

Министерство науки и высшего образования Российской Федерации  
Федеральное государственное бюджетное образовательное учреждение высшего  
образования

"Московский авиационный институт  
(национальный исследовательский университет)"

УТВЕРЖДАЮ

Проректор по учебной работе

\_\_\_\_\_ Козорез Д.А.

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ (000205356)

Иностранный язык

(указывается наименование дисциплины по учебному плану)

Направление подготовки	Материаловедение и технологии материалов
Квалификация выпускника	Бакалавр
Профиль подготовки	Материаловедение и технологии металлических материалов
Форма обучения	очная
	(очно, очно-заочное, заочное)
Выпускающая кафедра	ТАОМ
Обеспечивающая кафедра	ЭиУ
Кафедра-разработчик рабочей программы	ЭиУ

Семестр	З.Е.	Трудоемкость, час.	Лекций, час.	Практич. занятий, час.	Лаборат. работ, час.	СРС, час	Экзамен-нов, час.	Форма промежуточног о контроля
1	1,5	54	0	34	0	20	0	Зч
2	1,5	54	0	34	0	20	0	Зч
3	1,5	54	0	34	0	20	0	Зч
4	1,5	54	0	34	0	20	0	Зч
5	1,5	54	0	34	0	20	0	Зч
6	1,5	54	0	34	0	20	0	Зо
Итого	9	324	0	204	0	120	0	

Москва

2024

# РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

## Разделы рабочей программы

1. Цели освоения дисциплины. Перечень планируемых результатов обучения.
2. Место дисциплины в структуре образовательной программы.
3. Структура и содержание дисциплины.
4. Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине.
5. Фонд оценочных средств для проведения промежуточной аттестации обучающихся по дисциплине.
6. Перечень основной и дополнительной учебной литературы, необходимой для освоения дисциплины.
7. Перечень ресурсов информационно-телекоммуникационной сети «Интернет», необходимых для освоения дисциплины.
8. Методические указания для обучающихся по освоению дисциплины.
9. Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине.
10. Описание материально-технической базы, необходимой для осуществления образовательного процесса по дисциплине.

## Приложения к рабочей программе дисциплины

Приложение 1. Аннотация рабочей программы

Приложение 2. Прикрепленные файлы

Программа составлена в соответствии с требованиями СУОС МАИ, разработанного на основе ФГОС ВО (3++) по направлению 22.03.01 Материаловедение и технологии материалов

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Авторы программы:

Старчикова И.

Заведующий обеспечивающей кафедрой ЭиУ

Программа одобрена:

Заведующий выпускающей кафедрой  
ТАОМ

Директор выпускающего филиала СТ

# 1. ЦЕЛИ ОСВОЕНИЯ ДИСЦИПЛИНЫ. ПЕРЕЧЕНЬ ПЛАНИРУЕМЫХ КОМПЕТЕНЦИЙ И РЕЗУЛЬТАТОВ ОБУЧЕНИЯ.

Целью освоения дисциплины Иностранный язык является достижение следующих результатов освоения(РО):

N	Шифр	Результат обучения
1	В-1(УК-4.1)	Владеть навыками чтения и перевода профессиональных деловых текстов на иностранном языке
2	В-1(УК-4.3)	Владеть навыками аргументированного представления собственного мнения при деловом общении и в публичных выступлениях на иностранном языке, демонстрирующими достаточную степень сформированности исследовательского и критического мышления, мотивации к научно-исследовательской деятельности
3	З-1(УК-4.1)	Знать лексику и грамматику в объёме, достаточном для перевода профессиональных деловых текстов
4	У-1(УК-4.2)	Уметь применять на практике навыки делового общения в устной и письменной формах на иностранном языке, развивающие психологическую готовность к профессиональной деятельности по избранной профессии

Перечисленные РО являются основой для формирования следующих компетенций:

N	Шифр	Компетенция
1	УК-4	Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)

Индикаторы достижения компетенций, служащие для проверки сформированности части соответствующей компетенции:

N	Шифр	Индикатор компетенций
1	УК-4.1	Выполняет перевод профессиональных деловых текстов с иностранного языка на государственный язык РФ и с государственного языка РФ на иностранный
2	УК-4.2	Осуществляет деловую коммуникацию в устной и письменной формах, в том числе на иностранном языке
3	УК-4.3	Представляет свою точку зрения при деловом общении и в публичных выступлениях

## 2. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ.

Дисциплина Иностранный язык является предшествующей и последующей для следующих дисциплин:

N	Предшествующие дисциплины	Последующие дисциплины
1		Русский язык и культура речи
2		Итоговая гос. аттестация
3		Преддипломная практика

### 3. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

Общая трудоемкость практики составляет 9 зачетных(ые) единиц(ы), 324 часа(ов).

Модуль	Раздел	Лекции	Практич. занятия	Лаборат. работы	СРС	Всего часов	Всего с экзаменами и курсовыми
Иностранный язык (1 семестр)	Environment Protection	0	12	0	12	24	54
	Higher Education	0	22	0	8	30	
Иностранный язык (2 семестр)	Electricity	0	16	0	12	28	54
	Television	0	18	0	8	26	
Иностранный язык (3 семестр)	The Computer Race	0	16	0	10	26	54
	Made in Space	0	18	0	10	28	
Иностранный язык (4 семестр)	Transport for Tomorrow	0	10	0	10	20	54
	A New Era for Aircraft	0	24	0	10	34	
Иностранный язык (5 семестр)	Descending to new Ocean Depth	0	18	0	10	28	54
	Laser	0	16	0	10	26	
Иностранный язык (6 семестр)	Superconductivity	0	18	0	6	24	54
	The International Space Station	0	16	0	14	30	
<b>Всего</b>		<b>0</b>	<b>204</b>	<b>0</b>	<b>120</b>	<b>324</b>	<b>324</b>

#### 3.1. Лекции

Не предусмотрено учебным планом.

#### 3.2. Практические занятия

№ п/п	Раздел дисциплины	Объем часов	Наименование практического занятия
1	1.2.Environment Protection	4	Text “Environment Protection must be global”, Беседа на тему: «Защита окружающей среды в сфере проблем, связанных с авиацией»
2	1.2.Environment Protection	4	Итоговое занятие по разделам 1, 2.
3	1.2.Environment Protection	4	Разбор лексических и грамматических ошибок в тестировании №1

4	1.2.Higher Education	10	Текст «My University». Беседа на тему: "Почему я выбрал МАИ".
5	1.2.Higher Education	2	Texts: "Higher Education in Russia", Cambridge. Higher Education in the USA.
6	1.2.Higher Education	10	Conversation: "Higher Education in Developed Countries: Similarities and Differences"
7	2.1.Electricity	6	Беседа на тему: «Моя будущая профессия»,Text: " Electricity"
8	2.1.Electricity	4	Texts: " A Great Citizen of the World"
9	2.1.Electricity	6	Texts: "Solar Light by Night", "Non-traditional Renewable Sources of Energy"
10	2.2.Television	4	Text: "Television"
11	2.2.Television	4	Texts: "Telegraph", "Telephone" Беседа на тему:"Talking via Space"
12	2.2.Television	6	Итоговое занятие по разделам 3-4
13	2.2.Television	4	Разбор лексических и грамматических ошибок в контрольной работе №2
14	3.1.The Computer Race	4	Text: "Is there an End to the Computer Race?"
15	3.1.The Computer Race	4	Texts: "Isaac Newton","The Library of Congress"
16	3.1.The Computer Race	4	Беседа на тему: "Computers Concern You"
17	3.1.The Computer Race	4	Итоговое занятие по разделу 5
18	3.2.Made in Space	4	Text: "Made in space"
19	3.2.Made in Space	4	Texts: "Composite Ceramics", "Ancient steel Making Secret", "The British museum"
20	3.2.Made in Space	6	Итоговое занятие по разделу 6
21	3.2.Made in Space	4	Разбор лексических и грамматических ошибок в контрольной работе №3
22	4.1.Transport for Tomorrow	4	Причастие. Text: "Transport for tomorrow".
23	4.1.Transport for Tomorrow	4	Conversation: "The main problems of public transport"
24	4.1.Transport for Tomorrow	2	Обсуждение рефератов.
25	4.2.A New Era for Aircraft	6	Texts : "A New Era for Aircraft","The Return of the Dirigibles"
26	4.2.A New Era for Aircraft	6	Texts: "How do We Find Where we are Going?" ,Text: "New York "
27	4.2.A New Era for Aircraft	6	Итоговое занятие по разделам 7, 8.

28	4.2.A New Era for Aircraft	6	Разбор лексических и грамматических ошибок в тестировании №4
29	5.1.Descending to new Ocean Depth	6	Текст “Descending to new Ocean Depth”.
30	5.1.Descending to new Ocean Depth	4	Texts: “Three Stonecutters”, “Underwater submersibles”, “Lifeboats”, “Greenwich”.
31	5.1.Descending to new Ocean Depth	4	Лексический диктант. Защита и обсуждение рефератов.
32	5.1.Descending to new Ocean Depth	4	Итоговое занятие по разделу 9
33	5.2.Laser	4	Текст "Laser"
34	5.2.Laser	4	Защита и обсуждение рефератов.
35	5.2.Laser	4	Итоговое занятие по разделу 9,10
36	5.2.Laser	4	Разбор лексических и грамматических ошибок в контрольной работе №5
37	6.1.Superconductivity	6	Текст: Superconductivity, Тема: Superconductivity research. Latest achievements in conductivity research.
38	6.1.Superconductivity	6	Итоговое занятие по разделу 11
39	6.1.Superconductivity	6	Разбор лексических и грамматических ошибок в контрольной работе
40	6.2.The International Space Station	4	Texts: The International Space Station. Benefits of building the ISS. Living aboard the space shuttle and the ISS
41	6.2.The International Space Station	4	Texts: “Time travel and the new Universes ”
42	6.2.The International Space Station	4	Итоговое занятие по разделу 11-12
43	6.2.The International Space Station	4	Разбор лексических и грамматических ошибок в тестировании №6
<b>Итого:</b>		<b>204</b>	

### 3.3. Содержание практических занятий

- 1.2.1. Text “Environment Protection must be global”, Беседа на тему: «Защита окружающей среды в сфере проблем, связанных с авиацией» (А3: 4, СРС: 0)**  
**Форма организации:** Практическое занятие

**Описание:** Проверка домашнего задания. Чтение, перевод и обсуждение текста “Environment Protection must be global”.  
Объяснение незнакомой лексики. Объяснение грамматики: Времена группы “Continuous”. The Continuous (Active). The Continuous (Passive). Функции и перевод “it”, “one”, “that”  
Объяснение грамматики: Имя прилагательное. Степени сравнения прилагательных.  
Наречие. Степени сравнения наречий. Word Formation: Суффиксы: –ment, –ty, –ous. Префикс: –re.  
Выполнение грамматических, лексических и фонетических упражнений.

**1.2.2. Итоговое занятие по разделам 1, 2. (АЗ: 4, СРС: 0)**

**Форма организации:** Практическое занятие

**Описание:** Тестирование №1 «Времена группы “Simple” и “Continuous” (Active, Passive). Функции и перевод “it”, “one”, “that”. Степени сравнения прилагательных и наречий».

**1.2.3. Разбор лексических и грамматических ошибок в тестировании №1 (АЗ: 4, СРС: 0)**

**Форма организации:** Практическое занятие

**Описание:** Анализ и ликвидация пробелов в знаниях.

**1.2.1. Текст «My University». Беседа на тему: "Почему я выбрал МАИ". (АЗ: 10, СРС: 0)**

**Форма организации:** Практическое занятие

**Описание:** Чтение, перевод и обсуждение текста «My University». Беседа на тему: "Почему я выбрал МАИ".  
Объяснение грамматики: Глаголы to be, to have.оборот There + be в Simple Active. Личные и притяжательные местоимения. Времена группы Simple Active. Структура простого предложения. Порядок слов в утвердительном, вопросительном и отрицательном предложении.  
Word Formation: суффиксы –tion, -al, -ic, -ly. Объяснение фонетики.  
Интернациональная лексика. Транскрипция.  
Выполнение грамматических и лексических упражнений.

**1.2.2. Texts: "Higher Education in Russia", Cambridge. Higher Education in the USA. (АЗ: 2, СРС: 0)**

**Форма организации:** Практическое занятие

**Описание:** Проверка домашнего задания.  
Чтение, перевод и обсуждение текстов «Higher Education in Russia», «Cambridge. Higher Education in the USA».  
Заслушивание пересказа текста «My University».  
Объяснение грамматики: Основные формы глаголов. Страдательный залог. Особенности перевода пассивной конструкции. Выполнение грамматических, лексических и фонетических упражнений.

**1.2.3. Conversation: “Higher Education in Developed Countries: Similarities and Differences” (АЗ: 10, СРС: 0)**

**Форма организации:** Практическое занятие

**Описание:** Проверка домашнего задания. Чтение, перевод и обсуждение текстов: «Secondary Education in the USA. Computers for Education». Заслушивание рефератов на тему: «Higher Education in Developed Countries» с последующим коллективным обсуждением.

**2.1.1. Беседа на тему: «Моя будущая профессия», Text: " Electricity" (A3: 6, CPC: 0)**

**Форма организации:** Практическое занятие

**Описание:** Проверка домашнего задания.  
Чтение, перевод и обсуждение текста «At the Institute».  
Чтение, перевод и обсуждение текста «Electricity».  
Объяснение грамматики: Времена группы Perfect Active and Passive. Соответствие английских временных форм временным формам глагола в русском языке. Word Formation: суффиксы –er/-or, -ant/-ent, отрицательные префиксы un-/im-. Интернациональная лексика. Транскрипция.  
Выполнение грамматических, лексических и фонетических упражнений.

**2.1.2. Texts: " A Great Citizen of the World" (A3: 4, CPC: 0)**

**Форма организации:** Практическое занятие

**Описание:** Проверка домашнего задания.  
Чтение, перевод и обсуждение текстов «A Great Citizen of the World», «Solar Light by Night», «Non-traditional Renewable Sources of Energy». Заслушивание пересказа текста «Electricity».  
Объяснение грамматики: Подлежащее, сказуемое. Система времен в изъявительном наклонении.  
Выполнение грамматических, лексических и фонетических упражнений.

**2.1.3. Texts: "Solar Light by Night", "Non-traditional Renewable Sources of Energy" (A3: 6, CPC: 0)**

**Форма организации:** Практическое занятие

**Описание:** Проверка домашнего задания.  
Чтение, перевод и обсуждение текстов «A Great Citizen of the World», «Solar Light by Night», «Non-traditional Renewable Sources of Energy». Заслушивание пересказа текста «Electricity».  
Объяснение грамматики: Подлежащее, сказуемое. Система времен в изъявительном наклонении.  
Выполнение грамматических, лексических и фонетических упражнений.

**2.2.1. Text: "Television" (A3: 4, CPC: 0)**

**Форма организации:** Практическое занятие

**Описание:** Чтение, перевод и обсуждение текста "Television".  
Объяснение незнакомой лексики.  
Объяснение грамматики: Согласование времен (Sequence of Tenses).  
Выполнение грамматических, лексических и фонетических упражнений.

**2.2.2. Texts: “Telegraph”, “Telephone” Беседа на тему: “Talking via Space” (A3: 4, CPC: 0)**

**Форма организации:** Практическое занятие

**Описание:** Проверка домашнего задания.  
Чтение, перевод и обсуждение текстов “Telegraph”, “Telephone”, “Talking via Space”.  
Заслушивание пересказа текста “Television”.  
Объяснение грамматики: Согласование времен (Sequence of Tenses).  
Word Formation: Суффиксы: –ible/able, –ty, –ous. Префикс: –dis.  
Объяснение грамматики: Дополнение (The Object).  
Revision: Имя существительное (Существительные исчисляемые и неисчисляемые. Число. Падеж).  
Артикль (Основные способы употребления определенного и неопределенного артикля. Отсутствие артикля).  
Выполнение грамматических, лексических и фонетических упражнений.

**2.2.3. Итоговое занятие по разделам 3-4 (A3: 6, CPC: 0)**

**Форма организации:** Практическое занятие

**Описание:** Повторение «Система времен в изъявительном наклонении». «Согласование времен (Sequence of Tenses). Дополнение (The Object)».

**2.2.4. Разбор лексических и грамматических ошибок в контрольной работе №2 (A3: 4, CPC: 0)**

**Форма организации:** Практическое занятие

**Описание:** Анализ и ликвидация пробелов в знаниях.

**3.1.1. Text: "Is there an End to the Computer Race?" (A3: 4, CPC: 0)**

**Форма организации:** Практическое занятие

**Описание:** Проверка домашнего задания.  
Объяснение грамматики: Определение. Различные способы выражения определения.  
Чтение, перевод и обсуждение текста “Is there an End to the Computer Race?”.  
Word Formation: суффиксы –ive, –ure; префиксы –super, –micro, –mini.  
Объяснение фонетики. Интернациональная лексика. Транскрипция.  
Выполнение грамматических и лексических упражнений.  
Объяснение незнакомой лексики.

**3.1.2. Texts: "Isaac Newton", "The Library of Congress" (A3: 4, CPC: 0)**

**Форма организации:** Практическое занятие

**Описание:** Проверка домашнего задания.  
Объяснение грамматики: Определительные придаточные предложения.  
Чтение, перевод и обсуждение текстов “Computers Concern You”, “Isaac Newton”, “The Library of Congress”.  
Заслушивание пересказа текста “Is there an End to the Computer Race?”.  
Объяснение грамматики: Неопределенные местоимения some, any, no, every, их производные и употребление.

### **3.1.3. Беседа на тему: "Computers Concern You" (А3: 4, СРС: 0)**

**Форма организации:** Практическое занятие

**Описание:** Проверка домашнего задания.  
Объяснение грамматики: Определительные придаточные предложения.  
Чтение, перевод и обсуждение текстов “Computers Concern You”,  
Объяснение грамматики: Неопределенные местоимения some, any, no, every, их производные и употребление.

### **3.1.4. Итоговое занятие по разделу 5 (А3: 4, СРС: 0)**

**Форма организации:** Практическое занятие

**Описание:** Повторение темы: «Определение. Определительные придаточные предложения. Неопределенные местоимения -some, -any, -no, -every и их производные».

### **3.2.1. Text: "Made in space" (А3: 4, СРС: 0)**

**Форма организации:** Практическое занятие

**Описание:** Объяснение грамматики: Модальные глаголы и их эквиваленты.  
Глагол to cause. Сочетания no longer, because of, due to, thanks to.  
Выполнение грамматических и лексических упражнений.  
Чтение, перевод и обсуждение текста «Made in space».

### **3.2.2. Texts: "Composite Ceramics", "Ancient steel Making Secret", "The British museum" (А3: 4, СРС: 0)**

**Форма организации:** Практическое занятие

**Описание:** Проверка домашнего задания.  
Чтение, перевод и обсуждение текстов «Composite Ceramics», «Ancient steel Making Secret», «The British museum».  
Заслушивание пересказа текста «Made in space».  
Объяснение грамматики: Функции глагола to be. Функции глагола to have.  
Word formation: Суффиксы: -ness; -ance/ence; -ist; -ful; -less.  
Объяснение фонетики. Интернациональная лексика. Транскрипция.  
Выполнение грамматических и лексических упражнений.

### **3.2.3. Итоговое занятие по разделу 6 (А3: 6, СРС: 0)**

**Форма организации:** Практическое занятие

**Описание:** Тестирование № 2 «Модальные глаголы и их эквиваленты».

**3.2.4. Разбор лексических и грамматических ошибок в контрольной работе №3 (A3: 4, CPC: 0)**

**Форма организации:** Практическое занятие

**Описание:** Анализ и ликвидация пробелов в знаниях.

**4.1.1. Причастие. Text: "Transport for tomorrow". (A3: 4, CPC: 0)**

**Форма организации:** Практическое занятие

**Описание:** Объяснение грамматики: Причастие. Формы и функции.  
Разбор правил словообразования : суффиксы –age, –ate.  
Объяснение грамматики: Независимый причастный оборот.  
Чтение, перевод и обсуждение текста "Transport for tomorrow".  
Словообразование: префикс en-.  
Выполнение грамматических и лексических упражнений.

**4.1.2. Conversation: "The main problems of public transport" (A3: 4, CPC: 0)**

**Форма организации:** Практическое занятие

**Описание:** Проверка домашнего задания.  
Работа над лексикой: объяснение значения слова since.  
Обсуждение темы "The main problems of public transport".

**4.1.3. Обсуждение рефератов. (A3: 2, CPC: 0)**

**Форма организации:** Практическое занятие

**Описание:** Защита рефератов по темам:  
1. Public transport of the future;  
2. The application of electronics in modern cars;  
3. The latest innovations in car design.

**4.2.1. Texts : "A New Era for Aircraft", "The Return of the Dirigibles" (A3: 6, CPC: 0)**

**Форма организации:** Практическое занятие

**Описание:** Проверка домашнего задания.  
Чтение, перевод и обсуждение текстов : "A New Era for Aircraft", "The Return of the Dirigibles"  
Объяснение незнакомой лексики.  
Объяснение грамматики: Сравнение причастия и герундия. Отличия и сходства независимого причастного оборота и герундиального оборота.  
Выполнение грамматических, лексических и фонетических упражнений.

**4.2.2. Texts: "How do We Find Where we are Going?" ,Text: "New York " (A3: 6, CPC: 0)**

**Форма организации:** Практическое занятие

**Описание:** Проверка домашнего задания.  
Чтение, перевод и обсуждение текстов: "How do We Find Where we are Going?" ,Text: "New York  
Заслушивание пересказа текста "A New Era for Aircraft".  
Объяснение грамматики: Имя прилагательное. Степени сравнения прилагательных.  
Наречие. Степени сравнения наречий. Word Formation: Суффиксы: –ment, –ty, –ous. Префикс: –ge.  
Выполнение грамматических, лексических и фонетических упражнений.

**4.2.3. Итоговое занятие по разделам 7, 8. (АЗ: 6, СРС: 0)**

**Форма организации:** Практическое занятие

**Описание:** Тестирование №3 "Причастие и герундий. Независимый причастный оборот и герундиальный оборот."

**4.2.4. Разбор лексических и грамматических ошибок в тестировании №4 (АЗ: 6, СРС: 0)**

**Форма организации:** Практическое занятие

**Описание:** Анализ и ликвидация пробелов в знаниях.

**5.1.1. Текст "Descending to new Ocean Depth". (АЗ: 6, СРС: 0)**

**Форма организации:** Практическое занятие

**Описание:** Проверка домашнего задания.  
Чтение, перевод и обсуждение текста "Descending to new Ocean Depth".  
Объяснение грамматики: Условные придаточные предложения, виды и формы.  
Выполнение грамматических, лексических и фонетических упражнений.

**5.1.2. Texts: "Three Stonecutters", "Underwater submersibles", "Lifeboats", "Greenwich". (АЗ: 4, СРС: 0)**

**Форма организации:** Практическое занятие

**Описание:** Проверка домашнего задания.  
Чтение, перевод и обсуждение текстов: "Three Stonecutters", "Underwater submersibles", "Lifeboats", "Greenwich".  
Объяснение незнакомой лексики.  
Интернациональная лексика. Транскрипция.  
Выполнение грамматических, лексических и фонетических упражнений.

**5.1.3. Лексический диктант. Защита и обсуждение рефератов. (АЗ: 4, СРС: 0)**

**Форма организации:** Практическое занятие

**Описание:** Проверка домашнего задания.  
Лексический диктант. Защита и обсуждение рефератов  
Заслушивание пересказа текстов: "Three Stonecutters", "Underwater submersibles", "Lifeboats", "Greenwich".  
Объяснение грамматики: Условные придаточные предложения.  
Выполнение грамматических, лексических и фонетических упражнений.

**5.1.4. Итоговое занятие по разделу 9 (АЗ: 4, СРС: 0)**

**Форма организации:** Практическое занятие

**Описание:** Повторение темы: Условные придаточные предложения

**5.2.1. Текст "Laser" (АЗ: 4, СРС: 0)**

**Форма организации:** Практическое занятие

**Описание:** Проверка домашнего задания.  
Чтение, перевод и обсуждение текста "Laser", "Optical Technology", "An Encyclopedia on a Tiny Crystal".  
Объяснение незнакомой лексики.  
Объяснение грамматики: Формы инфинитива. Функции инфинитива  
Выполнение грамматических, лексических и фонетических упражнений.

**5.2.2. Защита и обсуждение рефератов.  
(АЗ: 4, СРС: 0)**

**Форма организации:** Практическое занятие

**Описание:** Проверка домашнего задания.  
Беседа: I want to read faster.  
Защита и обсуждение рефератов.  
Объяснение грамматики: Инфинитивный оборот с предлогом «for».  
Чтение, перевод и обсуждение текста  
Объяснение грамматики: Конструкция «there + сказуемое».  
Выполнение грамматических, лексических и фонетических упражнений.

**5.2.3. Итоговое занятие по разделу 9,10 (АЗ: 4, СРС: 0)**

**Форма организации:** Практическое занятие

**Описание:** Контрольная работа № 4 " Условные предложения."

**5.2.4. Разбор лексических и грамматических ошибок в контрольной работе №5  
(АЗ: 4, СРС: 0)**

**Форма организации:** Практическое занятие

**Описание:** Анализ и ликвидация пробелов в знаниях.

**6.1.1. Текст: Superconductivity, Тема: Superconductivity research. Latest achievements in conductivity research. (АЗ: 6, СРС: 0)**

**Форма организации:** Практическое занятие

**Описание:** Проверка домашнего задания.  
Объяснение грамматики: Сложное подлежащее и сложное дополнение. Значение слов *either, neither* и их сочетаний.  
Чтение, перевод и обсуждение текстов «*Superconductivity, New Hope for Energy*»  
Выполнение грамматических и лексических упражнений.  
Объяснение незнакомой лексики.

**6.1.2. Итоговое занятие по разделу 11 (АЗ: 6, СРС: 0)**

**Форма организации:** Практическое занятие

**Описание:** Контрольная работа "Инфинитив, его формы и функции"

**6.1.3. Разбор лексических и грамматических ошибок в контрольной работе (АЗ: 6, СРС: 0)**

**Форма организации:** Практическое занятие

**Описание:** Анализ и ликвидация пробелов в знаниях.

**6.2.1. Texts: The International Space Station. Benefits of building the ISS. Living aboard the space shuttle and the ISS (АЗ: 4, СРС: 0)**

**Форма организации:** Практическое занятие

**Описание:** Объяснение грамматики: Сослагательное наклонение  
Выполнение грамматических и лексических упражнений.  
Чтение, перевод и обсуждение текстов: *The International Space Station, Benefits of building the ISS, Living aboard the space shuttle and the ISS.*

**6.2.2. Texts: "Time travel and the new Universes " (АЗ: 4, СРС: 0)**

**Форма организации:** Практическое занятие

**Описание:** Проверка домашнего задания.  
Чтение, перевод и обсуждение текста: *Time travel and the new Universes.*  
Беседа: *Satellites.*  
Защита и обсуждение рефератов.  
Заслушивание пересказа текста. *The International Space Station*  
Объяснение грамматики: Многофункциональность глаголов *should, would.*  
Выполнение грамматических и лексических упражнений.

**6.2.3. Итоговое занятие по разделу 11-12 (АЗ: 4, СРС: 0)**

**Форма организации:** Практическое занятие

**Описание:** Тестирование № 6 "Сложное дополнение и сложное подлежащее"

**6.2.4. Разбор лексических и грамматических ошибок в тестировании №6 (АЗ: 4, СРС: 0)**

**Форма организации:** Практическое занятие

**Описание:** Анализ и ликвидация пробелов в знаниях.

**3.4. Лабораторные работы**

Не предусмотрено учебным планом.

### 3.5. Курсовые работы и проекты по дисциплине

### 3.6. Промежуточная аттестация

1. Зачет (1 семестр)

**Прикрепленные файлы:** Зачет (1 семестр).pdf, Зачет 1.pdf

2. Зачет (2 семестр)

**Прикрепленные файлы:** Зачет (2 семестр).pdf, Зачет 2.pdf

3. Зачет (3 семестр)

**Прикрепленные файлы:** Зачет (3 семестр).pdf, Зачет 3.pdf

4. Зачет (4 семестр)

**Прикрепленные файлы:** Зачет (4 семестр).pdf, Зачет 4.pdf

5. Зачет (5 семестр)

**Прикрепленные файлы:** Зачет (5 семестр).pdf, Зачет 5.pdf

6. Зачет с оценкой (6 семестр)

**Прикрепленные файлы:** Зачет с оценкой (6 семестр).pdf, Зачет 6.pdf

#### 4. ПЕРЕЧЕНЬ УЧЕБНО-МЕТОДИЧЕСКОГО ОБЕСПЕЧЕНИЯ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ

Для обеспечения образовательного процесса по дисциплине обучающимся предоставляется возможность круглосуточного дистанционного индивидуального доступа к электронной библиотечной системе НЭИКОН, IqLib, American Mathematical Society, Annual Reviews, Science (научно-популярный журнал), e-Library, Единое окно доступа к образовательным ресурсам (ссылки ко многим ресурсам, поддерживается Минобрнауки), из любой точки, в которой имеется доступ к сети «Интернет».

Рекомендованы следующие электронные ресурсы:

1. Ресурс НЭИКОН ( <http://archive.neicon.ru/>):  
Cambridge University Press (Журналы издательства Cambridge University Press);  
Oxford University Press (Журналы издательства Oxford University Press);  
Журнал Science (Цифровой архив журнала Science);  
Научная литература по дисциплине издательства Taylor&Francis.
  2. Ресурс IqLib (<http://www.iqlib.ru/>);
  3. American Mathematical Society (<http://www.ams.org/mathscinet/index.html>);
  4. Annual Reviews (<http://www.annualreviews.org>);
  5. Science (<http://www.sciencemag.org>);
  6. e-Library (<http://elibrary.ru>);
  7. Единое окно доступа к образовательным ресурсам (ссылки ко многим ресурсам, поддерживается Минобрнауки) (<http://window.edu.ru/>).
  8. Проект «Tigris» ( <http://www.tigris.org>).
  9. Сайт Рамус ( <http://ramussoftware.com>).
  10. Стандарты: <http://www.gost.ru/>, обновления и новые стандарты: <http://protect.gost.ru/>.
1. Основная и дополнительная литература по дисциплине
  2. Ресурсы информационно-телекоммуникационной сети «Интернет».
  3. Ресурсы научно-технической библиотеки МАИ.
  4. Информационные стенды кафедры.

##### ***Вопросы для самостоятельной работы по темам:***

№	Раздел дисциплины	Вопросы для самостоятельной работы
1	Environment Protection	Вопросы 1
2	Television	Вопросы для самостоятельной работы 2
3	Made in Space	Вопросы для самостоятельной работы 3
4	A New Era for Aircraft	Вопросы для самостоятельной работы 4
5	Laser	Вопросы для самостоятельной работы 5
6	The International Space Station	Вопросы для самостоятельной работы 6

## **5. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОВЕДЕНИЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ**

Описание показателей, критерии оценивания компетенций и описание шкал оценивания осуществляются в соответствии с Положением о балльно-рейтинговой системе оценки результатов обучения студентов по дисциплине (Приказ №42 от 04.04.2014 «Об утверждении положения «Рейтинг по дисциплине»).

Для оценивания интегрированных и практико-ориентированных заданий обучающихся используются следующие критерии по 100-балльной шкале:

1. Формулирование представленной информации в виде проблемы;
2. Предложение способа решения проблемы;
3. Обоснование способа решения проблемы;
4. Демонстрация способа решения проблемы.

Оценивание осуществляется по следующей шкале:

100-балльная шкала	Результат освоения
менее 40	Критерий не сформирован
41-70	Критерий четко не выражен
71-100	Критерий выражен четко

Для оценивания ситуационных заданий используется следующая шкала:

100-балльная шкала	Результат освоения
менее 30	обучающийся не может сформулировать проблему, представленную в задании
31-50	обучающийся формулирует поставленную задачу, у него сформированы изолированные знания и умения, однако отсутствуют интегрированные понятия и навыки, в результате чего допущены ошибки в решении и задание не выполнено
51-80	задание выполнено, обучающийся применяет знания для решения поставленной проблемы, однако не сформированы компетенции, вследствие чего обучающийся испытывает затруднения в демонстрации способов решения задачи
81-100	задание выполнено как в теоретическом, так и в практическом плане, обучающийся легко демонстрирует свою компетентность по данному вопросу

Фонды оценочных средств, позволяющие оценить результаты обучения, включают в себя:

- вопросы к промежуточной аттестации.

Перечень компетенций и этапы их формирования приведены в следующей таблице:

<b>N</b>	<b>Шифр</b>	<b>Компетенция</b>	<b>Этапы формирования компетенции</b>
1	УК-4	Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)	43. Разбор лексических и грамматических ошибок в тестировании №6.

#### Комплект типовых индивидуальных заданий

<b>N</b>	<b>Раздел дисциплины</b>	<b>Объем, часов</b>	<b>Наименование типового задания</b>
1	Environment Protection	4	Выполнение ДЗ №2.1
2	Environment Protection	4	Выполнение ДЗ №2.2
3	Environment Protection	4	Выполнение ДЗ №2.3
4	Higher Education	4	Выполнение ДЗ №1.1
5	Higher Education	2	Выполнение ДЗ №1.2
6	Higher Education	2	Выполнение ДЗ №1.3
7	Electricity	4	Выполнение ДЗ №3.1
8	Electricity	4	Выполнение ДЗ №3.2
9	Electricity	4	Выполнение ДЗ №3.3
10	Television	2	Выполнение ДЗ №4.1
11	Television	2	Выполнение ДЗ №4.2
12	Television	2	Выполнение ДЗ №4.3
13	Television	2	Выполнение ДЗ №4.4
14	The Computer Race	2	Выполнение ДЗ №5.1
15	The Computer Race	4	Выполнение ДЗ №5.2
16	The Computer Race	2	Выполнение ДЗ №5.3
17	The Computer Race	2	Выполнение ДЗ №5.4

18	Made in Space	2	Выполнение ДЗ №6.1
19	Made in Space	2	Выполнение ДЗ №6.2
20	Made in Space	4	Выполнение ДЗ №6.3
21	Made in Space	2	Выполнение ДЗ №6.4
22	Transport for Tomorrow	2	Выполнение ДЗ №7.1
23	Transport for Tomorrow	6	Выполнение ДЗ №7.2
24	Transport for Tomorrow	2	Выполнение ДЗ №7.3
25	A New Era for Aircraft	2	Выполнение ДЗ №8.1
26	A New Era for Aircraft	2	Выполнение ДЗ №8.2
27	A New Era for Aircraft	2	Выполнение ДЗ №8.3
28	A New Era for Aircraft	4	Выполнение ДЗ №8.4
29	Descending to new Ocean Depth	2	Выполнение ДЗ №9.1
30	Descending to new Ocean Depth	2	Выполнение ДЗ №9.2
31	Descending to new Ocean Depth	4	Выполнение ДЗ №9.3
32	Descending to new Ocean Depth	2	Выполнение ДЗ №9.4
33	Laser	2	Выполнение ДЗ №10.1
34	Laser	2	Выполнение ДЗ №10.2
35	Laser	2	Выполнение ДЗ №10.3
36	Laser	4	Выполнение ДЗ №10.4
37	Superconductivity	2	Выполнение ДЗ №11.1
38	Superconductivity	2	Выполнение ДЗ №11.2
39	Superconductivity	2	Выполнение ДЗ №11.3
40	The International Space Station	2	Выполнение ДЗ №12.1
41	The International Space Station	2	Выполнение ДЗ №12.2

42	The International Space Station	4	Выполнение ДЗ №12.3
43	The International Space Station	6	Выполнение ДЗ №12.4
<b>Итого:</b>		<b>120</b>	

### Содержание типовых заданий

#### 1.2.1. Выполнение ДЗ №2.1 (СРС: 4)

**Тематика:** -Lex. Подготовка пересказа текста “Environment Protection must be global”  
 -Ph. Выполнение фонетических упражнений: Упр.15-16, с. 27-28.  
 Gram. Повторение грамматики (См. «Краткий поурочный грамматический справочник» (ГС)) - § 11.Выполнение грамматических упражнений 18, стр. 30, упр.27, стр.33, упр. 26, стр. 33.  
 Lex. Подготовка сообщения на темы “Ecological Problems of Big Cities”, “London”  
 -Gram. Повторение таблицы неправильных глаголов (Приложение 10, стр. 440-444) , Повторение грамматики: ГС - §§ 12-14. Выполнение грамматических упражнений: 19 (А, В), стр. 30-31, упр.28, стр. 33, упр.32, стр.34,выполнение упражнений на словообразование 23-25, стр. 32-33

**Тип:** Домашнее задание

#### 1.2.2. Выполнение ДЗ №2.2 (СРС: 4)

**Тематика:** -Lex., Gram. Повторение грамматического и лексического материала раздела 1 и 2.  
 -Gram. Выполнение грамматических упражнений 20-21, стр. 31-32, 29, стр.33-34  
 -Подготовка к тестированию № 1.  
 -Работа над ликвидацией пробелов.  
 -Подготовка к зачету

**Тип:** Домашнее задание

#### 1.2.3. Выполнение ДЗ №2.3 (СРС: 4)

**Тематика:** -Lex. Найти в сети Интернет материалы по теме «Моя будущая профессия» и подготовить высказывания по теме с целью обмена информацией. Чтение и перевод текста “Electricity”.  
 -Составление словаря (Vocabulary) к тексту “Electricity”  
 -Gram. Изучение грамматического материала: ГС-3: 3-16. Выполнение грамматических упр. 11,стр.48, упр. 20, стр.51. -Gram. Выполнение грамматических упр. 14, 15, 17 стр 49-50.

**Тип:** Домашнее задание

### 1.2.1. Выполнение ДЗ №1.1 (СРС: 4)

**Тематика:** -Lex. Чтение и перевод текста “Higher Education in Russia”, “Cambridge“, “Higher Education in the USA”,  
-Gram. Изучение грамматического материала: ГС-1: 1-5, 1-6, 1-7, 1-8, 1-9, 1-10. Выполнение грамматических упр.16-22, стр. 13-14, упр.1, 2, 3, стр.16.  
-Составление словаря (Vocabulary) к тексту “Higher Education in Russia”, “Cambridge“, “Higher Education in the USA” .  
-Gram. Изучение грамматического материала: (См. «Краткий поурочный грамматический справочник» (ГС)) к уроку 1 (ГС-1): 1-1, 1-2, 1-3, 1-4.)  
-Gram. Выполнение грамматических упр. 21, 23, 24, 25.

**Тип:** Домашнее задание

### 1.2.2. Выполнение ДЗ №1.2 (СРС: 2)

**Тематика:** -Lex. Подготовка сообщения по теме “Higher Education in Developed Countries: Similarities and Differences”  
-Повторение лексико-грамматического материала раздела 1.  
-Работа над ликвидация пробелов.

**Тип:** Домашнее задание

### 1.2.3. Выполнение ДЗ №1.3 (СРС: 2)

**Тематика:** -Gram. Ознакомление с новым грамматическим материалом: ГС-2: 2-11 Система времен группы Continuous, стр. 290-292.  
-Lex. Чтение и перевод текста “Environment Protection must be global”  
-Составление словаря (Vocabulary) к тексту “Environment Protection must be global”

**Тип:** Домашнее задание

### 2.1.1. Выполнение ДЗ №3.1 (СРС: 4)

**Тематика:** -Lex. Подготовка сообщения по теме “Electricity”. Упр.4, стр 53.  
Чтение и перевод текстов " A Great Citizen of the World", "Solar Light by Night", "Non-traditional Renewable Sources of Energy"  
-Gram. Изучение грамматического материала: ГС-3: 3-17, 3-18.  
Выполнение грамматического упр. 18, стр 50-51.

**Тип:** Домашнее задание

### 2.1.2. Выполнение ДЗ №3.2 (СРС: 4)

**Тематика:** -Lex. Обзор терминологии Урока 3.Составить терминологический словарь по данной теме.  
-Повторение лексико-грамматического материала раздела 3.

**Тип:** Домашнее задание

### 2.1.3. Выполнение ДЗ №3.3 (СРС: 4)

**Тематика:** -Gram. Ознакомление с новым грамматическим материалом: Согласование времен, ГС – 4: 4-19. стр.301-302.  
-Lex. Чтение и перевод текста “Television”  
-Составление словаря (Vocabulary) к тексту “Television”

**Тип:** Домашнее задание

**2.2.1. Выполнение ДЗ №4.1 (СРС: 2)**

**Тематика:** -Lex. Подготовка пересказа текста “Television”

-Ph. Выполнение фонетических упражнений 9-10, с. 66

-Gram. Выполнение грамматических упражнений 25-26, стр. 72-73

**Тип:** Домашнее задание

**2.2.2. Выполнение ДЗ №4.2 (СРС: 2)**

**Тематика:** -Lex. Чтение и перевод текстов “Telegraph”, “Telephone”, “Talking via Space” Подготовка сообщения на тему “Means of communication” и “Talking via Space”

-Lex. Выполнение лексических упражнений: 6 (А, В), стр. 81: 22-23, стр. 71-72

-Gram. Выполнение грамматических упражнений 16-21, стр. 70-71

**Тип:** Домашнее задание

**2.2.3. Выполнение ДЗ №4.3 (СРС: 2)**

**Тематика:** -Lex., Gram. Повторение грамматического и лексического материала разделов 3 и 4.

**Тип:** Домашнее задание

**2.2.4. Выполнение ДЗ №4.4 (СРС: 2)**

**Тематика:** -Работа над ликвидацией пробелов.

-Подготовка к зачету

**Тип:** Домашнее задание

**3.1.1. Выполнение ДЗ №5.1 (СРС: 2)**

**Тематика:** -Lex. Чтение и перевод текста “Is there an End to the Computer Race?”

-Lex. Составление словаря (Vocabulary) к тексту “Is there an End to the Computer Race?”.

-Gram. Изучение грамматического материала: (См. «Краткий поурочный грамматический справочник» (ГС)) к уроку 5 (ГС-5) §22

-Gram. Выполнение грамматических упражнений: 3, стр.83; 9, стр. 85.

**Тип:** Домашнее задание

**3.1.2. Выполнение ДЗ №5.2 (СРС: 4)**

**Тематика:** -Lex. Чтение и перевод текстов "Computers Concern You" , "Isaac Newton", "The Library of Congress"

-Lex. Составление словаря (Vocabulary) к текстам "Computers Concern You" , "Isaac Newton", "The Library of Congress".

-Lex. Подготовка сообщения по содержанию текста “Is there an End to the Computer Race?” с использованием дополнительных материалов по теме урока.

-Gram., Изучение грамматического материала: ГС к уроку 5 (ГС-5) §22 (п. 11)

**Тип:** Домашнее задание

### **3.1.3. Выполнение ДЗ №5.3 (СРС: 2)**

**Тематика:** -Gram., Lex. Выполнение упражнений: 2, 3, стр. 93-94.

-Повторение лексико-грамматического материала раздела 5.

**Тип:** Домашнее задание

### **3.1.4. Выполнение ДЗ №5.4 (СРС: 2)**

**Тематика:** -Gram. Ознакомление с новым грамматическим материалом: ГС-6: 6-24 Модальные глаголы, стр. 306-309.

-Работа над ликвидацией пробелов.

**Тип:** Домашнее задание

### **3.2.1. Выполнение ДЗ №6.1 (СРС: 2)**

**Тематика:** -Lex. Подготовка сообщения на тему: «Made in space». . Составление словаря (Vocabulary) к тексту «Made in space».

-Gram. Изучение грамматического материала: Суффиксы: -ness; -ance/ence; -ist; -ful; -less

См. «краткий поурочный грамматический справочник»(ГС) к уроку 6 С-6 § 24 стр.306

-Gram. Выполнение грамматических упр. упр.28, стр. 113, упр.31, стр. 114.

**Тип:** Домашнее задание

### **3.2.2. Выполнение ДЗ №6.2 (СРС: 2)**

**Тематика:** -Lex. Чтение и перевод текста «Composite Ceramics»

-Lex. Составление словаря (Vocabulary) к тексту «Composite Ceramics»

-Gram. Выполнение грамматических упр. 22, стр.111

**Тип:** Домашнее задание

### **3.2.3. Выполнение ДЗ №6.3 (СРС: 4)**

**Тематика:** -Lex. Ознакомительное чтение текстов «Ancient Steel Making Secret» "Composite Ceramics", "The British museum" и извлечение основной информации.

-Gram. Изучение фонетического материала: Интернациональная лексика. Транскрипция.

-Ph. Выполнение фонетических упр. 15,16, стр.107.

-Gram. Выполнение грамматических упр.23-27, стр.112-113.

-Lex. Выполнение лексических упр.1-3, стр.119-120.

**Тип:** Домашнее задание

### **3.2.4. Выполнение ДЗ №6.4 (СРС: 2)**

**Тематика:** -Повторение лексико-грамматического материала раздела 6

-Подготовка к тестированию № 2

-Подготовка к зачету

**Тип:** Домашнее задание

#### **4.1.1. Выполнение ДЗ №7.1 (СРС: 2)**

**Тематика:** -Lex. Подготовка текста: “ Transport for tomorrow ”.  
Составление словаря (Vocabulary) к тексту ” Transport for tomorrow ”.  
-Gram. Изучение грамматического материала: (См. «Краткий поурочный грамматический справочник» (ГС)) к уроку 7 .  
-Gram. Выполнение грамматических упр.

**Тип:** Домашнее задание

#### **4.1.2. Выполнение ДЗ №7.2 (СРС: 6)**

**Тематика:** -Lex. Подготовка сообщения по теме : “The main problems of public transport” .  
-Повторение лексико-грамматического материала раздела 7.  
-Работа над ликвидация пробелов.

**Тип:** Домашнее задание

#### **4.1.3. Выполнение ДЗ №7.3 (СРС: 2)**

**Тематика:** -Gram. Ознакомление с новым грамматическим материалом: ГС-8: Герундий. Формы и функции. Герундиальный оборот. Способы перевода.  
-Lex.-Составление словаря (Vocabulary) к теме “The main problems of public transport”.

**Тип:** Домашнее задание

#### **4.2.1. Выполнение ДЗ №8.1 (СРС: 2)**

**Тематика:** Найти в сети Интернет материалы по указанным ниже темам и подготовить высказывания с целью обмена информацией.  
Подготовка к защите рефератов по темам:  
1. Public transport of the future;  
2. The application of electronics in modern cars;  
3. The latest innovations in car design.  
-Ph. Выполнение фонетических упражнений  
-Gram. Повторение грамматики (См. «Краткий поурочный грамматический справочник» (ГС)) - § 30 .Выполнение грамматических упражнений

**Тип:** Домашнее задание

#### **4.2.2. Выполнение ДЗ №8.2 (СРС: 2)**

**Тематика:** Чтение и перевод текстов : "A New Era for Aircraft", "The Return of the Dirigibles"  
-Gram. Повторение грамматики: ГС - §§ 27-29.  
Выполнение грамматических упражнений  
Выполнение упражнений на словообразование .

**Тип:** Домашнее задание

#### **4.2.3. Выполнение ДЗ №8.3 (CPC: 2)**

**Тематика:** Чтение и перевод текстов: "How do We Find Where we are Going?", "New York".

-Lex., Подготовка пересказа текста: "A New Era for Aircraft",  
Gram. Повторение грамматического и лексического материала .  
-Gram. Выполнение грамматических упражнений .

-Подготовка к тестированию № 3. : "Причастие и герундий.  
Независимый причастный оборот и герундиальный оборот."

-Работа над ликвидацией пробелов.

-Подготовка к зачету

**Тип:** Домашнее задание

#### **4.2.4. Выполнение ДЗ №8.4 (CPC: 4)**

**Тематика:** Чтение и перевод текста "Descending to new Ocean Depth".

-Lex. Составление словаря (Vocabulary) к теме "Descending to new Ocean Depth".

-Gram. Изучение грамматического материала: ГС-9: §§ 31  
Условные придаточные предложения.  
Выполнение грамматических упр.

**Тип:** Домашнее задание

#### **5.1.1. Выполнение ДЗ №9.1 (CPC: 2)**

**Тематика:** -Lex. Чтение и перевод текстов "Three Stonecutters", "Underwater submersibles",  
"Lifeboats", "Greenwich".

-Составление словаря (Vocabulary) к текстам : "Three Stonecutters",  
"Underwater submersibles", "Lifeboats", "Greenwich".

Подготовка к лексическому диктанту.

-Gram. Выполнение грамматических упр.

**Тип:** Домашнее задание

#### **5.1.2. Выполнение ДЗ №9.2 (CPC: 2)**

**Тематика:** -Lex. Подготовка сообщения по теме " Ocean" и защита и обсуждение рефератов "..

Подготовка пересказа текстов: Three Stonecutters", "Underwater submersibles",

"Lifeboats", "Greenwich" на выбор.

-Gram. Изучение грамматического материала: ГС-31

Выполнение грамматического упр.

**Тип:** Домашнее задание

#### **5.1.3. Выполнение ДЗ №9.3 (CPC: 4)**

**Тематика:** -Lex. Обзор терминологии Урока 9. Составить терминологический словарь по данной теме.

-Повторение лексико-грамматического материала раздела 9.

**Тип:** Домашнее задание

#### **5.1.4. Выполнение ДЗ №9.4 (CPC: 2)**

**Тематика:** -Gram. Ознакомление с новым грамматическим материалом:

Инфинитив. Формы и функции.

-Lex. Чтение и перевод текстов "Laser", "Optical Technology", "An Encyclopedia on a Tiny Crystal".

-Составление словаря (Vocabulary) к текстам "Laser", "Optical Technology", "An Encyclopedia on a Tiny Crystal".

Выполнение грамматических, лексических и фонетических упражнений.

**Тип:** Домашнее задание

#### **5.2.1. Выполнение ДЗ №10.1 (CPC: 2)**

**Тематика:** -Lex. Подготовка к Беседе: I want to read faster.

Защита и обсуждение рефератов. Составление словаря (Vocabulary) к данной теме.

-Ph. Выполнение фонетических упражнений

-Gram. Выполнение грамматических упражнений

**Тип:** Домашнее задание

#### **5.2.2. Выполнение ДЗ №10.2 (CPC: 2)**

**Тематика:** -Lex. Чтение и перевод текста : "Science and International Cooperation".

Подготовка сообщения на тему "Science and International Cooperation"

-Lex. Выполнение лексических упражнений:

-Gram. Проработка грамматики: Инфинитивный оборот с предлогом «for».

Выполнение грамматических упражнений

**Тип:** Домашнее задание

#### **5.2.3. Выполнение ДЗ №10.3 (CPC: 2)**

**Тематика:** -Lex., Gram. Повторение грамматического и лексического материала разделов 9 и 10.

-Выполнение работы над ошибками.

-Подготовка к контрольной работе № 4. " Условные предложения"

**Тип:** Домашнее задание

#### **5.2.4. Выполнение ДЗ №10.4 (CPC: 4)**

**Тематика:** -Работа над ликвидацией пробелов.

-Подготовка к зачету

**Тип:** Домашнее задание

#### **6.1.1. Выполнение ДЗ №11.1 (CPC: 2)**

**Тематика:** -Lex. Чтение и перевод текста: "Superconductivity,

-Lex. Составление словаря (Vocabulary) к тексту: "Superconductivity

-Gram. Изучение грамматического материала: (См. «Краткий поурочный грамматический справочник» (ГС)) к уроку 11 (ГС-11) §34-35

-Gram. Выполнение грамматических упражнений.

**Тип:** Домашнее задание

### 6.1.2. Выполнение ДЗ №11.2 (CPC: 2)

**Тематика:** -Lex. Подготовка темы для обсуждения: «Superconductivity research», «Latest achievements in conductivity research»  
-Lex. Подготовка сообщения по содержанию текста «Superconductivity»  
с использованием дополнительных материалов по теме урока.  
-Gram., Изучение грамматического материала: ГС к уроку 11 (ГС-11) §34  
-Gram. Выполнение грамматических упражнений.  
Выполнение фонетических предтекстовых упражнений.

**Тип:** Домашнее задание

### 6.1.3. Выполнение ДЗ №11.3 (CPC: 2)

**Тематика:** -Gram., Lex. Выполнение упражнений:  
-Повторение лексико-грамматического материала раздела 11.  
-Подготовка к контрольной работе № 5.Инфинитив.Формы и функции. Условные предложения.  
-Работа над ликвидацией пробелов.

**Тип:** Домашнее задание

### 6.2.1. Выполнение ДЗ №12.1 (CPC: 2)

**Тематика:** -Lex. Чтение и перевод текстов: The International Space Station, Benefits of building the ISS, Living aboard the space shuttle and the ISS.  
-Lex. Составление словаря (Vocabulary) к текстам: The International Space Station, Benefits of building the ISS, Living aboard the space shuttle and the ISS.  
Gram. Выполнение грамматических упр.

**Тип:** Домашнее задание

### 6.2.2. Выполнение ДЗ №12.2 (CPC: 2)

**Тематика:** -Lex. Подготовка сообщения на тему: Satellites.  
Беседа: Составление терминологического словаря и плана ответа.  
-Gram. Изучение грамматического материала:  
См. «краткий поурочный грамматический справочник»(ГС) к уроку 12 § 38 – Особенности страдательного залога.  
-Gram. Выполнение грамматических упражнений.

**Тип:** Домашнее задание

### 6.2.3. Выполнение ДЗ №12.3 (CPC: 4)

**Тематика:** -Lex. Ознакомительное чтение текстов “Time travel and the new Universes”.  
и извлечение основной информации.  
-Gram. Изучение фонетического материала: Интернациональная лексика. Транскрипция.  
-Ph. Выполнение фонетических упр.  
-Gram. Выполнение грамматических упр.  
-Lex. Выполнение лексических упр.

**Тип:** Домашнее задание

#### **6.2.4. Выполнение ДЗ №12.4 (СРС: 6)**

**Тематика:** -Повторение лексико-грамматического материала разделов 11-12

-Подготовка к тестированию № 6

-Подготовка к зачету

**Тип:** Домашнее задание

### **Темы письменных опросов**

#### **1.1. Тестирование 1**

**Тип:** Тестирование

**Тематика:** Simple and Continuous Tenses

**Прикрепленные файлы:** Тестирование 1.pdf

#### **2.1. Контрольная работа 2**

**Тип:** Контрольная работа

**Тематика:** All Tenses and the Sequence of Tenses

**Прикрепленные файлы:** Контрольная работа 2.pdf

#### **3.1. Контрольная работа 3**

**Тип:** Контрольная работа

**Тематика:** Модальные глаголы. Определение.

**Прикрепленные файлы:** Контрольная работа 3.pdf

#### **4.1. Тестирование 4**

**Тип:** Тестирование

**Тематика:** Причастие и герундий. Независимый причастный оборот.  
Герундиальный оборот.

**Прикрепленные файлы:** Тестирование 4.pdf

#### **5.1. Контрольная работа 5**

**Тип:** Контрольная работа

**Тематика:** Неличные формы глагола. Инфинитив. Условные предложения.

**Прикрепленные файлы:** Контрольная работа 5.pdf

#### **6.1. Тестирование 6**

**Тип:** Тестирование

**Тематика:** Сложное дополнение. Сложное подлежащее.

**Прикрепленные файлы:** Тестирование 6.pdf

### **Вопросы к промежуточной аттестации**

"Иностранный язык"

#### **1. Зачет (1 семестр)**

**Прикрепленные файлы:** Зачет (1 семестр).pdf, Зачет 1.pdf

#### **2. Зачет (2 семестр)**

**Прикрепленные файлы:** Зачет (2 семестр).pdf, Зачет 2.pdf

**3. Зачет (3 семестр)**

**Прикрепленные файлы:** Зачет (3 семестр).pdf, Зачет 3.pdf

**4. Зачет (4 семестр)**

**Прикрепленные файлы:** Зачет (4 семестр).pdf, Зачет 4.pdf

**5. Зачет (5 семестр)**

**Прикрепленные файлы:** Зачет (5 семестр).pdf, Зачет 5.pdf

**6. Зачет с оценкой (6 семестр)**

**Прикрепленные файлы:** Зачет с оценкой (6 семестр).pdf, Зачет 6.pdf

**6. ПЕРЕЧЕНЬ ОСНОВНОЙ И ДОПОЛНИТЕЛЬНОЙ УЧЕБНОЙ  
ЛИТЕРАТУРЫ, НЕОБХОДИМОЙ ДЛЯ ОСВОЕНИЯ  
ДИСЦИПЛИНЫ**

***а) Основная литература:***

- 1. Орловская И.В. и др. Учебник английского языка (для технических университетов и вузов). - М.: МГТУ им. Н.Э.Баумана, 2020 г. - 448 с.
- 2. Дудкина Г.А. и др. Английский язык для делового общения. Т1., Т2. – М.: Филоматис, 2018 г. (дополнительные материалы на CD)

***Литература из электронного каталога:***

- Орловская И.В., Самсонова Л.С., Скубрияева А.И. Учебник английского языка для технических университетов и вузов учебник для студентов, обучающихся по техн. спец.. МГТУ им. Н.Э. Баумана, 2015. - 447 с.
- Дудкина Г.А., и др., Павлова М.В., Рей З.Г. Учебник английского языка для делового общения . Аверс, 1991. - 191 с.

**б) Дополнительная литература:**

- 1. Агабекян И.П. Английский язык для бакалавров. Учебное пособие.– Феникс: Высшее образование, 2015 г.
- 2. Murphy R. English Grammar in Use/ A self-study reference and practice book for intermediate students, - Cambridge University Press, 2015г.
- 3. И.П. Агабекян, П.И. Коваленко. Английский язык для инженеров. Феникс: Высшее образование, 2016 г.
- 4. Бочарова Е.П., Городецкая Е.Я., Евсюкова Е.Н..Английский язык для технических вузов. Издательство Проспект 2017 – 136стр.
- 5. Агабекян И.П., Коваленко П.И., Английский язык для технических вузов. Феникс: Высшее образование, 2016г. – 360 с.
- 6. Старчикова И.Ю., Зуева Т.В. Методические указания к практическим занятиям по курсу английского языка для бакалавров, часть 1, Кашира. «А и Б», 2014г.
- 7. Старчикова И.Ю., Зуева Т.В. Методические указания к практическим занятиям по курсу английского языка для бакалавров, часть 2, Кашира. «А и Б», 2014г.
- 8. А.М. Таубе, Р.С. Даглиш, Современный русско-английский словарь. Москва: Русский язык 2001.
- 9. В.К. Мюллер, Новый англо-русский словарь. Москва: Русский язык 1999.
- 10. Старчикова И.Ю. Методические указания по дисциплине «Иностранный язык» (для студентов всех форм обучения), 2017, 29 с
- 11. Шевцова Г.В., Москалец Л.Е.Английский язык для технических вузов. Издательство Флинта 2013г.-392стр. <https://e.lanbook.com/book/13082#authors>
- 12. Карпова Н.А., Асламова Т.В., Закирова Е.С. Английский язык для технических вузов (для бакалавров), Издательство: Кнорус. 2014г.-352стр.<https://e.lanbook.com/book/53646#authors>
- 1. Орловская И.В. и др. Учебник английского языка (для технических университетов и вузов). - М.: МГТУ им. Н.Э.Баумана, 2015 г.
- 2. Дудкина Г.А. и др. Английский язык для делового общения. Т1.,Т2. – М.: Филоматис, 2017г.

**7. ПЕРЕЧЕНЬ РЕСУРСОВ  
ИНФОРМАЦИОННО-ТЕЛЕКОММУНИКАЦИОННОЙ СЕТИ  
«ИНТЕРНЕТ», НЕОБХОДИМЫХ ДЛЯ ОСВОЕНИЯ  
ДИСЦИПЛИНЫ**

Для обеспечения образовательного процесса по дисциплине обучающимся предоставляется возможность круглосуточного дистанционного индивидуального доступа к электронным библиотечным системам из любой точки, в которой имеется доступ к сети «Интернет».

Наименование ресурса	Интернет-ссылка на ресурс
<b>"ZNANIUM.COM"</b>	
Договор № 4855 эбс/027-1-3200-20 от 08.12.2020 с ООО "ЗНАНИУМ" С «18»12.2020 г. по «17»12.2021 г	<a href="http://znanium.com">http://znanium.com</a>
Договор № эбс/027-1-3026-21 от 22.12.2021 с ООО "ЗНАНИУМ" С «15»12.2021 г. по «31»12.2022 г	<a href="https://znanium.com/">https://znanium.com/</a>
Договор № эбс/027-1-2586-22 от 07.12.2022 с ООО "ЗНАНИУМ" С «20»12.2022 г. по «31»12.2023 г	

<b>ООО "Издательство Лань"</b>	
Договор № 027-1-0234-21 от 18.02.2021 года с ООО "Издательство Лань" С «22»_02. 2021г. по « 21» 02.2022 г	e.lanbook.com
Договор № 027-1-0234-21 от 18.02.2021 года с ООО "ЭБС Лань" С «22»_02. 2021г. по « 21» 02.2022	
Договор № СЭБ 027-0-0400-21 от 15.09.2021 года с ООО "ЭБС Лань" С «15»_09. 2021г. по « 14» 09.2024	
Договор № 027-1-0169-22 от 07.02.2022 года с ООО "Издательство Лань" С «22»_02. 2022г. по « 21» 02.2023 г	
Договор № 027-1-0168-22 от 07.02.2022 года с ООО "ЭБС Лань" С «22»_02. 2022г. по « 21» 02.2023	
<b>ООО "Электронное издательство ЮРАЙТ"</b>	
Электронная библиотечная система ЮРАЙТ. ЭБС "Легендарные книги"	<a href="http://biblio-online.ru">http://biblio-online.ru</a> , <a href="https://biblio-online.ru/catalog/legendary">https://biblio-online.ru/catalog/legendary</a>
Договор № 027-1-3191-20 от 04.12.2020г ООО "Электронное издательство ЮРАЙТ" для СПО С «04»12.2020 г. по «03»12.2021	<a href="https://urait.ru/">https://urait.ru/</a>
Договор № 027-1-3194-20 от 04.12.2020г. с ООО "Электронное издательства ЮРАЙТ" С «04»12.2020 г. по «03»12.2021 г	<a href="https://urait.ru/">https://urait.ru/</a>
Договор № 027-1-3034-21 от 03.12.2021г ООО "Электронное издательство ЮРАЙТ" С «04»12.2021 г. по «03»12.2022 г	<a href="https://urait.ru/">https://urait.ru/</a>
Договор № 150-1-3269-21 от 10.12.21 ООО "Электронное издательство ЮРАЙТ" для СПО	<a href="https://urait.ru/">https://urait.ru/</a>
Договор № 027-1-2554-22 от 01.12.2022г ООО "Электронное издательство ЮРАЙТ" С «04»12.2022 г. по «03»12.2023 г	
Договор № 5537 от 25.11.2022 ООО "Электронное издательство ЮРАЙТ" для СПО	
<b>Электронная библиотека МАИ</b>	
Электронная библиотека МАИ (собственность МАИ). Лицензионный договор № 0267-НИЧ-13 от 11.12.2013 г. с ООО "Дата Экспресс "на право использования программы для ЭВМ Автоматизированная интегрированная библиотечная система (АИБС) «МегаПро» (для размещения Электронной библиотеки МАИ)	<a href="https://elibrary.mai.ru/MegaPro/Web">https://elibrary.mai.ru/MegaPro/Web</a>
<b>Электронная библиотека Консорциума аэрокосмических вузов России</b>	
Электронная библиотека Консорциума аэрокосмических вузов России. Соглашение о создании Консорциума вузов России "Национальный объединенный аэрокосмический университет" от 03.09.2012 г. Договор о сетевом взаимодействии от 15.12.2014 г. Соглашение от «03»09.2012 г. бессрочно	

<b>Библиотека РФФИ</b>	
Библиотека РФФИ	<a href="http://www.rfbr.ru/rffi/ru/library">http://www.rfbr.ru/rffi/ru/library</a>
<b>Единое окно доступа к образовательным ресурсам</b>	
Единое окно доступа к образовательным ресурсам	<a href="http://window.edu.ru/">http://window.edu.ru/</a>
<b>Polpred.com</b>	
Polpred.com. Обзор СМИ	<a href="http://polpred.com">http://polpred.com</a>
<b>ООО "РУНЭБ"</b>	
Договор № 027-1-3051-20 от 07.12.2020 с ООО "РУНЭБ" С «07»12.2020 г. по «06»12.2028	<a href="http://elibrary.ru">http://elibrary.ru</a>
Договор № 027-1-2895-21 от 03.12.2021 с ООО "РУНЭБ" С «03»12.2021 г. по «02»12.2039	
Договор № 027-133215-22 от 20.12.2022 с ООО "НЭБ" С «20»12.2022 г. по «19»12.2030	
<b>ООО "Национальный цифровой ресурс "Рукоонт"</b>	
Договор № РКТ-054/20/027-1-1129-20 от 30.05.2020 с ООО "Национальный цифровой ресурс "Рукоонт" С «01»06.2020 г. по «31»05.2021 г	<a href="http://text.rucont.ru/">http://text.rucont.ru/</a>
Договор № 027-1-1235-21 от 01.06.2021 с ООО "Национальный цифровой ресурс "Рукоонт" С «01»06.2021 г. по «31»05.2022 г	<a href="https://text.rucont.ru/">https://text.rucont.ru/</a>
Договор № 027-1-1467-22 от 09.06.2022 с ООО "Национальный цифровой ресурс "Рукоонт" С «01»06.2022 г. по «31»05.2023 г	<a href="https://text.rucont.ru/">https://text.rucont.ru/</a>
<b>ФГБУ "РГБ"</b>	
Договор о предоставлении доступа к Национальной электронной библиотеке (НЭБ) №101/НЭБ/2139 от 13.11.2018г. с ФГБУ" РГБ" С «13»11. 2018 г. по «12» 11. 2023	<a href="http://нэб.рф">http://нэб.рф</a>
<b>НП НЭИКОН</b>	
Соглашение № 715 ДС-2011 от 16.05.2011 о сотрудничестве в Консорциуме НЭИКОН С «16» 05.2011 г с автоматическим продлением Национальная подписка на-2021 г с РФФИ Государственного задания № 075-00011-20-00 Web Of Science- <a href="https://apps.webofknowledge.com">https://apps.webofknowledge.com</a> Scopus- <a href="http://scopus.com">http://scopus.com</a> Elsevier- <a href="http://www.sciencedirect.com">http://www.sciencedirect.com</a> , <a href="http://www.elsevierscience.ru/products/science-direct">http://www.elsevierscience.ru/products/science-direct</a> , <a href="https://www.elsevier.com/solutions/sciencedirect/content/journal-collections">https://www.elsevier.com/solutions/sciencedirect/content/journal-collections</a> , <a href="https://www.elsevier.com/solutions/sciencedirect/content/backfile-collections">https://www.elsevier.com/solutions/sciencedirect/content/backfile-collections</a>	<a href="http://archive.neicon.ru">http://archive.neicon.ru</a>  <a href="https://apps.webofknowledge.com">https://apps.webofknowledge.com</a> <a href="http://scopus.com">http://scopus.com</a> <a href="http://www.sciencedirect.com">http://www.sciencedirect.com</a> , <a href="http://www.elsevierscience.ru/products/science-direct">http://www.elsevierscience.ru/products/science-direct</a> , <a href="https://www.elsevier.com/solutions/sciencedirect/content/journal-collections">https://www.elsevier.com/solutions/sciencedirect/content/journal-collections</a> , <a href="https://www.elsevier.com/solutions/sciencedirect/content/backfile-collections">https://www.elsevier.com/solutions/sciencedirect/content/backfile-collections</a>
	<a href="http://rd.springer.com">http://rd.springer.com</a> , <a href="http://www.springerprotocols.com">http://www.springerprotocols.com</a>

<p>Математическая база данных zbMATH:  <a href="http://zbMATH.org">http://zbMATH.org</a></p> <p>American Chemical Society (ACS)-  <a href="https://www.acs.org/content/acs/en.html">https://www.acs.org/content/acs/en.html</a></p> <p>American Institute of Physics (AIP)-  <a href="https://www.scitation.org/">https://www.scitation.org/</a></p> <p>American Physical Society- <a href="https://journals.aps.org/about">https://journals.aps.org/about</a></p> <p>EBSCO Publishing (База CASC)-  <a href="http://search.ebscohost.com">http://search.ebscohost.com</a></p> <p>Cambridge University Press (CUP)-  <a href="https://www.cambridge.org/core">https://www.cambridge.org/core</a></p> <p>IEL издательства IEEE (Institute of Electrical and Electronics Engineers , Inc.)- <a href="https://ieeexplore.ieee.org">https://ieeexplore.ieee.org</a></p> <p>INSPEC компании EBSCO- INSPEC</p> <p>Institute of Physics (IOP) издательства IOP Publishing-  <a href="https://iopscience.iop.org/">https://iopscience.iop.org/</a></p> <p>MathSciNet American Mathematical Society-  <a href="https://www.ams.org/home/page">https://www.ams.org/home/page</a></p> <p>Optical Society of America (OSA)-  <a href="https://www.osapublishing.org/about.cfm">https://www.osapublishing.org/about.cfm</a></p> <p>Oxford University Press-  <a href="https://academic.oup.com/journals/">https://academic.oup.com/journals/</a></p> <p>ProQuest Dissertations &amp; Theses Global-  <a href="https://search.proquest.com/index">https://search.proquest.com/index</a></p> <p>ORBIT Intelligence - база данных QUESTEL-  <a href="https://www.orbit.com/">https://www.orbit.com/</a></p> <p>SAGE Publication- <a href="https://journals.sagepub.com/">https://journals.sagepub.com/</a></p> <p>Annual Reviews Science Collection (AR)-  <a href="https://www.annualreviews.org">https://www.annualreviews.org</a></p> <p>JSTOR- <a href="http://www.jstor.org">www.jstor.org</a></p> <p>Wiley. John Wiley &amp; Sons.-  <a href="https://onlinelibrary.wiley.com/">https://onlinelibrary.wiley.com/</a></p> <p><b>Национальная подписка на 2022 г с РФФИ Государственного задания</b></p>	<p><a href="http://zbMATH.org">http://zbMATH.org</a></p> <p><a href="https://www.acs.org/content/acs/en.html">https://www.acs.org/content/acs/en.html</a></p> <p><a href="https://www.scitation.org/">https://www.scitation.org/</a></p> <p><a href="https://journals.aps.org/about">https://journals.aps.org/about</a></p> <p><a href="http://search.ebscohost.com">http://search.ebscohost.com</a></p> <p><a href="https://www.cambridge.org/core">https://www.cambridge.org/core</a></p> <p><a href="https://ieeexplore.ieee.org">https://ieeexplore.ieee.org</a></p> <p><a href="https://iopscience.iop.org/">https://iopscience.iop.org/</a></p> <p><a href="https://www.ams.org/home/page">https://www.ams.org/home/page</a></p> <p><a href="https://www.osapublishing.org/about.cfm">https://www.osapublishing.org/about.cfm</a></p> <p><a href="https://academic.oup.com/journals/">https://academic.oup.com/journals/</a></p> <p><a href="https://search.proquest.com/index">https://search.proquest.com/index</a></p> <p><a href="https://www.orbit.com/">https://www.orbit.com/</a></p> <p><a href="https://journals.sagepub.com/">https://journals.sagepub.com/</a></p> <p><a href="https://www.annualreviews.org">https://www.annualreviews.org</a></p> <p><a href="http://www.jstor.org">www.jstor.org</a></p> <p><a href="https://onlinelibrary.wiley.com">https://onlinelibrary.wiley.com</a></p>
<p><b>Springer Nature:</b></p> <p>1. eBoock Collection: журналы, книги -  <a href="https://link.springer.com">https://link.springer.com</a></p> <p>2. Коллекция журналов и базы данных Springer Nature: <a href="https://link.springer.com">https://link.springer.com</a></p> <p><b>Begell House Inc.</b>  <a href="https://www.dl.begellhouse.com/collections/6764f0021c05bd10.html">https://www.dl.begellhouse.com/collections/6764f0021c05bd10.html</a></p> <p><b>China Academic Journals</b>   (CD Edition) Electronic Publishing House Co., Ltd: <a href="https://ar.cnki.net/ACADREF">https://ar.cnki.net/ACADREF</a></p> <p><b>Institute of Electrical and Electronics Engineers:</b></p>	<p><a href="https://link.springer.com">https://link.springer.com</a></p> <p><a href="https://www.dl.begellhouse.com/collections/6764f0021c05bd10.html">https://www.dl.begellhouse.com/collections/6764f0021c05bd10.html</a></p> <p><a href="https://ar.cnki.net/ACADREF">https://ar.cnki.net/ACADREF</a></p> <p><a href="https://ieeexplore.ieee.org/Xplore/">https://ieeexplore.ieee.org/Xplore/</a></p>
<p><a href="https://ieeexplore.ieee.org/Xplore/home.jsp">https://ieeexplore.ieee.org/Xplore/home.jsp</a>;  <a href="https://ieeexplore.ieee.org">https://ieeexplore.ieee.org</a></p>	<p><a href="https://ieeexplore.ieee.org/home.jsp">home.jsp</a>;  <a href="https://ieeexplore.ieee.org">https://ieeexplore.ieee.org</a></p>

<b>EBSCO.</b>	<a href="https://www.search.ebscohost.com/">https://www.search.ebscohost.com/</a>	<a href="https://www.search.ebscohost.com/">https://www.search.ebscohost.com/</a>
<b>INSPEC:</b>		
1. База данных Academic Search Premier		
2. База данных eBook Academic Collection		
3. eBook EngineeringCore Collection		
<b>ORBIT Intelligence</b>   - база данных QUESTEL:		<a href="https://www.orbit.com/">https://www.orbit.com/</a>
<a href="https://www.orbit.com/">https://www.orbit.com/</a>		
<b>SAGE</b>	<a href="https://journals.sagepub.com/">https://journals.sagepub.com/</a>	<a href="https://journals.sagepub.com/">https://journals.sagepub.com/</a>
<b>Publication:</b>		
<b>Wiley:</b>	<a href="https://onlinelibrary.wiley.com/">https://onlinelibrary.wiley.com/</a>	<a href="https://onlinelibrary.wiley.com/">https://onlinelibrary.wiley.com/</a>

## 8. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ ОБУЧАЮЩИХСЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ

Эффективным способом развития творческих способностей студентов при изучении дисциплины является самостоятельная работа, которая нацелена на проработку студентами материала прошедших контактных занятий и подготовку к предстоящим занятиям.

Самостоятельная работа студентов проводится ими в соответствии с собственными возможностями. Можно, однако, рекомендовать групповое изучение материалов, обеспечивающее совместную работу нескольких студентов, что положительно влияет на качество проработки программы курса.

В то же время высокая степень усвоения изучаемой дисциплины достигается при постоянной работе студентов над текущим материалом. В этой связи желательна проработка лекционного материала в день его прочтения, что позволяет, во-первых, оперативно (на следующей лекции) снимать возникающие вопросы и, во-вторых, создавать багаж знаний по дисциплине задолго до промежуточной аттестации.

При подготовке к практическим занятиям также необходима проработка лекционного материала. Это позволит осознано работать с предлагаемым материалом преподавателем на практическом занятии, а, следовательно, закладывать базу методик и приемов при решении практических задач.

При изучении материала необходимо делать акцент не на зазубривании материала, а на понимании его физической сути, что развивает мышление и позволяет понять методологию изучаемой дисциплины.

Методические рекомендации к заданиям:

Методические рекомендации к заданиям:

Практические занятия:

Главная цель практических занятий – обеспечить студентам возможность овладеть навыками и умениями использования теоретического знания применительно к особенностям изучаемой отрасли, что развивает познавательные способности, самостоятельность мышления и творческую активность студентов.

На занятиях решаются следующие педагогические задачи:

- закрепление, углубление и расширение знаний учебной дисциплины;
- обучение студентов практическим приемам и методам анализа теоретических положений и концепций учебной дисциплины;
- изучение и анализ литературных источников по конкретной теме учебной дисциплины.

Подготовка к практическим занятиям:

На практических занятиях от студента требуется активная творческая работа, которая без подготовки невозможна. Нужно, помимо знакомства с теоретическим материалом, выполнить работы, заданные на дом.

Подготовка к зачёту:

Если студент в течение семестра работал на занятиях, готовился дома, зачёт становится для него технической процедурой, в ходе которой он сможет показать свой уровень знаний. В противном случае ему придётся поработать достаточно серьёзно.

Допуск к зачетам получают лишь те студенты, которые систематически посещали аудиторные занятия и принимали активное участие в обсуждении вопросов и решения тестовых заданий, выносимых на практические занятия.

## **9. ПЕРЕЧЕНЬ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ, ИСПОЛЬЗУЕМЫХ ПРИ ОСУЩЕСТВЛЕНИИ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА ПО ДИСЦИПЛИНЕ**

Дисциплина ориентирована на применение компьютерной техники, ресурсов информационно-телекоммуникационной сети "Интернет", электронной библиотеки МАИ для поиска, сбора, хранения, обработки и представления информации.

***Программное обеспечение, Интернет-ресурсы, электронные библиотечные системы:***

1. <http://www.wikipedia.org> – универсальная энциклопедия;
2. <http://www.abc-english-grammar.com> – сайт, содержащий видео и текстовые материалы для
3. <http://www.library.ru> – информационно-справочный портал, ссылки на интернет -библиоте
4. <http://www.tryengineering.org>– путеводитель по инженерным дисциплинам на английском
5. <http://usinfo.state.gov/journals/> - обучение чтению
6. <http://american-studies.narod.ru/> - страноведение
7. <http://www.denistutor.narod.ru> – грамматические упражнения
8. <http://www.nytimes.com/learning/> - лексико-грамматические задания
9. <http://www.eleaston.com>
10. <http://www.webenglishteacher.com/> - ресурсы для преподавателей
11. <http://www.primaryresources.co.uk/> - презентации и обучающие игры
12. [www.english-test.net](http://www.english-test.net) – обучающие тесты
13. <http://www.manythings.org> - обучающие тесты
14. <http://writingguide.geneseo.edu/form.shtml> - деловая переписка

электронные словари:

1. Longman Dictionary of Contemporary English [www.longman.com/dictionaries](http://www.longman.com/dictionaries)
2. [www.dictionary.com](http://www.dictionary.com)
3. <http://www.webster.com>
4. <http://dictionary.cambridge.org/default.asp?dict=CALD>
5. [www.macmillandictionary.com](http://www.macmillandictionary.com)
6. <http://www.vocabulary.com>

## **10. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ**

**1. Практические занятия:**

- a. компьютерный лингафонный кабинет,
- b. презентационная техника (проектор, экран, компьютер/ноутбук),
- c. учебники и учебные пособия,
- d. словари двуязычные: общие, по направлениям,
- e. комплекты тестовых и контрольных материалов.

**2. Прочее**

- a. рабочее место преподавателя, оснащенное компьютером с доступом в Интернет,
- b. рабочие места студентов, оснащенные компьютерами с доступом в Интернет, предназначенные для работы в электронной образовательной среде, для прохождения текущего и контрольного тестирования.

### **Аннотация рабочей программы**

Дисциплина "Иностранный язык" является частью "Блока 1 Дисциплины" дисциплин подготовки студентов по направлению подготовки 22.03.01 "Материаловедение и технологии материалов". Дисциплина реализуется на "Московского авиационного института (национального исследовательского университета)" кафедрой (кафедрами) .

Дисциплина нацелена на формирование следующих компетенций: УК-4.

Содержание дисциплины охватывает круг вопросов, связанных с: повышением исходного уровня владения иностранным языком, достигнутого на предыдущей ступени образования, и овладением студентами необходимым и достаточным уровнем коммуникативной компетенции в совокупности ее составляющих (речевой, языковой, социокультурной, компенсаторной, учебно-познавательной) для решения социально-коммуникативных задач в различных областях бытовой, культурной, профессиональной и научной деятельности при общении с зарубежными партнерами, а также для дальнейшего самостоятельного изучения языков и культур, в том числе с использованием новых информационных технологий. Изучение иностранного языка призвано также обеспечить: повышение уровня учебной автономии, способности к самообразованию; развитие когнитивных и исследовательских умений; развитие информационной культуры; расширение кругозора и повышение общей культуры студентов; воспитание толерантности и уважения к духовным ценностям разных стран и народов.

Преподавание дисциплины предусматривает следующие формы организации учебного процесса: Практическое занятие.

Программой дисциплины предусмотрены следующие виды контроля: рубежный контроль в форме Тестирование, Контрольная работа и промежуточная аттестация в форме Зачет (1 семестр), Зачет (2 семестр), Зачет (3 семестр), Зачет (4 семестр), Зачет (5 семестр), Зачет с оценкой (6 семестр).

Общая трудоемкость освоения дисциплины составляет 9 зачетных единиц, 324 часов. Программой дисциплины предусмотрены практические (204 часов) занятия и (120 часов) самостоятельной работы студента.

**Прикрепленные файлы**

**Зачет 6.pdf**

**Зачет с оценкой (6 семестр).pdf**

**Зачет 5.pdf**

**Зачет (5 семестр).pdf**

**Зачет 4.pdf**

**Зачет (4 семестр).pdf**

**Зачет 3.pdf**

**Зачет (3 семестр).pdf**

**Зачет 2.pdf**

**Зачет (2 семестр).pdf**

**Зачет 1.pdf**

**Зачет (1 семестр).pdf**

**Тестирование 6.pdf**

**Контрольная работа 5.pdf**

**Тестирование 4.pdf**

**Контрольная работа 3.pdf**

**Контрольная работа 2.pdf**

**Тестирование 1.pdf**

**Вопросы для самостоятельной работы 6.pdf**

**Вопросы для самостоятельной работы 5.pdf**

**Вопросы для самостоятельной работы 4.pdf**

**Вопросы для самостоятельной работы 3.pdf**

**Вопросы для самостоятельной работы 2.pdf**

**Вопросы для самостоятельной работы1.pdf**

Семестр: 6

Вид контроля: Зо

## Зачетное задание №1

### Задание 1.

*Прочтите и переведите текст.*

#### Operating system

When computers were first introduced in the 1940's and 1950's, every program written had to provide instructions that told the computer how to use devices such as the printer, how to store information on a disk, as well as how to perform several other tasks not necessarily related to the program. The additional program instructions for working with hardware devices were very complex, and time-consuming. Programmers soon realized it would be smarter to develop one program that could control the computer's hardware, which others programs could have used when they needed it. With that, the first operating system was born.

Today, operating systems control and manage the use of hardware devices such as the printer or mouse. They also provide disk management by letting you store information in files. The operating system also lets you run programs such as the basic word processor. The operating system provides several of its own commands that help you to use the computer.

DOS is the most commonly used PC operating system. DOS is an abbreviation for disk operating system. DOS was developed by a company named Microsoft. MS-DOS is an abbreviation for "Microsoft DOS". When IBM first released the IBM PC in 1981, IBM licensed DOS from Microsoft for use on the PC and called it PC-DOS. PS-DOS and MS-DOS are the same, each providing the same capabilities and commands.

### Задание 2.

**I. Субъектный инфинитивный оборот (сложное подлежащее) (Complex Subject).**

- **из чего состоит;**
- **случаи употребления;**
- **способы перевода на русский язык.**

**II. Переведите предложения на русский язык, обращая внимание на сложное подлежащее**

1. Many books are known to be published in our country every year. 2. You are supposed to graduate in four years. 3. Radium is said to be very radioactive. 4. This device was known to have been designed in that laboratory. 5. His invention is considered to be of great importance. 6. The sun is known to represent a mass of compressed gases. 7. The new rocket is reported to go into operation next year. 8. This type of rocket is supposed to have many advantages. 9. For a long time the atom was thought to be indivisible. 10. The helium atom was found to have two electrons.

## Зачетное задание №2

### Задание 1.

*Прочитайте и переведите текст.*

#### Introduction to the WWW and the Internet

Millions of people around the world use the Internet to search for and retrieve information on sorts of topics in a wide variety of areas including the arts, business, government, humanities, news, politics and recreation. People

communicate through electronic mail (e-mail), discussing groups, chat channels and other means of information exchange. They share information and make commercial and business transactions. All this activity is possible because tens of thousands of networks are connected to the Internet and exchange information in the same basic ways.

The World Wide Web (WWW) is a part of the Internet. But it's not a collection of networks. Rather, it is information that is connected or linked together like a web. You access this information through one interface or tool called a Web browser. The number of resources and services that are part of the WWW is growing extremely fast. In 1996 there were more than 20 million users of the WWW, and more than half the information that is transferred across the Internet is accessed through the WWW. By using a computer terminal (hardware) connected to a network that is a part of the Internet, and by using a program (software) to browse or retrieve information that is a part of the WWW, the people connected to the Internet and WWW through the local providers have access to a variety of information. Each browser provides a graphical interface. You move from place to place, from site to site on the Web by using a mouse to click on a portion of text, icon or region of a map. These items are called hyperlinks or links. Each link you select represents a document, an image, a video clip or an audio file somewhere on the Internet. The user doesn't need to know where it is, the browser follows the link.

All sorts of things are available on the WWW. One can use the Internet for recreation purposes. Many TV and radio stations broadcast live on the WWW. Essentially, if something can be put into digital format and stored in a computer, then it is available on the WWW. You can even visit museums, gardens, cities through the world, learn foreign languages and meet new friends. And of course, you can play computer games through the WWW, competing with partners from other countries and continents.

Just a little bit of exploring the World Wide Web will show you what a lot of use and fun it is.

## ***Задание 2.***

### ***I. Причастие (The Participle.)***

***- Функции причастия в предложении.***

***- Основные способы перевода на русский язык.***

### ***II. Переведите следующие русские причастия и деепричастия на английский язык.***

Приносящий, принесенный, принося, переводящий, переведенный, переводя, переведя, давая, написав, читающий, берущий, данный, прочитав, сделанный, пьющий, сказанный, будучи потерянным, нарисовав, написавший, делаая, взятый, взяв, рисуя, выпитый, сделав, идя, пишущий, прочитанный, дав, делающий, рисующий, нарисованный, выпив, говорящий.

## **Зачетное задание №3**

### ***Задание 1.***

***Прочитайте и переведите текст.***

#### **British mathematician and inventor Charles Babbage**

Babbage, Charles (1792-1871), British mathematician and inventor, who designed and built mechanical computing machines on principles that anticipated the modern electronic computer. Babbage was born in Teignmouth, Devon, and educated at the University of Cambridge. He became a Fellow of the Royal Society in 1816 and was active in the founding of the Analytical, the Royal Astronomical, and the Statistical Societies.

In the 1820's Babbage began developing his Difference Engine, a mechanical device that could perform simple mathematical calculations. Although Babbage started to build his machine, he was unable to complete it because of a lack of funding. In the 1830's Babbage

began developing his Analytical Engine, which was designed to carry out more complicated calculations, but this device was never built, too. Babbage's book, "Economy of Machines and Manufactures" (1832), initiated the field of study known today as operational research.

### ***Задание 2.***

***I. Герундий (The Gerund.) , его функции в предложении и способы перевода на русский язык.***

***II. Переведите на русский язык, обращая внимание на разные формы герундия.***

1. I understand perfectly your wishing to start the work at once. 2. Everybody will discuss the event, there is no preventing it. 3. At last he broke the silence by inviting everybody to walk into the dining room. 4. On being told the news, she turned pale. 5. The place is worth visiting. 6. Watching football matches may be exciting enough, but of course it is more exciting playing football. 7. She stopped coming to see us, and I wondered what had happened to her. 8. Can you remember having seen the man before? 9. She was terrified of having to speak to anybody, and even more, of being spoken to. 10. He was on the point of leaving the club, as the porter stopped him. 11. After being corrected by the teacher, the students' papers were returned to them.

## **Зачетное задание №4**

### ***Задание 1.***

***Прочитайте и переведите текст.***

#### **History and Future of the Internet.**

The Internet technology was created by Vinton Cerf in early 1973 as a part of a project headed by Robert Kahn and conducted by the Advanced Research Projects Agency, part of the United States Department of Defence. Later Cerf made many efforts to build and standardize the Internet. In 1984 the technology and the network were turned over the private sector and to government scientific agencies for further development. The growth has continued exponentially. Service-provider companies make "gateways" to the Internet available to home and business users enter the market in ever increasing numbers. By early 1995, access was available in 180 countries and more than 30 million users used the Internet. The Internet and its technology continue to have a profound effect in promoting the exchange of information, making possible rapid transactions among businesses, and supporting global collaboration among individuals and organizations. More than 100 million computers are connected via the global Internet and even more are attached to enterprise internets. The development of the WWW leads to the rapid introduction of new business tools and activities that may lead to annual business transactions on the Internet worth hundreds of billions dollars.

### ***Задание 2.***

***I. Инфинитив (The Infinitive), его функции в предложении и способы перевода на русский язык.***

***II. Переведите на русский язык, определите функцию инфинитива.***

1. Above certain critical temperature, changes begin to take place in the molecular structure of a metal.
2. To prepare metals for practical use requires much knowledge and experience.

3. The aim of any research is to enlarge the possibilities which are offered by modern science.
4. In order to prevent corrosion, metals to be used in industry must be covered with special paint.
5. It is difficult to define what an amorphous material is. It may be composed of crystals which are too small to be detected.
6. This metal is too brittle to be hammered.
7. Dissimilar metals and alloys are joined to get the final product qualities of each component. Metals and alloys to be joined are close together and are subjected to pressure and shock waves.
8. To strengthen metals is to reinforce them with fibers.
9. To produce changes in physical state a considerable amount of energy must be supplied to metal.
10. A very good practice is to introduce the best scientific inventions industry.

## **Зачетное задание №5**

### ***Задание 1.***

#### ***Прочитайте и переведите текст.***

##### **Bill Gates**

William Henry Gates was born in Seattle, Washington, in 1955.

He is an American business executive, chairman and chief executive officer of the Microsoft Corporation. Gates was the founder of Microsoft in 1975 together with Paul Allen, his partner in computer language development. While attending Harvard in 1975, Gates together with Allen developed a version of the BASIC computer programming language for the first personal computer.

In the early 1980's, Gates led Microsoft's evolution from the developer of computer programming languages to a large computer software company. This transition began with the introduction of MS-DOS, the operating system for the new IBM Personal Computer in 1981. Gates also led Microsoft towards the introduction of application software such as Microsoft Word processor.

Much of Gates success is based on his ability to translate technical visions into market strategy. Although Gates has accumulated great wealth from his holdings of Microsoft stock, he has been known as a tough competitor who seems to value winning in a competitive environment over money. Gates still continues to work personally in product development at Microsoft.

### ***Задание 2.***

#### ***I. Объектный инфинитивный оборот (сложное дополнение). (Complex object).***

- *из чего состоит;*
- *случаи употребления;*
- *способы перевода на русский язык.*

#### ***II. Закончите предложения, употребляя сложное дополнение.***

• E.g. "Bring me a book," said my brother to me. My brother wanted me to bring him a book.

The teacher said to the pupils: "Learn the rule." — The teacher wanted ... 2. "Be careful, or else you will spill the milk," said my mother to me. — My mother did not want... 3. "My daughter will go to a ballet school said the woman. — The woman wanted... 4. The man said: "My son will study mathematics." — The man wanted ... 5. "Oh, father, buy me this toy, please," said the little boy. -The little boy wanted ... 6. "Wait for me after school," said Ann to me. — Ann wanted ... 7. "Fix the shelf in the kitchen," my father said to me. — My father wanted ...

## Зачетное задание №6

### Задание 1.

*Прочитайте и переведите текст.*

#### WHAT IS AN ELECTRIC CURRENT?

The question is often asked: "What is an electric current?" No one has ever seen it. We only know of the existence of a current owing to its effects. A current can heat a conductor, it can have a chemical action when passing through a solution, or it can produce a magnetic effect. We can measure currents by observing their heating, chemical or magnetic effects. The practical unit of current is called the Ampere.

Two things are necessary to cause an electric current to flow: first — a complete circuit, and second — a driving force called the electromotive force (e. m. f.) The practical unit of e. m. f. is the Volt.

Currents will flow more readily in some substances than in others, that is, various substances offer lesser or greater resistance to the flow of current. Such substances as porcelain, ebonite, rubber, glass and the like having extremely high resistance are known as insulators. The practical unit of resistance is the Ohm.

Substances whose properties lie between those of conductors and insulators are called semiconductors. Let us name but a few most widely used at present, they are germanium, silicon, selenium and copper oxide. The importance of semiconductors in our life cannot be overestimated. But for these tiny "workhorses" electronic industry would not have achieved such a great progress.

### Задание 2.

*I. Времена группы Indefinite Active.*

*II. Переведите на английский язык.*

1. Где живет этот рабочий? 2. Мой сын не живет в Москве. 3. Его жена изучает английский и французский языки. 4. Где работает этот преподаватель? — Он работает здесь. 5. Мой друг изучает два иностранных языка. 6. Какие упражнения он обычно делает дома? 7. Какие упражнения он делает сейчас? 8. Их сыновья не изучают английский язык. 9. Этот человек не говорит по-французски. 10. На каком языке он сейчас говорит? 11. Какие книги читает этот инженер? 12. Что он читает сейчас? 13. Вы делаете много упражнений дома? — Да, очень много.

## Зачетное задание №7

### Задание 1.

*Прочитайте и переведите текст.*

**Applications software**

Applications software satisfies your specific need. The developers of application software rely mostly on marketing research strategies trying to do their best to attract more users (buyers) to their software. As the productivity of the hardware has increased greatly in recent years, the programmers nowadays tend to include as much as possible in one program to make software interface look more attractive to the user. These class of programs is the most numerous and perspective from the marketing point of view.

Data communication within and between computers systems is handled by system software. Communications software transfers data from one computer system to another. These programs usually provide users with data security and error checking along with physically transferring data between the two computer's memories. During the past five years the developing electronic network communication has stimulated more and more companies to produce various communication software programs, such as Web-Browsers for Internet.

## ***Задание 2.***

***I. Страдательный залог. Времена группы Indefinite Passive.***

***II. Раскройте скобки, употребляя глаголы в страдательном залоге.***

(YESTERDAY) 1. The postbox (to empty) yesterday. 2. The stamps (to postmark) at the post office. 3. The letters (to sort) into the different towns. 4. The mail (to load) into the train. 5. The mailbags (to unload) after their journey. 6. The bags (to take) to the post office. 7. The letters (to sort) into the different streets. 8. The letters (to deliver).

## **Зачетное задание №8**

### ***Задание 1.***

***Прочитайте и переведите текст.***

#### **Types of Software**

A computer to complete a job requires more than just the actual equipment or hardware we see and touch. It requires Software – programs for directing the operating of a computer or electronic data.

Software is the final computer system component. These computer programs instruct the hardware how to conduct processing. The computer is merely a general-purpose machine which requires specific software to perform a given task. Computers can input, calculate, compare, and output data as information. Software determines the order in which these operations are performed.

Programs usually fall in one of two categories: system software and applications software.

System software controls standard internal computer activities. An operating system, for example, is a collection of system programs that aid in the operation of a computer regardless of the application software being used. When a computer is first turned on, one of the system programs is booted or loaded into the computers memory. This software contains information about memory capacity, the model of the processor, the disk drives to be used, and more. Once the system software is loaded, the applications software can be brought in. System programs are designed for the specific pieces of hardware. These programs are called Drivers and coordinate peripheral hardware and computer activities. User needs to install a specific driver in order to activate a peripheral device.

### ***Задание 2.***

***I. Времена группы Continuous.***

***II. Раскройте скобки, употребляя глаголы в правильной форме.***

1. His father (not to watch) TV at the moment. He (to sleep) because he (to be) tired. 2. Pat (not to cook) dinner at the moment. She (to talk) on the phone. She (to cook) dinner every Monday. 3. I (not to drink) coffee now. I (to write) an English exercise. 4. I (not to drink) coffee in the evening. I (to drink) coffee in the morning. 5. Your friend (to do) his homework now? 6. Your friend (to go) to school in the morning? 7. Look! The baby (to sleep). 8. The baby always (to sleep) after dinner. 9. My grandmother (not to work). She is on pension. 10. My father (not to sleep) now. He (to work) in the garden.

## **Зачетное задание №9**

### ***Задание 1.***

#### ***Прочитайте и переведите текст.***

##### **TODAY'S ASTONISHING COMPUTERS**

###### **(Part I)**

Not long ago computers were not very reliable and comparatively slow in operation. Since then, several generations of complex electronic computing equipment have been developed, each being significantly better than the one before it. Almost every day a new use is found for these astonishing devices to help man.

We know a computer to be a complex electronic device that can store and process vast quantities of information. Following instructions, computing equipment will perform calculations such as addition, subtraction, multiplication and division, and provide the answers to a large variety of problems in a tiny fraction of time.

A computer is known to be the "heart" of an electronic data processing system, other parts of equipment being auxiliary. There are two main types of computing equipment — digital and analogue.

Looking to the future, computer makers see no end to the things they would like to accomplish. The computer of the future seems to be developed by using bionics — biological functions of plants and animals — as a guide in designing electronic circuits.

Nowadays computer makers are working at the problem of introducing small computers into our everyday life making them personal. They are trying to develop a computer that will understand human language.

Each new generation of computers opens up new possibilities for basic and applied research.

### ***Задание 2.***

#### ***I. Времена группы Perfect.***

#### ***II. Объясните употребление времён группы Perfect, предложения переведите.***

1. This is a very good book, I have just read it with pleasure. 2. He has been absent this week. He has been ill. 3. I haven't seen you for a long time. Where have you been all this time? 4. We haven't heard about her since 1989. 5. By the beginning of the lecture the laboratory assistant had brought all the necessary diagrams. 6. Before we came to the next lecture we had studied the material of the first one. 7. Have you already finished your diploma work? No, I shall have finished it by the end of June. 8. They will not have passed their exams by the time you return. 9. Many students have been enrolled into universities this year. 10. The translation has not been finished yet. It will have been finished by the end of the month. 11. Have you brought these journals with you? No, these journals had been brought by my sister before I returned from St. Petersburg. Don't you know that?

## **Зачетное задание №10**

### ***Задание 1.***

#### ***Прочитайте и переведите текст.***

##### **TODAY'S ASTONISHING COMPUTERS (Part II)**

There are two main types of computing equipment — digital and analogue. They work differently and yield different results.

The digital computer is performing a much broader range of functions than the analogue one.

The analogue computer, as its name implies, produces analogues of parallels of the process to be described or the problem to be solved. Both the digital and the analogue computers must be "programmed". This means they must be set up in such a way that they can produce a result from the information fed into them, and the information itself must be organized so that it can be handled by the machines. These devices working by electronic impulses perform at fantastic speed and with great precision.

Looking to the future, computer makers see no end to the things they would like to accomplish. The computer of the future seems to be developed by using bionics — biological functions of plants and animals — as a guide in designing electronic circuits.

Nowadays computer makers are working at the problem of introducing small computers into our everyday life making them personal. They are trying to develop a computer that will understand human language.

Each new generation of computers opens up new possibilities for basic and applied research.

## ***Задание 2.***

### ***I. Модальные глаголы.***

### ***II. Переведите предложения на английский язык, обращая внимание на употребление модальных глаголов и оборотов.***

1. Вчера мне пришлось ответить на все эти письма. 2. Мы обязательно должны писать диктант сегодня? — Да, завтра мы начинаем новый урок. 3. Анну тоже пригласить на обед? — Да, пожалуйста. 4. Вам пришлось остаться дома, потому что была плохая погода? 5. Вы обязательно должны прийти (и) посмотреть на нашего сына. — С удовольствием. 6. Пойти погулять с Колей сейчас? — Нет, не надо. Вы знаете, что он должен лечь спать в три часа. 7. Я не люблю поздно ложиться спать, но иногда мне приходится. 8. Я рад, что мне не пришлось заканчивать эту работу вчера. 9. Вам следует навестить вашего друга. Он вчера не пришел на урок. 10. Почему вы не пришли? — Я не могла, я должна была повести своих детей к врачу.

## **Зачетное задание №11**

### ***Задание 1.***

### ***Прочитайте и переведите текст.***

#### **A MACHINE SHOULD WORK, A MAN THINK**

The robots of our time resemble humans very little. According to specialists, the main thing for them is not to look like people, but to do their work for them. Factories which are equipped with automatic machine tools, transfer lines and management information systems place a lot of hope in them.

Automation sought out areas where a robot can operate as well as a person but where people don't like to work. In other words, man has created the robot so as not to become a robot himself.

The first generation of robots appeared in the 60s and they were complex and capricious in maintenance. They could perform operations of the type "take off-put on" or "pick up - bring". They could pick up items only from definite positions determined by a rigid programme.

Today, to avoid errors, robots are supplied with vision (TV camera) and hearing (microphone). They can perform more complex production operations - painting, soldering, welding and assembly work. A more complex task lies ahead - to remove people completely from production areas where there are harmful fumes, excessively high or low temperatures and pressure. People should not work in conditions that are dangerous. Let the robots replace them there - and the sooner, the better.

## ***Задание 2.***

### ***I. Условные придаточные предложения ( Conditional Sentences).***

### ***II. Определите тип условного придаточного предложения, переведите.***

1. If we look around, we can see that electricity is serving us in one way or another. 2. If I were free, I should help you with pleasure. 3. If we had tested this material, we should have used it in our work. 4. If ordinary gases are greatly compressed, they become liquids. 5. If supercomputers had not been used for thermodynamic calculations, designers would have spent all their lives on computations. 6. If you think that a computer never makes mistakes, you are wrong. 7. If extreme temperatures generated by atmospheric friction were not so high, a hypersonic craft would not require complicated cooling measures. 8. If we had been told about the lecture on reliability in spacecraft production, we should have come by all means. 9. Superconductivity can be obtained in some materials if the temperature is very low and close to absolute zero.

## **Зачетное задание №12**

### ***Задание 1.***

### ***Прочитайте и переведите текст.***

#### **Robotics**

Generally speaking a single robot by itself is hardly of any use in production. It must be coupled in design with other equipment, with a system of machines, machine tools and other devices. We must set up robotized complexes and flexible productions capable of transferring easily and quickly to an output of new goods.

Flexible production systems consist, as a rule, of several machine tools with numerical programmed control or of processing centers - machine tools equipped with microprocessors. An all-purpose computer controls the entire cycle, including the storage facilities. One hundred per cent automated production is no longer a dream.

There is already talk of making thinking robots. Apparently, robots will appear which will be able to acquire the ability to study. Maybe 'they will be able to enrich our concepts about the world around us. But one thing is certain - a robot will never be able to grasp even the semblance of such emotions as love, honour, pride, pity, courage and selflessness.

### ***Задание 2.***

### ***I. Глагол to be.***

### ***II. Заполните пропуски глаголом to be в правильной форме. Предложения переведите.***

1. What ... your name? — My name ... Shirley Frank. 2. What ... your address? — My address ... 175 Grand Central Parkway. 3. What... your phone number? — My phone number ... 718-1930. 4. Where ... you from? — I... from New York. 5. I ... a pupil. 6. My father ... not a teacher, he ... a scientist. 7.... your aunt a doctor? — Yes, she .... 8.... they at home? — No, they ... not at home, they ... at work. 9. My brother ... a worker. He ... at work. 10. ... you an engineer? — Yes, I... . 11. ... your sister a typist? — No, she ... not a typist, she ... a student. 12. ... your brother at school? — Yes, he ... . 13. ... your sister at school? — No, she ... not at school. 14. My sister ... at home. 15. ... this your watch? — Yes, it ... .16. She ... an actress. 17. This ... my bag. 18. My uncle ... an office worker. 19. He ... at work. 20. Helen ... a painter. She has some fine pictures. They ... on the walls. She has much paper. It ...on the shelf. The shelf ... brown. It... on the wall. Helen has a brother. He ... a student. He has a family. His family ... not in St. Petersburg, it... in Moscow.

## **Зачетное задание №13**

### ***Задание 1.***

#### ***Прочитайте и переведите текст.***

##### **The Central Processing Unit (CPU)**

The Central Processing Unit (CPU) is the brain of the computer. It reads and interprets software instructions and coordinates the processing activities that must take place. The design of the CPU affects the processing power and the speed of the computer, as well as the amount of main memory it can use effectively. With a well-designed CPU in your computer, you can perform highly sophisticated tasks in a very short.

Memory is the system of components of the computer in which information is stored. There are two types of computer memory: RAM and ROM.

RAM (random access memory) is the volatile computer memory, used for creating loading, and running programs and for manipulating and temporarily storing data;

ROM (read only memory) is nonvolatile, nonmodifiable computer memory, used to hold programmed instructions to the system.

The more memory you have in your computer, the more operations you can perform.

Storage hardware

The purpose of storage hardware is to store computer instructions and data in a form that is relatively permanent and retrieve when needed for processing. Storage hardware serves the same basic functions as do office filing systems except that it stores data as electromagnetic signals. The most common ways of storing data are hard disk, floppy disk and CD-ROM.

### ***Задание 2.***

#### ***I. Правило согласования времён. Косвенная речь. (Sequence of Tenses).***

#### ***II. Раскройте скобки. Употребив глагол в правильной форме.***

1. I knew they (to wait) for me at the metro station and I decided to hurry. 2. I didn't know that you already (to wind) up the clock. 3. I was afraid that the little girl (not to be) able to unlock the front door and (to go) upstairs to help her. 4. He says that he (to know) the laws of the country. 5. Sarie understood why Lanny (not to come) the previous evening. 6. She asked me whether I (to remember) the legend about a faithful lion. 7. He understood that the soldiers (to arrest) him. 8.

He could not understand why people (not to want) to take water from that well. 9.1 suppose they (to send) a dog after the burglar immediately. 10. He said he (to leave) tomorrow morning.

## **Зачетное задание №14**

### ***Задание 1.***

#### ***Прочитайте и переведите текст.***

#### **Hardware**

What is hardware? Webster's dictionary gives us the following definition of the hardware – the mechanical, magnetic, electronic, and electrical devices composing a computer system.

Computer hardware can be divided into four categories:

- 1) input hardware
  - 2) processing hardware
  - 3) storage hardware
  - 4) output hardware
- Input hardware

The purpose of the input hardware is to collect data and convert it into a form suitable for computer processing. The most common input device is a keyboard. It looks very much like a typewriter. The mouse is a hand held device connected to the computer by small cable. As the mouse is rolled across the mouse pad, the cursor moves across the screen. When the cursor reaches the desired location, the user usually pushes a button on the mouse once or twice to signal a menu selection or a command to the computer.

The light pen uses a light sensitive photoelectric cell to signal screen position to the computer. Another type of input hardware is optic-electronic scanner that is used to input graphics as well as typeset characters. Microphone and video camera can be also used to input data into the computer. Electronic cameras are becoming very popular among the consumers for their relatively low price and convenience.

Processing hardware

The purpose of processing hardware is retrieve, interpret and direct the execution of software instructions provided to the computer. The most common components of processing hardware are the Central Processing Unit and main memory.

### ***Задание 2.***

#### ***I.оборот there + be.***

#### ***II. Переведите предложения на английский язык.***

1. В нашем городе много школ и пять институтов. 2. В прошлом году в нашем классе было двадцать учеников, а сейчас в нем только пятнадцать. 3. На том столе много журналов? — Нет, только два. 4. В этой комнате два окна. 5. Какие книги на том столе? - На нем русские и английские книги. 6. На нашем заводе много инженеров. 7. На этом столе нет (никаких) тетрадей. 8. Сколько мальчиков и девочек в нашем классе? — Двенадцать мальчиков и восемь девочек. 9. Пять лет тому назад около нашего дома не было школы, а (но) теперь здесь большая новая школа.

## Зачетное задание №15

### Задание 1.

#### *Прочитайте и переведите текст.*

#### **What is a computer?**

The term computer is used to describe a device made up of a combination of electronic and electromechanical (part electronic and part mechanical) components. Computer has no intelligence by itself and is referred to as hardware. A computer system is a combination of five elements:

- HARDWARE
- SOFTWARE
- PEOPLE
- PROCEDURES
- DATA/INFORMATION

When one computer system is set up to communicate with another computer system, connectivity becomes the sixth element. In other words, the manner in which the various individual systems are connected – for example, by phone lines, microwave transmission, or satellite – is an element of the total computer system.

Software is the term used to describe the instructions that tell the hardware how to perform a task. Without software instructions, the hardware doesn't know what to do. People, however, are the most important component of the computer system: they create the computer software instructions and respond to the procedures that those instructions present.

The basic job of the computer is the processing of information. Computers accept the information in the form of instruction called a program and characters called data to perform mathematical and logical operations, and then give the results. The data is raw material while information is organized, processed, refined and useful for decision making. Computer is used to convert data into information. Computer is also used to store information in the digital form.

### Задание 2.

#### **I. Предлоги ( The Preposition).**

#### **II. Вставьте предлоги, предложения переведите.**

1. I'm hurrying ... the Institute. My friend's give a talk ... English History and I want to listen ... him. 2. "What's the matter ... you?" "I feel I've got a temperature and I can't even talk ... you. I must see my doctor." 3. "How do I get ... your brother's?" "I think you can get-there ... bus. Hurry .... I'm afraid you are late already." 4. Why do you always forget to put all these books back ... their places after you have used them? 5. I wanted to talk ... him ... the lecture when I saw him ... the trolley-bus stop, but I forgot. 6. He always makes notes ... all the lectures. If you want to use his notes, talk ... him ... it. 7. What is he afraid ...? 8. I had an interesting talk ... them. I was sorry you were not there. 9. "Shall we meet ... my place?" "... what time?"

Семестр: 6

Вид контроля: Зо

## Зачетное задание №1

### Задание 1.

*Прочтите и переведите текст.*

#### Operating system

When computers were first introduced in the 1940's and 1950's, every program written had to provide instructions that told the computer how to use devices such as the printer, how to store information on a disk, as well as how to perform several other tasks not necessarily related to the program. The additional program instructions for working with hardware devices were very complex, and time-consuming. Programmers soon realized it would be smarter to develop one program that could control the computer's hardware, which others programs could have used when they needed it. With that, the first operating system was born.

Today, operating systems control and manage the use of hardware devices such as the printer or mouse. They also provide disk management by letting you store information in files. The operating system also lets you run programs such as the basic word processor. The operating system provides several of its own commands that help you to use the computer.

DOS is the most commonly used PC operating system. DOS is an abbreviation for disk operating system. DOS was developed by a company named Microsoft. MS-DOS is an abbreviation for "Microsoft DOS". When IBM first released the IBM PC in 1981, IBM licensed DOS from Microsoft for use on the PC and called it PC-DOS. PS-DOS and MS-DOS are the same, each providing the same capabilities and commands.

### Задание 2.

**I. Субъектный инфинитивный оборот (сложное подлежащее) (Complex Subject).**

- **из чего состоит;**
- **случаи употребления;**
- **способы перевода на русский язык.**

**II. Переведите предложения на русский язык, обращая внимание на сложное подлежащее**

1. Many books are known to be published in our country every year. 2. You are supposed to graduate in four years. 3. Radium is said to be very radioactive. 4. This device was known to have been designed in that laboratory. 5. His invention is considered to be of great importance. 6. The sun is known to represent a mass of compressed gases. 7. The new rocket is reported to go into operation next year. 8. This type of rocket is supposed to have many advantages. 9. For a long time the atom was thought to be indivisible. 10. The helium atom was found to have two electrons.

## Зачетное задание №2

### Задание 1.

*Прочитайте и переведите текст.*

#### Introduction to the WWW and the Internet

Millions of people around the world use the Internet to search for and retrieve information on sorts of topics in a wide variety of areas including the arts, business, government, humanities, news, politics and recreation. People

communicate through electronic mail (e-mail), discussing groups, chat channels and other means of information exchange. They share information and make commercial and business transactions. All this activity is possible because tens of thousands of networks are connected to the Internet and exchange information in the same basic ways.

The World Wide Web (WWW) is a part of the Internet. But it's not a collection of networks. Rather, it is information that is connected or linked together like a web. You access this information through one interface or tool called a Web browser. The number of resources and services that are part of the WWW is growing extremely fast. In 1996 there were more than 20 million users of the WWW, and more than half the information that is transferred across the Internet is accessed through the WWW. By using a computer terminal (hardware) connected to a network that is a part of the Internet, and by using a program (software) to browse or retrieve information that is a part of the WWW, the people connected to the Internet and WWW through the local providers have access to a variety of information. Each browser provides a graphical interface. You move from place to place, from site to site on the Web by using a mouse to click on a portion of text, icon or region of a map. These items are called hyperlinks or links. Each link you select represents a document, an image, a video clip or an audio file somewhere on the Internet. The user doesn't need to know where it is, the browser follows the link.

All sorts of things are available on the WWW. One can use the Internet for recreation purposes. Many TV and radio stations broadcast live on the WWW. Essentially, if something can be put into digital format and stored in a computer, then it is available on the WWW. You can even visit museums, gardens, cities through the world, learn foreign languages and meet new friends. And of course, you can play computer games through the WWW, competing with partners from other countries and continents.

Just a little bit of exploring the World Wide Web will show you what a lot of use and fun it is.

## ***Задание 2.***

### ***I. Причастие (The Participle.)***

***- Функции причастия в предложении.***

***- Основные способы перевода на русский язык.***

### ***II. Переведите следующие русские причастия и деепричастия на английский язык.***

Приносящий, принесенный, принося, переводящий, переведенный, переводя, переведя, давая, написав, читающий, берущий, данный, прочитав, сделанный, пьющий, сказанный, будучи потерянным, нарисовав, написавший, делаая, взятый, взяв, рисуя, выпитый, сделав, идя, пишущий, прочитанный, дав, делающий, рисующий, нарисованный, выпив, говорящий.

## **Зачетное задание №3**

### ***Задание 1.***

***Прочитайте и переведите текст.***

#### **British mathematician and inventor Charles Babbage**

Babbage, Charles (1792-1871), British mathematician and inventor, who designed and built mechanical computing machines on principles that anticipated the modern electronic computer. Babbage was born in Teignmouth, Devon, and educated at the University of Cambridge. He became a Fellow of the Royal Society in 1816 and was active in the founding of the Analytical, the Royal Astronomical, and the Statistical Societies.

In the 1820's Babbage began developing his Difference Engine, a mechanical device that could perform simple mathematical calculations. Although Babbage started to build his machine, he was unable to complete it because of a lack of funding. In the 1830's Babbage

began developing his Analytical Engine, which was designed to carry out more complicated calculations, but this device was never built, too. Babbage's book, "Economy of Machines and Manufactures" (1832), initiated the field of study known today as operational research.

### ***Задание 2.***

***I. Герундий (The Gerund.) , его функции в предложении и способы перевода на русский язык.***

***II. Переведите на русский язык, обращая внимание на разные формы герундия.***

1. I understand perfectly your wishing to start the work at once. 2. Everybody will discuss the event, there is no preventing it. 3. At last he broke the silence by inviting everybody to walk into the dining room. 4. On being told the news, she turned pale. 5. The place is worth visiting. 6. Watching football matches may be exciting enough, but of course it is more exciting playing football. 7. She stopped coming to see us, and I wondered what had happened to her. 8. Can you remember having seen the man before? 9. She was terrified of having to speak to anybody, and even more, of being spoken to. 10. He was on the point of leaving the club, as the porter stopped him. 11. After being corrected by the teacher, the students' papers were returned to them.

## **Зачетное задание №4**

### ***Задание 1.***

***Прочитайте и переведите текст.***

#### **History and Future of the Internet.**

The Internet technology was created by Vinton Cerf in early 1973 as a part of a project headed by Robert Kahn and conducted by the Advanced Research Projects Agency, part of the United States Department of Defence. Later Cerf made many efforts to build and standardize the Internet. In 1984 the technology and the network were turned over the private sector and to government scientific agencies for further development. The growth has continued exponentially. Service-provider companies make "gateways" to the Internet available to home and business users enter the market in ever increasing numbers. By early 1995, access was available in 180 countries and more than 30 million users used the Internet. The Internet and its technology continue to have a profound effect in promoting the exchange of information, making possible rapid transactions among businesses, and supporting global collaboration among individuals and organizations. More than 100 million computers are connected via the global Internet and even more are attached to enterprise internets. The development of the WWW leads to the rapid introduction of new business tools and activities that may lead to annual business transactions on the Internet worth hundreds of billions dollars.

### ***Задание 2.***

***I. Инфинитив (The Infinitive), его функции в предложении и способы перевода на русский язык.***

***II. Переведите на русский язык, определите функцию инфинитива.***

1. Above certain critical temperature, changes begin to take place in the molecular structure of a metal.
2. To prepare metals for practical use requires much knowledge and experience.

3. The aim of any research is to enlarge the possibilities which are offered by modern science.
4. In order to prevent corrosion, metals to be used in industry must be covered with special paint.
5. It is difficult to define what an amorphous material is. It may be composed of crystals which are too small to be detected.
6. This metal is too brittle to be hammered.
7. Dissimilar metals and alloys are joined to get the final product qualities of each component. Metals and alloys to be joined are close together and are subjected to pressure and shock waves.
8. To strengthen metals is to reinforce them with fibers.
9. To produce changes in physical state a considerable amount of energy must be supplied to metal.
10. A very good practice is to introduce the best scientific inventions industry.

## **Зачетное задание №5**

### ***Задание 1.***

#### ***Прочитайте и переведите текст.***

##### **Bill Gates**

William Henry Gates was born in Seattle, Washington, in 1955.

He is an American business executive, chairman and chief executive officer of the Microsoft Corporation. Gates was the founder of Microsoft in 1975 together with Paul Allen, his partner in computer language development. While attending Harvard in 1975, Gates together with Allen developed a version of the BASIC computer programming language for the first personal computer.

In the early 1980's, Gates led Microsoft's evolution from the developer of computer programming languages to a large computer software company. This transition began with the introduction of MS-DOS, the operating system for the new IBM Personal Computer in 1981. Gates also led Microsoft towards the introduction of application software such as Microsoft Word processor.

Much of Gates success is based on his ability to translate technical visions into market strategy. Although Gates has accumulated great wealth from his holdings of Microsoft stock, he has been known as a tough competitor who seems to value winning in a competitive environment over money. Gates still continues to work personally in product development at Microsoft.

### ***Задание 2.***

#### ***I. Объектный инфинитивный оборот (сложное дополнение).(Complex object).***

- *из чего состоит;*
- *случаи употребления;*
- *способы перевода на русский язык.*

#### ***II. Закончите предложения, употребляя сложное дополнение.***

• E.g. "Bring me a book," said my brother to me. My brother wanted me to bring him a book.

The teacher said to the pupils: "Learn the rule." — The teacher wanted ... 2. "Be careful, or else you will spill the milk," said my mother to me. — My mother did not want... 3. "My daughter will go to a ballet school said the woman. — The woman wanted... 4. The man said: "My son will study mathematics." — The man wanted ... 5. "Oh, father, buy me this toy, please," said the little boy. -The little boy wanted ... 6. "Wait for me after school," said Ann to me. — Ann wanted ... 7. "Fix the shelf in the kitchen," my father said to me. — My father wanted ...

## Зачетное задание №6

### Задание 1.

*Прочитайте и переведите текст.*

#### WHAT IS AN ELECTRIC CURRENT?

The question is often asked: "What is an electric current?" No one has ever seen it. We only know of the existence of a current owing to its effects. A current can heat a conductor, it can have a chemical action when passing through a solution, or it can produce a magnetic effect. We can measure currents by observing their heating, chemical or magnetic effects. The practical unit of current is called the Ampere.

Two things are necessary to cause an electric current to flow: first — a complete circuit, and second — a driving force called the electromotive force (e. m. f.) The practical unit of e. m. f. is the Volt.

Currents will flow more readily in some substances than in others, that is, various substances offer lesser or greater resistance to the flow of current. Such substances as porcelain, ebonite, rubber, glass and the like having extremely high resistance are known as insulators. The practical unit of resistance is the Ohm.

Substances whose properties lie between those of conductors and insulators are called semiconductors. Let us name but a few most widely used at present, they are germanium, silicon, selenium and copper oxide. The importance of semiconductors in our life cannot be overestimated. But for these tiny "workhorses" electronic industry would not have achieved such a great progress.

### Задание 2.

*I. Времена группы Indefinite Active.*

*II. Переведите на английский язык.*

1. Где живет этот рабочий? 2. Мой сын не живет в Москве. 3. Его жена изучает английский и французский языки. 4. Где работает этот преподаватель? — Он работает здесь. 5. Мой друг изучает два иностранных языка. 6. Какие упражнения он обычно делает дома? 7. Какие упражнения он делает сейчас? 8. Их сыновья не изучают английский язык. 9. Этот человек не говорит по-французски. 10. На каком языке он сейчас говорит? 11. Какие книги читает этот инженер? 12. Что он читает сейчас? 13. Вы делаете много упражнений дома? — Да, очень много.

## Зачетное задание №7

### Задание 1.

*Прочитайте и переведите текст.*

**Applications software**

Applications software satisfies your specific need. The developers of application software rely mostly on marketing research strategies trying to do their best to attract more users (buyers) to their software. As the productivity of the hardware has increased greatly in recent years, the programmers nowadays tend to include as much as possible in one program to make software interface look more attractive to the user. These class of programs is the most numerous and perspective from the marketing point of view.

Data communication within and between computers systems is handled by system software. Communications software transfers data from one computer system to another. These programs usually provide users with data security and error checking along with physically transferring data between the two computer's memories. During the past five years the developing electronic network communication has stimulated more and more companies to produce various communication software programs, such as Web-Browsers for Internet.

## ***Задание 2.***

***I. Страдательный залог. Времена группы Indefinite Passive.***

***II. Раскройте скобки, употребляя глаголы в страдательном залоге.***

(YESTERDAY) 1. The postbox (to empty) yesterday. 2. The stamps (to postmark) at the post office. 3. The letters (to sort) into the different towns. 4. The mail (to load) into the train. 5. The mailbags (to unload) after their journey. 6. The bags (to take) to the post office. 7. The letters (to sort) into the different streets. 8. The letters (to deliver).

## **Зачетное задание №8**

### ***Задание 1.***

***Прочитайте и переведите текст.***

#### **Types of Software**

A computer to complete a job requires more than just the actual equipment or hardware we see and touch. It requires Software – programs for directing the operating of a computer or electronic data.

Software is the final computer system component. These computer programs instruct the hardware how to conduct processing. The computer is merely a general-purpose machine which requires specific software to perform a given task. Computers can input, calculate, compare, and output data as information. Software determines the order in which these operations are performed.

Programs usually fall in one of two categories: system software and applications software.

System software controls standard internal computer activities. An operating system, for example, is a collection of system programs that aid in the operation of a computer regardless of the application software being used. When a computer is first turned on, one of the system programs is booted or loaded into the computers memory. This software contains information about memory capacity, the model of the processor, the disk drives to be used, and more. Once the system software is loaded, the applications software can be brought in. System programs are designed for the specific pieces of hardware. These programs are called Drivers and coordinate peripheral hardware and computer activities. User needs to install a specific driver in order to activate a peripheral device.

### ***Задание 2.***

***I. Времена группы Continuous.***

***II. Раскройте скобки, употребляя глаголы в правильной форме.***

1. His father (not to watch) TV at the moment. He (to sleep) because he (to be) tired. 2. Pat (not to cook) dinner at the moment. She (to talk) on the phone. She (to cook) dinner every Monday. 3. I (not to drink) coffee now. I (to write) an English exercise. 4. I (not to drink) coffee in the evening. I (to drink) coffee in the morning. 5. Your friend (to do) his homework now? 6. Your friend (to go) to school in the morning? 7. Look! The baby (to sleep). 8. The baby always (to sleep) after dinner. 9. My grandmother (not to work). She is on pension. 10. My father (not to sleep) now. He (to work) in the garden.

## **Зачетное задание №9**

### ***Задание 1.***

#### ***Прочитайте и переведите текст.***

##### **TODAY'S ASTONISHING COMPUTERS**

###### **(Part I)**

Not long ago computers were not very reliable and comparatively slow in operation. Since then, several generations of complex electronic computing equipment have been developed, each being significantly better than the one before it. Almost every day a new use is found for these astonishing devices to help man.

We know a computer to be a complex electronic device that can store and process vast quantities of information. Following instructions, computing equipment will perform calculations such as addition, subtraction, multiplication and division, and provide the answers to a large variety of problems in a tiny fraction of time.

A computer is known to be the "heart" of an electronic data processing system, other parts of equipment being auxiliary. There are two main types of computing equipment — digital and analogue.

Looking to the future, computer makers see no end to the things they would like to accomplish. The computer of the future seems to be developed by using bionics — biological functions of plants and animals — as a guide in designing electronic circuits.

Nowadays computer makers are working at the problem of introducing small computers into our everyday life making them personal. They are trying to develop a computer that will understand human language.

Each new generation of computers opens up new possibilities for basic and applied research.

### ***Задание 2.***

#### ***I. Времена группы Perfect.***

#### ***II. Объясните употребление времён группы Perfect, предложения переведите.***

1. This is a very good book, I have just read it with pleasure. 2. He has been absent this week. He has been ill. 3. I haven't seen you for a long time. Where have you been all this time? 4. We haven't heard about her since 1989. 5. By the beginning of the lecture the laboratory assistant had brought all the necessary diagrams. 6. Before we came to the next lecture we had studied the material of the first one. 7. Have you already finished your diploma work? No, I shall have finished it by the end of June. 8. They will not have passed their exams by the time you return. 9. Many students have been enrolled into universities this year. 10. The translation has not been finished yet. It will have been finished by the end of the month. 11. Have you brought these journals with you? No, these journals had been brought by my sister before I returned from St. Petersburg. Don't you know that?

## **Зачетное задание №10**

### ***Задание 1.***

#### ***Прочитайте и переведите текст.***

##### **TODAY'S ASTONISHING COMPUTERS (Part II)**

There are two main types of computing equipment — digital and analogue. They work differently and yield different results.

The digital computer is performing a much broader range of functions than the analogue one.

The analogue computer, as its name implies, produces analogues of parallels of the process to be described or the problem to be solved. Both the digital and the analogue computers must be "programmed". This means they must be set up in such a way that they can produce a result from the information fed into them, and the information itself must be organized so that it can be handled by the machines. These devices working by electronic impulses perform at fantastic speed and with great precision.

Looking to the future, computer makers see no end to the things they would like to accomplish. The computer of the future seems to be developed by using bionics — biological functions of plants and animals — as a guide in designing electronic circuits.

Nowadays computer makers are working at the problem of introducing small computers into our everyday life making them personal. They are trying to develop a computer that will understand human language.

Each new generation of computers opens up new possibilities for basic and applied research.

## ***Задание 2.***

### ***I. Модальные глаголы.***

### ***II. Переведите предложения на английский язык, обращая внимание на употребление модальных глаголов и оборотов.***

1. Вчера мне пришлось ответить на все эти письма. 2. Мы обязательно должны писать диктант сегодня? — Да, завтра мы начинаем новый урок. 3. Анну тоже пригласить на обед? — Да, пожалуйста. 4. Вам пришлось остаться дома, потому что была плохая погода? 5. Вы обязательно должны прийти (и) посмотреть на нашего сына. — С удовольствием. 6. Пойти погулять с Колей сейчас? — Нет, не надо. Вы знаете, что он должен лечь спать в три часа. 7. Я не люблю поздно ложиться спать, но иногда мне приходится. 8. Я рад, что мне не пришлось заканчивать эту работу вчера. 9. Вам следует навестить вашего друга. Он вчера не пришел на урок. 10. Почему вы не пришли? — Я не могла, я должна была повести своих детей к врачу.

## **Зачетное задание №11**

### ***Задание 1.***

### ***Прочитайте и переведите текст.***

#### **A MACHINE SHOULD WORK, A MAN THINK**

The robots of our time resemble humans very little. According to specialists, the main thing for them is not to look like people, but to do their work for them. Factories which are equipped with automatic machine tools, transfer lines and management information systems place a lot of hope in them.

Automation sought out areas where a robot can operate as well as a person but where people don't like to work. In other words, man has created the robot so as not to become a robot himself.

The first generation of robots appeared in the 60s and they were complex and capricious in maintenance. They could perform operations of the type "take off-put on" or "pick up - bring". They could pick up items only from definite positions determined by a rigid programme.

Today, to avoid errors, robots are supplied with vision (TV camera) and hearing (microphone). They can perform more complex production operations - painting, soldering, welding and assembly work. A more complex task lies ahead - to remove people completely from production areas where there are harmful fumes, excessively high or low temperatures and pressure. People should not work in conditions that are dangerous. Let the robots replace them there - and the sooner, the better.

## ***Задание 2.***

### ***I. Условные придаточные предложения ( Conditional Sentences).***

### ***II. Определите тип условного придаточного предложения, переведите.***

1. If we look around, we can see that electricity is serving us in one way or another. 2. If I were free, I should help you with pleasure. 3. If we had tested this material, we should have used it in our work. 4. If ordinary gases are greatly compressed, they become liquids. 5. If supercomputers had not been used for thermodynamic calculations, designers would have spent all their lives on computations. 6. If you think that a computer never makes mistakes, you are wrong. 7. If extreme temperatures generated by atmospheric friction were not so high, a hypersonic craft would not require complicated cooling measures. 8. If we had been told about the lecture on reliability in spacecraft production, we should have come by all means. 9. Superconductivity can be obtained in some materials if the temperature is very low and close to absolute zero.

## **Зачетное задание №12**

### ***Задание 1.***

### ***Прочитайте и переведите текст.***

#### **Robotics**

Generally speaking a single robot by itself is hardly of any use in production. It must be coupled in design with other equipment, with a system of machines, machine tools and other devices. We must set up robotized complexes and flexible productions capable of transferring easily and quickly to an output of new goods.

Flexible production systems consist, as a rule, of several machine tools with numerical programmed control or of processing centers - machine tools equipped with microprocessors. An all-purpose computer controls the entire cycle, including the storage facilities. One hundred per cent automated production is no longer a dream.

There is already talk of making thinking robots. Apparently, robots will appear which will be able to acquire the ability to study. Maybe 'they will be able to enrich our concepts about the world around us. But one thing is certain - a robot will never be able to grasp even the semblance of such emotions as love, honour, pride, pity, courage and selflessness.

### ***Задание 2.***

### ***I. Глагол to be.***

### ***II. Заполните пропуски глаголом to be в правильной форме. Предложения переведите.***

1. What ... your name? — My name ... Shirley Frank. 2. What ... your address? — My address ... 175 Grand Central Parkway. 3. What... your phone number? — My phone number ... 718-1930. 4. Where ... you from? — I... from New York. 5. I ... a pupil. 6. My father ... not a teacher, he ... a scientist. 7.... your aunt a doctor? — Yes, she .... 8.... they at home? — No, they ... not at home, they ... at work. 9. My brother ... a worker. He ... at work. 10. ... you an engineer? — Yes, I... . 11. ... your sister a typist? — No, she ... not a typist, she ... a student. 12. ... your brother at school? — Yes, he ... . 13. ... your sister at school? — No, she ... not at school. 14. My sister ... at home. 15. ... this your watch? — Yes, it ... .16. She ... an actress. 17. This ... my bag. 18. My uncle ... an office worker. 19. He ... at work. 20. Helen ... a painter. She has some fine pictures. They ... on the walls. She has much paper. It ...on the shelf. The shelf ... brown. It... on the wall. Helen has a brother. He ... a student. He has a family. His family ... not in St. Petersburg, it... in Moscow.

## **Зачетное задание №13**

### ***Задание 1.***

#### ***Прочитайте и переведите текст.***

##### **The Central Processing Unit (CPU)**

The Central Processing Unit (CPU) is the brain of the computer. It reads and interprets software instructions and coordinates the processing activities that must take place. The design of the CPU affects the processing power and the speed of the computer, as well as the amount of main memory it can use effectively. With a well-designed CPU in your computer, you can perform highly sophisticated tasks in a very short.

Memory is the system of components of the computer in which information is stored. There are two types of computer memory: RAM and ROM.

RAM (random access memory) is the volatile computer memory, used for creating loading, and running programs and for manipulating and temporarily storing data;

ROM (read only memory) is nonvolatile, nonmodifiable computer memory, used to hold programmed instructions to the system.

The more memory you have in your computer, the more operations you can perform.

Storage hardware

The purpose of storage hardware is to store computer instructions and data in a form that is relatively permanent and retrieve when needed for processing. Storage hardware serves the same basic functions as do office filing systems except that it stores data as electromagnetic signals. The most common ways of storing data are hard disk, floppy disk and CD-ROM.

### ***Задание 2.***

#### ***I. Правило согласования времён. Косвенная речь. (Sequence of Tenses).***

#### ***II. Раскройте скобки. Употребив глагол в правильной форме.***

1. I knew they (to wait) for me at the metro station and I decided to hurry. 2. I didn't know that you already (to wind) up the clock. 3. I was afraid that the little girl (not to be) able to unlock the front door and (to go) upstairs to help her. 4. He says that he (to know) the laws of the country. 5. Sarie understood why Lanny (not to come) the previous evening. 6. She asked me whether I (to remember) the legend about a faithful lion. 7. He understood that the soldiers (to arrest) him. 8.

He could not understand why people (not to want) to take water from that well. 9.1 suppose they (to send) a dog after the burglar immediately. 10. He said he (to leave) tomorrow morning.

## **Зачетное задание №14**

### ***Задание 1.***

#### ***Прочитайте и переведите текст.***

#### **Hardware**

What is hardware? Webster's dictionary gives us the following definition of the hardware – the mechanical, magnetic, electronic, and electrical devices composing a computer system.

Computer hardware can be divided into four categories:

- 1) input hardware
  - 2) processing hardware
  - 3) storage hardware
  - 4) output hardware
- Input hardware

The purpose of the input hardware is to collect data and convert it into a form suitable for computer processing. The most common input device is a keyboard. It looks very much like a typewriter. The mouse is a hand held device connected to the computer by small cable. As the mouse is rolled across the mouse pad, the cursor moves across the screen. When the cursor reaches the desired location, the user usually pushes a button on the mouse once or twice to signal a menu selection or a command to the computer.

The light pen uses a light sensitive photoelectric cell to signal screen position to the computer. Another type of input hardware is optic-electronic scanner that is used to input graphics as well as typeset characters. Microphone and video camera can be also used to input data into the computer. Electronic cameras are becoming very popular among the consumers for their relatively low price and convenience.

Processing hardware

The purpose of processing hardware is retrieve, interpret and direct the execution of software instructions provided to the computer. The most common components of processing hardware are the Central Processing Unit and main memory.

### ***Задание 2.***

#### ***I.оборот there + be.***

#### ***II. Переведите предложения на английский язык.***

1. В нашем городе много школ и пять институтов. 2. В прошлом году в нашем классе было двадцать учеников, а сейчас в нем только пятнадцать. 3. На том столе много журналов? — Нет, только два. 4. В этой комнате два окна. 5. Какие книги на том столе? - На нем русские и английские книги. 6. На нашем заводе много инженеров. 7. На этом столе нет (никаких) тетрадей. 8. Сколько мальчиков и девочек в нашем классе? — Двенадцать мальчиков и восемь девочек. 9. Пять лет тому назад около нашего дома не было школы, а (но) теперь здесь большая новая школа.

## Зачетное задание №15

### Задание 1.

#### *Прочитайте и переведите текст.*

#### **What is a computer?**

The term computer is used to describe a device made up of a combination of electronic and electromechanical (part electronic and part mechanical) components. Computer has no intelligence by itself and is referred to as hardware. A computer system is a combination of five elements:

- HARDWARE
- SOFTWARE
- PEOPLE
- PROCEDURES
- DATA/INFORMATION

When one computer system is set up to communicate with another computer system, connectivity becomes the sixth element. In other words, the manner in which the various individual systems are connected – for example, by phone lines, microwave transmission, or satellite – is an element of the total computer system.

Software is the term used to describe the instructions that tell the hardware how to perform a task. Without software instructions, the hardware doesn't know what to do. People, however, are the most important component of the computer system: they create the computer software instructions and respond to the procedures that those instructions present.

The basic job of the computer is the processing of information. Computers accept the information in the form of instruction called a program and characters called data to perform mathematical and logical operations, and then give the results. The data is raw material while information is organized, processed, refined and useful for decision making. Computer is used to convert data into information. Computer is also used to store information in the digital form.

### Задание 2.

#### **I. Предлоги ( The Preposition).**

#### **II. Вставьте предлоги, предложения переведите.**

1. I'm hurrying ... the Institute. My friend's give a talk ... English History and I want to listen ... him. 2. "What's the matter ... you?" "I feel I've got a temperature and I can't even talk ... you. I must see my doctor." 3. "How do I get ... your brother's?" "I think you can get-there ... bus. Hurry .... I'm afraid you are late already." 4. Why do you always forget to put all these books back ... their places after you have used them? 5. I wanted to talk ... him ... the lecture when I saw him ... the trolley-bus stop, but I forgot. 6. He always makes notes ... all the lectures. If you want to use his notes, talk ... him ... it. 7. What is he afraid ...? 8. I had an interesting talk ... them. I was sorry you were not there. 9. "Shall we meet ... my place?" "... what time?"

## Зачет

Семестр: 5

Вид контроля: 3

## Вариант v-1

1. Read and translate the text. Answer the teacher's question.

Two concrete blocks on the bottom of the sea off the north coast of Scotland are all that is left of the world's first attempt to build a commercial wave-power plant<sup>1</sup>. When the large yellow 2-megawatt generator was wrecked by waves that were meant to power it, hope died. But the dream of using wave power to generate endless "clean" electricity hasn't faded. Wave Power is not easily obtained. Researchers had a number of other devices ready to be tested in the water. They learnt lessons from the power plant mentioned above which was wrecked, just as they had from other disappointments. They revised their designs and created new ones. Today, the prospects for wave power have never looked better<sup>2</sup>. For the first time, independent analysts think that the electricity which could be produced from wave power will cost less than that produced from new nuclear and coal-fired stations. At least<sup>3</sup> 15 wave-power generators are planned across the globe: nine in Europe, four in the Far East, one in the US and one in India, eight of them should be producing energy by 2000. All are robust, realistic designs, shaped by years of trial and error<sup>4</sup>. Some international experts on wave power think it could supply more than 10 per cent of the world's electricity and help to solve shortages of drinking water by desalinating sea water. Inspired by this prospect, researchers in Britain have been in the vanguard of wave power research.

2. Переведите предложения и составьте 5 вопросов:

- The tests have been carried out well.
- The tests were being carried out well.
- The tests are being carried out well.

3. Определите тип условного предложения и переведите:

1. Could I see her today, I should invite her to our meeting.
2. Should they succeed in getting the tickets, they will go to the cinema.
3. You will be able to translate English texts without a dictionary provided you work much at home.
4. He would have known his grammar, if he had prepared his exercises yesterday.
5. Had he taken into account the properties of the substance under investigation, he would have been careful when working with it.

4. Переведите предложения и определите функцию инфинитива, указав его форму и залог.

1. Robert Boyle (1662), one of the first to work along these lines, gave the following statement.

---

2. To give a short review of well-known fact; the sun is a sphere consisting of hot ionized gas, mainly hydrogen.
3. We have thought this law to hold only for gases which are under normal conditions.
4. They found radon to be 3 times as heavy as hydrogen.
5. They thought the substance to have increased.

### Вариант v-2

1. Read and translate the text. Answer the teacher's question.

The young man spent hours over ideas he had put down in a schoolboy's notebook. In a home-made machine he made lots of experiments to see how living things withstood the effects of gravity and acceleration. The date was 1879, in a small Russian village near Ryazan. Konstantin Tsiolkovsky was 22, waiting for a post of a schoolmaster.

The problem at which he worked was interplanetary travel. Though Tsiolkovsky soon began a long career as a teacher of mathematics, man's penetration into space remained his life-long study.

In 1883 he noted that the rocket would be the only man-made instrument able to reach space. The prediction was published only in 1954, when his collected works were printed by the Soviet Academy of Sciences.

The mathematical terms<sup>2</sup> of space travel were worked out by Tsiolkovsky as early as 1895 in the manuscript "The Exploration of Cosmic Space by Reaction-Propelled Apparatus". When it was published in 1903, Tsiolkovsky won immediate international recognition, especially among the pioneers of aviation science.

In order to get money for his researches Tsiolkovsky tried to publish his book "Outside the Earth" in 1916, in which he described the imaginary flight of a manned rocket ship in orbit about the earth.

2. Переведите предложения и составьте 5 вопросов:

1. The engineers have to work out different flexible lines.
2. Some new flexible lines have been worked out at our plant lately.
3. The designers had to work out a special flexible line for their shop.

3. Переведите предложения и определите функцию инфинитива, указав его форму и залог.

1. The method has been considered to give accurate results.
2. They are likely to write this test.
3. Experiments have proved the pressure of a gas at fixed temperature to depend on its concentration.
4. The effect is too small to be detected.
5. To define exactly what is meant by the total heat in a body is at present still not possible.

4. Определите тип условного предложения и переведите:

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1. Were the construction of the power station completed, the rick would get electricity in the necessary amount.
2. If we placed a small bulb in a complete circuit, it would light up.

## Зачет

**Семестр: 5**

**Вид контроля: 3**

### Вариант v-1

1. Read and translate the text. Answer the teacher's question.

Two concrete blocks on the bottom of the sea off the north coast of Scotland are all that is left of the world's first attempt to build a commercial wave-power plant<sup>1</sup>. When the large yellow 2-megawatt generator was wrecked by waves that were meant to power it, hope died. But the dream of using wave power to generate endless "clean" electricity hasn't faded. Wave Power is not easily obtained. Researchers had a number of other devices ready to be tested in the water. They learnt lessons from the power plant mentioned above which was wrecked, just as they had from other disappointments. They revised their designs and created new ones. Today, the prospects for wave power have never looked better<sup>2</sup>. For the first time, independent analysts think that the electricity which could be produced from wave power will cost less than that produced from new nuclear and coal-fired stations. At least<sup>3</sup> 15 wave-power generators are planned across the globe: nine in Europe, four in the Far East, one in the US and one in India, eight of them should be producing energy by 2000. All are robust, realistic designs, shaped by years of trial and error<sup>4</sup>. Some international experts on wave power think it could supply more than 10 per cent of the world's electricity and help to solve shortages of drinking water by desalinating sea water. Inspired by this prospect, researchers in Britain have been in the vanguard of wave power research.

2. Переведите предложения и составьте 5 вопросов:

- The tests have been carried out well.
- The tests were being carried out well.
- The tests are being carried out well.

3. Определите тип условного предложения и переведите:

1. Could I see her today, I should invite her to our meeting.
2. Should they succeed in getting the tickets, they will go to the cinema.
3. You will be able to translate English texts without a dictionary provided you work much at home.
4. He would have known his grammar, if he had prepared his exercises yesterday.
5. Had he taken into account the properties of the substance under investigation, he would have been careful when working with it.

4. Переведите предложения и определите функцию инфинитива, указав его форму и залог.

1. Robert Boyle (1662), one of the first to work along these lines, gave the following statement.

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2. To give a short review of well-known fact; the sun is a sphere consisting of hot ionized gas, mainly hydrogen.
3. We have thought this law to hold only for gases which are under normal conditions.
4. They found radon to be 3 times as heavy as hydrogen.
5. They thought the substance to have increased.

### **Вариант v-2**

1. Read and translate the text. Answer the teacher's question.

The young man spent hours over ideas he had put down in a schoolboy's notebook. In a home-made machine he made lots of experiments to see how living things withstood the effects of gravity and acceleration. The date was 1879, in a small Russian village near Ryazan. Konstantin Tsiolkovsky was 22, waiting for a post of a schoolmaster.

The problem at which he worked was interplanetary travel. Though Tsiolkovsky soon began a long career as a teacher of mathematics, man's penetration into space remained his life-long study.

In 1883 he noted that the rocket would be the only man-made instrument able to reach space. The prediction was published only in 1954, when his collected works were printed by the Soviet Academy of Sciences.

The mathematical terms<sup>2</sup> of space travel were worked out by Tsiolkovsky as early as 1895 in the manuscript "The Exploration of Cosmic Space by Reaction-Propelled Apparatus". When it was published in 1903, Tsiolkovsky won immediate international recognition, especially among the pioneers of aviation science.

In order to get money for his researches Tsiolkovsky tried to publish his book "Outside the Earth" in 1916, in which he described the imaginary flight of a manned rocket ship in orbit about the earth.

2. Переведите предложения и составьте 5 вопросов:

1. The engineers have to work out different flexible lines.
2. Some new flexible lines have been worked out at our plant lately.
3. The designers had to work out a special flexible line for their shop.

3. Переведите предложения и определите функцию инфинитива, указав его форму и залог.

1. The method has been considered to give accurate results.
2. They are likely to write this test.
3. Experiments have proved the pressure of a gas at fixed temperature to depend on its concentration.
4. The effect is too small to be detected.
5. To define exactly what is meant by the total heat in a body is at present still not possible.

4. Определите тип условного предложения и переведите:

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1. Were the construction of the power station completed, the rick would get electricity in the necessary amount.
2. If we placed a small bulb in a complete circuit, it would light up.

## Зачет

**Семестр: 4**

**Вид контроля: 3**

1. Read and translate the text. Answer the teacher`s question.

Marie Curie was born in Warsaw on November 7, 1867. Her father was a teacher of science<sup>1</sup> I and mathematics in a school, and it was from him that little Marie Sklodowska (her Polish name) learned her first lesson in science.

In 1891 she went to Paris to continue her studies at the Sorbonne<sup>2</sup> She determined to work for two Master's<sup>3</sup> degrees - one in physics, the other in mathematics. Yet she had scarcely enough money to live on. She studied night after night after her hard day's work at the University. She chose her course and nothing could turn her from it.

Among the many scientists with whom Marie met and worked in Paris was Pierre Curie. When he met Marie he was 35 years old and was famous throughout Europe for his discoveries in magnetism.

Pierre Curie and Marie, both of whom loved science more than anything else, very soon became the closest friends. After a little more than a year Marie became Madame Curie.

- 2.Переведите предложения и составьте 5 вопросов:

1. The scientist made lots of experiments.
2. A lot of various organizations have taken part in the design of the flood defence complex.
3. Radio is playing an ever increasing role in our life.

3. Переведите предложения, определив, где причастие, а где независимый причастный оборот. Укажите форму, залог и функцию причастия.

1. Having read this text I got a good mark.
2. Having been heated the substance changed its properties.
3. The engine tested showed that it needed no further improvement.
4. The signal given the train starts immediately.
5. He went to the station with his son accompanying him.

- 4.Переведите предложения, указав форму, залог и функцию герундия.

1. Driving a truck in the city is difficult.
  2. I like reading after hard work.
  3. Go on drawing.
  4. After reading the article he made a short summary of it.
  5. I am glad to have the opportunity of reading this book.
-

## Вариант v-2

1. Read and translate the text. Answer the teacher's question.

The research was carried out under great difficulties. Marie Curie had to use an old store-room at the University as her laboratory. There was no proper apparatus and very little space for research work. But she had to make the best of it.<sup>4</sup>

Besides uranium Marie Curie began to examine every known chemical substance. She repeated her experiments time after time<sup>5</sup> and found that one mineral emitted much more powerful rays than uranium. So she could only decide that this mineral must contain some new element. It was a mystery. This seemed unthinkable. Scientists declared that every element was already known to them. However, all Marie's experiments proved that the mineral contained some new and unknown element.

There was no other explanation for the powerful rays which it emitted. Scientists call the property to give out such rays "radioactivity", and Marie Curie decided to call the new element "radium".

2. Переведите предложения и составьте 5 вопросов:

1. At present one can get to Kronstadt by road as well as by sea.
2. The tests were being carried out well.
3. Energy supply is one of the main factors in the development of industry.

3. Переведите предложения, определив форму, залог и функцию причастия.

1. The work performed by this young specialist showed good results.
2. Unless heated this substance does not melt.
3. The next being written in this article will be asked by our teacher.
4. Having been tested the computer system was installed at a plant.
5. Having descended the mountain they heard a man calling for help.

4. Переведите предложения, указав форму, залог и функцию герундия.

1. On coming home he always has a rest.
2. I like dreaming after hard work.
3. Go on translating.
4. Falling is a case of motion at constant acceleration.
5. Computers are widely used for controlling all kinds of processes.

## Зачет

**Семестр: 4**

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3. Go on translating.
4. Falling is a case of motion at constant acceleration.
5. Computers are widely used for controlling all kinds of processes.

## Зачет

Семестр: 3

Вид контроля: 3

### Вариант v-1

1. Use the necessary modal verb (can, may, must, need, should) in the right tense and form.

- 1) He \_\_\_\_\_ be in until twelve.
- 2) You \_\_\_\_\_ be late for your classes.
- 3) Before Newton no one \_\_\_\_\_ explain why the planets moved around the Earth.
- 4) It \_\_\_\_\_ be said that special space vehicles are necessary for industrial production.
- 5) To carry out these technological experiments the scientists \_\_\_\_\_ semiconductors.

2. Read and translate the text. Answer the teacher's question.

William Henry Gates, also known as «Bill», has established himself as the richest man in the world. He is the youngest self-made billionaire, and perhaps the best businessman in the world. Bill Gates is important because he did not only change the computer technology in America, but also created the biggest, strongest, richest and the most powerful company in the world. Bill was born on October 28, 1955, his parents, Mary and Bill, had one other daughter Kristi. Gates began his career in PC software, programming computers at age 13. As to his education; he attended a well-known private school in Seattle, Washington called Lakeside. At Lakeside, he met his future business partner Paul Allen. Bill Gates entered Harvard in 1973. He created the programming language BASIC. Gates attended Harvard University and after a few years Gates and his business collaborator, Paul Allen, dropped out of Harvard to begin the Microsoft Corporation in 1975. Throughout his life, Gates had many experiences with business. Allen and Gates started a small company called Traf-O-Data. They sold a small computer outfitted with their program that could count traffic for the city.

3. Переведите предложения и составьте 5 вопросов:

1. You **may** use the new devices for your research.
2. The solar batteries **must** heat and light homes.
- 3 They **could** visit this new automation shop.

4. Замените слова в скобках эквивалентами модальных глаголов, данными ниже:

1. You (должны) to replace this old lathe.
2. In future we (сможем) to use solar energy more effectively.
3. They (было разрешено) to test the machine tool.
4. The students (смогли) to make the experiment.

- a) were allowed;
- b) will be able;
- c) have;
- d) were able;
- e) were

### Вариант v-2

1. Use the necessary modal verb (can, may, must, need, should) in the right tense and form.

1. He \_\_\_\_\_ be in until twelve.

2. 2.You \_\_\_\_\_be late for your classes.
3. 3.Before Newton no one \_\_\_\_\_ explain why the planets moved around the Earth.
4. 4.It \_\_\_\_\_ be said that special space vehicles are necessary for industrial production.
5. 5.To carry out these technological experiments the scientists \_\_\_\_\_ semiconductors.

2. Read and translate the text. Answer the teacher`s question.

William Henry Gates worked at a programming company called 'TRW'. After all his minor jobs, Gates and Allen founded Microsoft in 1975, the largest computer based company in the world. Gates is the Chief Executive officer and Paul Allen is VP. They are both very wealthy due to this business. Gates believes that if you are intelligent and know how to apply your intelligence you can accomplish anything. Bill works very hard to carry out his vision. His belief in high intelligence and hard work is what put him where he is today, as well as being in the right place at the right time. He doesn't believe in luck or any sort of god, just hard work and competitiveness. «Trey» as he is called at home is a remarkable man who has been able to go into the world spotlight as a genius at what he does. His welfare until today is worth about 92,000,000,000 dollars.

3. Переведите предложения и составьте 5 вопросов:

- 1.We should analyse the results of the test ourselves.
2. It is important that our institute should continue this research.
3. This polymer can be a good substitute for metal.

4. Замените эквивалент соответствующим модальным глаголом из данных ниже:

- 1.They are allowed to replace the old equipment.
  2. They have to replace the old equipment.
  3. They were able to replace the old equipment.
- a) must;
  - b) could;
  - c) may;
  - d) might

## Зачет

Семестр: 3

Вид контроля: 3

### Вариант v-1

1. Use the necessary modal verb (can, may, must, need, should) in the right tense and form.

- 1) He \_\_\_\_\_ be in until twelve.
- 2) You \_\_\_\_\_ be late for your classes.
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2. The solar batteries **must** heat and light homes.
- 3 They **could** visit this new automation shop.

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1. You (должны) to replace this old lathe.
2. In future we (сможем) to use solar energy more effectively.
3. They (было разрешено) to test the machine tool.
4. The students (смогли) to make the experiment.

- a) were allowed;
- b) will be able;
- c) have;
- d) were able;
- e) were

### Вариант v-2

1. Use the necessary modal verb (can, may, must, need, should) in the right tense and form.

1. He \_\_\_\_\_ be in until twelve.

2. 2.You \_\_\_\_\_be late for your classes.
3. 3.Before Newton no one \_\_\_\_\_ explain why the planets moved around the Earth.
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  2. They have to replace the old equipment.
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- a) must;
  - b) could;
  - c) may;
  - d) might

## Зачет

Семестр: 2

Вид контроля: 3

### Вариант v-1

1. Perfect Active. Open the brackets and put the verb into the right form. Translate the sentences.

- 1) You already (to finish) \_\_\_\_\_ your diploma work?
- 2) What exams you (to pass) \_\_\_\_\_ by the end of July?
- 3) I understood the lecture better after I (to hear) \_\_\_\_\_ the second time.
- 4) Engineers (to complete) \_\_\_\_\_ the work on supercomputers by 2012.
- 5) They (to launch) \_\_\_\_\_ new satellites yet?

2. The Sequence of Tenses.

- 1) There appeared some reports that we (to have) \_\_\_\_\_ technical means to use much more channels on a TV set.
- 2) Experiments proved that electricity (can, to travel) \_\_\_\_\_ instantly over a long piece of wire.
- 3) He said that he (to think) \_\_\_\_\_ about it later.
- 4) We knew different transmitters (to be used) \_\_\_\_\_ in a television system.
- 5) He asked which book she (to read) \_\_\_\_\_ at the moment.

3. The Passive Voice

- 1) The development of science (to connect) \_\_\_\_\_ with the development of higher education.
- 2) He (to ask) \_\_\_\_\_ to help one of our students yesterday?
- 3) Much attention (to pay) \_\_\_\_\_ to the development of international scientific contacts at present.
- 4) The translation (not to finish) \_\_\_\_\_ yet.
- 5) What grammar (to explain) \_\_\_\_\_ tomorrow?

4. Read and translate the text.

Like his father, Alfred Nobel was imaginative and inventive, but he had better luck in business and showed more financial sense. He was quick to see industrial openings for his scientific inventions and built up over 80 companies in 20 different countries. Indeed his greatness lay in his outstanding ability to combine the qualities of an original scientist with those of a forward-looking industrialist. But Nobel's main concern was never with making money or even making scientific discoveries. He was always searching for a meaning to life, and from his youth he had taken a serious interest in literature and philosophy. Perhaps, because he could not find ordinary human love — he never married — he came to care deeply about the whole of mankind. He was always generous to the poor. His greatest wish, however, was to see an end to wars and he spent much time and money working for this cause until his death in Italy in 1896. His famous will, in which he left money to provide prizes for outstanding works in physics, chemistry, psychology, medicine, literature and peace, is a memorial to his interests and ideals. And so, the man who felt he should have died at birth is remembered and respected long after his death.

5. Задайте 5 вопросов(общий, альтернативный, специальный, разделительный и к подлежащему) к следующим предложениям:

Electrical power has become universal.

The consumption of electricity doubles every ten years.

Our power stations have been connected by high voltage transmissions lines.

### Вариант v-2

1. Perfect Active. Open the brackets and put the verb into the right form. Translate the sentences.

- 1) Electricity (to replace) \_\_\_\_\_ other sources of energy.
- 2) Why you (to tell) \_\_\_\_\_ him about it?

- 3) Our electronics and radio electronics (to develop) \_\_\_\_\_ from the country's only radio laboratory.
- 4) You ever (to be) \_\_\_\_\_ to London?
- 5) He (to graduate) \_\_\_\_\_ from our University by 2014.

## 2.The Sequence of Tenses.

- 1) It was announced that the cryogenic cable (to be invented) \_\_\_\_\_ in Russia.
- 2) The young scientist discovered that Newton (to make) \_\_\_\_\_ a mistake in his calculations.
- 3) Our professor informed us that he (to deliver) \_\_\_\_\_ the following lecture on strength of materials next Thursday.
- 4) He was told that the lecturer (to be) \_\_\_\_\_ in London recently.
- 5) My friend wanted to know if I (to study) \_\_\_\_\_ English then.

## 3.The Passive Voice

- 1) Some institutes of technology (to reorganize) \_\_\_\_\_ into universities.
- 2) That problem (to discuss) \_\_\_\_\_ at our meeting last week?
- 3) New methods of research (to use) \_\_\_\_\_ in our laboratory nowadays.
- 4) Many students (to enroll) \_\_\_\_\_ this year.
- 5) What questions (to discuss) \_\_\_\_\_ next week?

## 4.Read and translate the text .

Alfred Bernhard Nobel (1833-1896), Swedish inventor and philanthropist, was a man of many contrasts. He was a son of a bankrupt, but became a millionaire; a scientist with a love of literature. He made a large fortune but lived a simple life. He was cheerful in company, and often sad in private. A lover of mankind, he never had a wife or family to love him, a patriotic son of his native land, he died alone on foreign soil. He discovered a new explosive, dynamite, to improve the peacetime industries of mining and road building, but saw it used as a weapon of war. World-famous for his works he was never personally well-known, for throughout his life he avoided publicity. "I do not see" he once said, "that I have deserved any fame and I have no taste for it", but since his death his name has brought fame and glory to others. He was born in Stockholm on October 21, 1833 but moved to Russia with his parents in 1842, where his father made a strong position in engineering industry. He made a lot of money for his invention of landmine, but later went bankrupt. Alfred came to Sweden in 1863, and started his own study of explosives in his father's laboratory. He had never been to school or University but he studied privately and by the time he was twenty he became a skillful chemist and excellent linguist, speaking Swedish, Russian, German, French and English.

5.Задайте 5 вопросов(общий, альтернативный, специальный, разделительный и к подлежащему) к следующим предложениям:

Bob has a different idea.

The transformer was invented in 19<sup>th</sup> century.

The generator replaced the batteries and other devices that had been used before.

## Вариант v-3

1.Perfect Active. Open the brackets and put the verb into the right form. Translate the sentences.

- 1) Electricity (to provide) \_\_\_\_\_ mankind with the most efficient source of energy.
- 2) Who (to finish) \_\_\_\_\_ the term work?
- 3) I (not to study) \_\_\_\_\_ all the necessary materials yet.
- 4) He (to carry out) \_\_\_\_\_ his research work yet?
- 5) That ecological problems (to become) \_\_\_\_\_ the most important ones at present is evident to all.

## 2.The Sequence of Tenses.

- 1) We read that for the first time electricity (to be applied) \_\_\_\_\_ for industrial use in silver workshops in Paris.
- 2) Not long ago chemists developed new materials that (can, to withstand) \_\_\_\_\_ high temperatures.

- 3) We knew that Russian scientists (to work) \_\_\_\_\_ at the problem of space communication next few years.
- 4) The engineer was told that he (may, to test) \_\_\_\_\_ the device in the afternoon.
- 5) She was interested if they (to have) \_\_\_\_\_ a test at that time.

### 3. The Passive Voice

- 1) General engineering and specialized subjects (to study) \_\_\_\_\_ at our University.
- 2) The diagrams (to bring) \_\_\_\_\_ by our monitor an hour ago?
- 3) Much (to do) \_\_\_\_\_ to improve laboratory methods at present.
- 4) The design of a new spacecraft (not to complete) \_\_\_\_\_ yet.
- 5) What problem (to solve) \_\_\_\_\_ at the following conference?

### 4. Read and translate the text .

Newton, one of the greatest scientists of all times was born in 1642 in the little village in Lincolnshire, England. His father was a farmer and died before Newton was born. His mother was a clever woman whom he always loved. After the school, Newton studied mathematics at Cambridge university and received his degree in 1665. Then the university was closed because of the danger of plague and Newton went home for eighteen months. It was most important period in his life when he made his three great discoveries — the discoveries of the differential calculus, of the nature of white light, and of the law of gravitation. These discoveries are still important for the modern science. Newton had always been interested in the problems of light. Many people saw colours of a rainbow but only Newton showed, by his experiments, that white light consists of these colours. It is interesting how he discovered the law gravitation. Once, as he sat at the garden, his attention was drawn by the fall of an apple. Many people saw such an usual thing before. But it was Newton who asked himself a question: "Why does that apple fall perpendicularly to the ground? Why doesn't it go sideways or upwards?" The answer to this question was the theory of gravitation, discovered by Newton. Newton died at the age of 84, and was buried in Westminster Abbey, where his monument stands today.

### 5. Задайте 5 вопросов (общий, альтернативный, специальный, разделительный и к подлежащему) к следующим предложениям:

Many students have been enrolled into universities this year.  
 This is a very good book.  
 They have made some mistakes today.

Зачет

Семестр: 2

Вид контроля: 3

Вариант v-1

1. Perfect Active. Open the brackets and put the verb into the right form. Translate the sentences.

- 1) You already (to finish) \_\_\_\_\_ your diploma work?
- 2) What exams you (to pass) \_\_\_\_\_ by the end of July?
- 3) I understood the lecture better after I (to hear) \_\_\_\_\_ the second time.
- 4) Engineers (to complete) \_\_\_\_\_ the work on supercomputers by 2012.
- 5) They (to launch) \_\_\_\_\_ new satellites yet?

2. The Sequence of Tenses.

- 1) There appeared some reports that we (to have) \_\_\_\_\_ technical means to use much more channels on a TV set.
- 2) Experiments proved that electricity (can, to travel) \_\_\_\_\_ instantly over a long piece of wire.
- 3) He said that he (to think) \_\_\_\_\_ about it later.
- 4) We knew different transmitters (to be used) \_\_\_\_\_ in a television system.
- 5) He asked which book she (to read) \_\_\_\_\_ at the moment.

3. The Passive Voice

- 1) The development of science (to connect) \_\_\_\_\_ with the development of higher education.
- 2) He (to ask) \_\_\_\_\_ to help one of our students yesterday?
- 3) Much attention (to pay) \_\_\_\_\_ to the development of international scientific contacts at present.
- 4) The translation (not to finish) \_\_\_\_\_ yet.
- 5) What grammar (to explain) \_\_\_\_\_ tomorrow?

4. Read and translate the text.

Like his father, Alfred Nobel was imaginative and inventive, but he had better luck in business and showed more financial sense. He was quick to see industrial openings for his scientific inventions and built up over 80 companies in 20 different countries. Indeed his greatness lay in his outstanding ability to combine the qualities of an original scientist with those of a forward-looking industrialist. But Nobel's main concern was never with making money or even making scientific discoveries. He was always searching for a meaning to life, and from his youth he had taken a serious interest in literature and philosophy. Perhaps, because he could not find ordinary human love — he never married — he came to care deeply about the whole of mankind. He was always generous to the poor. His greatest wish, however, was to see an end to wars and he spent much time and money working for this cause until his death in Italy in 1896. His famous will, in which he left money to provide prizes for outstanding works in physics, chemistry, psychology, medicine, literature and peace, is a memorial to his interests and ideals. And so, the man who felt he should have died at birth is remembered and respected long after his death

5. Задайте 5 вопросов(общий, альтернативный, специальный, разделительный и к подлежащему) к следующим предложениям:

Electrical power has become universal.

The consumption of electricity doubles every ten years.

Our power stations have been connected by high voltage transmissions lines.

Вариант v-2

1. Perfect Active. Open the brackets and put the verb into the right form. Translate the sentences.

- 1) Electricity (to replace) \_\_\_\_\_ other sources of energy.
- 2) Why you (to tell) \_\_\_\_\_ him about it?

- 3) Our electronics and radio electronics (to develop) \_\_\_\_\_ from the country's only radio laboratory.
- 4) You ever (to be) \_\_\_\_\_ to London?
- 5) He (to graduate) \_\_\_\_\_ from our University by 2014.

## 2.The Sequence of Tenses.

- 1) It was announced that the cryogenic cable (to be invented) \_\_\_\_\_ in Russia.
- 2) The young scientist discovered that Newton (to make) \_\_\_\_\_ a mistake in his calculations.
- 3) Our professor informed us that he (to deliver) \_\_\_\_\_ the following lecture on strength of materials next Thursday.
- 4) He was told that the lecturer (to be) \_\_\_\_\_ in London recently.
- 5) My friend wanted to know if I (to study) \_\_\_\_\_ English then.

## 3.The Passive Voice

- 1) Some institutes of technology (to reorganize) \_\_\_\_\_ into universities.
- 2) That problem (to discuss) \_\_\_\_\_ at our meeting last week?
- 3) New methods of research (to use) \_\_\_\_\_ in our laboratory nowadays.
- 4) Many students (to enroll) \_\_\_\_\_ this year.
- 5) What questions (to discuss) \_\_\_\_\_ next week?

## 4.Read and translate the text .

Alfred Bernhard Nobel (1833-1896), Swedish inventor and philanthropist, was a man of many contrasts. He was a son of a bankrupt, but became a millionaire; a scientist with a love of literature. He made a large fortune but lived a simple life. He was cheerful in company, and often sad in private. A lover of mankind, he never had a wife or family to love him, a patriotic son of his native land, he died alone on foreign soil. He discovered a new explosive, dynamite, to improve the peacetime industries of mining and road building, but saw it used as a weapon of war. World-famous for his works he was never personally well-known, for throughout his life he avoided publicity. "I do not see" he once said, "that I have deserved any fame and I have no taste for it", but since his death his name has brought fame and glory to others. He was born in Stockholm on October 21, 1833 but moved to Russia with his parents in 1842, where his father made a strong position in engineering industry. He made a lot of money for his invention of landmine, but later went bankrupt. Alfred came to Sweden in 1863, and started his own study of explosives in his father's laboratory. He had never been to school or University but he studied privately and by the time he was twenty he became a skillful chemist and excellent linguist, speaking Swedish, Russian, German, French and English.

5.Задайте 5 вопросов(общий, альтернативный, специальный, разделительный и к подлежащему) к следующим предложениям:

Bob has a different idea.

The transformer was invented in 19<sup>th</sup> century.

The generator replaced the batteries and other devices that had been used before.

## Вариант v-3

1.Perfect Active. Open the brackets and put the verb into the right form. Translate the sentences.

- 1) Electricity (to provide) \_\_\_\_\_ mankind with the most efficient source of energy.
- 2) Who (to finish) \_\_\_\_\_ the term work?
- 3) I (not to study) \_\_\_\_\_ all the necessary materials yet.
- 4) He (to carry out) \_\_\_\_\_ his research work yet?
- 5) That ecological problems (to become) \_\_\_\_\_ the most important ones at present is evident to all.

## 2.The Sequence of Tenses.

- 1) We read that for the first time electricity (to be applied) \_\_\_\_\_ for industrial use in silver workshops in Paris.
- 2) Not long ago chemists developed new materials that (can, to withstand) \_\_\_\_\_ high temperatures.

- 3) We knew that Russian scientists (to work) \_\_\_\_\_ at the problem of space communication next few years.
- 4) The engineer was told that he (may, to test) \_\_\_\_\_ the device in the afternoon.
- 5) She was interested if they (to have) \_\_\_\_\_ a test at that time.

### 3. The Passive Voice

- 1) General engineering and specialized subjects (to study) \_\_\_\_\_ at our University.
- 2) The diagrams (to bring) \_\_\_\_\_ by our monitor an hour ago?
- 3) Much (to do) \_\_\_\_\_ to improve laboratory methods at present.
- 4) The design of a new spacecraft (not to complete) \_\_\_\_\_ yet.
- 5) What problem (to solve) \_\_\_\_\_ at the following conference?

### 4. Read and translate the text .

Newton, one of the greatest scientists of all times was born in 1642 in the little village in Lincolnshire, England. His father was a farmer and died before Newton was born. His mother was a clever woman whom he always loved. After the school, Newton studied mathematics at Cambridge university and received his degree in 1665. Then the university was closed because of the danger of plague and Newton went home for eighteen months. It was most important period in his life when he made his three great discoveries — the discoveries of the differential calculus, of the nature of white light, and of the law of gravitation. These discoveries are still important for the modern science. Newton had always been interested in the problems of light. Many people saw colours of a rainbow but only Newton showed, by his experiments, that white light consists of these colours. It is interesting how he discovered the law gravitation. Once, as he sat at the garden, his attention was drawn by the fall of an apple. Many people saw such an usual thing before. But it was Newton who asked himself a question: "Why does that apple fall perpendicularly to the ground? Why doesn't it go sideways or upwards?" The answer to this question was the theory of gravitation, discovered by Newton. Newton died at the age of 84, and was buried in Westminster Abbey, where his monument stands today.

### 5. Задайте 5 вопросов (общий, альтернативный, специальный, разделительный и к подлежащему) к следующим предложениям:

Many students have been enrolled into universities this year.  
 This is a very good book.  
 They have made some mistakes today.

Зачет

Семестр: 1

Вид контроля: 3

Вариант v-1

1. The verb *to be, there+be*. Translate the sentences from Russian into English.

1) Мы – студенты одного из Московских университетов.

2) Вы студент третьего курса? – Нет.

3) Его не было в институте на этой неделе.

4) В нашей стране будет много новых университетов через 5 лет.

5) На Земле нет невесомости.

2. Simple Active. Open the brackets and put the verb into the right form. Translate the sentences.

1) What subjects you (to have) \_\_\_\_\_ next year?

2) She always (to pass) \_\_\_\_\_ her exams successfully?

3) Not long ago chemists (to develop) \_\_\_\_\_ new materials that (can) \_\_\_\_\_ withstand high temperatures

4) Where you (to spend) \_\_\_\_\_ your last summer holidays?

5) How many exams you (to pass) \_\_\_\_\_ to enter the University?

3. Continuous Active. Open the brackets and put the verb into the right form. Translate the sentences.

1) Today the changes in the global climate and water balance (to bring) \_\_\_\_\_ about serious changes in the environment.

2) Where were you at six o'clock? We (to study) \_\_\_\_\_ in the reading-room.

3) What the students (to have) \_\_\_\_\_ when the teacher came?

4) What device (to display) \_\_\_\_\_ at the World's fair in New York in 1939?

5) What you (to do) \_\_\_\_\_ the whole January?

4. Read and translate the text. Answer the teacher's question.

It is difficult for mankind to predict changes in the environment accurately. It is known that natural changes in weather and climate may have more catastrophic global effects than human activity. But scientists are developing a new concept that can help make such predictions more precisely. It is based on our understanding that the Earth is an integral system. Its parts are oceans, atmosphere, land or life cannot be understood in isolation. Modern scientific and technological progress made it possible to use new technologies for that purpose. That satellite can control physical, chemical, biological and geological changes on a global scale is well-known now. One must also know the study of environmental problems with the help of satellites is becoming international.

Вариант v-2

1. The verb *to be, there+be*. Translate the sentences from Russian into English.

1) Мы – студенты одного из Московских университетов.

2) Вы студент третьего курса? – Нет.

3) Его не было в институте на этой неделе.

4) В нашей стране будет много новых университетов через 5 лет.

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5) На Земле нет невесомости.

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2. Simple Active. Open the brackets and put the verb into the right form. Translate the sentences.

- 1) What subjects you (to have) \_\_\_\_\_ next year?
- 2) She always (to pass) \_\_\_\_\_ her exams successfully?
- 3) Not long ago chemists (to develop) \_\_\_\_\_ new materials that (can) \_\_\_\_\_ withstand high temperatures
- 4) Where you (to spend) \_\_\_\_\_ your last summer holidays?
- 5) How many exams you (to pass) \_\_\_\_\_ to enter the University?

3. Continuous Active. Open the brackets and put the verb into the right form. Translate the sentences.

1. Today the changes in the global climate and water balance (to bring) \_\_\_\_\_ about serious changes in the environment.
2. Where were you at six o'clock? We (to study) \_\_\_\_\_ in the reading-room.
3. What the students (to have) \_\_\_\_\_ when the teacher came?
4. What device (to display) \_\_\_\_\_ at the World's fair in New York in 1939?
5. What you (to do) \_\_\_\_\_ the whole January?

4. Read and translate the text 2.

It is difficult for mankind to predict changes in the environment accurately. It is known that natural changes in weather and climate may have more catastrophic global effects than human activity. But scientists are developing a new concept that can help make such predictions more precisely. It is based on our understanding that the Earth is an integral system. Its parts are oceans, atmosphere, land or life cannot be understood in isolation. Modern scientific and technological progress made it possible to use new technologies for that purpose. That satellite can control physical, chemical, biological and geological changes on a global scale is well-known now. One must also know the study of environmental problems with the help of satellites is becoming international.

### Вариант v-3

1. The verb *to be, there+be*. Translate the sentences from Russian into English.

- 1) Вы когда-нибудь были в США?  
\_\_\_\_\_
- 2) Вы опоздали на лекцию.  
\_\_\_\_\_
- 3) В нашей группе 25 студентов.  
\_\_\_\_\_
- 4) На выставке было много новых электронных устройств.  
\_\_\_\_\_
- 5) В нашем университете есть библиотека и читальный зал.  
\_\_\_\_\_

2. Simple Active. Open the brackets and put the verb into the right form. Translate the sentences.

- 1) The harder we (to study) \_\_\_\_\_, the more we (to know) \_\_\_\_\_.
- 2) I (to take) \_\_\_\_\_ four exams in January.
- 3) What you (to do) \_\_\_\_\_ last weekend?
- 4) What degree a student (to get) \_\_\_\_\_ after four years of study?
- 5) This student (not to get) \_\_\_\_\_ a grant.

3. Continuous Active. Open the brackets and put the verb into the right form. Translate the sentences.

- 1) It is evident that research (to become) \_\_\_\_\_ more specialized now.
- 2) Many scientists (to carry out) \_\_\_\_\_ experimental work to solve the problem of environmental protection the next coming year.
- 3) When A. Bell and his assistant (to work) \_\_\_\_\_ on a new transmitter Alexander spilled some acid on himself.

- 4) Electronic factories (to make) \_\_\_\_\_ war materials during the World War II.  
5) We (to live) \_\_\_\_\_ in an electronic world.

4. Read and translate the text 3.

The first step to any industrialization project, for example, on the Moon should be preparation for plant construction. It is important to use special materials for this. It is well-known that metals form the most important group of engineering materials. One must know that they possess necessary mechanical and physical properties. They can be easily fabricated into various forms by different techniques. They are hard, strong and temperature-resistant. The properties of metals can be changed by heat treatment. The data obtained during the experiments can be useful for the work of the laboratories. It may be possible to make new materials in space and also to obtain valuable scientific data for new highly efficient technologies on Earth.

Зачет

Семестр: 1

Вид контроля: 3

Вариант v-1

1. The verb *to be, there+be*. Translate the sentences from Russian into English.

1) Мы – студенты одного из Московских университетов.

2) Вы студент третьего курса? – Нет.

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4) В нашей стране будет много новых университетов через 5 лет.

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2. Simple Active. Open the brackets and put the verb into the right form. Translate the sentences.

1) What subjects you (to have) \_\_\_\_\_ next year?

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3) Not long ago chemists (to develop) \_\_\_\_\_ new materials that (can) \_\_\_\_\_ withstand high temperatures

4) Where you (to spend) \_\_\_\_\_ your last summer holidays?

5) How many exams you (to pass) \_\_\_\_\_ to enter the University?

3. Continuous Active. Open the brackets and put the verb into the right form. Translate the sentences.

1) Today the changes in the global climate and water balance (to bring) \_\_\_\_\_ about serious changes in the environment.

2) Where were you at six o'clock? We (to study) \_\_\_\_\_ in the reading-room.

3) What the students (to have) \_\_\_\_\_ when the teacher came?

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5) What you (to do) \_\_\_\_\_ the whole January?

4. Read and translate the text. Answer the teacher's question.

It is difficult for mankind to predict changes in the environment accurately. It is known that natural changes in weather and climate may have more catastrophic global effects than human activity. But scientists are developing a new concept that can help make such predictions more precisely. It is based on our understanding that the Earth is an integral system. Its parts are oceans, atmosphere, land or life cannot be understood in isolation. Modern scientific and technological progress made it possible to use new technologies for that purpose. That satellite can control physical, chemical, biological and geological changes on a global scale is well-known now. One must also know the study of environmental problems with the help of satellites is becoming international.

Вариант v-2

1. The verb *to be, there+be*. Translate the sentences from Russian into English.

1) Мы – студенты одного из Московских университетов.

2) Вы студент третьего курса? – Нет.

3) Его не было в институте на этой неделе.

4) В нашей стране будет много новых университетов через 5 лет.

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5) На Земле нет невесомости.

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2. Simple Active. Open the brackets and put the verb into the right form. Translate the sentences.

- 1) What subjects you (to have) \_\_\_\_\_ next year?
- 2) She always (to pass) \_\_\_\_\_ her exams successfully?
- 3) Not long ago chemists (to develop) \_\_\_\_\_ new materials that (can) \_\_\_\_\_ withstand high temperatures
- 4) Where you (to spend) \_\_\_\_\_ your last summer holidays?
- 5) How many exams you (to pass) \_\_\_\_\_ to enter the University?

3. Continuous Active. Open the brackets and put the verb into the right form. Translate the sentences.

1. Today the changes in the global climate and water balance (to bring) \_\_\_\_\_ about serious changes in the environment.
2. Where were you at six o'clock? We (to study) \_\_\_\_\_ in the reading-room.
3. What the students (to have) \_\_\_\_\_ when the teacher came?
4. What device (to display) \_\_\_\_\_ at the World's fair in New York in 1939?
5. What you (to do) \_\_\_\_\_ the whole January?

4. Read and translate the text 2.

It is difficult for mankind to predict changes in the environment accurately. It is known that natural changes in weather and climate may have more catastrophic global effects than human activity. But scientists are developing a new concept that can help make such predictions more precisely. It is based on our understanding that the Earth is an integral system. Its parts are oceans, atmosphere, land or life cannot be understood in isolation. Modern scientific and technological progress made it possible to use new technologies for that purpose. That satellite can control physical, chemical, biological and geological changes on a global scale is well-known now. One must also know the study of environmental problems with the help of satellites is becoming international.

### Вариант v-3

1. The verb *to be, there+be*. Translate the sentences from Russian into English.

- 1) Вы когда-нибудь были в США?  
\_\_\_\_\_
- 2) Вы опоздали на лекцию.  
\_\_\_\_\_
- 3) В нашей группе 25 студентов.  
\_\_\_\_\_
- 4) На выставке было много новых электронных устройств.  
\_\_\_\_\_
- 5) В нашем университете есть библиотека и читальный зал.  
\_\_\_\_\_

2. Simple Active. Open the brackets and put the verb into the right form. Translate the sentences.

- 1) The harder we (to study) \_\_\_\_\_, the more we (to know) \_\_\_\_\_.
- 2) I (to take) \_\_\_\_\_ four exams in January.
- 3) What you (to do) \_\_\_\_\_ last weekend?
- 4) What degree a student (to get) \_\_\_\_\_ after four years of study?
- 5) This student (not to get) \_\_\_\_\_ a grant.

3. Continuous Active. Open the brackets and put the verb into the right form. Translate the sentences.

- 1) It is evident that research (to become) \_\_\_\_\_ more specialized now.
- 2) Many scientists (to carry out) \_\_\_\_\_ experimental work to solve the problem of environmental protection the next coming year.
- 3) When A. Bell and his assistant (to work) \_\_\_\_\_ on a new transmitter Alexander spilled some acid on himself.

- 4) Electronic factories (to make) \_\_\_\_\_ war materials during the World War II.  
5) We (to live) \_\_\_\_\_ in an electronic world.

4. Read and translate the text 3.

The first step to any industrialization project, for example, on the Moon should be preparation for plant construction. It is important to use special materials for this. It is well-known that metals form the most important group of engineering materials. One must know that they possess necessary mechanical and physical properties. They can be easily fabricated into various forms by different techniques. They are hard, strong and temperature-resistant. The properties of metals can be changed by heat treatment. The data obtained during the experiments can be useful for the work of the laboratories. It may be possible to make new materials in space and also to obtain valuable scientific data for new highly efficient technologies on Earth.

**Choose the correct answers.**

1. I want you a) *to find* b) *find* me a place in the first row.
2. I expect you a) *to come* b) *come* in time.
3. I saw you a) *to come* b) *come* in time.
4. I believe her a) *to be* b) *be* a very good teacher.
5. You know him a) *to be* b) *be* a very good pupil.
6. I made him a) *to be* b) *be* a very good student.
7. I advise you a) *to enter* b) *enter* the Institute.
8. I heard him a) *to enter* b) *enter* the Institute.
9. I'd like you a) *to finish* b) *finish* your work.
10. She felt somebody a) *to touch* b) *touch* her hand.
11. That is too different for you to do, let a) *to help* b) *help* you .
12. I want her a) *to learn* b) *learn* English.
13. He wouldn't let the children a) *to play* b) *play* in his study.
14. Would you like me a) *to read* b) *read* now.
15. I find your story a) *to be* b) *be* very interesting.
16. He made me a) *to do* b) *do* it all over again.
17. The teacher advised us a) *to use* b) *use* a dictionary.
18. Her father made her a) *to learn* b) *learn* lessons.
19. Nobody noticed him a) *to go out* b) *go out*.
20. We watched the plane a) *to land* b) *land*.
21. He a) *is said* b) *said* to know six languages.
22. The operation a) *was seemed* b) *seemed* to be a complicated one.
23. She a) *was appeared* b) *appeared* to be an excellent doctor.
24. The percentage of a carbon in this steel a) *turns out* b) *is turned to be* now.
25. Money just a) *doesn't happen* b) *isn't happened* to interest me.
26. Electricity a) *is considered* b) *considers* to exist through space.
27. He a) *is likely* b) *likes* to win prize.
28. They a) *are sure* b) *sure* to come.
29. Many books a) *are known* b) *know* to be published in our country.
30. His invention a) *is considered* b) *considered* to be of great importance

I. Определите, каким членом предложения является выделенная глагольная форма:

1. **To operate** new flexible line became possible thanks to computers. **a)**
2. **To operate** new flexible lines workers have to get special training. **C)**
3. The new flexible line **is to operate** at numerous plants. **B)**
4. The flexible line **to operate** at the plant will be installed in some months. **d)**
5. The task of the computers **is to operate** the whole line properly. **B)**

- a) подлежащим;
- b) частью сказуемого;
- c) обстоятельством;
- d) определением;
- e) дополнением

II. Выберите правильный перевод выделенной глагольной формы:

6. **To strengthen** metals engineers mix them with other substances. **C)**
7. **To strengthen** metals means to make them harder. **B)**
8. The metals **to be strengthened** are subjected to special operations. **A)**
9. Engineers must **strengthen** some metals to make them harder. **B)**
10. They are looking for new methods **to strengthen** metals. **c)**

- a) которые нужно усилить;
- b) усилить (усиливать);
- c) для усиления (чтобы усилить);
- d) усилили

III. Выберите правильный перевод выделенной глагольной формы:

11. **To transform** water into steam is not a complex process. **F)**
12. **To transform** water into steam one must heat it. **A)**
13. One cannot **transform** water into steam without heating it. **B)**
14. The water **to be transformed** into steam must be heated. **C)**
15. The function of the device **is to transform** water into steam. **E)**

- a) чтобы преобразовать (для преобразования);
- b) преобразовать;
- c) которую необходимо преобразовать;
- d) преобразовали;
- e) заключается в преобразовании;
- f) преобразование

VI. Выберите правильный ответ:

1. If I *a) find b) found c) would find* your watch, I would tell you.
2. The students would *a) did b) doing c) do* better if they didn't talk in class.
3. If we had more money, we *a) should moved b) would move c) move* to a bigger house.
4. If I *a) didn't have to b) wouldn't have to c) not have to* study for a test, I would go to the beach.
5. If she *a) have b) will have c) had* two jobs, she would be very busy.
6. If we *a) living b) live c) lived* in the same neighborhood, we would see each other all the time.
7. Jane *a) wouldn't work b) didn't work c) will work* overtime every day if she didn't have to.
8. The children would play in the park if their mother *a) let b) would let c) wouldn't let* them.
9. If there were more people in our family, we *a) will buy b) would buy c) buy* a bigger car.
10. Stephen *a) help b) helps c) would help* if he had the time.
11. If I *a) upgrade b) had upgraded c) upgraded* my phone, how much would it cost?
12. If Susan *a) had sent b) sends c) sent* me a text message, I'd have known she was coming to visit.
13. If you buy this new telephone, you *a) would receive b) would have receive c) will receive* a hands-free kit.
14. If I hadn't bought a new cell phone, I *a) would have had b) had c) will have* to charge my phone every six hours.
15. If you *a) bought b) had bought c) buy* in speedy cell phone, you can choose from these new models.
16. If you had charged your cell phone this morning, the battery *a) won't die b) wouldn't have died c) wouldn't die*.
17. I *a) will buy b) would buy c) would have bought* a cell phone with multimedia features if I had enough money.
18. If I bought this cell phone, *a) would I get b) will I get c) would I have got* text messaging and caller ID?
19. If I *a) find b) had found c) would find* money yesterday, I would have bought a new car.

20. The day before yesterday I *a) passed b) **had passed** c) would pass* my English Exam, if I wouldn't have gone for a walk.

**I. Определите, каким членом предложения являются выделенные слова:**

- a) подлежащим,
  - b) частью сказуемого,
  - c) определением,
  - d) дополнением,
  - e) обстоятельством.
- a) 1. When **transported**, gases are compressed into strong cylinders. e)
  - 2. The **transported** gases are compressed into strong cylinders. c)
  - 3. By **cooling** we can turn substances into solids or liquids. E)
  - 4. The experimenter was **cooling** the alloy little by little. B)
  - b) 5. **Testing** the engine they found serious defects. e)
  - 6. **Testing** engines should be carried out on a special stand. c)
  - 7. The mechanic was **testing** the engine for a few hours. b)
  - 8. The designers were interested in **testing** the engine in various weather conditions. d)

**II. Выберите правильный перевод выделенной глагольной формы:**

- 9. **Increasing** pressure we decrease gas volume. D)
  - 10. **Increasing** pressure leads to the decrease of gas volume. b)
  - 11. The **increasing** pressure was measured precisely. e)
  - 12. The pressure **increased** was measured precisely. b)
- a) увеличение;
  - b) увеличенное;
  - c) увеличивается;
  - d) увеличивая;
  - e) увеличивающееся

**III. Выберите правильный перевод выделенной глагольной формы:**

- 13. When **discussed**, the design was adopted. e)
  - 14. In **discussing** the design the engineers suggested a few improvements. b)
  - 15. The design **discussed** was adopted. d)
  - 16. **Discussing** the design will take a lot of time. c)
  - 17. The engineers **discussing** the design suggested a few improvements. a)
- a) обсуждающие;
  - b) обсуждая (при обсуждении);
  - c) обсуждение;
  - d) обсужденный;
  - e) после обсуждения (когда обсудили)

**IV. Выберите, чем является выделенное английское слово:**

- 18. The experimenter was **cooling** the alloy little by little. b)
  - 19. In **discussing** the design the engineers suggested a few improvements. a)
  - 20. **Increasing** pressure leads to the decrease of gas volume. b)
  - 21. **Testing** the engine they found serious defects. b)
  - 22. By **cooling** we can turn substances into solids or liquids. a)
  - 23. The **transported** gases are compressed into strong cylinders. b)
  - 24. When **transported**, gases are compressed into strong cylinders. b)
  - 25. **Discussing** the design will take a lot of time. a)
- a) герундий;
  - b) причастие.

### 1: Переведите бессоюзные определительные придаточные предложения:

1. Materials new computers depend on must be of the best quality.
2. The number of components supercomputers consist of is great.
3. The plants computer components are produced at must be superclean.
4. The laboratory the Curies worked in was very primitive.
5. The space laboratory the Russian cosmonauts live and work in is in the orbit for a long time.
6. Satellites our communication goes through are sent into space regularly.
7. The problem Bell was interested in was not an easy one and it took several years to solve it.
8. The problem this article deals with is connected with the subject we study.
9. The changes and movements of the air we are surrounded with influence our lives.
10. This is an article that deals with some environmental problems we face.

### 2. Переведите словосочетания письменно определив чем выражено определение:

1. a new invention
2. to be of great importance
3. a television programme
4. that student
5. an article to translate
6. a factory built in Siberia
7. our professor's lectures
8. the building of their institute
9. a reading room
10. people living there

### 3. Выберите правильный вариант:

1. Excuse me, **a) may** b) must I smoke here?
2. I took French lessons this summer. I **a) can** b) could speak French now.
3. **A) Must** b) May I please speak to the manager?
4. When I was a little girl I **a) could** b) can speak Italian, but now I can't.
5. You are very thin. You **a) mustn't** b) might not go on a diet.
6. You **a) could not** b) may not talk while you are taking the test.
7. Their flight is at 3:30. They **a) mustn't** b) must get to the airport on time.
8. I **a) may** b) mustn't help you if I have enough time.
9. If I hurry I **a) could** b) must get to work on time.
10. If he gets a new job, he **a) mustn't** b) may have enough money to buy a new car.
11. Pupils **a) mustn't** b) can go to school if they're sick.

1. Переделайте предложения из косвенной речи в прямую.

1. She asked me which cities on the Volga I knew.
2. He suggested them to buy that present for their teacher.
3. I wondered if he had gone to the Volga or the Dnieper for a holiday the year before.
4. The teacher said that the Pamirs were higher than the Urals.
5. Mother wanted to know where I had been that day.

2. Переделайте диалог в косвенную речь.

- Mary: Hello, Ann. I am glad to meet you.  
Have not seen you for ages. Where have you been all this time?  
Ann: I have just come back from New York.  
Mary: I did not know that. Where are you going to see the New Year in?  
Ann: I haven't thought of it yet. What about you?  
Mary: I've invited a few friends to my place. Would you like to join us?  
Ann: Yes, I'd love to. Thank you very much. Meet at home at 10 o'clock.

3. Переделайте предложения из прямой речи в косвенную.

1. "Bring me a cup of black coffee", she said to the waiter.
2. He said to us: "Come here tomorrow".
3. "Don't forget to clean your teeth", said granny to Helen.
4. "Don't eat too much ice cream today", said Nick's mother to him.
5. He said to her: "I shall do it today if I have time."
6. I said to them: "I can give you my uncle's address."
7. Misha said: "I saw them at my parents' house last year".
8. Tom said: "I have already had breakfast, so I am not hungry."
9. "I am going to the theatre next day", he said to me.
10. Mother asked: "Who has brought this book?"
11. She asked me: "Why didn't you come here yesterday?"
12. Pete wondered: "When are you learning St. Petersburg?"
13. I wanted to know; "How long will it take you to get there?"
14. He asked us: "Did you go to the museum this morning?"
15. I asked Boris: "Does your friend live in London?"

4. Переведите на английский язык предложения, поставьте к каждому предложению 5 вопросов: общий, специальный, альтернативный, разделительный и вопрос к подлежащему.

1. Завтра я куплю эту книгу.
2. Двадцать лет назад я был хорошим учеником.
3. Вчера я купил интересную книгу.
4. Я уже видел этот фильм.
5. Сейчас я дома.

5. Поставьте глаголы в нужном времени.

- |                |   |
|----------------|---|
| 1. to go       | You ... to the library tomorrow?                      |
| 2. to be       | No, I already ... to the library this week.           |
| 3. to be       | I ... there on Monday.                                |
| 4. to go       | As a rule, my friend ... to the library every Friday. |
| 5. not to go   | But yesterday we ... there, because I ... the book.   |
| 6. not to read |   |
| 7. to read     | I ... it now.   |
| 8. to go       | We ... to the library on Saturday, if I ... the book  |
| 9. to finish   | by that time.   |
| 10. to read    | My friend ...this book whole day yesterday.           |

**Choose the correct answers.**

- 1) The buildings in Venice are \_\_\_\_\_ the buildings in Hong Kong.
  - a) older than
  - b) more older than
  - c) much old than
- 2) Vienna is \_\_\_\_\_ city in Austria.
  - a) the most beautiful
  - b) the beautifulest
  - c) more beautiful than
- 3) This restaurant is very, very good. It's \_\_\_\_\_ restaurant in London.
  - a) the better
  - b) the good
  - c) the best
- 4) I \_\_\_\_\_ a jumper and a jacket because it's cold day.
  - a) wear
  - b) 's wearing
  - c) 'm wearing
- 5) It's snowy – please drive \_\_\_\_\_.
  - a) carefully
  - b) easily
  - c) careful
- 6) Let's go for a \_\_\_\_\_ swim.
  - a) quick
  - b) badly
  - c) well
- 7) I'm going to Egypt \_\_\_\_\_ the pyramids.
  - a) seeing
  - b) to see
  - c) going to see
- 8) Look, it's very cloudy. It \_\_\_\_\_.
  - a) 's going to rain
  - b) rainy
  - c) raining
- 9) When \_\_\_\_\_ Polly \_\_\_\_\_ with her friend in Madrid?
  - a) Does / going to stay
  - b) - / is going to stay
  - c) Is / going to stay
- 10) Начало месяца
  - A) The month beginning
  - B) The beginning of the month
  - C) The beginning's month
  - D) Month beginning
- 11) His friend wants to leave right now, ...?
  - A) doesn't he
  - B) doesn't friend
  - C) friend do not
  - D) do friend
- 12) Can you give me ... pen?

- A) mine
  - B) yours
  - C) her
  - D) you
- 13) Твои родители сейчас смотрят телевизор?
- A) Does your parents watching TV now?
  - B) Are your parents watching TV now?
  - C) Your parents to do watching TV now?
  - D) Am your parents watching TV now?
- 14) Your friend has to go to the hospital right now. (Negative sentence)
- A) Your friend have not to go to the hospital right now.
  - B) Your friend doesn't have to go to the hospital right now.
  - C) Your friend doesn't to go to the hospital right now.
  - D) Your friend are not have to go to the hospital right now.
- 15) They were very tired yesterday. (Negative sentence)
- A) weren't
  - B) isn't
  - C) not to be
  - D) wasn't
- 16) Сегодня вечером они собираются пойти в театр.
- A) They going to the theatre tonight.
  - B) They are going to the theatre tonight.
  - C) They is going to the theatre tonight.
  - D) They am going to the theatre tonight.
- 17) She wants to have a rest.
- A) She want no do to have a rest.
  - B) She doesn't have want to have a rest.
  - C) She no wants to have a rest.
  - D) She do want no to have a rest.
- 18) We are going to learn Spanish. (Negative sentence)
- A) We are not going to learn Spanish.
  - B) We is no going to learn Spanish.
  - C) We no going to learn Spanish.
  - D) We going not to learn Spanish.
- 19) Я должен встать очень рано завтра.
- A) I must to get up very early tomorrow.
  - B) I is must get up very early tomorrow.
  - C) I will must get up very early tomorrow.
  - D) I must get up very early tomorrow.
- 20) I ... very happy to be here with you.
- A) be
  - B) are
  - C) am
  - D) is
- 21) Около моего дома нет автобусной остановки.
- A) There no a bus stop near my house.
  - B) There not a bus stop near my house.
  - C) No is a bus stop near my house.
  - D) There is not a bus stop near my house.
- 22) The question was so difficult that ... could answer it.

- A) somebody
- B) anybody
- C) everybody
- D) nobody.

23) Were his friends friendly?

- A) –Yes, they were.
- B) –Yes, the friends were not.
- C) –Yes, the friends were.
- D) –Yes, the friends was.

24) Он должен сделать эту работу один?

- A) Does he have to do this work alone?
- B) Do he have to do this work alone?
- C) Does he haves to do this work alone?
- D) Do he haves to do this work alone?

25) Kate and Andrew \_\_\_\_\_to the cinema last Saturday.

- a) didn't went
- b) don't go
- c) didn't go

## Вопросы для самостоятельной работы 6.pdf

1. Глагол to be и его употребление в Present, Past и Future Simple.
2. Глагол to have и его употребление в Present, Past и Future Simple.
- 3.оборот There + be в Simple Active
4. Личные и притяжательные местоимения.
5. Времена группы Simple. Present Simple Active.
6. Времена группы Simple. Past Simple Active.
7. Времена группы Simple. Future Simple Active.
8. Структура простого предложения.
9. Порядок слов в утвердительном, вопросительном и отрицательном предложении.
10. Word Formation: суффиксы –tion, -al, -ic, -ly.
11. Транскрипция.
12. Основные формы глаголов.
13. Страдательный залог.
14. Особенности перевода пассивной конструкции.
15. Предлоги места и времени.
16. Времена группы Continuous . Present Continuous . (Active).
17. Времена группы Continuous . Past Continuous. . (Active).
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19. Word Formation: Суффиксы: – ment, – ty, – ous. Префикс: – re.
20. Времена группы Continuous. The Present Continuous (Passive).
21. Времена группы Continuous . Past Continuous. (Passive).
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23. Группа глаголов ,не использующихся во временах группы Continuous
24. Функции и перевод “it”.
25. Функции и перевод “one”.
26. Функции и перевод “that”.
27. Имя прилагательное. Степени сравнения прилагательных.
28. Наречие. Степени сравнения наречий.
29. Прилагательные и наречия, составляющие исключение. Формы образования сравнительной и превосходной степени.
30. Времена группы Perfect. Present Perfect (Active).
31. Времена группы Perfect. Past Perfect (Active).
32. Времена группы Perfect. Future Perfect (Active).
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34. Времена группы Perfect. Past Perfect (Passive).
35. Времена группы Perfect. Future Perfect (Passive).
36. Соответствие английских временных форм временным формам глагола в русском языке.
37. Word Formation: суффиксы –er/-or, -ant/-ent, отрицательные префиксы un-/im-.
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39. Система времен в изъявительном наклонении.
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44. Артикль. Основные случаи употребления неопределенного артикля.
45. Артикль. Основные случаи употребления слов без артикля.
46. Дополнение.
47. Способы выражения дополнения.
48. Определение.
49. Различные способы выражения определения.
50. Word Formation: суффиксы –ive, -ure; префиксы –super, -micro, -mini.
51. Определительные придаточные предложения. Типы предложений.
52. Союзные определительные придаточные предложения.
53. Бессоюзные определительные придаточные предложения.
54. Неопределенные местоимения some, any, no, every их употребление.
55. Производные неопределенных местоимений и их употребление.
56. Модальные глаголы.
57. Эквиваленты модальных глаголов.
58. Функции глагола to be.

59. Функции глагола to have.
60. Глагол to cause.
61. Сочетания no longer, because of, due to, thanks to.
62. Word formation: суффиксы - ness; - ance/ence; - ist; - ful; - less.
63. Способы выражения определений.
64. Причастие. Формы причастия.
65. Функции причастия и способы перевода.
66. Word Formation: суффиксы – age, – ate.
67. Функции слов only, the only.
68. Независимый причастный оборот.
69. Виды причастных оборотов и способы перевода.
70. Word Formation: префикс en- .
71. Значение слова since и for.
72. Значение слов future и further.
73. Герундий. Формы герундия.
74. Функции герундия и способы перевода.
75. Герундиальный оборот и способы перевода.
76. Значения as и by.
77. Word formation: Суффиксы: - ize; - ise.
78. Word formation: Префикс: over-.
79. Сравнение герундия и причастия настоящего времени.
80. Условные придаточные предложения
81. Значения слова provide
82. Словообразование: Суффиксы – th, - en.
83. Словообразование: Префиксы sub-, under-, non
84. Способ перевода сравнительной конструкции the...the.
85. Вводные слова в предложении.
86. Слова before, after в функции предлога и союза.
87. Инфинитив. Формы инфинитива.
88. Инфинитив. Функции инфинитива.
89. Инфинитивный оборот с предлогом «for».
90. Конструкция «there + сказуемое».
91. Глаголы to cause, to make, to force.
92. Инфинитив как часть сложного дополнения Complex Object.
93. Инфинитив как часть сложного подлежащего Complex Subject.
94. Значение слов either, neither и их сочетаний.
95. Сослагательное наклонение. The Subjunctive Mood.
96. Употребление различных форм сослагательного наклонения.
97. Многофункциональность глаголов should, would.
98. Особенности пассивного залога.
99. Глаголы to involve, to result in, to result from.
100. Словообразование. Префикс multy-.

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58. Эквиваленты модальных глаголов.
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60. Функции глагола to have.
61. Глагол to cause.
62. Сочетания no longer, because of, due to, thanks to.
63. Word formation: суффиксы - ness; - ance/ence; - ist; - ful; - less.
64. Способы выражения определений.
65. Причастие. Формы причастия.
66. Функции причастия и способы перевода.
67. Word Formation: суффиксы – age, – ate.
68. Функции слов only, the only.
69. Независимый причастный оборот.
70. Виды причастных оборотов и способы перевода.
71. Word Formation: префикс en- .
72. Значение слова since и for.
73. Значение слов future и further.
74. Герундий. Формы герундия.
75. Функции герундия и способы перевода.
76. Герундиальный оборот и способы перевода.
77. Значения as и by.
78. Word formation: Суффиксы: - ize; - ise.
79. Word formation: Префикс: over-.
80. Сравнение герундия и причастия настоящего времени.
81. Условные придаточные предложения
82. Значения слова provide
83. Словообразование: Суффиксы – th, - en.
84. Словообразование: Префиксы sub-, under-, non-.
85. Слова before, after в функции предлога и союза.
86. Инфинитив. Функции инфинитива.
87. Инфинитивный оборот с предлогом «for».
88. Конструкция «there + сказуемое».
89. Глаголы to cause, to make, to force.

## Вопросы для самостоятельной работы 4.pdf

1. Глагол to be и его употребление в Present, Past и Future Simple.
2. Глагол to have и его употребление в Present, Past и Future Simple.
- 3.оборот There + be в Simple Active
4. Личные и притяжательные местоимения.
5. Времена группы Simple. Present Simple Active.
6. Времена группы Simple. Past Simple Active.
7. Времена группы Simple. Future Simple Active.
8. Структура простого предложения.
9. Порядок слов в утвердительном, вопросительном и отрицательном предложении.
10. Word Formation: суффиксы –tion, -al, -ic, -ly.
11. Транскрипция.
12. Основные формы глаголов.
13. Страдательный залог.
14. Особенности перевода пассивной конструкции.
15. Предлоги места и времени.
16. Времена группы Continuous . Present Continuous . (Active).
17. Времена группы Continuous . Past Continuous . (Active).
18. Времена группы Continuous . Future Continuous. (Active).
19. Word Formation: Суффиксы: – ment, – ty, – ous. Префикс: – re.
20. Времена группы Continuous. The Present Continuous (Passive).
21. Времена группы Continuous . Past Continuous. (Passive).
22. Времена группы Continuous . Future Continuous. (Passive).
23. Группа глаголов ,не использующихся во временах группы Continuous
24. Функции и перевод “it”.
25. Функции и перевод “one”.
26. Функции и перевод “that”.
27. Имя прилагательное. Степени сравнения прилагательных.
28. Наречие. Степени сравнения наречий.
29. Прилагательные и наречия, составляющие исключение. Формы образования сравнительной и превосходной степени.
30. Времена группы Perfect. Present Perfect (Active).
31. Времена группы Perfect. Past Perfect (Active).
32. Времена группы Perfect. Future Perfect (Active).
33. Времена группы Perfect. Present Perfect (Passive).
34. Времена группы Perfect. Past Perfect (Passive).
35. Времена группы Perfect. Future Perfect (Passive).
36. Соответствие английских временных форм временным формам глагола в русском языке.
37. Word Formation: суффиксы –er/-or, -ant/-ent, отрицательные префиксы un-/im-.
38. Подлежащее, сказуемое и способы выражения.
39. Система времен в изъявительном наклонении.
40. Предлоги to, with, about, at, for, on, in.
41. Согласование времен.
42. Существительные исчисляемые и неисчисляемые. Число. Падеж.
43. Word Formation: Суффиксы: – ible/able, – ty, – ous. Префикс: – dis.
44. Артикль. Основные случаи употребления определенного артикля.
45. Артикль. Основные случаи употребления неопределенного артикля.
46. Артикль. Основные случаи употребления слов без артикля.
47. Дополнение.
48. Способы выражения дополнения.
49. Определение.
50. Различные способы выражения определения.
51. Word Formation: суффиксы –ive, -ure; префиксы –super, -micro, -mini.
52. Определительные придаточные предложения. Типы предложений.
53. Союзные определительные придаточные предложения.
54. Бессоюзные определительные придаточные предложения.
55. Неопределенные местоимения some, any, no, every их употребление.
56. Производные неопределенных местоимений и их употребление.
57. Модальные глаголы.
58. Эквиваленты модальных глаголов.

59. Функции глагола to be.
60. Функции глагола to have.
61. Глагол to cause.
62. Сочетания no longer, because of, due to, thanks to.
63. Word formation: суффиксы - ness; - ance/ence; - ist; - ful; - less.
64. Способы выражения определений.
65. Причастие. Формы причастия.
66. Функции причастия и способы перевода.
67. Word Formation: суффиксы – age, – ate.
68. Функции слов only, the only.
69. Независимый причастный оборот.
70. Виды причастных оборотов и способы перевода.
71. Word Formation: префикс en- .
72. Значение слова since и for.
73. Значение слов future и further.
74. Герундий. Формы герундия.
75. Функции герундия и способы перевода.
76. Герундиальный оборот и способы перевода.
77. Значения as и by.
78. Word formation: Суффиксы: - ize; - ise.
79. Word formation: Префикс: over-.
80. Сравнение герундия и причастия настоящего времени.

## Вопросы для самостоятельной работы 3.pdf

1. Глагол to be и его употребление в Present, Past и Future Simple.
2. Глагол to have и его употребление в Present, Past и Future Simple.
- 3.оборот There + be в Simple Active
4. Личные и притяжательные местоимения.
5. Времена группы Simple. Present Simple Active.
6. Времена группы Simple. Past Simple Active.
7. Времена группы Simple. Future Simple Active.
8. Структура простого предложения.
9. Порядок слов в утвердительном, вопросительном и отрицательном предложении.
10. Word Formation: суффиксы –tion, -al, -ic, -ly.
11. Транскрипция.
12. Основные формы глаголов.
13. Страдательный залог.
14. Особенности перевода пассивной конструкции.
15. Предлоги места и времени.
16. Времена группы Continuous . Present Continuous . (Active).
17. Времена группы Continuous . Past Continuous. . (Active).
18. Времена группы Continuous . Future Continuous. (Active).
19. Word Formation: Суффиксы: – ment, – ty, – ous. Префикс: – re.
20. Времена группы Continuous. The Present Continuous (Passive).
21. Времена группы Continuous . Past Continuous. (Passive).
22. Времена группы Continuous . Future Continuous. (Passive).
23. Группа глаголов ,не использующихся во временах группы Continuous
24. Функции и перевод “it”.
25. Функции и перевод “one”.
26. Функции и перевод “that”.
27. Имя прилагательное. Степени сравнения прилагательных.
28. Наречие. Степени сравнения наречий.
29. Прилагательные и наречия, составляющие исключение. Формы образования сравнительной и превосходной степени.
30. Времена группы Perfect. Present Perfect (Active).
31. Времена группы Perfect. Past Perfect (Active).
32. Времена группы Perfect. Future Perfect (Active).
33. Времена группы Perfect. Present Perfect (Passive).
34. Времена группы Perfect. Past Perfect (Passive).
35. Времена группы Perfect. Future Perfect (Passive).
36. Соответствие английских временных форм временным формам глагола в русском языке.
37. Word Formation: суффиксы –er/-or, -ant/-ent, отрицательные префиксы un-/im-.
38. Подлежащее, сказуемое и способы выражения.
39. Система времен в изъявительном наклонении.
40. Предлоги to, with, about, at, for, on, in.
41. Согласование времен.
42. Существительные исчисляемые и неисчисляемые. Число. Падеж.
43. Word Formation: Суффиксы: – ible/able, – ty, – ous. Префикс: – dis.
44. Артикль. Основные случаи употребления определенного артикля.
45. Артикль. Основные случаи употребления неопределенного артикля.
46. Артикль. Основные случаи употребления слов без артикля.
47. Дополнение.
48. Способы выражения дополнения.
49. Определение.
50. Различные способы выражения определения.
51. Word Formation: суффиксы –ive, -ure; префиксы –super, -micro, -mini.
52. Определительные придаточные предложения. Типы предложений.
53. Союзные определительные придаточные предложения.
54. Бессоюзные определительные придаточные предложения.
55. Неопределенные местоимения some, any, no, every их употребление.
56. Производные неопределенных местоимений и их употребление.
57. Модальные глаголы.
58. Эквиваленты модальных глаголов.

59. Функции глагола to be.
60. Функции глагола to have.
61. Глагол to cause.
62. Сочетания no longer, because of, due to, thanks to.
63. Word formation: суффиксы - ness; - ance/ence; - ist; - ful; - less.
64. Способы выражения определений.

## Вопросы для самостоятельной работы 2.pdf

1. Глагол to be и его употребление в Present, Past и Future Simple.
2. Глагол to have и его употребление в Present, Past и Future Simple.
- 3.оборот There + be в Simple Active
4. Личные и притяжательные местоимения.
5. Времена группы Simple. Present Simple Active.
6. Времена группы Simple. Past Simple Active.
7. Времена группы Simple. Future Simple Active.
8. Структура простого предложения.
9. Порядок слов в утвердительном, вопросительном и отрицательном предложении.
10. Word Formation: суффиксы –tion, -al, -ic, -ly.
11. Транскрипция.
12. Основные формы глаголов.
13. Страдательный залог.
14. Особенности перевода пассивной конструкции.
15. Предлоги места и времени.
16. Времена группы Continuous . Present Continuous . (Active).
17. Времена группы Continuous . Past Continuous . (Active).
18. Времена группы Continuous . Future Continuous. (Active).
19. Word Formation: Суффиксы: – ment, – ty, – ous. Префикс: – re.
20. Времена группы Continuous. The Present Continuous (Passive).
21. Времена группы Continuous . Past Continuous. (Passive).
22. Времена группы Continuous . Future Continuous. (Passive).
23. Группа глаголов ,не использующихся во временах группы Continuous
24. Функции и перевод “it”.
25. Функции и перевод “one”.
26. Функции и перевод “that”.
27. Имя прилагательное. Степени сравнения прилагательных.
28. Наречие. Степени сравнения наречий.
29. Прилагательные и наречия, составляющие исключение. Формы образования сравнительной и превосходной степени.
30. Времена группы Perfect. Present Perfect (Active).
31. Времена группы Perfect. Past Perfect (Active).
32. Времена группы Perfect. Future Perfect (Active).
33. Времена группы Perfect. Present Perfect (Passive).
34. Времена группы Perfect. Past Perfect (Passive).
35. Времена группы Perfect. Future Perfect (Passive).
36. Соответствие английских временных форм временным формам глагола в русском языке.
37. Word Formation: суффиксы –er/-or, -ant/-ent, отрицательные префиксы un-/im-.
38. Подлежащее, сказуемое и способы выражения.
39. Система времен в изъявительном наклонении.
40. Предлоги to, with, about, at, for, on, in.
41. Согласование времен.
42. Существительные исчисляемые и неисчисляемые. Число. Падеж.
43. Word Formation: Суффиксы: – ible/able, – ty, – ous. Префикс: – dis.
44. Артикль. Основные случаи употребления определенного артикля.
45. Артикль. Основные случаи употребления неопределенного артикля.
46. Артикль. Основные случаи употребления слов без артикля.
47. Дополнение.
48. Способы выражения дополнения.

## Вопросы для самостоятельной работы1.pdf

1. Глагол to be и его употребление в Present, Past и Future Simple.
2. Глагол to have и его употребление в Present, Past и Future Simple.
3. Оборот There + be в Simple Active
4. Личные и притяжательные местоимения.
5. Времена группы Simple. Present Simple Active.
6. Времена группы Simple. Past Simple Active.
7. Времена группы Simple. Future Simple Active.
8. Структура простого предложения.
9. Порядок слов в утвердительном, вопросительном и отрицательном предложении.
10. Word Formation: суффиксы –tion, -al, -ic, -ly.
11. Транскрипция.
12. Основные формы глаголов.
13. Страдательный залог.
14. Особенности перевода пассивной конструкции.
15. Предлоги места и времени.
16. Времена группы Continuous . Present Continuous . (Active).
17. Времена группы Continuous . Past Continuous. . (Active).
18. Времена группы Continuous . Future Continuous. (Active).
19. Word Formation: Суффиксы: – ment, – ty, – ous. Префикс: – re.
20. Времена группы Continuous. The Present Continuous (Passive).
21. Времена группы Continuous . Past Continuous. (Passive).
22. Времена группы Continuous . Future Continuous. (Passive).
23. Группа глаголов ,не использующихся во временах группы Continuous
24. Функции и перевод “it”.
25. Функции и перевод “one”.
26. Функции и перевод “that”.
27. Имя прилагательное. Степени сравнения прилагательных.
28. Наречие. Степени сравнения наречий.
29. Прилагательные и наречия, составляющие исключение. Формы образования сравнительной и превосходной степени.