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АНГЛИЙСКИЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

Методические указания к практическим занятиям

для студентов специальности СПО
09.02.07 Информационные системы и программирование

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

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Рецензент:

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Оглавление

Пояснительная записка

Методические указания разработаны в соответствии с требованиями федерального государственного образовательного стандарта среднего профессионального образования и рабочей программы по дисциплине ОГСЭ. 04 «Иностранный язык в профессиональной деятельности» для специальности СПО 09.02.07 «Информационные системы и программирование» 2–4 курсов.

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

Структура методических указаний состоит из трех разделов:

Раздел 1: Общетематический модуль;

Раздел 2: Модуль делового общения;

Раздел 3: Профессионально-ориентированный модуль.

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

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

При выполнении практических работ студенты должны прочитать общие сведения грамматики для того, чтобы вспомнить необходимые правила, прежде чем выполнять упражнения. Успешное выполнение практических работ может быть достигнуто, 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 подчерком 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 определенной теме.

Отметка «4» ставится в том случае, если поставленная задача решена, студенты полностью поняли содержание задания, соответствующего программным требованиям по определенной 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
Общетематический модуль

Тема 1.1
О себе и о своем 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-визульные 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
2) short – маленького роста
3) stout – приземистый, коренастый
4) slim – стройная
15) stupid – тупой, глупый
16) boring – скучный
17) fun to be with – весёлый человек
18) easy to go along – лёгкий в

5) fat – толстый
6) plumpy – полный
7) fair hair – светлые волосы
8) blonde – блондин(ка)
9) brunette – брюнет(ка)
10) gray hair – седые волосы
11) brown hair – каштановые волосы
12) bold headed - лысый
13) short sighted – близорукий
14) smart, clever, bright – умный

общении
19) quiet – спокойный
20) impulsive – порывистый, импульсивный
21) aggressive – агрессивный
22) rude - невежливый, грубый
23) shy, confused – застенчивый
24) talkative – разговорчивый
25) enthusiastic – энтузиаст, затейник
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-визульные 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.

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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-визульные средства, презентация, компьютерная система «Screenboard».

Задания к практической работе:

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

1) pastime – любимое занятие
2) taste – вкус
3) variety – разнообразие
4) gardening – садоводство
5) relatively – относительно
6) handicraft – ремесло, ручная работа
7) matchbox – спичечная коробка
8) value – стоимость, цена, ценность
9) to house – размещать
10) a good deal of money – много денег
11) have an opportunity – иметь возможность
12) take pleasure in – находить удовольствие в чем-либо, наслаждаться чем-либо

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-визульные 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 1 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-визульные средства, мультимедиа презентации.

Задания к практической работе:

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

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

Ex. 2: Read and translate the text.

My Working Day

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

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

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

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

Twice a week I go to the swimming pool. I play volleyball in the institute team and we have our training at our big gymnasium. In the

evening all the members of our family get together. We have supper together, watch TV or read books. Reading is my hobby. I like to read detective stories or books of modern writers. At about eleven o'clock I go to bed.

Ex. 3: Answer the following questions.

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

Ex. 4: Translate into English.

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

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

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

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

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

Практическое занятие 1.2.2

Тема: Мой выходной день.

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

Продолжительность работы: 90 минут.

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

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

Задания к практической работе:

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

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

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

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: Изучение иностранных языков.

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

Продолжительность работы: 90 минут.

Литература: [17, с. 63–65; конспект занятия].

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

Задания к практической работе:

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

because – потому что	however – однако
become – становиться	latest – последний
communicate – общаться	like – похожий, любить
Denmark – Дания	more – больше
device – устройство	native – родной (о языке)
discouraged – обескураживать, расхолаживать	need – нуждаться
engineering – инженерное дело	useful – полезный
explore – исследовать	via – посредством
half – половина	watch – смотреть

Ex. 2: Read the text.

Learning foreign languages

It's good to learn foreign languages! It helps us to explore the world. We learn more about different countries and their traditions, and we can communicate with people who don't know your native language. Learning foreign languages helps us to become good specialists. One can read different texts about physics, engineering, economy that tell about the latest results in these fields. Let's listen to different students:

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

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

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

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

Ex. 3: Answer the following questions.

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

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

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

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

1) a place with many houses, shops, schools, offices and other buildings
2) a country in Europe with the capital Copenhagen
3) our planet with all its countries

4) words used in a particular country or by a particular group of people
5) to look for some time
6) of the country (place) where you were born
7) men, women and children

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

1) from the Active Vocabulary:
Колледж, язык, люди, студент, Интернет, мир, страна, специалист, технология, интересный, супермаркет, Дания, программа.

2) from the text:
Слушать, любить, нуждаться, исследовать, общаться, становиться, начинать, устройство, часть, половина, больше, последний, высокий, потому что, наш, трудный, полезный, однако.

Ex. 7: Insert the vocabulary of the text into the following sentences.
1) Russian is my ___ language. And French is a ___ language for me.
2) Where does your unc1e live? – He lives in Kolomna. – I like this ___ very much.
3) Do you like to ___ films or ___ to music? – You know, I like to ___ books.
4) I know that it's difficult to study English. But it doesn't ___ me.
5) Our textbook has 5 ___. Please find ___ 2.

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

1) We learn more ___ different countries and their traditions, and we can communicate ___ people who don't know your native language.
2) Texts tell us the latest results these fie1ds.
3) It's interesting to listen ___ music ___ English and to find friends ___the Internet.
4) ___ every product ___ the supermarket you can find information ___ English.
5) Our Institute has international cooperation ___ students ___ Canada and Denmark.

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Ex. 9: Ttranslate the following text into English.

Здравствуйте! Меня зовут Лена! Мне 17 лет. Я студентка машиностроительного колледжа. Мне очень нравится изучать английский: это язык международного сотрудничества и высоких технологий.

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

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

Практическое занятие 1.3.2

Тема: Почему очень важно для специалиста изучать иностранный язык.

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

Продолжительность работы: 90 минут.

Литература: [19, с. 140–147].

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

Задания к практической работе:

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

especially – особенно
efficient – эффективный
major – главный
native speakers – носители языка (те, для кого язык родной)
means – средство

exchange – обмен
area – область
software – компьютерные программы
patience – терпение
necessary – необходимый

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

1) Why do we need to learn foreign languages now?

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

Learning foreign languages

The problem of learning foreign languages is very important today. Students should learn foreign languages. They became important especially at the present time. Foreign languages are needed as the main and most efficient means of information exchange between the people of our planet.

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

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

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

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

Ex. 3: Insert the necessary preposition.

at	for	to	after	of	in	by	from

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

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

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

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

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

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

Практическое занятие 1.3.3
Тема: Британский и американский английский.
Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной речи.
Продолжительность работы: 90 минут.
Литература: [18, с. 254–261].
Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари.
Задания к практической работе:

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

1) What language did the early English colonists speak in the New World?
2) Why has the English language been known as a word borrower?
3) Examine the Indian influence in the formation of the American English.
4) What borrowings were made from the French, Spanish and Dutch languages?

5) Describe the infiltration of American words and expressions into British English.
6) What are the basic differences between British and American pronunciation?
7) What should be understood by the simplified spelling in American English?

The British and American English

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

2. The first colonists saw plants and animals which were new to them. Some of the fish they caught in the coastal waters were unlike anything they had seen before. The land was occupied by tribes who spoke strange languages, wore strange clothing, prepared strange foods. Names had to be given to all these aspects of their new life. So, from the Indians were borrowed not only the many geographical names of rivers, lakes, mountains, but names for objects (plants, animals) as well as implements and food preparations.

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

of New York contributed to American English the following words: boss, cookie, Santa Claus.

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

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

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

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

In American English the pronunciation is [ta'meitau] 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 lab*or*, hon*or*, hon*or*able, also many Americans write *thru* for *through*, *Marlboro* for *Marlborough*.

8. There are, however, a number of cases in which British and American people continue to use different words to mean the same thing.

These words are still in constant use and have retained their national character. Here are a few examples illustrating certain variations in the two languages.

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

Ex. 3: Familiarize yourself with the following information.

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

Transportation

British	*American*
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

British	*American*
biscuit	cracker
high tea	supper
knife and fork tea	light supper
sweet biscuit	cookie

<div align="center">Others</div>

British	American
autumn	fall
bill (restaurant)	check
chemist	drug store
cinema	movie, theatre
pavement	sidewalk
reduce	slash (prices)
ring up	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?

<div align="center">

Практическое занятие 1.3.4
</div>

Тема: Сложности с иностранным языком.

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

Продолжительность работы: 90 минут.

Литература: [18, с. 254–261].

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

Задания к практической работе:

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

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

<div align="center">

The difficulties of a foreign language
</div>

There are numerous anecdotes about the difficulties of people traveling in foreign countries without knowledge of the language of that

country. Here's the story of a Frenchman traveling in the United States who, while eating in a restaurant, wished to order some mushrooms. Unable to make himself understood, he asked for a pencil and paper and carefully drew a picture of a mushroom. His drawing, however, was not too good, for the puzzled waiter returned in about ten minutes, not with an order of mushrooms, but with a large man's umbrella. Another similar story concerns two Americans travelling in Spain. They were both unable to speak a word of Spanish and one day, while eating in a restaurant in a small village; they were having considerable difficulty in explaining to the waiter what they wanted. One of them wanted a glass of milk. The waiter seemed unable to understand. Finally, on the back of the menu the man drew a picture of a cow. The poor waiter, however, still seemed puzzled. Finally he left and was gone from the restaurant for half an hour or so. He returned very pleased with himself. There were two tickets for a bullfight in his hand.

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

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

Тема 1.4
Здоровье и спорт

Практическое занятие 1.4.1
Тема: Спорт в нашей жизни.
Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.
Продолжительность работы: 90 минут.
Литература: [17, с. 131–133].
Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визульные средства.
Задания к практической работе:

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

abllity – возможность
achieve – достигать

glory – слава, великолепие
harmful – вредный

amateur – любитель, любительский
both – оба
break – побивать рекорд (broke, broken)
case – случай, дело
champion – чемпион
constant – постоянный
cross-country – по пересеченной местности
cross-country skiing – равнинные лыжи
decision – решение
difference – отличие
distinguish – различать
divide – разделять
everyone – каждый
exercise – упражнение
fame – слава
follow – следовать
game – игра

illness – болезнь
improve – улучшать
include – включать
jog – бегать (трусцой)
joint – сустав
muscle – мышца
prefer – предпочитать
prepare – готовить
resistant – сопротивляющийся, устойчивый
ski – лыжи (вид спорта), лыжный
slope – спуск
solution – решение
success – успех
team – команда
trainer – тренер
velocity – скорость
warn – предупреждать
western – западный
win – побеждать

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

Sport, sportsman, jogging, game, exercise, amateur, important, illness, professional, kilometer, mountain, cross-country skiing, player, constant, movement, quickly, necessary, distinguish, difference, win, to break a record, achieve, glory, fame, commercial success, career, muscle, resistant, stress, improve, prefer, speed, western, to jog, harmful, joint, solution, ski slope, football, volleyball, basketball, hockey, team, velocity, reaction, ability, decision, coordination, physical training, Olympic champion.

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

1) something that you can play, usually with rules
2) from or concerning the west

3) an action or feeling caused by another person or thing

4) the best person in a sport or competition

5) to do better than your opponents in a game

6) an outdoor game played by two teams with curved sticks and a small hard cylinder

7) a team game in which players try to throw a ball through a hoop fixed three meters above the ground

8) a game played by two teams which try to kick an inflated ball into their opponent's goal

9) a very high hill

10) someone who does something because he likes it without being paid for it

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

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

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

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

Sport in our life

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

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

One of the simplest and most ancient sports is running. It is an exercise which doesn't make you stronger (so your muscles don't become thicker), but it makes you more resistant to stress. This sport, like many others, improves your health and even cures some illnesses.

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

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

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

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

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

1) ___ the one hand, professional sportsmen try to win and break records. Amateur sportsmen, ___the other hand, go ___ sports to be healthy and to feel well.
2) Football and tennis are very popular ___children.
3) Games improve velocity ___ reaction and ability to take quick decisions.
4) Why is sport to important ___ as?
5) In such games ___ football, basketball and hockey more than two players take part.

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

1) The healthiest way of life.
2) The reason for having P. E. lessons at school, college and university.
3) Games and their types.
4) Jogging – a way to keep fit which is very popular in Europe.
5) The difference between amateur and professional sport.
6) Running – the most ancient sport.
7) Skiing – a winter alternative to jogging.

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

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

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

1) A girl persuades her classmate to go in for swimming.
2) Two boys discuss the latest football match.
3) A student answers his classmate's questions about an unusual kind of sport.

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

1) The history of the Olympic Games.
2) The Olympic Games in Sochi.
3) Sports and games that you practice at your P. E. lessons.
4) Traditional Russian games.

Практическое занятие 1.4.2

Тема: Наше здоровье.

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

Продолжительность работы: 90 минут.

Литература: [17, с. 140–142].

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

Задания к практической работе:

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

1) absence – отсутствие
2) active – активный
3) angry – сердитый
4) aspect – аспект
5) attitude – отношение
6) bad – плохой
7) birth – рождение
8) contribution – вклад
9) depend – зависеть
10) diet – питание, диета
11) eat – есть, кушать
12) extra – дополнительный
13) fibre – волокно
14) habit – привычка
15) instead – вместо
16) junk food – неполноценная еда
17) kidney – почка (орган)
18) kind-heartedness – доброта
19) lifestyle – стиль жизни
20) lift – лифт, поднимать
21) medical – медицинский
22) nutrition – питание
23) philosopher – философ
24) possible – возможный
25) recommend – рекомендовать
26) restore – восстанавливать
27) ruin – разрушать
28) smoke – дым, курить
29) stairs – лестница
30) temper – нрав, настроение
31) threshold – порог
32) vitamin – витамин
33) weight – вес

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

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

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

1) the ability to do things
2) each of several substances which are present in some products and which you need to stay healthy
3) several steps that take you from one floor to another in a building
4) expecting things to turn out well
5) a board or stone under the doorway of a building
6) two organs in our body that remove waste products from the blood
7) the measure of how heavy you are

8) something that you do without thinking, because you have done it so often
9) something you give
10) to say that something is good or suitable.

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

Плохой, восстановить, философ, курение, возможный, дополнительный, лифт, отношение, нрав, карта, разрушать, диета, вместе, отсутствие, доброта, зависеть, показывать, рождение, активный, питание, есть, волокно, неполноценный (о пище), злой, стиль жизни, медицинский.

Ex. 5: Read and translate the text.

Our Health

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

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

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

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

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

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

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

1) Two students are discussing the bad effects of smoking on our body.
2) A student asks his new friend what sports he (or she) is fond of.
3) A doctor tells a patient to change his life completely.

Ex. 11: Translate into English.

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

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

1) Healthy life – it's easy!
2) Going in for sports is my favorite pastime.
3) Be polite, honest and tolerant – and you'll be healthy.

Практическое занятие 1.4.3

Тема: Описание частей тела человека.

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

Продолжительность работы: 90 минут.

Литература: [1; 2; конспект].

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

Задания к практической работе:

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

beard – борода
cheek – щека
chin – подбородок
head – голова
hair – волосы
ear – ухо
eye – глаз
eyebrow – бровь
eardrum – барабанная
  перепонка
earlobe – мочка уха
eyelash – ресница

eyelid – веко
forehead – лоб
freckles – веснушки
jaw – челюсть
lips – губы
mouth – рот
nose – нос
nostril – ноздря
moustache – усы
tongue – язык
tooth (мн.ч.: teeth) – зуб
wrinkles– морщины

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

Across:

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

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

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

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

7) Either side of the face below the eye.

9) The protruding part of the face below the mouth, formed by the apex of the lower jaw.
11) A small patch of light brown colour on the skin, often becoming more pronounced through exposure to the sun.
12) Each of the upper and lower bony structures in humans forming the framework of the mouth and containing the teeth.
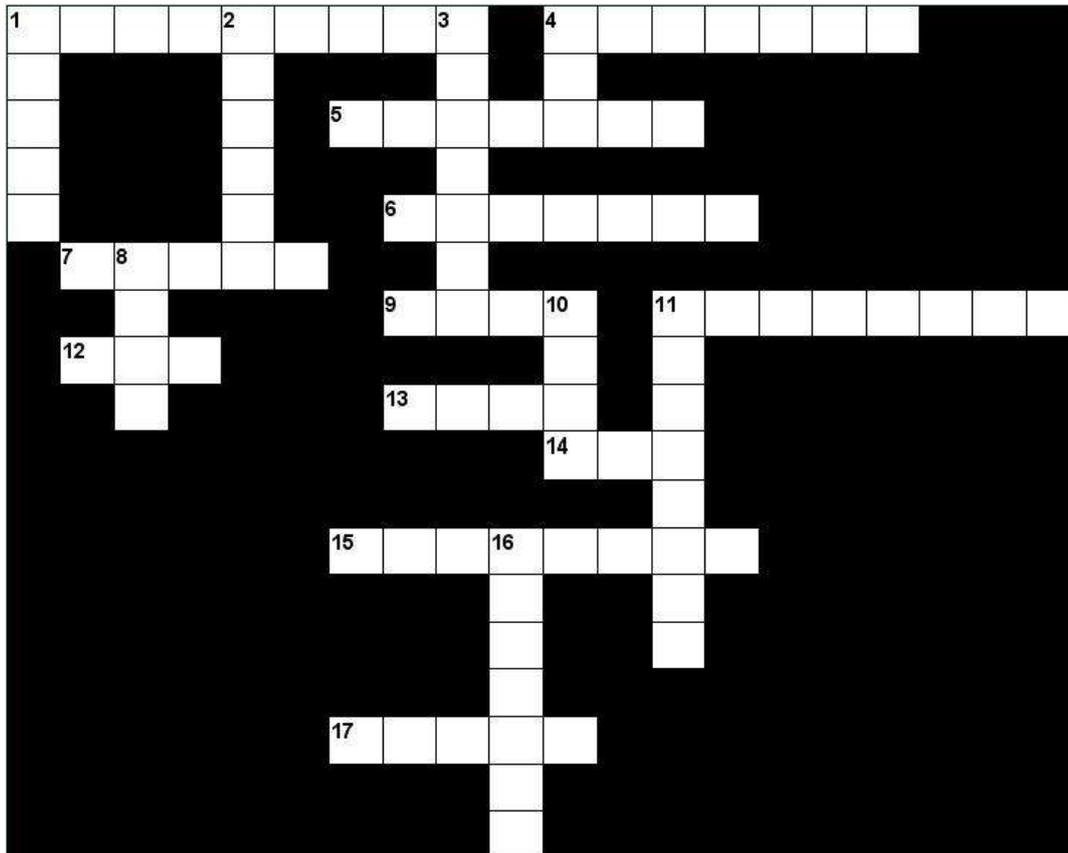
Down:
1) The opening in the lower part of the human face, surrounded by the lips, through which food is taken in and from which speech and other sounds are emitted.
2) The fleshy muscular organ in the mouth of humans, used for tasting, licking, swallowing, and articulating speech.
3) Each of the short curved hairs growing on the edges of the eyelids, serving to protect the eyes from dust particles.
4) The organ of hearing and balance in humans, esp. the external part of this.
8) The upper part of the human body, typically separated from the rest of the body by a neck, and containing the brain, mouth, and sense organs.

10) The part projecting above the mouth on the face of a person, containing the nostrils and used for breathing and smelling.
11) The part of the face above the eyebrows.
16) Either of the two external openings of the nose.

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

eardrums	earlobes	eyebrows	eyelashes	*eyes*
hair	jaw mouth	teeth	tongue	

1) *Your <u>eyes</u> are the parts of your body with which you see.*
2) Your ___ is the lower part of your face below your mouth.
3) Your ___ are the soft parts at the bottom of your ears.
4) Your ___ is the fine threads that grow in a mass on your head.
5) Your ___ are the lines of hair which grow above your eyes.
6) Your ___ are the hairs which grow on the edges of your eyelids.
7) Your ___ are the hard white objects in your mouth and which you use for biting and chewing.
8) Your ___ is the soft movable part inside your mouth which you use for tasting, eating, and speaking.
9) Your ___ are the thin pieces of tightly stretched skin inside each ear, which vibrate when sound waves reach them.
10) Your ___ is the area of your face where your lips are or the space behind your lips where your teeth and tongue are.

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

Health

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

The doctor prescribes medicine, and gives us a prescription, which we take to the chemist's, who makes up the medicine. If you follow the

doctor's orders, you get better; if you disobey the doctor, you may get worse, and even die. We must obey the doctor, if we want to get better.

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

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

Ex. 5: Write a summary of this text.

Практическое занятие 1.4.4

Тема: Здоровье и болезни.

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

Продолжительность работы: 90 минут.

Литература: [1; 2; конспект].

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

Задания к практической работе:

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

1) illness / sickness – болезнь, нездоровье
2) disease – болезнь, заболевание
3) catching disease – заразная, инфекционная болезнь
4) untreatable disease – неизлечимая болезнь
5) to be ill / to be sick – болеть
6) to fall ill / sick – заболевать

7) to feel sick – чувствовать тошноту
8) to vomit –страдать рвотой
9) to make an appointment with a doctor – записываться на прием к врачу
10) to catch a cold – простудиться
11) cold – простуда
12) flu – грипп
13) hay fever – сенная лихорадка (аллергический насморк)
14) pneumonia – воспаление легких, пневмония
15) bronchial pneumonia – бронхиальная пневмония
16) bronchitis – бронхит
17) food poisoning – пищевое отравление
18) measles – корь
19) sore throat – боль в горле
20) quinsy – ангина
21) asthma – астма
22) sepsis – сепсис
23) multiple sclerosis – рассеянный склероз
24) heart attack – сердечный приступ; инфаркт (разг.)
25) infarction – инфаркт
26) cough – кашель
27) sneezing – чихание
28) runny nose – насморк
29) to have / suffer from a headache – иметь / страдать от головной боли
30) stomachache – боль в желудке
31) toothache – зубная боль
32) to hurt –болеть (e.g. My leg terribly hurts. – У меня болит нога.)
33) injury – рана, ушиб
34) wound [wu:nd] – рана, ранение
35) painful – болезненный
36) to take blood pressure – измерять артериальное (кровяное) давление
37) to faint – терять сознание
38) to make an appointment with a doctor – записываться на прием к врачу
39) to send for a doctor – вызывать врача на дом
40) to call an ambulance –вызывать скорую помощь

41) chemist's / drugstore – аптека
42) to prescribe (a) medicine – прописывать лекарство
43) to take a medicine (for cold, flu, etc.) – принимать лекарство (от простуды, гриппа и т.д.)
44) to make diagnosis [daiag'nausis] – поставить диагноз
45) to keep the bed – соблюдать постельный режим
46) to go for regular checkups – ходить на регулярный медицинский осмотр
47) (hygienist) cleaning – гигиеническая чистка зубов
48) dental caries ['kæri:z] – кариес
49) to fill a tooth – пломбировать зуб
50) to pull a tooth out – удалять зуб
51) (medical) treatment – лечение
52) cure – лечение, курс лечения; средство излечения
53) anti-inflammatory drug – противовоспалительное средство
54) pain-killer – болеутоляющее средство
55) drug – таблетка; наркотик
56) medicine – лекарство, медикамент
57) to follow a doctor's advice / recommendations – следовать советам / рекомендациям врача
58) to recover – выздоравливать
59) to be under (the) care of a doctor – находиться под наблюдением врача
60) hospital stay – пребывание в больнице
61) patient – пациент
62) visitor – посетитель
63) ward – больничная палата
64) surgeon – хирург
65) (hospital) nurse – медсестра

Ex. 2: Translate the text with a dictionary.

Illnesses and their treatment

Nobody likes visiting a doctor. However, when people feel sick they make an appointment with a doctor, send for a doctor or, in most serious cases, call an ambulance. For such illnesses as flu, cold, hay

fever, food poisoning, you can buy either some medicine from the chemist, or have a prescription made up.

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

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

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

The most serious diseases include heart attacks, asthma, multiple sclerosis, sepsis and many others. In case of unbeatable illness most people need special medical attention and are under care of a doctor in hospital. Anyway, any hospital stay, any treatment or any surgical operation is stressful. That is why visitors may see the patients. Moreover, experts say that visitors can be good medicine for patients because they can help, support and distract them from disturbing problems.

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

Ex. 3: Answer the following questions.

1) Do you often fall ill?
2) When do you think it is necessary to go to a doctor?

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

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

Практическое занятие 1.4.5

Тема: У доктора.
Цель: Активизировать употребление в речи лексико-грамматических единиц по теме. Сформировать навыки устной монологической и диалогической речи.
Продолжительность работы: 90 минут.
Литература: [1; 24, с. 151; конспект].
Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визульные средства, компьютерная система «Screenboard».
Задания к практической работе:

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

be ill (with something) – болеть (чем-л.)
flu – грипп
headache – головная боль
be unwell – плохо себя чувствовать
healthy – здоровый
catch cold – простудиться
medicine – лекарство, медицина
chemist's (shop) – аптека
nurse – медсестра
complain (of something) – жаловаться (на что-л.)
prescribe – выписывать (лекарство)
complication – осложнение
recover – выздоравливать
run a temperature – иметь высокую температуру
cure – лечить

disease (a catching disease) – болезнь, (заразная болезнь)
running nose – насморк
see / consult a doctor – приходить на прием к врачу
examine – осматривать, обследовать
sick leave – больничный лист; отпуск по болезни
fall ill with – заболеть чем-либо
fever ['fi:va] – жар, лихорадочное состояние
Graut ['graut] – больное горло

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

A Visit to a Doctor

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

Vlad: Good morning. May I come in?
Doctor: Yes, please. What is the matter with you?
Vlad: I think I have got a slight cold, doctor. I have a sore throat and a running nose.
Doctor: Do you cough?
Vlad: Yes, I do occasionally.
Doctor: Have you taken your temperature?
Vlad: As a matter of fact, I haven't, doctor.
Doctor: Then take a seat. Here is a thermometer. Well, young man, your temperature is rather high – it is 38.4°. Let me examine your throat. Now strip to the waist, please. I must sound your chest. All right, you may dress yourself.
Vlad: Well, doctor, is there anything serious the matter with me?
Doctor: Don't worry; there is nothing really serious. You have got flu. It is spring now, and many people suffer from flu. But you shouldn't treat your disease lightly. It often leads to complications, if a patient doesn't follow the doctor's advice.
Vlad: What am I to do, doctor?

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

Vlad: Yes, I do.

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

Vlad: Thank you very much, doctor. Goodbye.

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

Ex. 3: Answer the following questions.

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

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

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

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

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

Doctor:
- Yes, I will prescribe you this medicine, but don't take it for more than a week. Remember that a lot of fresh air and a long rest will help you more than any pills in the world.
- What is the matter with you?
- Do you sleep well?
- Do you keep late hours?
- Let me sound you. Do you smoke?
- You must take a vacation. You should go to some quiet place and stay there for at least half a month. Try to stop smoking. Walk at least an hour a day. This is the only way to recover. Have you been working a lot?

Patient:
- I have had some urgent work to do and I was very nervous about it.
- Doctor, will you prescribe me any sleeping pills?
- No, I don't. I have been sleeping very badly lately.
- Occasionally. About a pack a week.
- I don't go to bed till midnight, sometimes later.
- Thank you, doc. I'll try to follow your advice.
- Well, I don't know, but I have a terrible headache

Ex. 6: Answer the doctor's questions.

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

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

(1) You go to see the doctor and complain of high temperature and headaches. The doctor examines you and prescribes some medicine.
(2) You are in bed because you have caught a cold. A friend from college comes to see you.
(3) You wake up in the morning and feel that you have a running nose and a sore throat. You complain of this to your mother. She advises you to stay in bed and decides to call a doctor.

Ex. 8: Translate into English.

Однажды утром я почувствовал, что нездоров. У меня был насморк, и болело горло. Мама измерила мне температуру и сказала, что у меня жар. Она посоветовала мне остаться дома и вызвать врача. Когда врач пришел, он сказал, что у меня все симптомы гриппа. Он выписал мне больничный лист на три дня и посоветовал соблюдать постельный режим, так как грипп – очень заразная болезнь. Выписав рецепт на таблетки, врач ушел. Я попросил маму сходить в аптеку и во всем следовал советам доктора. Через три дня я выздоровел.

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

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

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

1. to consult	a) doctor's prescription	a) жаловаться на боль в сердце
2. to take	b) treatment	b) обращаться к врачу
3. to follow	c) a heartache	c) страдать от зубной боли
4. to suffer from	d) an X-ray of the chest	d) предписывать лечение
6. to complain of	e) a doctor	e) следовать рекомендации врача
7. to prescribe	f) a toothache	f) сделать рентген грудной клетки

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

The doctor can   Доктор может
1. test   a) eyes.   1) измерить   a) ваш пульс.
2. feel   b) your teeth.   2) проверить   b) ваши зубы.
3. take   c) your pulse.   c) ваши глаза.
4. sound   d) your throat.   d) ваше горло.
5. check   e) temperature.   e) температуру.
6. examine   f) blood pressure.   f) кровяное давление.
               g) your heart and lungs.   g) ваше сердце и легкие.

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

At the Doctor's

Is there anything more important than *здоровье*? I don't think so. «Здоровье это the greatest богатство», мудрые люди say. You can't be good at your studies or work well *когда вы больны*. If *у вас головная*

боль, боль в сердце, зубная боль, боли в спине, боль в ухе or *сильная боль* in the stomach, if you *жалуетесь на боль в горле* or *кашель* if you run a high temperature and have *сильный насморк* in your head, or if you *страдаете от высокого* or low *кровяного давления*, I think you should *обратиться к врачу*.

The doctor will *проверит* your *горло,* your *пульс*, your *кровяное давление, померит температуру, послушает сердце и легкие, проверит глаза, зубы* or *сделает рентген* of your *грудной клетки*. After that he will *предпишет* some *лечение*, pills and *таблетки* or some other *лекарства* which we can buy at the *аптеке*.

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

Тема 1.5
Российская Федерация

Практическое занятие 1.5.1
Тема: Российская Федерация.
Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.
Продолжительность работы: 90 минут.
Литература: [1; 2; конспект].
Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визульные 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

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

chain – цепь

separate – отделять

iron – железо

ead –свинец

gold – золото

oil – нефть

deposit – залежь, месторождение (полезных ископаемых)

quarter – четверть

branch – отрасль

engineering – машиностроение

steel – сталь

the only – единственный

poultry raising – птицеводство

legislative – законодательный

executive – исполнительный

body – орган (правления)

council – совет

equipment – оборудование

timber – лес, древесина

foodstuff – продовольственные товары

consumer goods – потребительские товары

rubber – каучук, резина

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.

l) 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.

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Практическое занятие 1.5.2
</div>

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-визульные средства, компьютерная система «Screenboard».

Задания к практической работе:

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

1) huge – огромный
3) variety – разнообразие
4) as well as – так же, как
5) near – приближаться (к)
6) fresh – свежий, пресный
7) ferrous – черный
8) non-ferrous – цветной
9) extract – добывать
10 process – процесс, обрабатывать
11) petrochemical – нефтехимический
12) fuel – топливо
13) research – исследование

14) density – плотность
15) compare – сравнивать
16) generate – вырабатывать
17) power – мощность, власть, держава
18) works – завод
19) testify (to) – свидетельствовать
20) creation – создание
21) trade – торговля, занятие
22) soil – почва
23) pay (paid) attention (to) – уделять вниманиез
24) pollute – агрязнять

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 Academgorodok, Novokuznetsk and its metallurgical works, Kemerovo and its chemical plants and mines.
   – And there is also Omsk with its petrochemical plant, Bratsk with its timber complex, Ust-Ilimsk with its cellulose plant and some other big towns.
   – What are the main branches of industry?
   – Can't you guess them from its plants and works?
   – Well, I'll try. These are coal extracting, chemical, energy generation, ferrous and non-ferrous metallurgy.
   – Right you are. And there are also timber-processing, engineering, building materials and some other branches.
3) – I see that Siberia is really a powerful industrial complex. I guess these are results in ecological problems, doesn't it?
   – Right you are. There are serious ecological problems in Siberia. It's difficult to develop industry without polluting the atmosphere, soil, and water. But these problems are paid special attention to by local authorities.

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

Практическое занятие 1.5.3

Тема: Кузбасс.

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

Продолжительность работы: 90 минут.

Литература: [27, с. 46; конспект].

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визульные 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 populatio n	communic ation means	natural resources	main industries	infrastruct ural 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 1.6
Страны изучаемого языка

Практическое занятие 1.6.1
Тема: Великобритания.
Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.
Продолжительность работы: 90 минут.
Литература: [24, с. 203; конспект].
Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визульные 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   crossroad the   warm current   It used to + V

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

1) What are the names of the islands situated to the west of the continent of Europe?
2) What parts does the island of Great Britain consist of?
3) How many parts is Ireland divided into?
4) What is the official name of Great Britain?
5) Name the seas and oceans the country is washed by.
6) How large is the territory of the UK?
7) How are the people living in the UK called?
8) Why is the climate of the British Isles moderate?
9) What is the highest mountain in the UK?
10) What are the longest and most important rivers in the UK?
11) What is the capital of the country?
12) Prove that the UK has a very convenient position.
13) Give the names of famous people of Great Britain.
14) What type of state is the UK?
15) Who rules the country in fact?
16) How often do the elections take place?

The United Kingdom of Great Britain and Northern Ireland

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

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

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

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

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

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

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

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

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

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

1) иногда называемая
2) строго говоря
3) омывается
4) третье по величине
5) никогда не бывает слишком жарко
6) отделена

7) называются
8) меньше туманов, чем
9) удобное местоположение
10) древняя и славная
11) раньше была
12) вторая по величине

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

5,500;
244,000;
120; 60,000,000

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

1) The (large) island is known as Great Britain, the (small) is Ireland.
2) The (high) mountain in Scotland is Ben Nevis.
3) The (long) river in Great Britain is the Severn.
4) The arctic zone has (cold) climate.
5) The (narrow) part of the English Channel is called the Strait of Dover.
6) Among the Russian lakes (deep) is the Baikal.

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

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

Model: English live in England. They speak English.

Welsh	Italian	Scottish	American	Irish	Mexican
Portuguese		German	French	Russian	

Ex. 8: Retell the text.

Практическое занятие 1.6.2

Тема: 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-визульные средства.

Задания к практической работе:

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

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

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 1.6.3
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-визульные 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 Eire, 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   6) 1865
2) 265;   4) 1775   6) 1861

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

1) The USA (surround) by the Pacific Ocean and the Atlantic Ocean.
2) Many rivers in the USA (connect) by the canals.
3) The road (connect) these cities is very important.
4) The USA has a highly (develop) industry.

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

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

Ex. 8: Retell the text.

Практическое занятие 1.6.4
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-визульные средства, компьютерная система «Screenboard».
Задания к практической работе:

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

1) influence – влияние
2) appoint – назначать
3) inhabitant – житель
4) belong – принадлежать
5) coast побережье
6) locate – располагаться
7) comprise – включать
8) majority – большинство
9) concentrate – сосредоточие
10) natural resources – природные ресурсы
11) nickel – никель
12) occasionally – время от времени

13) convenient – удобный
14) due to – благодаря
15) previously – прежде
16) rate of life – уровень жизни
17) formally – официально
18) refer иметь – отношение, ссылаться
19) governor – губернатор
20) remarkable – знаменитый
21) resident – житель
22) stock – запас
23) tribute – дань, честь
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.
2) The country's population.
3) Head of State.
4) The country's main cities.
5) The country's economy and resources.

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

Тема 1.7
Путешествие по городам мира

Практическое занятие 1.7.1

Тема: Москва.

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

Продолжительность работы: 90 минут.

Литература: [24, с. 213–215; конспект].

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

Задания к практической работе:

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

1) seat – место заседания
2) attraction – достопримечательность
3) cathedral –собор
4) chimes [tʃaimz] – куранты
5) inseparable – неотделимый
6) metropolis – крупный город
7) inseparable – неотделимый
8) boundary – граница
9) prosperous – процветающий
10) treasure – сокровища
11) icon – икона
12) crown – корона
13) coach – карета
14) outlooks – перспективы
15) crowds of people strolling – гуляющие толпы народа
16) traffic jam – «пробка», затор на дороге
17) appearance – внешний вид
18) beyond any doubt – без всякого сомнения
19) fascinating – очаровательный
20) capturey – захватывать

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

1) When was Moscow founded?
2) What river does it stand on?
3) When did Moscow become the capital of Russia for the first time?
4) Where was the capital moved under the rule of Peter the Great?
5) What did the Soviet government do in 1918?
6) How large is the population of Moscow?
7) What is called the heart of Moscow?

8) How many towers are there in the Moscow Kremlin?
9) What sights can visitors see on the territory of the Kremlin?
10) What is Arbat famous for?

Moscow

Moscow was founded in 1147 by Prince Yury Dolgoruky. It stands on the Moskva River. Since the time of its foundation the history of Moscow is inseparable from the history of the country. At first it was a little town on the boundary of the Kiev Russia. Some time passed and it developed into a prosperous city. It became the capital of Russia during the rule of Ivan the Third. Peter the Great moved the capital to St Petersburg, but Moscow still played an important role in the life of Russia. In 1918 the Soviet government moved from Petrograd to Moscow, and thus the ancient city became the capital of the country for the second time.

At present Moscow is the largest city in the Russian Federation, the seat of the government, the political, educational and cultural centre of the country. The population of Moscow is over ten million people, and the city is growing from day to day. Moscow being an ancient city, one can come across the sights on every step.

The heart of Moscow is the Kremlin and Red Square. It is not only a historic centre, but also a unique architectural ensemble, famous all over the world. The Kremlin includes over twenty towers joined by the wall. Each tower has its own name; the most famous one is the Spasskaya Tower with its chimes. On the territory of the Kremlin there are beautiful ancient cathedrals, Tsar Bell and Tsar Cannon and the Armoury

Museum – the exhibition of the treasures of the Russian tsars, including icons, crowns, coaches, presents from monarchs of other countries and ceremonial dresses. The Spasskaya Tower outlooks Red Square and the Pokrovsky Cathedral, which is famous all over the world for its exotic beauty.

Not far from the Kremlin Arbat begins. It is the best-known street of the city. There is no traffic, so one can walk and enjoy watching the crowds of people strolling by. Arbat is the main tourist attraction after the Kremlin.

But Moscow is not only the Kremlin and Arbat. The best way to describe Moscow is probably to say that it is like any other metropolis in the world – lines of cars (and traffic jams!), hurrying people, tall buildings, elegant restaurants, night clubs and much more. Its appearance is not always attractive, but, beyond any doubt, fascinating and capturing!

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

Москва основана; неотделима; на границе; процветающий город; во время правления; древний город; культурный центр; уникальный архитектурный ансамбль; выставка сокровищ; автомобильные пробки; вне всякого сомнения, Царь-пушка, Царь-колокол, Оружейная палата.

Ex. 4: Fill in the following blanks with the words from the text.

1) Moscow ... by Prince Yury Dolgoruky.
2) Moscow developed ... a city.
3) St. Petersburg became the capital of Russia, but Moscow still ... role in the life of the country.
4) Moscow is the ... city of Russia, its population being over nine million people.
5) The Kremlin is ... of Moscow.
6) On the territory of the Kremlin one can see ... .
7) Pokrovsky Cathedral ... famous for its exotic beauty.
8) Arbat is ... street of the city.

Ex. 5: Arrange the sentences to make the outline of the text. Retell the text using the outline.

1) Moscow is a busy modem city.
2) The heart of Moscow is the Kremlin.
3) The most famous street is Arbat.
4) Moscow is the largest city of the Russian Federation.
5) Moscow has long and interesting history.

Практическое занятие 1.7.2

Тема: Лондон.

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

Продолжительность работы: 90 минут.

Литература: [24, с. 215–217; конспект].

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

Задания к практической работе:

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

invader; settlement; fortress; wealth; prosperity; medieval; picturesque; chaotically; narrow; to destroy; to remain; the City; the Stock Exchange; sight; attraction; to mention; boutique; previously; well-to-do people; identity; deprivation; poverty; to persist; claiming; bohemian; ugly; to disguise; to extend; suburb

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

1) When was London founded?
2) What name did it have at first?
3) Why did the town grow and develop into a city?
4) When did it become the capital of England?
5) Prove that London enjoyed more independence than any other city of medieval England.
6) What happened to the city in 1666?
7) Name the tree parts of London.
8) What part of London is known as the financial centre of the whole country?
9) Are there many attractions in the West End? What are they?
10) Where are Hyde Park, St. James' Park and Regent's Park situated?
11) What are the most famous places in London to do the shopping?
12) How was the East End transformed recently?
13) What is Greater London?
14) Prove that London is a multinational city.

London

London, the capital of the UK, was founded in AD 43 by the Roman invaders as a settlement and a fortress. At first it had the name of Londinium. Due to its convenient position in the mouth of the river Thames the settlement grew and developed into a city. In the 11th century London became the capital of England. For centuries it was a prominent port through which wealth and prosperity came to the country.

Being an important trade and political centre, the city enjoyed greater independence than the other cities of the medieval England and even had the right to elect the head of the city, Lord Mayor. The picturesque ceremony of the elections of Lord Mayor of London is still held every year and attracts thousands of tourists.

The city was built rather chaotically, the streets being narrow and dirty. It grew and developed together with the developing of the nation.

In 1666 the Great Fire of London destroyed the most part of the city, which was rebuilt, but the old planning remained untouched.

Historically and geographically London can be divided into three parts: the City, the West End and the East End. The City is the financial centre of the country, with offices of large firms and banks and the Stock Exchange.

The West End has always been considered a place where aristocrats lived. There is a great number of sights and attractions: the Houses of Parliament, Westminster Abbey, St Paul's Cathedral, the Nelson Column, to mention just a few of them. London's beautiful parks are also there: Hyde Park, St. James' Park, Regent's Park are favourite places for Londoners to visit and relax. One may also go shopping in the West End – Piccadilly Street and Oxford Street both present a wide choice of expensive shops and boutiques.

The East End was previously considered the place where not well-to-do people lived. The identity of the East End as a place of deprivation and poverty persisted until well after the Second World War, becoming overlaid with certain gangster glamour in the 1960s. At the beginning of the twenty-first century, London east of the City is still seen as having a different character, claiming a certain independence of look from the rest of metropolis; but its cultural status has been transformed. Parts of the East End are believed to house the highest population of artists in Europe, and the East End is now considered a bohemian district. The

ugly docks, which for years disguised the face of the East End, are now closed, and new hotels, stadiums and apartment houses are being built. Now London extends much more than the City, the West End and the East End. Its suburbs grow rapidly. London and its suburbs are called Greater London.

As well as it is impossible to say that Moscow is a typical Russian city, nobody can call London a typical British one. In fact, it has become a multinational metropolis, being inhabited by people from all over the world. It is always busy and crowded. It certainly has its own face – millions of faces. Maybe, this is the reason why people say: «When a man is tired of London, he is tired of life».

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

1) ... as a settlement and a fortress.
2) ... the settlement developed into a city.
3) ... through which wealth came to the country.
4) ... enjoyed greater independence than the other cities of the medieval England.
5) ... is still held every year.
6) ... the streets being narrow and dirty.
7) ... but the old planning remained untouched.
8) ... where offices and banks are situated.
9) ... where aristocrats lived.
10) ... to mention just a few of them.
11) ... are favorite places for Londoners to visit and relax.
12) ... present a wide choice of expensive shops.
13) ... are believed to house the largest population of artists in Europe.
14) ... new hotels, stadiums and apartment houses are being built.
15) ... are called Greater London.
16) ... being inhabited by people from all over the world.

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

Ex. 5: Retell the text using the outline.

Ex. 6: Find additional information on the sights of London. Make up a report on one of the sights of London

Практическое занятие 1.7.3

Тема: Вашингтон, округ Колумбия.

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

Продолжительность работы: 90 минут.

Литература: [24, с. 217–219; конспект].

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

Задания к практической работе:

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

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

Washington, DC

Washington, DC is the capital of the United States of America. It is situated in the mouth of the Potomac River, in the District of Columbia (DC), not belonging to any state. The city is unique in its own way – it was specially designed as the capital of the USA. The architect, who drew up the plan of the city, Pierre 1'Enfant, wanted it to be very convenient. The place for the capital was chosen by the first president, George Washington, and in 1800 the Government moved there.

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

stone of the Congress was laid by George Washington in 1790. The Congress has two chambers: the House of Representatives and the Senate.

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

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

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

Ex. 3: Translate into English.

Вашингтон, округ Колумбия, – не очень крупный город по американским меркам. В нем проживает около 900 тысяч человек. Это очень красивый город со множеством интересных мест и достопримечательностей, главные из которых – Белый дом и Капитолий. Белый дом является официальной резиденцией президента Соединенных Штатов, где он живет со своей семьей, работает и устраивает официальные приемы. Капитолий – место заседания парламента страны. Американский парламент состоит из двух палат – палаты представителей и сената.

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

Ex. 5: Retell the text using the outline.

Практическое занятие 1.7.4

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 1.7.5

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-визульные 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
	district – район
respectively – соответственно	authority – власть
coal – уголь	suburbs – пригород, окраина

mine – шахта	pine forest – сосновый бор
science – наука	research – исследования
include – включать	puppet – кукла
dozens – десятки	

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 / modem; tourist attractions; the centre; the suburbs; famous for

Speak on the following items:
1) The town's location.
2) The town's history.
3) The town's population.
4) The town's sights.
5) Main streets, squares and monuments.

Практическое занятие 1.7.6

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-визульные 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 – путешество вать по морю
trip – небольшое путешествие, поход
holiday centre – дом отдыха
journey – путешествие, экскурсия
luggage – багаж
uncomfortable – неудобный
make a hiss – суетиться, беспокоиться
view – вид
map – карта
voucher – путевка

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

Travelling

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

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

Father: Well, Alexei, what are your plans for summer holidays?
Alexei: It is difficult to say anything for sure now, but I think I will spend the whole July in the sports camp, if nothing changes. My coach has already included me in the list of the people who go there.
Mother: What are you planning to do in June and August, then?
Alexei: I think I'll either stay in town or go to the country to live with grandmother and grandfather. Besides, we have a tournament in football in June. Our team has strong chances to win.
Father: So far as I understand, you've already made plans for June and July. What about August? Would you like to go with us somewhere?
Alexei: Most willingly. Where are you planning to go?

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

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

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

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

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

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

Mother: I must say I am airsick.

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

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

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

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

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

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

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

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

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

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

On Travelling

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

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

Holidaymaking has become one of the most profitable industries, and the budget of many countries, such as Turkey, Egypt and Greece depends on tourism a lot. Travelling has become easier – and maybe less exciting.

Ex. 5: Answer the following questions.

1) Do you like travelling?
2) Do you travel a lot?
3) Where did you travel lately?
4) Why do people like travelling?
5) What is the fastest kind of transport?
6) What way of transport is the most comfortable?
7) What kind of transport do you prefer?
8) Have you ever been in a holiday centre?
9) Have you ever travelled by sea? Did you like it? Are you seasick / airsick?
10) Do you usually make new friends when travelling?
11) Why do some people prefer hiking to other kinds of travelling?
12) Why are holidays the best time for travelling?
13) What preparations do you usually make before a journey?

14) Where do people buy railway tickets?
15) When did you first travel by air?
16) Is travelling by air more expensive than air travel?
17) How many railway stations are there in your native city?
18) What are the advantages and disadvantages of travelling by car?
19) What can people do during a journey by train?
20) Are you planning to go anywhere this year?

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

Model: - Will you cook dinner? (do my homework).
*   - I will cook dinner if I do my homework.*

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

<center>

Тема 1.8
Образование в России

Практическое занятие 1.8.1

</center>

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-визульные 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 – прием
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 1.8.2
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-визульные 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 modem 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 1.8.3

Тема: Реформа среднего образования в России.

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

Продолжительность работы: 90 минут.

Литература: [24, с. 250–251; конспект].

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

Задания к практической работе:

Ex. 1: Translate the text with a dictionary.

Reform in the System of Secondary Education in Russia

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

In the beginning of the twenty-first century the system of education faces several problems. On the one hand, changes taking place in information technologies and industry highlight the main objectives in education.

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

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

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

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

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

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

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

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

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

1) Much attention is paid to bringing up a harmoniously developed individual.
2) No new subjects are included in the school curriculum.
3) The term of studies at schools will be less than in the past.

4) All school-leavers in Russia are healthy.
5) Rules of admission to the universities will be altered.
6) Teaching a foreign language at schools in Russia corresponds to the international standards nowadays.

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

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

Ex. 8: Retell the text using the outline.

Тема 1.9
Образование в Англии и США

Практическое занятие 1.9.1
Тема: Система образования в Англии.
Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной монологической речи.
Продолжительность работы: 90 минут.
Литература: [19, с. 214–216; конспект].
Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визульные средства, компьютерная система «Screenboard».
Задания к практической работе:

Ex. 1: Memorize the words and word combinations.

1) to be aimed to – преследовать цель
2) pre-school – дошкольное
3) to attend – посещать
4) compulsory – обязательный
5) primary education – начальное образование
6) infant school, nursery school – подготовительная школа; детский сад
7) limited – ограниченный
8) sewing – шитье

9) shorthand – стенография
10) unskilled – неквалифицированный
11) to encourage – поощрять
12) link – связь
13) junior school – начальная школа
14) science – естествознание
15) secondary education – среднее образование

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

1) What is a system of education aimed to?
2) When does the pre-school education in England begin in England, Wales and North Ireland?
3) When does the compulsory education begin in England?
4) What are «3 R's» of the infant school?
5) What are the most famous Public schools in England?
6) What are Grammar and Comprehensive schools?'
7) What are Modern schools?
8) Are there compulsory subjects in UK?
9) What exams must be taken to enter the University?

The system of education in Great Britain

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

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

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

When they are 7 pupils move to a junior school, which lasts four years till they are 11. They study a lot of subjects: English, Mathematics,

Science, History, Geography along with Technology, Music, Art and Physical education.

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

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

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

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

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

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

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

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

Практическое занятие 1.9.3

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-визульные средства.

Задания к практической работе:

Ex. 1: Memorize the words and word combinations.

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

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

1) How many universities are there in UK?
2) What are the two most famous universities in Britain?

3) What are two levels in university teaching?
4) What are the forms of study in British universities?
5) What areas do universities teach in?
6) How many degrees do British universities offer?

University education in Great Britain

There are more than 60 universities in Britain. But not all universities are equal. They differ from one another in history, tradition, academic reorganization. Not all British universities have a well-known reputation. Oxford and Cambridge, the oldest universities, are world known for their academic excellence. The University of London has the size and breadth to rank among the UK's top universities. A university usually consists of colleges.

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

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

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

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

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

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

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

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

Ex. 4: Retell the text using the outline.

Практическое занятие 1.9.3
Тема: Образование в США.
Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной монологической речи.
Продолжительность работы: 90 минут.
Литература: [24, с. 246–247; конспект].
Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визульные средства, компьютерная система «Screenboard».
Задания к практической работе:

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

Education in the United States

There is no federal educational standard in the USA. Schooling and educational programmes are the responsibility of each state; this is why one can find great differences in education from state to state.

No uniform demands exist on education in schools or universities throughout the nation. In most states attending school is obligatory for children between six and seventeen. Secondary education institutions include elementary schools and high schools.

Higher education in the USA is not nation-wide. Colleges differ a lot from each other in scale and level of education as well as in the «quality» of diplomas given. There are private and state universities.

Private education is considered more prestigious. The most famous private university is Harvard.

Higher education is rather expensive in the A typical American university has two levels of education: two years of undergraduate classes and two more years of graduate classes. The undergraduate years are called the freshman and the sophomore year.

During the first and the second year the students take subjects of general education: Science, Humanities, Arts.

The specialization begins at the third and the fourth years, named the junior and the senior year respectively. After the fourth year at college, students get a Bachelor's degree. Graduates may specialize further and do research. They get a Master's Degree.

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

Федеральный стандарт образования; учебные и образовательные программы; универсальные требования; начальная школа; средняя школа; считается более престижным; самый известный; довольно дорогое; первый курс; второй курс; третий курс; четвертый курс; общеобразовательные предметы; специализация; степень бакалавра; степень магистра.

Ex. 3: Agree or disagree.

1) The system of education in the USA works according to the national standard.
2) Admission to elementary and high schools is free.
3) State universities are more prestigious than private ones.
4) The course in a typical American university lasts five or six years.
5) Sophomore is the second year in a university.
6) The specialization begins at the first year of studies in a university.

Ex. 4: Compare education in the United States and in Russia.

Ex. 5: Speak about education in the United States

РАЗДЕЛ 2
Модуль делового общения

Тема 2.1
Особенности английской речи

Практическое занятие 2.1.1
Тема: Составление аннотации текста.

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

Продолжительность работы: 90 минут.

Литература: [19, с. 299–300].

Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, аудио-визульные 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-визульные 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 cur 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 tiling.

A Pink Floyd album may in your view have quality, but your friend may consider that the same album is a waste of good money. Yet another problem is that the meaning of quality changes over the years.

Things which you think have quality may not be seen in the same way by older people. Just ask your grandmother what she thinks of the Stones?

For example, consider the two ads. Both advertise clothes for men. Advertisers stress the points which they think sell quality to prospective buyers.

The selling points that are stressed in 1897 ad are durability, craftsmanship, dependability, tradition. What about the ideas of quality in the present-day ad? Present-day ads do not talk about tradition or craftsmanship, dependability or durability.

They stress the virtues of newness, of being different, sometimes of being way out. Cheapness may be emphasized too, the fact that almost everyone can afford the product. Does this mean that quality in manufactured goods is disappearing now that most things are mass produced?

Ex. 4: Answer the following questions to the Text «What quality means» to make a brief summary.

1) What is the title of the article?
2) Where and when was it published?
3) Who is the author of this article?
4) What is this article devoted to?
5) What is the main idea of the article?
6) How many parts does this article consist of?
7) What is spoken in the first / second / third / last part about?
8) What attention is given to advertising?
9) What conclusions does the author come to?
10) Is the article illustrated with drawings and schemes?
11) Whom is this article addressed to?
12) Who may this article be recommended to?
13) How would you characterize this article in your opinion?

Практическое занятие 2.1.4

Тема: Визитная карточка. Удостоверение личности.

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

Продолжительность работы: 90 минут.

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
Blvd	boulevard	['buləvcrd]	бульвар
Emb	embankment	[im'bæŋkmənt]	набережная
Ave	avenue	['ævinju:]	проспект
Sq	square	[skweɛ]	площадь

2) для обозначения научного статуса:

A – Associate выпускник среднего специального учебного заведения

AA – Associate of Arts выпускник гуманитарного среднего специального учебного заведения

BA (*Am* AB) – Bachelor of Arts бакалавр искусств

BSc (*Am* BS) – Bachelor of Science бакалавр наук

MA – Master of Arts магистр гуманитарных наук

MSc / MS – Master of Science магистр естественных или точных наук

PhD – Doctor of Philosophy доктор философии

Оформление адреса в английском языке не совпадает с формой,

к которой привыкли в России. Сравните:

In Russian (по-русски):	Россия, 129085 г. Москва, Проспект Мира, 101 в, строение 1 Издательский центр «Академия»
In English (по-английски):	ACADEMIA Publishing Centre 10 lv, building 1, Prospect Mira Moscow, 129085 Russia

Ex. 2: Memorize some words and word combinations.

Для обозначения должностей в учебных заведениях используют следующие слова и словосочетания:

директор школы   director
                         manager
                         head
                         headmaster
                         headmistress (о женщине)
                         principal (Am)

заместитель директора   assistant director
и.о. директора   acting director
зам. начальника /   assistant chief
     директора   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	English teacher
языка	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	headclerk
канцелярией	executive (Am)
учебной частью	head of studies
АХЧ	assistant manager
отделом	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	Подпись	Date	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 (Khruschov)
з	z, s (Kuzmin, Grusdev)	ы	y, i (Bykov)
й	ei, (i)y, ai (Chaikovsky)	ь	' (Belen'kiy)
х	kh, h (Khruschov)	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 ученые 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
2) to strive for – стремиться к
3) the Slavo-Greek-Latin Academy– Славяно-греко-латинская академия
4) chemistry – химия
5) mining – горное дело
6) to be engaged in research – заниматься исследованиями
7) natural sciences – естественные науки
8) applied sciences – прикладные науки
9) founder – основоположник

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 scientifical 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 *пешком* 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: Петр 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
2) high-power – высоковольтный
3) nuclear physics – ядерная физика
4) entirely – совершенно

5) particle – частица
6) mobility – подвижность
7) disprove – опровергать
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
conversation – разговор, беседа
combine – сочетать
unexpected – неожиданный
apply – применять
cumulative – кумулятивный, направленный
explosion – взрыв

predict – предсказывать
rock – горная порода
explode – взрывать
dam – перегораживать плотиной
flood – наводнение
spot – небольшой участок местности
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 Novisibirsk. There were good reasons

for the town's location in Siberia because this area was potentially very rich and needed a scientific and technological base for its development.

Today Academgorodok is based on a triangle which is organically linked with Lavrentyev's own life. His personal experience showed that successful research was impossible without its high quality, close links between science and industry, training of the next scientific generation.

Ex. 3: Answer the following question in some sentences.

Why is the basis of Academgorodok called a «triangle»?

Ex. 4: Retell the text.

Практическое занятие 2.2.4
Тема: Эрнест Резерфорд.
Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной и устной речи.
Продолжительность работы: 90 минут.
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
2) isolation – отделение
3) discovery – открытие
4) await – ожидать
5) conquer – завоевывать, покорять
6) become interested in – заинтересоваться
7) formulate the law – формулировать, излагать закон
8) spontaneous – самопроизвольный, спонтанный
9) nucleus – ядро
10) achieve – достигать
11) assistant – ассистент, сотрудник
12) splitting – расщепление
13) convert – превращать
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.

Практическое занятие 2.2.6
Тема: Билл Гейц.
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, компьютерная система «Screenboard».
Задания к практической работе:

Ex. 1: Memorize the words and word combinations.

software – программное обеспечение	to carry out – выполнять, осуществлять
to create – создавать	belief – убеждение
collaborator – сотрудник	competitiveness – конкурентоспособность
to found – основать	
due to – благодаря чему-либо	remarkable – замечательный
to apply – применять, прилагать	spotlight – центр внимания
	welfare – благосостояние
to accomplish – достигать	to be worth – стоить

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

1) Why is Bill Gates important?
2) How did Gates begin his career?
3) Where did Bill Gates study?
4) When was the Microsoft Corporation begun?
5) What are Gates' beliefs?
6) How much is Gates' welfare worth?

William Henry Gates, also known as «Bill», has established himself as the richest man in the world.

He is the youngest self made billionaire, and perhaps the best businessman in the world. Bill Gates is important because he did not only change the computer technology in America, but also created the biggest, strongest, richest and the most powerful company in the world.

Bill was born on October 28, 1955, his parents, Mary and Bill, had one other daughter Kristi.

Gates began his career in PC software, programming computers at age 13.

As to his education, he attended a well-known private school in Seattle, Washington called Lakeside. At Lakeside, he met his future business partner Paul Allen. Bill Gates entered Harvard in 1973.

He created the programming language BASIC. Gates attended Harvard University and after a few years Gates and his business

collaborator, Paul Allen, dropped ou t of Harvard to begin the Microsoft Corporation in 1975.

Throughout his life, Gates had many experiences with business. Allen and Gates started a small company called Traf-O-Data. They sold a small computer outfitted with their program that could count traffic for the city.

Gates also worked at a programming company called 'TRW. After all his minor jobs, Gates and Allen founded Microsoft in 1975, the largest computer based company in the world. Gates is the Chief Executive officer and Paul Allen is VP. They are both very wealthy due to this business.

Gates believes that if you are intelligent and know how to apply your intelligence you can accomplish anything.

Bill works very hard to carry out his vision. His belief in high intelligence and hard work is what put him where he is today, as well as being in the right place at the right time. He doesn't believe in luck or any sort of god, just hard work and competitiveness.

«Trey» as he is called at home is a remarkable man who has been able to go into the world spotlight as a genius at what he does. His welfare until today is worth about 92,000,000,000 dollars.

Ex. 3: Translate into English.

Билл Гейц самый молодой миллионер, который заработал деньги сам и, возможно, самый лучший бизнесмен в мире. Он совершил переворот в мире компьютеров в Соединенных Штатах, а также создал самую богатую и влиятельную компанию в мире. Гейц начал свою карьеру в сфере программного обеспечения для персональных компьютеров в возрасте 13 лет. Билл Гейц поступил в Гарвард в 1973 году. Он создал язык программирования Бейсик. Гейц и Аллен в 1975 году создают корпорацию «Майкрософт». Они продали маленький компьютер, снабженный написанной ими программой для подсчета городского транспорта. После всего этого, Гейц и Аллен основали в 1975 году «Майкрософт», самую большую компьютерную компанию в мире.

Ex. 4: Retell the text.

Тема: Стив Джобс.

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, компьютерная система «Screenboard».

Задания к практической работе:

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

Steve Jobs, the American businessman and technology visionary who is best known as the co-founder, chairman, and chief executive officer of *Apple Inc*, was born on February 24, 1955. His parents were two University of Wisconsin graduate students, Joanne Carole Schieble and Syrian-born Abdulfattah Jandali. They were both unmarried at the time. Jandali, who was teaching in Wisconsin when Steve was born, said he had no choice but to put the baby up for adoption because his girlfriend's family objected to their relationship.

The Jobs family moved from San Francisco to Mountain View, California when Steve was five years old. The parents later adopted a daughter, Patti. Paul was a machinist for a company that made lasers, and taught his son rudimentary electronics and how to work with his hands. The father showed Steve how to work on electronics in the family garage, demonstrating to his son how to take apart and rebuild electronics such as radios and televisions. As a result, Steve became interested in and developed a hobby of technical tinkering. Clara was an accountant who taught him to read before he went to school.

Jobs's youth was riddled with frustrations over formal schooling. At Monta Loma Elementary school in Mountain View, he was a prankster whose fourth-grade teacher needed to bribe him to study. Jobs tested so well, however, that administrators wanted to skip him ahead to high school – a proposal his parents declined. Jobs then attended Cupertino Junior High and Homestead High School in Cupertino, California. During the following years Jobs met Bill Fernandez and *Steve Wozniak*, a computer whiz kid.

Following high school graduation in 1972, Jobs enrolled at Reed College in Portland, Oregon. Reed was an expensive college which Paul and Clara could ill afford. They were spending much of their life savings on their son's higher education. Jobs dropped out of college after six months and spent the next 18 months dropping in on creative classes, including a course on calligraphy. He continued auditing classes at Reed while sleeping on the floor in friends' dorm rooms, returning Coke bottles for food money, and getting weekly free meals at the local *Hare Krishna* temple.

In 1976, Wozniak invented the *Apple I* computer. Jobs, Wozniak, and Ronald Wayne, an electronics industry worker, founded Apple computer in the garage of Jobs's parents in order to sell it. They received funding from a then-semi-retired Intel product-marketing manager and engineer Mike Markkula.

Through Apple, Jobs was widely recognized as a charismatic pioneer of the personal computer revolution and for his influential career in the computer and consumer electronics fields. Jobs also co-founded and served as chief executive of *Pixar Animation Studios*; he became a member of the board of directors of *The Walt Disney Company* in 2006, when Disney acquired Pixar.

Jobs died at his California home around 3 p.m. on October 5, 2011, due to complications from a relapse of his previously treated pancreatic cancer.

Ex.2:

1) Steve Jobs never knew who his real parents were.
    a) True
    b) False
2) His adoptive parents were rich.
    a) True
    b) False
3) Jobs was a university graduate.
    a) True
    b) False

Ex.3: Write an assey about Steve Jobs.

Тема 2.3
Права детей

Практическое занятие 2.3.1

Тема: Конвенция о правах ребенка.

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

Продолжительность работы: 90 минут.

Литература: [27, с. 252–254].

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

Задания к практической работе:

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

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

The Convention on the Rights of the Child

The human rights of children and the standards to which all governments must aspire in realizing these rights for all children, are formulated in the Convention on the Rights of the Child. The Convention is the most universally accepted human rights instrument in history – it has been ratified by every country in the world except two. By ratifying this instrument, national governments have committed themselves to protecting and ensuring children's rights.

Built on varied legal systems and cultural traditions, the Convention on the Rights of the Child is a universally agreed set of non-negotiable standards and obligations. It spells out the basic human rights

that children everywhere – without discrimination – have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation, and to participate fully in family, cultural and social life. Every right spelled out in the Convention is inherent to the human dignity and harmonious development of every child. The Convention protects children's rights by setting standards in health care, education and legal, civil and social services. These standards are benchmarks against which progress can be assessed. States that are party to the Convention are obliged to develop and undertake all actions and policies in the light of the best interests of the child.

The Convention on the Rights of the Child was carefully drafted over the course of 10 years (1979–1989) with the input of representatives from all societies, all religions and all cultures. The Convention has become the most widely accepted human rights treaty ever.

Some people assume that the rights of children born in wealthy nations – where schools, hospitals and juvenile justice systems are in place – are never violated, that these children have no need for the protection and care called for in the Convention. But that is far from the truth. To varying degrees, at least some children in all nations face unemployment, homelessness, violence, poverty and other issues that dramatically affect their lives.

All of us are born with human rights – a principle the Convention on the Rights of the Child makes very clear. They belong to each and every one of us equally. Children living in developing countries have the same rights as children in wealthy countries. The Convention places equal emphasis on all of the rights for children.

Because of its near-universal acceptance by the community of nations, the Convention on the Rights of the Child has brought into sharp focus for the first time the fundamental human dignity of all children and the urgency of ensuring their well-being and development. The Convention on the Rights of the Child specifically refers to the family as the fundamental group of society and the natural environment for the growth and well-being of its members, particularly children.

Under the Convention, States are obliged to respect parents' primary responsibility for providing care and guidance for their children and to support parents in this regard, providing material assistance and support programmes. States are also obliged to prevent children from

being separated from their families unless the separation is judged necessary for the child's best interests.

The Convention on the Rights of the Child confirms that children have a right to express their views and to have their views taken seriously and given due weight – but it does not state that children's views are the only ones to be considered. The Convention also states that children have a responsibility to respect the rights of others, especially those of parents.

The principle of non-discrimination is included in all the basic human rights instruments and has been carefully defined by the bodies responsible for monitoring their implementation.

The Convention on the Rights of the Child was adopted and opened for signature, ratification and accession by General Assembly resolution 44 / 25 of 20 November 1989. It entered into force the 2nd of September 1990, in accordance with article 49.

Ex. 2: Give the English equivalent of the following words and word combinations.

Документ, наиболее полно признанный во всем мире; ратифицировать; неоспоримый; защищать и гарантировать права детей; законодательная система; культурная традиция; право на жизнь; право на наиболее полное развитие; полноценно участвовать; устанавливать стандарты; здравоохранение; предпринимать действия; вклад представителей; договор о правах человека; одобрять (документ); принимать; суд по делам несовершеннолетних; далеко не так; безработица; в равной степени; развивающиеся страны; развитые страны; человеческое достоинство; естественная среда; в интересах ребенка; выражать свое мнение; уважать права других; исполнение.

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

To aspire; governments have committed themselves; universally agreed; inherent to the human dignity; social services; benchmark; in the light of; to assume; poverty; affect one's life; bring into sharp focus; parents'

primary responsibility; in this regard; material assistance; prevent somebody from something.

Ex. 4: Prove that:

1) the Convention on the Rights of the Child is the most universally accepted document of this kind;
2) the Convention on the Rights of the Child is a set of non-negotiable standards and obligations;
3) the Convention on the Rights of the Child spells out the basic human rights for children all over the world;
4) the Convention on the Rights of the Child was paid much attention to while being drafted;
5) children born in wealthy nations sometimes need protection as well as children born in developing countries;
6) the Convention on the Rights of the Child specifically emphasizes the role of the family in the upbringing of children.

Ex. 5: Express the idea in a different way.

1) The Convention on the Rights of the Child was accepted by all the countries in the world except two.
2. The Convention on the Rights of the Child is the basic document that serves the reference for the governments.
3. The Convention was written for a long period of time.
4. The Convention was written taking into consideration different cultural backgrounds.
5. Some people think that children living in the developed countries do not suffer from homelessness, violation and discrimination.
6. The main obligation of the parents is to provide good living conditions for their children.
7. States must ensure that children live together with their families unless the court decides it is better for a child to be separated from his / her parents.
8. Children can express their point of view and respect the point of view of the others.
9. The principle of equality of all the races is included in all the documents of the Convention.

Ex. 6: Speak about the main principles of the Convention on the Rights of the Child.

Практическое занятие 2.3.2

Тема: Выдержки из Конвенции о правах ребенка. Часть I.

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

Продолжительность работы: 90 минут.

Литература: [24, с. 252–254].

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

Задания к практической работе:

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

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

Extracts from the Convention on the Rights of the Child

Preamble

The States Parties to the present Convention,

Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person and have determined to promote social progress and better standards of life in larger freedom,

Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions and that such children need special consideration,

Recognizing the importance of international cooperation for improving the living conditions of children in every country, in particular in the developing countries,

Have agreed as follows:

Part I

Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination

of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

Article 9

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of

the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.

2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.

Article 16

2. The child has the right to the protection of the law against such interference or attacks.

Article 17

1. States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health.

Ex. 2: Make up a review about the Convention on the Rights of the Child using material given in this Workshop. Volume of your review should be 100-120 words.

Практическое занятие 2.3.3

Тема: Выдержки из Конвенции о правах ребенка. Часть II.

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

Продолжительность работы: 90 минут.

Литература: [24, с. 252–254].

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

Задания к практической работе:

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

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

Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

Article 24

States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

Article 28

1. States Parties recognize the right of the child to education and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

(a) Make primary education compulsory and available free to all;

(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;

(c) Make higher education accessible to all on the basis of capacity by every appropriate means;

(d) Make educational and vocational information and guidance available and accessible to all children;

(e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modem teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language.

Ex. 2: Make up a review about the Convention on the Rights of the Child using material given in this Workshop. Volume of your review should be 100-120 words.

Тема 2.4
Этикет

Практическое занятие 2.4.1

Тема: Благодарность, извинение, привлечение внимания, вопросы о состоянии дел.

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

Продолжительность работы: 90 минут.

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.	- Вам нет необходимости извиняться.

It's my fault.	Это моя вина.
- Excuse me.	- Извините.
- That's all right.	- Ничего. / Все в порядке.

Plugging (Привлечение внимания)

- Excuse me. / Pardon me.	- Извините, …
- Yes? What is it?	- Да, что такое?
- Excuse me, could you tell me the time?	- Простите, вы не могли бы сказать время?
- It's (It is) 5 to 5.	- Без пяти пять.

Questions about state of affairs (Вопросы о состоянии дел)

- How are you?	- Как поживаете?
- Fine, thank you. And you?	- Спасибо, хорошо. А вы?
- Not too well.	- Не очень хорошо.
- Why? What's the matter?	- Почему? Что случилось?
- How's (How is) Mary getting on with her work?	- Как дела у Мэри с ее работой?
- I'm afraid I don't know. I don't see much of her.	- Боюсь, я не знаю. Я редко ее вижу.
- I'm glad you're (you are) back. I was missing you badly.	- Рад, что вы вернулись. Я очень скучал без вас.
- So was I.	- Я тоже.

Visiting (Прием гостей)

- Come in, please. This way.	- Заходите, пожалуйста. Проходите сюда.
- Thank you.	- Спасибо.
- Take a seat. Make yourself at home.	- Садитесь, пожалуйста. Чувствуйте себя, как дома.
- Thank you very much.	- Большое спасибо.

Ex. 5: Translate dialogues into English and then play them out.

1) - Большое спасибо.	5) - Как дела у отца?
- Пожалуйста.	- Хорошо, спасибо.
2) - Я рад, что вы вернулись.	6) - Джим!

Проходите, пожалуйста.
- Большое спасибо.

3) - Как поживаешь, Джим?
- Замечательно, спасибо. А ты?

4) - Я должен извиниться перед вами.
- Пусть это вас не беспокоит.

- Да? Что такое?

7) - Что случилось?
- Ничего, все в порядке.

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.
7) Вы нечаянно повредили чужую вещь.

Тема 2.5
Некоторые факты об Интернете

Практическое занятие 2.5.1
Тема: Компьютер в моей жизни.
Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки устной и письменной речи.
Продолжительность работы: 90 минут.
Литература: [21, с. 7–9; конспект занятия].
Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screenboard».
Задания к практической работе:
Ex. 1: Memorize the words and word combinations.

addict – сильно увлеченный чем-либо, наркоман
minority – меньшинство

average – средний
majority – большинство
survey – исследование, обзор,

owner – владелец	опрос
male – мужчина; мужской	confidence – уверенность

1) debugging – finding and removing problems in computers and computer programs; отладка (программы); наладка (машины или механизма); устранение неполадок, устранение неисправностей;
2) «hacking» – gaining access to computers when it is not allowed.

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

1) What are computer addicts like?
2) Have you ever used a computer?
3) Why are computers used?
4) Why are more boys than girls interested in computers?
5) Is computer addiction harmful?
6) Do you use computers at school/university/work? What do you use them for?
7) Would you say you are computer-literate? Why?

Computers in my life

Computer addicts are the minority of computer users but there is no doubt that more and more young people are computer literate. Computer studies is a subject in many schools and many young people have personal computers. About one in three hundred computer owners spend almost all their time using computers.

Ninety six per cent of them are males of all ages. All of them spend an average of twenty hours per week on home computers. The majority of the adults also use computers at work. All the computer addicts are very intelligent. They have been interested in science and technology from a very early age and they are usually very shy people who like being alone.

A survey in a school showed that fewer girls are interested in computers because girls are less likely to have a computer. Even if they have one, they use then less frequently than boys. Possibly it is because we think of computers as something to do with maths and science, which are traditionally «male» subjects. Possibly it is because most of the

computer teachers are men, who give the girls less attention. Possibly parents think it is less important for girls to have computer skills.

Computer addicts are usually very shy people. Using computers gives them confidence. They love debugging and solving problems, develop programs and love learning programming languages. They learnt to communicate with other users through computer networks and the people they met in school and work think of them as experts who could help and advise when they had problems with their machines. A few spend their time «hacking» and one addict left a message on a computer of Buckingham House. Very few computer addicts play computer games, but many people use a computer exclusively for games.

Some parents worry about computer games because they think their children won't be able to communicate with real people in the real world. But parents do not need to worry. According to research computer addicts usually do well after they have left school. Parents also do not need to worry that computer addiction will make their children become unfriendly and unable to communicate with people. It is not the computer that makes them shy. In fact, what they know about computers improves their social lives. They become experts and others come to them for help and advice.

For most children computer games are a craze. Like any other craze, such as skate-boarding, the craze is short-lived. It provides harmless fun and a chance to escape.

If we didn't have these computer addicts, we wouldn't have modern technology. They are the inventors of tomorrow.

Ex. 3: Use the below-given vocabulary to make a report on computer technology.

Group A: monitor • screen • window • keyboard • mouse • mouse pad • CD- ROM • modem • printer

Group B: software • hardware • on-line memory • website • e-mail • Internet • to logon • word processing • to start up • to connect • to crash • to surf • to print

Ex. 4: Complete the text below with words from Group B.

As soon as I get home from school, I start up my computer. It's a couple of years old now so I've had to expand the ___. First of all I log on to the ___ and go to Sporting Life, which is a sports news ___ to find out the latest football results. Then I check my ___ to see if anyone has sent me any messages. If I have a homework project ___ I'll ___ the Internet to see if there is any useful information. If I find a good text that's quite long, I'll ___ it as it's often easier to read on paper. When my parents bought the computer, we got lots of free ___, including an encyclopedia and a ___ package, which is very useful for writing my projects. I sometimes get bad days when the computer seems to ___ all the time. And some days the Internet is busy, so when you dial it doesn't ___. People say it's because millions of users in the USA go ___ at that time. My mother is a bit worried that I'm going to run up huge bills on the Internet and that I'm going to become an Internet addict but I don't think I will.

Практическое занятие 2.5.2
Тема: Факты об Интернете.
Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки устной речи.
Продолжительность работы: 90 минут.
Литература: [21, с. 10–11; конспект занятия].
Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screenboard».
Задания к практической работе:

Ex. 1: Memorize the words and word combinations.

1) Defence Department – Министерство обороны
2) to ensure – обеспечивать
3) network – сеть
4) to coin – придумывать
5) collaborator – сотрудник
6) to devise – изобретать
7) means – средство
8) to store – сохранить
9) net – сеть
10) to link – соединять, связывать

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

1) Who was the prototype For the Internet created by?
2) Why was the prototype for the Internet created?
3) Who was the first attempt to connect two computers and allow them to communicate with one another made by?
4) Who is known as *father of the Internet*?
5) Why was the first *www server* set up?
6) What is the most frequently used search word?
7) Do you think *The Internet* will have an important influence on our daily lives?

Internet facts

The prototype for the internet was created in the sixties by the US Defence Department. To ensure that communication could be kept open in the event of a nuclear attack, it created a computer network known as Arpanet - the Advanced Research Project Agency Network.

The first attempt to connect two computers and allow them to communicate with one another was made by researchers at the University of California in Los Angeles and the Stanford Research Institute on 20 October 1969.

The first people to coin the term *Internet* were two scientists, Vinton Cerf (known as *father of the Internet*) and his collaborator Bob Kahn, who in 1974 devised a means by which data could be transmitted across a global-network of computers.

An Oxford graduate, Tim Berners-Lee. set up the first *www server* (a Server receives and sends messages) to store the archive of the European Particle Physics Laboratory in Switzerland.

The first e-mail ever sent was in 1972 between computers in two American universities. The most frequently used search word on the net is «ObamaCare», typed in 1,550,000 times every month.

The most mentioned male on the Internet is President Bill Clinton, whose name is linked to 1,542.790 sites.

The most mentioned female on the Internet is the actress Pamela Anderson, whose name is linked to 1.542.282 sites.

Ex. 3: Translate into English.

Прототип Интернета был создан в шестидесятых годах Министерством обороны США. Для гарантии сохранения открытой связи в случае ядерного нападения оно создало компьютерную сеть, известную как Арпанет – сеть Агентства проектов перспективных исследований. Первая попытка подключить два компьютера и дать им возможность поддерживать связь друг с другом была сделана исследователями в университете Калифорнии в Лос-Анджелесе и научно-исследовательском институте Стэнфорда 20 октября 1969 года. Первое электронное сообщение было осуществлено в 1972 году между компьютерами в двух американских университетах.

Практическое занятие 2.5.3

Тема: Привыкание к Интернету.

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

Продолжительность работы: 90 минут.

Литература: [21, с. 10–11; конспект занятия].

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

Задания к практической работе:

Ex. 1: Memorize the words and word combinations.

1) withdrawal symptom – абстинентный синдром, синдром отмены
2) withdrawal – уход
3) addiction – пагубная привычка
4) drugs – наркотики
5) gambling – игра в азартные игры
6) dependency – зависимость
7) to surf the Internet – рыскать по Интернету
8) disorder – болезнь
9) spare-time – свободное время
10) to predict –предсказывать

Ex. 2: Translate the text in written form for 45 minutes.

Internet Addiction

Last week, in a private rehabilitation clinic outside Edinburgh, Leo Edwards, a sixteen-year-old schoolboy, was going through severe withdrawal symptoms. His body often shook violently and uncontrollably, and at mealtimes he regularly threw cups and plates around the dining room. The boy's addiction had nothing to do with alcohol, drugs, gambling or food. His problem was «Net obsession» - an over-dependency on the Internet.

An international group of psychologists has recently suggested that anyone who surfs the Internet for long periods is clinically ill and needs medical treatment. According to their report, Internet addicts should be treated in the same way as alcoholics, drug addicts, compulsive gamblers and people with eating disorders.

Leo Edwards is not an isolated case. Russell Hopkins, aged fifteen, from Gateshead in north-east England, is a typical on-line addict. Every day after school, and after dinner until three or four in the morning, he will be found in his room surfing the Net or playing computer games. By the end of the day he will have spent more than six hours on-line. Understandably, his parents are extremely worried. Not only has his school work suffered, but Russell's addiction has also destroyed his social life and his spare-time interests. For instance, he has just dropped out of his school's basketball team in order to spend more time at his computer. Instead of spending next weekend having a good time out with friends Russell has recently joined an Internet on-line support group. It may seem ironic that many of the support groups for Internet addicts are on-line but at least Russell has sought help. Not everyone does. Dr Ann Hoffman, who runs an on-line support group, says. «People don't realize that being on-line for more than four hours a day amounts to addiction and that they have a serious problem. I predict that the number of people who join on-line support groups will have risen dramatically within three years».

Ex. 3: Answer the following questions to the text.

1) How did Leo respond to withdrawal from the Internet?

2) What do some psychologists compare Internet addicts to?
3) How is Russel a typical Internet addict?
4) What two things has he stopped doing?
5) What does Dr Hoffman predict?
6) Do you prefer going on-line to watching TV?

Ex. 4: Discuss the following questions.

1) Do you think that, Internet addiction is possible?
2) How would you stop or prevent this kind of addiction?

Ex. 5: Below you have some of the amazing achievements of modern technology. Match the names on the left with the definitions on the right.

video recorder	a kind of sophisticated typewriter using a computer
photocopier	a machine which records and plays back sound
fax machine	a machine which records and plays back sound and pictures
tape recorder	a camera which records moving pictures and sound
modem	a machine for chopping up, slicing, mashing, blending etc.
camcorder	a machine which makes copies of documents
robot	a machine which makes copies of documents and sends them down telephone lines to another place
word-processor	a machine which acts like a person

Практическое занятие 2.5.4
Тема: «Электронная почта или почта-тихоход?».
Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной речи.
Продолжительность работы: 90 минут.
Литература: [21, с. 14–16].
Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screenboard».

Задания к практической работе:

Ex. 1: Memorize the words and word combinations.

e-mail – electronic mail
snail – улитка; разг. Тихоход
to tap out – набирать
to press – нажимать
to spread – распространять

gossip – сплетня, слухи
accidentally – случайно
loads (of) – (разг.) множество
junk – ненужный

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

1) What is e-mail?
2) When was it first sent?
3) What are the advantages of e-mail?
4) What are the disadvantages?
5) Compare e-mail and usual mail
6) Can you send the e-mail? Describe the way of sending.
7) What is snail mail?
8) What are the advantages of snail mail? What are the disadvantages?
9) How can you send the letter? Describe the way of sending.

<center>E-Mail or Snail Mail</center>

E-mail – electronic mail – is a way of sending messages and letters directly from your computer to another computer.

Snail mail is how people (mainly those with e-mail) refer to the traditional writing paper + envelope + stamp way of sending a letter.

How do they compare?

E-MAIL The good things
It's so quick; you can just tap out a letter on your computer and press SEND.

You can send the same letter to your hundreds of friends all around the world in a few seconds.

You can spread the news or the latest gossip really quickly. You can communicate with your favourite film stars and pop stars.

The bad things

Sometimes you wish you had re-read the letter before sending it. Most of your friends aren't on e-mail. And those that are don't like getting exactly the same letter as everybody else.

You accidentally send a bit of hot gossip to someone who really shouldn't see it. They never write back. Or you just get loads of junk mail in return.

SNAIL MAIL The good things

You use your favourite writing paper and different coloured inks and you put stickers on the envelopes. You think carefully about what you're writing because you can't easily correct mistakes.

You get a letter from a friend in another country asking you to come and visit. You can send that Valentine's Day card, which took you so long to make and which will really impress the recipient.

The bad things

You have to go out and buy your favourite writing paper, pens, stickers and envelopes. It takes hours to write a letter. Then you've got to go to the post office.

Your friends abroad don't write to you. They've all got e-mail and you haven't. There's a postal strike so your rival's boring e-mail Valentine gets there before yours.

Ex. 2: Let's discuss.

Compare snail mail and e-mail.

Практическое занятие 2.5.5

Тема: «Отправка письма через e-mail».

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

Продолжительность работы: 90 минут.

Литература: [24, с. 167–170].

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

Задания к практической работе:

Ex. 1: Memorize the words and word combinations.

aircraft – самолет
package – посылка
to consider – считать, расценивать
parcel – пакет, почтовое отправление
correspondence – переписка
to post – отправлять
post – почта
to deliver – доставлять
rapid – быстрый

destination – место назначения
reliable – надежный
to track – отслеживать
global – всемирный
transactions – перевод
to insert – вставлять
vehicle – наземное транспортное средство
message – сообщение
delivery – доставка

Ex. 2: Read the text to title it.

The Internet is a cheap and reliable source of information – and not only that.

You can also send documents all over the world, sample new music, visit museums all over the world, read books, exchange letters with your friends in another continent and receive their answer in a quarter of an hour, sell and buy things, play games, read the latest news and do a lot of other things.

But one shouldn't treat the Net as means of amusement when there is nothing else to do. In fact, the Internet has nowadays become a very important means of business correspondence, financial transactions, marketing, and much more. In fact, in the nearest future it will become as (or more) important as fax or telephone.

The Internet stands for international co-work of computers that are linked together to exchange information. The computers are joined through high-speed connections.

To get on the Net, all you have to do is to connect your PC to any of these networked computers via an Internet Access Provider.

The Net has capabilities for cheap, global and immediate communication. It may grow to dominate areas of publishing, news and education, banking and customer support.

Ex. 3: Answer the following questions.

1. Do you like writing letters?
2. Do you often write letters to your friends and relatives?
3. Why is it necessary to put a stamp on the letter?
4. Have you ever sent a telegram?
5. Can you send a telegram from home? How?
6. Can you subscribe to newspapers and telegrams at the post office?
7. What is sold at the post office?
8. Can you transfer money by post?

Ex. 4: Read the dialogue and then act it out.

Sending a Letter

Not long ago Vlad applied for a grant from an American university. He was sure he had all chances to win this grant. Soon he got a message that the board at the University had sent him the application documents and forms to fill in. The letter having been posted by FedEx, the board informed him about the tracking number. Vlad doesn't know what this means, so he asks Boris, his brother-in-law, about FedEx.

Vlad: Hi, Boris, I have got a little problem.
Boris: What is it? What is the matter?
Vlad: I saw you receive a parcel with a sign FedEx several times.
Boris: Well, I use their service quite often. Why are you asking?
Vlad: You see, I must get a letter sent by FedEx, and I don't know what I am to do.
Boris: You know, it is rather simple. FedEx is an American company specializing in delivering letters, parcels and goods. In fact, it is a carrier service, or an express transportation company. There are quite a lot of companies of this kind all over the world, say, DHL, FedEx, German Parcel, etc.
Vlad: Then, in what way are they different from traditional postal service?
Boris: In fact, there is a great difference. To begin with, they are more reliable than the regular post. Having something really important

to be sent, you'd better use the service of such company, though their services are not cheap.

Vlad: Does FedEx deliver internationally, being an American company?

Boris: Of course, they do. If I am not mistaken, they have representative offices in more than 200 countries.

Vlad: Have they, really? Then, I think, I am sure to receive the documents very soon. But then there is one more question: they have supplied me with the tracking number. What is it needed for?

Boris: Oh, using this number you can track your letter.

Vlad: Where can I track it?

Boris: In the Internet, of course. Just go to FedEx homepage and insert the number you received. You'll get the complete information about where your package is and when it is going to be at your destination. It is interesting sometimes to see that your parcel travels through so many countries to reach you.

Vlad: Do you want to say that their delivery is slower than a usual post service?

Boris: Why do you think so?

Vlad: You said it travels to many countries ...

Boris: No, it is very fast. They choose the best way to deliver. They have their own aircraft and vehicles.

Vlad: It is really very interesting. I wish I knew this before. Now I'd better go and track my parcel.

Ex. 5: Translate into English.

- Куда ты идешь?
- Я иду на почту. У меня есть подруга, которая живет в США.
- Вы давно переписываетесь?
- Уже год.
- Ты часто отправляешь ей письма?
- Довольно часто.
- А вы не пробовали переписываться с помощью Интернета? Это очень удобный способ передачи сообщений: быстрый и очень надежный.
- Неплохая идея, только у меня нет дома компьютера.
- Но ты можешь отправлять письма из компьютерного клуба.
- Хорошо. Надо будет узнать ее электронный адрес (e-mail address).

Тема 2.6
Подготовка к учебе за рубежом

Практическое занятие 2.6.1

Тема: Продолжение учебы за рубежом.

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

Продолжительность работы: 90 минут.

Литература: [17, с. 182–185].

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

Задания к практической работе:

Ex. 1: Familiarize yourselves with the information.

Продолжение учебы за рубежом
Continuing studies abroad

Если вы намереваетесь поступить в иностранный университет в Америке или Канаде, то приемные комиссии от вас потребуют написать о себе небольтое эссе (2 машинописных листа). Его иногда называют Personal Statement, или Statement of Purpose или Statement of Reasons.

В этом эссе следует кратко изложить то, что представляет интерес для приемной комиссии. Это не просто сухое изложение вашей автобиографии, а скорее краткий рассказ о том, каковы мотивы вашего решения поступать в данный университет, какие основания вы имеете считать, что добьетесь успеха на выбранном поприще, какой опыт вы имеете в данной сфере.

Такое эссе должно помочь преподавателям составить представление о личности будущего студента. Поэтому вам необходимо убедить их, что вас действительно стоит принять в университет.

Некоторые общие принципы составления Personal Statement:
• Писать о том, что лучше помогает понять ваш характер и ваши жизненные планы.

• Вся информация, которую вы о себе рассказываете, должна иметь связь с общей целью эссе.

• Эссе должно включать в себя только положительную информацию.

• Оно должно содержать ваше имя, подпись, название специальности, на которую вы поступаете.

В американских и канадских университетах присваивают последовательно степени:

Bachelor – бакалавр (соответствует 3–4 курсам университета СНГ), Master- магистр (еще два года учебы в университете),

Doctor- доктор (еще 3–5 лет учебы в университете).

Российский аттестат зрелости примерно равен свидетельству об окончании двенадцатилетней школы. Дипломы о высшем образовании обычно приравниваются к четырем годам американского университетского обучения по специальной программе.

В американских и канадских университетах почти все стипендии, выделяемые для иностранных студентов, уходят на вторую и третью ступени (graduate studies). Но если вы приняли решение поступить на 1-ю ступень (undergraduate studies), можно собрать необходимые документы – о них речь пойдет дальше – и связаться с выбранным университетом, чтобы узнать все об условиях обучения и возможностях финансовой поддержки.

Ex. 2: Translate the text.

Undergraduate admission

Applicants to the School are required to submit an Application for Admission to the University and are required to follow the regular University admission procedures described in the FIU Undergraduate Admissions web site.

Applicants must be eligible for admission to the University before receiving admission to the School. A minimum TOEFL score of 500 written is required for international applicants.

Any student who has completed two years of college (60 transferable semester hours) may apply for admission to the upper division program.

Full credit will be granted for both Associate in Arts and Associate in Science degrees from regionally accredited institutions. Domestic students may enroll on either a full-time or a part-time basis; international students must enroll full-time (at least 12 credits per semester. Students with less than 60 transfer credits are subject to freshman admission criteria.

All students are required to meet the University's Curriculum requirements prior to graduation. It is not necessary to have been previously enrolled in a hotel, restaurant, or tourism program. The curriculum will provide the specialized professional education to equip the student for a career in hospitality and tourism management. Students with training in liberal arts, business, education, or technology, for example, are qualified to enroll in the program.

A maximum of 60 lower division undergraduate semester credits may be transferred from a junior or community college program. More credits may be transferred from a related upper-division program at a four-year institution.

Ex. 3: Read and fill in the application form.

Application form

Applications should be returned to the University.
This form must be completed in black ink or using a typewriter or word-processor.
Please use A4 size paper for all attachments.
Please indicate which course you are applying to:
• Programming Principles
• Programming Paradigms
• Algorithms
• Data Structures
• Logic & Computation
• Computer architecture
1. Personal Details
Family name:
Title: Mr, Mrs, Miss, other title:
First names:
Nationality:

Male / Female:

Country of permanent residence:

Date of birth:

Age:

Place of birth:

2. Education

University or College attended:

Subjects studied

Grade Dates:

3. Any other qualifications or training

Give details, where obtained, and dates:

4. Relevant experience

Please give details of any past employment (paid and voluntary), or any other experience you think relevant:

5. Reasons for study

Please state in not more than 150 words:

a) why you wish to undertake this course;

b) why you feel it is relevant to your particular educational / professional needs;

c) how you envisage contributing to the future development of your country upon completing your course of study.

6. Finance

Please state why you require a scholarship to undertake your proposed course of study. Further enquiries may be made prior to the offer of a scholarship.

7. Essay

Please attach to this form an essay (in English) of no more than 1,000 words analyzing what you consider to be the most significant issue relating to the society, politics, economics, or culture today.

8. Supporting Documents

Please attach any other information you think relevant to your application. Do not include testimonials.

9. Address for correspondence where you can be contacted.

E-mail:

Telephone number (mobile and home):

Fax (if applicable):

I certify that the statements made be me on this form are correct.

I confirm that if my application is successful I will conform to the requirements.

10. Signature: Date:

Notes to candidates:

• References and transcripts will not be returned to applicants.

• Successful applicants are required to sign a declaration that they will return to their country for a minimum of years on completion of their studies.

• The University regrets it cannot provide feedback on unsuccessful applications.

<div align="center">

Практическое занятие 2.6.2

</div>

Тема: Переписка с университетом.

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

Продолжительность работы: 90 минут.

Литература: [17, с. 185–188].

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

Задания к практической работе:

Ex. 1: Familiarize yourselves with the information.

<div align="center">

Переписка с университетом
Correspondence with the University

</div>

Если вы выбрали американский или канадский университет, в процессе поступления вам нужно будет написать несколько писем. Краткие правила оформления:

• Письмо должно быть набрано на компьютере;

• Оно должно быть не длиннее одной страницы;

• Поля не должны быть слишком узкими;

• Письмо должно быть разбито на завершенные по смыслу абзацы.

В правом верхнем углу должен быть расположен ваш адрес. Он пишется в следующем порядке: имя, улица, дом, город, штат, почтовый индекс, страна.

На 1-2 строки ниже, под адресом, должна быть напечатана дата. Перед адресом университета, в который вы пишете, должно остаться две свободные строки. Все выравнивается по левому краю. Через строку ниже идет обращение: Dear Sir., при обращении к мужчине или неизвестному лицу; Dear Ms:, при обращении к женщине.

Обращение заканчивается двоеточием.

Абзацы вашего письма должны быть отделены от обращения и друг от друга пустой строкой. После последнего абзаца пропускается две строки и обычно пишется Sincerely yours.

Пропустите еще 4-6 строк для подписи и напечатайте ваше имя.

REQUEST FOR APPLICATION MATERIALS
(Письмо-запрос)

Be1ova Galina
6, Komsomo1sky Prospekt, ap. 7,
Moscow
Russia
E-mail: Ga1ya@mail.ru
February 15, 2012

Prof. M.
Director of Undergraduate Studies
Department of Computer Science
University of Toronto
10 St. George Street, Room 6055
Toronto, Ontario, Canada
M5S Hl

Dear Sir:

I am Be1ova Galina, 19, a final year student at Moscow Technical School of Computer Science.

I am majoring in Programming in computer systems. A list of my courses with hours and grades (unofficial transcript) is enclosed. I am to graduate next spring and I wish to apply for admission as a student in

your Department. I would like to begin studying in the fall semester of 2012.

Would you please send me an application form and other papers necessary for application. I will be very grateful for any additional information (entrance requirements, financial aid, undergraduate programs).

Sincerely yours,
Galina Be1ova

Ex. 1: Translate into English.

Студент последнего курса, список дисциплин с указанием количества академических часов, прием в качестве студента, осенний семестр (амер.), анкетный бланк, дополнительная информация, финансовая помощь, требования к поступающим.

Ex. 3: Spell the abbreviations of the tests and translate into Russian their full names.

TOEFL Test of English as a Foreign Language
TWE Test of Written English
TSE Test of Spoken English

Ex. 4: Write a request of your own.

COVERING LETTER
(Сопроводительное письмо)

Адрес: свой и получателя
Dear Sir:
As my application for the fall of 2012, I am sending you the following materials (enclosed):
1) Completed Application Form
2) Completed International Student Financial Statement
3) Certified copy of my official transcript (academic certificate) with attached official translation into English made by the Moscow State Notary Office 1

4) Two-page Personal Statement
5) Three letters of recommendation (in separate envelopes).
6) Copies of TOEFL, TWE.
Please acknowledge the receipt of this packet.
Please also let me know if you need any additional documents.
I would be very grateful to you if you would duplicate your admission decision via e-mail.
Thank you for consideration of my application.
Sincerely yours,
Galina Belova

Ex. 5: Translate into English.

Заполненная анкета, рекомендация, официальная копия диплома, документ, решение о приеме.

Ex. 6: Translate into English your academic certificate.

ACCEPTANCE AND REFUSAL
(Прием и отклонение предложений)

Пример письма, в котором отклоняется предложение, сделанное университетом:

> Belova Galina
> 6, Komsomolsky Prospekt, ap. 7,
> Moscow,
> Russia
> E-mail: Galya@mail.ru
> March 1, 2012

Associate Chair
Faculty of Engineering
The University of Westem Ontario
118 Westem Road,
London, ON, Canada
N6G 1G7

Dear Sirs:

Thank you very much for your offer of admission and teaching assistantship. I regret that I cannot accept your offer because I have already accepted an offer from University of Toronto, where the program is closer to my field of interest.
I am very grateful for your consideration and favorable attitude towards my application.

With many thanks for your help,

Sincerely yours,
Galina Belova

Пример письма, в котором предложение принимается:

(Address)

Dear Sirs:

I was very pleased to learn that I was admitted as a student in the Faculty of Computer Science and that the teaching assistantship is being offered to me. Your department has excellent reputation, and it is an honor to me to be accepted there.

I would like to inform you that I accept your offer of admission and teaching assistantship in the fall of 2012. I am also sending you this acceptance via e-mail.

Please acknowledge the receipt of this message by return e-mail.
Please send me information about on-campus housing.

With many thanks for your generous help.

Sincerely yours,
Galina Belova

Ex. 7: Learn the expressions used in the letters and render in English the contents of the letters.

Тема 2.7
Подготовка, составление и подача документов
на трудоустройство

Практическое занятие 2.7.1

Тема: Подготовка к трудоустройству.

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

Продолжительность работы: 90 минут.

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 vocatioпa1, 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 equivalents of words 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 main types of want ads: «Help wanted» and «Jobs wanted». You should read the want ads for two reasons: first, to learn more general information about jobs that are available; second, to learn specific information about a particular job that is of interest to you.
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.

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 _____   30 Henry Court
Company name ___   Meadows
Date _____   Nottingham
                                                       No. 92
                                                       Tel

I am writing to enquire about the possibility of employment with your company. I can offer a variety of skills from practical to clerical. Any role would suit at present time. I enclose my CV for your attention.

For the past two years I have been engaged in casual voluntary work at Queens Medical Center. This has kept me busy and has led to meeting new people. A position at your company, however, would allow me to resume a working role.

I am adaptable, reliable and willing to retrain. From packing to office work, my past experience may be useful to you, given the opportunity.

If there is a position available at this time, I can be contacted on (telephone No) in the afternoons and would be more than willing to come down for an interview. If not then would you please keep my details to hand for the near future.

Ex. 2: Write a job application (See Model of Ex. 1).

Практическое занятие 2.7.3

Тема: Составление и заполнение документов.

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

Продолжительность работы: 90 минут.

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 officia1 records that you should gather before you app1y for any job.
2. You will need a Socia1 Security number for a1most any job.
3. All US residents, foreigners with specia1 visas and even foreign students can get a Socia1 Security number and a card.
4. If you are not a US citizen, you will have to explain what kind of visa you have and give visa number.
5. If you are foreign student at a US University, you usually can be employed only by your university.
6. Some foreign university students earn small amounts of money by working as babysitters, dishwashers, translators and foreign language tutors.
7. In addition, after graduation, foreign students are sometimes permitted to work in this country for one year to gain more experience and knowledge.

Ex. 2: Find in the text the equivalents of the following words and word combinations.

Карточка социального обеспечения, гражданство, свидетельство о рождении, тип визы, присматривать за детьми, частный учитель иностранного языка, расширить опыт и знание.

Ex. 3: Translate the text to entitle it.

1. If you are younger than 18, you must have a work permit.
2. You can get a work permit from the principal's office of a high school or from the county school board office.
3. Some jobs require you to drive during working hours.
4. Most states require a written test and a driving test.
5. Being limited-English-proficient or a foreigner should not, normally, stop you from getting a driver's license.
6. If you went to high school in another country, you should do everything possible to get a copy of your foreign high school diploma.
7. If you attended a college or university, you should get an official transcript of your record.
8. If you completed a vocational-technical training program, you should have a certificate to verify that you had such training.
9. Some professions require you to have a state license in order to work. These professions include cosmetology, nursing, medicine, law, accountancy, pharmacy, engineering, teaching and others.
10. To get the license, you must take an exam. To find out about getting a state license, contact the state licensing board in the capital of your state.
11. Employers may be interested in knowing the kind of training and experience you received in the military, even if you served in the military of another country.

Ex. 4: Find in the text the equivalents of the following words and word-combinations.

Разрешение на работу, рабочее время, экзамен по вождению автомобиля, плохо владеющий английским языком, водительские права, копия свидетельства о среднем образовании, официальная выписка из диплома, лицензия, комитет по лицензиям, подготовка и обучение в армии, служить в армии.

Ex. 5: Translate the text for 45 minutes.

1. A personal data sheet is a form that has information about you that an employer might want to see.
2. Practice printing your answers on a blank paper before you write on the form.
3. Use a dictionary to make sure that you spell correctly.
4. A completed job application provides the employer the answers to questions about your education and work experience.
5. The answers to unstated but important questions tell him about your ability to work neatly, spell correctly and provide accurate and complete data.
6. A resume is an individualized, written summary of your personal, educational and experience qualifications.
7. If you are looking for a professional, technical, administrative, or managerial job, you will heed a resume.
8. A resume is like a written sales presentation.
9. An effective resume creates a favorable impression of you while presenting your abilities and experience.
10. Make a complete and accurate record of every job you have had.
11. For each job, include the dates and places you worked, your duties, and the name of your supervisor.
12. You should list your most recent job first and your first job last.
13. Try to give U.S. equivalent, for foreign terms, including job titles university degrees, and (translations of) publications and companies.
14. Also, give specific information about foreign work experience, including cities and countries and a description of your exact duties.

Find in the text the equivalents of the following words and word combinations.

Личный листок, заполнение чего-либо печатными буквами, заявление-анкета о приеме на работу, образование и трудовой стаж, работать аккуратно, грамотно писать, предоставлять точные и подробные данные, резюме, обобщение сведений, реклама, рабочий опыт, служебные обязанности.

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   9th 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 (MGlMO)
	International Economy 2014–2015
7. COURSES AND PROFESSIONAL TRAINING	Typing and computer courses 2014–2015
	Interpreting courses
8. WORK EXPERIENCE	2012–2015 – JSC, Poliphondis Securities
	Assistant General Director 2015 – MADI Institute (Automobile Institute,

	Economics department) Translator / Interpreter, Office Assistant
9. SALARY HISTORY	$ 1000 per month including lunch
10. COMPUTER SKILLS	Word for Windows, EXCEL, Norton Commander
11. PREVIOUS EXPERIENCE	1. Oral and written translation 2. Travel arrangement 3. Meetings and negotiations arrangement 4. Business letters and contracts making 5. Carrying out administrative duties about the office 6. Working with clients, marketing experience
12. INTERPERSONAL QUALITIES	Good communication skills, energetic, well-organized, flexible, friendly, honest, responsible, intelligent

Ex. 4: Write your Resume.

Тема 2.8
Поездка за рубеж

Практическое занятие 2.8.1

Тема: В аэропорту.

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

Продолжительность работы: 90 минут.

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 2.8.2

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	15) Принесите, пожалуйста,
a cup of tea	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 2.8.3

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	to put up (stop) at a hotel
оформить проживание в гостинице	to register at a hotel
забронировать (заказать) комнату заранее	to reserve (book, engage) a room in advance
снять (освободить) номер	

в гостинице	to sign in (out)
аннулировать заказ	to cancel the reservation
Забронируйте, пожалуйста, номер в ...	reserve a room in ...
гостинице, отеле	hotel
пансионе	boarding-house
кемпинге	camping site
	the Astoria
	the Metropol
	the Ritz Hotel
Что Вы можете сказать о городских гостиницах?	say of
Мне платить вперед или при отъезде?	pay in advance or on 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
биллиард	billiards
Я хотел бы снять номер	to book a room for
на сутки	a night
две недели	a fortnight
месяц	a month
Я забронировал его ...	reserve
по электронной почте	by
Вот подтверждение	the confirmation
Я хотел бы комнату с видом на	overlooking the ... / with the view of ...

Этот номер мне подходит	suit
Есть ли номер ?	
подешевле	chipper
получше	better / more comfortable
потише	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	double rooms
у нас есть только ...	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	

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Простите, сэр, но заполняя карточку прибытия, Вы пропустили колонку (строку)	the column (the line)
имени гостя	the guest
фамилии	
даты рождения	
места рождения	
постоянного адреса	
подписи	
Вот Ваш ключ, сэр.	
Если Вам что-нибудь будет нужно, нажмите кнопку звонка.	to press the button
Вам могут	You can have your ...
погладить костюм	pressed
почистить ботинки	
постирать рубашку	
принести обед в номер	
К Вашим услугам	... is at your service.
портье	porter
горничная	chambermaid
При гостинице Вы найдете	On the premises of this hotel ...
салон красоты	a beauty parlour
киоск канцелярских товаров	stationery stall
справочное бюро	information bureau
парикмахерская	hairdresser's
пункт обмена валюты	foreign exchange desk
Пожалуйста, когда Вы выходите из гостиницы, не забывайте оставить ключ у нас.	to leave the key with ...

Ex. 3: Act out dialogues using phrases from Exercises 1-2.

Ex. 4: Describe one of the hotels of your home town (city).

Ex. 5: Tell your own story (or a story you heard) about registration at a hotel.

Практическое занятие 2.8.4

Тема: Обмен валюты.

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

Продолжительность работы: 90 минут.

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.

Тема 2.9
Частная и деловая переписка

Практическое занятие 2.9.1
Тема: Официальная переписка.
Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки устной диалогической речи.
Продолжительность работы: 90 минут.
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 вступление следует кратко описать с какой целью или по какой причине вы пишете данное письмо.

Пример:
I am writing to complain about an mobile phone, which I bought from your site www.mobilephones.com. It has a two-years warranty but it broke down after month. There were also more faults, which I will mention in next part of the letter.

Основная часть
В этом разделе должна находиться основная часть письма, т.е. полное, но компактное изложение вашей проблемы / причины /

цели написания письма. Если причиной является претензия к купленному товару, то следует написать: где и когда вы его приобрели, что конкретно вас не устраивает. Что касается возвращения заказанной (например через Интернет) одежды, то следует написать причину возврата, к примеру, неподходящий размер или не тот цвет, что вы заказывали. Если вы пишите 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 advertisment that… – Как я понял из вашего объявления…

I would be grateful if you could… – Я был бы благодарен, если бы вы…

I am writing in response to your article (report) connected with… – Я пишу в ответ на вашу статью о …

I absolutely agree with your opinion that… – Я полностью согласен с вашим мнением о том, что…

I am interested in it and I would like to ask for some further questions – Я заинтересован этим и хотел бы задать несколько дополнительных вопросов.

I would also like to be informed if… – Я хотел бы узнать…

I would appreciate it if you could send me more detailed information about… – Я был бы благодарен, если бы вы предоставили больше информации о…

I would be very grateful if you could provide me with answers to my questions – Я был бы очень благодарен, если бы вы ответили на мои вопросы.

I must agree/disagree with… – Должен согласиться/не согласиться, что…

I was fascinated/amused/shocked… – Я был очарован/приятно удивлен/шокирован…

I must say I agree… – Должен сказать, что я согласен с тем, что…

I am looking forward to hearing from you – Жду вашего ответа.

I would appreciate a quick reply. – Я был бы благодарен за быстрый ответ.

I am writing to express my dissatisfaction with…/complaint about… – Я пишу, чтобы выразить свое недовольство…/с жалобой по поводу…

I am afraid I must ask you… – Должен спросить вас… (например о возврате денег)

I would be grateful if you could consider a full refund. – Я был бы благодарен, если бы вы рассмотрели возможность полного возврата денег.

I hope you will replace… – Я надеюсь, что вы поменяете/замените…

I demand a refund. – Я требую возврат денег.

I hope you will resolve the problem quickly – Я надеюсь, что вы быстро решите проблему…

Thanking You for Your time and assistance. – Благодарю за ваше (потраченное) время и помощь.

Thanking you in advance for Your assistance/co-operation. – Заранее благодарю за помощь/сотрудничество.

I would like to thank You in advance – Я хотел бы заранее поблагодарить вас.

Yours faithfully –С уважением (если вы не знаете личности получателя)

Your sincerely – С уважением (если вы знаете личность получателя)

Respectfully yours – С уважением (редко используется)

Ex. 1: Read official letters and try to guess what they are about.

1) advertising in the magazine
2) applying for a job
3) enquire about language courses
4) advertisement in the net

1

Dear Sir or Madam,

I am writing to enquire about language courses organised by your school. I found out information about it in local newspaper and I would like to know more.

Even if I cannot certify my knowledge of English, after years of learning the language at school I can safely assume that I am an upper-intermediate student. Are you able to offer me any course that would be good for me?

I understand from your advertisement that your courses are free. Are they free for everyone, or just only for students from your school?

The last question I have concerns your methods of teaching. As I particularly hope to improve my fluency, I would like to know how much attention is paid and what methods are used by the school teachers to develop the skill of speaking.

It is very important for me, because my fluency is the worst side of my English.

I am looking forward to hearing from you.

Yours faithfully,
XYZ

2

Dear Sir or Madam,

I am writing to ask about the holiday apartments in the Golden Sands advertised in «Каникулы за границей» magazine this month.

In your advertisement you mentioned that all the apartments are self-catering. Could you tell me what cooking facilities are available in the kitchen? Could you also tell me if cooking utensils are also provided?

I noticed from your advertisement that the beach is quite nearby. However, I would also like to know if the apartments have an access to a swimming pool.

I would be very grateful if you could send me a list of apartments and prices with a view to making a reservation in July.

I look forward to hearing from you.

Yours faithfully,
Tom Smith

3

Dear Sir or Madam

I am writing to you because I saw your advertisement in the net and at first sight it looked interesting.

I am interested in this advertisement deeper because I like rock music, so I think I will feel comfortable in this place.

I could be a ticket seller because I am good at maths. Also I could be a person, who provides rock stars with everything what they need because I am a helpful person.

I would like to have free drinks and snack during the festival. Of course, I promise I would not let you down and do what you ask for.

If you can, please send me some more information about 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.

<div align="center">

Практическое занятие 2.9.2
</div>

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   stamp
1, Newton Street,
Town of Mount Royal
Quebec, Canada, HP 2T1

                                        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
Компьютеры сегодня

Практическое занятие 3.1.1
Тема: Происхождение компьютера.
Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной речи.
Продолжительность работы: 90 минут.
Литература: [9, с. 53–54].
Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screenboard».
Задания к практической работе:

Ex. 1: Try to answer the questions to check your knowledge. Is there anybody in your group who knows all the answers?

1) When did the first generation of computers appear?
2) The first-generation computers used vacuum tubes, didn't they?
3) What did the second-generation computers use instead of vacuum tubes?
4) How did the computers of the third generation differ from those of the first and the second generations?
5) Do we have computers that complete millions of operations per second?
6) What was the first PC called?

Ex. 2: Read the text and check your answers.

Let's have a look at the history of computers. The first general-purpose electronic digital computer came out in the USA in 1946. It was called ENIAC (Electronic Numerical Integrator And Computer). ENIAC contained about 18,000 vacuum tubes, weighed more than 30 tons, occupied more than 1,500 square feet of floor space, and consumed 150 kilowatts of electricity during operation. The first-generation computer

performed about 5,000 additions and 1,000 multiplications per second and was slow in comparison with modern machines. In the late 19 50s the second generation of computers appeared-and these performed work ten times faster than the first computers. The reason for this extra speed was the use of transistors instead of vacuum tubes. The third-generation computers appeared in 1965. They performed a million calculations per second, which was 1,000 times as many as first-generation computers. Now tiny integrated circuits controlled computers.

By the late 1960s many large businesses depended on computers. Many companies linked their computers into networks and that made it possible for different offices to share information. During this time computer technology improved rapidly. In the 1970s there appeared a microprocessor. And in 1975 American engineers devised the first personal computer, Altair. Millions of individuals, families and schools began to use PCs. Present-day computers complete millions of instructions per second. Some experts predict that a new generation of intelligent machines will process data with the help of beams of laser light, rather than electric current. They say that these computers will store data on individual molecules and that virtual reality will play a large role in education.

Ex. 3: Complete the sentences.

1) The first-... computers ... 5,000 ... and 1,000 .... 2) The ... -generation ... performed ... ten times faster than the ... -generation .... 3) The second-generation computers used ... instead of .... 4) Many companies ... their computers into .... 5) Future computers ... probably ... data with the help of ... of laser light. 6) Some experts predict that ...... will ... a large role in education.

Ex. 4: Expand these sentences with the information from the text.

l) The first-generation computers were slow. 2) The second-generation computers used transistors. 3) There were many improvements in the third generation of computers. 4) People became dependent on computers. 5) Computers of the future will be better.

Ex. 5: Give a title to the text.

Практическое занятие 3.1.2

Тема: История компьютера.

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

Продолжительность работы: 90 минут.

Литература: [18, с. 53–54].

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

Задания к практической работе:

Ex. 1: Look up in the dictionary how to pronounce the following words. Write them down in the dictionary.

to calculate	ten-toothed gear wheels	a chip
an abacus	to aim guns	rectangular
a bead frame	responsible	a layer
to devise	to figure out	attached
a slide rule	a generation	to encapsulate
to reduce	a predecessor	dependable

Ex. 2: Read the text and do the exercises that follow it.

History of Computers

Let us take a look at the history of the computers that we know today. The very first calculating device used was the ten fingers of a man's hands. This, in fact, is why today we count in tens and multiply of tens. Then the abacus was invented, a bead frame in which the beads are moved from left to right. People went on using some form of abacus well into the 16th century, it is being used in some parts of the world because it can be understood without knowing how to read.

During the 17th and 18th centuries many people tried to find easy ways of calculating. J. Napier, a Scotsman, devised a mechanical way of multiplying and dividing, which is how the modern slide rule works. Henry Briggs used Napier's ideas to produce logarithm which all mathematicians used today.

Calculus, another branch of mathematics, was independently invented by both Sir Isaac Newton, an Englishman, and Leibnitz, a German mathematician. The first real calculating machine appeared in 1820 as the result of several people's experiments. This type of machine, which saves a great deal of time and reduces the possibility of making mistakes, depends on a ten-toothed gear wheels.

In 1830 Charles Babbage, an Englishman, designed a machine that was called 'The Analytical Engine'. This machine, which Babbage showed at the Paris Exhibition in 1855, was an attempt to cut out the human being altogether, expert for providing the machine with the necessary facts the problem to be sowed. He never finished this work, but many of his ideas were the basis for building today's computers.

In 1930, the first analog computer was built by American named Vannevar Bush. The device was used in World War II to help aim guns. Mark I, the name given to the first digital computer, was completed in 1944. The men responsible for this invention were Professor Howard Aiken and some people from IBM. This was the first machine that could figure out long of mathematical problems all at a very fast speed.

In 1946 two engineers at the University of Pennsylvania, J. Eckert and J. Mayshly, built the first digital computer using parts called vacuum tubes. They named their new invention UNIAC. The first generation of computers, which used vacuum tubes, came out in 1950. UNIAC I was an example of these computers which could perform thousand of calculations per second.

In 1960, the second generation of computers was developed and could perform work ten times faster than their predecessors. The reason for this extra speed was the use of transistors instead of vacuum tubes. Second generation computers were smaller, faster and more dependable than first generation computers.

The third-generation computers appeared on the market in 1965. These computers could do a million calculations a second, which is 1000 times faster than the first generation computers. Unlike second-generation computers, these are controlled by tiny integrated circuits and are consequently smaller and more dependable.

Fourth-generation computers have now arrived, and the integrated circuits that are being developed have been greatly reduced in size. This is due to microminiturization, which means that the circuits are much smaller than before; as many as 1000 tiny circuits now fit onto a single

chip. A chip is a square or rectangular piece of silicon, usually from 1/10 to ¼ inch, upon which several layers of an integrated circuit are attached or imprinted, after which the circuit is encapsulated in plastic metal. Fourth generation computers are 50 times faster than third-generation computers and can complete approximately 1.000.000 instructions per second.

Ex. 3: Translate from English into Russian.

1. the very first calculating device	7. first digital computer
2. to count in tens	8. to figure out
3. to multiply of tens	9. ten times faster
4. without knowing	10. extra speed
5. to be independently invented	11. tiny integrated circuits
6. to save a great deal of time	12. keeping instruction

Ex. 4: Translate from Russian into English.

1. знать сегодня	7. попытка
2. 10 пальцев руки человека	8. аналоговый компьютер
3. кости на счетах двигают слева на право	9. скорость
4. продолжать использовать	10. вакуумные лампы (трубки)
5. счеты	11. транзистор
6. настоящая счетно-вычислительная машина	12. интегрированные схемы

Ex. 5: Fill in each blank with a word chosen from the list below to complete the meaning of the sentence.

chip, speed, figure out, calculating, reduces, microminiturization, analog, logarithm, abacus, machine, vacuum tubes, tiny, dependable, devised

1) The very first ..... device used was 10 fingers of a man's hand.
2) Then, the ..... was invented.
3) J. Napier ..... a mechanical way of multiplying and dividing.
4) Henry Briggs used J.Napier's ideas to produce ..... .
5) The first real calculating ..... appeared in 1820.

6) This type of machine ..... the possibility of making mistakes.
7) In 1930 the first ..... computer was built.
8) This was the first machine that could .... mathematical problems at a very fast speed.
9) In 1946 was built the first digital computer using parts called .... .
10) The reason for this extra ..... was the use of transistors instead of vacuum tubes.
11) The second generation computers were smaller, faster and more ..... than first-generation computers.
12) The third-generation computers are controlled by ..... integrated circuits.
13) This is due to ....., which means that the circuits are much smaller than before.
14) A ..... is a square or rectangular piece of silicon, usually from 1/10 to 1/4 inch.

Ex. 6: Fill in the preposition.

1) Let us take a look ..... the history of computers.
2) That is why we count ..... tens and multiply ..... tens.
3) The beads are moved ..... left ..... right.
4) Abacus is still being used ..... some parts ..... the world.
5) Calculus was independently invented ..... both Sir Isaac Newton and Leibnitz.
6) This type of machine depends ..... a ten-toothed gear wheels.
7) «The Analytical Engine» was shown ..... the Paris Exhibition ..... 1855.
8) The men responsible ..... this invention were Professor Howard Aiken and some people ..... IBM.
9) The first generation of computers came ..... in 1950.
10) Due to microminiturization 1000 tiny circuits fit ..... a single chip.

Ex. 7: Arrange the items of the plan in a logical order according to the text.

1) J. Napier devised a mechanical way of multiplying and dividing.
2) The very first calculating device was the ten fingers of a man's hands.
3) Babbage showed his analytical engine at Paris Exhibition.

4) The first real calculating machine appeared in 1820.
5) The first analog computer was used in World War II.

Ex. 8: Answer the questions on the text.

1) What was the very first calculating device?
2) What is abacus? When did people begin to use them?
3) When did a lot of people try to find easy ways of calculating?
4) Who used Napier's ideas to produce logarithm?
5) What was invented by Sir Isaac Newton and Leibnitz?
6) What did Charles Babbage design?
7) When was the first analog computer built? How did people use it?
8) Who built the first digital computer?
9) How did the first generation of computers work?
10) What are the differences between the first and the second computer generations?
11) When did the third-generation computers appear?

Практическое занятие 3.1.3

Тема: Век информационных технологий.

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

Продолжительность работы: 90 минут.

Литература: [11, с. 4–5].

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

Задания к практической работе:

Ex. 1: Read and translate the text using a dictionary.

The digital age

We are now living in what some people call the digital age, meaning that computers have become an essential part of our lives. Young people who have grown up with PCs and mobile phones are often called the digital generation. Computers help students to perform mathematical operations and improve their maths skills. They are used to

access the Internet, to do basic research and to communicate with other students around the world. Teachers use projectors and interactive whiteboards to give presentations and teach sciences, history or language courses. PCs are also used for administrative purposes – schools use word processors to write letters, and databases to keep records of students and teachers. A school website allows teachers to publish exercises for students to complete online. Students can also enroll for courses via the website and parents can download official reports.

Mobiles let you make voice calls, send texts, email people and download logos, ringtones or games. With a built-in camera you can send pictures and make video calls in face-to-face mode. New smartphones combine a telephone with web access, video, a games console, an MP3 player, a personal digital assistant (PDA) and a GPS navigation system, all in one.

In banks, computers store information about the money held by each customer and enable staff to access large databases and to carry out financial transactions at high speed. They also control the cashpoints, or ATMs (automatic teller machines), which dispense money to customers by the use of a PIN-protected code. People use a Chip and PIN card to pay for goods and services. Instead of using a signature to verify payments, customers are asked to enter a four-digit personal identification number (PIN), the same number used at cashpoints; this system makes transactions more secure. With online banking, clients can easily pay bills and transfer money from the comfort of their homes.

Airline pilots use computers to help them control the plane. For example, monitors display data about fuel consumption and weather conditions. In airport control towers, computers are used to manage radar systems and regulate air traffic. On the ground, airlines are connected to travel agencies by computer. Travel agents use computers to find out about availability of flights, prices, times, stopovers and many other details.

Ex. 2: Find the English equivalent of the following words in the text.

Век цифровых технологий; выполнять операции; получить доступ к Интернету; проводить исследования; показывать презентации; база данных; вести записи; завершить, закончить; скачивать; звонить;

отправлять сообщения; встроенная камера; хранить информацию; выдавать деньги; вводить; показывать данные.

Ex. 3: Use collocations from the text and complete sentences.

1) Thanks to Wi-Fi, it's now easy to … from cafes, hotels, parks and many other public places. 2) Online banking lets you … between your accounts easily and securely. 3) Skype is a technology that enables users to … over the Internet for free. 4) In many universities, students are encouraged to … using PowerPoint in order to make their talks more visually attractive. 5) The Web has revolutionized the way people …- with sites such as Google and Wikipedia, you can find the information you need in seconds. 6) With the latest mobile phones, you can … with multimedia attachments – pictures, audio, even video.

Ex. 4: Listen to four people talking about how they use computers at work: electrical engineer, secretary, librarian, composer.

Ex. 5: Find the verbs in the text in the form of the Present Indefinite (Simple) tense and make up questions to these sentences.

Ex. 6: Describe how you use computers in your study and in our free time.

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Тема 3.2
Типы компьютерных систем

Практическое занятие 3.2.1
</div>

Тема: Что такое компьютер.
Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной речи.
Продолжительность работы: 90 минут.
Литература: [18, с. 7–10].
Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screenboard».
Задания к практической работе:

Ex. 1: Look up in the dictionary how to pronounce the following words. Write them down in the dictionary.

to intricate	capabilities	a microcomputer
tiny	addition	a circuit
a core	subtraction	unfortunately
to manipulate	division	dull
to magnetize	multiplication	a routine
to perform	exponentiation	a judgement
to supply	to feed	instantaneously

Ex. 2: Read the text and translate it without the help of the dictionary.

What is a Computer?

A computer is a machine with an intricate network of electronic circuits that operate switches or magnetize tiny metal cores. The switches, like the cores, are capable of being in one of two possible states, that is, on or off; magnetized.

The machine is capable of storing and manipulating numbers, letters and characters.

The basic idea of a computer is that we can make the machine do what we want by inputting signals that turn certain switches on and turn others off, or that magnetize or do not magnetize the cores.

The basic job of computers is the processing of information. For this reason, computers can be defined as devices which accept information in the from of instructions called a program and characters called data performing mathematical and logical operations on the information, and then supply results of these operations.

The program or a part of it, which tells the computers what to do and the data, which provide the information needed to solve the problem, are kept inside the computer in a place called memory.

Computers are thought to have many remarkable powers. Most computers, whether large or small have three basic capabilities.

First, computers have circuits for performing arithmetical operations, such as: addition, subtraction, division, multiplication and

exponentiation. Second, computers have means of communicating with the user. If we couldn't feed information in and get results back these machine wouldn't be of much use.

However, certain computers (commonly minicomputers and microcomputers) are used to control directly things such as robots, aircraft navigation systems, medical instruments, etc. Some of the most common methods of inputting information are to use terminals, diskettes, disks and magnetic tapes.

The computer's input device (which might be a disk drive depending on the medium used in inputting information) reads the information into the computer. For outputting information, two common devices are used a printer which prints the new information on paper, or a cathode-raytube (CRT) display screen which shows the results on a TV-like a screen. Third, computers have circuits which can make decisions. The kinds of decisions which computer circuits can make are not of the type: *Who would win a war between two countries?* or *Who is the richest person in the world*? Unfortunately, the computer can only decide three things, namely: Is one number use more often than another? Are two numbers equal? and, Is one number greater than another?

A computer can solve a series of problems and make hundreds even thousands of logical operations without becoming tired or bored. It can find the solution to a problem in a fraction that it takes a human being to do the job. A computer can replace people in dull routine, but it has no originality, it works according to the instructions given to it and cannot exercise value judgements.

There are times when a computer seems to operate like a mechanical «brain», but its achievement are limited by the minds of human beings. A computer cannot do anything unless a person tells it what to do and gives the appropriate information, but because of electric pulses can move at the speed of light, a computer can carry out vast numbers of arithmetical-logical operations almost instantaneously.

A person can do the same, but in many cases that person would be deal long before the job was finished.

Ex. 3: Translate these into your own language.

1. an intricate network
2. tiny metal cores

9. an input device
10. for outputting information

3. by inputting signals
4. the processing of information
5. to define
6. to provide
7. to solve
8. memory

11. a decision
12. to replace
13. appropriate
14. to carry out
15. vast

Ex. 4: Fill in the necessary words.

1) A computer is a ..... with an intricate network of electronic circuits.
2) The machine is ..... of storing and manipulating numbers, letters and characters.
3) The basic job of a computer is the ..... of information.
4) Most computers have three basic ..... .
5) Computers have ..... for performing arithmetical operations.
6) Certain computers are used ..... directly things such as robots, medical instruments, etc.
7) For outputting information two common ..... are used.
8) A computer can ..... people in dull routine.

Ex. 5: Fill in the gaps the prepositions.

1) A computer is a device ..... an intricate network.
2) The switches are capable of being ..... one or two states.
3) We can make the machine do what we want ..... inputting signals.
4) Computers accept information ..... the form of instructions called a program.
5) Computers have circuits ..... performing operations.
6) Computers have means of communicating ..... the user.
7) Input device may be a disk drive depending ..... the medium used ..... inputting information.
8) Computers can solve a series of problems ..... becoming tired or bored.

Ex. 6: Give the appropriate definitions of the following terms.

computer, data, memory, input, device, output

Ex. 7: Arrange the items of the plan in a logical order according to the text.

1) A computer can solve a series of problems and make hundreds even thousands of logical operations.
2) The basic job of computers is the processing of information.
3) A computer is a machine with an intricate network of electronic circuits.
4) Computers have circuits for performing arithmetic operations.
5) The machine is capable of storing and manipulating numbers, letters and characters.
6) Some of the most common methods of inputting information are to use terminals.
7) For outputting information only two common devices are used.

Ex. 8: Answer the following questions.

1) What is a computer?
2) What is it capable to do?
3) The basic job of a computer is the processing of information, isn't it?
4) How do we call a program, which tells the computer what to do?
5) Computers have many remarkable powers, don't they?
6) What can computer solve?
7) Can computers do anything without a person?

Ex. 9: Give a short summary of the text.

Практическое занятие 3.2.2

Тема: Применение компьютеров.
Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной речи.
Продолжительность работы: 90 минут.
Литература: [18, с. 10–12].
Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screenboard».

Задания к практической работе:

Ex. 1: Look up in the dictionary how to pronounce the following words. Write them down in the dictionary.

to adjust	to check in	to maintain
advanced	to enable	a marvel
to amend	to execute	random
to assist	to guide	to rely on
to conjure	an image	a relative ease
to contribute	huge	to resemble
conversing	launching	a terminal

Ex. 2: Read the text and do the exercises that follow it.

Computer Applications

Many people have or will have had some experience of *conversing* with computers. They may have their own micro-computer, they may use a terminal from the main company at work or they may have a television set with a view data facility. Those who do not have this experience may observe the staff at, for example, an airline check-in or a local bank branch office sitting at their desks, pressing keys on a typewriter like a keyboard and reading information presented on a television type screen. In such a situation the check-in clerk or the branch cashier is using the computer to obtain information (e.g. to find out if a seat is booked) or to amend information (e.g. to change a customer's name and address).

The word computer conjures up different images and thoughts in people's mind depending upon their experiences. Some view computers as powerful, intelligent machines that can maintain a *big brother* watch over everyone. Others are staggered and fascinated by the marvels achieved by the space programs of the superpowers, where computers play an important part.

Numerous factories use computers to control machines that make products. A computer turns the machines on and off and adjusts their operations when necessary. Without computers, it would be impossible for engineers to perform the enormous number of calculations needed to solve many advanced technological problems. Computers help in the

building of spacecraft, and they assist flight engineers in launching, controlling and tracking the vehicles. Computers also are used to develop equipment for exploring the moon and planets. They enable architectural and civil engineers to design complicated bridges and other structures with relative ease.

Computers have been of tremendous help to researchers in the biological, physical and social sciences. Chemists and physicists rely on computers to control and check sensitive laboratory instruments and to analyze experimental data. Astronomers use computers to guide telescopes and to process photographic images of planets and other objects in space.

Computers can be used to compose music, write poems and produce drawings and paintings. A work generated by a computer may resemble that a certain artist in birth style and form, or it may appear abstract or random. Computers are also used in the study of the fine arts, particularly, literature. They have also been programmed to help scholars identify paintings and sculptures from ancient civilizations.

But computers do not have intelligence in the way humans do. They cannot think for themselves. What they are good at is carrying out arithmetical operations and making logical decisions at phenomenally fast speed. But they only do what humans program gives them to do.

Apart from the speed at which computers execute instruction, two developments in particular have contributed to the growth in the use of computers – efficient storage of large amounts of data and diminishing cost. Today, computers can store huge amount of information on magnetic media and any item of this information can be obtained in a few milliseconds and displayed or printed for the user.

Ex. 3: Translate these into Russian.

1. some experience of conversing

2. view data facility
3. to obtain information
4. powerful, intelligent machine
5. to be straggered and fascinated
6. to adjust operations
7. enormous number of calculations

8. advanced technological problem
9. to guide telescopes
10. ancient civilization
11. arithmetical operations
12. logical decisions
13. to execute instructions
14. efficient storage

Ex. 4: Translate these into English.

1) использовать терминал главной компании
2) нажимать кнопки на клавиатуре
3) получить информацию
4) различные образы
5) компьютер включает и выключает машины
6) разработать оборудование для исследования Луны и других планет
7) чувствительное оборудование
8) анализировать экспериментальные данные
9) могут быть использованы для сочинения музыки
10) работа, управляемая компьютером
11) помочь ученым определить
12) не могут думать сами
13) хорошо справляться с выполнением
14) вносить вклад

Ex. 5: Fill in the gaps necessary prepositions.

1) People may use a terminal ..... the main company ..... work.
2) A clerk can press keys ..... a typewriter.
3) The word computer conjures ..... a different images.
4) A computer turns the machine ..... and ..... .
5) Computers help ..... building of spacecraft.
6) They are used to develop equipment ..... exploring the moon and planets.
7) Chemists and physicists rely ..... computers to control sensitive instruments.
8) Computers don't have intelligence ..... the way humans do.
9) Computers are good ..... arithmetical operations.
10) Computers can store huge amounts of information ..... magnetic media.

Ex. 6: Ask questions to which the following statements might be the answers.

1) People may use a terminal from the main company at work.

2) In such a situation the check-in clerk is using the computer to obtain information.

3) The word computer conjures up different images and thoughts in people's mind.

4) Numerous factories use computers to control machines that make products.

5) A computer turns the machine on and off and adjust their operations.

6) Computers help in the building of spacecraft and assist flight engineers in launching.

7) Chemist and physicists rely on computers.

8) A work generated by a computer may resemble that a certain artist in a birth style and form.

9) Computers do only what humans program them to do.

10) Computers obtain huge amounts of information in a few milliseconds.

Ex. 7: Agree or disagree with the following statements.

1) Only a few people have or will have had some experience of «conversing» with computers.

2) The word computer conjures up the same images and thoughts in computer's brain depending upon the structure of the computer.

3) Without computers it would be impossible for engineers to perform the enormous number of calculations.

4) Architectors and civil engineers can't design complicated bridges and other structures with the help of computers.

5) Computers haven't been of tremendous help to researchers in the biological, physical and social sciences.

6) Poets and physicists rely on computers to control and check sensitive laboratory equipments.

7) Computers can be used to compose music, write poems and produce drawings and paintings.

8) Computers have intelligence in the way humans do.

9) Today, computers are very big, slow and can store little information on magnetic media.

Ex. 8: Points for discussion: advantages and disadvantages of computers.

Практическое занятие 3.2.3

Тема: Типы компьютерных систем.

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

Продолжительность работы: 90 минут.

Литература: [18, с. 15–19].

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

Задания к практической работе:

Ex. 1: Look up in the dictionary how to pronounce the following words. Write them down in the dictionary.

regardless	to monitor	to fit
to enter	a hardware	representative
a routing	peripheral	available
to direct	a variety	to purchase
a property	an occurrence	a competitor
to modify	to afford	incredibly
solely	to confine	to convince

Ex. 2: Read the text and do the exercises that follow it.

Kinds of Computers

All computer systems, regardless of their size, have the same four hardware components:

1. A processor or CPU, where the data input is processed according to the program.

2. Input/output devices or peripherals such as the keyboard and printer, which receive data from people and enter it into the computer for processing, then send it back to people so it can be used.

3. Storage components such as disk drives or tape drives keep data for later use.

4. Routing and control components, which direct the instructions and / or data from one component to the next making sure each does its task properly.

Computers are generally classified as general-purpose or special purpose machine. A general-purpose computer is one used for a variety of tasks without the need to modify or change it as the tasks change. A common example is a computer used in business that runs many different application.

A special-purpose computer is designed and used solely for one application. The machine may need to be redesigned and certainly reprogrammed, if, it is to perform another task. Special-purpose computers can be used in a factory to monitor a manufacturing process; in research to monitor seismological, meteorological and other natural occurrences; and in the office.

So all computers have in common, but certain computers differ from one another. These differences often have to do with the way a particular computer is used. That is why we can say there are different types of computers that are suited for different kinds of work or problem solving.

Personal computer is a computer system that fits on a desktop, that an individual can afford to buy for personal use, and that is intended for a single use.

Personal computers include desktops, laptops and workstation. Each type of a personal computer shares many characteristics in common with its counterparts, but people use them in different ways.

The Desktop Personal computer is a computer that:
- fits on a desktop
- is designed for a single user
- is affordable for an individual to buy for personal use.

Desktop personal computers are used for education, running a small business, or in large corporation, to help office workers be more productive. There are some common desktop personal computers:
- The IBM PC and PC-compatible
- The Compaq Deskpro 386
- The IBM PS / 2
- The Apple Macintosh

The Laptop Personal Computer is a computer that people can take with them, laptop is used by a single individual but can be used in many different places, it is not confined by its size or weight to a desktop. It has the same components as a desktop machine but in most cases the monitor is built in. The printer is usually separate.

Laptops fall into the same general categories as desktop personal computers:
- PC-compatibles
- ABM PC / 2
- Apple Macintosh portable

Managers and employees who travel frequently use laptops to keep in touch with their office. Sales representatives keep company information on their laptops to show prospective clients, and send electronic orders into the company computers. Writers use laptops so they can work on their manuscript no matter where they are.

There are many portables available today, some weigh as much as 15 pounds, while others weigh as little as 3 pounds. There are laptops so small they fit in the palm of your hand. There are laptops that fit in a briefcase, called notebook computers.

The Workstation is a computer that fits on a desktop, but is more powerful than a desktop computer. The workstation has a more powerful microprocessor, is able to service more than one user, has an easy to use interface and is capable of multitasking. While these three characteristics used to be unique to workstation, they are being adapted to the more powerful 386 and 486 personal computers over time.

Workstations are designed for three major tasks: scientific and engineering, office automation and education.

The Minicomputer, or mini, is a versatile special or general-purpose computer designed so that many people can use it at the same time. Minis operate in ordinary indoor environments; some require air conditioning while others do not. Minis also can operate in less hospitable places such as on ships and planes.

Like all computers, the minicomputer is designed as a system. CPUs, terminals, printers and storage devices can be purchased separately. Mini systems are more mobile, easier to set up and install. A minicomputer system combined with specialized equipment and peripherals is designed to perform a specific task. A popular minicomputer is the Digital VAX Computer.

Mainframe is the largest general-purpose computer. It is designed to be used by hundreds even thousands of people. A mainframe uses the same basic building blocks of a computer system: the CPU, various I/O devices and external memory.

Most mainframe computers are general-purpose machines. In 1964 introduced the System / 360 mainframe computer. It became the most popular mainframe in the computer history.

A Supercomputer is a very fast special-purpose computer designed to perform highly sophisticated or complex scientific calculations. For example calculating a prime number (one that is divisible only by 1 and itself), or the distance between planets. But computers permit turning many other problems into numbers, such as molecular modeling, geographic modeling and image processing.

Cray is a leading supercomputer maker, with IBM and Fujistsy as major competitors.

A Cray X-MP Supercomputer was used to help to make a movie called 'The last starfighter' Computer animation isn't new but using the X-MP added a whole new dimension of sophistication. Its most remarkable accomplishment was creating the entire bridge of the alien's starship, complete with animated aliens walking around next to real actors. Because the Cray could process the image in incredibly fine detail, the average viewer would think it looked absolutely real. The X-MP allowed animators to make illusion as convincing as reality itself.

It is interesting to know that ...

PCs and PC-compatibles are used in organization of all sizes. PCs are an office time saver, allowing the staff to write press releases and legislative testimony, performs accounting tasks, and prepares mailing lists more quickly. It is also paves the way for organization to complete more effectively with other public interest groups. Today, over 80 percent of Public Citizen's employees use PC-compatibles. Word processing has replaced typewriters, hard disk drive storage has reduced the amount of paper kept in filing cabinets, and laser printing has cut their outside printing costs dramatically.

Banks have traditionally used the latest computer technology to automate their own operations, but First Banks for Business found a way to use personal computers to improve customer service. In the past, when a customer wanted to cash a check, the signature card had to be compared to verify identity. That meant looking through a card file or containing central book-keeping, which could take as long as 30 minutes.

Now Banks for Business installed PC-2s with special graphics capabilities and software called Signet to perform the task. When the letters retrieve customer account information from the computer, they see the authorized signatures appear right on the screen. The system also tells them what other signatories are permitted on the account or if two signatures are required to cash a check. The banks say the main reason customers change banks is due to bad service. Using the powerful PS-2s signet, they can cash a customer's cheek in a minute or less.

People use laptops for many of the same tasks that they use desktops and more.

Astrophysicists use Sun Microsystems workstations for their engineering work. They routinely sketch graphs and diagrams on the screen using computer-aided drafting software, as well as sophisticated calculation software to test mathematical equations. They also exchange ideas and information with each other in electronic messages. One project they have worked on in cooperation with NASA is the Advanced X-Ray Astrophysic Facility. It is an observatory in space that will measure cosmic Xrays, which are invisible an earth. The astrophysicists hope that the information provided will help them understand better how the universe was formed and what is eventual fate will be.

The Sun workstation performed an additionally important task: helping gather visual and textual information into a comprehensive report for NASA to explain how an X-ray telescope would function abroad the observatory. Using electronic publishing software, they combined graphics screens, mathematical equations, and textual explanations into a document that took just six hours to prepare. Previously, it would have taken two days.

Ex. 3: Fill in the necessary words.

1) ..... are generally classified as general – or special-purpose machine.
2) A special-purpose computer is designed and used ..... for one application.
3) Personal computer ..... on a desktop.
4) Each type of a personal computer ..... many characteristics in common with their counterparts.
5) There are many portables ..... today.
6) CPUs, terminals, printers and storage devices can be ..... separately.

Ex. 4: Agree or disagree with the following statements.

1) All computer systems have the same five hardware components.
2) Input / output devices receive data, enter it into the computer for processing, then send it back to people so it can be used.
3) Storage components don't keep data for later use.
4) Computers are general-purpose machines.
5) The machine may need to be redesigned and certainly reprogrammed.
6) We can't say, that there are different types of computers.

Ex. 5: Ask questions to which the following statements might be the answer.

1) Desktop personal computers are used for education, running a small business or in large corporation to help office workers be more productive.
2) Laptops fall into the same general categories as desktop personal computers.
3) The workstation is a computer that fits on a desktop.
4) Workstations are designed for three major tasks.
5) A minicomputer system combined with specialized equipment and peripherals is designed to perform a specific task.
6) A mainframe uses the same basic building blocks of a computer system: the CPU, I / O devices and external memory.

Ex. 6: Answer the following questions.

1) What have all computers in common?
2) How can we classify computers?
3) What are general /special-purpose computers used for?
4) What are three primary types of personal computers?
5) What is the primary difference between personal computer and workstation?
6) What are major tasks of a workstation?
7) What is minicomputer used for?
8) What does the supercomputer differ from the general-purpose mainframe computer?
9) What are two main characteristics of the supercomputer?

Ex. 7: Give the definitions to the following terms.

1) computer
2) supercomputer
3) special-purpose computer
4) general-purpose computer
5) personal computer
6) minicomputer
7) mainframe

Тема 3.3
Компьютер и его составляющие

Практическое занятие 3.3.1
Тема: Компьютер и его составляющие.
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, компьютерная система «Screenboard».
Задания к практической работе:

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

individual – индивидуальный, личный
user – пользователь
microprocessor = chip – микропроцессор
CPU (central processing unit) – центральный процессор
word processig – электронная обработка текста
accounting – бухгалтерское дело
desktop publishing – настольные издательские средства
software – компьютерные программы, программное обеспечение
instructions – команды
hardware – оборудование, «железо»
systems software – системное программное обеспечение
applications software – прикладные программы

utility – обслуживающая программа, утилита

word processor – текстовой процессор (программа подготовки и редактирования текста)

spreadsheet – программа, работающая с таблицами

disk drive – дисковод

monitor – монитор

printer – принтер

board – плата

chip – процессор, микросхема

peripheral device – периферийное устройство

CD-ROM drive – дисководдля компакт-дисков

internal modem – встроенный модем

Ex. 2: Translate the text and answer the questions.

What is a personal computer?
What are personal computers used for?
What were the first models of PC?
What are computer programs called?
What is hardware?

What is a personal computer?

Personal computers (PC.) are small, relatively inexpensive computers for an individual user. Their price can be from a few hundred dollars to thousands of dollars. All are based on the microprocessor technology that enables manufacturers to put an entire CPU on one chip. used in business for word processing, publishing. At home, the most popular use for personal computers is for playing games.

Personal computers first appeared in the late 1970s. One of the first and most popular personal computers was the Apple II, made in 1977 by Apple Computer. Then, in 1981, IBM (International Business Machines) made its first personal computer, known as the IBM PC. The IBM PC quickly became the most popular personal computer.

What is Software?

Computer programs are called *software*. Software is instructions for hardware (the machines) to do work. Software is often divided into two categories:

Systems software: the operating system and all the utilities that enable the computer to function.

Applications software: programs that do real work for users. F or example, word processors, spreadsheet programmes, and games are applications software.

What is Hardware?

Hardware are computer components that you can touch, like disks, disk drives, monitors, keyboards, printers, boards, and chips. But you cannot touch software. Software exists as ideas, concepts, and symbols. A computer without software is dead – you need software to make the computer work.

What are Peripheral Devices?

Peripheral devices are computer devices, such as a CD-ROM drive or printer. Peripheral devices can be external, such as a mouse, keyboard, printer, monitor, and scanner. Peripheral devices can be internal, such as a CD-ROM drive or internal modem.

Ex. 3: Retell the text.

Практическое занятие 3.3.2

Тема: Внутреннее устройство компьютера.
Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной речи.
Продолжительность работы: 90 минут.
Литература: [11, с. 11–14].
Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screenboard».
Задания к практической работе:

Ex. 1: Read and learn the vocabulary.

an integrated circuit – интегральная схема
to consist of – состоять из
a system clock – системные часы
to measure – измерять

clock speed – частота

RAM (random access memory) – оперативная память

volatile – непостоянный, изменчивый

BIOS (basic input/output system) – базовая система ввода / вывода

to expand – расширять

DIMMs (dual in-line memory modules) – модуль памяти с двухсторонним расположением микросхем

a motherboard – материнская плата

to connect – соединять

a bus – шина

bus width – ширина шины

expansion slots – слоты расширения

to install – устанавливать

expansion cards – карты расширения

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

1) What are the main parts of the CPU? 2) What does ALU stand for? What does it do? 3) What is the function of the system clock? 4) How much is one gigahertz? 5) What type of memory is temporary? 6) What type of memory is permanent and includes instructions needed by the CPU? 7) How can RAM be increased? 8) What term is used to refer to the main printed circuit board? 9) What is a bus? 10) What is the benefit of having expansion slots?

What is inside a PC system?

Processing

The nerve centre of a PC is the processor, also called the CPU, or central processing unit. This is built into a single chip which executes program instructions and coordinates the activities that take place within the computer system. The chip itself is a small piece of silicon with a complex electrical circuit called an integrated circuit.

The processor consists of three main parts:

• The *control unit* examines the instructions in the user's program, interprets each instruction and causes the circuits and the rest of the components – monitor, disk drives, etc. – to execute the functions specified.

• The *arithmetic logic unit* (ALU) performs mathematical calculations and logical operations.

• The *registers* are high-speed units of memory used to store and control data. One of the registers keeps track of the next instruction to be performed in the main memory. The other holds the instruction that is being executed.

The power and performance of a computer is partly determined by the speed of its processor. A system clock sends out signals at fixed intervals to measure and synchronize the flow data. Clock speed is measured in gigahertz (GHz). For example, a CPU running at 4GHz (four thousand million hertz, or cycles, per second) will enable your PC to handle the most demanding applications.

RAM and ROM

The programs and data which pass through the processor must be loaded into the main memory in order to be processed. Therefore, when the user runs a program, the CPU looks for it on the hard disk and transfers a copy into the RAM chips. RAM (random access memory) is volatile – that is, its information is lost when the computer is turned off. However, ROM (read only memory) is non-volatile, containing instructions and routines for the basic operations of the CPU. The BIOS (basic input / output system) uses ROM to control communication with peripherals.

RAM capacity can be expanded by adding extra chips, usually contained in small circuit boards called dual in-line memory modules (DIMMs).

Buses and cards

The main circuit board inside your system is called the motherboard and contains the processor, the memory chips, expansions slots, and controllers for peripherals, connected by buses – electrical channels which allow devices inside the computer to communicate with each other. For example, the front side bus carries all data that passes from the CPU to other devices.

The size of a bus, called bus width, determines how much data can be transmitted. It can be compared to the number of lanes on a motorway – the larger the width, the more data can travel along the bus. For example, a 64-bit bus can transmit 64 bits of data. Expansion slots allow users to install expansion cards, adding features like sound, memory and network capabilities.

Ex. 3: Match each item (1-10) with its functions (a-j).

1. RAM	a. controls the cursor
2. processor	b. input data through keys like a typewriter
3. mouse	c. displays the output from a computer on a screen
4. clock	
5. 3.5'' floppy drive	d. reads DVD-ROMs
6. monitor	e. reads and writes to removable magnetic disks
7. keyboard	
8. DVD-ROM drive	f. holds instructions which are needed to start up the computer
9. cache	g. holds data read or written to it by the processor
10. ROM	
	h. provides extremely fast access for sections of a program and its data
	i. controls the timing of signals in the computer
	j. controls all the operations in a computer

Ex. 4: Listen to two colleagues and complete this dialogue.

Bob: What do you think? Which (1) … is better for the sales team?
Daisy: I'm not sure. This computer has a (2) … memory and I think it has a (3) … processor.
Bob: And the other one?
Daisy: Well, it is (4) … .
Bob: And (5) … .
Daisy: Yes, you're right. Lighter and smaller.
Bob: But the bigger one is (6) … .
Daisy: So what is your decision?
Bob**:** I'm not sure. Let's go for a coffee and discuss this again.

Ex. 5: Translate into English.
1) Ноутбуки – это легкие портативные компьютеры с небольшим экраном и тачпадом вместо мыши.
2) Центральный процессор – это «мозг» компьютера.
3) Скорость процессора измеряется в гигагерцах.
4) Главная микросхема компьютера называется материнская плата.

5) Материнская плата содержит центральный процессор, чипы памяти и слоты расширения.

6) Интегральная схема выполняет инструкции и координирует все действия компьютера.

7) Оперативная память непостоянна и сохраняет данные, пока компьютер работает.

8) Шины переносят данные от центрального процессора к другим устройствам.

Практическое занятие 3.3.3

Тема: Устройства ввода / вывода данных.

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

Продолжительность работы: 90 минут.

Литература: [18, с. 20–24].

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

Задания к практической работе:

Ex. 1: Find the words in the dictionary and translate them.

issuing commands	to insert	a double click
a desktop	non-impact	to utilize
to install	a seal	a beam
a strip	a track	a pin
a wedge	a slot	a dot
to slide	to delete	an auxiliary storage
to attach	a keypad	density

Ex. 2: Read the text and do the exercises that follow it.

Input and Output Devices

A peripheral is a device performs input, output or storage functions and is connected to CPU. In order for the computer to be of use to us, there must be some types of mechanism for entering data into the computer for processing. Devices which allow the task of data entry to be performed are called input devices.

Input we use to perform the two basic computational tasks: data entry and issuing commands. The most widely used input device is the keyboard, which was adapted from the typewriter. The keyboard is the standard mean for the user to input data into the computer. Unfortunately, it is not a very satisfactory means of input because most people have little or no knowledge of the layout of a typewriter keyboard.

The keyboard itself doesn't contain any mechanism for creating printed pages. Each time a key on the keyboard is pressed, an electronic signal is sent to the system unit indicating which key was pressed. The system unit and the software interpret this signal and take the appropriate action.

Some keys are added to terminal keyboards to fulfill special functions. The most important of these is the RETURN or ENTRY key. This is pressed by the user to indicate to the computer, by the sending of a special code, that the typed line is complete and that the computer can now analyze it. Other keys that may be present include a delete key which when pressed deletes the character just typed, special function keys that can be used for special purpose by different programs and one marked CONTROL or CTRL which also has a particular function when used with other keys. Some keyboards may also have a numeric keypad to the right of the typewriter keyboard. This may be of help when entering numeric data.

There are three keyboard layouts. The first is the standard IBM-PC keyboard. The central portion of the keyboard consists of the alphanumeric keys, that there are ten function keys (labeled F1 – F10) on the top side of the keyboard, and there is a numeric keypad, much like that found on a calculator, on the right side of the keyboard.

The function keys are keys which send special signals to the system unit. The effect of pressing a given function key will depend on the software which is currently in use.

The numeric keypad is useful when numeric data must be entered into the computer. The numeric keypad serves two roles. The 1st role is the digits, decimal points and addition and subtraction signs are active. The 2nd role is the key of the keypad are used to control the small blinking box or line on the screen which shows the user where the next typed character will be displayed. This line is known as the cursor. The cursor control keys are the arrows (left, right, up and down), PgUp,

PgDn, Insert and Delete. But there are several types of pointing device that are used to move the cursor and usually work in conjunction with the keyboard. The most common pointing device is the mouse, so called because it slides over the desktop and has a wire or 'tail' attached to the computer.

So a mouse is a hand-held device with a small rotating ball embedded in the bottom. The mouse is an opto-mechanical input device. It has three or two buttons which control the cursor movement across the screen. Each software program uses those buttons differently. The Mouse's primary functions are to help users to draw, point and select images on the computer display by moving the mouse across the screen. In general software programs require to press one or more buttons, sometimes keeping them depressed or double-click them to issue changed in commands and to draw or to erase images.

The Mouse slopes gently towards the front, so fingers rest comfortably on the three (or two) buttons which respond easily, and click when pressed. Especially this feature is helpful when user must «double-click» the buttons to activate commands. Hardware installation is required to utilize the mouse.

Another pointing device is a trackball, which performs like a stationary upside-down mouse. A joystick is another pointing device, one that is usually associated with playing computer games. A light-pen is used to draw, write or issue commands when it touches the specially designed monitor or screen. It is a pen-shaped device connected by a cable to the terminal and a thin beam of light shines from the end. When the pen is pressed on the screen, the co-ordinates of the point are fed to the computer.

A scanner permits entering text into a computer. There are flat-bed scanners and hand-held scanners.

Perhaps the easiest way to enter data into a computer is by speaking, called Voice Recognition. Source data input refers to data fed directly into the computer without human intervention.

If the result of the processing is to be any use to us, the system unit must somehow convey these results to us. Devices which are used for this purpose are called output devices. Today, most outputs are visual in nature, produced by two devices: a video display screen monitor or a printer. Most computer outputs come in two forms: text and graphics. A monitor may be referred to as a cathode Ray Tube (CRT) – a vacuum

tube such as the picture tube on a television set – that is used to generate the display on most monitors. Portable computers usually rely on other, less bulky, technologies, such as liquid crystal diode (LCD) or gas plasma displays. Each monitor has either a color or a monochrome display and has varying degrees of picture sharpness. The sharpness or resolution of a video display is often stated in term of the number individual dots which can be displayed on the screen. These individual dots are called pixels (picture elements). The typical display will allow 25 rows and 80 columns of textual material.

Printers are output devices which produce hardcopy. Printers come in all kinds of shapes and sizes, with varying capabilities and mechanisms for printing. The important thing is the user must be sure that the printer is appropriate to the type of output that he wishes to produce. There are three main types of printers: a dot-matrix printer, a letter quality printer and a laser printer.

A dot-matrix printer produced output by having small pins strike a ribbon, producing a pattern of dots on the paper. A letter quality printer uses the same technology as a typewriter, with type holding the reserved images of fully formed characters striking the ribbon. Dot matrix printers can also produce both characters and graphics by building a pattern of dots.

A laser printer provides high-quality non-impact printing and offers the highest quality texts and graphics printing for the desktop. A laser printer is like a dot-matrix printer is produced by generating patterns of dots; this is done electronically, so that the pattern can be extremely fine, making the individual dots indistinguishable to the naked eye.

A letter quality printer is unable to produce both characters and graphics by building a pattern of dots, because a dot pattern is not used to produce characters. A letter quality printer allows the production of documents with a high quality of printing at a relatively low cost.

There are another types of printers. Inkjet printers transfer characters and images to paper by spraying a fine jet of ink. Like lasers, they are able to print many different types of fonts and graphics.

Other printers include plotters, that use colored pens for scientific and engineering drawing and thermal printers that use heat to form a nonimpact image on paper.

Computer output can also be sent to another machine, device or computer. Computer output task involved micrographics. Micrographics

is a way to store output on a film. Output is sent to a special machine that reduces its size and records it 10 to 20 times faster than printing.

There are two methods of storing and accessing instructions or data in auxiliary storage. One is direct access and the other is sequential access.

Direct access, called random access, means the data is stored in a particular memory location. Direct access storage devices or DASD are magnetic disk drives use for auxiliary storage. There are two types of DASD: floppy disks and hard disks. Floppy disks are divided into two sizes of portable magnetic disks, which are commonly in use. The first of these is the 5.25 floppy disk. The second of these is the 3.5 floppy disk. Both these disks are called diskettes, because the disk material itself is a strong, flexible (floppy) plastic. The 5.25 disk has a heavy, but flexible, plastic envelope that protects the actual disk. The 3.5 disk has a rigid plastic casing to protect the disk.

The capacity of disks is determined by the density with which the metallic particles are placed on the disk; so the capacity of a disk is expressed in terms of this density. A 5.25 double density disk can hold approximately 360K bytes, a 5.25 high density disk can hold 1.2 megabytes. A 3.5 double density disk can hold 720K bytes, a 3.5 high density disk can hold 1.44 megabytes.

Hard disks operate in a similar fashion to floppy disks, but the disk itself is made from a rigid material – often aluminum. In most personal computers the hard disk and the hard disk drive are single unit that is permanently installed. The hard disk is a sealed unit manufactured to fine tolerance, it can operate at higher speed and store more data and information than floppy disk systems. A common size for a hard disk is 40 megabytes, which can hold as much data as over double density 5.25 floppies.

On disk type storage, data is magnetically laid out in tracks and sectors. Tracks are concentric circles on which data is recorded. Sectors are pie-shaped wedges that compartmentalize the data into the addresses for the head to locate. Multiple head disks drives organize tracks into cylinders, a vertical stack of tracks that make it easier for the head to locate the data.

Ex. 3: Translate these into Russian.

1. input, output or storage functions
2. to be of use to us
3. basic computational tasks
4. the standard mean
5. interpret the signal
6. numeric keypad
7. central portion
8. small blinking box
9. small rotating ball embedded in the bottom
10. a stationary upside-down mouse
11. without human intervention
12. less bulky
13. naked eye
14. spraying a fine jet of ink
15. fonts and graphics
16. direct and sequential access
17. flexible, plastic envelope

Ex. 4: Translate these into English.

1. вводное устройство
2. выводное устройство
3. клавиатура
4. результативные команды
5. для создания напечатанных образов
6. выполнять специальные функции
7. слои
8. справа
9. следующий напечатанный символ
10. курсор
11. легко передвигается по столу
12. необходимо нажать 1 или 2 кнопки
13. двойной щелчок
14. удалить
15. соединенный с помощью кабеля
16. жидкий кристаллический диод
17. четкость изображения

Ex. 5: Fill in the prepositions.

1) A keyboard was adapted ... the typewriter.
2) Special function keys can be used ... special purpose ... different programs.

3) There are 10 function keys ... the top side of the keyboard.
4) Numeric data must be entered ... the computer.
5) Joystick is usually associated ... playing computer games.
6) A scanner permits entering text ... a computer.
7) Vacuum tube is used to generate the display ... most monitors.
8 Micrographics is a way to store output ... film.
9) Floppy disks are divided ... two sizes of portable magnetic disks.
10) The capacity of disks is determined by the density ... which the metal particles are placed ... the disk.

Ex. 6: Give the definitions to the following terms.

1. input device
2. output device
3. a keyboard
4. a mouse
5. a scanner
6. trackball

7. a joystick
8. voice recognition
9. printer
10. hard-disk
11. floppy disk

Ex. 7: Which sentences don't correspond to the contents of the text.

1) Input we use to perform the two basic computational tasks: data entry and issuing commands.
2) There are a lot of kinds of keyboards. IBM manufactures a keyboard which has a split-keypad, gently sloping keyboard that fits more closely to natural position of your hands and wrists.
3) The most common pointing device is the mouse. The mouse's primary functions are to help users to draw, point and select images on the computer display.
4) There are a lot of output devices. The most convenient is when scanner, printer and fax are united together in one.
5) There are several types of auxiliary storage. Floppy disks are divided into two sizes: 5.25 floppy disk and 3.5 floppy disk.

Ex. 8: Answer the following questions.

1) What is the peripheral?

2) What can input units perform? Name the input units. Give them short characteristics.

3) What can the output units perform? Name them and give them short characteristics.

4) How many methods of storing and accessing instructions or data are in the auxiliary storage?

5) How many types of disks do you know? Give the features to the floppy disks, to the hard-disks.

Ex. 9: Make up a rewiev on input and output devices.

Практическое занятие 3.3.4

Тема: Клавиатура компьютера.

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

Продолжительность работы: 90 минут.

Литература: [11, с. 16–17].

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

Задания к практической работе:

Ex. 1: Read and learn the vocabulary.

to issue commands – отдавать команды
to switch – переключаться
a layout – расположение
a manufacture – производитель

Ex. 2: Read and translate the text using a dictionary.

Computer keyboard

Computer keyboard is the set of typewriter-like keys that enables you to enter data into a computer. Computer keyboards are similar to electric-typewriter keyboards but contain additional keys. The keys on computer keyboards are often classified as follows:
• *alphanumeric keys* represent letters and numbers;

• *function keys* appear at the top of the keyboard and can be programmed to do special tasks;

• *dedicated keys* are used to **issue commands** or to produce alternative characters, e.g. the Ctrl key or the Alt key;

• *numeric keypad* appears to the right of the main keyboard. The Num Lock key is used to **switch** from numbers to editing keys;

• *cursor control keys* include arrow keys that move the insertion point up, down, right and left, and keys such as End, Home, Page Up, Page Down, which are used in word processing to move around a long document.

The standard **layout** of letters, numbers, and punctuation is called *QWERTY keyboard* because the first six keys on the top row of letters spell QWERTY. The QWERTY keyboard was designed in the 1800s for technical typewriters.

There is no standard computer keyboard, although many **manufactures** imitate the keyboards of PCs. There are actually three different PC keyboards: the original PC keyboard, with 84 keys; the AT keyboard, also with 84 keys; and the *enhanced keyboard*, with 101 keys. The three differ somewhat in the placement of function keys.

Ex. 3: Answer the questions.

1) How are the keys on computer keyboards classified?
2) How is the standard layout of keys on a keyboard called?
3) When was the keyboard designed?
4) How many keys has enhanced keyboard?

Ex. 4: Match the descriptions (1-8) with the names of the keys (a-h).

1. A long key at the bottom of the keyboard. Each time it is pressed, it produces a blank space.	a. arrow keys b. return / enter
2. It moves the cursor to the beginning of a new line. It is also used to confirm commands.	c. Caps Lock d. shift
3. It works in combination with other keys. For example, you press this key and C to copy the selected text.	e. tab f. space bar g. backspace
4. It removes the character to the left of the cursor or any selected text.	h. Ctrl

5. It produces UPPER CASE characters.
6. It produces UPPER CASE letters, but it does not affect numbers and symbols.
7. It moves the cursor horizontally to the right for a fixed number of spaces.
8. They are used to move the cursor, as an alternative to the mouse.

Ex. 5: Find the verbs in the Passive Voice in the text and make up questions to these sentences.

Ex. 6: Retell the text.

Практическое занятие 3.3.5

Тема: Компьютерная мышь.
Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной речи.
Продолжительность работы: 90 минут.
Литература: [11, с. 18–19].
Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари.
Задания к практической работе:

Ex. 1: Read and translate the text using a dictionary.

Mouse

A mouse is a device to move the cursor or pointer on a display screen. As you move the mouse, the pointer on the display screen moves in the same direction. You can roll a mouse on a hard, flat surface. It looks a bit like a real mouse because the connecting wire looks like a mouse tail. Mice usually have two buttons and sometimes as many as three, which have different functions depending on what program is running. Some newer mice also have a scroll wheel for scrolling through long documents.

The mouse was invented by Douglas Engelbart of Stanford Reseach Center in 1963. The mouse frees the user from using the

keyboard. Mouse is important because you can simply point to objects on the screen and click a mouse button.

Mice can be:

• *Mechanical* with a rubber or metal ball that can roll in all directions. Mechanical sensors in the mouse detect the direction the ball is rolling and move the screen pointer.

• *Optomechanical* with optical sensors to detect motion of the ball.

• *Optical* with a laser to detect the mouse's movement. Optical mice have no mechanical moving parts but they are more expensive.

• *Cordless infrared* mice send infrared or radio waves to communicate with the computer.

Ex. 2: Find the English equivalent of the following words in the text.

указатель	колесико прокрутки
перемещать (двигать) мышь	обнаруживать, замечать
провод	инфракрасный
кнопка	

Ex. 3: Answer the questions.

1) What is a mouse?
2) How many buttons are there on a serial mouse?
3) Who invented a mouse?
4) What are the types of mice?

Ex. 4: Complete this text about the mouse with verbs.

Click; double-click; drag; grab; select; move; control.

The mouse allows you to (1) … the cursor and move around the screen very quickly. Making the same movements with the arrow keys on the keyboard would take much longer. As you (2) … the mouse on the desk, the pointer on the screen moves in the same direction. The pointer usually looks like an I-bar, an arrow, or a pointing hand, depending on what you are doing.

A mouse has one or more buttons to communicate with the computer. For example, if you want to place the insertion point or choose

a menu option, you just (3) … (press and release) on the mouse button and the option is chosen. The mouse is also used to (4) … text and items on the screen. You can highlight text to be deleted, copied or edited in some way.

The mouse is widely used in graphics and design. When you want to move an image, you position the pointer on the object you want to move, press the mouse button, and (5) … the image to a new location on the screen. Similarly, the mouse is used to change the shape of graphic object. For example, if you want to convert a square into a rectangle, you (6) … one corner of the square and stretch it into a rectangle.

The mouse is also used to start a program or open a document: you put the pointer on the file name and (7) … on the name - that is, you rapidly press and release the mouse button twice.

Ex. 5: Complete each sentence by choosing from the following devices.

Touch screen; trackball; touchpad; webcam.

1) A … is a stationary device that works like a mouse turned upside down. You roll the ball with your hand to move the pointer on the screen.
2) Interactive … are used in museums, information centres and Internet kiosks. You use your finger to point directly to objects on the screen.
3) A … is used to send live video images via the Internet.
4) A … is found on notebook PCs. You use it by pressing the sensitive pad with a finger.

Ex. 6: Retell the text.

Практическое занятие 3.3.6
Тема: Сканер, цифровой фотоаппарат, цифровая видеокамера.
Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной речи.
Продолжительность работы: 90 минут.
Литература: [11, с. 20–22].
Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари.

Задания к практической работе:

Ex. 1: Read and learn the vocabulary.

to convert – превращать, преобразовывать
a flatbed colour scanner – цветной сканер планшетного типа
a digitized image – оцифрованное изображение
a coloured filter – светофильтр
light-sensitive – светочувствительный
to edit – редактировать
to store – хранить
to connect – соединять

Ex. 2: Read and translate the text using a dictionary.

The eyes of your computer

What does a scanner do?

A scanner *sees* images and **converts** the printed text or pictures into electronic code that can be understood by the computer. With a **flatbed colour scanner**, the paper with the image is placed face down on a glass screen, as with a photocopier. Beneath the glass are the lighting and measurement devices. Once the scanner is activated, it reads the image as a series of dots and then generates the **digitized image** that is sent to the computer and **stored** as a file.

The scanner operates by using three rotating lamps, each of which has a different **coloured filter**: red, green and blue. The resulting three separate images are combined into one by appropriate software.

What does a digital camera do?

A digital cameras takes photos electronically and converts them into digital data (binary codes made up of 1s and 0s). It doesn't use the film found in a traditional camera; instead it has a special **light-sensitive** silicon chip. Photographs are stored in the camera's memory card before being sent to the computer. Some cameras can also be **connected** to a printer or a TV set to make viewing images easier. This is usually the case with camera phones – mobile phones with a built-in camera.

What does a camcorder do?

A camcorder, or digital video camera, records moving pictures and converts them into digital data that can be stored and **edited** by a computer with special video editing software. Digital video cameras are used by home users to create their own movies, or by professionals in computer art and video conferencing. They are also used to send live video images via the internet. In this case they are called web cameras, or webcams.

Ex. 3: Answer the questions.

1) Which device is used to input text and graphic images from a printed page?
2) How does a scanner send information to the computer?
3) How do digital cameras store photographs?
4) What feature allows mobile phone users to take pictures?
5) Which device would you use to take digital video?
6) What kind of software is used to manipulate video clips on the computer?

Ex. 4: Match each device (1-7) with its use (a-g).

1. joystick	a. draw pictures on to a computer screen
2. lightpen	b. copy documents
3. scanner	c. input sound
4. digital camera	d. input text
5. mouse	e. select from a menu
6. keyboard	f. move the cursor rapidly
7. microphone	g. produce photos without film

Ex. 5: Translate the sentences into English.

1) Мышка – это портативное устройство, которое позволяет двигать курсор на экране. 2) Колесико прокрутки позволяет просматривать документы или веб страницы. 3) Беспроводная мышь не имеет кабеля, и отправляет данные через инфракрасные сигналы или радиоволны. 4) Сканер – внешнее устройство, которое распознает изображения и преобразует его в электронный код. 5) Цифровой

фотоаппарат не используют пленку, и фотографии хранятся в цифровом формате. 6) Функциональные клавиши, вверху клавиатуры, выполняют специальные задачи.

Ex. 6: Describe your digital camera, webcam or video camera. Think about these questions.

1) What do you use the device for? 2) Why did you buy that particular model? 3) What are your favourite functions? 4) What improvements would you make to the device?

<div align="center">

Практическое занятие 3.3.7

</div>

Тема: Устройства вывода данных компьютера: монитор, принтер.
Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной речи.
Продолжительность работы: 90 минут.
Литература: [11, с. 23–29].
Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари.
Задания к практической работе:

Ex. 1: Read and translate the text using a dictionary.

<div align="center">

Output devices: Display screen

</div>

CRTs and LCDs: The screen of a computer is often known as the monitor, or VDU (visual display unit). Inside the computer, there is a video card which processes images and sends signals to the monitor.

When choosing a monitor, you have to take into account a few basics.

• Type of display – the choice is between a CRT or an LCD screen. The Cathode Ray Tube of a monitor is similar to a traditional TV set. It has three electron guns (one for each primary colour: red, green and blue) that strike the inside of the screen, which is coated with substances called phosphors, which glow and create colours. CRTs are cheap, but they are heavy, can flicker and emit radiation.

A Liquid Crystal Display is made from flat plates with a liquid crystal solution between them. The crystals block the light in different

quantities to create the image. Active matrix LCDs use TFT (thin film transistor) technology, in which each pixel has its own transistor switch. They offer better quality and take up less space, so they are replacing CRTs.

• Screen size – the viewing area is measured diagonally; in other words, a 17'' screen measures 17 inches from the top left corner to the bottom right.

• Resolution – the clarity of the image depends on the number of pixels (short for picture elements) contained on a display, horizontally and vertically. A typical resolution is 1024×768.

• The sharpness of images is affected by dot pitch, the distance between the pixels on the screen, so a dot pitch of 0.28 mm or less will produce a sharp image.

• Brightness – the luminance of images is measured in cd / m2 (candela per square metre).

• Colour depth – the number of colours a monitor can display. For example, a VGA monitor produces 256 colours, enough for home use; a SuperVGA can produce up to 16.7 million colours, so is ideal for photographic work and video games.

• Refresh rate – the number of times that the image is drawn each second. If a monitor has a refresh rate of 75 Hertz (Hz), it means that the screen is scanned 75 times per second. If this rate is low, you will notice a flicker, which can cause eye fatigue.

Ex. 2: Find the English equivalent of the following words in the text.

Видео карта; изображение; экран; создавать; излучать радиацию; качество; размер экрана; по диагонали; измерять; разрешение; пиксель; резкость, четкость; размер точки экрана, шаг точки; яркость; глубина цвета; частота.

Ex. 3: Answer the questions.

1) What do CRT and LCD stand for?
2) What is the difference between CRT and LCD screens?
3) Why are LCD screens replacing CRTs?
4) How is the screen size measured?
5) What technology is used by active matrix LCDs?

6) What is dot pitch?

7) What unit of frequency is used to measure the brightness of a display?

8) What is refresh rate?

Ex. 4: Correct these false statements.

1) The images shown on a monitor are not generated by the video card.

2) All visible colours can be made from mixing the three primary colours of red, yellow and blue.

3) Typical CRT-based displays occupy less space than LCD displays.

4) Active-matrix LCDs do not use a technology called thin film transistor or TFT.

5) The size of the screen is measured horizontally.

Ex. 5: Describe your own monitor.

Ex. 6: Read and translate the text using a dictionary.

Technical details

A printer is a device that prints your texts or graphics on paper.

The output on paper or acetate sheets is called printout or hard copy.

The output quality or resolution is measured in dpi or dots per inch.

A program in your computer, called the printer driver, converts data into a form that your printer can understand.

A printer spooler stores files to be printed when the printer is ready. It lets you change the order of documents in the queue and cancel specific print jobs.

The speed of your printer is measured in pages per minute (ppm).

In a network, users can share a printer connected to a print server, a computer that stores the files waiting to be printed.

Which type of printer should I buy?

Printing is the final stage in creating a document. Since the results you can obtain with different types of printer will vary substantially, here is a guide to help you decide which one is most suitable for your needs.

To begin with, you should take into account that printers vary in cost, speed, print quality, and other factors such as noise or printing

method. Technology is evolving so quickly that there is always a printer for every application or need.

Dot-matrix printers use pins to print the dots required to shape a character. They can print text and graphics; however, they produce relatively low resolution output – 72 to 180 dots per inch (dpi). They are slower than laser printers but much cheaper.

Inkjet printers operate by projecting small ink droplets onto paper to form the required image. Colour and hues are created by the precise mixing of cyan, magenta, yellow and black inks. Inkjets are fairly fast, quiet, and not as expensive as laser printers. Nevertheless, you can still expect high quality results because there are some inkjet printers on the market with a resolution of 2,400 dpi.

Laser printers produce output at great speed and with a very high resolution of 1,200-2,400 dpi. They scan the image with a laser beam and transfer it to paper with a special ink powder called toner. They are constantly being improved. In terms of speed and image quality, laser printers are preferred by experts for various reasons; for instance, they have a wider range of scalable fonts than inkjets, can emulate different language systems, and can produce high-quality graphics; however, they are still expensive for home users.

Thermal transfer printers are used to produce colour images by transferring a wax-based ink onto the paper. They are popular for printing bar codes, labels and medium-resolution graphics.

Imagesetters produce very high-resolution output (up to 3,540 dpi) on paper or on the actual film for making the printing plates. In addition, they are extremely fast. Imagesetters are most often used in desktop publishing (DTP). Although they produce the highest quality output, they have one important disadvantage: they are too expensive for homes or small offices.

In modern lithographic printing, images are created on a DTP computer and then output directly to the printing plates, without requiring film as an intermediate step. This technology is called computer to plate, or CTP, and the machine used is called a platesetter.

Finally, we have plotters. Plotters use ink and fine pens held in a carriage to draw very detailed designs on paper. They are used for construction plans, engineering drawings and other technical illustrations. Nowadays, traditional plotters are being replaced with wide-format inkjets.

Ex. 7: Find the English equivalent of the following words in the text.

Печатать; распечатка; спулер принтера; матричный принтер; струйный принтер; чернила, краска; тонер; быстрый; создавать; устройство фотовывода; широкоформатный; заменять.

Ex. 8: Complete these sentences with words from text «Technical details».

1) The difference in … are noticeable: the more dots per inch, the clearer the image. 2) A print resolution of between 600 … and 2400 … ensured that even text as small as 2pt was legible. 3) The key advance of recent years is printing speed: the latest generation of ink-jets prints black-and-white text at 15 … . 4) With appropriate software, you can view the images on a computer, manipulate them, or send them to a … and produce excellent quality colour copies. 5) A … is a dedicated computer that connect a printer to a network. It enables users to share printing resources. 6) A … is a utility that organizes and arranges any documents waiting to be printed. 7) In computers, a … is a program installed to control a particular type of printer.

Ex. 9: Translate into English.

1) Существует три типа принтеров: матричный, струйный и лазерный.
2) Матричный принтер имеет два недостатка: шум и низкое разрешение.
3) Струйные принтеры быстрее и тише матричных, а также не такие дорогие, как лазерные принтеры.
4) Лазерные принтеры работают с большой скоростью и высоким качеством разрешения.
5) Экран измеряется по диагонали в дюймах.
6) Разрешение или четкость изображения зависит от количества пикселей.

Ex. 10: Give a summary of the text (8-10 sentences). Use some words and expressions.

1) This text is about …
2) The text contains the description of …
3) The main idea of the text is …
4) In my opinion
5) It should be noted …
6) In conclusion …
7) To sum up …

Тема 3.4
Устройства хранения памяти

Практическое занятие 3.4.1

Тема: Виды накопителей на магнитных дисках.

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

Продолжительность работы: 90 минут.

Литература: [11, с. 30–33].

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

Задания к практической работе:

Ex. 1: Translate the text without dictionary for 15 minutes.

Storage devices:
Types of magnetic drive

A 3.5'' floppy drive and diskette

A floppy disk drive uses 3.5'' disks, which can store 1,44 MB of data. Floppy drives are becoming increasingly rare.

The inside of a hard drive

Most PCs have one internal hard drive, usually called C: drive. It is used to store the operating system, the programs and the user's files in a convenient way. A hard drive can hold hundreds of gigabytes of data.

A portable external hard drive

External hard drives are connected to the USB or FireWire port of the computer. They can be as small as a wallet but can have as much capacity as internal drives; they are typically used for backup or as secondary storage.

Magnetic tapes and drive

A tape drive reads and writes data on tapes. It is sequential-access – i.e. to get to a particular point on the tape, it must go through all the preceding points. Tapes can hold hundreds of gigabytes of data and are used for data collection, backup and archiving.

Ex. 2: Complete these sentences with words.

Capacity; storage; archiving; hold; secondary.

1) There are basically three types of magnetic … device available to the computer user – hard drives, diskettes and tapes.
2) The … of a 3,5'' floppy disk is only 1,44 MB.
3) Hard drives can … hundreds of times more data than floppy disks.
4) A portable hard drive is a good choice for … storage.
5) Magnetic tapes are used for … information that you no longer need to use regularly.

Ex. 3: Read and learn the vocabulary.

magnetic storage device – магнитное запоминающее устройство
magnetizable material – намагничиваемый материал
to spin – вращаться
to retrieve – искать, отыскивать
formatted – форматированный
a directory – каталог файлов
a read / write head – универсальная головка
to erase – стирать
to install – устанавливать
a partition – отделение
a seek time – время поиска
a transfer rate – скорость передачи
a head crash – разрушение головки
to check – проверить
up-to-date – современный, новейший
to back up – выполнять резервное копирование

Ex. 4: Read and translate the text using a dictionary.

Magnetic storage

Magnetic storage devices store data by magnetizing particles on a disk or tape.

A floppy disk is so called because it consists of a flexible sheet of plastic, coated with iron oxide – **magnetizable material**. A floppy disk drive **spins** at 360 revolutions per minute (rpm), so it's relatively slow. However, a hard drive spins at over 7,200 rpm and stores data on a stack of metal rotating disks called platters. This means you can store much more data and **retrieve** information much faster.

New disks need to be formatted before you can use them, unless they come preformatted from the manufacturer. When the disk is **formatted**, the operating system (OS) organizes the disk surface into circular tracks and divides each track into sectors. The OS creates the **directory** which will record the specific location of files. When you save a file, the OS moves the **read/write head** of the drive towards empty sectors, records the data and writes an entry for the directory.

Later on, when you open that file, the OS looks for its entry in the directory, moves read/write heads to the correct sector, and reads the file in the RAM area. However, formatting **erases** any existing files on a disk, so don't format disks on which data that you don't want to lose is stored.

The OS allows you to create one or more **partitions** on your hard drive, in effect dividing it into several logical parts. Partitions let you **install** more than one operating system (e.g. Windows and Linux) on your computer. You may also decide to split your hard drive because you want to store the OS and programs on one partition and your data files on another; this allows you to reinstall the OS when a problem occurs, without affecting the data partition.

The average time required for read/write heads to move and find data is called **seek time** (or access time) and it is measured in milliseconds (ms); most hard drives have a seek time of 7 to 14 ms. Don't confuse this with **transfer rate** – the average speed required to transmit data from the disk to the CPU, measured in megabytes per second.

How to protect your hard drive

• Don't hit or move the computer while the hard drive is spinning. Hard drives are very sensitive to vibration and shocks, especially when they are operating; when the read/write head touches the rotating disk, it can scratch and damage the disk surface. This is known as **head crash**.

• You shouldn't turn your computer off and on quickly. Wait at least ten seconds to ensure that the drive has stopped spinning.

• **Check** your hard drive regularly for logical and physical errors. To check and repair a drive, you can use a disk diagnosis utility like Windows ScanDisk.

• To minimize the risk of data loss or corruption, you should install an **up-to-date** virus scanner. • You should also **back up** your hard drive regularly.

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

1. A hard drive spins at the same speed as a floppy disk drive.
2. If you format a hard drive that has files on it, the files will be deleted.
3. Hard drives cannot be partitioned to run separate operating systems on the same disk.
4. Seek time and transfer rate mean the same thing.
5. Disk drives are not shock resistant, especially in operating mode.

Ex. 6: Match these words (1–5) with the definitions (a-e).

1) formatted	a) a file system that defines the structure for keeping track of the files
2) directory	
3) read / write head	b) the part of a drive that reads and records data on a disk
4) head crash	
5) back up	c) to make a copy of data or software in case the original disk is damaged
	d) initialized; when the tracks and sectors on magnetic disks are set
	e) a serious disk malfunction; when the read/write head touches the rotating disk

Ex. 7: Discuss what you should or shouldn't do to protect your data. Use the suggestions below.

Example: discs on top of each other (stack)
You shouldn't stack discs on top of each other. / Don't stack discs on top of each other.

1) your anti-virus program regularly, since new viruses are created everyday (update)
2) discs in protective case (store)
3) passwords and security devices to protect confidential information (use)
4) on discs with permanent marker pens (write)
5) the disc into the disc drive carefully (insert)
6) floppies or hard drives near magnets; they can damage the data stored on them (leave)

Ex. 8: Find the verbs in the text in the form of the Present Indefinite (Simple) tense and make up questions to these sentences.

Практическое занятие 3.4.2
Тема: Оптические диски, драйвера и флэш-память.
Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной речи.
Продолжительность работы: 90 минут.
Литература: [11, с. 34–40].
Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screenboard».
Задания к практической работе:

Ex. 1: Read and translate the text using a dictionary.

Optical discs and drives

Optical discs can store data at much higher densities than magnetic disks. They are therefore ideal for multimedia applications where images, animation and sound occupy a lot of disc space. Furthermore, optical discs are not affected by magnetic fields, meaning that they are secure and stable, and can be transported through airport metal detectors

without damaging the data. However, optical drives are slower than hard drives.

<div align="center">CDs and DVDs</div>

At first sight, a DVD is similar to a CD. Both discs are 120 mm in a diameter and 1,2 mm thick. They also both use a laser beam to read data. However, they are very different in internal structure and data capacity. In a DVD, the tracks are very close together, thus allowing more tracks.

The pits in which data is stored are also smaller, so there are more pits per track. As a result, a CD can hold 650-700 MB, whereas a basic DVD can hold 4.7GB. In addition, a DVD can be double-sided and dual layer, with a capacity of 17GB.

CDs come in three different formats:

• CD-ROMs (read-only memory) are read-only units, meaning you cannot change the data stored on them (for example, a dictionary or a game).

• CD-R (recordable) discs are write-once devices which let you duplicate music CDs and other data CDs.

• CD-RW (rewritable) discs enable you to write onto them many times, just like a hard disk.

DVDs also come in several formats:

DVD-ROMs are used in DVD computer drives. They allow for data archiving as well as interactive content (for example, encyclopedia or a movie).

DVD-R or DVD+R can only be recorded on once.

DVD-RW or DVD+RW discs can be erased and reused many times. They are used to back up data files and to record audio and video.

The DVD drive used in computers is also called a DVD burner because it records information by burning via a laser to a blank DVD disc.

However, a DVD recorder typically refers to a standalone unit which resembles a video cassette recorder. New DVD recorders can play all CD and DVD formats. There are also portable DVD players – handhelds devices which let you watch movies or TV, play games and listen to music, wherever you are.

They come with a built-in DVD drive and widescreen (rectangular 16:9 format) LCD display. They usually support multi-format playback –

that is, they can play many file formats, including DVD-video, DivX, CD audio discs, MP3 music and JPEG images.

HD-DVD and Blu-ray discs

These two competing formats are expected to replace current DVD as the standard for watching movies at home. On one side are Toshiba, Microsoft and the DVD Forum, who support the High Definition-DVD (HD-DVD). Sony, Panasonic, Samsung, JVC and many movie studios are behind the Blu-ray format.

A Blu-ray disc has a capacity of 25 GB (single layer), 50 GB (dual layer) and 100 GB (four layer). Unlike DVDs, which use a red laser to read and write data, Blu-ray uses a blue-violet laser, hence its name. Blu-ray disc can record and play back high-definition television and digital audio, as well as computer data.

Ex. 2: Find the English equivalent of the following words in the text.

хранить данные   записывать
занимать   повторно использовать
безопасный   встроенный
емкость, объем

Ex. 3: Make notes about the features of CDs, DVDs and Blu-ray discs.

	Capacity and formats	Possible uses
CD		
DVD		
Blu-ray		

Ex. 5: Memorize the following words and word combinations.

non-volatile memory – постоянная память
access time – время доступа
to update – обновлять
to break – сломать
limitation – ограничение
to offload – перемещать
wireless – беспроводной
power consumption – потребление энергии

Ex. 6: Read and translate the text using a dictionary.

Memory in a flash

Flash memory is a type of non-volatile memory that can be electronically erased and reprogrammed. Its name was invented by Toshiba to express how much faster it could be erased – *in a flash*, which means *very quickly*.

Unlike RAM, which is volatile, flash memory retains the information stored in the chip when the power is turned off. This makes it ideal for use in digital cameras, laptops, network switches, video game cards, mobile phones and portable multimedia players. In addition, it offers fast read access times (although not as fast as RAM), with transfer rates of 12MB per second. Unlike ROM chips, flash memory chips are rewritable, so you can update programs via software.

Inside the chip, data is stored in several floating gate transistors, called cells. Each cell traditionally stores one bit of data (1 = erased and 0 = programmed). New devices have a multi-level cell structure so they can store more that one bit per cell. The chips are constructed with either NOR and HAND gates. NOR chips function like a computer's main memory, while HAND works like a hard drive. For example, in a camera, NOR flash contains the camera's internal software, while HAND flash is used to store the images.

Flash memory is used in several ways:

Many PCs have their BIOS (basic input/output system) stored on a flash memory chip so it can be updated if necessary.

Modem uses flash memory because it allows the manufacturer to support new protocols.

USB flash drives are used to save and move MP3s and other data files between computers. They are more easily transported than external hard drives because they use solid-state technology, meaning that they don't have fragile moving parts that can break if dropped. However, USB flash drives have less storage capacity than hard drives.

New U3 smart drives allow users to store both applications and data. They have two drives partitions and can carry applications that run on the host computer without requiring installation.

Flash memory cards are used to store images on cameras, to back up data on PDAs, to transfer games in video consoles, to record voice

and music on MP3 players or to store movies on MP4 players. They are as small as a stamp, and capacity can range from 8MB to several gigabytes. The only limitation is that flash cards are often not interchangeable between devices. Some formats include: CompactFlash, Secure Digital, MultiMedia Card, miniSD card, and xD-Picture card. Sony has its own product called the Memory Stick, used in its digital still cameras, video camcorders and the PlayStation Portable. The photos stored in a digital camera can be offloaded to a computer via cable or wirelessly. Another option is to have a flash card reader permanently connected to your PC; you simply eject the card from the camera and put it into the reader instead of having to plug the camera in.

The future of hard drives may be hybrid hard drives. Hybrid hard drives combine a magnetic hard disk and flash memory into one device.

This allows computers to boot, or start, more quickly, and also reduces power consumption.

Ex. 7: Answer these questions.

1) What is flash memory?
2) What are the differences between RAM memory and flash memory?
3) What can devices which use multi-level cell technology do?
4) What are the differences between flash drives and external hard drives?
5) What is the advantage of using U3 technology in flash drives?
6) How much data can a flash memory card hold?
7) What is the name of the flash card created by Sony for its digital cameras?

Ex. 8: Translate the sentences into English.

1) Дисковод вращает диск на высокой скорости и читает его данные или записывает новые.
2) Большинство компьютеров имеют внутренний жесткий диск, который может хранить несколько гигабитов информации.
3) Оптические диски используют лазер, чтобы читать и писать данные, но они медленнее, чем жесткие диски.
4) Портативные DVD-проигрыватели позволяют смотреть кино, играть в игры и слушать музыку.

5) Флэш-память – постоянная память, которая сохраняет информацию, когда питание выключено.

Ex. 9: Describe advantages and disadvantages of different types of storage devices.

Тема 3.5
Основное программное обеспечение

Практическое занятие 3.5.1
Тема: Операционная система.
Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной речи.
Продолжительность работы: 90 минут.
Литература: [11, с. 40–42].
Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари.
Задания к практической работе:

Ex. 1: Read and translate the text using a dictionary.

Operating system

The term user interface refers to the standard procedures that the user follows in order to interact with a computer. In the late 1970s and early 80s, the way users accessed computer systems was very complex. They had to memorize and type a lot of commands just to see the contents of a disk, to copy files or to respond to a single prompt. In fact, it was only experts who used computers, so there was no need for a user-friendly interface.

In 1984, Apple produced the Macintosh, the first computer with a mouse and a graphical user interface (GUI). Macs were designed with one clear aim: to facilitate interaction with the computer. A few years later, Microsoft launched Windows, another operating system based on graphics and intuitive tools. Nowadays, computers are used by all kinds of people, and as a result there is a growing emphasis on accessibility and user-friendly systems.

A GUI makes use of a WIMP environment: windows, icons, menus and pointer. The background of the screen is called the desktop, which contains labelled pictures called icons. These icons represent files or folders. Double-clicking a folder opens a window which contains programs, documents, or more nested folders. When you are in a folder, you can launch a program or document by double-clicking the icon, or you can drag it to another location. When you run a program, your PC opens a window that lets you work with different tools. All the programs have a high level of consistency, with similar toolbars, menu bars, buttons and dialog boxes. A modern OS also provides access to networks and allows multitasking, which means you can run several programs – and do various tasks – at the same time.

The most popular operating systems are:

• The Windows family – designed by Microsoft and used on most PCs. The most recent version is Windows 10.

• Mac OS – created by Apple and used on Macintosh computers.

• Unix – a multi-user system, found on mainframes and workstations in corporate installations.

• Linux – open-source software developed under the GNU General Public License. This means anybody can copy its source code, change it and distribute it. It is used in computers, appliances and small devices.

• Windows Mobile – used on most PDAs and smartphones (PDAs incorporating mobile phones).

• Palm OS – used on Palm handheld devices.

• RIM – used on BlackBerry communication devices. Developed by Research in Motion.

• The Symbian OS – used by some phone makers, including Nokia and Siemens.

These computer platforms differ in areas such as device installation, network connectivity or compatibility with application software.

Ex. 2: Find the English equivalent of the following words in the text.

пользовательский интерфейс	запустить программу
взаимодействовать	перетаскивать
операционная система	открывать
окно	панель инструментов

иконка	строка меню
меню	диалоговое окно
указатель	сеть
рабочий стол	исходный код
файл	портативное устройство
папка	установка

Ex. 3: Complete this text with a, an, the or nothing.

Linux is (1) … operating system and it was initially created as (2) … hobby by a young student, Linus Torvalds, at the University of Helsinki in Finland. Version 1.0 of the Linux Kernel1 was released in 1994. (3) … Kernel, at the heart of all Linux systems, is developed and released under GNU General Public License, and its source code is freely available to everyone.

Apart from the fact that it's freely distributed, (4) … Linux's functionality, adaptability and robustness has made it the main alternative for proprietary Unix and Microsoft operating systems. IBM, Hewlett-Packard and other giants of the computing world have embraced Linux and support its ongoing development. More than (5) … decade after its initial release, Linux is being adopted worldwide, primarily as (6) … server platform. Its use as a home and office desktop operating system is also on the rise. The operating system can also be incorporated directly into (7) … microchips in a process called (8) … embedding, and it is increasingly being used this way in appliances and devices.

Ex. 4: Give a summary of the text (8-10 sentences). Use some words and expressions.

1) This text is about …
2) The text contains the description of …
3) The main idea of the text is …
4) In my opinion …
5) It should be noted …
6) In conclusion …
7) To sum up …

Практическое занятие 3.5.2

Тема: Обработка текстов.

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

Продолжительность работы: 90 минут.

Литература: [11, с. 43–45].

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

Задания к практической работе:

Ex. 1: Read and translate the text using a dictionary.

Word processing

A word processor enable you to create a document, store it electronically on a disk, display it on a screen, modify it by entering commands and characters from the keyboard, and print it on a printer.

The great advantage of word processing over using a typewriter is that you can make changes without retyping the entire document.

If you make a typing mistake, you simply back up the cursor and correct your mistake.

If you want to delete a paragraph, you simply remove it, without leaving a trace. It is equally easy to insert a word, sentence or paragraph in the middle of a document.

Word processors usually support these features (and a few others).

• Cut and paste: Allows you to remove (cut) a section of text and insert (paste) it somewhere else.

• Find and replace: Allows you to direct the word processor to search for a particular word or phrase. You can also direct the word processor to replace one group of characters with another everywhere that the first group appears.

• Word wrap: The word processor automatically moves to the next line when you have filled one line with text, and it will readjust text if you change the margins.

• Print: Allows you to send a document to a printer to get hard copy.

• Font specifications: Allows you to change fonts within a document. For example, you can specify bold, italics, and underlining. Most word processors also let you change the font size and the typeface.

• Graphics: Allows you to include illustrations and graphs in a document. Some programs let you create illustrations within the word processors; others let you insert a picture from a different program.

• Headers, footers and page numbering: Allows you to specify customized headers and footers that the word processor will put at the top and bottom of every page. The word processor automatically keeps track of page numbers so that the correct number appears on each page.

• Layout: Allows you to specify different margins within a single document and to specify various methods for indenting paragraphs – how much space you leave between the margins and the paragraphs.

• Merge: Allows you to merge text from one file into another file. This is particularly useful for generating many files that have the same format but different data. Generating mailing labels is the classic example of using merges.

• Spell checker: A utility that allows you to check the spelling of words. It will highlight any words that it does not recognize.

• Thesaurus: Allows you to search for synonyms without leaving the word processor.

The line dividing the word processor from desktop publishing systems is constantly shifting. In general, though, DTP applications support finer control over layout and more support for full-colour documents.

Ex. 2: Find the English equivalent of the following words in the text.

перепечатывать	курсивный (о шрифте)
удалять	подчеркивание
вставить	размер шрифта
вырезать	вид шрифта
найти	заголовок, верхний колонтитул
заменять	нижний колонтитул
искать	нумерация страниц
перенос слов	соединять, сливать
строка	расположение (текста)
изменять	отступ

поле   программа проверки орфографии
шрифт   выделять
жирный (о шрифте)   словарь синонимов и антонимов

Ex. 3: Look at this screenshot from Microsoft Word and translate the labelled features and functions.

Ex. 4: Complete these statements with a term.

1) A … consists of three elements: typeface, type style and type size; for example Arial bold at 9 points.
2) Notice that when you get to the end of each line, Word starts a new line automatically. It moves the word you are typing to a new line when it enters an invisible margin running down the right-hand side of the screen. This feature is called … … .
3) … and … lets you find a word and change it into another word throughout the text.
4) A good … … program can be used not only to rectify accidental spelling mistakes and typing errors, but also to speed typing input.

5) Many word processor include a …, so you can look for words with similar meanings.
6) The … contains a row of icons that perform particular actions when clicked.
7) … a paragraph involves moving your writing in from the margins of the page. For example, a left indent is the distance between the left margin and the text.
8) The … and … commands allow you to specify customized texts at the top and bottom of every page.

Ex. 5: Retell the text.

Тема 3.6
Правила техники безопасности на рабочем месте

Практическое занятие 3.6.1
Тема: Правила техники безопасности на рабочем месте.
Цель: Активизировать употребление в речи лексических единиц по теме. Сформировать навыки письменной речи.
Продолжительность работы: 90 минут.
Литература: [17, с. 48–49].
Материально-техническое обеспечение: учебное пособие, раздаточный материал, словари, компьютерная система «Screenboard».
Задания к практической работе:

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

safety engineering – техника безопасности
accident – несчастный случай
safety rules – правила техники
lack – нехватка, отсутствие безопасности
training workshop – учебный цех (мастерская)
to ensure – обеспечивать

Ex. 2: Change Russian word with English one using new words.

1) This was *несчастный* случай. 2) All people should keep *технику безопасности*. 3) Do you know *правила техники*? 4) We work in *мастерской*. 5) I *обеспечиваю* safety engineering.

Ex. 3: Read and translate the text.

SAFETY ENGINEERING

Accidents to people in industrial enterprises are called industrial traumatism (injury). They occur when workers have not acquired the requisite for skill and lack the necessary experience in handling tools and equipment. Accidents are also caused through neglect of safety rules and regulations in the factories and training workshops.

The purpose of safety engineering is to prevent accidents and to create such conditions of work in industry which will ensure maximum productivity of labour.

When taking up new duties or when first going to work at any industrial enterprise each worker is obliged to acquaint him thoroughly with, and to master the safety instructions.

Ex. 4: Answer the questions in written form.

1) How are the accidents to people in industrial enterprises called?
2) When do the accidents to people occur?
3) What must one do to prevent accidents?
4) What is the purpose of safety engineering?
5) What is a worker obliged to do when taking up new duties?
6) Make a plan for the read text and retell.

Ex. 5: Make 6 sentences using new words from the Exercise 1.

Ex. 6: Match the columns.

a)	**b)**
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) aircraftps.

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

Практическое занятие 3.6.2

Тема: Правила пользования компьютером.

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

**Продолжительность работы:** 90 минут.

Литература: [11, с. 25; конспект занятия].

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

Задания к практической работе:

Ex. 1: Advise the user of this workstation on improvements he should make.

Example: I think you should use a chair with back support. It's more comfortable.
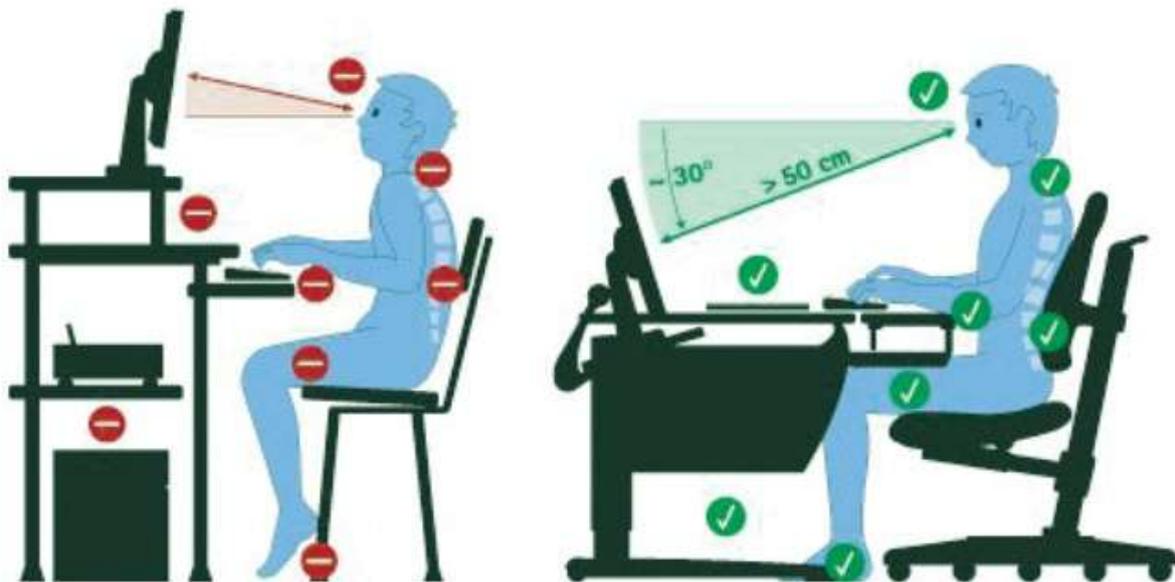
Ex. 2: Label this diagram with the advice 1-8.

1) There should be clearance under the work surface.
2) You should have your feet flat on the floor.
3) Make sure your forearms and hands are in a straight line.
4) Your lower back should be supported.
5) Your screen should be positioned to avoid reflected glare.
6) Keep your shoulders relaxed.
7) You should have your thighs tilted slightly.
8) Make sure the top of the screen is at or slightly below eye level.

Ex. 3: Read this list of rules for using a company computer. Which ones do you follow? Why?

COMPUTER DOS AND DON'TS

Things you should do:
- Run Scandisk regularly to check and repair your file systems.
- Connect all peripherals before you switch the computer on.
- Keep your keyboard and screen clean.
- Keep CDs and DVDs in covers and hold them by the edge when using.
- Always shut down your laptop computer first if you need to move it.
- Secure your hardware from sudden power surges.

Things you should not do:
- Do not disconnect the keyboard, mouse, monitor, printer or any peripheral if the PC is on.
- Don't eat food or drink near the keyboard and computer. Don't blow smoke over your PC.
- Don't move or lift your desktop computer when it's on. Don't drop your laptop.
- Don't clean your hardware with a household polish or cleaner.
- Don't turn your computer off for lunch breaks.
- Don't load unauthorized soft ware.

Ex. 4: Match the verb 1-5 with the noun a-e.

1) switch / turn off   a) software
2) eat   b) software
3) connect   c) peripherals
4) load   d) food
5) run   e) the computer

Ex. 5: Work in pairs. Discuss what other rules you can add to the two lists in Exercise 3. Compare your list with another pair.

Ex. 6: Complete these health and safety guidelines with should / shouldn't.

1) If you type a lot at your computer each day, you … buy an ergonomic keyboard; it can help reduce the risk of repetitive strain injury.
2) You … place your mouse within easy reach and support your forearm.
3) If you decide to build your own PC, protect yourself from electric shocks. You … touch any components unnecessarily.
4) You … always use a copyholder if you are working from documents. The best position is between the screen and the keyboard, or at the same height as the screen; this can reduce neck, back and eyestrain.
5) Irresponsible disposal of electronic waste can cause severe environmental and health problems. You … just throw your old monitor or video system into the bin.

Ex. 7: Practise giving advice about how to you a monitor safely using should / shouldn't or It's a good/bad idea to. Look at these guidelines for help.

1) Don't open the monitor. It's dangerous.
2) Don't stare at the screen for long period of time.
3) Position the monitor at eye level or just below.
4) Leave enough space behind the monitor for unobstructed movement.
5) Don't sit near the sides or back of CRT monitors. Use LCD screen instead – they're free from radiation.
6) Keep the screen clean to prevent distorting shadows.

Ex. 8: What is the most important rule you can give about computer use? Work in pairs. Practise giving advice to each other.

Example: Always … . / You should …

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; допущены 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; есть 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	80–85 баллов

Отметка	Критерии оценки	Показатели по шкале от 0 до 100 баллов
	незначительные лексико-грамматические и орфографические ошибки	
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 препятствует 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 нелогично 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	15–60 баллов

Отметка	Критерии оценки	Показатели по шкале от 0 до 100 баллов
	соблюдаются грамматические, орфографические и пунктуационные правила	
	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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