

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ  
РОССИЙСКОЙ ФЕДЕРАЦИИ

СЕВЕРО-ВОСТОЧНЫЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

КАФЕДРА ЗАРУБЕЖНОЙ ФИЛОЛОГИИ

УТВЕРЖДАЮ  
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« 17 » 12 2020г.

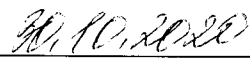
**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ**

для проведения промежуточной аттестации обучающихся по дисциплине

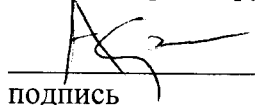
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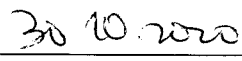
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подпись

  
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г. Магадан 2020 г.

**1. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы**

№	Модули, разделы (темы) дисциплины	Код контролируемой компетенции	Наименование оценочного средства
1.	Учёба в университете. Study at University.	способность к саморазвитию, самореализации, использованию творческого потенциала (ОК -7); готовность к коммуникации в устной письменной формах на русском и иностранном языках для решения задач профессиональной деятельности (ОПК-2).	<p><b>Практическое занятие № 1.</b> Тест 1. Грамматическая карточка №1.</p> <p><b>Практическое занятие № 2.</b> Грамматическая карточка №2. Составление диалогов. Практическое задание 1.</p> <p><b>Практическое занятие № 3.</b> Практическое задание 2. Ситуация общения 1,2. Текст 1. Тест 2. Составление диалогов. Монологическое высказывание 1.</p> <p><b>Практическое занятие № 4.</b> Грамматическая карточка № 3, 4. Writing composition “My university ”. Текст 2.</p> <p><b>Творческое задание № 1.</b> Тема 1,2. <b>Контрольное занятие (устный и письменный опрос).</b></p>
2.	Земля – наша планета. The Earth is our planet. Горные породы. Rock material.		<p><b>Практическое занятие № 5.</b> Тест 3. Ситуация общения 3,4. Работа со словами 2.</p> <p><b>Практическое занятие №6.</b> Тест 4. Грамматическая карточка № 5. Текст 3.</p> <p><b>Практическое занятие № 7.</b> Монологическое высказывание 2. Практическое задание 3. Составление диалогов. Текст 4.</p> <p><b>Практическое занятие № 8.</b> Грамматическая карточка № 6. Практическое задание 4. Текст 5.</p> <p><b>Творческое задание № 2.</b> Тема 3,4. <b>Контрольное занятие (устный и письменный опрос).</b></p>
3.	Третий модуль: Смысл и значение маркшейдерского дела. Purpose and meaning of mine surveying.		<p><b>Практическое занятие № 9.</b> Грамматическая карточка № 7. Практическое задание 5. Тест 5. Составление диалогов.</p> <p><b>Практическое занятие № 10.</b> Ситуация общения 5,6. Монологическое высказывание 3. Текст 6.</p> <p><b>Практическое занятие № 11.</b></p>

		<p>Текст 7. Грамматическая карточка № 8. <b>Практическое занятие № 12.</b> Тест 6. Практическое задание 6. Грамматическая карточка № 9. Текст для контроля № 1. <b>Творческое задание № 3.</b> Тема 5,6. <b>Контрольное занятие (устный и письменный опрос).</b></p>
4.	<p>Четвёртый модуль: Горная отрасль. Mine management</p>	<p><b>Практическое занятие № 13.</b> Тест 7. Грамматическая карточка № 10. Практическое задание 7. Ситуация общения 4. <b>Практическое занятие № 14.</b> Составление диалогов. Практическое задание 8. Ситуация общения 7, 8. Монологическое высказывание 4. <b>Практическое занятие № 15.</b> Тест 8. Текст 8. <b>Практическое занятие № 16.</b> Грамматическая карточка № 11,12. <b>Творческое задание № 4.</b> Темы 7,8. <b>Контрольное занятие (устный и письменный опрос).</b></p>
5.	<p>Пятый модуль: Деловая переписка. Business letters. Уголь. Coal.</p>	<p><b>Практическое занятие № 17.</b> Грамматическая карточка № 13,14. Ситуация общения 5. Монологическое высказывание 3. <b>Практическое занятие № 18.</b> Тест 9. Текст 9. <b>Практическое занятие № 19.</b> Грамматическая карточка № 15. Практическое задание 9. Текст 10. <b>Практическое занятие № 20.</b> Составление диалогов. Тест 10. Ситуация общения 9,10. Практическое задание 10. Монологическое высказывание 5. <b>Творческое задание № 5.</b> Тема 9,10. <b>Контрольное занятие (устный и письменный опрос).</b></p>
6.	<p>Шестой модуль: Типы съёмки. Types of surveying. Выветривание. Weathering.</p>	<p><b>Практическое занятие № 21.</b> Тест 11. Грамматическая карточка № 16. Текст 11. <b>Практическое занятие № 22.</b> Составление диалогов. Монологическое высказывание 6. Ситуация общения 11,12.</p>

			<p>Text 9 “Mine management in the USA and Russia”.</p> <p><b>Практическое занятие № 23.</b> Тест 12. Практическое задание 11. Текст 12.</p> <p><b>Практическое занятие № 24.</b> Грамматическая карточка № 17,18. Практическое задание 12. Текст 13. Практическое задание 11. Текст для контроля № 2.</p> <p><b>Творческое задание № 6.</b> Тема 11-13. <b>Контрольное занятие (устный и письменный опрос).</b></p>
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**2. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание уровня оценивания сформированности компетенции**

**Оценка уровня сформированности компетенций осуществляется на основании критериев модульно-рейтинговой системы в последнем семестре изучения дисциплины.**

<b>Уровни сформированности компетенции</b>	<b>Основные признаки уровня</b>
<b>Компетенции не сформированы</b>	<b>менее 50%</b>
<b>Пороговый уровень</b>	<b>50-65%</b>
<b>Повышенный уровень</b>	<b>65-85%</b>
<b>Высокий уровень</b>	<b>85-100%</b>

### **Критерии оценивания письменной части**

К письменной части относятся тесты, лексико-грамматические задания, упражнения, контрольные задания.

**0,9 - 1 балл** Задание выполнено полностью. Содержание отражает все аспекты, указанные в задании. Словарный запас соответствует поставленной задаче. Корректно используются грамматические и лексические структуры в соответствии с поставленной задачей. Практически нет нарушений в лексике и грамматике. Ошибки практически отсутствуют.

**0,7 – 0,8 балла** Задание выполнено недостаточно полно. Некоторые аспекты, указанные в задании раскрыты не полностью. Используемый словарный запас соответствует поставленной задаче, однако встречаются отдельные неточности в употреблении слов. Имеется ряд негрубых грамматических ошибок.

**0,5 – 0,6 балла** Задание выполнено не полностью. Содержание отражает не все аспекты, указанные в задании. Использован ограниченный словарный запас, часто встречаются нарушения в использовании лексики. Многочисленные грамматические ошибки.

**Менее 0,5 балла** Задание не выполнено. Содержание отражает не те аспекты, которые указаны в задании. Используемый лексико-грамматический материал не позволяет

выполнить поставленную коммуникативную задачу. Грамматические правила не соблюдаются.

### **Критерии оценивания устной части**

К устной части относятся работа с текстами, монологические высказывания, диалоги, беседы, ролевые игры.

**0,9 - 1 балл** Задание выполнено полностью. Содержание отражает все аспекты, указанные в задании. Словарный запас соответствует поставленной задаче. Используются грамматические и лексические структуры в соответствии с поставленной задачей. Практически нет нарушений в лексике. Логичность высказывания соблюдена. Ошибки практически отсутствуют.

Студент полностью понимает основное содержание, умеет выделить отдельную, значимую для себя информацию, догадывается о значении незнакомых слов по контексту, умеет использовать информацию для решения поставленной задачи.

**0,7 – 0,8 балла** Задание выполнено недостаточно полно. Некоторые аспекты, указанные в задании раскрыты не полностью. Используемый словарный запас соответствует поставленной задаче, однако встречаются отдельные неточности в употреблении слов, либо словарный запас ограничен, но лексика использована правильно. Имеется ряд грамматических ошибок, не затрудняющих понимание текста. Логичность высказывания вполне соблюдена.

Студент не полностью понимает основное содержание, но умеет выделить отдельную, значимую для себя информацию, догадывается о значении части незнакомых слов по контексту, умеет использовать информацию для решения поставленной задачи.

**0,5 – 0,6 балла** Задание выполнено не полностью. Содержание отражает не все аспекты, указанные в задании. Использован ограниченный словарный запас, часто встречаются нарушения в использовании лексики, некоторые из них могут затруднять понимание текста. Многочисленные грамматические ошибки. Логичность высказывания вполне соблюдена.

Студент не полностью понимает основное содержание, не может выделить отдельные факты из текста, догадывается о значении 50% незнакомых слов по контексту, полученную информацию для решения поставленной задачи может использовать только при посторонней помощи.

**Менее 0,5 балла** Задание не выполнено. Содержание отражает не те аспекты, которые указаны в задании. Используемый лексико-грамматический материал не позволяет выполнить поставленную коммуникативную задачу. Грамматические правила не соблюдаются. Логичность высказывания не соблюдена.

Студент понимает менее 50% текста, не может выделить отдельные факты из текста, не может догадываться о значении незнакомых слов по контексту, выполнить поставленные задачи не может.

Формирование компетенций также оценивается в ходе выполнения творческих заданий по темам для эссе, докладов и рефератов.

### **Критерии оценки творческих заданий.**

**0,9 - 1 балл** Тема раскрыта максимально полно. Объем работы 5-6 страниц (для рефератов), 2-3 страниц (для эссе и докладов) соблюден или превышен. Наличие полной и завершённой слайдовой презентации по исследуемой теме. Правильное оформление работы.

**0,7 – 0,8 балла** Тема раскрыта недостаточно полно. Объём работы выдержан не полностью. Наличие небольшой слайдовой презентации по исследуемой теме. Оформление работы имеет незначительные нарекания.

**0,5 – 0,6 балла** Тема раскрыта поверхностно. Объём работы не выдержан. Слайдовая презентация отсутствует. Оформление работы не соответствует требованиям.

**3. Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующие этапы формирования компетенций в процессе освоения образовательной программы**

***А. Формы текущего контроля***

**3.1. Контрольные работы.**

Контрольные работы по данной дисциплине учебным планом не предусмотрены.

**3.2. Лабораторные работы.**

Лабораторные работы по данной дисциплине учебным планом не предусмотрены.

**3.3. Образцы тестов (при их наличии).**

Тесты

Тест 1

1. Kevin continued to study \_\_\_\_\_ in a well-organized private school and he \_\_\_\_\_ found a common language with his new school fellows.  
a) serious, quick                      c) seriously, quick  
b) seriously, quickly                  d) serious, quickly
2. The scene was \_\_\_\_\_. Can you imagine John running so  
9  
a) quite amazing, fast                c) such amazing, fast  
b) rather amazing, fastly            d) so amazed, fast
3. Will you give me \_\_\_\_\_ information on delivery arrangements?  
a) farther                                  c) more further  
b) further                                 d) much far
4. The benefit was \_\_\_\_\_ great a success that the promoters decided to repeat it.  
a) so                                         c) as  
b) such                                     d) like
5. John is \_\_\_\_\_ a wonderful person: he is very friendly, gay, he has much talent.  
a) so                                         c) quite  
b) rather                                  d) such
6. Mark was sure to get acknowledged as he worked \_\_\_\_\_.  
a) hardly                                 c) too hardly  
b) hardly enough                      d) hard enough
7. The teacher was giving her a test after a test in geography and she was doing \_\_\_\_\_.  
a) more and more bad                c) more and more worser  
b) worser and worser                 d) worse and worse
8. She became \_\_\_\_\_ as she was growing up.  
a) much and much beautifully  
b) more and more beautiful

- c) more and more beautifully  
d) most and most beautiful
9. You may dive safely here, the lake is \_\_\_\_\_.
- a) enough deep                      c) deep enough  
b) deeply enough                      d) quite deeply
10. Her face had relaxed, the tension had gone. It looked \_\_\_\_\_ and \_\_\_\_\_.
- a) more younger, more beauty  
b) more young, more beautiful  
c) younger, beautifully  
d) younger, more beautiful
11. I found it difficult to answer him. I was \_\_\_\_\_ to be able to think clearly.
- a) enough confused                      c) very confusing  
b) confusing too                      d) too confused
12. We slept in a double-bedded room, which was \_\_\_\_\_ that the little country inn could do for us.
- a) good                      c) the best  
b) better                      d) worse
13. \_\_\_\_\_ sin towards our fellow creatures is not to hate but to be indifferent to them.
- a) the worst                      c) bad  
b) worse                      d) worst
14. Because the first pair of shoes didn't fit \_\_\_\_\_, he asked for another one.
- a) more proper                      c) proper  
b) most properly                      d) properly
15. I've got too little time and my \_\_\_\_\_ care will be to find \_\_\_\_\_ way to the village because the school I'm going to is at \_\_\_\_\_ end.
- a) next, the nearest, the farthest  
b) nearest, nearest, furthest  
c) near, next, farther  
d) next, next, further
16. During the Middle Ages London grew twice \_\_\_\_\_ it was in size and wealth.
- a) as large as                      c) as larger as  
b) larger than                      d) as larger than
17. The professor looked \_\_\_\_\_ at the student's paper and then began to speak. His voice sounded \_\_\_\_\_.
- a) quick, terrible                      c) quickly, terribly  
b) quickly, terrible                      d) quick, terribly
18. John said that no other car could go \_\_\_\_\_.
- a) as fast as his                      c) as fast as the car of him  
b) so fast like his car                      d) as fast like his car
19. Even though she looks very young, she is twice \_\_\_\_\_ my twenty-year-old sister.
- a) older                      c) as old as  
b) as old than                      d) older than
20. Of the two landscapes that you have shown me this one is
- a) more picturesque                      c) most picturesque  
b) the more picturesque                      d) the most picturesque

## Тест 2

**Выберите правильный вариант.**

1. The exam was quite easy — \_\_\_\_\_ we expected.  
a) more easy that                      c) easier than  
b) more easy than                      d) easier as
2. The more electricity you use, \_\_\_\_\_.  
a) your bill will be higher  
b) will be higher your bill  
c) the higher your bill will be  
d) higher will be your bill
3. He's a fast runner. I can't run as \_\_\_\_\_ as he.  
a) fast                                      c) faster  
b) fastly                                    d) fastest
4. The film was really boring. It was \_\_\_\_\_ I've ever seen.  
a) most boring film                      c) the film more boring  
b) the more boring film                d) the most boring film
5. My book is \_\_\_\_\_ interesting \_\_\_\_\_ yours.  
a) as, as                                    c) as, like  
b) like, like                                d) like, as
6. My house is \_\_\_\_\_ height \_\_\_\_\_ his.  
a) as, as                                    c) as, the same  
b) the same, as                            d) the same, the same
7. John's grades are \_\_\_\_\_ his sister's.  
a) the higher than                        c) higher than  
b) the highest as                         d) more high than
8. His drawings are as perfect as his \_\_\_\_\_.  
a) instructor                              b) instructor's  
c) instructors                             d) instructor drawings
9. The salary of a professor is higher than \_\_\_\_\_ a secretary.  
a) —                                        c) has  
b) one of                                    d) that of
10. I feel \_\_\_\_\_ today than I did last week.  
a) much better                            c) no better  
b) more good                              d) more better
11. No animal is so big \_\_\_\_\_ King Kong.  
a) as                                        c) than  
b) so                                         d) that
12. Her sport car is different \_\_\_\_\_ Kate's.  
a) like                                        c) from  
b) as                                         d) so
13. California is farther from New York \_\_\_\_\_ Pennsylvania.  
a) as                                        c) like  
b) than                                        d) from
14. This encyclopedia costs \_\_\_\_\_ the other one.  
a) more                                      c) twice as many as  
b) twice more than                        d) twice as much as
15. The hotter it is, \_\_\_\_\_ I feel.  
a) the more miserable                    c) more miserable  
b) the miserable                         d) most miserable
16. The more you study, \_\_\_\_\_ you will become.  
a) the more smart                        c) smarter  
b) the more smarter                      d) the smarter

17. No sooner had he started out for California \_\_\_\_\_ it started to rain. a) that c) no sooner  
b) than d) -
18. Of the two books, this one is the \_\_\_\_\_.  
a) the most interesting c) more interesting  
b) most interesting d) the more interesting
19. These shoes are \_\_\_\_\_ of all.  
a) less expensive c) the less expensive  
b) the least expensive d) least expensive
20. He drives \_\_\_\_\_ than Bob.  
a) more cautiously c) the most cautiousliest  
b) cautiouslier d) more cautious

Тест 3.

1. — \_\_\_\_\_ (1) you like some drink?  
— Yes, please. I \_\_\_\_\_ (2) take a cup of coffee without sugar. Doctors say I \_\_\_\_\_ (3) eat too much sugar. What is worse I \_\_\_\_\_ (4) give up eating salty food. It is difficult because I \_\_\_\_\_ (5) do without salt.

- a) b) c) d)
- |            |          |            |            |
|------------|----------|------------|------------|
| 1. would   | 1. would | 1. would   | 1. would   |
| 2. have    | 2. will  | 2. will    | 2. will    |
| 3. mustn't | 3. can   | 3. mustn't | 3. mustn't |
| 4. must    | 4. must  | 4. can     | 4. must    |
| 5. can't   | 5. can't | 5. can't   | 5. can't   |

2. Dick (1) sing very well but he \_\_\_\_\_ (2) read music. I think he \_\_\_\_\_ (3) take the lessons of music \_\_\_\_\_ (4) to read it. This \_\_\_\_\_ (5) help him to become a Professional singer.

- a) b) c) d)
- |               |               |               |               |
|---------------|---------------|---------------|---------------|
| 1. is able    | 1. can        | 1. can        | 1. can        |
| 2. can't      | 2. can't      | 2. can't      | 2. need       |
| 3. should     | 3. ought      | 3. should     | 3. should     |
| 4. to be able | 4. to be able | 4. to be able | 4. to be able |
| 5. may        | 5. may        | 5. may        | 5. may        |

3. - \_\_\_\_\_ (1) I borrow your newspaper for a minute?  
- Yes, you \_\_\_\_\_ (2). But you \_\_\_\_\_ (3) give it back to me since I \_\_\_\_\_ (4) it to wrap the bunch of flowers which \_\_\_\_\_ (5) fade.

- a) b) c) d)
- |            |            |            |             |
|------------|------------|------------|-------------|
| 1. may     | 1. shall   | 1. may     | 1. may      |
| 2. may     | 2. may     | 2. should  | 2. may      |
| 3. must    | 3. must    | 3. need    | 3. must     |
| 4. need    | 4. need    | 4. must    | 4. 'll have |
| 5. mustn't | 5. mustn't | 5. mustn't | 5. mustn't  |

4. You (1) \_\_\_\_\_ to be respectful when you \_\_\_\_\_ (2) to make a trip in Afganistan. And namely you \_\_\_\_\_ (3) greet someone with the left hand. Besides you \_\_\_\_\_ (4) praise any thing in your host's house because according to the old custom they \_\_\_\_\_ (5) to give what you liked to you.

- a) b) c) d)

- |              |              |              |             |
|--------------|--------------|--------------|-------------|
| 1. must      | 1. ought     | bought       | 1. ought    |
| 2. have      | 2. have      | 2. must      | 2. have     |
| 3. mustn't   | 3. mustn't   | 3. shouldn't | 3. needn't  |
| 4. shouldn't | 4. shouldn't | 4. mustn't   | 4. oughtn't |
| 5. ought     | 5. ought     | 5. ought     | 5. ought    |

5. — I \_\_\_\_\_ (1) your help. Tomorrow I \_\_\_\_\_ (2) to go away for a fortnight. My dog \_\_\_\_\_ (3) be fed twice a day.

- I'm sorry I \_\_\_\_\_ (4), but you \_\_\_\_\_ (5) ask somebody else to take care of your pet.

- |          |             |             |             |
|----------|-------------|-------------|-------------|
| a)       | b)          | c)          | d)          |
| 1. need  | 1. need     | 1. need     | 1. need     |
| 2. must  | 2. 'll have | 2. 'll have | 2. 'll have |
| 3. must  | 3. must     | 3. needs    | 3. must     |
| 4. can't | 4. can't    | 4. can't    | 4. couldn't |
| 5. may   | 5. may      | 5. may      | 5. may      |

6. - \_\_\_\_\_ (1) you \_\_\_\_\_ (1) to study hard last week?

- Yes, I did. I \_\_\_\_\_ (2) to write the composition which I \_\_\_\_\_ (3) to give my teacher today.

— I suppose you \_\_\_\_\_ (4) be in a hurry because the teacher \_\_\_\_\_ (5) be ill.

- |             |              |              |              |
|-------------|--------------|--------------|--------------|
| a)          | b)           | c)           | d)           |
| 1. do, have | 1. did, have | 1. did, have | 1. did, have |
| 2. had      | 2. had       | 2. had       | 2. had       |
| 3. am       | 3. must      | 3. am        | 3. am        |
| 4. need not | 4. need not  | 4. needed    | 4. need not  |
| 5. may      | 5. may       | 5. may       | 5. may       |

#### Тест 4

- There are \_\_\_\_\_ biscuits left in the tin.
 

a) a few	c) little
b) much	d) a little
- \_\_\_\_\_ students know the answer to this question.
 

a) a little	c) few
b) much	d) little
- My days are so busy that I have \_\_\_\_\_ time for reading.
 

a) few	c) many
b) a few	d) little
- \_\_\_\_\_ people give money to charity.
 

a) a lot	c) little
b) many	d) much
- There is a tiny bit of butter. There is \_\_\_\_\_ butter.
 

a) a little	c) few
b) much	d) little
- He keeps trying although there is \_\_\_\_\_ chance of success.
 

a) much	c) a few
b) few	d) little
- There are many clocks in the office but \_\_\_\_\_ of them work properly.
 

a) little	c) much
b) few	d) a little
- She wasn't very hungry. She has just had \_\_\_\_\_ soup.
 

a) few	c) a little
b) a few	d) little

9. There aren't \_\_\_\_\_ jobs for young people.  
 a) much c) little  
 b) a few d) many
10. There aren't \_\_\_\_\_ lessons today.  
 a) much c) a lot  
 b) many d) few
11. I couldn't obtain \_\_\_\_\_ information from an office manager.  
 a) many c) a lot  
 b) much d) some
12. When my parents moved into a new flat they had very \_\_\_\_\_ furniture, just \_\_\_\_\_ chairs.  
 a) a little, a few c) little, a little  
 b) little, a few d) little, little
13. There aren't \_\_\_\_\_ flats to rent in Moscow because there is \_\_\_\_\_ accommodation.  
 a) much, little c) much, a few  
 b) a lot, few d) many, little
14. I haven't got \_\_\_\_\_ suitcases. I have got \_\_\_\_\_ luggage.  
 a) many, a few c) a lot of, little  
 b) many, few d) much, little
15. I had \_\_\_\_\_ time left, so I spent \_\_\_\_\_ minutes in a bookshop.  
 a) a little, a few c) a few, a few  
 b) little, a few d) many, much
16. Very \_\_\_\_\_ research will be done in this field.  
 a) many c) few  
 b) little d) a little
17. It's very quiet in my area. There is \_\_\_\_\_ traffic.  
 a) little c) a lot of  
 b) much d) few
18. Usually men don't do \_\_\_\_\_ house work.  
 a) a lot c) a little  
 b) little d) much
19. Now my father smokes \_\_\_\_\_ cigarettes than he used to.  
 a) a few c) fewer  
 b) less d) few
20. There is too \_\_\_\_\_ violence on TV.  
 a) many c) a little  
 b) much d) few
21. There are too \_\_\_\_\_ violent films on TV.  
 a) many c) little  
 b) much d) a little
22. How \_\_\_\_\_ money is in your wallet? Oh, you've spent only \_\_\_\_\_ roubles, there are \_\_\_\_\_ left.  
 a) many, a few, many c) much, a little, many  
 b) much, a few, much d) much, a few, many
23. I think there are \_\_\_\_\_ Russian soap operas on the television. There are \_\_\_\_\_ more Brazilian ones.  
 a) little, many c) few, much  
 b) few, many d) a little, many
24. \_\_\_\_\_ paper is needed to publish \_\_\_\_\_ books.

- a) many, a few                      c) much, a few  
 b) much, few                        d) much, little  
 25. There are \_\_\_\_\_ important papers on the desk.  
 a) a little                            c) a lot of  
 b) a lot                                d) much

## Тест 5

**Выберите правильный вариант.**

1. We saw a lot of pictures at the art shop, but \_\_\_\_\_ was good enough to buy for our museum.  
 a) none of them                      c) not some of them  
 b) no of them                        d) only any of them
2. If there are \_\_\_\_\_ calls for me, can you ask to leave a message?  
 a) some                                c) any  
 b) none                                d) no
3. While peeling potatoes my small brother cut \_\_\_\_\_ with a *sharp* knife.  
 a) oneself                            c) his  
 b) him                                 d) himself
4. There are many good hotels in the town. You can stay at \_\_\_\_\_ of them.  
 a) no                                    c) any  
 b) some                                d) all
5. I've been trying to phone her all day but \_\_\_\_\_ I phone her the line is engaged.  
 a) every time                        c) the every time  
 b) all the time                        d) the whole time
6. He is invited to lots of parties and he goes to \_\_\_\_\_.  
 a) everyone                         c) every one  
 b) everything                        d) each
7. These are \_\_\_\_\_ organizations operating in our market and even \_\_\_\_\_ we would consider real competitors.  
 a) a few, many                        b) little, some  
 c) some, fewer                        d) few, fewer
8. You are not the only one who failed to hear the news. I didn't \_\_\_\_\_.  
 a) neither                            c) either  
 b) both                                d) also
9. If we hadn't taken the same plane, we might have never met \_\_\_\_\_.  
 a) ours                                c) each other  
 b) ourselves                         d) both of us
10. \_\_\_\_\_ food, clothes and some \_\_\_\_\_ goods have become more expensive nowadays.  
 a) much, others                        c) many, the others  
 b) many, others                        d) much, other
11. I'm going to the wedding on Saturday. \_\_\_\_\_ is getting married.  
 a) a friend of me                      c) mine friend  
 b) a friend of mine                    d) a friend of my
12. During the terrible road accident one car bumped into \_\_\_\_\_ one. One driver was heavily injured and \_\_\_\_\_ died.  
 a) another, other                      c) other, the other  
 b) another, the other                    d) the other, other
13. — Did you hear about the party at Kate's last night? - No, I didn't. \_\_\_\_\_ of my

friends \_\_\_\_\_ there.

- a) none, was                      c) nobody, were  
b) nobody, was                    d) no, were

14. "The system of education is not superb," she said. "Too \_\_\_\_\_ mathematics \_\_\_\_\_ usually taught at school."

- a) many, are                      c) much, are  
b) much, is                        d) many, is

15. \_\_\_\_\_ should be present at the meeting. A very serious question will be discussed.

- a) someone                        c) everyone  
b) any one                         d) anyone

16. We've got too \_\_\_\_\_ petrol. We must have the car filled at the nearest service station.

- a) a little                         c) much  
b) little                            d) many

17. When the train arrived at the railway station \_\_\_\_\_ passengers got their suitcases. So we picked up \_\_\_\_\_ too.

- a) other, our                        c) some, ours  
b) others, our                      d) another, ours

18. There are \_\_\_\_\_ evenings when I do not want to go to bed. But there are \_\_\_\_\_ evenings when nothing could keep me from going to bed.

- a) some, other                      c) several, others  
b) some, the others                d) some, the other

19. I don't really enjoy going to the cinema \_\_\_\_\_. I'd rather have \_\_\_\_\_ to go with me.

- a) by my own, no one            c) on myself, someone  
b) by myself, someone         d) by my own, anyone

20. I have been talking to that strange man for an hour but I still can't understand if he is \_\_\_\_\_ Spanish \_\_\_\_\_ Portuguese.

- a) either, or                        c) neither, nor  
b) neither, or                      d) either, nor

#### Тест 6

#### Выберите правильный вариант.

1. She \_\_\_\_\_ her exam by two o'clock.

- a) passed                         c) has passed  
b) have passed                 d) had passed

2. A plate slipped out of my hands when I \_\_\_\_\_ the washing up.

- a) was doing                      c) had done  
b) did                                d) was done

3. It's nine o'clock. The pupils \_\_\_\_\_ a lesson.

- a) will be having                 c) have  
b) are having                      d) have had

4. He \_\_\_\_\_ ill twice so far this year.

- a) is                                 c) was  
b) has been                        d) is being

5. By summer you \_\_\_\_\_ English for two years.

- a) 'll study                         c) 'll have been studying  
b) have studied                 d) are studying

6. What \_\_\_\_\_ you \_\_\_\_\_ at this time yesterday?

- a) was doing                      c) did do  
 b) have done                      d) were doing
7. We're late. The film \_\_\_\_\_ finished by the time we \_\_\_\_\_  
 to the centre.  
 a) is finished, get  
 b) will be finished, 'll get  
 c) will have finished, get  
 d) finished, 'll get
8. The documents \_\_\_\_\_ by the time I come.  
 a) 'll have been typed            c) 'll be typed  
 b) 'll have typed                  d) will be typing
9. Last year I \_\_\_\_\_ ill only twice.  
 a) was                                  c) am  
 b) have been                        d) has been
10. By the 8th of April my mother \_\_\_\_\_ at school for  
 twenty years.  
 a) 'll work                            c) has worked  
 b) 'll be working                  d) 'll have been working
11. I \_\_\_\_\_ these sentences for one hour.  
 a) am writing                        c) have written  
 b) 've been writing                d) was writing
12. We \_\_\_\_\_ it for half an hour when the teacher entered.  
 a) have discussed                c) discussed  
 b) were discussing                d) had been discussing
13. It \_\_\_\_\_ for three hours.  
 a) was snowing                    c) is snowing  
 b) snowed                          d) has been snowing
14. My sister learns French and she \_\_\_\_\_ very well.  
 a) does                                c) is doing  
 b) do                                  d) did
15. My nephew is at college now, and my son \_\_\_\_\_ to college next year.  
 a) is going                          c) 'll go  
 b) is going to go                  d) goes
16. His friend \_\_\_\_\_ two English articles into Russian.  
 a) translated                        c) has translated  
 b) have translated                d) translates
17. They \_\_\_\_\_ us several telegrams lately.  
 a) send                                c) sent  
 b) 've sent                          d) are sending
18. Don't worry! The child \_\_\_\_\_ better.  
 a) get                                  c) have got  
 b) gets                                d) is getting
19. He \_\_\_\_\_ under treatment for two months but there are  
 no signs of improvement.  
 a) 's been                            c) was  
 b) is                                    d) is being
20. Doctor Ivanov \_\_\_\_\_ people for heart trouble.  
 a) is treating                        c) treats  
 b) has treated                      d) treat
21. This dictionary \_\_\_\_\_ much and is very valuable to me.  
 a) costed                            c) cost  
 b) is costing                        d) had cost

- 22.1 wonder why John \_\_\_\_\_ a job yet.  
 a) finds                                    c) didn't find  
 b) hasn't found                            d) found
23. The company \_\_\_\_\_ now for building workers.  
 a) advertised                                c) was advertised  
 b) has advertised                            d) is advertising
24. The hard work \_\_\_\_\_ on his health.  
 a) tells                                        c) is telling  
 b) is told                                      d) was telling
25. Peter \_\_\_\_\_ up photography as a hobby.  
 a) took                                        c) has taken  
 b) was taken                                 d) takes

## Тест 7

**Выберите правильный вариант.**

1. There are \_\_\_\_\_ biscuits left in the tin.  
 a) a few                                        c) little  
 b) much                                        d) a little
2. \_\_\_\_\_ students know the answer to this question.  
 a) a little                                      c) few  
 b) much                                        d) little
3. My days are so busy that I have \_\_\_\_\_ time for reading.  
 a) few    c) many  
 b) a few                                        d) little
4. \_\_\_\_\_ people give money to charity.  
 a) a lot                                         c) little  
 b) many                                        d) much
5. There is a tiny bit of butter. There is \_\_\_\_\_ butter.  
 a) a little                                      c) few  
 b) much                                        d) little
6. He keeps trying although there is \_\_\_\_\_ chance of success.  
 a) much                                        c) a few  
 b) few                                         d) little
7. There are many clocks in the office but \_\_\_\_\_ of them  
 work properly.  
 a) little                                        c) much  
 b) few                                         d) a little
8. She wasn't very hungry. She has just had \_\_\_\_\_ soup.  
 a) few                                         c) a little  
 b) a few                                        d) little
9. There aren't \_\_\_\_\_ jobs for young people.  
 a) much                                        c) little  
 b) a few                                        d) many
10. There aren't \_\_\_\_\_ lessons today.  
 a) much                                        c) a lot  
 b) many                                        d) few
11. I couldn't obtain \_\_\_\_\_ information from an office  
 manager.  
 a) many                                        c) a lot  
 b) much                                        d) some
12. When my parents moved into a new flat they had very \_\_\_\_\_ furniture, just \_\_\_\_\_ chairs.  
 a) a little, a few                              c) little, a little

- b) little, a few                      d) little, little
13. There aren't \_\_\_\_\_ flats to rent in Moscow because there is \_\_\_\_\_ accommodation.
- a) much, little                      c) much, a few  
b) a lot, few                      d) many, little
14. I haven't got \_\_\_\_\_ suitcases. I have got \_\_\_\_\_ luggage.
- a) many, a few                      c) a lot of, little  
b) many, few                      d) much, little
15. I had \_\_\_\_\_ time left, so I spent \_\_\_\_\_ minutes in a bookshop.
- a) a little, a few                      c) a few, a few  
b) little, a few                      d) many, much
16. Very \_\_\_\_\_ research will be done in this field.
- a) many                      c) few  
b) little                      d) a little
17. It's very quiet in my area. There is \_\_\_\_\_ traffic.
- a) little                      c) a lot of  
b) much                      d) few
18. Usually men don't do \_\_\_\_\_ house work.
- a) a lot                      c) a little  
b) little                      d) much
19. Now my father smokes \_\_\_\_\_ cigarettes than he used to.
- a) a few                      c) fewer  
b) less                      d) few
20. There is too \_\_\_\_\_ violence on TV.
- a) many                      c) a little  
b) much                      d) few
21. There are too \_\_\_\_\_ violent films on TV.
- a) many                      c) little  
b) much                      d) a little
22. How \_\_\_\_\_ money is in your wallet? Oh, you've spent only \_\_\_\_\_ roubles, there are \_\_\_\_\_ left.
- a) many, a few, many                      c) much, a little, many  
b) much, a few, much                      d) much, a few, many
23. I think there are \_\_\_\_\_ Russian soap operas on the television. There are \_\_\_\_\_ more Brazilian ones.
- a) little, many                      c) few, much  
b) few, many                      d) a little, many
24. \_\_\_\_\_ paper is needed to publish \_\_\_\_\_ books.
- a) many, a few                      c) much, a few  
b) much, few                      d) much, little
25. There are \_\_\_\_\_ important papers on the desk.
- a) a little                      c) a lot of  
b) a lot                      d) much

## Тест 8

**Выберите правильный вариант.**

1. It \_\_\_\_\_ be useful for you if you \_\_\_\_\_ this task a second time.
- a) would, did                      c) would, had done  
b) will, 'll do                      d) would, would do
2. You \_\_\_\_\_ never say he was boring if you \_\_\_\_\_ to him

more.

a) will, will talk

c) would, talked

b) would, would talk

d) would, will talk

3. If you \_\_\_\_\_ that she \_\_\_\_\_ upset you \_\_\_\_\_ never \_\_\_\_\_ her about it.

a) would realize, would be, would, have told

b) had realized, will be, would, have told

c) had realized, would be, would, have told

d) had realized, would be, will, tell

4. If this novel \_\_\_\_\_ more interesting, it \_\_\_\_\_ published.

a) will be, would be

c) would be, would be

b) were, will be

d) were, would be

5. If my friend \_\_\_\_\_ not away, he \_\_\_\_\_ me round the city.

a) won't be, could show

c) is, could have shown

b) were, could show

d) will be, could show

6. If the weather \_\_\_\_\_ fine tomorrow, I \_\_\_\_\_ to the beach.

a) were, would go

c) will be, would go

b) would be, would go

d) were, '11 go

7. If she \_\_\_\_\_ more working experience, she wouldn't have been fired.

a) would have

b) had had

c) had

d) has 8. If I had known that I \_\_\_\_\_ put off the trip.

a) would

c) will

b) would have

d) had

9 if I \_\_\_\_\_ you, I would never give up.

a) were

c) am

b) were

d) have been

10. If my grandmother \_\_\_\_\_ a chance to study, she'd have achieved a lot.

a) has

c) had had

b) had

d) would have

11. If he'd come two minutes later, we \_\_\_\_\_ the plane.

a) had missed

c) will miss

b) would miss

d) would have missed

12. If I had had more money on me yesterday I \_\_\_\_\_ that lovely dress.

a) could buy

c) '11 buy

b) could have bought

d) bought

13. If I \_\_\_\_\_ she was in trouble I could have tried to help her.

a) know

c) had known

b) knew

d) '11 know

14. If you had studied harder last year, you \_\_\_\_\_ all exams.

a) would have passed

c) passed

b) would pass

d) had passed

15. If Ivanov were more attentive, he \_\_\_\_\_ better.

a) had done

c) would do

b) will do

d) did

16. He \_\_\_\_\_ angry if you didn't come to the party.

a) is

c) will be



(10) Finally, could you tell me when the work would be as I would prefer summer work? I go to school but I have a lot of free time in the holidays. If there is anything else I need to know, please let me know.

2. Перед Вами конверт. Соотнесите информацию под определенным номером на конверте с тем, что она обозначает.

(1) US Fitness Products Ltd  
(2) 5912 Oleander Dr.  
Wilmington, NC 28403  
(3) USA

(4) Burger King Corporation  
(5) 452 PO Road 500  
Southampton SO 75 RT  
France

Укажите порядковый номер для всех вариантов.

- a) the addressee
- b) the country the letter comes from
- c) the house number in the return address
- d) the street name in the mailing address
- e) the country in the mailing address
- f) the sender

3. Определите, к какому виду делового документа относится представленный ниже отрывок.

I am writing to you about a Life Core Fitness 900UB Upright Bike which I bought from US Fitness Product on 29<sup>th</sup> November for \$800. I enclose copies of the guarantee and receipt.

To begin with, this bike is extremely badly made. The speedometer stopped working after a week. Besides, the heat rate control system must also have broken since its readings were not correct. Finally, the pedals broke just as I was cycling at full speed.

Moreover, in your advertisement you claim that people will lose at least a kilo a week by using this bike for only half an hour every day. However, I have been using it for a month but seem to have lost no weight at all.

- a) Memo
- b) Inquiry Letter
- c) Letter of Complaint
- d) Cover Letter

4. Выберите слова или словосочетания для заполнения пропусков так, чтобы они отражали особенности оформления служебной записки:

- (1) \_\_\_\_\_ : Jefferson Wheeler, Representative of Youth Conference  
(2) \_\_\_\_\_ : Charles Sevensen, a member of Debating Club  
Date : 30 April  
Subject : (3) \_\_\_\_\_

I saw your advertisement for the International Youth Conference Debate on global warming in "The international Student" and I am writing for more information. I am a member of the school Debating Club and we are all keen to take part in the event, but require details.

Could you tell us whether there is an age limit for the participants? Our team consists of seven students aged between fourteen and eighteen. We would like to know if it is possible for all of us to participate and whether we have to be accompanied by a teacher.

We would be grateful if you could inform us about the deadline for the application as well as exact dates of the debates so that we can make the necessary travel arrangements.

(4) \_\_\_\_\_

Укажите порядковый номер для всех вариантов ответов

- a) To
- b) Charles
- c) Information about competition
- d) From

Тест 10

1. Where is ... bathroom, please?

- a) -
- b) a
- c) an
- d) the

2. He wants to open ... window.

- a) -
- b) a
- c) an
- d) the

3. They go to ... school by bus.

- a) -
- b) a
- c) an
- d) the

4. My father gets to his office by ... car.

- a) -
- b) a
- c) an
- d) the

5. Ann is ... actress.

- a) -
- b) a
- c) an
- d) the

6. I like to play with Sam and I like to go for a walk with ... .

- a) her
- b) them
- c) him
- d) you

7. You are my friend and I want to go to the zoo with ... .

- a) her
- b) them
- c) him
- d) you

8. I have a sister. ... name is Helen.

- a) her
- b) them
- c) him
- d) your

9. We go to school. ... school is big.

- a) his
- b) my
- c) your
- d) our

10. Bye, see you ... Tuesday!

- a) in
- b) on
- c) at
- d) -

11. The play begins ... half past seven.

- a) in
- b) on
- c) at
- d) over

12. I've never been ... Paris.

- a) between
- b) at
- c) in
- d) to

13. My sister isn't ... home, she is ... school.

- a) -, at
- b) at, at
- c) in, in
- d) at, -

14. Let's go by train. It's much ... .

- a) cheaper
- b) cheap
- c) the cheap
- d) the cheapest

15. Moscow is ... city in Russia.

- a) the large
- b) the largest

- c) more large
- d) larger

16. He has ... time than me.

- a) bigger
- b) much
- c) more
- d) big

17. Is Alan ... than Jim?

- a) taller
- b) tall
- c) as tall as
- d) the tallest

18. Tomorrow ... Friday.

- a) is
- b) will be
- c) was
- d) be

19. Kate and Diana ... at school.

- a) is
- b) was
- c) be
- d) are

20. You ... a pupil and I ... a teacher.

- a) is, is
- b) was, were
- c) is, am
- d) are, am

21. Pete ... a rabbit and a kitten.

- a) has
- b) have
- c) will has
- d) will had

22. The Hills managed to arrive exactly on time because they ... a taxi.

- a) will take
- b) took
- c) had taken
- d) taken

23. doing – men – what – those – are?

- a) What are those men doing?
- b) What those men are doing?
- c) What are doing those men?
- d) What those are men doing?

24. books – his - give - him

- a) Give his books him.
- b) Give him his books.
- c) Him his books give.
- d) His books give him.

25. the news – yesterday – saw – TV – I - on

- a) I yesterday saw the news on TV.
- b) I saw on TV the news yesterday.
- c) Yesterday I saw on TV the news.
- d) Yesterday I saw the news on TV.

26. What do flies do in winter? They do not sit in corners or sleep all winter as some animals do. Most of them die when the cold winter comes. Different kinds of flies can walk on vertical walls and ceilings because their feet are sticky. They (1) can do it better in warm weather. In autumn flies are not so strong as in summer and cannot fly very quickly. The wings of the fly are made of many little fragments.

If you look at a fly when it opens its wings in the sun you will see that they are of different colours. Flies can see very well. When you look at the eye of a fly through a microscope you will see a lot of small windows. Each of these little windows is an eye. There are about four thousand of them (2) in each big eye.

Choose the best title for the text:

- a) Flies' eyes
- b) Flies in winter
- c) Flies' wings
- d) About flies

27. According to the text in winter flies

- a) sleep in corners
- b) are less active
- c) usually die
- d) can't see very well

28. According to the text the flies

- a) can walk everywhere
- b) see through microscope
- c) never use their wings
- d) have thousands of children

29. "they" (point 1) stands for

- a) feet
- b) flies
- c) walls
- d) animals

30. "them" (point 2) stands for

- a) windows
- b) microscopes
- c) flies
- d) eyes

1. My grandmother is ... teacher.

- a) -
- b) a
- c) an
- d) the

2. They were pupils in ... 1990.

- a) -
- b) a
- c) an
- d) the

3. Jane had ... birthday party last Monday.

- a) -
- b) a
- c) an
- d) the

4. They are waiting for us near ... door.

- a) -
- b) a
- c) an
- d) the

5. I'm busy now. I am listening to ... radio.

- a) -
- b) a
- c) an
- d) the

6. I live with my grandmother and grandfather. I love ... very much.

- a) you
- b) him
- c) them
- d) their

7. This is my drawing. Look at ... .

- a) me
- b) it
- c) us
- d) them

8. I live in this house. This is ... house.

- a) your
- b) his
- c) her
- d) my

9. My mother usually helps ... to do my homework.

- a) her
- b) my
- c) it

d) them

10. The banks close ... 7 o'clock ... the evening.

- a) on, in
- b) in, in
- c) at, in
- d) at, -

11. My friend lives ... Petrovka Street.

- a) on
- b) in
- c) at
- d) -

12. Are you good ... foreign languages?

- a) in
- b) on
- c) over
- d) at

13. Who are you waiting ...?

- a) over
- b) for
- c) at
- d) in

14. I met my ... friend yesterday.

- a) goodest
- b) best
- c) better
- d) gooder

15. Henry is not ... his elder brother Bob.

- a) strong as
- b) stronger
- c) so strong as
- d) the strongest

16. Where is ... post-office, please?

- a) the next
- b) nearer
- c) the nearest
- d) more near

17. The boy is ... his father.

- a) more tall
- b) taller
- c) as taller as
- d) as tall as

18. What ... your name?

- a) is

- b) are
- c) be
- d) were

19. My pens ... in the pencil-box.

- a) is
- b) are
- c) be
- d) am

20. The lion ... a big head.

- a) is
- b) has
- c) have
- d) was

21. My friends ... to play ball in the yard.

- a) did
- b) likes
- c) like
- d) will likes

22. He ... cakes at school yesterday.

- a) eat
- b) ate
- c) eaten
- d) will eat

23. drink – coffee – I – usually – strong – don't

- a) I usually don't drink strong coffee.
- b) I don't usually drink strong coffee.
- c) I don't drink strong coffee usually.
- d) I don't usually drink coffee strong.

24. the theatre – go – often – very – we - to

- a) We go to the theatre very often.
- b) We very often go to the theatre.
- c) Very often we go to the theatre.
- d) We go very often to the theatre.

25. the novel – much – I – very - liked

- a) I very much liked the novel.
- b) I liked very much the novel.
- c) I liked the novel very much.
- d) I the novel like very much.

26. In England people do a lot of strange things. Everything is not like in Europe. For example, the English are fond of talking about of weather. They usually start every conversation (1) with a little remark about it. If you don't say anything about weather, they will think you are terribly boring. The Europeans usually talk about the weather when they don't have anything else to discuss.

The English sense of humour is very special. You can offend people on the continent if you make jokes about their clothes, their jobs, their lifestyle. But the English do it (2) every now and then and find nothing bad in it. English people are also very sarcastic so you must be ready to be laughed at. The English are proud of their difference from Europe and indeed they are different in many ways.

Choose the best title for the text.

- a) English humour
- b) England and Europe
- c) English ways
- d) The English are proud

27. According to the text, the Europeans

- a) are terribly boring
- b) seldom talk about the weather
- c) usually don't have anything to discuss
- d) are not easy offended

28. According to the text, the Europeans

- a) are very sarcastic
- b) talk about the weather all the time
- c) hate when people laugh at them
- d) are most former Europeans

29. "conversation" (point 1) means

- a) conference
- b) story
- c) talk
- d) competition

30. "it" (point 2) stands for

- a) telling jokes
- b) continent
- c) clothes
- d) offending people

#### Тест 12

1. There are \_\_\_\_\_ biscuits left in the tin.

- a) a few
- b) much
- c) little
- d) a little

2. \_\_\_\_\_ students know the answer to this question.

- a) a little
- b) much
- c) few
- d) little

3. My days are so busy that I have \_\_\_\_\_ time for reading.

- a) few
- b) a few
- c) many
- d) little

4. \_\_\_\_\_ people give money to charity.

- a) a lot
- b) many
- c) little
- d) much

5. There is a tiny bit of butter. There is \_\_\_\_\_ butter.

- a) a little                              c) few  
 b) much                                    d) little
6. He keeps trying although there is \_\_\_\_\_ chance of success.  
 a) much                                    c) a few  
 b) few                                        d) little
7. There are many clocks in the office but \_\_\_\_\_ of them  
 work properly.  
 a) little                                    c) much  
 b) few                                        d) a little
8. She wasn't very hungry. She has just had \_\_\_\_\_ soup.  
 a) few                                        c) a little  
 b) a few                                      d) little
9. There aren't \_\_\_\_\_ jobs for young people.  
 a) much                                    c) little  
 b) a few                                      d) many
10. There aren't \_\_\_\_\_ lessons today.  
 a) much                                    c) a lot  
 b) many                                      d) few
11. I couldn't obtain \_\_\_\_\_ information from an office  
 manager.  
 a) many                                    c) a lot  
 b) much                                      d) some
12. When my parents moved into a new flat they had very \_\_\_\_\_ furniture, just \_\_\_\_\_ chairs.  
 a) a little, a few                          c) little, a little  
 b) little, a few                              d) little, little
13. There aren't \_\_\_\_\_ flats to rent in Moscow because  
 there is \_\_\_\_\_ accommodation.  
 a) much, little                            c) much, a few  
 b) a lot, few                                d) many, little
14. I haven't got \_\_\_\_\_ suitcases. I have got \_\_\_\_\_ luggage.  
 a) many, a few                            c) a lot of, little  
 b) many, few                                d) much, little
15. I had \_\_\_\_\_ time left, so I spent \_\_\_\_\_ minutes in a  
 bookshop.  
 a) a little, a few                          c) a few, a few  
 b) little, a few                              d) many, much
16. Very \_\_\_\_\_ research will be done in this field.  
 a) many                                    c) few  
 b) little                                      d) a little
17. It's very quiet in my area. There is \_\_\_\_\_ traffic.  
 a) little                                    c) a lot of  
 b) much                                      d) few
18. Usually men don't do \_\_\_\_\_ house work.  
 a) a lot                                      c) a little  
 b) little                                        d) much
19. Now my father smokes \_\_\_\_\_ cigarettes than he used  
 to.  
 a) a few                                    c) fewer  
 b) less                                        d) few
20. There is too \_\_\_\_\_ violence on TV.  
 a) many                                    c) a little  
 b) much                                      d) few

21. There are too \_\_\_\_\_ violent films on TV.  
 a) many                                    c) little  
 b) much                                    d) a little
22. How \_\_\_\_\_ money is in your wallet? Oh, you've spent only \_\_\_\_\_ roubles, there are \_\_\_\_\_ left.  
 a) many, a few, many                    c) much, a little, many  
 b) much, a few, much                    d) much, a few, many
23. I think there are \_\_\_\_\_ Russian soap operas on the television. There are \_\_\_\_\_ more Brazilian ones.  
 a) little, many                            c) few, much  
 b) few, many                              d) a little, many
24. \_\_\_\_\_ paper is needed to publish \_\_\_\_\_ books.  
 a) many, a few                            c) much, a few  
 b) much, few                              d) much, little
25. There are \_\_\_\_\_ important papers on the desk.  
 a) a little                                  c) a lot of  
 b) a lot                                      d) much

### 3.4. Другие виды оценочных средств.

#### ***A. Формы текущего контроля***

##### *Задание на семестр.*

К практическим занятиям:

1. Подготовить грамматический и лексический материал согласно изучаемым темам.
2. Подготовить дополнительное чтение в объеме 5000 печатных знаков.
3. Выполнить письменно контрольную работу.

#### 3.4.1. Грамматические карточки.

##### Грамматическая карточка № 1.

***Задание 1. Поставьте существительные во множественное число:***

goose; picture; puppy; doll; ball; cock; school-bag; toy; goat; teacher; sheep; man; rabbit; girl; boy; cup; orange; film; car; story; speech; dish; woman; child; foot; tooth.

***Задание 2. Со словами из упражнения 1 составьте по 2 предложения на английском языке.***

***Задание 3. Составьте из данных слов словосочетания, используя притяжательный падеж существительных:***

Vova/parents; my teacher/desk; the boy/school-bag; our friend/house; his sister/choice; my mother/job; Sam/dog; sister/children; father/brother.

***Задание 4. Составьте предложения, употребив данные слова в форме множественного числа и притяжательного падежа:***

Son, child, friend, elephant, alligator, student, uncle, doctor, engineer, police officer, university, city, building, roof, film, team.

##### Грамматическая карточка № 2.

***Задание 1. Поставьте существительные во множественное число:***

goose; picture; puppy; doll; ball; cock; school-bag; toy; goat; teacher; sheep; man; rabbit; girl; boy; cup; orange; film; car; story; speech; dish; woman; child; foot; tooth.

***Задание 2. Со словами из упражнения 1 составьте по 2 предложения на английском языке.***

**Задание 3.** Составьте из данных слов словосочетания, используя притяжательный падеж существительных:

Vova/parents; my teacher/desk; the boy/school-bag; our friend/house; his sister/choice; my mother/job; Sam/dog; sister/children; father/brother.

**Задание 4.** Составьте предложения, употребив данные слова в форме множественного числа и притяжательного падежа:

Son, child, friend, elephant, alligator, student, uncle, doctor, engineer, police officer, university, city, building, roof, film, team.

**ЗАДАНИЕ НА ЗАКРЕПЛЕНИЕ ГРАММАТИЧЕСКОГО МАТЕРИАЛА**

- 1. Расставьте слова в правильном порядке.**
- 2. Задайте все виды вопросов.**
- 3. Переведите на английский язык.**

Грамматическая карточка № 3.

1. where – me – could – is – the – market – you – tell
2. They often speak English in class.
3. Каждый вечер я чищу зубы.
4. Папа – водитель.
5. Сейчас мама печёт вкусный пирог с яблоками.
6. Я уже съела торт.

Грамматическая карточка № 4.

1. airport – 10 – you – p.m. - will – the - at - at – arrive
2. After my English I go to the office.
3. Каждый вечер я играю с племянником.
4. Сейчас он играет в футбол.
5. Андрей – певец.
6. Папа уже ушел на работу.

Грамматическая карточка № 5.

1. seldom – Ann – go – and – peter – to – cinema – the
2. You read English books at home.
3. Часто я смотрю новости по телевизору.
4. Катя сейчас играет на пианино.
5. Книга – хороший друг.
6. Мама уже прочитала книгу.

Грамматическая карточка № 6.

1. the – often – Mary – at – give – Christmas – the – presents – I
2. I am taking my English book off the table.
3. Я редко хожу в кино.
4. Учение – свет.
5. Андрей сейчас читает книгу.
6. Я уже нарисовала картину.

Грамматическая карточка № 7.

1. seldom – drink – tea – we – do – hot – not
2. The students are having their English now.

3. Я часто хожу в театр.
4. Картофель – овощ.
5. Петя сейчас кушает вкусный торт сейчас.
6. Сергей уже пообедал.

Грамматическая карточка № 8.

1. often – the – we – cinema – go – to
2. The walls in this room are yellow.
3. Каждый вечер я гуляю в парке.
4. Папа – водитель.
5. Сейчас я кушаю большой торт.
6. Саша уже сделал домашнее задание.

Грамматическая карточка № 9.

1. the – go – theatre – often – we – very – to
2. I sometimes give Peter my exercise-books.
3. Каждое утро я читаю газету.
4. Аня – певица.
5. Сейчас мои родители пьют кофе.
6. Я уже пообедала.

Грамматическая карточка № 10.

1. drink – coffee – I – strong – usually – do – not
2. My sons read these books every day.
3. Каждый день я гуляю с собакой.
4. Катя сейчас играет с Сашей.
5. Саша уже прочитал письмо.
6. Он уже прочитал эту книгу.

Грамматическая карточка № 11.

1. round – at – the – table – they – wooden – a – large – sat
2. We write a lot of sentences on the blackboard.
3. Каждое утро я слушаю новости.
4. Твоя мама – повар.
5. Я сейчас читаю стихи.
6. Мой папа уже написал письмо своей маме.

*3.4.2. ЗАДАНИЕ НА ЗАКРЕПЛЕНИЕ ГРАММАТИЧЕСКОГО МАТЕРИАЛА*

1. *Найдите и исправьте ошибку.*
2. *Раскройте скобки и поставьте глагол в нужное время.*
3. *Вставьте подходящую по смыслу форму глагола и объясните разницу между двумя предложениями.*
4. *К предложению задайте вопросы, используя слова в скобках.*



5. короткий, красивый, маленький  
Она такая же добрая как её мама.

Грамматическая карточка № 16.

1. He speak French very well.
2. a) Every day father (to leave) the house at 7.30.  
b) It (to snow) tomorrow.  
c) I (not to see) him last week.  
d) They (to have) holidays this year.
3. He ... much money. He ... rich.
4. a) They usually worked hard at their English. (when, who)  
b) The children like ice-cream. (why, what, or)
5. сердитый, красный, красивый  
Этот текст не такой трудный, как тот.

Грамматическая карточка № 17.

1. We starts work at eight o'clock.
2. a) It sometimes (to snow) here in April.  
b) Mike never (to do) his lessons in the evening.  
c) They (to translate) a difficult text yesterday.  
d) They already (to inform) me about the accident.
3. I ... stay at home on Sundays. I ... at home on Sundays.
4. a) I will work hard at my English. (what, or, when)  
b) We get to town by bus. (who, why)
5. далёкий, короткий, важный  
Чем раньше ты придёшь, тем лучше.

Грамматическая карточка № 18.

1. He do not at home.
2. a) John still (to work) in the garden.  
b) We (to spend) each weekend at home.  
c) Last Sunday we (to go) skiing in the country.  
d) He is the most handsome man I ever (to know).
3. It ... rainy in summer. It ... often rain in summer.
4. a) We liked to go to river. (who, when, or)  
b) They usually work at home. (what, why)
5. старый, счастливый, красивый  
Улица Пушкина не такая длинная, как улица Горького.

3.4.3. Практикум

Практическое задание № 1.

Chinese vase

When I was a child I often went to see my grandmother. I thought her house was as beautiful as a palace and the garden seemed bigger than a park. As I grew older the house and the garden seemed smaller but I still loved visiting the old lady who was wiser and more intelligent than many

other people. She was the kindest person in the world. Sometimes I played with the doll's house which was older than Grandmother herself; at other times I looked at books which were more interesting and more beautiful than my children's book at home.

But most of all I liked a big Chinese vase. It was taller than me, and I could not see inside it. Before she died, grandmother gave me the vase I loved so much. But my two sons didn't like it. They liked football better than the vase and were the most naughty of all the children.

One day I came home from the shops. Paul and Philip met me at the door, Paul had a ball in his hands. "I'm as strong as George Best, Mummy," he said. I'm the best football player. I got a goal and broke the vase. Philip was more diplomatic than Paul. "It doesn't really matter, does it? You told us it wasn't new."

**1. When I was a child I often went to see my ....**

- a) mother
- b) grandmother
- c) children

**2. Her garden seemed bigger than a ....**

- a) park
- b) palace
- c) house

**3. My grandmother was wiser and more intelligent than ... .**

- a) my parents
- b) I am
- c) many other people

**4. ... was the kindest person in the world.**

- a) my granny
- b) my mother
- c) my children

**5. Sometimes I played with the doll's house which was ... .**

- a) very new
- b) newer
- c) older than Grandmother herself

**6. I didn't like to look at books which were more interesting and more beautiful than my books at home.**

- a) yes
- b) no

**7. But most of all I liked ... .**

- a) my dolls
- b) a big Chinese vase
- c) to sleep

**8. I had ... children.**

- a) 2
- b) 3
- c) 4

**9. They liked ... better than ... .**

- a) vase; football
- b) football; the vase
- c) me; their father

**10. Philip got a goal and broke the vase.**

- a) yes
- b) no

***Прочитайте текст и выполните задания после него.***

What is the difference between a river and a pool? The water in a pool or pond stands still. But the water in a river is running water. It never stops and the river does not run dry. But sometimes there is much water in them, and sometimes very little. When does it happen? Rivers have very much water after heavy rains. And they have very little water in hot weather.

Where do rivers flow?

All rivers flow into sea, or ocean. The sea is lower than the land. All rivers run to the sea and carry their waters into it. Sea water is salty. The salt is from the earth. Springs and rivers carry it into the sea. When the sun draws up the water from the sea, the salt remains in the sea.

Then the water becomes clouds. Soon it falls as rain, and gets into the rivers again. So the sea is getting saltier and saltier.

**1. There is no difference between a river and a pool.**

- a) yes
- b) no

**2. The water in a river is ... .**

- a) still
- b) running

**3. Rivers have very ... water after heavy rains.**

- a) few
- b) much
- c) little

**4. All rivers flow into ... .**

- a) sea
- b) pool
- c) ocean

**5. The sea is lower than the land.**

- a) higher
- b) more low
- c) lower

**6. ... water is salty.**

- a) sea
- b) river
- c) ocean

**7. The salt in water is from ... .**

- a) the earth
- b) the sun
- c) the wind

**8. When the sun draws up the water from the pool, the salt remains in it.**

- a) yes
- b) no

**9. The water becomes ... .**

- a) salt
- b) wind
- c) clouds

**Задание 1.** Прочитайте журнальную статью о книге и выполните задания 1 – 5, выбирая букву А, В, С или D. Установите соответствие номера задания выбранному вами варианту ответа.

"A good book for children should simply be a good book in its own right." These are the words of Mollie Hunter, a well-known author of books for youngsters. Born and bred near Edinburgh, Mollie has devoted her talents to writing primarily for young people. She firmly believes that there is always and should always be a wider audience for any good book whatever its main market. In Mollie's opinion it is essential to make full use of language and she enjoys telling a story, which is what every writer should be doing: "If you aren't telling a story, you're a very dead writer indeed," she says.

When Mollie was a child her home was still a village with buttercup meadows and strawberry fields – sadly now covered with modern houses. "I was once taken back to see it and I felt that somebody had lain dirty hands all over my childhood. I'll never go back," she said. "Never." "When I set one of my books in Scotland," she said, "I can recapture my romantic feelings as a child playing in those fields, or watching the village blacksmith at work. And that's important, because children now know so much so early that romance can't exist for them, as it did for us."

To this day, Mollie has a lively affection for children, which is reflected in the love she has for her writing. "When we have visitors with children the adults always say, "If you go to visit Mollie, she'll spend more time with the children." Molly believes that parents don't realize that children are much more interesting company and always have something new and unexpected to say.

**1. In Mollie's opinion a good book should**

- A) be attractive to a wide audience.
- B) be attractive primarily to youngsters.
- C) be based on original ideas.
- D) include a lot of description.

**2. How does Mollie feel about what has happened to her birthplace?**

- A) confused
- B) ashamed
- C) disappointed
- D) surprised

**3. In comparison with children of earlier years, Mollie feels that modern children are**

- A) more romantic.
- B) better informed.
- C) less keen to learn.
- D) less interested in fiction.

**4. Mollie's adult visitors generally discover that she**

- A) is a lively person.
- B) is interesting company.
- C) talks a lot about her work.
- D) pays more attention to their children.

**5. Mollie thinks that the parents**

- A) are not aware of their children's gifts.
- B) overestimate their children's talents.
- C) sometimes don't understand what their children say.
- D) don't spend much time with their children.

Практическое задание № 4.

Прочитать, перевести, передать содержание максимально близко к содержанию.

Due to its high degree of activity oxygen evidently occurs in the magma only in combination with other elements. Almost all the minerals which are the constituents of rocks formed in the process of the cooling of magma are oxides of sodium (Na), magnesium (Mg) and so on. Molten magma contains large quantities of both oxygen and hydrogen. In cooling it gives off enormous quantities of these gases which immediately combine to form water. The latter is an extremely active agent in the interior lithosphere and is capable of dissolving a number of metals. These "juvenile" waters given off by the magma, in rising along fissures, gradually lose their active properties, allowing heavy metals to precipitate out of the solution. By filling these fissures the ore-bearing minerals form the so-called mineral veins.

Практическое задание № 5.

Прочитать, перевести, передать содержание максимально близко к содержанию.

Oxygen is the most widely spread element of the earth's crust, constituting almost 50 per cent of its mass. Under conditions of ordinary temperature and pressure oxygen is known as a stable element occurring in large quantities in a free state.

In combination with hydrogen and carbon it forms in the surface zone the very widely spread compounds - water and carbonic acid gas; both these combinations are highly active agents in the formation and destruction of minerals.

As it gradually penetrates deeper into the lithosphere where temperature and pressure show a steady increase, oxygen becomes more and more active. No other element can be compared in its chemical energy with oxygen when it reaches the deep lying strata of the lithosphere. Thus, in spite of its less content in the deeper zones of the lithosphere, its role in the earth's interior is enormous.

Практическое задание № 6.

Прочитать, перевести, передать содержание максимально близко к оригиналу.

## THE METROPOLITAN MUSEUM OF ART

One of the most famous attractions in New York City is the Metropolitan Museum of Art. The Museum founded in 1870 by a group of civic leaders, financiers, industrialists, and art collectors, moved to its present location in Central Park in 1880.

Today the Metropolitan is the largest museum of art in the Western Hemisphere. It occupies 1.4 million square feet, extending from 80th to 84th Streets on Fifth Avenue. Its collections include more than two million works of art from prehistoric through modern times and from all areas of the world.

The collections are divided into eighteen curatorial departments. In each department curators acquire, preserve and exhibit works of art for both the permanent collections and special exhibitions.

The Museum's holdings in European art are unparalleled outside Europe. In addition to one of the world's great collections of European paintings, the Metropolitan has outstanding collections of Medieval art and architecture, and of prints, photographs, drawings, costumes, musical instruments, sculpture, and decorative arts from the Renaissance through the 20th century.

The Museum's collection of American art, exhibited in the American Wing, is the most comprehensive in the world. Contemporary American art became a particular concern of the Metropolitan Museum when in 1906 and 1911 George A. Heam donated funds specifically designed for the acquisition of paintings by living American artists. Although the income from

these funds has diminished, they have been the basis upon which the Museum's collection of modern American paintings has been formed.

In 1946 Gertrude Stein, the American writer, who was a resident of France, bequeathed to the Metropolitan her portrait by Pablo Picasso, who had been represented in the Museum's collections since 1923. Stein perceived that since its founding in 1870, four years before she was born, the Metropolitan had been as involved with the art of its own time as with the art of the past. She wanted her portrait to be viewed within the context of the history of world art and in a gallery of national stature in New York City.

The Metropolitan's collections of Asian art are extensive, and its Islamic collection is the largest in existence. The wing in the south end of the building houses an impressive collection of African and Oceanic art as well as that from Native North and South America.

The educational function of the Museum is implicit in every facet of the Museum's endeavors. The Metropolitan's monthly "Calendar" provides a handy index to the many ongoing programs and activities.

Практическое задание № 7.

Прочитайте, переведите текст, выполните задания после него.

Прочитайте, переведите текст, выполните задания после него.

### **THE MAN WHO DISCOVERED THE NEW WORLD**

Every event in the eventful life of Christopher Columbus is of supreme interest. He was born in Genoa and at the age of 14 he went to sea — a red-haired, sunburnt boy with bright blue eyes. He saw foreign countries, he learnt the art of navigation, of charting the seas and drawing maps. In 1474, he left Genoa for Portugal, famous throughout the world for its recent discoveries. He wanted to learn all he could about these discoveries and made voyages to Guinea, Madeira and Porto Santa.

Columbus became a recognized seaman of distinction, but he was obsessed by a plan of reaching India sailing westward instead of the way by Africa. He proposed his idea to the King of Portugal and then to the King and Queen of Spain giving his reasons for thinking there was an unknown land to the west. But his scheme was laughed at and he had to wait for eleven long years till the Queen of Spain got interested in the expedition. She even declared she would sell her jewels to provide the necessary means. Columbus was created Admiral of the Ocean in all the lands he might discover. The explorer was now forty-six; his red hair had become grey with waiting for the possibility of realizing his great scheme.

On August 3rd, 1492, the little fleet of three ships sailed north from Spain. No one ever expected to see them again. Day after day they sailed in search of an unknown land till at last on the evening of October 11th a light was seen glimmering in the distance; when the sun rose the shores of land could be seen. It was an island which later on Columbus named San Salvador.

Columbus thought he had discovered a new way to the Indies, he never knew he had discovered a new continent. When he came to Spain he was met like a royal person. Yet his triumph did not last long. His next two voyages were full of hardships and ruined his health. Columbus died friendless and penniless on the 21st of May, 1506 and his end was unnoticed as though it had been the death of some unknown sailor. Very soon his contemporaries no longer knew even the dates of his discoveries. Another man gave the name to the new world that Columbus had found — Amerigo Vespucci, a Florentine pilot who made several voyages to the West, reaching the mainland of the yet unknown continent.

*Choose the correct word or phrase to complete the sentences of the quiz.*

1. Christopher Columbus dreamed of reaching India by:

- a) sailing westward;
- b) sailing around Africa;
- c) crossing the African continent by land.

2. Columbus's expectations of finding an unknown land to the west:

- a) were supported by the King of Portugal;
- b) were laughed at for a long time;
- c) were considered important by the Spanish Admiral.

3. Columbus was sure that he:

- a) had lost his way in the ocean;
- b) had discovered a new continent;
- c) had discovered a new way to the Indies.

Практическое задание № 8.

## MAGIC WAVES IN YOUR ROOM

1. In the room where you live there are hundreds of strange, invisible complicated magic waves, all different from one another<sup>1</sup>.

2. They come into your house through the walls, ceilings and floors and they are there now.

3. Some of these magic waves are striking this book, passing through it, and through you, and through everything else in the room. They are upstairs and downstairs<sup>2</sup>. They travel along with<sup>3</sup> passengers in buses and trains, in ships and airplanes. They are all over the world, surrounding everything and everyone.

4. Yet no one can ever see or hear them or feel them. But we know they are present. All we have to do to prove it<sup>4</sup> is to turn on our radio and television sets. Then we pick them right out of the air<sup>5</sup> and transform them into music and voices that we can hear, and moving pictures that we can see.

5. These magic waves come from everywhere. Turn the knob of your radio just a little, and you may hear children singing in Moscow. Turn a little more and you may hear news from Alma-Ata, or a concert from Kemerovo. Turn the knob of your television set and with the help of these same waves you will see a film or a play from many different towns and cities.

6. All you need to do is to take the set into your room and to turn some little knobs! When you turn the knob of your radio, you release sound waves and you hear a programme. When you turn the knobs of your television set, you release sound and light waves and you can both see and hear programmes.

7. How are these waves brought to your radio or television? There is energy working around us all the time. This energy is in light, heat and sound and it travels in wave. Wave is a single vibration of energy in motion.

8. Light and heat and radio waves are different from sound waves because they do not need anything that we can see or feel through which to travel. Light and heat and radio waves are called electromagnetic waves. And because they are electric they are surrounded by the magnetic fields that electricity always makes around itself.

9. All electric current creates a magnetic force, an area around, that has the same kind of power that a real magnet has. This magnetic area around an electric current is called a magnetic field used to generate more electricity.

Примечания к тексту:

all different from one another- значительно отличаются друг от друга.  
 upstairs and downstairs - наверху и внизу.  
 they travel along with... – они путешествуют вместе с...  
 all we have to do to prove it – всё, что нужно, чтобы доказать  
 right out of the air – прямо из воздуха

1. Найдите русские эквиваленты ( колонка В ) к английским словам ( колонка А ).

A.	B.
where	там
through	когда
along with	те
without	езде
these	которые
there	где
when	вместе с
those	сквозь
everywhere	без
which	эти
or	и
and	или

2. Переведите следующие предложения из текста, учитывая функции глаголов **to have** и **to be**.

- In the room where you live there are hundreds of invisible waves.
- They are upstairs and downstairs.
- How are these waves brought to your radio or television?
- Wave is a single vibration of energy in motion.
- There is energy working around us all the time.
- There is energy in light.
- All electric current creates a magnetic force, an area around, that has the same kind of power that a real magnet has.
- All we have to do to prove it is to turn on our radio and television sets.

3. Прочитайте следующие утверждения и определите, являются ли они согласно тексту: верными (T), неверными (F) или не обсуждаются вообще (N).

Radio waves travel about one million times as fast as sound waves.  
 Electromagnetic waves can't pass through ceilings, floors or walls.  
 Wave is a single vibration of energy in motion.  
 An electric current doesn't create a magnetic force.

4. Расположите следующие предложения в таком порядке, чтобы получилось краткое изложение текста " Magic Waves in Your Room"

- Waves are all over the world, surrounding everything and everybody.
- Light and heat and radio waves are different from sound waves.
- In the room where you live there are hundreds of waves, different from one another.
- All electric current creates a magnetic force.
- Light and heat and radio waves are called electromagnetic waves.

**Read and translate the text.****WIND**

A wind is simply air in motion. If you blow up a toy balloon, so that the air inside of it is under pressure, and then let go of the nozzle, the pressure at once drives the air out again and you can feel it as a wind. The air comes out because there is less air pressure outside the balloon than inside, and it is a general rule that winds always blow from high pressure areas to low-pressure areas.

Now the atmosphere that covers the earth is liable to great variations in pressure, owing to the fact that some places are warmer than others. Air contracts when it is cooled, so that cold air is packed more tightly together than warm air—it is at a higher pressure. Warm air, on the other hand, expands and because it occupies more space it is thinner than cold air—it is at lower pressure. Because it is thinner it is also lighter, and tends to rise like the hot smoke over a bonfire. In places where the air is simply rising or falling no winds are felt and these are regions of calms; wind is only felt when the air blows horizontally.

So we generally use the term “wind” to describe only the horizontal movements of air across the earth’s surface. The chief reason for these being areas of high and low pressure is that sun does not heat the earth equally all over, much more heat being given to the atmosphere at the Equator than at the Poles. When air is heated, it expands and, becoming lighter rises by what is called convection so lowering the pressure near the ground and increasing it up above. This occurs all round the equatorial belt, with the result that the cooler high-pressure air from the polar regions sweeps in at low level, while the warm equatorial air moves outwards at high level towards the Poles. Here it is cooled and sinks, taking the place of the air now at the Equator.

**NOTES**

1. **owing to the fact that**—благодаря тому, что
2. **the chief reason for there being areas of high and low pressure is that the sun**—основная причина того, что имеются области высокого и низкого давления, заключается в том, что солнце
3. **rises by what is called convection**—поднимается благодаря конвекции (благодаря тому, что называется конвекцией)

**2. Match each of the words in the right column to the left one:**

1. air in motion	A) общее правило
2. high pressure area	B) воздух в движении
3. cold air	C) теплый воздух
4. equatorial belt	D) участок высокого давления
5. air pressure	E) холодный воздух
6. lowering the pressure	F) экваториальный пояс
7. warm air	G) давление воздуха
8. general rule	H) понижение давления

**3. Translate into English using expressions from the text:**

Ветер это простое движение воздуха. При надувании воздушного шара, воздух внутри его находится под давлением. При сдувании шара, воздух под давлением выталкивается из него снова, и вы чувствуете движение воздуха, ветер. Воздух выходит наружу из-за того, что давление воздуха за пределами шара меньше, чем внутри него. И общее правило гласит, что ветер всегда дует с участков с высшим давлением на участки с низким давлением.

**4. Tick off the true statements according to the text:**

Warm air is not thinner than cold air

We generally use the term “wind” to describe only the horizontal movements of air across the earth’s surface.

When air is heated, it doesn’t expand and doesn’t become lighter.

**5. Choose the best alternative to fill in the blank in the following sentence:**

- 1) We generally use the term “wind” to describe \_\_\_\_\_
- a) the air pressure on the Earth’s surface.
- b) warm up the air in atmosphere.
- c) Only the horizontal movements of air across the earth’s surface.

**6. Answer the questions:**

- 1) What is wind?
- 2) Does warm air contract or expand when it is cooled?
- 3) What is the chief reason for high and low pressure on the earth’s surface?
- 4) What happens when the air is heated?

Практическое задание № 10.

## MAN AND THE ENVIRONMENT

1. The environment situation is known to have long been a subject of separate and joint research efforts by specialists of interrelated fields – biologists, chemists, biochemists and others who have to combine their knowledge with the information available to specialists in physics, geology, oceanography and meteorology, or to the experts in sociology, psychology, philosophy, etc. The problem of man and his interaction with the environment has now become the focal point for many sciences not because it is fashionable but because of its great significance for the whole of mankind.

2. Scientific exchanges and discussions are sure to be always useful because they contribute to general scientific advance. Many Western scientists say our world to be through a global ecological crisis which means the gradual destruction of the human race. Russian scientists are not so pessimistic but they do think that man’s intervention in nature is steadily increasing, which is a growing threat to the environment. The very term “crisis” is not quite accurate. What we see at present are signs of ecological imbalance which may cause a crisis if due measures are not taken. The air we breathe, the earth we live on and its rivers and seas are becoming polluted with ever more dangerous materials - the by-products of Man’s activities.

3. Interrelations between man and the biosphere are of a very complex nature. Man, like every other living organism, depends for his life on what the biosphere provides: water, oxygen, food, etc. On the other hand, the biosphere is reported to be strongly affected by all sorts of human activities. The conflicts that arise in this man-and-the environment interaction are different. For example, man creates new compounds, new substances, pure chemical elements which are unknown to the biosphere. They do not belong to the natural cycle of matter, therefore they weaken the capacity of natural complexes for self-regulation. Thus, though not changing biologically, we change the medium we live in.

4. Forests are disappearing. Deserts are advancing at the same speed and, if there are qualitative changes in the biosphere, it is supposed not any longer to correspond to the biological requirements of man, whose ability to adapt is very limited.

5. The great scientist Vladimir Vernadsky was the first to realize the necessity for quite a new approach to the biosphere as early as the mid-forties. It is Vernadsky's concept of the biosphere that we accept today.

6. That we must act now is clear. If your house is in order, you're all right.

Примечания к тексту:

- |                                   |                              |
|-----------------------------------|------------------------------|
| 1. but they do think              | но они все же считают        |
| 2. ever more dangerous            | как никогда опасные          |
| 3. on the other hand              | с другой стороны             |
| 4. it is Vernadsky's concept that | именно концепция Вернадского |

**II. EXERCISES.**

1. Найдите в тексте производные от следующих слов. Переведите их с учетом части речи: situate, special, relate, know, inform, avail, act, fashion, signify, man, discuss, use, science, ecology, globe.

2. Найдите в тексте антонимы к следующим словам: optimistic, decrease, relative, past, balance, simple, joint, death, compromise, same, artificial, because, strengthen.

3. Найдите русские эквиваленты в колонке В к английским словам из колонки А.

А	В
because	через
because of	потому что
through	сам; как таковой
very	должный
quite	как и
due	таким образом
like	поэтому
therefore	хотя
thus	из-за
though	совсем

I. Соедините подходящие по смыслу части предложений.

- |  |   |
|--|---|
| 1. The environment situation is a subject of research efforts... | a) the biosphere will no longer correspond to the biological requirements of man. |
| 2. This problem has now become...                                | b) are of a very complex nature.  |
| 3. Ecological imbalance may cause a crisis...                    | c) if due measures are not taken.   |
| 4. Interrelations between man and the biosphere...               | d) the focal point for many sciences.   |
| 5. It is supposed that...  | e) is very limited.   |
| 6. Man's ability to adapt...                                     | f) by specialists of interrelated fields.   |

III. Прочитайте следующие утверждения и определите, являются ли они согласно тексту: верными (T), неверными (F) или не обсуждаются вообще (N).

1. Forests are disappearing, deserts are advancing at the same speed.
2. The biosphere is reported to be slightly affected by all sorts of human activities.
3. Also, we are becoming more and more worried about water pollution.
4. The pollution of the environment comes from many sources: chemical waste from factories, domestic waste from cities and towns and so on.

IV. Расположите следующие предложения в таком порядке, чтобы получилось краткое изложение текста “Man and the Environment”.

1. Scientists' approaches to the problem are different.
2. The problem of man and his interaction with the environment is now a major subject for scientists in many fields.
3. Anyhow, we must take due measures to stop environmental changes.
4. Some scientists think the environmental situation to be a crisis, others consider it as a sign of ecological imbalance.
  1. It is because of its great significance for the whole of mankind.

Практическое задание № 11.

### 1. Read and translate the text.

- 1) *Просмотрите текст. Выпишите все незнакомые слова из первого абзаца. Переведите абзац.*
- 2) *Выпишите незнакомые слова из второго абзаца. Переведите абзац. (Таким образом проработайте весь текст до конца.)*
- 3) *Выполните задания после текста.*

### SCIENCE AND TECHNOLOGY

1. In recent years, scientific and technological developments have drastically changed life on our planet as well as our views both of ourselves as individuals in society and of entire Universe as a whole.

2. Today, science and technology are closely related. Many modern technologies such as nuclear power and space flights depend on science and the application of scientific knowledge and principles. Each advance in pure science creates new opportunities for the development of new ways of making things to be used in daily life. In turn, technology provides science with new and more accurate instruments for its investigation and research.

3. Technology refers to the ways in which people use discoveries to satisfy needs and desires, to alter the environment, to improve their lives. Throughout human history, men and women have invented tools, machines, materials and techniques, to make their lives easier.

4. Of course, when we speak of technology today, we are looking at it in a much narrower sense. Generally, we mean industrial technology, or the technology that began about 200 years ago with the development of power-driven machines, growth of the factory system, and mass production of goods that has created the basis for our modern society. Today we often say that we live in an age of science and technology. According to one estimate, 90 % of all the scientists who ever lived, were alive and active in the 1970-s. This increased scientific activity has brought new ideas, processes, and inventions in ever-growing amount.

5. The scientific revolution that began in the 16th century was the first time that science and technology began to work together. Thus, Galileo, who made revolutionary discoveries in astronomy and physics, also built an improved telescope and patented a system of lifting water. However, it was not until the 19th century that technology truly was based on science and inventors began to build on the work of scientists. For example, Thomas Edison built on the early experiments of Faraday and Henry in his invention of the first practical system of electrical lighting. So too, Edison carried on his investigations until he found the carbon filament for the electric bulb in a research laboratory. This was the first true modern technological research.

6. In a sense, the history of science and technology is the history of all humankind.

Примечания к тексту:

both...and – как..., так и  
 advance – продвижение  
 drastically – круто, решительно  
 in turn – в свою очередь  
 in a much narrower sense – в более узком смысле  
 humankind – человечество  
 filament – нить накала

**EXERCISES:**

1. Найдите в тексте синонимы к следующим словам. Запишите их.  
 Up-to-date, progress, possibilities, precise, requirements, to change, to make better, quantity, usually, clean, to apply.
2. Составьте из следующих слов законченные предложения, обращая внимание на порядок слов.
  - 1) play, technology, a, our, life, science, part, great, in, daily, and
  - 2) to satisfy, discoveries, use, people, and, desires, needs
  - 3) this, research, first, technological, was, modern, the.
3. Переведите письменно следующие предложения из текста, обращая внимание на глагол-сказуемое в разных временах.
  - 1) Scientific and technological developments have changed life on the planet.
  - 2) The scientific revolution began in the 16<sup>th</sup> century.
  - 3) When we speak of technology today, we are looking at it in a narrow sense.
4. Дайте развернутый ответ на вопросы по тексту (выполняется письменно)
  - 1) Why do many modern technologies depend on science?
  - 2) What is a technology in a narrow sense?
  - 3) Why do we say that we live in the age of science and technology?
5. Соедините подходящие по смыслу части предложения

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Many modern technologies depend ...</li> <li>2. The history of science and technology...</li> <li>3. 90% of all the scientists...</li> <li>4. Edison carried on his investigations...</li> <li>5. Technology provides science...</li> </ol> | <ol style="list-style-type: none"> <li>a) lived and worked in the 1970s.</li> <li>b) until he found the filament for the electric bulb.</li> <li>c) with new instruments for its investigation and research.</li> <li>d) on science and the application of scientific knowledge.</li> <li>e) is the history of all mankind.</li> </ol> |
|---|--|

Прочитайте следующие утверждения и определите, являются ли они согласно тексту верными (T), неверными (F) или не обсуждаются вообще (N).

1. Science and technology are not related at all.
2. The application of the latest achievements in industry demands great knowledge and good polytechnical training.
3. The scientific revolution began in the 16<sup>th</sup> century.
4. Galileo made revolutionary discoveries in astronomy and physics.
5. Faraday found the filament for the electric bulb.

7. Расположите следующие предложения в таком порядке, чтобы получилось краткое изложение содержания текста.

1. The history of science and technology is the history of all mankind.
2. Today science and technology are closely related.

3. Scientific and technological developments have changed life on our planet.
4. Throughout human history men and women have invented tools, machines, materials and techniques to make their lives easier.
5. 90 % of all the scientists lived and worked in the 1970-s.

Практическое задание № 12.

### 1. Read and translate the text.

#### COLOR

Color is a sense perception induced by light entering the eye. Although we associate colors with objects we see rather than with the light by which we see them, the color of an object depends on the light that falls on the object as well as on the way in which the object absorbs or reflects that light. The physical characteristic of light that determines the color perceived is the distribution of its energy in the spectrum. Most light contains some energy at all visible wavelengths but the amounts present in each wavelength region may vary widely. The color seen is affected also by the intensity of the light. For a given spectral distribution of light, the color seen depends upon any factors. For a given state or condition of the eyes when the color is seen these statements are true:

1. If two beams of light have different color, their spectral distributions are different.
2. If two beams of light exactly match for color, their spectral distribution may or may not be the same. Many different spectral distributions will match any given color but different colors of the same brightness will not have identical spectral distribution.

If light from two sources falls on a white screen, the light from both sources is reflected toward the observer's eyes. The light he sees is an additive mixture because the two lights are added together before he sees them. The total amount of energy in each wavelength region is the sum of the energies in that region from each source of light. Any set of three light beams that will mix to give white are primary colors. Because red, green and blue give the largest range of colors when mixed, they are known as the primary colors.

They are primary in no sense except that they are the customary starting set for this kind of mixture. Sunlight is the usual example of white light. It has energy in all wavelength regions and roughly the same amount in each.

#### NOTES

1. **rather than**—а не
2. **in no sense except that**—только в том смысле, что

### 2. Match each of the words in the right column to the left one:

1. physical characteristic	A) различные цвета
2. distribution of energy	B) физическая характеристика
3. visible wavelength	C) общая сумма энергии
4. intensity of the light	D) аддитивная смесь
5. spectral distribution of light	E) спектральное распределение света
6. different colors	F) лучи света
7. additive mixture	G) распределение энергии
8. beams of light	H) источник света
9. total amount of energy	I) основные цвета
10. source of light	J) видимая длина волны
11. primary colors	K) интенсивность света

**3. Choose the best alternative to fill in the blank in each of the following sentences:**

- ❖ Color is a \_\_\_\_\_ induced by light entering the eye.  
A) light  
B) special distribution  
C) sense perception.
  
- ❖ The total amount of energy in each wavelength region is \_\_\_\_\_.  
A) total amount of energy  
B) an additive mixture  
C) range of colors

**4. Explain the meaning of the words:**

- 1) Color;
- 2) Total amount of energy;
- 3) Primary colors.

**5. Tick off the true statements according to the text:**

- ❖ Sunlight is the usual example of white light.
- ❖ If two beams of light have different color, their spectral distributions are similar.
- ❖ Most light doesn't contain any energy at all visible wavelengths.

**6. Answer the questions:**

- 1) What is the physical characteristic of the light that determines the perceived color?
- 2) What are the factors which determine the color?
- 3) What do we call primary colors?

**3.4.4. Работа с текстами**

Текст № 1

- 1) Прочитайте, переведите текст.
- 2) Письменно задайте 10 вопросов по содержанию текста, ответьте на них.
- 3) Выразите основную мысль текста (не менее чем 10 предложений).

**HIGHER EDUCATION**

There is no national system of higher education in the United States. Instead, there are about 3,300 separate institutions ranging from two-year "junior" colleges and technical institutes to universities. They may be small or large, rural or urban, private or public, religious or secular, highly selective or open to all.

Basically, American higher education developed its own pattern by the adaptation of two traditions: the collegiate tradition of England and the university tradition of the Continent.

The first universities were developed by private charitable organizations, many of which were religious bodies. The private universities are still very important. Of the nation's nearly 1,900 four-year institutions of higher learning, 1,200 are privately controlled.

All higher educational establishments charge fees. It costs a lot of money to study there. Today three out of every four American families expect to send their children to college. How many actually do so? One out of four. Most of the rest simply can't afford it. The unhappy truth is that, like almost everything else, a college education is getting more expensive every year. In 1985-1986 school year, the average public-university student spent about 5 thousand dollars for tuition fees, room, board and books. At private colleges the total came to around 12-17,000. Grants are rare, that

is why two out of three college students take part-time jobs during the school year, during summer vacations, or both to pay for their studies.

The American college is an institution which has no counterpart in Europe. It offers courses of instruction over a four-year period, grants a Bachelor's degree and prepares the student for a job. As part of university a college leads to a master's or doctor's degree. There are also many Junior Colleges to which students may be admitted at the end of their high school career, providing only the first two years of university work. They usually offer courses related to local industry, agriculture or crafts.

Obviously, with a total of 156 universities and more than two thousand colleges, there must be great differences in quality and reputation among them. The main universities are: California University, Catholic University of America, Cornell University, Harvard University, Johns Hopkins University, Columbia University, Stanford University, Chicago University, Wisconsin University, Yale University. The best-known of all is Harvard, Massachusetts, which was founded in 1636. There is much in common between Harvard and Yale, Connecticut, and together they occupy a position in American university life rather like Oxbridge in England.

The methods of instruction in the universities are lectures, discussions and work in laboratory. The academic year is usually of nine months duration, or two semesters of four and a half months each.

Students are classified as freshmen, sophomores, juniors, and seniors. A peculiar feature of American college and university life is numerous students' unions, fraternities and sororities. The Greek alphabet is generally used in their names. These organizations, Greek letter societies, are descendants of the eighteenth century literary and social clubs which flourished in the early American colleges. It has become quite the practice for students of a particular fraternity to reside together during their college course in one house.

A great deal of cultural and recreational life at a university is created by different kinds of students' clubs.

Текст 2

### **UNIVERSITIES AND HIGHER EDUCATION IN GREAT BRITAIN**

Most people in Great Britain start life in universities and colleges at the age of 18. There are more than forty universities in Britain: 36 are in England, 8 in Scotland and one in Wales. The two oldest Universities in England are Oxford and Cambridge.

Oxford is a beautiful city on the river Thames about fifty miles from London. Most of the 39 Oxford colleges are fine buildings of grey and yellow stone. The university was founded in the 12th century and more than 8 thousand students study here at present.

Cambridge is situated at a distance of seventy miles from London on the river Cam. Cambridge University (now 29 colleges and 11 thousand students) was founded at the beginning of the 13th century.

Oxford and Cambridge Universities are known for their specific system of education. They preserve an antique way of life and great emphasis is laid on "tutorials". Each student has a tutor (a Don) who gives personal instructions to the students numbering not more than four. Every week the tutor and his students meet to discuss the work they have done, to criticize it in detail and to set the next week's work. The students of Oxford and Cambridge (or Oxbridge, as they are sometimes jointly called) make up one of the most elite elites in the world. Many great men studied there: Bacon, Milton, Cromwell, Newton; many prominent politicians and members of the Royal family were educated here too.

Until the nineteenth century England had no other universities, apart from Oxford and Cambridge. The universities founded between 1850—1930, including London University are known as redbrick universities (because of the favourable building material of the time). Redbrick universities were built to provide a liberal education and to give technological training for the poorer boys. Oxford and Cambridge graduates scorned them.

The universities founded after World War II are called "the new universities" (Kent, Essex, York, etc.).

All British universities are private institutions. Every institution is independent, autonomous and responsible only to its governing council, but they all receive financial support from the state. The admission to the universities is by examinations or selection (interviews).

Students who pass examinations at the end of the three or four years of study get Bachelor's degree. The first postgraduate degree is normally that of Master conferred for a thesis based on at least one year's fulltime work. Universities are centres of research and many postgraduates are engaged in research for the higher degree, the degree of Doctor.

A university consists of a number of faculties: arts, science medicine, agriculture, education, law and theology. Teaching is organized in departments, such as engineering, economics, commerce, History, French, etc.

At the head of each faculty there is a professor. Other teachers are lectures, some of the senior teachers have the title of reader or senior lecturer.

Over a third of all full-time students in Britain are living in halls of residence, slightly under half are in lodgings and the remainder live at home. The students receive

Education in Britain is not free of charge, it is rather expensive.

Текст № 3

**1. Read the following text.**

Earth

4. The science of the study of the Earth has made particular progress in recent years. It has developed into a large group of individual sciences, closely related and oriented towards the study of the Earth's crust and its upper mantle, and their composition—particularly that of the Earth's crust which is potential source of minerals.

The study of the world's oceans and the geology of their beds, their biological resources, the physics of the sea and the physics of the atmosphere, the study of natural resources, their conservation and rational use has developed on a vast scale.

The Earth, the fifth-largest planet of the solar system, the third in order from the Sun, and the only one positively known to support life consists essentially of a nearly spherical mass of more or less solid rock. It had sufficient gravitational attraction (because of its mass) to hold a substantial atmosphere; because of its distance from the Sun, its rotation, and the nature of the atmosphere, its temperatures are moderate, with relatively minor fluctuations. Solar heat, without which the Earth would be a frozen and lifeless world, powers the Hydrologic Cycle, which makes water continuously available to living things over most of the planet's surface and, through the processes of erosion, keeps working changes constantly on and in the crust. This crust, with its broad variety of topographical forms and chemical composition, is being altered further by thrusting, folding, faulting, and uplift or subsidence of its parts, as well as by volcanic action resulting from the planet's internal heat. Although little is precisely known about the Earth's interior, seismic evidence indicates that here, too, physical activity is continuous. Altogether the Earth seems unique among the planets in the variety of its characteristics and of the processes occurring over, on, and beneath its surface.

**2. Match each of the words in the right column to the left one:**

1. Earth's crust	A) солнечное тепло
2. upper mantle	B) источник минералов
3. source of minerals	C) поверхность земли
4. biological resources	D) природные ресурсы
5. natural resources	E) солнечная система
6. rational use	F) процесс эрозии
7. solar system	G) гравитационное притяжение
8. spherical mass	H) сферическая масса

9. solid rock	D) рациональное использование
10. gravitational attraction	J) биологические ресурсы
11. substantial atmosphere	K) гидрологический цикл
12. minor fluctuations	L) сплошная порода
13. solar heat	M) земная кора
14. planet surface	N) верхняя мантия/покров
15. process of erosion	O) химический состав
16. chemical composition	P) основная атмосфера
17. volcanic action	Q) вулканическое действие
18. Earth interior	R) незначительные колебания
19. physical activity	S) физическая активность
20. Hydrologic cycle	T) внутренняя часть Земли

### 3. Suggest the English equivalent for:

Безжизненный мир, сейсмическое присутствие, широкое разнообразие, умеренная температура, поддерживать жизнь, возникающие, геология их залежей, расстояние, доступный.

### 4. Match the synonyms.

science	below	small
attraction	glacial	gravity
frozen	preservation	knowledge
little	slightly	evolve
beneath	study	to explore
conservation	expand	maintenance
to develop	appeal	bottom
to study	to research	chill

### 5. Answer the questions:

1. Why does the Earth have sufficient gravitational attraction?
2. What would happen on the Earth without the solar heat?
3. Why does the Earth seem to be unique among the planets?

### 6. Write your own 5 questions.

### 7. Write 3 forms of comparison of the following adjectives.

### 8. Continue the following sentences:

1. The Earth is the ... largest planet.
2. The Earth had sufficient gravitational ... to hold a substantial atmosphere.
3. Without Solar heat the Earth would be a ... .

### 9. Translate the text "Earth" in written form.

### 10. Write Russian annotation to the given text. Give the title to the text.

The term "reserves" defines the amount of the mineral in a deposit by weight or volume. The weight of the mineral is expressed in tons or kilograms; the volume, in cubic meters. For instance, coal, iron, manganese, lead, zinc, copper, etc. ores are expressed in tons; gold, platinum and some of the disseminated elements are shown in kilograms, quarries' products — in cubic meters.

Ore reserves (with the exception of ferrous metal ores) are calculated separately for the ore tonnage and for the content of metal. The calculation of reserves and the study of the deposit are aimed at determination of:

- 1) the reserves below the earth's surface and their distribution by grades;
- 2) quality of the mineral;
- 3) properties of the mineral from the technological point of view and the fields of its industrial application;
- 4) geological and engineering conditions for the proper selection of a mining method;
- 5) reliability of reserve calculations and study of the deposits to find proper application of the mineral for industrial needs.

Текст 4

**1. Read the following text.**

**Rocks and their Classification**

Rocks are formed by the action of the most various geological factors. Some of these agents are concealed in the earth's interior and are known as endogenous or initial agents; others are called exogenous or external agents and develop their activities on the surface of the lithosphere, their main source of energy being sunlight.

Endogenous factors include, for instance, volcanic phenomena, forces causing the formation of mountains etc., whereas exogenous factors are water, wind, etc. Endogenous agents cause the formation of rocks, resulted from the cooling of magma as, for instance, granites, porphyries, etc. As their formation is connected with magma and the processes occurring there in, they have been termed magmatic or igneous rocks.

Magmatic rocks are initial material from which all other rocks are derived. Exogenous agents affect the destruction of rocks and changes in their composition and structure, which result in the formation of the so-called sedimentary rock - sands, sandstones, clays, limestones, etc.

Finally, by coming into contact with molten magma or by being transferred into the interior regions of the lithosphere where they are subjected to the effect of high temperatures and pressures, rocks may completely or partially change their composition and texture. This may occur as the result of the penetration into the rocks of some certain chemical substances, and chiefly of the internal re-arrangement of their constituents. These rocks are known as metamorphic rocks and include gneisses, mica, schists, etc.

**1. Find English equivalents to the following words and word combinations in the text.**

различные геологические факторы, недра земли, главный источник энергии, остывание магмы, контактируя с расплавленной магмой, на поверхности, проникать в породы, включая, разрушение пород, подвергаться высоким температурам, скрытый, вулканические породы, частично изменять состав и текстуру, внутреннее перераспределение составляющих, первичный материал, например.

**2. Match the synonyms.**

constituent	original	collapse
force	to happen	matter
initial	breakdown	compound
to occur	to unite	start
material	composite	to take place
destruction	spring	intensity
source	power	primal
to connect	substance	to join

**3. Answer the questions.**

1. How are rocks formed?
2. What agents do we call endogenous and endogenous? What is the difference between them?

3. What do endogenous factors include?
4. What do we mean by exogenous factors?
5. What do exogenous agents affect?
6. What do we call igneous rocks?
7. What is the example of the sedimentary rocks?
8. When do rocks change their composition and texture partially or completely?
9. What rocks are known as metamorphic rocks?
10. What do metamorphic rocks include?

**4. Complete the sentences, using the words in brackets.**

(initial, exogenous, destruction, derived, subjected, composition, interior, surface, texture, concealed, agents)

1. Exogenous agents develop their activities on the ... of the lithosphere.
2. Rocks may completely or partially change their composition and ... .
3. Some of the agents are ... in the earth's interior.
4. Endogenous ... cause the formation of rocks resulted from the cooling magma.
5. Exogenous agents affect the ... of rocks.
6. Magmatic rocks are ... material.
7. Metamorphic rocks as well as sedimentary rocks are ... from magmatic rocks.
8. Sunlight, wind, heat, water are ... agents.
9. Sedimentary rocks are the result of the destruction of rocks and changes in their ... and structure.

**5. Determine the meaning of “they” and “their” in the following sentence:**

By coming into contact with molten magma or by being transferred into the interior regions of the lithosphere where they are subjected to the effect of high temperatures and pressures, rocks may completely or partially change their composition and texture.

**6. Make up sentences from the given words.**

1. material, are, magmatic, rocks, initial.
2. so, and, wind, exogenous, are, factors, water, on.
3. are, factors, action, rocks, of, formed, geological, the, by, various, the, most.
4. constituents, re-arrangement, the, internal, rocks, metamorphic, are, of, the, their, result, of
5. exogenous, rocks, destruction, of, agents, affect, the.

**7. Translate the text “Rocks and their Classification” in written form.**

**8. Write 3 forms of comparison of the following adjectives.**

Large, close, hot, good, beautiful, solid, moderate, cold, late, harm, thick, long.

**9. Write Russian annotation to the given text. Give the title to the text.**

Geologic hazards are those geologic features and events that are hazardous or harmful to the extent that they frequently result in injuries or loss of life and property. Natural geologic processes which have been going on for millions of years may become geologic hazards when people get in the way. They include such diverse geologic phenomena as earthquakes, volcanic eruptions, floods, landslides, subsidence, tsunamis, soil creep, and glacier bursts. If not recognized, clearly understood, and accounted for in the activities of man, almost any geologic processes or features can become a geologic hazard.

Throughout history, there are many examples of geologic hazard which have resulted in disaster and have greatly affected the activities of man. Volcanic eruptions such as those of Vesuvius, Krakatoa, and Mt. Pelee are just a few examples. Ten great earthquakes in China between the 11-th and 12-th centuries resulting in landslides and collapse of loessal cliffs,

killed 1,5 million people. We can cite numerous well-known earthquakes experienced by North Americans in this century. The list of disasters caused by "naturally occurring geologic hazards", or those hazards over which man has no apparent control would indeed be lengthy.

Another category of geologic hazards is that of "man-induced hazards". Man's activity has helped to change the rate and place of occurrence of certain natural phenomena, resulting in hazards to himself. Some examples of man-induced hazards include: land caused by withdrawal of ground water and petroleum resulting in damage to foundations and other structures, and landslides and slumping resulting from highway construction which modifies stable slopes

Текст 5

### 1. Read the following text.

#### Igneous Rocks

The large groups of rocks- the igneous rocks- are those, which were formed from melted magma. Igneous rocks were once magma, a thick, hot liquid deep inside the earth.

The melted magma seems to have its beginning at least 20 or 30 miles down. Earth movements, relieving strains and pressures in the crust create zones of weakness or actual breaks. These permit some of the magma to find its way up into the crust either through cracks or by dissolving the weakened rock around it. Sometimes magma moves to the surface, spewing out of volcanoes or spreading over the countryside in huge lava flows. Lava is only one type of igneous rock, but it is best known.

Inside the crust of the earth magma may flow into branching cracks, forming veins. It may cut across layers of rock, forming dikes. When magma flows between layers, it forces the rock apart. Such an intrusion is known as a sill.

Intrusive rocks are rocks, which formed out of the magma that consolidated at some depth below the surface. Intrusive rock, forced between layers, raises the upper layer like a blister. Such blisters are called batholiths, laccoliths, depending on their size. Magma that intrudes or pushes into other rock cools beneath the surface of the earth. Minerals separate out and crystals develop. Shrinkage may split the cooling rock into huge regular columns. Millions of years later the rocks above may be worn down and the igneous rocks are exposed at the surface. Then these hidden structures can be studied and valuable minerals in or near them can be mined. When magma reaches the earth's surface, it cools more rapidly. The rock it forms is called an extrusive rock because it is pushed out into the surface.

Igneous rocks are distinguishable from sedimentary rocks; the latter generally form beds stretching over great distances and not infrequently contain large quantities of organic fossils. Magmatic rocks unlike those of sedimentary origin, form continuous sills, sheets and veins. They are not stratified; their mass generally presents either a granular or vitreous structure.

Igneous rocks are important to us because of the rich mineral deposits in them or in veins, which are found in them. From such veins, we get most of gold, lead, zinc, mercury, arsenic, antimony, nickel, cobalt, titanium.

### 1. Find English equivalents to the following words and word combinations in the text.

Ослаблять напряжение, через трещины, создавать зоны неустойчивости, распространяться по округе (местности), огромные потоки лавы, расплавленная магма, течь, густая жидкость, раскалывать породу, внутри земной коры, вторгаться в породу, большие ровные колонны, зернистые структуры, поверхность земли, стекловидные структуры, породы могут изнашиваться, скрытые структуры, породы, простирающиеся на большие расстояния.

### 2. Match the synonyms.

important	solution	fast
-----------	----------	------

to stratify	precious	to compose
rapidly	enormous	split
to form	fissure	expulsive
valuable	significant	to achieve
extrusive	to shape	fracture
to reach	flake	vast
permit	expelling	rich
huge	to obtain	considerable
crack	quickly	permission

### 3. Answer the questions.

1. What do we call igneous rocks?
2. Where does melted magma have its beginning?
3. How are zones of weakness or breaks created?
4. What is the best known type of magmatic rocks?
5. What classes are igneous rocks divided into?
6. What do we call extrusive and intrusive rocks?
7. When does magma form dikes?
8. In what way are igneous rocks distinguished from sedimentary rocks?
9. Why are igneous rocks important to us?
10. When are laccoliths and batholiths formed?

### 4. Complete the sentences, using the words in brackets.

(Igneous, extrusive, consolidated, breaks, stratify, worn down, hidden, huge, beds, shrinkage)

1. Earth movements in the crust create zones of weakness or... .
2. Magma moves to the surface in ... lava flows.
3. ... may split the cooling rock into huge regular columns.
4. Throughout million of years, the rocks above are ... .. and the igneous rocks are exposed at the surface.
5. Intrusive rocks are rocks formed, out of magma, which ... below surface.
6. The ... structures can be studied and valuable minerals can be mined.
7. An ... rock is pushed out into the surface.
8. Sedimentary rocks usually form ... .
9. Magmatic rocks do not... .
10. The best known type of ... rock is lava.

### 5. Make up sentences from the given words.

1. magma, inside, veins, the, earth, the, of, crust, forms.
2. raises, layer, intrusive, like, rock, the, upper, a, blister.
3. rocks, distinguishable, are, rocks, igneous, sedimentary, from.
4. structure, either, present, magmatic, granular, or, rocks, vitreous, a.
5. rich, deposits, igneous, in, are, rocks, mineral.

### 5. Determine the meaning of “it” in the following sentences:

1. It may cut across layers of rock, forming dikes.
2. When magma reaches the earth’s surface, it cools more rapidly.
3. The rock it forms is called an extrusive rock because it is pushed out into the surface.

### 6. Translate the text “Igneous Rocks” in written form.

### 7. Write 3 forms of comparison of the following adjectives.

Large, hot, huge, good, near, rich, valuable.

**8. Write Russian annotation to the given text. Give the title to the text.**

The astronomers, geophysicists and other investigators whose concern is the origin and evolution of the earth are handicapped by a shortage of evidence. The events of interest to these workers occurred in times so distant that even geological records are seldom available. As a result the theories that have been advanced about such matters as the origin of the continents are largely conjectural. Moreover, as might be expected in the circumstances, the theories differ considerably and therefore are highly controversial.

An example of the kind of information that would help to overcome the handicap is a reliable measurement of the length of the day, that is, the speed of the earth's rotation on its axis. It is clear that the length of the day has increased slowly throughout geologic time; the earth's rotation has been slowed by the friction of the tides and may also have been changed slightly by internal processes. Hence the number of days in the year has decreased. If a "clock" could be found that had recorded the days of ancient geological periods, it would be possible to arrive at a more precise measurement of a number of days in the year and so to obtain evidence about the earth's rotation and the factors affecting it.

Such a fossil clock may be at hand in certain corals. These organisms have long been known to have distinct bands that represent annual growth. The bands are themselves made up of narrower bands that seem to represent monthly growth and are probably related to the tides and monthly cycle of the moon. The intriguing possibility now under discussion is that the still finer ridges or bands found in some of the corals represent daily growth. If this is the case, a coral that could be accurately assigned to a particular geological period (by radioactive dating or the evidence of stratigraphy) would provide a measurement of the number of days in the year at that time.

It was once taken for granted that the earth originated as a molten object and has gradually cooled. Mountains were thought to have formed through the consequent contraction of its interior, so the length of the day will shorten as the earth contracts and its mass moves toward its axis.

## Текст № 6

- 1) *Просмотрите текст. Выпишите все незнакомые слова из первого абзаца. Переведите абзац.*
- 2) *Выпишите незнакомые слова из второго абзаца. Переведите абзац. (Таким образом проработайте весь текст до конца.)*
- 3) *Выполните задание после текста.*

**PURPOSE AND MEANING OF MINE SURVEYING**

A mining engineer should be well versed in the use of surveyor's maps and other graphic material, which is only possible if he properly understands the surveyor's methods of measurements, calculations and mapping. He should also be familiar with the methods of tackling the problems arising in the course of construction or mining. Thus, when supervising the drivage by approaching headings, the mining engineer should understand the method by which the surveyor had set the direction of headings, and put the surveyor's instructions into practice.

Mine surveying is an important subject for mining students, which has a direct bearing on their future work. Mine surveying is closely linked with other subjects taken up by the mining student, i. e. mathematics, geodesy, geology, descriptive geometry and mining. Mine surveying is a branch of the mining science and engineering dealing essentially with linear and dimensional measurements. This operation, known as mine surveying, is carried out for the purpose of:

a) graphic representation (plans or sections) of: underground workings, the mode of occurrence and geometric distribution of mineral properties; the surface above mineral bodies; existing structures and natural features on the surface.

b) solution of various problems in geometry brought about by the exploration, construction and mining.

The study of processes involved in the strata and surface movement caused by mining operations is likewise included in surveying. Measures for protection of structures are also the responsibility of the mine surveyor. Surveys cover all phases of the mine development.

*Answer the following questions:*

1. What should a mining engineer be well versed in? 2. What is mine surveying for mining students? 3. For what purposes is mine surveying carried out? 4. What subjects is mine surveying linked with? 5. What phases of the mining development do surveys cover?

#### Текст № 7

- 1) *Просмотрите текст. Выпишите все незнакомые слова из первого абзаца. Переведите абзац.*
- 2) *Выпишите незнакомые слова из второго абзаца. Переведите абзац. (Таким образом проработайте весь текст до конца.)*
- 3) *Ответьте на вопросы.*
- 3) *Задайте свои 5 вопросов по содержанию текста. Ответьте на поставленные вопросы. Перескажите текст близко к оригиналу.*

### THE HISTORY OF MINE SURVEYING

Primitive mine surveying had been practiced since very ancient times, closely connected with the beginning of mining. Archaeological excavations proved that the ancients had been well versed in the simplest methods of underground surveying. The discovery of properties of a magnetic needle opened the way for the use of a magnetic compass as far back as the first century A. D. for orientation purposes and later — for underground surveys.

Printed matter on underground surveys and mine surveying in general had only appeared in the 18th century in Russia. "The First Fundamentals of Metallurgy and Mining" by M. Lomonosov, the great Russian scientist, was published in 1763. Chapter five of his work, "Mine Measurements", treated of the method of mine surveying.

Rapid strides made by the mining industry had revealed the need in more accurate surveys and mapping as the old maps were plotted from fairly rough compass surveys. The theodolite and mining level made their first appearance in the middle of the 18th century. At that time analytical geometry was also applied for the solution of survey problems. Rapid strides made by the modern science and engineering have also found their reflection in mine surveying.

High-precision gyrocompasses which have revolutionized the method of underground orientation have been extensively used in modern mine surveying. High-precision electro-optical and radio instruments are now in use for measuring distances in ground surveying. Large open-cast mines are surveyed by means of aerial stereo photogrammetric methods. Electronic computers facilitate the surveyor's calculations.

### MINE MANAGEMENT IN THE USA AND RUSSIA

Coal mining in the United States is usually organized by office workers. They provide planning, safety, mine engineering, data on the quality of the coal, maintenance and labour relations. Office workers of a mine do not have direct authority over production personnel; they have no responsibility for production.

The mine manager has complete authority over and responsibility for the mine and coal preparation plant. Production from the working faces is under immediate responsibility of a section foreman. He coordinates the movements of the working face on his particular section or area of the coal mine. The mine manager is directly responsible for ventilation, power, projected haul distance, transportation, etc. Each section foreman informs the mine manager about his needs. The mine manager schedules the general work.

Transportation of men and coal falls into two areas of responsibility: that of the mine manager and of the section foreman. The chief electrician is responsible for all maintenance of underground equipment.

The recorded evidence of coal mining in Russia goes back through centuries. The theory and practice of mining and smelting were systematized by the great Russian scientist M. Lomonosov in his book "First Principles of the Science of Mining" (1742) and other publications. M. Lomonosov considered the science of mining to be of vital importance to the national economy. His books and papers dealing with geology and mining had a great influence on the development of the Russian school of scientists.

A. Karpinsky was Lomonosov's follower in the field of geology. He worked at the problems of geological history of the European part of our country. He worked out the theory of organic origin of coal. B. Boky solved a very important mining problem — the analytical method of mine planning. M. Protodyakonov proposed a new classification of rocks based on numerical coefficients.

At present the Soviet scientists further develop the theory and practice of geology and mining.

The coal mining, one of the leading heavy industries of the Russia, is keeping steady pace with the development of the national economy of the country. Coal is the main source of power, without which neither industrial enterprises, transport, nor electrical power plants can operate. As fuel, coal is widely utilized in the municipal and domestic economy. Coal is a raw material for the manufacture of hundreds of different chemical products, apart from coke and gas, upon which all modern metallurgical processes are based.

The tempo of the development of the coal mining industry in the Russia is rather high. The steady increase of coal output is certain to be ensured by the introduction of the most improved and economically advantageous methods as well as by the extensive development of mechanization. Open-cast mining will be widely used in Siberia. Hydraulic method will be employed at many mines.

*Answer questions:*

1. What is coal? 2. What is it used for? 3. What are the main coal-fields in the USSR? 4. What mining machines do you know? 5. Where is open-cast mining applied? 6. What can you say about mining institutes and faculties in our country?

Текст № 8

1) *Просмотрите текст. Выпишите все незнакомые слова из первого абзаца. Переведите абзац.*

2) *Выпишите незнакомые слова из второго абзаца. Переведите абзац. (Таким образом проработайте весь текст до конца.)*

3) *Задайте 5 вопросов по содержанию текста. Ответьте на поставленные вопросы. Перескажите текст близко к оригиналу..*

### JOY MINER

Joy Miner is a logical development from Joy Loader, and is designed for continuous operation. This machine is 25 ft. 6 in. long and 7 ft. 6 in. wide. It weighs about 16 tons. The machine consists of three main sections, the cutting and loading head, the intermediate conveyor and the discharge conveyor. The cutting and loading head has a width of 30 in., a vertical movement of 64 in., and a horizontal swing of 16 ft. It also has a forward movement of 18 in. independent of the movement of the chassis. The cutting head is equipped with six chains each driven by a separate sprocket on a main driving shaft. The operating speed of the chains is 500 f. p. m. (feet per minute). Each chain is fitted with 20 replaceable bits.

The Dosco Miner is a modification of Joy Miner. It is used for longwall operation. The machine is 40 in. high and takes a buttock 4 ft. 6 in. wide for the full heights of the seam and falls off a 500 ft. length of face in a shift. Production is 500 tons per working shift giving an output per manshift of 6—10 tons per man.

Approximately, 80 per cent of the output in Great Britain is obtained by these machines. Scientific methods of coal getting by very efficient machines are a distinguishing feature in coal mining.

(ft. - foot; in. - inch)

Текст 9

### THE PREPARATION OF COAL FOR USE

Coal sent from the mine comprises a mixture of different sizes and grades admixed with varying proportions of dirt or refuse, some of which comes from the seam itself and some from the roof and floor. Under modern conditions, when coal is loaded by shovel or by a power-operated loading machine on to a conveyor, little sorting of dirt is done underground. So mechanical methods to remove the dirt, to size, to sort and clean the coal on the surface have become an essential part of the surface plant of every modern colliery. The preparation plant must therefore handle lumps of rock sometimes weighing 1000 pound or more, and to deal also with fine dust.

Sizing and sorting are usually performed on the screens. Cleaning is done in the washery or dry-cleaning plant. It is necessary to note that the choice and position of the coal-preparation plant must be considered in planning the colliery. The coal-preparation plant must be placed at a distance of not less than 80 yards from the shaft.

The capacity of the screens and cleaning plant depends upon the output of the mine. Inadequate capacity of the coal-preparation plant causes delays and loss of output. Modern coal-preparation plants have nominal capacity of 1,500 tons per hour. All the principal methods of coal cleaning are used at the modern coal-preparation plants.

*Answer the following questions:*

1. What does raw coal comprise? 2. What does dirt come from? 3. What units are sizing and sorting performed on? 4. Where must the coal-preparation plant be placed? 5. What nominal capacity has a modern coal-preparation plant?

Текст 10

### THE ADVANTAGES OF CLEAN COAL

Coal, like practically all other material substances which man has learnt to extract from the crust of the earth, requires, as a rule, some form of preparation to fit it for utilization in the best possible manner in various industries. The process of cleaning coal, or the separation of dirt from it, begins in the mine.

In recent years the rapid increase in mechanical cutting and loading has hastened mechanical cleaning. By mechanical cleaning is meant the removal of impurities by mechanical units as compared with hand picking by which the impurities are removed by hand. It is impossible for a mine to turn over to mechanized loading without the addition of some mechanical cleaning facilities, at least on certain sizes. The problem of coal preparation is to take the coal from the mine and to treat it so as to produce the maximum quantities of the most easily marketable grades in the most economical manner possible.

The principal methods employed for cleaning coal are classified as follows:

1. Hand cleaning. 2. Dense medium washing. 3. Jig washing. 4. Trough washing. 5. Classifiers. 6. Dry cleaning. 7. Froth flotation. 8. Concentrating tables. 9. Converter process.

*Answer the following questions:*

1. Where does the process of cleaning coal begin? 2. What is meant by mechanical cleaning? 3. What has hastened mechanical cleaning? 4. What are the principal methods employed for cleaning coal? 5. What can you say about every separate method?

Текст 11

**1. Read the following text.****TYPES OF SURVEYING**

Surveying is employed to measure and locate lines and angles on the surface of the earth. There are two main types of surveys. Plane surveying is used when the earth's curvature is neglected. The effect of curvature is taken into account with the geodetic surveying which is used in the survey of a state or a country. Surveys are made for many purposes, such as the determination of areas, the fixing of boundary lines, and the plotting of maps.

Underground surveying is based on the same principle as land surveying. Mine surveys are made to establish the direction of workings. They are also used to determine the amount of material taken from the mine and the probable amount of available mineral.

Many new instruments are employed to facilitate the surveyor's work.

**2. Suggest the English equivalents for the following words and word combinations in the text.**

Геодезист, брать в расчёт, процесс выполнения, геодезическая съёмка, делаться для многих целей, черчение карт, подземная съёмка, аэросъёмка, наземная съёмка, закрепление линий границ, пренебрегать изгибами земли.

**3. Answer the following questions.**

1. What is surveying?
2. What purposes are surveying made for?
3. What principle is underground surveying based on?
4. What are main types of surveying?
5. What effect is taken into account with the geodetic surveying?

**4. Write your own 5 questions to the text and answer them.****5. Tick off the true statements according to the text. Correct the false sentences.**

1. Surveys are made for one purpose.
2. Surveying is employed to measure the total of the minerals on the surface of the earth.
3. Mine surveys may be made to establish the direction of workings.
4. No instruments are employed to facilitate the surveyor's work.
5. Land surveying is based on the same principle as underground surveying.

**6. Be ready to give annotation to the text.****7. Put the words in the right order to make a sentence.**

1. Surveys, workings, direction, establish, made, mine, the, are, to, of.
2. Instruments, facilitate, surveyor's, the, to, employed, many, are, new, work.
3. Of, main, are, surveys, there, two, types.

**8. Make the English sentences using the following words:**

Surveying, many purposes, plane surveying, determine, establish, take into account, be neglected, earth's curvature.

**9. Write down 3 forms of the adjectives from the text and explain the rules of their formation.****10. Using the words from the lexical minimum of the second section make 5 sentences in Russian. Translate these sentences into English.**

Текст 12

**1. Read the following text.****4. Weathering**

Geologists have accumulated abundant evidence that under surface conditions rocks are relatively easily altered. The process of alteration is called rock-weathering. The nature of this weathering process depends largely on the kind of rock and on the specific conditions of its environment.

Simultaneously with the mechanical or physical weathering of rocks, chemical agents attack them and produce various decomposition products. An important distinction between physical and chemical weathering must be made clear. Although physical disintegration changes the size and shape of the parent rock masses, the minerals originally present remain. With chemical reaction, on the one hand, comes a change in the physical state due to the formation of new properties.

Chemical weathering, therefore, is a much more complicated process than physical weathering. The chemical decay of minerals depends in large part on the fact that the surface environment contains the active chemical agents - oxygen, carbon dioxide and water vapour. These three chemical agents tend to produce oxides, carbonates and hydrated compounds respectively, by combining with the original minerals of the rocks.

Of two types of weathering the chemical weathering of rocks involves more serious alterations than the mere comminution produced by physical weathering. As a result of these changes certain minerals disappear wholly or partially and material of secondary origin which is formed differs markedly from the parent minerals.

The processes fulfill themselves in an aqueous medium and depend on the decomposing action of water forced by the presence of dissolved carbon dioxide and, in some cases, organic acids formed from the decay of plants. Since chemical weathering takes place at the surface of rock minerals, it is evident that it is intensified where physical weathering has preceded it. But since most rocks are formed of an irregular mosaic of different minerals with various degrees of susceptibility to attack, chemical weathering alone is capable of producing disintegration particularly where there is a certain degree of jointing or porosity in the weathering rocks.

Essentially, chemical weathering involves two phases, namely, the disappearance of certain minerals, and the formation of secondary products.

Some of the secondary products may originate by alteration at the spot of the parent minerals, whilst other products may originate by precipitation from solutions. Sometimes the material precipitated at the place of weathering may be mixed or even enter into combination with residual products.

Water is of such profound importance from the standpoint of rock iteration and soil development that it has been compared with the wood of an organism. Chemical weathering is closely associated with water; in very dry or very cold regions chemical weathering is slight. Since practically all compounds are attacked by water, it is sometimes referred to as the universal solvent. The presence of carbon dioxide in water adds materially to its activity.

Temperature relations are also important, since they influence the activity of solutions in the rocks and soil; as a general rule, the higher the temperature, the more rapid the alteration. Particularly important from the standpoint of chemical weathering is the length of time during the year when temperatures are above 0° C. Going from high to low latitudes involves passing from regions of minimum to regions of maximum chemical weathering. In the tropics the zone of weathering may extend as deeply as 600 feet.

## 2. Match each of the words in the right column to the left one.

secondary products	одновременно
decay of plants	выветривание
simultaneously	оставаться
parent minerals	вторичные продукты
remain	остаточные продукты
weathering	определённая степень
residual products	распад растений
certain degree	родительские минералы

**3. Suggest the English equivalents for the following words and word combinations in the text.**

Повтор, широта включает, отношение, важный, очевидно, разная степень, новые свойства, особенные условия, кислород, углекислый газ, водяной пар, соответственно, сложный процесс, добавлять.

**4. Make combinations using the words from the left and right columns. Translate them into Russian.**

physical	part
particularly	conditions
large	weathering
carbon	important
specific	dioxide

**5. Write out and translate international words from the text.**

**6. Translate the text.**

**7. Choose the best alternative to fill in the blank in each of the following sentences.**

secondary products, alteration, capable, made clear, minerals, weathering, secondary products, jointing or porosity.

1. The process of ... is called rock-weathering
2. Chemical ... involves the disappearance of certain ..., and the formation of .....
3. An important distinction between physical and chemical weathering must be ....
4. Some of the ... may originate by alteration at the scat of the parent minerals.
5. Chemical weathering alone is ... of producing disintegration particularly where there is a certain degree of ... in the weathering rocks.

**8. Answer the questions.**

1. What is rock weathering?
2. When does a change in the physical state due to the formation of new properties come?
3. What adds materialy to water activity?
4. What weathering involves more serious alterations than the mere comminution produced by physical weathering?
5. When chemical weathering is slight?

**9. Tick off the true statement according to the text. Correct the false sentences. Find sentences containing not stated information.**

1. Geologists have accumulated much evidence that under surface conditions rocks are relatively easily altered.
2. Simultaneously with the mechanical or physical weathering of rocks, chemical agents attack them but do not produce various decomposition products.
3. Chemical weathering is a much more easier process than physical weathering.
4. Essentially, chemical weathering involves four phases.
5. Temperature relations are not important, since they influence the activity of solutions in the rocks and soil; as a general rule, the higher the temperature, the more slowly the alteration.
6. Fossils are the remains of once-living organisms.

**10. Connect the right parts to make sentences.**

An important distinction between physical and chemical weathering	where physical weathering has preceded it.
With chemical reaction comes a change in the physical state due	water.
Three chemical agents tend to produce oxides, carbonates and hydrated compounds respectively, by	must be made clear.
Since chemical weathering takes place at the surface of rock minerals, it is evident that it is intensified	to the formation of new properties.
Chemical weathering is closely associated with	when temperatures are above 0° C.
Particularly important from the standpoint of chemical weathering is the length of time during the year	combining with the original minerals of the rocks.

**11. Put the words in the right order to make a sentence.**

1. To, are, different, geologists, understand, working, processes.
2. The, earth, is, the, sun, third, from, planet.
3. When, cools, the, surface, rapidly, magma, reaches, earth's, it, more.

**12. Make the English sentences using the following words:**

Accumulate, change, compounds, original minerals, dissolved, physical weathering, in some cases, a certain degree, originate, secondary products.

**13. Using the words from the lexical minimum of the first section make 5 sentences in Russian. Translate these sentences into English.**

**Текст 13**

**TYPES OF WEATHERING**

Geologists have accumulated abundant evidence that under surface conditions rocks are relatively easily altered. The process of alteration is called rock-weathering. The nature of this weathering process depends largely on the kind of rock and on the specific conditions of its environment.

Simultaneously with the mechanical or physical weathering of rocks, chemical agents attack them and produce various decomposition products. An important distinction between physical and chemical weathering must be made clear. Although physical disintegration changes the size and shape of the parent rock masses, the minerals originally present remain. With chemical reaction, on the one hand, comes a change in the physical state due to the formation of new properties.

Chemical weathering, therefore, is a much more complicated process than physical weathering. The chemical decay of minerals depends in large part on the fact that the surface environment contains the active chemical agents - oxygen, carbon dioxide and water vapour. These three chemical agents tend to produce oxides, carbonates and hydrated compounds respectively, by combining with the original minerals of the rocks.

**3.4.5. ТЕКСТЫ ДЛЯ КОНТРОЛЯ**

**1. Прочитайте текст «Minerals» и выполните задания после него.**

**Minerals**

1. It is difficult to imagine modern geology without minerals.  
Minerals are the basic naturally occurring inorganic homogeneous units.  
The most important quality of minerals is their properties to be combined in various ways and under different conditions form rocks.

Most minerals consist of elements combined as chemical compounds.

A few minerals may occur as native element (gold, silver, copper, etc.).

2. Stated in a different way, minerals are stable only in the environment in which they are formed. For example, olivine forms at depth.

This causes the whole mineral to crystallize from magma under relatively high temperatures and pressures.

When it is exposed to the temperature, pressure, and humidity of the earth's surface disintegration takes place.

3. A few minerals, such as quartz, are stable under quite a range of conditions.

But if conditions at specific places on the earth's surface commonly change, the minerals change too.

Minerals which formed at depth are commonly exposed at the surface.

Minerals which formed at the surface are commonly subjected to the conditions at depth.

4. Clay minerals do not occur in the deep part of the earth's crust, but they are abundant at the surface.

The answer to this contrast lies in the cycling of matter through a series of geological processes.

These processes are called the folding and faulting processes and volcanic action, weathering and erosion, metamorphism and granitization.

The geological processes can be divided into two contrasted groups: 1) processes of external origin; 2) processes of internal origin.

**Определите, является ли утверждение:**

1. It is quite possible to imagine modern geology without minerals.

- a) истинным                      b) ложным                      c) в тексте нет информации

2. The most important quality of minerals is hardness.

- a) истинным                      b) ложным                      c) в тексте нет информации

3. Each mineral is stable under quite a range of conditions.

- a) истинным                      b) ложным                      c) в тексте нет информации

4. Clay minerals appear only in three middle stages.

- a) истинным                      b) ложным                      c) в тексте нет информации

5. Quartz is not widely appeared.

- a) истинна                      b) ложь                      c) в тексте нет информации

**Определите, какой части текста (1,2,3,4) соответствует следующая информация:**

6. The nature of minerals.

- 1                      2                      3                      4

7. The formation of clay minerals.

- 1                      2                      3                      4

**Ответьте на вопрос:**

1. What are the ways for occurring of clay minerals?

- a) They are temperature and pressure.  
 b) They are volcanic action and the folding and faulting processes, weathering and erosion, metamorphism and granitization.  
 c) They are surface and the earth's crust and minerals.  
 d) They are volcanic action and the folding and faulting processes.

9. Depending on what do minerals change too?

- a) Depending on the earth's surface.  
 b) Depending on another mineral.  
 c) Depending on temperature.  
 d) Depending on folding and faulting processes.

**10. Определите основную идею текста.**

- a) earth  
 b) minerals  
 c) clay minerals

d) faulting processes

**11. Выпишите все интернациональные слова из текста.**

**12. На основе прочитанного текста составьте диалог, используя фразы профессионального общения следующего характера:**

1. Подчёркивание важного, привлечение внимания собеседника.
2. Переход от одной мысли к другой.
3. Выражение личного мнения о высказываемом.
4. Сообщение об известных фактах и истинах.
5. Как избежать категоричности в своих высказываниях.
6. Пояснение и дополнение к сказанному.
7. Завершение диалога и выводы из сказанного.

**2. Прочитайте текст «Geological Processes» и выполните задания после него.**

### **Geological Processes**

1. Life in the earth is impossible without geological processes.

Depending on the type of origin geological processes fall into two main groups.

The first group includes the processes of external origin such as denudation and deposition.

The second group includes the processes of internal origin such as earth movements and igneous activity.

2. All rocks at the earth's surface are disintegrating and decomposing in various processes of weathering.

3. Weathering prepares the way to erosion.

Erosion is known as the wearing away of rock debris and its transportation elsewhere.

The important thing is that erosion is rapid in steep areas with heavy precipitation and in semi-arid regions poorly protected by patchy vegetation.

But erosion is slow in deserts and cold lowlands.

4. The rock materials removed by weathering and erosion are known as sediments. Sedimentary environments are continental (on land) or marine (on the floors of seas and oceans).

5. Landslides take place in widely differing rock types and are of almost conceivable size and shape.

A complex landslide consists of any combination of the three basic types: falls, slides, flows.

Landsliding is an important agent shaping the earth's surface and it has been active as long as there have been natural slopes.

6. Seismic phenomena, or earthquakes, are the most terrible catastrophes occurring in nature.

It has been scientifically proved that the majority of earthquakes are directly connected with dislocations and mountain-making processes.

There are also volcanic earthquakes that are due to the explosion of volcanic gases, when the free escape of magma from the vent of the volcanic crater to the earth's surface is in some way obstructed.

7. It is no wonder that physical forces produce changes in the earth's crust, bending and breaking in the rocks.

A fold is a name applied to the bend in the rocks.

Folds can be divided into two kinds: synclines and anticlines.

A fault is a name applied to the break in the rocks.

**Определите, является ли утверждение:**

1. Life in the earth is quite possible without geological processes.  
a) истинным                      b) ложным                      c) в тексте нет информации
2. When we talk about earth movements we mean the processes of external origin.  
a) истинным                      b) ложным                      c) в тексте нет информации
3. Sediments are agent shaping the earth's surface.  
a) истинным                      b) ложным                      c) в тексте нет информации

4. Each mineral is stable under quite a range of condition.  
 a) истинным                      б) ложным                      в) в тексте нет информации  
 5. There are two contrast groups of geological processes.  
 а) истинна                      б) ложь                      в) в тексте нет информации

**Определите, какой части текста (1,2,3,4,5,6,7) соответствует следующая информация:**

6. The most terrible catastrophes occurring in nature.  
 1              2              3              4              5              6              7  
 7. Bending and breaking in the rocks.  
 1              2              3              4              5              6              7

**Ответьте на вопрос:**

8. What are two main groups of geological properties?  
 a) They are denudation and deposition.  
 b) They consist of falls, slides and flows.  
 c) They are connected with dislocations and mountain-making processes.  
 d) Geological properties of external and internal origin.  
 9. What are sediments?  
 a) Sedimentary environments are continental or marine.  
 b) Processes of weathering and erosion.  
 c) The rock materials removed by weathering and erosion.  
 d) Agent shaping the earth's surface.

**10. Определите основную идею текста.**

1. geological processes of weathering
2. geological processes depending on the type of origin
3. geological processes of external origin
4. geological processes: synclines and anticlines

**11. Выпишите все интернациональные слова из текста.**

**12. На основе прочитанного текста составьте диалог, используя фразы профессионального общения следующего характера:**

1. Подчёркивание важного, привлечение внимания собеседника.
2. Переход от одной мысли к другой.
3. Выражение личного мнения о высказываемом.
4. Сообщение об известных фактах и истинах.
5. Как избежать категоричности в своих высказываниях.
6. Пояснение и дополнение к сказанному.
7. Завершение диалога и выводы из сказанного.

**1.4.6. Ситуации общения**

**What would you do if ...**

1. A new boy has become a student of your class recently. He has been given a seat at the desk next to you. He is very nervous as he has been living all his life in the country and is quite aware of the fact that Moscow students have more opportunities to master different school subjects and thus they have a real advantage over their counterparts living in the country. Tell the boy about your school, its traditions, best friends, your favourite teachers and those you don't like very much. What in your opinion is the best way for him to get adapted to the new circumstances?
2. You have a very good friend. She is a clever student and is interested in many problems of modern life. She also goes in for sports. Last summer you spent your holidays together and then you understood that your friend was not such an easy and nice person to deal with as you had thought. She would sit up late at night listening to her favourite pop-music with the volume of her tape-recorder as high as she wanted it or she would start cooking in the middle of the night. She left her belongings everywhere and never washed up. How did you manage to cope with the situation?

3. You are a vegetarian and never eat meat. You think that meat food is not healthy and besides in your opinion it is not fair to animals. One day you were invited to an official meeting to the company where you would work and where you had applied for a job. The n was followed by a reception. When you came up table set for the guests you understood that then meat in all the dishes served. What would you do?
4. For many Russians the best season of the year is winter. They like it when it is frosty, when the air is fresh, when people have a lot of opportunities to ski skate, to throw snowballs and play hockey, to go in other winter sports. But nowadays the climate and weather in Russia are changing. Is it for the better or for the worse? What do you think of modern Russian winters?
5. Life is full of ups and downs, joys and sorrows. Yesterday was one of the most memorable days of your life. You took part in very important sport competitions. You had trained a lot and were in a very good condition. What happened when the competitions began? Did you have any troubles?
6. The big cities of the USA are well-known in world. Speak about the US capital or any other big of America, their main tourists' attractions. What city of the United States would you like to visit if you have a choice?
8. Great Britain has a long and rich history. Speak the most remarkable events from the history of country.
9. Imagine that all of a sudden a fairy appears before you and says she is ready to make your three most cherished wishes true. What will you ask her to do for you?
10. Speak about some day when all went wrong from the very start. You overslept. In the bus you found out you had left your purse at home. You were late for a very important meeting. The bus moving at a very high speed spoilt your clothes. When you began to warm your dinner, you burnt it.
11. Yesterday you rearranged the furniture in your house. You are tired after the day of work and would like to meet your friend in a cafe. Tell her over a cup of tea how you've placed all the things and why you have rearranged all the pieces of furniture.
12. Nowadays it is easy to buy books on various topics. There are many specialized bookshops in big cities and small towns. You can buy books, magazines, journals in street. But they say the number of people who are reading is becoming low. The readers' tastes have changed. How can you comment on these changes?

#### **1.4.7. Задания для монологических высказываний**

##### **Think it over and answer the questions**

1. Does it cost a lot to eat out nowadays? Do people often go to restaurants to have meals? Where do you usually have meals? Who cooks in your family if you have meals at home? What are your favourite dishes? Do you think the ability to cook well is important for a woman? What's your opinion of fast food restaurants?
2. For many people in Russia it used to be a real problem where and how to spend their holidays. Where in your opinion did people prefer to go to have a good time during their holidays? Where do most people spend their holidays nowadays? What has changed in this aspect? How do you usually spend your holidays?
3. Many people say that their favourite holiday is their birthday. Can you try and explain why? Do you have birthday parties in your family? Have you got any traditions? What gifts do you usually get and give to your relatives? Are you often invited to birthday parties? Who usually invites you? How do you usually spend such parties?
4. Which is the most convenient means and which is the most comfortable in your opinion? What are usual means of transport in big cities? How do your parents get to work? How do you get to university? Do you often go by taxi? Which means of transport do you think have real advantages over the others? Do you think it is reasonable to use bikes as a means of transport in big cities?
5. Would you agree that people of the 20th century are becoming «a legless generation»? People practically have stopped walking, going on foot, haven't they? Nowadays people spend more time glued to the telly or sitting in cars behind steering wheels, don't they? Would you call this way of

living healthy? Can sport help to keep people fit? Do you go in for any kind of sport? Does it help you in any way?

6. What's the role of music in the life of people? Do you know any great musicians? Do you like to listen to them? Should children be taught music at school? What is more important for a person - to play some musical instrument or to be able to listen to music and enjoy it? Have you ever learned playing any musical instrument?

*1.4.8. Темы эссе и рефератов, рекомендованные для выполнения творческих заданий:*

1. Albert Einstein.
2. James Watt. The inventor of the universal steam engine.
3. Michael Faraday – the father of the electric motor.
4. Herman Helmholtz.
5. Use Meitner.
6. Ch. V. Raman.
7. C. F. Powell.
8. Geological processes.
9. Nature of landslides.
10. Sedimentation.
11. Earthquakes.
12. Glacier formation.
13. Erosional processes in deserts.

***Б. Формы промежуточного контроля***

3.5. Вопросы к экзамену или к зачету по дисциплине.

Не предусмотрены.

3.6. Билеты по дисциплине.

Билеты по дисциплине учебным рабочим планом не предусмотрены.

3.7. Тесты (*при их наличии*).

Не предусмотрены.

3.8. Задания практического характера.

***3.8.1. Содержание зачета(1 семестр)***

1. Чтение, ответы на вопросы к тексту / ситуации общения, выполнение лексико-грамматических заданий.

2. Устное изложение любой пройденной темы:

- а) общепознавательной,
- б) специальной.

**Примерный список тем для устного ответа.**

Тексты для работы

*Задания ко всем текстам:*

- *прочитайте текст, постарайтесь его понять.*
- *составьте письменно 5 вопросов к тексту.*
- *переведите текст письменно на русский язык.*

**Текст 1**

It may surprise you to discover that a snake can swallow whole an animal two or three times as thick as its own head, it can do so because it is capable of making its jaws open extremely wide, it then grips its victim with needle-sharp teeth and gulps it down.

Snakes cannot move their eyelids. Their eyes are protected by transparent coverings. They also do not have ears. However, snakes are not dependent upon ears for hearing. They can sense sound by vibrations of the ground, snakes are also skilled, or proficient, at tracking other animals. By using their tongues, they can receive an animal's scent. They then follow the scent. Snakes are truly fascinating animals.

#### **Текст 2**

The largest animal that has ever lived on our planet is still alive today. This enormous creature is the blue whale.

Found in oceans all over the world, the blue whale is generally twenty to thirty, feet long at birth. It usually grows to about ninety feet, although some blue whales approach one hundred feet in length. Fully grown, a blue whale may weigh 350,000 pounds. That is about twice the magnitude of the biggest dinosaur on record.

Like all whales, the blue whale is a mammal; it is equipped with lungs and must occasionally surface for air. it can be drowned if it becomes trapped underwater without sufficient air.

#### **Текст 3**

Your sight probably is all right if you are "blind as a bat." That is because bats are not blind, though they may give that impression.

Scientists who have been studying bats have learned that bats employ a remarkable radar like system that guides them at night. As the bat flies through the night sky, it repeatedly utters a short, high shriek. When the sound strikes an object, an echo bounces back. From the echo, the bat can tell the size and shape of the object. In that way, a bat can locate an insect in total darkness. The bat can then swoop straight toward it for food.

As the bat emits its high piercing sound, it turns its head from side to side. Perhaps the awkward twisting motion gives observers the idea that bats cannot see. However, the notion that bats are blind is nonsense.

#### **Текст 4**

You may find it hard to stomach these facts about animals.

The crocodile, believe it or not, carries several pounds of small stones in its stomach. There is a simple explanation for this unusual fact. It is impossible for the crocodile to chew its food; it must swallow it whole. The stones, therefore, are indispensable, or absolutely necessary. They help the crocodile grind up the food so that it can be digested.

Speaking of stomachs, the next time you have a terrible ache in your stomach, be thankful you're not a hippopotamus, because you'd really be in pain. A hippo's stomach is ten feet long. Be grateful, too, that you're not a cow. Because cows have four stomachs.

#### **Текст 5**

Frank Buck is considered the world's most famous collector of wild animals. Buck circled the globe more than a dozen times, from his beginning expedition in 1911 until his last voyage in 1936. He was searching for live animals to take back to circuses and zoos.

How well did Buck succeed in his task? He was able to acquire five thousand monkeys and was responsible for capturing thousands of snakes. One of those was the largest king cobra ever found. In all, Buck managed to collect more than twenty-five thousand animals during his long and illustrious career.

The next time you are in a library, look for the book "*Bring Them Back Alive*". That work, written in 1931, offers an interesting and vivid description of Buck's adventures.

#### **Текст 6**

Two brothers named Montgolfier launched the first air travelers.

It all started in 1782, when the Montgolfiers were busy working in their shop. They accidentally made a discovery that filled them with excitement. They learned that hot air has the power to make things rise.

It soon became the brothers' ambition to construct a balloon that could carry passengers into the air. The Montgolfiers conducted many experiments. They were eventually ready for the crucial test.

It happened in June 1783. The Montgolfiers filled a large balloon with hot air and set it free. It would be difficult to describe the brothers' joy and relief as they watched the balloon soar to a height of six thousand feet. Aboard were the first air travelers - a chicken, a duck, and a sheep.

#### **Текст 7**

It was a long and difficult journey – 1,135 miles through two mountain ranges and across the Yukon River. But when it was completed, Libby Riddle had reason to celebrate. She had won Alaska's Thirteenth Annual Anchorage-to-Nome Dogsled Race.

The most trying part of the three-week race was the struggle against abominable weather. Snow kept coming down continually, and a blizzard made it hard to see. But Libby managed to conquer the elements and keep moving forward.

According to the winner, most of the credit for her victory should go to the fifteen courageous dogs that pulled the sled. In preparation for the journey, Libby selected the healthiest and best dogs she could find to accompany her. Now she wishes she could share the \$50,000 first prize with them.

#### **Текст 8**

During his term in office, President Ulysses S. Grant was once arrested - for speeding.

The incident occurred when a police officer observed Grant racing along a Washington, D.C., street in his horse and buggy. After a long chase, the officer managed to seize the horse's bridle and bring the animal to a halt.

The discovery that the wrongdoer was the president served to embarrass the officer. He started to apologize and was reluctant to arrest the dignitary. Grant, however, acted in a completely honorable manner. He did not use the presidency as a defense, nor did he hesitate to assume responsibility. He insisted that the officer pursue the arrest. Because he did exceed the speed limit, Grant was later fined twenty dollars for the offense.

#### **Текст 9**

An ancient Greek myth tells the sad story of Orpheus and Eurydice. Orpheus, was a poet and musician. So sweetly did he play the lyre that he could charm wild beasts and even trees; and rocks.

Orpheus fell in love with the beautiful Eurydice and married her. But soon after the 'marriage, death came like a thief and took Eurydice. HOW Orpheus did grieve! Filled with despair, he decided to descend to the land of the dead to try to get her back. There he met Pluto, who ruled that dark domain.

Orpheus begged for Eurydice's return. He played his lyre for Pluto. So beautiful was his song and so sincerely did he plead that he was able to persuade Pluto to make a bargain. "Eurydice may follow behind you to the land of the living," said Pluto. "But if you look back at her before you arrive, she will disappear."

Joyfully, Orpheus led Eurydice to the land of the living. As he stepped into the sunlight, he turned to welcome her into his arms. But Eurydice was still in the gloom, AS soon as Orpheus glimpsed her shadowy form; she disappeared into the darkness, uttering only a faint "Farewell."

#### **Текст 10**

Draw an imaginary line from Florida to Puerto Rico to Bermuda and back to Florida. That area of the Atlantic is known as the Bermuda Triangle. For more than a hundred years, ships and planes have seemingly vanished within the boundary of the triangle.

On December 5, 1945, for example, five U.S. Navy planes left Fort Lauderdale, Florida, on a training mission. An hour later, all the planes began to experience problems. Their compasses were suddenly incapable of giving an accurate reading. The lieutenant in charge of the mission radioed the control tower: "Everything is wrong. We are completely lost."

A rescue plane carrying emergency equipment was dispatched at once. Neither it nor the other five planes were seen or heard from again.

There is no completely satisfactory explanation for the tragedy. But this much can be said: all the planes were lost in the Bermuda Triangle.

#### Текст 11

The "eighth wonder of the world" was discovered in 1869 on a farm in Cardiff, New York, workers digging a well there uncovered a large stone figure buried in the ground, it was ten feet long and weighed three thousand pounds. While opinion about the find was divided, some "scientists" said that it was the petrified remains of an ancient giant man.

When people heard the news, they immediately rushed to the scene. They paid fifty cents each for the privilege of seeing the giant.

TWO months later, some facts about the Cardiff Giant came to light. The figure had been carved from stone by stonecutters in Chicago. The huge statue had then been transferred to the farm, where it was buried in the earth. It was all part of a get-rich-quick scheme planned by an individual named George Hull. The "eighth wonder of the world" had been a giant hoax.

#### Текст 12

In remote parts of China, villagers have sometimes told of seeing a hairy, two-legged beast more than seven feet tall. The creature is referred to as the wild man, or Ye Ren.

According to reports, Ye Ren walks upright, has thick hair all over its body, and does not possess a tail. It is not afraid of fire and has great physical strength. Through the years, there have been many separate sightings of Ye Ren.

However, the fact that it actually exists has never definitely been proved.

Scientists would like to capture Ye Ren in the flesh - or at least on film. With that intention, they have made several trips to the jungles of China. Those excursions, however, have not benefited science much. So far, footprints eighteen inches long are the only signs anyone has found of the mysterious Ye Ren.

### Лексико-грамматические задания

#### Задание 1.

- Write scheme of the making of the Present Indefinite Tense (Active, Passive). Write 2 sentences in English in 3 forms (affirmative, question, negative). Translate these sentences into Russian.
- Ask all types of questions (general, special, alternative, disjunctive) to the following sentences.
  - ❖ His working day lasts 8 hours. (What, or, how long)
  - ❖ I am going to stay here after work today. (Who, why)
3. Translate following sentences into English paying attention of the translation of the words "much", "many", "little", "few". And write your own sentences with these words.
  - ❖ Моя сестра много работает.
  - ❖ У меня мало времени.
  - ❖ Не читайте много вечером.
  - ❖ На столе много книг?
4. Make up a situation using the following words and word combinations. First, translate given words and combinations into Russian.  
To receive; to discuss; to answer; a lot of articles; to finish work; never; at the office.
5. Describe your sister's / brother's working day. Not less than 15 sentences.

#### Задание 2.

- Write scheme of the making of the Present Continuous Tense (Active, Passive). Write 2 sentences in English in 3 forms (affirmative, question, negative). Translate these sentences into Russian.
- Ask all types of questions (general, special, alternative, disjunctive) to the following sentences.

- ❖ I did it yesterday. (when, who,)
  - ❖ He translates very many letters into English. (what, what language, or)
3. Translate following sentences into English paying attention of the translation of the words “much”, “many”, “little”, “few”. And write your own sentences with these words.

- ❖ У Лены дома мало цветов.
- ❖ Я знаю много иностранных слов.
- ❖ Как много английских книг у тебя есть?
- ❖ У меня мало свободного времени.

4. Make up a situation using the following words and word combinations. First, translate given words and combinations into Russian.

A long way from; a walk (to); to go for a walk; in the evening; on Saturday; over that week-end; to come back.

5. Describe your last visit to a doctor. Not less than 15 sentences.

### Задание 3.

1. Write scheme of the making of the Present Perfect Tense(Active, Passive). Write 2 sentences in English in 3 forms (affirmative, question, negative). Translate these sentences into Russian.

2. Ask all types of questions (general, special, alternative, disjunctive) to the following sentences.

- ❖ They discussed a lot of questions with him. (who, or, what)
- ❖ I am fine. (how, when)

3. Translate following sentences into English paying attention of the translation of the words “much”, “many”, “little”, “few”. And write your own sentences with these words.

- ❖ У меня мало тетрадей.
- ❖ Многие студенты знают два иностранных языка.
- ❖ Ты получаешь от них много писем?
- ❖ Мой сын много работает.

4. Make up a situation using the following words and word combinations. First, translate given words and combinations into Russian.

In the morning; in the afternoon; to take out; together; to finish; to receive; near; at the week-end; a newspaper.

5. Describe your study an the university. Not less than 15 sentences.

### Задание 4.

1. Write scheme of the making of the Present Perfect Continuous Tense (Active, Passive). Write 2 sentences in English in 3 forms (affirmative, question, negative). Translate these sentences into Russian.

2. Ask all types of questions (general, special, alternative, disjunctive) to the following sentences.

- ❖ They will go there next summer. (when, where,)
- ❖ I receive many letters from him. (who, or, what)

3. Translate following sentences into English paying attention of the translation of the words “much”, “many”, “little”, “few”. And write your own sentences with these words.

- ❖ Не пейте много воды.
- ❖ На окне много цветов.
- ❖ В понедельник у тебя мало свободного времени?
- ❖ Мы очень мало читаем в классе.

4. Make up a situation using the following words and word combinations. First, translate given words and combinations into Russian.

To like reading; to take books from; to learn from books; to do well; on Tuesday; to return; far from; in the afternoon.

5. Describe your father's / mother appearance. Not less than 15 sentences.

Задание 5.

1. Write scheme of the making of the Past Indefinite Tense (Active, Passive). Write 2 sentences in English in 3 forms (affirmative, question, negative). Translate these sentences into Russian.
2. Ask all types of questions (general, special, alternative, disjunctive) to the following sentences.
  - ❖ They are reading a book at home. (who, what, where)
  - ❖ He watches TV on Monday. (why, when)
3. Translate following sentences into English paying attention of the translation of the words "much", "many", "little", "few". And write your own sentences with these words.
  - ❖ Вы много гуляете по вечерам?
  - ❖ В воде мало рыбок.
  - ❖ Мы очень мало пишем на занятиях.
  - ❖ Многим студентам нравится учиться.
4. Make up a situation using the following words and word combinations. First, translate given words and combinations into Russian.  
To receive; a question; to discuss; to answer; a lot of articles; to finish work; never; at the office; far from .
5. Describe your studying room. Not less than 15 sentences.

Задание 6.

1. Write scheme of the making of the Past Continuous Tense (Active, Passive). Write 2 sentences in English in 3 forms (affirmative, question, negative). Translate these sentences into Russian.
2. Ask all types of questions (general, special, alternative, disjunctive) to the following sentences.
  - ❖ My father works at this office. (who, where)
  - ❖ She has never seen such a beautiful flower. (what, or, why)
3. Translate following sentences into English paying attention of the translation of the words "much", "many", "little", "few". And write your own sentences with these words.
  - ❖ Как много интересных фильмов ты смотрел этим летом?
  - ❖ У многих рабочих мало свободного времени.
  - ❖ Его папа работает очень много.
  - ❖ У вас слишком мало работы.
4. Make up a situation using the following words and word combinations. First, translate given words and combinations into Russian.  
In the morning; what; for tomorrow; to answer; a long way from; to learn; together; to do well; to walk; an article.
5. Describe the house of your dream. Not less than 15 sentences.

Задание 7.

1. Write scheme of the making of the Past Perfect Tense (Active, Passive). Write 2 sentences in English in 3 forms (affirmative, question, negative). Translate these sentences into Russian.
2. Ask all types of questions (general, special, alternative, disjunctive) to the following sentences.
  - ❖ After classes I return home. (when, where)
  - ❖ My mother cooked a pie yesterday. (who, what, or)
3. Translate following sentences into English paying attention of the translation of the words "much", "many", "little", "few". And write your own sentences with these words.
  - ❖ Как много интересного ты видел этим летом?

- ❖ Его дедушка работает мало.
- ❖ У вас много работы.
- ❖ Мои друзья мало кушают.

4. Make up a situation using the following words and word combinations. First, translate given words and combinations into Russian.

To receive; to discuss; on Tuesday; to answer; a lot of articles; a walk; to finish work; never; at the office.

5. Describe your last holidays. Not less than 15 sentences.

#### Задание 8.

1. Write scheme of the making of the Past Perfect Continuous Tense (Active, Passive). Write 2 sentences in English in 3 forms (affirmative, question, negative). Translate these sentences into Russian.

2. Ask all types of questions (general, special, alternative, disjunctive) to the following sentences.

- ❖ They lived in Moscow last year. (who, where, or)
- ❖ I always stay here at the week-end. (when, what)

3. Translate following sentences into English paying attention of the translation of the words “much”, “many”, “little”, “few”. And write your own sentences with these words.

- ❖ У него мало времени?
- ❖ Мама любит много разных цветов.
- ❖ Их тетя много работает.
- ❖ На столе мало книг.

4. Make up a situation using the following words and word combinations. First, translate given words and combinations into Russian.

Usually; far from; to last; work; in the evening; journals; to stay; at 6 o'clock; foreign; to answer; next Wednesday.

5. Describe your favourite kind of sport. Not less than 15 sentences.

#### Задание 9.

1. Write scheme of the making of the Future Indefinite Tense (Active, Passive). Write 2 sentences in English in 3 forms (affirmative, question, negative). Translate these sentences into Russian.

2. Ask all types of questions (general, special, alternative, disjunctive) to the following sentences.

- ❖ I will eat my breakfast later. (what, who, when)
- ❖ My friend reads a lot. (or, where)

3. Translate following sentences into English paying attention of the translation of the words “much”, “many”, “little”, “few”. And write your own sentences with these words.

- ❖ Они читают много книг.
- ❖ У меня действительно мало времени?
- ❖ Не смотрите слишком много телевизор.
- ❖ Он мало кушает.

4. Make up a situation using the following words and word combinations. First, translate given words and combinations into Russian.

A week-end; three hours; a walk; on Sunday; to get back; only; to stop; a working day; to receive; very much.

5. Describe your hobby. Not less than 15 sentences.

#### Задание 10.

1. Write scheme of the making of the Future Continuous Tense (Active, Passive). Write 2 sentences in English in 3 forms (affirmative, question, negative). Translate these sentences into Russian.
2. Ask all types of questions (general, special, alternative, disjunctive) to the following sentences.
  - ❖ We have already got this telegram. (what, why, or)
  - ❖ He usually finishes work at 6 o'clock. (who, when)
3. Translate following sentences into English paying attention of the translation of the words "much", "many", "little", "few". And write your own sentences with these words.
  - ❖ У него много заданий.
  - ❖ Ее друзья кушают слишком много.
  - ❖ В воде мало камней?
  - ❖ Мой бабушка мало гуляет.
4. Make up a situation using the following words and word combinations. First, translate given words and combinations into Russian.  
A working ; to receive; far from; to discuss; to answer; a lot of articles; morning; to finish work; never; at the office.
5. Describe your future family. Not less than 15 sentences.

Задание 11.

1. Write scheme of the making of the Future Perfect Tense (Active, Passive). Write 2 sentences in English in 3 forms (affirmative, question, negative). Translate these sentences into Russian.
2. Ask all types of questions (general, special, alternative, disjunctive) to the following sentences.
  - ❖ My sister is going to go there today. (who, where, or)
  - ❖ I always go home after classes. (when, what)
3. Translate following sentences into English paying attention of the translation of the words "much", "many", "little", "few". And write your own sentences with these words.
  - ❖ Вы много гуляете по выходным?
  - ❖ У нее мало времени закончить свою работу.
  - ❖ На окне много цветов.
  - ❖ Мы мало читаем на занятиях.
4. Make up a situation using the following words and word combinations. First, translate given words and combinations into Russian.  
In the morning; to return; on Friday; to walk; often; an article; hour; to last; for the week-end; to stop; to go for walks.
5. Describe any of your relatives. Not less than 15 sentences.

Задание 12.

1. Write scheme of the making of the Future Perfect Continuous Tense (Active, Passive). Write 2 sentences in English in 3 forms (affirmative, question, negative). Translate these sentences into Russian.
2. Ask all types of questions (general, special, alternative, disjunctive) to the following sentences.
  - ❖ His mother works at school. (where, why, or)
  - ❖ We did it yesterday. (who, what)
3. Translate following sentences into English paying attention of the translation of the words "much", "many", "little", "few". And write your own sentences with these words.
  - ❖ Он не знает много иностранных слов.
  - ❖ В реке много песка?

- ❖ У меня мало книг.
- ❖ У нее мало свободного времени в среду.

4. Make up a situation using the following words and word combinations. First, translate given words and combinations into Russian.

To receive; to discuss; to answer; a lot of articles; to finish work; never; at the office.

5. Describe the weather you like the most. Not less than 15 sentences.

**Примерный список тем для устного изложения:**

1. About myself.
2. Study at University.
3. My native city.
4. Traditions and Customs (Russia, Great Britain and the USA).
5. The History of the Geology.
6. Purpose and meaning of mine surveying.
7. Mine management.

3.8.2. Итогового зачета (4 семестр)

1. Устно изложить любую пройденную неспециальную (общепознавательную) или тему по специальности — (выбор по билетам).

2. Прочитать, перевести, сформулировать 3-5 вопросов к тексту и передать его содержание максимально близко к оригиналу.

*Примерный список тем для устного изложения:*

1. About myself.
2. Study at University.
3. My native city.
4. Traditions and Customs (Russia, Great Britain and the USA).
5. The History of the Geology.
6. Purpose and meaning of mine surveying.
7. Mine management.
8. Etiquette.
9. Negotiations and Business letters.
10. Types of surveying.
11. My future profession. The application and interview.
12. Structure of organization.

**Тексты к зачёту**

**1. THE BLIND MAN AND THE GREAT ARTIST**

Every day in one of the streets of Vienna you could see a blind man playing the violin. His dog sat near him with a cap in his mouth. People, who were passing them, dropped coins into the cap.

One day, when the weather was very cold, the man was playing for a long time, but nobody wanted to give him anything. The poor man thought that he would have to go to bed without supper. He was so tired and so weak that he stopped playing.

At that moment a young man came up to him and asked him why he stopped playing. The blind man said he had played for two hours but nobody had given him anything. "Give me your violin. I shall help you", said the man. And with words he began to play. He played so well that people began to gather and soon there was a big crowd. Everybody was eager to listen to the fine music and to thank the young for the pleasure.

Soon the cap was full of money.

"I don't know how to thank you", said the blind man. "Who are you?"

"I am Paganini", was the answer.

## 2. A STRANGE PICTURE

A rich American went to Paris and bought a very strange picture painted by a fashionable modern artist. The American thought the picture was very fine because he had paid a lot of money for it. But when he came to his hotel and wanted to hang the picture up on the wall, he could not tell which was the top and which the bottom of the picture. The American turned the picture this way and that, but still could not decide which was the top and which was the bottom.

So he thought of a plan. He hung the painting in the dining-room and invited the artist to dinner. When the artist came, the American said nothing to him about the picture.

When the artist began to eat his soup, he looked at the picture many times. When he began to eat his fish, he put on his glasses and looked at the picture again. Before he began to eat his fruit, he got up and walked over to the picture to look at it more closely. At last when they began to drink their coffee-he understood that the picture was upside down.

"Why, my friend", he said, "my picture is hung upside down."

"Oh, is it?" said the American. "Why didn't you tell me so at once?"

"Well, you see, I was not sure myself at first", said the artist.

## 3. A SLAVE

Murillo was a great painter in Spain. He painted beautiful pictures and he had many students. Once he came to his studio and found a very beautiful picture there. He asked his students who had painted that picture but nobody answered. Then he asked his slave Sebastian if he had seen anybody in the studio the night before. The slave did not answer. When the night came and everybody went away Sebastian began to paint. He did not think of the time. Suddenly he heard a noise behind him. When he turned round he saw Murillo and his students watch him quietly.

"Sebastian", cried Murillo, "you are a very good painter. How did you learn to paint?"

"You gave lessons to your students, and I heard them", answered the slave. Murillo understood that the slave was a very gifted painter, so he gave him freedom and began to work with his "slave" who was not a slave any longer.

## 4. THE KING AND THE CRITIC

There was a king who thought that he could paint very well. His pictures were bad, but the people to whom he showed them were afraid of the king. They all said that they liked his pictures very much.

One day the king showed his pictures to a great painter who lived in his country and asked:

"I want to know what you think of my pictures. Do you like them? Am I a good painter or not?"

The painter looked at the king's pictures and said: "My king, I think that your pictures are bad, and that you will never be a good painter."

The king got very angry and sent the painter to prison. After two years the king wanted to see the painter again. "I was angry with you", he said, "because you did not like my pictures. Now forget all about it. You are a free man again and I am your friend."

For many hours the king talked with the painter, and even asked him to dine. After dinner the king showed his pictures to the painter and asked: "Well, how do you like them now?"

The painter did not answer anything. He turned to the soldier who was standing near him and said: "Take me back to prison."

## 5. A BROKEN VASE

The young man was going to marry a beautiful girl. One day the girl said to him that the next day she would celebrate her birthday and invited him to her birthday party. The young man was eager to make her a present, so he went to a gift shop. There he saw many beautiful things. Of all the things he particularly liked the vases. But they were very expensive, and as he had very little money he had to leave the shop without buying anything. Making for the door he suddenly heard a noise: one of the vases fell on the floor and broke to pieces. A brilliant idea came to his mind. He came up to the counter and asked the salesman to wrap up the broken vase he wanted to buy. The salesman got a little surprised but did what the young man had asked him to do.

The young man took the parcel and went straight to the girl's place. By the time he entered the room the guests had already gathered. Everybody was enjoying the party. Some of the people were dancing, others were talking, joking and laughing. Saying "Many happy returns of the day", the young man told the girl that he had bought a small present for her. With these words he began to unwrap the parcel. Suddenly he got pale and said. "I am afraid, I have broken it. There were so many people in the bus..." But when he unwrapped the parcel, he saw that the salesman had wrapped up each piece of the vase separately.

### **6. A FUNNY STORY**

Once a man went to a shop and bought a pair of trousers. When he came home, he put the trousers on. Then he saw that they were too long for him.

So he went to his wife and said:

"Please make my trousers shorter, they are too long for me, I cannot put them on."

But the wife said: "I have no time now. I must wash the plates. It is late now, I shall do it tomorrow."

The man went to his daughter and asked her: "Can you make my trousers shorter? I cannot put them on."

"No, I cannot," said the daughter. "I must do my lessons now. I shall do it tomorrow".

The man went to his sister, but she could not help him. She said: "I must make my dress now. I shall do it tomorrow".

So the man went to bed and left his new trousers on a chair near his bed.

His wife washed all the plates, came into the room, took the trousers, made them shorter and put them back on the chair. When his daughter did her lessons, she came into his room, took the trousers and made them shorter. Late in the evening his sister came too and made the trousers shorter.

The man got up at 7 o'clock in the morning. His wife told him, "I have made your trousers shorter; you can put them on". But when the man put them on, he saw that they were too short for him and he could not wear them.

### **7. ECONOMY WASTED TRIP**

An Englishman who was in France wanted to go back to England by sea. But he had very little money. He had so little money that he could pay only for the ticket. As he knew that the trip would last only two days, he decided not to eat during these days.

As he took a ticket and got on the ship the next morning, he tried not to hear the bell for breakfast. When dinner time came, he was very hungry; but he didn't go to the dining-room. In the evening he was still more hungry, but when the waiter came to invite him to have supper, the Englishman said that he was ill.

The next day the Englishman was half-dead and couldn't stand the hunger any longer. "I shall go and eat even if they kick me out into the sea", said he to himself. So he went to the ship dining-room and had his dinner. In the evening had supper but was very much afraid of his future because he didn't pay for the meals.

At last he addressed the waiter and said: "Bring me the bill, please".

"What bill?" asked waiter.

"For the supper and dinner I had in your dining-room."

"Don't trouble, Sir. You paid for your meals when you bought the ticket".

### **8. A GOOD LESSON**

One day a well-known singer was invited to the house of rich lady to sing to her guests at a dinner-party. But instead of inviting the singer to dine with her guests, the lady ordered dinner for him in the servants' room. The singer said nothing. He dined well and after dinner said to the servants: "Now, my good friends, I am going to sing to you".

The servants were very much surprised but said they were awfully glad to have a chance to hear the great singer. He sang a good many beautiful songs and the servants enjoyed listening to him.

Later the lady sent one of her servants to bring the singer up to the drawing-room, where all her guests were waiting for him.

"But I cannot sing twice in one evening, Madam", said the singer to the lady when she met him at the door leading into the drawing-room.

"What do you mean?" asked the lady. "I mean I have already sung for about an hour to your servants, Madam", answered the singer, "it was a pity you were not there, for I always sing to the people with whom I dine". And with these words he left the house.

### **9. A FUNNY STORY**

A nervous man, who lived in one of suburbs of a big town in England, was walking home from the railway station. The road was dark and lonely. Suddenly he heard footsteps approaching him from behind and thought he was being followed. He walked quickly. The footsteps continued to follow. The man started running. The footsteps still followed him. The man jumped over a wall and, running into an old cemetery, threw himself on the grass near one of the graves.

"If he comes here", he thought, "there will be no doubt he wants to rob me".

The man behind was following. He also got over the wall and came up to the grave. The nervous man stood up and asked: "What do you want? Why are you following me?" "I say", answered the other man, "do you always go home like this? Or are you having some special sort of jumping exercises to-night? I am going to Mr. Robertson's and the man at the railway station told me to follow you, as you lived next door. Excuse my asking you, but will you have some more gymnastics or will you go straight home?"

### **10. A FISH BONE**

One day, some Americans were having dinner at a hotel in London. When the fish was put on the table, a young man said: "Let's examine the fish carefully. Perhaps we'll find a diamond in it". Everybody began to laugh, but an old man said quietly: "Yes, I'm sure we have all heard such stories. Let me tell you what happened to me once".

"When I was a young man", he began, "I worked for a big company in New York: and I was sent to England to do some work there. I was in love with a beautiful girl, and before I left for England, we decided that we would be married when I returned home.

I stayed in England for two months. I sent letters or postcards to the girl almost every day, but after the first two weeks I didn't receive any answers. But I didn't think anything was the matter, and before I left for home, I bought a beautiful diamond ring for her.

On the ship one morning, a telegram was brought to me. It was from a friend in New York, who told me that the girl had changed her mind and was going to be married to another man. I was so angry that I threw the diamond ring into the sea.

My friend came to the port to meet me, and he invited me to dinner. When we were sitting down at the table and I was eating fish, I suddenly felt something hard in my mouth. What do you think it was?

"The diamond ring!" all the Americans cried.

"No", the old man answered. "It was a fish bone".

### **11. ABOUT CONAN DOYLE**

There is probably no one among book-lovers who has not heard of Sherlock Holmes, the skilful and clever detective in the stories by Arthur Conan Doyle. Sherlock Holmes's method of analysing the most difficult problems was to notice the smallest facts, even if they seemed unimportant. His method never failed; the criminal always had to give up, and to become the prisoner of the great detective.

Conan Doyle once arrived in Paris, after spending a month in the south of France. There was a long row of cabs outside the gate of the railway station. Conan Doyle got into the first cab and ordered the driver to take him to a good hotel. The driver was silent all the way to the hotel, but when Conan Doyle paid him, he said, "Thank you, Sir Arthur Conan Doyle". "How do you know who I am?" Conan Doyle asked in the greatest surprise.

"I have never seen you before", the man answered, "so I can't pretend that I recognized you. But I read in the newspapers that you were expected in Paris after your vacation in the south of France. The train you arrived on came from the south of France. I could tell from your clothes, especially your hat, and also from the strange way you pronounce French words that you were English. These facts helped me to guess that you were probably Sir Arthur Conan Doyle".

"Fine work! Wonderful!" Conan Doyle cried. "You analysed the facts quite correctly. It's a pity you aren't a detective!"

"Of course", the driver added, "your name is on both your travelling bags. I can't pretend that that fact didn't help".

### **12. MARK TWAIN'S FIRST MONEY**

Somebody once asked Mark Twain whether he could remember the first money he ever earned

"I remember quite well", the famous 'writer answered. "It happened at school. Schoolboys in those days had very little respect for their teachers and even less for their desks. The boys used pens and pencils and even knives to draw stars and faces, or to write their names on their desks. At last, the school principal said: "The next time anybody does such a thing, he will have to pay five dollars, or he will receive a beating in front of the whole school.

"Soon after that, I had to go to my father and ask him to give me five dollars. I was honest enough to explain that I could agree to receive a beating instead, but he said: "No, I can't allow you to connect our name with such things. So I'll pay the five dollars. But you must suffer for what you have done. I'll give you the beating here, at home.

"So he beat me, and then gave me the five dollars to take to school. But I decided that the beating didn't hurt so much, and another beating at school wouldn't be worse. So I told them to give me a beating in front of the whole school, and I kept the five dollars. And that was the first money I ever earned".

### **13. THE POWER OF IMAGINATION**

Mr. Brown got to a hotel late in the evening after a long journey. He asked the desk-clerk whether there were any vacant rooms in the hotel. At that moment another traveller came to the hotel and asked the desk-clerk for a room too.

The only vacant room was a double one. "Do you mind spending the night in that room together?" the desk-clerk asked. At first the travellers didn't like the idea, but just then it began raining hard and they were too tired to go to another hotel, so they changed their minds. Their things were carried in and soon the two men went to sleep.

Suddenly a loud voice woke Mr. Brown up. It was quite dark. "What's the matter?" Mr. Brown asked in surprise. In a weak voice the second traveller answered: "I'm sorry, but I had to wake you up. I've got a terrible headache. If you don't want me to die, open the window quickly."

Mr. Brown jumped out of bed and began looking for matches, but he couldn't find them in the dark, and the sick man went on: "Air, air, I want fresh air. I'm dying."

Mr. Brown still couldn't find the matches, so he tried to find the window. It took him some time, and at last he thought he had found it. But he couldn't open it. As the voice of the traveller became weaker and weaker, Mr. Brown took a chair and broke the window with it. The sick man immediately stopped moaning and said he felt much better. Then the two of them slept peacefully until morning.

When they woke up next morning they were surprised to see that the only window in the room was closed but the large looking-glass was broken to pieces.

3.6. Билеты по дисциплине.

Не предусмотрены.

3.7. Тесты (*при их наличии*).

Не предусмотрены.

3.8. Задания практического характера.

Не предусмотрены

3.8. Другие ОС, предназначенные для проведения промежуточного контроля (портфолио и др.).

Не предусмотрены.

*При проведении текущей аттестации могут быть использованы и другие оценочные средства, включаемые в ФОС по усмотрению преподавателя.*

#### **4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующие этапы формирования компетенций**

- «зачтено» выставляется в случаях, когда студент свободно владеет материалом, отвечает на дополнительные вопросы, демонстрирует высокий уровень сформированности необходимых компетенций / либо когда студент владеет материалом на хорошем уровне, но не отвечает на дополнительные вопросы, демонстрирует повышенный уровень сформированности необходимых компетенций / либо когда студент владеет терминологическим аппаратом, основными знаниями, умениями и навыками, но не полностью раскрывает поставленные вопросы, не отвечает на дополнительные вопросы, не способен применять знания к анализу практики, демонстрирует пороговый уровень сформированности необходимых компетенций;
- «незачтено» выставляется в случаях, когда студент не владеет материалом, не раскрывает содержания поставленных вопросов, демонстрирует уровень сформированности необходимых компетенций ниже порогового.