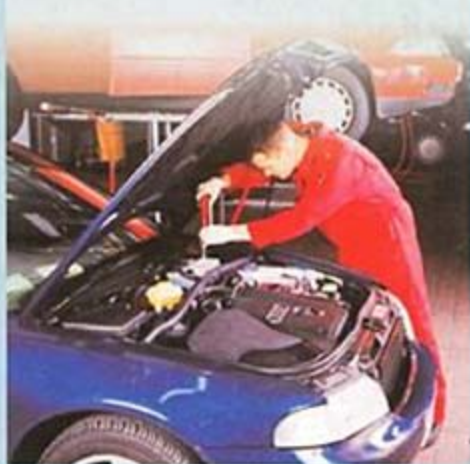


А.С. Герасимук

# АНГЛИЙСКИЙ ЯЗЫК

для специалистов  
автосервиса



с электронным приложением

А.С. Герасимук

# АНГЛИЙСКИЙ

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# ЯЗЫК

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**для специалистов  
автосервиса**

Допущено  
Министерством образования  
Республики Беларусь  
в качестве учебного пособия  
для учащихся учреждений,  
реализующих образовательные программы  
среднего специального образования по специальности  
«Эксплуатация и ремонт автомобилей»

(с электронным звуковым приложением)

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доцент кафедры «Последипломное языковое образование факультета повышения квалификации и переподготовки кадров УО «Минский государственный лингвистический университет», кандидат педагогических наук, доцент М.Г. Гец

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## ПРЕДИСЛОВИЕ

Настоящее учебное пособие разработано в соответствии с типовой учебной программой для учреждений профессионально-технического образования по специальности 3-37 01 52 «Эксплуатация и ремонт автомобилей (квалификации 3-37 01 52-52 Слесарь по ремонту автомобилей, 3-37 01 52-51 Водитель автомобиля категорий “В” и “С”»).

Цели пособия:

– углубление базовых языковых знаний, совершенствование базовых языковых навыков;

– формирование профессиональных иноязычных знаний, умений, навыков: овладение учащимися элементарными навыками и умениями чтения иностранных текстов профессиональной направленности, понимания и порождения иноязычного устно-речевого и письменного высказывания в соответствии с ситуацией профессионального общения с учётом национально-культурных особенностей речевого поведения носителей языка.

Учебное пособие состоит из двух частей: вводного курса (Introductory course), целью которого является актуализация знаний фонетического, лексического, грамматического материала, правил правописания, освоенных учащимися при изучении базового курса иностранного языка, и основного курса (Basic course). Основной курс охватывает следующую тематику: «The profession of a car mechanic», «Applying for a job», «Business etiquette», «Tools and accessories», «Car design», «Engine», «Car systems», «Electrical equipment», «Transmission», «Chassis», «Car repair and maintenance», «Car driving», «Using the PC», «Cars and the environment».

Обучение строится на основе текстов-образцов монологического и диалогического характера, моделирующих употребление изучаемых слов и выражений в сфере профессиональной коммуникации, в совокупности с соответствующим комплексом упражнений, обеспечивающих активизацию языковых явлений в речи.

Большое значение придается расширению словарного запаса учащихся и анализу изучаемых лексических единиц. Предлагаемая последовательность упражнений, рассчитанных на постепенное развитие умений устной и письменной речи, обеспечивает прочное закрепление вводимого языкового материала в результате многократного повторения и использования в процессе общения.

В учебном пособии предусмотрены задания для повторения и обобщения изученного материала, которые объединены в разделы «Revision

and consolidation». В структуре данных разделов предусмотрены задания для самоконтроля с ключами (Tasks for self-control), а также творческие проекты (Project work).

В учебном пособии реализованы межпредметные связи с другими учебными предметами. Межпредметные связи с учебным предметом «Иностранный язык» общеобразовательного компонента учебного плана реализованы посредством опоры на базовые языковые знания, умения, навыки, направленностью ряда заданий на совершенствование и развитие базовых языковых навыков и умений. Межпредметные связи с учебными предметами профессионального компонента учебного плана реализуются путем подбора текстового материала и заданий, предполагающих опору на полученные при изучении специальных предметов знания, умения, навыки.

Электронное (звуковое) приложение содержит тексты для аудирования, а также двуязычный словарь профессиональных терминов.

Учебное пособие включает двуязычный словарь профессиональных терминов.

Учебное пособие рассчитано на изучающих английский язык на уровне – от pre-intermediate до intermediate.

Содержащийся в учебном пособии материал позволяет учащимся осознать ценность иностранного языка как средства познания и общения в профессиональной деятельности.

*Автор*



# INTRODUCTORY COURSE

---

## LESSON 1

### Learning foreign languages

**Exercise 1.** Read the lines of words with the same sound in the stressed syllable.

[ʌ] number, culture, study, subject, among, just, funds, must

[aɪ] nice, find, science, kind, right, bike, pile

[ɪ] sit, citizen, different, think, English, business, with

[i:] read, need, teacher, teeth, reason, people, means

**Exercise 2.** Say what possibilities foreign languages give us:

- a) for communication;
- b) for studies;
- c) for travelling and recreation;
- d) other possibilities.

**Exercise 3.** Read the text and say if you consider foreign languages to be important for professional activity.

At school or college we are to study a number of subjects. There has to be a foreign language among them and your teacher assures you that it is completely essential to discover it. So you sit there, getting your teeth into several dictionaries and workbooks with the only question in your mind: "What for?"

There are a number of reasons to learn a foreign language. Firstly, it is a well-recognized reality that by learning a new foreign language we get acquainted with new cultures. So this is a way to become more intelligent and to learn much more interesting facts.

If you are not interested in learning new cultures, you may find other reasons to study foreign languages. For example, you travel abroad to have a nice rest, let's say to New York, and you can't anticipate every citizen to know Russian.

English is an international language, no doubt about that. People from different countries learn English and visit foreign English-speaking countries to find success in their future enterprise. Just think about possibilities for your career growth if you are a free foreign language user. Some people earn

fairly good funds translating various English books, essays and articles into their native language. If your business is involved in international affairs, you must know at least the bases of the partner's language to discover a typical ground with your foreign co-workers.

A modern engineer or even a worker can't work with an imported instrument or a machine if he/she isn't able to read the instruction how to work. Ordinary people need language to translate instructions or manuals to washing machines, vacuum cleaners or even food products. English is the language of progressive science and technology, trade and business. It is the language of international aviation. It is also a major language of diplomacy. Hundreds of books, magazines and newspapers are printed in English.

People learn languages when they have opportunities to understand and work with language in a context that they comprehend and find interesting. In this view, ESP (English for Special Purposes) is a powerful means for such opportunities. Studying English students work with material which they find interesting and relevant and which they can use in their professional work or further studies. Students are shown how the subject-matter content is expressed in English. Learners in the ESP classes are generally aware of the purposes for which they will need to use English. Having already oriented their education toward a specific field, they see their English training as complementing this orientation.

**Exercise 4.** Find in the text given above antonyms to the words and word combinations.

Native tongue, answer, failure, unable, outstanding, powerless, General English.

**Exercise 5.** Mark the sentences below as True or False.

1. By learning a new foreign language we get acquainted with new cultures.
2. Learning a foreign language isn't a compulsory component of the college curriculum.
3. Ordinary people don't need foreign languages.
4. English is the language of progressive science and technology, trade and business.

**Exercise 6.** Correct mistakes in the underlined words in the sentences given below and write down the right sentences.

1. At school or college we are to study the few subjects.
2. If you are not interesting in learning new cultures, you may find other reasons to study foreign languages.

3. Hundred of books are printed in English.
4. ESP is a powerful mean for such opportunities.
5. Students are show how it is expressed in English.

**Exercise 7.** Think of the possibilities for your professional and career growth that the foreign language knowledge opens. Make up a list of such possibilities. Compare it with your partner's list. Discuss the lists, agreeing, adding details or criticizing.

You may use the following word combinations:

- to read books, essays and articles, magazines and newspapers on profession
- to read technical instructions and other documents
- to find the necessary information on the profession on the Internet
- to establish professional contacts

**Exercise 8.** Which of the following forms of the language activity help to enable a person to use the English language in his/her professional activity? Add your own variants:

- reading texts on profession, analysing information from the texts
- learning professional terms in English
- reading technical documents in English
- writing CVs
- looking for the information of professional character on the Internet
- making up dialogues on professional themes

**Exercise 9.** Do you agree that learners in the ESP classes are generally aware of the purposes for which they will need to use English? Give some arguments.

## LESSON 2

### Phonetic practice (1)

**Exercise 1.** Name the letters in the following words.

Table, family, theatre, street, lunch, quarter, honey, bed, green, jump, kitchen, vowel, word, exam, zero, measure.

**Exercise 2.** Say how many letters and how many sounds there are in the following words.

Meet, tell, life, see, tie, deep, bring, your, bought, hour, ring, were, sight, journey, quite, good, address, young, little, enough, pleasure, decision.

**Exercise 3.** Read the following text, copy it and underline the words with the sound [ɪ] with one line and with the sound [i:] with two lines.

I'm Anna Gonzales from Brazil. It is six years since I started to learn English. My biggest problem is pronunciation. I love listening to English pop music which is a great way of learning new vocabulary. My dad's a businessman and he uses English all the time. He speaks it fluently. He managed to pick it up while he was working in the States. He wants me to speak it well enough so that I can join his company. I'd rather work in advertising.

**Exercise 4.** Divide the following words

a) into two groups with the sounds [ɑ:] and [ʌ]:

large, gun, front, barn, bun, sun, duck, hard, funny, month, park, cut, London, part, luck, ask, rug, but, pass, won, chance, sun, class, luck, aunt, bark, charm, dark, card, love, bud, cover

b) into three groups with the sounds [e], [æ] and [ɜ:]:

leg, rack, learn, turn, centre, lesson, wet, land, bed, neck, girl, sat, sell, entrance, test, bird, bat, term, tag, tell, burn, leg, first, wag, her, dirty, bell, red

c) into two groups with the sounds [ɪ] and [i:]:

lead, lid, pig, bee, sit, reach, leak, big, team, tin, money, easy, weak, thin, eat, please, sick, event, be, speak, regret, big, market, we, weep, deal, risk, even, feel, heat, win, fill, neat, knit, lid, sin, seek, it, lean

d) into two groups with the sounds [u:] and [ʊ]:

lose, wound, pull, look, foot, food, soon, cook, book, cool, fool, full, would, boot, choose, group

**Exercise 5.** Read these groups of words in columns and name one or two sounds they all contain.

*Example:* shed /shoes/ finish/ sheep/ shop = [ʃ]

- |            |            |            |            |           |            |
|------------|------------|------------|------------|-----------|------------|
| 1. culture | 2. measure | 3. January | 4. his hat | 5. young  |            |
| chalk      | vision     | June       | her house  | you       |            |
| chess      | casual     | badge      | husband    | yesterday |            |
| fetch      | pleasure   | journal    | horse      | yellow    |            |
| match      | decision   | jam        | high hill  | yet       |            |
| 6. fat     | 7. van     | 8. that    | 9. fifth   | 10. sad   | 11. please |
| fate       | vain       | those      | throw      | docks     | zero       |
| safe       | save       | this       | third      | peace     | dogs       |
| leaf       | leave      | though     | thick      | cease     | seize      |

**Exercise 6.** Read the words, pay attention to the pronunciation of the ending **-(e)s**. Explain the rules according to which they are pronounced.

**a)** [s] – hat – hats, cup – cups, boot – boots, sport – sports, shop – shops, test – tests, street – streets;

[z] – bag – bags, store – stores, stone – stones, plum – plums, star – stars, thing – things, chair – chairs;

[ɪz] – fox – foxes, dish – dishes, watch – watches, box – boxes, class – classes, bus – buses, page – pages;

**b)** [s] – Mike’s car, student’s book, students’ room, accountant’s papers;

[z] – friend’s house, engineer’s map, country’s flag, this year’s plan, people’s will, this family’s friends;

[ɪz] – Max’s sister, Mr. Fox’s car, Mrs. Patch’s husband, Liz’s friend;

**c)** [s] – writes, takes, breaks, costs, eats, sits, fights, keeps, makes, sleeps, translates;

[z] – leads, gives, goes, becomes, brings, leaves, drives, flies, knows, pays, spoils, sends, tells;

[ɪz] – touches, kisses, discusses, freezes, loses, watches, sneezes.

**Exercise 7.** Read the following text and explain the rules of pronunciation of the ending **-ed** in the underlined words.

He walked slowly back to the desk. He sighed, then tidied everything up and walked out of the room. He locked the door behind him. He strolled across the square and took the street that led him home, where a strong cup of tea awaited him. Suddenly he heard sounds of music. He stopped and listened to the sounds for a minute. Then he walked slowly along the street and turned the corner.

## LESSON 3

### Phonetic practice (2)

**Exercise 1.** Read the following sentences several times, paying attention to the pronunciation of the sounds [w], [v]. Read them faster every time.

1. We were very worried.
2. She was wearing white vest.
3. Where’s the woolen waistcoat?
4. We won by twelve goals to five.
5. When will you visit them?

**Exercise 2.** Write down the pairs of words (one – from a), the other – from b), which meanings in oral speech depend on the correct pronunciation of vowels and consonants.

*Example:* fill – feel

- a) luck, pull, pan, bad, man, bird, send, seats, live, feel;  
b) fill, leave, seeds, sand, men, bed, pen, lack, board, pool.

**Exercise 3.** Write the words which correspond to the transcription below.

[neim], [pli:z], [nais], [deri], [flæt], [fam], [ɪg'zæm], ['sɪti], [ri:d], [lɑ:dʒ], ['tɑ:tl], ['ju:slɪs], [tru:θ]

**Exercise 4.** Transcribe the letters and letter combinations in bold.

Russian, **initial**, social, lecture, **watch**, discussion, decision, science, taxi, example, mouth, **this**, quarter, thing, comb, girls, caps, days, cheese, **whose**, **what**, wrong, bought, know, gentle, gate, accident, handsome, debt, phase, listen, whistle, zoo, solemn, designer, mechanic, often.

**Exercise 5.** Practise the reading of the words.

Axle – ['æksl]; bearing – ['beərɪŋ]; brake – [breɪk]; bumper – ['bʌmpə(r)]; caliper – ['kælɪpə]; coolant – ['ku:lənt]; crank – [kræŋk]; engine – ['endʒɪn]; frame – [freɪm]; fuel – [fju:əl]; gauge – [geɪdʒ]; hood – [hʊd]; hook – [hʊk]; ignition – [ɪg'nɪʃ(ə)n]; injector – [ɪn'dʒektə]; lever – ['li:və]; pad – [pæd]; plug – [plʌg]; radiator – ['reɪdɪətə]; saloon – [sə'lu:n]; shaft – [ʃɑ:ft]; spark – [spɑ:k]; starter – ['stɑ:tə]; suspension – [sə'spen(t)ʃ(ə)n]; valve – [vælv]; vehicle – ['vi:ɪkl]; wrench – [ren(t)].

**Exercise 6.** Match the words with their transcription.

piston	['sɪlɪndə]
wheel	[kəm'bʌstʃ(ə)n]
cylinder	['pɪst(ə)n]
valve	['vɪlv]
fuel	[fju:əl]
filter	['fɪltə]
gear	['geə]
gas	['gæs]
brake	[breɪk]
battery	['bætəri]
pedal	['pedl]
combustion	['tʃɪmbə(r)]
chamber	['wɪ:l]
	[breɪk]

**Exercise 7.** Read the passage from the autobiography, paying attention to the way the dates are read in English.

I was born on May 22, 1980 in Grodno. In 1999 I entered the university and left for Minsk. In 2004 I graduated from the university and on August 1, 2004 I got a position of an accountant in the bank. On March 5, 2006 I got married and on January 15, 2007 my daughter was born.

**Exercise 8.** There is one spelling mistake in each sentence. Correct it.

I think that a dog is clevere than a cat. It's more interesting to play with dogs then with cats. Dogs like swiming and running. It's nice to take a dog for a wolk. Dogs are the best friends and can lisen to you for hours. Unfortunateli, you can't know their opinion of you.

## LESSON 4

### Word formation

**Exercise 1.** Say how many letters and how many sounds there are in the following words.

Chess, rude, question, hydraulic, keep, mother, posture.

**Exercise 2.** Read the nouns and define what words they are formed from.

Direction, construction, concentration, collection, heroism, majority, popularity, musician, technician, neighbourhood, emptiness, appointment, understanding, hatred.

**Exercise 3.** Say what way the following words are formed and translate them.

Comfortable, picture, user, pianist, musical, listener, readable, government, election, natural, easily, childhood, graduation.

**Exercise 4.** Complete each sentence with a word formed from the word in italics, beginning as shown. Begin the word with a prefix from the box.

in-	non-	re-	un-	vice-	trans-
-----	------	-----	-----	-------	--------

**Example:** I'm not *satisfied* with your work. I am *dissatisfied* with it.

1. She doesn't have the *usual* kind of haircut. It's very ... .
2. Mary is sailing across the *Atlantic*. She is on a ... voyage.

3. Dan is the *President's* assistant. He is the ... .
4. Terry is no longer a *smoker*. Now he is a ... .
5. Don't wear a *formal* suit. The dinner is quite ... .
6. You haven't *written* this clearly. It'll have to be ... .

**Exercise 5.** Fill in the gaps with suitable adjectives formed from the words in brackets.

That day I met Ann. She was very ... (beauty) and I was ... (care) enough to fall in love at first sight. My friend told me she was not the girl I needed, but that was ... (use). My friend considered our relations with Ann ... (hope). Now I think it was ... (thought) of me not to pay attention to his words. But on those hot ... (rain) days the world seemed to be ... (colour) and I felt ... (power).

**Exercise 6.** Put in the missing apostrophes (') in the telephone conversation. Role-play the dialogue.

A. – Hello, Jane.

B. – Whos that?

A. – Its Helen. Were having a picnic tomorrow.

B. – Sorry, I cant come.

A. – Why not?

B. – Were going to my grandparents place. Its my Grannys birthday tomorrow.

**Exercise 7.** Correct mistakes in the following dialogue and role-play it.

– Hello, my name is Ann. What is yours name?

– Ira. I'm from the group 35.

– Nice meet you.

– I'm glad to meet you either.

– How old is you?

– I am twenty years.

– How many students there are in your group?

– There are fifteen us, seven boys and eight girls. I'm sorry, I has to go now. The lesson is to begin in a minute.

– How about have a cup of coffee after classes in our café?

– Oh, with a pleasure.

– See you lately then.



## LESSON 5

### Lexical-grammar practice (1)

**Exercise 1.** Read the words and define what words they are formed from. Translate the words.

Underground, flowery, certainly, highly, talker, motherhood, summary, conversation, friendship.

**Exercise 2.** Make up questions to which the following sentences will be answers.

1. He plays football twice a week. 2. She is learning a poem. 3. We keep our car in the garage. 4. I helped my mother about the house yesterday. 5. She does her shopping with her friend every week. 6. We go to the University by metro.

**Exercise 3.** Agree or disagree.

1. You will go to school next year. – Yes, I .../No, I ... .
2. Your father can drive a car. – Yes, he .../No, he ... .
3. It often rained last autumn. – Yes, it .../No, it ... .
4. Your parents have painted the floor in your room. – Yes, they ... /No, they ... .
5. Your granny is coming to see you next week. – Yes, she .../No, she ... .
6. Shall you meet her at the station? – Yes, I .../No, I ... .

**Exercise 4.** Complete the sentences with the suitable word.

1. It isn't your's hat. It's ... .  
a) my      b) mine      c) of me
2. I like climbing. ... do I.  
a) neither   b) either      c) so
3. The TV's too loud. Turn it ... .  
a) on      b) of      c) off
4. How ... are the peaches?  
a) many    b) much    c) little
5. We've got English ... Monday morning.  
a) in      b) at      c) on
6. Have ... more crisps, please.  
a) some    b) a      c) an

Учебное издание

**Герасимук Алла Степановна**

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Редакторы *Л.Д. Касьянова, Л.С. Мельник*  
Художественный редактор *Е.Э. Агунович*  
Технический редактор *Н.А. Лебедевич*  
Корректор *Л.С. Мельник*  
Компьютерная верстка *Н.В. Шабуня*

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