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**ИНОСТРАННЫЙ ЯЗЫК В
ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ
(АНГЛИЙСКИЙ)**

Методические материалы к практическим занятиям

Рекомендовано цикловой методической комиссией
гуманитарных и социально-экономических дисциплин
в качестве электронного издания для использования
в образовательном процессе

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ОГЛАВЛЕНИЕ

Пояснительная записка	6
РАЗДЕЛ 1	8
Общетематический модуль	8
Тема 1.1 О себе и о своём окружении	8
Практическое занятие 1.1.1	8
Практическое занятие 1.1.2	10
Практическое занятие 1.1.3	12
Практическое занятие 1.1.4	14
Тема 1.2 Я – студент Института профессионального образования	18
Практическое занятие 1.2.1	18
Практическое занятие 1.2.2	20
Практическое занятие 1.2.3	22
Практическое занятие 1.2.4	26
Тема 1.3 Изучение иностранных языков для будущих специалистов	30
Практическое занятие 1.3.1	30
Практическое занятие 1.3.2	33
Практическое занятие 1.3.3	35
Практическое занятие 1.3.4	38
Тема 1.4 Здоровье и спорт	39
Практическое занятие 1.4.1	39
Практическое занятие 1.4.2	43
Практическое занятие 1.4.3	46
Практическое занятие 1.4.4	49
Практическое занятие 1.4.5	53
Тема 1.5 Российская Федерация	59
Практическое занятие 1.5.1	59
Практическое занятие 1.5.2	62
Практическое занятие 1.5.3	65
Тема 1.6 Страны изучаемого языка	69
Практическое занятие 1.6.1	69
Практическое занятие 1.6.2	72
Практическое занятие 1.6.3	75
Тема 1.7 Путешествие по городам мира	78
Практическое занятие 1.7.1	78
Практическое занятие 1.7.2	80

Практическое занятие 1.7.3	82
Практическое занятие 1.7.4	84
Практическое занятие 1.7.5	86
Тема 1.8 Образование в России.....	93
Практическое занятие 1.8.1	93
Практическое занятие 1.8.2	96
Тема 1.9 Образование в Англии и США.....	98
Практическое занятие 1.9.1	98
Практическое занятие 1.9.2	100
Практическое занятие 1.9.3	103
РАЗДЕЛ 2 Модуль делового общения	104
Тема 2.1 Особенности английской речи	104
Практическое занятие 2.1.1	104
Практическое занятие 2.1.2	105
Практическое занятие 2.1.3	107
Практическое занятие 2.1.4	110
Тема 2.2 Выдающиеся учёные и изобретатели	115
Практическое занятие 2.2.1	115
Практическое занятие 2.2.2	117
Практическое занятие 2.2.3	119
Практическое занятие 2.2.4	120
Практическое занятие 2.2.5	122
Практическое занятие 2.2.6	123
Тема 2.3 Права детей.....	126
Практическое занятие 2.3.1	126
Практическое занятие 2.3.2	129
Тема 2.4 Этикет.....	132
Практическое занятие 2.4.1	132
Тема 2.5 Некоторые факты об Интернете.....	135
Практическое занятие 2.5.1	135
Практическое занятие 2.5.2	138
Практическое занятие 2.5.3	140
Практическое занятие 2.5.4	142
Практическое занятие 2.5.5	144
Практическое занятие 2.5.6	147
Практическое занятие 2.5.7	150
Тема 2.6 Подготовка к учёбе за рубежом	152
Практическое занятие 2.6.1	152

Практическое занятие 2.6.2	156
Тема 2.7 Подготовка составление и подача документов	160
на трудоустройство	160
Практическое занятие 2.7.1	160
Практическое занятие 2.7.2	162
Практическое занятие 2.7.3	164
Практическое занятие 2.7.4	167
Тема 2.8 Поездка за рубеж.....	169
Практическое занятие 2.8.1	169
Практическое занятие 2.8.2	171
Практическое занятие 2.8.3	172
Практическое занятие 2.8.4	176
Тема 2.9 Частная и деловая переписка.....	178
Практическое занятие 2.9.1	178
Практическое занятие 2.9.2	184
РАЗДЕЛ 3 Профессионально-ориентированный модуль	187
Тема 3.1 Автомобиль – его производство.....	187
Практическое занятие 3.1.1	187
Практическое занятие 3.1.2	191
Практическое занятие 3.1.3	195
Практическое занятие 3.1.4	199
Практическое занятие 3.1.5	201
Тема 3.2 Устройство автомобиля.....	203
Практическое занятие 3.2.1	203
Практическое занятие 3.2.2	207
Практическое занятие 3.2.3	210
Практическое занятие 3.2.4	214
Тема 3.3 Неполадки в автомобиле и их устранение	218
Практическое занятие 3.3.1	218
Практическое занятие 3.3.2	222
Практическое занятие 3.3.3	226
Практическое занятие 3.3.4	228
Практическое занятие 3.3.5	231
Тема 3.4 Правила техники безопасности на рабочем месте	233
Практическое занятие 3.4.1	233
Практическое занятие 3.4.2	235
Тема 3.5 Автомобиль и окружающая среда.....	242
Практическое занятие 3.5.1	242

Практическое занятие 3.5.2	244
Практическое занятие 3.5.3	246
Список источников.....	248

Пояснительная записка

Методические указания разработаны в соответствии с требованиями федерального государственного образовательного стандарта среднего профессионального образования и рабочей программы по дисциплине ОГСЭ. 03 «Иностранный язык в профессиональной деятельности» для специальности СПО «23.02.07 Техническое обслуживание и ремонт двигателей, систем и агрегатов» и предназначены для студентов 2–4 курсов.

Цель методических указаний – активизация, закрепление и систематизация приобретенных ранее знаний, а также формирование и развитие новых языковых и коммуникативных компетенций, которые на дальнейших этапах составят основу профессиональной компетенции студента.

Структура методических указаний состоит из трех разделов:

Раздел 1: Общетематический модуль;

Раздел 2: Модуль делового общения;

Раздел 3: Профессионально-ориентированный модуль.

Каждый раздел состоит из тем, которые в свою очередь делятся на подтемы, т. е. на практические занятия. Продолжительность каждого практического занятия составляет 90 минут.

Практические занятия содержат тематические текстовые материалы, подборки упражнений на расширение словарного запаса, тренировочные задания для активизации знаний грамматических форм и синтаксических оборотов.

При выполнении практических работ студенты должны прочитать общие сведения грамматики для того, чтобы вспомнить необходимые правила, прежде чем выполнять упражнения. Успешное выполнение практических работ может быть достигнуто в том случае, если обучаемый представляет себе цель выполнения практической работы, поэтому важным условием является тщательная подготовка к практической работе.

Практические работы проводятся согласно календарно-тематическому планированию, в соответствии с требованиями учебной программы по дисциплине.

Оформление практических работ является важнейшим этапом выполнения практических заданий. Каждую работу обучающиеся выполняют, руководствуясь следующими положениями:

1. Студент должен придти на практическую работу подготовленным по данной теме.

2. На новой странице тетради указать название и порядковый номер практической работы.

3. После проведения практических занятий обучающиеся должны составить отчет о проделанной работе. Практическая работа должна быть написана разборчивым почерком и выполнена в тетради с полями для проверки работы преподавателем. Итогом выполнения является устная защита работы, по вопросам, которые прописаны в конце каждой работы.

Оценка за практическую работу выставляется каждому студенту, присутствовавшему на занятии, когда проводилась данная практическая работа.

Критериями оценки результатов работы студента являются: обоснованность и четкость изложения ответа на поставленные вопросы, оформление учебного материала в тетради для практических работ.

Отметка «5» ставится в том случае, если поставленная задача решена, студенты полностью поняли содержание задания, соответствующего программным требованиям по определённой теме.

Отметка «4» ставится в том случае, если поставленная задача решена, студенты полностью поняли содержание задания, соответствующего программным требованиям по определённой теме за исключением отдельных подробностей, не влияющих на понимание содержания задания в целом.

Отметка «3» ставится в том случае, если поставленная задача решена, студенты поняли только основной смысл задания, соответствующего программным требованиям.

Отметка «2» ставится в том случае, если студенты проявили полное непонимание содержания задания, соответствующего программным требованиям.

РАЗДЕЛ 1
Общетеμαатический модуль
Тема 1.1
О себе и о своём окружении
Практическое занятие 1.1.1

Тема: О себе и своей семье.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки диалогической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства, презентации.

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

- 1) to introduce – представлять, знакомить
- 2) a first-year student – студент(ка) первого курса
- 3) region – область
- 4) appearance – внешность
- 5) slim – стройная
- 6) career – карьера
- 7) gymnastics – гимнастика
- 8) housewife – домохозяйка
- 9) several – несколько
- 10) to do well – успевать
- 11) chance – случай
- 12) kind – добрый
- 13) a lot – много
- 14) apprentice – подмастерье

Ex. 2: Read the text to make up 10 questions to it.

Hello, friends. Let me first introduce myself. My name is Ann or Anya for my friends. My surname or last name is Sokolova. I was born on the 2nd of October in Kemerovo, Kemerovo Region. Now I am a first-year student at the Institute of Professional Education. In four years I'll be a technologist.

Now let me describe my appearance. I am tall and slim and have fair hair and blue eyes. My friends say that I am pretty. I think I am just good-looking. I love sports and music. I was very serious about a

career in gymnastics when I was in the 5th form. But then I broke my arm and doctors didn't let me go ill for gymnastics. I love to listen to modern music and dance. I dance a lot and I hope I am good at it. I also love swimming. I always swim in the Black sea when I visit my parents, my dear family.

I would like to tell you about my family. There are five people in our family. My father's name is Vladimir Stepanovich. He is a mathematician by education and businessman by profession. My mother's name is Tatyana Petrovna. She is a housewife. She has much work about the house because I have a younger sister. She is a pupil. My sister Natasha is in the fifth form. My grandmother, my mother's mother, lives with us. She is very kind and helps us a lot.

Our family is very friendly, we have many friends. In summer many relatives come to visit us.

In May I have finished school No 5 in Kemerovo. I did well in all the subjects but my favourite subjects at school were Physics and Computer Science. I also enjoyed English lessons.

I am very interested in learning English because I always wanted to become programmer or maybe a businesswoman. I also think that the knowledge of foreign languages helps in everyday life and career.

Two years ago I travelled much around Europe. I have visited France, Germany, Belgium, the Netherlands and the United Kingdom. There the knowledge of English helped me a lot.

As you see; my biography isn't very long yet.

Ex. 3: Add to your active vocabulary.

- | | |
|------------------------------------|--|
| 1) tall – высокий | 15) stupid – тупой, глупый |
| 2) short – маленького роста | 16) boring – скучный |
| 3) stout – приземистый, коренастый | 17) fun to be with – весёлый человек |
| 4) slim – стройная | 18) easy to go along – лёгкий в общении |
| 5) fat – толстый | 19) quiet – спокойный |
| 6) plumpy – полный | 20) impulsive – порывистый, импульсивный |
| 7) fair hair – светлые волосы | 21) aggressive – агрессивный |
| 8) blonde – блондин(ка) | 22) rude – невежливый, грубый |
| 9) brunette – брюнет(ка) | 23) shy, confused – застенчивый |
| 10) gray hair – седые волосы | 24) talkative – разговорчивый |
| 11) brown hair – каштановые волосы | |

12) bold headed – лысый
13) short sighted – близорукий
14) smart, clever, bright – ум-
ный

25) enthusiastic – энтузиаст, за-
тейник
26) sickly – хилый

Ex. 4: Please, introduce yourself. The questions below will certainly help you.

- 1) What is your name?
- 2) Where and when were you born?
- 3) How old are you?
- 4) Have you got a family?
- 5) How many people are there in your family?
- 6) Do you have brothers, sisters, grandparents in your family?
- 7) Where do you live?
- 8) Did you study well at school?
- 9) What school did you finish?
- 10) Did your teacher of English help you to choose your future profession?
- 11) What was your favourite subject at school?
- 12) What do you like to read?
- 13) What sport do you do?
- 14) What are you going to be?
- 15) Do you still live with your parents?
- 16) Do you have a girlfriend / boyfriend?

Ex. 5: Bring a picture of a person you know well (mother, father, grandfather, friend) to class. Show it and describe that person. Use the active vocabulary of the Workshop 1.1.1.

Практическое занятие 1.1.2

Тема: Моя биография.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства, презентация.

Задания к практической работе:

Ex. 1: Translate the text for 45 minutes

after Mark Twain, 1895

I was born on the 30th of November 1835 in the village of Florida, Missouri. My father was John Marshal Clemens.

According to tradition some of my great-great parents were pirates and slave traders – a respectable trade in the 16th century. In my time I wished to be a pirate myself.

Florida contained a hundred people and when I was born I increased the population by one per cent. It had two streets and a lot of lanes. Both the streets and the lanes were paved (мостить) with the same material – black mud in wet times, deep dust in dry. Most of the houses were of wood – there were none of brick and none of stone. Everywhere around were fields and woods.

My uncle was a farmer. I have never met a better man than he was. He was a middle-aged man whose head was clear and whose heart was honest and simple. I stayed at his house for three months every year till I was thirteen years old. Nowhere else was I happier than at his house. He had eight children and owned about fourteen Negro slaves whom he had bought from other farmers. My uncle and everyone on the farm treated the slaves kindly. All the Negroes on the farm were friends of ours and with those of our own age we were playmates. Since my childhood I have learned to like the black race and admire some of its fine qualities. In my school days nobody told me that it was wrong to sell and buy people. It is only much later that I realized all the horror of slavery.

The country school was three miles from my uncle's farm. It stood in a forest and could take in about twenty five boys and girls. We attended school once or twice a week. I was a sickly child and lived mainly on medicine the first seven years of my life.

When I was twelve years old my father died. After my father's death our family was left penniless. I was taken from school at once and placed in the office of a local newspaper as printer's apprentice where I could receive board and clothes but no money.

For ten years I worked in print shops of various cities.

I started my journalistic life as a reporter on a newspaper in San-Francisco. It was then that I began to sign my publications by my pen-name Mark Twain.

Ex. 2: Answer some questions to the text.

- 1) In what state was Samuel Clemens born?
- 2) What were the great-great parents of Mark Twain?

- 3) What did Mark Twain want to be?
- 4) What were the streets and lanes of Florida paved with?
- 5) How does the author describe his uncle?
- 6) How many slaves did Mark Twain's uncle own?
- 7) What was the author's attitude toward slavery?
- 8) Was Mark Twain a healthy boy?
- 9) When did the author start his career of a writer?

Ex. 3: Make up a short summary of the text using the questions given below.

- 1) What is the title of the article?
- 2) Where and when was it published?
- 3) Who is the author of this article?
- 4) What is this article devoted to?
- 5) What is the main idea of the article?
- 6) How many parts does this article consist of?
- 7) What is spoken in the first / second / third / last part about?
- 8) What conclusions does the author come to?
- 9) Whom is this article addressed to?
- 10) How would you characterize this article in your opinion?

Практическое занятие 1.1.3

Тема: Мои увлечения.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки диалогической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства, презентация, компьютерная система «Screenboard».

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

- | | |
|--|--|
| 1) pastime – любимое занятие | 10) a good deal of money – много денег |
| 2) taste – вкус | 11) have an opportunity – иметь возможность |
| 3) variety – разнообразие | 12) take pleasure in – находить удовольствие в чём-либо, наслаждаться чем-либо |
| 4) gardening – садоводство | |
| 5) relatively – относительно | |
| 6) handicraft – ремесло, ручная работа | |

- 7) matchbox – спичечная ко-
робка
- 8) value – стоимость, цена,
ценность
- 9) to house – размещать

Ex. 2: Read the text and answer the following questions.

- 1) What groups can all hobbies are divided into? Can you give examples of each of them?
- 2) Which of these is the most creative?
- 3) Which of these is adding to a person's knowledge?
- 4) Have you ever collected anything?
- 5) What is you favorite pastime?
- 6) Have you got a hobby to your liking?
- 7) In what way does your hobby add to your knowledge and self-development?

Hobby

A hobby is a favourite pastime of a person. Hobbies differ like tastes. If you have chosen a hobby to your liking, lucky you are: you have made your life more interesting. Numerous hobbies can be subdivided into four large classes: doing things, making things, collecting things, and learning things. The most popular of all hobby groups is doing things. It includes a wide variety of activities, everything from gardening to traveling and from chess to volleyball. Gardening is one of the oldest man's hobbies, especially in some countries (Britain, for example). A relatively new hobby which is becoming more popular is computer games. Making things includes drawing, painting, making sculpture, designing costumes, and handicrafts. Some hobbyists write music. Two of the most famous hobby painters were President Eisenhower and Sir Winston Churchill. Almost everyone collects something at some period in his life: stamps, coins, matchboxes, books, postcards, watches. Some collections have no real value. Others become so large and valuable that they are housed in museums and galleries. Many world-famous collections started in a small way with one or two things. People with a good deal of money often / collect paintings, rare books and other art objects. Often such private collections are given to museums, libraries and public galleries so that other might take pleasure in seeing them. No matter what kind of hobby a

person has, he always has the opportunity of learning from it. By reading about the things he is interested in, he is adding to what he knows.

Ex. 3: Translate into English.

Я учусь в институте, и у меня не очень много свободного времени. Но я всегда нахожу время на мое увлечение. Я очень люблю фотографировать. Недавно родители подарили мне дорогой и очень хороший фотоаппарат, и я провожу много времени в поисках интересных кадров. Я люблю фотографировать своих друзей. Когда мы идем в поход или гуляем по городу, у меня всегда с собой мой фотоаппарат. У меня уже есть четыре альбома фотографий, и друзья любят рассматривать их, когда приходят ко мне в гости.

Ex. 4: Speak about your hobby.

Практическое занятие 1.1.4

Тема: Мои друзья.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки диалогической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства, мультимедиа презентации.

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

attractive – привлекательный
friendly – дружеский
be on friendly terms with
somebody – дружить с кем-л.
good-looking – симпатичный
good-natured – добродушный
bookworm – книжный червь
haircut – стрижка
hairdo – прическа
handsome – красивый
broad-shouldered – широкоплечий
long-legged – длинноногий

make friends – подружиться
dark/ blue / green / hazel eyes – темные / голубые / зеленые /
карие глаза
freckles – веснушки
fair / dark / blond / grey hair – русые / темные / светлые / се-
дые волосы
plain – некрасивый
regular features – правильные черты лица
resemble – походить, напоминать
round / oval face – круглое / вытянутое лицо
slender – стройный
slim – худощавый
snub / straight / nose – курносый / прямой нос
sociable – общительный
terrific – потрясающий
true – верный

Ex. 2: Read aloud the dialogue and then act it out.

Speaking About Friends

Vlad: Good morning, mum. How are you?

Mother: Fine, thanks. Did you sleep well?

Vlad: Yes, thank you. And where is Dad?

Mother: He went out half an hour ago together with Alexei. They went shopping. Well, Vlad, it is your birthday soon. Are you going to have a birthday party this year?

Vlad: Well, I'd love to. You know, mum, now when I am at college I have got many new friends. It would be nice if I could invite them to my place.

Mother: Excellent idea! Let's count how many friends you are going to call so that I can think about the menu and all the things.

Vlad: I want to ask my best friends. They are Ilya, Stepan and Igor.

Mother: Do I know any of them?

Vlad: I suppose you have seen Ilya. Maybe you remember that broad shouldered fellow with fair hair and dark eyes. We came across him in the street the other day.

Mother: Ah, now I know whom you are talking about. He is fond of music and plays the guitar very well, as you told me. Okay, what about the rest?

Vlad: Stepan is a funny slim little guy with brown hair and a snub nose. He is fond of reading fantasy and I took several books from him to read. He is an easy-going fellow. I like to talk to him. He came to our place in October. But you were not in at that time. Dad saw him, I believe. And Igor is my new friend. He is very clever. He is a computer genius, the teachers say. But he is not a bookworm. He plays volleyball and swims well.

Mother: Do you want to call any of your former schoolmates?

Vlad: Actually, it will be nice to invite Misha. I haven't seen him for ages.

Mother: Good! And will you ask Lena to come?

Vlad: Oh, yes, certainly!

Mother: Then you will invite your friends with their girlfriends, too.

Vlad: You are right, mum! Well, Igor's girlfriend is at college with us, and Ilya took Masha hiking this summer, you know, when our group went on a three-days' hike. She is good-natured and friendly. And just a week ago I saw Stepan with a remarkable long-legged girl with blond hair. I suspect it is his new mate.

Mother: What about Misha?

Vlad: So far as I know, he doesn't have a girlfriend at the moment.

Mother: Maybe you will invite one of your former classmates who is on friendly terms with him.

Vlad: Why not? I think I will invite Veronica. She is very sociable. I will be glad to see her, too.

Mother: So, how many people do we have, all in all?

Vlad: Let me see ... Igor and Olga, Stepan and his girlfriend, Ilya, Masha, Misha and Veronica. Ah, and Lena and me, of course. It makes ten people all together. Well, it is going to be a magnificent party, Mum!

Mother: I am sure of that.

Ex. 3: Read and translate into Russian.

My friend; his father; their son; her boyfriend; our teacher; your book; his former classmate; my computer.

1) Whose book is it?

2) Who knows where they live?

3) Whom did he invite to his birthday party?

4) Which of these books is yours?

5) Which book have you read?

It is his book.

My friend does.

He invited all of us.

That book is mine.

I have read all these books. I want another one.

Ex. 4: Transform the sentences according to the model.

Model: This is my book. — This book is mine.

1) This is her friend. 2) Those are our teachers. 3) That is his cat.
4) These are their bags. 5) Is that your car? 6) Are these their computers?

Ex. 5: Fill in the blanks with the corresponding pronouns.

1) In the morning I go to the bathroom and wash 2) He can do his homework 3) She knows it 4) My younger brothers can't dress My mother usually dresses them. 5) Will you help us? We don't know how to do this exercise 6) Don't ask me to help you. Think ... !

Ex. 6: Fill in the blanks with the pronouns *some, any, no* or their derivatives.

1) We have ... new friends in the college.
2) Do you know ... of these students? – I don't know ... here.
3) Does ... know his name? – I think ... does.
4) ... has changed in your appearance, but I can't see what it is.
5) Do you have ... to tell me? – There is ... news.
6) There is ... in that room.

Ex. 7: Fill in the blanks with pronouns.

1) Jim says that Sam is ... new friend.
2) This is ... old friend Jack. I haven't seen ... for ages.
3) I want to invite ... friends ... you know very well.
4) I get up, go to the bathroom and clean my teeth, dress ... , say goodbye to ... mother and leave home.
5) Meet Ted and ... father, Mr. Johnson.

Ex. 8: Fill in the blanks with prepositions.

1) They got the car.
2) He stood ... his father.
3) They had coffee ... a bun ... breakfast.
4) They decided to meet ... five o'clock ... the station.
5) He took a book ... the table, looked ... it, then put it

- 6) They looked ... each other.
- 7) I go ... college.
- 8) He isn't ... home now. He is ... school.
- 9) This book was written ... Tolstoy.
- 10) The school year begins ... September and is May.
- 11) We decided to meet ... five o'clock ... the bank.
- 12) This story is ... a famous painter.
- 13) He is a funny little guy ... brown hair.
- 14) He is keen ... animals.
- 15) She is fond ... reading thrillers.
- 16) Sunday is the only day ... in our school.
- 17) The book is ... the table.
- 18) I don't want to go ... the party. I am going to work ... Sunday.
- 19) We decided to meet ... the airport.
- 20) He stood at the door and didn't let me go
- 21) He works ... a hospital. He looks ... children who are ill.
- 22) When my friend came ... the room, there was nobody

Ex. 9: Describe Vlad's friends.

Ex. 10: Translate into English.

Моя подруга – очень милая девушка. Она стройная и привлекательная. У нее правильные черты лица. Она носит короткую стрижку; волосы у нее вьющиеся и светлые, нос прямой. Мы с ней подружились в институте. Она умеет играть на гитаре и очень любит читать. Она хороший друг.

Ex. 11: Speak about your friend (describe his or her appearance and character).

Тема 1.2

Я – студент Института профессионального образования

Практическое занятие 1.2.1

Тема: Мой рабочий день.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки диалогической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства, мультимедиа презентации.

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

usually – обычно	cloakroom – раздевалка
enough – достаточно	as a rule – как правило
shower – душ	canteen – столовая
always – всегда	twice – дважды
only – только	team – команда
never – никогда	gymnasium – спортзал

Ex. 2: Read and translate the text.

My Working Day

Usually I get up at 7 o'clock on week-days. I do my bed and open the window. Sometimes I do my morning exercises, but not always. Then I go to the bathroom. There I wash myself and clean my teeth. Sometimes I take a shower. After that I go back to my bedroom, dress myself and brush my hair.

In five minutes I am ready enough for breakfast. I always have a cup of tea or coffee and a sandwich. After breakfast I take my bag, put on my coat and go to the institute.

I live not far from my institute and it takes me only ten minutes to walk there. I am never late for the first lesson, because I come to the college a few minutes before the bell. I leave my coat in the cloakroom and go to the classroom.

The lessons begin at eight o'clock and at half past one they are over. Sometimes after the lessons I go to the library to take some books. I usually do my home task at home. As a rule, I have no free time on my week-days. Sometimes I have dinner at my institute canteen. For dinner I usually have soup for the first course, meat or fish with some salad for the second. I drink milk or a cup of tea.

Twice a week I go to the swimming pool. I play volleyball in the institute team and we have our training at our big gymnasium. In the evening all the members of our family get together. We have supper together, watch TV or read books. Reading is my hobby. I like to read detective stories or books of modern writers. At about eleven o'clock I go to bed.

Ex. 3: Answer the following questions.

- 1) When do you usually get up on your working day?
- 2) What do you do in the morning when you get up?
- 3) What do you have for breakfast?
- 4) How much time does it take you to get to your institute?
- 5) Do you have dinner at home or at the institute canteen?
- 6) What do you usually have for dinner?
- 7) Do you often go to the library?
- 8) When does your family have supper?
- 9) Do you go in for sports?
- 10) When do you usually go to bed?

Ex. 4: Translate into English.

Тони – итальянец. Он студент английского колледжа и изучает математику. Он сейчас на втором курсе. Тони живет в английской семье. Их фамилия Томпсон. Их пятеро: мистер и миссис Томпсон, сын Эндрю, старшая дочь Джейн и младшая Мэгги. Их дом находится в Оксфорде.

По утрам Тони идет на пробежку, затем завтракает. На завтрак он пьет стакан апельсинового сока и ест яичницу с ветчиной. Затем он идет в колледж.

Как правило, у него три или четыре лекции или семинара. Потом он занимается в библиотеке вместе со своими друзьями. Он приходит домой в пять часов и ужинает с Томпсонами.

По вечерам он ходит в спортзал и играет в баскетбол или волейбол. После ужина он готовит уроки на следующий день или идет гулять, если погода хорошая. Обычно он ложится спать в 11 часов.

Ex. 5: Write a story about your working day.

Практическое занятие 1.2.2

Тема: Мой выходной день.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки диалогической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства, мультимедиа презентации.

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

1) till – до	11) to buy – покупать
2) as soon as – как только	12) department – отдел
3) to air – проветривать	13) goods – товары
4) morning exercises – зарядка	14) baker's – булочная
5) Zoo – зоопарк	15) bread – хлеб
6) funny – смешной	16) rolls – булочки
7) animals – животные	17) also – также
8) to spend – проводить	18) dairy department – молочный
9) to do shopping – делать покупки	отдел

Ex. 2: Read and translate the text.

My Day Off

The last two days of the week are Saturday and Sunday. They are called the weekend. People don't go to work on weekends. But students and pupils have only one day off. It is Sunday. Weekend is my favorite time of the week because I don't go to the institute. I think Sunday is the best day of the week. On this day I wake up later than usual. And sometimes I don't get up till nine or ten o'clock. As soon as I get up I air the room, do my bed and do morning exercises. Then I have breakfast and help my Mother to clear away the dishes and wash them. After breakfast I get ready with my homework and then I am free. I meet my friends and we discuss our plans together. Last Sunday we went to the Zoo. There were many funny animals there. It was very interesting to spend time there. On Sundays I usually do shopping. My Mother tells me what to buy. I take a shopping bag and go shopping. As a rule I go to the shop near my house. There are many departments in this shop and I can buy different goods there. Then I go to the baker's and buy bread and rolls. I also buy milk at the dairy department. In the evening our family gets together. We have dinner, watch TV or read books. Reading is my hobby. I like to read detective stories or books of modern writers. At about eleven o'clock I go to bed.

Ex. 3: Answer the following questions.

- 1) What days of the week do you like and why?
- 2) What time do you get up on Sunday?

- 3) What do you do in the morning?
 - 4) How do you usually spend your days off?
 - 5) Do you often go to the country on your days off?
 - 6) How did you spend your last Sunday?
 - 7) Do you go shopping?
 - 8) Do you go in for sports on Sunday?
 - 9) Do you often go to see your friends?
 - 10) Do you like to spend your days off with your friends or with your parents?
 - 11) What is your hobby?
 - 12) What books do you like to read?
 - 14) Do your guests often come to you on Sunday?
- Ex. 4: Write a story about your day off.**

Практическое занятие 1.2.3

Тема: Мой институт.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки диалогической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, мультимедиа презентации.

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

assembly hall – актовый зал

credit test – зачет

assess – оценивать

curriculum – расписание

attend – посещать

be at the top of the group – быть лучшим в группе

be strong at a subject – хорошо успевать по какому-л. предмету

be weak at a subject – не успевать по какому-л. предмету

fall behind – отставать

call the register – отмечать присутствующих

get a diploma – получать диплом

graduate – заканчивать учебное заведение

course – курс (обучения, лекций)

make (good) progress – делать успехи
make notes – делать записи
pass an exam in – сдать экзамен (по какому-л. предмету)
postgraduate – выпускник; аспирант
register – журнал
research – исследование
scholarship – стипендия
take an exam in – сдавать экзамен
term – четверть; семестр
uniform – форма
work by fits and starts – заниматься урывками, нерегулярно
work regularly – заниматься регулярно

Ex. 2: Read and translate the text.

At My Institute

Alexei is going to leave school in a year, but he realizes that he must start thinking about further education right now, because it is essential to read for exams well beforehand. So he asks his brother to tell him about his institute and advise.

Alexei: Vlad, I want to ask you about institute life. Is it different from school life?

Vlad: Well, it depends on what you are interested in. We, too, in institute have lessons, and marks; teachers give us homework, and there are examinations and tests.

Alexei: Well, I see. But, then, is there any difference between a school and a institute?

Vlad: Why, of course. First, at institute we have special subjects in our curriculum. For example, if one is going to be a teacher, he or she will take pedagogy, psychology, and methods of teaching. If one wants to become an economist, he or she will study economics, accounting, taxation and a lot of other things. It's really very interesting. Second, if you work regularly, attend all the lectures and seminars, and get good marks, you will be given a scholarship. If you are at the top of the group, and have excellent marks, the scholarship will be higher.

Alexei: It sounds very nice, I must say. Now, please, describe your usual day at institute.

Vlad: Well, our day starts in the assembly hall, where we all gather together and the head teacher calls the register. Then the classes

begin. We have several lectures and seminars every day, and work in workshops. Students also can stay at institute after classes to do research.

Alexei: How are students assessed?

Vlad: We have exams and credit tests twice a year. But of course, it is important how you work during the year.

Alexei: What is the difference between an exam and a credit test?

Vlad: Well, you get marks for an exam, and when you take a credit test, you'll get a «pass». Exams are usually taken at the end of the course of a subject. For example, if you take chemistry for a year and a half, you will have credit tests in chemistry at the end of two terms, and at the end of the third term you will take an exam.

Alexei: Is an exam more difficult, than a credit test.

Vlad: Not really. In fact, you have more time to read for an exam: you are given from two to five days to get ready, and you are not given a lot of time to get ready for a credit test. In general, it depends on the subject.

Alexei: Well, I see. Now, what about holidays? They are not the same as at school, are they?

Vlad: We have holidays only two times a year: two weeks in February and two and a half months in summer.

Alexei: Vlad, what are you going to do after you graduate?

Vlad: There is a good opportunity for those who get only excellent marks while they study. When we graduate, we can enter a university without taking entrance exams and continue our education there. That's why I study hard and try to work regularly, and not by fits and starts. And hard work gives good results, as I am at the top of the group now.

Alexei: The prospect is very nice. I wish you good luck, then. Do you advise me to enter this college, too?

Vlad: You know, it's up to you to decide. But I like my studies there, and I think I have made the right choice. Besides, I've got many friends in the institute, and friendship is the best thing in the world!

Ex. 3: Answer the questions about your institute.

- 1) What year are you in now?
- 2) When will you graduate?
- 3) How many students are there in your group?

- 4) Did you take any entrance exams to your institute?
- 5) What exams did you take?
- 6) What are you going to do after you graduate?
- 7) Do you get a scholarship?
- 8) Do any of your friends live in a hostel?
- 9) How often do you have exams and credit tests?
- 10) Are you always in time for classes?
- 11) Do you work regularly or by fits and starts?
- 12) How long does it usually take you to read for an exam?
- 13) Do you ever miss classes?
- 14) When do the students of the institute gather in the assembly hall?
- 15) Do the students in your institute have to wear a uniform?
- 16) What are your favorite subjects?
- 17) Are you good at physics / chemistry / computer programming / mechanics?

Ex. 4: Make up some questions on the dialogue between Alexei and Vlad.

Ex. 5: Read the text and briefly describe a typical day of an English school pupil.

A Day at School

Children go to school five days a week. Saturday and Sunday are days off. Lessons begin at nine o'clock in the morning, but it is necessary to be at school fifteen minutes before the bell goes to get ready for classes.

First the teacher calls the register. Then all the pupils go to the assembly hall for a school meeting. Then the lessons begin. At eleven o'clock there is a fifteen minutes' break, and the children can relax and have a bun or juice.

After the break there are usually two more lessons, and then there is a break for lunch. It lasts an hour and a half. Some of the children go home, and others have lunch in a school canteen and then go to play in the schoolyard if the weather is fine.

The classes resume at two o'clock. Children go home at four o'clock.

Ex. 6: Translate into English.

- 1) В институте, где учится Влад, студенты не носят форму.

2) Занятия в институте обычно продолжаются до четырех часов.

3) Затем студенты идут домой или в библиотеку.

4) Работать в библиотеке следует регулярно, чтобы учиться успешно.

5) Те, кто хорошо учатся, получают стипендию.

6) Кроме того, студенты, успешно окончившие институт, имеют возможность поступить в университет, сдав только один экзамен.

7) В учебном году два семестра.

8) В конце каждого семестра студенты сдают зачеты и экзамены.

Ex. 7: Speak about your typical day at institute.

Практическое занятие 1.2.4

Тема: Кузбасский государственный технический университет имени Т. Ф. Горбачёва.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства, мультимедиа презентации.

Задания к практической работе:

Ex. 1: Translate the words and memorize them.

have relations with, be founded, construction, teaching staff, branch, environmental protection, mineral deposit, training, design, research, named after, transform, mining, department, scientific, water purification, industrial safety, physics, applied, chemistry

Ex. 2. Translate the following word-chains. Mind word-formation.

technique – technical – technician,

mine – miner – mining,

academy – academic – academician,

construct – constructor – construction – reconstruction,
mechanic – mechanical – electromechanical – mechanism,
counsel – counselor – counseling,
train – trainer – trainee – training,
certify – certificate – certification,
teach – teacher – teaching,
purify – purification,
apply – applied – application – applicant,
transmit – transmitter – transmission,
perform – performer – performance,
name – rename,
educate – education,
provide – provider – provision.

Ex. 3. Read the text and answer the following questions.

- 1) When was the university founded? What was its name at that time?
- 2) How many faculties did it have at that time? What were they?
- 3) When did its first academic year start?
- 4) How big was the teaching staff at first?
- 5) What happened in 1965?
- 6) When was the Mining Institute renamed into the university?
- 7) Which higher institutions has the university got international relations with?
- 8) What licenses has the university got?

Kuzbass state technical university named after T. F. Gorbachev KuzSTU in short was founded on August 30, 1950 as Mining Institute on the basis of Kemerovo mining and construction technical school. It is named after its first rector – the Doctor of Sci. Tech., professors, the Hero of the Soviet Union, Timofey Fedorovich Gorbachev.

The first 300 students came from Moscow. The first academic year started on the 1st of November. There were only two faculties: mining and mine construction and electromechanical. At that time there were 14 departments and 27 members of the teaching staff (only 6 of them had academic degrees).

In 1965 the Mining Institute was transformed into Kuzbass Polytechnic Institute. In November 1993 it was renamed into Kuzbass State Technical University.

In 1997 the university opened training and counseling centers in the cities of Anzhero-Sudzhensk, Belovo, Mezhdurechensk, Novokuznetsk, Prokopyevsk and Tashtagol. In 1998 training and counseling centers were transformed to branches of KuzSTU. In 2005 all branches of KuzSTU passed certification, licensing and the state accreditation.

Kuzbass state technical university has international relations with higher education institutions and the companies in the USA, Germany, Holland, Sweden, Great Britain, China, Mongolia and neighboring countries.

The university has got several research laboratories: applied thermo physics, improvement of ways of development of coal fields, environmental protection, processes and devices of water purification, geodynamic division into mineral deposits.

The university has licenses for design of buildings and constructions, for expertise of industrial safety, for performance of geodetic works, for development of standards of emissions of the polluting substances in environment, for providing telematic services and services of data transmission.

Today KuzSTU is one of the largest higher education institutions of Siberia. The history of KuzSTU is closely connected with history of Kuzbass and is one of its symbols.

Ex. 4. Find English equivalents in the text.

- | | |
|------------------------------|-------------------------------|
| 1. был основан | 14. соседние страны |
| 2. государственный | 15. угольные месторождения |
| 3. на основе | 16. исследовательские лабора- |
| 4. горный техникум | тории |
| 5. назван в честь | 17. улучшение способов |
| 6. учебный год | разработки |
| 7. строительство шахт | 18. защита окружающей среды |
| 8. кафедра | 19. проектирование зданий |
| 9. был преобразован | 20. приборы для очистки воды |
| 10. был переименован | 21. передача данных |
| 11. филиалы | 22. залежи полезных ископае- |
| 12. международные | мых |
| отношения | 23. тесно связан |
| 13. учреждение высшего обра- | |
| зования | |

Ex. 5. Read the text and fill in the gaps. Use the information from the site of KuzSTU. Discuss your information in the group.

KuzSTU it is the largest higher educational institution in the region. The University has imposing personnel's potential. There are 684 instructors in it. 1___ academicians and associate members, State prize and Russia's Government prize laureates, Honored Scientists are among the professors of the university and. Some leading specialists of various branches of industry work at the University. At present there are 2___ institutes, 3___ faculties and 52 departments, many well-equipped laboratories, a research institute, a computer centre, a large library and 2 museums in it.

The training for 4___ specialties is carried out. Some towns and cities of Kemerovo region have branches of the University. The total amount of students is 5___. Full-time students are 6___, students by correspondence are 7___ and post-graduates are 8___.

There is a post-graduate course for 9___ specialties. The total amount of graduates is about 52,000 engineers. There are Heroes of Socialist Labor, the heads of regional, municipal administrations, representatives of different Ministries and Departments, academicians and associate members of various Academies among them. They work in all regions of the Russian Federation. But they have made the most valuable contribution in the development of the main branches of industry in Kuzbass.

Kuzbass State Technical University has 8 buildings with total area of 102578m, 10___ hostels (one is for family students), geodesic base and skiing lodge, 11___ dining-halls, a dispensary, a polyclinic, recreation facilities. The University has necessary technical devices for computer training of students. The University has access to the Internet.

The size of the book stock of the University's library is more than 500,000 copies. The best students have a chance to study abroad. There is a theatre-studio «Lodge» and some other amateur groups. It also has the scientific newspaper «Vestnik» where instructors and students can publish the results of their research work in it. In 1994 the Trustee Council was formed which consists of many enterprises and firms of the region.

Ex. 6. Find English equivalents in the text.

1. кадровый потенциал	6. кафедра
-----------------------	------------

2. государственная премия
3. почетный ученый
4. различные отрасли промышленности
5. в настоящее время

7. научно-исследовательский институт
8. хорошо оборудованные лаборатории

Ex. 7. Make up a presentation about Kuzbass State Technical University named after T. F. Gorbachev.

Тема 1.3

Изучение иностранных языков для будущих специалистов

Практическое занятие 1.3.1

Тема: Изучение иностранных языков.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства, мультимедиа презентации.

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

because – потому что
become – становиться
communicate – общаться
Denmark – Дания
device – устройство
discouraged – обескураживать, расхолаживать
engineering – инженерное дело
explore – исследовать
half – половина

however – однако
latest – последний
like – похожий, любить
more – больше
native – родной (о языке)
need – нуждаться
useful – полезный
via – посредством
watch – смотреть

Ex. 2: Read the text.

Learning foreign languages

It's good to learn foreign languages! It helps us to explore the world. We learn more about different countries and their traditions, and we can communicate with people who don't know your native language. Learning foreign languages helps us to become good spe-

cialists. One can read different texts about physics, engineering, economy that tell about the latest results in these fields. Let's listen to different students:

Hello! My name is Mike! I'm 17. I am a student of the college of electronic devices. I'm fond of English. It's the language №1 in the Internet and in high technologies. I like reading and watching films in English too! It's fantastic!

Hi! I'm Jane! I'm 18. I'm a student of a college of mechanical engineering. I like to study English! It's interesting to listen to music in English and to find friends via the Internet. I want to tell them about my country and my town and for this I must know the language well. And on every product in the supermarket you see information in English. So I need it in my future work, too.

Hello! I'm Peter! I study at a college. I need English very much because our college has international cooperation with students from Canada and Denmark, so I study very hard to take part in the program.

These students know that English is useful for them. However, it is not so easy to study it. But, as English people say, «Well begun is half done». So, let's not be discouraged.

Ex. 3: Answer the following questions.

- 1) When did you begin to study English?
- 2) Why do you study English?
- 3) Do you need English in your everyday life?
- 4) Do you have English books at home?
- 5) How many foreign languages do you want to learn?

Ex. 4: Study the Active Vocabulary. Translate the following words and phrases from English into Russian.

Language, people, listen, like, need, explore, world, more, communicate, native, become, engineering, latest, device, high, reading, watch, via, town, because, our, Denmark, hard, part, useful, however, begin, half, discourage.

Ex. 5: Guess the word by the explanation of its meaning.

- 1) a place with many houses, shops, schools, offices and other buildings
- 2) a country in Europe with the capital Copenhagen
- 3) our planet with all its countries
- 4) words used in a particular country or by a particular group of people

- 5) to look for some time
- 6) of the country (place) where you were born
- 7) men, women and children

Ex. 6: Give English equivalents for the following words.

1) from the Active Vocabulary:

Колледж, язык, люди, студент, Интернет, мир, страна, специалист, технология, интересный, супермаркет, Дания, программа.

2) from the text:

Слушать, любить, нуждаться, исследовать, общаться, становиться, начинать, устройство, часть, половина, больше, последний, высокий, потому что, наш, трудный, полезный, однако.

Ex. 7: Insert the vocabulary of the text into the following sentences.

- 1) Russian is my ____ language. And French is a ____ language for me.
- 2) Where does your uncle live? – He lives in Kolomna. – I like this ____ very much.
- 3) Do you like to ____ films or ____ to music? – You know, I like to ____ books.
- 4) I know that it's difficult to study English. But it doesn't ____ me.
- 5) Our textbook has 5 _____. Please find _____ 2.

Ex. 8: Insert prepositions or post-verbal adverbs.

- 1) We learn more ____ different countries and their traditions, and we can communicate ____ people who don't know your native language.
- 2) Texts tell us the latest results these fields.
- 3) It's interesting to listen ____ music ____ English and to find friends ____ the Internet.
- 4) ____ every product ____ the supermarket you can find information ____ English.
- 5) Our Institute has international cooperation ____ students ____ Canada and Denmark.

Ex. 9: Translate the following text into English.

Здравствуйте! Меня зовут Лена! Мне 17 лет. Я студентка машиностроительного колледжа. Мне очень нравится изучать ан-

глийский: это язык международного сотрудничества и высоких технологий.

Ex. 10: Write an essay on the following topics.

- 1) Why people learn foreign languages.
- 2) My English classes.
- 3) English in my life.

Практическое занятие 1.3.2

Тема: Почему очень важно для специалиста изучать иностранный язык.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства, мультимедиа презентации.

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

especially – особенно

efficient – эффективный

major – главный

native speakers – носители языка (те, для кого язык родной)

means – средство

exchange – обмен

area – область

software – компьютерные программы

patience – терпение

necessary – необходимый

Ex. 2: Translate the text to answer the following questions.

- 1) Why do we need to learn foreign languages now?
- 2) How many people in the world speak English?
- 3) What are English-speaking countries?
- 4) In what areas is English mostly used?
- 5) What are the difficulties in learning foreign languages?
- 6) Is the knowledge of English necessary nowadays and why?

Learning foreign languages

The problem of learning foreign languages is very important today. Students should learn foreign languages. They became important especially at the present time. Foreign languages are needed as the

main and most efficient means of information exchange between the people of our planet.

Today English is the language of the world. Over 350 (three hundred and fifty) million people speak it as a mother tongue. The native speakers of English live in Great Britain, in the United States of America, Australia and New Zealand. English is one of the official languages in the Irish Republic, Canada and South African Republic. As a second language it is used in the former British and US colonies.

It is the major international language for communication in such areas as science, technology, business and mass media. English ought to be used as one of the official languages of the United Nations Organization and other political organizations. It is the language of computer software, literature, education, modern music, international tourism.

Learning a foreign language is not an easy thing. It is a long and slow process that takes a lot of time and patience. But every educated person, every good specialist has to know English, because it is absolutely necessary nowadays.

It is well known that reading books in the original, talking with the English speaking people will help a lot. When learning a foreign language you are to learn the culture and history of the native speakers. You may learn any foreign language. They are all important.

Ex. 3: Insert the necessary preposition.

at	for	to	after	of	in	by	from
----	-----	----	-------	----	----	----	------

- 1) I go ... the college ... bus. 2) Many students ... our college study well. 3) ... leaving the college I can try to enter the University. 4) Our college trains specialists ... work ... different spheres.

Ex. 4: Use the necessary form of verbs *to be* / *to have*.

- 1) Prof. Ivanov ... our lecturer. 2) I ... a first-year student now. 3) He...born in 1985. 4) The students ... at the laboratory yesterday. 5) My brother..., two children. 6) They ... a lot of work to do this week.

Ex. 5: Use the necessary modal verb or its equivalent.

- 1) You ... consult your director. 2) ... I go with you? – Please, do. 3) The train ... come at 7 o'clock yesterday. 4) The students ... come to all their lectures. 5) They ... speak English and don't know French.

Ex. 6: Write an essay on the importance learning foreign languages for the future specialist.

Практическое занятие 1.3.3

Тема: Британский и американский английский.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари.

Задания к практической работе:

Ex. 1: Read the text to answer the following questions.

- 1) What language did the early English colonists speak in the New World?
- 2) Why has the English language been known as a word borrower?
- 3) Examine the Indian influence in the formation of the American English.
- 4) What borrowings were made from the French, Spanish and Dutch languages?
- 5) Describe the infiltration of American words and expressions into British English.
- 6) What are the basic differences between British and American pronunciation?
- 7) What should be understood by the simplified spelling in American English?

The British and American English

1. There are very few pure languages. English has been known as a word borrower. In the formation of the American English the English-speaking colonists were brought into contact with the different peoples who spoke different languages. Many words, derived from these languages, were added to the seventeenth-century form of English. First in importance come the words derived from the speech of various Indian tribes. This was caused by the necessity of talking about new things, qualities, operations, concepts, and ideas.

2. The first colonists saw plants and animals which were new to them. Some of the fish they caught in the coastal waters were unlike anything they had seen before. The land was occupied by tribes who

spoke strange languages, wore strange clothing, prepared strange foods. Names had to be given to all these aspects of their new life. So, from the Indians were borrowed not only the many geographical names of rivers, lakes, mountains, but names for objects (plants, animals) as well as implements and food preparations.

3. Besides the various Indian influences, American English reflects the other non-English cultures which the colonists met in their conquest of the continent. In the westward expansion of their territory, the English-speaking colonists soon came into contact with the casual French settlements in the Middle West. From the French a considerable number of words were derived, e. g. rapids, prairies, etc. More substantial borrowings were made from the Spanish colonization and culture as the English-speaking settlers moved southward and westward toward the Pacific Ocean. Spanish words were adopted at two different periods. In the early colonial days, American English received creole, mulatto. Then, after the Mexican war (1846-48) contact with the Spanish-speaking inhabitants of Texas and the Spanish West resulted in borrowing of such words as canyon, ranch, sombrero. The Dutch settlers of New York contributed to American English the following words: boss, cookie, Santa Claus.

4. The increasing influence of the mass media has caused a steady infiltration of American words and expressions into British English. The word «okay», for example, once exclusively American, is today normal British usage.

5. Americans are constantly inventing new words, many of which have found a permanent place first in American and then in British usage. In this category we have formations like «to televise» from «television», and compound words like «cablegram» from «cable» and «telegram» and «sportcast» from «sport» and «broadcast». The use of nouns as verbs and vice versa has also given rise to new words. Thus we have «to park», which now means «to put in a safe place until needed», and today we park not only cars but also children, dogs and even chewing gum. A cheap article of good quality is a «good buy», things to eat are «eats», and a technical designer who produces a perfect «lay-out» (design) has «know-how».

6. Foreign students with knowledge of English often experience considerable difficulty in their first contacts with American speakers. The problem here, however, usually has more to do with pronuncia-

tion than with the language itself. Apart from the typically nasal quality of American speech, there are a number of basic differences between British and American pronunciation:

a) Words ending in *-ary* and *-ory* have a stress on the next to last syllable in American: *secretary*, *laboratory*;

b) Americans often pronounce [r] in position where it is not pronounced in British English: *car*, *here*;

c) In such words as *bath*, *news* the American pronunciation will be [bæθ], [nu:z];

d) Other words which are pronounced differently: *tomato*, *address*.

In American English the pronunciation is [ta'meɪtau] and ['ædres].

7. In American English there is an increasing tendency to employ a simplified spelling. The commonest feature of this simplified spelling is the use of *-or* in all words that in English contain *-our*: thus Americans write *labor*, *honor*, *honorable*, also many Americans write *thru* for *through*, *Marlboro* for *Marlborough*.

8. There are, however, a number of cases in which British and American people continue to use different words to mean the same thing. These words are still in constant use and have retained their national character. Here are a few examples illustrating certain variations in the two languages.

Ex. 2: Translate paragraphs (4-7) for 45 minutes in written form.

Ex. 3: Familiarize yourself with the following information.

There are, however, a number of cases in which British and American people continue to use different words to mean the same thing. These words are still in constant use and have retained their national character. Here are a few examples illustrating certain variations in the two languages.

Transportation

British

booking office

bonnet (of a car)

car park

Circus (Piccadilly)

coach

American

ticket window

hood

parking lot

Circle

bus

engine-driver
garage
guard (of a train)
goods train
lay by
lift
lorry
petrol
pram
railway
underground, tube

Food

British

biscuit
high tea
knife and fork tea
sweet biscuit

Others

British

autumn
bill (restaurant)
chemist
cinema
pavement
reduce
ring up

engineer
service station
conductor
freight train
rest area (on highway)
elevator
truck
gas or gasoline
baby-carriage
railroad
subway

American

cracker
supper
light supper
cookie

American

fall
check
drug store
movie, theatre
sidewalk
slash (prices)
call up

Ex. 4: Write an essay on the following topics. Use the known material of Workshop 1.3.3.

- 1) The basis for the formation of the American English.
- 2) Support the statement «Americans are constantly inventing new words».
- 3) Do you find American English difficult or easy for comprehension?

Практическое занятие 1.3.4

Тема: Сложности с иностранным языком.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и монологической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари.

Задания к практической работе:

Ex. 1: Skim the text to answer the following question.

1) Why do some people travelling abroad have any difficulties while communicating with native speakers?

The difficulties of a foreign language

There are numerous anecdotes about the difficulties of people traveling in foreign countries without knowledge of the language of that country. Here's the story of a Frenchman traveling in the United States who, while eating in a restaurant, wished to order some mushrooms. Unable to make himself understood, he asked for a pencil and paper and carefully drew a picture of a mushroom. His drawing, however, was not too good, for the puzzled waiter returned in about ten minutes, not with an order of mushrooms, but with a large man's umbrella. Another similar story concerns two Americans travelling in Spain. They were both unable to speak a word of Spanish and one day, while eating in a restaurant in a small village; they were having considerable difficulty in explaining to the waiter what they wanted. One of them wanted a glass of milk. The waiter seemed unable to understand. Finally, on the back of the menu the man drew a picture of a cow. The poor waiter, however, still seemed puzzled. Finally he left and was gone from the restaurant for half an hour or so. He returned very pleased with himself. There were two tickets for a bullfight in his hand.

Ex. 2: Translate the text with a dictionary for 20 minutes.

Ex. 3: Write an essay on your difficulties in studying foreign language.

Тема 1.4

Здоровье и спорт

Практическое занятие 1.4.1

Тема: Спорт в нашей жизни.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства.

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

ability – возможность	glory – слава, великолепие
achieve – достигать	harmful – вредный
amateur – любитель, любительский	illness – болезнь
both – оба	improve – улучшать
break – побивать рекорд (broke, broken)	include – включать
case – случай, дело	jog – бегать (трусцой)
champion – чемпион	joint – сустав
constant – постоянный	muscle – мышца
cross-country – по пересеченной местности	prefer – предпочитать
cross-country skiing – равнинные лыжи	prepare – готовить
decision – решение	resistant – сопротивляющийся, устойчивый
difference – отличие	ski – лыжи (вид спорта), лыжный
distinguish – различать	slope – спуск
divide – разделять	solution – решение
everyone – каждый	success – успех
exercise – упражнение	team – команда
fame – слава	trainer – тренер
follow – следовать	velocity – скорость
game – игра	warn – предупреждать
	western – западный
	win – побеждать

Ex. 2: Study the active vocabulary. Translate the following words and phrases from English into Russian.

Sport, sportsman, jogging, game, exercise, amateur, important, illness, professional, kilometer, mountain, cross-country skiing, player, constant, movement, quickly, necessary, distinguish, difference, win, to break a record, achieve, glory, fame, commercial success, ca-

reer, muscle, resistant, stress, improve, prefer, speed, western, to jog, harmful, joint, solution, ski slope, football, volleyball, basketball, hockey, team, velocity, reaction, ability, decision, coordination, physical training, Olympic champion.

Ex. 3: Guess the word by the explanation of its meaning.

- 1) something that you can play, usually with rules
- 2) from or concerning the west
- 3) an action or feeling caused by another person or thing
- 4) the best person in a sport or competition
- 5) to do better than your opponents in a game
- 6) an outdoor game played by two teams with curved sticks and a small hard cylinder
- 7) a team game in which players try to throw a ball through a hoop fixed three meters above the ground
- 8) a game played by two teams which try to kick an inflated ball into their opponent's goal
- 9) a very high hill
- 10) someone who does something because he likes it without being paid for it

Ex. 4: Give English equivalents for the following words:

Бег трусцой, игра, любитель, важный, успех, побить рекорд, решение, хоккей, возможность, различать.

Ex. 5: Translate the text to find the following information.

- 1) Find the paragraph where is spoken about skiing that is divided into two types.

Sport in our life

The healthiest way of life for a person is constant movement and exercise. When exercise stops, illnesses quickly appear. But those who don't forget about sport have a happy and healthy life.

It is necessary to distinguish amateur sport and professional sport. The most important difference is that professional sportsmen, on the one hand, try to win, to break records and to achieve great results because it brings them glory, fame and commercial success. Amateur sportsmen, on the other hand, go in for sport to be healthy and feel well – and not to have a sport career.

One of the simplest and most ancient sports is running. It is an exercise which doesn't make you stronger (so your muscles don't be-

come thicker), but it makes you more resistant to stress. This sport, like many others, improves your health and even cures some illnesses.

If you are an amateur, you probably prefer jogging to running. Jogging is just like running, but here speed is not so important. Jogging is popular in Western countries. People jog several kilometres a day and found it very healthy. Doctors warn however, that jogging for more than twenty kilometres a week may be harmful for the joints.

In this case the best solution is skiing. Skiing is a very good winter sport. Two main types can be divided in this kind of sport: mountain skiing and cross-country skiing. When Russian people say skiing, they mean cross-country skiing. But Englishmen mean mountain skiing. Both kinds of sport are popular, but in order to go down the ski slopes you need more professionalism.

Besides these kinds of sports, there are games. Everyone knows such games as football, volleyball, basketball, hockey, tennis and others. Everyone knows them and played at least one of these games. In some of them only two players take part (tennis), in others – a team of several players. These games improve velocity of reaction, ability to take quick decisions, and coordination. They are popular with children, who follow the older sportsmen and want to be like them.

Sport is so important for us, that lessons of physical training are included into school, college and university curriculums. Besides there are special schools, which prepare future sportsmen, trainers and Olympic champions.

Ex. 6: Insert prepositions or post-verbal adverbs.

1) ___ the one hand, professional sportsmen try to win and break records. Amateur sportsmen, ___the other hand, go ___ sports to be healthy and to feel well.

2) Football and tennis are very popular ___ children.

3) Games improve velocity ___ reaction and ability to take quick decisions.

4) Why is sport to important ___ as?

5) In such games ___ football, basketball and hockey more than two players take part.

Ex. 7: Look at the plan of the text you've read. The sentences are in the wrong order, put them correctly.

1) The healthiest way of life.

2) The reason for having P. E. lessons at school, college and university.

3) Games and their types.

4) Jogging – a way to keep fit which is very popular in Europe.

5) The difference between amateur and professional sport.

6) Running – the most ancient sport.

7) Skiing – a winter alternative to jogging.

Ex. 8: Use the corrected plan of Ex. 8 to retell the text.

Ex. 9: Speak about your favorite type of sport.

Ex. 10: Make up a dialogue on one of the following topics.

1) A girl persuades her classmate to go in for swimming.

2) Two boys discuss the latest football match.

3) A student answers his classmate's questions about an unusual kind of sport.

Ex. 11: Write an essay on one of the following topics. Use the additional information from the Internet, if necessary.

1) The history of the Olympic Games.

2) The Olympic Games in Sochi.

3) Sports and games that you practice at your P. E. lessons.

4) Traditional Russian games.

Практическое занятие 1.4.2

Тема: Наше здоровье.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки устной монологической и диалогической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства.

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

1) absence – отсутствие

2) active – активный

3) angry – сердитый

4) aspect – аспект

5) attitude – отношение

6) bad – плохой

17) kidney – почка (орган)

18) kind-heartedness – доброта

19) lifestyle – стиль жизни

20) lift – лифт, поднимать

21) medical – медицинский

22) nutrition – питание

7) birth – рождение	23) philosopher – философ
8) contribution – вклад	24) possible – возможный
9) depend – зависеть	25) recommend – рекомендовать
10) diet – питание, диета	26) restore – восстанавливать
11) eat – есть, кушать	27) ruin – разрушать
12) extra – дополнительный	28) smoke – дым, курить
13) fibre – волокно	29) stairs – лестница
14) habit – привычка	30) temper – нрав, настроение
15) instead – вместо	31) threshold – порог
16) junk food – неполноценная еда	32) vitamin – витамин
	33) weight – вес

Ex. 2: Study the active vocabulary. Translate the following words and phrases from English into Russian.

Bad, aspect, energy, philosopher, restore, smoking, ruin, birth, active, nutrition, possible, diet, eat, vitamin, fibre, junk, extra, weight, recommend, stairs, instead, lift, kidneys, contribution, absence, habit, attitude, optimism, kind-heartedness, angry, temper, threshold, depend.

Ex. 3: Guess the word by the explanation of its meaning.

- 1) the ability to do things
- 2) each of several substances which are present in some products and which you need to stay healthy
- 3) several steps that take you from one floor to another in a building
- 4) expecting things to turn out well
- 5) a board or stone under the doorway of a building
- 6) two organs in our body that remove waste products from the blood
- 7) the measure of how heavy you are
- 8) something that you do without thinking, because you have done it so often
- 9) something you give
- 10) to say that something is good or suitable.

Ex. 4: Give English equivalents for the following words.

Плохой, восстановить, философ, курение, возможный, дополнительный, лифт, отношение, нрав, карта, разрушать, диета, вместе, отсутствие, доброта, зависеть, показывать, рождение, ак-

ТИВНЫЙ, ПИТАНИЕ, ЕСТЬ, ВОЛОКНО, НЕПОЛНОЦЕННЫЙ (о пище), ЗЛОЙ, СТИЛЬ ЖИЗНИ, МЕДИЦИНСКИЙ.

Ex. 5: Read and translate the text.

Our Health

Many philosophers said wise things about health – how important it is for each person, and that one lost, it can't be restored. If a person is eating bad food, smoking or taking alcohol – this ruins his health and it's very good if he has time to stop and think. In fact, health is something that is given to many of us since birth. But only active life and good nutrition can help us stay healthy as long as possible. The first aspect of good health is a healthy diet. Food that you eat gives you energy, vitamins and fibre. And if it is junk food – it gives you extra weight and problems with your health. The second aspect of good health is sport and exercises. Doctors recommend to use the stairs instead of taking a lift, and to walk during the break at school and college but not to sit at the same place. There are workers who have to sit at the working table for hours, but then they have problems with their kidneys, which is very serious. What are other contributions to good health? Of course, it's the absence of bad habits. But it's also your attitude to life. If you are full of energy, optimism and kind-heartedness, your life will be good. But if you are always angry, if it's difficult for you to keep your temper – then the problems are on the threshold. Finally, everything depends on us. Lifestyle is a way that leads to a happy and healthy life or to medical problems. The most important thing is to have a map that shows us the right way.

Ex. 6: Make up a plan of the text you've read. Use this plan to retell the text.

Ex. 7: Have you ever tried to have a balanced, healthy diet? Speak about it.

Ex. 8: Do you do sports to be slim and healthy? If so, speak about it.

Ex. 9: Which of these activities help people to move more and be healthier? Which of them do you practice?

- using the stairs instead of the lift
- going to college on foot instead of taking a bus
- going for a walk with your dog
- going to the country house and growing vegetables and fruit there

- having breaks when working at the computer

Ex. 10: Make up a dialogue according to one of the following situations.

1) Two students are discussing the bad effects of smoking on our body.

2) A student asks his new friend what sports he (or she) is fond of.

3) A doctor tells a patient to change his life completely.

Ex. 11: Translate into English.

Петя стал учиться хуже, чем обычно. Он решил, что ему нужно больше заниматься спортом и сбросить лишний вес. Это для него очень полезно, но недостаточно. Тогда он решил купить витамины, так как до свежих фруктов и овощей было еще далеко. И, наконец, он взялся за учебу и постарался наверстать упущенное. Витамины ему очень помогли.

Ex. 12: Write an essay on one of the following topics.

1) Healthy life – it's easy!

2) Going in for sports is my favorite pastime.

3) Be polite, honest and tolerant – and you'll be healthy.

Практическое занятие 1.4.3

Тема: Описание частей тела человека.

Цель: Активизировать употребление в речи лексико-грамматических единиц по теме. Сформировать навыки письменной монологической и устной диалогической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства, компьютерная система «Screenboard».

Задания к практической работе:

Ex. 1: Memorize the following words that belong to a head and a face of a person.

beard – борода

cheek – щека

chin – подбородок

head – голова

hair – волосы

ear – ухо

eyelid – веко

forehead – лоб

freckles – веснушки

jaw – челюсть

lips – губы

mouth – рот

eye – глаз

eyebrow – бровь

eardrum – барабанная перепонка

earlobe – мочка уха

eyelash – ресница

nose – нос

nostril – ноздря

moustache – усы

tongue – язык

tooth (мн.ч.: teeth) – зуб

wrinkles – морщины

Ex. 2. Test yourself! Do vocabulary Crossword-Test.

Across:

1) The unshaved growth of hair on the upper lip, and sometimes down the sides of the mouth.

4) A soft, rounded fleshy part hanging from the lower margin of the ear.

5) The strip of hair growing on the ridge above a person's eye socket.

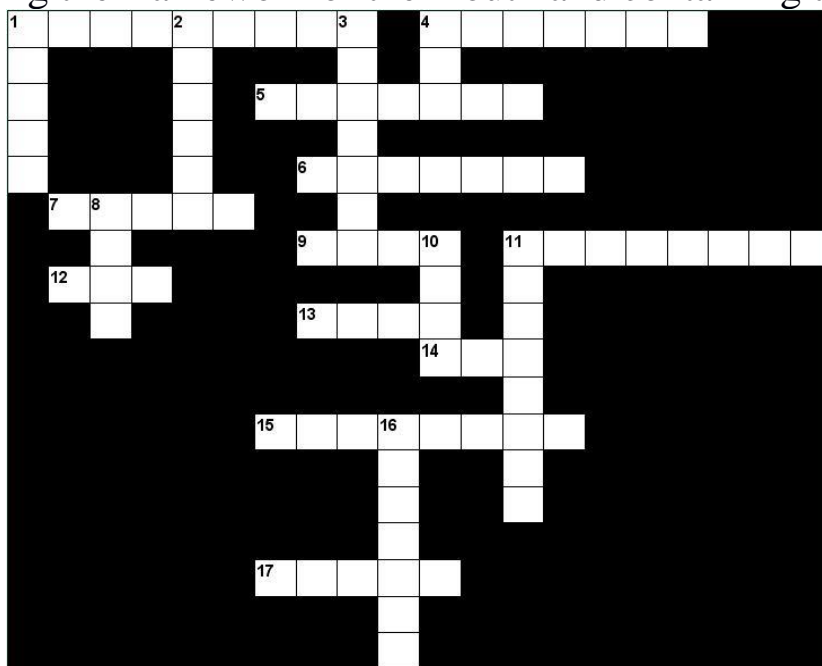
6) A membrane of the middle ear that vibrates in response to sound waves.

7) Either side of the face below the eye.

9) The protruding part of the face below the mouth, formed by the apex of the lower jaw.

11) A small patch of light brown colour on the skin, often becoming more pronounced through exposure to the sun.

12) Each of the upper and lower bony structures in humans forming the framework of the mouth and containing the teeth.



Down:

1) The opening in the lower part of the human face, surrounded by the lips, through which food is taken in and from which speech and other sounds are emitted.

2) The fleshy muscular organ in the mouth of humans, used for tasting, licking, swallowing, and articulating speech.

3) Each of the short curved hairs growing on the edges of the eyelids, serving to protect the eyes from dust particles.

4) The organ of hearing and balance in humans, esp. the external part of this.

8) The upper part of the human body, typically separated from the rest of the body by a neck, and containing the brain, mouth, and sense organs.

10) The part projecting above the mouth on the face of a person, containing the nostrils and used for breathing and smelling.

11) The part of the face above the eyebrows.

16) Either of the two external openings of the nose.

Ex. 3. Fill in the blank with the correct word taken from the box.

eardrums	earlobes	eyebrows	eyelashes
eyes			
hair	jaw	mouth	teeth
			tongue

1) Your eyes are the parts of your body with which you see.

2) Your ____ is the lower part of your face below your mouth.

3) Your ____ are the soft parts at the bottom of your ears.

4) Your ____ is the fine threads that grow in a mass on your head.

5) Your ____ are the lines of hair which grow above your eyes.

6) Your ____ are the hairs which grow on the edges of your eyelids.

7) Your ____ are the hard white objects in your mouth and which you use for biting and chewing.

8) Your ____ is the soft movable part inside your mouth which you use for tasting, eating, and speaking.

9) Your ____ are the thin pieces of tightly stretched skin inside each ear, which vibrate when sound waves reach them.

10) Your ____ is the area of your face where your lips are or the space behind your lips where your teeth and tongue are.

Ex. 4: Translate the text with the dictionary for 45 minutes.

Health

Good health is very important for every person. Still, sometimes we get ill, we call a doctor, and he examines us and diagnoses the illness. When we have a headache, a stomach ache, a sore throat, a cold, or a pain in some parts of the body, we call a doctor. He takes our temperature and our pulse. He examines our heart, our lungs, our stomach or the part where we have pain, and tells us what the matter is with us.

The doctor prescribes medicine, and gives us a prescription, which we take to the chemist's, who makes up the medicine. If you follow the doctor's orders, you get better; if you disobey the doctor, you may get worse, and even die. We must obey the doctor, if we want to get better.

If we have a temperature, we must stay in bed and take the medicine he prescribes. If we cannot get better at home we must go to hospital. If we are too ill to walk, we go to hospital in the ambulance. After our illness we can go to a sanatorium until we are strong again. When we have toothache, we go to the dentist's. He examines our teeth, finds the tooth which hurts us, stops or extracts it.

In our country health system incorporates a variety of medical institutions. The medical service is of two kinds. Some state establishments give their employees medical insurance cards. They guarantee the people free of charge medical assistance. Some medical establishments charge fees for treatment. They may be rather high, but our medical service now uses all modern equipment and medicines and provides qualified medical help to all people.

Ex. 5: Write a summary of this text.

Практическое занятие 1.4.4

Тема: Здоровье и болезни.

Цель: Активизировать употребление в речи лексико-грамматических единиц по теме. Сформировать навыки письменной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства, компьютерная система «Screenboard».

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

- 1) illness / sickness – болезнь, нездоровье
- 2) disease – болезнь, заболевание
- 3) catching disease – заразная, инфекционная болезнь
- 4) untreatable disease – неизлечимая болезнь
- 5) to be ill / to be sick – болеть
- 6) to fall ill / sick – заболеть
- 7) to feel sick – чувствовать тошноту
- 8) to vomit – страдать рвотой
- 9) to make an appointment with a doctor – записываться на прием к врачу
- 10) to catch a cold – простудиться
- 11) cold – простуда
- 12) flu – грипп
- 13) hay fever – сенная лихорадка (аллергический насморк)
- 14) pneumonia – воспаление легких, пневмония
- 15) bronchial pneumonia – бронхиальная пневмония
- 16) bronchitis – бронхит
- 17) food poisoning – пищевое отравление
- 18) measles – корь
- 19) sore throat – боль в горле
- 20) quinsy – ангина
- 21) asthma – астма
- 22) sepsis – сепсис
- 23) multiple sclerosis – рассеянный склероз
- 24) heart attack – сердечный приступ; инфаркт (разг.)
- 25) infarction – инфаркт
- 26) cough – кашель
- 27) sneezing – чихание
- 28) runny nose – насморк
- 29) to have / suffer from a headache – иметь / страдать от головной боли
- 30) stomachache – боль в желудке

- 31) toothache – зубная боль
- 32) to hurt –болеть (e.g. My leg terribly hurts. – У меня болит нога.)
- 33) injury – рана, ушиб
- 34) wound [wu:nd] – рана, ранение
- 35) painful – болезненный
- 36) to take blood pressure – измерять артериальное (кровенное) давление
- 37) to faint – терять сознание
- 38) to make an appointment with a doctor – записываться на прием к врачу
- 39) to send for a doctor – вызывать врача на дом
- 40) to call an ambulance –вызывать скорую помощь
- 41) chemist's / drugstore – аптека
- 42) to prescribe (a) medicine – прописывать лекарство
- 43) to take a medicine (for cold, flu, etc.) – принимать лекарство (от простуды, гриппа и т.д.)
- 44) to make diagnosis [daɪəg'nauzɪs] – поставить диагноз
- 45) to keep the bed – соблюдать постельный режим
- 46) to go for regular checkups – ходить на регулярный медицинский осмотр
- 47) (hygienist) cleaning – гигиеническая чистка зубов
- 48) dental caries ['kæri:z] – кариес
- 49) to fill a tooth – пломбировать зуб
- 50) to pull a tooth out – удалять зуб
- 51) (medical) treatment – лечение
- 52) cure – лечение, курс лечения; средство излечения
- 53) anti-inflammatory drug – противовоспалительное средство
- 54) pain-killer – болеутоляющее средство
- 55) drug – таблетка; наркотик
- 56) medicine – лекарство, медикамент
- 57) to follow a doctor's advice / recommendations – следовать советам / рекомендациям врача
- 58) to recover – выздоравливать
- 59) to be under (the) care of a doctor – находиться под наблюдением врача
- 60) hospital stay – пребывание в больнице

- 61) patient – пациент
- 62) visitor – посетитель
- 63) ward – больничная палата
- 64) surgeon – хирург
- 65) (hospital) nurse – медсестра

Ex. 2: Translate the text with a dictionary.

Illnesses and their treatment

Nobody likes visiting a doctor. However, when people feel sick they make an appointment with a doctor, send for a doctor or, in most serious cases, call an ambulance. For such illnesses as flu, cold, hay fever, food poisoning, you can buy either some medicine from the chemist, or have a prescription made up.

Undoubtedly, all of the illnesses have different symptoms. For instance, if you have a sore throat, sneezing and cough, it is obvious that you have caught a cold. But when you are running a high temperature and have symptoms for cold, you've got flu. Let us try to make another diagnosis. If you feel sick, want to vomit and have a stomach-ache, you must have got a food poisoning.

Many people are afraid of dentists. However, it is essential to see your dentist for a regular checkups and cleaning. It will help to prevent dental caries. Besides, doctors recommend that people should brush their teeth each time after meals. Anyway, when people have a toothache they should make an appointment with a doctor as soon as it is possible. The doctor will use a local anaesthetic to the area around the tooth and fill the cleaned out cavity or pull it out. Sometimes after the treatment you will have to take some anti-inflammatory drugs or pain-killers. So, if you follow all of your doctor's recommendations, you'll recover very soon.

The most common childhood diseases are measles, pneumonia, flu, scarlet fever and sore throat. If the disease is catching, the sick child is usually isolated and should keep the bed. Doctors usually recommend that the patients should drink a lot of hot tea with lemon and honey as well as taking some pills for curing.

The most serious diseases include heart attacks, asthma, multiple sclerosis, sepsis and many others. In case of unbeatable illness most people need special medical attention and are under care of a doctor in hospital. Anyway, any hospital stay, any treatment or any surgical operation is stressful. That is why visitors may see the patients. Moreo-

ver, experts say that visitors can be good medicine for patients because they can help, support and distract them from disturbing problems.

Taking into consideration all mentioned above, I think that all people should take care of their health and go for regular checkups. So, for speedy recovery it's essential to follow the doctor's advice.

Ex. 3: Answer the following questions.

- 1) Do you often fall ill?
- 2) When do you think it is necessary to go to a doctor?
- 3) What does the doctor do during the examination?
- 4) What is the normal human body temperature?
- 5) Do you know other names for a chemist's shop?
- 6) When do you call the doctor?
- 7) How does an ambulance work?
- 8) Have you ever been to hospital? For what reason?

Ex. 4: Make up a summary of the text.

Практическое занятие 1.4.5

Тема: У доктора.

Цель: Активизировать употребление в речи лексико-грамматических единиц по теме. Сформировать навыки устной монологической и диалогической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства, компьютерная система «Screenboard».

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

be ill (with something) – болеть (чем-л.)

flu – грипп

headache – головная боль

be unwell – плохо себя чувствовать

healthy – здоровый

catch cold – простудиться

medicine – лекарство, медицина

chemist's (shop) – аптека

nurse – медсестра

complain (of something) – жаловаться (на что-л.)
prescribe – выписывать (лекарство)
complication – осложнение
recover – выздоравливать
run a temperature – иметь высокую температуру
cure – лечить
disease (a catching disease) – болезнь, (заразная болезнь)
running nose – насморк
see / consult a doctor – приходить на прием к врачу
examine – осматривать, обследовать
sick leave – больничный лист; отпуск по болезни
fall ill with – заболеть чем-либо
fever ['fi:va] – жар, лихорадочное состояние
Graut ['graʊt] – больное горло

Ex. 2: Read and then act out the dialogue.

A Visit to a Doctor

On Monday Vlad felt unwell. He had a sore throat, a running nose and a bad cough. He went to college, but after the first period his teacher told him to go and see the doctor, because he had the symptoms of the flu, and it was a very catching disease. So Vlad left the college and went to a polyclinic. There were several people in the queue in front of the cabinet, but in less than half an hour Vlad's turn came and he entered.

Vlad: Good morning. May I come in?

Doctor: Yes, please. What is the matter with you?

Vlad: I think I have got a slight cold, doctor. I have a sore throat and a running nose.

Doctor: Do you cough?

Vlad: Yes, I do occasionally.

Doctor: Have you taken your temperature?

Vlad: As a matter of fact, I haven't, doctor.

Doctor: Then take a seat. Here is a thermometer. Well, young man, your temperature is rather high – it is 38.4°. Let me examine your throat. Now strip to the waist, please. I must sound your chest. All right, you may dress yourself.

Vlad: Well, doctor, is there anything serious the matter with me?

Doctor: Don't worry; there is nothing really serious. You have got flu. It is spring now, and many people suffer from flu. But you

shouldn't treat your disease lightly. It often leads to complications, if a patient doesn't follow the doctor's advice.

Vlad: What am I to do, doctor?

Doctor: Here is the recipe, take these pills three times a day. Gargle your throat with this mixture every two hours. Don't go to the chemist's yourself. Ask your relatives to go and fetch the medicine for you. Drink hot tea or milk. And stay in bed for at least three days. Do you need a sick leave?

Vlad: Yes, I do.

Doctor: Then I'll give you a leave for three days, and then you will come to see me again.

Vlad: Thank you very much, doctor. Goodbye.

Having left the polyclinic, Vlad went straight home. He asked Alexei to go to the chemist's for the medicine and went to bed. He followed the doctor's advice and did everything he had prescribed. His friends called him and asked how he felt. They wanted to visit him, but Vlad's mother didn't allow them to. So they sent him some books to read. By the end of the third day Vlad stopped sneezing and coughing and his temperature was normal again. He was glad that he recovered.

Ex. 3: Answer the following questions.

1) When did Vlad feel unwell? 2) What were the symptoms of his disease? 3) He went to college that day, didn't he? 4) Who sent him to see a doctor? 5) Were there any people in the polyclinic? 6) Did the doctor take his temperature? 7) Did Vlad have fever? 8) What was the matter with Vlad? 9) What did the doctor prescribe? 10) Did the doctor give Vlad a sick leave? 11) Vlad followed the doctor's recommendations, didn't he? 12) How long did it take Vlad to recover?

Ex. 4: Read and memorize the following dialogues to act them out for 3 minutes.

1) - How are you today?
- Not very well, I'm afraid.
- What is the matter?
- I think I have caught a cold.
- You'd better go home then.

2) - What is the matter with you?
You look ill.
- I've got a terrible toothache.
- Then you should go to see the dentist immediately.
- I am afraid I'll have to.

Ex. 5: Put the sentences in the right order to make a dialogue.

Doctor:

- Yes, I will prescribe you this medicine, but don't take it for more than a week. Remember that a lot of fresh air and a long rest will help you more than any pills in the world.

- What is the matter with you?

- Do you sleep well?

- Do you keep late hours?

- Let me sound you. Do you smoke?

- You must take a vacation. You should go to some quiet place and stay there for at least half a month. Try to stop smoking. Walk at least an hour a day. This is the only way to recover. Have you been working a lot?

Patient:

- I have had some urgent work to do and I was very nervous about it.

- Doctor, will you prescribe me any sleeping pills?

- No, I don't. I have been sleeping very badly lately.

- Occasionally. About a pack a week.

- I don't go to bed till midnight, sometimes later.

- Thank you, doc. I'll try to follow your advice.

- Well, I don't know, but I have a terrible headache

Ex. 6: Answer the doctor's questions.

1) Do you ever have headaches? 2) Do you smoke? 3) Did you take these pills before? 4) Do you need a sick leave? 5) When did you catch cold? 6) Do you often sneeze? 7) When did you see the doctor last?

Ex. 7: Make up dialogues on the following situations.

(1) You go to see the doctor and complain of high temperature and headaches. The doctor examines you and prescribes some medicine.

(2) You are in bed because you have caught a cold. A friend from college comes to see you.

(3) You wake up in the morning and feel that you have a running nose and a sore throat. You complain of this to your mother. She advises you to stay in bed and decides to call a doctor.

Ex. 8: Translate into English.

Однажды утром я почувствовал, что нездоров. У меня был насморк, и болело горло. Мама измерила мне температуру и сказала, что у меня жар. Она посоветовала мне остаться дома и вызвать врача. Когда врач пришел, он сказал, что у меня все симп-

томы гриппа. Он выписал мне больничный лист на три дня и посоветовал соблюдать постельный режим, так как грипп – очень заразная болезнь. Выписав рецепт на таблетки, врач ушел. Я попросил маму сходить в аптеку и во всем следовал советам доктора. Через три дня я выздоровел.

Ex. 9: Memorize the following words and word combinations dealing with the doctor's visit.

1) an ache	боль (обычно продолжительная, тупая);
a heartache	боль в сердце
a toothache	зубная боль
a backache	боль в спине, в пояснице
an earache	боль в ухе
to have an ache	испытывать боль
2) a bad cold	сильный насморк / простуда
3) a bad cough	(сильный) кашель
4) a pain (in)	боль (в)
5) pills	пилюли, таблетки
6) stomach	желудок
7) to examine throat	проверять горло
8) to feel pulse [pʌls]	проверять пульс
9) to follow doctor's prescription	следовать рекомендациям врача
10) to take an X-ray of	сделать рентген чего-либо
11) to sound heart and lungs	послушать / проверять сердце и лёгкие
12) to take temperature	измерять температуру
13) to test blood pressure	измерять кровяное давление
14) to test eyes	проверять глаза

Ex.10: Match the English words and Russian word combinations.

1. to consult	a) doctor's prescription	a) жаловаться на боль в сердце
2. to take	b) treatment	b) обращаться к врачу

3. to follow	c) a heart-ache	с) страдать от зубной боли
4. to suffer from	d) an X-ray of the chest	д) предписывать лечение
6. to complain of	e) a doctor	е) следовать рекомендации врача
7. to prescribe	f) a tooth-ache	ф) сделать рентген грудной клетки

Ex 11: What can the doctor do? Choose the right variants to make English and Russian sentences.

The doctor can

1. test a) eyes.
2. feel b) your teeth.
3. take c) your pulse.
4. sound d) your throat.
5. check e) temperature.
6. examine f) blood pressure.
- g) your heart and lungs.

Доктор может

- 1) измерить а) ваш пульс.
- 2) проверить б) ваши зубы.
- с) ваши глаза.
- д) ваше горло.
- е) температуру.
- ф) кровяное давление.
- г) ваше сердце и лёгкие.

Ex. 12: Situation: Your friend who has some problems with his English is to give a report on the topic «At the Doctor's» in English tomorrow. Help him to translate some fragments of his report from Russian into English. Your task is to reconstruct the text by means of replacing the Russian words and word combinations in *italics* by their English ones.

At the Doctor's

Is there anything more important than *здоровье*? I don't think so. «Здоровье это the greatest богатство», мудрые люди say. You can't be good at your studies or work well *когда вы больны*. If у вас *головная боль, боль в сердце, зубная боль, боли в спине, боль в ухе* or *сильная боль* in the stomach, if you *жалуетесь на боль в горле* or *кашель* if you run a high temperature and have *сильный насморк* in your head, or if you *страдаете от высокого or low кровяного давления*, I think you should *обратиться к врачу*.

The doctor will *проверит* your *горло*, your *пульс*, your *кровяное давление*, *померит температуру*, *послушает сердце и лёгкие*,

проверит глаза, зубы or сделает рентген of your грудной клетки. After that he will *предпишет* some лечение, pills and таблетки or some other лекарства which we can buy at the аптеке.

He will *рекомендовать* you to stay in bed for some time, because there might be *серьёзные осложнения*. The only think you have to do is to follow *его рекомендациям*.

Тема 1.5

Российская Федерация

Практическое занятие 1.5.1

Тема: Российская Федерация.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства.

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

power – держава, энергия

occupy – занимать

border – граница, граничить

border on – граничить с

maritime – морской

vary – изменяться

desert – пустыня

valley – долина

plain – равнина

chain – цепь

separate – отделять

iron – железо

lead – свинец

gold – золото

oil – нефть

deposit – залежь, месторождение (полезных ископаемых)

quarter – четверть

self-sufficient – экономически самостоятельный

fuel – топливо

motor vehicle – автомобиль

wheat – пшеница

oats – овёс

rye – рожь

grain – зерно

cattle-breeding – животноводство

poultry raising – птицеводство

legislative – законодательный

executive – исполнительный

body – орган (правления)

council – совет

equipment – оборудование

timber – лес, древесина

foodstuff – продовольственные

branch – отрасль	товары
engineering – машиностроение	consumer goods – потребительские товары
steel – сталь	rubber – каучук, резина
the only – единственный	

Ex. 2: Read aloud and translate the international words.

occupy; history; (to) date; role; economic; navigation; subtropical climate; arctic; continental; (to) limit; natural resources; zinc, nickel and aluminum; metals and minerals; natural gas; quarter; republic; concentrate; industry and agriculture; industrial and agrarian machines; energy; system; motor transport; portion; machinery; chemicals, (to) export; importer; computer; constitutional republic; Duma; president.

Ex. 3: Read the text to answer the following questions.

- 1) How old is Russia?
- 2) Russia is a country with a variety of natural conditions, isn't it?
- 3) What natural resources is your country rich in?
- 4) What do you know about the seas washing Russia?
- 5) Russia imports fuel and energy, doesn't it?
- 6) What are the leading industries of the state?
- 7) What can you say about the agriculture in your country?
- 8) Where are the highest bodies of state power located and what are they?
- 9) Is there a one-party or a multi-party political system in Russia?
- 10) What political parties of your country do you know?
- 11) Do you sympathize with any of them and why?

The Russian Federation

The history of Russia dates back to the year 862. Russia is a great power and has always played an important role in the world.

In area (about 17 million sq. km) the Russian Federation is the largest country in the world. It occupies most of Eastern Europe and Northern Asia. The country is washed by 12 seas of the three oceans: the Pacific, the Arctic and the Atlantic. Two-thirds of the Russian borders are maritime borders, but their large portion falls to the arctic seas where navigation is limited.

In the west Russia borders on Norway, Finland, the Baltic States, Byelorussia, the Ukraine. In the south it borders on China, Mongolia, Korea, Kazakhstan, Georgia and Azerbaijan. It also has a sea-border with the USA.

The land of Russia varies from thick forests to deserts, from high mountains to deep valleys. There are two great plains in Russia: the Great Russian Plain and the West Siberian Lowland. The longest mountain chains are the Urals (separating Europe from Asia), the Caucasus, the Altai.

The most important rivers are the Volga (the biggest in Europe), the main Siberian rivers – the Ob, the Yenisei and the Lena – and the Amur in the Far East. The total number of rivers in Russia is over two million. There are also many lakes with the world's deepest lake Baikal.

The climate in Russia varies from arctic in the north to continental in the central part of the country and subtropical in the south.

The total population of Russia is about 147 million people, 82% of whom are Russians.

Russia is rich in natural resources: coal, iron, zinc, lead, nickel, aluminum, gold and other non-ferrous metals. It has the world's largest oil and natural gas deposits. Three-quarters of the republic's mineral resources is concentrated in Siberia and the Far East.

The Russian Federation is an industrial-agrarian country. The main branches include coal, oil, gas, engineering, electrical power, iron and steel, shipbuilding and motor vehicle industries. Russia is the only country in the world that is self-sufficient in fuel and energy.

Great attention is paid to agriculture. The most important crops are wheat, rye and oats. The most important regions for grain growing are the North Caucasus, the Volga and the Amur regions. Another important branch of agriculture is cattle-breeding and poultry raising. The country produces quite enough grain, meat, milk and other agricultural products.

Russia is known to be an exporter of fuel and electrical power, machines and equipment, chemicals, timber. It imports foodstuff, consumer goods, rubber, computer equipment, some kinds of machinery.

The capital of the Russian Federation is Moscow. It is a great cultural, educational, scientific and administrative center of the coun-

try. It is the seat of the Russian government, the executive body of the Federation.

Russia is a federative republic, with the President at a head of the state. The legislative body is the Federal Assembly, consisting of the Council of Federation and the State Duma.

Russia is a beautiful country which attracts a widespread interest in all parts of the world.

Ex. 4: True or false.

- 1) The head of the Russian Government is the President.
- 2) The majority of Russian borders are water-borders.
- 3) In the south of the state there is not enough rain for grain growing.
- 4) Russia is not rich in natural resources.
- 5) Moscow is the seat of the highest state bodies.
- 6) The climate in Russia varies from region to region.
- 7) Russia is a constitutional monarchy.
- 8) The executive body is the Federal Assembly.

Ex. 5: Make up a dialogue and act it out.

Практическое занятие 1.5.2

Тема: Сибирь.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства, компьютерная система «Screenboard».

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

- | | |
|-----------------------------|---------------------------------------|
| 1) huge – огромный | 14) density – плотность |
| 3) variety – разнообразие | 15) compare – сравнивать |
| 4) as well as – так же, как | 16) generate – вырабатывать |
| 5) near – приближаться (к) | 17) power – мощность, власть, держава |
| 6) fresh – свежий, пресный | 18) works – завод |
| 7) ferrous – чёрный | 19) testify (to) – свидетельствовать |
| 8) non-ferrous – цветной | |

9) extract – добывать	вать
10 process – процесс, обрабатывать	20) creation – создание
11) petrochemical – нефтехимический	21) trade – торговля, занятие
12) fuel – топливо	22) soil – почва
13) research – исследование	23) pay (paid) attention (to) – уделять внимание
	24) pollute – загрязнять

Ex. 2: Read aloud the international words paying attention to these pronunciations and then translate them.

Arctic climate; to cover; taiga, tundra and steppes; reserves and resources; natural gas; metals; extracting and chemical industries; energy; machine-building; ferrous and non-ferrous metallurgy; metallurgical center; institutions and laboratories; historic and cultural monuments; textile; administratively; territories, regions, autonomous republics and areas; to generate electricity; steel and aluminum; hydroelectric stations; a cellulose complex; industrial potential; adequate infrastructure; structural organization of services; ecology; atmosphere.

Ex. 3: Read the text and then translate it with a dictionary.

Siberia

I'd like to tell you about Siberia where my native town is situated. Siberia, the western part of Russia, covers huge territory, greater than that of the USA.

That's why it has a variety of climates as well as of lands; There are forests and taiga, tundra and forest-tundra, arctic lands and steppes. The population of Siberia is nearing 25 million people.

The largest Siberian waterways are the Angara, the Ob, the Yenisei, the Lena. There are many lakes too. The most famous of them is Baikal with nearly one-fifth of the world's fresh water reserves.

The area is very rich in natural resources: coal, oil, natural gas, ores of ferrous and non-ferrous metals. These are the basis of its industrial development. Among the highly developed industries there are extracting and timber-processing, chemical and petrochemical, fuel and energy, engineering (machine-building) and building materials industries, ferrous and non-ferrous metallurgy and some others.

Great changes have taken place in many Siberian towns. One of the largest cities is Novosibirsk, famous for its Akademgorodok, which is the main Siberian scientific center with a lot of research institutions and laboratories. Among the other large cities there is Omsk

(petrochemistry and engineering), Krasnoyarsk (engineering and aluminum industry), Irkutsk (historic and cultural monuments), Novokuznetsk (metallurgy, engineering, coal industry), Barnaul (chemical and textile industries), Kemerovo (chemical, coal-mining, machine-building industries).

Siberia is divided administratively into several territories, regions, autonomous republics and areas.

One of them is Kuzbass. In the level of industrial development and population density it may be compared with Western Europe or the USA. Kuzbass extracts more coal a year than Great Britain, generates more electricity than Denmark and as much steel as Belgium. The share of the chemical and some other industries is also high.

The Krasnoyarskaya, Bratskaya, Sayano-Shushenskaya and other hydroelectric power stations, the Kuznetsk and West Siberian metallurgical works, the machine-building plants in Kemerovo and Novosibirsk, the Omsk petrochemical plant, the timber complex in Bratsk, the cellulose plant in Ust-Ilimsk – all these testify to the Siberia's industrial potential.

On the other hand, Siberia has got a lot of problems. These include the creation of an adequate infrastructure, the structural organization of trade and services, the construction of housing, hospitals, stadiums and some others. Special attention is paid to ecology – the atmosphere, soil, and water pollution.

Ex. 4: Act out the following dialogues.

1) – Siberia is often called a «taiga land». Is it really a taiga area? - So, it is an agricultural area, isn't?

– You see, the territory of Siberia is so huge that you can find here not only taiga but tundra, forest-tundra, arctic lands as well as steppes.

– So, it is an agricultural area, isn't?

– Far from this. Siberia is very rich in natural resources. That's why it's an industrial area.

– Is it a densely populated area?

– I wouldn't say so. It is much less populated than the European part of the country. But there are many large cities and towns in it.

– I wonder, are there big rivers in Siberia? Could they be built without huge rivers?

– Of course, there are. No doubt, you know such giants as the Krasnoyarskaya, Bratskaya and Sayano-Shushenskaya hydroelectric stations.

2) – You said of big Siberian cities. I think everyone knows Novosibirsk and its Akademgorodok, Novokuznetsk and its metallurgical works, Kemerovo and its chemical plants and mines.

– And there is also Omsk with its petrochemical plant, Bratsk with its timber complex, Ust-Ilimsk with its cellulose plant and some other big towns.

– What are the main branches of industry?

– Can't you guess them from its plants and works?

– Well, I'll try. These are coal extracting, chemical, energy generation, ferrous and non-ferrous metallurgy.

– Right you are. And there are also timber-processing, engineering, building materials and some other branches.

3) – I see that Siberia is really a powerful industrial complex. I guess these are results in ecological problems, doesn't it?

– Right you are. There are serious ecological problems in Siberia. It's difficult to develop industry without polluting the atmosphere, soil, and water. But these problems are paid special attention to by local authorities.

Ex. 5: Make up a story about Siberia and its potential using facts you know.

Практическое занятие 1.5.3

Тема: Кузбасс.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства.

Задания к практической работе:

Ex. 1: Translate the following words and word combinations into Russian. Consult your dictionaries.

Kemerovo region; middle ground; cities and towns; the main
--

waterway; industrial use; limited; provide; connection; Transsiberian railroad; a population; it is rich in; main wealth; manganese; dolomite; mining; ferrous and non-ferrous; machine-building; no wonder; cooperation with; satellite communication

Ex. 2: Translate the following text without dictionary.

Kuzbass

Kuzbass or the Kemerovo region with the total area of 95,500 sq. km occupies the middle ground between Moscow and Vladivostok. Its population is a little bit less than 3 million people, 88 per cent of which live in cities and towns.

There are various communication means in Kuzbass. The main waterway is the Tom river but it has limited transportation possibilities for industrial use. The railroad provides the way out to the Transsiberian railroad and to Middle Asia. Automobile roads provide the connection between 20 towns of the region. Air transportation is done from Kemerovo and Novokuznetsk airports which have got the status of international airport.

Kemerovo and Novokuznetsk are the biggest towns of Kuzbass. The population in each of them is about 600,000 people.

Kuzbass is a very rich land. It is rich in agricultural lands and forests, rivers and lakes. It is rich in animals, birds, and fish. But its main wealth is natural resources: coal, iron and copper ores, aluminum, manganese, dolomite, mineral waters and others.

The structure of the Kuzbass industry and the trades of its population are determined by its natural resources. Mining, ferrous and non-ferrous metallurgy, machine-building, timber-processing and chemical industry are highly developed here.

No wonder, foreign investors are greatly interested in this area. For cooperation with foreign investors there are already some important infrastructural elements: satellite communication, electronic mail, a system of banks communication, commercial banks, broker's bureaus and investment funds.

Kuzbass occupies no more than one per cent of the Siberian territory but it is the largest industrial complex of Russia, the development of which is of great importance not only for the region itself or Russia, but for other countries as well.

Ex. 3: Skim the text «Kuzbass» again. Fill in the chart with key words from the text.

Kuzbass							
total area	num ber of towns	larg- est towns	total population	com munica- tion means	natu- re- sources	main industries	in- frastruc- tural ele- ments

Ex. 4: Translate the following text with a dictionary for 45 minutes.

The riches of Kuzbass

Kuzbass is known as the most important industrial region of Siberia. There are huge agricultural lands and forests, rivers and lakes, it is rich in flora and fauna. Its main wealth, however, is hidden underground. These are natural resources of coal, iron and copper ores, aluminum, manganese, dolomite, etc.

It is the Kuzbass's natural resources that determine the structure of its industry and the trades of its population. Mining, ferrous and non-ferrous metallurgy, chemical and building materials industries have been developed there. Huge iron-and-steel works, machine-building and building materials plants, timber-processing plants, numerous mines and collieries – all these are the indication of the region's industrial potential today. Plastics, coal, some types of machinery are known both inside the country and on foreign market.

At present the technical level of fuel extraction is at a sufficiently high level in Kuzbass, but this is not the case with infrastructure. By infrastructure it is meant a complex of facilities serving industrial and agricultural production. It includes roads and waterways, canals and bridges, airports and railways, transport and communication, water and power supply, the development of general and specialized education, of research work and medical care.

The development of new deposits of natural resources to be discovered as well as new industrial enterprises to be constructed in Siberia will require the application of up-to-date theoretical and practical knowledge. That's why the task of numerous higher schools, design and research institutions and laboratories is not only to carry out re-

search in various branches of national economy but to provide the training of highly qualified specialists and scientific personnel.

Occupying as little as one per cent of the Siberian territory the Kemerovo region is the largest industrial complex of Russia. That is why one should remember that the development of this territory is of greatest importance not only for Russia but for other countries as well.

Ex. 5: Make up a presentation about Kuzbass using facts you know.

Тема 1.6

Страны изучаемого языка

Практическое занятие 1.6.1

Тема: Великобритания.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства.

Задания к практической работе:

Ex. 1: Translate the following words and word combinations into Russian. Consult your dictionary.

to be washed	the Irish Sea	the North Sea	the	English
Channel mild	to comprise	resident	convenient	cross-
road	the warm current	It used to + V		

Ex. 2: Read the text to answer the following questions.

- 1) What are the names of the islands situated to the west of the continent of Europe?
- 2) What parts does the island of Great Britain consist of?
- 3) How many parts is Ireland divided into?
- 4) What is the official name of Great Britain?
- 5) Name the seas and oceans the country is washed by.
- 6) How large is the territory of the UK?
- 7) How are the people living in the UK called?
- 8) Why is the climate of the British Isles moderate?

- 9) What is the highest mountain in the UK?
- 10) What are the longest and most important rivers in the UK?
- 11) What is the capital of the country?
- 12) Prove that the UK has a very convenient position.
- 13) Give the names of famous people of Great Britain.
- 14) What type of state is the UK?
- 15) Who rules the country in fact?
- 16) How often do the elections take place?

The United Kingdom of Great Britain and Northern Ireland

To the west of the continent of Europe lie two large islands. The larger of them is called Great Britain, and the smaller, Ireland. These two and 5,500 smaller islands form the British Isles. The island of Great Britain consists of England, Scotland and Wales. The isle of Ireland is divided into Northern Ireland and the Irish Republic.

England, Scotland, Wales and Northern Ireland form the United Kingdom of Great Britain and Northern Ireland. The UK (the United Kingdom) is the official name of the country, occasionally referred to as Great Britain, which is, strictly speaking, only a geographic name.

Great Britain is washed by the Atlantic Ocean and the Irish Sea from the west, by the North Sea from the north and west. It is separated from the European continent by the English Channel. The narrowest part of the English Channel is called the Strait of Dover. The UK is not a very large country. Its territory is about 244,000 square kilometers, and no point of the country is more than 120 kilometers away from the sea.

At the same time, the population of the UK is the third largest in Europe, comprising about 60 million people. It is incorrect to call everybody who lives in the United Kingdom «English», as this is the name only for those who live in England. The residents of Wales are named Welsh, while the people of Scotland are called Scottish. The correct common name for English, Scottish and Welsh is British. Those who live in Northern Ireland are called Irish.

The climate of the British Isles is generally mild; it is seldom cold in winter and never too hot in summer. This is due to the warm current of the Atlantic Ocean, Gulf Stream. Britain was always known as the country of fogs, but now it is not quite so because of the climatic changes: there is maybe less fog than in any other European country.

There are no high mountains and long rivers in the UK. The highest mountain is Ben Nevis in the Highlands of Scotland, and the longest rivers are the Severn and the Thames.

Geographically, the UK has a very convenient position, being located on the crossroads from Europe to America. This is one of the reasons why Britain was (and is up to the present time) one of the leading world powers. The capital of the country is London. It is situated on the river Thames.

Britain has an ancient and glorious history. It used to be the great empire «where the sun never sets». It gave the world many famous scientists, writers, political leaders and explorers, such as Newton, Darwin, Drake, Shakespeare, Churchill and others.

For centuries monarchs ruled Britain. The constitutional monarchy is still preserved in the country, though it is practically no more than a tradition and a tribute to the past. Queen Elisabeth II is Head of State. Her power is limited by the parliament, which is elected every four years. The leader of the party that has won the majority during the elections becomes the Prime Minister. In fact, he becomes the head of state and forms the Cabinet. The second largest party forms the official Opposition.

Ex. 3: Find in the text the English equivalents of the following word combinations and use them in the sentences of your own.

- | | |
|------------------------------------|---------------------------|
| 1) иногда называемая | 7) называются |
| 2) строго говоря | 8) меньше туманов, чем |
| 3) омывается | 9) удобное местоположение |
| 4) третье по величине | 10) древняя и славная |
| 5) никогда не бывает слишком жарко | 11) раньше была |
| 6) отделена | 12) вторая по величине |

Ex. 4: Say what these figures refer to in the text.

5,500;

244,000;

120; 60,000,000

Ex. 5: Open the brackets and use the adjective in the corresponding degree of comparison.

1) The (large) island is known as Great Britain, the (small) is Ireland.

2) The (high) mountain in Scotland is Ben Nevis.

- 3) The (long) river in Great Britain is the Severn.
- 4) The arctic zone has (cold) climate.
- 5) The (narrow) part of the English Channel is called the Strait of Dover.

6) Among the Russian lakes (deep) is the Baikal.

Ex. 6: Find in the text all the verbs used in the Passive Voice. Render the sentences into the Active Voice, if possible.

Ex. 7: Make up sentences according to the model given below.

Model: English live in England. They speak English.

Welsh	Italian	Scottish	American	Irish	Mexican
Portuguese	German	French	Russian		

Ex. 8: Retell the text.

Практическое занятие 1.6.2

Тема: США.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства, компьютерная система «Screenboard».

Задания к практической работе:

Ex. 1: Read the text to answer the following questions.

- 1) Where is the USA situated?
- 2) What land area does it cover?
- 3) How large is the population of the USA?
- 4) Why is the climate of the USA so diverse?
- 5) What countries does the USA border on?
- 6) What seas and oceans is it washed by?
- 7) What are the most important rivers in the USA?
- 8) Where are the Great Lakes situated?
- 9) The USA is rich in natural resources, isn't it?
- 10) When did the present-day American history begin?

11) What was the purpose of the war between the North and the South?

12) Why is the USA called the leading world power?

13) How many states are there in the USA?

14) What is the capital of the USA?

15) Who is the President of the USA?

The United States of America

The United States of America covers the central part of North America.

Besides, Alaska and Hawaii belong to the USA. Its territory is about 9,328,000 square kilometers. The population of the United States is about 265 million people. The climate is different from state to state due to the large size of the country. It is mostly temperate, but tropical in Hawaii and Florida, and arctic in Alaska.

The USA is washed by the Pacific Ocean in the west and the Atlantic Ocean and the Gulf of Mexico in the east. It borders on Canada in the north and on Mexico in the south. The most important rivers in the USA are the Mississippi, the Colorado, the Ohio, and the Hudson River. The main mountain chains are the Cordillera in the west and the Appalachian Mountains in the east. Between these two mountain chains lie the central lowlands, called the prairie. To the north of the country, on the border with Canada, the Great Lakes are situated. They include the Lake Superior, the Lake Ontario, the Lake Erie, the Lake Huron and the Lake Michigan. Natural resources include nickel, lead, silver, petroleum, natural gas, iron and others.

Present-day American history began in 1607, when colonizers established the first permanent English settlement in Jamestown, Virginia.

Further on during the 17th century the settlers from Europe came to the new lands. They struggled Native Americans and drove them away from rich land to reservations. At first thirteen British colonies were established on the eastern coast. In 1775 the colonies began their struggle for independence and succeeded in 1783. This was how the United States came into being.

In 1861 the Civil War broke out. It is usually referred to as the war between the South and the North. Its aim was to give freedom to black slaves who previously could be bought or sold. Slavery was abolished in 1865, but the discrimination of the black population re-

mained until the 1960s. The influence of the USA was growing during the 19th-20th centuries until by the beginning of the 21st century it became the leading power. It dominates the economy and political life of the world.

The United States is a democratic federal republic. It comprises fifty states, including Alaska and Hawaii, and the District of Columbia, where the capital of the country is situated. The largest state is Alaska, and the smallest is Rhode Island. Each state has its own legislature. Head of State is the President. Washington, DC (District of Columbia) is the capital of the country, the seat of the government. The President is elected every four years.

Ex. 2: Find in the text the English equivalents of the following words and word combinations and use them in the sentences of your own.

занимает центральную часть; отличается ... из-за; умеренный; граничит с ... ; основные горные цепи; называемые; современная история; поселенцы; начали борьбу за независимость; рабство было отменено; законодательство

Ex. 3: Complete the following sentences.

- 1) The USA covers
- 2) The territory of the USA is
- 3) The population of the USA is
- 4) The climate in the United States ... due to the large size of the country.
- 5) The USA is washed by
- 6) The main mountain chains are
- 7) The Great Lakes are situated
- 8) Present-day American history began in
- 9) The Civil War broke out in
- 10) The largest state is
- 11) Head of State is
- 12) The capital of the country is

Ex. 4: Say what these figures refer to in the text.

- | | | | |
|--------------|---------|---------|---------|
| 1) 9,328,000 | 3) 1607 | 5) 1783 | 6) 1865 |
| 2) 265; | 4) 1775 | 6) 1861 | |

Ex. 5: Open the brackets using the verbs in the appropriate form.

1) The USA (surround) by the Pacific Ocean and the Atlantic Ocean.

2) Many rivers in the USA (connect) by the canals.

3) The road (connect) these cities is very important.

4) The USA has a highly (develop) industry.

Ex. 6: Speak about the geographic position of the USA using the map.

Ex. 7: Make up the outline of the text.

Ex. 8: Retell the text.

Практическое занятие 1.6.3

Тема: Канада, Австралия, Новая Зеландия.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства, компьютерная система «Screenboard».

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

1) influence – влияние	13) convenient – удобный
2) appoint – назначать	14) due to – благодаря
3) inhabitant – житель	15) previously – прежде
4) belong – принадлежать	16) rate of life – уровень жизни
5) coast побережье	17) formally – официально
6) locate – располагаться	18) refer иметь – отношение, ссылаться
7) comprise – включать	19) governor – губернатор
8) majority – большинство	20) remarkable – знаменитый
9) concentrate – сосредоточение	21) resident – житель
10) natural resources – природные ресурсы	22) stock – запас
11) nickel – никель	23) tribute – дань, честь
12) occasionally – время от времени	24) unanimously – единодушно
	25) vast – обширный
	26) wealth – богатство

Ex. 2: Read the text to answer the questions about Canada, Australia and New Zealand.

- 1) Where is the country situated?
- 2) What is the size of the country?
- 3) What are its main cities? What is the capital of the country?
- 4) Where is the majority of the population concentrated?
- 5) What is the most important sphere of economy of the country?
- 6) Is the country rich in natural resources? What are they?
- 7) Who is formally recognized as Head of State in Canada?
- 8) What is the official language of the country?

Canada, Australia, New Zealand

Canada

Canada is located in North America. It is the second largest country in the world, but the population of the country is only about 30 million people. Most of the population is concentrated along the southern border, in the cities such as Montreal, Ottawa and Toronto.

Canada is an independent country, though formally Elizabeth II, Queen of the United Kingdom, is recognized as Head of State. The country consists of two territories and ten provinces. There are two official languages in Canada – English, which is the language of about 60% of the population, and French. The majority of French-speaking population is concentrated in the province of Quebec.

The country is mainly agricultural. It is well known as an exporter of wheat and oats. It is also rich in natural resources. It is one of the main producers of electric power.

Australia

The continent of Australia is situated between the Indian Ocean and the Pacific Ocean. Australia is the sixth largest country in the world. The country's official name is Commonwealth of Australia. It is unique, because it is at the same time a continent, the smallest one in the world. Australia is a very young country. The explorers from Europe unanimously called it a wonderful continent. There are really a lot of wonders: strange animals and wildlife, unusually mild weather, warm winters, etc. Even the sun rises there in the west, which is strange for Europeans. Besides, there is great stock of mineral resources: gold, oil, coal and much more.

The Commonwealth of Australia is a federation of six states: South Australia, New South Wales, Queensland, Victoria, Tasmania, and Western Australia. The central part of the country is scarcely populated. The majority of the inhabitants live along the seashore or on the islands surrounding the continent: Tasmania is probably the most famous of them.

There are not very many cities in Australia. Agriculture is very well developed there. It is the world's leading manufacturer of wool. The largest and the most famous city is Sydney. It was the capital of the Olympic games in 2000. The capital of the country is Canberra, which is a remarkable city, with lakes, parks and skyscrapers.

New Zealand

New Zealand is a country in the Pacific Ocean, situated to the southeast from Australia. The country consists of two main islands and a number of smaller ones. All of them belong to the large group of Polynesian Islands. As one of the former colonies of Great Britain, now New Zealand is a member of the Commonwealth. It is formally the constitutional monarchy, Queen Elizabeth II being Head of State. The Queen appoints the governor who rules in her name. But, as well as in the UK, the Queen and her representatives have little or no power. In fact, the Prime Minister is the ruler.

New Zealand is a rich country, most of its wealth being due to agricultural activities. The rate of life in New Zealand is really high. Auckland is the largest city in the country. The capital of New Zealand is Wellington. English is the official language in the country, though in some schools Maori, which is the language of the native population, is taught as well.

Ex. 3: Think of the beginning of the following sentences.

- 1) ... is located in North America.
- 2) ... between the Indian Ocean and the Pacific Ocean.
- 3) ... of two territories and ten provinces.
- 4) ... is concentrated in the province of Quebec.
- 5) ... belong to Polynesian Islands.
- 6) ... an exporter of wheat and oats.
- 7) ... a wonderful continent.
- 8) ... due to agricultural activities.

Ex. 4: Compare the countries. Use the following adjectives and adverbs in the superlative degree: large; small; densely populated; cold; young; wonderful.

Ex. 5: Choose one country to speak on the following:

- | | |
|------------------------------|-------------------------------|
| 1) The country's territory. | 4) The country's main cities. |
| 2) The country's population. | 5) The country's economy and |
| 3) Head of State. | resources. |

Speak about one of the countries. Where would you like to go for a holiday? Why?

Тема 1.7

Путешествие по городам мира

Практическое занятие 1.7.1

Тема: Вашингтон, округ Колумбия.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства, компьютерная система «Screenboard».

Задания к практической работе:

Ex. 1: Read the text to answer the following questions.

- 1) Where is Washington, DC situated?
- 2) Why is the city unique?
- 3) When did the government move to Washington, DC?
- 4) Where is the official residence of the President of the USA situated?
- 5) What is the Capitol?
- 6) How many chambers are there in the Congress?
- 7) Why aren't there any skyscrapers in Washington, DC?
- 8) What is the population of the city?

Washington, DC

Washington, DC is the capital of the United States of America. It is situated in the mouth of the Potomac River, in the District of Columbia (DC), not belonging to any state. The city is unique in its own way – it was specially designed as the capital of the USA. The architect, who drew up the plan of the city, Pierre l'Enfant, wanted it to be

very convenient. The place for the capital was chosen by the first president, George Washington, and in 1800 the Government moved there.

There are a lot of Governmental offices, but probably the best known, as well as the most important for the country's life are the White House and the Capitol. The White House is the official residence of the President of the United States. It was built in 1799. It is a three-storeyed house where the President and his family live. At the same time it is the place where official receptions are held and the administration gathers for the meetings. The Capitol is the seat of the Congress. The corner stone of the Congress was laid by George Washington in 1790. The Congress has two chambers: the House of Representatives and the Senate.

The city of Washington, DC is rather large and very beautiful, being at the same time different from all the other cities in the USA, because there are no skyscrapers. According to the law, no house in Washington, DC must be higher than the Capitol.

Washington, DC has the population of about 900,000 people. Being the administrative centre of the country, it doesn't have any industry. They say, nothing is produced in Washington, DC except wastepaper. Thousands of documents are drafted, approved or denied in the city every day. People living there either belong to the administration, or are employed in the service industry. There is a lot to be seen: Thomas Jefferson Memorial, the Library of Congress, the Washington Monument and much more. The Washington Monument is the most remarkable of these: it is a column rising 160 metres, and from the top of it the visitors can enjoy the view over the city. Among the attractions of the capital it is necessary to mention the museums: the National Gallery of Art, the National Museum of History and Technology, and others.

Ex. 2: Find in the text the sentences containing the Complex Object.

Ex. 3: Translate into English.

Вашингтон, округ Колумбия, – не очень крупный город по американским меркам. В нём проживает около 900 тысяч человек. Это очень красивый город со множеством интересных мест и достопримечательностей, главные из которых – Белый дом и Капитолий. Белый дом является официальной резиденцией президента Соединенных Штатов, где он живет со своей семьей, рабо-

тает и устраивает официальные приемы. Капитолий – место заседания парламента страны. Американский парламент состоит из двух палат – палаты представителей и сената.

Ex. 4: Make up the outline of the text.

Ex. 5: Retell the text using the outline.

Практическое занятие 1.7.2

Тема: Нью-Йорк.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визульные средства, компьютерная система «Screenboard».

Задания к практической работе:

Ex. 1: Translate the text in written form. Consult the dictionary.

New York

New York, or the *Big Apple*, as the Americans often call it, is the largest city in the USA and in the whole world. It stands in the mouth of the Hudson River. The people of New York City (NYC) live within five boroughs of Manhattan, Brooklyn, Queens, the Bronx and Staten Island. Manhattan Island, the oldest part of the city, was bought from the Native Americans for the amount of goods worth \$ 26.

Now it is one of the busiest financial and cultural centre in the world, offering the visitors a unique collection of experiences and attractions. There is a wide choice of internationally acclaimed theatres, restaurants and museums, historic parks and churches.

Manhattan is also a district of business and finance. In Wall Street there are offices of large companies and banks, as well as New York Stock Exchange, which dominates the business life of the whole world.

New York is an international city. On the map of Manhattan one can find Little Italy with the Italian restaurants and its own way of life, Brighton Beach, where the immigrants from the former Soviet Union live and Chinatown, inhabited by the Chinese. NY is also famous for its fine department stores and boutiques. In the evening you can enjoy one of its many nightclubs, the ballet, opera, a show or concert.

Broadway is the centre of nightlife. It is the longest street in New York with many sights.

The best way to go around NY is on foot. One word applies to driving your own car in Manhattan: don't! Streets are jammed and the parking is scarce and astronomically expensive. However, NYC is a paradise for walkers, who enjoy the finest window shopping and people-watching. When proper caution is exercised, most areas are safe. It is best to use well-lighted, busy streets at night. You can also travel anywhere you want by subway and buses. Subway, though rather unattractive and not so well organized as in Moscow, runs 24 hours a day.

The fare is \$ 1.50 for a single journey, payable with tokens. Free bus and subway system maps are available from hotels, tourist information centres and subway stations. However one gets around New York, it is important to know some basic geography: Fifth Avenue divides the city between East and West. Street numbers begin at Fifth Avenue, so Two W. (west) 57th Street is just a few steps to the west of the Fifth Avenue, while Two E. (east) 57th Street is just to the east. Most streets in Manhattan are one-way.

With a few exceptions, traffic on even-numbered streets travels east and traffic on odd-numbered streets travels west. To New Yorkers, «downtown» does not connote the city centre. Rather, «downtown» simply means «south» and «uptown» means «north».

Thousands of tourists come to New York every day to see the Statue of Liberty, which is situated on Liberty Island and is a symbol of American democracy. It has a torch of Freedom in her right hand. New York is famous for its skyscrapers, among which the Chrysler Building and the Empire State Building.

The unprecedented terrorist attack on September 11, 2001 disguised the face of New York. Two twin towers, which used to form the World Trade Centre, were destroyed as the result of the planes crash. This was the tragic day for the people of the USA and for the whole world. Two towers were in ruins in the matter of minutes. The life of the big city was paralyzed completely for more than a month. Now the WTC is under reconstruction.

Ex. 2: Ask and answer 15 questions about New York.

Ex. 3: Match the beginning and the end of the sentences.

1) Americans often call New York

- 2) Manhattan Island is
- 3) The Stock Exchange dominates
- 4) Broadway is famous for its
- 5) Streets in New York are jammed
- 6) In New York you can travel anywhere you want
- 7) You can get free bus and subway system maps
- 8) Traffic on even-numbered streets travels east

Ex. 4: Translate into English.

Нью-Йорк – самый большой город в мире. Центральная часть Нью-Йорка представляет собой остров, который называется Манхэттен. Множество мостов соединяет остров с другими частями города. Манхэттен одновременно является культурным и финансовым центром города.

Жизнь здесь кипит днем и ночью. Движение автотранспорта в городе очень интенсивное, поэтому неизбежны пробки. В любое время года здесь много туристов, которых привлекают достопримечательности города: музеи, ночные клубы, рестораны, парки.

Самый известный – Центральный парк, который занимает площадь около двух квадратных миль. Там же находится Нью-Йоркский зоопарк.

Ex. 5: Fill in the blanks with the verbs in the proper tense.

- 1) New York ... in the 17th century. (to found)
- 2) The city ... in the mouth of the Hudson River. (to locate)
- 3) Manhattan ... also a district of business and finance. (be)
- 4) People from all over the world ... to live in New York in the 19th and 20th centuries. (come)
- 5) The city ... into East and West by the Fifth Avenue, (divide)
- 6) The statue of Liberty ... to New Yorkers by the people of France. (to present)
- 7) Traffic on even-numbered streets ... east. (travel)

Ex. 6: Make up the outline of the text.

Ex. 7: Retell the text using the outline.

Практическое занятие 1.7.3

Тема: Кемерово.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, словари, компьютерная система «Screenboard».

Задания к практической работе:

Ex. 1: Translate the text in written form. Consult the dictionary.

Kemerovo

Many years ago there were two small settlements on the Tom river in West Siberia. One of them, Shcheglovo, was founded in 1720 and the other one, Kemerovo, was founded in 1863. The two settlements became the basis for the establishment of a new Russian town. The original name of the town was Shcheglovsk but in 1932 it was renamed in Kemerovo. In 2018 the town celebrated its 100th anniversary.

Today Kemerovo is situated on the both banks of the Tom river. It is an administrative center of the Kemerovo region with the population of almost 600,000 people. The territory of the town is divided into several districts, each one with its local district authorities. In the central part of the town the houses are mostly four- and five-storied buildings, but there are many multi-storied houses in its new districts. The suburbs of the town are quite picturesque with its hilly lands and pine forests.

Kemerovo is one of the most important industrial centers of Kuzbass. The leading branches of the economy are chemical, coal-mining, machine-building. Plastics, coal, some types of machinery are known not only on the domestic but on the foreign market as well. In Kemerovo there are several higher schools: Kemerovo State University, Kuzbass Technical University, Technological Institute of Food Industry, Medical Academy and some others. Besides, there is a lot of technical schools and colleges providing secondary specialized education.

Like any other town of the country there are many problems in Kemerovo. These are the problems of housing and transportation, water and electricity supply, nature protection, and some others.

Ex. 2: Answer the questions.

- 1) What settlements gave birth to Kemerovo?
- 2) In what century was each of them founded?
- 3) When was Kemerovo founded?

- 4) What's the difference between an administrative center and other towns of the region?
- 5) What is meant by a «region», a «district»?
- 6) How many districts are there in Kemerovo and what are they?
- 7) Which of them is the oldest / the youngest, the most / the least attractive and why?
- 8) What kinds of city transport are there in Kemerovo? Which of them do you use to get to the University?
- 10) Why is there no metro?
- 11) What are the leading branches the Kemerovo economy? In which of them will you work after graduation from the Institute?

Ex. 3: Choose one of the problems Kemerovo has. What can you advise to solve it?

Практическое занятие 1.7.4

Тема: Место, где я родился.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства, компьютерная система «Screenboard».

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

settlement – поселение	society – общество
establish – устанавливать, основывать	engineering – машиностроение
respectively – соответственно	district – район
coal – уголь	authority – власть
mine – шахта	suburbs – пригород, окраина
science – наука	pine forest – сосновый бор
include – включать	research – исследования
dozens – десятки	puppet – кукла

Ex. 2: Read aloud and translate words and word expressions with international lexis.

Siberia; basis; original; administrative and industrial regional center; leading industries; chemical; plastics and machines; types of farm machinery; mark; market; construction; metallurgy; institutes and colleges; design bureaus; (to) visit; operetta and drama theatres; philharmonic; folk choir; arts museum; local authorities; botanical garden.

Ex. 3: Read the text to answer some questions.

- 1) What does a word-combination «native town» mean?
- 2) What is your native town and where is it situated?
- 3) Is it a new or an old town? How old is it?
- 4) Were there changes in the name of your native town during its history?
- 5) Is your town an administrative center of the region?
- 6) What is the difference between an administrative town and non-administrative ones?
- 7) What is the population of your town?
- 8) How many districts are there in it?
- 9) What are the leading industries of your town?
- 10) Are there any educational establishments there? What are these?
- 11) Can you prove that your town is a cultural center?
- 12) What can you say of its suburbs?
- 13) Do you like your native town and why?

My native place

I was born in Kemerovo, so it is my home town. It is situated on the Tom river in West Siberia. It was founded on the basis of two small settlements – Shcheglovo and Kemerovo, established in 1720 and 1863 respectively. The original name of the town was Shcheglovsk but in 1932 it was renamed into Kemerovo.

Kemerovo is an administrative center of the Kemerovo region or Kuzbass (the Kuznetsk Basin). Its population is about 600,000 people. It is also one of the most important industrial centres of Russia.

The leading industries are chemical, coal-mining and machine-building. Plastics, coal, some types of machinery are known not only inside the country but on foreign market as well. The trade mark of Kemerovo can be seen on farm machinery and construction parts produced by ferrous and non-ferrous metallurgy and engineering.

Kemerovo is a regional center of education and science. There are many secondary schools, several higher schools (including three universities), institutes and colleges, dozens of research centers and design bureaus.

The city has rich cultural traditions. In Kemerovo you can visit the Operetta, the Drama, the Puppet Theater, the Philharmonic Society, the Youth Theatre, the Russian Folk Choir, the Fine Arts Museum, as well as the Regional Museum.

The town is divided into several districts, each one with its local district authorities.

I like my native town and like to have rest in its suburbs with hilly lands and pine trees. I like to go to the river's bank and to the ever-green Botanical Garden.

Ex. 4: Speak about the city / town or settlement / village you live in. You may use the following words.

be situated; on the bank of the river; in the central / southern / northern / western / eastern part of the Russian Federation; the population is about ...; it was founded; ancient / modern; tourist attractions; the centre; the suburbs; famous for

Speak on the following items:

- 1) The town's location.
- 2) The town's history.
- 3) The town's population.
- 4) The town's sights.
- 5) Main streets, squares and monuments.

Практическое занятие 1.7.5

Тема: Путешествие.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства, компьютерная система «Screenboard».

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

fuss – суета, суматоха, неразбериха

accommodation – размещение
place of interest – достопримечательности
advantage – преимущество
railway – железная дорога
arrange – устраивать
resort – курорт
route – маршрут
book – бронировать, заказывать
sunbathe – загорать
take trouble – волноваться, заботиться
booking office – билетная касса
tent – палатка
coast – побережье
tiresome – утомительный
travel / go by bus – путешествовать на автобусе
disadvantage – недостаток
travel / go by car – путешествовать на машине
dive – нырять
drive – вести машину
travel / go by plane – путешествовать на самолете
enjoy – наслаждаться
go abroad – уезжать за границу
travel / go by train – путешествовать на поезде
go by air – лететь самолетом
go by water – путешествовать по морю
trip – небольшое путешествие, поход
holiday centre – дом отдыха
journey – путешествие, экскурсия
luggage – багаж
uncomfortable – неудобный
make a fuss – суетиться, беспокоиться
view – вид
map – карта
voucher – путевка

Ex. 2: Read and then act out the dialogue.

Travelling

It is early spring now, but the Volkovs are already making plans for their summer holidays because it is always better to arrange everything beforehand than to make a fuss the last minute.

Vlad has already decided to go to St. Petersburg with Lena and his friends from college. They want to visit the Hermitage and Petergof and many other places of interest. They will go there by bus. Nina and Boris are planning to go abroad to Prague or to Warsaw for a week or two, if they are through with their repairs. Now Alexei and his parents are discussing where to go.

Father: Well, Alexei, what are your plans for summer holidays?

Alexei: It is difficult to say anything for sure now, but I think I will spend the whole July in the sports camp, if nothing changes. My coach has already included me in the list of the people who go there.

Mother: What are you planning to do in June and August, then?

Alexei: I think I'll either stay in town or go to the country to live with grandmother and grandfather. Besides, we have a tournament in football in June. Our team has strong chances to win.

Father: So far as I understand, you've already made plans for June and July. What about August? Would you like to go with us somewhere?

Alexei: Most willingly. Where are you planning to go?

Father: We are thinking about going to the seaside, if you have nothing against it.

Mother: We can spend a month by the sea, sunbathing, swimming, diving, and having nothing to do.

Alexei: Which is the best place to go, in your opinion?

Father: What would you both say about going to the Crimea?

Alexei: Why, I was there when I was a little boy, and I don't remember much except a tiresome journey by train. I wouldn't go there if I were you.

Father: Going by train in summer is very uncomfortable. But this time we won't go by train. We can fly there, if you want to. It will take no more than three hours to get to Sochi. You will enjoy wonderful views while we go. Or we might go there by bus with air-conditioning: buses are comfortable. If we buy a voucher to a resort or a holiday centre, we won't have to take trouble about meals and accommodation.

Mother: I must say I am airsick.

Alexei: Resorts are boring. I can suggest you doing a more exciting thing: why don't we go by car? We can travel as much as we want to, visiting as many places as we like. We won't have to book tickets and hotel rooms in advance, or to queue in a booking office. We will visit all the towns along the coast, provided that we have time.

Father: When I come to think about it, it seems a very attractive idea, except for the fact that you don't drive and I will have to drive all the way there and back. But still I have nothing against it: we can travel all over the Crimean coast or stay in one place for the whole month, if we like.

Alexei: And we don't have to carry the luggage. Just put everything you want to take into the car, and that's all!

Mother: Now we must decide on where to stay during our journey.

Father: There are plenty of opportunities: we may take a tent, or stay in a hotel, or rent a room or a cottage.

Alexei: Living in a tent is a bad idea. What if it rains? And, besides, it will occupy too much room in the car if we take it.

Mother: All right, dear. We will rent a room or stay in a hotel, then.

Father: Now we'd better take a map and choose the best route for our journey.

Ex. 3: Speak about holiday plans of the Volkovs' family.

Ex. 4: Read the text to make up ten questions on it.

On Travelling

People started travelling in the ancient times. The first travelers were pilgrims, nomads and explorers. Travelling was really dangerous in those days, but there were always brave and daring people who went on discovering new lands, in search of wealth and fame.

Nowadays things have changed significantly. Hundreds of companies are willing to help you if you are planning to go somewhere. You are free to choose where to go: you may want to spend a vacation in the mountains or by the sea, and a plane will take you to the place of your choice in a matter of hours. A lot of people will cater to the needs of the travelers in hotels and holiday centres all over the world. Visitors are amused and taken care of in any possible way.

Holidaymaking has become one of the most profitable industries, and the budget of many countries, such as Turkey, Egypt and

Greece depends on tourism a lot. Travelling has become easier – and maybe less exciting.

Ex. 5: Answer the following questions.

- 1) Do you like travelling?
- 2) Do you travel a lot?
- 3) Where did you travel lately?
- 4) Why do people like travelling?
- 5) What is the fastest kind of transport?
- 6) What way of transport is the most comfortable?
- 7) What kind of transport do you prefer?
- 8) Have you ever been in a holiday centre?
- 9) Have you ever travelled by sea? Did you like it? Are you seasick / airsick?
- 10) Do you usually make new friends when travelling?
- 11) Why do some people prefer hiking to other kinds of travelling?
- 12) Why are holidays the best time for travelling?
- 13) What preparations do you usually make before a journey?
- 14) Where do people buy railway tickets?
- 15) When did you first travel by air?
- 16) Is travelling by air more expensive than air travel?
- 17) How many railway stations are there in your native city?
- 18) What are the advantages and disadvantages of travelling by car?
- 19) What can people do during a journey by train?
- 20) Are you planning to go anywhere this year?

Ex. 6: Answer the questions. Make use of the words in the second column.

Model: - Will you cook dinner? (do my homework).

- I will cook dinner if I do my homework.

1. Will you come to our place? (have time)
2. Will they come with us? (do their homework)
3. Will you help me? (help me first)
4. Will Mike finish his work? (be clever enough)
5. Will we travel by train? (book the tickets)
6. Will you go to the south in summer? (have money)
7. Will Kate travel by plane? (not to be seasick)

8. Will you book a ticket for me? (tell me the time of the departure)

9. Will you translate this sentence? (give me the dictionary)

10. Will he write a letter to his friends? (miss them)

Ex. 7: Transform the sentences according to the models.

Model 1: - I will write letters to you. You will give me the address.

- I will write letters to you if you give me the address.

1) They will tell you all they know. They will come to see you.

2) She will take the children out for a walk. It will stop raining.

3) I shall buy the vouchers today. I shall get the money from the bank.

4) They won't have to bother about the accommodation. They will buy vouchers to a holiday centre.

5) She will come to see me. She will have time.

6) They will arrange everything for the party. His mother will help them.

Model 2: - They would read the book. They would have time.

- They would read the book if they had time.

1) They would watch the film. You would bring them the cassette.

2) He would remember me. He would see me.

3) They would sunbathe. They would go to a holiday centre.

4) My friends would go to Turkey. They would be through with the repairs.

5) The Browns would queue for the tickets. They wouldn't buy them in advance.

6) I would read a book. The journey would be tiresome.

7) You would enjoy the countryside. You would travel by train.

Model 3: - I would have spoken to him. (see him)

- I would have spoken to him if I had seen him.

1) They would have traveled by car. (think about this opportunity beforehand)

2) Alexei would have stayed at his grandparents last year, (not to go to the sports camp)

3) His friends would have chosen a present for him. (tell them about his birthday beforehand)

4) I should have read this book, (give it to me last week)

5) My parents would have bought a voucher for me. (tell them about my plans)

6) They wouldn't have gone abroad on vacation, (buy the furniture for the kitchen)

7) We wouldn't have had to queue in the booking office for three hours, (buy the tickets in advance)

Ex. 8: Translate into English.

1) Если у вас есть время, напишите письмо друзьям. 2) В случае если погода будет хорошая, мы будем купаться и загорать. 3) Если ты поедешь поездом, тебе лучше купить билеты заранее. 4) Если ты останешься у нас еще на два дня, я покажу тебе все достопримечательности Петербурга. 5) Я напишу вам, если у меня будет время. 6) Если бы ты так не беспокоился, мы отдохнули бы лучше. 7) Вид побережья был бы красивым, если бы его не портили палатки туристов. 8) Мы поехали бы на машине, если бы продумали маршрут заранее. 9) Я не беспокоилась бы так, будь я на вашем месте. 10) Если бы он был дома, он ответил бы на телефонный звонок.

Ex. 9: Translate into English.

Современная жизнь невозможна без путешествий. Существуют различные способы путешествовать: можно путешествовать на машине, на самолете, на поезде, на автобусе и даже пешком.

Каждый вид транспорта имеет свои преимущества. Быстрее всего путешествовать на самолете, самый удобный и романтичный вид путешествия – по морю. Если вы не хотите беспокоиться о багаже и покупать билеты, вам, разумеется, следует отправляться в путешествие на машине.

Путешествуя пешком, можно наслаждаться прекрасной природой и видами, а также посетить те места, куда нельзя добраться никаким транспортом.

Ex. 10: Speak about your plans for the holiday this year. How would you like to travel? How much time would you like to spend there?

Тема 1.8
Образование в России
Практическое занятие 1.8.1

Тема: Образование в России.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки устной монологической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства, компьютерная система «Screenboard».

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

- 1) crèche [kreʃ] – детские ясли
- 2) primary school – начальная школа
- 3) nursery school – детский сад
- 4) curriculum [kə'rikjələm] – курс обучения, учебный план
- 5) handicraft – ремесло, труды (предмет в школе)
- 6) transition – переход
- 7) the Certificate of Basic Secondary Education – Аттестат зрелости
- 8) technical (vocational) school – техникум
- 9) school leaver – выпускник, абитуриент
- 10) the Certificate of Complete Secondary Education – аттестат зрелости о полном среднем образовании
- 11) admission – приём
- 12) have an option – иметь возможность (право)
- 13) postgraduate courses – аспирантура
- 14) to be involved in – быть вовлеченным

Ex. 2: Read the text.

Education in Russia

Children start school at the age of six in Russia. The course of studies at school is eleven years now: four years of primary school and seven years of secondary school. Previously it was only ten years: three years of primary school and seven years of secondary school. Children under the age of six are taken to crèches and nursery schools.

There is a wide choice of schools nowadays: state schools, private schools, lyceums and gymnasiums. The majority of schools is free of charge, but in some (usually private ones) parents have to pay for the education of their children. In ordinary schools parents sometimes pay for additional subjects in the curriculum, such as a foreign language or arts. Though it is generally not a demand, most children can already read and write when they start their school: this makes education much easier for them.

In primary school there are three or four lessons a day, they usually are Reading, Writing and Arithmetic. A lesson lasts forty minutes. During the first term children get used to learning and adapt to school regulations. Beginning with the second term of the first year at school, children also take Handicrafts, Drawing, Music and Physical Education.

The list of subjects under study is further extended during the second, third and fourth years and includes the World History of Arts, Fundamentals of Security, History, Geography, and others. At primary schools all lessons are usually conducted by one teacher.

At the age of ten children pass to the second stage of education, known as secondary school. In secondary school there is a wide variety of subjects under study, and teachers specialize. The transition from primary to secondary school is sometimes difficult for children. After finishing the ninth form and getting the Certificate of Basic Secondary Education, schoolchildren may either continue their education in the tenth form, or leave school and go to technical (vocational) schools and colleges.

After eleven years at school the school leavers take examinations and get the Certificate of Complete Secondary Education. Those who have only excellent marks in the Certificate get a gold medal, which gives the right to enter higher school taking only one examination.

The admission to higher school is competitive and based on the system of entrance examinations, usually three or four. During the examinations the school leavers must show their abilities in the chosen field. Young people also have an option to get specialized secondary education in vocational schools after leaving the eleventh form.

Among higher educational establishments are institutes (colleges), academies and universities. The term of studying in higher school is from four to six years. Students can be involved in scientific re-

search while studying. At the end of their final year at college, university or academy they take final examinations and get a diploma. Besides, they can take postgraduate courses in the chosen field.

Ex. 3: Give the Russian equivalents of the following words and word combinations.

The course of studies; primary school; secondary school; previously; creche; lyceum; gymnasium; free of charge; curriculum; demand; to adapt; to extend; to conduct; transition; vocational school; higher school; competitive; ability; to be involved in; postgraduate courses.

Ex. 4: Use the words and phrases of exercise 1 in the sentences of your own.

Ex. 5: Give the English equivalents of the following.

детский сад; большой выбор; государственная школа; большинство школ; дополнительные предметы; первая четверть; школьные правила; включать; изучаемые предметы; выпускники; академия; выпускные экзамены

Ex. 6: Use the words and word combinations of exercise 3 in the sentences of your own.

Ex. 7: Find in the text and read the information about:

- 1) the course of studies in Russian schools;
- 2) pre-primary educational establishments;
- 3) types of schools existing in Russia;
- 4) lessons in primary school;
- 5) secondary education;
- 6) school-leaving examinations;
- 7) the admission to higher school;
- 8) higher educational establishments.

Ex. 8: Translate the words in brackets into English.

- 1) (Курс обучения) is eleven years.
- 2) Children (младше шести лет) are taken to crèches and nursery schools.
- 3) (Большинство школ) are free of charge.
- 4) At the age of six children start (ходить в начальную школу).
- 5) After (базовой средней школы) young people can enter (технические училища).

Ex. 9: Make up ten questions on the text.

Ex. 10: Make up the outline of the text.

Ex. 11: Retell the text using the outline.

Ex. 12: Choose one point of the outline to make an report.

Ex. 13: Translate into English.

В России в настоящее время существует несколько типов школ, как государственных, так и частных. Родители могут по своему усмотрению отдать детей в гимназию, лицей или частную школу. Иногда при поступлении в такие учебные заведения дети проходят тестирование или сдают экзамен. Стандарт образования – общий для всех школ, однако школы могут сами выбирать методы работы и учебники. Как правило, до школы дети ходят в ясли и детские сады, где приобретают навыки работы в коллективе, что делает учебу в школе легче.

Практическое занятие 1.8.2

Тема: Реформа среднего образования в России.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной монологической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства, компьютерная система «Screenboard».

Задания к практической работе:

Ex. 1: Translate the text with a dictionary.

Reform in the System of Secondary Education in Russia

School is one of the most important institutions of the society; school reflects the condition of the society and shows tendencies of further development. Being one of the most important social institutions, it influences the life of the country as a whole. Therefore, much attention should be paid to education of children to ensure stability and progress in the country. At the same time, the changes in the social and economic life present new demands in the respect of new vision in the upbringing and development of the new generation. It is generally stated that the system of education in Russia has the urgent need in deep alterations nowadays.

In the beginning of the twenty-first century the system of education faces several problems. On the one hand, changes taking place in

information technologies and industry highlight the main objectives in education.

Modern industry needs qualified, highly professional specialists in many spheres. On the other hand, the overflow of information may become even dangerous for children: the statistics says that only 10 per cent of school-leavers can be considered absolutely healthy today, the other per cent having various health problems. Therefore, it has been decided to extend the period of obligatory secondary education to nine years instead of eight. General secondary education is thus extended to eleven years.

The curriculum will undergo considerable changes, too. More attention will be paid to new subjects in the curriculum, which are essential for the integration of the young people into society. These include economics, information technology, ecology, law, culture, arts, geography, biology and fundamentals of security. The principles of teaching Russian language, Russian literature, and mathematics will be also changed aiming at deeper knowledge of the students. Teaching a foreign language at Russian schools will be improved so as to match the international standards. It is absolutely necessary to bring up harmoniously developed people, thus more attention will be paid to the lessons of physical education.

The education in Russia will undergo one more serious alteration in the nearest future, concerning the entrance exams to higher educational establishments. The nationwide system of assessment tests is going to be developed. Admission to the universities will be held on the results of these tests.

Ex. 2: Give the Russian equivalents of the following words and word combinations.

institution; to reflect; further development; to present new demands; urgent need; to highlight; fundamentals of security; nationwide; assessment; test

Ex. 3: Give the English equivalents of the following words and word combinations.

отражать состояние; в целом; воспитание; развитие; сталкиваться с проблемами; современная промышленность; расширять

Ex. 4: Make up ten questions on the text.

Ex. 5: Agree or disagree. Explain your point.

1) Much attention is paid to bringing up a harmoniously developed individual.

2) No new subjects are included in the school curriculum.

3) The term of studies at schools will be less than in the past.

4) All school-leavers in Russia are healthy.

5) Rules of admission to the universities will be altered.

6) Teaching a foreign language at schools in Russia corresponds to the international standards nowadays.

Ex. 6: Find the sentences with the Complex Object, and make them negative and interrogative.

Ex. 7: Make up the outline of the text.

Ex. 8: Retell the text using the outline.

Тема 1.9

Образование в Англии и США

Практическое занятие 1.9.1

Тема: Система образования в Англии.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной монологической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства, компьютерная система «Screenboard».

Задания к практической работе:

Ex. 1: Memorize the words and word combinations.

1) to be aimed to – преследовать цель

2) pre-school – дошкольное

3) to attend – посещать

4) compulsory – обязательный

5) primary education – начальное образование

6) infant school, nursery school – подготовительная школа; детский сад

7) limited – ограниченный

8) sewing – шитье

9) shorthand – стенография

10) unskilled – неквалифицированный

11) to encourage – поощрять

12) link – связь

13) junior school – начальная школа

14) science – естествознание

15) secondary education – среднее образование

Ex. 2: Read the text to answer the following questions.

1) What is a system of education aimed to?

2) When does the pre-school education in England begin in England, Wales and North Ireland?

3) When does the compulsory education begin in England?

4) What are «3 R's» of the infant school?

5) What are the most famous Public schools in England?

6) What are Grammar and Comprehensive schools?

7) What are Modern schools?

8) Are there compulsory subjects in UK?

9) What exams must be taken to enter the University?

The system of education in Great Britain

The system of education in any country is aimed at developing a personality for the good of the individual and society as a whole.

Pre-school education in England begins at the age of 3 or 4. Around half of the children at this age attend nursery schools or play-groups mostly organised by parents. Children of this age need care as well as education. That's why kids play a lot; learn to listen attentively and to behave.

Compulsory primary education begins at the age of five in England, Wales and Scotland and at four in Northern Ireland. Children start their school career in an infant school. Lessons start at 9 a. m. and are over at 4 p. m. They are taught «3 R's»: Reading, Writing, Arithmetic. Pupils have a lot of fun at school, drawing, reading, dancing or singing.

When they are 7 pupils move to a junior school, which lasts four years till they are 11. They study a lot of subjects: English, Mathematics, Science, History, Geography along with Technology, Music, Art and Physical education.

Most of children (over 90 per cent) go to state schools where education is free. Only a small proportion of them attend private (Public) or independent schools. Parents have to pay for the education at these schools. The fees are high and only some families can afford it. So such schools are for the representatives of the high class of England.

The most notable Public schools are Eton, Harrow, Winchester, Rugby.

Secondary education begins at 11. The majority of secondary schools are Comprehensive schools where boys and girls study together. Besides, parents can take their sons and daughters to Grammar schools or Secondary Modern schools. Grammar schools provide an academic course from 11 to 18. They prepare pupils for colleges and universities.

Many children of working class families go to Modern schools. They give a very limited education. Pupils get instruction in woodwork, metalwork, sewing, shorthand, typing and cooking. After finishing such a school a pupil becomes an unskilled worker.

The Comprehensive Schools have their own Grammar school classes and Modern classes.

Every pupil has to choose a set of subjects to learn. If he takes up Art he will study English Literature, Music, Art, Drama and foreign languages. If he is good at exact and natural sciences, he will learn Science: Mathematics, Physics, Chemistry, Biology, Geography, Economics and Technical Drawing.

The British government encourages careers education in the country. That's why secondary schools try to break down the barriers between education and business. They set up close links with firms to allow their students to take part in business activities.

At around 16 years old teenagers take some exams and coursework to get General Certificate of Education. Those who choose to stay on at school usually study for two further years to pass «A level» (Advanced level) exams. These exams will give them a chance to enter the university.

Ex. 3: Make up a report about the system of education in Great Britain.

Практическое занятие 1.9.2

Тема: Высшее образование в Англии.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной монологической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства.

Задания к практической работе:

Ex. 1: Memorize the words and word combinations.

- | | |
|--|---|
| 1) equal – равный | 14) staff – профессорско-преподавательский состав |
| 2) breadth – ширина | 15) length – длительность, протяженность |
| 3) rank – ранг | 16) tutor – репетитор, наставник |
| 4) undergraduate – студенческий уровень обучения | 17) to be split into – делиться на |
| 5) postgraduate – аспирантский (магистерский) уровень обучения | 18) to encourage – поощрять, стимулировать |
| 6) levels – уровни | 18) to graduate – оканчивать учебное заведение |
| 7) tutorials – индивидуальные консультации с преподавателем | 19) Degree – степень |
| 8) per week – в неделю | 20) Bachelor of Arts – бакалавр искусств |
| 9) account – счет | 21) Bachelor of Science – бакалавр наук |
| 10) following – следующие | 22) Master's Degree – степень магистра |
| 11) series – ряд | 23) Doctor's Degree – степень доктора |
| 12) particular – определенный, конкретный | |
| 13) in advance – заранее | |

Ex. 2: Read the text to answer to the following questions.

- 1) How many universities are there in UK?
- 2) What are the two most famous universities in Britain?
- 3) What are two levels in university teaching?
- 4) What are the forms of study in British universities?
- 5) What areas do universities teach in?
- 6) How many degrees do British universities offer?

University education in Great Britain

There are more than 60 universities in Britain. But not all universities are equal. They differ from one another in history, tradition, academic reorganization. Not all British universities have a well-known reputation. Oxford and Cambridge, the oldest universities, are world known for their academic excellence. The University of London

has the size and breadth to rank among the UK's top universities. A university usually consists of colleges.

The departments of the colleges are organized into faculties. University teaching in the UK differs greatly at both undergraduate and postgraduate levels from that in many other countries. An undergraduate programme consists of a series of lectures, seminars, tutorials and laboratory classes which in total account for about 15 hours per week.

Following a particular programme students take series of lecture courses which may last one academic term or the whole year. Associated with each lecture course are seminars, tutorials, laboratory classes which illustrate the topics presented in the lectures.

Lectures are given to large groups of students (from 20 to 200). Seminars and tutorials are much smaller than lecture classes and in some departments can be on a one-to-one basis (one member of staff and one student).

Students prepare work in advance for seminars and tutorials. And this can take the form of a topic for discussion by writing essays or by solving problems.

Lectures, seminars and tutorials are all one hour in length, laboratory classes last two or three hours. Each student has a tutor whom he can consult on any matter whether academic or personal.

The academic year is split into three terms. Formal teaching takes place in the first two terms which last for twenty four weeks in total. The third term is reserved for classes and examinations and lasts for six weeks.

Universities teach in all major subject areas: arts, science, law, engineering, medicine, social sciences. University staff is chosen for the best knowledge in their subject. The teaching encourages students to learn in the most effective way. University degree courses extend from three to four years. After three years of study at the University graduates will leave with the Degree of Bachelor of Arts or Science. They can continue to take their Master's Degree and then the Doctor's Degree.

Ex. 3: Make up the outline of the text.

Ex. 4: Retell the text using the outline.

Практическое занятие 1.9.3

Тема: Образование в США.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной монологической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства, компьютерная система «Screenboard».

Задания к практической работе:

Ex. 1: Read the text to make up ten questions on the text.

Education in the United States

There is no federal educational standard in the USA. Schooling and educational programmes are the responsibility of each state; this is why one can find great differences in education from state to state.

No uniform demands exist on education in schools or universities throughout the nation. In most states attending school is obligatory for children between six and seventeen. Secondary education institutions include elementary schools and high schools.

Higher education in the USA is not nation-wide. Colleges differ a lot from each other in scale and level of education as well as in the «quality» of diplomas given. There are private and state universities.

Private education is considered more prestigious. The most famous private university is Harvard.

Higher education is rather expensive in the A typical American university has two levels of education: two years of undergraduate classes and two more years of graduate classes. The undergraduate years are called the freshman and the sophomore year.

During the first and the second year the students take subjects of general education: Science, Humanities, Arts.

The specialization begins at the third and the fourth years, named the junior and the senior year respectively. After the fourth year at college, students get a Bachelor's degree. Graduates may specialize further and do research. They get a Master's Degree.

Ex. 2: Give the English equivalents of the following words and word combinations.

Федеральный стандарт образования; учебные и образовательные программы; универсальные требования; начальная шко-

ла; средняя школа; считается более престижным; самый известный; довольно дорогое; первый курс; второй курс; третий курс; четвертый курс; общеобразовательные предметы; специализация; степень бакалавра; степень магистра.

Ex. 3: Agree or disagree.

1) The system of education in the USA works according to the national standard.

2) Admission to elementary and high schools is free.

3) State universities are more prestigious than private ones.

4) The course in a typical American university lasts five or six years.

5) Sophomore is the second year in a university.

6) The specialization begins at the first year of studies in a university.

Ex. 4: Compare education in the United States and in Russia.

Ex. 5: Speak about education in the United States

РАЗДЕЛ 2

Модуль делового общения

Тема 2.1

Особенности английской речи

Практическое занятие 2.1.1

Тема: Составление аннотации текста.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства, мультимедиа презентации.

Задания к практической работе:

Ex. 1: Translate the text for 45 minutes. Consult your dictionary.

Spreading the word

Many people say that the British read millions of books, newspapers and magazines each day. Most of us read at least one newspaper a day and often pick up a copy of a book that is being read by hundreds of people, perhaps at the same time in the same language. I wonder how many people stop and think back to that day in the not-

so-distant past when the first sheet of printed paper came off the first printing press used in England. That was in the year 1477 when William Caxton brought his printing press from Flanders, set it up at Westminster in the shadow of the old Abbey and set to work to produce the first books in English.

Canterbury Tales by Chaucer, who lived from 1340 to 1400, was among the books he printed, together with many translations from Latin and French.

Canterbury Tales was very popular among the people who could read at that time. These educated people who lived mainly in London could easily understand the language of Canterbury Tales because it was written in the dialect of London. But people from other parts of England couldn't understand very much because at that time each county had its own dialect. So the people of Kent, the West Country, the Midlands, London, the North and other parts of England could not easily understand each other.

Because Caxton printed his book in one dialect, the educated English had a common dialect, and as education spread, this dialect became the language of England.

Of course, if you read one of Caxton's original books you won't understand it very well because of the great changes in English grammar and spelling since Caxton lived. Caxton himself wrote in one of his books about the many changes in his lifetime. «And certainly our language now used varyeth ferre from that which was used and spoken when I was bourne».

As you can see it varies very much in spelling and structure from the English you are reading, but you certainly recognize it as English of Caxton to whom we owe so much.

Ex. 2: What is this text about?

Ex. 3: Make up a summary of the text.

Практическое занятие 2.1.2

Тема: Английский алфавит.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визуальные средства, мультимедиа презентации.

Задания к практической работе:

Ex. 1: Translate the text for 45 minutes. Consult your dictionary.

The English alphabet

Are you one of those unfortunate people who speak English very well but at once become worried when your teacher asks you to write? Don't be worried. Remember that a lot of English people have the same problem. Near my home there are at least two notices wrongly spelt and a lot of English people who are otherwise quite clever have to use dictionaries. What is wrong with this, for example: «Ould cars bought here»? The problem is this silly spelling, of course. As all those who read, know it just isn't logical.

Why isn't English spelling logical? The answer is that it isn't really spelling that is wrong. Hundreds of years ago the English pronounced words as they spelt them. In many cases it is the pronunciation that has changed. Why not change the spelling to fit the new pronunciation? Of course, we have thought of that too.

In 1843 Isaac Pitman, who invented shorthand, proposed a new alphabet of forty symbols. To make spelling fit pronunciation you need a different symbol for each sound. But you can use the same alphabet with just a few new symbols. Then leaving out silent letters like *k* in *knife* you just write the words as they sound. *Kat* for *cat*, etc. This is what Pitman wanted to do. Another idea is to use a completely different alphabet – phonetic alphabet.

This what George Bernard Shaw wanted. When he died he left money to pay for this, and in 1962 *Androcles and the Lion* came out in a phonetic alphabet using forty-eight symbols.

But a hundred years after Isaac Pitman the English alphabet hasn't changed. It would need a lot of money to change it. Think of all the books in schools and libraries and the printing machines. Then too there are those who really like our ridiculous spelling. There is in fact one new all «habet» in use, the *I.T.A* or *Initial Teaching Alphabet*. The idea behind this is that children learn to read more quickly without the problems of English spelling. Reading early is important because by reading we can learn about other things. In many of our schools chil-

dren learn to read with this new alphabet and learn the old alphabet later.

Some teachers don't like it. They say that the children will never learn to spell properly.

Meanwhile the latest news is that the Simplified Spelling Society of Britain and the Simplified Spelling Association of USA have put their hands together. They think that English is becoming the most important language in the world and so we need logical spelling. They hope to publish a book explaining their ideas and proposing another new alphabet of forty-four symbols. The name of the book? World English ...

Ex. 2: Answer the following questions to the Text «The English alphabet» to make a brief summary.

- 1) What is the title of the article?
- 2) Where and when was it published?
- 3) Who is the author of this article?
- 4) What is this article devoted to?
- 5) What is the main idea of the article?
- 6) How many parts does this article consist of?
- 7) What is spoken in the first / second / third / last part about?
- 8) What attention is given to new energy resources?
- 9) What conclusions does the author come to?
- 10) Is the article illustrated with drawings and schemes?
- 11) Whom is this article addressed to?
- 12) Who may this article be recommended to?
- 13) How would you characterize this article in your opinion?

Практическое занятие 2.1.3

Тема: Английские словари.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари.

Задания к практической работе:

Ex. 1: Translate the text for 45 minutes. Consult your dictionary.

Dictionaries

We all know the saying of a wise man who lived more than two thousand years ago «Of making many books there is no end». If he had been living today, he might have said the same of dictionaries, for several new ones appear every year. They are needed for various purposes.

Even in our own language we often find it necessary to look up a word, sometimes for the spelling, sometimes for the pronunciation, or it may be for the meaning or origin of the word.

In the twentieth century, with the remarkable increase in scientific and other knowledge, special dictionaries have to be made for special groups of words – commercial, technical, psychological, medical etc. There are some very large dictionaries which are supposed to contain all the words of the language, but they are not convenient to use. They are too heavy and take too much room. If you are studying one subject, it is much better to have a dictionary which is no bigger than an ordinary book.

Students of a foreign language need a dictionary which contains all the words in common use in their own language and the one they are trying to learn, that is, the words they are likely to hear in conversation, and on the radio, and those they will meet in the books and newspapers they read. Such dictionaries usually give the meaning of a word by translating it; and, sometimes, but not always, they give translations of phrases and structures.

Dictionaries of this kind are useful to translators, but less useful to earnest students of language than dictionaries which give meanings and explanations and examples in the foreign language itself.

Ex. 2: Make up a short summary to the text «Dictionaries».

Ex. 3: Translate the text with a dictionary.

What quality means

Even the dictionary finds it difficult to explain the meaning of the word quality. It has to use other words like excellence. Why is quality so hard to define? Is it because it is such an abstract word and can mean so many different things? Or because its meaning depends so much on what it describes? How can you define high quality when applied to the things you buy, for example, a pop record, a pair of shoes, a meal in a restaurant?

You'll probably have three different definitions of quality for the three different things. Quality is also hard to define because it can be

such a subjective word – it means quite different things to different people, even when they use the word to describe the same tiling.

A Pink Floyd album may in your view have quality, but your friend may consider that the same album is a waste of good money. Yet another problem is that the meaning of quality changes over the years.

Things which you think have quality may not be seen in the same way by older people. Just ask your grandmother what she thinks of the Stones?

For example, consider the two ads. Both advertise clothes for men. Advertisers stress the points which they think sell quality to prospective buyers.

The selling points that are stressed in 1897 ad are durability, craftsmanship, dependability, tradition. What about the ideas of quality in the present-day ad? Present-day ads do not talk about tradition or craftsmanship, dependability or durability.

They stress the virtues of newness, of being different, sometimes of being way out. Cheapness may be emphasized too, the fact that almost everyone can afford the product. Does this mean that quality in manufactured goods is disappearing now that most things are mass produced?

Ex. 4: Answer the following questions to the Text «What quality means» to make a brief summary.

- 1) What is the title of the article?
- 2) Where and when was it published?
- 3) Who is the author of this article?
- 4) What is this article devoted to?
- 5) What is the main idea of the article?
- 6) How many parts does this article consist of?
- 7) What is spoken in the first / second / third / last part about?
- 8) What attention is given to advertising?
- 9) What conclusions does the author come to?
- 10) Is the article illustrated with drawings and schemes?
- 11) Whom is this article addressed to?
- 12) Who may this article be recommended to?
- 13) How would you characterize this article in your opinion?

Практическое занятие 2.1.4

Тема: Визитная карточка. Удостоверение личности.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board»

Задания к практической работе:

Visiting Card

Ex. 1: Read aloud using transcription some words that are needful for filling in some documents.

В визитной карточке используются следующие сокращения:

1) для обозначения адреса:

t	S	street	[stri:t]	улица
lvd	B	boule- vard	['buləvcrd]	бульвар
mb	E	em- bankment	[im'bæŋkmə nt]	набереж- ная
ve	A	avenue	['ævinju:]	проспект
q	S	square	[skweɛ]	площадь

2) для обозначения научного статуса:

A – Associate выпускник среднего специального учебного заведения

AA – Associate of Arts выпускник гуманитарного среднего специального учебного заведения

BA (*Am* AB) – Bachelor of Arts бакалавр искусств

BSc (*Am* BS) – Bachelor of Science бакалавр наук

MA – Master of Arts магистр гуманитарных наук

MSc / MS – Master of Science магистр естественных или точных наук

PhD – Doctor of Philosophy доктор философии
 Оформление адреса в английском языке не совпадает с формой,
 к которой привыкли в России. Сравните:

In Russian (по-русски):	Россия, 129085 г. Москва, Проспект Мира, 101 в, строение 1 Издательский центр «Академия»
In English (по-английски):	ACADEMIA Publishing Centre 10 lv, building 1, Prospect Mira Moscow, 129085 Russia

Ex. 2: Memorize some words and word combinations.

Для обозначения должностей в учебных заведениях используют следующие слова и словосочетания:

директор школы	director manager head headmaster headmistress (о женщине) principal (Am)
заместитель директора	assistant director
и.о. директора	acting director
зам. начальника / директора	assistant chief deputy director
классный руководитель	class / form teacher form master homeroom teacher (Am)
учитель	teacher
домашний	tutor (Am)
школьный	(school) teacher (school) master (school) mistress (о женщине)

	английского языка математики музыки ОБЖ Пения	schoolman (Am) ['skudman] English teacher master mathematics teacher music teacher security of life teacher singing master
учитель	рисования танцев физкультуры	art teacher dancing master physical training teacher
заведующий	канцелярией учебной частью АХЧ отделом	headclerk executive (Am) head of studies assistant manager head of department
ректор		rector chancellor (Am)
проректор		pro-rector vice-chancellor (Am)
декан		dean president of a faculty
доцент		senior lecturer (senior) reader assistant professor (Am)
преподаватель в вузе		teacher lecturer instructor (Am)
научный руководитель		supervisor of studies
куратор	tutor	
ответственный за		responsible for
няня	nurse (maid)	
воспитатель	educator	
Названия образовательных и воспитательных учреждений		
детский сад(для детей от 2 до 5 лет)		nursery school kindergarten

['kindəga:tn]

педагогическое училище	primary school
	teacher(s') training college
среднее специальное учебное заведение	college
высшее учебное заведение	higher school
университет	university
институт	institute
педагогический институт	teacher(s') training institute

Образец визитной карточки

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Образец удостоверения личности

Удостоверение	Identity Card
Фамилия	Surname
Имя	First Name
Отчество	Middle Name
Гражданство	Citizenship
Национальность	Nationality
Род занятий	Occupation
Телефон	Telephone Number
Адрес	Full Postal Address
Дата	Date
Подпись	Signed

Ex. 3: Read aloud questions and their answers.

1) What is your name?	1) My first name is ...
2) What is your surname?	2) My surname is ...
3) What nationality are you?	3) I am ...
4) What country are you from?	4) I am from ...
5) What's your address?	5) My address is ...
6) What's your profession?	6) I am a ...
7) What languages do you speak?	7) I speak English, German, French and Russian.

Ex. 4: Write into English your Home address and address of your educational establishment.

При передаче русских названий и имен на английском языке пользуйтесь правилами транслитерации. Транслитерация представляет собой замещение букв русского алфавита соответствующими буквами или сочетаниями букв английского алфавита. Существуют и исключения – фамилии, которые уже имеют устоявшееся написание в английском языке. Например: Tolstoy.

Таблица соответствия русских букв английским:

ЗАПОМНИТЕ: Транслитерация русских букв английскими:

Буквы:

русские	английские	русские	английские
е, ё	e, yo (Semyonov)	ш	sh (Shukshin)
ж	zh (Zhukov)	щ	sch (Khrushchov)
з	z, s (Kuzmin, Grusdev)	ы	y, i (Bykov)
й	ei, (i)y, ai (Chaikovsky)	ь	' (Belen'kiy)
х	kh, h (Khrushchov)	ю	iu, yu (Yurkin)
ц	ts (Tsokov)	я	ia, ya (Yakovlev)
ч	ch (Chekhov)		

Ex. 5: Make up your own Identification card.

Тема 2.2

Выдающиеся учёные и изобретатели

Практическое занятие 2.2.1

Тема: Михаил Васильевич Ломоносов.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board»

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

- | | |
|---|--|
| 1) province – губерния | 6) to be engaged in research – заниматься исследованиями |
| 2) to strive for – стремиться к | 7) natural sciences – естественные науки |
| 3) the Slavo-Greek-Latin Academy – Славяно-греко-латинская академия | 8) applied sciences – прикладные науки |
| 4) chemistry – химия | 9) founder – основоположник |
| 5) mining – горное дело | |

Ex. 2: Read the text to answer the following questions.

- 1) When was Lomonosov born?
- 2) Where did he study?
- 3) In what fields of science did he write works?
- 4) What did he write besides scientific works?
- 5) What university is named after his name?
- 6) When did he die?

Mikhail Lomonosov

Mikhail Lomonosov was born in 1711 in Archangelsk province. His father was a fisher and young Mikhail liked to help him. He always strove for knowledge and liked reading books.

As he was 19 years old, he decided to study in Moscow. He went there on foot. In Moscow he entered the Slavic- Greek-Latin Academy. After his graduation from Academy he was sent abroad to complete his knowledge in chemistry and mining. After he had returned

from abroad, he became the first Russian professor of chemistry in 1745.

At first he was engaged in research in physics and chemistry. Since 1748 he had conducted works in the first Russian chemical research laboratory, which was built at his request.

Since 1753 he was engaged in research in many fields of natural and applied sciences. He wrote works on physics, astronomy, geography, history. Besides scientific works, he wrote poems as well. He is the author of the first scientific grammar of the Russian language.

He founded the factory producing colored glass. He created some mosaics using the glass produced at the factory.

Lomonosov was the founder of the first Russian university. This university is situated in Moscow and still carries his name.

Mikhail Lomonosov died in 1765. But he is still known as the father of the Russian science, an outstanding poet, the founder of Russian literature.

Ex. 3: Translate the underlined words.

MIKHAEL LOMONOSOV (1711—1765)

Mikhael Lomonosov is the father of the Russian наука, an выдающийся poet, основатель of Russian literature. Mikhael Lomonosov was born in 1711 in Arkhangelsk province. He liked to spend his free time fishing with his father. He began to read himself when he was a little boy. He wanted to study and when he was 19 he went неишком to Moscow. He decided to enter the Slavic-Greek-Latin Academy. He поступил it and 6 years later in 1736 he was sent abroad to закончить his studies in химии and горному делу. Lomonosov worked hard and he became a great scientist. Lomonosov was a physicist, a painter, an astronomer, a geographer, a historian and a statesman.

Mikhael Lomonosov made a telescope. He наблюдал a lot of stars and planets with his телескопу. Lomonosov wrote the first scientific грамматика of the Russian язык. He wrote many poems.

Mikhael Lomonosov построил a factory near Petersburg. It was the factory, where стекло was produced. Mikhael Lomonosov was the основатель of the first Russian University. This University is named after Lomonosov and it располагается in Moscow. Mikhael Lomonosov died in 1765. But people know and помнят him.

Ex. 4: Translate into English.

Михаил Ломоносов

Михаил Ломоносов родился в 1711 году в Архангельской губернии. Его отец был рыбаком, и юный Михаил любил помогать ему. Он всегда стремился к знаниям и любил читать книги.

Когда ему было 19 лет, он решил учиться в Москве. Он пошел туда пешком. В Москве он поступил в Славяно-греко-латинскую академию. После окончания академии он был направлен за границу, чтобы усовершенствовать свои знания по химии и горному делу. После того, как он вернулся из-за границы, он стал первым русским профессором химии в 1745 году.

Сначала он занимался исследованиями в области физики и химии. С 1748 года он проводил работы в первой русской химической исследовательской лаборатории, которая была построена по его просьбе.

С 1753 года он проводил исследования во многих областях естественных и прикладных наук. Он писал труды по физике, астрономии, географии, истории. Кроме научных трудов, он писал также стихотворения. Он – автор первой научной грамматики русского языка. Он основал фабрику по производству цветного стекла. Он создал несколько мозаик, используя стекло, произведенное на этой фабрике. Ломоносов был основателем первого русского университета. Этот университет находится в Москве и носит его имя.

Михаил Ломоносов умер в 1765 году. Но он все еще известен как отец русской науки, выдающийся поэт, основоположник русской литературы.

Ex. 5: write an essay on Mikhail Lomonosov and his scientific activity.

Практическое занятие 2.2.2

Тема: Пётр Капица.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screenboard»

Задания к практической работе:

Ex. 1: Memorize the words and word combinations.

- | | |
|--|--|
| 1) waveguides – волновод | 5) particle – частица |
| 2) high-power – высоковольт-
ный | 6) mobility – подвижность |
| 3) nuclear physics – ядерная
физика | 7) disprove – опровергать |
| 4) entirely – совершенно | 8) axiomatic truth – очевидная
правда |

Ex. 2: Translate the first, the third paragraphs of the text for 30 minutes.

Pyotr Kapitsa

1. The name of Pyotr Leonidovich Kapitsa speaks for itself: in history of physics there are few scientists that can be placed next to him. Kapitsa was the son of a general, a famous military engineer who had built the Kronstadt fortress. He graduated from the electromechanical faculty of the Petersburg Polytechnic Institute – perhaps the best technical educational establishment in Russia at that time. It was there that he took interest in physics.

2. In 1921 Kapitsa was sent abroad to continue studying. The young physicist attracted universal attention at the world-famous Cavendish Laboratory headed by Ernest Rutherford, the founder of experimental nuclear physics. Very soon Kapitsa established an unusual record – he completed the laboratory course in two weeks instead of the usual two years. After that, Rutherford took personal interest in him and Kapitsa became his favorite pupil.

3. In 1934 Kapitsa returned to Russia and was appointed a director of the Institute of Physical Problems. During the war years he began to work in an entirely new field of science and technology – high-power (высоковольтный) electronics. It is known today that electronics means small currents. Electronic devices – electronic tubes, for example, – operate on electrons, that is, particles having a very small mass and a very high mobility. At that time scientists thought that it was impossible to transmit great amounts of power over long distances by means of electronics. Kapitsa disproved this «axiomatic truth» and showed that the electrons were able to transmit millions of kilowatts of energy over great distances. Kapitsa's high-power electronics has a fantastic future. Electric power will flow all over the country.

Using waveguides mankind will be able to send it directly to Earth satellites and orbital stations in space.

Ex. 3: Scan the second paragraph and choose the correct continuation of sentence from the ordered variants. Write down all the sentence and translate it.

A lot of scientists were interested in Kapitsa

- 1) because he was Rutherford's favorite pupil.
- 2) because he needed only two weeks to complete his study.
- 3) because he was the head of the Cavendish Laboratory.

Практическое занятие 2.2.3

Тема: Академик Лаврентьев.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board»

Задания к практической работе:

Ex. 1: Memorize the words and word combinations.

brilliant – выдающийся	predict – предсказывать
conversation – разговор, беседа	rock – горная порода
combine – сочетать	explode – взрывать
unexpected – неожиданный	dam – перегораживать плотиной
apply – применять	flood – наводнение
cumulative – кумулятивный,	spot – небольшой участок мест-
направленный	ности
explosion – взрыв	location – местоположение

Ex. 2: Translate the text in written form without dictionary for 45 minutes.

Academician Lavrentyev

No problem in physics, mechanics and many other branches of science can be solved without mathematics. One of the brilliant representatives of this field is the Russian mathematician Michail Lavrentyev. As his father was a mathematics lecturer the boy often heard scientific conversation at home. This, he said, was the stimulus for his first interest in science.

Studying at Moscow University he came under the influence of a leading Russian mathematician N. N. Luzin whose research formed the basis for a new school of mathematics. It was that school which greatly influenced M. Lavrentyev's life.

He was teaching practically all his life, combining it with research work. One of his theoretical studies led to an unexpected result which could be applied to the problem of cumulative explosions. Thanks to a theory of controlled explosions developed by Lavrentyev it became possible to predict how much and where rock and soil which were to be exploded could move. This theory was applied when damming a river to prevent the floods damaging Alma-Ata.

A special creation of the Academician was the Siberian Department of the Russian Academy of Sciences or Academgorodok as it is more known. Lavrentyev is often referred to as «father» of Academgorodok because it was him who flew around Siberia in the 1950s and chose the spot for the new science town near Novosibirsk. There were good reasons for the town's location in Siberia because this area was potentially very rich and needed a scientific and technological base for its development.

Today Academgorodok is based on a triangle which is organically linked with Lavrentyev's own life. His personal experience showed that successful research was impossible without its high quality, close links between science and industry, training of the next scientific generation.

Ex. 3: Answer the following question in some sentences.

Why is the basis of Academgorodok called a «triangle»?

Ex. 4: Retell the text.

Практическое занятие 2.2.4

Тема: Эрнест Резерфорд.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board»

Задания к практической работе:

Ex. 1: Memorize the words and word combinations.

- | | |
|--|---|
| 1) accident – случай, случайность | 8) spontaneous – самопроизвольный, спонтанный |
| 2) isolation – отделение | 9) nucleus – ядро |
| 3) discovery – открытие | 10) achieve – достигать |
| 4) await – ожидать | 11) assistant – ассистент, сотрудник |
| 5) conquer – завоевывать, покорять | 12) splitting – расщепление |
| 6) become interested in – заинтересоваться | 13) convert – превращать |
| 7) formulate the law – формулировать, излагать закон | 14) miscall – неверно называть |
| | 15) fission – деление |
| | 16) transformation – превращение |

Ex. 2: Translate the text in written form without dictionary for 45 minutes.

Ernest Rutherford

Rutherford's 42 years of active research work, which only ended at his death in 1937, resulted in important advances in the theory of «atomic energy» as we know it today. It all began with Becquerel's accident discovery of radioactivity in 1896, which was soon followed by the Curies' isolation of polonium and radium. The whole scientific world knows that this great discovery opened up new scientific fields awaiting to be conquered. Many scientists from different countries became interested in the new field of radioactivity. One of them was the young New Zealander, Ernest Rutherford, who at the age of 27 (1898) was appointed to the chair of physics at the University of Montreal. It was him who made a great number of really important discoveries.

The first of his great researches was made in Montreal and led him to formulate the laws of radioactive transformations. Perhaps the greatest of all Rutherford's discoveries was made at Manchester, where he went in 1907. This was the nuclear model of the atom.

The main part of the radioactive transformation theory was the spontaneous transformation of one nucleus into another but the artificial transformation of nuclei was achieved only in 1919. This experiment, marking the beginning of modern nuclear physics, was made by Rutherford himself with simple apparatus and one assistant.

The splitting of atom has opened to man a new and enormous source of energy because in the splitting process the nucleus matter is converted into energy. But before nuclear energy (now officially mis-

called *atomic* energy) could be used, two more major discoveries were needed. These were the discovery of the neutron and of the fission of uranium nucleus made by James Chadwick and Otto Hahn.

Ex. 3: Answer the following question in some sentences.

Was Becquerel's discovery of radioactivity based on the Curies' discovery of radium?

Ex. 4: Retell the text.

Практическое занятие 2.2.5

Тема: Джеймс Максвелл.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board».

Задания к практической работе:

Ex. 1: Memorize the words and word combinations.

fruitful – плодотворный	article – научная статья
optics – оптика	calculation – вычисление
investigation – исследование	

Ex. 2: Translate the text in written form without dictionary for 45 minutes.

James Clerk Maxwell
(1831-1879)

James Clerk Maxwell (1831-1879), a great physicist and mathematician, was born in Edinburg, Scotland. After school he entered the University of that city. Then he attended the University of Cambridge and graduated from it in 1854. When at the University Maxwell took great interest in mathematics and optics.

For two years after the University Maxwell worked at Trinity College combining lecturing and making experiments in optics. At the same time he studied much himself. He became a professor of natural philosophy (1856) and in some ten years a professor of physics and astronomy. When working at the King's College (London) he met Faraday for the first time.

In 1871 Maxwell became professor of experimental physics at Cambridge. At that time students could not have such subjects as electricity or magnetism as there was no laboratory for studying them. Such a laboratory organized by Maxwell made Cambridge world-known.

This was a very fruitful period of Maxwell's life. He was engaged in studying the problems of electromagnetism, molecular physics, optics, mechanics and others. The most outstanding investigations, however, were made in the field of the kinetic theory of gases and electricity. Maxwell is called the founder of the electromagnetic field (together with Faraday) and the electromagnetic theory of light. His famous work on electricity and magnetism was published in 1873. During these years he also wrote his classic «Matter and Motion», a small book on a great subject, and many articles on other problems.

Maxwell wrote his first scientific work when he was fifteen. Since that time he published a great number of works based on the results of his experiments and calculations. Maxwell's works on the kinetic theory of gases, the theory of heat, dynamics and the mathematical theory of electricity and magnetism are monuments to his great genius.

Ex. 3: Complete the sentence.

James Clerk Maxwell became a world-known scientist...,

- 1) ... because he developed theoretical principles of experimental physics.
- 2) ... because his scientific works were based on his own experiments.
- 3) ... because he published his first scientific work at the age of fifteen.

Ex. 4: Retell the text.

Практическое занятие 2.2.6

Тема: Изобретатели и их изобретения.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board».

Задания к практической работе:

Ex. 1: Ex. 1: Familiarize with the following information.

a) A lot of new inventions appears every day to make our lives easier, longer, warmer, and speedier. But only a few inventors design a new machine or product that becomes so well-known that it is named after its creator.

b) Find the names of the inventors who gave their names to the things they created in the following list and put them down in the chart.

E. Rutherford	C. Mackintosh
S. Colt	S. Morse
L. Landau	W. Thomson
R. Diesel	C. Rolls
H. Cavendish	C. Benz

Inventor	Invention	Year of invention	Country
1.			
2.			
3.			
4.			
5.			
6.			

Ex. 2: Read the text «Inventors and their inventions» and find the information to complete the chart. Look up the words you do not know in your dictionary.

Inventors and their inventions

Samuel Colt was an American. He lived in the 19th century. In 1836 he designed and patented a pistol. It was a pistol with a revolving chamber that could fire six bullets one after another. It was the first pistol of its kind. Later came along many other pistols with six bullets.

Rudolf Diesel was a German engineer. He was born in 1858 and died in 1913. In 1897 he invented a new internal combustion engine. The engine is known as a diesel and it began a transport revolution in

cars, trucks, trains and ships. The main advantage of diesels is that they run on rather cheap fuel.

Samuel Finley Morse was born in 1791. He died in 1872. He was a portrait painter. Then he became an inventor. For twelve years he tried to perfect the telegraph and was finally successful. Later he invented the telegraphic dot-and-dash alphabet. Now it is known as Morse code. Morse code was not the only one in America at that time. There were some others. But now we only use Morse code all over the world.

Charles Mackintosh lived from 1766 to 1843. He lived in Scotland and was a chemist by profession. He worked in the textile industry. In 1823 he developed a rubber solution. This rubber solution was used for raincoat production. Raincoats with this rubber solution didn't allow water to penetrate. These raincoats were called mackintoshes. Now people all over the world use them in spring and in autumn.

Charles Rolls was born in 1881 in Great Britain. He died in 1910. He was an aristocrat and a businessman. He was especially interested in cars. Once he met another enthusiast for cars, Henry Royce. Henry Royce was a famous car engineer. They decided to design the most comfortable and reliable car. At the beginning of the 20th century it seemed to be a fantasy. But they worked hard and at last in 1907 they created the world-famous Rolls-Royce car. It was so comfortable and reliable that one of the models of Rolls-Royce cars, «Silver Ghost», remained unchanged for 20 years since 1907.

Gottlieb Daimler and Charles Benz were two inventors. They lived in Germany. They were both interested in car production. At the end of the 19th century each of them designed a car. At the same time they organized two independent firms to produce them. All the cars produced by the firm of Daimler were called «Mercedes». Mercedes was the name of the daughter of one of the stockholders of the firm. This man saved the firm of Daimler from the financial crisis at the beginning of the 20th century. But after World War I the firm of Daimler met with financial difficulties again. This time it had to join the firm of Benz. Since that time all the cars produced by the firm «Daimler-Benz» have been called «Mercedes-Benz».

Ex. 3: Say a few words about the inventions which were very important for automobile industry.

Тема 2.3

Права детей

Практическое занятие 2.3.1

Тема: Конвенция о правах ребёнка.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари

Задания к практической работе:

Ex. 1: Translate the text to answer the following questions.

- 1) What is the title of the text?
- 2) Where and when was it published?
- 3) What is this text devoted to?
- 4) What is the main idea of the text?
- 5) How many parts does this text consist of?
- 6) What is spoken in the first / second / third / last part about?
- 7) What attention is given to the Rights of the Child?
- 8) What conclusions does the author come to?
- 9) Whom is this text addressed to?
- 10) Who may this text be recommended to?
- 11) How would you characterize this text in your opinion?

The Convention on the Rights of the Child

The human rights of children and the standards to which all governments must aspire in realizing these rights for all children, are formulated in the Convention on the Rights of the Child. The Convention is the most universally accepted human rights instrument in history – it has been ratified by every country in the world except two. By ratifying this instrument, national governments have committed themselves to protecting and ensuring children's rights.

Built on varied legal systems and cultural traditions, the Convention on the Rights of the Child is a universally agreed set of non-negotiable standards and obligations. It spells out the basic human rights that children everywhere – without discrimination – have: the

right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation, and to participate fully in family, cultural and social life. Every right spelled out in the Convention is inherent to the human dignity and harmonious development of every child. The Convention protects children's rights by setting standards in health care, education and legal, civil and social services. These standards are benchmarks against which progress can be assessed. States that are party to the Convention are obliged to develop and undertake all actions and policies in the light of the best interests of the child.

The Convention on the Rights of the Child was carefully drafted over the course of 10 years (1979-1989) with the input of representatives from all societies, all religions and all cultures. The Convention has become the most widely accepted human rights treaty ever.

Some people assume that the rights of children born in wealthy nations – where schools, hospitals and juvenile justice systems are in place – are never violated, that these children have no need for the protection and care called for in the Convention. But that is far from the truth. To varying degrees, at least some children in all nations face unemployment, homelessness, violence, poverty and other issues that dramatically affect their lives.

All of us are born with human rights – a principle the Convention on the Rights of the Child makes very clear. They belong to each and every one of us equally. Children living in developing countries have the same rights as children in wealthy countries. The Convention places equal emphasis on all of the rights for children.

Because of its near-universal acceptance by the community of nations, the Convention on the Rights of the Child has brought into sharp focus for the first time the fundamental human dignity of all children and the urgency of ensuring their well-being and development. The Convention on the Rights of the Child specifically refers to the family as the fundamental group of society and the natural environment for the growth and well-being of its members, particularly children.

Under the Convention, States are obliged to respect parents' primary responsibility for providing care and guidance for their children and to support parents in this regard, providing material assistance and support programmes. States are also obliged to prevent chil-

dren from being separated from their families unless the separation is judged necessary for the child's best interests.

The Convention on the Rights of the Child confirms that children have a right to express their views and to have their views taken seriously and given due weight – but it does not state that children's views are the only ones to be considered. The Convention also states that children have a responsibility to respect the rights of others, especially those of parents.

The principle of non-discrimination is included in all the basic human rights instruments and has been carefully defined by the bodies responsible for monitoring their implementation.

The Convention on the Rights of the Child was adopted and opened for signature, ratification and accession by General Assembly resolution 44 / 25 of 20 November 1989. It entered into force the 2nd of September 1990, in accordance with article 49.

Ex. 2: Give the English equivalent of the following words and word combinations.

Документ, наиболее полно признанный во всем мире; ратифицировать; неоспоримый; защищать и гарантировать права детей; законодательная система; культурная традиция; право на жизнь; право на наиболее полное развитие; полноценно участвовать; устанавливать стандарты; здравоохранение; предпринимать действия; вклад представителей; договор о правах человека; одобрять (документ); принимать; суд по делам несовершеннолетних; далеко не так; безработица; в равной степени; развивающиеся страны; развитые страны; человеческое достоинство; естественная среда; в интересах ребенка; выражать своё мнение; уважать права других; исполнение.

Ex. 3: Give the Russian equivalents of the following words and word combinations.

To aspire; governments have committed themselves; universally agreed; inherent to the human dignity; social services; benchmark; in the light of; to assume; poverty; affect one's life; bring into sharp focus; parents' primary responsibility; in this regard; material assistance; prevent somebody from something.

Ex. 4: Prove that:

1) the Convention on the Rights of the Child is the most universally accepted document of this kind;

2) the Convention on the Rights of the Child is a set of non-negotiable standards and obligations;

3) the Convention on the Rights of the Child spells out the basic human rights for children all over the world;

4) the Convention on the Rights of the Child was paid much attention to while being drafted;

5) children born in wealthy nations sometimes need protection as well as children born in developing countries;

6) the Convention on the Rights of the Child specifically emphasizes the role of the family in the upbringing of children.

Ex. 5: Express the idea in a different way.

1) The Convention on the Rights of the Child was accepted by all the countries in the world except two.

2. The Convention on the Rights of the Child is the basic document that serves the reference for the governments.

3. The Convention was written for a long period of time.

4. The Convention was written taking into consideration different cultural backgrounds.

5. Some people think that children living in the developed countries do not suffer from homelessness, violation and discrimination.

6. The main obligation of the parents is to provide good living conditions for their children.

7. States must ensure that children live together with their families unless the court decides it is better for a child to be separated from his / her parents.

8. Children can express their point of view and respect the point of view of the others.

9. The principle of equality of all the races is included in all the documents of the Convention.

Ex. 6: Speak about the main principles of the Convention on the Rights of the Child.

Практическое занятие 2.3.2

Тема: Выдержки из Конвенции о правах ребёнка.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари.

Задания к практической работе:

Ex. 1: Translate the text to answer the following questions.

- 1) What is the title of the text?
- 2) Where and when was it published?
- 3) What is this text devoted to?
- 4) What is the main idea of the text?
- 5) How many parts does this text consist of?
- 6) What is spoken in the first / second / third / last part about?
- 7) What attention is given to the States parties?
- 8) What conclusions does the author come to?
- 9) Whom is this text addressed to?
- 10) Who may this text be recommended to?
- 11) How would you characterize this text in your opinion?

Extracts from the Convention on the Rights of the Child

Preamble

The States Parties to the present Convention,

Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person and have determined to promote social progress and better standards of life in larger freedom,

Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions and that such children need special consideration,

Recognizing the importance of international cooperation for improving the living conditions of children in every country, in particular in the developing countries,

Have agreed as follows:

Part I

Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination

of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

Article 9

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an

appropriate body, in a manner consistent with the procedural rules of national law.

Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.

2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.

Article 16

2. The child has the right to the protection of the law against such interference or attacks.

Article 17

1. States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health.

Ex. 2: Make up a review about the Convention on the Rights of the Child using material given in this Workshop. Volume of your review should be 100-120 words.

Тема 2.4

Этикет

Практическое занятие 2.4.1

Тема: Благодарность, извинение, привлечение внимания, вопросы о состоянии дел.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки устной диалогической / монологической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board».

Задания к практической работе:

Ex. 1: Read the text and then translate it. write down key words connected with table manners.

Table manners

Good table manners avoid ugliness. All rules of table manners are made to avoid it. To let anyone see what you have in your mouth is offensive. So is to make a noise. To make a mess in the plate is disgusting. So there are some rules how to behave yourself at the table:

Do not attract undue attention to yourself in public.

When eating take as much as you want, but eat as much as you take.

Never stretch over the table for something you want, ask your neighbour to pass it.

Take a slice of bread from the bread-plate by hand, don't harpoon your bread with a fork. Never read while eating (at least in company).

When a dish is placed before you do not eye it suspiciously as though it were the first time you had seen it, and do not give the impression that you are about to sniff it.

Chicken requires special handling. First cut as much as you can, and when you can't use knife or fork any longer, use your fingers.

The customary way to refuse a dish is by saying, «No, thank you» (or to accept, «Yes, please»). Don't say «I don't eat that stuff», don't make faces or noises to show that you don't like it.

In between courses don't make bread-balls to while the time away and do not play with the silver.

Do not leave spoon in your cup when drinking tea or coffee. Do not empty your glass too quickly – it will be promptly refilled.

Don't put liquid into your mouth if it is already full.

Don't eat off the knife.

Vegetables, potatoes, macaroni are placed on your fork with the help of your knife.

If your food is too hot don't blow on it as though you were trying to start a campfire on a damp night.

Try to make as little noise as possible when eating.

And, finally, don't forget to say «thank you» for every favour or kindness.

Ex. 2: Write down key words connected with table manners and translate them into Russian.

Ex. 3: Tell us about table manners.

Ex. 4: Familiarize yourselves with colloquial phrases.

Gratitude (Благодарность)

- | | |
|---|---|
| - Thank you, you've (you have) been very helpful. | - Спасибо, вы мне очень помогли. |
| - You're (you are) welcome. | - Пожалуйста. / Не стоит благодарности. |
| - Thank you for coming. | - Спасибо, что пришли. |
| - Not at all. | - Не стоит благодарности. |
| - You're (you are) very kind. | - Вы очень добры. |
| - Thank you for your company. | - Спасибо за компанию. |

Apologizing (Извинение)

- | | |
|---|---|
| - I'm (I am) sorry. | - Простите. |
| - Never mind. | - Ничего. / Пусть это вас не беспокоит. |
| - I must apologize to you. | - Я должен извиниться перед вами. |
| - You needn't apologize. It's my fault. | - Вам нет необходимости извиняться. Это моя вина. |
| - Excuse me. | - Извините. |
| - That's all right. | - Ничего. / Все в порядке. |

Plugging (Привлечение внимания)

- | | |
|--|---|
| - Excuse me. / Pardon me. | - Извините, ... |
| - Yes? What is it? | - Да, что такое? |
| - Excuse me, could you tell me the time? | - Простите, вы не могли бы сказать время? |
| - It's (It is) 5 to 5. | - Без пяти пять. |

Questions about state of affairs (Вопросы о состоянии дел)

- | | |
|--|--|
| - How are you? | - Как поживаете? |
| - Fine, thank you. And you? | - Спасибо, хорошо. А вы? |
| - Not too well. | - Не очень хорошо. |
| - Why? What's the matter? | - Почему? Что случилось? |
| - How's (How is) Mary getting on with her work? | - Как дела у Мэри с ее работой? |
| - I'm afraid I don't know. I don't see much of her. | - Боюсь, я не знаю. Я редко ее вижу. |
| - I'm glad you're (you are) back. I was missing you badly. | - Рад, что вы вернулись. Я очень скучал без вас. |

- So was I.

- Я тоже.

Visiting (Прием гостей)

- Come in, please. This way.

- Заходите, пожалуйста. Проходите сюда.

- Thank you.

- Спасибо.

- Take a seat. Make yourself at home.

- Садитесь, пожалуйста. Чувствуйте себя, как дома.

- Thank you very much.

- Большое спасибо.

Ex. 5: Translate dialogues into English and then play them out.

1) - Большое спасибо.

5) - Как дела у отца?

- Пожалуйста.

- Хорошо, спасибо.

2) - Я рад, что вы вернулись. Проходите, пожалуйста.

6) - Джим!

- Большое спасибо.

- Да? Что такое?

3) - Как поживаешь, Джим?

7) - Что случилось?

- Замечательно, спасибо. А ты?

- Ничего, все в порядке.

4) - Я должен извиниться перед вами.

8) - Спасибо, что пришли.

- Пусть это вас не беспокоит.

- Не за что.

Ex. 6: Play out the following situations.

1) Вы повстречали знакомого, которого давно не видели.

2) Вам помогли в трудный момент.

3) К вам пришли гости.

4) Вы не располагаете информацией, о которой вас спрашивают.

5) Перед вами извинился неловкий пассажир, толкнувший вас.

6) Вас благодарят за оказанную добрую услугу.

7) Вы нечаянно повредили чужую вещь.

Тема 2.5

Некоторые факты об Интернете

Практическое занятие 2.5.1

Тема: Компьютер в моей жизни.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки устной и письменной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board».

Задания к практической работе:

Ex. 1: Memorize the words and word combinations.

addict – сильно увлеченный	average – средний
чем-либо, наркоман	majority – большинство
minority – меньшинство	survey – исследование, обзор,
owner – владелец	опрос
male – мужчина; мужской	confidence – уверенность

1) debugging – finding and removing problems in computers and computer programs; отладка (программы); наладка (машины или механизма); устранение неполадок, устранение неисправностей;

2) «hacking» – gaining access to computers when it is not allowed.

Ex. 2: Read the text to answer the following questions.

1) What are computer addicts like?

2) Have you ever used a computer?

3) Why are computers used?

4) Why are more boys than girls interested in computers?

5) Is computer addiction harmful?

6) Do you use computers at school/university/work? What do you use them for?

7) Would you say you are computer-literate? Why?

Computers in my life

Computer addicts are the minority of computer users but there is no doubt that more and more young people are computer literate. Computer studies is a subject in many schools and many young people have personal computers. About one in three hundred computer owners spend almost all their time using computers.

Ninety six per cent of them are males of all ages. All of them spend an average of twenty hours per week on home computers. The majority of the adults also use computers at work. All the computer addicts are very intelligent. They have been interested in science and

technology from a very early age and they are usually very shy people who like being alone.

A survey in a school showed that fewer girls are interested in computers because girls are less likely to have a computer. Even if they have one, they use then less frequently than boys. Possibly it is because we think of computers as something to do with maths and science, which are traditionally «male» subjects. Possibly it is because most of the computer teachers are men, who give the girls less attention. Possibly parents think it is less important for girls to have computer skills.

Computer addicts are usually very shy people. Using computers gives them confidence. They love debugging and solving problems, develop programs and love learning programming languages. They learnt to communicate with other users through computer networks and the people they met in school and work think of them as experts who could help and advise when they had problems with their machines. A few spend their time «hacking» and one addict left a message on a computer of Buckingham House. Very few computer addicts play computer games, but many people use a computer exclusively for games.

Some parents worry about computer games because they think their children won't be able to communicate with real people in the real world. But parents do not need to worry. According to research computer addicts usually do well after they have left school. Parents also do not need to worry that computer addiction will make their children become unfriendly and unable to communicate with people. It is not the computer that makes them shy. In fact, what they know about computers improves their social lives. They become experts and others come to them for help and advice.

For most children computer games are a craze. Like any other craze, such as skate-boarding, the craze is short-lived. It provides harmless fun and a chance to escape.

If we didn't have these computer addicts, we wouldn't have modern technology. They are the inventors of tomorrow.

Ex. 3: Use the below-given vocabulary to make a report on computer technology.

Group A: monitor • screen • window • keyboard • mouse • mouse pad • CD- ROM • modem • printer

Group B: software • hardware • on-line memory • website • e-mail • Internet • to logon • word processing • to start up • to connect • to crash • to surf • to print

Ex. 4: Complete the text below with words from Group B.

As soon as I get home from school, I start up my computer. It's a couple of years old now so I've had to expand the _____. First of all I log on to the _____ and go to Sporting Life, which is a sports news _____ to find out the latest football results. Then I check my _____ to see if anyone has sent me any messages. If I have a homework project _____ I'll _____ the Internet to see if there is any useful information. If I find a good text that's quite long, I'll _____ it as it's often easier to read on paper. When my parents bought the computer, we got lots of free _____, including an encyclopedia and a _____ package, which is very useful for writing my projects. I sometimes get bad days when the computer seems to _____ all the time. And some days the Internet is busy, so when you dial it doesn't _____. People say it's because millions of users in the USA go _____ at that time. My mother is a bit worried that I'm going to run up huge bills on the Internet and that I'm going to become an Internet addict but I don't think I will.

Практическое занятие 2.5.2

Тема: Факты об Интернете.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board».

Задания к практической работе:

Ex. 1: Memorize the words and word combinations.

- | | |
|--|------------------------------------|
| 1) Defence Department – Министерство обороны | 6) to devise – изобретать |
| 2) to ensure – обеспечивать | 7) means – средство |
| 3) network – сеть | 8) to store – сохранить |
| 4) to coin – придумывать | 9) net – сеть |
| 5) collaborator – сотрудник | 10) to link – соединять, связывать |

Ex. 2: Read the text to answer the following questions.

- 1) Who was the prototype For the Internet created by?

- 2) Why was the prototype for the Internet created?
- 3) Who was the first attempt to connect two computers and allow them to communicate with one another made by?
- 4) Who is known as *father of the Internet*?
- 5) Why was the first *www server* set up?
- 6) What is the most frequently used search word?
- 7) Do you think *The Internet* will have an important influence on our daily lives?

Internet facts

The prototype for the internet was created in the sixties by the US Defence Department. To ensure that communication could be kept open in the event of a nuclear attack, it created a computer network known as Arpanet - the Advanced Research Project Agency Network.

The first attempt to connect two computers and allow them to communicate with one another was made by researchers at the University of California in Los Angeles and the Stanford Research Institute on 20 October 1969.

The first people to coin the term *Internet* were two scientists, Vinton Cerf (known as *father of the Internet*) and his collaborator Bob Kahn, who in 1974 devised a means by which data could be transmitted across a global-network of computers.

An Oxford graduate, Tim Berners-Lee, set up the first *www server* (a Server receives and sends messages) to store the archive of the European Particle Physics Laboratory in Switzerland.

The first e-mail ever sent was in 1972 between computers in two American universities. The most frequently used search word on the net is «ObamaCare», typed in 1,550,000 times every month.

The most mentioned male on the Internet is President Bill Clinton, whose name is linked to 1,542.790 sites.

The most mentioned female on the Internet is the actress Pamela Anderson, whose name is linked to 1.542.282 sites.

Ex. 3: Translate into English.

Прототип Интернета был создан в шестидесятых годах Министерством обороны США. Для гарантии сохранения открытой связи в случае ядерного нападения оно создало компьютерную сеть, известную как Арпанет – сеть Агентства проектов перспективных исследований. Первая попытка подключить два компьютера и дать им возможность поддерживать связь друг с другом

была сделана исследователями в университете Калифорнии в Лос-Анджелесе и научно-исследовательском институте Стэнфорда 20 октября 1969 года. Первое электронное сообщение было осуществлено в 1972 году между компьютерами в двух американских университетах.

Практическое занятие 2.5.3

Тема: Факты об Интернете.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board».

Задания к практической работе:

Ex. 1: Memorize the words and word combinations.

- | | |
|--|--|
| 1) withdrawal symptom – абстинентный синдром, синдром отмены | 6) dependency – зависимость |
| 2) withdrawal – уход | 7) to surf the Internet – рыскать по Интернету |
| 3) addiction – пагубная привычка | 8) disorder – болезнь |
| 4) drugs – наркотики | 9) spare-time – свободное время |
| 5) gambling – игра в азартные игры | 10) to predict – предсказывать |

Ex. 2: Translate the text in written form for 45 minutes.

Internet Addiction

Last week, in a private rehabilitation clinic outside Edinburgh, Leo Edwards, a sixteen-year-old schoolboy, was going through severe withdrawal symptoms. His body often shook violently and uncontrollably, and at mealtimes he regularly threw cups and plates around the dining room. The boy's addiction had nothing to do with alcohol, drugs, gambling or food. His problem was «Net obsession» - an over-dependency on the Internet.

An international group of psychologists has recently suggested that anyone who surfs the Internet for long periods is clinically ill and needs medical treatment. According to their report, Internet addicts

should be treated in the same way as alcoholics, drug addicts, compulsive gamblers and people with eating disorders.

Leo Edwards is not an isolated case. Russell Hopkins, aged fifteen, from Gateshead in north-east England, is a typical on-line addict. Every day after school, and after dinner until three or four in the morning, he will be found in his room surfing the Net or playing computer games. By the end of the day he will have spent more than six hours on-line. Understandably, his parents are extremely worried. Not only has his school work suffered, but Russell's addiction has also destroyed his social life and his spare-time interests. For instance, he has just dropped out of his school's basketball team in order to spend more time at his computer. Instead of spending next weekend having a good time out with friends Russell has recently joined an Internet on-line support group. It may seem ironic that many of the support groups for Internet addicts are on-line but at least Russell has sought help. Not everyone does. Dr Ann Hoffman, who runs an on-line support group, says. «People don't realize that being on-line for more than four hours a day amounts to addiction and that they have a serious problem. I predict that the number of people who join on-line support groups will have risen dramatically within three years».

Ex. 3: Answer the following questions to the text.

- 1) How did Leo respond to withdrawal from the Internet?
- 2) What do some psychologists compare Internet addicts to?
- 3) How is Russel a typical Internet addict?
- 4) What two things has he stopped doing?
- 5) What does Dr Hoffman predict?
- 6) Do you prefer going on-line to watching TV?

Ex. 4: Discuss the following questions.

- 1) Do you think that, Internet addiction is possible?
- 2) How would you stop or prevent this kind of addiction?

Ex. 5: Below you have some of the amazing achievements of modern technology. Match the names on the left with the definitions on the right.

video recorder	a kind of sophisticated typewriter using a computer
photocopier	a machine which records and plays back sound
fax machine	a machine which records and plays back sound and

	pictures
tape recorder	a camera which records moving pictures and sound
modem	a machine for chopping up, slicing, mashing, blending etc.
camcorder	a machine which makes copies of documents
robot	a machine which makes copies of documents and sends them down telephone lines to another place
word-processor	a machine which acts like a person

Практическое занятие 2.5.4

Тема: «Электронная почта или почта-тихоход?».

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board».

Задания к практической работе:

Ex. 1: Memorize the words and word combinations.

e-mail – electronic mail	gossip – сплетня, слухи
snail – улитка; разг. Тихоход	accidentally – случайно
to tap out – набирать	loads (of) – (разг.) множество
to press – нажимать	junk – ненужный
to spread – распространять	

Ex. 2: Read the text to answer the following questions.

- 1) What is e-mail?
- 2) When was it first sent?
- 3) What are the advantages of e-mail?
- 4) What are the disadvantages?
- 5) Compare e-mail and usual mail
- 6) Can you send the e-mail? Describe the way of sending.
- 7) What is snail mail?
- 8) What are the advantages of snail mail? What are the disadvantages?
- 9) How can you send the letter? Describe the way of sending.

E-Mail or Snail Mail

E-mail – electronic mail – is a way of sending messages and letters directly from your computer to another computer.

Snail mail is how people (mainly those with e-mail) refer to the traditional writing paper + envelope + stamp way of sending a letter.

How do they compare?

E-MAIL The good things

It's so quick; you can just tap out a letter on your computer and press SEND.

You can send the same letter to your hundreds of friends all around the world in a few seconds.

You can spread the news or the latest gossip really quickly. You can communicate with your favourite film stars and pop stars.

The bad things

Sometimes you wish you had re-read the letter before sending it. Most of your friends aren't on e-mail. And those that are don't like getting exactly the same letter as everybody else.

You accidentally send a bit of hot gossip to someone who really shouldn't see it. They never write back. Or you just get loads of junk mail in return.

SNAIL MAIL The good things

You use your favourite writing paper and different coloured inks and you put stickers on the envelopes. You think carefully about what you're writing because you can't easily correct mistakes.

You get a letter from a friend in another country asking you to come and visit. You can send that Valentine's Day card, which took you so long to make and which will really impress the recipient.

The bad things

You have to go out and buy your favourite writing paper, pens, stickers and envelopes. It takes hours to write a letter. Then you've got to go to the post office.

Your friends abroad don't write to you. They've all got e-mail and you haven't. There's a postal strike so your rival's boring e-mail Valentine gets there before yours.

Ex. 2: Let's discuss.

Compare snail mail and e-mail.

Практическое занятие 2.5.5

Тема: «Отправка письма через e-mail».

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board».

Задания к практической работе:

Ex. 1: Memorize the words and word combinations.

aircraft – самолет	destination – место назначения
package – посылка	reliable – надежный
to consider – считать, расценивать	to track – отслеживать
parcel – пакет, почтовое отправление	global – всемирный
correspondence – переписка	transactions – перевод
to post – отправлять	to insert – вставлять
post – почта	vehicle – наземное транспортное средство
to deliver – доставлять	message – сообщение
rapid – быстрый	delivery – доставка

Ex. 2: Read the text to title it.

The Internet is a cheap and reliable source of information – and not only that.

You can also send documents all over the world, sample new music, visit museums all over the world, read books, exchange letters with your friends in another continent and receive their answer in a quarter of an hour, sell and buy things, play games, read the latest news and do a lot of other things.

But one shouldn't treat the Net as means of amusement when there is nothing else to do. In fact, the Internet has nowadays become a very important means of business correspondence, financial transactions, marketing, and much more. In fact, in the nearest future it will become as (or more) important as fax or telephone.

The Internet stands for international co-work of computers that are linked together to exchange information. The computers are joined through high-speed connections.

To get on the Net, all you have to do is to connect your PC to any of these networked computers via an Internet Access Provider.

The Net has capabilities for cheap, global and immediate communication. It may grow to dominate areas of publishing, news and education, banking and customer support.

Ex. 3: Answer the following questions.

1. Do you like writing letters?
2. Do you often write letters to your friends and relatives?
3. Why is it necessary to put a stamp on the letter?
4. Have you ever sent a telegram?
5. Can you send a telegram from home? How?
6. Can you subscribe to newspapers and telegrams at the post office?
7. What is sold at the post office?
8. Can you transfer money by post?

Ex. 4: Read the dialogue and then act it out.

Sending a Letter

Not long ago Vlad applied for a grant from an American university. He was sure he had all chances to win this grant. Soon he got a message that the board at the University had sent him the application documents and forms to fill in. The letter having been posted by FedEx, the board informed him about the tracking number. Vlad doesn't know what this means, so he asks Boris, his brother-in-law, about FedEx.

Vlad: Hi, Boris, I have got a little problem.

Boris: What is it? What is the matter?

Vlad: I saw you receive a parcel with a sign FedEx several times.

Boris: Well, I use their service quite often. Why are you asking?

Vlad: You see, I must get a letter sent by FedEx, and I don't know what I am to do.

Boris: You know, it is rather simple. FedEx is an American company specializing in delivering letters, parcels and goods. In fact, it is a carrier service, or an express transportation company. There are quite a lot of companies of this kind all over the world, say, DHL, FedEx, German Parcel, etc.

Vlad: Then, in what way are they different from traditional postal service?

Boris: In fact, there is a great difference. To begin with, they are more reliable than the regular post. Having something really important to be sent, you'd better use the service of such company, though their services are not cheap.

Vlad: Does FedEx deliver internationally, being an American company?

Boris: Of course, they do. If I am not mistaken, they have representative offices in more than 200 countries.

Vlad: Have they, really? Then, I think, I am sure to receive the documents very soon. But then there is one more question: they have supplied me with the tracking number. What is it needed for?

Boris: Oh, using this number you can track your letter.

Vlad: Where can I track it?

Boris: In the Internet, of course. Just go to FedEx homepage and insert the number you received. You'll get the complete information about where your package is and when it is going to be at your destination. It is interesting sometimes to see that your parcel travels through so many countries to reach you.

Vlad: Do you want to say that their delivery is slower than a usual post service?

Boris: Why do you think so?

Vlad: You said it travels to many countries ...

Boris: No, it is very fast. They choose the best way to deliver. They have their own aircraft and vehicles.

Vlad: It is really very interesting. I wish I knew this before. Now I'd better go and track my parcel.

Ex. 5: Translate into English.

- Куда ты идешь?

- Я иду на почту. У меня есть подруга, которая живет в США.

- Вы давно переписываетесь?

- Уже год.

- Ты часто отправляешь ей письма?

- Довольно часто.

- А вы не пробовали переписываться с помощью Интернета? Это очень удобный способ передачи сообщений: быстрый и очень

надежный.

- Неплохая идея, только у меня нет дома компьютера.

- Но ты можешь отправлять письма из компьютерного клуба.

- Хорошо. Надо будет узнать ее электронный адрес (e-mail address).

Практическое занятие 2.5.6

Тема: «Телефонный разговор».

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки устной диалогической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board».

Задания к практической работе:

Ex. 1: Read aloud the dialogue and imitate it.

A Telephone Conversation

Vlad: Hello, this is Vlad Volkov. Can I speak to Stepan, please?

Stepan's mother: Sorry, Vlad, he is out at the moment. He'll be back in half an hour.

Vlad: Thank you. Can I call him later?

Stepan's mother: Sure, you can. Bye.

Vlad: Goodbye.

Half an hour later:

Vlad: Hello, this is Vlad again. Has Stepan arrived?

Stepan's mother: Yes, he has. Just a minute, I'll ask him to pick up the handset.

Stepan: Hi, Vlad, how are you, old boy?

Vlad: Not bad, thank you. Look, Stepan, I seem to have left my textbook in Physics somewhere, and we are going to have a test tomorrow. Haven't you taken it by mistake?

Stepan: I must search for it in my bag, as I haven't yet unpacked it. Wait a moment, please ... No, there are only my textbooks. Call Ig-

or, maybe he has taken it. By the way, he is not at home; he's at his grandmother's.

Vlad: Yes, I am going to call him. What is his grandmother's phone number?

Stepan: 877392.

Vlad: Thank you.

Stepan: I am sorry I could not help.

Vlad: It is my fault. I should have been more attentive.

Stepan: Look, I am going to read for the test right now. If you don't find the book in an hour or so, then I may lend you mine.

Vlad: Thank you very much.

Stepan: That's nothing! Good luck. Call me back anyway.

Vlad: Bye.

Vlad: Hello, this is Vlad Volkov. Can I speak to Igor?

Igor: Speaking. Hi, Vlad. Any problems?

Vlad: Well, I have left my textbook in Physics somewhere; I think someone has taken it by mistake.

Igor: I think I might have taken it. We were sitting together on the lesson of Physics. But my bag is not with me now. I have left it at home just before going to my grandma. I promise I'll search for it the first thing when I return home.

Vlad: When will you come home?

Igor: Not earlier than six. Sorry.

Vlad: Never mind. I still have some other lessons to be done.

Igor: Then I'll call you back with the results.

Vlad: Thank you. Bye.

Igor: Hello, this is Igor speaking. Can I speak to Vlad?

Vlad: Hello, Igor.

Igor: I've got your textbook. I'll fetch it to your place in half an hour.

Vlad: You needn't worry. I'll call to your place myself, if you don't mind. When is it more convenient?

Igor: Any time. I am at home from now on.

Vlad: I am coming, then. Bye.

Igor: I'll be waiting for you.

Ex. 2: Make up dialogues on the following situations.

1) Mike is calling his friend John. John isn't at home at the moment. His mother says that he will be back in an hour.

2) Jane is calling her friend Julia. She invites her to go to the pictures to see an interesting film.

3) They decide what time will suit both of them.

4) Nina is calling her friend Ann. She invites her to their housewarming party.

5) Alexei is calling his friend Sam. He asks why Sam was not at school.

6) Igor is calling Vlad. He asks what homework they were given on Friday.

Ex. 3: Translate the dialogues into English.

1) - Нина, тебя просят к телефону.

- Спроси, кто это звонит.

- Это Аня.

- Скажи, что, если она не возражает, я ей перезвоню через пять минут.

2) - Добрый день, Аня, это Марина. Как дела?

- Хорошо, спасибо. Марина, у меня есть два билета в театр на

сегодня. Я подумала, может быть, ты пойдешь со мной, если у тебя есть время?

- А какой спектакль идет сегодня?

- «Летучая мышь». Сегодня премьера (the first night).

- О, об этом спектакле (performance) много говорили.

- Да. Играет хороший состав актеров.

- А почему ты не идешь с Олегом?

- Олег, к сожалению, простудился и не может идти.

- Как жаль! Надеюсь, ничего серьезного?

- Нет, обычный грипп. У него даже температура не очень высокая. Просто грипп – очень заразная болезнь, и ему лучше остаться дома.

- Передавай ему мои пожелания скорейшего выздоровления.

- Спасибо. Так ты сможешь пойти со мной? У тебя нет никаких других планов на вечер?

- Я с удовольствием пойду с тобой.

- Давай встретимся у театра в 5.45. Спектакль начинается в шесть часов, лучше бы придти заранее.

- Разумеется.

- Тогда до встречи.
- Спасибо за приглашение.

Практическое занятие 2.5.7

Тема: «Виды телефонных разговоров».

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board».

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

area code – междугородный телефонный код

collect call – звонок с переадресацией оплаты

average – средний

Commonwealth of Independent States (CIS) – Содружество Независимых Государств (СНГ)

call back – перезвонить

city code – код города

coin – монета

dial direct – звонить напрямую (без помощи оператора)

operator-assisted call – звонок через операторскую службу

handset – телефонная трубка

pick up – снимать трубку

international telephone call – международный звонок

public pay phone – платный телефонный автомат

rate – плата, тариф

lend – одалживать

telephone number – номер телефона

local call местный звонок

toll – плата за услуги

long-distance call – междугородный звонок

Ex. 2: Translate this information with your dictionary.

How to Use the Telephone in the USA

Calls to the Commonwealth of Independent States

To place a call to a large city in the CIS you may dial directly. For Moscow, for example, dial 011 + 7 + 095 + the telephone number you wish to reach. To place a call to other cities in the CIS, dial 011 + 7 (CIS country code) + the city code, plus the number which you need.

For operator assistance, dial "0". Tell the operator that you wish to call the CIS. The operator then will ask you which city you want to call in the CIS and which telephone number. On the average, direct telephone calls to the CIS are between \$ 2 and \$ 3 per minute; operator-assisted calls are about 60% more expensive. It is not possible to place an international telephone call from public pay phones.

Rates for Long-distance and Toll Calls

Rates for long distance and toll calls are least expensive (60 % of normal charges) on weekends and on weekdays after 11 pm. Rates are less expensive (40 % of normal charges) on weekdays between 5.00 pm and 11.00 pm.

Toll-free Calls

Telephone numbers prefixed by 1-800 are called toll-free numbers because there is no charge to call them.

Using a Coin-operated Telephone

It costs \$ 0.25 to place a local call from most coin-operated public telephones. To place a local call, pick up a receiver. You will hear a constant tone. Deposit the coins (you cannot use one cent coins in coin-operated telephones). When you have deposited the correct amount of change, you will hear a short *beeping* sound. When the constant tone returns, simply dial the number you wish to reach.

Local Telephone Calls

Many telephone numbers that are prefixed with the same area code as the telephone number from which you are calling are called local telephone calls. You may place these calls from either a home telephone, or from a coin-operated telephone machine. If you are calling from a home telephone, these calls are usually a part of regular monthly service (no additional charge).

Long-distance Telephone Calls

To call a long-distance telephone number you must dial: 1 + the area code + the telephone number.

Short-distance Telephone Calls

Some telephone numbers, although they may be prefixed with the same area code as your home telephone number, may be outside of your local calling area. If you dial a number and, instead of reaching your party, you hear a recording which says «you must first dial a ‘Г with this number», the number you are calling is outside of the local calling area. To place the call, you must dial 1 + the area code + the telephone number. You must dial the area code in this case, even if it is the same as your own.

Collect Telephone Calls

If the person you are calling will agree to pay for the charges, you may place a collect telephone call. To place this kind of call dial 0 + the area code + the telephone number. An operator will come on the line and ask you for your name. Then the operator will ask the party you are calling if they will accept the charges for your call.

Тема 2.6

Подготовка к учёбе за рубежом

Практическое занятие 2.6.1

Тема: Продолжение учёбы за рубежом.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board».

Задания к практической работе:

Ex. 1: Familiarize yourselves with the information.

Продолжение учёбы за рубежом

Continuing studies abroad

Если вы намереваетесь поступить в иностранный университет в Америке или Канаде, то приемные комиссии от вас потребуют написать о себе небольшое эссе (2 машинописных листа). Его иногда называют Personal Statement, или Statement of Purpose или Statement of Reasons.

В этом эссе следует кратко изложить то, что представляет интерес для приемной комиссии. Это не просто сухое изложение вашей автобиографии, а скорее краткий рассказ о том, каковы

мотивы вашего решения поступать в данный университет, какие основания вы имеете считать, что добьетесь успеха на выбранном поприще, какой опыт вы имеете в данной сфере.

Такое эссе должно помочь преподавателям составить представление о личности будущего студента. Поэтому вам необходимо убедить их, что вас действительно стоит принять в университет.

Некоторые общие принципы составления Personal Statement:

- Писать о том, что лучше помогает понять ваш характер и ваши жизненные планы.
- Вся информация, которую вы о себе рассказываете, должна иметь связь с общей целью эссе.
- Эссе должно включать в себя только положительную информацию.
- Оно должно содержать ваше имя, подпись, название специальности, на которую вы поступаете.

В американских и канадских университетах присваивают последовательно степени:

Bachelor - бакалавр (соответствует 3-4 курсам университета СНГ), Master- магистр (еще два года учебы в университете), Doctor- доктор (еще 3-5 лет учебы в университете).

Российский аттестат зрелости примерно равен свидетельству об окончании двенадцатилетней школы. Дипломы о высшем образовании обычно приравниваются к четырем годам американского университетского обучения по специальной программе.

В американских и канадских университетах почти все стипендии, выделяемые для иностранных студентов, уходят на вторую и третью ступени (graduate studies). Но если вы приняли решение поступить на 1-ю ступень (undergraduate studies), можно собрать необходимые документы - о них речь пойдет дальше - и связаться с выбранным университетом, чтобы узнать все об условиях обучения и возможностях финансовой поддержки.

Ex. 2: Translate the text.

Undergraduate admission

Applicants to the School are required to submit an Application for Admission to the University and are required to follow the regular University admission procedures described in the FIU Undergraduate Admissions web site.

Applicants must be eligible for admission to the University before receiving admission to the School. A minimum TOEFL score of 500 written is required for international applicants.

Any student who has completed two years of college (60 transferable semester hours) may apply for admission to the upper division program.

Full credit will be granted for both Associate in Arts and Associate in Science degrees from regionally accredited institutions. Domestic students may enroll on either a full-time or a part-time basis; international students must enroll full-time (at least 12 credits per semester). Students with less than 60 transfer credits are subject to freshman admission criteria.

All students are required to meet the University's Curriculum requirements prior to graduation. It is not necessary to have been previously enrolled in a hotel, restaurant, or tourism program.

The curriculum will provide the specialized professional education to equip the student for a career in hospitality and tourism management. Students with training in liberal arts, business, education, or technology, for example, are qualified to enroll in the program.

A maximum of 60 lower division undergraduate semester credits may be transferred from a junior or community college program. More credits may be transferred from a related upper-division program at a four-year institution.

Ex. 3: You are going to study abroad. Read and fill in your application form.

Application form

Applications should be returned to the University.

This form must be completed in black ink or using a typewriter or word-processor.

Please use A4 size paper for all attachments.

Please indicate which course you are applying to:

- Programming Principles
- Programming Paradigms
- Algorithms
- Data Structures
- Logic & Computation
- Computer architecture

1. Personal Details

Family name:
Title: Mr, Mrs, Miss, other title:
First names:
Nationality:
Male / Female:
Country of permanent residence:
Date of birth:
Age:
Place of birth:

2. Education

University or College attended:
Subjects studied
Grade Dates:

3. Any other qualifications or training

Give details, where obtained, and dates:

4. Relevant experience

Please give details of any past employment (paid and voluntary), or any other experience you think relevant:

5. Reasons for study

Please state in not more than 150 words:

- a) why you wish to undertake this course;
- b) why you feel it is relevant to your particular educational / professional needs;
- c) how you envisage contributing to the future development of your country upon completing your course of study.

6. Finance

Please state why you require a scholarship to undertake your proposed course of study. Further enquiries may be made prior to the offer of a scholarship.

7. Essay

Please attach to this form an essay (in English) of no more than 1,000 words analyzing what you consider to be the most significant issue relating to the society, politics, economics, or culture today.

8. Supporting Documents

Please attach any other information you think relevant to your application. Do not include testimonials.

9. Address for correspondence where you can be contacted.

E-mail:

Telephone number (mobile and home):

Fax (if applicable):

I certify that the statements made by me on this form are correct.

I confirm that if my application is successful I will conform to the requirements.

10. Signature: Date:

Notes to candidates:

- References and transcripts will not be returned to applicants.
- Successful applicants are required to sign a declaration that they will return to their country for a minimum of years on completion of their studies.
- The University regrets it cannot provide feedback on unsuccessful applications.

Практическое занятие 2.6.2

Тема: Переписка с университетом.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board».

Задания к практической работе:

Ex. 1: Familiarize yourselves with the information.

Переписка с университетом

Correspondence with the University

Если вы выбрали американский или канадский университет, в процессе поступления вам нужно будет написать несколько писем.

Краткие правила оформления:

- Письмо должно быть набрано на компьютере;
- Оно должно быть не длиннее одной страницы;
- Поля не должны быть слишком узкими;
- Письмо должно быть разбито на завершённые по смыслу абзацы.

В правом верхнем углу должен быть расположен ваш адрес. Он пишется в следующем порядке: имя, улица, дом, город, штат, почтовый индекс, страна.

На 1-2 строки ниже, под адресом, должна быть напечатана дата. Перед адресом университета, в который вы пишете, должно остаться две свободные строки. Все выравнивается по левому краю.

Через строку ниже идет обращение: Dear Sir., при обращении к мужчине или неизвестному лицу; Dear Ms., при обращении к женщине.

Обращение заканчивается двоеточием.

Абзацы вашего письма должны быть отделены от обращения и друг от друга пустой строкой. После последнего абзаца пропускается две строки и обычно пишется Sincerely yours.

Пропустите еще 4-6 строк для подписи и напечатайте ваше имя.

REQUEST FOR APPLICATION MATERIALS

(Письмо-запрос)

Be1ova Galina

6, Komsomo1sky Prospekt, ap. 7,

Moscow

Russia

E-mail: Ga1ya@mail.ru

February 15, 2012

Prof. M.

Director of Undergraduate Studies

Department of Computer Science

University of Toronto

10 St. George Street, Room 6055

Toronto, Ontario, Canada

M5S H1

Dear Sir:

I am Be1ova Galina, 19, a final year student at Moscow Technical School of Computer Science.

I am majoring in Programming in computer systems. A list of my courses with hours and grades (unofficial transcript) is enclosed. I am to graduate next spring and I wish to apply for admission as a stu-

dent in your Department. I would like to begin studying in the fall semester of 2012.

Would you please send me an application form and other papers necessary for application. I will be very grateful for any additional information (entrance requirements, financial aid, undergraduate programs).

Sincerely yours,

Galina Belova

Ex. 1: Translate into English.

Студент последнего курса, список дисциплин с указанием количества академических часов, прием в качестве студента, осенний семестр (амер.), анкетный бланк, дополнительная информация, финансовая помощь, требования к поступающим.

Ex. 3: Spell the abbreviations of the tests and translate into Russian their full names.

TOEFL Test of English as a Foreign Language

TWE Test of Written English

TSE Test of Spoken English

Ex. 4: Write a request of your own.

COVERING LETTER

(Сопроводительное письмо)

Адрес: свой и получателя

Dear Sir:

As my application for the fall of 2012, I am sending you the following materials (enclosed):

- 1) Completed Application Form
- 2) Completed International Student Financial Statement
- 3) Certified copy of my official transcript (academic certificate) with attached official translation into English made by the Moscow State Notary Office 1
- 4) Two-page Personal Statement
- 5) Three letters of recommendation (in separate envelopes).
- 6) Copies of TOEFL, TWE.

Please acknowledge the receipt of this packet.

Please also let me know if you need any additional documents.

I would be very grateful to you if you would duplicate your admission decision via e-mail.

Thank you for consideration of my application.

Sincerely yours,

Galina Belova

Ex. 5: Translate into English.

Заполненная анкета, рекомендация, официальная копия диплома, документ, решение о приеме.

Ex. 6: Translate into English your academic certificate.

ACCEPTANCE AND REFUSAL

(Прием и отклонение предложений)

Пример письма, в котором отклоняется предложение, сделанное университетом:

Belova Galina

6, Komsomolsky Prospekt, ap. 7,

Moscow,

Russia

E-mail: Galya@mail.ru

March 1, 2012

Associate Chair

Faculty of Engineering

The University of Western Ontario

118 Western Road,

London, ON, Canada

N6G 1G7

Dear Sirs:

Thank you very much for your offer of admission and teaching assistantship. I regret that I cannot accept your offer because I have already accepted an offer from University of Toronto, where the program is closer to my field of interest.

I am very grateful for your consideration and favorable attitude towards my application.

With many thanks for your help,

Sincerely yours,

Galina Belova

Пример письма, в котором предложение принимается:

(Address)

Dear Sirs:

I was very pleased to learn that I was admitted as a student in the Faculty of Computer Science and that the teaching assistantship is be-

ing offered to me. Your department has excellent reputation, and it is an honor to me to be accepted there.

I would like to inform you that I accept your offer of admission and teaching assistantship in the fall of 2012. I am also sending you this acceptance via e-mail.

Please acknowledge the receipt of this message by return e-mail.

Please send me information about on-campus housing.

With many thanks for your generous help.

Sincerely yours,

Galina Belova

Ex. 7: Learn the expressions used in the letters and render in English the contents of the letters.

Тема 2.7

Подготовка составление и подача документов на трудоустройство

Практическое занятие 2.7.1

Тема: Подготовка к трудоустройству.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board».

Задания к практической работе:

Ex. 1: Familiarize yourselves with this information.

Подготовка к трудоустройству

Preparation for a job

Познакомьтесь вкратце с теми процедурами и документами, которые требуются при трудоустройстве, в частности в США.

Text 1

To begin your job search, you must identify the kind of job you want, where the jobs are, and what employers expect. If you are a student or a graduate of a vocational, technical, or professional (university) training program and you have the same interests, you already know the kind of job you want. Begin by thinking about the work you can do include work you have been trained to do, work you have actu-

ally done, and work you enjoy doing. Next, talk to as many people as possible about your job interests and concerns. Thinking and talking help you build a network of people interested in helping you. This network will lead to specific job contacts. However job counseling is also useful. Job counseling is a professional service that may include vocational - interest and aptitude testing; informing and advising about particular jobs; and providing training and guidance in the various steps at a job search.

Ex. 2: Find in the text the equivalents of the following word and word combinations.

Поиски работы, профессиональное учебное заведение, профессиональные контакты, служба трудоустройства, проверка профессиональной пригодности и интересов, обучение и руководство.

Ex. 3: Answer the questions to text 1.

- 1) What must you do to begin your job search?
- 2) What must you include when thinking about the work you can do?
- 3) How can you build a network of people interested in helping you?
- 4) What is job counseling?
- 5) Does it provide training and guidance?

Ex. 4: Familiarize yourselves with this information.

Text 2

Employers want to select employees who have or who can learn the skills necessary to do the job. Most employers will not hire people who are not dependable or who cannot get along with others. Thus, they want to learn as much as possible about the skills, dependability and personal characteristics of prospective employees. Depending on the job you are applying for, you might have to complete an application form, participate in one or more employment interviews, submit a resume, take a test, have a physical examination, or submit references, samples of your work, and copies of your school records. Each of these steps in the employment process provides the employer with important information about you.

Ex. 5: Find in the text the equivalents of the following words and word combinations.

Предприниматели, работники, навыки, отбор работника, надежность работника, личные качества, претендовать на (работу), сдать экзамен, пройти медицинское обследование, представить резюме и рекомендации.

Ex. 6: What is right?

1) Employers want to select only such employees who already have the necessary skills. 2) Most employers will hire only dependable people. 3) The employers want to learn all except your personal characteristics. 4) You might have to take a test when applying for a job. 5) You are never requested to submit references or school records.

Ex. 7: Familiarize yourselves with this information.

Text 3

Many people believe that answering newspaper want ads is the best method to use. Job advertisements are found in the classified advertising section of newspapers. Want ads are also found in professional journals. There are two main types of want ads: «Help wanted» and «Jobs wanted». You should read the want ads for two reasons: first, to learn more general information about jobs that are available; second, to learn specific information about a particular job that is of interest to you. The ad may tell the education and work experience that are required for the job, the location of the job, the working hours, and the pay. It also tells you how to apply for the particular job. Avoid ads that make unrealistic offers.

Ex. 8: Retell the texts.

Практическое занятие 2.7.2

Тема: Подача документов на работу.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screenboard».

Задания к практической работе:

Ex. 1: Familiarize yourselves with this information.

PREPARATORY WORK

Time flies, and one day you will have to look for the job. In this Workshop you will learn how to write a letter of job application, curriculum vitae (CV) = resume (American version), a short written account of your education and past employment.

How to write a job application

1. Put your address, telephone number and date in the top right-hand corner and the name of the person you are applying to on the left, level with the date. Write the company name and address below.

Leave a line between paragraphs.

2. First paragraph – a polite one-sentence opening explanation of why you are writing.

3. Tell them you know that they are busy people but stress that your CV proves you are worthy of their time too.

4. Describe yourself like a product on sale. List your skills and such personal qualities as high motivation, enthusiasm and adaptability.

5. If you have qualifications, list them briefly.

6. A positive attitude is important, so explain why it's the only firm you want to work for.

7. Ask for an interview. Say you are happy to come in for a chat at any time, even if there are no jobs available now. Thank the readers for their time and remind them you are waiting for a reply. Use «Yours sincerely» if you're writing to a named person and «Faithfully» if you started «Dear Sir / Madam». Sign your letter at the bottom left and print your name clearly below.

JOB APPLICATION

Person _____

Company name _____

Date _____

30 Henry Court
Meadows
Nottingham
No. 92
Tel

I am writing to enquire about the possibility of employment with your company. I can offer a variety of skills from practical to clerical. any role would suit at present time. I enclose my CV for your attention.

For the past two years I have been engaged in casual voluntary work at Queens Medical Center. This has kept me busy and has led to meeting new people. A position at your company, however. would allow me to resume a working role.

I am adaptable, reliable and willing to retrain. From packing to office work, my past experience may be useful to you, given the opportunity.

If there is a position available at this time, I can be contacted on (telephone No) in the afternoons and would be more than willing to come down for an interview. If not then would you please keep my details to hand for the near future.

Ex. 2: Write a job application (See Model of Ex. 1).

Практическое занятие 2.7.3

Тема: Составление и заполнение документов.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board».

Задания к практической работе:

Ex. 1: Familiarize yourselves with information how to draw up and fill in documents.

Drawing up and filling in documents

Text 1

1. Here are the information and official records that you should gather before you apply for any job.
2. You will need a Social Security number for almost any job.
3. All US residents, foreigners with special visas and even foreign students can get a Social Security number and a card.
4. If you are not a US citizen, you will have to explain what kind of visa you have and give visa number.
5. If you are foreign student at a US University, you usually can be employed only by your university.
6. Some foreign university students earn small amounts of money by working as babysitters, dishwashers, translators and foreign language tutors.
7. In addition, after graduation, foreign students are sometimes permitted to work in this country for one year to gain more experience and knowledge.

Ex. 2: Find in the text the equivalents of the following words and word combinations.

Карточка социального обеспечения, гражданство, свидетельство о рождении, тип визы, присматривать за детьми, частный учитель иностранного языка, расширить опыт и знание.

Ex. 3: Translate the text to entitle it.

1. If you are younger than 18, you must have a work permit.
2. You can get a work permit from the principal's office of a high school or from the county school board office.
3. Some jobs require you to drive during working hours.
4. Most states require a written test and a driving test.
5. Being limited-English-proficient or a foreigner should not, normally, stop you from getting a driver's license.
6. If you went to high school in another country, you should do everything possible to get a copy of your foreign high school diploma.
7. If you attended a college or university, you should get an official transcript of your record.
8. If you completed a vocational-technical training program, you should have a certificate to verify that you had such training.

9. Some professions require you to have a state license in order to work. These professions include cosmetology, nursing, medicine, law, accountancy, pharmacy, engineering, teaching and others.

10. To get the license, you must take an exam. To find out about getting a state license, contact the state licensing board in the capital of your state.

11. Employers may be interested in knowing the kind of training and experience you received in the military, even if you served in the military of another country.

Ex. 4: Find in the text the equivalents of the following words and word-combinations.

Разрешение на работу, рабочее время, экзамен по вождению автомобиля, плохо владеющий английским языком, водительские права, копия свидетельства о среднем образовании, официальная выписка из диплома, лицензия, комитет по лицензиям, подготовка и обучение в армии, служить в армии.

Ex. 5: Translate the text for 45 minutes.

1. A personal data sheet is a form that has information about you that an employer might want to see.

2. Practice printing your answers on a blank paper before you write on the form.

3. Use a dictionary to make sure that you spell correctly.

4. A completed job application provides the employer the answers to questions about your education and work experience.

5. The answers to unstated but important questions tell him about your ability to work neatly, spell correctly and provide accurate and complete data.

6. A resume is an individualized, written summary of your personal, educational and experience qualifications.

7. If you are looking for a professional, technical, administrative, or managerial job, you will heed a resume.

8. A resume is like a written sales presentation.

9. An effective resume creates a favorable impression of you while presenting your abilities and experience.

10. Make a complete and accurate record of every job you have had.

11. For each job, include the dates and places you worked, your duties, and the name of your supervisor.

12. You should list your most recent job first and your first job last.

13. Try to give U.S. equivalent, for foreign terms, including job titles university degrees, and (translations of) publications and companies.

14. Also, give specific information about foreign work experience, including cities and countries and a description of your exact duties.

Find in the text the equivalents of the following words and word combinations.

Личный листок, заполнение чего-либо печатными буквами, заявление-анкета о приеме на работу, образование и трудовой стаж, работать аккуратно, грамотно писать, предоставлять точные и подробные данные, резюме, обобщение сведений, реклама, рабочий опыт, служебные обязанности.

Практическое занятие 2.7.4

Тема: Краткая биография.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screenboard».

Задания к практической работе:

Ex. 1: Familiarize yourselves with information how to write Curriculum Vitae.

Your CV (Curriculum Vitae)

Always type it on unlined white paper, preferably a single sheet.

Write your name, address and telephone number.

Put your health record, date of birth and marital status.

In the next section, note down your education. Put any qualifications on the next line.

Next, detail your work history, starting with your most recent job. Give dates, employers and describe your duties.

List hobbies and interests and put extra information in a separate section.

End by saying that two referees are available on request – not naming them leaves you free to choose the best ones for particular jobs. *Remember* the longer an application, the less chance it has of being read.

Never send a photo-copied letter – it looks as though you don't care.

Always be positive and never apologize for being You.
Curriculum Vitae (CV)

NAME	Roberl Edward Baleman
ADDRESS	28 Grow Road, Wesl Clapham UK
DATE AND PLACE OF BIRTH	9 th September 1968, London
NATIONALITY	British
EDUCATION	Ripton County School Grant College of Further Education University of Everton
LANGUAGES	English. French
PREVIOUS EXPERIENCE	2 years of a translator for publisher of dictionaries 3 years of teaching English in France
INTEREST	Reading, traveling, art.

Ex. 2: Write your Curriculum Vitae.

Ex. 3: Familiarize yourselves with information how to write Resume.

RESUME

1. NAME / SURNAME	Mariana Smimova
2. AGE	14 October, 1994
3. MARITAL STATUS	Single
4. CONTACT TELEPHONE	8 905 800 2333
5 LANGUAGES	English (fluent) – translating, interpreting and negotiating skills Gennan (basic)
6. EDUCATION	A fourth-year student at the evening department of the Institute of Foreign Relations (MGIMO)

7. COURSES AND PROFESSIONAL TRAINING	International Economy 2014-2015 Typing and computer courses 2014-2015 Interpreting courses
8. WORK EXPERIENCE	2012-2015 – JSC, Poliphondis Securities Assistant General Director 2015 – MADI Institute (Automobile Institute, Economics department) Translator / Interpreter, Office Assistant
9. SALARY HISTORY	\$ 1000 per month including lunch
10. COMPUTER SKILLS	Word for Windows, EXCEL, Norton Commander
11. PREVIOUS EXPERIENCE	1. Oral and written translation 2. Travel arrangement 3. Meetings and negotiations arrangement 4. Business letters and contracts making 5. Carrying out administrative duties about the office 6. Working with clients, marketing experience
12. INTERPERSONAL QUALITIES	Good communication skills, energetic, well-organized, flexible, friendly, honest, responsible, intelligent

Ex. 4: Write your Resume.

Тема 2.8

Поездка за рубеж

Практическое занятие 2.8.1

Тема: В аэропорту.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки устной диалогической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board».

Задания к практической работе:

Ex. 1: Tell the story about what Mr. X. was looking for and asking at the airport and in the plane. Use in your story indirect speech.

At the airport

Where is the Aeroflot office?

How do I call Aeroflot?

When should I be at the airport?

I would like to confirm my (return) reservation

Where is the information office?

Where is the ticket office?

I want a ticket on a plane to ... please; flight number ...

Is this a direct flight?

How long is the flight?

When does the plane get to ... ?

How much does the ticket cost?

Where is the waiting room?

Where is the cloak room?

Где находится представительство Аэрофлота?

Как позвонить в Аэрофлот?

Когда я должен быть в аэропорту?

Я хотел бы подтвердить свой (обратный) рейс

Где справочное бюро ... ?

Где касса?

Мне, пожалуйста, билет на самолет до ... , рейс №2 ...

Этот рейс прямой?

Какая продолжительность полета?

Когда самолет прибывает в ... ?

Сколько стоит билет?

Где находится зал ожидания?

Где здесь камера хранения?

I would like to check this	Я хочу сдать это на хранение
Where do I claim my bags?	Где получают багаж?
I would like to claim my bags, please	Выдайте, пожалуйста, мой багаж
Porter, here are my bags (baggage hand luggage)	Носильщик, вот мой багаж (багаж ручная кладь)
When (where) is the check-in?	Когда (где) регистрация?
When does boarding begin?	Когда начинается посадка?
Show me my place please	Покажите мне мое место, пожалуйста
Please bring me ...	Дайте мне, пожалуйста,
some water	воды
an airsickness pill	аэрон
When are we to land?	Когда мы должны приземлиться?

Ex. 2: Act out dialogues using phrases from Exercise 1.

Практическое занятие 2.8.2

Тема: На вокзале.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки устной диалогической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board».

Задания к практической работе:

Ex. 1: Tell the story about what Mr. X. was looking for and asking at the railway station and in the train. Use in your story Indirect Speech.

At the railway station

1) Where is the terminal?	1) Где находится вокзал?
2) How do I get to the station?	2) Как проехать на вокзал?
3) Where is ... the schedule of trains?	3) Где находится ... расписание поездов?
4) Is there a train to ...?	4) Есть ли поезд (прямого сообщения) до ...?

5) How much does a ticket in the international (first class, second class) car to ... cost?	5) Сколько стоит билет в международном (мягком, купейном) вагоне до ...?
6) When does train number ... leave (arrive)?	6) Когда отходит (прибывает) поезд № ... ?
7) When does the train leave for ...?	7) Когда отправляется поезд на ...?
8) Please give me a ticket (a return / round-trip ticket) in the sleeping car to ...	8) Дайте, пожалуйста, билет в мягкий вагон до ... (туда и обратно)
9) From which platform?	9) С какой платформы?
10) When does the train get in to ...?	10) Когда поезд прибывает в ...?
11) How do I get to platform number ...?	11) Как пройти на платформу № ...?
stand	буфет
the snack bar	газетный киоск
the newspaper	вагон -ресторан
dining-car	туалет
toilet	12) Это вагон № ... ?
12) Is this carriage number... ?	13) Вот мой билет.
13) Here is my ticket.	14) Разбудите меня, пожалуйста, за час до прибытия (в ...)
14) Please wake me an hour before we arrive (at / in)	15) Принесите, пожалуйста, чашку чая
15) Please bring me a cup of tea	еще одну подушку (одеяло)
one more pillow (blanket)	16) Какая следующая станция?
16) What is the next station?	

Ex. 2: Act out dialogues using phrases from Exercise 1.

Практическое занятие 2.8.3

Тема: В гостинице.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки устной диалогической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board».

Задания к практической работе:

Ex. 1: Translate Mr. X' words into English using the suggested expressions.

At the hotel	
Я хотел бы ...	
остановиться в гостинице	to put up (stop) at a hotel
оформить проживание	
в гостинице	to register at a hotel
забронировать (заказать)	to reserve (book, engage) a
room	
комнату заранее	in advance
снять (освободить) номер	
в гостинице	to sign in (out)
аннулировать заказ	to cancel the reservation
Забронируйте, пожалуйста,	
номер в ...	reserve a room in ...
гостинице, отеле	hotel
пансионе	boarding-house
кемпинге	camping site
the Astoria	
the Metropol	
the Ritz Hotel	
Что Вы можете сказать	
о городских гостиницах?	say of
Мне платить вперед или при отъезде?	pay in advance or on
отъезде?	departure
Сколько стоит номер в сутки?	the price per night
В гостинице есть ... ?	
удобства	conveniences
прием в стирку личных вещей	laundry service
кондиционирование воздуха	air -conditioning
электрический камин	electric fire
Какие еще удобства (средства	
обслуживания) есть в ... ?	facilities

Есть ли у вас ... ?	
танцевальный зал	ballroom
ресторан	restaurant
плавательный бассейн	swimming-pool
теннисный корт	tennis court
площадка для игры в гольф	golf course
бильярд	billiards
Я хотел бы снять номер	to book a room for
на сутки	a night
две недели	a fortnight
месяц	a month
Я забронировал его ...	reserve
по электронной почте	by
Вот подтверждение	the confirmation
Я хотел бы комнату	
с видом на	overlooking the ... / with the
view of ...	
Этот номер мне подходит	suit
Есть ли номер ?	
подешевле	chipper
лучше	better / more comfortable
потихше	more quiet
Включает ли стоимость	
номера ... ?	to include
завтрак	
обслуживание	personal services
Где и когда у вас завтрак?	to be served
На каком этаже мой номер?	
Где находится ... ?	
бюро обслуживания	service bureau
обмен валюты	currency exchange
авиа-(железнодорожная)	
касса	the air (rail) ticket office?
Дайте, пожалуйста, ключ от	
номера ...	the key to ...
Есть ли в номере ... ?	
кондиционер	an air-conditioner
телевизор	

телефон

компьютер

Помогите мне, пожалуйста,

заполнить бланк

to fill in the form

Ex. 2: translate into English the reception clerk's replies.

At the hotel

К сожалению, в настоящий момент

у нас есть только ...

double rooms

single rooms

expensive rooms

a cheap back room

a room with no bath

На какое время вы у нас

остановитесь?

to stay with sb.

Ваш номер на ... этаже

Простите, сэр, но заполняя

карточку прибытия, Вы

пропустили колонку (строку)

the column (the line)

имени гостя

the guest

фамилии

даты рождения

места рождения

постоянного адреса

подписи

Вот Ваш ключ, сэр.

Если Вам что-нибудь будет

нужно, нажмите кнопку звонка.

to press the button

Вам могут

You can have your ...

погладить костюм

pressed

почистить ботинки

постирать рубашку

принести обед в номер

К Вашим услугам

... is at your service.

портье

porter

горничная

chambermaid

При гостинице Вы найдете

On the premises of this

hotel ...

салон красоты

a beauty parlour

киоск канцелярских товаров

stationery stall

справочное бюро

information bureau

парикмахерская

hairdresser's

пункт обмена валюты

foreign exchange desk

Пожалуйста, когда Вы выходите
из гостиницы, не забывайте

оставить ключ у нас.

to leave the key with ...

Ex. 3: Act out dialogues using phrases from Exercises 1-2.

Ex. 4: Describe one of the hotels of your home town (city).

Ex. 5: Tell your own story (or a story you heard) about registration at a hotel.

Практическое занятие 2.8.4

Тема: Обмен валюты.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки устной диалогической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board».

Задания к практической работе:

Ex. 1: Translate these expressions into Russian.

Currency exchange

- 1) Where is the nearest exchange office?
- 2) Where can I change foreign currency?
- 3) What are the operating hours of the bank (currency exchange office)?
- 4) Which window (counter) should I go to?
- 5) What is the rate of exchange for US dollars (pounds sterling, Euro)?
- 6) How much is the commission?
- 7) Where should I sign?
- 7) Please give me a receipt for the currency exchange.
- 8) Please note that I exchanged this amount of currency.

Ex. 2: Read the dialogue and then act it out.

At the exchange bureau

- Hi. What can I do for you?

- Yes. I'd like to exchange US dollars into euro. What's the buying rate for American dollars at your exchange office today?

- Well, today it's 0.85 (nought point eighty-five) euro to one dollar, sir.

- All right. Actually that's pretty good for today. And do you charge any commission?

- No, we don't. Our rates include commission, so there are no extra charges here.

- Oh, that's great!

- How much are you going to change?

- I've got 800 (eight hundred) US dollars.

- OK. That makes 680 (six hundred and eighty) euro. And may I see your passport or some other ID, please?

- Here you are.

- How would you like the money? Would you prefer your currency in large or small bills?

- In fifty euro notes, please, if possible.

- Sure. Please, put your signature on the receipt.

- Here you go.

- Thank you, sir. Here is your money.

- Sorry. But could I have new notes, please?

- Certainly. No problem.

- Thanks. Have a nice day.

Ex. 3: Describe one of the hotels of your home town (city).

Ex. 4: Tell your own story (or a story you heard) about currency exchange.

Тема 2.9

Частная и деловая переписка

Практическое занятие 2.9.1

Тема: Официальная переписка.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки устной диалогической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board».

Задания к практической работе:

Ex. 1: Study information on writing official letters.

Официальное письмо (Official Letter / Formal Correspondence) на английском пишется на формальном языке, т.е. без каких-либо сокращений, а также слов и выражений, используемых в повседневной жизни. Письмо должно быть написано таким образом, чтобы оно показывало ваше уважение к получателю, но не должно быть лишено эмоций. При написании письма следует быть кратким и конкретным.

Правила написания официального письма на английском языке

Официальное письмо состоит из трех частей: вступления, основной части и заключения. Каждая часть имеет определенную форму, которую следует соблюдать.

Вступление

Вступление является своего рода приветствием и кратким изложением причины, по которой вы пишете данное письмо. Вы должны компактно описать данную причину, а ее подробное объяснение поместить в основной части.

Приветствие

Приветствие обычно начинается со слова «Dear», которое в данном случае означает «Уважаемый / Уважаемая». Если вы знаете имя получателя, то следует указать его в приветствии.

Пример:

Dear Mr Smith (если вы знаете личность получателя) или Dear Sir / Madam (если вы не знаете к кому конкретно обращаетесь)

Объяснение цели письма

Во вступление следует кратко описать с какой целью или по какой причине вы пишете данное письмо.

Пример:

I am writing to complain about an mobile phone, which I bought from your site www.mobilephones.com. It has a two-years warranty but it broke down after month. There were also more faults, which I will mention in next part of the letter.

Основная часть

В этом разделе должна находиться основная часть письма, т.е. полное, но компактное изложение вашей проблемы / причины / цели написания письма. Если причиной является претензия к купленному товару, то следует написать: где и когда вы его приобрели, что конкретно вас не устраивает. Что касается возвращения заказанной (например через Интернет) одежды, то следует написать причину возврата, к примеру, неподходящий размер или не тот цвет, что вы заказывали. Если вы пишете по объявлению в газете, то следует задать вопросы, относящиеся к нему.

Пример:

To begin with, I had to wait for my phone to arrive for 2 weeks. You wrote on your site that it would take no more than 3 days. Secondly, the phone I received came without earphones, which should be included within the box. What is more, box was violated, what might be caused by you in magazine, or delivery man. In addition to that, instruction was in Chinese, not polish or English. I was understanding only pictures. Finally, actually the phone is not working. It broke down yesterday and I am not able to turn it on. The battery does not charge, even if the charger is plugged.

Заключение

В заключении подводятся итоги написанного выше, а также ваши ожидания, касающиеся действий получателя в ответ на ваше письмо.

Пример:

I sent the phone back to your shop. I insist on a full refund or sending me new cell phone with earphones and instruction. In other case I will be forced to take some further action.

Подпись и вежливые формальности

В конце письма следует поместить вежливые формальности и свою подпись.

Пример:

Yours faithfully/sincerely

Tom Hanks

Важно помнить, что Yours faithfully пишется тогда, когда вы не знаете личности получателя, а Your sincerely, когда знаете.

Полезные выражения

Dear Mr Jones – Уважаемый... (тут в русском эквиваленте было бы еще имя) Jones (если вы знаете личность получателя)

Dear Sir / Madam – Уважаемый/Уважаемая (если вы не знаете личности получателя)

Dear Sirs – Уважаемые (если вы пишете группе людей)

I am writing to enquire about... – Я пишу, чтобы узнать о...

Could you send me some information about... – Не могли бы вы предоставить мне информацию о...

I would like to know more... – Я бы хотел больше узнать о...

I understand from your advertisement that... – Как я понял из вашего объявления...

I would be grateful if you could... – Я был бы благодарен, если бы вы...

I am writing in response to your article (report) connected with... – Я пишу в ответ на вашу статью о ...

I absolutely agree with your opinion that... – Я полностью согласен с вашим мнением о том, что...

I am interested in it and I would like to ask for some further questions – Я заинтересован этим и хотел бы задать несколько дополнительных вопросов.

I would also like to be informed if... – Я хотел бы узнать...

I would appreciate it if you could send me more detailed information about... – Я был бы благодарен, если бы вы предоставили больше информации о...

I would be very grateful if you could provide me with answers to my questions – Я был бы очень благодарен, если бы вы ответили на мои вопросы.

I must agree/disagree with... – Должен согласиться/не согласиться, что...

I was fascinated/amused/shocked... – Я был очарован/приятно удивлен/шокирован...

I must say I agree... – Должен сказать, что я согласен с тем, что...

I am looking forward to hearing from you – Жду вашего ответа.

I would appreciate a quick reply. – Я был бы благодарен за быстрый ответ.

I am writing to express my dissatisfaction with.../complaint about... – Я пишу, чтобы выразить свое недовольство.../с жалобой по поводу...

I am afraid I must ask you... – Должен спросить вас... (например о возврате денег)

I would be grateful if you could consider a full refund. – Я был бы благодарен, если бы вы рассмотрели возможность полного возврата денег.

I hope you will replace... – Я надеюсь, что вы поменяете/замените...

I demand a refund. – Я требую возврат денег.

I hope you will resolve the problem quickly – Я надеюсь, что вы быстро решите проблему...

Thanking You for Your time and assistance. – Благодарю за ваше (потраченное) время и помощь.

Thanking you in advance for Your assistance/co-operation. – Заранее благодарю за помощь/сотрудничество.

I would like to thank You in advance – Я хотел бы заранее поблагодарить вас.

Yours faithfully –С уважением (если вы не знаете личности получателя)

Your sincerely – С уважением (если вы знаете личность получателя)

Respectfully yours – С уважением (редко используется)

Ex. 1: Read official letters and try to guess what they are about.

- 1) advertising in the magazine
- 2) applying for a job
- 3) enquire about language courses
- 4) advertisement in the net

1

Dear Sir or Madam,

I am writing to enquire about language courses organised by your school. I found out information about it in local newspaper and I would like to know more.

Even if I cannot certify my knowledge of English, after years of learning the language at school I can safely assume that I am an upper-intermediate student. Are you able to offer me any course that would be good for me?

I understand from your advertisement that your courses are free. Are they free for everyone, or just only for students from your school?

The last question I have concerns your methods of teaching. As I particularly hope to improve my fluency, I would like to know how much attention is paid and what methods are used by the school teachers to develop the skill of speaking.

It is very important for me, because my fluency is the worst side of my English.

I am looking forward to hearing from you.

Yours faithfully,

XYZ

2

Dear Sir or Madam,

I am writing to ask about the holiday apartments in the Golden Sands advertised in «Каникулы за границей» magazine this month.

In your advertisement you mentioned that all the apartments are self-catering. Could you tell me what cooking facilities are available in the kitchen? Could you also tell me if cooking utensils are also provided?

I noticed from your advertisement that the beach is quite nearby. However, I would also like to know if the apartments have an access to a swimming pool.

I would be very grateful if you could send me a list of apartments and prices with a view to making a reservation in July.

I look forward to hearing from you.

Yours faithfully,

Tom Smith

3

Dear Sir or Madam

I am writing to you because I saw your advertisement in the net and at first sight it looked interesting.

I am interested in this advertisement deeper because I like rock music, so I think I will feel comfortable in this place.

I could be a ticket seller because I am good at maths. Also I could be a person, who provides rock stars with everything what they need because I am a helpful person.

I would like to have free drinks and snack during the festival. Of course, I promise I would not let you down and do what you ask for.

If you can, please send me some more information about accommodation conditions and transport to the gig place.

I look forward to hearing from you.

Yours faithfully,

XYZ

4

Dear Sir or Madam,

I am writing with regard to your advertisement, which appeared on your website: 'Future graphics' on 20 July 2013. I would like to apply for the post of computer graphics artist.

I enclose my CV with the details of my previous work experience. As you can see in the document, I have been working as graphic designer for two years and have a diploma for 'The best worker'. I can use Photoscape, Gimp, but I can learn new programmes, too.

I am a very hard working person, thus working with me is effective. I am creative and have many good ideas.

My level of proficiency in English is pre-intermediate.

I have worked with companies in England, China and India, I have no problems in communicating with people from these countries. Could you please send me more information on that post?

Thank you for considering my application.

I look forward to hearing from you.

Yours faithfully,

XYZ

Ex. 3: Write an official letter. While writing use material from the given Workshop.

Практическое занятие 2.9.2

Тема: Неофициальная переписка.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки устной диалогической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board».

Задания к практической работе:

Ex. 1: Read and translate the samples of informal letters.

Informal invitations for dinners

Dear Mrs ...,

Will you and Mr. ... have dinner with us on Friday, the first of April, at eight o'clock?

It is a long time since we have had the pleasure of seeing you and we do hope that you will be able to come.

Sincerely yours, ...

Acceptance

Dear ... ,

Mr. ... and I will be delighted to dine with you on Friday, the first of April, at eight o'clock. How very nice of you to invite us!

We are both looking forward with great pleasure to seeing you and Mr. ... again.

Sincerely yours, ...

Refusal

Dear Mrs ... ,

I cannot tell you how sorry I am that we cannot dine with you on Friday, the first of April. Unfortunately my husband is on a business mission now, and he will be back only on Sunday, too late for your dinner party. That is why we are unable to accept your kind invitation. It was very kind of you to ask us; and I know Mr. ... will be as sorry as I am to miss an evening with you and Mr.

Sincerely yours, ...

Congratulations

My dear N,

I am so glad to find out that you really have got the rank of Principal and a new appointment. You thoroughly deserved to get both. I

suppose that you will soon be leaving us now. Well, you must come over here all the more frequently until you do go. With hearty good wishes.

Yours very sincerely, N.

Ex. 2: Read and translate the sample of address.

Обратный адрес должен быть указан в левом верхнем углу или на откидной части конверта. Имя адресата пишется немного ниже центра конверта. В правом верхнем углу приклеивается марка.

John A Green
1, Newton Street,
Town of Mount Royal
Quebec, Canada, HP 2T1

stamp

mirov

Vladimir N. Vladi-

nue,

25, Moskovski Ave-

650065, Kemerovo,
Russia

Ex. 3: Learn the expressions of certain traditional congratulations.

Merry Christmas!

Happy New Year!

Happy New Year and my very best wishes!

(The) Same to you!

May Day greetings to you!

Victory Day greetings to you!

Ex. 4: Learn the expressions used when giving a present.

We'd like you to accept this very
modest token of our esteem.

Here's our little gift / present.

And this is for you (from me / us).

And here's a little souvenir to re-
member

me / us by.

And this is a little memento from
me / us.

Примите наш скромный пода-
рок в знак нашего уважения к
Вам.

Прими (те) наш небольшой по-
дарок.

(А) это Вам в подарок (от меня,
от нас) Это Вам на память.

Ex. 5: Learn the expressions with different wishes.

I wish you ...	(Я) желаю (вам, тебе) ...
With all my heart I wish you ...	От (всего) сердца желаю ...
I wish you every success!	
I wish you (every) success in passing your examination!	Желаю вам больших успехов!
With all my heart I wish you happiness / joy!	Желаю тебе сдать экзамен!
I wish you the best of everything!	От всей души желаю тебе счастья!
Get well (and) soon!	Желаю вам всего наилучшего!
Happy journey!	Желаю поскорее выздороветь!
May you live on and on and on!	Желаю счастливого пути!
Don't be shy! Courage!	Долгих лет жизни!
If only it were as you say!	Не робей!
	Хорошо, чтобы было так!

Ex. 6: Write some invitation letters.

1) приглашение Mr and Mrs ... на официальный обед в честь знаменитого писателя (in honour of a well-known writer)

2) полуофициальное приглашение на обед Вашим знакомым (to your acquaintances Mr and Mrs ...)

3) неофициальное приглашение Mr ... позавтракать в McDonald's (to have a lunch at the McDonald's)

4) напишите короткое письмо другу с приглашением на день рождения (to a birthday dinner)

5) напишите небольшое письмо N, состоящее из трех параграфов, с приглашением провести выходные у Вас в деревне (a weekend).

Ex. 7: Write three responses to an invitation for dinner.

1) Вы принимаете приглашение;

2) Вы не можете принять приглашение, потому что Вы уезжаете в дом отдыха за несколько дней до указанной в приглашении даты (to a rest home)

3) Вы не можете принять приглашение, так как уже приглашены в другое место (because of a previous engagement).

РАЗДЕЛ 3
Профессионально-ориентированный модуль
Тема 3.1

Автомобиль – его производство
Практическое занятие 3.1.1

Тема: Производство автомобилей.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки устной диалогической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board».

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

technician – техник

deal with manufacturing cars - иметь дело с производством автомобилей

work out the technology of manufacturing processes – разрабатывать технологию производственных процессов

put into mass production – запустить в массовое производство

subject to tests – подвергать испытаниям

dependable brakes – надежные тормоза

driving safety – безопасность управления автомобилем

long service life – долгий срок службы

rapid acceleration — приемистость

ease of maintenance – простота техобслуживания

meet up-to-date demands (requirements) – отвечать современным требованиям

be stable on the road – быть устойчивым на дороге
ignition system – система зажигания

fuel consumption – расход топлива

car – легковой автомобиль

truck – грузовой автомобиль

Ex. 2: Translate the sentences into Russian.

1) After graduating from the college I shall become a technician.

2) I shall deal with manufacturing cars.

3) The production of the automobile comprises five phases, such as: designing, working out the technology of manufacturing processes, laboratory tests, road tests, mass production.

4) The automobile of today must have high efficiency, long service life, driving safety, ease of maintenance and be stable on the road.

5) The automobile must meet up-to-date demands, that is, it must have rapid acceleration, smooth-acting clutch, silent gearbox, dependable braking and steering systems, dependable ignition system.

6) Before the car is put into mass-production it must be subjected to laboratory and road tests.

7) Technicians should know the technology of manufacturing processes.

Ex. 3: Read and translate the international words.

Specialist, automobile, industry, production, phase, technology, process, test, mass, fact, service, comfortable, ecological, method, type, corrosion, material, optimal, problem, mechanism, control, system.

Ex. 4: Read the text to answer the following questions.

1) What department do you study at?

2) What will you become after graduating from the college?

3) What should automobile specialists know?

4) What phases does the production of the automobile comprise?

5) What requirements must modern automobiles meet?

6) Why are automobile units and mechanisms subjected to laboratory and road tests?

7) What qualities are required of the automobile?

8) Why are computers used in cars?

Automobile Production

I study at the college, at the automobile-construction department. When I graduate from the college I shall become a technician. All specialists in automobile industry dealing with manufacturing automobiles (cars or trucks) must know that the production of the automobile comprises the following phases:

- designing;
- working out the technology of manufacturing processes;
- laboratory tests;
- road tests;

- mass manufacturing (production).

Why is it necessary to know all these facts? It is important to know them, as before the automobile is put into mass production it should be properly designed and the car must meet up-to-date requirements. What are these requirements?

The automobile must have high efficiency, long service life, driving safety, ease of handling and maintenance, pleasant appearance. Also it must be comfortable and ecological. In order to obtain these qualities the specialists should develop up-to-date methods of designing cars using new types of resistant to corrosion light materials. Also it is important to know computer sciences because computers offer quick and optimal solutions of the problems. Besides they are used for better operation of mechanisms in cars.

Before the car is put into mass production the units of the car are subjected to tests in the Works laboratory and then the car undergoes a rigid quality control in road tests. Why are these tests required? What qualities are required of the automobile? They are needed because the modern automobile must be rapid in acceleration, have smooth acting clutch, silent gearbox, dependable braking and steering systems, dependable ignition system, low fuel consumption and be stable on the road.

Ex. 5: Read the text to answer the following questions.

Nick: Hullo, Boris!

Boris: Hullo, Nick. How are things?

N.: Perfectly well, thank you. I entered the automobile construction college.

B.: That's nice, what will you become after graduating from the college?

N.: I'll become a technician and deal with manufacturing new cars.

B.: Why did you choose this profession?

N.: I enjoy learning about a car. I enjoy working with metal. And most of all I enjoy being able to construct cars.

B.: Do you enjoy the course?

N.: Yes, of course.

B.: Tell me about your profession in detail, please?

N.: With great pleasure. As you know an automobile must be safe, have smooth acting clutch, silent gears, excellent brakes and

steering system. And in order to achieve these qualities a lot of work must be done.

B.: Thank you very much for your information. I believe you like your profession very much.

N.: Oh, yes, very much, indeed.

Ex. 6: Translate into English.

Учусь в автомобилестроительном колледже, техник, люблю работать с машинами, современный автомобиль, надежные тормоза, плавное сцепление, приятный внешний вид, массовое производство автомобилей, стендовые испытания, отвечать современным требованиям, долгий срок службы, легкость техобслуживания, надежность, быстро разгоняться (приёмистость), подвергаться жестким дорожным испытаниям

Ex. 7: Answer the questions.

- 1) What college do you study at?
- 2) What will you become after graduating from the college?
- 3) What will you deal with?
- 4) What phases does the production of the automobile comprise?
- 5) Why are the cars subjected to laboratory and road tests?
- 6) What qualities must the car have?
- 7) What units must the car have?

Ex. 8: Translate into English.

1) Я учусь на автомобильном факультете технического колледжа.

2) После окончания колледжа я стану специалистом в автомобильной промышленности.

3) По моему мнению, каждый специалист должен знать, что автомобиль должен пройти стендовые и дорожные испытания.

4) Эти испытания необходимы, чтобы автомобиль отвечал современным требованиям.

5) Современный автомобиль должен обладать следующими качествами: быть приёмистым, иметь плавное сцепление, бесшумную коробку передач, надежные тормозную и рулевую системы, быть легким в управлении.

6) Двигатель автомобиля также должен иметь небольшой расход топлива и быть экологичным.

Ex. 9: Make up a story about your future profession using Ex. 6 as a plan.

Практическое занятие 3.1.2

Тема: Использование компьютера.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки устной диалогической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board».

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

invent – изобретать

a breaker point ignition – прерывистое зажигание

advanced – усовершенствованный

fire the spark plug – воспламенять свечой зажигания

meet emission control levels – отвечать требованиям по ограничению уровня вредных компонентов в выхлопных газах

gas mileage – пробег в милях на галлон топлива

smooth operation – плавная работа

provide – обеспечить

onboard computer system – бортовой компьютер

hardware – аппаратная часть компьютера

software – программное обеспечение

CPU – Central Processing Unit – центральный процессор

integrated circuit – интегральная схема

semiconductor – полупроводник

silicon – кремний

until – пока не

specific sequence – специальная последовательность

permanent memory – постоянная память

ROM – read only memory – постоянная память, постоянное запоминающее устройство, ПЗУ

RAM – random access memory – оперативная память, оперативное запоминающее устройство, ОЗУ

PROM – programmable read only memory – программируемое постоянное запоминающее устройство, ППЗУ

trouble code – неисправный код
expensive – дорогостоящий
adaptive memory – адаптивная память

Ex. 2: Read the text to answer the following questions.

- 1) How many components has the computer on modern cars?
What are they?
- 2) How do we call the computer hardware on the automobile?
- 3) What does an integrated circuit combine?
- 4) What material is used in the integrated circuit? Why?
- 5) What does the computer software do?
- 6) Why is the computer used on board the car?
- 7) What does the program tell to the computer?
- 8) Where is the program stored?
- 9) What is ROM?
- 10) What is PROM?
- 11) What is RAM?

Using Computer

Ever since the car was first invented, a breaker point ignition has been used to transform battery voltage into 20,000 volts to fire the spark plugs. With government intervention and regulation, more advanced system was needed. This system had to meet emission control levels, gas mileage, and provide a smooth and continuous operation. The answer was found in an on-board computer system. The computer mounted on modern cars has two components. One is the hardware and the other is the software.

The computer hardware on an automobile uses a Central Processing Unit (CPU), which, when made in an integrated circuit, is referred to as a microprocessor. The integrated circuit (IC) combines transistors, diodes, and capacitors, which are placed on a tiny chip of semiconductor material that is smaller and thinner than an eraser on a pencil.

The material used most of the time is silicon. Silicon, like any semiconductor, does not conduct electricity until either voltage, a magnetic field, heat, or light is directed to the semiconductor. A program instructs the microprocessor what to do.

The computer software on a car carries a program. The program tells the computer what to do, and when to do it in a specific sequence. The program is stored in a permanent memory, which is re-

ferred to as Read Only Memory (ROM).The computer knows only what is placed in its memory.

There is another variation, which is called the Programmable Read Only Memory (PROM), which can be readily removed and replaced, while the ROM cannot. This makes it less expensive if the memory becomes defective. Only the PROM has to be replaced, not the entire microprocessor.

The microprocessor contains a ROM (or PROM) and a RAM. RAM stands for Random Access Memory, which can be accessed without going through a specific sequence.

The technician interfaces with the RAM whenever trouble codes are accessed. Not all computerized ignition systems have trouble codes, however. Some computers have the ability to learn. This is referred to as an adaptive memory.

When a value falls outside of a specified limit, due to engine wear, the adaptive memory makes a slight adjustment in the program to compensate. The car must be driven from 20 to 30 miles, as it takes the computer this long to learn. Any time that power is disconnected from the computer, it will have to relearn everything.

Ex. 3: Read and act out the dialogue.

Anton: What is the purpose of using computers on board the car?

Vlad: You see. As I know computer is used to advance the engine operation as well as the performance of other units.

A.: What components does the on-board computer consist of?

V.: It consists of two components. One is the hardware and the other is the software.

A.: What is hardware?

V.: The computer hardware uses a Central Processing Unit (CPU) which is referred to as a microprocessor.

A.: What is software?

V.: The computer software on a car carries a program. The program tells the computer what to do and when to do it.

A.: And where is the program stored?

V.: It is stored in a permanent memory which is called Read Only Memory (ROM).

A.: And what is Programmable Read Only Memory (PROM)? What is the difference between ROM and PROM?

V.: In case the memory becomes defective PROM can be readily removed and replaced, while ROM cannot.

A.: And what is RAM?

V.: RAM is Random Access Memory (main memory), which can be accessed without going through a specific sequence. The technician interfaces with RAM whenever trouble codes are accessed.

A.: Thanks a lot for your explanation.

V.: You are welcome. See you later.

A.: Goodbye.

Ex. 4: Translate into English.

1) Многие современные автомобили оборудованы бортовыми компьютерными системами для лучшей работы автомобиля.

2) Программа такого компьютера имеет только два запоминающих устройства: постоянную память (ПЗУ) и оперативную память (ОЗУ).

3) Некоторые компьютеры обладают способностью запоминать (заучивать). Это относится к адаптивной памяти.

4) Компьютерная программа сообщает компьютеру, что надо делать и когда необходимо выполнить данное действие в соответствующей последовательности.

5) Программа хранится в постоянной памяти компьютера.

6) Микропроцессор содержит в себе постоянную и оперативную память.

Ex. 5: Read and translate the following words and make up a story connected with a car. While writing you should use one or more words and word combinations in each sentence. Some sentences (3-5) are needed.

access – 1. поступать 2. доступ

adaptive memory – адаптивная память

adjustment – регулировка

breaker – прерыватель

breaker point ignition – прерывистое зажигание

capacitor – конденсатор

carry a program – выполнять программу

defective – дефектный, неисправный

engine wear – износ двигателя

expensive – дорогостоящий

fire the spark plug – воспламенять свечой зажигания
 gas mileage – пробег в милях на галлон топлива
 ignition – зажигание
 integrated circuit – интегральная схема
 invent – изобретать
 light – свет (фары)
 meet emission control levels – отвечать требованиям по ограничению уровня вредных компонентов в выхлопных газах
 on-board computer system – бортовой компьютер
 permanent memory – постоянная память
 PROM – Programmable Read Only Memory – программируемое постоянное запоминающее устройство, ППЗУ
 RAM – Random Access Memory – оперативная память, оперативное запоминающее устройство, ОЗУ
 ROM – Read Only Memory – постоянная память, постоянное запоминающее устройство, ПЗУ
 semiconductor – полупроводник
 Sentral Processing Unit (SPU) – центральный процессорный узел
 spark plugs – запальные свечи
 the ability to learn – способность запоминать (заучивать)
 tiny chip – маленький чип
 trouble codes – коды, сообщающие о неисправности

Практическое занятие 3.1.3

Тема: Принцип работы четырехтактного бензинового двигателя.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки устной диалогической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board».

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

bottom dead center – нижняя мертвая точка

charge of fuel – заряд топлива
 combustion – сгорание
 combustion chamber – камера сгорания
 compression stroke – такт сжатия(смеси)
 connecting rod – шатун
 crankshaft – коленчатый вал
 cylinder – цилиндр
 diesel engine – дизельный двигатель
 engine – двигатель
 exhaust stroke – такт выпуска
 four-stroke cycle – четырехтактный цикл
 fuel injection – впрыск топлива
 ignite – воспламенять
 ignition – воспламенение
 intake (inlet) stroke – такт впуска
 internal combustion engine – двигатель внутреннего сгорания
 mixture – смесь
 operating cycle – рабочий цикл
 petrol engine – бензиновый двигатель
 piston – поршень
 power stroke – рабочий ход
 pressure – давление
 reciprocating movement – возвратно-поступательное движение
 residual gas – остаточный газ
 rotary movement – вращательное движение
 spark plug – свеча зажигания
 stroke – ход (поршня)
 top dead center – верхняя мертвая точка
 valve – клапан

Ex. 2: Read and translate the international words.

Principle, cycle, piston, center, cylinder, atmosphere.

Ex. 3: Translate into Russian using the terms of Exercise 1.

During the inlet (intake) stroke the inlet valve opens and a charge of fuel (mixture) flows into the cylinder.

During the compression stroke the inlet valve is closed and the fuel is compressed by the rising piston.

During the power stroke both valves are closed, pressure rises in the combustion chamber, and the spark ignites the mixture.

During the exhaust stroke the exhaust valve is opened, pressure is released and the residual gases flow into the atmosphere through the exhaust valve.

Ex. 4: Read the text and answer some questions.

- 1) Why is the engine called the internal combustion engine?
- 2) What stroke is called the inlet one?
- 3) What is a compression stroke?
- 4) What takes place in the cylinder on power stroke?
- 5) What takes place on the exhaust stroke?
- 6) By means of what is the reciprocating movement of the pistons converted into rotary movement of a crankshaft?

Principle of Operation of the Four-Stroke Petrol Engine

The internal combustion engine is called so because fuel is burned directly inside the engine itself. Most automobile engines work on a 4-stroke cycle.

A cycle is one complete sequence of 4 strokes of the piston in the cylinder.

The operating cycle of the four-stroke petrol engine includes: inlet stroke (intake valve opens), compression stroke (both valves closed), power stroke (both valves closed), exhaust stroke (exhaust valve is opened).

To describe the complete cycle, let's assume that the piston is at the top of the stroke (top dead center) and the inlet and the exhaust valves are closed. When the piston moves down the inlet valve opens to intake a charge of fuel into the cylinder.

This is called the inlet (intake) stroke. On reaching the lowest position (bottom dead center) the piston begins to move upward into the closed upper part of the cylinder, (the inlet valve is closed and the mixture is compressed by the rising piston. This is called the compression stroke.

As the piston again reaches the top dead center the spark plugs ignite the mixture, both valves being closed during its combustion.

As a result of burning mixtures the both valves being closed during its combustion.

As a result of burning mixtures the gases expand and great pressure makes the piston move back down the cylinder. This stroke is called the power stroke.

When the piston reaches the bottom of its stroke, the exhaust valve is opened, pressure is released, and the piston again rises. It lets the burnt gas flow through the exhaust valve into the atmosphere.

This is called the exhaust stroke which completes the cycle. So the piston moves in the cylinder down (intake stroke), up (compression stroke), down (power stroke), up (exhaust stroke).

The heat released by the fuel is transformed into work so that the reciprocating movement of the pistons is converted into rotary movement of a crankshaft by means of connecting rods.

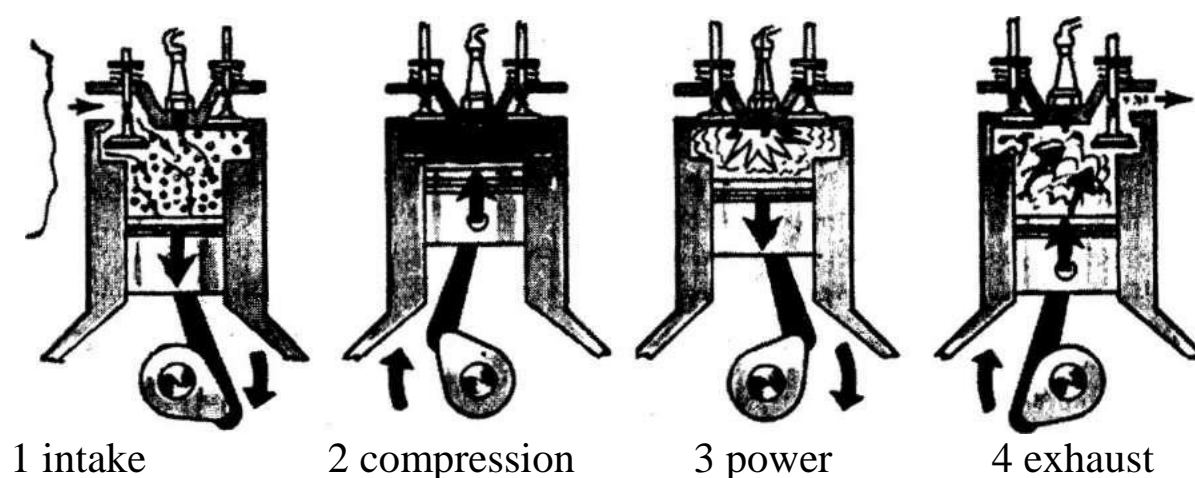


Image. 1. Principle of Operation of the Four-Stroke Petrol Engine

1) intake – такт впуска

3) power – рабочий такт

2) compression – такт сжатия

4) exhaust – такт выхлопа

па

Ex. 5: Find in the text paragraphs where they are about *intake*, *compression*, *power* and *exhaust*. Translate them into Russian.

Ex. 6: Complete the sentences.

1) The internal combustion engine is called so because fuel is burned ...

- a) outside the engine;
- b) inside the engine.

2) On the inlet stroke ...

- a) the intake valve opens;
- b) the intake valve is closed;
- c) the intake and the exhaust valves are closed.

- 3) On the compression stroke
a) the intake valve opens;
b) the intake valve is closed;
c) the intake and the exhaust valves are closed.

On the power stroke

- a) the intake valve opens;
b) the intake valve is closed;
c) the intake and the exhaust valves are closed.

On the exhaust stroke

- a) the exhaust valve opens;
b) the intake valve is closed;
c) the intake and the exhaust valves are closed.

Практическое занятие 3.1.4

Тема: Устранение неполадки.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки устной диалогической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board».

Задания к практической работе:

Ex. 1: Read the dialogue and act it out.

Tracing a Fault

Nick: Peter, I know you are a good driver. I would like you to have a look at my car.

Peter: What's wrong with your car?

N.: I don't know.

P.: Let me have a look. When did you have your plugs checked?

N.: Three days ago. I thought I had run out of fuel but the tank is half full.

P.: The carburettor is in order but the engine is misfiring. I guess the battery has run down. It needs recharging.

N.: Too bad.

P.: Don't get upset about it. It won't take you long to have your battery recharged.

N.: Do you really think so?

P.: I am sure of it. I advise you to have the engine greased.

N.: I'll follow your advice. Thank you, Peter.

P.: Don't mention it, Nick. I'm very sorry I couldn't help you.

N.: Well, you helped me to find the fault. Thanks a lot. Good-bye.

P.: See you later.

Ex. 2: Translate into English the following sentences in the dialogues.

1) - Не знаю, что случилось с моей машиной.

- Let me trace the fault.

- Пожалуйста. Ты опытный водитель?

- Yes, I am. I have been driving a car for fifteen years now. May be you have run out of fuel?

- Бак почти полный.

- When did you have your plugs checked?

- Вчера. Карбюратор тоже в порядке.

- В таком случае давай поедem до ближайшей ремонтной станции.

- Good idea. They will have the car fixed.

2) - Когда тебе починили машину?

- Last month. The engine is in good condition now. It was well greased.

- Хорошо. Мне тоже надо чинить машину. Ослабли тормоза (The brakes are slack.) Аккумулятор разрядился (The battery has run down.)

- It can be easily done.

- Я рад это слышать.

3) - Какую машину ты хочешь купить?

- I want a second-hand car. Could you help me?

- С большим удовольствием.

- I hear there are good cars on sale in the 42nd Street.

- Я знаю этот магазин. Давай поедem туда.

- Good idea. If I choose a car there, I won't have to bother any more.

- Совершенно верно.

Ex. 3: Make up your own dialogue and act it out. Use vocabulary of this Workshop.

Практическое занятие 3.1.5

Тема: В автомастерской.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки устной диалогической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board».

Задания к практической работе:

Ex. 1: Read this dialogue and act it out.

At the Repairing Shop

Client: Good afternoon! Can you help me? There is something wrong with the engine.

Master: Hi! What is wrong with it?

C.: I don't know. It wouldn't start. Maybe the pistons and valves are in disorder.

M.: Let's have a look! Well, they are quite right.

C.: And what about the crankshaft, or electric spark plugs. I know absolutely nothing about the operating cycle of the engine.

Just a moment. Don't worry! We shall check up all units and how they work together.

Some time later

M.: My God! There is no petrol in the tank. How can you move drive?

C.: Really? Oh, I have forgotten to fill in the tank! I beg your pardon to trouble you!

M.: No trouble, at all. You are welcome!

Ex. 2: Retell this dialogue in reported speech.

Ex. 3: Read and translate the following words and make up a story connected with repairing car at the repairing shop. While writing you should use one or more words and word combinations in each sentence. Some sentences (5-7) are needed.

1) as a result – в результате

2) assume – предполагать

3) bottom dead center – нижняя мертвая точка

4) burn – гореть

5) by means of – посредством

- 6) charge of fuel – заряд топлива
- 7) combustion – сгорание
- 8) combustion chamber – камера сгорания
- 9) compression stroke – такт сжатия (смеси)
- 10) connecting rod – шатун
- 11) convert – преобразовывать
- 12) crankshaft – коленчатый вал
- 13) cylinder – цилиндр
- 14) descend – спускаться, опускаться (опоршне)
- 15) describe – описывать
- 16) diesel engine – дизельный двигатель
- 17) directly – непосредственно
- 18) don't get upset – не расстраивайтесь
- 19) engine – двигатель
- 20) exhaust stroke – такт выпуска
- 22) follow sb's advice – последовать чье-му-л. совету
- 23) four-stroke cycle – четырехтактный цикл
- 24) fuel injection – впрыск топлива
- 25) have a look – взглянуть
- 26) heat – тепло
- 27) I guess – я полагаю
- 28) ignite – воспламенять
- 29) ignition – воспламенение
- 30) in order – в порядке (в исправном состоянии)
- 31) intake (inlet) stroke – такт впуска
- 32) internal combustion
- 33) engine – двигатель внутреннего сгорания
- 34) mixture – смесь
- 35) operating cycle – рабочий цикл
- 36) petrol engine – бензиновый двигатель
- 37) piston – поршень
- 38) power stroke – рабочий ход
- 39) pressure – давление
- 40) reach – достигать
- 41) recharge – подзарядить (аккумулятор)
- 42) reciprocating movement – возвратно-поступательное движение
- 43) residual gas – остаточный газ

- 44) rise – подниматься
- 45) rotary movement – вращательное движение
- 46) run down – сесть (об аккумуляторах)
- 47) run out of fuel – закончилось топливо
- 48) spark plug – свеча зажигания
- 49) stroke – ход (поршня)
- 50) tank – топливный бак
- 51) top dead center – верхняя мертвая точка
- 52) trace the fault – искать (проследить) неисправность
- 53) valve – клапан

Тема 3.2

Устройство автомобиля

Практическое занятие 3.2.1

Тема: Детали автомобиля.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки устной диалогической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board».

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

engine (power plant) – двигатель (силовая установка)

chassis – шасси

body – кузов

power train – силовая передача

running gear – ходовая часть

steering system – рулевое управление

brakes – тормоза

clutch – сцепление

gearbox – коробка передач

propeller shaft – карданный вал

final drive – главная передача

differential – дифференциал

rear axle – задний мост

axle shafts – полуоси
frame with axles – рама с осями
wheels and springs – колеса с рессорами
hood – капот
fenders – крылья
heater – отопитель
windshield wiper – стеклоочиститель
include – включать в себя
consist of – состоять из
as well – также
in turn – в свою очередь
source of power – источник энергии
fuel – топливо
cooling – охлаждение
lubricating – смазка

Ex. 2: Read and translate international words.

Automobile, chassis, electric, system, control, differential, ventilator, cylinder.

Ex. 3: Read the text and answer the following questions.

- 1) What main parts is the automobile made up of?
- 2) What is the function of the engine?
- 3) What systems does the engine include?
- 4) What does the chassis consist of?
- 5) What units does the power transmission comprise?
- 6) What assemblies does the running gear consist of?
- 7) What has the body?

Components of the Automobile

The automobile is made up of three basic parts: the power plant, or the engine, the chassis and the body.

The engine is the source of power that makes the wheels rotate and the car move. It includes fuel, cooling, lubricating and electric systems. Most automobile engines have six or eight cylinders.

The chassis includes a power train (power transmission), a running gear, steering and braking systems as well.

The power train carries the power from the engine to the car wheels.

The power transmission, in turn, contains the clutch, gearbox, propeller or cardan shaft, final drive, differential, rear axle and axle

shafts. The running gear consists of a frame with axles, wheels and springs.

The body has a hood, fenders and accessories: the heater, stereo tape recorder, windshield wipers, conditioner, speedometer and so on.

Ex. 4: Chose and write down terms given below which belong to: *the engine (двигателю); the chassis (шасси); the body (кузову)*. Translate this terms into Russian.

Fuel system, axle shaft, accessories, cooling system, frame with axles, running gear, lubricating system, steering system, heater, propeller shaft, power transmission, final drive, windshield wiper, clutch, wheels and axle shafts, gearbox, electric system, differential.

Ex. 5: Translate into Russian.

1) Автомобиль состоит из трех основных частей: двигателя, шасси и кузова.

2) Двигатель – это источник энергии.

3) Двигатель включает в себя топливную, охлаждающую, смазывающую и электрическую системы.

4) Шасси включает в себя силовую передачу, ходовую часть, рулевую и тормозную системы.

5) Силовая передача (трансмиссия), в свою очередь, состоит из сцепления, коробки передач, карданного вала, главной передачи, дифференциала, заднего моста и полуосей.

6) Ходовая часть включает в себя раму с осями, колеса и рессоры.

7) Кузов включает в себя капот, крылья и вспомогательные аксессуары: отопитель, стеклоочистители, магнитола, кондиционер и т. п.

Ex. 6: Translate this dialogue into Russian.

A: Do you know what parts the automobile is made up of?

B.: Certainly. It is made up of the engine, the chassis and the body.

A: What is the source of power?

B: The source of power is the engine. It includes fuel, cooling, lubricating and electric systems.

A: And what does the chassis consist of?

B: It consists of a power transmission, running gear, steering and braking systems. By the way, the power transmission, in turn, com-

prises the clutch, gearbox, propeller shaft, final drive, differential, rear axle and axle shafts.

A: And what has the body?

B: The body has a hood, fenders and accessories, such as: the heater, stereo tape recorder, windshield wipers, conditioner and so on.

A: Thank you very much for your information.

B: Don't mention it. I am glad to help you.

Ex. 7: Find English words and word combinations in the dialogue to Russian ones given below.

Сделан из; шасси; кузов; включать в себя; топливная, охлаждающая, смазывающая и электрическая системы; трансмиссия; ходовая часть; рулевая и тормозная системы; карданный вал; главная передача; дифференциал; задний мост; полуоси; капот; крылья; вспомогательные устройства; стеклоочистители.

Ex. 8: Act out dialogue given above.

Ex. 9: Answer the questions.

1) What main parts is the automobile made up of? 2) What is the function of the engine? 3) What systems does the engine include? 4) What does the chassis consist of? 5) What units does the power transmission comprise? 6) What assemblies does the running gear consist of? 7) What has the body?

Ex. 10: Chose and write down mechanism that corresponds to the description.

1) Mechanism which is used to stop the car.

a) clutch; b) brakes; c) gearbox; d) steering system.

2) Mechanism which is used to guide the car.

a) clutch; b) brakes; c) gearbox; d) steering system.

3) Mechanism which engages or disengages the engine and the car wheels.

a) clutch; b) brakes; c) gearbox; d) steering system.

4) Mechanism which is used to change the speed of the car.

a) clutch; b) brakes; c) gearbox; d) accelerator.

5) Mechanism which is used to guide the car in one or the other directions.

a) clutch; b) brakes; c) gearbox; d) steering system.

6) Device which is designed to measure the speed of the car.

a) heater; b) windscreen; c) speedometer; d) tachometer.

Ex. 11: Match the words and word combinations.

1. power plant	a. сцепление
2. chassis	b. силовая передача
3. body	c. главная передача
4. power train	d. колеса
5. running gear	e. система рулевого управления
6. steering system	f. капот
7. brakes	g. полуоси
8. clutch	h. ходовая часть
9. gearbox	i. топливная система
10. propeller shaft	j. стеклоочистители
11. final drive	k. коробка передач
12. rear axle	l. система смазки
13. axle shafts	m. силовая установка
14. frame	n. рама
15. wheels	o. тормоза
16. springs	p. рессоры
17. hood	q. шасси
18. fenders	r. карданный вал
19. windshield wipers	s. крылья
20. fuel system	t. задний мост
21. cooling system	u. источник энергии
22. lubricating system	v. система охлаждения
23. source of power	w. кузов

Практическое занятие 3.2.2

Тема: Шасси автомобиля.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки устной диалогической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board».

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

unit – узел, блок, агрегат

gear – шестерня

power transmission – силовая
gearbox – коробка передач, передача
tractive effort – тяговое усилие
running gear – ходовая часть
driving wheels – ведущие колеса
steering system – система рулевого управления
shaft – вал
car springs – рессоры автомобиля
flywheel – маховик
rear axle – задний мост
clutch – сцепление
final drive – главная передача
friction device – фрикционное устройство
axle shafts – полуоси
crankshaft – коленчатый вал
brakes – тормоза

Ex. 2: Read and translate the international words and word combinations into Russian.

Transmission, system, mechanism, radiator, friction, automobile, cardan, portion, final, accelerator, pedal, position.

Ex. 3: Translate into Russian.

1) The chassis includes the running gear, the power transmission and the steering mechanism.

2) The power transmission consists of the clutch, gearbox, cardan shaft, rear axle, final drive, differential and axle shafts.

3) The clutch connects the engine with the driving wheels.

4) The gearbox changes the speed of the car movement.

5) The steering mechanism changes the direction of the car.

Ex. 4: Read the text and answer the questions.

1) What main units does the chassis consist of?

2) Where is the engine located?

3) Where is the flywheel fixed?

4) Where is the clutch placed?

5) What is the gearbox designed for?

6) By what shaft is the power transmitted to the back axle?

7) What does the rear axle do?

8.) What is the function of the differential?

9.) What purpose is the steering system designed for?

10) What is the function of the brakes?

Chassis

The main units of the chassis are: the power transmission, the running gear and the steering mechanism. The power transmission includes the whole mechanism between the engine and the rear wheels. This entire mechanism consists of the clutch, gearbox, propeller (cardan) shaft, rear axle, final drive, differential and axle shafts.

At the front end of the car is the engine. On the back of it is the flywheel. Behind the flywheel is the clutch. The clutch is a friction device connecting the engine with the gears of the gearbox. The main function of the gearbox is to change the speed of the car.

The power is always transmitted by the cardan shaft to the live back axle. The final drive reduces the high speed of the engine to the low speed of the driving wheels. The differential enables the driving wheels to turn at different speeds which are necessary when turning the car. The foundation of the automobile is the frame to which different chassis units are attached.

The rear axle is capable of moving up and down about the frame. The rear axle is an important part of the transmission. It carries the greater portion of the weight of the car.

The steering mechanism is designed for changing the direction of the car.

The brakes are used for stopping the car, for decreasing its speed and for holding the car position.

Ex. 5: Translate into Russian paying attention to Complex Subject.

1) Transmission, running gear and steering mechanism *are known* to be the main units of the chassis.

2) The clutch *is known* to connect the engine with the driving wheels of the car.

3) The gearbox *is known* to change the speed of the car.

4) The steering mechanism *is known* to change the direction of the car.

5) Brakes *are considered* to be one of the most important mechanisms of the car.

Ex. 6: Translate into Russian.

1) Основными узлами шасси являются: трансмиссия, ходовая часть и рулевой механизм.

- 2) Радиатор расположен в передней части автомобиля.
- 3) Маховик крепится на задней части двигателя.
- 4) Сцепление соединяет двигатель с коробкой передач.
- 5) Коробка передач предназначена для изменения скорости движения автомобиля.
- 6) Усилие передается карданным валом.
- 7) Главная передача снижает высокие обороты двигателя до невысоких оборотов ведущих колес.
- 8) Дифференциал позволяет ведущим колесам вращаться с разной скоростью при повороте автомобиля.
- 9) Рулевой механизм предназначен для изменения направления движения автомобиля.
- 10) Тормоза используются для остановки или снижения скорости автомобиля.

Ex. 7: Match the words and word combinations.

- | | |
|--------------------|--|
| 1) differential | a) mechanism used to increase the speed of the car |
| 2) steering wheel | b) wheel used to turn the direction of the car |
| 3) clutch | c) mechanism used to transmit power to the back axle |
| 4) rear axle | d) instrument used to measure the speed of the car |
| 5) steering system | e) mechanism that slows or stops the car |
| 6.) speedometer | f) mechanism used to guide the car |
| 7) rakes | g) mechanism used to engage or disengage the engine with gearbox |
| 8) gearbox | h) mechanism used to carry the greater portion of the car weight |
| 9) cardan shaft | e) mechanism used to turn the wheels at different speeds |

Ex. 8: Tell about chassis.

Практическое занятие 3.2.3

Тема: Рама.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки устной диалогической и письменной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словарю.

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

frame – рама

twist – кручение

support – опора

suspension – подвеска

body – кузов

channel section – полая секция

longitudinal members – лонжероны

weld – сваривать

cross members – поперечины

rivet – заклепывать

reinforce – усиливать

insulate – изолировать

rigid – жесткий

rubber pad – резиновая прокладка

unibody construction – конструкция с несущим кузовом

withstand strains – выдерживать нагрузки

strengthen – укреплять

Ex. 2: Read and translate the international words and word combinations into Russian.

Chassis, structure, system, integral, construction, steel, vibration, passenger, metal, contact.

Ex. 3: Read the text and answer the questions.

1) What does the frame provide?

2) Why is the frame rigid and strong?

3) What types of frames are there?

4) What is the conventional frame made of?

5) By what is the frame insulated from the other car parts? For what purpose?

6) What do you know about unibody frames?

Frame

The foundation of the automobile chassis is the frame which provides support for the engine, body and power-train members. Cross members reinforce the frame. The frame is rigid and strong so that it

can withstand the shocks, vibrations, twists and other strains to which it is put on the road.

The frame provides a firm structure for the body, as well as a good point for the suspension system. There are two types of frames, namely: conventional frames and integral (unibody) frames (frameless constructions).

Conventional frames are usually made of heavy steel channel sections welded or riveted together. All other parts of the car are attached to the frame.

In order to prevent noise and vibrations from passing to the frame and from there to the passengers of the car, the frame is insulated from these parts by rubber pads.

It is also important to insulate the frame in order to prevent metal-to-metal contacts.

Frameless (unibody) constructions are called so because they are made integral with the body. The body parts are used to structurally strengthen the entire car. Some unibody frames have partial front and rear frames for attaching the engine and suspension members.

Ex. 4: Find English words and word combinations in the text to Russian ones given below.

Лонжероны, поперечины, жесткий, прочный, выдерживать нагрузки, подвеска, обычная (общепринятая) рама, безрамная конструкция, полые секции, сваренные или заклепанные, прикреплять к раме, резиновые прокладки, укреплять.

Ex. 5: Match the English word combinations.

- | | |
|--|---|
| 1) The frame provides support for ... | a) channel sections welded together. |
| 2) Conventional frames are made of ... | b) prevent noise and vibrations from passing to the passengers. |
| 3) Frameless constructions are made ... | c) cross members. |
| 4) The frame is insulated from other parts in order to ... | d) the engine, body and power train members. |
| 5) The frame is reinforced by ... | e) integral with the body. |

Ex. 6: Translate into Russian paying attention to Complex Object.

- 1) We know the frame to be the structural centre of any car. 2) Car specialists consider the conventional frame to be extremely rigid

and strong. 3) We know the frame to be insulated from the other parts by rubber pads to prevent metal-to-metal contacts. 4) Many specialists consider the body parts to be used to structurally strengthen the entire car. 5) The manufacturers believe the unibody constructions to be called so because they are made integral with the body.

Ex. 7: Translate the text without dictionary for 20 minutes.

The frame is a structural centre of any car as it provides support for the engine, body, wheels and power-train members. Cross members reinforce the frame and provide support for the engine and wheels. The frame is extremely rigid and strong. The engine is attached to the frame in three or four points and insulated in these points by some rubber pads to prevent vibration and noise from passing to the frame and thus to the passengers. There are two types of frames: conventional construction and unibody one.

Ex. 8: Translate into English.

1) Рама обеспечивает опору для кузова, двигателя и узлов силовой передачи. 2) Она состоит из лонжеронов и поперечин, которые усиливают раму. 3) Рама должна выдерживать вибрацию, кручения и другие нагрузки (напряжения). 4) Рамы бывают двух типов: обычные (стандартные) и выполненные воедино с кузовом.

5) Стандартные рамы изготовлены из стальных полых секций, сваренных или заклепанных вместе. 6) Безрамные конструкции выполнены воедино с кузовом. 7) Рама изолируется от кузова резиновыми прокладками, чтобы шумы и вибрации не проходили к пассажирам автомобиля.

Ex. 9: Read and act out the dialogue.

I haven't seen you for ages – не видел тебя сто лет

perfectly well – прекрасно

get into trouble – попасть в беду

be wrong with – что-то не так

sure – конечно (без сомнения)

find out the damage – отыскать повреждение

cope with – справиться (с проблемой)

Stas: Hi! Seen you for ages! How are you?

Vlad: Hi! I'm perfectly well! I am working at a repairing shop.

Very interesting I can tell you.

S.: What are you doing there?

V.: Now, we are testing the frame. You see, the driver has got into trouble. Something is wrong with his car. He thinks it is the frame.

S.: Has the car a conventional frame or a unibody frame?

V.: Unibody frame.

S.: I think you have to do a lot of work as body parts strengthen the entire car.

V.: Sure. We are testing all parts in order to find out the damage.

S.: I think you will cope with the problem.

Ex. 10: Read and translate the following words and make up a story connected with automobile frame. While writing you should use one or more words and word combinations in each sentence. Some sentences (5-7) are needed.

alignment – выравнивание

attach – прикреплять

extremely rigid – очень жесткая

fasten – скреплять, закреплять

firm structure – крепкая (прочная) конструкция

heavy steel – прочная сталь

integral frame – рама, выполненная воедино

provide – обеспечивать

reinforce – укреплять, усиливать

rivert – заклепывать

rubber insulator – резиновая прокладка

strengthen – усиливать

suspension system – система подвески

weld – сваривать

Практическое занятие 3.2.4

Тема: Сцепление.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки устной диалогической и письменной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screen-board».

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

friction device – фрикционное устройство

pressure disc – нажимной диск

hard-wearing material - износостойкий материал

connect – соединять

gearbox – коробка передач

frictional force – сила трения

start the car – завести автомобиль

clutch pedal – педаль сцепления

release the engine – отсоединить двигатель

at rest – в покое

is engaged – включено (подсоединено)

fix – крепить (устанавливать)

flywheel – маховик

is disengaged – отключено

friction disc (plate) – фрикционный диск

run idly – работать вхолостую

Ex. 2: Read the text and answer the questions.

1) What device is the clutch?

2) What units does it connect?

3) What is the clutch used for?

4) Where is the clutch placed?

5) What plates does the clutch consist of?

6.) hat is the basic principal operation of the clutch?

7) What is the clutch controlled by?

8) What takes place when the clutch pedal is at rest?

9) When does the engine run idly?

Clutch

The clutch is a friction device. It connects the engine to the gears in the gearbox. It is used for disconnecting the engine from the gearbox, for starting the car and for releasing the engine from the car wheels.

The clutch is fixed between the flywheel of the engine and the gearbox and consists of two plates (discs): the friction disc and the pressure disc. The friction disc is situated between the flywheel and the pressure plate and has a hard-wearing material on each side.

The basic principal operation of the clutch is a frictional force acting between two discs. The clutch is controlled by the clutch pedal. When the pedal is at rest the clutch is engaged and the running engine is connected to the gearbox. When the pedal is pressed down the clutch is disengaged and the engine runs idly.

Ex. 3: Translate into Russian.

Friction device, clutch, gearbox, to free, to start, to release, fly-wheel, pressure plate, basic principle of operation, to fix, hard-wearing material, to consist of, to be controlled by, running engine, to run idly, to engage, to disengage, to press down, to be at rest.

Ex. 4: Complete the sentences.

1. The clutch is a device connecting
 - a) the rear axle and axle shafts.
 - b) the gearbox and differential.
 - c) the engine and the gearbox.
2. The clutch is situated between
 - a) the gearbox and cardan shaft.
 - b) the flywheel and the gearbox.
 - c) the gearbox and rear axle.
3. The clutch is controlled by
 - a) the brake pedal
 - b) the clutch pedal.
 - c) the gearbox and rear axle.
- 4) The clutch is engaged
 - a) when the clutch pedal is pressed down.
 - b) when the clutch pedal is at rest.
- 5) The clutch is disengaged
 - a) when the clutch pedal is at rest.
 - b) when the clutch pedal is pressed down.

Ex. 5: Read and act out the dialogue.

A.: What is the function of the clutch?

B.: You see, it serves three functions. It is used for freeing the engine from the gearbox, for starting the car and for freeing the engine from car wheels.

A.: Is it a friction device?

B.: Yes, of course. It is fixed between the flywheel of the engine and the gearbox and usually consists of two discs.

A.: What discs?

B.: The friction disc (driven disc) and the pressure disc.

A.: I suppose the principle of operation of clutches is a frictional force between discs. Am I right?

B.: Yes, you are. When the clutch is fully engaged the frictional force makes discs rotate at the same speed.

A.: And by what is the clutch controlled?

B.: By the clutch pedal. When it is at rest the clutch is engaged and when it is pressed down the clutch is disengaged and the engine is disconnected from the car wheels.

A.: Thank you. And what types of clutches do you know?

B.: Positive clutches and gradual engagement clutches.

A.: Thank you very much for your information.

B.: Not at all. Glad to help you.

Ex. 6: Translate into English.

Функция сцепления, для отключения двигателя от коробки передач, крепится между маховиком и коробкой передач, фрикционный (ведомый) диск, нажимной диск, фрикционная сила, сцепление включено, педаль в исходном положении, педаль сцепления нажата.

Ex. 7: Match the words and word combinations

- | | |
|--------------------------------|---------------------------|
| 1. a friction device | a. завести автомобиль |
| 2. gearbox | b. фрикционный диск |
| 3. to start the car | c. маховик |
| 4. to release the engine | d. износостойкий материал |
| 5. is fixed | e. работать вхолостую |
| 6. flywheel | f. соединяться |
| 7. the friction disc | g. сила трения |
| 8. the pressure disc | h. разъединяться |
| 9. hard-wearing material | i. фрикционное устройство |
| 10. frictional force | j. находиться в покое |
| 11. the clutch pedal | k. закреплен |
| 12. to be engaged | l. педаль сцепления |
| 13. to be at rest | m. нажать на педаль |
| 14. to be disengaged | n. отсоединить двигатель |
| 15. to press down on the pedal | o. нажимной диск |
| 16. to run idly | p. коробка передач |

Ex. 8: Translate into English.

1) Сцепление – это фрикционное устройство.

- 2) Сцепление соединяет двигатель и коробку передач.
- 3) Сцепление расположено между маховиком двигателя и коробкой передач.
- 4) Как правило, сцепление состоит из двух дисков: ведомого и нажимного.
- 5) Сцепление управляется педалью сцепления.
- 6) Когда педаль сцепления находится в покое, диски сцепления соединены и работающий двигатель соединен с коробкой передач и колесами.
- 7) Когда водитель нажимает на педаль сцепления, диски отходят, сцепление отсоединяется и двигатель работает вхолостую.

Ex. 9: Tell about clutch.

Тема 3.3

Неполадки в автомобиле и их устранение

Практическое занятие 3.3.1

Тема: Коробка передач.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки устной диалогической речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screenboard».

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

gear – шестерня, передача
gearbox – коробка передач
gearing – зубчатое соединение
road conditions – дорожные условия
forward speed – передняя скорость
reverse drive – обратный (задний) ход
low gear – первая передача
top gear – четвертая (прямая) передача
sliding-mesh gearbox – коробка передач со скользящими шестернями

constant-mesh gearbox – коробка передач с постоянным зацеплением шестерен

epicyclic (planetary) gearbox – эпициклическая (планетарная) коробка передач

ordinary gearing – стандартное зубчатое соединение

characteristic feature – характерная особенность

fixed axes – зафиксированные (неподвижные) оси

rotate bodily – вращаться корпусом

axis – ось

axle – вал

secure – обеспечить

shifting – переключение

in direct line – важно

Ex. 2: Read the text and answer the questions.

- 1) Where is the gearbox situated?
- 2) What is the function of the gearbox?
- 3) What speeds does the gearbox provide?
- 4) What types of gearboxes do you know?
- 5) Why is the clutch shaft mounted in direct line with the gearbox shaft?

Gearbox

The gearbox is placed between the clutch and the propeller shaft. The principal function of the gearbox is to vary the speed of the car movement to meet the road conditions. The gearbox provides four forward speeds and one reverse, as follows:

1. First or low gear;
2. Second gear;
3. Third gear;
4. Fourth or top gear;
5. Reverse gear.

There are many constructional arrangements of gearboxes, which can be classified as follows:

1. Sliding-mesh type;
2. Constant-mesh type;
3. Epicyclic (planetary) type.

The sliding-mesh type is the simplest one and is the oldest historically. The constant-mesh type is the most widely used type. They are termed «ordinary» gearing, the characteristic feature of which is

that the axes of the various gears are fixed axes. The gears simply rotate about their own axes.

The characteristic feature of epicyclic (planetary) gearing is that one gear rotates about its own axis and also rotates bodily about some other axis.

To secure the several speeds of the car the clutch shaft is mounted in direct line with the gearbox shaft. The gearbox shaft carries on it the sliding gears which are used for shifting to secure the forward speeds and the reverse drive.

Ex. 3: Translate into English.

1) Коробка передач предназначена для изменения скорости движения автомобиля.

2) Коробка передач обеспечивает четыре передние скорости и задний ход.

3) Коробки передач могут быть: со скользящими шестернями, с постоянным зацеплением шестерен и планетарного типа.

4) Самыми простыми являются коробки передач со скользящими шестернями.

5) Коробки передач с постоянным зацеплением шестерен используются наиболее часто.

6) Скользящие шестерни на валу коробки передач используются для обеспечения передних скоростей и обратного хода.

Ex. 3: Translate the text with a dictionary.

Gearboxes are assembled and disassembled on special stands using special mechanisms. In case of trouble in change-speed gearbox it can be repaired only in the workshop. But in order not to get into trouble you should do the followings steps:

- a) check the oil level in the gearbox casing;
- b) wash the breather channel;
- c) change the oil in accordance with the lubrication schedule;
- d) wash the gearbox with a thin mineral oil;
- e) drain the used oil through the drain hole.

Ex. 4: Read the dialogue and act it out.

Mike: Peter, do you remember what our teacher told us last time? What do you know about gearboxes?

Peter: I know that the gearbox is used to change the speed of the car.

M.: And how many speeds does the gearbox provide?

P.: It can provide four forward speeds and one reverse.

M.: Into what types are the gearboxes divided according to their arrangements?

P.: They are divided into sliding-mesh type, constant-mesh type and epicyclic type.

M.: What type is the simplest?

P.: The sliding-mesh one.

M.: Thank you very much for your help.

P.: You are welcome. Glad to help you.

Ex. 5: Read and translate the following words and make up a story connected with types of gearboxes. While writing you should use one or more words and word combinations in each sentence. Some sentences (5-7) are needed.

assemble – собирать

axis – ось

axle – вал

breather channel – канал сапуна

constant-mesh gearbox – коробка передач с постоянным зацеплением шестерен

disassemble – разбирать

drain hole – сливное отверстие

epicyclic (planetary) gearbox – эпициклическая (планетарная) коробка передач

forward speed – передняя скорость

gearbox – коробка передач

gearbox casing – картер коробки передач

gearing – зубчатое соединение

get into trouble – попасть в беду

lubrication – смазка

oil level – уровень масла

repair – ремонтировать

repairing shop (workshop) – ремонтная мастерская

reverse drive – задний ход

shifting – переключение

sliding-mesh gearbox – коробка передач со скользящими шестернями

stand – стенд

thin oil – легкое (жидкое) масло

Ex. 6: Tell about types of *gearboxes*.

Практическое занятие 3.3.2

Тема: Тормозная система.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари.

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

brakes – тормоза

force the fluid – подавать жидкость

performance – работа

under pressure – под давлением

safety – безопасность

brakes are applied – тормоза срабатывают

depend on – зависеть от

slow – замедлять

braking effort – тормозное усилие

divide – разделять

push down on the brake pedal – нажать на тормозную педаль

namely – именно

drum brakes – барабанные тормоза

band brake – ленточный тормоз

disk brakes – дисковые тормоза

shoe brake – колодочный тормоз

hydraulic assisted brakes – тормоза с гидравлическим приводом

brake shoes – колодки тормоза

brake fluid – тормозная жидкость

brake pedal – тормозная педаль

master cylinder – главный цилиндр

Ex. 2: Read and translate international words.

Mechanism, passenger, type, hydraulic, cylinder, vacuum, function, classify, classification, mechanical, electric, electromagnet.

Ex. 3: Translate the words paying attention to suffixes.

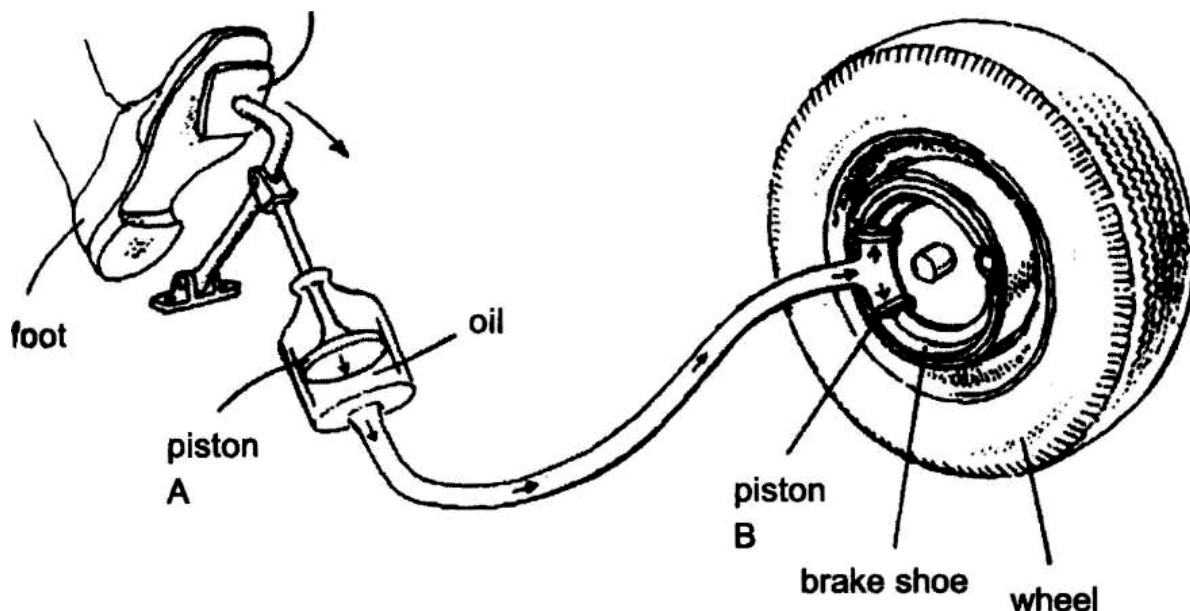
Safe – safety; to improve – improvement; to move – movement; to drive – driver; to apply – application; to attach – attachment; to arrange – arrangement; to perform – performance; name – namely; to operate – operation; to equip – equipment.

Ex. 4: Read the text and answer the questions.

- 1) What is the function of the brakes?
- 2) What types are brakes divided into?
- 3) What brakes do you know according to their mode of operation?
- 4) What braking systems are used today?
- 5) By what are brakes controlled?
- 6) When are brakes applied?

Brakes

Brakes are used to slow or stop the car where it is necessary. It is one of the most important mechanisms of the car as upon its proper performance the safety of passengers depends.



Car brakes can be divided into two types, namely: drum brakes and disc brakes. The drum type may be either a band brake or a shoe brake. Depending on their functions, the automobile has foot brakes and hand brakes (parking brakes). According to their mode of operation,

tion, the brakes are classified as: mechanical brakes, hydraulic brakes, airbrakes, electric brakes. Brakes are controlled by the brake pedal.

Most braking systems in use today are hydraulic. This system consists of a master cylinder mounted on the car frame and wheel cylinders. When the driver pushes down on the brake pedal, it forces the piston to move in the master cylinder and brake fluid is delivered from it to the wheel cylinders. The piston movement causes brake shoes to move and the brakes are applied (the brake shoes are pressed against the brake drums).

The air brake uses compressed air to apply the braking force to the brake shoes. Electric brakes use electromagnets to provide the braking effort against the brake shoes. Formerly brakes were applied only to the two rear wheels, but now all cars are equipped with all-wheels brakes. Today many improvements are being made in brakes.

Ex. 5: Match the words and word combinations.

- | | |
|--------------------------------------|--------------------------------------|
| 1) performance | a) зависеть от |
| 2) the safety of passengers | b) барабанные тормоза |
| 3) to depend upon | c) тормоза срабатывают |
| 4) namely | d) тормоза с гидравлическим приводом |
| 5) drum brakes | e) работа (действие) |
| 6) disc brakes | f) именно |
| 7) brakes are applied | g) тормоза с усилителем |
| 8) hydraulic assisted brakes | h) под давлением |
| 9) power assisted brakes | i) нажать на тормозную педаль |
| 10) to press down on the brake pedal | j) дисковые тормоза |
| 11) under pressure | k) безопасность пассажиров |

Ex. 6: Translate into English.

Тормоза, безопасность пассажиров зависят от правильной работы тормозов, барабанные тормоза, дисковые тормоза, тормоза с усилителем, гидравлический привод тормозов, жидкость под давлением, тормоза срабатывают, тормозное усилие, нажать на тормозную педаль.

Ex. 7: Translate some sentences into English.

1) Тормоза являются наиболее важным механизмом автомобиля.

2) Они используются для замедления движения или остановки автомобиля.

3) Тормоза можно разделить на два типа, а именно: барабанные тормоза и дисковые тормоза.

4) На большинстве автомобилей используется гидравлический привод или пневматический привод.

5) Тормоза срабатывают, когда водитель нажимает на тормозную педаль.

Ex. 8: Read the dialogue and act it out.

Alex: Why are brakes used?

Boris: They are used to stop or to slow the car.

A.: Well, it is one of the most important mechanisms of the car, isn't it?

B.: Of course, the safety of the passengers depends upon their proper performance.

A.: What types of brakes are used today?

B.: Drum brakes, disk brakes and others.

A.: And in what way are they applied?

B.: They are applied by the brake pedal. When the driver pushes down on the pedal they are applied.

A.: Thank you. It was very nice of you to tell me this information.

B.: Don't mention it. I was glad to serve you.

Ex. 9: Translate the text into Russian without dictionary.

Brakes are the most important mechanism of the car. They are used to slow or stop the car where it is necessary.

The clutch is a friction device. It connects the engine to the wheels in the gearbox. It is used for freeing the engine from the gearbox, for starting the car and for releasing the engine from the car wheels. It is fixed between the flywheel of the engine and the gearbox. They are divided into 2 types, namely: drum brakes and disc brakes. Most cars of today use hydraulic or power assisted brakes. They may be of 2 plates: friction disc and pressure disc. The friction disc is situated between the flywheel and the pressure disc.

Ex. 10: Translate the text into Russian with a dictionary.

Troubles in Braking System

The basic troubles of the braking system are as follows:

1. poor braking action;
2. sticking brake shoes which would not return to the initial position after a brake pedal is released;

3. non-uniform braking of the left and the right wheels on a common axle;

4. leakage of brake fluid and air leakage in the hydraulic brake;

5. poor air tightness of the pneumatic brake control.

What to do: 1. Check the action of the foot and hand brakes and leak proofness of the brake hoses connections, components of the hydraulic and pneumatic controls of the brakes, as well as of the vacuum- power system.

2. Inspect the friction linings, wheel-brake springs, master and wheel cylinders of the hydraulic brake and the air compressor of the pneumatic brake using a test manometer to check it.

Ex. 11: Translate into Russian.

1) Тормоза используются для замедления движения или остановки автомобиля.

2) В зависимости от привода тормоза классифицируют на механические, гидравлические, пневматические и электрические.

3) Тормоза управляются тормозной педалью.

4) Тормоза срабатывают, когда водитель нажимает на тормозную педаль.

5) В пневматических тормозах для создания тормозного усилия используется сжатый воздух.

6) В электрических тормозах для создания тормозного усилия используется электромагнит.

7) В современных автомобилях используются тормоза с приводом на все колеса.

Практическое занятие 3.3.3

Тема: Проблемы в тормозной системе.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари.

Задания к практической работе:

Ex. 1: Translate the text into Russian with a dictionary for 20 minutes.

Troubles in Braking System

The basic troubles of the braking system are as follows: 1. poor braking action; 2. sticking brake shoes which would not return to the initial position after a brake pedal is released; 3. non-uniform braking of the left and the right wheels on a common axle; 4. leakage of brake fluid and air leakage in the hydraulic brake; 5. poor air tightness of the pneumatic brake control.

What to do: 1. Check the action of the foot and hand brakes and leak proofness of the brake hoses connections, components of the hydraulic and pneumatic controls of the brakes, as well as of the vacuum- power system. 2. Inspect the friction linings, wheel-brake springs, master and wheel cylinders of the hydraulic brake and the air compressor of the pneumatic brake using a test manometer to check it.

Ex. 2: Read and translate the following words and make up a story connected with troubles in braking system. While writing you should use one or more words and word combinations in each sentence. Some sentences (5-7) are needed.

air brakes – пневматические тормоза
bund brake – ленточный тормоз
brake drum – тормозной барабан
brake fluid – тормозная жидкость
brake pedal – тормозная педаль
brake shoe – тормозная колодка
brakes are applied – тормоза срабатывают
braking effort – тормозное усилие
common axle – общая ось
control – управление
disk brakes – дисковые тормоза
drum brakes – барабанные тормоза
electric brakes – электрические тормоза
fluid – жидкость
foot brake – ножной тормоз
force (cause) – заставлять
hand brake – ручной тормоз (стояночный)
hydraulic brakes – гидравлические тормоза
leakage – утечка
left wheel – левое колесо

master cylinder – главный цилиндр
mechanical brakes – механические тормоза
poor – плохой, слабый
proofness – стойкость
release – отпускать, разъединять
right wheel – правое колесо
sticking – заедание, прилипание
tightness – герметичность
troubles – неисправности
wheel cylinder – колесный тормозной цилиндр

Ex. 3: Tell us about troubles in braking system.

Практическое занятие 3.3.4

Тема: Система рулевого управления.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари.

Задания к практической работе:

Ex. 1: Memorize the following words and word combinations.

guide the car – управлять автомобилем
means of turning – средство поворота
front wheels – передние колеса
steering wheel – рулевое колесо
for this purpose – для этой цели
pivot – шарнир
swing (swang, swung) – поворачиваться
tie-rod – поперечная тяга
in turn – в свою очередь
pitman arm – рулевая сошка
rack and pinion assembly – рулевой механизм с рейкой и шестерней
ball joint – шаровой шарнир
leverage – рычажный механизм
hose – шланг, рукав

steering gear (assembly) – рулевой механизм
 rack and pinion type – реечно-шестеренчатый тип (рулевого механизма)
 recirculating ball steering – рулевой механизм с шариковой гайкой
 worm and sector – червяк и сектор
 injury – повреждение
 steering box – картер рулевого механизма
 steering column, steering mast – рулевая колонка
 steering arm, steering lever, (steering) pitman arm – рулевая сошка
 steering knuckle – поворотная цапфа, поворотный кулак
 steering knuckle lever, steering knuckle arm – рычаг поворотного кулака
 single tie-rod – неразрезная поперечная рулевая тяга
 drag link, steering gear connecting rod, steering drag rod – продольная рулевая тяга

Ex. 2: Translate the words paying attention to suffixes and prefixes.

Rotate – rotation, apply – application, move – movement, develop – development, drive – driver, form – reform – deform – deformation, guide – guidance.

Ex. 3: Read the text and answer the questions.

- 1) What mechanism is necessary to guide the car?
- 2) How is the steering wheel connected to the front wheels?
- 3) Why can the front wheels be swung to the left or to the right?
- 4) What does the manual steering system incorporate?
- 5) What types of manual steering gears in use do you know?

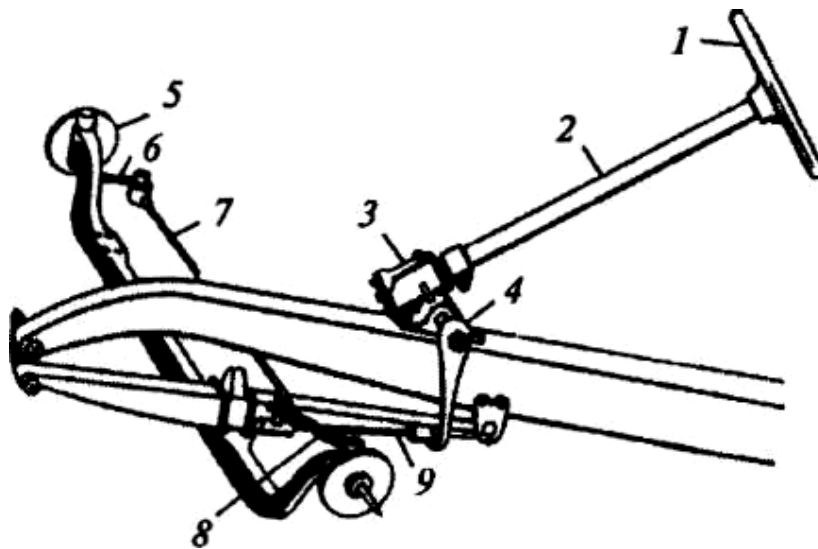
Steering System

To guide the car, it is necessary to have some means of turning the front wheels so that the car can be pointed in the direction the driver wants to go. The steering wheel in front of the driver is linked by gears and levers to the front wheels for this purpose.

The front wheels are on pivots so they can be swung to the left or right. They are attached by steering knuckle arms to the rods. The tie-rods are, in turn, attached on the pitman arm.

When the steering wheel is turned, gearing in the steering gear assembly causes the pitman arm to turn to the left or right. This

movement is carried by the tie-rods to the steering knuckle arms, and wheels, causing them to turn to the left or right.



The steering system incorporates: the steering wheel and column, steering gear, pitman arm, steering knuckle arm, front axle, steering knuckle pivot, tie-rods.

There are several different manual steering gears in current use, such as the rack and pinion type and the recirculating ball type. The rack and pinion steering gear is widely used. Another manual steering gear which is popular in imported cars is the worm and sector type.

The steering wheel and column are the source of injury to the driver, air bags and other devices being developed now to save the life of a driver.

Energy-absorbing columns must stop the steering wheel and column from being pushed to the rear as the front of the car is crushed in an impact.

Energy-absorbing columns must also provide the driver with a tolerable impact as he moves forward and strikes the wheel with his chest.

Ex. 4: Translate the text without dictionary for 15 minutes.

To turn the car you must have some means of turning the front wheels. For this purpose the steering wheel and steering column are linked to the front wheels.

The front wheels are on pivots and can be swung to the left or to the right. When the driver turns the steering wheel and column the front wheels (being on pivots) attached by the steering knuckle arms to the tie rods are also turned.

Ex. 6: Translate into English.

1) Для управления автомобилем необходима система рулевого управления.

2) Рулевое управление включает в себя: рулевое колесо и рулевую колонку, зубчатое соединение, рулевую сошку, рычаги поворотного кулака и шарнирные соединения, рычаги и поперечные тяги.

3) Существуют различные типы рулевых механизмов, а именно: реечно-шестеренчатый тип, механизм с шаровой гайкой, механизм с червяком и сектором.

4) Когда водитель поворачивает руль влево или вправо, то рулевой механизм заставляет рулевую сошку поворачиваться влево или вправо. Это движение передается поперечными тягами к рычагам поворотных кулаков и к колесам, заставляя их поворачиваться влево или вправо.

Практическое занятие 3.3.5

Тема: Проблема в рулевом управлении.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари.

Задания к практической работе:

Ex. 1: Translate the text with a dictionary for 20 minutes.

Troubles of Steering Gear Components

Steering gear and linkage may have the following basic troubles: excessive steering-wheel free play, bending of steering rod, oil leakage from the steering-gear case, disadjustment of steering gear.

What to do:

1) Check the steering-wheel free play and steering gear performance while the car is running.

2) Check the steering-gear case for oil leakage by visual inspection.

3) Adjust the steering gear. Steering gear of the worm and roller type is adjusted by end playing in the steering worm shaft bearings.

Ex. 7: Read the dialogue and act it out.

Notes:

look here — послушай

troubles — неисправности, неполадки

excessive free play — чрезмерный свободный ход

check — проверять

performance — работа, характеристики

steering gear case — картер коробки передач

anything else — что еще

in this case — в этом случае

Stas: Look here. I have some troubles with the steering system.

Vlad: What troubles?

S.: The first is excessive free play of the steering wheel.

V.: You should check free play of the steering wheel and steering gear performance.

S.: The second problem is oil leakage from the steering gear case.

V.: Check the steering gear case for oil leakage visually. Anything else?

S.: Sure. It is disadjustment of the steering gear. And I don't know what to do.

V.: You see, in this case it is better for you to go to a repairing shop. Good specialists should do this job.

S.: Thank you very much.

V.: Not at all.

Ex. 8: Read and translate the following words and make up a story connected with a problem of steering system. While writing you should use one or more words and word combinations in each sentence. Some sentences (5-7) are needed.

absorb — поглощать

air bag — подушка безопасности

bending — изгиб

excessive — чрезмерный

for this purpose — для этой цели

guide the car — управлять автомобилем

hydraulic pump — гидравлический насос

leakage — утечка

lever — рычаг

leverage — рычажный механизм

linkage – соединение
 means of turning – средство поворота
 pitman arm – рулевая сошка
 pitman shaft – рулевой вал
 pivot – шарнир
 rack and pinion assembly – реечно-шестеренчатый механизм
 rack and pinion type steering gear – рулевой механизм с рейкой и шестерней
 recirculating ball type steering gear – рулевой механизм с шариковой гайкой
 steering box – картер рулевого механизма
 steering column – рулевая колонка
 steering knuckle arm – рычаг поворотного кулака
 steering wheel – рулевое колесо
 swing (swang, swung) – поворачиваться
 tie-rod – поперечная тяга
 worm and sector type – рулевой механизм с червяком и сектором

Тема 3.4

Правила техники безопасности на рабочем месте

Практическое занятие 3.4.1

Тема: Правила техники безопасности на производстве.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари.

Задания к практической работе:

Ex. 1: Remember the following words and word combinations.

safety engineering – техника безопасности
 accident – несчастный случай
 safety rules – правила техники
 lack – нехватка, отсутствие безопасности
 training workshop – учебный цех (мастерская)
 to ensure – обеспечивать

Ex. 2: Change Russian word with English one using new words.

1) This was *несчастный* случай. 2) All people should keep *технику безопасности*. 3) Do you know *правила техники*? 4) We work in *мастерской*. 5) I *обеспечиваю* safety engineering.

Ex. 3: Read and translate the text.

SAFETY ENGINEERING

Accidents to people in industrial enterprises are called industrial traumatism (injury). They occur when workers have not acquired the requisite for skill and lack the necessary experience in handling tools and equipment. Accidents are also caused through neglect of safety rules and regulations in the factories and training workshops.

The purpose of safety engineering is to prevent accidents and to create such conditions of work in industry which will ensure maximum productivity of labour.

When taking up new duties or when first going to work at any industrial enterprise each worker is obliged to acquaint him thoroughly with, and to master the safety instructions.

Ex. 4: Answer the questions in written form.

1) How are the accidents to people in industrial enterprises called?

2) When do the accidents to people occur?

3) What must one do to prevent accidents?

4) What is the purpose of safety engineering?

5) What is a worker obliged to do when taking up new duties?

6) Make a plan for the read text and retell.

Ex. 5: Make 6 sentences using new words from the Exercise

1.

Ex. 6: Match the columns.

a)

1. Wear safety boots!

2. Don't enter!

3. Don't use a mobile phone here.

4. Emergency exit this way!

5. Be careful. Dangerous liquid!

6. Don't touch!

b)

a) Руками не трогать!

b) Парковка запрещена!

c) Осторожно! Взрывоопасные вещества.

d) Не курить!

e) Не включать!

f) Осторожно! Высокое напряжение!

- | | |
|-------------------------------------|-----------------------------------|
| 7. Wear safety goggles in the area! | g) Надеть обувь! |
| 8. Don't park here! | h) Запасной выход! |
| 9. Be careful! Explosive material! | i) Осторожно! Опасно! |
| 10. Don't switch on! | j) Отключить мобильные телефоны! |
| 11. Danger of an electric shock! | k) Не входить! |
| 12. Don't smoke here! | l) Для безопасности оденьте очки! |
| 13. Wear a hard hat! | m) Осторожно! Опасные растворы! |
| 14. Watch out! Danger! | n) Надеть каску! |

Ex. 7: Complete the gaps.

- | | |
|--|----------------|
| 1) These ear protectors must be carried everywhere in the ____ hangar. | a) overalls |
| 2) These ____ must be lubricated every day. | b) gears |
| 3) Drivers are required to check the ____, lights, tyres, and water before a long car journey. | c) brakes |
| 4) Apprentices must always wear ____ in the workshop. | d) aircraftps. |

Ex. 8: Tell us about safety engineering rules at work place.

Практическое занятие 3.4.2

Тема: Безопасность и здоровье на работе.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари.

Задания к практической работе:

Ex. 1: Translate the text in written form.

Safety and health at work

Every 15 seconds, a worker dies from a work-related accident or disease. Every 15 seconds, 160 workers have a work-related accident.

Workplaces claim more than 2.3 million deaths per year, out of which 350,000 are fatal accidents and close to 2 million are work-related diseases. In addition, 313 million accidents occur on the job annually; many of these resulting in extended absences from work.

The human cost of this daily adversity is vast and the economic burden of poor occupational safety and health practices is estimated at 4 per cent of global Gross Domestic Product each year.

The safety and health conditions at work are very different between countries, economic sectors and social groups. Deaths and injuries take a particularly heavy toll in developing countries, where a large part of the population is engaged in hazardous activities, such as agriculture, fishing and mining. Throughout the world, the poorest and least protected – often women, children and migrants - are among the most affected.

The Labour Administration, Labour Inspection and Occupational Safety and Health Branch of the ILO (LABADMINOSH) aims to create worldwide awareness of the dimensions and consequences of work-related accidents, injuries and diseases. One of the goals of LABADMINOSH is to place the health and safety of all workers on the international agenda and to stimulate and support practical action at all levels. Decent work is safe work. Decent work is safe work.

Safety Topics at Work

Stay safe in your workplace.

On-the-job accidents can result in injury in nearly any workplace. Regardless of how safe the occupation seems, there are work-related risks that could cause harm to employees if they do not exercise caution. To ensure that employees remain safe on the job, employers can educate their workers on potential dangers so they can avoid them and maintain their personal safety.

Chemicals

- Even seemingly safe chemicals can prove hazardous. Bleach and ammonia, for example, which are both contained in many cleaners, create noxious fumes if mixed. Employers should educate their workers on all of the chemicals used in the workplace and ensure that they possess the knowledge to use the chemicals in a safe manner.

Lifting Procedures

- Lifting can be dangerous if not done properly. Even when lifting is not a primary function of the job, many workers lift objects throughout the workday. Employers should provide lifting-process training to ensure that workers lift with their legs and not with their back, protecting the back from injury.

Fall Hazards

- Falls from heights or on wet floors cause employee injury. Along with posting signs cautioning workers of wet floors or potentially precarious spots, employers should discuss workplace falling hazards during employee training. By pointing out places that could prove dangerous, employers reduce the risk of their workers becoming the victim of an avoidable fall.

Fire Response

- All employees must be aware of the proper response to fire within the workplace. Employees should be informed of the locations of fire alarms and extinguishers. Additionally, they should be shown the exits that surround their working area to ensure that they can escape should a fire occur. To ensure optimum safety, employers can stage fire evacuation drills.

Natural Disasters

- Natural disasters injure individuals at work just as easily as they cause harm to those at home. Businesses should prepare plans for responding to natural disasters that are prevalent in their area and ensure that employees are informed of these plans so that they can take the appropriate action should a natural disaster occur while they are on the clock.

Noise

- The Centers for Disease Control recommend that businesses consider the impact that a loud workplace has on their employees. This is particularly important in factories or other workplaces in which loud noise is common. By educating their employees on noise dangers and providing them tools to reduce the noise that reaches their tender eardrums, employers can ensure that their employees do not suffer hearing loss.

Ex. 2: Write a review about safety and health at work.

Практическое занятие 3.4.3

Тема: Техника безопасности на рабочем месте.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари.

Задания к практической работе:

Ex. 1: In pairs, list some of the potential dangers in your workshop or place of work.

Ex. 2: How can the risk of these hazards be reduced? Complete the table below. Use the pictures below the table.

Before working	During working	After working



Ex. 3: Look at the picture below and say how the items in it can help while working in the workshop. What other means of individual protection can you add?



Ex. 4: What warning signs / labels do you know?

a) What do these warnings mean?

- | | | |
|---------------------|--------------|------------------|
| a) highly flammable | d) corrosive | g) environmental |
| b) harmful | e) oxidizing | h) biohazard |
| c) explosive | f) toxic | |

b) Match each warning sign below with the correct warnings above.

1 _____



4 _____



7 _____



2 _____



5 _____



8 _____



3 _____



6 _____



Ex. 5: Fill in the gaps with the given words or word combinations.

flammable, radiation, No Open Flames, combustible, nonpotable, chemical containers, corrosive, toxic, biohazard, electricity, functional, explosive

1) ____ materials are usually strong acids or bases. They represent a hazard to your skin, and often to mucous membranes through inhalation of vapors. Pay attention to the proper storage container for these materials. In addition, these materials are reactive. 2) ____ materials are those which can catch fire readily. 3) This is the symbol for ____ or poisonous materials. 4) This symbol indicates a ____ hazard. 5) This is the symbol for a ____, or a material which represents a threat to cellular materials or living organisms. 6) If you see a ____ sign, this usually implies there is a flammable or combustible material nearby. 7) This sign warns of live _____. 8) This sign warns of ____ materials. 9) The Fire Extinguisher sign should mark the position of a ____ fire extinguisher. 10) The ____ water sign lets you know the water is not approved for drinking. 11) This symbol accompanies ____ materials. 12) The hazard label is found on ____ It indicates health hazard, flammability, and other cautions associated with the chemical.

Ex. 6: Read about the company information on safety and answer these questions.

1 Who is this document for?

- a) managers
- b) lab assistants / chemists
- c) all employees
- d) injured employees

2 Who wrote this document?

- a) technician
- b) manager
- c) company safety officer / supervisor
- d) medical staff
- e) trade union representative

3 What is the writer's intention?

- a) to prevent accidents
- b) to ensure speedy help for injured employees
- c) to protect the company

d) to warn about dangers

Accident investigation

Whenever an accident occurs that results in an injury (medical case), damage of equipment and material, or both, prompt accident investigation by the immediate manager is required. A written preliminary investigation will be completed by the end of the particular shift or business day on which the accident occurred. In no event should there be a delay of more than 24 hours. Failure to comply with this requirement may subject the immediate manager to disciplinary action up to and including discharge. Without adequate accident investigation data the Company may be subjected to costs, claims, and legal action for which it has no defence. As a minimum, the preliminary accident investigation report will include the following:

- 1 Name, occupation, and sex of injured worker.
- 2 Place and date / time of accident.
- 3 Description of how the accident happened.
- 4 Immediate causes of the accident – unsafe acts and unsafe conditions.
- 5 Contributing causes – manager safety performance, level of worker training, inadequate job procedure, poor protective maintenance.
- 6 Witness(es) – name and department.
- 7 Corrective action taken – when.

The employee who was injured and any employee(s) who witnessed the incident should be separately interviewed as soon as possible. A copy of the report must be submitted to the Manager – Human Resources for review. Another copy of the report is to be retained for a period of not less than the injured employee's length of employment plus five (5) years.

Ex. 7: Discuss the following questions in pairs.

- 1) Are there any special safety rules / instructions or warnings for working? What are they? What are they made for?
- 2) Are these rules always followed?
- 3) What can happen if any of the safety rules is broken? Give an example.
- 4) What should employees / company do in the case of accident?

Тема 3.5

Автомобиль и окружающая среда

Практическое занятие 3.5.1

Тема: Двигатель внутреннего сгорания.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари.

Задания к практической работе:

Ex. 1: Read the text and answer the questions.

1) What advantages are there of gasoline engines?

2) What advantages are there of diesel engines?

Internal Combustion Engines

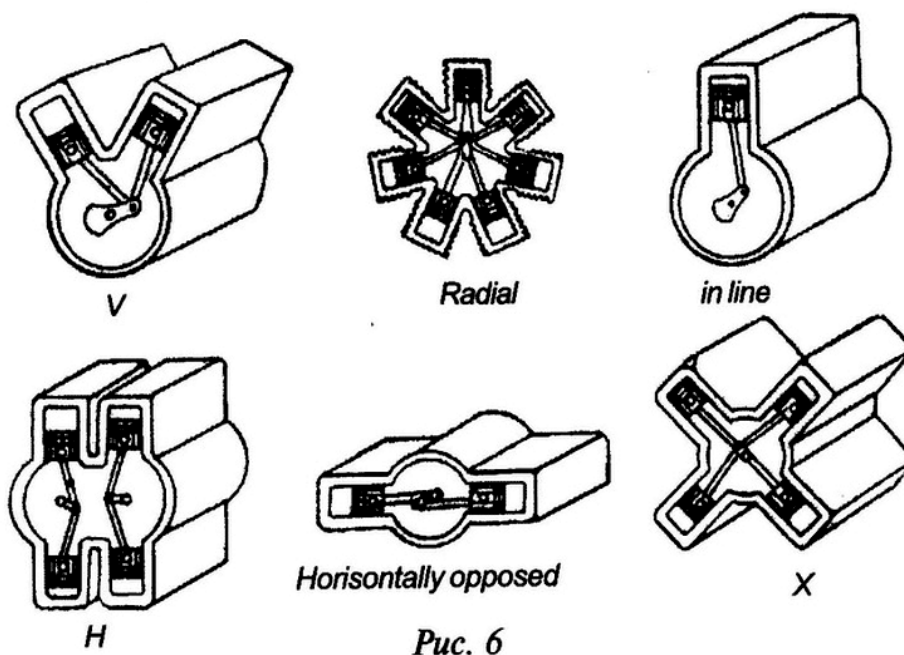
The first internal combustion engine light enough in weight was the gasoline engine, invented by a German named Otto.

At the same time Dr. Rudolph Diesel was working on the diesel engine. The Diesel engine is similar to the gasoline engine in many ways. There are many variations in engine arrangements, but the basic parts of most 4-stroke cycle engines are similar.

In the in-line arrangement the cylinders are lined up in a single row. The V-type engine is called so as the cylinders form 2 rows or «banks», set at an angle to each other to form the letter V.

The diesel engine gets its power from the expansion of burning gases. The diesel engine depends on the heat of compression for ignition of the fuel.

Liquid fuel that contains more heat energy than gasoline is diesel oil.



Diesel oil is slower burning, but it produces more power. Diesel engines also must be heavier than gasoline engines, but they are more efficient when working under heavy loads at low speeds. The advantages of the diesel over the gasoline engine are as follows:

- a) more economic operation;
- b) higher compression ratio;
- c) reduced maintenance costs;
- d) good pulling power.

Ex. 2: Retell the text in short form.

Engines

The two most common types of engines for cars are the petrol engine and diesel engine.

Petrol engines are usually lighter and smaller than diesel engines. This makes them cheaper, and this is why most cars use petrol engines. Petrol engines are also less noisy than diesel engines. On the other hand, diesel engines use less fuel than petrol engines, and this is why trucks use them. They are also safer than petrol engines, because there is less danger of fire.

There are two main types of petrol engine – 4-stroke and 2-stroke. All cars use 4-stroke engines. But most motorbikes use 2-stroke engines. They are lighter and smaller than 4-stroke engines, and are therefore cheaper.

Практическое занятие 3.5.2

Тема: Автомобиль и окружающая среда.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари.

Задания к практической работе:

Ex. 1: Read the text and answer the question in written form.

1) What is done to reduce car fumes?

The Car and the Environment

Most of us know that cars cause air pollution. Scientists tell us that if we don't do something soon, we will be unable to repair the damage that we are causing to our planet. What are some of the things we can do to help?

1. Buy a fuel-efficient car and keep it that way

Good gas is a way to stop pollution. Choose a car that is friendly to the environment when you buy one.

2. Keep your car tuned up

A car that badly tuned releases more pollutants into the air. If you keep track of your gas mileage, you'll know when something is wrong. A badly tuned car uses almost 10% more gas than a well-tuned car. Other ways to waste gas are:

Idling your car unnecessarily. If you are stopped for longer than a minute, it is more fuel efficient to turn off your engine.

Using dirty fuel filters. Dirty fuel filters waste gas.

Air Conditioner Maintenance. Of course, this causes a big problem for both us and our mechanics. Our mechanics will have to make sure that there are no leaks, and fix them if there are, before they can add any R-12 (freon) to our air conditioning systems. Naturally, this cost will be passed along to us.

Ex. 2: Read the text and answer the question in written form.

1) What should undertake to improve environmental conditions?

Gas Ecology

There are many ways that we can reduce pollution by observing good gas ecology – that is using our cars in fuel efficient ways.

Don't move the car unless you are going somewhere. Plan ahead. Starting the car up just to move it a short distance produces more pollutants than hours of driving on the freeway.

Don't use your heater until the car is warmed up. The engine will start more quickly, because it won't be losing heat to warm you.

Try to drive within 35-45 miles per hour when possible. Driving at slower speeds reduces engine efficiency and causes more pollutants.

Don't make fast starts or stops. Fast starts can burn more than 50% gas than regular acceleration (as well as cause 50% more emissions). When a big burst of gas enters the engine, much of catalytic converter's job is bypassed and the unburned gas comes out the tailpipe or is sent into the converter. Rapid acceleration is only called for in emergency or passing situations. Stopping rapidly also leaves the engine with a lot of unburned gas to deal with. This results in damage to the converter and pollution.

Try not to idle. At bank lines and fast food places with over thirty second waits, turn the engine off, and restart it. It is more fuel efficient, and causes less pollution. The only time that idling is a good thing is after a long, fast run. Idling the engine for a minute or so after one of these helps get rid of any hot spots and fuel vapors.

Keep to steady speeds on the highway. Changing speeds produces more pollution and uses more gas. Don't use the air conditioner unless you have to. It makes your engine work harder, uses more gas, and causes more pollution. Most evaporative emissions get into the atmosphere when we put gas in our cars. Make sure your gas cap is the right one, and in good working order. Gas caps don't cost that much, but are very important in anti-pollution.

Since gasoline expands, never overfill your tank. It will wind up leaking out.

Use known brands of gas. Poor quality gas will not save you money. Instead, it will foul your engine and cause it to function badly. Try several different brands and octane ratings to find out which makes you car the happiest, and stay with it.

Ex. 3: Make up a report about the car and the environment.

Практическое занятие 3.5.3

Тема: Безопасность на дорогах.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной речи.

Продолжительность работы: 90 минут.

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари.

Задания к практической работе:

Ex. 1: Read the text and answer two questions in written form.

- 1) What is a main function of safety belts?
- 2) What are the main rules for pedestrians while they are crossing carriageway?

Road Safety

Every year several thousand people are killed on the roads. Every year hundred thousand people are injured. These people are killed and injured in road accidents.

Accidents are often caused by carelessness of the people. There are rules that help to make the roads safe, but people do not follow the rules.

In our country as in most other countries traffic keeps to the right, but in Great Britain traffic keeps to the left. While driving the car you can get into trouble. The data indicate that in road accidents the passengers who use different kinds of safety belts suffer from the impacts less than the passengers who don't use ones. It was shown that safety belts had reduced the risk of serious injuries.

Accidents can be divided into three types as follows:

1. Head-on impacts between cars;
2. Side impacts caused by accidents at intersections;
3. Rear impacts in which the car (often stationary) is struck from the rear by another car.

Head-on accidents are the most numerous in which the driver and the front seat passenger suffer head injuries. That is why the most important function of safety belts is to protect the driver and passenger from head injury.

In up-to-date cars various types of safety cushions are used to protect the lives of those sitting in the car. But the gold rule is to be careful on the road while driving the car.

As far as the pedestrians are concerned they should obey the following rules: before crossing the road, stop and look both ways. Look right, look left, and then look right again. If the road is clear, it is safe to cross it.

Ex. 2: Make up a story about road safety.

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