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**федеральное государственное бюджетное образовательное учреждение**  
**высшего образования «Югорский государственный университет» (ЮГУ)**  
**СУРГУТСКИЙ НЕФТЯНОЙ ТЕХНИКУМ**  
**(филиал) федерального государственного бюджетного образовательного**  
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**высшего образования «Югорский государственный университет»**  
**(СНТ (филиал) ФГБОУ ВО «ЮГУ»)**

**МЕТОДИЧЕСКИЕ УКАЗАНИЯ**  
**по выполнению практических работ**  
**по учебной дисциплине**  
**ОУД6.03 ИНОСТРАННЫЙ ЯЗЫК**  
**для студентов 1 курса очной формы обучения**  
**для специальностей среднего профессионального образования**

15.02.01 Монтаж и техническая эксплуатация промышленного оборудования  
18.02.09 Переработка нефти и газа  
21.02.01 Разработка и эксплуатация нефтяных и газовых месторождений  
21.02.02 Бурение нефтяных и газовых скважин  
23.02.03 Техническое обслуживание и ремонт автомобильного транспорта  
38.02.01 Экономика и бухгалтерский учет

## ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Методические указания по выполнению практических заданий предназначены для организации работы на практических занятиях по учебной дисциплине «Иностранный язык», которая является важной составной частью в системе подготовки специалистов среднего профессионального образования. Методические указания разработаны для обучающихся с целью оказания им помощи при выполнении практических заданий. Практические задания являются неотъемлемым этапом изучения учебной дисциплины.

Содержание практических заданий направлено на:

- формирование практических умений в соответствии с требованиями к уровню подготовки обучающихся, установленными рабочей программой учебной дисциплины: – описывать явления, события, излагать факты в письме личного и делового характера;
- читать аутентичные тексты разных стилей (публицистические, художественные, научно-популярные и технические), используя основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое) в зависимости от коммуникативной задачи;
- понимать основное содержание аутентичных аудио- или видеотекстов познавательного характера на темы, предлагаемые в рамках курса, выборочно извлекать из них необходимую информацию, оценивать важность/новизну информации, определять свое отношение к ней;
- рассказывать, рассуждать о себе, своих планах, своем окружении в связи с изученной тематикой, проблематикой прочитанных/прослушанных текстов; описывать события, излагать факты, делать сообщения;

– обобщение, систематизацию, углубление, закрепление полученных теоретических знаний: значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения;

Обучающийся должен использовать приобретенные знания и умения в практической и профессиональной деятельности, повседневной жизни.

Практические задания по учебной дисциплине «Иностранный язык» способствуют формированию в дальнейшем при изучении профессиональных модулей, следующих общих и профессиональных компетенций:

– Понимать сущность и социальную значимость будущей профессии, проявлять к ней устойчивый интерес.

– Осуществлять поиск информации, необходимой для эффективного выполнения профессиональных задач.

В методических указаниях предлагаются к выполнению практические работы, предусмотренные учебной рабочей программой дисциплины «Иностранный язык».

Выполнение практических заданий в рамках учебной дисциплины «Иностранный язык» позволяет освоить комплекс работ по выполнению переводов, речевого общения, понимания текстов, построенных на языковом материале повседневного и профессионального общения.

Методические указания предназначены для обучающихся техникума, изучающих учебную дисциплину «Иностранный язык» и могут использоваться как на учебных занятиях, которые проводятся под руководством преподавателя, так и для самостоятельного выполнения практических заданий, предусмотренных рабочей программой во внеаудиторное время.

Методические указания включают в себя следующие разделы:

1. проверку знаний - проверка теоретической подготовленности по теме практического задания;
2. инструктаж - информация для обучающихся о целях, средствах, трудоемкости, сроках выполнения, основных требованиях к результатам работы, формах контроля практических заданий;

3. выполнение задания - выполнение практического задания в соответствии с технологической картой;

4. анализ проделанной работы - анализ полученных результатов, характер и причины ошибок, степень овладения обучающимися запланированных умений.

Дисциплина «Иностранный язык» является общеобразовательной дисциплиной, в процессе изучения которой обучающиеся должны приобрести определенные знания. Наряду с изучением теоретического материала по дисциплине «Иностранный язык» большое внимание должно быть уделено практическим занятиям. Практическим занятиям отводится 59 часов. Последние представляют собой весьма важную часть в общем объеме дисциплины.

К практическому занятию от студента требуется самостоятельная предварительная подготовка, которую он должен провести перед занятием. Список литературы и вопросы, необходимые при подготовке, студент получает перед занятием из методических указаний к практике. Зачет по каждой практической работе студент получает после её выполнения и предоставления в печатном или электронном виде, оформления отчета в котором указывает полученные знания и умения в ходе выполнения практической работы, а также ответов на вопросы преподавателя, если они возникнут при проверке выполненного задания

### **Общие методические рекомендации и указания по выполнению практических работ**

#### **1. Подготовка к практической работе**

Для выполнения практических и лабораторных работ обучающийся должен руководствоваться следующими положениями:

1. Внимательно ознакомиться с описанием соответствующей практической работы и установить, в чем состоит основная цель и задача этой работы;
2. По лекционному курсу и соответствующим литературным источникам изучить теоретическую часть, относящуюся к данной работе.

#### **2. Выполнение практических работ**

Успешное выполнение практических работ может быть достигнуто в том случае, если обучаемый представляет себе цель выполнения практической работы, поэтому важным условием является тщательная подготовка к работе.

#### **3. Оформление практических работ**

1. На новой странице тетради указать название и порядковый номер практической работы, а также кратко сформулировать цель работы;
2. После проведения практических занятий обучающиеся должны составить отчет о проделанной работе. Практическая работа должна быть написана разборчивым почерком и выполнена в тетради с полями для проверки работы преподавателем.

### **Список рекомендуемой литературы:**

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2. Безкоровайная Г.Т., Соколова Н.И., Койранская Е.А. и др. Planet of English: Учебник английского языка для учреждений НПО и СПО: (+CD): Рекомендовано ФГАУ «Фиро», 2018. - 256
3. Голубев А.П., Балюк Н.В., Смирнова И.Б. Английский язык: Учебник: Рекомендовано ФГАУ «Фиро». М.: Издательский центр «Академия», 2015. – 336 с

### **Критерии оценивания**

1. **Оценка «отлично»** – прекрасное владение всеми навыками устной речи, отличное произношение, правильная интонация, беглое и безукоризненное изложение материала, полные, конкретные ответы на вопросы экзаменаторов, грамматически и лексически правильная речь, строгое соблюдение правил презентации.

2. **Оценка «хорошо»** - твёрдое владение всеми навыками коммуникации, хорошее произношение, полное изложение презентуемого материала, конкретные, грамматически правильно оформленные ответы на вопросы экзаменаторов, размеренный темп речи, достаточно полное соблюдение правил презентации.
3. **Оценка «удовлетворительно»** - владение всеми навыками коммуникации, достаточно правильное произношение, невысокий темп речи, относительно полное знание материала, излагаемого с незначительными грамматическими и лексическими ошибками, неточные ответы на вопросы экзаменаторов, соблюдение правил презентации с незначительными нарушениями (например, отсутствие связующих элементов и т.д.).
4. **Оценка «неудовлетворительно»** – отсутствие основных речевых навыков: плохое произношение, медленный темп высказывания, скудное знание материала и его механически-заученное изложение, непонимание вопросов экзаменаторов, грубые грамматические и лексические ошибки, неумение исправить указанные недостатки, несоблюдение правил презентации.

## Практическая работа №1

### Тема 1.1. Вводно-фонетический курс.

**Цель:** совершенствование и развитие произносительных навыков, а также же навыков чтения, письменной и устной речи на английском языке.

### Содержание работы

**Задание 1.** Прочитайте следующие слова, отрабатывая звучание долгих и кратких гласных:

**[i:]** – we [wi:] мы, he [hi:] он, she [ʃi:] она, eat [i:t] питаться, seat [si:t] место для сиденья, be [bi:] быть, see [si:] видеть, three [θri:] три, people [pi:pl] люди, peace [pi:s] мир, free [fri:] свободный, teach [ti:tʃ] обучать, speak [spi:k] говорить.

**[ɪ]** – it [ɪt] оно, это, this [ðɪs] этот, sit [sɪt] сидеть, if [ɪf] если, live [lɪv] жить, begin [bɪ'ɡɪn] начинать, invest [ɪn'vest] вкладывать (капитал), Britain ['brɪt(ə)n] Британия, English ['ɪŋɡlɪʃ] английский язык, different [dɪf(ə)nt] различный, king [kɪŋ] король.

**[e]** – men [men] люди, when [wen] когда, end [end] конец, health [helθ] здоровье.

**[æ]** – man [mæn] человек, can [kæn] мочь, map [mæp] карта, land [lænd] земля, that [ðæt] тот, travel ['trævl] путешествие, Saturday ['sætədi] суббота, manners ['mænəz] (хорошие) манеры.

**[ɑ:]** – car [kɑ:] автомобиль, far [fɑ:] далеко, France [frɑ:ns] Франция, chance [tʃɑ:ns] шанс, father ['fɑ:ðə] отец, after ['ɑ:ftə] после.

**[ʌ]** – one [wʌn] один, but [bʌt] но, must [mʌst] должен, London ['lʌndən] Лондон, come [kʌm] приходить, mother ['mʌðə] мать, above [ə'boʊv] выше, Sunday ['sʌndɪ] воскресенье, Monday ['mʌndɪ] понедельник, some [sʌm] некоторые, country ['kʌntri] страна.

**[ɔ:]** – sport [spɔ:t] спорт, or [ɔ:] или, daughter ['dɔ:tə] дочь, four [fɔ:] четыре, for [fɔ:] для, horse [hɔ:s] лошадь, before [bə'fɔ:] перед, all [ɔ:l] все, formal ['fɔ:ml] официальный, North [nɔ:θ] север.

**[ɒ]** – spot [spɒt] пятно, from [frɒm] из, от, was [wɒz] был, sorry [sɒri] сожалеющий, hot [hɒt] горячий, shock [ʃɒk] шок, what [wɒt] что, clock [klɒk] часы.

**[u:]** – you [ju:] ты, do делать [du:], too [tu:] также, two [tu:] два, group [gru:p] группа, who [hu:] кто, soon [su:] скоро, choose [tʃu:z] выбирать.

**[ʊ]** – full [fʊl] полный, put [pʊt] класть, good [gʊd] хорошо, push [puʃ] толкать.

**[ə]** – sister ['sɪstə] сестра, teacher ['ti:tʃə] учитель, Russia ['rʌʃə] Россия

**Задание 2.** Прочитайте слова, отрабатывая звучание **дифтонгов** (двугласных), которые представляют собой как бы два слитно произнесенных гласных с ударением на первом элементе:

**[ei]** – they [ðei] они, way [wei] путь, дорога, способ, day [dei] день, name [neim] имя, называть, stage [steidʒ] стадия, сцена, face [feis] лицо, aim [eɪm] цель.

**[ai]** – I [aɪ] я, my [maɪ] мой, myself [maɪ'self] сам, eye [aɪ] глаз, guide [gaɪd] гид, проводник, die [daɪ] умирать, Friday ['fraɪdɪ] пятница, child [tʃaɪld] ребенок.

**[au]** – now [naʊ] сейчас, how [haʊ] как, out [aʊt] вне, из, about [ə'baʊt] около, down [daʊn] вниз, house [haʊs] дом, ground [graʊnd] земля, town [taʊn] город, South [saʊθ] Юг.

**[ɔɪ]** – boy [bɔɪ] мальчик, oil [ɔɪl] масло, toilet [tɔɪlɪt] туалет, choice [tʃɔɪs] выбор, join [dʒɔɪn] соединять(ся), employ [ɪm'plɔɪ] нанимать на работу, использовать.

**[əʊ]** – no [əʊ] нет, home [həʊm] дом, know [nəʊ] знать, cold [kəʊld] холодный, road [rəʊd] дорога, low [ləʊ] низкий, only ['əʊnli] только, nobody ['nəʊbɒdɪ] никто.

**[iə]** – ear [iə] ухо, near [niə] близко, clear [kliə] ясный, чистый, theatre ['θiətə] театр, real [riəl] реальный, ideal [aɪ'diəl] идеальный, zero ['ziəroʊ] ноль.

**[ɛə]** – air [ɛə] воздух, chair [tʃɛə] стул, there [ðɛə] там, their [ðɛə] их

**[uə]** – tour [tuə] тур, путешествие, sure [ʃuə] уверенный, poor [puə] бедный, pure [pjʊə] чистый, cure [kjʊə] лечение, лекарство, during ['duərɪŋ] во время, mutual ['mju:tʃuəl] взаимный, usual ['ju:ʒuəl] обычный, plural ['pluərəl] множественный.

**Задание 3.** Прочитайте слова, отрабатывая звучание **трифтонгов**, т.е. сочетаний дифтонгов с нейтральной гласной фонемой [ə]:

**[eɪə]** – player [pleɪə] игрок, layer [leɪə] слой, пласт, prayer [preɪə] проситель, молящийся.

**[aɪə]** – fire [faɪə] огонь, iron [aɪən] железо, утюг, society [sə'saɪəti] общество, dialogue ['daɪəlɒɡ] диалог, shire [ʃaɪə] графство, higher [haɪə] выше.

**[aʊə]** – our [aʊə] наш, hour [aʊə] час, flower [flaʊə] цветок, tower [taʊə] башня, towel [taʊəl] полотенце, shower [ʃaʊə] душ, nowadays [naʊədeɪz] сейчас, сегодня, power [paʊə] сила, власть.

**[əʊə]** – slower [sləʊə] медленнее, ower [əʊə] должник, goer [gəʊə] ходок, follower ['fɒləʊə] последователь, поклонник.

## **Практическая работа № 2.**

### **Тема: Правила чтения гласных в разных типах чтения**

**Цель:** совершенствование и развитие произносительных навыков, а также же навыков чтения, письменной и устной речи на английском языке.

Чтение гласной буквы в ударном слоге зависит от типа слога. Принято делить 4 типа слога:

I тип – открытый слог (т.е. слог, оканчивающийся на гласную букву);

II тип – закрытый слог (т.е. слог, оканчивающийся на согласную букву);

III тип – слог с буквой **r** (т.е. ударная гласная + r);

IV тип – слог с сочетанием **re** (т.е. ударная гласная + re).

Тип слога Буквы	АЛФАВИТНОЕ ЧТЕНИЕ	КРАТКОЕ ЧТЕНИЕ	ЧТЕНИЕ ГЛАСНОЙ В СОЧЕТАНИИ	
	I тип открытый слог	II тип закрытый слог	III тип гласная + r	IV тип гласная + r + e
a	[eɪ] name lake	[æ] flag back	[ɑ:] part car	[ɛə] hare care
o	[əʊ] rose go	[ɒ] stop dog	[ɔ:] sport or	[ɔ:] store more
e	[i:] Pete be	[ɛ] pet ten	[ə:] Bert per	[ɪə] here mere
u	[ju:] <u>music</u> cube	[ʌ] bus cut	[ə:] fur turn	[juə] pure cure
i y*	[aɪ] type Mike time	[ɪ] Syd pin myth thick	[ə:] sir girl	[aɪə] fire tyre hire

\* Буква Yy [waɪ] считается дублером буквы Ii, так как она читается по тем же правилам чтения.

## Типы слога

Безударный слог

Гласная

I, II, III, IV

A a

[eɪ]

name

[æ]

lamp

[ɑ:]

park

[ɛə]

fare

[ə]ago

O o

[əʊ]

note

[ɒ]

not

[ɔ:]

sport

[ɔ:]

more

[ə] confer

E e

[i:]

me

[ɛ]

pen

[ɜ:]

her

[ɪə]

here

[ə] [ɪ]absent, darkness

I i/ Y y

[aɪ]

like

type

[ɪ]

big

myth

[ɜ:]girl

[ɪ]

music, city

U u

[ju:]

tune

[ʌ]

bus

[ɜ:]

turn

[juə]

pure

[ə] [ju:]

success, unite

**Задание 4.** Прочитайте следующие слова по вертикали, а затем по горизонтали, отработывая правила чтения гласных в различных типах слога.

**Aa**

[eɪ] [æ] [ɑ:] [ɛə] [ə]

lame

gave

late

made

am

back

land

apple

man

hat

care

dare

bare

**Oo**

[əʊ] [ɔ] [ɔ:] [ɒ] [ə] [əʊ]

home

rose

dog

shop

clock

cod

or

short

lord

store

shore

core

bore

before

**Ee**

[i:] [e] [ɜ:] [ɪə] [ə] [ɪ]

week

egg

let

ten

men

tent

term

verb

nerve

serve

prefer

person

**Ii/ Yy**

[aɪ] [ɪ] [ɜ:] [aɪə] [ɪ]

I

time  
five  
my  
fly  
cry  
milk  
symbol  
sir  
dirty  
Byrn  
wire  
tire  
satire

### **Uu**

[ju:] [ʌ] [з:] [juə] [ə] [ju:]  
due  
tube  
use  
union  
but  
fun

**Задание 5.** Прочитайте следующие слова и сгруппируйте их в 4 колонки по правилам чтения гласных букв в ударном слоге.

Rome, summer, China, art, spring, duty, try, well, bore, time, severe, term, spoke, store, parents, enter, tired, winter, whole, spire, plane, short, be, atmosphere, hard, supper, smoke, alert, fond, plan, burst, wish, farm, compare, came, corn, dirt, tree.

### **Практическая работа № 3.**

Тема: Внешность, характер, личностные качества.

Цель: употребление новых слов в составлении топика.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Краткие теоретические положения: От англ. topic — «тема», «топик» или «тема» в лингвистике — логический субъект предложения, о котором высказывается его смысл.

Задание: Из данных слов, составить топик.

Height (рост): tall, short, medium height.

Build (телосложение): frail, stocky, slim, thin, plump, fat, skinny.

Age (возраст): young, elderly, middle-aged, teenager.

Hair (волосы): fair, blond, red, grey, sleek (smooth), braids, bald, straight, curly, wavy.

Face (лицо): round, oval, square, wrinkled, freckled, sun-tanned, pale.

Complexion (цвет лица): dark, fair.

Skin (кожа): delicate, rough.

Forehead (лоб): broad, doomed, high (tall), large (open), low, narrow.

Nose (нос): aquiline, flat, hooked, snub, fleshy, turned up.

Eyebrows (брови): arched, bushy, penciled, shaggy.

Eyes (глаза): big round blue eyes, hazel, small, kind/warm.

Eyelashes (ресницы): curving, straight, thick.

Cheeks (щеки): chubby, hollow, ruddy, dimples in one's cheeks.

Mouth (рот): large, small, vivid.

Lips (губы): full, thick, rosy, painted.

Teeth (зубы): close-set, even/uneven.



Smile (улыбка): charming, engaging, pleasant, sweet, cunning, sad, enigmatic.

Chin (подбородок): double, pointed, protruding, round, massive.

Hand (рука): puffy, soft .

Legs (ноги): long, short, slender, shapely.

Отчет о проделанной работе: составлен письменно топик по теме.

#### **Практическая работа № 4.**

Тема: Имя существительное, множественное число имени существительного.

Цель: Образование множественного числа имени существительного.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Краткие теоретические положения:

Множественное число существительных в английском языке.

Исчисляемые существительные могут иметь форму единственного числа, если речь идёт об одном предмете, и множественного числа, если речь идёт о двух или более предметах. Форма множественного числа у большинства исчисляемых существительных образуется с помощью суффикса "-s (-es)", например:

a book - books a table - tables

a bridge - bridges a boy - boys

В английском языке есть небольшое количество существительных, которые образуют форму множественного числа не по общему правилу:

Исключения:

Единственное число	Множественное число	Перевод
man	men	мужчины, люди
woman	women	женщины
mouse	mice	мыши
tooth	teeth	зубы
foot	feet	ступни, ноги
child	children	дети
ox	oxen	быки
goose	geese	гуси
sheep	sheep	овцы
deer	deer	олени
swine	swine	свиньи

Существительные, оканчивающиеся на "-f/-fe", во множественном числе пишутся с "-ves".

Если слово в единственном числе оканчивается на "-o", то к нему во множественном числе прибавляется суффикс "-es". Если же слово оканчивается на "-y" с предшествующим согласным, то во множественном числе к нему прибавляется суффикс "-es", а буква "y" переходит в "i", например:

leaf - leaves life - lives tomato - tomatoes

Negro - Negroes army – armies family - families

Неисчисляемые существительные имеют только форму единственного числа и согласуются только с глаголами в единственном числе:

Her hair is blond. Волосы у неё светлые.

The money is on the table. Деньги лежат на столе.

Имеются существительные, которые напротив употребляются только в форме множественного числа. К ним относятся слова, обозначающие предметы, состоящие из двух частей: trousers - брюки, braces - подтяжки, scissors - ножницы, glasses - очки, или собирательные существительные: troops - войска, goods - товары, clothes - одежда, police - полиция, people - люди. Такие существительные согласуются только с глаголом во множественном числе.

Задание: Даны слова в единственном числе, образуйте множественное число существительных.

Упражнение1. Отметьте правильный вариант образования множественного числа:

1. roof- rooves, 2) dish - dishes, 3) fish - fish, 4) potato - potatos, 5) half-halves, 6) branch - branches, 7) book - books, 8) book - bookes, 9) dress -dreses, 10) wife - wifes. 11) paper - papers, 12) factory - factorys, 13) day -daies, 14) play - plays, 15) list - listes, 16) safe - saves, 17) text - texts, 18) lamp - lamps

Упражнение2. Отметьте неправильный вариант образования множественного числа.

1) woman - women, 2) woman - womans, 3) foot - foots, 4) mouse - mouses, 5) hour - hours, 6) hero-heroes, 7) mouse - mice, 8) tomato - tomatos, 9) tomato - tomatoes, 10) child - childes, 11) child - childs, 12) kid - kids, 13) child - children, 14) tooth - toothes, 15) tooth - teeth, 16) people - peoples, 17) new - news, 18) boy - boys, 19) way - waies, 20) man - men, 21) Englishman - English-mans, 22) Englishman - Englishmen, 23) news -news, 24) sheep - sheep, 25) deer - deeress, 26) deer - deers, 27) deer - deer, 28) leaf- leaves, 29) German - Germanen, 30) German - Germans. 31) life -lifes, 32) wife - wives, 33) shelf- shelves, 34) knife - knives, 35) house - housess, 36) pause - pausess, 37) size - sizez, 38) day - days, 39) roof- rooves.

Отчет о проделанной работе: выполнены упражнения.

Контрольные вопросы:

- 1.При помощи чего образуется множественное число имени существительного?
- 2.Перечислите правила образования множественного числа имен существительных.

### **Практическая работа № 5.**

Тема: Местоимения: указательные, личные, притяжательные, вопросительные.

Цель: определение местоимения.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Краткие теоретические положения:

Личные местоимения

I - я you - ты, вы, Вы he - он (о человеке) she - она (о человеке) it - он, она, оно (не о человеке) we - мы they - они	me - мне, меня him - его, ему, им her - её, ей it - его, ему, ей us - нас, нам you - тебе, вам, вас them - их, им
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### **Практическая работа № 6.**

Тема: Притяжательные местоимения

Цель: определение местоимения.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

my - мой your - твой, ваш his - его her - её its - его, её our - наш their - их	mine - мой his - его hers - её its - его, её ours - наш yours - твой, ваш theirs - их
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Примечание.

Местоимение **it** обычно заменяет ранее употреблённое существительное в единственном числе, не обозначающее человека:

wind / dog / lake = it (= он / она / оно).

Местоимение **you** требует сказуемого в форме множественного числа, каким бы способом оно ни передавалось на русский язык (ты, вы, Вы).

You are a student. Вы (ты) - студент. You are students. Вы - студенты.

Местоимения **this / these, that / those**: Местоимения **this** (этот) и **that** (тот) имеют формы мн.числа, соответственно: **these** (эти) и **those** (те). Если эти местоимения в предложении выполняют функцию подлежащего, то при грамматическом анализе предложения нужно искать сказуемое в соответствующем числе. В этом случае **these** обычно переводится - они.

These elements are called metals. Эти элементы называются металлы.

These are alike in ... . Они схожи в том, что ... .

Местоимения **that / those** употребляются также как слова-заместители тех существительных, которые были употреблены ранее. Главным признаком такого употребления является наличие предлога (обычно **of**) или причастия после **that / those**.

The climate of Great Britain is much like that of the Baltic republics. Климат Великобритании очень схож с климатом республик Прибалтики.

Слово **that** также может является относительным местоимением или союзом со значением "что / который / то, что", если оно находится перед придаточным предложением.

Copernicus proved that the Earth goes round the Sun. Коперник доказал, что Земля вращается вокруг Солнца.

Задание: вместо пропусков вставьте нужное местоимение.

*Choose the correct variant:*

1. What colour is the car? – It is quite far, I can't see \_\_\_\_\_ colour.

It    It's    Its

2. \_\_\_\_\_ were the last words.

His    Him    He

3. \_\_\_\_\_ told me a funny story the other day.

A mine friend    Of my friend    A friend of mine

4. Why are you sitting here? It is not your place, but \_\_\_\_\_ .

Her    She    Hers

5. These sweets are very tasty. Could you give \_\_\_\_\_ to me, please?

It    them    they

6. Where is the cooler? – You are standing next to \_\_\_\_\_ .

It    Him    He

7. You haven't seen \_\_\_\_\_ ! How can you say, that she is a bad painter?

Hers picture    A her picture    A picture of hers

8. In what direction do you usually hitch-hike? – Western Europe. Join \_\_\_\_\_ .

Our    we    us

9. On holiday I'm going to stay in \_\_\_\_\_ house.

They    their    them

10. I really love \_\_\_\_\_ here in Paris!

His    it    them

11. It is a very good project, but \_\_\_\_\_ is better.

Ours    our    us

12. Jack, Are you listening to \_\_\_\_\_ .

I    Me    My

13. Every cat washes \_\_\_\_\_ face after eating.

His    her    its

14. Hmmm! Nice photos! – Yeah! It's \_\_\_\_\_ in Hawaii.

Ours we us

Отчет о проделанной работе: выполнение теста.

Контрольные вопросы:

1. Что такое местоимение?

2. Какие местоимения существуют в английском языке?

### **Практическая работа № 7.**

Тема: Моя семья.

Цель: употребление и понимание новых слов.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Задание: выполните упражнения.

*№ 1. Выпишите номера под которыми, даны переводы следующих английских слов.*

а) 1. surname; 2. parents; 3. grandfather; 4. member; 5. turner; 6. experienced; 7. part-time student; 8. full-time student; 9. to want; 10. to tell; 11. tall; 12. to come.

б) 1. бабушка; 2. студент дневного отделения; 3. рабочий; 4. студент; 5. хотеть; 6. имя; 7. токарь; 8. родители; 9. неопытный; 10. говорить; 11. дедушка; 12. идти; 13. фамилия; 14. студент вечернего отделения; 15. приходить; 16. член; 17. рассказывать; 18. техник; 19. опытный; 20. высокий.

*№ 2. Переведите предложения. Знаком ∩ отмечайте предложения, соответствующие тексту "My Family".*

I am Peter Smirnov. 2. Our family is small. 3. My mother is a doctor. 4. She works at a hospital. 5. My father is a worker. 6. He is a turner. 7. His hobby is football. 8. I play the guitar and we sing together. 9. My grandpa is a veteran of the Great Patriotic War. 10. My granny is a pensioner. 11 Ann is a full-time student. 12. My brother Nick is a student. 13. I go to the technical school.

Отчет о проделанной работе: выполнение упражнений.

Контрольные вопросы: tell us about yourself.

### **Практическое занятие № 8.**

**Мой лучший друг.**

**Цель работы:** активизировать лексику по теме в разных видах деятельности: чтение, аудирование, говорение.

**Оборудование:** раздаточный материал, видеопроектор, учебники, словари.

**Информационное обеспечение**

**Основные источники:**

Агабекян И.П. Английский язык: учебное пособие для СПО. Ростов на/Д.: Феникс, 2015

**Дополнительные источники:**

Мюллер В.К. Англо-русский и русско-английский словарь / В.К. Мюллер. - М.: Эксмо, 2016.

**Время выполнения** – 2 часа

**Выполнение заданий.**

**Прочитайте текст**

#### **My Friend**

Nobody can live in isolation. It is very important for every person to have a friend. You can be sincere and outspoken with your friend. He can help you in difficult situations and give an advice. Friends must share with you likes and dislikes. So friendship is a real treasure. But it is difficult to find a really devoted and reliable friend, who will never betray you. As for me, I have a lot of friends and all of them are very important to me. In fact, sometimes I wonder what I would do without them. Friends mean a lot to me because I think it is important to have people around you who you can talk to about personal issues and who you can trust. Of course, it's also important to have friends with whom you can share new experiences and have fun with. We

spend time together and like the same things and so we are not afraid to express our opinions with them. I've experienced a lot with my friends because I've known them for a long time and we have done a lot together. There is never a boring moment when I'm with my friends. For me a friend should be loyal, trusting and supportive.

**Закончите предложение.**

1. Friends are important to me because...
2. I need a friend when...
3. Friends think that I am...
4. Friends like me because...
5. I feel happy when a friend...
6. I feel unhappy when a friend...
7. My friends make me angry when...
8. When a friend teases me, I usually...
9. I like being with people whom...
10. I would rather not waste time with people who...
11. I enjoy talking with my friends about...
12. Some things I enjoy doing with my friends are...
13. A special quality that I admire in friends is...
14. Something I could do to become a better friend is...

**Прочитайте список прилагательных.**

Choose adjectives that could be used to describe you most of the time. Making these choices will help you to understand yourself.

academic - образованный, но далёкий от реалий жизни

outgoing - уживчивый, общительный, с лёгким характером

insensitive - равнодушный

active - активный, энергичный

athletic – спортивный

passive - пассивный

bored – скучный

patient - терпеливый

critical – критичный

pessimistic – пессимистично настроенный

flexible - гибкий, легко приспосабливающийся к переменам

punctual – точный

sad - грустный

funny - потешный, забавный, с чувством юмора

scared – напуганный

sensitive - чувствительный

happy - радостный, счастливый, довольный

shy – застенчивый

stubborn - упрямый

healthy – здоровый

sympathetic - сочувствующий, сострадательный

honest - честный

idealistic – верящий и стремящийся к идеалам

talkative - болтливый, разговорчивый

impatient - нетерпеливый

temperamental - неуравновешенный, с норовом

lazy – ленивый

tense - напряжённый, с натянутыми нервами

lonely - одинокий  
loyal - верный, преданный  
thoughtful - чуткий, внимательный

**Составь рассказ о друге по шаблону.**

My best friend's  
name is \_\_\_\_\_  
nickname is \_\_\_\_\_  
age is \_\_\_\_\_  
birthday is \_\_\_\_\_  
birthplace is \_\_\_\_\_  
My best friend's favorite  
food is \_\_\_\_\_  
hobby or interest is \_\_\_\_\_  
sport or game is \_\_\_\_\_  
movie is \_\_\_\_\_  
subject at school is \_\_\_\_\_  
television program is \_\_\_\_\_  
My best friend  
likes to \_\_\_\_\_

**Discuss your answers with your best friend to see how accurate they are.**

**Расскажи о своем друге.**

**Подведение итогов работы, оценивание**

**Практическое занятие № 9**

**Тема: глаголы: to be, to have**

**Цель: употребление глаголов to be, to have**

**Употребите правильно глаголы: to be, to have**

1. My sister works at the hospital. She \_\_\_\_ a good nurse.
  1. are
  2. am
  3. is
  4. was
2. I \_\_\_\_ a brother, he works at the hospital too.
  1. has
  2. have
  3. had
  4. —
3. The patient went to the dentist, he \_\_\_\_\_ a bad toothache.
  1. have
  2. has
  3. had
  4. —
4. I examine my teeth regularly. They \_\_\_\_\_ strong and healthy.
  1. am
  2. is
  3. were
  4. are
5. \_\_\_\_\_ you a student of the Medical College?

1. Is
  2. Are
  3. Am
  4. -
6. \_\_\_\_\_ you any pains in a stomach some days ago?
1. has
  2. have
  3. had
  4. -
7. Any patient with high temperature \_\_\_\_\_ a very poor appetite.
1. has
  2. had
  3. have
  4. -
8. What \_\_\_\_\_ the diet of a patient with high temperature?
1. are
  2. am
  3. is
  4. were

## Практическое занятие № 10

### Тема: Моя квартира.

**Цель работы:** активизировать лексику по теме в разных видах деятельности: чтение, аудирование, говорение.

**Оборудование:** раздаточный материал, видеопроектор, учебники, словари.

**Информационное обеспечение:**

**Основные источники:**

Агабекян И.П. Английский язык: учебное пособие для СПО. Ростов на/Д.: Феникс, 2015

**Дополнительные источники:**

Мюллер В.К. Англо-русский и русско-английский словарь / В.К. Мюллер. - М.: Эксмо, 2016.

**Время выполнения** – 2 часа

**Выполнение заданий.**

**Прочитай текст**

### A Modern Flat

My friend's parents have a new flat on the second floor of a 16-storeyed block of flats. It has all modern conveniences (gas in the kitchen and central heating everywhere). There are four rooms (a sitting-room, a dining-room, two bedrooms), a kitchen, a toilet, a hall and a bathroom. One room is Pete's bedroom and another — his parents' bedroom.

Pete's bedroom is not large but it is rather cozy and comfortable. It has two windows. The windows face a garden in front of the house. There is a daybed in the room, a bookcase where Pete keeps his books, a desk at which he usually sits and does his homework and a chair.

His parents' sitting-room is a large room with two windows and two doors. One door is leading to the hall, another to the balcony. There is a sofa in the room. There are also two armchairs, a table, a wall fitment at one of the walls, a TV set in the corner of the room and a bookcase. The nets are white and the curtains are green.

The dining-room is also very nice. There is an extending table in the middle of the room. There are four chairs around the table. At one of the walls there is a cupboard wall unit for plates, cups, knives, forks and spoons. A lamp with a nice lampshade hanging from the ceiling above the table makes the room nice and cozy. Pete's mother is very proud of her kitchen. There

is a gas stove with a kitchen cabinet next to it. There are also several kitchen units, a sink with two taps (for cold and hot water), wall units on the walls.

Look at the picture of the kitchen. Isn't it nice? In the hall there is a big built-in cupboard where they keep a vacuum-cleaner, bags and other things. There is also a hat and coat rack in the hall.

**Прочитайте диалог в парах.**

**DIALOGUE**

- A. Where do you live?  
B. 10, Pushkin Street, flat 6.  
A. Do you live on the first floor?  
B. Yes, I do. You see, there are four flats on the ground floor, numbers 1 to 4. Ours is six, on the first floor.  
A. How many rooms have you got?  
B. Three rooms, a kitchen, a bathroom and a big hall.  
A. Is there a lift in your block of flats?  
B. Certainly. But we don't use it.  
A. I think your family likes the new flat.  
B. Of course? It is very nice and cozy.

**Переведите на английский язык.**

1. Наша квартира на третьем этаже.
2. Наша гостиная светлая и удобная.
3. На кухне есть плита, холодильник, стол и четыре стула.

**Ответьте на вопросы.**

1. Where do you live?
2. Do you live in a large or a small house?
3. Is your flat comfortable?
4. Is your room cozy?
5. How many rooms are there in your flat?

**Выберите подходящее по смыслу слово:**

1. There is a \_\_\_\_\_ in my study room. (Table, kitchen, desk)
2. Is there any \_\_\_\_\_ in my room? (Cooker, furniture, fridge)
3. There is no \_\_\_\_\_ in the house, it is cold in winter. (Mirror, fireplace, telephone)
4. Is there \_\_\_\_\_ in your kitchen? (Hot water, garage, computer)
5. There is no balcony in my \_\_\_\_\_ (Garden, room, bathroom)
6. There are two large \_\_\_\_\_ in the sitting room. (TV set, wardrobe, windows)

**Подведение итогов занятия, оценивание**

**Практическая работа №11**

**Тема 2.2. Распорядок дня студента**

**Цель:** совершенствование и развитие навыков устной и письменной речи, навыков чтения и перевода текста профессиональной направленности на английском языке.

**Содержание работы**

**1. My Daily Routine. Learn the Vocabulary.**

**My Working Day**

Hello. My name is Vlad Volkov and I am a college student. I am in my first year now. I want to tell you about my usual working day. It is 6.30 am and my younger brother Alexei is knocking at the door of my bedroom. "Will you jog with me today?" he asks. Every morning



begins this way for me. I went jogging last year but then I have become «lazier and Alexei uses every chance to mock at me. He goes jogging regularly and he is a «good sportsman by the way — so his coach says. Alexei goes in for tennis and he has been playing football since he went to primary school. He is the best forward in his team.

Alexei goes away and I stay in bed a little while longer. Anyway, it is time to get up. I go to the bathroom and take a shower and clean my teeth, then come back to my room and switch on the television to watch the news while I am brushing my hair, shaving and putting my clothes on.

Now it is time for breakfast. All my family is at table — my mother, my father, Alexei and myself. We have scrambled eggs and bacon, a cup of tea and sandwiches. We chat and discuss news. I think it is right time to introduce my family members to you. My mother's name is Mary. She is a children's doctor. My father's name is Alexander and he is an engineer. Alexei is still a pupil. He is four years my junior. Oh, I have not yet told you about my elder sister. Her name is Nina. She is married. Her husband and she rent a flat not far from our place.

After breakfast, I look through my notes — just in case I have left something behind, put on my coat, then say good-bye to my mother and leave home. My father gives me a lift to the college in his car. He starts working later than my classes begin.

I arrive at my college just in time to say hello to my fellow-students before the bell goes. As a rule, we have three or four periods every day. We go to college five days a week. Saturday and Sunday are our days off. We have lectures and seminars. Sometimes we work in the workshops. To my mind, these are the most interesting lessons. My friends say that we will be having a test in English today. I think that writing tests in grammar is more difficult than speaking English. I hope I will not fail.

During the breaks, we go to the gym and play a round or two of basketball or volleyball. My friend John and I are fond of reading fantasy and we discuss the latest book by Nick Perumov. He asks me if I liked the book that he had given me. I tell him that I will have read the book by the end of the week.

At 1 pm, we have a long break. We go to the canteen and have a roll and a cup of juice. Then there is one more period, which is Mathematics. It is my favourite subject. The classes are over at 2.40 pm. Sometimes I go to the library to study there, but today I do not.

On my way home, I see my girlfriend Lena. She smiles at me and we walk together for a while. I suddenly remember that we will have been dating for a year next week. I will go and look for a present for her tomorrow. When we first met at a party, I told her that she was the prettiest girl in the world and I had been looking for her all my life. Now I think that she is not only the most beautiful girl, but also the best friend. I am fond of her. She is still a pupil; she is leaving school this year. Lena's dream is to enter Moscow State University.

I come to my place at about 4 pm. Mother is already at home. She is cooking in the kitchen. Soon my father and brother arrive and we have dinner together. After dinner, I do my lessons for tomorrow, watch television and read. I do not go out because the weather has become worse. I go to bed at about 11.30 pm.

**Переведите текст на английский язык.**

Тони - итальянец. Он студент английского колледжа и изучает математику. Он сейчас на 2 курсе. Тони живет в английской семье. Их фамилия Томсон. Их пятеро: мистер и миссис Томсон, сын Эндрю, старшая дочь Джейн и младшая Мэгги. Их дом находится в Оксфорде. По утрам Тони идет на пробежку, затем завтракает. На завтрак он пьет стакан апельсинового сока и ест яичницу с ветчиной. Затем он идет в колледж. Как правило, у него 3 или 4 лекции или семинара. Потом он занимается в библиотеке вместе со своими друзьями. Он приходит домой в 5 часов и ужинает с Томсонами. По вечерам он ходит в спортзал и играет в баскетбол или волейбол. После ужина он готовит уроки на следующий день или идет гулять, если погода хорошая. Обычно он ложится спать в 11 часов.

Tony is Italian. He is a student at an English college and studies mathematics. He is in his second year. Tony lives in an English family. Their surname is Tomson. There are five of them: Mr and Mrs Tomson, their son Andrew, an elder daughter Jane and younger Maggy. Their house is in Oxford. In the morning Tony jogs, then he has breakfast. For breakfast he drinks a glass of orange juice and eats bacon and eggs. Then he goes to college. As a rule, he has 3 or 4 lectures or seminars. Then he studies in the library with his friends. He comes home at five and has dinner with the Tomsons. In the evenings he goes to a sport hall and plays volley-ball or basketball. After supper he prepares his homework for the next day or goes for a walk, if the weather is fine. Usually he goes to bed at eleven pm.

**Переведите на английский язык следующие слова и словосочетания:**

- 1) я хочу рассказать вам о
- 2) быть студентом...
- 3) по будним дням
- 4) по рабочим дням
- 5) просыпаться
- 6) вставать в 7 часов утра
- 7) принимать душ
- 8) чистить зубы
- 9) одеваться
- 10) у меня уходит час, чтобы добраться до ...
- 11) ездить на трамвае (троллейбусе, автобусе)
- 12) опаздывать на занятия
- 13) заканчиваться поздно вечером
- 14) пропускать занятия

**Напишите короткий рассказ о своем типичном рабочем дне, ответив на следующие вопросы.**

1. When do you usually get up? Do you get up early?
2. Is it easy for you to get up early?
3. Does your alarm clock wake you up or do you wake up yourself?
4. Who usually makes breakfast for you?
5. What do you usually have for breakfast?
6. When do you usually leave your house?
7. How long does it take you to get to your college?
8. Do you go there by bus/trolley-bus or walk?
9. How many lectures do you usually have every day?
10. Where do you usually have lunch (dinner)?

**Подведение итогов занятия, оценивание**

**Практическое занятие № 12. Интересы людей. Хобби.**

**Цель работы:** активизировать лексику по теме в разных видах деятельности: чтение, аудирование, говорение.

**Оборудование:** раздаточный материал, видеопроектор, учебники, словари.

**Информационное обеспечение**

**Основные источники:**

Агабекян И.П. Английский язык: учебное пособие для СПО. Ростов на/Д.: Феникс, 2015

**Дополнительные источники:**

Мюллер В.К. Англо-русский и русско-английский словарь / В.К. Мюллер. - М.: Эксмо, 2016.

**Время выполнения – 2 часа**

**Выполнение заданий.**

## Прочитайте и переведите текст

### YOUR PASTIME AND HOBBY.

Hobby is what a person likes to do in his spare time. Hobbies differ like tastes. If you have chosen a hobby according to your character and taste, you are lucky because your life becomes more interesting. The most popular hobby is doing things. It includes a wide variety of activities from gardening to traveling, from chess to volleyball. Both grown-ups and children are fond of playing different computer games. This hobby is becoming more and more popular. Making things include drawing, painting, handicrafts. Many people collect something - coins, stamps, compact discs, toys, books. Some collections have some value. Rich people often collect paintings, rare things and other art objects. Often such private collections are given to museums, libraries.

As for me, I like to listen to music. 3 months ago, my parents bought me a compact disc player and I decided to collect compact discs. I like different music, it should be good. I collect discs of my favourite groups and singers. I carefully study the information printed on disc booklets. I try to find everything about my favourite singers. In addition, I like to watch music programmes on TV. I want to keep up with the news in the world of music.

Of course, I like to spend my spare time with my friends. We talk about all sorts of things (politics, teachers, and girls). We discuss films, books, TV programmes. In fine weather, we like to be in the open air. We find a nice place somewhere in the forest. We make a fire, bake potatoes and have a lot of fun. When the weather is bad, my friends come to my place. We have a good time together.

### Ответьте на вопросы

1. What is a hobby?
2. What do you usually do in your free time? (dancing; drawing; collecting stamps, coins, books; working in the garden; reading books; taking photographs; playing sports and games)
3. Is this a hobby?
4. Do you have many different hobbies?
5. Do you know what your friend's hobbies are?
6. Do you think hobbies make people's lives more interesting? Why?
7. Do you learn more interesting things about the world, people, countries and nature if you have a hobby?
8. Are you fond of playing computer games?
9. Are you interested in sports?

### Составить глоссарий по теме

ENGLISH WORD	ПЕРЕВОД
aircraft modeling	авиамоделизм
aquaria	аквариумистика
basejumping	бейсджампинг
basketball	баскетбол
billiards	бильярд
bowling	боулинг
break dance	брейк-данс
breeding animals	разводить животных
cards	карты

<b>carving</b>	резьба по дереву
<b>cinema</b>	кино
<b>circus</b>	цирк
<b>chat</b>	общение в чате
<b>checkers</b>	шашки
<b>chess</b>	шахматы
<b>computer games</b>	компьютерные игры
<b>crosswords</b>	кроссворды
<b>collecting antiques</b>	коллекционирование предметов старины
<b>collecting knives</b>	коллекционирование ножей
<b>collecting pens</b>	коллекционирование ручек
<b>collecting stamps</b>	коллекционирование марок
<b>collecting vintage cars</b>	коллекционирование ретро автомобилей
<b>crosswords</b>	кроссворды
<b>cycling</b>	кататься на велосипеде
<b>diggerstvo</b>	диггерство
<b>diving</b>	дайвинг
<b>domino</b>	домино
<b>draw</b>	рисовать
<b>equestrian sport</b>	конный спорт
<b>feng shui</b>	Фэн-шуй
<b>fishing</b>	рыбалка
<b>fitness</b>	фитнес
<b>football</b>	футбол
<b>gardening</b>	заниматься садоводством
<b>graffiti</b>	граффити
<b>hockey</b>	хоккей
<b>hunting</b>	охота
<b>karting</b>	картинг
<b>learning foreign languages</b>	изучение иностранных языков
<b>motorcycle racing</b>	гонки на мотоцикле
<b>mountaineering</b>	альпинизм
<b>mushrooming</b>	собирать грибы

<b>music</b>	музыка
<b>parkour</b>	паркур
<b>photo</b>	фотография
<b>play the guitar</b>	играть на гитаре
<b>play the piano</b>	играть на пианино
<b>play the accordion</b>	играть на баяне
<b>reading</b>	чтение
<b>rock climbing</b>	скалолазание
<b>rollers</b>	ролики
<b>running</b>	бег
<b>sing</b>	петь

### **Подведение итогов работы, оценивание**

Практическая работа № 13.

Тема: Структуры there is/are (Оборот there + be).

Цель: употребление структур в предложениях.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Краткие теоретические положения:

Оборот there + be

Оборот there + be употребляется в тех случаях, когда говорящий хочет подчеркнуть факт наличия (отсутствия) какого-либо предмета или явления, а не место, в котором последний находится. Оборот переводится словами "есть, имеется, существует".

There are several classifications of these phenomena. Существует несколько классификаций этих явлений. Если предложение, содержащее рассматриваемый оборот, заканчивается обстоятельством места или времени, то перевод следует начинать с этих местоимений.

There are many students in room 205. В аудитории 205 много студентов.

Глагол be в этом сочетании может функционировать в различных видо-временных формах: There is / are Simple

There was / were Past

There will be Future

Число глагола be определяется по числу первого существительного, стоящего после этого оборота.

There is a table and two chairs in the room. В комнате стол и два стула.

В вопросительных предложениях there ставится после соответствующей формы глагола to be.

Are there many students in room 205? How many chairs are there in the room?

Отрицательная форма оборота there + be образуется путём добавления частицы no после соответствующей формы глагола be.

There are no clouds in the sky. На небе нет облаков.

Задание: выполнить тест.

№ 1. Выбрать правильный вариант ответа. Choose the correct variant:

1. \_\_\_\_\_ is a nice film on TV this evening. \_\_\_\_\_ is an American thriller.

there ... it    it ... there    it ... it

2. \_\_\_\_\_ is spring. \_\_\_\_\_ are happy cats everywhere.

There ... it    There ... there    It ... there

3. \_\_\_\_\_ are lots of toys in my child`s room. \_\_\_\_\_ makes him very happy.  
 There ... there    There ... it    It ... there
4. \_\_\_\_\_ is a sunny morning. \_\_\_\_\_ are no clouds in the sky.  
 it ... there    it ... it    there ... is
5. \_\_\_\_\_ is quite difficult to speak English correctly. \_\_\_\_\_ are so many rules to remember.  
 There ... it    There ... there    It ... there
6. \_\_\_\_\_ are lots of stray animals in our city, and \_\_\_\_\_ is nothing that we can do about it.  
 There ... it    It ... there    There ... there
7. \_\_\_\_\_ is only one child in the family. \_\_\_\_\_ is a boy.  
 It ... there    There ... it    It ... it
8. \_\_\_\_\_ is a pity, that \_\_\_\_\_ is no news at the moment.  
 It ... there    There ... there    There ... it
9. \_\_\_\_\_ is important never to give up. \_\_\_\_\_ is my motto.  
 There ... it    It ..it    It ... there
10. \_\_\_\_\_ is a long break at 2 o`clock. \_\_\_\_\_ is our lunch time.  
 It ... there    There ... there    There ..it
11. \_\_\_\_\_ was a reason for his strange behavior and \_\_\_\_\_ was a serious one.  
 There ... it    It ... there    It ... it
12. \_\_\_\_\_ are 2000 recipes in this cookery books, \_\_\_\_\_ is too much.  
 It ... there    There ... there    There ... it
13. \_\_\_\_\_ is good information. \_\_\_\_\_ is no doubt about it.  
 It ... there    There ... it    There ... there
14. \_\_\_\_\_ is great to know that \_\_\_\_\_ is somebody who loves.

Отчет о проделанной работе: выполнение теста.

Контрольные вопросы:

1. Как переводится структуры            there            is/are?
2. Имеет ли временные формы? Какие?

### **Практическая работа №14**

Тема: Магазины, товары, совершение покупок

**Цель:** составление предложений

1. Составьте из данных слов предложения. Переведите.
2. some – the kitchen – I – for – want – furniture – to buy.
3. aren't – the table – cakes – on – there – on – any.
4. have – I - please – can – some – butter?
5. there – any – casinos – in – are – Berlin?
6. take – book – you – any – can – here.
7. lives – the west – Mary – somewhere – in.
8. something – talk – let's – else – about.
9. loves – our family – fish – in – nobody.
2. Преобразуйте следующие предложения в отрицательные.  
 Н-р: I've got some euros in my purse. (У меня есть немного евро в кошельке.) – I haven't got any euros in my purse. (У меня нет евро в кошельке.)
1. We saw some water under the fridge. (Мы видели воду под холодильником.)
2. There are some fancy dresses in this store. (В этом магазине есть модные платья.)
3. You'll find some balls on the floor. (Ты найдешь несколько мячей на полу.)
4. I've had some important phone-calls this morning. (У меня было несколько важных звонков этим утром.)
5. He is reading some letters in the kitchen. (Он читает письма на кухне.)
6. I recognized somebody at the party. (Я узнал кое-кого на вечеринке.)

7. You can plant this flower somewhere in the garden. (Ты можешь посадить этот цветок где-нибудь в саду.)
3. Преобразуйте следующие предложения в вопросительные.  
Н-р: I can speak some Russian. (Я могу немного говорить по-русски.) – Can you speak any Russian? (Ты можешь немного говорить по-русски?)
1. My teacher gave me some advice. (Мой учитель дал мне совет.)
2. We have seen some great films this month. (Мы посмотрели несколько классных фильмов в этом месяце.)
3. He has got some beer in the fridge. (У него есть немного пива в холодильнике.)
4. She said something strange about her neighbor. (Она рассказала кое-что странное о своем соседе.)
5. They ate something for lunch. (Они что-то съели на обед.)
6. We can find better food somewhere else. (Мы можем найти более лучшую еду где-нибудь еще.)
7. There is something wrong with your car. (С твоей машиной что-то не в порядке.)
4. Поставьте подходящее местоимение.
1. Would you like ... (some/any/no) milk?
2. You can leave at ... (some/any/no) time.
3. Could you give me ... (some/any/no) help, please?
4. We must buy ... (some/any/no) vegetables for dinner.
5. I haven't got ... (some/any/no) eggs for pancakes.
6. I think ... (something/anything) is burning.

## **Практическая работа №15**

### **Тема 2.4. Здоровье, спорт, правила здорового образа жизни**

**Цель:** совершенствование и развитие навыков устной и письменной речи, навыков чтения и перевода текста профессиональной направленности на английском языке.

#### ***1. Read and translate the text***

##### **Healthy Way of Life**

Today we are going to discuss the problems of the healthy way of life and its advantages.

Before speaking on health problems I'd like to tell you some words about the health services (1) in Russia.

The public health services in Russia embrace (2) the entire population and are financed by the state budget. The private medical services are steadily expanding (3) and constitute (4) a certain part in medicine in Russia. Unfortunately (5), because of economic problems in Russia the government can't afford (6) to make medicine a major item (7) in the state budget. The network of polyclinics, hospitals and dispensaries are not funding (8) enough to modernize the equipment (9) and develop the medical knowledge. But in spite of this there are a lot of talented and highly educated doctors who are devoted to their work and people.

Main emphasis (10) in Russia is laid on prevention (11) or prophylactics. The saying has it that 'an ounce (12) of prevention is worth a pound (13) of cure (14).

There are a lot of problems in Russia but nevertheless medicine is advancing (15) further (16) and is successfully combating (17) cancer (18), the disease (19) that takes a lot of human lives.

A lot of diseases are preventable (20) through the healthy way of life. A primary public health goal is to educate the general public about how to prevent a lot of diseases. Public health campaigns teach people about the healthy way of life — the value (21) of avoiding (22) smoking, avoiding foods high in (23) cholesterol and fat (24), having a certain amount (25) of exercise and maintaining (26) a healthy body weight (27).

Is there anything more important than health? I rather doubt it. If your body suffers (28) from any disorder (29) your mind suffers with the body, too. You can't be good either at work or at studies. Aches (30) and pains lead to irritation, nervous breakdown (31) and stress. So, the

advantages of the healthy way of life are obvious (32). We must remember that laws of the healthy way of life — moderate eating and drinking, regular physical exercises, reasonable hours of work and rest, perfect cleanliness, positive attitude towards people and things around us — lay the foundations (33) for long happy life.

#### *Vocabulary*

1. health service - служба здравоохранения
2. embrace - охватывать
3. expand - расширяться
4. constitute - составлять
5. unfortunately - увы
6. afford - разрешить
7. item - пункт
8. fund - финансировать
9. equipment - оснащение
10. emphasis - акцент
11. prevention - профилактика
12. ounce - унция (мера массы)
13. pound - фунт (мера массы)
14. cure - лечение
15. advance - развиваться
16. further - далее
17. combat - бороться
18. cancer - рак
19. disease - болезнь
20. preventable - такие, что можно предотвратить
21. value - ценность, важность
22. avoid - избегать

#### *Questions:*

1. What are the public health services financed by?
2. What can you say about the private medical services?
3. What is main emphasis in Russia laid on?
4. What do you mean under the notion of healthy way of life?

### **Практическая работа № 16.**

Тема: Предлоги места и направления.

Цель: определение предлогов.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Краткие теоретические положения:

Предлог Preposition

Предлог - это служебное слово, выражающее отношение существительного или местоимения к другим словам в предложении. Эти отношения бывают: пространственные, временные, причинные, целевые и др.

Формы предлогов

По своей форме предлоги делятся на следующие группы: 1) Простые предлоги, например: in в, через; to к, в; at за, у, в; by около; with с.

2) Сложные предлоги, образованные путем словосложения, например: into в; inside внутри; before перед; behind за; upon на; throughout через.

3) Составные (или групповые) предлоги, которые представляют собой сочетание существительного, прилагательного, причастия или наречия с простым предлогом или



союзом, объединенные единым значением. Например: as far as до; as for что касается; because of из-за; in case of в случае; in front of перед

of (кого? чего?) родительный падеж

Предлог of, стоящий между двумя существительными, передает грамматические отношения, выраженные в русском языке родительным падежом (кого? чего?):

He showed us the plan of the port. Он показал нам план (чего?) порта.

The roof of the house is painted green. Крыша (чего?) дома выкрашена в зеленый цвет.

He is a teacher of the English language. Он - учитель (чего?) английского языка.

to (кому? чему?) дательный падеж

Предлог to перед существительным в функции дополнения передает отношения, выражаемые в русском языке дательным падежом (кому? чему?), обозначая лицо, к которому обращено действие:

He showed the plan to the workers. Он показал план (кому?) рабочим.

by (кем? чем?) творительный падеж

Предлог by после глагола в страдательном залоге и перед существительным, обозначающим действующий предмет или действ. лицо, передает отношения, выражаемые в русском языке творительным падежом (кем? чем?):

The letter was signed by the director. Письмо было подписано (кем?) директором.

with (кем? чем?) творительный падеж

Предлог with перед существительным, обозначающим орудие действия или предмет, используемый при совершении действия, передает отношения, выражаемые в русском языке творительным падежом (кем? чем?):

The letter was written with a pencil. Письмо было написано (чем?) карандашом.

Существует и обратное явление: в английском предложении предлог может отсутствовать, а при переводе на русский язык он обязателен, например:

We entered the room. Мы вошли в комнату.

Задание: вставить нужный предлог вместо пропуска.

*№ 1. Вставьте пропущенные предлоги в предложения. (in, on, at, for)*

1. I live ... Washington.
2. His glasses are ... the table.
3. She took an apple ... her child.
4. The meeting begins ... five.
5. Look ... him!
6. ... the contrary he wanted to come.
7. May I come ...?
8. We're going to visit a theatre ... Saturday.
9. Kate was born ... 1986.
10. He lives ... the second floor.
11. We have done our task ... that moment.
12. My birthday is ... July.
13. She returns ... time.
14. He is ... love with her.
15. My children are ... home.
16. John was busy... fact.
17. I shall come ... an hour.
18. They don't like the sour apples and ... example, me.

*№ 3. Вставьте пропущенные предлоги в предложения. (to, by, over, into)*

1. When we came the game was ...
2. He went ... school.
3. She came ... my room, no resolution.
4. The book was brought ... the girl.

5. The pencil belongs ... me.
6. The document was signed ... the director.
7. The ball fall ... the water.
8. She is going ... the sea.
9. Repeat the texts ... again.
10. He quickly climbed ... the fence.
11. I think ... your propositions.

Отчет о проделанной работе: выполнение теста.

Контрольные вопросы:

1. Что такое предлоги?
2. Какие предлоги вы знаете (по группам)?

### **Практическая работа № 17.**

Тема: Спорт в нашей жизни. Виды спорта.

Цель: формирование у обучающихся самостоятельно работать с текстом.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Задание: Перевести и ответить письменно на вопросы после текста.

#### Summer and Winter Sports

People all over the world are very fond of sports and games. That is one of the things in which people of every nationality and class are united. The most popular outdoor winter sports are shooting/ hunting, hockey and, in the countries where the weather is frosty and there is much snow — skating, skiing and tobogganing. It's so nice to go to the skating-rink on a frosty sunny day. Some people prefer to be out of town in such weather and to sledge or to ski in the woods. Many people greatly enjoy figure-skating and ski-jumping.

Summer affords excellent opportunities for swimming, boating, yachting, cycling, gliding and many other sports. Among outdoor games football takes the first place in public interests; this game is played in all the countries of the world. The other games that have firmly established themselves in favour in different countries are cricket, volley-ball, basketball, and so on. Badminton is also very popular both with young and old.

All the year round many people indulge in boxing, wrestling, gymnastics and track and field events. Scores of young girls and women go in for calisthenics. Over the last few years aerobics has become popular with young girls and women. Aerobics helps them to be slim, healthy and strong. The interest for it greatly increased thanks to Jane Fonda, a prominent American actress, the founder of this kind of sport. This woman may serve as an impressive example of inexhaustible health, cheerfulness and beauty. Being a great enthusiast of aerobics she has been trying to initiate many women all over the world into this sport.

Among indoor games which one can go in for all the year round are billiards, table tennis, draughts, chess, of course. The results of chess tournaments are studied and discussed by enthusiasts in different countries. So we have all grounds to say that sport is one of the things that makes people kin.

Questions:

1. What are people all over the world fond of?
2. What unites people of every nationality?
3. Why do people prefer to be out of town on a frosty sunny day?
4. What are the most popular outdoor winter sports?
5. What opportunities for sports does summer afford?
6. What game takes the first place in public interest?
7. When do many people indulge in boxing, wrestling, athletics, gymnastics?
8. Who goes in for calisthenics?

9. Why is chess the great international game?

Vocabulary:

to be fond of smth. — любить, нравиться to unite — объединять

out door winter sports — зимние виды спорта на открытом воздухе

shooting — стрельба

hunting — охота

tobogganing — санный спорт

to sledge — кататься на санках

yachting — парусный спорт

gliding — планерный спорт

Отчет о проделанной работе: переведен текст, даны ответы на вопросы по тексту.

### Практическая работа №18

#### Тема: Времена английского глагола The Present Simple

Цель: употребление глагола Present Simple

1. Put the verbs in the Present Simple form.

1. One fly \_\_\_\_\_ (to fly) , two flies \_\_\_\_\_ (to fly).

2. One girl \_\_\_\_\_ (to cry), four girls \_\_\_\_\_ (to cry).

3. When a wolf \_\_\_\_\_ (to see) the moon, it \_\_\_\_\_ (to begin) to howl (выть).

4. Wolves and sheep \_\_\_\_\_ (to be) never friends.

5. Our hens \_\_\_\_\_ (to lay [откладывать]) a lot of eggs.

6. Boys \_\_\_\_\_ (to fight) and \_\_\_\_\_ (to shout).

7. That boy \_\_\_\_\_ (to try) to catch some balls.

8. These girls \_\_\_\_\_ (to try) to run away from an angry turkey.

2. Вставьте глаголы из скобок в форме Present Simple. Yan is at a summer camp in Poland. Write what he usually does in the camp. Put the verbs in bracket in the correct form.

He \_\_\_\_\_ (get) up at 7. He \_\_\_\_\_ (have) his English lesson every day. He \_\_\_\_\_ (speak) English to his friends. He \_\_\_\_\_ (play) board games in the afternoon. Sometimes he \_\_\_\_\_ (swim) in the lake. He often \_\_\_\_\_ (go) hiking. He sometimes \_\_\_\_\_ (sit) by the camp fire in the evenings. He never \_\_\_\_\_ (go) on a trip without his friends.

3. Вставьте глаголы в Present Simple. Put the verbs in the present form.

go, like, love, watch, read, like, walk, come, do, watch

My name's Pavel. In the evening I usually (1) \_\_\_\_\_ my homework. Then I (2) \_\_\_\_\_ TV or video. I (3) \_\_\_\_\_ action films! They are super! Then I (4) \_\_\_\_\_ my dog. After that I (5) \_\_\_\_\_ home, (6) \_\_\_\_\_ a book and (7) \_\_\_\_\_ to bed. My sister is little. She doesn't (8) \_\_\_\_\_ action films. She (9) \_\_\_\_\_ cartoons.

4. Сделайте предложения правдивыми для вашей семьи. Используйте следующие слова.  
always, usually, often, sometimes, rarely, never

1. We \_\_\_\_\_ celebrate Christmas.

2. My mum \_\_\_\_\_ decorates a Christmas tree.

3. My dad \_\_\_\_\_ buys a Christmas tree.

### Практическая работа № 19

Тема: Экскурсии и путешествия

Цель: употребление неправильных глаголов в предложениях

Правильные и неправильные глаголы (regular and irregular verbs) По способу образования прошедшего времени все глаголы в английском языке можно разделить на две группы: правильные и неправильные. У неправильных глаголов вторая и третья формы (Past Indefinite Tense и Past Participle - простое прошедшее время и причастие прошедшего времени) совпадают между собой и образуются путем прибавления к основе глагола

окончания -ed (-d): To ask - asked to change - changed To receive - received to work - worked 15 Неправильные глаголы образуют вторую и третью формы различными способами, без четких правил. Это наиболее часто употребляемые глаголы. В конце книги приведен список часто встречающихся неправильных

1. *Write the second form of the verbs. Напишите вторую форму глаголов.*

1. to leave –
2. to keep –
3. to lead –
4. to meet –
5. to dream –
6. to read –
7. to mean –
8. to feel –
9. to feed –
10. to sleep –
11. to sweep –

Кстати, запомните **распространенные выражения с этими неправильными глаголами** (remember the word combinations):

- sleep well/badly – спать хорошо/плохо
- sweep the floor – подметать пол
- keep a dog – держать собаку (иметь собаку)
- keep a secret – хранить секрет
- mean bad /well – иметь ввиду что-то плохое/хорошее
- leave early/late – уехать рано/поздно
- feel good/bad – чувствовать себя хорошо/плохо
- feel sick – чувствовать себя больным

2. *Поставьте глаголы из настоящего в прошедшее время. Вспомните перевод выражений, выделенных курсивом.*

ПРИМЕР. I feed my dog. (Я кормлю свою собаку.) — I **fed** my dog. (Я кормил свою собаку.)

1. I always *keep secrets*. 2. He *sleeps well*. 3. The driver *feels bad* and *stops* the car. 4. He *means well*. 6. They *leave early*. 7. I *keep* a hamster as a pet. 8. My granny feeds my pet. 9. My sister *feels sick*. 10. The teacher reads us a story. 10. He *sweeps the floor* and washes it. 11. Mary meets me at the theatre. 12. The duck leads her ducklings to the pond.

3. *Составьте утвердительные предложения по образцу, заполнив пропуски. Переведите их на русский язык.*

didn't meet = did not meet — не встретил

1. We **didn't meet** Helen, we **met** Susan.
2. I didn't sleep *well* yesterday, I \_\_\_\_ *badly*.
3. My mother didn't sweep the floor, my granny \_\_\_\_ it.
4. The child didn't feed *the dog*, he \_\_\_\_ *a cat*.
5. My family didn't keep *a dog*, we \_\_\_\_ *a cat*.
6. He didn't mean *bad*, he \_\_\_\_ *well*.
7. My boss didn't leave *early*, he \_\_\_\_ *late*.
8. I didn't read the book, I \_\_\_\_ a story.
9. My sister didn't feel *good*, she \_\_\_\_ *bad*.

4. *Answer the questions. Use the word combinations.*

/ Ответьте на вопросы, используя выражения выше.

1. How did you sleep last night (прошлой ночью)?

2. What did you read?
3. Where did the road lead to?
4. How did you feel yesterday?
5. What did you dream about when you were a child?
6. Who swept the floor last time (последний раз)?
7. What did you mean?
8. When did your boss leave the city?
9. Did the children feed a cat or a dog?

5 «Где **did** — нет **-ed** и нет второй формы».

1. Yesterday my sister **felt** sick, she **didn't** feel good.
2. We **met** Susan yesterday, we \_\_\_\_\_ Helen.
3. At the lesson we **read** an English book, but we \_\_\_\_\_ a Russian book.
4. The road **led** to the *theater*, it \_\_\_\_\_ to the *museum*.
5. The children **slept** in the afternoon and they \_\_\_\_\_ at night.
6. My boss **left** in the *afternoon*, he \_\_\_\_\_ in the *morning*.
7. We **kept** no secrets, we \_\_\_\_\_ any secret at all.
8. Loran **dreamt** about a new bag, she \_\_\_\_\_ about new shoes.

### Практическая работа № 20.

Тема: Имена прилагательные. Степени сравнения.

Цель: образование сравнительной и превосходной степени имени прилагательного.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Краткие теоретические положения:

Имя прилагательное — часть речи, обозначающая признак предмета.

*fine weather* — хорошая погода

По значению прилагательные бывают качественные (*large* — большой, *small* — маленький, *heavy* — тяжёлый, *brave* — храбрый) и относительные (*wooden* — деревянный, *central* — центральный) и т.д.

Относительные прилагательные не имеют степеней сравнения и не сочетаются с наречием *very* — очень.

Качественные прилагательные имеют следующие степени сравнения: положительную, сравнительную и превосходную.

Односложные (т.е. состоящие из одного слога) прилагательные образуют сравнительную степень при помощи суффикса *-er*, превосходную степень — при помощи суффикса *-est*.

положительная степень	сравнительная степень	превосходная степень
<i>deep</i> — глубокий	<i>deeper</i> — глубже	<i>the deepest</i> — самый глубокий
<i>hard</i> — тяжёлый	<i>harder</i> — тяжелее	<i>the hardest</i> — самый тяжёлый
<i>big</i> — большой	<i>bigger</i> — больше	<i>the biggest</i> — самый большой

Некоторые двусложные прилагательные: а) имеющие ударение на втором слоге и б) оканчивающиеся на *-y*, *-er*, *-ow*, *-le*, образуют степени сравнения таким же образом.

положительная степень	сравнительная степень	превосходная степень
<i>polite</i> — вежливый	<i>politer</i> — вежливее	<i>(the) politest</i> — самый вежливый
<i>sunny</i> — солнечный	<i>sunnier</i> — более солнечный	<i>(the) sunniest</i> — самый солнечный
<i>shallow</i> — мелкий	<i>shallower</i> — более мелкий	<i>(the) shallowest</i> — самый мелкий

Большинство двусложных и многосложных прилагательных (т.е. состоящие из 3-х слогов и более) образуют сравнительную степень при помощи слов more — более и less — менее, а превосходную степень — при помощи слов most — наиболее, самый и least — наименее interesting — интересный - more interesting — более интересный - the most interesting — самый интересный

Исключения:

положительная степень	сравнительная степень	превосходная степень
good — хороший	better — лучше	better — лучше
much, many — много	more — больше	more — больше
little — маленький, мало	less — меньше	less — меньше
bad — плохой	worse — хуже	worse — хуже
far — далёкий	further — дальше	further — дальше

Задание: выполните тест.

*Вставьте нужную степень сравнения*

- My wife is ... than your wife.  
the most beautiful      beautifuller      more beautiful
- Their flat is ... than ours.  
more large      larger      the larger
- You are ... person that I know.  
luckier      the luckiest      the Luckiest
- Cats are not so clever ... dogs.  
as      so      than      that
- The situation is ... than I thought.  
more bad      badder      worse
- Today the weather is ... than yesterday.  
nicer      more nicer      much nicer
- For me mathematics is ... physics.  
more easy      as      easier      than      easier than
- This car is ... of all.  
an expensive      the least expensive      less expensive      The little expensive
- Concord was ... plane in the world.  
fast      fastest      the fastest
- The new teacher is ... than the previous one.  
many good      a lot better      many better      a lot of good
- This room is not so ... as that one on the first floor.  
the most comfortable      more comfortable      comfortable
- The more you learn ... you become.  
smarter      the smarter      the smartest
- These jeans are too small. I need ... size.  
a largea      largera      largest
- We left ... way possible.  
the quickest      a quicka      quicker      the quickest

Отчет о проделанной работе: выполнен тест.

Контрольные вопросы:

- Что такое прилагательное?
- Какие степени прилагательного вам известны?
- Как образуется сравнительная степень прилагательного?
- Как образуется превосходная степень прилагательного?

## Практическая работа №21

### **Тема: “Future Simple”**

1. Выучите правило образования и употребления времени “Future Simple” (И.П. Агабекян. Английский язык для ССУЗов, стр. 121).
2. Ответьте на предлагаемые вопросы для самоконтроля.
3. Выполните письменно задания №1-3.
4. Составьте таблицу времён группы Simple.

Вопросы для самоконтроля:

1. Как переводится на русский язык Future Simple?
2. Когда употребляется Future Simple?
3. Какие вспомогательные глаголы требуются для образования Future Simple?
4. Переводятся ли вспомогательные глаголы shall и will на русский язык?
5. Какое место относительно подлежащего в вопросительном предложении занимает вспомогательный глагол?
6. Какое место в отрицательном предложении занимает вспомогательный глагол?
7. По каким признакам можно узнать в предложении Future Simple?

Задание №1

1. Укажите номер слова, которое следует вставить.

a) He ..... to the technical school tomorrow

1. to go; 2. went; 3. will go; 4. goes.

b) We ..... students next year.

1. shall be; 2. am; 3. was; 4. were 5. are; 6. is

c) ..... you read this book?

1. to do; 2. did; 3. does; 4. will

d) ..... she work at the factory next year?

1. to do; 2. did; 3. will; 4. do

2. Укажите номера кратких ответов на вопрос “Will she go to the cinema?”.

1) Yes, she is; 2) Yes, she did; 3) Yes, she does; 4) Yes, she will; 5) No, she isn't; 6) No, she doesn't; 7) No, she didn't; 8) No, she will not.

Задание №2

1. Укажите номера глаголов, стоящих в Future Simple.

1) Takes; 2) lived; 3) live; 4) is reading; 5) shall go; 6) read; 7) goes; 8) will go.

2. Укажите номер предложения, содержащего правильный перевод английского предложения “He will work in the evening”.

1) Он работал вечером. 2) Он сейчас работает. 3) Он будет работать. 4) Он работает вечером. 5) Он уже работал вечером.

3. Укажите номера предложений, сказуемые которых стоят в Future Simple.

1) I am reading a book. 2) Do you speak English? 3) He will go there. 4) He took English lessons. 5) I do not know French. 6) Did she study at school? 7) Shall we go to the club? 8) They knew English well. 9) She does not speak English.

### **Практическая работа № 22**

**Тема:** Создание проекта по теме «Сургут»

**Цель:** активизация лексического материала, развитие навыков письма, совершенствование умения излагать свои мысли в письменной форме.

Уровень СРС: реконструктивная, творческая

Форма контроля: устное представление и защита

Количество часов на выполнение: 2 часа.

#### **Методические указания**

1. Создать проект в виде презентации с учетом требований п. 9.1
2. Подготовить выступление из 15-20 предложений по плану:  
a) Место расположения города;

- b) Природные особенности местности;
  - c) Историческая справка города;
  - d) Год основания города;
  - e) Численность населения;
  - f) Достопримечательности города;
  - g) За что ты любишь свой город?
3. Использовать речевые обороты в своём выступлении
4. Выучить выступление для устного ответа.

### **Практическая работа № 23**

Тема: Модальные глаголы и их заменители

Модальные глаголы не имеют эквивалент в русском языке, они выражают отношение говорящего к действию, выраженного инфинитивом без частицы - to-.

1. Can- мочь (умственная и физическая возможность)

Could-прошедшее время \*

I can swim. - Я умею плавать.

I could translate this text. - Я мог бы перевести этот текст.

2. May - мочь, (иметь возможность, разрешение')

Might - прошедшее время

May I help you. - Разрешите помочь вам.

Заменитель-конструкция to be allowed to.

He will be allowed to take the book. ЕМУ разрешат взять книгу.

3. Must - должен, обязан

Формы прошедшего времени нет

Заменители-have to, to be to, ought to, should

Had to, was (were) to-прошедшее время

You must write it down now. –Вы должны написать это сейчас.

She had to stay at home. Она вынуждена была (ей пришлось) остаться -дома

The train was to arrive at 8 in the evening.-Поезд должен был прибыть в 8 вечера.

Ought to, should (значение совета, рекомендации, упрека)

Children ought to obey their parents. Дети должны слушаться своих родителей.

You should have helped them. Вам следовало бы помочь им.

4. Would- вежливая просьба, повторяемость действий в прошлом, стойкое нежелание совершать какие-либо действия.

Would you help me? (Не поможете ли вы мне?)

He would often help me. (Он бывало, часто помогал мне.)

He wouldn't listen to me. (Он никак не хотел слушать меня.)

5. Need – нужно, надо (употребляется, в основном, в отрицательных предложениях)

You needn't do it now. Вам не НУЖНО делать это сейчас

### **Практическая работа № 24**

Тема: Подготовка сообщения по теме «Страна, в которой я живу».

**Цель:** повторение и закрепление лексического материала по теме, развитие навыков и умений оформления высказываний типа изложения и повествования.

**Уровень СРС:** реконструктивная, творческая

**Форма контроля:** устное представление и защита

**Количество часов на выполнение:** 2 часа.

**Методические указания**

1. Подготовить сообщение в письменном виде из 15-20 предложений.

2. При подготовке сообщения использовать план:

а) Континент, на котором находится наша страна;



- b) Национальные символы страны;
  - с) Государственное устройство страны;
  - d) Многообразие национальностей, проживающих в стране;
  - e) Особенности политической системы страны;
  - f) Роль страны в мировом сообществе.
3. Выучить сообщение для устного ответа.

### Практическая работа № 25

#### Тема: THE CAPITAL OF OUR COUNTRY — MOSCOW

Moscow is the capital of Russia. It is the main economic, political, educational and cultural centre of our country.

In Moscow there are most important state institutions. The Parliament and the Government of Russia are seated here as well as the President.

Moscow is a modern megapolis. With over 10 million people it is one of the most populated in the world. It is also one of the largest with the surface of 880 sq km.

Moscow has a long history. It was founded over 800 years ago by Grand Duke Yuri Dolgoruki in 1147. In the beginning it was a rather unimportant town, but year after year it grew into a significant city when, finally, in the 16<sup>th</sup> century it became the capital of the country. For the period from 1712 to 1917 the capital was moved to St Petersburg.

Moscow is situated on the Moskva river, which flows through the whole city.

The heart of the city, the Kremlin, is the city inside the city. It was built in the 12<sup>th</sup> century. There are many churches and museums inside the Kremlin as well as various governmental institutions. The Kremlin is a real masterpiece of architecture.

On the territory of the Kremlin there are the Tsar-cannon and the Tsar-bell which have never been actually used.

There are also many museums and galleries in Moscow holding masterpieces of fine arts.

In Moscow, there are many theatres of world level.

Moscow is also a scientific city. Moscow State University is the oldest and the most important in Russia. It was founded by famous Russian scientist Mikhail Lomonosov in 18<sup>th</sup> century.

Moscow is a magnificent city.

3. Answer the following questions:

1. What is the capital of Russia?
2. How large is the population of Moscow?
3. When Moscow was founded?
4. By whom Moscow was founded?
5. When the Kremlin was build?
6. When Moscow did become the capital of Russia?
7. What can you see on the territory of the Kremlin?

4. Complete the following sentences:

1. Moscow is the main ...., ...., .... and ..... centre of our country.
2. Moscow is a modern .....
3. For the period from .... to ..... the capital was moved to .....
4. Moscow is situated on the ....
5. The heart of the city is .....
6. The Kremlin is a real .... of .....
7. Moscow State University was founded by .... in .....

5. Choose the correct variant:

1. Moscow was founded over ..... years ago.
  - a. 700 b. 800 c. 600
2. Moscow is also one of the largest with the surface of .... sq km.
  - a. 790 b. 870 c. 880

3. Moscow State University is .... in Russia.
  - a. the most important b. more important c. much important
4. The Parliament and the Government of Russia are seated in Moscow as well as the .....
  - a. Prime-minister b. President c. State Duma
5. The heart of the city, the Kremlin, is the city ..... the city.
  - a. inside b. outside c. round
6. Moscow State University was founded by famous Russian ....
  - a. architect b. scientist c. engineer
7. Moscow is one of .... in the world.
  - a. much populated b. more populated c. the most populated
6. *Say true or false:*
  1. In the beginning Moscow was a rather unimportant town.
  2. Moscow stands on the Lena River.
  3. The heart of the city is Moscow State University.
  4. There are many theatres of world level in Moscow.
  5. On the territory of the Kremlin there are many theatres.

### Практическая работа № 26.

#### Тема: Инфинитив

Форма Инфинитива	Active	Passive	Способ перевода
Indefinite	to V	to be V <sub>2</sub>	действие в настоящем или будущем
Continuous	to be + Ving	-	длящееся действие
Perfect	to have V <sub>3</sub>	to have been V <sub>3</sub>	действие в прошлом
Perfect-Continuous	to have been Ving	-	действие произошло в прошлом и длится до сих пор

Перевод инфинитива зависит от его функции (места) в предложении:

1. **Инфинитив как подлежащее или сказуемое.** Перевод: существительным или неопределенной формой глагола или придаточным предложением.  
 To live is to study.  
 а) Жить значит учиться. б) Жизнь - это учеба.
2. **Инфинитив как определение.**  
 Модель а) существительное + инфинитив  
 Перевод: придаточным предложением с союзом «который» в будущем времени и с оттенком долженствования.  
 The plans to be reconsidered are in the top drawer. Планы, которые должны быть пересмотрены, лежат в верхнем ящике стола.  
 Модель в) после слов thefirst, thesecond, thelast и т.д. инфинитив переводится глаголом в личной форме.  
 He was the first to receive the results. Он первым получил результаты.
3. **Инфинитив как обстоятельство цели или следствия.** Часто в самом начале или в самом конце предложения.  
 Перевод: придаточным предложением с союзом «чтобы», «для того чтобы».  
 To discuss questions of ecology numerous conferences have been held by the independent environmental protection agencies.  
 Чтобы обсудить вопросы экологии, независимые агентства по охране окружающей среды провели многочисленные конференции.

to speak to you.  
 to be speaking to you.  
 1. I am glad to have spoken to you.  
 to have been speaking to you for a long time.  
 to be told the news.  
 to have been told the news.

2. I remembered to have been told a lot about these rules, but I failed the main point of them.
3. Nature has many secrets to be discovered.
4. To prove the validity of the method he carried out many experiments. To see is to believe.
5. I think your group-mates to have been studying in the reading-hall since morning.
6. I am sorry your plan to have been broken unintentionally.
7. After the first successful demonstration of his invention the scientist started to perfect it.
8. When the apparatus was installed the operator could begin the calculation.

### **Практическое занятие № 27.**

#### **Достопримечательности Лондона.**

**Цель работы:** активизировать лексику по теме в разных видах деятельности: чтение, аудирование, говорение.

**Оборудование:** раздаточный материал, видеопроектор, учебники, словари.

#### **Информационное обеспечение**

##### **Основные источники:**

Агабекян И.П. Английский язык: учебное пособие для СПО. Ростов на/Д.: Феникс, 2015

##### **Дополнительные источники:**

Мюллер В.К. Англо-русский и русско-английский словарь / В.К. Мюллер. - М.: Эксмо, 2016.

**Время выполнения** – 2 часа

#### **Прочитать и перевести текст**

##### **Buckingham palace**

Buckingham palace is the official London residence of Her Majesty the Queen and as such is one of the best-known and most potent symbols of the British monarchy. Yet it has been a royal residence for only just over two hundred and thirty years and a palace for much less; and its name, known the world over, is owed not to a monarch but to an English Duke.

Buckingham House was built for John, first Duke of Buckingham, between 1702 and 1705. It was sold to the Crown in 1762. Surprisingly, since it was a large house in a commanding position, it was never intended to be the principal residence of the monarch.

Although King George III modernized and enlarged the house considerably in the 1760s and 1770s, the transformations that give the building its present palatial character were carried out for King George IV by Nash in the 1820s, by Edward Blore for King William IV and Queen Victoria in the 1830s and 40s and by James Penne Thorne in the 1850s.

In the reign of King Edward VII, much of the present white and gold decoration was substituted for the richly colored 19th century schemes of Nash and Blore; and in the 1920s, Queen Mary used the firm of White Allom to redecorate a number of rooms.

The rooms open to visitors are used principally for official entertainment. These include Receptions and State Banquets, and it is on such occasions, when the rooms are filled with flowers and thronged with formally dressed guests and liveried servants, that the Palace is seen at its most splendid and imposing. However, of course the Palace is also far more than just the London home of the Royal Family and a place of lavish entertainment. It has become the administrative centre of the monarchy where, among a multitude of engagements, Her Majesty

receives foreign Heads of State, Commonwealth leaders and representatives of the Diplomatic Corps and conducts Investitures, and where the majority of the Royal Household, consisting of six main Departments and a staff of about three hundred people, has their offices.

**Просмотри список достопримечательностей и укажи, какие из них находятся в Лондоне.**

Westminster Abbey	Regent Park
Arbat Street	Tverskaya Street
the Kremlin	Tower Bridge
the Houses of Parliament	the Tretyakov Gallery
Spasskaya Tower	St. Paul's Cathedral
the White Tower	Gagarin Square
the Pushkin Museum	Novodevichi Monastery
Red Square	Buckingham Palace
the Bloody Tower	Gorky Park

**Прочитай и назови интересные места в Лондоне**

1. You can see it from the river Thames. It is very old. This place has a long and cruel history. It is not just one building. It has a history of blood – the blood of men, women and children. Now the Kings and the Queens of Britain do not live there.
2. They stand beside the river Thames. You can also see them from Westminster Abbey. The country's leaders speak at this place. The famous clock Big Ben stands near them.
3. It is a place where different meetings take place. In the middle of this square, there is Nelson Column.
4. It is a symbol of England. It is not far from the Houses of Parliament. The legend says that St Peter himself founded it. We know that King Edward built it in 1065. The coronation of all British Kings and Queens takes place there. Some famous people are also buried here.

**Подведение итогов работы, оценивание**

### **Практическая работа № 28**

**Тема:**Разработка программы туристического маршрута по Великобритании, США.

**Цель:** активизация лексического материала, развитие навыков письма, совершенствование умения излагать свои мысли в письменной форме.

**Методические указания**

- 1.Найти информацию в сети интернет.
- 2.Разработать программу туристического маршрута, в виде презентации.
3. Подготовить выступление из 15-20 предложений, используя план:
  - а) Чем увлекательно путешествие
  - б) Какие города лучше всего посетить?
  - с) Знакомство с достопримечательностями страны?
  - д) Каким транспортом лучше путешествовать по стране?
  - е) Какие впечатления ты привезёшь из путешествия?
5. Выучить выступление для устного ответа

### **Практическая работа № 29**

**Тема: Герундий**

	Active	Passive
Форма Indefinite	Ving	Being V <sub>3</sub>
форма Perfect	Having V <sub>3</sub>	Having been V <sub>3</sub>

Признаки герундия. Перед герундием часто стоят:

1. притяжательное местоимение/существительное,
2. предлог,
3. отрицательное местоимение **NO**
4. глаголы начала-конца.

**Правило перевода:**

простая форма герундия (одно слово) может переводиться существительным, неопределенной формой глагола, деепричастием, придаточным предложением. Сложные формы герундия (более одного слова) переводятся придаточным предложением.

Stoptalking! – Прекратите болтать!

Idon'tlikeyourreading. – Мне не нравится твое чтение.

Irememberverywellmysister'shavingtakenhardherfailureatthefirstexam. - Я помню, как моя сестра сильно переживала по поводу провала на первом экзамене.

1. Engineers do their best to save fuel by making generators efficient and they also keep searching for possible sources of energy to increase existing stocks.
2. By pumping ionized gas at high speed through magnetic field we can generate current in the gas.
3. The gas must be heated to over 2000 degrees C and this raises a problem of devising materials capable of withstanding such intense heat.
4. The most convenient material for achieving fusion is deuterium.
5. Scientists and technologists are hard at work trying to find ways of using deuterium in the laboratory.
6. No one developed a practical way of converting wind into power until the invention of the windmill.
7. Solar batteries have proved to be very useful in supplying current for rural telephone systems.
8. When fitted into satellite, solar batteries provide the power for sending radio signals back to the earth.

**Практическая работа № 30****Тема: Причастие 1, 2****Participle I**

форма	Active	Passive
Indefinite	<i>Solving</i> 1) определение: решающий 2) обстоятельство: решая	<i>Being solved</i> 1) <i>определение: решаемый</i> , который решается 2) обстоятельство: будучи решаемым, когда решали
Perfect	<i>Having solved</i> Всегда обстоятельство: решив	<i>Having been solved</i> Всегда обстоятельство: будучи решённым, после того как решили

**Participle II**

*Solved*

1. определение: решённый/ решаемый
2. обстоятельство: когда (после того, как) решили

1. The Ukraine Hotel is a winner of competitions conducted by the Moscow city government.
2. An airplane designed by Paul McCready crossed the English Channel in 1979, followed by a solar-powered airplane.
3. The electronic car will lead to other forms of technology being used for transportation.
4. Friendship is like money, easier made than kept.
5. A friend in power is a friend lost.
6. A rolling stone gathers no moss.
7. What's the name of the woman being questioned by the police?
8. Having questioned the woman the inspector no longer doubted that she was the murderer.
9. Having been questioned second time the woman realized that she was suspected of the murder.
10. If treated by a good specialist, the sick man will recover.
11. The discovery made is of great value.
12. We heard the dam blown up.
13. He had his flat redecorated.
14. I'll have my car repaired next month.
15. If changed, the article will be published.
16. All of them watched the sunken ship being raised.
17. I heard the news being announced.
18. Money saved is money gained.
19. A trouble shared is a trouble halved.
20. Entering or leaving a room with ladies, do not rush before them.
21. Looked at from a different angle, the problem did not seem very difficult.
22. Being very busy he couldn't attend the conference.
23. When started, the experiment was hard to stop.
24. A delegation sent to Moscow was driven to the airport.
25. Applying the method the technologists will get the results desired.
26. He saw her coming up.
27. While looking through the documents he found several errors.
28. The data being calculated by them are very important.
29. Having tested the new device we started our experiment.
30. When heated to a high  $t^0$  any body becomes a source of light.
31. We hear the water-stream running.
32. The teacher found them doing nothing.
33. The books having been brought to the class were given to the pupils.
34. Her singing being heard all over the house was fine.
35. Having been asked to write his name he did it.
36. When cooled the motor began to operate.

### **Практическая работа № 31**

#### **Политическая система Англии.**

**Цель работы:** активизировать лексику по теме в разных видах деятельности: чтение, аудирование, говорение.

**Оборудование:** раздаточный материал, видеопроектор, учебники, словари.

**Информационное обеспечение**

**Основные источники:**

Агабекян И.П. Английский язык: учебное пособие для СПО. Ростов на/Д.: Феникс, 2015

Дополнительные источники:

Мюллер В.К. Англо-русский и русско-английский словарь / В.К. Мюллер. - М.: Эксмо, 2016.

Время выполнения – 2 часа

Прочитать и перевести текст

### **Political System of Great Britain**

Great Britain is a parliamentary monarchy. There are two heads in the country. One is the Queen, and the other is the Parliament. Almost all the power belongs to the Parliament, as the Queen is only a formal ruler of the country. In other words, Queen Elizabeth II is the head of the state but the Parliament has the supreme authority. An interesting fact is that Great Britain does not have any written constitution, but has only a set of laws made by the Parliament. Official residence of the Queen is Buckingham Palace, in London. However, she has also some other residences in Britain. The Parliament has two chambers: the House of Lords and the House of commons. The most important and powerful one is the House of Commons, which contains of 650 members. There are also a number of important political parties in Britain, such as the Conservative Party, the Labor Party, the Liberal Party, the Social Democratic Party and others. Each political party has its leader, who takes part in elections. The one who wins becomes an MP (Member of Parliament). The party that holds the majority of seats in the Parliament usually forms the Government, with the Prime Minister at the head. The House of Lords consists of nearly 1200 peers. The head of the House of Lords is the Lord Chancellor. This House has no real power. The interesting fact about the House of Lords is that it is a hereditary chamber.

The system of political parties in the UK appeared in the 17th century. At first, there were two parties. Tory (the party that supported the King) and Whigs (who supported the Parliament). The word "Tory" means "an Irish robber". A "Whig" was a Scottish preacher who could preach moralizing sermons for several hours.

Now the main British political parties are the Conservative Party the Labor Party the Party of Liberal Democrats. Since 1945, two political parties constantly represent the British Government: Conservative (who are called "Tory" by their opponents) and Labor (called "Whigs").

In 1988, the Liberal Party made an alliance with Social Democrats and the Party of Liberal Democrats was formed.

Ответить на вопросы

1. What form of Government is there in Britain?
2. What are the organs of the British Government?
3. What elements does the British Parliament consist of?
4. What is the legislature?
5. What does the executive consists of?
6. Where does the Government derive its authority?
7. How often must a general election be held?
8. Who becomes leader of the Opposition?
9. Is the British Constitution peculiar?
1. This Palace is the London home of the Queen.
2. There is the London Zoo in this park.
3. It is one of the famous clocks in the world.
4. It is a Royal Church.
5. It was a fortress, a Royal palace, and it is a museum now.
6. This garden is a tourist shopping centre.
7. The widest river in Great Britain.
8. The modern centre of London.
9. The longest river in Great Britain.

Выполните тест

1. Put the countries in the order according to their territory, from the smallest to the biggest.

a) Scotland b) Wales c) England d) Northern Ireland

2. Match the country and its capital.

- |                     |              |
|---------------------|--------------|
| 1) England          | a) Cardiff   |
| 2) Scotland         | b) Edinburgh |
| 3) Wales            | c) London    |
| 4) Northern Ireland | d) Belfast   |

3. Match the country and its symbol.

- |                     |               |
|---------------------|---------------|
| 1) England          | a) a shamrock |
| 2) Scotland         | b) a daffodil |
| 3) Wales            | c) a rose     |
| 4) Northern Ireland | d) a thistle  |

4. Which country has the biggest population?

a) England b) Wales c) N. Ireland d) Scotland

5. Where is the home of the British queen?

a) The Tower of London b) Westminster Abbey c) Buckingham Palace

6. What is the national musical instrument in Scotland?

a) the violin b) the bagpipes c) the guitar

7. Where is the lake Loch Ness situated?

a) Scotland b) England c) Wales

8. What is Eisteddfod?

a) a musicians and writers competition b) a sports competition c) a culinary competition

**Подведение итогов работы, оценивание**

## **Практическая работа № 32**

**Тема: Человек и природа. Экологические проблемы.**

**Оцениваемые знания и умения:** У1, 32 (Усвоение лексического минимума)

**Оцениваемые компетенции:** социалингвистическая

**Количество вопросов: 1**

**Инструкция для обучающихся:**

**Человек и природа. Экологические проблемы.**

**Прочитайте и переведите текст**

Ecology problems

Since ancient times Nature has served man, being the source of his life. For thousands of years people lived in harmony with environment and it seemed to them that natural riches were unlimited. But with the development of civilization man's interference in nature began to increase.

Every year world industry pollutes the atmosphere with about 1000 million tons of dust and other things. As a result some rare species of animals, birds, fish and plants disappear forever. Many cities suffer from smog.

Large cities with thousands of smoky industrial enterprises appear all over the world today. The by-products of their activity pollute the air we breathe, the water we drink, the land we grow vegetables.

The pollution of air and the world's ocean, destruction of the ozone layer is the result of man's careless interaction with nature. Environmental protection is of a universal concern. That is why serious measures to create a system of ecological security should be taken.

Some progress has been already made in this direction. As many as 159 countries - members of the UNO - have set up environmental protection agencies. Numerous conferences have been held by these agencies to discuss problems facing ecologically poor regions including the Aral



Sea, the South Urals, Kuzbass, Donbass, Semipalatinsk and Chernobyl. An international environmental research centre has been set up on Lake Baikal. The international organization Greenpeace is also doing much to preserve the environment.

But these are only the initial steps and they must be carried onward to protect nature, to save life on the planet not only for the present but also for the future generations.

1. What led to the increase of man's interference with nature?
2. How smoke harms the nature?
3. What steps are made in order to create a system of ecological security?

### Практическая работа № 33

**Тема: Вопросительная и отрицательная формы.**

#### **Схема построения отрицательного предложения:**

Подлежащее	Сказуемое			Дополнение	Обстоятельство
	Вспомогат. глагол; модальн. глагол; глагол-связка	Отрицание not	Смысловый глагол		

Примеры:

1. *We do not go to the Institute every day.* – Мы не ходим в институт каждый день.
2. *Atom must not serve military purposes.* – Атом не должен служить военным целям.
3. *He isn't at home now.* – Его нет дома сейчас.

#### **Схема построения вопросительного предложения: (общий вопрос)**

Вспомогательный глагол	Подлежащее	Смысловый глагол	Дополнение	Обстоятельство
------------------------	------------	------------------	------------	----------------

Примеры:

- |  |   |
|--|---|
| 1. <i>Do you work at the plant?</i><br>Вы работаете на заводе?                               | <i>Yes, I do / No, I do not</i><br>Да/ Нет      |
| 2. <i>Did your brother leave school last year?</i><br>Ваш брат окончил школу в прошлом году? | <i>Yes, he did / No, he did not</i><br>Да \ Нет |
| 3. <i>Can you read English well?</i><br>Вы хорошо читаете по-английски?                      | <i>Yes, I can/ No, I can not</i><br>Да / Нет    |
| 4. <i>Are you a student?</i><br>Вы студент?  | <i>Yes, I am / No, I am not</i><br>Да / Нет     |

#### **Схема построения вопросительного предложения: (специальный вопрос)**

Вопросительное слово	Вспомогат. глагол; модальный глагол; глагол-связка	Подлежащее	Смысловый глагол	Дополнение	Обстоятельство
----------------------	--	------------	------------------	------------	----------------

Специальные вопросы относятся к какому-нибудь члену предложения (но не к сказуемому), начинаются с вопросительного слова или группы слов. Они всегда требуют полного ответа, в котором сообщается информация.

Примеры:

1. *When will your classes begin?* – Когда начнутся ваши занятия?
2. *How can I get to the shop?* – Как мне пройти к магазину?
3. *What is your father?* – Кто (по профессии) ваш отец?

**Упражнение 1.** Составьте предложения из следующих слов.

1. traditions, our, interesting, has, university, many.
2. an, plays, of, role, people, life, music, important, in.
3. this, did, the, university, why, enter, you?
4. sport, is, what, favourite, your?
5. students, have, the, in the first year, not, at, college, the, a lot of, important.
6. course, new, what, academy, the, did, introduce?

**Упражнение 2.** Составьте вопросы, ответами на которые являются следующие предложения.

1. Yes, they did. (The scientists carried out research in the field of geology and mining.)
2. No, there were not. (There were only a few higher mining schools in the country.)
3. No, it did not. (The Academy established close contacts with the coal and ore mining industries.)
4. Yes, they did. (They took active part in the development of heavy industry.)

### **Практическая работа № 34**

**Тема: Сослагательное наклонение**

**Цель: совершенствование и развитие грамматических навыков**

Сослагательное наклонение показывает, что говорящий рассматривает действие не как реальный факт, а как предполагаемое, желательное или нереальное.

В русском языке имеется только одна форма сослагательного наклонения – сочетание формы глагола прошедшего времени с частицей *бы* (сделал бы, хотел бы и т.д.) Эта форма может относиться к настоящему, прошедшему или будущему времени.

В английском языке имеется несколько форм сослагательного наклонения. При выражении предположения, желания или возможности в настоящем или будущем времени простые формы сослагательного наклонения совпадают с формой инфинитива без частицы *to* для всех лиц и чисел или с формой *Past Indefinite*. Глагол *to be* в этом случае имеет формы *be* и *were* для всех лиц и чисел. Сложная форма сослагательного наклонения представляет собой сочетание *should (would)* с *Indefinite Infinitive* без частицы *to*:

*It is high time he were here.* – Давно пора ему быть здесь.

*They could take this exam.* – Они могли бы сдать этот экзамен.

*I should come with pleasure.* – Я бы пришёл с удовольствием.

При передаче действия нереального, относящегося к прошлому, простая форма сослагательного наклонения совпадает с формой *Past Perfect*, а сложная форма представляет собой сочетание глаголов *should* и *would* с *Perfect Infinitive*, без частицы *to*:

*They had taken the text-books, but the library was closed then.* – Они взяли бы учебники, но библиотека была тогда закрыта.

*We should have come.* – Мы бы пришли.

**Формы сослагательного наклонения употребляются:**

1. В простых предложениях:

*He would like to join us.* – Он хотел бы присоединиться к нам.

*They would have helped you, but they couldn't come.* – Они бы помогли вам, но не смогли прийти.

2. В сложноподчинённых предложениях:

- а) в придаточных предложениях после безличных оборотов типа:

*It is necessary that ...*

*Необходимо, чтобы ...*

*It is important that ...*

*Важно, чтобы ...*

В этом случае сложная форма сослагательного наклонения образуется с помощью *should* для всех лиц:

*It is desirable that he should be present here. – Желательно, чтобы он присутствовал здесь.*

б) в дополнительных придаточных предложениях после глаголов *to suggest*(предполагать), *to propose*(предполагать), *to require*, *to demand*(требовать), *to order*(приказывать), *to insist*(настаивать) и др.

*The engineer demanded that the test be (should be) repeated. – Инженер потребовал, чтобы испытание повторили*

в) в дополнительных придаточных предложениях после глагола *wish*:

*I wish you had brought your camera. - Мне жаль, что ты не принес свою камеру.*

г) в придаточных предложениях цели после союзов *so that*, *in order that* так, чтобы; *lest* чтобы не. В этом случае *should* употребляется для всех лиц.

*Send him out of the room so that he should not hear what we talk about. - Отпусти его из комнаты, чтобы он не слышал, о чем мы будем разговаривать.*

д) в обеих частях сложноподчиненного предложения с условными придаточными второго и третьего типа.

*If they had a car they would go to the country. - Если бы у них был автомобиль, они бы поехали за город.*

**Упражнение 1.** Выберите правильный перевод выделенного сказуемого.

1. It is important that our institute **should continue** this research  
а) должен продолжить; б) продолжил бы; в) будет продолжать
2. There are problems which **should be solved** in co-operation with other countries.  
а) должны решать; б) решились бы; в) будут решать
3. We were told that we **would test** new flexible lines at our workshop.  
а) должны испытать; б) испытали бы; в) будем испытывать
4. The engineer proposes that the new automatic line **should begin operating** at once.  
а) начнет работать; б) (чтобы) начала работать; в) должна начать работать
5. It was evident from the beginning that the construction of BAM **would greatly transform** the life of these regions.  
а) изменило бы; б) изменяет; в) изменит
6. If we placed a small bulb in a complete circuit, it **would light up**.  
а) зажжется; б) зажглась; в) зажглась бы

### **Практическая работа № 35.**

#### **Тема: Условные предложения**

В отличие от изъявительного наклонения, которое обозначает действие как реальный факт, сослагательное наклонение показывает, что выражаемое им действие или явление является предполагаемым или желательным, а также возможным при известных условиях.

В русском языке сослагательное наклонение выражается сочетанием глагола в форме прошедшего времени с частицей *бы* и имеет только одну форму, которая может относиться к настоящему, прошедшему, будущему времени.

Условные предложения могут выражать реальные, маловероятные и нереальные условия. В зависимости от характера условия условные предложения принято подразделять на условные предложения *первого типа* (реальные), *второго типа* (нереальные или маловероятные условия, относящиеся к настоящему или будущему времени) и *третьего типа* (нереальные условия, относящиеся к прошедшему времени).

Придаточные предложения условия присоединяются к главному предложению при помощи союзов: *if* если, *provided that* при условии, что..., *incase (that)* в случае если,

*unless*если не, *on condition that*при условии, что... и др. Придаточное предложение может предшествовать главному или следовать за ним.

Типы условных предложений:

Типы условных предложений	Придаточное предложение	Главное предложение
<b>Первый тип</b> Предложения реальных условий. Действие относится к настоящему или будущему времени. В придаточном предложении глагол стоит в настоящем вр., хотя обозначает будущее, в главном – в будущем.	1. If you feel cold (now) Если вам холодно (сейчас),  2. If the weather is cold tomorrow, Если завтра будет холодная погода,	I shall close the window. я закрою окно.  we shall stay at home.  мы останемся дома.
<b>Второй тип</b> Предложения нереальных условий, относящегося к настоящему или будущему времени. В придаточном предложении употребляется прошедшее время (выражающее нереальность действия или сомнение), в главном- would + инфинитив (также might, could)	1. If I had a summer cottage,  Если бы у меня была дача (у меня ее нет) 2. If I was rich, Если бы я разбогател,  3. If conditions permitted,  Если бы условия позволили,	I would'd spend my holidays in the country. я бы проводил отпуск в деревне. I'd buy a new car. я бы купил новую машину. the geologists could apply aerial prospecting. геологи провели бы разведку с воздуха.
<b>Третий тип</b> Предложения нереальных условий, относящиеся к прошедшему времени. Описывают действия или ситуации, не имевшие места. Употребление временных форм: Past Perfect в придаточном предложении, would + перфектный инфинитив в главном предложении.	1. If you had spoken politely, Если бы ты говорил вежливо,  2. If conditions had permitted,  Если бы условия позволили (вчера),	he would not have been angry. он бы не рассердился. (но ты говорил невежливо, и он рассердился) the geologists would have applied aerial prospecting. геологи применили бы разведку с воздуха.(но этого не случилось, так

		как условия не позволили)
--	--	---------------------------

В условных придаточных предложениях второго и третьего типа союзы *if, provided* могут быть опущены. В этом случае в придаточном предложении вспомогательный глагол (*could, had, were и др.*) становится перед подлежащим.

*Had the engine been repaired yesterday, we should have left the port.*  
*Если бы двигатель был отремонтирован вчера, мы бы покинули порт.*

**Упражнение 1.** Переведите следующие предложения на русский язык. Определите тип условного предложения.

1. Had they met with such difficulties before, they would have known what to do now.
2. If the scientists found the ways to predict earthquakes, it would be possible to evacuate people from the regions and thus save many human lives.
3. Were I a newspaperman, I would write an article describing all the events that have taken place here.
4. If you approach the village from the north, you will see a tall deserted building that once was a landlord's place.
5. Had you planned your time better, you would not have come to the station one minute before the train's departure.
6. If you had told me that you could not find enough material for your report, we might have postponed it until next Friday.
7. You would never get lost in a new city provided you had a map of it.
8. You will never get well unless you give up smoking.
9. The director will not see you unless you phone him at least two days in advance.
10. Were you an experienced driver, you would never have any road accidents no matter what road conditions were.
11. Had I seen him, I should have spoken with him.
12. Should they come, ask them to wait for me.
13. Could he get the tickets, he would go to the theatre tomorrow.
14. Had they known about your arrival, they would have met you.
15. Could she do this work herself, she would not ask you.

### **Практическая работа № 36**

**Тема: Современные компьютерные технологии.**

**Цель: совершенствование и развитие лексических навыков**

**Выберите понятие, которое подходит к определению.**

1. The most common input device. It looks very much like a typewriter.
2. A hand-held device connected to the computer by a small cable.
3. A type of hardware that does all the calculations and coordinates the processing. It is often called the heart or brain of a computer.
4. A device that is used for reading disks.
5. An electronic device that makes possible the transmission of data to or from computer via telephone or other communication lines.
6. A computer output device that produces a paper copy of data and graphics.
7. A display screen for viewing computer data, television programs, etc.

- a. modem
- b. CD-ROM
- c. printer
- d. keyboard
- e. monitor

- f. mouse
- g. central processing unit

**What do you use these items for? Match with the phrases**

- 1) a laptop
- 2) a TV
- 3) a video camera
- 4) an MP3 player
- 5) a computer
- 6) a digital camera
- 7) a PDA
- 8) a Microwave oven
- 9) a Mobile phone
- 10) a robot
- a) take and show photos to my friends
- b) watch the news, a DVD
- c) plan my day; keeping documents
- d) film some parties
- e) listen to music
- f) make and receive some calls
- g) look up my friends' addresses
- h) cook and reheat the food
- i) do some internet research; chat..
- j) can cook, do homework for me

### **Практическая работа № 37.**

Тема: Интернет и его возможности. Всемирная глобальная сеть.

Цель: употребление и понимание новых слов.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь, учебник Агабекян .

Задание: прочитай текст Introduction to the WWW and the Internet стр 186 выполните упражнения.

№ 1. *Дайте определение, используя словарь:*

- |                |                      |
|----------------|----------------------|
| 1. Internet    | 4. World Wide Web    |
| 2. Web browser | 5. Internet provider |
| 3. Hyperlinks  |                      |

№ 2. *Найдите эквиваленты в тексте:*

1. Объем ресурсов и услуг, которые являются частью WWW растет чрезвычайно быстро.
2. Каждая ссылка, выбранная вами представляет документ, графическое изображение, видео – клип или аудио – файл где – то в Интернете.
3. Интернет также может быть использован для целей развлечения.
4. Вы получаете доступ к ресурсам интернет через интерфейс или инструмент, который называется веб-браузер.
5. Вся эта деятельность возможна благодаря десяткам тысяч компьютерных сетей, подключенных к Интернету и обменивающихся информацией в одном режиме.
6. Пользователи общаются через электронную почту, дискуссионные группы, чат-каналы и другие средства информационного обмена.

№ 3. *Какие из приведенных ниже утверждений верны/неверны.*

1. There are still not so many users of the Internet.
2. There is information on all sorts of topics on the internet, including education and weather – forecast.

3. People can communicate through e-mail and chat programs only.
4. Internet is a tens of thousand of networks which exchange the information in the same basic way.
5. You can access information available on the World Wide Web through the Web browser.
6. You need a computer and special program to be a WWW user.

Отчет о проделанной работе: выполнение упражнений.

### **Практическая работа № 38**

**Тема: Работа текстом: «Industrialelectronics»**

Цель: Привить обучающимся навыки самостоятельной работы по чтению.

Уровень СРС: реконструктивная.

Форма контроля: Устный опрос

Количество часов на выполнение: 2 часа.

«Industrialelectronics» Голубев А.П. «Английский для технических специальностей», 2014.С.169-171, упр.1-3

- ознакомьтесь с новыми словами и словосочетаниями (если таковые даны к тексту с переводом);
- прочитайте и выпишите слова, обозначающие... (дается русский эквивалент);
- выберите из текста слова, относящиеся к изучаемой теме;
- найдите в тексте незнакомые слова.
- переведите текст

### **Практическая работа № 39**

**Тема: Достижения и инновации**

Hoisting System

1) Words to remember:

1. a rig – буровая установка
2. a hoisting system – система подъема инструмента
3. a drawwork – лебедка
4. a derrick – буровая вышка
5. a crown block – кронблок
6. a travelling block – талевый блок
7. a drum – барабан
8. machinery – машинное оборудование
9. a cat shaft – катушечный или промежуточный вал
10. a cat head – безопасная катушка, шпилевая катушка, катушка для затягивания инструментов и труб в вышку
11. to mount – устанавливать
12. a clutch – муфта сцепления, фрикционная муфта
13. chain-and-gear drive – цепная передача
14. to withstand – выдерживать

2) Words to revise:

1. a mast, a system, a piece, speed, change, brake, a rope, capacity, a load;
2. to have, to make, to consist, to contain, to stop, to prevent, to carry, to vary;
3. mechanical, diesel, heavy, main, strong, possible, vertical
4. regardless, basically, sometimes, as, usually, also.

3) Read and translate the text.

Hoisting System.

Regardless of whether rig is mechanical or diesel-electric, it must have a hoisting system.

Basically, the hoisting system is made up of the drawworks (sometimes called the hoist), a mast or a derrick, the crown block, the travelling block and wire rope.

The drawworks is a big, heavy piece of machinery. It consists of a revolving drum. It also has a cat shaft on which the cat heads are mounted\* It also has several shafts, clutches, and chain-and-

gear drives for speed and direction changes. It also contains a main brake, which can stop and prevent the drum from turning.

A drilling line is made up of wire rope from 28 to 38 millimetres diameter, as can be imagined, masts and derricks have to be as strong as possible.

Manufacturers of derricks and masts usually rate their products in terms of vertical load they can carry and windload they can withstand from the side. Derricks or mast capacities for vertical loads vary from 100 up to 700 tonnes and can withstand a wind load of 160 to 210 kilometres per hour.

4) Translate the following sentences and explain the difference in translation the verbs:

1. It must have a hoisting system.
2. It also has a catshaft.
3. Derricks have to be as strong as possible.

5) Translate the words with -ing and say what it is:

1. It consists of a revolving drum.
2. It also contains a main brake, which can stop and prevent the drum from turning.
3. A drilling line is made of wire rope.

6) Answer the questions.

1. What is the hoisting system made up of?
2. The drawworks is a big, heavy piece of machinery, isn't it?
3. What components does it consist of?
4. Is a drilling line made of wire rope?
5. What can you say about masts and derricks?

#### **Практическая работа № 40**

**Тема: Машины и механизмы**

#### **Car parts**

**1. Read these short descriptions of well-known cars. Can you guess which cars they are?**

1. Two-door, mid-engined, four-wheel-drive sports car. The engine is 6.2-litre V12, with 571bhp. The acceleration is 0-60 mph in 3.8 seconds with a top speed of 205 mph. The doors do not open conventionally.
2. The original model came on the market forty years ago and became an icon of 1960s Britain. The car became very famous in the film *The Italian Job*. The new version has a 163bhp, inter-cooled 1.6-litre engine and a six-speed manual gearbox.
3. A four-door executive luxury saloon which has been completely updated and now has no gearstick and no handbrake but a large aluminium knob on the centre console. Most of the technical systems are operated by a "controller" which acts like a computer mouse, or by up to 270 voice-activated commands.

**2. Complete the following dialogue between a driving instructor and a learner taking a first driving lesson.**

*Instructor* OK, so you're sitting in the car. What do you do now?

*Learner* Well, I start the car. No, wait! I check behind me first before I drive away.

*Instructor* You've forgotten something.

*Learner* Of course, I fasten my \_\_\_\_\_ first.

*Instructor* Even before you fasten your seat belt there are things you need to



do. First of all, are you sitting comfortably?

*Learner* Not really. The seat is a bit too far from the\_\_\_\_\_.

*Instructor* So you need to adjust the seat, right? Use the two levers there to adjust the position and the height. You can also adjust the steering wheel. So now you're sitting comfortably. What should you check now?

*Learner* That the \_\_\_\_\_mirror is in the right position. And the side mirror.

*Instructor* Quite right. What next?

*Learner* Well, if it's dark, I need to switch on the\_\_\_\_\_.

*Instructor* Good. Finally, before you put the key into the\_\_\_\_\_, what should you do?

*Learner* Now I fasten my seat belt.

### 3. Can you remember which nouns can follow which verbs? Complete the table.

- bonnet •boot •door •fog lights •fuel •glove compartment •headlights
- headrest •oil level •petrol cap •rear view mirror •seat belt •seat height
- seat position •side mirror •steering wheel •sunroof •tyre pressure
- windscreen wipers •ignition •pedals

Open/Close	Adjust	Switch on/off	Check
	<i>rear-view mirror</i>	<i>fog lights</i>	<i>oil level</i>

## **Практическая работа № 41**

### **Тема: Технический профиль. Нефтяная промышленность**

It was not until 1859 that Edwin Drake drilled the first successful oil well, with the sole purpose of finding oil. The Drake Well was located in the middle of quiet farm country in northwestern Pennsylvania, and sparked the international search for an industrial use for petroleum. These wells were shallow by modern standards, often less than 50 meters deep, but they produced large quantities of oil. The oil was collected in the wooden tanks.

Soon, oil had replaced most other fuels for motorized transport. The automobile industry developed at the end of the 19th century, and quickly adopted oil as fuel. Gasoline engines were essential for designing successful aircraft. Ships driven by oil could move up to twice as fast as their coal powered counterparts, a vital military advantage. Gas was burned off or left in the ground. Despite attempts at gas transportation as far back as 1821, it was not until after World War II that welding techniques, pipe rolling, and metallurgical advances allowed for the construction of reliable long distance pipelines, creating a natural gas industry boom. Even now, gas production is gaining market share as liquefied natural gas (LNG) provides an economical way of transporting gas from even the remotest sites.

At the same time, the petrochemical industry with its new plastic materials quickly increased production.

With the appearance of automobiles and more advanced consumers, it was necessary to improve and standardize the marketable products. Refining was necessary to divide the crude in fractions that could be blended to precise specifications. It became even more essential for refineries to increase high-value fuel production from a variety of crudes. From 10-40% gasoline for crude oil a century ago, a modern refinery can get up to 70% gasoline from the same quality crude through a variety of advanced reforming and cracking processes. Chemicals derived from petroleum or natural gas – petrochemicals – are an essential part of the chemical industry today. Petrochemistry is a fairly young industry; it only started to grow in the 1940s, more than 80 years after the drilling of the first commercial oil well. During World War II, the demand for synthetic materials to replace costly and sometimes less efficient products caused the petrochemical industry to develop into a major player in modern economy and society.

1. What Edwin Drake was looking for when he drilled his well?
2. How and why did transport industry change under oil's influence?
3. What did people do with the gas? What do they do with it now?
4. What are the petrochemicals? What is the petrochemical industry?

## **Практическая работа № 42**

### **Тема: Согласование времен**

Правило согласования времён представляет особую трудность, когда сказуемое главного предложения выражено глаголом в одной из форм прошедшего времени.

В этом случае в придаточных предложениях не могут употребляться формы настоящего и будущего времени глаголов, хотя речь идёт о действиях, которые совершаются в настоящем или будут совершаться в будущем.

Если глагол в главном предложении стоит в одном из прошедших времен, то и глагол придаточного предложения должен стоять в одном из прошедших времен.

В таких случаях правило согласования времен допускает три основных варианта:

- Если действие в придаточном предложении происходит одновременно с действием в главном предложении, то нужно использовать Past Simple или Past Continuous:

They told us, "We are going to the library."

Они сказали нам : «Мы идем в библиотеку».

They told us they were going to the library.

Они сказали нам, что идут в библиотеку.

- Если действие в придаточном предложении предшествует действию в главном предложении, то глагол в придаточном используется в Past Perfect или Past Perfect Continuous:

We were told, "It was raining a lot."  
 Нам сказали: «Было много дождей».

We were told that it had been raining a lot.  
 Нам сказали, что было много дождей.

- Если действие в придаточном предложении следует после действия в главном, то нужно использовать одно из времен Future-in the-Past:

She said: "I will try to get the highest mark on the exam."  
 Она сказала: «Я постараюсь заработать на экзамене лучшую оценку».

She said she would try to get the highest mark on the exam.  
 Она сказала, что постарается заработать на экзамене лучшую оценку.

**Таблица согласования времен в английском языке**

Время в прямой речи	Present Indefinite	Present Continuous	Present Perfect	Past Indefinite	Past Perfect	Future Indefinite
Время в косвенной речи	Past Indefinite	Past Continuous	Past Perfect	Past Perfect	Past Perfect	Future Indefinite in the Past

#### **Практическая работа № 44.**

**Тема:**СМИ: пресса, телевидение, радио.

**Цель:** употребление и понимание новых слов.

**Перечень оборудования для проведения работы:** тетрадь, письменные принадлежности, словарь.

**Задание:** переведите текст и задайте к тексту 5-7вопросов.

#### **Mass Media**

No doubt, is an important part of our life. People from different walks of life have become nowadays listeners, readers, viewers. Or in other words, reading newspapers and magazines, watching TV, listening to the news on the radio are our main means of getting information in all its variety. Newspapers with their enormous circulation report different kinds of news. They carry articles which cover the latest international and national events. Now people buy newspapers also for the radio and TV programmes which they publish. There are special newspapers which gave a full coverage of commercial, financial and publish affairs. There are newspapers and magazines for young people. They give a wide coverage of news, events and reports on education, sports, cultural life, entertainment, fashion. There are a lot of advertising programmes now, sensation material, too. They represent the views of today's youth. Radio broadcasts are valued mainly for their music programmes (Europa plus). TV, radio, press reflect the present day life. Their information may vary from social and economic crises, conflicts, wars, disasters, earthquakes, to diplomatic visits, negotiations, from terrorism, corruption, to pollution problems, strikes, social movements. Much information is published concerning official governmental decisions. TV is the most popular kind of mass media now. Viewers are fond of watching variety show, films, sports, plays, games, educational and cultural programmes. We have many different channels, including commercial channels. There are many interesting and exciting programmes, but at the same time too often very primitive films are televised. I mean horror films, thrillers, detective films with all their cool-blooded atmosphere of violence and endless crimes and murders. Our family is also a mass media consumer. I have a TV set in my room. The culture programmes like "Kultura" are my mother's favourite, my farther is a

hockey fan, he likes to see sport programmes. I'm not keen on special programmes. I like to see a bit here and a bit there. Also, I can say I like programmes about travelling and traditions of another countries. Those programmes are educating and relaxing at the same time.

Отчет о проделанной работе: перевод текста, составление вопросов по тексту.

### **Практическая работа № 45**

#### **Новости, средства массовой информации**

**Цель:** совершенствование и развитие навыков устной и письменной речи, навыков чтения и перевода текста профессиональной направленности на английском языке

Содержание работы

#### **1. Active Words and Word Combinations:**

mass media

to meet eminent people

to shape public opinion                      means of communication

to influence audience advertising      public relations

to play a crucial role in smth      forming public opinion

to be made up of smth              newsgathering

to provide news output              to force attention to smth

to build up a public image          capacity to act autonomously

impartial

средства массовой информации

встречаться с выдающимися людьми

формировать общественное мнение

средства связи

реклама оказывает влияние на аудиторию

связи с общественностью

играть решающую роль в чем-либо

формировать общественное мнение

состоять из чего-либо

сбор новостей

обеспечивать выпуск новостей

привлекать внимание к чему-либо

создавать имидж

способность к самостоятельным действиям

объективный, беспристрастный

### **Практическая работа 46**

Закончите предложения в косвенной речи, обратите внимание на изменение местоимений и глаголов.

Helen: I want to tell you something about my holiday in London.

Gareth: What does she say?

You: She says that \_\_\_\_\_.

Helen: I went to London in July.

Gareth: What does she say?

You: She says that \_\_\_\_\_.

Helen: My parents went with me.

Gareth: What does she say?

You: She says that \_\_\_\_\_.

Helen: We spent three days in London.

Gareth: What does she say?

You: She says that \_\_\_\_\_.

Helen: London is a multicultural place.

Gareth: What does she say?  
 You: She says \_\_\_\_\_.  
 Helen: I saw people of all colours.  
 Gareth: What does she say?  
 You: She says that \_\_\_\_\_.  
 Helen: Me and my parents visited the Tower.  
 Gareth: What does she say?  
 You: She says that \_\_\_\_\_.  
 Helen: One evening we went to see a musical.  
 Gareth: What does she say?  
 You: She says that \_\_\_\_\_.  
 Helen: I love London.  
 Gareth: What does she say?  
 You: She says \_\_\_\_\_.  
 Helen: The people are so nice there.  
 Gareth: What does she say?  
 You: She says \_\_\_\_\_.

### **Практическая работа № 48**

Тема: Технический профиль. Работа по тексту «Origin of oil and gas».

Прочтите текст и ответьте на вопросы.

#### **Origin of Oil and Gas**

Nowadays there are two main theories explaining the origin of petroleum or oil and natural gas - organic and inorganic ones. However, it has not been possible to determine the exact origin because it has not been possible to identify the exact place or materials from which any particular oil accumulation originated. The precise details regarding the problems of origin, migration and accumulation of petroleum have yet to be fully answered. Recent advances in analytical chemistry and geochemistry have advanced the knowledge and understanding, but issues remain to be resolved. The oil pool (field) is an end product to a 5-stage sequence of events: raw materials, accumulation, transformation, migration and geologic time. But the complication is that petroleum is complex mixtures of many hydrocarbons occurring in series with no two petroleum exactly alike in composition. This is probably due to variations in primary source materials and subsequent processes during formation such as pressure and temperature changes. Although the components of petroleum unite to form complex mixtures, the typical elemental chemical analysis indicates 10-15% hydrogen and 82-87% carbon weight.

- heavy crude
- light crude
- methane gas
- propane gas
- butane gas
- cyclo-hexane gas.

The organic theory presumes that hydrogen and carbon that make up petroleum came from plants and animals living on land and in sea. This explanation is most generally accepted by scientists. Heat and pressure transformed the organic materials into solid, liquid or gaseous hydrocarbons known as fossil fuels - coal, crude oil or natural gas. Oil is typically derived from marine plants and animals. Natural gas can be formed from almost any marine or terrestrial organic materials, under a wide variety of temperatures and pressures. The inorganic theory holds that hydrocarbons were trapped inside the Earth during the planet's formation and are slowly moving upwards. According to this theory, the hydrogen and carbon were brought together under great pressure and temperature deep in the Earth to

form oil and gas, which then found its way through porous rocks to collect in natural traps in the underground formations of the earth.

Due to the force of gravity and the pressure created by the overlaying rock layers, oil and natural gas seldom stay in the source rock in which they are formed. Instead, they move through the underground layers of sedimentary rocks until they either escape at the surface or are trapped by a barrier of less permeable rock. Most of the world's petroleum had been found trapped in porous rocks under relatively impermeable formations. These reservoirs are often long distances away from the original source. A seep occurs when hydrocarbons migrate to the Earth's surface. Over time, huge amount of these hydrocarbons have escaped into atmosphere. Flowing water can also wash away hydrocarbons. Sometimes only lighter, more volatile compounds are removed, leaving behind reservoirs of heavier types of crude oil.

1. What theories about oil and gas origin do you know?
2. What is your personal opinion on these theories?
3. What theory is supported by most of scientists?
4. What transforms the organic materials into solid, liquid and gaseous hydrocarbons?
5. How can oil be formed?
6. What forms the gas?
7. Why oil and gas seldom stay in the source rock where they are formed?
8. Where oil and gas can be trapped?

### **Практическая работа № 50**

Тема: From the history of petroleum

Petroleum and natural gas have been known to man long before our era. Petroleum production on an industrial scale, however, was started only a little more than one hundred years ago, while the production and use of natural gas – only in the present century.

Petroleum and gas can be found escaping from rocks in many places all over the world. Such occurrence of petroleum and gas can be found escaping from rocks in many places all over the world. Such occurrence of petroleum and gas are mentioned in writings of Herodotus (5th century B.C.). Plutarch, Pliny the Elder, Marcus Vitruvius (1st century A.D.).

Formerly, petroleum was extracted by most primitive methods, i.e. by digging wells to the petroliferous strata where the petroleum was still in the liquid state. Cases are known when surface seepages of petroleum were so considerable that it accumulated in the depression of the relief forming petroleum lakes. But in these cases the petroleum with time lost its volatile components and turned into asphalt. As can be seen from ancient historical documents, the use of petroleum as fuel dates comes back to extremely early times. Not only liquid petroleum but asphalt was also used as fuel.

The use of petroleum in early times refers to the Apsheron peninsula and other regions of the Caspian shores which abounded in petroleum and where there was the deficiency of other kinds of fuel (coal, peat, or wood), this forced the inhabitants to use petroleum as fuel for heating their dwellings, cooking purposes, etc.

We learn that petroleum had been used for illumination in the countries adjacent to the Caspian and the Mediterranean Seas as far back as several centuries B.C.

- 1) When did the man have known about petroleum and natural gas?
- 2) When did the productions of petroleum and natural gas begin?
- 3) How was petroleum extracted?
- 4) What was petroleum used in early times for?
- 5) When did the history of using petroleum as fuel begin?

### **Практическая работа № 51**

Тема: Промышленность: детали, механизмы

### Rig Components.

Oil and gas production begins with a construction of a well or drilling operation. There are some methods of drilling, but rotary drilling is almost always used in industry. Making holes with a rotary rig requires not only qualified personnel, but a lot of equipment as well. In order to learn about the components it is convenient to divide them into four main systems: power, hoisting, rotating and circulating.

Practically every rig uses internal combustion engines as its prime power source, or its prime mover.

Every rig must have a hoisting system, which is made up of drawworks (hoist), a mast or a derrick, the crown block, the travelling block and a wire rope.

Masts and derricks have to be as strong as possible. On a deep well the string may weigh as much as 225000 kilograms (that's 225 tonnes). Manufacturers of derricks and masts usually rate their products in terms of vertical loads they can carry and the wind load they can withstand from the side. Derrick or mast capacities for vertical loads, vary from 100 up to 700 tonnes. Most derricks and masts can withstand a wind load of 160 to 210 kilometres per hour.

### Exercises

- 1) Remember words and expressions.
  1. oil and gas production - добыча нефти и газа
  2. well - скважина
  3. hole - скважина, отверстие
  4. rig - установка
  5. to require - требовать
  6. a lot of - много
  7. convenient - удобный
  8. to divide - делить
  9. main - главный
  10. power - мощность, энергия
  11. hoisting system - талевая система
  12. to rotate - вращать
  13. internal combustion engine - двигатель внутреннего сгорания
  14. source - источник
  15. mover - двигатель
  16. traveling block - передвижной блок
  17. wire rope - трос
  18. mast - мачта
  19. derrick - вышка
  20. string - колонна
- 2) Read through the text quickly, aiming for a general grasp.
- 3) Find answers to the following questions.
  1. What is the first step in oil and gas production?
  2. What method of drilling is the most popular in oil and gas industry now ?
  3. What must every rig have?
  4. Why do masts and derricks have to be as strong as possible?
  5. What do the figures 100 up to 700 tonnes mean?
- 4) Read and translate the text.
- 5) Complete the following statements.
  1. Making holes with rotary rig requires not only qualified personnel, but ... as well
  2. Every rig uses internal combustion engines as its ... ,
  3. Masts and derricks have to be ... .
  4. Drilling equipment is divided into four main systems: ... .

5. On a deep well the string may weigh ... .

6) Say in English:

Бурение, вышка, мачта, установка, двигатель, основной двигатель, трос, колонна, добыча, энергия, нагрузка.

Начинать, бурить, требовать, делить, узнавать, весить, оценивать, выдерживать, изменяться.

7) Translate into English using "there is...», "there are...».

1. Существует несколько способов бурения.
2. На каждой буровой есть талевый блок.
3. На нашей буровой есть новая установка.

8) Find equivalents in the text.

1. Мачты или вышки должны быть как можно прочнее.
2. Большинство буровых могут выдержать ветровую нагрузку
3. В глубокой скважине колонна может весить ... .
4. Каждая вышка должна иметь талевую систему.

9) Answer the questions:

1. Is drilling the first step in oil and gas production?
2. **How** many methods of drilling exist?
3. What systems are there in drilling equipment?
4. What is the prime power source in every rig?
5. What does hoisting system consist of?
6. Why do masts and derricks have to be as strong as possible?
7. How much may the string weigh?
8. Is it important to know everything about drilling equipment for future oil engineer?

### **Практическая работа № 52**

Тема: Технический профиль

#### **PHYSICAL PROPERTIES OF PETROLEUM 2**

Colour, odour, specific gravity, and viscosity are the main physical properties of petroleum. Another important determination made in connection with petroleum products is that of the flash and burning points. The flash point may be defined as the temperature at which vapours arising from the heated oil will ignite with a flash of very short duration, when a small flame is passed over the surface. This is of the utmost importance, as it indicates the temperature at which oil will ignite. The specific heat of the hydrocarbons in each series decreases with increase in molecular weight. The heat of vaporization decreases with increase in molecular weight.

Crude oils differ markedly in their boiling points and in the amount of distillate which is obtainable at definite temperatures. The boiling point of the crude oil will depend largely on the hydrocarbons. A petroleum of low specific gravity will usually contain a larger proportion of the more volatile hydrocarbons, whereas in a crude of high specific gravity, high-boiling hydrocarbons generally predominate.

Найдите в тексте ответы на вопросы.

1. Name all physical main properties of petroleum.
2. What does flash point mean?
3. How molecular weight influences the heat of vaporization?
4. What boiling point depends on?

### **Практическая работа № 53**

Технический профиль:

«What is a computer? », «What is hard ware? »



Сопоставьте русское слово с его английским переводом.

Device	настольный
Processing	ноутбук
Hardware	операции
Software	внутренний
Procedures	приложение
Toconvert	устройство
To store	программное обеспечение
Digital	считать
To calculate	обработка
Desktop	внешний
Laptop	цифровой
Internal	превращать
External	аппаратное обеспечение
Application	хранить

### **Практическая работа № 54**

#### **Технический профиль.**

**Прочтите текст и ответьте на вопросы.**

#### **PETROLEUM**

Petroleum is a valuable raw material. It is a mixture of hydrocarbons. Analyses of petroleum proved that it consists of carbon and hydrogen. There are also other compounds which contain oxygen, nitrogen and inorganic matter. The physical and chemical properties of different samples of petroleum are not uniform. These depend on the composition of oil and presence of impurities.

Petroleum contains gaseous, liquid and solid hydrocarbons of different composition and properties. These gaseous, solid and liquid hydrocarbons fall into these main classes: the paraffines, naphthenes and aromatic hydrocarbons.

The color of petroleum varies considerably. Some oils may be almost colourless, others light yellow, red, green, brown or black.

The odour of crude oil is also determined by its composition. The paraffines and naphthenes give agreeable odours whereas unsaturated hydrocarbons containing nitrogen compounds and sulphur cause the disagreeable odour.

The specific gravity of crude oil is an index of its value. The lighter oils have the greater value because they contain larger quantities of gasoline and other valuable products.

The boiling point depends on the presence of hydrocarbons of low and high boiling points. The more volatile hydrocarbons are in the crude oil, the lower the boiling point.

Natural hydrocarbons are widely used as fuels for domestic and industrial needs. They also serve as a raw material in the petrochemical industry.

1. What is petroleum?
2. Does it contain only carbon and hydrogen?
3. What other elements does it contain?
4. Are physical and chemical properties of different samples of petroleum uniform? What do they depend on?
5. How many classes do gaseous and liquid hydrocarbons fall into? What are they?

### **Практическая работа № 55**

#### **Тема 2.9. Культурные и национальные традиции, краеведение, обычаи и праздники**

**Цель:** совершенствование и развитие навыков устной и письменной речи, навыков чтения и перевода текста профессиональной направленности на английском языке.

#### **Содержание работы**

**1. Read and translate. Make up a cluster using this information.**

### **Some special days in Britain**

#### **Saint Valentine's Day**

**14th February**, when traditionally people send a valentine (=special card) to someone they love, often without saying who the card is from. They may also send flowers or other presents as a sign of love.

#### **Saint Patrick's Day**

The patron saint of Ireland, who helped to spread the Christian religion there and who people think got rid of snakes in Ireland. St Patrick's Day, **17th March**, is celebrated in Ireland where people drink Irish beer and often wear green clothes.



a shamrock

#### **Saint George's Day**

This is the patron saint of England. The national holiday is celebrated on **23rd April**. This day is not celebrated as much in England as other National Days are around the world. People wear a rose or fly the St. George's Cross flag



St. George's Cross

#### **Guy Fawkes Night**

People celebrate this night on the 5th November. Guy Fawkes tried to blow up the Houses of Parliament in 1605. He didn't succeed. Now people celebrate this with fireworks, burning dolls and a song: remember, remember the fifth of November!

#### **Christmas**

Christmas Eve is celebrated on the **24th December**. Children leave socks and hope Father Christmas will bring some presents. Christmas Day, **25th December** is a family day. People usually have dinner and sit around the Christmas tree.

#### **Boxing Day**

This name goes back to the tradition that richer people gave the poor a box, filled with all kinds of food. Even today some companies give their workers a kind of Christmas box. This bank holiday is celebrated on **26th December**.

#### **New Year's Eve**

On 31st December, the last day of the year, many people go to parties. They also make some New Year's resolutions (a decision to do something better or to stop doing something bad in the new year).

**2. Read the text. Rearrange the paragraphs from the Russian variant into right order.**

### **Holidays in Russia**

A man needs rest after hard work. Very often we are eagerly looking forward to weekends and holidays to enjoy ourselves.

The word "holiday" comes from the words "holy day". Holidays were first religious festivals. Now many holidays have nothing to do with religion. Almost every country has holidays honoring important events in its history.

Some holidays come on the same date of the same month, for instance, New Year's Day or Christmas. But some do not. Some, such as Easter, are movable holidays.

New Year's Day is very popular all over the world. It is my favorite holiday. We usually get together, we like celebrate this holiday at home.

We celebrate the first day of Christmas on the 7th of January. On the 6th of January people tidy the whole house, cook much tasty food because the day after we must not work, we must have a rest. On this day we have a sacred supper. It begins when the first star lights up. As the legend says, this star announced the birth of the God's Son. We celebrate Christmas for two days. In the evening a group of boys comes. They sing songs. By these songs they congratulate on holiday, wish good crops, long life, no illness and so on. It is interesting to know that only boys must congratulate.

Women's Day is on the 8th of March.

Then on the 1st of May goes next holiday the Day of Labor.

Another religious holiday is Easter. It is movable. It is usually the first Sunday after the first fullmoon after the beginning of spring. In Russia we have special attributes of Easter: Easter eggs, and Easter "paska" that are baked according to the special recipe. It is a very nice spring holiday.

Victory Day is on the 9th of May. It is a sacred holiday for every Russian citizen. We are thankful to our grandfathers for the victory in the World War II.

### **Практическая работа № 56**

#### **Тема: Праздники в России**

1. Слово «праздник» происходит от слов «священный день». Первые праздники были религиозными. Сегодня же многие праздники не имеют ничего общего с религией. Почти в каждой стране есть праздники, которые отмечают важные события в ее истории.
2. Мы празднуем Рождество 7 января. 6 января убирают дом, готовят много вкусных блюд потому что на следующий день работать нельзя, следует отдыхать. В этот день — Святой вечер (Сочельник). Он начинается с первой звездой, ведь легенда гласит, что эта звезда означает рождение Сына Божьего. Мы празднуем Рождество два дня. Вечером мальчики приходят щедровать. Они поют песни. Этими песнями они всех поздравляют с праздником, желают хорошего урожая, долгой жизни, здоровья. Интересно, что щедровать могут только мальчики.
3. Некоторые праздники имеют фиксированную дату, например, Новый год или Рождество, другие нет. Некоторые, например, Пасха, — переходные праздники.
4. Новый Год очень популярен во всем мире. Это и мой любимый праздник. Мы обычно собираемся все вместе. Мы любим отмечать этот праздник дома.
5. 9 мая — День Победы. Это священный праздник для каждого российского гражданина. Мы благодарны нашим дедам за победу во второй мировой войне
6. 8-го марта мы празднуем Женский День.
7. Потом 1 мая идет следующий праздник — День Труда.

### **Практическая работа № 57**

#### **Тема: Обзор грамматического материала за учебный год.**

1. Вставьте в пропуски some или any.  
I'd like ...rice but I don't want ... potatoes.
  - a) Some/any
  - b) Some/some
  - c) Any/some
2. Отметьте правильные предложения.  
A I a student.  
B I'm a student.  
C I be a student.
3. Переведите на английский язык. Употребляя необходимый модальный глагол

Я умею говорить по-английски.

- a) I can speak English
- b) I must speak English
- c) I may speak English

4. Выберите предложение в Present Simple

- a) Clara had a car accident when she was ten years old.
- b) Clara has a car accident.
- c) Clara will have a car accident.

5. Вставьте пропущенные предлоги в предложение.

I live ... Washington.

- a) In
- b) On
- c) at

6. Выберите правильное местоимение

They're students. \_\_\_\_\_ names are James and Marta.

- a) His
- b) Her
- c) Their

7. Вставьте требуемый вариант ответа

How much ... this sweater cost?

- a) Is
- b) Does
- c) Do

### **Практическая работа № 58**

Тема: Технический профиль

Rotating Equipment

Rotating equipment from top to bottom consists of a device known as swivel, a short piece of pipe called the kelly, the rotary table, the drill string and the bit.

The assembly of members between the swivel and the bit, including the kelly, drill pipe and drill collars, is termed the drill stem.

The Swivel.

The swivel is truly remarkable because it - (1 ) sustains the weight of the drill string; (2) permits the string to rotate; and (3) provides the passage way for drilling mud to be pumped down in the inside of the drill stem.

The drilling fluid is under extreme pressure sometimes exceeding 3000 pounds per square inch (psi). The swivel also has a large bail which fits inside the hook at the bottom of the travelling block. The rotary hose (kelly hose) is attached to the side the swivel. It is through this hose that drilling mud enters the swivel.

The drill string consists of a drill pipe and special heavy walled pipe called drill collars. Drill collars, like drill pipes, are steel tubes through which mud can be pumped. Drill collars are heavier than drill pipes and are used on the bottom part of the string. A length of drill is about 9 nine metres long.

Exercises

1) Remember words and expressions.

- 1. to consist of - состоять
- 2. device - устройство
- 3. pipe - труба
- 4. kelly - рабочая труба, квадрат
- 5. bit - долото
- 6. swivel - вертлюг

7. include - включать
8. drill collar - муфта, труба тяжелого низа
9. drill stem - штанга
10. to sustain - выдерживать
11. to permit - позволять
12. to provide - снабжать, обеспечивать
13. passage way - проход
14. to pump - качать /насосом/
15. drilling fluid - (mud) – буровой раствор
16. inch - дюйм
17. hose - шланг, гибкая труба
18. top - верх
19. bottom - низ; bottom hole - забой
20. rotary table - ротор, стол ротора
21. to attach - присоединять
22. hook - крюк
23. bail - серьга

2) Read and translate the text.

3) Translate into Russian.

A device known as ... ; short piece of pipe called ... ; including the kelly and drill pipe, truly remarkable, under extreme pressure, at the bottom of the travelling block.

4) Read, translate and answer the question.

What is it?

1. A rotary tool that hang? From the rotary hook and travelling block. It also provides drilling fluid to flow into the drill stem. It is a ... .
2. Rotary machine used to turn the drill stem and support the drilling assembly. It is a ... .
3. All members in the assembly used for drilling by the rotary method from the swivel to the bit, including (включая)  
- the kelly, drill pipe and tool joints. It is a ... .

5) Answer the questions.

1. What does rotating equipment consists of?
2. What is a swivel? What are its main functions?
3. Psi - what does it express?

6) Say in English:

А. стол ротора, вертлюг, штанга, шланг, серьга, крюк, квадрат, узел /устройство/, забой, буровой раствор, давление, фунт, дюйм.

Б. состоять, называть, включать, вращать, качать, позволять, обеспечивать, превышать, прикреплять, входить.

7) Read and translate without dictionary.

The kelly is a four or six sided length of pipe. It, like a swivel, is also a unit which drilling mud is pumped on its way, to the bottom. The reason the kelly is four or six-sided is because, it series as a way of transferring the rotating motion of the rotary table to the drill string. Since the drill pipe is connected to the bottom of the kelly the pipe rotates. The bit also rotates because it is attached to the drill string. Most kellys are about 12 metres long.

## Практическая работа № 59

### Тема: Контроль усвоения изученного материала

Перепишите следующие предложения. Переведите их на русский язык.

Определите по грамматическим признакам, какой частью речи являются слова, оформленные окончанием –s и какую функцию это окончание выполняет, т.е. служит ли оно:

- 2.I \_\_\_\_\_ go shopping yesterday.

- a) wasn't                      b) doesn't                      c) didn't  
3. I \_\_\_\_ John tomorrow.  
a) shall call                      b) called                      c) call  
4. I like coffee but my sister \_\_\_\_ it at all.  
a) don't like                      b) doesn't like                      c) shan't like  
5. There \_\_\_\_ ten students in the classroom now.  
a) were                      b) are                      c) is

**МИНОБРНАУКИ РОССИИ**  
**федеральное государственное бюджетное образовательное учреждение**  
**высшего образования «Югорский государственный университет» (ЮГУ)**  
**СУРГУТСКИЙ НЕФТЯНОЙ ТЕХНИКУМ**  
**(филиал) федерального государственного бюджетного образовательного**  
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**высшего образования «Югорский государственный университет»**  
**(СНТ (филиал) ФГБОУ ВО «ЮГУ»)**

**МЕТОДИЧЕСКИЕ УКАЗАНИЯ**  
**по выполнению практических работ**  
по учебной дисциплине ОГСЭ.03 ИНОСТРАННЫЙ ЯЗЫК  
для студентов 2 курса  
очной формы обучения

для специальностей среднего профессионального образования  
21.02.02 Бурение нефтяных и газовых скважин  
15.02.01 Монтаж и техническая эксплуатация промышленного оборудования  
18.02.09 Переработка нефти и газа  
21.02.01 Разработка и эксплуатация нефтяных и газовых месторождений  
23.02.03 Техническое обслуживание и ремонт автомобильного транспорта  
38.02.01 Экономика и бухгалтерский учет

Сургут

2019

### **ПОЯСНИТЕЛЬНАЯ ЗАПИСКА**

Дисциплина «Иностранный язык» является общеобразовательной дисциплиной, в процессе изучения которой обучающиеся должны приобрести определенные знания. Наряду с изучением теоретического материала по дисциплине «Иностранный язык» большое внимание должно быть уделено практическим занятиям. Практическим занятиям отводится 39 часов. Последние представляют собой весьма важную часть в общем объеме дисциплины. Они дают, возможность ознакомиться с такими вопросами, как Определенные и неопределенные артикли, Местоимения: указательные, личные, притяжательные, вопросительные, Времена действительного залога, Пассивный залог, Модальные глаголы, Структуры *there is/are, have/has got* и т.д.

Методические указания по выполнению практических заданий предназначены для организации работы на практических занятиях по учебной дисциплине «Иностранный язык», которая является важной составной частью в системе подготовки специалистов среднего профессионального образования. Методические указания разработаны для обучающихся с целью оказания им помощи при выполнении практических заданий. Практические задания являются неотъемлемым этапом изучения учебной дисциплины.

Содержание практических заданий направлено на:

- формирование практических умений в соответствии с требованиями к уровню подготовки обучающихся, установленными рабочей программой учебной дисциплины: – описывать явления, события, излагать факты в письме личного и делового характера;
- заполнять различные виды анкет, сообщать сведения о себе в форме, принятой в стране/странах изучаемого языка, делать выписки из иноязычного текста
- читать аутентичные тексты разных стилей (публицистические, художественные, научно-популярные и технические), используя основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое) в зависимости от коммуникативной задачи;
- понимать относительно полно (общий смысл) высказывания на изучаемом иностранном языке в различных ситуациях общения;
- понимать основное содержание аутентичных аудио- или видеотекстов познавательного характера на темы, предлагаемые в рамках курса, выборочно извлекать из них необходимую информацию, оценивать важность/новизну информации, определять свое отношение к ней;
- вести диалог (диалог–расспрос, диалог–обмен мнениями/суждениями, диалог–побуждение к действию, этикетный диалог и их комбинации) в ситуациях официального и неофициального общения в бытовой, социокультурной и учебно-трудовой сферах, используя аргументацию, эмоционально-оценочные средства;



– рассказывать, рассуждать о себе, своих планах, своем окружении в связи с изученной тематикой, проблематикой прочитанных/прослушанных текстов; описывать события, излагать факты, делать сообщения;

– создавать словесный социокультурный портрет своей страны и страны/стран изучаемого языка на основе разнообразной страноведческой и культуроведческой информации;

– обобщение, систематизацию, углубление, закрепление полученных теоретических знаний: значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения;

– языковой материал: идиоматические выражения, оценочную лексику, единицы речевого этикета и обслуживающие ситуации общения в рамках изучаемых тем;

– новые значения изученных грамматических явлений в расширенном объеме (глагольных форм (видовременных, неличных), средства и способы выражения модальности; условия, предположения, причины, следствия, побуждения к действию);

– лингвострановедческую, страноведческую и социокультурную информацию, расширенную за счет новой тематики и проблематики речевого общения, понимать тексты, построенные на языковом материале повседневного и профессионального общения, в том числе инструкции и нормативные документы по профессиям НПО и специальностям СПО;

Обучающийся должен использовать приобретенные знания и умения в практической и профессиональной деятельности, повседневной жизни.

Практические задания по учебной дисциплине «Иностранный язык» способствуют формированию в дальнейшем при изучении профессиональных модулей, следующих общих и профессиональных компетенций:

– Понимать сущность и социальную значимость будущей профессии, проявлять к ней устойчивый интерес.

– Организовывать собственную деятельность, исходя из цели и способов ее достижения, определенных руководителем.

– Осуществлять поиск информации, необходимой для эффективного выполнения профессиональных задач.

– Работать в команде, эффективно общаться с коллегами, руководством, клиентами.

В методических указаниях предлагаются к выполнению практические работы, предусмотренные учебной рабочей программой дисциплины «Иностранный язык».

При разработке содержания практических заданий учитывался уровень сложности освоения обучающимися соответствующей темы, общих и профессиональных компетенций, на формирование которых направлена дисциплина.

Выполнение практических заданий в рамках учебной дисциплины «Иностранный язык» позволяет освоить комплекс работ по выполнению переводов, речевого общения, понимания текстов, построенных на языковом материале повседневного и профессионального общения.

Методические указания по учебной дисциплине «Иностранный язык» имеют практическую направленность и значимость. Формируемые в процессе практических работ умения могут быть использованы обучающиеся в будущей профессиональной деятельности.

Методические указания предназначены для обучающихся колледжа, изучающих учебную дисциплину «Иностранный язык» и могут использоваться как на учебных занятиях, которые проводятся под руководством преподавателя, так и для самостоятельного выполнения практических заданий, предусмотренных рабочей программой во внеаудиторное время.

Практические работы проводятся в учебном кабинете, в объеме, предусмотренном рабочей учебной программой, обязательным этапом является самостоятельная деятельность обучающихся.

Методические указания включают в себя следующие разделы:

1. проверку знаний - проверка теоретической подготовленности по теме практического задания;
2. инструктаж - информация для обучающихся о целях, средствах, трудоемкости, сроках выполнения, основных требованиях к результатам работы, формах контроля практических заданий;
3. выполнение задания - выполнение практического задания в соответствии с технологической картой;
4. анализ проделанной работы - анализ полученных результатов, характер и причины ошибок, степень овладения обучающимися запланированных умений.

### **Общие методические рекомендации и указания по выполнению практических работ**

#### **Подготовка к практической работе**

Для выполнения практических и лабораторных работ обучающийся должен руководствоваться следующими положениями:

1. Внимательно ознакомиться с описанием соответствующей практической работы и установить, в чем состоит основная цель и задача этой работы;
2. По лекционному курсу и соответствующим литературным источникам изучить теоретическую часть, относящуюся к данной работе.

#### **Выполнение практических работ**

Успешное выполнение практических работ может быть достигнуто в том случае, если обучаемый представляет себе цель выполнения практической работы, поэтому важным условием является тщательная подготовка к работе.

#### **Оформление практических работ**

Оформление практических работ является важнейшим этапом выполнения. Каждую работу обучающиеся выполняют руководствуясь следующими положениями:

1. На новой странице тетради указать название и порядковый номер практической работы, а также кратко сформулировать цель работы;
2. Записать при необходимости план решения заданий.

### **Практическое занятие № 1.**

Лексическая тема: Моя будущая профессия.

Грамматический материал: The Present Progressive Tense.

Цель работы: активизировать лексику по теме в разных видах деятельности: чтение, аудирование, говорение.

**Оцениваемые знания и умения:** У 1, 31 (Усвоение лексического минимума, Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

Задание 1.

Прочитайте и переведите текст. Ответьте на вопросы.

Составьте текст о своей будущей профессии, опираясь на данный текст.

There are many interesting and useful professions and it is really not an easy task to choose the right one.

I began to think about my future profession at the age of 15. My favourite subjects at school were mathematics and English. My teachers were well-educated people with broad outlook and deep knowledge of the subjects. They encouraged me in my desire to become an economist. Now I know well what I'm going to do after leaving school. I didn't make a blind choice. It was not a sudden flash either. I opted for a career in business economics. I came to this decision little by little. It was my father who aroused my interest in that field. You see, he is a chief economist at a large plant and I often saw him work at home and discuss business matters with his colleagues. Later I got interested in the matter.

Economics is the science of making choices, which is based upon the facts of our everyday life. Economists study our everyday life and the system, which affects it. They try to describe the facts of the economy in which we live and to explain how the system works. The science of economics is concerned with all our material needs and wants.

To become a good specialist in economic matters and business one must know many sciences, such as business economics, finance and credits, statistics, history of economic theory and philosophy, mathematics, as well as economic management, trade business and, of course, marketing, which is a modern philosophy of business.

It is very important for a specialist in business matters to be a skilful user of computers and to speak at least one foreign language. It should better be English as it is the most popular language of international business communication. You'll be able to follow business developments in the world by listening to radio and TV news, by reading newspapers or magazines, or by getting in contact with your business partners abroad.

If I pass my entrance exams successfully and enter the University I'll try to study to the best of my abilities to achieve my life's ambition and to justify the hopes of my parents. I also hope that I'll never regret my choice and get a well-paid and interesting job afterwards.

Maybe I should consider a job in a world of banking. There's a surprisingly wide range to choose from, in the financial world. For example, I could work for a big international company, run my own company, write about economics as a financial journalist, run my own International Business Research Agency, raise money for charities or just sell famous paintings...

### **Questions:**

1. When did you start to think about your future profession?
2. What professions do you like best of all?
3. Who helped you to make your choice?
4. What do you know about your future profession?
5. What are your parents' professions?
6. What do you know about them?
7. Have you got any traditional professions in your family?
8. Is your future profession interesting and modern?

### **Vocabulary:**

broad outlook — широкая перспектива

to encourage me in my desire — поощрять меня в моем желании

a blind choice — слепой выбор

a sudden flash — внезапная вспышка

to opt — выбирать(решить)

to arise — возникать

to get interested in — интересоваться

to affect — затрагивать

to be concerned — быть заинтересованным  
to justify the hopes of my parents — оправдывать надежды моих родителей  
wide range — широкий диапазон, круг, область, сфера  
to run — управлять  
to raise money for charities — собирать деньги на благотворительность

### Present Continuous Tense

Present переводится как «настоящее» и говорит нам о том, что действие совершается в данный момент. Continuous переводится как «длительное/продолжительное» и говорит о том, что действие началось какое-то время назад и еще длится. Present Continuous — это длительное время. Мы его используем тогда, когда хотим сказать, что что-то находится в процессе. Например, я плаваю, то есть я нахожусь в процессе плавания. Как образуется Present Continuous Tense?

#### Утверждение

Как и в любом английском предложении, на первом месте будет подлежащее, на втором — сказуемое. Сказуемое в Present Continuous состоит из вспомогательного глагола *to be* и основного глагола. *To be* в Present Continuous изменяется, поэтому нам необходимо вспомнить его формы: *am, is, are*. У основного глагола уходит частица *to* и появляется окончание *-ing*. По общему правилу мы добавляем к глаголу *-ing*.

Но с некоторыми глаголами происходят небольшие трансформации с появлением этого окончания, например:

У глаголов, заканчивающихся на *-e*, уходит конечная гласная: *come – coming* (приходить), *make – making* (делать), *write – writing* (писать).

У глаголов, заканчивающихся на *-ie*, гласные *-ie* заменяются на *-y*: *lie – lying* (лежать), *tie – tying* (завязывать), *die – dying* (умирать).

#### Отрицание

Отрицательное предложение отличается от утвердительного только тем, что между вспомогательным глаголом и основным появляется частица *not*. То есть сказуемое выглядит так: сначала *to be*, после него частица *not* и затем основной глагол.

#### Вопрос

Для того чтобы задать вопрос в *Present Continuous*, мы выносим *to be* на первое место, затем ставим подлежащее и после него основной глагол.

#### Употребление

1. *The Present Continuous (Progressive) Tense* употребляется для выражения длящегося незавершенного действия, происходящего в момент речи. Момент речи может быть выражен следующими наречиями или словосочетаниями: *now, at present, at the moment* и т.д., а может быть ясен из контекста:

What's that smell? Something's burning. – Что это за запах? Что-то горит.

Why are you wearing that funny hat? – Зачем ты носишь эту смешную шляпу?

2. Данное время также выражает длительное действие, совершающееся в настоящий период, не обязательно в момент речи.

Please don't take that book. Anna's reading it. – Пожалуйста, не бери эту книгу. Аня ее читает.

Andrew's spending a lot of time in the library these days, as he's writing a book. – Эндрю в эти дни проводит много времени в библиотеке, т.к. пишет книгу.

3. Кроме того, данное время используется для выражения будущего длительного действия (вместо *Future Continuous*) в обстоятельственных придаточных предложениях условия и времени, которые вводятся союзами *if, when, while* и др.

I'll be reading the newspaper while you are writing your exercises. - Я буду читать газету, в то время как ты будешь писать упражнения.

4. Отметим, что *Present Continuous (Progressive)* в эмоционально окрашенных высказываниях может употребляться и с наречиями, характеризующими постоянные, привычные действия: He's always writing with a special pen just because he likes to be different (раздражение). - Он всегда пишет особой ручкой только потому, что не хочет быть таким, как все.

5. *The Present Continuous (Progressive) Tense* передает будущее событие, которое к моменту речи уже запланировано и произойдет в ближайшем будущем. В этом значении *The Present Continuous* используется с глаголами движения или действия (*activity and motion*): *to see, to meet, to go, to come, to leave, to start* и др. и обычно с обстоятельством времени, указывающим на будущее:

They're getting married in June. – Они пожениются в июне.

We're leaving at 11.00 in the morning. – Мы уезжаем в 11 утра.

Глаголы, не употребляющиеся в форме *Continuous (Progressive)*

Глаголы мыслительной деятельности: *to know, to mind, to understand, to believe, to forget, to remember, to mean, to doubt, to recognize*:

She knows a lot about astrology. – Она много знает об астрологии.

I believe his story. – Я верю его историю.

Глаголы, выражающие эмоциональные состояния: *to like, to dislike, to look, to prefer, to want, to care, to hate, to love, to need, to appreciate, to seem*:

I like playing football. – Я люблю играть в футбол.

They love listening to music. – Они любят слушать музыку.

Глаголы пяти чувств: зрения, обоняния, вкуса, слуха, ощущения (*to see, to smell, to taste, to hear, to touch*). Обычно они используются с модальным глаголом *can*: *can see, can smell, can hear, can taste, can feel*:

I can smell something burning. – Я чувствую - что-то горит.

Can you see Peter? – Ты видишь Петра?

### Задание 2

Write the words in the ing-form form

Feed, walk, wash, play, do

1. Can I speak to Brad, please? I'm sorry, he's \_\_\_\_\_ his pet now.
2. Can I speak to Paul, please? I'm sorry, he's \_\_\_\_\_ his homework now.
3. What about Kelly? No, sorry, she's \_\_\_\_\_ her pet in the park now.
4. Can I speak to Jenny then? Sorry, she's \_\_\_\_\_ the dishes now.
5. Can I speak to Alice or Alex, please? I'm sorry, they're \_\_\_\_\_ tennis now.

### Задание 3

Make up negative sentences in Present Progressive.

- the sofa / Sam / is / on / not / sitting.
- Are / playing / not / the cats.
- cooking / Mother / not / my / is
- Reading / friends / her / are / not

### Задание 4

*Make up questions.*

- now / Tom / coffee / is / drinking?
- playing / Now / the / boys / are?
- the / skipping / girl / now / is?
- the / eating / fish / cats / are?

### Задание 5

**Подставьте правильную форму глагола:**

Present Continuous

1. We (spend) next weekend at home.  
spent are spending 're spend
2. I (meet) Liz tonight. She (come) from Cork.  
will meet, comes am meeting, coming am meeting, 's coming
3. He (go) to speak to his parents.  
went is going goes
4. At the moment we (fly) over the desert.  
've flying flied are flying
5. Have some hot tea. It (get) chilly.  
getting is getting 's getting
6. I (die) to see him.  
am dying 've died am died am diing
7. My Dad (work) overtime this week.  
works are working is working
8. They (live) in a rented house these days.

### Задание 6

C.117-118, чтение и перевод текста, упр. 1-4: Голубев А.П. «Английский для технических специальностей», 2014. Издательский центр «Академия»

## **Практическое занятие № 2.**

Лексическая тема: Моя будущая профессия.

Грамматический материал: The Past Progressive Tense.

Цель работы: активизировать грамматику по теме в разных видах деятельности.

**Оцениваемые знания и умения:** У 1, 31 (Усвоение лексического минимума, Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

## **Past**

## **Continuous**

## **Tense**

Слово Past переводится как «прошедшее» и показывает нам то, что действие свершилось когда-то в прошлом.

Мы используем Past Continuous, чтобы подчеркнуть длительность действия происходившего в прошлом. В отличие от времени Past Simple, которое мы используем, когда просто говорим о чем-то, как о факте, произошедшем в прошлом. Давайте рассмотрим два примера: 1. Past Simple: I talked to her. Я разговаривал с ней. 2. Past Continuous: I was talking to her for 2 hours. Я говорил с ней в течение двух часов. В первом примере просто говорится о факте. Его мы можем использовать, например, когда описываем ряд действий: проснулся, принял душ, поел, позвонил, поговорил с ней.

Второй пример говорит, что это был процесс и он длился какое-то время (2 часа). То есть мы делаем акцент именно на длительности этого действия. В предложение также вкладывается эмоция, а не просто перечисляется набор фактов: я разговаривал с ней аж 2 часа и ничего не успел.

#### Употребление времени Past Continuous Tense

Это время употребляется в следующих случаях:

1. Когда мы говорим о действии в прошлом, которое происходило в течение какого-то промежутка времени. Пример: вчера я весь день убирала квартиру.

2. Когда хотим подчеркнуть длительность процесса и придать эмоциональную окраску.

Пример: я пекла этот торт целых два часа.

#### Утвердительные предложения Past Continuous Tense

Утвердительное предложение образуется с помощью вспомогательного глагола to be в форме прошедшего времени (was, were) и окончания "-ing", которое прибавляется к глаголу, обозначающему действие. Схема образования будет следующей:

тот, о ком идет речь + was/were + глагол + -ing

I was playing

You/We/ They were cooking

He/She/It was swimming

Слова - указатели времени: очень часто со временем Past Continuous используются следующие слова:

all day long – весь день

all the time – все время

all day yesterday – вчера весь день

the whole morning – целое утро

from 5 till 7 p.m. – с 5 до 7

Они помогут вам понять, что перед вами продолженное прошедшее время. Давайте рассмотрим примеры:

He was working the whole morning. Он работал целое утро.

They were reading from 6 till 8 p.m. Они читали с шести до восьми вечера.

#### Отрицательная форма Past Continuous Tense

Отрицательное предложение в этом времени образуется так же, как и утвердительное предложение, но к нашему глаголу to be прибавляется отрицательная частица not.

They were not playing all day long. Они не играли весь день.

I was not studying. Я не училась.

#### Вопросительная форма Past Continuous Tense

Если вы хотите спросить, делал ли кто-то какое-то продолжительное действие в прошлом, то переносим глагол to be на первое место в предложении. Схема образования вопроса выглядит так: was/were + тот, о ком идет речь + глагол + -ing

Were they talking to her? Они разговаривали с ней?

Yes, they were. Да, они разговаривали.

#### Задание 1

Переведите следующие предложения на английский язык. Будьте внимательны!

1. Вчера весь день шел дождь. 2. Я играла в карты весь вечер. 3. Он работал над своим дипломом. 4. Он ходил в школу вчера. 5. Его сестра плавала в течение трех часов. 6. Мой друг проснулся рано. 7. С двух до шести она пела на сцене. 8. В детстве он все время плакал. 9. Я стучалась в дверь целый час.

#### Задание 2

Раскройте скобки, употребляя глаголы в форме Past Continuous.

1. Around me people (to talk) Russian, Italian and English.
2. Arnold (to talk) to some of the other guests on the terrace when Hardy came.
3. Alex (to look) at his watch.
4. All night long the stars (to glitter).
5. Elizabeth (to eat) and didn't raise her head.
6. He drank some of the wine and ate several chunks of bread while he (to wait) for his dinner to come up.
7. The family (to prepare) for the party.
8. She (to argue) that only Belinda knew how to treat men.
9. A few minutes later Edward (to hurry) through the streets to his bus stop.
10. They moved across the room, which (to start) to fill up, to a vacant corner.

### **Задание 3**

С.57-63, конспект по теме «Основные вопросы», ответить на вопросы стр.63

Голубев А.П. «Английский для технических специальностей», 2014. Издательский центр «Академия»

### **Практическое занятие № 3.**

Лексическая тема: Моя будущая профессия.

Грамматический материал: The Future Progressive Tense.

Цель работы: активизировать грамматику по теме в разных видах деятельности.

**Оцениваемые знания и умения:** У 1, 31 (Усвоение лексического минимума, Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

Грамматическое время **Future Continuous**, иногда именуемое **Future Progressive**, - это длительное (продолженное) будущее время английского глагола.

Это время употребляется для обозначения действия или состояния, которое будет происходить в течение некоторого времени в будущем, иными словами, продлится некоторое время. Чтобы подчеркнуть эту длительность и используется именно это время.

Кроме того, очень часто, как и все будущие времена, **Future Continuous** имеет модальные значения предсказания, неотвратимости событий будущего, намерения.

Для образования глагольной формы для всех лиц и чисел используется вспомогательный глагол **will** (поскольку это будущее время) в сочетании с длительным инфинитивом - **be** + глагол с суффиксом -ing (с соответствующими орфографическими изменениями). Форма **shall** вспомогательного глагола для 1-го лица является устаревшей и не используется в речи.

**will + be + (глагол)ing**

На русский язык **Future Continuous** переводится глаголом несовершенного вида в будущем времени.

to play – I **will be playing**. Я буду играть.  
 to ask – He **will be asking**. Он будет спрашивать.  
 to sit – You **will be sitting**. Ты будешь сидеть.  
 to die – They **will be dying**. Они будут умирать.  
 to cry – She **will be crying**. Она будет плакать.



to cut – We **will be cutting**. *Мы будем резать.*  
to move – You **will be moving**. *Вы будете переезжать.*

Вспомогательный глагол will часто сокращается до апострофа и двойной буквы l - 'll:  
He'll be playing football for the University this fall. Этой осенью он будет играть в футбол за университет.

При перечислении нескольких действий, вспомогательные глаголы will be можно не повторять:

I will be talking and speechifying and writing more and thinking less, perhaps. Возможно, я буду говорить и разглагольствовать, и писать больше, а думать меньше.

Это время также может выражать действие или состояние, которое будет происходить в определенный конкретный момент (обозначаемый либо указанием времени его совершения, либо другим действием в будущем, выраженным глаголом в форме Present Simple), с и до определенного времени (часа), весь день, параллельные действия в будущем:

Christmas Eve we will be eating and drinking wine at friends' house. В сочельник мы будем есть и пить вино в доме друзей. (т. е. целый день будем этим заниматься)

В вопросительных предложениях первый вспомогательный глагол - will - ставится перед подлежащим, в отрицательных - после подлежащего + отрицательная частица not - will not (краткая форма - won't):

Will he be playing? Он будет играть?

He will not (=won't) be playing. Он не будет играть.

У [Future Continuous](#) отсутствует форма [страдательного \(пассивного\) залога](#).

### **Задание 1**

**Образуйте The Past Continuous Tense, выбрав правильный ответ.**

1. We \_\_\_ tea when our grandparents came.  
A was having      B were have      C were having
2. He \_\_\_ the house this time yesterday.  
A was painting      B were painting      C painting
3. Mary \_\_\_ home when she met her old friend.  
A was walking      B was walk      C were walking
4. They \_\_\_ cricket at 10 a.m. yesterday.  
A not playing      B weren't playing      C wasn't playing
5. Sam and I \_\_\_ over the phone when the connection failed.  
A were chat      B was chatting      C were chatting
6. The radio was on but nobody \_\_\_ to it.  
A were listening      B was listening      C weren't listening
7. She \_\_\_ dinner while her husband was working in the garden.  
A was cooking      B was cook      C were cooking
8. Carol was at the party last night. She \_\_\_ a very nice dress.  
A wearing      B was wearing      C were wearing
9. \_\_\_ at 8 p.m. yesterday?  
A Knitting she      B Were she knitting      C Was she knitting
10. We \_\_\_ along the coast all evening yesterday.  
A was driving      B were driving      C were drive

### **Задание 2**

**Вставьте Future Continuous.**

1. This time next Monday, I \_\_\_\_\_ in a huge office in New York. (work)

2. This time on Tuesday, Mary \_\_\_\_\_ on a beach in Italy. (sunbathe)
3. Don't make noise after midnight – I \_\_\_\_\_ soundly, I hope. (sleep)
4. Jackeline \_\_\_\_\_ to Kenya tomorrow at this time. (fly)
5. Students \_\_\_\_\_ copies while he \_\_\_\_\_ the report. (make/ finish)
6. I \_\_\_\_\_ in my study library at 6pm tomorrow. (work).
7. This time next year we \_\_\_\_\_ the Pacific Ocean. (cross)
8. I \_\_\_\_\_ the dinner table while my mother \_\_\_\_\_ the meat. (lay / prepare)
9. You'll recognize Molly! She \_\_\_\_\_ a pink hat. (wear)
10. From 7 till 12 I \_\_\_\_\_ classes. (have)
11. \_\_\_\_\_ you \_\_\_\_\_ your bike this evening? (use)
12. My auntie and uncle \_\_\_\_\_ with us this weekend. (stay)
13. I \_\_\_\_\_ television from ten pm to midnight. (to watch)
14. This time on Friday I \_\_\_\_\_ on the beach. (to lie)
15. What \_\_\_\_\_ you \_\_\_\_\_ tomorrow evening? (to do)
16. \_\_\_\_\_ you \_\_\_\_\_ late tomorrow night? (to work)
17. Don't ring Greg up at 10am. He \_\_\_\_\_ his music lesson. (have)
18. The boys of our team \_\_\_\_\_ football tomorrow morning. (play)
19. It \_\_\_\_\_ probably \_\_\_\_\_ when we arrive in Kongo. (rain)
20. It is mid-autumn, the leaves \_\_\_\_\_ soon . (fall)

### **Задание 3**

С.119, упр.8,9

Голубев А.П. «Английский для технических специальностей», 2014. Издательский центр «Академия»

### **Практическое занятие № 4.**

Лексическая тема: Деятели науки и культуры нашей страны и стран изучаемого языка.

Грамматический материал: Степени сравнения прилагательных.

Степени сравнения прилагательных и наречий.

Слова much, many, few, a few, little, a little.

Цель работы: активизировать лексический материал и грамматику по теме в разных видах деятельности.

**Оцениваемые знания и умения:** У 1, 31 (Усвоение лексического минимума, Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

### **Задание 1**

Прочитайте и переведите текст. Передайте краткое содержание текста на английском языке письменно.

#### **Outstanding personalities of Russia**

Outstanding personalities in Russia. The names of many Russian scientists and inventors are known in all parts of the world. The contribution of many Russian biologists, physicists, chemists, physiologists etc. to the development of international science is really great. The names of Lomonosov, Mendeleyev, Sechenov, Popov, Tsiolkovski, Korolev, Pavlov, Sakharov are internationally acclaimed. There are very many branches of science where the Russian inventors and scientist have made great discoveries bringing the mankind to the whole new level of its development.

The first university in Russia was found by the first Russian philosopher of nature (natural scientist), historian, painter and literary figure at once. His name was Lomonosov. He has written

many scientific works on different topics: on history, physics, astronomy, biology, geology, philology, chemistry, mineralogy. He also was a very important statesman.

The Russian scientist Mendeleev discovered the Periodic Table of the Elements. It became the basic law for future discoveries in chemistry. In 1895 the Russian scientist Popov invented the radio. The names of such great Russian physiologists as Sechenov and Pavlov are known worldwide.

The scientific theory of space flights was worked out by the Russian scientist Tsiolkovski. He also called into being a new research field – astronautic science (star navigateon).

One of the greatest Russians is Pyotr Ilyich Tchaikovsky, an outstanding Russian composer, born in Votkinsk in 1840. He was fond of music since his early childhood. His mother sang him beautiful songs and taught him to play the piano. He graduated from the Petersburg Conservatoire only in 1866 because of his poor living conditions. He was the best pupil of Anton Rubinstein. When the Moscow Conservatoire was founded, Pyotr Ilyich became a professor there. He created wonderful music: 10 operas, 3 ballets, 6 symphonies, 7 large symphonic poems and many other musical pieces, a new type of opera, which was a great success all over the world.

One more person I deeply admire is Sakharov, an outstanding scientist and public figure. He worked on hydrogen bomb and came to conclusion that any atomic and nuclear weapon should be banned. He protested against the invasion in Afghanistan, against any violation of human rights. Abroad he was recognised as a civil rights activist and received the Nobel Prize. At home he was persecuted, deprived of all his titles and orders and exiled to the city of Gorky. Only in 1985 he was allowed to come back to Moscow. He was given back all his titles and was elected a deputy of the Supreme Soviet. He said that our society should develop in a new direction and foresaw the changes that are taking place now.

## **Задание 2**

Найдите текст по теме «Outstanding personalities of Great Britain», составьте краткий рассказ по этому тексту для пересказа, используя следующие слова и выражения:

outstanding – выдающийся

scientists – ученые

contribution – вклад

mankind – человечество

mineralogy – минералогия

composer – композитор

conditions – условия

created – создан

pieces – кусок

success – успех

hydrogen – водород

conclusion – вывод

invasion – вторжение

educated – образованный

outbreak – вспышка

inspired – вдохновленный

## **Задание 3**

Вставьте пропущенные слова.

1. The contribution of many Russian biologists, ...., chemists,

- physiologists etc. to the .... of international science is really great.
2. The first university in Russia was found by the first Russian .... of nature (natural scientist), ...., painter and literary figure at once.
3. He also called into being a new .... field – astronautic science (star navigateon)
4. A .... who knew about Darwin's interest in .... invited him to take the trip
5. There he saw .... strange plants and animals.

## Степени сравнения прилагательных.

В английском языке, как и в русском, прилагательные (качественные) образуют две степени сравнения: СРАВНИТЕЛЬНУЮ и ПРЕВОСХОДНУЮ. Положительной степенью прилагательных называется их основная форма, не выражающая степени сравнения. Также, как и в русском языке прилагательные образуют степени сравнения либо АНАЛИТИЧЕСКИ – с помощью дополнительных слов **more** – *более* и **most** – *наиболее, самый* (сложные формы); либо СИНТЕТИЧЕСКИ – посредством изменения самого прилагательного с помощью суффиксов **-er** и **-est** (простые формы). И также, как и в русском языке аналитическая форма сравнительной степени может быть образована от любого прилагательного, а синтетическая – от одних прилагательных может быть образована, а от других – нет.

### Односложные прилагательные

Подавляющее большинство односложных прилагательных образуют степени сравнения с помощью простых (синтетических) форм:

**Сравнительная** степень образуется при помощи суффикса **-er**, который произносится [q], а перед словами, начинающимися с гласного звука – [qr].

**Превосходная** степень образуется при помощи суффикса **-est**, который произносится [Ist].

При этом соблюдаются следующие правила:

- 1 В односложных прилагательных, оканчивающихся на одну согласную с предшествующим кратким гласным звуком, конечная согласная буква удваивается (чтобы сохранить закрытость слога):

big [bIg] *большой* - bigger ['bIgq] - biggest ['bIgIst]

thin [TIn] *тонкий* - thinner ['TInq] - thinnest ['TInIst]

- 2 Если прилагательное оканчивается на у с предшествующей согласной, то у меняется на i :

busy ['bIzI] *занятый* - busier ['bIzIq] - busiest ['bIzIst]

happy ['hxpI] *счастливый* - happier ['hxpIq] - happiest ['hxpIst]

**Примечание:** Но если перед у стоит гласная, то у остается без изменения:

grey [greI] *серый* - greyer ['greIq] - greyest ['greIIst]

- 3 Конечная гласная е (немое е) перед суффиксами **-er**, **-est** опускается:

white [waIt] *белый* - whiter [waItq] - whitest ['waItIst]

### Положительная степень

dark [dRk] *темный*  
nice [naIs] *милый*

### Сравнительная степень

darker *темнее*  
nicer *милее*

### Превосходная степень

(артикл the везде)  
(the) darkest *самый темный*  
(the) nicest *самый милый*

large [lRg] *большой*    **larger** *больше*    (the) **largest** *наибольший*

Однако даже здесь не все так однозначно. У некоторых прилагательных одинаково употребительны как синтетические, так и аналитические формы, например:

true [trH] *правдивый, верный*    **truer; more true**    **truest; most true**

hot [hOt] *горячий*    **hotter; more hot**    **hottest; most hot** – реже

А некоторые в подавляющем большинстве случаев встречаются в аналитических формах:

right [raIt] *правильный, верный*    **righter** (редко); **more right**    **most right**

wrong [rON] *неправильный*    **more wrong**    **most wrong**

real [rIql] *настоящий*    **more real**    **realest** (реже); **most real**

Перед прилагательными в превосходной степени ставится определенный артикль the, так как оно обычно является определением к стоящему за ним существительному (придает ему качества исключительности). Артикль сохраняется и в тех случаях, когда существительное не упомянуто, а лишь подразумевается:

This is **the shortest** way to the station.    *Это самая короткая дорога к вокзалу.*

There are 20 boys in our class. Victor is **the tallest**.    *В нашем классе 20 мальчиков. Виктор самый высокий.*

### Двусложные и многосложные прилагательные

Многосложные и большинство двусложных прилагательных образуют сравнительную степень с помощью слова **more** [mL] - *более*, а превосходную степень - **most** [mOust] - *самый (наиболее)*. А меньшая и самая низкая степень качества выражаются словами **less** [les] - *менее* и **least** [lJst] – *наименее*. Эти слова ставятся перед прилагательным в форме положит. степени (основная форма).

<u>Положительная степень</u>	<u>Сравнительная степень</u>	<u>Превосходная степень</u> (артикль the везде)
difficult ['dIfIkqlt] <i>трудный</i>	<b>more</b> difficult <i>труднее</i>	<b>most</b> difficult <i>самый трудный</i>
beautiful ['bJHtIfI] <i>красивый</i>	<b>more</b> beautiful <i>красивее</i>	<b>most</b> beautiful <i>самый красивый</i>
<u>Выражение меньшей и наименьшей степени:</u>		
expensive	<b>less</b> expensive <i>менее</i>	<b>(the) least</b> expensive <i>наименее</i>
[Ik'spensIv] <i>дорогой(по цене)</i>	<i>дорогой</i>	<i>дорогой</i>

Например:

We are glad that this work is **less difficult**.    *Мы рады, что эта работа оказалась менее трудная.*

### Задание 4

Дополните предложения как указано в примере.

Пример: This cat is ....., but that cat is .... (fat)

This cat is fat, but that cat is fatter.

- 1) This monkey is ..., but that monkey is ... (funny)
- 2) This shirt is ..., but that shirt is ... (nice)
- 3) This house is ..., but that house is ... (big)
- 4) This milk is ..., but that milk is ... (hot)
- 5) This boy is ..., but that boy is ... (lazy)
- 6) This puppy is ..., but that puppy is ... (small)
- 7) This book is ..., but that book is ... (better)
- 8) This pig is ..., but that pig is ... (dirty)
- 9) This ball is ..., but that ball is ... (bad)
- 10) This girl is ..., but that girl is ... (tall)

### Задание 5

Откройте скобки, используя сравнительную степень прилагательных.

Пример: This cat is ...than that cat. (big)

This cat is bigger than that cat.

- 1) This monkey is ... than that monkey. (funny)
- 2) This cat is ... than that cat. (lazy)
- 3) This woman is ... than that woman. (busy)
- 4) This book is ... than that book. (bad)
- 5) This pig is ... than that pig. (fat)
- 6) This tomato is ... than that tomato. (small)

### Задание 6

Открой скобки, используя превосходную степень прилагательных.

Пример: Jane is ... girl in our class. (tall)

Jane is the tallest girl in our class.

- 1) This house is ... house in our town. (big)
- 2) This classroom is ... classroom in my school. (large)
- 3) This book is ... book in this library. (bad)
- 4) Peter is ... boy in her class. (short)
- 5) Ann is ... girl in their class. (lazy)
- 6) This film is ... (good)

### Задание 7

Выполните упражнение 5, стр.104

Безкоровайная Г.Т. "Planet of English", 2015. Издательский центр «Академия»

## Практическое занятие № 5.

Грамматический материал:

Слова much, many, few, a few, little, a little.

Цель работы: активизировать лексический материал и грамматику по теме в разных видах деятельности.

### Местоимения few и little

Местоимения **few** и **little** употребляются как в качестве местоимений-прилагательных, так и местоимений-существительных.

Местоимения **few** и **little** означают *мало* (недостаточное количество, отсутствие необходимого кол-ва чего-либо). При употреблении с неопределенным артиклем **a** (здесь он относится не к существительному, а к самому местоимению и составляет с ним единое смысловое целое) они означают: **a few** *немного, несколько*, **a little** – *немного* (наличие небольшого количества чего-либо).

Сравните, например:

He has **few friends**. У него *мало (почти нет) друзей*.

He has **a few friends**. У него *есть несколько друзей*.

### 1 В качестве местоимений-прилагательных:

#### С исчисляемыми существительными:

Так как слово **little** в англ. яз. с исчисляемыми существительными – это прилагательное "*маленькие*", то здесь появляется новое слово "**few**".

**few** – мало (недостаточно, нехватка чего-либо)

There are **few** flowers in my garden. В моем саду **мало** (почти нет) цветов.

А в разговорной речи часто употребляется:

а) Отрицательная конструкция с тем же значением: **not many** не много = мало:

**Not many** people come this way. **Не много** (мало) людей идут этим путем.

б) Реже словосочетание **hardly any** (или производные с **any**) – едва (ли):

**Few** people know him. **Мало** людей знают его.

**Not many** people know him. **Не много** (мало) людей знают его.

**Hardly anyone** knows him. **Едва ли кто-нибудь** знает его.

Три вышеприведенных варианта встретились в Интернете со следующей частотностью: первый – 56%, второй – 33%, третий – 11%.

в) Но **few** сохраняется в предложениях с наречиями степени: **very** очень и **too** слишком и др.:

We have **too few** holidays. У нас **слишком мало** праздников.

Местоимения **few** и **little** могут употребляться с определенным артиклем: **the few**, **the little** со значением - те несколько, те немногие, то небольшое количество:

This is one of **the few** books that may *Эта одна из тех немногих книг, которые могут*  
really change your life. *действительно изменить твою жизнь.*

**a few** несколько (наличие небольшого количества; есть немного)

There are **a few** flowers in my garden. В моем саду **есть немного** цветов.

There are **only a few** tickets left. *Осталось только несколько билетов.*

I've got **a few** apples. Help yourself. У меня **есть несколько** яблок. Угощайся.

Значение местоимения **a few** часто синонимично неопределенному местоимению **some** несколько, и они могут заменять друг друга без потери смысла, например:

1) I'd like to ask you **a few** questions.  
2) I would like to ask you **some** questions.  
Я хотел бы задать вам  
(тебе) **несколько вопросов**.

Например: в Интернете **первый** вариант встретился в 7,5 тыс. документах, а **второй** – в 6,2 тыс.; в одном и том же смысле. То есть – практически одинаково.

Но есть и некоторое различие. Местоимение **some** стилистически нейтрально – просто "несколько". Употребляя же **a few**, мы можем подчеркнуть, что в наличии имеется некоторое, хотя и небольшое количество чего-либо:

I know **some** French words. Я знаю **несколько** французских слов.

I know **a few** French words. Я знаю **несколько** французских слов.

**С неисчисляемыми существительными:**

**little** – мало (недостаточно, нехватка чего-либо)

I have **little** time left. I'm afraid I'll be late. У меня **осталось мало** времени. Я боюсь, что я опоздаю.

Те же замечания, что и выше, о разговорной речи:

а) Предпочтительнее отрицательная конструкция с **not much**:

Tom hasn't **much** money. вместо Tom has **little** money. У Тома **мало** денег.

I haven't got **much** time. вместо I've got **little** time. У меня **мало** времени.

б) Употребление словосочетание **hardly any** – едва (ли):

We've got **hardly any** food. вместо We've got **very little** food. У нас **едва ли** есть **какая-нибудь** еда. У нас **очень мало** еды.

в) Но **little** сохраняется при употреблении наречий степени:

We have very little money left. У нас осталось очень мало денег.

**a little-немного** (наличие небольшого количества; есть немного)

I have **a little** time for this. У меня для этого есть **немного** времени.

Как уже говорилось о a few, a little часто может замещаться на some несколько, с тем же смыслом:

Would you like **a little (some)** cake? Не хотите ли **немного** торта?

Please give me **a little (some)** water. Дайте мне, пожалуйста, **немного** воды.

Но если хотят подчеркивать наличие некоторого кол-ва, то употребляют a little:

I've got **a little** money. I can lend it to you. У меня есть **немного** денег. Я могу одолжить их тебе.

## 2 В качестве местоимений-существительных.

Употребляется со значением: (a) few **немногие, некоторые**; (a) little **мало, немного**.

**a) в функции подлежащего:**

(a) few **немногие, некоторые**

**A few of the boys** were in the park. **Некоторые из мальчиков** были в парке.

We invited a lot of guests, but **few** came. Мы пригласили много гостей, но **немногие** пришли.

(a) little **мало, немного** (согласуется с сказуемым в ед. числе)

**Little** was said about it. **Мало** было сказано об этом.

**Little** is known about his past life. **Мало** известно о его прошлой жизни.

**б) в функции дополнения** или именной **части составного сказуемого** (после to be—is/are...):

I know **little** about painting. Я знаю **мало** о живописи.

I know **a little** about painting. Я знаю **немного (кое-что)** о живописи.

**Few** и **little** часто заменяются на **not many/much** или **hardly any**. В приведенном ниже примере самый употребляемый вариант – только первый (didn't see much).

We didn't see **much** because of the fog. Мы **немного (мало что)** видели из-за тумана.

We saw **little** on account of the fog. Мы **мало что** видели из-за тумана.

We **hardly** saw **anything** because of the fog. Мы **едва что-либо** видели из-за тумана.

## Сравнительная и превосходная степени:

**Few** и **little** могут образовывать сравнительную и превосходную степени (**little** как в роли количественного местоимения, так и в роли наречия): **few—fewer—(the) fewest** (с исчисляемыми существ.); **little—less—(the) least** (с неисчисляемыми существ.).

### Сравнительная степень:

There were **fewer** visitors today than yesterday. Сегодня было **меньше** посетителей, чем вчера.

He earned **less** money this month. Он заработал **меньше** денег в этом месяце.

**Примечание:** В американском английском языке и разговорном британском с **исчисляемыми** существительными вместо **fewer** и **fewest** могут употребляться **less** и **least**:

**Less** and **less** people believe politicians. **Всё меньше и меньше** людей верят политикам. Когда говорят о **цене** и **времени**, то употребляют **less**:

That costs **less** than five pounds. Это стоит **меньше** пяти фунтов.

### Превосходная степень:

Ann made **the fewest** mistakes. Энн сделала **наименьшее количество** ошибок.

George gives me **the least** trouble. Джордж доставляет мне **наименьшие хлопоты**.

**several** ['sevrɪ] **несколько, некоторые**

Местоимение **several** синонимично местоимениям **a few** или **some**, оно означает "больше, чем два, но меньше, чем много".



I told them **several** times. *Я говорил им **несколько раз**.*  
 I'll need **several** more people. *Мне понадобится **еще** несколько человек.*  
 There were a lot of chairs in the room. **Several** (of them) were broken. *В комнате было много стульев. **Некоторые** (из них) были сломаны.*

### Задание 1.

Переведите на английский язык следующие пары слов.

Мало домов, мало чая, мало чашек, мало яблок, мало окон, мало бумаги, мало кофе, мало статей, мало радости, мало супу, мало деревьев, мало травы, мало детей, мало игрушек, мало света, мало парт, мало колбасы, мало сока, мало книг, мало цветов, мало соли, мало друзей, мало дворцов.

### Задание 2. Вставьте little или few.

1. He has got ... friends. 2. I drink ... coffee. I don't like it. 3. We must hurry. We've got very ... time. 4. This university offers very ... scholar ships. 5. The Smiths have ... money. They aren't rich. 6. The theatre was almost empty. There were very ... people there. 7. There was ... lemonade in the bottle. There were ... peaches in the basket. 8. I have ... time, so I can't go with you. 9. He has ... English books. 10. There is ... juice in my glass. Have you got any juice? 11. There are ... bears in the zoo. 12. Tom Cauty was the son of poor parents and had very ... clothes. 13. There is too ... soup in my soup plate. Give me some more, please. 14. The children returned from the wood very sad because they had found very ... mushrooms. 15. There was too ... light in the room, and I could not read. 16. There are very ... people who don't know that the Earth is round. 17. I made very ... progress on this assignment. 18. There is very ... hope of getting financial support for the research project. 19. Fortunately, very ... passengers were injured in a traffic accident.

### Задание 4. Переведите на английский язык следующие пары слов.

Немного денег, мало денег, несколько стульев, мало стульев, несколько песен, мало песен, немного веселья, мало веселья, мало мальчиков, немного воды, несколько человек, мало воды, мало воздуха, мало столов, несколько минут, несколько кошек, мало травы, немного удачи, несколько дней, мало работы, немного соли, несколько ложек, мало света, мало окон, несколько машин, немного сахара, мало яиц, мало сыра.

### Задание 5. Вставьте a little или a few.

1. There is ... milk in the bottle. 2. There are ... pears in the fruit bowl. 3. There is ... fruit salad in the salad bowl. 4. There are ... tomatoes on the kitchen table. Make a salad! Add ... drops of olive oil and ... salt to the salad. 5. Put ... cups of flour into a mixing bowl. 6. Slice ... apples. 7. Add ... sugar. 8. Cut up ... oranges. 9. Chop up ... nuts. 10. Pour in ... honey. 11. Mix in ... raisins. 12. Add ... baking soda. 13. Add ... eggs, ... vanilla and ... almonds and beat thoroughly. 14. Bake until brown and the fruitcake will be ready in ... minutes. Enjoy, dear! 15. This young man knows ... Russian. 16. Can't you stay ... longer and help me with my exam? 17. He's already been to the USA ... times. 18. Do you mind if I ask you ... questions? — Yes, please. I've got ... time now and I can talk to you. 19. John has got only ... close friends and they meet quite often. 20. They had ... money left, so they could go shopping. 21. I always come on time or early, but she is always ... late.

### Задание 6. Вставьте little, a little, few или a few.

1. There is ... salad left in this bowl. 2. Would you like ... salad? — Yes, thank you. My doctor says it's good for my health. 3. I have ... money, so we can go to the cinema. 4. I have ... money, so we cannot go to the cinema. 5. This girl works very ..., that's why she knows nothing. 6. Mother gave us ... apples, and we were glad. 7. He did not like it at the camp: he had very ... friends there. 8. This lemon drink is sour; if you put ... sugar in it, it will be sweeter. 9. This lemon drink is sour; if you put ... lumps of

sugar init, it will be sweeter. 10. The hall was almost empty: there were very ... people in it. 11. I can't buy this expensive hat today: I have too ... money. 12. She left and returned in ... minutes. 13. I think you can spare me ... time now. 14. I am sorry I have seen ... plays by this author.

**Задание 7.** Вставьте much, many, little, few, a little или a few.

1. When we walked ... farther down the road, we met another group of students.  
 2. Have you got ... money on you? — I'm sorry. I have very ... money at the moment.  
 3. At the conference we met ... people whom we knew well. 4. There are very ... old houses left in our street. Most of them have already been pulled down. 5. If you have ... spare time, look through this book. You will find ... stories there which are rather interesting. 6. There are ... things here which I cannot understand. 7. Shall I bring ... more chalk? — No, thank you. There is ... chalk on the desk. I hope that will be enough for our lesson. 8. He had ... English books at home, so he had to go to the library for more books-. 9. She gave him ... water to wash his hands and face. 10. I'd like to say ... words about my journey. 11. After the play everybody felt... tired. 12. Let's stay here ... longer: it is such a nice place. 13. Were there ... new words in the text? Did Peter spend ... time learning them? 14. There was not ... hay in the barn, and the children could play there. 15. My friend is going to the concert this evening because he hasn't got... work to do. 16. My mother knows German ... and she can help you with the translation of this letter. 17. He's got very ... time left. If he doesn't hurry up, he'll miss the plane. 18. I have very ... drinking water left.

### Употребление much, many, few, a few, little, a little

Much – с неисчисл. сущ.

A little - с неисчисл. сущ. НЕМНОГО

Many- с исчисл. сущ. МНОГО

A few – с исчисл. сущ.

A lot of – в утвердительных предложениях со всеми существительными

Дополнительные задания:

1. Fill in “much” or “many”.

- |                        |                        |
|------------------------|------------------------|
| 1 How _____ trees?     | 9 How _____ eggs?      |
| 2 How _____ children?  | 10 How _____ people?   |
| 3 How _____ shops?     | 11 How _____ Coke?     |
| 4 How _____ pencils?   | 12 How _____ tomatoes? |
| 5 How _____ beef?      | 13 How _____ biscuits? |
| 6 How _____ poems?     | 14 How _____ lamb?     |
| 7 How _____ olive oil? | 15 How _____ flour?    |
| 8 How _____ mustard?   |                        |

2. Fill in the blanks with “much”, “many” or “a lot of”.

- 1 There are \_\_\_\_\_ birds in the sky.
- 2 I haven't got \_\_\_\_\_ homework today.
- 3 John hasn't got \_\_\_\_\_ money.
- 4 There aren't \_\_\_\_\_ cars in the street.
- 5 There is \_\_\_\_\_ coffee in the cup.
- 6 Are there \_\_\_\_\_ apples on the tree?
- 7 Jane spends \_\_\_\_\_ money at the shops.

- 8 Have you got \_\_\_\_\_ bread in the cupboard?  
 9 Are there \_\_\_\_\_ children on the beach?  
 10 We are early. We have \_\_\_\_\_ time.

3. Fill in "a little" or "a few".

- |                      |                         |
|----------------------|-------------------------|
| 1 put _____ flour    | 6 add _____ baking soda |
| 2 add _____ sugar    | 7 chop _____ potatoes   |
| 3 slice _____ apples | 8 boil _____ spaghetti  |
| 4 cut _____ oranges  | 9 bake _____ bread      |
| 5 pour _____ honey   | 10 add _____ butter     |

5. Choose the correct item.

- 1 Have you got \_\_\_\_\_ friends?  
 A many    B much    C a lot of  
 2 There are \_\_\_\_\_ people in the room.  
 A much    B a little    C a lot of  
 3 Can I have \_\_\_\_\_ sugar, please?  
 A a few    B a little    C a lot of  
 4 How \_\_\_\_\_ oranges are on the table?  
 A many    B a few    C much  
 5 How \_\_\_\_\_ money has Fred got?  
 6 There are \_\_\_\_\_ monkeys at the zoo.  
 A much    B a few    C a little  
 7 There are \_\_\_\_\_ chairs in the room.  
 A a little    B much    C a few  
 8 There is \_\_\_\_\_ tuna in the tin.  
 A much    B a few    C a little  
 9 Please, buy \_\_\_\_\_ cucumbers!  
 A a little    B many    C a few  
 10 We don't need \_\_\_\_\_ eggs.  
 A much    B a little    C a lot of

## Практическое занятие № 6.

Лексическая тема: Технический профиль.

Цель работы: активизировать лексический материал по теме в разных видах деятельности.

**Оцениваемые знания и умения:** У 1, 31 (Усвоение лексического минимума, Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

### Задание 1

Прочитайте и переведите текст

#### PETROLEUM

Petroleum is a valuable raw material. It is a mixture of hydrocarbons. Analyses of petroleum proved that it consists of carbon and hydrogen. There are also other compounds which contain oxygen, nitrogen and inorganic matter. The physical and chemical, properties of different samples of petroleum are not uniform. These depend *on* the composition of oil and presence of impurities.

Petroleum contains gaseous, liquid and solid hydrocarbons of different composition and

properties. These gaseous, solid and liquid hydrocarbons fall into these main classes: the parafines, napthenes and aromatic hydrocarbons.

The color of petroleum varies considerably. Some oils may be almost colourless, others light yellow, red, green, brown or black.

The odour of crude oil is also determined by its composition. The parafines and napthenes give agreeable odours whereas unsaturated hydrocarbons containing nitrogen compounds and sulphur cause the disagreeable odour.

The specific gravity of crude oil is an index of its value. The lighter oils have the greater value because they contain larger quantities of gasoline and other valuable products.

The boiling point depends on the presence of hydrocarbons of low and high boiling points. The more volatile hydrocarbons is in the crude oil, the lower the boiling point

Natural hydrocarbons are widely used as fuels for domestic and industrial needs. They also serve as a raw material in the petrochemical industry.

## **Задание 2**

Ответьте на вопросы по тексту

1. What is petroleum?
2. Does it contain only carbon and hydrogen?
3. What other elements does it contain?
4. Are physical and chemical properties of different samples of petroleum uniform? What do they depend on?
5. How many classes do gaseous and liquid hydrocarbons fall into? What are they?
6. What can you say about the colour of petroleum?
7. What is the odour of petroleum determined by?
8. What is an index to the value of oil?
9. What oils have greater value?
10. What are the main uses of natural hydrocarbons?

## **Задание 3**

Составьте план по тексту для пересказа.

Перескажите текст.

## **Практическое занятие № 7.**

Лексическая тема: Технический профиль.

Цель работы: активизировать лексический материал по теме в разных видах деятельности.

**Оцениваемые знания и умения:** У 1, 31 (Усвоение лексического минимума, Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

Голубев А.П. «Английский для технических специальностей», 2015. Издательский центр «Академия»

### **Задание 1**

Прочитайте и переведите текст на стр. 159 «The Metric system»

### **Задание 2**

Выпишите слова на стр.160, оформите словарь по технической лексики и выучите слова наизусть.

### **Задание 3**

Выполните письменно упр.1-3, на стр.161-162

## Практическое занятие № 8.

Лексическая тема: Известные люди Британии в области науки и техники

Цель работы: активизировать лексический материал по теме в разных видах деятельности.

**Оцениваемые знания и умения:** У 1, 31 (Усвоение лексического минимума, Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

### Задание 1

Прочитайте текст и составьте словарь незнакомых слов

### *Outstanding People of Great Britain*

Great Britain made a great contribution to the science, literature, music and arts of the world. It gave mankind a lot of outstanding scientists, writers and poets, musicians and painters.

Thomas More, who lived in the 15th century was an outstanding humanist, scientist and statesman. His work “Utopia” brought him worldwide acknowledgement. Many prominent people were influenced by his ideas of a free democratic state described in “Utopia”.

William Shakespeare is one of the most famous writers in the world. His plays “Romeo and Juliet”, “Hamlet, Prince of Denmark”, “King Lear”, “Macbeth” were translated into almost every language and staged in every theatre. He described the characters and feelings, which can be called international and living forever.

Daniel Defoe, Robert Burns, Walter Scott, Charles Dickens, Lewis Carroll are only a few names well-known all over the world.

William Hogarth, Sir Joshua Reynolds, Thomas Gainsborough, John Constable contributed to the world’s painting treasures.

Great Britain has also given the world many outstanding scientists. Alexander Fleming, the discoverer of penicillin was born in Scotland. He spent his working hours almost entirely in hospitals and laboratories. His discovery of penicillin did more to help suffering people than anything else for centuries. When he died in 1955 his old friend said: “... by his work he relieved more suffering than any other living man”.

Ernest Rutherford, a famous English physicist worked in the field of radioactivity. His brilliant researches established the existence and nature of radioactive transformations. He was one of the founders of the atomic theory of physics and creators of the first atomic model.

M. Faraday made his major discovery in the field of electricity — the electromagnetic induction. He also made several important observations on the conductivity of different materials. Enjoying world-wide popularity, Faraday remained a modest man, who rejected high titles.

All of them considered hard labour and love for mankind to be the main reason of their success.

### Задание 2

Составьте 10 вопросов по тексту.

### Задание 3

Составьте план по данному тексту для пересказа.

Перескажите текст.

## Практическое занятие № 9.

Грамматический материал: Существительное в роли определения. Неопределенные наречия и их производные some, any, no функции One, That of.

Цель работы: активизировать грамматический материал по теме в разных видах деятельности.

**Оцениваемые знания и умения:** У 1, 31 (Усвоение лексического минимума, Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

### Производные от «some, any».

Значение неопределённых местоимений и перевод их на русский язык зависит от того, в каком предложении они употребляются: в утвердительном, вопросительном или отрицательном.

1. а) **Some** *несколько, некоторые* употребляется в утвердительных предложениях, например:

We shall discuss <b>some</b> questions at the meeting.	На собрании мы обсудим <b>несколько</b> вопросов.
--	---

б) Когда местоимение-прилагательное **some** (со значением *некоторое количество*) стоит перед неисчисляемым существительным, заменяя артикль, оно на русский язык не переводится.

I want <b>some</b> paper. Give me <b>some</b> please.	Мне нужна бумага. Дайте мне, пожалуйста (бумаги).
---	---

**Some** перед числительным имеет значение *приблизительно, около*.

There are <b>some</b> 20 students in the room.	В этой комнате <b>около</b> 20 студентов.
--	---

**Some** употребляется иногда и перед исчисляемыми существительными в единственном числе со значением *какой-то*.

I saw this diagram in <b>some</b> magazine yesterday.	Вчера я видел эту диаграмму в <b>каком-то</b> журнале.
---	--

в) Местоимение-существительное **some** переводится *некоторые из* с последующим определением, вводимым предлогом **of**.

<b>Some</b> of my friends.	<b>Некоторые из</b> моих приятелей.
----------------------------	-------------------------------------

2. **Any** употребляется:

а) В утвердительных предложениях со значением *всякий, любой* перед исчисляемыми существительными в единственном числе. Например:

You can get this book in <b>any</b> bookshop.	Вы можете достать эту книгу <b>в любом</b> книжном магазине.
---	--

б) В условных предложениях со значением *какой-нибудь*. Например:

If there are <b>any</b> new magazines in the library, take some for me.	Если в библиотеке есть <b>(какие-нибудь)</b> новые журналы, возьмите несколько журналов для меня.
---	---

в) В отрицательных предложениях со значением *никакой*. Например:

I did not ask the teacher <b>any</b> questions at the last lesson.	Я не задавал учителю <b>никаких</b> вопросов на прошлом уроке.
--	--

г) С неисчисляемыми существительными или когда нужно заменить их. В этом случае слово **any** обычно не переводится на русский язык. Например:

There isn't <b>any</b> oil in this district.	В этом районе нет нефти.
--	--------------------------

Do you want <b>any</b> tea?	Хотите ли вы чаю?
-----------------------------	-------------------

No, I do not want <b>any</b>	Нет, я не хочу (чаю).
------------------------------	-----------------------

**Any of** переводится *любой из*. Например:

<b>Any of</b> us could help you.	<b>Любой из</b> нас мог помочь вам.
----------------------------------	-------------------------------------

3. Местоимения **no** и **none**:

**No** со значением *никакой, нет* имеет то же значение, что и **not any** (перед существительными в единственном и множественном числе).

При наличии **no** перед именем существительным глагол употребляется в утвердительной форме, так как в английском предложении может быть только одно отрицание.

I have <b>no</b> book.	У меня нет книги.
I find <b>no</b> mistakes in your translation.	Я не нахожу ошибок в вашем переводе
I do not find <b>any</b> mistakes in your translation.	

При существительном в роли подлежащего употребляется только местоимение **no** (а не **not any**), которое переводится на русский язык *ни один, никакой*.

<b>No</b> student consulted dictionary while translation this text.	<b>Ни один</b> студент не пользовался словарём, переводя этот текст.
---	--

**None** употребляется взамен уже упоминавшегося существительного.

Are there any German magazines in the library? No, there are <b>none</b> .	Есть ли какие-нибудь немецкие журналы в библиотеке? Нет.
---	--

**None** как местоимение-существительное с определением, вводимым предлогом **of**, переводится *никто из*:

<b>None of</b> them could solve this problem.	<b>Никто из</b> них не мог решить этой задачи.
---	--

Таблица неопределённых местоимений

В утвердительном предложении	There are <i>some</i> important articles in this magazine. В этом журнале несколько важных статей. Take <i>any</i> magazine. Возьмите любой журнал.
В вопросительном предложении	Are there <i>any</i> important articles in this magazine? Есть ли какие-либо важные статьи в этом журнале? Who has <i>some of</i> these books? <i>Some</i> употребляется в вопросительных предложениях, если вопрос относится к подлежащему или его определению. * У кого есть некоторые (какие-либо) из этих книг?
В отрицательном предложении She cannot answer <b>some</b> questions. Она не может ответить на <b>некоторые</b> вопросы.  She cannot answer <b>any</b> questions. Она не может ответить <b>ни на какие</b> вопросы (ни на один). *	There are <i>not any</i> important in this magazine. There are <i>no</i> important articles in this magazine. В этом журнале нет никаких важных статей.

Производные слова от неопределённых местоимений *some, any* и отрицательного местоимения *no*

Местоимения **some, any, no**, а так же местоимение **every** *каждый* встречаются со словами *thing вещь, bodyлицо, one некто, were где, куда*.

С отрицательными местоимениями и наречиями может быть два варианта построения английского предложения. Например:

He did not find anybody there.	Он там никого не нашёл.
He found nobody there.	

В отрицательных предложениях при наличии **no, nothing, nobody, no one, none, nowhere** глагол ставится в утвердительной форме, так как двух отрицаний в предложении не должно быть. Например:

He knows <b>nothing</b> .	Он ничего не знает
He goes <b>nowhere</b> in the evening.	Он никуда не ходит по вечерам

**Nobody** knows this man.

Никто не знает этого человека.

Таблица производных слов от *some, any, no, every*

Местоимения	+thing	+body +one	+where	Употребляются
<i>Some</i>  некоторый какой-то какой-нибудь несколько	<i>something</i>  что-то что-нибудь	<i>somebody</i> <i>someone</i>  кто-то кто-нибудь	<i>somewhere</i>  где-то куда-то где-нибудь куда-нибудь	в утвердительном предложении
<i>any</i>  всякий любой	<i>anything</i>  всё	<i>anybody</i> <i>anyone</i>  всякий, всё	<i>anywhere</i>  езде повсюду	
<i>not any = no</i>  никакой	<i>not ... anything = nothing</i>  ничто ничего	<i>not ... anybody = nobody</i> <i>no one</i> <i>none</i>  никто	<i>not ... anywhere = nowhere</i>  нигде никуда	в отрицательном предложении
<i>any?</i> какой- нибудь?	<i>anything?</i> что-то? что-нибудь?	<i>anybody?</i> кто-то? кто-нибудь?	<i>anywhere?</i> где-то? куда-то? где-нибудь? куда-нибудь?	в вопросительном предложении
<i>every</i>  каждый всякий	<i>every = thing</i>  всё	<i>everybody</i> <i>everyone</i>  все	<i>everywhere</i>  езде повсюду	во всех трёх видах предложений

### Упражнение на закрепление материала:

#### **Задание 1.**

Write in a, an, some or any.

1. Is there \_\_\_\_\_ milk in the crystal glass? — No, there isn't \_\_\_\_\_ milk in the crystal glass  
There's \_\_\_\_\_ juice in the crystal glass. 2. — Are there \_\_\_\_\_ sausages on the round plate? -  
There aren't \_\_\_\_\_ sausages on the round plate. There are \_\_\_\_\_ sandwiches on the round plate.  
3. -Is there \_\_\_\_\_ glass on the wooden table? — No, there isn't \_\_\_\_\_ glass on the wooden  
table. There's \_\_\_\_\_ cup on the wooden table.

#### **Задание 2.**

Write in a, an, some, any.

There's \_\_\_\_\_ angel on the top. There are \_\_\_\_\_ ornaments on the tree. Are there \_\_\_\_\_ lights  
on the tree? There isn't \_\_\_\_\_ Christmas tree in the house. There's \_\_\_\_\_ jam on the wooden  
table. Is there \_\_\_\_\_ bread in the basket? There aren't \_\_\_\_\_ vegetables in the fridge.

#### **Задание 3.**

Complete the sentences with some/any/no.



There is \_\_\_\_\_ tea in the crystal glass, but it is very hot. There is \_\_\_\_\_ fresh milk in the fridge. I can't make porridge. Are there \_\_\_\_\_ tasty apples in the bag? There isn't \_\_\_\_\_ jam on the round plate. There are \_\_\_\_\_ bananas on the wooden table. They are yellow. There is \_\_\_\_\_ butter on the plate. There is \_\_\_\_\_ cheese on the table, but there're \_\_\_\_\_ cheese sandwiches. There isn't \_\_\_\_\_ sausage on the table. There are \_\_\_\_\_ potatoes in the bag. There aren't \_\_\_\_\_ bananas on the table, but there are \_\_\_\_\_ cucumbers there.

#### **Задание 4.**

Complete the sentences with the words Cucumbers, tomatoes, cabbage, apples, carrots

There is some fresh \_\_\_\_\_ on the wooden table. There aren't any \_\_\_\_\_ in the big bag, but there are some \_\_\_\_\_ there. There are no green \_\_\_\_\_ on the table, but there are some tasty red \_\_\_\_\_ there.

#### **Задание 5**

Выполните тест

1. Have you got ... questions?  
a) Any b) No c) Some d) Anything
2. I came at three but there wasn't ... at home.  
a) No one b) Someone c) Anyone d) Nobody
3. Could you buy ... apples, please?  
a) Any b) Nothing c) No d) Some
4. I didn't know about it, she told me...  
a) Nothing b) No c) Anything d) Something
5. Your glasses must be ... in the kitchen.  
a) Anywhere b) Somewhere c) Nowhere d) Everywhere
6. They will know about ... you say.  
a) Something b) Nothing c) Anything d) Every
7. Could you lend me ... money, please?  
a) Any b) Some c) No d) Every
8. This song is very popular, you'll hear it on ... corner.  
a) Some b) No c) Any d) Every
9. There are ... trees in our garden, only bushes and flowers.  
a) Any b) Lots c) No d) Some
10. ... people enjoyed the film; others didn't like it at all.  
a) Some b) All c) Any d) no

#### **Задание 6**

Выполните упр.5 на стр.95 письменно

Безкоровайная Г.Т. "Planet of English", 2015. Издательский центр «Академия»

#### **Практическое занятие № 10.**

Лексическая тема: Технический профиль.

Цель работы: активизировать лексический материал по теме в разных видах деятельности.

**Оцениваемые знания и умения:** У 1, 31 (Усвоение лексического минимума, Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

### Задание 1

Закончите предложение, выбрав правильный вариант ответа. Переведите предложения.

1. We usually imagine \_\_\_\_\_ as black, thick liquid.  
*carbon, the Earth, oil*
2. The \_\_\_\_\_ theory presumes that hydrogen and carbon that make up petroleum came from plants and animals living on land and in sea.  
*organic, inorganic, flowing*
3. Liquids like gasoline tend to evaporate. In such cases we say these liquids are \_\_\_\_\_.  
*porous, impermeable, volatile*
4. Most of the time oil is underground but sometimes it \_\_\_\_\_ to the surface. *presumes, collects, seeps*
5. Most of the world's petroleum had been found trapped in \_\_\_\_\_.  
*scientists, porous rocks, flowing water*
6. Elephant, cat and cow are \_\_\_\_\_ animals. Dolphins, whales and seals are \_\_\_\_\_ animals.  
*pressure, Earth, terrestrial water, marine, volatile*

### Задание 2

Переведите письменно текст и выполните задания к тексту.

## Geometric Solids

We have been studying plane figures which have only two dimensions; length and width. Now we will study figures with three dimensions. Figures that have three dimensions are called geometric solids or solid figures. The three dimensions are length, width and thickness or height.

**PRISMS.** A prism is a solid, each side of which is a polygon, and the upper base of which is parallel and congruent (exactly the same in size and shape) to the lower base; corresponding vertexes of the top and bottom polygons are joined by parallel edges. In a right prism the lateral faces (sides) are perpendicular to the bases.

Right prisms include; the rectangular prism and the cube. A geometric figure which has six sides, all of which are rectangles, is called a rectangular prism. If the dimensions (length, width and height) of a rectangular solid are equal, the solid is called a cube. The faces of a cube are squares.

**THE RIGHT CIRCULAR CYLINDER.** A cylinder is a circular prism, the bases of which are equal circles that are parallel to each other. If the sides of the cylinder are perpendicular to the bases, the cylinder is called a right cylinder. The axis of a right circular cylinder is the line between the centres of the bases.

**A PYRAMID.** It is a solid figure formed by a polygon called the base and sides of triangles meeting at a common point called the vertex.

A **CONE** is much like a pyramid but has a circle for a base.

*Answer the following questions:*

1. What geometric figures have three dimensions?
2. What are the dimensions of solid figures?
3. What geometric solids do you know?
4. What cylinder is called a right cylinder?

5. What is a pyramid?

Найдите соответствующие эквиваленты :

1. solids	a) пересечение
2. length	b) вершина угла
3. cone	c) форма
4. sphere	d) пунктирные линии
5. polygon	e) тела
6. edge	f) длина
7. base	g) шар
8. vertex of an angle	h) основание
9. to be equal to	i) быть равным
10. shape	j) грань
11. dotted lines	k) многоугольник
12. crossing	l) конус

**Практическое занятие № 11.**

Лексическая тема: Технический профиль.

Цель работы: активизировать лексический материал по теме в разных видах деятельности.

**Оцениваемые знания и умения:** У 1, 31 (Усвоение лексического минимума, Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

**Задание 1**

Прочтите текст, переведите и ответьте на вопросы.

**THE EARLY DAYS OF THE AUTOMOBILE**

*Like most other great human achievements, the motor car is not the product of any single inventor.*

*One of the earliest attempts to propel a vehicle by mechanical power was suggested by Isaac Newton. But the first self-propelled vehicle was constructed by the French military engineer Cugnot in 1763. He built a steam-driven engine which had three wheels, carried two passengers and ran at maximum speed of four miles per hour.*

*In 1784 the Russian inventor Kulibin built a three-wheeled carriage. In his vehicle he used for the first time such new elements as brakes, rollers and a gearbox.*

*In 1825 a steam engine was built in Great Britain. The vehicle carried 18 passengers and covered 8 miles in 45 minutes. However, the progress of motor cars met with great opposition in Great Britain. Further development of motor car lagged because of the restrictions resulting from legislative acts. The most famous of these acts was the Red Flag Act of 1865, according to which the speed of the steam-driven vehicles was limited to 4 miles per hour and a man with a red flag had to walk in front of it.*

*In Russia there were cities where motor cars were outlawed altogether. When the editor of the local newspaper in the city of Uralsk bought a car, the governor issued these instructions to the police: "When the vehicle appears in the streets, it is to be stopped and escorted to the police station, where its driver is to be prosecuted."*

*1) Who made the first self-propelled vehicle?*

*2) What were the new elements in Kulibin's vehicle?*

*3) How Great Britain and Russia treated the first cars?*

## **Задание 2**

Голубев А. П. «Английский для технических специальностей», 2014. Издательский центр «Академия»

*Прочитайте текст на стр. 162, переведите.*

*Выпишите слова. Выучите слова наизусть.*

## **Практическое занятие № 12.**

Лексическая тема: Роль английского языка в нашей жизни. Применение английского языка.

Цель работы: активизировать лексический материал по теме в разных видах деятельности.

**Оцениваемые знания и умения:** У 1, 31 (Усвоение лексического минимума, Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

## **Задание 1**

Прочитайте текст и переведите.

### **LEARNING FOREIGN LANGUAGE.**

The great German poet Goethe once said: «He who knows no foreign language does not know his own one. Learning foreign languages is especially important nowadays. Some people learn foreign languages because they need them in their work, others travel abroad, for the third studying languages is a hobby.

Every year thousands of people from Russia go to different countries as tourists or to work. They cannot go without knowing the language of the country they are going to. A modern engineer or even a worker cannot work with an imported instrument or a machine if he is not able to read the instruction how to do it. Ordinary people need language to translation the instruction or the manual to the washing machine or a vacuum cleaner, medicine or even food-products.

Some people are as a rule polyglots. Historians' diplomats need some languages for their work. If you want to be a classified specialist, you must learn English, the language of international communication.

English is one of the world languages. It is the language of progressive science and technology, trade and cultural relations, commerce and business. It is the universal language of international aviation, shipping and sports. It is also the major language of diplomacy. Hundreds and hundreds of books, magazines and newspapers are printed in English, most of the world's mail and telephone calls are in English. Half of the world's scientific literature is written in

English. More than 350 million people speak English. Geographically, it is the most widespread language on earth, second after Chinese. It is the official language of the UK, the USA, of Australia and New Zealand; it is used as one of the official languages in Canada, the South Africa. Millions of people study and use English as a foreign language. In our country, English is very popular. It is studied at schools, colleges and universities.

Learning English is not an easy thing. It is a long process and takes a lot of time and patience. However, to know English today is necessary for every educated person. I want to know English because it is interesting for me to know foreign countries, their cultures and tradition. English will be of great use in my future profession connected with computers.

## **Задание 2**

Составьте краткий план для пересказа текста

## **Задание 3**

Прочитайте текст и передайте его содержание на русском языке.

### **English-Speaking Countries**

English is spoken in many countries of the world. Do you know in what countries English? Is the national language?

First, you will remember Great Britain, the homeland of the English language. Great Britain is not a large country. It is much smaller than France or Norway and smaller than Finland. It has four parts: England, Wales, Scotland and Northern Ireland. England is the largest part of the country and it has always been the strongest. English is the national language in all parts of Britain.

In the United States of America, the national language is also English. Four hundred years ago some English people sailed to North America to live there, and they brought the English language to this new country. Millions of people driven by poverty emigrated to the United States from different countries of Europe. They brought their own languages and cultures. That is why American English differs from British English. American people say and write some English words differently from how people do in England. So America is called a "melting pot" because it has become a complex of many Old-World cultures and languages.

Canada is to the North of the United States. It is a very large country. In Canada, many people speak English because they also came from England many years ago. But in some parts of Canada, they speak French. The people who live in these parts came to Canada from France.

If you look at the map of the world, you will see that Australia is the fifth continent. It is the smallest continent and the largest island on the map. Australia is also an English-speaking country. New Zealand is not far from Australia but it is very far from Britain. The national language in New Zealand is also English. Many people from England, Wales, Scotland and Ireland came to live in Australia and New Zealand many years ago.

## **Задание 4**

Ответить на вопросы

- 1) Where was the English language born?
- 2) What are the four parts of Great Britain?
- 3) Which part of Britain is the largest?
- 4) What is the national language in Britain (the USA)?
- 5) Who brought the English language to America?
- 6) Why is called America a "melting-pot"?
- 7) Where is Canada?
- 8) What languages are spoken in Canada?

### Практическое занятие № 13.

Грамматический материал: Настоящее совершенное время (The Present Perfect Tense)

Цель работы: активизировать грамматический материал по теме в разных видах деятельности, ознакомить с образованием и употреблением The Present Perfect Tense

**Оцениваемые знания и умения:** 31, 32 (Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2

#### Прошедшее время группы Perfect.

Перфект (Perfect) обозначает действие, предшествующее определенному моменту или другому действию в прошлом, настоящем или будущем времени. Основная цель – это выразить предшествование (предпрошедшее, преднастоящее и предбудущее).

Пример:

*Present Perfect: I have bought a lamp. Я купил лампу.*

*Past Indefinite: Yesterday. I bought a lamp. Вчера я покупал лампу.*

Первое предложение с Present Perfect показывает уже результат действия: Я купил лампу. Лампа уже куплена к настоящему моменту.

Второе предложение, где глагол в Past Indefinite просто повествуется о факте, который произошел вчера.

Все времена Perfect образуются с помощью вспомогательного глагола to have в соответствующем времени (настоящем, прошедшем и будущем) и 3-ей основной формой глагола.

#### Present Perfect (Настоящее совершенное)

Present Perfect (Настоящее совершенно) выражает связь прошлого с настоящим.

Эта связь может выражаться двояко:

во-первых, наличием результата ранее совершенного действия;

во-вторых, продолжением в настоящее время действия, начавшегося в прошлом;

**Таблица спряжений глагола в Present Perfect**

<b>Утвердительная форма</b>	<b>Вопросительная форма</b>	<b>Отрицательная форма</b>
I have seen the film. Я посмотрел фильм	Have I seen the film? Я посмотрел фильм?	I have not seen the film. Я не посмотрел фильм
He, she, it has seen the film. Он, она, оно посмотрел (ла) фильм.	Has he, she, it seen the film. Он, она, оно посмотрел (ла) фильм?	He, she, it has not seen the film. Он, она, оно не посмотрел (ла) фильм.
We have seen the film. Мы посмотрели фильм.	Have we seen the film? Мы посмотрели фильм?	We have not seen the film. Мы не посмотрели фильм.
You have seen the film. Вы посмотрели	Have you seen the film. Вы посмотрели	You have not seen the film. Вы не

фильм.	фильм?	посмотрели фильм.
They have seen the film. Они посмотрели фильм.	Have they seen the film. Они посмотрели фильм?	They have not seen the film. Они не посмотрели фильм.

Present Perfect (Настоящее совершенно) может употребляться в следующих случаях:

**1.** Для выражения действия, завершившегося к моменту речи, поэтому его можно назвать преднастоящим. Время действия, как правило, не важно, поскольку важен сам факт совершения действия к настоящему моменту или его результат.

Пример:

Kate has read this book. Анна (уже) прочитала эту книгу.

Примечание:

В настоящем совершенном времени (Present Perfect) часто используются с такими наречиями, как:

- just (только что);
- already (уже);
- lately (недавно);
- of late (в последнее время);
- yet (в отрицательных предложениях);

**2.** Для выражения действия, которое уже совершилось на тот период, в которое оно происходило, еще продолжается и может быть обозначен обстоятельством времени today, this week, this month, this year, this century.

Пример:

I have seen the film twice this week. Я уже дважды посмотрел этот фильм на этой недели.

**3.** Для выражения действия, которое началось в прошлом, продолжалось до настоящего времени и протекает в настоящем, т.е действия, которое охватывает целый период времени, включающий и настоящий момент.

Пример:

*I have always been in love with you. Я всегда Вас любил (любил раньше, люблю и сейчас).*

### Задание 1

Выберите правильный вариант ответа.

1. Since then I \_\_\_\_\_ my job several time.  
changed has changed have changed
2. "You \_\_\_\_\_ your hair", he cried.  
have dyed dyed
3. Jane \_\_\_\_\_ suddenly that there was a letter attached to the painting.  
found has found had found
4. I \_\_\_\_\_ that point yet.  
haven't considered didn't consider not considered
5. Mary isn't at home. She \_\_\_\_\_ to work.  
went was has gone
6. They \_\_\_\_\_ in construction business for 5 years.  
were have been are
7. \_\_\_\_\_ you ever \_\_\_\_\_ the Queen of Great Britain?  
Have ... seen Did ... see
8. He can't find a job. He \_\_\_\_\_ unemployed for half a year.  
was has been have been
9. \_\_\_\_\_ you ever \_\_\_\_\_ to Africa?

Have ... travelled Are ... travelled Did ... travel  
10. \_\_\_\_\_ you \_\_\_\_\_ about Miss Carol' marriage?  
Did ... hear Have ... heard  
11. What \_\_\_\_\_ you \_\_\_\_\_ to find the way out?  
did ... do have ... done are ... do

## **Задание 2**

Напишите конспект по грамматике стр.186- 188.

Безкоровайная Г.Т. "Planet of English", 2015. Издательский центр «Академия»

### **Практическое занятие № 14.**

Лексическая тема: Технический профиль.

Цель работы: активизировать лексический материал по теме в разных видах деятельности.

**Оцениваемые знания и умения:** У 1, 31 (Усвоение лексического минимума, Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

## **Задание 1**

Прочтите текст, переведите и ответьте на вопросы.

### **Origin of Oil and Gas**

Nowadays there are two main theories explaining the origin of petroleum or oil and natural gas - organic and inorganic ones. However, it has not been possible to determine the exact origin because it has not been possible to identify the exact place or materials from which any particular oil accumulation originated. The precise details regarding the problems of origin, migration and accumulation of petroleum have yet to be fully answered. Recent advances in analytical chemistry and geochemistry have advanced the knowledge and understanding, but issues remain to be resolved. The oil pool (field) is an end product to a 5-stage sequence of events: raw materials, accumulation, transformation, migration and geologic time. But the complication is that petroleum is a complex mixture of many hydrocarbons occurring in series with no two petroleum exactly alike in composition. This is probably due to variations in primary source materials and subsequent processes during formation such as pressure and temperature changes. Although the components of petroleum unite to form complex mixtures, the typical elemental chemical analysis indicates 10-15% hydrogen and 82-87% carbon weight.

- heavy crude
- light crude
- methane gas
- propane gas
- butane gas
- cyclo-hexane gas.

The organic theory presumes that hydrogen and carbon that make up petroleum came from plants and animals living on land and in sea. This explanation is most generally accepted by scientists. Heat and pressure transformed the organic materials into solid, liquid or gaseous hydrocarbons known as fossil fuels - coal, crude oil or natural gas. Oil is typically derived from marine plants and animals. Natural gas can be formed from almost any marine or terrestrial organic materials, under a wide variety of temperatures and pressures. The inorganic theory holds that hydrocarbons were trapped inside the Earth during the planet's formation and are slowly moving upwards. According to this theory, the hydrogen and carbon were brought together under great pressure and temperature deep in the Earth to form oil and gas, which then found its way through porous rocks to collect in natural traps in the underground formations of the earth.



Due to the force of gravity and the pressure created by the overlaying rock layers, oil and natural gas seldom stay in the source rock in which they are formed. Instead, they move through the underground layers of sedimentary rocks until they either escape at the surface or are trapped by a barrier of less permeable rock. Most of the world's petroleum had been found trapped in porous rocks under relatively impermeable formations. These reservoirs are often long distances away from the original source. A seep occurs when hydrocarbons migrate to the Earth's surface. Over time, huge amount of these hydrocarbons have escaped into atmosphere. Flowing water can also wash away hydrocarbons. Sometimes only lighter, more volatile compounds are removed, leaving behind reservoirs of heavier types of crude oil.

1. What theories about oil and gas origin do you know?
2. What is your personal opinion on these theories?
3. What theory is supported by most of scientists?
4. What transforms the organic materials into solid, liquid and gaseous hydrocarbons?
5. How can oil be formed?
6. What forms the gas?
7. Why oil and gas seldom stay in the source rock where they are formed?
8. Where oil and gas can be trapped?

### **Задание 2**

Голубев А.П. «Английский для технических специальностей», 2014. Издательский центр «Академия»

Прочитайте текст, выпишите слова в словарь, выучите их наизусть

Выполните упр. 1-4

## **Практическое занятие № 15.**

Лексическая тема: Соединенное королевство Великобритании и Северной Ирландии; США, Австралия, Новая Зеландия и Канада.

Цель работы: активизировать лексический материал по теме в разных видах деятельности.

**Оцениваемые знания и умения:** У 1, З1 (Усвоение лексического минимума, Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

### **Задание 1**

Прочитайте текст, переведите.

### **BRITAIN, THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND**

The United Kingdom (or Great Britain) is situated on the British Isles. The British Isles consist of two large islands, Great Britain and Ireland, and about five thousand small islands. Their total area is over 244 000 square kilometres.

The United Kingdom (UK) is made up of four countries: England, Wales, Scotland (on the island of Great Britain) and Northern Ireland (on the island of Ireland). Their capitals are London, Cardiff, Edinburgh and Belfast respectively. The capital of the UK is London.

Britain has been many centuries in the making. The Romans conquered most of Britain, but were unable to subdue the fiercely independent tribes in the west and for north. Further waves of invaders followed: Angles, Saxons, Jutes, Vikings, and Normans. All these contributed to the mixture we call English. For many centuries this country was known simply as England. To the

west and north, Wales and Scotland fought for their independence so passionately that it took hundreds of years to bring them under English domination.

Since the eighteenth century Britain has included England, Wales and Scotland. Further west was England's oldest colony, Ireland. The Irish won independence for the greater part of their country in 1921, but Northern Ireland was divided from the rest and retained as part of the United Kingdom of Great Britain and Northern Ireland. The mixture of peoples in Britain must not be overlooked. It is as inaccurate to refer to the British as English as it was to refer to a citizen of the former Soviet Union as a Russian. But this mistake is made all over the world and we have to accept the fact that when most other people talk about the English or the Russians they really mean British or citizens of the former Soviet Union.

The British Isles are separated from the European continent by the North Sea and the English Channel. The western coast of Great Britain is washed by the Atlantic Ocean and the Irish Sea.

The surface of the British Isles varies very much. The north of Scotland is mountainous and is called the Highlands, while the south, which has beautiful valleys and plains, is called the Lowlands. The north and west of England are mountainous, but all the rest — east, centre, and south-east is a vast plain. Mountains are not very high. Ben Nevis in Scotland is the highest mountain (1343 m).

There are a lot of rivers in Great Britain, but they are not very long. The Severn is the longest river, while the Thames is the deepest one.

The mountains, the Atlantic Ocean and the warm waters of Gulf Stream influence on the climate of the British Isles. It is mild the whole year round.

The UK is one of the world's smallest countries. Its population is over 57 million. About 80% of the population is urban.

The UK is a highly developed industrial country. It is known as one of the world's largest producers and exporters of machinery, electronics, textile, aircraft and navigation equipment. One of the chief industries of the country is shipbuilding.

The UK is a constitutional monarchy. In law, Head of the State is Queen. In practice, Queen reigns, but does not rule. The country is ruled by the elected government with the Prime Minister at the head. The British Parliament consists of two chambers: the House of Lords and the House of Commons.

There are three main political parties in Great Britain: the Labour, the Conservative and the Liberal parties.

## **Задание 2**

Выпишите слова в словарь, выучите слова наизусть

### **VOCABULARY**

to be situated ['sitʃueɪtɪd] — быть расположенным

to consist [kən'sɪst] — состоять

respectively [rɪs'pektɪvli] — соответственно

to separate ['sepəreɪt] — отделять, отделять, разъединять

surface ['sə:fɪs] — поверхность, ландшафт

mountainous ['maʊntɪnəs] — гористый, горный

valley ['væli] — долина, низина

machinery [mə'ʃɪ:nəri] — машины; оборудование; механизмы

Head of State ['hed əv 'steɪt] — глава государства

in practice ['præktɪs] — на практике, на самом деле, фактически

to reign [reɪn] — царствовать; царить

to rule [ru:l] — править, управлять, руководить

to elect [ɪ'lekt] — выбирать; избирать

government ['gʌvnmənt] — правительство

at the head — во главе  
chamber ['tʃeɪmbə] —палата (парламента)

### **Задание 3**

#### **ANSWER THE QUESTIONS**

1. The UK is an island state, isn't it? Where is it situated?
2. What countries is the UK made up of? What are their capitals?
3. What channel separates the British Isles from the European continent?
4. The surface of the British Isles varies very much, doesn't it?
5. How is the north of Scotland called? How is the south of Scotland called?
6. What's the highest mountain in Scotland?
7. Are there a lot of long and deep rivers in Great Britain ?
8. Why is the climate of the British Isles mild?
9. Is the UK a large country?
10. What's the UK's population?
11. The UK is a highly developed industrial country. What does it produce and export?
12. The UK is a constitutional monarchy. What does it mean ?

### **Практическое занятие № 16.**

Лексическая тема: Соединенное королевство Великобритании и Северной Ирландии; США, Австралия, Новая Зеландия и Канада.

Цель работы: активизировать лексический материал по теме в разных видах деятельности.

**Оцениваемые знания и умения:** У 1, 31 (Усвоение лексического минимума, Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

#### **Задание 1**

Прочитайте и переведите текст

#### **THE UNITED STATES OF AMERICA, CANADA, AUSTRALIA AND NEW ZEALAND.**

The United States of America covers the central part of North America. Besides, Alaska and Hawaii belong to the USA. Its territory is about 9,328,000 square kilometers. The population of the United States is about 265 million people. The climate is different from state to state due to the large size of the country. It is mostly temperate, but tropical in Hawaii and Florida, and arctic in Alaska.

The USA is washed by the Pacific Ocean in the west and the Atlantic Ocean and the Gulf of Mexico in the east. It borders on Canada in the north and on Mexico in the south. The most important rivers in the USA are the Mississippi, the Colorado, the Ohio, and the Hudson River. The main mountain chains are the Cordillera in the west and the Appalachian Mountains in the east. Between these two mountain chains lie the central lowlands, called the prairie. To the north of the country, on the border with Canada, the Great Lakes are situated. They include the Lake Superior, the Lake Ontario, the Lake Erie, the Lake Huron and the Lake Michigan. Natural resources include nickel, lead, silver, petroleum, natural gas, iron and others.

Canada is located in North America. It is the second largest country in the world, but the population of the country is only about 30 million people. Most of the population is concentrated along the southern border, in the cities such as Montreal, Ottawa and Toronto.

Canada is an independent country, though formally Elizabeth II, Queen of the United Kingdom, is recognized as Head of State. The country consists of two territories and ten provinces. There are two official languages in Canada — English, which is the language of about 60% of the population, and French. The majority of French-speaking population is concentrated in the province of Quebec.

The country is mainly agricultural. It is well known as an exporter of wheat and oats. It is also rich in natural resources. It is one of the main producers of electric power.

The continent of Australia is situated between the Indian Ocean and the Pacific Ocean. Australia is the sixth largest country in the world. The country's official name is Commonwealth of Australia. It is unique, because it is at the same time a continent, the smallest one in the world.

Australia is a very young country. The explorers from Europe unanimously called it a wonderful continent. There are really a lot of wonders: strange animals and wildlife, unusually mild weather, warm winters, etc. Even the sun rises there in the west, which is strange for Europeans. Besides, there is great stock of mineral resources: gold, oil, coal and much more.

The Commonwealth of Australia is a federation of six states: South Australia, New South Wales, Queensland, Victoria, Tasmania, and Western Australia. The central part of the country is scarcely populated. The majority of the inhabitants live along the seashore or on the islands surrounding the continent: Tasmania is probably the most famous of them.

There are not very many cities in Australia. Agriculture is very well developed there. It is the world's leading manufacturer of wool. The largest and the most famous city is Sydney. It was the capital of the Olympic Games in 2000. The capital of the country is Canberra, which is a remarkable city, with lakes, parks and skyscrapers.

New Zealand is a country in the Pacific Ocean, situated to the southeast from Australia. The country consists of two main islands and a number of smaller ones. All of them belong to the large group of Polynesian Islands. As one of the former colonies of Great Britain, now New Zealand is a member of the Commonwealth. It is formally the constitutional monarchy, Queen Elizabeth II being Head of State. The Queen appoints the governor who rules in her name. But, as well as in the UK, the Queen and her representatives have little or no power. In fact, the Prime Minister is the ruler.

New Zealand is a rich country, most of its wealth being due to agricultural activities. The rate of life in New Zealand is really high. Auckland is the largest city in the country. The capital of New Zealand is Wellington. English is the official language in the country, though in some schools Maori, which is the language of the native population, is taught as well.

## **Задание 2**

### **ANSWER THE QUESTIONS**

1. Where is the USA situated?
2. What land area does it cover?
3. How large is the population of the USA?
4. What countries does the USA border on?
5. What seas and oceans is it washed by?
6. Where is the country situated?
7. What is the size of the country?
8. What are its main cities? What is the capital of the country?
9. Where is the majority of the population concentrated?
10. What is the most important sphere of economy of the country?

11. Is the country rich in natural resources? What are they?
12. Who is formally recognized as Head of State in Canada?
13. What is the official language of the country?

### Задание 3

Think of the beginning of the following sentences:

1. ... is located in North America.
2. ... between the Indian Ocean and the Pacific Ocean.
3. ... of two territories and ten provinces.
4. ... is concentrated in the province of Quebec.
5. ... belong to Polynesian Islands.
6. ... an exporter of wheat and oats.
7. ... a wonderful continent.
8. ... due to agricultural activities.

### Задание 4

С.154, упр.9 пересказ

Составить диалоги по теме

Безкорвайная Г.Т. "Planet of English", 2015. Издательский центр «Академия»

## Практическое занятие № 17.

Грамматический материал: Прошедшее совершенное время (The Past Perfect Tense)

Будущее совершенное время (The Future Perfect Tense)

Цель работы: активизировать грамматический материал по теме в разных видах деятельности, ознакомить с образованием и употреблением времен группы Perfect

**Оцениваемые знания и умения:** 31, 32 (Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2

#### Прошедшее совершенное (Past Perfect)

Прошедшее совершенное (Past Perfect) выражает прошедшее действие, предшествовавшее какому-либо определенному моменту в прошлом или завершившееся до другого действия в прошлом, предпрошедшее. Переводится прошедшим временем, иногда с прибавлением уже.

Таблица спряжений глагола в Past Perfect		
Утвердительная форма	Вопросительная форма	Отрицательная форма
I had seen the film. Я (уже) посмотрел фильм	Had I seen the film? Я (уже) посмотрел фильм?	I had not seen the film. Я (еще) не посмотрел фильм
He, she, it had seen the film. Он, она, оно (уже) посмотрел (ла) фильм.	Had he, she, it seen the film. Он, она, оно (уже) посмотрел (ла) фильм?	He, she, it had not seen the film. Он, она, оно (еще) не посмотрел (ла)

		фильм.
We had seen the film. Мы (уже) посмотрели фильм.	Had we seen the film? Мы(уже) посмотрели фильм?	We had not seen the film. Мы (еще) не посмотрели фильм.
You had seen the film. Вы (уже) посмотрели фильм.	Had you seen the film. Вы (уже) посмотрели фильм?	You had not seen the film. Вы (еще) не посмотрели фильм.
They had seen the film. Они (уже) посмотрели фильм.	Had they seen the film. Они (уже) посмотрели фильм?	They had not seen the film. Они (еще) не посмотрели фильм.

Прошедшее совершенное (Past Perfect) может употребляться в следующих случаях:

**1.**Для выражения прошедшего действия, которое уже совершилось до определенного момента в прошлом. Данный момент времени может быть указан обстоятельством времени. (by 6 o'clock, by Saturday, by that time, by the end of the week)

Пример:

He had left by the 5st of January. Он уехал еще до 5 января.

I had never seen him before yesterday. Я никогда его не видел до вчерашнего дня.

**2.**Для выражения прошедшего действия, которое уже совершило до другого, более позднего прошедшего действия, выраженного глаголом в Past Indefinite, т.е прошедшее совершенное (Past Perfect) используется в сложноподчиненных предложениях.

Пример:

He had already gone when I arrived. Он уже ушел, когда я появился.

### **Будущее совершенное (Future Perfect)**

Будущее совершенное (Future Perfect) используется для выражения будущего действия, которое закончится до определенного момента в будущем (предбудущим).

### **Таблица спряжений глагола в Future Perfect**

<b>Утвердительная форма</b>	<b>Вопросительная форма</b>	<b>Отрицательная форма</b>
I shall have seen the film. Я посмотрю фильм	Shall I have seen the film? Я посмотрю фильм?	I shall not have seen the film. Я не посмотрю фильм
He, she, it will have seen the film. Он, она, оно посмотрят (ла) фильм.	Will he, she, it seen the film. Он, она, оно посмотрит фильм?	He, she, it will not have seen the film. Он, она, оно посмотрят не фильм.
We shall have seen the film. Мы посмотрим фильм.	Shall we have seen the film? Мы посмотрим фильм?	We shall not have seen the film. Мы не посмотрим фильм.
You will have seen	Will you seen the	You will not have

the film. Вы посмотрите фильм.	film. Вы посмотрите фильм?	seen the film. Вы не посмотрите фильм.
They will have seen the film. Они посмотрят фильм.	Will they seen the film. Они посмотрят фильм?	They will not have seen the film. Они не посмотрят фильм.

Момент в будущем, до которого закончится действие выражается:

А) Обстоятельством времени с предлогом by. (by 6 o'clock, by the end of the week)

В) Другим будущим действием, выраженным Present Indefinite в придаточном предложении времени и условия с такими союзами: before, when.

Пример:

When they meet next time, he will have read this book. Когда они встретятся в следующий раз, он прочитает эту книгу.

Future Perfect используется с already и другими обстоятельственными словами, эти слова ставятся после shall.

Пример:

By the end of this week my friend will already have written his report. К концу недели мой друг напишет свой доклад.

Примечание:

Future Perfect не употребляется для выражения будущего действия в обстоятельственных придаточных предложениях времени и условия, которые вводятся словами after, when, as soon as, if и другими. В этих случаях вместо Future Perfect используется Present Perfect.

Пример:

She will go to the country as soon as she passed her exams. Она поедет в деревню, как только сдаст экзамены.

### Задание 1.

В данном упражнении вы должны выбрать правильную форму глагола, исходя из контекста представленных предложений.

I discovered that someone ... the last apple when I opened my refrigerator.

- had eaten
- has eaten

Christina failed the exam because ... .

- hadn't studied
- hasn't studied

Peter ... with everyone in the party by the end of the evening.

- had talked
- has talked

Russian food until my journey to Russia last year.

- has tasted
- had tasted

They ... their keys in the car that's why they couldn't drive away.

- have locked
- had locked

Students ... new Chemistry teacher yet.

- hadn't met
- haven't met

Don't pour your coffee on the floor – my sister ... the flat.

- had just cleaned

- have just cleaned

Jane is working late again? She ... overtime every week this month.

- has worked
- had worked

Dane ... Russian food.

- has never had
- had never had

We had a great time on our meeting last night but my friends ... me since.

- hadn't called
- haven't called.

## Задание 2.

В данном упражнении необходимо дополнить предложения глаголом в скобках, поставленным в правильную форму.

1. When I came to the parking I found that my Opel ... (to steal).
2. Peter ... (to live) in London for two years before he got used to rainy weather.
3. Kate ... (to learn) Spanish for two years now.
4. The aborigines were stunned because they ... (never, to see) ships before.
5. Security won't let him in because he ... (to forget) his member card.
6. The security said: 'I won't let you in because you ... (to forget) your member card'.
7. ... (to see) the new film by Scorsese?
8. Girls ... (to drink) a lot of Martini by the time the celebration ended.
9. My friend were nervous because they ... (to wait) for too long.
10. He never gets up from the table before others ... (to finish).
11. It's already 9 p.m. We ... (to wait) for over half an hour. If Jane doesn't arrive in the next two minutes, we are going to leave.
12. Did they hear John was fired last week? John ... (to work) for that company for over than fifteen years.
13. I ... (to see) many pictures of the Westminster Palace before I went to Great Britain last year.
14. Tom ... (to climb) Mount Everest, ... (to sail) around the world. He is very adventurous person.
15. Before my trip to Beijing three years ago, I ... (never, to be) to China.

## Задание 3

Выполните тест

1. We could not send you a postcard because we \_\_\_\_\_ our address book.  
have forgotten    had forgotted    had forgotten
2. I \_\_\_\_\_ the key that he had given to me.  
lost    losted    had lost
3. She put on the red dress, which she \_\_\_\_\_ for ages.  
has not worn    not had worn    had not worn
4. \_\_\_\_\_ your homework before you went to the cinema?  
Had you finished    Did you finished    You had finished
5. When they came home, Sue \_\_\_\_\_ dinner already.  
has cooked    had cooked    had cooking
6. Why \_\_\_\_\_ the bathroom before you bathed the dog?  
had you cleaned    you had cleaned    had you clean
7. The waiter served something that we \_\_\_\_\_.  
have not ordered    had not ordered    not had ordered
8. His mother was angry because he \_\_\_\_\_ her with the shopping.



have not helped   not had helped   had not helped

Будущее совершенное время (The Future Perfect Tense)

1. By that time I'll \_\_\_\_\_ from the University and will \_\_\_\_\_ a well-paid job, I hope.  
graduate, get   have graduated, have got   have graduated, get   graduate, have got

2. We \_\_\_\_\_ the camp by 10 o'clock, I believe.

reached   were reaching   will have reached

3. I hope, we \_\_\_\_\_ half of our way by tomorrow.

will have driven   are driving   'll have driven

4. We'll \_\_\_\_\_ decorating the room before you get back.

finish   have finished

5. By the end of August we'll \_\_\_\_\_.

have moved   would move   will move

6. If we don't hurry, the party will \_\_\_\_\_ before we get there.

have finished   finishes

7. He \_\_\_\_\_ by Monday, so try to get in touch with him earlier if you really want to speak to him about that.

is leaving   will leave   will have left

8. I hope they \_\_\_\_\_ this unpleasant episode by the time they meet again.

will have forgotten   'll be forgotten   forget

9. I hope we will \_\_\_\_\_ the market research by January.

be doing   are doing   will do   have done

**Практическое занятие № 18.**

Лексическая тема: Технический профиль.

Цель работы: активизировать лексический материал по теме в разных видах деятельности.

**Оцениваемые знания и умения:** У 1, 31 (Усвоение лексического минимума, Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

**Задание 1**

Прочтите текст, переведите и ответьте на вопросы.

**PHYSICAL PROPERTIES OF PETROLEUM**

The colour of petroleum varies from light-yellow to red, while some very dark grades are opaque. The higher the specific gravity, the darker the oil.

The nature and composition of crude oil usually determines its odour. Unsaturated hydrocarbons, sulphur and certain nitrogen compounds are responsible for disagreeable odours. Crude petroleum from Russia, Romania and California has an aromatic odour. Pennsylvania petroleum has an agreeable gasoline-like odour. Other oils vary in odour depending on the quantity of light hydrocarbons present in the oil, and of the impurities present. The petroleum from South Texas and Mexico has a strong disagreeable odour, due to hydrogen sulphide and other sulphur compounds. Petroleum is lighter than water. The specific gravity is influenced by physical factors and by the chemical composition of the crude oil. It varies from 0.7684 to 0.992.

The viscosity, or the measure of the resistance to flow, is an important factor with lubricating oils. It is usually stated in terms of the time necessary for a definite volume of oil at a definite temperature to flow through a small opening. The actual work is carried out in an

instrument known as a viscosimeter, of which there are several standard makes in use at the present time. Crude petroleum is quite different in viscosity. Some are very mobile, while others, like Mexican crude, are quite viscid. Oils composed of hydrocarbons belonging to the series  $C_nH_{2n-2}$  and  $C_nH_{2n-4}$  are viscous. Heavy petroleum in general is composed to a large extent of these hydrocarbons. The viscosity increases with the density. The viscosities of oils of the same specific gravity, but from different sources, are not always the same. This is due to the difference in chemical composition.

1. Which physical properties does petroleum have?
2. What influences the color of the petroleum?
3. How do different oils smell and why?
4. What is viscosity and why it is important?

## **Задание 2**

Голубев А.П. «Английский для технических специальностей», 2014. Издательский центр «Академия»

С.169-170, чтение и перевод текста, выучить слова наизусть.

## **Практическое занятие № 19.**

Лексическая тема: Географическое положение Великобритании, климат, население, города.

Цель работы: активизировать лексический материал по теме в разных видах деятельности.

**Оцениваемые знания и умения:** У 1, 31 (Усвоение лексического минимума, Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

## **Задание 1**

Прочитайте и переведите текст

### **The geographical position of Great Britain**

The United Kingdom of Great Britain and Northern Ireland covers an area of some 244 thousand square miles. It is situated on the British Isles. The British Isles are separated from Europe by the Strait of Dover and the English Channel. The British Isles are washed by the North Sea in the east and the Atlantic Ocean in the west.

The population of Great Britain is about 60 million. The largest cities of the country are London, Birmingham, Liverpool, Manchester, Glasgow and Edinburgh.

The territory of Great Britain is divided into four parts: England, Scotland, Wales and Northern Ireland.

England is in the southern and central part of Great Britain. Scotland is in the north of the island. Wales is in the west. Northern Ireland is situated in the north-eastern part of Ireland.

England is the richest, the most fertile and most populated part in the country. There are mountains in the north and in the west of England, but all the rest of the territory is a vast plain. In the northwestern part of England there are many beautiful lakes. This part of the country is called Lake District.

Scotland is a land of mountains. The Highlands of Scotland are among the oldest mountains in the world. The highest mountain of Great Britain is in Scotland too. The chain of mountains in Scotland is called the Grampians. Its highest peak is Ben Nevis. It is the highest peak not only in Scotland but in the whole Great Britain as well. In England there is the Pennine Chain. In Wales there are the Cumbrian Mountains.

There are no great forests on the British Isles today. Historically, the most famous forest is Sherwood Forest in the east of England, to the north of London. It was the home of Robin Hood, the famous hero of a number of legends.

The British Isles have many rivers but they are not very long. The longest of the English rivers is the Severn. It flows into the Irish Sea. The most important river of Scotland is the Clyde.

Glasgow stands on it. Many of the English and Scottish rivers are joined by canals, so that it is possible to travel by water from one end of Great Britain to the other.

The Thames is over 200 miles long. It flows through the rich agricultural and industrial districts of the country. London, the capital of Great Britain, stands on it. The Thames has a wide mouth, that's why the big ocean liners can go up to the London port.

Geographical position of Great Britain is rather good as the country lies on the crossways of the sea routes from Europe to other parts of the world. The sea connects Britain with most European countries such as Belgium, Holland, Denmark, Norway and some other countries. The main sea route from Europe to America also passes through the English Channel.

### **Задание 2**

Составьте 10 вопросов по тексту.

Составьте план для пересказа текста.

## **Практическое занятие № 20.**

Лексическая тема: Географическое положение Великобритании, климат, население, города.

Цель работы: активизировать лексический материал по теме в разных видах деятельности.

**Оцениваемые знания и умения:** У 1, 31 (Усвоение лексического минимума, Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

### **Задание 1**

Прочитайте и переведите текст

#### **Climate in Great Britain**

The British Isles which are surrounded by the ocean have an insular climate.

There are 3 things that chiefly determine the climate of the United Kingdom: the position of the islands in the temperate belt; the fact that the prevailing winds blow from the west and south-west and the warm current — the Gulf Stream that flows from the Gulf of Mexico along the western shores of England. All these features make the climate more moderate, without striking difference between seasons. It is not very cold in winter and never very hot in summer.

So, the British ports are ice-free and its rivers are not frozen throughout the year. The weather on the British Isles has a bad reputation. It is very changeable and fickle. The British say that there is a climate in other countries, but we have just weather. If you don't like the weather in England, just wait a few minutes.

It rains very often in all seasons in Great Britain. Autumn and winter are the wettest. The sky is usually grey and cold winds blow. On the average, Britain has more than 200 rainy days a year. The English say that they have 3 variants of weather: when it rains in the morning, when it rains in the afternoon, and when it rains all day long. Sometimes it rains so heavily, that they say «It's raining cats and dogs».

Britain is known all over the world for its fogs. Sometimes fogs are so thick that it's impossible to see anything within a few meters. The winter fogs of London are, indeed, awful; they surpass all imagination. In a dense fog all traffic is stopped, no vehicle can move from fear of dreadful

accidents. So, we may say that the British climate has three main features: it is mild, humid and very changeable.

Large cities of the United Kingdom

Great Britain is a highly developed industrial country, and most of the people live in large cities. Naturally, the capital comes first among the biggest industrial cities of the country. Lots of things such as clothes, food, planes and cars are made in London.

Birmingham is the biggest town in the centre of England. Machines, cars and lorries are made here. TV- and radio-sets are also produced in Birmingham.

Manchester is an industrial capital of the North of England. It is a very old city. It is the centre of cotton industry. Manchester was the first city in Great Britain to build an airport in 1929.

Manchester has many libraries, museums, art galleries and theatres.

Edinburgh is the capital of Scotland. It is one of the most beautiful cities in Europe. Its main attractions are the Floral clock made of growing flowers, and the Edinburgh Art Festivals, the annual summer performances of operas, dancing, music and drama.

Glasgow is another great Scottish city. It is famous for its shipyards. Glasgow is a great industrial city and also the centre of Scottish culture.

Cardiff is the capital of Wales. It is a big port and ships come here from all over the world.

Cambridge and Oxford are the oldest university towns in Great Britain. Many great men studied in these universities: Cromwell, Newton, Byron, Darwin and others.

### **Задание 2**

Отвечьте на вопросы по тексту письменно

1. What is the official name of the country?
2. Where is it located?
3. What is it washed by?
4. What is the area, the population of the UK?
5. What languages are spoken in the UK?
6. How is the national flag of the UK called?
7. What type of climate does the UK have?
8. Where are the countries situated?
9. Why does the United Kingdom have an insular climate?
10. Does the Gulf Stream flow from the Gulf of Mexico along the western
11. shores of England?
12. Why are the English ports ice-free?
13. What kind of climate does Great Britain have?
14. What are three main features that determine the climate of Great Britain?
15. Is it very hot in Britain in summer?
16. Are the English rivers frozen during winter?
17. What happens when there is a heavy fog in Great Britain?
18. Does it rain very often?
19. What reputation does the weather of the United Kingdom have?

### **Задание 3**

Выпишите слова и выучите их наизусть

Слова:

awful - ужасный, пугающий

dense - плотный, густой

dreadful - ужасный, страшный

fickle - непостоянный

fog - туман

insular climate - островной климат

It's raining cats and dogs - дождь льет как из ведра

moderate - умеренный  
 prevailing winds - господствующие ветры  
 shores - побережье  
 striking difference - зд. большая разница  
 temperate belt - умеренный пояс  
 throughout - по всей, повсюду, везде, в течение всего  
 the Gulf Stream - течение Гольфстрим  
 to blow - здесь - дуть; обдув, удар  
 to flow - течь, протекать  
 to surround - окружать  
 to determine - определять  
 vehicle - транспортное средство, автомобиль  
 wet - сырой, мокрый

#### Задание 4

Агабекян И.П. «Английский язык» 2015. Издательство «Феникс»

Стр.136-138, прочитайте текст, переведите, выпишите слова в словарь, ответьте на вопросы устно

### Практическое занятие № 21.

Грамматический материал: Действительный и страдательный залог

Цель работы: активизировать грамматический материал по теме в разных видах деятельности, ознакомить с образованием и употреблением времен группы Perfect

**Оцениваемые знания и умения:** 31, 32 (Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2

#### Страдательный залог.

Действительный и страдательный залоги в английском языке совпадают со значением соответствующих залогов в русском языке. Глагол в действительном залоге (Active Voice) показывает, что действие совершает лицо или предмет, выраженный подлежащим.

**He often asks questions.** Он часто задаёт вопросы.

Глагол в страдательном залоге (Passive Voice) означает, что действие направлено на предмет или лицо, выраженное подлежащим.

**He is often asked questions.** Ему часто задают вопросы.

Формы страдательного залога образуются при помощи глагола to be в соответствующей форме и Participle II (Причастие II) смыслового глагола.

	Present		Past		Future	
<b>Indefinite</b>	I he (she) we (you, they)	am asked is asked are asked	I (he, she) we (you, they)	was asked were asked	I (we) he (she, you, they)	will be asked
<b>Continuous</b>	I he (she) we (you, they)	am being asked is being asked are being asked	I (he, she) we (you, they)	was being asked were being asked		

		are being asked				
<b>Perfect</b>	I, we, you, they he (she)	have been asked has been asked	I (he, she, we, you, they)	had been asked	I, we he, she, you, they	will have been asked

### Примеры.

#### Indefinite Passive (to be + Participle II)

1. **The newspapers *are delivered* every morning.** (Present Indefinite Passive)  
Газеты доставляются каждое утро.
2. **This book *was bought* a month ago.** (Past Indefinite Passive) Эта книга была куплена месяц назад.
3. **The letter *will be mailed* tomorrow.** (Future Indefinite Passive) Письмо будет отправлено завтра.

#### Continuous Passive (to be + being + Participle II).

1. **The house *is being repaired*.** (Present Continuous Passive) Дом ремонтируется.
2. **When John was ill he *was being taught* at home.** (Past Continuous Passive)  
Когда Джон болел, его обучали дома.

#### Perfect Passive (to have + been + Participle II)

1. **This letter *has been brought* by the secretary.** (Present Perfect Passive)  
Секретарь принёс письмо. (Письмо принесено секретарём)
2. **He decided to become a writer only when his first story *had been published*.** (Past Perfect Passive) Он решил стать писателем, только когда его первый рассказ был напечатан.
3. **By the 1st of July the last exam *will have been passed*** (Future Perfect Passive)  
К первому июля последний экзамен будет вами сдан.

Сказуемое в страдательном залоге может переводиться на русский язык: а) кратким страдательным причастием; б) глаголом на -ся; в) неопределённо-личным глаголом.

**The house is built.** а) Дом построен. б) Дом строится. в) Дом строят.

Следует обратить особое внимание на перевод глаголов с предлогом в страдательном залоге. Наиболее распространённые из этих глаголов:

**hear of** - слышать о

**laugh at** - смеяться над

**look after** - присматривать за (кем-либо)

**look at** - смотреть на

**rely on** - полагаться на

**send for** - посылать за

**speak of (about)** - говорить о

**pay attention to** - обращать внимание на

**take care of** - заботиться о

**The book is much spoken about.** Об этой книге много говорят.

**He can't be relied on.** На него нельзя положиться.

В русском переводе не все глаголы сохраняют предлог:

**to listen to** - слушать что-либо, кого-либо

**to look for** - искать что-либо

**to provide for** - обеспечить кого-либо, чем-либо

**to explain to** - объяснять кому-либо

**He was listened to with great attention.** Его слушали с большим вниманием.

### Задание 1.

В данном задании необходимо правильно составить вопросительные предложения, обращая особое внимание на порядок слов в пассивном залоге.

1. In China/cars/made/are?
2. The ambulance/to hospital/her/has/taken?
3. In five minutes/can/the potatoes/roasted/be?
4. For the exam/the students/will/prepared/be?
5. Tea/when/served/be/will?
6. Lunch/being/is/today/provided?
7. Broadcasted/the videos/be/may?
8. To them/last week/were/given/laptops?
9. Closed/for repairs/has/the road/been?
10. Asked/by the teacher/was/he/yesterday?
11. Were/caught/the thieves?
12. Are/in the language lab/the tests/always/written?
13. My apology/be/will/accepted?
14. In Alaska/eagles/are found?
15. For the World Exhibition/built/was/the Eiffel Tower?
16. The workers/by computers/will/replaced/ be?
17. Carrots and beans/be/cooked/can/together?
18. By the police/seen/the accident/was/yesterday?
19. Was/the first underground railway/opened/where?
20. Going to/returned/are/be/to the school/the books?

### Задание 2.

В данном упражнении необходимо из предложений в активном залоге сделать предложения в пассивном. Julia rescued four dogs.

1. The pupils handed in their tests.
2. Gillian learned the song.
3. Peter crashed into red jeep.
4. Amanda has forgotten her keys.
5. They play baseball.
6. The mechanic didn't repair the broken car.
7. Kate has put her bag on the floor.
8. The professor was not going to open the door.
9. The boys had lost the match.
10. We don't speak Spanish in this shop.
11. Dennis asked Kevin a very interesting question.
12. Somebody planted the tree last month.
13. He gives her a present.
14. Grandmother will look after children.
15. The waitress brought Mary a big pizza.
16. The coach told us a very interesting story.
17. Somebody broke into our flat last Monday.
18. Jacob hasn't sent me an e-mail.
19. Parents will meet Christina at the bus station.

### Задание 3.

Раскройте скобки, употребляя глаголы в Present, Past или Future Simple Passive.

1. Bread (eat) every day.
2. The letter (receive) yesterday.
3. Nick (send) to Moscow next week.
4. I (ask) at the lesson yesterday.
5. I (give) a very interesting book at the library

last Friday. 6. Many houses (build) in our town every year. 7. This work (do) tomorrow. 8. This text (translate) at the last lesson. 9. These trees (plant) last autumn. 10. Many interesting games always (play) at our PT lessons. 11. This bone (give) to my dog tomorrow. 12. We (invite) to a concert last Saturday. 13. My question (answer) yesterday. 14. Hockey (play) in winter. 15. Mushrooms (gather) in autumn. 16. Many houses (burn) during the Great Fire of London. 17. His new book (finish) next year. 18. Flowers (sell) in shops and in the streets.

#### **Задание 4.**

Действительный и страдательный залог

Безкорвайная Г.Т. "PlanetofEnglish", 2015. Издательский центр «Академия»

С.153, конспект, упр. 6

### **Практическое занятие № 22.**

Лексическая тема: Технический профиль.

Цель работы: активизировать лексический материал по теме в разных видах деятельности.

**Оцениваемые знания и умения:** У 1, 31 (Усвоение лексического минимума, Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

#### **Задание 1**

Прочтите текст, переведите.

#### **PHYSICAL PROPERTIES OF PETROLEUM**

Colour, odour, specific gravity, and viscosity are the main physical properties of petroleum. Another important determination made in connection with petroleum products is that of the flash and burning points. The flash point may be defined as the temperature at which vapours arising from the heated oil will ignite with a flash of very short duration, when a small flame is passed over the surface. This is of the utmost importance, as it indicates the temperature at which oil will ignite. The specific heat of the hydrocarbons in each series decreases with increase in molecular weight. The heat of vaporization decreases with increase in molecular weight.

Crude oils differ markedly in their boiling points and in the amount of distillate which is obtainable at definite temperatures. The boiling point of the crude oil will depend largely on the hydrocarbons. A petroleum of low specific gravity will usually contain a larger proportion of the more volatile hydrocarbons, whereas in a crude of high specific gravity, high-boiling hydrocarbons generally predominate.

#### **Задание 2**

Ответьте на вопросы.

1. Name all physical main properties of petroleum.
2. What does flash point mean?
3. How molecular weight influences the heat of vaporization?
4. What boiling point depends on?

### **Практическое занятие № 23.**

Лексическая тема: Технический профиль.

Цель работы: активизировать лексический материал по теме в разных видах деятельности.



**Оцениваемые знания и умения:** У 1, 31 (Усвоение лексического минимума, Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

### **Задание 1**

Прочтите текст, переведите.

#### **Exploring of Oil and Gas**

Earth scientists in the petroleum industry – including geologists, geophysicists, geochemists and paleontologists - study what has happened to rocks that may be buried thousands of meters below surface, how those rocks were formed and affected by events stretching back millions of years, and how to identify traps where oil and gas accumulated within rock formations. An explorer may have a well-developed theory or intuition why an area should contain oil and gas. A first-hand look at outcrop geology and surface features sometimes helps to confirm the basic requirements - that there may be sedimentary rocks, potential reservoirs and hydrocarbon-bearing source rocks in a sedimentary basin. Within a basin, the explorer's first step is to examine all the information already known about the area. This might include academic papers, surface geology observations, any wells drilled, data from relevant agencies or departments and previous exploration results from nearby or similar areas. Geophysicists can identify the structure, configuration, thickness and depth of new sedimentary basins by measuring slight variations in the Earth's gravitational and magnetic fields and by measuring the time taken for seismic energy waves to pass through and be reflected from sedimentary layers.

In a typical trap, gas accumulates on the top of the reservoir as a "gas cap" over the oil, which in turn overlies the water-saturated zone in the reservoir. This occurs because natural gas is lighter than oil which is lighter than water. However, all three fluids are often intermingled in parts of the reservoir. Porosity is the ability of rock to hold oil and gas like water in a sponge. A trap requires three elements:

- A porous reservoir rock to accumulate the oil and gas- typically sandstones, limestones and dolomites
- An overlaying impermeable rock to prevent oil and gas from escaping
- A source for the oil and gas, typically black waxy shales.

There are 6 common oil and gas traps:

- 1) thrust fault;
- 2) normal fault;
- 3) stratigraphic pinch-out;
- 4) reef;
- 5) anticlines;
- 6) salt dome.

If it is impossible to obtain the geophysical data from regulatory bodies, the seismic survey is required. In a seismic survey it is necessary to lay out a line or several lines of sensitive receivers, called geophones or jugs, on the ground. Then explosions or mechanical vibrations are created on the surface. The geophones record the energy reflected back as seismic waves from rock layers at various depths. Geophysicists and geologists examine the seismic data for the presence of suitable traps and for similarities with other petroleum-producing areas. If the results seem promising, they use the seismic data to pinpoint where to drill a well.

### **Задание 2**

Ответьте на вопросы.

1. What study the geologists, geophysicists, geochemists and paleontologists?
2. What are the basic requirements for presence of oil and gas?
3. What is necessary to know about a basin?

4. How geophysicists can identify the structure, configuration, thickness and depth of new sedimentary basins?
5. In which form accumulates natural gas?
6. What is lighter: oil, water or gas?
7. How the seismic survey is conducted?
8. When it is possible to drill a well?

### **Практическое занятие № 24.**

Лексическая тема: Лондон – столица Англии.

Цель работы: активизировать лексический материал по теме в разных видах деятельности.

**Оцениваемые знания и умения:** У 1, 31 (Усвоение лексического минимума, Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

#### **Задание 1**

Прочитайте и переведите текст

#### **London is the capital of Great Britain.**

##### **The Crown of Europe**

Famous for red double-decker buses and phone boxes, London, the capital of the United Kingdom (UK), is the most visited city in the world. With a population of around 18,000 people 1,000 years ago, London is now home to approximately 12 million people from all over the world.

Getting to know all of the London's charms is a daunting task, but even a short visit will be an unforgettable experience for every tourist.

##### **A Brief History of London**

Although the Romans named the city Londinium during their conquest of Britain, settlements had existed on the site of the city for thousands of years before.

The royal history of England starts in the 9th century with the House of Wessex (the name of the royal family), and continues until today with the currently reigning House of Windsor.

Under Anglo-Saxons, London emerged as a great trading city, and it eventually replaced Winchester as the capital of England.

As Britain grew as a supreme maritime power, London drew people from all over world, which boosted its economy.

London was heavily bombed during World War II, and soon after, the decline of the British Empire followed.

Still, London managed to grow in size and influence and maintain its status as a global center of culture and finance.

##### **Attractions**

##### **Buckingham Palace.**

Queen Elizabeth II is probably the most famous reigning monarch in the world, having held the position for more than 55 years. The Queen and her family reside in the Buckingham Palace, which was built in the 19th century. The palace, now a focal point for the British people for both national celebrations and mourning, had Queen Victoria as its first resident.

Located in Westminster, this grand palace has 775 rooms, and one of the largest private gardens in the world. Tourists are welcome to visit some state rooms, which are normally used for official meetings, in August and September.

##### **British Museum**

British Museum's permanent collection, which counts as many as 8 million art pieces and artifacts, will overwhelm you. The collection originates from all continents, and it illustrates the story of human civilization, history and culture from the very beginning. This museum hosts more than 6 million tourists each year. This is where you can see Elgin Marbles, taken from the ancient Greek temple of Parthenon in Athens, and Rosetta Stone, one of oldest writings of Ancient Egyptian literature, carved on a stone.

### **London on Film**

Sherlock Holmes, the most famous fictional detective, is from London. According to the book, the movies and the series, his residence is on 221b Baker Street. If you go to this address, you will find a small museum dedicated to Sherlock Holmes and an inevitable long queue of tourists waiting to enter.

According to the best-selling book, Harry Potter and his wizard friends leave to Hogwarts, the school of magic, from the King's Cross station in London. The secret passage to their world of magic is on the 9 ¾ Platform, which tourists can actually see if they visit the station.

James Bond, a famous British movie spy, often needs to carry out missions around London. If you are fan, you might want to check out Thames House, the headquarters of Bond's secret service MI5, and many other city locations which have featured in James Bond movies.

### **Задание 1.**

#### **Vocabulary Questions**

1. What does "reign" mean?
  - a. to own a palace
  - b. to rule as a monarch
  - c. to be from a wealthy family
2. What does "maritime" mean?
  - a. located on the beach
  - b. done very quickly
  - c. connected with the sea
3. What does "focal" mean?
  - a. very powerful
  - b. the center or the most important part
  - c. well-known
4. What does "boost" mean?
  - a. help increase or improve
  - b. cause to explode
  - c. decline rapidly
5. What does "overwhelm" mean?
  - a. have a strong emotional impact on something
  - b. cost a lot of money
  - c. require much time

### **Задание 2.**

#### **Questions**

1. **How** does Harry Potter access his school of magic?
  - a. across the Tower Bridge
  - b. through the King's Cross station
  - c. in the Thames House
2. **Why** was Tower Bridge painted red, blue and white?
  - a. to celebrate the Olympic Games
  - b. to celebrate British independence
  - c. to celebrate Queen's Silver Jubilee
3. **When** did the British Empire start to decline rapidly?

- a. after World War II
  - b. after World War I
  - c. in the 1990s
4. **What** is the House of Windsor?
- a. the place where the royal family lives
  - b. the name of the current royal family
  - c. Queen Elizabeth's summer house

### Задание 3

#### Collocation Questions

1. Getting to know all of London's charms is a \_\_\_\_\_ task.
  - a. intimidating
  - b. daunting
  - c. challenging
2. In the medieval times, London \_\_\_\_\_ as a trading city.
  - a. emerged
  - b. appeared
  - c. unfolded
3. British Museum's collection \_\_\_\_\_ from all continents.
  - a. derives
  - b. arises
  - c. originates
4. The Silver Jubilee marked the anniversary of Queen's \_\_\_\_\_ to the throne.
  - a. elevation
  - b. accession
  - c. assent
5. Rosetta Stone contains important Egyptian writings \_\_\_\_\_ on a stone.
  - a. written
  - b. engraved
  - c. carved
6. Many city locations \_\_\_\_\_ in James Bond movies.
  - a. featured
  - b. starred
  - c. promoted
7. Today, London is a \_\_\_\_\_ center of finance and culture.
  - a. universal
  - b. world
  - c. global
8. The 9 <sup>3</sup>/<sub>4</sub> Platform is a \_\_\_\_\_ passage to Hogwarts.
  - a. secret
  - b. hidden
  - c. covert
9. The collection \_\_\_\_\_ as many as 8 million art pieces.
  - a. equals to
  - b. counts
  - c. incorporates
10. James Bond often \_\_\_\_\_ missions in London.
  - a. accomplishes
  - b. carries out
  - c. executes

## Практическое занятие № 25.

Грамматический материал: Модальные глаголы в сочетании с пассивным инфинитивом

Цель работы: активизировать грамматический материал по теме в разных видах деятельности, ознакомить с образованием и употреблением времен группы Perfect

**Оцениваемые знания и умения:** 31, 32 (Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2

### Модальные глаголы

Для начала стоит напомнить часто используемые [модальные глаголы](#).

«**Must**» используется для выражения долженствования, исходящего от говорящего. Т.е. когда говорящий говорит о том, что он понимает, что ему нужно сделать.

«**Have to**» – незаменимый модальный глагол, применяемый в ситуациях, когда мы говорим о настоящих или будущих обязательствах, которые нельзя нарушить.

«**Can**» – всеми знаменитый и часто употребляемый глагол, который означает «уметь», «мочь».

«**Should**» – глагол-советчик. Наиболее употребляем тогда, когда хотим поделиться советом.

«**Ought to**» – синоним глагола «should», его более вежливая версия.

«**Be supposed to**» – модальный глагол, функция которого рассказать о том, что людям нужно сделать в соответствии с правилами. Более того, применяется тогда, когда мы говорим о том, что ожидаемо случится.

### Формула пассивного залога

Что же такое выше упомянутое: **(to) be + V3**? Ответ прост. Когда мы меняем предложение из «актива» в «пассив», мы должны преобразовать сказуемое предложения. Во-первых, нужно поставить глагол «**to be**» в то время, которое использовано в основном предложении. Во-вторых, поставить основной глагол в третью форму (Past Participle). Итак, для составления предложения с модальным глаголом нам потребуется поставить глагол «**be**» в сочетание с модальным глаголом. Это будет выглядеть так:

*Must be* (должен быть)

*Have to be* (должен быть)

*Ought to be* (следует быть)

*Can be* (может быть)

*Should be* (следует быть)

*Be supposed to be* (считаться, что; предполагаться, что;)

Вторым этапом происходит вся та же постановка основного глагола в третью форму.

*The secretary must write a letter. / Секретарь должен написать письмо.*

*The letter **must be written** by the secretary. / Письмо должно быть написано секретарем.*

*He has to do this test. / Он должен выполнить этот тест.*

*This test **has to be done** by him. / Этот тест должен быть выполнен им.*

*He was supposed to send an email an hour ago. / Предполагалось, что он отправит письмо час назад.*

*The email **was supposed to be sent** by him an hour ago. / Предполагалось, что электронное письмо будет отправлено час назад.*

Модальные глаголы это отдельная группа глаголов, так как они не выражают действия или состояния, а выражают умение, возможность, способность, необходимость, обязанность, вероятность совершить действие, выраженное смысловым глаголом без частицы “to”. Поэтому в предложении модальные глаголы не употребляются самостоятельно, они сочетаются с инфинитивом смыслового глагола.

Модальные глаголы не имеют всех грамматических признаков глагола, всех его “прав” и “обязанностей”. Поэтому их и называют “недостаточными” глаголами. Например, каждый “нормальный” глагол имеет четыре формы: инфинитив, форму прошедшего времени, и два причастия. Но модальные глаголы не имеют неличных форм глагола: инфинитива, герундия и причастия, к тому же модальные глаголы не изменяются по лицам и числам.

Сколько всего модальных глаголов? Начнем с основных, так сказать, “чистых” модальных глаголов, которые могут быть модальными и только модальными глаголами. Это три глагола и их форма настоящего времени: CAN, MAY и MUST. Модальные глаголы CAN и MAY имеют форму прошедшего времени, соответственно COULD и MIGHT, а у глагола MUST нет формы прошедшего времени. Далее можно говорить о таких модальных глаголах, как OUGHT TO, SHALL, SHOULD NEED.. Каждый основной модальный глагол имеет эквивалент, то есть словосочетание, которое эквивалентно значению соответствующего модального глагола ( однако эквивалентность вовсе не означает полное совпадение значений).

CAN → to BE ABLE TO...

MUST → to HAVE TO... to HAVE GOT TO ...

MAY → to BE ALLOWED TO ...

Инфинитив страдательного ( пассивного) залога образуется из инфинитива глагола «to be» и второго причастия смыслового глагола.

Active Voice

Passive voice

to show

to be shown

to translate

to be translated

### **Задание 1**

Стр.144-148, конспект, ответить на контрольные вопросы

Голубев А.П. «Английский для технических специальностей», 2014. Издательский центр «Академия»

## **Практическое занятие № 26.**

Лексическая тема: Технический профиль.

Цель работы: активизировать лексический материал по теме в разных видах деятельности.

**Оцениваемые знания и умения:** У 1, 31 (Усвоение лексического минимума, Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

### **Задание 1**

Прочтите текст, переведите.

## **THE LIFE OF AN OIL WELL**

The life of a producing well begins with the first barrel of oil brought to the surface. It ends when the well is abandoned as uneconomical because the cost of producing oil is greater than the price received for it. The life of a well varies greatly from field to field. A small pool may be in production for only a few years, others may produce for 75 years or more.

The recovery of oil is basically a displacement process. Oil does not have the ability to expel itself from the reservoir, but must be moved from the rock formation to the well bore by a displacing agent. Fortunately oil has two natural displacement agents that usually occur with it - gas and water. The varying pressures and the natural displacement agents provide general basis for different phases that are commonly called: the flush, settled and stripper periods of production.

The flush production is usually the first stage in well's life though not always. This occurs when the drill taps an oil - bearing formation that has enough natural pressure to enable the petroleum to flow by itself. With variations three types of "drives" can generate this force.

**Gas Cap Drive.** Often there is a considerable cap of gas tapped above the oil in formation. When the rock is penetrated this gas expands and exerts enough pressure on the oil to move it toward the well bore leading to the surface.

**Dissolved Gas Drive.** This is similar to gas cap drive. In some oil accumulations the gas does not form a cap but remains dissolved in the oil. When the formation is opened the gas expands and drives mixture to the surface. In principle, this is similar to the action of gas dissolved in soda pop: gas expands where the bottle is opened.

**Water Drive.** In many oil reservoirs water is present beneath the oil. In formations thousands of feet deep, the gas, oil and water exist under great pressure. When a drill opens the reservoir, the resulting release of pressure enables the underlying water to drive the oil to the well bore and in some cases, upward to the surface. As the natural water pressure reduces by oil production, water from the surrounding porous rock tends to flow into reduced pressure zone. Thus, water displaces oil and drives it toward the well bore. The second stage in a well's life is a settled period of production. The settled production is reached when the initial pressure of a flush well expends itself and the well's production rate tapers off to a lower average daily flow or a "settled" rate of production. At this point the well is usually put "on pump". Many wells never flow naturally and must be pumped from the start. Others drop in flow rate shortly after the production begins and become settled early in their lives. The stripper period of production (the marginal production) exists when a well reaches the point of producing below its "settled" or economic rate. A stripper well is usually an older well which yield barrels of oil a day but is kept in production because its output is steady and the yield is good over a long period of time. A stripper well generally pumped intermittently allowing time for the oil to accumulate in the well bore. Today there are nearly 400 000 stripper wells in the country and their slow but sure production gives us one-fifth of the oil supply.

## **Задание 2**

Ответьте на вопросы по тексту

1. When does the life of a producing well begin and end?
2. How long may the reservoirs be in production?
3. What kind of a process is the recovery of oil?
4. What are the two natural displacement agents occur with oil?
5. What provides the general basis for differed phases in the life of oil well/ what are these phases?
6. What does the "flush production" mean?
2. What "drives" generate the force to expel oil to the surface? Speak about each "drive" separately.
3. When do we speak that the well reaches its settled period of production,

9. What does the expression "to put the well on a pump" mean?
10. When do we speak that the well reaches its marginal production?
11. In what way are stripper wells pumped?

### **Практическое занятие № 27.**

Лексическая тема: Шотландия, Уэльс, Северная Ирландия (работа со страноведческими текстами)

Цель работы: активизировать лексический материал по теме в разных видах деятельности.

**Оцениваемые знания и умения:** У 1, 31 (Усвоение лексического минимума, Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

#### **Задание 1**

Прочитайте и переведите текст

#### **Scotland**

Scotland is a country in the north of Great Britain. It is a part of the United Kingdom. Scotland is divided into three natural regions: the Southern Uplands, the Central Lowlands and the Highlands and islands. A lot of places in Scotland are a natural paradise, still untouched by man. The capital of Scotland is Edinburgh, well known for its castle. Glasgow is the industrial capital of Scotland. It is the third largest city in Great Britain. The typical products of Scotland are timber, whisky, salmon. Golf is the Scottish natural sport and it seems to have originated in this country.

Scotland is also the land of myths and mysteries; every castle has its ghost. Glamis Castle is said to have nine of them. And of course everyone knows about the Loch Ness, Monster. "Nessie" is said to be about six meters long, with a long, thin neck. The first report of the monster in Loch Ness was in 565 A.D. Since 1934 thousands of people claimed to they had seen the monster. Scientists have investigated the Loch and taken pictures but no scientific explanation of the mystery has been given.

#### **Задание 2**

Questions:

1. Where is Scotland situated?
2. How many regions are there in Scotland?
3. What is the capital of Scotland?
4. What is the industrial capital of Scotland?
5. What are typical products of Scotland?
6. What are Scottish castles famous for?
7. What is Loch Ness Monster?

Vocabulary:

paradise - рай untouched - нетронутый castle - замок whisky - виски myth - миф  
ghost - призрак, привидени to claime - утверждать mystery - тайна

#### **Задание 3**

Прочитайте и переведите текст

Wales is a country situated in the West of Britain. St. David is the patron saint of Wales. On the 1-st of March, St. David's Day, patriotic Welsh people wear a leek or a daffodil, both symbols of Wales. The population of Wales is about three million. The area of Wales is 20,764 sq. km.



Wales is agricultural; there are few cities there, rather small and unimportant. The west coast, mid Wales and North Wales are wild and beautiful. Wales has high mountains, including Mount Snowdon, the second highest mountain in Britain. Snowdon looks very peaceful and beautiful. Cardiff, the modern capital of Wales, has a Roman castle and a modern shopping centre. Cardiff is an industrial city, which also has a cathedral and a university. Every year, an international festival called Eisteddfod is held in the town of Llangollen. People come from all over the world to recite poetry, sing and dance in this colourful competition.

There are two national languages in Wales – the Welsh language, which is spoken widely, especially in the North of the country and English. Both these languages are taught in schools. There are also Welsh and British TV channels. Rugby is the national game of Wales. The rules of the game are quite difficult. A team consists of fifteen players. The game is played with an egg-shaped ball. There are three National Parks in Wales. These parks are protected by law because of their natural beauty, but some people live and work there. The flag of Wales, with its red dragon, is one of the oldest in the world. It was brought to Britain by the Romans. The Welsh call their country Cymru and themselves Cymry.

#### **Задание 4**

Questions:

1. How many national languages are there in Wales?
2. Where is Wales?
3. How much is the population of Wales?
4. What is Cardiff?
5. How much is the area of Wales?

#### **Задание 5**

Прочитайте и переведите текст

Northern Ireland

Location

Northern Ireland is one of the four countries of the United Kingdom. It is situated in the northeastern part of the island of Ireland including Rathlin Island and several smaller offshore islands. The country is washed by the North Channel and by the Irish Sea. The population of Northern Ireland is about 1.7 million people.

Territory

Northern Ireland consists of 26 districts and 6 counties of Antrim, Armagh, Down, Fermanagh, Londonderry, and Tyrone. They are also known as Ulster, though the territory does not include the entire ancient province of Ulster.

Climate

Northern Ireland has a temperate maritime climate. It's wetter in the west than in the east of the country, although cloud cover is persistent across the region. Most of the land of Northern Ireland is covered in rich green grass, which is a result of damp climate and extensive deforestation in the 16<sup>th</sup> and 17<sup>th</sup> centuries.

Cities

Belfast is the capital and largest city of Northern Ireland. Among other major cities we can mention Armagh, Derry, Lisburn and Newry.

Economy

Northern Ireland has always had an industrial economy with shipbuilding, rope manufacture and textiles being the main industries. However heavy industry has been replaced by services. Tourism also plays an important role in the local economy. In recent time the economy has benefited from major investment by lots of multi-national corporations into high tech industry.

Culture

Northern Ireland has developed its own culture. There are lots of theatres and cinemas in the country. There are two national museums: the Ulster Museum in Belfast, which houses a collection of Irish antiquities and the Ulster Folk and Transport Museum. The Ulster Symphony Orchestra is among the leading orchestras of Britain.

Conclusion. Northern Ireland is worth visiting.

### **Задание 6**

Questions:

- 1.The capital and largest city of Northern Ireland?
- 2.What are the two national museums of Ireland?
- 3.What climate prevails in Northern Ireland?
- 4.What role does Tourism play in the life of the country?
- 5.How much is the population of Northern Ireland?

### **Практическое занятие № 28.**

Грамматический материал: Герундий. Отглагольное Существительное.

Цель работы: активизировать грамматический материал по теме в разных видах деятельности, ознакомить с образованием и употреблением времен группы Perfect

**Оцениваемые знания и умения:** 31, 32 (Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2

Безкоровайная Г.Т. "Planet of English", 2015. Издательский центр «Академия»

### **Задание 1**

Стр.174-175, конспект, упр. 4

### **Задание 2**

Проанализируйте предложение и определите, используется ли герундий или причастие.

1. Hearing a loud noise, we were shocked to move.  
gerund    participle
2. The driver was seriously injured during the accident and is now fighting for his life.  
gerund    participle
3. She ruined her sight by playing computer games.  
gerund    participle
4. They saw a boy in the park standing on his head.  
gerund    participle
5. Speaking is a whole lot easier than doing.  
gerund    participle
6. Screaming the names of participants, the audience cheered the runners.

- gerund participle
7. Smoking in public places is forbidden.  
gerund participle
8. Jumping over the fence, the burglars managed to escape from the prison.  
gerund participle
9. Nobody was surprised at John being absent.  
participle gerund
10. They wasted their money on buying useless things.  
gerund participle

## Практическое занятие № 29.

Лексическая тема: Технический профиль.

Цель работы: активизировать лексический материал по теме в разных видах деятельности.

**Оцениваемые знания и умения:** У 1, 31 (Усвоение лексического минимума, Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

### Задание 1

Прочтите текст, переведите.

#### DRILLING

When 3D seismic investigation has been completed, it is time to drill the well. Normally, drilling rigs either on mobile onshore units or offshore floating rigs are used. Larger production platforms may also have their own drilling equipment.

The main components of the drilling rig are the derrick, floor, drawworks, drive and mud handling. Control and power can be hydraulic or electric. Earlier pictures of drillers and roughnecks working with rotary tables (bottom drives) are now replaced with top drive and semiautomated pipe handling on larger installations. The hydraulic or electric top drive hangs from the derrick crown and gives pressure and rotational torque to the drill string. The whole assembly is controlled by the drawworks.

The drill string is assembled from pipe segments about 30 meters long. As each 30 meter segment is drilled, the drive is disconnected and a new pipe segment inserted in the string. A cone bit is used to dig into the rock. Different cones are used for different types of rock and at different stages of the well.

As the well is sunk into the ground, the weight of the drill string increases and might reach 500 metric tons or more for a 3,000 meter deep well. The drawwork and top drive must be precisely controlled so as not to overload and break the drill string or the cone. Rate of penetration (ROP) is very dependent on depth and could be as much as 20m per hour for shallow sandstone and dolomite (chalk), and as low as 1m per hour on deep shale rock and granite.

Directional drilling is intentional deviation of a well bore from the vertical. It is often necessary to drill at an angle from the vertical to reach different parts of the formation. Controlled directional drilling makes it possible to reach subsurface areas laterally remote from the point where the bit enters the earth. It often involves the use of a drill motor driven by mud pressure mounted directly on the cone (mud motor, turbo drill, and dyna-drill), or whipstocks – a steel casing that bends between the drill pipe and cone. A well that has sections of more than 80 degrees from the vertical is called a horizontal well.

Modern wells are drilled with large horizontal offsets to reach different parts of the structure and achieve higher production. The world record is more than 15 km. Wells can be of any depth from near the surface to a depth of more than 6,000 meters. Oil and gas are typically formed at 3,000-4,000 meters depth, but part of the overlying rock may have since eroded away. The pressure and temperature generally increase with increasing depth, so that deep wells can have more than 200 °C temperature and 90 MPa pressure (900 times atmospheric pressure). The weight of the oil in the production string reduces wellhead pressure. Crude oil has a specific weight of 790 to 970 kg per cubic meter. During production, the pressure will drop further due to resistance to flow in the reservoir and well.

The mud enters through the drill pipe, passes through the cone and rises in the uncompleted well. Mud serves several purposes:

- It brings rock shales (fragments of rock) up to the surface
- It cleans and cools the cone
- It lubricates the drill pipe string and cone
- Fibrous particles attach to the well surface to bind solids
- Mud weight should balance the downhole pressure to avoid leakage of gas and oil.

Often, the well will drill through smaller pockets of hydrocarbons, which may cause a “blow-out” if the mud weight cannot balance the pressure. The same might happen when drilling into the main reservoir. To prevent an uncontrolled blow-out, a subsurface safety valve is often installed. This valve has enough closing force to seal off the well and cut the drill string in an uncontrollable blow-out situation. However, unless casing is already also in place, hydrocarbons may also leave through other cracks inside the well and rise to the surface through porous or cracked rock. In addition to fire and pollution hazards, dissolved gas in seawater rising under a floating structure significantly reduces buoyancy. The mud mix is a special brew designed to match the desired flow thickness, lubrication properties and specific gravity.

Mud is a common name used for all kinds of fluids used in drilling completion and workover and can be oil-based, water-based or synthetic, and consists of powdered clays such as bentonite, oil, water and various additives and chemicals such as caustic soda, barite (sulfurous mineral), lignite (brown coal), polymers and emulsifiers. A special high-density mud called “kill fluid” is used to shut down a well for workover. Mud is recirculated. Coarse rock shales are separated in a shale shaker before it is passed through finer filters and recalibrated with new additives before returning to the mud holding tanks.

## **Задание 2**

Составьте словарь незнакомых слов (не менее 30 слов)

### **Практическое занятие № 30.**

Лексическая тема: Государственное устройство Великобритании.

Цель работы: активизировать лексический материал по теме в разных видах деятельности.

**Оцениваемые знания и умения:** У 1, 31 (Усвоение лексического минимума, Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

## **Задание 1**

Прочитайте и переведите текст

## **Political System of Great Britain**

The United Kingdom of Great Britain and Northern Ireland is a constitutional monarchy. Britain does not have a written constitution. Parliament is the most important authority in Britain.

The monarch serves formally as head of state. The present sovereign is Queen Elizabeth II (the second).

The House of Commons consists of Members of Parliament. General elections are held every five years. All citizens aged 18 have the right to vote.

There are few political parties in Britain. The main ones are: the Conservative Party, the Labour Party.

Each political party puts up one candidate for each constituency. The one who wins the most votes is MP for that area.

The party which wins the most seats in Parliament forms the Government; its leader becomes the Prime Minister.

The functions of the House of Commons are legislation and scrutiny of government activities. The House of Commons is presided over by the Speaker.

The House of Lords is presided by the Lord Chancellor. The House of Lords has no real power. It's in the House of Commons that new bills are introduced and debated.

Parliament is responsible for British national policy. Local governments are responsible for organizing of education, police and many others.

### **Задание 2**

Составьте план для пересказа и перескажите текст.

## **Практическое занятие № 31.**

Лексическая тема: Государственное устройство Великобритании.

Цель работы: активизировать лексический материал по теме в разных видах деятельности.

**Оцениваемые знания и умения:** У 1, 31 (Усвоение лексического минимума, Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

### **Задание 1**

Прочитайте и переведите текст

## **Political System of Great Britain**

Great Britain is a parliamentary monarchy. There are two heads in the country. One is the Queen, and the other is the Parliament. Almost all the power belongs to the Parliament, as the Queen is only a formal ruler of the country. In other words, Queen Elizabeth II is the head of the state but the Parliament has the supreme authority. An interesting fact is that Great Britain does not have any written constitution, but has only a set of laws made by the Parliament. Official residence of the Queen is Buckingham Palace, in London. However, she has also some other residences in Britain. The Parliament has two chambers: the House of Lords and the House of

commons. The most important and powerful one is the House of Commons, which contains of 650 members. There are also a number of important political parties in Britain, such as the Conservative Party, the Labor Party, the Liberal Party, the Social Democratic Party and others. Each political party has its leader, who takes part in elections. The one who wins becomes an MP (Member of Parliament). The party that holds the majority of seats in the Parliament usually forms the Government, with the Prime Minister at the head. The House of Lords consists of nearly 1200 peers. The head of the House of Lords is the Lord Chancellor. This House has no real power. The interesting fact about the House of Lords is that it is a hereditary chamber.

The system of political parties in the UK appeared in the 17th century. At first, there were two parties. Tory (the party that supported the King) and Whigs (who supported the Parliament). The word "Tory" means "an Irish robber». A "Whig" was a Scottish preacher who could preach moralizing sermons for several hours.

Now the main British political parties are the Conservative Party the Labor Party the Party of Liberal Democrats. Since 1945, two political parties constantly represent the British Government: Conservative (who are called "Tory" by their opponents) and Labor (called "Whigs").

In 1988, the Liberal Party made an alliance with Social Democrats and the Party of Liberal Democrats was formed.

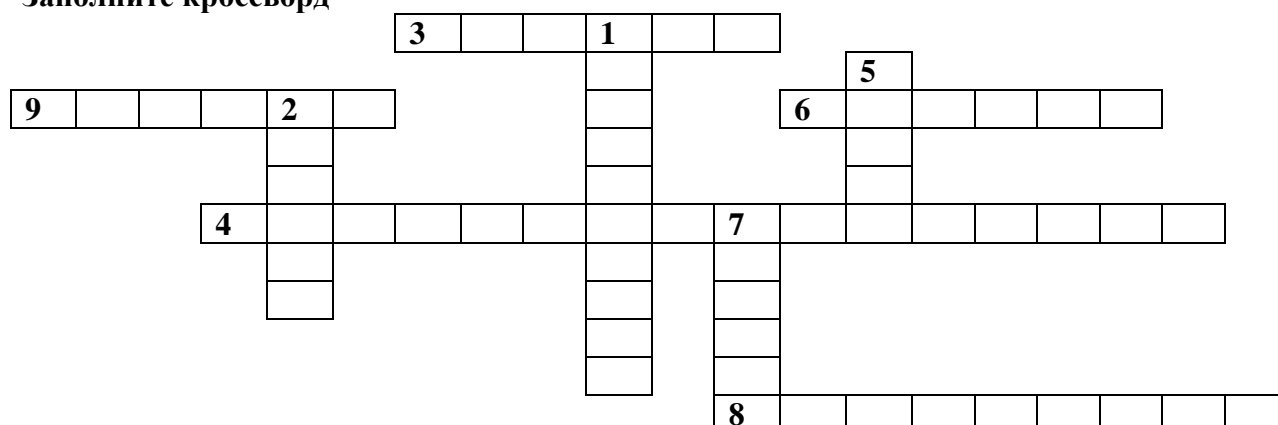
## Задание 2

### Ответить на вопросы

1. What form of Government is there in Britain?
2. What are the organs of the British Government?
3. What elements does the British Parliament consist of?
4. What is the legislature?
5. What does the executive consists of?
6. Where does the Government derive its authority?
7. How often must a general election be held?
8. Who becomes leader of the Opposition?
9. Is the British Constitution peculiar?

## Задание 3

### Заполните кроссворд



1. This Palace is the London home of the Queen.
2. There is the London Zoo in this park.
3. It is one of the famous clocks in the world.
4. It is a Royal Church.
5. It was a fortress, a Royal palace, and it is a museum now.
6. This garden is a tourist shopping centre.

7. The widest river in Great Britain.
8. The modern centre of London.
9. The longest river in Great Britain.

#### Задание 4

##### Выполните тест

1. Put the countries in the order according to their territory, from the smallest to the biggest.

- a) Scotland b) Wales c) England d) Northern Ireland

2. Match the country and its capital.

- |                     |              |
|---------------------|--------------|
| 1) England          | a) Cardiff   |
| 2) Scotland         | b) Edinburgh |
| 3) Wales            | c) London    |
| 4) Northern Ireland | d) Belfast   |

3. Match the country and its symbol.

- |                     |               |
|---------------------|---------------|
| 1) England          | a) a shamrock |
| 2) Scotland         | b) a daffodil |
| 3) Wales            | c) a rose     |
| 4) Northern Ireland | d) a thistle  |

4. Which country has the biggest population?

- a) England b) Wales c) N. Ireland d) Scotland

5. Where is the home of the British queen?

- a) The Tower of London b) Westminster Abbey c) Buckingham Palace

6. What is the national musical instrument in Scotland?

- a) the violin b) the bagpipes c) the guitar

7. Where is the lake Loch Ness situated?

- a) Scotland b) England c) Wales

8. What is Eisteddfod?

- a) a musicians and writers competition b) a sports competition c) a culinary competition

9. Say where in York you can:

- 1) see the famous colored glass windows
- 2) find out (узнать) about the history of York
- 3) see Viking ice-skates
- 4) find out about the trains of the future
- 5) go on a ghost walk at night

*a) the York city walls b) York Cathedral c) the National Railway Museum d) the Jorvik Viking Centre e) Clifford's Tower f) Yorkshire Museum*

10. Say where in Bath you can:

- 1) see the first stamp in the world
- 2) buy a book on the history of fashion
- 3) enjoy tea with a famous bun
- 4) go on a river trip
- 5) drink water from the spring

*a) the Roman Baths b) Sally Lunn's House c) the Bath Boating Station d) the Museum of Costume e) Bath Postal Museum f) Victoria Park*

11. Say true or false.

- 1) 350 million people speak English worldwide.
- 2) Big Ben is the name of the big bell in the clock tower of the Houses of Parliament.
- 3) There is a museum about Sherlock Holmes in York.
- 4) 5 million people live in Scotland.
- 5) Belfast in Northern Ireland is the oldest capital in the world.

6) Queen Elizabeth II son, Charles, is Prince of Scotland.

### Практическое занятие № 32.

Лексическая тема: Технический профиль.

Цель работы: активизировать лексический материал по теме в разных видах деятельности.

**Оцениваемые знания и умения:** У 1, 31 (Усвоение лексического минимума, Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

#### Задание 1

Прочтите текст, переведите.

#### THE ERA OF THE GASOLINE-POWERED AUTOMOBILE

Inventors on both sides of the Atlantic discovered during the 1880s that technologies for making self-propelled carriages and wagons had progressed dramatically. Soon sundry vehicles powered by steam, internal combustion engines and electricity were rolling across Germany, France, and the United States.

The first practical internal combustion engine was built by Etienne Lenoir, a Belgian living in France. Patented in 1860, his water-cooled contraption burned coal gas and was noisy and inefficient; even so, for two decades it had many buyers. Lenoir's engine was a clear proof of concept to other inventors, especially in Europe.

Nikolaus Otto, a German, was one of many inspired by Lenoir's technical and commercial success. Mechanically gifted, Otto sought to improve the Lenoir engine, and in the late 1870s he did. Otto's four-cycle design embodied features that would become standard in gasoline automobile engines.

The cars of that time were very small, two-seated cars with no roof, driven by an engine placed under the seat. Motorists had to carry large cans of fuel and separate spare parts, for there were no repair or filling stations to serve them. The Otto engine and the many clones it spawned, though intended to replace small steam engines in industry, inaugurated the era of the gasoline-powered automobile. Clearly, the compact internal combustion engine was a most suitable technology for the self-propelled vehicle.

Karl Benz, also a German, employed his own Otto-type engine to power a three-wheel carriage in 1885. These tri-wheelers, with a one-cylinder engine that developed 0.8 hp, were put on the market in 1887, perhaps the earliest commercial automobiles. In 1891 Benz added a four-wheel motorized carriage to his company's offerings. These automobiles sold well and were widely imitated. In the early 1890s, for example, Panhard et Levassor as well as Peugeot in France were peddling cars to the public. Henry Ford, however, was still a long way from building automobiles.

#### Задание 2

Ответьте на вопросы по тексту

- 1) Name vehicle inventors of that time.
- 2) What were the main power sources for engines back then?
- 3) What type of engine turned out to be the most successful? Who invented it?
- 4) What Karl Benz is known for?



### Практическое занятие № 33.

Лексическая тема: Технический профиль.

Цель работы: активизировать лексический материал по теме в разных видах деятельности.

**Оцениваемые знания и умения:** У 1, 31 (Усвоение лексического минимума, Знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

#### Задание 1

Заполните пропуски в предложениях подходящими по смыслу словосочетаниями.

- |                     |                           |
|---------------------|---------------------------|
| 1. running costs    | 6. light-weight materials |
| 2. top speed        | 7. disc brakes            |
| 3. front suspension | 8. new design             |
| 4. body strength    | 9. chassis length         |
| 5. boot capacity    | 10. fuel consumption      |
|                     | 11. start-stop automatic  |

#### Задание 2

**Переведите предложения. (Три словосочетания лишние)**

1. The \_\_\_\_\_ has been stiffened to produce more precise steering at high speeds.
2. We have also increased the size of the \_\_\_\_\_ for a shorter braking distance.
3. I also noticed that the press release says there is improved \_\_\_\_\_.
4. Firstly, we have enhanced the Cd value with a \_\_\_\_\_.
5. We have also reduced the kerb weight of the car by over 50 kilos by using \_\_\_\_\_.
6. We have introduced a \_\_\_\_\_ so that the engine cuts out if you stand still for more than three seconds and starts again when you take your foot off the brake.
7. This has a positive effect on the \_\_\_\_\_ of this car and, of course, on the resale value.

We have also increased the \_\_\_\_\_ to make the car more practical for families and sports

### Практическое занятие № 34, 35. Дифференцированный зачет

**Цель работы:** активизировать лексику по теме в разных видах деятельности: чтение, аудирование, говорение.

**Оборудование:** раздаточный материал, видеопроектор, учебники, словари.

**Информационное обеспечение**

**Основные источники:**

Агабекян И.П. Английский язык: учебное пособие для СПО. Ростов на/Д.: Феникс, 2015

**Дополнительные источники:**

Серикбай И. Английский в нефтегазовой промышленности: Пособие для самообразования. - Алматы, 2004.

Мюллер В.К. Англо-русский и русско-английский словарь / В.К. Мюллер. - М.: Эксмо, 2016.

**Время выполнения – 2 часа**

*Основная литература:*

- 1) Planet of English: Учебник английского языка для учреждений СПО / Г.Т. Безкоровайная.- Москва: Академия, 2017..
- 2) А.П. Голубев, Английский язык для технических специальностей = English for Technical Colleges.- Москва: Академия, 2017.
- 3) И.П. Агабекян, Английский язык: учебное пособие.- Ростов-на-Дону: Феникс, 2015.

*Электронные издания основной литературы:*

- 1) Planet of English: Учебник английского языка для учреждений СПО / Г.Т. Безкоровайная.- Москва: Академия, 2015.  
<http://www.academia-moscow.ru/catalogue/4831/129304/>
- 2) А.П. Голубев, Английский язык для технических специальностей = English for Technical Colleges.- Москва: Академия, 2014.  
<http://www.academia-moscow.ru/catalogue/4831/106709/>

*Дополнительная литература:*

Кузьмицкая Н.И., Рельян Н.А., Коваленко И.Д. Основы нефтегазового дела на английском языке, 2013 <https://e.lanbook.com/book/41036#authors>

- 2) Чикилева Л. С. Матвеева И. В. Английский язык для экономических специальностей, 2012 <http://znanium.com/catalog.php?bookinfo=317523>
- 3) Eric H. Glendinning and Alison Pohl. Oxford English for Careers. – Oxford University Press, 2012 [https://elt.oup.com/student/oefc/oilandgas1/c\\_listening/?cc=ru&selLanguage=ru](https://elt.oup.com/student/oefc/oilandgas1/c_listening/?cc=ru&selLanguage=ru)

*Электронные издания дополнительной литературы*

- 1) Ю.Б. Кузьменкова, Английский язык: учебник и практикум.- Москва: Юрайт, 2018.  
<https://biblio-online.ru/viewer/9591FADE-F3E5-4F11-9508-AEDC75A0148F#page/2>
- 2) О.В. Кохан, Английский язык для технических специальностей: учебное пособие.- Москва: Юрайт, 2018.  
<https://biblio-online.ru/viewer/46FBEE08-F41A-4957-AEDC-311D3D1FF5E7#page/1>

*Электронные и иные технические средства обучения:*

- 1) [ru.forvo.com](http://ru.forvo.com)
- 2) <http://interneturok.ru/english/10-11-klassy>
- 3) <http://www.multitran.ru/>

**МИНОБРНАУКИ РОССИИ**  
**федеральное государственное бюджетное образовательное учреждение**  
**высшего образования «Югорский государственный университет» (ЮГУ)**  
**СУРГУТСКИЙ НЕФТЯНОЙ ТЕХНИКУМ**  
**(филиал) федерального государственного бюджетного образовательного**  
**учреждения**  
**высшего образования «Югорский государственный университет»**  
**(СНТ (филиал) ФГБОУ ВО «ЮГУ»)**

**МЕТОДИЧЕСКИЕ УКАЗАНИЯ**  
**по выполнению практической работы**  
**по учебной дисциплине ОГСЭ.03 ИНОСТРАННЫЙ ЯЗЫК**  
**для студентов 3 курса**  
**очной формы обучения**

для специальностей среднего профессионального образования  
21.02.02 Бурение нефтяных и газовых скважин  
15.02.01 Монтаж и техническая эксплуатация промышленного оборудования  
18.02.09 Переработка нефти и газа  
21.02.01 Разработка и эксплуатация нефтяных и газовых месторождений  
23.02.03 Техническое обслуживание и ремонт автомобильного транспорта  
38.02.01 Экономика и бухгалтерский учет

Сургут

2019

### **Практическая работа № 1**

Тема: Учебно-трудовая сфера в России и странах изучаемого языка.  
Образование в России

Цель: Чтение, обсуждение тематических текстов по теме «Образование в России».

**Оборудование:** раздаточный материал, видеопроектор, учебники, словари.

#### **Информационное обеспечение**

##### **Основные источники:**

Агабекян И.П. Английский язык: учебное пособие для СПО. Ростов на/Д.: Феникс, 2015

##### **Дополнительные источники:**

Мюллер В.К. Англо-русский и русско-английский словарь / В.К. Мюллер. - М.: Эксмо, 2016.

Прочитайте текст Education in Russia. Агабекян И.П. Английский язык: учебное пособие для СПО. Ростов на/Д.: Феникс, 2015 Стр 212

Распределите слова из текста в соответствующий столбик

People, duty, our, deep, every, general, full, to receive, thousand, training, native

существ	местоимен	прилагат	глагол	числительное

Согласитесь, или опровергните утверждения:

1. There are no specialized schools in Russia.
2. After finishing 9 classes of secondary school young people can not continue their education.
3. At college they learn only general subjects.
4. After college young people can enter a University
5. There are not many high schools in our country

Ответьте на вопросы к тексту.

### **Практическая работа № 2**

Тема: Инфинитив.

**Цель:** Знание грамматических форм английского языка

#### **1. INFINITIVE**

Форма Инфинитива	Active	Passive	Способ перевода
Indefinite	to V	to be V <sub>2</sub>	действие в настоящем или будущем
Continuous	to be + Ving	-	длящееся действие
Perfect	to have V <sub>3</sub>	to have been V <sub>3</sub>	действие в прошлом
Perfect- Continuous	to have been Ving	-	действие произошло в прошлом и длится до сих пор

Перевод инфинитива зависит от его функции (места) в предложении:

- 3. Инфинитив как подлежащее или сказуемое.** Перевод: существительным или неопределенной формой глагола или придаточным предложением.

To live is to study.

а) Жить значит учиться. б) Жизнь - это учеба.

- 4. Инфинитив как определение.**

Модель а) существительное + инфинитив

Перевод: придаточным предложением с союзом «который» в будущем времени и с оттенком долженствования.

The plans to be reconsidered are in the top drawer. Планы, которые должны быть пересмотрены, лежат в верхнем ящике стола.

Модель в) после слов the first, the second, the last и т.д. инфинитив переводится глаголом в личной форме.

He was the first to receive the results. Он первым получил результаты.

- 3. Инфинитив как обстоятельство цели или следствия.** Часто в самом начале или в самом конце предложения.

Перевод: придаточным предложением с союзом «чтобы», «для того чтобы».

To discuss questions of ecology numerous conferences have been held by the independent environmental protection agencies.

Чтобы обсудить вопросы экологии, независимые агентства по охране окружающей среды провели многочисленные конференции.

9. I am glad {  
to speak to you.  
to be speaking to you.  
to have spoken to you.  
to have been speaking to you for a long time.  
to be told the news.  
to have been told the news.

10. I remembered to have been told a lot about these rules, but I failed the main point of them.

11. Nature has many secrets to be discovered.
12. To prove the validity of the method he carried out many experiments. To see is to believe.
13. I think your group-mates to have been studying in the reading-hall since morning.
14. I am sorry your plan to have been broken unintentionally.
15. After the first successful demonstration of his invention the scientist started to perfect it.
16. When the apparatus was installed the operator could begin the calculation.
17. I am sorry to have kept you waiting so long.
18. The students were delighted to go on the excursion instead of the classes.
19. The teacher knows the students to be sitting in the lab.
20. I am very happy to have had the pleasure of making your acquaintance.
21. The very first thing you must do is to understand the statement of the problem.
22. I am sorry to have added some more trouble by what I have told you.
23. To be instructed by such a famous professor was a great advantage.
24. No one likes to be scolded for nothing. What is to be done to improve the situation?
25. We suppose these scientists to have been working at the problem of perpetual motion for some years.
26. She is very forgetful, but she doesn't like to be reminded of her duties.
27. There are many things to be said in favor of, and a few against, the proposal to advance the clock by an hour during the summer months.
28. I know the machine to have been adjusted the new program to.
29. The tools to be used for this experiment should be very precise.
30. The tests are to be followed by data processing. Care is to be taken to prevent failure.
26. To dissolve this substance is difficult
27. He was the last person to do business with.
28. The road to be built next year will connect these two towns.
29. To master a foreign language is necessary for all the students.
30. Our scientists were the first to synthesize diamonds.
31. The problem to be discussed at the conference is of great importance.
32. To prevent corrosion metal must be covered with paint.
33. The electronic computers to be employed at our enterprises will have a great influence on the work of industrial engineer.
34. To maintain quality is a function of the foreman.
35. To gain maximum benefits modern industrial engineering must be capable of performing many services.
36. The workers must employ this machine.
37. The problem to be studied can be simplified by the use of experimental conditions.

38. The function of a boiler is to transfer heat to the water in the most efficient manner.
39. Mechanization is to be distinguished from more primitive tool use.
40. The design of a mechanism depends on the work to be done.
41. To use atomic energy for peaceful purposes is the task of our scientists.
42. It is very important to determine the degree of radiation during a flight.
43. The atom is a mighty force that is to be of a great assistance to a man.
44. The dog Laika was the first living creature to fly in the artificial satellite.

### **Практическая работа № 3**

Тема: Образование в Великобритании

Цель: совершенствование орфографических навыков

Ответьте на вопросы:

What do you know about the system of education in Russia.

What do you know about the system of education in other countries.

What do you know about the system of education in Great Britain

What are their advantages and disadvantages.

Where would you prefer to get education.

Прочитайте текст The system of education in Great Britain

Агабекян И.П. Английский язык: учебное пособие для СПО. Ростов на/Д.: Феникс, 2015 Стр 214

Перепишите следующий текст в прошедшем времени.

Pre-school education in England begins at the age of 3 or 4.

Kids play a lot, learn to listen attentively and to behave.

Children start their school career in an infant school.

Pupils have a lot of fun at school.

Junior school lasts four years till they are 11.

Ответьте на вопросы к тексту.

### **Практическая работа № 4**

**Тема:** Именительный и объектный падеж с инфинитивом

Цель: Ознакомление с конструкциями именительного и объектного падежа с инфинитивом. Активизация употребления грамматических структур.

Оцениваемые знания и умения: Знание грамматических форм английского языка

Оцениваемые компетенции: ОК-2, ОК-4

Количество вопросов: 1

Инструкция для обучающихся:

Выполните тест:

1. I saw her ... into the building.

to come   coming   come

2. I believed you ... three mobile phones.

to have   having   have

3. He made me ... the window.

to close   closing   close

4. I saw them ... in the park.  
to play   playing   play
5. She believes Mark ... a good guy.  
to be   being   be
6. I saw you ... in the park. Everybody liked it!  
to dance   to dancing   dance
7. Mr. Smith saw her friends ... the classroom.  
to leave   leaving   leave
8. His mum wants him ... his homework.  
to do   doing   do
9. Shh! I hear someone ...  
to cry   crying   cry

### **Практическая работа № 5**

**Тема:** «Образование в США»

**Цель:** Развитие специальных учебных умений, обеспечивающих освоение языка и культуры.

**Оборудование:** раздаточный материал, видеопроектор, учебники, словари.

**Информационное обеспечение**

**Основные источники:**

Агабекян И.П. Английский язык: учебное пособие для СПО. Ростов на/Д.: Феникс, 2015

Безкоровайная Г.Т. "Planet of English", 2015. Издательский центр «Академия»

**Дополнительные источники:**  
Мюллер В.К. Англо-русский и русско-английский словарь / В.К. Мюллер. - М.: Эксмо, 2016.

**Оцениваемые знания и умения:** У2, 31 (Усвоение лексического минимума)

Знание грамматических форм английского языка

**Оцениваемые компетенции:** ОК 2

Выполните упражнения из раздела: What do college students do?

Безкоровайная Г.Т. "Planet of English" стр 34

Прочитайте текст Alexander's working day Безкоровайная Г.Т. "Planet of English" стр 40

Выполните упражнения к тексту Безкоровайная Г.Т. "Planet of English" стр 42

Домашнее задание: Подготовить доклад «Университет Лиги Плюща»

### **Практическая работа № 6**

**Тема:** «Высшее образование в США»

**Цель:** Практика монологической и диалогической речи по теме «Образование в США». Активизация и обобщение грам.материала

**Оборудование:** раздаточный материал, видеопроектор, учебники, словари.

**Информационное обеспечение**

**Основные источники:**

Агабекян И.П. Английский язык: учебное пособие для СПО. Ростов на/Д.: Феникс, 2015

**Дополнительные источники:**



Мюллер В.К. Англо-русский и русско-английский словарь / В.К. Мюллер. - М.: Эксмо, 2016.

### Практическая работа № 7

**Тема:** Грамматический материал: Согласование времен. Future in the Past

**Цель:** Ознакомление с грам. материалом «Согласование времен».

**Оцениваемые знания и умения:** 31 (Знание грамматических форм английского языка)

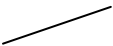

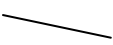
**Оцениваемые компетенции:** ОК 2, ОК 4

**Количество вопросов:** 1

Правило согласования времен в английском языке представляет собой определенную зависимость времени глаголов дополнительного придаточного и главного предложений.

Основные положения этого правила сводятся к следующему:

- 1) если сказуемое главного предложения стоит в настоящем или будущем времени, то, сказуемое придаточного предложения может стоять в любом времени.

		<b>I am busy</b> - Я занят
<b>He knows that</b>		<b>I was busy yesterday</b> - Я был занят вчера
Он знает, что		<b>I shall be busy</b> - Я буду занят

- 2) если сказуемое главного предложения стоит в прошедшем времени, то сказуемое придаточного предложения тоже должно стоять в одном из прошедших времен:

- если действие придаточного предложения одновременно с действием главного предложения, то сказуемое придаточного предложения может стоять в Past Indefinite или Past Continuous и переводится настоящим временем.

*He **knew** that she spoke English well.* - Он знал, что она хорошо говорит по-английски.

- если действие придаточного предложения предшествует действию главного предложения, то сказуемое придаточного предложения может стоять в Past Perfect или Past Perfect Continuous и переводится прошедшим временем.

*We **knew** that he **had seen** this film.* - Мы знали, что он видел этот фильм.

- если в придаточном предложении говорится о будущем времени, то употребляются формы should и would вместо shall и will. Эта форма называется Future-in-the-Past.

*He **said** that he **would study** English.* - Он сказал, что будет изучать английский язык.

### **Согласование времен не соблюдается:**

1) в придаточных дополнительных предложениях, которые содержат модальные глаголы *must, should, ought*.

*I said that you **must** do it.* - Я сказал, что ты должен сделать это.

2) когда в дополнительном придаточном предложении сообщается общеизвестный факт.

*The students **were told** that the Earth **goes** round the sun.* - Студентам сказали, что земля вращается вокруг солнца.

3) в определенных придаточных предложениях.

*He **knew** the man who works at the Institute.* - Он знал человека, который работает в институте.

4) В предложениях, которые вводятся союзами *than* (чем), *as* (как).

*Last year I worked **less than** I work now.* - В прошлом году я работал меньше, чем я работаю сейчас.

### **Инструкция для обучающихся:**

#### **Выполните следующий тест:**

1. Greg said that ... a new job.

he will need   he needed   would he need

2. Tim complained that he ... at four o'clock in the morning.

is working   will be working   was working

3. He said that he ... that film.

had already seen   has already seen   was seen

4. Anna explained to me that the hairdresser's ... down the road.

is located   was located   locates

5. Charles said that he ... me the following day.

would have called   will call   would call

6. Bill asked me what ... for dinner the day before.

I have made   I had made   had I made

7. He said that If I ... Kathrin, she ... me.

ask / will help   have asked / would help   asked / would help

8. I was worried if ... enough space to buy a new TV set to my room.

I would have   would I have   I will have

9. Alex wondered if ... for the weekend at his place.

his sister will stay   his sister was going to stay   his sister is going to stay

10. I wasn't sure if my purchases ... or not and I didn't know whom to ask about it.

delivered   had been delivered   will be delivered

11. Ben asked him whether he ... a motorcycle.

could ride   can ride   will ride

### **Практическая работа № 8**

**Тема:** Промышленность, транспорт, детали, механизмы

**Цель:** активизация лексического материала, развитие навыков письма, совершенствование умения излагать свои мысли в письменной форме.

### **Rotating Equipment**

Rotating equipment from top to bottom consists of a device known as swivel, a short piece of pipe called the kelly, the rotary table, the drill string and the bit.

The assembly of members between the swivel and the bit, including the kelly, drill pipe and drill collars, is termed the drill stem.

### **The Swivel.**

The swivel is trully remarkable because it - (1 ) sustains the weight of the drill string; (2) permits the string to rotate; and (3) provides the passage way for drilling mud to be pumped down in the inside of the drill stem.

The drilling fluid is under extreme pressure sometimes exceeding 3000 pounds per square inch (psi). The swivel also has a large bail which fits inside the hook at the bottom of the travelling block. The rotary hose (kelly hose) is attached to the side the swivel. It is through this hose that drilling mud enters the swivel.

The drill string consists of a drill pipe and special heavy walled pipe called drill collars. Drill collars, like drill pipes, are steel tubes through which mud can be pumped. Drill collars are heavier than drill pipes and are used on the bottom part of the string. A length of drill is about 9 nine metres long.

### **Exercises**

#### **1) Remember words and expressions.**

1. to consist of - состоять
2. device - устройство
3. pipe - труба
4. kelly - рабочая труба, квадрат
5. bit - долото
6. swivel - вертлюг
7. include - включать
8. drill collar - муфта, труба тяжелого низа
9. drill stem - штанга
- 10.to sustain - выдерживать
- 11.to permit - позволять
- 12.to provide - снабжать, обеспечивать
- 13.passage way - проход
- 14.to pump - качать /насосом/

15.drilling fluid - (mud) - буровой раствор

16.inch - дюйм

17.hose - шланг, гибкая труба

18.top - верх

19.bottom - низ; bottom hole - забой

20.rotary table - ротор, стол ротора

21.to attach - присоединять

22.hook - крюк

23.bail - серьга

24.to fit - устанавливать, монтировать

25.assembly - узел, агрегат, устройство

2) Read and translate the text.

3) Translate into Russian.

A device known as ... ; short piece of pipe called ... ; including the kelly and drill pipe, truly remarkable, under extreme pressure, at the bottom of the travelling block.

4) Read, translate and answer the question.

What is it?

1. A rotary tool that hang? From the rotary hook and travelling block. It also provides drilling fluid to flow into the drill stem. It is a ... .

2. Rotary machine used to turn the drill stem and support the drilling assembly. It is a ... .

3. All members in the assembly used for drilling by the rotary method from the swivel to the bit, including (включая)

- the kelly, drill pipe and tool joints. It is a ... .

5) Answer the questions.

1. What does rotating equipment consists of?

2. What is a swivel? What are its main functions?

3. Psi - what does it express?

6) Say in English:

А. стол ротора, вертлюг, штанга, шланг, серьга, крюк, квадрат, узел /устройство/, забой, буровой раствор, давление, фунт, дюйм.

Б. состоять, называть, включать, вращать, качать, позволять, обеспечивать, превышать, прикреплять, входить.

7) Read and translate without dictionary.

The kelly is a four or six sided length of pipe. It, like a swivel, is also a unit which drilling mud is pumped on its way, to the bottom. The reason the kelly is four or six-sided is because, it series as a way of transferring the rotating motion of the rotary table to the drill string. Since the drill pipe is connected to the bottom of the kelly the pipe rotates. The bit also rotates because it is attached to the drill string. Most kellys are about 12 metres long.

### **Практическая работа № 9**

**Тема:** Социально-бытовая сфера общения

**Цель:** добиваться полного понимания собеседника путем переспроса

#### **TELEPHONE ETIQUETTE**

The techniques of telephoning is very much the same in all countries. Only remember your good telephone manners:

- 1 When talking on the telephone — speak clearly. Do not shout and take your cigarette out of your mouth
2. Make sure that your conversation with a busy person is as brief as possible.
3. When calling a friend who does not recognize your voice - don't play: "Guess who?" Announce yourself promptly.
4. When you get a wrong number don't ask: "What number is this?" It is a good manner to ask: "Is this two-three-four- fiye-six?" If not apologize.
5. If a wrong number call comes through, don't lose your temper. Simply say: "Sorry, wrong number", and hangup. Don't bang the receiver.
6. Always identify yourself when making a call, especially if you are calling on business, e.g. "This is Mr. Volkov of the Russian Trade Mission. Could I speak to Mr. Jones...?"
7. If you have a visitor do not carry a long chat where your visitor tries hard to avoid listening to your conversation. The best thing to do is to say you are busy at the moment and ... "May I call you back in a little while?" But don't forget to do so.
8. When inviting friends to a party do not ask: "What are you doing Saturday night?" or "Will you be busy on Saturday night?" The correct way is to say: "We'd like to have you over for dinner on Saturday."
9. Finally, remember: if you make the call, you should terminate it yourself. Do not "Drag it out".

7. Practise the following dialogues.

I. A.: Directory Enquiries. Which town, please?

B.: Oxford,

A.: What name, please?

B.: Oxford University Press. Wilton Street

A.: That's Oxford 56767.

B,: Thank you. Can you tell me the code for Oxford?

A. 0865.

B. Thanks. Goodbye.

II. C: MacDonald and Company ... Can I help you?

D. I'd like to speak to Mr. Walker, please.

C: Mr. Walker? Which department is he in?  
 D. Accounts.  
 C: Hold on ... trying to connect you ... all right ... you're through.  
 III. F.: Number, please?  
 G.: Oh, I'd like to make a transferred charge call.  
 F.: Where to?  
 G.: Stratford.  
 F.: What number?  
 G.: 17414.  
 F.: What's your name, please?  
 G.: Joan Fitzgerald.  
 F.: Can you spell that?  
 G. F-i-t-z-g-e-r-a-l-d.  
 F.: .. and where are you calling from?  
 G.: 01-992.6636  
 F.: Right. Hold the line, please.

8. Complete the following dialogue.  
 — Hello! May I speak to Jane, please?  
 — This is Mary speaking.  
 — So sorry. When will she come back?  
 — Thank you. In this case I'll call in a couple of hours again.  
 — No, no message, thank you. I'd rather speak to her personally.  
 — Thank you very much. Good-bye.

9. Make your own dialogue using the following expressions.  
 Hello. Is this ...? I'd like to speak with ... , Who is calling? This is ... speaking, How are you? How about a date in ...? I'd like to, but...

### **Практическая работа № 10**

**Тема:** Технический профиль: промышленность, транспорт. Работа с профессиональной лексикой и текстами

**Цель:** полное и точное понимание информации прагматических текстов  
 Cinoculating Equipment

1) Words to remember:

1. mud pump – грязевой насос
2. mud pits – приемные чаны, амбары для хранения бурового раствора
3. discharge line – выкидная линия, напорный трубопровод
4. standpipe – стояк, вертикальная труба
5. kelly hose - гибкий шланг
6. a swivel - вертлюг
7. drill collar – утяжеленная бурильная труба
8. annulus - затрубное пространство
9. shale shaker – вибрационное сито

2) Words to revise:

1. equipment
2. consist of
3. mud
4. flexible
5. wall
6. drill string
7. return
8. vibrate
9. device

3) Read and translate the text.

### **Circulating equipment.**

The equipment in circulating system consists of a large number of items. The mud pump takes in mud from the mud pits and sends it out a discharge line to a standpipe. The standpipe is a steel pipe mounted vertically on one leg of the mast of the derrick.

The mud is pumped up the standpipe and into a flexible, very strong, reinforced rubber hose called rotary hose, or kelly hose. The rotary hose is connected to the swivel. The mud enters the swivel, goes down the kelly, drill pipe and drill collars; and exits at the bit. It then does a sharp V-turn and heads back up the hole in the annulus. The annulus is the space between the outside of the drill string and wall of the hole.

Finally, the mud leaves the hole through a steel pipe called a mud return line and falls over a vibrating- device called the shale shaker. The circulating system is a closed system. The mud is circulated through the drilling of the well.

4) Make up sentences of the following words.

To consist of, to take in, to send out, to mount on, to pump up, to go down.

5) Translate into English.

Оборудование, состоять, грязевой насос, вертикальная труба, буровая вышка, гибкий, вертлюг, затрубное пространство, острый, внешний, падать, устройство.

6) Answer the questions.

1. What does the equipment in circulating system consist of?
2. Where does the mud pump take in mud from?
3. What is a standpipe?
4. Is the rotary hose connected to the swivel?
5. Describe, please, the moving of the mud,
6. Where is the end of the mud's travelling?
7. The circulating system is a closed one, isn't it?

7) Explain, please, in English the functions of the following things:

1. a mud pump
2. a standpipe
3. a derrick
4. a rotary hose
5. a drill string

6. a shale shaker

8) Say, please, a few words about circulating equipment.

### **Практическая работа № 11**

Тема: Технический профиль: промышленность, транспорт. Работа с профессиональной лексикой и текстами

Цель: Усвоение лексического минимума в профессиональной сфере.

Hoisting System

2) Words to remember:

15. a rig – буровая установка

16. a hoisting system – система подъема инструмента

17. a drawwork – лебедка

18. a derrick – буровая вышка

19. a crownblock – кронблок

20. a travelling block – талевый блок

21. a drum – барабан

22. machinery – машинное оборудование

23. a catshaft - катушечный или промежуточный вал

24. a cathead - безопасная катушка, шпилевая катушка, катушка для затягивания инструментов и труб в вышку

25. to mount – устанавливать

26. a clutch - муфта сцепления, фрикционная муфта

2) Words to revise:

1. a mast, a system, a piece, speed, change, brake, a rope, capacity, a load;

2. to have, to make, to consist, to contain, to stop, to prevent, to carry, to vary;

3. mechanical, diesel, heavy, main, strong, possible, vertical

4. regardless, basically, sometimes, as, usually, also.

3) Read and translate the text.

#### **Hoisting System.**

Regardless of whether rig is mechanical or diesel-electric, it must have a hoisting system. Basically, the hoisting system is made up of the drawworks (sometimes called the hoist), a mast or a derrick, the crownblock, the travelling block and wire rope.

The drawworks is a big, heavy piece of machinery. It consists of a revolving drum. It also has a catshaft on which the catheads are mounted\* It also has several shafts,



clutches, and chain-and-gear drives for speed and direction changes. It also contains a main brake, which can stop and prevent the drum from turning.

A drilling line is made up of wire rope from 28 to 38 millimetres diameter, as can be imagined, masts and derricks have to be as strong as possible.

Manufacturers of derricks and masts usually rate their products in terms of vertical load they can carry and windload they can withstand from the side. Derricks or mast capacities for vertical loads vary from 100 up to 700 tonnes and can withstand a wind load of 160 to 210 kilometres per hour.

4) Translate the following sentences and explain the difference in translation the verbs:

1. It must have a hoisting system.
2. It also has a catshaft.
3. Derricks have to be as strong as possible.

5) Translate the words with -ing and say what it is:

1. It consists of a revolving drum.
2. It also contains a main brake, which can stop and prevent the drum from turning.
3. A drilling line is made of wire rope.

6) Answer the questions.

1. What is the hoisting system made up of?
2. The drawworks is a big, heavy piece of machinery, isn't it?
3. What components does it consist of?
4. Is a drilling line made of wire rope?
5. What can you say about masts and derricks?

### **Практическая работа № 12**

**Тема:** Еда в Британии. Национальные особенности русской и британской кухни.

**Цель:** участвовать в беседе / дискуссии на знакомую тему, в том числе используя заданные алгоритмы ведения дискуссии;

#### **Информационное обеспечение**

##### **Основные источники:**

Агабекян И.П. Английский язык: учебное пособие для СПО. Ростов на/Д.: Феникс, 2015

Проведите опрос в классе и узнайте:

Who prefers to eat out

Who often has lunch in college canteen

Who never has breakfast

Who has dinner with his family every day

Whose favorite food is meat

Прочитайте текст Meals in England. Агабекян И.П. Английский язык: учебное пособие для СПО. Ростов на/Д.: Феникс, 2015 Стр 74.

Ответьте на вопросы к тексту:

What are the usual meals in England?

What do Englishmen usually have for breakfast?

When do English people usually have lunch?

Tell us about the afternoon tea  
What is the biggest meal of the day?

Распределите слова из текста по группам

Названия предметов сервировки стола	Названия овощей	Названия блюд	Названия приемов пищи	Названия учреждений для приема пищи

Составьте меню для ресторана, используя лексику на стр. 72- 74.

### Практическая работа № 13

**Тема:** Правила этикета.

**Цель:** использовать необходимые языковые средства для выражения мнения, проявления согласия или несогласия в некатегоричной, неагрессивной форме;

<i>Asking for someone's opinion</i>	<i>Giving your opinion</i>	<i>Saying you have no opinion</i>	<i>Avoiding giving an opinion</i>	<i>Trying to change someone's opinion</i>
What do you think about...? What do you feel about...? What are your views...? What is your opinion of...? What are your feelings about...? What's your views/opinion? What do you reckon to...? What about...?	I think... As I see it,... In my view/opinion,... (Personally,) I believe... (Personally,) I feel... It seems to me... Well, I must say... Don't you think...? I'd-just like to say... From my point of view,... As far as I'm concerned,...	I really don't have any opinion about... I (really) couldn't say, (I'm afraid)... I've no strong feelings about... I (really) don't know what to say It doesn't (really) affect me/matter to me, (I'm afraid)... I (really) don't know what to	I'd rather not say anything about... D'you think so? It's difficult to say,... I suppose it depends on your/one's point of view Really? I'd have to think about... I'm sorry I can't answer I'd prefer not to say anything about...	But don't you (Yes, but) do you really think... (Yes, but) surely you don't think/believe etc. ... (Yes, but) is/isn't it possible that...? (Yes, but) another way of looking at it would be (to say) that... Surely not, I mean...

Составьте диалог, используя данные в таблице фразы.

### Практическая работа № 14

**Тема:** Технический профиль: оборудование, работа

**Цель:** Правила пользования специальными терминологическими словарями

Прочтите текст и ответьте на вопросы.

Origin of Oil and Gas

Nowadays there are two main theories explaining the origin of petroleum or oil and natural gas - organic and inorganic ones. However, it has not been possible to determine the exact origin because it has not been possible to identify the exact place or materials from which any particular oil accumulation originated. The precise details regarding the problems of origin, migration and accumulation of petroleum have yet to be fully answered. Recent advances in analytical chemistry and geochemistry have advanced the knowledge and understanding, but issues remain to be resolved. The oil pool (field) is an end product to a 5-stage sequence of events: raw materials, accumulation, transformation, migration and geologic time. But the complication is that petroleum are complex mixtures of many hydrocarbons occurring in series with no two petroleum exactly alike in composition. This is probably due to variations in primary source materials and subsequent processes during formation such as pressure and temperature changes. Although the components of petroleum unite to form complex mixtures, the typical elemental chemical analysis indicates 10-15% hydrogen and 82-87% carbon weight.

- heavy crude
- light crude
- methane gas
- propane gas
- butane gas
- cyclo-hexane gas.

The organic theory presumes that hydrogen and carbon that make up petroleum came from plants and animals living on land and in sea. This explanation is most generally accepted by scientists. Heat and pressure transformed the organic materials into solid, liquid or gaseous hydrocarbons known as fossil fuels - coal, crude oil or natural gas. Oil is typically derived from marine plants and animals. Natural gas can be formed from almost any marine or terrestrial organic materials, under a wide variety of temperatures and pressures. The inorganic theory holds that hydrocarbons were trapped inside the Earth during the planet's formation and are slowly moving upwards. According to this theory, the hydrogen and carbon were brought together under great pressure and temperature deep in the Earth to form oil and gas, which then found its way through porous rocks to collect in natural traps in the underground formations of the earth.

Due to the force of gravity and the pressure created by the overlaying rock layers, oil and natural gas seldom stay in the source rock in which they are formed. Instead, they move through the underground layers of sedimentary rocks until they either escape at the surface or are trapped by a barrier of less permeable rock. Most of the world's petroleum had been found trapped in porous rocks under relatively impermeable formations. These reservoirs are often long distances away from the original source. A seep occurs when hydrocarbons migrate to the Earth's surface. Over time, huge amount of these hydrocarbons have escaped into atmosphere. Flowing water can also wash away hydrocarbons. Sometimes only lighter, more

volatile compounds are removed, leaving behind reservoirs of heavier types of crude oil.

1. What theories about oil and gas origin do you know?
2. What is your personal opinion on these theories?
3. What theory is supported by most of scientists?
4. What transforms the organic materials into solid, liquid and gaseous hydrocarbons?
5. How can oil be formed?
6. What forms the gas?
7. Why oil and gas seldom stay in the source rock where they are formed?
8. Where oil and gas can be trapped?

### **Практическая работа № 15**

**Тема:** Технический профиль: оборудование, работа

**Цель:** совершенствовать владение произносительными навыками чтения  
Информационное обеспечение

Основные источники:

Агабекян И.П. Английский язык: учебное пособие для СПО. Ростов на/Д.: Феникс, 2015

#### **From the history of petroleum**

Petroleum and natural gas have been known to man long before our era. Petroleum production on an industrial scale, however, was started only a little more than one hundred years ago, while the production and use of natural gas – only in the present century.

Petroleum and gas can be found escaping from rocks in many places all over the world. Such occurrence of petroleum and gas can be found escaping from rocks in many places all over the world. Such occurrence of petroleum and gas are mentioned in writings of Herodotus (5th century B.C.). Plutarch, Pliny the Elder, Marcus Vitruvius (1st century A.D.).

Formerly, petroleum was extracted by most primitive methods, i.e. by digging wells to the petroliferous strata where the petroleum was still in the liquid state. Cases are known when surface seepages of petroleum were so considerable that it accumulated in the depression of the relief forming petroleum lakes. But in these cases the petroleum with time lost its volatile components and turned into asphalt. As can be seen from ancient historical documents, the use of petroleum as fuel dates comes back to extremely early times. Not only liquid petroleum but asphalt was also used as fuel.

The use of petroleum in early times refers to the Apsheron peninsula and other regions of the Caspian shores which abounded in petroleum and where there was the deficiency of other kinds of fuel (coal, peat, or wood), this forced the inhabitants to use petroleum as fuel for heating their dwellings, cooking purposes, etc.

We learn that petroleum had been used for illumination in the countries adjacent to the Caspian and the Mediterranean Seas as far back as several centuries B.C.

- 1) When did the man have known about petroleum and natural gas?

- 2) When did the productions of petroleum and natural gas begin?
- 3) How was petroleum extracted?
- 4) What was petroleum used in early times for?
- 5) When did the history of using petroleum as fuel begin?

### **Практическая работа № 16**

**Тема:** Традиции, праздники, достопримечательности Великобритании

**Цель:** делать сообщения, содержащие наиболее важную информацию по заданной теме / проблеме

#### **Some special days in Britain**

##### **Saint Valentine's Day**

**14th February**, when traditionally people send a valentine (=special card) to someone they love, often without saying who the card is from. They may also send flowers or other presents as a sign of love.

##### **Saint Patrick's Day**

The patron saint of Ireland, who helped to spread the Christian religion there and who people think got rid of snakes in Ireland. St Patrick's Day, **17th March**, is celebrated in Ireland where people drink Irish beer and often wear green clothes.

##### **Saint George's Day**

This is the patron saint of England. The national holiday is celebrated on **23rd April**. This day is not celebrated as much in England as other National Days are around the world. People wear a rose or fly the St. George's Cross flag

##### **Hallowe'en**

The night of **31st October**, which is now celebrated by children, who dress in costumes and go from house to house asking for sweets. This is called trick-or-treating. In the past, people believed the souls of dead people appeared on Hallowe'en.

##### **Guy Fawkes Night**

People celebrate this night on the 5th November. Guy Fawkes tried to blow up the Houses of Parliament in 1605. He didn't succeed. Now people celebrate this with fireworks, burning dolls and a song: remember, remember the fifth of November!

##### **Christmas**

Christmas Eve is celebrated on the **24th December**. Children leave socks and hope Father Christmas will bring some presents. Christmas Day, **25th December** is a family day. People usually have dinner and sit around the Christmas tree.

##### **Boxing**

##### **Day**

This name goes back to the tradition that richer people gave the poor a box, filled with all kinds of food. Even today some companies give their workers a kind of Christmas box. This bank holiday is celebrated on **26th December**.

##### **New Year's Eve**

On 31st December, the last day of the year, many people go to parties. They also make some New Year's resolutions (a decision to do something better or to stop doing something bad in the new year).

## **Практическая работа № 17**

**Тема:** Традиции, праздники, достопримечательности Великобритании

**Цель:** описывать особенности жизни и культуры стран, говорящих на английском языке.

### **Прочтите текст и ответьте на вопросы.**

There are official holidays in Great Britain on which people need not go to work. Some of them are named Bank Holidays due to the fact that on those days the banks and post offices are closed. They are: Christmas Day, Boxing Day, Good Friday, Easter Monday, Spring Bank Holiday and August Bank Holiday (Late Summer Bank Holiday). People usually relax, eat, drink and make merry on these days.

Christmas Day is the most popular bank holiday. It is celebrated on December 25. On Christmas Eve most cities are decorated with colored lights across the streets and enormous Christmas trees. On this day many people go to churches, open their Christmas presents. The turkey, pudding and cake are prepared for Christmas dinner. Many people watch the Queen's Christmas broadcast on TV. This day is a traditional family reunion day. On December 26, the Boxing Day, traditionally people give each other Christmas presents, which used to come in boxes.

Good Friday is the Friday before Easter when the church marks the death of Christ. On this day people eat hot buns. Easter Monday is the day after Easter Day. Instead of eating boiled eggs, Englishmen give each other chocolate eggs. It is a traditional day for the start of the summer tourist season.

Spring Bank Holiday is the most popular holiday; it is a celebration of the coming of spring. Different outdoor events are held. It takes place on the last Monday in May. August Bank Holiday is held on the last Monday in August.

Remembrance Day is observed throughout the commonwealth and dates back to November 11, 1918 when all fighting in the First World War ended. It now commemorates British soldiers, sailors and airmen who gave their lives in the two world wars. Special services are held and wreaths are laid at the Cenotaph, a war memorial at Whitehall, where thousands of Londoners observe the two-minute silence and participate in the remembrance ceremony.

Besides public holidays there are some special festivals in Great Britain. One of them takes place on the 5th of November. On that day, in 1605, Guy Fawkes tried to blow up the Houses of Parliament and kill King James I. He didn't succeed. The King's men found the bomb, took Guy Fawkes to the Tower and cut off his head.

Since that day the British celebrate the 5th of November. They burn a dummy, made of straw and old clothes, on a bonfire and let off fireworks. This dummy is called a "guy" (like Guy Fawkes) and children can often be seen in the streets before the 5th of November saying, "Penny for the guy." If they collect enough money they can buy some fireworks.

What is a "bank" holiday? Why it is called so?

What is different and what is the alike between Russian New Year and English Christmas celebrations?

What are the reasons for celebrating Good Friday and Easter?

What do Englishmen do to honor their fallen soldiers?

**Подведение итогов работы, оценивание**

### **Практическая работа № 18**

**Тема:** Derrick.

**Цель:** развитие профессиональных знаний и умений

Информационное обеспечение

Основные источники:

Агабекян И.П. Английский язык: учебное пособие для СПО. Ростов на/Д.: Феникс, 2015

1) Words to remember:

1. a derrick – буровая вышка
2. boiler - котел
3. machinery – машинное оборудование
4. accessory – вспомогательный инструмент
5. hoist - поднимать
6. to shelter - укрывать
7. to employ - применять
8. to deal with – иметь дело
9. pulley – блок

2) Read and translate the text.

Derrick.

The drilling equipment consists essentially of a derrick, boiler, engine and power plant, and the necessary actuating machinery, tools and accessories.

The derrick is the tall, towerlike skeleton structure commonly found in every oil-field. Its principal purposes are to support the drilling equipment, suspend, hoist and lower the drilling and other tools and accessories, and to shelter the workers.

These derricks vary in size according to the system of drilling employed, the geological conditions to be dealt with and the size depth of the well to be drilled.

The standard derrick most commonly used has been 84 feet high, while other heights range from 64-180 feet; the highest and heaviest derricks being used in connection with rotary drilling. This height, is determined from concrete foundation at the base of the derrick up to the crown block carrying the heavy crown pulley at the top of the derrick.

Within recent years, steel derricks have come into general use in the oil fields, especially in connection with the rotary drilling of very deep wells which require





5. My sister is a student of the Rostov State University.

Изучите тему: степени сравнения прилагательных и наречий.

III. Выполните тест. Письменно переведите предложения на русский язык.

1. It is \_\_\_\_ today than it was yesterday.

- a) warm                                      b) warmer                                      c) more warmer

2. This book is \_\_\_\_ than that one.

- a) more interesting                      b) interesting                                      c) the most interesting

3. London is \_\_\_\_ from Moscow than Paris is.

- a) farther                                      b) the farthest                                      c) more farther

4. Mathematics is one of the \_\_\_\_ subjects at a technical college.

- a) less important                      b) most important                                      c) more important

5. The \_\_\_\_ I thought of that plan, the \_\_\_\_ I liked it.

- a) more ... less                      b) shorter ... longer                                      c) better ... worse

Изучите тему: неопределенные и отрицательные местоимения.

IV. Выполните тест. Письменно переведите предложения на русский язык.

1. Give me \_\_\_\_ books to read.

- a) some                                      b) no                                      c) not any

2. I don't have \_\_\_\_ magazines at home.

- a) not any                                      b) any                                      c) some

3. Are there \_\_\_\_ flowers in the vase?

- a) no                                      b) some                                      c) any

4. There are \_\_\_\_ pictures on the wall.

- a) any                                      b) no                                      c) no any

5. \_\_\_\_ student knows the history of his city.

- a) any                                      b) -                                      c) some

Изучите тему: времена группы Indefinite (Present Indefinite, Past Indefinite, Future Indefinite).

V. Выполните тест. Письменно переведите следующие предложения:

1. Dinosaurs \_\_\_\_ million of years ago.

- a) died out                                      b) will die out                                      c) die out

2. I \_\_\_\_ go shopping yesterday.

- a) wasn't                                      b) doesn't                                      c) didn't

3. I \_\_\_\_ John tomorrow.

- a) shall call                                      b) called                                      c) call

4. I like coffee but my sister \_\_\_\_ it at all.

- a) don't like                                      b) doesn't like                                      c) shan't like

5. There \_\_\_\_ ten students in the classroom now.

- a) were                                      b) are                                      c) is

### **Практическая работа № 20**

**Тема:** Роль средств массовой информации

**Цель:** фиксировать необходимую информацию с целью ее дальнейшего использования (например, в собственном высказывании, в проектной деятельности);

**Информационное обеспечение**

### **Основные источники:**

**Агабекян И.П. Английский язык: учебное пособие для СПО. Ростов на/Д.: Феникс, 2015**

Прочитайте текст Агабекян И.П. Английский язык стр. 153.

Осуществите перевод текста с использованием словаря или современной компьютерной переводческой программы.

Составьте план текста и перескажите его по данному плану.

Раскройте скобки, употребляя глаголы в требуемом времени.

1. Mass media (play) an important role in the life of society.
2. Sometimes mass media (make) people change their views.
3. People ( listen to) the radio while driving a car.
4. Films (attract) large audience.
5. Newspapers ( read) by old people.

### **Ответить на вопросы**

1. Where can you find a lot of advertising?
2. Do you think it is useful?
3. Who owns the TV channels, radio stations and newspapers?
4. What owners can advertise?
5. Which TV channel do you like? Why?

Обсуждение текста.

### **Подведение итогов работы, оценивание**

#### **Практическая работа № 21**

**Тема:** Роль средств массовой информации

**Цель:** догадываться о значении отдельных слов с опорой на языковую и контекстуальную догадку

Прочитайте текст What do you think of television. Безкоровайная стр. 206  
Translate.

1. Давайте поговорим о телевидении.
2. Друзья пригласили меня в гости.
3. Кто-то открыл мне дверь.
4. Мне нравится смотреть телевизор.
5. Я ненавижу смотреть плохие программы.

Ответьте на вопросы:

1. What do you think of television?
2. Do you often accept the invitations from people with television?
3. Do you often watch TV?
4. What do you prefer to watch TV at home or go to the cinema?
5. What programs do you like?

Раскройте скобки, употребляя глаголы в требуемом времени.

1. I (catch) the lift up.
2. Somebody (open) a door
3. Please (apologize) to dr. Perez for me.
4. Then I (take) a lift back to 5<sup>th</sup> floor.
5. At their television (is) off.

Выучите слова

A couple                      invite

Block of flats                clearly

### **Практическая работа № 22**

**Тема:** Технический профиль: Деловая переписка. Структура делового письма, клише. Реклама

**Цель:** Переписка. Деловое письмо. Резюме. Заполнение анкеты.

Оцениваемые компетенции: ОК-2, ОК-4, ОК -8.

#### **Первичные запросы**

Большинство первичных запросов обычно бывают достаточно короткими. Они могут быть отправлены по почте, факсу или электронной почте . Как правило, они включают краткую информацию о Вашей компании и способе получения информацию о компании – адресате.

5.1.1 В начальной части письма сообщите краткие сведения о своей фирме

5.1.2 Как Вы узнали о фирме, которой адресуете свое письмо?

Можно упомянуть того, кто рекомендовал Вам обратиться к этой компании, или из какого источника Вы узнали о ней.

5.1.3 Запрос каталогов, прайс-листов, проспектов

Не принято предоставлять слишком много информации о себе, если Вы просто просите прислать каталоги, брошюры, проспекты. Не забудьте сообщить свой почтовый адрес (или адрес электронной почты), а также указать, заинтересованы ли Вы в получении более подробной информации о каком-либо продукте.

5.1.4 Запрос подробностей о товаре

Когда Вы делаете запрос о продукте или услугах, старайтесь понятно объяснить, что именно Вы хотите. При ссылке на объявление в газете или интернете, укажите его детали. Если Вы ссылаетесь на каталог, буклет и т.п., упомяните его, например, Cat. No.A143 Item No.54

5.1.5 Запрос образцов

Возможно, Вы захотите получить образцы товара или материала перед тем, как разместить заказ. Большинство производителей предоставят образцы или, если речь идет о сложной и крупной технике – пригласят посетить демонстрационный зал или предложат послать Вашего представителя на завод.

### **Практическая работа № 23**

**Тема:** Географическое положение США, климат. Аудирование тестов.

**Цель:** Усвоение лексического минимума

Оцениваемые знания и умения: У2, 31 (Знание лексических и грамматических форм английского языка)

Оцениваемые компетенции: ОК-2, ОК-4, ОК -8.

Инструкция для обучающихся

Прочитайте и переведите данный текст. Перескажите текст. Покажите на карте упоминаемые в тексте географические объекты.

The United States of America

The USA occupies the central part of the North American continent. It borders on Canada in the north and Mexico in the south. It is washed by the Atlantic Ocean in the east, by the Pacific Ocean in the west and by the Gulf of Mexico in the south.

The present territory of the USA consists of three separate parts. The USA proper and Alaska are situated in North America. The Hawaii are situated in the central part of the Pacific Ocean.

The area of the country is about 9,400,000 km<sup>2</sup>. Its population is about 256 million people. No general statement can be made about the landscape of the USA. It is a country of mountains and prairies, valleys and deserts. About one half of the territory in the west is occupied by the Cordilleras. In the east there are the Appalachian Mountains. Between these great mountain chains central and large valleys lie.

The Rocky Mountains extend from Alaska through Canada and the USA to Mexico. Together with the Sierra Nevada Mountains in California they have snow-capped peaks and clear mountain lakes.

The Great Lakes are situated in the north-east of the country. They are Lake Ontario, Lake Huron, Lake Erie, Lake Superior, Lake Michigan. The largest rivers of the USA are the Mississippi, the Missouri, the Columbia, the Colorado, and the Yukon. American rivers have very expressive names: the Snake River, the Milk River, the Green River, the Sweetwater River, the White River.

The USA has rich deposits of coal, oil, iron, zinc, copper, silver, phosphate rock, natural gas, uranium and nonferrous metals. The country has one fourth of the world's coal deposits.

#### **Практическая работа № 24**

Тема: Население США, города. Аудирование тестов. Работа с географической картой. Разработка программы туристического маршрута по Великобритании, США.

Цель: активизация лексического материала, развитие навыков письма, совершенствование умения излагать свои мысли в письменной форме.

#### **Информационное обеспечение**

##### **Основные источники:**

Агабекян И.П. Английский язык: учебное пособие для СПО. Ростов на/Д.: Феникс, 2015

Переведите на английский язык

Залежи угля

цветной (о металле)

Белая река

Методические указания

1. Найти информацию в сети интернет.

2. Разработать программу туристического маршрута, в виде презентации с учётом требований п. 2.1

3. Подготовить выступление из 15-20 предложений, используя план:

а) Чем увлекательно путешествие

б) Какие города лучше всего посетить?

- с) Знакомство с достопримечательностями страны?
- д) Каким транспортом лучше путешествовать по стране?
- е) Какие впечатления ты привезёшь из путешествия?
- 5. Выучить выступление для устного ответа

**Подведение итогов занятия, оценивание.**

### **Практическая работа № 25**

**Тема:** Технический профиль: современные средства коммуникации (факс, электронная почта). Основные сокращения в деловой корреспонденции.

**Цель:** Ознакомление с новой лексикой по теме «Современные средства коммуникации».

#### **PETROLUM ENGINEER**

##### **1. Word and expressions.**

- |                           |                                    |
|---------------------------|------------------------------------|
| 1. to meet the task -     | выполнять задачу                   |
| 2. to produce -           | добывать                           |
| 3. to consume -           | потреблять                         |
| 4. challenge -            | задача                             |
| 5. to provide -           | обеспечивать, снабжать             |
| 6. rate -                 | темп, скорость                     |
| 7. at least -             | по крайней мере                    |
| 8. to be concerned with - | иметь дело с .....                 |
| 9. to create -            | созидать, создавать                |
| 10. to evaluate -         | оценивать                          |
| 11. to oversee -          | наблюдать                          |
| 12. activity -            | деятельность, работа               |
| 13. to implement -        | внедрять                           |
| 14. to simulate -         | моделировать                       |
| 15. to own -              | владеть                            |
| 16. to recover -          | извлекать, добывать                |
| 17. to devise -           | разрабатывать, изобретать          |
| 18. to enhance recovery - | увеличивать нефтеотдачу            |
| 19. to inject -           | закачивать                         |
| 20. combustion -          | горение, сгорание, воспламенение   |
| 21. to treat -            | обрабатывать, очищать              |
| 22. to release -          | освободить, разъединять, выключать |
| 23. opportunity -         | возможность                        |
| 24. facility -            | средство, оборудование (зд.)       |
| 25. to apply -            | применять                          |
| 26. oil shale -           | горючий сланец                     |
| 27. tar sand -            | битумный песчаник                  |
| 28. conventional -        | нормальный, обычный                |
| 29. to release -          | освободить                         |

**What does an Engineer do?**

Meeting the task of producing oil and gas other resources from the earth is the primary challenge of the petroleum engineer. Petroleum provides over 70% of world energy compaction. It is likely to continue at this rate for at least another 50 years, probably 100 years. No other branch of engineering is more concerned with our everyday lives. Economic and environmentally safe production of petroleum resources requires creative application of a wide spectrum of knowledge, ranging from the basic sciences of mathematics, physics, geology and chemistry to almost all engineering disciplines (mechanical, chemical, electrical, ect.).

The petroleum engineer evaluates potential producing reservoirs, oversees drilling activities, selects and implements recovery schemes and designs surface collection and treatment facilities. The petroleum engineer is increasingly concerned with the application of computers in these functions, not only in exploration data analysis and simulation of reservoir behavior, but also in automation of oilfield production and drilling operations. Most of the world's supercomputers are owned by petroleum companies.

Petroleum engineers have a future full of challenges and opportunities. They must develop and apply new technology to recover hydrocarbons from oil shale, tar sands, and offshore oil and gas fields. Petroleum engineers must also devise new techniques to recover oil left in the ground after application of conventional producing techniques. Examples of these «enhanced» recovery methods are steam injection, underground combustion and Injection of chemically treated water to release oil trapped in the pores of rock. Sins conventional producing methods will recover only an average of 25 % of oil in place, these new methods are aimed at recovering petroleum from know reservoirs. Techniques development for the recovery of petroleum will increasingly be applied to the extraction of other important minerals.

Since many petroleum companies conduct worldwide operations, the petroleum engineer may have the opportunity for assignments all over the world.

## 2. Translate into Russian:

- to produce - production- producer
- to consume - consumption
- to create - creation
- to evaluate - evaluation
- to act - active - activity
- to implement - implementation
- to simulate - simulation
- to recover - recovery - reservoir recovery
- to inject - injection

Read the text and find English equivalents to the following words and expressions in the text. Remember them.

1. оценивать потенциал месторождения;
2. следить за буровыми работами;

3. схема добычи;
  4. оборудование для сбора и очистки нефти на поверхности;
  5. шире используют .....;
  6. автоматизация процессов добычи нефти и бурения;
  7. обычные технологии добычи;
  8. увеличенная нефтеотдача;
  9. новые методы направленные на ...;
  10. в среднем 25% первоначального количества нефти;
  11. примеры технологий повышения нефтеотдачи;
  12. закачка пара;
  13. химически очищенная вода;
  14. обычные способы добычи;
4. Read and translate the text and answer the questions.
1. What is your future speciality ?
  2. What is the primary challenge of the petroleum engineer ?
  3. Is there any other branch of engineering which is more concerned with our everyday life ?
  4. What must the petroleum engineer know to ensure economic and environmentally safe production of petroleum resources ?
  5. What subjects do you study now ?
  6. Are you taught to evaluate potential producing reservoirs?
  7. Will you be able to design drilling activities, select and recovery schemes ?
  8. Who designs surface collection and treatment facilities ?
  9. Will you be able to apply computers in automation of oilfield production ?
  10. Who can devise and apply new technology to recover oil left in the ground?
  11. Can you give examples of «enhanced» recovery methods ? What are they?

## 12. What are new enhanced methods aimed at ?

Say in English:

Инженер- нефтяник, добывать нефть, запасы нефти, другие полезные ископаемые, отрасль промышленности, творческое применение, буровые работы, схема добычи, разрабатывать новые технологии, обычные способы добычи, повышение нефтеотдачи, применять новую технологию, широкий спектр знаний, морские месторождения нефти и газа.

1. Fill in the blanks with suitable word:

1. Meeting the ..... of producing oil is the primary ..... of the petroleum engineer.
2. Petroleum provides over 70% of world energy .....
3. No other branch of ..... is more concerned with our everyday .....
4. Economic and environmentally safe ..... requires application of a wide spectrum of knowledge/
5. The petroleum engineer evaluates potential .....
6. Petroleum engineers have a future full of challenges and .....
7. Examples of these ..... recovery methods are steam injection and underground .....
8. These new methods are aimed at recovering ..... petroleum from known .....
9. Techniques development for the recovery of petroleum will be applied to the ..... of other important minerals.

### **Подведение итогов занятия, оценивание**

#### **Практическая работа № 26**

**Тема:** Политико-административное устройство США.

**Цель:** Расширится потенциальный словарь за счет овладения интернациональной лексикой и новыми значениями известных слов, образованных на основе продуктивных способов словообразования.

Оцениваемые знания и умения: У2, З3

Оцениваемые компетенции: ОК 2

Инструкция для обучающихся:

Прочитайте текст и ответьте на вопросы

#### **The American Government**

The Government in the USA is divided into three separate branches. This division of power is based on the belief that if any one part of government has all, or even most of the power, it will be a threat to the freedom of individual citizens.



The executive branch has the responsibility to carry out the law, it is headed by the President. The second legislative branch of the government is called Congress. The Supreme Court and lower national courts make up the third or judicial branch. If any of the three branches starts to abuse its power, the other two may join together against it to stop it.

The legislative and executive branches of the government (Congress and the President) are the most powerful of the three branches. The President and Congress have almost complete political independence from each other because they are both chosen in separate elections. It is quite possible in the American system to have the leader of one political party win the Presidency while the other major political party wins most of the seats in Congress.

In addition to dividing government powers into three branches, the Constitution has a “Bill of Rights” which must protect specific individual rights and freedom from government interference. The government may not interfere with an individual’s freedom of speech or freedom of speech or religious worship.

People from other countries are often confused by the American system but the Americans are proud of it.

1. How many branches is the Government in the United States divided into?
2. How is the legislative branch of the Government called?
3. What branch of the Government has the responsibility to carry out the law?
6. Why do the President and Congress have almost complete political independence from each other?
9. What protects specific individual rights and freedom of citizens from government interference?
10. What is the attitude of the Americans to their system?

### **Практическая работа № 27**

**Тема:** Политико-административное устройство США.

**Цель:** Защита докладов учащихся по теме «Президент США».

Найдите в интернете ответы на данные вопросы

1. When was signed the constitution of USA?
2. How often is President of USA elected?
3. What are the main political parties of USA?
4. What is the symbol of Democratic party?
5. What is the second important document in the country?

Подготовьте в группах обсуждения таких тем:

1. Political debates on TV
2. Attitude of citizens to political system in their country
3. Is the parliamentary republic better than monarchy?
4. Should the government interfere to private life of citizens?
5. Should President influence the government’s decisions?

### **Практическая работа № 28**

**Тема:** Технический профиль: Деловая беседа по телефону. В командировке

**Цель:** активизировать лексику по теме в разных видах деятельности: чтение, аудирование, говорение

Оцениваемые знания и умения: У1, 31 (Усвоение лексического минимума)  
Знание грамматических форм английского языка

Прочитайте текст и ответьте на вопросы.

It was not until 1859 that Edwin Drake drilled the first successful oil well, with the sole purpose of finding oil. The Drake Well was located in the middle of quiet farm country in northwestern Pennsylvania, and sparked the international search for an industrial use for petroleum. These wells were shallow by modern standards, often less than 50 meters deep, but they produced large quantities of oil. The oil was collected in the wooden tanks.

Soon, oil had replaced most other fuels for motorized transport. The automobile industry developed at the end of the 19th century, and quickly adopted oil as fuel. Gasoline engines were essential for designing successful aircraft. Ships driven by oil could move up to twice as fast as their coal powered counterparts, a vital military advantage. Gas was burned off or left in the ground. Despite attempts at gas transportation as far back as 1821, it was not until after World War II that welding techniques, pipe rolling, and metallurgical advances allowed for the construction of reliable long distance pipelines, creating a natural gas industry boom. Even now, gas production is gaining market share as liquefied natural gas (LNG) provides an economical way of transporting gas from even the remotest sites.

At the same time, the petrochemical industry with its new plastic materials quickly increased production.

With the appearance of automobiles and more advanced consumers, it was necessary to improve and standardize the marketable products. Refining was necessary to divide the crude in fractions that could be blended to precise specifications. It became even more essential for refineries to increase high-value fuel production from a variety of crudes. From 10-40% gasoline for crude oil a century ago, a modern refinery can get up to 70% gasoline from the same quality crude through a variety of advanced reforming and cracking processes. Chemicals derived from petroleum or natural gas – petrochemicals – are an essential part of the chemical industry today. Petrochemistry is a fairly young industry; it only started to grow in the 1940s, more than 80 years after the drilling of the first commercial oil well. During World War II, the demand for synthetic materials to replace costly and sometimes less efficient products caused the petrochemical industry to develop into a major player in modern economy and society.

1. What Edwin Drake was looking for when he drilled his well?
2. How and why did transport industry change under oil's influence?
3. What did people do with the gas? What do they do with it now?
4. What are the petrochemicals? What is the petrochemical industry?

### **Практическая работа № 29**

**Тема:** Праздники и традиции США

**Цель:** применять правила чтения и орфографии на основе усвоенного ранее и нового лексического материала

**Оцениваемые знания и умения:** У1, У2 (Усвоение лексического минимума)

**Оцениваемые компетенции:** ОК 2

**Количество вопросов:** 1

**Инструкция для обучающихся:**

**Прочитайте текст и ответьте на вопросы**

Every country has its own holidays. They reflect the history of the country and its cultural and religious traditions. Some religious holidays are common in different countries. They are Christmas and Easter. Americans celebrate Christmas on the 25<sup>th</sup> of December. They buy a lot of presents for each other, for their parents, children and friends. The New Year's day, the 1<sup>st</sup> of January is not so widely celebrated in the United States as we do it in Russia. Of course, the most important holiday in America is the 4<sup>th</sup> of July, The Independence Day. People like to watch colourful fireworks in the evening. The 4<sup>th</sup> of July is the day-off and people don't go to work. The holidays when people don't go to work are: Martin Luther King's day on the 20<sup>th</sup> of January, Labour Day on the 7<sup>th</sup> of September and Thanksgiving on the last Friday of November. On Thanksgiving Americans usually eat turkey. This holiday reminds the time when the first colonists (pilgrims) from England came to America in 1620 and could survive in the unknown land. There is still a big-white stone on the shore in Plymouth in Massachusetts, that the pilgrims landed on. It is called «The Plymouth Rock», The 31st of October is the children's most favourite holiday — Halloween. On this day children dressed in funny dresses visit their neighbours and say Trick or treat and get sweets. The rest of the holidays are usually on weekends. They are: the Flag's Day, Armed Forces Day. Americans also celebrate Lincoln's birthday, Washington's birthday and President's Day in February. The 14<sup>th</sup> of February is Valentine's day or as it is called "All Lovers Day".

1. What do holidays reflect?
2. When do Americans celebrate Christmas?
3. Is 1<sup>st</sup> of January widely celebrated?
4. What is the most important holiday in USA?
5. What are the holidays when people stay off work?
6. What is and where is Plymouth Rock?
7. What's children most favourite holiday?

**Тема:** Праздники и традиции США

**Цель:** Чтение, обсуждение тематических текстов, диалоги, полилоги по теме «Праздники и традиции Америки». Ролевые игры

**Оборудование:** раздаточный материал, видеопроектор, учебники, словари.

**Информационное обеспечение**

**Основные источники:**

Агабекян И.П. Английский язык: учебное пособие для СПО. Ростов на/Д.: Феникс, 2015

**Дополнительные источники:**

Мюллер В.К. Англо-русский и русско-английский словарь / В.К. Мюллер. - М.: Эксмо, 2016.

Время выполнения – 2 часа

Прочитайте текст What are their traditions? Безкорвайная стр. 164

Выучите эти слова и выражения:

Custom

Famous

Superstition

All over the world

Politeness

Translate the following sentences

1. Lucky to knock on wood
2. Easter is one of the most important Christian holidays.
3. Many families have pets – a dog, a cat or a bird.
4. Some American customs are famous all over the world.

Домашнее задание: Составить диалоги по теме

### **Практическая работа № 31**

**Тема:** Технический профиль: быт и сервис

**Информационное обеспечение**

**Основные источники:**

Агабекян И.П. Английский язык: учебное пособие для СПО. Ростов на/Д.: Феникс, 2015

**Дополнительные источники:**

Мюллер В.К. Англо-русский и русско-английский словарь / В.К. Мюллер. - М.: Эксмо, 2016.

#### **Hoisting System**

- 1) Words to remember:
  1. a rig – буровая установка
  2. a hoisting system – система подъема инструмента
  3. a drawwork – лебедка
  4. a derrick – буровая вышка
  5. a crownblock – кронблок
  6. a travelling block – талевый блок
  7. a drum – барабан
  8. machinery – машинное оборудование

9. a catshaft - катушечный или промежуточный вал
10. a cathead - безопасная катушка, шпилевая катушка, катушка для затягивания инструментов и труб в вышку
11. to mount – устанавливать
12. a clutch - муфта сцепления, фрикционная муфта

2) Words to revise:

1. a mast, a system, a piece, speed, change, brake, a rope, capacity, a load;
2. to have, to make, to consist, to contain, to stop, to prevent, to carry, to vary;
3. mechanical, diesel, heavy, main, strong, possible, vertical
4. regardless, basically, sometimes, as, usually, also.

3) Read and translate the text.

Hoisting System.

Regardless of whether rig is mechanical or diesel-electric, it must have a hoisting system. Basically, the hoisting system is made up of the drawworks (sometimes called the hoist), a mast or a derrick, the crownblock, the travelling block and wire rope.

The drawworks is a big, heavy piece of machinery. It consists of a revolving drum. It also has a catshaft on which the catheads are mounted\* It also has several shafts, clutches, and chain-and-gear drives for speed and direction changes. It also contains a main brake, which can stop and prevent the drum from turning.

A drilling line is made up of wire rope from 28 to 38 millimetres diameter, as can be imagined, masts and derricks have to be as strong as possible.

Manufacturers of derricks and masts usually rate their products in terms of vertical load they can carry and windload they can withstand from the side. Derricks or mast capacities for vertical loads vary from 100 up to 700 tonnes and can withstand a wind load of 160 to 210 kilometres per hour.

4) Translate the following sentences and explain the difference in translation the verbs:

1. It must have a hoisting system.
2. It also has a catshaft.
3. Derricks have to be as strong as possible.

5) Translate the words with -ing and say what it is:

1. It consists of a revolving drum.
2. It also contains a main brake, which can stop and prevent the drum from turning.
3. A drilling line is made of wire rope.

6) Answer the questions.

1. What is the hoisting system made up of?
2. The drawworks is a big, heavy piece of machinery, isn't it?

### **Практическая работа № 32**

**Тема:** Технический профиль: быт и сервис

**Цель:** Систематизация знаний о профессиональной сфере

### **PHYSICAL PROPERTIES OF PETROLEUM**

The colour of petroleum varies from light-yellow to red, while some very dark grades are opaque. The higher the specific gravity, the darker the oil.

The nature and composition of crude oil usually determines its odour. Unsaturated hydrocarbons, sulphur and certain nitrogen compounds are responsible for disagreeable odours. Crude petroleum from Russia, Romania and California has an aromatic odour. Pennsylvania petroleum has an agreeable gasoline-like odour. Other oils vary in odour depending on the quantity of light hydrocarbons present in the oil, and of the impurities present. The petroleum from South Texas and Mexico has a strong disagreeable odour, due to hydrogen sulphide and other sulphur compounds. Petroleum is lighter than water. The specific gravity is influenced by physical factors and by the chemical composition of the crude oil. It varies from 0.7684 to 0.992.

The viscosity, or the measure of the resistance to flow, is an important factor with lubricating oils. It is usually stated in terms of the time necessary for a definite volume of oil at a definite temperature to flow through a small opening. The actual work is carried out in an instrument known as a viscosimeter, of which there are several standard makes in use at the present time. Crude petroleum is quite different in viscosity. Some are very mobile, while others, like Mexican crude, are quite viscid. Oils composed of hydrocarbons belonging to the series  $C_nH_{2n-2}$  and  $C_nH_{2n-4}$  are viscous. Heavy petroleum in general is composed to a large extent of these hydrocarbons. The viscosity increases with the density. The viscosities of oils of the same specific gravity, but from different sources, are not always the same. This is due to the difference in chemical composition.

1. Which physical properties does petroleum have?
2. What influences the color of the petroleum.
3. How do different oils smell and why?
4. What is viscosity and why it is important?

## **Подведение итогов работы, оценивание**

### **Практическая работа № 33**

**Тема:** Контрольная работа

**Цель:** Контроль грамматического материала (тесты)

1. Выберите подходящую форму глагола to be  
We .....in Moscow last week. It ... fantastic.  
a) Was/ were  
b) Were/ was  
c) Wasn't/ weren't
2. Выберите подходящее местоимение  
How do you know .....? They are my closest neighbours.  
a) Her  
b) Them

- c) Me
3. Выберите подходящее местоимение  
Oh, no! I have forgotten my book. Can you lend me...
- a) Mine  
b) Yours  
c) You
4. Выберите одно правильное местоимение: I cannot believe they stole ...idea
- a) Your  
b) Mine  
c) Hers
5. Вставьте подходящее по смыслу личное местоимение.  
Ben is a little boy. ... is six.
- a) He  
b) I  
c) You
6. Выберите предложение в Past Simple
- a) When she grew up she was afraid of cars.  
b) She grows up  
c) She will grow up
7. Выберите необходимые неопределенные местоимения  
There are ... knives and forks on the table but there isn't ... salt or pepper.
- a) Some /any  
b) Any/ some  
c) Some/ some
8. Заполните пробелы соответствующими предлогами.  
The concert started ...7 o'clock ... Thursday.
- a) On/at  
b) At/on  
c) In/ with
9. Выберите правильно составленное предложение
- a) loves our family fish in nobody.  
b) Fish loves our family in nobody.  
c) Nobody loves fish in our family.
10. Выберите правильно составленное предложение.
- a) Homemade food is the best than fast food.  
b) Homemade food is good than fast food.  
c) Homemade food is better than fast food.

### **Подведение итогов работы, оценивание**

#### **Практическая работа № 34**

#### **Тема: Контрольная работа**

#### **Цель: Контроль владения профессиональной лексикой**

1. Расставьте слова в правильной последовательности, чтобы получить предложение.

An plays of role people life music important in.

Music plays an important role in people life.

2. Расставьте предложения в правильном порядке, чтобы получить монолог.

A) I do not drink milk. B) The first lesson is Russian. C) On Monday we have five lessons. D) After the second lesson I go to the canteen. E) At this lesson we write a dictation and do some exercises. F) I eat a sandwich and drink a cup of tea. G) I go to the library and take a book. H) Then I go home. I) After school I do not go home at once.

3. Составьте из данных слов предложения.

a) some – the kitchen – I – for – want – furniture – to buy.

I want to buy some furniture for the kitchen.

b) aren't – the table – cakes – on – there – any.

There aren't any cakes on the table

c) have – I - please – can – some – butter?

Can I have some butter please?

d) take – book – you – any – can – here.

You can take any book here.

4. Составьте предложение из следующих слов.

Traditions our interesting has university many.

Our university has many interesting traditions.

5. Переведите следующее предложение.

Мы будем рады видеть вас у себя.

We will be glad to see you at our place.

6. Перефразируйте следующие словосочетания и предложения, употребляя притяжательный падеж.

1. The ball of the dog. 2. The skateboard of that man. 3. The umbrella of my grandmother. 4. The room of my friend. 5. The questions of my son. 6. The letter of Pete. 7. The car of my parents.

1. The dog's ball. 2. The man's skateboard. 3. My grandmother's umbrella. 4. My friend's room. 5. My son's questions. 6. Pete's letter. 7. My parent's car.

7. Переведите следующее предложение.

В автобусе было несколько свободных мест

There were several vacant seats in the bus.

8. Раскройте скобки, употребляя глаголы в Present или Past Simple.

1. I (to go) to bed at ten o'clock every day. 2. I (to go) to bed at ten o'clock yesterday. 3. I (not to have) history lessons every day. 4. We (not to rest) yesterday. 5. My brother (not to drink) coffee yesterday. 6. My mother always (to take) a bus to get to work, but yesterday she (not to take) a bus. Yesterday she (to walk) to her office. 7. You (to talk) to the members of your family every day? - Yes, I .... But yesterday I (not to talk) to them: I (to be) very busy yesterday.

9. Установить соответствие:

1) 5 января 1988 года

2) 3 Января 1982

3) 5 февраля 1941

a) January the fifth nineteen eighty eight



b) February the fifth nineteen forty one

c) January the third nineteen eighty two

**Подведение итогов работы, оценивание**

**МИНОБРНАУКИ РОССИИ**

**федеральное государственное бюджетное образовательное учреждение  
высшего образования «Югорский государственный университет» (ЮГУ)  
СУРГУТСКИЙ НЕФТЯНОЙ ТЕХНИКУМ  
(филиал) федерального государственного бюджетного образовательного  
учреждения  
высшего образования «Югорский государственный университет»  
(СНТ (филиал) ФГБОУ ВО «ЮГУ»)**

**МЕТОДИЧЕСКИЕ УКАЗАНИЯ**

**по выполнению практических работ**

по учебной дисциплине ОГСЭ.03 ИНОСТРАННЫЙ ЯЗЫК

для студентов 4 курса

очной формы обучения

для специальностей среднего профессионального образования  
21.02.02 Бурение нефтяных и газовых скважин

- 15.02.01 Монтаж и техническая эксплуатация промышленного оборудования  
 18.02.09 Переработка нефти и газа  
 21.02.01 Разработка и эксплуатация нефтяных и газовых месторождений  
 23.02.03 Техническое обслуживание и ремонт автомобильного транспорта  
 38.02.01 Экономика и бухгалтерский учет

Сургут

2019

### Практическая работа №1

Тема: Повторение временных групп Simple, Continuous, Perfect

Цель: повторение и обобщение грамматического материала по теме «Временные группы английского глагола»

**Оцениваемые знания и умения:** У1, З1 (Усвоение лексического минимума, знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

#### Задание 1

Сопоставьте название временной формы глагола, способ её образования и языковую ситуацию, которую она выражает. Запишите ваш ответ в виде короткой грамматической справки. Буквой “V” обозначается глагол (англ. “verb”), цифрой – его форма.

Present Simple	am/is/are+V-ing	Выражает действие, которое произойдёт в будущем
Past Simple	will have+V3	Выражает действие, происходящее в момент речи, действие, которое началось, но ещё не закончилось
Future Simple	will be+V-ing	Выражает действие, которое завершилось до другого действия в прошлом
Present Continuous	had+V3	Выражает действие, которое к моменту речи уже завершилось, причём важен факт совершения действия или его результат, так как он влияет на настоящее
Past Continuous	will+V1	Выражает действие, которое уже закончится к определённом моменту времени в будущем
Future Continuous	V2	Выражает действие, которое находилось в процессе совершения в определённый момент времени в прошлом
Present	was/were+V-	Выражает факты, регулярные действия или события. Не

Perfect	ing	указывает ни на длительность, ни на завершённость, ни за предшествование. Используется для образования повелительного наклонения.
Past Perfect	V1/V1s	Выражает действие, которое будет находиться в процессе совершения в определённый момент времени в будущем
Future Perfect	have/has+V3	Выражает действие, которое совершилось в прошлом и не имеет связи с настоящим

#### Задание 2.

Прочитайте предложение, выберите правильную временную форму и поставьте в неё глагол в скобках.

1. When you come home I (finish) cleaning the house, so we will be able to go for a walk.
2. I think I (read) this book by next month.
3. We (move) to Moscow two years ago.
4. James can't talk to you right now, he (prepare) for a major test.
5. I (call) you later, OK?
6. I came home very late, so children (sleep) already.
7. Sorry, Andrew won't be able to help you tomorrow evening. He (fix) our car.
8. What you (do) in four hours?
9. I bought Carol a book but unfortunately she already (read) it.
10. John (live) pretty far from his workplace, so every day he (take) a bus.
11. Please (read) this manual, it (be) very important!
12. By the end of his shift George (finish) writing his report.
13. She doesn't know my name because she never (see) me before.
14. I can't open the door because I (lose) my keys somewhere.
15. Next year Becky (graduate) from her technical school.
16. -Where are you now, I can't see you! – We (stand) under a big yellow sign.
17. Last week I (meet) Ann.
18. Yesterday, while he (cut) vegetables, Nick (cut) himself.
- 19.

#### Задание 3.

Придумайте по одному утвердительному, одному отрицательному и одному вопросительному предложению на каждую временную форму, запишите и переведите их.

### Практическая работа №2

Тема: Введение лексики по теме «Экология»

Цель: Введение и закрепление лексики по заданной теме.

**Оцениваемые знания и умения:** У2, 31 (Усвоение лексического минимума)

**Оцениваемые компетенции:** ОК 4

#### Задание 1

Выпишите и переведите слова из верхней части таблицы. Сопоставьте понятия-антонимы

- 1) to cut down    a) to plant, to grow
- 2) to kill        b) to preserve
- 3) to throw away c) to collect
- 4) to destroy    d) to restore
- 5) to harm       e) to care about
- 6) to pollute    f) to reduce, recycle, reuse
- 7) to damage    g) to defend, to protect

## Задание 2

Выпишите и переведите слова из верхней части таблицы.

recycled, turn off, instead of, clean, protecting, survive, resources, trees, rivers, showers, ecological

Заполните этими словами пропуски в предложениях.

1. Ask your government to make laws \_\_\_\_\_ air, water and soil.
2. Develop international cooperation to solve \_\_\_\_\_ problems together.
3. Save water, gas, energy and other natural \_\_\_\_\_.
4. Don't litter, keep the environment around you \_\_\_\_\_.
5. Collect used materials such as metal, bottles and paper in special trash bins, so they can be \_\_\_\_\_.
6. Plant more \_\_\_\_\_.
7. Feed birds in winter and help them \_\_\_\_\_.
8. \_\_\_\_\_ lights when before leaving a room.
9. Clear garbage from lakes and \_\_\_\_\_.
10. Have \_\_\_\_\_ not baths. Showers use less water.

## Задание 3

Переведите предложения. Согласны ли вы с ними? Обоснуйте свой ответ.

1. Ecology is a science that studies how plants, animals and other living things live together.
2. Pollution means making air, water and soil dirty. It is dangerous for people's health.
3. Waste is useless materials.
4. Waste sorting done by ordinary people is pointless in our country because it will end up on the same solid waste landfill anyway.
5. It is dangerous to dump domestic and industrial waste.
6. People can't live without clean water, air and food.
7. Burning leaves, tree branches and garbage is harmless for the environment.
8. There are a lot of things we can take from nature: gas, oil, wood, water, sand, and those resources are infinite.
9. Nature is strong enough to recover from man's influence on its own.

## Задание 4

С.176-177, чтение и перевод текста "Forests – ecosystems of green gold", упр. 1-3, Голубев А.П. «Английский для технических специальностей», 2014. Издательский центр «Академия»

## Практическая работа №3

Тема: Закрепление лексики по теме «Экология»

Цель: Овладение лексикой по заданной теме, умение устно и письменно выражать своё мнение по теме

**Оцениваемые знания и умения:** У2, З1 (Усвоение лексического минимума)

**Оцениваемые компетенции:** ОК 4

## Задание 1

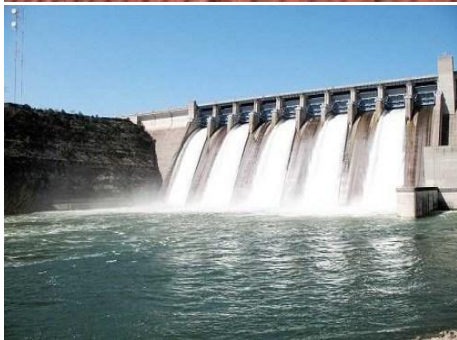
Найдите соответствия. Составьте предложение с каждым из слов.

refinery	окружающая среда
environment	отходы
preserve	установка
surface	выброс
plant	поверхность

waste	сохранять
emission	углеводород
unit	перерабатывающий завод
hydrocarbon	1) завод 2) растение
leakage	тех. вода
process water	утечка

## Задание 2

Выберите правильное название к каждому изображению.



biofuel, solar panel, hydropower plant, wind turbine

Отметьте галочкой те утверждения, с которыми вы согласны. Объясните свой выбор.

	can be used everywhere	produces a lot of energy	expensive to set up	hard to maintain	can harm nature	can harm people
biofuel						
solar panel						
hydropower plant						
wind turbine						

### Задание 3

Прочитайте вопросы, ответьте на них и обоснуйте свой ответ.

1. What does your family do with empty plastic bottles?
2. When you buy one or two items at the supermarket, do you also get a plastic bag?
3. How often do you choose products which contain recycled materials?
4. If you were asked to contribute money to a local animal shelter, you would...
5. A local beach has been polluted with oil. What will you do?
6. You eat a chocolate bar in the street. There's no trash can in sight. What do you do with the wrapper?
7. You have a lot of old, used paper. What are going to do with it?
8. Do you use a lot of water when you wash dishes? Brush your teeth?
9. Your friend says he is going to do a janitor's work for free and collect trash from a local forest. You...
10. It turns out that your new acquaintance has a special box with worms at home for recycling organic leftovers. What is your reaction?

### Задание 4

Стр. 221, упр. 3, стр. 228, упр. 10: Безкоровайная Г.Т. "Planet of English", 2015.

Издательский центр «Академия»

### Практическая работа №4

Тема: Технический профиль: устройство на работу. «На фирме».

**Оцениваемые знания и умения:** У1, 31 (Усвоение лексического минимума)

**Оцениваемые компетенции:** ОК 5

### Задание 1

Найдите соответствия между английскими словосочетаниями и их переводами на русский язык.

1) a job fair	a) объявления о работе
2) a business card	b) менеджер по приему на работу
3) a job ad	c) визитка
4) a hiring manager	d) реклама работы
5) a job posting	e) ярмарка вакансий

Staff – штат, служащие, рабочие

1) accountant staff	a) служащие по договору найма
2) administrative staff	a) временный штат
3) hired staff	a) нижестоящие, подчиненные
4) junior staff	a) бухгалтерия, бухгалтеры
5) office staff	a) вышестоящие, начальство
6) permanent staff	a) административные работники
7) senior staff	a) конторские служащие

8) temporary staff	a) постоянный штат
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Задание 2

Переведите текст, заполнив пропуски словами в рамке.

accepted applications interview job ads recruit selected resume offered
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### FINDING A JOB

Esther Garcia graduated from university with a degree in petroleum companies. But finding her first job was very hard. She searched all the \_\_\_1\_\_\_ in the newspapers and on the internet. She made lots of \_\_\_2\_\_\_ to different companies. She also sent her \_\_\_3\_\_\_ to all the big petroleum companies. But most companies didn't even invite her for \_\_\_4\_\_\_. It seemed that they only wanted to \_\_\_5\_\_\_ people with job experience. After several months, the British Petroleum Company in London \_\_\_6\_\_\_ Esther a place on a three-month graduate trainee scheme. At the end of the three months, Esther was the only person out of the ten trainees to be \_\_\_7\_\_\_ for a permanent job. Of course, Esther was very happy to be \_\_\_8\_\_\_.

Задание 3

Представьте, что вы уже устроились на работу по своей специальности. Назовите и постарайтесь как можно точнее описать предметы и оборудование, которые вас окружают. Какую функцию они выполняют?

Задание 4

Стр. 241, упр. 11: Безкорвайная Г.Т. "Planet of English", 2015. Издательский центр «Академия»

Задание 5

Составьте резюме и сопроводительное письмо по образцу.

<b>Name:</b>	Miranda Beeton (single)
<b>Address:</b>	15 Oak Tree Drive, Southampton
<b>Date of Birth:</b>	28 October 1974
<b>Education:</b>	1985 - 1992: Tolworth Secondary School GCSE's: Maths, Geography, English, Computing, History, French, Spanish A levels: French, Spanish, History 1992 - 1995: B.A., Tourism Studies - University of East London
<b>Work Experience:</b>	June - September 1995 — Travel Agent, Sky High Tourist Agency October 1995 - Present — European Tour Guide, Sunshine Tours
<b>Other Information:</b>	Computer skills: Certificate of Proficiency in word-processing and graphics Languages spoken: French, Spanish, some German Interests: tennis, travelling, reading
<b>Referees:</b>	J. G. Malcom (President) Sky High Tourist Agency 25, Midtown Street, Southampton B. Needham (Manager) Sunshine Tours 1, Hortanza Calle, Madrid, Spain

Dear Sir/Madam,

I am writing to apply for the position of Senior Tour Guide which was advertised in Monday's edition of The Evening News.

I graduated from the University of East London in 1995 with a degree in Tourism Studies. I have been working as a European Tour Guide since 1995 for Sunshine Tours, which is based in Spain. Prior to this, I worked as a Travel Agent for Sky High Tourist Agency during the summer season. I hold certificates in computer graphics and word-processing. I speak fluent French and Spanish and some German.

I am friendly, organised and patient and work well under pressure. As my references show, I have been very popular with many of the clients who specifically asked for me to be their tour-guide on tours they went on.

I have enclosed a copy of my CV. I would be glad to attend an interview at any time convenient to you.

Yours faithfully,  
Miranda Beeton

Вы можете использовать следующие слова и выражения.

active — активный

adaptable — быстро адаптирующийся  
ambitious — амбициозный  
broadminded — с широкими взглядами, интересами  
cheerful — неунывающий, жизнерадостный  
competitive — способный соревноваться, конкурентоспособный  
cooperative — открытый к сотрудничеству  
creative — творческий  
curious — любопытный  
determined — решительный  
eager — устремленный  
easygoing — коммуникабельный  
energetic — энергичный  
enthusiastic — полный энтузиазма, энергии  
entrepreneurial — предприимчивый (то есть, способный реализовывать идеи)  
flexible — психологически гибкий  
friendly — дружелюбный  
generous — щедрый  
good natured — приятный  
hardworking — способный много работать, трудолюбивый  
helpful — полезный  
honest — честный  
imaginative — имеющий богатое воображение  
independent — независимый  
industrious — трудолюбивый, усердный  
intellectual — интеллектуальный  
leader — лидер  
mature — психологически зрелый  
motivated — с четкой мотивацией  
optimistic — оптимистичный  
organized — организованный  
original — оригинальный  
outgoing personality — человек с легким, открытым характером  
patient — терпеливый  
progressive — прогрессивный  
purposeful — целеустремленный  
quick — быстрый  
reliable — надежный  
resourceful — изобретательный, находчивый  
self-confident — уверенный в себе  
self-sufficient — самостоятельный, самодостаточный  
serious — серьезный  
sociable — коммуникабельный  
successful — успешный  
supportive — готовый предоставить поддержку  
tactful — тактичный  
thorough — добросовестный  
trustworthy — заслуживающий доверия

### **Практическая работа №5**

Тема: **Косвенная речь, приказания и просьбы**

Цель: ознакомление с принципами образования косвенной речи в английском языке



Оцениваемые знания и умения: У1, 31

Оцениваемые компетенции: ОК 3

### КОСВЕННАЯ РЕЧЬ

«**Direct speech**» или **прямая речь** — это слова какого-либо человека, передаваемые буквально так, как они и были произнесены. На письме прямая речь выделяется кавычками, а после слов, вводящих прямую речь, ставится запятая.

*She says, "The lessons begin at 9 o'clock." – Она говорит: «Занятия начинаются в 9 часов».*

«**Indirect speech**» («reported speech») или **косвенная речь** — это речь, передаваемая не слово в слово, а только по содержанию, в виде дополнительных придаточных предложений. При этом запятая, отделяющая слова говорящего от прямой речи, и кавычки, в которые взята прямая речь, опускаются.

*She says that the lessons begin at 9 o'clock. – Она говорит, что занятия начинаются в 9 часов.*

Если глагол, вводящий косвенную речь (главное предложение), употреблен в **настоящем** или **будущем** времени – Present Indefinite, Present Perfect, или Future Indefinite, то глагол в косвенной речи (придаточное предложение) остается в том же времени, в каком он был в прямой речи :

He says (has said, will say), "I <b>sent</b> them the catalogue on Monday." - Он говорит (сказал, скажет): «Я послал им каталог в понедельник».	He says (has said, will say) that he <b>sent</b> them the catalogue on Monday. - Он говорит (сказал, скажет), что он послал им каталог в понедельник.
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Для того, чтобы преобразовывать прямую речь в косвенную, нужно помнить о таком грамматическом явлении как согласование времен (Если глагол, вводящий косвенную речь (главное предложение), употреблен в одном из **прошедших времен**, то время глагола в косвенной речи (придаточном предложении) должно стоять в одной из форм прошедшего времени). Согласование времен имеет следующие условия:

А) Если в прямой речи было одно из **настоящих времен** (Present), то в косвенной речи оно меняется на соответствующее ему **прошедшее** (Past) время:

<b>Прямая речь</b>	<b>Косвенная речь</b>
He said, "I <b>know</b> it." – Он сказал: «Я знаю это».	He said that he <b>knew</b> it. – Он сказал, что он знает это.

Б) Если в прямой речи было **прошедшее неперфектное время** (Past Indefinite или Continuous), то в косвенной речи оно меняется на соответствующее **перфектное время**:

He said, "I <b>saw</b> her there." – Он сказал: «Я видел ее там».	He said that he <b>had seen</b> her there. – Он сказал, что видел ее там.
She said, "I <b>was reading</b> ." – Она сказала: «Я читала».	She said that she <b>had been reading</b> . – Она сказала, что он читала.

В) Если в прямой речи было одно из **будущих времен** (Future), то в косвенной речи оно меняется на соответствующее ему **будущее в прошедшем** (Future in the Past). Глаголы shall/will заменяются на should/would соответственно:

He said, "I <b>will</b> (или shall) <b>go</b> there." – Он сказал: «Я пойду туда».	He said that he <b>would go</b> there. – Он сказал, что он пойдет туда.
--	---

Кроме того, при образовании косвенной речи есть ещё несколько правил.

Если в словах, вводящих прямую речь, употреблен глагол **to say** без дополнения, указывающего на лицо, к которому обращаются с речью, то **to say** сохраняется. Если же после **to say** имеется дополнение (обязательно с предлогом **to**, например – said **to me**), то **to say** заменяется глаголом **to tell** (далее дополнение без предлога to):

<u>Прямая речь</u>	<u>Косвенная речь</u>
He says, "Mary will do it." - Он говорит: «Мария сделает это».	He says ( <b>that</b> ) Mary will do it. - Он говорит, что Мария сделает это.
He <b>says to me</b> , "I know it." – Он говорит мне: «Я знаю это».	He <b>tells me</b> that he knows it. – Он говорит мне, что он знает это.

Личные и притяжательные местоимения прямой речи заменяются по смыслу, как и в русском языке:

He says, " <b>I have your</b> book." – Он говорит: «У меня есть твоя книга».	He says that <b>he has my</b> book. – Он говорит, что у него есть моя книга.
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Просьба в косвенной речи вводится глаголом **to ask**, приказание - **to tell/to order**. Для перевода в косвенную речь просьб, приказаний и предложений используется конструкция **глагол сообщения (например, tell) + дополнение (кому) + инфинитив с частицей to (что сделать)**.

She <b>said</b> to the boy, "Wait for me here." - Она сказала мальчику: «Жди меня здесь».	She <b>told</b> the boy to wait for her there. - Она велела мальчику ждать ее там.
She <b>said</b> , "Please, help me". Она сказала «Пожалуйста, помоги мне».	She <b>asked</b> to help her. – Она попросила помочь ей.

Если нужно перевести из прямой в косвенную речь вопрос, то его образование будет зависеть от наличия специальных вопросительных слов. Если они есть в прямой речи, то они останутся и в косвенной речи.

She asked me, " <b>What</b> are you doing?" - Она спросила меня: «Что ты делаешь?».	She asked me <b>what</b> I was doing. - Она спросила меня, что я делал.
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Если же специального вопроса не было, его роль в косвенной речи будут исполнять слова **whether** или **if**. Хорошим указателем такого случая является частица «ли» в эквивалентном русском предложении.

He asked her, "Do you like the ring?" - Он спросил её: «Тебе нравится кольцо?».	He asked her <b>whether</b> she liked the ring. – Он спросил её, нравится <b>ли</b> ей кольцо.
She asked me, "Have you seen that?". Она спросила меня: «Ты это видел?».	She asked me <b>if</b> I have seen that. – Она спросила меня, видел <b>ли</b> я это.

В обоих случаях обратный (вопросительный) порядок слов в предложении с прямой речью сменится на прямой (повествовательный) порядок слов в косвенной речи, так как формально это уже не вопрос, а лишь его пересказ.

#### Задание 1

**Первое предложение содержит прямую речь. Выберите вариант, который правильно преобразует прямую речь в косвенную.**

1. «I think the film was a huge success» — said Peter.

Peter said that ... .

she thought the film had been a huge success.  
he thinks the film was a huge success.  
he thought the film was a huge success.  
he thought the film had been a huge success.  
I thought the film had been a huge success.

2. Mrs. Blake asked me when ... .

I had heard him play.  
he has heard him play.  
she has heard him play  
I have heard his play.  
she hears my playing.

3. «I'll come to the meeting», — Tom said to me.  
Tom promised me that ... come to the meeting.

I will  
I would  
he will  
he would  
if he would

4. He said: «I can speak English very well».  
He said that he ... English very well.

can speak  
could speak  
will speak  
may speak  
have to speak

5. She said: «I have been waiting for you since five o'clock.»  
She said that she ... for me since five o'clock.

have been waiting  
had been waiting  
has been waiting  
will have waited  
was waiting

6. «Please close the window, my son», — asked mother.  
Mother asked her son ... the window.

does close  
to close  
closed  
will close

had closed

7. «Don't go out after dark, Tom», — said Ann.  
Ann ... Tom not to go out after dark.

said  
threatened  
warned  
promised  
permitted

8. I don't know where ... .

were the post-office  
was the post-office  
the post-office  
are the post-office  
the post-office is

9. «Do you often play tennis?» — he asked me.  
He asked me ... tennis.

I often play  
if I often played  
if he often plays  
if you often played  
we often play  
10. «Don't imagine it's an easy task to perform.»  
He told me ... an easy task to perform.

don't imagine it's  
not imagine it is  
not to imagine it was  
to imagine it was  
not to imagine it is

11. Father said: «I've been borrowing money from him for 6 months but he still keeps coming.»  
Father said ... money from him for 6 months but ... coming.

he has been borrowing/he still keeps  
he had been borrowing/he still kept  
he borrowed/he still kept  
she has borrowed/he still kept  
he had been borrowing/she still kept

12. «Who spoke at the meeting yesterday?»  
She wonders ... at the meeting ... .

who spoke/yesterday  
who had spoken/yesterday  
who had spoken/the day before

who speaks/every day  
who had spoken/that day

13. Oliver told them he ... before he came there.

brought up by his aunt  
was brought up his aunt  
had been brought up by his aunt  
has been brought up by his aunt  
is brought up by his aunt

14. Everybody was surprised to hear that ... to the party.

Jim will not come  
Jim wouldn't come  
Jim doesn't come  
Jim won't be coming  
Jim isn't coming

15. «Are you sure it's an interesting book?» she asks.  
She asks ... an interesting book.

why I am sure it's  
if I was sure it was  
if I was sure it is  
if I'm sure it was  
if I'm sure it's

16. I thought perhaps ...

we go to the cinema.  
mother will allow us to go to the cinema.  
we might go to the cinema.  
children like to go to the cinema.  
a new cinema is being built.

17. Joan asked what he ... me about his trip.

tells  
have told  
had told  
has told  
tell

18. «Will you go with the others, Tonny?» asked Mr. Kelly.  
Mr. Kelly inquired ... with the others.

if Tonny went  
that Tonny goes  
if Tonny would go  
where will Tonny go

if Tonny will go

19. The woman at the desk said: «It will be difficult to get a job without experience or references, but I've got someone who might suit».

The woman at the desk said ...

that it will be difficult to get a job without experience or references, but she has got someone who might suit

it is difficult to get a job without experience or references, but she has someone who might suit

it was difficult to get a job without experience or references but she had someone who may suit

it would be difficult to get a job without experience or references but she had someone who might suit

that it had been difficult to get a job without experience or references, but I had someone who might suit

20. The boy asked her if ... a possibility of getting those books in the school library.

it is

it were

there is

there was

it was

#### Задание 2

Преобразуйте прямую речь в косвенную.

1. They said, "This is our book."
2. She said, "I went to the cinema yesterday."
3. He said, "I am writing a test tomorrow."
4. You said, "I will do this for him."
5. She said, "I am not hungry now."
6. They said, "We have never been here before."
7. They said, "We were in London last week."
8. He said, "I will have finished this paper by tomorrow."
9. He said, "They won't sleep."
10. She said, "It is very quiet here."

#### Задание 3

Преобразуйте прямую речь в косвенную, учитывая правила преобразования вопросительных предложений.

1. "Where is my umbrella?" she asked.
2. "How are you?" Martin asked us.
3. He asked, "Do I have to do it?"
4. "Where have you been?" the mother asked her daughter.
5. "Which dress do you like best?" she asked her boyfriend.
6. "What are they doing?" she asked.
7. "Are you going to the cinema?" he asked me.
8. The teacher asked, "Who speaks English?"
9. "How do you know that?" she asked me.
10. "Has Caron talked to Kevin?" my friend asked me.
11. "What's the time?" he asked.
12. "When will we meet again?" she asked me.

13. "Are you crazy?" she asked him.
14. "Where did they live?" he asked.
15. "Will you be at the party?" he asked her.
16. "Can you meet me at the station?" she asked me.
17. "Who knows the answer?" the teacher asked.
18. "Why don't you help me?" she asked him.
19. "Did you see that car?" he asked me.
20. "Have you tidied up your room?" the mother asked the twins.

#### Задание 4

Стр. 224, упр. 5: Безкоровайная Г.Т. "Planet of English", 2015. Издательский центр «Академия»

### Практическая работа №6

Тема: Международные организации и сотрудничество. Технический профиль

**Оцениваемые знания и умения:** У2, 31 (Усвоение лексического минимума)

**Оцениваемые компетенции:** ОК 2

#### Задание 1

Переведите текст

One of the five largest oil companies in the world, BP plc (The British Petroleum Company) is the United Kingdom's largest corporation. The pioneer of the Middle Eastern oil industry, BP discovered oil in Iran before World War I and eventually became involved in all aspects of the oil industry, from exploration to marketing. By the mid-1990s, it was producing over 1.2 million barrels of oil and 1.5 million cubic feet of natural gas every day. "Downstream" operations--oil refining and marketing--contributed the lion's share (over four-fifths) of BP's revenues in the mid-1990s. BP is familiar to most people by virtue of its more than 16,400 service stations around the world, but it also has significant interests in oil exploration (generating 13 percent of revenues) as well as production of chemicals and plastics (about seven percent of sales).

#### Задание 2

Прочитайте 5 отрывков и соотнесите название компании с её описанием. Обсудите с партнёром, в какой из этих пяти компаний вам бы хотелось работать. Аргументируйте свой выбор.

Kuwait Petroleum Corporation (KPC)  
 Saudi Arabian Oil Co. (Saudi Aramco)  
 Murphy Oil Corporation  
 Surgutneftegaz  
 Fossil Oil and Gas Management, LLC

1. We are an independent oil and gas company with management and consultants having over 100 years experience serving Texas and Louisiana Gulf Coast, and South and East Texas. We have an experienced team of management and geological consultants including its participation with other highly successful industry partners specializing in the drilling of direct hydrocarbon indicators the pre-drilling identification of oil and natural gas utilizing the latest 3D seismic data to generate high quality drilling prospects for Fossil Oil.

2. We are an international oil and gas company that conducts business through various operating subsidiaries. The Company produces oil and natural gas in the United States, Canada, the United Kingdom and Malaysia and conducts exploration activities worldwide. Our Company owns

refining and marketing operations in the United States and the United Kingdom. We operate retail gasoline stations under the Murphy USA® brand across 20 states in the U.S. These are high-volume, low-cost retail gasoline stations, primarily in the parking areas of Wal-Mart Supercenters. The company also operates a network of 12 Company-owned terminals. These terminals, along with numerous third-party terminals, provide fuel supply to retail and branded wholesale stations throughout 23 states.

3. We are a large oil company. Our main activities include prospecting, gas and oil filed constriction and development, production and marketing of oil, gas and petrochemical products. The territory stretching along the middle section of the river Ob and surrounding Surgut, is one of the first territories where in the middle sixties oil and gas production started in Western Siberia. We have over 50 divisions of the company operating on the market. The recoverable oil and gas reserves amount to 2.5 billion tons of oil equivalent. The company possesses 300 filling stations, 32 tank farms and 24 oil-storage tanks. The headquarter of the company is located in the city of Surgut, the Tyumen Region.

4. We are a state-owned company, the king of oil. It is the world's #1 oil producer, supplying more than 10% of the world's oil demand. In 2008 the company reported proved oil reserves of about 260 billion barrels; it also owns 263 trillion cu. ft. of natural gas reserves (the fourth largest in the world). It produces 8.5 million barrels a day, operates refineries, markets oil internationally, and distributes it domestically. We own a fleet of oil tankers and invest in refineries, marketing, and distribution ventures in other countries, including China, Japan, South Korea, and the US.

5. When it comes to oil and gas, our company does it all. The state-owned conglomerate is one of the world's largest integrated oil concerns, and has subsidiaries active in all aspects of the oil and gas industry, including onshore and offshore exploration and production, and refining, marketing, and retailing. It also has petrochemical production and marine transportation businesses. In 2008 the company reported estimated proved oil and gas reserves of 104 billion barrels of oil and 1.8 trillion cu. meters of natural gas. Our company markets 301,000 barrels per day of petroleum products in Western Europe.

### Задание 3

Перескажите текст, создав краткую хронологию ОПЕК.

The Organization of the Petroleum Exporting Countries (OPEC) is a permanent, intergovernmental Organization, created at the Baghdad Conference on September 10–14, 1960, by Iran, Iraq, Kuwait, Saudi Arabia and Venezuela. The five Founding Members were later joined by nine other Members: Qatar (1961); Indonesia (1962) – suspended its membership from January 2009–December 2015; Libya (1962); United Arab Emirates (1967); Algeria (1969); Nigeria (1971); Ecuador (1973) – suspended its membership from December 1992–October 2007; Angola (2007); and Gabon (1975) - terminated its membership in January 1995 but rejoined in July 2016. OPEC had its headquarters in Geneva, Switzerland, in the first five years of its existence. This was moved to Vienna, Austria, on September 1, 1965.

OPEC's objective is to co-ordinate and unify petroleum policies among Member Countries, in order to secure fair and stable prices for petroleum producers; an efficient, economic and regular supply of petroleum to consuming nations; and a fair return on capital to those investing in the industry.

### **The 1960s**

OPEC's formation by five oil-producing developing countries in Baghdad in September 1960 occurred at a time of transition in the international economic and political landscape, with extensive decolonisation and the birth of many new independent states in the developing world.



The international oil market was dominated by the “Seven Sisters” multinational companies and was largely separate from that of the former Soviet Union (FSU) and other centrally planned economies (CPEs). OPEC developed its collective vision, set up its objectives and established its Secretariat, first in Geneva and then, in 1965, in Vienna. It adopted a ‘Declaratory Statement of Petroleum Policy in Member Countries’ in 1968, which emphasised the inalienable right of all countries to exercise permanent sovereignty over their natural resources in the interest of their national development. Membership grew to ten by 1969.

#### **The 1970s**

OPEC rose to international prominence during this decade, as its Member Countries took control of their domestic petroleum industries and acquired a major say in the pricing of crude oil on world markets. On two occasions, oil prices rose steeply in a volatile market, triggered by the Arab oil embargo in 1973 and the outbreak of the Iranian Revolution in 1979. OPEC broadened its mandate with the first Summit of Heads of State and Government in Algiers in 1975, which addressed the plight of the poorer nations and called for a new era of cooperation in international relations, in the interests of world economic development and stability. This led to the establishment of the OPEC Fund for International Development in 1976. Member Countries embarked on ambitious socio-economic development schemes. Membership grew to 13 by 1975.

#### **The 1980s**

After reaching record levels early in the decade, prices began to weaken, before crashing in 1986, responding to a big oil glut and consumer shift away from this hydrocarbon. OPEC’s share of the smaller oil market fell heavily and its total petroleum revenue dropped below a third of earlier peaks, causing severe economic hardship for many Member Countries. Prices rallied in the final part of the decade, but to around half the levels of the early part, and OPEC’s share of newly growing world output began to recover. This was supported by OPEC introducing a group production ceiling divided among Member Countries and a Reference Basket for pricing, as well as significant progress with OPEC/non-OPEC dialogue and cooperation, seen as essential for market stability and reasonable prices. Environmental issues emerged on the international energy agenda.

#### **The 1990s**

Prices moved less dramatically than in the 1970s and 1980s, and timely OPEC action reduced the market impact of Middle East hostilities in 1990–91. But excessive volatility and general price weakness dominated the decade, and the South-East Asian economic downturn and mild Northern Hemisphere winter of 1998–99 saw prices back at 1986 levels. However, a solid recovery followed in a more integrated oil market, which was adjusting to the post-Soviet world, greater regionalism, globalization, the communications revolution and other high-tech trends. Breakthroughs in producer-consumer dialogue matched continued advances in OPEC/non-OPEC relations. As the United Nations-sponsored climate change negotiations gathered momentum, after the Earth Summit of 1992, OPEC sought fairness, balance and realism in the treatment of oil supply. One country left OPEC, while another suspended its Membership.

#### **The 2000s**

An innovative OPEC oil price band mechanism helped strengthen and stabilise crude prices in the early years of the decade. But a combination of market forces, speculation and other factors transformed the situation in 2004, pushing up prices and increasing volatility in a well-supplied crude market. Oil was used increasingly as an asset class. Prices soared to record levels in mid-2008, before collapsing in the emerging global financial turmoil and economic recession. OPEC became prominent in supporting the oil sector, as part of global efforts to address the economic crisis. OPEC’s second and third summits in Caracas and Riyadh in 2000 and 2007 established stable energy markets, sustainable development and the environment as three guiding themes, and it adopted a comprehensive long-term strategy in 2005. One country joined OPEC, another reactivated its Membership and a third suspended it.

#### **2010 until now**

The global economy represented the main risk to the oil market early in the decade, as global macroeconomic uncertainties and heightened risks surrounding the international financial system weighed on economies. Escalating social unrest in many parts of the world affected both supply and demand throughout the first half of the decade, although the market remained relatively balanced. Prices were stable between 2011 and mid-2014, before a combination of speculation and oversupply caused them to fall in 2014. Trade patterns continued to shift, with demand growing further in Asian countries and generally shrinking in the OECD. The world's focus on multilateral environmental matters began to sharpen, with expectations for a new UN-led climate change agreement. OPEC continued to seek stability in the market, and looked to further enhance its dialogue and cooperation with consumers, and non-OPEC producers.

#### Практическая работа №7

Тема: Международные организации и сотрудничество. Технический профиль

**Оцениваемые знания и умения:** У2, 31 (Усвоение лексического минимума)

**Оцениваемые компетенции:** ОК 2

#### Задание 1

Прочитайте текст и ответьте на вопросы

##### The European Union

The European Union or the EU is an intergovernmental and supranational union of 25 European countries, known as member states. The European Union was established under that name in 1992 by the Treaty on European Union, the Maastricht Treaty. However, many aspects of the Union existed before that date through a series of predecessor relationships, dating back to 1951.

The European Union's activities cover all areas of public policy, from health and economic policy to foreign affairs and defence. « However, the extent of its powers differs greatly between areas. Depending on the area, the EU may therefore resemble a federation, for example, on monetary affairs, agricultural, trade and environmental policy or a confederation, for example, on social and economic policy, consumer protection, home affairs, or even an international organization, for example, in foreign affairs.

A key activity of the EU is the establishment and administration of a common single market, consisting of a customs union, a single currency adopted by 12 of the 25 member states, a Common Agricultural Policy, a common trade policy, and a Common Fisheries Policy.

The most important EU institutions are the Council of the European Union, the European Commission, the European Parliament and the European Court of Justice.

As to the enlargement of the EU there were five successive enlargements, with the largest occurring on May 1, 2004, when 10 new member states joined.

Notwithstanding Greenland doesn't enter the EU because it was granted home rule by Denmark in 1979 and left the European Community in 1985, following a referendum.

Romania and Bulgaria will join the EU on 1 January 2007, so European Union will have 27 member states but if Croatia enter the EU by the year 2008 it will have 28 member-states. In time the European Union may grow to 30 member states. The process of enlargement is sometimes referred to as European integration.

In order to join the European Union, a state needs to fulfill the economic and political conditions generally known as the Copenhagen criteria, after the Copenhagen summit in June 1993. Also, according to the EU Treaty, each current member state and the European Parliament have to agree.

The European Union has 25 member states, an area of 3,892,685 km<sup>2</sup> and approximately 460 million EU citizens as of December 2004. If it were a country, it would be the seventh largest in the world by area and the third largest by population after China and India.

The European Union has land borders with 20 nations and sea borders with 31.

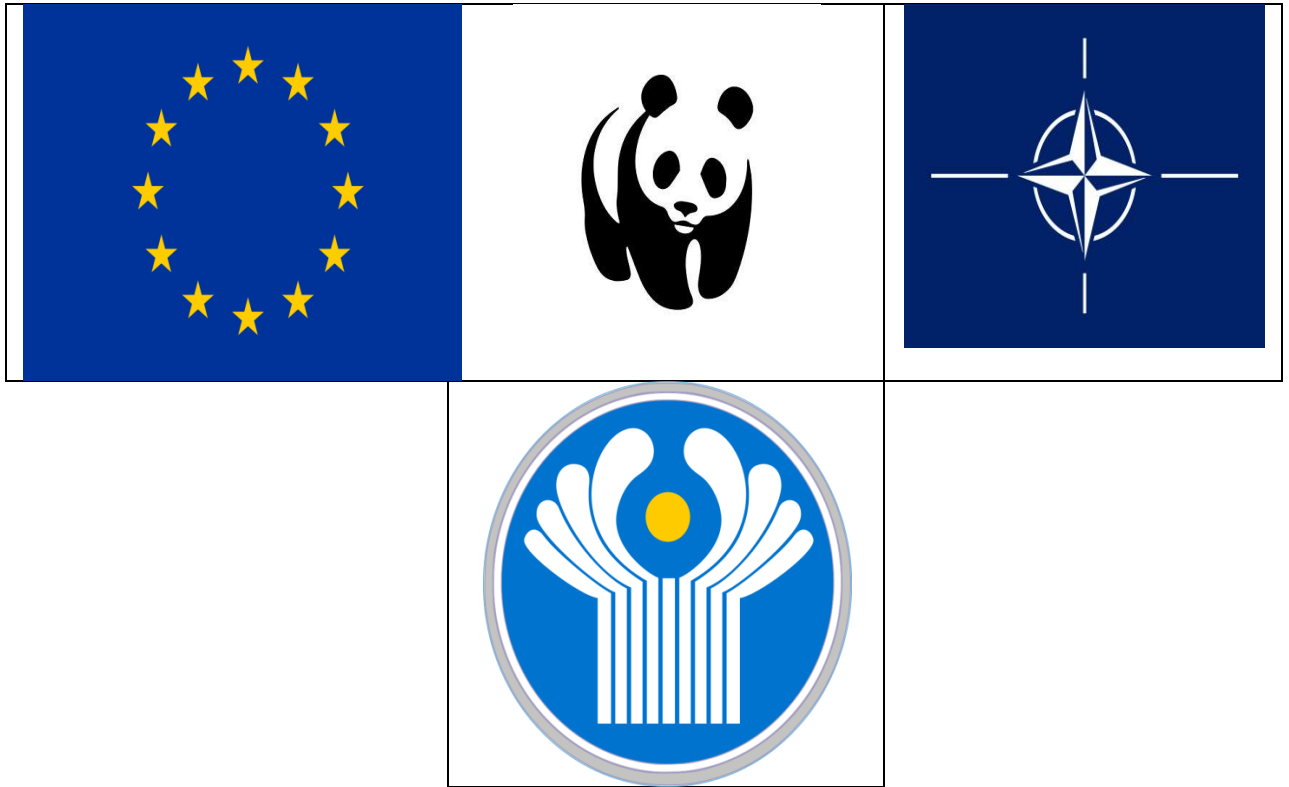
1. What is the European Union?
2. When was the European Union established?
3. What were the purposes of the European Union creation?
4. What countries joined the European Union in 2004?
5. Do you want Ukraine to join the European Union?
6. What was the largest enlargement of the EU?
7. How many enlargements were there?
8. When does Romania and Bulgaria join the EU?
9. How many member states were in the European Union in the very beginning?
10. How many member states are there in the European Union nowadays?
11. How many member states will be in the European Union in 2007?
12. Will Ukraine join the EU in 2007?
13. Is the EU a federation or confederation?
14. What should a state do in order to join the EU?
15. Does Greenland enter the EU?
16. What is the area of the European Union?
17. What is the population of the EU?

#### Задание 2

Прочитайте названия международных организаций. Знакомы ли они вам? Чем они занимаются? Соотнесите эмблему, название и описание деятельности этих организаций.

The European Union (EU)	United Nations Organisation (UN)	The World Wide Fund for Nature (WWF)	Interpol	NATO
Commonwealth of Independent States (CIS)	United Nations Educational, Scientific and Cultural Organization (UNESCO)	Amnesty International (AI)	The World Health Organisation (WHO)	The International Atomic Energy Agency (IAEA)





A) a regional intergovernmental organization of 10 post-Soviet republics in Eurasia formed following the dissolution of the Soviet Union. It encourages cooperation in economical, political and military affairs and has certain powers to coordinate trade, finance, lawmaking and security. It has also promoted cooperation on cross-border crime prevention.

B) the world's central intergovernmental forum for scientific and technical co-operation in the nuclear field. It works for the safe, secure and peaceful uses of nuclear science and technology, contributing to international peace and security

C) an intergovernmental military alliance between 29 North American and European countries. The organization implements the North Atlantic Treaty. This organisation constitutes a system of collective defence whereby its independent member states agree to mutual defence in response to an attack by any external party.

D) Its declared purpose is to contribute to peace and security by promoting international collaboration in education, sciences, and culture in order to increase universal respect for justice, the rule of law, and human rights along with fundamental freedom proclaimed in the United Nations Charter. It pursues its objectives through five major programs: education, natural sciences, social/human sciences, culture and communication/information.

E) an intergovernmental organization tasked with maintaining international peace and security, developing friendly relations among nations, achieving international co-operation, and being a centre for harmonizing the actions of nations. It was established after World War II, with the aim of preventing future wars, and succeeded the ineffective League of Nations

F) a political and economic union of 28 member states that are located primarily in Europe. Its policies aim to ensure the free movement of people, goods, services and capital within the internal market, enact legislation in justice and home affairs and maintain common policies on trade, agriculture, fisheries and regional development

G) a non-governmental organization focused on human rights. The stated mission of the organization is to campaign for "a world in which every person enjoys all of the human rights enshrined in the Universal Declaration of Human Rights and other international human rights instruments." It draws attention to human rights abuses and campaigns for compliance with international laws and standards. It works to mobilize public opinion to generate pressure on governments that let abuse take place.

H) an international non-governmental organization founded in 1961, working in the field of the wilderness preservation, and the reduction of human impact on the environment. It is the world's largest conservation organization with over five million supporters worldwide, working in more than 100 countries, supporting around 1,300 conservation and environmental projects. This organization aims to "stop the degradation of the planet's natural environment and to build a future in which humans live in harmony with nature."

I) a specialized agency of the United Nations that is concerned with international public health. Its current priorities include communicable diseases, in particular HIV/AIDS, Ebola, malaria and tuberculosis; the mitigation of the effects of non-communicable diseases such as sexual and reproductive health, development, and aging; nutrition, food security and healthy eating; occupational health; substance abuse; and driving the development of reporting, publications, and networking.

J) an international organization that facilitates worldwide police cooperation. Its work focuses primarily on public safety and battling transnational crimes against humanity, cybercrime, drug trafficking, environmental crime, genocide, human trafficking, illicit drug production, copyright infringement, missing people, illicit traffic in works of art, intellectual property crime, money laundering, organized crime, corruption, terrorism, war crimes, weapons smuggling, and white-collar crime.

### Практическая работа №8

«Сослагательное наклонение, четыре типа условных предложений».

**Оцениваемые знания и умения:** У1, З1

**Оцениваемые компетенции:** ОК 3

#### Сослагательное наклонение

Наклонение отражает, как говорящий расценивает действие по отношению к действительности. **Сослагательное наклонение** показывает, что говорящий рассматривает действие как возможное, желательное или предполагаемое:

I wish we went to the lake.

Как бы я хотел, чтобы мы пошли к озеру.

Типы условных предложений в английском языке

**Нулевой тип** обозначает общие зависимости, причинно-следственные связи. Часто используется для выражения каких-либо фактов. В этом типе и главное и придаточное предложения, то есть, и причина, и следствие употребляются в настоящем времени.

*If you **heat** ice, it **melts**.* – Когда нагреваешь лёд, он тает.

If I **stay** at work late, my drive home **is** much shorter — Если я работаю допоздна, то доезжаю до дому намного быстрее.

**Первый тип** обозначает реальные, осуществимые условия, которые могут относиться к настоящему или будущему.

В таком случае в главном предложении (следствия) глагол используется в будущем времени, а в придаточном (условия) – в настоящем. Оба используются в изъявительном наклонении:

If you **are late** again, I **will have to fire** you. - Если ты опоздаешь еще раз, мне придется тебя уволить.

**Второй тип** охватывает малореальные, практически неосуществимые условия, относящиеся к настоящему или будущему.

В главном предложении (следствия) тогда используется вспомогательный глагол **should / would** и инфинитив глагола без частицы **to**, а в придаточном (условия) – прошедшая форма глагола to be в сослагательном наклонении (**were** во всех лицах) или форма Past Simple всех других глаголов:

If I **were** you I **wouldn't buy that** car. - Я бы на вашем месте не стал покупать ту машину. (нереальная ситуация, я не могу стать вами)

If I **worked** at Microsoft I **would earn** a lot of money. - Если бы я работал в «Майкрософт», я бы заработал много денег. (очень малореальная, но всё же гипотетически осуществимая ситуация)

**Третий тип** описывает невыполненные условия в прошлом.

В главном предложении (следствия) используется вспомогательный глагол **should / would** и глагол во времени Present Perfect, а в придаточном (условия) – глагол в форме Past Perfect:

If you **had gone** to bed in time you **wouldn't have overslept** your interview. - Если бы ты вовремя пошла спать, то не проспала бы собеседование.

Задание 1

Определите тип условного предложения и выберите правильный вариант ответа

1. I feel so desperate. I wish there ... a way out!

will be

be

were

have been

2. Paul doesn't have a lot of friends. But if you ... him better, you would understand how amicable he really is.

would know

known

know

knew

3. I think my mother would be disappointed if I ... my lessons.

skip

would skip

had skipped

skipped

4. This phone doesn't work at all! I wish I ... it!

didn't buy

hadn't bought

should not have bought

would not have bought

5. But for his rudeness, he ... to this position.

would be accepted

will be accepted

were accepted

had been accepted

6. ... you care for a full explanation, you know where you can find me.

Would

Should

Could

Will

7. The weather is perfect. I wish you ... here with me!

will be

were

can be

would be

8. I am exhausted! We have been walking for hours. If only we ... a car!

had found

should find

might find

could find

9. It is of a vital importance that he ... the entire truth however you don't like it.

should know

would know

had known

knew

10. The weather is awful, it rained all the week! If only it ... every day!

not rained

didn't rain

rained not

had rained

## Задание 2

Переведите предложения на английский язык

1. Если ты не опоздаешь, мы поедем туда на автобусе.

2. Если бы ты взял с собой деньги, мы бы поели в кафе.

3. Если не заботиться о своей машине, она быстро сломается.

4. Если бы я его увидел, я бы тебе сразу сказал.

5. На твоём месте я бы ему позвонил.

6. Если бы я выиграла в лотерею, я бы поехала в путешествие.

7. Если прочитаешь эту книгу, узнаешь много нового.

8. Если бы я полетел в космос, моя семья бы очень мной гордилась.

9. Если не застёгивать сумку, у вас украдут деньги.

10. Если бы я сказал им правду, они бы не взяли меня с собой.

## Задание 3

Стр. 211, упр. 5: Безкоровайная Г.Т. "Planet of English", 2015. Издательский центр «Академия»

Практическая работа №9

Тема: Права человека в современном мире.

Цель: Введение и закрепление лексики по заданной теме.

**Оцениваемые знания и умения:** У2, 31 (Усвоение лексического минимума)

**Оцениваемые компетенции:** ОК 4

### Задание 1

Прочитайте предложения. Каждое из них может быть дополнено одним и тем же словосочетанием. Каким?

... are held by all persons equally, universally and forever.

... are universal: they are always the same for all human beings everywhere in the world.

... are inalienable: you cannot lose them as you are a human being.

... no-one can take away any of them because it is 'less important' or 'non-essential'.

... reflect basic human needs.

### Задание 2

Перепишите слова из левой колонки в тетрадь, отработайте их произношение. К каждому из них найдите правильное определение из правой колонки, после чего запишите перевод.

1. Right	a) to treat someone cruelly or unfairly over a period of time
2. Freedom	b) a situation in which people have the same rights
3. Duty	c) something that you are legally or officially allowed to do
4. Equality	d) a cruel act of hurting someone
5. Persecute	e) the right to do what you want without being controlled or restricted
6. To interfere	f) to do something against an official law or principle
7. Torture	g) treating a person or group differently from another in an unfair way
8. Discrimination	h) something that you have to do because it is legally right; obligation
9. To guarantee	i) to promise to do something or to promise that something will happen
10. To violate	j) to try to influence a situation that you should not be involved in

### Задание 3

Заполните пропуски словами из задания 2

Women fought very hard for the ... to vote.

The USA was accused of ... in China's internal affairs.

There was a huge party at the Berlin Wall as East Germans celebrated their ...

Now, people in Russia have the ... to practice whatever religion they like.

Nelson Mandela fought for freedom from race ...

The media regularly ... people's privacy.

Local authorities have a ... to keep the streets clean.

Political opponents of the regime may be ...

The Constitution ... the men and women the right to ...



#### Задание 4

Перед вами текст всеобщей декларации прав человека. Прочитайте её и кратко выпишите все права человека, которые в ней постулируются.

#### **Preamble**

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,  
Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

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

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL

DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

#### Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

#### Article 2.

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

#### Article 3.

Everyone has the right to life, liberty and security of person.

#### Article 4.

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

#### Article 5.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

#### Article 6.

Everyone has the right to recognition everywhere as a person before the law.

Article 7.

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8.

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9.

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10.

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11.

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12.

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13.

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14.

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15.

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16.

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17.

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

Article 18.

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others

and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19.

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20.

(1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

Article 21.

(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22.

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23.

(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24.

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25.

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26.

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27.

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the

arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28.

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29.

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30.

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

### **Практическая работа №10**

Тема: Права человека в современном мире.

Цель: Введение и закрепление лексики по заданной теме.

**Оцениваемые знания и умения:** У2, 31 (Усвоение лексического минимума)

**Оцениваемые компетенции:** ОК 4

#### **Задание 1**

Вспомните основные права человека, о которых вы узнали на прошлом занятии.

Представьте, что вы основываете новое государство и вам нужно выбрать, какими 3 неотъемлемыми правами будет обладать каждый гражданин этого государства. После того, как каждый студент выбрал 3 права, посоветуйтесь и выберите 10 прав, аргументируя своё мнение.

#### **Задание 2**

Прочитайте текст и ответьте на вопросы

#### **What document guarantees international human rights?**

The Universal Declaration of Human Rights guarantees international human rights. The United Nations General Assembly passed this document in 1948.

#### **What international organizations are responsible for protecting human rights?**

International concern for human rights has been evident outside of the United Nations. The Conference on Security and Co-operation in Europe, which met in Helsinki in 1973-75, produced the Helsinki Final Act. The European Convention for the Protection of Human Rights and Fundamental Freedoms, which first met in 1950, produced the International Covenant on Civil and Political Rights and the European Social Charter; the Ninth Pan-American Conference of 1948 adopted the American Declaration on the Rights and Duties of Man; and the Organization of African Unity in 1981 adopted the African Charter on Human and Peoples' Rights. There are also a number of private groups involved in human-rights advocacy. One of the best-known international human rights agencies is Amnesty International (founded in 1961). This organization is responsible for broad casting violations of human rights, especially freedoms of speech and religion and the right of political dissent.

**When was the notion of human right worked out?**

Human rights belong to an individual as a consequence of being human. They refer to a wide range of values that are universal for all human beings. The origins of the concept of human rights are traced to the Greco-Roman natural-law doctrines of stoicism. According to the doctrines a universal force penetrates all creation and that human conduct should therefore be judged according to the law of nature, and in the "law of nations", in which certain universal rights were extended beyond the rights of Roman citizenship. From the Renaissance until the 17th century the beliefs and practices of society so changed that the idea of human (or natural) rights took hold as a general social need and reality. The modernist conception of natural law (natural rights) was elaborated in the 17th and 18th centuries. The struggle against political absolutism in the late 18th and the 19th centuries further advanced the concept of human rights. In the 20th century the notion of human rights achieved universal acceptance

**What are the basic human rights?**

The right to life and liberty are the basic human rights. They are proclaimed in the Covenant on Civil and Political rights and its optional protocol. One of the most vital rights granted in this Covenant is the right of people to self-determination. This document guarantees such rights as personal security, equality before the law, fair trial, freedom of religion, freedom of opinion and expression, peaceful assembly, right to marry, participation in public affairs and elections, and minority rights. Propaganda of war is prohibited. The right to security and privacy of person is very important too. The document insures fundamental freedoms for all without distinction as to race, sex, language, or religion.

**Do people have any social guarantees?**

Yes. Certainly we have such guarantees. Social guarantees of people are set forth in the Covenant on Economic, Social and Cultural life. This document deals with the right to work, the conditions of work, trade unions, social security, protection of the family, standards of living and health, education and cultural life. The European Commission of Human Rights and the European Court of Human Rights provided the most effective means for the implementation of the protection of human rights. The efforts of government in this area should be guided by these two Covenants.

**What can you say about human rights in Russia?**

Now, when Russia has entered the way of democracy it is directed by the international covenants in the field of human right as the rest democratic countries of the world. Despite its great economic, political, and social difficulties the fundamental rights of the people are guaranteed by the Russian government. The protection of human rights is secured by the Russian constitution. Such human rights as freedom of religion, freedom of opinion and expression, peaceful assembly, right to marry, participation in public affairs and elections are guaranteed and embodied in different political, cultural, and social institutions, religious confessions, secular organizations, in a variety of mass media productions. Although not all human rights are equally put into life in our country so far, we are moving along the way of democracy and the new generation will enjoy all the human rights which are set forth in the international covenants

1. What is the Universal Declaration of Human Rights?
2. Name several organizations that protect human rights?
3. Who gives a person their human rights?
4. When people started to think about human rights?
5. Name as many human rights as you can without looking at the text. Then check if you missed any.
6. Do you, a citizen of the Russian Federation, feel your human rights are protected?

**Задание 3**

Прочитайте утверждения и поставьте каждому из них оценку по следующей шкале:

1 - never (no / false), 2 rarely, 3 often, 4 always (yes / true)

Поставив оценку каждому из утверждений, подсчитайте количество баллов. Чем выше получится число, тем больше прав человека соблюдается в вашем учебном заведении. Сравните ваши ответы с ответами других студентов.

1. My school is a place where students are safe and secure.
2. All students receive equal information and encouragement about academic and career opportunities.
3. Members of the school community are not discriminated against because of their life style choices, such as manner of dress, associating with certain people, and non-school activities.
4. My school provides equal access, resources, activities, and scheduling accommodations for all individuals.
5. Members of my school community will oppose discriminatory or demeaning actions, materials, or slurs in the school even if they don't belong to the attacked group.
6. When someone demeans or violates the rights of another person, the violator is helped to learn how to change his / her behavior.
7. Members of my school community care about my full human as well as academic development and try to help me when I am in need.
8. When conflicts arise, we try to resolve them through non-violent and collaborative ways.
9. Institutional policies and procedures are implemented when complaints of harassment or discrimination are submitted.
10. In matters related to discipline (including suspension and expulsion), all persons are assured of fair, impartial treatment in the determination of guilt and assignment of punishment.
11. No one in our school is subjected to degrading treatment or punishment.
12. Someone accused of wrong doing is presumed innocent until proven guilty.
13. My personal space and possessions are respected.
14. My school community welcomes students, teachers, administrators, and staff from diverse backgrounds and cultures, including people not born in Russia.
15. I have the liberty to express my beliefs and ideas (political, religious, cultural, or other) without fear of discrimination.
16. Members of my school can produce and disseminate publications without fear of censorship or punishment.
17. Diverse voices and perspectives (e.g. gender, race / ethnicity, ideological) are represented in courses, textbooks, assemblies, libraries, and classroom instruction.
18. I have the opportunity to express my culture through music, art, and literary form.
19. Members of my school have the opportunity to participate (individually and through associations) in democratic decision-making processes to develop school policies and rules.
20. Members of my school have the right to form associations within the school to advocate for their rights or the rights of others.
21. Members of my school encourage each other to learn about societal and global problems related to justice, ecology, poverty, and peace.
22. Members of my school encourage each other to organize and take action to address societal and global problems related to justice, ecology, poverty, and peace.
23. Members of my school community are able to take adequate rest / recess time during the school day and work reasonable hours under fair work conditions.
24. Employees in my school are paid enough to have a standard of living adequate for the health and well-being (including housing, food, necessary social services and security from unemployment, sickness and old age) of themselves and their families.
25. I take responsibility in my school to ensure other individuals do not discriminate and that they behave in ways that promote the safety and well being of my school community.

Задание 4

Прочитайте текст. Какие права человека нарушаются?

...New wave of repression against civil society swept Saudi Arabia as women continued to protest against de facto ban on driving.

With more than 40,000 political prisoners in detention and democracy silenced by threats of intimidation and arrests, 2013 was one of the worst years for human rights in Saudi Arabia, according to activists. In addition, women faced major oppression. While women will now be allowed to vote in 2015, Saudi females are still not allowed to drive, despite the fact there is no express law making it illegal. In protest this October, women in Saudi Arabia defied the de facto ban on driving by getting behind the wheel in a brave display of civil disobedience, as part of their Women2Drive campaign. The move prompted threats of punishment by the government and resulted in the detention of 14 women... French military intervention in Mali led to catastrophic escalation of retaliatory ethnic violence fueled by poverty and famine. The security situation in Mali made headlines in 2013 following French intervention, which arguably exacerbated conditions in the war-torn country. The ongoing armed conflict led to appalling human rights violations fraught with a lack of government accountability. In June, UN investigation revealed countless cases of extrajudicial executions, torture and enforced disappearances of civilians carried out by both Tuareg rebels and the army. Soldiers were accused of torturing Tuaregs while French-led forces attempted to oust Islamist militants. The precarious situation was further aggravated by pervasive food insecurity and extreme poverty throughout Africa's Sahel region, which stretches from the Atlantic Ocean to the Red Sea...

### Практическая работа №11

Тема: Технический профиль: промышленность и оборудование.

Цель: Обобщение профессиональной лексики и чтение и перевод текстов.

**Оцениваемые знания и умения:** У2, 31 (Усвоение лексического минимума)

**Оцениваемые компетенции:** ОК 2

#### Задание 1

Переведите текст. Выпишите из текста слова, связанные с вашей специальностью.

#### Basic products

The basic products from fractional distillation are:

**Liquid petroleum gas (LPG)** has carbon numbers of 1-5 and a boiling point up to 20 °C. Most of the LPGs are propane and butane, with carbon number 3 and 4 and boiling points -42 °C and -1 °C, respectively. Typical usage is domestic and camping gas, LPG vehicles and petrochemical feedstock.

**Naphtha**, or *full range naphtha*, is the fraction with boiling points between 30 °C and 200 °C and molecules generally having carbon numbers 5 to 12. The fraction is typically 15–30% of crude oil by weight. It is used mainly as a feedstock for other processes:

- In the refinery for producing additives for high octane gasoline
- A diluent for transporting very heavy crude
- Feedstock to the petrochemical olefins chain
- Feedstock for many other chemicals
- As a solvent in cleaning

**Gasoline** has carbon numbers mainly between 4 and 12 and boiling points up to 120 °C. Its main use is as fuel for internal combustion engines. Early on, this fraction could be sold directly as gasoline for cars, but today's engines require more precisely formulated fuel, so less than 20% of gasoline at the pump is the raw gasoline fraction. Additional sources are needed to meet the

demand, and additives are required to control such parameters as octane rating and volatility. Also, other sources such as bioethanol may be added, up to about 5%.

**Kerosene** has main carbon numbers 10 to 16 (range 6 to 16) boiling between 150 °C and 275 °C. Its main use is as aviation fuel, where the best known blend is Jet A-1. Kerosene is also used for lighting (paraffin lamps) and heating.

**Diesel oil**, or *petrodiesel*, is used for diesel engines in cars, trucks, ships, trains and utility machinery. It has a carbon number range of 8 to 21 (mainly 16-20) and is the fraction that boils between 200 °C and 350 °C.

**White and black oils:** The above products are often called *white oils*, and the fractions are generally available from the atmospheric distillation column. The remaining fraction below are the *black oils*, which must be further separated by vacuum distillation due to the temperature restriction of heating raw crude to no more than 370-380 °C. This allows the lighter fractions to boil off at a lower temperatures than with atmospheric distillation, avoiding overheating.

**Lubricating oils**, or *mineral base lubricating oil* (as opposed to synthetic lubricants), form the basis for lubricating waxes and polishes. These typically contain 90% raw material with carbon numbers from 20 to 50 and a fraction boiling at 300-600 °C. 10% additives are used to control lubricant properties, such as viscosity.

**Fuel oils** is a common term encompassing a wide range of fuels that also includes forms of kerosene and diesel, as well as the *heavy fuel oil* and *bunker* that is produced at the low end of the column before bitumen and coke residues. Fuel oil is graded on a scale of 1 to 6 where grade 1 and 2 is similar to kerosene and diesel, 3 is rarely used anymore. 4-6 are the heavy fuels, also called Bunker A, B and C, where B and C are very high viscosity at normal ambient temperatures and requires preheating to about 100 °C and 120 °C respectively, before it flows enough to be used in an engine or burner. Fuel oil grade 4 does not require preheating and is sometimes mixed with off spec products, such as tank residue and interface liquid from multiphase pipelines or with grade 2 fuel oil to achieve low-enough viscosity at ambient temperatures. Fuel oil 6 is the lowest grade, its specification also allows 2% water and 0.5% mineral soil and is consumed almost exclusively by large ships in international waters, where pollutants such as sulfur is less regulated.

**Bitumen** and other residues like coke and tar has carbon numbers above 70 and boiling points above 525 °C. Low sulfur coke can be used for anodes in the metals industry (aluminum and steel) after processing (calcining). The remainder is a problem fuel, because of high sulfur content and even higher

CO<sub>2</sub> emissions than coal (typically 15% higher). Bitumen in the form of asphalt boiling above 525 °C is used for roofing and road paving. *Asphalt concrete* pavement material is commonly composed of 5% asphalt/bitumen and 95% stone, sand, and gravel (aggregates).

## Задание 2

Прочтите свой список выписанных слов преподавателю, допишите слова, которые выписали другие студенты. Отработайте их произношение. Составьте с этими словами предложения.

## Практическая работа №12



Тема: Технический профиль: промышленность и оборудование.

Цель: Проверка знаний и умений учащихся при переводе технических текстов.

**Оцениваемые знания и умения:** У2, 31 (Усвоение лексического минимума)

**Оцениваемые компетенции:** ОК 2

#### Задание 1

Переведите текст. Выпишите и переведите выделенные слова. Составьте с этими словами предложения.

### The Refining Process

As mentioned previously, a barrel of crude oil has a mixture of all sorts of hydrocarbons in it. Oil refining separates everything into useful substances. Chemists use the following steps:

1. The oldest and most common way to separate things into various components (called **fractions**), is to do it using the differences in boiling temperature. This process is called **fractional distillation**. You basically heat crude oil up, let it vaporize and then condense the vapor.
2. Newer techniques use **Chemical processing** on some of the fractions to make others, in a process called **conversion**. Chemical processing, for example, can break longer chains into shorter ones. This allows a refinery to turn diesel fuel into gasoline depending on the demand for gasoline.
3. Refineries must **treat** the fractions to remove impurities.
4. Refineries **combine** the various fractions (processed, unprocessed) into mixtures to make desired products. For example, different mixtures of chains can create gasolines with different octane ratings. The products are stored on-site until they can be delivered to various markets such as gas stations, airports and chemical plants. In addition to making the oil-based products, refineries must also treat the wastes involved in the processes to minimize air and water pollution.

In the next section, we will look at how we separate crude oil into its components.

### Fractional Distillation

The various components of crude oil have different sizes, weights and boiling temperatures; so, the first step is to separate these components. Because they have different boiling temperatures, they can be separated easily by a process called **fractional distillation**. The steps of fractional distillation are as follows:

1. You **heat** the mixture of two or more substances (liquids) with different boiling points to a high temperature. Heating is usually done with high pressure steam to temperatures of about 1112 degrees Fahrenheit / 600 degrees Celsius.
2. The mixture **boils**, forming vapor (gases); most substances go into the vapor phase.
3. The **vapor** enters the bottom of a long column (**fractional distillation column**) that is filled with trays or plates. The trays have many holes or bubble caps (like a loosened cap on a soda bottle) in them to allow the vapor to pass through. They increase the contact time between the vapor and the liquids in the column and help to collect liquids that form at various heights in the column. There is a temperature difference across the column (hot at the bottom, cool at the top).
4. The **vapor rises** in the column.
5. As the vapor rises through the trays in the column, it **cools**.
6. When a substance in the vapor reaches a height where the temperature of the column is equal to that substance's boiling point, it will **condense** to form a liquid. (The substance with the lowest boiling point will condense at the highest point in the column; substances with higher boiling points will condense lower in the column.).
7. The trays **collect** the various liquid fractions.
8. The collected liquid fractions may pass to condensers, which cool them further, and then go to storage tanks, or they may go to other areas for further chemical processing

Fractional distillation is useful for separating a mixture of substances with narrow differences in boiling points, and is the most important step in the refining process.

The oil refining process starts with a fractional distillation column. On the right, you can see several chemical processors that are described in the next section.

Very few of the components come out of the fractional distillation column ready for market. Many of them must be chemically processed to make other fractions. For example, only 40% of distilled crude oil is gasoline; however, gasoline is one of the major products made by oil companies. Rather than continually distilling large quantities of crude oil, oil companies chemically process some other fractions from the distillation column to make gasoline; this processing increases the yield of gasoline from each barrel of crude oil.

In the next section, we'll look at how we chemically process one fraction into another.

## Задание 2

Стр. 171, упр. 2: Голубев А.П. «Английский для технических специальностей», 2014.  
Издательский центр «Академия»

## Практическая работа №13

Тема: Деловой английский

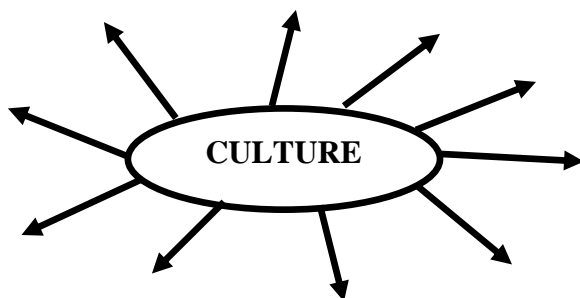
Цель: Введение новой лексики и чтение текстов по теме.

**Оцениваемые знания и умения:** У2, 31 (Усвоение лексического минимума)

**Оцениваемые компетенции:** ОК 1

## Задание 1.

Какие ассоциации у вас вызывает слово CULTURE?



Слышали ли вы когда-нибудь понятие «корпоративная культура»? Почему соискателям стоит узнать больше о корпоративной культуре компании, в которую они планируют устроиться?

## Задание 2

Найдите соответствия между правой и левой частями таблицы. Придумайте своё определение понятия «корпоративная культура»

1. Organizational culture	a) refers to the shared values, attitudes, standards, and beliefs that characterize members of an organization and define its nature. Corporate culture is rooted in an organization's goals, strategies, structure, and approaches to labor. As such, it is an essential component in any business's ultimate success or failure.
2. Business etiquette	b) is the rules of decorous behavior. In a professional sense this includes behavior towards clients and colleagues which is in the best interests of the patients.
3. Corporate culture	c) is the set of the set of beliefs, values, and norms, together with symbols like dramatized events and personalities, that represents the unique character of an organization, and provides the context for action in it and by it. Beliefs and values are words that will pop up frequently in other definitions, as well. Norms might be

	described as traditions, structure of authority, or routines.
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### Задание 3

Заполните пропуски в тексте словами, взятыми в рамку

creative directions; at the root; contribute to teamwork; personality; customer service; determines; to act on new opportunities; marketplace; insurance claims; creativity
---

## WHAT IS COMPANY CULTURE?

A company's culture is its \_\_\_\_1\_\_\_\_. It tells people how to do their work. It takes its signals from leaders. It underlies motivation, morale, \_\_\_\_2\_\_\_\_, and \_\_\_\_3\_\_\_\_ success. How do you manage it?

Company culture is the distinctive personality of the organization. It \_\_\_\_4\_\_\_\_ how members act, how energetically they \_\_\_\_5\_\_\_\_, problem solving, innovation, \_\_\_\_6\_\_\_\_, productivity, and quality. It is a company's culture that makes it safe (or not safe) for a person, division or the whole company to raise issues and solve problems, \_\_\_\_7\_\_\_\_, or to move in new, \_\_\_\_8\_\_\_\_. A company's culture is often \_\_\_\_9\_\_\_\_ of difficult people-related problems such as motivation, morale, absenteeism, communications, teamwork, retention, injuries, and \_\_\_\_10\_\_\_\_.

### Задание 4

Измените часть речи слов из колонки справа так, чтобы получившееся слово заполнило пропуск в предложении.

Here are some characteristics of company culture that have been used <i>successfully</i> :	
• Mission clarity	SUCCESS
• Employee ____2____	COMMIT
• ____3____ empowered employees	FULL
• High integrity workplace	
• Strong trust ____4____	RELATE
• Highly effective ____5____	LEAD
• ____6____ systems and processes	EFFECT
• Performance-based ____7____ and reward programmes	COMPENSATE
• Customer-focused	
• Effective 360-degree ____8____	COMMUNICATE
• Commitment to learning and skill ____9____	DEVELOP
• Emphasis on ____10____ and relating outstanding employees	RECRUIT
• High degree of ____11____	ADAPT
• High ____12____ standards	ACCOUNT
• Demonstrated support for ____13____	INNOVATE

## Практическая работа №14

Тема: Технический профиль: инструкции

**Оцениваемые знания и умения:** У2, 31 (Усвоение лексического минимума)

**Оцениваемые компетенции:** ОК 2

**Инструкция для обучающихся:**

**Переведите текст.**

### **Cracking**

Cracking processes break down heavier hydrocarbon molecules (high boiling point oils) into lighter products such as petrol and diesel. These processes include catalytic cracking, thermal cracking and hydrocracking.

**Catalytic cracking** is used to convert heavy hydrocarbon fractions obtained by vacuum distillation into a mixture of more useful products such as petrol and light fuel oil. In this process, the feedstock undergoes a chemical breakdown, under controlled heat (450 - 500°C) and pressure, in the presence of a catalyst - a substance which promotes the reaction without itself being chemically changed. Small pellets of silica - alumina or silica - magnesia have proved to be the most effective catalysts.

The cracking reaction yields petrol, LPG, unsaturated olefin compounds, cracked gas oils, a liquid residue called cycle oil, light gases and a solid coke residue. Cycle oil is recycled to cause further breakdown and the coke, which forms a layer on the catalyst, is removed by burning. The other products are passed through a fractionator to be separated and separately processed.

**Fluid catalytic cracking** uses a catalyst in the form of a very fine powder which flows like a liquid when agitated by steam, air or vapour. Feedstock entering the process immediately meets a stream of very hot catalyst and vaporises. The resulting vapours keep the catalyst fluidised as it passes into the reactor, where the cracking takes place and where it is fluidised by the hydrocarbon vapour. The catalyst next passes to a steam stripping section where most of the volatile hydrocarbons are removed. It then passes to a regenerator vessel where it is fluidised by a mixture of air and the products of combustion which are produced as the coke on the catalyst is burnt off. The catalyst then flows back to the reactor. The catalyst thus undergoes a continuous circulation between the reactor, stripper and regenerator sections.

The catalyst is usually a mixture of aluminium oxide and silica. Most recently, the introduction of synthetic zeolite catalysts has allowed much shorter reaction times and improved yields and octane numbers of the cracked gasolines.

**Thermal cracking** uses heat to break down the residue from vacuum distillation. The lighter elements produced from this process can be made into distillate fuels and petrol. Cracked gases are converted to petrol blending components by alkylation or polymerisation. Naphtha is upgraded to high quality petrol by reforming. Gas oil can be used as diesel fuel or can be converted to petrol by hydrocracking. The heavy residue is converted into residual oil or coke which is used in the manufacture of electrodes, graphite and carbides.

This process is the oldest technology and is not used in Australia.

**Hydrocracking** can increase the yield of petrol components, as well as being used to produce light distillates. It produces no residues, only light oils. Hydrocracking is catalytic cracking in the presence of hydrogen. The extra hydrogen saturates, or hydrogenates, the chemical bonds of the cracked hydrocarbons and creates isomers with the desired characteristics. Hydrocracking is also a treating process, because the hydrogen combines with contaminants such as sulphur and nitrogen, allowing them to be removed.

Gas oil feed is mixed with hydrogen, heated, and sent to a reactor vessel with a fixed bed catalyst, where cracking and hydrogenation take place. Products are sent to a fractionator to be separated. The hydrogen is recycled. Residue from this reaction is mixed again with hydrogen, reheated, and sent to a second reactor for further cracking under higher temperatures and pressures.

In addition to cracked naphtha for making petrol, hydrocracking yields light gases useful for refinery fuel, or alkylation as well as components for high quality fuel oils, lube oils and petrochemical feedstocks.

Following the cracking processes it is necessary to build or rearrange some of the lighter hydrocarbon molecules into high quality petrol or jet fuel blending components or into petrochemicals. The former can be achieved by several chemical process such as alkylation and isomerisation.

#### **Практическая работа №14**

Тема: Технический профиль: инструкции

Цель: Контроль лексических и грамматических навыков.

**Оцениваемые знания и умения:** У2, 31 (Усвоение лексического минимума)

**Оцениваемые компетенции:** ОК 1

**Переведите инструкцию по технике безопасности.**

##### **Lab Safety Rules**

1. Conduct yourself in a responsible manner at all times in the laboratory.
2. Follow all written and verbal instructions carefully. If you do not understand a direction or part of a procedure, ASK YOUR TEACHER BEFORE PROCEEDING WITH THE ACTIVITY.
3. Never work alone in the laboratory. No student may work in the science classroom without the presence of the teacher.
4. When first entering a science room, do not touch any equipment, chemicals, or other materials in the laboratory area until you are instructed to do so.
5. Perform only those experiments authorized by your teacher. Carefully follow all instructions, both written and oral. Unauthorized experiments are not allowed.
6. Do not eat food, drink beverages, or chew gum in the laboratory. Do not use laboratory glassware as containers for food or beverages.
7. Be prepared for your work in the laboratory. Read all procedures thoroughly before entering the laboratory. Never fool around in the laboratory. Horseplay, practical jokes, and pranks are dangerous and prohibited.
8. Always work in a well-ventilated area.
9. Observe good housekeeping practices. Work areas should be kept clean and tidy at all times.
10. Be alert and proceed with caution at all times in the laboratory. Notify the teacher immediately of any unsafe conditions you observe.
11. Dispose of all chemical waste properly. Never mix chemicals in sink drains. Sinks are to be used only for water. Check with your teacher for disposal of chemicals and solutions.
12. Labels and equipment instructions must be read carefully before use. Set up and use the equipment as directed by your teacher.
13. Keep hands away from face, eyes, mouth, and body while using chemicals or lab equipment. Wash your hands with soap and water after performing all experiments.
14. Experiments must be personally monitored at all times. Do not wander around the room, distract other students, startle other students or interfere with the laboratory experiments of others.
15. Know the locations and operating procedures of all safety equipment including: first aid kit(s), and fire extinguisher. Know where the fire alarm and the exits are located.
16. Know what to do if there is a fire drill during a laboratory period; containers must be closed, and any electrical equipment turned off.
17. Any time chemicals, heat, or glassware are used, students will wear safety goggles. NO EXCEPTIONS TO THIS RULE!
18. Contact lenses may be not be worn in the laboratory.
19. Dress properly during a laboratory activity. Long hair, dangling jewelry, and loose or baggy clothing are a hazard in the laboratory. Long hair must be tied back, and dangling jewelry and baggy clothing must be secured. Shoes must completely cover the foot. No sandals allowed on lab days.

20. A lab coat or smock should be worn during laboratory experiments.
21. Report any accident (spill, breakage, etc.) or injury (cut, burn, etc.) to the teacher immediately, no matter how trivial it seems. Do not panic.
22. If you or your lab partner is hurt, immediately (and loudly) yell out the teacher's name to get the teacher's attention. Do not panic.
23. If a chemical should splash in your eye(s) or on your skin, immediately flush with running water for at least 20 minutes. Immediately (and loudly) yell out the teacher's name to get the teacher's attention.
24. All chemicals in the laboratory are to be considered dangerous. Avoid handling chemicals with fingers. Always use a tweezer. When making an observation, keep at least 1 foot away from the specimen. Do not taste, or smell any chemicals.
25. Check the label on all chemical bottles twice before removing any of the contents. Take only as much chemical as you need.
26. Never return unused chemicals to their original container.
27. Never remove chemicals or other materials from the laboratory area.
28. Never handle broken glass with your bare hands. Use a brush and dustpan to clean up broken glass. Place broken glass in the designated glass disposal container.
29. Examine glassware before each use. Never use chipped, cracked, or dirty glassware.
30. If you do not understand how to use a piece of equipment, ASK THE TEACHER FOR HELP!
31. Do not immerse hot glassware in cold water. The glassware may shatter.
32. Do not operate a hot plate by yourself. Take care that hair, clothing, and hands are a safe distance from the hot plate at all times. Use of hot plate is only allowed in the presence of the teacher.
33. Heated glassware remain very hot for a long time. They should be set aside in a designated place to cool, and picked up with caution. Use tongs or heat protective gloves if necessary.
34. Never look into a container that is being heated.
35. Do not place hot apparatus directly on the laboratory desk. Always use an insulated pad. Allow plenty of time for hot apparatus to cool before touching it.

### **Практическая работа №15**

Тема: Технический профиль: инструкции

Цель: Контроль лексических и грамматических навыков.

**Оцениваемые знания и умения:** У2, 31 (Усвоение лексического минимума)

**Оцениваемые компетенции:** ОК 1

**Переведите инструкцию по технике безопасности.**

When you're repairing your car or doing basic maintenance, practice these safety methods to avoid injury to yourself and damage to your automobile and to be prepared in case of a mishap:

- Don't smoke while you're working on your vehicle.
- Never work on your vehicle unless the parking brake is on, the gearshift is in Park or Neutral, and the engine is shut off (unless it has to be running for you to do the work).
- Be sure that the parts of the engine you're working on are cold so that you don't get burned.
- Never jack up a car unless the wheels are properly blocked.
- Use insulated tools for electrical work.
- Before using a wrench or ratchet on a part that seems to be stuck, make sure that if it suddenly comes loose, your hand won't hit anything. To avoid the possibility of bruised knuckles, pull on wrenches rather than push them whenever possible.
- Before working on your car, take off your rings, tie, long necklaces, and other jewelry, and tie back long hair.
- If you're using toxic chemicals such as coolant, cleaners, and the like, keep them away from your mouth and eyes, wash your hands thoroughly after using them, and either store

them safely away from pets and children or dispose of them in a way that's safe for the environment.

- Know that gasoline is extremely dangerous to have around. Not only is it toxic and flammable, but the vapor in an empty can is explosive enough to take out a city block.
- Work in a well-ventilated area. If possible, work outdoors in your driveway, your backyard, or a parking lot. If you must work in your garage, be sure to keep the garage door open and the vehicle as close to the door as possible.
- Keep fire extinguishers handy. Place one in your garage and one under the front seat of your vehicle. (Be sure to secure it with a bracket that will prevent it from rolling under the pedals.)
- Know what you cannot do and what you shouldn't touch. Don't be tempted to dive right into a project when you don't know what you're doing. Get some experienced help and advice. In short, do your research first.
- Use the right tools. A good general rule for purchasing DIY tools is that a new tool should pay for itself the first time you use it versus having the job done professionally at a service shop. Keep this in mind, and buy quality tools that are the right tools for the job. For example, don't use a screwdriver as a pry bar, or pliers instead of a wrench.
- Work with clean parts and good lighting. If you're going to work on something safely, you need to see it and you need to be able to handle it. An automotive break-resistant fluorescent droplight is one of the most-used tools in a DIYer's toolbox. Remember: You can't fix what you can't see.
- Keep a first aid kit and fire extinguisher nearby, in the garage, shop or vehicle. This can make the difference between a minor scrape and a much bigger problem.
- Employ the "buddy system." If you must work alone, keep a phone nearby. Make sure that someone knows where you are and what you're doing. In addition to being a courtesy and a good safety practice, keep in mind that your "buddy" could also offer help and advice if you need it partway through the job.

### **Proper clothing**

If you are using an electric drill, grinder or hand-held rotary tool, wear a tight-fitting T-shirt or, in colder weather, a sweatshirt. Drill bits and wire wheels can easily catch a loose shirt and wind up the material around your hand, locking it to the drill until it stops. Don't be tempted to use the trigger lock on a power tool; this could result in a very sore hand or wrist if you catch your clothing or part of the vehicle with the drill locked in the "on" position.

### **Hand protection**

When removing parts that are greasy or oily, use latex rubber gloves. They give you better grip and protect your hands from contaminants. Try using these disposable gloves for an oil change; you will be impressed by how clean your hands stay, and by how much easier it is to handle the filter and drain plug. Use latex rubber gloves with all solvents when prepping a surface to be painted and when you paint. They are great for keeping paint off your fingers.

If you are removing heavy parts (such as tires) or are trying to loosen large fasteners in tight areas, use a good pair of automotive work gloves. They help protect the knuckles and can give you better grip on tools and the parts you are removing or replacing on your vehicle. At the same time, they are still sensitive enough to hand-start small nuts and bolts. If you try these once, you will be sold on them.

### **Goggles and dust masks**

You should consider two pieces of protective gear when using a wire wheel to remove rust or

working on a rusty exhaust under a vehicle – goggles and disposable dust masks. You can see the value of the dust mask when you look in the mirror after using one for a while and see what you might have breathed in. In addition, you should always wear goggles or safety glasses when drilling or grinding.

### **Protection for your lungs**

If you have to use solvents inside a shop or garage, or if you are contemplating spray-painting, you should consider a respirator rated for organic vapors. These are not very expensive, and they can protect your lungs from lacquer thinners, acetone, enamel reducers and paint thinners. Keep in mind, however, that they won't protect you from catalyzed paint vapors. Read the labels and instructions that come with the respirator.

### **Working under the vehicle**

If you need to work underneath your vehicle or to remove the wheels to access suspension parts, do not perform this work using the vehicle's jack. A jack's lifting mechanism can slip or, in the case of hydraulic units, leak, causing the vehicle to lower unexpectedly.

Car ramps or jack stands are designed to hold up the vehicle and to keep it stable while performing repairs. You can still use the car jack as a backup to the ramps or jack stands – it is always a good idea to take a “belts and suspenders” approach. Just leave the car jack in contact with the lift point while the vehicle's weight is on the ramps or stands. Also, as added protection, use wheel chucks to help restrict movement.

### **Cleaning parts**

If you need to clean oil or grime off parts, do not use gasoline. Kerosene or mineral spirits used with rubber gloves and goggles will minimize exposure of your skin and eyes to chemicals. And don't even think about smoking while performing this or any automotive project that involves volatile chemicals or flammable materials. Rubber gloves and goggles won't protect you from burning solvent.

### **General cleanup**

Remember that DIY car safety continues even after the job is done. Properly dispose of oil, oily materials or oily rags, and paper towels. Be good to the environment and guard against fire in your shop.

These are just a few examples of where “safe” trumps “sorry.” Remember that nothing takes away from the satisfaction of completing a vehicle repair like bruised knuckles or a scratched cornea. If you think about safety before you even begin, your DIY project will most likely have a happy ending.

Практическая работа №16

Тема: итоговая контрольная работа по грамматике

Цель: проверка степени освоения изученных грамматических тем

**Оцениваемые знания и умения:** У1, 31 (Усвоение лексического минимума, знание грамматических форм английского языка)

**Оцениваемые компетенции:** ОК 2, ОК 4

1. Выберите вариант, который образует Present Simple.

My mother \_\_\_\_ a bad headache.

have



am  
has

2. Выберите вариант, который образует Present Simple.  
Where \_\_\_\_\_ the Johnsons live?

do  
are  
does

3. Выберите вариант, который образует Present Simple.  
We \_\_\_\_\_ a car, but we are going to buy it.

don't have      aren't have  
hasn't

4. Выберите вариант, который образует Past Simple.  
There isn't a cloud in the sky, but it (be) cloudy in the morning.

is  
was  
were

5. Выберите вариант, который образует Past Simple.  
Every day I help my Mom about the house, but last week I was very busy with my exam. So I (not/help) her much.

not helped  
didn't helped  
didn't help

6. Выберите вариант, который образует Past Simple.  
How you (cut) your finger?

How have you cut  
How you cutted  
How did you cut

7. Выберите вариант, который образует Future Simple.  
I'm tired. I (go) to bed.

I'll  
I go  
I'd go

8. Выберите вариант, который образует Future Simple.  
\_\_\_\_\_ he answer the question?

Was  
Will  
Shall not

9. Выберите вариант, который образует Future Simple.  
Our test (not/take) long.

isn't take  
doesn't take  
willn't take  
won't take

10. Выберите вариант, который образует Present Continuous.  
They (lie) on the carpet and (draw).

lie, are drawing  
are lieing, drawing  
are lying, drawing

11. Выберите вариант, который образует Present Continuous.  
It (not rain).

not rained  
are not raining  
is not raining

12. Выберите вариант, который образует Present Continuous.  
Why you (cry)?

do you cry  
are you crying  
have you crying

13. Выберите вариант, который образует Past Continuous.  
The dog \_\_\_\_\_.

was barking  
bark  
were barking

14. Выберите вариант, который образует Past Continuous.  
\_\_\_\_\_his head aching?

was  
were

15. Выберите вариант, который образует Past Continuous.  
\_\_\_\_we \_\_\_\_ the birds?

being we feed  
were we feeding  
are we feeding

16. Выберите вариант, который образует Future Continuous.  
This time next Sunday we ... to Hawaii.

will flying  
will be flying  
will be fly

17. Выберите вариант, который образует Future Continuous.  
He has fallen ill. He ... you tomorrow.

won't seeing  
won't be seeing  
won't be seen

18. Выберите вариант, который образует Future Continuous.  
... the printer for long?

Will be using you  
Will you be using  
Will you using

19. Выберите вариант, который образует Present Perfect.  
Nick and Sally \_\_\_\_\_ each other since their school years.

have known  
knowed  
knew

20. Выберите вариант, который образует Present Perfect.  
He \_\_\_\_\_ the keys, so he can get in now.

have not forgotten  
has not forgotten  
had not forgotten

21. Выберите вариант, который образует Present Perfect.  
\_\_\_\_\_ anything \_\_\_\_\_ from the flat?

Is ... disappeared  
Has ... disappeared  
Have ... disappeared

22. Выберите вариант, который образует Past Perfect.  
He showed us the place where he \_\_\_\_\_ his leg.

hurt  
have hurted  
had hurt

23. Выберите вариант, который образует Past Perfect.  
I \_\_\_\_\_ a snake before that day.

had not touched

did not touched  
not had touch

24. Выберите вариант, который образует Past Perfect.  
What \_\_\_\_\_ you opened the window?

have you said before  
had you said before  
had you before said

25. Выберите вариант, который образует Past Perfect.  
By the time I come they \_\_\_\_\_.

will have gone  
will be going  
will go

26. Выберите вариант, который образует Past Perfect.  
You \_\_\_\_\_ that something will be different.

will not notice  
are not noticing  
will not have noticed

27. Выберите вариант, который образует Past Perfect.  
\_\_\_\_\_ writing this book by next month?

will you have finished  
will you had finished  
will you has finished

28. В каком варианте прямая речь правильно переведена в косвенную?

Mary: "I love chocolate."

Jill: "Mary said (that) she \_\_\_\_ chocolate."

loved  
loves  
loving

29. В каком варианте прямая речь правильно переведена в косвенную?

Mary: "I went skiing."

Jill: "Mary said (that) she \_\_\_\_ skiing."

went  
had gone  
have gone

30. В каком варианте прямая речь правильно переведена в косвенную?

Mary: "I will eat steak for dinner."

Jill: "Mary said (that) she \_\_\_\_ eat steak for dinner."

willing  
will  
would

Практическое задание №17

Тема: Контроль аудирования, устных тем, чтения и проф.текстов

Цель: Аудирование, чтение технических текстов

**Оцениваемые знания и умения:** У2, 31 (Усвоение лексического минимума)

**Оцениваемые компетенции:** ОК 1

Задание 1

Переведите текст

**Ways oil and gas drilling is bad news for the environment**

Oil and gas drilling can be a dirty business. Drilling projects operate on a 24-hour basis, disrupting wildlife, water sources and even human lives.

Here are some of these top environmental threats presented by oil and gas drilling:

**Disruption of wildlife migration routes and habitats from noise pollution, traffic and fences**

Biological systems are incredibly complex, and can fall victim to serious ecological consequences when disturbed by human activity. Increased vehicle traffic at oil drilling sites contributes significantly to noise pollution in wildlands. Wild mammals and birds respond to noise disturbances with short-term avoidance behavior, but many studies have shown that these behaviors become habituated. Negative impacts include disruption of songbird communication in breeding and nesting seasons, as well as altered predator and prey dynamics. Mammals living near roads may be more vulnerable to road kill.

**Oil spills on land and offshore drilling sites**

Oil operations on land require drilling fluids (sometimes called "mud") that are injected into the wellbore to lubricate the drilling bit. These fluids are supposed to be captured in lined pits for disposal, but very often they are spilled and splashed around the well pad. The devastating cumulative effects of numerous small spills on land present long-term environmental impacts and chronic health effects including the potential risk of cancer. Offshore oil spills, such as the explosion of BP's Deepwater Horizon unit in the Gulf of Mexico in 2010, affect marine mammals through direct contact, inhalation and ingestion of toxic oil. Certain inhaled and ingested chemicals in oil may:

- Damage to animals' organs
- Cause cancer, immune system suppression and lead to reproductive failure
- Further injured or disturbed animals due to response activities and long-term ecological changes

**Landscape changes from well pads and roads**

Construction activities associated with oil and gas drilling leave behind radical impacts to the landscape. Well pad and road construction require the use of heavy equipment such as bulldozers, road graders and gravel trucks. Development of oil and gas complexes:

- Strip the environment of vegetation
- Increase erosion (which could lead to landslides and flooding) and the opportunity for weed infestation
- Disturb the land's ground surface
- Seriously fragment once unspoiled wildlife habitats

The impacts caused to public lands by construction of oil and gas sites are often irreversible.

**Haze, toxic chemicals and dust pollute the air and water**

Open pits, ponds, and lagoons can contain wastewater, organic chemicals, petroleum hydrocarbons, surfactants and other substances which compromise the safety of our water. Pipeline explosions and wells (even if properly drilled) can cause drinking water problems by

cross-contaminating aquifers. Development of gas wells may even require releases of methane and myriad toxic gases into the atmosphere.

There are 96,000 active oil and gas wells on public lands, and pollution from these well not only contribute to climate change, but also have been linked to asthma attacks in children and worsening respiratory disease. In six western states, nearly 74,000 people are threatened by pollution emitted from wells, tanks and pipelines.

#### **Dangerous methane emissions contribute to climate change**

Methane, the main component in natural gas, is up to 84 times more harmful to the atmosphere than carbon dioxide, trapping heat more effectively and intensifying global warming. What is even more worrisome is that 21 percent of all U.S. greenhouse gas emissions, including methane, can be traced to oil, gas and coal extracted from federal lands, according to a December 2014 study by The Wilderness Society.

Preventable leaks and faulty infrastructure in natural gas production are so common that they contribute significantly to methane pollution in and around wild lands. Oil and gas companies also often deliberately discharge methane into the air through venting, the controlled release of natural gas, and flaring, the burning of it off in the air.

Практическое задание №18

Тема: Зачётное занятие

Цель: Контроль умения читать и переводить технические тексты

**Оцениваемые знания и умения:** У2, 31 (Усвоение лексического минимума)

**Оцениваемые компетенции:** ОК 1

Задание 1

Переведите текст

#### **Oil and Gas Drilling/Development Impacts**

Activities that may cause environmental impacts include ground clearing, grading, drilling, waste management, vehicular and pedestrian traffic, and construction and installation of facilities. Impacts would be similar to those addressed for exploration; but would be more extensive due to an increased number of wells, access roads, pipelines, and other ancillary facilities (e.g., compressor stations or pumping stations) that would be required.

Typical activities during the drilling and development of an oil or gas well include ground clearing and removal of vegetative cover, grading, drilling, waste management, vehicular and pedestrian traffic, and construction and installation of facilities. Activities conducted in locations other than at the oil and gas well pad site may include excavation/blasting for construction materials (sands, gravels), access road and storage area construction, and construction of gathering pipelines and compressor or pumping stations. Potential impacts from these activities are presented below, by the type of affected resource.

#### **Acoustics (Noise)**

Primary sources of noise during the drilling/development phase would be equipment (bulldozers, drill rigs, and diesel engines). Other sources of noise include vehicular traffic and blasting. Blasting activities typically would be very limited, the possible exception being in areas where the terrain is hilly and bedrock shallow. With the exception of blasting, noise would be restricted to the immediate vicinity of the work in progress. Noise from blasting would be sporadic and of short duration but would carry for long distances. If noise-producing activities occur near a residential area, noise levels from blasting, drilling, and other activities could exceed the U.S. Environmental Protection Agency (EPA) guidelines. The movement of heavy vehicles and drilling could result in frequent-to-continuous noise.

The highest noise levels would occur from drilling and flaring of gas. Noise from drilling has been measured as 115 dBA at the source to above 55 dBA at distances 1,800 feet (549 meters) to 3,500 feet (1,067 meters) from the well. Drilling noise would occur continuously for 24 hours

per day for one to two months or more depending on the depth of the formation. Exploratory wells that end up becoming production wells would continue to generate noise during the production phase.

#### ***Air Quality***

Emissions generated during the drilling/development phase include vehicle emissions; diesel emissions from large construction equipment and generators, storage/dispensing of fuels, and, if installed at this stage, flare stacks; small amounts of carbon monoxide, nitrogen oxides, and particulates from blasting activities; and dust from many sources, such as disturbing and moving soils (clearing, grading, excavating, trenching, backfilling, dumping, and truck and equipment traffic), mixing concrete, and drilling. During windless conditions (especially in areas of thermal inversion), project-related odors may be detectable at more than a mile from the source. Excess increases in dust could decrease forage palatability for wildlife and livestock and increase the potential for dust pneumonia.

#### ***Cultural Resources***

Potential impacts to cultural resources during the drilling/development phase could include: destruction of cultural resources in areas undergoing surface disturbance; unauthorized removal of artifacts or vandalism as a result of human access to previously inaccessible areas (resulting in lost opportunities to expand scientific study and educational and interpretive uses of these resources); and visual impacts resulting from large areas of exposed surface, increases in dust, and the presence of large-scale equipment, machinery, and vehicles for cultural resources that have an associated landscape component that contributes to their significance (e.g., sacred landscapes or historic trails). While the potential for encountering buried sites is relatively low, the possibility that buried sites would be disturbed during pipeline, access road, or well pad construction does exist. Unless the buried site is detected early in the surface-disturbing activities, the impact to the site can be considerable. Disturbance that uncovers cultural resources of significant importance that would otherwise have remained buried and unavailable could be viewed as a beneficial impact. Vibration, resulting from increased traffic and drilling/development activities, may also have effects on rock art and other associated sites (e.g., sites with standing architecture).

#### ***Ecological Resources***

Impacts to ecological resources would be proportional to the amount of surface disturbance and habitat fragmentation. Vegetation and topsoil would be removed for the development of well pads, access roads, pipelines, and other ancillary facilities. This would lead to a loss of wildlife habitat, reduction in plant diversity, potential for increased erosion, and potential for the introduction of invasive or noxious weeds. The recovery of vegetation following interim and final reclamation would vary by community (e.g., grasslands would recover before sagebrush or forest habitats). Indirect impacts to vegetation would include increased deposition of dust, spread of invasive and noxious weeds, and the increased potential for wildfires. Dust settling on vegetation may alter or limit plants' abilities to photosynthesize and/or reproduce. Over time, a composition of native and/or invasive vegetation would become established in areas disturbed by wildfire. Although oil and gas field development would likely increase the spread of invasive and noxious weeds by increasing traffic and human activity, the potential impacts could be partially reduced by interim reclamation and implementation of mitigation measures.

Adverse impacts to fish and wildlife could occur during the drilling/development phase from:

1. Erosion and runoff;
2. Dust;
3. Noise;
4. Introduction and spread of invasive nonnative vegetation;
5. Modification, fragmentation, and reduction of habitat;
6. Mortality of biota;
7. Exposure to contaminants;

8. Interference with behavioral activities; and
9. Increased harassment and/or poaching.

Depletion of surface waters from perennial streams could result in a reduction of water flow, which could lead to habitat loss and/or degradation for aquatic species.

Практическое задание №19

Тема: Зачётное занятие

Цель: Контроль умения читать и переводить технические тексты

**Оцениваемые знания и умения:** У2, 31 (Усвоение лексического минимума)

**Оцениваемые компетенции:** ОК 1

Переведите текст

### ***Hazardous Materials and Waste Management***

Solid and industrial waste would be generated during development and drilling activities. Much of the solid wastes would be expected to be nonhazardous; consisting of containers and packaging materials, miscellaneous wastes from equipment assembly and presence of construction crews (food wrappers and scraps), and woody vegetation. Industrial wastes would include minor amounts of paints, coatings, and spent solvents. Most of these materials would likely be transported off-site for disposal. In forested areas, commercial-grade timber could be sold, while slash may be spread or burned near the well site.

Drilling wastes include hydraulic fluids, pipe dope, used oils and oil filters, rigwash, spilled fuel, drill cuttings, drums and containers, spent and unused solvents, paint and paint washes, sandblast media, scrap metal, solid waste, and garbage. Wastes associated with drilling fluids include oil derivatives (e.g., such as polycyclic aromatic hydrocarbons (PAHs), spilled chemicals, suspended and dissolved solids, phenols, cadmium, chromium, copper, lead, mercury, nickel, and drilling mud additives (including potentially harmful contaminants such as chromate and barite). Adverse impacts could result if hazardous wastes are not properly handled and are released to the environment.

Produced water (water that coexists with oil and gas in the formation and is recovered during well development) generation can be an issue during the drilling/development phase, although it usually becomes a greater waste management concern over the long-term operation of an oil or gas field because water production typically increases with the age of the production well. One exception to this is the drilling and development of coalbed methane reserves; produced water is generated at high volumes during the initial completion and development of coalbed methane wells and then declines considerably as methane production increases. Regulations govern the disposal of this produced water; the majority of it is disposed of by underground injection either in disposal wells or, in mature producing fields, in enhanced oil recovery wells (i.e., wells by which produced water and other materials are injected into a producing formation in order to increase formation pressure and production).

In some locations, produced water may carry naturally occurring radioactive materials (NORM) to the surface. Typically, the NORM radionuclides (primarily radium-226, radium-228, and their progeny) are dissolved in the produced water but a portion of the NORM can precipitate into solid form in scales and sludges that collect in pipelines and storage vessels. Proper management of NORM-bearing produced water and solid wastes is critical to prevent both occupational and public human health risks and environmental contamination. NORM wastes are a problem generally associated with long-term operation of an oil or gas field, but can also be associated with the drilling/development phase. The NORM Technology Connection Web site provides information about the regulation of NORM bearing wastes generated by the petroleum industry.

### ***Soils and Geologic Resources***

Potential impacts to soils during the drilling/development phase would occur due to the removal of vegetation, mixing of soil horizons, soil compaction, increased susceptibility of the soils to wind and water erosion, contamination of soils with petroleum products, loss of topsoil



productivity, and disturbance of biological soil crusts. Impacts to soils would be proportionate to the amount of disturbance. Sands, gravels, and quarry stone could be excavated for use in the construction of access roads; foundations and ancillary structures; and for well pad and storage areas. Construction of well pads, pipelines, compressor or pumping stations, access roads, and other project facilities could cause topographic changes. These changes would be minor, but long term. Well pads located on canyon rims or the side slopes of canyons could result in bedrock disturbances. Additional bedrock disturbance could occur due to construction of access roads, pipelines, rock borrow pits, and other ancillary facilities. Possible geological hazards (earthquakes, landslides, and subsidence) could be activated by drilling and blasting. Altering drainage patterns could also accelerate erosion and create slope instability.

#### ***Water Resources (Surface Water and Groundwater)***

Impacts to water resources could occur due to water quality degradation from increases in turbidity, sedimentation, and salinity; spills; cross-aquifer mixing; and water quantity depletion. During the drilling/development phase, water would be required for dust control, making concrete, consumptive use by the construction crew, and in drilling of wells. Depending on availability, it may be trucked in from off-site or obtained from local groundwater wells or nearby surface water bodies. Where surface waters are used to meet drilling and development needs, depletion of stream flows could occur. Drilling and well development often remove enormous amounts of groundwater, referred to as produced water. The generation of produced water can create several problems: water may be depleted from nearby aquifers; and produced groundwater that is saline or contaminated with drilling fluids can contaminate soils or surface waters, if brought to the surface and not reinjected to a suitable subsurface unit. Produced water also may contain organic acids, alkalis, diesel oil, crankcase oils, and acidic stimulation fluids (e.g., hydrochloric and hydrofluoric acids).

Drilling activities may affect surface and groundwater flows. If a well is completed improperly such that subsurface formations are not sealed off by the well casing and cement, aquifers can be impacted by other non-potable formation waters. The interaction between surface water and groundwater may also be affected if the two are hydrologically connected, potentially resulting in unwanted dewatering or recharging. Soils compacted on existing roads, new access roads, and well pads generate more runoff than undisturbed sites. The increased runoff could lead to slightly higher peak storm flows into streams, potentially increasing erosion of the channel banks. The increased runoff could also lead to more efficient sediment delivery and increase turbidity during storm events. During development, water quality can be affected by:

1. Activities that cause soil erosion or dust that can be washed into water bodies;
2. Weathering of newly exposed soils, causing leaching and oxidation that can release chemicals into the water;
3. Discharges of waste or sanitary water;
4. Use of herbicide and dust suppressants (e.g., magnesium chloride); and
5. Contaminant spills.

Also, increased sediment loading could potentially increase salinity levels.

Primary waste during production is produced water, which can comprise 98% of material brought to the surface. Conventional natural gas wells typically produce less water than oil wells. Substances found in high concentrations in produced water include chloride, sodium, calcium, magnesium, and potassium. Other contaminants can include PAHs, lead, arsenic, barium, antimony, sulfur, zinc, and NORM. Other wastes include residual wastes that remain after separation of the oil and natural gas.