

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ  
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ ОБРАЗОВАТЕЛЬНОЕ  
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
«МУРМАНСКИЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ»

Кафедра иностранных языков

**Б1.О.03.01 ИНОСТРАННЫЙ ЯЗЫК**

*Методические указания к самостоятельной работе  
по направлению подготовки  
13.03.01 «Теплоэнергетика и теплотехника» (уровень бакалавриата),  
профиль подготовки «Энергообеспечение предприятий»*

Мурманск  
2020

Составитель - Егорова И.В., старший преподаватель кафедры иностранных языков

МУ к самостоятельной работе рассмотрены и одобрены на заседании кафедры-разработчика кафедры иностранных языков

Рецензент – Малаева А.В., доцент кафедры иностранных языков

**ОГЛАВЛЕНИЕ**

1. ОБЩИЕ ОРГАНИЗАЦИОННО-МЕТОДИЧЕСКИЕ УКАЗАНИЯ.....	4
2. ТЕМАТИЧЕСКИЙ ПЛАН.....	6
3. СПИСОК РЕКОМЕНДУЕМОЙ ЛИТЕРАТУРЫ И ИНФОРМАЦИОННЫХ РЕСУРСОВ.....	9
4. СОДЕРЖАНИЕ И МЕТОДИЧЕСКИЕ УКАЗАНИЯ К ИЗУЧЕНИЮ ТЕМ ДИСЦИПЛИНЫ «ИНОСТРАННЫЙ (АНГЛИЙСКИЙ) ЯЗЫК».....	10

## 1. ОБЩИЕ ОРГАНИЗАЦИОННО-МЕТОДИЧЕСКИЕ УКАЗАНИЯ

Методические указания для самостоятельной работы обучающихся по направлению подготовки 13.03.01 «Теплоэнергетика и теплотехника» составлены в соответствии с Рабочей программой по дисциплине «Иностранный язык» для данного направления, разработанной на основе ФГОС ВО для направления «Теплоэнергетика и теплотехника», утвержденного приказом Министерства образования и науки Российской Федерации № 143 от 28.02.2018 г. и на основании Учебного плана, утвержденного Ученым советом ФГБОУ ВО «МГТУ» 28.02.2019 г. протокол № 7.

Методические указания предназначены для организации и контроля внеаудиторной самостоятельной работы обучающихся.

Процесс изучения дисциплины «Иностранный язык» направлен на формирование элементов следующих компетенций в соответствии с ФГОС ВО:

УК-4 - Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах).

Рабочей программой учебной дисциплины «Иностранный язык» предусмотрена самостоятельная работа обучающихся в объеме 152 часов для очной формы обучения и 287 часов для заочной формы обучения.

**Целью** данного вида учебной деятельности обучающихся является самостоятельное приобретение знаний, закрепление и систематизация умений и навыков, полученных на практических занятиях по дисциплине «Иностранный язык».

**Задачи** самостоятельной работы:

- расширение словарного запаса общетематической и формирование словаря специальной лексики в процессе самостоятельной работы над усвоением новых лексических единиц;
- развитие навыков говорения в виде монологической и диалогической речи в процессе самостоятельной работы над подготовкой монологических и диалогических высказываний на иностранном языке;
- развитие и дальнейшее совершенствование умений и навыков всех видов чтения и перевода адаптированной художественной, научно-популярной литературы и текстов по специальности в процессе самостоятельной работы над текстами;
- повторение и закрепление грамматического материала, изученного на занятиях в соответствии с рабочей программой дисциплины;
- развитие умений и навыков письменной речи в процессе самостоятельного выполнения письменных заданий;
- развитие навыков аудирования речи в процессе самостоятельного прослушивания аудиозаписей и просмотра видеофайлов.

**Основные виды (направления)** самостоятельной работы студентов:

1. Выполнение устных домашних заданий по изученным лексическим темам (подготовка к монологическим высказываниям, составление диалогов по заданным темам и др.);
2. Выполнение письменных домашних упражнений на закрепление и активизацию пройденного грамматического материала; составление аннотаций.
3. Индивидуальное чтение художественной и научно-популярной литературы.

**Контроль** самостоятельной работы обучающихся осуществляется в рамках практических и индивидуальных занятий, а также на консультациях, еженедельно проводимых преподавателями кафедры. Формы контроля зависят от вида самостоятельной работы и могут включать в себя фронтальный, индивидуальный и групповой опрос студентов, тестирование, проверку контрольных заданий, рабочих тетрадей, словарей и т.д.

**По окончании обучения на I, II курсах обучающийся должен:****Знать:**

- лексический минимум в объеме 3000 учебных лексических единиц общего и терминологического характера (1600 лексических единиц, усвоенных в результате изучения дисциплины и 1400 лексических единиц школьного лексического минимума); свободные и устойчивые словосочетания, фразеологические единицы;
- основные грамматические формы и конструкции;
- основные грамматические явления, характерные для профессиональной речи;
- основные способы словообразования.

**Уметь:**

- использовать лексический минимум с учетом дифференциации лексики по сферам применения;
- продуктивно использовать грамматические формы и конструкции, соответствующие ситуациям коммуникативного общения в письменной и устной форме;
- работать с информацией на иностранном (английском) языке в глобальных компьютерных сетях.

**Владеть:**

- способностью к коммуникации в устной и письменной формах на иностранном языке для решения задач межличностного и межкультурного взаимодействия;
- базовыми навыками общения в области профессиональной деятельности на иностранном языке

## 2. ТЕМАТИЧЕСКИЙ ПЛАН

Наименование тем и содержание самостоятельной работы	Количество часов	
	Очная форма обучения	Заочная форма обучения
<b>Очная форма обучения - I семестр</b> <b>Заочная форма обучения - I курс, I сессия</b>		
<b>Темы устной практики</b>		
1.1 Я - студент МГТУ (семья, увлечения, учеба в университете).	4	7
1.2 Система высшего образования в России и за рубежом (System of Higher Education in Russia and Abroad).	4	7
1.3 Высшие учебные заведения за рубежом. Наш университет (Foreign Universities. Our University).	4	6
<b>Лексический минимум.</b>		
1.4 Лексический минимум в объеме 400 учебных лексических единиц.	4	6
<b>Грамматический материал</b>		
1.5 Глагол to be в Present, Past, Future Indefinite. Глагол to have в Present, Past, Future Indefinite. Местоимения some, any, no, every и их производные. Местоимения much, many, little, few. Оборот there + be в Present, Past, Future Indefinite. Степени сравнения прилагательных и наречий. Предлоги места, направления и времени. Числительные.	4	6
1.6 Времена группы Simple (Indefinite) в действительном и страдательном залоге.	3	6
1.7 Модальные глаголы и их эквиваленты.	3	6
<b>Аудиторное чтение</b>		
1.8 Учебные, публицистические, общественно-политические, научно-популярные тексты.	3	6
<b>Индивидуальное чтение</b>		
1.9 Книги для чтения на английском языке для студентов младших курсов неязыковых вузов, учебные, публицистические, общественно- политические, научно-популярные тексты.	3	6
<b>Аудирование</b>		
1.10 Прослушивание текстов и диалогов, время звучания 1-2 минуты; просмотр видеофильмов, продолжительность видеозаписи – 1-2 минуты.	3	6
<b>Письмо</b>		
1.11 Выполнение письменных упражнений, составление электронных сообщений.	3	6
<b>Итого за 1 семестр:</b>	<b>38</b>	<b>68</b>
<b>Очная форма обучения – II семестр</b> <b>Заочная форма обучения - I курс, II сессия</b>		
<b>Темы устной практики</b>		
1.12 Достижения научного прогресса. Выдающиеся ученые и великие открытия (Achievements of Scientific Progress. Great Scientists and their Discoveries).	4	7
1.13 Современные технологии. Знаменитые изобретатели и известные изобретения (Modern Technologies. Famous Inventors and their Inventions).	4	7
<b>Лексический минимум.</b>		
1.14 Лексический минимум в объеме 400 учебных лексических единиц.	4	7
<b>Грамматический материал</b>		
1.15 Времена группы Continuous в действительном залоге.	4	7

1.16 Present and Past Continuous в страдательном залоге.	4	6
1.17 Времена группы Perfect в действительном и страдательном залоге.	3	6
1.18 Времена группы Perfect Continuous.	3	6
<b>Аудиторное чтение</b>		
1.19 Учебные, публицистические, общественно-политические, научно-популярные тексты.	3	6
<b>Индивидуальное чтение</b>		
1.20 Книги для чтения на английском языке для студентов первых курсов неязыковых вузов, учебные, публицистические, общественно-политические, научно-популярные тексты.	3	6
<b>Аудирование</b>		
1.21 Прослушивание текстов и диалогов, время звучания 1-2 минуты; просмотр видеофильмов, продолжительность видеозаписи – 1-2 минут.	3	6
<b>Письмо</b>		
1.22 Выполнение письменных упражнений, написание сочинений на заданную тему.	3	6
<b>Итого за 2 семестр:</b>	<b>38</b>	<b>60</b>
<b>Итого за 1 курс:</b>	<b>76</b>	<b>128</b>
<b>Очная форма обучения – III семестр Заочная форма обучения - II курс I сессия</b>		
<b>Темы устной практики</b>		
2.1 Актуальные проблемы современного общества: социально-экономические проблемы общества. Вызовы для молодежи (Acute Global Issues. Ecological, Social and Economic Problems of Modern Society. Challenges of Young People).	4	7
2.2 Глобальные проблемы окружающей среды: экологические проблемы, охрана природы и рациональное природопользование (Global environmental issues).	4	7
<b>Лексический минимум.</b>		
2.3 Лексический минимум в объеме 400 учебных лексических единиц	4	7
<b>Грамматический материал</b>		
2.4 Согласование времен.	4	7
2.5 Прямая и косвенная речь.	4	7
2.6 Условные предложения.	4	7
<b>Аудиторное чтение</b>		
2.7 Публицистические, общественно-политические, научно-популярные и специальные тексты.	4	7
<b>Индивидуальное чтение</b>		
2.8 Книги для чтения на английском языке для студентов первых курсов неязыковых вузов, учебные, публицистические, общественно-политические, научно-популярные и специальные тексты.	4	7
<b>Аудирование</b>		
2.9 Прослушивание текстов и диалогов, время звучания 1-3 минуты; просмотр видеофильмов, продолжительность видеозаписи – 2-3 минуты.	3	6
<b>Письмо</b>		
2.10 Выполнение письменных упражнений, составление частных и деловых писем,	3	6
<b>Итого за 3 семестр:</b>	<b>38</b>	<b>68</b>
<b>Очная форма обучения – IV семестр Заочная форма обучения - II курс, II сессия</b>		
<b>Темы устной практики</b>		
2.11 Сфера профессиональной деятельности (история, современное	4	9

состояние и перспективы развития) (Professional Sphere: History, Current State and Prospects of Development).		
2.12 Моя будущая профессия (устройство на работу, профессиональные возможности и перспективы) (My Future Profession (Employment, Professional Opportunities and Prospects).	4	9
<b>Лексический минимум.</b>		
2.13 Лексический минимум в объеме 400 учебных лексических едини	4	9
<b>Грамматический материал</b>		
2.14 Причастия. Независимый причастный оборот.	4	8
2.15 Герундий.	4	8
2.16 Инфинитив.	3	8
2.17 Сложное дополнение. Сложное подлежащее.	3	8
<b>Аудиторное чтение</b>		
2.18 Публицистические, общественно-политические, научно-популярные и специальные тексты.	3	8
<b>Индивидуальное чтение</b>		
2.19 Книги для чтения на английском языке для студентов младших курсов неязыковых вузов, учебные, публицистические, общественно-политические, научно-популярные и специальные тексты.	3	8
<b>Аудирование</b>		
2.20 Прослушивание текстов и диалогов, время звучания 1-3 минуты; просмотр видеофильмов, продолжительность видеозаписи – 2-3 минуты.	3	8
<b>Письмо</b>		
2.21 Выполнение письменных упражнений, написание сопроводительных писем при устройстве на работу, резюме.	3	8
<b>Итого за 4 семестр:</b>	<b>38</b>	<b>91</b>
<b>Итого за 2 курс:</b>	<b>76</b>	<b>159</b>
<b>Всего:</b>	<b>152</b>	<b>287</b>

### 3. СПИСОК РЕКОМЕНДУЕМОЙ ЛИТЕРАТУРЫ

1. Волкова, Т. П. Английский язык для студентов-бакалавров = English for Bachelor`s Degree Students : учеб. пособие по дисциплине "Иностранный язык" для студентов мл. курсов всех направлений подгот. / Т. П. Волкова, А. В. Малаева, И. В. Смирнова; М-во образования и науки Рос. Федерации, ФГБОУ ВО "Мурман. гос. техн. ун-т". - Мурманск : Изд-во МГТУ, 2018. - 238 с. : ил. - Библиогр.: с. 237-238. - ISBN 978-5-86185-958-5 : 476-54. (аб. - 95 экз., ч/з. - 5 экз.)
2. Волкова, Т. П. Практикум по английскому языку для студентов-бакалавров = English for Bachelor`s Degree Students : Practice Book : учеб. пособие по дисциплине "Иностранный язык" для обучающихся мл. курсов всех направлений подгот. / Т. П. Волкова, А. В. Малаева, И. В. Смирнова; М-во образования и науки Рос. Федерации, ФГБОУ ВО "Мурман. гос. техн. ун-т". - Мурманск : Изд-во МГТУ, 2018. - 206 с. : ил. - Библиогр.: с. 205-206. - ISBN 978-5-86185-973-8 : 377-23. (аб. - 95 экз., ч/з. - 5 экз.)
3. Волкова, Т.П. Грамматика английского языка = English grammar for university students : учеб. пособие для вузов по дисциплине "Иностранный язык" / Т. П. Волкова, Н. В. Ломовцева; Федер. агентство по рыболовству, ФГБОУ ВПО "Мурман. гос. техн. ун-т". - [2-е изд., доп.]. - Мурманск : Изд-во МГТУ, 2012. - 226 с. (аб. - 668 экз., ч/з. - 2 экз.)
4. Алексеева, Н.А. Употребление времен в английском языке [Электронный ресурс] = Use of Tenses : метод. указания к изучению грамматики англ. яз. для студентов мл. курсов всех специальностей / М-во образования и науки Рос. Федерации, ФГБОУ ВО Мурман. гос. техн. ун-т, Каф. иностр. яз. ; сост. Н. А. Алексеева. - Электрон. текстовые дан. (1 файл : 393 Кб). -



Мурманск : Изд-во МГТУ, 2017. - 68 с. - Доступ из локальной сети Мурман. гос. техн. ун-та. - Загл. с экрана. - Библиогр.: с. 68.

5. Волкова, Т.П. Методические указания по составлению деловых писем на английском языке для студентов всех специальностей [Электронный ресурс] / Гос. ком. Рос. Федерации по рыболовству, Мурман. гос. техн. ун-т, Каф. иностр. яз. ; сост. Т. П. Волкова. - Электрон. текстовые дан. (1 файл : 114 Кб). - Мурманск : Изд-во МГТУ, 2008. - Доступ из локальной сети Мурман. гос. техн. ун-та. - Загл. с экрана.

7. Ресурсы информационно- телекоммуникационной сети «Интернет»

#### **Лексика, аудирование**

- [www.englishclub.com](http://www.englishclub.com)
- <http://www.bbc.co.uk/podcasts>
- [www.eslcafe.com](http://www.eslcafe.com)
- [www.study.ru](http://www.study.ru)
- [www.efl.ru](http://www.efl.ru)
- [www.soft-one.com/words](http://www.soft-one.com/words)
- [www.yaziki.ru](http://www.yaziki.ru)
- [alemeln.narod.ru](http://alemeln.narod.ru)
- <http://www.wordsmyth.net/>
- [www.merriam-webster.com/](http://www.merriam-webster.com/)
- <http://www.bibliomania.com/1/7/299/2034/frameset.html>
- Brewer's Phrase and Fable <https://archive.org/details/brewersdictionary000544mbp>
- Hobson Jobson <http://dsal.uchicago.edu/dictionaries/hobsonjobson/>
- <http://www.usingenglish.com/>
- <http://www.ef.com/english-resources/english-usage/>

#### **Грамматика**

- <http://www.englishgrammarssecrets.com/>
- <http://www.english-grammar-lessons.com/>
- <http://learnenglish.britishcouncil.org/en/quick-grammar>
- [www.learnenglish.de/grammarpage.htm](http://www.learnenglish.de/grammarpage.htm)
- [www.edufind.com/english/grammar/index.cfm](http://www.edufind.com/english/grammar/index.cfm)
- [www.lib.ru/ENGLISH/glagol.txt](http://www.lib.ru/ENGLISH/glagol.txt)
- [www.lib.ru/ENGLISH/esl.txt](http://www.lib.ru/ENGLISH/esl.txt) <http://lib.ru/ENGLISH/esl.txt>
- <http://www.ef.com/english-resources/english-grammar/>
- <http://www.ef.com/english-resources/english-test/>

#### **Энциклопедии**

- Encyclopedia Britannica Online <http://www.britannica.com/>
- Wikipedia, the free encyclopedia [http://en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page)

#### **Образовательные ресурсы**

*MacmillanEducation*

- <http://www.macmillandictionary.com/>
- <http://www.macmillandictionaryblog.com/>
- <http://www.youtube.com/macmillanelt>

*OxfordUniversity Press*

- <http://www.oup.co.uk/>
- OUP online practice*
- <http://www.oup.com/elt/students/?cc=ru>

*CambridgeUniversity Press - Worldwide*

- <http://www.cambridge.org/uk/international/>

*CUP ELT resources*

- <http://www.cambridge.org/elt/resources/>

*Express Publishing*

- <http://www.expresspublishing.co.uk/>

#### 4. СОДЕРЖАНИЕ И МЕТОДИЧЕСКИЕ УКАЗАНИЯ К ИЗУЧЕНИЮ ТЕМ ДИСЦИПЛИНЫ

##### Лексический минимум. Темы устной практики

Целью самостоятельной работы по освоению лексического минимума и тем устной практики является расширение словарного запаса, совершенствование навыков диалогической и монологической речи.

Самостоятельная работа обучающихся в по освоению лексического минимума и изучению тем устной практики заключается в повторении и запоминании новых лексических единиц, выполнении различных лексических упражнений, составлению монологических и/или диалогических высказываний по изученным темам.

Содержание заданий на монологическое высказывание может быть следующим: выскажитесь по теме, опираясь на содержание текста, выскажитесь по теме с опорой на ключевые слова, выскажите свое мнение по теме, подготовьте устное сообщение по теме.

Содержание заданий на представление диалогических высказываний: составить диалог по образцу, составить диалог, опираясь на схему, составить диалог по речевой ситуации по заданной теме.

##### Темы устной практики:

№ п\п	Тема устной практики	Источник из списка литературы	Страницы
	Очная форма обучения - I семестр Заочная форма обучения - I курс, I сессия		
1	Я - студент МГТУ (семья, увлечения, учеба в университете).	1	стр. 6-17
2	Система высшего образования в России и за рубежом. (Higher Education in Russia and Abroad)	1	стр. 18-45
3	Высшие учебные заведения за рубежом. Наш университет. (Foreign Universities. Our University)	1	стр. 46-56
	Очная форма обучения – II семестр Заочная форма обучения - I курс, II сессия		
4	Достижения научного прогресса. Выдающиеся ученые и великие открытия. (Achievements of Scientific Progress. Great Scientists and their Discoveries)	1	стр. 67-91
5	Современные технологии. Знаменитые изобретатели и известные изобретения. (Modern Technologies. Famous Inventors and their Inventions)	1	стр. 97-121
	Очная форма обучения - III семестр Заочная форма обучения - II курс, I сессия		
6	Актуальные проблемы современного общества: социально-экономические проблемы общества. Вызовы для молодежи. (Acute Global Issues. Ecological, Social and Economic Problems of Modern Society. Challenges of Young People)	1	стр. 134-152
7	Глобальные проблемы окружающей среды: экологические проблемы, охрана природы и рациональное природопользование. (Global environmental issues)	1	стр. 165-185
	Очная форма обучения – IV семестр Заочная форма обучения - II курс, II сессия		

8	Сфера профессиональной деятельности (история, современное состояние и перспективы развития). (Professional Sphere: History, Current State and Prospects of Development)	1	стр. 197-214
9	Моя будущая профессия (устройство на работу, профессиональные возможности и перспективы). (My Future Profession (Employment, Professional Opportunities and Prospects))	1	стр. 215-222

### Тема 1. Я - студент МГТУ (семья, увлечения, учеба в университете).

#### Вопросы для самопроверки:

1. Who are you? Introduce yourself.
2. Are you a student or a cadet, a sophomore or a freshman?
3. Where do you study?
4. What are your hobbies?
5. What is your father's job? What are his hobbies?
6. What does your mother do? Does she have any hobbies?
7. Do you have any brothers or sisters? How old is he (she)? Is he (she) elder or younger than you? What does he (she) do? What is he (she) fond of?
8. Do you think you made right choice when you entered the University?
9. How many classes do you usually have a day?
10. How long does it take you to get to the University?
11. What subjects do you study? Are they new for you? Are they interesting?
12. Do you often visit a library or a reading hall? Why?
13. Do you miss any lectures, seminars and lessons?
14. Do you attend any consultation lessons? What for?
15. Are you tired after lessons?
16. Do you have much homework?

#### Exercise 1. Complete the sentences with suitable words.

1. Every day we have three... .
2. It ... me 30 minutes to get to the University.
3. She likes her studying ... .. of the fact that she works hard.
4. We are taught many ... such as...and ... subjects such as Physics and the History of Culture.
5. You can...the teacher if something is not quite clear for you.
6. It is really a problem for any ... to find a class-room in the MSTU.
7. You must ... all your lectures and try not to ... additional consultation lessons.
8. She feels ... and ... after her hard working day.
9. My brother is ... on his ... when he comes in the evening.  
I think I ... the right ...when I entered this University.

#### Exercise 2. Complete the following sentences using the necessary information.

1. You see our University includes ....
2. Taking into consideration the fact that we didn't know the positions of those buildings and that the interval between the lessons is just 10 minutes you can easily ....
3. But now we can more or less orientate ourselves in the University and can find our ways to the classrooms.
4. As for the subjects we are taught ....
5. It needs to say that ....
6. We often go to ....
7. Besides nearly every day we have some ... at which we can ....
8. As I attend all the lectures, seminars, lessons and try not to miss additional consultation lessons I usually come .....

9. I always have a lot of tasks ....
10. So in the evening I usually .....

## **Тема 2. Система высшего образования в России и за рубежом. (Higher Education in Russia and Abroad)**

### **Вопросы для самопроверки:**

1. When and where was the first Russian university founded?
2. Is higher education compulsory in Russia?
3. What is the higher education in Russia provided by?
4. What are the two levels of education in Russia?
5. What is a distinguishing feature of our universities?
6. What kind of courses do the programmes include?
7. What educational institutions provide higher education in Britain?
8. What are "red-brick" universities divided into?
9. How does the Open University operate?
10. Is higher education in Britain selective? Prove your point of view.
11. How many terms are there in the academic year? How long are they?
12. What degree do the students get after the graduation?
13. What degrees can they obtain if they decide to continue studying?
14. How many colleges were there in the USA in 1825? How many educational institutions are there in the US now?
15. Do students in the USA pay for their education?
16. What universities are included in the Ivy League?
17. What are the main categories of institutions in the USA?
18. Why is the diversity of American higher education so baffling?

### **Exercise 1. Complete the following sentences.**

1. Every University in Great Britain is autonomous and responsible to its...
2. Universities offer a wide range of courses from highly academic to very...
3. University teaching combines lectures, practical classes and small group teaching in either seminars or...
4. There is little continuous assessment on many courses, so the final examinations are very...
5. After three years of studying students can get the...
6. When students are awarded the degree, they become...
7. The highest degree is Doctor of Philosophy (PhD), which takes...
8. Parents also contribute, the amount depending on their...
9. After the interview a potential student (applicant) is offered a place on the basis of the results of...
10. For a very long time America has led the world in higher education...
11. Nearly half of all people aged nineteen are in...
12. Only half of students successfully complete full four-year courses for...
13. The research carried on at Harvard and the Massachusetts Institute of Technology contributed to...
14. In general the system of higher education in the United States is...
15. Many of colleges and universities have their own separate lobbies in...

### **Exercise 2. Say if the following statements are true (T) or false (F). Correct the false statements.**

1. Russian economic schools are a unique national tradition; they greatly influence the development of science and technology.
2. The engineering education in Russia began with the foundation of the School of Mathematical and Navigational Sciences in Moscow according to Tsar Peter the Great's Decree dated 27 January 1701.
3. In 1733 the Mining College appeared in St. Petersburg.
4. In 1828, the first institute – St. Petersburg State Technical University appeared.
5. Nowadays there are 350 state technical universities in Russia.

6. Technical universities train engineers in different fields of engineering and technology, natural sciences and social economics.
7. The quality of Russian teaching in natural sciences and technology is higher than in many western countries.
8. Most Russians begin to study at the university after a secondary school, a lyceum or gymnasium at the age of 17.
9. Admission to the university is according to the entrance exams and interviews.
10. Competition for places in universities and other prestigious academic institutions is rather stiff.
11. Higher education in Britain is provided only by universities.
12. "Red-brick" universities are ancient institutions founded in the 12<sup>th</sup> century.
13. Every British student with A-level qualifications can study at a university.
14. The British university year is divided into two terms.
15. Students in Great Britain have vacations at Christmas, a month off at Easter, and three or four months in summer.

### **Тема 3. Высшие учебные заведения за рубежом. Наш университет. (Foreign Universities. Our University.)**

#### **Вопросы для самопроверки**

1. When were Oxford and Cambridge universities established?
2. What do Oxford and Cambridge universities consist of?
3. What system are Oxford and Cambridge universities known all over the world for?
4. When was the Murmansk Higher Engineering Marine College founded? How old is it now?
5. When was the college renamed into the Murmansk State Academy of Fishing Fleet?
6. When was the Academy of Fishing Fleet reorganized into the Murmansk State Technical University?
7. How many students and cadets study at the University?
8. What kind of specialists does the MSTU train?
9. What subjects do you study? Which of them do you like (dislike)? What subjects are you good at?
10. What laboratories are there at our University? What are they intended for?
11. Is there a library at the University?
12. Is education at the MSTU free of charge?
13. Do students get grants?

#### **Exercise 1. Complete the following sentences.**

1. These universities are often called Oxbridge...
2. The first college at Cambridge...
3. The universities were only for men until 1871...
4. Oxford and Cambridge universities consist of...
5. The cost of education in Oxbridge depends on...
6. Teaching in Oxbridge is carried out by...
7. Oxford and Cambridge universities respect...
8. In 1996 the Academy of Fishing Fleet was reorganized into...
9. Our University trains...
10. The students of all faculties study...
11. The library has...
12. The complex of teaching and research laboratories are...
13. The state provides the cadets of the MSTU with...
14. The University students get the grants...
15. Students can spend their free time...

#### **Exercise 2. Fill in the prepositions.**

1. Oxford and Cambridge universities consist ... a number of colleges.
2. All the students must pay ... their education.

3. The cost ... education depends ... the college and speciality.
4. Teaching is carried out ... tutorial system.
5. These universities are known all ... the world.
6. Tutor practically guides a student ... the whole course of studies.
7. Once or twice a week a student goes ... his tutor to discuss his work ... him.
8. The degrees are awarded ... public degree ceremonies.
9. Their debates are shown ... TV.
10. The Murmansk Higher Engineering Marine College was founded ... 1950.
11. At first there were only two faculties ... the college.
12. In 1992 the college was renamed ... the Murmansk State Academy of Fishing Fleet.
13. Now more than 4000 students and cadets study ... the University.
14. Each faculty is headed ... a Dean.
15. The Rector is ... the head of the University.
16. The complex of teaching and research laboratories are ... the disposal of different faculties training up-to-date specialists.
17. The state provides the cadets of the University ... free board, uniform and grant.
18. Students can join ... different societies.

#### **Тема 4. Достижения научного прогресса. Выдающиеся ученые и великие открытия.**

##### **Вопросы для самопроверки:**

1. Why is science so important in the modern world?
2. What is science? What kinds of science do you know?
3. How does science help to keep peace in the world?
4. How does science help to solve the energy program?
5. What proves that the study of science is important for understanding the natural world?
6. What is a list of subjects coming under the heading of science?
7. What is the characteristics of scientific work?
8. What is a list of subjects not coming under heading of science?
9. What are the features of work that may be called "unscientific"?
10. What are the two main characteristics of science?

##### **Exercise 1. Replace the words in brackets with the corresponding English words and phrases.**

1. We live in the age of rapid engineering (прогресс) and of dramatic scientific discoveries.
2. We have become used to (сверхзвуковые) airliners, to TV colour programmes broadcast over vast distances, to the most varied man-made materials from nylon, to superhard artificial diamonds.
3. (огромные) changes are known to have taken place recently.
4. Science favourably (изменяет) the world today, determining in many ways its future.
5. In our age of electronics, (автоматизация), atomic energy and space research science is increasingly becoming an immediate instrument of industry.
6. And our country holds a (выдающаяся) place in developing it.
7. It is necessary to say that a great (вклад) to the development of world science was made by the Russian scientists and inventors.

##### **Exercise 2. Complete the following sentences using the necessary information.**

1. Britain is pre-eminent in radio astronomy and in many fields of ...
2. Much basic work was done in Britain on ....
3. British advances in medicine include ...
4. British contributions to science include many great discoveries linked ...
5. Sir Isaac Newton invented ...
6. Robert Boyle is called ...
7. Michael Faraday discovered ...
8. Henry Cavendish discovered ...

9. In the present century – J.J. Thompson, Lord Rutherford and Sir James Chadwick worked on
10. Since 1945 there have been 27 British scientists who have received ...
11. There are over 200 scientific ... in Britain.

### **Тема 5. Современные технологии. Знаменитые изобретатели и известные изобретения.**

#### **Вопросы для самопроверки:**

1. What is the difference between technology and technique
2. What person we call a technician, an expert, a technologist
3. What we mean speaking about technocracy
4. Whom we call technophobe
5. What machines are important in your life?
6. Which do you think is the most important?
7. Which has changed the world the most?
8. What do you think are some of the greatest wonders of the twentieth century?
9. What is the difference between science and technology?
10. What outstanding inventors do you know?

#### **Exercise 1. Replace the words in brackets with the corresponding English words and phrases.**

1. Computers are now essential in many (областях) of banking, information technology and many others.
2. There are some (предметы) which may be better taught using computers.
3. Elementary mathematics, elementary language learning, any subject that requires a student to (запоминать) basic facts through repetition is good to computer learning.
4. The computer can be (запрограммированы) to provide an endless number of simple questions, and as the student answers these questions the facts are learned.
5. However, in the learning and practice of more (сложные) ideas, the computer is not adequate.
6. A computer can (оценить) an answer as right or wrong, but it cannot determine why.
7. It cannot find out why a student is making mistakes, and then (объяснить) important concepts in a different way so the student will understand.

#### **Exercise 2. Complete the following sentences using the necessary information.**

1. It is impossible to imagine our civilization without ...
2. Electrical power has become ...
3. Thousands of applications of electricity such as ...
4. With the appearance of the electrical motor, power cables replaced ...
5. Other devices are based on specific properties of electricity: ...
6. These applications have made electricity ...
7. The generator replaced ...

### **Тема 6. Актуальные проблемы современного мира: социально-экономические проблемы общества. Вызовы для молодежи.**

#### **Вопросы для самопроверки:**

1. How can you describe a modern city?
2. How many generations of your family live in a city?
3. When did cities grow very quickly? Why?
4. Does your city grow intensively now?
5. Where are better shopping facilities: in a city or in a village?
6. Where can you see more places of interest?
7. Where can you promote your career as a specialist more effectively?
8. What do people in big cities suffer from?
9. Why do they often get nervous and irritable?

10. What impact do man's activities have on the environment? What have they led to?
11. What territories can be called regions of ecological disaster? Why?
12. Why is pollution a universal problem?
13. What does the survival of our civilization depend on?
14. What environmental problems do we face today?
15. What must people understand now?

**Exercise 1. Complete each sentence with a word from the box. Use each word once only.**

•senior• diary• problems• friends• avoid  
• terrible•invite• support• grown-ups• listen

Sometimes ... try to make friends with their children. They start asking you what you are up to, about your study, ..., relations with them and problems. It is not bad when you need their help, ..., understanding, but sometimes it is really ... . One of them can go through all your stuff, looking for your secret ... or pick up the phone extension and ...to your talk with friends. They will be shocked if they learn that the person you are going out with is ten years your ... . The best way to ... such situations is to ...your friends to your place and to create a dialogue between your parents and them. It is a good way to show that you have the same ...as other young people.

**Exercise 2. Put each of the following words or phrases in its correct place in the passage below.**

elderly medical treatment physically disabled pension schooling  
mentally handicapped eligible out of work social services benefits  
social workers welfare state retire subsidized low incomes

A country which helps its old, sick, disabled and unemployed is called a (a)\_\_\_\_. (b)\_\_\_\_ people receive a state (c)\_\_\_\_ when they (d)\_\_\_\_ at the age of 60 or 65. People with (e)\_\_\_\_ who cannot afford to buy or rent decent accommodation are given houses or flats with (f)\_\_\_\_rents, which means that the government or local council supports the rent to keep it low. Sick people get free (g)\_\_\_\_from their doctor or at the hospital. Mothers of small children get special state financial (h)\_\_\_\_, and of course older children receive free (i)\_\_\_\_. (j)\_\_\_\_ people, who cannot move normally, and (k)\_\_\_\_ people, whose minds are not fully developed, also receive special assistance and, if necessary, special equipment to help them live normal lives. People who are (l)\_\_\_\_are normally (m)\_\_\_\_ to receive unemployment benefit, which is paid by the state. The (n)\_\_\_\_(government departments responsible for people's wellbeing) will help people who, financially, physically or psychologically, have difficulty in coping with life and (o)\_\_\_\_will visit such people in their homes.

**Тема 7. Глобальные проблемы окружающей среды: экологические проблемы, охрана природы и рациональное природопользование.**

**Вопросы для самопроверки:**

1. What impact do man's activities have on the environment? What have they led to?
2. What territories can be called regions of ecological disaster? Why?
3. Why is pollution a universal problem?
4. What does the survival of our civilization depend on?
5. What environmental problems do we face today?
6. What must people understand now?

**Exercise 1. Match the terms with the descriptions taken from the dictionary:**

1. acid rain	A – dirty brown air in cities that is a mixture of fog, smoke, and harmful gases
2. environment	B – the idea that the Earth's weather is gradually becoming warmer
3. fumes	C – causing less harm to the environment



4. greenhouse gas	D – to take materials that have already been used, and to put them through a special process so that they can be used again
5. habitat	E – energy that is always replaced naturally after it has been used
6. environmentally friendly	F – chlorofluorocarbons, plural chemicals that damage the ozone layer. They are used especially in refrigerators.
7. green issues	G – plural harmful gas or smoke, for example from factories or cars, which damages the environment and people's health
8. to recycle	H – air, water, and land where people, animals, and plants live, and the way all the things depend on each other so that the life can continue
9. the ozone layer	I – a substance that pollutes the environment
10. pollutant	J – the natural home of a plant or animal
11. smog	K - a gas that forms a layer around the Earth and stops heat from leaving the Earth's atmosphere
12. renewable energy	L – a layer of gases around the Earth that protects us by stopping harmful light from the Sun reaching the Earth
13. CFCs	M – rain that is harmful to trees and buildings because it has become mixed with smoke from factories and power stations
14. global warming	N - ideas about the environment that are discussed in meetings, newspapers, on television,, etc.

**Exercise 2. Fill in the blanks with the proper words from the list below.**

•sources• divert• destruct• survival• relationships• affect  
 • fierce• poisonous• coexistence• severe• provide  
 • extinction• promote• accessible

- Human's survival on the Earth depends on ecological ... throughout the world (contacts between people or countries).
- Fish contaminated with ... substances may be sold in markets and people may get sick from eating them (hazardous).
- When animals lose their habitats they are threatened with ... (to be no longer in existence).
- Many species of plants and animals ... people with necessary food and medicine (to make sth available for sb).
- Since fresh water is not always ... in different countries millions of people lack the use of clean drinking water and adequate sanitation (easy to use or understand).
- Greenhouse gases can ... global warming and lead to disasters connected with climatic disruptions (to encourage or support).
- Except nuclear stations we can find such ... as wind power system or solar panels that convert these kinds of natural energy into electricity (a place from which smth comes).
- As a result of global warming we can observe ... storms, ... droughts that happened on the Earth during the last several decades (violent; very bad and intense).
- If people all over the world don't unite their efforts in the struggle for the prosperity of our planet and for the peaceful ... of plants and animals on the Earth, we will face the problem of ... in the nearest future (living together at the same time or at the same place; the state of continuing to live or exist).

10. Special systems can ... water from natural water reservoirs and use it to run turbines without complex dams (to turn smth into another state).
11. Scientists have confirmed that climate change happening in distant areas can ... directly the weather in the densely populated regions of Europe or Asia (to influence).
12. The ozone layer that protects the Earth from the dangerous light of the sun is ... in the process of air pollution (to destroy).

### Тема 8. Сфера профессиональной деятельности (история, современное состояние и перспективы развития).

#### Вопросы для самопроверки:

1. What is often said about work in newspapers and mass media?
2. What are the improvements in work over recent decades?
3. What is the history of the idea that work is essentially bad for us?
4. Why is work becoming too important for us?
5. What gap is work filling?
6. What does the shift of work towards the centre of our lives demonstrate?
7. Why do people who love their jobs own up to having a "work/life problem"?
8. What is the opinion of some prominent men on work in future?
9. What do they mean about abolishing of work?
10. What are the modern myths about work?
11. What part of your life should be devoted to work in your opinion?

#### Exercise 1. Write down at least one job that would probably be impossible for these people.

1. Someone who didn't go to university.
2. Someone with very bad eyesight (= cannot see very well).
3. Someone who is always seasick on a boat.
4. Someone who understands nothing about cars.
5. Someone who will not work in the evening or at weekends.
6. Someone who is afraid of dogs.
7. Someone who is afraid of heights and high places.
8. Someone who is terrible at numbers and figures.
9. Someone who can't stand the sight of blood.
10. Someone who is a pacifist, who is anti-war.

#### Exercise 2. Decide which answer (A, B, C or D) best fits each space.

##### CHOOSING A JOB

One of the most difficult decisions is choosing what to do for a 1.... For example, do you want to follow a definite 2..., and 3... a low 4... at the beginning, but have good 5... in a company that trains its 6...? Or are you more interested in taking any kind of work, because you need a/an 7...? You may have to 8... the fact that a good 9... can be difficult to find. In that case, why not take a 10... one? You will gain some useful 11.... Remember that even if you have the right 12..., you may have to 13... lots of application forms before you are asked to 14... an interview. But don't worry if you don't know what you want to 15... exactly. You'll enjoy finding out!

	A	B	C	D
1.	salary	living	employee	work
2.	company	training	business	career
3.	earn	gain	win	take
4.	money	profit	cheque	salary
5.	hopes	prospects	futures	promotions
6.	employers	crew	staff	persons
7.	money	cash	account	income

8.	face up to	go over	come up with	call off
9.	work	labour	job	seat
10.	temporary	overtime	profitable	short
11.	experiences	experienced	experience	experiencing
12.	qualifications	exams	letters	degrees
13.	fall through	get on	turn down	fill in
14.	be	attend	make	advertise
15.	work	job	do	employ

**Тема 9. Моя будущая профессия (устройство на работу, профессиональные возможности и перспективы).**

**Вопросы для самопроверки:**

1. Why do many people have unsuccessful interviews?
2. Is it easy to be interviewed?
3. Is it possible to prepare well for interview?
4. What rules do you consider to be the most important ones?
5. What role does the appearance play?
6. What notes should be made in advance?
7. How should you speak to the interviewers?
8. Do you have one or more goals to achieve?
9. Do you make the most of opportunities?
10. Are you motivated and willing to work long hours?
11. Can you bounce back after a setback?
12. Can you stand by your actions in spite of criticism?
13. Can you take your own decisions?
14. Do you have the potential to lead people?

**Exercise 1. Check your understanding of the terms below, then use them to complete the sentences.**

- promotion • vacancy • workforce • incentive
- overtime • freelance • redundant • white-collar
- full-time • productivity • temporary • bonus

1. We have an important deadline to meet, so I'll have to work ... this week.
2. Nearly half the staff are going to be made... as part of the firm's downsizing policy.
3. This job is not suitable for the ambitious, as there are few prospects of ... .
4. I have young children, so I'd prefer to work part-time now and go... when they are older.
5. Many employees on... contracts would like the security of a permanent job.
6. I have heard that there may be a(n)... for a salesperson in the new department store.
7. In the not-too-distant future, over 25 % of the... in Europe may be unemployed.
8. In order to be competitive, the company must increase... .
9. Jenny works as a(n)... journalist and enjoys not being tied to one specific paper.
10. Mark was given a £1,000... when he beat his deadline by a month.
11. The union representative claimed a pay increase would serve as a(n)... for employees to work harder.

Office jobs are often referred to ... as work.

**Exercise 1. Complete each sentence with a word from the list. Use each word once only.**

call	draw	fall	get	take	come	face	fill	go	turn
------	------	------	-----	------	------	------	------	----	------

1. I think we should.....over our plan again before we tell the managing director.
2. Have you.....up with any new ideas for advertising the new products?
3. Our deal with the Chinese company may.....through, but we can sell the machinery to the German firm if necessary.
4. You have to.....in this form, and return it to the personnel manager.

5. She didn't.....on with her boss, so she left the company.
6. If they don't give us a better price, we'll.....down their offer.
7. I'm afraid we have to.....up to the fact that the company is losing money.
8. Our lawyers are going to.....up a new contract tomorrow.
9. A multinational company is trying to.....over our firm, but we want to stay independent.
10. We had to.....off the office party because of the economic situation.

### Лексический минимум.

№ п/п	Лексический минимум	Источник из списка литературы	Страницы
I курс			
	I семестр	1	с. 64-66
	II семестр	1	с. 131-133
II курс			
	III семестр	1	с. 194-196
	IV семестр	1	с. 235-236

### Тесты для проверки усвоения лексического минимума

#### Test 1. Choose the most suitable word or phrase to complete each sentence.

- a) Helen's parents were very pleased when they read her school  
A) report B) papers C) diploma D) account
- b) Martin has quite a good        of physics.  
A) result B) pass C) understanding D) head
- c) In Britain, children start        school at the age of five.  
A) kindergarten B) secondary C) nursery D) primary
- d) Edward has a        in French from Leeds University.  
A) certificate B) degree C) mark D) paper
- e) My favourite        at school was history.  
A) topic B) class C) theme D) subject
- f) It's time for a break. The bell has  
A) gone off B) struck C) rung D) sounded
- g) Our English teacher        us some difficult exercises for homework.  
A) set B) put C) obliged D) made
- h) Before you begin the exam paper, always read the        carefully.  
A) orders B) instructions C) rules D) answers
- i) If you want to pass the examination, you must study  
A) hard B) enough C) thoroughly D) rather
- i) Most students have quite a good sense of their own  
A) grasp B) ability C) idea D) information

#### Test 2. For questions 1 - 12 read the text below and decide which answer (A, B, C or D) best fits each gap.

#### MODERN SCIENCE

It seems entirely (1) ... to us that there are teams of scientists in universities and other institutions around the world, attempting to (2) ... the way the world works. However, it hasn't always been that (3) .... Although the scientific method is now four or five hundred years old, the ancient Greeks, for example believed that they could work out the (4) of natural events just by the power of thought.

During the 17th century, more and more people began to realise that they could (5)... their scientific ideas by designing a relevant (6) ... and seeing what happened. A lot of (7) ... was made in this way by individual scientists. These men and women often worked alone, carrying out (8) ... into

many different areas of science, and they often received very little (9) ... for their hard work. At the start of the 20th century, though, it became (10) that science was becoming more complicated and more expensive. The individual scientist disappeared, to be replaced by highly qualified teams of experts. Modern science was born.

- |    |              |              |     |                |              |
|----|--------------|--------------|-----|----------------|--------------|
| 1. | 1) physical  | 3) abnormal  | 6.  | 1) experiment  | 3) attempt   |
|    | 2) natural   | 4) illegal   |     | 2) research    | 4) analysis  |
| 2. | 1) create    | 3) construct | 7.  | 1) development | 3) progress  |
|    | 2) invent    | 4) discover  |     | 2) movement    | 4) evolution |
| 3. | 1) route     | 3) way       | 8.  | 1) research    | 3) discovery |
|    | 2) method    | 4) technique |     | 2) invention   | 4) education |
| 4. | 1) aims      | 3) causes    | 9.  | 1) award       | 3) gift      |
|    | 2) reasons   | 4) impulses  |     | 2) prize       | 4) reward    |
| 5. | 1) calculate | 3) measure   | 10. | 1) clear       | 3) accurate  |
|    | 2) estimate  | 4) test      |     | 2) true        | 4) actual    |

**Test 3. Choose the correct item.**

- Ecology is the study of \_\_\_ which includes all their characteristics: structure, functions, origin, evolution, classification, interrelationships, and distribution.
  - living standards
  - ecological systems
  - internal structure
  - external structure
- Ecologists have made a great \_\_\_ to world science.
  - contribution
  - amount
  - distribution
  - revolution
- Biologists have saved millions of lives by discovering the \_\_\_ of many diseases and methods of their prevention and cure.
  - principles
  - roots
  - errors
  - causes
- Fungi obtain their energy from the \_\_\_ of organic compounds.
  - catabolism
  - metabolism
  - anabolism
  - analysis
- The principles of operation of the transmission electron microscope (TEM) are very \_\_\_ to those of the compound light microscope.
  - different
  - popular
  - familiar
  - similar
- Food is broken down during a process called \_\_\_\_ .
  - conversion
  - digestion
  - combination
  - generation
- Homeostasis \_\_\_ an organism ability to maintain constant or stable conditions that are necessary for life.
  - refers to
  - comes to

- c) goes to  
d) directs to
8. There is an enormous \_\_\_\_ of life on the planet: from the microscopically small bacteria to the giant organisms.  
a) variety  
b) society  
c) vitality  
d) validity
9. All living things take in food from which they obtain matter for growth and energy for \_\_\_\_.  
a) supplement  
b) movement  
c) nourishment  
d) astonishment

**Test 4. Study the text and choose the correct variant.**

**CHOOSING A GOOD CAREER**

One of the most difficult problems a young person (1)... is deciding what to do about a career. There are individuals, of course, who from the time they are six years old (2)... that they want to be doctors or pilots or fire fighters, but the majority of us do not get around to making a decision about an occupation or career until somebody (3)... us to face the problem.

Choosing an occupation (4)... time, and there are a lot of things you have to think about as you (5) ... to decide what you would like to do. You may find that you will have to take special courses to qualify for a particular kind of work, or may find out that you (6)... to get some actual work experience to gain enough knowledge to qualify for a particular job. Fortunately, there are a lot of people you (7)... to for advice and help in making your decision. At most schools, there are teachers who (8)... professionally to counsel you and to give detailed information about job qualifications. And you can talk over your ideas with family members and friends who (9) ... always to listen and to offer suggestions. But even if you get other people involved in helping you make a decision, self evaluation (10)... an important part of the decision-making process.

1. 1) is facing 3) faces  
2) will face 4) has faced
2. 1) "will have known" 3) "will know"  
2) "were known" 4) "know"
3. 1) will force 3) forces  
2) has forced 4) forced
4. 1) took 3) takes  
2) is taking 4) will be taking
5. 1) have been tried 3) tried  
2) are trying 4) try
6. 1) will need 3) are needed  
2) are needing 4) have need
7. 1) can turn 3) could have turn  
2) could turn 4) would turn
8. 1) qualify 3) are qualified  
2) will qualify 4) will be qualified
9. 1) are ready 3) is ready  
2) has been ready 4) will be ready
10. 1) is 3) would be  
2) is being 4) will have been

№ п\п	Содержание	Источник из списка литературы	Страницы
	Очная форма обучения - I семестр Заочная форма обучения - I курс, I сессия		
1	Глагол to be в Present, Past, Future Indefinite. Глагол to have в Present, Past, Future Indefinite. Местоимения some, any, no, every и их производные. Местоимения much, many, little, few. Оборот there + be в Present, Past, Future Indefinite. Степени сравнения прилагательных и наречий. Предлоги места, направления и времени. Числительные.	4	стр. 10-29
2	Времена группы Simple (Indefinite) в действительном и страдательном залоге.	4	стр. 29-43, 100-104
3	Модальные глаголы и их эквиваленты.	4	стр. 114-136
	Очная форма обучения – II семестр Заочная форма обучения - I курс, II сессия		
4	Времена группы Continuous в действительном залоге.	4	стр. 63-67
5	Present and Past Continuous в страдательном залоге.	4	стр. 104-113
6	Времена группы Perfect в действительном и страдательном залоге.	4	стр. 67-80, 106-108
7	Времена группы Perfect Continuous.	4	стр. 81-94
	Очная форма обучения - III семестр Заочная форма обучения - II курс, I сессия		
8	Согласование времен.	4	стр.137-139
9	Прямая и косвенная речь.	4	стр. 140-148
10	Условные предложения.	4	стр. 192-204
	Очная форма обучения – IV семестр Заочная форма обучения - II курс, II сессия		
11	Причастия. Независимый причастный оборот.	4	стр. 149-161
12	Герундий.	4	стр. 161-170
13	Инфинитив.	4	стр. 171-179
14	Сложное дополнение. Сложное подлежащее.	4	стр. 179-192

Цель самостоятельной работы над грамматическим материалом и способами словообразования заключается в изучении грамматического материала соответственно рабочей программе по «Иностранному языку» в университете по программам бакалавриата; закреплению грамматических навыков, обеспечивающих коммуникацию общего характера; изучение основных грамматических явлений, с целью совершенствования иноязычной компетентности студентов в процессе формирования элементов универсальных компетенций и достижение уровня практического владения иностранным языком, позволяющего использовать его в будущей работе.

Самостоятельная работа над данным аспектом изучения иностранного языка заключается в подготовке к практическим занятиям, повторении теоретического материала, выполнении письменных домашних заданий.

### Test 1. Choose the correct answers:

1. She's ... university teacher.  
A. a B. an C. the D. One
2. I like ...portable computers.  
A. the B. - C. every D. All

3. This is the .... winter for 20 years  
 A. the more bad. B. worse C. the worst D. worst E. the worse
4. She is much ... than me.  
 A. the taller B. taller C. the tallest D. the more taller E. tall
5. Ann doesn't have \_\_\_\_\_ clothes.  
 a) much c) no  
 b) many d) some
6. I'm not ready. Can you wait \_\_\_\_\_ minutes.  
 a) much c) a few  
 b) many d) a lot of
7. Her flat is almost empty. There is \_\_\_\_\_ furniture.  
 a) much c) a few  
 b) many d) little
8. Where's my dictionary? I can't find it.  
 a) somewhere c) nowhere  
 b) anywhere d) everywhere
9. You missed a great party last night \_\_\_\_\_ was there.  
 a) someone c) no one  
 b) anyone d) everyone
10. I'm hungry. I want \_\_\_\_\_ to eat.  
 a) something c) nothing  
 b) anything d) everything
11. Ed and Fred are \_\_\_\_\_ lazy.  
 a) neither c) one  
 b) either d) none

### Test 2. Put the sentences into the Passive Voice

1. They teach different technical subjects at our University.
2. My parents gave a party in his honour.
3. She will show her new flat tomorrow.
4. The children always listen to his stories with great pleasure.
5. My friend will tell you the news later.
6. He didn't take any notice of her.
7. Students write examination-papers at the end of the term.
8. All people laughed at him.
9. They make progress every day in the world of science.
10. The teacher won't ask me at the next lesson.
11. The teacher didn't allow the students to use a dictionary.
12. Did he speak about the trip last night?
13. When do you usually take examinations?

### Test 3. Choose the correct answer.

1. Our teacher *can / must / may* speak three languages.
2. They *were allowed to / might / could* take every Friday off last year.
3. Your coat is quite new. You *mustn't / needn't / can't* buy another one.
4. I'd like *to have to / to be able to / can* play chess.
5. Students *cannot / needn't / mustn't* interrupt their teachers.
6. He said he *might not / couldn't / needn't* stay any longer.
7. I think I'll *must / have to / can* go and explain it to them.
8. Are you sure you'll *can / be able to / may* get to the bottom of it.
9. The woman got up and Grayson *might / was able to / could* see her face clearly before she switched off the light.



10. We *might / had to / could* not get the medicine and returned home without it.
11. *Might / Must / May* I have your book for a moment.
12. The boy *may / will be allowed to / can* drive my car if he passes his exam.

**Test 4. Put the verbs in brackets into the right tense-aspect form:**

1. ... you (*be*) busy next weekend? – Yes, of course. I (*prepare*) for my exam. I (*read up*) for my English from morning till night.
2. Don't ring her up now. She still (*sleep*).
3. When you (*get*) home, we (*wait*) for you.
4. You (*meet*) Nick next Sunday? – He (*not/come*) next Sunday, he (*work*).
5. You (*have*) any plans for May? – I (*take*) my exams.
6. What you (*do*) on Tuesday? – I (*write*) my course paper all the day long.
7. When you (*leave*)? – We (*leave*) in a few minutes.
8. Can we meet tomorrow afternoon? – Not in the afternoon. I (*wash up*).
9. Tomorrow I (*tell*) her everything. I'm sure she (*not/laugh*) this time.
10. Mike (*have dinner*) with us on Wednesday? – I (*not/think*) so, it seems to me at this time he (*have dinner*) with Mr Green.
11. Don't tell her such things, she (*cry*) in a minute.
12. How I (*recognize*) him? – He (*wear*) a red jacket.
13. I (*be*) here when you (*return*), I (*whitewash*) the fence.
14. We (*go*) to the cinema today. You (*sit*) with me.
15. When they arrive in London, it (*rain*) still.

**Test 5. Put the verbs in brackets into the right tense-aspect form:**

1. Where are your friends? – They (*show*) around the city.
2. Many accidents (*cause*) by dangerous driving.
3. The witness (*question*) by the police inspector now.
4. The old motor-way (*use*) by many people, but it's not very convenient, that's why a new ring-road (*build*) in the city.
5. Beautiful furniture (*make*) at this factory.
6. Young people (*give*) a lot of advice by their parents.
7. You can't use the printer now, it (*fix*).
8. Dinner usually (*serve*) at 1 a. m.
9. Wait a little! Dinner still (*cook*).
10. What are you doing here in the hall? – My room (*clean*).
11. This book often (*refer to*).
12. What question (*discuss*) at the moment?
13. He is such a nice chap. Why he so often (*laugh at*)?

**Test 6. Put the verbs in brackets into the right form: *Perfect Active* или *Perfect Passive*.**

1. Why doesn't she attend the seminars? – She (*be*) ill for three weeks.
2. Hurry up! The lesson (*begin*) by the time we come.
3. This letter (*write*) by you yet? – Yes, I (*send*) it already.
4. He told me he already (*finish*) translating the text.
5. By next summer the swimming pool (*build*) in this district.
6. Everything (*do*) before the guests arrived.
7. Our son (*enter*) the university this year.
8. The article (*translate*) by the end of the next week.
9. They received good results after they (*work*) with this type of equipment.
10. How many phone calls you (*make*) today? – I (*make*) twenty phone calls by 3 p. m.
11. Two new engineers just (*introduce*) to the head of the department.
12. They told me that the new student much (*speak*) about.

**Test 7. Put the verbs in brackets into the right tense-aspect form**

1. She (*learn*) French for five years before she could speak fluently.
2. He (*repair*) his car now. I guess he (*do*) this since the very morning.
3. The students (*read*) up for their exams for more than three hours by the time we join them.
4. Since when you (*sit*) here? How long you (*write*)? – I (*wait*) for you since the lessons were finished.
5. Mike (*work*) in the insurance company. Next month he (*work*) there for half a year.
6. She (*walk*) in the park since morning. It's time to have dinner, but she (*not/come*) yet.
7. I (*save*) money for 2 years already. By next winter I (*have*) the necessary sum of money.
8. How long you (*know*) this girl? – I (*know*) her since school.
9. They (*experiment*) for a year before they achieved some promising results.
10. What's the weather like in Murmansk now? – It (*snow*) heavily. It (*snow*) since Monday.
11. Jim (*study*) history. Next year he (*study*) history for five years.
12. What you (*do*) the whole evening yesterday? – I (*prepare*) for exam. I (*prepare*) for it for two hours when you called.

**Test 8. Use the required tense-aspect forms in the following sentences, observing the rules of the sequence of tenses:**

1. When I went into the office next morning I already (*formulate*) my plan.
2. Well, I don't think I ever (*see*) you before.
3. She ended by saying that she (*think*) she (*make*) a mistake.
4. She knew what (*go*) on in their minds.
5. So I went into the living room, where my aunt already (*wait*) for me.
6. She telephoned her husband to the office to say that her brother (*return*) from abroad.
7. An old friend rang up to ask, how Elizabeth (*feel*), and whether she (*can*) go with his wife to the concert on Sunday morning.
8. Most of the trees already (*put*) their leaves and there were buds everywhere.
9. He remembered that he (*not see*) Lily for three weeks.
10. She hadn't yet figured out what she (*be*) going (*do*) and she (*hope*) to be able to wait a little.
11. It was possible that Jack (*hang*) around.
12. Everybody thought they (*live*) in happiness for nearly thirty years.
13. She didn't know why she (*invent*) suddenly the story.

**Test 9. Change the following sentences into Indirect Speech:**

1. Mother asked Jane, "What are you doing here?"
2. Margaret asked Richard, "Where are you going for your holidays?"
3. Ann asked Mary, "What do you usually have for breakfast?"
4. The inspector asked, "Who caused the accident?"
5. The teacher asked Bob, "When did you learn to swim?"
6. Mary's mother asked her, "Where have you put your shoes?"
7. The teacher asked, "Which number can be divided by three?"
8. Peter asked me, "When are you going to have dinner?"
9. The policeman asked me, "Where did you lose your wallet?"
10. The teacher came into the classroom and asked the pupils, "What are you doing?"
11. I asked Bob, "Why didn't you answer my letter?"
12. There was a crowd in the street. I asked a man in the crowd, "What is the matter?"
13. Father asked, "When will lunch be ready?"
14. The little boy asked his father, "Why does the policeman wear a uniform?"
15. I asked him, "Who are you looking at?"
16. The nurse asked, "Who is the next, please?"
17. The man asked his friend, "When did you buy your car?"

**Test 10. Choose the correct answer**

1. Plants die if you (*not / water*) them.

- A) won't water  
B) don't water  
C) wouldn't water

2. If I had one million dollars, I (*probably / buy*) a yacht.

- A) would probably buy  
B) will probably buy  
C) probably bought

3. How did it happen that you missed your stop? - I (*not / miss*) it if the conductor (*announce*) the stops.

- A) wouldn't miss  
B) hadn't missed  
C) wouldn't have missed
- D) had announced  
E) would have announced  
F) announced

4. What a pity my husband is away! If he (*be*) here, he (*help*) us.

- A) were  
B) would be here  
C) is
- D) will help  
E) would help  
F) helps

5. If I (*get up*) early tomorrow morning, I (*go*) jogging.

- A) will get up  
B) get up  
C) got up
- D) go  
E) am going to go  
F) will go

6. You look tired. If I (*be*) you, I (*take*) a holiday.

- A) be  
B) were  
C) have been
- D) will take  
E) would take  
F) take

7. If Benjamin Franklin (*not / work*) so hard, he (*not / become*) the symbol of America.

- A) didn't work  
B) wouldn't have worked  
C) hadn't worked
- D) wouldn't have become  
E) hadn't become  
F) wouldn't become

8. Did you say anything when he asked you? - No, I didn't. You see, if I (*say*) even a word, he (*fly*) into a rage.

- A) said  
B) would said  
C) had said
- D) flew  
E) would have flown  
F) had flown

9. Would it be all right if I (*come*) round at about six?

- A) come  
B) came  
C) will come

10. If you (*not / be*) at a loose end last month, you (*pass*) your exam. But you failed it.

- A) hadn't been  
B) wouldn't have been  
C) were not
- D) would have passed  
E) would pass  
F) will pass

11. If the water (*be heated*) to 100° C, it (*boil*).

- A) will be heated  
B) would be heated  
C) is heated
- D) would boil  
E) boils  
F) boil

12. If pigs (*have*) wings, they (*fly*).

- A) had  
B) have  
C) would have
- D) will fly  
E) fly  
F) would fly

13. I (*do*) the same if I (*be*) in your shoes.

- A) would do  
B) will do  
C) would have done
- D) am  
E) were  
F) will be

14. If I (*see*) her, I (*speak*) to her. But I didn't see her and speak to her.

- A) saw  
B) had seen  
C) would have seen
- D) would have spoken  
E) spoke  
F) would speak

15. Hurry up! We (*not / get*) good seats if we (*arrive*) late.

- A) don't get  
B) wouldn't get
- D) arrived

**Test 11. Open the brackets using the correct form of the Participle.**

1. Who is that man (*stand*) in the doorway?
2. (*Leave*) a nice sum of money from her parents, she decided to quit her job.
3. The dean entered the classroom (*accompany*) by our teacher.
4. (*Be*) very tired, she stopped working with a computer.
5. (*Arrive*) in the city, he called his friend at once.
6. While (*examine*), he couldn't answer two difficult questions.
7. The sea (*wash*) Norway in the south-west is called the North Sea.
8. The song (*perform*) now is very beautiful.
9. (*Read*) the report carefully, I found some mistakes in it.
10. (*Show*) the way, he could easily find their house.
11. Time (*permit*), we shall do these exercises.
12. The new equipment (*install*) last week works properly.
13. (*Give*) him back the money I had borrowed from him, I felt very much relieved.
14. (*Give*) back his money, he began to think how to use it to advantage.
15. (*Ask*) the man a few questions, the police let him go.
16. (*Ask*) what he was doing there, he mumbled something incoherent.
17. Not (*live*) in the town for a long time, he was now getting

**Test 12. Open the brackets using the correct form of the Gerund**

1. He remembered (*cross*) the road, but he didn't remember (*knock down*).
2. I am still hungry in spite of (*eat*) four sandwiches.
3. He got into the house by (*climb*) through a window, without (*see*) by anyone.
4. He went to bed at 9 p.m. in spite of (*work*) late.
5. He complained of (*give*) a very small room at the back of the hotel.
6. The little girl isn't afraid of dogs in spite of (*bite*) twice.
7. The baby went to sleep a few minutes after (*feed*).
8. The little girl never gets tired of (*ask*) her mother questions, but her mother often gets tired of (*ask*) so many questions.
9. Mary was chosen to fill the vacancy. She was very pleased to (*choose*).
10. I always treat people politely and I insist on (*treat*) politely.
11. The boy was very thirsty in spite of (*drink*) a big cup of tea.

**Test 13. Use the appropriate form of the Infinitive.**

1. He made me (*do*) it all over again.
2. He made her (*repeat*) the message.
3. Would you like me (*go*) now?
4. They won't let us (*leave*) the Customs till our luggage has been examined.
5. He wouldn't let my baby (*play*) with his gold watch.
6. Please let me (*know*) your decision as soon as possible.
7. He made us (*wait*) for hours.
8. I let him (*go*) early as he wanted to meet his wife.
9. I'd like him (*go*) to a university but I can't make him (*go*).
10. He tried to make me (*believe*) that he was my stepbrother.
11. Before he let us (*go*) he made us (*promise*) not to tell anybody what we had seen.
12. I advised him (*ask*) the bus-conductor to tell him where to get off.
13. That is too heavy for one person (*carry*); let me (*help*) you.
14. The teacher advised us (*use*) dictionaries.
15. Her father doesn't allow her (*go*) to the cinema alone.
16. Who told the nurse (*give*) the sick man this medicine?
17. The old man doesn't like his grandchildren (*make*) a lot of noise when they are playing.
18. The gardener won't let the children (*pick*) the flowers.

**Test 14. Choose the correct answer:**

1. Teddy's words made me (*feel*) uncomfortable.  
A) to feel  
B) feeling  
C) feel
2. Mrs. Pottson allowed her guests (*smoke*) in the living-room.  
A) to smoke  
B) smoking  
C) smoke
3. Has the secretary come yet? I want to have my papers (*type*).  
A) to type  
B) type  
C) typed
4. I watched my cat (*play*) with her kittens. I couldn't tear myself away from that funny sight.  
A) played  
B) playing  
C) to play
5. Granny didn't want my Mom (*marry*) my Dad.  
A) marry  
B) to marry  
C) married
6. Our English teacher told us (*not / feel*) shy and speak English as much as possible.  
A) not to feel  
B) not feel  
C) felt
7. I have to get my photograph (*take*) for a new passport.  
A) took  
B) take  
C) taken
8. There wasn't much traffic in the street. I saw a little girl (*cross*) the road.  
A) crossed  
B) cross  
C) to cross
9. I have never heard Helen (*sing*).  
A) sang  
B) sings  
C) singing
10. Mary would like her brother (*avoid*) Tom's company.  
A) to avoid  
B) avoid  
C) avoided
11. We expected the Harrisons (*arrive*) later than usual.  
A) to arrive  
B) arrive  
C) arrived
12. What makes you (*do*) such rash actions?  
A) do  
B) to do  
C) doing

Цель самостоятельной работы с текстами заключается в развитии и закреплении умений различных видов чтения – изучающего (с полным охватом содержания), ознакомительного и просмотрового. В процессе самостоятельной работы над научно-популярными текстами на английском языке студенты должны расширить свой словарный запас, развить навыки чтения и перевода.

Материалом для индивидуального чтения являются общенаучные тексты и специальные тексты по направлению их подготовки, на базе которых студенты обучаются переводу, аннотированию и составлению резюме. Объем текстов составляет 300 тыс. печатных знаков.

Тексты для чтения обучающиеся отбирают из информационных ресурсов сети Интернет, а также из учебников и учебных пособий, методических указаний по чтению текстов по изучаемой тематике

Индивидуальное чтение является одним из средств развития умений чтения и расширения словарного запаса студента. Для этого необходимо:

- 1) выбрать материал для чтения, который соответствует содержанию рабочей программы,
- 2) прочитать и отметить новые слова и словосочетания,
- 3) записать в тематический словарь их транскрипцию и перевод.

### **Рекомендации по работе с литературой**

Работу с литературой целесообразно начать с адаптированных художественных текстов, а также текстов учебников и учебных пособий, затем рекомендуется перейти к оригинальным текстам, касающимся изучаемого материала, а затем к аутентичным текстам и статьям научно-популярного содержания.

При работе с текстом необходимо пользоваться словарями различного характера, лингвистической или контекстуальной догадкой, различного рода подсказками, опорами в тексте (ключевые слова, структура текста, предваряющая информация и др.). Важным аспектом работы с индивидуальным чтением является ведение словаря.

№ п\п	Содержание	Литература
	Очная форма обучения - I семестр Заочная форма обучения - I курс, I сессия	
1	Аудиторное чтение (учебные, публицистические, общественно-политические, научно-популярные тексты)	[1] стр. 29-45,57-62
	Очная форма обучения – II семестр Заочная форма обучения - I курс, II сессия	
2	Аудиторное чтение (учебные, публицистические, общественно-политические, научно-популярные тексты)	[1] стр. 92-96,122-130
	Очная форма обучения - III семестр Заочная форма обучения - II курс, I сессия	
3	Аудиторное чтение (учебные, публицистические, общественно-политические, научно-популярные тексты)	[1] стр. 153-164,186-192
	Очная форма обучения – IV семестр Заочная форма обучения - II курс, II сессия	
4	Аудиторное чтение (учебные, публицистические, общественно-политические, научно-популярные тексты)	[1] стр. 215-234

### **Вопросы для самопроверки:**

**Read and translate the text about scientific progress, then check your variant with the given one:**

<b>Scientific progress</b>	<b>Научный прогресс</b>
----------------------------	-------------------------

<p>Scientific progress has been two-dimensional. First, the range of questions and problems to which science has been applied has been continuously extended. Second, science has continuously increased the efficiency with which inquiry can be conducted. The products of scientific inquiry then are:</p> <p>1) a body of information and knowledge which enabled us better to control the environment in which we live and</p> <p>2) a body of procedures which enables us better to add to this body of information and knowledge.</p> <p>Science both informs and instructs! The body of information generated by science and the knowledge of how to use it are two products of science. As already indicated, we will not be concerned here with the body of information and knowledge which it has generated: that is not with the specific theories, laws, and facts that have been developed in the various physical, life, and behavioral science. Instead we will be concerned with the procedures by which science generates this body of knowledge, the process inquiry.</p>	<p>Научный прогресс идет по двум направлениям. Во-первых, круг вопросов и проблем, которые решаются с помощью науки, непрерывно расширяется. Во-вторых, в науке постоянно возрастает эффективность методов, с помощью которых можно проводить исследования. Следовательно, результатом научных исследований являются: большой объем информации и знаний, что дает нам возможность лучше контролировать окружающий нас мир, в котором мы живем, и совокупность методов, которые дают нам возможность быстрее увеличивать уже имеющийся объем информации и знаний.</p> <p>Наука информирует и обучает! Объем информации, полученной с помощью науки, и знание того, как использовать эту информацию, являются двумя продуктами науки. Как уже указывалось, мы здесь не будем касаться объема информации и знаний, которые дает наука, другими словами, мы не будем касаться конкретных теорий, законов, а также результатов, которые были в различных областях науки, будь то физической, науке о жизни или науке о поведении. Мы затронем лишь проблему, связанную с методами, с помощью которых наука даст такой объем информации, т.е. сам процесс исследования.</p>
--	---

### Аудирование

Целью самостоятельной работы в данном виде деятельности является овладение навыками восприятия на слух иноязычной речи. Самостоятельная работа обучающихся по аудированию подразумевает прослушивание текстов и диалогов как общезыкового содержания, так и профессиональной направленности.

№ п/п	Аудирование	Источник из списка литературы	Источник из перечня ресурсов сети Интернет
	I курс		
	I-II семестры		
1	Прослушивание текстов и диалогов, время звучания 1-2 минуты; просмотр видеофильмов, продолжительность видеозаписи – 1-2 минуты.	3 7	www.english.ru news.bbc.co.uk/hi/russian/learn_english www.englishclub.com www.eslcafe.com www.study.ru www.mbaconsult.ru www.efl.ru www.native-english.ru/programs www.bbc.co.uk/russian/learning_english/ www.bbc.co.uk/worldservice/learningenglish/ www.usingenglish.com/
	II курс		
	III- IV семестры		
2	Прослушивание текстов и диалогов, время звучания 1-3 минуты; просмотр видеофильмов, продолжительность видеозаписи – 2-3 минуты.	3 7	

### Вопросы для самопроверки

1. Are you an interesting and talented person? What your own features of character do you like? What do you hate in your character'?

2. What do you do in your free time? Do you like to study or is it difficult for you? What subjects do you study?
3. Why have you chosen this speciality (profession)? What is your opinion about your future job? Future career?
4. Are you a very busy person? Why? How long does it take you to do your homework to prepare for the seminars? What do you usually do in the morning/ afternoon, evening? How many meals do you have a day? What meals? When? Do you often meet your friends? What do you like to do together? Do you often read books? Do you often watch TV? Do you often go to the library? Do you often go to gym?
5. Do you attend optional courses?
6. What can you say about our University?
7. What do you know about Higher education in Russia?
8. Can you compare higher education in Russia and Great Britain? What are the main differences?
9. Why is it important to go in for sports? What sports do you prefer?
10. Are you fond of reading? What books do you like to read?
11. Have you ever been abroad?
12. Tell about the most important industries.
13. What famous English people do you know?
14. What famous Russian people do you know?
15. What is your future profession?
16. Why did you choose this profession?
17. When do the students begin to specialize in their particular field?
18. What subjects do your study this year?
19. What subjects are you good at?
20. What subject is the most difficult for you?
21. Are there any subjects you would like to drop?
22. How are you assessed? Do you think this is fair?
23. What subjects do you consider to be useful for your future profession?
24. Have you already had a practical training? Where? Did you like this experience? Do you think it will help you in your future profession?
25. Where would you like to work after graduation from the university?

### Письмо

Целью самостоятельной работы в данном виде деятельности является развитие навыков продуктивного письма на английском языке, как средства активизации усвоения языкового материала. Обучающийся по программе бакалавриата должен владеть навыками и умениями письменной научной речи, логично и аргументировано излагать свои мысли в виде эссе, соблюдая стилистические особенности; демонстрировать умение излагать содержание прочитанного в форме эссе, реферата; составлять тезисы доклада, сообщения по теме исследования.

Самостоятельная работа обучающихся в данном виде деятельности подразумевает выполнение письменных упражнений, написание эссе, составление аннотаций, рефератов, тезисов.

№ п\п	Содержание аудиторного чтения		Литература
	Очная форма обучения - I семестр Заочная форма обучения - I курс, I сессия		
1	Выполнение письменных упражнений, составление электронных сообщений	1	стр. 41-46
	Очная форма обучения – II семестр Заочная форма обучения - I курс, II сессия		



2	Выполнение письменных упражнений, написание сочинений на заданную тему	1	стр. 61-63
	Очная форма обучения - III семестр Заочная форма обучения - II курс, I сессия		
3	Выполнение письменных упражнений, составление частных и деловых писем	1	стр. 222-225
	Очная форма обучения – IV семестр Заочная форма обучения - II курс, II сессия		
4	Выполнение письменных упражнений, написание сопроводительных писем при устройстве на работу, составление резюме	1	стр. 228-233

1. Make the message below simpler and clearer by deleting as many unnecessary words as possible without changing the meaning.

**Fact finding trip to B&C (Sweden)**

Send Now Send Later Save as Draft Add Attachments Signature Options Rewrap

To nielsnordqvist@bergman.com  
Cc Jonas Kamprad  
Bcc Diane Lee, Karen Sharpe  
Subject: Fact finding trip to B&C (Sweden)

Attachments: none

Geneva Medium B I U T

Dear Mr Nordqvist,  
On behalf of myself and my colleague, Karen Sharpe, may I take this opportunity to thank you and your team once again for your kind hospitality during our brief stay in Malmo. Karen and I both felt that the two-hour meeting we had with you at your headquarters last week was, without doubt, a great success, and we very much look forward to discussing our ideas with you in much more detail than we were able to in that extremely short but highly productive meeting.  
I am sure you will be pleased to know that I passed on your valuable comments to our Managing Director, Diane Lee, and she assures me that she will certainly be in contact with you over the next couple of weeks or so. In the meantime, let me just say that it was a very great pleasure meeting you, your managers and enthusiastic staff and exploring the possibilities of some kind of a joint venture between us in the not too distant future.  
With my very best wishes,  
Sam White, Senior Product Manager, Thermoflex (UK)

## 2. Темы сочинений:

The system of higher education in our country  
The system of higher education in Great Britain  
The most famous universities in Russia  
The most famous universities in Great Britain

## 3. Put all parts of the letter in the correct order.

a) Dear Sirs,	1
b) (Signature) John Stewart	2
c) Lemann & Sons 3597 43rd Street New	3

York, NY 12008	
d) Yours faithfully,	4
e) Sales Manager	5
f) John Stewart 1304 Sherman Ave. Madison, Wisconsin	6
g) With reference to your advertisement in Business Weekly Journal could you please send me more detailed description of your monitors. I would also like to know about discounts that you provide.	7
h) May24, 2015	8

4. Read the example of the Application for job and write your own according to the example.

Put your address in the top corner.

Write the date.

Write the name, company details and address of the person you're writing to (see Formal letters 1 and 2).

You can write a subject. If there is a reference number, write this, too.

Write Dear and the title and surname of the person you're writing to. If you don't know the name of the person, you can write:  
*Dear Sir/Madam or Dear Sir or Madam or To whom*

In the first paragraph, refer to the advertisement and say why you are writing.

In the next paragraph, give information about your interest and availability.

Say what experience and skills you've got. You have to persuade the reader that you're the best person for the job!

Add any other relevant information.

Finish with a polite expression, such as:  
*I hope you will consider my application.*  
*I look forward to hearing from you soon.*

Write:  
*Yours sincerely* (if you addressed the person by name) or *Yours faithfully* (if you didn't).

Sign and print your full name.

45 Charlotte Street  
Bristol  
BS2 6ZX

16 June 2017

Mr Michael Crossley  
Human Resources Manager  
Bristol Zoo  
RO.Box 100  
BS99 1PB

**Application for the position of Zoo Guide**  
**Ref. No. ZG/P-07.06**

Dear Mr Crossley

I have seen your advertisement in the May issue of City Life magazine, and I would like to apply for the part-time position of Zoo Guide.

I am 18 years old, and have recently completed my A-levels in French, Biology and Social Studies. I hope to study Zoology at Reading University from September, and I am currently looking for a summer job before my course starts. I would be able to start work from 17 July and will be available until the end of August.

I have gained valuable experience of working with animals at my parents' farm in Gloucestershire, where I grew up, and in my last two years I have been studying Biology quite extensively in preparation for my A-level examinations. I also enjoy working with people, and I had the responsibility of dealing with customers in my part-time job last summer as a Box Office Assistant at the Natural History Museum in London. I have a good command of French, both in writing and speaking, and I also speak some Spanish. I am enclosing my CV with details of my previous education and work experience.

I believe I would be a useful member of your team at the Bristol Zoo, and I hope you will consider my application for the position.

I look forward to hearing from you soon.

Yours sincerely,  
*Claire Harris*  
Claire Harris