

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
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«Кузбасский государственный технический университет имени Т. Ф. Горбачева»

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АНГЛИЙСКИЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

**Методические указания
к практическим занятиям по дисциплине
для студентов специальности СПО
11.02.16 Монтаж, техническое обслуживание и ремонт
электронных приборов и устройств**

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

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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 студентов специальности СПО 11.02.16 Монтаж, техническое обслуживание и ремонт электронных приборов и устройств 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 трёх 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, если обучаемый представляет себе цель выполнения практической работы и тщательно готовится к работе.

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

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

1. Студент должен прийти на занятие 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 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.

Литература: [23, с. 20–21; конспект занятия].

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 an 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 |

5) fat – толстый	общении
6) plumpy – полный	19) quiet – спокойный
7) fair hair – светлые волосы	20) impulsive – порывистый,
8) blonde – блондин(ка)	импульсивный
9) brunette – брюнет(ка)	21) aggressive – агрессивный
10) gray hair – седые волосы	22) rude – невежливый, грубый
11) brown hair – каштановые волосы	23) shy, confused – застенчивый
12) bold headed – лысый	24) talkative – разговорчивый
13) short sighted – близорукий	25) enthusiastic – энтузиаст, затейник
14) smart, clever, bright – умный	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.

Литература: [23, с. 21–22; конспект занятия].

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 penname 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.

Литература: [конспект занятия].

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 коробка	
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.

Литература: [24, с. 89–92; конспект занятия].

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 / седые
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? | It is his book. |
| 2) Who knows where they live? | My friend does. |
| 3) Whom did he invite to his birthday party? | He invited all of us. |
| 4) Which of these books is yours? | That book is mine. |
| 5) Which book have you read? | 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.

Литература: [19, с. 66–68; конспект занятия].

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

Задания к практической работе:

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

usually – обычно
enough – достаточно
shower – душ
always – всегда
only – только
never – никогда

cloakroom – раздевалка
as a rule – как правило
canteen – столовая
twice – дважды
team – команда
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.

Литература: [19, с. 68–69; конспект занятия].

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.

Литература: [24, с. 192–194; конспект занятия].

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.

Литература: [16, с. 18–22; конспект занятия].

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 |
| 4. горный техникум | лаборатории |
| 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 |
| 12. международные | ископаемых |
| отношения | 23. тесно связан |
| 13. учреждение высшего | |
| образования | |

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

Литература: [19, с. 140–147].

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	exchange – обмен
efficient – эффективный	area – область
major – главный	software – компьютерные программы
native speakers – носители языка (те, для кого язык родной)	patience – терпение
means – средство	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 1.3.2

Тема: Британский и американский английский.

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

Продолжительность работы: 90 минут.

Литература: [18, с. 254–261].

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

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 (1846–1848) 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 pronunciation 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

<i>British</i>	<i>American</i>
booking office	ticket window
bonnet (of a car)	hood
car park	parking lot
Circus (Piccadilly)	Circle
coach	bus
engine-driver	engineer
garage	service station
guard (of a train)	conductor
goods train	freight train
lay by	rest area (on highway)
lift	elevator
lorry	truck
petrol	gas or gasoline
pram	baby-carriage
railway	railroad
underground, tube	subway

Food

<i>British</i>	<i>American</i>
biscuit	cracker
high tea	supper
knife and fork tea	light supper
sweet biscuit	cookie

Others

<i>British</i>	<i>American</i>
autumn	fall
bill (restaurant)	check
chemist	drug store
cinema	movie, theatre

pavement
reduce
ring up

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?

Тема 1.4 Российская Федерация

Практическое занятие 1.4.1

Тема: Российская Федерация.

Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи компьютерная система «Screenboard».

Продолжительность работы: 90 минут.

Литература: [1; 2; конспект].

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

self-sufficient – экономически
самостоятельный
fuel – топливо
motor vehicle – автомобиль
wheat – пшеница
oats – овёс
rye – рожь
grain – зерно
cattle-breeding – животноводство
poultry raising – птицеводство

separate – отделять	legislative – законодательный
iron – железо	executive – исполнительный
lead – свинец	body – орган (правления)
gold – золото	council – совет
oil – нефть	equipment – оборудование
deposit – залежь, месторождение (полезных ископаемых)	timber – лес, древесина
quarter – четверть	foodstuff – продовольственные товары
branch – отрасль	consumer goods – потребительские товары
engineering – машиностроение	rubber – каучук, резина
steel – сталь	
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 country. 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 1.4.2

Тема: Сибирь.

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

Продолжительность работы: 90 минут.

Литература: [27, с. 42; конспект].

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

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 Siberians 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 1.4.3

Тема: Кузбасс.

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

Продолжительность работы: 90 минут.

Литература: [27, с. 46; конспект].

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	number of towns	largest towns	total population	communication means	natural resources	main industries	infrastructural elements

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 research 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 1.5

Страны изучаемого языка

Практическое занятие 1.5.1

Тема: Великобритания.

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

Продолжительность работы: 90 минут.

Литература: [24, с. 203; конспект].

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
warm current	It used to + V	crossroad	the

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 1.5.2

Тема: Промышленность Великобритании.

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

Продолжительность работы: 90 минут.

Литература: [2; 4; конспект].

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) mine – шахта, добывать | 15) carriage – ж/д. вагон |
| 2) operate – управлять | 16) tool – инструмент, прибор |
| 3) board – правление | 17) smelt – плавить |
| 4) quarry – карьер, добывать | 18) fabrics – ткани |
| 5) sand – песок | 19) ancient – древний |
| 6) gravel – гравий | 20) quality – качество |
| 7) distribute – распределять | 21) armaments – оружие |
| 8) limestone – известняк | 22) cotton – хлопок |
| 9) precision – точность | 23) wool – шерсть |
| 10) furniture – мебель | 24) pass – проходить |
| 11) equipment –
оборудование | 25) favorable – благоприятный |
| 12) steam – пар | 26) grow (grew; grown) – расти,
выращивать |
| 13) engine – двигатель | 27) need – нуждаться, требовать;
нужда, необходимость |
| 14) rail – рельс | |

Ex. 2: Read aloud the international words and word combinations. Try to remember them.

proportion; to base – basis; principal port; (to) extract – extractive industries; (to) import and export; importers and exporters; industry – industrial; agriculture – agricultural; to direct – director – direction; nation – national – nationality; machine – machinery; finance – financial; army – armaments; to manufacture and to distribute cotton; manufacturer of pistols; center – central; instruments and machines; precision instruments; electronic – electronics; electricity – electrical; leading role;

produce – producer – production – products; textiles and chemicals; transport and transportation; gas and electricity; citrus fruits and tobacco; variant – variety – various; local deposits of minerals; to specialize in the production of motors; (to) practice; period of industrialization

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

- 1) Great Britain is an agricultural country, isn't it?
- 2) Why is Britain to import raw materials for its industries?
- 3) What are the principal natural resources of the state? 4) What are some of the largest cities of Britain and what is their industrial specialization?
- 5) What branches of Britain's economy belong to the sector of heavy industry?
- 6) What branches belong to the sector of light industry?
- 7) What goods does Great Britain produce and export and what goods does it import?
- 8) What do you know of the country's agriculture?

Industrial Britain

Great Britain is a highly developed industrial country. The most important of the extractive industries is coal-mining which is operated as a single enterprise under the direction of the National Coal Board. Other mining and quarrying include iron ore, sand, gravel, chalk, limestone, tin, salt, clay. The iron ore goes to the steel, heavy machinery and shipbuilding industries. Among the other highly developed industries there are shipbuilding and motor industries, fishing, textiles.

The largest cities of Great Britain are London, Birmingham, Glasgow, Liverpool, Manchester, Sheffield, Bristol, Leeds and Edinburgh. London is the country's financial center and one of the largest ports of the world. Many goods manufactured in other cities are transported to London where they are distributed to different parts of the world. It is also the center of light and food industries, precision instruments, furniture and other products.

Britain's second city after London is Birmingham which is a center of iron industry. Various machinery, motor vehicles, electrical equipment, scientific instruments, pistols and many other things are

produced there. The district around Birmingham is known as the Black Country. It is a land of factories and mines. Steam- and gas-engines, motorcars, railway carriages, rails; agricultural tools are manufactured in the Black Country.

Another important center of iron and steel industry is Sheffield. Iron smelting is based on local ore deposits and has been practiced here since ancient times. Sheffield has always specialized in the production of high-quality steel, precision instruments, heavy armaments and many other things. In the period of England's industrialization Birmingham and Sheffield played the leading role in the creation of England's heavy industry.

The main centers of the textile industry are Liverpool and Manchester (cotton), Leeds and Bradford (wool). Liverpool is the principal port of Western England. It is first in Britain in exports and second after London in imports. Imports passing through Liverpool include cotton, wool, non-ferrous metals and oil; exports include fabrics, textile machinery, electronic and electrical equipment, chemicals.

There is no other country in the world with such a small proportion (about 4 per cent) of the population working in agriculture. The climate of the British Isles is more favorable to sheep- and cattle-breeding than to agriculture (grain growing). From its own soil Britain provides only about half of the food it needs. That's why it is a large importer of wheat, meat, butter, citrus fruits, tea, tobacco, wool, hard timber.

Great Britain is not very rich in natural resources and most of the resources and raw materials for its industries are to be imported.

Ex. 4: Retell the text.

Практическое занятие 1.5.3

Тема: США.

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

Продолжительность работы: 90 минут.

Литература: [1; 2; 24, с. 206; конспект].

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 remained 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 | 7) 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 1.5.4

Тема: Канада, Австралия, Новая Зеландия.

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

Продолжительность работы: 90 минут.

Литература: [1; 2; 24, с. 209; конспект].

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 –
сосредоточие | 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 1.6 Путешествие

Практическое занятие 1.6.1

Тема: Кемерово.

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

Продолжительность работы: 90 минут.

Литература: [конспект].

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 1.6.2

Тема: Место, где я родился.

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

Продолжительность работы: 90 минут.

Литература: [конспект].

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 1.6.3

Тема: Путешествие.

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

Продолжительность работы: 90 минут.

Литература: [24, с. 140–146].

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 Peterhof 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 airsick)
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 1.7

Образование в России и за рубежом

Практическое занятие 1.7.1

Тема: Образование в России.

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

Продолжительность работы: 90 минут.

Литература: [24, с. 241–243; конспект].

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 research 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 1.7.2

Тема: Среднее образование в России.

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

Продолжительность работы: 90 минут.

Литература: [конспект].

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

Задания к практической работе:

Ex. 1: Before reading the text try to predict what information you will find in it, choosing the statements from the list below.

As soon as we are born we begin to learn. We go to kindergartens, schools, colleges, institutes, universities. These make up a system of education. The system of education in Russia has a long history. Below you will find the text «Secondary education in Russia».

- 1) The education in ancient Europe.
- 2) The education in Byzantine.
- 3) The education and the Russian Orthodox Church.
- 4) The greatest teachers of Russia.
- 5) The foundation of the first universities in the world.
- 6) The changes in education to prepare young people for modern life.
- 7) The types of schools in Russia before the revolution.
- 8) The system of education in the Soviet Union.
- 9) The system of education in Russia today.

Ex. 2: Read the text rapidly to find out if you are right.

Secondary education in Russia

1. Ancient Rus was one of the early feudal states and held a leading place in the world history.

The Slavonic written language came to Rus from Bulgaria in the 9th century. Towards the end of this century the replacement of religious books in Greek for those in the Slavonic language began.

Between the 10th and 13th centuries Russians developed a high civilization, which formed the foundation of the Russian culture in the following centuries. During this period numerous cultural treasures were accumulated. The written works of the time show that the level of knowledge on most natural phenomena was as high as that of Ancient Greece.

Monasteries were cultural and educational centres. They had large libraries and well-equipped book-making shops, in which not only church manuscripts were copied and translated but original books were

written. Today we can confidently say that Ancient Rus was a state of high culture and knowledge.

2. In pre-revolutionary Russia there was a network of primary schools for common people. Nevertheless illiteracy among common people was very high. Well-off people taught their children in grammar schools, commercial schools or secondary schools teaching no classics.

There were also schools for nobles only. Entrance to those schools was limited. For example, at Lyceum where A. S. Pushkin studied the number of pupils ranged from thirty to one hundred. Only boys at the age of 10 or 12 from noble families of high rank were admitted and studied there for six years. They were taught many different subjects. The most important were Russian literature, history, geography, mathematics, physics, logic, law, rhetoric and such foreign languages as French, English, German and Latin. Great attention was paid to different arts and physical training: riding, swimming, fencing and dancing. The aim of this school was to bring up intelligent people in the broad sense of the word. Those who graduated from such educational institutions usually entered the Service of their country to realize their abilities and knowledge to the benefit of their state.

3. The history of higher education in Russia goes back to 1755 when the first University was founded in Moscow on the initiative of M. V. Lomonosov and in accordance with his plan. Later, universities were opened in many other big cities of the country.

4. After the revolution in 1917, education was guaranteed to Soviet citizens by the Constitution and was free of charge, including higher education. Teaching at schools was conducted in almost all national languages. The system of education was the same throughout the country. School attendance was compulsory for those between 7 and 15. Those who completed their secondary education and passed entrance examinations to higher education establishments received monthly grants if they did not fail the examinations that they took at the end of each term. Higher education lasted for five years.

5. In 1991 the former fifteen republics of the Soviet Union became independent states. The Russian Federation, the biggest and the most powerful of them began to develop as a democratic state. From the very start democratic reforms began to take place in many fields of life. The latest changes in political, economic and social conditions required

changes in the system of education. Its aim is to prepare the growing generation for independent life and work in new conditions.

New curriculums were introduced in schools such as «The World Around Us» for younger students and «Fundamentals of Information Science and Computer Engineering», «Ethics and Psychology of Family Life» for senior students. Along with state schools where education is free of charge there appeared many private schools, colleges, lycée, gymnasiums and different courses where students can study sciences and humanities including foreign languages.

6. At some schools the leavers are sent abroad to continue their education abroad. After graduating from those Universities they return to their country to work in different fields of national economy.

Ex. 3: Translate the first, second, third parts for 45 minutes.

Практическое занятие 1.7.3

Тема: Система школьного образования в Англии.

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

Продолжительность работы: 90 минут.

Литература: [19, с. 243–245; конспект].

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) From what age is education in the United Kingdom compulsory?
- 2) What are the establishments for pre-primary education?
- 3) What is the difference between nursery schools and playgroups?
- 4) How many state schools are there in Great Britain?
- 5) What does the LEA do?
- 6) At what age do children go to primary schools?
- 7) What subjects do children take in secondary schools?
- 8) What kind of exam do the pupils take at the age of sixteen?
- 9) When do the pupils take GCSE A-level?

10) Are there any entrance exams in British universities?

Schools in the United Kingdom

Education in the United Kingdom is compulsory from the age of five to sixteen. Children under five go either to nursery schools, or to playgroups.

Both types of pre-primary educational establishments are non-state; the difference is that a child spends the whole day in a nursery school, while he or she can stay in a playgroup only for some hours a day. Anyway, the main aim of such kind of establishments is to make the children ready for primary schools. Children play, draw, model things from clay and learn to work together.

Compulsory education for all children begins at the age of five. There are 35,000 state schools in Britain. All of them are the responsibility of the Local Educational Authorities (LEA). The LEA caters for the curriculum and exams in each region; they also appoint head teachers and held assessment tests at schools.

Primary school is for children from five to eleven. At first the studies are more like playing than working; English teachers say that this is the best way for children to get used to school. Probably they are right: children learn better when they play. Lessons usually last from nine in the morning till four or five in the afternoon with a long break at the lunchtime.

At the age of eleven pupils go to comprehensive schools. Children usually wear a uniform; it is different in different schools. They study Maths, English, Arts, English Literature, Geography, one or two foreign languages, usually French, Italian or German, PE (Physical Education), IT (Information Technology), Religion, Science, Biology, Sex Education and other subjects.

At the end of their studies they take General Certificate of Secondary Education examinations (GCSE) O-level, and then they either leave school and start working or continue their studies at school or at college for two more years. This is called the sixth form at school or the sixth form college, and the students take only the subjects they need for entering the university of their choice.

At the age of eighteen they take GCSE A-level. They usually take three or four A-levels. There are no entrance exams to universities, so the

students can enter a university or a college on the results of their A-level examinations.

Speaking about education in the UK it is necessary to say that there is a great difference between state education and private education. State schools are free, and about ninety per cent of all children attend them. Private, or public schools are very expensive.

These are usually boarding schools, where children stay while they study, coming home only on vacations. These schools are for children between thirteen and eighteen. Before entering a public school children are usually educated at home. State schools are usually mixed, while private schools are typically single-sex, with a few exceptions.

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

Local Educational Authorities; primary school; comprehensive school; secondary school; Art; English Literature; Information Technology; General Certificate of Secondary Education examinations; A-level; O-Level; state education; private education; public schools; boarding schools; mixed.

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

обязательный; до пяти лет; или ... или; детский сад; лепить; учебный план; директор; больше похоже на ...; школьная форма; иностранные языки; продолжать обучение; подготовительный класс колледжа; бесплатный; каникулы

Ex. 4: Compare British and Russian schools. Speak on the following:

- 1) age of admission to schools
- 2) term of compulsory education
- 3) subjects
- 4) exams
- 5) uniform
- 6) admission to colleges and universities

Ex. 5: Fill in the blanks with the following words.

boarding; run; comprehensive; year; graduates; facilities; mixed; public

Mike goes to a ... school in Birmingham. He is thirteen and is in his third ... now. His parents wanted to send him to a ... school but Mike was against it. He likes his school and his studies, and he thinks that if he went to a ... school, he would miss his home. The school he goes to is Mike has a lot of friends at school both among boys and girls. The classes ... from nine am till quarter past four pm. Mike's favorite subject at school is IT. He says he wants to become a programmer when he Besides, he is fond of sports. He plays football and volleyball. The school he goes to has excellent sports

Ex. 6: Speak about schools in Great Britain.

Практическое занятие 1.7.4

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.

Литература: [19, с. 217–219; конспект].

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 – широта | 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 |
| | 18) to graduate – оканчивать |

6) levels – уровни	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.

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.

Литература: [19, с. 299–300].

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.

Литература: [19, с. 299–300; конспект занятия].

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 children 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.

Литература: [19, с. 285–288, конспект занятия].

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 shot 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 thing.

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.

Литература: [24, с. 41–45, конспект занятия].

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

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:

St	street	[stri:t]	улица
Bld	boulevard	['buləvcrd]	бульвар
Emb	embankment	[im'bæŋkmənt]	набережная
Ave	avenue	['ævinju:]	проспект
Sq	square	[skweɪ]	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»
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In English (по-английски):	ACADEMIA Publishing Centre 10 Iv, building 1, Prospect Mira Moscow, 129085 Russia
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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) schoolman (Am) ['skudman]
английского языка	English teacher master
математики	mathematics teacher
музыки	music teacher
ОБЖ	security of life teacher

Пения singing master

учитель

рисования	art teacher
танцев	dancing master
физкультуры	physical training teacher

заведующий

канцелярией	headclerk
учебной частью	executive (Am)
АХЧ	head of studies
отделом	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.

Литература: [конспект занятия].

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

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 нешколом 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.

Литература: [27, с. 25–27].

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 –
высоковольтный | 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.

Литература: [27, с. 27–29].

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

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
направленный	местности
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 Akademgorodok 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 Akademgorodok 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.

Литература: [27, с. 23–24].

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

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 miscalled *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.

Литература: [27, с. 22–23].

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

Задания к практической работе:

Ex. 1: Memorize the words and word combinations.

fruitful – плодотворный

optics – оптика

investigation – исследование

article – научная статья

calculation – вычисление

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.

Тема 2.3

Этикет

Практическое занятие 2.3.1

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.

Литература: [24, с. 52–54; конспект занятия].

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

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.
- Пожалуйста. | 5) - Как дела у отца?
- Хорошо, спасибо. |
| 2) - Я рад, что вы вернулись. Проходите, пожалуйста.
- Большое спасибо. | 6) - Джим!
- Да? Что такое? |
| 3) - Как поживаешь, Джим?
- Замечательно, спасибо. А ты? | 7) - Что случилось?
- Ничего, все в порядке. |

- | | |
|---|---|
| 4) - Я должен извиниться перед вами.
- Пусть это вас не беспокоит. | 8) - Спасибо, что пришли.
- 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.

Тема 2.4

**Подготовка составление и подача документов
на трудоустройство**

Практическое занятие 2.4.1

Тема: Подготовка к трудоустройству.

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

Продолжительность работы: 90 минут.

Литература: [17, с. 188–191].

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

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

1. To begin your job search, you must identify the kind of job you want, where the jobs are, and what employers expect.
2. 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.
3. Begin by thinking about the work you can do include work you have been trained to do, work you have actually done, and work you enjoy doing.
4. Next, talk to as many people as possible about your job interests and concerns.
5. Thinking and talking help you build a network of people interested in helping you.
6. This network will lead to specific job contacts.
7. However job counseling is also useful.
8. 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

1. Employers want to select employees who have or who can learn the skills necessary to do the job.
2. Most employers will not hire people who are not dependable or who cannot get along with others.
3. Thus, they want to learn as much as possible about the skills, dependability and personal characteristics of prospective employees.
4. 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.
5. 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

1. Many people believe that answering newspaper want ads is the best method to use.
2. Job advertisements are found in the classified advertising section of newspapers.
3. Want ads are also found in professional journals.
4. There are two 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.
5. 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.
6. It also tells you how to apply for the particular job.
7. Avoid ads that make unrealistic offers.

Ex. 8: Retell the texts.

Практическое занятие 2.4.2

Тема: Подача документов на работу.

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

Продолжительность работы: 90 минут.

Литература: [конспект занятия].

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 2.4.3

Тема: Составление и заполнение документов.

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

Продолжительность работы: 90 минут.

Литература: [17, с. 191–193].

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

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 need 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 2.4.4

Тема: Краткая биография.

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

Продолжительность работы: 90 минут.

Литература: [конспект занятия].

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 2.5 Поездка за рубеж

Практическое занятие 2.5.1

Тема: В аэропорту.

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

Продолжительность работы: 90 минут.

Литература: [17, с. 194–195].

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

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?	Где находится представительство Аэрофлота?
How do I call Aeroflot?	Как позвонить в Аэрофлот?
When should I be at the airport?	Когда я должен быть в аэропорту?
I would like to confirm my (return) reservation	Я хотел бы подтвердить свой (обратный) рейс
Where is the information office?	Где справочное бюро ... ?
Where is the ticket office?	Где касса?
I want a ticket on a plane to ... please; flight number ...	Мне, пожалуйста, билет на самолет до ... , рейс №2 ...
Is this a direct flight?	Этот рейс прямой?
How long is the flight?	Какая продолжительность полета?
When does the plane get to ... ?	Когда самолет прибывает в ... ?
How much does the ticket cost?	Сколько стоит билет?
Where is the waiting room?	Где находится зал ожидания?
Where is the cloak room?	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 2.5.2

Тема: На вокзале.

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

Продолжительность работы: 90 минут.

Литература: [17, с. 195–196].

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

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 № ...?
the snack bar	буфет
the newspaper stand	газетный киоск
dining-car	вагон -ресторан
toilet	туалет
12) Is this carriage number... ?	12) Это вагон № ... ?
13) Here is my ticket.	13) Вот мой билет.
14) Please wake me an hour before we arrive (at / in)	14) Разбудите меня, пожалуйста, за час до прибытия (в ...)
15) Please bring me a cup of tea	15) Принесите, пожалуйста, чашку чая
one more pillow (blanket)	еще одну подушку (одеяло)
16) What is the next station?	16) Какая следующая станция?

Ex. 2: Act out dialogues using phrases from Exercise 1.

Практическое занятие 2.5.3

Тема: В гостинице.

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

Продолжительность работы: 90 минут.

Литература: [17, с. 196–199].

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

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
оформить проживание

to put up (stop) at a hotel

в гостинице

to register at a hotel

забронировать (заказать)

to reserve (book, engage) a room
in advance

комнату заранее

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 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	cheaper
лучше	better / more comfortable
тише	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)
the guest

имени гостя
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
You can have your ...
pressed

Вам могут
погладить костюм
почистить ботинки
постирать рубашку
принести обед в номер

К Вашим услугам

... is at your service.

портье
горничная

porter
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 2.5.4

Тема: Обмен валюты.

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

Продолжительность работы: 90 минут.

Литература: [17, с. 198–199, конспект занятия].

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

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.

Практическое занятие 2.5.5

Тема: Официальная переписка.

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

Продолжительность работы: 90 минут.

Литература: [17, с. 199–200, конспект занятия].

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

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 вступлении 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

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

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 accomodation 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 2.5.6

Тема: Неофициальная переписка.

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

Продолжительность работы: 90 минут.

Литература: [17, с. 199–202, конспект занятия].

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

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

Vladimir N. Vladimirov
25, Moskovski Avenue,
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.	Примите наш скромный подарок в знак нашего уважения к Вам. Прими (те) наш небольшой подарок.
And this is for you (from me / us). And here's a little souvenir to remember me / us by. And this is a little memento from me / us.	(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! Желаю тебе сдать экзамен!
With all my heart I wish you happiness / joy!	От всей души желаю тебе счастья!
I wish you the best of everything!	Желаю вам всего наилучшего!
Get well (and) soon!	Желаю поскорее выздороветь!
Happy journey!	Желаю счастливого пути!
May you live on and on and on!	Долгих лет жизни!
Don't be shy! Courage!	Не робей!
If only it were as you say!	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

Электричество

Практическое занятие 3.1.1

Тема: Основы электричества.

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

Продолжительность работы: 90 минут.

Литература: [9, с. 173–175].

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

Задания к практической работе:

Ex. 1: Discuss the following questions.

- 1) Can you imagine our life without electricity?
- 2) What benefits can we get from electricity?

Ex. 2: Some students are writing their coursework now. Suddenly the light went off. Listen to their conversation to see how they will solve this problem. Read this dialogue and act it out.

Olga: Alex, I need your help badly. I'd like you to have a look at my table lamp.

Alex: What is wrong with it?

Olga: I have no idea. I was writing my coursework when suddenly the light went off. Can you repair it?

Alex: I'll try. Give me the lamp.

Olga: Well?

Alex: No wonder the light doesn't work. The bulb has a broken filament.

Olga: What do you mean?

Alex: The bulb has simply burnt out. All we have to do is to turn the burnt bulb out of the socket and replace it with a new bulb. Do you have one?

Olga: Unfortunately not. And my roommates are all asleep I can't ask them. You can't lend me your own lamp, can you?

Alex: Well, yes. But it is time to sleep already. Why don't you finish the coursework in the morning?

Olga: You see, my supervisor asked me to bring it to the consultation tomorrow. He expects me to finish it.

Alex: OK. Don't sit up too late anyway. I'll ask Irene to bring you a new bulb. Don't switch on the power till you have turned it into the socket.

Olga: I won't. Thanks a lot.

Ex. 2: Complete the dialogues.

1) - Nick, I need you to ...

- ... ? It was all right five minutes ago.

2) - I'm afraid ...

-Don't worry. We'll ask somebody to ...

3)- Let's ...

- Well?

-You see, ...

- What shall we do?

- But I'd like you to ... the power first.

- ...
- I'm sure you won't forget to turn on the ... again. The light will let ... your report.

Ex. 3: Match the words with the opposite meaning.

to turn into	to increase
insulator	to turn out (of)
to decrease	closed
direct	step-down
initial	alternating
opened	final
step-up	conductor

Ex. 4: Cross out the odd word. All the words in the line should belong to one part of speech.

- 1) complete, carry out, measurement, perform
- 2) wire, bulb, socket, switch off
- 3) winding, capacitor, frame, rectify
- 4) current, power, electrical, flow
- 5) into, out of, from, careful
- 6) transformer, alternate, rectifier, generator
- 7) voltage, insulate, frequency, resistance

Ex. 5: Read the text attentively for the details.

Electricity Basics

Electricity is something we do not notice until we do not have it. However, few people understand what it is and still fewer can explain it. Let us try it anyway.

So, what is electricity? Electricity is simply a movement of charged particles through a closed circuit. The electrons, which flow through this wire, carry a negative charge. A lightning discharge is the same idea, just without the wire.

Electricity is made by converting some form of energy into flowing electrons at the power plant. The type of power plant depends on the source of energy used: thermal power (coal, oil, gas, nuclear,

underground steam), solar power (photovoltaic), kinetic power (water, wind) and chemical power (fuel cell).

After it is made, electricity is sent into a system of cables and wires called a transmission grid. This system enables power plants and end users to be connected together.

The basic notions in electricity include the following.

An Amp (A) is a unit measure of the amount of current in a circuit. An ammeter permits the current to be measured.

The pressure that forces the current to flow is measured in Volts (V). A transformer is used to change the voltage of electricity. This allows electricity to be transmitted over long distances at high voltages, but safely used at a lower voltage.

A Watt (W) is a unit measure of electric power that depends on amps and volts. The more watts the bulb uses the more light is produced.

$\text{Watts} = \text{Volts} \times \text{Amps}$.

An Ohm (Ω) is a unit measure of materials resistance to a flowing current.

The filament in this light bulb glows because its high resistance makes it hot. Low resistance of the support wires does not let them glow. The glass has a resistance so high that it does not allow the current to move through it – this property makes glass a good insulator.

Ex. 6: Provide answers to the questions below.

- 1) What is electricity and an electron?
- 2) How is electricity produced?
- 3) What types of power plants do you know?
- 4) What is the function of the transformer?
- 5) How does the light bulb work?
- 6) Glass is a poor insulator, isn't it?

Ex. 7: You are taking your exam in Physics. Your examination card says: Electricity, its definition and basic notions. Your partner is your examiner. Answer his questions and try to get a good mark.

You may begin like this: - Well, what is electricity?
- Oh, electricity is ...

Ex. 8: Answer the questions.

What new Information have you learnt about electricity from the text?

What things have you already known?

Практическое занятие 3.1.2

Тема: Основы электричества (Продолжение).

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

Продолжительность работы: 90 минут.

Литература: [9, с. 180–181].

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

Задания к практической работе:

Ex. 1: Answer the questions.

- 1) Do you know what DC and AC mean?
- 2) How are they produced?
- 3) What are their functions?
- 4) What do you know about the transformer?

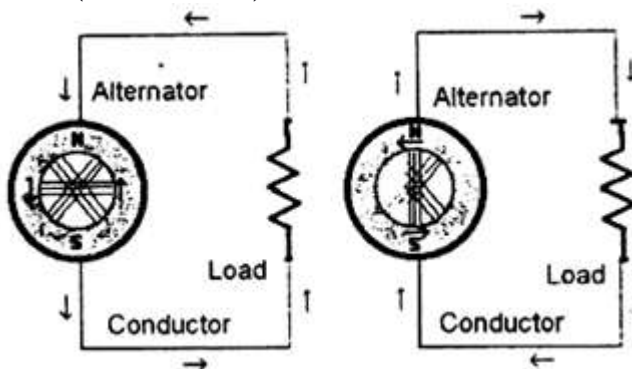
Ex. 2: Skim the text to find out the functions of these things.

- | | |
|------------------|------------------------------|
| a) power station | d) overhead conductor wires, |
| b) transformer | e) magnetic field, |
| c) rectifier | f) capacitor. |

Ex. 3: Read the text carefully for more information on electricity.

Electricity Basics (continued)

There are two different kinds of electrical current. One is called direct current because electrons are made to move in one direction only. It is usually abbreviated to DC. This kind of electricity is produced by a



battery. AC stands for alternating current, which is generated by power stations for domestic and industrial use. The wires in the centre of the generator rotate past the North and South poles of the (red) magnet.

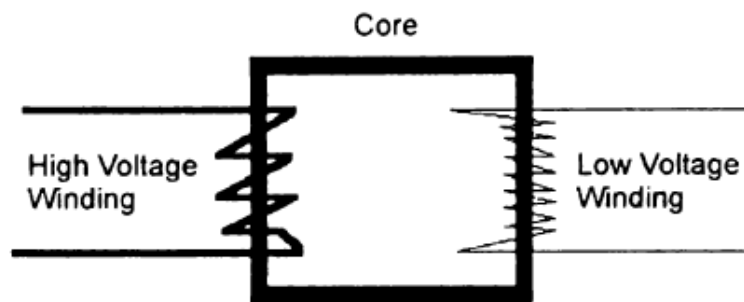
This movement forces the electrons in the circuit to reverse the direction of their flow. The number of these alterations (or cycles) per second is known as frequency.

As domestic supply requires alternating current it is therefore necessary to change it to direct current inside most electrical appliances. A rectifier allows AC to be converted into DC.

Power stations are designed to provide electrical energy to large housing developments. This causes the necessity to transmit power from its source, the generating station, to wherever it is required for use, which may be far away, with minimal energy losses.

It is cheaper and easier to carry a very high voltage but low current, over long distances. It can be done with the help of thinner overhead conductor wires, with an air gap between them to act as an insulator.

A transformer is used to High Voltage Winding increase or decrease the voltage of Low Voltage Winding an electric power supply. This is a static machine since it has no moving parts. Simplified drawing:



Simplified drawing: the wires are usually placed closely together, though they are insulated from each other.

the wires are usually in parts. It consists of two coils placed closely together, though they are of wire that are wound around a insulated from each other.

The coils are called windings, one is the primary, or input winding, and the other is the secondary, or output winding.

When current passes through the primary winding, a magnetic field is created around the iron core, which induces a voltage in the secondary winding. If the number of turns in the secondary winding is greater than that in the primary winding it is a step-up transformer and the output voltage is greater than the input voltage. And vice versa, a step-down transformer enables the input voltage to be reduced.

A device, which allows an electrical charge to be built up and stored for some time is known as a capacitor (or a condenser). A simple capacitor is made from two metal plates (electrodes), which are separated by an insulator such as air, paper or mica (the dielectric).

Ex. 4: Say if the following statements are true or false. Correct the false statements.

- 1) There are two different kinds of electricity: AD and BC.
- 2) Direct current is received from a battery.
- 3) AC is used for domestic and industrial purposes.
- 4) The frequency is the number of cycles per second.
- 5) Conversion is brought about by means of an insulator.
- 6) Air is a rather good insulator.
- 7) High voltage is supplied by a transformer.
- 8) To decrease voltage a stepdown transformer should be used.
- 9) The function of a capacitor is to transmit electricity to electrical appliances.

Ex. 5: Explain why ...

- a) two kinds of current exist;
- b) electrons change the direction of the flow in AC;
- c) a rectifier is necessary;
- d) energy is lost on the way from the power plant to the end user;
- e) a high voltage and low current are transmitted through the wires;
- f) a transformer is used;
- g) a transformer is known as a static machine;
- h) a step-up transformer permits the input voltage to be increased.
- i) a condenser is necessary in domestic appliances.

Ex. 6: Give another title to the text. Can you render its contents in 6 simple sentences?

Практическое занятие 3.1.3

Тема: Закон Ома.

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

Продолжительность работы: 90 минут.

Литература: [конспект занятия].

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

Задания к практической работе:

Ex. 1: Skim the text and title it.

Ohm's law states that the **current** through a **conductor** between two points is directly proportional to the **voltage** across the two points. Introducing the **constant** of proportionality, the **resistance**, one arrives at the usual mathematical equation that describes this relationship:

where I is the current through the conductor in units of **amperes**, V is the voltage measured *across* the conductor in units of **volts**, and R is the **resistance** of the conductor in units of ohms. More specifically, Ohm's law states that the R in this relation is constant, independent of the current. Ohm's law is an **empirical relation** which accurately describes the **conductivity** of the vast majority of **electrically conductive materials** over many orders of **magnitude** of current. However some materials do not **obey** Ohm's law, these are called **non-ohmic**.

The law was named after the German physicist Georg Ohm, who, in a treatise published in 1827, described measurements of applied voltage and current through simple electrical circuits containing various lengths of wire. Ohm explained his experimental results by a slightly more complex **equation** than the modern form above.

In physics, the term *Ohm's law* is also used to refer to various generalizations of the law; for example the vector form of the law used in **electromagnetics** and material science:

where J is the **current density** at a given location in a **resistive** material, E is the **electric field** at that location, and σ (sigma) is a material-dependent parameter called the conductivity. This **reformulation** of Ohm's law is due to Gustav Kirchhoff.

Ex. 2: Translate the words and word combinations marked with bold type. Translate them into Russian.

Ex. 3: Translate the text in written form for 45 minutes. Consult a dictionary in electrical engineering.

Ex. 4: Translate into English.

Закон Ома — эмпирический физический закон, определяющий связь электродвижущей силы источника (или электрического напряжения) с силой тока, протекающего в проводнике, и сопротивлением проводника. Установлен Георгом Омом в 1826 году и назван в его честь.

Тема 3.2

Электрический ток

Практическое занятие 3.2.1

Тема: Электрический ток.

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

Продолжительность работы: 90 минут.

Литература: [15, с. 5–6; конспект занятия].

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

Задания к практической работе:

Ex. 1: Read the text

Electric current

The electric current is a quantity of electrons flowing in a circuit per second of time. The unit of measure for current is ampere. If one coulomb passes a point in a circuit per second then the current strength is 1 ampere. The symbol for current is I .

The current which flows along wires consists of moving electrons. The electrons move along the circuit because the *e. m. f.* drives them. The current is directly proportional to the *e. m. f.*

In addition to traveling through solids, however, the electric current can flow through liquids as well and even through gases. In both cases it produces some most important effects to meet industrial requirements. Some liquids, such as melted metals for example, conduct current

without any change to themselves. Others, called electrolytes, are found to change greatly when the current passes through them.

When the electrons flow in one direction only, the current is known to be *d. c.*, that is, *direct current*. The simplest source of power for the direct current is a battery, for a battery pushes the electrons in the same direction all the time (i.e., from the negatively charged terminal to the positively charged terminal). The letters *a. c.* stand for *alternating current*. The current under consideration flows first in one direction and then in the opposite one. The a. c. used for power and lighting purposes is assumed to go through 50 cycles in one second.

One of the great advantages of a. c. is the ease with which power at low voltage can be changed into an almost similar amount of power at high voltage and vice versa. Hence, on the one hand alternating voltage is increased when it is necessary for long-distance transmission and, on the other hand, one can decrease it to meet industrial requirements as well as to operate various devices at home. Although there are numerous cases when d. c. is required, at least 90 per cent of electrical energy to be generated at present is a. c. In fact, it finds wide application for lighting, heating, industrial, and some other purposes.

Ex. 2: Guess the meaning of the following international words.

electric, ampere, symbol, proportional, industrial, metal, electrolyte, battery, generate.

Ex. 3: Give the English equivalents for the words and word combinations below.

1) течь, протекать; 2) цепь, схема; 3) единица измерения; 4) провод; 5) электродвижущая сила; 6) твердое тело; 7) жидкость; 8) проводить (ток); 9) источник энергии; 10) постоянный ток; 11) переменный ток; 12) напряжение

Ex. 4: Give Russian equivalents for the following.

1) to meet industrial requirements; 2) melted metals; 3) to push in the same direction; 4) negatively (positively) charged terminal; 5) power and lightning purposes; 6) long-distance transmission; 7) to operate devices.

Ex. 5: Say whether these sentences are true or false.

- 1) The symbol for current is I.
- 2) The electric current can flow only through liquids.
- 3) The current can be of two types: direct current and alternating current.
- 4) The alternating current flows in one direction.
- 5) A battery is the simplest source of power for the direct current.
- 6) Direct current finds wider application than alternating current.
- 7) Electrolytes don't change greatly when current passes through them.
- 8) One of the great advantages of alternating current is the ease with which voltage can be changed.

Ex. 6: Fill in the blanks, using the words from the box.

direct current, solids, conduct, electric current, liquids, voltage, alternating current

- 1) A quantity of moving electrons flowing in a circuit is the a) ____ .
- 2) The current can flow through b) ____ and c) ____ .
- 3) Some liquids d) ____ current without any change to themselves.
- 4) When the electrons flow in one direction only, the current is known to be e) ____ .
- 5) The current flowing first in one direction and then in the opposite one is f) ____ .
- 6) Such advantage of alternating current as alternating g) ____ finds wide industrial and household application.

Ex. 7: State the questions to the underlined words.

- 1) *Melted metals* conduct current without any change to themselves.
- 2) Alternating voltage can be changed *to operate various devices at home*.
- 3) A battery pushes the *electrons* in the same direction.
- 4) *The alternating current* is used for power and lightning purposes.
- 5) Alternating current accounts for *90 per cent* of electrical energy generated now.

Ex. 8: Make up an essay about the types of electric current and its properties.

Практическое занятие 3.2.2

Тема: Эффект, производимый электрическим током.

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

Продолжительность работы: 90 минут.

Литература: [15, с. 6–8; конспект занятия].

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

Задания к практической работе:

Ex. 1: Read the text.

Effects produced by a current

The current flow is detected and measured by any of the effects that it produces. There are three important effects accompanying the motion of electric charges: the heating, the magnetic, and chemical effects, the latter is manifested under special conditions.

The production of heat is perhaps the most familiar among the principal effects of an electric current. The heating effect of the current is found to occur in the electric circuit itself. It is detected owing to an increase in the temperature of the circuit. This effect represents a continual transformation of electric energy into heat. For instance, the current which flows through the filament of an incandescent lamp heats that filament to a high temperature.

The heat produced per second depends both upon the resistance of the conductor and upon the amount of current carried through it. The thinner the wire is, the greater the developed heat is. On the contrary, the larger the wire is, the more negligible the heat produced is. Heat is greatly desirable at times but at other times it represents a waste of useful energy. It is this waste that is generally called "heat loss" for it serves no useful purposes and decreases efficiency.

The heat developed in the electric circuit is of great practical importance for heating, lighting and other purposes. Owing to it people are provided with a large number of appliances, such as: electric lamps that light our homes, streets and factories, electrical heaters that are widely used to meet industrial requirements, and a hundred and one other

necessary and irreplaceable things which have been serving mankind for so many years.

The electric current can manifest itself in some other way. It is the motion of the electric charges that produces the magnetic forces. A conductor of any kind carrying an electric current, a magnetic field is set up about that conductor.

This effect exists always whenever an electric current flows, although in many cases it is so weak that one neglects it in dealing with the circuit. An electric charge at rest does not manifest any magnetic effect. The use of such a machine as the electric motor has become possible owing to the electromagnetic effect.

The last effect to be considered is the chemical one. The chemical effect is known to occur when an electric current flows through a liquid. Thanks to it a metal can be transferred from one part of the liquid to another. It may also effect chemical changes in the part of the circuit comprising the liquid and the two electrodes which are found in this liquid. Any of the above mentioned effects may be used for detecting and measuring current.

Ex. 2: Give the English equivalents for the following words.

- | | |
|----------------------------|----------------------------------|
| 1) выявлять, обнаруживать; | 6) лампа накаливания; |
| 2) измерять; | 7) прибор; |
| 3) заряд; | 8) потеря энергии; |
| 4) нить накала; | 9) освещать; |
| 5) тепловой эффект; | 10) обнаруживаться, проявляться. |

Ex. 3: Guess the meaning of the following international words.

transformation, temperature, chemical, magnetic, special, practical, motor, electrode

Ex. 4: Insert words and expressions.

- 1) The current flow is (выявляется и измеряется) by any of the effects that it produces.
- 2) There are three important effects accompanying the motion of (электрические заряды).

- 3) The current which flows through the (нить накала лампы накаливания) heats that filament to a high temperature.
- 4) Heat represents (потерю полезной энергии) at times.
- 5) Electric lamps (освещать) our homes, streets and factories.
- 6) The electric current can (проявлять) magnetic effect.

Ex. 5: Choose the correct translation.

1) The heating effect of the current is found to occur in the electric circuit itself.

- a) Установлено, что тепловой эффект электрического тока обнаруживается в самой электрической цепи.
- b) Тепловой эффект электрического тока может появляться в самой электрической цепи.
- c) Установлено, что тепловой эффект электрического тока должен обнаруживаться в самой электрической цепи.

2) Когда в любом проводнике появляется электрический ток, вокруг него возникает магнитное поле.

- a) A conductor of any kind carrying an electric current, a magnetic field was set up about that conductor.
- b) A conductor of any kind have been carrying an electric current, a magnetic field is set up about that conductor.
- c) A conductor of any kind carrying an electric current, a magnetic field is set up about that conductor.

3) Последний эффект, который необходимо рассмотреть – химический эффект.

- a) The last effect is considered to be the chemical one.
- b) The last effect to be considered is the chemical one.
- c) The last effect would be considered the chemical one.

4) Известно, что химический эффект возникает, когда электрический ток проходит через жидкость.

- a) The chemical effect is known to occur when an electric current flows through a liquid.
- b) The chemical effect is famous to occur when an electric current flows through a liquid.
- c) The chemical effect may be known to occur when an electric current flows through a liquid.

5) Именно движение электрических зарядов порождает магнитные силы.

- a) The motion of the electric charges produces the magnetic forces.
- b) It is the motion of the electric charges that produces the magnetic forces.
- c) The motion of the electric charges is certain to produce the magnetic forces.

Ex. 6: Answer the questions.

- 1. What effects does the current flow produce?
- 2. How is the heating effect detected?
- 3. What does the heat produced depend upon?
- 4. What is called “heat loss”?
- 5. How is the magnetic effect set up?
- 6. What is the main condition of the magnetic effect existence?
- 7. When does the chemical effect occur?

Ex. 7: Speak about the principal effects of an electric current, using the text and information above.

Практическое занятие 3.2.3

Тема: Электрическая цепь.

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

Продолжительность работы: 90 минут.

Литература: [15, с. 8–10; конспект занятия].

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

Задания к практической работе:

Ex. 1: Read the text

Electric circuits

The concepts of electric charge and potential are very important in the study of electric currents. When an extended conductor has different potentials at its ends, the free electrons of the conductor itself are caused to drift from one end to the other. The potential difference must be maintained by some electric source such as electrostatic generator or a battery or a direct current generator. The wire and the electric source together form an electric circuit, the electrons are drifting around it as long as the conducting path is maintained.

There are various kinds of electric circuits such as: open circuits, closed circuits, series circuits, parallel circuits and short circuits. To understand the difference between the following circuit connections is not difficult at all. If the circuit is broken or «opened» anywhere, the current is known to stop everywhere. The circuit is broken when an electric device is switched off. The path along which the electrons travel must be complete otherwise no electric power can be supplied from the source to the load. Thus the circuit is «closed» when an electric device is switched on.

When electrical devices are connected so that the current flows from one device to another, they are said «to be connected in series». Under such conditions the current flow is the same in all parts of the circuit as there is only a single path along which it may flow. The electrical bell circuit is considered to be a typical example of a series circuit. The «parallel» circuit provides two or more paths for the passage of current. The circuit is divided in such a way that part of the current flows through one path and part through another. The lamps in the houses are generally connected in parallel.

The «short» circuit is produced when the current can return to the source of supply without control. The short circuits often result from cable fault or wire fault. Under certain conditions the short circuit may cause fire because the current flows where it was not supposed to flow. If the current flow is too great a fuse is used as a safety device to stop the current flow.

Ex. 2: Guess the meaning of the following international words.

concept, potential, electrostatic generator, aluminum, parallel, typical, control

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

1) электрические цепи, 2) электрический заряд, 3) проводник, 4) сопротивление, 5) движение электронов, 6) изолятор, 7) короткое замыкание, 8) энергия

Ex. 4: Say whether these sentences are true or false.

1) When an extended conductor has the same potential at its ends, free electrons are drifting from one end to another. 2) The wire and the electric source together form an electric circuit. 3) A path of any material will allow current to exist. 4) Silver, copper and gold oppose very strongly. 5) The slighter the opposition is, the better the insulator is. 6) There is only one type of electric circuit. 7) We close the circuit when we switch on our electric device.

Ex. 5: Complete the sentences using the text.

1) The potential difference must be maintained by ... 2.) Materials that offer slight opposition are called ... 3) The best insulators are 4) There are various kinds of electric circuits such as ... 5) We «open» the circuit when ... 6) We «close» the circuit when ... 7) The «short» circuit is produced when ... 8) A fuse is ...

Ex. 6: Answer the questions.

1) What concepts are very important in study of electric current? 2) What forms an electric circuit? 3) What materials are the best conductors and insulators? 4) What kinds of electric circuits do you know? 5) How can we open and close the circuit? 6) When are electrical devices connected in series? 7) What is an example of a series circuit? 8) What can you say about «parallel» circuits?

VII. Talk on the types of electric circuits.

Тема 3.3

Моя профессия и техника безопасности

Практическое занятие 3.3.1

Тема: Правила техники безопасности на производстве.

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

Продолжительность работы: 90 минут.

Литература: [13, с. 48–49; конспект занятия].

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.

- | | |
|-------------------------------------|---------------------------------------|
| 1. Wear safety boots! | a) Руками не трогать! |
| 2. Don't enter! | b) Парковка запрещена! |
| 3. Don't use a mobile phone here. | c) Осторожно! Взрывоопасные вещества. |
| 4. Emergency exit this way! | d) Не курить! |
| 5. Be careful. Dangerous liquid! | e) Не включать! |
| 6. Don't touch! | 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) aircrafts. |

Ex. 7: Tell us about safety engineering rules at work place.

Практическое занятие 3.3.3

Тема: Моя будущая профессия.

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

Продолжительность работы: 90 минут.

Литература: [конспект занятия].

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

Задания к практической работе:

Ex. 1: Read the text and answer the questions.

1) Where do you study? 2) What are you specializing in? 3) What kind of skills should a electrician possess in his field? 4) What does this specialist deal with? 5) Where are electricians needed? 6) What should you do to be a good specialist?

My profession is an electrician

Our life today is impossible without electricity. Computers, domestic appliances, factory machines, medical equipment, electric trains, telephone communication and all kinds of gadgets will not run if there is a power failure. There must be somebody to fix it and this person must know what to do and how to do it properly. This is what electricians do: they install, maintain and repair electrical systems and equipment.

I have always been interested in electrics, and Physics and Mathematics were my favourite subjects at school, so I decided to become an electrician. Besides having basic knowledge in physics and mathematics I must study mechanics and drafting and be able to read wiring diagrams and drawings. As we know, electrical mistakes can lead to shortages, shocks, fires and costly repairs. So people who have chosen the profession of an electrician must have a good reaction, be cautious and extremely attentive.

Another important aspect of this profession is being physically fit and strong: electricians often have to move heavy equipment or stand or kneel for long periods of time. It is also necessary to have keen eyesight, good hand-eye coordination and a good sense of balance. Every day electricians perform new tasks in new locations and with new people, so I think I will never get bored with this profession. Electricity consumption in our country is increasing every year due to the development of technology and emergence of new equipment that needs professional maintenance. That is why the profession of an electrician is going to stay one of the most important in our world.

Ex. 2: Answer some questions to the text.

- 1) What is this text about?
- 2) What is the main idea of this text?
- 3) What has the author succeeded in showing?
- 4) Do you agree with the point of this author?
- 5) What don't you agree with the author?
- 6) How would you characterized this information?

Ex. 3: How do you see your future profession? Please answer the following questions.

- | | |
|---|--|
| 1) What kind of work are you interested in?
a) well paid
b) interesting
c) in a large and famous company
d) quiet | 2) What position would you like to have?
a) to manage people – manager
b) to work for someone else – employee
c) to be your own boss – self-employed, businessman |
|---|--|

- | | |
|---|--|
| e) in an industry which has a future | d) be responsible for everything – top manager, director |
| f) prestigious | e) to work for the state – state employee |
| g) not to sit the whole day in the office | |

Ex. 4: Please discuss with your group advantages and disadvantages of your future profession. Do you think that profession in electrical engineering is prestigious? Is it well paid? How difficult is it to find a good work in this field?

Ex. 5: Make a presentation on your future profession.

Тема 3.4

Ток в электрической цепи и его устройства

Практическое занятие 3.4.1

Тема: Переменный ток.

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

Продолжительность работы: 90 минут.

Литература: [15, с. 10–11; конспект занятия].

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

Задания к практической работе:

Ex. 1: Read the text.

Alternating current

Current is defined as increment of electrons. The unit for measuring current was named in honor of A.M. Ampere, the French physicist. Thus it is called ampere. The symbol for current is *I*. The electric current is a quantity of electrons flowing in a circuit per second of time. The electrons move along the circuit because the *e. m. f.* drives them. The current is directly proportional to the *e. m. f.*

A stream of electrons in a circuit will develop a magnetic field around the conductor along which the electrons are moving. The strength

of the magnetic field depends upon the current strength along the conductor. The direction of the field is dependent upon the direction of the current.

If the force causing the electron flow is indirect, the current is called direct (d. c.). If the force changes its direction periodically the current is called alternative (a. c.).

Alternating current is the current that changes direction periodically. The electrons leave one terminal of the power supply; flow out along the conductor, stop, and then flow back toward the same terminal. A voltage that caused current reverses its polarity periodically. This is properly called an alternating voltage. The power supply that provides the alternating voltage actually reverses the polarity of its terminals according to a fixed periodic pattern. A given terminal will be negative for a specific period of time and drive electrons out through the circuit. Then, the same terminal becomes positive and attracts electrons back from the circuit. This voltage source cannot be a battery. It must consist of some types of rotating machinery.

Ex. 2: Guess the meaning of the following international words.

1) physicist, 2) ampere, 3) symbol, 4) second, 5) polarity, 6) period, 7) battery

Ex. 3: Translate into Russian the words and expression from the text.

1) increment of electrons; 2) measuring; 3) to drive; 4) directly proportional; 5) conductor; 6) strength; 7) causing force; 8) terminal; 9) to flow; 10) to reverse

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

1) переменный ток, 2) за секунду, 3) количество электронов, 4) поток электронов, 5) магнитное поле, 6) направление, 7) зависеть, 8) усиление, 9) источник напряжения, 10) ротационный механизм

Ex. 5: Complete the sentences using the text.

1. The electric current is ...
2. The unit for measuring current is ...
3. A stream of electrons in a circuit will develop ...
4. The current is called direct if ...
5. The current is called alternating if...
6. Alternating voltage is ...
7. Alternating voltage source cannot be ...

Ex. 6: Answer the questions.

1. Why do electrons move along the circuit?
2. What does the strength of the magnetic field depend upon?
3. What does the direction of the field depend upon?
4. What is the way of alternating current electrons?
5. How does the alternating voltage power supply reverse the polarity of terminals?

Ex. 7: Talk on the properties of the electric current and its types.

Практическое занятие 3.4.2

Тема: Проводники и изоляторы.

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

Продолжительность работы: 90 минут.

Литература: [15, с. 10–11; конспект занятия].

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

Задания к практической работе:

Ex. 1: Read the text.

Conductors and insulators

All substances have some ability of conducting the electric current, however, they differ greatly in the ease with which the current can pass through them. Solid metals conduct electricity with ease while non-

metals do not allow it to flow freely. Thus, there are conductors and insulators. What do the terms «conductors» and «insulators» mean? This difference is expressed by what is called electrical conductivity of the body. It depends upon the atomic constitution of the body. Substances through which electricity is easily transmitted are called conductors. Any material that strongly resists the electric current flow is known as an insulator.

Conductance, that is the conductor's ability of passing electric charges, depends on the four factors: the size of the wire used, its length and temperature as well as the kind of material to be employed. A large conductor will carry the current more readily than a thinner one. To flow through a short conductor is certainly easier for the current than through a long one in spite of their being made of similar material. Hence, the longer the wire, the greater is its opposition, that is resistance, to the passage of current.

There is a great difference in the conducting ability of various substances. Almost all metals are good electric current conductors. The best conductors are silver, copper, gold and aluminum. Nevertheless, copper carries the current more freely than iron; and silver, in its turn, is a better conductor than copper. Copper is the most widely used conductor. The electrically operated devices are connected to the wall socket by copper wires.

A material which resists the flow of the electric current is called an insulator. The higher the opposition is, the better the insulator is. There are many kinds of insulation used to cover the wires. The kind used depends upon the purposes the wire or cord is meant for. The insulating materials generally used to cover the wires are rubber, asbestos, glass, plastics and others.

The best insulators are oil, rubber and glass. Rubber covered with cotton, or rubber alone is the insulating material usually used to cover desk lamp cords and radio cords. Glass is the insulator to be often seen on the poles that carry the telephone wires in city streets. Glass insulator strings are usually suspended from the towers of high voltage transmission lines. One of the most important insulators of all, however, is air. That is why power transmission line wires are bare wires depending on air to keep the current from leaking off.

Conducting materials are by no means the only materials to play an important part in electrical engineering. There must certainly be a

conductor, that is a path, along which electricity is to travel and there must be insulators keeping it from leaking off the conductor.

Ex. 2: Give the Russian equivalents for the words and word combinations below.

1) conductors; 2) insulators; 3) transmit; 4) resistance; 5) passage of current; 6) socket; 7) to connect to; 8) cord; 9) high voltage transmission line; 10) leak off

Ex. 3: Find in the text the sentences with the following related words and translate them.

conducting – conductor – conductivity – conductance

Ex. 4: State questions to the underlined words.

1) *Solid metals* conduct electricity with ease. 2) Conductance depends on the *four factors*. 3) There are *many kinds of insulation* used to cover the wires. 4) *Insulators* keep electricity from leaking off the conductor. 5) *Conductors* play an important role in electrical engineering.

Ex. 5: Say whether these sentences are true or false.

- 1) Electrical conductivity of a body depends upon its atomic constitution.
- 2) There is no difference in the conducting ability of various substances.
- 3) The longer the wire is the weaker its opposition is.
- 4) The kind of the insulating material depends upon the purpose it is meant for.
- 5) Conductors are substances through which electricity is transmitted.
- 6) Insulators do not allow the electric current to flow freely.

Ex. 6: Talk on the conducting ability of various substances and their appliance in electrical engineering.

Практическое занятие 3.4.3

Тема: Полупроводники.

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

Продолжительность работы: 90 минут.

Литература: [15, с. 12–13; конспект занятия].

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

Задания к практической работе:

Ex. 1: Read the text.

Semiconductors

There are materials that really occupy a place between the conductors of the electric current and the non-conductors. They are called semiconductors. These materials conduct electricity less readily than conductors but much better than insulators.

Semiconductors include almost all minerals, many chemical elements, a great variety of chemical compounds, alloys of metals, and a number of organic compounds. Like metals, they conduct electricity but they do it less effectively.

In metals all electrons are free and in insulators they are fixed. In semiconductors electrons are fixed, too, but the connection is so weak that the heat motion of the atoms of a body easily pulls them away and sets them free.

Minerals and crystals appear to possess some unexpected properties. It is well known that their conductivity increases with heating and falls with cooling.

As a semiconductor is heated, free electrons in it increase in number, hence, its conductivity increases as well.

Heat is by no means the only phenomenon influencing semiconductors. They are sensitive to light, too. Take germanium as an example. Its electrical properties may greatly change when it is exposed to light. With the help of a ray of light directed at a semiconductor, we can start or stop various machines, effect remote control, and perform lots of other useful things. Just as they are influenced by falling light, semiconductors are also influenced by all radiation.

Generally speaking, they are so sensitive that a heated object can be detected by its radiation.

Such dependence of conductivity on heat and light has opened up great possibilities for various uses of semiconductors. The semiconductor devices are applied for transmission of signals, for automatic control of a variety of processes, for switching on engines, for the reproduction of sound, protection of high-voltage transmission lines, speeding up of some chemical reactions, and so on. On the one hand they may be used to transform light and heat energy directly into electric energy without any complex mechanism with moving parts, and on the other hand, they are capable of generating heat or cold from electricity.

Russian engineers and scientists turned their attention to semiconductors many years ago. They saw in them a means of solving an old engineering problem, namely, that of direct conversion of heat into electricity without boilers or machines. Semiconductor thermocouples created in Russia convert heat directly into electricity just as a complex system consisting of a steam boiler, a steam engine and a generator does it.

Ex. 2: Give the English equivalents for the words and word combinations below.

- 1) полупроводник; 2) химическое соединение; 3) сплав;
- 4) освобождать; 5) свойство; 6) увеличивать(ся); 7) охлаждение;
- 8) чувствительный к; 9) выставлять; 10) луч; 11) направлять на;
- 12) дистанционное управление; 13) находить, обнаруживать;
- 14) защита; 15) ускорение; 16) решить инженерную проблему;
- 17) термоэлемент

Ex. 3: Guess the meaning of the following international words.

element, organic, mineral, crystal, phenomenon, automatic, control, process, reproduction, conversion, boiler

Ex. 4: Answer the questions:

- 1) What do semiconductors include?
- 2) How does the atomic structure of semiconductors influence their properties?
- 3) What phenomena influence semiconductors?

- 4) What are the semiconductor devices applied for?
- 5) How do semiconductors help in solving engineering problems?

Ex. 5: Talk on the properties of semiconductors and their practical application.

Практическое занятие 3.4.4

Тема: Электричество и магнетизм.

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

Продолжительность работы: 90 минут.

Литература: [15, с. 14–15; конспект занятия].

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

Задания к практической работе:

Ex. 1: Read the text.

Electricity and Magnetism

When free electrons are dislodged from atoms, electrical energy is released.

Chemical reaction, friction heat and electromagnetic induction will cause electrons to move from one atom to another. Whenever energy in any form is released, a force called electromotive (e. m. f.) is developed. If the force exerts its effort always in one direction, it is called direct; and if the force changes its direction of exertion periodically, it is called alternating.

The chemical reaction in a dry cell, heat and friction are sources of a unidirectional force. Electromagnetic induction produces an alternating force. The direction of force depends on the direction in which the field is cut. Whenever an e. m. f. is developed, there is also a field of energy called an electrostatic field, which can be detected by an electroscope and measured by an electrometer.

Text 2 Electromagnetic Induction

An electromotive force is induced in the conductor when there is a change in the magnetic field surrounding a conductor. This induced electromotive force may be produced in several ways as follows: a) A conductor may move in a stationary magnetic field of constant strength; b) A stationary conductor may be exposed to a moving magnetic field of constant strength; c) The strength of the field surrounding the conductor may change without any motion of conductor or magnetic circuit.

The electromotive force induced by motion of a conductor or a magnetic flux is the same when the conductor rotates and the flux is stationary or the flux rotates and the conductor is stationary. If both, conductor and flux, rotate in the same direction at the same speed, no electromotive force will be produced, if they rotate at the same speed but in opposite directions, the electromotive force induced would be twice as that which would be induced, if one of them was stationary. An electromotive force is not induced when a conductor is moved parallel to the lines of force, but only when it moves at an angle with these lines.

Any motion across the direction of the lines, however, will produce an electromotive force in the conductor. For this reason, the conductor is said to «cut» the lines of force. The actual electromotive force induced in the conductor depends upon the nature at which the flux is cut.

Text 3 Electromotive force and resistance

The electromotive force is the very force that moves the electrons from one point in an electric circuit towards another. In case this e. m. f. is direct, the current is direct. On the other hand, were the electromotive force alternating, the current would be alternating, too. The e. m. f. is measurable and it is the volt that is the unit used for measuring it. A current is unable to flow in a circuit consisting of metallic wires alone. A source of an e. m. f. should be provided as well. The source under consideration may be a cell or a battery, a generator, a thermocouple or a photocell, etc.

In addition to the electromotive force and the potential difference reference should be made to another important factor that greatly influences electrical flow, namely, resistance. All substances offer a certain amount of opposition, that is to say resistance, to the passage of

current. This resistance may be high or low depending on the type of circuit and the material employed. Glass and rubber offer a very high resistance and, hence, they are considered as good insulators. All substances do allow the passage of some current provided the potential difference is high enough. Certain factors can greatly influence the resistance of an electric circuit. They are the size of the wire, its length, and type. In short, the thinner or longer the wire, the greater is the resistance offered.

Ex. 2: Give the English equivalents for the words below. Find in the text the sentences with these words and translate them.

1) трение; 2) электродвижущая сила; 3) элемент; 4) параллельное соединение; 5) сопротивление; 6) электромагнитная индукция; 7) переменный ток; 8) постоянное напряжение; 9) фотоэлемент.

Ex. 3: Guess the meaning of the following international words and translate them.

reaction, electrostatic, electrometer, electroscope, volt, metallic.

Ex. 4: Say whether these sentences are true or false.

- 1) Alternating force always exerts its effort in one direction.
- 2) Alternating force is produced by electromagnetic induction.
- 3) The electromotive force is induced by motion of a conductor.
- 4) Resistance is an important factor that greatly influences electrical flow.
- 5) The type of the material employed doesn't influence the resistance.

Ex. 5: Answer the questions.

- 1) What factors cause the motion of electrons from one atom to another?
- 2) When is the electromotive force developed?
- 3) When does an electrostatic field appear?
- 4) How is the electromotive force induced?
- 5) What unit is used for measuring the electromotive force?
- 6) What are the sources of electromotive force?

- 7) What is called «resistance»?
- 8) How do the types of circuit and material influence the resistance?
- 9) Name the factors that influence the resistance.

Практическое занятие 3.4.5

Тема: Генераторы переменного тока.

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

Продолжительность работы: 90 минут.

Литература: [15, с. 17–18; конспект занятия].

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

Задания к практической работе:

Ex. 1: Read the text.

Generators

The powerful, highly efficient generators and alternators that are in use today operate on the same principle as the dynamo invented by the great English scientist Faraday in 1831. Dynamo-electric machines are used to supply light, heat and power on a large scale. These are the machines that produce more than 99.99 per cent of all the world's electric power. There are two types of dynamos – the generator and the alternator. The former supplies d. c. which is similar to the current from a battery and the latter provides a. c. To generate electricity both of them must be continuously provided with energy from some outside source of mechanical energy such as steam engines, steam turbines or water turbines.

A generator is an electric machine, which converts mechanical energy into electric energy. There are direct-current (d. c.) generators and alternating current (a. c.) generators. Their construction is much alike. A d. c. generator consists of stationary and rotating elements. The stationary elements are: the yoke or the frame and the field structure. The yoke forms the closed circuit for the magnetic flux. The function of the magnetic structure is to produce the magnetic field.

The rotating elements are: true armature and the commutator. They are on the same shaft. The armature consists of the core and the winding.

The winding is connected to the commutator. With the help of the brushes on the commutator that conduct the electric current to the line the winding is connected to the external circuit. The stationary element of an a. c. generator is called a stator. The rotating element is called a rotor. The essential difference between a d. c. generator and a. c. generator is that the former has a commutator by means of which the generated e. m. f. is made continuous, i. e. the commutator mechanically rectifies the alternating e. m. f. so that it is always of the same polarity.

D. c. generators are used for electrolytic processes such as electroplating. Large d. c. generators are employed in such manufacturing processes as steel making. The d. c. generator of small capacities is used for various special purposes such as arc welding, automobile generators, train lighting systems, etc. It also finds rather extensive use in connection with communication systems.

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

- 1) generator; 2) alternator; 3) steam turbine; 4) water turbine;
- 5) armature; 6) rotor; 7) stationary; 8) commutator; 9) stator; 10) yoke;
- 11) brushes; 12) core; 13) frame; 14) winding.

Ex. 3: Fill in the blanks.

- 1) A generator is an electric machine, which ____ mechanical energy into electrical energy.
- 2) A direct-current generator consists of ____ .
- 3) The dynamo was invented by ____ in 1831.
- 4) The d.c. generator is used for various purposes such as ____ .

Ex. 4: Work out the plan of the text

Ex. 5: Speak on the following points.

- 1) The construction of a generator.
- 2) The direct current generators and their industrial application.

Практическое занятие 3.4.6

Тема: Трансформаторы.

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

Продолжительность работы: 90 минут.

Литература: [15, с. 17–18; конспект занятия].

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

Задания к практической работе:

Ex. 1: Read the text.

Transformers

One of the great advantages in the use of the alternating current is the ease with which the voltage may be changed by means of a relatively simple device known as a transformer. Although there are many different types of transformers and a great variety of different applications, the principles of action are the same in each case.

The transformer is a device for changing the electric current from one voltage to another. It is used for increasing or decreasing voltage. So the function of a transformer is to change voltage and current of an alternating system to meet requirements of the equipment used. It is known to be simple in elementary principle, and in construction that it involves no moving parts.

Transformers change voltage through electromagnetic induction. The principle parts of a transformer are: an iron core and, usually, two coils of insulated windings. One of them is called primary, another is called the secondary. The primary coil is connected to the source of power. The secondary coil is connected to the load. Thus, the primary is the coil to which power is supplied. The secondary is the coil from which power is taken. In scientific terms to produce an alternating magnetic flux in the iron core an alternating current must be passed through the primary coil.

This flux is considered to induce electromotive force in both primary and secondary coils. The secondary coil is open – circuited. Current flows in the secondary coil when the latter is connected to the external circuit or load.

The flow of current in the secondary coil tends to reduce the flux in the core. Transformers are placed inside a steel tank usually with oil to improve the insulation and also to cool the device.

Ex. 2: Guess the meaning of the following international words.

- 1) transformer; 2) type; 3) principle; 4) electric; 5) function;
- 6) elementary; 7) construction; 8) induction

Ex. 3: Translate into Russian the words and expressions from the text.

- 1) advantage; 2) voltage; 3) relatively simple; 4) application; 5) increase;
- 6) to decrease; 7) to meet requirements; 8) moving parts; 9) iron core;
- 10) insulated windings; 11) load; 12) electromotive force; 13) to induce

Ex. 4: Give the English equivalents to the words below.

- 1) переменный ток; 2) прибор; 3) принцип работы (действия);
- 4) электромагнитная индукция; 5) катушка; 6) первичная (вторичная) обмотка; 7) источник питания; 8) магнитный поток;
- 9) стальной контейнер; 10) остужать.

Ex. 5: State questions to the underlined words.

- 1) Voltage may be changed by *a transformer*.
- 2) *Transformers* change voltage through electromagnetic induction.
- 3) Transformer is used for *increasing or decreasing voltage*.
- 4) The *primary winding* is connected to the source of power.
- 5) Transformers are placed inside *a steel tank*.

Ex. 6: Answer the questions.

- 1) What kind of device is a transformer?
- 2) What are the functions of a transformer?
- 3) What are the principle parts of a transformer?
- 4) What is the primary coil connected to?
- 5) What is the secondary coil connected to?

- 6) What are the principles of action of a transformer?
- 7) Where are transformers usually placed?

Ex. 7: Topics for discussion.

- 1) Transformer as an electric device;
- 2) Main parts and principles of a transformer action.

Тема 3.5

Измерения электрических величин

Практическое занятие 3.5.1

Тема: Измерения электрических величин.

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

Продолжительность работы: 90 минут.

Литература: [15, с. 17–18; конспект занятия].

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

Задания к практической работе:

Ex. 1: Read the text.

Measurements of electric values

The measurement of any physical quantity applies a determination of its magnitude in terms of some appropriate unit. In the case of simple fundamental quantities such as length, mass or time, the units themselves are simple.

Electrical and magnetic quantities are, however, much less simple than length, mass or time and cannot be measured directly by comparison with a material stand.

The units in which these quantities are expressed have to be defined in terms of their observable effects obtained in experimental work, e.g. the weight of silver deposited in one second by a current when it is passed through a solution of silver nitrate is a measure of the magnitude of this current.

Electrical measurements can be classified broadly as neither absolute measurements, nor secondary measurements, but the first class of such measurements is rarely undertaken.

Ex. 2: Guess the meaning of the following international words.

1) physical; 2) system; 3) fundamental; 4) material; 5) experimental; 6) absolute; 7) class.

Ex. 3: Give the English equivalents to the words below.

- 1) измерение;
- 2) определение;
- 3) соответствующая единица;
- 4) быть соответствующим;
- 5) сравнение;
- 6) достигать;
- 7) серебро;
- 8) широко;
- 9) заботиться;
- 10) длина.

Ex. 4: Translate into Russian the words and expressions from the text.

1) magnitude; 2) electrical and magnetic quantities; 3) to define; 4) observable affects; 5) to deposit; 6) secondary measurements.

Ex. 5: Insert the words.

- 10 Magnitude of any (физическая величина) must be determined in terms of some appropriate (единица).
- 2) (единицы) are simple for simple (основных) quantities.
- 3) (электрические) and (магнитные) quantities cannot be measured simply.
- 4) These units must be (определены) in terms of their (наблюдаемые) effects obtained in... (экспериментальная работа).
- 5) Absolute (измерения) are (редко) undertaken.

Ex. 6: Answer the questions.

- 1) What do we need to measure any physical quantity?
- 2) What simple units for measuring of simple fundamental quantities do you know?
- 3) Can electrical and magnetic quantities be measured directly by comparison with a material stand?
- 4) How can we get units for defining electrical and magnetic quantities?
- 5) What types of measurement do you know?

Ex. 7: State questions to the underlined words.

- 1) Before we can measure, we must decide upon *a system of units*.
- 2) *Electric and magnetic quantities* are much less simple than fundamental quantities.
- 3) These quantities cannot be measured directly *by comparison with a material stand*.
- 4) Electrical measurements can be classified as neither absolute, nor secondary measurements. (Question-tag)

Ex. 8: Topics for discussion.

- 1) Measurement of any physical quantity;
- 2) Measurement of electric and magnetic quantities.

Практическое занятие 3.5.2

Тема: Основные типы амперметров и вольтметров.

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

Продолжительность работы: 90 минут.

Литература: [15, с. 27–28; конспект занятия].

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

Задания к практической работе:

Ex. 1: Read the text.

Main types of ammeters and voltmeters

Ammeters and voltmeters are made to operate on the same principle. The two principle kinds are the moving coil and moving iron types.

The electro-magnetic effect of the current is the one chiefly made use of for measuring purposes. Moving iron instruments employ this effect. The moving-iron instrument consists of a fixed coil of wire carrying the current which magnetizes a small piece of soft iron mounted on the instrument spindle. In construction there are two varieties: the repulsion type having two pieces of iron; and the attraction type having only one.

In the attraction type of the instrument the bobbin carrying the wire is oblong instead of circular, and has only a narrow slot-shaped opening in the center.

A thin flat piece of iron, which is mounted on the instrument spindle, is sucked into this opening by magnetic attraction when the current flows. Either gravity or spring control can be used on moving-iron instruments and damping is usually by means of an air-dash-pot.

A moving-coil instrument may be compared to a miniature direct-current motor in which the armature never moves more than about a quarter of a revolution.

When a current flows through the coil of a moving-coil type ammeter, it becomes a magnet, one face being of north, and the other of south polarity.

These poles are attracted by the poles of opposite polarity of the permanent magnet, and the coil tends to turn until its axis is parallel with the line joining the pole pieces of the permanent magnet. This movement is proportional to the current flowing and is opposed by the control springs. A pointer fixed to the coils moves over a graduated scale and indicates the current flowing in amperes. The scale of this type of instrument is evenly divided, but the positive terminal must be connected to the positive terminal of the supply or the instrument tends to read backward. Such an instrument is only suitable for d. c. circuits.

Moving-coil instruments are more accurate and sensitive, but more expensive than those of moving-iron types.

Ex. 2: Give the English equivalents for the following words and word combinations.

- 1) электромагнитный тип; 2) магнитно-электрический тип; 3) ось;
- 4) репульсионный тип; 5) притягивающий тип; 6) продолговатый;
- 7) устанавливать; 8) втягивать; 9) воздушный успокоитель

Ex. 3: Translate into Russian.

- 1) purpose; 2) employ; 3) slot-shaped; 4) magnetic attraction; 5) damp;
- 6) revolution; 7) pole; 8) axis; 9) pointer; 10) graduated scale.

Ex. 4: Answer the questions.

1. What are the two principle kinds of ammeters and voltmeters?
2. What is the construction of a moving iron instrument?
3. What are the two types of moving iron instrument?
4. How does a moving coil instrument work?
5. What instrument is suitable only for d.c.?
6. What instruments are more expensive and sensitive: moving coil or moving iron instruments?

Ex. 5: Insert the words.

- 1) In the attraction type of the ... (механизмы) the bobbing is ... (продолговатый) instead of ... (круглый).
- 2) A small piece of ... (железо) is mounted on the instrument ... (ось).
- 3) ... (Амортизация) is usually by means of an ... (воздушный успокоитель)
- 4) The ... (якорь) never moves more than about a quarter of a ... (полный оборот) in a miniature d. c. motor.
- 5) ... (катушечный) movement is proportional to ... (движение тока) and is opposed by the ... (пружинный механизм).
- 6) ... (Стрелка) indicates the ... (ток) flowing in ... (ампер).
- 7) The ... (положительный) terminal must be connected to the ... (положительный) terminal of the ... (питание) or the ... (механизм) tends to read ... (наоборот).

Ex. 6: Topics for discussion.

- 1) Moving iron instruments;
- 2) Moving coil instruments.

Практическое занятие 3.5.3

Тема: Электрические измерительные инструменты и устройства.

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

Продолжительность работы: 90 минут.

Литература: [15, с. 28–29; конспект занятия].

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

Задания к практической работе:

Ex. 1: Read the text.

Electrical measuring instruments and units

Any instrument which measures electrical values is called a meter. An ammeter measures the current in amperes. The abbreviation for the ampere is amp. A voltmeter measures the voltage and the potential difference in volts.

The current in a conductor is determined by two things – the voltage across the conductor and the resistance of the conductor. The unit by which resistance is measured is called the ohm. The resistance in practice is measured with the ohm-meter. A wattmeter measures electrical power in watts. Very delicate ammeters are often used for measuring very small currents. A meter whose scale is calibrated to read a thousandth of an ampere is called a micro ammeter or galvanometer.

Whenever an ammeter or voltmeter is connected to a circuit to measure electric current or potential difference, the ammeter must be connected in series and the voltmeter in parallel. To prevent a change in the electric current when making such an insertion, all ammeters must have a low resistance. Hence, most ammeters have a low resistance wire, called a shunt, connected across the armature coil.

A voltmeter, on the other hand, is connected across that part of the circuit for which a measurement of the potential difference is required. In

order that the connection of the voltmeter to the circuit does not change the electric current in the circuit, the voltmeter must have high resistance. If the armature coil does not have large resistance of its own, additional resistance is added in series.

The heating effect, electrostatic effect, magnetic and electromagnetic effects of electric current are used in order to produce the deflecting torque. The resulting measuring instruments are called: (a) hot wire, (b) electrostatic, (c) moving iron, (d) moving coil, and (e) induction. Various types are used with both d. c. and a. c., but the permanent-magnet moving coil instrument are used only with d. c., and the induction type instruments are limited to a. c.

All, except the electrostatic type instruments, are current measuring devices, fundamentally ammeters. Consequently, most voltmeters are ammeters designed also to measure small values of current directly proportional to voltage to be measured.

Ex. 2: Guess the meaning of international words.

1) instrument; 2) fact; 3) abbreviation; 4) voltmeter; 5) ohm; 6) ohmmeter; 7) wattmeter; 8) galvanometer; 9) shunt

Ex. 3: Give the Russian equivalents to the words below.

1) resistance; 2) to offer; 3) scale; 4) to prevent; 5) armature; 6) connection; 7) heating effect

Ex. 4: Give the English equivalents to the words and word-combinations.

1) амперметр; 2) разница потенциалов; 3) определяют; 4) чувствительный; 5) градуировать; 6) вставка; 7) катушка; 8) переменный ток (второй термин).

Ex. 5: Answer the questions.

1) How are electrical values measuring instruments called?
2) How must the ammeter and the voltmeter be connected?
3) What resistance must the ammeter and the voltmeter have?

- 4) What resulting measuring instruments do you know?
- 5) What types of instruments are used with both d. c. and a. c.?
- 6) What instruments are used only with d. c. and limited to a. c.?

Ex. 6: Make up sentences corresponding to the contents of the text.

- | | | |
|-------------------|----------|-----------------------------------|
| 1) A meter | | the potential difference in volts |
| 2) An ammeter | | the resistance |
| 3) An ohmmeter | measures | very small currents |
| 4) A voltmeter | | electrical values |
| 5) A galvanometer | | the current |

- | | | |
|-------------------|-------------|------------|
| 1) The voltage | | in ohms |
| 2) The current | is measured | in volts |
| 3) The resistance | | in amperes |

Ex. 7: Describe different types of measuring instruments and units, using the table in Exercise 5.

КРИТЕРИИ ОЦЕНКИ ПРАКТИЧЕСКОЙ РАБОТЫ

Отметка	Критерии оценки	Показатели по шкале от 0 до 100 баллов
5 (отлично)	- коммуникативная задача решена полностью; задания выполнены в полном объеме, без орфографических и лексико-грамматических ошибок	100 баллов
	- коммуникативная задача решена полностью; работа выполнена в полном объеме; понято основное содержание оригинального текста, даны полные аргументированные ответы на вопросы; решена коммуникативная задача при высказывании; соблюдены основные правила оформления текста в письменной речи; имеется незначительное количество орфографических и лексико-грамматических ошибок	90–100 баллов
4 (хорошо)	- коммуникативная задача решена полностью; задания выполнены в полном объеме; при работе с текстом содержание понято, но недостаточно развита языковая догадка, найдена основная информации при ответах на вопросы; в целом решена коммуникативная задача в устной речи; допустимы отдельные недостатки в оформлении письменных заданий; имеются незначительные лексико-грамматические и орфографические ошибки	85 баллов
	- коммуникативная задача решена полностью, выполнено менее 80 % от объема работы; затруднения при работе с текстом, недостаточность развития языковой догадки, затруднение в понимании слов, найдено примерно 2 / 3 заданной информации при ответах на вопросы; высказывание – связное, но допущены ошибки, нарушающие коммуникацию; неточности в употреблении слов, ошибки не препятствуют пониманию текста; имеются незначительные лексико-грамматические и орфографические ошибки	80–85 баллов

Отметка	Критерии оценки	Показатели по шкале от 0 до 100 баллов
3 (удовлетворительно)	коммуникативная задача решена; выполнено 75 % от объема работы; не совсем точное понимание текста, нарушена языковая догадка, найдено примерно 1 / 2 информации при ответах на вопросы; коммуникативная задача выполнена в основном, но диапазон языковых средств ограничен; в письменной речи имеются языковые погрешности, применение языковых средств препятствуют пониманию текста; допущены элементарные лексико-грамматические, орфографические и пунктуационные ошибки	75 баллов
	коммуникативная задача решена; выполнено не менее 60 % от объема работы; неточное понимание текста, языковая догадка совсем не развита, найдено 1 / 3 информации при ответах на вопросы; допущены языковые ошибки в устной речи, ограниченный диапазон языковых средств, минимальный объем высказывания; языковые погрешности в письме, мысли не логично изложены, ошибки в формате письменной работы; допущены элементарные лексико-грамматические, орфографические и пунктуационные ошибки	60–70 баллов
2 (неудовлетворительно)	коммуникативная задача не решена; выполнено менее 50 % от объема работы; неправильное понимание содержания текста, неумение систематизировать незнакомую лексику, практически отсутствует информация к заданиям по тексту; частичное выполнение речевой задачи, небольшой объем высказывания, узость вокабуляра; отсутствует логика в построении высказывания в письменной речи, формат письма не соблюдается; не соблюдаются грамматические, орфографические и пунктуационные правила	15–60 баллов

Отметка	Критерии оценки	Показатели по шкале от 0 до 100 баллов
	коммуникативная задача не решена; полное непонимание текста, отсутствие информации к заданиям после текста; частичное выполнение речевой задачи, большое количество лексических и фонетических ошибок, затрудняющих понимание устной речи; полное отсутствие логики в построении письменного высказывания; не соблюдаются грамматические, орфографические и пунктуационные правила	10 баллов

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