

ФЕДЕРАЛЬНОЕ АГЕНТСТВО ЖЕЛЕЗНОДОРОЖНОГО ТРАНСПОРТА
Федеральное государственное бюджетное образовательное учреждение
высшего образования

«Иркутский государственный университет путей сообщения»
Сибирский колледж транспорта и строительства

МЕТОДИЧЕСКИЕ УКАЗАНИЯ К ПРАКТИЧЕСКИМ ЗАНЯТИЯМ
(очной и/или заочной формы)
СГЦ.03 Иностранный язык в профессиональной деятельности
для специальности 21.02.03 Сооружение и эксплуатация газонефтепроводов и
газонефтехранилищ 2 курса
базовая подготовка
среднего профессионального образования

ИРКУТСК
2024

Электронный документ выгружен из ЕИС ФГБОУ ВО ИргУПС и соответствует оригиналу

Подписант ФГБОУ ВО ИргУПС Трофимов Ю.А.

00920FD815CE68F8C4CA795540563D259C с 07.02.2024 05:46 по 02.05.2025 05:46 GMT+03:00

Подпись соответствует файлу документа



РАССМОТРЕНО:
Цикловой методической комиссией
Гуманитарных дисциплин
Протокол № 13
«11» апреля 2024 г.
Председатель ЦМК: М.В.Очинская

Разработчики: Горювая О. В., Очинская М.В., преподаватели высшей квалификационной категории Сибирского колледжа транспорта и строительства ФГБОУ ВО «Иркутский государственный университет путей сообщения».

СОДЕРЖАНИЕ

	Стр.
1. Пояснительная записка	4
2. Практическая работа 1. Образование. Education	6
3. Практическая работа 2. Защита окружающей среды. Environment protection	17
4. Практическая работа 3. Средства коммуникации. Means of communication	29
5. Практическая работа 4. Люди, внесшие вклад в развитие отрасли. People who have contributed to the development of the industry	38
6. Практическая работа 5. Отраслевые профессии и специальности. Industry professions and specialties.	47
7. Практическая работа 6. Нефтяные и газовые месторождения региона. Oil and gas fields of the region.	51
8. Литература	67

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА:

Данное учебное пособие предназначено для студентов 2х курсов колледжа, изучавших английский язык в школе.

Учебное пособие составлено в соответствии с требованиями действующей программы по иностранному языку.

Структура учебного пособия Учебное пособие состоит из двух частей и приложения.

Первая часть - основной курс, включает шесть тем: «Образование», «Охрана окружающей среды», «Средства коммуникации», «Люди, внесшие вклад в развитие отрасли», «Отраслевые профессии и специальности», «Нефтяные и газовые месторождения региона» («Education», «Environmental protection», «Means of communication», «People who have contributed to the development of the industry», «Industry professions and specialties», «Oil and gas fields of the region»).

Структура темы. Каждая тема состоит из словаря, лексических и грамматических упражнений, текстов и диалогов и послетекстовых упражнений. Работа над языковым материалом начинается с введения и закрепления лексики, а для её активизации предложены различные типы упражнений.

Вторая часть включает лексико-грамматические тесты по изученным темам. В разделе Приложения приводятся краткие грамматические таблицы, список неправильных глаголов, подлежащих активному усвоению за курс обучения.

Учебное пособие для студентов 2х курсов рассмотрено и одобрено на заседании предметно цикловой комиссии иностранных языков, русского языка и литературы.

Обучающийся должен обладать общими и профессиональными компетенциями:

ОК 01. Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам;

ОК 02. Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности;

ОК 03. Планировать и реализовывать собственное профессиональное и личностное развитие, предпринимательскую деятельность в профессиональной сфере, использовать знания по финансовой грамотности в различных жизненных ситуациях;

ОК 04. Эффективно взаимодействовать и работать в коллективе и команде;

ОК 05. Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста;

ОК 06. Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей, в том числе с учетом гармонизации межнациональных и межрелигиозных отношений, применять стандарты антикоррупционного поведения;

ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Наименование тем	Кол-во часов	Усвоенные компетенции
Education. Образование	12	ОК 01 ОК 02 ОК 03 ОК 04 ОК 09
Environmental protection. Охрана окружающей среды	12	ОК 01 ОК 02 ОК 03 ОК 04 ОК 09
Means of communication. Средства	12	ОК 01 ОК 02 ОК 03 ОК 04 ОК 09
People who have contributed to the development of the industry. Люди, внесшие вклад в развитие отрасли.	10	ОК 01 ОК 02 ОК 03 ОК 04 ОК 09
Industry professions and specialties. Отраслевые профессии и специальности.	8	ОК 01 ОК 02 ОК 03 ОК 04 ОК 09
Oil and gas fields of the region. Нефтяные	14	ОК 01 ОК 02 ОК 03 ОК 04 ОК 09

Практическая работа 1. «Образование. Education».

Цель: изучить лексику по теме «Образование. Education», повторить грамматический материал.

Содержание работы: тексты для чтения по данной теме, упражнения на усвоение и закрепление лексико-грамматического материала.

Задание: прочитать, перевести тексты, выписать и выучить новые лексические единицы, выполнить ряд предложенных упражнений на закрепление лексики и грамматического материала.

1. Изучите лексический материал по тем

1. to stay at school	учиться в школе
2. education	образование
3. higher education	высшее образование
4. secondary education	среднее образование
5. educational establishment	учебное заведение
6. academic subject	гуманитарный предмет
7. subject	предмет
8. foreign language	иностраный язык
9. technical course	технический предмет
10. to charge fee	устанавливать плату
11. primary school	начальная школа
12. secondary school	средняя школа
13. private school	частная школа
14. comprehensive school	общеобразовательная школа
15. workshop	мастерская
16. laboratory	лаборатория
17. boarding-school	школа-интернат
18. to get a degree	получить степень
19. graduation	окончание ВУЗа
20. to graduate from	окончить ВУЗ
21. to attend (lectures)	посещать (лекции)
22. college	колледж
23. tutorial	практическое занятие
24. class (lesson)	урок
25. to teach	обучать
26. term	семестр
27. grant, scholarship	стипендия
28. to study	учиться
29. free of charge	бесплатный
30. compulsory	обязательный
31. to pass an examination	сдать экзамен
32. to fail in an examination	не сдать экзамен
33. to take an examination	держат экзамен
34. entrance	поступление, вход
35. to enter	поступать
36. entrance exams	вступительные экзамены
37. department	отделение
38. commercial course	коммерческий курс
39. hostel	общежитие
40. mark	оценка

1. Read international words transcribe and translate them

History, discipline, liberal, discuss, arithmetic, special, physical, organize, social, group

2. Find the definition for each term

- | | |
|---------------|--|
| 1. Term | a) money given to support a student during his/her studies |
| 2. College | b) a speech to a group of people as a method of teaching |
| 3. Tutorial | c) teaching or the training of mind and character |
| 4. Laboratory | d) one of the periods of time, into which the school or university year is divided |
| 5. Test | e) a place of education for children |
| 6. Lecture | f) a school for professional education |
| 7. Timetable | g) a list of the times when school lessons take place |
| 8. School | h) a lesson given to a very small class |
| 9. Education | i) a number of questions to measure someone's knowledge |
| 10. Grant | j) a room equipped for scientific work |

1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 ___ 10 ___

3. Unscramble the following words

rendlihc _____ lupip _____
toryborala _____ seurco _____
eeegr _____ argnt _____
verusniyti _____ uretcel _____
onsels _____ lortnoc _____

4. Translate the sentences

1. My college is a four-storeyed building in the centre of the city.

2. When I come to college, I wipe my feet, take off my coat and go to the cloakroom.

3. It was good to come to the classroom before the bell rang.

4. After a few classes, I went to the canteen and had breakfast.

5. Our college is not only the place where we study, it's also the place where we stay after classes to take part in clubs.

6. When my friends who study in other colleges come to this place, they are surprised when they see that everything is in great order.

7. But I will reveal a secret: this is a merit of not only the board of the college but also our second home and we must take care of it.

8. During the breaks, I like to talk with my friends and read the college newspaper.

9 College life is difficult, but I know it's rewarding!

10 That's why I know that tomorrow I'll come here again!

5. Study the models. Read and translate the words

Model: *основа глагола + tion, -sion, -ion = существительное*
to graduate - _____ graduation - _____
to educate - _____ education - _____
to exam - _____ examination - _____
to direct - _____ direction - _____

Model: *основа глагола + -er/-or = существительное со значением лица, производящего действия, или орудия действия*
to teach - _____ teacher - _____
to write - _____ writer - _____
to direct - _____ director - _____
to learn - _____ learner - _____

6. Write the following sentences in Future & in Past Simple Tenses

1. Victor is free in the evening.

2. All the classrooms are on the first floor.

3. She is at the lecture.

4. The classrooms are the same.

5. My friend has many interesting books.

6. I have a beautiful picture.

7. These students have five examinations.

7. Use verbs *to be*, *to have* in the correct tense-forms and translate the sentences

1. I know that his father _____ many books in different foreign languages.
a) has b) are c) is

2. Next year there _____ new equipment in our school laboratory.
a) will be b) will have c) had

3. Now there _____ an indoor swimming pool in his college.
a) was b) are c) is

4. Ten years ago there _____ only a primary school in our village.
a) was b) were c) is

5. We _____ a large library with a lot of books in it.
a) have b) has c) had

8. Translate the sentences and put into the right form of adjectives

1. Moscow University is (large) University in Europe.

2. Strength of materials is (difficult) than chemistry.

3. Is it (interesting) to study at college than at school?

4. My friend works (hard) at his English than I.

5. This group studies (good) than that one.

9. Translate the sentences into English

1. Какой самый красивый город в России?
2. Я не знаю, какие игры в спорте более популярны?
3. Теннис более популярная игра, чем гольф.
4. Эта книга значительно интереснее, чем та книга.
5. Февраль – самый короткий месяц в году.

10 Give the full answers

1. What is the easiest subject?

2. What is the most difficult subject in your opinion?

3. What is the most interesting subject?

4. What is the most boring subject for you?

5. Which city is bigger – Sochi or St Petersburg?

6. Is New York a bigger city than London?

7. What language is more difficult English or Chinese?

8. Which is the hottest month of the year?

11. Fill the blanks with the suitable modal verbs (*can, may, must or should*)

1. Alec will have an English lesson tomorrow. He..... study tonight.

2. Mark is a good student He..... speak English well.

3. There is no ink in my pen. I write with a pencil?

4. My friend gave me an interesting book to read. She said, "You..... keep it for seven days."

5. You..... study much if you want to pass the examination well.

6. Carol speak three foreign languages.
7. I use your car tonight?
8. You take a day off whenever you like.

12. Mark the tense-forms of the verbs and translate the sentences

1. Students asked the lecturer many questions.(_____)

2. Usually a lab assistant shows the equipment to the students.(_____)

3. Students watched the process with great interest. (_____)

4. Tomorrow our teacher will give us a new task. (_____)

5. He asked me to bring a dictionary. (_____)

13. Change following into: a) a general question, b) question with a tag

1. The course of study at the universities lasts about six years.

2. Higher schools have their own computer centres.

3. The dean will send the students to a big plant in summer.

4. The teacher told the students to sign their drawings.

14. Make questions using the words below

1. He will graduate from the University next year.
When _____?
2. Our students took part in the meeting.
What _____?
3. She will teach English at college.
Where _____?
The best students receive scholarships.

What _____

4. The seminar will take place on Monday.

When _____

5. The students went to the canteen after the lectures.

How _____

15. Read and translate the text

History of education

As long as we live we continue to learn, and the education we receive when we are young helps us to continue learning. It is thought that schools first started in Egypt 5,000 to 6,000 years ago. Only the sons of nobles attended the first Egyptian schools, which taught reading, physical education and good behavior.

A clear example of the way in which even neighboring peoples produce different types of education comes from ancient Greece. Sparta and Athens were two Greek states. The Spartans, hard and warlike people, gave a purely military education to their children. They were kept under a very strict discipline and were taught hunting, military scouting, swimming and the use of weapons. The Spartans despised literature, and some people think they could not even read.

The Athenians were building what we call a liberal education - one that helps a man to develop all sides of his nature. They thought it is important to educate the body as well as the mind, and had a program of physical training which consisted of running, jumping, wrestling and throwing the discus. As time went on Athenian education paid special attention to reading, writing and literature and these were taught by a special teacher, known as the "grammatist".

Greek philosophers, or thinkers, always discussed what education should try to do and what it should include. Plato wrote a book called "The Republic", which is one of the best books ever written on education. Since those days Greek ideas have influenced European education, especially secondary and university education.

The Romans were very good at organizing, and they were the first people to have schools run by the government free of charge. Throughout their great empire there was a network of these schools which provided for three stages of education: 1) primary schools, where they learned "three R's" (reading, writing, and arithmetic); 2) "grammar" schools to study the Greek and Latin languages and literatures; 3) the schools of rhetoric to be trained in rhetoric, or public speaking.

16. Write English equivalents out of the text

1. Способ, с помощью которого соседствующие народы

2. считали важным тренировать как тело, так и ум

3. впервые появились в Египте

4. по всей великой империи существовала сеть

5. мы продолжаем учиться на протяжении всей жизни

6. одна из лучших книг, когда-либо написанных об

7. обучались охоте, военному ориентированию

8. дискутировали о том, что образование должно было пытаться сделать

17. Complete the table containing some information about systems of education in different countries

The name of the country	Who was taught	What was taught
Egypt		
Sparta		
Athens		

18. Make sentences

- | | |
|--|--|
| <p>1. The Slavonic written language came to Rus</p> <p>2. The first university was founded</p> <p>3. In pre-Revolutionary Russia</p> <p>4. After 1991 in Russia along with state schools there appeared</p> <p>5. After the revolution in 1917 education was guaranteed by</p> | <p>a) illiteracy among common people was high.</p> <p>b) the Constitution and was free of charge and the same throughout the country.</p> <p>c) in the 9th century.</p> <p>d) in 1755 in Moscow on the initiative of M.V. Lomonosov.</p> <p>e) many private schools, colleges, lyceums, gymnasiums and different courses.</p> |
|--|--|
1. _____ 2. _____ 3. _____ 4. _____ 5. _____

19. Read and translate the text. Make a short summary of the text.

The System of Education in Russia

The system of education in Russia has slightly changed for the last decade. Now it is presented by four main stages: pre-school education, school education, specialized secondary education, and higher education. Small children between three and six years old can attend kindergartens, if their parents who have to work are busy during the first half of the day. This helps them in socializing and preparing for school life. These children are prepared for a primary school because along with being involved in different games and activities, they are taught basic literacy and numeracy.

School education is the next stage of the whole system, which comprises three steps of the learning process: primary school, basic school and secondary school. Children in Russia begin attending primary school when they reach the age of six and a half or seven and the learning process lasts four years.

Each academic year starts on the first of September in all cities, towns, and settlements of the country. This has become a great national holiday that is celebrated as the Knowledge day. On this day, all streets and squares are crowded by cheerful, nicely dressed schoolchildren carrying bright bouquets of flowers. Practically, on the first of September there are no classes at school, instead pupils have special meetings, take part in festive concerts or go on interesting excursions. This makes the event unforgettable, especially for those who become first-form pupils.

In the primary school schoolchildren learn how to read and to write and are taught fundamentals of general subjects such as mathematics, Russian, literature; besides, they have physical education classes and learn drawing and music. Second-form pupils begin learning a foreign language.

After four years of studying the schoolchildren are admitted to the next step – basic school

where they are taught for five years including the ninth form. During this period they acquire basic knowledge in different sciences: exact, natural and the humanities. After finishing the ninth form the students take examinations in two obligatory subjects (mathematics and Russian) and two other ones chosen by the student. When the schoolchildren pass the examinations, they are given a certificate, stating that they successfully completed the basic secondary school.

Attending classes from the first to the ninth form in Russian schools is compulsory. All school education in our country is free of charge.

After finishing the ninth form students may leave school and begin their working career or they may continue their education in some specialized secondary educational establishments acquiring different professional skills. Those who stay on at school move to the last step – secondary school and become tenth- and eleventh-form students. The curriculum of the final school years provides for deeper learning the subjects of the previous course and some new disciplines. The learning process is completed with the common state examination in mathematics and Russian and some other subjects at the choice of the student. As a rule, schoolchildren choose those sciences which are necessary for admitting to the University.

20. Here are some proverbs, sayings and quotations about learnings and education. Translate them.

1. Education is a gift that none can take away.

2. If you are not willing to learn, no one can help you; if you are determined to learn, no one can stop you.

3. To know everything is to know nothing.

4. A child without education is like a bird without wings.

5. Educating the mind without educating the heart is no educating at all. (*Aristotle*)

What proverb or quotation would you choose as a motto of your life?

21. Read and translate the text

Beyond Our Dreams!

From my point of view our college is modern and well-designed. It is four-storeyed building with a sports ground behind it. I really think it is the best educational institution in Moscow. We even have an inside swimming pool!

On the ground floor there are the classrooms for the first-year students, workshops and a library. There are all kinds of tools and machines in the workshops. In the library two librarians help students to find the books they need. In the reading room there are laptops which we can use during the breaks and after classes.

Our canteen is spacious, light and clean. We have our meals there.

The physical training lessons take place in the gymnasium and the swimming pool. We like to go there even after the lessons. To the left of the gym there is a hall and a staircase. The staircase leads to the first floor.

The classrooms are well-equipped. Each room has a teacher's table, student's desks, a board, a

computer and a multimedia projection unit. There are special classrooms for Chemistry, Physics, Biology, History, Geography, English and Russian. My English classroom is on the second floor. It has three big windows. There are lots of potted plants on the window sills, and we take good care of them. The board in our classroom is magnetic. We write with markers on it and attach our projects to it with magnets. Next to the board there are maps of Russia and Great Britain, various grammar tables and charts. There is a computer in the right-hand corner. We often listen to original English texts, songs and watch films on a big screen which make our lessons interesting. I like my college. It provides us with everything to help us become good specialists.

22. Are the statements true or false? Correct the false ones.

1. There is an indoor swimming pool in the college.

2. All the classrooms are on the first floor.

3. The classrooms are the same.

4. The classrooms are poor-equipped.

5. We write with chalk on magnetic board.

23. Read and translate the dialogue

Teacher: And here is the programme for the course. The classes are organized in three sessions. Session A starts at 9:00 am and focuses on speaking and listening. At 10:30 we stop for a coffee break and then gather again at 11:00 in this classroom to start session B.

Boris: And what do we do in Session B?

Teacher: We do all sorts of reading and writing activities. We have reading exercises and story-writing workshops.

Boris: When do we have a lunch break?

Teacher: Every day after Session B there is a one-hour lunch break from 12:30 pm. In the afternoons we participate in various other activities: on Mondays we watch films, on Tuesdays we read magazines and newspapers in the library, on Wednesdays we have guided tours round the city, and on Thursdays and Fridays we just gather in the café to talk about interesting topics. Every day we finish at 3 pm.

Boris: And what are we going to do at weekends? Are there any special arrangements? Or are we free to do whatever we want?

Teacher: We usually go on excursions.

24. Find the words with the following meanings:

1. A subject that people talk or write about
- 2 a meeting, at which people try to improve their skills by discussing their experiences and doing practical exercises
- 3 things, that people do in order to achieve a practical aim
- 4 to give special attention
- 5 a period of time used for a particular activity, especially by a group of people
- 6 a period of time when you stop working in order to rest, eat etc.
- 7 plans and preparations
- 8 a series of actions which are designed to achieve something important

25. Choose questions you could ask to get these answers

a) Is she going to pay for her education? b) Are they going to pay for their education? c) Is she going to pay for their education?	1. No, they have to finance their own studies.
a) Till what age do pupils stay at schools? b) Till what age do students stay at colleges? c) Till what age do students stay at higher schools?	2. It's sixteen, but a lot of children stay on until eighteen.
a) Will you revise this theme tomorrow? b) Are you ready for your exam? c) Have you been working hard last night?	3. Well, I've been up all night revising for an exam.
a) Do you prefer to study at the college or at the university? b) Do you like to study at the college? c) Do you study at the college?	4. There isn't much difference; it's just that the courses are more practical here.
a) Why did not you come at the party last week? b) Why won't you come at the party next week? c) Why will you come at the party next week?	5. Because I was ill.
1. _____ 2. _____ 3. _____ 4. _____ 5. _____	

26. Fill in the gaps using the words given below. Use each word only once

your, a fee, compete, higher, charge, students, expensive, varies, universities, grants

- What about _____ education the USA? Is it _____ ?
- Rather. Many _____ receive financial support from parents or relatives.
- Can students go to the university free or _____ ?
- Everyone must pay _____. The amount _____ from state to state. However, each university offers a number of _____ to deserving students.
- Are they given only by _____ ?
- No. Grants come from different sources. You have to _____ to get your grant and show _____ academic achievement.

27. Translate the following sentences from Russian into English.

1. Образование можно разделить на два вида: неофициальное и официальное. 2. Люди получают неофициальное образование в течение их повседневной жизни. 3. Иногда люди по своей собственной инициативе учатся различным навыкам или получают информацию о чём-нибудь. 4. Можно также получить неофициальное образование в различных школах, колледжах, университетах. 5. Учащиеся должны регулярно посещать школу, приходить вовремя. 6. Они также должны сдавать экзамены. 7. В большинстве стран система образования включает как общее, так и профессиональное образование. 8. В большинстве стран общее образование можно получить в начальных и средних школах. 9. Целью профессионального образования является подготовка обучающихся к получению профессии.

28. Make a summary of the text using the following phrases.

1. The title of the text is ...
2. The text is about. The text deals with...
3. The text covers such points as...first....second....third....
4. It should be underlined that....

5. In conclusion, I may say that...
6. To my mind.....In my opinion.....

Moscow State University

The university was established on January 25, 1755 by a decree of Russian Empress Elizabeth. January 25 is still celebrated as the Students' Day in Russia. Originally it was allocated in the Principal Medicine Store on the Red Square, and then the university was transferred by Catherine the Great to the present neoclassical building on the other side of the Mokhovaya Street. In 1940 the university was renamed in honour of its founder Mikhail Lomonosov.

At present the main faculties are situated on Vorobjevy Gory. The building was designed by architect Lev Vladimirovich Rudnev. The main building of Moscow State University was by far the largest. It was also the tallest building in Europe at that time. The central tower (240m and 36-stories high) was flanked by four huge wings of student and faculty accommodations. It contains a total of 33 kilometers of corridors and 5,000 rooms. The star on the top is large enough to provide a small room and a viewing platform; it weighs 12 tons.

There are a lot of faculties now, such as Faculty of Mechanics and Mathematics, Faculty of Physics, Faculty of Chemistry, Faculty of Psychology, Faculty of Foreign Languages, etc.

29. Answer the questions

1. What educational institution do you study?
2. When was it founded?
3. Where is it situated?
4. What departments are there in your institution?
5. What will your future profession be?
6. What subjects do you learn?
7. Do you live with your parents or in the hostel?

30. Read and translate the text.

Cambridge

The university is like a federation of colleges. It arranges the courses, the lectures and the examinations, and awards the degrees. The universities of Oxford and Cambridge each have over 10000 full-time students. Oxford is older than Cambridge, more philosophical, classical and theological. Cambridge, on the other hand, is more scientifically based. But in many respects (especially their prestige and wealth) they look very alike; therefore they are often referred to collectively for convenience as Oxbridge. They are sometimes called "two intellectual eyes of Britain". Admission to the universities is based on the old tribal patterns which guide boys from traditional schools to traditional universities. Candidates to Oxford and Cambridge are largely self-selected, much influenced by parents, school-friends and family background.

Cambridge started during the 13th century and grew steadily, until today there are more than twenty colleges. Most of them allow visitors to enter the grounds and courtyards. The most popular place from which to view them is from the Backs, where the college grounds go down to the River Cam.

The oldest college is Peterhouse, which was founded in 1284, and the most recent is Robinson College, which was opened in 1977. The most popular is probably King's, because of its magnificent chapel. Its choir of boys and undergraduates is also very well known.

The University was exclusively for men until 1871 when the first women's college was opened. Another was opened two years later and a third in 1954. In the 1970s, most colleges opened their doors to both men and women. Almost all the colleges are now mixed, but it will be many years before there are equal numbers of both sexes.

Every year, thousands of students come to Cambridge from overseas to study English.

To the North of this ancient city is the modern face of the University – the Cambridge Science Park, which has developed in response to the need for universities to increase their contact with high technology industry. It was established in 1970 by Trinity College, which has a long scientific tradition

going back to Sir Isaac Newton. It is now home to more than sixty companies and research institutes. The ideas of “science” and “parks” may not seem to go together naturally, but the whole area is in fact very attractively designed, with a lot of space between each building. The planners thought that it was important for people to have a pleasant, park-like environment in which one can work.

31. Answer the questions in writing.

How does Oxford differ from Cambridge? What is common?

What is the most popular place to view the grounds and courtyards?

How is the oldest college called?

Why is King’s the most popular college?

When did colleges become mixed for men and women?

Why is the Cambridge Science Park so important?

What does the Park contain now?

Практическая работа 2. «Защита окружающей среды. Environment protection».

Цель: изучить лексику по теме «Защита окружающей среды. Environment protection», повторить грамматический материал.

Содержание работы: тексты для чтения по данной теме, упражнения на усвоение и закрепление лексико-грамматического материала.

Задание: прочитайте, переведите тексты, выпишите и выучите новые лексические единицы, выполните ряд предложенных упражнений на закрепление лексики и грамматического материала.

1. Изучите лексический материал по теме:

1. environment	окружающая среда
2. environment protection	защита окружающей среды
3. ecology	экология
4. to be concern about	беспокоиться о чём-либо
5. to protect our planet	защищать нашу планету
6. to pollute	загрязнять
7. air pollution	загрязнение воздуха
8. water pollution	загрязнение воды
9. natural resources	природные ресурсы
10. destruction	разрушение, уничтожение
11. plant	пагубный
12. nuclear waste	ядерные отходы
13. to harm	причинять вред
14. littering	засорение
15. to recycle	перерабатывать
16. to degrade	разрушаться, распадаться
17. litter	мусор
18. acid rain	кислотный дождь
19. species	вид
20. to disappear	исчезать
21. to forecast	предсказывать
22. garbage	отбросы
23. greenhouse effect	парниковый эффект
24. on the brink of extinction	на грани исчезновения
25. to destroy the ozone layer	разрушать озоновый слой
26. global warming	глобальное потепление
27. bad breath	выхлопной газ
28. to put trash into	сбрасывать мусор в
29. to get contaminated	быть отравленным
30. harmful interference	вредное воздействие
31. to absorb smth	поглощать
32. to pump waste gases	выбрасывать отработанные газы
33. to lead to forest damage	привести к повреждениям
34. water shortage	нехватка воды
35. universal concern	всеобщая забота
36. area	область
37. bring about	вызывать
38. circumstances	обстоятельства
39. effort	усилие

40. evident	очевидный
41. growth	рост
42. mankind	человечество
43. purpose	цель, назначение
44. reach	достигать
45. solve	решать
46. success	успех
47. joint efforts	совместные усилия
48. take measures	принимать меры
49. good will	добрая воля
50. community	сообщество
51. worry	беспокоиться
52. suffer	страдать
53. face	лицо, сталкиваться
54. purifying system	очистительная система
55. remote area	отдаленный район
56. to purify	очищать
57. urban	городской
58. carbonic gas	углекислый газ
59. devastate	опустошать
60. diversity	разнообразие
61. ecosystem	экосистема
62. educe	выделять (хим.)
63. evaporation	испарение
64. oxygen	кислород
65. replenish	восполнять
66. transparent	прозрачный
67. fossil	ископаемый
68. carbon dioxide	двуокись углерода, углекислый газ
69. nitrous oxide	окись азота
70. halocarbons	хлоруглероды
71. heating effect	эффект нагревания
72. net effect	суммарный эффект

1. Read international words transcribe and translate them

Global, resources, problem, territory, oceanic, situation, atmosphere, process, climate, balance, immune system

2. Unscramble the following words

ortfef _____ gebagar _____

geshtroa _____ tesaw _____

cesresruo _____ lerecyc _____

owthgr _____ astrofce _____

3. Find the definition for each term

1. pollution | a) the act of keeping something safe by guarding or covering

- | | |
|---------------|--|
| 2. growth | b) the human race, both men and women |
| 3. standpoint | c) a group of people living together and or united by shared |
| 4. mankind | interests, religion, nationality, etc. |
| 5. protection | d) the action of making something dangerously impure |
| 6. community | e) a position from which things are seen and opinions formed |
| | f) increase in numbers or amount |
1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

4. Translate the sentences

- The bigger the cities are, the greater the pollution is.

- The more we study nature, the more we know about it.

- The more automobiles appear in the streets, the worse the air in the cities is.

- The nearer the earth is, the denser the atmosphere.

- The quicker we joint our efforts in protecting the environment, the quicker the ecological problems are solved. _____
- The stronger the wind, the harder the conditions of work for weather observers.

5 Study the models. Read and translate the words

Model: глагол + *-ment* = существительное

- | | |
|-------------------------|----------------------------------|
| to environ- окружать | environment- окружение |
| to enroll- _____ | enrolment - _____ |
| to develop - _____ | development - _____ to achieve - |
| _____ achievement _____ | to move- |
| _____ movement - _____ | |

Model: префикс *-re* (повторность действия)

- | | |
|--|------------|
| renew - обновлять, восстанавливать | |
| renewal - восстановление | |
| renewable - восстанавливаемый, восстанавливающийся | |
| rebuild _____ | remake |
| _____ | reuse |
| _____ | reorganize |

6. Make possible word pairs

- | | |
|---------------|--------------|
| 1. air | a) rain |
| 2. polluted | b) of nature |
| 3. acid | c) bottle |
| 4. balance | d) water |
| 5. plastic | e) pollution |
| 6. global | f) spills |
| 7. drinking | g) transport |
| 8. public | h) water |
| 9. to protect | i) warming |

- 10. bad
- 11. greenhouse
- 12. water
- 13. environment
- 14. oil

- j) breath
- k) shortage
- l) protection
- m) effect
- n) our planet

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____

8. _____ 9. _____ 10. _____ 11. _____ 12. _____ 13. _____ 14. _____

7. Make pairs of synonyms

- 1. tremendous
- 2. epoch
- 3. realize
- 4. several
- 5. work
- 6. progress
- 7. fields

- a) advance
- b) some
- c) great
- d) make it possible
- e) era
- f) area
- g) job

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____

8. Fill in the correct verb from the list:

look after, create, cut down, breathe, improve, causes, hunt.

1. The government should _____ a law to ban cars.
2. Logging companies _____ too many trees.
3. We must _____ our planet before it's too late.
4. We can't _____ without air and water.
5. The government wants to _____ a park where endangered species can live safely.
6. Heavy traffic _____ a lot of air pollution.
7. Many people _____ endangered species for their fur.

9. Give all forms of the verbs below and translate them

- Grown _____
- Stand _____
- Dealing _____
- Brought _____
- Knew _____
- Making _____
- Send _____
- Found _____
- Thought _____
- Spending _____

10. Mark the tense-forms of the verbs and translate the sentences

1. Water and air are becoming more and more polluted. (_____)
- _____
2. Measures have been taken to save the lake Baikal.(_____)
- _____
3. The situation of the lake Baikal remains very serious. (_____)
- _____
4. Much attention has been paid at present to the development of international scientific contacts. (_____)
- _____

5. Science has become a leading factor in the progress of mankind. (_____)

11. Make the indicated forms

to increase (Present Perfect) _____
to remain (Past Simple) _____
to worry (Present Continuous) _____
to deal with (Future Simple) _____

12. Put the verbs into correct tense-forms

1. If Peter (have) more money, he (buy) a new car.
2. What (you do) if you (see) a road accident?
3. Where (you live) if you (have) a choice?
4. If Caroline (come) late for dinner, her mother (be) angry.
5. If Nick (study) hard, he (get) good marks.
6. Where (you go) if you (can take) a week's holiday?
7. If Julie (speak) better English, she (find) a better job.
8. If my boss (invite) me to lunch, I (accept).
9. When I (finish) my work, I (tell) you.
10. What (happen) if you (miss) your flight?

13. Translate the sentences and define the tense-forms of the verbs

1. As long as you are working here, we'll have a rest.
2. I'll have a talk with you after I've done my work.
3. They'll come before the dinner starts.
4. The students had been doing translation since the lesson began.
5. What were you doing when I came in?
6. I gave the books to her after I had read them.
7. The porter dropped the box as he was bringing in it.
8. How they managed to do it was not clear.
9. Whether the students can do this work is the main problem.
10. That they have known about the plan seems evident.
11. As soon as I find you things, I'll let you know.
12. We had already reached the village when it began raining.
13. They went for a walk after they had finished the work.

14. Use the correct tense - forms of verb to study according to the circumstances

1. Our government _____ data on the land, the forest and the air on today's meeting.
2. Our government _____ data on the land, the forest and the air every year.
3. Our government _____ data on the land, the forest and the air tomorrow morning.
4. Our government _____ data on the land, the forest and the air last month.
5. Our government _____ data on the land, the forest and the air by this Friday.

15. Fill in the gaps with the words and word combinations in italics

Energy-saving, a part of it, air pollution, oxygen, breathe, countryside, movements, take care, extinct and endangered, deforestation.

1. People should live closer to nature because we are
2. Many people prefer to live in the
3. The big city is always synonymous with high from vehicles or industry.
4. People can't live without
5. I would never cut down trees, they let us
6. Seventy per cent of land animals and plants live in forests, and many cannot survive the
That destroys their homes.
7. Land degradation leads to an increasing number of animals.
8. To save our planet we must of it.
9. The least we can do is try and adopt some methods.
10. Our company supports ecological organizations and

16. Rewrite the sentences in indirect speech (Study the grammar: The Sequence of tenses)

1. The reporter noted: "There is a serious lack of resources available to us now."

2. They admitted: "The earth is now overpolluted."

3. Anna said: "To ride a bike is good for the environment and great for your health"

4. Our teacher explained to us: "Many chemicals destroy the ozone layer because they interact with ozone."

- 5 A famous ecologist said: "The use of nuclear energy has led to the threat."

- 6 I asked myself: "What are the ingredients of these cleaning products?"

17. Put the verbs in the correct form.

1. Elena is saying that she _____ (to go) to the country every weekend.
2. She has just told us that they _____ (already, to build) the recycling plant.
3. I remember that you _____ (to promise) to send the invitations by 12 o'clock.
4. We thought they _____ (must) use new farming technologies.
5. Everyone knew that the conference _____ (to start) next Monday.
6. They felt sure they _____ (can) suggest an excellent solution to this problem.
7. From the latest reports we have learned that around 40,000 African elephants
_____ (to be) killed each year.
8. The manager didn't know that his boss _____ (to go) on business trip.
9. The seeds grew well because the farmers _____ (to dig) the soil well.
10. Experts said that the effect of global warming _____ (to increase) desert area and
_____ (to raise) sea levels.

18. Put the verbs in brackets into the correct form

1. If people _____ (not/drop) litter on beaches, our beaches would be much cleaner.
2. If people _____ (stop) using aerosols, it would help environment.
3. If hunters stopped killing so many tigers, they _____ (not/be) an endangered

species.

4. If people _____ (not/use) so much paper, there would be more rainforests.
5. If people shared their cars, there _____ (be) fewer cars on the roads.

19 Put the verbs in brackets in the correct form.

1. If I _____ (not to take) a taxi, I _____ (to miss) the train.
2. If it _____ (to be) sunny tomorrow, we _____ (to go) to get a ten.
3. If I _____ (to have) time tonight , I _____ (to finish) reading this book.
4. If you _____ (to work) at the weekend, I _____ (to pay) you well.
5. If you _____ (to ask) me for a help, I _____ (to help) you at once.
6. If he _____ (to finish) the work this week, he _____ (can) go on holiday.
7. You _____ (to pass) the exam unless you _____ (to work) hard.
8. If she _____ (to phone) me, I _____ (to tell) her everything about it.
9. If I _____ (to be) in your shoes, I _____ (to spend) all the time in a gym.
10. If my brother _____ (to come) to visit me on Sunday, we _____ (to go) on a picnic.

20. Make the sentences

1. Mathematics, must, every, is, well, institutes, studied, technological, at all, because, engineer, know, it.

2. Subject, it, article, is, the, interesting, most, on, this.

3. Problems, it, can, has, global, become, evident, that, solved, ecological, be, only, on, the, level.

4. The, to, use, of, the, new, possible, number, equipment, made, it, minimize, the, of, workers.

5. It, that is, situation, industrialization, serious, is, making, ecological, very.

19. Make questions using the words below

1. The British, like many other Europeans, are becoming more and more worried about their environment.

What _____

2. The number of cars and lorries is growing all the time.

How many _____

3. People living near airports suffer from the noise of increasingly larger and more powerful jet airliners taking off and landing.

What _____

4. Water pollution has become a serious problem in many British rivers.

Where _____

5. The air in many towns and cities is being polluted by traffic and industry.

What _____

20. Fill in the gaps with the words in the box.

Greenpeace, oxygen, jungle rain forests, ecology, breathing, nature, wildlife, flora and fauna.

Who can save our planet?

People depend on the planet, on the Sun, on animals and plants around them.

People must take care of the Earth. Our ... becomes worse and worse with every new day. People destroy ... and cut down trees to make furniture. They forget that they can't live without trees and plants, because they fill the air with Oxygen is necessary for our We can't stay indifferent to these problems.

There are a lot of special organizations which are trying to save our nature. One of them is Their aim is to help To survive, to rescue animals, to save ..., which are in danger of destruction. We must find the right way to save our land, people and animals. We must take care of ... because we are a part of it.

21. Construct sentences and translate them

- | | |
|---|---|
| 1. If I came later | a) he wouldn't have missed the train . |
| 2. If he had known the time-table | b) I had known this before. |
| 3. It would be better | c) I would be late for the lesson. |
| 4. I wish | d) if you learned to drive a car. |
| 5. I would have sent a letter to you | e) if I had known your address. |
| 6. If I had met you yesterday | f) I would have helped you |
| 7. If I were in your place | g) I would have told you about it |
| 8. If I had known that you needn't help | h) I wouldn't buy the tickets beforehand. |
1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____

22. Translate the sentences

1. То, что вопрос важен, - ясно каждому.

2. Мы обещаем, что поможем окружающей среде.

3. Он только что сказал, чтобы мы убрали мусор.

4. Придут ли они вовремя, не важно..

5. Вы должны быть внимательны, чтобы не сделать ошибок.

23. Read and translate the text

The Protection of Nature

Nature is the source of Man's life since ancient times. People lived in harmony with environment for thousands of years and thought that natural riches were unlimited. The development of civilization increased man's harmful interference in nature.

Large cities with thousands of smoky industrial enterprises pollute the air we breathe and the water we drink. Every year world industry pollutes the atmosphere with about 1,000 million tons of dust and other harmful substances. Many cities suffer from smog. Beautiful old forests disappear forever. Their disappearance upsets the oxygen balance. As a result some rare species of animals, birds, fish and plants disappear forever, a number of lakes and rivers dry up.

The pollution of air and destruction of the ozone layer are the results of man's attitude towards Nature. The protection of the environment is a universal concern. We must be very active to create a serious system of ecological security.

24. Answer the questions

1. What is the main reason of ecological problems?
2. What are the main ecological problems?
3. Why should the ecological problems be a universal concern?
4. What steps are taken to fight ecological problems?

25. Read and translate the text

Greenhouse Effect

Greenhouse effect is the term for the role the atmosphere in warming the earth's surface. The atmosphere is largely transparent to incoming short-wave solar radiation, which hits the earth's surface. Much of this radiation is reflected back by gases such as carbon dioxide, methane, nitrous-oxide and ozone in the atmosphere. This heating effect is at the root of the theories concerning global warming.

The amount of carbon dioxide in the atmosphere has been increasing by 0,4 per cent a year because of the use of fossil fuels such as oil, gas, and coal. The cutting of tropical forests has also been a contributing factor in the carbon cycle. Other gases that contribute to the greenhouse effect, such as methane and halocarbons, are increasing even faster. The net effect of these increases could be a worldwide rise in temperature, estimated at 2 to 6 degrees C (4 to 11 degrees F) over the next 100 years. Warming of this magnitude would alter climates throughout the world, affect crop production, and cause sea levels to rise significantly. If this happened, millions of people would be badly affected by flooding.

26. Answer the questions

1. How is the surface of the Earth heated?

2. What gases reflect heat back in the atmosphere?

3. Why is amount of carbon dioxide in the atmosphere increasing?

4. What will be a worldwide rise in temperature in the next 100 years?

27. Translate into English

1. Чтобы облегчить свою жизнь, люди изобретали машины и инструменты.

2. Люди озабочены загрязнением воды и воздуха.

3. Суда, сбрасывая отходы в океан, загрязняют воду.

4. Рыба в загрязненной воде умирает или становится ядовитой.

5. Машины и фабрики загрязняют воздух и разрушают озоновый слой Земли. _____

6. Кислотный дождь нарушает баланс в природе. _____

7. Люди должны научиться защищать землю и воздух от загрязнения. _____

28. Read and translate the text

Animals in Danger

At present a thousand species are almost extinct because we hunt them or damage their environment. Here are some of the animals in danger. The World Wildlife Fund is fighting to save them.

The French priest, Pierre David, was the first European to see a giant panda in China in 1869. Today the giant panda is one of the rarest species in the world. There are perhaps only 300 of them left. It likes to live in bamboo forests, but these are slowly disappearing.

The giant panda can live for up to 20 years, and a big male can weigh 150 kilograms. A new-born panda weighs only 125 grams and measures less than 15 centimeters. The female panda is 800 times heavier than baby at birth and the baby is 3-4 months old before it can crawl. It is pinkish-white at birth without dark markings and the female black eyes.

Fortunately the Chinese government now protects the panda, so it should survive. The World Wildlife Fund uses the panda as its symbol.

The story of the whale has been another great wildlife tragedy. Some of these are the largest animals that have ever lived. A blue whale can weigh over 125 tonnes. Whales are mammals, not fish and they are highly intelligent. They send messages to each other over very long distances with high-pitched sounds.

Whales are now in great danger because hunters have killed too many of them. Modern ships and machines have made it easy to hunt these animals, and they are often killed in a very painful and cruel way. Some countries have agreed to protect the whale, but others have not and still kill too many.

29. Find the English words and expressions in the text

Один из редких видов в мире _____

медленно исчезают _____

большая панда _____

киты – это млекопитающие _____

отправлять сообщения высокочастотными звуками _____

часто убивают очень жестоким способом _____

сейчас в большой опасности _____

согласились защищать китов _____

Всемирный фонд дикой природы _____

разрушать их окружающую среду _____

30. Are the statements true or false? Correct the false ones.

1. The World Wildlife Fund is an organization fighting to save animals in danger.

2. It uses the whale and the panda as its symbols.

3. At present about ten hundred species are almost extinct.

4. It happens because people hunt them.

5. Today the panda is one of the rarest species in the world.

6. Whales and giant pandas are in great rare.

7. A whale is a giant fish a blue whale can weigh over 125 tones.

8. Whales communicate with each other with high-pitched sounds.

9. Fortunately the Chinese government now protects whales.

10. Nevertheless, other countries still kill too many of them.

31. Read and translate the text

Forests – Ecosystems or Green Gold?

The forest is a basis for the existence of many organisms. The forest protects the Earth from erosion, prevents evaporation – in this way it feeds rivers and serves home for animals. The forest is not only trees. Under the branches of higher trees, there are lower trees and then - grass, mushrooms, etc. In this way, the density of organisms and their diversity is very high.

Forests are often called “the lungs of the planet”. As we know, when man breathes, he consumes air containing oxygen and gives out air containing carbonic gas. So the amount of carbonic gas increases. This gas is also educed in the process of burning. But there is a way back. During the photosynthesis, carbonic gas turns into oxygen. It’s the forests that do the main part of work turning CO₂ into O₂. This explains their name “the lungs of the planet”.

In his activity, man needed timber for building and warming his home and fields for growing crops, That’s why for hundreds of centuries forests were disappearing and the ecological balance was being changed.

For the first civilizations of people, it was difficult to realize the possible danger. Recently the paleontologists have found out that ecological crises happened in ancient times. One of the tribes of the South American Indians – Anasasi – abruptly left its place of living with roads and irrigation systems around 1200 AD. It happened because they had destroyed forests so violently that the latter didn’t replenish on the devastated areas. Similar problems appeared in the 20th century. The only difference was that people started thinking the situation over. That’s when ecology appeared.

It’s extremely important to take care of forests. If a forest is destroyed because of commercial interests, there will be little water and the erosion will start on the slopes. Thus, the productivity of planes will decrease. This shows how important forests are. For the sake of life on the Earth there must be large areas of natural ecosystems.

Our country does much to preserve forests. In 1942, the so-called “forests of the first group” were created. It is illegal to cut them. Still, much depends on the people. Because of them forest fires take place. It will take one hundred years to grow the similar forest in the same place. It’s our task to save natural resources because we are a part of nature, the most reasonable and responsible part. Only if we take care of the Earth, people who’ll live after us will have a clean planet, fit for healthy living.

32. Answer the following questions to the text.

1. What does the forest do for our planet?
2. Does the forest consist only of trees?
3. Why are forests often called “the lungs of the planet”?
4. What was commercial interest in forest? Did nature suffer because of the activity of man?
5. Were there ecological crises in ancient times? Give an example from the text.

6. When did ecology appear?
7. What happens if forests are destroyed?
8. Does our country preserve forests? What is done for their protection?
9. Will our children live on a clean planet if we take care of nature? What will happen in reality, in your opinion?

33. Continue the following statements.

1. The forest protects the Earth from erosion ...
2. Under the the branches of higher trees, there are ...
3. When man breathes, he ...
4. During the photosynthesis ...
5. In his activity, man needed timber ...
6. Recently scientists have found out that ecological crises ...
7. If the forest is destroyed because of commercial interests ...
8. Our country protects forests: in 1942 ...
9. Only if we take care of Earth ...

34. Write an essay on one of of the following topics.

1. The ecology of Russia.
2. The protection of Lake Baikal.
3. Cutting forests: profitable business or danger for the ecosystem?

Практическая работа 3. «Средства коммуникации. Means of communication».

Цель: изучить лексику по теме «Средства коммуникации. Means of communication», повторить грамматический материал.

Содержание работы: тексты для чтения по данной теме, упражнения на усвоение и закрепление лексико-грамматического материала.

Задание: прочитать, перевести тексты, выписать и выучить новые лексические единицы, выполнить ряд предложенных упражнений на закрепление лексики и грамматического материала.

1. Изучите лексический материал по теме:

1. hardware	аппаратное обеспечение
2. system board	системная плата
3. power	сила, мощность, энергия
4. keyboard	клавиатура
5. mouse	1) мышь 2) мышь (устройство указания)
6. to process	обрабатывать
7. processor	процессор
8. drive	дисковод
9. driver	программа управления устройствами
10. case	случай, коробка, футляр, кожух
11. content	содержание
12. type	печатать
13. key	клавиша
14. manual	справочник, руководство, ручной
15. software	программное обеспечение
16. application	применение
17. slide	скользить
18. remote control	пульт дистанционного управления
19. paste	вставлять, копировать
20. switch	включать
21. screen	экран
22. pointer	указатель, указка
23. button	пуговица, кнопка
24. display	выставлять, показывать
25. character	символ
26. dot	точка
27. sharp	острый, резкий, точный
28. resolution	разрешающая способность
29. plug in	вставлять штепсель в розетку
30. strain	натяжение, напряжение, нагрузка
31. reduce	уменьшать, понижать
32. adjust	приспосабливать(ся)
33. screen saver	режим отключения экрана при паузах в работе
34. drag	перетаскивать
35. click	щелкать
36. circuit	схема, цепь
37. install	устанавливать
38. erase	стирать
39. path	путь
40. cellular phone, mobile phone	сотовый телефон
41. cellular communication	сотовая связь
42. message	сообщение
43. mobile	оператор сотовой связи

network operator	
44. gadget	электронное устройство
45. Multimedia Messaging Service	служба мультимедийных сообщений
46. Short Message Service	служба коротких сообщений

1. Read international words transcribe and translate them

icon, adapter, contract, format, supercomputer, general, photon, graphics, disk

2. Unscramble the following words

cucirit _____ aplisdy _____ tercracha
 _____ tireonluso _____ numaal
 _____ llintsa _____

3. Underline the correct spelling

- устройство – divise, device, divice, divese, dyvice
- выводить на печать – prynd, prind, print, printe, prinde
- время – таум, taim, time, tyme
- дата, число – deit, deyt, dete, date, dat
- файлы – failz, fails, faylz, files, filez

4. Find the definition for each term

- | | |
|----------------|--|
| 1. application | a) programs, that make a computer work |
| 2. hardware | b) a device used to point or drag some elements on the screen, to start the computer program |
| 3. resolution | c) the putting to use |
| 4. software | d) the characteristics of the monitor |
| 5. mouse | e) machinery which makes up the computer |

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

5. Make possible pairs of words

- | | |
|-------------------|-----------------|
| 1. to control | a) problems |
| 2. to solve | b) operations |
| 3. to insert into | c) parts |
| 4. to imagine | d) information |
| 5. to connect | e) data |
| 6. to remove | f) calculations |
| 7. to perform | g) units |
| 8. to house | h) life |
| 9. to store | i) machine |
| 10. to issue | j) commands |
1. _____ 2. _____ 3. _____ 4. _____ 5. _____
 6. _____ 7. _____ 8. _____ 9. _____ 10. _____

6. Complete the sentences

- | | |
|----------------|------------|
| 1. Press _____ | a) the key |
| _____ | b) copied |

2. Insert	c) copy a) prompted b) rename c) the diskette
3. Check	a) the disk b) enter c) display

1. _____ 2. _____ 3. _____

7. Translate into Russian

- The computer is already on the desk, but the keyboard has not been unpacked yet. _____
- Usually it takes some time to learn to use a mouse. _____
- Thanks to computers we can process information millions times quicker. _____
- How many letter keys are there on computer keyboard? _____
- Two manuals came with this computer. _____
- This remote control needs 4 batteries to power it _____

8. Write Tense & Voice and translate the forms below

- is sliding _____
- has reduced _____
- typed _____
- had processed _____
- will adjust _____
- operates _____
- is provided _____
- was processed _____
- will be typed _____
- were pressed _____

9. Use Modal Verbs instead of their equivalents in the forms below

- was able to switch _____
- has to be provided _____
- is able to adjust _____
- is to adapt _____
- were allowed to type _____

10. Translate the following pairs into Russian

- was to switch – was switching _____
- will have to display – will display _____

3. is able to install – is installed _____
4. had to slide – slid _____
5. will be to process – will be processed _____

11. Write the correct auxiliary verbs

1. _____ Windows tell your computer what to do? – Yes, it does.
2. _____ you use these programs interchangeably? – Yes, I shall.
3. _____ he pasting portions of one document into another one? – Yes, he is.
4. _____ many application programs written to run with Windows? – Yes, they are.
5. _____ they supply their office with necessary equipment? – Yes, they did.
6. _____ anybody been working on that PC? – Yes, we have.

12. Give the full answer

1. Does the monitor allow you to see the results of your work?

2. Must this information be processed and stored?

3. Is that program called Paintbrush?

4. Were our scientists taking part in the research project?

5. Can some programs be difficult to remember?

6. Have they connected the cables at last?

13. Tick the correct translation

1. Files in target drive will be erased.
 - a) Уничтожьте файлы на дискете, на которую ведется записью
 - b) Файлы на дискете, на которую ведется запись, были уничтожены.
 - c) Файлы на дискете, на которую ведется запись, будут уничтожены.
2. Diskette is write-protected.
 - a) На дискете ведется запись.
 - b) Дискета защищена от записи.
 - c) Защитите дискету от записи.
3. Data on disk will be lost.
 - a) Данные на диске потеряны.
 - b) Данные на диске будут потеряны.
 - c) Данные на диске будут уничтожены.
4. Write not completed.
 - a) Не заканчивайте запись.
 - b) Запись не закончена.
 - c) Незаконченная запись.
5. Path not found.
 - a) Найдите путь к файлу.
 - b) Путь к файлу не обнаружен.
 - c) Необнаруженный путь к файлу.

14. Read and translate the text

The Main Parts of the System

There are many hardware pieces in a computer system. Some are: system board, power supply, keyboard, mouse, hard drive, monitor and video card and its drivers.

The case is the large metal box and is the main part of the computer. The case and its contents (power supply, system board, etc.) are called the system unit. The case protects the delicate electronics inside.

The keyboard. You communicate with your computer with the keyboard. With it, you type instructions and commands for the computer, and information to be processed and stored. The instruction manuals for most software applications contain a section describing the functions of each key or combination of keys.

The mouse works by sliding it around on a flat surface. To use the mouse, slide it until the pointer's point is on something, like a button or an icon. Then:

Click - position the mouse pointer over an element and press and release the left mouse button one time.

Double-click - press the mouse button twice without moving the mouse between clicks. Usually you double-click on an icon to start the program.

Drag - position the mouse pointer over an element, press and hold the left mouse button, and drag the mouse across the screen. The pointer moves, dragging the element

The monitor. Your computer is not complete without the monitor, a TV-like device. The monitor displays text characters and graphics. It allows you to see the results of the work going on inside your system unit. The image that you see is made up of tiny dots called pixels. The sharpness of the picture depends on the number and size of the pixels. The more pixels, the sharper the image is. This is called resolution.

15. Fill in the chart

The part	Its function
Mouse	
Monitor	
Case	
Keyboard	

16. Read and translate the text

Is there an end to the Computer Race?

Today the word "electronics" is in general usage. Millions of people have electron watches. There are a lot of various radio and TV sets and tape-recorders in our houses. In factories and plants we are surrounded with electronically controlled machines and instruments, we are carried by airplanes, ships, trains and cars with built-in electronic devices and satellites circle the globe. In other words, we are living in an electronic world.

And the center of this world is a tiny silicon plate of a few square millimeters, an integrated circuit, or a chip. The integrated circuit is undoubtedly one of the most sophisticated inventions of man, science and technology. It is in the heart of every electronic device and the more tape-recorders, TV sets and computers we need, the more integrated circuits are required.

When we speak about a further development of computers we mean not only quantity, but also high technology and high speed. In the past it took scientists and researchers a whole lifetime to make a few thousand calculations, whereas for a modern computer this task is a matter of a few seconds.

At present computers capable of performing billions of operations a second are required. Supercomputers are different from ordinary computers. The ordinary computer does the computations operation, while the supercomputer operates like a brain: all operations are being done simultaneously. To develop such a computer qualitatively new integrated circuits were required.

17. Answer the questions

1. What is this text about?

2. What new things appeared in people's every day life?

3. What is at the center of all these things?

4. What applications of computers do you know?
-
5. How does a supercomputer operate?
-
6. What is the speed of a new supercomputer?
-

18. Read and translate the text

The Role of Technical Progress

The scientific and technical revolution has changed our lives very much. Computers, mobile phones and other digital devices have entered our everyday life.

The atomic, space and energy age was followed by the age of computers. The tasks which had seemed eternal before have been solved one by one by computers. During the last decade, many fundamental changes occurred because of electronic devices. It is even difficult to imagine social and economic consequences of the microelectronic revolution.

The large use of the computers has influenced our lives in such a way that it was difficult to imagine 15 or 20 years ago. On the one hand, computers have simplified our life greatly. If you typed a text on the typewriter and made a mistake, you had to type the whole page again. Making several copies of the same document used to be a difficult job too. But now it's quite different. Correcting mistakes is easy. Computer also helps us to buy goods, find information, book tickets, make presentations and annual reports, and make difficult calculations. Time is saved for leisure.

Leisure time is also influenced by computer and other periphery devices. You no longer go to music shops – many things are available on the Internet. You needn't write letters to your relatives or friends – you can send an e-mail. And your photo albums are on the computer too.

Computer games are probably also a part of your free time. They became more and more realistic and complicated, and for many people it becomes impossible to tear themselves away. This means that electronic devices such as a computer and TV set are used mostly for entertainment and consume most of the time that could be spent on work, going for a walk and sleeping. Man becomes a slave of the devices which were designed to make him stronger.

Is there a way out? In fact, there is, but many people don't know it and are still slaves. The best decision is not to give these devices a place in your heart. They should do their work. And when you have a rest, prefer real communication to virtual one and living an active life to watching films about crime. Then electronics will be not our lord or enemy but our friend

19. Answer the questions

1. What were the predecessors of the computer age?
-
2. Do computers make our lives easier and simpler? In what way?
-
3. What devices became compatible with the computer during the last year?
-
4. In what way do computer games influence people?
-
5. Is man a slave of the devices which were designed to make him stronger?
-

20. Insert the missing words, studying the active vocabulary

Atomic, decade, e-mail, periphery, photo album, relative, tear oneself away, typewriter.

- _____ helps you to send letters quickly.
- If there is an interesting programme on TV, it's difficult for a person to _____.

3. During the last two _____, scientific progress and digitization took place.
4. For some people, the computer is an equivalent of the ____: a device for printing and editing documents.
5. Do you have many ___? –Yes, I have parents, grandparents, two sisters and three brothers.
6. I don't buy ___ any more, all my photos are on my computer.
7. The computer is a multifunctional device. So the ___ is that it can be used both for work and for leisure.
8. The ___ age was followed by the microelectronic one.

21. Read, continue and translate the following arguments about computers

1. The atomic, space and energy age was followed by _____
2. It's difficult to imagine social and economic consequences _____
3. Computers have simplified _____
4. The computer helps us to buy goods, find information _____
5. Leisure time is also influenced _____
6. You no longer go to music shops _____
7. You needn't write letters to your relatives _____
8. The computer and TV set are used mostly for entertainment _____
9. The best decision is not to give these devices _____
10. When you have a rest, prefer real communication _____

22. Read the sentences, point out Participle 1 and Participle II. Give the Russian equivalents. If you have some difficulties, use the grammar reference at the end of the book.

1. When entering the Internet, I always find the required information.
2. If compared with the analog computer, digital computers have other functions.
3. When used, voltage represents other physical quantities in analog computers.
4. While dealing with discrete quantities, digital computers count rather than measure.
5. At the moment our computer systems are inputting, storing, processing, controlling, and outputting data.
6. Combined capabilities of both analog and digital computers belong to hybrid computers.
7. Having finished the research, they analyzed the data obtained.
8. Having translated the programme into the machine language, he put it into the computer.
9. Having been well prepared for the test, postgraduates managed to answer all the questions the tutor asked them.
10. When entering data correctly into the computer system, they avoid the need for further adjustment by a person.

23. Make up your own sentences according to the models.

Model A: *When properly programmed, computers don't err.*

Having been properly programmed, computers don't err.

1. When well regulated, the equipment operates well.
2. When documents correctly filled in, they don't need extra checks.
3. When loaded, the numbers are stored on the platform of storage.
4. When loaded with cargo, cars can move between stations.
5. When moved, the ball located on the bottom side of the mouse turns rollers.

Model B: *A smartphone is a mobile phone that offers a more advanced computing ability.*

A smartphone is a mobile phone offering a more advanced computing ability.

1. A smartbook is a concept of a mobile device that falls between smartphones and netbooks. 2. A smartbook is a gadget that delivers features found in smartphones. 3. BlackBerry is a line of mobile e-mail that functions as a Personal Digital Assistant (PDA). 4. Twitter is a social and micro blogging service that enables users to send and to read other users' messages called tweets. 5. An i-Phone is a camera phone that includes text messages, visual voicemail, a portable media player, and web browsing facilities.

24. Fill in the blanks to streamline the use of the Participle 1 and Participle II. The words in brackets are given to help you.

1. A computer is ... numbers and orders into memory (to insert). 2. An electronic digital computer is a system ... and ... a very large amount of data (to process, to store). 3. The computer is a system ... numerical computations (to perform). 4. The computer is a device ... instructions with extreme speed (to follow). 5 The numbers and the instructions are ... in the computer memory. (to store) 6. The arithmetic-logical unit is a device ... circuits ... the arithmetic computations (to contain, to perform). 7. The codes ... by computer designers are ... on number of systems (to use, to base). 8. Having been coded the instruction to the central processing unit (to be transmitted). 9. ...the functions of storage units, we controlled the processing unit (to discuss).

25. Make up sentences according to the models to practice the use of the verbals.

Model: *Вам следовало бы прочитать об удивительных свойствах компьютера раньше.*

You should have read about wonderful features of computers earlier.

1. Вам следовало бы заказать это устройство раньше. 2. Ему следовало бы ввести данные в запоминающее устройство раньше. 3. Вам следовало бы раньше рассмотреть эту систему как крупномасштабную цифровую систему. 4. Вам следовало бы знать об этом устройстве раньше. 5. Мне следовало бы проконтролировать эти данные заранее..

26. Read and translate the text

Application of Computers

The use of computers, playing a prominent role in our life, is becoming widespread today. It regards industry, business, education, medicine, just to name a few. As for industries concerned, versatile computers are able to improve the quality of manufactured products and to increase the productivity of industry. Computers are engaged to the control of power stations, plants and refineries. But computers are being used not only in science and industry. Thanks to them, modern medicine can diagnose diseases faster and more thoroughly, while they are becoming valuable medical diagnostic tools.

Also in banking system computers have become indispensable and irreplaceable. Furthermore, architects, designers, and engineers can't imagine their work without computers. Computers form a part of many military systems including communication and fire control. They are applied for automatic piloting and automatic navigation, space exploration.

Moreover computers are widespread in education. Except their classic tasks such as administration and accountancy they are used in process of learning. Firstly, they store enormous amount of data which helps students receive information. Secondly, thanks to special teaching techniques and programmes they enhance cognitive skills of getting and accumulating knowledge.

These machines are really everywhere and we depend on them. They have become so

popular that not knowing how to use those means to be illiterate. Many uses of computers that we cannot imagine at present will become commonplace soon.

Refinery – нефтеперерабатывающий завод;

Disease – заболевание;

Accountancy – бухгалтерский учёт;

To enhance cognitive skills – развивать познавательные навыки;

Illiterate – неграмотный, необразованный;

Commonplace – типичный случай, обычное явление.

27. Agree or disagree with the following statements and add some more information if needed.

1. The role of computers is increasing in our life. 2. Computers are widely used in banking, industry, and medicine. 3. Computers find application in education, providing computer-aided learning environment. 4. Computers can be hardly used in fire control. 5. They are widely used in automatic piloting and navigation. 6. The reach of the computer application is to be increased soon.

28. Make up special questions according to the models, and answer them to streamline your speaking skills.

Model: *That gadget was used as the base for the first computer.*

What was used as the base for the first computer?

1. The electronic device was invented in the 20th century. 2. The first vacuum-tube computer was built at that time. 3. The first vacuum-tube computer was referred to as the first-generation computer. 4. A transistor was used in the second-generation computer. 5. An integrated circuit was used in computers of the first generation.

Model: *Computers can process information.*

What can computers process?

1. Computers can accept information. 2. Computers can perform mathematical and logical operations. 3. The programmer can tell the computers what to do. 4. The programme can also provide the information needed to solve the problem. 5. Computers can keep instructions in their memory.

29. Ask questions and use the words in italics in your answers. The words in brackets will help you.

1. *Electronic computers* are comparatively *modern* invention (what, what kind of). 2. *J. Nepier* devised a *mechanical* way to multiply and divide (who, what kind of). 3. *Most computers* have *circuits* for performing arithmetic operations (what, what). 4. *Integrated circuit technology* was used in computers of the third generation (what kind of, what). 5. *Computers* can solve a *series of problems* and make thousands of *logical* decisions. (what, how many, what kind of).

30. Present information on "One of the greatest inventions of the mankind" (Give the full answers)

- the invention you consider to be one of the greatest in the world
- the name of the inventor
- the country this invention was made in
- what the thing was made for
- how it is used now

- how it influenced our life

Практическая работа 4. «Люди, внесшие вклад в развитие отрасли. People who have contributed to the development of the industry».

Цель: изучить лексику по теме «Люди, внесшие вклад в развитие отрасли», повторить грамматический материал.

Содержание работы: тексты для чтения по данной теме, упражнения на усвоение и закрепление лексико-грамматического материала.

Задание: прочитать, перевести тексты, выписать и выучить новые лексические единицы, выполнить ряд предложенных упражнений на закрепление лексики и грамматического материала.

Text 1.

1. Изучите лексический материал по теме:

Academy of Science – Академия Наук

achievements – достижения

arrange – размещать

breakthrough – научный прорыв

chemist – химик

chemistry – химия

commemorate – почтить память

to contribute – вносить вклад

contribution – вклад

discovery – открытие

eager – сильно желающий

effort – усилие, попытка

establish – учреждать, устанавливать

to be familiar with – быть знакомым с

invention – изобретение

lead (led) – приводить

nobel prize – нобелевская премия

outstanding – выдающийся

overestimate – переоценивать

periodic table – таблица Менделеева

scientist – ученый

to predict – предсказывать

to be proud of – гордиться

surgeon – хирург

world-famed – всемирно известный

Russia's contribution to the world's science can hardly be overestimated. People all over the world know the names of Russian scientists, Nobel prize winners and authors of important discoveries and inventions.

Russia's first world-famed scientist was Mikhail Lomonosov (1711-1765). Eager to get an education, he left his home village Kholmogory and walked to Moscow on foot. The son of a poor fisherman became the first Russian professor of Chemistry at St. Petersburg Academy of Science in 1745. In XX century Moscow State University was named after M. Lomonosov to commemorate his scientific achievements and efforts to establish the system of higher education in Russia.

Another eminent Russian Scientist is Dmitri Mendeleev (1834-1907) – a famous chemist who arranged the 63 known elements into a periodic table based on atomic mass. Today every student

is familiar with this table that bears the name of Mendeleev. The legend says that Mendeleev saw the periodical

system in his dream. He was also able to predict the discovery of several elements that were not known at his time and have been discovered recently.

Among famous Russian scientists who contributed to world's science one should not forget Sofia Kovalevskaya (1850-1891) who became the first female professor of mathematics in the world.

One can also remember outstanding scientists from different fields of knowledge. Thus Alexander Popov (1859-1905) invented radio, Academician Ivan Pavlov (1854-1929) became the first Russian Nobel Prize winner in Medicine, the work by Nikolai Basov (1922-2001) led to the invention of the laser.

But this list is not over. Russian scientists, physicists, chemists, psychologists, surgeons and those who work in other spheres make new discoveries and breakthroughs. We can be proud of our scientists of the past and of the scientists who work today.

Answer the questions:

1. Who is Russia's first world-famed scientist?
2. What is he famous for? What famous places were named after him?
3. What is D. Mendeleev famous for?
4. How did he make his discovery according to the legend?
5. Who became the first female professor of mathematics in the world?
6. Who was the first Russian Nobel Prize winner? What studies did he make?
7. What is the name of the Russian inventor of the radio?
8. In what sphere did N. Basov work?

Exercise 1: Comprehension Questions

1. What is the main idea of the text regarding Russia's contribution to science?
2. Who was Russia's first world-famed scientist, and what significant role did he play in education?
3. What is the legend associated with Dmitri Mendeleev's discovery of the periodic table?
4. Who was Sofia Kovalevskaya, and what historical achievement is she known for?
5. Name the inventor of radio and the first Russian Nobel Prize winner in Medicine mentioned in the text.
6. How is Moscow State University connected to Mikhail Lomonosov?
7. What is the overall message regarding Russian scientists in the conclusion of the text?

Exercise 2: Vocabulary Matching

Match the terms on the left with their correct definitions on the right:

1. Periodic Table
2. Academician
3. Breakthrough
4. Eminent
5. Contributed
6. Legend

A. A famous or respected person, especially in a particular profession. B. A significant and sudden advance or development. C. A table of the chemical elements arranged in order of atomic number. D. A person elected to an honorary position for notable contributions to a specific field. E. To give something, typically money or assistance, in order to achieve a common purpose. F. A traditional story or narrative that may or may not be historically accurate.

Exercise 3: Fill in the Blanks

Fill in the blanks with the appropriate words from the text:

1. _____ is credited with arranging the 63 known elements into a periodic table based on atomic mass.
2. Sofia Kovalevskaya became the first female _____ of mathematics in the world.

3. Alexander Popov, who _____ radio, and Academician Ivan Pavlov, the first Russian Nobel Prize winner in _____, are also mentioned in the text.
4. Moscow State University was named after Mikhail Lomonosov to commemorate his _____ achievements and efforts to establish the system of higher education in Russia.

Exercise 4: Critical Thinking

Discuss the following questions:

1. Why is the contribution of Mikhail Lomonosov considered significant in the context of Russian science and education?
2. How did Dmitri Mendeleev's periodic table impact the field of chemistry, and what makes his story legendary?
3. Why is Sofia Kovalevskaya recognized as an important figure in the history of mathematics?
4. What is the role of legends or stories in shaping the perception of scientific achievements?
5. In what ways do the achievements of Russian scientists mentioned in the text impact the world today?

Exercise 5: Reflection

Reflect on the following prompt:

- How does the text demonstrate the diversity and depth of Russia's contributions to science, and what role do scientists play in shaping the global landscape of knowledge and innovation?

Text 2.

Vocabulary:

Academy of Science – Академия Наук

achievements – достижения

arrange – размещать

breakthrough – научный прорыв

chemist – химик

chemistry – химия

commemorate – почтить память

to contribute – вносить вклад

contribution – вклад

discovery – открытие

eager – сильно желающий

effort – усилие, попытка

establish – учреждать, устанавливать

to be familiar with – быть знакомым с

invention – изобретение

lead (led) – приводить

nobel prize – нобелевская премия

outstanding – выдающийся

overestimate – переоценивать

periodic table – таблица Менделеева

scientist – ученый

to predict – предсказывать

to be proud of – гордиться

surgeon – хирург

world-famed – всемирно известный

Russia's contribution to the world's science can hardly be overestimated. People all over the world know the names of Russian scientists, Nobel prize winners and authors of important

discoveries and inventions.

Russia's first world-famed scientist was Mikhail Lomonosov (1711-1765). Eager to get an education, he left his home village Kholmogory and walked to Moscow on foot. The son of a poor fisherman became the first Russian professor of Chemistry at St. Petersburg Academy of Science in 1745. In XX century Moscow State University was named after M. Lomonosov to commemorate his scientific achievements and efforts to establish the system of higher education in Russia.

Another eminent Russian Scientist is Dmitri Mendeleev (1834-1907) – a famous chemist who arranged the 63 known elements into a periodic table based on atomic mass. Today every student is familiar with this table that bears the name of Mendeleev. The legend says that Mendeleev saw the periodical

system in his dream. He was also able to predict the discovery of several elements that were not known at his time and have been discovered recently.

Among famous Russian scientists who contributed to world's science one should not forget Sofia Kovalevskaya (1850-1891) who became the first female professor of mathematics in the world.

One can also remember outstanding scientists from different fields of knowledge. Thus Alexander Popov (1859-1905) invented radio, Academician Ivan Pavlov (1854-1929) became the first Russian Nobel Prize winner in Medicine, the work by Nikolai Basov (1922-2001) led to the invention of the laser.

But this list is not over. Russian scientists, physicists, chemists, psychologists, surgeons and those who work in other spheres make new discoveries and breakthroughs. We can be proud of our scientists of the past and of the scientists who work today.

Answer the questions

1. Who is Russia's first world-famed scientist?
2. What is he famous for? What famous places were named after him?
3. What is D. Mendeleev famous for?
4. How did he make his discovery according to the legend?
5. Who became the first female professor of mathematics in the world?
6. Who was the first Russian Nobel Prize winner? What studies did he make?
7. What is the name of the Russian inventor of the radio?
8. In what sphere did N. Basov work?

Exercise 1: Comprehension Questions

1. What is the main idea of the text regarding Russia's contribution to science?
2. Who was Russia's first world-famed scientist, and what significant role did he play in education?
3. What is the legend associated with Dmitri Mendeleev's discovery of the periodic table?
4. Who was Sofia Kovalevskaya, and what historical achievement is she known for?
5. Name the inventor of radio and the first Russian Nobel Prize winner in Medicine mentioned in the text.
6. How is Moscow State University connected to Mikhail Lomonosov?
7. What is the overall message regarding Russian scientists in the conclusion of the text?

Exercise 2: Vocabulary Matching

Match the terms on the left with their correct definitions on the right:

1. Periodic Table
2. Academician
3. Breakthrough
4. Eminent
5. Contributed
6. Legend

A. A famous or respected person, especially in a particular profession. B. A significant and sudden advance or development. C. A table of the chemical elements arranged in order of atomic

- number. D. A person elected to an honorary position for notable contributions to a specific field. E. To give something, typically money or assistance, in order to achieve a common purpose. F. A traditional story or narrative that may or may not be historically accurate.

Exercise 3: Fill in the Blanks

Fill in the blanks with the appropriate words from the text:

1. _____ is credited with arranging the 63 known elements into a periodic table based on atomic mass.
2. Sofia Kovalevskaya became the first female _____ of mathematics in the world.
3. Alexander Popov, who _____ radio, and Academician Ivan Pavlov, the first Russian Nobel Prize winner in _____, are also mentioned in the text.
4. Moscow State University was named after Mikhail Lomonosov to commemorate his _____ achievements and efforts to establish the system of higher education in Russia.

Exercise 4: Critical Thinking

Discuss the following questions:

1. Why is the contribution of Mikhail Lomonosov considered significant in the context of Russian science and education?
2. How did Dmitri Mendeleev's periodic table impact the field of chemistry, and what makes his story legendary?
3. Why is Sofia Kovalevskaya recognized as an important figure in the history of mathematics?
4. What is the role of legends or stories in shaping the perception of scientific achievements?
5. In what ways do the achievements of Russian scientists mentioned in the text impact the world today?

Exercise 5: Reflection

Reflect on the following prompt:

- How does the text demonstrate the diversity and depth of Russia's contributions to science, and what role do scientists play in shaping the global landscape of knowledge and innovation?

Text 3.

Mikhail Vasilyevich Lomonosov was a famous Russian writer, chemist and astronomer who made a lot in literature and science.

Lomonosov was born on November 19, 1711, in Denisovka (now Lomonosov), near Archangelsk, and studied at the University of the Imperial Academy of Sciences in St. Petersburg. After studying in Germany at the Universities of Marburg and Freiberg, Lomonosov returned to St. Petersburg in 1745 to teach chemistry and built a teaching and research laboratory there four years later. Lomonosov is often called the founder of Russian science. He was an innovator in many fields. As a scientist he rejected the phlogiston theory of matter commonly accepted at the time and he anticipated the kinetic theory of gases. He regarded heat as a form of motion, suggested the wave theory of light, and stated the idea of conservation of matter. Lomonosov was the first person to record the freezing of mercury and to observe the atmosphere of Venus.

Interested in the development of Russian education, Lomonosov helped to found Moscow State University in 1755, and in the same year he wrote a grammar that reformed the Russian literary language by combining Old Church Slavonic with modern language. In 1760 he published the first history of Russia. He also revived the art of Russian mosaic and built a mosaic and

coloured-glass factory. Most of his achievements, however, were unknown outside Russia. He died in St. Petersburg on April 15, 1765.

Mikhail Vasilyevich Lomonosov was born on 19 November 1711, at Denisovka (later renamed as Lomonosovo) in Russia, to Vasily Dorofeyevich Lomonosov and Elena Ivanovna Sivkova. He belonged a family of coast-dwelling peasants called 'pomory'.

At the age of ten, he began assisting his father in his cod-fishing and cargo business. During this period, he also pursued education in Russian grammar.

During the 1720's he travelled to several ports across the White Sea and northern Arctic Sea. He got the opportunity to understand maritime meteorology, pearl-diving, astronomy and navigation along with being accustomed with the culture of people like the Nenets, Finns and Laplanders.

He was issued a passport in 1730, and in order to continue his education, he travelled to Moscow in the same year. After some time, he was inducted into the Slavic Greek Latin Academy.

He was a brilliant student and post three years of study he was sent to Kiev to spend a year at the Kyiv-Mohyla Academy. However, he was displeased with the education he received in Kiev and returned to Moscow in a short while. Mikhail Lomonosov completed his scheduled twelve-year course within five years and was the topper in his class.

In 1736 he received a scholarship from St. Petersburg Academy and continued his education at the Imperial Academy of Science in Saint Petersburg. The following year, he, along with a few fellow students, was chosen to study at the University of Marburg, Germany.

Between 1739 and 1740, he studied chemistry, philosophy, metallurgy and mineralogy. He intently read the works of philosopher Robert Boyle. Other than this, he was also passionate about German literature and mastered the language. He was known to have had been fond of the works of German poet Johann Christian Günther.

During this period, he also started composing his own poems, predominantly odes. He wrote 'A Letter on the Rules of Composing Russian Poetry' in which he stressed that the syllabotonic mode was the most basic part in Russian verse composition.

Mikhail Lomonosov came back to Russia in 1741 and commenced research work under Professor Amman at the St. Petersburg Academy of Science. A short while later he was made adjutant professor of physics at the Academy department.

In 1745, he was inducted into the chemistry of St. Petersburg Academy of Science as full-time professor. The same year he published a catalogue of more than 3000 minerals.

In 1748, he published his work 'Short Guide to Rhetoric'. A few years later, in 1750, as per orders of Russian Empress, Elizaveta, he wrote a five act tragedy under the title 'Tamira and Selim' for the upcoming national theatre. The play was well appreciated.

In 1751, St. Petersburg Academy published the debut collection of poems of Mikhail Lomonosov.

In 1752, he released his poem titled 'On the Utility of Glass' along with composing his second play 'Demofont'.

He was keen to improve the quality of education in Russia and in 1755, he, along with Count Ivan Ivanovich Shuvalov, established the Moscow University.

In 1765, Mikhail Lomonosov outlined the law of conservation of mass that implies that mass can neither be created nor destroyed, although it may be rearranged in space, or the entities associated with it may be changed in form.

He conducted experiments to prove the law of conservation of mass. This in turn led to his finding that the phlogiston theory stated by Johann Joachim Becher was incorrect.

He was appointed as the Director of the University and Gymnasium of the St. Petersburg Academy of Science in 1760. The same year as a result of his study, he explained the development of icebergs.

He was the first person to record the freezing point of mercury. His other scientific discoveries include the development of the kinetic theory of gases, wave theory of light and a mechanical interpretation of gravity. He also regarded heat to be a form of motion.

In 1761, he made an observation of planet Venus and its orbit around the sun from an observatory near his house in St. Petersburg. His observation led to the hypothesis regarding the existence of atmosphere around the planet.

He developed an updated model of a reflecting telescope that allowed viewers to look at the image with an eyepiece without any obstruction. He presented the model at the Russian Academy of Sciences; however, the type of telescope was published much later.

He was also an ardent lover of the art of mosaics. In 1763 he established a glass factory that made the first ever stained-glass mosaics outside Italy. The same year, he also published his most important geological literary work titled 'On the Strata of the Earth'.

In 1764, he was appointed as the Secretary of State. However, he could serve in the position only for a year.

Major Works

Mikhail Lomonosov was an expert in diverse fields, such as, geology, physics, literature, geography and chemistry. He gave much importance to the development of education system in Russia and founded the first Russian chemical laboratory at the St. Petersburg Academy of Sciences along with the establishment of the Moscow University. As a result of his studies, he explained the phenomenon of icebergs, challenged certain previous scientific theories like the phlogiston theory as well published theories like the law of mass conservation.

Awards and Achievements

He was elected as a foreign member of the Royal Swedish Academy of Sciences in 1761.

He was a member of the prestigious Academy of Arts at St. Petersburg.

Personal Life & Legacy

Mikhail Lomonosov met Elizabeth Christine Zilch while studying in Germany and they got married in 1740.

He died of influenza on 15 April 1765, at his residence in St. Petersburg, Russia, at the age of 53.

Trivia

In his honour, the Moscow State University was renamed as the M. V. Lomonosov Moscow State University in 1940.

An underwater ridge in the Arctic Ocean was named after him as the Lomonosov Ridge in 1948. The USSR Academy of Sciences (later renamed the Russian Academy of Sciences) awarded the Lomonosov Gold Medal for achievements in humanities and natural sciences. The medal was named in honour of Mikhail Lomonosov. From 1967, the academy awards two medals, one to a Russian national and another to a foreign scientist. A crater on the moon as well as a crater on planet Mars have been named after Mikhail Lomonosov.

Exercise 1. Comprehension Questions:

1. Where and when was Mikhail Vasilyevich Lomonosov born?
2. What educational opportunities did Lomonosov pursue in his early life?
3. How did Lomonosov contribute to the improvement of Russian education?
4. What were some of Lomonosov's significant scientific contributions?
5. What important literary and academic institutions did Lomonosov help establish?

Exercise 2. Vocabulary Exercise:

Match the following terms with their definitions:

1. Phlogiston theory - b. A theory stating that heat is a form of motion.
2. Kinetic theory of gases - c. A theory explaining the behavior of gases based on the motion of their particles.
3. Wave theory of light - d. A theory proposing that light is a wave phenomenon.
4. Conservation of matter- a. The idea that mass can neither be created nor destroyed.
5. Adjutant professor - e. An academic rank or title, often used in military context.

Definitions:

- a. The idea that mass can neither be created nor destroyed.
- b. A theory stating that heat is a form of motion.
- c. A theory explaining the behavior of gases based on the motion of their particles.

- d. A theory proposing that light is a wave phenomenon.
- e. An academic rank or title, often used in military context.

Exercise 3. Discussion Topics:

1. Discuss the impact of Lomonosov's scientific contributions on modern science.
2. Why do you think Lomonosov's achievements were relatively unknown outside of Russia during his lifetime?
3. How did Lomonosov's background and upbringing influence his later accomplishments?
4. Explore the significance of Lomonosov's role in the founding of Moscow State University.
5. Reflect on the lasting legacy of Mikhail Vasilyevich Lomonosov in the fields of science, education, and literature.

Exercise 4. Writing Prompt:

Imagine you are a contemporary of Mikhail Vasilyevich Lomonosov. Write a letter to a friend describing the remarkable achievements and contributions of Lomonosov to Russian society and the world.

Text 4.

Uncle Philip

Tom's Uncle Philip was a scientist and an inventor. He carried out his research in the field of chemistry. He'd been interested in chemistry since his childhood. He made a lot of discoveries and even received the Nobel Prize in chemistry. But he was a strange man, he lived alone, had no wife or friends. Once when he was quite old and seriously ill he sent for his nephew. Here it must be explained that this was the first time Tom and his uncle met. Many years earlier Philip had had a big quarrel with his sister, Tom's mother, and since then he had steadily refused to see them.

When Tom came to see him, Uncle Philip was lying ill in bed. "I am a rich man," he said, "and I'm determined to leave all my fortune to you. You will find it in an iron box in the bank. But before you open the box you must read the letter which is on top of it." Soon his uncle died. After Uncle Philip's death Tom went to the bank. Before he started to open the box, he read the letter. Here is what it said:

"Dear Tom,

This box contains a great fortune. I am leaving it to you because I want you always to remember your dear uncle. The box also contains powerful dynamite which will explode as soon as you open it. If you do not believe me, open it and you will be blown into atoms.

Do not forget your uncle."

From that time on Tom could think of nothing but the box and the fortune. He asked everyone for advice. But nobody could think of a safe enough plan.

Exercise 1. Answer the questions:

1. Tom's Uncle Philip was a scientist and an inventor
2. He made a lot of discoveries and even received the Nobel Prize in chemistry. But he was a strange man, he lived alone, had no wife or friends.
3. He sent for his nephew.
4. He said that he was a rich man and decided to leave him all his fortune in an iron box in a bank.
5. But before opening the box Tom had to read a letter.
6. It was written that the box contained a great fortune. It also contained powerful dynamite, which would explode after opening the box.
7. Why did Uncle Philip decide to act in this way?
8. Can you think of any plan for opening the box?

Exercise 2. Vocabulary Matching:

Match the following words with their meanings:

- a. Inventor
- b. Chemistry
- c. Quarrel
- d. Fortune
- e. Dynamite

Meanings:

1. A substance that can explode with great force when ignited.
2. The science of the composition, structure, properties, and reactions of matter.
3. A large amount of wealth or money.
4. A person who creates or designs new inventions or ideas.
5. An angry argument or disagreement.

Exercise 3. True or False:

Determine whether the following statements are true or false based on the text.

- a. Uncle Philip was a historian. (False)
- b. Tom had known his uncle Philip for many years before they met. (False)
- c. Uncle Philip left all his fortune to Tom in an iron box at the bank. (True)
- d. Uncle Philip had no wife or friends. (True)
- e. Tom opened the iron box without reading the letter first. (False)

Exercise 4. Discussion Questions:

Discuss the following questions in pairs or groups:

- a. Why do you think Uncle Philip lived alone and had no wife or friends?
- b. What do you think Uncle Philip's motives were for leaving his fortune to Tom?
- c. How do you think Tom felt when he read the letter from his uncle?
- d. What would you do if you were in Tom's situation? Would you open the box?
- e. What advice would you give to Tom regarding the situation with the iron box and the fortune?

Exercise 5. Fill in the Blanks:

Fill in the blanks with the appropriate words or phrases from the text:

- a. Uncle Philip was a _____ and a scientist who worked in the field of chemistry.
- b. Before Tom opened the iron box, he read the _____ from his uncle.
- c. The letter warned Tom that the box contained _____ which would explode if opened.
- d. After Uncle Philip's death, Tom couldn't stop thinking about the _____ in the iron box.

Exercise 6. Critical Thinking Exercise:

Imagine you are Tom. Write a letter to Uncle Philip expressing your thoughts and feelings about the situation with the iron box and the fortune. Consider what questions you might ask and what concerns you have about the contents of the box.

Практическая работа 5. «Отраслевые профессии и специальности Industry professions and specialties».

Цель: изучить лексику по теме Отраслевые профессии и специальности, повторить грамматический материал.

Содержание работы: тексты для чтения по данной теме, упражнения на усвоение и закрепление лексико-грамматического материала.

Задание: прочитать, перевести тексты, выписать и выучить новые лексические единицы, выполнить ряд предложенных упражнений на закрепление лексики и грамматического материала.

Notes to the text:

1. Tool pusher - буровой мастер
2. Drilling crew - буровая бригада
3. Roughneck - рабочий буровой бригады (обслуживает двигатели, насосы, ключи)
4. Roustabout- неквалифицированный разнорабочий на нефтяных промыслах
5. Drilling rig - буровая установка
6. Gasoline — газолин
7. Utilize — использовать, утилизировать
8. Frequently — часто
9. To spud — приступать к бурению
10. Derrick — буровая вышка

Part 1

The petroleum industry is considered to be one of the giants of today's world. Like all large industrial enterprises, it employs millions of people who do many different kinds of work. There are management people at the top who control the policies of the company and see that they are carried out. There is also a large number of financial and clerical employees in corporate and regional offices. At the marketing level, truck drivers deliver gasoline to filling stations where attendants pump it into consumers' cars. In other words, hundreds of different kinds of jobs are directly or indirectly connected with oil. Many of them utilize the same skills that would be required for similar work in other industries, including managers, office workers, accountants, and salesman. Some positions, on the other hand, require special skills or training that are distinctive to the oil industry. Three scientific specialties, geology, geophysics and paleontology are known to play an important part in the search for oil. If anyone who wants to work as a petroleum geologist, he shouldn't expect to get a comfortable desk job. While some of the geologist's job involves paperwork, such as examining survey maps, a great deal of time must be spent in the field. Conditions in areas where the search for oil is being carried on can be extremely rugged. A geologist taking readings from the seismograph, for example, may be away from their home base for several days in a row in difficult terrain with only what they can carry

in their trucks to rely on. The men who work in the exploration and drilling phases of the oil industry can also expect to be moved around frequently from one location to another. When a potential deposit has been analyzed geologically, or when a well has been brought in, then it is time for the crew to move on to some other area.

When the exploration has been completed and a location has been decided on to spud in a new well, it is time for the drilling crew to move in. Roughnecks and roustabouts, unskilled and semiskilled laborers, then move in. They perform a great deal of the hard physical labor in the field and on the drilling rigs. They can earn promotion through experience and seniority, or by attending appearance programs that teach the skills required by welders, electricians, carpenters or other specialized workers.

The boss of the drilling crew is called a tool pusher. Besides, the crew includes the driller, who is in charge of the drilling operation. Another important member of crew is the derrick man, who is stationed in the derrick to control the top of the drill pipe. Other skilled workers may work with the crew, such as welders, who join pipes or other pieces of metal together after applying heat to them.

Exercise 1: True or False

Decide if the following statements are true or false based on the given text.

1. The petroleum industry employs only a few hundred people.
2. Financial and clerical employees are not part of the petroleum industry.
3. Special skills or training are required for all jobs in the petroleum industry.
4. Geology plays a significant role in the search for oil.
5. The drilling crew often stays in one location for long periods.

Exercise 2: Multiple Choice Questions

Choose the correct answer from the options provided.

1. What roles do management people play in the petroleum industry?
 - A) Physical labor on drilling rigs
 - B) Controlling company policies and ensuring their execution
 - C) Delivering gasoline to filling stations
 - D) Specialized scientific research
2. Which of the following is not mentioned as a job directly connected with oil?
 - A) Truck drivers
 - B) Accountants
 - C) Software developers
 - D) Salesmen
3. What is essential for someone working as a petroleum geologist?
 - A) Spending all their time in an office
 - B) Avoiding any physical work
 - C) Being comfortable working in rugged conditions
 - D) Working exclusively in laboratory settings
4. What happens when exploration has been completed?
 - A) The crew takes a long vacation.
 - B) It is time for the drilling crew to move in.
 - C) The company stops employing people.
 - D) The site is abandoned.
5. Who is the boss of the drilling crew?
 - A) The derrick man
 - B) The tool pusher
 - C) The driller
 - D) A roustabout

Exercise 3: Fill in the Blanks

Fill in the blanks with information from the text.

1. The petroleum industry is considered one of the _____ of today's world.
2. Truck drivers and attendants are involved at the _____ level.
3. _____, _____, and _____ are scientific specialties important in the oil search.
4. A petroleum geologist must be prepared to spend a great deal of time _____.
5. Roughnecks and roustabouts can earn promotion through _____ and _____, or by attending _____ programs.

Exercise 4: Short Answer Questions

Answer the following questions based on the text.

1. What kinds of jobs are available in the petroleum industry?
2. Describe the kind of work a petroleum geologist does according to the text.
3. What are the conditions like for a crew taking readings from the seismograph?
4. How can unskilled and semiskilled laborers progress in their careers in the petroleum industry?
5. What are the roles of a tool pusher and a derrick man in the drilling crew?

Part 2

Notes to the text:

1. Pumper — машинист насосной установки
2. Switcher — оператор (на нефтепромысле или газопромысле)
3. Gagger — замерщик (нефти)
4. Well puller — мастер по ремонту скважин
5. Line worker — обходчик контролер
6. Purification operator — оператор по очистке
7. Treater — оператор по очистке продукта от примесей
8. Safety inspector — инженер по технике безопасности
9. Distillation — дистилляция, разгонка, отгонка
10. Assure — гарантировать, обеспечивать

Some specialized workers in the recovery phase of the oil industry is known as pumpers, switchers, gaggers, well pullers.

A switcher is in charge of directing oil into field storage tanks, switching valves when a tank is full. If a facility only produces oil by pumping wells, the person who does this is called a pumper. A gagger reads gagger, or meters, those both measure the oil flowing from the well and control the pressure of the drive. The well pullers operate puffing rigs in order to remove tubular goods from the well.

The transportation of oil also requires many different kinds of workers. Once the pipeline has been put up in operation, it must be maintained by the man who work on the pumping stations and by the line workers, who patrol the line on foot by airplane to find any indications of breaks or other damage to the line.

In a refinery there are still men, who are in charge of the distilling process; purification operators, who control the equipment that separates the different vapors that result from distillation; absorption operators, who control the condensation of the vapor into liquids; treaters, who are in charge of removing impurities; and safety inspectors, whose many duties include making tests to assure that dangerous levels of gas are not present at any point in the refining process. In most cases, these workers control a group of meters or valves which they must watch constantly to make sure that all the various processes in the refinery continue in an orderly manner.

These are some of the specialized jobs that are available in the oil industry. They are often dangerous but they are also offer adventure and high pay to the young men who go into them.

Exercise 1: Matching Terms to Definitions

Match the specialized worker to their job description:

1. Pumper
 2. Switcher
 3. Gagger
 4. Well puller
 5. Line worker
 6. Purification operator
 7. Treater
 8. Safety inspector
- A. Reads gauges or meters, measuring oil flow from the well and controlling pressure.
 - B. Directs oil into field storage tanks and switches valves when a tank is full.
 - C. Operates pumping rigs to remove tubular goods from the well.
 - D. Patrols the pipeline on foot or by airplane to find any damage.
 - E. Controls equipment that separates different vapors resulting from distillation.
 - F. In charge of removing impurities from the product.
 - G. Makes tests to ensure there are no dangerous gas levels in the refining process.
 - H. Operates the wells that produce oil by pumping.

Exercise 2: True or False

State whether the following statements are true or false:

1. A switcher is responsible for the maintenance of pumping stations.
2. A gagger's primary role is to operate puffing rigs.
3. Well pullers are in charge of directing oil into storage tanks.
4. Line workers are essential for the maintenance of the pipeline.
5. Safety inspectors conduct tests to assure no dangerous gas levels are present during the refining process.

Exercise 3: Fill in the Blanks

Fill in the blanks with the correct specialized worker based on their job description:

1. _____ is responsible for removing tubular goods from the well.
2. The job of a _____ includes patrolling the pipeline to detect damages.
3. _____ control the condensation of vapor into liquids in a refinery.
4. Ensuring that dangerous levels of gas are not present is a job for the _____.
5. _____ control equipment that separates vapors resulting from distillation.

Exercise 4: Short Answer Questions

Answer the following questions based on the text:

1. What is the role of a pumper in the oil industry?
2. How does a switcher manage the storage of oil in the field?
3. What are the primary duties of a line worker?
4. Describe the process and importance of safety inspections in a refinery.
5. What distinguishes a treater's job in the refining process?

Практическая работа 6. «Нефтяные и газовые месторождения региона. Oil and gas fields of the region».

Цель: изучить лексику по теме «Нефтяные и газовые месторождения региона», повторить грамматический материал.

Содержание работы: тексты для чтения по данной теме, упражнения на усвоение и закрепление лексико-грамматического материала.

Задание: прочитать, перевести тексты, выписать и выучить новые лексические единицы, выполнить ряд предложенных упражнений на закрепление лексики и грамматического материала.

Eastern Siberia: oil and gas

Eastern Siberia is Russia's most promising exploration and production region with some analysts estimates of 'undiscovered' reserves of 80 billion boe. Eastern Siberian oil and gas provinces cover about 3.3 million square kilometres. They extend from the Arctic offshore in the north to Lake Baikal and the mountains of southern Russia/

The region is home to some of the Russia's largest green field projects and is the main beneficiary of the recently introduced tax incentives, resulting in a benign fiscal regime and a substantially higher average operating cash-flows per barrel of oil sold.

Historically the region had limited exploration and development due to its size and remote location, harsh climate, and lack of infrastructure. However, with the decline of production at mature fields in West Siberia, Russian government has turned its attention to a number of new regions (Eastern Siberia, Timan-Pechora and Northern Caspian), of which Eastern Siberia is the most noticeable one given its proximity to customers in the Asia-Pacific region. Over the recent years the region has seen significant infrastructure development and booming licensing activity as a result of the construction of the Eastern Siberia – Pacific Ocean pipeline, which has created a direct link between Eastern Siberia and the fast-growing Asian markets. With major new infrastructure in place, Eastern Siberian production is forecast to grow rapidly in the next few years, peaking at over 1.3 million b/d around 2017.

The Russian Government has put a lot of trust in the Eastern Siberia by constructing ESPO pipeline and providing to oil producers preferential taxation regime (in the reference to production tax and export duties). Therefore, the region is expected to be the main source of Russia's production growth over the next 10 years.

Exercise 1: Comprehension Questions

1. What are some of the challenges historically faced by Eastern Siberia in terms of oil and gas exploration and production?
2. How has the introduction of tax incentives affected the oil and gas industry in Eastern Siberia?
3. What major infrastructure development has contributed to the growth of the oil and gas industry in Eastern Siberia?
4. What is the forecasted peak production for Eastern Siberia, and when is it expected to occur?
5. Why has the Russian government focused on developing Eastern Siberia, Timan-Pechora, and the Northern Caspian regions?

Exercise 2: Vocabulary Building

Define the following terms/phrases based on their usage in the text:

1. Undiscovered reserves
2. Green field projects
3. Benign fiscal regime
4. Operating cash-flows per barrel
5. Mature fields
6. Infrastructure development
7. Licensing activity
8. Export duties
9. Preferential taxation regime
10. Production growth

Exercise 3: Critical Thinking.

Imagine you are a government advisor tasked with proposing further measures to enhance oil and gas production in Eastern Siberia. What additional strategies or initiatives would you suggest, considering the region's challenges and opportunities outlined in the text?

Exercise 4: Writing Prompt.

Write a short essay discussing the potential environmental impacts of the rapid growth of oil and gas production in Eastern Siberia. Consider factors such as habitat disruption, pollution, and climate change implications.

Exercise 5: Research Assignment.

Research and present a case study of a specific oil or gas project in Eastern Siberia, detailing its challenges, successes, and impact on the region's economy and environment. Use this case study to analyze broader trends and implications for the oil and gas industry in Eastern Siberia.

TEST 1

- | | |
|--|-----------|
| 1) That was the ----- educational institution of all.
a) bad; b) worst; c) worse; | 1. _____ |
| 2) This is the ----- famous scientist.
a) most; b) more; c) much; | 2. _____ |
| 3) Would you like ----- additional information?
a) some; b) any; c) a few; | 3. _____ |
| 4) She ----- lecture when the phone rang.
a) is having; b) was having; c) had; | 4. _____ |
| 5) Stop -----, please. I can't work.
a) talking; b) to talk; c) talk; | 5. _____ |
| 6) This is the ----- book of all.
a) cheap; b) cheaper; c) cheapest; | 6. _____ |
| 7) Finish you homework and then you ----- watch TV.
a) can; b) must; c) mustn't; | 7. _____ |
| 8) Yesterday we ----- to the cinema and saw a great film.
a) go; b) will go; c) went; | 8. _____ |
| 9) What ----- in the garden, Mike? I'm learning grammar
rules by heart.
a) do you do; b) did you do; c) are you doing; | 9. _____ |
| 10) What are you doing tonight? " I ----- to prepare for my
exam."
a) go; b) am going; c) went; | 10. _____ |
| 11) I was born in Prague, but I -----in Paris since 1988.
a) live; b) am living; c) have lived; | 11. _____ |
| 12) When ----- Rome? Last summer or last winter?
a) did you visit; b) will you visit; c) do you visit; | 12. _____ |

TEST 2

- | | |
|--|-----------|
| 1. Each country has.....system of education.
a) its b) it's c) it | 1. _____ |
| 2. These students.....graduate from the college next year.
a) were b) are c) will | 2. _____ |
| 3. His parents sent.....to the grammar school.
a) him b) his c) he | 3. _____ |
| 4. Childrensecondary education at school.
a) has got b) gets c) get | 4. _____ |
| 5. Many students.....in hostels.
a) live b) lives c) to live | 5. _____ |
| 6. Throughout..... country there is a network of higher educational establishments.
a) them b) their c) theirs | 6. _____ |
| 7. Comprehensive schools.....all types of secondary education.
a) has combined b) combined c) combines | 7. _____ |
| 8. The first university..... founded in 1755 in Moscow on the initiative of M.V. Lomonosov.
a) to be b) was c) were | 8. _____ |
| 9. Colleges..... different courses.
a) offer b) to offer c) is offering | 9. _____ |
| 10. Some students failed.....entrance exams.
a) ours b) their c) mine | 10. _____ |
| 11. What departmentsthere in your institution?
a) are b) is c) were | 11. _____ |
| 12. Our environment must be.....
a) clean b) dirty c) fast | 12. _____ |
| 13. Many species of animals live free of danger from man in.....
a) homes b) boxes c) national parks | 13. _____ |
| 14. Cars and factories the air.
a) pollute b) pollutes c) is polluting | 14. _____ |
| 15. Progress can be blamed in problems.
a) much b) many c) little | 15. _____ |
| 16. Air and water to all countries.
a) belong b) belongs c) belonged | 16. _____ |
| 17. Our forests can die acid rain.
a) with b) to c) from | 17. _____ |
| 18. Most of the are valued for their fur.
a) animals b) fish c) insects | 18. _____ |
| 19. Using chemicals may the cause of ecological pollution.
a) be b) had c) are | 19. _____ |
| 20. The construction of purifying systems helps to ecology.
a) damage b) improve c) to harm | 20. _____ |

TEST 3

- | | |
|--|-----------|
| 1. You communicate with your computer with..... | 1. _____ |
| a) the pencil b) the keyboard c) the ball | |
| 2.the monitor allow to see the results of your work? | 2. _____ |
| a) Does b) Is c) Have | |
| 3. The mouse works by it around on a flat surface. | 3. _____ |
| a) sliding b) scratching c) smiling | |
| 4. Computer technologies save time. | 4. _____ |
| a) much b) many c) none | |
| 5. At present computers capable of performing billions of operations a second required. | 5. _____ |
| a) is b) are c) was | |
| 6. The size of a hard disk is measured in | 6. _____ |
| a) centimeters b) megabytes c) volts | |
| 7. Today the word "electronics" is in usage. | 7. _____ |
| a) negative b) rare c) general | |
| 8. People waste a lot of time computer games. | 8. _____ |
| a) playing b) to play c) play | |
| 9. There many hardware pieces in a computer system. | 9. _____ |
| a) was b) has c) are | |
| 10. some programs be difficult to remember? | 10. _____ |
| a) Can b) Was c) Is | |
| 11. Mobile telephone calls a wide geographic area. | 11. _____ |
| a) cross b) is crossing c) was crossing | |
| 12. Office clerks and greeted each other after the weekend and discussed the weather. | 12. _____ |
| a) meet b) is meeting c) met | |
| 13..... secretary is constantly answering phone calls. | 13. _____ |
| a) Theirs b) Their c) They | |
| 14. I like to speak to Mr. Smith, please. | 14. _____ |
| a) should b) would c) will | |
| 15. A mobile phonetelephone calls. | 15. _____ |
| a) can make and receive b) can sell
c) can't make and receive | |
| 16.....is a standard way to send messages that include multimedia content to and from mobile phones. | 16. _____ |
| a) SMS b) MMS c) Telephone call | |
| 17. Does any office have phones? | 17. _____ |
| a) No, she doesn't b) Yes, she does. c) Yes, it does. | |
| 18. It necessary for a company to have good equipment. | 18. _____ |
| a) were b) is c) will | |
| 19. There are many different models of mobile phones in the world. | 19. _____ |
| a) Yes, you are right b) No, I can't agree c) This is known some specialists only | |

TEST 4

1. обрабатывая информацию

| 1. _____

- | | | |
|---|-------------------------------------|-----------|
| a) processing information | b) the processed information | |
| c) to process information | | |
| 2. могли увидеть результаты | | 2. _____ |
| a) can see results | b) were able to see results | |
| c) was able to see results | | |
| 3. принять телефонный звонок | | 3. _____ |
| a) to receive the call | b) receiving the call | |
| c) received a call | | |
| 4. копируя текст | | 4. _____ |
| a) the copied text | b) is copying the text | |
| c) copying the text | | |
| 5. должен был перезвонить | | 5. _____ |
| a) must ring | b) is to ring | |
| c) had to ring | | |
| 6. поприветствовать секретаря | | 6. _____ |
| a) to greet the secretary | b) greeting t he secretary | |
| c) greeted the secretary | | |
| 7. отвечая на телефонный звонок | | 7. _____ |
| a) is answering the call | b) to answer the call | |
| c) answering the call | | |
| 8. посылая сообщение | | 8. _____ |
| a) sent the SMS | b) sending the SMS | |
| c) are sending the SMS | | |
| 9. мог установить программное обеспечение | | 9. _____ |
| a) will be allowed to install software | b) will be able to install software | |
| c) was able to install software | | |
| 10. представить компанию | | 10. _____ |
| a) to represent the company | b) represented the company | |
| c) representing the company | | |
| 11. сможет установить | | 11. _____ |
| a) could install | b) will be able to install | |
| c) is able to install | | |
| 12. играя в компьютерные игры | | 12. _____ |
| a) are playing computer games | b) playing computer games | |
| c) was playing computer games | | |
| 13. создать электронное устройство | | 13. _____ |
| a) to make gadget | b) was to make gadget | |
| c) making gadget | | |
| 14. должен будет запустить программу | | 14. _____ |
| a) has to start the program | b) will have to start the program | |
| c) should start the program | | |

Глагол to be в Simple Active

Present	Past	Future
(I) am (he, she, it) is (we, you, they) are	(I, he, she, it) was (ед. ч.) were (мн. ч.)	(I, we) shall be (1-е л.) will be

Глагол to have в Simple Active

Present	Past	Future
have (got) (he, she, it) has (got)	had	(I, we) shall have will have

Оборот there + to be в Simple Active

Present	Past	Future
there is (ед.ч.) there are (мн.ч.)	there was (ед.ч.) there were (мн.ч.)	there will be

Степени сравнения прилагательных

	Положительная	Сравнительная	Превосходная
I	long easy	longer easier	(the) longest (the) easiest
II	interesting	more interesting	(the) most interesting
III	good bad much, many little	better worse more less	(the) best (the) worst (the) most (the) least

Времена группы Simple Passive

<i>to be + Participle II</i>	
Infinitive	to be written, to be translated
Present Past Future	The letter is written/translated. The letter was written/translated. The letter will be written/translated.

Сводная таблица модальных глаголов и их эквивалентов

	Present	Past	Future
Долженствов ание	I must meet him. I have to meet him. I am to meet him. I should meet him.	I had to meet him. I was to meet him.	I shall have to meet him. I'll be to meet him.
Способность или возможность совершения действия	He can help you. He is able to help you.	He could help you. He was able to help you.	He will be able to help you.
Разрешение или возможность (вероятность)	I may use this device. I am allowed to use the device.	I might use this device I was allowed to use the device.	I shall be allowed to use the device.

Таблица времен группы Simple Active

Форма	Present Simple	Past Simple	Future Simple
Утвердительная	My friends study French. He speaks English.	My friends studied French at school. He spoke English at the conference.	My friends will study French at the Institute. The teacher will speak about our English exam.
Вопросительная	Do your friends study French? Does he speak English?	Did your friends study French at school? Did he speak English at the conference?	Will your friends study French at the Institute? Will the teacher speak about our English exam?
Отрицательная	My friends don't study French. He doesn't speak English.	My friends did not study French. He didn't speak English at the conference.	My friends won't study French at the Institute. The teacher won't speak about our English exam.

Структура специальных вопросов

Вопросительные слова	Вспомогательный глагол	Подлежащее и определение к нему	Смысловой глагол в форме инфинитива	Другие члены предложения
What Where When	do did will	you he your sister	do go return	in the evening? yesterday? home?

Таблица времен группы Progressive Active

Форма	Present Progressive	Past Progressive	Future Progressive
Утвердительная	The are having an English class. He is still writing an exercise.	They were having an English class when I came to see them. He was writing an exercise from 6 till 8 o'clock.	They will be having an English class tomorrow at 9 o'clock. He will be writing an exercise from 6
Вопросительная	Are they having an English class? Is he still writing an exercise?	Were they having an English class when I came to see them? Was he writing an exercise from 6 till 8 o'clock.	Will they be having an English class tomorrow at 9 o'clock? Will he be writing an exercise from 6 till 8 o'clock tomorrow?
Отрицательная	They aren't having an English class, they are having a Russian class. He isn't writing an exercise, he is reading a book.	They weren't having an English class when I came to see them, they were having a Russian class . He wasn't writing an exercise from 6 till 8 o'clock, he was reading a book.	They will not be having an English class tomorrow at 9 o'clock, they will be having a Russian class. He won't be writing an exercise from 6 till 8 o'clock tomorrow, he'll be reading a book.

Таблица времен группы Perfect Active

Форма	Present Perfect	Past Perfect	Future Perfect
Утвердительная	I have sent the letter.	I had already sent the letter by 6 o'clock yesterday.	I shall have sent the letter by tomorrow evening.
Вопросительная	Have you sent the letter?	Had you sent the letter by 6 o'clock yesterday?	Will you have sent the letter by tomorrow evening?
Отрицательная	I have not sent the letter yet.	I had not sent the letter by 6 o'clock yesterday.	I shall not have sent the letter by tomorrow evening.

Таблица времен Simple, Progressive, Perfect in Passive Voice

	Simple	Progressive	Perfect
	to be + Participle II	to be + being + Participle II	to have + been + Participle II
Present	The letter is translated	The letter is being translated	The letter has been translated
	Is the letter translated?	Is the letter being translated?	Has the letter been translated?
	The letter isn't translated	The letter isn't being translated	The letter hasn't been translated.
Past	The letter was translated	The letter was being translated	The letter had been translated
	Was the letter translated?	Was the letter being translated?	Had the letter been translated?
	The letter wasn't translated.	The letter wasn't being translated	The letter hadn't been translated?
Future	The letter will be translated		The letter will have been translated
	Will the letter be translated?	Не употребляются.	Will the letter have been translated?
	The letter won't be translated		The letter won't have been translated.

Таблица форм причастий

	Participle		Participle II
	Active	Passive	changed 1 Определение: <i>изменяемый, измененный</i> 2) обстоятельство: <i>когда (его) изменили, так как (его) изменили</i>
Simple	changing 1) определение: <i>изменяющий(ся) (вищий) (ся)</i> 2) обстоятельство: <i>изменяя(сь)</i>	being changed 1) определение: <i>изменяющийся, изменяемый</i> 2) обстоятельство: <i>будучи измененным</i>	
Perfect	having changed обстоятельство: <i>изменив(шись)</i>	having been changed обстоятельство: <i>когда (его) изменили, после того как (его) изменили</i>	

Таблица производных слов от some, any, no, every

Местоимения	+ thing	+body, one	+where	Употребляются
some <i>некоторый какой-то какой-нибудь несколько</i>	something <i>что-то, что-нибудь</i>	somebody someone <i>кто-то кто-нибудь</i>	somewhere <i>где-то, куда-то, где-нибудь, куда-нибудь</i>	в утверд. . предл.
any 1) <i>всякий любой</i> 2) <i>какой-нибудь</i>	anything 1) <i>всё</i> 2) <i>что-то</i> 3) <i>что-нибудь</i>	anybody anyone <i>всякий, 2) кто-то, кто-нибудь</i>	anywhere 1) <i>езде,</i> 2) <i>где-нибудь, куда-нидудь</i>	1) в утверд. 2) в вопросит, предл.
no, not any <i>никакой + не</i>	nothing (not anything) <i>ничто + не ничего</i>	nobody (not anybody), no one <i>никто + не</i>	nowhere not anywhere <i>нигде, никуда + не</i>	в отрицат. предл.
every <i>всякий, каждый</i>	everything <i>всё</i>	everybody everyone <i>все</i>	everywhere <i>езде, повсюду</i>	в утверд., вопросит, и отрицат. предл.

Словообразовательные аффиксы

Существительные - ion / - sion /-tion - er / -or -ing -ment -ty / -ity -ance / -ence -ness -ure / -ture	- discussion, transmission, combination - writer, inspector - opening - development - activity - importance, difference - darkness - mixture
Прилагательные -ic -ive -able / -ible -ant / -ent -ous -al -ful -less -un / -in / -ir / -il / -im	- democratic - progressive - valuable, accessible -resistant, different - dangerous - central - hopeful - hopeless - uncomfortable, indirect, irregular, illogical, impossible
Глагол -ize re-	- to characterize - to rewrite

Infinitive	Past	Participle II	Translation
arise	arose	arisen	возникать
awake	awoke	awaked	будить, проснуться
be	was, were	been	быть
bear	bore	born	носить, родить
beat	beat	beaten	бить
become	became	become	стать
begin	began	begun	начать
bend	bent	bent	согнуться
bind	bound	bound	связать
bite	bit	bitten	кусать
blow	blew	blown	дуть
break	broke	broken	ломать
bring	brought	brought	приносить
build	built	built	строить
burst	burst	burst	разразиться, взорваться
buy	bought	bought	покупать
catch	caught	caught	ловить, поймать
choose	chose	chosen	выбирать
cut	cut	cut	резать
deal	dealt	dealt	иметь дело
dream	dreamt	dreamt	мечтать
do	did	done	делать
draw	drew	drawn	тащить, рисовать
drink	drank	drunk	пить
drive	drove	driven	ехать
eat	ate	eaten	есть, кушать
fall	fell	fallen	падать
feed	fed	fed	кормить
fight	fought	fought	сражаться
find	found	found	находить
fly	flew	flown	летать
forbid	forbade	- forbidden	запретить
forget	forgot	forgotten	забыть
forgive	forgave	forgiven	прощать

freeze	froze	frozen	замёрзнуть, замораживать
get	got	got	получить
give	gave	given	дать
go	went	gone	идти
grow	grew	grown	расти
hang	hung	hung	висеть, повесить
have	had	had	иметь
hear	heard	heard	слушать
hit	hit	hit	ударить, попасть
hold ¹	held	held	держат
hurt	hurt	hurt	причинять боль
know	knew	known	знать
keep	kept	kept	держат
lay	laid	laid	класть, положить
lead	laid	laid	вести
leap	leapt/leaped	leapt/leaped	прыгать
leave	left	left	оставлять
lend	lent	lent	одолжить
let	let	let	пустить, дать
lie	lay	lain	лежать
lose	lost	lost	терять
make	made	made	делат
meet	met	met	встречат
pay	paid	paid	платить
put	put	put	класть
read	read	read	читать
ride	rode	ridden	ездить верхом
ring	rang	rung	звонить
rise	rose	risen	поднимат
run	ran	run	бежать
say	said	said	говорить, сказать
see	saw	seen	видеть
sell	sold	sold	продават
send	sent	sent	послат
set	set	set	устанавливат
shake	shook	shaken	трясти

shine	shone	shone	светить, сиять
shoot	shot	shot	стрелять, давать побег
show	showed	shown/showed	показывать
sing	sang	sung	петь
sink	sank	sunk	опускаться
sit	sat	sat	сидеть
sleep	slept	slept	спать
slide	slid	slid	скользить
speak	spoke	spoken	говорить
spend	spent	spent	тратить
steal	stole	stolen	украсть
stick	stuck	stuck	втолкнуть, приклеить
strike	struck	struck/stricken	ударять, бастовать
swear	swore	sworn	клясться
swim	swam	swum	плавать
take	took	taken	брать
teach	taught	taught	учить
tell	told	told	говорить
think	thought	thought	думать
throw	threw	thrown	бросить
wake	woke	woken	просыпаться, будить
wear	wore	worn	носить
weep	wept	wept	плакать
win	won	won	выигрывать
wind	wound	wound	заводить
write	wrote	written	писать

Литература:

Основная литература:

Афанасьева О.В. Английский язык : 11 класс: базовый уровень / О.В.Афанасьева, И.В.Михеева, К.М.Баранова. – 8-е изд., стереотип. – М.: Просвещение, 2023. – 199, [1] с. : ил. – (Rainbow English) **30 шт + ЭБС Знаниум**

Дополнительная литература:

Литвинская С.С. Английский язык для технических специальностей: учебное пособие/ С.С.Литвинская. – Москва: ИНФРА – М, 2023. – 252 с. – (Среднее профессиональное образование). **ЭБС Знаниум**