

Министерство образования, науки и молодежной политики  
Краснодарского края  
государственное бюджетное профессиональное образовательное  
учреждение  
«Кропоткинский техникум технологий и железнодорожного  
транспорта»

### **ФОНД ОЦЕНОЧНЫХ СРЕДСТВ**

для проведения текущего контроля успеваемости и промежуточной  
аттестации (в форме дифференцированного зачёта)

СГ.02 Иностранный язык в профессиональной деятельности  
для специальности СПО

43.02.06 Сервис на транспорте (по видам транспорта)

Рассмотрен

Утвержден:

Методической комиссией гуманитарных дисциплин  
Протокол № 1 от «29» августа 2024 г.  
Председатель МК Л.М. Хаженева

Директор ГБПОУ "КТТ и ЖТ"  
В.А. Шахбазян

Рассмотрен педагогическим советом  
протокол №1 от «30» августа 2024 г.

Фонд оценочных средств по дисциплине СГ.02 Иностранный язык в профессиональной деятельности разработан на основе рабочей программы дисциплины Иностранный язык для специальности 43.02.06 Сервис на транспорте (по видам транспорта), разработанной преподавателями ГБПОУ «КТТ и ЖТ» Даниелян В.Б., Деденко В.В. в соответствии с положением «Об оценочных средствах для текущего контроля и промежуточной аттестации в ГБПОУ «КТТ и ЖТ», положением «О периодичности и порядке текущего контроля успеваемости и промежуточной аттестации, обучающихся в ГБПОУ «КТТ и ЖТ».

Организация разработчик: Государственное бюджетное профессиональное образовательное учреждение Краснодарского края «Кропоткинский техникум технологий и железнодорожного транспорта».

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## СОДЕРЖАНИЕ

1. Паспорт фонда контрольно-оценочных средств .....
2. Результаты освоения учебной дисциплины, подлежащие проверке .....
3. Оценка освоения учебной дисциплины .....
- 3.1. Контроль и оценка освоения учебной дисциплины по темам  
        (разделам)
- 3.2. Перечень вопросов и заданий для входного контроля знаний по  
        дисциплине
- 3.3. Перечень вопросов и заданий для текущего контроля знаний по  
        дисциплине
- 3.4. Перечень вопросов и заданий для промежуточной аттестации по  
        дисциплине
- 3.5. Пакет экзаменатора .....
- 3.6. Критерии оценки .....

## 1. ПАСПОРТ ФОНДА КОНТРОЛЬНО-ОЦЕНОЧНЫХ СРЕДСТВ

В результате освоения учебной дисциплины С.Г.02 «Иностранный язык в профессиональной деятельности» обучающийся должен обладать предусмотренными ФГОС по специальности 43.02.06 Сервис на транспорте (по видам транспорта) следующими умениями, знаниями, которые формируют профессиональную компетенцию, и общими компетенциями.

Обучающийся должен *уметь*:

У1. общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;

У2. переводить (со словарем) иностранные тексты профессиональной направленности;

У3. самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас;

Обучающийся должен *знать*:

З1. лексический (1200 – 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.

**Формируемые ОК:**

**ОК 01.** Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам

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

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

**ОК 04.** Эффективно взаимодействовать и работать в коллективе и команде

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

**ОК 06.** Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных российских духовно-нравственных ценностей, в том числе с учетом гармонизации межнациональных и межрелигиозных отношений, применять стандарты антикоррупционного поведения

**ОК 07.** Содействовать сохранению окружающей среды, ресурсосбережению, применять знания об изменении климата, принципы бережливого производства, эффективно действовать в чрезвычайных ситуациях

Формой аттестации по учебной дисциплине является *дифференцированный зачет*.

## 2. РЕЗУЛЬТАТЫ ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ, ПОДЛЕЖАЩИЕ ПРОВЕРКЕ

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

Код	Результаты обучения: умения, знания и общие компетенции	Показатели оценки результатов
	<i>уметь</i>	
У1	общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;	- построение правильных предложений в пределах изученных тем; - поддержание беседы на профессиональную тему.
У2	переводить (со словарем) иностранные тексты профессиональной направленности;	- умение работать с источниками профессиональной информации на иностранном языке.
У3	самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас;	
	<i>знать</i>	
З1	лексический (1200 – 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.	- использование и обоснованность выбора лексических единиц в речевой деятельности. - освоение новых лексических единиц и устойчивых выражений, необходимых для чтения и перевода текстов профессиональной направленности.

### Распределение результатов освоения дисциплины по видам аттестации

Код и наименование элемента умений или знаний	Виды аттестации	
	Текущий контроль	Промежуточная аттестация
У 1. Вести беседу (диалог, переговоры) профессиональной направленности на иностранном языке;	Устный ответ.	Диф.зачет
У2. Работать с источниками профессиональной информации на иностранном языке;	Устный ответ. Письменное задание.	Диф.зачет
З1 Лексико - грамматический материал по специальности, необходимый для профессионального общения;	Устный ответ. Письменное задание. Тестовые задания	Диф.зачет
З2 Различные виды речевой деятельности и формы речи;	Устный ответ.	Диф.зачет

33 Источники профессиональной информации на иностранном языке;	Устный ответ.	Диф.зачет
34 технику перевода профессионально ориентированных текстов	Устный ответ. Письменное задание	Диф.зачет

### 3. ОЦЕНКА ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ

#### 3.1. Формы и методы оценивания

Предметом оценки служат умения и знания, предусмотренные ФГОС по дисциплине СГ.02 *Иностранный язык в профессиональной деятельности*, направленные на формирование общих и профессиональных компетенций.

#### Контроль и оценка освоения учебной дисциплины по темам (разделам) и семестрам.

Элемент учебной дисциплины	Формы и методы контроля					
	Текущий контроль		Рубежный контроль		Промежуточная аттестация	
	Форма контроля	Проверяемые ОК, У, З	Форма контроля	Проверяемые ОК, У, З	Форма контроля	Проверяемые ОК, У, З
2 курс						
Раздел 1 Иностранный язык и профессиональная деятельность		У1, У2, У3, З 1 ОК 1-ОК9	Тест	У1, У2, У3, З 1 ОК 1-ОК9	Диф.зачет	У1, У2, У3, З 1 ОК 1-ОК9
Тема 1.1 Базовая лексика текстов по профессии	Практическое задание	У1, У2, У3, З 1 ОК 1-ОК9		У1, У2, У3, З 1 ОК 1-ОК9	Диф.зачет	У1, У2, У3, З 1 ОК 1-ОК9
Тема 1.2 Извлечение общей информации из адаптированного текста по профессии	Практическое задание	У1, У2, У3, З 1 ОК 1-ОК9		У1, У2, У3, З 1 ОК 1-ОК9	Диф.зачет	У1, У2, У3, З 1 ОК 1-ОК9
Тема 1.3 Устойчивые словосочетания, наиболее часто встречающиеся в профессиональной речи	Практическое задание	У1, У2, У3, З 1 ОК 1-ОК9		У1, У2, У3, З 1 ОК 1-ОК9	Диф.зачет	У1, У2, У3, З 1 ОК 1-ОК9
Тема 1.4 Определение главной и второстепенной информации из адаптированного текста по профессии	Практическое задание	У1, У2, У3, З 1 ОК 1-ОК9				
Раздел 2 Деловой иностранный язык		У1, У2, У3, З 1 ОК 1-ОК9	Тест	У1, У2, У3, З 1 ОК 1-ОК9	Диф.зачет	У1, У2, У3, З 1 ОК 1-ОК9
Раздел 3 Перевод профессиональной литературы		У1, У2, У3, З 1 ОК 1-ОК9	тест	У1, У2, У3, З 1 ОК 1-ОК9	Диф.зачет	У1, У2, У3, З 1 ОК 1-ОК9
Тема 3.1 Официально-деловой стиль общения. Научный стиль	Практическое задание	У1, У2, У3, З 1 ОК 1-ОК9		У1, У2, У3, З 1 ОК 1-ОК9	Диф.зачет	У1, У2, У3, З 1 ОК 1-ОК9
Тема 3.2 Неадаптированные тексты по специальности (правила и приёмы перевода с иностранного языка на русский язык и с русского языка на иностранный язык).	Практическое задание	У1, У2, У3, З 1 ОК 1-ОК9		У1, У2, У3, З 1 ОК 1-ОК9	Диф.зачет	У1, У2, У3, З 1 ОК 1-ОК9

### 3.2. Перечень вопросов и заданий для входного контроля знаний по дисциплине

#### СГ.02 Иностранный язык в профессиональной деятельности

Входной контроль проводится в форме тестирования.

#### Входной тестовый контроль

##### Вариант 1

#### 1. Выберите правильный вариант:

##### 1.1. Tom burnt his hand when he ...the dinner.

Том обжог руку, когда готовил обед.

- a) was cooking
- b) cooked
- c) had cooked

##### 1.2. ....you...me?

Ты понимаешь меня?

- a) Are...understanding
- b) Do ...understand
- c) Be...understanding

#### 2. Подберите правильный перевод слов:

school	учиться
to study	любимый
favorite	друг
friend	мир
world	школа
artificial	способный
capable	правительство
government	искусственный

#### 3. Вставьте пропущенные слова в текст.

thanks	knocking	room
manners	presents	Knocked

Swift was not very generous. One of his friends often sent him \_\_\_\_\_ that were always brought by the same boy, but the boy never received anything for his trouble.

One day the boy brought Swift some game. He opened the door without \_\_\_\_\_ and said: "Master sends you this."

"Young man," said Swift, "is that the way to deliver a present? I'll teach you better \_\_\_\_\_. Let's change parts. Sit down in my chair, and I'll show you how you should have done it." The boy sat down at the writer's table, and Swift left the \_\_\_\_\_. Then he \_\_\_\_\_ at the door, opened it, and taking off his hat, came up to the boy, bowed and said: "Sir, my master hopes that you are well and begs you to take a little present."

"Does he?" replied the boy. "Then return him my best \_\_\_\_\_, and take this half-crown for your trouble."

Swift laughed heartily and gave the boy a crown for his ready wit.

#### 4. Переведите текст задания 3.



## Вариант 2

### 1. Выберите правильный вариант:

#### 1.1. George called me when I ...the dinner.

Джордж позвонил мне, когда я смотрел телевизор.

- a) was watching TV
- b) watched TV
- c) had watched

#### 1.2....you ... this book?

Тебе нужна эта книга?

- d) Are...needing
- e) Do ...need
- f) Be...needing

### 2. Подберите правильный перевод слов:

teacher	друг
to learn	прекрасный
favorite	учить
friend	мир
world	учитель
wonderful	любимый
information	правительство
government	информация

### 3. Вставьте пропущенные слова в текст.

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"Does he?" replied the boy. "Then return him my best \_\_\_\_\_, and take this half-crown for your trouble."

Swift laughed heartily and gave the boy a crown for his ready wit.

### Переведите текст задания 3.

**Критерии оценивания** (по 100-балльной системе оценивания):

«отлично»	85-100% правильных ответов
«хорошо»	70-84% правильных ответов
«удовлетворительно»	50-69% правильных ответов
«неудовлетворительно»	0-49% правильных ответов

## ЭТАЛОН ПРАВИЛЬНЫХ ОТВЕТОВ:

### Вариант 1

1.

1.1. a) 1.2.b)

2.

School	школа
to study	учиться
favorite	любимый
Friend	друг
World	мир
artificial	искусственный
capable	способный
government	правительство

3.1.presents, 2.knocking, 3.manners, 4.room, 5. knocked 6.thanks

4. Свифт был не очень щедрым. Один из его друзей часто посылал ему подарки, которые всегда приносил один и тот же мальчик, но мальчик никогда не получал ничего за свой труд.

Однажды мальчик принес Свифту дичь. Он открыл дверь, не постучав, и сказал: «Хозяин прислал вам это».

«Молодой человек», сказал Свифт, «неужели так нужно вручать подарок? Я научу тебя лучшим манерам. Давай поменяемся местами. Садись в мой кресло и я покажу тебе как это нужно было сделать». Мальчик сел за стол писателя, а Свифт вышел из комнаты. Затем от постучал в дверь, открыл ее и сняв шляпу, подошел к мальчику, поклонился и сказал: «Сэр, мой хозяин надеется, что вы в добром здравии и просит вас принять маленький подарок».

«Неужели?» ответил мальчик. «Тогда передайте ему мою благодарность и возьмите вот эти пол кроны за свой труд».

Свифт рассмеялся от души и дал мальчику одну крону за его остроумие.

### Вариант 2

1.

1.1. a) 1.2.b)

2.

teacher	учитель
to learn	учить
favorite	любимый
friend	друг
world	мир
wonderful	прекрасный
information	информация
government	правительство

3.1.presents, 2.knocking, 3.manners, 4.room, 5. knocked 6.thanks

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«Неужели?» ответил мальчик. «Тогда передайте ему мою благодарность и возьмите вот эти пол кроны за свой труд». Свифт рассмеялся от души и дал мальчику одну крону за его остроумие.

### 3.3. Перечень вопросов и заданий для текущего контроля

#### Раздел 1. Иностранный язык и профессиональная деятельность

##### Тема 1.1. Базовая лексика текстов по профессии

##### Практическое задание

**technician** — техник

**deal with manufacturing cars** - иметь дело с производством автомобилей

**work out the technology of manufacturing processes** — разрабатывать технологию производственных процессов

**put into mass production** — запустить в массовое производство

**subject to tests** — подвергать испытаниям

**dependable brakes** - надежные тормоза

**driving safety** — безопасность управления автомобилем

**long service life** - долгий срок службы

**rapid acceleration** — приемистость

**ease of maintenance** — простота техобслуживания

**meet up-to-date demands (requirements)** — отвечать современным требованиям

**be stable on the road** — быть устойчивым на дороге

**ignition system** — система зажигания

**fuel consumption** — расход топлива

**car** — легковой автомобиль

**truck** – грузовой автомобиль

2. Закончите предложения, подобрав соответствующие по смыслу слова (или словосочетания), приведенные ниже.

1. I study at.....
2. After graduating from the college I shall become.....
3. I shall deal with.....
4. All specialists must know that the production of the automobile comprises .....
5. It is necessary to know these facts because the automobile of today must meet.....
6. The modern automobile must have.....
7. In road tests the automobile undergoes.....

A technician, a specialist in automobile industry, the production of the automobile, designing, working out the technology of manufacturing processes, laboratory tests, road tests, mass production, high efficiency, long service life, driving safety, ease of maintenance, rigid quality control, rapid acceleration, smooth-acting clutch, silent gearbox, dependable brakes, dependable steering system, the automobile construction college, up-to-date demands (requirements).

### 3.Перевести слова на русский язык

Engine, chassis, body, power train, running gear, steering system, brakes, clutch, gearbox, propeller shaft, final drive, differential, rear axle, axle shafts, hood and fenders, heater, windshield wipers, information, conditioner, consist(s) of, the source of power, include, fuel, cooling, lubricating, electric systems.

### Практическое задание

#### Задание 1. Сформируйте общий вопрос к предложению:

She is a very good teacher.

Her parents are both doctors.

Lane visited many countries.

He couldn't drive last summer.

#### Задание 2. Раскройте скобки, употребляя глаголы в простом настоящем времени (Present Simple) и переведите предложения на русский язык.

1. My working day (to begin) at seven o'clock.
2. For breakfast she (to have) two eggs, a sandwich and a cup of tea.
3. She (to speak) French well.
4. What time Andrea usually (to get) up?
5. My mother (to be) a doctor, she (to leave) home at nine o'clock.

### Тема 1.2. Извлечение общей информации из адаптированного текста по профессии

### Практическое задание

#### 1. Put the words in the right column in the table.

Swimming, ball, athlete, hockey, ride, field, mountaineer, fast, chess, swim, tennis player, artistic, skiing, track  
Gymnastics, patient, play, do, parachute, figure skater, footballer, boxing, energetic, gymnast, bike, go,  
Courageous, acrobat, ring, golf, figure skating, cricket, skate, windsurfing, horse-racing, cycling, acrobatics,  
parachutist, bold, judo, badminton, pool, strong, basketball, stadium, jump, runner

ОТВЕТЫ:

sport	sportsman	equipment	activity	skills
Swimming	Athlete	Ball	Ride	Fast
Hockey	Mountaineer	Field	Swim	Artistic
Chess	tennis player	Ring	Play	Patient
Skiing	footballer	Pool	Do	Energetic
Track gymnastics	figure skater	stadium	Parachute	Courageous
Boxing	footballer		Bike	Bold
golf	Gymnast		Go	strong
figure skating	Acrobat		Skate	
cricket	Parachutist		jump	
windsurfing	runner			
horse-racing				
acrobatics				
cycling				
judo				
badminton				
basketball				

## Тема 1.3. Устойчивые словосочетания, наиболее часто встречающиеся в профессиональной речи

### Практическое задание

#### 1.Переведите на английский язык следующие предложения

- 1.Основными узлами шасси являются: трансмиссия, ходовая часть и рулевой механизм.
- 2.Радиатор расположен в передней части автомобиля.
- 3.Маховик крепится на задней части двигателя.
- 4.Сцепление соединяет двигатель с коробкой передач.
- 5.Коробка передач предназначена для изменения скорости движения автомобиля.
- 6.Усилие передается карданным валом.
- 7.Главная передача снижает высокие обороты двигателя до невысоких оборотов ведущих колес.
- 8.Дифференциал позволяет ведущим колесам вращаться с разной скоростью при повороте автомобиля.
- 9.Рулевой механизм предназначен для изменения направления движения автомобиля.
- 10.Тормоза используются для остановки или снижения скорости автомобиля.

#### **2.Вопросы по теме:**

- 1.What main units does the chassis consist of?
  - 2.Where is the engine located?
  - 3.Where is the flywheel fixed?
  - 4.Where is the clutch placed?
  - 5.What is the gearbox designed for?
  - 6.By what shaft is the power transmitted to the back axle?
  - 7.What does the rear axle do?
  - 8.. What is the function of the differential?
  9. What purpose is the steering system designed for?
  10. What is the function of the brakes?
- 
1. Do you know your mother's **maiden name**?
  2. Are you **an only child** or do you have **siblings**?
  3. Are you happy about it?
  4. Do you have many friends?
  5. Do you have many friends on Facebook or V Kontakte?
  6. Do you think your friends on Facebook or V Kontakte are real friends?
  7. Who is your best friend?
  8. Why are you friends?
  9. How did you become friends?
  10. Do you have a girl-/boy-friend?
  11. Is it easy to make friends at school?

### **Рубежный контроль.**

#### *Определите тип вопроса в предложении*

##### **Задание 1.**

Does she like to ride a bicycle in the evening?

- A. Разделительный
- B. Специальный
- C. Вопрос к подлежащему
- D. Общий

##### **Задание 2.Прочтите и переведите текст на русский язык.**

## Chassis

The main units of the chassis are: the power transmission, the running gear and the steering mechanism. The power transmission includes the whole mechanism between the engine and the rear wheels. This entire mechanism consists of the clutch, gearbox, propeller (cardan) shaft, rear axle, final drive, differential and axle shafts.

At the front end of the car is the engine. On the back of it is the flywheel. Behind the flywheel is the clutch. The clutch is a friction device connecting the engine with the gears of the gearbox. The main function of the gearbox is to change the speed of the car.

The power is always transmitted by the cardan shaft to the live back axle. The final drive reduces the high speed of the engine to the low speed of the driving wheels. The differential enables the driving wheels to turn at different speeds which is necessary when turning the car. The foundation of the automobile is the frame to which different chassis units are attached.

The rear axle is capable of moving up and down about the frame. The rear axle is an important part of the transmission. It carries the greater portion of the weight of the car.

The steering mechanism is designed for changing the direction of the car.

The brakes are used for stopping the car, for decreasing its speed and for holding the car position.

### 3.Найдите в тексте ответы на вопросы.

- 1.What main units does the chassis consist of?
- 2.Where is the engine located?
- 3.Where is the flywheel fixed?
- 4.Where is the clutch placed?
- 5.What is the gearbox designed for?
- 6.By what shaft is the power transmitted to the back axle?
- 7.What does the rear axle do?
- 8.. What is the function of the differential?
9. What purpose is the steering system designed for?
10. What is the function of the brakes?

### Практическое задание

#### Task 1. Read, translate and retell the text

#### Automobile Production

I study at the college, at the automobile-construction department. When I graduate from the college I shall become a technician. All specialists in automobile industry dealing with manufacturing automobiles (cars or trucks) must know that the production of the automobile comprises the following phases:

- designing;
- working out the technology of manufacturing processes;
- laboratory tests;
- road tests;
- mass manufacturing (production).

Why is it necessary to know all these facts? It is important to know them, as before the automobile is put into mass production it should be properly designed and the car must meet up-to-date requirements. What are these requirements?

The automobile must have high efficiency, long service life, driving safety, ease of handling and maintenance, pleasant appearance. Also it must be comfortable and ecological. In order to obtain these qualities the specialists should develop up-to-date methods of designing cars using new types of resistant to corrosion light materials. Also it is important to know computer sciences because computers offer quick and optimal solutions of the problems. Besides they are used for better operation of mechanisms in cars.

Before the car is put into mass production the units of the car are subjected to tests in the Works laboratory and then the car undergoes a rigid quality control in road tests. Why are these tests required? What qualities are required of the automobile? They are needed because the modern automobile must be rapid in acceleration, have smooth acting clutch, silent gearbox, dependable braking and steering systems, dependable ignition system, low fuel consumption and be stable on the road.

Найдите в тексте ответы на вопросы.

1. What department do you study at?
2. What will you become after graduating from the college?
3. What should automobile specialists know?
4. What phases does the production of the automobile comprise?
5. What requirements must modern automobiles meet?
6. Why are automobile units and mechanisms subjected to laboratory and road tests?
7. What qualities are required of the automobile?

### **Практическое задание**

1. Прочтите и переведите текст на русский язык.

#### **Components of the Automobile**

The automobile is made up of three basic parts: the power plant, or the engine, the chassis and the body.

The engine is the source of power that makes the wheels rotate and the car move. It includes fuel, cooling, lubricating and electric systems. Most automobile engines have six or eight cylinders

The chassis includes a power train (power transmission), a running gear, steering and braking systems as well.

The power train carries the power from the engine to the car wheels.

The power transmission, in turn, contains the clutch, gearbox, propeller or cardan shaft, final drive, differential, rear axle and axle shafts. The running gear consists of a frame with axles, wheels and springs.

The body has a hood, fenders and accessories: the heater, stereo tape recorder, windshield wipers, conditioner, speedometer and so on.

**engine (power plant)** — двигатель(силовая установка)

**chassis** — шасси **body** — кузов

**power train** — силовая передача

**running gear** — ходовая часть

**steering system** - рулевое управление

**brakes** — тормоза

**clutch** - сцепление

**gearbox** — коробка передач

**propeller shaft** — карданный вал  
**final drive** - главная передача  
**differential** - дифференциал  
**rear axle** — задний мост  
**axle shafts** — полуоси  
**frame with axles** — рама с осями  
**wheels and springs** — колеса с рессорами  
**hood** — капот  
**fenders** — крылья  
**heater** - отопитель  
**windshield wiper** — стеклоочиститель  
**include** — включать в себя  
**consist of** — состоять из  
**as well** — также  
**in turn** — в свою очередь  
**source of power** — источник энергии  
**fuel** — топливо  
**cooling** — охлаждение  
**lubricating** — смазка

## 2. Найдите в тексте ответы на вопросы.

1. What main parts is the automobile made up of?
2. What is the function of the engine?
3. What systems does the engine include?
4. What does the chassis consist of?
5. What units does the power transmission comprise?
6. What assemblies does the running gear consist of?
7. What has the body?

## **Тема 1.4. Определение главной и второстепенной информации из адаптированного текста по Профессии**

### **Практическое задание**

1. Прочтите и переведите текст на русский язык

#### **Frame**

The foundation of the automobile chassis is the frame which provides support for the engine, body and power-train members. Cross

members reinforce the frame. The frame is rigid and strong so that it can withstand the shocks, vibrations, twists and other strains to which it is put on the road.

The frame provides a firm structure for the body, as well as a good point for the suspension system. There are two types of frames, namely: conventional frames and integral (unibody) frames (frameless constructions).

Conventional frames are usually made of heavy steel channel sections welded or riveted together. All other parts of the car are attached to the frame.

In order to prevent noise and vibrations from passing to the frame and from there to the passengers of the car, the frame is insulated from these parts by rubber pads.

It is also important to insulate the frame in order to prevent metal- to-metal contacts.



Frameless (unibody) constructions are called so because they are made integral with the body. The body parts are used to structurally strengthen the entire car. Some unibody frames have partial front and rear frames for attaching the engine and suspension members.

2. Найдите в тексте ответы на вопросы.

1. What does the frame provide?
2. Why is the frame rigid and strong?
3. What types of frames are there?
4. What is the conventional frame made of?
5. By what is the frame insulated from the other car parts? For what purpose?
6. What do you know about unibody frames?

3. Выписать из текста предложения с главной и второстепенной мыслью

**Практическое задание**

1. Вставьте подходящее слово из рамки в предложении.

swimmer, baker, builder, farmer, teacher, driver, singer, dancer, runner, rider, painter, jumper, actor, dentist, florist, artist, nurse, doctor, chef, pilot, fireman

1. A person who rides a horse well is a \_\_\_\_\_.
2. A person who jumps well is a \_\_\_\_\_.
3. A person who runs well is a \_\_\_\_\_.
4. A person who swims well is a \_\_\_\_\_.
5. A person who dances well is a \_\_\_\_\_.
6. A person who sings songs is a \_\_\_\_\_.
7. A person who bakes bread and cakes is a \_\_\_\_\_.
8. A person who teaches children at school is a \_\_\_\_\_.
9. A person who builds houses is a \_\_\_\_\_.
10. A person who works on the farm is a \_\_\_\_\_.
11. A person who drives a car is a \_\_\_\_\_.
12. A person who stops fire is a \_\_\_\_\_.
13. A person who delivers letters and newspapers is a \_\_\_\_\_.
14. A person who paints pictures is an \_\_\_\_\_.
15. A person who works with flowers is a \_\_\_\_\_.
16. A person who treats teeth is a \_\_\_\_\_.
17. A person who treats sick people in a hospital is a \_\_\_\_\_.
18. A person who plays roles is an \_\_\_\_\_.
19. A person who cooks food in a restaurant is a \_\_\_\_\_.
20. A person who helps doctors in a hospital is a \_\_\_\_\_.
21. A person who operates an airplane is a \_\_\_\_\_.

3) Подберите верное место работы для людей этих профессий. Расскажите по образцу:

A teacher works at the school.

Hippodrome, stadium, pool, fire station, police station, post office, shop, hospital, on stage, bakery, on buildings, restaurant, school, at home

A singer	works	
A jumper		

A chef		
A florist		
A dancer		
A swimmer		
An artist		
An actor		
A fireman		
A baker		
A runner		
A rider		
A farmer		
A dentist		
A builder		
A policeman		
A nurse		
A postman		
A doctor		

### **Рубежный контроль.**

#### **1.Прочтите и переведите текст на русский язык.**

### **Brakes**

Brakes are used to slow or stop the car where it is necessary. It is one of the most important mechanisms of the car as upon its proper performance the safety of passengers depends. Car brakes can be divided into two types, namely: drum brakes and disc brakes. The drum type may be either a band brake or a shoe brake. Depending on their functions, the automobile has foot brakes and hand brakes (parking brakes). According to their mode of operation, the brakes are classified as: mechanical brakes, hydraulic brakes, airbrakes, electric brakes. Brakes are controlled by the brake pedal.

Most braking systems in use today are hydraulic. This system consists of a master cylinder mounted on the car frame and wheel cylinders. When the driver pushes down on the brake pedal, it forces the piston to move in the master cylinder and brake fluid is delivered from it to the wheel cylinders. The piston movement causes brake shoes to move and the brakes are applied (the brake shoes are pressed against the brake drums).

The air brake uses compressed air to apply the braking force to the brake shoes.

Electric brakes use electromagnets to provide the braking effort against the brake shoes.

Formerly brakes were applied only to the two rear wheels, but now all cars are equipped with all-wheels brakes. Today many improvements are being made in brakes

**brakes** — тормоза

**force the fluid** — подавать жидкость

**performance** - работа

**under pressure** - под давлением

**safety** — безопасность

**brakes are applied** — тормоза срабатывают

**depend** — зависит

**slow** – замедлять

**braking effort** - тормозное усилие

**divide** - разделять

**push down on the brake pedal** - нажать на тормозную педаль

**namely** - именно

**drum brakes** — барабанные тормоза

**band brake** — ленточный тормоз

**disk brakes** - дисковые тормоза

**shoe brake** — колодочный тормоз

**hydraulic assisted brakes** — тормоза с гидравлическим приводом

**brake shoes** — колодки тормоза

**brake fluid** — тормозная жидкость

**brake pedal** - тормозная педаль

**master cylinder** - главный цилиндр

## 2.Найдите в тексте ответы на вопросы.

1. What is the function of the brakes?
2. What types are brakes divided into?
3. What brakes do you know according to their mode of operation?
4. What braking systems are used today?
5. By what are brakes controlled?
6. When are brakes applied?

## 3.Переведите предложения на английский язык.

- 1.Тормоза используются для замедления движения или остановки автомобиля.
- 2.В зависимости от привода тормоза классифицируют на механические, гидравлические, пневматические и электрические.
- 3.Тормоза управляются тормозной педалью.
4. Тормоза срабатывают, когда водитель нажимает на тормозную педаль (тормозные колодки прижимаются к тормозным барабанам).
- 5.В пневматических тормозах для создания тормозного усилия используется сжатый воздух.
- 6.В электрических тормозах для создания тормозного усилия используется электромагнит.
- 7.В современных автомобилях используются тормоза с приводом

**Практическое задание**

**1. Прочитать и перевести текст:**

1. Lots of people continue careers of their parents, but it is not the case with me. My mother is a nurse and my father is a history teacher, whereas I want to become a system administrator, aka sysadmin.

A system administrator is a specialist responsible for the maintenance and reliable performance of existing computer systems, networks and servers, and possibly also introducing and integrating new technologies.

A sysadmin acquires, installs, configures, and upgrades computer hardware and software. His/her tasks also include monitoring data files, executing backup and recovery, troubleshooting, training the staff, providing technical support to the users, and operations documenting. He/she is in charge for adding, removing, or updating user accounts, as well as for the information security.

It should be mentioned that a sysadmin has to be patient with less computer-inclined co-workers.

Unlike many other professions, there is no single path to becoming a system administrator. Numerous sysadmins have a degree in a related field: computer science, information technology, computer engineering, etc.

Recently, some schools have started offering undergraduate degrees in System Administration. The Rochester Institute of Technology was the first to do that, in 1992.

**2. THE EARLY YEARS**

(1) Until the late 1970s, the computer was viewed as a massive machine that was useful to big business and big government but not to the general public. Computers were too cumbersome and expensive for private use, and most people were intimidated by them. As technology advanced, this was changed by a distinctive group of engineers and entrepreneurs who rushed to improve the designs of then current technology and to find ways to make the computer attractive to more people. Although these innovators of computer technology were very different from each other, they had a common enthusiasm for technical innovation and the capacity to foresee the potential of computers. This was a very competitive and stressful time, and the only people who succeeded were the ones who were able to combine extraordinary engineering expertise with progressive business skills and an ability to foresee the needs of the future.

(2) Much of this activity was centered in the Silicon Valley in northern California where the first computer-related company had located in 1955. That company attracted thousands of related businesses, and the area became known as the technological capital of the world. Between 1981 and 1986, more than 1000 new technology-oriented businesses started there. At the busiest times, five or more, new companies started in a single week. The Silicon Valley attracted many risk-takers and gave them an opportunity to thrive in an atmosphere where creativity was expected and rewarded.

(3) Robert Noyce was a risk-taker who was successful both as an engineer and as an entrepreneur. The son of an Iowa minister, he was informal, genuine, and methodical. Even when he was running one of the most successful businesses in the Silicon Valley, he dressed informally and his office was an open cubicle that looked like everyone else's. A graduate of the Massachusetts Institute of Technology (MIT), he started working for one of the first computer-related businesses in 1955. While working with these pioneers of computer engineering, he learned many things about computers and business management.

(4) As an engineer, he co-invented the integrated circuit, which was the basis for later computer design. This integrated circuit was less than an eighth of an inch square but had the same power as a transistor unit that was over 15 inches square or a vacuum tube Unit that was 6.5 feet square. As a businessman, Noyce co-founded Intel, one of the most successful companies in the Silicon Valley and the first company to introduce the microprocessor. The microprocessor chip became the heart of the computer, making it possible for a large computer system that once filled an entire room to be contained on a small chip that could be held in one's hand. The directors of Intel could not have anticipated the effects that the microprocessor would have on the world. It made possible the invention of the personal computer and eventually led to the birth of thousands of new businesses. Noyce's contributions to the development of the integrated circuit and the microprocessor earned him both wealth and fame before his death in 1990. In fact, many people consider his role to be one of the most significant in the Silicon Valley story.

#### Практическое задание

##### 1.Прочитать и перевести текст:

#### MEANS OF TRAVEL.

##### *Transport, conveyances or vehicles.*

People can travel by air, by rail, by sea or by road. It means that people can use air-liners (planes), helicopters, trains, boat trains, any vessels (ships\liners, steamers, barges, hovercrafts, cargo-ships, sailing ships, ice-breakers, rowing boats & yachts or even canoes, kayaks, rafts & ferry-boats), cars & coaches, double decker buses, motorcycles, bicycles (cycles) or even lorries, mopeds, scooters, land-rovers, jeeps, sledges, carts & cableways.

Speed & comfort are the main advantages of trains & planes. That is why many people prefer them to all other means/ animal means of conveyance are also possible among travelers: horses & donkeys, deer & dogs, camels & elephants & even ostriches, or kangaroos. Ricksha(w)s are among the exotic means of conveyance

##### 2.answer the questions:

1. What are the main means of conveyance \ travel?
2. What purposes are they intended for?
3. What do you think about their advantages and disadvantages?

#### Тема 2.2. Неадаптированные тексты по специальности

#### Практическое задание

##### Задание. Переведите текст и ответьте на вопросы после текста.

##### *Steering System*

To guide the car, it is necessary to have some means of turning the front wheels so that the car can be pointed in the direction the driver wants to go. The steering wheel in front of the driver is linked by gears and levers to the front wheels for this purpose. The front wheels are on pivots so they can

be swung to the left or right. They are attached by steering knuckle arms to the rods. The tie-rods are, in turn, attached to the pitman arm.

When the steering wheel is turned, gearing in the steering gear assembly causes the pitman arm to turn to the left or right. This movement is carried by the tie-rods to the steering knuckle arms, and wheels, causing them to turn to the left or right.

1. steering wheel - рулевое колесо
2. steering column, steering mast — рулевая колонка
3. steering gear - рулевой механизм
4. steering arm, steering lever, (steering) pitman arm — рулевая сошка
5. steering knuckle — поворотная цапфа, поворотный кулак
6. steering knuckle lever, steering knuckle arm — рычаг поворотного кулака
7. single tie-rod - неразрезная поперечная рулевая тяга
8. steering knuckle lever, steering knuckle arm — рычаг поворотного кулака
9. drag link, steering gear connecting rod, steering drag rod — продольная рулевая тяга

The steering system incorporates: the steering wheel and column, steering gear, pitman arm, steering knuckle arm, front axle, steering knuckle pivot, tie-rods.

There are several different manual steering gears in current use, such as the rack and pinion type and the recirculating ball type. The

rack and pinion steering gear is widely used. Another manual steering gear which is popular in imported cars is the worm and sector type.

The steering wheel and column are the source of injury to the driver, air bags and other devices being developed now to save the life of a driver.

Energy-absorbing columns must stop the steering wheel and column from being pushed to the rear as the front of the car is crushed in an impact.

Energy-absorbing columns must also provide the driver with a tolerable impact as he moves forward and strikes the wheel with his chest.

1. What mechanism is necessary to guide the car?
2. How is the steering wheel connected to the front wheels?
3. Why can the front wheels be swung to the left or to the right?
4. What does the manual steering system incorporate?
5. What types of manual steering gears in use do you know?

Собеседование, резюме. Устройство на работу в западноевропейских странах (резюме, письменное обращение к работодателю, реклама о вакансиях на рынке труда).

Закончите предложения, подобрав соответствующие по смыслу слова (или словосочетания), приведенные ниже.

8. I study at.....
9. After graduating from the college I shall become.....
10. I shall deal with.....
11. All specialists must know that the production of the automobile comprises .....
12. It is necessary to know these facts because the automobile of today must meet.....
13. The modern automobile must have.....
14. In road tests the automobile undergoes.....

A technician, a specialist in automobile industry, the production of the automobile, designing, working out the technology of manufacturing processes, laboratory tests, road tests, mass production, high efficiency, long service life, driving safety, ease of maintenance, rigid quality control, rapid acceleration, smooth-acting clutch, silent gearbox, dependable brakes, dependable steering system, the automobile construction college, up-to-date demands (requirements).

### **Tect**

1. Interviewer: How would you \_\_\_\_\_ your character or personality?
  - A. interest
  - B. marry
  - C. do
  - D. describe
2. Interviewer: Do you prefer working alone or do you think you are a team-\_\_\_\_\_? Do you work well with others?
  - A. staff
  - B. solo
  - C. player
  - D. loner
3. Interviewer: What were your \_\_\_\_\_ at your previous job? What were you responsible for on a regular basis?
  - A. duties
  - B. quantities
  - C. portions
  - D. lunches
4. Interviewer: If we were to hire you, how long do you expect to \_\_\_\_\_ with this company?
  - A. stay
  - B. shuffle
  - C. carry
  - D. keep
5. Interviewer: Are you a \_\_\_\_\_-motivated person or do you require others to push, motivate and encourage you at work?
  - A. yourself
  - B. self
  - C. me
  - D. one
6. Interviewer: Why do you want to \_\_\_\_\_ your present job? Why are looking for another job?
  - A. pull
  - B. leave
  - C. fire
  - D. sack
7. Interviewer: Tell me about a problem situation at your previous job and how you handled the problem/issue. What did you do to \_\_\_\_\_ the problem?
  - A. resolve
  - B. travel
  - C. think
  - D. stay
8. Interviewer: How can you \_\_\_\_\_ to this company? In other words, what can you offer us as far as qualifications, experience, character and/or abilities?
  - A. start
  - B. contribute
  - C. delete
  - D. dismiss
9. Interviewer: Do you think that you are \_\_\_\_\_ for this position? How so?
  - A. qualified
  - B. moved

- C. encountered
- D. recruited

10. Interviewer: Do you think that you could be a team \_\_\_\_ if you had to do so? Do you think that you have the ability to manage and supervise others?

- A. leader
- B. admirer
- C. employee
- D. fan

11. Interviewer: What type of position would \_\_\_\_\_ you best?

- A. suit
- B. perk
- C. fire
- D. weaken

12. Interviewer: Are you willing to \_\_\_\_\_, if necessary? Do you think you would be willing to move if we asked you to do so?

- A. engage
- B. relocate
- C. recruit
- D. hire

### Рубежный контроль.

#### Тест

#### Вариант 1

### I. Прочитайте текст и переведите

#### Job Ads

Checking out job advertisements is popular with executives worldwide. But though the activity is universal, is the same true of the advertisements? Are executive positions in different countries advertised in the same way? First, what UK job seekers consider an essential piece of information what the post pays – is absent from French and German adverts. Most British advertisements mention not only salary, but also other material incentives including a car and fringe benefits. French or German advertisements rarely refer to these. The attention given to rewards in the UK indicates the importance of the job and its responsibility. In France and Germany, that information is given by the level of experience and qualifications demanded. Salary can be assumed to correspond with this.

If French and German adverts are vague about material rewards, they are precise about qualifications. They usually demand ‘a degree in..’ not simply ‘a degree’. In Germany, for example, a technical director for a machine tool company will be expected to have a **Dipl.-ing.** degree in Mechanical Engineering.

French advertisements go further. They may specify not just the type of *grande ecole* degree, but sometimes a particular set of institutions.

All this contrasts with the vague call for ‘graduates’ (or ‘graduate preferred’) which is found in the UK. British companies often give the impression that they have a particular type of applicant in mind, but are not sure about the supply and will consider others. Their wording suggests hope and uncertainty.

In the UK qualifications beyond degree level make employers nervous, but in France or Germany it is difficult to be ‘overqualified’

### II. Определите, являются ли утверждения:

- a) истинными
- b) ложными
- c) в тексте нет информации

1. Job advertisements are the same in different countries.
2. Job advertisements differ in three European countries.
3. Job advertisements differ in Europe and the US.

Внесите ваши ответы в таблицу.

1.	2.	3.

### III. Найдите лексические эквиваленты к выражениям из текста.



**Внесите ваши ответы в таблицу.**

1.job advertisement 2.executive 3.job seeker 4.salary 5.incentive 6.fringe benefit 7.experience 8.qualification 9. 'graduate' 10.employer	a. an additional advantage given with a job besides wages b. smth that encourages you to work harder c. set of information about a job that is available d. a manager in a company who helps make important decisions e. someone who has completed a university degree f. training, diploma that qualifies a person to do or be smth g. a person, company or organization that employs people h. someone who is trying to find a job i. knowledge or skill that you gain from doing a job j. money that you receive as payment from the organization you work for
--	--

1	2	3	4	5	6	7	8	9	10

**IV. Определите основную идею текста.**

1. Job advertisements are the same in different countries.
2. Job advertisements differ in three European countries.
3. Job advertisements differ in Europe and the US.

**V. Расположите фразы диалога в правильной последовательности. (Соедините цифры и буквы)**  
**Внесите ваши ответы в таблицу. Перепишите диалог в правильном порядке.**

- a) Thanks very much
- a) Hello, is Martha there?
- b) I'll transfer you to Silva.
- c) Is there someone I can speak to about applying for the course?
- e) I'm sorry she's in a meeting.

1	2	3	4	5

**VI. Расположите части делового письма в правильном порядке. (Соедините буквы и цифры)**  
**Внесите ваши ответы в таблицу. Перепишите письмо в правильной последовательности.**

a) Dear Mr. Smith

b) 25 Wellington Rd  
London NW10 4PZ  
United Kingdom  
Telephone 4946130  
17 September 2012

c) Mr. Adam Smith  
Branch Manager  
Citi Bank  
28 Beech Avenue  
Bristol

d) I am waiting for your reply.  
Yours sincerely,  
Andrew Bogart

e) Following the recent telephone conversation that I had with Mrs. Adams, I am confirming the complaint that I made to her concerning the £ 60 overdraft charge that your bank has mistakenly debited from my account.

As I explained to her on the phone, my account has in fact always been in credit.

She promised that she would look into the problem and get back to me. However, I have heard nothing from her since.

I hope that you will be able to rectify the situation as soon as possible.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

## Вариант №2

### I. Прочитайте текст.

#### How to Make the Most of a Job Interview

If you've done your paperwork right, managed to arouse an employer's interest and landed a job interview, your real work is just beginning. It's one thing to impress somebody on paper or over the telephone, but it's another thing to impress in the flesh. A job interview is a business appointment in which everything counts in conveying a good impression. Experts will tell you that advance preparation is the key to interview success. Before you go to a job interview, find out all you can about the company. Depending on the results of your research, you are supposed to prepare an interview outfit that will make you look your very best. In most places you are not expected to wear a Chanel suit, but even if you are fresh from school don't think that your favorite blue jeans, an oversized sweater and screen-printed T-shirt will be right for projecting a businesslike image.

Many personnel managers will confess that they often turn candidates down for poor appearance; however, your looks alone will not help you get a job unless you are mentally psyched and prepared for the interview. It makes perfect sense to go through your resume once again and make sure you know the dates of important events. Another thing you can do is go through your personal achievements to make up your mind what you might want to present to an interviewer as an impressive argument in your favor. Before the interview, give yourself a good rest, budget your time well, prepare everything you need in advance, so as not to panic and get lost at last minute!

Every organization has its own culture, tradition, folklore and signs of deference. But there are some things to consider that may help everyone.

You know that in many positions your lack of experience is a big disadvantage. You can also compensate for your lack of experience with your qualifications, enthusiasm, ability to learn quickly, and most of all your sense of responsibility.

It's natural therefore that if you really want to get this job you must show yourself as a mature individual who is not acting on impulse, but is quite serious about his/her choices. Fight for your place in life: change a negative into a positive: you are young, but you are strong and can learn fast.

### II. Определите, являются ли утверждения:

**a) истинными**

**b) ложными**

**c) в тексте нет информации**

1. This is an interview for candidates who have successfully passed the first hurdle.
2. Many personnel managers often turn candidates down only for lack of experience.
3. Things like jeans and T-shirts are not suitable for a business office.

**Внесите ваши ответы в таблицу.**

<b>1.</b>	<b>2.</b>	<b>3.</b>

### III. Найдите лексические эквиваленты к выражениям из текста.

**Внесите ваши ответы в таблицу.**

1. to draw the interest of the employer	a. to arouse an employer's interest
2. to get an invitation for a job	b. to land a job interview
3. the way to succeed at an interview	c. to interview success
4. to reject a candidate	d. to turn a candidate down
5. to impress in person	e. to impress in the flesh
6. to make a good impression	f. to convey a good impression
7. to decide	g. to make up one's mind
8. not feeling confident or relaxed	h. to get lost
9. to examine sth. very carefully	i. to go through

10. to be like an adult person	j. a mature individual
--------------------------------	------------------------

1	2	3	4	5	6	7	8	9	10

**IV. Определите основную идею текста .**

What counts in conveying a good impression during a job interview?

1. Advance preparation is the key to success.
2. Appearance does count.
3. Everything counts.

**V. Расположите фразы диалога в правильной последовательности. (Соедините цифры и букв)**

**Внесите ваши ответы в таблицу. Перепишите диалог в правильном порядке.**

- a) Right. Good-bye.
- b) Good morning. AIC Computing.
- c) No, thank you. I 'call later.
- d) Sorry, sir. Mr. Roberts is not available. Is there any message?
- e) Hello. May I speak to Mr. Roberts?

1	2	3	4	5

**VI. Расположите части делового письма в правильном порядке. (Соедините буквы и цифры )**

**Внесите ваши ответы в таблицу. Перепишите письмо в правильной последовательности**

- a) Dear Ms. Kasson,
- b) Ultrasonic Ltd.  
Warwick House, Warwick St., London SW2 1JF  
United Kingdom  
12 May 2012
- c) Yours sincerely,  
Kay Reynolds  
Sales Manager
- d) Bredgade 51  
DK 1110  
Copenhagen  
Denmark

e) Thank you for your letter. We would welcome any further enquiries you have and look forward hearing from you. I am enclosing our catalogue and price – list for the equipment you said you were interested in.

1.	2.	3.	4.	5.

## ТЕСТ

### 1 – вариант

#### Translate into English:

1. Информационно-зависимое общество;
2. Вычислительное устройство
3. интегральная схема
4. математический анализ
5. двоичный код

#### Detect the predicates in the following sentences.

6. The first vacuum tubes computers are referred to as first generation computers.
7. The transistor, a smaller and more reliable successor to the vacuum tube, was invented in 1948.
8. The computers that were designed to use integrated circuit technology were called third generation computers.

#### Fill in the gaps.

9. The invention of ... was the starting point of the rapid growth of modern electronics..
10. The ... invented in 1948 completely replaced the vacuum tube.

#### Match the terms to their definition

1. Computer 2. Computer literacy 3. A program 4. Data

- a) the set of instructions that direct the operations of computers;
- b) possessing sufficient knowledge of how computers work and what do to use them.
- c) an electronic device performing calculations on numerical data;
- d) facts unorganized but able to be organized.

#### Insert proper words

5. Computer data \_\_\_\_\_ system frees humans from routine error-prone tasks.

- a) counting; b) computing; c) processing

6. Computers can store vast amount of information to organize it and \_\_\_\_\_ it.

- a) to travel; b) to retrieve; c) to respond

#### Translate into English

7. клавиатура
8. порт ввода-вывода
9. емкость; объем (памяти)
10. мгновенный ответ

### 2 – вариант

#### Translate into English.

1. Компьютерная грамотность;
2. система обработки данных
3. выполнять вычисления;
4. полупроводниковая технология;
5. научные исследования

**Detect the grammar tense and voice of the predicates in the following sentences.**

6. Fourth generation computers were greatly reduced in size.
7. As many as 100 tiny circuits are placed now on a single chip.
8. The circuit is encapsulated in plastic or metal.

**Fill in the gaps.**

9. The transistor, a small piece of a ... with three electrodes, had great advantages over the best vacuum tubes.
10. In 1830 Charles Babbage, proposed to build a general-purpose problem-solving machine that he called ... ..

**Match the terms to their definition**

1. Data processing 2. Input 3. Output 4. Data bank

- a) a part of a computer, entering data into the device;
- b) a series of operations that results in the conversion of data system into useful information;
- c) an electronic device accepting the data processing results from the computer and displaying them;
- d) a set of related files.

**Insert proper words**

5. The possibility of \_\_\_\_\_ is reduced if data were correctly put into the data processing system.  
a) character; b) access; c) error
6. Computer data processing systems can \_\_\_\_\_ at a fraction of a second.  
a) receive; b) respond; c) retrieve

**Translate into English**

7. неверные, неправильные, недопустимые данные
8. встроенное программное обеспечение
9. струйный принтер
10. устанавливать; размещать.

**Эталоны ответов**

1 – вариант	2 – вариант
<ol style="list-style-type: none"><li>1. Information-dependent society</li><li>2. calculating device</li><li>3. integrated circuit</li><li>4. calculus</li><li>5. binary code</li><li>6. The first vacuum tubes computers <u>are referred</u> to as first generation computers.</li><li>7. The transistor, a smaller and more reliable successor to the vacuum tube, <u>was invented</u> in 1948.</li><li>8. The computers that <u>were designed</u> to use integrated circuit technology <u>were called</u> third generation computers.</li></ol>	<ol style="list-style-type: none"><li>1. computer literacy</li><li>2. data processing system</li><li>3. perform calculations (computations)</li><li>4. semiconductor technology</li><li>5. scientific research</li><li>6. Fourth generation computers <u>were</u> greatly <u>reduced</u> in size.</li><li>7. As many as 100 tiny circuits <u>are placed</u> now on a single chip.</li><li>8. The circuit <u>is encapsulated</u> in plastic or metal.</li><li>9. The transistor, a small piece of a semiconductor with three electrodes, had</li></ol>

<p>9. The invention of vacuum tube was the starting point of the rapid growth of modern electronics..</p> <p>10. The transistor, invented in 1948 completely replaced the vacuum tube.</p>	<p>great advantages over the best vacuum tubes.</p> <p>10. In 1830 Charles Babbage, proposed to build a general-purpose problem-solving machine that he called an analytical engine.</p>
<p>1 – c</p> <p>2 – b</p> <p>3 - a</p> <p>4 – d</p> <p>5 – c</p> <p>6 – b</p> <p>7 - keyboard</p> <p>8 input-output port</p> <p>9. capacity</p> <p>10. instant response</p>	<p>1 – b</p> <p>2 – a</p> <p>3 - c</p> <p>4 – d</p> <p>5 – c</p> <p>6 – b</p> <p>7. invalid data</p> <p>8. firmware</p> <p>9. ink-jet printer</p> <p>10. install</p>

#### **Условия выполнения задания**

1. Место выполнения задания: кабинет
2. Максимальное время выполнения задания: 40мин.

#### **Критерии оценки:**

**оценка «отлично»** выставляется студенту, если он дал 90-100% правильных ответов;

**оценка «хорошо»** - 70-80% правильных ответов;

**оценка «удовлетворительно»** - 50-60% правильных ответов;

**оценка «неудовлетворительно»** - менее 50 % правильных ответ

#### **Практическое задание**

Задание. Переведите текст и составьте к нему вопросы

Текст "Digital computers"

There are two fundamentally different types of computers: analog and digital. The former type solver problems by using continuously changing data such as voltage. In current usage, the term "computer" usually refers to high-speed digital computers. These computers are playing an increasing role in all branches of the economy.

Digital computers based on manipulating discrete binary digits (1s and 0s). They are generally more effective than analog computers for four principal reasons: they are faster; they are not so susceptible to signal interference; they can transfer huge data bases more accurately; and their coded binary data are easier to store and retrieve than the analog signals.

For all their apparent complexity, digital computers are considered to be simple machines. Digital computers are able to recognize only two states in each of its millions of switches, "on" or "off", or high voltage or low voltage. By assigning binary numbers to there states, 1 for "on" and 0 for "off", and linking many switches together, a computer can represent any type of data from numbers to letters and musical notes. It is this process of recognizing signals that is known as digitization. The real power of a computer depends on the speed with which it checks switches per second. The more switches a computer checks in each cycle, the more data it can recognize at one time and the faster it can operate, each switch being called a binary digit or bit.

A digital computer is a complex system of four functionally different elements: 1) the central processing unit (CPU), 2) input devices, 3) memory-storage devices called disk drives, 4) output devices. These physical parts and all their physical components are called hardware.

Собеседование, резюме. Устройство на работу в западноевропейских странах (резюме, письменное обращение к работодателю, реклама о вакансиях на рынке труда).

#### Тест

1. Interviewer: How would you \_\_\_\_\_ your character or personality?
  - E. interest
  - F. marry
  - G. do
  - H. describe
2. Interviewer: Do you prefer working alone or do you think you are a team-\_\_\_\_\_? Do you work well with others?
  - E. staff
  - F. solo
  - G. player
  - H. loner
3. Interviewer: What were your \_\_\_\_\_ at your previous job? What were you responsible for on a regular basis?
  - E. duties
  - F. quantities
  - G. portions
  - H. lunches
4. Interviewer: If we were to hire you, how long do you expect to \_\_\_\_\_ with this company?
  - E. stay
  - F. shuffle
  - G. carry
  - H. keep
5. Interviewer: Are you a \_\_\_\_\_-motivated person or do you require others to push, motivate and encourage you at work?
  - E. yourself
  - F. self
  - G. me
  - H. one
6. Interviewer: Why do you want to \_\_\_\_\_ your present job? Why are looking for another job?
  - E. pull
  - F. leave

- G. fire
- H. sack

7. Interviewer: Tell me about a problem situation at your previous job and how you handled the problem/issue. What did you do to \_\_\_\_\_ the problem?

- E. resolve
- F. travel
- G. think
- H. stay

8. Interviewer: How can you \_\_\_\_\_ to this company? In other words, what can you offer us as far as qualifications, experience, character and/or abilities?

- E. start
- F. contribute
- G. delete
- H. dismiss

9. Interviewer: Do you think that you are \_\_\_\_\_ for this position? How so?

- E. qualified
- F. moved
- G. encountered
- H. recruited

10. Interviewer: Do you think that you could be a team \_\_\_\_\_ if you had to do so? Do you think that you have the ability to manage and supervise others?

- E. leader
- F. admirer
- G. employee
- H. fan

11. Interviewer: What type of position would \_\_\_\_\_ you best?

- E. suit
- F. perk
- G. fire
- H. weaken

12. Interviewer: Are you willing to \_\_\_\_\_, if necessary? Do you think you would be willing to move if we asked you to do so?

- E. engage
- F. relocate
- G. recruit

### **Практическое задание**

#### **1. Переведите текст на русский язык**

#### **The Future of the Internet - Будущее Интернета**

Everywhere we go, we hear about the Internet. It's on television, in magazines, newspapers, and in schools. One might think that this network of millions of computers around the globe is as fast and captivating as television, but with more and more users logging on everyday and staying on longer and longer, this «Information Superhighway» could be perhaps more correctly referred to as an expressway of big city centre at rush hour.

It is estimated that thirty five to forty million users currently are on the Internet. According to a recent statistics, an average Internet call lasts five times as longer as the average regular telephone call. 10 percent of the Internet calls last 6 hours or longer. This can cause an overload and, in turn, cause telephone network to fail.

The local network was designed for short calls which you make and then hang up, but Internet calls often occupy a line for hours. With so many users in the Internet and their number is growing by 200 percent annually, it certainly provides new challenges for the telephone companies. The Internet, up to the beginning of the 90s, was used only to read a different texts. Then in the



early 90's, a way was made to see pictures and listen to a sound on the Internet. This breakthrough made the Internet to be most demanded means of communication, data saving and transporting.

However, today's net is much more than just pictures, text, and sound. The Internet is now filled with voice messages, video conferencing and video games. With voice messages, users can talk over the Internet for the price of the local phone call.

Nowadays we no longer have to own a computer to access the Internet. Now, -devices such as Web TV allow our television to browse the Web and use Electronic Mail. Cellular phones are now also dialing up the Internet to provide E-mail and answering machine services. The telephone network was not designed and built to handle these sorts of things. Many telephone companies are spending enormous amounts of money to upgrade the telephone lines.

K. Kao and G. Hockman were the first to come up with the idea of using fiber optic cables, as opposed to copper wire, to carry telephone signals. Fiber optics uses pulses of light to transmit binary code, such as that used in computers and other electronic devices. As a result the amount of bandwidth is incredibly raised. Another solution for the problem is fast modems which satisfy the need for speed.

2. Составьте к нему 5 вопросов

### 3.4. Перечень вопросов и заданий для промежуточной аттестации по дисциплине СГ.02 Иностранный язык в профессиональной деятельности

**Форма проведения промежуточной аттестации** дифференцированный зачет

**Процедура проведения** Допуск к зачету осуществляется по итогам работы в семестре (с учётом результатов текущего контроля успеваемости, результатов выполнения самостоятельной работы, активной работы на занятиях). Диф.зачет проводится в форме контрольной работы. (3 варианта)

#### Вариант 1

##### Задание 1.

##### Interior and restaurant sections.

##### 1. Заполните пропуски словами из правой колонки:

<p>On the 1<sup>st</sup> of September a new restaurant “Palace” <b>opened</b> (1) in the city center..... (2) from the zoo. They serve..... (3) cuisine.</p> <p>The restaurant is not very big, there are only 30 .....(4) but the bar and a jazz band in the evening are perfect. Waiters are ..... (5) and helpful and the .....(6) is excellent.</p> <p>“Palace” ..... (7) daily in summer but in winter it .....(8) on Mondays.</p> <p>The restaurant is open .....(9) 11 a.m. to 11 p.m. but at weekends they .....(10) to the last guest. Usually “Palace” has a table d’hote menu at lunch time and an a la carte..... (11) in the evening. ....</p> <p>(12) Sundays families like having dinner in the restaurant, so there is also a special..... (13) menu; there are ..... (14) tasty desserts to choose from and the .....(15) are reasonable. A meal for two .....(16) about 30 \$.</p> <p>“Palace” restaurant is very popular. Tourists from ..... (17) and .....(18) like it very..... (19) because pasta there is delicious.</p> <p>There is a ..... (20) park .....(21) it.</p>	<p>Much children’s costs</p> <p><b>opened</b></p> <p>close to works</p> <p>not far</p> <p>Italy</p> <p>prices</p> <p>service</p> <p>children</p> <p>is closed</p> <p>friendly</p> <p>Italian</p> <p>from</p> <p>car</p> <p>seats</p> <p>many</p> <p>on</p> <p>work</p> <p>menu</p>
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##### 2 Выберите правильный вариант ответа:

**Example:** *An orchestra is usually next to the ...c... .*

a. toilets                                      b. cloakroom                                      c. **dance floor**

1. Gent’s is a toilet ..... men.

a. from                                      b. for                                      c. to

2. Guests ..... in the cloak room.

a. leave coats                                      b. book tables                                      c. make orders

3. Chef is in charge of the .....

a. restaurant                      b. kitchen                      c. dining room

4. A restaurant staff works ..... shifts.

a. on                                      b. with                                      c. in

5. A cashier prepares.....

a. bills                                      b. pastry                                      c. fish dishes

6. A ..... mixes cocktails

a. wine waiter                                      b. bartender                                      c. cook

7. Desserts are prepared in a .....

- a. dishwashing section      b. vegetable section      c. pastry section
8. A .....looks after wines.
- a. wine waiter      b. waitress      c. cashier
9. A headwaiter is responsible for the quality of .....
- a. food      b. service      c. bills
10. If the weather is fine, guests have meals .....
- a. in a smoking section      b. on the dance floor      c. on the terrace

### 3. Переведите с русского языка на английский

- Торговый зал находится справа.
- Когда вы заходите в наш ресторан, вы видите раздевалку слева, затем бар.
- В середине кухни находятся плиты и печи.
- На кухне несколько холодильников и морозильная камера.
- Торговый зал делится на зону для курящих и некурящих.
- Шеф повар отвечает за качество пищи.
- Туалеты расположены рядом с раздевалкой.
- Официанты берут заказы у гостей.
- Бармен готовит напитки и обслуживает гостей в баре.

#### Вариант 2

#### Food & explaining dishes.

##### 1. Выберите правильный вариант ответа:

**Example:** A vase for...a.. is in the middle of the table.

- a. flowers      b. cigarettes      c. pencils

- First we place. ...
- a. a napkin      b. a tablecloth      c. a soup plate
- A side plate is...
- a. to the left.      b. to the right      c. in the middle
- We put..... on the top of the napkin.
- a. a glass      b. a bowl      c. a butter knife
- ..... is to the right and left of the plate
- a. knife and fork      b. fork and spoon      c. knife and spoon
- A soup spoon is outside ...
- a. the side plate      b. the knife      c. the fork
- ..... is above the soup spoon.
- a. a glass      b. a napkin      c. salt and pepper
- A waiter puts ..... on the side plate
- A. a dirty napkin      b. correctly folded napkin      c. a torn napkin.
- There is ..... in the middle of the table.
- a. an ashtray      b. a wine glass      c. a side plate
- We leave only..... before we bring the dessert menu.
- a. a soup plate      b. cutlery      c. a wine glass.
- We light the candle if it is.... .
- a. morning      b. evening      c. weekend

##### 2. Расставьте слова в соответствующую колонку.

Beef, cabbage, mussels, caviar, beet root, trout, cucumber, lamb, liver, prawns, pork, veal, brains, leek, pike, duck, halibut, lobster, turkey, aubergine, cauliflower, eel, squide, chicken, carrot, heart, beans, sole

poultry	meat	offal	vegetables	fish	seafood
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**3. Complete the text with the following words :** Boiled, dish, dough, also, is, baked, are, marinated, filled, in, fish, served

### Fish dishes

The best-known & probably the most popular fish dish served \_\_\_\_ {1} a Russian restaurant is monastery style sturgeon. Pieces of sturgeon are \_\_\_\_ {2} with mushroom & sour cream. Another appetizing \_\_\_\_ {3} is sturgeon Tzar-style shashlik with tartar sauce, olives & green lemon. Before frying the sturgeon pieces are \_\_\_\_ {4} in white wine with onions and lemon. This makes the \_\_\_\_ {5} particularly tender.

Beyond all praise \_\_\_\_ {6} pike-perch rolls. Pieces of the fillet are first coated with salmon mousse & then wrapped in \_\_\_\_ {7} & baked. The rolls are \_\_\_\_ {8} with potatoes & cauliflower. Another way to prepare pike-perch \_\_\_\_ {9} to fry the pieces in beer dough.

The fish dishes also include \_\_\_\_ {10} sturgeon & horseradish in kvas, trout \_\_\_\_ {11} with mushrooms & cheese & carp baked with mushrooms. Fried or steamed salmon dishes are \_\_\_\_ {12} delicious.

## Вариант 3

### Menu & explaining dishes

**1. Заполните таблицу – разделы меню соответствующими блюдами, как показано на примере:**

Appetizers	
Soups	3
<u>Main dishes</u> fish - poultry - meat -	
Side dishes	
Desserts	

- Raspberry in red currant jelly
- Chicken stew with prunes
- Pea soup with smoked chicken;
- Steamed vegetables
- Strawberries with whipped cream.
- Jellied pike perch
- Fresh vegetables assorted
- Herring in mustard sauce
- Mashed potatoes
- Boiled rice
- Pistachios ice cream
- Tomatoes filled with spicy curds and herbs
- Grilled trout with tarragon
- Pears with ginger
- Shrimp cocktail
- Goose liver pate
- Cream soup of cauliflower
- Pork chopped with pineapple and cheese

19. Ham rolls with horseradish
20. Baked lamb ribs
21. French onion soup
22. Sole baked with cream
23. Biscuits with cinnamon
24. Fried turkey fillet
25. Eel stew in white wine
26. Pan cakes stuffed with minced beef

### 3.5. Пакет экзаменатора для зачета

**Форма проведения промежуточной аттестации – дифференцированный зачет.**

**Процедура проведения.** Допуск к дифф.зачету осуществляется по итогам работы в семестре (с учётом результатов текущего контроля успеваемости, результатов выполнения самостоятельной работы, активной работы на занятиях). Зачет проводится в форме контрольной работы (3 варианта заданий).

**Условия выполнения заданий**

Время выполнения задания мин./час: 45 минут.

**Оборудование:** тетрадь, ручка, лист с заданием, англо-русский словарь.

**Литература для студентов:** англо-русские словари (в том числе отраслевые)

**Дополнительная литература для преподавателя:** Интернет-ресурсы

#### Эталоны ответов:

##### Вариант 1.

**Задание 1.** 1)opened 2)not far 3)Italian 4)seats 5)friendly 6)service 7)works 8) is closed 9)from 10)work 11) menu 12)on 13)children's 14)many 15)prices 16)costs 17)Italy 18)children 19)much 20)car 21)close to

**Задание 2.** 1B, 2A, 3B, 4C, 5A 6B 7C 8A 9B 10C

**Задание 3.**

1. When you enter our restaurant, you can see a sliding door on the left, then a bar.
2. There are ovens and stoves in the middle of the kitchen
3. The kitchen has several refrigerators and a freezer.
4. The chef is responsible for the quality of the food.
5. Toilets are located next to the dressing room.
6. Waiters take orders from guests.
7. The bartender prepares drinks and serves guests at the bar.

##### Вариант 2

**1. 1B 2A 3C 4A 5B 6A 7B 8A 9C 10B**

**2.**

poultry	meat	offal	vegetables	fish	seafood
turkey chicken	Beef lamb pork veal	liver brains heart	cabbage beet root cucumber leek aubergine cauliflower carrot beans	Caviar pike duck halibut eel	mussels trout prawns lobster squid

**3.** 1)in 2)baked 3)dish 4)marinated 5)fish 6)are 7)dough 8)filled 9)is 10)boiled 11)served 12)also

### Вариант 3.

1.

Appetizers	12.Tomatoes filled with spicy curds and herbs 7.Fresh vegetables assorted 15. Shrimp cocktail 16.Goose liver pate 19.Ham rolls with horseradish
Soups	3.Pea soup with smoked chicken 17.Cream soup of cauliflower 21.French onion soup
<u>Main dishes</u> fish - poultry - meat -	2.Chicken stew with prunes 4.Steamed vegetables 6.Jellied pike perch 7.Herring in mustard sauce 13.Grilled trout with tarragon 18.Pork chopped with pineapple and cheese 20.Baked lamb ribs 23.Fried turkey fillet 24.Eel stew in white wine 25.Pan cakes stuffed with minced beef
Side dishes	9.Mashed potatoes 10.Boiled rice
Desserts	1.Raspberry in red currant jelly 5.Strawberries with whipped cream. 11.Pistachios ice cream 14.Pears with ginger 22.Biscuits with cinnamon

### 3.6 Критерии оценки

**Критерии оценивания** (по 100-балльной системе оценивания):

«отлично»	85-100% правильных ответов
«хорошо»	70-84% правильных ответов
«удовлетворительно»	50-69% правильных ответов
«неудовлетворительно»	0-49% правильных ответов