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Декаан факультета



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« 24 » 12 2024 г.

**ЭЛЕКТРОННЫЙ
УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС
по учебной дисциплине
ИНОСТРАННЫЙ ЯЗЫК ПЕРВЫЙ (ОБЩЕЕ ВЛАДЕНИЕ)
(английский)**

**для специальности
6-05-1036-01 Таможенное дело**

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА
к электронному учебно-методическому комплексу
по учебной дисциплине «Иностранный язык первый
(общее владение) (английский)»
для специальности
6-05-1036-01 Таможенное дело

Актуальность изучения дисциплины

Статус иностранного языка как общеобразовательной дисциплины, реально востребованной в практической и интеллектуальной деятельности специалиста, является в современном поликультурном и многоязычном мире особенно значимым. Иностранный язык рассматривается не только в качестве средства межкультурного и профессионального общения, но и средства формирования личности как субъекта национальной и ми-ровой культуры.

Цель и задачи дисциплины

Главная *цель* обучения иностранному языку заключается в формировании иноязычной коммуникативной компетенции будущего специалиста, позволяющей использовать иностранный язык как средство межличностного и профессионального общения. Достижение главной цели предполагает комплексную реализацию познавательной, развивающей, воспитательной и практической целей.

В качестве стратегической интегративной компетенции в процессе обучения иностранным языкам выступает коммуникативная компетенция в единстве всех составляющих: языковой, речевой, социокультурной, компенсаторной, учебно-познавательной компетенций.

Основными *задачами* изучения дисциплины являются:

- унификация полученных ранее умений и навыков чтения текстов на расширенном языковом материале;
- формирование умений и навыков чтения и понимания текстов по специальности в ситуациях поиска смысловой информации;
- владение профессиональной лексикой;
- знакомство с историей и культурой страны изучаемого языка.

В результате изучения дисциплины «Иностранный язык первый (общее владение) (английский)» студент должен:

знать:

- особенности системы изучаемого иностранного языка в его фонетическом, лексическом и грамматическом аспектах;
- социокультурные нормы бытового и делового общения в современном поликультурном мире;
- историю и культуру страны изучаемого языка;
- основные формы культурной коммуникации;

уметь:

- вести общение профессионального и социокультурного характера на иностранном языке, сочетая диалогические и монологические формы речи;
- читать литературу на иностранном языке по профилю обучения (изучающее, ознакомительное, просмотровое и поисковое чтение);
- использовать иностранный язык в качестве инструмента профессиональной деятельности: перевод, реферирование и аннотирование профессионально ориентированных и научных текстов, выступление с публичной речью;

– использовать стилистические нормы иностранного языка в соответствии с ситуацией профессиональных и деловых взаимоотношений;

владеть:

– навыками чтения и перевода со словарем иностранной литературы по правилам речевого этикета;

– рациональным и эффективным языковым поведением в ситуациях межкультурной коммуникации.

Краткое описание электронного учебно-методического комплекса (для кого предназначен, на основании каких документов разработан)

Электронный учебно-методический комплекс предназначен для студентов I и II курса специальности 6-05-1036-01 Таможенное дело дневной формы получения высшего образования в 1-ом, 2-ом и 3-ем семестрах, ранее изучавших английский язык на средней ступени образования. Программа ЭУМК рассчитана на 102 часа аудиторных (практических) занятий в 1 семестре с формой итогового контроля – зачет, 68 часов аудиторных (практических) занятий во 2 семестре с формой итогового контроля – зачет и 96 часов аудиторных (практических) занятий в 3 семестре с формой итогового контроля – экзамен. Текущий контроль проводится на практических занятиях.

ЭУМК разработан в соответствии со следующими документами:

1. Требованиями кодекса Республики Беларусь «Об образовании» от 13.01.2011г. № 243-3 (с дополнениями и изменениями).

2. Положением об учебно-методическом комплексе на уровне высшего образования, утвержденным постановлением Министерства образования Республики Беларусь №167 от 26.07.2011 г. «Об утверждении положений об учебно-методических комплексах по уровням основного образования».

3. Учебной программой по дисциплине «Иностранный язык (первый) (английский)», утвержденной Министерством образования Республики Беларусь 12.01.2022, регистрационный № 6-05-10-033/пр.), с учетом типовой учебной программы «Иностранный язык (первый) (английский)», утвержденной Министерством образования Республики Беларусь 10.12.2014, регистрационный № ТД – Р. 573/тип., типовой учебной программы «Иностранный язык», утвержденной Министерством образования Республики Беларусь 15.04.2008, регистрационный № ТД – СГ. 013/тип.

Цели ЭУМК

Основной целью ЭУМК является повышение исходного уровня владения иностранным языком и формирование у обучающихся иноязычных компетенций, позволяющих им решать социально-коммуникативные задачи в сфере электронной коммерции, формирование навыков говорения, чтения и письма, развитие грамматических навыков.

Содержание и объем ЭУМК полностью соответствуют образовательному стандарту высшего образования специальности 6-05-1036-01 Таможенное дело, а также учебно-программной документации образовательных программ высшего образования. Материал представлен на требуемом методическом уровне и адаптирован к современным образовательным технологиям.

УМК разработан в электронном виде.

Структура учебно-методического комплекса по дисциплине «Иностранный язык (первый) (английский)»:

Теоретический раздел ЭУМК представлен методическими рекомендациями

по изучению дисциплины и отдельных ее тем, а также по организации управляемой самостоятельной работы студентов.

Практический раздел ЭУМК содержит подробный перечень методических материалов к практическим занятиям, аутентичные тесты и материалы по изучаемым темам;

Раздел контроля знаний ЭУМК содержит перечень видов диагностики и контроля полученных знаний, требования к зачетам и экзамену, критерии оценки знаний, примеры контрольных работ;

Вспомогательный раздел ЭУМК включает учебную программу и учебно-методическую карту по дисциплине «Иностранный язык первый (общее владение) (английский)», список дополнительной литературы.

**Краткий паспорт дисциплины «Иностранный язык первый
(общее владение) (английский)»**

	6-05-1036-01 Таможенное дело		
	1 курс		2 курс
Семестр	1	2	3
Практические (семинарские) занятия (часов)	102	68	96
Зачет (+/-)	+	+	-
Экзамен (+/-)	-	-	+

Составители ЭУМК:



Е.Н. Сижук

« 14 » 12 2024 г.

ПЕРЕЧЕНЬ МАТЕРИАЛОВ В УЧЕБНО-МЕТОДИЧЕСКОМ КОМПЛЕКСЕ

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1. ТЕОРЕТИЧЕСКИЙ РАЗДЕЛ

1.1. Методические рекомендации по изучению дисциплины

Целью практического курса «Иностранный язык» является формирование и развитие профессиональной коммуникативной компетенции, позволяющей осуществлять коммуникативную деятельность на иностранном языке в профессиональной сфере общения и развитие лингвистической компетенции, включающей в себя знание и владение стандартными лексическими средствами и грамматическими структурами, присущими языку сферы профессионального общения в области экономики.

Учебный план дисциплины «Иностранный язык» предусматривает практические занятия в аудитории (под руководством преподавателя) и вне учебной аудитории (самостоятельную работу студентов с последующим контролем преподавателя) на протяжении 2 семестров на 1 курсе.

В своей концепции учебный курс опирается на разработанные Советом Европы «Общеввропейские компетенции владения иностранным языком».

Данный курс предусматривает наличие навыков элементарного владения иностранным языком на Предпороговом уровне А2. Наряду со стартовым тестированием, могут быть использованы методы самооценки для определения начального уровня языковой компетенции. С этой целью рекомендуется ответить на следующие вопросы:

Анкета для определения соответствия уровню А2.

Я понимаю на слух отдельные фразы и наиболее употребительные слов в высказываниях?

Я понимаю на слух основную информацию о себе и своей семье, о покупках, о месте проживания, о работе?

Я понимаю на слух общее содержание простых, четко произнесенных и небольших по объему сообщений и объявлений?

Я могу прочитать и понять короткие простые тексты?

Я могу найти конкретную информацию в простых текстах повседневного общения: в рекламах, проспектах, меню, расписаниях?

Я могу прочитать простые письма личного характера?

Я умею общаться в простых типичных ситуациях, требующих непосредственного обмена информацией?

Я умею поддержать предельно краткий разговор на бытовые темы?

Я могу, используя простые фразы и предложения, рассказать о своей семье и других людях, условиях жизни, учебе, настоящей или прежней работе?

Я умею писать простые короткие записки и сообщения?

Я умею писать несложные письма личного характера (например, выразить кому-либо свою благодарность за что-либо)?

Исходя из целей и задач обучения, формулируются конечные требования к уровню знаний и умений по отдельным видам речевой деятельности и языковым аспектам на 1 курсе (1, 2, 3 семестр).

Основной целью курса является достижение Порогового уровня самостоятельного владения иностранным языком В1 и закрепление на данном уровне. Курс направлен на практическое овладение навыками аудирования, понимание письменного текста, диалогической и монологической речи, а также продуктивное овладение грамматическим материалом в рамках изучаемых лексических тем.

Требования к итоговым умениям и навыкам на уровне В1:

Понимание	Аудирование	Понимание основных положений четко произнесенных высказываний в пределах литературной нормы на базе изученных тем. Понимание общего содержания адаптированных радио- и телепрограмм о текущих событиях, а также передач, связанных с личными или профессиональными интересами.
	Чтение	Понимание текстов, построенных на частотном языковом материале повседневного и профессионального общения. Понимание описаний событий, чувств, намерений в письмах личного характера.
Говорение	Диалог	Умение общаться в большинстве ситуаций, возникающих во время пребывания в стране изучаемого языка. Участие (без предварительной подготовки) в диалогах на базе изученных тем.
	Монолог	Умение строить простые связные высказывания о личных впечатлениях, событиях, мечтах, надеждах и желаниях. Умение кратко обосновать и объяснить свои взгляды и намерения, рассказать историю или изложить сюжет книги или фильма и выразить к этому свое отношение.
Письмо	Письмо	Умение писать простые связные тексты на изученные темы, письма личного характера.

С целью формирования навыков аудирования на иностранном языке согласно вышеприведенной шкале уровней для самооценки, опубликованной в официальной брошюре Совета Европы, рекомендуется выполнить следующие упражнения:

Прослушайте текст, постарайтесь понять его содержание, разделите на смысловые части и дайте заголовок к каждой части.

Прослушайте текст, составьте план.

Прослушайте начало текста, дайте свой вариант того, как могут развиваться события в тексте дальше и т.д.

Прослушайте предложение и определите значение нового слова по контексту (словообразовательным элементам, на основе знания одного из значений, по этимологии, звукоподражательным элементам).

Установите на слух тождество в парах слов.

Прослушайте предложения и постарайтесь понять их смысл, не обращая внимания на определения, выраженные незнакомыми словами.

Прослушайте омонимы в предложениях и определите их значения.

Прослушайте синонимы в предложениях и определите их значения.

Прослушайте исходные предложения и различные варианты их лексико-грамматического перефразирования, определите выраженную в них мысль.

Прослушайте ряд предложений и обратите внимание на то, что они отличаются

ся друг от друга только одним новым словом в одной и той же позиции. Установите смысл этих предложений.

В списке слов отметьте те, которые вы услышали в предложениях. Назовите их вслух.

В списке русских слов отметьте очередность воспринятых на слух иноязычных эквивалентов.

Прослушайте омонимы и найдите в списке соответствующие им слова на родном языке.

Прослушайте предложения на иностранном языке, укажите лексические ошибки, допущенные в процессе их перевода на русский язык. (Текст русских предложений прилагается).

Прослушайте предложения, произнесенные в быстром темпе, и запишите их. Затем проверьте правильность своих записей при более медленном чтении предложений диктором.

Прослушайте предложения, произнесенные диктором в быстром темпе, и переведите их на родной язык. При повторном (таком же быстром или более медленном) прослушивании исправьте ошибки в переводе.

Отметьте в списке синонимы или антонимы слов, которые вы услышали в произнесенных диктором предложениях.

С целью формирования навыков диалогической речи на иностранном языке рекомендуется выполнить следующие упражнения:

Подготовьте набор ключевых слов и словосочетаний, уместных в большинстве типичных ситуаций, которые могут быть при поездке в страну изучаемого языка.

Составьте на основе этого материала свои реплики разных типов (побуждения, реагирования) и организуйте их в микродиалоги, реализующие различные языковые намерения.

Составьте диалог по одной теме, но для разных ситуаций общения.

Составьте тематический диалог из микродиалогов с добавлением необходимых объединяющих реплик.

Подберите картинки/фотографии к интересующей вас ситуации общения и составьте к ним микродиалоги.

Составьте диалог по прочитанному тексту.

Подумайте, с какими сложностями вы можете столкнуться в различных ситуациях, которые могут быть при поездке в страну изучаемого языка, и составьте микродиалоги, позволяющие их решить.

С целью формирования навыков монологического высказывания на иностранном языке рекомендуется выполнить следующие упражнения:

Подготовьте или воспользуйтесь готовыми списками выражений отношения (нравиться, разочарование, предпочтение, волнения и т.п.), интереса.

Определите ряд событий в тексте или фильме, которые оказались для вас эмоционально значимыми. Выразите свое отношение к ним, используя соответствующие фразы-клише.

Практикуйте использование этих фраз, до тех пор, пока подбор соответствующего слова для выражения ваших эмоций не перестанет вызывать затруднения.

Подготовьте список союзов и выражений, объясняющих вашу точку зрения.

Подготовьте простые предложения, выражающие ваш интерес к некоторому

явлению и простые предложения, объясняющие этот интерес. Объедините их в одно сложное предложение.

С целью формирования навыков чтения на иностранном языке рекомендуется выполнить следующие упражнения:

Прочтите текст, разделите его на смысловые части, подберите названия к каждой из них.

Повторно прочтите текст и перечислите вопросы, освещаемые в нем.

Соедините простые предложения с помощью подчинительных союзов.

Определите и изучите новые грамматические явления в тексте.

Прочтите предложения и найдите в них многозначные слова. Укажите новые для вас значения этих слов.

Переведите авторскую прямую речь в косвенную.

Составьте предложения из самостоятельно выбранных ключевых фраз.

С целью формирования навыков письма на иностранном языке рекомендуется выполнить следующие упражнения:

Подготовьте набор ключевых слов и словосочетаний, уместных в большинстве типичных писем личного характера.

Подготовьте список союзов и выражений, объясняющих вашу точку зрения.

Подготовьте простые предложения, выражающие ваш интерес к некоторому явлению и простые предложения, объясняющие этот интерес. Объедините их в одно сложное предложение.

Составьте план простого письма-благодарности, запроса.

Подберите фразы для формального и неформального начала и завершения письма.

1.2. Методические рекомендации по организации управляемой самостоятельной работы студентов

Студент в процессе обучения должен не только освоить учебную программу, но и приобрести навыки самостоятельной работы, которая способствует развитию ответственности и организованности, творческого подхода к решению проблем учебного и профессионального уровня, поскольку студент должен уметь планировать и выполнять свою работу.

Самостоятельная работа студентов является одной из основных форм аудиторной и внеаудиторной работы при реализации учебных планов и программ. Самостоятельная работа определяется как индивидуальная или коллективная учебная деятельность, осуществляемая без непосредственного участия педагога, но по его заданиям и под его контролем.

При определении содержания самостоятельной работы студентов учитывается уровень самостоятельности абитуриентов и требования к уровню самостоятельности выпускников для того, чтобы за период обучения искомый уровень был достигнут.

Для организации самостоятельной работы необходимы следующие условия:

- готовность студентов к самостоятельному труду;
- наличие и доступность необходимого учебно-методического и справочного материала;
- консультационная помощь.

Формы самостоятельной работы студентов определяются при разработке рабочих программ учебных дисциплин содержанием учебной дисциплины, учитывая степень подготовленности студентов.

Видами заданий для внеаудиторной самостоятельной работы являются:

Для овладения знаниями:

– чтение текста (учебника, дополнительной литературы), составление плана текста, графическое изображение структуры текста, конспектирование текста, выписки из текста, работа со словарями и справочниками, ознакомление с нормативными документами, учебно-исследовательская работа, использование аудио- и видеозаписей, компьютерной техники и Интернета и др.

Для закрепления и систематизации знаний:

– работа с конспектом лекции, обработка текста, повторная работа над учебным материалом (учебника, дополнительной литературы, аудио и видеозаписей, составление плана, составление таблиц для систематизации учебного материала, ответ на контрольные вопросы, заполнение рабочей тетради, аналитическая обработка текста (аннотирование, рецензирование, реферирование, конспект-анализ и др), подготовка мультимедиа сообщений/докладов к выступлению на семинаре (конференции), подготовка реферата, составление библиографии, тематических кроссвордов, тестирование и др.

Для формирования навыков и развития умений:

– решение задач и упражнений по образцу, решение вариативных задач, решение ситуационных (профессиональных) задач, подготовка к деловым играм, проектирование и моделирование разных видов и компонентов профессиональной деятельности, рефлексивный анализ профессиональных умений с использованием аудио- и видеотехники и др.

Таким образом, самостоятельная работа всегда завершается какими-либо результатами. Это выполненные задания, упражнения, решенные задачи, написанные сочинения, заполненные таблицы, построенные графики, подготовленные ответы на вопросы.

Цели и задачи.

Целью самостоятельной работы студентов является овладение фундаментальными знаниями, профессиональными умениями и навыками деятельности по профилю, опытом творческой, исследовательской деятельности. Данный учебно-методический материал ориентирован на достижение главной цели: повышение результативности самостоятельной работы студентов, развитие способности к самостоятельному получению знаний, освоению коммуникативных компетенций по учебной дисциплине «Иностранный язык».

В ходе выполнения самостоятельной работы студент научится активно, целенаправленно приобретать новые знания и развивать коммуникативные умения без прямого участия в этом процессе преподавателей; самостоятельно анализировать современные учебно-методические материалы; закреплять пройденный материал посредством анализа, сравнения, обсуждения и описания реалий согласно тематике.

Указанная цель требует реализации ряда задач, таких как:

приобретение конкретных знаний, формирование навыков и развитие речевых умений по немецкому языку, в соответствии с темами, заявленными в учебной программе дисциплины;

систематизация и закрепление полученных теоретических знаний и практических умений обучающихся;

развитие познавательных способностей и активности студентов: творческой инициативы, самостоятельности, ответственности и организованности;

формирование самостоятельности мышления, способностей к саморазвитию, самосовершенствованию и самореализации;

развитие исследовательских умений;

реализация универсальных учебных действий с использованием информационно-коммуникационных технологий.

Информация, полученная в результате самостоятельного изучения обозначенного материала, будет необходима для написания реферата, сочинения, подготовки презентации, более продуктивной работы на практических занятиях, а также успешного прохождения всех этапов контроля знаний. Помимо анализа библиографического списка литературы, поощряется самостоятельное нахождение и изучение дополнительной литературы и электронных источников.

При этом целями и задачами самостоятельной аудиторной работы по дисциплине «Иностранный язык» являются:

методическая помощь студентам при изучении дисциплины «Иностранный язык» по темам, выносимым на самостоятельное изучение;

активизация употребления профессиональной лексики в речи студентов, связанной с конкретными специальностями;

обучение логичному и последовательному изложению своих мыслей в соответствии с предложенной ситуацией, максимально приближенной к реальной жизни, и в пределах освоенного лексико-грамматического материала;

применение сформированных навыков при работе с аутентичными материалами;

развитие творческих способностей студентов, активизация мыслительной деятельности, повышение положительной мотивации к изучению иностранного языка;

отработка навыков работы со специальными тематическими словарями, с научными справочными пособиями, а также навыков реферирования;

оказание методической помощи при написании рефератов, сочинений.

Цели и задачи внеаудиторной самостоятельной работы студентов:

закрепление, углубление, расширение и систематизация знаний, полученных во время занятий;

самостоятельность овладения новым учебным материалом;

формирование навыков самостоятельного умственного труда;

овладение различными формами самоконтроля;

развитие самостоятельности мышления;

развитие коммуникативных умений в сфере профессионального общения;

воспитание способности к самоорганизации, творчеству.

Самостоятельная работа может осуществляться индивидуально или группами студентов в зависимости от цели, объема, конкретной тематики самостоятельной работы, уровня сложности, степени развития умений студентов.

Контроль результатов внеаудиторной самостоятельной работы студентов может осуществляться в пределах времени, отведенного на обязательные учебные занятия по дисциплине и внеаудиторную самостоятельную работу студентов по дисциплине. Используется устная, письменная и смешанные формы контроля.

По дисциплине «Иностранный язык» практикуются следующие виды и формы

самостоятельной работы студентов:

подготовка к практическим занятиям;

подготовка к контрольным работам, зачетам и экзаменам;

отработка изучаемого материала по печатным и электронным источникам;

выполнение контрольных, самостоятельных работ;

тестирование в учебных компьютерных классах по материалам, разработанным преподавателем;

индивидуальные исследовательские задания (подготовка кратких сообщений, докладов, рефератов и др.);

подготовка к участию в научно-практических конференциях;

подготовка и оформление мультимедийных презентаций в соответствии с учебными разделами и темами, а также слайдового оформления и видеосопровождения докладов;

написание сочинений;

самостоятельное составление заданий (кроссвордов, викторин, контрольных упражнений) по изучаемой теме;

работа над выполнением наглядных пособий (схем, таблиц, коллажей и др.);

проектная работа (подготовка деловой игры; портфолио).

Рекомендации по выполнению самостоятельной работы:

Изучение теоретического материала.

Изучение тематических текстов на иностранном языке, лексических и грамматических комментариев к ним, а также указанной в библиографии литературы и интернет-ресурсов с целью расширения знаний по той или иной теме необходимо осуществлять с учетом следующих пунктов:

прежде чем приступить к работе, требуется четко определить цели задания, что поможет осуществить самоконтроль в конце работы;

ход работы проводить «пошагово» и не приступать к следующему пункту, не пройдя предыдущий;

при работе с литературными источниками выделять главное, обращая особое внимание на классический иностранный язык;

в конце работы проверить достигнута ли цель и сколько времени потребовалось для её достижения.

В зависимости от цели просмотрового чтения и степени полноты извлечения информации выделяют четыре подвида просмотрового чтения:

1. Конспективное – для выделения основных мыслей. Оно заключается в восприятии только наиболее значимых смысловых единиц текста, составляющих логико-фактологическую цепочку.

2. Реферативное – для выделения основных мыслей. При этом читающего интересует только самое основное в содержании материала, все подробности опускаются как несущественные для понимания главного.

3. Обзорное – для определения существа сообщаемого. Оно направлено на выделение главной мысли текста, причем задачи сводятся в основном к ее обнаружению на основе структурно-смысловой организации текста. Понимание главной мысли, выраженной имплицитно, в данном случае практически невозможно. Интерпретация прочитанного ограничивается вынесением самой общей оценки содержанию и

определением соответствия текста интересам студентов.

4. Ориентировочное – для установления наличия в тексте информации, представляющей для читающего интерес или относящееся к определенной проблеме. Основная задача читающего – установить, относится ли данный материал к интересующей его теме.

Грамматический анализ непонятных предложений текста на иностранном языке. Бегло просмотрите текст и постарайтесь понять, о чем идет речь.

При вторичном прочтении определите тип непонятого предложения и функции всех его составляющих по внешним признакам.

При наличии сложносочиненного или сложноподчиненного предложения разделяйте его по формальным признакам на самостоятельные и придаточные, выделяйте инфинитивные, причастные и деепричастные обороты.

Если в предложении есть служебные слова, используйте их для членения предложения на смысловые группы.

В каждом отдельном предложении сначала находите сказуемое или группу сказуемого, затем подлежащее или группу подлежащего. Если значение этих слов неизвестно, обращайтесь к словарю.

Глагол-сказуемое обычно стоит на втором месте. Сказуемое можно найти по:

- по личным местоимениям;
- по вспомогательным и модальным глаголам в личной форме;
- по неправильным глаголам;
- по суффиксам.

Помните, что существительные употребляются в функции подлежащих только без предлогов.

Найдя подлежащее и сказуемое, проверьте, согласуются ли они в лице и числе. Поняв значение главных членов, выявляйте последовательно второстепенные члены предложения, сначала в группе сказуемого, а затем в группе подлежащего.

Если предложение длинное, определите слова и группы слов, которые можно временно опустить для выяснения основного содержания предложения. Не ищите сразу в словаре все незнакомые слова, а заменяйте их вначале неопределенными местоимениями и наречиями (кто-то, какой-то, как-то, где-то и др.).

Внимательно присмотритесь к словам, имеющим знакомые вам корни, суффиксы, приставки. Попытайтесь установить значение этих слов. При этом обратите внимание на то, какой частью речи являются такие слова, а затем подбирайте соответствующий русский эквивалент.

Слова, оставшиеся непонятными, ищите в словаре, соотнося их значение с контекстом.

Подготовка доклада.

Требование к студентам по подготовке и презентации доклада.

Доклад – это сообщение с целью обобщить знания по заданной теме, систематизировать материал, проиллюстрировать примерами, сформировать навыки самостоятельной работы с научной литературой и прессой, познавательный интерес к научному познанию.

Студент в ходе презентации доклада отрабатывает умение самостоятельно обобщить материал и сделать выводы в заключении, свободно ориентироваться в материале и отвечать на дополнительные вопросы слушателей. Работа студента над докладом-презентацией включает отработку у него навыков ораторского искусства

и развитие умений организовывать и проводить диспут.

Тема доклада должна быть согласована с преподавателем и соответствовать теме занятия. Докладом также может стать презентация реферата студента, соответствующая теме занятия. Материалы при его подготовке должны соответствовать научно-методическим требованиям ВУЗа и быть указаны в докладе. Иллюстрации должны быть достаточными, но не чрезмерными.

Студент обязан подготовить сообщение и выступить с докладом в строго отведенное преподавателем время, и в указанный им срок. Необходимо соблюдать регламент, оговоренный при получении задания.

Инструкция докладчикам и содокладчикам.

Докладчики и содокладчики – основные действующие лица. Они во многом определяют содержание, стиль и динамичность данного занятия. Действующие лица должны:

- уметь сообщать новую информацию;
- использовать технические средства;
- знать и хорошо ориентироваться в теме всей презентации (семинара);
- уметь дискутировать и быстро отвечать на вопросы;
- четко выполнять установленный регламент: докладчик – от 10 мин.; содокладчик – 5 мин.; дискуссия – 10 мин;
- иметь представление о композиционной структуре доклада.

Необходимо помнить, что выступление состоит из трех частей: вступление, основная часть и заключение.

Рекомендуется составить тезисы для беседы или устного сообщения в заданной ситуации общения. Эффективно также составить список вопросов для обсуждения с воображаемым или реальным собеседником.

Написание реферата.

Тема реферата предлагается преподавателем в соответствии с изучаемым материалом.

Объем текстовой части реферата (не считая титульного листа, содержания, списка литературы) должен составлять 5–8 листов формата А4 (шрифт: Times New Roman, кегль 14, междустрочный интервал полуторный, поля стандартные: верхнее – 2 см, нижнее – 2 см, левое – 3 см, правое – 1,5 см).

Обязательные части реферата: титульный лист, текстовая часть и список литературы (не менее 4 наименований). Вступление, основная часть и заключение также являются необходимыми блоками реферата.

Написание сочинений.

Тема сочинения предлагается преподавателем в соответствии с изучаемым разделом; также допускается написание сочинения по теме, сформулированной самостоятельно, но в таком случае необходимо ее согласование с преподавателем. Объем сочинения должен составлять 240–280 слов. Сочинение сдается в указанный в графике срок.

Требования к оформлению.

Сочинение сдается на листе бумаги или в специально заведенной для этой цели тонкой тетради (не толще 48 листов), в рукописном или распечатанном виде. Сочинение оформляется произвольно; обязательно только указание темы сочинения.

Инструкция по подготовке сочинения.

Разделите текст на смысловые абзацы в соответствии с предложенным в задании планом.

В первом абзаце сформулируйте проблему, которую вы будете обсуждать, однако не повторяйте тему сочинения слово в слово. Представьте, что ваш читатель не знает, о чем пойдет речь, и попытайтесь объяснить ему проблему другими словами.

Выделите положительные и отрицательные стороны проблемы, подумайте о разумных аргументах, в поддержку обеих точек зрения. Помните, что вы должны выразить не только свою точку зрения, но и противоположную. Также не забудьте объяснить, почему вы не согласны с другой точкой зрения.

Старайтесь соблюдать баланс между абзацами. Используйте слова-связки, чтобы помочь читателю проследить за логикой ваших рассуждений.

В последнем абзаце сделайте обобщающий вывод по данной проблеме. Вы можете также окончательно сформулировать свое мнение или предложить пути решения данной проблемы.

Написание письма.

В процессе профессионального общения написание писем является одной из наиболее часто встречающихся задач. Темы для деловых писем предлагаются преподавателем, также допускается написание письма по теме, сформулированной самостоятельно, но в таком случае необходимо ее согласование с преподавателем.

Перед написанием письма проводится подготовительная работа. Студент анализирует тексты писем, определяет характер каждого письма (личное, семейное, деловое, проблемное; письмо с выражением благодарности; поздравление, приглашение и т.д.).

На подготовительном этапе просматриваются приведенные речевые формулы, используемые в письме, и отмечаются различные способы выражения благодарности и признательности. Кроме того, составляются различные тематические письма для заданных ситуаций письменного общения.

Непосредственно при написании письма используйте следующий алгоритм действий:

Определите, кому могут быть адресованы названные формы письменного обращения.

Определите характер письма по его структуре (описание, сообщение, повествование, уведомление, выражение благодарности за что-либо, приглашение).

Составьте письмо по предложенному плану, ориентируясь на конкретный тип адресата, коммуникативную задачу и ситуацию написания письма.

Подготовка презентации.

Демонстрационная презентация (длительностью от 10 до 20 мин.) выполняется в программах Microsoft PowerPoint, Prezi и других.

Возможно (но необязательно) использование дополнительных фото-, видео- или аудиоматериалов. Выполнение презентации осуществляется в устной форме (сдача текстовой части доклада не требуется).

Виды презентаций и их структура.

Можно выделить 3 вида презентаций:

1. информационная презентация;
2. презентация-идея;
3. презентация-ревью.

Для определения вида будущей презентации сформулируйте цель своего выступления, ответив себе на вопросы: зачем я выступаю, что я хочу получить в результате, что должны продумать или сделать слушатели после моей речи? Это главный вопрос. Правильный ответ на него – 50% успешной презентации.

Для информационной презентации достаточно того, что аудитория просто получит новые данные. Информационная презентация самая простая по своей сути, и требования к ней минимальны: она должна содержать в себе вступление, основную часть и завершение.

Во вступлении должно быть приветствие, тема и, возможно, цель выступления, имя выступающего, название организации, которую он представляет. Часто визуальные компоненты сопровождают или даже заменяют эту часть выступления.

В основной части информационной презентации главное – это соблюдение логики речи, а, следовательно, структурирование доклада, в частности разделение его на части.

Завершение также может быть предельно кратким: резюме вышесказанного и благодарность за внимание.

Цель презентации-идеи: изменить отношение слушателей и убедить их предпринять конкретные действия, связанные с темой. Алгоритм формирования убедительной презентации – «4П». Алгоритм включает в себя 4 блока:

1. Положение. В первой части докладчик рассказывает о ситуации, связанной с его предложением. Ситуация должна быть близка и понятна аудитории. Этот раздел должен быть относительно коротким – 5-10% всего выступления.

2. Проблема. Этот отрезок презентации должен показать проблематику. Очень важно, чтобы поднятые оратором проблемы действительно были важны для слушателей. Задача презентации только актуализировать потребности слушателей и вывести на первый план среди множества других наших ежедневных потребностей.

3. Перспектива. В этом разделе докладчику нужно показать, как усугубится описанная проблема, если не принять меры прямо сейчас.

4. Предложение. Следует предложить свой продукт или идею. При этом важно наглядно показать, как именно предлагаемая идея поможет выйти из сложившейся ситуации, ответить на вопрос, чем этот способ решения лучше, чем другие, привести аргументы и доказательства – то есть сделать свою презентацию убедительной.

Заканчиваться презентация-идея должна призывом к конкретным действиям, которые можно легко реализовать. Выступление будет особенно убедительным, если сделать презентацию с использованием качественных слайдов. Для убеждения стоит использовать яркие иллюстрации и графики, подтверждающие слова выступающего, так как 80% информации мы получаем через зрительный канал.

Презентация-ревью – это отчет о проделанной работе. Фактически, целью таких презентаций является убеждение слушателей в том, что Вы грамотный специалист в своей области, максимально качественно выполнивший свой объем работы и достойны высокой оценки.

Составление портфолио.

Целесообразно создание и использование портфолио в качестве проекта для самостоятельной работы.

По способу обработки и презентации информации выделяют портфолио в бумажном варианте и электронный вариант портфолио.

Портфолио в бумажном варианте, т.е. портфолио документов – это портфель сертифицированных (документированных) индивидуальных образовательных достижений, личностного развития, карьерного продвижения как рецензии, отзывы, резюме, эссе, рекомендательные письма и прочее).

Электронный вариант портфолио, т.е. портфолио-коллектор, портфолио работ – это собрание различных творческих и проектных работ студента, а также описание основных форм и направлений его учебной и творческой активности: участие в научных конференциях, конкурсах, прохождение различного рода практик, спортивных и художественных достижений и др.

Структура портфолио.

Часть 1. «Введение».

1.1. Фото.

1.2. Резюме.

1.3. Цели и задачи портфолио.

1.4. О структуре портфолио.

1.5. Специфические характеристики портфолио.

Часть 2. «Мои достижения».

2.1. «Официальные документы»:

документы об окончании школы;

сертификаты официально признанных международных, региональных и городских олимпиад, конкурсов, фестивалей, иных мероприятий;

документы об участии в грантах, окончании музыкальной, художественной, спортивной или иной школы;

сертификаты о прохождении практик, стажировок, тестирования, участия в проектах и программах;

журнальные, газетные и фото документы и иные документы, свидетельствующие об успехах;

список достижений, который, по тем или иным причинам (забыл, потерял, украли) не может быть задокументирован.

2.2. «Жизненный опыт»:

автобиография;

эссе «Взгляд в прошлое»;

анализ важнейших событий и эпизодов жизни, их оценка, оценка, вес в сегодняшней жизни;

основные этапы становления личности, факторы, события, люди, повлиявшие на это;

газетные, фото, видео и иные кинодокументы, свидетельства очевидцев;

характеристики, отзывы, оценки известных (и не только) лиц о вас;

отзывы с тех мест работы, где вы работали и т.п.).

2.3. «Обучение в вузе, предпрофессиональная и профессиональная подготовка»:

ваши оценки на всех этапах обучения в вузе, комментарии к ним;

любимые предметы, преподаватели, мотивы обучения;

основные периоды и этапы учения;

изменения взглядов на свою будущую профессию, вуз;

список курсовых и дипломных работ;
отзывы преподавателей и научных руководителей, руководителей учебных, преддипломных и дипломных практик;
список мест прохождения практик и выполненных работ.

2.4. «Научная деятельность»:

список научных работ;
научная переписка;
аннотации к своим работам;
рецензии чужих научных трудов, монографий, учебников и учебных пособий;
отзывы на ваши работы;
эссе «О науке» и т.п.

2.5. «Курсы по выбору и творческие работы»:

список дополнительных курсов, оценки, сертификаты, комментарии, приобретенные компетенции;
список или структурированное представление в том или ином виде своих творческих работ, отзывы на них, в том числе в СМИ и т.п.

Часть 3. «Я в мире людей».

3.1. «Участие в общественной жизни»:

характер вашей общественной активности;
занимаемые посты;
проекты и программы, в которых участвовали, их результативность.

3.2. «Друзья», «Любимые люди»:

ваши близкие друзья в вузе и вне его, сфера их занятий, привлекательные черты характера, образ жизни, разделяемые ценности и т.п.;
родные и близкие люди, их личные качества, интересы, сфера занятий, привлекательные черты.

3.3. «Мои кумиры»:

Люди (актеры, ученые, писатели, спортсмены и т.п.), являющиеся для вас, в определенном смысле, эталонами жизни и поведения, их портреты.

3.4. «Хобби, интересы»:

сфера ваших свободных интересов, занятий, хобби, их примеры, иллюстрации;
значение в жизни вообще и в профессиональной жизни, в частности.

Часть 4. «Взгляд на себя и в будущее».

4.1. «Я»:

взгляд на свое «Я», сильные и слабые стороны, мотивацию, интеллект, черты характера, образ жизни.

4.2. «Мои ценности и идеалы»:

то, что вы цените, считаете важным, стремитесь, уважаете.

4.3. «Мир вокруг меня»:

ваша оценка событий происходящих в мире и вокруг вас, тенденций, открывающихся возможностей, возникающих трудностей и опасностей.

4.4. «Мои жизненные планы»:

ваше представление о собственной миссии, жизненных и профессиональных целях, стратегии, планах, способах, средствах и времени их достижения и т.п.

4.5. «Мой девиз»:

ваш девиз, кредо на новом этапе жизни.

Часть 5. «Заключение для...».

- 5.1. Важнейшие аспекты личности;
- 5.2. Наиболее важные компетенции;
- 5.3. Важнейшие аспекты опыта;
- 5.4. Направления взаимодействия с работодателем и/или использования.

Материалы для оценивания портфолио делят на 2 части и заносят в таблицу:

Формальная часть	Неформальная часть
<ol style="list-style-type: none"> 1. Средние оценки по общим дисциплинам. 2. Средние оценки по профессиональным дисциплинам. 3. Средние оценки по специальным дисциплинам. 4. Курсовые работы. 5. Дипломная работа. 6. Практики. 7. Иностранный язык. 8. Второй иностранный язык. 9. Третий иностранный язык. 10. Любые сертификаты об обучении, связанные с профессией. 11. Обучение за рубежом по направлению университета. 12. Отзывы преподавателей, руководителей учебных практик. 	<ol style="list-style-type: none"> 1. Олимпиады. 2. Профессиональные конкурсы. 3. Научные публикации. 4. Методические разработки и публикации (разработка учебного курса, деловой игры, тренинга, конференции, сайта по профессиональной теме). 5. Участие в научной конференции. 6. Участие в общественных проектах. 7. Участие в профессиональных проектах. 8. Участие в спортивных мероприятиях. 9. Иные сертификаты, документы. 10. Отзывы, характеристики от руководителей предприятий, организаций.

Самостоятельная подготовка заданий.

При необходимости самостоятельно составить задание по изучаемой теме следует в первую очередь определиться с типом задания. Это может быть кроссворд, викторина, текст с пробелами, сопоставление, ролевая игра и другие виды заданий, включая контрольные тесты и упражнения. По желанию студентов это может быть даже проект деловой игры.

Одним из интересных и творческих вариантов заданий является викторина.

Викторина – это вид игры, смысл которой заключается в том, чтобы угадывать правильные ответы на устные или письменные вопросы из разных областей знаний. Есть большое количество разных видов викторин. Они могут отличаться друг от друга условиями и правилами, тематикой, типами и сложностью вопросов.

Правила выполнения викторины должны быть просты. Сложные правила приходится долго разъяснять, и в результате теряется интерес. Но и в том случае, когда человек включится в викторину, он будет путаться, сбиваться и тем самым нарушать темп проведения викторины или разрушать ее.

Викторина должна охватывать всех. Не должно быть таких ситуаций, когда одни участники вовлечены в процесс викторины, а другие оказываются в положении пассивных наблюдателей.

Еще одним элементом викторин являются награды победителям. Здесь есть несколько психологических моментов, которые следует учитывать:

приз должен соответствовать уровню и сложности викторины;

вариант вручения призов всем участникам игры возможен, но при этом основной приз должен оставаться основным, а остальные носить характер утешительных

и отличаться от главного;

приз не обязательно должен быть материальным. Он может быть чисто символическим, в виде венка, торжественно возлагаемого на голову победителя, шуточной медали с соответствующей надписью и т.п.;

само представление приза как цели, к достижению которой будут стремиться соревнующиеся, может нести в себе элемент викторины, если его представить в скрытом виде, как «темный приз».

2. ПРАКТИЧЕСКИЙ РАЗДЕЛ

«ИНОСТРАННЫЙ ЯЗЫК ПЕРВЫЙ (ОБЩЕЕ ВЛАДЕНИЕ) (АНГЛИЙСКИЙ)»

2.1. Материалы для практических занятий. ПЕРВЫЙ СЕМЕСТР.

1. FAMILY RELATIONSHIPS

Перечень литературы по теме FAMILY RELATIONSHIPS:

1. Фастовец, Р. В. Практика английской речи = English Speech Practice: 1-й курс: учеб. пособие для студ. спец. «Современные иностранные языки» учреждений, обеспечивающих получение высшего образования / Р. В. Фастовец [и др.]; под ред. Р. В. Фастовец. – 2-е изд. – Минск : ТетраСистемс, 2018. – 480 с.

1.1. FAMILY RELATIONSHIPS

Focus Vocabulary: p.29;

Vocabulary Development: Ex. 1-9, pp.30-33;

Reading and Vocabulary Work: Ex.10-14, pp.33-37; Ex.19-23, pp. 40-43;

Group dicussion: Ex.15-18, pp.38-40;

Class communication: Tast 1, Task 2 p. 40-41;

Skills development: Ex.24-29, pp.43-46;

Revision and Consolidation: Ex.1-5, pp. 47-49.

1.2. APPEARANCE

Focus Vocabulary: p.50;

Vocabulary Development: Ex. 1-6, pp.50-56; Ex. 15-18, pp. 59-60; Ex.22-23, p.61;

Group dicussion/Individual Speaking: Ex.7-9, pp.56-57; Ex.19-21, p.61;

Reading and Speaking: Ex.10-14, pp.57-59;

Class communication: Tast 1-Task 6 pp. 62-65;

Writing Skills Development: Ex.24-25, pp.62; Ex.1-4, pp.64-65;

Revision and Consolidation: pp. 65-66.

1.3. CHARACTER AND PERSONALITY

Focus Vocabulary: p.67-68;

Vocabulary Development: Ex.1-4, pp.68-70; Ex.6-7; pp.71-72; Ex.9-14, p.74

Ex.19-22, pp.76-78; Ex.25, p.80;

Speaking Skills Development: Ex.5, p.70; Ex.8, p.72; Ex.30-32, pp.82-34; Ex. 26-28, p.81;

Reading and Discussion: Ex.15-18, pp.75-76; Ex.23-24, p.78-80; Ex.27, pp.81-82;

Class communication: Tast 1-Task 9 pp. 84-88;

Class Role Play: p.88-89;

Revision and Consolidation: Ex.1-4, pp. 90-91.

1.3. GRAMMAR: THE ENGLISH TENSE FORMS IN THE ACTIVE AND PASSIVE VOICE

Перечень литературы по теме THE ENGLISH TENSE FORMS IN THE ACTIVE AND PASSIVE VOICE:

Основная:

1. Голицынский, Ю. Б. Упражнения по грамматике английского языка / Ю.Б. Голицынский. – Санкт- Петербург: КАРО, 2006.

Active Voice: Ex.163-279, pp.128-233;

Passive Voice: Ex.280-309, pp.234-254.

Дополнительная:

2. Дубровская, С.Г. Английский язык для технических вузов / С.Г. Дубровская, Т.А. Дубина. – Москва: ИАСВ, 2007.

3. Рахуба, В. И. Практикум по грамматике английского языка : учеб. пособие / В.И. Рахуба ; УО «Брестский государственный технический университет». – Брест, 2008.

4. Хведченя, Л. В. Грамматика английского языка / Л.В. Хведченя. – Минск: Издательство Гревцова, 2011. – 489 с.

WORD ORDER. SENTENCE STRUCTURE.

Ex. 1. Find a suitable place for the adverbials in brackets.

1. He worked (hard, today, in the garden). 2. He climbed (awkwardly, out of the window). 3. He just walked, not waiting for the bus (quite often). 4. Don't worry, I get enough exercise – I walk (quite often). 5. He walked there only to enjoy the quietness of the place (often). 6. They lived there (for a year, quite happily). 7. But I doubt whether I shall ever visit Canada again (very much). 8. She looked up (in surprise). 9. He queued up (at the bus stop, every day, patiently). 10. She lives (next door, actually). 11. They knew the town (apparently, well). 12. He couldn't run (enough, quickly). 13. Tom couldn't get the money (honestly, anywhere). 14. I'll buy one apple (just). 15. We came to the place where they were to wait for us (too early). 16. They stood (side by side, for a moment, in the doorway).

Ex. 2. Rearrange the words in each sentence to form a correct sentence

1. global / the / impact / economy / pandemic / the / on / has / had / the
2. supply / the / affected / chain / disruptions / logistics / by / were
3. transportation / efficient / logistics / plays / in / a / role / supply / chain / an
4. market / economics / factors / influence / various / pricing
5. inventory / the / management / of / important / logistics / is / in
6. economic / impact / logistics / plays / a / in / an / vital
7. demand / economics / and / supply / study / in / the / of / relationship
8. optimize / efficient / logistics / aim / to / operations / companies
9. trade / global / economics / impacts / logistics / international
10. fueled / fuel / the / economics / of / rise / logistics / costs

Ex. 3. Use the Past Indefinite or the Past Perfect instead of the infinitives in brackets.

1. Suddenly he (to grit) his teeth in angry exasperation. Not only he (to omit) to leave his card; he (to forget) to tell them who he (to be). 2. It (to be) perfectly true that he never (to take) the slightest interest in his clothes, a suit off the peg always (to serve) him excellently, (to cover) him, (to keep) him warm without elegance. 3. It (to be) nine o'clock and we (to come) to her room two hours before, as we (to do) often on those winter evenings. 4. At once Helen (to smile) at me; yet I (to see) that it (to be) an effort for her to clear her mind of what (to go) before. 5. Gideon (to wake) early that morning possibly because the ringing of the fire alarm (to be) in his mind most of the night. 6. He (to graduate) from Queen's College before he (to take) his master's degree at Christ Church, Oxford. 7. 'What he (to say)? Tell us! Tell us!' He (to tell) them what he (to say) and what the rector (to say) and, when he (to tell) them, all the fellows (to fling) their caps and (to cry): 'Hurroo!' 8. When he (to come) back to his seat his manner (to change). He (to be) gentle and kind. 9. He (to see) he (to be) already further out than he (to hope) to be at this hour. 10. By the time Fenella (to take) off her coat and skirt and (to put) on her flannel dressing-gown, grandma (to be) quite ready. 11. No sooner we (to put) down our glasses than the waiter (to refill) them. 12. Inquiring for her at tea-time Soames (to learn) that Fleur (to be) out in that car since two.

Ex. 4. Use the Present Indefinite or the Future Indefinite instead of the infinitive in brackets.

1. I (not to mention) it unless he (to do). 2. You go home and if we (to see) Tommy Flynn we (to tell) him. 3. Within a week you (to agree) with me. 4. Of course it can't last, but when it (to come) to an end it (to be) a wonderful experience for him. It really (to make) a man of him. 5. He (to dance) attendance upon her as long as she (to let) him. 6. I (not to work) any more today; I (to stay) with you. 7. I (not to want) Eliza to have the shock of your news until she (to make) it up with these two gentlemen. 8. He (to let) Mrs Rodd go free tonight – on condition that we all (to leave) tomorrow. 9. If you (not to intend) to go in for the whole day you'd better let me know and I (to ring) up when I (to get) to work and tell them you (to be) sick. 10. You just stay there until I (to tell) you, my girl, and I (to clean) up the house. 11. If you (to wait) ten minutes, I (run) both of us round in the car. 12. When you (to be) up in the sanatorium it (not to seem) so bad, I (to be) sure. 13. Now I (to tell) you a secret if you (to promise) not to tell anyone. 14. It (not to be) so long till we (to be) together and then it (not to be) so hard for him. 15. Once I (to get) her into one of those sanatoria, you (to have) no expenses at all, but until there (to be) a vacancy I can't get her in.

2. HOUSING

Перечень литературы по теме HOUSING:

Фастовец, Р. В. Практика английской речи = English Speech Practice: 1-й курс: учеб. пособие для студ. спец. «Современные иностранные языки» учреждений, обеспечивающих получение высшего образования / Р. В. Фастовец [и др.]; под ред. Р. В. Фастовец. – 2-е изд. – Минск : ТетраСистемс, 2018. – 480 с.

2.1. LOCATION

Focus Vocabulary: p.123-124;

Vocabulary Development: Ex.1-9, pp.124-128;

Class communication: Таст 1, pp.128-129;

Writing Skills Development: pp.129-130;
Revision and Consolidation: pp.131.

2.2. FURNISHING, DECORATING, AMENITIES.

Focus Vocabulary: p.132-133;
Vocabulary Development: Ex. 1-5, pp.133-134; Ex.8-13, pp.136-138;
Group discussion: Ex.6-7, pp.134-135; Ex.14-21, pp.138-141;
Class communication: Tast 1-Task 3, p.141-142;
Writing Skills Development: p.139; p.142;
Revision and Consolidation: p.143.

2.3. LIVING OUT.

Focus Vocabulary: p.144;
Vocabulary Development: Ex. 2-8, pp.146-148;
Reading and Vocabulary Work: Ex.1, pp.144-145; Ex.10, pp.149-150; Ex.13, p.151;
Group discussion: Ex.9, 11-12, pp.148-151;
Class Role-Play: Tast 1-Task 7 pp.151-155;
Writing Skills Development: Ex.1-2, pp.155-156;
Revision and Consolidation: Ex.1-4, pp.156-157.

2.4. HOUSEHOLD CHORES.

Focus Vocabulary: p.15;8
Vocabulary Development: Ex. 1-3, pp.159-161, Ex.5, p.161;
Reading and Vocabulary Work: Ex.4, p.160;
Class communication: Tast 1-Task 4, pp.162-163;
Revision and Consolidation: Ex.1-2, pp. 164-165.

2.5. GRAMMAR:THE ENGLISH TENSE FORMS IN THE ACTIVE AND PASSIVE VOICE

Перечень литературы по теме THE ENGLISH TENSE FORMS IN THE ACTIVE AND PASSIVE VOICE:

Основная:

1. Голицынский, Ю. Б. Упражнения по грамматике английского языка / Ю.Б. Голицынский. – Санкт- Петербург: КАРО, 2006.
Active Voice: Ex.163-279, pp.128-233;
Passive Voice: Ex.280-309, pp.234-254.

Дополнительная:

2. Дубровская, С.Г. Английский язык для технических вузов / С.Г. Дубровская, Т.А. Дубина. – Москва: ИАСВ, 2007.
3. Рахуба, В. И. Практикум по грамматике английского языка : учеб. пособие / В.И. Рахуба ; УО «Брестский государственный технический университет». – Брест, 2008.
4. Хведченя, Л. В. Грамматика английского языка / Л.В. Хведченя. – Минск: Издательство Гревцова, 2011. – 489 с.

VERB (TENSE. VOICE)

Ex. 1. Use the required present tense instead of the infinitives in brackets.

1. I (to be) here too long. I (to want) to get away. 2. What he (to do) for a living? – He (to sing) and (to play) the guitar. – He (to play) for his friends or just for money? – I (not to know). – He (to have) a commercial concert soon? – Yes, on Saturday. 3. Where you (to be), Tommy? Look at your face! You're a sight! – Mummy, you always (to grumble)! 4. Everybody (to be) here? – No, Mr Black (not to come) yet. I think he (not to return) from abroad yet. He (to arrive) on Saturday. 5. The old man (to sit) in front of the fire since dinner-time. 6. I (not to have) a holiday for two years. 7. 'Gentlemen,' Andrew said. 'I just (to wait) for a good position – such as this – to get married.' 8. We (to take) two rooms in Dabney Street and we (to furnish) them now. 9. 'What you (to write) to him about?' she asked looking over my shoulder. 10. What you (to tell) me (to be) quite a romance. 11. For years you (to say) you (to be) trapped out, but you always (to get) through. 12. I (to read) the book you (to hold). 13. You always (to forget) something! 14. I (to grow) too fat! 15. Something (to worry) me all day! 16. All I (to know) is that somebody (to stick) pins into my wax image for years.

Ex. 2. Use the Past Indefinite instead of the infinitives in brackets.

1. Mrs Sunbury (to cut) the cake and (to put) a large piece on Betty's plate. 2. He (to look) at her for a moment with surprise. 3. Eric (to switch) on the wireless and (to sit) down beside it. 4. She (not to smile) when she (to see) him. 5. On the way home she usually (to buy) a slice of honeycake at the baker's. It (to be) her Sunday treat. 6. Three o'clock (to strike), and four, and the half hour (to ring), but Dorian Gray (not to stir). When he (to arrive) he (to find) the patient to be a small boy of nine years of age. 8. A little before nine o'clock I (to descend) to the ground floor. 9. When Eddy (to leave) in the morning he (to take) her photograph with him. 10. The girls (to sit) side by side at their desks, they (to lunch) together every noon, together they (to set) out for home at the end of the day's work. 11. A quarter of an hour later he (to hear) voices. 12. On the fifteenth of October Andrew (to set) out alone for London. 13. Bart's train (to get) into Central about half past five, and he (to go) to the servicemen's hostel and (to have) a bath and a sleep. 14. The stranger (to climb) into his car and (to drive) away, and when he (to notice) later that his speedometer (to indicate) seventy-five, he (to laugh) at himself but (not to slow) down. 15. Clapper (to stare) at the photograph without a change of expression for at least half a minute.

3. STUDENTS' LIFE:

Перечень литературы по теме STUDENTS' LIFE:

1. Резько, П. Н. Modern Communication : учебно-методическое пособие по развитию коммуникативных навыков для студентов неязыковых вузов экономических и технических специальностей / П. Н. Резько, Н. А. Боровикова ; Министерство образования Республики Беларусь, Брестский государственный технический университет, Кафедра иностранных языков. – Брест : БрГТУ, 2020. – 105 с.

2. Social English in Communication : методические рекомендации по развитию навыков устной речи по английскому языку для студентов технических специальностей / Министерство образования Республики Беларусь, Брестский государственный технический университет, Кафедра иностранных языков по техническим специальностям ; сост. Д. В. Новик, И. И. Гайдук. – Брест : БрГТУ, 2010. – 27 с. – 100 экз.

3. Резько П.Н., Куличик Н.С. Introduction to Business English. Part 1.; сост. Резько П.Н., Куличик Н.С. – Брест : БрГТУ, 2018. – 62 с.

3.1. A NEW PERIOD IN MY LIFE.

Book: Резько П. Н. Modern Communication

Focus Texts:

Student's Life -Ex.1, pp.20-22;

How to Deal with Exam Stress -Ex.8, pp.23-24;

Vocabulary Development: Ex. 2-7, pp.22-23; Ex.9-10, pp.24-25;

Group discussion: Ex.9-12, pp.25-26;

Writing Skills Development: Ex.9-12, pp.25-26.

I. Read the text about Petrov's student life. Describe your own one.

Let me introduce myself to you. My name is Dima. My surname is Petrov. I'm from Pinsk. At the age of six, I went to school and always did well at school. My favourite subjects at school were Maths and English, besides I was good at sport. This year I've finished secondary school and entered BrSTU. I worked hard to become a student of BrSTU that is why I passed entrance tests successfully.

Who can forget the first day at the university when one turns from an applicant who has passed entrance exams into a first-year student? I did it! I entered, I got in to the university! A solemn ceremony in front of the university building and serious people making speeches. Do you happen to know who they are? Who? The rector, vice-rectors, deans, subdeans... and what about those ladies? Heads of departments and senior lecturers? Some of them must be professors, some – associate or assistant professors, but, of course, all of them have high academic degrees.

So now I'm a first-year student. Students are the future of every country. They are young citizens of our society, full of infinite energy and progressive ideas, fantastic plans and noble ambitions, hopes and dreams. Student life is the brightest period of our life. It is a mixture of studies and great fun. I know that my parents (ex-students) miss those old good days of their student life.

There are several reasons why student life is exciting. First of all, students learn what they need for their future profession. It's even better if the student really enjoys the direction he or she chose. Secondly, being a student doesn't mean to work and study all the time. They get plenty of free time for their hobbies and favourite pastimes. Thirdly, students' social life is very interesting.

Certainly, a student has certain duties to perform. It goes without saying that the primary student duty is studying hard and acquiring proper knowledge for the future career. He must attend all the classes at college, do all the work at the right time, be punctual and disciplined. It can help the student achieve his goals and become diligent and perseverant. If he doesn't neglect his studies he will receive rich dividends in his future work. My classes begin at 8:10. We have lectures in different subjects. As a rule we have three or four classes a day. Sometimes it is very hard to wait till they end. Usually I don't miss my classes because I want to pass my exams successfully. Occasionally I have to stay at the University till 5 or even 6 o'clock in the evening because I go to the library to get ready for my practical classes or to write a report.

As I'm from Pinsk and I study in Brest so I need some housing. There are two opportunities for me: I can live in a dormitory or rent a flat. I decided to live in a dormitory and I think it is even more interesting to be a student if you live in a dormitory. After the sessions you can play the guitar and sing songs. The ones, who like dancing, go to local discos. Others get together simply to chat and discuss the topics they've learned.

As a rule I have no free time on week-days. So by the end of the week I get very tired. My regular day off is Sunday. It is a day of freedom from routine duties and studies. I can do whatever I wish and go wherever I want. But I must admit that every day off needs some special planning. Time passes quickly and if you have no plans be sure to get no results. Our University offers plenty of opportunities and ways to enjoy one's free time. In your free time you can practice singing, music and choreography. And the annual contest "BrSTU Stars" helps to reveal the talents of first-year students. Our Student Club consists of 13 creative collectives, which take an active part in city, regional and national events. The Students' Club is the centre where the students can spend their time to the best advantage and make new acquaintances. The Club offers various activities to the students who want to show their creativity. You can join university amateur societies and groups or try out themselves as script writers, producers and actors at University shows and festivals. This social life broadens the mind, develops your talents and communication skills.

I also believe that a good student should also go in for sports to stay in good health and mood. They say: "A sound mind lives in a sound body." The University Sports Club offers a choice of 14 sport societies for the students to enjoy exercise in their free time. Every year the University Sports Club and the Department of Physical Training jointly conduct more than 50 athletic events: university competitions and championships among teachers and students in indoor soccer, table tennis, chess, aerobic, and track-and-field. The Citadel Alpinist Club is one of the most attractive centers of campus social life. It has united the students and staff, as well as University graduates, who are always eager to share their experience with newcomers. The Club chronicle keeps records of many climbing expeditions to the most picturesque places in the Carpathians, Caucasus, and Crimea as well as boating and skiing trips throughout Belarus. In 2010 the Alpinist Club participated in the third category difficulty climbing, and won the second prize in the Regional sport climbing championship.

Student life is never boring. It is always full of excitement and interesting experiences. Finally I'd like to say that it is absolutely great to be a student!

II. Find in the text (ex.I) English equivalents for the following Russian words and word combinations.

Первокурсник, любимое времяпрепровождение, свободное время, успешно сдать экзамены, очень уставать, как говорится, соревноваться, доцент, студент дневного отделения.

III. They say that it is a poor soldier who does not want to become a general. Name the steps of the social ladder which a student must pass to climb up to the position of the rector. Use the words from the list below, placing one word on one step.

Dean, assistant lecturer, head of department, vice-rector, associate professor, assistant professor, subdean, professor.

IV. Match the words with similar meanings.

hostel	1. term
semester	2. to finish
to introduce	3. to like
to leave	4. to present
to prefer	5. dormitory

V. Match the words with opposite meanings.

to pass	to fail
to like	to hate
easy	difficult
lazy	hard-working
strong	weak

VI. Match the English idioms in the left column with their Russian equivalents.

<i>to go into details</i>	<i>начать с азов</i>
<i>to drum something into somebody's head</i>	<i>как дважды два – четыре</i>
<i>a brain twister</i>	<i>куриные мозги</i>
<i>two and two make four</i>	<i>вдаваться в подробности</i>
<i>a stumbling block</i>	<i>головоломка</i>
<i>the key word</i>	<i>легко даваться</i>
<i>the brain of a pigeon</i>	<i>ключевое слово</i>
<i>to come easy</i>	<i>камень преткновения</i>
<i>to start from scratch</i>	<i>вдолбить что-либо в голову</i>

VII. Speak in class what you feel when:

you get a bad mark; you fall behind the group; you fail in an examination; you read up for an examination late at night; you miss classes; you come late to classes; you keep up with the rest of the group; you catch up with the rest; you spend sleepless nights over a load of books; you look up every word in your dictionary when reading an English book.

VIII. Read the text and share your experience of dealing with exam stress with your groupmates.

How to deal with exam stress

Exam season can bring on levels of stress and burnout that can hinder your studies. Here are some handy tips on how to manage your anxiety.

Exam stress affects most students in varying ways. It is important to manage this stress and find little ways of helping to eliminate the risk of burnout.

For some students, exams can be a breeze; revision is second nature to them and they could ace an exam with their eyes closed. But for others, sweaty palms and heart palpitations are just a part of the territory, and it seems that nothing is more impossible than sitting down and revising. Here are some handy tips that can help to dissipate stress and make sure you can get through exam season.

1. Take regular breaks and schedule in fun things to look forward to

Even the most intense exam timetables will allow a little time for a study break. This can include 20-minute breaks during your revision day, and longer activities that you can look forward to. Go out for dinner with friends, go to the cinema, attend a gig, anything that you like doing in your spare time that will take your mind off exams. Spending a

little time away from the books will leave you feeling more refreshed and relaxed the next time you revise.

2. Exercise and get outdoors

Easily one of the most frustrating things about exam season is that it seems to occur just as the weather brightens up. Use this to your advantage and go out for a walk, or a run, or head to the gym or swimming pool. As well as keeping you healthy, exercise is known to boost your mood and can help to make you more productive while revising.

3. Don't (always) listen to others

As the old saying goes: "comparison is the thief of joy". While it is helpful to discuss topics with fellow students and often to revise together, try not to compare other people's revision to your own. Chances are you're doing just fine, and listening to other people talk about what they've learnt will only stress you out and may make you feel like you aren't progressing as well as them. Plus, if they themselves are stressed this can rub off on to you and other people's stress is not what you need right now.

4. Speak to someone

If the stress gets to a point where it is overwhelming, and is affecting your day-to-day life, try and speak to someone about it. Your university or school should have a service where you can speak to people about your concerns, and will be able to offer more advice on how to manage it. If that seems like too big a step, open up to a family member or a friend about the pressure you feel. You'll be amazed to know that you aren't alone in feeling like this.

10 quick ways to help eliminate exam stress

Watch a film, a TV show or listen to a podcast or comedian that makes you laugh.

Drink some herbal tea or a hot chocolate. It's a well known fact that hot drinks are known to soothe the soul (avoid too much caffeine though!).

A shower or a bath can help to relieve stress.

Cook or bake something. Just the thought of having something delicious to eat can bring you joy. As a bonus side note, try and cook something healthy too. You can't feed your mind well, if you don't feed your body well.

Get some sleep. The virtues of a good night's sleep during exam season should not be underestimated.

Keep things in perspective. Yes, exams are important. But you are so much more than your exam results.

Avoid other stressed people. You know the ones I mean. The ones with cue cards outside of the exam hall, frantically trying to remember key dates and equations. They will do nothing for your stress levels.

Avoid the exam "post-mortem". You don't need to know how other people fared in the exam. You've done your best, you can't go back and change your answers so the second you step out of the exam hall, focus on your next exam.

Be flexible. While having a revision time table is one of the best tools in your arsenal for exam success, don't be too hard on yourself if you don't stick to it. If you accidentally oversleep, don't write the day off.

Write down everything you feel like you need to do and try and tick one thing off. Just the act of feeling like you are in control of your revision can help.

IX. Translate into English.

1. Она поступила в университет прошлым летом и закончит его только через четыре года.

2. Лучше не пропускать занятия, а то можно быстро отстать от группы.
3. Мой любимый предмет, конечно же, английский.
4. Староста нашей группы получает стипендию.
5. Больше всего я боюсь провалить экзамен по математике.
6. В штате преподавателей у нас три профессора, четыре доцента, пять старших преподавателей и семь ассистентов.
7. В эту сессию будет пять зачётов и четыре экзамена.

X. Read and translate the story. Answer and discuss in class the questions below. Continue the story.

It took a couple of weeks for classes to get settled, and then we got down to the nitty-gritty. As homework began pouring in, and tests loomed on the horizon, I realised that my study skills were very poor and that it was going to be a challenge in itself to teach myself to study. I experimented with several tactics, trying to find out what would work for me. I started out in the bedroom with the door closed, but it seemed the phone was always ringing. I managed to get my work done, but I was not pleased with this frustrating situation. Later I tried going outside and preparing somewhere in the yard. I ended up chatting with a neighbour, petting her dog. Clearly, something had to be changed. As my workload increased, so did my frustration. Quite by accident, however, I found the solution to my problem ...

Find the English equivalents to the Russian words and phrases:

На это ушла пара недель, прийти в норму, засесть за что-либо, повседневная работа, наваливаться, маячить, слабые навыки, вызов, экспериментировать с чем-либо, обнаружить, начинать (разг.), удаваться, оканчиваться, удручающая ситуация, выходить из дома, болтать, работа накапливалась, разочарование, совершенно случайно, решение проблемы.

Answer the questions and express your opinion on the following:

1. What advice would you give to a friend of yours if he or she had to deal with the problem of distraction?
2. What tactics do you personally choose to get yourself organised and sit down to work?
3. Discuss in class the problem of getting oneself organised and concentrated when doing one's homework.

XI. BrSTU offers a choice of 14 sport societies for the students to enjoy exercise in their free time. Which of them are you going to visit and why? Write a short essay (10-12 sentences).

Sport Societies and Clubs:

- arm wrestling
- basketball
- table tennis
- indoor soccer
- handball
- volleyball
- judo
- karate
- aerobics
- kick-boxing

- tourism
- chess
- swimming
- Citadel Alpinist Club.

XII. The Students' Club is the centre where our students can spend their time to the best advantage and make new acquaintances.? What its line is the most interesting for you? Write a short essay (10-12 sentences).

BrSTU amateur societies and groups:

Vocal line:

- pop-group
- vocal school
- vocal group «Kaliada»
- vocal group «Ramonki»
- vocal group «Vivat»
- vocal group «Krasuni»
- folk music group

Dance line:

- sport dance group «Tim-Wei»
- folk dance group
- school of variety show dancing
- club of historical dance «The Medieval meadow»

Instrumental music line:

- group of violinists
- instrumental music group

Clubs

- Theatre group “The Word”
- “What? Where? When?” Club (brain ring games)
- KVN club (a comedy club)
- Journalistic club “The Feather.”

3.2. MY WORKING DAY. MY DAY OFF.

Book: Новик Д. В., Гайдук И. И. Social English in Communication

Focus Vocabulary: p.7;

Focus Text:

My Working Day -Ex.2, pp.7-8;

Vocabulary Development: Ex. 2-10, pp.8-11;

Group discussion: Ex.11, pp.11.

3.3. BREST STATE TECHNICAL UNIVERSITY.

Book: Резько П. Н. Modern Communication

Focus Vocabulary: Ex.2, p.4, Ex.2, pp.8-9, Ex.1, pp.12-13;

Focus Texts:

Why do we learn English -Ex.4, pp.5-6;

Education -Ex.4, pp.9-10;

BrSTU -Ex.2, pp.15-18;

Vocabulary Development: Ex.3, 5-9, pp.4-8; Ex.3, 5-9, pp.8-12; Ex.3, 5-9, pp.8-12;
Group discussion: Ex. 1, p.4; Ex.1, p.8; Ex.5, pp.18-19; Ex.3, p.18;
Writing Skills Development: Ex.10, p.8; Ex.10, p.12; Ex.4, p.18.

WHY DO WE LEARN ENGLISH

I. Before you read the text, talk about these questions.

Why do you think English is the world's most widely used language?

What are the advantages of studying English?

Is it important for your future profession to have skills in English?

II. Read the following words and learn their meaning.

- | | |
|-------------------|-------------------------|
| 1) to communicate | общаться |
| 2) average | обычный |
| 3) access | доступ |
| 4) to strive | стараться, стремиться |
| 5) widespread | широко распространённый |
| 6) to conduct | проводить, осуществлять |
| 7) to consider | считать, полагать |
| 8) majority | большинство |
| 9) option | выбор, возможность |
| 10) content | содержание, контент |
| 11) article | статья |
| 12) to share | делиться, обмениваться |
| 13) competitive | конкурентный |
| 14) to attend | посещать |
| 15) success | успех |

III. Match the words in the box with definitions 1-12.

widespread	content	to share	employability
to strive	to conduct	access	edge
to cover	mobility	to attend	outnumber

- 1) existing in many places or among many people
- 2) to go officially and usually regularly to a place
- 3) to organize and perform
- 4) the opportunity to use something
- 5) the skills and abilities that allow you to be employed
- 6) to report the news about a particular important event
- 7) an advantage over other people
- 8) the ability to move freely
- 9) everything that is contained within something
- 10) to be greater in number than someone or something
- 11) to put something on a social media website so that other people can see it
- 12) to try very hard to do something

IV. Read the text and decide whether it is worth studying English. Use the dic-

tionary to look up unfamiliar words.

Nowadays English seems to be the only language that everyone feels the need to study. The reason is that it is the international language of the world which can be used cross-culturally to communicate with each other. Obviously, English opens so many doors for the average person, allowing access to people, places, jobs. It is not only one of the most popular mother tongues in the world but the main foreign language too. This means that two people who come from different countries usually use English as a common language to communicate. That's why everyone strives to learn the language in order to get in touch on an international level. Speaking it will help you communicate with people from different countries all over the world, not just English-speaking ones. English is the language which is spoken by perhaps 400 million people. It is a geographically widespread language and it is the official language of more than 60 sovereign states.

The knowledge of English is often important in fields like computing, business and medicine. Up to half of all business deals throughout the world are conducted in this language. English is the universal language of international politics and science. It opens doors to the academic world. Many European universities are becoming highly international: the common working language of visiting scholars, students and professors from all around the world is English. It is generally considered that English is the language of the scientific community. Most of the research and studies you find in any given scientific field will be written in it. For example, roughly 80% of all the journals are published in English, two-thirds of all scientific papers are published in English, and it is reported that only half of scientific articles written in English come from English-speaking authors.

On the Internet the majority of websites are written and created in English. Even sites in other languages often give you the option to translate the site. Learning English can help you communicate more effectively online while also giving you access to a much wider choice of content. When someone wants to share something with as large an audience as possible, English is the most likely language to choose. About 75% of the world mail correspondence is in English. At least 35% of Internet users are English speakers, and about 70% of the Internet content is in English although reliable figures on this are hard to establish.

It's the primary language of the press: more newspapers and books are written in English than in any other language. Half of the world newspapers are in English. Journalists and writers around the world think that a good command of English is an increasingly useful skill. Even if you are writing your articles and doing interviews in your own language, with good English you can get background material from international wire services, papers, and magazines from around the world. You can interview foreign diplomats, businessmen, and even get sent to cover overseas stories.

English opens doors to employment, education and mobility. The knowledge of the English language is vital in many professions. The ability to speak English increases an individual's employability – which is a big plus in today's competitive times. Publishing in foreign journals and attending international conferences are some of the key steps to success in career. Multinational corporations employ English speakers in offices around the world. All these facts prove the importance of knowing English for professional career. Whether you are aiming to be an engineer or a philosopher knowing English can give you a vital edge over others. Besides, learning languages broadens the mind and enriches all of us culturally.

Undoubtedly English has become a constructed international language developing professional and personal relationships. Non-native speakers now outnumber native

speakers and as a result English belongs to the world rather than to any country. Do you agree with this and accept the fact that if you don't want to get left behind you should learn English?

V. Find the equivalents to the following Russian word combinations in the text.

распространённый язык
 универсальный язык международной политики
 достоверные данные
 научное сообщество
 посещение международных конференций
 хорошее владение английским языком
 расширять кругозор
 обогащать в культурном отношении
 давать важное преимущество над другими
 остаться позади

VI. Match the words to form word combinations. Make affirmative or negative sentences with each word combination.

mother	community
international	corporation
academic	skill
visiting	scholar
scientific	figures
reliable	career
useful	world
background	material
professional	tongue
multinational	politics

VII. Complete the sentences with appropriate words from the box.

scientific	the mind	English-speaking	access
command	professors	cross-culturally	widespread
effectively	material	the ability	content

English as the international language can be used _____ to communicate with each other.

English allows _____ to people, places and jobs.

English is a geographically _____ language.

The common working language of visiting scholars, students and _____ from all around the world is English.

Two-thirds of all _____ papers are published in English.

Only half of scientific articles written in English come from _____ authors.

Learning English can help you communicate more _____ online.

About 70 % of the Internet _____ is in English.

A good _____ of English is an increasingly useful skill.

With good English you can get background _____ from international wire services, papers, and magazines.

_____ to speak English increases an individual's employability.

Learning languages broadens _____ and enriches all of us culturally.

VIII. Read the sentences 1)-8). Match the phrases in bold with suitable definitions a)-h). Paraphrase the sentences.

Nowadays everyone feels the need to study English.

Everyone strives to learn the language in order to get in touch on an international level.

English opens so many doors for the average person.

Most of all scientific papers are published in English.

Even sites in other languages often give you the option to translate the site.

Journalists can get background material from international wire services, papers, and magazines.

One of the key steps to success in career is attending international conferences.

Multinational corporations employ English speakers in offices around the world.

hire

outside sources

participating in

finds it necessary

to communicate

gives a lot of opportunities to

are released

allow

IX. Answer the following questions. Use the sentences from the text.

Is the English language one of the most popular mother tongues in the world?

How many people in the world speak the English language today?

Why is it said that English opens doors to the academic world?

How many articles written in English come from English-speaking authors?

What language option do websites often give you?

Why is English called the primary language of the press?

Why is a good command of English considered a useful skill for journalists?

What are some of the key steps to success in career according to the text?

How can you prove that knowledge of English increases an individual's employability?

Why is it possible to say that English belongs to the world rather than to any country?

X. Prove that English is important in the modern world. Enumerate at least five advantages of knowing English. Try to use the following words and word combinations.

To begin with

It is true that

First of all

What is more

Besides

Moreover

In addition to this

I can't but agree that

In conclusion I can say that

EDUCATION

I. Look through the sayings of famous people. Explain how you understand their words.

An investment in knowledge pays the best interest. (Benjamin Franklin)

Education is what remains after one has forgotten what one has learned in school. (Albert Einstein)

Education is the most powerful weapon which you can use to change the world. (Nelson Mandela)

II. Read the following words and learn their meaning.

1) aspect	аспект, сторона
2) to allow	позволять
3) opportunity	возможность
4) to develop	развивать
5) to devote to	посвящать
6) benefit	преимущество, польза
7) ultimate	окончательный
8) to enroll in	зачислять в
9) generation	поколение
10) society	общество
11) to contribute to	делать вклад в
12) wages	заработная плата
13) device	устройство, прибор
14) government	правительство
15) to advance	идти вперёд
16) improvement	улучшение
17) life expectancy	продолжительность жизни
18) to gain	получать, приобретать

III. Match the words in the box with definitions 1-12.

to support	significant	promotion	discovery
income	to affect	to encourage	vital
free	citizenry	poverty	compulsory

to provide the necessities of life

money which one receives regularly as payment for work or interest from investments

having noticeable importance, effect or influence

advancement to a more important rank or position

costing nothing, without payment of any kind

to influence, to cause some change

a group of people who live in a particular city, town, country

finding something for the first time

to help someone feel able to do something

the condition of being extremely poor

extremely important

something that must be done by law or rules

IV. Read the text. Use the dictionary to look up unfamiliar words.

Education is an important aspect that plays a huge role in the modern world. It helps us build opinions on different things in life, make right decisions and understand reality better. It gives us knowledge about the world around us. Education does not only allow people to read or write, but also offers them the opportunity to have a good life, communicate better, develop new technologies and support the economy.

Each of us devotes a big part of our life to education. It starts from childhood, where kids learn everything from what is happening around them. The whole education can be divided into three divisions: primary education, secondary education and higher education. All these divisions have their own importance and benefits. Primary education prepares the base which helps throughout the life, secondary education prepares the path for further study and higher education prepares the ultimate path to the future.

Primary and secondary education is free and compulsory in many countries around the world. In most countries education is compulsory up to the age of 16. Hardly anyone can realize that about 61 million children in the world are not enrolled in primary school. Of these kids, 40 million live in poverty. It is hard for those people living below the poverty line to even imagine sending their kids to school because education is not free. If there is a choice between eating a meal and educating a child, most families choose eating a meal. Boys are often kept out of school so they can work and bring in money for the family, while girls cook and do other things that are needed to keep the family functioning.

Fortunately, more and more people understand how important education is for future generations. If there is a deficit of educated people the society can't develop. Education contributes to individual and social benefits, such as higher wages, greater life satisfaction, higher national income, healthier population and a better functioning society. It produces significant improvements in health, and life expectancy. Countries with an educated citizenry are more likely to be democratic and politically stable. Moreover, educated people can effectively contribute to the development of their country by making discoveries in various spheres, inventing new devices or producing new medicines to cure people. That is why the governments of the majority of countries realize the importance of education and pay serious attention to it. Governments all around the world spend money on good education systems, and people are actively encouraged to win scholarships and continue their studies.

And what is the importance of education for individuals? Whether a person is living in poverty or among the wealthiest in the world, education is necessary to advance in any situation. It is becoming one of the main factors for a person's success in today's society. It develops confidence and builds personality of a person.

What can you do to improve and grow in your career? When it comes to self-improvement, we know a lot of methods. To get fit, you eat right and exercise. To grow your physical strength, you train and lift weights. To improve your memory, you get enough sleep and learn new things. To grow in your career, you've got to deepen your knowledge and gain new skills. People agree that education is the best investment because well-educated people have more opportunities to get a good job which is well-paid. They enjoy respect among their colleagues and have more hopes for promotion. So education is the most powerful tool to improve your career.

No matter how difficult it can be to study, it's vital to remember that education is a privilege that every person should appreciate. It affects our lives significantly and offers us lots of opportunities. It's our choice to use them or not, but it's better to have this choice.

V. Find the equivalents to the following Russian word combinations in the text.

принимать правильные решения
развивать новые технологии
поддерживать экономику
путь для дальнейшего обучения
черта бедности
будущие поколения
нехватка образованных людей
удовлетворённость жизнью
политически стабильный
выигрывать стипендию
пользоваться уважением среди коллег
приобретать новые навыки

VI. Complete the sentences with correct prepositions.

Education helps us build opinions _____ different things in life.
Education is an important aspect that plays a huge role _____ the modern industrialized world.
Each of us devotes a big part of our life _____ education.
The whole education can be divided _____ three divisions.
Higher education prepares the ultimate path _____ the future.
Secondary education is free and compulsory _____ many countries.
About 61 million children in the world are not enrolled _____ primary school.
It is hard for those people living _____ the poverty line to even imagine sending their kids to school.
Education contributes _____ individual and social benefits.
The governments of the majority of countries realize the importance _____ education.
Governments all around the world pay serious attention _____ education and spend money _____ good education systems.
Education is becoming one of the main factors for a person's success _____ today's society.
Well-educated people enjoy respect _____ their colleagues.

VII. Match the words to form word combinations. Give Russian equivalents to them.

life	Stable
industrialized	scholarships
to make	devices
higher	studies
national	education
politically	decision
to continue	expectancy
to win	skills
significant	world
to deepen	improvement
to invent	income
to gain	knowledge

VIII. Complete the sentences using the words in bold from the text.

Education offers people the opportunity _____ new technologies.
Education is an important _____ that plays a huge role in modern world.
Primary and secondary education is _____ in many countries.
Higher education prepares the _____ path to the future.
Education contributes to a better functioning _____.
Education is important for future _____.
_____ all around the world spend money on good education systems.
Education produces significant _____ in life expectancy.
Well-educated people have more hopes for _____.
To improve your career you've got _____ new skills.

IX. Read the text again and answer the following questions.

When does education start in person's life?
What is the role of primary education on in our life?
Is secondary education compulsory in most countries?
Why do children in poor countries have no opportunity to attend primary school?
Does the level of education influence the political life of a country?
How can educated people contribute to the development of their country?
What social benefits of education are listed in the text?
Why is education considered to be the best investment?
How can education improve your career?
Education is a privilege that every person should appreciate, isn't it?

X. Do you know when the International Day of Education is celebrated? When was it proclaimed? Find this information and try to formulate the aims of celebrating the International Day of Education.

BREST STATE TECHNICAL UNIVERSITY

I. Read the following words and word combinations. Learn their meaning.

1) training	подготовка
2) conduct research work	проводить исследовательскую работу
3) construction	строительство
4) mechanical engineering	машиностроение
5) full-time students	студенты дневного отделения
6) teaching staff	преподавательский состав
7) graduate	выпускник
8) Civil Engineering	ПГС
9) Ltd	ООО
10) extra-mural	заочный
11) degree	степень
12) dormitory	общежитие

II. Read the text Welcome to Brest State Technical University and decide whether it is a one of the best universities in our country. Prove your opinion.

INTRODUCTION

Brest State Technical University is one of the largest scientific and educational centres in the western part of the Republic of Belarus. BrSTU enables **training** of highly qualified specialists and **conducts** fundamental scientific **research work** in the fields of **construction**, architecture, electronics, **mechanical engineering**, economy and ecology.

BRIEF HISTORY

Brest State Technical University began as a Civil Engineering Institute on April 1, 1966. The first intake was 330 full-time students and 110 evening-class students. The teaching staff numbered 32 teachers. In 1969 the number of students reached 2700, namely 1960 **full-time students**, 480 evening-class students, 260 part-time students. The **teaching staff** increased till 186 teachers. In 1989 the institute was reorganized into Brest Polytechnic Institute. Since then Mechanical Engineering, Economics and Electronics Faculties were opened, new specialties appeared; the spectrum of research work has expanded. Now it is the largest technical institution of higher learning in the western region of Belarus. In 2000 Brest Polytechnic Institute was incorporated as a State Technical University. Since its foundation more than 43000 specialists have graduated from the University. At present it is a large educational and scientific centre with its teaching staff, scientists and **graduates** contributing a lot to the development of science and engineering.

GENERAL INFORMATION

Faculties.

Being one of the largest educational and scientific centres in the western part of Belarus Brest State Technical University has a broad and constantly developing infrastructure. The training is conducted at 5 faculties:

1) Civil Engineering Faculty.

Civil Engineering is one of the oldest faculties of the university. More than 1,300 students study there. The faculty is a part of the International Association of Construction Departments, within the framework of which introduction of new technologies in educational process for training of construction industry specialists is conducted. Students learn to design buildings, organize construction work, build roads and airfields and conduct real estate expertise. You may also become an Architect here, at Faculty of Civil Engineering.

2) Faculty of Engineering Systems and Ecology.

The faculty was established in 1971, its first name was Amelioration. The system of teaching at the faculty combines general theoretical and general engineering training with deep special training. All departments of the faculty have well-equipped laboratories and offices. They are equipped with the latest technical teaching aids, computing techniques, equipment. In the process of teaching students learn about ecological problems, organization of safety activity, and the introduction of effective technologies for natural and waste water purification.

3) Faculty of electronic information systems.

The faculty was established in 2005 as a result of reorganization of the Faculty Mechanical Engineering and Electronics, which had existed since 1984, on the basis of specialties of the electronic information profile. Many professors of the faculty are fluent in English, have repeatedly undergone scientific and training course abroad, and have been conducting their courses in English for many years for students who come to the university with a help of various international exchange programs, undergraduate and graduate students. Since 2013/14 academic year, a group of students (foreign and Belarusian ones) is being trained for the specialty "Automatic Data Processing Systems", the training is conducted in English. Successful graduates of the faculty are offered job positions and also they can find a job independently at the best IT enterprises of Brest and the Republic of Belarus,

which are residents of the High Technologies Park: Ltd. "Epol Soft", EPAM systems inc., Ltd. "Tectus Media", etc.

4) Mechanical Engineering Faculty.

The Faculty of Mechanical Engineering was established as an electronic mechanical faculty in 1984 with the view of training highly-qualified personnel for the machine-building and electronic industries that are high developing in the western region of the Republic of Belarus based on the specialty "Machine-Building Technologies". The electronic-mechanical faculty was reorganized on August 15, 2005 as a result of which the Faculty of Mechanical Engineering was established. Mechanical Engineering Faculty trains engineers of practical orientation: technologists, designers, mechanics, automation specialists in the field of industrial production, road transport, food production and other branches of the national economy.

5) Faculty of Economics.

The Faculty of Economics was established on the 1st of February, 1995. The faculty trains specialists for various fields of economic activity. Effective partnership with many enterprises and organizations of the city have been established, which gives an opportunity to have off-site classes, carry out real.

The Department of Pre-University Training.

At the Department of Pre-University Training young people can revise and consolidate what they have learnt at secondary school to successfully pass their entrance examinations at the University. Here they are also provided with the guidance in the choice of their future speciality and prospects of professional career. The Faculty offers a wide range of programs to satisfy various demands of young people seeking for extensive study curriculum:

- evening and extramural preparatory courses for high school students; the courses optionally cover mathematics, physics, a foreign language, drawing, and technical drawing;
- short-term pre-university courses covering one subject at a student's option;
- a full-time or correspondence pre-university course for holders of a secondary education certificate; the course covers several subjects at a student's option;
- a full-time pre-university for international students.

International students who have no command of the Russian language or whose Russian language proficiency may not yet have reached a suitable standard for study can follow a one-year course at the Pre-University Department. The course provides students with elementary and advanced learning of the Russian language with a specialization in the subjects which are relevant to the students' chosen line.

The students get higher education in 21 specialities and 29 specializations. The total student population is about 12, 000 people. The training course lasts 4 years and 10 months (or 3 years and 10 months) for full-time students while 5 years and 10 months (or 4 years and 10 months) for part-time students.

Professional and Teaching Staff.

The teaching staff numbers more than 500 members. The scientific potential of the University includes 14 Doctors of Science, 152 Candidates (Ph.D.) and experienced academic instructors. Some of them are the scientists known all over the world.

Development Tendencies.

One of the main priorities in the University development is further supply of the teaching process with necessary computing equipment and software in addition to the available ones. The university has already got a local computer network of more than 460 computers at all the faculties, departments, scientific centres and specially equipped classrooms. So

the students and the University staff are provided with access to the shareable campus database as well as Internet through satellite and inland channels. In compliance with the above stated priority a lot is being done to introduce advanced technologies into the teaching process for teaching and testing applications. The campus-based Institute of Professional Development and Re-Training gives the University students an opportunity to get a second Diploma of higher education in the line chosen. This enables the University graduates to be awarded with two Diplomas and get qualification in two specialities. It is evident that our future progress depends on the creation of new high technologies and technical equipment of superior quality. Everything will be determined by engineering and a standard of professional training.

Besides, the development of the University is adapted to satisfy the needs of the Belarus Republic and of Brest region in specialists:

- The conditions are being created for highly-qualified training of economists and managers;
- The range of new specialties connected with electronics and computers is being expanded;
- The Scientific Research Institute for the problems of Construction Engineering organized in May 2004 is successfully being developed;
- The process of reformation of the system of the University is being carried out to offer Master and Bachelor programs.

THE UNIVERSITY MAIN RESEARCH LINES ARE THE FOLLOWING:

- building units and materials, roof coatings, pavements, organization of labour, techniques, design engineering;
- wear-resistant composite materials, resource-saving and material-strengthening technologies in mechanical engineering;
- novel technologies of fuel utilization;
- advanced water distribution and water supply systems, rational nature management schemes;
- environmental protection, ecological security;
- neuron-type computer network systems of artificial intellect; ultrasound technologies, luminescent light-emitters.

UNIVERSITY FACILITIES

BSTU is almost a fifty-year-old educational establishment with its own traditions which are followed by the University staff in its work by combining science, studies and practice to their best advantage. The University has created all necessary conditions for forming and educating specialists understanding their responsibility and possessing knowledge and competence required for successful creation of the country's future. High-quality technology and successful studying are made possible by the currently available educational facilities: many workshops, laboratories, computer classes fitted out with up-to-date equipment and devices, and a library having a stock of more than 400000 books by native and foreign writers. The campus-based Research Institute was set up to carry out research work on the problems in the construction industry of the country. The specialists of the Institute among whom are the University academic staffs and senior students take an active part in the reconstruction of Brest and rehabilitation of the town's old buildings. Diploma design projects of our students range high at international competitions and research works are awarded with first- and second-degree Diplomas at republican competitions of research works. Some university students take out patents on their inventions and participate in arranging trial production.

NON-ACADEMIC OPPORTUNITIES

On the university campus there are **dormitories** with all conveniences (shared occupancy in double/triple adjacent rooms). The University has well-developed social services available on the campus. Excellent athletic and recreational facilities are also available on the campus. There are 14 sport societies for those who want to keep themselves fit and enjoy their free time. The University rents modern sports complexes and provides gyms and table-tennis rooms on the campus. Annually, our students take part in open competitions and championships in Belarus and become prize-winners in karate, power-lifting, boxing, arm-wrestling.

Canteens

Canteens provide students and employees with healthy food. On the campus there are also two student cafes, which will offer you varied menu at accessible prices. Located on the campus, the café “Zodchie” provides freshly made hot and cold food.

Hostels

University disposes of four comfortable student hostels, which have gyms, rooms for studies and rest.

Dispensary

Huge attention is paid to student’s health. On the territory of the campus there is sanatorium-dispensary, where students have an opportunity to improve their health. You will be offered various types of massage, electro- and phototherapy, inhalation therapy, mineral and medical bath.

Students' festivals and performances as well as various societies run by the ***Students' Club*** and the International Students’ Club help students to spend their free time to the best advantage and reveal their creative abilities.

INTERNATIONAL CONTACTS

The University develops close contacts with higher educational establishments in Germany, Poland, Ukraine, China, Republic of Korea, France and Russia. We have long-term partner contacts with Bialystock Polytechnic Institute (Poland), Lublin Polytechnic Institute (Poland), Higher Technical Professional School in Biberach(Germany) and Higher Technical School in Ravensburg-Weingarten (Germany), Middle East Technical University (Turkey). This partnership creates an essential basis for mutually useful training activity and scientific research.

Brest State Technical University actively participates in numerous international projects and programs, communicates with educational and scientific funds including European ones – TACIS, ERASMUS,

The University is a member of the Association of European Civil Engineering Faculties with the participation of civil engineering faculties from non-European countries, AECEF. In 2009 BrSTU joined the Baltic Sea Academy, Hamburg-based organization that unites European universities and academies, with the aim to intensify the University’s international cooperation.

The University participates in international innovation exhibitions in Hannover and Saint Petersburg. Research in IT, architecture and construction are carried out at the University. International conferences and seminars are held in the areas of electronics, architecture and construction, ecology, economy, mechanical engineering.

All the above mentioned international partnerships and relations create an essential basis for mutually useful academic activity and scientific researches.

CONCLUSION

The graduates of Brest State Technical University have opportunities to carry out their

creative activity in science, engineering and private business in all sectors of our economy as well as of foreign countries. After graduating from Brest State Technical University, a number of students become promising scientists, some of them continue their scientific activity at the University delivering lectures and supervising new lines of scientific research. The university is constantly developing, that's why it has turned into one of the leading educational and scientific centres in the western part of Belarus.

III. Make presentation about your faculty. You may use information from the English version of official BrSTU website <http://en.bstu.by>.

IV. Write a letter to student studying at foreign university. Describe:

- Structure of your university
- Your faculties
- Specialties and specialization
- Period of studying
- Your favourite teachers
- Subjects studied at your faculty
- Extra-curricular activities.

V. Translate the following quotations and comment upon them

Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught.

Oscar Wilde

I have no special talent. I am only passionately curious.

Albert Einstein

The philosophy of the school room in one generation will be the philosophy of government in the next.

Abraham Lincoln

A person who won't read has no advantage over one who can't read.

Mark Twain

Education is the most powerful weapon which you can use to change the world.

Nelson Mandela

The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education.

Martin Luther King

The roots of education are bitter, but the fruit is sweet.

Aristotle

Education is for improving the lives of others and for leaving your community and world better than you found it.

Marian Wright Edelman

An investment in knowledge pays the best interest.

Benjamin Franklin

Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime.

Maimonides

Education must not simply teach work – it must teach Life.

W. E. B. Du Bois

Formal education will make you a living; self-education will make you a fortune.

Jim Rohn

You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives.

Clay P. Bedford

VI. Read the text about METU. Compare its structure and facilities with BrSTU.

Middle East Technical University (commonly referred to as METU) is a public technical university located in Ankara, Turkey. The university puts special emphasis on research and education in engineering and natural sciences, offering about 40 undergraduate programs within 5 faculties, and 97 masters and 62 doctorate programs. The main campus of METU spans an area of 11,100 acres (4,500 ha), comprising, in addition to academic and auxiliary facilities, a forest area of 7,500 acres (3,000 ha), and the natural lake Eymir. METU has more than 120,000 alumni worldwide. The official language of instruction at METU is English. Middle East Technical University was founded under the name "Orta Doğu Teknoloji Enstitüsü" (Middle East Institute of Technology) on November 15, 1956, to contribute to the development of Turkey and the surrounding countries of the Middle East, Balkans, and Caucasus, by creating a skilled workforce in the natural and social sciences.

In 1956, the Department of Architecture initiated the first academic program at METU, followed by the Department of Mechanical Engineering in the spring of 1957. At the start of the 1957–1958 academic year, the Faculty of Architecture, the Faculty of Engineering, and the Faculty of Administrative Sciences were established. In 1959, the establishment of the Faculty of Arts and Sciences was completed. The Faculty of Education launched its academic program in 1982.

As of 2010, METU has approximately 23,000 students, of which 15,800 are enrolled in undergraduate programs, 4,500 in masters, and 2,700 in doctorate programs.

METU has 42 academic departments, most of which are organized into 5 faculties:

Faculty of Architecture: Architecture, City and Regional Planning, Industrial Design.

Faculty of Arts and Sciences: Biology, Chemistry, History, Mathematics, Molecular Biology and Genetics, Philosophy, Physics, Psychology, Sociology, Statistics.

Faculty of Economic and Administrative Sciences: Business Administration, Economics, International Relations, Political Science and Public Administration.

Faculty of Education: Computer Education and Instructional Technology, Educational Sciences, Elementary Education, Foreign Language Education, Physical Education and Sports, Secondary Science and Mathematics Education.

Faculty of Engineering: Aerospace Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical and Electronics Engineering, Engineering Sciences, Environmental Engineering, Food Engineering, Geological Engineering, Industrial Engineering, Mechanical Engineering, Metallurgical and Materials Engineering, Mining Engineering, Petroleum and Natural Gas Engineering.

In addition to these, there are the Department of Basic English and the Department of Modern Languages in the School of Foreign Languages; the Technical Vocational School of Higher Education; and, bound directly to the President's Office, the Department of Turkish Language and the Department of Music and Fine Arts.

The University develops close contacts with BrSTU. A number of our students have studied for 1 term in METU due to Erasmus academic mobility programs. In 2017, within Erasmus program, the head of Foreign language department of BrSTU Mr. V.I. Rahuba delivered lectures in Business English at METU.

3.4. HIGHER EDUCATION IN GREAT BRITAIN. BRITISH UNIVERSITIES.

Book: Резько П. Н. Modern Communication

Focus Vocabulary: Ex.2, p.49, Ex.1, p.60;

Focus Texts:

The UK -Ex.4, pp.50-51;

English Universities -Ex.3, pp.61-63;

Vocabulary Development: Ex.3, 5-9, pp.50-54; Ex.2, 4-8, pp.60-65;

Group discussion: Ex.1, p.49; Ex.10, pp.54-55; Ex.9, p.65.

THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

I. What are the first three things which come into your mind when you hear the words 'Britain' or 'the British'? Continue the phrase:

When I think of the British, I think about

The following prompts are likely to help you: *bad weather, the royal family, corgi, pubs, cricket, double-decker buses, Shakespeare, Big Ben.*

II. Read the following words and learn their meaning.

- | | |
|------------------|-----------------------|
| 1) to refer | обращаться, ссылаться |
| 2) to comprise | включать, содержать |
| 3) island | остров |
| 4) to occupy | занимать |
| 5) to influence | оказывать влияние |
| 6) current | течение |
| 7) infrequent | нечастый |
| 8) monarchy | монархия |
| 9) legislation | законодательство |
| 10) institution | учреждение |
| 11) issue | вопрос, проблема |
| 12) to represent | представлять |
| 13) chamber | палата |
| 14) majority | большинство |
| 15) support | поддержка |
| 16) to appoint | назначать |
| 17) mining | горная промышленность |
| 18) construction | строительство |
| 19) abundant | богатый, изобилующий |
| 20) beverage | напиток |
| 21) insurance | страхование |
| 22) stockbroking | биржевое маклерство |
| 23) consultancy | консалтинг |
| 24) livestock | домашний скот |

- 25) poultry
26) to damage

ДОМАШНЯЯ ПТИЦА
НАНОСИТЬ УЩЕРБ

III. Match the words in the box with definitions 1-12.

to appoint	issue	construction	support
island	stockbroking	to comprise	current
to damage	mining	to influence	abundant

1. existing in large quantities
2. an important subject or problem that people are discussing
3. an area of land that has water around it
4. to officially choose someone for a job
5. to harm or break something
6. the natural flow of air or water in one direction
7. agreement with an idea, group, or person
8. the industry or activity of removing coal and other substances from the earth
9. to consist of particular parts or members
10. the work of building or making something, especially buildings, bridges, etc.
11. to have an effect on people or things
12. the job or activity of buying and selling stocks and shares for other people

IV. Read the text. Use the dictionary to look up unfamiliar words.

How much do you know about the United Kingdom? The first thing that comes to one's mind is the weather. It is boring, isn't it? British people don't like it because of its changeability. This feature makes it distinct from the rest of the world. But there are still many interesting facts that make the UK a unique country.

There is an important thing we should know about the UK. Officially the country's name is the United Kingdom of Great Britain and Northern Ireland, but sometimes the name Britain is used to **refer** to the United Kingdom as a whole. The United Kingdom **comprises** four geographical and political parts: England, Scotland, Wales and Northern Ireland. London is the capital and the largest city of the country. It is among the world's leading commercial, financial and cultural centres. Other major cities include Birmingham, Liverpool, Manchester, Belfast, Leeds and others.

The territory of the country is surrounded by water, having only one land border with Ireland. The United Kingdom is separated from the continent by the English Channel. The country occupies an area of over 242,000 sq km and has a population of over 67 million (2019). The United Kingdom covers most of the British Isles, a collection of over 6,000 **islands** of which Great Britain is the largest. England, Scotland and Wales **occupy** the island of Great Britain. Northern Ireland occupies the north-eastern part of the island of Ireland.

The main factor **influencing** the weather of the British Isles is their position close to the ocean. It means that the UK receives a large amount of rain. On the whole the country has a temperate climate with generally cool temperatures and plentiful rainfall all year round. Atlantic **currents** warmed by the Gulf stream bring mild winters, and British summers are cooler than those on the continent. In general the weather in the UK is often cloudy and rainy, and high temperatures are **infrequent**. In addition the weather conditions are extremely changeable. The English sometimes say you can't plan your day because every moment it can start to rain.

The United Kingdom is a constitutional **monarchy** and parliamentary democracy. The

current monarch and the head of the state is Queen Elizabeth II. The monarch undertake various official and representational duties. At the same time the government runs the country. The head of the government is the prime minister (PM) who is the leader of the majority political party. The British Constitution is not based on a single document, it is only partly written and is flexible. Its basic sources are parliamentary **legislation** and law decisions. That's why the country is often said to have an unwritten constitution.

The British Parliament often referred to as the "Mother of Parliaments" is one of the oldest legislatures in the world. It consists of the monarch, the House of Commons and the House of Lords. Parliament is the legislative body of the United Kingdom and the primary law-making **institution**.

The work of the two houses of Parliament is similar: making laws, checking the work of the government, discussing the current **issues**. Nevertheless the House of Commons often called simply the Commons is more powerful as it decides which laws will be discussed and passed. The House of Commons is publicly elected from the four political divisions that make up the United Kingdom. The UK voters elect 650 Members of Parliament (MPs) to **represent** their interests in the House of Commons.

The House of Lords often called the Lords is the second **chamber** in the UK Parliament. It is made up of around 800 members. They are not elected. The role of the Lords is generally recognized to be complementary to that of the Commons.

The two main political parties in the United Kingdom are the Conservative Party and the Labour Party. Since 1945 eight general elections have been won by the Conservative party and six by the Labour Party; the great **majority** of the members of the House of Commons have belonged to one of these parties. The Conservative Party developed from the old Tory Party which began in the late 1600's. The Labour Party began in 1900. Much of its support comes from trade unions.

The Liberal Party is the third significant party, but it has never received enough **support** to form the national government. It is much smaller than either the Conservative or the Labour Party.

The party which wins most seats at a general election usually forms the government. The Prime Minister is usually the leader of this party. The Queen **appoints** the Prime Minister after each general election. As the head of the Government, the prime minister selects the Cabinet, choosing its members from among those in Parliament who generally agree with his intended policies. The largest minority party becomes the official Opposition with its own leader and the "Shadow Cabinet". The leader of the Opposition is elected by his or her fellow party members.

Major segments of the British industry include energy, **mining**, manufacturing and **construction**. One of the strongest components of the British industry is the energy sector. The United Kingdom is a net exporter of energy. In addition to oil, the Kingdom has **abundant** reserves of natural gas, coal, and atomic power. Most of the kingdom's energy resources are concentrated in the North Sea.

The UK has a strong manufacturing tradition that goes back to the origins of the Industrial Revolution. In the XIX century the UK was a world leader in producing key materials associated with the Industrial Revolution: coal, steel, textiles, steam engines and ships. The most important manufactured products today are machinery, fuels, chemicals, food, **beverages**, tobacco. The UK is also the major supplier of vehicles, aerospace products, electrical and electronic equipment. The country is responsible for 10 % of the world's export of services, including banking, **insurance**, **stockbroking**, **consultancy** and computer programming. The main export partners are The USA, Germany, France, Ireland, the Nether-

lands, Belgium and Spain.

Agriculture in The UK is today intensive, highly mechanized and efficient, producing about 60 % of food needs with only 2 % of the labour force. Around two thirds of production is devoted to **livestock**, one third to arable crops. The livestock products include **poultry**, cattle and sheep, milk, meat, eggs and wool. Farmers grow wheat, barley, oats, potatoes, oilseed rape and sugar beets. British farming corresponds to the world's tendencies in agriculture: farmers have to adopt more environmentally friendly methods such as organic farming. It does not use artificial chemicals that can **damage** the environment and human health. There are several types of farming practiced in the UK: arable farming (growing of crops and cereals), pastoral farming (rearing and production of animals) and mixed farming (the combination of arable and pastoral farming). There is also market gardening which is the production of fruits and vegetables.

The United Kingdom of Great Britain and Northern Ireland is one of the most powerful nations and strongest economies in the world. It occurred to be among the world's first industrialized countries.

V. Fill in the table below.

<i>Official name</i>	<i>The United Kingdom of Great Britain and Northern Ireland</i>
Capital	
Major cities	
Area	
Population	
Political divisions	
Climate	
System of government	
Segments of industry	
Agricultural products	
International partners	

VI. Find equivalents to the following Russian word combinations in the text.

- a) уникальная страна
- b) сухопутная граница
- c) расположение недалеко от океана
- d) с обильными осадками круглый год
- e) чрезвычайно изменчивы
- f) нынешний монарх
- g) выполнять различные официальные и представительские обязанности
- h) законодательный орган
- i) обсуждение текущих вопросов
- j) товарищи по партии
- k) богатые запасы природного газа, угля и атомной энергии
- l) электрическое и электронное оборудование
- m) экспорт услуг
- n) высокомеханизированный
- o) экологически чистые методы

VII. Match the words to form word combinations. Find Russian equivalents to them.

environmentally interesting Atlantic making temperate mixed industrialized energy financial computer plentiful intended weather extremely labour	country force programming changeable sector rainfall friendly climate laws current farming policy fact centre conditions
--	--

VIII. In the sentences below fill in the appropriate part of speech derived from the word on the right.

1) The weather in the UK is _____, isn't it?	BORE
2) The United Kingdom consists of four _____ divisions.	POLICY
3) The British Isles is a _____ of over 6,000 islands.	COLLECT
4) High temperatures are _____ in the UK.	FREQUENT
5) The weather on the islands is extremely _____.	CHANGE
6) The British Constitution is based both on a parliamentary legislation and law _____.	DECIDE
7) The two houses of Parliament check the work of the _____.	GOVERN
8) The House of Commons is more _____.	POWER
9) Employees join a trade _____ in order to have their interests and goals better represented.	UNITE
10) In _____, the Kingdom has reserves of natural gas and coal.	ADD

11) The UK is one of the main _____ of aerospace products.	SUPPLY
12) The UK occurred to be among the world's first _____ countries.	INDUSTRY
13) Mixed farming is the _____ of arable and pastoral farming.	COMBINE
14) Market gardening is the _____ of fruits and vegetables.	PRODUCE

IX. Read the text again and answer the following questions.

- 1) What is the official name of Great Britain?
- 2) What are the four geographical and political parts of the UK?
- 3) What are the largest cities of the country?
- 4) How does the geographical position influence the weather of the British Isles?

- 5) Why is the UK often said to have an unwritten constitution?
- 6) Who is the political leader of the country?
- 7) Who is the official head of the state?
- 8) What are the functions of the Houses of Parliament?
- 9) What are the main political parties in the United Kingdom?
- 10) What are the major segments of the British industry?
- 11) What are the most important manufactured products in the UK?
- 12) What services does the country export nowadays?
- 13) Which types of farming are practiced in the UK?
- 14) What does the term 'organic farming' mean?

X. Make a plan of the text: put the information below in the right order as it is given in the text. Discuss each point of the plan.

- Industry
- Geographical position and population
- Parliament and political parties
- Agriculture
- Political system
- Official name
- Climate

ENGLISH UNIVERSITIES

I. Read the following words and learn their meaning.

- | | |
|------------------------------|-------------------------------|
| 1) excellence | превосходство |
| 2) available | доступный |
| 3) destination | пункт назначения, цель |
| 4) devotion | преданность |
| 6) maintain | поддерживать |
| 7) supervision | руководство |
| 8) mentoring (syn. coaching) | наставничество |
| 9) curator | куратор |
| 10) expertise [ekspɜ: 'ti:z] | экспертный |
| 11) establishment | учреждение |
| 12) enroll | зачислять |
| 13) achievement | достижение |
| 14) attract | привлекать |
| 15) high-tech | высокотехнологичный |
| 16) pursuit [pə 'sju:t] | стремление |
| 17) rowing | гребля |
| 18) martial arts | боевые искусства |
| 19) innovative | передовой |
| 20) applicant | абитуриент, кандидат |
| 21) community | сообщество |
| 22) elective | факультативный курс |
| 23) discretion | усмотрение |
| 24) administration | управление, администрирование |
| 25) diverse | разнообразный |

II. Match the words in the box with definitions 1-12.

elective	high-tech	mentoring	attract
diverse	devotion	destination	expertise
supervision	innovative	pursuit	applicant

- 1) a person who formally requests something, especially a job, or to study at a college or university
- 2) using the most advanced equipment and methods
- 3) a subject that someone can choose to study as part of a course
- 4) a place where someone is going
- 5) love or care for someone or something
- 6) varied or different, including many different types of things
- 7) having a high level of skill or knowledge
- 8) a process of helping and giving advice to a less experienced person
- 9) responsibility for the good performance of an activity of a person
- 10) an attempt to achieve something
- 11) to make people want to visit a place or find out more about something
- 12) using new methods or ideas

III. Read the text. Use the dictionary to look up unfamiliar words.

The higher education system in the UK has been the basis for higher education standards in other countries for years. English universities are known for their academic **excellence** among numerous other advantages. They have an undisputed reputation for the quality of education with thousands of courses **available** for students. They make up an ideal **destination** for over a million international students from all over the world. Let's have a look at some of them.

Oxford and Cambridge Universities are known throughout the world because of their courses and **devotion** to the quality of education. Oxford is the oldest of these two universities, it is more philosophical, classical, theological.

Oxford University is known as the first university in the English-speaking world. It was opened in 1096. The University of Oxford has **maintained** its status as the leading educational and research centre in Britain. Its specialists conduct research in the field of technology and medicine. A unique feature of the university is the educational system. It is based on **supervision** and **mentoring**, and the maximum attention is paid to the personal preparation of each student. The schedule depends on program and course. It includes academic studies, meetings with **curators**, sports and recreational activities. Intensity and type of educational process are chosen by students themselves.

There are around 24,000 students currently enrolled at the University of Oxford. This university offers around 350 graduate degree programs, and it is constantly ranked on top of the major worldwide ranking lists. A lot of international students from 150 countries are getting their qualifications at this university. Known for its **expertise** and qualified academic staff, University of Oxford is one of the most favored study destinations for students around the world.

This university offers degree programs in the following fields of study: Humanities, Medical Sciences, Social Sciences and Mathematical, Physical and Life Sciences.

Cambridge University is one of the oldest in the English-speaking world and one of the

finest universities in the UK. It has been working in Britain since 1209. The university offers a large variety of courses and professional academic staff. Leading experts of the world work with students in various fields. Here high-quality education in the best British traditions is available. The educational **establishment** has over 18,000 students **enrolled** in its degree programs. This university has a reputation for intellectual **achievements** of its students, and has a status of one of the most successful research institutes in Europe and the world. It has a membership in a variety of international associations.

Cambridge University **attracts** thousands of international students worldwide as well. In the university curatorship is practiced. Such system allows to achieve high academic results. Studying is as **high-tech** as possible. Students in the university are given an opportunity to use the most advanced equipment in academic and research activities. The schedule of lessons is individual for each course and group. A typical Cambridge University student day includes academic **pursuits**, physical activity (sport), creativity and recreation. In addition, circles of theatrical art and music are offered to the attention of students. At the university, students are given an opportunity to play sports. The choice of sports is huge: rugby, horseback riding, **rowing**, parachuting, yachting, yoga, **martial arts**, shooting, etc.

This university offers degree programs in the following fields of study: Arts and Humanities, Biological Sciences, Clinical Medicine, Humanities and Social Sciences, Physical Sciences, Technology.

University College London (UCL) is an ideal and **innovative** place to get a degree. It offers some of the best conditions to study in, with modern facilities and equipment. This university gathers ambitious students from all around the world, with more than 13,000 in staff and 42,000 students from 150 different countries. UCL was founded in 1826 and ever since then it has created generations of successful graduates with 29 Nobel Prize laureates among its graduates.

This university was the first educational institution in Britain, which opened the doors for **applicants** of any race and class, religious convictions, s Today UCL is one of the most international universities in the country. More female professors than in other universities in Britain work here. A busy college life is one of the features of the ULC. The university organizes more than 180 **communities** and thematic clubs. The program of extra-curricular activities in the college includes conferences, master classes, trips, entertainment, sports. The schedule for each student group provides theoretical, practical classes, profile **electives**. Students organize leisure activities at their own **discretion**.

This university offers degree programs in the following fields of study: Arts & Humanities, Built Environment, Brain Sciences, Engineering Sciences, Laws, Life Sciences, Mathematical & Physical Sciences, Medical Sciences, Population Health Sciences, Social & Historical Sciences.

London School of Economics and Political Science is the best university for specialists in financial and political science. The school is famous for the high quality of education in public **administration**. It offers applied specialties in finance, economics, social policy. This university employs leading professors from several highly ranked universities. Lectures on political science, government management may read the leaders of many countries. Bill Clinton, David Cameron, Angela Merkel, Tony Blair, Dmitry Medvedev, Nelson Mandela and others were in the conference rooms of the London School.

Today, the London School of Economics and Political Science (LSE) unites 9,000 students from 140 countries. The teaching staff of the university is also multinational. Teachers from 45 countries work here. The LSE has 19 research centres. Scientists and students of

the university work in the field of political science, law, economics.

The UK is the perfect example of a **diverse** environment where students get to earn their skills and qualifications. It goes without saying that Cambridge and Oxford universities are the most respected. Nevertheless, the diplomas of other educational centres, such as Imperial College London, The University of Edinburgh, The University of Manchester and others, create a competitive advantage when applying for a job.

IV. Find equivalents to the following Russian word combinations in the text.

1. основа стандартов высшего образования
2. среди множества других преимуществ
3. преданность качеству образования
4. в области техники и медицины
5. на вершине крупнейших мировых рейтингов
6. членство в различных международных ассоциациях
7. добиться высоких академических результатов
8. поколения успешных выпускников
9. программа внеклассных мероприятий
10. по собственному усмотрению
11. прикладные специальности в области финансов
12. из нескольких высокорейтинговых университетов
13. Это само собой разумеется
14. конкурентное преимущество

V. Look at the names of some disciplines studied at English universities. Match the Russian equivalents with them.

Humanities	Гуманитарные и социальные науки
Medical Sciences	Клиническая медицина
Social Sciences	Социальные науки
Mathematical, Physical and Life Sciences	Физика
Arts and Humanities	Технология
Biological Sciences	Антропогенная среда
Clinical Medicine	Законодательство
Humanities and Social Sciences	Математика, физика и ест. науки
Physical Sciences	Технические науки
Technology	Социально-исторические науки
Built Environment	Медицина
Engineering Sciences	Естественные науки
Laws	Наука о здоровье населения
Life Sciences	Искусство и гуманитарные науки
Population Health Sciences	Гуманитарные науки
Social and Historical Sciences	Биология

VI. Complete the sentences with correct prepositions.

1. English universities are known _____ their numerous advantages.
2. Thousands of courses are available _____ students.
3. The educational system is based _____ supervision and mentoring.
4. The schedule depends _____ program and course.

5. _____ addition, circles of theatrical art and music are offered.
6. UCL was founded _____ 1826.
7. Students organize leisure activities _____ their own discretion.
8. The school is famous _____ the high quality of education.
9. The leaders of many countries may read lectures _____ political science and government management.
10. It goes _____ saying that Cambridge and Oxford universities are the most respected.

VII. Underline the correct alternatives.

1. English universities *know / are known* all over the world.
2. Cambridge University *was working / has been working* in Britain since 1209.
3. Students *give / are given* an opportunity to use the most advanced equipment.
4. University College London *was founded / founded* in 1826.
5. Over 18,000 students *enrolled / are enrolled* in the degree programs.
6. Students *are chosen / choose* the type of educational process.
7. UCL *was opened / opened* the doors for applicants of any race and class.
8. Oxford University *was opened / opened* in 1096.
9. This university *is offered / offers* a number of graduate degree programs.
10. The schedule *provides / is provided* theoretical and practical classes.

VIII. In the sentences below fill in the appropriate part of speech derived from the word on the right.

1) English universities are known for their _____ advantages.	NUMBER
2) They open their doors for over a million _____ students from all over the world.	NATION
3) The maximum attention is paid to the personal _____ of each student.	PREPARE
4) A lot of students are getting their _____ at this university.	QUALIFY
5) The university offers a large _____ of courses.	VARY
6) This educational _____ has a reputation for its quality of education.	ESTABLISH
7) Cambridge University is one of the most _____ research institutes in Europe.	SUCCESS
8) The intellectual _____ of its students are rated highly.	ACHIEVE
9) Circles of _____ art are offered to the students.	THEATER
10) It offers the best conditions with modern _____.	EQUIP

IX. Make a short summery of the text. Do it according to the following plan:

1. The title of the text is
2. The text is devoted to
3. Oxford University is known as
4. Cambridge University offers
5. University College London was the first educational institution
6. London School of Economics and Political Sciences is the best university for....

7. The main idea of the text is

3.5. GRAMMAR: THE ENGLISH TENSE FORMS IN THE ACTIVE AND PASSIVE VOICE

Перечень литературы по теме THE ENGLISH TENSE FORMS IN THE ACTIVE AND PASSIVE VOICE:

Основная:

1. Голицынский, Ю. Б. Упражнения по грамматике английского языка / Ю.Б. Голицынский. – Санкт-Петербург: КАРО, 2006.

Active Voice: Ex.163-279, pp.128-233;

Passive Voice: Ex.280-309, pp.234-254.

Дополнительная:

2. Дубровская, С.Г. Английский язык для технических вузов / С.Г. Дубровская, Т.А. Дубина. – Москва: ИАСВ, 2007.

3. Рахуба, В. И. Практикум по грамматике английского языка : учеб. пособие / В.И. Рахуба ; УО «Брестский государственный технический университет». – Брест, 2008.

4. Хведченя, Л. В. Грамматика английского языка / Л.В. Хведченя. – Минск: Издательство Гревцова, 2011. – 489 с.

VERB (TENSE. VOICE)

Ex. 1. Use the Present Perfect or the Past Indefinite instead of the infinitives in brackets.

You (to behave) like this ever since I first (to come) here. 2. It (to happen) when I (to be) out. 3. She just (to remind) me that we (to be) at school together. 4. I never (to have) the slightest desire to be an actress. 5. I (to meet) Tom this morning at the station. 6. I'm very sorry, Doctor, but Doctor Griffiths (to go) to Swansea on important business. 7. She (to finish) cleaning the bathroom, then she (to begin) peeling potatoes. 8. I (to see) her name in the (papers) rather often of late. 9. They (to leave) just a week ago today. 10. Most of the children here (to have) measles already. 11. They (to talk) much that evening. 12. 'I (to do) something,' he (to think). 'Oh, I (to do) something real at last.' 13. The bell (to ring) repeatedly, but they (not to answer) it, and presently it (to stop). 14. You can't see Herb. He (to be) out. – No, he (not to be). I (to watch) him to go with his dad and he (not to come) out yet. 15. She (to lift) her bag from the sideboard and (to take) out a two-shilling piece.. 16. 'Good morning, Mrs Watt,' she said. 'Eric (to tell) you what to do? 17. I (to love) you since I (to see) you walk into that classroom. 18. I don't think I (to be) out more than a couple of minutes. 19. The thing is that I (to come) to have a talk. 20. I'm her sister, and we (to have) only each other since Dad (to die).

Ex. 2. Use the Past Indefinite or the Past Continuous instead of the infinitives in brackets.

1. She (to go) to the back door, and as she (to raise) her hand to knock, the young man (to open) the door suddenly. 2. While the eggs (to boil) I (to go) out into the hall and (to phone) Jo. 3. He (to begin) to walk fast down the hedge; he couldn't see where he (to go). 4. She (to invite) him to the party she (to give) on Saturday. 5. He (to pause).

They all (to look) at him now, interested. 6. She (to have) the satisfaction of seeing that Betty (to get) more and more ill at ease. 7. I (to wash), (to brush) my hair and we (to start). 8. It (to rain) hard and she (to run) for taxi. 9. Near her a small boy (to play) silently. 10. She (to look) up to see if we (to listen). 11. Next day, when the car (to come) we (to vanish) into the bush. 12. And all the while she (to think) how to get the money from Christie. 13. For the first time he (to notice) Heidi (to wear) a new dress: a simple affair of deep blue. 14. Lizzi (to eat) busily and (not to raise) her head. 15. It so (to happen) that she (to dine) that very evening at Timothy's. 16. Mrs Pimley (to come) into the drawing-room where we all (to sit) reading the papers after breakfast.

4. MY FUTURE PROFESSION OF A CUSTOMS OFFICER

Перечень литературы по теме MY FUTURE PROFESSION OF A CUSTOMS OFFICER:

1. Резько П.Н., Куличик Н.С. Introduction to Business English. Part 1. -- Брест: Изд-во БГТУ, 2018. -- 62 с.

2. Веремейчик, О. В. English for Customs Officers = Английский язык для таможенников: учебное пособие для студентов специальности 1-96 01 01 «Таможенное дело» / О.В. Веремейчик. – Минск : БНТУ, 2016. – 390 с.

3. Резько, П. Н. Modern Communication : учебно-методическое пособие по развитию коммуникативных навыков для студентов неязыковых вузов экономических и технических специальностей / П. Н. Резько, Н. А. Боровикова ; Министерство образования Республики Беларусь, Брестский государственный технический университет, Кафедра иностранных языков. – Брест : БрГТУ, 2020. – 105 с.

4.1. CAREERS.

JOB APPLICATION

I. Read out the following words and learn them by heart:

- | | |
|----------------------------|---------------------------------|
| 1. to recruit | отбирать на работу |
| 2. to employ | нанимать на работу |
| 3. to advertise the job | размещать объявление о вакансии |
| 4. to apply for the job | претендовать на вакансию |
| 5. a letter of application | анкета на вакансию |
| 6. applicant | претендент на вакансию |
| 7. recruitment agency | агентство по трудоустройству |

II. Think of possible answers to the questions before reading the text.

8. How do usually companies recruit new people?
9. How do usually people apply for a job?
10. Is it better to recruit people oneself or use the recruitment agency services?

III. Read and translate the following text.

RECRUITMENT

When a company needs to recruit or employ new people, it may decide to advertise the job or position in the “NEED HELP” section of a newspaper. People who are interested can then apply for the job by sending in a letter of application or covering letter (US cover letter) and a curriculum vitae or CV (in US — resume) containing details of their education and experience. A company may also ask candidates to complete a standard application form. The company's Human Resources department will then select the most suitable applications and prepare a short list of candidates or applicants, who are invited to attend an Interview. Another way for a company to hire is by using the services of a recruitment agency (in US — search firm) which provides a list of suitable candidates.

A growing number of companies are no longer satisfied with traditional job interviews.

Instead, they are requiring applicants for many white-collar jobs to submit to a series of written tests, roleplaying exercises, simulated decision-making exercises. Others put candidates through a long series of interviews by psychologists or trained interviewers. The tests are not about mathematics or grammar, nor about any of the basic technical skills for which many production, sales and clerical workers have long been tested. Rather, employers want to evaluate candidates on the following qualities:

- Is the candidate creative and entrepreneurial? Can the candidate lead and coach?
- Is the candidate flexible and capable of learning?
- Does the candidate have enough skills and knowledge?
- How will the candidate function under pressure?
- Will the potential recruit fit the corporate culture?

These tests, which can take from an hour to two days, are all part of a broader trend. Companies are getting much more careful about hiring. Ten years ago, candidates could win a top job with the right look and the right answers to questions such as “Why do you want this job?” Now, many candidates are having to face questions and exercises intended to learn how they get things done.

They may face questions such as “Who is the best manager you ever worked for and why?” or “What is your best friend like?”. The answers, psychologists say, reveal much about a candidate's management style and about himself or herself. The reason for the interrogations is clear: many hired candidates work out badly. The cost of bringing the wrong person on board is sometimes huge. Searching and training can cost from \$5000 for a lower-level manager to \$250,000 for a top executive. With the pace of change accelerating in markets and technology, companies want to know how an executive will perform, not just how he or she has performed. Years ago, employers looked for experience — has the candidate done this before? Most companies have not changed this practice until now.

Research has shown that most decision makers make their hiring decision in the first five minutes of an interview and spend the rest of the time rationalizing their choice.

Even companies that have not started extensive testing have toughened their hiring practices. They make the comprehensive testing aimed to measure skills in communications, analysis and organization, management style and personality traits.

IV. Answer the following questions after reading the text.

1. How are requiring applicants interviewed? What is the purpose of the asked questions?
2. Have the questions to applicants changed lately?
3. Does it take much time for decision makers to make their hiring decision?

4. What would you ask the requiring applicants if you were an executive? Think of possible and appropriate questions.

5. Can only the interview help to choose the best employee?

V. Read the dialogue between HR employee (HR) and Mr. Robert Marczak(RM) to learn how the interview for such position may proceed.

INTERVIEW FOR A JOB

HR: What attracted you to apply for the post in our company?

RM: Well, Aqua is a well known and reputable firm with many years' experience. It takes its business seriously. It is stressed in the company's profile, it is looking for leadership, analytical skills, teamwork, and creativity.

HR: Yes, that's true. Why did you choose branding as your profession?

RM: Well, I enjoy the Intellectual challenge of branding... The opportunity to develop and execute strategies, to exploit market opportunities. To resolve Issues, motivate people and achieve results that others believed were unachievable.

HR: So, would you say you consider yourself to be goal-orientated?

RM: Yes, definitely. What I focus on is setting objectives that optimize the performance of my unit alongside overall corporate performance. I think that in order to be successful, it takes much more than setting short term cash flow objectives. For example, price skimming and similar practices must be strategically justified.

HR: Oh, certainly. In your previous company, you started as a marketing analyst and then you were promoted to assistant brand manager. Afterwards for three years you worked as a brand manager. How would you describe the major changes in the scope of your responsibilities?

RM: I'd say it is a progression from executing a given strategy to actually developing a new one. In other words, it is a shift from participating in cross-functional teams to leading them, from monitoring a business budget to assuming profit-and-loss responsibility.

HR: Oh, I see. Your track record of results looks really impressive. Could you tell me about the last time you had to work with others to accomplish a critical project? What did you do?

V. Match the words 1-6 with their definitions a-f:

1. to accomplish	a. to succeed in doing smth, to gain smth with effort
2. branding	b. giving brand names to products and developing people's awareness of them
3. cross-functional	c. composed of at least three members from diverse functional entities working together towards a common goal
4. to exploit	d. to use or manipulate to one's advantage
5. goal-orientated	e. strongly motivated and highly organized in achieving tasks that are specified in advance
6. price skimming	f. a pricing strategy in which a marketer sets a relatively high price for a product or service at first and then lowers the price over time

VI. Match the words to form collocations:

1. to exploit	a. cross- functional teams
2. to resolve	b. people
3. to accomplish	c. responsibility
4. to motivate	d. Issues
5. to set	e. a strategy
6. to assume	f. a critical project
7. to develop	g. objectives
8. to lead	h. opportunities

VII. a. Match the words from column A with the words from column B to form pairs of synonyms. Use them in sentences of your own.

A	B
sensitive	perceptive
partner	to discuss
to conduct	objective
to achieve understanding	to motivate
to talk over	to apply
to come to a decision	to reach the solution
to give reasons	to carry on
transaction	to attain an objective
to use	negotiation
purpose	to be true
trait	to gain understanding
to achieve an objective	characteristic
to be correct	to leave the company

VIII b. Match the words from column A with the words from column B to form pairs of antonyms. Use them in sentences of your own.

A	B
Solution	ineffectively
to persuade	wasteful
productive	to reject
to accept	unfavourable
persuasive	carelessly
successful	disruption
efficiently	to fail
to attain	discourage
skillfully	unconvincing
carefully	worthless
to lead	awkwardly
valuable	to follow

IX. Choose the appropriate form of the words to complete the sentences. Translate the sentences into Russian.

1 to conduct, conduction, conductor

a. a stress interview means to put the interviewee in a hostile situation to see the reaction.

b. He was thoroughly instructed how ... himself at the interview.

- c. This material is a better.... than wood.
- d. The of electricity through this material was investigated.

2 to solve, solution

- a. Information interviews are considered to be very important for reaching the ... to problems.
- b. This was the latest attempt to find a.... to the troubles in the company.
- c. The employees should be working together on the ... of the problems of their company.
- d. The manager thinks this would create more problems than it would

3 to depend, dependence, dependable, dependent

- a. The employment decision should not.... on the personal details of an applicant.
- b. Employers prefer people who are organized and
- c. The possibility to get a good job is heavily ... on the favourable impression an applicant makes on an interviewer.

4 to evaluate, evaluation

- a. During the interview a manager should try to the applicant's answers without showing any disapproval or disbelief.
- b. The ... of the information from all the references may be too big a job for the prospective employer as he has too many applicants.
- c. To achieve your objective of getting the interviewer's favourable...., you need to be able to sell your qualifications.

4.2. RESUMES AND CVs.

WRITING A CURRICULUM VITAE

1. Read and translate the following text.

In the job hunting market, there are lots of ways an employer can learn about potential hires; from business cards, to personal websites, to job applications. Of course, no little piece of paper is better known than the resume. To really figure out what a CV is, we first have to talk about what CV means. The letters CV stand for curriculum vitae which is Latin for "course of life." A resume isn't very long. Ideally a good solid resume is about one page in length and can be submitted for almost any type of job on the market. When you type up a resume, you're usually just covering your work and educational history. You might include certain professional affiliations and possibly highlight specific major awards that relate to the job you're applying for, but it's usually a concise document. Short and sweet. A Curriculum Vitae on the other hand, is much longer and covers much, much more information. A CV is a thorough and comprehensive document, detailing not only your education and work history, but also your achievements, awards, any honors you've been conferred and any and all of your publications.

Different Types of CV

Chronological - outlining your career history in date order, normally beginning with the most recent items (reverse chronological). This is the "conventional" approach and the easiest to prepare. It is detailed, comprehensive and biographical and usually works well for "traditional" students with a good all-round mixture of education and work experience. Mature students, however, may not benefit from this approach, which does em-

phasize your age, any career breaks and work experience which has little surface relevance to the posts you are applying for now.

Skills-based: highly-focused CVs which relate your skills and abilities to a specific job or career area by highlighting these skills and your major achievements. The factual, chronological details of your education and work history are subordinate. These work well for mature graduates and for anybody whose degree subject and work experience is not directly relevant to their application. Skills-based CVs should be closely targeted to a specific job.

A good CV should:

1. attract attention;
2. create a positive impression;
3. present your skills and qualities clearly and concisely.

Common Features of a CV

Start by first listing everything you can about your background information and then building out from there. To help you get started, we've pulled together a few of the most often seen sections of CVs that you might expect to include when writing your own.

1) Who are you?

A CV should always include your basic information starting with your name, address, telephone number and email. For United States and Canadian job seekers, that's generally all you need to include. If you search for example CVs online, you are likely to come across ones that include a small passport-sized photo of the applicant in the upper right-hand corner. While this practice is standard in France, Belgium and Germany, it is NOT considered appropriate for CVs in the United States and Canada. Just a heads up.

2) No, really... who are you?

In some instances, it's also appropriate to include a brief bio of yourself. Depending on the industry you are going into, a short blurb about who you are might be all you need to catch an employer's eye and get called in for an interview. If you do decide to include a brief bio, make sure it's well written and original.

3) What have you done?

As a CV is a thorough detailing of your history, that includes your educational history as well as your work experience and any training you might have received. When detailing your educational history, you want to do it in reverse chronological order. Be sure to include the full list of your degrees, including those you've already earned and any you might be currently pursuing as well as where you received your education.

Be sure to list the years of your graduation. If you are the author of a dissertation or thesis, you would include that information here as well as the name of your advisor. For your work history, you want to include not only where you've worked, but also any applicable experiences related to that work.

If you're an educator and you're not only teaching, but also working in a research lab or facility, you would want to include that here. Field experience, leadership experience, related volunteer work and any and all other experience that relates to your employment goes in this section.

4) What do you like?

Unlike a resume, a CV often includes a section that covers your areas of interest. While this might seem unusual, it can actually provide a potential employer with a lot of insight into who you are, which is why it's so important to make sure you handle this section carefully.

While it might be tempting to just list your hobbies here and hope for the best, it's actually a good idea to expand on what you do in your free time as well as why you do it. Are you a history buff who loves to go to reenactments? Rather than just listing "Re-enactor" on your CV, flesh it out a bit.

"As a historically accurate civil war reenactor, I enjoy spending my weekends immersed in a world where I gain first hand insight into our country's rich past."

Do you have leadership skills outside of your work that you enjoy participating in? List those here as well.

No matter what you list here, try to include a range of interests that demonstrate who you are when you're not working at your job. Of course, try not to include information that would make it appear that you're just stuffing things into your CV in order to give it length. It's perfectly fine to list your interests, but keep it within reason. List the things that are the most relevant to what you are looking for work wise. It's not necessary to list every extracurricular activity you've ever participated in.

5) Mad skills, bro! How many languages do you speak? Are you fluent in multiple tongues? What about computer programs? Are you an accomplished graphic designer who has an extensive knowledge of specific software? List that too!

6) You're the best!

Have others recognized you for the work you've done? Do you have any awards or honors that you've received for teaching? How about for service or work? Have you applied for and received any grants or scholarships? Those go here! This is also where you want to include things like fellowships or patents.

7) Texts and Talks

Are you an author of any papers, articles or books? Are you an expert in your field and thus find yourself speaking at conferences, panels or symposiums? Make sure you list those and give a brief description of each so your reader knows what you've done and where.

8) I'm in the club! Are you a member of any professional organizations, guilds or clubs? Make sure to include if you've held any offices or positions within those organizations and how long you've been with them.

9) Who will vouch for you?

A reference section is also something you might consider including in your CV. While it's not always required, it's not a bad idea to put down references if you know the person recommending you is going to be enthusiastically in your corner. (Of course it should go without saying you should only have enthusiastic references...)

If you feel your CV is running long for your level of experience, or you'd like more time to prep your references, it's also perfectly acceptable to say "References available upon request."

10) And the Rest...

Other sections you might include in your CV (depending entirely on the job you're applying for) include:

- Study Abroad
- Exhibitions
- Professional Licenses and/or memberships
- Consulting Work
- Professional Development
- Research Experience
- Teaching Experience

Remember, your CV should be specific to the industry or area of work you're entering, so while much of the basic information should be fairly standard, always find examples that relate to the job you're after to ensure that you're including all the necessary things. Well, now that we've gone over all that...

What About Formatting?

With any and all documents you turn into a potential employer, you want to make sure that your CV is clear of any and all grammatical and spelling errors. You want to make sure that your CV is carefully and logically laid out and that it reads well. Yes, you're including a lot of information in this document, but don't try to cram everything in all at once.

Organize it using topical headings and be considerate in how you lay it out and how you order it. While the order of topics in a CV is flexible, it's a good idea to keep in mind that what you list first will receive the most attention. Try to arrange your sections so that they highlight your strengths in relation to the position you are applying to. Make sure your font is readable and that you are consistent with any formatting you decide to use. Don't include your salary history in your CV. You also shouldn't include why you left your last position.

When you're working on a resume, it's common to use a type of formatting called "gapping." Gapping is when you take a full sentence and cut it down to the most basic components in order to convey the most amount of information in the least amount of words. However, when writing your CV, you will want to use full sentences. It's also important to work in action words that help to not only draw in the reader, but keep them engaged in what they're reading.

Here, let me show you the difference. Let's pretend you were a floor manager in a service department at a company. If you were writing a resume and utilizing gapping, you might note your experience like this:

Floor manager (2000-2002) Team leader.

Responsible for customer service.

Again, this example is perfectly acceptable for a resume. For a CV, however, you want to make sure you're including more information and utilizing your action words.

Example:

I worked as a floor manager from 2000 to 2002. During that time I oversaw and lead a team of twenty employees committed to providing quality customer service.

Example:

I spent five years refining my abilities as a negotiator and motivator, using my skills as a problem solver to help persuade clients to try new and exciting products.

When printing your CV, always print your pages single sided. Yes, it's longer than a resume, and it's tempting to try to save paper by printing double sided, but resist that temptation!

As a CV is longer than a resume and can often run several pages, make sure you include page numbers on every page except for the first one.

And remember as well to be always honest in your CV.

I. Work with a partner. Discuss the following 'tips' for a successful interview. Do you agree with all of them? Add one more of your own.

4. Before the interview, ask a friend/colleague to ask you typical questions. In particular, practice talking about your strong points using concrete examples from your current

job.

5. Before the interview, write to the people who will give you references. Tell them to expect a call and give them a recent copy of your CV/Resume.

6. Arrive 30 minutes early on site and 10 minutes early for the interview. Use the time to walk in the fresh air. When greeting the interviewer, smile, make eye contact and shake hands firmly.

7. Your clothes, shoes and hair need to be tidy and above your normal standard.

8. Keep your answers short, simple and relevant - as you would in other business situations. Interviews are a dialogue so don't talk more than 60-70% of the time. If the interviewer wants more information, let him/her ask for it.

9. Occasionally take the initiative and ask questions to show you are interested.

10. Be enthusiastic and positive. Never contradict, argue or interrupt. Never criticize previous employers during the interview.

11. Don't be submissive. Treat the interviewer with respect, but as an equal.

12. Don't ask questions about the salary. If possible, wait for the interviewer to mention it. Ask for higher than you expect. If in doubt, ask for your current salary plus 15%.

13. Immediately after the interview make notes: write down names, details about the organization, and especially company 'buzzwords'. If called for a second interview, make sure you use these.

14. Consider writing a short follow-up letter, particularly after informal interviews where there was no clear job being advertised. Express your pleasure in meeting everyone (list them by name), comment on one part of the meeting (something that emphasizes your qualifications), mention again the benefits you can bring to the company and why you would like to work there (include company buzzwords).

II. Work in groups of two or three. Have a formal mini-interview.

Interviewee. Before you start, give your CV/Resume to your interviewer/s to look through. Interviewer/s Ask questions, listen carefully, ask follow-up questions.

III. Compare two CV. What is Chronological one and what is skills-based one?

! A rota is a list which gives details of the order in which different people have to do a particular job

Home Address:

33 Union Street, Bletchley Park, B6 3AE.

Tel. (0161) 351 4039

Email: at5555@kent.ac.uk

ALAN TURING

Term Address:

**6 Farthings Court, Parkwood Canterbury
CT2 8NP**

Nationality: **British**

EDUCATION AND QUALIFICATIONS

University of Kent BSc(Hons.) Computer Science 2010 - 2013

Subjects include:

Software Engineering, Compiling Techniques, Cryptography, Digital Systems, Operating Systems and Robotics.

I obtained 62% in my 2nd year exams equivalent to a 2:1

My project involved the development of a Linux-based code breaking system and required independent research skills

Sherborne College 2008 - 2011

'A' Levels: Mathematics A, Physics C, Chemistry D.

St. John's Boys School, Hastings. 2003 - 2008

8 GCSEs including Mathematics, English and German.

WORK EXPERIENCE

Tourist Information Office, Canterbury Summer 2011

Assisting customers from all over the world with a wide variety of enquiries, working in the Bureau de Change, booking theatre and concert tickets.

Hastings City Council Summer 2009

Temporary Accounts Clerk in City Treasurer's office. Responding to customer enquiries, using computerised accounts systems.

Simple Simon's Public House, Canterbury. Sept. 2011 - present

Part-time barwork throughout the year serving customers and cashing up.

ACTIVITIES AND INTERESTS

- Secretary of the Cryptography Society, involved booking speakers.
- Helped to organize a charity fun run for Rag Week
- Have fundraised for the World Land Trust who buy and save endangered rain-forests.
- With a passion for finding eye-catching images, photography has become an interest of mine. With self-motivation, I have taught myself how to use Photoshop, and I have created my own website
- Other interests include current affairs and reading sci-fi novels.

ADDITIONAL INFORMATION

- **Computing Skills:** Knowledge of Linux and Windows 7. Programming skills in Java, Haskell and Modula 3. Good knowledge of SQL and XML.
- Good level of spoken German.
- Full, clean driving licence.

REFEREES : I am happy to supply these on request.

ALEX BUCKSHEATH

14, Wychurch Road, Canterbury, Kent. CT2 7SJ. Tel.

01227 - 764521

Email: ab999@kent.ac.uk

Nationality: British Female

Personal Statement

A graduate with strong communication and organisational skills gained in nursing, now seeking to move into HR as a trainee manager.

Skills Communication

As Ward Sister it was important to be able to communicate with a variety of staff ranging from cleaners to consultants

Working with patients and their relatives requires the ability to communicate complex medical information and to handle difficult situations with tact and sensitivity

Presented my degree project on «The Impact of the Corn Laws in Kent» as a Powerpoint presentation at a History Society seminar as well as in writing.

Planning/Organising

As Ward Sister managed a team of nursing and support staff, which included organizing staff rotas and prioritizing tasks. Also managed patient admissions, liaising with staff in other departments and other hospitals

As Secretary of History Society responsible for booking speakers and promoting events

My degree project required work to a tight deadline, researching in local archives and managing a database

Bringing up two children while working and studying has required flexibility and the patience of a saint!

Teamwork

Worked as part of a team on a busy ward, sometimes under great pressure. Here flexibility and initiative were essential

The Psychology module of my Access course involved a group project where I worked with three other students investigating the effect of returning to work on women's self-esteem. Responsible for co-ordinating interviews and qualitative analysis of interview transcripts. Our project was awarded the highest grade of any in that year

As an office temp it was necessary to fit into a team immediately and to pick up information quickly.

Training

As Ward Sister was responsible for the training and induction of new nursing and support staff;

Helped children improve their maths and reading as a volunteer classroom assistant at my children's primary school

Computing

Good knowledge of MS Word, Access and PowerPoint

Designed a web page to support our village heritage project

Education

BA (Hons.) History, University of Kent, 2010 to 2013

Achieved 63% in Second Year Examinations. Expected Result 2:1.

Canterbury College, Access Course, 2008-2010

Subjects included History, Sociology and Psychology, in which I achieved 83% in my final examination.

William Harvey Hospital, Ashford, Kent, 1987 – 90 State Registered Nurse Training Course Including study of anatomy, physiology, diseases and treatment, ward management and practical nurse training

Surbiton High School, 1981 – 1987

5 O-Levels including English, Mathematics, Science.

Work

Elite Nursing Agency, Canterbury, 2001 – present Part-time Nurse, whilst raising my family and studying for my degree

Canterbury Hospital Ward Sister 1997 – 2000

Responsible for patient care, clinical procedures, administrative duties and staff training and development while in charge of a busy surgical/medical ward with a 4-bed critical care unit.

1988 - 1995: Nurse, then Senior Nurse - Canterbury Hospital

Working with a multi-disciplinary team on a variety of wards

Other jobs have included temporary office work and waitressing.

Additional Information

Married with two children aged 9 and 12.

Full, clean driving licence.

Referees

Dr.I.M.Bright Senior Lecturer, Keynes College,
University of Kent at Canterbury, Canterbury,
Kent, CT2 7NP
Email: I.M.Bright@kent.ac.uk Tel: 10227
827006

Mrs N. Parker
Director, Elite Nursing Agency,
Russell Road, Canterbury, Kent, CT1 8FF
Email: nparker@elitenursing.co.uk
Tel: 01227 888777

IV. Complete the job advertisement for a corporate procurement manager with words from the box.

Fulfilment, negotiation, 3PL providers, procurement, command, vendors, supply chain, relationship

We are looking for a proactive and dynamic professional to take care of our strategic procurement and supplier management.

Reporting to the Director of Corporate Procurement, the successful applicant will be responsible for managing both internal and external customers and for working with the appointed . While liaising with the team, , and related stakeholders, you will also be involved in providing business support to optimize finance-logistics processes, order , and logistics costs.

Other responsibilities include providing initiatives to help maximize company business profitability and efficiency.

The ideal candidate should have a degree in management or logistics management with a deep understanding and knowledge of the China logistics market. You should have at least 5 years' experience in a multinational company and you should possess outstanding skills. Based in Macau, excellent of English and Cantonese is a must with Mandarin an advantage. If you are interested in this role, please send your CV in Word format to ...

V. Read the job advertisement again and answer the questions.

What area will the new corporate procurement manager head?

What are the procurement manager's main responsibilities? List two or three.

Who will he/she collaborate with closely in his/her job?

What qualifications are expected?

What kind of experience is required?

Can you think of other areas which are important in procurement? Discuss with a partner.

WRITING COVERING LETTER

Read and translate the following text.

When you apply for a job with a curriculum vitae, it's important to include a cover letter, also known as a covering letter, with your CV. This letter allows you to make a favorable first impression, using narrative in your own tone of voice to catch the reader's attention and encourage them to give a serious review to your attached resume.

Curriculum Vitae Cover Letters

A cover letter should be included with every curriculum vitae you send, and should also be tailored to respond to the unique and specific requirements requested by each organization you are approaching; don't try to use the same cover letter for every job you apply for.

This letter needs to provide detailed information on why are you are qualified for the job. It should also outline the reasons for your interest in the company or organization to which you are applying.

Use your cover letter to identify the most relevant skills or experiences specific to the job, rather than restating the information in your CV. If you're writing a cover letter for a position at a college or university, here's how to write an academic cover letter.

What to Include in Your Curriculum Vitae Cover Letter

Kevin Fitzgerald is the North American Marketing Communications Manager for Michael Page International, one of the world's leading professional recruitment consultancies. He provides the following suggestions about what information to incorporate into your curriculum vitae cover letter.

The content of your cover letter should be brief and structured; avoid lengthy repetition of information covered in your CV. Unlike a CV, it is acceptable to write a cover letter in the first person. Your letter should address the relevant contact, whose name often appears in the job advertisement. Avoid "Sir" or "Madam" if possible.

If you are replying to a job ad, say so. Mention the job title, any reference number, and where and when you saw it.

In some cases an advert will indicate that a more substantial letter is required. Always follow specific instructions and include any information if it is particularly requested (for example, your current salary).

Briefly outline your current situation and why you are seeking change. Include mention of your current or last job, qualifications, and professional and academic training, tailoring your information to make it as relevant as possible to the organization or job applied for. Tell the potential employer a little about themselves to demonstrate you have properly read the position description and that you have done some research into the organization. Also, state why you are interested in them as an employer.

You need to succinctly emphasize why an employer may want to meet and employ you. Highlight your transferable skills, achievements and versatility: what you can contribute and what makes you stand out from your competition. You can also mention personality traits relevant to the role applied for, taking care not to appear too subjective.

Ensure that your CV covering letter flows freely, however, and does not slavishly match every point on the job description. The reader should be left with an overall impression that you are a potentially valuable addition to the workforce.

Negative information of any sort should be avoided in your cover letter as well as on your CV.

Close your letter with a polite expression of interest in further dialogue with the recruiter. Do mention that you would like the opportunity to discuss your suitability further in a personal interview and that you await a response in due course.

Ensure your letter is neatly and clearly presented with no grammatical or spelling errors.

Email covering letters should be written in a common font (such as Times New Roman, Verdana, or Courier New) with standard formatting and should emulate a handwritten letter in terms of style.

Below you will find Ann Jackson's covering letter:

52 Hanover Street Edinburgh

EH2 5LM UK

Emily Stark Futura Gmbh Blumenstrasse 120 8000 Munich 22

Dear Ms Stark: 8th January 2017

I'm writing to apply for the position which was advertised last month in The Daily News.

Although I am presently employed by a non-profit organization, it has always been my intention to work in commercial environment. I would particularly welcome chance to work for your company as I have long admired both the quality of the products that it provides and its position as a defender of environmental causes. As you notice on my enclosed CV, the job you are offering suits both my personal and professional interests.

My work experience has familiarized me with many of the challenges involved in public relations today. I am sure that this, together with my understanding of the needs and expectations of sport and nature enthusiasts, would be extremely relevant to the position. Moreover, as my mother is German, I am fluent in this language and would definitely enjoy working in a German-speaking environment.

I would be pleased to discuss my curriculum vitae with more detail at an interview. In the meantime, please do not hesitate to contact me if you require further information. I look forward to hearing from you.

Yours sincerely.

Ann Jackson

I. Fill gaps in the covering letter

Maxine Cunningham Hiring Manager Dayjob Ltd

120 Vyse Street Birmingham B18 6NF

Dear Ms Cunningham

I have recently graduated from University with a
..... My keen interest to work in the field of what led me to enrol on
a course, and is also the reason why I am writing to you.

Yesterday I saw your vacancy for a on the dayjob.com website. After reading
the job description I have become convinced that I am a perfect match for your require-
ments as I have the necessary skill, abilities and future potential that you are looking for. I
consider myself to be proactive, resourceful, highly organized and deadline oriented, with
the ability to multi-task and coordinate a number of high pri- ority tasks at any one time.

Whilst studying I also worked part time as a volunteer at

My time working there broadened my knowledge of the field of and has given
me a much greater understanding of All of my experiences to date

have given me a strong work ethic, and an ability to find practical solutions to prob-
lems.

My core strengths include, but are not limited to the following;

An aptitude for problem solving and using my initiative.

Superb leadership skills.

Having a high level of commitment to projects I work on.

Taking constructive criticism well.

I am very eager to become part of a winning team like yours, and right now I am looking
for a role that will give me the opportunity to become actively involved in real world pro-
jects, and gain practical work experience in the field of

I look forward to discussing with you in greater detail the possibility of my join-
ing your organisation and contributing to its continued success. I would very much welcome a in-
terview, and would like to close by thanking you for taking the time to review my appli-
cation.

Yours sincerely, Andrew Daniels

123 Some Made Up Road Birmingham

B111 1AAA

Tel: 00 44 121 638 0026

Email: info@dayjob.com

II. Write down the job that you are applying for.

Job title Company

Prepare for a mini-interview. Decide which of the following questions you want to answer
and fill in any gaps with your own personal information. Add a question of your own that
you want the interviewer to ask you. Then work with a partner to dis-
cuss how you would answer them.

Why did you apply to this company? What do you know about our company?

What do you know about this business? 3. What do you know about this market?

What do you know about our products?

What interests you most about this job?

What can you bring to this position? Why should we employ you in preference to the other candidates?

You have very little experience in. How will you deal with this? 8. You appear to be a little young/old for this position.

9. Are you prepared to travel?

III. Work with a new partner and have a formal mini-interview.

Interviewee Before you start, give the interviewer this worksheet with the job title and company you are interested in and show him/her which questions you have prepared.

Interviewer Look at the interviewee's chosen job and check you understand what it is. Then use the questions you are given. Listen carefully and ask follow-up questions.

IV. Complete the sentences with words from the box.

Experience, background, hours, knowledge, company, job

You need to have a through of reverse logistics to apply for this position

He s not with his mundane .

Alibaba is a widely recognized and prosperous .

Most of our employees work flexible

The pay depends on previous

Our course is designed on provide the analytical necessary for students wishing to study business now.

V. Complete the sentences with suitable prepositions.

The pay depends previous experience.

A suitable candidate will have least 2 years logistics experience.

Those selected an interview will be contacted

We are currently looking an Office Administrator join out team

The candidate is expected have through knowledge of budgeting.

The candidate must be able work different projects simultaneously.

4.3. MY FUTURE PROFESSION OF A CUSTOMS OFFICER.

Book: Веремейчик, О. В. English for Customs Officers = Английский язык для таможенников: учебное пособие для студентов специальности 1-96 01 01 «Таможенное дело» / О.В. Веремейчик. – Минск : БНТУ, 2016. – 390 с.

YOUR BACKGROUND AND CAREER

pp.187-189;

Skills Development: Ex. 1-5, pp.189-191;

YOUR JOB p.192;

Skills Development: Ex. 1-7, pp.193-196;

WHAT ARE YOUR CAREE MOTIVATORS?

p.196-197;
Skills Development: Ex.1-4, pp.198-201;

CUSTOMS AND BORDER PROTECTION
pp.201-205;
Skills Development: Ex.1-3, p.206;
Class Discussion: Ex.1-2, pp. 206-208;

ETHICS AND CODE OF CONDUCT
pp.216-219;
Skills Development: Ex.1-7, pp.219-222

ETIQUETTE. INTERNATIONAL BUSINESS ETIQUETTE
pp.223-225;
Skills Development: Ex.1-7, pp.225-227;
Class Discussion: Ex.1-10, pp.227-232.

4.4. GRAMMAR: THE ENGLISH TENSE FORMS IN THE ACTIVE AND PASSIVE VOICE. THE SEQUENCE OF TENSES.

Перечень литературы по теме THE ENGLISH TENSE FORMS IN THE ACTIVE AND PASSIVE VOICE. THE SEQUENCE OF TENSES:

Основная:

1. Голицынский, Ю. Б. Упражнения по грамматике английского языка / Ю.Б. Голицынский. – Санкт- Петербург: КАРО, 2006.

Active Voice: Ex.163-279, pp.128-233;

Passive Voice: Ex.280-309, pp.234-254;

Sequence of Tenses. Reported Speech: Ex.310-365, pp.256-293.

Дополнительная:

2. Дубровская, С.Г. Английский язык для технических вузов / С.Г. Дубровская, Т.А. Дубина. – Москва: ИАСВ, 2007.

3. Рахуба, В. И. Практикум по грамматике английского языка : учеб. пособие / В.И. Рахуба ; УО «Брестский государственный технический университет». – Брест, 2008.

4. Хведченя, Л. В. Грамматика английского языка / Л.В. Хведченя. – Минск: Издательство Гревцова, 2011. – 489 с.

Ex. 1. Use the required future or present tense instead of the infinitives in brackets.

1. I expect we (to see) a lot of each other. 2. I (to get) old and (to have) children by then. 3. In a minute I (to join) you, my friend. 4. She knows that if she (to come) she (to have) a chance of a happier and surer life than she has had. 5. You don't think it (to rain), do you? 6. In a week you (to drive) with this woman in the Park. She (to be) your constant guest, your dearest friend. 7. I (to start) out on my round by the time you (to go). 8. I (to think) of you day and night. 9. If you (to mention) her name again, I (to knock) you down. 10. You (to stay) in Rome long? 11. Why, we (to work) all night and (to finish) everything by midday tomorrow. 12. Bart and your mother (to come) to dinner. 13. I (to stink) American until I (to drop) dead. 14. Our people (to wait) at the

emergency entrance. 15. Mum, I think we (to leave) for Chicago sooner than we thought. We (to start) getting ready tomorrow morning.

Ex. 2. Use the required tense of the Passive Voice instead of the infinitives in brackets.

1. Each candidate (to question) in turn by two separate examiners. 2. Andrew saw at once that she (to instruct) carefully beforehand. 3. He insisted on seeing the article before it (to publish). 4. While the meal (to prepare) the mother sat by the sick child's bedside. 5. Jennie (not to forget). We all remember her. 6. He opened his eyes and (to blind) by a circle smaller than the moon. 7. Not a single copy of the books he spoke of ever (to ask). 8. I (to inform) that you (to see) in Church Street in conversation with a young gentleman. 9. The room just (to move) into, it smells wet paint. 10. He didn't utter a word, knowing that whatever he said (to meet) by the same silence. 11. My question (not to answer) properly yet. 12. The shop looked shabbier in artificial light: the shelves were dusty and the ceiling (not to paint) since I went there.

Ex. 3. Use the required passive forms instead of the infinitives in brackets.

1. Her brother (to elect) president of the new concern. 2. Do you know how pictures (to sell) nowadays? 3. She stared at the picture that (to snap) the night before at Morocco. 4. Back in the living-room, when coffee (to pour), Lily excused herself and left us. 5. Soames thought that perhaps Irene knew she (to shadow). 6. Then he wanted tools and nails, and soon all the closets and shelves (to put) in order. 7. As his eyes cleared he saw that the lantern (to hold) in the air. 8. He felt he (to enlist) for the fight, that some duty (to lay) upon his shoulders. 9. The lists (to send) to both newspapers and now (to print). 10. There was vibration on the ground floor, and even more on the second, where I (to take). 11. When the goods (to pay) for a heavy freight wagon halted in front of the store. 12. In company with Suel James they ate dinner. While cigarettes (to roll) after the meal, Nowlen and his foreman went into the office. 13. All the things that Roberta and Harmon did for Ted (to do) for themselves long before Ted was born. 14. The ash-trays still held last night's cigarette ends, the sofa pillows (not to straighten), and there were two magazines on the floor in the exact position in which they (to leave) the previous night. 15. Don't keep telling me I'm pretty. I (to tell) that ever since I was twelve. 16. The letter said that for his thesis Andrew (to award) his M.D. 17. She looks like a spoiled child who (to punish). 18. Do you realize that these animals (to use) to save men's lives, perhaps your own lives?

Ex. 4. Use the required active or passive forms instead of the infinitives in brackets.

1. He (not to waste) time with foolish questions like why, when and where. He (to do) as he (to tell). 2. Always a punctual woman, she (to come) downstairs as the front door (to open) for Charles. 3. Some kind of public demonstration (to plan) to take place at the airport tonight. 4. The flight (not to announce) yet. It (not to announce) for another half-hour, at least. 5. The message, as Tanya (to dictate) it, (to type) by a girl clerk in New York. 6. She could tell by the inclination of his head that he (to listen) intently to everything that (to say). 7. It (to be) an old house that (to divide) into flats. 8. Julia can't know what (to say) about her, and someone must tell her. 9. Each apartment usually (to share) by two or three girls. They (to know) as stewardess' nests. Inez (to occupy) a chair in the room's centre to which she (to guide) on arrival. 10. He (to see) that the doors of Trans America Flight Two (not to close) yet, and a few remaining passengers still (to check) in.

2.2. Материалы для практических занятий. ВТОРОЙ СЕМЕСТР.

5. LIFESTYLE AND HEALTH. MEDICAL MATTERS:

Перечень литературы по теме FAMILY RELATIONSHIPS:

1. Фастовец, Р. В. Практика английской речи = English Speech Practice: 1-й курс: учеб. пособие для студ. спец. «Современные иностранные языки» учреждений, обеспечивающих получение высшего образования / Р. В. Фастовец [и др.]; под ред. Р. В. Фастовец. – 2-е изд. – Минск : ТетраСистемс, 2018. – 480 с.
2. Фастовец, Р. В. Практика английской речи = English Speech Practice: 2-й курс: учеб. пособие для студ. спец. «Современные иностранные языки» учреждений, обеспечивающих получение высшего образования / Р. В. Фастовец [и др.]; под ред. Р. В. Фастовец. – 2-е изд. – Минск : ТетраСистемс, 2016. – 389 с.

5.1. ILLNESSES AND THEIR TREATMENT.

Focus Vocabulary: p.86;
Reading and Speaking: p.87, Ex.15, pp89-94, p.95-96
Vocabulary Development: Ex. 1-13, pp.87-93;
Group discussion/Individual Speaking: Ex.14-16, pp.93-95;
Class communication: Task 1-Task 6 pp. 97-99;
Revision and Consolidation: pp. 99-101.

5.2. AT THE DOCTOR'S.

Focus Vocabulary: p.102; pp.157-171;
Vocabulary Development: Ex. 1-3, pp.103-104; Ex.5-7, pp.107-108;
Reading and Speaking: Ex.4, pp. 105-107;
Group discussion/Individual Speaking: Ex.8-11, pp.108-109; Ex.15-16, pp.111-112;
Ex.17-19, pp.113-114;
Class communication: RolePlay p.112; Improvisation p.118;
Revision and Consolidation: Ex.1-7, pp.114-118.

5.3. AT THE DENTIST'S.

Focus Vocabulary: p.119; pp.157-171;
Reading and Speaking: Ex.1-6, pp.119-121;
Vocabulary Development: Ex.7-11, pp.121-123; Ex.14, p.124; Ex.22-23, p.61;
Group discussion/Individual Speaking: Ex.12-13, pp.123-124; Ex.15, p.125;
Class communication: Task 1-Task 3, pp.125;
Writing Skills Development: Ex.24-25, pp.62; Ex.1-4, pp.64-65;
Revision and Consolidation: Ex.1-4, p. 125-127.

5.4. IN HOSPITAL.

Focus Vocabulary: p.127-128; pp.157-171;
Vocabulary Development: Ex. 1, p. 129; Ex.4-6, pp.130-131; Ex. 10, p. 133-134;
Reading and Speaking: Ex.12-14, pp.134-135;
Group discussion/Individual Speaking: Ex.2-3, p.129; Ex.7-9, pp.132-133;
Class communication: Tast 1-Task 3, pp.129-130; p.136
Writing Skills Development: Tast 1-Task 5, p.131
Revision and Consolidation: Ex.1-7, pp.137-139.

5.5. SOCIAL MALADIES.

Focus Vocabulary: p.141; pp.157-171;
Group discussion/Individual Speaking: p.141; Ex.7-9, pp.145-154;
Reading and Speaking: Ex.1-4, pp.142-144; Ex.4-8, pp.144-151;
Group Improvisation: p.144;
Vocabulary Development: Ex.9-11, pp.151-152;
Writing Skills Development: p.156;
Revision and Consolidation: Ex.1-5, pp.155-156.

5.6. SPORTS AND PASTIMES. LIFESTYLE AND FITNESS.

SPORTS AND PASTIMES

Focus Vocabulary: p.172-174; pp.157-171
Reading and Speaking: Ex.174-175; p.184; pp.180-181;
Vocabulary Development: Ex. 1-8, pp.175-177; Ex.9, p.181; Ex.17-18, p.187-189;
Group discussion/Individual Speaking: Ex.1, pp.177-180; Ex.7-9, pp.132-133; Ex.10, p. 182; Ex.12,p.184-185;
Class communication: Tast 1-Task 2, pp.180-183; p.184; p.185; p.188; p.189; Ex.13, pp. 185-187; Ex.18, p. 189;
Revision and Consolidation: Ex.1-5, pp.180-192.

LIFESTYLE AND FITNESS

Focus Vocabulary: p.193; pp.199-203;
Reading and Speaking: pp.193-194; Ex.1-3, pp.194-195;
Class communication: Ex.1-4, p,197;
Writing Skills Development: p.197;
Revision and Consolidation: Ex.1-2, pp.197-198.

5.7. GRAMMAR: THE NOUN.

Перечень литературы по теме THE NOUN:

Основная:

1. Голицынский, Ю. Б. Упражнения по грамматике английского языка / Ю.Б. Голицынский. – Санкт- Петербург: КАРО, 2006.

Noun: Ex.89-101, pp.71-79

Дополнительная:

2. Дубровская, С.Г. Английский язык для технических вузов / С.Г. Дубровская,

Т.А. Дубина. – Москва: ИАСВ, 2007.

3. Рахуба, В. И. Практикум по грамматике английского языка : учеб. пособие / В.И. Рахуба ; УО «Брестский государственный технический университет». – Брест, 2008.

4. Хведченя, Л. В. Грамматика английского языка / Л.В. Хведченя. – Минск: Издательство Гревцова, 2011. – 489 с.

NOUN (NUMBER. CASE. ARTICLE)

Ex. 1. Change the number form of the nouns in bold type for the plural.

1. This place can well be called an oasis of culture. 2. The atomic nucleus must not be used as a medium of destruction, but rather as a medium of construction. 3. Every heavenly body revolves around its axis. 4. Through a microscope we can see such a tiny living thing as a bacillus, a bacterium, or a larva. 5. A more detailed analysis of this phenomenon can be found in a specialised encyclopedia. 6. A fungus is a kind of a poisonous mushroom. 7. There is a strict criterion, which makes it possible to support this hypothesis and to present it in the form of mathematical formula. 8. An abacus is a very simple instrument for doing arithmetic. 9. A nebula is a cloudlike group of stars, too far away to be seen singly. 10. An alumnus of a university is a person who has attended, or is a graduate, of this particular institution.

Ex. 2. Replace the of-phrases by the possessive where possible.

1. We walked a little along the bank of the river. 2. Let's climb onto the roof of the house and lie in the rays of the sun. 3. Would you like a cup of milk? 4. The school is at the distance of two miles from the Town Hall. 5. The taming of animals requires great patience and self-possession. 6. How great is the population of our country now? 7. What is the height of this old oak tree? 8. We were rather tired after a walk for an hour. 9. There was a heap of books under the table. 10. The tides of the ocean are caused by the movement of the Moon. 11. Corporal punishment of children has long been prohibited in schools. 12. We examined the places of interest of London, which are near Trafalgar Square. 13. Your treatment of my younger brother is something shameful. 14. What will mankind do when the resources of the world are all exhausted? 15. Who was the discoverer of the ancient Greek City of Troy in the 19-th century?

Ex. 3. Use the right article to show whether the noun is used as countable or uncountable.

1. ... ironmonger is ... person dealing in goods made of ... iron, such as pots and pans. 2. ... iron is an instrument for pressing and smoothing our clothing. 3. One of the greatest figures in ... Greek thought was Aristotle. 4. He hasn't ... thought in his head. 5. I need ... needle and ... thread to sew up button. 6. Your silly mistake makes all our plans hang by ... thread now. 7. In the darkness of the hall only ... thread of ... light came through the keyhole. 8. The Greek myth says Prometheus stole ... fire from Olympus to give it to men. 9. When ... night came, the scouts put up ... fire to frighten off the wolves. 10. There was ... fire in the coal-mine the other day. 11. When Western Allies waged ... war against Hitler, it was not ... war within Europe only. 12. I can do with ... hard-boiled egg for breakfast. 13. Wipe your chin: you've got ... egg there. 14. He began with ... red wine, bad olives and other obscure foods. 15. This was ... wine he had never tasted before. 16. He saw ... light in the distance and felt more assured. 17. Could you give me ... light? 18. What is the speed of ... light?

6. FOOD:

Перечень литературы по теме FOOD:

1. Фастовец, Р. В. Практика английской речи = English Speech Practice: 1-й курс: учеб. пособие для студ. спец. «Современные иностранные языки» учреждений, обеспечивающих получение высшего образования / Р. В. Фастовец [и др.]; под ред. Р. В. Фастовец. – 2-е изд. – Минск : ТетраСистемс, 2018. – 480 с.

2. Фастовец, Р. В. Практика английской речи = English Speech Practice: 2-й курс: учеб. пособие для студ. спец. «Современные иностранные языки» учреждений, обеспечивающих получение высшего образования / Р. В. Фастовец [и др.]; под ред. Р. В. Фастовец. – 2-е изд. – Минск : ТетраСистемс, 2016. – 389 с.

3. Меркулова Е. М., Филимонова О. Е., Костыгина С. И., Иванова Ю. А., Папанова Л. В. / Английский язык для студентов университетов. Чтение, письменная и устная практика. Серия «Изучаем иностранные языки». — СПб.: Издательство Союз, 2000.— 384 с.

6.1. DAILY MEALS.

Book: Фастовец, Р. В. Практика английской речи = English Speech Practice: 1-й курс: учеб. пособие для студ. спец. «Современные иностранные языки» учреждений, обеспечивающих получение высшего образования / Р. В. Фастовец [и др.]; под ред. Р. В. Фастовец. – 2-е изд. – Минск : ТетраСистемс, 2018. – 480 с.

Focus Vocabulary: p.192;

Reading: pp.192-193; p.194;

Vocabulary Work: Ex.1-7, pp.193-196;

6.2. FOOD.

Book: Фастовец, Р. В. Практика английской речи = English Speech Practice: 1-й курс: учеб. пособие для студ. спец. «Современные иностранные языки» учреждений, обеспечивающих получение высшего образования / Р. В. Фастовец [и др.]; под ред. Р. В. Фастовец. – 2-е изд. – Минск : ТетраСистемс, 2018. – 480 с.

Focus Vocabulary: p.197-199; p.203; p.206;

Vocabulary Development: Ex. 1-10, pp.199-202; Ex.1-2, p.205; Ex.1-9, pp.207-210;

Reading and Vocabulary Work: p.204; Ex.10-11, p. 211;

Group discussion: p.205; Ex.12-16, pp.215-216;

Class Role-Play: Task 1-Task 3, pp.216-217;

Writing Skills Development: p.203; p.215; Ex.17-18, p.216;

Revision and Consolidation: Ex.1-11, pp.217-221.

6.3. TABLE MANNERS.

Book: Фастовец, Р. В. Практика английской речи = English Speech Practice: 1-й курс: учеб. пособие для студ. спец. «Современные иностранные языки» учреждений, обеспечивающих получение высшего образования / Р. В. Фастовец [и др.]; под ред. Р. В. Фастовец. – 2-е изд. – Минск : ТетраСистемс, 2018. – 480 с.

Focus Vocabulary: p.222;

Vocabulary Development: Ex. 1-3, pp.222-223;

Reading and Vocabulary Work: Ex.4-10, pp.226-227;

6.4. EATING OUT.

Book: Фастовец, Р. В. Практика английской речи = English Speech Practice: 1-й курс: учеб. пособие для студ. спец. «Современные иностранные языки» учреждений, обеспечивающих получение высшего образования / Р. В. Фастовец [и др.]; под ред. Р. В. Фастовец. – 2-е изд. – Минск : ТетраСистемс, 2018. – 480 с.

Focus Vocabulary: p.228;

Vocabulary Development: Ex. 1, p. 228; Ex.6-7, pp.231-232;

Reading and Vocabulary Work: Ex.2-5, pp.229-231;

Group discussion: Ex.8-10, pp.232-234;

Class Role-Play: Task 1-Task 2, pp.235;

Writing Skills Development: Ex.11, p.234;

Revision and Consolidation: Ex.1-6, pp.236-238.

6.5. BUYING FOODSTUFFS.

Book: Меркулова Е. М., Филимонова О. Е., Костыгина С. И., Иванова Ю. А., Папанова Л. В. / Английский язык для студентов университетов. Чтение, письменная и устная практика. Серия «Изучаем иностранные языки». — СПб.: Издательство Союз, 2000. — 384 с.

SHOPPING FOR FOOD

Introductory Reading And Talk: pp.113-115

Focus Text: p.115-117;

Vocabulary & Comprehension Check: pp. 117-119; Ex.1-10, pp.119-125;

Pair/Group discussion: Ex.11, p.125; Ex.14, p.126;

Vocabulary Development: Ex.12-13, 15-20, pp.126, 127-130;

Speaking Skills Development: Ex.21-25, 27-30, p.131-136;

Writing Skills Development: Ex.26, pp.134-135; Ex.1-3, pp.137-139.

6.6. GRAMMAR: THE ADJECTIVE AND ADVERB.

Перечень литературы по теме THE ADJECTIVE AND ADVERB:

Основная:

1. Голицынский, Ю. Б. Упражнения по грамматике английского языка /

Ю.Б. Голицынский. – Санкт- Петербург: КАРО, 2006.

The Degrees of Comparison of Adjectives: Ex.131-143, pp.101-110

Дополнительная:

2. Дубровская, С.Г. Английский язык для технических вузов / С.Г. Дубровская, Т.А. Дубина. – Москва: ИАСВ, 2007.

3. Рахуба, В. И. Практикум по грамматике английского языка : учеб. пособие / В.И. Рахуба ; УО «Брестский государственный технический университет». – Брест, 2008.

4. Хведченя, Л. В. Грамматика английского языка / Л.В. Хведченя. – Минск: Издательство Гревцова, 2011. – 489 с.

ADJECTIVE. ADVERB

Ex. 1. Use the adjectives in the comparative or superlative degree.

1. I am sure he is the (true) friend I have. 2 It is (true) to say that British English is influenced by American, rather than the other way round. 3. Walking, for many, the (pleasant) kind of physical exercise. 4. It is much (pleasant) to walk in bright weather than in the rain. 5. I haven't seen a (stupid) person than he in my life. 6. He is surely (stupid) than he tries to seem. 7. You could not find an (unhappy) fate than hers. 8. He felt still (unhappy) after what he had heard. 9. There has never been a (cruel) regime than in that country. 10. A defeat in a war makes the dictator even (cruel) than does victory. 11. Today he has been (quiet) than ever before. 12. I wish to live in the (quiet) street of the (quiet) little town. 13. He seemed to be (glad) than I had expected. 14. Here was one of the (handsome) specimens of humanity he had ever seen.

Ex. 2. Choose the right word.

1. (cold/coldly) a) What a ... day it is! b) Why did you speak to me so ... ? 2. (sad/sadly) a) She was very ... when I saw her last. b) She looked ... about her before leaving the place. 3. (silent/silently) a) He was ... for a time. b) Then he turned round ... and left the room. 4. (good/well) a) Your English is very b) You speak English very... . 5. (simple/simply) a) How did you find my place? – Quite b) This exercise is very c) It was not so ... to understand you. 6. (terrible/terribly) a) There was a ... storm at night. The wind blew b) I am ... sorry to hear it. 7. (quick/quickly) a) He can run very b) What a ... runner he is! 8. (high/highly) a) The boy was ... praised for his singing. b) The plane flew very ... in the sky. 9. (close/closely) a) Let's look at the problem more b) He lives quite ... to my place. c) These things are ... connected. 10. (deep/deeply) a) They buried the gold ... in the ground. b) Her feelings were ... hurt. 11. (right/rightly) a) Go on straight, then turn b) The table stands ... in the middle of the room. c) I'm afraid you didn't get me I didn't mean that. d) The newspapers quite ... criticize the government. 12. (pretty/prettily) a) The girl likes to be... dressed. b) Your English is ... good now. 13. (hard/hardly) a) Just what he wanted, Presley ... knew. b) You have been working very ... lately. c) He was so tired that he could ... move.

7. SHOPPING:

Перечень литературы по теме SHOPPING:

1. Фастовец, Р. В. Практика английской речи = English Speech Practice: 1-й курс: учеб. пособие для студ. спец. «Современные иностранные языки» учреждений, обеспечивающих получение высшего образования / Р. В. Фастовец [и др.]; под ред. Р. В. Фастовец. – 2-е изд. – Минск : ТетраСистемс, 2018. – 480 с.

2. Фастовец, Р. В. Практика английской речи = English Speech Practice: 2-й курс: учеб. пособие для студ. спец. «Современные иностранные языки» учреждений, обеспечивающих получение высшего образования / Р. В. Фастовец [и др.]; под ред. Р. В. Фастовец. – 2-е изд. – Минск : ТетраСистемс, 2016. – 389 с.

3. Меркулова Е. М., Филимонова О. Е., Костыгина С. И., Иванова Ю. А., Папанова Л. В. / Английский язык для студентов университетов. Чтение, письменная и устная практика. Серия «Изучаем иностранные языки». — СПб.: Издательство Союз, 2000.— 384 с.

7.1. DEPARTMENT STORE.

Book: Меркулова Е. М., Филимонова О. Е., Костыгина С. И., Иванова Ю. А., Папанова Л. В. / Английский язык для студентов университетов. Чтение, письменная и устная практика. Серия «Изучаем иностранные языки». — СПб.: Издательство Союз, 2000.— 384 с.

SHOPPING FOR CONSUMER GOODS

Introductory Reading And Talk: pp.140-142

Focus Text: p.142-145; Ex.19-20, pp.158-161;

Vocabulary & Comprehension Check: pp. 144-146;

Phonetic Text Drills: Ex.1-5, pp.146-147;

Vocabulary Development: Ex.1-11, 147-152; Ex.24-27, pp. 163-164;

Focus Dialogues: Ex.15, pp.153-155;

Speaking Skills Development: Ex.12-14, pp.152-153; Ex.16-18, p.155-158; Ex.21-22, pp.161-162;

Writing Skills Development: Ex.23, pp.161-162; Ex.1-3, pp.165-166.

7.2. CLOTHING.

Book: Меркулова Е. М., Филимонова О. Е., Костыгина С. И., Иванова Ю. А., Папанова Л. В. / Английский язык для студентов университетов. Чтение, письменная и устная практика. Серия «Изучаем иностранные языки». — СПб.: Издательство Союз, 2000.— 384 с.

Introductory Reading And Talk: pp.140-142

Focus Text: p.142-145; Ex.19-20, pp.158-161;

Vocabulary & Comprehension Check: pp. 144-146;

Phonetic Text Drills: Ex.1-5, pp.146-147;
Vocabulary Development: Ex.1-11, 147-152; Ex.24-27, pp. 163-164;
Focus Dialogues: Ex.15, pp.153-155;
Speaking Skills Development: Ex.12-14, pp.152-153; Ex.16-18, p.155-158; Ex.21-22, pp.161-162;
Writing Skills Development: Ex.23, pp.161-162; Ex.1-3, pp.165-166.

7.3. SHOPPING.

Book: Меркулова Е. М., Филимонова О. Е., Костыгина С. И., Иванова Ю. А., Папанова Л. В. / Английский язык для студентов университетов. Чтение, письменная и устная практика. Серия «Изучаем иностранные языки». — СПб.: Издательство Союз, 2000. — 384 с.

Introductory Reading And Talk: pp.140-142
Focus Text: p.142-145; Ex.19-20, pp.158-161;
Vocabulary & Comprehension Check: pp. 144-146;
Phonetic Text Drills: Ex.1-5, pp.146-147;
Vocabulary Development: Ex.1-11, 147-152; Ex.24-27, pp. 163-164;
Focus Dialogues: Ex.15, pp.153-155;
Speaking Skills Development: Ex.12-14, pp.152-153; Ex.16-18, p.155-158; Ex.21-22, pp.161-162;
Writing Skills Development: Ex.23, pp.161-162; Ex.1-3, pp.165-166.

7.4. BUYING AND SELLING ONLINE.

Introductory Reading And Talk: pp.140-142
Focus Text: p.142-145; Ex.19-20, pp.158-161;
Vocabulary & Comprehension Check: pp. 144-146;
Phonetic Text Drills: Ex.1-5, pp.146-147;
Vocabulary Development: Ex.1-11, 147-152; Ex.24-27, pp. 163-164;
Focus Dialogues: Ex.15, pp.153-155;
Speaking Skills Development: Ex.12-14, pp.152-153; Ex.16-18, p.155-158; Ex.21-22, pp.161-162;
Writing Skills Development: Ex.23, pp.161-162; Ex.1-3, pp.165-166.

7.5. GRAMMAR: THE PRONOUN.

Перечень литературы по теме THE PRONOUN:

Основная:

1. Голицынский, Ю. Б. Упражнения по грамматике английского языка / Ю.Б. Голицынский. – Санкт-Петербург: КАРО, 2006.

The Pronoun: Ex.102-130, pp.79-95

Дополнительная:

2. Дубровская, С.Г. Английский язык для технических вузов / С.Г. Дубровская, Т.А. Дубина. – Москва: ИАСВ, 2007.
3. Рахуба, В. И. Практикум по грамматике английского языка : учеб. пособие / В.И. Рахуба ; УО «Брестский государственный технический университет». – Брест, 2008.
4. Хведченя, Л. В. Грамматика английского языка / Л.В. Хведченя. – Минск: Издательство Гревцова, 2011. – 489 с.

PRONOUN

Ex. 1. Insert the proper form of the personal pronoun in brackets.

1. I had turned and faced (he). He was taller than (I)
2. I only mean I'm sorry the captain's (I).
3. He'll be between (you) and (I), anyway.
4. It was (he) before whom she felt defeat.
5. It was (she) who asked the next question.
6. It's (they) whom I pity desperately.
7. 'She's better at it than (we) are', said Nora.
8. It was (I), not Martin who had insisted on seeing (he) that night – because I wanted his support.
9. I recalled, too, there had been some talk between Tom Wells and (she).
10. Now here you are, safe and sound. And you have your home and Eliza and (he).
11. This is (I) who can help you.

Ex. 2. Choose the appropriate form of the possessive pronoun.

1. I went (my, mine) way, and she went (her, hers).
2. He left (her, hers) with (their, theirs) child.
3. What was the experiment of (your, yours)?
4. He slipped (his) arm in (her, hers).
5. From this point onward (their, theirs) story comes in two versions, (my, mine) and (her, hers).
6. The Minister's room was only two doors from (my, mine).
7. 'That thought is not (my, mine),' he said to himself quickly.
6. Where's (your, yours) seat? I shall go to (my, mine).
9. Call me what you like. You have chosen (your, yours) part, we have chosen (our, ours).
10. His nature was harder than most of (their, theirs).

Ex. 3. Choose 'this', 'that', 'these', 'those' or 'it'.

1. Will ... pair suit you? Or maybe ... one, over there?
2. Thank you, ... will do, take your seat, please.
3. Look at ... flowers! Aren't they lovely?
4. Look at ... bright stars! How magnificent!
5. She knew Mother would least of all expect her to leave the farm on ... morning.
6. Martin had married Irene ... autumn, but I could not visit them for some time afterwards.
7. Well, yesterday he closed up his shop business altogether. Didn't somebody mention ... to you?
8. I'll tell you ... : there's no smoke without fire!
9. I can't be sure, ... is only what he himself said.
10. But she opposed her own strength, ... someone who had gone into the world and could imagine no other life.
11. The architectural monuments of Moscow have little resemblance to ... of Petersburg.
12. I request from all ... present a minute's silence, please.
13. Don't tell me, I know all Don't tell me, I know ... all.
15. When she's had five or six cocktails she always starts screaming like ...
16. If I were to prepare one immaculately phrased generality, it would be ... we are a new breed.

Ex. 4. Fill in 'few', 'a few', 'little', 'a little'.

1. I can't go yet, there are still ... things left undone.
2. The forces were obviously unequal: we were many, they were
3. Many members of the audience were silent, and some ...

had left at intervals throughout the speech. 4. Of course, there were ... wrong spellings, but not too many. 5. When women place their secret lives in the hairdresser's hands, he gains an authority ... other men ever attain. 6. I don't deny that perhaps Amy took her husband ... too much for granted. 7. ... did he know what was in store for him. 8. I must admit, this problem has given me not ... trouble, yet I have solved it. 9. Unfortunately, there were quite ... mistakes in your paper. 10. I'm a newcomer to the town, I know only ... here. 11. I must say I know only ... more than you. 12. He feels rather lonely, he has ... friends in his class. 13. I feel much better now that I already have ... friends. 14. Is there any time left still? – Just 15. So ... people came that we had to cancel the meeting. 16. Everyone was there – Tom, Paul, Jenny, to name but 17. Many shall be called, but ... chosen. 18. We need one more player, we are one too ... for this game.

8. VACATIONS. TRAVELLING:

Перечень литературы по теме VACATIONS. TRAVELLING:

1. Фастовец, Р. В. Практика английской речи = English Speech Practice: 1-й курс: учеб. пособие для студ. спец. «Современные иностранные языки» учреждений, обеспечивающих получение высшего образования / Р. В. Фастовец [и др.]; под ред. Р. В. Фастовец. – 2-е изд. – Минск : ТетраСистемс, 2018. – 480 с.

2. Фастовец, Р. В. Практика английской речи = English Speech Practice: 2-й курс: учеб. пособие для студ. спец. «Современные иностранные языки» учреждений, обеспечивающих получение высшего образования / Р. В. Фастовец [и др.]; под ред. Р. В. Фастовец. – 2-е изд. – Минск : ТетраСистемс, 2016. – 389 с.

3. Меркулова Е. М., Филимонова О. Е., Костыгина С. И., Иванова Ю. А., Папанова Л. В. / Английский язык для студентов университетов. Чтение, письменная и устная практика. Серия «Изучаем иностранные языки». — СПб.: Издательство Союз, 2000.— 384 с.

8.1. TRAVELLING BY PLANE.

Focus Vocabulary: p.336; pp.379-387;

Introductory Reading And Talk: pp.336-337;

Vocabulary & Comprehension Check: Ex.1-2, pp.337-338;

Speaking Skills Development: Ex.4-7, pp.338-340.

AIR TRAVEL

Focus Vocabulary: p.341; pp.379-387;

Speaking Skills Development: Ex.8-9, pp.341-342; Ex.12, p.344;

Class Communication: Ex.4-7, pp.338-340; Ex.10-11, pp.343-344.

8.2. TRAVELLING TRAIN.

TRAVELING BY TRAIN

Focus Vocabulary: p.379-387;

Focus Dialogue: Ex.16, p.347

Class communication: Ex.17-20, pp.348-350;

8.3. TRAVELLING SEA.

TRAVELING BY SEA

Focus Text: p.351;

Group discussion/Individual Speaking: Ex.22-24, pp.351-352;

Revision and Consolidation: Ex.1-4, pp.353-355.

8.4. PLANNING AND BOOKING A HOLIDAY.

PLANNING A HOLIDAY

Focus Vocabulary: p.356; pp.379-387;

Introductory Reading And Talk: pp.356; Ex.1-2, p.357;

Vocabulary Development: Ex.7-9, pp.361-362;

Class Communication: Ex.3-6, pp.351-357; Ex.10-18, pp.363-368.

Writing: p. 357;

8.5. GRAMMAR: NUMERALS. MODAL VERBS.

Перечень литературы по теме NUMERALS. MODAL VERBS:

Основная:

1. Голицынский, Ю. Б. Упражнения по грамматике английского языка / Ю.Б. Голицынский. – Санкт- Петербург: КАРО, 2006.

Modal Verbs: Ex.493-567, pp.399-451

Дополнительная:

2. Дубровская, С.Г. Английский язык для технических вузов / С.Г. Дубровская, Т.А. Дубина. – Москва: ИАСВ, 2007.

3. Рахуба, В. И. Практикум по грамматике английского языка : учеб. пособие / В.И. Рахуба ; УО «Брестский государственный технический университет». – Брест, 2008.

4. Хведченя, Л. В. Грамматика английского языка / Л.В. Хведченя. – Минск: Издательство Гревцова, 2011. – 489 с.

NUMERALS

Ex. 1. Write in words.

4, 14, 40; 5, 15; 50; 8, 8th, 18th, 80th; 9, 19, 90, 9th, 90th.

Ex. 2. Fill in appropriate articles where necessary.

1. It was only ... fifth of July, and no meeting was fixed with Fleur until ... ninth.
 2. June walked straight up to her former friend, kissed her cheek, and ... two settled down on a sofa never sat on since the hotel's foundation. 3. He'd catch ... two o'clock train back to New York. 4. She's quite aged for ... seventy, isn't she? What I would call... old seventy. 5. The letter bored him, and when it was followed next day by another, and the day after by ... third, he began to worry. 6. Philip looked at his uncle with disapproval when he took ... second piece of cake. 7. He walked along thoughtfully. Hewasn't going to be one of ... lucky ten who were going to be taken back. 8. 'Miss Luce will be ... second mother to the children,' she said. 9. They talked of ... thousand things, and they all talked at once. 10. James looked at her sideways, and placed ... second piece of ham in his mouth. 11. The phone rang almost immediately ... third time. 12. The phone ringing for ... fourth time, interrupted his thoughts. 13. ... three times I have already done that. Everything! Then this time will make ... fourth. 14. That question, too, he had asked himself ... thousand times. 15. Once more he had used the service stairs from ... eighth floor ... ninth.

MODAL VERBS

Ex. 1. Fill in the blanks with the verbs can or may.

1. It ... have been anything serious, or I should have remembered. 2. You ... havenoticed that I happen to wear my hair rather long. 3. She ... never remember clearly what came after. 4. You ... have noticed he was not himself at lunch. 5. If she ... only see what he's really like! 6. ... I now and then come and sit here and talk to you? 7. I ... have more questions to ask you later. 8. ... you possibly lend us a hundred pounds? 9. It ... have been some days ago – weeks perhaps. Or – it ... have been yesterday afternoon. 10. One ... not know, you see, what is important. 11. He chose an insidetable against the back wall where he ... look over the other tables to the people walking in the street. 12. Of course, I ... be imagining it, but I don't think I am. 13. Be careful – did you hurt yourself? You ... have struck your head on that marble chimney-piece. 14. 'Shirley, don't hate me.' – 'Hate you? How ... I hate you?' 15. I ... have one or two people coming in tomorrow evening. Why not join us? 16. I ... not bring myself to forgive him. 17. ... I order you something? 18. Shirley ... have told you what she wouldn't like to tell me. 19. She ... see no harm in just bringing Josephine on the terrace. 20. You ... have seen Mr de Winter's name in the papers recently. 21. She turned on the light as though it ... warm her. 22. Yes, it was awful, but what ... I do? – You ... have asked my advice!. 23. Harry ... often be seen sitting on the porch with a pipe in his mouth.

Ex. 2. Fill in the blanks with the verbs can, may or must.

1. Perhaps he went to the beach by another way, I ... have missed him. 2. They ... not have had the key. It never left me day and night. 3. 'Impossible,' I cried. 'You ... be making a mistake.' 4. Will you give him these cards and ask if we ... see him for a moment? 5. You ... go upstairs and use our bathroom. 6. But surely he ... have gone to the wrong flat. That is the only possible solution. 7. Yes, you ... leave the room now. But be careful. 8. She ... have been talking to your father, she ... not have been talking to anyone else. 9. He's honest enough, whatever else he ... be. 10. You absolutely ... come and see that place. 11. He was a nice-looking young fellow with a

touch of graying hair at the temples though he ... not have been much over thirty. 12. I strolled across the lawn to the house, aware that they ... be watching me still from a chink in the shutters. 13. Let me introduce you to Monsieur Poirot, of whom you ... often have heard. 14. But it ... not have been anything serious, or I should have remembered. 15. Some astonishment ... have shown itself on his face, for she looked at him and paused. 16. Perhaps it ... have been better if you hadn't written letters to us. 17. She asked the fishmonger if she ... leave the basket with him while she got some other things. 18. ... I have some more of that delicious salad, do you think? 19. Helena, you ... not leave him. He needs you, I know he needs you. 20. I adore Scarlatti. Partly because only musicians ... play him. 21. I ... have been the first person to put on that mackintosh since the handkerchief was used. 22. What you tell me ... be true, but it happened many years ago. 23. Her hair hung down so that Anne ... not see her face. 24. It ... have been twenty minutes past seven when he heard the call. That ... be a fact useful to the police if anything ... be discovered. 25. I ... swim when I was five. Daddy taught me. 26. You ... also address me as Aunt Augusta for the future.

Ex. 3. Fill in the blanks with must, have to or be to.

1. To work with method, one ... begin from the beginning. 2. I ... be getting sentimental. 3. Nowadays one ... do nearly everything oneself. 4. I ... think who she was talking about. She ... have meant your father. 5. He ... leave the vessel at Melbourne and go off at once to the gold-fields. 6. I had left my key at home, and my servant ... let me in. 7. I ... be mad, coming here like this. 8. We ... dine together and then go to the Opera. 9. But who was it – Daniels or O'Murphy? It ... have been one of the two. 10. The man lost his way and ... drive back half a mile. 11. It seemed horrible to him that it was here the fatal portrait ... be hidden away. 12. The man ... touch him twice on the shoulder before he woke. 13. This was comedy, one ... not make it into tragedy. 14. Two days ago I asked Sybil to marry me. I am not going to break my word to her. She ... be my wife. 15. I am afraid that you ... go back the way you came. There is no through road. 16. She ... not to return to dear Mamma or to Sheffield, not ever again. 17. The next afternoon there ... be an attack up the river. 18. The carriage ... have come back by this time. 19. Sooner or later we all ... pay for what we do. 20. I asked what time the attack ... be and they said as soon as it was dark. 21. I was very hot and ... take a drink of beer to cool my mouth.

Ex. 4. Fill in the blanks with the verbs can, may, must, should, ought, need, have to, be to.

1. At this time Strickland ... have been nearly forty-seven. 2. 'Real friends ... have everything in common,' the Miller used to say. 3. Surely he ... have stayed with her on her birthday! 4. She ... never have married him! 5. You ... not bother with these things here for you are among friends. 6. If anything ... happen to me, my wife will be left very badly off. 7. That young American chap ... have overheard something too. 8. Tell him I'd wait twenty years for him if I .. do. 9. This ... be the very last dinner he would ever eat at Ella's. 10. He ... go to business, why ... other people stay in bed merely because it was dark and foggy? 11. I ... have insisted on going by myself and who knows I ... have got a job when I got to London. 12. You ... not be afraid, I never cry. 13. Why ... you and I talk about it? 14. He suggested that I ... stay with him for a few days so that he ... show me something of the surrounding

country. 15. It ... be a tiny path, or it ... extend for miles. 16. I think I ... find some girl, who'll just look after me. 17. Well, my dear fellow, you ... not eat as if you were going to eat it all. 18. Harris said there ... have been twenty people following him in all. 19. It was of himself and his own future, that he ... think. 20. It's not my secret. But I'll see what I ... do, because I think both you and John ... be told. 21. I ... say that you ... have shown more consideration. 22. It's absurd to have a hard and fast rule about what one ... read and what one ... not.

2.3. Материалы для практических занятий. ТРЕТИЙ СЕМЕСТР.

9. TRAVELLING ABROAD. AT THE CUSTOMS:

Перечень литературы по теме TRAVELLING ABROAD. AT THE CUSTOMS:

1. Веремейчик, О. В. English for Customs Officers = Английский язык для таможенников: учебное пособие для студентов специальности 1-96 01 01 «Таможенное дело» / О.В. Веремейчик. – Минск : БНТУ, 2016. – 390 с.

9.1. GOING THROUGH THE CUSTOMS AND PASSPORT CONTROL

Book: Веремейчик, О. В. English for Customs Officers = Английский язык для таможенников: учебное пособие для студентов специальности 1-96 01 01 «Таможенное дело» / О.В. Веремейчик. – Минск : БНТУ, 2016. – 390 с.

CUSTOMS CONTROL. PASSENGER CONTROL

pp.32-39;

Focus Vocabulary: pp.37

Skills Development: Ex.1-7, pp.39-44;

EFFECTIVE PASSENGER AND BAGGAGE CONTROL

p.45-50;

Focus Vocabulary: p.44-45;

Skills Development: Ex.1-7, pp.50-55;

Extra Reading and Speaking: Ex.1-6, p. 55-60

9.2. AT THE CUSTOMS.

Book: Веремейчик, О. В. English for Customs Officers = Английский язык для таможенников: учебное пособие для студентов специальности 1-96 01 01 «Таможенное дело» / О.В. Веремейчик. – Минск : БНТУ, 2016. – 390 с.

AT THE CUSTOMS HOUSE

p.62;

Focus Vocabulary: p.61;

Skills Development: Ex.1-3, pp.76-78;

Extra Reading and Speaking: Ex.1-10, p.66-76

9.3. CUSTOMS PROCEDURES.

Book: Веремейчик, О. В. English for Customs Officers = Английский язык для таможенников: учебное пособие для студентов специальности 1-96 01 01 «Таможенное дело» / О.В. Веремейчик. – Минск : БНТУ, 2016. – 390 с.

EXPORT INCENTIVES

p.80-81;
Focus Vocabulary: p.79;
Skills Development: Ex.1-2, pp.81;

CLEARANCE FOR HOME USE

p.83-84;
Skills Development: Ex.1-6, pp.84-88;

CUSTOMS WAREHOUSES

p.88-89;
Skills Development: Ex.1-2, pp.90;

FREE ZONES

pp.92-93;
Focus Vocabulary: pp.91
Skills Development: Ex.1-6, pp.93-96;
Follow-up activities: Ex.1-11, pp.96-102;

9.4. GRAMMAR: REPORTED SPEECH. CONDITIONALS.

Перечень литературы по теме REPORTED SPEECH. CONDITIONALS:

Основная:

1. Голицынский, Ю. Б. Упражнения по грамматике английского языка / Ю.Б. Голицынский. – Санкт- Петербург: КАРО, 2006.

Reported Speech: Ex.310-365, pp.256-294

Conditionals: Ex.470-492, pp.382-398

Дополнительная:

2. Дубровская, С.Г. Английский язык для технических вузов / С.Г. Дубровская, Т.А. Дубина. – Москва: ИАСВ, 2007.

3. Рахуба, В. И. Практикум по грамматике английского языка : учеб. пособие / В.И. Рахуба ; УО «Брестский государственный технический университет». – Брест, 2008.

4. Хведченя, Л. В. Грамматика английского языка / Л.В. Хведченя. – Минск: Издательство Гревцова, 2011. – 489 с.

REPORTED SPEECH.

Ex.1. Report the following using reporting verbs in the Present Tense beginning with she says ...or she asks Then reproduce the whole story in the reported speech.

One day Ben is at Aunt Ivy's house when the telephone rings. As Aunt Ivy is cooking lunch and can't leave the kitchen. Ben takes the call and tells Aunt Ivy what the caller says. It's Mrs Watkins from the grocery store.

Say what Ben reports, beginning with She says ... or She asks ... Models: 1. Mrs Watkins: I'm ringing about the shopping list.

Ben: She says she's ringing about the shopping list.

2. Mrs Watkins: Does your aunt want ham or jam?

Ben: She asks whether you want ham or jam!

1. Does she want potatoes or tomatoes?

2. I've sold out of baked beans.

3. I don't know whether the list says a tin of pears or a tin of peas!

4. The chocolate biscuits have gone up 5p a packet. Does she still want them?

5. We haven't got any boxes of chocolates for less than £1!

6. I've only got Danish bacon today, but it's not smoked.

7. There aren't any special offers in cooking oil at the moment!

8. I haven't got any large bottles of gin. Does she want two small ones instead?

Ex.2. Report the following using the Past Tense in reported speech. Refer to ex. 1.

Aunt Ivy was too busy to listen exactly to what Ben was reporting, so over lunch, she asked Ben again what Mrs Watkins had said on the telephone.

Say what Ben reports to Aunt Ivy, this time beginning with She said... or She asked...

Models:

1. Aunt Ivy: What did she say she was ringing for?

Ben: She said she was ringing about your shopping list.

2. Aunt Ivy: What was that about the ham?

Ben: She asked whether you wanted ham or jam!

1. And did she say something about tomatoes?

2. And what was so difficult about the peas?

3. I heard that the chocolate biscuits have gone up again! What did she ask about them?

4. What did she say about my bacon?

5. And what about the oil?

6. Did she say something about gin? She ought to know I don't touch the stuff! Er ...

What did she say about it, anyway?

Ex.3. Report the following using Future-in-the-Past in reported speech.

Bill is going to a firm's party again. Helen is afraid that he will do things he may regret!

Here is their conversation before he goes.

Helen: And don't drink too much this time! Bill: All right, Helen! I'll only drink a couple of beers. I promise!

Helen: And do think about your stomach! Go easy on the food! Bill: I assure you that I won't eat too much, honestly! Helen: And leave your cigarettes at home, or you'll be smoking

too much!

Bill: I promise that I'll only smoke two or three. Helen: And for goodness' sake, don't start telling your jokes

again! Bill: There's nothing wrong with a good joke now and

again! But if you insist, I won't tell them! Helen: And be careful not to say anything tactless about the boss's wife, as you usually do! Bill: OK, I'll try not to!
 Helen: And don't forget to behave yourself properly! Bill: Of course I won't! I promise!
 Helen: And don't come home too late! Bill: No, I won't. I'll make sure that I'm on the last bus!
 Helen: Well, good-bye then! Have a good time!
 Model: What did Bill tell/promise/assure Helen that he would or would not do?
 He promised Helen that he'd (he would) only drink a couple of beers. (Continue)

Ex.4. Report the following using Past Perfect in reported speech.

a) Direct: Past Tense Reported: Past Perfect

Refer to ex. 3.

Here's the conversation between Bill and Helen at the breakfast table on the morning after the firm's party.
 Helen: Did you have a good time last night?
 Bill: No, not particularly. It was rather boring.
 Helen: Did you have a good meal?
 Bill: I didn't eat as much as last time.
 Helen: I hope you didn't smoke too heavily!
 Bill: Oh, no! I only had two or three all evening!
 Helen: I suppose you made up for it by drinking more!
 Bill: Not at all! I didn't drink as much as Stan!
 Helen: Were any of the wives there?
 Bill: The wives weren't invited.
 Helen: What time did you get home? I didn't hear you come in.
 Bill: Oh, about half past eleven, I think.
 Helen: I hope you didn't talk too much!
 Bill: I didn't tell my jokes, if that's what you mean.
 Helen: What time did Stan leave?
 Bill: We both left at the same time.

Helen meets Stan by chance, and his version of the party is rather different! Helen tells Stan what Bill had told her. Give Helen's corresponding remarks to Stan from the above conversation. Beginning with He told me that...
 Model: Stan: Has Bill sobered up yet?
 Helen: He told me that he hadn't drunk as much as you!

1. We really had a good time at the party last night!
2. Bill really has a healthy appetite!
3. Some of the wives were asking where you were!
4. Where does Bill get all his jokes from?
5. I hope he didn't wake you up in the middle of the night!
6. And tell him not to forget that packet of cigarettes he borrowed from me!

b) Direct: Present Perfect Reported: Past Perfect

Sue's mother rings up. Here's the conversation:
 Mother: I've been intending to ring you all the week, but your father's had such a terrible cold!
 Sue: Peter's had a cold, as well, and he's been feeling pretty awful with it.
 Mother: Have you tried giving him hot lemon drinks with honey?
 Sue: The doctor has prescribed him some tablets and cough medicine. He's told Peter to

stay indoors for a few days.

Mother: Hmm! Tablets and medicine! No good! Nothing from the doctor has ever done your father any good! I've been wrapping his head up in hot damp towels all the week! He's had vapour rubs, and I've been feeding him on thick porridge and spinach! It's done the trick! Anyway, in view of Peter's cold. I've just decided to come and visit you for the weekend! Tell Peter I'll have him cured in no time!

Sue then reports the conversation to Peter, who immediately begins to feel even worse! Report the conversation, changing pronouns, etc. where necessary and using the reporting phrases She said ... She asked me if/whether ... I told her ..., etc. Omit the last sentence.

Model: That was Mother on the phone. She said she had been intending to ring us all the week, but my Father had had such a terrible cold. (Continue)

Ex.5. Choose suitable reporting verbs to fill the blanks in the following reported conversation, using a different verb each time. Do not use say and use wherever possible verbs expressing the mood of the speaker. Remember that there are several possibilities in some cases but not in others, according to the following construction.

Bill and Helen were going to spend a few days with Helen's sister in Scotland. They arrived late at the station. Bill wasn't very happy with all the luggage he had to carry!

As they clambered out of the taxi, Bill ... to himself that Helen wouldn't wear half the clothes that she'd packed! Helen went on ahead up the platform, ... loudly to Bill that if he didn't hurry they would miss the train! Bill ... that he couldn't possibly walk any faster with two cases, a hold-all, a shopping bag and his fishing equipment! Bill ... that Helen hadn't let him get a porter and Helen ... that it would certainly have been quicker! Bill ... that his back was aching. Just as they were about to get on the train, Bill ... that they ought to have brought the television, as well! Helen ... him that there was no need for sarcastic remarks and ... him to stop being funny! Bill ... that he wasn't being funny at all, but that he'd just realized that he'd left the tickets on top of it!

CONDITIONALS

Ex.1. Write these sentences, putting the verbs in brackets into the Present Simple or the Future Simple.

Model: If the train's late, we (walk). If the train's late, we'll walk.

1. If the water-melon costs too much, I (buy) a smaller one.
2. If the doctor can't see me, I (go) somewhere else.
3. If the class (be) full, we (find) another one.
4. What will we do if the taxi (not come)?
5. Will you phone me if there (be) any problems?
6. I (ask) Peter if I (see) him tomorrow.
7. I (go) next week, if I (can) get a train ticket.
8. If I (have to), I (complain) to the manager.
9. If he (see) me here, he (be) really angry.
10. Mary (be) worried if you don't come to the airport.

Ex.2. Put the verbs in the sentences below into the correct tense. Model: If you drove more carefully, you (not have) so many accidents.

If you drove more carefully, you wouldn't have so many accidents.

1. If we (have) more time, I could tell you more about it.
2. If you (sell) more products, you'd earn more money.
3. I could help you if you (trust) me more.
4. His car would be a lot safer if he (buy) some new tyres.
5. The children would be better swimmers if they (go) swimming more frequently.
6. I wouldn't mind having children if we (live) in the country.
7. If (be) you, I wouldn't worry about going to university.
8. If I (have) any money, I'd give you some.
9. Your parents (be) a lot happier if you phoned them more often.
10. Where would you like to live if you (not live) in Paris?

Ex.3. Write these sentences in full, using the words given. Put the verbs into the correct tense:

Model: What /would / you / done / if / not / lend / you / the money? What would you have done if I hadn't lent you the money?

1. I / not / marry / him / if / I / know / what he was like.
2. I / not / hire / a car / if / I / know / how expensive it was.
3. If / we / got / to the cinema earlier / we / not / miss / the start of the film.
4. If / I / be born / a year earlier / I / have to do / military service.
5. If / you / asked / me / I / would lend / you my car.
6. If / I / gone / to university / I get / a better job.
7. I / wouldn't / go out / yesterday / if / you asked / me not to.
8. I / could / give you / a lift / if / my car / not broken down.
9. I / not go / to Berlin / if / I know / what was going to happen.
10. I / not come / to this school / if / I / know / what it was like.

Ex.4. Look at these sentences and explain the difference between them.

1. a. If you give me \$ 1, I'll spend it all.
b. If you gave me \$ 1000, I'd (would) spend it all.
c. If you had given me \$ 10,000, I'd (would) have spent it all.
2. a. I'll (will) give it to you, if you get here a 9 a.m.
b. I'd (would) give it to you, if you got here at 9 a.m.
c. I'd (would) here given it to you, if you had got here at 9 a.m.

Ex.5. Match the two halves of these sentences.

	A	B
I	1. Would you marry me, 2. How would you feel, 3. You'd have a lot more friends, 4. Would you have left the firm, 5. What would you do, 6. I'd go out more often,	a. if you were not so mean. b. if someone gave you a diamond necklace. c. if I had more money. d. if I had a lot of money. e. if you hadn't been promoted. f. if you were in my position.

II	1. If you were promoted 2. If you lost your job 3. If you apologized 4. If you hadn't been promoted 5. If you had lost your job 6. If I were stronger 7. If I hadn't been so tired 8. If he hadn't telephoned	a. you'd be able to change the system. b. you wouldn't be sacked. c. would you have left the firm? d. would you be in despair? e. you wouldn't have bought such an expensive car. f. I would carry it myself. g. I wouldn't have felt asleep in the armchair. h. we wouldn't have got the message.
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10. AT A HOTEL. ASKING THE WAY AND GIVING DIRECTIONS. SIGHTSEEING:

Перечень литературы по теме VACATIONS. TRAVELLING:

1. Фастовец, Р. В. Практика английской речи = English Speech Practice: 1-й курс: учеб. пособие для студ. спец. «Современные иностранные языки» учреждений, обеспечивающих получение высшего образования / Р. В. Фастовец [и др.]; под ред. Р. В. Фастовец. – 2-е изд. – Минск : ТетраСистемс, 2018. – 480 с.

2. Фастовец, Р. В. Практика английской речи = English Speech Practice: 2-й курс: учеб. пособие для студ. спец. «Современные иностранные языки» учреждений, обеспечивающих получение высшего образования / Р. В. Фастовец [и др.]; под ред. Р. В. Фастовец. – 2-е изд. – Минск : ТетраСистемс, 2016. – 389 с.

3. Меркулова Е. М., Филимонова О. Е., Костыгина С. И., Иванова Ю. А., Папанова Л. В. / Английский язык для студентов университетов. Чтение, письменная и устная практика. Серия «Изучаем иностранные языки».— СПб.: Издательство Союз, 2000.— 384 с.

10.1. AT A HOTEL. BOOKING A ROOM. CHECKING IN AT A HOTEL. CHECKING OUT OF A HOTEL.

AT A HOTEL

Focus Vocabulary: p.368; pp.379-387;

Focus Dialogue: p.368;

Vocabulary Development: Ex. 1-2, pp.368;

Class communication: Ex.3-7, pp.370-374;

Revision and Consolidation: Ex.1-6, pp.375-378.

10.2. GETTING AROUND THE CITY. ASKING THE WAY AND GIVING DIRECTIONS.

GETTING AROUND THE CITY

Focus Vocabulary: p.275; pp.302-306;

Focus Text: p.285-286;

Vocabulary Development: Ex.1, pp.276; Ex.7-8, pp.285;

Class communication: Ex.4-6, pp.278-284;

ASKING THE WAY AND GIVING DIRECTIONS

Focus Text: Ex.1, p.286-287;

Vocabulary Development: Ex.2-3, pp.288-289;

Speaking Skills Development: Ex.4-6, pp.289-291;

Class communication: Ex.7-9, pp.291-292;

Writing Skills Development: pp.292-293;

Revision and Consolidation: Ex.1-5, pp.293-295.

10.3. GRAMMAR: NON-FINITE VERBS: PARTICIPLE I, PARTICIPLE II, THE INFINITIVE, THE GERUND.

Перечень литературы по теме NON-FINITE VERBS: PARTICIPLE I, PARTICIPLE II, THE INFINITIVE, THE GERUND:

Основная:

1. Голицынский, Ю. Б. Упражнения по грамматике английского языка / Ю.Б. Голицынский. – Санкт-Петербург: КАРО, 2006.

Non-Finite Verbs: Ex.366-431, pp.294-351

Дополнительная:

2. Дубровская, С.Г. Английский язык для технических вузов / С.Г. Дубровская, Т.А. Дубина. – Москва: ИАСВ, 2007.

3. Рахуба, В. И. Практикум по грамматике английского языка : учеб. пособие / В.И. Рахуба ; УО «Брестский государственный технический университет». – Брест, 2008.

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NON-FINITE FORMS

INFINITIVE

Ex. 1. Insert the infinitive with the particle to before it where necessary.

1. She began (to talk) of Moscow.
2. I don't want them (to think) you in the wrong.
3. It was a command from her mother, and there was nothing for her (to do) but (to obey) it.
4. You must (to take) care not (to offend) her.
5. I'd rather not (to go) home that way.
6. 'I think we'd better (to go) and (to get) dry,' he said.
7. I stood by the door and watched him (to take) the drinks over to Wells. 'Do you want (to write)?' – 'Of course.' – Then why not (to write) it?'
9. It heartened Mary (to hear) him (to speak) so lightly.
10. How dare you (to interfere) with my private concerns? No, don't speak. Don't try (to excuse) yourself.
11. Liza felt herself (to grow) red to the tips of her toes.
12. I had not

seen Jimmie (to lose) his temper before. 13. Mrs Carey rose (to help) her (to lay) the cloth. 14. Why not (to make) him a doctor like his father? 15. He would never cease (to regret) his lost opportunities. 16. I want (to begin) (to earn) my corn. 17. I used (to spend) a lot of time in Robison's rooms. 18. He never let himself (to be) angry.

Ex. 2. Use the required form of the infinitive in brackets. Insert the particle to where necessary.

1. I want (to go) to the East. 2. That was the last thing she expected (to hear) him (to say). 3. At that hour she was unaccustomed (to disturb) by anyone. 4. She could not let herself (to cry). 5. He wished (to make) the most of his opportunity. 6. He seemed (to think) over what he wanted (to say). 7. I watched the shore (to come) close, then (to swing) away, then (to come) closer. 8. He wants (to congratulate) you in person. 9. 'As soon as Joe gets here,' Mel instructed, 'I want (to notify) whenever I am.' 10. The question is, what had I better (to do) with this house? 11. Wrap up my lunch, child. I must (to go) now. 12. He doesn't like (to keep) waiting. 13. I don't like (to see) men (to cry). 14. I hate (to leave) our fine house. 15. They do nothing but (to talk) about it all day long. 16. There was nothing (to do) but (to knit) all day long. 17. His face showed his grief and how upset he was, and his eyes seemed (to ask) for consolation. 18. He had felt that they should (to bring) up by their mother. 19. But he dared not (to ask) what was in her mind. 20. He felt that her friends ought (to choose) for her. 21. 'We're just going in,' he said to Bosinney. 'You'd better (to come) back to dinner with us.' 22. The street and the house were quiet, but from St Charles Avenue and beyond could (to hear) distant sounds of the awakening city. 23. I have never heard anyone but them (to do) so.

Ex. 3. Use the required form of the infinitive in brackets. Insert the particle to where necessary.

1. I decided (to make) a fuss, and went (to look) for Robinson. 2. We walked to the door and I saw her (to go) in and down the hall. I liked (to watch) her (to move). 3. Let's (to go) and (to find) him, he's sure (to be) in front of his picture. 4. It's very interesting (to hear) you (to say) that. 5. Some important decisions must (to make) soon. 6. You must (to do) something heroic at that time. 7. I think he must (to suffer) from injury now. 8. You must (to dream) of it long. 9. She liked, passionately (to like), (to think) worthy of confidence. 10. Let me (to hold) the baby, Scarlett. Oh, I know how (to hold) babies. 11. She noticed that he seemed (to look) at the sideboard and with her engaging smile leaned forward. 12. Do you want (to make) something (to happen)? 13. But there is something else (to do). 14. I have not done much for you. You might (to ask) much more at that time. 15. 'If you've got nothing to say,' I said, 'why (to try) (to say) it? Why not (to have) a little rest?' 16. There was one announcement (to make).

Ex. 4. Complete the sentences choosing a suitable infinitive phrase from the following list:

when to come, how to phrase, how to keep, how to handle, what to do, which to choose, where to put, whether to stay here or go back, where to go, what to say
He asked his mother ... back. 2. We know ... snow and ice; we live with it.
There were a lot of books on the shelves. We did not know 4. We were not sure 5. Show me please 6. I did not know ... the baby warm. 7. She did not Her head swam and she was afraid she was going to faint. 8. I was helping her to put away the

clean linen. She was telling me ... it. 9. He did not know ... his faith in her. 10. I'm so bewildered, I don't know ...

Ex. 5. Paraphrase the following sentences using the complex subject with the infinitive.

1. He marched into the hall. She heard him lift the receiver and give the number.
2. He did not expect her to write often, for he knew that the letter-writing came difficult to her. 3. He saw those three return together from the other room and pass back along the far side of the screen. 4. 'Oh, I didn't hear you come in.' – 'I came to see if I could be of any help to you,' said Race. 5. A voice on the stairs behind made us all start. 6. He made the boy take off his boot and stocking.

1. It seemed that her dinner party went on too long to her, as it did to you. 2. It seemed that she sensed the purpose of his question. 3. It seemed that he did not notice that I was in outdoor clothes. 4. 'It seems that you know a lot of Robinson,' Tom Wells observed. 5. It was so wonderful to see old George. It seems he needs a friend.

1. It appeared that George was talking to Mr Smiss persuasively. 2. 'I don't think you should blame yourself.' It appeared that the man had not heard. He went on as if in a daze. 3. When she passed by it appeared that they looked at her attentively. 4. It appeared that they were coming down when I left the room. 5. It appeared that he did not see at all why he should explain his disappearance.

1. It was likely that he had hidden my journal under his mattress. 2. It was unlikely that she would come across him by accident. 3. It is quite likely that a motor containing two boys has been noticed. 4. It is unlikely that he will come and see us soon. 5. I think, it is likely Peter will make that mistake.

1. It is believed that John has arrived in London. 2. It is known that Jack is good at painting. 3. It is reported that the spaceship has landed successfully. 4. It is believed he is clever. 5. They say that he is the best teacher at our school.

1. It happened that his father came. It was raining and he had not been able to play golf, and he and Walter Fane had a long chat. 2. It happened that everybody had taken the problem seriously. 3. It happened that I saw them at the theatre. 4. It happened that I mentioned your brother's name. 5. It happened that I knew Eliza's brother well.

Ex. 6. Paraphrase the following using complex objects with the infinitive.

1. He heard how one of the other girls in the shop addressed Jane. 2. He felt that the eyes of his fellow-students rested on him. 3. He saw that the door of the sitting-room opened and her mother entered. 4. What I want is that your uncle shouldn't be left alone.
2. She smiled when she heard how he locked the door loudly. 6. What she wanted was that he would come and see her. 7. Jack watched how Eliza left, then he walked slowly down the hall to his father's room. 8. I've never heard him how he spoke of his life in Canada.

GERUND

Ex. 1. Use the indefinite gerund of the verb in brackets in the active or passive voice.

He looked forward to (to meet) his parents. 2. You can't be afraid of (to hurt) unless you've been hurt. 3. He took his time about (to answer). 4. Robinson could not live in the caves. They aren't for (to live). They're for (to go) through. 5. But in fear of (to recognize) she lowered her gaze. 6. So I see. You're good at (to make) yourself at home. 7. Jack would have gone to his bedroom without (to see). 8. My sister would never leave without (to see) me. 9. Jennie sat them up to their dinner, and Jeff presently stopped (to cry). 10.

She couldn't help (to like) the look in his brown eyes. 11. He had got out of the habit of (to ask) questions by demonstrators. 12. I've always liked (totake) risks. 13. I seem to remember (to tell) not to grumble by someone. 14. She had not even got round to (to ask) for anything yet, because she was too busy to tell him about her grandmother. 15. At his departure Rose had continued to weep, largely through fury at (to leave) alone with Nurse Williams.

Ex. 2. Use the gerund from the following list as:

subject

continuing, going, riding, keeping, finding

1. Robinson thought at the time that ... a journal would be an occupation for my mind. 2. My brother always said that ... is the best exercise. 3. I'm afraid it's no use ... this discussion. 4. It's no use ... over old ground. 5. ... him there surprised me greatly.

direct object

sitting, opening, hearing, being, doing

1. I remember ... her complain to Joe. 2. The box was stoutly made and resisted I intend ... it tomorrow. 4. Would you mind ... over here? 5. Now I had resolved, if possible, to avoid ... alone with any of these men, these strangers.

prepositional object

shaking, stopping, calling, getting, drinking, missing, dealing, being, saying, twisting

1. She was afraid of ... Miller in the crowd. 2. He was fond of ... : 'The superstition of today is the essence of yesterday.' 3. Thank you for 4. On the way home Sally insisted on ... in front of our college. 5. I assure you I am quite capable of ... with the matter. 6. After that, of course, I had difficulty in ... off Tom Wells. 7. I am sick and tired of ... tea without milk. 8. Surely that prevents the day from ... ordinary. 9. They were certainly clever at ... one's remarks.

attribute

eating, coming, getting, reading, going, greeting, discussing

1. The surgery opened at five-thirty, and I made a point of ... along there quite promptly. 2. The only way of ... to the dance was on our bicycles. 3. They talked and laughed and shouted, and there was the clatter of knives and forks, and strange sounds of 4. Philip had few friends. His habit of ... isolated him. 5. He could not bear the thought of ... his situation. 6. There were cries of ... from a dozen voices and they moved toward her. 7. Philip could never tell lies without embarrassment, and he was scarlet when he finished his explanation for not

adverbial modifier of time

hearing, answering, leaving, passing, looking, reading, racing

1. She looked at the paper, after ... out this question. 2. Before ... , the little old lady grasped his arm. 3. He spent those nights after ... at his mother's house in Green Street. He found an endless excitement in ... at their faces and ... them speak. 5. Tom considered before 6. She seemed excited on ... this. 7. Poirot had looked up at the staircase in ... , and shook his head in a dissatisfied manner.

adverbial modifier of manner, attending circumstances or cause

noticing, having, disguising, bringing, answering, working, coughing, laughing, breaking

1. Cindy glanced up, then away, without 2. Lize was able to make her own living by ... at a factory. 3. Eventually Selvyn couldn't laugh for ... , and again, he couldn't cough for 4. Can't we even laugh properly without ... trouble? 5. Was he trying to escape by

... himself? 6. Major Pennyman went on without ... her interruption. 7. We might be fined for ... the Press along, George. 8. You might ruin all my life by ... your promise.

part of a compound verbal predicate

pacing, shaking, saying, looking, reproducing, eating, chatting, knitting

1. Teddy Lloyd continued ... Jean Brodie in his paintings. 2. He began ... the words aloud to himself. 3. They went on ... their dinner. 4. The old man stopped ... her fist and stick. 5. Sandy kept ... ahead, Mary tried to keep up with her. 6. Anson Harris had ceased ... out and was flying on instruments alone. 7. Two weeks old this child was, and the lady had just finished ... her a pram-cover in stripes of white and blue. 8. The twins started ... about their school life.

Ex. 3. Change the construction of the sentences using the gerund.

1. She bowed her head but she did not speak. 2. I like when I do everything myself. 3. Philip was tired because he talked too much. 4. She insisted that she should be called Joyce Emily. 5. Within less than a minute, after she apologized to her guest, she was in the express lift to the main floor. 6. When he returned she went immediately into the dining-room. 7. I don't remember that I met him in London. 8. Little Jane liked when she was clean. 9. After he examined the patient he said it was simply a case of nerve strain. 10. I'm so tired because I sit at home. 11. I am still a little afraid to be late. 12. I like to get hold of nice things. 13. The younger man hesitated before he answered. When he entered the room, he addressed Alec Warner without preliminaries. 15. I suggested that I should visit the Smiths. 16. She glanced round the comfortable consulting room before she answered. 17. He went on and did not pay any attention to her interruption. 18. He barely skimmed through his next letter before he handed it over to Raymond. 19. She stepped back and did not say a word. 20. After he left his friends at the university he bought copies of the early editions of the post. 21. Tom realized that he had seen Jane before but he did not recognize her. 22. When he realized this his first thought was to leave the vicinity of the house as quickly as possible.

Ex. 4. Complete the sentences using the gerundial complexes from the following list:

your thinking, her talking, my bringing, our waiting, his being taken, my not sitting, our keeping, your being left alone, your hearing

'You do not mind ... Graham,' said Daniel. 'I find it best to keep him under my eye.' 2. It is true she had prevented ... to a mental home for treatment. 3. I like the idea ... of other projects. 4. Some people, it seems, don't like ... to the rules. 5. But that doesn't excuse ... to Mrs Leidner as though Mrs Leidner were her great aunt. I could see that Robinson was making an effort to form some communal for the period of ... on the island. 7. 'You don't mind ... at one of your tables this afternoon?' he asked once, when he was walking to the station with her. 8. There must be something wrong with ... , Godfrey. 9. I should have thought that ... alone has given you a lot of opportunities.

Ex. 5. Use the required form of the gerund and insert prepositions where necessary.

1. Good-bye, and thank you ever so much ... (to come) with me. 2. She was afraid ... (to go) on public transport. 3. She began to have frightful pains all over her, and she held her breath to prevent herself ... (to cry) out and (to wake) her mother. 4. This was Daphne's only chance ... (to tell) them of her college life. 5. She had the local habit ... (to place) the word 'eh' at the end of her remarks, questions and answers alike. 6. I was aware ... (to plunge) into a network of fresh difficulties. 7. His mother would not like the idea ... (to

eat) fruit unwashed. 8. 'It seems to me an awfully selfish way ... (to look) at things,' said Philip. 9. 'I don't see the use ... (to read) the same thing over and over again,' said Philip. 10. Sandy could not remember ... (to ask) about it. 11. I had not asked for advice, I was quite capable ... (to advise) myself. 12. That's no reason ... (to give) up. 13. It would be better to wait for him on the terrace where she was fond ... (to sit) toward evening (to enjoy) the view of which she was never tired. 14. Dad would not dream ... (to say) such a thing to anyone. 15. Mrs Brodie was greatly taken aback and suffered greatly from a sense ... (to betray). 16. He was looking forward ... (to take) the tickets. 17. Are you thinking, Sandy, ... (to do) a day's washing? 18. And then a minute or two afterwards someone else entered the room and expressed his surprise ... (to find) Griffiths there. 19. She was on the point ... (to obtain) permission to go for walks alone. 20. Jane, your nose wants ... (to blow). 21. 'That child needs ... (to take) care of,' said Eliza. 22. He felt that life was worth ... (to take) care of. 23. The night seemed very long. He shivered. He was ashamed ... (to sleep) on the Embankment. 24. They were busy ... (to find) some food. 25. Did he suspect her ... (to see) him enter the room? 26. Thank you ... (to give) me this book. 27. His heart sank at the thought ... (to go) out into the bleak darkness. 28. These girls did not say anything to the others ... (to paint) by the art master. 29. 'I'm not very good ... (to guess),' I said, with a laugh. 30. Ann was such a friendly, pretty child, few people could resist ... (to talk) to her. 31. The baby was round and very red, with dark curly hair. 'Fancy her ... (to have) hair. I thought they were born bald,' said Raymond. 32. I don't like ... (to wear) a black tie to movies. I enjoy ... (to see) my movies when I eat popcorn. 33. But I can't tell you how grateful I am to you ... (to listen) to me. I had to talk about it and it was so kind of you to listen.

PARTICIPLE I

Ex. 1. Use the appropriate form of participle I of the verb in brackets.

Poirot and I behaved in the customary fashion of people (to show) over the houses. 2. I felt a bitter envy towards the two small boys (to walk) along the path. 3. (To greet) her, he turned the key in the only door with a certain skill. 4. (To have) tea she went early to Victoria Station. 5. There was a noise of curtain-rings (to run) back along the rods, of water (to splash) in the basins. 6. She had a pale face and dark hair (to turn) grey. 7. (To pick) up his coat, he walked on into the field. 8. The dog Balthazar, (to walk) round the three small flower-beds, had also taken a seat in front of old Jolyon. 9. He and Soames stood in the drawing-room (to wait). 10. Not for one moment did he show surprise at the wedding gift (to present) to him personally. 11. (To dry) his hands, Tom came across from the washstand. 12. The major was at the telephone (to sit) on a box. 13. She had a hand on his shoulders and was including herself in the pictures (to take). 14. He crossed the room to the long buffet (to stand) beside the girl he picked up a sandwich. Then, (to turn) and (to speak) nervously and with an effort he said, 'I say, do you mind if I speak to you?' 15. (To think) this, with some comfort, she fell asleep. 16. (To see) Fleur and his grandson off to the sea that morning, he felt flat. 17. Miss Lindey, (to see) Rose, smiled. 18. Miss Swiss poured out another cup of tea for herself, and (to taste) it, plunged into further confidences. 19. (To walk) alongside, Dan inclined his head towards the building they had left. 20. (To jump) down from the stairs, he went over to the driver. 21. (To lift) the telephone, Peter asked for the director.

Ex. 2. Use the infinitive or participle I of the verb in brackets.

He watched McNeil (to cross) the room and (to go) out of the door. 2. She saw his teeth (to gleam) in what must be a smile. 3. 'Some stairs here,' said Calvin. Hunter saw him (to vanish) down a twist of two stairs. 4. He lifted his head quickly and saw Annette (to stand) just outside the drawing-room windows. 5. This phrase made Jane (to sigh) deeply as she poured out the coffee. 6. The noise in the entrance hall continued, and more vehicles could be heard (to arrive) at the door. 7. 'Hold the print with these tongs,' said Calvin, 'and move it in the solution as I told you. Soon you'll see the picture (to appear). It's like magic. I never get tired of seeing the picture (to come). 8. As Rosa watched Jan (to disappear) round the corner fifty yards away down the workroom, she smiled violently to see his face. 9. Calvin departed laughing, and could be heard (to laugh) and (to sneeze) all the way down the stairs. 10. Looking toward the door, he saw Lucy (to come) in. 11. He walked through the drawing-room into the garden. In the last light he saw the flowers (to close) up.

Ex. 3. Point out the complex object with the participle. Translate the sentences into Russian.

1. I heard him moving about, and presently he was back with some hot soup. 2. When Mary opened her eyes she saw Nina standing by her side. 3. Simon shortly found her having coffee in the sitting-room. 4. She felt her cheeks blushing a little. 5. I noticed Tom Wells standing in the shadow of the mountain. 6. She liked to watch him doing things, digging, planting, trimming.

PARTICIPLE II

Ex. 1. Pay attention to the use participle II in the following sentences and translate them into Russian.

1. The answer to this was unexpected. 2. You didn't look so interested. 3. There was a stillness in the small intimate dining-room, broken only by the subdued ticking of a Dutch clock upon the wall. 4. He replaced used ash-trays on the table with fresh, and refilled Dodo's coffee cup, then the others. 5. He entered, puzzled but interested. 6. She always became impatient when asked to define a word of whose definition she was not sure. 7. Puzzled by the dim light, Sanders turned his attention to the inshore areas. 8. 'Tell you what,' said Gideon, as if struck with a new idea. 9. You could have passed me by unnoticed. 10. Presently he came to a standstill, with his hands deep plunged into his pockets. 11. She had no photographs of herself taken since her marriage.

Ex. 2. Point out the complex object with participle II. Translate the sentences into Russian.

1. I am not accustomed to having my word doubted. 2. I want my head examined for making this dangerous journey. 3. 'I want to get the grass cut,' he said. 4. 'Do people have their own photographs taken?' said Paul. 5. Your sister would like the bottle opened. 6. I want Jane and her husband moved into one of the new houses on the hill. 7. Eliza, as she did on most days, had coffee and a sandwich sent in. 8. At last she heard her name called. 9. He also kept his hair dyed black. 10. Shall we have Nevill brought down to say good night? 11. She ordered the calf driven from the yard. 12. If you insult me I shall have you turned out of here.

Ex. 3. Point out the absolute participial phrase and translate the sentences into Russian.

1. He reached out across the table, his hand covering Marsha's. 2. Iris stared out over the landscape, her chin cupped in her hand. 3. She stopped, a red spot on each cheekbone. 4. Old Jolyon stood at the bottom of the bed, his hands folded in front of him. 5. And, cigar in mouth, old Jolyon said: 'Play me some Chopin.' 6. Chance was silent, his eyes intent on Silvertip. 7. They set out with a lantern, Boddick telling histale. 8. Treleaven stood by the radio panel, his fingers fixed on the clock. 9. He stood, his hands behind him. 10. One night, Winifred having gone to the theatre, he sat down with a cigar, to think. 11. He looked at her intently, his curiosity reviving. 12. They were on the porch and Rhet was bowing right and left, his hat in his hand, his voice cool and soft. 13. Less than half an hour ago, after Dodo's leave-taking, he had paced the suite living-room, his thoughts confused and troubled. 14. Archie sat on a stool by the hearth, his back against the fireplace.

3. РАЗДЕЛ КОНТРОЛЯ ЗНАНИЙ

Виды контроля

3.1. Текущий контроль

Для текущего контроля знаний студентам предлагаются следующие виды работ:

- опрос на занятиях;
- проверка домашнего (внеаудиторного дополнительного) чтения;
- выполнение контрольных переводов;
- выполнение лексико-грамматических тестов при прохождении грамматического материала;

3.2. Рубежный контроль

Для рубежного контроля знаний студентам предлагаются следующие виды работ:

- выполнение итоговых упражнений по окончании прохождения темы учебно-профессионального общения;
- выполнение контрольных переводов текстов учебно-профессионального общения;
- выполнение контрольных тестов по окончании прохождения грамматического материала;
- выполнение лексико-грамматических работ или компьютерного тестирования в 1, 2 семестрах.

3.3. Промежуточный контроль (устная и письменная форма)

Промежуточный контроль:

- грамматические тесты;
- лексико-грамматические контрольные работы;
- словарные диктанты;
- тесты на аудирование;
- пересказ и письменное изложение аудио- и видеотекстов;
- эссе;
- сочинение;
- устные опросы/беседы по темам;
- презентация темы с использованием программы Power-Point.

Перечень рекомендуемых средств диагностики:

Для диагностики формируемых компетенций используются следующие формы:

1. Устная форма.
2. Письменная форма.
3. Устно-письменная форма.
4. Техническая форма.

К устной форме диагностики компетенций относятся:

1. Собеседования.
2. Коллоквиумы.

3. Доклады и презентации на занятиях.
4. Доклады на конференциях.
5. Зачеты в устной форме.
6. Оценивание на основе деловой игры.
7. Тесты действия.

К письменной форме диагностики компетенций относятся:

1. Тесты.
2. Контрольные опросы.
3. Контрольные работы.
4. Письменные отчеты по аудиторным (домашним) практическим упражнениям.
5. Эссе.
6. Рефераты.
7. Публикации статей, докладов.
8. Письменные зачеты.
9. Письменные экзамены.
10. Стандартизированные тесты.
11. Оценивание на основе модульно-рейтинговой системы.
12. Оценивание на основе кейс-метода.
13. Оценивание на основе портфолио.
14. Оценивание на основе метода развивающейся кооперации.
15. Оценивание на основе проектного метода.
16. Оценивание на основе деловой игры.

К устно-письменной форме диагностики компетенций относятся:

1. Отчеты по аудиторным практическим упражнениям с их устной защитой.
2. Отчеты по домашним практическим упражнениям с их устной защитой.
3. Зачеты.
4. Экзамены.
5. Взаимное рецензирование студентами их докладов и презентаций.
6. Оценивание на основе модульно-рейтинговой системы.
7. Оценивание на основе метода развивающейся кооперации.
8. Оценивание на основе проектного метода.
9. Оценивание на основе деловой игры.
10. Оценивание на основе метода Дельфи.

К технической форме диагностики компетенций относятся:

1. Электронные тесты.
2. Электронные практикумы.
3. Визуальные лабораторные работы.
4. Другие.

Для оценки достижений студента используется следующий диагностический ин-струментарий:

- устный и письменный опрос во время практических занятий;
- проведение текущих контрольных работ (заданий) по темам;
- защита выполненных на практических занятиях индивидуальных заданий;
- собеседование при проведении индивидуальных и групповых консультаций;
- выступление студента на конференции по подготовленному реферату.

Для диагностики сформированности компетенций студентов на «выходе» при итоговом оценивании используются тесты и тестовые задания; контрольные задания; зачет (экзамен).

Примерная тематика рефератов, проектов по устной речи:

1. Women would make a better job of running the world than men have done.
2. English as the world language of the century.
3. Trends in education: perspectives, problems, solutions.
4. The tobacco ring ought to be smashed.
5. Vicious and extreme sports should be banned by law.
6. The better an advertisement is, the more people remember the advertisement and the less they remember the product.' Do you agree with this statement?
7. My career plan: where I see myself in 10 years' time.
8. The craziest inventions of the 20th century.
9. The major stress factors in the modern world.

3.4. Итоговый контроль
(1 и 2 СЕМЕСТР):

Первый и второй семестры заканчивается написанием лексико-грамматической контрольной работы и итогового компьютерного теста по пройденным темам за весь курс обучения.

Итоговый контроль: зачет

Зачет выставляется с учетом выполнения программы текущего семестра. Зачет как форма аттестации состоит из двух частей: письменной и устной.

Содержание зачета:

1. Письменная часть: выполнение лексико-грамматической работы, включающей задания по разделам, пройденным в 1-ом/2-ом семестре на лексическом материале 1-го/2-го семестра (время выполнения 80 мин.). Выполняется на последнем занятии.

2. Устная часть: монологическое высказывание по одной из пройденных тем (или собеседование по теме).

(3 СЕМЕСТР):

Третий семестр заканчивается написанием лексико-грамматической контрольной работы и итогового компьютерного теста по пройденным темам за весь курс обучения.

Итоговый контроль: экзамен

К экзамену допускаются студенты, выполнившие программу практических аудиторных занятий. Экзамен на данном этапе включает письменную и устную части.

Содержание экзамена:

- 1) письменный перевод аутентичного или частично адаптированного текста информативного характера без словаря (1100-1300 п.з.). Время выполнения – 30 минут;
- 2) передача содержания аутентичного или частично адаптированного текста (900-1000 печатных знаков). Время выполнения – 10-15 минут;
- 3) монологическое высказывание по одной из пройденных тем и беседа с преподавателем в рамках данной устной темы.

Примерный перечень тем:

- 1) Family Relationships.
- 2) Housing.
- 3) A New Period in My Life.
- 4) Brest State Technical University.
- 5) My Future Profession of a Customs Officer.
- 6) At the Doctor's.
- 7) Sports and Pastimes.
- 8) Meals.
- 9) Shopping. Buying and Selling Online.
- 10) Planning and Booking a Holiday.
- 11) Travelling.
- 12) At the Customs.

3.5. Критерии оценки ответов студентов на экзамене по иностранному языку в баллах

1) Письменный перевод текста:

10 – полный, своевременный, безошибочный, стилистически верный перевод.

9 – полный, своевременный, безошибочный перевод с 1-2 стилистическими погрешностями, не ведущими к искажению смысла.

8 – полный, своевременный перевод с 1-2 лексико-грамматическими ошибками, не ведущими к искажению смысла.

7 – полный, своевременный перевод с 3-4 лексико-грамматическими ошибками, не ведущими к искажению смысла.

6 – полный, своевременный перевод с 5-6 лексико-грамматическими ошибками, не ведущими к искажению смысла.

5 – неполный перевод текста (80%) с 7-8 лексико-грамматическими ошибками.

4 – неполный перевод текста (70%) с 9-10 лексико-грамматическими ошибками к.

3 – неполный перевод текста (60%) с 11-12 лексико-грамматическими ошибками.

2 – неполный перевод текста (50%) с большим количеством лексико-грамматических ошибок.

1 – перевод сделан на уровне отдельных слов и словосочетаний.

2) Передача содержания текста на иностранном языке:

10 – полное понимание содержания текста с передачей всех деталей смысловых связей в виде логически четко построенного сообщения.

9 – полное понимание содержания текста с передачей всех деталей смысловых связей в виде недостаточно логически оформленного сообщения.

8 – передача содержания текста с недостаточной полнотой.

7 – передача содержания текста, содержащая 1-2 смысловые неточности.

6 – передача содержания текста, содержащая 3-4 смысловые неточности.

5 – ответ, отражающий содержание текста при наличии пропусков информации (не более 20 %).

4 – ответ, отражающий содержание текста при наличии пропусков информации (не более 30 %).

3 – понимание текста в общих чертах (60 %).

2 – фрагментарное понимание содержания текста и неспособность изложить основную идею.

1 – полное непонимание текста.

3) Монологическое высказывание по одной из пройденных тем и беседа с преподавателем в рамках данной устной темы:

10 – логически построенный, четкий, грамматически правильно оформленный, содержащий разнообразный набор лексики ответ (не менее 25 фраз). Допускаются 1-2 ошибки с самокоррекцией.

9 – логически построенный, четкий, грамматически правильно оформленный, содержащий разнообразный набор лексики ответ (20-25 фраз). Допускаются 2-3 ошибки с самокоррекцией.

8 – высказывания по теме логичны, аргументированы и построены на основе изученного учебного материала (18-20 фраз). Допускаются 3-4 лексико-грамматические ошибки.

7 – речь достаточно разнообразна. Высказывания логичны, однако их построение затрудняется иногда выбором необходимых лексико-грамматических конструкций (не менее 15 фраз). Допускаются 4-5 лексико-грамматические ошибки.

6 – ответ недостаточно полный и аргументированный (10-15 фраз). Допускается 5-6 лексико-грамматических ошибок.

5 – ответ недостаточно полный, требующий дополнительных вопросов со стороны экзаменатора по изученному материалу (8-10 фраз). Допускается 5-6 лексико-грамматических ошибок.

4 – речь на уровне механического высказывания изученного материала по теме (7-8 фраз). Допускается 6-7 лексико-грамматических ошибок.

3 – речь на уровне механического высказывания отдельных предложений. Многочисленные ошибки, затрудняющие понимание смысла высказывания.

2 – речь на уровне отдельных слов и словосочетаний.

1 – неумение и неспособность строить высказывания.

В числе эффективных педагогических методов (технологий), способствующих вовлечению студентов в поиск и управление знаниями, приобретению опыта самостоятельного решения речемыслительных задач, рекомендуется использовать:

1) технологии проблемно-модульного обучения;

2) технологии учебно-исследовательской деятельности;

3) проектные технологии;

4) коммуникативные технологии (дискуссия, пресс-конференция, мозговой штурм, учебные дебаты и другие активные формы и методы);

5) метод кейсов (анализ ситуации);

6) игровые технологии, в рамках которых студенты участвуют в деловых, ролевых, имитационных играх;

7) симуляцию;

8) компьютерные технологии.

3.3. Методические рекомендации по организации и выполнению самостоятельной работы обучающихся по учебной дисциплине.

При изучении учебной дисциплины используются следующие формы самостоятельной работы:

– самостоятельная работа в виде решения индивидуальных задач в аудитории во время проведения практических занятий под контролем преподавателя в соответствии с расписанием. Самостоятельная работа планируется из расчета 15-20% к количеству часов, отводимых на практические занятия; самостоятельная работа в виде выполнения индивидуальных заданий с консультациями преподавателя;

- подготовка презентаций по индивидуальным темам;
- написание рефератов, аннотаций.

3.6. Тесты и контрольные работы (примеры тестовых заданий)

TEST «SHOPPING»

1. Transcribe the following words:

Suede, mannequin, nylon, lingerie, queue, boutique, haberdashery, magazines, millinery, sweater

2. Put down the words which would correspond to the given transcription:

[ˈcɛmi, ˈbukei, Enˈtɪk, ˈbʌɡɪn, ˈsʌmpC2s, ˈst5cɪnyri, ɡ8n, brik y ˈbrɛk, ˈkɪCɪf, ˈpul7vy]

3. Insert prepositions where necessary:

1. What size do you take ... hats?
2. I'd like a cardigan ... this very shade, but this is ... a size too big ... me.
3. This leather is ... very bad quality.
4. ... what make are these high furlined boots?
5. I can never tell natural silk ... artificial.
6. Another feature of London's shopping life is the chain stores, in which the goods are displayed ... open counters.
7. It looks awfully nice ... you!
8. What size ... collars do you wear?
9. This coat will last ... years.
10. Go ... the fitting-room and try ... the green frock.
11. We've run ... meat. Let's go and buy some ... the butcher's.
12. I'm not going to stand ... a queue ... a tin ... sprats.
13. I'm afraid the shirt is a bit loose ... you.

4. Replace the gaps with one of the following verbs: fit, suit, match, become, go with, look

1. You ... swell in this new outfit of yours. Everything
2. Jane ... quite a beauty in her frock.
3. In the lounge everything ... the curtains: the sofa, the carpet and the cushions.
4. This dress ... nicely.
5. That dress doesn't ... her. It's tight in the waist.
6. The blue blouse ... you marvelously.
7. I'm sure you'll be able to find a suitable dress that You are a standard size.

5. Translate the following dialogue into English:

Покупка Каждодневной Одежды

- Я хотел бы купить брюки и пиджак.
- Желаете костюм?
- Нет. Я хотел бы светлые брюки и темный пиджак.
- Шерстяные или хлопчатобумажные?
- Хлопчатобумажные брюки, пожалуйста.
- Какой у Вас размер брюк?

- Я не знаю свой размер. Вы можете мне помочь?
- Попробуем размер 36.
- Эти брюки слишком узки и в поясе, и в бедрах.
- Я принесу другой размер.
- А эти брюки немного длинны. Вы можете их укоротить?
- Да.
- Когда они будут готовы?
- Через неделю.
- Это слишком долго. Я уезжаю через неделю.
- Тогда зайдите в ателье за углом. Они сделают это быстрее.

6. Insert articles where necessary:

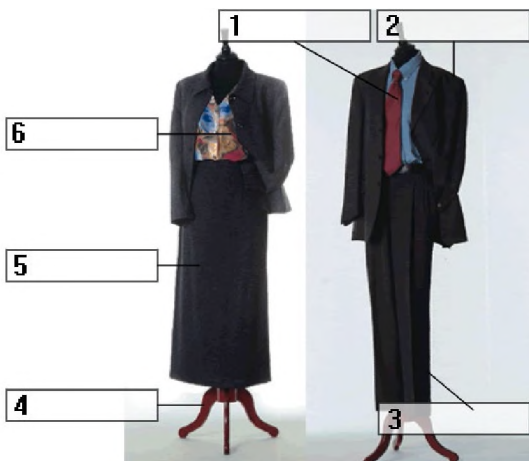
... train stopped at ... small station. ... passenger looked out of ... window and saw ... woman who was selling ... cakes. ... man wanted to buy ... cake. ... woman was standing rather far from ... carriage. ... man called ... boy, who was walking on ... platform near ... carriage and asked him:

“How much does ... cake cost?”

“Three pence, sir,” answered ... boy. ... man gave him ... sixpence and said to him: “Bring me ... cake, and with ... other three pence buy one for yourself.”

Some minutes later ... boy returned. He was eating ... cake. He gave ... man threepence change and said: “There was only one cake, sir.”

7. Look at the picture and name the objects:



7. Give definitions to the following words and combinations:

- impulse buying
- a devoted shopper
- a spotlight
- to survey
- a discount
- luxurious
- a department store
- a till
- fashionable
- to wrap

TEST «FAMILY»

1. Transcribe the following words:

Fiancé, spouse, ancestors, bachelor, dowry, mature, pregnancy, incompatibility, adolescence, autobiography.

2. Give

a) the synonyms

1. engaged
2. marriage (2)
3. to foresee
4. to take on responsibility
5. upbringing
6. intended
7. to show
8. present
9. child
10. grown-up

b) the antonyms

1. permanent
2. majority
3. death rate
4. to deprive
5. to increase (2)
6. abundance (2)
7. refusal
8. to finish (3)
9. to pay attention
10. married

3. Give the female variants of the words:

- | | |
|-----------------|----------------------|
| 1. stepson | 6. great-grandfather |
| 2. bridegroom | 7. landlord |
| 3. the best man | 8. nephew |
| 4. widower | 9. fiancé |
| 5. bachelor | 10. sir |

4. Fill in the prepositions:

1. The scramble ... success has finally invaded ... the cradle.
2. Who is your sister married ... ?
3. He should not drink. He is not ... age yet.
4. Tom has proposed ... me and now we are engaged.
5. My niece tends to be more dependent ... her parents than me.
6. What is the best age for giving birth ... children?
7. He insisted ... our divorce.
8. What relation are you ... Bill?
9. The newly-weds got pelted ... rice.
10. A bride and a bridegroom are joined ... matrimony in the church.

5. Translate into English:

1. Ваша старшая дочь студентка? – Да, а младшая еще ходит в детский сад.
2. Единственные дети всегда в центре внимания родителей.
3. Младенцы редко похожи на своих родителей.
4. Мы развелись из-за несовместимости характеров и его измены.
5. У твоего пасынка тройня? – Нет, двойня.
6. Отличительной чертой свадебного приема является красиво украшенный свадебный торт.

FINAL TEST 1

I. Read the text. Choose one of the given variants.

The world's biggest electronics company (1)..... in 1891 when Gerard Philips established a company in Eindhoven, the Netherlands, to manufacture electrical products. In the beginning, it (2)..... on making carbon-filament lamps. In 1914 Philips (3)..... a research laboratory to stimulate product innovation and expand production. In the 1920s, Philips decided to protect its innovations with patents. Since then, Philips (4)..... to develop new and exiting products like the compact disc, which (5)..... in 1983. Other interesting landmarks (6)... the production of Philips' 100-millionth TV set in 1984.

Philips (7)..... a major multinational company which has almost 30,000 trademarks registered worldwide. It (8)..... 256,400 people all over the world, and has sales and service outlets in 150 countries. Research laboratories (9)..... in six countries. It also has a network of 400 designers in twenty-five locations. Its shares are listed on sixteen stock exchanges in nine countries. Each day its factories (10) a total of 50 million integrated circuits.

Royal Philips Electronics (11)..... by the Board of Management, which looks after the general direction and long-term strategy of the Philips group as a whole. The Supervisory Board (12)..... the general course of business of the Philips group and (13)... the Board of Management and supervises its policies.

These policies (14)..... by the Group Management Committee, which (15)..... of the members of the Board of Management, chairmen of the product divisions and some other key officers.

- | | | | | |
|-----------|----------------------|--------------------------|-----------------------|---------------------|
| 1 | a) found | b) was founded | c) founded | d) founds |
| 2 | a) was concentrating | b) had been concentrated | c) had concentrated | d) concentrated |
| 3 | a) had established | b) was established | c) established | d) was establishing |
| 4 | a) has continued | b) had continued | c) had been continued | d) was continued |
| 5 | a) launched | b) had launched | c) was launched | d) has launched |
| 6 | a) includes | b) had included | c) include | d) including |
| 7 | a) was | b) is | c) had been | d) were |
| 8 | a) employed | b) is employed | c) are employed | d) employs |
| 9 | a) was located | b) locates | c) are located | d) locate |
| 10 | a) produced | b) produce | c) are producing | d) has produced |
| 11 | a) is managed | b) manages | c) was managed | d) are managed |
| 12 | a) monitors | b) is monitored | c) is monitoring | d) are monitoring |
| 13 | a) is advised | b) advised | c) advises | d) will advise |
| 14 | a) implement | b) is implemented | c) implemented | d) are implemented |

- 15 a) consists b) consisted c) is consisting d) has consisted

II. Choose one of the given variants.

16. In this company, we firmly believe.....the value of innovation.

- a) into b) in c) at d) –

17. The development of computer technology has resulted enormous changes in the way that people work.

- a) to b) for c) in d) at

18. The Personnel Manager thinks that we would all benefit further training in how to use the office software.

- a) of b) from c) – d) about

19. The success in creating and selling new products depends a number of factors.

- a) from b) of c) to d) on

20. There are companies that specialize servicing production machinery.

- a) on b) in c) at d) about

21. Some companies concentrate..... research and development.

- a) in b) for c) to d) on

22. This can be seen in the fast speed at which companies change names and look a new image.

- a) on b) for c) to d) at

23. An entrepreneur can establish a small business based a technical innovation, a business idea and some capital.

- a) at b) on c) of d) from

24. These companies have an efficient staff, who know the paperwork involved the distribution process.

- a) in b) at c) of d) on

25. Usually one section of the department deals the outgoing traffic.

- a) with b) for c) on d) about

III. Circle the word that does not belong in each horizontal group.

26 a) firm b) company c) society d) subsidiary

27 a) salary b) manager c) engineer d) employee

28 a) boat b) car c) bus d) truck

29 a) combustible b) hazardous c) radioactive d) safe

30 a) plant b) facility c) patent d) factory

IV. Match the words (31-38) with their corresponding definitions (a-h).

- | | |
|---------------------|---|
| 31. an innovation | a) a planned series of action |
| 32. a patent | b) main offices |
| 33. diversification | c) a place or address |
| 34. a range | d) the introduction of a new idea |
| 35. headquarters | e) a selection or series |
| 36. a location | f) making different types of products |
| 37. a strategy | g) an agreed course of action |
| 38. a policy | h) the right to make or sell an invention |

V. Connect the beginnings of the sentences (39-46) with their endings (a-h).

39. The supply chain encompasses the steps	a. ... to produce the products to fulfill the customer's orders.
40. Logistics refers to the distribution process within the company ...	b. ... the shipping department determines the most efficient method to ship the products.
41. The supply chain for most products will encompass all the companies	c. ... necessary to get a good or service from the supplier to the customer.
42. The customer contacts the sales department of the company,	d. ... until they are required by the production department.
43. The planning department will create a production plan	e. ... whereas the supply chain includes multiple companies.
44. The raw materials are stored	f. ... which issues the sales order for products to be delivered on a specific date.
45. The finished products ordered by the customer are manufactured	g. ... using the raw materials purchased from suppliers.
46. When the finished products arrive in the warehouse,	h. ... manufacturing parts for the product, assembling it, delivering it and selling it.

VI. Complete the passage below with the given words (a-g).

<p>The Incoterms rules are an internationally recognized standard and are used worldwide in international and domestic contracts for the 47) _____ of goods. First published in 1936, Incoterms rules provide internationally accepted definitions and rules of interpretation for most common commercial 48) _____. The rules have been developed and maintained by experts and practitioners brought together by ICC and have become the 49) _____ in international business. They help traders avoid costly misunderstandings by clarifying the tasks, costs and 50) _____ involved in the delivery of goods from sellers to buyers.</p>	<p>a. standard b. version c. terms d. risks e. rules f.</p>
<p>All 51) _____ made under Incoterms 2000 remain valid even after 2011. Moreover, although experts recommend using Incoterms 2010 after 2011, parties can agree to choose any version of the Incoterms 52) _____ after 2011. It is important however to clearly specify the chosen version Incoterms 2010, Incoterms 2000 or any earlier 53) _____.</p>	<p>contracts g. sale</p>

VII. Label the paragraphs with the correct headings from the list.

- a. Today's role of major providers
- b. Changing logistics requirements for manufacturers
- c. 3PL in the past
- d. New challenges for 3PL
- e. Change in logistics concepts

54. Until a few years ago, companies used to outsource only parts of their logistics operations to providers specializing in services such as distribution or warehousing. A single company sometimes had several third-party logistics providers (3PLs).

55. The globalization of trade and increasing demand for services, however, has led to a drastic shift in logistics concepts and management with an impact on both producers and logistics providers.

56. As far as manufacturers are concerned, logistics management has become a lot more complex. By now, many of them have learned that outsourcing single segments to different providers has not really made their logistics operations more efficient. That is why they are looking for providers who can provide a higher level of service and more comprehensive supply chain solutions.

57. Logistics providers today are facing an increasingly tough and highly competitive market. In recent years, growing pressure on prices has led to a decrease in profit margins. In order to compensate for this, many third-party logistics providers now offer value-added services for their customers. Due to fierce competition in the 3PL market, however, experts predict that only the big international players will be able to work profitably in the future.

58. The big global players, also called super-3PLs, can provide their customers with comprehensive supply chain or end-to-end solutions. These services usually include

forwarding, transportation, consolidation, customs brokerage, warehousing, and distribution, as well as a range of value added services.

VIII. Insert the words derived from those given in brackets.

When a customer buys something in a supermarket, the bar code on the product is read **59)**_____ (ELECTRONIC). The information is transmitted to head office, where it is collected and analysed, and then schedule for the **60)**_____ (DELIVER) of the product to the supplier is produced. A miracle of scale, speed and **61)**__ (EFFICIENT), it's the new system of food **62)**_____ (DISTRIBUTE) that has imposed a huge strain on Britain's transport infrastructure. Between 35 and 40 per cent of lorries on UK roads today are involved in **63)**_____ (PRODUCT) of food. Shopping for food has also made a **64)**_____ (CONSIDER) contribution to the increase in traffic. In the last ten years, the average **65)**_____ (DISTANT) traveled to go shopping went up 30 per cent, as small and local shops came under pressure from out-of-town retail stores and closed.

XI. Complete the extract from a company's annual conference about improving warehouse.

The recent growth of e-commerce makes having a quick and simple warehouse process **66)**_____ than ever before. Improving the warehouse's layout now will

67)_____ productivity in the long run. Warehouse optimization for increased

68)_____ is more crucial now than ever. Well-organized and efficient

warehouses can meet the increased need for higher volumes of orders from **69)**_____ and retailers alike. A poorly organized **70)**_____ can lead to **71)**_____ time and squandered space, both of which can negatively **72)**_____ pr

Managing warehouse processes improves workers' ability to pick order components. **73)**_____ time for picking orders and **74)**_____ the accuracy of the products pulled makes your warehouse more efficient. Some methods help improve the way people **75)**_____ with your warehouse and the items in it.

- | | | | |
|----------------------|-------------------|----------------|---------------|
| 66 a) less important | b) more important | c) popular | d) versatile |
| 67 a) share | b) minimize | c) size | d) maximize |
| 68 a) efficiency | b) promotion | c) work | d) accuracy |
| 69 a) politics | b) consumers | c) departments | d) providers |
| 70 a) schedule | b) construction | c) facility | d) shelf |
| 71 a) saved | b) extra | c) wasted | d) sufficient |
| 72 a) interact | b) make | c) effect | d) affect |
| 73 a) Reducing | b) Increasing | c) Revision | d) setting |
| 74 a) reducing | b) increasing | c) revision | d) setting |
| 75 a) react | b) talk | c) interact | d) work |

FINAL TEST 2

100 points

Ex.1. Complete the following sentences with the appropriate word from the list below.

economic, economics, economize, economical, economist, economy
--

1. A good manager is ...in the use of his funds.
2. A small car is more ...than a large one, because it uses less petrol.
3. An...person serves money and expense wherever possible.
4. An...is a person who studies, teaches, or writes about economics.
5. By exercising strict...he saved enough money to retire early.
6. By using...in buying food and clothes, we were soon able to save money for the new car we needed.
7. ... is a social science concerning behaviour in the fields of production, consumption, distribution, and exchange.
8. If you can... your time, you will get more done in less time.
9. In the long run, it is an...to buy good quality goods, even though they cost more.
10. In times of difficulties we all have to....
11. It is much more ... to buy in bulk.
12. Nations experience different rates of...growth.
13. The country is in a bad...state.
14. The country is in the period of... and industrial crisis.
15. The country's...has grown rapidly in the second half of the 20th century.
16. The...is a weekly journal published in London since 1843.
17. The loss of business was so great that they had to...on staff.
18. The science or principles of the way in which industry and trade produce and use wealth is called....
19. There are many competing schools of thought in....
20. Unofficial strikes were damaging the British....

Ex. 2. Match the words listed below with the definitions that follow.

econometrics	entrepreneur	wellbeing
distribution	exchange	money
production	economy	seller
investment	banking	buyer
economist	finance	value
enterprise	income	price

1. The business engaged in by a bank.
2. A person who buys; purchaser; customer.
3. The division of the total income of a community among its members.
4. The application of mathematical and statistical techniques to economic problems and theories.
5. A specialist in economics.
6. The complex of human activities concerned with the production, distribution, and consumption of goods and services.
7. A business unit; a company or firm.

8. The system by which commercial debts between parties in different places are settled by commercial documents, esp. bills of exchange, instead of by direct payment of money.
9. The system of money, credit, etc., esp. with respect to government revenues and expenditures.
10. The amount of monetary or other returns, either earned or unearned, accruing over a given period of time.
11. The act of investing money.
12. The official currency, in the form of bank-notes, coins, etc., issued by a government or other authority.
13. The cost at which anything is obtained.
14. The creation or manufacture for sale of goods and services with exchange value.
15. A person who sells.
16. The worth attached by someone to something.
17. The owner or manager of a business enterprise who, by risk, and initiative, attempts to make profits.
18. The condition of being contented, healthy, or successful; welfare.

Ex. 3. Group the following words into four synonymous groups.

allocation, complicated, rises, shortage, sophisticated,
distribution, increase, scarcity

Ex. 4. Complete the sentences with the appropriate terms from the list below:

allocation of resources	econometrics	positive economics
development	normative economics	scarce goods
economics	economic efficiency	factors of production
microeconomics	opportunity cost	social sciences
macroeconomics	economic growth	GDP

1. The branch of economics that focuses on the activities of individual decision-making units is _____.
2. The branch of economics that focuses on the behaviour of the entire economy is _____.
3. The science that studies how societies allocate scarce resources is _____.
4. The study of economic phenomena that applies mathematical and statistical techniques to economic problems and theories is _____.
5. Goods the supply of which is insufficient to satisfy the demand are _____.
6. The ability of a manufacturing plant to produce at a low unit cost or market value is _____.
7. The choosing of the particular use to which scarce resource (means of production) is put, e.g. whether to use water for electric power or for crops, is _____.
8. An economic analysis that includes judgments about what to be done, rather than simply theorizing is _____.
9. An economic analysis that is free of value judgments, i.e. independent of any particular ethical position or normative judgments is _____.
10. A branch of economics that examines and explains the process of economic growth and the human and social organizations that make this growth possible is _____.
11. The benefits lost by not employing an economic resource in the most profitable alternative activity is _____.

12. Where there is an increase in real output there is _____:
13. Those things that are transformed into final goods and services desired by society are _____.
14. The group of studies seeking to establish a science of the social life of human groups is called _____.
15. The measure of economic activity that includes all the goods and services bought or sold in a country over the course of a year is called _____.

Ex.5. Complete the following sentences with the appropriate terms from the list below.

demand	equilibrium price	market shortage
market demand	GDP	market
government failure	opportunity cost	shift in demand
demand theory	laissez faire	supply
market mechanism	microeconomics	supply theory

- The amount of a commodity that consumers are willing and able to purchase at a specified price is
- ... is the theory that concerns the relationship between the demand for goods and their prices.
- When quantity demanded equals quantity supplied, this correspondence establishes the
- The total market value of all final goods and services produced in an economy in a one-year periods is..... .
- The theory, largely based on producer theory, analyzing the way in which goods and services are brought to the market by firms or entrepreneurs is called
- ... is a term that describes government interference with markets that worsens economic outcomes.
- ... is the theory that government should not interfere in most economic affairs.
- Any place where individuals get together to buy or sell is referred as a
- The sum of the quantities demanded by all of the individual buyers in a market at every price is called
- When prices are determined by buyers and sellers in a market, the economy is using the ... to allocate resources.
- A decline in market prices below the market equilibrium level causes a
- The branch of economics that focuses on the activities of individual decision-making units is
- The value of the next most desirable use of resources is called the
- Changes in tastes, income, or prices of other goods may cause a
- The amount of a commodity that producers are willing and able to offer for sale at a specified price is

Ex. 6. Match the words listed below with the definitions that follow. Look up the words in the Glossary at the back of this book if necessary.

macroeconomics	expenditure	depression
recession	currency	inflation
investor	deficit	crisis
consumption	economics	opportunity costs
prosperity	scarcity	savings

output	credit	price
--------	--------	-------

1. Expenditure on goods and services for final personal use.
2. The sum of money that a bank makes available to a client in excess of any deposit; the practice of permitting a buyer to receive goods or services before payment.
3. An unstable period, esp. one of extreme trouble or danger in politics, economics, etc.
4. A metal or paper medium of exchange that is in current use in a particular country.
5. The amount by which an actual sum is lower than that expected or required.
6. An economic Condition characterized by substantial and protracted unemployment, low output and investment, etc.; an extended slump in business activity.
7. Something expended, such as time or money.
8. A continual increase in prices throughout a nation's economy.
9. One who lays out (money or capital in an enterprise, esp. by purchasing shares) with the expectation of profit.
10. The branch of economics concerned with the economy as a whole, including total production, overall employment, and general price levels.
11. The act of production or manufacture.
12. It occurs because human wants exceed the production possible with our limited time and resources.
13. The cost at which anything is obtained.
14. The condition of prospering; success or wealth.
15. A period of decreased business activity.
16. It is concerned with production, distribution, and consumption of goods and services.
17. Money saved for future use.
18. It exist in all situations where available resources are not abundant enough to satisfy all our desires.

Ex. 7. Complete the following sentences with the appropriate terms from the list below.

macroeconomic equilibrium	labour force
business cycle	macroeconomics
aggregate demand	inflation
aggregate supply	unemployment
price stability	deflation

1. ... is the sum of demands for all the goods and services in an economy at any particular time.
2. ... is the total supply of all the goods and services in an economy.
3. The observed pattern of economic growth and contraction is known as the
4. A reduction in the level of total spending and economic activity resulting in lower levels of output, employment, investment, trade, profits, and prices is known as
5. When the average level of prices increases continuously, the process is known as
6. Every person 16 years of age or older who is either employed for pay or actively seeking employment is considered a part of the
7. The branch of economics that focuses on the behaviour of the entire economy is
8. For ... to occur, aggregate supply must equal aggregate demand.
9. When the inflation rate is low and does not very much, we say there is
10. An inability to find work although it is actively sought is called

TEST. INTRODUCTION TO COMPUTER SOFTWARE

1. Computers have ... lives of human beings.

- a. made
- b. stopped
- c. developed
- d. changed

2. A computer is any device that can ... calculations.

- a. do
- b. make
- c. change
- d. perform

3. The set of instructions is called a

- a. abacus
- b. adding machine
- c. rule
- d. program

4. The brains of today`s computers are... .

- a. adding machines
- b. programs
- c. rules
- d. integrated circuits

5. The brains of computers are something called... .

- a. abacus
- b. programs
- c. pules
- d. microchips

6. Math coprocessors perform millions of operations

- a. per week
- b. per day
- c. per hour
- d. per second

7. Computers can be found in

- a. works
- b. names
- c. tasks
- d. calculators

8. Personal computers are much more

- a. clever
- b. modern
- c. new
- d. versatile

9. Each new program enables the computer to perform

- a. colours
- b. forms
- c. works
- d. different tasks

10. One program instructs the computers to

- a. state
- b. work
- c. calculate
- d. be a word processor

11. Another computer transform into

- a. invention
- b. camera
- c. microchip
- d. video game

12. The brains of today`s computers are

- a. works
- b. chips
- c. tasks
- d. ICs

13. Servers are

- a. workstations
- b. PCs
- c. minicomputers
- d. fast computers

14. Servers controls

- a. PCs
- b. workstations
- c. sputniks
- d. the shared resources

15. Mainframes are

- a. workstations
- b. minicomputers
- c. PCs
- d. multiuser computers

16. Super computers can perform

- a. many operations
- b. thousands of operations
- c. hundreds of operations
- d. trillions of operations per second

17. Modern computers have

- a. hundreds of applications
- b. few applications
- c. many applications
- d. a myriad of applications

18. Computers make all modern communications

- a. old
- b. new
- c. hard
- d. possible

19. Scientist use ... to collect, store manipulate data.

- a. machines
- b. equipment

- c. radio
- d. computers

20. Computers have proved ... in education.

- a. to be old
- b. to be used
- c. to be new
- d. to be valuable

ИТОГОВЫЙ ТЕСТ

1. *The division of the total income of a community among its members*

Distribution, production, consumption, demand

2. *The complex of human activities concerned with the production, distribution, and consumption of goods and services.*

Economy, economics, promotion, investment

3. *The creation or manufacture for sale of goods and services with exchange value.*

Production, distribution, consumption, pricing

4. *When quantity demanded equals quantity supplied, this correspondence establishes the*

...

Equilibrium price, opportunity cost, shift in demand, shift in supply

5. *... is the theory that government should not interfere in most economic affairs.*

Laissez faire, microeconomics, demand theory, supply theory

6. *Any place where individuals get together to buy or sell is referred as a*

Market, target market, supermarket, factory

7. *The branch of economics that focuses on the activities of individual decision-making units is*

Demand theory, marketing, supply theory, econometrics

8. *The amount of a commodity that producers are willing and able to offer for sale at a specified price is ...*

Supply, production, demand, price

9. *The theory, largely based on producer theory, analyzing the way in which goods and services are brought to the market by firms or entrepreneurs is called*

Supply theory, microeconomics, demand theory, macroeconomics

10. *... is a pricing strategy based on low pricing and low unit profits*

Penetration strategy, factory gate strategy, decoy strategy, freemium strategy

11. *The point in the development of a product when sales begin to exceed the investment.*

Break-even point, market point, price point, equilibrium point

12. goods are those used to produce other goods and services

Capital, consumer, customer, market

13. are resources required by an organization to enable it to produce goods or services.

Inputs, outputs, investments, products

14. is a set of marketing and communication methods that help to distinguish a company from competitors and create a lasting impression in the minds of customers.

Branding, promotion, PR, publicity

15. Is the use of signs to communicate a marketer's message places advertising in geographically identified areas in order to capture customer attention.

Outdoor displays, branding, publicity, PR.

16. ... is the use of social media platforms and websites to promote a product or service.

SMM, SEO, PR, publicity

17. Public Relations is about

Reputation, wellbeing, printing, finance

TRUE OR FALSE:

1. A target market consists of customers that share similar characteristics, such as age, location, income and lifestyle, to which a business directs its marketing efforts and sells its products.

2. Sampling is the selection of survey targets that reflect their overall larger population.

3. Place is defined as the direct or indirect channels to market, geographical distribution, territorial coverage, retail outlet, market location, catalogues, inventory, logistics and order fulfilment.

4. In most price skimming strategies, goods are higher priced so that fewer sales are needed to break even.

5. Public Relations is about reputation.

6. The marketing mix is also known as the 5 Ps.

7. Target market refers to the marketing communication used to make the offer known to potential customers and persuade them to investigate it further.

8. SWOT analysis is an acronym for success, weaknesses, opportunities, and treats.

9. In most price Penetration strategies, goods are higher priced so that fewer sales are needed to break even.

10. Three major tools of mass promotion are advertising, marketing and pricing.

4. ВСПОМОГАТЕЛЬНЫЙ РАЗДЕЛ

4.1. English vocabulary

A

affordable – доступный

anchor – якорь

ankle – лодыжка

appointment – условленная встреча

arm – рука

assemble – собирать (монтировать)

attend – посещать

attic – чердак

B

back – спина

bake – печь (в духовке)

barber – парикмахер (мужской)

bargain – выгодная покупка, дешево купленная вещь

beef – говядина

bend (v) – сгибать

blinds – жалюзи, шторы, маркиза

block of flats – многоквартирный дом

blow dry – сушить волосы феном

blueberry – черника

boil – кипеть, варить

booking office – билетная касса

brain – мозг

brick – кирпич

bride – невеста

bridegroom – жених

bright – смывлённый, способный

broad-minded – имеющий широкий кругозор bunch – букет, гроздь, пучок, связка

buoy – бакен, буюк

C

calf – телёнок

callous – чёрствый, бессердечный

canned – консервированный

carriage – экипаж, пассажирский вагон ceiling – потолок
charge – назначать цену, просить за ч-л (цену) cheek – щека
cheekbone – скула
chest – грудная клетка
chest of drawers – комод
chic – модный, шикарный, нарядный chimney – дымовая труба
chin – подбородок
clever – умный, искусный
cloudberry – морошка
coach – экипаж, пассажирский вагон, автобус
междугородного сообщения
coat rack – вешалка (мебель)
conduct – поведение
consumer service – сфера бытовых услуг convenient – удобный
cool – прохладный
corkscrew – штопор
cowberry – брусника
cranberry – клюква
curly – кудрявый
currant – смородина
curtains – занавески, шторы

D

deal with – иметь дело с к-л, вести дело decanter – графин
delicate (job) – тонкая
deluxe – роскошный
departure lounge – зал отправления detached house – отдельно стоящий дом dirty –
грязный
dishwasher – посудомоечная машина drops – капли (лекарство)

E

ear – ухо
easy-going – добродушно-весёлый, лёгкий,
беззаботный
educate – давать образование
elbow – локоть
engagement – помолвка
entertain – развлекать
expenses – расходы
expensive – дорогостоящий
eyebrow – локоть

eyelashes – ресницы

eyelid – веко

F

fatty – жирный (о пище)

fee – гонорар

file – регистрировать и хранить документы fix – ремонтировать, устранять неполадки flavourless – безвкусный

floor – пол, этаж

foolish – глупый, безрассудный

foot – нога выше щиколотки, ступня forehead – лоб

freelance – работать без найма

frosty – морозный

fry – жарить в масле

G

gate – ворота

genius – гений (о человеке)

gloomy – мрачный

gooseberry – крыжовник

grill – жарить на рашпере

groomed – быть ухоженным, хорошо одетым, тщательно подстриженным

H

hair – волосы

hairdresser – парикмахер (женский)

handle – торговать ч-л, управлять

heart – сердце

hedge – живая изгородь

heel – пятка

hip – бедро

honeymoon – медовый месяц housewarming party – новоселье hovercraft – судно на воздушной подушке

I

immaculately – безупречно, безукоризненно inert – инертный, неактивный

insurance – страховка

intelligent – умный, понятливый, смыслённый intestine – кишечник

itinerary – маршрут, путеводитель

J

jaw – подбородок

K

kidney – почка

knee – колено

L

lamb – ягнёнок, овечка

land – земля, приземляться

lawn – лужайка, газон

lazy – ленивый

lean (meat) – постный, не жирный

learned – учёный

left-luggage office – камера хранения багажа life buoy – спасательный круг

life jacket – спасательный жилет

limbs – конечности

lip – губа

liver – печень

loaf – буханка

location – место расположения

longevity – долголетие

lung – лёгкое

luxury – роскошь

M

maintain – поддерживать, обслуживать, со-

держат в исправном состоянии manage – управлять, руководить, стоять во главе

manual – ручной (труд)

mast – мачта

mental – умственный, психический

mixture – смесь, микстура

modest – скромный

mouth – рот

mutton – баранина

N

nail – ноготь

napkin – салфетка

narrow-minded – ограниченный, недалёкий, с предрассудками

neck – шея

newlyweds – молодожёны

O

odd job – случайная работа

ointment – мазь (лекарство)

outfit – одежда, обмундирование

overcast – (n) облачность; (adj) покрытый
облаками

P

rainkiller – болеутоляющее средство

paint (v) – красить; писать красками

palm – ладонь

paper (v) – оклеивать обоями

pill – таблетка

ponytail – причёска «хвост»

porch – крыльцо, (AmE) веранда, балкон pork – свинина

porter – носильщик

porthole – иллюминатор

powder – порошок (лекарство)

pull – тянуть, тащить

pupil – зрачок

Q

quick-minded – смывлённый

quiet – спокойный, тихий

R

raspberry – малина

rational – рациональный

reclamation – заявление претензий renovate – делать косметический ремонт repair –
ремонтировать

retire – отойти от дел, оставить должность, уйти
на пенсию

roast – жарить на огне

roof – крыша

run-down – захудалый, жалкий

rural – сельский, деревенский

rye – ржаной

S

safety – безопасность

sail – парус, плыть под парусами, отплывать schedule – (AmE) расписание, график

seedy – потрепанный

self-employed – имеющий своё собственное
дело предприниматель

shin – голень

shoulder – плечо

silly – глупый, простой, бесхитростный

sink – раковина в кухне

skilled – квалифицированный, искусный slow – 1) медлительный, тупой, несообразительный; 2) медленный

smart – 1) остроумный, находчивый, ловкий; 2) щеголеватый, нарядный, модный, элегантный; 3) официальный (об одежде)

snack – лёгкая закуска

sour – кислый

spacious – просторный

stale – несвежий, чёрствый (хлеб) stall – ларёк, палатка

step – шаг

stew – тушить, тушёное мясо, жаркое

stomach – живот

straight – прямой

strawberry – клубника

stupid – глупый, тупой, бестолковый syringe – шприц

T

talented – талантливый

tap – кран (водопроводный)

teleworker – работающий из дома с помощью телефона или компьютера

tender – нежный

thigh – бедро

thumb – большой палец руки

ticket collector – контролёр

tidy – аккуратный

tiles – черепица

timetable – (BrE) расписание

tinned – консервированный

toe – палец на ноге

tough – жёсткий, твёрдый

track – путь (на платформе)

tray – поднос

treadmill – однообразный механический труд trendy – модный, соответствующий направлению

моды

tug boat – буксир

U

urban – городской

V

veal – телятина

venue – место встречи, (зд.) место проведения венчания/свадьбы

vogue – мода

W

waist – талия

washbasin – раковина (в ванной комнате) whitewash – белить

wholegrain – цельнозерновой (хлеб) wholemeal – сделанный из непросеянной муки, с отрубями

wise – мудрый

wraround – расположенный со всех сторон; опоясывающий; панорамный

wrist – запястье

Y

yard – двор

4.2. Учебная программа дисциплины

Р-1 2023

Учреждение образования
«Брестский государственный технический университет»

УТВЕРЖДАЮ

Первый проректор БрГТУ

М.В.Нерода

25.08. 2023

Регистрационный № УД-23-1-013 /уч.

Иностранный язык первый (общее владение) (английский)

Учебная программа учреждения высшего образования
по учебной дисциплине для специальности:

6-05-1036-01 Таможенное дело (2)

2023 г.


Учебная программа составлена на основе учебного плана, разработанного на основе типового учебного плана, для специальности 6-05-1036-01 Таможенное дело (утвержденного Министерством образования Республики Беларусь 12.01.2022, регистрационный № 6-05-10-033/пр.), с учетом типовой учебной программы для высших учебных заведений «Иностранный язык (первый) (английский)» № ТД – Р. 573/тип. от 10.12.2014, с учетом типовой учебной программы для высших учебных заведений «Иностранный язык» № ТД – СТ. 013/тип. от 15.04.2008.

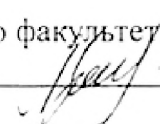
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Научно-методическим советом БрГТУ
(протокол № 6 от 23.06.23)

Специальность по ВУП Таможенное дело 

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Статус иностранного языка как общеобразовательной дисциплины, реально востребованной в практической и интеллектуальной деятельности специалиста, является в современном поликультурном и многоязычном мире особенно значимым. Иностранный язык рассматривается не только в качестве средства межкультурного и профессионального общения, но и средства формирования личности как субъекта национальной и мировой культуры.

Учебная программа по учебной дисциплине «Иностранный язык первый (общее владение) (английский)» разработана на основе Концепции обучения иностранным языкам в системе непрерывного образования Республики Беларусь, концепции языкового образования, концепции учебного предмета «Иностранный язык» с учетом требований государственных образовательных стандартов высшего образования и соответствующих типовых программ.

Общей целью обучения является использование широких возможностей иностранного языка для социокультурного развития личности и формирования ценностных ориентаций через диалог культур родного и иностранного языков, формирование зрелой гражданской позиции, принятия нравственных ценностей и культурно-исторических традиций белорусского народа, гражданско-патриотического и духовно-нравственного воспитания.

Конечной целью курса обучения является овладение иностранным языком (в устной и письменной формах) как средством общения в общественной, социокультурной и профессиональной сферах межличностного взаимодействия.

Путь к конечной цели лежит через достижение следующих промежуточных целей:

- использовать иностранный язык не только в качестве источника информации, но для выражения собственных высказываний и понимания других людей;
- осуществлять естественную коммуникацию в устной и письменной формах иноязычного общения, в различных видах речевой деятельности (чтение, говорение, понимание английской речи на слух, письмо, перевод), с эффективным использованием необходимого языкового материала в аспектах фонетики, грамматики, лексики;
- применять иностранный язык для расширения и углубления общенаучных и профессиональных знаний и видеть в нем средство самостоятельного повышения качества своей профессиональной квалификации.

Общая и конечная цели конкретизируются в следующих аспектах:

- образовательном;
- воспитательном;
- развивающем.

Задачи курса обучения состоят в последовательном овладении студентами совокупностью компетенций, основными из которых являются:

- коммуникативная (лингвистическая, социолингвистическая, социокультурная, социальная, дискурсивная, стратегическая);
- прагматическая;
- когнитивная;
- межкультурная;
- компенсаторная;
- профессиональная;
- общая компетенция, включающая наряду со знаниями о стране изучаемого языка, об особенностях языковой системы также и способность расширять и совершенствовать собственную картину мира, ориентироваться в медийных источниках информации.

При этом лингвистическая компетенция как одна из основных компетенций включает:

- способность к чтению и восприятию специализированных текстов на иностранных языках в режиме реального времени;
- способность к восприятию и документированию информации на иностранных языках в режиме реального времени;

- способность к лингвострановедческому анализу;
 - способность к представлению своих работ в письменной форме на иностранных языках;
 - способность осуществлять презентацию материала на иностранных языках;
 - способность к проведению научного исследования на иностранных языках;
 - способность формировать и расширять знания о тенденциях развития изучаемого языка.
- В результате изучения учебной дисциплины «Иностранный язык первый (общее владение) (английский)» формируются следующие компетенции:

– УК-3. Осуществлять коммуникации на иностранном языке для решения задач межличностного и межкультурного взаимодействия.

В результате изучения учебной дисциплины студент должен:

ЗНАТЬ:

- особенности системы изучаемого иностранного языка в его фонетическом, лексическом и грамматическом аспектах;
- социокультурные нормы бытового и делового общения в современном поликультурном мире.

УМЕТЬ:

- вести общение бытового и делового характера на иностранном языке для решения задач межличностного и межкультурного взаимодействия, сочетая диалогические и монологические формы речи;
- читать литературу на иностранном языке по профилю обучения (изучающее, ознакомительное, просмотровое и поисковое чтение);
- использовать иностранный язык в качестве инструмента профессиональной деятельности для перевода, реферирования и аннотирования аутентичных текстов информативного характера.

ВЛАДЕТЬ:

- правилами речевого этикета, рациональным и эффективным языковым поведением в ситуациях межкультурной коммуникации;
- всеми видами чтения для работы со специализированной аутентичной литературой;
- навыками и умениями диалогической и монологической речи.

Учебная дисциплина взаимосвязана с циклом общенаучных и общепрофессиональных дисциплин. Данная дисциплина тесно связана с последующим курсом обучения иностранному языку и находит логическое продолжение в дисциплине «Иностранный язык первый в профессиональной деятельности (английский)».

**План учебной дисциплины для дневной формы получения
высшего образования**

Код специальности (направления специальности)	Наименование специальности (направления специальности)	Курс	Семестр	Всего учебных часов	Количество зачетных единиц	Аудиторных часов (в соответствии с учебным планом УВО)					Академических часов на курсовой проект (работу)	Форма текущей аттестации
						Всего	Лекции	Лабораторные занятия	Практические занятия	Семинары		
6-05-1036-01	Таможенное дело	1	1	216	6	102	–	–	102	–	–	зачет
		1	2	116	3	68	–	–	68	–	–	зачет
		2	3	216	6	96	–	–	96	–	–	экзамен

1. СОДЕРЖАНИЕ УЧЕБНОГО МАТЕРИАЛА

ТЕМА 1.1. Family Relationships:

Intensive Reading:

- 1) Family Relationships.
- 2) Appearance.
- 3) Character and Personality.

Grammar: The English Tense Forms in the Active and Passive Voice.

ТЕМА 1.2. Housing:

Intensive Reading:

- 1) Location.
- 2) Furnishing, Decorating, Amenities.
- 3) Living Out.
- 4) Household Chores.

Grammar: The English Tense Forms in the Active and Passive Voice.

ТЕМА 1.3. Students' Life:

Intensive Reading:

- 1) A New Period in My Life.
- 2) My Working Day. My Day Off.
- 3) Brest State Technical University.
- 4) Higher Education in Great Britain. British Universities.

Grammar: The English Tense Forms in the Active and Passive Voice.

ТЕМА 1.4. My Future Profession of a Customs Officer:

Intensive Reading:

- 1) Careers.
- 2) Resumes and CVs.
- 3) My Future Profession of a Customs Officer.

Grammar: The English Tense Forms in the Active and Passive Voice. The Sequence of Tenses.

ТЕМА 1.5. Lifestyle and Health. Medical Matters:

Intensive Reading:

- 1) Illnesses and Their Treatment.
- 2) At the Doctor's.
- 3) At the Dentist's.
- 4) In Hospital.
- 5) Social Maladies.
- 6) Sports and Pastimes. Lifestyle and Fitness.

Grammar: The Noun.

TEMA 1.6. Food:

Intensive Reading:

- 1) Daily Meals.
- 2) Food.
- 3) Table Manners.
- 4) Eating out.
- 5) Buying Foodstuffs.

Grammar: The Adjective and Adverb.

TEMA 1.7. Shopping:

Intensive Reading:

- 1) Department Store.
- 2) Clothing.
- 3) Shopping.
- 4) Buying and Selling Online.

Grammar: The Pronoun.

TEMA 1.8. Vacations. Travelling:

Intensive Reading:

- 1) Travelling by Plane.
- 2) Travelling Train.
- 3) Travelling Sea.
- 4) Planning and Booking a Holiday.

Grammar: Numerals. Modal Verbs.

TEMA 1.9. Travelling Abroad. At the Customs:

Intensive Reading:

- 1) Going through the Customs and Passport Control.
- 2) At the Customs.
- 3) Customs Procedures.

Grammar: Reported Speech. Conditionals.

TEMA 1.10. At a Hotel. Asking the Way and Giving Directions. Sightseeing:

Intensive Reading:

- 1) At a Hotel. Booking a Room. Checking in at a Hotel. Checking out of a Hotel.
- 2) Getting around the City. Asking the Way and Giving Directions.

Grammar: Non-finite Verbs: Participle I, Participle II, the Infinitive, the Gerund.

2.1. УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ
для дневной формы получения высшего образования для специальности
6-05-1036-01 ТАМОЖЕННОЕ ДЕЛО

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самост. работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	1-й семестр						
1.1	Family Relationships: Intensive Reading: 1) Family Relationships. 2) Appearance. 3) Character and Personality. Grammar: The English Tense Forms in the Active and Passive Voice.			26		28	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы). Беседа по теме.
1.2	Housing: Intensive Reading: 1) Location. 2) Furnishing, Decorating, Amenities. 3) Living Out. 4) Household Chores. Grammar: The English Tense Forms in the Active and Passive Voice.			24		28	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы). Беседа по теме.
1.3	Students' Life: Intensive Reading: 1) A New Period in My Life. 2) My Working Day. My Day Off. 3) Brest State Technical University. 4) Higher Education in Great Britain. British Universities. Grammar: The English Tense Forms in the Active and Passive Voice.			24		28	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы). Беседа по теме.
1.4	My Future Profession of a Customs Officer: Intensive Reading: 1) Careers. 2) Resumes and CVs. 3) My Future Profession of a Customs Officer. Grammar: The English Tense Forms in the Active and Passive Voice. The Sequence of Tenses.			28		30	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы). Беседа по теме.
	2-й семестр						
1.5	Lifestyle and Health. Medical Matters: Intensive Reading: 1) Illnesses and Their Treatment. 2) At the Doctor's. 3) At the Dentist's. 4) In Hospital. 5) Social Maladies. 6) Sports and Pastimes. Lifestyle and Fitness. Grammar: The Noun.			24		16	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы). Беседа по теме.
1.6	Food: Intensive Reading: 1) Daily Meals. 2) Food. 3) Table Manners.			22		16	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самостоятельной работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	4) Eating out. 5) Buying Foodstuffs. Grammar: The Adjective and Adverb.						на вопросы). Беседа по теме.
1.7	Shopping: Intensive Reading: 1) Department Store. 2) Clothing. 3) Shopping. 4) Buying and Selling Online. Grammar: The Pronoun.			22		16	Фронтальный/индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы). Беседа по теме.
3-й семестр							
1.8	Vacations. Travelling: Intensive Reading: 1) Travelling by Plane. 2) Travelling Train. 3) Travelling Sea. 4) Planning and Booking a Holiday. Grammar: Numerals. Modal Verbs.			32		40	Фронтальный/индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы). Беседа по теме.
1.9	Travelling Abroad. At the Customs: Intensive Reading: 1) Going through the Customs and Passport Control. 2) At the Customs. 3) Customs Procedures. Grammar: Reported Speech. Conditionals.			32		40	Фронтальный/индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы). Беседа по теме.
1.10	At a Hotel. Asking the Way and Giving Directions. Sightseeing: Intensive Reading: 1) At a Hotel. Booking a Room. Checking in at a Hotel. Checking out of a Hotel. 2) Getting around the City. Asking the Way and Giving Directions. Grammar: Non-finite Verbs: Participle I, Participle II, the Infinitive, the Gerund.			32		40	Фронтальный/индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы). Беседа по теме.

3. ИНФОРМАЦИОННО-МЕТОДИЧЕСКАЯ ЧАСТЬ

3.1 Перечень литературы (учебной, учебно-методической, научной, нормативной и др.)

Основная:

1. Фастовец, Р. В. Практика английской речи = English Speech Practice: 1-й курс: учеб. пособие для студ. спец. «Современные иностранные языки» учреждений, обеспечивающих получение высшего образования / Р. В. Фастовец [и др.]; под ред. Р. В. Фастовец. – 2-е изд. – Минск : ТетраСистемс, 2018. – 480 с.

2. Фастовец, Р. В. Практика английской речи = English Speech Practice: 2-й курс: учеб. пособие для студ. спец. «Современные иностранные языки» учреждений, обеспечивающих получение высшего образования / Р. В. Фастовец [и др.]; под ред. Р. В. Фастовец. – 2-е изд. – Минск : ТетраСистемс, 2016. – 389 с.

3. Веремейчик, О. В. English for Customs Officers = Английский язык для таможенников: учебное пособие для студентов специальности 1-96 01 01 «Таможенное дело» / О.В. Веремейчик. – Минск : БНТУ, 2016. – 390 с.

4. Веремейчик, О. В. The Basics of Business Communication=Основы деловой коммуникации [Текст] : пособие для студентов экономических специальностей / О.В. Веремейчик. – Минск : БНТУ, 2015. – 138 с.

5. Резько, П. Н. Modern Communication : учебно-методическое пособие по развитию коммуникативных навыков для студентов неязыковых вузов экономических и технических специальностей / П. Н. Резько, Н. А. Боровикова ; Министерство образования Республики Беларусь, Брестский государственный технический университет, Кафедра иностранных языков. – Брест : БрГТУ, 2020. – 105 с.

Дополнительная:

1. Голицынский, Ю. Б. Упражнения по грамматике английского языка / Ю.Б. Голицынский. – Санкт-Петербург: КАРО, 2006.

2. Дубровская, С.Г. Английский язык для технических вузов / С.Г. Дубровская, Т.А. Дубина. – Москва: ИАСВ, 2007.

3. Новик, Д. В. Методические рекомендации по развитию навыков устной речи по английскому языку для студентов технических специальностей : учеб. пособие / Д.В. Новик, И.И. Гайдук ; УО «Брестский государственный технический университет». – Брест, 2016. – 36 с.

4. Рахуба, В. И. Практикум по грамматике английского языка : учеб. пособие / В.И. Рахуба ; УО «Брестский государственный технический университет». – Брест, 2008.

5. Хведченя, Л. В. Грамматика английского языка / Л.В. Хведченя. – Минск: Издательство Гревцова, 2011. – 489 с.

6. Новый англо-русский словарь / под. ред. В.К. Мюллера. – Москва: Русский язык: Медиа, 2011. – 946 с.

7. Орловская, И. В. Учебник английского языка для технических университетов и вузов / И.В. Орловская, Л.С. Самсонова, А.И. Скубриева. – Москва: МГТУ им. Н.Э. Баумана, 2008.

8. Василевич, Н. И., Назарова, Г. П. Английский язык. Чтение и устная практика / Н. И.Василевич, Г. П. Назарова - Минск: БГУ, 2002.- 39 с.

9. Онлайн словарь [Электронный ресурс]. – Режим доступа: www.ldoceonline.com/ – Дата доступа: 12.04.2023.

10. Онлайн упражнения для самостоятельного изучения [Электронный ресурс]. – Режим доступа: www.englishclub.net – Дата доступа: 10.04.2023.

11. Онлайн энциклопедия [Электронный ресурс]. – Режим доступа: <https://www.britannica.com/science> – Дата доступа: 10.04.2023.

3.2. Перечень средств диагностики результатов учебной деятельности.

Данный модуль является интегральным и обеспечивает промежуточный и итоговый контроль усвоения содержания программы. Он представляет собой обобщение и систематизацию пройденного учебного материала по всем аспектам языка и видам речевой деятельности.

ПРОМЕЖУТОЧНЫЙ КОНТРОЛЬ осуществляется:

1) по устным темам – в форме монологического высказывания, диалогов, беседы с преподавателем;

2) по текстам – в форме разработанных комплексных заданий, составления аннотаций и рефератов, выборочного письменного перевода;

3) по грамматике – в виде выполнения грамматических упражнений по изученным темам.

Перечень рекомендуемых средств диагностики:

Для диагностики формируемых компетенций используются следующие формы:

1. Устная форма.
2. Письменная форма.
3. Устно-письменная форма.
4. Техническая форма.

К устной форме диагностики компетенций относятся:

1. Собеседования.
2. Коллоквиумы.
3. Доклады и презентации на занятиях.
4. Доклады на конференциях.
5. Зачеты в устной форме.
6. Оценивание на основе деловой игры.
7. Тесты действия.

К письменной форме диагностики компетенций относятся:

1. Тесты.
2. Контрольные опросы.
3. Контрольные работы.
4. Письменные отчеты по аудиторным (домашним) практическим упражнениям.
5. Эссе.
6. Рефераты.
7. Публикации статей, докладов.
8. Письменные зачеты.
9. Письменные экзамены.
10. Стандартизированные тесты.
11. Оценивание на основе модульно-рейтинговой системы.
12. Оценивание на основе кейс-метода.
13. Оценивание на основе портфолио.
14. Оценивание на основе метода развивающейся кооперации.
15. Оценивание на основе проектного метода.
16. Оценивание на основе деловой игры.

К устно-письменной форме диагностики компетенций относятся:

1. Отчеты по аудиторным практическим упражнениям с их устной защитой.
2. Отчеты по домашним практическим упражнениям с их устной защитой.
3. Зачеты.
4. Экзамены.
5. Взаимное рецензирование студентами их докладов и презентаций.
6. Оценивание на основе модульно-рейтинговой системы.
7. Оценивание на основе метода развивающейся кооперации.
8. Оценивание на основе проектного метода.
9. Оценивание на основе деловой игры.
10. Оценивание на основе метода Дельфи.

К технической форме диагностики компетенций относятся:

1. Электронные тесты.
2. Электронные практикумы.
3. Визуальные лабораторные работы.
4. Другие.

Для оценки достижений студента используется следующий диагностический инструментарий:

- устный и письменный опрос во время практических занятий;
- проведение текущих контрольных работ (заданий) по темам;
- защита выполненных на практических занятиях индивидуальных заданий;

- собеседование при проведении индивидуальных и групповых консультаций;
- выступление студента на конференции по подготовленному реферату.

Для диагностики сформированности компетенций студентов на «выходе» при итоговом оценивании используются тесты и тестовые задания; контрольные задания; зачет (экзамен).
Примерная тематика рефератов, проектов по устной речи:

1. Women would make a better job of running the world than men have done.
2. English as the world language of the century.
3. Trends in education: perspectives, problems, solutions.
4. The tobacco ring ought to be smashed.
5. Vicious and extreme sports should be banned by law.
6. The better an advertisement is, the more people remember the advertisement and the less they remember the product.' Do you agree with this statement?
7. My career plan: where I see myself in 10 years' time.
8. The craziest inventions of the 20th century.
9. The major stress factors in the modern world.

ИТОГОВЫЙ КОНТРОЛЬ:

Зачетные требования (1, 2 семестр):

Зачет выставляется с учетом выполнения программы текущего семестра. Зачет как форма аттестации состоит из двух частей: письменной и устной.

Письменная часть: выполнение лексико-грамматической работы.

Устная часть: монологическое высказывание по одной из пройденных тем.

Экзамен проводится в 3 семестре.

К экзамену допускаются студенты, выполнившие программу практических аудиторных занятий. Экзамен на данном этапе включает письменную и устную части.

Письменная часть: выполнение лексико-грамматической работы.

Экзамен включает:

- 1) письменный перевод аутентичного или частично адаптированного текста информативного характера без словаря (1100-1300 п.з.). Время выполнения – 30 минут;
- 2) передача содержания аутентичного или частично адаптированного текста (900-1000 печатных знаков). Время выполнения – 10-15 минут;
- 3) монологическое высказывание по одной из пройденных тем и беседа с преподавателем в рамках данной устной темы.

Примерный перечень тем:

- 1) Family Relationships.
- 2) Housing.
- 3) A New Period in My Life.
- 4) Brest State Technical University.
- 5) My Future Profession of a Customs Officer.
- 6) At the Doctor's.
- 7) Sports and Pastimes.
- 8) Meals.
- 9) Shopping. Buying and Selling Online.
- 10) Planning and Booking a Holiday.
- 11) Travelling.
- 12) At the Customs.

Оценка учебных достижений студентов на экзамене по иностранному языку производится по 10–балльной шкале.

КРИТЕРИИ ОЦЕНКИ ОТВЕТОВ СТУДЕНТОВ НА ЭКЗАМЕНЕ ПО ИНОСТРАННОМУ ЯЗЫКУ В БАЛЛАХ:

1) Письменный перевод текста:

- 10 – полный, своевременный, безошибочный, стилистически верный перевод.
- 9 – полный, своевременный, безошибочный перевод с 1-2 стилистическими погрешностями, не ведущими к искажению смысла.
- 8 – полный, своевременный перевод с 1-2 лексико-грамматическими ошибками, не ведущими к искажению смысла.
- 7 – полный, своевременный перевод с 3-4 лексико-грамматическими ошибками, не ведущими к искажению смысла.
- 6 – полный, своевременный перевод с 5-6 лексико-грамматическими ошибками, не ведущими к искажению смысла.
- 5 – неполный перевод текста (80%) с 7-8 лексико-грамматическими ошибками.
- 4 – неполный перевод текста (70%) с 9-10 лексико-грамматическими ошибками к.
- 3 – неполный перевод текста (60%) с 11-12 лексико-грамматическими ошибками.
- 2 – неполный перевод текста (50%) с большим количеством лексико-грамматических ошибок.
- 1 – перевод сделан на уровне отдельных слов и словосочетаний.

2) Передача содержания текста на иностранном языке:

- 10 – полное понимание содержания текста с передачей всех деталей смысловых связей в виде логически четко построенного сообщения.
- 9 – полное понимание содержания текста с передачей всех деталей смысловых связей в виде недостаточно логически оформленного сообщения.
- 8 – передача содержания текста с недостаточной полнотой.
- 7 – передача содержания текста, содержащая 1-2 смысловые неточности.
- 6 – передача содержания текста, содержащая 3-4 смысловые неточности.
- 5 – ответ, отражающий содержание текста при наличии пропусков информации (не более 20 %).
- 4 – ответ, отражающий содержание текста при наличии пропусков информации (не более 30 %).
- 3 – понимание текста в общих чертах (60 %).
- 2 – фрагментарное понимание содержания текста и неспособность изложить основную идею.
- 1 – полное непонимание текста.

3) Монологическое высказывание по одной из пройденных тем и беседа с преподавателем в рамках данной устной темы:

- 10 – логически построенный, четкий, грамматически правильно оформленный, содержащий разнообразный набор лексики ответ (не менее 25 фраз). Допускаются 1-2 ошибки с самокоррекцией.
- 9 – логически построенный, четкий, грамматически правильно оформленный, содержащий разнообразный набор лексики ответ (20-25 фраз). Допускаются 2-3 ошибки с самокоррекцией.
- 8 – высказывания по теме логичны, аргументированы и построены на основе изученного учебного материала (18-20 фраз). Допускаются 3-4 лексико-грамматические ошибки.
- 7 – речь достаточно разнообразна. Высказывания логичны, однако их построение затрудняется иногда выбором необходимых лексико-грамматических конструкций (не менее 15 фраз). Допускаются 4-5 лексико-грамматические ошибки.
- 6 – ответ недостаточно полный и аргументированный (10-15 фраз). Допускается 5-6 лексико-грамматических ошибок.
- 5 – ответ недостаточно полный, требующий дополнительных вопросов со стороны экзаменатора по изученному материалу (8-10 фраз). Допускается 5-6 лексико-грамматических ошибок.

4 – речь на уровне механического высказывания изученного материала по теме (7-8 фраз). Допускается 6-7 лексико-грамматических ошибок.

3 – речь на уровне механического высказывания отдельных предложений. Многочисленные ошибки, затрудняющие понимание смысла высказывания.

2 – речь на уровне отдельных слов и словосочетаний.

1 – неумение и неспособность строить высказывания.

В числе эффективных педагогических методов (технологий), способствующих вовлечению студентов в поиск и управление знаниями, приобретению опыта самостоятельного решения речемыслительных задач, рекомендуется использовать:

9) технологии проблемно-модульного обучения;

10) технологии учебно-исследовательской деятельности;

11) проектные технологии;

12) коммуникативные технологии (дискуссия, пресс-конференция, мозговой штурм, учебные дебаты и другие активные формы и методы);

13) метод кейсов (анализ ситуации);

14) игровые технологии, в рамках которых студенты участвуют в деловых, ролевых, имитационных играх;

15) симуляцию;

16) компьютерные технологии.

3.3. Методические рекомендации по организации и выполнению самостоятельной работы обучающихся по учебной дисциплине.

При изучении учебной дисциплины используются следующие формы самостоятельной работы:

– самостоятельная работа в виде решения индивидуальных задач в аудитории во время проведения практических занятий под контролем преподавателя в соответствии с расписанием. Самостоятельная работа планируется из расчета 15-20% к количеству часов, отводимых на практические занятия; самостоятельная работа в виде выполнения индивидуальных заданий с консультациями преподавателя;

– подготовка презентаций по индивидуальным темам;


– написание рефератов, аннотаций.

ПРОТОКОЛ СОГЛАСОВАНИЯ УЧЕБНОЙ ПРОГРАММЫ
ПО ДИСЦИПЛИНЕ «ИНОСТРАННЫЙ ЯЗЫК ПЕРВЫЙ (ОБЩЕЕ ВЛАДЕНИЕ)
(АНГЛИЙСКИЙ)»
С ДРУГИМИ ДИСЦИПЛИНАМИ СПЕЦИАЛЬНОСТИ

Название учебной дисциплины, с которой требуется согласование	Название кафедры	Предложения об изменениях в содержании учебной программы учреждения высшего образования по учебной дисциплине	Решение, принятое кафедрой, разработавшей учебную программу (с указанием даты и номера протокола)
Основы таможенного дела. Таможенная деятельность в национальной и международной экономике.	Бухгалтерского учёта, анализа и аудита		Рассмотрена и рекомендована к утверждению протокол № <u>10</u> от <u>23.05.202</u>

Содержание учебной программы согласовано с выпускающей кафедрой

Заведующий выпускающей кафедрой,
кандидат экономических наук, доцент

 Н.В.Потапова

ДОПОЛНЕНИЯ И ИЗМЕНЕНИЯ К УЧЕБНОЙ ПРОГРАММЕ
Регистрационный № УД-23-1-013/уч. от 23.06.2023

Иностранный язык первый (общее владение) (английский)

для специальности:

6-05-1036-01 Таможенное дело

(дневная форма получения высшего образования)

на 2023-2024 учебный год

№ п/п	Дополнения и изменения	Основание
1.	Для специальности 6-05-1036-01 Таможенное дело дневной формы получения высшего образования: 1) Внести в п. 3.2 раздела 3 «Информационно-методическая часть» сведения о текущей и промежуточной аттестации (информация прилагается). 2) Внести в пп. 3.1.2 п. 3.1 раздела 3 «Информационно-методическая часть» в список основной литературы следующее издание: – Веремейчик, О. В. Английский язык для таможенников – English for Customs Officers : учебник / О. В. Веремейчик. – Минск : Вышэйшая школа, 2018. – 327 с. : ил. – Библиогр.: с. 323–327 (68 назв.). – Гриф Министерства образования Республики Беларусь для студ. по спец. "Таможенное дело". – 400 экз. – ISBN 978-985-06-3036-0.	1) Постановление Министерства образования Республики Беларусь от 13.10.2023 № 319 «Правила проведения аттестации студентов, курсантов, слушателей при освоении содержания образовательных программ высшего образования» 2) Поступление новой литературы в библиотеку БрГТУ

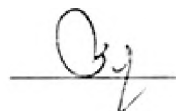
Учебная программа пересмотрена и одобрена на заседании кафедры лингвистических дисциплин и межкультурных коммуникаций (протокол №2 от 17 октября 2023 г.).

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