Министерство науки и высшего образования Российской Федерации

Федеральное государственное бюджетное образовательное учреждение высшего образования
«Сибирский государственный индустриальный университет»

Университетский колледж

УТВЕРЖДАЮ
Директор института передовых инженерных технологий
_____ И.Ю. Кольчурина
подпись
«____» _____ 20___ г.

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Иностранный язык в профессиональной деятельности

(* Перечень направлений подготовки (специальностей) и направленностей (профилей) на следующей странице)

Форма обучения
Заочная форма

Год начала подготовки 2025

Новокузнецк
2025

СибГИУ
Подлинник электронного документа хранится в системе электронного согласования документов СибГИУ
ДОКУМЕНТ ПОДПИСАН ЭП
Сертификат: c7fcee22ea712e8a9d62ca0595e78e8dabbfaa85
Владелец: Директор ИПИТ Кольчурина Ирина Юрьевна
Действителен: с 4 июня 2025 г. по 26 августа 2026 г.
Дата и время: 18-07-2025 20:02:17 ПРОВЕРИТЬ ПОДПИСЬ

Перечень направлений подготовки (специальностей) и направленностей (профилей):

27.01.01 «Контролер измерительных приборов»
(направленность (профиль): «Контроль измерительных приборов»)
Квалификация выпускника: «Контролер»
Срок обучения: 1 год 10 месяцев

27.01.01 «Контролер измерительных приборов»
(направленность (профиль): «Контроль измерительных приборов»)
Квалификация выпускника: «Контролер»
Срок обучения: 2 года 10 месяцев

1 Цели и задачи освоения учебной дисциплины

Целями учебной дисциплины являются:

– формирование навыка общения на профессиональные темы на иностранном языке;
– формирование компетенции пользоваться профессиональной документацией на иностранном языке.

Задачами учебной дисциплины являются:

– освоение правил употребления базовых грамматических конструкций и лексических единиц общесоциального и профильного характера;
– овладение лексическим минимумом в размере (1200-1400 лексических единиц) и грамматическим минимумом, необходимым для общения, чтения и перевода (со словарем) иностранных текстов профессиональной направленности.

2 Место учебной дисциплины в структуре ООП по профессии

Учебная дисциплина относится к учебным дисциплинам социально-гуманитарного цикла ООП по профессии 27.01.01 «Контролер измерительных приборов».

Учебная дисциплина опирается на базовые знания и компетенции, полученные в процессе получения предыдущего образования.

Учебная дисциплина дополняет умения и знания, получаемые по одновременно изучаемым и последующим учебным дисциплинам:

– Технология контроля мер, измерительных приборов, специальных инструментов и приспособлений различной сложности;
– История России.

3 Планируемые результаты обучения по учебной дисциплине

Процесс изучения учебной дисциплины направлен на формирование следующих компетенций:

Общие компетенции

– ОК 02.: Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности

– ОК 03.: Планировать и реализовывать собственное профессиональное и личностное развитие, предпринимательскую деятельность в профессиональной сфере, использовать знания по правовой и финансовой грамотности в различных жизненных ситуациях

– ОК 04.: Эффективно взаимодействовать и работать в коллективе и команде

– ОК 05.: Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста

– ОК 09.: Пользоваться профессиональной документацией на государственном и иностранном языках.

В результате освоения учебной дисциплины обучающийся должен уметь, знать:

Код ОК, ПК	Уметь	Знать
ОК 02. ОК 03. ОК 04. ОК 05. ОК 09.	понимать общий смысл четко произнесенных высказываний в пределах литературной нормы на известные темы (профессиональные и бытовые); понимать тексты на базовые профессиональные темы; участвовать в диалогах на знакомые общие и профессиональные темы; строить простые высказывания о себе и о своей профессиональной деятельности; кратко обосновывать и объяснить свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересующие профессиональные темы. Участвовать в обсуждении профессиональных ситуаций, проблем; составлять и оформлять документы необходимые для осуществления профессиональной трудовой деятельности; Формулировать информационный запрос; пользоваться различными информационно-справочными системами для поиска информации Осуществлять поиск, отбор профессиональной документации с помощью справочно-правовых систем и др;	правила построения простых и сложных предложений на профессиональные темы; основные общеупотребительные глаголы (бытовая и профессиональная лексика); лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; особенности произношения; правила чтения текстов профессиональной направленности. Знать основные правила составления и оформления различных деловых документов, необходимых для осуществления профессиональной трудовой деятельности Знать принципы и виды поиска информации в различных поисковых системах; знать правила обработки информации; Знать формы представления информации

	переводить (со словарем) иностранную профессиональную документацию Переводить (со словарем) иностранную профессиональную документацию Оформлять результаты оценки соответствия готовой продукции, условий ее хранения и транспортировки Формировать пакет документов, необходимых для сертификации продукции (услуг)в соответствии с выбранной схемой сертификации и требованиями центра стандартизации и сертификации Оформлять производственно-техническую документацию в соответствии с действующими требованиями Выбирать требуемые положения из отраслевых, национальных и международных стандартов для разработки стандарта организации; разрабатывать стандарты организации с учетом существующих требований к их содержанию и оформлению	Виды и типы профессиональной документации (инструкции, регламент, техпаспорта, стандарты и др); лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) профессиональной документации Нормативные и методические документы, регламентирующие вопросы качества продукции (сырья, материалов, полуфабрикатов и комплектующих изделий Нормативные и методические документы, регламентирующие методы и сроки поверки средств измерения, испытания оборудования и контроля оснастки и режущего инструмента) . Требования нормативных и методических документов, регламентирующие вопросы делопроизводства Требования к оформлению документации на подтверждение соответствия; виды документов и порядок их заполнения на продукцию,

		несоответствующую установленным правилам

4 Объем и содержание учебной дисциплины

Учебная деятельность обучающихся предусматривает учебные занятия (практическое занятие), самостоятельную работу, а также другие виды учебной деятельности, определенные учебным планом и календарным планом воспитательной работы.

Объем учебной дисциплины

Сессия / курс	***ИТОГО***	***1 сессия / 1 курс***	***2 сессия / 1 курс***
Форма промежуточной аттестации			*зачет*
Трудоёмкость, *академ. час.*	***44***	*14*	*30*
Лекции, *академ. час.*	***0***	*0*	*0*
в форме практической подготовки	***0***	*0*	*0*
Лабораторные работы, *академ. час.*	***0***	*0*	*0*
в форме практической подготовки	***0***	*0*	*0*
Практические занятия, *академ. час.*	***4***	*2*	*2*
в форме практической подготовки	***0***	*0*	*0*
Курсовая работа / проект, *академ. час.*	***0***	*0*	*0*
в форме практической подготовки	***0***	*0*	*0*
Консультации, *академ. час.*	***0***	*0*	*0*
в форме практической подготовки	***0***	*0*	*0*
Самостоятельная работа, *академ. час.*	***36***	*12*	*24*
в форме	***0***	*0*	*0*

практической подготовки			
Контроль, *академ. час.*	***4***	*0*	*4*
в форме практической подготовки	***0***	*0*	*0*

Содержание учебной дисциплины

Раздел 1 Английский язык в профессиональном общении;

Тема 1.1 Я и моя профессия (Современный мир профессий. Проблемы выбора будущей профессии. Компетенции эксперта по качеству. Востребованность профессии в современном мире. Английский язык-язык международного общения в современном мире. Его необходимость для развития профессиональной квалификации. Управление жизненными циклами. Типовые инструкции по охране труда.

Грамматический материал: временные категории будущего времени: Future Simple, Present Progressive. Степени сравнения прилагательных. Модальные глаголы.
Лексический материал: Лексические единицы с обозначением профессий и описание соответствующих им действий по модели (an engineer looks after machines). Чтение текстов с профессиональной направленностью.
Говорение: Group discussion «Advantages and Disadvantages of the chosen profession». Монологическое высказывание по теме «It is important to be a qualified professional».);

Тема 1.2 Чтение чертежей и технической документации на английском языке (Грамматический материал: модальные глаголы, Participle 2, времена группы Perfect.
Лексический материал: обозначение реквизитов чертежа; техническая документация, чтение и перевод инструкций.
Говорение: презентация чертежа.);

Тема 1.3 Промышленное оборудование (Грамматический материал: герундий, инфинитив, Passive Voice, вопросительные конструкции, условные предложения (Zero conditional, First conditional).
Лексический материал: лексические единицы, обозначающие названия инструментов; суффиксальное словообразование терминологических единиц (measure-measurement; flame-flammable; extract-extraction); предлоги места.

Говорение: Group discussion: «Management».);

Тема 1.4 Машинное оборудование (Грамматический материал: условные предложения (Second and Third conditional).
Лексический материал: изучение и отработка лексики по теме

«Стандарты качества»
Говорение: Group discussion: «The modern standards of quantities».);

Тема 1.5 Основные операции в профессиональной деятельности (Грамматический материал: фразовые глаголы (phrasal verbs).
Лексический материал: союзы и их употребление (and, but, than, because of).
Говорение: презентация на тему «Профессиональная деятельность».);

Раздел 2 Трудоустройство в международную компанию по специальности;

Тема 2.1 Речевой этикет (Грамматический материал: порядок слов в предложении (word order)
Лексический материал: формулы вежливости в диалоговом общении (could you, would you, if you don't mind), составление резюме.
Говорение: Telephone Talk; тематическая ролевая игра (собеседование при устройстве на работу).);

Раздел 3 Деловое общение с клиентами и партнерам;

Тема 3.1 Участие в переговорах в качестве специалиста (Грамматический материал: определенный артикль.
Лексический материал: диалоговые речевые клише
Говорение: диалог «Организация и участие в переговорах, деловых встречах. Ведение переговоров».);

Тема 3.2 Торговые операции (Грамматический материал: исчисляемые существительные
Лексический материал: тематическая лексика (invoice, order, shipment, brochure, leaflet, catalogue)
Говорение: презентация по теме «Торговля в разных странах».);

Тема 3.3 Ведение деловой переписки (Грамматический материал: неисчисляемые существительные
Лексический материал: реквизиты и структура делового письма
Говорение: написание делового письма.);

Раздел 4 Представительство компании;

Тема 4.1 Структура компании (Грамматический материал: few-a few; little-a little
Лексический материал: корпоративная лексика (stuff, CEO, chief engineer, company, business integrity)
Говорение: презентация компании);

Тема 4.2 Финансовые операции (Грамматический материал: much-many
Лексический материал: тематическая лексика (account, share, shareholders, sales, profit, income, business strategy, loss)
Говорение: Group discussion: «The history of money», диалог «At the bank».);

Тема 4.3 Участие в совещании (Грамматический материал: Косвенная речь

Лексический материал: лексика и речевые клише по теме «Business meeting and agenda»
Говорение: диалог «Discussing budget planning»);
Тема 4.4 Участие в выставках в качестве специалиста (Грамматический материал: Косвенная речь
Лексический материал: лексика и речевые клише по теме «Business negotiation» «Advertisement».
Говорение: презентация оборудования);
Раздел 5 Работа над проектом «Экологические проблемы Кузбасса» (Грамматический материал: косвенные вопросы
Лексический материал: лексика и речевые клише по темам «The global ecological problems caused by the rapid technological progress», «The environmental problems of Kuzbass».
Говорение: презентация «The environmental problems of Kuzbass».).

5 Перечень тем лекций

№ раздела / темы дисциплины	Темы лекций	Трудоемкость, *академ.час*	
		всего	в форме практической подготовки
	Отсутствуют		
Итого:		**0**	**0**

6 Перечень тем практических занятий (семинаров)

№ раздела / темы дисциплины	Темы практических занятий (семинаров)	Трудоемкость, *академ.час*	
		всего	в форме практической подготовки
Раздел 5.	Работа над проектом «Экологические проблемы Кузбасса»	4	
Итого:		**4**	**0**

7 Перечень тем лабораторных работ

№ раздела / темы дисциплины	Темы лабораторных работ	Трудоемкость, *академ.час*	
		всего	в форме практической подготовки
	Отсутствуют		
Итого:		**0**	**0**

8 Перечень тем курсовых работ (проектов)

№ раздела / темы дисциплины	Темы курсовых работ (проектов)	Трудоемкость, *академ.час*	
		всего	в форме практической подготовки

	Отсутствуют		
Итого:		**0**	**0**

9 Виды самостоятельной работы

№ раздела / темы дисциплины	Виды самостоятельной работы	Трудоемкость, *академ.час*	
		всего	**в форме практической подготовки**
Раздел 1.	1. Выполнение контрольно-тренировочных упражнений; 2. Выполнение перевода и работа с текстом; 3. Изучение теоретического материала.	6	
Раздел 2.	1. Выполнение контрольно-тренировочных упражнений; 2. Выполнение перевода и работа с текстом; 3. Изучение теоретического материала.	6	
Раздел 3.	1. Выполнение контрольно-тренировочных упражнений; 2. Выполнение перевода и работа с текстом; 3. Изучение теоретического материала.	8	
Раздел 4.	1. Выполнение контрольно-тренировочных упражнений; 2. Выполнение перевода и работа с текстом; 3. Изучение теоретического материала.	8	
Раздел 5.	1. Выполнение контрольно-тренировочных упражнений; 2. Выполнение перевода и работа с текстом; 3. Изучение	8	

	теоретического материала; 4. Контрольная работа; 5. Подготовка к практическому занятию.		
Контроль	*Подготовка к зачёту*	4	
Итого:		**40**	**0**

10 Матрица компетентностных задач по учебной дисциплине

Контролируемые разделы (темы) дисциплины	Контролируемые компетенции	Оценочные средства
Раздел 1.	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Контрольно-тренировочные упражнения; 2. Наблюдение за работой на практическом занятии; 3. Перевод и работа с текстом; 4. Тестовые задания
Раздел 2.	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Контрольно-тренировочные упражнения; 2. Наблюдение за работой на практическом занятии; 3. Перевод и работа с текстом; 4. Тестовые задания
Раздел 3.	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Контрольно-тренировочные упражнения; 2. Наблюдение за работой на практическом занятии; 3. Перевод и работа с текстом; 4. Тестовые задания
Раздел 4.	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Контрольно-тренировочные упражнения; 2. Наблюдение за работой на практическом занятии; 3. Перевод и работа с текстом; 4. Тестовые задания
Раздел 5.	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Контрольная работа; 2. Контрольно-тренировочные упражнения; 3. Наблюдение за работой на практическом занятии; 4. Перевод и работа с текстом; 5. Тестовые задания
Зачет.	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Зачет на основе результатов текущего контроля

11 Входной контроль

11.1 Цель входного контроля − определить начальный уровень подготовленности обучающихся и выстроить индивидуальную траекторию обучения. В условиях личностно-ориентированной образовательной среды результаты входного оценивания обучающегося используются как начальные значения в индивидуальном профиле академической успешности обучающегося.

11.2 Описание оценочных средств

Форма проведения входного контроля – тестирование.

Длительность тестирования – 30 минут. Тестирование проводится в течение первых двух недель изучения учебной дисциплины в СУО «Moodle».

Шкала оценивания результатов тестирования

За каждый правильный ответ выставляется 1 балл. Максимальное количество – 20 баллов.

Оценка формируется в соответствии с критериями таблицы:

Максимальный балл	Проходной балл	Оценка
20	не менее 18	отлично
17	не менее 14	хорошо
13	не менее 10	удовлетворительно
9	-	неудовлетворительно

Основываясь на результатах тестирования, формируется индивидуальная траектория обучающегося (группы обучающихся), исходя из следующих соображений:

– 14 – 20 баллов – обучающийся готов к изучению учебной дисциплины без дополнительного повторения изученного ранее материала;

– 10 – 13 баллов – обучающийся в целом готов к изучению учебной дисциплины, требуется повторение отдельных вопросов(тем) изученного ранее материала, необходимого для успешного освоения учебной дисциплины;

– менее 10 баллов – обучающийся имеет слабую подготовку к изучению учебной дисциплины, необходимы корректирующие занятия и консультации.

Тестовые задания для входного контроля знаний обучающихся приведены в приложении.

12 Текущий контроль

12.1 Текущий контроль знаний используется для оперативного и регулярного управления учебной деятельностью (в том числе самостоятельной) обучающихся. Данный вид контроля стимулирует у обучающихся стремление к систематической самостоятельной работе по изучению учебной дисциплины и позволяет оценить степень освоения изученного материала.

Текущий контроль успеваемости осуществляется в течение семестра, в ходе повседневной учебной работы по индивидуальной инициативе педагогического работника, в том числе посредством использования СУО «Moodle».

Формы проведения текущего контроля – диалог; контрольно-тренировочные упражнения; наблюдение за работой на практическом занятии; перевод и работа с текстом; презентация; тестовые задания.

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12.2 Описание оценочных средств

Шкалы оценивания (методики оценки)

12.2.1 Рекомендации по оцениванию результатов тестирования обучающихся

Тестирование проводится по изученным разделам (темам) учебной дисциплины для выявления уровня умений и знаний обучающегося, мотивирования обучающегося к активизации самостоятельной работы по усвоению учебного материала, выявления и устранения пробелов в знаниях, повышения дисциплины и организации учебной деятельности обучающегося.

Тестирование проводится в СУО «Moodle» в рамках часов, отведенных на самостоятельную работу обучающихся. Для тестирования используется не менее 20 вопросов из базы типовых тестовых заданий по изученным разделам (темам) учебной дисциплины. В случае выбора неправильного ответа обучающийся получает за данный вопрос 0 баллов; в случае правильного ответа – 1 балл; в заданиях на соответствие за каждый правильный ответ – 0,5 баллов.

Оценка формируется в соответствии с критериями таблицы:

Максимальный балл	Проходной балл	Оценка
20	не менее 18	отлично
17	не менее 14	хорошо
13	не менее 10	удовлетворительно
9	–	неудовлетворительно

12.2.2 Рекомендации по оцениванию в процессе наблюдения за работой на практическом занятии

Подготовку к практическим работам обучающиеся осуществляют в рамках самостоятельной работы.

Критерии оценки в процессе наблюдения за работой на практическом занятии:

– самостоятельность выполнения задания и работы с методическими указаниями (учитывается работа в течение занятия, быстрота и способность нахождения в методических указаниях нужной информации);

– правильность выполнения работы (учитывается последовательность выполняемых действий, умение работать с инструментами и/или средствами вычислительной техники);

– рациональность использования времени, отведенного на задание (не одобряется затянутость выполнения работы с учетом индивидуальных особенностей обучающихся);

– активность обучающегося при выполнении практической работы (учитывается индивидуальная работа и работа в группе).

Критерии оценки по результатам наблюдения за работой на практическом занятии

Наименование параметра оценки	Максимальное количество баллов
Самостоятельно выполняет задания; умеет работать с методическими указаниями.	2,5
Указанные в методических указаниях действия выполняет в правильной последовательности; умеет работать с инструментами и/или средствами вычислительной техники.	1,25
Рационально использует время, отведенное на задание; проявляет активность при выполнении практической работы.	1,25
Итого	**5**

Максимальное количество – 5 баллов соответствует оценке «отлично», 4 балла – «хорошо», 3 балла – «удовлетворительно», 2 балла – «неудовлетворительно».

Задания и вопросы для текущего контроля знаний обучающихся по разделам (темам) учебной дисциплины приведены в приложении.

13 Промежуточная аттестация

13.1 ФОС для промежуточной аттестации обучающихся по учебной дисциплине предназначен для оценки степени достижения запланированных результатов обучения по завершению изучения

учебной дисциплины в установленной учебным планом форме и позволяет определить качество усвоения изученного материала.

Итоговой формой контроля сформированности компетенций у обучающихся по учебной дисциплине является: зачет (1 семестр)

ФОС промежуточной аттестации включает: зачет на основе результатов текущего контроля.

13.2 Оценивание обучающегося на зачете

Учебным планом предусмотрено выполнение итоговой контрольной работы по вариантам. Она представляет собой перевод текста по специальности.

Оценка	Требования к знаниям
зачтено	Оценка ***«зачтено»*** ставится в случае, если перевод выполнен качественно, с минимальными недочетами, точно передаёт смысл оригинала. Ошибки незначительные и не влияют на понимание общего смысла текста.
не зачтено	Оценка ***«не зачтено»*** ставится, если перевод выполнен плохо, имеет существенные ошибки, затрудняющие понимание. Перевод отдельных фрагментов текста отсутствует, восприятие общего смысла невозможно в виду некорректного выбора значения отдельных лексических единиц.

Задания и вопросы для промежуточного контроля знаний обучающихся приведены в приложении.

14 Учебно-методическое и информационное обеспечение учебной дисциплины

а) основная литература:

1 Невзорова, Г. Д. Английский язык. Грамматика : учебное пособие для среднего профессионального образования / Г. Д. Невзорова, Г. И. Никитушкина. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2024. — 213 с. — (Профессиональное

образование). — ISBN 978-5-534-09886-0. – URL: https://urait.ru/bcode/538160 (дата обращения: 29.06.2025);

2 Кузьменкова, Ю. Б. Английский язык для технических колледжей (A1) : учебное пособие для среднего профессионального образования / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2024. — 195 с. — (Профессиональное образование). — ISBN 978-5-534-17397-0. – URL: https://urait.ru/bcode/533005 (дата обращения: 29.06.2025).

б) дополнительная литература:

1 Коваленко, И. Ю. Английский язык для инженеров : учебник и практикум для среднего профессионального образования / И. Ю. Коваленко. — Москва : Издательство Юрайт, 2024. — 275 с. — (Профессиональное образование). — ISBN 978-5-534-18940-7. – URL: https://urait.ru/bcode/555482 (дата обращения: 29.06.2025);

2 Кузьменкова, Ю. Б. Английский язык (A2–B2) : учебник и практикум для среднего профессионального образования / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2024. — 412 с. — (Профессиональное образование). — ISBN 978-5-534-09154-0. – URL: https://urait.ru/bcode/536635 (дата обращения: 29.06.2025).

в) ресурсы информационно-телекоммуникационной сети «Интернет»:

1 Электронный каталог : сайт / Научно-техническая библиотека СибГИУ. – Новокузнецк, [199 –]. – URL: http://libr.sibsiu.ru. – URL: https://libr.sibsiu.ru;

2 Электронная библиотека // Научно-техническая библиотека СибГИУ : сайт. – Новокузнецк, [200 –]. – URL: http://library.sibsiu.ru/LibrELibraryFullText.asp. – Режим доступа: для авторизир. пользователей. – URL: https://library.sibsiu.ru/LibrELibraryFullText.asp;

3 Консультант студента : электронно-библиотечная система / ООО «КОНСУЛЬТАНТ СТУДЕНТА». – Москва, [200 –]. – URL: http://www.studentlibrary.ru. – Режим доступа: для авторизир. пользователей;

4 ЛАНЬ : электронно-библиотечная система : [Единая профессиональная база знаний издательства Лань для СПО - Издательство Лань (СПО)] / ООО «Издательство ЛАНЬ». – Санкт-Петербург, [200 –]. – URL: http://e.lanbook.com. – Режим доступа: для авторизир. пользователей;

5 Образовательная платформа ЮРАЙТ / ООО «Электронное издательство ЮРАЙТ». – Москва, [200 –]. – URL: https://urait.ru. – Режим доступа: для авторизир. пользователей;

6 Университетская библиотека онлайн : электронно-библиотечная система / ООО «Директ-Медиа». – Москва, [200 –]. – URL: https://biblioclub.ru. – Режим доступа: для авторизир. пользователей;

7 НАУЧНАЯ ЭЛЕКТРОННАЯ БИБЛИОТЕКА eLIBRARY.RU : база данных / ООО «НЭБ». – Москва, [200 –]. – URL: http://elibrary.ru. – Режим доступа: по подписке;

8 Электронные периодические издания ИВИС : универсальная база данных / ООО «ИВИС». – Москва, [200 –]. – URL: http://eivis.ru. – Режим доступа: по подписке.

г) лицензионное и свободно распространяемое программное обеспечение:

– 7-Zip;
– Adobe Acrobat Reader;
– Astra Linux Special Edition;
– Kaspersky Endpoint Security;
– LibreOffice;
– Microsoft Office;
– Microsoft Windows;
– OnlyOffice;
– Р7-Офис.

д) базы данных и информационно-справочные системы:

1 ГАРАНТ : справочно-правовая система / ООО «Правовой центр «Гарант». – Кемерово, [200 –]. – Режим доступа: компьютерная сеть Сиб. гос. индустр. ун-та.;

2 КонсультантПлюс : справочно-правовая система / ООО «Информационный центр АНВИК». – Новокузнецк, [199 –]. – Режим доступа: компьютерная сеть библиотеки Сиб. гос. индустр. ун-та.;

3 Техэксперт : информационно-справочная система / ООО «Группа компаний «Кодекс». – Кемерово, [200 –]. – Режим доступа: компьютерная сеть Сиб. гос. индустр. ун-та.

15 Материально-техническое обеспечение учебной дисциплины

Материально-техническое обеспечение учебной дисциплины включает учебные аудитории для проведения занятий всех видов, предусмотренных учебным планом, в том числе групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, а также помещения для самостоятельной работы.

кабинет «Иностранного языка» для проведения практических занятий, оснащенный средствами обучения.
Демонстрационные учебно-наглядные пособия:
1) демонстрационные материалы;
2) словари.

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к информационно-телекоммуникационной сети «Интернет» и

обеспечением доступа в электронную информационно-образовательную среду.

Рабочая программа дисциплины составлена в соответствии с требованиями ФГОС СПО по профессии 27.01.01 «Контролер измерительных приборов».

Составитель(и):

преподаватель Шемберг Светлана Валерьевна (университетский колледж).

Рабочая программа одобрена на заседании педагогического совета УК

Согласована:

доцент кафедры английского языка и методики преподавания
НФИ КемГУ,
канд.филол.наук, доцент



Н.Ю. Киселёва

Приложение

Тестовые задания для входного контроля знаний обучающихся

Выберите один правильный ответ.

Вопрос №1 (один ответ)
I _____Michael for ages.
Ответ №1 (неправильный, коэф.: -1)
didn't see
Ответ №2 (неправильный, коэф.: -1)
don't see
Ответ №3 (правильный, коэф.: 1)
haven't seen
Ответ №4 (неправильный, коэф.: -1)
saw not

Вопрос №2 (один ответ)
I _____get up very early now.
Ответ №1 (неправильный, коэф.: -1)
must to
Ответ №2 (правильный, коэф.: 1)
have to
Ответ №3 (неправильный, коэф.: -1)
should to
Ответ №4 (неправильный, коэф.: -1)
ought

Вопрос №3 (один ответ)
How much_____ to fly to New York?
Ответ №1 (неправильный, коэф.: -1)
costs it
Ответ №2 (неправильный, коэф.: -1)
it costs
Ответ №3 (неправильный, коэф.: -1)
does cost
Ответ №4 (правильный, коэф.: 1)
does it cost

Вопрос №4 (один ответ)
My brother Nick is very good_____moths.
Ответ №1 (неправильный, коэф.: -1)
for
Ответ №2 (правильный, коэф.: 1)
at
Ответ №3 (неправильный, коэф.: -1)

about
Ответ №4 (неправильный, коэф.: -1)
In

Вопрос №5 (один ответ)
When did you discover that your car_____ ?
Ответ №1 (неправильный, коэф.: -1)
was disappeared
Ответ №2 (неправильный, коэф.: -1)
had been disappeared
Ответ №3 (правильный, коэф.: 1)
had disappeared
Ответ №4 (неправильный, коэф.: -1)
Disappearing

Вопрос №6 (один ответ)
If he_____ hard, he'll fail his final exams.
Ответ №1 (правильный, коэф.: 1)
doesn't work
Ответ №2 (неправильный, коэф.: -1)
won't work
Ответ №3 (неправильный, коэф.: -1)
hadn't worked
Ответ №4 (неправильный, коэф.: -1)
wouldn't work

Вопрос №7 (один ответ)
Have you heard the _____news?
Ответ №1 (неправильный, коэф.: -1)
last
Ответ №2 (неправильный, коэф.: -1)
previous
Ответ №3 (правильный, коэф.: 1)
latest
Ответ №4 (неправильный, коэф.: -1)
do want

Вопрос №8 (один ответ)
Which of you_____ to go on an excursion?
Ответ №1 (правильный, коэф.: 1)
wants
Ответ №2 (неправильный, коэф.: -1)
want
Ответ №3 (неправильный, коэф.: -1)
does want

Ответ №4 (неправильный, коэф.: -1)
do want

Вопрос №9 (один ответ)
I'd like to know_____ .
Ответ №1 (неправильный, коэф.: -1)
where is my diary
Ответ №2 (неправильный, коэф.: -1)
where it is my diary
Ответ №3 (правильный, коэф.: 1)
where my diary is
Ответ №4 (неправильный, коэф.: -1)
my diary is where

Вопрос №10 (один ответ)
I'm very busy at the moment. I_____for my English exam.
Ответ №1 (правильный, коэф.: 1)
am preparing
Ответ №2 (неправильный, коэф.: -1)
prepare
Ответ №3 (неправильный, коэф.: -1)
havebeenpreparing
Ответ №4 (неправильный, коэф.: -1)
Amgongprepare

Вопрос №11 (один ответ)
_____you've given me!
Ответ №1 (правильный, коэф.: 1)
What a good advice
Ответ №2 (неправильный, коэф.: -1)
What good advices
Ответ №3 (неправильный, коэф.: -1)
What the good advice
Ответ №4 (неправильный, коэф.: -1)
What good advice

Вопрос №12 (один ответ)
Ann said that she _____a new dress.
Ответ №1 (правильный, коэф.: 1)
had bought
Ответ №2 (неправильный, коэф.: -1)
bought
Ответ №3 (неправильный, коэф.: -1)
will buy

Ответ №4 (неправильный, коэф.: -1)
buy

Вопрос №13 (один ответ)
Christmas is____ popular and colourful holiday in Great Britain.
Ответ №1 (неправильный, коэф.: -1)
most
Ответ №2 (правильный, коэф.: 1)
the most
Ответ №3 (неправильный, коэф.: -1)
most of all
Ответ №4 (неправильный, коэф.: -1)
Very

Вопрос №14 (один ответ)
There is _____noise in Moscow.
Ответ №1 (неправильный, коэф.: -1)
so many
Ответ №2 (правильный, коэф.: 1)
so much
Ответ №3 (неправильный, коэф.: -1)
such much
Ответ №4 (неправильный, коэф.: -1)
a lot

Вопрос №15 (один ответ)
Have you read any books _____Oscar Wilde?
Ответ №1 (неправильный, коэф.: -1)
from
Ответ №2 (неправильный, коэф.: -1)
since
Ответ №3 (правильный, коэф.: 1)
by
Ответ №4 (неправильный, коэф.: -1)
For

Вопрос №16 (один ответ)
Are you_____ angry with me?
Ответ №1 (неправильный, коэф.: -1)
yet
Ответ №2 (неправильный, коэф.: -1)
else
Ответ №3 (правильный, коэф.: 1)
still
Ответ №4 (неправильный, коэф.: -1)

While

Вопрос №17 (один ответ)
This time tomorrow_____ in the Black Sea.
Ответ №1 (правильный, коэф.: 1)
I'll be swimming
Ответ №2 (неправильный, коэф.: -1)
I swim
Ответ №3 (неправильный, коэф.: -1)
I'll swim
Ответ №4 (неправильный, коэф.: -1)
I'll swimming

Вопрос №18 (один ответ)
I have known Dr Simon_____ 1982.
Ответ №1 (правильный, коэф.: 1)
since
Ответ №2 (неправильный, коэф.: -1)
for
Ответ №3 (неправильный, коэф.: -1)
about
Ответ №4 (неправильный, коэф.: -1)
From

Вопрос №19 (один ответ)
Do you know_____ foreign languages?
Ответ №1 (неправильный, коэф.: -1)
some
Ответ №2 (неправильный, коэф.: -1)
some of
Ответ №3 (правильный, коэф.: 1)
any
Ответ №4 (неправильный, коэф.: -1)
The

Вопрос №20 (один ответ)
This book_____ into 14 languages.
Ответ №1 (неправильный, коэф.: -1)
translated
Ответ №2 (неправильный, коэф.: -1)
has translated
Ответ №3 (неправильный, коэф.: -1)
being translated much
Ответ №4 (правильный, коэф.: 1)
has been translated

Задания и вопросы для текущего контроля знаний обучающихся
по разделам (темам) учебной дисциплины

1 семестр

Раздел 1.
В рамках подготовки к выполнению тестирования по разделу 1 выполните следующие задания. (самостоятельная работа).

1. Контрольно-тренировочные упражнения (примерные)
Контрольно-тренировочные упражнения – упражнения / задания по грамматике и лексике, а также по развитию речевой деятельности, выполняемые обучающимися самостоятельно с использованием справочников, словарей и методических указаний.

(Раздел 1 Тема 1.1)

Exercise 1. Use the verb in Future Simple.
1. I (to be) very busy at the beginning of January. We (to have) our exams.
2. This day (to come) soon.
3. Who (to join) me? Perhaps I (to drive) to Moscow this weekend.
4. You (to help) me or not?
5. He (to come) to see me next year.
6. How long you (to be) away? We (to miss) you.
7. She (to have) lunch in fifteen minutes.
8. I think I (to get up) earlier tomorrow.
9. Alex (to help) Maria to pass her exam, I'm sure.

Exercise 2. Use the verb in Present Simple or Future Simple.
1. Before you (to cross) the park, you (to come) to a square.
2. If I (to stay) some more days in your city, I (to call) on you and we (to have) a good talk.
3. After I (to finish) school, I (to enter) the University.
4. When he (to return) to Samara, he (to call) on us.
5. If I (to see) him, I (to tell) him about her letter.
6. The child (not to be) healthy, if you (not to give) him much vitamins.
7. I (to sing) you this song, if you (to tell) me the words.
8. If it (to be) very cold tonight, our car (not to start) in the morning.
9. I hope you (to join) us when we (to gather) in our country house the next time.
10. If the weather (to be) nice, we (to go) to the beach.

Exercise 3. Use the verb in Future Simple or Present Progressive.

1. Do you think it (rain) tomorrow?
2. I can't visit you tomorrow. I (work).
3. I'm sure you (win) this match.
4. What time he (leave) tomorrow?
5. Perhaps, she (visit) London one day.
6. I think, I (buy) this dress.
7. Look at the clouds! It (go) to rain!
8. Our neighbours (have) a party next week. They invite us

Exercise 4. Use the correct form of the adjective.

1This text is the _____ of all.
2I was ill last week but today I am_____
3Park Street is _____ than Market Street.
4This jacket is small for me. Show me a _____ one.
5What is the _____ thing in life?
6A crocodile is _____ than a water snake.
7Helen is the _____ girl in our class.

Exercise 5. Use the correct form of the adjective.

1. Jill's a far_____ (intelligent) person than my brother.
2. Kate was the_____ (practical) of the family.
3. Greg felt _____ (bad) yesterday than the day before.
4. This wine is the _____ (good) I've ever tasted.
5. Jack was the_____ (tall) of the two.
6. Jack is the_____ (clever) of the three brothers.
7. If you need any _____ (far) information, please contact our head office.
8. The sinking of Titanic is one of _____ (famous) shipwreck stories of all time.
9. Please, send the books back without_____ (far) delay.
10. The deposits of oil in Russia are by far the _____ (rich) in the world.
11. Could you come a bit _____ (early) tomorrow?
12. I like this song _____ (well) than the previous one.
13. Which of these two performances did you enjoy _____ (much)?
14. The fire was put out_____ (quickly) than we expected.

Exercise 6. Use *more* or *less.*

1.People are_____ intelligent than monkeys.
2.Summer holidays are ____ splendid than winter holidays.
3.Maths is _____ important than English.
4.Books are _____ interesting than films.
5.Writing in English is_____ difficult than speaking.

6.Parents are_____ helpful than teachers.
7.Reading is_____ useful than watching TV.
8.Food is _____ expensive than clothes.

Exercise 7. Read the sentences and choose the correct answer.
1. Mike found himself a _____ job somewhere out of town.
a) safer
b) more safe
c) more safer
d) safest
2. We prefer the Palm Beach though it is_____ from the center.
a) the farther
b) farthest
c) the farthest
d) furthest
3. This detailed map is _____ the atlas.
a) more useful as
b) more useful like
c) more useful than
d) usefuller as
4. Safari parks are _____ places of all to keep animals.
a) better
b) the best
c) most better
d) more better
5. This computer is _____ advanced than the old model.
a) farther
b) far most
c) far
d) far more
6. They talked about _____ developments in agriculture.
a) the least
b) the latter
c) the latest
d) the late
7. The situation is_____ now and there isn't an easy solution.
a) less more complicated
b) many more complicate
c) much more complicated
d) farther more complicated
8. People stay indoors during the _____ part of the day.
a) most hottest
b) more hotter
c) most hotter
d) hottest

(Раздел 1 Тема 1.2)

Exercise 8. Choose must, can, need.

1. I ... not believe. I failed another test. — But you ... go to more classes and fewer parties.

2. Perhaps we ... meet next week.

3. ... he speak English in childhood?

4. My neighbours ... grow their own vegetables.

5. ... you turn the music down, please.

6. I ... not believe. I am already out of money. — You ... learn not to spend so much. — But I ... not help it, there are just things that I ... to buy.

7. If you want to improve your English, you ... work very hard.

8. ... I take this book? — Certainly, but you ... not give it to anybody.

9. Mother, ... I go to the country tomorrow? — No, you ... not. The doctor says you ... stay at home for a day or two.

10. There is something wrong with your television set. You ... call a repairman. — Oh, we ... not do, it! My brother ... fix it himself.

11. ... we bring these textbooks every day? — No, you ... not: you ... take them from the library.

12. ... you go to the country with us? — No, I am afraid I ... not: I ... go to the library.

Exercise 9. Complete the following sentences using the most appropriate forms of the verbs.

1. Jack has got a headache. He … sleep well recently.

a) can’t

b) couldn’t have

c) hasn’t been able to

2. I … sleep for hours when I was a little girls.

a) could

b) am able to

c) can

3. Tom … play tennis well but he … play a game yesterday because he was ill.

a) couldn’t, could

b) can, was able

c) can, couldn’t

4. I didn’t want to be late for the meeting. We … meet at 5 sharp.

a) were to

b) had to

c) could

5. Where are my gloves? — I … put them on because it’s cold today.

a) can’t

b) have to
c) needn’t
6. You … take an umbrella today. The Sun is shining.
a) needn’t
b) mustn’t
c) can’t
7. I’m sorry, you didn’t invite me to your birthday party. You … invite me next time.
a) must
b) should
c) need to
8. Well, it’s 10 o’clock. I … go now.
a) can
b) has to
c) must
9. You … smoke so much.
a) would
b) can’t
c) shouldn’t
10. We have got plenty of time. We … hurry.
a) must
b) needn’t
c) should

Exercise 10. Translate the sentences into Russian paying attention to the Participle II.
1. He doesn’t like boiled milk.
2. I remember well his words said at the meeting.
3. We don’t like the book bought last week.
4. The stolen things were returned to the owner.
5. Asked about this event, he replied nothing.
6. The explanation given was not complete.
7. When burnt, coal produces heat.
8. The results received were of great importance for the further work.
9. When reconstructed the theatre looked more beautiful than before.
10. She showed us a list of the newly published books.

Exercise 11. Use the Participle II in the sentences and translate them.
1. The letter (to write) by him was very long.
2. We are interested in the goods (to produce) by this factory.
3. She didn’t understand the word (to say) by him.
4. He didn’t see the things (to keep) in her box.
5. I don’t like the video (to buy) yesterday.
6. This is the house (to build) many years ago.
7. The question (to put) to the professor was important.

8. When (to offer) to work abroad, he refused.

9. The article on agriculture (to publish) in this magazine was written by Smith.

10. You can get the book (to recommend) by our teacher in the library.

11. When (to use) for building purposes, concrete is very important.

12. When (to complete) the new building will accommodate 3000 students.

Exercise 12. Complete the pairs of sentences. Use the Present Perfect or the Past Simple.

1. I (know) _____ her for six years.
   I (know) _____ him when I was at school.
2. He (live) _____ in Paris from 1997 to 2000.
   He (live) _____ in New York since 2001.
3. Where's Pete? I (not see) _____ him for ages.
   I (not see) _____ Pete last night.
4. We (be) _____ at primary school from 1993 to 1998.
   We (be) _____ in this class since September.
5. I (not watch) _____ this video yet.
   I (not watch) _____ a video at the weekend.

Exercise 13. Put the verbs in brackets in the Past Simple or in the Present Perfect.

1. I _____ (never/ be) to the USA. I _____ (want) to go there last summer but I couldn’t.
2. He _____ (live) in this street all his life.
3. His father _____ (come back) to London last Sunday.
4. Yan _____ (write) a letter to Nick two days ago.
5. He _____ (send) his letter yesterday.
6. They _____ (just/ buy) some postcards.

Exercise 14. Correct the mistakes in these sentences.

1. We lived here since 1997.
2. I've been ill since two days.
3. How long do you know him?
4. Susie has seen a good film last night.
5. We've finished our homework just.
6. I've already wrote three letters.

Exercise 15. Choose the correct option.

1.She has /‘s had a moped since she was 15.
2.We took /‘ve taken a taxi to town that morning.
3.We played /'ve played volleyball last night
4.I'm really hungry. I didn’t eat / haven’t eaten since last night.
5.They visited/ ‘ve visited Colorado last summer.

Exercise 16. Put the verbs in brackets in the Past Simple or in the Present Perfect.

1. Maria (get) _____ some bad news last week. She (be) _____ sad since she (get) _____ the bad news.
2. I (start) _____ school when I was five years old. I (be) _____ at school since I (be) _____ five years old.
3. I (change) _____ my job three times this year.
4. I (change) _____ my job three times last year.
5. The weather was hot and dry for many weeks. But two days ago it (rain) _____.
6. Tom (break) _____ his leg five days ago. He's in hospital. He (be) _____ in hospital since he (break) _____ his leg.
7. Are you going to finish your work before you go to bed? — I (finish) _____ it (already). I (finish) _____ my work two hours ago.

Exercise 17. Put the verbs in brackets in the Past Simple or in the Present Perfect.

1. I (have, just) _____ a nice pot of coffee. Would you like a cup?
2. I (see, not) _____ Steve this morning yet.
3. Carol and I are old friends. I (know) _____ her since I (be) _____ a freshman in high school.
4. Maria (have) _____ a lot of problems since she (come) _____ to this country.
5. I (go) _____ to Paris in 2003 and 2006.
6. A car came round the corner and I (jump) _____ out of the way.
7. Don't throw the paper away because I (not to read) _____ it yet.
8. Is Jim going to eat lunch with us today? — No. He (eat) _____ (already).He (eat) _____ lunch an hour ago.
9. Since we (start) _____ doing this exercise, we (complete) _____ some sentences.
10. I (be) _____ never to Italy.
11. You (ever work) _____ in a shop?
12. I (work) _____ at my uncle's shop when I was younger.
13. It's the first time I (be) _____ on a ship.
14. Ann is looking for her key. She can't find it. She (lose) _____ her key.
15. How many symphonies Beethoven (compose) _____?
16. Look! Somebody (spill) _____ ink on the notebook.
17. You (have) _____ a holiday this year yet?
18. You (see) _____ any good films recently?
19. He (have, not) _____ any problems since he (come) _____ here.

Exercise 18. Read the text and complete the sentences. Use the Present Perfect or the Past Simple.

My family and I (move) from London to Cardiff last summer, so we (live) in Cardiff for seven months now. I miss my friends in London. My best friend is called Megan. We (meet) at primary school, so I (know) her for nine years. Unfortunately, I (not see) her since last summer.

I go to Greystone Secondary School in Cardiff. I (be) at the school since last September. At first I (not like) it because I (not have) any friends here. But the students in my class are really nice and I'm happy here now.

Exercise 19. Complete the dialogue using the Present Perfect or the Past Simple.

Helen: That's a nice tennis racket. Is it new?
Andy: No, (I/have) _____ it for about a year, but (I/not play) _____ with it very much. (I/buy) _____ it in Florida.
Helen: When (you/go) _____ to America?
Andy: (I/go) _____ there with my family in the spring.
Helen: What was it like?
Andy: Great! (I/stay) _____ with my penfriend.
Helen: Is your penfriend American?
Andy: Yes. (I/have) _____ an American penfriend for two years. (he/come) _____ to England last summer.
Helen: (I/not meet) _____ him.
Andy: No, (you/be) _____ on holiday in Turkey.

(Раздел 1 Тема 1.3)

Exercise 20. Put the infinitive or the gerund of the verbs in brackets to make the following sentences.

1. When I'm tired, I enjoy ... television. It's relaxing. (watch)
2. It was a nice day, so we decided ... for a walk. (go)
3. It's a nice day. Does anyone fancy ... for a walk? (go)
4. I'm not in a hurry. I don't mind ... (wait)
5. They don't have much money. They can't afford ... out very often. (go)
6. I wish that dog would stop ... It's driving me mad. (bark)
7. Our neighbour threatened ... the police if we didn't stop the noise. (call)
8. We were hungry, so I suggested ... dinner early. (have)
9. Hurry up! I don't want to risk ... the train. (miss)
10. I'm still looking for a job but I hope ... something soon. (find)

Exercise 21. Put the infinitive or the gerund to complete the following sentences.

1. He tried to avoid ... my question.
2. Could you please stop ... so much noise?
3. I enjoy ... to music.

4. I considered ... for the job but in the end I decided against it.
5. Have you finished ... your hair yet?
6. If you walk into the road without looking, you risk ... knocked down.
7. Jim is 65 but he isn't going to retire yet. He wants to carry on ....
8. I don't mind you ... the phone as long as you pay for all your calls.
9. He02llo! Fancy ... you here! What a surprise!
10. I've put off ... the letter so many times. I really must do it today.
11. What a stupid thing to do! Can you imagine anybody ... so stupid?
12. Sarah gave up ... to find a job in this country and decided to go abroad.

Exercise 22. Put the infinitive or the gerund of the verbs in brackets to make the following sentences.

1. I am planning … (to visit/visiting) my granny next week.
2. When they finish … (to eat/eating) their lunch, they'll go to the office.
3. He suggested … (to buy/buying) some food.
4. Does Sally enjoy … (to go/going) to the gym?
5. Don't put off … (to write/writing) a report till the end of the month.
6. John refused … (to answer/answering) my question.
7. My brother intends … (to get/getting) married soon.
8. I think she didn't mean … (to hurt/hurting) you.
9. Keep … (to beat/beating) the eggs.
10. Fred can't afford … (to travel/travelling) this year.
11. We expect … (to leave/leaving) tomorrow.
12. Mary decided … (to fly/flying) to Venice.
13. The sportsmen hope … (to get/getting) the best results.
14. Are you going to give up … (to smoke/smoking)?
15. I don't mind … (to wash up/washing up).
16. Girls, stop … (to giggle/giggling).
17. Ben likes … (to play/playing) chess.
18. Lara goes … (to dance/dancing) every weekend.
19. Harry can't stand … (to work/working) on Saturdays.

Exercise 23. Use the infinitive with or without *to.*

1. We can … (speak/to speak) Spanish.
2. He often makes me … (feel/to feel) guilty.
3. You have … (be/to be) friendly and polite.
4. She must … (stay/to stay).
5. The lawyer will … (call/to call) you later.
6. I'd like … (send/to send) him a present.
7. You'd better … (move/to move) faster.
8. We heard somebody … (enter/to enter) the apartment.
9. Mother wants … (paint/to paint) the walls in the kitchen.
10. We decided … (sell/to sell) the car.
11. He always fails … (keep/to keep) his word.

13. I am trying … (lift/to lift) this heavy stone.
14. Let me … (give/to give) you some advice.
15. It may … (cost/to cost) too much.
16. She saw him … (cross/to cross) the street.
17. I've decided ... (start) a new project.
18. She is trying ... (learn) Italian.
19. Can you ... (lend) me your dictionary, please?
20. Mother forgot ... (book) the tickets.
21. You shouldn't ... (argue) with your father.
22. Henry promised ... (help) her.
23. I really hope ... (get) an interesting job soon.
24. You must ... (pay) for the service.
25. Let me ... (introduce) myself.

Exercise 24. Find mistakes in the sentences.
1.The teacher made John to apologize.
2.What are you planning to eat for lunch?
3.That old car may not to cost much.
4.I don't want wait any longer.
5.My father promised buy new shoes for me.
6.I would like to try this shirt on.
7.We must to hurry up.
8.Mark was unable to do anything else.
9.They couldn't to fall asleep till midnight.

Exercise 25. Open the brackets and use the verbs in Passive Voice.
Model: The term work (to finish) in time. –The term work was finished in time.
1. I (to give) an interesting book yesterday.
2. The flowers (to water) in the evening by my groupmate.
3. His new book (to write) next year.
4. A diploma of higher education (not to get) by Ben next month.
5. Glasgow university (to found) in 1450.
6. The last dictation (to write) without mistakes.
7. Computers (to sell) in shops all the year round.
8. My room (not to clean) every day.
9. Anew text (to translate) at the previous lesson.
10. Tea and coffee (to drink) by a lot of students every day.
11. Special meal (to cook) for his next birthday.
12. Presents (to buy) for all teachers annually.
13. 7,000 students (to train) for different specialities at Cambridge University.
14. This problem (to study) by two laboratories.

Exercise 26. Transfer the sentences in Active Voice into Passive Voice.

Model: Shakespeare wrote “Romeo and Juliet” – “Romeo and Juliet” was written by Shakespeare.

1.Popov invented radio in Russia.
2.Every four years people elect a new president in the USA.
3.The police caught a bank robber last night.
4.Sorry, we don’t allow dogs in our safari park.
5.The postman will leave my letter by the door.
6.My mum has made a delicious cherry pie for dinner.
7.George didn’t repair my clock.
8.Wait a little, my neighbor is telling an interesting story.
9.My son can write some more articles about football.
10.You must clean your bedroom tonight.

Exercise 27. Put the verb in the correct form (Conditional 0).

1. If you ____(to drive) along the river bank it ____ (to be) twenty miles out of your way.
2. If you ____(to take) your mobile phone into class, it ____ (must) be turned off.
3. We (not use) calculators when we (write) tests.
4. If you ____ (to push) this button, the volume ____ (to increase).
5. If you (to close) the door, it (to lock) automatically.
6. I____ (to wear) my old boots when I ____(to work).
7. When I (to cook) salads, I (to use) only olive oil.
8. When I ____ (to concentrate), please ____ (not to make) so much noise.
9. Unless prices _____ (to rise), it_____ (not to be) a good investment.
10. Unless someone_____(to ask) you politely, ____(to refuse) to do anything.

Exercise 28. Put the verb in the correct form (Conditional 1).

1. If he … (practice) every day, he … (become) a champion.
2. She … (help) us if we … (ask)
3. If they … (have) enough money, they … (open) a restaurant next year. 4. I (not talk) to you anymore if you … (insult) me
5. If Bob … (not keep) his word, Anna … (be angry) with him.
6. If you … (not help) me, I … (not pass) the exam tomorrow.
7. We … (buy) this car if you … (give) us a discount.
8. If my dad … (find) his tools, he … (be able) to repair my bike.
9. If David … (not give up) smoking, Liza … (not marry) him.
10. Mary … (meet) her friends from Italy if she … (come) to the party.

(Раздел 1 Тема 1.4)

Exercise 1. Put the verb in the correct form (Conditional 2).

1. If my mother came at seven, we (have) supper together.
2. They would stay indoors if the weather (be) sunny.
3. Where you would go if your mother (ask) you to buy some sugar and bread?
4. If my friend asked me, I (help) him.
5. He (write) a letter today if he had free time.
6. If they (take) a taxi, they would not miss the train.
7. If I (get) money, I (buy) this watch.
8. I (start) crying if you (leave) me along.
9. You (call) me up if you (come) back early.
10. I (finish) the work in time if you (stop) interrupting me.
11. If it (rain), we (stay) at home.
12. I (go) to Spain for two weeks if I (have) holidays.

Exercise 2. Put the verb in the correct form (Conditional 3).
1. If you had had toothache, you (go) to the dentist.
2. Tom would have seen the Bolshoi Theatre if he (go) to Moscow.
3. If my sister had cleaned her room, I (take) her to the party.
4. Kate would have met you at the station if she (have) free time.
5. If James had washed the floor, he (play) computer games all evening.
6. My granny (visit) us if she had not been ill.
7. Harry (take) part in the concert if he (sing) well.
8. Children (play) football if they (do) their homework early.
9. If the weather (be) fine, we (go) camping.
10. If John (come) here, he (work) with us in the garden.
11. Susan (enjoy) music if she (go) to the concert.
12. I (buy) a new car, if I (earn) a lot of money.

Exercise 3. Translate the sentences into English.
1.Джаггер пригрозил уйти в отставку, если правительство потерпит поражение.
2.Если бы в компании согласились, мы могли бы достичь быстрого прогресса.
3.Компания вернетденьги, если вы передумаете.
4.Выставка, возможно, закрылась бы, если бы они не нашли новых спонсоров.
5.Я бы отказался сотрудничать, если бы я был в вашем положении
6.Пожалуйста, сообщите врачу немедленно, если она покажет признаки улучшения.
7.Молли и Салли поняли бы свою ошибку, если бы только остались до конца.
8.Можете считать, что мы согласны, если не получите от нас новостей до воскресенья.
9.Если вы выпьете слишком много кофе, вы не сможете уснуть.

10.Если бы Джек привез карту, мы бы не заблудились.
11.Если бы Джон знал о встрече, то приехал бы
12.Если вы столкнетесь с Павлом, скажите ему, что я хочу его видеть.

(Раздел 1 Тема 1.5)

Exercise 4. Make up your own CV taking this as a model.

Personal data

Ivan Prokhorov

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Date of Birth: 15.09.1975

Marital Status: married

Objective

To obtain a position of service engineer that will allow me to use my knowledge and take advantage of my desire to work in Sulzer Ltd.

Education

Ufa State Oil Technical University Oktyabrskiy Branch (OF UGNTU) 08.1995 – 06.2000

Specialty: Engineer-mechanic

Work experience

10.2011 – till now

OAO «Rosneft»

Position: Head of Service of Manufacturing Custom Equipment.

Activities and responsibilities: Manage the production of service of manufacturing custom equipment. Control and technical maintenance of production metal parts

03.2010 — 10.2011 – OAO «Rosneft»

Position — Engineer-constructor

Activities and responsibilities: Schematic drawing metal parts for different equipment, technology of metal processing for the manufacture of metal parts.

Employment history

06.2007 — 03.2010

Gazprom:

Position: Engineer-constructor

Activities and responsibilities: constructor documentation of Installation Electric Submersible Pumps — Electric Submersible Pumps (18-400 m³/day), electric asynchronous motors, protector.

10.2000 — 06.2007

LUKoil:

Position: Engineer-constructor

Activities and responsibilities: constructor documentation of Installation Electric Submersible Pumps — Electric Submersible Pumps (18-400 m³/day), electric asynchronous motors, protector.

Skills

MS Word, MS Excel, Compas 3d.

Russian: native

English: Fluent reading, writing and speaking ability

Interests

Football, Reading, Mountain trekking.

References

Available upon request

(Раздел 5)

В рамках подготовки к выполнению тестирования по разделу 5 выполните следующие задания. (самостоятельная работа).

Exercise 1. Transfer the sentences with the modal verbs from direct speech into indirect speech.

1.He said, “I can drive a car.”

2.She said to me, “You ought to call her.”

3.he said, “He must stay here.”

4.They said to me, “You should drive more carefully.”

Exercise 2. Fill the gaps.

1.”He came yesterday.” She said that he had come……

2.“My parents will arrive today.” He said that his parents would arrive……

3.“I will contact you tomorrow.” He said he would contact me……

4.“I was there the day before yesterday.” She said she was there

2. Тест по лексике и грамматике по разделу 1

1) Выберите правильный вариант предлога *She has been waiting … the bus for two hours.*

A) up

B) for

C) on

2) Найдите антоним к предлогу: «*In*»

A) with

B) between

C) out

3) Выберите правильный вариант предлога: *Will you meet me … the airport?*

A) at

B) in

C) under

4)*The lesson starts … five minutes. Hurry…*
A) at/on
B) in/up
C) after/for

5) *Let s go to the cinema … Sunday*
A) on
B) at
C) in

6) Употребите нужную форму глагола to be *There ... not much furniture is this room.*
A) is
B) are
C) am

7) Употребите нужную форму глагола to be
Where ... the money? I put it into the drawer.
A) are
B) is
C) was

8) Употребите нужную форму глагола to be *Mathematics ... his favorite subject.*
A) is
B) are
C) was

9) Употребите нужную форму глагола to be *Women ... always right.*
A) are
B) is
C) was

10) Употребите нужную форму глагола to be
My teeth ... not white, I'm afraid.
A) are
B) is
C) was

11) Подберите нужную форму смыслового глагола
Anna and Kate _____ to the cinema last Sunday.
A) didn't went
B) don't go
C) didn't go

12) Подберите нужную форму смыслового глагола
When _____ you last _____ tennis?
A) did/play
B) do/play
C) did/played

13) Употребите нужную форму сравнения прилагательного

This restaurant is very, very good. It's _____ restaurant in London.
A) the better
B) the good
C) the best

14))Употребите нужную форму сравнения прилагательного
Vienna is _____ city in Austria.

A) the most beautiful
B) the beautiful lest
C) more beautiful than

15) Составьте вопрос в Present Perfect
_____ *you ever _____ Mexican food?*
A) Have / eat
B) Have / ate
C) Have / eaten

16) Выберите тот вариант ответа, который считаете правильным.
I don't know these girls. Do you know .....?
A) them
B) they
C) their

17) Выберите тот вариант ответа, который считаете правильным.
I don't know this woman. Do you know .....?
A) her
B) she
C) him

18) . Выберите тот вариант ответа, который считаете правильным.
..... invited her to stay with us in our house.
A) us
B) our
C) we

19) Выберите английские эквиваленты для предложений:
Как поживают ваши родители?
A) Are your parents well?
B) Where are your parents?
C) How are your parents?

20) Выберите английские эквиваленты для предложений:
Сколько лет вашей дочери?
A) How old is your daughter?
B) How is your daughter?
C) How many daughters have you?

Тест по разделу 2

1) Выберите правильное местоимение:*1) I like that camera. I am going to buy ..... .*
A) her
B) it
C) its

2) Исключите «лишнее» слово :
A) Softwear
B) hardwear
C) warm wear

3) Назовите глагол *to see* в Past Simple:
A) see
B) saw
C) sees

4)Выберите английские эквиваленты для слов, стоящих в скобках:
(Где) is your computer?
A) Why?
B) Where?
C) What?

5) Выберите синоним к слову *large*
A) big
B) small
C) little

6) Выберите антоним к слову *good*
A) nice
B) bad
C) big

7) Выберите вспомогательный глагол в предложении:
What are you doing?- I… reading a book.
A) was
B) shall
C) am

8) Какой вспомогательный глагол нужен в вопросительном предложении:
I like skiing in the forest.
A) do
B) does
C) has

9) Выберите английские эквиваленты для слова, стоящего в скобках:
The meeting (началось) at 5 o'clock.
A) begin
B) began
C) was beginning

10) Выберите русские эквиваленты:
My room is larger then your flat.
A) Моя комната такая же большая, как ваша квартира.
B) Моя комната больше, чем ваша квартира.
C) Ваша квартира больше моей комнаты.

11) С каким словом может сочетаться слово *air*
A) Fresh
B) Green
C) big

12) Назовите глагол *to come* в Past Simple:
A) comes
B) came
C) come

13) Выберите 2 – ю форму глагола *to take*
A) taken
B) took
C) taking

14) Выберите глагол- связку или вспомогательный глагол:
… *you speak English?*
A) does
B) are
C) do

15) Назовите глагол *to go* в Past Simple:
A) went
B) gone
C) goes

16) Выберите модальные глаголы:
I am sorry. I am late. … I come in?
A) must
B) can
C) may

17) Какой вспомогательный глагол будет употребляться для образования вопросительной формы:
I usually have dinner at home.
A) is
B) do
C) does

18) Найдите синоним к слову *to tell*
A) to describe
B) to speak
C) to ask

19) Какой глагол из данных ниже стоит в прошедшем времени?
A) take
B) took
C) takes

20) Выберите русский эквивалент:
Куда ты идёшь?
A) Where are you going?
B) Where do you go?
C) Where can you go now?

Тест по разделу 3

1) Каким местоимением можно заменить подчёркнутое слово?

Russian is our official language.
A) He
B) She
C) It

2) Каким местоимением можно заменить подчёркнутое слово?
My computer is new.
A) she
B) they
C) it

3) Подберите антоним (противоположное по значению) к слову: *short*
A) long
B) fine
C) black

4) Какой глагол из данных ниже стоит в прошедшем времени?
A) sleep
B) go
C) saw

5) Выберите вспомогательный глагол:
…he meet us at the station tomorrow?
A) does
B) is
C) will

6) Дайте краткий ответ на вопрос
Do you study English?
A) Yes, it is.
B) Yes, I do.
C) Yes, I am.

7) Выберите правильный артикль:
Close…window, please.
A) a
B) the
C) an

8) Назовите инфинитив глагола *gave*
A) to go
B) to give
C) to be

9) Выберите правильную форму глагола:
The report …ready by Monday.
A) will be
B) would be
C) had been

10) Какой правильный перевод предложения:
The text is read by the students.
A) Текст переводят студенты.
B) Текст перевели студенты.
C) Текст будет переведён студентами.

11) Назовите столицу Англии:
A) Washington
B) New York
C) London

12) Назовите столицу США:
A) Washington
B) New York
C) London

13)Какой официальный язык в Великобритании?
A) английский
B) немецкий
C) французский

14) Исключите « лишнее» слово:
A) Face
B) head
C) table

15) Выберите правильную форму недостающей части сказуемого:
She is often …in the library.
A) saw
B) seen
C) sees

16) Употребите правильный предлог:
I don't go to the college…Sunday.
A) in
B) to
C) on

17) Какой вспомогательный глагол следует употребить для образования вопросительной формы?

It rained hard yesterday.

A) does
B) did
C) was

18) Назовите инфинитив глагола *went*

A) to go
B) to see
C) to have

19) Выберите правильную форму недостающей части сказуемого:
When…you born?

A) were
B) did
C) had

20) Выберите глагольную форму для перевода на английский язык:
Мы <u>сдаём</u> экзамены два раза в год.

A) take
B) have been taken
C) are taking

Тест по разделу 4

A. Parents gave him … good advice.

A.-
B.a
C.an

B. Look! There is … hair on your shirt.

1. -
2. a
3. an

C. Sorry, I have … time to talk to you.

A. much
B. many
C. little

D. Where did you buy so … CDs?

D. much
E. many
F. little

E. There are … apples left, leave them for children.
D. much
E. few
F. little

F. There is … room in this box, the present doesn't fit.
G. much
H. few
I. little

J. There is … wine in this bottle, it's not enough for us.
K. much
L. few
M. little

N. to make a contribution
G. договориться о встрече
H. внести вклад
I. строить прогнозы
J. заниматься наблюдением

O. to deduce implication
4. делать предположения
5. объяснять взаимосвязь
6. находить применение
7. определить смысл

P. to devote
G. пытаться
H. сравнивать
I. посвящать
J. принимать на работу

Q. as to …
K. к тому времени, когда…
L. как…
M. подобно …
N. что касается …

R. means of existence
S. источник дохода
T. средства существования
U. состояние спада
V. условия сделки

W. to affect
X. влиять
Y. воздействовать
Z. вводить
AA. расширять

BB. to pay income tax
O. платить наличными
P. ввести налог на стоимость
Q. платить пошлину на ввоз
R. платить подоходный налог

CC. scarcity
8. изобилие
9. обеспечение
10. товарооборот
11. дефицит

DD. employment
K. занятость
L. сокращение
M. предприятие
N. потребление

16 in particular
S. в соответствии с
T. в частности
U. в целом
V. преимущественно

W. in many cases
EE. по многим причинам
FF. во многих отношениях
GG. во многих случаях
HH. при условии крупных продаж

X. to fall by 10%
II. возрасти на 10%

JJ. упасть на 10%
KK. сократиться и составить 10%
LL. приблизиться к 10%

Тест по разделу 5

1. Many factories _____ harmful pollutants into the atmosphere.

a) minimize
b) donate
c) emit

2. You can _____ plastic bags again and again until they get holes in them.

a) reuse
b) resume
c) reduce

3. Americans _____ many products that are sold with excess packaging.

a) consume
b) protect
c) pollute

4. Burning fossil fuels can cause _____ to fall from the clouds.

a) smog
b) carbon footprints
c) acid rain

5. You can _____ organic household waste by having a compost bin in the garden.

a) protect
b) recycle
c) fertilize

6. Instead of throwing away old clothes, _____ them to organizations that help poor people.

a) consume
b) donate
c) emit

7. The company is _____ an ancient forest in order to sell the wood.

a) clear-cutting
b) reducing
c) recycling

8. Which is an example of climate change?

a) reforestation
b) global warming
c) air pollution

9. Environmentalists understand the importance of _____ forests and wetlands.

a) minimizing
b) banning
c) preserving

10. We will _____ if the government supports fossil fuel companies instead of tackling global warming.

a) prevent
b) protest
c) protect

11. Energy-efficient vehicles and appliances use

a) no energy
b) more energy
c) less energy

12. Regulations only stop factories from _____ the environment if they're enforced.

a) protecting
b) consuming
c) polluting

13. We should _____ pollutants that seriously damage our health or the environment.

a) emit
b) use up
c) ban

14. Which can cause serious health or environmental problems?

a) hazardous waste
b) domestic waste
c) recycled waste

15. If you're working for a reforestation project you're probably _____ trees.

a) planting
b) clearcutting
c) poisoning

16. The protection and preservation of natural resources and the environment is called

a) contamination
b) conservation
c) protectionism

17. To stop global warming we have to use _____ energy like solar and wind.

a) self-sufficient
b) fossil-fuel
c) renewable

18. Gases that stop heat from escaping into space are called _____ gases.

a) green
b) greenhouse
c) zero-emission

19. The place in which a plant, animal, bird or fish normally lives is its

a) habitat
b) food chain
c) eco-community

20. We're going to live in an environmentally-friendly

a) ecosystem
b) ecovillage
c) habitat

Итоговая контрольная работа

Выполните письменный перевод своего варианта текста.

1 вариант

Spirit Levels & Inclinometers

Spirit levels, also referred to as bubble levels, play a pivotal role in achieving precise leveling measurements across a multitude of tasks, from simple shelf installation to ensuring the alignment of bricks in a newly constructed wall. This handheld tool offers ease of use and serves as a straightforward method to uphold accuracy on various projects.

Utilizing a liquid-filled vial with an air bubble, spirit levels feature guides on the vial indicating when the bubble is centered, thereby

indicating levelness to the user. For enhanced precision and assurance, digital spirit levels incorporate a digital readout.
For optimal results, it is recommended to use the longest level that fits the surface being checked, whether on horizontal or vertical (plumb) planes. Explore further details in our comprehensive spirit levels guide.

Inclinometers, sometimes known as clinometers, are employed for measuring slope or elevation angles. Similar to spirit levels, they utilize various methods of measurement and are available in both analog and digital configurations. While traditional inclinometers often feature a gravity-based pendulum, modern electronic inclinometers employ gyroscopes for increased precision.

Due to heightened requirements for precision, resolution, reliability, data storage, and documentation, electronic inclinometers are gaining popularity over traditional spirit levels. RS offers a wide array of inclinometers, including block, box section, bulls eye, straight, and torpedo levels.

2 вариант

Tape Measures

Discover the Versatility of Tape Measures

Tape measures stand as essential hand tools utilized for measuring a wide array of materials, objects, and distances across diverse professional and home DIY applications. Featuring a lengthy strip marked with measurements, tape measures come in various sizes to accommodate different needs. These measurements typically encompass both metric (centimeters and meters) and imperial (inches and feet) units, catering to diverse user preferences. Constructed for flexibility, most tape measures can effortlessly navigate around curves, enabling accurate measurements in intricate spaces. Made primarily of coated, flexible steel strips, some models incorporate plastic or fabric for enhanced flexibility, particularly in applications requiring precise measurements.

Types of Measuring Tape:

12. **Construction Tape Measures:** Commonly used in carpentry or construction, these tape measures feature stiff, curved metallic tapes capable of maintaining rigidity and straightness when extended over long distances. Varying in width, wider tapes offer greater rigidity for ease of use, particularly when working solo.

Retractable coils facilitate convenient storage and prevent damage.

13. **Tailoring Tape Measures:** Tailored for tailoring or dressmaking tasks, these flexible measuring tapes, often referred to as 'sewing tapes,' are constructed from fiberglass. Renowned for their tear-resistant and non-stretch properties, these tapes typically do not retract into a housing but are essential for precision in fabric-based applications.

3 вариант

Ruler

Who Uses Rulers?

Rulers find widespread application across various domains, from educational institutions and offices to household tasks and professional occupations. They play vital roles in fields such as geometry, printing, technical drawing, architecture, building, and engineering.

Types of Rulers

O. **Wooden Rulers:** Crafted from durable materials like wood, plastic, or metal, rulers offer longevity and resilience. Wooden rulers, with their smooth surfaces and clear markings, are particularly suited for home or school use, ensuring readability and durability without splintering.

P. **Transparent Plastic Rulers:** Providing an unobstructed view of the underlying surface, transparent plastic rulers facilitate precise measuring and drawing tasks, ideal for meticulous projects requiring accuracy.

Q. **Stainless Steel or Aluminum Rulers:** Known for their durability, stainless steel or aluminum rulers are favored in workshops for their ruggedness. Featuring satin chrome anti-glare finishes, these rulers ensure clear visibility of the scale, even in challenging lighting conditions.

R. **Flexible Rulers or Tape Measures:** Ideal for measuring objects with curves and angles, flexible rulers or tape measures bend and flex to accurately determine dimensions such as circumference, length, width, or height, catering to diverse measurement needs.

S. **Machinist's Rulers:** Constructed from steel, machinist's rulers offer precise measurements in increments suited for small-scale

tasks. Available in both imperial and metric systems, these rulers enable accurate measurements crucial in machining and engineering applications.

4 вариант

Laser Levels

Laser levels offer a revolutionary approach to precision leveling, available in two primary laser color types: Green or Red. Green beam lasers, appearing notably brighter to the human eye, are particularly effective for indoor applications on larger-scale projects, where visibility over extended distances or in bright conditions is crucial.

Types of Laser Levels

MM. **Line Laser Level**: Projects a visible thin line onto surfaces, facilitating point-to-point leveling. Commonly used indoors, these levels often incorporate plumb up and plumb down capabilities.

NN. **Dot Laser Level**: Projects a simple point that can be level, square, or plumb. Available in various models projecting dots at 2 points for verticals, 3 points for verticals plus horizontal, or 5 points for verticals, horizontals, and 45° in-between.

OO. **Rotary Laser Level**: Utilizes a prism driven by a motor to produce a 360° laser line over long distances. Primarily designed for horizontal lines, some models also function vertically. Ideal for outdoor tasks such as grading roads, laying foundations, or installing pipes, rotary laser levels are renowned for their accuracy.

Typical Applications of Laser Levels

Laser levels find extensive use in various professional construction projects and household applications, including:

Y. Tiling

Z. Surveying

AA. Kitchen Installation

BB. Bathroom Installation

5 вариант

Calipers

The calipers are used to perform internal and external measurements, depth and height, with an accuracy of up to 0.01 mm. Check our offer and choose calipers tailored to your needs, from a company with many years of experience. The PRO brand has been providing construction workers with professional

equipment for over 30 years! On our website, you will find PRO digital, vernier, and dial calipers. The former are equipped with an electronic indicator with a metal housing. The guide is made of high-quality stainless steel, and the caliper is resistant to dust and water drops. Thanks to this, these devices will serve you for many years, even if you will use them in demanding conditions.

Vernier calipers are made entirely of stainless steel and all parts are hardened. The double scale allows you to measure in the inch and metric systems. The slide on this type of caliper only moves when the brake is released. Dial calipers, on the other hand, are used to perform external and internal measurements. They are resistant to moisture, as well as low and high temperatures.

A digital caliper is a precision instrument used to take very accurate measurements. The caliper is easy to use with a digital display. Most are able to measure up to 0.01 mm (0.0005 inches).It is among the common tools for measuring external and internal length and also to measure internal diameter, external diameter and depth. Longer calibers up to 2,000mm are designed for the heavy industry.

3. Перевод и работа с текстом

Перевод текста – очень краткое, сжатое изложение иноязычного текста, иноязычной статьи и т.д. или текстов, статей близкого содержания по специальности обучающегося на родном языке. (Тексты представлены в методических указаниях к практическим занятиям и самостоятельной работе).

В рамках подготовки к выполнению тестирования по разделу 1 выполните следующие задания. (самостоятельная работа).

(Раздел 1 Тема 1.1)

В рамках подготовки к выполнению тестирования по разделу 1 выполните следующие задания. (самостоятельная работа).

Exercise 1. Read and learn the following words by heart

эксперт по управлению качеством	quality management expert
лаборант	lab assistant
метролог	metrologist
снимать показания	to take

	measurements
применять	to apply
приборы	devices
техник	technician
образец	sample
мониторинг данных	data monitoring
безработный	unemployed
квалификация	qualification
высоко востребованный	highly-demanded
методы контроля качества	methods of quality control

Exercise 2. Read and translate the text.

The World of Professions

Choosing a career is one of the most important and tough decisions people will ever make in life. According to Confucius, "Find a job you love and you will never work a day in your life." It is absolutely true. If you are passionate about your work, you have more chances to succeed.

Well, choosing a proper career is a conscious decision of a grown-up person, and it is essential to explore job options that match your interests, skills and knowledge. It is absolutely wrong to chase your parents' dreams. If you are not interested to work in a field they want you do, always stand your ground. It is high time for you to decide for yourself what to do for living and to find your real calling. Moreover, when you make a choice, it is also important to get appropriate education that will give you all the necessary skills, knowledge and practical awareness.

Today there are a lot of job options to choose from out there. Anyway, the choice of professions depends on people's individual abilities and talents. Some people have dreams of becoming a doctor and saving people's lives, others like cooking and become master chefs. There are people, for instance, who like taking care of animals, and therefore become veterinary surgeons. Some people have a talent for painting and are not good at the other things. It is not difficult to guess that they become painters, designers or architects. All in all, today the most popular jobs are office clerks, policemen, teachers, waitresses, hairstylists, drivers and some others.

As far as I am concerned, I want to start my own business and open my own travel agency. I am too independent and enterprising to work for an employer. The idea of doing a nine-to-five job does not appeal me at all. One of the reasons I want to set up my own

business or become self-employed is independence. To begin with, I can earn money working from home and spend more time with family and friends. Secondly, I can choose any work schedule that suits me best. Thirdly, if you are your own boss, you avoid the stressful daily commute and traffic jams. Furthermore, self-employed people tend to have an extended vacation. Finally, my success depends on me and my own decisions.

Some people think that getting a good salary is more important than having the job you really want. I am convinced that an enjoyable job equals a worthy salary. For instance, people can turn their hobby into a profitable business and earn decent money from home. Besides, people spend too much time at work and it is wrong to waste time on unpleasant things.

Exercise 3. Read and translate the text.

AUTOMATION
Part I

Automation is the system of manufacture performing certain tasks, previously done by people, by machines only. The sequences of operations are controlled automatically. The most familiar example of a highly automated system is an assembly plant for automobiles or other complex products.

The term automation is also used to describe non-manufacturing systems in which automatic devices can operate independently of human control. Such devices as automatic pilots, automatic telephone equipment and automated control systems are used to perform various operations much faster and better than could be done by people.

Automated manufacturing had several steps in its development. Mechanization was the first step necessary in the development of automation. The simplification of work made it possible to design and build machines that resembled the motions of the worker. These specialized machines were motorized and they had better production efficiency.

Industrial robots, originally designed only to perform simple tasks in environments dangerous to human workers, are now widely used to transfer, manipulate, and position both light and heavy workpieces performing all the functions of a transfer machine.

In the 1920s the automobile industry for the first time used an integrated system of production. This method of production was adopted by most car manufacturers and became known as Detroit automation.

The feedback principle is used in all automatic-control mechanisms when machines have ability to correct themselves. The feedback

principle has been used for centuries. An outstanding early example is the flyball governor, invented in 1788 by James Watt to control the speed of the steam engine. The common household thermostat is another example of a feedback device.

Using feedback devices, machines can start, stop, speed up, slow down, count, inspect, test, compare, and measure. These operations are commonly applied to a wide variety of production operations.

Part II

Computers have greatly facilitated the use of feedback in manufacturing processes. Computers gave rise to the development of numerically controlled machines. The motions of these machines are controlled by punched paper or magnetic tapes. In numerically controlled machining centres machine tools can perform several different machining operations.

More recently, the introduction of microprocessors and computers have made possible the development of computer-aided design and computer-aided manufacture (CAD and CAM) technologies. When using these systems a designer draws a part and indicates its dimensions with the help of a mouse, light pen, or other input device. After the drawing has been completed the computer automatically gives the instructions that direct a machining center

to machine the part.

Another development using automation are the flexible manufacturing systems (FMS). A computer in FMS can be used to monitor and control the operation of the whole factory.

Automation has also had an influence on the areas of the economy other than manufacturing. Small computers are used in systems called word processors, which are rapidly becoming a standard part of the modern office. They are used to edit texts, to type letters and so on.

Exercise 4. Прочитайте слова и словосочетания и запомните их русские эквиваленты.

Vocabulary.

automation — автоматизация
previously — ранее
sequence — последовательность
assembly plant — сборочный завод
non-manufacturing — непроизводственный
device — устройство, прибор
resemble — походить
efficiency — эффективность
flyball governor — центробежный регулятор
steam engine — паровоз

household thermostat — бытовой термостат
facilitate — способствовать
punched — перфорированный
aid — помощь
dimension — измерение, разм
1. автоматические устройства
2. автоматизированное производство
3. выполнять простые задачи
4. как легкие, так и тяжелые детали
5.интегрированная система производства
6. принцип обратной связи
7. механизм может разгоняться и тормозить
8. компьютер автоматически посылает команды
9. высокоавтоматизированная система
10. непроизводственная систем

Exercise 6. Read and translate the text.

The Main Danger of Electricity

The main danger of electricity is a lack of special sense organs for detection of electric current on distance. The electric current has no smell, taste and colour. It is impossible to feel it without special devices, whether it is energized or not. So people often do not realize available danger and do not accept necessary protective measures. Using household appliances in life, we should follow the warning notes. Let's read some of them.

Warning notes

PP. Avoid touching the hot metal parts of the unit.
QQ. Slices of bread in the unit may burn. For this reason, do not use the unit near flammable (воспламеняющийся) objects.
RR. Do not operate the unit lying on its side — this could cause a fire!
SS. Place the appliance in a clear space to allow the necessary air to circulate.
TT.Unplug (отключить от сети) the unit before filling it with water.
UU. When you finish the work, unplug the unit and empty out (вылейте) any remaining water in tank.
VV. Avoid any contacts with the steam jet (струя пара) to prevent burns.
WW. Do not use the unit if you have wet hands or bare (босые) feet. –
XX. Never move the unit while it is in use.
YY. Unplug the unit or remove it from its base (cordless model) when filling it or cleaning after use.
ZZ.Fit the appropriate plug according to the instructions.

(Раздел 1 Тема 1.2)

Exercise 7. Read and translate the text.

Ruler and scales

They are used to measure lengths and other geometrical parameters. This tool is one of the most famous measuring instruments in mechanical engineering. They can be a single steel plate or a flexible tape type tool. They are usually available in the measuring scale of inch or cm.

Calipers

They are usually of two types- inside and outside calliper. They are used to measure internal and external size (e.g. diameter) of an object. It requires an external scale to compare the measured value. This tool is used on those surface where a straight ruler scale cannot be used. After measuring the body/ part, the opening of the calliper mouth is kept against the ruler to measure the length or diameter.

Some callipers are integrated with a measuring scale; hence there is no need of other measuring instruments to check the measured length. Other types are odd leg and divider calliper.

Micrometer

It is an excellent precision tool which is used to measure small parameters and is much more accurate than the vernier calliper. The micrometer size can vary from small to large. The large micrometer calliper is used to measure large outside diameter or distance. E.g. Large micrometer is used as a special mechanical measuring tool for main engine to record the outer diameter of the piston rod.

They are available in two types- Inside micrometer (to measure inside diameter) and Outside micrometer (for measuring outside diameter).

The Least count of the micrometer is 0.01 mm or 0.001cm.

Exercise 8. Read and translate the text about measuring devices (continuation) .

Feeler gauge

Feelers gauges are a bunch of fine thickened steel strips of different thickness bundled together. The thickness of each strip is marked on the

surface of the strip. The feeler gauge is used to measure the clearance or gap width between surface and bearings.

E.g. The feeler gauge is widely used to measure piston ring clearance, engine bearing cleaner, tappet clearance etc.

Telescopic Feeler Gauge

Similar to the functionality of feeler gauge, this type of gauge is also known as tongue gauge, and it consists of long feeler gauge inside a cover with tongue or curved edge.

The long feeler strips protrude out of the cover like a telescope so that it can be inserted into remote places where feeler gauge access is not possible. E.g. It is used to measure the bearing clearance of the top shell.

It is essential that after the use of the telescope gauge, the strip should be cleaned and retracted back to its housing, else it may damage the feeler strip.

Poker Gauge

Poker gauge is one unique tool among different types of measuring instruments is available in mechanical or digital form on ships. It is only used for one purpose; To measure propeller stern shaft clearance, also known as propeller wear down. It is a type of depth measuring instrument, whose reading indicates the wear down of the stern shaft.

A special access point or plate is provided which can be either open or bolted, secured or welded, depending upon the ship design. The Poker gauge is inserted to in this access point to measure the propeller drop. The poker gauge is a special instrument which is kept with the chief engineer, and the reading is usually taken every dry dock.

The design of the poker gauge may vary as each vessel has customized poker gauge made available during the handing over from the shipyard. While taking the reading the shaft to be turned, so that propeller boss matches with the marking of the shaft.

(Раздел 1 Тема 1.3)

Exercise 9. Read and translate the text.

The Impact of Modern Technology on Our Lives

People in contemporary world can hardly imagine their lives without machines. Every day either a new gadget is invented or an old one is improved. Different people appreciate new inventions differently. Some suppose that sophisticated gadgets are really useful and necessary, while others find them absolutely awful as they influence people badly. As for me, I am pretty sure that gadgets make people`s lives easier.

Firstly, they do all kinds of dirty and hard work, as cleaning. Secondly, devices can save a lot of time as well as storage space. For instance, a computer disk can contain the same amount of information as several thick books. So, machines help people in different spheres.

However, opponents of this point of view are definitely sure that gadgets affect people negatively. People are reluctant to work due to the influence of machines. People become lazy and disorganized. They just expect their latest gadgets to do everything instead of them. Moreover, according to scientists, a great number of widespread devices produce radiation that can cause serious health problems. Furthermore, more and more people are becoming addicted to their modern gadgets, for instance computers, TVs or mobile phones. So, they neglect their home obligations, work or school and spend all their spare time in front of a laptop screen or a TV-set.

In conclusion I firmly believe that in spite of all drawbacks gadgets have their benefits. They save people`s time and let them enjoy life.

Exercise 10. Read and translate the text.

DYNAMOS

The term «dynamo» is applied to machines which convert either mechanical energy into electrical energy or electrical energy into mechanical energy by utilizing the principle of electromagnetic induction. A dynamo is called a generator when mechanical energy supplied in the form of rotation is converted into electrical energy. When the energy conversion takes place in the reverse order the dynamo is called a motor. Thus a dynamo is a reversible machine capable of operation as a generator or motor as desired.

A generator does not create electricity, but generates or produces an induced electromotive force, which causes a current to flow through a properly insulated system of electrical conductors external to it. The amount of electricity obtainable from such a generator is dependent upon the mechanical energy supplied. In the circuit external to a generator the e. m. f. causes the electricity to flow from a higher or positive potential to a lower or negative potential. In the internal circuit of a generator the e. m. f. causes the current to flow from a lower potential to a higher potential. The action of a generator is based upon the principles of electromagnetic induction.

The dynamo consists essentially of two parts: a magnetic field, produced by electromagnets, and a number of loops or coils of wire wound

upon an iron core, forming the armature. These parts are arranged so that the number of the magnetic lines of force of the field threading through the armature, coils will be constantly varied, thereby producing a steady e. m. f. in the generator or a constant torque in the motor.

Exercise 11. Answer the questions

1. What term can be applied to machines converting mechanical energy into electrical?
2. What kind of machine is a dynamo?
3. What is the function of a generator?
4. What is the action of a generator based upon?
5. What parts does the dynamo consist of?

Exercise 12. Прочитайте слова и словосочетания и запомните их русские эквиваленты.

Vocabulary:

handling — обращение
transfer — передача, перенос
location — местонахождение
pick up — брать, подбирать
arrangement — расположение
to utilize — утилизировать, находить применение
gripper — захват
to grasp — схватывать
spot welding — точечная сварка
continuous — непрерывный
arc welding — электродуговая сварка
spray painting — окраска распылением
frame — рама
spray-painting gun — распылитель краски
grinding — шлифование
polishing — полирование
spindle — шпиндель
manual — ручной
labour — труд
hazardous — опасный
shift — смена

Exercise 13. Переведите на английский язык

1. Существует несколько различных сфер использования автоматизации в производстве.

2. Для использования жесткой автоматизации необходимы большие инвестиции.

3. Жесткая автоматизация широко используется в химической промышленности.

4. Станки с числовым программным управлением — хороший пример программируемой автоматизации.

5. Гибкая автоматизация делает возможным пере-программирование оборудования.

6. Время простоя оборудования оборачивается большими убытками.

7. Использование гибкой автоматизации делает возможным производство разнообразной продукции.

Exercise 14. Ответьте на вопросы

Questions

1. How are robots used in manufacturing?
2. What is «material handling»?
3. What does a robot need to be equipped with to do loading and unloading operations?
4. What does robot manipulate in robotic processing operation?
5. What is the most common application of robots in automobile manufacturing?
6. What operations could be done by robot in car manufacturing industry?
7. What are the main reasons to use robots in production?
8. How can robots inspect the quality of production?
9. What operations could be done by robots in hazardous or uncomfortable for the human workers conditions?

Exercise 16. Read the text

THE USE OF AMMETERS AND VOLTMETERS

Ammeters and voltmeters are made to operate on the same principle. The two principle kinds are the moving coil and moving iron types.

The electro-magnetic effect of the current is the one chiefly made use of for measuring purposes. Moving iron instruments employ this effect. The moving- iron instrument consists of a fixed coil of wire carrying the current which magnetizes a small piece of soft iron mounted on the instrument spindle. In construction there are two varieties: the repulsion type having two pieces of iron; and the attraction type having only one.

In the attraction type of the instrument the bobbin carrying the wire is oblong instead of circular, and has only a narrow slot-shaped opening in the center.

A thin flat piece of iron, which is mounted on the instrument spindle, is sucked into this opening by magnetic attraction when the current flows. Either gravity or spring control can be used on moving-iron instruments and damping is usually by means of an air-dash-pot.

A moving-coil instrument may be compared to a miniature direct-current motor in which the armature never moves more than about a quarter of a revolution.

When a current flows through the coil of a moving-coil type ammeter, it becomes a magnet, one face being of north, and the other of south polarity.

These poles are attracted by the poles of opposite polarity of the permanent magnet, and the coil tends to turn until its axis is parallel with the line joining the pole pieces of the permanent magnet. This movement is proportional to the current flowing and is opposed by the control springs. A pointer fixed to the coils moves over a graduated scale and indicates the current flowing in amperes. The scale of this type of instrument is evenly divided, but the positive terminal must be connected to the positive terminal of the supply or the instrument tends to read backward. Such an instrument is only suitable for d. c. circuits.

Moving-coil instruments are more accurate and sensitive, but more expensive than those of moving-iron types.

Exercise 17. Give the English equivalents for the following words and word combinations:

1) электромагнитный тип; 2) магнитно-электрический тип; 3) ось; 4) репульсионный тип; 5) притягивающий тип; 6) продолговатый; 7) устанавливать; 8) втягивать; 9) воздушный успокоитель.

Exercise 18. Translate into Russian:

1) purpose; 2) employ; 3) slot-shaped; 4) magnetic attraction; 5) damp; 6) revolution; 7) pole; 8) axis; 9) pointer; 10) graduated scale.

Exercise 19. Answer the questions:

1. What are the two principle kinds of ammeters and voltmeters?
2. What is the construction of a moving iron instrument?
3. What are the two types of moving iron instrument?
4. How does a moving coil instrument work?
5. What instrument is suitable only for d.c.?
6. What instruments are more expensive and sensitive: moving coil or moving iron instruments?

Exercise 20. Insert the words:

1. In the attraction type of the … (механизмы) the bobbing is … (продолговатый) instead of … (круглый).
2. A small piece of … (железо) is mounted on the instrument … (ось).

3. … (Амортизация) is usually by means of an … (воздушный успокоитель)

4. The … (якорь) never moves more than about a quarter of a … (полный оборот) in a miniature d. c. motor.

5. … (катушечный) movement is proportional to … (движение тока) and is opposed by the … (пружинный механизм).

6. … (Стрелка) indicates the … (ток) flowing in … (ампер).

7. The … (положительный) terminal must be connected to the … (положительный) terminal of the … (питание) or the … (механизм) tends to read … (наоборот).

4 семестр

(Раздел 1 Тема 1.4)

Exercise 21. Read and translate the text.

MACHINE TOOLS — A MEASURE OF MAN'S PROGRESS

The variety and combinations of machine tools today are unlimited. Some of them are very small and can be mounted on a work-bench but others are so large that we have to construct special buildings to house them. There are some basic operations at any workshop. They are turning, drilling, threading, etc. The main machine tool of such a workshop is the multipurpose lathe. What is a lathe? It is a power-driven machine with special tools which can cut or form metal parts. The metal that cuts another metal must be very hard and so tools should be made of very hard steel alloys. The tool itself is very small in comparison with the mechanism that is to direct it. Technological progress improves accuracy of machine tools. Today's equipment can produce parts with very high accuracy. One can find a number of machine tools that can measure and inspect their production themselves — machine tools that are to handle the parts mechanically and automatically. Such machines can hold the parts which are to be measured and are able to indicate precise measurements themselves. A great many of such "clever" machines can be found today in our industry. Since machine tools become faster and more complex, automatic measurements and inspection ought to be of greater importance. Automation is one of the main factors of engineering progress. Flexible production lines form the basis for automated workshops. The main principle of such a flexible line is the fact that it can be switched over from one product to another, which has a similar structure but a different outline, almost instantaneously. It is equally efficient in conditions of both mass and small-batch production and will serve to increase the productivity.

Exercise 22. Прочитайте текст, определите являются ли утверждения после текста истинными (True) или ложными (False).

AAA. The variety and combinations of machine tools today are limited.

BBB. The main machine tool of any workshop is the multipurpose lathe.

CCC. Today machine tool can produce parts with very high accuracy.

DDD. Automation isn't important in the engineering progress.

EEE. Flexible production lines are inefficient in conditions of small-batch production.

Exercise 23. Перескажите текст.

Exercise 24. Дополните предложения словами, данными ниже (1 слово лишнее)

a. lathe b. work piece c. dies
d. mixture e. milling machine f. cutter

CC. In presswork, ….are used in pairs. 2. The ….is a circular device . 3. … is the most important machine-tool. 4. The material to be shaped is called the … .

5. Cooling fluid is a …. of water and oils.

Exercise 25. Подберите к словам из первого столбика противоположные по смыслу слова из второго столбика.

14. Hand tool	DD. unimportant
15. advantage	EE. automatic
16. accurate	FF. single -purpose machine
17. give	GG. disadvantage
18. important	HH. inaccurate
19. multi-purpose machine	II. receive
20. manual	JJ.machine tool
21. simple	KK. complex

Exercise 26. Подберите к словам из первого столбика определения из второго столбика.

1.tool	a. to take away
2.workshop	b. an operation is carried with its help
3.to shape	c. to turn in a new direction
4. to cut	d. a place where manufacture is carried out
5. to remove	e. to separate into pieces
6. workpiece	f. to form
7. to bend	g. a piece of metal

Exercise 27. Read and translate the text.

Units of Measurement

The Need for a Common Language

Every field of science involves taking measurements, understanding them, and communicating them to others. In other words, we all have to speak the same basic language. Whether you are a chemist, a physicist, a biologist, an engineer, or even a medical doctor, you need a consistent way of communicating size, mass, shape, temperature, time, amount, energy, power, and speed.

Consider the screen on which you're reading this text right now. It might be an LCD screen, which is made up of liquid crystals. The chemist developing a specific formulation for a liquid crystal has to meaningfully communicate information to an engineer so that the engineer knows how to manufacture it. The engineer, in turn has to be able to communicate with other engineers, physicists, and chemists to design the circuit boards, display screens, and electronic interfaces of the rest of the computer. If these people don't all speak the same language, the enterprise will never get off the ground.

The International System of Units (abbreviated SI, from the French *Système international d'unités)* is the metric system used in science, industry, and medicine. Depending on your age and geographic location, you might be very familiar with the "imperial" system, which includes units such as gallons, feet, miles, and pounds. The imperial system is used for "everyday" measurements in a few places, such as the United States. But in most of the

world (including Europe) and in all scientific circles, the SI system is in common use.

Exercise 28. Дайте определения, используя словарь:

1. the kilogram (kg), for mass
2. the second (s), for time
3. the kelvin (K), for temperature
4. he ampere (A), for electric current
5. the mole (mol), for the amount of a substance
6. the candela (cd), for luminous intensity
7. the meter (m), for distance

(Раздел 1 Тема 1.5)

Exercise 29. Read the text and answer the questions.

Safety Rules in the Workplace

While safety risk factors vary based on injury and occupation, there are a number of safety rules that apply to virtually all workplaces. These basic safety guidelines are an important foundation for any comprehensive workplace safety plan.

Stay Slip-Free

According to the National Floor Safety Institute (NFSI), "slips and falls are the leading cause of workers' compensation claims" and "represent the primary cause of lost days from work." Some falls result from slipping on wet floor areas, a problem that can be avoided by following a few basic tips. Key rules to reduce the possibility of injury related to slipping and falling in wet areas include:

22. **Keep floors dry** - Immediately take steps to dry water or other liquids that may gather on floor areas due to weather, spills, leaks, or other causes.
23. **Properly mark wet floors** - In situations where it's not possible to dry wet floors immediately, clearly mark with appropriate signage.
24. **Avoid wet floors** - Do not walk on flooring areas that are not dry.

Don't Stand or Climb on Furniture

As Safety + Health magazine points out, "Standing on chairs - particularly rolling office chairs - is a significant fall hazard." It's not uncommon for workers to fall and hurt themselves as result of standing or climbing on chairs, desks, file cabinets and other common office furniture. Protect yourself against these easily avoidable accidents by:

T. **Use furniture for intended purposes only** - Chairs, desks and other workplace furnishings aren't meant to function as ladders. Using them in this way can be a quick path to a serious injury.

U. **Use proper equipment** - When you need to reach something overhead, properly use a step ladder or stool designed for climbing to access the item(s).

Keep Your Hands Clean

No matter what type of environment you work in, keeping your hands clean is critical to workplace health and safety. As the Centers for Disease Control (CDC) points out, proper hand hygiene is critical "to avoid getting sick and spreading germs to others."

The CDC indicates that key times to wash your hands in the workplace include:

LL. **Food** - Before eating; before, during, and after food preparation

MM. **Injury** - Before and after treating your own or someone else's injury (such as a cut or wound)

NN. **Illness** - After coughing, blowing your nose, or sneezing; before or after assisting someone who is ill

OO. **Personal hygiene** - After using the toilet

PP. **Contact with waste** - After touching or taking out the garbage

Of course, there are other workplace-specific circumstances that apply. For example, those who work in a daycare center should wash their hands after changing a diaper. Those who work around animals should was their hands after coming into contact with an animal or animal waste.

According to the CDC, they way you wash your hands is just as important as when you do so. You can't just run them under the faucet for a few seconds and shake them. To promote health and safety in the workplace, you need to follow proper hand-washing techniques.

Exercise 30. Make a presentation. Use the following text as a model.

There are plenty of different professions. Some of my friends want to be doctors, others want to be lawyers or journalists, some of them want to become designers, IT workers.

But I've always had a particular interest to advertising. So, I`ve already decided what I want to do, when I grow up. I want to have a job where I can apply my creative skills. I`d like to have a job of a creative director in an advertising agency.

If you want to be a good art director, you need to be creative. The way advertisement motivates people to do something what they actually didn't plan to do is fascinating. I also strongly believe that work of creative director can be compared with art. A good advertisement is really an art object.

I strongly believe that if I am persistent and ambitious, everything becomes possible. However, I`m absolutely convinced that without good grades at school the success in one's future career is out of the question.

Раздел 5. Работа над проектом «Экологические проблемы Кузбасса»

В рамках подготовки к выполнению тестирования по разделу 5 выполните следующие задания. (самостоятельная работа).

Exercise 31. Read and translate the text.

Kuzbass is my native land

Kuzbass lies in the basin of the Tom River between the Kuznetsky Alatau and Salair Mountains. The coalfield was first discovered in 1721. Mikhailo Volkov was the discoverer of coal in this region. Engineering and machinery production, metalworking are widespread in all major towns. The main coal mining centres are Anzhero - Sudzhensk, Kemerovo, Leninsk - Kuznetsky, Prokopyevsk, Osinniki, Kiselyovsk.

Kuzbass lies in the most wonderful part of south – central Russia in Siberia. Siberia is famous for severe frosts and very hot summers. Kemerovo is the centre of Kuzbass. Kemerovo is the administrative centre of Kemerovo oblast (province). This town lies along the Tom River.

In the 19th century it was a small village called Kemerovo. In 1918 it became part of the village Shcheglovo to form the town of Shcheglovsk. In 1932 Shcheglovsk was renamed into Kemerovo. Nowadays Kemerovo is famous for its mines, chemical and 8 machine – building plants, factories. There are about 10 Institutions of Higher Education.

The most popular and interesting sight in Kuzbass is the national park «Tomskaya Pisanitsa». One can see ancient houses and unique buildings there. This park is popular for its paintings and drawings of ancient people.

Exercise 32. Say: true or false.

1. Kuzbass lies in the basin of the Ob River.
2. The coalfield was first discovered in 1721.
3. Michael Lomonosov was the discoverer of coal in this region.
4. The main coal - mining centres are: Belovo, Tyazhin and Beryozovsky. 5. Kuzbass lies in the most wonderful part of south-central Russia – in Siberia.
6. Siberia is famous for warm winters and cool summers.
7. Kemerovo is the administrative centre of Kemerovo oblast (province). 8. In the 19th century Kemerovo was a big town named Shcheglovo.
9. In 1900 two villages Kemerovo and Shcheglovo formed the town of Shcheglovsk.
10. Kemerovo is famous for its mines, factories and plants.
11. In 1932 Kemerovo was renamed into Shchelovsk.
12. There are 6 Institutions of Higher Education in Kemerovo.
13. The most popular and interesting sight in Kuzbass is the national park «Tomskaya Pisanitsa».

Exercise 33. Read and study the text get prepared to discuss the main items:

1. What is the root of human disharmony with nature?
2. What is the evidence of human interference into nature?
3. What measures can help Humanity to save the planet from ecological catastrophe?

The global ecological problems caused by the rapid technological progress

Since ancient times Nature has served Man, being the source of his life. For thousands of years people lived in harmony with environment and it seemed to them that natural riches were unlimited. But with the development of civilization man's interference in nature began to increase.

Large cities with thousands of smoky industrial enterprises appear all over the world today. The by-products of their activity pollute the air we breathe, the water we drink, the land we grow grain and vegetables on.

Every year world industry pollutes the atmosphere with about 1000 million tons of dust and other harmful substances. Many cities suffer from smog. Vast forests are cut and burn in fire. Their disappearance upsets the oxygen balance. As a result some rare species of animals, birds, fish and plants disappear forever, a number of rivers and lakes dry up.

The pollution of air and the world's ocean, destruction of the ozone layer is the result of man's careless interaction with nature, a sign of the ecological crisis.

Environmental protection is of a universal concern. That is why serious measures to create a system of ecological security should be taken. Some progress has been already made in this direction. As many as 159 countries - members of the UNO - have set up environmental protection agencies. Numerous conferences have been held by these agencies to discuss problems facing ecologically poor regions including the Aral Sea, the South Urals, Kuzbass, Donbass, Semipalatinsk and Chernobyl. An international environmental research centre has been set up on Lake Baikal. The international organization Greenpeace is also doing much to preserve the environment.

But these are only the initial steps and they must be carried onward to protect nature, to save life on the planet not only for the sake of the present but also for the future generations.

Exercise 34. Translate the sentences into English, using the basic story.

1. С древних времен природа служит человеку, являясь источником его жизни. Тысячи лет люди жили в гармонии с окружающей средой. И им казалось, что природные богатства неисчерпаемы.

2. Побочные продукты их деятельности загрязняют воздух, которым мы дышим, воду, которую мы пьем, землю, на которой мы выращиваем пшеницу и овощи.

3. В результате некоторые редкие виды животных, птиц, рыб и растений навсегда исчезают. Высыхают многие реки и озера.

4. Защита окружающей среды — всеобщая забота.

5. Надо двигаться вперед, защищая природу, сохраняя жизнь на планете, не только ради настоящего, но и для будущих поколений.

Exercise 35. Answer the following questions:

1. How did people live for thousands of years? 2. What cities appear all over the world today? 3. What pollutes the air we breathe? 4. What is the result of air pollution? 5. Why is environmental protection of a universal concern? 6. What are the initial steps in this direction?

6 Оценивание обучающегося на зачете

Промежуточная аттестация производится на основе текущего контроля успеваемости при условии выполнения всех заданий в семестре, предусмотренных фондом оценочных средств по дисциплине «Иностранный язык в профессиональной деятельности» и итоговой контрольной работы