

**Бюджетное учреждение высшего образования
Ханты-Мансийского автономного округа-Югры
"Сургутский государственный университет"**



УТВЕРЖДАЮ
Проректор по УМР

В. Коновалова

30 июня 2019 г. протокол УС №6

Иностранный язык

рабочая программа дисциплины (модуля)

Закреплена за кафедрой	Иностранных языков
Учебный план	b030302-ЦифрТех-19-1.plx 03.03.02 ФИЗИКА Направленность (профиль): Цифровые технологии в геофизике
Квалификация	Бакалавр
Форма обучения	очная
Общая трудоемкость	8 ЗЕТ
Часов по учебному плану	288
в том числе:	
аудиторные занятия	128
самостоятельная работа	160

Виды контроля в семестрах:
зачеты 1, 2, 3
зачеты с оценкой 4

Распределение часов дисциплины по семестрам

Семестр (<Курс>.<Семестр на курсе>)	1 (1.1)		2 (1.2)		3 (2.1)		4 (2.2)		Итого	
	уп	рпд	уп	рпд	уп	рпд	уп	рпд		
Неделя	17,2		17,3		17,3		17,3			
Вид занятий	уп	рпд	уп	рпд	уп	рпд	уп	рпд	уп	рпд
Практические	32	32	32	32	32	32	32	32	128	128
В том числе инт.	32	32	32	32					64	64
Итого ауд.	32	32	32	32	32	32	32	32	128	128
Контактная работа	32	32	32	32	32	32	32	32	128	128
Сам. работа	40	40	40	40	40	40	40	40	160	160
Итого	72	72	72	72	72	72	72	72	288	288

Программу составил(и):

доцент, Кузнецова Светлана Владимировна



Рабочая программа дисциплины

Иностранный язык

разработана в соответствии с ФГОС:

Федеральный государственный образовательный стандарт высшего образования по направлению подготовки 03.03.02 (уровень бакалавриата) (приказ Минобрнауки России от 07.08.2014г. №937)

составлена на основании учебного плана:

03.03.02 ФИЗИКА

Направленность (профиль): Цифровые технологии в геофизике

утвержденного учёным советом вуза от 20 июня 2019 г., протокол УС №6

Рабочая программа одобрена на заседании кафедры

Иностраных языков

Протокол от 23 мая 2019 г. № 07

Срок действия программы: уч.г.

Зав. кафедрой к.филол.н., доцент Сергиенко Н.А.



Председатель УМС

к.т.н., доцент

Тараканов Д.В.

07 06 2019 г.

✓ 06/19



1. ЦЕЛИ ОСВОЕНИЯ ДИСЦИПЛИНЫ	
1.1	Основной целью дисциплины «Иностранный язык» является формирование у студентов способности осуществлять коммуникацию в устной и письменной формах на русском и иностранных языках для решения задач межличностного и межкультурного взаимодействия, задач профессиональной деятельности, а также для дальнейшего самообразования.
1.2	Изучение иностранного языка призвано также обеспечить:
1.3	- повышение уровня учебной автономии, способности к самообразованию;
1.4	- развитие когнитивных и исследовательских умений;
1.5	- развитие информационной культуры;
1.6	- расширение кругозора и повышение общей культуры студентов;
1.7	- воспитание толерантности и уважения к духовным ценностям разных стран и народов.

2. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ООП	
Цикл (раздел) ООП:	Б1.Б
2.1	Требования к предварительной подготовке обучающегося:
2.1.1	Школьный курс иностранного языка
2.2	Дисциплины и практики, для которых освоение данной дисциплины (модуля) необходимо как предшествующее:
2.2.1	Компьютерные технологии в геофизике

3. КОМПЕТЕНЦИИ ОБУЧАЮЩЕГОСЯ, ФОРМИРУЕМЫЕ В РЕЗУЛЬТАТЕ ОСВОЕНИЯ ДИСЦИПЛИНЫ (МОДУЛЯ)	
ОК-5: способностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия	
ОК-6: способностью работать в коллективе, толерантно воспринимая социальные, этнические, конфессиональные и культурные различия	
ОК-7: способностью к самоорганизации и самообразованию	
ОПК-7: способностью использовать в профессиональной деятельности знание иностранного языка	

В результате освоения дисциплины обучающийся должен

3.1	Знать:
3.1.1	- основные лексические и грамматические нормы иностранного языка: лексический минимум в объёме, необходимом для осуществления взаимодействия на иностранном языке; основы грамматики и лексики иностранного языка для создания устных и письменных высказываний на иностранном языке;
3.1.2	- основы и структуру самостоятельной работы, принципы конспектирования устных сообщений, владеть культурой мышления способностью к обобщению, анализу, восприятию информации.
3.1.3	- иностранные языки в объеме, достаточном для решения задач профессиональной деятельности.
3.2	Уметь:
3.2.1	- использовать государственный и иностранный язык в устной и письменной формах для выражения мнения и мыслей в межличностном общении;
3.2.2	- самостоятельно работать с научно-популярной и профессиональной литературой на иностранном языке, иноязычными информационными ресурсами, технологиями и современными компьютерными переводческими программами, с целью получения профессиональной информации;

3.2.3	- понимать и оценивать чужую точку зрения, стремиться к сотрудничеству, достижению согласия, выработке общей позиции в условиях различия взглядов и убеждений посредством иностранного языка;
3.2.4	- самостоятельно организовывать свою деятельность, заниматься самообразованием.
3.2.5	- решать задачи профессиональной деятельности в устной и письменной формах на иностранном языке.
3.3	Владеть:
3.3.1	- навыками монологической и диалогической речи для участия в диалогах и ситуациях на знакомую / интересующую тему без предварительной подготовки, а также навыками извлечения необходимой информации из оригинального текста на иностранном языке;
3.3.2	- лексико-грамматическими навыками иноязычной речи для решения задач межличностного и межкультурного взаимодействия при письменном и устном общении;
3.3.3	- основами и структурой самостоятельной работы;
3.3.4	- навыками использования иностранного языка для решения задач профессиональной деятельности.

4. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

Код занятия	Наименование разделов и тем /вид занятия/	Семестр / Курс	Часов	Компетенции	Литература	Инте ракт.	Примечание
	Раздел 1. Высшее образование. Межличностная и межкультурная коммуникация в академической деятельности.						
1.1	Я – студент/ About myself. Грамматика: Типы предложений /Пр/	1	8	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э2 Э3 Э4 Э5 Э6 Э7	8	Письменный, устный опрос
1.2	Я – студент/ About myself. Грамматика: Типы предложений /Ср/	1	10	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э3	0	
1.3	Университет. Студенческая жизнь/ University. Student's life. Грамматика: Настоящие времена (to be, Present Simple, Present Continuous, Present Perfect) /Пр/	1	8	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2	8	Письменный, устный опрос
1.4	Университет. Студенческая жизнь/ University. Student's life. Грамматика: Настоящие времена (to be, Present Simple, Present Continuous, Present Perfect) /Ср/	1	10	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э2 Э3	0	
1.5	Моя родина/ My Homeland. Грамматика: Прошедшие времена (Past Simple, Past Continuous) /Пр/	1	8	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2	8	Письменный, устный опрос
1.6	Моя родина/ My Homeland. Грамматика: Прошедшие времена (Past Simple, Past Continuous) /Ср/	1	10	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1Л3.1 Л3.2 Э1 Э2 Э3	0	

1.7	Образование в России и за рубежом / Education in Russia and abroad. Грамматика: Формы выражения будущего времени (Future Simple, to be going to) /Пр/	1	8	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2	8	Письменный, устный опрос
1.8	Образование в России и за рубежом / Education in Russia and abroad. Грамматика: Формы выражения будущего времени (Future Simple, to be going to) /Ср/	1	10	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э4 Э5	0	
1.9	/Контр.раб./	1	0			0	Контрольная работа №1
1.10	/Зачёт/	1	0	ОК-5 ОК-6 ОК-7 ОПК-7		0	
Раздел 2. Межкультурное взаимодействие в англоязычном мире.							
2.1	Страны изучаемого языка/ English speaking countries. Грамматика: Имя существительное. Артикль. /Пр/	2	8	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2	8	Письменный, устный опрос
2.2	Страны изучаемого языка/ English speaking countries. Грамматика: Имя существительное. Артикль. /Ср/	2	10	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э3 Э5 Э6	0	
2.3	Английский язык для академической мобильности/ English for academic mobility. Грамматика: Местоимение /Пр/	2	8	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2	8	Письменный, устный опрос
2.4	Английский язык для академической мобильности/ English for academic mobility. Грамматика: Местоимение /Ср/	2	10	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1Л3.1 Л3.2 Э2 Э3	0	
2.5	Современный образ жизни/ Modern lifestyle. Грамматика: Прилагательное. Наречие. /Пр/	2	8	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2	8	Письменный, устный опрос
2.6	Современный образ жизни/ Modern lifestyle. Грамматика: Прилагательное. Наречие. /Ср/	2	10	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э2 Э3 Э4	0	
2.7	Здоровый образ жизни/ Healthy lifestyle. Грамматика: Страдательный залог /Пр/	2	8	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2	8	Письменный, устный опрос

2.8	Здоровый образ жизни/ Healthy lifestyle. Грамматика: Страдательный залог /Ср/	2	10	ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1Л3.1 Л3.2 Э4 Э6 Э7	0	
2.9	/Контр.раб./	1	0			0	Контрольная работа №2
2.10	/Зачёт/	2	0	ОК-7 ОПК-7		0	
Раздел 3. Современные достижения в аспектах межличностного и межкультурного взаимодействия.							
3.1	Проблемы окружающей среды/ Environmental issues. Грамматика: Модальные глаголы /Пр/	3	8	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2	0	Письменный, устный опрос
3.2	Проблемы окружающей среды/ Environmental issues. Грамматика: Модальные глаголы /Ср/	3	10	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э2 Э3	0	
3.3	Современные технологии и изобретения/ Technology and Inventions. Грамматика: Числительное /Пр/	3	8	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2	0	Письменный, устный опрос
3.4	Современные технологии и изобретения/ Technology and Inventions. Грамматика: Числительное /Ср/	3	10	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э3 Э4	0	
3.5	Выдающиеся ученые/ Outstanding personalities. Грамматика: Сослагательное наклонение /Пр/	3	8	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2	0	Письменный, устный опрос
3.6	Выдающиеся ученые/ Outstanding personalities. Грамматика: Сослагательное наклонение /Ср/	3	10	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э3 Э5	0	
3.7	Выбор профессии/ Career choice. Грамматика: Неличные формы глагола. Инфинитив /Пр/	3	8	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2	0	Письменный, устный опрос
3.8	Выбор профессии/ Career choice. Грамматика: Неличные формы глагола. Инфинитив /Ср/	3	10	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э1 Э3 Э4 Э5	0	
3.9	/Контр.раб./	1	0			0	Контрольная работа №3

3.10	/Зачёт/	3	0	ОК-5 ОК-6 ОК-7 ОПК-7		0	
Раздел 4. Современная наука в аспектах межличностного и межкультурного взаимодействия.							
4.1	Будущее науки/ Science and its future. Грамматика: Согласование времён. Косвенная речь /Пр/	4	8	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2	0	Письменный, устный опрос
4.2	Будущее науки/ Science and its future. Грамматика: Согласование времён. Косвенная речь /Ср/	4	10	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э2 Э3 Э4 Э5	0	
4.3	Современные исследования/ Studies and Research. Грамматика: Неличные формы глагола: Герундий /Пр/	4	8	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2	0	Письменный, устный опрос
4.4	Современные исследования/ Studies and Research. Грамматика: Неличные формы глагола: Герундий /Ср/	4	10	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э5 Э7	0	
4.5	Моя учебная и научная деятельность/ My Academic Activity. Грамматика: Неличные формы глагола: Причастие /	4	8	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2	0	Письменный, устный опрос
4.6	Моя учебная и научная деятельность/ My Academic Activity. Грамматика: Неличные формы глагола: Причастие /Ср/	4	10	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1Л3.1 Л3.2 Э1 Э2 Э3	0	
4.7	Повторение/ Revision. Грамматика: Повторение /Пр/	4	8	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2	0	Письменный, устный опрос
4.8	Повторение/ Revision. Грамматика: Повторение /Ср/	4	10	ОК-5 ОК-6 ОК-7 ОПК-7	Л1.1 Л1.2 Л1.3 Л1.4Л2.1 Л2.2 Л2.3Л3.1 Л3.2 Э2 Э5 Э6	0	
4.9	/Контр.раб./	1	0			0	Контрольная работа №4
4.10	/ЗачётСОц/	4	0	ОК-5 ОК-6 ОК-7 ОПК-7		0	

5. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

5.1. Контрольные вопросы и задания

«Представлены в Приложении 1»

5.2. Темы письменных работ

«Представлены в Приложении 1»

5.3. Фонд оценочных средств

«Представлены в Приложении 1»

5.4. Перечень видов оценочных средств

Устный опрос, письменный опрос, реферирование текста, письменный перевод текста, контрольная работа, лексико-грамматический тест, устный опрос на зачете.

6. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)**6.1. Рекомендуемая литература****6.1.1. Основная литература**

	Авторы, составители	Заглавие	Издательство, год	Колич-во
Л1.1	Буренко Л. В., Тарасенко О. С., Краснощекова Г. А.	Grammar in levels elementary – pre-intermediate: Учебное пособие	Москва: Издательство Юрайт, 2019, https://www.biblio-online.ru/book/grammar-in-levels-elementary-pre-intermediate-437682	1
Л1.2	А. Ю. Ситникова и др.	Английский язык для бакалавров [Электронный ресурс] = General English for Bachelor Students: учебное пособие	Сургут: Издательский центр СурГУ, 2019, https://elib.surgu.ru/fulltext/umm/6321	1
Л1.3	Т. С. Царская и др.	Английский язык для бакалавров [Электронный ресурс] = General English for Bachelor Students. Ч.2.: учебное пособие	Сургут: Издательский центр СурГУ, 2019, https://elib.surgu.ru/fulltext/umm/6651	1
Л1.4	Аитов, Валерий Факильевич	Английский язык (a1-v1+)	Юрайт, 2019, https://www.biblio-online.ru/bcode/437603	234

6.1.2. Дополнительная литература

	Авторы, составители	Заглавие	Издательство, год	Колич-во
Л2.1	Маловецкая А. С., Сергиенко Н. А., Пичуева А. В.	Surgut at a Glance: учебно-методическое пособие	Сургут, 2015, https://elib.surgu.ru/fulltext/umm/1707_Surgut at a Glance	2
Л2.2	Куряева Р. И.	Английский язык. Лексико-грамматическое пособие в 2 ч. Часть 2: Учебное пособие	Москва: Издательство Юрайт, 2020, https://www.biblio-online.ru/bcode/448380	1
Л2.3	Куряева Р. И.	Английский язык. Видо-временные формы глагола в 2 ч. Часть 1: Учебное пособие	Москва: Издательство Юрайт, 2020, https://www.biblio-online.ru/bcode/448382	1

6.1.3. Методические разработки

	Авторы, составители	Заглавие	Издательство, год	Колич-во
Л3.1	Сергиенко Н. А., Орехова Е. Ю.	The World of the English Language: American Society, Science and Culture: учебное пособие	Сургут: Издательский центр СурГУ, 2010	111

	Авторы, составители	Заглавие	Издательство, год	Колич-во
Л3.2	Ползунова, М.В.	Английский язык для студентов 1-го курса неязыковых вузов: учебно-методическое пособие	Москва: НИЯУ МИФИ, 2014, https://e.lanbook.com/book/103247	0

6.2. Перечень ресурсов информационно-телекоммуникационной сети "Интернет"

Э1	Переводчик [Электронный ресурс].
Э2	Словари и энциклопедии на Академике [Электронный ресурс].
Э3	Словопедия [Электронный ресурс].
Э4	Translate.ru [Электронный ресурс].
Э5	Abby Lingvo [Электронный ресурс].
Э6	Американский новостной сайт научных статей. [Электронный ресурс]
Э7	Официальный сайт радиостанции «Голос Америки». [Электронный ресурс]

6.3.1 Перечень программного обеспечения

6.3.1.1	Пакет прикладных программ Microsoft Office. Операционная система Windows.
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6.3.2 Перечень информационных справочных систем

6.3.2.1	http://www.garant.ru/ Информационно-правовой портал Гарант.ру
6.3.2.2	http://www.consultant.ru/ Справочно-правовая система Консультант Плюс
6.3.2.3	РУБРИКОН Энциклопедии Словари Справочники - http://www.rubricon.com
6.3.2.4	АРБИКОН - http://www.arbicon.ru
6.3.2.5	

7. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

7.1	Учебные аудитории для проведения занятий лекционного типа, занятий семинарского типа (практических занятий), групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации оснащены: типовой учебной мебелью, техническими средствами обучения, служащими для представления учебной
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8. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ ОБУЧАЮЩИХСЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ (МОДУЛЯ)

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ОЦЕНОЧНЫЕ СРЕДСТВА
Приложение к рабочей программе по дисциплине

«Иностранный язык»

Квалификация
выпускника

бакалавр

Направление
подготовки

03.03.02

ФИЗИКА

Направленность
(профиль)

«Цифровые технологии в геофизике»

Форма обучения*

очная

Кафедра-
разработчик

Иностранных языков

Выпускающая
кафедра

Кафедра экспериментальной физики

Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы

Семестр 1

Тема 1. Я – студент/ About myself

Грамматика: Типы предложений

Вопросы для устного опроса

1. Answer the questions:

1. What is your name and surname?
2. Where and when were you born?
3. How old are you?
4. How many people are there in your family?
5. Do you have brothers, sisters, grandparents in your family?
6. Are you married or single?

2. A) Read the text and tell about yourself using the following phrases:

to go in for smth.	to be interested in smth.
to like to do smth.	to enjoy doing smth.
to be fond of smth.	to prefer
to take pleasure in..	to look forward to..
to occupy with smth	a favourite pastime
a wide variety in doing smth.	the most exciting aspect of smth.

Hobbies

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 (in 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. Two of the most famous hobby painters were the President Eisenhower and Sir Winston Churchill.

Almost everyone collects something at some period in his life: stamps, coins, matchboxes, books, records, postcards, toys, watches. Some collections have no real value. Others become so large and so valuable that they are housed in museums and galleries. Many world-famous collections started in a small way with one or two items. 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 others 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. Learning things can be the most exciting aspect of a hobby.

Вопросы для письменного опроса:

1. Translate the sentences into Russian in writing:

1. Numerous hobbies can be subdivided into four large classes: doing things, making things, collecting things and learning things. 2. 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. 3. A relatively new hobby, which is becoming more popular, is computer games. 4. Making things includes drawing, painting, making sculpture, designing costumes, and handicrafts. 5. Almost everyone collects something at some period in his life: stamps, coins, matchboxes, books, records, postcards, toys, watches. Some collections have no real value. 6. Many world-famous collections started in a small way with one or two items. 7. People with a good deal of money often collect paintings, rare books and other art objects. 8. Often such private collections are given to museums, libraries and public galleries so that others might take pleasure in seeing them. 9. No matter what kind of hobby a person has, he always has the opportunity of learning from it. 10 Learning things can be the most exciting aspect of a hobby.

2. Find the equivalents in the text, write them down and learn them by heart:

1) коллекция; 2) большое количество хобби (увлечений); 3) относительно новый; 4) разделяться на классы (группы); 5) иметь возможность; 6) самые популярные; 7) всемирно известные коллекционеры (коллекции); 8) большое разнообразие; 9) редкие книги; 10) быть бесценным; 11) частные коллекции; 12) большое количество денег; 13) библиотеки, музеи; 14) любимое времяпровождение; 15) выбирать хобби по душе (по вкусу).

Тема 2. Университет. Студенческая жизнь/ University. Student's life

Грамматика: Настоящие времена (to be, Present Simple, Present Co

Вопросы для устного опроса:

1. Make questions using word phrases

1. Do you like to.....?
2. Have you ever.....?
3. Do you want to.....?
4. Would you like to.....?

to enter the Institute; to graduate from the Institute; first-year student (freshman); fellow-student; lecture; in class; to give a lecture; to attend (miss) classes (lectures); to be attentive (inattentive); to do (ignore) assignments; to take notes of the lectures; to underline important points; responsible approach to study; to take an exam (a credit); to pass (fail) an exam (a credit); to fail in history; to read for exams; to get a grant; to stop someone's grant.

Вопросы для письменного опроса:

1. Translate the sentences into Russian in writing:

1. We have lectures in various subjects this year. 2. I have been working hard lately. 3. The subjects I work at most are English and Pedagogics. 4. I study them very hard because I find them very interesting. 5. Some people work hardest at the subjects which they find difficult. 6. I'm not always attentive at the English classes. 7. I find that I have to spend less time on my homework if I'm attentive in class. 8. Students have to take notes of the lectures. 9. If you study well, you get a grant. 10. Students must have responsible approach to study and to do assignments.

2. Find the equivalents, write them down.

1) ведущий университет 2) был основан 3) выдающийся ученый 4) управление образовательным процессом 5) научный центр 6) специализированные лаборатории 7)

научная библиотека 8) хорошо оборудованные корпуса 9) высококвалифицированные сотрудники 10) сдать международный языковой экзамен 11) аспирант / аспирантура 12) сертификат переводчика в сфере профессиональной коммуникации 13) программы академического обмена 14) возможность использовать источники Интернет 15) проводить международные и региональные конференции 16) условия для занятия спортом 17) место для творческого развития личности.

Тема 3 Моя родина/ My Homeland

Грамматика: Прошедшие времена (Past Simple, Past Continuous)

Вопросы для устного опроса:

1 Answer the questions.

1. What was Surgut like before 1960s?
2. Where is Surgut situated?
3. Are there any higher education establishments in Surgut?
4. Which statement best expresses the main idea of the text? Why did you eliminate the other choices?
 - 1) For three centuries Surgut served as a stronghold of the Russian State.
 - 2) Today Surgut is the industrial Centre of Sredneye Priobye (the mid-stream Ob-river area).
 - 3) Reforms under way in the country gave a new impetus to the town's development.

Discussion

Discuss the questions in small groups.

1. Where do you consider your roots to be?
2. Is it where you live now?
3. If not, how often do you go back?
4. Close your eyes and think of home. What do you see?
5. Are there any particular sights or smells that you associate with home?
6. Any particular times of year?
7. Describe the part of your country that you come from.
8. What makes your part of the country special?
9. What do people from different regions in your country think of each other?

Вопросы для письменного опроса:

1. Choose the English equivalents of the following:

поселенцы пришли в эту область в каменный век; был основан как крепость; отважились сделать Западную и Восточную Сибирь своим домом; индустриальный центр Северного Приобья; нефтяная и газовая промышленность; перерабатывающая промышленность; стал главным транспортным центром; многонациональный город.

2. Put the verb in brackets into the correct form:

1. I *just* (tell) you the answer.
2. The baker (sell) *now* all his cakes.
3. She (answer) the letter *last Tuesday*.
4. I already (read) this book *several times*. I first (read) it *in 1980*.
5. They (talk) about literature *at the moment*.
6. The actors (arrive) *yesterday* and (start) rehearsals *early this morning*.
7. She *always* (borrow) from me and *never* (remember) to pay me back.
8. I *already* (eat) my sandwich, but (not / drink) my tea *yet*.

3. Put in the right form of the adjective:

1. Kate is (young) than Mary.
2. His dog is (good) than yours.
3. This sentence is (difficult) than the first one.
4. Jack and Peter are as (old) as each other and as (tall) as each other.

Тема 4 Образование в России и за рубежом / Education in Russia and abroad

Грамматика: Формы выражения будущего времени (Future Simple, to be going to)

Вопросы для устного опроса:

1. Tell about education in Russia using the following words:

to take roots, secondary education, a gymnasium, to attend, high social circles, general public, to expand, the Soviets, pursuit, to be considered, higher education, Bachelor's degree, Master's degree, Ph.D. degree, postgraduate studies, thesis, to bestow, to be awarded, to defend, to deem, to be recognized.

2. Read the sentences and choose: TRUE or FALSE, prove your choice:

1. Mass education in Russia took root with M. Lomonosov at the end of the 18th century.
2. Only children from high social circles could attend the gymnasium in the XVIIIth century.
3. The Soviets greatly expanded the private schools.
4. The higher education of Russia is the most prestigious in the world.
5. The Bologna Process is also decreasing the development of education in Russia.
6. Russian degrees aren't recognized and respected over the world.

3. Put as many questions about education in Russia as you possibly can and ask the other students to answer them:

1. When....?2. How.....?3. Who.....?4. Where.....?5. Why.....?6. What is the name of.....?
7. How many.....?

4. Match the word phrases with their definitions:

higher education in Russia	<u>relating</u> to <u>children</u> who have not <u>yet</u> gone to <u>school</u> , and <u>their activities</u>
secondary education in Russia	a <u>school</u> that <u>provides</u> the first <u>part</u> of a child's <u>education</u> , usually for <u>children</u> between seven and eight <u>years old</u>
preschool education	A person who has special knowledge and skill relating to a particular job, area of study
elementary school	<u>education</u> at <u>university</u> where <u>subjects</u> are <u>studied</u> at an <u>advanced level</u>
specialist	the <u>process</u> of <u>teaching</u> or <u>learning</u> , <u>especially</u> in a <u>school</u> or <u>college</u>
Bachelor's degree	an <u>advanced college</u> or <u>university degree</u>
Master's degree	a first <u>degree</u> at a <u>college</u> or <u>university</u>

5. Make the Power Point Presentation on the facts about the first schools that appeared in Russia and prepare a short report on them.

6. Speak on the following topic: Education in Russia from past up to the present time.

Text System of Education in the UK

1. Study the active topical vocabulary and learn it by heart:

National Curriculum, an assessment test, intelligent, comprehensive schools, public schools, vocational education, to lead, employment, a desire, ties, to offer, a course, per cent, single-sex boarding schools, during term-time.

2. Read and translate the text, order the paragraphs:

1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____ 7. ____ 8.

A) The GCE Advanced (A) level is normally taken after a further two years of study. Good A' level results in at least 2 subjects are necessary to get a place at a university. Universities choose their students after interviews. There are about 100 universities in Britain. The most famous of them are Oxford and [Cambridge Universities](#).

B) In 1988, for the first time in British history, a National Curriculum was introduced. The National Curriculum tells pupils which subjects they have to study, what they must learn and when they have to take assessment tests.

C) Between the ages of 14 and 16, pupils study for their GCSE (General Certificate of Secondary Education) exams. Pupils must take English Language, Maths, and Science for GCSE, as well as a half of GCSE in a foreign language and Technology. In addition, they must also be taught Physical Education, Religious Education and Sex Education, although they do not take exams in these subjects.

D) At the age of 5 children go to infant school which is the first stage of primary education. From 7 to 11 they attend junior schools, the second stage of primary education. In primary school children are taught the so-called 3R's: reading, writing and arithmetic.

E) The basic features of the British educational system are the following: 1) education is compulsory from 5 to 16; 2) the academic year usually begins in September and runs to early July; it has 3 terms, divided by the Christmas and Easter holidays. In addition, all schools have a 'half-term holiday', lasting a few days or a week, in the middle of each term; 3) compulsory education is free of charge, but parents may spend money on educating their children if they want to; 4) there are three stages of education. Children move from the first stage (primary) to the second stage (secondary) at around the age of eleven or twelve. The third stage is 'further' education at university or college.

F) Those who get good GCSE grades can stay at their school for another two years, if it has a sixth form and teaches the desired subjects, and then take 'A' level (Advanced Level) exams. Otherwise they have to leave their school and go to a sixth-form college or college of further education. Further education colleges have strong ties with commerce and industry and offer courses in engineering, cooking or hairdressing.

G) At the age of 11 children enter the secondary school. There are three types of state secondary schools in Britain. They are: grammar schools (for the most intelligent children), modern schools (for the less intelligent children) and comprehensive schools (for children of all abilities). Grammar schools lead towards higher education, and the others give general or vocational education to prepare students for employment or for further technical education. The regular secondary schools offer 7 years of schooling, with students from 11 to 18 years of age. The last two years (16–18) maybe spent in a separate sixth form college, which concentrates on career training.

H) About seven per cent of students go to private schools, where parents have to pay for their children. The most expensive private schools are called public schools. Most of these are single-sex boarding schools and students can live there during term-time.

3. Find the equivalents in the text, write them down.

1) основные особенности Британской системы образования; 2) три ступени образования; 3) так называемые 3 R`s; 4) начальная школа; 5) средняя школа; 6) профессионально-техническое образование; 7) аттестат об общем среднем образовании; 8) Национальный учебный план; 9) хорошие результаты продвинутого (А) уровня; 10) пансионаты.

4. Match the word phrases with their defini

educational certificate of proficiency	university
talk for the purpose of teaching	student
testing of knowledge or ability	scholarship
payment of money to a student	lecture
person who is studying at a college, institute, polytechnic or university	seminar
theory put forward and supported by arguments submitted for a scientific degree	examination
group studying a problem and meeting for discussion with a teacher	diploma
institution for advanced teaching, conferring degrees and engaging in academic research	thesis

5. Make the questions to the sentences:

1. The basic features of the British educational system are the following.
2. At the age of 5 children go to infant school which is the first stage of primary education.
3. From 7 to 11 children attend junior schools, the second stage of primary education.
4. At the age of 11 children enter the secondary school.
5. Between the ages of 14 and 16, pupils study for their GCSE (General Certificate of Secondary Education) exams.
6. There are three types of state secondary schools in Britain.
7. Further education colleges have strong ties with commerce and industry and offer courses in engineering, cooking or hairdressing.
8. The academic year usually begins in September and runs to early July; it has 3 terms, divided by the Christmas and Easter holidays.
9. There are about 100 universities in Britain.
10. The most famous of them are Oxford and [Cambridge Universities](#).

6. Translate the following word combinations:

higher educational institution, institute of higher education; come into existence; application for admission; independent and self-governing institution; teacher - training college; degree course; "sandwich" course; submission of a thesis; to be funded by the state; higher education sector; full-time employment.

Text System of Education in the USA

Вопросы для устного опроса

1. Tell about education in the USA using the following words:

to differ from; fee-paying; grade; to enter; to go on; basic fields of study; according to; aid; tuition fee; financial hardship; expenses; to place; swift (adj.).

2. Read and translate the text, make the theses of it in the form of plan:

The American system of school education differs from the systems in other countries. There are state public schools, private elementary schools and private secondary schools. Public schools are free and private schools are fee-paying. Each state has its own system of public schools. Elementary education begins at the age of six or seven, when a child goes to the first

grade (form). At the age of sixteen schoolchildren leave the elementary school and may continue their education at one of the secondary schools or high schools, as they call them. The programme of studies in the elementary school includes English, Arithmetic, Geography, History of the USA, Natural Sciences and, besides, Physical Training, Singing, Drawing, Wood or Metal Work, etc. Sometimes they learn a foreign language and general history. Besides giving general education some high schools teach subjects useful to those who hope to find jobs in industry and agriculture or who want to enter colleges or universities. After graduating from secondary schools a growing number of Americans go on to higher education. The students do not take the same courses. During the first two years they follow a basic programme. It means that every student must select at least one course from each of the basic fields of study: English, Natural Sciences, Modern Languages, History or Physical Training. After the first two years every student can select subjects according to his professional interest. The National Government gives no direct financial aid to the institutions of higher education. Students must pay a tuition fee. This creates a financial hardship for some people. Many students have to work to pay their expenses. The Americans place a high value on education. That's why Kennedy said, "Our progress as a nation can be no swifter than our progress in education."

3. Read the text again and divide it into paragraphs according to the logical parts.

Вопросы для письменного опроса:

1. Fill in the table using the information from the texts. Write as many points as possible. Compare your opinion with your group mates` ones:

American and British Systems of Education: resemblance and differences

System	Similarities	Differences
American		
British		

Контрольная работа №1

1. Choose the correct answer

1. If I ... some fish, will you cook it for me?
a) will catch c) caught b) catch d) am catching
2. She said that she ... her present flat. She tried to find another one.
a) doesn't like c) didn't like b) won't like d) likes
3. I saw you yesterday from the bus. Where ... you ... at that time?
a) was hurrying c) had hurried b) were hurrying d) did hurry
4. I found that everything I said on the phone ... to the police.
a) report c) was reported b) is reported d) had been reported
5. When I speak Italian, all the others in the class ... at me as I don't know the language well.
a) laughed c) will laugh b) was laughing d) laugh
6. He ... in the Army for eighteen months. This is his last month.
a) serves c) has been serving b) is serving d) have served
7. Don't make noise: the children ... to sleep.
a) try b) is trying c) will try d) are trying
8. A new museum ... in the city. What a beautiful building it will be!
a) was being built b) is being built c) is built d) builds
9. Two terrorists ... in New York some days ago.
a) are arrested b) have been arrested c) were arrested d) will be arrested
10. I ... understand this letter. Will you translate it for me?

- a) mustn't b) can't c) may not d) shouldn't
 11. Diana's parents don't let her go to late-night disco. She ... be at home at 9 o'clock in the evening.
 a) must b) can c) may d) have to
 12. Henry ... apologize for his bad behaviour yesterday.
 a) have to b) may c) had to d) is to
 13. The children studied hard, and as a result they passed the exams ... of all.
 a) good b) better c) best d) the best
 14. This is ... film I've ever seen.
 a) more interesting b) the most interesting c) most interesting d) not interesting
 15. ... old, ... sick, ... unemployed need our special care.
 a) - b) an c) the d)everybody
 16. Someone who saw ... robbery called the-police.
 a) - b) a c)the d)those
 17. According to this song ... we need is love.
 a) all b) every c) each d) some
 18. We wished the bride and groom happiness in ... new life together.
 a) there c) theirs b) their d) these
 19. Excuse me, but does this umbrella belong ... you?
 a) to b) for c) at d) with
 20. I listened to the radio every day to know the weather forecast but I can never rely ... it.
 a) at b) to c) in d) on
Keys: 1) b; 2) c; 3) b; 4) c; 5) d; 6) c; 7) d; 8) b; 9) c; 10) b; 11) a; 12) c; 13) c; 14) b; 15) c; 16) c; 17) a; 18) b; 19) a; 20) d.

2. Translate the text into Russian

The structure of higher education in Great Britain is very complex. The main sources of higher educational institutions are: universities (including the Open University) 1, teacher-training colleges and polytechnics. British universities come in all ages, sizes and shapes. The oldest of them, Oxford and Cambridge, founded in the 12th and 13th centuries took the students from all over the country. The younger civic 2 or "Redbrick" universities 3 serving the needs of their cities were organized in the 19th century. The newest "Whitebrick" universities 4 came into existence during the 1960s. Admission to universities is by examination or selection in the form of interviews. Applications from candidates for admission to nearly all universities are submitted to the Universities' Central Council on Admissions (UCCA) 5. It is the UCCA that sends the copies to different universities and each university selects its own students. British universities are independent, self-governing institutions. Although they all receive financial support from the state (about 79 per cent), the Department of Education and Science 6 has no control over their regulations, curriculum, examinations and the way in which the money is spent. Teacher education includes all forms of education provided mostly by teacher-training colleges which receive their grants directly from the Department of Education and Science.

Семестр 2

Тема 1 Страны изучаемого языка / English speaking countries

Грамматика: Имя существительное. Артикль.

Вопросы для устного опроса:

1. Answer the questions:

1. How many countries are there in Great Britain? In the UK?
2. What is special about its geographical position?

3. How well is this country developed in terms of economy, agriculture, industry?
4. What country has the largest/ the smallest population?
5. What holidays, bizarre customs and traditions do the British have? Tell more about them.
6. What do you know from the history of the country?
7. What are the most attractive places to visit in Great Britain?
8. Tell more about London's places of interest?
9. Tell about the oldest Universities in Europe found in Great Britain.
10. Tell about outstanding British people: writers, scientists, political personalities. Prepare a short report.

2. Prepare a PowerPoint presentation on one of the themes below:

Make a short speech on one of these countries: The USA, Australia or New Zealand. Their interesting places to visit or contribution to the world's industrial development.

3. Here are some geography questions. Choose the correct answer using *the* with the geographical name where necessary.

1. What is the longest river in the world? (Rhine / Nile / Amazon)
2. What is the name of the sea between England and France? (Mediterranean Sea / English Channel / French Sea)
3. Where is Bolivia? (Africa / North America / South America)
4. Which is the largest continent? (Asia / Africa / South America)
5. Which river flows through Vienna, Belgrade and Budapest? (Volga / Danube/ Rhine)
6. Of which country is Manila the capital? (Indonesia / Philippines / Japan)
7. Which country lies between Canada and Mexico? (El Salvador / Venezuela / United States)
8. What is the name of the mountain range in the heart of Europe? (Rocky Mountains / Andes / Alps)
9. What is the name of the ocean between Africa and Australia? (Atlantic / Indian / Pacific)
10. What is the sea between Europe and Africa? (Black Sea / Red Sea / Mediterranean Sea)
11. What joins the Atlantic and Indian oceans? (Suez Canal / Panama Canal)
12. Of which country is Beijing the capital? (Norway / Japan / China) *Гальчук. С33*

4. Choose the correct form, with or without *the*.

1. Have you ever been to British Museum/the British Museum?
2. Grand Hotel/ The Grand Hotel is in Baker street/The Baker Street?
3. Frank is a student at Liverpool University/ the Liverpool University.
4. Statue of Liberty/ The Statue of Liberty is at the entrance to New York Haber/ the New York Haber.
5. "Which cinema are you going to this evening?" "Classic/ The Classic".
6. I'd like to go to China and see Great Wall/ the Great Wall.
7. "Which newspaper do you want?" "Herald/ The Herald. (English Grammar in Use.)

Вопросы для письменного опроса:

Articles and the Noun.

- 1. Insert the definite article where necessary.** 1. Mr. Murphy reads ... Independent but his wife prefers ... Times. 2. We flew from ... Vienna to ... Heathrow Airport. 3. Diana and Charles got married in ... St. Matthew's Church. 4. You must visit ... Tate Gallery when you are in ... London. 5. ... Madam Tussaud's is visited by most tourists of ... London. 6. If you want to buy some new clothes, the shop I would recommend is ... Harrods. 7. Have you ever been to ... MacDonald's? 8. My local pub is called ... Royal Oak. 9. Raymond is a student at ... Manchester university. 10. The

British Prime Minister lives in ... Downing Street. 11. ... Houses of Parliament are situated opposite ... Westminster Abbey. 12. One of the nicest parks in ... London is ... St. James's Park, which is very near ... Buckingham Palace. 13. ... Barclays Bank provides services to general public. 14. Have you ever visited ... Eiffel Tower in ... Paris? 15. Did you see the film at ... Odeon? 16. I know a good supermarket near here, it's ... Turner's in ... Baines Street. 17. I like to read in ... bed before going to sleep. 18. After ... work James usually goes ... home. 19. What time do you have to start ... work tomorrow morning? 20. Some children hate ... school. 21. What time do your children finish ... school? 22. Every term parents are invited to ... school to meet the teachers. 23. How many people go to ... university in your country? 24. Sally left ... university without doing her exams. 25. There is no school in village, and the children have to go to....school which is 2 miles away. (Гальчук, 35)

2. Translate the following sentences into English. Mind the use of articles.

1. Какая страна находится рядом с Конго и Заиром? 2. Эверест — самая высокая гора в мире. 3. Вы когда-нибудь бывали в музее-усадьбе Льва Толстого в Ясной Поляне? 4. Фред учится в университете Ливерпуля. 5. Букингемский дворец — официальная резиденция королевы Великобритании. 6. Конго течет в Африке, не так ли? 7. Великая китайская стена протянулась на тысячи километров. 8. Американский президент живет и работает в Белом доме. 9. Собор Святого Павла в Лондоне построен архитектором Кристофером Реном. 10. Газета Вашингтон Пост опубликовала ряд статей о скандале, который случился в отеле Уотергейт. 11. В 1996 году Банк федерального резерва США начал выпуск долларов нового образца. 12. Где находится штаб-квартира Европейского Парламента — в Гааге или в Брюсселе? 13. Я бы хотел жить в Англии времен королевы Елизаветы I, в эпоху Возрождения.

3. Put the articles where necessary and translate the text into Russian.

Portrait of a family: (1) ... Bartons

There are three adults and two children in this family. (2) ... children are Ben, aged 12, and (3) ... little Stella, who is 4. Their parents are Andrew and Marion. (4) ... other adult is Leslie, who is Andrew's brother. He is 24. They live in New-castle, (5) ... city in (6) ... north-east of (7) ... England. On (8) ... weekday mornings everyone gets up early. Andrew Barton works for (9) ... company which manufactures (10) ... computers. He leaves at seven o'clock. He likes to avoid (11) ... rush hour, he says. Marion suspects that really he likes to avoid having (12) ... breakfast with (13) ... children, who are very noisy. Ben catches (14) ... school bus at eight-fifteen. Leslie is at (15)... university, studying (16) ... physics. He lives away from (17) ... home during (18) ... term-time, so he avoids (19) ... noise, too. Stella doesn't go to (20) ... school yet, of course. Next year, she will start at (21) ... nursery school where Ben used to go. Her mother is looking forward to this, as it will mean that she can go back to (22) ... work. Before her marriage, she lived in (23) ... London, where she worked for (24) ... National Gallery, in (25) ... Trafalgar Square. She is hoping to find (26) ... same sort of job in Newcastle.

4. Complete each sentence using a word from this list. Sometimes you need *a* or *some*.

a means, species, some scissors or a pair of scissors, shorts, glasses, a series, means, series.

1. My eyesight isn't very good. I need

2.is a group of animals or plants that have the same characteristics.
3. Footballers don't wear trousers when they play. They wear
4. The bicycle isof transport.
5. The bicycle and the car areof transport.
6. I want to cut this piece of material. I need
7. A friend of mine is writingof articles for the local newspaper.
8. There are a lot of American TV shown on British television.
9. While we were out walking, we saw many differentof bird.

Тема 2 Изучение иностранных языков/ Learning foreign languages

Грамматика: Местоимение

Вопросы для устного опроса:

1. Answer the questions

1. Name at least 3 reasons why to learn foreign languages.
2. Which of these reasons is more crucial for you?
3. Can learning foreign languages help you make new friends? Tell about your experience.
4. How greatly can knowledge of English improve your career?
5. Why do you think so many people speak English?
6. Will you survive in an English speaking country with your English?
7. What do you find the most difficult in learning English?
8. Can you use any English language websites? Why do you use them?
9. Have ever written an article or a letter in English? Tell about your experience.
10. What other abilities can learning of foreign languages develop?
11. What widely spread words in your country have been adopted from English?
12. How has English changed over the centuries?
13. Make a 2-minute talk about the importance of English in your life and future career.

2. Образуйте сравнительную и превосходную степень прилагательных: slow, beautiful, short, interesting, expensive, good, late, far, bad, fast, happy, cheap. **Составьте свои предложения с данными прилагательными.**

3. Put adjectives into correct forms.

1. John is (young) of the 3 brothers.
2. The Sun is (bright) the Moon.
3. Is the diameter of Jupiter (big) than that of the Earth?
4. That room is (light) than yours.
5. This room is (large) than the one upstairs.
6. It doesn't take (much) than four days to cross the Atlantic, does it?

4. Choose the correct form of an adjective.

1. Jane is the (taller — tallest) of the 2 girls.
2. Father was the (eldest — elder) of seven sons.
3. Albert is (elder — older) than John.
4. I think your plan is the (best — better) of the two.
5. This is the (most large-largest) power — station, I've ever seen.
6. Henry is the (oldest — eldest) of the 3 brothers.

Adjective/adverb

1. Complete the sentences. Use a superlative or a comparative.

1. We stayed athotel in the town (cheap)
2. Our hotel wasthan all the others in the town (cheap)
3. The United states is very large, but Canada is(large)
4. What'scountry in the world? (small)
5. I wasn't feeling well yesterday, but I feel a bittoday (good)
6. It was an awful day, It wasday of my life (bad)
7. What issport in your country? (popular)
8. Everest ismountain in the world. It isthan any other mountain (high)
9. We had a great holiday. It was one ofholidays we've ever had (enjoyable)
10. I prefer this chair to the other one. It's(comfortable)

2. Complete the sentences using a word from the list: *amusing/amused; confusing/confused; exhausting/exhausted; annoying/annoyed; disgusting/disgusted, interesting/interested; boring/bored; exciting/excited; surprising/surprised.*

- 1.He works very hard. It's notthat he's always tired.
- 2.I've got nothing to do. I'm
- 3.The teacher's explanation was Most of the students didn't understand it.
- 4.The kitchen hadn't been cleaned for ages. It was really
- 5.I seldom visit art galleries. I'm not particularlyin art.
- 6.There's no need to get just because I'm a few minutes late.
- 7.I've been working very hard all day and now I'm
- 8.The lecture was..... I fell asleep.
- 9.I'm starting a new job next week. I'm veryabout it.
- 10.Steve is very good at telling stories. He can be very

3. Translate the text into Russian

History of the English Language

English is a West Germanic language which is the dominant language in the United Kingdom, the United States, many Commonwealth nations including Australia, Canada, New Zealand and other former British colonies. It is the second most spoken language in the world. It is estimated that there are 380 million native speakers and 300 million who use English as a second language and a further 100 million use it as a foreign language. It is the language of science, aviation, computing, diplomacy, and tourism. It is listed as the official or co-official language of over 45 countries and is spoken extensively in other countries where it has no official status. English plays a part in the cultural, political or economic life of the following countries. English is an Anglo-Frisian language brought to Britain in the 5th Century AD by Germanic settlers from various parts of northwest Germany. The original Old English language was subsequently influenced by two successive waves of invasion. The first was by speakers of languages in the Scandinavian branch of the Germanic family, who colonised parts of Britain in the 8th and 9th centuries. The second wave was of the Normans in the 11th century, who spoke Norman.

The history of the language can be traced back to the arrival of three Germanic tribes to the British Isles during the 5th Century AD. Angles, Saxons and Jutes crossed the North Sea from what is the present day Denmark and northern Germany. The inhabitants of Britain previously spoke a Celtic language. This was quickly displaced. Most of the Celtic speakers were pushed into Wales, Cornwall and Scotland. One group migrated to the Brittany Coast of France where their

descendants still speak the Celtic Language of Breton today. The Angles were named from Engle, their land of origin. Their language was called Englisc from which the word, English derives.

Modern English

From the late 15th century, the language changed into Modern English, often dated from the Great Vowel Shift.

English is continuously assimilating foreign words, especially Latin and Greek, causing English to have the largest vocabulary of any language in the world. As there are many words from different languages the risk of mispronunciation is high, but remnants of the older forms remain in a few regional dialects, notably in the West Country. In 1755 Samuel Johnson published the first significant English dictionary.

American English and other varieties

Also significant beginning around 1600 AD was the English colonization of North America and the subsequent creation of American English. Some pronunciations and usages "froze" when they reached the American shore. In certain respects, some varieties of American English are closer to the English of Shakespeare than modern Standard English ('English English' or as it is often incorrectly termed 'British English') is. Some "Americanisms" are actually originally English expressions that were preserved in the colonies while lost at home (e.g., fall as a synonym for autumn, trash for rubbish, and loan as a verb instead of lend).

The American dialect also served as the route of introduction for many native American words into the English language. Most often, these were place names like Mississippi, Roanoke, and Iowa. Indian-sounding names like Idaho were sometimes created that had no native-American roots. But, names for other things besides places were also common. Raccoon, tomato, canoe, barbecue, savanna, and hickory have native American roots, although in many cases the original Indian words were mangled almost beyond recognition. Spanish has also been great influence on American English. Mustang, canyon, ranch, stampede, and vigilante are all examples of Spanish words that made their way into English through the settlement of the American West.

A lesser number of words have entered American English from French and West African languages.

Likewise dialects of English have developed in many of the former colonies of the British Empire. There are distinct forms of the English language spoken in Australia, New Zealand, South Africa, India and many other parts of the world.

4. Напишите деловое письмо с запросом информации о летних 3-недельных курсах обучения английскому языку в г. Оксфорд.

Пример письма с запросом информации

Kenneth Beare – имя и фамилия отправителя
2520 Visita Avenue – адрес отправителя
Olympia, WA 98501

Jackson Brothers – наименование адресата
3487 23rd Street – адрес
New York, NY 12009

September 12, 2019

Dear Sir or Madam, (name)

With reference to your advertisement in yesterday's «New York Times», could you please send me a copy of your latest catalogue? I would also like to know if it is possible to make purchases online.

Yours faithfully,
(Signature)
Kenneth Beare

Тема 3 Современный образ жизни/ Modern lifestyle

Грамматика: Прилагательное. Наречие.

Вопросы для устного опроса:

What are modern trends? What are your hobbies and interests? What makes you feel good? What do young people enjoy doing in their free time? Do you like sports? Do you follow fashion? Is travelling popular nowadays? What places have you been to? Where would you recommend going? Why? Where would you like to go? Are there any negative effects of the modern lifestyle? What solutions can suggest? Are you an ambitious person? What would you like to achieve in life? Do you often find yourself under stress? What are the areas of your life where stress situations take place more often? How can we overcome them?

Вопросы для письменного опроса:

1. Rewrite the sentences in the present or past passive.

1. A girl from our class won the competition. The competition _____.
2. My father built this house 20 years ago. This house _____.
3. Pierce Brosnan played the part of James Bond. The part of James Bond _____.
4. Shakespeare didn't write *War and Peace*! *War and Peace* _____.
5. Our school prefers modern teaching methods. Modern teaching methods _____.
6. Pollution harms the environment. The environment _____.
7. Van Gogh painted this picture of sunflowers. _____.
8. Orlando Bloom plays the part of Legolas. _____.
9. They gave it as a present for my birthday. _____.
10. How do people learn languages? How _____?
11. People don't use this road much. _____.
12. People warned us not to go out alone _____.
13. Somebody accused me of stealing money. _____.
14. They cancelled all flights because of fog. _____.
15. The marketing manager organizes weekly meetings _____.

2. Put in the correct word.

1. Two people wereinjured in the accident (serious/seriously)
2. The driver of the car had(serious/seriously) injuries.
3. I think you behaved very (selfish/selfishly)
4. Rose isupset about losing her job. (terrible/terribly).
5. There was achange in the weather. (sudden/suddenly)
6. Everybody at the party was dressed (colourful/colourfully)
7. Linda likes wearingclothes (colourful/colourfully)
8. Liz fell and hurt herself quite(bad/badly)
9. Our holiday was too short. The time passed (quick/quickly)
10. Steve doesn't take risks when he's driving. He's always ...(careful/carefully)
11. Maria's English is very(fluent/fluently) although she makes quite a lot of mistakes.
12. I cooked this meal(special/specially) for you, so I hope you like it.

3. Render the article

Space tourism

Space tourism is the term used to describe space travel for recreational or leisure purposes. What was once only a dream - described in books such as Arthur C. Clarke's 2001: A Space Odyssey - is now becoming a reality.

Futurologists are scientists who attempt to develop predictions of what life will be like in the future. After the first man landed on the moon in 1969, they thought that hotels would be built on the moon by the year 2000. Futurologists also considered the possibility that, in the 21st century, families might go for a holiday on the moon. Neither of these predictions have come true yet - but the rapid development of technology may mean these predictions are a possibility in the years to come.

Space Adventures is currently the only company to have succeeded in sending paying passengers into space. Space Adventures worked with the Federal Space Agency of the Russian Federation and Rocket and Space Corporation Energia to facilitate flights for the world's first private space explorers. Each person paid over \$20 million for their 10-day trip to the International Space Station.

Following several successful explorations into space, several companies are now considering the possibility of enabling tourists to visit space. In order to make it more affordable, suborbital space travel is being considered by many companies, including Virgin Galactic. Passengers would be transported to a height of between 100-160km above earth, experience 3-6 minutes of weightlessness and a view of the stars before being taken back down to earth. This is expected to cost around \$200,000 per person.

Whilst it could be an enriching experience, there are some disadvantages to space tourism. Many critics have commented that a huge growth in the spaceflight industry could drastically speed up the process of global warming. The ozone layer would be damaged further, and the polar regions would suffer. In addition, space travel is only really a possibility for the super-rich. Although Virgin Galactic claims to be "opening space to the rest of us", there are still millions of people worldwide who wouldn't be able to afford it.

(<http://learnenglishteens.britishcouncil.org/magazine/science-and-technology/what-space-tourism>)

Тема 4 Здоровый образ жизни/ Healthy lifestyle

Грамматика: Страдательный залог

Вопросы для устного опроса:

Do you think you have a healthy life style? Is it possible to have a healthy life style in modern world? What is healthy food? Do you agree with the saying: "Eat your breakfast, share your lunch with a friend and give your dinner to your enemy"? Why do people say so? Is obesity a great problem in where you live? Do you think diets are useful or not? How do you think people's eating habits have changed over the years? How could people's eating habits be improved? What do most people do to keep fit in Russia? How important is it for people to do some regular physical exercise? What sports do most young people enjoy doing? Should individuals or governments be responsible for making people's lifestyle healthy? What could be done to encourage people to live in a healthy way?

Вопросы для письменного опроса:

1. Complete the sentences with the correct passive form of the verb (Future/ Present/ Past Simple, Present Perfect) in brackets.

- 1 A cinema is a place where films _____ (show).
- 2 From next week, you _____ (expect) to arrive at work on time.
- 3 Too much money _____ (spend) last year on personal expenses.
- 4 Most of the pollution in city centres _____ (cause) by traffic jams.

- 5 Around £500,000 _____ (steal) from a bank in Zurich this afternoon.
- 6 Next year over 2,000,000 mobile phones _____ (make) in South Korea.
- 7 *Kill Bill* _____ (direct) by Quentin Tarantino.
- 8 £23,000 _____ just _____ (win) by me in the state lottery.
9. Although we were driving *fast*, we _____ (overtake) by a lot of other cars.
10. In the United States, elections for president _____ (hold) every four years.
11. The roof of the building _____ (damage) in a storm a few days ago.
12. The Statue of Liberty _____ (give) to America by the people of France in 1876.
13. Their engagement _____ (announce) tomorrow.
14. English _____ (speak) by more than a billion people all over the world.
15. The tickets for the concert _____ not (sell) yet.

2. Translate the text into English

Современная жизнь очень хаотична и полна стресса. Поэтому мы должны придерживаться здорового образа жизни, чтобы не впасть в депрессию и не иметь плохого самочувствия. Здоровый образ жизни состоит из активного образа жизни, правильного питания, избегания стресса и отсутствия вредных привычек. Если вы активны, вы чувствуете себя лучше. Вы можете посещать спортзал или бассейн, заниматься спортом или просто больше ходить пешком. Спорт – хороший способ снизить стресс и улучшить свое состояние здоровья и повысить настроение. Также можно упражняться или гулять с кем-то. Если вы тренируетесь с друзьями, вы насладитесь процессом даже больше. Питание также очень важно. Вам следует питаться регулярно и выбирать свежую и здоровую пищу. Важно есть достаточное количество фруктов, овощей и мяса. Не ешьте слишком много сахара и не употребляйте сладких газированных напитков. Наконец, вам следует попробовать избежать стрессов или хотя бы не принимать близко к сердцу и не быть слишком нервными. Нервозность негативно воздействует на наше здоровье и приводит ко многим болезням. Так же, как и вредные привычки.

Контрольная работа № 2

1. Put the article where necessary with proper nouns

1. I live inTverskaya street. 2.Thames flows through London. 3. ... United Kingdom includes ... Great Britain and ... Northern Ireland. 4. My train leaves from ... Waterloo Station at 7.10 p.m. 5. St. Bernard dogs are named after a monastery high up in ... Alps. 6... Queen Elizabeth II won't speak on TV tomorrow. 8. ... USA is ... fourth largest country in ... world after ... Russia, ... Canada and ... Republic of ... China. 9. ... English Channel is between ... Great Britain and ... France. 10. ... Trafalgar Square is the geographical centre of ... London. 11. When a student, Tom spent two years in ... Europe and a year in ... Middle East. 12. ... Houses of Parliament has over 1,000 rooms, and 2 miles of corridors. 13. Would you like to go to ... Kremlin or ... Tretyakov Gallery? 14. ... Everest is the highest mountain in the world. 15. ... West End is the symbol of wealthy and luxurious life. 16. Where's ... John's raincoat? 17. ... Pacific is the largest ocean on our planet. 18. Have you ever been to ... Bolshoi Theatre? 19. Does ... Mark speak ... Spanish? 20. Show me ... Canary Islands on this map, please. 21. How much does it cost to stay at ... Grand Hotel? 22. ... Volga flows into ... Caspian Sea. 23. Although the north of ... Scotland is called ... Highlands the mountains aren't high there — ... Ben Nevis (1,343 m) is the highest peak. 24. I've made up my mind to go to ... Black Sea next summer. 25. Two of my classmates entered ... Moscow State University last year. 26. ... Lake Baikal is the deepest one in the world. 27. On Wednesday... Times published an article about ... United Nations Organization. 28. ... Alps are old and not very

high. 29. Every morning during breakfast bagpipes are played outside the Queen's dining-room in ... Buckingham Palace.

2. Use the comparative or superlative degree of the adverbs.

1. Bill's eyebrows rose ... (high) than ever. 2. He followed her mental process ... (clearly) now, and her soul was no ... (long) the sealed wonder it had been. 3. She was the one who was being hurt ... (deeply). 4. Moreover, he was ... (well) educated than the others. 5. I know she thought about it ... (carefully) before making a decision, and, taking everything into consideration, I think she acted ... (sensibly). 6. I'm pleased to say all the ideas were received ... (favourably), but there's no doubt Nick's idea was received ... (enthusiastically), so that's the one we've chosen. 7. Then he dismissed the thought as unworthy and impossible, and yielded himself ... (freely) to the music. 8. Well, out of all the different machines to choose from, I'd say this model works ... (efficiently), produces the best copies and costs... (little) to run. 9. He argued ... (persuasively) of all the speakers. 10. Look, the man has written back to you ... (apologetically), explaining that there was a genuine mistake, so, under the circumstances, I think you are behaving ... (unreasonably). 11. Driving ... (slowly) now, she arrived between four and five. 12. All the class has learned quite a lot, but Alfred has definitely learned ... (much), which is not surprising, as he's always worked ... (hard).

3. Rewrite the sentences in the Passive beginning with the words given. Leave out the doer of the action if not necessary.

1 Lawrence Ferlinghetti opened the oldest paperback book store in the United States in 1953.

The oldest paperback book store in the United States _____.

2 The police are interviewing him in connection with the armed robbery.

He _____.

3 More than a billion people all over the world speak English.

English _____.

4 They will officially announce their engagement tomorrow.

Their engagement _____.

5 Tom is not going to invite me to his party.

I _____.

6 Our physical education teacher can make a good basketball player of every pupil.

Every pupil _____.

7 The UN General Assembly appoints the Secretary General.

The Secretary General _____.

8 Next week German-Americans will organise 'Octoberfests' with German cuisine and music.

'Octoberfests' with German cuisine and music _____.

9 Nobody had informed them where they were supposed to stay.

They _____.

10 My boyfriend Robert is going to introduce me to his parents.

I _____.

11 The travel agency can't confirm the exact time of our flight yet.

The exact time of our flight _____.

12 The policemen were interrogating the suspect for two hours.

The suspect _____.

3. Write an informal letter to your British friends you stayed with last month. Tell them about your life when you returned home, thank them for their hospitality.

Пример неофициального письма.

Dear Rashid,

It was great to hear from you and I'm really glad that things are working out for you down under. It sounds as if you have landed on your feet!

Many thanks for your kind invitation to come and stay with you and Maybeline in Perth, but I'm going to have to turn you down this time. The problem is that I'm just too busy studying for my IELTS exam and I don't have enough time in the day as it is. Perhaps I can take you up on your offer sometime next year, when I hope that I'll have got that magic band score 8.0.

My other news is that Acme have offered me a promotion and soon I should be the senior accounts manager. Obviously that means more money but the downside is that I'm almost certainly going to have to work much longer hours too. There's a cloud to every silver lining! Anyway, I must get down to work again. So thanks once more for your kind invitation and I do hope that we can get together sometime in the not too distant future.

All the best

Dominic

<https://dcielts.info/an-informal-letter-to-a-friend/>

Семестр 3.

Тема 1. Проблемы окружающей среды/ Environmental issues

Грамматика: Модальные глаголы

Вопросы для устного опроса:

1. What is the primary source of environmental damage?
2. What is the number of total human population today?
3. What is the average life expectancy now?
4. How do you understand the term "negative population growth"?
5. Why does human population shrink in size?
6. Which is more important, increasing people's standard of living, or protecting the environment?
7. Think of a situation in your area involving this issue.
8. Which side would you choose?
9. Who do you think is more responsible for pollution, individual people or the government? Explain.
10. What is the most important issue facing the environment today?
11. Do you know about any anti-pollution programs in your community?
12. What about programs in your native country?
13. Do you usually drink bottled water? Why or Why not?
14. If you could choose one alternative energy source to develop which one would you choose? Why?
15. Are companies more or less environmentally responsible now than they were in the past? Why do you think that is?
16. Do you think recycling is an important community service?
17. Do you recycle?

18. Who should pay for the costs associated with renewable energy?

Вопросы для письменного опроса.

1. Translate the following words: *beauty, beautiful, danger, harm, environment, ecology, dangerous, harmful, environmental, ecological, harmless, environmentalist, ecologically, beautifully, environmentally, ecologist, dangerously.*

2. Translate the following word combinations: a) легче выбросить бумагу, чем найти урну для неё; b) пища и отбросы привлекают животных; c) они никогда не бросают мусор сами; d) мусор является нарушением закона; e) они могут проникнуть в питьевую воду; f) в городах и вокруг них выделяются опасные газы; g) в наших городах невозможно будет жить; h) сажать деревья и создавать парки; i) чтобы найти пути для уменьшения объема загрязнения; j) оказывать давление на тех, кто у власти.

3. Fill in the blanks and translate the sentences:

1 When man first appeared, the earth _____ many of the _____ of plants and animals which exist today. 2 The range of ecological situations has not changed to a _____ degree. 3 He made no changes to the _____ as a whole. 4 The first signs of a new problem in ecological _____ became evident when man _____ into villages. 5 His mechanical activity - in constructing cities, _____ - is the most striking and obvious. 6 Man the _____ has attempted to ignore the capacities and characteristics of his ecosystems.

pronounced, management, technologist, biosphere, contain, dam, species, congregate.

4. Translate the sentences into English using the new words.

1 Население мира увеличивается из года в год.

2 Уничтожение лесов является угрожающей проблемой не только для обитателей леса, но и для человека.

3 Наша планета не в состоянии спасти себя без нашей помощи.

4 Природные ресурсы - неограниченны.

5 Как вы заметили, столкновение человека с природой происходит на каждом шагу.

5. Put the verbs into the correct tense (Present Perfect Simple or Present Perfect Progressive).

1 I _____ (not / do) the housework yet. 2. They _____ (study) very hard recently. 3. She _____ (promise) to help many times. 4. He _____ (clean) the kitchen. Everything is sparkling clean. 5. She _____ (write) her essay and _____ (send) it to her professor. 6. He _____ (see) the film 'The King's Speech' about six times. 7. We _____ (paint) our living room. I think it looks a lot better. 8. She _____ (take) French lessons lately. 9. It _____ (not / rain) for three hours! Only about one hour. 10. Lucy _____ (already / leave). 11. How many times _____ (you / visit) Scotland? 12. I _____ (call) John for hours and hours and he hasn't answered. I'm really angry with him! 13. I _____ (be) in London for three years. 14. We _____ (know) James for ages. 15. It's really smelly in here. _____ (somebody / smoke)? 16. How much petrol _____ (she / buy)? 17. She _____ (eat) chocolate all morning, so she feels sick. 18. I _____ (paint) my house all day, but it's not finished yet. 19. Julie _____ (be) at the office since 6 am. 20. The writer _____ (deserve) this award for a long time.

Текст для письменного перевода.

Environmental Protection

Economists have long thought of the environment as an unlimited source of resources. For thousands of years people lived in harmony with the environment but with the industrial revolution our negative influence on Nature began to increase. Large cities with thousands of steaming, polluting plants and factories can be found nowadays all over the world. The by-products

of their activity pollute the air we breathe, the water we drink, the fields where our crops are grown.

There are many consequences of damaging the environment. One of them is "acid rain". Cars with their engines and factories have become the main source of air pollution in industrial areas. When factories send gases and chemicals into the air, they mix and the mixture is carried for hundreds of miles by the wind and finally, it falls back to earth. This "acid rain" kills fish and trees and slowly it kills everything. Another consequence is destroying the ozone layer of the Earth.

The third problem is damage to wildlife. Vast forests are cut down in Africa, South America and Asia for the needs of industries in Europe and in the USA. As a result, some species of animals, birds, fish and plants have disappeared and keep disappearing.

Another problem is damage to water and soils. Dumping wastes into lakes, rivers, seas and oceans causes water pollution. Harmful wastes may also get into the soil or drain off fields that have been sprayed with pesticides.

There is another aspect of the environmental problem, the importance and urgency of which steadily grow. How a country disposes of its waste may have a major effect on its future and the future of the world, too. Recycling waste and rubbish receives ever-greater care in Europe. Cans, paper and empty bottles and other things we call rubbish are accumulated in every home. Recycling process has double effect, the other part of it being - saving energy, which would have been necessary for producing new things.

In Russia and the former Soviet republics there are some areas where the environment is in a poor state. Some of them are the Aral Sea, Lake Baikal, the Kuzbass, Semipalatinsk and Chernobyl. Cotton growing in the region of the Aral Sea has used huge quantities of water, and the level of the sea has fallen by 14 yards. For decades nuclear weapons were tested near Semipalatinsk, and the ground is contaminated with radiation there. More than twenty years ago a pulp-and-paper factory was built on the shore of Lake Baikal. As a result of the pollution, more than 50 per cent of the world's purest water has been ruined. The whole ecological system of the lake has changed greatly. After the disaster in Chernobyl the inhabitants of the nearby towns and villages had to be evacuated. Some of them died and some became invalids.

Problems of environment are no longer problems of one particular country or one particular region of a country.

One of the most serious environmental problems in large cities in Britain is sick fog, which the British so often have in autumn and in winter. In London the fog is sometimes so thick that cars run into one another. For many centuries, during the cold time of the year, the English people used coal in their fireplaces in private houses, though smoke from factories contributed a great deal to the trouble too. This kind of fog the English people used to call smog. Unusually thick smog in London in 1962 caused the death of some 4000 people. A Clean Air Act was passed in 1956, which prohibited the use of open coal fires at homes and in the city area.

Тема 2. Современные технологии и изобретения/ Technology and Inventions.

Грамматика: Числительное

Вопросы для устного опроса:

1. Answer the questions:

1. What are the best and the most useful inventions of the mankind in the 20th and 21st centuries?
2. What famous inventors do you know?
3. What were their inventions?
4. Do you know anything about the inventions of Leonardo da Vinci?
5. How did the invention of television change people's life?

6. Do you think it is a useful invention?
7. What is the role of television in your life?
8. How often do you watch it?
9. When did you buy or get your first mobile phone?
10. Do you think you can live without your mobile or is it now an important part of your daily life?
11. Are you anxious when the battery is flat or you are out of reach?
12. What do scientists say about the influence of mobile phones on our health?
13. Do you use the Internet?
14. What Internet services do you use?
15. Do you feel any addiction to the Internet?
16. How much do you spend on the Internet a month?
17. How did the Internet influence such things as communication, correspondence, access to information?
18. Do you think that the Internet is the good or the evil?

2. Give Russian equivalents to the following phrases: *a vast range of exact methods; to reveal hitherto unknown; the phenomena of information interactions; the principles of feedback; a tremendous impact; in many respects; the expiring century; general literacy; the diverse and complementary approaches; to contribute to the welfare; problem-solving skills; to thrive in today's fast-changing world; crucial problems.*

3. Give English equivalents. *Проводить эксперименты, электронное устройство, телевидение, хорошо оборудованный, в направлении, решать задачи, отрасль промышленности, радиотехника, управление, исследование, электротехника, искусственный интеллект, развитие, существенное финансирование, научные фонды, проводить научное исследование, исследование болезни, искать возможность, специализироваться в определенных областях, научные круги, горстка ученых, участие, техническая область, решение проблем, программы обучения.*

Вопросы для письменного опроса

1. Use the text to complete the sentences.

1) Physics with its traditions, exerts an exceptionally fruitful 2) The mechanics of Galileo and Newton is a 3) Copernicus' heliocentric system changed 4) Einstein's theory of relativity changed our notion of 5) Quantum mechanics revealed 6) Cybernetics revealed an understanding of 7) Knowledge of physics is an important part of general 8) Physics understanding is an exciting 9) The knowledge and skills of physicists are 10) At the dawn of the 21st century the ... role of physics will further

2. Is it true or false?

1. Such common things as TV remote control, laser pointer or quartz watch contain solid-state miniature electronic components. 2. The first solid-state device was invented in the 1960s. 3. Vacuum tubes were replaced by solid-state electronic devices, but are still used in the transmitters of radio stations you listen to, many guitar amplifiers and some audiophile equipment. 4. Incandescent bulbs are used for indicators on the front panel of your computer and monitor. 5. Electrical engineers construct and analyse computers, control systems, telephones and fiber-optic systems, and one-way communications systems such as radio and television, including satellite systems.

3. **Complete the following sentences** using the appropriate word from the list. *Outstanding, influence, investigate, creation, discovery, achievements, invention, scientific*

1. It's a particular branch of ____ knowledge. 2. He's an English chemist whose work on radioactive disintegration led to the ____ of isotopes. 3. This is a document granting an inventor sole rights to a _____. 4. There is an annual award for ____ contributions to chemistry or physics or psychology or medicine or literature or peace. 5. ____ of biology and chemistry are also used to cause damage to people. 6. Outstanding discoveries of the 20th century such as atom fission led to ____ of the weapons of mass destruction. 7. The motion of charged particles in a colloid under the ____ of an electric field; particles with a positive charge go to the cathode and negative ones to the anode. 8. It deals with the rational ____ of questions about existence and knowledge and ethics.

4. **Answer the following questions.** 1. Can you describe our century from the standpoint of scientific progress? 2. What is the role of computer technology in the progress of science? 3. Why did a great amount of well-known scientists burn their works? 4. Outstanding discoveries can take good forms and evil forms. Prove it. 5. What was Alfred Nobel's famous will about? 6. What should 20 scientists care for investigating and exploring the world?

5. **Read and translate the text.**

Scientific research requires substantial funding, especially when it involves the use of expensive equipment. This funding often comes directly from governments. In the U.S., for example, it is the federal government that sponsors most national defense and space exploration projects. Funding for science can also come from science foundations. In 1950, the U.S. Congress passed an act that established the National Science Foundation¹. This independent federal agency develops a national science policy and supports scientific research and education. Two other well-known foundations that are involved in disease research are the American Cancer Society and the National Heart Association. Research is also conducted and supported by private-sector industries that employ scientists — especially from the applied sciences — who work at the development of industrial or commercial processes and products. Scientific research is also supported by universities through professorships. Most professors do not just give classes but also conduct scientific research. Indeed, what many professors are looking for is the opportunity to work at a university where they can continue their own research. These are the professors whose students have the chance to observe real research at firsthand. Most universities specialize in certain fields and they are frequently judged on the achievements of their research professors. Scientists whose research findings are published and talked about in scientific circles bring prestige to the institution where they work.

6. **Choose the correct answer.**

1. I heard a knock at the front door so I (went / was going) to answer it. 2. At this time yesterday, I (wrote / was writing) an essay. 3. The football season (began / was beginning) a month ago. 4. She (had graduated / graduated) from school in 2001. 5. We entered the house quietly because everyone (was sleeping / had slept). 6. By the time we (got / had got) to the cinema, the film had already started. 7. The children (were playing / played) in the garden while their parents were watching them. 8. They (had left / left) many hours before we arrived

7. **Put the verbs into the correct tense** (Past simple- Past perfect- Past perfect continuous (active/passive)). 1. They (get) to the airport as the plane was landing. 2. She wore the shoes she (buy) the previous day. 3. I fell as I (run) for the bus. 4. What she (say) when he asked her to marry him? 5. When I was a student, I (not have) much money. 6. Why she still (work) at one o'clock in the morning? 7. I was happy to see her, because we (not see) each other for years. 8. By the time we got to the shop, a long queue already (form) outside.

Текст для реферирования.

Beam of Invisibility' Could Hide Objects Using Light

By Charles Q. Choi, Live Science Contributor | October 11, 2017

Once thought of as the province of only "Star Trek" or "Harry Potter," cloaking technologies could become a reality with a specially designed material that can mask itself from other forms of light when it is hit with a "beam of invisibility," according to a new study.

Theoretically, most "invisibility cloaks" would work by smoothly guiding light waves around objects so the waves ripple along their original trajectories as if nothing were there to obstruct them. Previous work found that cloaking devices that redirect other kinds of waves, such as sound waves, are possible as well.

But the new study's researchers, from at the Technical University of Vienna, have developed a different strategy to render an object invisible — using a beam of invisibility.

Complex materials such as sugar cubes are opaque because their disorderly structures scatter light around inside them multiple times, said study senior author Stefan Rotter, a theoretical physicist at the Technical University of Vienna.

"A light wave can enter and exit the object, but will never pass through the medium on a straight line," Rotter said in a statement. "Instead, it is scattered into all possible directions."

With their new technique, Rotter and his colleagues did not want to reroute the light waves.

"Our goal was to guide the original light wave through the object, as if the object was not there at all. This sounds strange, but with certain materials and using our special wave technology, it is indeed possible," study co-author Andre Brandstötter, a theoretical physicist at the Technical University of Vienna, said in the statement.

The concept involves shining a beam, such as a laser, onto a material from above to pump it full of energy. This can alter the material's properties, making it transparent to other wavelengths of light coming in from the side.

"To achieve this, a beam with exactly the right pattern has to be projected onto the material from above — like from a standard video projector, except with much higher resolution," study lead author Konstantinos Makris, now at the University of Crete in Greece, said in a statement.

The pattern that is projected onto an object to render it invisible must correspond perfectly to the inner irregularities of that item that usually scatters light, the researchers said.

"Every object we want to make transparent has to be irradiated with its own specific pattern, depending on the microscopic details of the scattering process inside," Rotter said in a statement. "The method we developed now allows us to calculate the right pattern for any arbitrary scattering medium."

Rotter and his colleagues are now carrying out experiments to see whether their idea will actually work. "We think that an experiment would be easiest to perform in acoustics," Rotter told Live Science. For instance, loudspeakers could generate sound waves to make a tube "transparent" to other forms of sound.

"For me, personally, the most surprising aspect is that this concept works at all," Rotter said. "There may be many more surprises when digging deeper along these lines."

Eventually, similar research could also experiment with light, he said. Such work could have applications in telecommunication networks, Rotter said. "It is clear, however, that considerable work is still required to get this from the stage of fundamental research to practical applications," Rotter said.

Тема 3. Выдающиеся ученые/ Outstanding personalities.

Грамматика: Сослагательное наклонение

Вопросы для устного опроса.

1. What outstanding Russians would you tell your foreign friend about?
2. What outstanding people of an English-speaking country do you admire?

3. What made them famous?
4. What do you know about the winners of Nobel Prizes?
5. Who was the first Russian Nobel winner?
6. Tell about famous Nobel winners for technical sciences.
7. Who made a great contribution in the field of physics?
8. Who was the founder of the Institute for Physical Problems?
9. What modern researchers do you know?
10. What should you do to be an outstanding personality?

Упражнения на устный опрос лексики.

1. Here are some international words which you will come across in the text. Try to guess their meaning. Consult the dictionary to check their pronunciation: *electricity, project, philosophy, method, complex, operation, exploitation, business, industry, commercial, station, laboratory, chance, signal, company.*

2. Give English equivalents to the following words and word combinations: *получить работу; воспроизвести звук; самосовершенствование; приносить международную славу; записать, сделать запись; любопытный ребенок; ходить в школу; проводить много свободного времени; читать научные и технические книги; дать шанс; обзавестись семьей; капиталовложения банкиров; конкурент, соперник; самостоятельно обучаться; основать первую лабораторию.*

3. Give English equivalents to the following words and word combinations: *непрекращающееся желание преуспеть; передать радио сигнал; обучался частным образом; проявлял острый интерес к; система беспроводного телеграфа; основал постоянную станцию; возможности беспроводной коммуникации; был оснащен; антенна; сотрудники; радиомаяк; получатель почетных международных наград; был награжден; фундаментальное открытие; преследовать цель; создать новую отрасль промышленности, опирающаяся на научных знаниях.*

Вопросы для письменного опроса.

1. Complete the sentences with the right form of the word in bold:

- a) The site is being ... by a local property company. **DEVELOPMENT**
- b) The manager gave us a brief ... of the computer's functions. **DEMONSTRATION**
- c) A scientist showed an ... design of a new computer laboratory. **INVENTION**
- d) Leaving your car unlocked is just ... someone to steal it. **INVITATION**
- e) ... - a means of sending messages by the use of electric current along wires. **TELEGRAPH**

2. Complete the sentences with prepositions if necessary:

- a) Edison attended ... schools only for three month.
- b) At the age of 13 Edison began to work ... a newsboy, selling newspapers and candy.
- c) A number of people had worked ... the idea related ... developing electric lighting.
- d) He began work ... a large difference engine which he believed he could complete in three years.
- e) Edison hired the young engineers who were superior ... the any other candidates.

3. Choose the correct option.

- a) Guglielmo Marconi was the first who
 - 1) assembled radio.
 - 2) invented radio.
 - 3) transmitted the first radio signal.

- b) As a boy he liked to spend his free time
- 1) carrying out laboratory experiments.
 - 2) studying with the help of a private tutor.
 - 3) reading the works of famous scientists.
- c) He received higher education.
- 1) with the help of a private physics tutor.
 - 2) on his own but it was very hard.
 - 3) He never had any kind of a university degree.
- d) He was granted his first patent for
- 1) magnetic detector.
 - 2) a system of wireless telegraphy.
 - 3) horizontal directional aerial.
- e) A lot of people didn't think he was a great scientist because
- 1) he was not the only person who sent wireless messages.
 - 2) he was not the first person who sent wireless messages.
 - 3) he never sent any wireless messages.

4. Текст для письменного перевода.

Nobel Prizes

Every year, six Nobel Prizes are awarded for outstanding work in science: physics, chemistry, physiology and medicine, literature, economics and the promotion of peace. This international prize was founded by the Swedish scientist Alfred Nobel, who invented dynamite and built up companies and laboratories in countries all over the world.

Many Russians have been nominated for the Nobel Prize since it started in 1901 and 21 of them have received the Nobel Prize for their outstanding contributions, particularly in the field of physics, but also in other areas.

The first Russian Nobel winner for physiology and medicine (1904) was Ivan Pavlov. He made many remarkable discoveries about blood circulation and the central nervous system and he discovered the conditioned reflex through his research on the digestive system. His experiments on dogs had a great impact on behavioural psychology.

Nikolay Semyonov made a great contribution to the study of chemical chain reactions and in 1956 he became the first Russian to gain the Nobel Prize for chemistry.

Michail Sholokhov, the outstanding 20th century Russian writer, wrote and published a number of short stories and novels. He was awarded the Nobel Prize in literature in 1965. There were other Russian writers who gained this prize in literature. They were Ivan Bunin (1933), Boris Pasternak (1958), Alexander Solzhenitsyn (1970).

In 1978, Russian physicist Pyotr Kapitza shared the Nobel Prize in physics for his work on magnetism and low-temperature physics. He founded the Institute for Physical Problems in Moscow and he was the oldest scientist ever to win this award.

The Nobel Peace Prize has been awarded over the years to individuals and organizations that work actively for peace and greater understanding. It was suspended during both World Wars. It has been awarded to Russian physicist and civil rights campaigner Andrei Sakharov (1975) and to Soviet President Mikhail Gorbachev (1990).

Тема 4.

Выбор профессии/ Career choice

Грамматика: Неличные формы глагола. Инфинитив

Вопросы для устного опроса:

1. What is your speciality?
2. Have you served a recognized apprenticeship?
3. What special subjects have you studied?
4. Have you good computer skills?
5. What foreign languages do you speak?
6. What are you occupied in?
7. Have you got work experience?
8. How long were you in your last job?
9. Where can you work on graduating from the university?
10. What positions shall you be able to occupy?
11. What do you know about your future job?
12. What do you think about your future job?
13. What you think will be your duties?
14. What do you think of your further outlooks?

Упражнения на устный опрос лексики.

1. *Give the Russian equivalents.* Applicant, experience, apprenticeship, to serve a recognized apprenticeship, personnel Officer, full-time / part-time job, interview, to be qualified, to benefit from smth., sickness benefit, a recognized school leaving certificate, permanent, temporary, position, processing engineer, to list, placement, automatic of manufacturing/ technological methods, foreman, shiftman, shop superintendent, industrial enterprise, commercial enterprise, prestigious / well-paid job, white-collar / blue-collar worker, skilled / unskilled worker, to start the equipment, to maintain the manufacturing method – вести технологический процесс, to check the manufacturing method, to operate the equipment - обслуживать оборудование, be in charge of, employment opportunities, to be hired for a job, to be fired, to retire.

2. Find equivalents to the following words and phrases. *Непрерывное обучение; работать для удовольствия; сравнивать с правом; как упомянуто в; компетентен в области техники;; пользователь; индивидуальный опыт; количество задействованных людей; отсутствие четкости; общепризнанное понятие профессионализма; высокий уровень компетентности; обычно ассоциируется с..; определять значение слова по словарю; ограниченное толкование; тип ответственности; поскольку на ставку поставлена жизнь людей; сделать ошибку; в соответствии с; широкий диапазон видов деятельности; инженеру требуются специальные знания; чьи усилия оплачиваются; длительный период времени; в отличие от любителя.*

Вопросы для письменного опроса.

1. Choose the right word:

- 1 Workers earn ... *wages / salaries*. Wages are paid ... *weekly / monthly*.
- 2 Office clerks earn ... *salaries / fees*. A salary is paid ... *monthly / daily*.
- 3 The general word for wages and salaries is ... *pay / income*. It is money that an employee receives for his regular work or services, especially in the Navy, Army and Air Force.
- 4 Payment for particular professional advice or service (private doctors, lawyers, teachers) is called ... *fee / profit*. Fee is a one attendance.
- 5 I'd love to ... *do / make* that kind of work.
- 6 What do you ... *do / make* for a living?
- 7 I have been ... *offered / proposed* a job in London. But I haven't been prepared to ... *give / take* on that job.
- 8 A curriculum vitae / autobiography is a brief account of smb's previous career.

2. Choose the correct answer.

For many people job is more important than a high salary.

A satisfaction B expectation C achievement D acceptance

2 The company needed to make job cuts so they asked staff to for redundancy.

A offer B choose C volunteer D select

3 Employees are allowed up to three weeks unpaid a year.

A absence B vacation C time D leave

4 Carol's reliability and confidence make her an employee.

A idealized B ideal C idyllic D idealistic

5 The interview panel's impression was that Sam was the most suitable candidate.

A overdone B overall C overbearing D overblown

6 Many people would jump the chance of working for a successful travel company.

A off B in C at D over

7 Although I am a very junior member of staff, my prospects are good.

A long-lived B long-standing C long-winded D long-term

8 One of the advantages of this job is that they offer accommodation at a rent. A nominal B small C poor D deficient

9 I'm looking for a career which will give me plenty of to use my foreign languages.

A area B room C scope D space

10 Unfortunately there is still a lot of against older people in the workplace.

A distraction B discrimination C discretion D distortion

3. Match the following nouns with the groups of adjectives:

- | | |
|---------------|---|
| 1) job | a) full-time, part-time, hard, monotonous, boring, manual, seasonal; |
| 2) work | b) big, small; |
| 3) business | c) well-paid, badly-paid, dirty, dangerous, interesting, challenging; |
| 4) employee | d) interesting, modern, prestigious; |
| 5) profession | e) promising, diplomatic, academic; |
| 6) career | f) skillful, qualified, industrious, responsible, self-disciplined. |

4. Translate the following sentences into English.

1. Тип ответственности инженера иной, чем у врача.

2. Он должен быть компетентен в техническом плане и действовать в соответствии с общепринятыми понятиями профессионализма.

3. Профессия инженера отличается отсутствием четкости, поскольку она включает широкий диапазон видов деятельности и индивидуальный опыт.

4. В отличие от любителей, которые работают для удовольствия, эта профессия требует высоких стандартов.

5. Инженеру требуются специальные знания плюс непрерывное обучение после окончания университета.

6. Эта работа будет выполняться в течение длительного периода времени.

7. Поскольку на ставку поставлена жизнь людей, для инженера существенным является высокий уровень компетентности.

8. Количество людей, работающих в этой сфере, намного больше, чем в большинстве других профессиональных областей

5. Complete the text with the correct form of the verbs in brackets. Use the first conditional. If I _____ 1 (do) well at school, my parents _____ 2 (take) me on a trip with them next summer. Unless they _____ 3 (change) their plans, we _____ 4 (go) to England. If we _____ 5 (have) time, we _____ 6 (travel) to Scotland, too. We _____ 7 (spend) a lot of time outdoors unless the weather _____ 8 (not be) good. However, if it _____ 9 (rain), we _____ 10 (stay) indoors and play lots of games.

6. Complete the sentences with the correct form of the verbs in brackets. Use the Second Conditional.

1. I _____ (help) you if I _____ (have) more time. 2. Jerry _____ (not be) a vet if he _____ (not like) animals. 3. I _____ (get) better marks if I _____ (try) harder. 4. If we _____ (not go) to school, we _____ (not learn) a lot of important things. 5. What _____ she _____ (say) if she _____ (discover) the truth? 6. If I _____ (have) more money, I _____ (buy) new clothes. 7. I _____ (travel) around the world if I _____ (be) younger. 8. If my house _____ (be) on fire, I _____ (run away). 9. I _____ (not tell you) if I _____ (know) the answer. 10. If my mother _____ (hear), she _____ (be) angry.

7. Complete the sentences with the correct form of the verbs in brackets. Use the Third conditional.

1. I would have opened the door if I _____ (recognise) you. 2. Paul would have succeeded if he _____ (try) a little harder. 3. If I _____ (not see) the dog, I would have hit it with the car. 4. We _____ (arrive) on time if we hadn't left so late. 5. What would you have done if I _____ (not be) at home yesterday?

Текст для письменного перевода.

Early Career Advice for Engineers

New engineers coming to GE often ask me, "What does it take to forge a successful engineering career?" I wish I had a mathematical model for success. But I don't. I can, however, share some insights, which my colleagues, including chief technologists and senior engineers at the three major aero-engineering companies, GE, Rolls Royce and Pratt and Whitney, have validated. The consensus: It all comes down to 12 basic principles:

Be business oriented: Understand how the total costs to produce your company or organization's product affect decisions. You may feel removed from such macroeconomics, but you can look at your cost to the firm—salary, benefits, and overhead averages \$200,000 a year—and try to add commensurate value. Working within a financial budget and time frames is also key, for as your organization prospers so will you.

Expect tough, multi-disciplinary problems: On the job, you'll often confront design issues outside your technical discipline. Therefore, learn the basics of relevant specialties, but keep in mind there over- design, analysis, and research can drive unnecessary cost. Find out how your customers define value and let it be your guide.

Be one with the team: In academe, the pursuit of knowledge can be a solitary effort. In industry, however, you work in teams and must often resolve the conflicting needs and solutions that arise when engineers from varying disciplines collaborate to bring a product to market. Those best able to reach consensus are the engineers who know how to network and communication, skills that are as important as technical expertise

Know the difference between academe and industry: Businesses prosper by finding new ways to apply science, physics, and math to construct engines, airplanes, bridges, and buildings. Hence, industry strictly controls design procedures and research findings, which are vital to a company's competitiveness. Unlike in a university setting, where academics are free to publish and

promote, a firm's employees must often consent to proprietary-information and patent-ownership agreements as a condition of employment.

Make the most of what you've got: What are your strengths and weaknesses? Enhance the former and fix the latter. Ask yourself, "Do I have what it takes to be outstanding?" Management confers that quality on high-energy employees who are enthusiastic about their work, can rally others around common goals, and consistently deliver measurable results.

Know where you work: Learn and live by your employer's values and code of conduct. These are core to your firm's approach to honesty, trustworthiness, conflict resolution, fairness, safety, and diversity. If you can improve them, try. Just as important if you cannot embrace them, move on.

Be open to new ideas: A positive attitude is key to success. Aside from downright incompetence, nothing hinders you more than a bad attitude. As important: Beware the Not-Invented-Here attitude, i.e., don't reject or discredit ideas because they come from sources outside your group. Accept right ideas and reject wrong ones no matter their source.

Put integrity first: It's essential to maintain high integrity throughout your career. Careless design and lazy analysis can cause social, economic, and environmental damage—even injury and death—as well as reputational risk for you and your company. You, as an engineer, must exercise unyielding integrity and do your best to prevent harm.

Make your manager a success: You may feel intimidated by your manager given that he or she recommends people for promotion, determines salary, conducts appraisals, assigns work projects, hires even fires. But, a good manager wants you to succeed, because when you do you make him or her successful. If you feel antagonistic towards your manager, examine your reactions and motives carefully. If you can't adjust your attitude look for another job.

Give back when you can: You owe a great deal to your university. Support your alma mater, visit occasionally to give seminars, keep in touch with the faculty, and share with students wisdom you have gained. Participation in technical societies is also an excellent way to grow and network. Writing technical papers and/or organizing a technical session at association conferences will enhance your experience and your firm's reputation.

Take charge: Don't expect your manager to chart your path. It's your job to figure out what you want and how to get it. Seek diverse assignments, broaden your experience, and make the most of company-paid education benefits, training programs, and professional society technical conferences. Technology is constantly evolving. If you can't keep up there is always a bright-eyed engineering graduate who will.

Have fun: If you aren't, move on. You should love what you do. Since engineering offers plenty of exciting and challenging opportunities, that shouldn't be difficult.

[Adapted from "Engineering — What You Don't Necessarily Learn in School" by David Wisler, for *Mechanical Engineering*, August 2003.]

Контрольная работа № 3

1. Give the Russian equivalents. *Source of progress, an epoch of great discoveries, technological revolution discoveries, to cause damage and destruction, in a new much broader way than before, led in wrong direction, the peacetime industries 19 of road building, to increase the well-being of people and develop public education, increasing rate.*

2. Give the English equivalents for the following Russian words and phrases. *Компьютерные технологии, играть важную роль, оружие массового уничтожения, выдающийся ученый и политик, мирное время, решать многие математические задачи, в течение последних лет, развитие и научные достижения, открытия, изобретения в области химии, невозможно остановить прогресс.*

3. Complete the sentences with *must, may, might, could, couldn't or can't* and the correct form of the verbs in the box. Sometimes there is more than one possible answer:

be • blow • already/die • not/hear • leave • not/reach • understand • walk

1 This family _____ for days to get here. They have come from about 100 kilometres away and they look absolutely exhausted. 2 No one is sure of the scale of the disaster, but aid agencies are saying that thousands of people _____ in the drought. 3 Some people were still at home when the tsunami struck. They _____ the instructions to leave, but we can't be sure. 4 The survivors _____ overjoyed to see the rescue helicopters arrive. 5 The children _____ what was happening. They are too young to know what an earthquake is. 6 The winds _____ down the power lines because there's no electricity now. 7 We haven't heard from the rescue team, so we don't know where they are. They _____ the disaster area yet. 8 I don't know where my brother is. He _____ with the other students but I don't know.

4. Complete the sentences for situations in the past. Decide which tense you need to use.

1. A plumber (*come*) to our house yesterday.
2. He (*want*) to repair our washing machine that (*break*) a few days before.
3. Before he (*ring*) at my door, he (*look*) for a parking space for about ten minutes.
4. While the plumber (*repair*) the washing machine, I (*watch*) the news.
5. Suddenly, I (*realise*) that they (*show*) our street on TV.
6. The reporter (*say*) that a car (*crash*) into a stop sign just before reaching the crossroads.
7. While I (*listen*) carefully to what (*happen*), someone (*knock*) at my door.
8. I (*open*) the door and (*see*) a police officer standing there.
9. He (*ask*) for the plumber.
10. As it (*turn*) out, it (*be*) our plumber's car that (*roll*) down the street.
11. In his haste, the plumber (*forget*) to put the handbrake on.

4. Translate the text into English

Научное исследование – это целенаправленное познание, результаты которого выступают в виде системы понятий, законов и теорий. Характеризуя научное исследование, обычно указывают на его следующие отличительные признаки: это обязательно целенаправленный процесс, достижение осознанно поставленной цели, четко сформулированных задач; это процесс, направленный на поиск нового, на творчество, открытие неизвестного, на выдвижение оригинальных идей, новое освещение рассматриваемых вопросов.

Научное исследование характеризуется систематичностью: здесь упорядочены, приведены в систему и сам процесс исследования, и его результаты; ему присуща строгая доказательность и последовательное обоснование сделанных обобщений и выводов. Объектом научно-теоретического исследования выступает не просто отдельное явление, конкретная ситуация, а целый класс сходных явлений и ситуаций, их совокупность. Цель, непосредственные задачи научно-теоретического исследования состоят в том, чтобы найти общее у ряда единичных явлений, вскрыть законы, по которым возникают, функционируют, развиваются такого рода явления, т. е. проникнуть в их глубинную сущность. В качестве основных средств научно-теоретического исследования применяют следующее: совокупность научных методов, всесторонне обоснованных и сведенных в систему; совокупность понятий, строго определенных терминов, связанных между собою и образующих характерный язык науки. Результаты научных исследований воплощаются в научных трудах (статьи, монографии, учебники, диссертации и пр.) и затем, после их всесторонней оценки, используются в практике, учитываются в процессе практического познания и в обобщенном виде включаются в руководящие документы.

Семестр 4.

Тема 1. Будущее науки/ Science and its future

Грамматика: Согласование времён. Косвенная речь

1. Вопросы для устного опроса:

1. How would you define science?
2. Who are innovators?
3. What do you engage in if you are researchers?
4. Why are experiments carried out?
5. What do scientists do with the data?
6. What does the word *empirical* mean?
7. Where do scientists publish their results and findings?
8. Where do scientists give presentations of their work?
9. Do you ever read experts' predictions about the future of society? Do you believe they are usually true?

2. Read the text and retell it in the Present Simple using the questions below as an outline.

The principle of science, the definition, almost, is the following: The test of all knowledge is experiment. Experiment is the sole judge of scientific "truth". But what is the source of knowledge? Where do the laws that are to be tested come from? Experiment, itself, helps to produce these laws, in the sense that it gives us hints. But also needed is imagination to create from these hints the great generalizations — to guess at the wonderful, simple, but very strange patterns beneath them all, and then to experiment to check again whether we have made the right guess. This imagining process is so difficult that there is a division of labor in physics: there are theoretical physicists who imagine, deduce, and guess at new laws, but do not experiment; and then there are experimental physicists who experiment, imagine, deduce, and guess.

(R. Feynman)

1. What is the principle of science?
2. What is the role of experiment and how does it help to produce the laws?
3. What does one need to create the great generalizations?
4. What division of labor is there in physics and why is it necessary?
5. What do theoretical and experimental physicists have in common?

Вопросы для письменного опроса:

1. Translate the following sentences into English "moving back" the tenses of the subordinate clauses using the general rule according to which "present becomes past and past becomes past perfect". (Grammar: sequences of tenses, reported speech)

1. Ученые сказали, что с нетерпением ждут окончания эксперимента.
2. Он осознавал, что это открытие внесет важный вклад в развитие науки о материалах.
3. Они утверждали, что все важные детали были учтены.
4. Исследователи были уверены, что применили надежный метод сбора данных.
5. Мы были уверены, что реакция протекает без каких-либо осложнений.
6. Они заявили, что полученные результаты плохо согласуются с теоретическими предсказаниями.
7. Было найдено, что значение не изменяется со временем.
8. Он настаивал на том, что необходимо поддерживать (maintain) температуру постоянной в ходе всего эксперимента.
9. Авторы предположили, что проблема будет решена в ближайшее время.

2. Complete the sentences by changing the direct speech to reported speech.

Liyang Chen, a rising star in optics, is a PhD candidate at the University of Arizona. She is a recipient of a prestigious award, the Michael Kidger Memorial Scholarship. Here are some excerpts from her interview.

Chen said, "My primary area of interest is imaging science, including optical imaging devices and image processing methods."

Chen said, "What I'm doing now is considering digital radiographic imaging systems."

Chen said, "I'm very satisfied with the path I have chosen. In the last ten years, I've learned a lot."

Chen said, "Three things had the greatest influence on me. The first is my strong background in mathematics and physics, which was my undergraduate major in China. The second was starting my research in optics with Dr. James Wyant. In his lab I found my area of interest and learned all kinds of practical testing skills. The last is working with my advisor Dr. Harry Barret. Under his guidance, I was able to connect my best skills with my interest and have the opportunity to learn the theories."

Вопросы для письменного опроса.

Render the article using clichés:

Science and International Cooperation

<http://lingualeo.com>

One of the most striking features of modern science is the increasing tendency towards closer cooperation between scientists and scientific organizations (institutions) all over the world. In fact, it is becoming more and more evident that many of the problems that affect the world today cannot be solved without joining scientific efforts and material resources on a world-wide scale. The exploration of space, world finance, global environment protection problems and the development of new sources of power are the examples of areas of scientific research which are so costly and complicated that it is difficult for a single country to solve them efficiently and in a short period of time. The renewal of international scientific cooperation was demonstrated in the sharing of data which were obtained by Russian, Japanese and European space probes in 1986 on Halley's comet.

Many countries were successfully cooperating on a programme called Intercosmos in launching a large number of vertical geo-physical rockets and satellites. Space exploration programmes were being conducted between Russia and Austria, India, France, Sweden and other countries. Joint manned flights by Russian and foreign cosmonauts included citizens from numerous countries. Many international crews have worked on orbit and carried out a lot of scientific experiments.

Russian and the U.S. engineers are now working side by side on the International Space Station, the largest peacetime engineering project in history.

Launched from opposite sides of the world, the first International Space Station components Zarya and Unity have begun a new era of exploration as 16 nations joined their scientific and technological resources in the first truly international space pro-gram to improve life on Earth. Even before its launch, the International Space Station has opened new spheres of research on Earth by overcoming barriers of language, culture and technological differences worldwide.

Indeed, it represents unprecedented global cooperation and trust. There is no doubt that it is the first step towards a unified «planetary civilization» that will explore space as citizens of Earth, not of individual nations.

Тема 2. Современные исследования/ Studies and Research

Грамматика: Неличные формы глагола: Герундий

Вопросы для устного опроса:

1. Answer the questions:

1. What types of science do you know?
2. What are natural sciences?
3. What sciences are called social sciences?
4. What sciences are called formal or exact?
5. What sciences are called applied?
6. What science do you study? What type does it belong to?

2. Comment on the following statements. You may agree or disagree. Give your reasons. The following expressions might be useful to you:

*That's right.
Quite true.
Right.
Quite right.*

*Not quite right.
Just the opposite, I'm afraid.
Just on the contrary, I'm afraid.
It's not quite so.*

- 1) There are those who consider that some sciences are more 'scientific' than others, and they distinguish between **hard sciences** like physics and, chemistry and **soft sciences** like psychology and anthropology.
- 2) Scientists in the **hard sciences** should not be too content until themselves. How many different answers exist, for example to the following questions: how old is the universe, is the universe expanding or contracting, how many fundamental particles exist, when is the next earthquake due, what causes AIDS or Alzheimer's disease?
- 3) The statistics brought out a gender division between **hard** and **soft science**: girls tending towards biology, boys towards maths and physics.

3. Prepare a PowerPoint presentation on the topic:

“My scientific field of interest”. Choose one branch or subfield of science that interests you most of all. Tell about: what it is concerned with; its history; its applications; outstanding scientists in this field; why it is attractive for you personally.

Вопросы для письменного опроса.

1. Science quiz. Match these sciences to their areas of study.

1. anthropology	a. environment
2. biology	b. human mind and behaviour
3. chemistry	c. language
4. ecology	d. living things
5. economics	e. matter and forces
6. linguistics	f. money, industry, and trade
7. mathematics	g. numbers, quantities, and shapes
8. meteorology	h. people, society, and culture
9. physics	i. substances and their reactions
10. psychology	j. weather

2. Fill in the gaps, using the words: **behavioral, earth, human, life, natural, physical, social**.

The _____ sciences are those dealing with the naturally occurring world in general. They include _____ sciences such as physics and chemistry. _____ sciences include geology and oceanography. _____ sciences include areas such as medicine and biology.

Studies of human behaviour such as economics or sociology are _____ sciences, _____ sciences, or _____ sciences.

3. Fill in the gaps, using the words: **laboratories, research, researchers, labs, study**

People trying to find facts about something _____ it or do _____ in it, into it or on it.

A piece of research may be referred to as a study or a **research study**. These terms also refer to the published results of the research. People doing research are _____. Scientific research often takes place in _____, or _____.

4. Identify the functions of the Infinitive (subject, predicative, part of a predicate, object, attribute or adverbial modifier) and translate the sentences into Russian.

1. To construct an experiment of this kind is nearly impossible.
2. We attempted to carry out this investigation.
3. To perform this work one must have all the necessary equipment.
4. He was the first to focus attention on this type of reaction.
5. More evidence is needed to bridge the existing gap between experiment and theory.
6. In order to understand the procedure, consider the following analogy.

7. To sum up, there are two features of atomic structure, which we must bear in mind.
8. Under these circumstances the computer cannot be made to function.
9. The theory to be developed is not sufficiently detailed to give a complete description.
10. It is important to know the basic principle to be observed in the design and use of optical equipment.
11. The method to be followed has both advantages and disadvantages.
12. The same argument can be applied to understand the nature of this phenomenon.

5. Translate the sentences into English using the Complex Object.

1. Мы ожидаем, что у этих процессов будет много общего.
2. Мы полагаем, что наша теория будет подтверждена наблюдениями.
3. Мы считаем, что анализ данных даст ответ на этот вопрос.
4. Мы хотим, чтобы вы доложили о результатах своей работы на семинаре.
5. Я бы хотел, чтобы мы приняли участие в этой конференции.
6. Мы знаем, что этот ученый внес важный вклад в развитие ядерной физики.
7. Мы полагаем, что этот метод имеет несколько недостатков.

6. Translate the sentences into English using the Complex Subject.

1. Известно, что полученные результаты обсуждались на семинаре.
2. Симпозиум, как ожидается, будет посвящен проблемам образования.
3. Оказывается, он закончил свое исследование два года назад.
4. Вероятно, на конференции будут обсуждать много важных вопросов.
5. По-видимому, их не удовлетворяют результаты исследования.
6. Маловероятно, что эта работа даст положительные результаты.
7. Несомненно, новый подход к проблеме будет весьма перспективным.
8. Вряд ли эту статью переведут вовремя.
9. Недавно было показано, что эта теория противоречит экспериментальным данным.

Тема 3. Моя учебная и научная деятельность/ My Academic Activity

Грамматика: Неличные формы глагола: Причастие

Вопросы для устного опроса:

1. What field of science are you currently working or studying in?
2. What do you enjoy most about working/studying in your scientific field?
3. What would you like to do (and not like to do) if you choose a career in science?
4. Why is it important for scientists to keep in touch with other people in their field?
5. Why is it a good idea to review the literature before planning your own research?
6. Have you ever presented your research to a large audience at a conference? How did you prepare?

Вопросы для письменного опроса:

1. Complete the project summary using the correct word or phrase from the box.

aims to however the initial phase the proposed research the study will indicate

PROJECT SUMMARY

Consumer interest in wines produced in organic vineyards has increased significantly in the last few years. (1) _____, to date it is unclear whether these production methods actually improve soil or grape quality. (2) _____ will be the first phase of a long-term study on a New Zealand vineyard. These results (3) _____ whether methods of viticulture improve grape quality.

The research (4) _____ investigate the effects of organic agriculture on soil and grape quality. (5) _____ will consist of two treatments, organic and conventional (the control), each replicated four times in a randomised, complete block design. All organic practices will follow the standards set out by the Food Standards Australia New Zealand (FSANZ).

(6) _____ will assess soil quality using physical, chemical and biological indicators over six years. The next phase will then assess the physiology of the vines.

2. Think about a project that might be interesting for you. Write a short project summary of about 150 words for the research. Follow the instructions (1-6) below.

1. State the aims of your research
2. Define what the problem is
3. Explain why your topic is worth researching
4. Say what the expected outcomes of the research are
5. Outline the procedures you will follow
6. Outline how you will limit your investigation

3. Presenting your research at a conference: match each pair of phrases (1-8) to their correct function (a-f) below. Note that one of the functions may be expressed with three different pairs of phrases.

1 Good afternoon, everybody. / Welcome, ladies and gentlemen.

2 To start, thank you / I'd like to start by thanking you all for coming to my talk today.

3 I'm Milan Poborski and at present / My name is Milan Poborski and I'm a PhD candidate at Northumbria University.

4 I'm going to talk today / My talk today is about my recent research investigating...

5 I'll begin by explaining / To start with, I'll explain briefly how T-cell responses

6 After that, I'll / I'll go on to describe the alternative method I have been investigating...

7 Finally, I will discuss / I'll conclude by discussing why this method could be useful as a way...

8 I plan to talk for about 40 minutes, leaving plenty of time for / I will talk for about 40 minutes and then I'll answer any questions at the end of my talk.

- a. Give instructions for asking questions _____
- b. Greet the audience. _____
- c. Introduce the topic of the presentation _____
- d. Introduce yourself _____
- e. Outline the structure of the presentation. _____
- f. Thank the audience for coming. _____

4. Think of a piece of research you have done recently or planning to do soon. Use the words and phrases above to help you plan the introduction to a presentation about your research.

5. Identify the functions of the Participle (attribute, adverbial modifier) and translate the sentences into Russian.

1. I shall give a review of papers covering the most important problems in this area.
2. The table shows, as mentioned above, that these data form an adequate basis for our investigation.
3. In this paper we survey the possibilities arising from the application of new high-precision instruments.
4. Our research is primarily concerned with the events accompanying solar flares.
5. Introducing a new method, he pointed out its possible applications.
6. The transformations taking place in such reactions have been listed in a number of works.
7. Some six percent of the mass disappeared having been transformed into energy.
8. We must have devices improving the accuracy of measurements.
9. As emphasized above, the relation considered in this paper does not hold for all the cases.
10. The notation used in this equation is described at the beginning of the article.
11. If desired, the instrument may be used repeatedly.
12. The method applied increased the accuracy of the results.
13. It was a standpoint shared by many scientists at the end of the 20th century.
14. When heated, the liquid occupies a larger volume.
15. The data obtained disagreed with earlier findings.

6. The Gerond. Match the beginning of each sentence with its logical ending. There may be more than one variant. Translate the sentences.

<ol style="list-style-type: none"> 1. One of the major difficulties lies in... 2. Our approach consists in... 3. Many scientists have contributed to... 4. Some scientists insisted on... 5. We object to... 6. They are engaged in... 7. In my report I will restrict myself to... 8. Scientific conferences help in... 9. In this work we confined ourselves to... 10. Some of our failures result from... 11. The experiment is aimed at... 	<ol style="list-style-type: none"> a) maintaining the same conditions throughout the experiment. b) disclosing the mechanism of the genetic code. c) minimizing experimental errors. d) attributing too much importance to this factor. e) including this question in the conference agenda. f) sorting out and classifying the data. g) considering the primary effect. h) establishing a correlation between the two mechanisms. i) underestimating the importance of theory in research, j) exchanging knowledge and information. k) examining one type of reactions.
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7. Текст для письменного перевода.

Render the article using clichés:

Massachusetts Institute of Technology

<https://studfiles.net/>

MIT is an independent university located in Boston area. It was founded in 1861 by William Barton Rogers, a distinguished natural scientist, who believed professional competence to be best fostered by the combining of teaching, research, and the application of knowledge to real-world problems. MIT held its first classes in 1865 after having delayed opening because of the Civil War. There were approximately 15 students enrolled at that time.

Today MIT has about 9,700 students, a faculty of approximately 1,000 and several thousand research staff. The total teaching staff numbers more than 1,800. The institute is broadly organized into five academic Schools — Architecture and Planning, Engineering, Humanities and Social Science, Management and Science — and a large number of interdisciplinary programs, laboratories, and centers, including the Whitaker College of Health Science, Technology and Management. A unique feature of MIT is that undergraduates join with graduate students, faculty, and staff to work on research projects throughout the institute.

Most academic activities take place in a group of interconnected buildings designed to permit easy communication among the Schools and their 22 departments. Across the street from this set of buildings there are athletic fields, the student center, and many of the dormitories.

The main purpose of the academic program at MIT is to give students a sound command of basic principles, the habit of continued learning and the confidence that comes from a thorough and systematic approach to learning. This results in continued professional and personal growth, especially in today's rapidly changing world.

The two essential parts of all MIT educational programs are teaching and research. Both of these activities carried on together have greater potential than either performed alone. They provide experience in theory and experiment for both students and teaching staff.

Each student pursues a degree in one of the departments. Undergraduate courses at MIT lead to the degree of Bachelor of Science (S.B.). The academic programs require four years of full-time study for the Bachelor of Science. Degrees are awarded on the basis of satisfactory completion of general institute and departmental requirements in each program.

There is enough flexibility, however, to allow each student, in collaboration with the adviser, to develop an individual program in accordance with his or her own interests and preparation.

Тема 4. Повторение/ Revision

Вопросы для устного опроса

Темы для коллоквиума:

1. Modern trends in my scientific area.
2. International cooperation in science: international projects and research conducted my branch of science.
3. Methods of research in my scientific field.
4. Main steps in conducting a research in my scientific field.
5. What is a project? The structure of a scientific project.
6. What is a scientific conference? Organizing and participating in a scientific conference.

Контрольная работа № 4

Sequence of Tenses. Reported speech

1. Correct the errors if necessary.

1. Jane said she has just finished translating the test.
2. They wanted to know why the police were there.

3. My friend asked me has I seen them before.
4. Kate said she is sorry she didn't invite Sonya to her party.
5. He asked me where can he buy the tickets.
6. The doctor told her she had to eat well in order to recover.
7. The teacher told us to closed our books, please.
8. I told them that my driver's license is in my wallet.
9. We thought she wouldn't have finished cooking before we came.
10. Dennis invited us to the party and add he would be glad to see us.
11. She said she signed a contract without reading it thoroughly.
12. Alex said to me he doesn't feel like going to the library to study.
13. We didn't knew Sarah hadn't cancel her plans with Carl.
14. Larry told me he has been saving his money for a trip for three years.
15. Their parents told them to not come late.

2. Translate the sentences.

1. Мои друзья сказали, что ездили в Монако во время отпуска.
2. Офицер попросил, чтобы я показал свое удостоверение водителя.
3. Джек спросил есть ли у меня атлас и попросил дать его ему.
4. Он сказал, что пишет сочинение, но есть слово, которое он не знает, как писать.
5. Джанет спросила у Сэры может ли та одолжить ей пару фунтов.
6. Тина сказала, что чувствует себя нехорошо и добавила, что думает, что простудилась.
7. Мы спросили ее, как долго она работает над своей новой книгой.
8. Отец Рика сказал ему, что если, он хочет стать врачом, он должен ходить в медицинскую школу.
9. Мама спросила Элис, где ее журнал и попросила принести его.
10. Том сказал, что потерял ключ и ищет его.

Infinitive

3. Use the particle to when necessary.

1. Jenny decided ... find a job.
2. You had better ... do it at once.
3. I can ... do it myself.
4. My parents don't let me ... come home late.
5. We would rather ... stay at home than ... go somewhere.
6. Nobody will make her ... do it.
7. His story made Sonia ... cry.
8. May we ... leave the classroom?
9. Would you like ... drink?
10. I have never heard her ... sing.

Complex Object

4. Choose the correct answer.

1. Sandy heard her mum ... her.
A. to call B. call C. to have called
2. We didn't expect Max ... so late.
A. to come B. to be coming C. come
3. I watched my children ... in the pool.
A. to swim B. to have been swimming C. swimming
4. They want all the invitations ... at once.
A. be sent B. sent C. to have sent
5. Lucy doesn't expect Martha ... now.
A. to work B. work C. to be working

6. All consider Jim ... a real bore.
A. be B. being C. to be
7. I suppose her ... about forty.
A. to be B. be C. to have been
8. During the test Roy's classmate wanted him ... his eyes on his own paper.
A. to be kept B. to keep C. to be keeping
9. The robbers forced the guard ... the gates.
A. open B. opening C. to open
10. Our teacher always says to us that we are supposed ... to class on time.
A. to come B. come C. to coming

Complex Subject

5. Choose the correct answer.

1. Diana ... to be resting now.
A. is seeming B. seems C. is seemed
2. They are considered ... here long.
A. to be living B. to live C. to have been living
3. William ... to know the truth.
A. is chanced B. chanced C. was chanced
4. Caroline ... to be having fun at the moment.
A. doesn't likely B. is unlikely C. didn't likely
5. The question doesn't seem A. to solve B. to be solving
C. to have been solved
6. They ... not to know our telephone number.
A. to turn out B. turned out C. were turned out
7. The boy ... to have fallen in love.
A. is sure B. sures C. is sured
8. The conference was announced ... next week.
A. to be start B. to have started C. to start
9. His children ... to be good students.
A. knew B. are known
C. have known
10. ... you ... to know her phone number?
A. Do ... chance B. Are ... chanced C. Be ... chanced

Gerunds

6. Complete the sentences with an appropriate preposition and verb form.

1. We apologized ... (be) ... late.
2. I prevented the child ... (run) ... into the street.
3. They are suspected ... (commit) ... this crime.
4. Do you have a good reason ... (go, not) ... there?
5. He is accustomed ... (have) ... a big breakfast.
6. We insist ... (know) ... all the truth.
7. Don't blame him ... (want, not) ... to help you.
8. Why do they object ... (change) ... their plans?
9. She is used ... (sleep) ... with the window open.
10. I'm looking forward ... (meet) ... with my friends.
11. Tom is good ... (repair) ... cars.
12. She was accused ... (steal) ... a woman's purse.
13. Who is responsible ... (clean) ... the flat?
14. Mr. Grand was found guilty ... (take) ... money from the clients.
15. She is proud ... (be) ... such a famous person.

The Participle

7. Choose the correct answer.

1. Everybody looked at the girl ... in red.
A. dressing B. dressed
2. The ... man was taken to hospital.
A. injured B. injuring
3. My granny has got pepper-and-salt hair and a ... face.
A. wrinkled B. wrinkling
4. ... the room he heard the phone ring.
A. Entered B. Entering
5. Do you know the man ... over there?
A. standing B. stood
6. They were speaking ... in the cafe.
A. sitting B. sat
7. ... about the accident he told nothing.
A. Asking B. Being asked
8. I don't like the jeans ... yesterday.
A. bought B. buying .
9. The books ... by this author are very interesting.
A. written B. writing
10. I want to see the letters ... in her box.
A. kept B. keeping
11. ... the flat she went shopping.
A. Being cleaned B. Having cleaned
12. The question ... now is of great importance.
A. having discussed B. being discussed

8. Write a formal letter to apply for a job in the Olympics.

Пример официального письма.

Dear Mrs Smith,

I would like to apply for the position of Marketing Intern as advertised on studentjob.co.uk. I am a second-year student studying BSc Marketing at the University of Cardiff.

I have always had a keen interest in marketing which influenced my decision to study marketing at university and part-take in my extracurricular activities. I am an active member of the Marketing Society where I help arrange events, society meetings and talks from prospective employers. Through my part-time job, I was responsible for establishing an effective marketing campaign for the launch of a new boutique in the centre of Cardiff, using various methods such as social media. I therefore have a strong understanding of how modern day marketing techniques can be used for business opportunities and networking. Furthermore, I was elected as the Team Leader as part of my degree module "Student Enterprise" where we were required to develop our own business idea and pitch it to potential investors against an opposing team. This allowed me to develop my leadership skills by delegating the appropriate roles and responsibilities to each team member, ensuring the team would successfully reach our aims and objectives.

I have many skills which I am able to contribute to the job role. My excellent communicational skills (both written and verbal) allow me to interact with members of an organisation from all levels. I have developed my public speaking and presentation skills through completing

university presentations to new and prospective students and to my faculty department. I am organised, efficient and strive to complete any challenge given to me to the highest standard.

Attached is a copy of my CV. I am able to provide the names of referees who will support my application.

I look forward to hearing from you.

Yours faithfully,

Joe Bloggs

http://www.studentjob.co.uk/info/example_cover_letter

Ключи:

I.

- | | |
|------------------------|----------------------------------|
| 1. had just finished | 9. - |
| 2. - | 10. added |
| 3. if I had seen | 11. had signed |
| 4. was; hadn't invited | 12. didn't feel |
| 5. he could buy | 13. didn't know; hadn't canceled |
| 6. - | 14. had been saving |
| 7. to close | 15. not to come |
| 8. was | |

II.

1. My friends told me they had gone to Monaco over vacation.
2. The officer asked me to show my driver's license.
3. Jack asked if I had a map and asked me to give it to him.
4. He told he was writing the composition but there was a word he didn't know how to spell.
5. Janet asked Sara if she could lend her a few pounds.
6. Tina said she didn't feel well and added she thought she had caught a cold.
7. We asked her how long she had been working on her book.
8. Rick's father told him that if he wanted to become a doctor, he must / had to go to medical school.
9. Mother asked Alice where her magazine was and asked her to bring it.

III.

1. to
2. -
3. -
4. -
5. -
6. -
7. -
8. -
9. to
10. -

IV.

1. B
2. A
3. C
4. B
5. C
6. C
7. A
8. B
9. C
10. A

V.

1. B
2. C
3. B
4. B
5. C
6. B
7. A
8. C
9. B
10. A

VI.

- | | |
|------------------|------------------|
| 1. for being | 9. to sleeping |
| 2. from running | 10. to meeting |
| 3. of committing | 11. at repairing |
| 4. for not going | 12. of stealing |

5. to having 13. for cleaning
 6. on knowing 14. of taking
 7. for not wanting 15. of being
 8. to changing

VII.

1B 2.A 3A 4.B 5A 6A 7B 8A 9A 10A 11B12B

Этап: проведение промежуточной аттестации по дисциплине

Задание для показателя оценивания дескриптора «Знает»	Вид задания	Уровень сложности
Контрольная работа по лексико-грамматическому материалу	практический	A – репродуктивный

Задание для показателя оценивания дескриптора «Умеет» и «Владеет»	Вид задания	Уровень сложности
1. Прочитайте и переведите текст (2 тыс. печ. знаков), составьте по данному тексту реферирование на английском языке. 2. Разверните устно тему, предложенную преподавателем.	практический	B – конструктивный

Устные вопросы к зачету 1, 2, 3 семестр

Speak in detail on one of these themes:

1. University. Student's life
2. Education in Russia and abroad
3. English speaking countries
4. Modern lifestyle
5. Healthy lifestyle
6. Environmental issues
7. Technology and inventions
8. Outstanding personalities
9. Career choice

Этап: проведение промежуточной аттестации по дисциплине

Задание для показателя оценивания дескриптора «Знает»	Вид задания	Уровень сложности
Подготовьте для чтения вслух указанный фрагмент в тексте, (контролируется знание норм иностранного языка, интонация, специфика артикуляции звуков, ритм нейтральной речи)	практический	A – репродуктивный

Задание для показателя оценивания дескриптора «Умеет»	Вид задания	Уровень сложности
Прочитайте текст (1500-2000 тыс. печ. знаков), переведите письменно указанный фрагмент текста со словарем. Подготовьтесь к беседе с преподавателем по содержанию текста и затронутым в нем проблемам на	практический	A – репродуктивный; B – конструктивный.

иностранном языке		
Задание для показателя оценивания дескриптора «Владеет»	Вид задания	Уровень сложности
1. Прочитайте и переведите текст (2 тыс. печ. знаков), составьте по данному тексту реферирование на английском языке. 2. Разверните устно тему, предложенную преподавателем. Используйте терминологию по направлению подготовки и клише высказывания мнения, суждения. Объем 20 – 25 предложений.	практический	В – конструктивный; С – творческий.

Темы для подготовки монологического высказывания на зачёте:

Темы к устному опросу на зачёте:

1. University. Student's life
2. My Homeland
3. Education in Russia and abroad
4. English speaking countries
5. Learning foreign languages
6. Modern lifestyle
7. Healthy lifestyle
8. Environmental issues
9. Technology and inventions
10. Outstanding personalities
11. Career choice
12. Science and its future
13. Studies and research
14. My academic activity

Методические материалы, определяющие процедуры оценивания результатов обучения, характеризующих этапы формирования компетенций

Этап: проведение текущего контроля успеваемости по дисциплине

Цель контроля – оценить уровень сформированности навыков и умений, необходимых студентам для решения коммуникативных задач в сфере профессионального общения. Результаты обучения оцениваются систематически, отражая степень сформированности навыков и умений на значимых этапах.

Текущий контроль призван обеспечивать своевременную обратную связь, способствовать улучшению качества образовательного процесса. Данный вид контроля способствует выявлению отклонений от рабочей программы в ходе учебного процесса и в случае необходимости помогает своевременно внести необходимые коррективы в программу освоения языкового материала и овладения различными видами речевой деятельности. Текущий контроль осуществляется в течение семестра в устной (устные опросы, представление презентаций на иностранном языке по направлению подготовки) и письменной формах (реферирование и перевод статей, тесты, контрольные работы).

Рекомендации по оцениванию заданий текущего контроля.

Выполнение заданий текущего контроля оценивается по двухбалльной шкале: «аттестован», «не аттестован».

Рекомендации по оцениванию устного опроса:

Оценки «**аттестован**» заслуживает студент, устный ответ которого:

- соответствует нормам изучаемого языка в сфере устного общения в пределах программных требований;
- раскрывает тему задания с логически последовательным изложением материала.

Оценка «**не аттестован**» выставляется студенту, обнаружившему пробелы в знаниях основного программного материала по теме опроса.

Рекомендации по оцениванию презентации:

Презентация представляет собой публичное выступление на иностранном языке, ориентированное на ознакомление, убеждение слушателей по определенной теме (проблеме).

Оценки «**аттестован**» заслуживает студент, в презентации которого учтены следующие параметры:

- постановка темы, цели и плана выступления;
- манеры представления презентации: соблюдение зрительного контакта с аудиторией, выразительность, жестикуляция, телодвижения;
- наличие иллюстраций (не перегружающих изображаемое на экране), ключевых слов;
- материал излагается без чтения с экрана.

Оценка «**не аттестован**» выставляется студенту, обнаружившему пробелы в знаниях основного программного материала и способов его презентации.

Рекомендации по оцениванию реферирования статей по направлению подготовки:

Оценки «**аттестован**» заслуживает студент, в реферировании которого:

- содержание текста изложено логически последовательно;
- разнообразно и логично используются клише для реферирования;
- убедительно и четко выражено отношение к теме реферируемой статьи.

Оценка «**не аттестован**» выставляется студенту, обнаружившему пробелы в знаниях основного программного материала по реферированию статей.

Рекомендации по оцениванию письменного перевода статей по направлению подготовки:

Оценки «**аттестован**» заслуживает студент, в переводе статьи которого прослеживается:

- адекватность (подбор соответствующих эквивалентов терминологии, фразеологических сочетаний, стилистические особенности);
- точность передачи информации;
- соответствие правилам синтаксиса языка перевода;
- сохранение прагматического аспекта;
- отсутствие орфографических и грамматических ошибок.

Оценка «**не аттестован**» выставляется студенту, обнаружившему пробелы в знаниях основного программного материала по переводу статей.

Рекомендации по оцениванию тестовых заданий (контрольных):

За каждый правильный ответ выставляется 1 балл.

- оценка «**отлично**» выставляется студенту, если выполнено 80–100% объема предусмотренного теста (контрольной работы);
- оценка «**хорошо**» выставляется, если выполнено 70–79% объема предусмотренного теста (контрольной работы);
- оценка «**удовлетворительно**», если выполнено 60–69% объема предусмотренного теста (контрольной работы).

- оценка *«неудовлетворительно»*, если выполнено менее 60% объема предусмотренного теста (контрольной работы).

Оценка *«аттестован»* выставляется, если студент получил оценки: *«отлично»*, *«хорошо»*, *«удовлетворительно»*.

Оценка *«не аттестован»* выставляется, если студент получил оценку *«неудовлетворительно»*.

Критерии оценивания письма:

Оценка *«зачтено»* ставится, если: - содержание отражает все или почти все аспекты, указанные в задании (даны полные или частичные ответы на все вопросы); стилевое оформление речи выбрано правильно с учётом цели высказывания и адресата; соблюдены принятые в языке нормы вежливости; - высказывание логично; средства логической связи использованы правильно; текст верно разделён на абзацы; структурное оформление текста соответствует нормам, принятым в стране изучаемого языка; - используемый словарный запас и грамматические структуры соответствуют поставленной задаче; орфографические и пунктуационные ошибки практически отсутствуют (допускается не более трёх негрубых лексико-грамматических ошибок или/и не более трёх негрубых орфографических и пунктуационных ошибок). Оценка *«не зачтено»* ставится, если: - содержание не отражает тех аспектов, которые указаны в задании, или/и не соответствует требуемому объёму; - отсутствует логика в построении высказывания; принятые нормы оформления личного письма не соблюдаются; - понимание текста затруднено из-за множества лексико-грамматических ошибок.

Этап: проведение промежуточной аттестации по дисциплине

Промежуточная аттестация направлена на получение диагностирующей информации об уровне развития рецептивных умений и сформированности навыков употребления терминологической лексики и грамматического материала, типичных для сферы профессионального общения в пределах определенного раздела/темы дисциплины. Промежуточная аттестация проводится по окончании изучения каждой темы и включает в себя задания в тестовой форме по терминологической лексике, грамматике и академической письменной речи (реферирования). Промежуточная аттестация проводится в конце семестра в форме контрольной работы и устного зачета.

Рекомендации по оцениванию тестовых заданий (контрольных):

За каждый правильный ответ выставляется 1 балл.

- оценка *«отлично»* выставляется студенту, если выполнено 80–100% объема предусмотренного теста (контрольной работы);

- оценка *«хорошо»* выставляется, если выполнено 70–79% объема предусмотренного теста (контрольной работы);

- оценка *«удовлетворительно»*, если выполнено 60–69% объема предусмотренного теста (контрольной работы).

- оценка *«неудовлетворительно»*, если выполнено менее 60% объема предусмотренного теста (контрольной работы).

Оценка *«зачтено»* выставляется, если студент получил оценки: *«отлично»*, *«хорошо»*, *«удовлетворительно»*.

Оценка *«не зачтено»* выставляется, если студент получил оценку *«неудовлетворительно»*.

Рекомендации по оцениванию реферирования статей по направлению подготовки:

Оценки «**зачтено**» заслуживает студент, в реферировании которого:

- содержание текста изложено логически последовательно;
- разнообразно и логично используются клише для реферирования;
- убедительно и четко выражено отношение к теме реферируемой статьи.

Оценка «**не зачтено**» выставляется студенту, обнаружившему пробелы в знаниях основного программного материала по реферированию статей.

Рекомендации по оцениванию устного ответа в коллоквиуме по направлению подготовки:

Оценка «**зачтено**» заслуживает студент, который:

- Свободно владеет понятийным аппаратом, умеет использовать его, допустимы неточности;
- Знает и свободно владеет фактическим материалом по теме, допустимы незначительные неточности.
- Свободно владеет речью. Логичность и последовательность в изложении материала, допустимы незначительные неточности.

Оценка «**не зачтено**» выставляется студенту, обнаружившему пробелы в знаниях основного программного материала.

- Не владеет основными понятиями по предмету.
- Испытывает затруднения в изложении фактического материала.
- Отсутствие логики в изложении материала.

Этап: проведение промежуточной аттестации по дисциплине

Промежуточная аттестация проводится по окончании курса и направлена на получение информации об уровне сформированности комплексных знаний, навыков и умений для осуществления профессиональной коммуникации. Форма проведения промежуточной аттестации: зачёт с оценкой, который оценивается по четырех-балльной шкале с оценками: «отлично», «хорошо», «удовлетворительно», «неудовлетворительно».

К зачёту допускаются студенты, успешно прошедшие все формы текущего и промежуточной аттестации, предусмотренные рабочей программой дисциплины. На зачёте по иностранному языку студентам предлагается вопросы аналитико-прикладного характера.

Первый вопрос направлен на проверку подготовки студентов в области чтения и письменного перевода незнакомого аутентичного текста по направлению подготовки. При ответе на второй вопрос проверяется умение студентов реферировать аутентичный текст с использованием соответствующих клише. В ходе ответа на третий вопрос студенты должны продемонстрировать коммуникативные умения и навыки беседы на заданную тему по направлению подготовки. На подготовку ответа отводится 60 минут. Билет по иностранному языку имеет следующую структуру:

БИЛЕТ №

Вопрос 1: Прочитайте текст (1500-2000 тыс. печ. знаков), переведите письменно указанный фрагмент текста со словарем и подготовьте для чтения вслух (1500 печ. знаков). Подготовьтесь к беседе с преподавателем по содержанию текста и затронутым в нем проблемам на иностранном языке. Время подготовки 45 мин.

Вопрос 2: Прочитайте и переведите текст (2 тыс. печ. знаков), составьте по данному тексту реферирование на английском языке. Время подготовки 15 мин.

Вопрос 3: Разверните устно тему, предложенную преподавателем, в рамках изученных разговорных тем. Объем 20 – 25 фраз.

Рекомендации по оцениванию заданий промежуточной аттестации.

Рекомендации по оцениванию чтения статьи по направлению подготовки:

при чтении студент соблюдает:

- фонетические, лексические, грамматические правила изучаемого иностранного языка;
- правила артикуляции звуков, специфику интонации, акцентуации и ритма нейтральной речи в изучаемом языке.

Рекомендации по оцениванию письменного перевода статей по направлению подготовки:

- адекватность (подбор соответствующих эквивалентов терминологии, фразеологических сочетаний, стилистические особенности);
- точность передачи информации;
- соответствие правилам синтаксиса языка перевода;
- сохранение прагматического аспекта;
- отсутствие орфографических и грамматических ошибок.

Рекомендации по оцениванию выполнения реферирования текста по направлению подготовки:

- содержание текста изложено логически последовательно;
- разнообразно и логично используются клише для реферирования;
- убедительно и четко выражено отношение к теме реферируемой статьи.

Рекомендации по оцениванию устного ответа:

-- устный ответ студента соответствует нормам изучаемого языка в сфере направления подг

отовления; устный ответ логичен и структурирован;

в устном ответе учтены грамматические, лексические и синтаксические особенности языка в различных сферах коммуникации (межличностном и профессиональном общении).

Оценка **«отлично»** выставляется студенту, если он активно использует профессиональную терминологию в устной и письменной речи, речевые клише, знает грамматический строй иностранного языка, произношение соответствует языковым нормам. Успешно и систематически применяет полученные знания для выполнения практических заданий итогового контроля, предусмотренных рабочей программой. Демонстрирует сформированное, систематичное применение навыков чтения научной литературы, перевода, реферирования научных текстов, умение монологически высказываться по темам направления подготовки.

Оценка **«хорошо»** выставляется, если студент демонстрирует достаточно сформированные знания речевых клише, терминологии и грамматического строя иностранного языка. Допускает незначительные фонетические ошибки. Демонстрирует в целом успешное, но содержащее отдельные недочеты умение и навыки перевода с иностранного языка на русский, при монологическом высказывании. Достаточно сформированное, систематичное, но сопровождающееся отдельными ошибками применение навыков.

Оценка **«удовлетворительно»** выставляется студенту, если он демонстрирует неполные знания грамматического строя, затрудняется в применении терминологии и речевых клише, не систематическое и слабо-сформированное умение применять полученные знания для перевода текста, реферирования, ведения монологического высказывания, фрагментарное и не систематичное применение требуемых навыков.

Оценка **«неудовлетворительно»** выставляется при отсутствии знаний и умений, необходимых для применения иностранного языка, степень освоения учебной дисциплины обучаемым не соответствует критериям, предъявляемым к оценке «удовлетворительно».

Результующая оценка формируется как средняя арифметическая из полученных оценок за выполнение устных и письменных заданий.

Задание	Проверяемые компетенции	Критерии оценивания	Оценка
Письменный перевод статей	ОК-5 ОК-7	адекватность (подбор соответствующих эквивалентов терминологии, фразеологических сочетаний, стилистические особенности); точность передачи информации; соответствие правилам синтаксиса языка перевода; сохранение прагматического аспекта; отсутствие орфографических и грамматических ошибок.	Отлично
		выполнение критериев с незначительными погрешностями	Хорошо
		перевод не точен, присутствуют орфографические и грамматические ошибки	Удовлетворительно
		невыполнение критериев	Не удовлетворительно
Выполнение реферирования текста	ОК-5 ОК-7 ОПК-7	содержание текста изложено логически последовательно; разнообразно и логично используются клише для реферирования; убедительно и четко выражено отношение к теме реферируемой статьи	Отлично
		наличие незначительных погрешностей	Хорошо
		реферат не точен, присутствуют ошибки в тексте	Удовлетворительно
		невыполнение критериев	Не удовлетворительно
Устный ответ	ОК-5 ОК-6 ОК-7 ОПК-7	устный ответ студента соответствует нормам изучаемого языка в сфере направления подготовки; устный ответ логичен и структурирован; в устном ответе учтены грамматические, лексические и синтаксические особенности языка в различных сферах коммуникации (межличностном и профессиональном общении).	Отлично
		выполнение критериев с незначительными погрешностями	Хорошо
		устный ответ сбивчив, присутствуют грамматические и синтаксические ошибки	Удовлетворительно
		невыполнение критериев	Не удовлетворительно