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И ПРОДОВОЛЬСТВИЯ РЕСПУБЛИКИ БЕЛАРУСЬ**

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АНГЛИЙСКИЙ ЯЗЫК

МОДУЛЬ

«Профессия инженера в агробизнесе»
для студентов АМФ и ФТС в АПК

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МОДУЛЬ «THE ENGINEERING PROFESSION IN AGRIBUSINESS»

Профессия инженера - одна из самых востребованных профессий современного общества. Сельскохозяйственное производство предъявляет к специалисту агроинженерного профиля достаточно жёсткие требования. Основными из них являются: высокий профессиональный уровень знаний, умение работать в коллективе, способность принимать оперативные решения по организации и управлению производством в условиях конкуренции. Для достойного представления своей профессии специалист должен, также, владеть иностранным языком. Это поможет ему самостоятельно изучать зарубежную техническую литературу и всегда быть конкурентоспособным на рынке труда.

Модуль знакомит студентов с основными характеристиками инженерной профессии в целом, а также, подробно характеризует профессии инженера по ремонту сельскохозяйственной техники, инженера-менеджера в сфере агробизнеса, инженера по охране труда и инженера-механика.

Данный модуль предполагает отработку умений и навыков на английском языке:

- 1) участие в речевом общении - умение участвовать в беседе и делать сообщение по пройденной тематике;
- 2) чтение текстов для получения необходимой информации.

Тексты А и В предназначены для развития навыков и умений изучающего и ознакомительного чтения. Текст С направлен на развитие поискового чтения.

Особое внимание в этом модуле отводится повторению грамматического материала: сослагательного наклонения (Subjunctive Mood) в различных типах английских предложений.

Модуль имеет следующие разделы:

1. **Language Study**-пояснение лексических единиц и речевых моделей, т.е. слов и словосочетаний, как подлежащих активному усвоению, так и не входящих в активный словарь, но нуждающихся в объяснении.
2. **Text Study**-формирование и совершенствование навыка устных высказываний по теме текста.
3. **Speaking**- развитие речевых умений на иностранном языке с элементами обобщения и систематизации.

4. **Grammar Revision-** систематизация ранее полученных или изученных самостоятельно грамматических явлений.

В данном модуле использованы средства наглядности (логические схемы, таблицы), которые служат дополнительной опорой при изучении иностранного языка и одновременно развивают логическое мышление студента.

Все упражнения (грамматические, лексические и речевые) выстроены по принципу «от простого к сложному». Они обозначены уровнем А (репродуктивным), В (продуктивным) и С (творческим). Каждый уровень имеет соответствующую максимальную оценку знаний. Так, **уровень А** максимально оценивается на **6 баллов**, **уровень В- на 8 баллов**, **уровень С- на 10 баллов**. Промежуточный и итоговый контроль осуществляется при помощи промежуточного и итогового лексико-грамматических тестов, в которых задания **1, 2** представлены **уровнем А**, **3,4-уровнем В** и **5- уровнем С**. Также разработаны требования и примерные задания каждого уровня для коррекции результатов обучения.

В конце модуля представлены ответы к заданиям для самоконтроля, промежуточному и итоговому лексико-грамматическим тестам, а также список дополнительной литературы.

В результате изучения модуля студент должен:

- **знать:**

1уровень (А): 1) лексический материал по теме «The Engineering Profession in Agribusiness»; 2) правила образования сослагательного наклонения (Subjunctive Mood), способы перевода на русский язык;

Максимальная оценка знаний на 1 уровне (репродуктивном) 6 баллов.

2 уровень (В): **знать и характеризовать** 1) лексический материал по теме «The Engineering Profession in Agribusiness» 2) образование и употребление сослагательного наклонения (Subjunctive Mood), способы перевода на русский язык;

Максимальная оценка знаний на 2 уровне (продуктивном) 8 баллов.

3 уровень (С): **знать, характеризовать и анализировать** 1) лексический материал по теме «The Engineering Profession in

Agribusiness» 2) образование и употребление сослагательного наклонения (Subjunctive Mood), способы перевода на русский язык;

Максимальная оценка знаний на 3 уровне (творческом) 10 баллов.

- **уметь:**

1 уровень: 1) анализировать иноязычный текст (его структурные, лексические и стилистические особенности) с позиций требований к знаниям 1-го уровня); 2) читать, переводить, понимать на слух тексты по профилю обучения (изучающее чтение, поисковое чтение); 3) вести общение профессионального и социокультурного характера на английском языке по предложенной модели, сочетая диалогические и монологические формы речи; понимать иноязычную речь в объеме программной тематики; использовать английский язык в качестве инструмента профессиональной деятельности: перевод на русский язык, реферирование и аннотирование профессионально ориентированных текстов.

Максимальная оценка знаний на 1 уровне (репродуктивном) 6 баллов.

2 уровень: 1) анализировать иноязычный текст (его структурные, лексические и стилистические особенности) с позиций требований к знаниям 2-го уровня); 2) читать, переводить, понимать на слух тексты по профилю обучения (изучающее, поисковое и ознакомительное чтение); 3) вести общение профессионального и социокультурного характера на английском языке в различных стандартных ситуациях, пользуясь правилами речевого этикета, сочетая диалогические и монологические формы речи; 4) понимать аутентичную иноязычную речь в объеме программной тематики; 5) использовать английский язык в качестве инструмента профессиональной деятельности: перевод на русский язык, реферирование и аннотирование профессионально ориентированных и научных текстов.

Максимальная оценка знаний на 2 уровне (продуктивном) 8 баллов.

3 уровень: 1) анализировать иноязычный текст (его структурные, лексические и стилистические особенности) с позиций требований к знаниям 3-го уровня); 2) читать, переводить, понимать на слух тексты по профилю обучения (изучающее, поисковое, просмотровое и ознакомительное чтение); 3) вести общение профессионального и социокультурного характера на

английском языке в различных нестандартных ситуациях, пользуясь правилами речевого этикета, сочетая диалогические и монологические формы речи; моделировать устное высказывание по теме, используя грамматические явления модуля; 4) понимать аутентичную иноязычную речь сверх программной тематики; 5) использовать английский язык в качестве инструмента профессиональной деятельности: перевод на русский язык, реферирование и аннотирование профессионально ориентированных и научных текстов.

Максимальная оценка знаний на 3 уровне (творческом) 10 баллов.

• **формировать:**

1) понятие значимости инженерных профессий в развитии современной науки и техники; 2) уважительное отношение к различным инженерным профессиям в сфере агробизнеса; 3) умение работать в коллективе; 4) осознание потребности в постоянном самосовершенствовании.

1 НАУЧНО-ТЕОРЕТИЧЕСКОЕ СОДЕРЖАНИЕ МОДУЛЯ

1.1 Грамматический материал: образование и употребление сослагательного наклонения (Subjunctive Mood) в условных предложениях I и II типа, в придаточных дополнительных после I wish, в придаточных сравнительных и образа действий после союзов as if, as though, в восклицательных предложениях, начинающихся с oh, if only.

1.2 Задания для самоконтроля.

**GRAMMAR REVISION
SUBJUNCTIVE MOOD**

Образование и употребление сослагательного наклонения.

Наклонение передает отношение говорящего к действию, выраженному сказуемым. Сослагательное наклонение трактует это действие как нереальное, т.е. желательное, необходимое, возможное.

В русском языке сослагательное наклонение выражается частицей *бы* независимо от типа предложения.

В английском все значительно сложнее: форма сослагательного наклонения зависит от типа придаточного предложения и подчинительного союза, вводящего данное предложение.

NB! Вспомогательные глаголы при образовании сослагательного наклонения утрачивают лексическое значение и переводятся частицей *бы*.

Типы придаточных предложений, в которых употребляется сослагательное наклонение.

1. В условных предложениях

Чаще всего сослагательное наклонение употребляется в условных предложениях.

В русском языке существует 2 типа условия: реальное (без частицы *бы*) и нереальное (с частицей *бы*).

В английском нереальное условие делится на нереальное условие, относящееся к настоящему или будущему, и нереальное условие, относящееся к прошлому.

Тип сослагательного наклонения	Название	Пример
I	Реальное условие	If the weather is good I shall go for a walk.
II	Нереальное условие, относящееся к настоящему или будущему	If the weather were good I should go for a walk.
III	Нереальное условие, относящееся к прошлому	If the weather had been good I should have gone for a walk.

Примечание 1. а) Если действие относится к настоящему или будущему, то используются следующие формы:

Главное предложение	Придаточное предложение
Should/ would+Indefinite Infinitive	Past Indefinite

Для глагола *to be* используется форма *were* в Past Indefinite.

б) Если действие относится к прошлому, то используются следующие формы:

Главное предложение	Придаточное предложение
Should/ would+ Perfect Infinitive	Past Perfect

Союзы в условных придаточных предложениях

Основными союзами придаточных предложений являются:

1) **if**-если

If you wait for me, we shall go there together.	Если вы подождете меня, мы пойдем туда вместе.
--	--

2) **unless**-если ...не

He will not finish the work in time unless you help him.	Он не закончит свою работу вовремя, если вы ему не поможете.
---	--

3) **provided (providing)**-(при условии) если

We shall start out at 7 sharp, provided everybody comes in time.	Мы выйдем точно в 7 часов, (при условии) если все соберутся вовремя.
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2. В придаточных сравнительных и образа действий после союзов **as if /as though** (как будто) употребляется **Past Indefinite** (или *were* для глагола *to be*) или **Past Perfect**, если действие в придаточном предложении предшествовало действию главного.

She speaks *as if* she **were** a teacher. –Она говорит так, будто бы она учитель.

She speaks *as if* she **had been** a teacher. – Она говорит так, будто бы она раньше была учителем.

3. В придаточных дополнительных, если в главном стоит глагол **wish (желать)**.

После глагола **wish** глагол придаточного предложения ставится в **Past Indefinite** (*were* для глагола *to be*) для выражения настоящего или будущего и **Past Perfect** для выражения прошлого. При этом конструкция с **wish** может переводиться выражением **жаль/ как жаль**.

I *wish* I **were** young again.- Как жаль, что я уже не молод.

I *wish* I **had known** it 20 years ago.- Как жаль, что я не знал этого 20 лет назад.

4. В восклицательных предложениях, начинающихся с **oh, if only**... и выражающих невыполнимое желание.

В этом случае употребляется **the Past Indefinite** или форма *were*, если действие относится к настоящему времени, **the Past Perfect**, если действие относится к прошлому, и **could/would + инфинитив**, если действие относится к будущему, например:

Oh, *if only* father **were** at home! – Ах, если бы отец был дома!

Oh, *if only* I **knew** what to do! - О, если бы я знал, что мне делать!

Oh, *if only* he **had listened** to me! - Если бы он только меня послушал!

Oh, *if only* it **stopped** raining! - Ах, если бы дождь прекратился!

Задания для самоконтроля.

1. Какое действие выражает сослагательное наклонение?
2. В придаточных предложениях какого типа сослагательное наклонение употребляется чаще всего?
3. Какие формы употребляются в главном и придаточном предложениях условного типа, если оно рассматривается говорящим как нереальное и относится к настоящему или будущему?
4. Какие формы употребляются в главном и придаточном предложениях условного типа, если оно рассматривается как неосуществимое и относится к прошлому?
5. Какие союзы употребляются в условных придаточных предложениях?

6. Какие формы употребляются в придаточных сравнительных предложениях после союзов as if , as though?
7. В каких формах ставится глагол в придаточном дополнительном предложении после wish для выражения настоящего (или будущего) и прошлого?
8. Как на русский язык переводятся конструкции с wish?
9. В каких формах ставится глагол в восклицательных предложениях, начинающихся с **oh, if only**, если действие относится к настоящему, прошлому, будущему?
10. Определите предложение, содержащее глагол в сослагательном наклонении:
 - 1) If he comes he will complete the work.
 - 2) If he came he would complete the work.
 - 3) He said that he would complete this experiment if he came.
11. Какое предложение выражает нереальное действие , которое могло бы произойти в прошлом?
 - 1) If I had worked at the scientific research institute last year, I would have taken part in that experiment.
 - 2) If I worked at the scientific research institute, I would take part in that experiment.
 - 3) If I work at the scientific research institute, I will take part in that experiment.
12. Определите, какое из предложений, содержащих глагол wish, употребляется в сослагательном наклонении:
 - 1) I wish I were an engineer.
 - 2) I wished to be an engineer when I was 22.
 - 3) I wished him joy and happiness.

2 МАТЕРИАЛЫ К ПРАКТИЧЕСКИМ ЗАНЯТИЯМ

TEXT A: THE ENGINEERING PROFESSION

ACTIVE VOCABULARY

NOUNS

1 ancestor	предок, прародитель
2 application	применение, употребление
3 arrow	стрела
4 craftsman	мастер, ремесленник
5 forerunner	предвестник
6 manufacturer	фабрикант, изготовитель
7 occupation	занятия, род занятий, профессия
8 spear	копье
9 solution	решение, разрешение
10 skill	1 искусство, мастерство 2 квалификация, талант
11 technician	техник, специалист
12 theory	теория, предположение, теоретические знания
13 toolmaker	инструментальщик, слесарь- инструментальщик
tool-making	изготовление инструментов

VERBS

1 chip	стругать, отесывать, откалывать
2 communicate	сообщать, передавать кому-либо
3 define	определять, давать определение
4 discover	обнаружить, сделать открытие
5 design	составлять план, проектировать, конструировать
6 erect	сооружать, воздвигать
7 evaluate	оценивать, давать оценку, определять качество, важность
8 evolve	развивать(ся), развертывать(ся)
9 have in common	иметь общее с чем-то

ADJECTIVES

1 civil civil-engineer	гражданский инженер-строитель
2 methodical	систематический, методический, методичный
3 realistic	реалистичный
4 reasonable	благоразумный, приемлемый, недорогой
5 reliable	надежный, прочный
6 safe	безопасный, надежный

TEXT A: THE ENGINEERING PROFESSION

Engineering is one of the most ancient *occupations* in history. Without the skills of engineering our present day civilization never could have evolved. The first tool-makers who chipped arrows and spears from rock were the forerunners of modern mechanical engineers. The craftsmen who discovered metals in the earth and found the ways to use them were the ancestors of mining and metallurgical engineers. And the skilled technicians who erected buildings of the ancient world were the civil engineers of their time.

Almost everything we use in modern life is made by engineers. For example, a *manufacturer* wants a faster car, a smaller personal stereo, or a better pen, they will ask design engineer to find a practical *solution*.

Engineers use theory (ideas about engineering) to produce practical answers. The design solution must be a reasonable price, safe and reliable. A new idea that is expensive, dangerous, or doesn't always work is not a good solution.

Generally, engineers solve problems in a methodical way. Engineers:

- *define* a problem,
- *design* a solution,
- test the solution,
- *evaluate* the solution.

If the solution isn't right, the process is repeated. When a good solution is found, the next step is to:

- communicate the solution.

Engineering is often defined as making practical *application* of theoretical sciences such as physics and mathematics. There are a lot of different types of engineering. The one thing they have in common is that they all use Maths and Science to improve industry and manufacturing. The whole science of engineering can be broadly divided into three main areas:

- civil engineering (building, roads, etc.);
- mechanical engineering (machines, including tool-making);
- electrical engineering (electricity, lighting, etc.).

Clearly there is a big difference between building a road and designing a computer system. When you have decided which area you are interested in and thought realistically what sort of person you are, then you can decide what sort of engineer you want to be.

TEXT-BASED ASSIGNMENTS

LANGUAGE STUDY

(A) Exercise 1. Read the active vocabulary to text A.

(A) Exercise 2. Read the international words and mind their meaning. If necessary consult the dictionary.

Profession, engineer, civilization, technician, physics, mathematics, machine, design, theory, idea, problem, process, person, system.

(A) Exercise 3. Supplement the following table with appropriate nouns from the text A.

verbs	nouns
1. to erect	buildings
2. to find	
3. to define	
4. to design	
5. to test	
6. to evaluate	
7. to communicate	

8. to produce	
9. to solve	

(B) Exercise 4. Make sure that you know the English equivalents for the following words and word combinations.

- древняя профессия
- современная цивилизация
- сооружать здания
- практическое применение
- гражданское строительство
- инженер-конструктор
- приемлемая цена
- оценить решение
- сообщить о решении.

(B) Exercise 5. Match the highlighted words from the text with the meanings below.

- 1 plan;
- 2 say exactly;
- 3 using or putting into practice;
- 4 an answer to a problem;
- 5 the one who makes things;
- 6 assess the success of;
- 7 profession.

(B) Exercise 6. Read the text and find the words that denote:

- 1) names of engineering professions;
- 2) main areas of engineering;
- 3) the tasks the engineer undertakes while solving a problem.

(B) Exercise 7. Make use of the prepositions in the box.

by	from	into	in	of
----	------	------	----	----

1. The first toolmakers who chipped arrows and spears ... rock were the forerunners ... modern mechanical engineers.
2. The one thing they have ... common is that they all use Maths and Science.
3. The whole science of engineering can be broadly divided ... three main areas.

4. Almost everything we use in modern life is made ... engineers.
5. When you have decided which area you are interested ... , then you can decide what sort ... engineer you want to be.

(B) Exercise 8. Find in the text A the adjectives, formed from the following nouns. Mind their suffixes.

Metallurgy, theory, mechanic, practice, reason, method, skill, danger.

(B) Exercise 9. Supplement the table with appropriate adverbs.

adjective	adverb
realistic	realistically
broad	
practical	
methodical	
theoretical	
mechanical	

(C) Exercise 10. Paraphrase:

1. *fair or moderate, not expensive* price;
2. *to find* metals;
3. something *shared by two or more things or people*;
4. *to pass* the solution *to other people*;
5. *to develop gradually or naturally* (e.g. civilization);

(C) Exercise 11. Fill in the gaps with the suitable words given before:

a) *solution, solve, solvable, solver;*

1. It may take a lot of time to find a ... to a complex problem in engineering.
2. A computer can ... a problem faster than any human being.
3. A computer has often been referred to as a problem

b) *communication, communicate, communicable, communicative, communicably.*

1. A computer must be able to ... with the user.
2. Fiber optics a new development in the field of
3. Some people working in computer installations aren't very ... because they are shy.

c) *mechanic, mechanism, mechanize, mechanical, mechanically, mechanistic, mechanics, mechanization, mechanized.*

1. Today's computers are less ... than they used to be.
2. The ... devices in a computer system operate more slowly than the electromagnetic devices.
3. The ... of the brain is very complicated but unlike a computer it isn't ...

d) *reliable, reliability, rely on, reliance, reliant.*

1. He is a qualified specialist and can be ...
2. The ... of these materials attract the customers' attention.
3. The design solution must be safe and ...

TEXT STUDY

(A) Exercise 1. Answer the "yes" and "no" questions.

1. Is engineering one of the most ancient occupations in history?
2. Is almost everything we use in modern life made by engineers?
3. Do engineers use theory to produce practical answers?
4. Do engineers solve problems in a methodical way?
5. Is the whole science of engineering divided into 2 main areas?
6. Have you decided what sort of engineer you want to become?

(B) Exercise 2. Match the columns.

1. The first toolmakers who chipped arrows and spears from rock were ...	communicate the solution.
2. The design solution must be...	they all use Maths and Science to improve industry and manufacturing.
3. Generally, engineers define the problem, design a solution, test, evaluate the solution and finally...	the forerunners of modern mechanical engineers.
4. Engineering is often defined as...	then you can decide what sort of engineer you want to be.
5. The one thing that different types of engineering have in common is that...	a reasonable price, safe and reliable.
6. When you have decided what area you are interested in...	making practical application of theoretical sciences such as physics and mathematics.

(C) Exercise 3. Complete the table using the information from the text.

Engineering specialty	Its forerunners	Its function
Mechanical engineer	Toolmakers who chipped arrows and spears from rock	To make tools and machinery
Civil engineer		
Electrical engineer		
Design engineer		

Текст А «The Engineering Profession»(Составление аннотации).

(A) Exercise 1. Analyze the following pairs of words to point out the words that convey more extensive concepts and those expressing more narrow, concrete notions.

engineering	tool-making
car	tractor
skill	occupation
machinery	cultivator
engine	machine
science	physics
industry	manufacture
theory	problem
fertilizer	manure
weeds	plants
maintenance	painting

(B) Exercise 2. Find the word with a general meaning.

craftsman	occupation	technician
tool-making	building	engineering
mathematics	science	theory
solve	test	design
branch	way	area
equipment	device	pump
gas	petrol	fuel
crop	rye	barley

element	component	part
tillage	cultivation	leveling

(B) Exercise 3. Choose the sentences that give the main idea of the first (second, third) paragraph.

(C) Exercise 4. Define the key-point of each paragraph.

(C) Exercise 5. Try to give the main idea of the text with the help of one sentence.

TEXT B1 "MY FUTURE PROFESSION"

ACTIVE VOCABULARY (TEXT B 1)

NOUNS AND NOUN PHRASES

1. adjustment	1) регулирование; 2) исправление, корректировка; 3) накладка, регулировка
2. assembly disassembly	монтаж, сборка разборка, демонтаж
3. choice	выбор
4. engineering	машиностроение
5. facilities maintenance facilities	средства средства технического обслуживания
6. maintenance scheduled maintenance preventive maintenance	техническое обслуживание и ремонт техническое обслуживание, запланированное по графику профилактическое техническое обслуживание
7. metal worker	слесарь
8. processing processing plant	переработка перерабатывающее предприятие
9. profession syn. career, specialty, occupation	профессия, специальность
10. plant	завод

manufacturing plant	завод-изготовитель
11. reliability syn. dependability	надежность
12. repair repair services	ремонт ремонтные службы
13. requirement	требование, потребность
14. restoration	восстановление
15. run in	ввод в действие
16. taste	вкус, склонность
17. troubleshooting	нахождение и устранение неисправностей

VERBS

1. acquire	приобретать
2. connect	соединять, связывать, сочетать
3. ensure provide	обеспечить
4. have an opportunity	иметь возможность
5. meet the needs	отвечать потребностям
6. stipulate	предупреждать
7. take onto account	принимать во внимание

ADJECTIVES

1. dosimetry	дозиметрический
2. knowledgeable	умный, знающий
3. project-design a project-design organization	проектно-конструкторский проектно-конструкторская организация
4. radiometric	радиометрический
5. resource saving resource saving technologies	ресурсосберегающий ресурсосберегающие технологии
6. scientific research a scientific research organization	научно-исследовательский научно-исследовательская организация
7. thorough syn. complete, total, full thorough study	полный полное изучение

TEXT B1: «MY FUTURE SPECIALTY: A FARM MACHINERY MAINTENANCE ENGINEER».

There are hundreds of professions to choose from. It's a very difficult and important choice. That's why such things should be thought of in good time and we must take into account many factors. First, we must *consider* our personal taste and our kind of mind. Secondly, we must think of the requirements of our society and people's need in one profession or another.

My future specialty is connected with agriculture. I didn't make a blind choice. It was my father who *aroused* my interest in that field. He is an engineer. I also got interested in the matter and entered The Belarusian State Agrarian and Technical University.

I'm a first year student. I study at the Farm Machinery Service department. Our department is rather young. It was founded in January of 2000. At present the department trains farm machinery maintenance engineers, engineer-managers and labor protection specialists for the agro-industrial complex. My future specialty is an engineer. Today's farming is highly developed. Many agricultural processes are *mechanized* and the most modern farm machinery may be used now. The effective use of farm machinery is considerably dependent on the quality of maintenance and repair. It is impossible to keep machines *available* by repairs performed only when required. Otherwise the dead periods of machines during intensive field work may be too long. To ensure highly productive work a system of scheduled *preventive* maintenance and repair is established for farm machinery. Maintenance rounds include the following operations: disassembly, washing, troubleshooting and restoration of parts, assembly adjustment, run in and painting.

The matters of professional activity of graduates of our specialty are: technologies and maintenance facilities; diagnostics and farm machinery repair; machinery, instruments and equipment of technical service enterprises; ecologically safe and resource-saving technologies.

Educational standard of specialists training stipulates *thorough* study of the following specialized subjects: "Tractors and cars", "Machinery and equipment in plant-growing", "Machinery and equipment in livestock breeding", "Reliability of technical systems", "Agricultural engineering technologies", "Diagnostic and technical service of machinery", "Technical service organization", "Design and

development of technical service enterprises", "Technical service economics", "Engineering ecology" and others.

Specialists are trained to work at agricultural organizations and enterprises of different forms or property: at farm machinery maintenance enterprises, at service *workshops* and plants engaged in technical maintenance of farm machinery, technical centers of manufacturing plants, repair services of processing plants, in project-design, scientific research commercial organizations and educational establishments.

During the process of studying the students have an opportunity to get working professions of a driver, a tractor-driver, farm equipment metal worker a specialist of radiometric and dosimetry control.

I shall try to do my best to become quite knowledgeable in the field of agriculture.

My *purpose* of today is to acquire enough knowledge to be a well-educated person in order to meet the future needs of the nation.

**TEXT-BASED ASSIGNMENTS
LANGUAGE STUDY**

(A) Exercise 1. Find in the text word combinations with the given words and translate them into Russian.

1. account	7. enterprise
2. complex	8. study
3. process	9. production
4. period	10. opportunity
5. maintenance	11. knowledge
6. repair	12. needs

(A) Exercise 2. Match the words from two columns to make appropriate word combinations.

- | | |
|---------------------|-----------------|
| 1. preventive | a) plant |
| 2. manufacturing | b) organization |
| 3. to meet | c) the needs |
| 4. a project-design | d) study |
| 5. resource-saving | e) maintenance |
| 6. agricultural | f) machinery |
| 7. farm | g) engineering |
| 8. thorough | h) technologies |

(B) Exercise 3. Complete the sentence using a word formed from the word in brackets.

1. My future specialty is (connect) with agriculture.
2. Today's farming is highly (develop).
3. To ensure highly productive work a system of scheduled (prevent) maintenance and repair is established.
4. The matters of professional (active) of graduates of our specialty are: technologies and maintenance facilities, diagnostics and farm machinery repair and others.
5. Specialists are (train) to work at agricultural organizations and enterprises of different forms or property.
6. I'll do my best to become quite (knowledge) in the field of agriculture.
7. We must think of the (require) of our society.
8. Many (agriculture) processes are (mechanize).

(B) Exercise 4. Match the highlighted words from the text with the meanings below.

- 1 to stir up a feeling in someone;
- 2 stopping something from happening;
- 3 a place where machinery is mended;
- 4 ready to be used;
- 5 think carefully;
- 6 done or doing things carefully and in detail;
- 7 equipped with machines.
- 8 what you intend to do; a plan or aim;

(B) Exercise 5. Match the words on the left with the correct definition on the right.

1 to ensure	a state or quality of being reliable
2 knowledgeable	b act of adjusting
3 reliability	c to gain for oneself by skill or ability
4 assembly	d model representing the supposed original of something formerly ruined and now rebuilt
5 adjustment	e to secure, to make sure of getting
6 requirement	f putting something through a special process
7 to acquire	g to state, put forward as a necessary condition
8 to stipulate	h putting together parts or large machines
9 restoration	i well-informed, having much knowledge
10 processing	j something required or needed

(B) Exercise 6. Give English equivalents to the following word combinations:

- запланированное по графику техническое обслуживание
- профилактическое техническое обслуживание
- нахождение и устранение неисправностей
- восстановление и монтаж
- диагностирование и ремонт машин
- экологически безопасные и ресурсосберегающие технологии
- машины и оборудование в растениеводстве
- машины и оборудование в животноводстве
- надёжность технических систем
- технология с/х машиностроения
- организация технического сервиса
- инженерная экология
- завод-изготовитель
- перерабатывающие предприятия
- ремонтно-обслуживающие предприятия

(B) Exercise 7. Fill in the gaps with the appropriate prepositions.

1. We must take ... account many factors.
2. I got interested ... agriculture and entered the Belarusian State Agrarian and Technical University.
3. The effective use of farm machinery is dependent ... the quality of maintenance and repair.
4. To ensure highly productive work a system ... maintenance and repair is established ... farm machinery.
5. Specialists are trained to work ... agricultural organizations and enterprises ... different forms of property.
6. I shall do my best to become quite knowledgeable ... the field of agriculture.

(C) Exercise 8. Complete these word-building tables. If necessary use a dictionary to help you.

Verb	Noun
maintain	
require	
mechanize	
perform	

establish	
adjust	
restore	
assemble	
stipulate	
diagnose	

Noun	Adjective
knowledge	
process	
science	
ecology	
agriculture	

(C) Exercise 9. Give synonyms to the following words:

- profession
- maintenance
- requirement
- farming
- reliability
- to acquire
- to ensure
- knowledgeable
- complete
- means

(C) Exercise 10. Give antonyms to the following words:

- assembly
- restoration
- partial
- to acquire
- to connect
- to lose an opportunity

(C) Exercise 11. Write down sentences of your own using new word combinations.

- take into account;
- to be connected with;
- to get interested in something;
- to depend on;

- to have an opportunity;
- to meet the needs.

TEXT STUDY

(A) Exercise 1. Match the columns

1. My future specialty is...	...mechanized and the most modern farm machinery may be used now.
2. Farm machinery service department trains...	...”Tractors and vehicles”, “Reliability of technical systems”, “Technical service organization” and others.
3. Many agricultural processes are...	...a driver, a tractor-driver, farm equipment metal worker and a specialist of radiometric and dosimetry control.
4. To ensure highly productive work...	...a farm machinery maintenance engineer.
5. The matters of professional activity of graduates of our specialty are...	...to become quite knowledgeable in the field of agriculture.
6. The student study many specialized subjects such as...	...to acquire enough knowledge to be a well-educated person.
7. Specialists are trained to work at...	...farm machinery maintenance engineers, engineer-managers and labor protection specialists.
8. During the process of studying the students have an opportunity to get professions oftechnologies and maintenance facilities, diagnostics and repair of farm machinery, machinery and equipment of technical service enterprises.
9. I shall do my best...	...a system of scheduled preventive maintenance and repair is established.
10. My purpose of today is...	...agricultural enterprises of different forms of property.

(B) Exercise 2. Define whether the following statements are true or false. Correct the false ones.

1. Farm Machinery Service department is rather young. It was founded in 2000.
2. Today many agricultural processes are mechanized and the most modern farm machinery may be used.
3. Maintenance rounds include the following operations: troubleshooting, washing and painting.
4. The matters of professional activity of graduates of our specialty are: management processes of organization and logistical support planning for the enterprises in the agro-industrial complex.
5. The students study the following specialized subjects: "Tractors and cars", "Machinery and equipment in plant-growing", "Machinery and equipment in livestock breeding" and others.
6. Specialists are trained to work at research laboratories and institutes.
7. During the process of studying the students have an opportunity to get professions of a driver and a tractor-driver.

(C) Exercise 3. Work out answers to the following. If possible, ask a friend the same questions.

1. What is your future specialty?
2. What is your future specialty connected with?
3. What is established to ensure highly productive work?
4. What are the matters of professional activity of graduates of our specialty?
5. What specialized subjects are taught by the students of your specialty?
6. Where are specialists trained to work?
7. Do the students have an opportunity to get other working professions?
8. What is your purpose of today?

SPEAKING

(A) Exercise 1. Put the sentences into the right order. Mind the content of the text.

1. Farm machinery service department was founded in 2000.
2. Specialists are trained to work at different agricultural enterprises: workshops, plants, technical centers and educational establishments.

3. Maintenance rounds include the following operations: disassembly, washing, troubleshooting and restoration of parts, assembly, run in and painting.
4. Before choosing a future career we must consider our personal taste and think of the requirements of the society.
5. Technologies and maintenance facilities, diagnostics and repair of farm machinery are the main matters of professional activity of graduates of our specialty.
6. During the process of studying the students have an opportunity to get professions of a driver, a tractor-driver, farm equipment metal worker and a specialist of radiometric and dosimetry control.
7. Many agricultural processes are mechanized and the most modern farm machinery is used nowadays.
8. There are hundreds of professions to choose from.

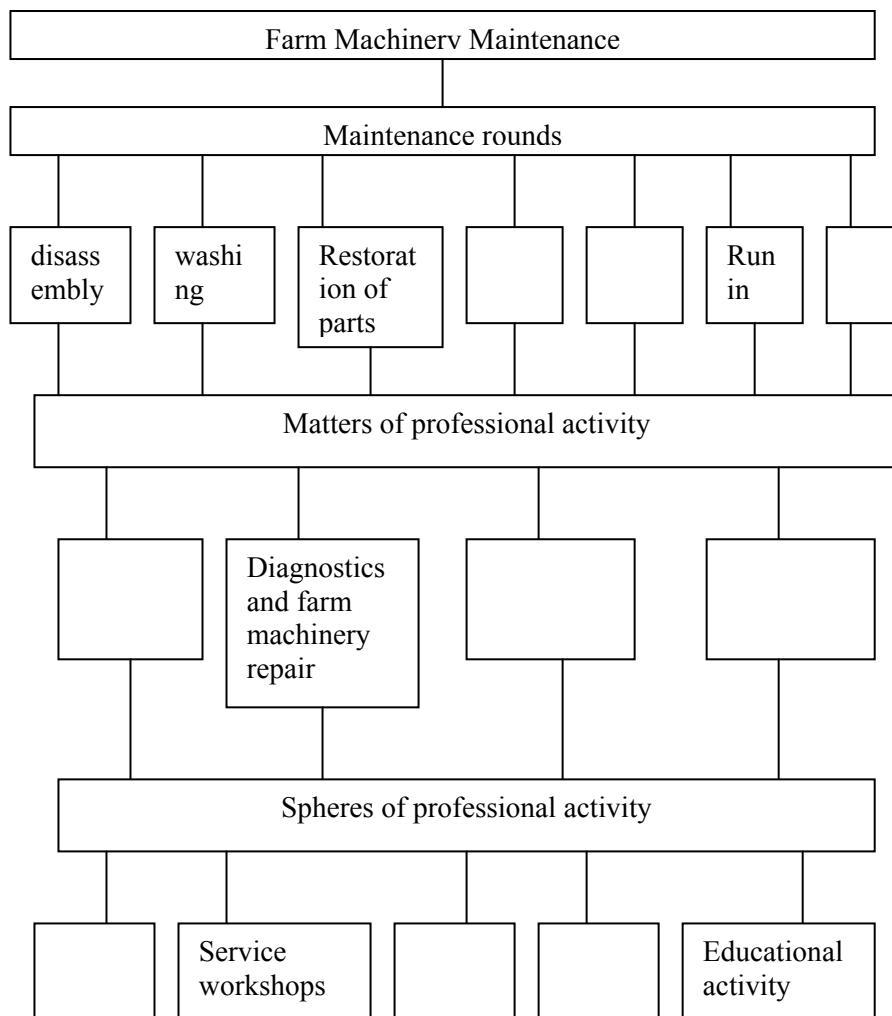
(B) Exercise 2. Complete the following statements.

1. Before choosing a future profession one must ...
2. Future specialty is connected with....
3. I study at...
4. Our department trains...
5. Today's farming is...
6. The effective use of farm machinery is dependent on...
7. Maintenance rounds include...
8. The matters of professional activity of graduates of our university are...
9. Specialists training stipulates thorough study of the following specialized subjects...
10. Specialists are trained to work ...
11. My purpose of today is to...

(B) Exercise 3. Make up a plan to the text and find key words to each point of the plan.

(B) Exercise 4. Look through your plan and find more information for each point of the plan.

(B) Exercise 5. Complete the logical diagram with the necessary information from the text.



(B) Exercise 6. Speak about your future profession: a farm machinery maintenance engineer. Use the logical diagram

(C) Exercise 7. Summarize the information about your future profession. Advertise your specialty to the university entrants. Express your opinion on the advantages of choosing this career.

ACTIVE VOCABULARY (TEXT B 2)

NOUNS AND NOUN PHRASES

1. activity professional activity	деятельность профессиональная деятельность
2. bookkeeping	бухгалтерский учет
3. capability	способность, одаренность
4. career syn. profession, specialty, occupation	профессия, специальность
5. enterprise	предприятие
6. establishment	учреждение
7. flash	вспышка
8. influence	влияние
9. matter	объект
10. persistence	упорство, настойчивость, стойкость, выносливость
11. reliability syn. dependability	надежность
12. requirement occupational requirement	требование, потребность профессиональное требование
13. salary	зарплата
14. support logistical support syn. logistics	обеспечение материально-техническое обеспечение

VERBS

1. expect	ожидать
2. lead	вести, склонять
3. make up one's mind syn. to decide, to make a decision	принять решение
4. put down roots	пускать корни
5. serve the interests	служить интересам
6. stipulate	предусматривать

ADJECTIVES

1. dependable syn. reliable	надежный
2. particular in particular-	особенный, в особенности
3. qualified	квалифицированный
4. retail retail trade-	розничный розничная торговля
5. thorough ['θʌrə] thorough study-	полный полное изучение
6. wholesale wholesale trade-	оптовый оптовая торговля

TEXT B2: «MY FUTURE SPECIALITY: AN ENGINEER-MANAGER»

Choosing a career, like any other activity, it is best to work to a plan. Having thought carefully what sort of person you are, try to work out a realistic set of occupational requirements.

In particular, you can answer important questions. What sort of life do you want to lead? Do you want to live in the country or in the town? Is the size of your salary important? Do you want to put down roots or

travel widely? Do you want to be an organizer of other people's activities?

As for me, I made up my mind to be an engineer. As my parents are engineers, they have made a great **influence** on my choice. My choice of this occupation didn't come as a sudden flash. I think that nowadays this profession is of great need and importance to our country.

Now I am a first-year student of the Belarusian State Agrarian and Technical University. I study at the Farm Machinery Service Department. The department trains farm machinery maintenance engineers, labor protection specialists and engineer-managers for the agro-industrial complex.

My future specialty is an engineer-manager. The matters of professional activity of graduates of our specialty are: **management** processes of organization and logistical **support** planning for enterprises in the agro-industrial complex; service, commercial and **purchase** processes.

Educational standard of specialists training stipulates thorough study of the following special subjects: "Tractors and cars", "Machinery and equipment in plant-growing", "Machinery and equipment in livestock breeding", "Technical Service Organization", "Bookkeeping", "Logistics", "Management", "Tax system", "Finance", "Computer information technologies" and others.

Our specialists are trained to work in the system of logistical support for the enterprises in the agro-industrial complex, in wholesale and retail **trade** of agricultural equipment, its spare and component parts, in agricultural production management establishments, in consulting centers on management and marketing of agricultural machinery; technical service enterprises.

Graduates are expected to be dependable specialists with excellent ideas to create new business sectors of agriculture. My aim is to be a qualified specialist and to serve the interests of my country. To be a well-prepared engineer should have some important qualities: great **capability** persistence, knowledge of science and, of course, knowledge of foreign languages.

LANGUAGE STUDY

(A) Exercise 1. Find in the text word combinations with the given words and translate them into Russian.

1. a set of	6. consulting
2. mind	7. professional
3. management	8. dependable
4. part	9. sector
5. information	10. persistence

(A) Exercise 2. Match the words from the text to make appropriate word combinations.

1. occupational	a study
2. logistical	b roots
3. thorough	c trade
4. purchase	d requirement
5. retail	e reliability
6. technical systems	f the interests
7. to put down	g support
8. to serve	h process

(B) Exercise 3. Complete the sentence using a word from the word in brackets.

- I usually try to work out a realistic set of (occupation) requirements.
- The profession of engineer is of great need and (important) to our country.
- The specialists (to train) to work in the system of (logistics) support for the enterprises in the agro-industrial complex.
- He works in the consulting center on (to manage) and (market) of agricultural machinery.
- She is expected to be a (to depend) specialist.

6. My friend is good at such specialized subjects as “Tractors and cars” and “Technical Service (reliable)”.

7. As my parents are engineers, they have made a great influence on my (to choose).

8. Do you want to put down your roots or travel (wide).

(B) Exercise 4. Match the highlighted words from the text with the meanings below.

- buying;
- being able to do something;
- providing with the necessities;
- the power to produce an effect;
- buying, selling or exchanging goods;
- giving orders and telling people what to do; organizing people’s activities;

(B) Exercise 5. Match the words on the left with the correct definition on the right.

1. support	a keeping (business) accounts
2. bookkeeping	b special, worth notice
3. wholesale	c power, fitness or capacity
4. salary	d something needed
5. requirement	e provide
6. dependable	f think or believe that something will happen or come
7. particular	g that or who may be relied on
8. activity	h selling of goods in large quantities to shopkeepers
9. capability	i occupation
10. expect	j payment for employment

(B) Exercise 6 Give English equivalents to the following word combinations.

- -выбор профессии;
- -профессиональное требование;
- -профессиональная деятельность;
- -инженер-менеджер;
- -студент первого курса;
- -материально-техническое обеспечение;
- -торгово-закупочные процессы;
- -образовательный стандарт;
- -тщательное изучение;
- -надежность технических систем;
- -техническое обеспечение;
- -компьютерные информационные технологии;
- -предприятия агропромышленного комплекса;
- -оптовая и розничная торговля;
- -запасные части и комплектующие изделия;
- -надежный специалист.

(B) Exercise 7. Fill in the gaps with the appropriate prepositions.

1. Having thought carefully what sort...person you are, try to work ...a set of professional requirements.
2. ...particular, you can answer some important questions.
3. Do you want to put ... roots or travel widely?
4. As ...me, I made ...my mind to be an engineer.
5. The profession of engineer is ... of great need and importance to our country.
6. One ...the matters of professional activity ...our graduates is logistical support planning ...enterprises...agro-industrial complex.
7. Our graduates can work ... wholesale and retail trade...agricultural equipment, its spare and component parts.
8. Graduates are expected to be dependable specialists ...excellent ideas to create new business sectors ... agriculture.

(C) Exercise 8. Complete these word-building tables. If necessary use a dictionary to help you.

VERB	NOUN
1. to rely	1. reliability
2. to establish	2.
3. to require	3.
4. to expect	4.
5. to stipulate	5.
6. to influence	6.
7. to support	7.
8. to manage	8.
9. to produce	9.
10 to protect	10.

ADJECTIVE	NOUN
1. active	1.
2. capable	2.
3. dependable	3.
4. reliable	4.
5. persistent	5.
6. logistical	6.
7. realistic	7.
8. special	8.
9. industrial	9.
10 technological	10.

(C) Exercise 9. Give synonyms to:

- profession;
- requirement;
- department;
- labour;
- protection
- matter;
- support;
- reliability;
- bookkeeping;
- trade;
- management;
- to make up one's mind.

(C) Exercise 10. Give the words opposite in meaning to the following:

- support;
- retail;
- thorough;
- qualified;
- reliable;
- capability;
- to put down roots.

(C) Exercise 11. Write down sentences of your own using new word combinations.

- to put down roots;
- to make up one's mind;
- to make a great influence on...;
- to come as a sudden flash;
- to be of great need and importance;
- to serve the interests;
- to create new sector of....

TEXT STUDY

(A) Exercise 1. Match the columns.

1. Having thought carefully what sort of person you are,...	...farm machinery maintenance engineers, labor protection specialists and engineer-managers.
2. Nowadays the profession of an engineer-manager...	..."Tractors and vehicles", Technical Service Organization", "Bookkeeping", "Logistics", "Management", "Finance" and others.
3. The department trainssome important qualities: great capability persistence, knowledge of science and foreign languages.
4. The matters of professional activity of graduates of our specialty are...	...try to work out a realistic set of occupational requirements.
5. Students study the following special subjects...	...in the system of logistical support for the enterprises in the agribusiness , in agricultural production management establishments, technical service enterprises and so on.
6. Our specialists are trained to work...	...is of great need and importance to our country.
7. Graduates are expected to be...	...management processes and logistical support planning for enterprises in the agro-industrial complex, service, commerce and purchase processes.
8. To be a well-prepared engineer I should havedependable specialists with excellent ideas to create new business sectors of agriculture.

(B) Exercise 2. Define whether the following statements are true or false. Correct the false ones.

1. When choosing a career it is best to work to a plan.
2. Nowadays the profession of an engineer is of no importance.
3. Farm Machinery Service department trains mechanical engineers.
4. The matters of professional activity of graduates of our specialty are management processes of organization and logistical support planning for enterprises in the agro-industrial complex.
5. The students of our faculty study only mathematics, physics and foreign languages.
6. Our specialists are trained to work on agricultural farms.
7. Graduates are expected to be dependable specialists with excellent ideas to create new business sectors of agriculture.

(B) Exercise 3. Work out answers to the following. If possible, ask a friend the same questions.

1. What important questions should you answer when choosing a future career?
2. When did you make up your mind to be an engineer-manager?
3. What University do you study at?
4. What specialists does your department train?
5. What is your future specialty connected with?
6. What are the main subjects of your educational program? What subjects do you like best?
7. Where can engineer-managers work after graduating from the University?
8. Where are you going to work after graduating from the University?
9. What is your aim at the moment?
10. What does it mean: to be a well-prepared engineer today?

SPEAKING

(A) Exercise 1. Put the sentences into the right order. Mind the contents of the text.

1. My future specialty is an engineer-manager.
2. My aim is to be a qualified specialist and to serve the interests of my country.

3. The matters of professional activity of our specialty are: management processes, logistical support planning, service, commercial and purchase processes.

4. The graduates of our department can work in the system of logistical support for the enterprises in agribusiness, in wholesale and retail trade of agricultural equipment, in consulting centers on management and marketing of agricultural machinery.

5. My choice of this occupation didn't come as a sudden flash.

6. The department trains farm machinery maintenance engineers, labor protection specialists and engineer-managers for the agro-industrial complex.

7. I am a first-year student of the farm machinery service department of the BSATU.

(B) Exercise 2. Complete the following statements:

1. Before choosing a career you should answer some important questions....

2. As for me, I made up my mind

3. I think that today this profession

4. I study at....

5. The department trains....

6. My future profession is....

7. The matters of professional activity of graduates of our specialty are....

8. Specialists' training stipulates thorough study of the following subjects....

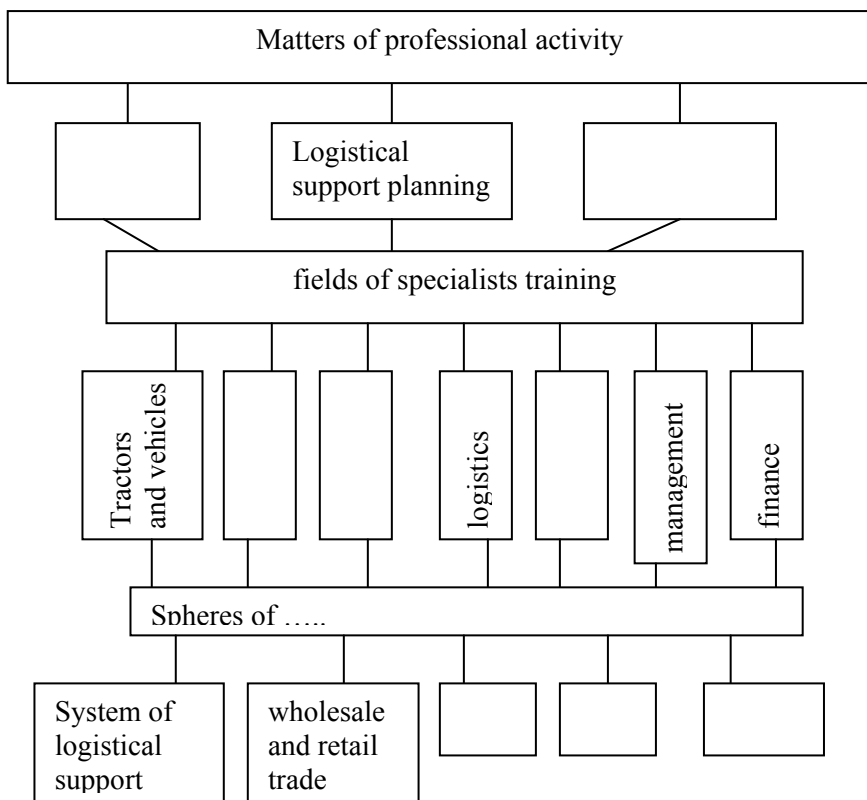
9. After graduating from the university our students can work....

10. To be a well-prepared engineer I should have....

(B) Exercise 3. Make up a plan to the text and find key words to each point of the plan.

(B) Exercise 4. Look through your plan and find more information for each point of the plan.

(B)Exercise 5. Complete the logical diagram with the necessary information from the text.



(B)Exercise 6. Speak about your future profession: an engineer-manager. Use the logical diagram.

(C)Exercise 7. Summarize the information about your future profession. Advertise your specialty to the university entrants. Express your opinion on the advantages of choosing this career.

ACTIVE VOCABULARY (TEXT B 3)

NOUNS AND NOUN PHRASES

1. compatibility	совместимость, сочетаемость, сочетание
2. decision	решение
3. effect	действие, влияние, воздействие
4. emergency	непредвиденный случай, крайняя необходимость
5. emplacement	местоположение
6. environment work environment manufacturing environment	среда, окружение рабочая обстановка производственная среда
7. fitness	пригодность, соответствие
8. hygiene	гигиена
9. influence	влияние
10. injury	телесное повреждение, ушиб, рана
11. legislation to observe legislation	законодательство соблюдать законодательство
12. matter	объект
13. monitoring	наблюдение
14. physiology	физиология
15. possibility	возможность
16. protection	защита
17. safety labour safety vital functions safety production safety	безопасность безопасность труда безопасность жизнедеятельности безопасность производства
18. sanitation labour sanitation	оздоровление, улучшение санитарных условий, санитария улучшение санитарных условий труда
19. storage	хранение, склад, хранилище
20. support production safety support	обеспечение обеспечение безопасности производства

VERBS

1. arrange	располагать, приводить в порядок
2. attract attract attention	привлекать привлекать внимание
3. be equipped with	быть оборудованным чем-то
4. cause	вызывать
5. consider	считать, полагать, рассматривать
6. provide against	принимать меры против чего-либо
7. realize	понимать ясно, осознавать
8. relate to	относиться, иметь отношение
9. stipulate	предусматривать

ADJECTIVES AND ADVERBS

1. actually	фактически, на самом деле
2. immediately	немедленно
3. periodically	периодически
4. valuable	ценный, высокооценимый

TEXT B 3: «MY FUTURE SPECIALITY: A LABOR PROTECTION SPECIALIST»

It's quite natural that before you take the final decision on what you want to do in future, you must consider the possibilities you have and your fitness for this or that job. Some people choose their future professions under the *influence* of their parents or friends, whose advice they find helpful and valuable. Actually it's not a pleasant thing to stay all your life in the job, which you don't like. I made my choice when I was in my last year at school. I decided to become an engineer. It's not by chance that I entered the Belarusian State Agrarian and Technical University. I didn't hesitate about the choice of my future specialty of an engineer. A new specialty "labor protection specialist" attracted my attention. I immediately realized that it was my "cup of tea". Now I am a second year student. I study at the farm machinery

service department. The department trains farm machinery maintenance engineers, engineer-managers and labor protection specialists for the agro-industrial complex.

Labor safety is a very important problem in agricultural production. All organizations and individuals related to labor and production must *observe* legislation on labor safety, labor sanitation and environment protection. The labor user must periodically control and repair the machines, equipment, building structures and storage according to the norms of labor safety and labor sanitation.

The working places, the emplacement of machines and equipment, the places likely *to cause* danger or noxious effects in the business must be arranged to provide against accidents and equipped with signs and signals on labor safety put up at open places where they can be easily seen and read.

Efficiency in safety is determined on the basis of regular monitoring in the following categories: *injuries*, equipment compatibility, work environment, personal protective equipment, fire protection.

The matters of professional activity of graduates of our specialty are: all kinds of machinery used in the agro-industrial complex, working places, organization and management structures on production safety support, means of collective and individual *protection* from harmful and dangerous factors of manufacturing environment.

Alongside with studying of social humanities, scientific and professional subjects the educational plan stipulates study of the following disciplines: "Man's physiology", "Medical and biological basis of vital functions safety", "Ecology", "Protection of population and enterprises in *emergency* situations", "Production sanitation and occupational hygiene in agriculture" and others.

Specialists are trained to work in labor protection services at enterprises and in organizations of the agro-industrial complex as labor protection specialists.

LANGUAGE STUDY

(A) Exercise 1. Find in the text word combinations with the given words and translate them into Russian

1. possibilities;	6. environment;
2. choice;	7. emplacement;
3. production;	8. noxious;
4. maintenance;	9. compatibility;
5. legislation;	10. emergency.

(A) Exercise 2. Match the words from the columns to make appropriate word combinations.

1 to take	a compatibility
2 labor	b equipment
3 to cause	c functions
4 equipment	d protection
5 protective	e hygiene
6 social	f humanities
7 vital	g danger
8 occupational	h a decision

(B) Exercise 3. Complete the sentence using a word formed from the word in brackets.

- 1 I made my (to choose) when I was in my last year at school.
2. A new (special) "labor protection specialist" attracted my (attentive).
3. Labor (safe) is a very important problem in agricultural (to produce).
4. The labor user must (period) control and repair the machines, equipment, building structures and (to store).
5. The places likely to cause danger or noxious effects in the business must so (to arrange) to provide against accidents.
6. The students learn different means of collective and individual (to protect) from harmful and (danger) factors of manufacturing environment.
7. Alongside with (to study) of social humanities, scientific and professional subjects the (education) plan stipulates study of the following disciplines: "Man's physiology", "Ecology" and so on.

8. Specialists (to train) to work in labour protection services at enterprises and organizations of the agro-industrial complex.

(B) Exercise 4. Match the highlighted words from the text with the meanings below.

- 1) harm or hurt;
- 2) a sudden serious happening needing prompt action;
- 3) make something happen;
- 4) the power to produce an effect
- 5) keeping safe from harm or injury;
- 6) obey a law.

(B) Exercise 5. Match the words on the left with the correct definition on the right.

1 safety	a making laws
2 legislation	b surroundings, circumstances
3 storage	c being safe
4 monitoring	d be fully conscious of, understand
5 effect	e the storing of goods
6 environment	f supervision
7 to realize	g put in order
8 to arrange	h result, outcome
9 actually	i of great value, worth or use
10 valuable	j really

(B) Exercise 6. Give English equivalents to the following word combinations.

- специалист по охране труда;
- безопасность труда;
- безопасность жизнедеятельности;
- соблюдать законодательство;
- улучшение санитарных условий труда;
- вредное воздействие;
- регулярное наблюдение;
- рабочая обстановка;
- противопожарная защита;
- обеспечение безопасности производства;
- производственная среда;
- производственная санитария;

- гигиена труда;
- службы охраны труда.

(B) Exercise 7. Fill in the gaps with the appropriate prepositions and adverbs.

1. Often people choose their future professions ...the influence...their parents or friends.
2. It's not pleasant to stay all your life ...the job, which you don't like.
3. It's not ... chance that I entered this university.
4. I study ... the farm machinery service department.
5. All organizations related. ... labor and production must observe legislation ... labor safety.
6. The working places must be arranged to provide ... accidents and equipped ... signs on labor safety.
7. Efficiency ... safety is determined ... the basis of regular monitoring.
8. Alongside ... studying ... social humanities, scientific subjects, the educational plan stipulates study ... many specialized disciplines.
9. Graduates can work ... labor protection services ... enterprises and ... organizations of the agro-industrial complex.

(C) Exercise 8. Complete the word-building tables.

VERB	NOUN
1 decide	1 decision
2 store	
3 influence	
4 injure	
5 protect	
6 monitor	
7 consider	
8 cause	
9 realize	
10 fit	
ADJECTIVE	NOUN
1 possible	1 possibility
2 safe	
3 compatible	
4 important	
5 valuable	
6 special	

7 sanitary	
8 protective	

(C) Exercise 9. Give synonyms to the following words:

- specialty;
- department;
- safety;
- equipment;
- object;
- management;
- support;
- to consider;
- to understand;
- labor user.

(C) Exercise 10. Give antonyms to the following words:

- support;
- noxious;
- incompatibility;
- to enter;
- unnecessary;
- to disorder;
- unemployment.

(C) Exercise 11. Write down sentences of your own using new word combinations .

- to take the decision;
- to have fitness for this or that;
- to make one's choice;
- to observe legislation;
- to control and repair machines;
- to equip with signs and signals.

TEXT STUDY

(A) Exercise 1. Match the columns.

1. Some people choose their future profession under the influence of...	...the farm machinery service department.
2. A new specialty "labor protection	..."Man's physiology", Medical

specialist”...	and biological basis of vital functions safety”, “Ecology” and so on.
3. I study at...	...control the machines, equipment and storage according to the norms of labor safety.
4. The department trains...	...their parents or friends, whose advice they find helpful and valuable.
5. Labor safety is a very...	...farm machinery maintenance engineers, engineer-managers and labor protection specialists.
6. The labor user must periodically...	...attracted my attention.
7. Efficiency in safety is determined on the basis ofall kinds of machinery, working places, means of collective and individual protection.
8. The matters of professional activity of graduates of our specialty are...	...important problem in agricultural production.
9. The educational plan stipulates thorough study of the following disciplines...	...in labor protection services at enterprises, in organizations of the agro-industrial complex as labor protection specialists.
10. Specialists are trained to work...	...regular monitoring in the following categories: injuries, equipment compatibility, work environment, personal protective equipment, fire equipment.

(B) Exercise 2. Define whether the following statements are true or false. Correct the false ones.

1. Actually it’s not a pleasant thing to stay all your life in the job, which you don’t like.
2. It’s by chance that I entered the Belarusian State Agrarian and Technical University.
3. Farm machinery service department trains engineer-managers and entrepreneurs.
4. Labor safety is of no importance in agricultural production.
5. The labor user must periodically control and repair machines, equipment and storage according to the norms of labor safety.
6. The matters of professional activity of graduates of our specialty are cattle-breeding and crop cultivation.
7. Specialists are trained to work in labor protection services at enterprises of the agro-industrial complex.

(C) Exercise 3. Work out answers to the following questions. If possible ask a friend the same question.

1. Did you hesitate about the choice of your future career?
2. What University do you study at?
3. What specialties does your department train?
4. What is your future profession connected with?
5. Is labor safety a very important problem in agricultural production?
6. What are main duties of the labor user?
7. How is efficiency in safety determined?
8. What are the matters of professional activity of graduates of your specialty?
9. What are the main professional subjects of your educational program?
10. Where can labor protection specialists work after graduating from the University?
11. Where are you going to work after graduating from the University?

SPEAKING

(A) Exercise 1. Put the sentences into the right order.

1. The places likely to cause danger or noxious effects in the business must be arranged to provide against accidents and equipped with signs on labor safety.
2. I study at the farm machinery service department.

3. The graduates of our department are employed in labor protection services at enterprises and in organizations of the agro-industrial complex as labor protection specialists.
4. Labor safety is a very significant problem in agricultural production.
5. It's quite natural that before you choose a future career you must consider your fitness for this or that job.
6. The main aspects of professional activity of graduates of our specialty are: all kinds of machinery, working places, organization and management structures on production safety support, means of protection.
7. The department trains farm machinery maintenance engineers, engineer-managers and labor protection specialists for agribusiness.
8. We study social humanities, scientific and professional subjects and many specialized disciplines such as: "Ecology", "Protection of population and enterprises in emergency situations" and others.
9. The labor user must periodically control and repair the machinery and equipment.
10. I didn't hesitate about the choice of my future specialty of an engineer.

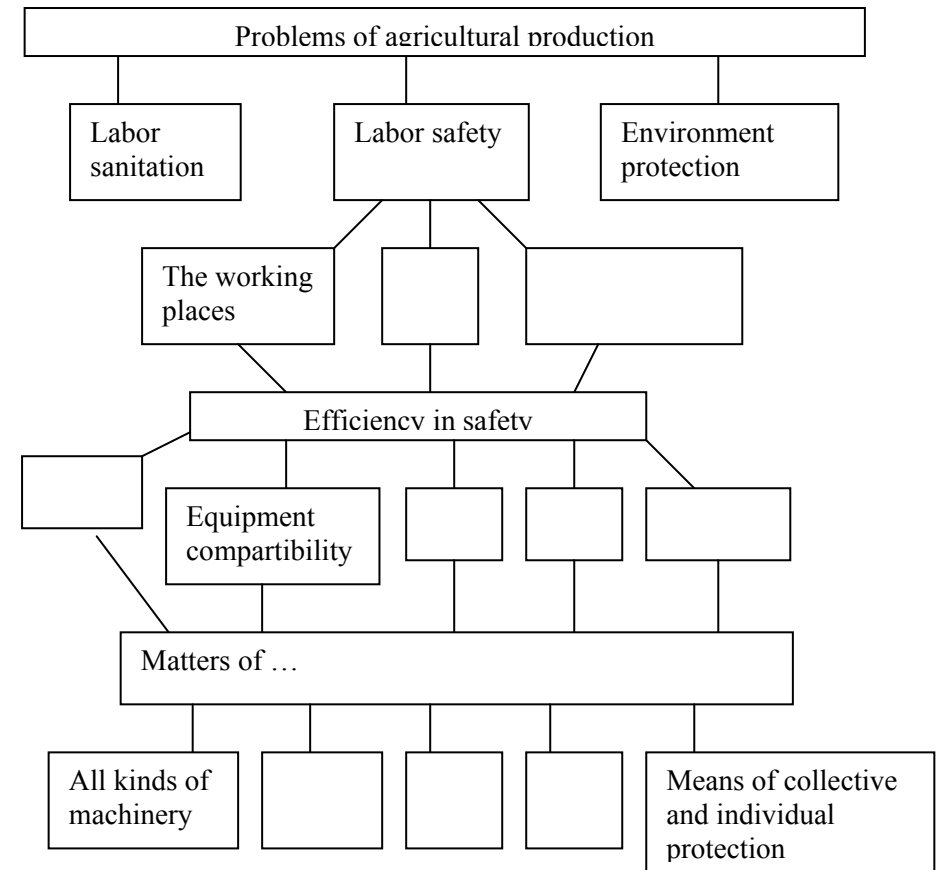
(B) Exercise 2. Complete the following statements:

1. Some people choose their future professions under the influence of...
2. It's not a pleasant thing to stay...
3. It's not by chance that I...
4. Now I study at...
5. The department trains...
6. All organizations and individuals related to labor and production must observe...
7. The working places must be arranged to provide against...
8. Efficiency in safety is determined on ...
9. The matters of professional activity of our specialty are...
10. Specialists are trained to work...

(B)Exercise 3. Make up a plan to the text and find key words to each point of the plan.

(B)Exercise 4. Look through your plan and find more information for each point of the plan.

(B)Exercise 5. Complete the logical diagram with the necessary information from the text.



(B)Exercise 6. Speak about your future profession: a labor protection specialist. Use the logical diagram.

(C) Exercise 7. Summarize the information about your future profession. Advertise your specialty to the university entrants. Express your opinion on the advantages of choosing this career.

ACTIVE VOCABULARY (TEXT B 4)

NOUNS AND NOUN PHRASES

1. choice	выбор
2. design farm machinery design	проектирование проектирование с/х техники
3. device mobile power devices	средство мобильные энергетические средства
4. engine	двигатель, мотор
5. leak	утечка
6. livestock production	животноводство
7. processing processing plant	переработка перерабатывающее предприятие
8. production	производство
9. profession syn. career, specialty, occupation	профессия, специальность
10. requirement	требование, потребность
11. support technical support	обеспечение техническое обеспечение
12. taste	вкус, склонность
13. vehicle	транспортное средство, автомобиль

ADJECTIVES

1. knowledgeable	умный, знающий
2. loose	неприкрепленный
3. project-design a project-design organization	проектно-конструкторский проектно-конструкторская организация
4. scientific research a scientific research organization	научно-исследовательский научно-исследовательская организация
5. thorough ['θʌrə] syn. complete, total, full thorough study	полный полное изучение

VERBS

1. acquire	приобретать
2. ensure (syn. to provide)	обеспечить
3. figure out	вычислять
4. find out	выяснять
5. have an opportunity	иметь возможность
6. install	устанавливать
7. maintain	поддерживать, сохранять
8. meet the needs	отвечать потребностям
9. replace	заменять
10. stipulate	предусматривать
11. take into account	принимать во внимание
12. tune	настраивать, регулировать

TEXT B 4: «MY FUTURE PROFESSION: A MECHANICAL ENGINEER»

There are hundreds of professions to choose from. It's a very difficult and important choice. That's why such things should be thought of in good time and we must take into account many factors. First, we must consider our personal taste and our kind of mind. Secondly, we must think of the requirements of our society and people's need in one profession or another.

My future specialty is connected with agriculture. I didn't make a blind choice. It was my father who **aroused** my interest in that field. He is an engineer. I also got interested in the matter and entered The Belarusian State Agrarian and Technical University.

I'm a first year student. I study at the agromechanical department. Our department is the oldest department of the University. At present the department trains mechanical engineers. My future specialty is a mechanical engineer. Today's farming is highly developed. Many agricultural processes are mechanized and the most modern farm machinery may be used now.

Farm equipment mechanics make sure that farm machinery operates correctly. They maintain, repair and **install** machines used for planting, harvesting and other farm activities. They check equipment, clean parts and tune engines. This helps to ensure that farm equipment will be working correctly when it is needed. When a piece of farm equipment is not working correctly, mechanics must **figure out** what is wrong. They

use testing equipment to find out where in the engine the problem is. They watch the engine while it is running to find any *loose* parts or leaks. When the problem is found, farm equipment mechanics replace the worn and broken parts.

The matters of professional activity of graduates of our specialty are: technical support of farm production processes, technical support of farm products processing and storage, farm machinery design and production.

Educational standard of specialists training stipulates thorough study of the following specialized subjects: "Tractors and vehicles", "Agronomy", "Technology and mechanization of livestock production", "Engineering mechanics", "Technology and technical *support* of farm products processing". Students are taught high technologies of plant growing and livestock production, design of agricultural and mobile power *devices*.

Specialists are trained to work at agricultural enterprises of different forms of property: industrial enterprises, processing plants, in project-design, scientific research commercial organizations and educational establishments.

During the process of studying the students have an opportunity to get professions of a driver, a tractor-driver, farm equipment metal worker.

I shall try to do my best to become quite knowledgeable in the field of agriculture.

My purpose of today is to acquire enough knowledge to be a well-educated person in order to meet the future needs of the nation.

LANGUAGE STUDY

(A) Exercise 1. Find in the text word combinations with the given words and translate them into Russian.

1. account	6. livestock
2. taste	7. device
3. process	8. processing
4. equipment	9. knowledgeable
5. activity	10. well-educated

(B) Exercise 2. Match the words from the columns to make appropriate word combinations.

1. loose	a. plant
2. manufacturing	b. organization
3. to make	c. the needs
4. a project-design	d. study
5. technical	e. part
6. agricultural	f. mechanics
7. engineering	g. machinery
8. thorough	h. support

(B) Exercise 3. Complete the sentence using a word formed from the word in brackets.

1. My future specialty is (connect) with agriculture.
2. Today's farming is highly (develop).
3. This helps to ensure that farm equipment will be working (correct) when it is needed.
4. The matters of professional (active) of graduates of our specialty are: technical support of farm production processes, technical support of farm products processing and storage and others.
5. Specialists are (train) to work at agricultural organizations and enterprises of different forms or property.
6. I'll do my best to become quite (knowledge) in the field of agriculture.
7. We must think of the (require) of our society.
8. Many (agriculture) processes are (mechanize).

(B) Exercise 4. Match the highlighted words from the text with the meanings below.

- 1 providing with necessities;
- 2 to put something in position and ready to use;
- 3 something made for a particular purpose;
- 4 to stir up a feeling in someone;
- 5 not tight, not firmly fixed;
- 6 work something out.

(B) Exercise 5. Match the words on the left with the correct definition on the right.

1 to ensure	a machine that produces power or motion
2 knowledgeable	b a venture or a company
3 vehicle	c to gain for oneself by skill or ability
4 engine	d to keep up, to continue
5 enterprise	e to secure, to make sure of getting
6 requirement	f putting something through a special process
7 to acquire	g to state, put forward as a necessary condition
8 to stipulate	h a means of transporting people or goods, especially on land
9 to maintain	i well-informed, having much knowledge
10 processing	j something required or needed

(B) Exercise 6. Give English equivalents to the following word combinations.

- механик по ремонту с/х оборудования
- обнаружить утечку
- проверить оборудование
- заменить изношенные и поврежденные детали
- процессы с/х производства
- хранение и переработка с/х продуктов
- машины и оборудование в животноводстве
- теоретическая механика
- технологии и техническое обеспечение
- сельскохозяйственное предприятие
- промышленное предприятие
- перерабатывающие предприятия
- слесарь по ремонту с/х оборудования

(B) Exercise 7. Fill in the gaps with the appropriate prepositions.

1. We must take ... account many factor.
2. We must think ... the requirements of our society.
3. My future profession is connected ... agriculture.
4. I study ... the agromechanical department.

5. When a piece ... farm equipment is not working correctly, mechanics must figure ... what is wrong.
6. Mechanics use testing equipment to find ... where in the engine the problem is.
7. Specialists are trained to work ... agricultural enterprises of different forms of property.
8. I'll do my best to become quite knowledgeable ... the field of agriculture.

(B) Exercise 8. Complete these word-building tables.

Verb	Noun
maintain	
require	
mechanize	
replace	
establish	
install	
ensure	
support	
stipulate	
harvest	

Noun	Adjective
knowledge	
process	
science	
profession	
agriculture	

(C) Exercise 9. Give synonyms to the following words:

- profession;
- maintenance;
- requirement;
- engine;
- to find out;
- to acquire;
- to ensure;
- knowledgeable.

(C) Exercise 10. Give antonyms to the following words:

- to harvest;
- to maintain;
- to acquire;
- to connect;
- to lose an opportunity;
- well-educated;
- knowledgeable.

(C) Exercise 11. Write down sentences of your own using new word combinations.

- to take into account;
- to be connected with something;
- to arouse one's interest;
- to get interested in something;
- to make sure;
- to figure out what is wrong;
- to find out the problem;
- to have an opportunity;
- to meet the needs.

TEXT STUDY

(A) Exercise 1. Match the columns.

1. Choosing a future profession we must...	...agromechanical department.
2. The agromechanical department...	...that farm machinery operates correctly.
3. Our department trains...	...farm equipment mechanics replace the worn and broken parts.
4. Farm equipment mechanics make suremechanics must figure out what is wrong.
5. When a piece of farm equipment is not working correctly...	«Tractors and vehicles», «Agronomy», «Engineering mechanics», «Technology and technical support of farm products processing».

6. When the problem is found...	...take into account many factors.
7. The matters of professional activity of graduates of our specialty are...	...industrial enterprises, processing plants, in project-design, scientific research commercial organizations and educational establishments.
8. Students study many specialized subjects, such as...	...is the oldest department at our university.
9. Graduates can work at...	...acquire enough knowledge to be a well-educated person in order to meet the future needs of the nation.
10. My purpose of today...	...technical support of farm production processes, technical support of farm products processing and storage.

(B) Exercise 2. Define whether the following statements are true or false.

1. The agromechanical department is rather young. It was founded in 2000.
2. Today many agricultural processes are mechanized and the most modern farm machinery may be used.
3. Farm equipment mechanics maintain, repair and install machines used for planting, harvesting and other farm activities.
4. The matters of professional activity of graduates of our specialty are: management processes of organization and logistical support planning for the enterprises of the agro-industrial complex.
5. The students study the following specialized subjects: "Tractors and vehicles", "Agronomy", "Technology and mechanization of livestock production" and others.
6. Specialists are trained to work at research laboratories and institutes.
7. During the process of studying the students have an opportunity to get professions of a driver and a tractor-driver.

(C) Exercise 3. Work out answers to the following questions. If possible, ask a friend the same questions.

1. What is your future specialty?
2. What do farm mechanics do for farm equipment to operate correctly?
3. What is established to ensure highly productive work?
4. What are the matters of professional activity of graduates of your specialty?
5. What specialized subjects are taught by the students of your specialty?
6. Where are specialists trained to work?
7. Do the students have an opportunity to get other working professions?
8. What is your purpose of today?

SPEAKING

(A) Exercise 1. Put the sentences into the right order. Mind the contents of the text.

1. During the process of studying the students have an opportunity to get professions of a driver, a tractor-driver, a farm equipment metal worker.
2. I got interested in engineering and entered the Belarusian State Agrarian and Technical University.
3. Farm equipment mechanics check equipment, clean parts and tune engines.
4. The matters of professional activity of graduates of our specialty are: technical support of farm production processes, technical support of farm products processing and storage, farm machinery design and production.
5. There are hundreds of professions to choose from.
6. My future specialty is a mechanical engineer.
7. I shall try to do my best to become quite knowledgeable in the field of agriculture.
8. Mechanical engineers maintain, repair and install machines used for planting, harvesting and other farm activities.
9. The students of our department are taught high technologies of plant growing and livestock production, design of agricultural and mobile power devices.
10. Many agricultural processes are mechanized and the most modern farm machinery may be used now.

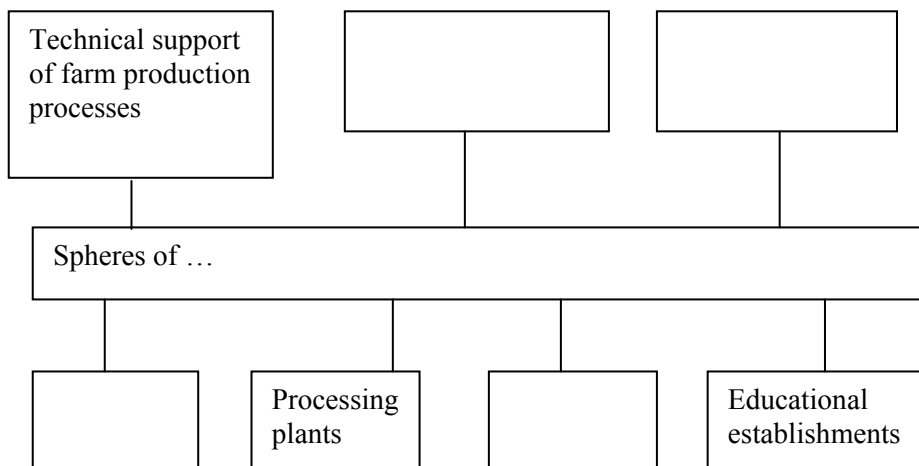
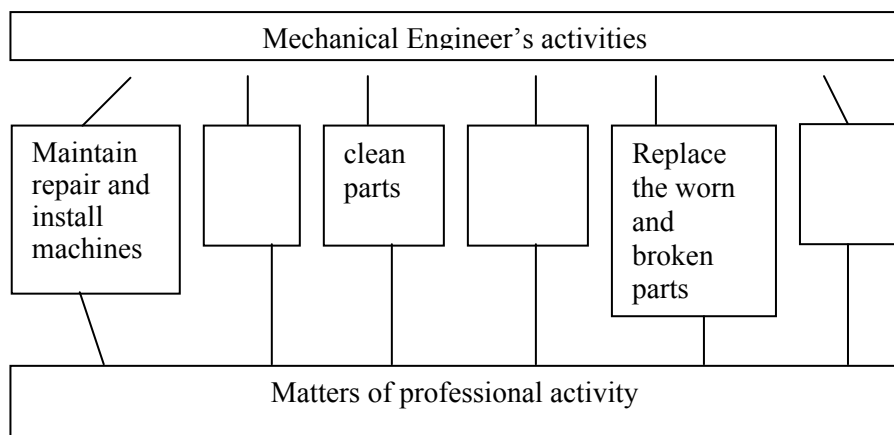
(B) Exercise 2. Complete the following statements.

1. While choosing a future career we must consider....
2. I study at....
3. The department trains....
4. Many agricultural processes are....
5. When a piece of farm equipment isn't working correctly, mechanics must....
6. When the problem is found, farm equipment mechanics....
7. The matters of professional activity of graduates of our specialty are....
8. Educational standard of specialists training stipulates thorough study of the following specialized subjects....
9. Specialists are trained to work at....
10. My purpose of today is....

(B) Exercise 3. Make up a plan to the text and find the key-points to each point of the plan.

(B) Exercise 4. Look through your plan and find more information to each point of the plan.

(B) Exercise 5. Complete the logical diagram with the necessary information from the text.



(B) Exercise 6. Speak about your future profession: a mechanical engineer. Use the logical diagram.

(C) Exercise 7. Summarize the information about your future profession. Advertise your specialty to the university entrants. Express your opinion on the advantages of choosing this career.

ДОПОЛНИТЕЛЬНЫЕ ТЕКСТЫ (ТЕКСТ С: THE ESSENTIAL TRIANGLE, ПОИСКОВОЕ ЧТЕНИЕ)

Look through the text and answer the following questions:

1. Is the topic of text C connected with the main idea of texts A and B?
2. Which paragraphs give the information about the engineer's functions?
3. Which paragraph defines "the essential triangle"?
4. Does the title of the text "The essential triangle" correspond its contents?

TEXT C: THE ESSENTIAL TRIANGLE

Technological and industrial progress depends on the scientist, the engineer and the technologist- an essential triangle. Each makes major contribution to progress. The engineer depends upon the scientist for new knowledge and upon the technologist for specialized assistance in translating the engineering plans into operating reality.

The pure scientist can make his contribution to progress through the investigation of the unknown.

The interests of the research engineer are in the area of applied science and research. Scientists work in a world of generalizations and abstractions. The technologist, on the other hand, works in the real world of specific things and concrete solutions. He is more interested in how to do things. He must understand engineering tables and formulas and apply them in his work. The scientist, the research engineer, the technologist—all play an important role in the modern world.

The principle work of the engineer is design. He has to design products, machines and production systems. Like the research engineer, the engineer asks "why?". Like the technologist, he is also concerned with "how?".

The engineer must combine many of the characteristics of the scientist, research engineer and technologist. He must have a basic knowledge of the sciences, and understanding of the abstract techniques

of the research engineer and he should know much of the technology employed by technologists.

Perhaps the most important function of the engineer is to integrate the work of the essential triangle. His interest must be combining the abstract-theoretical world and the technical-practical world.

TEXT-BASED ASSIGNMENTS LANGUAGE STUDY

(A) Exercise 1. a) Read the international words and word combinations and mind their meaning. Consult the dictionary to find the meaning of the highlighted words.

Technological progress, industrial progress, specialized *assistance*, reality, *abstraction*, concrete object, *specific*, *table*, formula, role, modern, *principal*, to combine, basic, abstract *techniques*, function, *to integrate*.

b) Find the sentences with the given words in text C and check your translation according to the contents.

(B) Exercise 2. Find in the text :

a) nouns formed from the following verbs. Translate them into Russian.

To know, to contribute, to assist, to investigate, to generalize.

b) verbs, formed from the following nouns. Translate them into Russian.

Requirement, combination, integration.

(B) Exercise 3. Give the English equivalents for the following Russian word combinations.

Прикладная наука и исследования, главная работа, практические решения, применять, производственные системы, подобно, играть важную роль, зависеть от, проектировать машины.

(C) Exercise 4. Paraphrase.

1 specialized *helping a person*;
2 concrete *answer to a problem*;

3 engineering *rule expressed in symbols or numbers*;
4 *to join* the characteristics;
5 *the important* triangle.

TEXT STUDY

(A) Exercise 1. Match the columns.

1. The essential triangle consists of...	... to design.
2. The scientist makes his contribution to progress...	...how to do things.
3. The technologist is more interested in...	...to integrate the work of the essential triangle.
4. The principal work of the engineer isthe scientist, the technologist and the engineer.
5. The most important function of the engineer is...	...the investigation of the unknown.

(B) Exercise 2. Supplement the table using the information from the text.

sphere of activity	profession
new knowledge	scientist
work in the area of applied science and research	
translating engineering plans into operating reality	
production process	
designing products, machines, production systems	

(C) Exercise 3. Describe the role of the scientist, the engineer and the technologist in the scientific and practical progress. Use the following word combinations and active vocabulary of text C.

The essential triangle, to consist of, to make contribution to progress, to investigate the unknown, to deal with the production process, to design new products, to integrate work.

ACTIVE VOCABULARY

Область применения	Существительные	Глаголы	Прилагательные
1. Методы исследования и систематизации знаний.	object area knowledge investigation generalization abstraction solution assistance	to abstract to generalize	principal basic practical theoretical abstract essential major technical
2. Применение изделий, конструкций.		to apply to employ	

GRAMMAR REVISION

Методические рекомендации:

Для того, чтобы правильно выполнить задания раздела **GRAMMAR REVISION**, вам необходимо повторить (или изучить) и усвоить материал по указанным темам грамматики, опираясь на школьные знания грамматики английского языка и тот справочный материал, который представлен в данном модуле в разделе 1.

Следующие тренировочные задания распределены по трём уровням сложности (А, В, С), что помогает проверить и оценить глубину и качество усвоения материала

Максимальная оценка знаний на первом уровне (А) – 6 баллов, на втором

(В) – 8 баллов, на третьем (С) – 10 баллов.

Образование и употребление: сослагательное наклонение (Subjunctive Mood) в условных предложениях II и III типа.

(A) Exercise 1. Translate the following sentences into Russian and state the type of Subjunctive Mood.(type II, type III)

1. If the new equipment had been delivered in time yesterday, there would have been no problem at all.

2. If we had enough petrol, we could cover another hundred miles today.
3. If you could come back to life two hundred years from now, you would find not only the world and its activities transformed, but also its languages.
4. I would have written to tell you this long ago, if you had given me your address.
5. If you had decided which area you are interested in, you wouldn't have chosen the wrong profession.

(A) Exercise 2. Put the verb into the correct form.

1. If he ... (have) all the necessary materials, he would certainly finish the work in time.
2. If we had the choice, we ... (live) in the country.
3. If you ... (think) more realistically about your future profession, you would have decided to be a civil engineer.
4. I didn't know you were in hospital. If I ... (know), I ... (go) to see you.
5. If he ... (be) in Minsk, he would be at our meeting.
6. If the engineer had tested his device, he ... (find) a mistake.

(B) Exercise 3. Transform the sentences so as to make reference to the past.

1. If the electric car were used instead of conventional car, we would have minimal maintenance and repair costs and no air pollution.
2. If I knew the number, I would phone him.
3. If I became an engineer, I would design an absolutely safe car.
4. If he got higher education, he would make a good technician.
5. If the machinery on our farm were in good order, we would harvest the crop in time.

(B) Exercise 4. Finish the following sentences using Subjunctive Mood.

Model: If he had known this rule... (to make so many mistakes).

If he had known this rule, he wouldn't have made so many mistakes.

1. It's a pity Mary isn't here now. If she were here now...(to begin an experiment).
2. If you were a design engineer ... (to find a practical solution).

3. I am sorry you didn't come yesterday. If you had come yesterday...(to introduce you to my parents).
4. If he had used theory...(to produce more practical answers).
5. If I had practical skills in manufacturing and maintenance ...(to apply for this job).

(B) Exercise 5. Write a sentence with *if* for each situation.

Model: We don't see you very often because you live so far away.

If you didn't live so far away, we'd see you more often.

1. This tractor is too expensive, so we are not going to buy it.
2. I can't meet you tomorrow-I have to work late.
3. It's raining, so we can't have lunch outside.
4. I'm not a mechanical engineer, so I can't repair this car.
5. I don't want his advice, and that's why I'm not going to ask for it.

(B) Exercise 6. Supply the appropriate auxiliary verb.

1. If I were free I ... help you with pleasure.
2. If we ...tested this material we ...have used it in our work.
3. If supercomputers ... not been used for thermodynamic calculations, designers would ... spent all their lives on computations.
4. If we had ... told about the lecture on engineering mechanics, we ...have come by all means.
5. If there ... no computers, space flights ... be impossible.
6. If he ... had all the necessary books, he would ... made his report in time.

(C) Exercise 7. Answer each question. Begin with "No, but if...".

1. Are you rich?
2. Do you have a car?
3. Do you have your own combine –harvester?
4. Do you speak Chinese?
5. Are you a qualified specialist?

(C) Exercise 8. Begin your response with "But if I had known...".

1. There was a conference yesterday. You didn't know that, so you didn't go.
2. There was a test yesterday. You didn't know that, so you didn't study.
3. Your friend was in hospital. You didn't know that, so you didn't visit him.

4. I had a problem. You didn't know that, so you didn't offer to help.
5. John wanted to go to a football match. You didn't know that, so you didn't buy another ticket.

(C) Exercise 9. Finish the following questions. Ask your friend to answer them.

1. What would you do if you...(to meet a school friend; to fail in the examination; not to enter a university; to be late for the lecture; not to understand some English words in the text).
2. What would have happened if you ...(not to help her; not to work much; not to test a new tractor).
3. Where would you go tonight if you ...(not to be free; not to have much homework; not to be busy).

(C) Exercise 10. Ask your partner what would he (she) do in the following situation:

You are offered two jobs. One is interesting but badly paid; the other is boring but well paid. Which one would you accept?

Образование и употребление: сослагательное наклонение (Subjunctive Mood) после I wish...,if only..., as if...,as though.

(A) Exercise 1. Translate the following sentences into Russian and state the type of Subjunctive Mood. (Type I, II)

1. I wish I worked in the open air.
2. I wish I had studied science instead of languages.
3. If only I could speak Italian.
4. If only they had given me a chance.
5. Our life goes on as if nothing had happened.
6. He speaks English as if it were his mother tongue.

(B) Exercise 2. Write sentence beginning *I wish...*

Model: I don't know many people. (and I am lonely).

I wish I knew more people.

1. I don't have a car. (and I need one)
2. I can't find a solution to this complicated task. (and I need it for my future work)
3. I live in a big city. (and I don't like it)

- I don't know anything about cars. (and my car has just broken down)
- I'm not a mechanic engineer but I'm very interested in tool-making and machine-building.

(B) Exercise 3. Use *I wish* instead of *it's a pity*. Make all the necessary changes.

Model: *It's a pity* I am so busy today.

I wish I **were** not so busy **today**.

It's a pity I was so busy yesterday.

I wish I **hadn't been** so busy **yesterday**.

- It's a pity she is at work at the moment.
- It's a pity we were not acquainted with electrical engineering last year.
- It's a pity he can't design the solution.
- It's a pity I didn't think realistically what sort of person I am.
- It's a pity you were absent at the meeting yesterday.

(B) Exercise 4. Answer the following sentences using the Subjunctive Mood after the verb *wish* according to the model.

Model: Are you an engineer?

I wish I were.

- Are you a second-year student?
- Do you know physics well?
- Did you speak at the meeting yesterday?
- Did you get a good mark in English at the exam?
- Is your report ready?

(B) Exercise 5. Supply the necessary forms of the Subjunctive Mood in clauses introduced by *as if* and *as though*.

- You look as if you (to want) to ask something.
- She greeted as though I (to be) an old school friend whom she hadn't seen for years.
- I don't like Tim. He talks as if he (to know) everything.
- Brian is a terrible driver. He drives as if he (to be) the only driver on the road.
- I'm 20 years old, so, please, don't talk to me as though I (to be) a child.

(B) Exercise 6. Use *if only* instead of *it's a pity*. Make all the necessary changes.

Model: It's a pity but I don't know how to repair this motor.

If only I knew how to repair this motor.

- It's a pity but I am not a first-year student of this university.
- It's a pity but he doesn't know how to design a solution.
- It's a pity but he doesn't have the professional skills of an engineer.
- It's a pity but he has never worked in the field of mechanical engineering.
- It's a pity but we failed to find a practical solution.

(C) Exercise 7. Complete the following sentences.

(a)

- He knows these machines as though....
- He always makes wonderful speeches as if....
- He looked tired as though....
- He behaves as if....
- You look as though....

(b)

- (Somewhere you'd like to be now-on the beach, in New York)
I wish I....
- (Something you'd like to have-a computer, a job, much money, etc.)
I wish I....
- (Something you'd like to be able to do-speak a language, sing, fly, etc.)
I wish I....
- (Something you'd like to be -beautiful, strong, rich, etc.)
I wish I....

(C) Exercise 8. Translate the sentences into English. Use Subjunctive Mood.

- Жаль, что я не могу пойти на эту лекцию.
- Я бы хотел, чтобы вы все-таки прочли эту книгу.
- Жаль, что вы не интересуетесь техникой.
- Я сожалею, что не выбрал профессию инженера.
- Жаль, что в детстве меня не учили никакому иностранному языку.

6. У меня такое чувство, будто он всю жизнь ремонтировал такую технику.
7. Ты смотришь, словно ничего не понимаешь.
8. Он рассуждал так, как будто уже много лет хорошо знаком с этим вопросом.
9. О, если бы я знал, как прийти к правильному решению!
10. Если бы я только изучил досконально весь теоретический материал этого вопроса!

MIXED BAG
SUBJUNCTIVE MOOD

(A) Exercise 1. Translate the following sentences into Russian and state the type of Subjunctive Mood.

1. If ecosystems didn't change all the time, plants and animals would not be able to adapt to changes in the physical environment.
2. If only our tractors were more powerful!
3. I wish it were the end of the term.
4. I wish you had listened to me and had chosen the profession of a mechanical engineer.
5. His English sounded as if he had lived all his life at Oxford, although he was clearly a Frenchman.

(A) Exercise 2. Choose the proper form of Subjunctive II in brackets.

1. I wish I (could do, could have done) more for her, but I don't know what.
2. If you (listened, had listened) to the weather forecast you would have taken your umbrella.
3. If I had had an opportunity, I (would have repaired, would repair) the motor in time.
4. She didn't speak as she worked- as though there (were, had been) nothing to be said.
5. I felt as if he (were, had been) my nearest and closest friend in my life.

(B) Exercise 3. Use the appropriate form of Subjunctive Mood instead of the infinitive in brackets.

1. Although we never met, it seems as if you (to be) our dearest friend.
2. If we (to be) there in the afternoon, we might have heard it.
3. If only you (to arrive) five minutes earlier!

4. I wish I (to have) an opportunity to get the profession of a driver.
5. I would be proud of him if he (to perform) the repair of farm machinery before seeding.

(B) Exercise 4. Supply the necessary forms of the verbs in brackets in the following clauses.

1. If he ...(to use) new methods, we ...(to save) a lot of time.
2. If the mechanic...(to be) here, he ...(to repair) the equipment.
3. If the engineer...(to be informed) of the results before, he ...(to allow) you to repeat the test.
4. If it ...(to be) necessary to increase the speed of this particular engine, it ...(can be achieved) by using a special device.
5. If the road ...(to be) better, we ...(to be) here in due time.

(B) Exercise 5. Complete the following sentences using the words in brackets.

1. The accident wouldn't have happened, if ... (to be more careful).
2. She knows these parts well as though ... (to be an experienced engineer).
3. The employers of this factory are looking for engineers. I wish ... (can apply for this job).
4. I've got a certificate in Mechanical Engineering, but I've never worked as a mechanical engineer. If only ... (to have a bit of practice).
5. If I could have used my first Diploma, I ... (not to enter a technical university).

(C) Exercise 6. Make up sentences using the following elements.

- A. If only he were; if only he didn't; if only I could.
- B. He wished he had been; I wish I could; I wish you were.
- C. It seemed as if; it looked as if; he stopped as if.
- D. If you were there; if it were necessary; if you had (not) been

(C) Exercise 7. Translate into English.

1. Жаль, что вы не закончили этот курс в этом году.
2. Если бы он не был таким опытным инженером, его бы не взяли на эту работу.
3. Если бы не помощь инженера-механика, этот трактор не смог бы выйти на поле.
4. Они смотрели на новый двигатель, словно ничего не понимая.
5. Если бы нам разрешили участвовать в этом эксперименте.

3 ЗАДАНИЯ ПО УПРАВЛЯЕМОЙ САМОСТОЯТЕЛЬНОЙ РАБОТЕ СТУДЕНТОВ И РЕКОМЕНДАЦИИ ПО ИХ ВЫПОЛНЕНИЮ

Тема: “Educating Tomorrow’s Engineers”, “Engineering Specialties.”

Методические рекомендации:

Студенту необходимо составить реферат или аннотацию к предложенному тексту. Текст, соответствующий репродуктивному (А), продуктивному (В) и творческому (С) уровню определяется преподавателем согласно его объему и сложности.

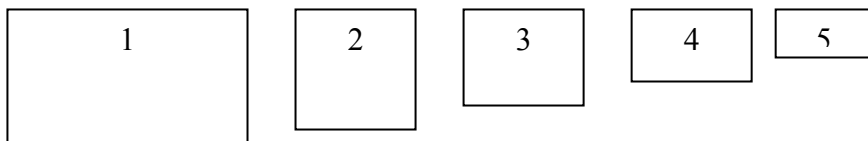
Более подробная информация о составлении реферата и аннотации находится в модуле «Введение в специальность».

Студенту нужно помнить, что цели реферата и аннотации различны. Назначение реферата - познакомить с содержанием оригинала и, таким образом, замещать его. Аннотация дает представление о теме первоисточника и облегчает поиск необходимой информации по данному вопросу.

Характерной чертой реферата является объективность. Текст реферата составляется из материала подлинника, т.е. выделенных из него фрагментов. Аннотация пишется своими и, поэтому, возникает необходимость предельно обобщать и абстрагировать содержание.

По объему реферат всегда пространнее аннотации. Для реферата разные авторы считают приемлемыми размеры от 200 до 1200 слов и сокращение текста в 3 или в 8 или даже в 10 раз. Реферату, состоящему из 100-120 слов (7-9 предложений), соответствует от 40 до 60 слов (3-4 предложения).

О размерах первичного текста реферата и аннотации дает представление следующая схема:



Где : (1)- исходный текст;
(2)- первый вариант реферата (информативный реферат);
(3)- второй вариант реферата (индикативный реферат);
(4)- информативная аннотация;
(5)- индикативная аннотация.

Учебному тексту (1) или статье средних размеров (15-20 абзацев) соответствует средний размер реферата (2), в котором число предложений примерно соответствует количеству абзацев в оригинале (13-15 предложений). Такой реферат называется *информативным*, т.е. полным. Путем исключения малоинформативных смысловых кусков и объединения ключевых фрагментов, сходных по смысловой направленности можно значительно сократить реферат, даже до половины первоначального объема (7-8 предложений). Полученный таким образом вариант реферата можно назвать *индикативным*.

Аннотация также может иметь две разновидности: *информативную* и *индикативную*. Оптимальным размером учебной аннотации является текст, состоящий из 3-4 предложений (*информативная* аннотация). *Индикативная* аннотация чаще всего состоит из одного предложения. Это ядерное предложение исходного текста. Информационную аннотацию удобнее всего писать по следующему плану: 1. Тема текста. 2. Основные моменты содержания. Подтемы (обычно от 1 до 3). 3. Главная мысль текста или вывод.

Примерное задание репродуктивного уровня для УСРС по теме модуля № 5.

- Make a short summary of the text “Engineering courses”.

Engineering Courses at Coalport Technical College, Blackstock

All courses are taught at Coalport Technical College, Blackstock and can be studied full-time or part-time. The minimum qualification for a place on a Level 2 course is four GCSEs or a Level 1 Certificate.

Level 1 Certificate in Engineering

This course teaches basic, key skills. It is suitable for students who left school early or have no qualifications. Selection will be based on the applicant’s work experience and an interview.

Level 2 Certificate in Electrical and Electronic Engineering

This course prepares students for jobs in radio and electronic communications.

Level 2 Certificate in Fabrication

This course prepares students for jobs in welding, sheetmetal work, and general engineering.

Level 2 Certificate in Mechanical Engineering

This course prepares students for a wide range of jobs including machining, fitting, tool-making, CAD and CAM.

Примерное задание продуктивного уровня для УСПС по теме модуля № 5.

- Make up a detailed summary of the text. Entitle the text.

Demand for qualified mechanical engineers is high.

Mechanical engineers have a wide range of job opportunities. They may be management, sales, development, research, or design or production engineers in industries such as food, steel, chemicals and heavy and light engineering. They also can work in service industries such as transport and gas, water and electricity.

Mechanical engineers are vital to the running of plants. Without them production would be impossible. Each plant is likely to be different. Some are large, some are small and most are complex. The main operational objectives of safety, efficiency and profitability are common to them all and demand a range of technical and personal skills from the engineers.

Mechanical engineers are connected with machines, mechanisms and energy conversion. Mechanical equipment is at the core of the plants. Each plant is different from the next: the machines are particular to the process involved in making the end product and mechanical engineers are involved in their design, building and operation. They are at the forefront of technology: pressing the limits of material capability, developing new materials of construction, specifying complex machines and doing all of this with the most sophisticated design techniques.

Mechanical engineers' jobs are demanding and exciting. Their skills, technical and managerial, are used to the fullest. In plant operation the job is to keep the plant running and stimulate the team to make better use of equipment to improve performance.

Mechanical engineers are at the core of production: they manage plant and equipment, they manage people. In fact they manage our future.

Примерное задание творческого уровня для УСПС по теме модуля № 5.

- Write the annotation of the text “School of Mechanical Engineering”.

School of Mechanical Engineering (The University of Leeds)

This exciting new degree is specifically aimed at providing students with the skills necessary to make immediate impact in the automotive industry and related fields. The School of Mechanical Engineering at Leeds is strongly placed to offer such a course, having an established reputation in all its existing undergraduate and postgraduate courses, as well as considerable international reputation in automotive research. The School has links with most of the major manufacturers and the geographical location of Leeds ensures access to most of the automotive component industries in the North of England.

The automotive industry in both the UK and many overseas countries has a demand for highly trained engineering graduates, with skills in analysis, design, manufacture and management. If the UK automotive industry can remain competitive in the European scene, then there are huge commercial implications, as the road transport industry in Europe is worth £350 billion, with a pool of 165 million cars, buses and trucks. Europe remains the leading car producer in the world ahead of Japan and the USA.

The MEng in Automotive Engineering is a popular degree which combines core modules in Mechanical Engineering with more specialized modules in:

- vehicle design and performance;
- vehicle dynamics;
- engine typology;
- engine combustion;
- vehicle drive train engineering.

4 ПРИМЕРЫ РАЗНОУРОВНЕВЫХ ЗАДАНИЙ ДЛЯ КОНТРОЛЯ РЕЗУЛЬТАТОВ ИЗУЧЕНИЯ СОДЕРЖАНИЯ МОДУЛЯ

Промежуточный лексико-грамматического теста к модулю

Методические рекомендации:

Следующие задания промежуточного контроля знаний предназначены для определения уровня владения изученным лексико-грамматическим материалом по теме модуля №5. Максимальная оценка знаний на 1 уровне (А)-6 баллов, на 2 уровне (В)- 8 баллов, на 3 уровне (С)- 10 баллов. Задания необходимо выполнять в том порядке, в каком они даны в тесте.

Образец промежуточного лексико-грамматического теста к модулю

(A) Exercise 1. Choose the correct form in each sentence.

1. If I *became/had become* an engineer, I would design an absolutely safe car.
2. I wish I *speak/spoke* English perfectly.
3. The room looked as if it *had never been/ was never* tidied up.
4. If only I *were/had been* a student of this university.
5. I wish you *were/had been* with me on that day.

(A) Exercise 2. Choose the correct word in each sentence.

1. The history of mechanical *tool making /engineering* goes back to the time when the man first tried to make machines.
2. There is a big difference between building a road and *designing/ buying* a computer system.
3. Office building and bridges are examples of *electrical/civil* engineering.
6. The craftsmen who *discovered/ evolved* metals in the earth were the ancestors of mining and metallurgical engineers.
7. When a good solution is found, the next step is to *communicate /define* the solution.

(B) Exercise 3. Use the appropriate form of subjunctive mood instead of the infinitives in brackets.

1. I wish I ... (to be) as clever as she.
2. If only I ... (to know) about it.
3. If he had known this rule, he ... (not to make) so many mistakes.
4. If I ... (to be) you I, I would choose a profession of mechanical engineer.
5. His clothes looked as though he ... (to sleep) in them for a month.

(B) Exercise 4. Which sets of adjectives (a-e) go with the nouns (1-5).

a	reasonable	1	solution
b	civil	2	occupation
c	practical	3	way
d	ancient	4	price
e	methodical	5	engineering

(C) Exercise 5. Find the synonyms to the words or word combinations in brackets.

The engineer typifies the twenties century. He is making a vast contribution in (1)...(a mental plan or scheme), engineering and promotion. He is either designing the product itself or inventing new products or (2) ...(making a short examination) the product , its components, and the materials in it. He may be engaged in the (3)...(the process of making or becoming bigger or better) of the new product, making drawings and specifications. He may be working on designing and developing (4) ...(objects that help to do a particular job), dies, jigs, assembly fixtures and welding fixtures for the production of an automotive body. The engineer wants to make (5)...(machines and mechanisms) automatic.

Итоговый лексико-грамматический тест по теме модуля

Методические рекомендации:

Следующие задания предназначены для итогового контроля уровня владения изученным лексико-грамматическим материалом по теме модуля. Максимальная оценка знаний на 1 уровне (А)-6 баллов, на 2 уровне (В)-8 баллов, на 3 уровне (С)-10 баллов.

Задания необходимо выполнять в том порядке, в каком они даны в тесте.

Образец итогового лексико-грамматического теста по теме модуля

(A) Exercise 1. Choose the right variant:

1. If the drivers *were/ are* more attentive while driving, there would be fewer accidents on the roads.
2. If only she *can/ could* come tonight.
3. He behaved as if he *were/ had been* an experienced engineer.
4. If they had applied the new method, the results *would be / would have been* much better.
5. I wish it *were / had been* summer holidays now.

(A) Exercise 2. Choose the suitable word:

1. An ... designs bridges and roads. (mechanic, engineer)
2. Engineering is one of the most ancient ... in history. (occupations, departments)
3. The engineer must have an understanding of the various ... and materials. (activities, processes)
4. Mechanical and industrial engineers are involved in designing the machines necessary to fabricate the different parts as well as the entire system for ... them. (assembling, developing)
5. The growth in the number of ... is continuing with the establishment of such disciplines as aerospace, nuclear, petroleum and electronic engineering. (specialties, enterprises)

(B) Exercise 3. Finish the following sentences using the words in brackets.

1. If I graduated from the university this year, I ... (to go to KAMAZ).
2. If only they ... (to send us the information in time).
3. I wish I ... (to be the chief engineer of the plant).

4. If I ... (to know about the exhibition of new machine-tools), I would have gone there.

5. I felt as if I ... (to be the first man to discover things).

(B) Exercise 4. Give one word for the following.

1. an answer to a problem;
2. fair or moderate, not expensive;
3. a place where machinery is mended;
4. a means of transporting people, especially on land;
5. the design and building or control of machinery or of structures such as roads and bridges.

(C) Exercise 5. Complete the sentences with the right variant.

There is a growing need for engineers who are (1) ... (familiar, dependent, applied) with the fundamental problems in metal (2) ... (processed, processing, process) and manufacturing. In the near future many of the engineers will be recent university graduates. A few will come through courses of industry study in industry. Others, (3) ... (had , having had, having) a basic knowledge will continue additional studies at colleges (4) ... (having prepared, to prepare, to have prepared) themselves for work in industry. Therefore, an engineer does not finish his education when he receives his diploma, particularly, in the fields of interests to (5) ... (tool, computer, power) engineers who are to study new developments constantly.

Рубежный контроль, коррекция результатов обучения.

Методические рекомендации:

(A) Студенты должны знать словарь-минимум лексических единиц и речевых моделей по теме « The engineering Profession in Agribusiness»; осуществлять перевод отдельных предложений по теме с английского на русский; ответить на общие вопросы по теме; сделать устное сообщение по теме модуля № 5 (6-8 развёрнутых предложений).

(B) Студенты должны знать словарь-минимум лексических единиц и речевых моделей по теме « The engineering Profession in Agribusiness»; осуществлять перевод отдельных словосочетаний и простых предложений по теме с русского на английский; отвечать

на вопросы по теме; вести беседу или сделать устное сообщение по теме модуля (8-10 развёрнутых предложений).

(C) Студенты должны знать словарь-минимум лексических единиц и речевых моделей по теме « The engineering Profession in Agribusiness»; осуществлять перевод предложений по теме с русского на английский; отвечать на вопросы по теме (высказывать свою точку зрения); вести беседу или сделать устное сообщение по одной из проблем по выбору преподавателя (10-15 развёрнутых предложений).

Примерный перечень заданий репродуктивного уровня

(A) Exercise 1. Translate the sentences into Russian.

1. The whole science of engineering can be divided into: civil engineering, mechanical engineering, electrical engineering.
2. The main functions of the engineer are: designing, developing, and testing the products.
3. If I were the chief engineer of the plant, I would pay more attention to labor safety.
4. If only the chemical engineers completed the experiments by the 21 of June!
5. My future profession is connected with agriculture.

(A) Exercise 2. Answer the following questions.

1. Is engineering defined as making practical application of theoretical sciences?
2. Is almost everything we use in modern life made by engineers?
3. Do engineers use theory and produce practical answers?
4. Is a new idea that is expensive and dangerous always a good idea?
5. Engineers usually solve problems in a methodical way, don't they?
6. Have you decided what sort of engineer you want to be?
7. Is your future career connected with agriculture?
8. Do you have to study different specialized technical subjects at the university?
9. Are you planning to work in the field of agriculture after graduating from the university?
10. Is the engineering profession in great demand in modern life?

(A) Exercise 3. Summarize the information from text B, using the following table.

факторы, влияющие на выбор профессии	<ul style="list-style-type: none"> • personal taste; • kind of mind; • requirements of the society; • need in one profession or another.
сущность профессии инженера по ремонту с/х техники	<ul style="list-style-type: none"> • quality of maintenance and repair; • a system of scheduled preventive maintenance; • maintenance rounds; • disassembly; • washing; • troubleshooting; • restoration of parts; • adjustment; • run in; • painting.
объекты профессиональной деятельности	<ul style="list-style-type: none"> • technologies and maintenance facilities; • diagnostics and farm machinery repair; • equipment of technical service enterprises; • resource-saving technologies;
изучаемые предметы	<ul style="list-style-type: none"> • “Tractors and vehicles”; • “Machinery and equipment in plant-growing”; • “Diagnostics and technical service of machinery”; • “Technical service economics”.
сферы профессиональной деятельности	<ul style="list-style-type: none"> • farm machinery maintenance enterprises; • workshops;

	<ul style="list-style-type: none"> • plants; • processing plants; • technical centers; • scientific research organizations; • educational establishments.
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Примерный перечень заданий продуктивного уровня

(B) Exercise 1. Translate the sentences into English.

1. Профессия инженера- одна из самых древних профессий в истории.
2. Проектируемое решение должно быть недорогим, безопасным и надёжным.
3. Многие сельскохозяйственные процессы механизированы в настоящее время.
4. Обычно инженер решает проблему следующим образом: определяет проблему, составляет план её решения, проводит испытания, оценивает решение и сообщает о его результатах.
5. Чтобы обеспечить высоко продуктивную работу сельскохозяйственной техники, нужна система профилактического ремонта и обслуживания машин.

(B) Exercise 2. Answer the following questions.

1. Why is engineering one of the most ancient occupations in history?
2. What do engineers use to produce practical answers?
3. In what way do engineers solve problems?
4. What areas is the whole science of engineering divided into?
5. Have you decided what sort of engineer you want to become?
6. What is your future specialty?
7. When was your department founded?
8. What are the matters of professional activity of graduates of your specialty?
9. What do maintenance rounds include?
10. Where can you work after graduating from the university?

(B) Exercise 3. Make up the presentation of your future profession. Use the logical diagram of text B.

Примерный перечень заданий творческого уровня

(C) Exercise 1. Translate the sentences into English.

1. Инженер-механик, который не знаком с современными материалами, не может успешно конкурировать с тем инженером, который знает эту область.
2. Инженеру приходится проектировать товары, машины и производственные системы.
3. Если бы он не был таким опытным инженером, его бы не взяли на эту работу.
4. Если бы не помощь инженера-механика, этот трактор не смог бы выйти в поле.
5. Если бы только его познания в области животноводства были как у этого профессора!

(C) Exercise 2. Share your opinion on the following problems:

1. What do different types of engineering have in common?
2. Is there a big difference between building a road and designing a combine-harvester?
3. What engineering professions will be the most valuable in future?
4. What is the global goal of tomorrow's engineer?
5. Are you personally quite knowledgeable to meet the needs of the nation?

(C) Exercise 3. Advertise your specialty to the university entrants. Speak of the advantages of being an engineer in a modern society. Characterize in detail all the functions of the engineer.

5 КЛЮЧИ К ЗАДАНИЯМ ДЛЯ САМОКОНТРОЛЯ И ТЕСТАМ

1 Задания для самоконтроля.

1. Нереальное, т.е. желательное, необходимое, возможное.
2. В условных предложениях.
3. Главное предложение-should/would+ Indefinite Infinitive; придаточное предложение- Past Indefinite.
4. Главное предложение-should/would + perfect Infinitive; придаточное предложение-Past Perfect.
5. Союзы if-если, unless- если...не, provided (providing)- (при условии) если.
6. Past Indefinite или were для глагола to be, если действие относится к настоящему или будущему, Past Perfect, если действие в придаточном предложении предшествовало действию главного.
7. Глагол придаточного предложения ставится в Past Indefinite или were для глагола to be, если действие относится к настоящему или будущему, Past Perfect, если действие относится к прошлому.
8. Выражением жаль/ как жаль.
9. Past Indefinite или were, если действие относится к настоящему; Past Perfect, если действие относится к прошлому; could/would +Infinitive, если действие относится к будущему.
10. 2
11. 1
12. 1

2 Промежуточный лексико-грамматический тест

- Exercise 1. 1) became; 2) spoke; 3) had never been; 4) were; 5) had been.
- Exercise 2. 1) engineering; 2) designing; 3) civil; 4) discovered; 5) communicate.
- Exercise 3. 1) were; 2) knew; 3) wouldn't have made; 4) were; 5) had slept.
- Exercise 4. Reasonable price; civil engineering; practical solution; ancient occupation; methodical way.
- Exercise 5. 1) design; 2) testing; 3) development; 4) tools; 5) machinery.

3 Итоговый лексико-грамматический тест

- Exercise 1. 1) were; 2) could; 3) were; 4) would have been; 5) were.
- Exercise 2. 1) engineer; 2) occupations; 3) processes; 4) assembling; 5) specialties.
- Exercise 3. 1) should go; 2) sent; 3) were; 4) had known; 5) were.
- Exercise 4. 1) solution; 2) reasonable; 3) workshop; 4) vehicle; 5) engineering.
- Exercise 5. 1) familiar; 2) processing; 3) having; 4) to prepare; 5) tool.

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