«**Зачтено**» ставится в том случае, если теоретическое содержание материала освоено полностью, без пробелов, необходимые практические навыки в основном сформированы, однако они могут быть недостаточными; перевод текста и задания к нему выполнены, хотя некоторые ответы могут содержать ошибки; качество выполнения оценено числом баллов, близким к максимальному, когда студент отвечает на вопросы к зачету точно, или близко к точному ответу, умеет размышлять самостоятельно, излагает свои мысли в логической последовательности, отвечает на дополнительные вопросы преподавателя.

«**Не зачтено**» ставится в том случае, если теоретическое содержание материала освоено частично, необходимые практические навыки работы с текстом не сформированы, большинство заданий не выполнено, либо качество их выполнения оценено числом баллов, близким к минимальному; при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения заданий.

В конце 2 семестра студенты сдают экзамен. К экзамену допускаются студенты, сдавшие зачёт.

Шкала оценивания	Балл	Описание
<i>отлично</i>	5	Студент демонстрирует полное соответствие знаний, умений, навыков приведенным в таблицах показателей, оперирует приобретенными знаниями, умениями, навыками, свободно применяет их в ситуациях повышенной сложности
<i>хорошо</i>	4	Студент демонстрирует частичное соответствие знаний, умений, навыков приведенным в таблицах показателей: знания, умения и навыки освоены, но допускаются незначительные ошибки, неточности, переносе знаний и умений на новые, нестандартные ситуации.
<i>удовлетворительно</i>	3	Студент демонстрирует неполное соответствие знаний, умений, навыков приведенным в таблицах показателей, допускаются значительные ошибки, проявляется недостаточность знаний, умений, навыков по ряду показателей, студент испытывает значительные затруднения при оперировании знаниями и умениями при их переносе на новые ситуации.
<i>неудовлетворительно</i>	2	Студент демонстрирует полное отсутствие или явную

7.3. Типовые контрольные задания промежуточной аттестации обучающихся по дисциплине (модулю).

7.3.1. Зачетные вопросы (задания) (1 семестр)

Для проверки результатов обучения «знать»:

Test 1

1. В каком из следующих слов звук, передаваемый буквой "y", отличается от остальных?
1) busy, 2) city, 3) pity, 4) mummy, 5) reply, 6) sunny, 7) any, 8) early.
2. Выберите правильное местоимение:
 - 1) ... has lived in this house for years.
a) nowhere b) no one c) nothing
 - 2) You can read ... book by this author. They are all interesting.
a) some b) any c) no
 - 3) ... time I see her she speaks about her dog.
a) every b) any c) some
3. Укажите правильный вариант:
 - 1) I want to know...
a) ... how old she is. b) ... how old is she.
 - 2) She asks...
a) ... is there a cinema nearby. b) ... if there is a cinema nearby.
4. Употребите определения перед существительными, соблюдая правильный порядок слов:
 - 1) a) a lady b) nice c) old
 - 2) a) a man b) young c) good-looking
5. Поставьте наречия в нужное место:
 - 1) I get up very early in the morning (never).
 - 2) I help my mother about the house (always).
 - 3) He goes to school by the Metro (often).
6. Выберите правильный модальный глагол:
 - 1) The sky is dark. It ... rain soon.
a) may b) should c) has to
 - 2) The lights are on. They ... be at home.
a) may b) must c) are to
 - 3) You ... to come here again.
a) must b) should c) have
7. Выберите правильный вариант:
 - 1) Our class in English will take place in room
a) the first b) one
 - 2) We leave for London on ... of January.
a) the tenth b) ten
 - 3) My watch is... minutes fast.
a) the fifth b) five
8. Исключите слово, отличающееся от остальных:
 - 1) seven, 2) eleven, 3) a hundred, 4) eighteen, 5) second, 6) seventy, 7) twenty-five, 8) three.
9. Выберите правильную форму глагола:
 - 1) If I...the letter tomorrow, I'll phone you.
a) receive b) shall receive
 - 2) She said she... to see us at the weekend.
a) will come b) would come
 - 3) She ... school this year.

- a) has finished b) had finished
10. Выберите правильную форму глагола:
- 1) The letter...yesterday.
a) wrote b) was written
 - 2) The postman ... the letter yesterday.
a) brought b) was brought
 - 3) The children ... to the Zoo tomorrow.
a) will take b) will be taken

Тест 2.

1. Выберите правильный глагол:

- 1) He... he wanted to post a letter.
a) said b) told
- 2) Will you ... her to come at 6 p.m.?
a) say b) tell
- 3) She ... to him: "Please, open the window".
a) said b) told
- 4) Who... you that?
a) said b) told

2. Выберите правильный вспомогательный глагол:

- 1) We... visit our relatives on Saturday.
a) shall b) should c) will d) would
- 2) The doctor said he... be all right soon.
a) shall b) should c) will d) would
- 3) I'm sure you ... like her.
a) shall b) should c) will d) would
- 4) We hoped we ... return by the end of the month.
a) shall b) should c) will d) would

3. Выберите правильный вариант перевода:

- 1) She said she lived in Pushkin street.
a) Она сказала, что живет на улице Пушкина.
b) Она сказала, что жила на улице Пушкина.
- 2) I thought it was warmer outside.
a) Я думала, что на улице теплее.
b) Я думала, что на улице было теплее.
- 3) I know you learnt French at school.
a) Я знаю, что ты изучаешь французский в школе.
b) Я знаю, что ты изучал французский в школе.
- 4) Mother said she received letters from her son every week.
a) Мама сказала, что получает письма от сына каждую неделю.
b) Мама сказала, что получала письма от сына каждую неделю.

Тест2

1. Соотнесите две части предложения:

- 1) I told him...
 - 2) We asked...
 - 3) She wanted to know...
- 1) ... if they enjoyed the concert.
 - 2) ... he would find my house easily.
 - 3) ... who would meet her at the station.

2. Укажите, в каком предложении глагол стоит в "Future-in-the-Past":

- 1) a) You should consult a doctor.
b) Mother says I should ring him up.

- c) I knew I should finish it on time.
- 2) a) I would like an ice-cream.
b) Who would think about it?
c) She promised she would come on time.
- 3. Выберите правильную форму глагола:
 - 1) We hoped that the weather... fine.
a) will be b) was c) would be
 - 2) I didn't know that it....
a) is raining b) was raining c) will be raining
 - 3) She said her friend... English fluently.
a) speaks b) spoke c) is speaking
 - 4) They told us that they... to a new flat.
a) move b) moved c) had moved
- 4. Завершите предложения:
 - 1) She said she was writing the latter....
a) at that time b) by that time
 - 2) He said he was busy....
a) now b) at the moment
 - 3) He said he would return the book....
a) tomorrow b) the next day
 - 4) She told me she had seen me at the theatre
a) yesterday b) the day before
- 5. Выберите правильную форму глагола:
 - 1) The teacher said our examination ... next Monday.
a) would be b) had been
 - 2) When I came home the family ... their supper.
a) would have b) had had
 - 3) They wrote they ... my letter.
a) would receive b) had received

Тест 4

- 1. Выберите правильный вспомогательный глагол:
 - 1) If I knew English well, I...take this job.
a) shall b) will c) should
 - 2) If he were rich he... buy a car.
a) shall b) will c) would
 - 3) If she asked me I... help her.
a) shall b) will c) should
- 2. Выберите правильную форму глагола:
 - 1) If I...her better I should turn to her for help.
a) know b) knew c) will know
 - 2) If the weather... fine you would not stay at home.
a) is b) was c) were
 - 3) If she ... him she would be happy.
a) marries b) married c) will marry
- 3. Укажите правильный вариант перевода:
 - 1) If I meet her today I shall give her your book.
a) Если я встречу ее сегодня, я отдам ей твою книгу.
b) Если бы я встретила ее сегодня, я бы отдала ей твою книгу.
 - 2) If she had money she would buy this dress.
a) Если у нее есть деньги, она купит это платье.
b) Если бы у нее были деньги, она бы купила это платье.
 - 3) If you knew English you would be able to help us.

- a) Если ты знаешь английский, ты сможешь нам помочь.
 b) Если бы ты знал английский, ты смог бы нам помочь.
4. Выберите правильную форму глагола:
 1) If I...you I shouldn't do it.
 a) were b) had been
 2) If they ... a taxi they wouldn't have missed the train.
 a) took b) had taken
 3) If you ... my advice you would have bought it.
 a) followed b) had followed
5. Правильно соедините придаточные предложения с главными:
 a) If the weather is fine ...
 b) If the weather was fine ...
 c) If the weather were fine ...
 d) If the weather had been fine ...
 a) ... they spent the day outside.
 b) ... we should go to the country.
 c) ... we shall have a good time.
 d) ... we shouldn't have stayed at home.

Для проверки результатов обучения «уметь», «владеть»:

№	Задания
1.	<p>1. Запишите следующие числительные при помощи цифр. Sixty-five, seven hundred, one thousand and nine, nineteen twenty-eight, six thirds, one point three seven, eight thousand five hundred and thirty-three, twenty-four point one seven, two fifths, the thirty-first of December.</p> <p>2. Переведите текст на русский язык Machine-tools Nowadays machine tools play an important role in the manufacture of almost all metal products. Machinists use them in making automobiles, radios, refrigerators, television sets and so on. Every mechanical workshop is equipped with machine tools. They are the main source for the manufacture of component parts of all machines and mechanical devices. There are about 500 kinds of machine tools.</p>
2.	<p>1. Вставьте в предложения глагол to be в правильной форме 1. What's wrong with the car? – The tyre ... flat. 2. What shape ... the coin? – It's circular. 3. Where ... the chisels? – They are on the toolboard. 4. The knife ... made of wood and steel. 5. The pliers ... made of steel. Переведите на русский язык</p> <p>2. Переведите текст на русский язык In 1929 Harley-Davidson introduced the FL model with an overhead valve engine. The displacement of that engine was 61 cubic inch. This motorcycle quickly earned the nickname "Knucklehead" due to the shape of its rocker boxes. It was very popular with people and they bought it with great pleasure. It had the increased horse power and bold styling changes.</p>
3.	<p>1. Заполните пропуски в предложениях, используя послелог: down, off, aside, on 1. Close your books and put them ... 2. Take your notebooks and put ... all the words that are on the board. 3. Alison is not ready yet. She hasn't put her coat ... 4. Never put ... till tomorrow what you can do today. 5. Mr Green put ... his trip to Russia until next month</p>

	<p>2. Переведите текст на русский язык Since the earliest days the preparation of metals for mechanical use was vital to the advance of civilization. Gold, silver and copper were the first to be used by a primitive man, as they were found free in nature. Today we know more than sixty-five metals available in large enough quantities, to be used in industry. Metals are mostly solids at ordinary temperatures and possess comparatively high melting points with the exception of mercury.</p>
4.	<p>1. Вставьте в предложения правильный модальный глагол: <i>must, may, can, should</i>. 1. You ... switch off the electricity when you repair the socket. 2. ... I switch the light on? 3. You ... clean the tools before you use them. 4. I ... ride a motorcycle. 5. My brother ... drive a car.</p> <p>2. Переведите текст на русский язык In 1929 Harley-Davidson introduced the FL model with an overhead valve engine. The displacement of that engine was 61 cubic inch. This motorcycle quickly earned the nickname “Knucklehead” due to the shape of its rocker boxes. It was very popular with people and they bought it with great pleasure. It had the increased horse power and bold styling changes.</p>
5.	<p>1. Заполните пропуски в предложениях, используя послелог: <i>off, without, in for, on</i> 1. I go ... swimming. 2. The lesson goes ... for half an hour. 3. The lights went ... and the film began. 4. You may be free. I can easily go ... your help. 5. Mike doesn't go ... sports.</p> <p>2. Переведите текст на русский язык Machine-tools Nowadays machine tools play an important role in the manufacture of almost all metal products. Machinists use them in making automobiles, radios, refrigerators, television sets and so on. Every mechanical workshop is equipped with machine tools. They are the main source for the manufacture of component parts of all machines and mechanical devices. There are about 500 kinds of machine tools.</p>
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	<p>“Knucklehead” due to the shape of its rocker boxes. It was very popular with people and they bought it with great pleasure. It had the increased horse power and bold styling changes.</p>
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Экзаменационные вопросы (задания) (2 семестр)

Для проверки результатов обучения «знать»:

Тест 1

1. Выберите правильную форму прилагательного :

Let's go by train. It's much ...

- a. cheaper
- b. cheap
- c. more cheap

2. Выберите нужное прилагательное:

Is Alan ... than Jim?

- a. the tallest
- b. taller
- c. tall

3. Выберите правильный вариант:

New Year's Day is ... popular in Britain than Christmas.

- a. little
- b. more little
- c. less

4. Выберите нужную форму прилагательного:

It's ... if you take the train.

- a. quicker
- b. the quicker
- c. quick

5. Выберите правильный вариант прилагательного:

Rome isn't as ... as Athens.

- a. older
- b. old
- c. oldest

6. Выберите правильный вариант:

I haven't got as ... as you.

- a. the more money
- b. more money
- c. much money

7. Выберите правильный вариант:

Money is important but it isn't ... thing in life.

- a. the most important
- c. the more important
- d. most important

8. Закончите предложение:

I'm not very interested in economics. I'm ... in law.

- a. the most
- b. more
- c. most

9. Соотнесите английский вариант с русским:

The profits of this firm are much higher this year.

- a. Прибыль этой фирмы высокая в этом году.
- b. Прибыль этой фирмы намного выше в этом году.
- c. Прибыль этой фирмы самая высокая в этом году.

10. Соотнесите русский вариант с английским:

Model A-25 is the worst model I've ever known.

- a. Модель А-25 самая плохая модель, которую я когда-либо видел.
- b. Модель А-25 хуже моделей, которые я когда-либо видел.
- c. Модель А-25 плохая модель.

Тест 2

1. Выберите правильный вспомогательный глагол:

... you meet her at the station yesterday?

- a. Did
- b. Was
- c. Do

2. Завершите разделительный вопрос, выбрав правильный вариант:

You went to the court last week, ...?

- a. wasn't you
- b. didn't you
- c. won't you

3. Выберите правильную форму глагола:

I ... my exams and can have a good time now.

- d. passed
- a. have passed
- b. am passing

4. Выберите правильную форму глагола:

The prices ... by 20% since January.

- a. have risen
- b. rose
- a. raised

5. Соотнесите английское предложение с русскими:

They have come.

- a. Они приходили.
- b. Они идут.
- c. Они пришли.

6. Завершите разделительный вопрос, выбрав правильный вариант:

He has committed a crime, ...?

- a. wasn't he
- a. didn't he
- b. hasn't he

7. Выберите правильную форму глагола:

I didn't know that it ...

- a. was raining
- b. is raining
- c. will be raining

8. Завершите предложение:

They didn't come

- a. yet
- b. last night
- c. now

9. Отметьте правильный вариант перевода:

Она еще не получила письмо-подтверждение.

- a. She didn't receive a letter of confirmation.
- b. She doesn't receive a letter of confirmation.
- c. She hasn't received a letter of confirmation.

10. Выберите правильную форму глагола:

We met when we ... in France.

- a. were studying
- b. studied
- c. have studied.

Тест 3

1. Выберите правильный предлог:

I'll see you ... Tuesday afternoon.

- a. in
- b. at
- c. on

2. Соотнесите английское предложение с русскими:

She was looking for her dog.

- a. Она заботилась о своей собаке.
- b. Она искала свою собаку.
- c. Она смотрела на свою собаку.

3. Выберите правильный предлог:

Can you finish the job ... Friday?

- d. by
 a. till
 b. since
4. Выберите правильный предлог:
 The criminals held ... the train and took all the money.
 a. up
 b. out
 c. over
5. Выберите правильный предлог:
 My mother suffers ... headaches.
 a. by
 b. from
 c. with
6. Выберите правильный предлог:
 John is interested ... politics.
 a. for
 b. about
 c. in
7. Выберите правильный предлог:
 She invited him to her house ... making inquiries about him.
 a. after
 b. on
 c. at
8. Соотнесите русское предложение с английскими:
 Он вошел и оглядел комнату.
 a. He came in and looked at.
 b. He came in and looked around.
 c. He came in and looked for.
9. Выберите правильный предлог:
 You can rely ... on her being honest.
 a. in
 b. for
 c. on
10. Выберите правильный перевод предложения:
 Когда вылетает самолет?
 a. When does the plane take off?
 b. When does the plane take on?
 c. When does the plane touch down?

Тест 4

1. Впишите in или at.
- 'Where's Tina?' 'She's at work'
 - Why didn't the bus-driver stop the bus-stop?
 - Go straight onroundabout and turn rightthe church.
 - There was a big tablethe middle of the room.
 - What's the longest river the world?
 - Were there many peoplethe concert on Friday?
 - My brother is studying mathematics London University.
 - 'Where does your sister live?' '.....Brussels'
 - Did you read about the accidentthe newspaper?
 - Will you behome tomorrow afternoon?

11. Munich is a large citythe south of Germany.

12. 'Do you work?' 'No, I'm stillschool.'

2. Впишите to или in.

1. 'Where's Jack?' 'In bed.'

2. I'm goingthe shop to buy some milk.

3. Tom wentthe kitchen to make some coffee.

4. 'Where's Tom?' 'He'sthe kitchen making some coffee.'

5. Would you like to gothe theatre this evening?

6. I got a postcard from Sue this morning. She's on holidays Switzerland.

7. John lives a small village the south-west of England.

8. What time do you usually go bed?

9. Kevin's sister is very ill. She is hospital.

10. Excuse me, I must go the toilet.

11. The train left Brussels at 7 o'clock and arrivedParis at 9.30.

12. I was tired this morning. I stayed bed until 10 o'clock.

Тест 5

1. Выберите правильный вариант:

What time ... Pat and Peter ... for dinner tonight?

a. are ... coming

b. do ... come

c. have ... come

2. Завершите предложение:

I'm meeting Lane after work

a. today

b. every day

c. sometimes

3. Выберите правильный вариант глагола в придаточном предложении:

If you ... to our terms we'll give you a discount.

a. agreed

b. will agree

d. agree

4. Выберите правильный вариант:

Give me a ring ... you know the time of your flight back.

a. until

b. as soon as

c. since

5. Соотнесите русский вариант с английскими:

If we don't hurry up we'll be late.

a. Если ли бы мы не поспешили, мы бы опаздали.

b. Если мы не спешим, мы не опаздываем.

c. Если мы не поспешим, мы опаздаем.

6. Выберите правильный вариант:

What do you usually do ... you come home?

a. till

b. when

c. until

7. Найдите правильный вариант главного предложения:

If the weather is fine ...

a. we shall have a good time.

- b. we should go to the country.
- c. they spent the day outside.
- 8. Выберите правильную форму глагола:
If I ... the letter tomorrow, I'll phone you.
 - a. receive
 - b. will receive
 - c. received
- 9. Укажите правильный вариант перевода:
If I meet her today I shall tell her the truth.
 - a. Если бы я встретила ее сегодня, я бы рассказала ей всю правду.
 - b. Если я встречу ее сегодня, я расскажу ей всю правду.
 - c. Если я встречаю ее, я рассказываю ей всю правду.
- 10. Выберите правильный вариант:
I'll pay you back the money ... I get my next pay cheque.
 - a. When
 - b. before
 - c. after

Для проверки результатов обучения «уметь», «владеть»:

Билет 1

1. Переведите текст на русский язык.

The most remarkable thing about the new Nissan leaf - the world's fully electric family car to go into mass production – is that is so utterly unremarkable. It looks like an ordinary motor car. It rides and handles like one (as a prospective buyer, your correspondent took one out for a spin last week). It accelerates briskly and stops just as assuredly as a conventional vehicle. It accommodates five adults with as much ease or squeeze as any family runabout. And it gets the equivalent of, let's just say "probably more" miles per gallon than fossil-fuel car or conventional hybrid.

We have yet to agree on how to compare electric cars with conventional ones. That makes it difficult for consumers to work out how much money, if any, they will save on annual fuel costs by buying a pure electric vehicle like the Leaf instead of a plug-in hybrid such as the forthcoming Chevrolet Volt (to be called in Ampera in Europe) – or even a conventional hybrid like the Toyota Prius, let alone one of the new clean diesels such as the Volkswagen TDI.

In the past, when kicking the tyres in car showrooms, the American motorists checked the official Monroney sticker affixed to one of the vehicle's windows. Amongst other things, it listed the miles per gallon (mpg) that the model achieved when it was tested on the simulated city and highway driving cycles. The label also showed how the model's combined city/highway fuel economy compared with a range of broadly similar vehicles.

2. Ответьте на вопросы.

1. Are there any differences between the new Nissan Leaf and an ordinary car in handling and accommodation? Prove your point.
2. Does the Nissan Leaf consume less fuel than an ordinary car?
3. What are consumers interested in most of all when they compare electric cars with conventional ones?

Билет 2

1. Переведите текст на русский язык.

Improvements in the design of cars could produce fuel consumption savings of at least 60 per cent, according to a report by the Government's Transport and Road Research Laboratory which was published in London. Such improvements would mean the average car returning 50 miles to the gallon, compared with 30 miles per gallon today. The average motorist, with an annual mileage of 9,000, would save 120 gallons of fuel a year, equivalent to about 150 pounds sterling at today's petrol prices.

Some think that the proposed improvements are "fairly modest" and that even greater gains are possible. The biggest single contribution to better fuel consumption would be a change from petrol engines to higher efficiency units like the lightweight diesel. The report gives as an example the diesel-engined version of the Volkswagen Golf car.

The drivers, too, can help fuel economy. Good driving habits like moderate acceleration, anticipation of braking and travelling at modest speeds, can bring fuel savings of between 10 per cent and 15 per cent. Better traffic management in congested urban areas can increase average speed and reduce fuel consumption by replacing stop-start travel.

2. Ответьте на вопросы.

1. How will an average motorist benefit from the improvements in the design of cars?
2. What other measures could bring the decrease in fuel consumption? Enumerate them in the order given in the text.
3. In the author's opinion, what measure is the most significant for reducing fuel consumption?

Билет 3

1. Переведите текст на русский язык.

Manufacturer concept cars are unroadworthy, having gained over the years the nickname "pushmobiles" owing to the fact that many of them are non-runners. Chrysler's concepts are often exceptions to the rule, as each year the Chrysler Company gives selected journalists an opportunity to drive their cars on closely controlled venues. But this year they got tags (manufacturer plates) and insurance on the Challenger so a few journalists could drive it on real roads.

More often than not, when concept cars are driveable, their functionality is limited, as many of the cool design details are non-functional; the HVAC and radio controls rarely work, and the cars lack stuff like windshield wipers. In this regard, the Challenger is no exception. But it differs because this concept, which is based on a 4-inch shorter version of the platform found under the Dodge Magnum and Charger, is nearly ready for production.

It is evident as soon as you slip behind the wheel. No rock-hard cushions and seatbacks trimmed in linen and suspended with bike springs here; the seat frame is left intact from the Charger SRT8 and is trimmed in leather in a way that emulates the seats found in the first generation '70-'74 Challenger. Through the thick-rimmed steering wheel you look at a gauge cluster that evokes the look of the original combined with all the functionality of a contemporary instrument panel.

2. Ответьте на вопросы.

1. Can the term "pushmobiles" be applied to Chrysler's concept cars?
2. Has the Chrysler Company always allowed journalists to drive their concept car on real roads?
3. Is Challenger different from the other concept cars in functionality? Prove your point of view by referring to the text.

Билет 4

1. Переведите текст на русский язык.

The automakers began testing cars 40 years ago. To check a car for front end strength, for example, a driver simply rammed it into a brick wall. Sand bags were sometimes thrown inside to represent human drivers and passengers. Engineers at another auto company tested the brand new all-steel tops of the days by driving a car with an army tank on its roof and leading an elephant gingerly onto a platform mounted on the car top.

But about 20 years ago safety engineers decided that if they were going to build safer, not just stronger, cars they had to know more about what happened in auto accidents than they could learn from just examining wrecked vehicles or standing elephants on the roof. So, to study how people were being injured and killed, scientific crash methods were designed to represent as closely as possible the actual events experienced during real accidents.

The movements of human occupants, for example, are simulated by specially developed anthropomorphic dummies whose weights, shapes, and body structures closely approximate those of the men, women and children they resemble. In all of these simulated crash events, high speed motion picture cameras shoot 1000 to 3000 pictures every second and other aerospace type

instruments attached to the dummies' chests, knees and heads measure and record impacts, displacements, trajectories and decelerations.

2. Ответьте на вопросы.

1. How did the automakers test the strength of their cars in the past?
2. What is the aim of the scientific crash methods?
3. Whom do the engineers use to simulate the movements of a driver and passengers?

Билет 5

1. Переведите текст на русский язык.

A new approach to the "see and be seen" problem has been tried by Volvo. All Volvo cars sold in Sweden since 1975 have been equipped with what the car makers call "day notice lights." These are additional to the front parking lights, but shine through the same lenses. They come out automatically with the ignition but go out when the head-lights are on. Though non-dazzling, they have a higher intensity than the dipped head-lights.

Day notice lights are intended to indicate to pedestrians and other drivers that the vehicle is moving, dipped head-lights are designed to illuminate the road ahead. Unlike dipped head-lights, day notice lights can be clearly seen from the side of the car as well as the front. They are sufficient to mark out the car in all conditions when the driver does not actually need head-lights to see by. Life expectancy of the bulbs is about 36,000 miles, or twice that of the average head-light bulb.

In Sweden the day notice lights have helped reduce accidents caused by the careless use of zebra crossings by pedestrians who misjudge the speed or distance of oncoming cars. They have also been found useful in the early morning and evening, when dazzle caused by the low, bright sun can result in the silhouette of an oncoming vehicle being lost against a dark background.

2. Ответьте на вопросы.

1. What new approach has been tried by Volvo in order to increase the traffic safety?
2. What is the purpose of the "day notice lights"?
3. Did the day notice lights help decrease the number of road accidents? Prove your point by referring to the text.
4. Are there any other road conditions where they have been found most useful?

Билет 6

1. Переведите текст на русский язык.

Adaptive (or active) cruise control (ACC) systems detect a vehicle ahead, both the distance to and the relative speed of that vehicle and then maintain both the appropriate distance and speed between it and the car ahead. The latest ACC from TRW Automotive uses a 77-GHz radar sensor to detect vehicles up to 200 meters away. This system, which features range precision of 5%, speed measurement precision of 0.12 mph, and a search area of 12 degrees, is already used in the Volkswagen Phaeton and will be coming out in the new Volkswagen Passat.

But that is highway driving. In Japan, some cars are now being equipped for low-speed following; that is, drivers have highway-like cruise control capabilities on city streets, explains Jerry Bricker, vice president and general sales manager for Omron Automotive Electronics, Inc. Note the differences here. In highway driving, a two-second gap between vehicles at 60 mph is roughly 150 feet (except, say, in Massachusetts). In city driving, there may be half a car length – six feet – between vehicles traveling under 25 mph.

Omron's new sensor, the Gen3 laser radar (lidar) sensor using Omron's micro lens array technology handles both long- and short-range sensing. Wave pattern recognition technology in the sensor detects highly reflective light, such as that off vehicles, and poorly reflective light, such as that off pedestrians. The lidar's photodiodes receive and convert the reflected laser light into electrical signals. These signals are analyzed to determine reflectivity and, from that, the type of object ahead.

2. Ответьте на вопросы.

1. Are modern cars equipped with the adaptive cruise control systems? Prove your point by giving the examples from the text.

2. Are the adaptive cruise control systems used only in highways?
3. How does the Gen 3 laser radar distinguish vehicles from pedestrians?

Билет 7

1. Переведите текст на русский язык.

Cash-strapped transportation officials across the United States are turning to low-cost, low-tech methods to combat potentially deadly behaviors such as speeding and tailgating. The innovations include:

- "Optical speed bars" painted on the road to trick drivers into thinking they are going faster than they actually are. Virginia, Illinois, New York and Texas have tried them recently.
- White dots painted on the highway to discourage drivers from tailgating. Washington, Maryland, Minnesota and Pennsylvania have already used this method.

"Everybody is dealing with budget crunches right now", says Harold Linnenkohl, president of the American Association of State Highway and Transportation officials and commissioner of Georgia's Department of Transportation. "You always have to ask the questions: Is it economical to do it, and does it work?" Last year 43,443 people were killed on the nation's roads, up 1.4% from 42,836 in 2004, the National Highway Traffic Safety Administration reported last month.

"Traffic fatalities have proved very difficult to reduce", says Frank Moretti, director of policy and research at TRIP, an organization based in Washington, D.C., that promotes policies to relieve traffic congestion and enhance highway safety. "So transportation agencies are doing everything they can think of to make the road environment safer."

2. Ответьте на вопросы.

1. Why do the US transportation officials turn to low-cost and low-tech methods in their struggle against speeding and tailgating?
2. What innovative road safety methods are described in the text?
3. Do the traffic fatalities tend to increase or decrease in the United States?

Билет 8

1. Переведите текст на русский язык.

Many different kinds of urban difficulties can be lessened by transporting men in new ways. Morse could only send one message at a time through a wire in 1845, we now can send dozens simultaneously. The wire is no larger, but we use it better. Mathematical resolution of communication phenomena has enabled us to do this.

Similar analysis of transportation systems has shown that our use of city streets is about as primitive as Mr. Morse's use of wire. Their carrying capacities, too, should be increased. The electronic engineers have numerous techniques for increasing channel's capacity. One is to digitalize information by counting bits of it.

Although it is not feasible to transport man from one place to another the way we transmit his voice, it is quite easy to count the human heads rather than vehicles flowing through city streets. This suggests several different ways of getting waves of people through streets faster. In cities, of course, streets intersections are numerous and troublesome. We have to control the traffic flow through many busy intersections with crude signal lights. They cannot distinguish between a bus, carrying 50 persons and alone boy on the motorcycle. It would be quite easy to enable them to do this—by putting special signals in the buses (that wouldn't disturb even a dog's sleep) and receivers in the signal light boxes. The control mechanism then will be able to delay one person a few seconds to give 50 people that many seconds.

2. Ответьте на вопросы.

1. Why does the author compare our use of city streets with Mr. Morse's use of wire?
2. What are the disadvantages of the signal lights used to control the traffic flow in cities?
3. What does the author recommend to increase the street carrying capabilities?

Билет 9

1. Переведите текст на русский язык.

Hybrid-electric vehicle (HEV) has a both petrol engine and electric motor. The petrol engine is the main power source. It is smaller and lighter than the engines of conventional cars.

The electric motor provides extra power when needed. In some HEVs, it is connected to the wheels by the same transmission. In addition to a fuel tank, the HEV carries a pack of advanced batteries. There is also a processor which decides when to use the motor and engine. When the car is running at a constant speed, the petrol engine provides all the power required. For overtaking, hill climbing and accelerating from stop, the electric motor provides extra power. In some cars the motor also provides power for low-speed cruising as petrol engines are the least efficient in these conditions.

HEVs use regenerative braking. When the driver brakes a car, the resistance of the motor helps to slow down the car. At the same time, the energy from the wheels turns the motor which then functions as a generator, producing electricity to recharge the batteries. When the batteries are low, the petrol engine also drives the generator. HEVs have automatic start / shutoff. The petrol engine shuts off when the car comes to a stop. When the driver presses the accelerator, the motor instantly starts the engine again. No energy is wasted from idling when the car is stopped.

HEVs are more efficient and pollute less than cars with only petrol engines. They do not require special fuel like hydrogen cars and, unlike electric cars, they do not need to be plugged in overnight to recharge the batteries. However, they are heavier than ordinary cars because of the weight of the batteries.

2. Ответьте на вопросы.

1. When is the petrol engine used alone? When is the electric motor used alone? When are both motors used?
2. What advantage does the hybrid-electric vehicle have over a car with only petrol engine and an electric car?
3. What is the disadvantage of the HEVs?

7.4. Методические материалы, определяющие процедуры оценивания результатов обучения по дисциплине (модулю).

Контроль качества освоения дисциплины (модуля) включает в себя текущий контроль успеваемости и промежуточную аттестацию обучающихся. Текущий контроль успеваемости обеспечивает оценивание хода освоения дисциплины (модуля), промежуточная аттестация обучающихся – оценивание промежуточных и окончательных результатов обучения по дисциплине (модулю).

Процедуры оценивания результатов обучения по дисциплине (модулю), в том числе процедуры текущего контроля успеваемости и порядок проведения промежуточной аттестации обучающихся установлены локальным нормативным актом МАДИ.

8. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ, НЕОБХОДИМОЕ ДЛЯ ОСВОЕНИЯ ДИСЦИПЛИНЫ (МОДУЛЯ)

а) основная

1. Бобылева, С.В. Английский язык для сферы информационных технологий и сервиса : учебное пособие / С. В. Бобылева, Д. Н. Жаткин. — 2-е изд., стер. — Москва : ФЛИНТА, 2019. — 246 с. - ISBN 978-5-9765-2078-3. - Текст : электронный. - URL: <http://znanium.com/catalog/product/1066041>
2. Иващенко, И. А. Английский для IT-инженеров : учебник / И. А. Иващенко. - 2-е изд., стер. - Москва : ФЛИНТА, 2019. - 83 с. - ISBN 978-5-9765-2159-9. - Текст : электронный. - URL: <http://znanium.com/catalog/product/1066087>
3. Радовель В.А. Английский язык для технических вузов: Учебное пособие / Радовель В.А. - М.: ИЦ РИОР, НИЦ ИНФРА-М, 2017. - 284 с.: 60x90 1/16. - (Высшее образование) (Переплёт) ISBN 978-5-369-01495-0 - Режим доступа: <http://znanium.com/catalog/product/521547>

б) дополнительная:

1. Чикилева Л.С., Матвеева И.В. Английский язык для экономических специальностей: Учебное пособие / Чикилева Л.С., Матвеева И.В., - 2-е изд., перераб. и доп. - Москва :КУРС, НИЦ ИНФРА-М, 2015. - 160 с. - Текст : электронный. - URL: <http://znanium.com/catalog/product/472890>
2. Маньковская З.В. Английский язык для современных менеджеров: Учебное пособие / З.В. Маньковская. - 2-е изд., испр. и доп. - Москва : Форум: НИЦ ИНФРА-М, 2015. - 152 с.: 70x100 1/16. - (Высшее образование). (обложка) ISBN 978-5-91134-975-2 - Текст : электронный. - URL: <http://znanium.com/catalog/product/486368>
3. Миньяр-Белоручева А.П. Английский язык: Учебное пособие / Миньяр-Белоручева А.П., - 3-е изд., доп. - М.:Форум, НИЦ ИНФРА-М, 2016. - 192 с.: 70x100 1/16. - (Высшее образование: Бакалавриат) (Обложка) ISBN 978-5-00091-101-3 - Текст : электронный. - URL: <http://znanium.com/catalog/product/514772>

в) ресурсы сети «Интернет», программное обеспечение и информационно-справочные системы:

1. <http://www.vf.madi.ru/moodle> - Электронная информационно-образовательная среда ВФ МАДИ
2. <https://e.lanbook.com> - Электронно-библиотечная система «Лань»
3. <https://znanium.com> - Электронно-библиотечная система «Znanium.com»
4. <http://gyg-coolteacher.blogspot.com/>
5. http://en.wikipedia.org/wiki/Media_of_the_United_Kingdom
6. <http://www.globalissues.org/article/163/media-in-the-united-states>
7. <http://www.fox.com/>
8. <http://www.topix.com/news/journalism>

8.2. Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине (модулю).

В перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине (модулю) входят:

- методические материалы практических (семинарских) занятий.

Данные методические материалы входят в состав методических материалов образовательной программы.

9. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

№ п/п	Наименование оборудованных учебных кабинетов, лабораторий	Перечень оборудования и технических средств обучения
1.	Аудитория 305 – учебная аудитория для проведения занятий лекционного типа, занятий семинарского типа, текущего контроля и промежуточной аттестации,	Учебная мебель: стол – 11 шт., стулья- 23 шт., стол однотоумбовый – 1 шт., доска аудиторная. (22 посадочных места).
2.	Аудитория 208 – для самостоятельной работы студентов.	Учебная мебель: стол – 21 шт., стулья- 21 шт., стул офисный – 12 шт., компьютерное кресло -6 шт., стол однотоумбовый – 1 шт., стол компьютерный -5 шт., кафедра настольная -2 шт., шкаф -1 шт., доска аудиторная трехстворчатая; стойка наклонная - 4 шт., стенд – 6 шт. настенная карта -1 шт. (38 посадочных мест).

		Оборудование: компьютерная техника с возможностью подключения к сети "Интернет" и обеспечением доступа в электронную информационно-образовательную среду ВФ МАДИ: компьютеры – 13 шт., экран настенный Luma
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10. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ ОБУЧАЮЩИХСЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ (МОДУЛЯ)

Практические (семинарские) занятия

Подготовку к каждому практическому занятию каждый студент должен начать с ознакомления с планом занятия, который отражает содержание предложенной темы. Практическое задание необходимо выполнить с учетом предложенной преподавателем инструкции (устно или письменно). Все новые понятия по изучаемой теме необходимо выучить наизусть и внести в глоссарий, который целесообразно вести с самого начала изучения курса.

Результат такой работы должен проявиться в способности студента свободно ответить на теоретические вопросы практического занятия и участия в коллективном обсуждении вопросов изучаемой темы, правильном выполнении практических заданий.

Структура практического занятия

В зависимости от содержания и количества отведенного времени на изучение каждой темы практическое занятие состоит из трёх частей:

1. Обсуждение теоретических вопросов, определенных программой дисциплины.
2. Выполнение практического задания с последующим разбором полученных результатов или обсуждение практического задания, выполненного дома, если это предусмотрено рабочей программой дисциплины (модуля).
3. Подведение итогов занятия.

Обсуждение теоретических вопросов проводится в виде фронтальной беседы со всей группой и включает выборочную проверку преподавателем теоретических знаний студентов.

Преподавателями определяется его содержание практического задания и дается время на его выполнение, а затем идет обсуждение результатов. Если практическое задание должно было быть выполнено дома, то на занятии преподаватель проверяет его выполнение (устно или письменно).

Подведением итогов заканчивается практическое занятие. Студентам должны быть объявлены оценки за работу и даны их четкие обоснования.

Работа с литературными источниками

В процессе подготовки к практическим занятиям, студентам необходимо обратить особое внимание на самостоятельное изучение рекомендованной учебно-методической (а также научной и популярной) литературы. Самостоятельная работа с учебниками, учебными пособиями, научной, справочной и популярной литературой, материалами периодических изданий и Интернета, статистическими данными является наиболее эффективным методом получения знаний, позволяет значительно активизировать процесс овладения информацией, способствует более глубокому усвоению изучаемого материала, формирует у студентов свое отношение к конкретной проблеме.

Более глубокому раскрытию вопросов способствует знакомство с дополнительной литературой, рекомендованной преподавателем по каждой теме практического занятия, что позволяет студентам проявить свою индивидуальность, выявить широкий спектр мнений по изучаемой проблеме.

Более подробная информация по данному вопросу содержится в методических материалах практических занятий по дисциплине (модулю), входящих в состав образовательной программы.

Промежуточная аттестация

Каждый учебный семестр заканчивается сдачей зачетов (по окончании семестра) и экзаменов (в период экзаменационной сессии). Подготовка к сдаче зачетов и экзаменов является также самостоятельной работой студента. Основное в подготовке к промежуточной аттестации по дисциплине (модулю) – повторение всего учебного материала дисциплины, по которому необходимо сдавать зачет или экзамен.


Только тот студент успевает, кто хорошо усвоил учебный материал. Если студент плохо работал в семестре, пропускал лекции (если лекции предусмотрены учебным планом), слушал их невнимательно, не конспектировал, не изучал рекомендованную литературу, то в процессе подготовки к сессии ему придется не повторять уже знакомое, а заново в короткий срок изучать весь учебный материал. Все это зачастую невозможно сделать из-за нехватки времени.

Для такого студента подготовка к зачету или экзамену будет трудным, а иногда и непосильным делом, а конечный результат – академическая задолженность, и, как следствие, возможное отчисление.

Рабочая программа дисциплины (модуля) составлена в соответствии с требованиями федерального государственного образовательного стандарта высшего образования (ФГОС ВО).

Рабочая программа дисциплины (модуля) рассмотрена на заседании кафедры («26» марта 2020 г., протокол № 8).

Разработчики:

№ п/п	Ф.И.О.	Подпись
1.	Данилова Вера Арефьевна	

Рабочая программа дисциплины (модуля) рассмотрена на заседании учёного совета факультета («10» марта 2020 г., протокол № 7).

Председатель учёного совета факультета



/ С.А. Соловьёва/