МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное образовательное учреждение

высшего образования

«Забайкальский государственный университет»

(ФГБОУ ВО «ЗабГУ»)

Факультет историко-филологический

Кафедра иностранных языков

**УЧЕБНЫЕ МАТЕРИАЛЫ**

**для студентов заочной формы обучения**

по дисциплине «Профессиональный иностранный язык»

для специальности 23.05.01 Наземные транспортно-технологические средства

Общая трудоемкость дисциплины (модуля) – 6 зачетных единиц.

Форма текущего контроля в семестре – контрольная работа, устный перевод текстов.

Курсовая работа (курсовой проект) (КР, КП) – нет.

Форма промежуточного контроля в семестре – зачет / экзамен.

**Краткое содержание курса**

1. Пассивный залог – формы Indefinite Passive (Present, Past, Fu­ture). Особенности перевода пассивных конструкций на русский язык.

2. Функции глаголов to be

3. Функции глаголов to have

3. Функции слова ONE

4.Определительные и дополнительные придаточные предложения (союзные); придаточные обстоятельственные предложения времени и условия.

5. Функции слова THAT

6. Пассивный залог (The Passive Voice) видо-временных форм Indefinite, Continuous, Perfect.

7. Простые неличные формы глагола (Инфинитив)

Тексты для чтения и перевода:

1. The History of the Automobile

2. Automobile

3. Different kinds of land transport

4. General Classification of Machines

5. Roads

6. Engine

7. Parts of machinery

8. Scraper

**Форма текущего контроля**

**Контрольные работы**

**Выполнение контрольных заданий и оформление контрольных работ**

Каждое контрольное задание пред­лагается в пяти вариантах. Вы должны выполнить один из пяти вариантов в соответствии с последними цифрами сту­денческого шифра: студенты, шифр которых оканчивается на 1 или 2, выполняют вариант № 1; на 3 или 4 - № 2; на 5 или 6 - № 3; на 7 или 8 — №4; на 9 или 0 - № 5.

Выполнять письменные контрольные работы следу­ет в отдельной тетради. На обложке тетради напишите свою фамилию, шифр, предмет, номер контрольной работы

Контрольные работы должны выполняться аккуратно, четким почерком. На левой странице тетради располагается английский текст, параллельно располагается русский перевод. Каждое задание нужно записывать в контрольной работе.

|  |  |  |  |
| --- | --- | --- | --- |
| Левая страница | | Правая страница | |
| Поля | Английский текст | Русский текст | Поля |
|  | |  | |
|  | |  | |

Материал контрольной работы следует располагать в тетради по следующему образцу.

**III СЕМЕСТР**

**Контрольное задание № 1**

Для того чтобы правильно выполнить задание 3, необ­ходимо усвоить следующие разделы курса английского языка:

1. Видо-временные формы глагола: пассивный залог – формы Indefinite (Present, Past, Fu­ture).Особенности перевода пассивных конструкций на русский язык.

2. Функции глаголов to be

3. Функции слова ONE

4. Определительные и дополнительные придаточные предложения (союзные); придаточные обстоятельственные предложения времени и условия

Используйте следующие образцы выполнения упраж­нений.

|  |  |  |
| --- | --- | --- |
| The new laboratory equipment **was sent for** yesterday. Вчера *послали* | Вчера *послали* за новым оборудованием для лаборатории. | |
| **was sent for -** Past Indefinite Passive от глагола to **send.** | | |
| His scientific work **is** much **spoken** about. | | О его научной работе много говорят. |
| **is** **spoken –**  Present Indefinite Passive от глагола to **speak** | | | |

ОБРАЗЕЦ ВЫПОЛНЕНИЯ 1 (К УПР. I)

**ВАРИАНТ 1**

I. Перепишите следующие предложения; подчеркните в каждом из них глагол-сказуемое и определите его видо-временную форму и залог. Переведите предложения на русский язык. Обратите внимание на перевод пассивных конструкций.

1. Elements are transformed into other elements both by man and by nature.

2. He was asked many questions at the exams.

3. They will be shown a new film tomorrow.

4. The launching of Sputnik 1was followed by many achieve­ments in science and engineering. II. Переведите предложения на русский язык, обращая внимание на функции глагола to BE

1. In the Metro people are carried up and down by escalators.

2. This machine is suitable for lifting things.

3. Hewas tomeet him at the station.

III. Переведите предложения на русский язык, обращая внимание на разные значе­ния слова ONE

1. This metro station was opened last year, and that one will be put into operation in two years

2. One of our teachers will be in London this week.

3. One must take part in scientific work.

4. Our old laboratory equipment was much worse than the new one.

IV. Переведите предложения

1. I think that roads are very important in our life.

2. At every Institute there is a reading hall and a library where the students can take the necessary books.

3. I'll finish my work while you are playing chess.

4. The computer's work is based on principles which are easy to understand.

V. Прочитайте и устно переведите на русский язык с 1-го по 4-й абзацы текста. Перепишите и письменно переве­дите 1, 2 и 4-й абзацы.

**IN TWO CONTINENTS**

1. America is a big continent. It has a large territory. The American continent stretches from the Polar Zone to the south, crosses the equator and reaches the fifty sixth parallel.

2. Two huge oceans divide America from other con­tinents of the world. The Atlantic Ocean washes its coasts in the West, the Pacific Ocean washes its coast in the East. Only in one place America comes close to our country. In the Polar Zone a narrow strait, only eighty five kilo­metres wide, lies between Alaska in America and Chukotka in Russia. It is the Behring Strait. Its right and left banks lie in different continents.

3. The winter in the Polar Zone is very long, cold and dark: it begins at the end of August and ends in June. The water of the Behring Strait freezes: thick masses of ice cover it for nine months. The way across the strait over the ice is not long, natives can cross it easily but they do not do it: man may not step over the border between two different countries.

4. Alaska, a former part of Russia, is rich in gold and minerals. From the year eighteen sixty-seven it belongs to the United States. The distance between the American Alaska and Chukotka is not great: the same ocean washes the coasts of the two countries, the same tundra stretches along the coast line. They do not differ in climate and topography.

VI. Прочитайте 3-й абзац и ответьте письменно на вопрос:

What is the winter like in the Polar Zone?

**ВАРИАНТ 2**

I. Перепишите следующие предложения; подчеркните в каждом из них глагол-сказуемое и определите его видо-временную форму и залог. Переведите предложения на русский язык. Обратите внимание на перевод пассивных конструкций

1. Synthetic rubber products were developed between 1914 and the 1930s.

2. All the work will be done by automatic machinery.

3. When was this University founded?

4. The intensity of this process is influenced by many factors.

II. Переведите предложения, обращая внимание на функции глагола to BE

1. What is the exact size of the room?

2. They were to erect this bridge 3 years ago.

3. The width of the windows is marked on the working plan.

III. Переведите предложения, обращая внимание на разные значе­ния слова ONE

1. In London one must get used to the left-side traffic.

2.We had to find new methods of investigation because the old ones were unsatisfactory.

3. The new technologies that are being developed must be connected with traditional ones.

4. One should always be careful when he operates this machine-tool.

IV. Переведите предложения

1. If you don’t know some words, you may use a dictionary.

2. Some graduates work in the various branches of industry, while others carry on research work in different research institutes.

3. People learned to draw pictures of the objects around them long before they learned to write.

4. There are a lot of higher schools in Russia where young people can get higher education.

V. Прочитайте и устно переведите на русский язык с 1-го по 5-й абзацы текста. Перепишите и письменно переве­дите 1, 2 3 и 4-й абзацы.

**THE ANTARCTIC**

1. The continent of Antarctica lies at and around the South Pole within the Antarctic circle. It is in the centre of the Earth's southern part on the opposite side of the globe from the areas where most of the population of our planet lives.

2. Antarctica stretches from the South Pole to the 70th latitude and is twice as large in area as Australia.

3. Twenty million square kilometers of the land mass is thick ice which forms the largest load on the earth's crust; in some places it depresses the continent below sea level. The stormy ocean isolates Antarctica from other lands.

4. In winter the temperature is coldest on earth, sea water freezes and doubles the area of the continent: it brings its border to the 50th parallel — the latitude of Paris. The summer season lasts for two months - from December to January. When the daily hours of sunshine are longest air tempera­ture rises to 2 or 3 degrees Centigrade above zero. On a clear summer day the icebergs change colour from red to violet and the sea is green but all the rest is white, quite white.

5. A small piece of land free from ice and snow with a lake in its centre lies about 250 miles from the Mirny. The water in the lake is icy cold but the stones around it are quite hot from thesun rays. Because the ice reflects most of the solar heat back into space, ice and snow do not melt, but any object may get hot in the sunshine.

VI. Прочитайте 5-й абзац и ответьте письменно на вопрос: Why do ice and snow not melt?

**ВАРИАНТ 3**

I. Перепишите следующие предложения; подчеркните в каждом из них глагол-сказуемое и определите его видо-временную форму и залог. Переведите предложения на русский язык. Обратите внимание на перевод пассивных конструкций

1. The books were taken from the central library.

2. Heat energy is transmitted in two different ways.

3. An interesting problem was discussed at the lecture.

4. Becquerel's discovery was followed by an intensive re­search work of Marie and Pierre Curie.

II. Переведите предложения, обращая внимание на функции глагола to BE

1. It was a picturesque landscape.

2. This pipe is made of copper.

3. We are to do this work in time.

III. Переведите предложения, обращая внимание на разные значе­ния слова ONE

1. One must apply the material that can be machined easily.

2. The problem that has become the most important one is the problem of pollution.

3. One can easily regulate the speed of this machine.

4. This apparatus is more powerful than the one installed in the laboratory.

IV. Переведите предложения

1. If we compare the maps of Moscow and London we can see a similarity between them.

2. The universities provide a wide range of courses for those who want to get higher-level posts in commerce, industry and administration.

3. The first railroad in Russia was the railroad which connected Moscow with St. Petersburg.

4. They learned to make papyrus, which they used especially for writing and for drawing.

V. Прочитайте и устно переведите на русский язык с 1-го по 5-й абзацы текста. Перепишите и письменно переве­дите 1,2 и 4-й абзацы

**CLIMATE**

1. In the first place the climate varies according to altitude. On the equator at a height of 8,000 metres it is no warmer than in England at sea level. The highest point is the coldest. The higher we ascend the rarer becomes the atmosphere.

2. Another factor is the effect of ocean currents. Thus the British Isles lie in the way of the warm Golf Stream which tends to raise the temperature of the winter winds and maintain a more or less equal climate all the year round. It is not sufficiently powerful to counteract the full effects of winter but the warm air rising from the Golf Stream surrounds Great Britain and prevents the freezing of the rivers even on the coldest days.

3. The places nearest the sea have the mildest climate. In spite of lying at the same distance from the equator Moscow and London have a different climate: the average temperature in London is higher than that in Moscow.

4. The third factor affecting the climate is topography. Although the hills in the south­western part of England hardly ever reach one thousand metres over the sea level a great deal of moisture is left there by the wet winds with the effect that rain is reduced in their locality or does not fall at all. Rain clouds often pass over towns on the coast protected by the hills from the west so that such towns instead of having rainy periods enjoy sunshine and fine weather.

5. Finally there are the effects of prevailing winds blowing across the Atlantic and carrying warm air, which keeps the winter climate mild, moist and foggy.

VI. Прочитайте 3-й абзац и ответьте письменно на вопрос:

What places have the mildest climate?

**ВАРИАНТ 4**

I. Перепишите следующие предложения; подчеркните в каждом из них глагол-сказуемое и определите его видо-временную форму и залог. Переведите предложения на русский язык. Обратите внимание на перевод пассивных конструкций

1. Today many polymeric materials are produced on a mas­sive scale.

2. New houses are built everywhere: in cities, towns and villages.

3. Many compounds can be decomposed when they are acted upon by different forms of energy.

4. A lot of problems were discussed at the conference.

II. Переведите предложения , обращая внимание на функции глагола to BE

1. The city is 1,000 metres above the sea level.

2. The appearance of our town is changing.

3. They were to go on a business trip.

III. Переведите предложения, обращая внимание на разные значе­ния слова ONE

1. One of the most famous buildings in England is St. Paul's Cathedral.

2. One should always inspect the machine tool before he turns it on.

3. The church was designed and built by one and the same man.

4. The wooden wall was later replaced by a brick one.

IV. Переведите предложения

1. I don’t miss my classes because I want to pass my exams successfully.

2. Young people who want to enter higher education must meet several requirements.

3. While the definition "civil engineering" dates back only two centuries, the profession of a civil engineer is as old as civilized life.

4. As time went on the pictures used for technical purposes changed.

V. Прочитайте и устно переведите на русский язык с 1-го по 5-й абзацы текста. Перепишите и письменно переве­дите 2, 3 и 4-й абзацы

**THE MOON**

1.The Moon is the only astronomical body whose distance from the Earth can be measured in thousands of kilometers.

2. Long ago man began to note that the Moon went through several phases and that each phase was followed by another with perfect regularity. The earlier calendars that were offered by ancient astronomers were lunar calendars, each month beginning on new moon.

3. In the Middle Ages it was supposed that the Moon had a smooth crystalline surface like a mirror and that the dark spots on the Moon were accounted for by the fact that the Earth was reflected on its surface. However, with the help of the first little telescope that was turned by Galileo upon the Moon this conception was put an end to as early as 1609. Galileo thought that he saw mountains and valleys, seas and continents on the Moon.

4. To-day the view of the Moon is obtained with the help of a series of automatic lunar stations named "Luna"' launched by the Soviet Union.

5. Having been transmitted by these stations, the photos and panoramas have shown that the surface of the Moon is uneven and rugged, with many hills and cavities like volcanic crators, a few of them measuring some kilometres in diameter. A great number of stones lying on the Moon's surface proved that the lunar ground was firm enough and would not sink if it were stepped on, walked across or put some heavy weight upon.

VI. Прочитайте 5-й абзац и ответьте письменно на вопрос:

What have the photos and panoramas shown?

**ВАРИАНТ 5**

I. Перепишите следующие предложения; подчеркните в каждом из них глагол-сказуемое и определите его видо-временную форму и залог. Переведите предложения на русский язык. Обратите внимание на перевод пассивных конструкций

1. Becquerel's discovery was followed by an intensive re­search work of Marie and Pierre Curie.

2. Heat energy is transmitted in two different ways.

3. Many compounds can be decomposed when they are acted upon by different forms of energy.

4. A lot of problems were discussed at the conference.

II. Переведите предложения , обращая внимание на функции глагола to BE

1. This pipe is made of copper.

2. The appearance of our town is changing.

3. They were to go on a business trip.

III. Переведите предложения, обращая внимание на разные значе­ния слова ONE

1. One must apply the material that can be machined easily.

2. One should always inspect the machine tool before he turns it on.

3. One can easily regulate the speed of this machine.

4. The wooden wall was later replaced by a brick one.

IV. Переведите предложения

1. If we compare the maps of Moscow and London we can see a similarity between them. 2. Young people who want to enter higher education must meet several requirements.

3. While the definition "civil engineering" dates back only two centuries, the profession of a civil engineer is as old as civilized life.

4. As time went on the pictures used for technical purposes changed.

V. Прочитайте и устно переведите на русский язык с 1-го по 5-й абзацы текста. Перепишите и письменно переве­дите 2, 3 и 4-й абзацы

V. Прочитайте и письменно переве­дите на русский язык с 1-го по 4-й абзацы текста

**ALUMINIUM**

1. Metals have specific metallic lustre. All metals except mercury are hard substances. They can be forged, pulled and melted. In general, they are good conductors of electricity. Aluminium is the typical metal in the third group in the periodic classification of the elements. It has a white colour, does not corrode and is resistant to all inorganic acids except hydrochloric.

2. Aluminium is best known light metal. Constituting 8 percent of the earth's crust, aluminium is the most abundant of the metals as well as one of the hardest to produce. It doesn't occur naturally in metallic form, Aluminium exists only in combination with other elements, primarily oxygen, with which it forms an extremely hard oxide known as alumina. Aluminium alloys can possess the strength of steel, though only a third the weight. Alloys of copper and aluminium which contain from 5 to 10 per cent of the latter are called aluminium bronzes. They have a fine yellow colour resembling gold.

3. In direct contact with a heat source, aluminium is an excellent conductor. It can be remelted over and over. It has a very low density and is used in construction when a metal is required and weight is an important consideration. It is ductile, malleable and can be rolled. Its tensile strength is low in comparison with that of iron.

4. Aluminium has replaced heavier copper in high voltage power line. The uses of aluminium are almost illimitable. It is used in aircraft, automobile, chemical and some other industries.

VI. Ответьте письменно на вопрос: What properties can aluminium alloys possess?

**Тексты для перевода, III семестр**

Перевод текстов выполняется в устной форме, т.е. письменными переводами пользоваться не разрешается. Можно составить словарь незнакомых слов с переводом. Каждый студент должен сдать чтение и перевод всех текстов.

**Text 1 The history of the automobile**

The history of the automobile goes back several hundred years. One of the earliest attempts to propel a vehicle by mechanical power was suggested by Sir Isaac Newton about 1680. It was little more than a toy consisting of a steam boiler supplying a steam jet turned to the rear.

However, the credit for building the first self-propelled road vehicle must undoubtedly go to the French military engineer, Nicolas Cugnot. Between 1763 and 1769 two steam-driven carriages were built and tried.

In 1784 the Russian inventor Kulibin built a three-wheeled carriage. In his vehicle he used for the first time such new elements as brakes, rollers and a gear-box. The first Englishman to build a full-self-propelled vehicle for use on the roads and to obtain practical results was Trevithick. Between 1798-1800 he built several working models.

Up to 1960 most all road vehicles were powered by steam engines which ran at slow speeds. In 1860 Lenoir of Paris built an internal combustion engine which ran on city gas, the gas being ignited by an electric spark. In 1866, Otto invented the type of four-stroke cycle engine which is used today.

Slowly but surely the auto industry is perfecting a number of alternatives to the conventional engines found in almost all of today's passenger cars.

Two prime factors lie behind the search for different engines *-* the necessity to reduce air pollution by requiring cleaner auto exhaust and the desire to produce cars that will ran farther on a gallon of fuel.

While basic research is continuing on electric and steam-powered engines, it is the diesel, turbine and Stirling that are current industry favourites.

Diesels get better mileage than gasoline engines, and the fuel is usually cheaper.

In 1890's Rudolf Diesel, a German, invented the engine that bears his name. As air is drawn into the engine and compressed internal temperatures rise, and pressures reach two to three times those in a gasoline engine. The extreme pressures have meant that diesels usually are much larger and heavier that gasoline engines of the same power potential.

The disadvantages of diesels as passenger-car engines are slow performance, noise and smoke.

All the companies investigating diesels are trying to reduce noise and smoke, but the problems are not yet entirely solved. Even the 28,000-dollar Mercedes clatters when started on a cold morning. And the warm up period for all diesels seems too long to drivers accustomed to gasoline models.

The turbine and Stirling are multifuel engines, capable of running on any liquid that will burn, including such exotic types as peanut oil and perfume. This would be a major advantage if severe petroleum shortages develop.

The turbine cars now operating are hand-built models that cost more than 1 million dollars each. Alloys of precious metals of high durability are still required for certain vital turbine parts. Engineers believe that progress in ceramics holds the key to making turbines practical alternatives to present-day engines.

Experts say that the Stirling is the most promising among the three favoured engines.

The Stirling concept, first offered more than 150 years ago by a Scottish clergyman, involves external instead of internal combustion.

In 1816 Robert Stirling patented a new engine for pumping water out of mines and quarries. It could run on almost any fuel, he boasted - including whisky. Indeed the parson had such faith in his engine that he often cut his Sunday sermons short to work on it. However, when Stirling died in 1878 at the age of 88, his engine was still unperfected. Soon it was totally overshadowed by the newer gasoline-powered internal combustion engine.

Unlike typical internal combustion engines, the Stirling engine is powered by heat from an external source. In the new design, hydrogen gas is heated by a burner, which can run on virtually all kinds of fuel. Hydrogen then expands, enters one cylinder and pushes a sliding piston. As piston moves, it forces gas out of the other end of the cylinder; the emerging gas is cooled and then moves towards an adjacent cylinder where heat is applied once more and the process is repeated.

Engineers point out that a Stirling engine would be quieter that an equivalent internal combustion engine, would emit less toxic gases, and would use fuel more economically. Having no need for valves or cars, it would also have fewer parts. Stirling's old dream might yet become reality - perhaps by the end of the twentieth century.

Now, since experts seek fuel-saving, less-polluting alternatives to the modern auto engine, Stirling's machine has started a new life, they show great interest in the work of a giant Dutch electronics firm, which has tested Stirling prototypes in boats, large pumps (to help dry out Holland during 1952's floods) and even buses. In 1972, Ford signed an agreement with the firm for joint development of a Stirling engine for passenger cars.

As for electric cars, several types of small battery-powered vehicles are in production, but it is most unlikely that they will replace more conventional vehicles.

**Text 2 Automobile**

Our era has sometimes even beennamed the, age of electricity and auto­mobiles. What is the reason for the tremendous advancement of automobiles? The motor car is the most efficient thermal powered road vehicle, since it makes the most effective use of the most widely spread and comparatively cheap fuel: gasoline and other oil products. Another reason for the vast expansion of automobile transports its comparatively high speed and its versatility. Bad roads are only a partial impediment to the automobile, espe­cially the modern lorry, which scales steep gradients, seldom sticks in mud, and easily negotiates the sharpest curves/ Automobiles to a vast vari­ety of purposes and they possess most different design. Besides passenger cars and lorries, there exist special service motor cars, such as ambulances, emergency technical repair, machines for fire-brigades, dump-cars, tanks for liquids of various description beginning with milk tanks and ending with oil tanks. Motor buses - both city and interurban are winning every day in comfort, speed and safety. Tourism is materially helped by motor-buses which, along with mo­tor-launches, are responsible for the transportation of tourists to various places of interest. Not to be forgotten in connection with internal-combustion engine vehicles is also the motor-cycle which caters for individual needs and, to a great extent, for sport.

As to freight - carrying trucks, we see here a vast range of most different types. Nowadays the traditional road-going lorry has been joined by long distance heavies, containers trailers, haul trucks, and on the other end of the scale there are machines designed for short-run operation at construction sites, forest estates, etc. ranging from the tropics to Polar Regions.

Automobiles are trackless, self-propelled vehicles for land transportation of people or goods, or for moving materials. So there are three main types of automobiles. These are passenger cars, buses, and lorries. The automobile con­sists of the following components:

a) the engine

b) the framework

c the mechanism that transmits the power from the engine to the wheels

d) the body

Passenger cars are, as a rule, propelled by an internal combustion engine. They are distinguished by the horsepower of the engine, the number of the cyl­inders in the engine and the type of the body, the type of the transmission, wheelbase, weight and overall length.

There are engines of various designs. They differ in the number of cylin­ders, their position, their operation cycle, valve mechanism, ignition and cool­ing system.

**Text 3 Different kinds of land transport**

In Washington the story is told of a director of the Patent Office who in the early thirties of the last century suggested that Office be closed because "everything that could possibly be invented had been invented". People experienced a similar feeling after the invention of the steam engine.

But there was a great need for a more efficient engine than the steam engine, for one without a huge boiler, an engine that could quickly be started and stopped. This problem was solved by the invention of the internal combustion engine.

The first practical internal combustion engine was introduced in the form of a gas engine by the German engineer N. Otto in 1876.

Since then motor transport began to spread in Europe very rapidly popular was Henry Ford, an American manufacturer who introduced the first cheap motor car, the famous Ford Model "T".

The rapid development of the internal combustion engine led to its use in the farm tractors, thereby creating a revolution in agriculture. The use of motor vehicles for carrying heavy loads developed more slowly until the 1930s when diesel-engined lorries became general.

The motor cycle steadily increased in popularity as engines and types became more reliable and improved. Motor cycles were found well suited for competition races and sporting events and were also recognized as the cheapest form of fast transport.

Buses were started in Paris in 1820. In 1828 they were introduced in London by George Shillibeer, a coach builder who used Latin word meaning "for all". His omnibuses were driven by three horses and had seats for 22 passengers. Then in the 20th century reliable petrol engines became available, and by 1912 the new motor buses were fast replacing horse-driven buses.

Trams were introduced in the middle of the 19th century. The idea was dial, as the rails were smoother than the roads, less effort was needed to pull a 11inn than a bus. The first trams were horse drawn but the later trams were almost all driven by electricity. The electric motor driving the tram was usually with electric current from overhead wires. Such wires are also used by trolley- buses, which run rubber tyres and do not need rails.

Another form of transport used in London, Paris, Berlin, Moscow, Leningrad, Kiev and some other crowded cities is the underground railway.

London's first underground railway of the "tube" type was opened in IXM. The Moscow underground which is considered to be the best and most comfortable underground in the world, was opened in 1935.

The pipe-lines, which were in use by the ancient Romans for carrying water supplies to their houses, are now mainly used to transport petroleum. The first pipe-line of this kind was laid in Pennsylvania, The USA, in 1865.

Some of the longest oil pipe - lines connect oil fields in Iraq and near the Persian Gulf with ports on the Mediterranean coast. A famous Pipe - Line under the Ocean was laid across the English Channel in 1944.

**Text 4 General Classification of Machines**

Machines employed for road making can be classified according to their purpose as follows:

1. Transporting facilities – crawler and wheel-mounted tractors, trucks, general and special purpose trailers and semitrailers.

2. Materials handling equipment – winches, cranes, hoists, conveyors, air-operated equipment, cableways, loading and unloading machines.

3. Machines for land clearing and earthwork – stumpers, brush cutters, rippers, bulldozers, scrapers, elevating graders, towed and self-powered graders, revolving shovels, hydraulicking equipment and compactors.

4. Machines for extracting and processing stone materials – boring equipment, stone crushers and mills, sizing, washing and separating machines.

5. Machines for preparing and placing concrete mixes – batchers, mixers, concrete mix delivery facilities, reinforcement producing machines, vibrators, and vacuum plants.

6. Machines for laying asphalt-concrete and stabilized pavements – bitumen storage equipment, machines for spreading stone and binding materials, for preparing asphalt-concrete mixes, for placing and compacting asphalt-concrete for on-site-mix road construction and for soil stabilization.

7. Machines for laying cement-concrete pavements – machines for laying foundations and spreading cement-concrete, for compacting, vacuum treatment and finishing concrete pavements, and machines for the manufacture of reinforced-concrete slabs.

8. Machines for motor-road maintenance – sweepers, water-trucks, snow and ice sweepers, repair trucks.

9. Pile driving machinery – pile hammers, vibration drivers, pile pullers, pile driving frames.

10. Mechanized construction tools – electrical, pneumatic, and tools with internal-combustion engines – form a separate group.

All of the above machines can be classified by:

1. The working process:

continuous-action, intermitten-action;

2. The prime move:

driven by electric motors, driven by internal combustion engines;

3. The mobility:

stationary, mobile;

4. Common parts:

wheels and axles, gears, bearings, transmission, brakes, clutch, etc.

**IVСЕМЕСТР**

**Контрольное задание № 2**

Для того чтобы правильно выполнить задание 2, необ­ходимо усвоить следующие разделы курса английского языка:

1. Функции слова THAT

2. Функции глагола to HAVE

3. Пассивный залог (The Passive Voice) видо-временных форм Indefinite, Continuous, Perfect.

4. Простые неличные формы глагола( Инфинитив).

|  |  |
| --- | --- |
| 1. His scientific work is much spoken about. | О его научной работе много говорят. |
| is spoken – Present Indefinite Passive | |
| 2. The main question has already been discussed. | Главный вопрос уже обсудили. |
| has been discussed – Present Perfect Passive | |

ОБРАЗЕЦ ВЫПОЛНЕНИЯ 1 (К УПР. I)

**ВАРИАНТ 1**

I. Перепишите следующие предложения, определите в каждом из них видо-временную форму и залог глагола-ска­зуемого (см. образец).Переведите предложения на русский язык.

1. When much material had been looked through and some problems had been solved, the article was published.

2. Electric cars will be widely used in future.

3. Today plastics are being applied for car bodies.

4. This lecturer is listened to with great interest.

II. Переведите следующие предложения на русский язык, обращая внимание на функцию инфинитива

1. It is necessary for a modern specialist to know a foreign language.

2. The Soviet science was the first to make great contribution to the development of space technology.

3. Our idea was to design a new device for automatic control.

4. The new method to be introduced at our plant will boost labour productivity.

III. Переведите предложения, обращая внимание на функции глагола to HAVE

1. You have to come to the language laboratory of the Institute to work at your pronunciation.

2. Scientists had to create new materials for industry.

3. At present most of the industrial enterprises have their own electric power stations.

5. He has repaired the engine.

IV. Переведите предложения, обращая внимание на различные значения THAT

1. The properties of gold are different from those of iron.

2. The professor that lectures on mechanics is the dean of our faculty

3. The fact is that they haven’t calculated the speed of the car.

4. The research on solar radiation as well as that of the earth's magnetic field became possible due to sputniks.

V. Прочитайте и письменно переведите на русский язык текст

**The model “ T ”**

The most interesting technical features of the model “ T ”were in the ignition and transmission. Ignition was by means of а simple form of flywheel magneto.

The revolutionary transmission system of the model 'T' was the work of Ford's own designers, It consisted of а simple and robust two-speed gearbox without the conventional clutch — made possible by the low maximum speed, power, and engine rpm of 1,500 — which Ford had wisely insisted upon to ensure long engine life. The gear change was by foot pedal and quite foolproof.

It will be appreciated, therefore, that to drive the model 'T' а number of unusual operations were necessary. These were the direct result оf Henry Ford's policy оf simplification *and* rationalization, but they were easy. These manoeuvres were, in fact, to become а matter of habit to the millions of Americans owning а 'Lizzie ', most of whom had no previous experience of driving more conventional cars.

To drive off in а model 'T' — once the engine was started — one had to press lightly on the gear pedal to disengage the transmission. It was then possible to release the handbrake, working on the rear wheels, the last few degrees оf movement holding the 'clutch' out. With the car accelerating, gentle pressure on the gear pedal engaged top gear. Stopping the model 'T' was easier. The brake pedal was pushed and, at the same time, the handbrake applied, which also disengaged the transmission. There were two other ways of braking, to be used only in emergency, the first was to press on the brake and gear-change pedals simultaneously, thus also engaging first gear. For even fiercer braking one pressed simultaneously the brake pedal and а third pedal, which engaged reverse gear.

VI. Ответьте письменно на вопрос:

What can you say about the transmission of the model “T”?

**ВАРИАНТ 2**

I. Перепишите следующие предложения, определите в каждом из них видо-временную форму и залог глагола-ска­зуемого (см. образец). Переведите предложения на русский язык

1 When much had been done in the study of ecology by our institute it became an important scientific centre.

2. A curriculum of the new type of secondary school is offered by the Ministry of Education.

3. The research of planets will be developed with the help of cosmic apparatus.

4. This material is unaffected by solar radiation.

II. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на функцию инфи­нитива

1. The teacher told her students to learn the poem by heart.

2. The Soviet Union was the first country to send man into space.

3. Scientific discoveries to be practically applied in industry and agriculture are paid special attention to.

4. To translate a sentence is to discover its meaning.

III. Переведите предложения, обращая внимание на функции глагола to HAVE

1. Man had to learn to obtain electric power directly from the Sun.

2. These computers will have to perform millions of opera­tions per second.

3. Soon our industry will have new and cheap sources of en­ergy.

4. Of late years the production of plastics has greatly increased.

IV. Переведите предложения, обращая внимание на разные значе­ния слова THAT

1. The question that was discussed at the meeting yesterday is of great importance.

2. The work of the new device is much more efficient than that of the old one.

3. It is known that the knowledge of general engineering subjects is the basis for the study of special subjects.

4. Water is one of the few substances that man knows.

V. Прочитайте и письменно переведите на русский язык текст

**The Birth of the Internal Combustion Engine**

In 1860 Etienne Lenoir built an internal combustion engine which ran on city gas. This engine used the explosion of a mixture of gas and air inside a cylinder without previously compressing it. Lenoir ΄s engine applied a method of transmitting piston motion to the crankshaft and the mixture, which was introduced by means of slide valve gear, was electrically ignited by a Ruhmkorff coil (индукционная катушка). Engine was mainly used for the mechanization of machine tools in workshops and in 1862 it was installed in a wheeled vehicle.

In this same period, Nikolaus Otto began to take an interest in the problems of the internal combustion engine based on the studies of Lenoir. After a series of experiments, he requested a patent from the Prussian government, in 1861, for the use of “a mixture of gas contained in the cylinder of an engine ignited by an electric spark”, making it clear “that this does not concern a combination of gas and air, but of vapour emanating from a hydrocarbon and from liquids”. The patent was not granted. Nevertheless, Otto persevered in his studies, and after the construction of two unsuccessful engines he was able to enter into a profitable partnership with a German engineer and businessman, Eugen Langen.

First “atmospheric” engines, deriving in1866 from the partnership between Otto and Langen, were uncommonly heavy and noisy, but they displayed many advantages over the Lenoir motor: the fuel consumption, for example, was reduced to exactly one half. Within a few years, however, the characteristics of the Otto-Langen engine had been considerably improved, and a regular series production began in the factories at Deutz, near Cologne. By 1875 over 2,000 Otto-Langen motors had been sold in Europe and many more had been built under license.

VI. Ответьте письменно на следующий вопрос:

What features had the first “atmospheric” engine?

**ВАРИАНТ 3**

I. Перепишите следующие предложения, определите в каждом из них видо-временную форму и залог глагола-ска­зуемого (см. образец). Переведите предложения на русский язык. 1. Many 16 storey houses with all modern conveniences are being built in this part of Moscow.

2. The sputniks are used for the research of magnetic fields and cosmic rays.

3. Scientific and engineering progress opens up wide prospects before man.

4. The properties of materials are affected by solar radiation.

II. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на функцию инфи­нитива в предложении

1. They promised to supply us with the necessary equipment.

2. The purpose of this book is to describe certain properties of metals.

3. To convert chemical energy into electrical energy we must use an electrical cell.

4. The experiment to be carried out is of great importance for our research.

III. Переведите предложения, обращая внимание на функции глагола to HAVE

1. The engineers have to study the problem of using cosmic rays.

2. The book has many diagrams.

3. We have to do this work in time.

4. They have built the bridge recently.

IV. Переведите предложения на русский язык, обращая внимание на разные значе­ния слова THAT

1. That the Earth is round was unknown for a long time.

2. The problems of water supply in this city are as important as those of lighting.

3. The simplest materials are those which have only one kind of atoms.

4. The cities that were destroyed during the war were reconstructed.

V. Прочтите и переведите текст

**METALS**

1. The first metals which were used by primitive men were gold, silver and copper. Iron is the world's most common metal. Metals are mostly solids at ordinary temperature, and have comparatively high melting points with the exception of mercury. They are good conductors of heat and electricity and silver is the best in these respects.

2. Tin entered the metal picture when someone discovered, that if it was mixed with copper, the resulting substance was harder. So there came into being the alloy that we call bronze. This metal is often used for making various ornaments.

3. Copper was used in prehistoric times for making weapons and tools and later was alloyed with tin to form bronze. It was replaced for these purposes by iron and steel. The great development of the electric industries has resulted in such extensive uses of the metal that it now ranks next to iron in importance.

4. The copper alloys are widely employed. The alloying of copper with other elements increases the strength of the metal in some cases and improves the anti-corrosive and anti-friction properties in others.

5. Titanium was unknown before 1791. Titanium is the fourth most abundant structural metal in nature. Ore deposits and beach sands throughout the world contain large quantities of titanium. Titanium is lightweight, strong, corrosion - resistant. It is finding increasing application in many different fields. Engineers often use titanium in construction as it doesn't lose its properties when used in conditions of high temperature.

VI. Ответьте на следующий вопрос: Why are the copper alloys widely employed?

**ВАРИАНТ 4**

I. Перепишите следующие предложения, определите в каждом из них видо-временную форму и залог глагола-ска­зуемого (см. образец). Переведите предложения на русский язык.

1. The radar has been used for the automatic control of ground transport.

2. Today plastics are being widely used instead of metals.

3. The construction of the dam has been completed this month.

4. The alloys were experimented upon in our lab.

II. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на функцию инфи­нитива в предложении

1. То design new buildings is the work of an architect.

2. To measure volumes we must know the dimensions of a body.

3. Our plant was the first to install the automatic equipment.

4. To attain this end careful attention must be given to the selection of cement, aggregate, and water.

III. Переведите предложения, обращая внимание на функции глагола to HAVE

1. Students have two exams in January.

2. He had to work hard to pass this exam.

3. Russian researchers have just begun to study this phenomenon.

4. You will have to repeat the material of the lectures before the exam.

IV. Переведите предложения, обращая внимание на разные значе­ния слова THAT

1. Not many scientists understood Einstein's discovery at that time.

2. That air and water pollution by industrialization is reaching dangerous levels is realized by everyone.

3. The essential feature of higher education in this country is that it combines theory with practice.

4. The territory of Moscow is larger than that of London.

V. Прочитайте и письменно переве­дите на русский язык текст

**Car of Future.**

Ever since Nicolas Cugnot, a Frenchman, invented the first self-propelled road vehicle in 1770 there has been no shortage of companies willing to make a better automobile. Over years their efforts have given users the gasoline engine, the electric starter, tubeless tires, fuel - injected engines and anti-lock brakes, these are only a few innovations. What is next? Here are some examples of what the car designers are working at in the world today.

Engineers are experimenting with a state-of-art system that enables drivers to see better after dark. This "night vision" system uses infrared sensors can detect a human figure at night more than 1,600 feet away. That's five times distance at which conventional headlights are effective. The sensors pick up infrared rays emitted by any object that gives off heat. An image-processing system scans the information from the sensors, creating different images for different objects. The images are then displayed on a cathode - ray screen built-in car's instrumental panel. It is lake black — and - white photograph' of an object ahead. And the system is passive, which means no lights are needed to illuminate the object in front of the vehicle. But the biggest problem will be reducing cost and the other one is the size of the sensor mechanism which is to big now.

One of the latest applications of sophisticated electronics is the wheel -computerized system that not only monitors air pressure in automobile tires but adjusts it automatically. This system in addition enables a driver to set tire pressure while seated. The system developed consists of three separate modules.

VI. Ответьте письменно на вопрос:What arethe "night vision" system?

**ВАРИАНТ 5**

I. Перепишите следующие предложения, определите в каждом из них видо-временную форму и залог глагола-ска­зуемого (см. образец). Переведите предложения на русский язык.

1. The automatic equipment is being installed in our shop.

2. The construction of this house will be completed in a month.

3. The engineer was asked about the new technology used at the plant.

4. Radioactive isotopes have been made in nuclear reactor.

II. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на функцию инфи­нитива в предложении.

1. The Russian scientists were the first to construct and launch the space rocket.

2. In order to make interplanetary flights in the future it is necessary to know factors affecting the human organism.

3. The main purpose of the computers is to solve complex problems quickly.

4. The problem to be solved is of great importance for our research.

III. Переведите предложения, обращая внимание на функции глагола to HAVE

1. You have to heat the mixture for two hours.

2. He had to determine the temperature of the air in the container.

3. There are some kinds of cements that have appeared comparatively recently.

4. The University has a five - year course of studies.

IV. Переведите предложения, обращая внимание на разные значе­ния слова THAT

1. One must realize that the increasing number of cars brings about considerable pollution of the air*.*

2. Specialists consider that in future city transport will reject gasoline.

3. That computers and industrial robots are important for industrial uses is well known to scientists and engineers.

4. This metro station was opened last year, and that one will be put into operation in two years.

V. Прочитайте и письменно переведите на русский язык текст

**The Birth of the Internal Combustion Engine**

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VI. Ответьте письменно на следующий вопрос:

What features had the first “atmospheric” engine?

**Тексты для перевода, IV семестр**

Перевод текстов выполняется в устной форме, т.е. письменными переводами пользоваться не разрешается. Можно составить словарь незнакомых слов с переводом. Каждый студент должен сдать чтение и перевод всех текстов.

**Text 1 Roads**

Transportation is a system consisting *essentially* of three components: 1) driver, 2) vehicle, 3) road. Whenever any one of these three components of the system fails, the whole system would fail, and conditions of hazards would be created on the road. If therefore it is *desired* to provide а safe and efficient transportation systems it is necessary that аll these three components should function efficiently in а well-coordinated manner

Driver. 0f аll the above-mentioned component driver is the most powerful component influencing safety on а road. Studies have shown that 86% of the serious accidents are caused by drivers.

Vehicle. This component also plays а vital part in determining safety on roads. Just 1ikе an unsafe driver, an unsafe vehicle is а source of constant danger in а road transportation system. With the growing percentage oа old vehicles the risk of accidents on roads has also been growing considerably. This risk could be minimized by eliminating unsafe vehicles from roads. One wау of doing it is to carry out periodical inspection of old vehicles

Road. То ensure maximum *safety for* the transportation system, it is very necessary to plan and design highways on sound engineering techniques. It is possible to obtain maximum safety on highways by controlling their geometry, by alignment of vertical and horizontal curves and providing adequate sight distances for the speeds which it is desirable to obtain on these highways.

The traffic on the road has completely altered within the last twenty-five years and therefore the existing system of roads in many countries should аlso be changed, in order tо meet modern requirements. The modern trend is undoubtedly towards national and consequently uniform planning, design and construction.

The efficiency of а country's road network has а profound effect on its prosperity. The ability of roads to enable traffic to flow freely and safely between the industrial and commercial centers contributes enormously towards а progressive economy. Motorways, besides serving each individual country, fulfil the desirable function of linking countries mоге closely together. Through the medium of travel, they help to promote cordial relations among the peoples of the various nations. In fact, the importance of good roads, both nationally and internationally, cannot be overstressed.

In order to serve their purpose in the best possible manner, modern roads should, as far as possible, possess the following principal features:

1) They should be designed according to the anticipated volume and speed of the traffic likely to use them.

2) Bends and gradients, where necessary, should always be slight.

3) Visibility should not be hindered.

4) They should be well and clearly signposted.

5) Adequate provision should be made for both cyclists and pedestrians with regard to their safety.

6) They should be well l it, where necessary.

7) Hedge and tree planting on the sides and central observations should be arranged to provide а pleasant and interesting outlook for the road user, to avoid monotony and boredom.

In modern road construction, there is а much greater recognition of the importance of the subsoil beneath а road than years ago. It is regarded nowadays as an integral part of the road, and по longer as merely the formation on which to build а road. As а result of this various methods have been devised in recent years tо improve its quality and consequently its stability. Stabilization can be achieved in а number of ways, the simplest being mechanical.

Iп case of mechanical stabilization granular or cohesive materials is added to the subsoil. Iп particularly dry climates it is often found necessary to add substances helping to retain sufficient moisture. Alternatively, stabilization can be effectively carried out by adding substances that harden the soil, and greatly increase its compressive strength.

The constantly increasing volume of modern traffic, especially in the towns, indicates that there is an urgent need for countless road construction projects in the near future. This involves the construction of numerous auxiliary structured, such as bridges, fly- overs, tunnels and underpasses. It is mainly these structures that will present problems for   
the engineers.

**Text 2 Engine**

The automobile engine is a device which consists of different moving parts. These parts include crankshaft, connecting rods, pistons, valves and valve operating mechanism.

Most automobiles have six or eight cylinders, although sixteen cylinders automobile engines have been used. Depending on ice design the cylinders may have (different) various arrangements: the cylinders may be arranged in a straight line of there are "V- type engines with two in-line banks of cylinders set at an angle to each other to form the letter "V", Each type has its particular advantages. In-line engines are the most numerous because they are simple from the production point of view.

The engine cylinder block is a one- piece casting that contains all cylinders. The cylinder block also contains the inlet and exhaust valves.

The cylinder head is also a one- piece casting and is bolted to the top of the cylinder to enclose the top of the cylinders. The lower part of the cylinder block with the oil pan is called the crankcase as it contains the crankshaft.

The crankcase forms the foundation of the whole engine. It is the heaviest part and provides a rigid base for the crank mechanism.

The crankshaft is the principal member of the crank assembly which converts the reciprocating motion of the pistons into rotary motion of the drive shaft. A crankshaft is composed of the crankpins crank arms, crank journals mid driving ends. The crankshaft has as many crankpins as there are cylinders.

The connecting rod joins the piston and the crankshaft. The piston receives the pressure of the expanding gases and transmits this pressure to the connect­ing rod. The piston pin or wrist pin, as it is often called, is the connecting link between the piston and the connecting rod.

Each cylinder is provided with an inlet valve to admit the combustible mixture of gasoline and air and with an exhaust valve to discharge the burnt gases after the power stroke. The spark plug ignites the mixture of gasoline and air.

The engine is the power plant of the vehicle. In general, internal combus­tion engines use petrol, diesel oil. Depending on their combustion proc­ess, the engines are classified as carburetor engines and diesel engines.

Sometimes, the carburetors engines are called light-oil engines and diesel engines are called heavy-oil engines.

Another difference results from the working method of the internal-combustion engine. A difference is made between four-stroke cycle engines and two-stroke cycle engines.

**Text 3 Parts of machinery**

In studying the construction of machinery it is also necessary to have an understanding of its basic principles.There are a number of parts or assembles such as gears, brakes and clutches that are common to machines of different types.

*Wheel and axle.* A wheel and axle is specialized type of lever. For example consider a wheel three feet in diameter rigidly fastened to a six inch axle, revolving at ten revolutions and the further the point is from the centre, the larger the circle will be and the faster the point must move all mechanical devices with a fixed amount of power, greater speed means less force. This wheel may be considered to be a member of the third class lever.

*Gears.* If the axle is locked to two wheel of different size it will deliver different proportions of power and speed to their circumferences because of different leverage ratios. If the wheel edges are notched into teeth which can be meshed with other toothed wheels they are called gears and have almost unlimited capacity for changing the power speed relationship between the input and output shaft. Gears may be connected to the source of power by means of shaft or axles or they may revolve freely on shafts that simply hold them in proper position. A rigid connection can be made to the shaft by means of keys or splints.

*Bearings.* Where the gear turns upon the shaft or the shaft turns within it supports provision must be made to reduce friction and wear. This may be made by inserting a bushing or ball bearings.

*Transmission.* A transmission is a box of gears and shafts which provides a change in the speed power ratio. It may be a single speed or sliding gear type in which several ratios are available.

*Brakes.* A brake is a device for slowing, stopping or holding an object. A friction performs all three functions but a tooth or jaw brake is intended only to hold.

**Text 4 Scrapers**

The scraper is associated with bulk excavation of earth–works. It consists of a bowl mounted on wheels with pneumatic tyres and may be towed by means of a tractor or contains its own power unit. The scraper bowls varies in capacity but for road construction capacities of 4–12 yd3 would be normal.

The machine is wholly operated by one machine operator who will

control the power or towing unit and manipulate the gears to control the operation of the scraper bowl. The tractor or power unit used with the scraper bowls may be fitted with caterpillar tracks or wheels fitted with pneumatic tyres. The machine is capable of excavating all normal types of earth.

The scraper is a most suitable machine where excavating and depositing of the earth can be carried out on the site.

The scraper can dig, haul, and spread in a single normal working cycle. It can work alone if necessary, but production is usually increased if it is assisted by other machines. It works in thin layers both in the cut and on the dump, without limit as to the number of layers, so that its efficiency is not particularly affected by depth of cut or height of fill.

The tasks normally associated with the scraper are: excavation on the cut-and-fill principle; excavation and stockpiling; inimical levelling and grading of the earthwork: formation of embankments; excavating borrow pits. A scraper has three basic operating parts: the bowl, the apron, and the ejector.

The bowl is a box with rigid sides, with the apron as a movable front, and the ejector as a movable back. The forward edge of the bowl is fitted with cutting edges. The cutting edges are made of wear-resistant steel and are bolted to the bottom of the bowl.

The apron forms the forward section and a variable amount of the bottom of the bowl assembly. When closed it rest at the cutting edges. The apron is hydraulically controlled by a lever in the operator's cab. When the apron is lifted, it moves upward and forward far enough to leave the whole front of the bowl open.

The ejector is the rear wall of the bowl. The most common ejector is

hydraulically controlled and moves horizontally, forcing the load out the bowl. It is supported by rollers riding on the floor and on tracks welded to the

sides of the bowl.

The front of the bowl contains an interchangeable cutting blade and a

movable apron to open or close the front of the bowl. Inside the bowl is

a movable tailgate or ejector gate. All are controlled by the machine operator.

The output of a machine will depend upon: the capacity of the scraper bowl; the nature of the earth; the skill of the machine operator; the total distance to be covered by the machine.

**Зачет**

К зачету допускаются студенты, выполнившие контрольную работу № 1

( контрольная работа выполняется письменно и защищается в устной форме) и сдавшие тексты учебника или учебных пособий по английскому языку (устная форма ответа) по профилю вуза в объеме 5 с. за каждый семестр.

Для получения зачета студент должен уметь прочитать со словарем незнакомый текст на англий­ском языке, содержащий изученный грамматический материал.

Форма проверки — письменный перевод. Норма перевода — 600-800 печатных знаков в час пись­менно со словарем на бумажном носителе.

**Экзамен**

К экзамену по английскому языку допускаются студенты, имеющие зачет за I семестр, выполнившие письменную контрольную работу № 2 и сдавшие учебный материал по чтению (устная форма ответа) за 2 семестр в объеме 5 с.

На экзамене по английскому языку проверяются уме­ния: читать со словарем текст по специальности вуза.

Форма проверки понимания — письменный перевод. Норма перевода - 1000 печатных знаков в час письмен­но со словарем на бумажном носителе.

**Перечень примерных вопросов для подготовки к экзамену**

Образец экзаменационного билета

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 1

РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное по дисциплине «Профессиональный иностранный язык»

образовательное учреждение направление подготовки «Наземные

высшего образования транспортно-технологические средства»

**«**Забайкальский государственный семестр IV

университет»

1. Read and translate the text “Design of the scraper” using a dictionary.

2. Read and reproduce the text “Man, Movement, and Tomorrow cities”.

Составила Галыгина Л.В. УТВЕРЖДАЮ

«\_\_\_\_\_» \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 20\_\_ г. Зав. кафедрой \_\_\_\_\_\_\_\_\_\_\_

«\_\_\_\_\_» \_\_\_\_\_\_\_\_\_\_\_2017 г

**Учебно-методическое и информационное обеспечение дисциплины**

**Основная литература**

1) Английский язык для инженеров: Учеб./Т.Ю. Полякова, Е.В. Синявская.- М.: Высш. Шк., 2009.-463 с.

2) Motor transport: Учеб. пособие / Л.В.Галыгина.- Чита: РИК ЧитГУ, 2010.- 138 с.

3) Галыгина Л.В. Курс английского языка: учеб. Пособие/ Л.В. Галыгина, С.Е. Каплина. – Чита: ЗабГУ, 2012.-180 с.

4) Галыгина, Л.В. Transport- Technological Machines: Учеб. пособие. / Л.В. Галыгина. - Чита: ЗабГУ, 2017. - 158 с.

5) Шевцова Г.В. Английский язык для профиля « Автомобили и автомобильное хозяйство»: учебник/ Москва: Академия, 2012.

**Дополнительная литература**

6) Русско-английский, англо-русский словарь / Г.В,Бочарова [и др.] – М.: Велби, 2009. – 816 с.

7) Шпаловский В.Ф., Шпаловская И.В. Англо-русский словарь для каждого/ Москва: Центрополиграф, 2014.- 520 с.

8) Цветкова Т.К. English Grammar Practice: учеб. Пособие/ Москва: Проспект, 2009.- 160 с.

9) Железнякова Г.А. Английский язык: учеб. Пособие для студентов-заочников / Чита: ЧитГУ, 2008.-54 с.

**Собственные учебные пособия**

См. следующие источники № 2, 3, 4 из указанных выше

**Базы данных, информационно-справочные и поисковые системы\***

<http://www.scholar.google.com>

<http://en.wikipedia.org/wiki/Main_Page>

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