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Уральский государственный лесотехнический университет

Кафедра иностранных языков

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**Контрольные работы
для студентов I курса
всех направлений
заочной формы обучения
(Часть 1)**

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Методические указания являются частью 1 сборника, состоящего из двух частей: практической и теоретической. МУ (часть 1) включают контрольную работу №1 и контрольную работу №2. Данные указания одновременно служат пособием и рабочей тетрадью. Все задания выполняются непосредственно в упражнениях контрольных работ.

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**Контрольная работа №1
для студентов заочной формы обучения
(АНГЛИЙСКИЙ ЯЗЫК)**

Выполнил(а) (ФИО)_____

Направление з/о _____ курс _____ шифр _____

Рецензент _____

Пояснительная записка

Данная контрольная работа предназначена для студентов 1 курса заочной формы обучения всех направлений. Она составлена на базе страноведческой тематики и включает в себя лексико-грамматические задания, а также задания на закрепление и развитие компетенций в различных видах речевой деятельности: говорении, понимании, чтении и письме.

Требования к выполнению контрольной работы
по иностранному языку.

1. Контрольная работа состоит лексико-грамматических упражнений, а также включает в себя задания на развитие всех видов речевой деятельности.

Контрольная работа №1				
Тема/лексика	Грамматика	Письмо	Чтение	Говорение\аудирование
Тексы: <i>Знаменитые люди</i> <i>Великобритании.</i> <i>Праздники США.</i> <i>Образование в</i> <i>Великобритании.</i> <i>(5тыс.печ.знаков)</i>	Словообразование. Существительное. Артикли. Местоимения. Числительные. Предлоги. Глаголы <i>to be, to have.</i>	Оформление конверта. Структура официального письма.	Поисковое, изучающее чтение.	Учеба в университете. Биография родственников, друзей.

2. Студент должен самостоятельно выполнить контрольную работу №1 в течение 1-го семестра (сентябрь-декабрь) и предоставить её к устной защите (см. часть 2) рецензенту в течение зимней сессии во время практических занятий по иностранному языку.

3. Перед выполнением контрольной работы следует повторить грамматический материал и изучить алгоритм работы с заданиями(см. часть 2); во время выполнения контрольной работы следует использовать словари и другую справочную литературу.

4. Студент должен заполнить титульный лист (ФИО, направление, курс, шифр).

5. Студент должен выполнить все задания контрольной работы №1 в письменном виде чернилами, чётким почерком в выданной ему контрольной работе.

БЛОК 1

I. Read the text, translate it and fill in the gaps choosing the right answer.

(1) ___ to tradition, the first American Thanksgiving was (2) ___ in 1621 by the English Pilgrims who had founded the Plymouth Colony. The Pilgrims marked the (3) ___ by (4) ___ with their Native American guests who brought gifts of food as a gesture of goodwill. Although this event was an important part of American colonial history, there is no (5) that any of the (6) thought of the feast as a thanksgiving celebration. Two years later, during a period of drought, a day of fasting and prayer was changed to one of thanksgiving because rains came during the prayers. (7) the custom (8) among New Englanders to (9) celebrate Thanksgiving after the harvest.

- | | | | |
|------------------|-----------------|----------------|-----------------|
| 1. A Accordingly | B Accordance | C According | D Accordant |
| 2. A celebrating | B celebrated | C celebration | D celebrate |
| 3. A occasion | B occasional | C occasionally | D occasionalism |
| 4. A feast | B feasted | C festivity | D feasting |
| 5. A evident | B evidently | C evidence | D evidenced |
| 6. A participate | B participating | C participants | D participated |
| 7. A Grade | B Gradually | C Graded | D Gradual |
| 8. A prevailed | B prevalence | C prevailing | D prevalent |
| 9. A annual | B annum | C annualize | D annually |

II. Read the text, translate it and do the exercises given below.

James Cook

James Cook was born in Yorkshire on October 27, 1728. At the age of eighteen he took his first voyage as an apprentice on board a ship. In 1755 he enlisted in the Royal Navy as an able seaman and was sent to the American coast. While charting the coast of Newfoundland, Cook mastered the skills of a mapmaker.

Cook's first round-the-world voyage took place in 1768-1771. On board the Endeavour he sailed round Cape Horn and explored the South Pacific. He discovered several islands in the South Pacific, sailed around both islands of New Zealand and explored the eastern coast of Australia.

The second voyage was undertaken in search of the Southern Continent. There were two ships: the Resolution commanded by James Cook, and the Adventure commanded by Tobias Furneaux. The second voyage demonstrated the outstanding skills and experience of Cook as a seaman and a captain. Cook did more than any other man of his time to promote the health of his crew. In those times lots of sailors on long voyages died of scurvy because of the lack of vitamins in food and bad hygiene. Cook made his men wash every day and air their beds; he tried to get as much fresh food as he could; he made his men eat sauerkraut. His second voyage lasted three years and eighteen days, they sailed into the stormiest seas on

earth, through uncharted southern seas filled with ice. Out of 112 men Cook lost four, among whom only one died of an illness.

The purpose of Cook's third voyage was to look for the Northwest Passage (between the Atlantic and the Pacific Oceans) from the Pacific side.

Cook set out from England on the Resolution, in company with Captain Clerke on the Discovery. They sailed around Africa and across the Indian Ocean into the Pacific, then turned north to find the passage. They sailed round the tip of the Alaska Peninsula, through the Bering Strait and into the Arctic Ocean, where they were stopped by thick ice. After spending there as much time as he could, Cook turned south to reload and repair the ships for the next year.

But he never returned to the Bering Strait. Captain Cook met his death on the Hawaiian Islands where he and his crew were attacked by the natives on February 14, 1779.

III. a) Complete these sentences with a singular or a plural noun and translate them.

1. They sailed around both (island, islands). →
2. The second voyage demonstrated the outstanding skills and (experience, experiences). →
3. Lots of (seaman, seamen) died of scurvy. →
4. He tried to get much fresh (food, foods). →
5. Lots of (person, people) are unhappy about it. →
6. It was one of the largest (company, companies) in the world. →
7. Two (man-of-war, men-of-war) left the harbour a few days ago. →
8. They prefer to see a (woman-doctor, women-doctors). →

b) Open the brackets, using the Possessive Case and translate the sentences.

1. The (ship) crew stood on deck. →
2. We heard the (men) shouts in the distance. →
3. Tobias (Furneaux) ship was the Adventure. →
- 4 The purpose of (Cook) third voyage was to look for the Northwest Passage.
→
5. (The sailors) health was poor. →

6. They usually have ten (minutes) break. →

IV. a) Supply a/an, the, no article

1.Cook was born inYorkshire onOctober.→

2. They sailed aroundAfrica intoPacific onDiscovery.. →

3. He met his death onHawaiian Islands. →

4. He took his first voyage as.....apprentice onboard. →

5. There were.....two ships: the Resolution, the Adventure.→

6. second voyage was undertaken in search of the Southern Continent.→

b) Contrast the use of definite and indefinite articles. Use the model. Translate the sentences.

MODEL: There are four seasons in a year. — The four seasons of the year are spring, summer, autumn and winter.

1. There are seven days in a week.-

→

2. There are twelve months in a year.-

→

3. There are three rooms in the flat.-

→

4. There are four parts in Great Britain.-

→

5. Edinburgh and Glasgow are two Scottish cities.-

→

V. a) Put in a suitable pronoun and translate the sentences.

1. He and (him, his, himself) crew were attacked by wild animals. →

2. (They/their/theirs) opinion is that he is an able seaman. →

3. She told me of a friend of (she/her/hers) who was not reliable. →

4. That's a good idea, but (me/my/mine) is better. →

5. (They/them/their) explored the eastern coast. →

6. He and (him, his, himself) made his crew wash every day. →

b) Put in a suitable pronoun and translate the sentences.

1. (Some/any/something) sailors died because of the lack of vitamins. →

2. There weren't (some/any/no) problems on deck. →

3. (Every/everything/anything) was OK. (Somebody/anybody/nobody) died then. →

4. He said (some/somebody/something). →

c) Put in a suitable pronoun and translate.

(many/much/few) food →

(many/much/little) sailors →

(many/much/a little) seamen →

(many/much/a few) ice →

(a lot of/much/little) vitamins→

(a lot of/many/little) experience→

(much/little/few) places→

to enjoy the voyage very (a lot/many/much). →

VI. Correct the mistakes in these sentences and translate them.

1. He was born at 1728. →

2. In the age of 18 he took his first voyage. →

3. They explored the eastern coast on Australia. →

4. Did he come back of February,14? →

5. They sailed into the stormiest seas by earth. →

6. They set out on England. →

7. I was attacked into the natives. →

VII. Write and translate.

a)years

in 1728 –

in 1907 –
in 2009 –
from 1776 to 1779 –

b) dates

on 27th October –
on 12th February –
on 1st January –

c) clocks

at 7.00 –
at 6.05 –
at 12.30 –
at 18.50 –

d) telephone numbers

8952 566 02 03 –
8953 112 47 70 –

VIII. Fill in the gaps with am/am not, is /is not, are/are not, has/has not, have/have not to complete the story. Translate it.

Our family ... a big one, we ... four: my father, my mother, my elder brother and me. My father ... a tall broad-shouldered man of 49. Hea beard but hea moustache. My mother ... a pleasant woman of 47. She blue eyes. My parents ... economists and they ... fond of their profession. Theymuch time to do everything about the house. They ... always very busy.

My elder brother ... an economist, he ... a doctor, so he ... as busy as my parents. In the evening when we ... at home we ... glad to see each other.

Our hobbies ... the same. My mother ... fond of music, my elder brother ... a football-fan, my father and I ... interested in playing chess. But we ... all keen on making films. It ... our family hobby and useful for all of us.

БЛОК 2

I. Put in the correct order.

- I am a student of microbiology in Geneva, Switzerland. I would like to apply for entrance to your university. Would you please send me an application form and information on your university.
- Registrar's Office
State University
Littleton, SD 55555
- Renee Martin
- Yours truly,
- 10 September 2008
- Dear Registrar:
- Blanc Apt. 406
Geneva, Switzerland

II. Here is an envelope. Match the numbers on it to

(1)Mr. Walter C. Brown (2)49 Featherstone Street London (3)EC1Y 8SY GREAT BRITAIN	(4)Dr. Claire Samson Carleton University 1125 (5)Colonel Drive Ottawa, (6)Ontario, K1S 5B6 CANADA
--	---

- the ZIP Code in the return address
- the house number in the return address
- the street name in the mailing address
- the state name in the mailing address
- the sender
- the addressee

БЛОК 3

I. Read the text and do the exercises given below.

University of Oxford

Oxford has no upper or lower limit on the age of those admitted as undergraduates. Historically, it was common for boys to become members of the university between the ages of fourteen and nineteen. Jeremy Bentham matriculated in 1761 at the age of thirteen, which was unusually young. At the present time, the usual age range of those admitted to study for first degrees begins at about seventeen, although the majority are eighteen or nineteen. Harris Manchester caters only to mature students above 21.

Prospective students apply through the UCAS application system, in common with most British universities, but (along with applicants for Medicine, Dentistry and Cambridge applicants) must observe an earlier deadline of 15 October. To allow a more personalized judgment of students, who might otherwise apply for both, undergraduate applicants are not permitted to apply to both Oxford and Cambridge in the same year.

Students successful in early examinations are rewarded by their colleges with scholarships and exhibitions, normally the result of a long-standing endowment, although when tuition fees were first abolished, the amounts of money available became purely nominal. Scholars, and exhibitioners in some colleges, are entitled to wear a more voluminous undergraduate gown; "commoners" (originally those who had to pay for their "commons", or food and lodging) being restricted to a short, sleeveless garment. The term "scholar" in relation to Oxbridge, therefore, had a specific meaning as well as the more general meaning of someone of outstanding academic ability. In previous times, there were "noblemen commoners" and "gentlemen commoners", but these ranks were abolished in the 19th century.

"Closed" scholarships, available only to candidates who fitted specific conditions such as coming from specific schools, exist now only in name.

The academic year is divided into 3 terms, determined by Regulations. Michaelmas Term lasts from October to December; Hilary Term from January to March; and Trinity Term from April to June. Within these terms, Council determines for each year eight-week periods called Full Terms, during which undergraduate teaching takes place. These terms are shorter than those of many other British universities. Undergraduates are also expected to prepare heavily in the three holidays (known as the Christmas, Easter and Long Vacations).

I. Mark the statements which are True.

1. Oxford hasn't any upper or lower limit on the age of those admitted as undergraduates.
2. Applicants are permitted to apply to both Oxford and Cambridge in the same year.
3. There are thirty-eight colleges of the University of Oxford and six Permanent Private Halls, each controlling its membership and with its own internal structure and activities.
4. The academic year consists of three terms.

II. Write down the answers to the following questions.

1. Who matriculated in 1761 at the age of thirteen?
2. Was it common for boys or girls to become members of the university between the ages of fourteen and nineteen?
3. Are students successful in early examinations rewarded by their colleges with gowns?
4. How many terms does the academic year have?
5. The terms are shorter than those of many other British universities, aren't they?

III. Ask five questions on the text.

- 1.
- 2.
- 3.
- 4.
- 5.

БЛОК 4

I. Complete the sentences about yourself and translate them. Get ready to speak on this topic.

1. My full name is.....
2. In 19...on theth of I was born in the(city ,town, village) of.....

3. In 19..... I went to school.
4. In 19.... I finished....(ordinary school, specialized school, lyceum, technical college).
5. In 20... I entered the Ural State Forest Engineering University.
6. I am a first-year student at the....(Correspondence) faculty.
7. I am specialized in....
8. My dean's name is.....
9. There are a lot of subjects on my timetable. My favourite ones are.....
10. I never miss.....(classes, exams, tests, lectures, seminars).
11. There are.....(excellent, good, satisfactory) marks in my student record book.

II. Translate the questions and answer them. Get ready to tell about your relative or friend.

1. Is it your distant or close relative/friend? _____
2. Who is he/she? _____
3. What is your father's (mother's, sister's, brother's, aunt's, uncle's, wife's, husband's, son's, daughter's, niece's, nephew's, stepmother's, godmother's) name? _____
4. What is his/her surname and patronymic? _____
5. What is his/her nationality? _____
6. What is his/her telephone number? _____
7. What is his/her e-mail? _____
8. How old is he/she? _____
9. When is he/she born? _____
10. What is his/her star sign? _____

11. Does he/she work or study? Where? _____

12. (If he/she works) What is he/she? (What is his/her profession?) _____

13. (If he/she studies) What is he/she going to be? _____

14. Does he/she live alone or with the parents? (Is he/she single, married, divorced, widowed?) _____

15. What does he/she look like? (=Describe his/her appearance) _____

16. What can you say about his/her character? (=What is he/she like?) _____

17. Has he/she got a hobby? What is his/her hobby? (What are his/her hobbies?) What does he/she do in his/her free (spare) time? _____

**Контрольная работа №2
для студентов заочной формы обучения
(АНГЛИЙСКИЙ ЯЗЫК)**

Выполнил(а) (ФИО)_____

Направление з/о_____курс_____шифр_____

Рецензент_____

Данная контрольная работа предназначена для студентов 2 курса заочной формы обучения всех направлений. Она составлена на базе профессионально-ориентированной тематики и включает в себя лексико-грамматические задания, а также задания на закрепление и развитие компетенций в различных видах речевой деятельности: говорении, понимании, чтении и письме.

Требования к выполнению контрольной работы

по иностранному языку.

1. Контрольная работа состоит из лексико-грамматических упражнений, а также включает в себя задания на развитие всех видов речевой деятельности.

Контрольная работа №2				
Тема/лексика	Грамматика	Письмо	Чтение	Говорение\аудирование
Тексты: <i>Города и достопримечательности США.</i> <i>Экология.</i> <i>Инженерное дело.</i> (5тыс.печ.знаков)	Словообразование. Прилагательные и наречия.	Виды писем.	Поисковое, изучающее чтение.	Профессия инженера.

2. Студент должен самостоятельно выполнить контрольную работу №2 в течение 2-го семестра (февраль-май) и предоставить её к устной защите (см. часть 2) рецензенту в течение летней сессии во время практических занятий по иностранному языку.
3. Перед выполнением контрольной работы следует повторить грамматический материал и изучить алгоритм работы с заданиями (см. часть 2); во время выполнения контрольной работы следует использовать словари и другую справочную литературу.
4. Студент должен заполнить титульный лист (ФИО, направление, курс, шифр).
5. Студент должен выполнить все задания контрольной работы №2 в письменном виде чернилами, чётким почерком в выданной ему контрольной работе.

БЛОК 1

I. Read the text, translate it and fill in the gaps choosing the right answer.

Quebec has several problems with (1) . Because of its location at the northeast corner of North America, winds from the southwest carry pollution to the (2) . Acid rain has (3) damaged (4) lakes and some forestlands, with maple trees the hardest hit. About half of the sulfur compounds that (5) acid rain originate at power plants and industrial sites in the United States, a quarter originate in Ontario, and a quarter originate within Quebec. In (6) , large parts of the St. Lawrence River are polluted by fertilizer runoff and toxic industrial discharges despite federally (7) regulations to improve the (8) of the water.

- | | | | |
|--------------------|--------------|---------------|----------------|
| 1. A pollute | B polluted | C polluting | D pollution |
| 2. A provincialism | B provincial | C province | D provincially |
| 3. A seriously | B serious | C seriousness | D more serious |
| 4. A numerously | B numerate | C numerous | D numerated |
| 5. A causality | B causally | C causative | D cause |
| 6. A additional | B addition | C add | D added |
| 7. A enforced | B forcing | C force | D enforce |
| 8. A qualitative | B quality | C qualifying | D qualify |

II. Read the text, translate it and do the exercises given below.

Washington, D.C.

Washington, D.C. is not only the nation's capital but perhaps the most interestingly designed and most beautiful city in the United States. It was not the first capital of the country. The capital had been located earlier in New York City and then in Philadelphia. When the 1st Congress agreed to build a capital on the banks of the Potomac, land was ceded to the federal government by two states, Maryland and Virginia.

The city of Washington is the federal district (District of Columbia). The grand plan of the city was created by the French architect Pierre Charles L'Enfant. He had volunteered to fight in the American Revolution and remained in the country following the end of the war. Having served under General Washington in New Jersey, he was recognized both for his bravery and his work as an artist and engineer.

The unique character of Washington, D.C. comes from an elegant expanse of public space called the national Mall. From any point on the Mall, one can glimpse the symbols of the nation – the Capitol, the White House, and the presidential monuments.

There are many statues of George Washington in the city. However, the principal monument honouring the nation's first president is a simple obelisk, 170 meters high, built on a slight rise in the centre of the city's federal area. Begun in 1848, it was not completed until 1885 because of funding problems and the Civil War. G. Washington, in his farewell address, gave good advice

to those who would follow him in leading the country: “Observe good faith and justice toward all nations.....”

The Jefferson Memorial reflects his respect for classical architecture which he introduced in his design for the University of Virginia. Completed in 1943, the memorial is a fitting tribute to this multitalented man – architect, inventor, author of the nation’s Declaration of Independence, and its third president.

The interior walls of the white marble building are inscribed with ringing words of freedom from Jefferson’s writings, reflected the hopes and aspirations of the nation’s founders: “I have sworn upon the altar of God eternal hostility against every form of tyranny over the mind of man....”

The Lincoln Memorial was completed in 1922. The brooding figure of Abraham Lincoln, carved from white marble by sculptor Daniel Chester French, conveys a somber sense of the Civil War president’s responsibility. Although some people questioned the decision to use a design based on a Greek temple to commemorate a man born in a log cabin, most people see the memorial as a fitting tribute to its greatest President, the man who preserved the union, making it possible for the democratic experiment to continue.

III. a) Open the brackets and choose the right word and translate the sentences.

1. This building was designed (bad/badly). →
2. He gave me (good/well) advice. →
3. The monument seems to be (high/highly). →
4. The statue looks (great/greatly). →
5. They look at me (serious/seriously). →
6. He always did his work (responsible/responsibly). →
7. He was (responsible/responsibly) for the plan. →

b) Open the brackets and choose the right word and translate the sentences.

1. This wall is (higher/highest) than that one. →
2. The Lincoln Memorial is (older/elder) than the Jefferson Memorial. →
3. Washington, D.C. is the (more beautiful/most beautiful) city in the USA. →
4. His plan is much (worse, worst) than mine. →
5. He is the (better, best) architect in our city. →

6. We made the experiment (better, best) of all. →

7. (practical and practical, more and more practical) →

b) Complete the sentences with the.....the, as.....as, not as/so....as and translate them.

1. He isbrave.....a lion. →

2. ... longer I live in Washington, ...more I like it. →

3. The external walls aren'tbeautiful.....the interior walls. →

4..... older the monument was,more interesting it was. →

5. earlier they come,sooner we leave. →

IV. Complete the following by choosing the correct alternative.

1. I came (in/across) a very interesting statue. →

2. Now we are good friends but we didn't get (over/on) with each other 2 years ago. →

3. We had to set (off/away) really early. →

4. I'm sorry but I hear you badly. Could you speak (on/up)? →

5. If you haven't seen this old part of the city, you should look (at/round) it. →

6. How much time do you spend (for/on) your work? →

7. We didn't know what to do about that problem until he came (on/up) with an idea. →

V. a) Complete the following sentences by choosing the correct alternative and translate them.

1. He (don't, doesn't) use a classical design. →

2. I (use, am using) this map. →

3. He (don't, didn't) finish this project last month. →

4. We already (finished, have finished) our work. →

5. When they came, he (creates, was creating) his new project. →

6. Before they came, he (leave, had gone). →

7. I (am creating, have been creating) it since Monday. →
8. When they (arrive, will arrive) in the city, they'll see each other. →
9. We (are, are going) to the USA. →
10. I (will do, will have done) it by tomorrow. →
11. The plan (was creating, was created) by the famous architect. →
12. The capital (had been locating/had been located) earlier in New York. →

b) Complete the following sentences by choosing the correct alternative and translate them.

1. G. Washington told them (observed, to observe) good faith. →
2. He said that the nation (is, was) in some degree a slave. →
3. Jefferson said he (have sworn, had sworn) upon the altar of God against tyranny. →
4. They hoped it (will be completed, would be completed) in 1956. →
5. I wondered if he (will go, would go) abroad. →
6. We asked when he (has left, had left). →

VI. Choose the most suitable form and translate the sentences.

1. From any point they (can, must, are able) see the symbols of the city. →
2. We (may, could, are allowed) to help him with this project. →
3. I (must, could, had) to work late yesterday. →
4. When (can, have, is) the museum to open? →
5. You (needn't, mustn't, don't have) to help him. →
6. I think you (shall, should, ought) have a rest after your hard work. →
7. (Shall, should, would) you like to join you for a meal? →
8. (Shall, should, would) we walk across the fields? →
9. He (can't, mustn't, needn't) be working hard. →
10. They (might, don't have, are able) have left the city. →

VII. Choose the most suitable form and translate the sentences.

1. I saw him (to put / put / putting-) his case right here. →
2. Don't let us (to waste / waste / wasting) time. →
3. She seems (to know / know / knowing) a great deal about architecture. →
4. It's difficult for him (to give / give / giving) up smoking. →
5. You had better (to ask / ask / asking) his advice. →
6. It made me (to feel / feel / feeling) much better. →
7. I know myself (to be / be / being) an interesting person. →
8. He was expected (to finish / finish / finishing) the work in two days. →
9. I am sure (to be / be / being) there on time. →
10. I've always liked (to take/ take/taking) risks. →
11. My sister would never leave without (to see/see/seeing) me. →
12. You're good at (to design/design/designing) buildings. →
13. My house needs (to repair/repair/repairing). →
14. This memorial is worth (to see/see/seeing). →
15. They want (to invite/invite/inviting) to this party. →

VIII. Choose the correct word or expression for each sentence and translate them.

1. _____ the traffic was bad, I arrived on time.
a) although b) despite c) in spite of
2. She might phone tonight. I don't want to go out _____ she phones.
a) because b) in case c) because of
3. _____ they are with an adult, children are not allowed to use the swimming pool.
a) unless b) providing c) provided
4. I used to live near the sea _____ I was a child.
a) when b) while c) during

5. an architect is someone _____ designs buildings.
a) who b) which c) whose
6. My mother once had a part-time job _____ a tourist guide.
a) as b) how c) like
7. He left _____ saying good bye.
a) until b) with c) without
8. He was recognized _____ for his bravery _____ his work.
a) both..... and b) either....or c) neither.....nor

БЛОК 2

I. Define the type of letter.

EDUCATION	
August 2007– present:	Baltimore Community College, Baltimore, MD A.A.S. – X-Ray Technologist Program

- ❖ Memo
- ❖ Advertising letter
- ❖ Resume
- ❖ Inquiry Letter

II. Translate the application letters.

a)

Dear Sir or Madam,

I am writing to apply for a summer job at Westlake Animal Rescue Centre. I saw the advertisement in the Coventry Daily News.

I have experience of working with animals. Last summer, I worked for six weeks as a shop assistant in my local pet shop. We have also got two cats at home and I look after them.

I am honest, reliable and hard-working. I can send you a reference from the manager of the pet shop and also from a teacher at my school. I can start work on 2nd July.

I look forward to hearing from you.

Yours faithfully,

EBlunt
Emily Blunt

b)

The following extract is from a letter written by a qualified civil engineer in response to a job advertisement. Complete the extract by unscrambling the letters in brackets.

I am writing in connection with the job advertisement for a civil (a) _____ (renigeeen), which appeared in today's *Civil Engineering*.

I have a degree in (b) _____ (nrlutiasid) engineering. After graduation, I worked for four years at Locke Engineers in the field of (c) _____ (onscorutiten) consulting. During my time there, I specialized in (d) _____ (ilamsc) preparation and construction (e) _____ (ehdnsgulic). I am particularly interested in the opportunities to further develop my skills, especially in the following areas:

- development of (f) _____ (tdfar) work plans
- (g) _____ (etis) investigations
- preparation of (h) _____ (nictel) communications

БЛОК 3

I. Read the text and do the exercises given below.

Engineering

Engineering is based principally on physics, chemistry, and mathematics, and their extensions into materials science, solid and fluid mechanics, thermodynamics, transfer and rate processes, and systems analysis.

Engineering as a profession involves different tasks. It can refer specifically to the manufacture or assembly of engines, machine tools and machine parts. It is also used more generally to describe the creative application of scientific principles to design, develop, construct and forecast the behaviour of structures, apparatus, machines, manufacturing processes and works.

The function of scientists is to know, while that of engineers is to do: they must solve specific problems.

Engineering students should have an understanding of maths, physics and chemistry. Working with pharmaceuticals, food, mineral processing and chemical manufacturing, a chemical engineer is trained to understand, design, control, and investigate material flows. If you enjoy problem solving and find projects such as the Channel Tunnel and the Three Gorges Dam interesting, civil engineering may be for you. You will produce creative designs at an economical price while paying due concern to the environment. If your interest is in road building then you may decide to follow a specialized course in highway engineering. By studying electronic and electrical engineering you learn about the design of complete systems, such as computers, controllers, power and transport systems. Mechanical engineers plan, design and develop a wide range of things: washing machines, cars and spacecraft. Production engineers work very closely with mechanical engineers, to make new products at the right price, on time and in the correct quantity. As well as designing and selecting machines and materials, they also organize people and finance.

The term civil engineering describes engineering work performed by civilians for non-military purposes. In general it describes the profession of designing and executing **structural works** for the general public and the **communal environment**. Civil engineering covers different areas of engineering, including the design and construction of large buildings, **roads, bridges, canals, railway lines, airports, water-supply systems, dams, irrigation, harbours, docks, aqueducts, and tunnels.**

The civil engineer needs a thorough knowledge of **surveying**, of the properties and mechanics of construction materials, of the **mechanics of structures and soils**, and of **hydraulics and fluid mechanics**. Today civil engineering includes the production and distribution of **energy**, the development of **aircraft** and airports, the construction of **chemical process plants** and **nuclear power stations**, and **water desalination**.

The average person finds it difficult to assess risks. For this reason, work practices need to be regulated. Examples of dangerous activities are:

- welding or grinding without goggles
- working on a construction site work without a hard hat
- working in noisy factories, cabs, on airport tarmacs and with outdoor machinery without ear protection
- working in chemical areas without protective clothing
- smoking near hazardous substances

Without regulation some employees will take risks.

Health and safety is a part of employment (labour) law. It covers general matters such as:

- occupational health
- accident prevention regulations
- special regulations for hazardous occupations such as mining and building
- provisions for risks such as poisons, dangerous machinery, dust, noise, vibration, and radiation
- the full range of dangers arising from modern industrial processes, for example the widespread use of chemicals

II. Mark the statements which are True.

1. Engineering is based on physics, chemistry, mathematics and humanities.
2. Washing machines, cars and spacecraft are designed by mechanical engineers.
3. It is dangerous to smoke near hazardous substances.
4. Various professionals are employed in mining to extract minerals.

III. Write down the answers to the following questions.

1. What engineers make new products on time and in the correct quantity?
2. Is engineering based on technical sciences or humanities?
3. Is it dangerous to work with outdoor machinery without ear protection?
4. What is the main task of a chemical engineer?
5. Civil engineering includes the production and distribution of energy.

IV. Ask five questions on the text.

- 1.
- 2.
- 3.
- 4.
- 5.

БЛОК 4

- I. Complete the sentences about yourself and translate them. Get ready to speak on the topic My specialty.**