

Государственное бюджетное
профессиональное образовательное учреждение
«Кунгурский колледж агротехнологий и управления»



**МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ К ВЫПОЛНЕНИЮ
ПРАКТИЧЕСКИХ РАБОТ**

ПО ДИСЦИПЛИНЕ

СГ.02 ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

по специальности 20.02.02 «Защита в чрезвычайных ситуациях»

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Методические рекомендации к выполнению практических работ по дисциплине «Иностранный язык в профессиональной деятельности» предназначены для организации учебных занятий студентов 2-4 курсов очного отделения.

Согласно учебного плана отводится 160 часов на практические занятия.

В рамках программы учебной дисциплины обучающимися осваиваются умения и знания

Код ПК, ОК	Умения	Знания
ОК 01 ОК 02 ОК 04 ОК 09 ПК 1.6.	строить простые высказывания о себе и о своей профессиональной деятельности; взаимодействовать в коллективе, принимать участие в диалогах на общие и профессиональные темы; применять различные формы и виды устной и письменной коммуникации на иностранном языке при межличностном и межкультурном взаимодействии; понимать общий смысл четко произнесенных высказываний на общие и базовые профессиональные темы; понимать тексты на базовые профессиональные темы; составлять простые связные сообщения на общие или интересующие профессиональные темы; общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы; переводить иностранные тексты профессиональной направленности (со словарем); самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас	лексический и грамматический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; лексический и грамматический минимум, необходимый для чтения и перевода текстов профессиональной направленности (со словарем); общеупотребительные глаголы (общая и профессиональная лексика); правила чтения текстов профессиональной направленности; правила построения простых и сложных предложений на профессиональные темы; правила речевого этикета и социокультурные нормы общения на иностранном языке; формы и виды устной и письменной коммуникации на иностранном языке при межличностном и межкультурном взаимодействии

ПЕРЕЧЕНЬ ПРАКТИЧЕСКИХ ЗАНЯТИЙ

Название раздела, темы	Номер, название практического занятия
Раздел 1. Поездка за границу	
Тема 1.1 Выезд за границу	1. Почему люди путешествуют. 2. Состав выездных документов. 3. Диалоги «Заказ билетов», «В турагенстве». 4. Местоимения: личные, притяжательные, возвратные
Тема 1.2 В пути	5. В аэропорту. Паспортный контроль. Таможенный досмотр. 6. На борту самолета. 7. Прибытие в Лондон. 8. Модальные глаголы и их эквиваленты.
Тема 1.3 В гостинице	9. Современные гостиницы. 10. Регистрация в гостинице. 11. Гостиничные услуги. 12. Способы выражения будущего времени.
Раздел 2. В Великобритании	
Тема 2.1 Достопримечательности Лондона	13. Достопримечательности Лондона. 14. Королевский Лондон. Сложноподчиненные предложения.
Тема 2.2 Культурная программа	15. Известные театры мира. 16. Посещение театра. 17. Контрольная работа № 1
Тема 2.3 Молодежь в современном мире	18. Проблемы молодежи 19. Молодежные субкультуры. 20. Условные предложения 2 типа.
Раздел 3. Роль образования в современном мире	
Тема 3.1. Образование в современном мире	21. Система образования в России 22. Система образования в Великобритании и США 23. Известные университеты мира. Условные предложения 3 типа
Тема 3.2. Значение иностранного языка в освоении профессии	24. Я и моя профессия». Настоящие времена 25. Иностранный язык в моей профессии
Тема 3.3. Основы делового общения	26. Основы делового общения на иностранном языке 27. Структура делового письма 28. Составление деловых писем
Тема 3.4. Рынок труда, трудоустройство и карьера	29. Прошедшие времена. Составление резюме для работодателя 30. Устройство на работу. Диалог.
Раздел 4. Службы спасения в странах изучаемого языка и России	
Тема 4.1 Цели и задачи Служб спасения	31. Служба спасения в России. 32. Службы спасения в США и Великобритании. 33. Повторение. Лексико-грамматический обзор.

	34. Контрольная работа № 2
Раздел 5. Катастрофы	
Тема 5.1 Природные катастрофы	35. Природные катастрофы 36. Наводнение. Причины возникновения 37. Засуха 38. Землетрясение. Самые сильные землетрясения на планете 39. Вулканы. Инфинитив и инфинитивные обороты.
Тема 5.2 Изменения климата	40. Глобальное потепление. 41. Проблема повышения уровня моря. Образование Причастия 1,2 и способы передачи значения на родном языке. 42. Разрушение озонового слоя
Тема 5.3 Техногенные катастрофы и загрязнение	43. Ядерные катастрофы 44. Промышленное загрязнение 45. Вырубка лесов 46. Дорожные, железнодорожные, воздушные и морские происшествия 47. Контрольная работа № 3
Раздел 6. Пожаротушение	
Тема 6.1 Пожары и их источники	48. Описание пожарной части. Её оснащение. 49. Профессия спасателя (черты характера, навыки, умения). 50. История появления огня. 51. Структурные элементы пожара. Пожарный треугольник и четырехугольник. 52. Классы пожаров. 53. Факторы, способствующие распространению пожаров. Времена английского глагола (активный залог)
Тема 6.2. Тушение пожаров	54. Наука пожаротушения 55. Методы тушения пожаров 56. Средства тушения и их свойства 57. Свойства воды, как средства пожаротушения 58. Виды пены для тушения пожаров 59. Охлаждение и покрытие как способы тушения пожаров 60. Трудности тушения лесных пожаров. 61. Времена английского глагола (активный залог) Контрольная работа № 4
Раздел 7. Пожарное снаряжение и техника	
Тема 7.1. Установки пожаротушения	63. Устройство и работа огнетушителей. Маркировка. 64. Спринклерные системы 65. Работа дымовых детекторов 66. Гидранты 67. Использование рукавов 68. Пожарные лестницы. Их виды.

Тема 7.2. Пожарно-спасательная техника	69. Классификация пожарных машин. 70. Из истории пожарных машин. 71. Оснащение пожарного автомобиля.
Тема 7.3. Реагирование на пожар	72. Конструктивное пожаротушение 73. Тушение наземных пожаров 74. Пожаротушение с помощью транспортных средств 75. Контрольная работа № 5
Тема 7.4. Средства защиты пожарных	76-77. Униформа пожарных 78-79. Средства индивидуальной защиты пожарных. Снаряжение пожарных.
Раздел 8. Профилактические меры	
Тема 8.1. Борьба со стихийными бедствиями	80. Оценка рисков, стратегии реагирования и план обеспечения готовности 81. Системы оповещения, Осведомленность, просвещение и профессиональная подготовка 82. Поисково-спасательные работы 83. Первая помощь пострадавшим на пожаре. 84. Прямая и косвенная речь. 85. Повторение. Обзор лексики. 86. Повторение. Грамматический обзор.
	87. Дифференцированный зачет

КРИТЕРИИ ОЦЕНИВАНИЯ

Критерии оценивания монологической речи

Оценка	Решение коммуникативной задачи (содержание)*	Организация высказывания	Языковое оформление высказывания
5	Коммуникативная задача выполнена полностью – содержание полно, точно и развёрнуто отражает все аспекты, указанные в задании (12–15 фраз)	Высказывание логично; имеет завершённый характер (имеются вступительная с обращением к другу и заключительная фразы); средства логической связи используются правильно	Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания соответствуют поставленной задаче, есть незначительные лексико-грамматические ошибки, которые не мешают пониманию высказывания, интонация и произношение в целом, не мешает пониманию

4	Коммуникативная задача выполнена в основном: 1 аспект не раскрыт (остальные раскрыты полно), ИЛИ 1–2 аспекта раскрыты неполно/неточно (12–15 фраз)	Высказывание логично; имеет завершённый характер (имеются вступительная с обращением к другу и заключительная фразы); средства логической связи используются, в целом, правильно	Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания соответствуют поставленной задаче, допускаются лексико-грамматические и фонетические ошибки, не влияющие на понимание
3	Коммуникативная задача выполнена не полностью: 1 аспект не раскрыт и 1 раскрыт неполно/неточно, ИЛИ 3 аспекта раскрыты неполно/неточно (10–11 фраз)	Высказывание в основном логично и имеет достаточно завершённый характер, допускается недостаточное использование средств логической связи	Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания в основном соответствуют поставленной задаче
1-2 (1)	Коммуникативная задача выполнена менее чем на 50%: 3 и более аспекта содержания не раскрыты, ИЛИ 2 аспекта не раскрыты и 1 и более раскрыты неполно/неточно, объём высказывания – 7 и менее фраз	Высказывание нелогично И/ИЛИ не имеет завершённого характера, вступительная и заключительная фразы отсутствуют, средства логической связи практически не используются	Понимание высказывания затруднено из-за многочисленных ошибок ИЛИ ответ носит характер набора слов

Критерии оценивания диалогической речи

Баллы	Интерактивная коммуникация	Дискурс	Языковое оформление высказывания
5	Относительно легко взаимодействует с партнером, давая ему внести свой вклад в диалог. Способен поддержать разговор для достижения цели. Паузы носят естественный характер	Воспроизводит длинные распространенные фразы и предложения с легкостью без задержек. Высказывания по теме, логичны и разнообразны. Использует широкий репертуар слов логической связи и дискурсивных маркеров	Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания соответствуют поставленной задаче, есть незначительные лексико-грамматические ошибки, которые не мешают пониманию высказывания, интонация и произношение в целом, не мешают пониманию

4	Самостоятельно инициирует диалог. Дополняет сказанное партнером, Поддерживает разговор до достижения результата. Паузы могут быть для поиска слов	Воспроизводит длинные распространенные фразы и предложения с небольшими задержками. Высказывания по теме, логичны и разнообразны. Использует репертуар слов логической связи и дискурсивных маркеров	Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания соответствуют поставленной задаче, допускаются лексико-грамматические и фонетические ошибки, не влияющие на понимание
3	Может самостоятельно инициировать диалог. Дополняет сказанное партнером. Поддерживает разговор до достижения результата. Паузы могут быть для поиска слов. Высказывания не полные	Воспроизводит длинные распространенные фразы и предложения несмотря на задержку. Высказывания по теме логичны. Использует некоторые слова логической связи и дискурсивных маркеров	Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания в основном соответствуют поставленной задаче
2	Нуждается в поддержке для создания диалога, реагирует только на высказывания партнера. Не может поддержать разговор до достижения результата. Паузы могут быть некомфортно длинными. Высказывания не полные	Воспроизводит короткие фразы и слова, несмотря на задержку. Высказывания не всегда по теме. Использует некоторые слова логической связи и дискурсивных маркеров	Понимание высказывания затруднено из-за многочисленных ошибок. ИЛИ ответ носит характер набора слов

Критерии оценивания письменной речи

Баллы/ Оценка	Содержание	Организация	Язык
5	Коммуникативная задача решена полностью	Письмо построено логично. Имеются средства логической связи. Присутствует деление на абзацы (если необходимо). Текст выстроен в соответствии с правилами оформления определенного вида	Языковое оформление соответствует поставленной коммуникативной задаче. Используются разнообразные конструкции, верная лексическая сочетаемость. Верное использование

		письма	лексических и грамматических единиц. Возможны небольшие орфографические ошибки, редкие грамматические ошибки, не затрудняющие понимания
4	Коммуникативная задача решена полностью	Письмо построено в основном логично. Имеются средства логической связи. Присутствует деление на абзацы (если необходимо). Текст выстроен в соответствии с правилами оформления определенного вида письма	Языковое оформление соответствует поставленной коммуникативной задаче. Используются разнообразные конструкции, есть ошибки в лексической сочетаемости. В основном верное использование лексических и грамматических единиц. Возможны небольшие орфографические ошибки, редкие лексико-грамматические ошибки, не затрудняющие понимания
3	Коммуникативная задача решена, но некоторые пункты не раскрыты. / Коммуникативная задача решена, но читателю приходится интерпретировать высказывание автора. Контекст задан неверно	Письмо построено в основном логично. Имеются средства логической связи. Присутствует деление на абзацы (если необходимо). Текст в основном выстроен в соответствии с правилами оформления определенного вида письма	Языковое оформление в основном соответствует поставленной коммуникативной задаче. В основном верное использование лексических и грамматических единиц. Возможны небольшие орфографические ошибки, редкие лексико-грамматические ошибки, затрудняющие понимание
2	Содержание не соответствует цели письма. Работа не выполнена. Количество слов меньше необходимого минимума	Письмо построено нелогично. Отсутствуют средства логической связи. Отсутствует деление на абзацы (если необходимо). Текст выстроен не в соответствии с правилами оформления определенного вида письма	Языковое оформление не соответствует поставленной коммуникативной задаче. Присутствуют множественные ошибки, затрудняющие понимание

Критерии оценивания тестов

95 – 100 % - «5»

80 – 94 % - «4»

51 – 79 % - «3»

50 % и менее – «2»

Критерии оценивания заданий по переводу

Оценка	Критерии
5	Перевод выполнен в полном объеме и в соответствии с общими критериями адекватности и эквивалентности. Полное соответствие стилистическим нормам и узусу языка перевода. Допущены 2 ошибки в лексико-грамматических трансформациях при переводе
4	Перевод выполнен, в целом, в соответствии с общими критериями адекватности и эквивалентности. Допущены 3-4 ошибки, снижающие качество текста перевода из-за отклонения от стилистических, лексико-синтаксических норм языка перевода или, когда 10% текста не переведено за отведенное время
3	При переводе допущены 5-6 ошибок значительно снижающие качество текста перевода из-за отклонения от стилистических, лексико-синтаксических норм языка перевода или, когда 20% текста не переведено за отведенное время
2	Перевод не соответствует критериям адекватности и эквивалентности или более 30% текста не переведено за отведенное время

3	Цель и задачи выполнения проекта поняты частично. Продемонстрировано частичное владение предметом проектной деятельности. В работе и в ответах на вопросы по содержанию работы присутствуют ошибки	Проект не выполнен или не завершен. Работа спланирована и реализована под контролем и при поддержке руководителя, все необходимые этапы пройдены несвоевременно. Контроль и коррекция осуществлялись под контролем руководителя	Работа свидетельствует о неспособности ставить проблему и находить пути её решения; продемонстрировано частичное владение логическими операциями, способность приобретать новые знания и/или осваивать новые способы действий, достигать более глубокого понимания изученного материала не проявлена	Продемонстрированы навыки оформления проектной работы и пояснительной записки, а также подготовки простой презентации. Автор не отвечает на вопросы. В речи присутствуют ошибки. Средства логической связи практически отсутствуют
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Практическая работа № 1

Тема: Почему люди путешествуют.

Цель: Формирование лексических и грамматических навыков чтения и говорения

Студент должен

Знать: Лексические единицы по теме

Уметь: Высказываться логично и связно

ХОД РАБОТЫ

1. Read the text and make a list of reasons for travelling.

Travelling huge distances is no longer the miracle it once was. Millions of people travel around the globe to see other countries and continents, modern cities and ruined ancient towns. They travel to enjoy picturesque places, to explore the world or just for a change of scene. They can cross half the globe only to hear the same song in the clubs that they hear back home, watch the same film in the cinemas, have the same hamburger in the fast-food restaurants and the same "free smile". Travelling has become easier, but there seems to be no less reason to travel.

Those who live in the country go to big cities and spend their time visiting museums and art galleries, or just going window shopping and dining at exotic restaurants. Those who live in the cities like holidays by the sea or in the mountains, with nothing to do but walk and bathe and laze in the sun.

Most travelers and holiday-makers have a camera with them and take pictures of everything that interests them - the sights of a city, old churches and castles, views of mountains, lakes, valleys, plains, waterfalls, forests and what not. Each journey brings cups, T-shirts and enough photographs to decorate a huge palace: you in New York, you in Trafalgar Square, in Scotland, etc. When they return from journeys they stick a drawing pin into the places they've visited on the map of the world in the bedroom. The best way to study geography is to travel, and the best way to get to know and understand the people is to meet them in their own homes.

When it comes to exciting journeys, there is a country that attracts lots of tourists. Yes, it's Russia! The great thing about Russia is that not many people want to go there, at least not beyond the Hermitage and the Golden Ring. It's too cold they say. But they are wrong! There are quite a lot of beautiful places around Russia. Some tourists like to travel further, to other famous Russian cities such as Kazan, Samara, Nizhniy Novgorod, Novosibirsk and others. They can enjoy the endless tundra and taiga, fish in crystal-clear lakes, breathe clean air, and warm themselves by a fire in the evening. Then they can live and not just visit museums and churches. There they discover the real nature of the Russians.

Every Russian believes that there is no place like home.

2. Find the words and the word combinations in the text which have a similar meaning to the following:

- 1 a person on holiday -
- 2 unusual -
- 3 looking at the goods in shop windows -
- 4 an event that can not be explained by the laws of nature -
- 5 food that is quickly and easily prepared -

3. Work in groups.

a) Think of an interesting place to visit in your area. Write a tourist poster about this place.

Use the following guidelines:

- 1 Welcome to a beautifulwhere.....

- 2 There are lots to do for everyone. There are
- 3 There is a wide choice of.....
- 4 People there are
- 5 Welcome to.....where you' ll have a fantastic holiday!

b) Introduce your poster to the class and choose the best place to go.

4. Complete the story. Use the facts from your own experience.

It is always great to travel to other countries. My dream country is.....I'd like to go there because.....

To date, I have been tothe most memorable trip was to I liked it because There I saw , and we went **to**The people were really nice, and the local food was delicious. I would recommend all of my friends to go there one day.

2) Who do you like going with?

- a) your best friend
- b) a group of friends
- c) on your own
- d) with your family

3) What do you hate doing on vacation?

- a) being alone all the time
- b) being in a crowd of people all the time
- c) meeting new people every day
- d) being just with your family

4) How do you like having your meals on vacation?

- a) cooking your own meals
- b) having all the meals in the same café every day
- c) eating in different places every day
- d) going without regular meals

5) What do you enjoy doing during the day?

- a) lying in the sun all day long
- b) swimming
- c) walking
- d) lying in bed reading

6) What do you enjoy doing in the evenings?

- a) going to a disco
- b) listening to music on the radio
- c) going to symphony concerts
- d) having parties

4. Add up the number of times you score 'a', 'b' 'c' or 'd'. Now work with your partner and find out what kind of person he is. If you get mainly²:

- 1) 'a' You are shy. You find it difficult to have a lot of friends. You enjoy the arts.
- 2) 'b' You are serious, master of your feelings. Your head rules⁴ your heart, but you have a friendly nature.
- 3) 'c' You are romantic and imaginative. You are kind, but you find it difficult to make a lot of friends.
- 4) 'd' You are a happy person. You are impatient, but you enjoy life and its pleasures. You like to be the center of attention.

5. Discuss the results of the test and say what kind of person you are

Практическая работа № 2

Тема: Состав выездных документов.

Цель: Формирование лексических навыков чтения и письма

Студент должен

Знать: Названия документов на английском языке

Уметь: Письменно заполнять формуляр, читать с целью извлечения конкретной информации

ХОД РАБОТЫ

1. Read the text and find out what documents are necessary for any person, who wants to travel to any other country.

Traveling can be loads of fun. But organizing the trip and necessary documents can be stressful and time consuming and losing your sensitive documents while travelling abroad can be disastrous. Many things can happen when you are on the road. Somebody can steal your smartphone or wallet or you could lose your passport. You may even find yourself in a situation where you need an insurance document, but you realize that you don't have it. That's why we advise you to store electronic copies of important documents in a place where you can access them anytime, and from anywhere.

So, let's check out the documents you need while traveling abroad, and how to keep them safe and accessible.

Documents You Need

A Valid Passport: You will always need a valid passport while traveling abroad. Most countries require your passport to be valid for a minimum of 6 months. Check with the consulate of the country you are going to travel to.

A Valid Ticket: This could be a paper ticket or an eTicket. For eTickets, a printout is always good.

Photo IDs: Take your driver's license or other photo IDs. You will need them while boarding your flight, renting cars, checking in to hotels etc.

Travel/Work Visa: You may need a travel or work visa. Make sure you have the original with you.

Hotel and Car Rental Information: If you have booked any hotels and cars, make sure you have the relevant

Credit Cards, Debit Cards, Traveler's Checks: Keep them safe. You're going to use them to pay the bills.

THE APPLICATION FOR DELIVERY OF THE PASSPORT

1. name, patronimic, surname _____

If had others a surname, a name, a patronymic earlier, specify them

2. Day, month, year of a birth _____

3. Sex _____ (male, female)

4. The birthplace _____

Republic, territory, krai, region, area, settlement

5. A residence _____

Flat, house, street, index, town, Perm Region

6. Citizenship _____

other state, it is underlined, which

If simultaneously is present citizenship of

7. The basic document certifying the person (passport) of the citizen of the Russian Federation:

A series

Number

Is given (date)

To specify whom it is given

8. The purpose of reception of the passport

for time trips abroad, for residing abroad (in what country)

9. Reception of the passport: primary, instead of used, spoiled, lost (necessary to emphasize).

10. Whether was on you for the period of work (study, services) it is made out the admission to data special perfect to the classified information related to the state secret?

(if yes, by what organization and in what year)

Whether you have the contractual, contract obligations interfering trip abroad?

(if yes, with what organization and in what year are made out)

11. Whether you are called on military service or whether are directed on alternative civil service?

(for men 18 -27 years old)

12. Whether you are condemned for fulfilment of a crime or involved as accused?

13. Whether you evade from execution of the obligations imposed by court?

14. I ask to bring to the passport of data on my children, citizens of the Russian Federation, at the age of till 16 years old.

I ask to give out passports for travel abroad to my children (unnecessary to cross out)

Surname, name, patronymic	Day, month, year and the birthplace

15. An extract from a work-record card about labour activity for last 10 years (including study in educational institutions and military service):

Month and year		Post and place of work with the instruction The ministries (department), without reductions	Place a present address
Receipts	Leaving		The enterprises, establishments, the organizations

The data specified in the application, are verified with the basic document certifying the person of the citizen of the Russian Federation, the identity card and a work-record card.

« _____ » 2014

The signature, surname of the official the enterprises, establishments, the organizations phone

16. I have the passport (foreign) series _____, given

By whom it is given

I KNOW, THAT OBVIOUSLY FALSE DATA IN THE APPLICATION CAN ENTAIL REFUSAL IN DE
PASSPORT FOR TRAVEL ABROAD

« _____ » 2017 _____ (the signature of the applicant)

Date of reception of documents « _____ » 2017__

Registration number _____

The signature, surname of the employee who has accepted the application

The passport of a series number is given « _____ » 2017 (date of its delivery)

The passport has received (the signature of the applicant) _____

Fill in the application form in BLOCK LETTERS

VISA APPLICATION FORM FOR FOREIGNERS, WISHING TO ENTER THE COUNTRY

Country for which visa is required

the United Kingdom

Name of any sponsoring organization

Russian Bank Department

Surname (in capital letters)

First name

Patronymic

Full maiden name (for women)

Day, month, year and place of birth

Present citizenship

State sex, and whether married, single, widowed
or divorced

What is your profession?

Where are you employed

What type of work do you do?

How long do you wish to stay in the country?

What is the purpose of your visit?

Do you intend to seek

(a) employment,

(b) permanent residence?

If a business or professional visit, give names and
addresses

Maggie Taylor 118 Regent Street, London W1C 37

практическая работа № 3

е».

еских навыков чтения, говорения, аудирования

разования множественного числа, исключения.

информацию (кто? что? как? куда? когда? с кем?
позицию отвечающего.

A VISITOR	AN OFFICE WORKER
– Good morning. May I come in? – Thank you. – I need a visa to enter your country – For twelve days – My name is ... – I am Russian – I am from Russian Federation – Business – In thirty days – Here you are – OK – OK. When will the visa be ready? – OK. Thank you. Good bye	– Good morning. Come in, please. – Take your seat. – What can I do for you? – For what period? – What is your name? – Your nationality? – What country are you from? – What is the purpose of your trip? – When are you going to leave? – Your passport, please – Leave your passport here. – Fill in this form in two copies, please. – Come for it in twenty-five days – You are welcome. Good bye.

B) Travel agent: What can I do for you?

Diana: I'm going to reserve flight tickets for a group of schoolchildren to Manchester.

Travel agent: All right. When are you going to leave?

Diana: A day after tomorrow. And what about flight time?

Travel agent: It'll be a direct flight and it'll last two hours and ten minutes.

Diana: We would like to leave in the afternoon. Is it possible?

Travel agent: You can take a Swiss Air flight departing from Helsinki.

Diana: Fine. It's O.K.

Travel agent: I suppose you are going to travel economy? How many tickets do you need?

Diana: Yes, of course. We need twenty economy tickets.

Travel agent: Let me see. Unfortunately we have only eighteen seats left. The rest two seats you can book in first class.

Diana: It's not a problem. I take two tickets in the first class. How much shall I pay for it?

Travel agent: Well, six thousand and sixty pounds.

Diana: Fine. Here is my credit card.

Travel agent: Could you give me your name and address?

Diana: Certainly, Diana Ross, 3 Park Street, Helsinki.

Travel agent: Could you give me your day-time phone, please?

Diana: +0112223334.

Travel agent: Thank you. Would you like to get the tickets now or to pick them before departure?

Diana: I would like to pick them up before departure.

Travel agent: You can pick them up at any time after eight o'clock a.m.

Diana: Thank you very much. It's very nice of you.

Travel agent: Not at all. You are welcome!

2. Make up your own dialogue.

3. Learn the dialogue and prepare for acting.

Тема: Местоимения: личные, притяжательные, возвратные
Цель: Формирование грамматических навыков чтения и письма
Студент должен
Знать: местоимения.
Уметь: применять местоимения в устной и письменной речи.

ХОД РАБОТЫ

Выполните конспект.

ЛИЧНЫЕ МЕСТОИМЕНИЯ		ПРИТЯЖАТЕЛЬНЫЕ МЕСТОИМЕНИЯ		ВОЗВРАТНО-УСИЛИТЕЛЬНЫЕ МЕСТОИМЕНИЯ
Кто?	Кому? Кого?	Чей?	Употребляются как самостоятельные слова	Указывают, что действие совершено или свершится самим говорящим
I, я	me, мне, меня	my, мой	mine, мой	myself - я сам
you, ты	you, тебе, тебя	your, твою	yours, твою	yourself - ты сам
he, он	him, его, ему	him, его	his, его	himself - он сам
she, она	her, ее, ей	her, ее	hers, ее	herself - она сама
it, он, она, оно	it, его, ее, ему	its, его, ее	its, его, ее	itself - это само
we, мы	us, нам, нас	our, наш	ours, наш	ourselves - мы сами
you, вы	you, вам, вас	your, ваш	yours, ваш	yourselves - вы сами
they, они	them, их, им	their, их	theirs, их	themselves - они сами

1. Заполните пропуски подходящими личными местоимениями.

e.g.: John drinks apple juice because ... likes ... (Джон пьет яблочный сок, потому что ... любит ...)
 – John drinks apple juice because **he** likes **it**. (Джон пьет яблочный сок, потому что **он** любит **его**.)

1. My uncle has a new car, but ... doesn't drive ...

Anna has three sons. ... often goes skiing with ... in winter.

That's my notebook. I want to have ... back, please?

Sara's teacher is Mr. Bond. ... likes ... very much.

Kate lives near her parents. ... visits ... at weekends.

Tom buys a newspaper every morning and ... reads ... in the bus.

This is a photo of ... and my friends.

Mary and I finish our work at 5 p.m. Then ... have dinner in a pub.

Where is Jane? Have you seen ...?

. Peter and I are going to the night club. Let's go with ...

2. Вставьте подходящие по смыслу личные местоимения.

1. Ben is a little boy. ... is six. 2. Jane is a house-wife. ... is lazy. 3. Max is a soldier. ... is brave. 4. Lily is a woman. ... is very beautiful. 5. Alice is late. ... is in a traffic jam (в дорожной пробке). 6. Nick and Ann are in Moscow. ... are on a farm. 7. This is Ben's room. ... is nice. 8. These are new books. ... are interesting. 9. Tom is a student. 10. Nick and Max are students. ... are students of a Moscow university. 11. The rooms are small and are light and warm. 12. The new flat is comfortable but ... is far from the university. 13. Jack has many friends. He likes to read French very much. 14. Hans is a new student. ... is German. 15. Alice and Jane are new secretaries. They are not lazy.

3. Вставьте соответствующие личные местоимения в предлагаемых ответах на вопросы.

1. Is your house new? – Yes, ... is. 2. Are the students at the English lesson now? – Yes, ... are. 3. Is your uncle in Green Street? – Yes, ... is. 4. Are Helen and Bess your sisters? – Yes, ... are. 5. Is Ben's sister an engineer? – No. 6. Are the pencils red? – No, ... are not. 7. Is this room comfortable? – No, ... isn't. 8. Are the textbooks on the shelves? – Yes, ... are. 9. Does the girl often visit the museum? – No, ... doesn't. 10. Does this pen write well? – Yes, ... does. 11. Is Ben on holiday now? – No, ... isn't. 12. Is Helen nice? – Yes, ... is. 13. Are you an engineer? – Yes, ... am.

4. Замените выделенные слова личными местоимениями в объектном падеже.

1. I like Nick. 2. We like Bess. 3. He likes ice-cream. 4. Can you show the pictures to Ben? 5. You can tell Helen your e-mail address. 6. Are you interested in football? 7. I want to buy two bottles of milk for Bess. 8. Do you want to go to the cinema?

tennis with Ben? 9. We must speak to Nick. 10. You should invite Helen and Bess to your house for dinner. 11. Do you know Mary? 12. Tell Nick about your plan. 13. I see my friends every day.

5. Вставьте подходящие по смыслу личные местоимения в объектном падеже.

1. Where is Nick? I want to play tennis with 2. Bess is here. Do you want to speak to ... ? 3. My sister studies at school. She learns ... at school. 4. Look at that man. Do you know ... ? 5. Do you want to read this newspaper? I can lend you one. If you see Ben and Bess, please, don't tell ... anything. 7. We want to phone Helen and invite ... to the party.

6. Замените выделенные слова личными местоимениями в именительном или объектном падеже.

1. The vase is on the table. 2. Mother often sends Ben to buy milk. 3. Are Bess and Helen ready to do the work? 4. Ben and Bess and Ben spend their holidays at the seaside. 5. The man is in the park. 6. The managers are not at work now. 7. I and Bess are good friends. 8. Is Ben at the lesson now? 9. Where is the calculator? 10. The newspapers are on the table. 11. The boy is in the garden with his mother. 12. Our parents are always glad to see us. 13. My brother and I are good football players. 14. Bess knows Ben. 15. I see the picture very well. 16. The students have lectures every day. 17. The boy plays tennis every Sunday. 18. The teacher asks the students. 19. The students write tests every week. 20. Look at the picture. 21. I have the book at home. 22. Max wants to speak to Helen.

7. Преобразуйте предложения с притяжательными местоимениями по образцу.

e.g.: It's our college. (Это наш колледж.) – The college is ours. (Колледж наш.)

It's my wallet.

This is our present.

They are her sunglasses.

It's his bike.

These are your jeans.

They are their train tickets.

These are my trainers.

They are her children.

8. Замените выделенные слова притяжательными местоимениями.

1. This is Ben's room. 2. This is Helen's hat. 3. Here is my parents' house. 4. Nick's mother is an economist. 5. Where is my brother's bag? 6. I like Helen's car. 7. Ann's books are on the table. 8. This student's sister is my friend. 9. My sister's house is not far from Ben's house. 10. Where is the children's room? 11. Ann's brothers study at the university. 12. These boys' fathers don't work at the factory. 13. Here is my sisters' flat.

9. Вставьте притяжательные местоимения.

1. Is your bag new? - Yes, ... bag is new. 2. I like ... hat, Ann. 3. Don't plant this tree! ... branch is broken. 4. Max, you have a new job. Do you like ... new job? 5. ... friends always tell me everything. 6. Our dog has a long tail.

10. Измените следующие предложения по образцу, употребляя абсолютную форму притяжательных местоимений.

e.g. *This car is my car. - This car is mine.*

1. This calculator is my calculator. 2. Is this bicycle your bicycle? 3. These hats are her hats. 4. This room is my room. 5. This dog is our dog. 6. My flat is more comfortable than your flat. 7. Our house is near their house. 8. My dictionaries is your dictionary? 9. Is this book his book? 10. Whose cat is this? Is it her cat or his cat?

11. Выберите подходящее притяжательное местоимение.

1. Mark is (their, theirs) cousin. 2. This is our car. It is (our, ours). 3. These are Mary's books. They are (her, hers) favourite colour. 5. You can't have this book. It is not (your, yours). 6. (Her, Hers) house is big. 7. Is (his, his) coat? - No, it is not (my, mine). 8. Are these your friends' books? - Yes, they are (their, theirs). 9. This is my house. It is (our, ours).

12. Переведите на английский язык.

1. У меня есть его номер телефона и его адрес. 2. Ник часто берет мою ручку, потому что он часто оставляет ее на моей ручке дома. 3. У ее сына только хорошие оценки по его любимым предметам. 4. Анна любит свои книги. 5. Любит свою собаку. 6. Положи свои тетради в мою сумку. 7. Эта книга твоя или моя? 8. Чей это слуховый аппарат?

Практическая работа № 5

Тема: В аэропорту. Паспортный контроль. Таможенный досмотр.

Цель: Развитие лексических навыков чтения.

Студент должен

Знать: Лексические единицы по теме.

Уметь: читать с целью извлечения детальной информации, говорить на основе прочитанного.

ХОД РАБОТЫ

1. Read and understand the text

BEFORE THE FLIGHT AT THE AIRPORT

If passengers want to fly by plane they should come to the airport 2 or 3 hours beforehand. Check-in on the international flights is closed 40 minutes before departure. Boarding on the international flights is closed 20 minutes before departure. Passengers can choose any plane of the British Airways or Airflot. They can be TU, IL, Airbus, Concord or Boeing. Passengers can fly by first class, business class, economic class. First of all passengers must go through the customs. All the passengers must fill in the customs form if they have something to declare. There is a list of goods to declare in front of the customs. The customs officer checks the luggage and the Customs form. If everything is in order the customs officer signs the Customs form. The passengers should be calm and polite and show their luggage if they being asked. Then passengers should go to the clerk to register their tickets, to get a boarding pass where he points the seats. The clerk weighs the bags and suitcases and puts baggage claims on them. The clerk gives the passengers their baggage claim checks. Then the luggage moves into the luggage compartment.

Passengers can carry luggage up to 25 kg for international flights, business class passengers can carry 30 kg. Luggage up to 5 kg can be transported as a hand luggage. Each passenger can take his hand luggage on board. A hand luggage includes a lady's handbag, a coat or a raincoat, an umbrella or a walking stick, business documentation. If passenger's luggage is some kilos over the permitted weight he has to pay. Passengers should go to the passport control officer. The officer checks the passport and visa and puts a special mark. Officers are usually very polite. Then the passengers go to the departure lounge. When the announcer declares the boarding the passengers go to the gates. The stewardesses meet the passengers at the plane's door.

2. Translate into Russian.

1. им следует прибыть в аэропорт _____
2. посадка заканчивается _____
3. регистрация на международные рейсы _____
4. пассажиры хотят лететь самолётом _____
5. пассажиры могут выбрать любой самолёт _____
6. за двадцать минут до отправления _____
7. лететь первым классом _____
8. лететь бизнес классом _____
9. лететь эконом классом _____
10. посадка на международные рейсы _____
11. заполнить бланк таможенной декларации _____
12. перечень товаров, которые подлежат декларированию _____
13. если всё в порядке _____
14. проверяет багаж _____
15. офицер таможни подписывает бланк таможенной декларации _____

16. если у них есть, что подлежит декларированию _____
17. показать багаж, если их попросят _____
18. где он указывает места _____
19. офицер таможни проверяет багаж _____
20. пассажиры могут провозить багаж _____
21. багаж движется в багажное отделение _____
22. пассажиры бизнес класса _____
23. ручная кладь включает _____
24. деловая документация _____
25. пассажирам следует идти к служащему _____
26. багаж пассажира _____
27. офицеры обычно очень вежливы _____
28. несколько килограммов сверх разрешённого веса _____
29. пассажиры идут в зал вылета _____
30. офицер проверяет паспорт и визу _____
31. диктор объявляет посадку _____
32. пассажирам следует идти к офицеру паспортного контроля _____
33. офицер ставит особую отметку _____
34. пассажиры идут к воротам _____
35. пассажирам следует быть спокойными и вежливыми _____
36. у дверей самолёта _____
37. багаж до пяти килограммов _____
38. пассажиры могут провезти _____
39. пальто или плащ _____
40. чтобы зарегистрировать свои билеты _____

3. Complete

the

1. Passengers should come to the airport 2 or 3 hours _____
2. Passengers can choose any _____
3. Boarding is closed 20 minutes before _____
4. There is a list of goods to declare in front of _____
5. Passengers get a boarding pass where the clerk points _____
6. The luggage moves to the _____
7. The customs officer signs the _____
8. Passengers must go through the _____
9. The clerk weighs the _____
10. Luggage up to 5 kg can be transported as a _____
11. The passport control officer checks _____
12. Officers are usually very _____
13. The stewardesses meet the passengers at _____
14. Each passenger can take his hand luggage _____
15. All the passengers must fill in _____
16. Passengers should go to the clerk to _____
17. The customs officer checks _____
18. A hand luggage includes _____
19. The announcer declares _____
20. The passengers go to the departure _____

4. Answer the questions

1. What types of planes can the passengers choose?
2. What is there in front of the customs?
3. When is check-in on the international flights closed?
4. How many kilogrammes can passengers carry for international flights?
5. What does a hand luggage include?

6. In what case does the passenger have to pay extra?
7. What does it mean to register the tickets?
8. Where do the passengers go when the formalities are over?
9. What do the passengers do before they go through the customs?
10. When do the passengers go to the gates?
11. Where does the luggage move to?
12. Where does the clerk point the seats?
13. What does the clerk weigh?
14. When do the passengers should come to the airport?
15. What class can the passengers fly by?
16. Where should the passengers go to have their passport checked?
17. What can each passenger take on board?
18. Are the officers usually polite?

Практическая работа № 6

Тема: На борту самолета.

Цель: Формирование лексических навыков чтения и говорения

Студент должен

Знать: Лексические единицы по теме, правила образования простых времен.

Уметь: Читать с целью извлечения конкретной информации и детального понимания содержания, говорить на основе прочитанного.

ХОД РАБОТЫ

Learn the following words and statements

at last – наконец
a cabin – салон
to pass formalities – пройти формальности
to board – садиться
to permit – разрешать
personal belongings – личные принадлежности
to have meals – принимать пищу
to press the button – нажать на кнопку
to invite – пригласить
altitude – высота
individual means of saving – индивидуальные средства спасения
to fasten seat belts – пристегнуть ремни
get comfortable – удобно устроиться
to wish – желать
to divide into – делить, делиться на
to contain – содержать
a folding table – складной стол
to ask for – просить
medicine – лекарство
a blanket – одеяло
to take off – взлетать
speed – скорость
to go along the passage – идти по проходу
to bring hand-carts – везти ручные тележки
items – наименования
tax – пошлина

2. Read and translate the text

On board the plane

At last the passengers have passed all the formalities. They board the plane.

Passengers are permitted to take only some personal belongings with them into the cabin. These items include handbags, briefcases, umbrellas, coats and souvenirs bought at the tax free shops at the airport.

The stewardesses help the passengers get comfortable in the seats and wish them a pleasant trip.

The cabin of the plane is divided into three parts.

Each part contains three comfortable armchairs. Each passenger can make a folding table before him for reading and having meals. Besides, each passenger has a personal magazine about travelling by air. If a passenger needs something he can press the button to invite the stewardess for helping.

For example, a passenger can ask for some medicine, a blanket if it is cold.

Before the plane takes off, the stewardess gives all the information about the flight, the speed and the altitude. Then two stewardesses show how to use individual means of saving. Then all the passengers fasten seat belts and the plane begins to pick up speed. In half an hour two stewardesses go along the passage and bring hand-carts with some drinks as fresh water, pepsi or cola, juice, wine. In an hour the stewardesses bring dinner in special plastic boxes.

The menu can be ham, sausage, boiled meat, cheese, tomatoes, cabbage, a bun and greens for the beginning. Then it can be fried potatoes or mashed potatoes with boiled meat or fish with green peas and different spice. Then it goes hot tea or coffee with a cake and a Swiss roll. In some time the stewardesses take the boxes and glasses. Then the stewardesses bring some goods for the passengers, such as, perfume and cosmetics, gold things, a wide choice of souvenirs. On board the plane the passengers can read a magazine or a newspaper, listen to music using headphones and watch TV. On board the plane passengers should watch the electric sign flashes and obey all the signals and listen to the announcements. At the end of the flight passengers are requested not to forget their personal belongings when leaving the plane

3. Make up the sentences, using the given words:

1. to pick up the plane speed begins
2. has magazine each personal passenger a
3. hand-carts drinks stewardesses some bring with
4. a folding each make passenger table can
5. divided parts of the plane into the cabin is three
6. fasten all belts the passengers seat
7. boxes bring plastic dinner in special the stewardesses
8. watch TV on board can the passengers the plane
9. part contain armchairs each of the cabin comfortable three
10. in the seats help the stewardesses comfortable the passengers get

4. Answer the questions

1. What can passengers ask a stewardess for?
2. Who shows how to use the individual means of saving?
3. What can the menu be on board the plane?
4. What goods can the stewardesses bring for the passengers?
5. What drinks can the stewardesses bring for the passengers?
6. What should the passengers watch on board the plane?
7. What do the stewardesses do before the plane takes off?
8. What should all the passengers do before the plane begins to pick up speed?

9. What can the passengers read on board the plane?

5. Complete the sentences

1. The passengers board the ...
2. The stewardesses help the passengers ...
3. The cabin of the plane is divided into ...
4. Two stewardesses show how to use ...
5. All the passengers fasten ...
6. A passenger can ask for ...
7. The stewardesses bring dinner in ...
8. On board the plane the passengers can read ...
9. Two stewardesses go along the ...
10. The stewardess gives all the information about ...

Практическая работа № 7

Тема: Прибытие в Лондон.

Цель: Формирование лексических навыков чтения и говорения, аудирования.

Студент должен

Знать: Лексические единицы по теме

Уметь: Делать выписки из прочитанного, говорить на основе прочитанного

ХОД РАБОТЫ

1. Read the text and translate it into Russian.

ARRIVING IN LONDON

At last the plane lands at the air terminal in Heathrow. London has four airports: Heathrow in the west, Gatwick in the south, Stansted in the north and City Airport in the City of London. Heathrow airport is the busiest international terminal in the world. More than 1000 planes take off and land every day at Heathrow airport.

The passengers take their belongings and leave the plane. Then the passengers go through the passport control one at a time and answer the officer's questions. The passengers go to the baggage claim and get their luggage. Then the passengers go to the sign **Way Out** and take a bus or a taxi. Our group is met by the representative of the company which is the organizer of the programme. The group comes up to the coach and the driver helps the guests put the luggage into the luggage compartment. Everybody takes the seats and the coach starts its way to London. In an hour the coach brings the group to the hotel. It is the Sherlock Holmes Hotel in the centre of London. The group gets off the coach, picks up the suitcases and goes into the hotel. The head of the group comes up to the Receptionist and informs him about the group's arrival. The receptionist asks all the guests to fill in the forms in English. The company made the reservations including single rooms and double rooms. The head of the group returns all filled in forms to the receptionist and gets the electronic keys to the rooms with the room number and the name of the guest written on the key. The guests get the keys and go to their rooms.

2. Complete the sentences

1. London has four _____
2. The passengers take their _____
3. At last the plane lands at the _____
4. The passengers go through the passport control _____
5. More than 1000 planes take off and _____

6. Heathrow airport is the _____
7. The passengers go to the sign _____
8. The passengers answer _____
9. Heathrow airport is the _____
10. Our group is met by the _____
11. Heathrow airport is the _____
12. The group comes up to the _____
13. The passengers take _____
14. The driver helps the passengers _____

3. Replace with a word.

1. a person who organizes the guests' staying at the hotel _____
2. light and small things which passengers take on board the plane _____
3. a place of ending a plane's flight _____
4. a kind of air transport _____
5. people who travel by any kind of transport _____
6. a special card for opening the door of the room at the hotel _____
7. paper where the guests write their data when they come to the hotel _____
8. the process when the plane leaves the airport _____
9. a tourist bus _____
10. a place where many travellers live for some time _____

Практическая работа № 8

Тема: Модальные глаголы и их эквиваленты.

Цель: Формирование грамматических навыков чтения и говорения, аудирования.

Студент должен

Знать: значение модальных глаголов.

Уметь: применять модальные глаголы в устной и письменной речи.

ХОД РАБОТЫ

В группу модальных глаголов входят:				
Модальный глагол и его эквивалент	Выражает	Present	Past	Future
Чисто модальные глаголы (4) и их эквиваленты (2)				
can [kən] to be able (to)	мочь, уметь, быть в состоянии	can am/is/are able (to)	could was/were able (to)	--- shall/will be able (to)
may [meɪ] to be allowed (to)	мочь, иметь разрешение	may am/is/are allowed (to)	might was/were allowed (to)	--- shall/will be allowed (to)
must [mʌst]	быть должным	must	---	---
ought (to) [ɒt]	следует, следовало бы	ought (to)	---	---
Эквиваленты глаголов долженствования (must, ought, shall, should) - 2				
to have (to) [həv]	вынужден, приходится	have/has (to)	had (to)	shall/will have (to)
to be (to) [bi:]	должен (по плану)	am/is/are (to)	was/were (to)	---
Многофункциональные глаголы в роли модальных (6)				
shall [ʃəl]	обязан, должен	---	---	shall
should [ʃʊd]	следует, следовало бы	should	---	---
will [wɪl]	желать, намереваться	---	---	will
would [wʊd]	желать; вероятно; бывало	---	would	---
need [ni:d]	нуждаться	need	---	---
dare [deɪ]	смечь	dare	dared	---

1. Complete the sentences with the correct modal verb in italics:

1. You *couldn't / mustn't / shouldn't* eat so many hamburgers. They're not good for you.
2. You *can't have / don't have to / mustn't* study at the weekends, except when you have exams.
3. You *may not / might not / needn't* Everything will be OK.
4. You *don't have to / might not / mustn't* use your mobile phone in class.
5. Diana looks happy. *She can / can have / must have* heard some good news.
6. I *can't / may not / might not* have left my mobile phone at school on Friday afternoon – I had it on Friday night.
7. It *can / could / couldn't* rain tomorrow.

2. Вставьте подходящий модальный глагол (**must / can / should / may**)

1. I have some free time. I _____ help her now.
 2. I _____ drive Susan's car when she is out of town.
 3. _____ I have a glass of water?
 4. Anyone _____ become rich and famous if they know the right people.
 5. You _____ go to this party. It's very important.
 6. Bird _____ be known by its song.
 7. He is coming here so that they _____ discuss it without delay.
 8. It's late. You _____ go to bed.
9. He _____ have told me about it himself.
3. Rewrite the sentences using modal verbs
1. — Some people just don't know how to sing. (be able to)
 2. — There's a chance that she's in the airport. (could)
 3. — I knew how to ride a horse when I was six. (could)
 4. — John isn't sure if he is going to Turkey. (might not)
 5. — Do not block the emergency exit. (mustn't)
 6. — It is dangerous to use mobile phones on the plane. (mustn't)
 7. — It is necessary to fasten your seat belt for landing and taking off. (must)
 8. -It's possible that he'll be there to meet us. (may)
 9. — This is a surprise. Don't tell anybody about it. (shouldn't)

4. Complete the sentences with a suitable modal verb. Use **must, don't have to, might, should, must have, mustn't, can't have and shouldn't**.

1. You _____ drive on the pavement. It's illegal.
2. You _____ say that. It's not nice.
3. I _____ go to work tomorrow because it's a public holiday.
4. I _____ buy this CD, but I'm not sure.
5. He's not here. He _____ gone out.
6. She didn't study enough. She _____ passed her exam.
7. You _____ eat more vegetables. They're good for you.
8. You _____ be 18 before you can buy alcohol.

5. Write the sentences again without changing the meaning. Use one of the modal verbs in brackets.

1. It's possible Mary saw him. (must / may / can) Mary
2. I am certain Peter has got lost. (should / could / must) Peter
3. My advice is that you stop. (should / must / could) You

4. Perhaps we went to London. (must / can / might) We
5. I am sure Pierre is French. (can / must / could) Pierre
6. It's not possible that Peter kissed Helen. (might not / can't / should)

Практическая работа № 9

Тема: Современные гостиницы.

Цель: Развитие лексических и грамматических навыков чтения, говорения, письма.

Студент должен

Знать: Лексические единицы по теме.

Уметь: Говорить на основе прочитанного, читать с целью извлечения конкретной информации и детального понимания содержания, ставить глаголы в правильную временную форму.

ХОД РАБОТЫ

to reserve a room in advance to include standard facilities basic accommodation equipment resort a reception desk a receptionist a keyboard a lounge a news-stand to register a room maid private home depending on various levels of service dry cleaning a beautician's round-the-clock a twin-bedded room a suite to check out a doorkeeper a floor attendan	забронировать номер заранее включать обычные удобства основное жильё, помещение оборудование курорт регистрационный стол администратор щиток с ключами холл гостиницы газетный киоск регистрировать горничная частное жильё в зависимости от различные уровни обслуживания химчистка косметический кабинет круглосуточный номер с двуспальной кроватью номер «люкс» выписывать швейцар дежурный по этажу
---	--

HOTELS

When travelling people prefer to stay at a hotel.

The best way is to reserve a room in advance.

There are several types of hotels:

- five star hotels include almost everything;
- four star hotels are very good;
- three star hotels have standard facilities;
- one or two star hotels are cheaper, have basic accommodation.

Accommodations are also classified as follows:

- motels are for motorists; they are situated on main roads;
- commercial hotels are in the town centre for business people;

- conference hotels include meeting and exhibition facilities, audio-visual equipment, banquet rooms;
- resort hotels are at tourist resorts for people on holiday;
- bed and breakfast (B&B) is accommodation in private homes.

Depending on the hotel, one can receive various levels of service: all meals, breakfast in bed, dry cleaning.

The hotel may have a hair saloon, a beautician's, various souvenir shops, a business centre, several restaurants and bars. Resort complexes may also have round-the-clock snack-bars, shops, cinemas, swimming pools.

Every hotel has different rooms:

- a single room is a bedroom for one person;
- a double room is a bedroom for two people;
- a twin-bedded room has twin beds;
- a suite is a set of rooms.

Many rooms have fridges and tea or coffee making facilities.

Every hotel has a reception desk and a receptionist, a keyboard at the reception desk, a lounge, a news-stand selling newspapers, magazines, best-sellers, postcards and telephones.

The receptionist registers arrivals and checks out those who are leaving.

Some hotels have doorkeepers and porters (usually 4-5 star hotels) who carry the luggage and take you to your room.

The better hotels also have floor attendants and room maids

II. Complete the following sentences:

1. Motels are for _____
2. One receives various levels of _____
3. Commercial hotels are for _____
4. Three star hotels have standard _____
5. Bed and breakfast is accommodation in _____
6. Five star hotels include almost _____
7. Resort complexes may also have round-the-clock _____
8. A suit is a set of _____
9. A twin-bedded room has _____
10. A single room is a bedroom for _____

III. Answer the questions:

1. Where are commercial hotels situated?
2. What kinds of rooms can hotels have?
3. Where are resort hotels situated?
4. What do conference hotels include?
5. How many beds do twin-bedded rooms have?
6. What should every hotel have for the guests?
7. What types of hotels are there?
8. What does a receptionist do?
9. What is Bed&Breakfast?
10. What is a single room?
11. What facilities do many rooms have?
12. What hotels have standard facilities?
13. What is the best way to reserve a room?
14. What is a suite?
15. What do porters do at the hotel?

4. Booking a room at the Hotel

Jane: Good morning! Is that the Savoy Hotel?
 Receptionist: Yes, that's right. What can I do for you?
 Jane: I would like to book a double room with air conditioner, bath and phone.
 Receptionist: For how long you require this accommodation?
 Jane: I need accommodation for four nights.
 Receptionist: When will you arrive here?
 Jane: I will arrive a day after tomorrow in the early morning. I think I'll be at the hotel at about six a.m.
 Receptionist: All right. And what floor would you like to book a room on?
 Jane: I always prefer the first floor.
 Receptionist: All right. I book a room in the first floor for you.
 Jane: Thank you very much. And what is the charge?
 Receptionist: It is ninety pounds a night.
 Jane: Fine, thank you.

6. Make up your own dialogue and learn it by heart.

Практическая работа № 10

Тема: Регистрация в гостинице.

Цель: Формирование лексических навыков говорения.

Студент должен

Знать: Разговорные клише по теме.

Уметь: Воспринимать на слух информацию в деталях, обратиться с просьбой и выразить готовность/отказ ее выполнить.

ХОД РАБОТЫ

1. Read and translate the following dialogues

1)

- Good afternoon, my name's Johns. I've got a reservation.
- Sorry, sir. I can't find you in the computer.
- Here's the confirmation of my reservation.
- All right, sir. You've got a double room. May be you want a single room?
- No, I'll have a double. My wife's arriving tomorrow.
- O.K. Do you want a twin or a double room?
- A double bed and a smoking room, please.
- Fill out the registration form. What newspaper do you want in the morning?
- The Times, please.
- Your continental breakfast is included.
- English breakfast and buffet are extra.
- O.K.
- Take your key. Here's your guest card.
- Can I ask for another key for my wife?
- Certainly, sir.
- Can I ask the bellboy to take my luggage to my room?
- Certainly, sir. Your credit card, please.

2)

A: Good morning, Astoria Hotel. What can I do for you?

B: I'd like to book a double room.

A: What date?

B: For a week beginning next Monday.

- A: In whose name shall I book it, please?
B: In Voronin's name. I'd like a room with a bath.
A: How will you pay?
B: By credit card.

2. Translate into English:

1. Добрый день.
2. Добрый день. Чем могу быть полезен?
 1. Мне нужен номер, пожалуйста.
 2. Вы хотели бы одноместный номер или двухместный?
 1. Одноместный, пожалуйста.
 2. С ванной или с душем?
 1. С ванной, пожалуйста.
 2. На сегодня? (tonight)
 1. Да, на сегодня.
 2. На сколько дней?
 1. На три дня.
 2. У Вас есть кредитная карточка?
 1. Да, конечно.
 2. Распишитесь здесь, пожалуйста. Хорошо.
 1. Спасибо. Я бы хотел кофе в номер утром.
 2. Замечательно. Вот Ваш ключ от номера.

4. Make up your own dialogue about getting a room at the hotel on the next situation: You did not book a room beforehand and you would like to get a single room with a bath for three days. You don't want to live on the top floor . you would like to know weather you can put your valuables and money anywhere while you are going on an excursion.

Практическая работа № 11

Тема: Гостиничные услуги.

Цель: Формирование лексических и грамматических навыков чтения и говорения, аудирования.

Студент должен

Знать: Разговорные клише по теме, правило образования длительных времен.

Уметь: Запрашивать и сообщать информацию (кто? что? как? куда? когда? с кем? и т. д.), переходя с позиции спрашивающего на позицию отвечающего

ХОД РАБОТЫ

1. Read the text, translate it. Answer the question: where can tourist have breakfast in England?

MEALS AT THE HOTELS

Hotels in Great Britain are rather expensive. The price of staying at the hotel often contains the price of breakfast. There are two kinds of breakfast: continental breakfast and English breakfast.

Continental breakfast includes juices, toast, tea or coffee, milk, rolls, butter and marmalade, cornflakes. English breakfast includes juices, toast, tea or coffee, fried eggs, cereals, bacon, sausages, tomato, mushrooms. One can have a snack in cafes and Fast Food Shops. Cafes usually

offer sausages and mashed potatoes. Fast Food Shops usually offer pizza and hot sausages and sandwiches.

Dinner at the restaurants is very expensive. Some dishes cost from 15-20 to 90-100 pounds. Pubs are very popular for evening spare time. Pubs work from 11a.m. till 11p.m. Pubs offer a wide choice of juices and sweet cocktails.

At the hotel guests can call room service and hand their breakfast order to the chambermaid if they want to have breakfast in the room. The guests should fill in a special form. In this form the guests should point their room number, required time, date, the number of persons and choose the needed meal. The guests can place the order on outside of door handle before 2 a.m. Extra 50 pence is charged for meals served in the room.

2.Read and translate the dialogues

ORDERING BREAKFAST IN THE ROOM

- Reception, how can I help you?
- Can I order breakfast in my room?
- Yes, sir. There are forms on your door.
- Yes, I've got them.
- Fill one out, ticking the items you want.
- Then put it outside your door before midnight.
- What about the time?
- You tick the time you need your breakfast.
- OK. Is it extra?
- The delivery charge is one pound fifty.
- Thank you very much.

AT THE HOTEL RESTAURANT

- Good morning, sir. Can I have your room number?
- Three hundred and thirty.
- Tea or coffee, sir?
- Coffee with milk and toast, please
- Do you want English breakfast?
- Yes, please, two boiled eggs.
- Sorry, sir, we have only fried or scrambled eggs.
- Two fried eggs, please.
- Sausages, bacon, mushrooms, fried tomatoes?
- Speak slower, please.
- I'm sorry, sir. Sausages, bacon, mushrooms, fried tomatoes?
- Two rashers of bacon and mushrooms.
- Anything else, sir?
- No, thank you.

3. While living at the hotel, you may have some problems in the room. Read and remember how to say in English about those problems.

The TV doesn't work.

The TV remote control doesn't work.

The air conditioner doesn't work.

The kettle doesn't work.

Не работает телевизор.

Не работает пульт телевизора.

Не работает кондиционер.

Не работает чайник.

The light doesn't switch on.
 The bulb has burnt out.
 The wardrobe doesn't close.
 The bed's broken.
 The window doesn't close.
 The window doesn't open.
 The window pane's broken.
 The shower doesn't work.
 The bath tap doesn't work.
 The sink tap doesn't work.
 There's no hot water.
 There's no cold water.
 Change the bed linen, please.
 Change the towels, please.
 There's no soap in my room.
 Can I ask for some?
 Bring another blanket, please.
 It's cold in my room.
 Can you bring a heater?
 My telephone doesn't work.
 My fridge doesn't work.
 I've forgotten the code for the mini safe.
 I've lost the mini bar key.
 I can't open the door to my room.
 Can I ask for an adapter for
 a continental plug?
 The door handle's broken.
 The socket's broken.

AN EARLY MORNING CALL

Peter: Hello.
 Receptionist: Reception desk. How can I help you?
 Peter: I'd like to arrange an early morning call for rooms number 321 and 352, please.
 Receptionist: Of course, Mr. Noble. What time do you want the calls for?
 Peter: Well, I think 7:45.
 Receptionist: OK, Mr. Noble. I'll ring you and Mr. Ford tomorrow morning at 7:45.
 Peter: Thanks. Bye.

SUIT PRESSING

Jason: Hi, is that the front ... em, reception desk?
 Receptionist: Yes, sir. How can I help you?
 Jason: Well, I need a suit pressing.
 Receptionist: That can be arranged. When do you need your suit for, Mr ...?
 Jason: Oh yeah, sorry, it's Mr Ford here from room 352. Could you get it done for this evening?
 Receptionist: Consider it done, Mr Ford. I'll send somebody up for it now.
 Jason: Thanks.

Не горит свет.
 Перегорела лампочка.
 Не закрывается шкаф.
 Сломана кровать.
 Не закрывается окно.
 Не открывается окно.
 Разбито стекло в окне.
 Не работает душ.
 Не работает кран в ванне.
 Не работает кран в раковине.
 Нет горячей воды.
 Нет холодной воды.
 Поменяйте постельное белье.
 Замените полотенца, пожалуйста.
 В моем номере нет мыла.
 Можно попросить?
 Принесите еще одно одеяло, пожалуйста.
 В номере холодно.
 Вы можете принести обогреватель?
 У меня не работает телефон.
 У меня не работает холодильник.
 Я забыла код от мини сейфа.
 Я потерял ключ от мини бара.
 Я не могу открыть дверь в номер.
 Могу я попросить адаптер для
 континентальной вилки?
 Сломана ручка двери.
 Сломана розетка

Практическая работа № 12

Тема: Способы выражения будущего времени.

Цель: Развитие лексических и грамматических навыков чтения и говорения.

Студент должен

Знать: Лексические единицы по теме.

Уметь: Обратиться с просьбой и выразить готовность / отказ ее выполнить, пригласить к действию / взаимодействию и согласиться / не согласиться принять в нем участие.

ХОД РАБОТЫ

THE FUTURE INDEFINITE (SIMPLE) TENSE

Будущее неопределенное (простое) время

УПОТРЕБЛЕНИЕ

Будущее неопределённое время (**Future Indefinite**) употребляется для обозначения:

1) какого-либо факта в будущем.

The Mayor **will open** a new stadium **tomorrow**. Мэр откроет завтра новый стадион.

2) какого-либо решения или намерения в будущем, принятого в момент речи.

I'll go to the theatre with you. Я пойду в театр с тобой.

3) для выражения предложения о помощи.

I'll do the shopping. Я сделаю покупки.

ОБРАЗОВАНИЕ

Утвердительная форма		Отрицательная форма		Вопросительная форма
I, we He, she, it, you, they	will go	I, we He, she, it, you, they	will not go	will I (we) go ? Will he (she, it, you, they) go ?

shall not = shan't

will not = won't

Примечание.

В современном английском языке существует устойчивая тенденция употреблять **will** для всех лиц, а в разговорной речи употребляется, как правило, только сокращённая форма вспомогательного глагола с личным местоимением.

I will come (I'll come) to see you tomorrow. Я навещу вас завтра

СПОСОБЫ ПЕРЕДАЧИ БУДУЩИХ ДЕЙСТВИЙ.

1. **Present Continuous** может выражать действия, относящиеся к ближайшему будущему, которое обозначается обстоятельствами времени:

tonight – сегодня вечером;

next week – на следующей неделе;

in a day or two – через день-другой и др.

What **are you doing** tonight ? Что ты делаешь сегодня вечером ?

2. Сочетание **to be going** + инфинитив всегда передаёт будущее действие часто с оттенком намерения.

He **is going to take part** in the competition. Он собирается принять участие в соревновании.

I. Use will or be going to.

- Look out! We _____ crash!
- "There's the doorbell." "I _____ go."
- We promise that if you vote for us we _____ double your income in twelve months.
- "It's very cloudy, isn't it?" "Yes, I think it _____ rain."
- The next train to arrive at platform six _____ be the delayed 7.32 service for Bristol.
- I wonder what she _____ do next.
- "Can somebody answer the phone?" "I _____."
- A Poor Sue went to hospital yesterday.

II. Fill in will or be going to or other words.

1. A I've got to phone a Paris number. Do you know the code?
B No, _____ in the directory for you.
2. A What are you doing over the Easter holidays?
B Absolutely nothing. We _____ rest.
3. A Did you hear the weather forecast?
B Yes. _____ cold at first, then _____ a little warmer this afternoon, and this evening _____ some light showers.
4. A Why did you buy a house in such terrible condition?
B It was cheap. We _____ modernize it from top to bottom, and we _____ into a restaurant. What do you think?
5. A If you are elected, what _____ your party _____ about unemployment?
B We have carefully considered this issue. When we are elected, as we most certainly _____ be, we _____ create half a million new jobs.
6. A What are you doing here? Annie's expecting you for lunch.
B I completely forgot! I _____ a ring, and tell her I _____ be late. Thanks for reminding me.
7. A How will the proposed tax increase on petrol affect your business?
B To be perfectly honest, we haven't thought about it yet. We _____ cross that bridge when we get to it.

III. Put the verbs in brackets in the correct form of the future.

1. There's no point in running now. We _____ (miss) the bus anyway.
2. Yes, I'll come out this evening. I _____ (not/work).
3. You can relax. The match _____ (not/start) until four o'clock.
4. I _____ (go) to the market this afternoon. Do you want anything?
5. Are you OK, Donna? You look like you _____ (faint).
6. You realise that the boss _____ (not/like) this, don't you?
7. I _____ (cook) dinner this evening - as usual.
8. She _____ (look) for a new flat next year.
9. Don't worry. The shops _____ (not close) until eight o'clock tonight.

Практическая работа № 13

Тема: Достопримечательности Лондона.

Цель: Формирование лексических и грамматических навыков чтения и говорения.

Студент должен

Знать: Лексический и фактический материал по теме

Уметь: Писать и читать с целью извлечения детальной информации, говорить на основе прочитанного.

ХОД РАБОТЫ

1. Read the text and translate it into Russian.

London

London is the capital of Great Britain, its political, economic and commercial centre. It's the main port of Great Britain. It is one of the greatest cities of the world. Its population is about 9 million people.

The city was founded by Romans in the 1st century AD and it was called Londinium. The English are very proud of the long history of their capital. The city became very rich in the

16th century. Then in 1665 and 1666 two catastrophes occurred: epidemic of plague which killed 100,000 citizens, and the Great Fire which destroyed the City.

London is a real museum of architecture. Traditionally London is divided into: the City, the West End, Westminster and the East End.

The City is the heart of London, its financial and business centre. Few people live in this part of London but over a million come here to work. There are a lot of famous ancient buildings in the City, for example **St.Paul's Cathedral**.

Westminster is one of the most famous historic areas in London as it contains both the seat of Government (**the Houses of Parliament**) and the crowning place of kings and queens (**Westminster Abbey**).

The West End is the centre of London. There are historical palaces, museums, **beautiful parks**, large department stores, hotels, restaurants, theatres and concert halls in this part of London. One of the most beautiful palaces is **Buckingham Palace**, the official residence of the Queen. The oldest of all the royal residences in London is **the Tower of London**. The broad Mall leads from Buckingham Palace to **Trafalgar Square**.

If you go to the east of the City, you'll find yourself in the East End. This is an industrial part of London. The Port of London is also in the East End.

Tasks

1. Translate into English

Коммерческий центр, главный порт, был основан, стал очень богатым, эпидемия чумы, разделен, сердце Лондона, мало людей, старинные здания, содержит, официальная резиденция королевы.

2. Your friend, who has never been to London, wants to learn more about it. Answer his/her questions.

1. What is the population of London?
2. Who founded London?
3. What was the first name of London?
4. What catastrophes occurred in the 17th century?
5. What parts is London divided into?
6. Where is St.Paul's Cathedral situated?
7. What is the official residence of the Queen?
8. What sights of interest is London famous for?
9. What is the oldest royal residence in London?

3. Finish the sentence...

1. London is the main port of ...
2. It was founded by ...
3. The Great Fire destroyed ...
4. London is divided into ...
5. There are a lot of ... in the City.

4. Ask questions to the given answers.

1. 9 million people
2. Londinium
3. in the 16th century
4. the seat of Government
5. Buckingham Palace

Практическая работа № 14

Тема: Королевский Лондон.

Цель: Формирование лексических и грамматических навыков говорения.

Студент должен

Знать: названия достопримечательностей

Уметь: читать с целью извлечения конкретной информации, письменно излагать собственную точку зрения.

ХОД РАБОТЫ

LONDON SIGHTSEEING TOUR

Hello, ladies and gentlemen. We welcome you to London. London is one of the largest cities in the world. About seven million people live here. London is more than two thousand years old. London's most famous sights are Tower Bridge, Big Ben and the Houses of Parliament, Trafalgar Square and St. Paul's Cathedral. You'll see all these places and much more of London from our red double-decker.

We start from Trafalgar Square. On the column in the centre there is a statue of Admiral Nelson who defeated the French at the Battle of Trafalgar in 1806. To the left of us you can see the National Gallery. It has a fine collection of European paintings.

Now we are coming to Piccadilly Circus. It is the meeting point of six streets.

We've just passed Piccadilly Circus and now we are making our way to Buckingham Palace. Look right. We are passing Hyde Park. In the park anyone can stand up and say what they want. It is a very democratic park.

Now we are at Buckingham Palace. It is the London home of the Queen. When the flag is flying on the top she is at home. Look, they are changing the Guard. It happens every day at 11.30 a.m.

We have just turned left and you can see St. James's Park. It is one of the royal parks. Here you can see pelicans and ducks. There are a lot of parks and gardens in London. In Regent's Park there is the London Zoo. It is one of the biggest zoos in the world.

In front of you you can see the Houses of Parliament and Big Ben. The Houses of Parliament is the seat of the British government. Big Ben is one of the most famous clocks in the world.

In a moment you will see Westminster Abbey. It is a royal church. Here you can see the tombs of many British kings and queens and other famous people and the beautiful Henry VII Chapel. Now we are crossing Tower Bridge over the river Thames. From here you can see the Tower of London. It was a fortress, a royal palace and later a prison. It is a museum now.) There are a lot of interesting collections in the Tower of London. The ravens are another famous sight. The legend says that without them the Tower will fall. The Raven Master is the person who gives them food. Earlier in our tour we saw a famous royal church, Westminster Abbey. We are now making our way to the second famous church, St. Paul's Cathedral. It is the greatest work of the architect Sir Christopher Wren.

We are now going along Fleet Street to the Strand. On the right you'll see Covent Garden. It was a big fruit and vegetable market. It is now a tourist shopping centre with cafes and restaurants. We'll stop here so that you can go shopping. Our tour has finished. I hope very much that you have enjoyed this tour of London. Thank you and goodbye.

1. Translate into English

1. Лондон делится на четыре части.

2. Вестминстер – административный центр.
3. Сити – финансовый и деловой центр.
4. Уэст-Энд – символ богатства и роскоши.
5. Ист – Энд – промышленный район.
6. Лондон – огромный транспортный центр.
7. Площадь Сити 2,5 кв. км.
8. Национальная галерея имеет прекрасную коллекцию европейской живописи.
9. Тауэр Лондона – музей сейчас.
10. Букингемский дворец – лондонская резиденция королевы.
11. Площадь Пикадилли – место встречи шести улиц.
12. В Риджент парке находится лондонский зоопарк.
13. Гайд парк – очень демократичный парк.
14. Собор святого Павла – величайшая работа сэра Кристофера Рэна
15. Ковент Гаден – туристический торговый центр
16. В центре Трафальгарской площади стоит статуя адмирала Нельсона

3. Complete the sentences

1. Piccadilly Circus is the meeting point of
2. Buckingham Palace is
3. Westminster Abbey is
4. Hyde Park is
5. The National Gallery has
6. Tower Bridge is over the
7. The Tower of London was
8. The Tower of London is
9. The East End is
10. Westminster is

Практическая работа № 15

Тема: Известные театры мира.

Цель: Развитие лексических навыков чтения и говорения.

Студент должен

Знать: Фактический и лексический материал по теме.

Уметь: читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД РАБОТЫ

1. Read the text and translate it into Russian.

THE GLOBE THEATRE

In 1949 an American actor Sam Wanamaker came to London and decided to visit the site of the famous Globe Theatre where Shakespeare had staged his plays. All he found, however, was a plaque on the wall of a brewery: «Here stood the Globe Playhouse of Shakespeare». Wanamaker was so shocked that he decided to rebuild the Globe.

It took many years to raise the money, get permission and find out exactly what the place looked like in the old days.

On June 12, 1997, Her Majesty the Queen opened the International Shakespeare Globe Centre, the recreation of Shakespeare's theatre. Unfortunately, Sam Wanamaker died in 1993 and wasn't in the audience to see his dream finally come true.

Today you can visit the beautiful new Globe, and in summer you can even see a play performed as it would have been in Shakespeare's days.

Shows at the new Globe are staged in much the same way as they were then - with no scenery, spotlights or microphones. And as in Shakespeare's time, the crowd is free to join in, calling out to the actors and getting involved in the story.

Women now play on the stage of the Globe, but on special occasions you can experience Shakespeare's plays the way his audience would have: an all-male performance in original clothing and without interval. If it rains you'll be given a rain hat so that you wouldn't get wet to the skin.

The theatre's artistic director Mark Rylance, says that his dream is «to reawaken a love of words - a theatre for the heart, not just the intellect».

2. QUESTIONS

1. When was the Globe event log?
2. Whose idea was to recreate the theatre?
3. Is new. Globe today different from what it was many years ago?
4. Do women play On the stage?

3. Retell the text.

Практическая работа № 16

Тема: Посещение театра.

Цель: Развитие речевых навыков

Студент должен

Знать: Лексический материал по теме.

Уметь: Вести диалог с обменом мнениями

ХОД РАБОТЫ

1. Translate the dialogues:

1. "I want two" seats for Saturday to the Opera House."
"Let me see, I have one seat in the boxes."
"What about the stalls, please ?"
"All sold, I'm sorry."
2. "Have you got two seats for tomorrow's performance ?"
"The first or the second performance? "
"I prefer the second."
"I've got a few stalls two circle seats."
"How much are the seats in the circle?"
"Two a half pounds each. They are in the middle of the second row."
"I'll take those. What time does the second performance begin?"
"Eight– fifteen, sir."
3. "Well, how did you enjoy the play, Kate?"
"Oh, enormously! I think the production was really brilliant and so was the acting. And what do you think?"
"I think just the same. If Jackson hadn't been ill, it would have been even better. They say he's wonderful in the part of the inspector."
"But his understudy was very good, too, especially in the last act. Of course, the plot was rather absurd..."
"Well, it's usual detective story."

2. Complete the dialogues:

1. "Have you got two seats for the evening performance ?"
""

"In what row are the stalls?"

"....."

"How much are they?"

"....."

"All right, I'll take them?"

"....."

2. "Did you see "The Echelon" at the Art Theatre?"

"....."

"How do you like the performance?"

"....."

"Do you know that the play was staged in the USA?"

"....."

3. Translate into English:

"Есть ли у вас места в партере на завтрашний вечерний спектакль"

"Есть только два места в десятом ряду"

"Сколько они стоят?"

"По пять тысяч рублей каждый"

"Я возьму их. Вот деньги".

"Вот билеты и сдача"

1. Read and translate the following dialogues

An evening at the theatre.

John: What sort of a show do you prefer, Edward, a musical like "Blood Brother", perhaps?

Edward: No, nothing like that. I find musical and variety shows hard to follow.

John: Well, that cuts out quite a lot of shows. Let me see, there's "The Royal Baccarat Scandal" at the Royal Theatre. It's a gripping performance and the critics have given it a good write-up.

Edward: Is there any Shakespeare running at moment? I think I'd prefer that.

John: Yes, at the Barbican Theatre. They're playing "Henry VI". We'll have to book in advance, though, or we'll never get a seat.

Edward: What seats would you like to have?

John: In the stalls, I think. We'll have a good view of the stage from there.

Edward: Yes, you're right. Let's hurry to the box-office then

In the interval.

Peter: Well, how do you like the play?

Ann: The play is interesting but I don't like the production.

Peter: What's wrong with it?

Ann: I don't like when there's no or little scenery on the stage.

Peter: Why, I like it. It helps the audience to concentrate on the acting. I believe it's more difficult for the actors to play as their acting is the most important thing then. You can't have a lot of scenery in Brecht's play, can you?

Ann: I don't quite understand Brecht.

Peter: I'm sorry to hear it. I'm fond of him. I've seen all his plays that are running at Moscow theatres.

Ann: Yes, you have, haven't you?

Peter: And what about the actor who plays the leading part? How do you find him?

Ann: Oh, he's marvelous. His acting is wonderful. You believe every word he says.

Peter: That's just what I was going to say. He's my favourite actor. By the way, I don't quite like the actress who plays the leading part. You can't be carried away by her actid can you? She's too melodramatic, I think.

Ann: You are quite right. I wonder why the producer has given her part. I heard some people say they were also displeased with her acting. There's the bell. We must hurry.

After the performance

Ann: Well, how did you find the performance?

Jane: Fantastic! The cast was excellent!

Ann: No wonder, with so many stars in it. You can call it an all-star cast.

Jane: I'm fascinated by N's acting. He is always very good, to my mind, but today he was at his best. Don't you think so?

Ann: I am with you here. I greatly enjoyed the last scene of the second act where he finds out the truth about his brother. From my point of view his acting was very convincing.

Jane: It seems to me that the actress who played his wife was not bad either, was she.

Ann: I believe, she might have been a bit more natural. There was something stilted about her acting.

Jane: Was there? I'm afraid, I can't agree with you. And did you like the scenery?

Ann: It was splendid. It contributed much to the success of the play.

Jane: I'm very thankful to you for this lovely evening. After all, it was your idea to see this play.

Ann: Nothing to speak of.

2. Read the sentences and divide them into two groups – the ones, that you will say about the performance that you liked and those, which you will use to express your negative opinion about the performance.

1. In my opinion the play was a complete failure. 2. I should say that the singers were at their best today. 3. Well, I must say that the problems touched upon in the play are not worth discussing. 4. I believe, the performance was first-rate from beginning to end. 5. To my mind, the dancing left much to be a bore. 7. The way I see it, the play is full of humour. 8. From my point of view the orchestral passages were superb. 9. In my view, this horror film is a sheer waste of time. 10. I think the actor playing the title role was stilted.

Практическая работа № 17 (см.КОС)

Практическая работа № 18

Тема: Проблемы молодежи

Цель: Развитие грамматических навыков чтения и говорения.

Студент должен

Знать: Значения новых лексических единиц, связанных с тематикой данного урока

Уметь: читать текст с целью детального изучения

ХОД РАБОТЫ

1. Read the text and translate it into Russian.

Young People's Problems

Everybody says your youth is probably the best time of your life, that being young means romance, love, new discoveries and so on. But it is also the most difficult time because you have to make some very important decisions which will influence all your future life.

Things are not easy nowadays even for adults, but for teenagers who have to find their own place in society, it's very difficult. It is necessary not only to adapt to your society, but also to feel confident about your position in five, ten or twenty years' time.

For your future it is essential to have a good job. And in order to get a really good one you have to be well educated. Every girl or boy leaving secondary school should choose an institution of higher education or, if he or she doesn't want to study any more, choose a job straight away. Planning your future, you have to think about the possibility of finding a job after finishing your education.

But even if you are studying, you need some money of your own. Your parents probably will

surely provide you with home, food and necessary clothes, but you will have your own tastes, and your parents are unlikely to pay for them. To pay for fashionable clothes, books, things necessary for your hobbies, you have to work, and in our country it is very difficult for a teenager to find a job without any qualification. You're lucky if you can do something that others can't; for example, if you're good at Maths or English, you can give lessons.

Emotional problems for young people can be far more difficult than financial ones. The typical teenager problem is that «nobody understands him». The parents often continue to treat their teenage children as if they were infants, when the children probably consider themselves to be grown-ups.

Youth is also the time to meet your first love. It is, of course, wonderful, but, as it is widely known that first love often has an unhappy end, this also increases young people's problems. Even friends cannot always stay friends. When young people begin to understand themselves a little bit better, old friends sometimes just grow apart.

So, as you see, it is very difficult to be young nowadays, as, indeed, it has always been. But you can only be young once, and some wonderful things can happen only when you're young, so it is better to enjoy youth while it lasts.

Vocabulary:

to adapt - адаптироваться

adult, grown-up - взрослый

essential - необходимый

to grow apart - начать расходиться (в интересах)

infant - младенец, ребенок

influence - влиять

to last - длиться

to make a decision - принимать решение

qualification - зд. диплом

to provide with - обеспечивать чем-либо

secondary school - средняя школа

to treat - обращаться с кем-либо

well-educated - хорошо образованный

youth - молодежь, молодость

Answer the questions

1. Would you like to get a good education? Why? Where?
2. Is it easy for a teenager to earn some money?
3. Have you ever tried to get a job?
4. Would you like to have more money? How could you earn it? What do you need money for?
5. Do you always understand your parents?
6. What are the possible reasons for misunderstanding between teenagers and their parents?
7. Are your friends the same as five years ago?
8. Do you spend much time with your friends? How do you spend your time together?
9. How do you choose your friends?
10. Are you thinking about planning your career?
11. Translate the underlined words and use them in your own sentences.

Практическая работа № 19

Тема: Молодежные субкультуры.

Цель: Развитие лексических навыков чтения и говорения.

Студент должен

Знать: Значения новых лексических единиц, связанных с тематикой данного урока

Уметь: читать текст с целью детального изучения

ХОД РАБОТЫ

1. Read the text and translate it into Russian.

Some people think that only teenagers choose subcultures as a life way. But some grown-ups become the members of subcultures, too. Why does it happen?

Brains of people work in different ways. While we live – we choose a number of values for ourselves. Very often the main things for people are love, family, salary and health. When everything is good in these spheres, we needn't anything other to feel happy. But sometimes we want more things to make life more interesting. Subculture is one of such ways.

The main reasons why people choose subcultures are:

- to show themselves as individuals (firstly, it's a wish of people who are unhappy or have some problems in communication. Demonstration of their own style, philosophy is one of possibilities not to be "grey" in the life) ;
- it's a way to create (some subcultures like to create new things, for example write poems, songs, make definite styles of music, and members of the group are like a big family which can appreciate and understand your creations. It's often the reason for grown-ups to join different groups) ;
- when it's nothing to do else (it's not so difficult to understand the ideology of punks. There is no future – it's their answer for all questions. If the world is so bad and there is no wish to make something for own life – shocking style and aggressive behaviour it's the only chance not to die from boredom) ;
- when you want to find companions for some actions (actions may be as good as bad. It's good when you bring benefit to the world protecting plants, animals, helping orphans and elders, but some groups gather to fight using elements of their style for comfort – skinheads have no hair and wear heavy boots just for this aim) ;
- to copy somebody (for example, stars of TV-screens, or friends who do the same. Psychologists name it "emotional addiction" – it's special behaviour when a person become to live by the life of another person, taking from him or her all the habits and traits).

Questions.

What are the main values of people?

What are the main reasons why people choose **subcultures**?

Why do some people want to show themselves as individuals?

Can **subculture** be a possibility to create? Why?

Do you agree that some people choose subculture not to die from boredom? Why?

What subcultures and movements have the aim to do some actions?

Why do the skinheads have their hair cut and wear heavy boots?

What is "emotional addiction"?

Vocabulary.

in different ways – по-разному

appreciate – ценить

to die from boredom – умереть от скуки

benefit – польза

orphans – сироты

aim – цель

emotional addiction – эмоциональная зависимость

habits and traits – привычки и черты.

About Subcultures.

Some people think that only teenagers choose subcultures as a life way. But some grown-ups become the members of subcultures, too. Why does it happen?

Brains of people work in different ways. While we live – we choose a number of values for ourselves. Very often the main things for people are love, family, salary and health. When everything is good in these spheres, we needn't anything other to feel happy. But sometimes we want more things to make life more interesting. Subculture is one of such ways.

The main reasons why people choose subcultures are:



- **to show themselves as individuals** (firstly, it's a wish of people who are unhappy or have some problems in communication. Demonstration of their own style, philosophy is one of possibilities not to be "grey" in the life);

- **it's a way to create** (some subcultures like to create new things, for example write poems, songs, make definite styles of music, and members of the group are like a big family which can appreciate and understand your creations. It's often the reason for grown-ups to join

different groups);



- **when it's nothing to do else** (it's not so difficult to understand the ideology of punks. There is no future – it's their answer for all questions. If the world is so bad and there is no wish to make something for own life – shocking style and aggressive behaviour it's the only chance not to die from boredom);

- **when you want to find companions for some actions** (actions may be as good as bad. It's good when you bring benefit to the world protecting plants, animals, helping orphans and elders, but some groups gather to fight using elements of their style for comfort – skinheads have no hair and wear heavy boots just for this aim);

- **to copy somebody** (for example, stars of TV-screens, or friends who do the same. Psychologists name it "emotional addiction" – it's special behaviour when a person become to live by the life of another person, taking from him or her all the habits and traits).

Questions.

1. What are the main values of people?
2. What are the main reasons why people choose subcultures?
3. Why do some people want to show themselves as individuals?
4. Can subculture be a possibility to create? Why?
5. Do you agree that some people choose subculture not to die from boredom? Why?
 6. What subcultures and movements have the aim to do some actions?
 7. Why do the skinheads have their hair cut and wear heavy boots?
 8. What is "emotional addiction"?

Практическая работа № 20

Тема: Условные предложения 2 типа.

Цель: Развитие грамматических навыков чтения и говорения.

Студент должен

Знать: Порядок слов в условных предложениях

Уметь: Уметь строить условные предложения

1. ХОД РАБОТЫ

2. Выполните конспект.

1. Выполните конспект.

Условия *второго типа (Conditional 2)* – нереальные. Условные предложения второго типа служат для выражения воображаемых ситуаций в настоящем и будущем; ситуаций, которые противоречат фактам. Действия, которые передают условные предложения второго типа, **нереальны** либо **маловероятны**.

Условные предложения всегда имеют две части: **условную (if-clause)** и **основную (main clause)**. Образуются условные предложения второго типа очень просто:

IF Past Simple,

WOULD V1

В **условной части** (после IF) используется только **прошедшее время**, а в **основной**: would с инфинитивом без частицы to (первая форма глагола, V1).

Если условная часть стоит перед основной, она отделяется запятой. Если условная часть стоит после основной, она не отделяется запятой.

Чтобы правильно понять суть использования условных предложений второго типа, давайте представим себе:

1. Если бы я жил у моря, я бы загорал каждый день.
2. Если бы у нас был миллион, мы бы помогли бедным.
3. Если бы он знал английский, он бы нашел хорошую работу.

Все эти ситуации являются нереальными, потому что:

1. Я не живу у моря и маловероятно, что буду жить.
2. У нас нет миллиона и в ближайшее время не будет.
3. Он пока не знает английский, но работает над этим.

Чтобы перевести эти предложения на английский, используем схему предложения:

IF Past Simple,	WOULD	V1
If I lived near the sea,	I would	sunbathe every day.
If we had a million,	we would	help the poor.
If he knew English,	he would	find a good job.

1. Поставьте глаголы из скобок в необходимую форму.

1. If he ... (be) my friend, I ... (invite) him to the party.
2. If I ... (be) taller, I ... (become) a basketball player.
3. If an asteroid ... (hit) our planet, it ... (cause) an ice age.
4. John ... (travel) around the world if he ... (win) a lottery prize.
5. We ... (go) to Spain this winter if we ... (have) enough money.
6. She ... (not mind) if you ... (borrow) her car.
7. If you ... (move) to another city, I ... (phone) you every day.
8. They ... (laugh) at me if I ... (sing) this song.
9. If we ... (have) free time, we ... (start) a new hobby.
10. If I ... (know) her secret, I ... (not tell) it to anyone.

2. Составьте условные предложения II типа, используя данные слова в необходимой форме. Переведите.

Н-р: the questions be so easy/ all of us pass the test. – If the questions were so easy, all of us would pass the test. (Если бы вопросы были такими легкими, мы все сдали бы тест.)

1. he be slim/ he be more attractive.
2. I pick the children up/ I am not busy.
3. you drink much wine/ you feel sleepy.
4. I am married/ I have lunch at home.
5. Peter live in a house/ he have a dog.

3. Замените условные предложения I типа (реальное условие) на условные предложения II типа (нереальное условие).

Н-р: If we **make** a fire, we **will frighten** away the wolves. (Если мы разожжем костер, мы спугнем волков.) – If we **made** a fire, we **would frighten** away the wolves. (Если бы мы разожгли костер, мы бы спугнули волков.)

1. If you leave the child alone, he will hurt himself.
2. We'll make nice pictures if Paola brings a camera.
3. If it snows, the kids will make a snowman.
4. I'll buy this laptop if I have enough money.
5. If our granny puts on her glasses, she will see the flowers.
6. If you are too busy, we'll leave you alone.
7. I will plant the tomatoes tomorrow if it rains.
8. If Bob finds his relatives, he will live with them.

Практическая работа № 21

Тема: Система образования в России

Цель: Развитие лексических навыков чтения и говорения.

Студент должен

Знать: Значения новых лексических единиц, связанных с тематикой данного урока

Уметь: читать текст с целью детального изучения

ХОД РАБОТЫ

The System of Education in Russia

The system of education in Russia is very much the same as in other highly developed countries. It is based on the Soviet education, but it has been gradually changing since the creation of the new Russian state. There are nurseries and kindergartens for little children aged from 2 to 6. The level of kindergartens has become considerably higher in recent years. Children play games, go for walks, have regular meals there. But the lessons of reading, arithmetic, drawing and other subjects have become more complicated than they were in the kindergartens ten years ago. There are the kindergartens where children learn foreign languages. At the age of 6 or 7 Russian children go to secondary schools. Our children are also

streamed into different forms according to their abilities. There are forms A, B and so on. The forms under the first two letters of the alphabet are for the cleverest pupils. The level of education in Russian secondary schools is rather high. Children receive primary education during the first three or four years. Then they enter the middle school, usually without any examinations. The pupils of the middle schools study Russian and foreign languages, Russian literature, algebra, geometry, physics, chemistry and biology. They have their final examinations in the ninth form. Then the pupils may leave school and enter some professional college or receive full-time secondary education in the tenth and eleventh forms. The program of the last two years is the most complicated one. Besides the subjects mentioned above, it often includes trigonometry, organic chemistry and astronomy. Pupils get the necessary knowledge for entering the universities and institutes. There are some special schools where pupils have advanced programs in physics, mathematics or foreign languages. Every city in Russia has at least one university and several institutes. The oldest Russian universities are the Moscow State University, the University of St. Petersburg and some others.

Questions:

1. Is the system of education in Russia highly developed?
2. What establishments are organized for children from 2 to 6?
3. What do children do in the kindergartens?
4. What subjects do they study?
5. Did you learn any foreign language in the kindergarten?
6. What age is the compulsory school age in Russia?
7. Are Russian children streamed into different forms as in British schools?
8. How many years does the primary school include?
9. Should children pass any examinations entering the middle school?
10. What subjects do pupils of the middle school study?
11. When do they pass examinations?
12. Can pupils leave school after the ninth form?
13. How many years do they attend school to receive full-time secondary education?
14. What subjects do they study during the final two years?
15. Are there any special schools with advanced programs in your native city?
16. Are there many higher educational establishments in Russia?
17. Is there a university in your native city?

Vocabulary:

gradually постепенно

creation создание

nursery ясли

considerably значительно

full-time secondary education полное среднее образование

besides кроме

mentioned упомянутый

trigonometry тригонометрия

organic chemistry органическая химия

entry поступление

advanced продвинутый, углубленный

at least no меньшей мере

Практическая работа № 22

Тема: Система образования в Великобритании и США

Цель: Развитие лексических навыков чтения и говорения.

Студент должен

Знать: Значения новых лексических единиц, связанных с тематикой данного урока

Уметь: читать текст с целью детального изучения

ХОД РАБОТЫ

1. Read the texts and check your comprehension:

A) British Schools.

Pre-school education in Britain begins at the age of 3 or 4. About half of the children at this age attend nursery schools or playgrounds mostly organized by parents. Little children need care as well as education. That's why kids play a lot, learn to listen attentively and to behave.

Compulsory primary education begins at the age of 5. Children start their school career in an infant school. They are taught «3 Rs»: reading, writing, arithmetics. Pupils have a lot of fun at school, drawing, reading, dancing or singing.

When they are 7 pupils move to a junior school, which lasts four years till they are 11.

They study a lot of subjects: English, Maths, Science, History, Geography along with Technology, Music, Art and Physical education. All the children are streamed into A, B, C, D classes. The most gifted attend A stream, the least talented are in D classes.

Most children (over 90 per cent) go to state schools where education is free. Only a small proportion of them attend private (Public) or independent schools where the fees are very high. The most notable private schools are Eton, Harrow, Winchester, Rugby. Such schools are for the representatives of the ruling class.

Secondary education begins at 11. The majority of secondary schools are Comprehensive schools where boys and girls study together. Besides, parents can take their children to Secondary Modern schools or to Grammar schools. Many children of working class families go to Modern schools, which give a very limited education but children get instructions in woodwork, metalwork, sewing, shorthand, typing and cooking there. Grammar schools provide an academic course from 11 to 18. They prepare pupils for colleges and universities. The Comprehensive schools have their own «Grammar schools» classes and «Modern classes».

At about 16 years old teenagers take some exams and course-work to get General Certificate of Education. Those who choose to stay on at school usually study for two more years to pass A level (Advanced level) exams. These exams will give them chance to enter the university.

B) Higher Education in Great Britain.

Young people get higher education at the universities. Not everybody can afford it because it is not free. There are about 50 universities and 350 colleges and institutes of higher education in Great Britain. The oldest and the most famous are Oxford and Cambridge Universities which were founded in the 12th and 13th centuries. They consist of a number of colleges. In Oxford, for example, there are 24 colleges for men, 5 for women and 5 more which have both men and women members. There are more than 30 colleges in Cambridge. Students spend the major part of their university life doing research.

The Tutorial system is one of the ways in which Oxford and Cambridge differ from all other universities. It is the system of individual tuition organized by the college. Each Don in a college is a tutor in his own subject; he has five or six undergraduates and plans the work for them. Besides attending lectures, the student has chosen, once a week he comes to see his Don, who helps him in his study.

After three years of study a university graduate will leave with the Degree of Bachelor of Arts, Science, Engineering, Medicine, etc. After post-graduate courses(two more years) they get the Master's Degree and then a Doctor's Degree.

At present students may receive a grant from their local authority, which covers the cost and some living expenses. Most students live away from home, in flats or halls of residence. For a break of discipline a student can be fined a sum of money, for serious offence he may be expelled. The universities have over a hundred societies and clubs, enough for every interest one could imagine. Sport is a part of students' life at Oxford. The most popular sport is rowing. Many great men studied at Oxford.

2. Answer the questions.

1. What are the main types of schooling in Britain?
2. At what ages do British children begin studying?
3. What privileges do Grammar schools give to pupils?
4. What Certificates of Education are children offered after graduation a secondary school?
5. Where can the British get higher education?
6. What are the most famous universities in Britain?
7. What are the Tutorial System?
8. How can students be fined and what for?
9. How do British students spend their free time?
10. What degrees are university graduated offered?

Schooling in the United States of America

There are two kinds of schools in the United States of America: public schools and private schools. The money for public schools is given by each state, so education in these schools is free. The system of private schools is very popular, though the cost of education in them various and not each family can afford it..

Education in the U.S.A. Is compulsory for children from 6 to 16-18, depending on the state. The general pattern of education is an 8-year elementary school, followed by a 4-year high school. This has been called 8-4 plan organization. There are, however, some variations of this educational pattern. High school is followed by a 4-year college and professional schools.

Pre-schooling is optional. There is a network of nursery schools and day-care centers where children are looked after while their parents are at work.

Elementary schools give the basic knowledge about the world around us and people who live in it. Pupils are taught to count, read and write, to draw, sing and dance.

Secondary schools are usually named high schools and their pupils are called students. Marks given to students for their work are called grades. Pupils get A, B, C, D marks. A- for excellent work, D- for poor work. Students study a wide range of subjects which cover exact, natural sciences and humanities. In some schools students can choose between woodwork, metalwork, sewing, typing, shorthand and others. They join various school bands, chorus, sport clubs and so on.

B.) Higher Education in the U.S.A.

After high school young people either start working or continue in higher education. There are several ways to do it: universities, colleges and technical or vocational schools. The cherished desire of any U.S. School leaver is to enter one of the most prestigious educational establishments in the U.S.A., such as Harvard, Princeton, Yale or Columbia Universities.

A university in the United States usually has several different colleges in it. Each has a special subject area. There may be a college of liberal arts where humanities, social sciences, natural sciences and mathematics are taught. There may be a college of education and a college of business. A programme for undergraduates usually takes four years. University students get an undergraduate degree in the arts or science. If they complete a course of study they get Bachelor of Arts or Science degree. Students may leave the university at this time. They may also go on for a graduate or professional degree.

College students usually spend four years in school too. But a college does not have graduate or professional programmes. The technical or vocational school has only job training. It has no academic programme. A course of study may take from six months to two years and more. The technical or vocational school gives training for work in areas such as electronics, carpentry and others.

2. Practise the following words from the text:

to require - требовать
quality - качество
ability - способность
to possess - обладать
creative - творческий
challenge - трудность
responsible - ответственный
skills - навыки
essential - неотъемлемый
logical reasoning - логическое мышление
to cause - вызывать, быть причиной
to deal with – иметь дело с
hard-working - трудолюбивый

3. Answer the following questions:

1. Which are the most prestigious professions today?
2. What professional field can you work in?
3. What are you good at?
4. Which of your personal qualities will help you in your future profession?
5. Would you choose your parents' professions?
6. What do you know about your future profession?
7. What are the pros and cons of your future profession?
8. Why do you think your future profession is important today?

Практическая работа № 23

Тема: Известные университеты мира

Цель: Развитие лексических навыков чтения и говорения

Студент должен

Знать: Значения новых лексических единиц, связанных с тематикой данного урока.

Уметь: Читать текст с целью детального изучения.

ХОД РАБОТЫ

1. Read the texts and translate it into Russian:

Oxford and Cambridge Compared

Oxford and Cambridge are the most prestigious universities in the English-speaking world. You never say Cambridge and Oxford; Oxford always comes first. They are often called Oxbridge.

To get the Degree of Bachelor of Arts (B.A.) students have to study for three years. The students wear a special uniform daily, and full academic dress at the examinations. According to the long established tradition Latin is used at public degree ceremony.

Oxford and Cambridge universities consist of a number of colleges. **Each college has its own name and its coats of arms.** On the territory there is usually a chapel, a dining hall, a library, rooms for undergraduates, fellows and the master, and also rooms for teaching.

Oxford is one of the oldest universities in Europe. It is situated at a distance of 100 km from London. It is the second largest one in Britain after London University. It dates in chronicles from 911 AD. Most colleges are made of grey stone. They have stood there for many centuries. Oxford is an aristocratic university. Now there are 27 colleges for men, 5 for women and another five which have both ones. All the students at Oxford talk in a very superior way known as the Oxford accent, which is a bit like the BBC accent.

Cambridge is situated at a distance of seventy miles from London. It is one of the most beautiful towns in England and looks more like a country town. The Cambridge University started during the 13th century (1284). It has more than twenty nine colleges. A college is a group of buildings which form a square with a lawn in the centre. The colleges line the bank of the river Cam. They have beautiful college gardens with green lawns and lines of tall trees.

The oldest college in Cambridge is Peterhouse, which was founded in 1284. The most famous is probably King's college (founded in 1441) because of its magnificent chapel and English fifteen-century architecture.

Since the year of 1970 most colleges of Cambridge are mixed. **A lot of famous people studied at Cambridge.** They are Sir Isaac Newton, Oliver Cromwell, John Milton and Sir Charles Darwin. In Trinity College, which is a very famous, there is a statue of Sir Isaac Newton, the greatest scientist in the world.

Sport is a part of students life at both universities. There is a great rivalry between the universities and they play all sorts of games between each other like cricket and rugby (rugby football). Also they compete at punting and rowing, which are the most popular sports. The Oxford team wear dark blue uniform and the Cambridge team wear light blue one.

УСЛОВНЫЕ ПРЕДЛОЖЕНИЯ 3 ТИПА

Само условное предложение состоит из двух частей: **условная часть** (if-clause или conditional clause) и **основная часть** (main clause). Схема условного предложения третьего типа обычно выглядит так:

IF Past Perfect,	would	have V3.
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В условной части (после if) используется Past Perfect, а в основной части would have с глаголом в третьей форме (V3):

If we had left earlier, we would have caught a train. – Если бы мы вышли раньше, мы бы успели на поезд.

Условные предложения третьего типа передают **воображаемую, невозможную ситуацию в прошлом**. Бывает так, что вы хотели бы что-то изменить в прошлом, поступить иначе, но время уже прошло, и изменения невозможны. Или наоборот, все случилось удачно, и рассуждаете о том, что бы было, если бы условия были другими. Именно для этих целей и существуют *условные предложения третьего типа*.

1. Воображаемая ситуация в прошлом; ситуация, альтернативная реальности:

If I had bought that watch yesterday, I would have spent all my money. – Если бы я купил те часы вчера, я бы потратил все свои деньги. (Но я их не купил, поэтому деньги при мне)

2. Сожаление о действии в прошлом, желание изменить прошлое:

If I hadn't been so rude to him, we wouldn't have argued. – Если бы я не был груб с ним, мы бы не поругались. (Но я нагрубил ему, и мы поссорились, поэтому я сожалею.)

3. Критика совершенного действия. Когда говорящий как бы говорит: "Я знаю, как надо было поступить":

If you had set up an alarm clock, you wouldn't have been late. – Если бы ты завел будильник, ты бы не опоздал. (Но ты такой-сякой, не завел будильник, и опоздал.)

Давайте сравним:

Conditional 2	Conditional 3
<i>I am not cold now. If I were cold, I would wear a coat. – Мне сейчас не холодно. Если бы мне было холодно, я бы одел пальто.</i>	<i>I wasn't cold yesterday. If I had been cold, I would have worn a coat. – Мне не было холодно вчера. Если бы мне было бы холодно, я бы надел пальто.</i>
<i>He doesn't know Mary. If he knew her, he would ask her out. – Он не знает Мери. Если бы он знал ее, он бы пригласил ее на свидание.</i>	<i>He didn't know Mary. If he had known her, he would have asked her out. – Он не знал Мери. Если бы он знал ее, он бы пригласил ее на свидание.</i>

Для **выражения критики** в английском существует отдельная конструкция *should have done*, в условной части используют *If I had been you* или *If I had been in your position*:
If I had been you, I would have told the truth. – Если бы я был тобой, я бы рассказал правду.

Сравните с конструкцией *If I were you*, которая выражает настоящее действие

Вместо Past Perfect может использоваться **Past Perfect Continuous**, когда нужно передать длительное действие:

If I hadn't been wearing a hat, I would have got a sunstroke. – Если бы на мне не было шляпы, я бы получил солнечный удар.

Итак, Conditional 3 обозначает воображаемое действие в прошлом, невозможное действие в прошлом, сожаление о прошлом или критику по поводу выполненного действия. Образуется *Conditional 3* следующим образом:

IF Past Perfect,	<u>would</u>	have V3.
IF Past Perfect Continuous,	could might should	

1. Раскройте скобки в условных предложениях I типа и поставьте глаголы в правильную форму.

Н-р: If it ... (rain), we ... (stay) at home. (Если пойдет дождь, мы останемся дома.) – If it rains, we shall stay at home.

1. If he ... (practice) every day, he ... (become) a champion. (Если он будет тренироваться каждый день, он станет чемпионом.)
2. She ... (help) us if we ... (ask). (Она поможет нам, если мы попросим.)
3. If they ... (have) enough money, they ... (open) a restaurant next year. (Если у них будет достаточно денег, они откроют ресторан в следующем году.)
4. I ... (not talk) to you anymore if you ... (insult) me. (Я не буду с тобой больше разговаривать, если ты обидишь меня.)
5. If Bob ... (not keep) his word, Anna ... (be angry) with him. (Если Боб не сдержит слово, Анна разозлится на него.)

2. Раскройте скобки в условных предложениях II типа и поставьте глаголы в правильную форму.

Н-р: If Susan ... (move) to Tokyo, she ... (live) near her sister. (Если бы Сюзан переехала в Токио, она бы жила рядом со своей сестрой.) – If Susan moved to Tokyo, she would live near her sister.

1. If you ... (have) a driving license, you ... (get) this job. (Если бы у тебя были водительские права, ты бы получил эту работу.)
2. My dog ... (be) 20 years old today if it ... (be) alive. (Моей собаке исполнилось бы 20 лет сегодня, если бы она была жива.)
3. I ... (go) to the police if I ... (be) you. (Я бы обратился в полицию на твоём месте.)
4. If people ... (not buy) guns, the world ... (become) safer. (Если бы люди не покупали оружие, мир стал бы безопаснее.)
5. Tom ... (not eat) much "fast food" if his wife ... (cook) at home. (Том не ел бы много «фастфуда», если бы его жена готовила дома.)

3. Раскройте скобки в условных предложениях III типа и поставьте глаголы в правильную форму.

Н-р: John ... (not have) a car accident if he ... (choose) another road. (Джон не попал бы в автомобильную аварию, если бы выбрал другую дорогу.) – John wouldn't have had a car accident if he had chosen another road.

1. I ... (visit) Sarah yesterday if I ... (know) that she was ill. (Я бы навесил Сару вчера, если бы знал, что она больна.)
2. If you ... (go) with me to Paris last month, you ... (see) the Eiffel Tower too. (Если бы ты поехал со мной в Париж в прошлом месяце, ты бы тоже увидел Эйфелеву башню.)
3. We ... (not get wet) if you ... (take) an umbrella. (Мы бы не промокли, если бы ты взяла зонт.)
4. If Mum ... (not open) the windows, our room ... (not be) full of mosquitoes. (Если бы мама не открыла окна, наша комната не была бы полна комаров.)
5. Nick ... (not be) so tired this morning if he ... (go to bed) early last night. (Ник не был бы таким уставшим этим утром, если бы рано лег спать прошлой ночью.)

4. Подберите к первой части условных предложений (из первого столбика) их окончание (из второго столбика). Обратите внимание на тип условного предложения. Переведите получившиеся предложения.

Н-р: 1 – с (Мы бы испекли торт, если бы мы купили немного яиц вчера.)

- | | |
|--------------------------------|--|
| 1) We would have made a cake | a) if he hadn't shouted at them. |
| 2) If it rains much | b) if she loses weight. |
| 3) If I knew English well | c) if we had bought some eggs yesterday. |
| 4) My kids wouldn't have cried | d) if I were you. |
| 5) I would call him | e) I would be an interpreter. |
| 6) She will put this dress on | f) the flowers will grow very fast. |

5. Переведите условные предложения всех типов.

1. Если бы у меня был отпуск сейчас, я бы поехал на озеро Байкал.
2. Я посмотрю этот фильм, если он понравится тебе.
3. Если бы ты подписал документы вчера, мы бы отослали их сегодня.
4. Если бы Джон не потерял номер телефона, он бы позвонил ей.
5. Марк был бы здоровым мужчиной, если бы не курил.
6. Если я пойду в магазин, я куплю новый телефон.

Практическая работа №24

Тема: Я и моя профессия.

Цель: формирование лексических навыков говорения и чтения.

Студент должен

Знать: значение и правописание новых лексических единиц по теме.

Уметь: использовать новые слова в речи, читать с целью извлечения детальной информации.

ХОД РАБОТЫ

OCCUPATION OF A FIREFIGHTER

A firefighter is a person who is trained for firefighting activity and supposed to respond to fire alarms and other emergencies for fire suppression, rescue, emergency medical services, etc. Firefighters are sometimes referred to as firemen, although women also join firefighting units.

There are also several nicknames for firefighters which include “buckethead”, “smokeater”, “leather lungs”, “hose monkeys”, etc. The basic skills firefighters are to acquire involve fire prevention, selfpreservation, rescue, salvage, and fire control. Firefighters also get training in emergency medical procedures because many fire departments require their personnel to be certified as EMT (Emergency Medical Technicians) to provide emergency medical service. These skills are regularly practised during training courses throughout a firefighter’s career. The main fire training and standards organization in the United States is the National Fire Protection Association (NFPA). When on duty, firefighters must be prepared to respond immediately to a fire or any other emergency that arises. In each case they perform specific duties assigned by a superior officer. Sometimes they have to remain at the site of a disaster for days rescuing trapped survivors. Between alarms firefighters clean and maintain equipment, have practical drills and practise physical activities. Some firefighters become fire investigators who determine the origin and causes of fires, or fire inspectors conducting inspections of structures to prevent fires. To act effectively in an extremely dangerous situation every firefighter has to possess such very important personal characteristics as alertness, self-discipline, courage, mechanical aptitude, endurance, and strength. Initiative and good judgment are also very significant because firefighters have to make quick decisions in emergencies.

Active Vocabulary

fire suppression – подавление (тушение) пожара train – тренировать(ся) natural disaster – стихийное бедствие emergency – чрезвычайная ситуация ~ medical service – скорая медицинская помощь ~ medical technician (EMT) – специалист скорой помощи fire prevention – пожарная профилактика salvage – спасение имущества (при пожаре) fire control – борьба с пожаром, тушение пожара skill – навык, умение duty – дежурство respond to – выезд по сигналу тревоги; выезжать по сигналу тревоги survivor – спасшийся, выживший fire investigator – дознаватель причины пожара fire inspector – инспектор пожарной охраны alertness – (боевая) готовность self-discipline – внутренняя дисциплина aptitude – пригодность; способность good judgment – здравый смысл

Vocabulary Practice

1. Match Russian word combinations from A for English ones from B.

A 1. обслуживать оборудование 2. принимать решения 3. источник и причины пожара 4. быть сертифицированным в качестве специалиста скорой помощи

B 1. origin and causes of a fire 2. be certified as an emergency medical technician 3. maintain equipment 4. make decisions

2. Read the following statements and decide what plan items they supplement.

1. Firefighters’ duties may change several times while the company is in action: firefighters connect hose lines to hydrants, operate a pump, rescue victims and provide emergency medical attention if needed, ventilate smoke-filled areas, protect property, etc.

2. A number of American colleges and universities offer 2-or 4-year courses in fire service.

3. The three main goals in firefighting are (in order) life safety, incident stabilization, and property conservation.

4. Because of the fact that members of a crew live and work together under conditions of stress and danger, they must have ability to get along with each other (уживаться, ладить) very well.

5. Some firefighters acquire the skills of controlling forest and hazardous materials fires because these fires require specific methods.

3. True or False and correct false ones.

1. In the USA fire brigades are staffed only with men.

2. A “fireman” is a nickname for a “firefighter”.
3. Some firefighters specialized in fire inspection and fire investigation.
4. The main American fire training organization is ISO .
5. The order of fulfilling main goals in firefighting is salvage, life safety, and incident stabilization.
6. At fires, the task of firefighters is only to rescue people who are in danger, and it is professional emergency medical technicians who remain at the site of fire to help trapped survivors.
7. Making quick decisions is not very important for a firefighter because it’s the task of a superior officer.
8. Firefighters must be able to get along with each other very well.

4. Tell about a firefighter’s occupation using all possible information you have to complete the following sentences.

1. The three main goals in firefighting are
2. A firefighter is a person who
3. Firefighters have several nicknames:
4. Every firefighter is to acquire such skills as:
5. Being on duty between alarms, a firefighter must
6. When at fires, a firefighter does the following things:
7. Very important personal characteristics of a firefighter are
8. Firefighters may specialize in fire investigation determining ... or in fire inspection conducting

Практическая работа №25

Тема: Иностранный язык в моей профессии

Цель: формирование лексических навыков говорения и чтения.

Студент должен

Знать: значение и правописание новых лексических единиц по теме.

Уметь: использовать новые слова в речи, читать с целью извлечения детальной информации.

ХОД РАБОТЫ

LEARNING ENGLISH

“Do you speak English?”- this question is most frequently heard when people from different countries gather. There are almost three thousand languages, but English is the most universal. It is the official language in more than forty countries and the most widely used language in international business, science, and medicine. Some people believe that English should be the international language; they think things would run more smoothly if everyone spoke the same language.

Why do people learn foreign languages? They do it for communication or business; they want to read foreign books in the original for pleasure or to improve their professional skills. Learning foreign languages helps the student to understand other peoples, their culture and ways of life. It develops personality, broadens the outlook and perfects the student’s knowledge of his or her mother tongue.

Learning English or any other foreign language takes a lot of time and effort. It involves hard work and a lot of memorization, but can also be a lot of fun. Of course there are students and students. Some are both capable and intelligent. They hang on the teacher’s every word, take notes of everything that may become useful and sit up late to prepare for their classes.

They never stay away from classes without a good excuse and try not to lag behind the group. Others aren’t so bright and hardworking. Sometimes they are too lazy and slap-dash to prepare properly; they miss lectures, cut classes and work by fits and starts. But “no pains, no gains” and

it's only natural you must work hard to make progress in English, master the language and become a true professional.

It is important for the person to learn English to feel confident about himself. English is everywhere. It is in signs, clothing, soft drinks, and household products around the world. The names of pop groups, computer software and magazines are often presented in English. Some think English is chic, English is stylish. Sometimes we use English words for effect rather than as a language, for example adding "O.K!" or "No problem!" in our conversation.

The English language helps to know what is going on in the world. The world is changing rapidly in many fields, such as business, arts, medicine. These changes affect everyone and it is important to keep up with these changes. In fact, learning English is the answer to a lot of the things that we need to know.

2. Выполнение упражнений по тексту

1. Для слов из левой колонки подберите слова из правой колонки так, чтобы составить словосочетания

language

slap-dash

professional

to broaden the outlook

by fits and starts

to keep up with

crib

capable

overwork

rapidly

affect

a good excuse

шпаргалка

шагать в ногу с; соответствовать

перегружать работой

профессиональный

небрежный

способный; одаренный

урывками

язык

уважительная причина

затрагивать, влиять

расширять кругозор

быстро

3. Для слов из левой колонки подберите слова из правой колонки так, чтобы составить словосочетания

to work

the official

to improve

to broaden

to hang on

to lag

to miss

to cut

to feel

household

computer

software

lectures

behind the group

the teacher's every word

confident

the outlook

by fits and starts

language

professional skills

classes

products

4. Верно или неверно высказывание (True-False)

1. People learn foreign languages to read foreign books in translation. ☐
- 2) Foreign languages are widely used in Russian business, science, and medicine. ☐
- 3) There are almost three thousand languages, but English is the rarest language. ☐
- 4) Learning native language helps the student to understand other peoples. ☐
- 5) We always use English words for effect. ☐
- 6) The world is changing slowly in many fields. ☐
- 7) Learning English is the answer to a lot of the things that we need to forget. ☐
- 8) Missing lectures develops personality and broadens the outlook. ☐
- 9) Diligent students often stay away from classes without a good excuse. ☐
- 10) It is only natural you must work by fits and starts to master the language. ☐
- 11) There are different kinds of students. ☐
- 12) It takes a lot of time and effort to become a professional. ☐

Практическая работа № 26

Тема: Основы делового общения на иностранном языке..

Цель: формирование лексических навыков говорения и чтения.

Студент должен

Знать: значение и правописание новых лексических единиц по теме.

Уметь: использовать новые слова в речи, читать с целью извлечения детальной информации.

ХОД РАБОТЫ

1. Прочитайте и переведите текст «Business communication»

To communicate with others, to convince and to find the compromise, to listen and speak - those are what the life consists of, and the business life especially. Without those important skills no success may be reached, and people gain these skills and improve them during their whole life.

This year we were given a lucky opportunity to have some sort of training. The Communication, to my mind, is one of the subjects we apply to our life not once, and studying interpersonal skills maybe the most interesting occupation I can imagine. I think, nobody can remain indifferent to the relations between people, their behaviour and their individuality. It is no matter who are you - the manager of giant corporation or, let's say, a low-paid employee in a small office - if you are involved into some kind of business activity and have some goals and wishes - you are compelled to have a deal with others, without possibility to stand out from the communication.

Surely, some of the basic communication skills we learn in a childhood. But it is a common mistake to consider them stable and sufficient. To make a progress in communication skills means to succeed. That is why to prepare for a hard task to be managers we must estimate our present abilities, and then compare them with those necessary to achieve desired result. Even having a high opinion of your own communication level you would better seek for the plenty of self-confidence. (It is not so bad but there is always a room for improvement).

The purpose of this report is to analyse changing in my experience concerning communication skills taking into account my previous behaviour and what have I learned this semester. I am going to describe my impressions after participation and observing role-play situations, critically estimate my weak and strong points. The contents of report are divided in accordance with plan of our course in order to summarise it.

2. Ответьте на вопросы по тексту

1. What is business communication?
2. What skills and personal qualities do the business talks demand from a businessman?
3. Define the best way of starting the talks? и др.

3. Выразите своё мнение на английском языке о том, как вести переговоры. Составьте свой список рекомендаций.

Практическая работа № 27

Тема: Структура делового письма

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД РАБОТЫ

Writing a Business Letter in English

A business letter has its unified structure containing the following parts:

Return address (or sender's/addresser's location) is the name and the address of the sender, beginning from the smallest division: addresser's name, the name of the organization, house number, street, city, state or province and ZIP code, country. Business letters usually have a printed letterhead. It usually has all of the company's information, including address, phone number, fax number, company Web site and personal e-mail address. It may be written on the right side or at the *top of the page*.

Date - it's the date when the letter was written and signed. It is below the return address. It may be written in American style (month, day, and year) or in non-American (day, month, year). But it is better to spell month not to make confuse: 9 *Januaru* 2015, not 09.01.15.

Destination address (or receiver's/addressee's location) - the address and the person to whom you are writing. The information should be given in the same order as the return address. Usually it is written close to the left margin.

Reference - here you name the main topic of the letter. For example: *Re: Doe v. Local Service Corner Ltd., Case No. JFD-97-9990* or *Re: Your letter of 11th March*.

Salutation - when you name the person to whom you address. Example: *Dear Dr. Brown* or *Dear Mr. White*. When you don't

know whom to address in company, you should use the formula: *Dear' Sir* (or *Dear Madam, Dear Ms*), or *To Whom It May Concern*.

Body - the body of a letter tells about the subject of the letter. Usually it has four parts:

- opening - where you give the reason of writing or involve the reader in the theme of your topic;
- focus - where you provide details and explain what exactly the problem is;
- action - where you say what will happen next or what actions you are going to undertake;
- closing - be positive; here you thank the reader or demonstrate your hope for the positive result of your addressing, something like: *We look forward to hearing from uou soon*.

Complementary close is the phrase you use after you end the body of the letter and before you sign your name. It may be:

Vent bzdy i/ours.

Very cordially yours.

Very sincerely yours.

Faithfully yours.

Sincerely uours.

Signature and typed name and title of sender - the writer's name and job title (or department) are typed at the bottom of the letter. He or she then signs the letter directly above the typed name.

Postscript is a brief sentence or paragraph introduced by the initials, "P.S." ("post *scriptus*" Latin for "after having been written"). It implies that the writer, having completed and signed the letter, had an after-thought. Although this is still commonly used in informal letters, it is not widely accepted for use in formal or business letters.

Notation regarding **copies** and **enclosures**, if any - you add it in the left bottom corner of the page if you are sending something with the letter (Encl.) or have sent copies of the same message to somebody else (CC - Carbon Copy).

СЛЮБА из текста:

top of the page - верхняя часть страницы name - называть, указывать to whom it may concern

- всем, кого это может касаться; по месту

требования body - главная часть, основная часть (письма) opening - начало; вступление; вступительная часть

closing - концовка, заключительный пассаж (письма) we look forward to hearing from you soon - мы ожидаем получение известий от вас very truly yours - с глубоким уважением sincerely yours - искренно преданный Вам

typed name and title - машинописный вариант имени и должности after-thought - запоздалое соображение, поздно пришедшая мысль left bottom corner - слева в нижнем углу (листа)

2.ЗАВЕРШИТЕ каждое из начатых предложений, опираясь на содержание прочитанного текста, и переведите получившиеся предложения.

1. Business letters usually have ...

2. "Return address" is ...

1. Date in a business letter may ...

2. "Destination address" is ...

3. The body of a standard business letter has ...

4. After you end the body of the letter ...

3.. УСТАНОВИТЕ, соответствуют ли данные утверждения содержанию прочитанного текста; если утверждение неверно, исправьте его:

- Address may be written in American or non-American style.
- Business letters usually have a handwritten letterhead.
- Destination address is written at the top of the page.
- "Enclosure" is a brief statement of the subject matter to be addressed in the letter.
- If you put down "P.S." in the corner of the page it means that you are sending something else with the letter.
- In "closing" you may demonstrate your hope for the positive result of your addressing.
- "Letterhead" is the name and contact information for the sender.
- "Reference" is usually the name of the person to whom you are writing.
- The part of a letter explaining its subject matter is called an "action".

Практическая работа № 28

Тема: Составление деловых писем

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД РАБОТЫ

1. Give your letter a heading if it helps the reader to see at a glance what you are writing about.
 2. Decide what you are going to say before you start to write.
 3. Use short sentences.
 4. Put each separate idea in a separate paragraph.
 5. Use short words that everyone can understand.
 6. Think about your reader. Your reader...
- ... must be able to see exactly what you mean: your letters should be CLEAR;
- ... must be given all necessary information: your letters should be COMPLETE;

... is a busy person with no time to waste: your letters should be **CONCISE**;
 ... must be addressed to in a polite tone: your letters should be **COURTEOUS**;
 ... may get a bad impression if there are mistakes in grammar: your letters should be **CORRECT**.

Seven Steps in Planning a Business Letter

1. Write down your aim: Why are you writing this letter?
2. Assemble all the relevant information and documents.
3. Arrange the points in order of importance. Make rough notes.
4. Write an outline and check it through, considering these questions:
 - Have you left any important points out?
 - Can the order of presentation be made clear?
 - Have you included anything that is not relevant?
5. Write a first draft, leaving space for additions and changes.
6. Revise your first draft by considering these questions:

Information:

- Does it cover all the essential points?
- Is it correct, relevant and complete?

English:

- Are the grammar, spelling and punctuation correct?

Style:

- Does it look attractive?
- Does it sound natural and sincere?
- Is it the kind of letter you would like to receive yourself?
- Is it clear, concise and courteous?
- Will it give the right impression?

7. Write, type or dictate your final version.

2. Look through the structure of a business letter

Structure of the Letter

1. Sender's address / Date.
2. Inside address (receiver's address).
3. Attention line.
4. Salutation.
5. Body of the letter.
6. Complimentary close.
7. Signature.

3. Analyze the following letter according to its structural points.

GIMBEL & CO Ltd 21 High Street, Blackheath, London
 SE3B 5HY Tel: 01-564-8843 7th May 2002

The address of the firm sending the letter (the letterhead) is often printed on the paper The date

M. Lawson Esq, Manager, Filbury & Johns, 20
 Shaftsbury Avenue, London W1A 4WW

The name, position, firm and address of the addressee

Ourref: DM/SK Dear Mr Lawson,

The reference (the initials of the person writing the letter and the person who types it)

Thank you for your letter of 4th May enquiring about

The first paragraph says why you are

our range of office equipment.

writing

I enclose an up-to-date price list and our latest catalogue which I hope includes something of interest to you. You will notice that we offer very favourable terms of payment.

The second paragraph says what you want or what you are doing (the real reason for writing the letter)

I look forward to hearing from you again.

*The final paragraph is a polite ending
You write 'Yours sincerely', if you know the name of the addressee and 'Yours faithfully' if you don't*

Yours sincerely

David Eipley Sales Manager

The signature The person writing the letter His position in the firm

Encs

Here the enclosures are the catalogue and price list

4. Use the given phrases in the business letter of your own.

Opening Phrases:

- Dear Madam
- Dear Sir
- Dear Mister Malform
- Dear Sirs
- We have received your letter of...
- We thank you for your letter of...
- We have the pleasure to inform you
- In reply to your letter of...
- To inform you... -
- We apologize for the delay in answering your letter.

Linking Phrases:

- There is no doubt that...
- It is necessary to note...
- We'd like to draw your attention to the fact
- Considering the above said...
- In this connection... -
- In connection with your request...
- Otherwise we shall have...

змушені...

- As regards your request...
- Up till now we have received no reply
- In case of delay...
- In case of your refusal...
- In case you fail to make payments...

Closing Phrases:

- We are looking forward to receiving your consent/approval/confirmation.
- Your prompt execution of our order would be appreciated
- We wish to maintain cooperation with you.

- Your early reply will be appreciated.
- We are looking forward to hearing from you.
- If we can be of any assistance, please do not hesitate to contact us.
- Yours faithfully/ sincerely

5. Read and discuss the structure of the following letter according to the given statements and rules.

D. Clark, Sales Manager, Priston & Co Ltd, 28 Kolas Court, North Middletown, NJ 07734 USA
 5th March 2001 Our ref: MP/NK Dear Mr. Clark, Thank you for your offer of 3rd March. We are favourably impressed by the quality of your commodity, but feel that the price is rather high. The prices quoted by other suppliers are, on the average, 10% lower. However, in view of the high quality of your commodity, we are ready to make a deal with you if you re-examine your prices. If you reduce your price by 5% we will place an order for some 10.000 items. We trust that in view of the size of the order you will see your way of making this concession. Your early reply will be appreciated. Yours sincerely, Mike Parson Sales Manager

6. Answer the questions.

1. Who is sending the letter?
2. Who is receiving it?
3. What is the opening phrase?
4. The company is ready to purchase the commodity, isn't it?
5. What is its requirement?
6. What quantity is it ready to buy?
7. Do you think it is worth to make this concession?
8. What is the closing phrase?

Практическая работа № 29

Тема: Составление резюме для работодателя

Цель: формирование лексических навыков говорения и чтения.

Студент должен

Знать: значение и правописание новых лексических единиц по теме.

Уметь: использовать новые слова в речи, читать с целью извлечения детальной информации.

ХОД РАБОТЫ

Resume

Резюме (resume) – так называется письменная сводка Ваших личных, образовательных и профессиональных данных. Оно как бы письменно представляет «товар», предлагаемый будущему работодателю. Резюме должно быть достаточно подробным, но кратким (обычно не превышать одной страницы) и иметь «товарный» вид. Форма его достаточна произвольна. Например:

John H.Mill
 38 Park Avenue, Ap. 50
 New York, N.Y. 11298
 Tel. (312) 493-8332
 E-mail: johnmill@mid.net

OBJECTIVE	A position as a bookkeeper.
SUMMARY	12 years of experience in all routine work in this field. Perfect knowledge of all aspects of the business. Compiled financial reports, balance sheets and production planning for the company.
RESPONSIBILITIES	FRISCO DOCKS, Inc. San Francisco, California. Deputy Chief of Planning, Commerce Dpt.
EXPERIENCE 1998-2010	In charge of account books, statements, new ideas in planning. SAKHA Co, Ltd. New York. Accountant. Prepared accounts and balance sheets.
1990-1998	LONDON SCHOOL OF ECONOMICS London, Great Britain, Bachelor (Ec.) Arrived in the United States January, 1990. British subject. Married, one child.
EDUCATION (1990-1994)	Available upon request.
PERSONAL	
REFERENCES	

1) Read the resume and make your own using the given one:

2) Translate the dialogue “Applying for a job”:

The Browns are not very rich. Apparently they sometimes can't make both ends meet. So Mary decided to send a letter of application to one of the companies. She wants to start working again. In the evening she decided to tell John about her decision.

M.: Listen, darling. I decided to apply for that job I told you about. Do you remember?

J.: Yes. I remember. What was it? A furniture factory?

M.: No, interior designing company. Rather like the place I worked at when we lived in Glasgow.

J.: Oh, yes, of course. I remember now. Do you feel optimistic about it?

M.: Well, I wouldn't say I exactly feel optimistic, but at least my training and experience have given me a chance. Maybe I'll get short-listed. But the interview — that's difficult.

J.: Why, for goodness sake? You are not scared of interviews, are you?

M.: No. But I don't feel at-my best at interviews. I feel off balance when they start asking me questions.

J.: Oh, I shouldn't worry too much about it if I were you. The job is absolutely made for you. I don't think they'll get many applicants with similar qualifications.

M.: Well. We'll see.

J.: By the way, what's the pay like?
M.: The pay is good. Nearly twice what I used to get in Glasgow.
J.: We'll get a big difference if you get the job. We'll be loaded!
M.: I don't know about loaded. We need twice as much to be loaded!
J.: Is the money the main reason for your applying?
M.: One of the reasons. Probably not the main one.
J.: What was that then?
M.: Well, I don't know. I'd like to put a few ideas into practice. Do you remember Bill: my boss in Glasgow?
J.: Yes. Why?
M.: He was very understanding and pleasant to work for, but it took him so long to come round to a new idea. By the time he decided to try it out it was no longer new.
J.: That didn't suit you.
M.: It didn't really bother me, but I still have a couple of things that I want to put into practice.
J.: Good for you. I hope you fed them everything about your qualifications and experience in your application?
M.: Yes, of course. But one mustn't sound too good, you know. So I tried to be factual and emphasize the most important points.
J.: I'll keep my fingers crossed for you.
M.: Thanks, I need it.

Words:

- ☐ **apparently** — очевидно, видимо
- ☐ **applicant** — кандидат
- ☐ **apply for a job** — подавать заявление о приеме на работу (на вакантную должность)
- ☐ **to be loaded** — *разг.* завалиться деньгами
- ☐ **to be scared** — быть напуганным, бояться
- ☐ **to emphasize** — подчеркивать, придавать особое значение
- ☐ **experience** — опыт
- ☐ **factual** — . реальный
- ☐ **to feed (fed; fed)** — *зд.* предоставлять информацию; *букв.* «скормить»
- ☐ **to feel at one's best** — чувствовать себя "на коне"
- ☐ **to feel anticipative** — испытывать радостное предвкушение
- ☐ **to feel apprehensive** — испытывать дурные предчувствия
- ☐ **to feel off balance** — чувствовать себя неуверенно
- ☐ **to feel optimistic** — чувствовать оптимизм, надеяться на что-то
- ☐ **for goodness sake** — ради всего святого; ради бога
- ☐ **to get short-listed** — попасть в число кандидатов для окончательного выбора
- ☐ **interior design** — дизайн интерьеров
- ☐ **interview** — собеседование
- ☐ **to keep one's finger's crossed** — скрещивать пальцы (на удачу)
- ☐ **letter of application** — письмо-заявление о приеме на работу
- ☐ **main** — главный
- ☐ **to make both ends meet** — сводить концы с концами
- ☐ **pay** — зарплата
- ☐ **to put into practice** — осуществлять, проводить в жизнь
- ☐ **qualifications** — квалификация
- ☐ **reason** — причина

- ☐ **to submit an application** — подавать заявление
- ☐ **training** — образование, подготовка
- ☐ **to try smth. out** — проверять что-то на практике
- ☐ **twice** — вдвойне, дважды

Практическая работа № 30

Тема: Устройство на работу.

Цель: формирование лексических навыков говорения и чтения.

Студент должен

Знать: значение и правописание новых лексических единиц по теме.

Уметь: использовать новые слова в речи, читать с целью извлечения детальной информации.

ХОД РАБОТЫ

A job interview

1) Дополните диалог глаголами *can, may, must* в положительной и отрицательной форме:

Alice: Good morning. I am about the ad (объявление).

Manager: Which ad?

Alice: This one. «Secretary urgently required» («Срочно требуются секретари»).

Manager: Oh, good morning. We do need (нам действительно нужен) a secretary. Please sit down. What's your name?

Alice: Alice Middleton.

Manager: _____¹ you spell it, please?

Alice: A-l-i-c-e M-i doubled l-e-t-o-n.

Manager: How old are you, Miss Middleton?

Alice: I'm twenty.

Manager: Is this your first job?

Alice: Yes.

Manager: What foreign languages _____² you speak?

Alice: Italian and Spanish.

Manager: That's good. _____³ you speak German?

Alice: No, I'm afraid I _____⁴. But I _____⁵ read it, a little.

Manager: _____⁶ you operate a computer?

Alice: Sure. I have a computer at home.

Manager: _____⁷ you start tomorrow morning? We _____⁸ wait, you see. There is a lot of work for a secretary here.

Alice: Tomorrow? O.K. But _____⁹ I ask you a question?

Manager: Sure. Go ahead.

Alice: I'd like to ask you about my pay.

Manager: Oh, your pay is \$ 500 a week. Is that O.K?

Alice: Oh, thank you.

Manager: You _____¹⁰ be at the office 5 or 10 minutes to 9. Goodbye, Miss Middleton. See you tomorrow.

Alice: Goodbye. Thank you.

2) Read the dialogue "A job vacancy" and translate:

Victor was watching TV when the telephone rang. It was his American friend Nick Jones.

- Nick:** Victor, I hope I'm not calling too late.
- Victor:** No, Nick. I was watching television. How are you?
- Nick:** I am fine. I'm calling you at such a late hour because there is good news for you. An hour ago, mine. He's on the board of directors at "A & B Instrument Company". They have an immediate software programmer. They are looking for a specialist in this field. I told my friend about you. You can come tomorrow for an interview. You shouldn't miss this opportunity. Nick, you are absolutely right. I agree with you completely. I realize that I should see the interviewer for my job at the gas station?
- Victor:** Oh, come on. Don't tell them where you are going. Just tell your supervisor you have some other things to attend to. Promise him to make up the time.
- Nick:** That makes sense, Nick. But I'm a bit afraid because of my poor English. Stop worrying about it. All you have to do is to explain your previous experience. You can do it. I have to show your experience but not English stylistic subtleties. Even a few grammatical errors. I'm sure you'll feel at ease with the interviewer.
- Victor:** I hope so. But I'm still confused about the use of English. Never the less I've made up my mind to go to the interviewer.
- Nick:** Okay. Would you write down the address?
- Nick:** All right. I'm listening.
620 Broadway, 25th floor. Ask for personnel. Don't leave home without your resume. Good luck!
Thank you, Nick.

3) Guess the words:

- | | |
|----------------|---------------|
| a) cvancya | f) besnissus |
| b) cidertor | g) posnaler |
| c) satfwore | h) enixpecere |
| d) gramppormer | i) sureme |
| e) invertiew | j) serpelonn |

1.5 Make your job work for you

Your job can be a step in the direction of the rest of your life. How you feel about it, what you do with it or what it does to you helps you to decide where you go from there. If you want to get the most out of it, if you want it to lead you down the path of success, there are certain things you should do. Here are some suggestions:

Don't let the salary be your main reason for taking the job. Sometimes a lower paying job with the right company and the right contacts can do a lot more for you than a higher salary. Decide what is the lowest pay with which you can be satisfied. Then decide what other things can be important. How much training and/or experience can you get on this job? Some companies give their new employees priceless training. On-the-job experience can be very valuable to you when you apply for your next job. It gives you the practical experience that no school can offer. This can lead to a much higher salary later. What chances are there for advancement within the company? Sometimes accepting a lower paying job gives you a chance to show your boss how capable you are and how valuable you can be to the company. This will pay off later.

Another very important item for you to think about when you apply for the job is the type of contacts you can make. Just as a smart student chooses professors rather than just courses, a smart employee tries to meet and become friendly with the people who help him or her move ahead, either in this company or on the next job. Even if you can't do that, however, just having the opportunity to meet and develop skills that may move you ahead much faster on your next job. Learning about the job from other people, or learning what it takes to move ahead in a company by observing other people, is an extremely valuable skill.

Ok, so now you have the job and you want to make an impression – you want people to notice you. What can you do to become a valuable employee? *Do a little bit more and do it well.* It really isn't that hard to be successful in your life. It's too bad, but many people try to do as little as they can on the job. Take advantage of that – do just a little bit more. This is not to suggest that you should allow anyone to take advantage of you. However, it is suggested that you do your work faithfully and competently and to the best of your ability at all times. There is a saying: "Build a better mousetrap and the world will beat a path to your door." One way to be noticed in a company is to suggest little things that can improve the routine way that things are done. You must be careful here, however. Sometimes a way of doing things has been established that has been carefully thought through and has advantages that you don't realize. The wrong suggestion can hurt you as much as the right suggestion can help you.

Do remember that other employees can be helpful to you. You should at least try not to score points by being critical of a fellow employee who is also doing his or her or her best job. Ambition, jealousy, and personality differences are encountered on any job, but the more friends you make and the fewer enemies, the better position you are in. There are times when you will need the help kind of your fellow employees. It is then that your prior actions can result in the kind of back-stabbing that hurts.

There is another important point to be made. Sometimes you may realize that you made a mistake by taking this job. *Don't feel married to it.* If it will help your career, quit it and look for another. This is the time when the friends you have made, the reputation you have earned on the job and the experience and training you have gotten will be most helpful. No job is ever a waste of time because if you have given it your best, you have learned something from it. Take all this with you to your next job and continue to move up from there.

First, of course, you have to get the job. When you do, though, it's up to you to become a valuable employee. Good luck!

1) Give the Russian equivalents:

To get the most out of the job, a job with the right company, priceless training, on-the-job experience, chances for advancement, a capable employee, to move ahead, valuable skills, to feel married to the job, fellow employees.

2) Give the English equivalents:

Путь к успеху, низкооплачиваемая работа, высокая зарплата, ценный опыт, способный, продвижение, иметь возможность, умный служащий, произвести впечатление, перехитрить вас, зарабатывать баллы, честолюбие, нуждаться в помощи, зависть, потеря времени, продолжать, меньшее количество врагов, совершил ошибку, бросить, искать, уважая других людей, мышеловка, поговорка.

3) Read the dialogue "What makes a successful person?" and translate it into Russian:

Tom: Hi, Dan!
Dan: Hello, Tom!
Tom: How are you?
Dan: Fine, thanks. And you?
Tom: Me too. You look happy. What are you dreaming about?
Dan: I'm dreaming about how to achieve success in the future. What about you?
As for me, I don't care about the future. What is the point of thinking about it. I am young
Tom: with my friends, doing what I want and have a good time. I can't think about the future achievements.
What do you think is the most important thing for achieving success in life?
In my opinion to reach success needs such things as money, someone's support and good luck.
Dan: I'm absolutely against your idea. As for me, I think the most important things are health, hard
working and education. Most people succeeded by their efforts alone. I'd like to become a millionaire.
Tom: What traits of character should you develop to become successful?
I should be sociable, independent, responsible, friendly and creative.
Dan: What traits of character would you like to get rid of?
I don't want to be shy, rude or unfriendly.
Could you advice me? I'd like to be successful, too.
I'd love to. Look here! We are all born equal. But after that we are on our own. Nobody is going to help
Tom: plate. If you want to do well, you will have to make it on your own: your own efforts and your own
Dan: ambitions. If, at first, you don't succeed, try, try and try again.
Tom: That's very helpful! I'd like to follow it.
Dan: Good luck!
Tom: Bye!
Dan:

Практическая работа № 31

Тема: Служба спасения в России.

Цель: формирование лексических навыков говорения и чтения.

Студент должен

Знать: значение и правописание новых лексических единиц по теме.

Уметь: использовать новые слова в речи, читать с целью извлечения детальной информации.

ХОД РАБОТЫ

1. Write down the words, learn them by heart.

adopt –принимать, усваивать

applied– практический, прикладной

be entitled to –иметь право на

carry out –выполнять, осуществлять

comprehensive – полный, всеобъемлющий

contribution –вклад

core – основной, ключевой

encourage – поддерживать, поощрять

essential– важный, существенный, неотъемлемый

ever-increasing –всё возрастающий

perspective –ракурс, проекция

reveal– открывать, показывать

2. Read the text and translate it into Russian.

There exist some essential goals adopted for the fire service. An analysis of these goals reveals that persons entering today's fire service can expect to be involved in a wide variety of activities. From a broad perspective, the purpose of the fire service is to protect life and property from the effects of fire. This is accomplished by such activities as fire prevention, public education, fire suppression, arson investigation, and emergency medical services. It is apparent that firefighters are involved in more than just putting out fires. In facing such new problems as hazardous materials incidents and heavy rescue, firefighters find that these new problems require extra training to handle effectively.

And now let us consider some of the most essential goals adopted for the fire service. First of all, the fire service does its best to make the public aware of the significant contributions made the fire service of the country in protecting life and property from fire, and the contribution made to the standard of living to which all citizens are entitled.

Secondly, one of the main goals is to make public officials at every level of government more aware of their responsibilities in providing adequate financial and moral support to aid the fire service in carrying out its mission.

Thirdly, the fire service should participate in and support the continued development and expansion of a comprehensive national fire information reporting system that will provide all public and private fire service agencies the information necessary to carry out effective fire prevention control activities at the national and local levels.

It is also important for the fire service to undertake basic and applied research in areas such, but not limited to, products of combustion; fixed and portable detection, prevention and suppression equipment; and apparatus, devices, practices, and operations that will assist the fire service in using the ever-increasing technology and assuring cost-effective fire prevention and control both lives and property in the country.

One of the chief goals of the fire service is also to publicize and promote the role of the fire service as the first responder to natural or man-made emergencies and disasters.

It is also vital to encourage and undertake the development and implementation of fire safety education programs for the public.

Furthermore, it is important to encourage all fire service personnel to recognize their responsibility in arson awareness, detection, and suppression.

As can be seen from the above goals, firefighters are involved in a wide variety of career activities and the core mission of the fire service has always been fire prevention and control for both lives and property in the country.

3. Answer the questions:

1. What is the purpose of the fire service from a broad perspective?
2. What kind of activities are firefighters involved in?
3. Why is extra training of firefighters necessary?
4. What makes you think that the public should be aware of the contributions made by the fire service?
5. Why is adequate financial and moral support of the public officials important?
6. Why should the fire service participate in and support the continued
7. development of a national fire information reporting system?
8. In what areas is it important for the fire service to undertake basic and applied research?
9. What is one of the chief goals of the fire service?
10. Why are fire safety education programs important for the public?
11. What is the core mission of the fire service, after all?

4. Find the synonyms:

1. essential 2. goal 3. fire 4. hazardous 5. require 6. effective 7. significant 8. aid	a) help b) risky c) important d) need e) efficient f) conflagration g) objective h) necessary
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5. Find the opposites:

Практическая работа № 32

Тема: Службы спасения в Великобритании и США.

Цель: формирование лексических и грамматических навыков говорения и чтения.

Студент должен

Знать: значение и правописание новых лексических единиц по теме, правило образования повелительного наклонения.

Уметь: использовать новые слова в речи, читать с целью извлечения детальной информации, использовать повелительное наклонение в устной и письменной речи.

ХОД РАБОТЫ

1. Write down the words, learn them by heart.

accident – несчастный случай; катастрофа; авария

ailment– ранения, повреждения; нездоровье

apparent – видимый; явный, очевидный

bruise – синяк, кровоподтёк

contagious – заразный, инфекционный

costly – дорогой, дорогостоящий

expenses – траты, затраты, издержки

fracture – перелом; разрыв мягких тканей

incidence – охват; степень; процент

injury – травма; повреждение

interrelated - взаимосвязанный

loss – потеря

preventable – предотвратимый

readily– легко, без труда

resign to –примиряться с

scrape – царапина

severity of accidents –тяжесть несчастных случаев

stem from -происходить, исходить

sustain – (здесь) испытывать; доказывать

unfortunate – неудачливый, несчастливый

vocation– профессия

2. Read the text and translate it into Russian.

Fire fighting is one of the world's most dangerous jobs, and accidents in this profession can result in costly losses – the greatest loss being the death of a firefighter. Other losses may include lost manpower (due to injuries), damaged equipment (which is expensive to repair or replace), and legal expenses. In order to prevent these losses, it is necessary to prevent the accidents that cause them. Reducing accidents will save lives and money.

There are two basic factors that motivate accident control efforts within the fire fighting profession: *the human factor* and *the economic factor*. The human factor, while interrelated with economics, stems from the natural desire to conserve human resources to prevent needless

suffering from physical pain or emotional stress. The economic factor includes legal expenses and expenses caused by the loss of manpower, apparatus, equipment, tools, property, or systems. Yet despite these two strong motivational factors, firefighters have traditionally accepted injuries and related losses as part of their vocation. Knowing their job to be one of the most hazardous, many firefighters are resigned to occupational accidents, injuries, and fatalities; and this is compounded by the stereotypical image of the firefighter as heroic and fearless in the face of danger. Most firefighter injuries are a direct result of preventable accidents.

An accident is defined as an unplanned, uncontrolled event resulting from unsafe acts and/or unsafe occupational conditions, either of which can result in injury. When an accident occurs, it indicates that something has gone wrong, that someone failed to perform safely, or that some unsafe condition existed. It is impossible to have an accident otherwise. It is also impossible to take the proper corrective steps to prevent similar accidents until the causes are known. An injury can be defined as a hurt, damage, or loss sustained as a result of an accident. An injury causes bodily harm or illness. Injuries can be visible or invisible, including such visible wounds as fractures, burns, cuts, scrapes, bruises, and electrocutions, or such usually invisible ailments as muscle strains or sprains.

The relationship between an accident and an injury is readily apparent. The injury can be the unfortunate result of the accident, although not every accident results in an injury. It is important to realize, however, that injuries will not be prevented unless the accidents that cause them are stopped.

Only by analyzing and understanding the causes of accidents is it possible to prevent them from happening. Safety reduces the number and severity of accidents.

Not only are firefighters responsible for working toward self-improvement in safety practices, but the department is also responsible for control measures within the system. These come in the form of regulations for protective clothing and equipment, and a good training program that teaches safe procedures.

Finally, the main goals of any good safety program should be to:

- Prevent human suffering, deaths injuries, illnesses, and exposures to hazardous atmospheres and contagious diseases.
- Prevent damage/loss of equipment.
- Reduce the incidence and severity of accidents and hazardous exposures.

3. Answer the questions:

1. What can accidents in fire fighting result in?
2. What is the greatest loss in fire fighting?
3. What may other losses include?
4. Why is accidents' prevention vital?
5. What are the two basic factors that motivate accident control efforts?
6. What do you think is more important – the humane factor or the economic factor?
7. What is “the humane factor”?
8. What is “the economic factor”?
9. How is the stereotypical image of the firefighter related to accidents, injuries and fatalities?
10. Most firefighter injuries are a direct result of preventable accidents, aren't they?
11. How can you define “an accident”?
12. What is the definition of “an injury”?
13. Could you give us examples of visible and invisible injuries?
14. What is the relationship between an accident and an injury?
15. What should the fire service do to prevent accidents from happening?
16. In what way is the fire department responsible for control measures within system?
17. Which main goals should any good safety program include?

1. Write down the words, learn them by heart.

accept –принимать; соглашаться

adage –афоризм, изречение

cave-in –провал

civil disturbances –гражданские волнения, нарушение общественного порядка

dedication –посвящение; преданность

devotion – преданность, привязанность

diversified –разный, разнообразный

drain – осушать; истощать

encounter – встретиться, столкнуться с

endurance – выносливость

evaluate –определить, установить, оценить

expose to –подвергать (рisku, опасности)

genuine – подлинный, истинный, неподдельный

heritage – наследство, наследие

inspired – воодушевлённый, поглощённый

proficient – опытный, умелый, искусный

sacrifice – жертва, пожертвование

scorn –относиться с пренебрежением

unrestricted –неограниченный

unselfish – бескорыстный

whenever – всякий раз когда, когда бы ни

2. Read the text and translate it into Russian.

Fire fighting is one of the world's most honored but hazardous occupations. It is the duty of every fire department to save lives and reduce injuries and property losses. By becoming firefighters, people join an organization rich in heritage of dedication, unselfish sacrifice, and inspired human action.

The job of a firefighter is not easy or comfortable. It is one that requires a high sense of personal dedication, a genuine desire to help people, and a devotion to a profession that requires a high level of skill. It is also a profession that exposes an individual to a high level of personal danger.

Whenever there is a disaster, the fire department is one of the first called to the scene. Because it is a disaster, the conditions are not always favorable. It is hard, fast work that drains energy and tests endurance. But the situation will not always involve fire. There may be cave-ins, building collapses, auto accidents, aircraft crashes, tornadoes, hazardous materials incidents, civil disturbances, rescue operations, explosions, water incidents, and medical emergencies. The emergency list is unlimited.

When people feel they have an emergency, they think of the fire department first. Firefighters are involved with all types of people, appreciated by some and scorned by others. Since firefighters are public servants, they are expected to calmly evaluate the problem and bring it to a successful conclusion. As a result of this position, firefighters will come to know sincere thanks, human kindness, misunderstanding, sadness, helplessness, and disappointment. Firefighters will see and know unrestricted emotion, destruction, foolishness, pain, and death. From the first time an emergency situation is encountered until the last day of service, firefighters are expected by the public to perform heroically. However, firefighters are not super heroes. Like other people, they have their limits. Everything cannot be done at once. This fact must be accepted. Any emergency situation requires knowledge, ability, and skill to bring it to a safe conclusion.

It is an old adage that people learn from their mistakes. In the fire service, waiting to learn from mistakes can be fatal. Indeed, there is no need to learn from mistakes. Training is the key. The training firefighters receive, if proper, will let them become proficient in the occupation. The

education and training of firefighters cover such a broad spectrum of subjects and are so diversified that it is impossible to become completely trained.

Exercise 3. Answer the questions:

1. Why do you think fire fighting is one of the most honored but hazardous jobs?
2. Why is the job of a firefighter not easy or comfortable?
3. What does this profession require?
4. Is the fire department always called to the scene whenever there is a disaster?
5. Does the emergency situation always involve fire?
6. Why do you think some people appreciate and some scorn firefighters?
7. What will firefighters see and know while performing their duties?
8. Do you think firefighters are super heroes or like other people?
9. What does any emergency situation require?
10. Why can it be fatal in the fire service to learn from mistakes?
11. Why is the training vital for firefighters?
12. Why is it impossible for firefighters to become completely trained?

Exercise 4. Translate into English:

1. Пожаротушение – одна из наиболее опасных профессий в мире.
2. Спасать жизни и имущество людей – это долг пожарных.
3. Работа пожарного требует искреннего желания помогать людям.
4. Когда бы ни случилась беда, пожарная охрана одной из первых вызывается к месту происшествия.
5. Список ЧС, на которые выезжает пожарная охрана, безграничен.
6. При выполнении своих служебных обязанностей пожарные видят многое – искреннюю благодарность, человеческую доброту, страдания людей, горе, разочарование, упрёки и гибель людей.
7. Пожарные не супер герои, как и у других людей, у них есть свои пределы.
8. Любая ошибка при борьбе с огнём может стать фатальной, тренировка – вот ключ к успеху.
9. Теоретические знания и практические навыки помогают пожарным решать задачи успешно.
10. Пожарные учатся всю жизнь, даже ветеран никогда не скажет, что он знает о пожарах и пожаротушении абсолютно всё.

Практическая работа № 34

Тема: Контрольная работа № 2 (см. КОС)