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ГОМЕЛЬСКОГО ОБЛАСТНОГО ИСПОЛНИТЕЛЬНОГО КОМИТЕТА

УЧРЕЖДЕНИЕ ОБРАЗОВАНИЯ
«СВЕТЛОГОРСКИЙ ГОСУДАРСТВЕННЫЙ ИНДУСТРИАЛЬНЫЙ КОЛЛЕДЖ»

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ИНОСТРАННЫЙ ЯЗЫК (ПРОФЕССИОНАЛЬНАЯ ЛЕКСИКА)

Методические рекомендации по изучению учебной дисциплины, задания для контрольной работы и рекомендации по ее выполнению для учащихся заочной формы обучения 3 курса по специальности 2-70 02 01 «Промышленное и гражданское строительство (по направлениям)»

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Разработаны на основе типовой учебной программы по учебной дисциплине «Иностранный язык (профессиональная лексика)», утвержденной Министерством образования РБ 23.06.2014 года.

Методические рекомендации содержат: пояснительную записку, примерный тематический план, методические указания к выполнению ДКР, задания для ДКР и образец их выполнения, список рекомендуемой литературы.

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Расширение международных связей делает иностранный язык востребованным в практической и интеллектуальной деятельности специалиста. Цель профессионально направленного обучения иностранному языку определяется социальным заказом общества и государства по отношению к языковому образованию рабочих кадров с учетом образовательной концепции учебной дисциплины «Иностранный язык».

Основной целью изучения учебной дисциплины «Иностранный язык (профессиональная лексика)» является формирование профессиональной иноязычной коммуникативной компетенции в соответствии с профилем подготовки, которая может быть представлена совокупностью:

- ~ знаний лексического и грамматического минимума, необходимого для решения профессиональных задач средствами иностранного языка;
- ~ коммуникативных умений в четырех видах речевой деятельности (восприятие и понимание речи на слух, говорение, чтение, письмо) в сфере профессионального общения;
- ~ понимания ценности иностранного языка как средства познания и общения в профессиональной деятельности;
- ~ готовности к самообразованию в области иностранного языка в соответствии с требованиями профессиональной деятельности специалиста.

Достижение цели в единстве ее образовательного, развивающего и воспитательного аспектов предполагает решение комплекса задач:

- ~ формирование навыков чтения иностранных текстов профессиональной направленности, понимания высказывания в соответствии с ситуацией профессионального общения с учетом национально-культурных особенностей речевого поведения носителей языка; углубление и совершенствование базовых языковых знаний, расширение их профессионально ориентированной составляющей;
- ~ развитие умений использовать различные приемы, средства и возможности для самостоятельного изучения иностранных языков и их применения (аудио- или видеоматериалы, средства массовой информации, компьютерные учебные программы и др.);
- ~ формирование уважения к языку и культуре носителей языка, мотивации к повышению уровня владения иностранным языком в соответствии с требованиями профессиональной деятельности.

Преподавание предмета следует вести в тесной связи с дисциплинами специального цикла.

Согласно типовому учебному плану на изучение дисциплины по заочной форме обучения отводится 8 часов лабораторных и практических занятий, 1 ДКР.

Заключительной формой контроля является ОКР.

В результате изучения учебной дисциплины «Иностранный язык (профессиональная лексика)» учащиеся должны

знать на уровне представления

~ роль и место иностранного языка в профессиональном становлении и развитии личности;

~ страноведческую информацию, обогащающую социальный и профессиональный опыт;

знать на уровне понимания

~ значение активного лексического минимума по изучаемым темам, в том числе оценочной лексики, реплик-клише профессионального речевого этикета;

~ значение грамматических явлений, отмеченных в содержании программы;

~ языковые средства и правила речевого поведения в соответствии со сферой общения и социальным статусом партнера по общению;

уметь

~ понимать тексты профессиональной направленности, используя основные виды чтения (ознакомительное, изучающее, поисковое / просмотровое); оценивать важность и новизну извлеченной информации и выражать свое отношение к ней. Объем текста, предназначенного для ознакомительного чтения, 3000-4000 печатных знаков с пробелами, тестов для изучающего чтения - 2500-3500 печатных знаков с пробелами. Виды текстов: статьи, тексты профессиональной направленности, рекламные проспекты, технические документы и др.;

~ вести диалог (диалог-расспрос, диалог-обмен, диалог-побуждение к действию, этикетный диалог и их комбинации) в ситуациях профессионального общения в рамках изученной тематики (количество реплик каждого собеседника не менее 7-8 фраз);

~ беседовать, рассказывать, рассуждать в рамках изученной проблематики и тематики;

~ описывать и сравнивать предметы, факты, явления; делать сообщения профессиональной направленности; составлять монологическое высказывание (объем высказывания 15-20 фраз, правильно оформленных в языковом отношении);

~ относительно полно и точно понимать высказывания собеседника в распространенных ситуациях профессионального общения; понимать основное содержание и извлекать необходимую информацию из звучащих текстов профессиональной направленности, содержащих 3-4 % незнакомых слов, значение которых можно понять с помощью языковой или контекстуальной догадки (длительность звучания текста 2,5 мин);

~ составлять и оформлять письменное сообщение в рамках изучаемой темы, объявление в соответствии с нормами, принятыми в стране изучаемого языка, делать выписки из текстов.

ПРИМЕРНЫЙ ТЕМАТИЧЕСКИЙ ПЛАН

Тема, раздел	Количество учебных часов					Время на самостоятельную работу учащихся (часов)
	Всего		В том числе			
	для дневной формы	для заочной формы	на установочные занятия	на обзорные занятия	на лабораторные, практические занятия	
1	2	3	4	5	6	7
Введение.	1	-	-	1	-	1
Раздел 1. Вводно-коррективный курс	9	2	-	-	9	7
1.1 Лексико-фонетический и орфографический материал.	3	1	-	-	3	2
1.2 Лексико-грамматический материал.	6	1	-	-	6	5
Раздел 2. Основной курс.	30	6	-	-	30	24
2.1 Компетенции специалиста	4	1	-	-	4	3
2.2 Профессиональное самоопределение личности	4	1	-	-	4	3
2.3 Оборудование, инструменты, приспособления и материалы (сырье)	8	1	-	-	8	7
2.4 Производственные процессы и технологии	7	1	-	-	7	6
<i>Обязательная контрольная работа</i>	1	1	-	-	1	-
2.5 Ресурсосберегающие технологии	6	1	-	-	6	5
Итого	40	8		1	39	32

МЕТОДИЧЕСКИЕ УКАЗАНИЯ К ВЫПОЛНЕНИЮ ДКР

Учебным планом предусмотрено выполнение одной домашней контрольной работы. Контрольная работа представлена в десяти вариантах. Варианты контрольной работы определяются по последней цифре списочного номера учащегося в учебном журнале. Цифра «0» соответствует варианту 10. ДКР выполняются четким аккуратным почерком в ученической тетради с пронумерованными страницами, оставляя поля шириной 25 мм для замечаний преподавателя. Каждое задание выполняется с новой страницы. Условия заданий переписываются так, как они указаны в методических рекомендациях.

Материал контрольной работы следует располагать в тетради по следующему образцу:

Левая страница	Правая страница
поля: текст на английском языке	текст на русском языке: поля

Контрольная работа, признанная удовлетворительной, оценивается словом «зачтено». Не засчитывается и возвращается учащемуся на доработку с подробной рецензией работа, выполненная не в полном объеме, если в ней неправильно сделаны грамматические задания, есть лексические ошибки, техника перевода не соответствует содержанию текста.

Доработанный вариант не зачтенной контрольной работы представляется на рецензирование вместе с прежним вариантом, при этом правильно выполненная часть задания не переписывается.

После получения работы с рецензией преподавателя необходимо еще раз проработать учебный материал, руководствуясь указаниями рецензента. Все предложения, в которых были обнаружены орфографические, лексические и грамматические ошибки, а также неточности в переводе, переписываются начисто в исправленном виде в конце данной контрольной работы (после рецензии преподавателя).

Работа, выполненная по неправильно выбранному варианту, на рецензию не принимается и возвращается учащемуся. Он обязан повторно выполнить ее по соответствующему варианту. Возвращаются для повторного выполнения и работы, переписанные у других учащихся. Без проверки могут быть возвращены и контрольные работы, выполненные небрежно, неразборчивым почерком. Стирать пометки рецензента запрещается.

Контрольную работу необходимо выполнить в сроки, определенные учебным графиком группы. Разрешается досрочное выполнение контрольной работы.

Зачтенную домашнюю контрольную работу учащийся должен хранить до предъявления ее на ОКР. В случае утери работа выполняется повторно.

Собеседование по домашним контрольным работам (так называемая защита контрольных работ) осуществляется непосредственно перед ОКР.

ЗАДАНИЯ ДЛЯ ДОМАШНЕЙ КОТРОЛЬНОЙ РАБОТЫ

Для того чтобы правильно выполнить домашнюю контрольную работу, необходимо усвоить следующие разделы курса английского языка по любому учебнику грамматики:

1. Множественное число имен существительных.
2. Артикль.
3. Видовременные формы глагола.
4. Порядок слов в предложении.

Используйте следующие образцы выполнения упражнений.

ОБРАЗЕЦ ВЫПОЛНЕНИЯ УПРАЖНЕНИЯ 2

Левая страница	Правая страница
2.1. Перепишите предложения и поставьте их в форму множественного числа, сделав все необходимые изменения. Переведите предложения на русский язык.	
1. I am reading a new book now. – We are reading new books now. 2. Put this knife on the table. – Put these knives on the tables.	1. Я сейчас читаю новую книгу. – Мы сейчас читаем новые книги. 2. Положи этот нож на стол. – Положите эти ножи на столы.
2.2. Перепишите предложения, выбрав правильный глагол. Переведите предложения на русский язык.	
The woman together with her two sons <u>is</u> arriving soon.	Женщина вскоре приезжает с своими двумя сыновьями.

ОБРАЗЕЦ ВЫПОЛНЕНИЯ УПРАЖНЕНИЯ 3

Левая страница	Правая страница
3. Перепишите предложения, употребив артикль там, где это необходимо. Переведите предложения на русский язык.	
1. <u>The</u> idea of such ___ building materials might have been borrowed from <u>the</u> ancient Greeks.	1. Идея использования подобных строительных материалов, возможно, позаимствована у древних греков.

ОБРАЗЕЦ ВЫПОЛНЕНИЯ УПРАЖНЕНИЯ 4

Левая страница	Правая страница
4. Перепишите предложения, используя глагол в нужной видовременной форме. Укажите использованную форму глагола. Переведите предложения на русский язык.	
1. The children who <u>had played</u> in the yard <u>went</u> home. Past Perfect Active, Past Simple Active	1. Дети, которые играли во дворе, пошли домой.

ВАРИАНТ 1

1.1. Подберите к каждому английскому слову или словосочетанию из части А правильный русский эквивалент из части В.

А) apprentice, bid, carpenter, chimney, expose, joiner, lathing, mould, plumber, request

В) спрос, сетка (под штукатурку), плотник, паяльщик, труба, лекало, подвергать (опасности), столяр, претензия, подмастерье

1.2. Составьте из приведенных слов пары а) синонимов и б) антонимов. Переведите их на русский язык.

а) synonyms

build, wood, job, assistance, requirement, manufacture, apartment, usual, timber, construct, produce, work, ordinary, help, flat, demand,

б) antonyms

dismantle, useless, bottom, unusual, increase, speed up, adverse, heavy, useful, slow down, usual, light, assemble, reduce, upper floor, favourable

2.1. Перепишите предложения и поставьте их в форму множественного числа, сделав все необходимые изменения. Переведите предложения на русский язык.

1. This man standing at the window is my brother. He works as an engineer.

2. I'll give you my book. This story is very interesting.

3. There is a large window in the classroom. It gives enough light for a student to work at the desk.

4. Is this a good match? My friend was there yesterday and he wasn't disappointed.

5. Robert made this bookshelf himself. It was a very good work.

2.2. Перепишите предложения, выбрав правильный глагол. Переведите предложения на русский язык.

1. An article about the life and accomplishments of this writer (*appears, appear*) in this morning's newspaper.

2. The parents in our neighborhood (*is, are*) forming a basketball league for their children.

3. Only a few (*has, have*) have recognized her after her long absence.

4. Either the teacher or the students (*has, have*) your book.

5. The New York Times (*is, are*) a good newspaper.

3. Перепишите предложения, употребив артикль там, где это необходимо. Переведите предложения на русский язык.

1. ___ high ceiling is lowered somewhat near ___ decider wall to make ___ space ___ little more intimate.

2. ___ living room is intentionally designed away from ___ kitchen and ___ family room to guarantee some ___ adult ___ space.

3. Include ___ penalties when writing ___ contract for any ___ failure to meet ___ start-up and ___ competition dates.
4. Naturally, you will need to do some ___ research on ___ architectural styles to get ___ additional information.
5. To create ___ quiet port basin and provide ___ safe accommodation for ___ ships ___ harbour should be protected from ___ wind and ___ wave actions by ___ special engineering works if ___ sheltering has not been provided by ___ nature.
6. To avoid ___ stuffiness, ___ air should be given ___ certain amount of ___ motion.
7. Place ___ fan in ___ attic to blow ___ warm air out and cause ___ cooler breeze flow through ___ open windows.
8. To carry out ___ work of levelling ___ site one must employ ___ earth-moving machinery.
9. They try to adapt their ___ policies and ___ tactics to meet ___ new conditions.
10. ___ type of ___ policy to be followed will be widely discussed in ___ mass media.

4. Перепишите предложения, используя глагол в нужной видовойременной форме. Укажите использованную форму глагола. Переведите предложения на русский язык.

1. Different kinds of batteries (to use) in radio engineering.
2. Within several years nuclear power stations (to generate) a great amount of electric power.
3. They (to finish) testing the device last week.
4. There (to be) a large physics laboratory at our institute.
5. He (to reject) our proposal.
6. The ceiling (to support) by huge stone columns.
7. The fire started in a barber's shop and (to spread) quickly through the whole city.
8. Michael Jackson's recently released album (to go) straight to number one.
9. Over the years, the wooden staircase (to decay).
10. He said the car (to damage) badly in the accident.

5.1. Прочитайте и устно переведите весь текст. Перепишите 1-й, 2-й абзацы и переведите их письменно. Подготовьтесь к контрольному чтению вслух 3-го, 4-го абзацев.

1. In the modern industrialized world, construction usually involves the translation of paper or computer based designs into reality. A formal design team may be assembled to plan the physical proceedings, and to integrate those proceedings with the other parts. The design usually consists of drawings and specifications, usually prepared by a design team including architects, interior designers, civil engineers, cost engineers (or quantity surveyors), mechanical engineers, electrical engineers, and structural engineers.

2. The design team is most commonly employed by (i.e. in contract with) the property owner. Under this system, once the design is completed by the design

team, a number of construction companies or construction management companies may then be asked to make a bid for the work, either based directly on the design, or on the basis of drawings and a bill of quantities provided by a surveyor. Following evaluation of bids, the owner will typically award a contract to the lowest responsible bidder.

3. The modern trend in design is toward integration of previously separated specialties, especially among large firms. In the past, architects, interior designers, engineers, developers, construction managers, and general contractors were more likely to be entirely separate companies, even in the larger firms. Presently, a firm that is nominally an “architecture” or “construction management” firm may have experts from all related fields as employees, or to have an associated company that provides each necessary skill. Thus, each such firm may offer itself as “one-stop shopping” for a construction project, from beginning to end.

4. The increasing complexity of construction projects creates the need for design professionals trained in all phases of the project’s life-cycle and develop an appreciation of the building as an advanced technological system requiring close integration of many sub-systems and their individual components, including sustainability. Building engineering is an emerging discipline that attempts to meet this new challenge.

5.2. Перепишите предложений и укажите, правдивы ли они согласно содержанию текста. Переведите предложения на русский язык.

1. Construction usually involves the translation of computer based designs into paper.
2. The physical proceedings are planned by a formal team of individuals.
3. A design team usually prepares a successful project.
4. A design team usually consists of individuals and owners.
5. The design team is usually in contact with the property owner.
6. After the design is completed construction companies can make a bid for the work.
7. The owner usually awards a contract to the most famous bidder.
8. An architecture or construction management firm may be a one-stop shopping firm for a construction project.
9. A project structure includes design-build, partnering and construction management.
10. The owner uses the services of architects, interior designers, engineers and constructors before the construction.

5.3. Задайте 10 вопросов разного типа (общий, специальный, альтернативный, разделительный, косвенный) ко всему тексту. Будьте готовы дать ответы на эти вопросы.

ВАРИАНТ 2

1. Подберите к каждому английскому слову или словосочетанию из части А правильный русский эквивалент из части В.

А) basement, beam, coat, commission, designed performance, framework, derive (from), froth, impermeability, mortar

В) пускать в эксплуатацию, балка, пена, конструкция, покрытие, проектная мощность, раствор, основание, получать, непроницаемость

1.2. Составьте из приведенных слов пары а) синонимов и б) антонимов. Переведите их на русский язык.

а) synonyms

supply, punctuate, different, entirely, environment, factory, various, setting, ebb, up-to-date, provide, fade away, plant, interrupt, modern, completely

б) antonyms

front, commonality, enclosed, accept, loose, difference, open, awareness, rear, ignorance, glitzy, leafless, reject, low-key, verdant, strict

2.1. Перепишите предложения и поставьте их в форму множественного числа, сделав все необходимые изменения. Переведите предложения на русский язык.

1. There is a mouse in the kitchen. He is to do something with it.
2. A high mountain is very cold at the top. A sportsman has to be very careful.
3. Put this knife on the table. A woman uses it while cooking.
4. What is your name? It isn't written in your paper.
5. It was not the selected song. The girl had to consult with her tutor to find another one.

2.2. Перепишите предложения, выбрав правильный глагол. Переведите предложения на русский язык.

1. "The World is Too Much with US" is one of those poems that (*laments, lament*) our attachment to material things.
2. The Pax Romana was the only one of those diseases of the Middle Age that (*was, were*) not fatal.
3. The tutor as well as his pupils (*is, are*) going to have a rest in July.
4. Everyone except him (*was, were*) glad to make friends with foreign students.
5. Someone down the hall from us (*is, are*) calling your name.

3. Перепишите предложения, употребив артикль там, где это необходимо. Переведите предложения на русский язык.

1. ___ environmental protection brings together ___ social, economic, moral and political ___ considerations.
2. ___ challenge of working with ___ narrow lot is to save as many ___ trees as possible and still have ___ portions where ___ sun shines in.

3. Ever since ___ human being appeared on ___ Earth, he has been observing, deifying, thinking, understanding, controlling and dominating ___ world into which he was born.
4. ___ myths concerned with ___ water are widespread in ___ various cultures, testifying this ___ major reality of ___ human life.
5. ___ humidity has begun to produce its ___ own food through ___ planting of ___ crops.
6. ___ account should be taken of ___ worst conditions of ___ air temperature and ___ humidity likely to arise.
7. It's not enough to build ___ better mousetrap, you have to build ___ better mousetrap company.
8. You ought to know ___ names of ___ scientists who have contributed much to ___ development of your ___ profession.
9. I could do ___ work now but I'd rather put it off till ___ weekend.
10. There is always ___ guarantee, because ___ Builders are attracted to ___ imported goods.

4. Перепишите предложения, используя глагол в нужной видовременной форме. Укажите использованную форму глагола. Переведите предложения на русский язык.

1. The insurance company (to say) that they (to pay) for any damage.
2. Due to circumstances beyond our control, we regret to inform customers that this store (to close) early.
3. She'd probably have preferred a different dress to the one I (to buy) her – something more modern.
4. He (to join) the navy when he was sixteen.
5. The runways (to lengthen) at all the main airports.
6. The damaged ship (to tow) into harbor when the towline broke.
7. This scientific theory (to prove) to be false.
8. For a long time the Earth (to believe) to be flat.
9. The referee (to escort) from the football field by a strong police guard.
10. He (to watch) TV when the phone (to ring).

5.1. Прочитайте и устно переведите весь текст. Перепишите 1-й, 2-й абзацы и переведите их письменно. Подготовьтесь к контрольному чтению вслух 3-го, 4-го абзацев.

1. Concrete. The most common form of concrete consists of Portland cement, construction aggregate (generally gravel and sand) and water. Concrete does not solidify from drying after mixing and placement; the water reacts with the cement in a chemical process known as hydration. This water is absorbed by cement, which hardens, gluing the other components together and eventually creating a stone-like material. When used in the generic sense, this is the material referred to by the term concrete.

2. Concrete is used more than any other man-made material on the planet. It is used to make pavements, building structures, foundations, motorways/roads, overpasses, parking structures, brick/block walls and bases for gates, fences and poles.

As of 2005, about six billion cubic meters of concrete are made each year, amounting to the equivalent of one cubic meter for every person on Earth. Concrete powers a US\$35 billion industry which employs over two million workers in the United States alone. Over 55,000 miles of freeways and highways in America are made of this material. China currently consumes 40 % of world cement production.

3. Woodworking. Woodworking is the forming and shaping of wood to make useful and decorative objects. It is one of the oldest crafts and ranks as a popular hobby and an important industry. A skilled woodworker with a well-equipped home workshop can build items as simple as a birdhouse or as complicated as decorative furniture. Tools for a workshop can be purchased at hardware and department stores. Lumber retail stores and hobby shops sell a wide variety of wood.

4. The construction industry employs carpenters who construct the wooden framework of buildings. Other kinds of woodworkers include finish carpenter and cabinetmakers. Finish carpenters do the inside trim work around windows, cabinets, and other features that must fit exactly. Cabinetmakers design, shape, and assemble furniture, built-in cabinets, and stairways.

5.2. Перепишите предложений и укажите, правдивы ли они согласно содержанию текста. Переведите предложения на русский язык.

1. Concrete consists of Portland cement, gravel and sand.
2. Concrete isn't used more than any other natural material on the planet.
3. Since 2005 the production of concrete has increased greatly.
4. Very few workers in the United States deal with concrete production.
5. China consumes only a small part of world cement production.
6. Carpenters are often employed in the construction industry.
7. Cabinetmakers do not deal with woodworking.
8. Finish carpenters usually do the work on the roof of the building.
9. An ax as a woodworking tool was first used long before Christ.
10. Today carpenters form organizations called guilds.

5.3. Задайте 10 вопросов разного типа (общий, специальный, альтернативный, разделительный, косвенный) ко всему тексту. Будьте готовы дать ответы на эти вопросы.

ВАРИАНТ 3

1. Подберите к каждому английскому слову или словосочетанию из части А правильный русский эквивалент из части В.

A) to resist gravity, a number of, quality control, timber, surface finish, interaction, consider, throughout, load bearing wall, drain

B) строевой лес, обработка поверхности, дренажная труба, определенное количество, оказывать сопротивление силе тяжести, несущая стена, контроль качества, учитывать, взаимодействие, всюду

1.2. Составьте из приведенных слов пары а) синонимов и б) антонимов. Переведите их на русский язык.

a) synonyms

simple, suffice, intend, foil, proprietor, method, rustic, support, fill, fin, design, buttress, rib, owner, technique, background

b) antonyms

recall, exactly, lay off, shortage, expensive, unobstructed, twisted, forget, blocked, self-sufficient, hire, surplus, roughly, dependant, affordable, rectilinear

2.1. Перепишите предложения и поставьте их в форму множественного числа, сделав все необходимые изменения. Переведите предложения на русский язык.

1. That woman is my sister. She has a husband and a daughter.
2. The child is left alone in this room. The window and the door are closed.
3. There is a new house in our street. It suits my friend's needs.
4. Gymnastics is my favorite sport. I am keen on it from my childhood.
5. That woman is my cousin. She is a teacher.

2.2. Перепишите предложения, выбрав правильный глагол. Переведите предложения на русский язык.

1. The Balkans (*is, are*) composed of sedimentary strata.
2. A number of students (*was, were*) missing from yesterday's classes.
3. But praise (*is, are*) not the only response that these claims elicit.
4. My collection of programs from baseball games (*brings, bring*) back many memories of exciting games.
5. One of the girls on the team (*has, have*) left her shin guards on the bus.

3. Перепишите предложения, употребив артикль там, где это необходимо. Переведите предложения на русский язык.

1. If I were you, I would constructed ___ project on ___ prime site on ___ Victoria Island.
2. ___ operational acceptance of ___ project will take ___ place if ___ guarantees have met.
3. Had he been ___ skilled engineer, he would continue ___ building of ___ theatre.
4. Were I in your ___ place I wouldn't use ___ granite for ___ decorating ___ facade of ___ building.
5. ___ life comes from and depends on ___ nature.

6. ___ environment has been drastically changed under ___ influence of our ___ developing civilization.
7. ___ protection of ___ nature is to be observed in ___ every human society or ___ culture.
8. ___ absence of ___ rainwater can be replaced by ___ use of ___ irrigation from ___ rivers.
9. ___ combination of ___ need and ___ opportunity has led to ___ high technological and ___ political achievements.
10. In ___ Central Europe, ___ Danube has always been ___ cultural liaison between ___ distant nations.

4. Перепишите предложения, используя глагол в нужной видовременной форме. Укажите использованную форму глагола. Переведите предложения на русский язык.

1. Very unwillingly he (to turn) down the sound and (to go) to answer it.
2. It is very important that he (to call) me before the working day (to end).
3. It (to recommend) that the company (to open) an affiliate branch in China.
4. He (to suggest) that I (to take) a leave.
5. The new president (to demand) that the company (to abandon) the claim immediately.
6. I wish I (to be aware of) that earlier.
7. It (to be) time the firm (to pay) the bills.
8. He (to look) as if he already (to get) the post.
9. It (to be) necessary that the audit (to postpone).
10. An ancient village (to uncover) by archaeologists.

5.1. Прочитайте и устно переведите весь текст. Перепишите 1-й, 2-й абзацы и переведите их письменно. Подготовьтесь к контрольному чтению вслух 3-го, 4-го абзацев.

1. Engineering, much like other science, is a broad discipline which is often broken down into several sub-disciplines. These disciplines concern themselves with differing areas of engineering work. Although initially an engineer will usually be trained in a specific discipline, throughout an engineer's career the engineer may become multi-disciplined, having worked in several of the outlined areas. Engineering is often characterized as having four main branches:

Chemical engineering — the exploitation of both engineering and chemical principles in order to carry out large scale chemical process.

2. Civil engineering — the design and construction of public and private works, such as infrastructure (airports, roads, railways, water supply and treatment etc.), bridges, dams, and buildings.

Electrical engineering — a very broad area that may encompass the design and study of various electrical and electronic systems, such as electrical circuits, generators, motors, electromagnetic/electromechanical devices, electronic devices,

electronic circuits, optical fibers, optoelectronic devices, computer systems, telecommunications and electronics.

3. Mechanical engineering — the design of physical or mechanical systems, such as power and energy systems, aerospace/aircraft products, weapon systems, transportation products engines, compressors, power trains, kinematic chains, vacuum technology, and vibration isolation equipment.

Beyond these four, sources vary on other main branches. Historically, naval engineering and mining engineering were major branches. Modern fields sometimes included as major branches include aerospace, architectural, biomedical, industrial, materials science and nuclear engineering.

4. New specialties sometimes combine with the traditional fields and form new branches. A new or emerging area of application will commonly be defined temporarily as a permutation or subset of existing disciplines; there is often gray area as to when a given sub-field becomes large and/or prominent enough to warrant classification as a new «branch». One key indicator of such emergence is when major universities start establishing departments and programs in the new field.

For each of these fields there exists considerable overlap, especially in the areas of the application of sciences to their disciplines such as physics, chemistry and mathematics.

5.2. Перепишите предложений и укажите, правдивы ли они согласно содержанию текста. Переведите предложения на русский язык.

1. For each of new fields of engineering there isn't overlap.
2. One key indicator of such emergence is when major universities start establishing departments and programs in the new field.
3. Mechanical engineering — the design and construction of public and private works, such as infrastructure, bridges, dams, and buildings.
4. Civil engineering — the design of physical or mechanical systems, such as power and energy systems.
5. Chemical engineering — the exploitation of both engineering and chemical principles in order to carry out large scale chemical process.
6. An engineer will usually be trained in all existing specific disciplines.
7. Engineering, much like other science, is a broad discipline which is often broken down into several sub-disciplines.
8. Modern fields sometimes included as major branches include aerospace, architectural, biomedical, industrial, materials science and nuclear engineering.
9. Nowadays most engineering graduates don't have to prove their competence to be given more responsible tasks.
10. Within each subfield of civil engineering the details of a career path are the same.

5.3. Задайте 10 вопросов разного типа (общий, специальный, альтернативный, разделительный, косвенный) ко всему тексту. Будьте готовы дать ответы на эти вопросы.

ВАРИАНТ 4

1. Подберите к каждому английскому слову или словосочетанию из части А правильный русский эквивалент из части В.

A) without considering, plywood, sawdust, subject, veneer, crack, sag, bind, impurity, lump

B) шпон, опилки, фанера, примесь, трещина, подвергать, скреплять, оседать, не учитывая, комок

1.2. Составьте из приведенных слов пары а) синонимов и б) антонимов. Переведите их на русский язык.

a) synonyms

estimate, compensate, use, advocate, breakthrough, overlook, recoup, traditional, face, evaluate, support, advance, squander, conventional, waste, consumption

b) antonyms

shortcoming, virtue, strenuous, demolish, interior, reduce, tower, incompetent, boom, relaxed, skilled, slump, subway, construct, increase, exterior

2.1. Перепишите предложения и поставьте их в форму множественного числа, сделав все необходимые изменения. Переведите предложения на русский язык.

1. It is a white goose. That was not a sheep. That was a donkey.

2. Can you see a bird in that tree? It is on the branch with a red leaf.

3. What is that child's name? His mother should show him to a good music teacher.

4. He keeps his toy in his box. His little sister may not touch it.

5. Does your tooth still ache? You should go to a doctor.

2.2. Перепишите предложения, выбрав правильный глагол. Переведите предложения на русский язык.

1. The Lords (is, are) one of the Houses of the British Parliament.

2. The Netherlands (is, are) a country situated below the sea level.

3. The Seyshells (do, does) not produce oil.

4. Workers in that factory (*gets, get*) two weeks off every year for vacation.

5. One of the students in my class (*does, do*) volunteer work.

3. Перепишите предложения, употребив артикль там, где это необходимо. Переведите предложения на русский язык.

1. ___ venture capitalist is ___ individual or ___ firm who invests ___ money in ___ new enterprises.

2. It's ___ good idea to keep your ___ first-aid kit handy when you are on ___ holiday.
3. Today ___ Munster's merchant tradition is ___ best reflected in ___ busy pedestrian precincts and ___ shopping streets.
4. ___ experts know that ___ most fine pearls will have been housed in ___ oyster at ___ least two or three ___ years.
5. ___ city history should be presented against ___ background of ___ general country history.
6. If ___ traditional construction manager proves too expensive for your ___ project, you will be able to negotiate with ___ small general constructor to provide these ___ same services.
7. If ___ company produced ___ work of ___ quality that would satisfy ___ customers, then ___ continuous flow of ___ work to ___ company would follow.
8. If ___ new management techniques are not considered and adopted, there will be ___ loss in ___ competitive advantage.
9. If they had taken into ___ consideration ___ properties of these ___ materials, they should have been changed ___ draft.
10. If ___ company expanded, it would acquire in ___ engineering, ___ construction and ___ civil works ___ high level of ___ expertise.

4. Перепишите предложения, используя глагол в нужной видовойременной форме. Укажите использованную форму глагола. Переведите предложения на русский язык.

1. A famous actress (to choose) to advertise the product.
2. The architects (to draw) up plans for the new library.
3. John (to make) to do the washing up.
4. The ozone layer gradually (to destroy) by pollution.
5. You can (to leave) your bags at the left-luggage office.
6. A bring-and-buy sale (to held) next month.
7. Our house (to do) up by a famous interior decorator.
8. Workmen (to find) some antique vases in the old house.
9. The cracks in the wall (to cause) by the earthquake.
10. Thousands of rare birds (to kill) by hunters every year.

5.1. Прочитайте и устно переведите весь текст. Перепишите 1-й, 2-й абзацы и переведите их письменно. Подготовьтесь к контрольному чтению вслух 3-го, 4-го абзацев.

1. Building construction. Building construction is the process of adding structure to real property. The vast majority of building construction projects are small renovations, such as addition of a room, or renovation of a bathroom. Often, the owner of the property acts as laborer, paymaster, and design team for the entire project. However, all building construction projects include some elements in common – design, financial, and legal considerations. Many projects of varying sizes reach undesirable end results, such as structural collapse, cost overruns; those

with experience in the field make detailed plans and maintain careful oversight during the project to ensure a positive outcome.

2. For projects of large size and/or unusual type, the owner will likely establish a team of workers and advisors to create an overall plan. This ensures that the project will proceed in an orderly way to a desirable end. While no set list would establish what is needed or advisable for a particular project, frequently used advisors include mortgage bankers, accountants, lawyers, insurance brokers, architects, and engineers. While their roles overlap, each area of expertise addresses an element of what will be affected by the building construction project.

3. Residential construction. More and more families are looking into building their own homes, or contracting to have them built. Construction practices, technologies, and resources conform to state and local building codes. In most Australian states, a home owners warranty must be obtained prior to residential construction of dwellings less than three stories high.

4. Heavy/Highway construction. Heavy/Highway construction is the process of adding infrastructure to our built environment. Owners of these projects are usually government agencies, either at the national or local level. As in building construction, heavy/highway construction has design, financial, and legal considerations, however these projects are not usually undertaken for-profit, but to service the public interest. However, heavy/highway construction projects are also undertaken by large private corporations, including, among others, the golf courses, harbors, power companies, railroads, and mines, who undertake the construction of access roads, dams, railroads, general site grading, and massive earthwork projects.

As in building construction, the owner will assemble a team to create an overall plan to ensure that the goals of the project are met.

5.2. Перепишите предложений и укажите, правдивы ли они согласно содержанию текста. Переведите предложения на русский язык.

1. Building construction concerns adding structure to real property.
2. A small renovation often includes addition of a room, renovation of a bathroom and things like that.
3. The construction engineer usually acts as laborer, paymaster, and design team for the entire project.
4. Many projects of varying sizes reach desirable end results.
5. Those with experience in the field make it possible to ensure a positive outcome.
6. A group of advisors establish a set list of what is needed for a particular project.
7. A home owners warranty must be obtained to construct a dwelling less than three stories high.
8. Heavy construction is the process of adding a structure to real property.
9. Only private agencies usually own the projects concerning the process of adding infrastructure to our built environment.
10. Heavy/highway construction projects are undertaken for profit.

5.3. Задайте 10 вопросов разного типа (общий, специальный, альтернативный, разделительный, косвенный) ко всему тексту. Будьте готовы дать ответы на эти вопросы.

ВАРИАНТ 5

1. Подберите к каждому английскому слову или словосочетанию из части А правильный русский эквивалент из части В.

A) pit, quarry, roast, slake, treatment, duct, humidity, outlet, precipitator, velocity
B) выпускное или выходное отверстие, скорость, каменоломня, влажность, воздействие, шахта, кальцинировать, гасить, канал, ускоритель

1.2. Составьте из приведенных слов пары а) синонимов и б) антонимов. Переведите их на русский язык.

a) synonyms

weight, design, reflect, beam, skirt, adjacent, develop, sustainable, design, nearby, mirror, surround, load, girder, project, stable

b) antonyms

install, top, intake, indecisive, lend, corporate, underground, success, exhaust, sole, decisive, bottom, walk-up, failure, borrow, remove

2.1. Перепишите предложения и поставьте их в форму множественного числа, сделав все необходимые изменения. Переведите предложения на русский язык.

1. Is it your brother's book? It is not an interesting story.
2. There was a beautiful bright star in the sky. A girl made a photo of it.
3. It's a very difficult question to answer. A student fails to get a good mark.
4. The cat has caught a mouse. The animal showed it to its owner.
5. In spite there was a lady, a gentleman, a boy and a girl in the room, it was in silence.

2.2. Перепишите предложения, выбрав правильный глагол. Переведите предложения на русский язык.

1. If either of you (*takes, take*) a vacation now I shall be asked to finish this work.
2. Both a tiger and an elephant (*was, were*) in the Zoo.
3. What kinds of knowledge are left out of school programs (*is, are*) another matter of concern.
4. None of the utterances by the oracle at Delphi (*was, were*) easy to interpret.
5. Five trillion miles (*is, are*) how far light can travel in a year.

3. Перепишите предложения, употребив артикль там, где это необходимо. Переведите предложения на русский язык.

1. ___ synthetic plastics are light and hard, being produced by mixing together ___ number of ___ gases and ___ liquids.

2. ___ civil engineer may aim at ___ highway engineering, ___ structural engineering or some other ___ branch, and his ___ education will be influenced to some extent by ___ choice he has made.
3. ___ my joke was wasted upon him.
4. ___ documents worked out were fit for ___ waste-paper-basket.
5. Do ___ decision at ___ top get effectively translated into ___ actions by ___ others?
6. ___ clear lines of ___ authority are vital in any ___ organization.
7. ___ most managers determine their ___ jobs in ___ terms of ___ tasks to be done rather than ___ methods to be used.
8. Managing ___ people is far too important to be left to ___ chance.
9. ___ book I was looking for was staring me in ___ face.
10. ___ narrative Executive Summary is useful for ___ businesses that ___ break new ___ grounds.

4. Перепишите предложения, используя глагол в нужной видовойременной форме. Укажите использованную форму глагола. Переведите предложения на русский язык.

1. A new drug (to develop) by scientists.
2. A new breed of cow is (to introduce) into the country by farmers.
3. The furniture (to remove) by noon.
4. He (to escape) when they (to move) him from one prison to another.
5. She (not introduce) me to her mother.
6. A frightful crash (to waken) me at 4 a.m.
7. When they (to widen) this street the roar of the traffic (to keep) residents awake all night.
8. The island (to ruin) by tourists.
9. Two rooms (to book) for her by her travel agent.
10. She (to see) to leave the building.

5.1. Прочитайте и устно переведите весь текст. Перепишите 1-й, 2-й абзацы и переведите их письменно. Подготовьтесь к контрольному чтению вслух 3-го, 4-го абзацев.

1. An engineer is a professional practitioner of engineering, concerned with applying scientific knowledge, mathematics and ingenuity to develop solutions for technical and practical problems. Engineers design materials, structures, machines and systems while considering the limitations imposed by practicality, safety and cost. The word engineer is derived from the Latin root «ingeniare», meaning «to create».

Engineers are grounded in applied sciences, and their work in research and development is distinct from the basic research focus of scientists. The work of engineers forms the link between scientific discoveries and their subsequent applications to human needs.

2. Engineers develop new technological solutions. During the engineering design process, the responsibilities of the engineer may include defining problems, conducting and narrowing research, analyzing criteria, finding and analyzing solutions, and making decisions. Much of an engineer's time is spent on researching, locating, applying, and transferring information. Indeed, research suggests engineers spend 56 % of their time engaged in various different information behaviours, including 14 % actively searching for information.

3. Engineers apply techniques of engineering analysis in testing, production, or maintenance. Analytical engineers may supervise production in factories and elsewhere, determine the causes of a process failure, and test output to maintain quality. They also estimate the time and cost required to complete projects. Supervisory engineers are responsible for major components or entire projects. Engineering analysis involves the application of scientific analytic principles and processes to reveal the properties and state of the system, device or mechanism under study. Engineering analysis proceeds by separating the engineering design into the mechanisms of operation or failure, analyzing or estimating each component of the operation or failure mechanism in isolation, and re-combining the components.

4. Many engineers use computers to produce and analyze designs, to simulate and test how a machine, structure, or system operates, to generate specifications for parts, to monitor the quality of products, and to control the efficiency of processes.

Numerous specialties are recognized by professional societies, and each of the major branches of engineering has numerous subdivisions. Civil engineering, for example, includes structural and transportation engineering, and materials engineering includes ceramic, metallurgical, and polymer engineering. Engineers also may specialize in one industry, such as motor vehicles, or in one type of technology, such as turbines or semiconductor materials.

5.2. Перепишите предложений и укажите, правдивы ли они согласно содержанию текста. Переведите предложения на русский язык.

1. Supervisory engineers are responsible for major components or entire projects.
2. Engineers apply techniques of engineering analysis in theoretical elaboration of a project.
3. The work of engineers forms the link between scientific discoveries and their subsequent applications to human needs.
4. Engineers develop new solutions in the Arts.
5. The work of engineers in research and development is distinct from the basic research focus of scientists.
6. Engineers are grounded in natural sciences.
7. The word engineer is derived from the Greek root <ingenerare>, meaning <to create>.
8. Engineers design furniture, fibres and textiles.
9. An engineer is a professional practitioner of engineering.

10. Most engineers specialize in one or more engineering disciplines.

5.3. Задайте 10 вопросов разного типа (общий, специальный, альтернативный, разделительный, косвенный) ко всему тексту. Будьте готовы дать ответы на эти вопросы.

ВАРИАНТ 6

1. Подберите к каждому английскому слову или словосочетанию из части А правильный русский эквивалент из части В.

A) adobe, cohesion, flux, meet the requirements, alter, durability, maintenance, pier, transmit, dead load

В) передавать, техническое обслуживание, долговечность, постоянное движение, постоянная нагрузка, отвечать требованиям, опорная фундаментная плита, сплоченность, кирпич воздушной сушки, изменять

1.2. Составьте из приведенных слов пары а) синонимов и б) антонимов. Переведите их на русский язык.

a) synonyms

access, quantity, foreman, wage, amount, hand, walk-up, company, construct, salary, light, enterprise, reach, build, tenement, illuminate

b) antonyms

receive, exactly, profit, reject, usually, irregular, approximately, voluntary, unified, send, loss, diversified, seldom, regular, obligatory, accept

2.1. Перепишите предложения и поставьте их в форму множественного числа, сделав все необходимые изменения. Переведите предложения на русский язык.

1. I was at my grandmother's. I could see there an ox, a sheep, a cow and a goose.
2. Is this worker an Englishman or a German? – Neither, he is a Frenchman.
3. Why don't you eat this potato? – It is not tasty and very hot.
4. This strawberry is still green. Tell the child not to eat it.
5. The student put his book on the desk. He didn't need it any more.

2.2. Перепишите предложения, выбрав правильный глагол. Переведите предложения на русский язык.

1. "Bread and circuses" (*refer, refers*) to government practices that provide short-term solutions to public problems.
2. Several of the paintings in the Sicstine Chapel (*is, are*) frescoes.
3. Cybernetics (*is, are*) the study of how information flows and is managed in humans and machines.
4. What will happen to Americans without such knowledge (*is, are*) that they will not be able to bring the proper information to bear on what they read.

5. These educators claim that reading about a Faustian bargain without knowing who Faust was (*is, are*) a frustrating and shallow experience.

3. Перепишите предложения, употребив артикль там, где это необходимо. Переведите предложения на русский язык.

1. As you begin your ___ competitive assessment, keep in ___ mind that you need to evaluate only these ___ competitors aiming for ___ same target market.
2. ___ proper relation between ___ theory and ___ practice must be observed in ___ training ___ young specialists.
3. ___ students get their ___ practical training while they are working at ___ different firms.
4. From ___ very beginning ___ students are made ___ responsible for their ___ work.
5. Such ___ arrangement is leading to ___ better understanding of ___ speciality, namely, to its ___ application in ___ daily practice.
6. For improving their ___ knowledge in any ___ particular field of ___ science ___ students use ___ materials available in ___ reading-room or in ___ library.
7. ___ simple adding machines were known as far back as ___ 17th century.
8. In ___ modern computers ___ transistors are used for ___ performing ___ complicated operations.
9. Having settled on ___ type of ___ construction we must fix ___ spacing of ___ columns.
10. Being ___ rich in ___ mineral deposits ___ outlying districts were turned into ___ large industrial bases.

4. Перепишите предложения, используя глагол в нужной видовойременной форме. Укажите использованную форму глагола. Переведите предложения на русский язык.

1. I (to remember) this story forever.
2. These beautiful plants (to grow) by my grandmother.
3. The best wine (to produce) in France.
4. We (to find) a corpse in his room.
5. This ancient settlement (to discover) by the famous archaeologist in 1925.
6. They (to go) to set the lion free next week.
7. The children (to have) a good time in the park yesterday. They (to give) small pieces of bread to the ducks. Then they (to take) pictures of themselves.
8. Where are the children? They (to watch) TV in the room now. Some minutes ago they (to play) a game.
9. Now I am in my class. I (to sit) at my desk. I always (to sit) at the same desk.
10. The children (to be) very excited this morning, They (take) to the theatre tonight.

5.1. Прочитайте и устно переведите весь текст. Перепишите 1-й, 2-й абзацы и переведите их письменно. Подготовьтесь к контрольному чтению вслух 3-го, 4-го абзацев.

1. Design as a noun informally refers to a plan or convention for the construction of an object or a system (as in architectural blueprints, engineering drawing, business process, circuit diagrams and sewing patterns) while «to design» (verb) refers to making this plan. No generally-accepted definition of «design» exists, and the term has different connotations in different fields. However, one can also design by directly constructing an object.

The person designing is called a designer, which is also a term used for people who work professionally in one of the various design areas, usually also specifying which area is being dealt with (such as a fashion designer, concept designer or web designer). A designer's sequence of activities is called a design process. The scientific study of design is called design science.

2. Designing often necessitates considering the aesthetic, functional, economic and sociopolitical dimensions of both the design object and design process. It may involve considerable research, thought, modeling, interactive adjustment, and redesign. Meanwhile, diverse kinds of objects may be designed, including clothing, graphical user interfaces, skyscrapers, corporate identities, business processes and even methods of designing.

3. Typical stages consistent with The Rational Model include the following.

Pre-production design. Design brief or Parti — an early (often the beginning) statement of design goals. Analysis — analysis of current design goals. Research — investigating similar design solutions in the field or related topics. Specification — specifying requirements of a design solution for a product (product design specification) or service. Problem solving — conceptualizing and documenting design solutions. Presentation — presenting design solutions.

Design during production. Development — continuation and improvement of a designed solution. Testing — in situ testing a designed solution.

4. Post-production design feedback for future designs. Implementation — introducing the designed solution into the environment. Evaluation and conclusion — summary of process and results, including constructive criticism and suggestions for future improvements.

Redesign — any or all stages in the design process repeated (with corrections made) at any time before, during, or after production. Each stage has many associated best practices.

5.2. Перепишите предложений и укажите, правдивы ли они согласно содержанию текста. Переведите предложения на русский язык.

1. Design as a verb informally refers to a plan or convention for the construction of an object or a system.

2. No generally-accepted definition of «design» exists.

3. One can also design by inventing an object.

4. The person designing is called an engineer.
5. Analysis — investigating similar design solutions in the field or related topics.
6. Research — analysis of current design goals.
7. Specification — conceptualizing and documenting design solutions.
8. Problem solving — specifying requirements of a design solution for a product (product design specification) or service.
9. Presentation — continuation and improvement of a designed solution.
10. Development — presenting design solutions.

5.3. Задайте 10 вопросов разного типа (общий, специальный, альтернативный, разделительный, косвенный) ко всему тексту. Будьте готовы дать ответы на эти вопросы.

ВАРИАНТ 7

1. Подберите к каждому английскому слову или словосочетанию из части А правильный русский эквивалент из части В.

A) security, strength, live load, demolish, specification, performance, resources available, schedule, uniform, rock

B) горная порода, доступные ресурсы, однородный, инструкция, график, характеристика, прочность, безопасность, временная нагрузка, сносить,

1.2. Составьте из приведенных слов пары а) синонимов и б) антонимов. Переведите их на русский язык.

a) synonyms

column, raft, soil, foundation, substantial progress, bulging out, subsidence, pier, transfer, significant advance, base, heave, ground, reinforced concrete layer, settlement, transmit,

b) antonyms

disconnection, solid, disappearance, bond, inappropriate, appearance, horizontal, split, exude, plumb, mismatch, fragile, absorb, proper, untie, fit

2.1. Перепишите предложения и поставьте их в форму множественного числа, сделав все необходимые изменения. Переведите предложения на русский язык.

1. His child studies very well. He is very proud of her.
2. A person who lives in a glass house shouldn't throw a stone.
3. That girl is my niece. She is a pupil. She is a pretty girl of fourteen years old.
4. A woman is busier than a man. She has to work, bring up a child and keep the house.
5. There is a deer on the hill. It is a very beautiful animal.

2.2. Перепишите предложения, выбрав правильный глагол. Переведите предложения на русский язык.

1. In their opinion, cultural literacy (*is, are*) a matter of knowing facts about culture.
2. Their main concern (*is, are*) aspect of European and American culture.
3. According to them, learning facts such as what Fabian tactics are (*is, are*) essential.
4. Such claims (*has, have*) been praised by many people.
5. Some scholars are concerned about which people (*gets, get*) to the selected list of facts.

3. Перепишите предложения, употребив артикль там, где это необходимо. Переведите предложения на русский язык.

1. ___ trees were sheltering ___ early people from ___ severe north winds.
2. ___ failure to control ___ natural forces led to ___ immediate disasters or ___ gradual degradation of ___ environmental.
3. ___ myths concerned with ___ basic human need for ___ water are wide-spread in ___ various cultures.
4. ___ oldest Neolithic settlement ever excavated, and ___ oldest conserved wooden boat are dated back to ___ 4th millennium B.C.
5. ___ bridge will not sustain heavy ___ loads.
6. ___ children need ___ happy home environment.
7. ___ passengers were informed by ___ radio about ___ flight being delayed for ___ nearest two-three hours.
8. ___ wind had fallen, ___ moon was shining over ___ quiet sea.
9. ___ Pepsi-cola developed ___ one-way plastic biodegradable soft-drink bottle.
10. ___ basic concept of ___ competition is ___ responsiveness to ___ customers.

4. Перепишите предложения, используя глагол в нужной видовойременной форме. Укажите использованную форму глагола. Переведите предложения на русский язык.

1. He (to know) that he (to upset) me, but he (to behave) as if nothing (to happen).
2. The game (to result) in an-other victory of our team.
3. She (not to express) her thoughts with precision, so people often (to misunderstand) what she (to say).
4. A country (not to respect) if it (to violate) international agreements.
5. These violent incidents frequently (to occur) without any warnings.
6. Holland (to say) to be one of the prettiest countries in Europe.
7. My television (to deliver) tomorrow.
8. The building (to evacuate) ten minutes before the explosion (to take) place.
9. The mayor (to open) the new community centre next week.
10. We (to hear) her complaining strongly to the manager.

5.1. Прочитайте и устно переведите весь текст. Перепишите 1-й, 2-й абзацы и переведите их письменно. Подготовьтесь к контрольному чтению вслух 3-го, 4-го абзацев.

1. Environmental engineering. Wastewater treatment is a critical activity in environmental engineering, a sub-discipline of civil engineering.

Environmental engineering deals with the treatment of chemical, biological, and/or thermal waste, the purification of water and air, and the remediation of contaminated sites, due to prior waste disposal or accidental contamination. Among the topics covered by environmental engineering are pollutant transport, water purification, sewage treatment, and hazardous waste management. Environmental engineers can be involved with pollution reduction, green engineering, and industrial ecology. Environmental engineering also deals with the gathering of information on the environmental consequences of proposed actions and the assessment of effects of proposed actions for the purpose of assisting society and policy makers in the decision making process.

2. Environmental engineering is the contemporary term for sanitary engineering. Some other terms in use are public health engineering and environmental health engineering.

Surveying. Elements of a building or structure must be correctly sized and positioned in relation to each other and to site boundaries and adjacent structures. Civil engineers are trained in the methods of surveying and may seek Professional Land Surveyor status.

3. Construction engineering. Construction engineering involves planning and execution of the designs from transportation, site development, hydraulic, environmental, structural and geotechnical engineers. As construction firms tend to have higher business risk than other types of civil engineering firms, many construction engineers tend to take on a role that is more businesslike in nature: drafting and reviewing contracts, evaluating logistical operations, and closely-monitoring prices of necessary supplies.

4. Materials science. Civil engineering also includes elements of materials science. Construction materials with broad applications in civil engineering include ceramics such as Portland cement concrete (PCC) and hot mix asphalt concrete, metals such as aluminum and steel, and polymers such as polymethylmethacrylate (PMMA) and carbon fibers. Current research in these areas focus around increased strength, durability, workability, and reduced cost.

5.2. Перепишите предложений и укажите, правдивы ли они согласно содержанию текста. Переведите предложения на русский язык.

1. Environmental engineering is a subdiscipline of civil engineering.
2. Environmental engineering deals with wastewater treatment.
3. Sewage treatment and hazardous waste management are among topics covered by environmental engineering.
4. Gathering of information on the environmental consequences of proposed actions is the only task of environmental engineering.
5. Sanitary engineering is the contemporary term for environmental engineering.
6. Construction firms tend to have higher business risk.

7. Very few construction engineers tend to take on a role that is more business-like in nature.
8. Materials science is included in civil engineering.
9. Ceramics are construction materials with broad application.
10. Elements of a building must be correctly sized and positioned.

5.3. Задайте 10 вопросов разного типа (общий, специальный, альтернативный, разделительный, косвенный) ко всему тексту. Будьте готовы дать ответы на эти вопросы.

ВАРИАНТ 8

1. Подберите к каждому английскому слову или словосочетанию из части А правильный русский эквивалент из части В.

A) life, safe, site, services, prefabrication, floor, upgrade, pile, raft, settlement

B) свая, перекрытие, модернизировать, осадка, опора, предварительное изготовление, строительная площадка, надежный, коммуникации, срок службы

1.2. Составьте из приведенных слов пары а) синонимов и б) антонимов. Переведите их на русский язык.

a) synonyms

daylight, application, performance, construction, interior, influence, building, appliance, operation, gain, inside, obtain, natural light, effect, repair, maintenance

b) antonyms

lattice, development, regressive, durable, tensile, straight, innovative, stoppage, improve, penetrable, deform, rigid, curve, solid, joint, whole

2.1. Перепишите предложения и поставьте их в форму множественного числа, сделав все необходимые изменения. Переведите предложения на русский язык.

1. Give me the key. It is on the boy's desk.

2. I'd like to have some information about a train to New York. – The message is on the table.

3. The leaf turned first yellow, and then brown, and dropped off and was blown into the corner of the garden.

4. The piano is new. The key to the box on it is lost. He has to find a person to unlock it.

5. The shop is closed today. This town is very large. You can find another one.

2.2. Перепишите предложения, выбрав правильный глагол. Переведите предложения на русский язык.

1. Many restaurants along the highway (*stays, stay*) open all night.

2. The gift from your grandparents (*is, are*) in that big red box.

3. (*Is, Are*) either of your parents coming to the play?
4. Some of my friends (*likes, like*) jazz.
5. Recently some educators (*has, have*) suggested that our school ought to focus on cultural literacy.

3. Перепишите предложения, употребив артикль там, где это необходимо. Переведите предложения на русский язык.

1. ___ contractors are moving rapidly to meet ___ challenges of ___ modern business world and are making ___ full use of ___ tools available.
2. ___ consultants, however, are lagging behind in their ___ attitudes and are slower in ___ embracing ___ theories and practices involved.
3. ___ sufficient information must be provided to seriously think about ___ subject of ___ management, and ___ training of ___ managers within ___ construction industry.
4. Each ___ funding round is used to successfully reach ___ new stages of ___ company development.
5. ___ market should be large enough to profitably sustain your ___ business.
6. Due ___ diligence is ___ process undertaken by ___ venture capitalists, ___ investment bankers or ___ others to thoroughly investigate ___ company before ___ financing.
7. ___ vaults were cast on ___ timber framework.
8. ___ number of ___ factors had ___ bearing on ___ slow concrete adaptation for anything other than ___ foundations.
9. At ___ beginning of ___ 19th century ___ concrete became ___ matter of ___ great interest.
10. ___ many people say that J. Mouier should be credited with ___ invention of ___ reinforced concrete.

4. Перепишите предложения, используя глагол в нужной видовойременной форме. Укажите использованную форму глагола. Переведите предложения на русский язык.

1. When I came to this town three years ago, the bridge (still/ to build).
2. The telegram (to receive) tomorrow.
3. He was sure his mistake (never/ to discover).
4. The answer to this question can (to find) in the encyclopedia.
5. We (to show) the historical monuments of the capital to the delegation.
6. You can (to find) interesting information about the life in the USA in this book.
7. Budapest (to divide) into two parts: Buda and Pest.
8. When she (to enter) the classroom, the last student (still/ to examine).
9. Moscow University (to found) by Lomonosov.
10. We (to call) Zhukovski the father of Russian aviation.

5.1. Прочитайте и устно переведите весь текст. Перепишите 1-й, 2-й абзацы и переведите их письменно. Подготовьтесь к контрольному чтению вслух 3-го, 4-го абзацев.

1. Electrical engineering is an engineering discipline that deals with the study and application of electricity and electromagnetism. Its practitioners are called electrical engineers.

In the subfield of electronics, electrical engineers construct models of electrical components (such as resistors, capacitors, inductors, transistors, diodes, semiconductors) for simulation purposes. They combine these components into larger electrical networks.

2. The subfield of power engineering deals not only with electricity generation, electric power transmission and electricity distribution but also with electrical circuits and materials (e.g. insulators) that need to resist high voltages and currents.

Another subfield is accurate measurement of electrical properties. Measuring an electrical circuit inevitably changes the voltages and currents in it. The objective is to minimize the influence of the measuring circuit or even compensate for it. The field also includes sensors that use a material's electrical properties or electromechanical means of measurement. Examples of the former are piezoelectricity for measuring pressure and temperature-dependent resistors for measuring temperature. These sensors can be used in control engineering.

3. Other major subfields of electrical engineering are telecommunication and electromagnetism. Transmitting information from one place to another requires a transport channel such as a coax cable, optical fiber or free space. These channels can be accurately described using the laws of electromagnetism, particularly Maxwell's equations.

Some other examples of how electromagnetism is put to every day use are antenna design for use in mobile phones, and controlling the form of the electromagnetic field in an MRI scanner by the exact placement and alignment of its electromagnets. Another technology made possible by electromagnetism is the microwave oven. The field of high-power radio-frequency (RF) engineering was once feared to be a lost art. Because of the trend for low-power, miniaturized circuitry, there is a perception that the need for high-power radio engineering and engineers is diminishing. On the contrary, the need for engineers and technicians in this particular field has never been greater, and the need will only increase in the foreseeable future.

4. The tools and theories an electrical engineer can consult include mathematics and physics in general, the theory of electromagnetism, the theory of quantum mechanics, the mathematics of digital signal processing, control theory, the teachings of computer science.

Electronics that deal with both electrons (electricity) and photons (light) are also called optoelectronics. The related field of fibre optics has led to the development of fast telecommunication systems and the expansion of the Internet.

5.2. Перепишите предложений и укажите, правдивы ли они согласно содержанию текста. Переведите предложения на русский язык.

1. Electrical engineering is an engineering discipline that deals with the study and application of chemistry.
2. Electric engineering practitioners are called mechanical engineers.
3. Electrical engineers construct models of electrical components for simulation purposes.
4. They combine these components into larger electrical networks.
5. Measuring an electrical circuit doesn't change the voltages and currents in it.
6. The objective is to maximize the influence of the measuring circuit or even compensate for it.
7. Other major subfields of electrical engineering are civil engineering and mechanical engineering.
8. Transmitting information from one place to another requires a vehicle and wind.
9. There is a perception that the need for high-power radio engineering and engineers is diminishing.
10. The need for engineers and technicians in electrical engineering has never been greater, and the need will only increase in the foreseeable future.

5.3. Задайте 10 вопросов разного типа (общий, специальный, альтернативный, разделительный, косвенный) ко всему тексту. Будьте готовы дать ответы на эти вопросы.

ВАРИАНТ 9

1. Подберите к каждому английскому слову или словосочетанию из части А правильный русский эквивалент из части В.

- A) provide, safety, aim, appearance, firm, avoid, subsoil, bearing capacity, damage, strip foundation
B) грунтовое основание, ленточный фундамент, избегать, внешний вид, повреждение, цель, предусматривать, твердый, надежность, несущая способность

1.2. Составьте из приведенных слов пары а) синонимов и б) антонимов. Переведите их на русский язык.

- a) synonyms
near, studio, resemblance, dwelling, variety, mansion, restoration, lengthen, similarity, close, impressive house, renovation, loft, house, range, extend
b) antonyms
differ, linear, collapse, emergence, distinct, precise, disappearance, conform, entire, incomplete, safety, curved, stand, similar, inexact, risk

2.1. Перепишите предложения и поставьте их в форму множественного числа, сделав все необходимые изменения. Переведите предложения на русский язык.

1. The sheep is in the field. It spends there the whole day.
2. The roof of that house leaks; it should be repaired.
3. There is a man behind you. He has a new suit.
4. The volcano in Indonesia is very active. A citizen has to listen to the news in order not to get in trouble.
5. A car is a good means of transport but I like a plane most.

2.2. Перепишите предложения, выбрав правильный глагол. Переведите предложения на русский язык.

1. (*Does, Do*) everyone have a ticket?
2. Children from the kindergarten (*is having, are having*) a costume party.
3. Two rare white lions at Philadelphia's wildlife preserve (*attracts, attract*) many visitors.
4. Everybody in the class (*has, have*) finished the assignment.
5. (*Was, Were*) any of the literature on our reading list written by Jack London?

3. Перепишите предложения, употребив артикль там, где это необходимо. Переведите предложения на русский язык.

1. We couldn't have picked ___ worse day for ___ picnic — it rained nonstop.
2. Of course, ___ one must make ___ profit, but not if it involves ___ exploiting people.
3. ___ government could do ___ lot more to assist ___ small business.
4. They have been granted ___ permission to pull down ___ old ruining city ___ theatre.
5. ___ construction industry suffers greatly when ___ economy is in ___ recession.
6. All ___ managers have their ___ own style, even if they've never thought about their ___ approach to ___ management.
7. ___ new management techniques make ___ construction industry ___ highly competitive field.
8. ___ construction company's ___ management must rule ___ company effectively to have ___ good profit.
9. Usually any ___ new idea in ___ building industry can't be adopted until it has been proved and tested.
10. When speaking about ___ engineering education one should keep in ___ mind that ___ education of ___ engineer, therefore, extends over ___ wide range of ___ knowledge: from ___ pure science to ___ technology.

4. Перепишите предложения, используя глагол в нужной видовойременной форме. Укажите использованную форму глагола. Переведите предложения на русский язык.

1. Close the door, the baby (to wash).

2. She (not to follow) the advice she (to give).
3. Hopefully, everything (to arrange) by the end of the day.
4. Luckily, the house (to restore) by the time he (to come) back from Africa.
5. A lot of new houses (to build) in our town this year.
6. The road (to widen) for the last few weeks.
7. There (to be) somebody walking behind us. We (to follow).
8. After he (to promise) the job, he (to feel) quite jubilant.
9. I (not to realize) our conversation (to record), otherwise I (to be) so bold.
10. When we (to get) to the stadium, we (to find) that the game (to cancel).

5.1. Прочитайте и устно переведите весь текст. Перепишите 1-й, 2-й абзацы и переведите их письменно. Подготовьтесь к контрольному чтению вслух 3-го, 4-го абзацев.

1. Infrastructure is basic physical and organizational structures needed for the operation of a society or enterprise, or the services and facilities necessary for an economy to function. It can be generally defined as the set of interconnected structural elements that provide framework supporting framework supporting an entire structure of development.

The term typically refers to the technical structures that support a society, such as roads, water supply, sewers, electrical grids, telecommunications, and so forth, and can be defined as «the physical components of interrelated systems providing commodities and services essential to enable, sustain, or enhance societal living conditions».

2. Viewed functionally, infrastructure facilitates the production of goods and services, and also the distribution of finished products to markets, as well as basic social services such as schools and hospitals; for example, roads enable the transport of raw materials to a factory. In military parlance, the term refers to the buildings and permanent installations necessary for the support, redeployment, and operation of military forces.

The following list of hard infrastructure is limited to capital assets that serve the function of conveyance or channeling of people, vehicles, fluids, energy, or information, and which take the form either of a network or of a critical node used by vehicles, or used for the transmission of electro-magnetic waves.

3. Infrastructure systems include both the fixed assets, and the control systems and software required to operate, manage and monitor the systems, as well as any accessory buildings, plants, or vehicles that are an essential part of the system. Also included are fleets of vehicles operating according to schedules such as public transit buses and garbage collection, as well as basic energy or communications facilities that are not usually part of a physical network, such as oil refineries, radio, and television broadcasting facilities.

4. Engineers generally limit the use of the term «infrastructure» to describe fixed assets that are in the form of a large network, in other words, «hard» infrastructure. Recent efforts to devise more generic definitions of infrastructure have typically referred to the network aspects of most of the structures, and to the

accumulated value of investments in the networks as assets. One such effort defines infrastructure as the network of assets, where the system as a whole is intended to be maintained indefinitely at a specified standard of service by the continuing replacement and refurbishment of its components.

5.2. Перепишите предложений и укажите, правдивы ли они согласно содержанию текста. Переведите предложения на русский язык.

1. Infrastructure is basic physical structures.
2. Infrastructure can be generally defined as the set of separate structural elements.
3. The term typically refers to the technical structures that support a society, such as roads, water supply, sewers, electrical grids, telecommunications.
4. Infrastructure is not connected with the production of goods and services, and also the distribution of finished products to markets.
5. In military parlance, the term refers to the buildings and permanent installations necessary for the support, redeployment, and operation of military forces.
6. Hard infrastructure takes the form either of a network or of a critical node used by vehicles, or used for the transmission of electro-magnetic waves.
7. Infrastructure systems don't include the control systems and software.
8. Infrastructure systems include fleets of vehicles operating according to schedules.
9. Engineers generally limit the use of the term «infrastructure» to describe fixed assets that are in the form of a large network.
10. Infrastructure can be defined as the system as a whole which is intended to be maintained indefinitely at a specified standard of service by the continuing replacement and refurbishment of its components.

5.3. Задайте 10 вопросов разного типа (общий, специальный, альтернативный, разделительный, косвенный) ко всему тексту. Будьте готовы дать ответы на эти вопросы.

ВАРИАНТ 10

1. Подберите к каждому английскому слову или словосочетанию из части А правильный русский эквивалент из части В.

- A) compressive stress, tensile stress, ramp, compressive strength, tensile strength, truss, penetration, layer, disintegration, impermeable
- В) проникновение, измельчение, прочность на растяжение, ферма, прочность на сжатие, слой, растягивающее напряжение, непроницаемый, сжимающее напряжение, пандус

1.2. Составьте из приведенных слов пары а) синонимов и б) антонимов. Переведите их на русский язык.

- а) synonyms

manufacture, shape, alignment, screw, facing, rod, framework, bolt, soldering, fabricate, cladding, line arrangement, bar, framing, form, welding

b) antonyms

unobtainable, strengthen, dense, straighten, dispersed, end, man-made, concern, bend, be avoided, weaken, natural, last, occur, available, indifference

2.1. Перепишите предложения и поставьте их в форму множественного числа, сделав все необходимые изменения. Переведите предложения на русский язык.

1. While I was going down the road, I saw an excellent place for our commercial.
2. There is only one holiday this month. He is to plan his trip in December.
3. There is a party this weekend. I am going to invite my sister's friend.
4. Is there a mouse under the bed? – No, there isn't. The girl can check herself.
5. I was told that he was making a big project with his colleague.

2.2. Перепишите предложения, выбрав правильный глагол. Переведите предложения на русский язык.

1. Orange slices for the pie (*is, are*) in the cooler.
2. Neither of the plants (*needs, need*) water right now.
3. The flowers in your grandmother's garden (*looks, look*) beautiful.
4. Pictures from my mother's childhood (*fills, fill*) this scrapbook.
5. Most of the water in the puddles (*has, have*) dried now.

3. Перепишите предложения, употребив артикль там, где это необходимо. Переведите предложения на русский язык.

1. To be more ___ successful you should know and use ___ appropriate basic business ___ terms.
2. Do not use ___ lots of ___ technical jargon in ___ hope of sounding impressive when speaking to ___ people.
3. It is certainly not ___ necessary to be ___ Business School graduate to develop ___ good business plan.
4. Once you have defined ___ your market, you should then assess its ___ size and ___ trends.
5. ___ nothing happens unless first ___ dream.
6. We can't control ___ others or ___ certain events in our ___ lives but we can control how we react to those ___ events.
7. Do you know ___ proverb "cut ___ coat according to ___ cloth"?
8. When ___ body in ___ rotational motion moves in ___ radial direction, ___ force acts to speed up ___ body.
9. We have ___ big students body at our ___ university.
10. ___ Christopher Wren was ___ outstanding English ___ architect, ___ one who built ___ St.Paul's Cathedral.

4. Перепишите предложения, используя глагол в нужной видовойременной форме. Укажите использованную форму глагола. Переведите предложения на русский язык.

1. The winning boxer (to have) an advantage over his opponent because he (to be) four pounds heavier.
2. John (to add) some water to the paint to make it thinner.
3. There (to be) a last minute addition to the program for the President's visit.
4. When they (to finish) their surveys, the students (to ask) to compare their results.
5. The motor car (to have) a number of advantages, that is why it's expensive compared to other cars.
6. He (to make) up his mind not to interfere with the way she (to raise) her children.
7. She (not to like) people who (to interfere) in her business.
8. From time to time fires (to break out) in those buildings on the bridge though everything and the bridge itself (to make) of stone.
9. It (to be) interesting to note that 650 years later when modern London Bridge (to build) to replace the old one, the workers (to find) well-preserved wooden piles under the water surface.
10. He (to admit) that his failure (to cause) by his lack of courage.

5.1. Прочитайте и устно переведите весь текст. Перепишите 1-й, 2-й абзацы и переведите их письменно. Подготовьтесь к контрольному чтению вслух 3-го, 4-го абзацев.

1. Civil engineering. In modern usage, civil engineering is a broad field of engineering that deals with the planning, construction, and maintenance of fixed structures, or public works, as they are related to earth, water, or civilization and their processes. Most civil engineering today deals with power plants, bridges, roads, railways, structures, water supply, irrigation, environment, sewer, flood control, transportation and traffic. In essence, civil engineering may be regarded as the profession that makes the world a more agreeable place in which to live.

2. Engineering has developed from observations of the ways natural and constructed systems react and from the development of empirical equations that provide bases for design. Civil engineering is the broadest of the engineering fields, partly because it is the oldest of all engineering fields. In fact, engineering was once divided into only two fields – military and civil. Civil engineering is still an umbrella term, comprised of many related specialities.

3. Geotechnical engineering. The main subject of the field of geotechnical engineering is concerned with foundations, soil properties, soil mechanics, compression and swelling of soils, seepage, slopes, embankments, retaining walls, ground and rock anchors, use of synthetic tensile materials in soil structures, soil structure interaction, and soil dynamics.

4. Transportation engineering. Transportation engineering is concerned with moving people and goods efficiently, safely, and in a manner conducive to a vibrant community. This involves specifying, designing, constructing, and maintaining transportation infrastructure which includes streets, highways, rail

systems, airports, ports, and mass transit. It includes areas such as transportation design, transportation planning, traffic engineering, urban engineering, queuing theory, pavement engineering, Intelligent Transportation System (ITS), and infrastructure management.

5.2. Перепишите предложений и укажите, правдивы ли они согласно содержанию текста. Переведите предложения на русский язык.

1. Civil engineering deals with construction only.
2. Construction of fixed structures or public works is a part of a broad field of engineering.
3. Civil engineering makes the world a more attractive place to live in.
4. Civil engineering is a new field of engineering.
5. Civil engineering is only a small part of all engineering fields.
6. Engineering was once divided into only two fields.
7. Observations of the ways natural and constructed systems react gave development to the engineering.
8. Geotechnical engineering is concerned with soil structure interaction, soil dynamics and maintenance of fixed structures.
9. Soil properties is one of the main subjects which is concerned with the field of geotechnical engineering.
10. Moving people and goods efficiently is one of the main tasks of transportation engineering.

5.3. Задайте 10 вопросов разного типа (общий, специальный, альтернативный, разделительный, косвенный) ко всему тексту. Будьте готовы дать ответы на эти вопросы.

ПЕРЕЧЕНЬ ВОПРОСОВ ДЛЯ ПОДГОТОВКИ К ОКР

1. Основные виды деятельности и функции специалиста. Должностные обязанности.
2. Рабочий день. Условия работы.
3. Перспективы профессионального роста.
4. Имидж, внешний вид, одежда. Качества личности и профессия.
5. Оборудование: виды, название, назначение, устройство, краткая характеристика, технический паспорт.
6. Инструменты, приспособления: виды, название, назначение, краткая характеристика.
7. Материалы (сырье): название, свойства, область применения.
8. Производственный процесс: этапы, планирование и организация.
9. Технологическое оборудование: техническое обслуживание, неисправности, ремонт, разборка / сборка, регулировка, испытание оборудования.
10. Объект профессиональной деятельности или выпускаемая продукция. Контроль качества выпускаемой продукции.
11. Современное развитие науки и техники (на примере отрасли); использование ресурсосберегающих технологий на производстве.
12. Экологические проблемы, источники и последствия загрязнения окружающей среды.
13. Экологическая культура профессиональной деятельности.

КРИТЕРИИ ОЦЕНКИ РЕЗУЛЬТАТОВ УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ УЧАЩИХСЯ ПО ДИСЦИПЛИНЕ

Оценка в баллах	Показатели оценки
1 (один)	Узнавание отдельных объектов изучения программного учебного материала, предъявленных в готовом виде (основных терминов, словосочетаний, фраз и т. д.). Коммуникативная задача не решена. Письменное высказывание сводится к отдельным словам и словосочетаниям. Различение отдельных фактов текста при чтении и восприятии речи на слух.
2 (два)	Различение объектов изучения программного учебного материала, предъявленных в готовом виде. Коммуникативная задача не решена. При чтении и восприятии речи на слух не выявлены изложенные в тексте факты и события. Письменном высказывании отсутствует логика и связность. Используемые языковые и речевые средства не соответствуют ситуации профессионального общения. Допущено значительное количество ошибок, препятствующих коммуникации.
3 (три)	Воспроизведение части программного учебного материала по памяти. Коммуникативная задача решена частично. При чтении и восприятии речи на слух не выявлены основные факты, события, детали текста, не дифференцируется основная и второстепенная информация. Письменном высказывании отсутствует логика и последовательность изложения. Используемые языковые и речевые средства не соответствуют ситуации профессионального общения. Компенсаторные умения не используются. Допущено значительное количество ошибок, препятствующих коммуникации.
4 (четыре)	Недостаточно осознанное воспроизведение большей части программного учебного материала. Применение знаний в знакомой ситуации по образцу. Коммуникативная задача решена частично, при чтении и восприятии речи на слух есть существенные нарушения в выявлении основных фактов, событий текста, отдельных деталей текста, затруднения в различении основной и второстепенной информации. Письменном высказывании нарушена логика и последовательность изложения. Используемые языковые и речевые средства не всегда соответствуют ситуации профессионального общения. Компенсаторные умения не используются. Допущен ряд ошибок, затрудняющих коммуникацию.

5 (пять)	Осознанное воспроизведение большей части программного учебного материала. Применение знаний в знакомой ситуации по образцу. Коммуникативная задача решена не полностью. При чтении и восприятии речи на слух есть существенные нарушения в выявлении основных фактов, событий текста, выявлены не все детали текста, имеются затруднения в различении основной и второстепенной информации, отсутствует оценка новизны (значимости) извлеченной из текста информации. Письменное высказывание значительно нарушена логика и последовательность изложения, не выражает своего отношения к обсуждаемой проблеме, теме. Используемые языковые и речевые средства не всегда соответствуют ситуации профессионального общения. Компенсаторные умения не используются. Допущен ряд ошибок, частично влияющих на процесс коммуникации.
6 (шесть)	Полное знание и осознанное воспроизведение всего программного учебного материала; владение программным учебным материалом в знакомой ситуации. Коммуникативная задача в основном решена. При чтении и восприятии речи на слух есть искажения в выявлении основных фактов, событий текста, выявлены не все детали текста, имеются затруднения в различении основной и второстепенной информации, отсутствует оценка новизны (значимости) извлеченной из текста информации. Письменном высказывании имеются нарушения логики и последовательности изложения, не выражает своего отношения к обсуждаемой проблеме, теме. Используемые языковые и речевые средства не всегда соответствуют ситуации профессионального общения. Недостаточно используются компенсаторные умения. Допущен ряд ошибок, частично влияющих на процесс коммуникации.
7 (семь)	Полное, прочное знание и воспроизведение программного учебного материала. Владение программным учебным материалом в знакомой ситуации. Коммуникативная задача решена относительно полно. При чтении и восприятии речи на слух определены тема (проблема) текста, основные факты, события, детали текста. Письменном высказывании имеются незначительные нарушения логики и последовательности изложения, есть затруднения в выражении своего отношения к обсуждаемой проблеме, теме. Используемые языковые и речевые средства в основном соответствуют ситуации профессионального общения. В случае затруднений используются компенсаторные умения. Допущены отдельные ошибки.

8 (восемь)	<p>Полное, прочное, глубокое знание и воспроизведение программного учебного материала. Оперирование программным учебным материалом в знакомой ситуации. Коммуникативная задача решена относительно полно. При чтении и восприятии речи на слух определены тема (проблема) текста, основные факты, события, выявлены детали текста, дифференцирована основная и второстепенная информация. Затруднения в оценке новизны (значимости) извлеченной из текста информации. Письменное высказывание построено логично и связно, есть затруднения в выражении своего отношения к обсуждаемой проблеме, теме. Используемые языковые и речевые средства соответствуют ситуации профессионального общения. В случае затруднений используются компенсаторные умения. Допущены отдельные ошибки, не препятствующие коммуникации.</p>
9 (девять)	<p>Полное, прочное, глубокое, системное знание программного учебного материала; оперирование программным учебным материалом в частично измененной ситуации. Коммуникативная задача решена полностью. При чтении и восприятии речи на слух определены тема (проблема) текста, основные факты, события, выявлены все детали текста. Письменное высказывание построено логично и связно, выражено свое отношение к обсуждаемой проблеме, теме. Используемые языковые и речевые средства соответствуют ситуации профессионального общения. В случае затруднений используются компенсаторные умения. Допущены единичные ошибки, не препятствующие коммуникации.</p>
10 (десять)	<p>Свободное оперирование программным учебным материалом. Применение знаний и умений в незнакомой ситуации. Коммуникативная задача решена полностью. При чтении и восприятии речи на слух определены тема (проблема) текста, основные факты, события, выявлены все детали текста. Письменное высказывание построено логично и связно, выражено свое отношение к обсуждаемой проблеме, теме. Используемые языковые и речевые средства соответствуют ситуации профессионального общения. В случае необходимости используются компенсаторные умения. Допущены единичные ошибки, не препятствующие коммуникации.</p>

Примечание. При отсутствии результатов учебной деятельности обучающимся в учреждении среднего специального образования выставляется «0» (ноль) баллов.

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