
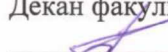


Учреждение образования
«Брестский государственный технический университет»
Факультет экономический

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« 19 » 12 2024 г.

**ЭЛЕКТРОННЫЙ
УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС
по учебной дисциплине
ИНОСТРАННЫЙ (АНГЛИЙСКИЙ) ЯЗЫК**

для специальностей

7-07-0731-01 Архитектура
7-07-0731-02 Архитектурный дизайн

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Рассмотрено и утверждено на заседании
Научно-методического совета университета 27.12.2024 г., протокол № 2.



ПОЯСНИТЕЛЬНАЯ ЗАПИСКА
к электронному учебно-методическому комплексу
по учебной дисциплине «Иностранный язык(Английский)
для специальностей 7-07-0731-01 Архитектура
7-07-0731-02 Архитектурный дизайн

Актуальность изучения дисциплины

Статус иностранного языка как общеобразовательной дисциплины, реально востребуемой 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.

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» 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 специальностей 7-07-0731-01 Архитектура, 7-07-0731-02 Архитектурный дизайн

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. Учебными программами по дисциплине «Иностранный язык (английский)» для студентов специальностей 7-07-0731-01 Архитектура, 7-07-0731-02 Архитектурный дизайн, утвержденной 29.06.2023, регистрационный номер № УД-23-1-019/уч.

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 образовательным стандартам высшего образования специальности, 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»:

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 методические материалы к

практическим занятиям, аутентичные тесты и материалы по изучаемым темам;

Раздел контроля знаний ЭУМК содержит перечень самостоятельного изучения студентами, вопросы к зачету, образцы тестов;

Вспомогательный раздел ЭУМК включает учебную программу по дисциплине «Иностранный язык».

Краткий паспорт дисциплины

	Архитектура		Архитектурный дизайн	
	семестр	семестр	семестр	семестр
	1	2	2	3
Практические (семинарские) занятия (часов)	68	30	68	34
Зачет (+/-)	+	-	+	-
Экзамен (+/-)	-	+	-	+

ПЕРЕЧЕНЬ МАТЕРИАЛОВ В УЧЕБНО-МЕТОДИЧЕСКОМ КОМПЛЕКСЕ

Электронный учебно-методический комплекс содержит:

1. ТЕОРЕТИЧЕСКИЙ РАЗДЕЛ

1.1. Методические рекомендации по изучению дисциплины

1.2. Методические рекомендации по организации самостоятельной работы студентов

2. ПРАКТИЧЕСКИЙ РАЗДЕЛ

2.1. Материалы для практических занятий по дисциплине

3. РАЗДЕЛ КОНТРОЛЯ ЗНАНИЙ

3.1. Виды контроля

3.1.1. Текущий контроль

3.1.2. Рубежный контроль

3.1.3. Промежуточный контроль (устная и письменная форма)

3.1.4. Текущая аттестация

3.1.5. Итоговый контроль

3.2. Тесты и контрольные работы

3.3. Критерии оценивания работы студентов

4. ВСПОМОГАТЕЛЬНЫЙ РАЗДЕЛ

4.1. Словари

4.2. Учебная программа дисциплины

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 и 2 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 и 2 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 вышепереведенной 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 заголовки 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 друг от друга только одним новым словом в одной и той же позиции. Установите смысл этих предложений.

В списке слов отметьте те, которые вы слышали 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 слышали 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 САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ

Студент в процессе обучения должен не только освоить учебную программу, но и приобрести навыки самостоятельной работы, которая способствует

ет 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 иностранному 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,

самосовершенствование и самореализация;

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 смешанная 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 видеосопро-

вождения докладов;

написание сочинений;

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

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

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 относящейся 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. Попробуйте 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 соответство-

вать 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 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: TimesNewRoman, 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 словосвязки, 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 MicrosoftPowerPoint, 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 усугу-

бится 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.

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

2.1. МАТЕРИАЛЫ ДЛЯ ПРАКТИЧЕСКИХ ЗАНЯТИЙ ПО ДИСЦИПЛИНЕ

АНГЛИЙСКИЙ ЯЗЫК

A NEW PERIOD IN MY LIFE. ABOUT MYSELF

I. Read and translate the text.

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? 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 signing, music and choreography. And the annual contest "BrSTUStars" 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	term
semester	to finish
to introduce	to like
to leave	to present
to prefer	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.

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

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 peoples' 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 realized 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.”

COLLEGE LIFE

I. Read the text, consult a dictionary to find the meaning of the words in bold type, learn them by heart.

The merry-go-round of college life is something that one never forgets. It's a fascinating, fantastic, fabulous experience, irrespective of the fact whether one is a full-time or a part-time student.

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: the rector, vice-rectors, deans, subdeans, heads of departments and senior lecturers. Some of them must be professors, some – associate or assistant professors, lecturers and tutors, but, of course, all of them have high academic degrees.

The monitors hand out student membership cards, student record books and library cards – one feels like a real person. First celebrations and then days of hard work. So many classes, so many new subjects to put on the timetable! The curriculum seems to be developed especially for geniuses. Lectures, seminars and tutorials. Home preparations; a real avalanche of homeworks.

If one can not cope with the work load of college he or she immediately starts lagging behind. It is easier to keep pace with the programme than to catch up with it later. Everyone tries hard to be, or at least to look, diligent. First tests and examination sessions. The first successes and first failures: "I have passed!" or "He has not given me a pass!" Tears and smiles. And a long-awaited vacation.

The merry-go-round runs faster. Assignments, written reproductions, compositions, synopses, papers. Translations checked up and marked. "Professor, I have never played truant, I had a good excuse for missing classes". Works handed in and handed out. Reading up for exams. "No, professor, I have never cheated – no cribs. I just crammed".

Junior students become senior. Still all of them are one family – undergradu-

ates. Students' parties in the students' club. Meeting people and parting with people. You know, Nora is going to be expelled and Dora is going to graduate with honours. Yearly essays, graduation dissertations, finals...

What? A specialist's certificate? You mean, I've got a degree in Economics? I am happy! It is over! It is over... Is it over? Oh, no...

A postgraduate course, a thesis, an oral, and a degree in Economics. The first of September. Where are the students of the faculty of economics? Is it the economics department? Oh, how nice...

II. Do the following tasks.

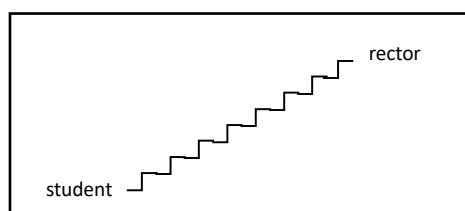
1. Say a few words about your university: say what it is called, speak about its faculties and their specializations.

2. Would you compare college life with a merry-go-round or with something else?

3. What do you think of the first months at the university?

4. 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.



A NEW PERIOD IN MY LIFE

I. Pronounce the words correctly and learn their meaning.

1. housing [haʊzɪŋ] – жильё
2. opportunity [ɒpə'tju:nɪtɪ] – возможность
3. dormitory, students hostel ['dɔ:mɪtrɪ] [hɔ:stl] – студенческое общежитие
4. to rent a flat (an apartment) [ə'pa:tmənt] – снимать квартиру
5. usually ['ju:ʒuəli] – обычно
6. rather ['ra:ðə] – довольно
7. enough [ɪnʌf] – достаточно
8. completely [kəm'pli:tli] – полностью, совершенно
9. to serve [sə:v] – обслуживать
10. while [waɪl] – пока, в то время как
11. to prefer [prɪ'fə:] – предпочитать
12. to miss [mɪs] – пропускать

13. successfully [sək'sesfulɪ] –успешно
14. canteen [kæ:n'ti:n] –столовая
15. back [bæk] – обратно
16. break [breɪk] –перерыв
17. report [rɪ'pɔ:t] – доклад
18. tired [tʌɪəd] –усталый
19. admit [əd'mɪt] –соглашаться
20. disposal [dɪs'pəʊzl] –возможность распорядиться
21. recreation [rekri'eɪʃn] –отдых
22. facilities [fə'sɪlɪtɪz] –возможности, условия
23. to keep fit [ki:p'fɪt] –быть бодрым, здоровым
24. advantage [əd'vɑ:ntɪdʒ] –польза

II. Read the text.

A New Period in My Life My name is Dima Ivanov. On leaving school I entered Brest State Technical University.

Brest State Technical University is one of the largest scientific and educational centers in the western part of Belarus. It enables training of highly qualified specialists and conducts fundamental scientific research in the areas of construction, architecture, electronics, mechanical engineering, economy and ecology. Now I am a first-year student of Civil Engineering Department. I think Civil Engineering is a very important branch of national economy. The purpose of Civil Engineering is to construct and reconstruct residential and industrial buildings, bridges, schools, palaces and hospitals. This requires the use of new building methods and new building materials. That is why we must know all the latest achievements of science and engineering. I entered the university to be provided with a high standard of theoretical and practical knowledge.

I am a student of Technical University. My parents live in Grodno 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.

A compact university campus is set in beautiful surroundings, with plenty of green space to relax. The campus offers a range of facilities to satisfy students' day-to-day needs:

Recreation and Wellness Center

four student dormitories

a bank

a chemist's shop

a laundry

a store

3 gyms

Located on the campus, the café "Zodchie" provides freshly made hot and cold food.

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. There is a good library in our University. It is on the ground floor. The library is open from 9 a.m. till 6 p.m. It is accessible to all the students and teachers free of charge. Subscription to the library is conducted according to a student's identity card. I have got a membership card and I can borrow books from the library. I can use books in the reading-room or take them on a loan. I can take books home for a certain number of days. The entire stock is represented in the author and classified catalogues. The newly acquired books are always displayed on the stands.

The library possesses more than 700,000 books, magazines and other printed works. Foreign literature is in English, French, German, Polish, Spanish, and other languages. There is a good selection of books for professional training. A special place among the library holding belongs to the reference collection.

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. The Students' Club is the center 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. They can join university amateur societies and groups or try out themselves as script writers, producers and actors at University shows and festivals.

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 conduct more than 50 athletic events. The Citadel Alpinist Club is one of the most attractive centres 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.

III. Complete the sentences:

1. On leaving school I entered...

2. Brest State Technical University is one of the largest...

3. I think Civil Engineering is...

4. The purpose of Civil Engineering is...

5. A compact university campus is set...

6. The campus offers...

7. The University Sports Club offers...

IV. Find one synonym to the first word in each row:

1. Opportunity – share – shower – chance

2. Usually – nearest – as a rule – latest

3. Rather – enough – ready – quarter

4. Turn on – serve – switch – prefer

5. Completely – usually – finally – entirely

6. Prefer – tired – like – different

7. Healthy – sound – hard – successful

V. Find the suitable meaning to each word:

1. Need – a) clean, polish, make tidy or smooth

2. Rent – b) go away from

3. Brush – c) want, require

4. Leave – d) interval (in space or time)

5. Miss – e) occupy or use (land, buildings, etc.) for rent

6. Success – f) fail to hit, hold, catch, reach, see

7. Break – g) person or thing that succeeds

VI. Use sentences in the Past and Future Simple, Continuous or Perfect tense forms.

Example: 1. Being happy is one way of being wise.

2. Being happy was one way of being wise.

3. Being happy will be one way of being wise.

Example: 1. Things are not going my way.

2. Things were not going my way.

3. Things will not be going my way.

Example: 1. She has just done some work about the house.

2. She had done some work about the house by 8.

3. She will have done some work about the house before 6.

1. My classes begin at 8:10.

2. We leave the house at ten minutes past eight and walk to the nearest bus-stop.

3. That is the time to share the latest news.

4. We are watching TV now.

5. It has made people better.

6. I have managed to do everything very well.

VII. Use sentences in the Past and Future Simple, Continuous or Perfect Passive tense forms.

Example: 1. I am woken up by my roommate.

2. I was woken up by my roommate.

3. I shall be woken up by my roommate.

Example: 1. Breakfast is being served now.

2. Breakfast was being served at that time.

Example: 1. The Flat has been rented by him.

2. The flat had been rented by him by August.

3. The flat will have been rented by him before September.

1. The latest news is listened to on the radio.

2. The latest news is shared by us.

3. The lecture is being presented now.

4. The report is being written by him now.

5. She has just left the house.

6. The classes have already begun.

7. They have had a lecture in physics.

VIII. Answer the following questions:

1. Where do you live and study?

2. Do you live in a dormitory or in a flat?

3. Who is your best friend at the University?

4. Do you get on well with your group mates?
5. How many classes do you have every day?
6. What subjects are you good at?
7. Where do you have lunch?
8. You don't have much free time on week-days, do you?
9. How often do you go to the library?
10. Do you use any modern means of education?

IX. Discuss the following points of the text in the form of a dialogue. Use all types of questions.

- Example:
1. Do his parents live in Minsk?
 2. Where does he study?
 3. Can he live in a dormitory or in a flat?
 4. Who shares the flat with the young man?
 5. He studies at the University, doesn't he?

1. Renting a flat.
2. Morning routine.
3. At the University.
4. Having meals.
5. Leisure time.
6. In the evening.

X. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.

1. Only the educated are free (Epictetus, Phrygian Stoic, philosopher, c AD 50-135).
2. The educated differ from the uneducated as much as the living from the dead (Aristotle, one of the most celebrated Greek philosophers, 384-322 BC).
3. Knowledge is power (Francis Bacon, British philosopher, 1561-1626).

XI. Speak about your working day with your groupmate in the form of a dialogue.

NICK'S USUAL WORKING DAY

I. Read and translate the text.

Hi, nice to meet you all!

My name is Nick Price. I am a freshman at MIT – Massachusetts Institute of Technology. I am not from Boston myself. I was born in Vermilion, Ohio, not far from Cleveland.

My family is not very rich, that is why I can't afford to live on a campus. But it is a rule, that every student must reside during his or her freshman year on the campus. To cover some of the expenses I've got to work part-time on the campus. I work

in cafeteria.

Now let me tell you about my usual working day. I wake up at seven in the morning. My alarm-clock radio is tuned to my favourite radio station. My roommate Todd Hall is a football player. He jogs every morning at 6:30. He is still out jogging when I get up. First I take a cold shower and brush my teeth. Then I dress myself up and rush to work – to the University cafeteria. I wash dishes and clean the tables. It is not a very interesting job, I know that, but soon I'll be a cook and will earn more. My boss Suzie is very strict but very nice when you do your job properly.

My first class starts at 11:15. The professor is never late for his classes. The lecture hall we sit in has about 100 seats. MIT is a very big school. I think that it is the best school of science and technology in the US.

At 2:00 p.m. I eat lunch at school cafeteria. The food is free for me because I work there. I am a vegetarian and I don't like drinks with caffeine. I prefer cool filtered water or juice.

Then I have two more classes. I need to go to the library right after the classes to do my homework. There I meet my friends and we talk a lot. Twice a week I play basketball with my friends. I swim once a week. Usually after library we go out to the cafe or just sit outside and talk.

I have dinner at 6:00 p.m. at the little Chinese restaurant not too far from the dormitory or I cook myself in the kitchen in my dorm. My favourite food is salami pizza and potato salad.

After dinner I watch TV or play ping-pong with my friends. When it is Friday, we go to the football game.

I usually read before I go to bed. It calms me down after the long day. I guess, that's pretty much it for now. See you later!

II. Answer the questions.

1. Where does Nick Price study?
2. What year of study is he in?
3. Is Nick from Boston?
4. Is Nick's family a rich one?
5. What is Nick's job? Do you think he enjoys it?
6. Is Massachusetts Institute of Technology a good school?
7. Where does Nick spend his evenings?
8. What does Nick usually do on Friday nights?

EDUCATION IN BELARUS

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

What institutions does the system of education in the Republic of Belarus include?

What are the most famous educational establishments in our country?

II. Read the following words and learn their meaning.

- | | |
|--------------------|--------------------------------|
| 1) trend | тенденция, направление |
| 2) unification | объединение |
| 3) continuity | непрерывность, преемственность |
| 4) to embrace | включать |
| 5) vocational | профессиональный |
| 6) retraining | переподготовка |
| 7) compulsory | обязательный |
| 8) to reveal | раскрывать, показывать |
| 9) to acquaint | знакомить |
| 10) elective | факультатив |
| 11) simultaneously | одновременно |
| 12) post-graduate | послевузовский |
| 13) entity | организация, объект |
| 14) grant | грант |
| 15) scholarship | стипендия |
| 16) defense | защита |
| 17) thesis | научная работа, диссертация |

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

<i>simultaneously</i>	<i>compulsory</i>	<i>timetable</i>	<i>scholarship</i>
<i>to reveal</i>	<i>trend</i>	<i>continuity</i>	<i>elective</i>
<i>requirement</i>	<i>certificate</i>	<i>unification</i>	<i>establishment</i>

- 1) an official document that states that the information on it is true
- 2) an amount of money given by a college or other organization to pay for the studies of a person with great ability
- 3) something that must be done; necessary by law or a rule
- 4) happening or being done at exactly the same time
- 5) the place where an organization operates
- 6) a subject that someone can choose to study as part of a course
- 7) the general direction of changes or developments
- 8) the state of something without change or interruption
- 9) something needed or necessary
- 10) a detailed plan showing when events or activities will happen
- 11) to make known or show something that was previously secret
- 12) the forming of a single thing by bringing together separate parts

IV. Read the text and decide whether it is worth studying English. Use the dictionary to look up unfamiliar words.

The system of education in the Republic of Belarus is based on national traditions and global trends in world education. These guarantee equal access to all educational stages, unification of the requirements, continuity of all training stages and state financial support. The system of education in Belarus embraces a great number of educational establishments.

Today Belarusian educational system includes preschool education, secondary education (primary, basic and general secondary school), vocational education and secondary special education, higher education, postgraduate research education, adult education and retraining.

The system of education in Belarus starts with the preschool education. It is not compulsory in Belarus but around 70% of children attend nursery or kindergarten before they go to school. These institutions are for children under six years. Kindergartens develop physical growth, the ability to communicate, reveal personal qualities and talents. Children who attend kindergarten learn social skills when they play with other children. Such children are better prepared for primary school. Children are taught pre-reading and pre-writing as well as basic mathematics. The children learn to follow a timetable, respect their classmates and teacher. The public nurseries and kindergartens are free of charge but parents should pay for meals.

General secondary education in Belarus starts at the age of 6 and includes three levels: primary, general basic and general secondary. Secondary school starts with primary school where children are taught to read, count, draw, they are given knowledge in maths, nature studies and music. The primary and basic secondary school course is compulsory. It lasts for nine years. Secondary basic school itself acquaints pupils with culture, science, technology. Pupils study obligatory subjects like maths, biology, physics, chemistry, history and attend different electives to enrich their knowledge in favourite subjects as well as define their future profession. On successfully graduating from basic school, young people have the opportunity to continue their education at high school, college or vocational school. Those interested can simultaneously receive secondary education and professional training. The certificate of general secondary or secondary special education is the document which enables young people to continue their education at the university level.

The Belarusian system of higher education consists of universities, academies, and institutes. Universities and academies offer graduate and post-graduate programs and are engaged in fundamental research. Whereas universities offer education in a wide variety of areas, academies have a narrower specialization. Institutes are also highly specialized and usually have no post-graduate programs. They can function as separate entities or as part of a university.

Most courses run for 4 or 5 years. Higher educational institutions offer full-time (day) and part-time programs. The most common and popular is full-time education. Two-thirds of all students choose this form of education. Grants are available for full-time students and scholarships are awarded to very gifted students. Students who graduate with honors are awarded a "red certificate."

The degree that has been traditionally conferred by Belarusian higher educational institutions is Certified Specialist. It usually requires four or five years of train-

ing, success in final state examinations, and defense of a thesis. Graduates of higher education institutions have the possibility of receiving postgraduate education.

The Belarusian state policy for higher education is mainly based on the Constitution of the Republic of Belarus, the Code of the Republic of Belarus on Education, as well as other state decrees and regulations. All types of educational establishments stimulate effectiveness of education according to one's abilities and inclinations and correspond to the state educational standards.

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

- 1) мировые тенденции
- 2) доступ ко всем ступеням образования
- 3) раскрывать личностные качества
- 4) посещать различные факультативы
- 5) фундаментальные исследования
- 6) широкий выбор направлений
- 7) более узкая специализация
- 8) функционировать как отдельные объекты
- 9) выпускные государственные экзамены
- 10) по способностям и склонностям

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

national	research
equal	program
financial	knowledge
educational	a timetable
reveal	of a thesis
follow	establishment
to enrich	traditions
fundamental	support
defense	talents
part-time	access

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

<i>social skills</i>	<i>obligatory</i>	<i>a "red certificate"</i>	<i>basic mathematics</i>
<i>general</i>	<i>free of charge</i>	<i>pre-school</i>	<i>scholarships</i>
<i>stimulate</i>	<i>full-time</i>	<i>higher education</i>	<i>future profession</i>

- 1) The system of education in Belarus starts with the _____ education.
- 2) Children who attend kindergarten learn _____ when they play with other children.
- 3) Children are taught pre-reading and pre-writing as well as _____.

- 4) The public nurseries and kindergartens are _____.
- 5) _____ secondary education in Belarus starts at the age of 6.
- 6) Pupils study _____ subjects like maths, biology, physics.
- 7) Secondary basic school helps pupils define their _____.
- 8) _____ are awarded to very gifted students.
- 9) The system of _____ consists of universities, academies, and institutes.
- 10) Students who graduate with honors are awarded _____.
- 11) Two-thirds of all students choose _____ education.
- 12) All types of educational establishments _____ effectiveness of education.

VIII. Complete the sentences with correct prepositions.

- 1) General secondary education in Belarus starts _____ the age of 6.
- 2) The system of education in Belarus starts _____ the preschool education.
- 3) Children are given knowledge _____ maths, nature studies and music.
- 4) Around 70% of children attend nursery or kindergarten _____ they go to school.
- 5) The Belarusian policy for higher education is mainly based _____ state laws.
- 6) The certificate of secondary education enables young people to continue their education _____ the university level.
- 7) Kindergartens are for children _____ six years.
- 8) The educational policy in the Republic of Belarus guarantees equal access _____ all educational stages.
- 9) On graduating _____ basic school, young people have the opportunity to continue their education.
- 10) Universities and academies are engaged _____ fundamental research.

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

- 1) What stages does Belarusian educational system include?
- 2) Is preschool education compulsory in our republic?
- 3) What advantages do kindergartens give to children?
- 4) Do parents have to pay for public nurseries and kindergartens?
- 5) How many levels does general secondary education include? What are they?
Which of them are compulsory?
- 6) What is the role of primary school in children's life?
- 7) What opportunities do pupils have after graduating from basic school?
- 8) What is the difference between universities and academies?
- 9) Who can be awarded a "red certificate"?
- 10) What are the requirements for getting a Diploma of Certified Specialist?

X. Fill in the table with the words given below.

higher education	secondary special education
------------------	-----------------------------

primary secondary school
 vocational education
 basic secondary school

general secondary school
 preschool education

4-5 years	
1-4 years	
10-16 years old	
6-10 years old	
3-6 years old	

EDUCATION IN MY LIFE. 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.

<i>widespread</i>	<i>content</i>	<i>to share</i>	<i>employability</i>
<i>to strive</i>	<i>to conduct</i>	<i>access</i>	<i>edge</i>
<i>to cover</i>	<i>mobility</i>	<i>to attend</i>	<i>outnumber</i>

- 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 dictionary 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.

- 1) распространённый язык
- 2) универсальный язык международной политики
- 3) достоверные данные
- 4) научное сообщество
- 5) посещение международных конференций
- 6) хорошее владение английским языком
- 7) расширять кругозор
- 8) обогащать в культурном отношении
- 9) давать важное преимущество над другими
- 10) 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.

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

- 1) English as the international language can be used _____ to communicate with each other.
- 2) English allows _____ to people, places and jobs.
- 3) English is a geographically _____ language.
- 4) The common working language of visiting scholars, students and _____ from all around the world is English.
- 5) Two-thirds of all _____ papers are published in English.
- 6) Only half of scientific articles written in English come from _____ authors.
- 7) Learning English can help you communicate more _____ online.
- 8) About 70 % of the Internet _____ is in English.
- 9) A good _____ of English is an increasingly useful skill.
- 10) With good English you can get background _____ from international wire services, papers, and magazines.
- 11) _____ to speak English increases an individual's employability.
- 12) 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.

- 1) Nowadays everyone **feels the need** to study English.
 - 2) Everyone strives to learn the language in order **to get in touch** on an international level.
 - 3) English **opens so many doors for** the average person.
 - 4) Most of all scientific papers **are published** in English.
 - 5) Even sites in other languages often **give you the option** to translate the site.
 - 6) Journalists can get background material from **international wire services, papers, and magazines**.
 - 7) One of the key steps to success in career is **attending** international conferences.
 - 8) Multinational corporations **employ** English speakers in offices around the world.
- a) hire
 - b) outside sources
 - c) participating in
 - d) finds it necessary
 - e) to communicate
 - f) gives a lot of opportunities to
 - g) are released

h) allow

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

- 1) Is the English language one of the most popular mother tongues in the world?
- 2) How many people in the world speak the English language today?
- 3) Why is it said that English opens doors to the academic world?
- 4) How many articles written in English come from English-speaking authors?
- 5) What language option do websites often give you?
- 6) Why is English called the primary language of the press?
- 7) Why is a good command of English considered a useful skill for journalists?
- 8) What are some of the key steps to success in career according to the text?
- 9) How can you prove that knowledge of English increases an individual's employability?
- 10) 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

BREST STATE TECHNICAL UNIVERSITY IN THE SYSTEM OF HIGHER EDUCATION OF THE REPUBLIC OF BELARUS

MY 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 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 **researchwork** 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 a 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

**MY UNIVERSITY. WELCOME TO BREST STATE
TECHNICAL UNIVERSITY**

I. Pronounce the following words correctly and learn their meaning.

1. graduate ['grædjuət] –выпускник
2. contribute [kən'tribjut] –делать вклад
3. extra-mural ['ekstrə'mjuərəl] –заочный
4. priority [praɪ'ɔrɪti] –приоритет
5. available [ə'veɪləbl] –доступный
6. access ['æksəs] – доступ
7. compliance [kəm'plaɪəns] –соответствие
8. application [æplɪ'keɪʃən] –применение
9. enable [ɪ'neɪbl] –дать возможность
10. award [ə'wɔ:d] –присуждать, награждать
11. evident ['evɪdənt] –очевидный
12. creation [kri'eɪʃn] –создание
13. determine [dɪ'tə:mɪn] –определять
14. advantage [əd'vɑ:ntɪdʒ] –преимущество
15. responsibility [rɪs,pɒnsɪ'bɪlɪti] –ответственность
16. possess [pə'zes] –обладать, владеть
17. require [rɪ'kwaɪə] –требовать
18. facilities [fə'sɪlɪtɪz] –оборудование
19. fit [fɪt] –соответствовать
20. rank [ræŋk] –занимать какое-либо место
21. invention [ɪn'venʃn] –изобретение
22. trial ['traɪəl] –пробный
23. amenities [ə'mɪ:nɪtɪz] –всё, что соответствует хорошему настроению
24. recreation [rɪkri'eɪʃn] –развлечение, отдых
25. participate [pɑ:tɪsɪpeɪt] –участвовать

II. Read and translate the text.

The state policy of the Republic of Belarus in the field of higher education is based on three priorities: available education, its quality and the financial efficiency of the activities of higher education institutions (HEI). Ever since it declared its sovereignty, higher education in Belarus has experienced considerable growth. The number of undergraduates has increased from 180 to 475 people per ten thousand citizens. The Belarusian state policy for higher education is mainly based on the Constitution of Belarus, the Code of the Republic of Belarus on Education, as well as other decrees and regulations of the President and the Council of Ministers of the Republic of Belarus. The state program defined the order and terms of transition in the various stages of professional training at undergraduate level (4, 4.5 and 5 years). The Code of the Republic of Belarus on Education regulates the professional training of Bela-

rusian citizens and sets out the legal, organizational and financial basis for the national higher education system. The process of receiving higher education includes two stages: The first stage is realized by higher education providing training in areas of specialization, confirmed by the corresponding qualification and specialist's diploma (4, 4.5 or 5-year curriculum). The second stage is realized by research and professionally oriented Master's Degree programs, confirmed by a Master's Degree diploma (1 or 2-year curriculum). Graduates of higher education institutions also have the possibility of receiving postgraduate education. On May 14th, 2015, Belarus joined the Bologna Process and the European Higher Education Area (EHEA). The decision was made at the Yerevan Conference of Education Ministers of the EHEA and the Bologna Policy Forum.

Brest State Technical University began as Civil Engineering Institute in 1966 and later was changed into Brest Polytechnical Institute. 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.

Brest State Technical University is one of the largest educational and scientific centres in the western part of Belarus having a broad and constantly developing infrastructure. The University is divided into 8 faculties: Civil Engineering, Engineering Systems and Ecology, Mechanical Engineering, Electronic and Information Systems, Economics, Preparatory Faculty, Faculty of Extra-Mural Studies and Faculty of Innovation, Management and Finance. The students get higher education in 27 specialties. The teaching staff numbers more than 600 members including Doctors of Science and Candidates of Science. Some of them are scientists known all over the world.

One of the main priorities in the University development is the further supply of the teaching process with the necessary computing equipment and software in addition to the available ones. The university has already got a local computer network of more than 500 computers at all the faculties, departments, scientific centres and specially equipped classrooms. So the students and the University staff are provided with the 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 Further Education and Retraining 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 specialties.

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. BSTU is 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 700,000 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 including the University academic staff 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 the first- and second-degree Diplomas at republican competitions of research works. Our students take out patents on their inventions and participate in arranging trial production. The University has well-developed social services available on the campus. Excellent athletic and recreational facilities are also available on the campus. Students can participate in sports activities to keep themselves fit and enjoy their free time. Students' festivals and performances as well as various societies run by the Students' Club help students to spend their free time to the best advantage and display their creative abilities.

The University develops international contacts in the sphere of science and education with institutes of higher learning in Russia, Ukraine, Poland, Germany, Great Britain, Italy, Spain and Portugal. Our University graduates 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. On graduating the University, a number of students become promising scientists, some of them continue their scientific activity at our University delivering lectures and supervising new lines of scientific research. We are proud of our University and of the fact that it constantly develops turning into one of leading educational and scientific centres in the Western part of Belarus.

III. Complete the sentences:

1. The state policy of the Republic of Belarus in the field of higher education is based...

2. The Belarusian state policy for higher education is mainly based on ...

3. Brest State Technical University began...

4. At present Brest State Technical University is...

5. The University is divided into 8 faculties:...

6. The University develops international contacts...

IV. Find the synonym to the first word in each row:

1. award – give – access – enable

2. determine – extra-mural – decide – compliance

3. possess – advantage – possible – own

4. require – depend – need – combine

5. recreation – invention – staff – refreshment

6. stock – supply – trial – research

7. state – express – carry – deliver

V. Find the suitable meaning to each of the words:

- | | |
|------------------|---|
| 1. graduate – | a) high place among competing claims |
| 2. contribute – | b) plain or clear to the eyes or mind |
| 3. priority – | c) person who holds a university degree |
| 4. available – | d) production of the human intelligence |
| 5. application – | e) that may be used or obtained |
| 6. evident – | f) join with others in giving help, money, etc. |
| 7. creation – | g) putting to a special or practical use |

VI. Translate the following sentences. Pay attention to the Gerund.

Example: The Institute of Further Education and Retraining gives the University students an opportunity to get a second Diploma.

Институт повышения квалификации и переподготовки даёт студентам университета возможность получить второй диплом.

1. It is evident that our future progress depends on creating new high technologies.

2. Everything will be determined by engineering and a standard of professional training.

3. BSTU is fifty- year - old education 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.

4. Correspondence and evening forms of learning are a good opportunity for persons with financial, age, physical and other limitations.

5. Every establishment occupies its particular niche in training of highly qualified staff for various branches of national economy.

6. 3 forms of learning available at Belarusian higher educational establishments: full-time, evening and by correspondence.

7. Full-time learning is the most widespread.

VII. Answer the following questions:

1. Did Brest Technical University begin as a Civil Engineering Institute?
2. What educational establishment is it now?
3. What has a broad and constantly developing infrastructure?
4. How many faculties is it divided into?
5. The students get education in 21 specialties, don't they?
6. What is the total student population?
7. What can you say about the teaching staff?
8. Can you name one of the main priorities of the University?
9. What kind of opportunities do the students have?
10. High - quality teaching and successful studying are made possible by the educational facilities, aren't they?
11. What was set up to carry out research work on the problems in the construction industry of the country?
12. Who takes an active part in the reconstruction of Brest?
13. Do the students take out patents?
14. Are there any recreational facilities at the University?

15. Why are you proud of the university?

VIII. Discuss the following points of the text in the form of a dialogue. Use all types of questions.

Example: 1. Is BSTU one of the largest educational and scientific centres?
2. When was the University founded?
3. Who contributes a lot to the development of science and engineering?
4. Is the University divided into 7 or 9 faculties?
5. The students get higher education in many specialities, don't they?

1. The foundation of BSTU.
2. The structure of the University.
3. Great opportunities for students.
4. Educational facilities.
5. The achievements of the students.
6. Recreational facilities.

IX. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.

1. The educated differ from the uneducated as much as the living from the dead (Aristotle, one of the most celebrated Greek philosophers, 384-322 BC).

2. An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you do know and what you don't (Anatole France, French novelist and critic, 1844-1924).

3. Education is a progressive discovery of our ignorance (Will Durant, US teacher, philosopher, and historian, 1885-1982).

4. They know enough who know how to learn (Henry Adams, (US historian, essayist, and novelist, 1838-1918).

5. Knowledge is power (Francis Bacon, British philosopher, 1561-1626).

6. The essence of knowledge is, having it, to apply it; not having it, to confess your ignorance (Confucius, Chinese philosopher, administrator, and moralist, 551 BC-479 BC).

7. Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young. The greatest thing in life is to keep your mind young (Henry Ford, US industrialist and pioneer in car manufacture, 1863-1947).

8. Learning makes a good man better and an ill man worse (Thomas Fuller, English cleric and historian, 1608-61).

X. Speak about the University with your groupmate in the form of a dialogue.

BENEFITS OF EDUCATION

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

- 1) *An investment in knowledge pays the best interest.* (Benjamin Franklin)
- 2) *Education is what remains after one has forgotten what one has learned in school.* (Albert Einstein)
- 3) *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.

<i>to support</i>	<i>significant</i>	<i>promotion</i>	<i>discovery</i>
<i>income</i>	<i>to affect</i>	<i>to encourage</i>	<i>vital</i>
<i>free</i>	<i>citizenry</i>	<i>poverty</i>	<i>compulsory</i>

- 1) to provide the necessities of life
- 2) money which one receives regularly as payment for work or interest from investments
- 3) having noticeable importance, effect or influence
- 4) advancement to a more important rank or position
- 5) costing nothing, without payment of any kind
- 6) to influence, to cause some change
- 7) a group of people who live in a particular city, town, country

- 8) finding something for the first time
- 9) to help someone feel able to do something
- 10) the condition of being extremely poor
- 11) extremely important
- 12) 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.

- 1) принимать правильные решения
- 2) развивать новые технологии
- 3) поддерживать экономику
- 4) путь для дальнейшего обучения
- 5) черта бедности
- 6) будущие поколения
- 7) нехватка образованных людей
- 8) удовлетворённость жизнью
- 9) политически стабильный
- 10) выигрывать стипендию
- 11) пользоваться уважением среди коллег
- 12) приобретать новые навыки

VI. Complete the sentences with correct prepositions.

- a) Education helps us build opinions _____ different things in life.
- b) Education is an important aspect that plays a huge role _____ the modern industrialized world.
- c) Each of us devotes a big part of our life _____ education.
- d) The whole education can be divided _____ three divisions.
- e) Higher education prepares the ultimate path _____ the future.
- f) Secondary education is free and compulsory _____ many countries.
- g) About 61 million children in the world are not enrolled _____ primary school.
- h) It is hard for those people living _____ the poverty line to even imagine sending their kids to school.
- i) Education contributes _____ individual and social benefits.
- j) The governments of the majority of countries realize the importance _____ education.
- k) Governments all around the world pay serious attention _____ education

and spend money _____ good education systems.

l) Education is becoming one of the main factors for a person's success _____ today's society.

m) 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.

1) Education offers people the opportunity _____ new technologies.

2) Education is an important _____ that plays a huge role in modern world.

3) Primary and secondary education is _____ in many countries.

4) Higher education prepares the _____ path to the future.

5) Education contributes to a better functioning _____.

6) Education is important for future _____.

7) _____ all around the world spend money on good education systems.

8) Education produces significant _____ in life expectancy.

9) Well-educated people have more hopes for _____.

10) To improve your career you've got _____ new skills.

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

1) When does education start in person's life?

2) What is the role of primary education on in our life?

3) Is secondary education compulsory in most countries?

4) Why do children in poor countries have no opportunity to attend primary school?

5) Does the level of education influence the political life of a country?

6) How can educated people contribute to the development of their country?

7) What social benefits of education are listed in the text?

8) Why is education considered to be the best investment?

9) How can education improve your career?

10) 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 and translate the text.

Brest State Technical University (BrSTU) is a large scientific and educational center in the western region of the Republic of Belarus. Here specialists are trained and a large volume of scientific research is carried out in the spheres of civil engineering, architecture, electronics, mechanical engineering, economics and ecology.

Since 2011, the university has a quality management system. The development of the university is taking into account the changing needs of the republic and the region in the specialists: conditions are created for the training of highly qualified specialists; the expansion of the list of specialties is systematically planned.

BrSTU is a member of the Association of European Faculties of Civil Engineering with the participation of faculties of civil construction of non-European countries (AECEF), and is also a member of the Association of the Baltic Sea Academy. The university constantly takes part in international innovation exhibitions in Hannover and St. Petersburg, conducts research in the field of information technology, architecture, construction, ecology, water resources use.

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 Civil Engineering Faculty, as a part of the European Association of similar faculties, is developing and is preparing to give diplomas recognized in the EU countries in the near future to its graduates; the quality of the practical training of specialists is enhanced by combining theoretical training with the industrial practice of students of civil engineering specialties; a transition to a two-level training of specialists - specialists and masters.

Brest State Technical University is a member of the Association of Technical Universities and the Association of Network Cooperation, is a part of a consortium working on 6 projects of Erasmus + program. The University has signed over 130 cooperation agreements with leading foreign universities.

The University has scientific-research laboratories: "Self-stressed constructions", "Artificial neural networks", "Pulsar".

The University participates in international innovation exhibitions and hosts international conferences and seminars in the areas of electronics, information technologies, architecture and construction, ecology, economy, and social sciences.

The active participation of students in the creative life of the university, ama-

teur groups and cultural events contributes to the formation of a comprehensively developed, spiritually moral, creative and socially active personality. It is facilitated by the activities of the department of student initiatives and cultural and leisure activities at the university. Traditional cultural events, holiday concerts, competitions and festivals are organized and held during the academic year.

Amateur groups are created and conduct creative activities in various art genres.

Numerous high awards, diplomas of winners and gratitude for participation in the republican festivals of creativity of students testify to the high performing level, the creative successes of the university teams and students at different art festivals: "ART-vakatsyi", "F.-ART.by", "We are Together" "The Palette of Creativity" (Belarus), international choir festivals "Provence" and "Averon" (France), the "European Cup" (Belarus), the festival of university choirs "Universitas cantat" (Poland) and "Paparats Kvetka" (Belarus), festivals of spiritual music "Hajnowka" (Poland), "Derzhavnyi glas", "Harmony of the times" (Belarus), festivals of art song "Univision" (Azerbaijan), "Russian Song" (Russia) and others.

International relations and main international actions

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).

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, TEMPUS, INTAS, etc.

We are interested in establishing effective mutually beneficial partnership relations with universities all over the world in the following areas of cooperation:

- exchange of faculty members and students;
- joint research activities;
- participation in seminars and other academic events;
- collaboration in technopark areas.

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.

<i>elective</i>	<i>high-tech</i>	<i>mentoring</i>	<i>attract</i>
<i>diverse</i>	<i>devotion</i>	<i>destination</i>	<i>expertise</i>
<i>supervision</i>	<i>innovative</i>	<i>pursuit</i>	<i>applicant</i>

- 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 de-

gree. 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 multi-national. 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.

основа стандартов высшего образования
среди множества других преимуществ
преданность качеству образования
в области техники и медицины

на вершине крупнейших мировых рейтингов
 членство в различных международных ассоциациях
 добиться высоких академических результатов
 поколения успешных выпускников
 программа внеклассных мероприятий
 по собственному усмотрению
 прикладные специальности в области финансов
 из нескольких высокорейтинговых университетов
 Это само собой разумеется
 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.

- English universities are known _____ their numerous advantages.
- Thousands of courses are available _____ students.
- The educational system is based _____ supervision and mentoring.
- The schedule depends _____ program and course.
- _____ addition, circles of theatrical art and music are offered.
- UCL was founded _____ 1826.
- Students organize leisure activities _____ their own discretion.
- The school is famous _____ the high quality of education.
- The leaders of many countries may read lectures _____ political science and government management.
- 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 summary 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

MY NATIVE CITY BREST. BREST: REGIONAL CENTRE

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

Why is Brest so popular among tourists today? How is this fact connected with the geographical position?

Brest played an important role in the history of Belarus, didn't it? Explain your answer.

II. Read the following words from the text below and learn their meaning.

- | | |
|---------------------------|-------------------------------|
| 1) greenbelt | зелёный пояс |
| 2) highway | магистраль |
| 3) bark | кора |
| 4) elm | вяз |
| 5) ford | брод, поток |
| 6) bog | трясина, болото |
| 7) rescue | спасение |
| 8) birch-bark | береста |
| 9) cape | мыс |
| 10) to facilitate | способствовать |
| 11) autonomous | автономный, самоуправляющийся |
| 12) to annex | присоединять, аннексировать |
| 13) to consolidate (with) | объединять (с) |
| 14) enterprise | предприятие |
| 15) management | управление |
| 16) implementation | реализация |
| 17) advantageous | выгодный |
| 18) location | расположение |
| 19) durable | прочный, длительный |
| 20) consulate | консульство |

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

<i>advantageous</i>	<i>ancient</i>	<i>highway</i>	<i>to annex</i>
<i>merchant</i>	<i>facilitate</i>	<i>qualitative</i>	<i>cooperation</i>
<i>foodstuff</i>	<i>innovative</i>	<i>valid</i>	<i>enterprise</i>

1) using new methods or ideas

2) a public road, especially an important road that joints cities or towns together

3) helping to make more successful

4) to take possession of an area of a country, usually by force or without permission

5) relating to how good or bad something is

6) very old, having lasted for a very long time

7) a person whose job is to buy and sell products, especially by trading with other countries

8) an organization (a business) that will earn money

9) to make something possible or easier

10) the process of working together to achieve something

11) based on truth or reason, able to be accepted

12) a substance that is used as food or to make food

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

BREST: REGIONAL CENTRE

Brest surrounded by a large greenbelt is situated in the south-west of the Republic of Belarus, neighboring with Poland and Ukraine. Its territory covers 72.9 square kilometers, about 326 thousand people live there. Being situated on the main Berlin-Moscow railway line and international highway, Brest became a principle border crossing since World War II. Today it links the European Union and the Commonwealth of Independent states.

There are several theories of the city name origin. The most common are as follows. The name of the city comes from: a) the Slavic root “beresta” meaning birch bark, b) the Slavic root “berest” meaning elm, c) the Lithuanian word “brasta” meaning ford.

Different legends exist about the foundation of Brest. According to one of them a Russian merchant who travelled with his caravan in the west, had become stuck in the bog. He covered the way for himself with branches of birch-trees and managed to reach the river bank. Grateful for his wonderful rescue he built a chapel in this place. Later people settled here and called their settlement Berestyie from the word “beresta” meaning birch-bark.

In the 11th century Berestyie was an ancient Russian trade centre and a fortress, which was situated on the cape formed by the Western Bug River and by the left branch of the river Mukhavets. The development of the city foundation was facilitated by its favourable location on the border with Polish and Lithuanian lands. In the 14-16th centuries Berestyie was one of the largest cities in the Great Duchy of Lithuania. In 1390 Berestyie was among the first Belarusian cities given the right of autonomous administration under the Magdeburg Law. In 1553 the head of Berestyie, Radzivil Chorny, founded the first printing house in Belarus.

During the years of World War I Brest-Litovsk was occupied by German Troops. On March 3, 1918 the Treaty of Brest was signed in the White Palace. Beginning from 1921 Brest-Litovsk, being a part of Western Belarus, was annexed by Poland almost for 20 years. On September 22, 1939 the western part of Belarus was consolidated with the BSSR and Brest became the centre of the region. According to the agreement of the Yalta Conference of February 1945, Brest’s status as part of the Belarusian Soviet Socialist Republic was officially recognized. Now it is part of the independent country of Belarus.

Brest today is one of the largest economic and cultural centers of the republic. There are industrial enterprises in the city. Among them we can mention the Electric

Test Equipment Plant, The Electric Bulb Plant, the Chemical Goods Plants, and the Knitted-Wear Factory, Joint Venture “Brestgazoapparat” etc. Our enterprises produce electric and gas stoves, furniture, carpets, knitted-wear clothes, foodstuff.

In 1996, at the start of qualitative economic transformations, the first Free Economic Zone was established in the Republic of Belarus. The “Brest” FEZ has become a territory of new possibilities for innovative forms of business management and implementation of promising investment projects with foreign capital.

There is a variety of valid reasons why Brest was specifically chosen as the first place for innovative activities, namely: advantageous geographical location on the EU border, easier access to the CIS/EU markets, close location to automobile, railway, river and air communication routes, availability of production areas with well-developed transportation infrastructure and, last but not least, people with high level of education, professional skills, creative initiative.

The educational system comprises 77 nursery schools, 35 secondary schools, 6 gymnasiums, and 2 lyceums. Young people study at vocational and training schools, at Brest State Pushkin University and Brest State Technical University.

The system of public health includes 28 medical centers. Sport plays a very important role in the city’s life. Children attend sports schools for teenagers. There are several sports centers, the Ice Palace, the Rowing Canal, the Sports Manege, the Palace of Water Sports, stadiums, indoor swimming pools and outdoor sports facilities.

The location of the city at the crossroads of the whole Eurasian continent is a good basis for progress in all spheres of life and for the development of durable and perspective international relations. The Russian Federation, Ukraine and the Republic of Poland consulates, which are located in Brest, actually promote cooperation between the people of the countries.

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

- международная автомагистраль
- пункт пересечения границы
- выгодное расположение
- право автономного управления
- независимая страна
- промышленные предприятия
- качественные экономические преобразования
- перспективные инвестиционные проекты
- выгодное географическое положение
- хорошая основа для прогресса

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

build	initiative
trade	activities

printing	continent
industrial	enterprises
foreign	relations
business	management
innovative	centre
creative	a chapel
Eurasian	capital
international	house

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

<i>autonomous</i>	<i>implementation</i>	<i>enterprises</i>	<i>investment</i>
<i>advantageous</i>	<i>highway</i>	<i>basis</i>	<i>public health</i>
<i>activities</i>	<i>high education</i>	<i>consulates</i>	<i>transformations</i>

- 1) Brest is situated on the main Berlin-Moscow railway line and international _____.
- 2) Berestye was among the first Belarusian cities given the right of _____ administration under the Magdeburg Law.
- 3) Nowadays there are several industrial _____ in the city.
- 4) The first Free Economic Zone “Brest” is associated with the start of qualitative economic _____.
- 5) The “Brest” FEZ has become a territory of _____ of promising _____ projects with foreign capital.
- 6) Brest has an _____ geographical location on the EU border.
- 7) A great number of innovative _____ are realized in Brest.
- 8) The system of _____ in Brest comprises two universities.
- 9) The system of _____ includes 28 medical centres.
- 10) The location of the city is a good _____ for progress in all spheres of life.
- 11) The Russian Federation, Ukraine and the Republic of Poland have their _____ in Brest.

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

1) There are different legends about the _____ of Brest.	FOUND
2) People called their _____ Berestye from the word “beresta”.	SETTLE
3) The _____ location of the city facilitated economic development.	FAVOUR
4) Finally the countries reached an _____.	AGREE
5) Brest is part of the _____ country of Belarus.	DEPEND
6) The “Brest” FEZ is a territory of great _____.	POSSIBLE
7) There is very little _____ between the two countries.	OPERATE
8) Great _____ changes have taken place in the economy of _____.	QUALITY

the country.	
9) The company has suffered from bad _____.	MANAGE
10) The best thing about the _____ of the city is its proximity to the border crossing.	LOCATE

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

- 1) What advantages can you find in the geographical location of Brest?
- 2) What are the theories of the city name origin?
- 3) How many legends do you know about the foundation of Brest? Say a few words about one of them.
- 4) When did Brest get the right of autonomous administration? How do you understand the meaning of this privilege?
- 5) When was the first printing house founded in Belarus?
- 6) What industrial enterprises in Brest are mentioned in the text? Add to the list.
- 7) What are the aims of the “Brest” FEZ?
- 8) What are the reasons for the successful economic development of our city?
- 9) What educational establishments are there in Brest?
- 10) What sports facilities are available to our citizens?

X. Read the text. Make a short summary.

Places of Interest in Brest

The Brest Fortress over the Bug has become a symbol of the eternal glory of the Soviet Soldiers. It was founded on June 1, 1836. The Citadel is the main fortification of the fortress. It is not merely a remarkable military construction; it is an interesting architectural complex.

The Brest Fortress got universal fame during the Great Patriotic War because it took the first blow for itself. The courage of the soldiers of the fortress will always be in the memory of our descendants. At the dawn June 22, 1941(Sunday), Hitler Germany launched its perfidious attack against the Soviet Union without declaring war. Hitler had counted on the “Blitzkrieg”: he expected to rout the Soviet Army Forces in a short period of time.

The garrison of the Brest Fortress had to fight under unbelievably hard conditions. The small fortress area of just four square kilometers was steadily shelled by hundreds of guns while planes with swastika on their wings showered it with bombs. The garrison was short of ammunition, medical supplies and food. They were cut off from the water, which had to be fetched under enemy fire.

The defense lasted for over a month. The fortress walls were tumbling down, the bricks melted and the very earth was scorched, but the fortress stood undaunted. The Nazi command was outraged. The Hitler forces mounted one attack after another, sustaining heavy losses, but they were powerless to crush the fighting spirit of the fortress defenders.

The Brest Fortress became one of the sacred monuments of the Soviet people, a symbol of its heroism and endurance, a living example of patriotism. The memorial

complex “Brest Hero-Fortress” erected on the site is a tribute commemorating the immortal exploit of its garrison. Today the Brest Fortress is the major tourist sight.

Brest Millennium Monument (2009) - was designed by the Belarusian architect Alexei Andreyuk and sculptor Alexei Pavluchuk to commemorate the millennium of Brest, Belarus. It was erected in 2009 at the intersection of Sovietskaya Street and Gogol Street in Brest. The project was financed by the state budget and public donations.

The monument presents a group of bronze statues. The angel of mercy with a cross is standing at the top of a granite column. 3 statues remember the remarkable historic personalities that are associated with Brest: Vladimir Vasilkovich, who put up a tower in the castle of the town in the 13th century, Vytautas the grand duke of Grand Duchy of Lithuania, Mikołaj "the Black" Radziwiłł in whose printing shop the first Belarusian book was printed, 3 more statues represent abstract images: warrior, mother, chronicler (who wrote apparently the Primary Chronicle). The total height is 15.1 m, the height of the angel is 3.8 m, the height of the 6 statues is 3m. the diameter of the base is 8.6 m. In April 2011 a belt of high reliefs appeared around the monument. It depicts history-making episodes of Brest.

Unique **Belovezhskaya Pushcha** lies about 70 km from Brest, less than 1.5 hours off by road. The word Pushcha means in Belarusian a forest, but not any forest can be called pushcha, because it implies a virgin forest. That is the only virgin forest, which survived in Central Europe. Pushcha is the largest wildlife reserve in the south west of Belarus.

Incomparable beauty, rich wildlife world, interesting history of Pushcha attract tourists from all over the world. 55 species of mammals, 214 species of birds, 11 amphibious species, 7 species of reptiles, nearly 30 species of fish live in this unique reserve. The king of Pushcha is the East European aurochs, the biggest animal in Europe. Pushcha is rich in deer, roes, elks, wild boars, otters and beavers.

The museum of Pushcha offers a rich display that includes common species of wildlife. Tourists can see some animals in spacious enclosures. Pushcha is a vast open-air laboratory for survey of wildlife world. Visiting the Brest region, you should necessarily see Belovezhskaya Pushcha to admire the majestic beauty of this virgin forest.

There are some other places to visit or to see in our town: a lot of museums, two theatres, several cinemas, parks and other places where you can have a good time. Brest City Park is 100 years old, but it looks quite new after the recent reconstruction.

Other architectural landmarks of the city are:

- St. Nicolas’ Orthodox Cathedral (1903),
- St. Simeon’s Orthodox Cathedral (1865),
- Resurrection Orthodox Cathedral (1995),
- St. Nicolas’ Garrison Orthodox Cathedral (1856),
- Cross Exaltation Roman-Catholic Church (1856),
- Brest Central Railway Station (1886),
- Soviet Street.

1.1.7. THE REPUBLIC OF BELARUS IN THE MODERN WORLD

THE BELARUSIAN CHARACTER

I. Read and translate the text and do the following tasks.

The formation of the modern national character of Belarusians was influenced by various historical and geographical factors and one of them is specific natural and climatic conditions of Belarus, which are characterized by many kilometers of forests, swamps, isolation of settlements, etc.

Geographically Belarus is located in the center of Europe and this feature played a cruel joke with the Belarusians during the Middle Ages. Neighbouring countries often fought with each other, and at that time Belarus was turning into a “staging post” for them. But the Belarusians managed to achieve peace with small sacrifices. After centuries, all this has transformed into a national trait: a Belarusian is able to come to an agreement with anyone and about anything. It is not for nothing that the national anthem begins with the words: “We, Belarusians, are peaceful people”.

One of the characteristic features of Belarusians, which is noted by all foreigners, is endless kindness. The Belarusian will lay the table for you (even if he has no money), will always help you for “thank you” (although he will not refuse to help in return) and is ready to “give the last shirt” if you really ask. It doesn’t matter what colour your skin is, what god you believe in and where you come from. You will be accepted as you are. Here, in Belarus you can easily find a cheerful company of Belarusian, African American and Asian among the students. Orthodox Church, Catholic Church and Synagogue can peacefully stand on the same square (as, for example, in Grodno).

Belarusians are the most hardworking people in Europe. This is not surprising because since childhood, young Belarusians have been cultivating responsibility and accuracy in their work. Belarusians, in general, are not prone to laziness and the desire to get as much as possible without making any effort.

Despite many difficulties, the majority of Belarusians continue to love and value their country. This is proved by a large - scale study, as a result of which 79% of respondents aged 18 to 70 said they are proud of Belarus and their nationality.

Belarusian cities are European - style clean and well-groomed. And this is typical not only for Minsk or Brest, where there are many tourists, but also for the towns. The secret here is not in the special infrastructure of cities, but in the fact that Belarusians are prone to cleanliness. For example, in many courtyards of blocks of flats, residents are independently engaged in the improvement of the surrounding territory and planting beautiful trees and flowers.

The Belarusians always remain faithful to high moral values and good traditions: Kolyady, Radonitsa, Kupala, Dozhinki and etc.

All these are unique Belarusian holidays that Belarusians carried through the centuries into the 21st century.

As for the language, there is a stereotype that the Belarusians have completely

abandoned their native language and you can only hear it in the Belarusian language lessons at school. This is not entirely true: of course, in the region centres Belarusians often use Russian for communication, but in small towns a huge number of people continue to speak either exclusively Belarusian or its dialects.

Let us see what has been influencing the formation of the Belarusian national character. We'll start with the natural and climatic conditions.

The climate in the republic is moderately continental, the breathing of the Baltic sea is constantly felt here. We have no frosts or high temperature jumps in the summertime. Sharp contrasts outside, inside and in the souls are not typical for Belarus.

Our rivers are flat, calm and not very deep. They are homely and dear. Belorussian's natural scenery is wide, lonely plains covered with hills, and many lakes and forests. The Belarusian character has no somberness and tense readiness for unexpected dangers. The nature of Belarus does not know storms. Therefore, the Belarusians are trustful and optimistic.

Belarus is a country of developed industry, agriculture, science and culture. Belarusian industry produces trucks and tractors, dump trucks, refrigerators, TV sets and dairy products. Also Belarusians produce soil, sand or clay that is why they are patient and hardworking. We must be able of doing much. Diligence and universality help us to survive. Moreover, the Belarusians are undemanding and modest. To a certain degree they are accustomed to poverty.

The advantageous geographical position – on the crossroads from east to west and from north to south – more than once turned into disadvantage. Belarus was the arena of many wars, invasions and aggressions. But so much international contacts influenced the most distinctive features of the Belarusian national character – tolerance and hospitality. Belarusians can hardly be named fatalists, but if there is violence used against them, they have no choice than to reach for a weapon to defend themselves. History proves it too well.

II. Are the sentences true or false according to the text?

1. The formation of the modern national character of Belarusians was influenced by various historical and geographical factors.

2. Geographically Belarus is located in the West of Europe and this feature played a cruel joke with the Belarusians during the Middle Ages.

3. One of the characteristic features of Belarusians, which is noted by all foreigners, is endless laziness.

4. Orthodox Church, Catholic Church and Synagogue can peacefully stand on the same square.

5. Belarusians, in general, are prone to laziness and the desire to get as much as possible without making any effort.

6. Despite many difficulties, the majority of Belarusians continue to love and value their country.

7. The Belarusians always remain faithful to high moral values and good traditions.

8. As for the language, there is a stereotype that the Belarusians have completely abandoned their native language and you can only hear it in the Belarusian language lessons at school.

III. Read the text and say in 2-5 sentences what it is about.

Belarusian customs and traditions

Belarus has deep historical roots in the past that's why its customs and traditions often have a fascinating history. The most ancient Belarusian traditions and holidays can be classified according to four seasons of the year: spring, summer, autumn and winter.

In ancient times the arrival of spring reassured mankind. It was a sign that life would return to the land, crops would grow and existence was assured. Belarus has a remarkable range of spring-time celebrations, for example Calling of Spring. This holiday dates back to the pagan times.

One of the greatest Christian holidays in Belarus has always been Easter Sunday. There are two Easter holidays in Belarus: the Roman Catholic and the Russian Orthodox ones with painted eggs and special pies.

The summer festivities start in July beginning with the greatest holiday Kupalle. The essential part of this celebration is the great fire. The oiled wooden wheel is set on fire to symbolize the sun. According to the belief this fire has a purifying power. Young couples hand in hand must jump it over. One of the main traditions of Kupalle is search for the mythic paparats-kvetka (fern flower). Those, who find it, will enjoy good luck for the whole year and their wishes will come true

Autumn has its own holidays. They are traditionally connected with the end of the harvesting time. In ancient times it has always been the wedding season. That's why so many traditions and customs are connected with marriage, for example match-making, bride-show, wedding itself, special songs, games etc.

In late autumn we have Dziady. It is a day for commemoration of the dead relatives. The special ritual food is cooked for Dziady dinner. According to the tradition part of the food and drink is left in a special plate and glass for the dead. At this day families are going to the cemeteries to take care of the graves.

The winter solstice used to be a time for meditation on the year gone by and of hope for the year to come. That's why people asked the sun to come back, they sang songs to honor it. Thus the Kaliady holiday appeared, which later became the integral part of Christmas, the greatest holiday in the year.

New Year is widely celebrated all over the country. Preparations to this holiday start a couple of weeks before. The towns and cities of Belarus put on holiday attire; illumination, New Year trees in the squares and New Year fairs add to the holiday mood. The culmination of the festivity is the December 31— January 1 night, when various concerts and open-air merrymaking take place. January 1 is an official holiday. The Belarusian people are proud of the country's past and its traditional culture.

Answer the questions:

- What are the spring-time celebrations?
- What are the greatest Christian holidays in Belarus?

- What can you say about Kupalle?

AT THE CROSSROADS OF EUROPE.
BELARUS. WELCOME TO BELARUS

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

- 1) Do you know what sign “Made in Belarus” means?
- 2) Do Belarusians use the Belarusian language in everyday life?
- 3) Is Belarus an attractive tourist destination? How does free-visa entry support tourism in our country?

II. Read the following words and learn their meaning.

- | | |
|------------------------|-----------------------|
| 1) sovereign | суверенный |
| 2) to border on (with) | границить с |
| 3) to occupy | занимать |
| 4) to stretch for | простираться |
| 5) terrain | местность |
| 6) coniferous | хвойный |
| 7) meadow | луг |
| 8) rare | редкий |
| 9) reserve | заповедник |
| 10) peat | торф |
| 11) potassium | калий |
| 12) gravel | гравий |
| 13) clay | глина |
| 14) competitive | конкурентный |
| 15) favorable | благоприятный |
| 16) flax | лён |
| 17) livestock | домашний скот |
| 18) conduct | вести (торговлю) |
| 19) expenditure | расход, потребление |
| 20) cooperation | сотрудничество |
| 21) extensive | обширный |
| 22) highway | автомагистраль, шоссе |
| 23) toll | пошлина |

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

<i>humid</i>	<i>flora and fauna</i>	<i>flat</i>	<i>to constitute</i>
<i>leading</i>	<i>a capital</i>	<i>to export</i>	<i>route</i>
<i>legislative</i>	<i>a supplier</i>	<i>network</i>	<i>a deposit</i>

- 1) a city which is the centre of a country or other political area
- 2) to form or make something
- 3) containing extremely small drops of water in the air
- 4) having little or no height

- 5) plants and animals.
- 6) relating to the making of laws
- 7) a layer that has formed under the ground, especially over a long period
- 8) a country (a person, a company) that provides particular goods
- 9) best, most important, or most successful
- 10) to send goods to another country for sale
- 11) a large system consisting of many similar parts that are connected together
- 12) a particular way or direction between places

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

The Republic of Belarus is a young sovereign state situated in the eastern part of Europe. It borders in the north and east on Russia, in the west on Poland, in the south on Ukraine, in the northwest on Latvia and Lithuania. Modern Belarus occupies the territory of 207,600 square kilometers and it stretches for 650 km from east to west and for 560 km from north to south. The Republic of Belarus consists of six regions, the largest cities of which are Minsk, Gomel, Brest, Vitebsk, Grodno and Mогilev. The capital and the largest city is Minsk, located in the center of the country.

About 9,5 million people live in Belarus. Ethnic Belarusians constitute about 81% of the population of the country. Russians, Poles, Ukrainians and other nationalities also live in Belarus. About two thirds of people live in urban centers. Today both the Belarusian and Russian languages are official languages of the country.

Belarus has a temperate continental climate with mild humid winters, warm summers and wet autumns. Belarus has a generally flat terrain. Nature is the main landmark of the country. Belarus is the land of vast plains and picturesque hills, thick forests and green meadows, deep blue lakes and flowing rivers. About one third of its territory is covered with forests, mostly coniferous and birch. Belarus is famous for its rich flora and fauna. The country is inhabited by hundreds of rare species of animals and plants, especially in Belovezhskaya Pushcha. It is one of the national symbols of Belarus, the largest forest in Europe and a unique tourist center. The reserve is the major home of European bison, the biggest representative of European fauna.

Belarus is often called the land of rivers and blue lakes. There are more than 20,000 rivers and streams in Belarus, and about 11,000 lakes. Naroch is the largest lake in Belarus. The Dnepr is the longest and the most important river in Belarus. It flows from Russia, through Belarus into Ukraine, providing important shipping channel between the Baltic Sea and the Black Sea.

Natural resources are mainly represented by thirty types of minerals. Peat is in the first place among energy resources. Peat deposits are quite rich and can be found in every region. Potassium salts take the leading position among the minerals. The country is one of the five biggest suppliers of potassium in the world. There are also deposits of coal, oil, gravel, sands and clays in Belarus.

The Republic of Belarus has a significant economic potential which makes it possible to produce competitive industrial and agricultural products. The brand «Made in Belarus» is known in many countries. Belarusians participate actively in leading international economic forums. The most developed branches of industry are

machine building, radio-electronics, chemical and food industry. The most important manufactured products are tractors, transport vehicles, trucks, agricultural machinery, metal-cutting machines as well as consumer goods such as bicycles, clocks and watches, refrigerators, TV sets and others.

More than half of the land is used for agriculture. The climatic conditions are favorable for growing potatoes, grains, sugar beet, flax and vegetables. Agriculture specializes in milk and meat production. Livestock production (cattle, hogs, sheep and goats) accounts for more than 50 % of agriculture and is the main source of funds for the development of the agricultural sector of the country.

Belarus exports tractors, heavy lorries, motorcycles, TV and radio-sets, furniture, carpets, textiles, chemicals and foodstuffs. Imports include fuel, natural gas, industrial raw materials, metal, chemicals, cotton, sugar, vegetable oil, fish products, tea, coffee, wine. Fuel is the largest import expenditure. Russia is the most important trade partner. Belarus also conducts trade with the countries of the European Union (Great Britain, Poland, Germany, Lithuania, the Netherlands, Latvia, Belgium and Norway). There is a positive dynamics in cooperation with the traditional partners in Latin America, such as Brazil, Cuba, Ecuador, and in Asia, notably with China, India, Vietnam, Israel, Korea and Japan.

Due to its geographical position right in the center of Europe our country is an international corridor connecting the West and the East. Belarus has an extensive transportation system, including networks of railroads, highways, air and water routes. The major railroad which was built in 1860s to connect Moscow and Warsaw, runs through Belarus via Minsk and Brest. The M1 is the main road crossing Belarus. It forms a part of European route and is the most important road link in the country connecting Moscow with Poland and Western Europe. There is a system of toll roads in the Republic of Belarus. This technology enables foreign road users to pay tolls.

Belarus has several international airports. Minsk has a modern national airport which accepts international flights from all over Europe. This is the fastest and most comfortable way to get to Belarus, but the most expensive at the same time.

Belarus has a network of water routes that connects the country with the bordering states. Navigation routes are known to go along the Dnepr-Bug Canal, the rivers Sozh, Berezina, Dnepr, Pripyat, Neman and others. They improve water transportation of cargo and passengers by linking the mentioned rivers with the ports on the Baltic Sea and the Black Sea.

Participation in the international organizations enables Belarus to achieve its political goals, contribute to the development of the country and modernize its economy. In 1945 Belarus became a founding member of the United Nations. Today Belarus is a member of over 60 international organizations, among them the United Nations, UNESCO, the World Health Organization, the International Bank for Reconstruction and Development, the International Monetary Fund, the European Bank for Reconstruction and Development, the Customs Union and the Eurasian Economic Union.

Belarus is a presidential republic. State power in the country is formed and realized through three main branches: legislative, executive and judicial. Under the

constitution the president is the head of the state and directs the domestic and foreign policy. A two-chamber parliament is the main legislative body of the state. The executive branch is represented by the Council of Ministers headed by the prime minister. The judicial power in the republic consists of three high courts: the Supreme Court, the Supreme Economic Court and the Constitutional Court. The latter is charged with protecting the constitution. It has the power to review the constitutionality of presidential edicts and the decisions of the other two high courts.

As Belarus is situated in the center of Europe, a lot of wars took place on its territory. The World War II is one of the most tragic periods in the history of Belarus. Its territory was occupied by the Nazi for three years. The country lost more than three million people. Belarus also lost more than half of its national wealth, a lot of towns and villages were ruined.

Nowadays, Belarus has become a sovereign independent state with a well-developed industry and agriculture, science and culture. It contributes to the world peace, friendship and cooperation among nations.

V. Fill in the table below.

Official name	<i>The Republic of Belarus</i>
Area	
Administrative centres	
Capital	
Official languages	
Population	
Ethnic groups	
Climate	
Natural resources	
International relationships	
System of government	

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

- суверенное государство
- состоять из шести регионов (областей)
- умеренный континентальный климат
- редкие виды животных и растений
- уникальный туристический центр
- судоходный канал
- природные ресурсы
- месторождения угля
- экономический потенциал
- производить конкурентоспособные товары
- животноводство
- промышленное сырьё
- платные дороги

достичь политические цели
указы президента

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

sovereign	system
urban	hills
official	symbol
continental	state
flat	resources
picturesque	airport
thick	centre
national	routes
shipping	language
natural	terrain
leading	climate
transportation	channel
navigation	forest
international	position

VIII. Complete the sentences with correct prepositions. Translate the sentences into Russian.

- a) The Republic of Belarus borders _____ Russia, Poland, Ukraine, Latvia and Lithuania.
- b) Modern Belarus stretches _____ 650 km from east to west and _____ 560 km from north to south.
- c) The Republic of Belarus consists _____ six regions.
- d) Minsk is located _____ the centre of the country.
- e) About one third of the territory is covered _____ forests.
- f) Belarus is inhabited _____ hundreds of rare species of animals and plants.
- g) Peat is _____ the first place among energy resources.
- h) Belarusians participate _____ leading international economic forums.
- i) There is a positive dynamics in cooperation _____ the traditional partners in Latin America.
- j) The major railroad in Belarus was built _____ 1860s.
- k) Navigation routes go _____ the Dnepr-Bug Canal, the rivers Sozh, Berezina, Dnepr, Pripyat, Neman and others.
- l) Participation _____ the international organizations enables Belarus to contribute _____ the development of the country.
- m) The executive branch is represented _____ the Council of Ministers.

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

- 1) Where is the Republic of Belarus situated?
- 2) What is the territory of the Republic?

- 3) How many administrative regions are there in Belarus?
- 4) What is the population of the country?
- 5) What is the climate of Belarus?
- 6) What national reserve symbolizes our Republic?
- 7) What natural resources of Belarus do you know?
- 8) What are the most developed branches of industry in Belarus?
- 9) What does agriculture specialize in?
- 10) Belarus exports various goods, doesn't it? What are they?
- 11) What is the largest import expenditure?
- 12) Why is the M1 the main road in the country?
- 13) What international organizations does Belarus participate in?
- 14) What can you say about the Republic's political system?
- 15) How did the World War II influence our country?

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.

- 1) Industry
- 2) Nature
- 3) Geographical position
- 4) Export, import
- 5) Population
- 6) Transportation system
- 7) Natural resources
- 8) International organizations
- 9) Agriculture
- 10) Political system
- 11) World war II
- 12) Climate

XI. Read the text about important facts in the history of our country. Complete the text with additional information about the facts mentioned.

The first written documents of the Belarusian statehood go as far back as 980 AD when Prince Rogvolod began his reign on Polotsk lands, which are the historic and religious center of the Belarusian nation and culture.

From the 13th till the 16th century the territory of contemporary Belarus was the center of a medieval polyethnic state - the Grand Duchy of Litva. The lands of contemporary Belarus, Lithuania, the Ukraine and a part of Russia comprised this state.

The period that started in the 15th century, when the crusaders' expansion was crushed in the west, and lasted until the middle of the 17th century is considered the Golden Age in Belarusian history. This period was marked with significant evolutionary processes in the culture and economy of the Belarusian people.

In 1569 the Grand Duchy of Litva and the Polish Kingdom established a political union according to which the Litva-Poland confederation – Rzecz Pospolita –

emerged. As a result of three divisions of Rzecz Pospolita in 1772, 1793 and 1795 between three empires – Russia, Austria and Prussia – the Belarusian lands were incorporated into the Russian Empire.

On December 30, 1922 the Communist governments of Belarus, Russia, the Ukraine and Caucasus created the Union of Soviet Socialist Republics, which included the major part of the former Russian Empire. On August 1991 Belarus declared its independence.

THE REPUBLIC I LIVE IN

I. Pronounce the following words correctly and learn their meaning:

1. divide [di'vaɪd] – делить
2. include [ɪn'klu:d] – включать
3. promote [prə'məʊt] – продвигать
4. humidity [hju'mɪdɪtɪ] – влажность
5. coniferous [kəu'nɪfərəs] – хвойный
6. rare [rɛə] – редкий
7. peat [pi:t] – торф
8. gravel ['grævəl] – гравий
9. clay [kleɪ] – глина
10. survey [sə'veɪ] – обследование
11. recent ['ri:snt] – недавний
12. contribute [kən'trɪbjʊt] – способствовать
13. output ['aʊtpʊt] – продукция
14. account [ə'kaʊnt] – составлять
15. crop [krɒp] – с/х культура
16. barley ['ba:lɪ] – ячмень
17. rye [raɪ] – рожь
18. flax [flæks] – лён
19. livestock ['laɪvstɔ:k] – домашний скот
20. expenditure [ɪks'pendɪtʃə] – расход
21. conduct [kən'dʌkt] – вести
22. connect [kə'nekt] – связывать
23. serve [sɜ:v] – служить
24. create [kri'eɪt] – создавать
25. legislature ['ledʒɪsleɪtʃə] – законодательная власть
26. judicial [dʒu'dɪʃəl] – судебный
27. protect [prə'tekt] – защищать
28. enormous [ɪ'nɔ:məs] – громадный
29. devastation [devəs'teɪʃən] – опустошение
30. rapid ['ræpɪd] – быстрый
31. ancient ['eɪnʃənt] – старинный, древний

II. Read the text.

THE REPUBLIC I LIVE IN

The Republic of Belarus is a country in eastern Europe, bordered in the north and east by Russia, in the south by the Ukraine, in the west by Poland, and in the northwest by the Baltic republics of Lithuania and Latvia. The capital and largest city is Minsk, located in the centre of the country.

The total area of Belarus is 207 600 sq km. Belarus is divided administratively into six provinces, or oblasts, which have the same names as their largest cities: Minsk, Brest, Gomel, Grodno, Mogilev, and Vitebsk.

The population of Belarus is over 9.5 mln. Nearly 80 percent of its people are ethnic Belarusians. Russians make up 12 percent. Smaller groups include Poles and Ukrainians. About two-thirds of Belarus people live in urban centres. The official state languages are Belarusian and Russian. In the early 1900's, two Belarusian poets, Yanka Kupala and Yakub Kolas, helped to promote the use of the Belarusian language in literature. Formerly, most literary works were written in Russian or Polish. About 215 daily newspapers are published in Belarus, 130 in Belarusian. Most Belarusians finish secondary school, and many receive higher education. There are a lot of universities in Belarus. The Belarusian State University in Minsk is the largest one.

Belarus has a temperate continental climate, with cool temperatures and high humidity. Belarus has a generally flat terrain with many forests, lakes, and marshes. There are hundreds of rivers and lakes in the country, the largest of which are the river Dnieper and Lake Naroch. About one-third of the country is covered with forests, mostly coniferous and birch. There is a rich variety of wildlife, including such rare animals as the European bison in the primal forest reserve of Byelovezhskaya Pushcha.

Belarus was long thought to be poor in minerals, its natural resources limited to peat, gravel, sands, and clays. Recent surveys, however, have uncovered major deposits of coal, oil, and potassium salts.

Belarus has a well-developed economy. Manufacturing contributes most of the country's industrial output. The most important manufactured products are tractors, transport vehicles, trucks, agricultural machinery, metal-cutting machines, as well as consumer goods such as motorcycles and bicycles, clocks and watches, refrigerators, television sets, and others.

Agriculture accounts for about a fourth of Belarus' economic output. The principal crops are potatoes, barley, rye, flax and sugar beet. Nearly 60 percent of the country's total land area is cultivated. Livestock (cattle, hogs, sheep, and goats) accounts for more than half the value of agricultural output in Belarus.

Belarus exports transport equipment, machinery, chemicals, and foodstuff. The major Belarusian exports include tractors to Australia, Canada, New Zealand, and the United States. Imports include fuel, natural gas, industrial raw materials, textiles, and sugar. Fuel is Belarus' largest import expenditure. Russia, which supplies most of the country's fuel imports, is the most important trading partner. Belarus also conducts trade with the Ukraine, Germany, Poland, Lithuania and other countries.

Belarus has an extensive transportation system, including railroad and highway

networks connecting its cities with other major European cities. The major railroad, which was built in the 1860s to connect Moscow and Warsaw, runs through Belarus via Minsk and Brest. The best-quality road in Belarus is that which links Moscow with Warsaw. Buses provide most of the transportation within cities.

Belarus has several international airports, the largest of which is located about 50 km east of Minsk: The airport in Minsk serves airlines from Germany, Austria, Poland, Scandinavia, and other countries.

The Dnieper-Bug Canal and other canals improve water transportation by linking many of the rivers with ports on the Baltic and Black seas.

In 1945, Belarus became a founding member of the United Nations. Now Belarus is a member of over 60 international organizations, most notably the United Nations, the United Nations Educational, Scientific, and Cultural Organization (UNESCO), and the World Health Organization. In 1992 Belarus became a member of the International Bank for Reconstruction and Development, the International Monetary Fund, and the European Bank for Reconstruction and Development.

Belarus is a presidential republic. Under the constitution the president is the head of the state of Belarus and directs domestic and foreign policy. The president creates the Council of Ministers, whose chairman is the country's prime minister. The legislature is a bicameral National Assembly. The judicial system of Belarus consists of three high courts: the Supreme Court, the Supreme Economic Court, and the Constitutional Court. The latter court is charged with protecting the constitution, and its decisions are not subjected to appeal. It has the power to review the constitutionality of presidential edicts and the regulatory decisions of the other two high courts.

The name Belarus is derived from the words *Belaya Rus'* (White Russia). The Belarusians trace their history to Kievan Rus, a state founded by East Slavs in the 800's, Belarus made up the northwestern part of Kievan Rus. Belarus became part of Lithuania in the 1300's. It passed to Poland in the 1500's and to Russia in the late 1700's

Belarus as a sovereign state was established in 1919. In 1922 the Belarusian Soviet Socialist Republic became one of the four founding republics of the Union of Soviet Socialist Republics. In August 1991 Belarus declared its independence.

Nazi Germany occupied Belarus from 1941 to 1944, during World War II. By the summer of 1942 the republic became the location of an extensive partisan movement, which played a major role in undermining the Nazi regime. In 1944 the Soviet Red Army drove out Nazi forces.

As a principal theatre of World War II, Belarus suffered enormous devastation and lost one quarter of its population. Minsk was almost entirely destroyed.

Postwar reconstruction was followed by a period of considerable economic development and rapid industrialization. In the postwar years, Belarus became the major center for the production of tractors and automobiles and an important base for chemicals and other products. Concurrently, the postwar years were marked by rapid urbanization. Minsk developed as the major center of economic, cultural, and political life and the largest urban center with a quarter of the republic's urban residents.

III: Find one synonym to the first word in each row.

1. Rare – unusual – rapid – total

2. Connect – promote – state – join

3. Serve – receive – work for – cover

4. Rapid – rely – quick – quality

5. Notably – nearly – remarkably – domestic

IV. Complete the following sentences.

• Belarus is a country
in _____

• The total area of Belarus is _____

• Belarus is divided administratively into _____

• Belarus has a _____

• Belarus has a _____

• Belarus was long thought to be _____

• The most important manufacture products are _____

• Belarus exports _____

• In 1945, Belarus became _____

• Belarus is a _____

Possible answers: eastern Europe; six provinces or oblasts; 207 600 sq. km.; temperate continental climate; poor in minerals; well-developed economy; machinery, foodstuff; machinery, transport equipment; tractors, trucks, agricultural machinery; a founding member of the U.N.; presidential republic.

V. Insert the missed parts of the sentences

- Belarus became _____ of the U.N.
- Under the constitution the president is _____ of the state.
- Belarus as _____ was established in 1919.
- Nazi Germany occupied Belarus _____ during World War II

- By the summer of 1942 the republic became _____ of an extensive partisan movement.
- In 1944 the Soviet Union Red Army _____ Nazi Forces.
- Postwar reconstruction _____ by a period of considerable economic development.
- In the postwar years, Belarus became _____ for the production of tractors and automobiles.
- The postwar years _____ by rapid urbanization.
- Minsk developed as _____ of economic, cultural and political life.

Possible answers: the head; a founding member; the location; a sovereign state; from 1941 to 1944; drove out; was followed; the major centre; were marked; the major centre.

VI. Answer the following questions:

- Where is the Republic of Belarus situated?
- What is the territory of the Republic?
- How is Belarus divided administratively?
- What is the population of the country?
- What is the climate of Belarus?
- What can you say about the natural resources in the Republic?
- Is the economy of Belarus well-developed?
- What can you say about agriculture?
- Belarus exports various goods, doesn't it?
- Is the transportation system in Belarus extensive?
- What international organizations does Belarus participate in?
- What can you say about the Republic's state system?
- What is the history of our country?
- Did Belarus suffer enormous devastation during World War II?
- Postwar reconstruction was followed by a period of considerable economic development, wasn't it?

VII. Discuss the following points of the text in the form of a dialogue. Use all types of questions.

Example:

- Is the total area of Belarus 207,600 sq km?
- What countries does Belarus border with?
- Is Belarus divided into six or four provinces?
- Who promoted the use of the Belarusian language in literature?
- About one-third of the country is covered with forests, isn't it?
- The geographical position of Belarus.
- The nature and resources of the republic.
- Agriculture and industry.

- Export and transportation system.
- The postwar period.

VIII. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.

A man should know something of his own country, too, before he goes abroad (Laurence Sterne, Irish-born British writer).

Ask not what your country can do for you - ask what you can do for your country (John Fitzgerald Kennedy, US statesman, thirty-fifth President of the USA).

It is a sweet and seemly thing to die for one's country (Horace, Roman poet).

IX. Speak about Belarus with your groupmate in the form of a dialogue.

PLACES TO VISIT IN BREST

I. Read the text. Make a short summary.

The Brest Fortress over the Bug has become a symbol of the eternal glory of the Soviet Soldiers. It was founded on June 1, 1836. The Citadel is the main fortification of the fortress. It is not merely a remarkable military construction; it is an interesting architectural complex.

The Brest Fortress got universal fame during the Great Patriotic War because it took the first blow for itself. The courage of the soldiers of the fortress will always be in the memory of our descendants. At the dawn June 22, 1941(Sunday), Hitler Germany launched its perfidious attack against the Soviet Union without declaring war. Hitler had counted on the "Blitzkrieg": he expected to rout the Soviet Army Forces in a short period of time.

The garrison of the Brest Fortress had to fight under unbelievably hard conditions. The small fortress area of just four square kilometers was steadily shelled by hundreds of guns while planes with swastika on their wings showered it with bombs. The garrison was short of ammunition, medical supplies and food. They were cut off from the water, which had to be fetched under enemy fire.

The defense lasted for over a month. The fortress walls were tumbling down, the bricks melted and the very earth was scorched, but the fortress stood undaunted. The Nazi command was outraged. The Hitler forces mounted one attack after another, sustaining heavy losses, but they were powerless to crush the fighting spirit of the fortress defenders.

The Brest Fortress became one of the sacred monuments of the Soviet people, a symbol of its heroism and endurance, a living example of patriotism. The memorial complex "Brest Hero-Fortress" erected on the site is a tribute commemorating the immortal exploit of its garrison. Today the Brest Fortress is the major tourist sight.

Brest Millennium Monument (2009) – was designed by the Belarusian architect Alexei Andreyuk and sculptor Alexei Pavluchuk to commemorate the millennium of Brest, Belarus. It was erected in 2009 at the intersection of Sovietskaya Street and Gogol Street in Brest. The project was financed by the state budget and public

donations.

The monument presents a group of bronze statues. The angel of mercy with a cross is standing at the top of a granite column. 3 statues remember the remarkable historic personalities that are associated with Brest: Vladimir Vasilkovich, who put up a tower in the castle of the town in the 13th century, Vytautas the grand duke of Grand Duchy of Lithuania, Mikolaj "the Black" Radziwill in whose printing shop the first Belarusian book was printed, 3 more statues represent abstract images: warrior, mother, chronicler (who wrote apparently the Primary Chronicle). The total height is 15.1 m, the height of the angel is 3.8 m, the height of the 6 statues is 3m. the diameter of the base is 8.6 m. In April 2011 a belt of high reliefs appeared around the monument. It depicts history-making episodes of Brest

Unique **Belovezhskaya Pushcha** lies about 70 km from Brest, less than 1.5 hours off by road. The word Pushcha means in Belarusian a forest, but not any forest can be called pushcha, because it implies a virgin forest. That is the only virgin forest, which survived in Central Europe. Pushcha is the largest wildlife reserve in the south west of Belarus.

Incomparable beauty, rich wildlife world, interesting history of Pushcha attract tourists from all over the world. 55 species of mammals, 214 species of birds, 11 amphibious species, 7 species of reptiles, nearly 30 species of fish live in this unique reserve. The king of Pushcha is the East European aurochs, the biggest animal in Europe. Pushcha is rich in deer, roes, elks, wild boars, otters and beavers.

The museum of Pushcha offers a rich display that includes common species of wildlife. Tourists can see some animals in spacious enclosures. Pushcha is a vast open-air laboratory for survey of wildlife world. Visiting the Brest region, you should necessarily see Belovezhskaya Pushcha to admire the majestic beauty of this virgin forest.

There are some other places to visit or to see in our town: a lot of museums, two theatres, several cinemas, parks and other places where you can have a good time. Brest City Park is 100 years old, but it looks quite new after the recent reconstruction.

Other architectural landmarks of the city are:

- St. Nicolas' Orthodox Cathedral (1903),
- St. Simeon's Orthodox Cathedral (1865),
- Resurrection Orthodox Cathedral (1995),
- St. Nicolas' Garrison Orthodox Cathedral (1856),
- Cross Exaltation Roman-Catholic Church (1856),
- Brest Central Railway Station (1886),
- Soviet Street.

BELARUSIAN ECONOMY

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

Belarus has a rather developed economy. It retained well-developed industrial base following the break-up of the USSR. The country also has a broad agricultural

base and a high education level. Among the former republics of the Soviet Union, it had one of the highest standards of living. Nowadays approximately 5.3 million people contribute to the economy of Belarus. Of this total, 42 percent are employed in industry; 21 percent in agriculture and forestry; 17 percent in culture, education, and health services; 7 percent in trade; 7 percent in transportation, and 6 percent in miscellaneous pursuits.

Official unemployment rate is lower than 1%. Methods of International Labour Organization (international standard) also include job-seekers who are not registered officially. Many unemployed people in Belarus are trying to avoid registration, because of obligatory public works, while unemployment benefits are very low. In July 2012 World Bank concluded that the real unemployment rate is seven times higher than the official rate. Belarus is a member of Commonwealth of Independent States (CIS) and Eurasian Economic Union (EAEU).

The Gross Domestic Product (GDP) in Belarus was worth 62.572 billion US dollars in 2019. The GDP value of Belarus represents 0.09 percent of the world economy. GDP in Belarus averaged 32.27 USD Billion from 1990 until 2015, reaching an all time high of 76.10 USD Billion in 2014 and a record low of 12.14 USD Billion in 1999. The economy of Belarus is world's 72nd largest economy by GDP based on purchasing power parity (PPP), which in 2019 stood at \$195 billion, or \$20,900 per capita. In 2018, Belarus ranked 53rd out of 189 countries on the United Nations Human Development Index, and is in the group of states with "very high development".

Exports provide 50.52% of Belarus' GDP (Nov.2018) with more than a half of exported goods falling in the industrial products category. Major export items: machinery, transport vehicles, chemicals, petrochemical products, rubber, fibers, mineral products, primary metals, fertilizers, food, agricultural raw materials, as well as IT and transportation services. Belarus also holds about 5% in the world exports of dairy products and about 11% of butter.

Belarus is relatively poor in terms of natural resources. It does not have vast amounts of most of the minerals used in modern industrial production. The country has small reserves of petroleum and natural gas.

In the south-east there are small reserves of hard coal, brown coal, and petroleum, but they are not easily accessible and remain undeveloped. The country has large forest reserves. About one-third of the republic is covered in forest.

Belarus does possess, however, one of the world's largest reserves of potassium salts – discovered in 1949 south of Minsk and exploited from the 1960s around the new mining town and fertilizer-manufacturing centre of Soligorsk. Although exports of potash to other former Soviet republics declined significantly in the 1990s, exports to other countries remained at a high level.

The country also is a world leader in the production of peat, which is especially abundant in the Pripyat Marshes. Peat is used as a mulching material in agriculture. In briquette form it is used as fuel.

Among the other minerals recovered are salt, an important deposit of which, near Mozyr, was opened in the 1980s; building materials, chiefly limestone and, near Grodno, quartz sands for glassmaking, both used locally; and small deposits of gold

and diamonds.

Belarus is heavily reliant on oil and gas supplies from Russia. These fuel imports reach Belarus via two major pipelines: the Friendship Pipeline carrying oil, and the Natural Lights Pipeline carrying natural gas. The government is attempting to accelerate the development of its raw-material base, but Belarus remains dependent on Russia for most of its energy and fossil-fuel requirements.

Belarus is a highly developed industrial country. The main industries include machine building, instrument making, chemicals, timber processing, textile and clothing manufacture, and food processing.

Manufacturing contributes most of the country's industrial output. The country is known for its heavy-duty trucks, transport vehicles, and tractors. Belarus also manufactures computers, engineering equipment, metal-cutting tools, and such consumer goods as clocks and watches, motorcycles, bicycles, refrigerators, radios, television sets and others. Forests yield many wood products, including furniture, matches, plywood and paper goods. Heavy industry is the most highly developed sector of the economy. Machine-building industry is mostly concentrated in Minsk. It makes various types of tractors, heavy-duty trucks, other heavy machinery and electrical equipment. Belarus specializes in truck manufacturing. The Belarusian Autoworks (BELAZ) is one of the major world manufacturers of mining dump trucks with payload capacity from 25 to 360 tons, as well as the other heavy vehicles, being used in mining and construction branches. The products of BELAZ are supplied to more than 70 countries of the world. Dump trucks are also made in Moghilyov.

During the last years the ICT sector in Belarus receives strong government support and is one of the top-priority economic sectors to develop. Thus, by the special Law issued in 2005, Belarus Hi-Tech Park was established with the main goal to support software industry. HTP Belarus provides special business environment for IT business with incentives unprecedented for European countries. Since 2015, Hi-Tech Park resident-companies are allowed to get involved in new science-intensive activities. Now, any company engaged in IT and related industries (micro-, opto- and nanoelectronics, mechatronics, telecommunications, radar ranging, radio navigation and wireless communication), information protection and establishment of data processing centers can apply for residency within the HTP and benefit from tax-incentives and other advantages it provides. HTP resident-companies can work and provide services in the field of information system analysis, designing and software development (IT consulting, audit, national information networks maintenance, database development and corporate information systems implementation and support). The export share in the total production volume exceeds more than 90 %. Park specialists teach children and teenagers to program.

Such support for the IT sector in 2019 increased the share of the IT sector, which provided half of the GDP growth. The export of IT services in 2017–2019 increased by 2.4 times. Production growth in the first half of 2019 was 166%. The total export of services of HTP residents in 2019 exceeded \$2 billion. In January 2020, the HTP registered 758 companies with a total of more than 58 thousand employees. In April 2020, the number of resident companies in the Park was 818 with a total of

more than 61 thousand employees. In July 2020, the number of residents of the Park increased by 71 companies. In October 2020, another 83 companies became residents of the Hi-Tech Park. Thus, in October 2020, the number of residents of the Park totals 969 companies, which employ more than 65 thousand specialists.

Mobile applications developed by HTP residents are used by more than 1 billion people in over 150 countries of the world. Some major international companies have already opened captive centers or global in-house centers in Belarus: IHS Markit, Playtika, Netcracker, Viber, Yandex, Fitbit, Ciclum, WorkFusion, etc. According to Ernst & Young survey, more than 30% of the Fortune Global 200 companies have worked with HTP residents. The most trending customers are Facebook, Microsoft, Northrop Grumman, PepsiCo, Whirlpool, 3M, Amazon.com, Cisco Systems, HP, Oracle, Xerox, Disney, Intel, Apple and IBM, which have worked with several companies from Belarus.

Agriculture accounts for about a seventh of Belarus' economic output. Belarus has a large amount of farmland. But a short growing season and a lack of fertile soil make farming difficult. Most of Belarus has soils of only moderate fertility, but the better-drained uplands can be productive with fertilizer application. Considerable areas of the swampy lowlands have been drained since the late 19th century, with much of the reclaimed land being used for fodder crops. The agricultural sector in Belarus is dominated by large state and collective farms. State farms operate like government factories, called sovkhozy.

Independent Belarus restructured its banking system into a system consisting of the National Bank of Belarus and a number of commercial banks. Six commercial banks, four formerly state-owned specialized banks Belagroprombank (agricultural sector), Promstroibank (industrial sector), Vneshekonombank (foreign trade), and Belarusbank (savings bank) and two universal banks (Priorbank and Belbusinessbank) dominated the banking system. These banks account for over 80 percent of the banking system outstanding loans and approximately 70 percent of domestic currency deposits. In 1992 Belarus became a member of the International Bank for Reconstruction and Development, the International Monetary Fund, and the European Bank for Reconstruction and Development.

Belarus has an extensive transportation system, including railroad and highway networks connecting its cities with other major European cities. Belarus has several international airports, the largest of which is Minsk-2, located about 50 km east of its capital.

II. Match the words listed below with the definitions that follow.

supermarket currency imports output expenditure inflation exports crop workforce meadow partners soil farmland industry pasture livestock security upland

- 1) The produce of cultivated plants, esp. cereals, vegetables, and fruit.
- 2) A metal or paper medium of exchange that is in current use in a particular country.
- 3) Something expended, such as time or money.
- 4) Goods or services sold to a foreign country or countries.

- 5) Land used or suitable for farming.
- 6) Goods or services that are bought from foreign countries.
- 7) Organized economic activity concerned with manufacture, extraction and processing of raw materials, or construction.
- 8) A progressive increase in the general level of prices brought about by an expansion in demand or the money supply or by autonomous increases in costs.
- 9) Cattle, horses, poultry, and similar animals kept for domestic use but not as pets, esp. on a farm or ranch.
- 10) An area of grassland, often used for hay or for grazing of animals.
- 11) The act of production or manufacture.
- 12) An ally or companion.
- 13) Land covered with grass or herbage and grazed by or suitable for grazing by livestock.
- 14) A certificate of creditorship or property carrying the right to receive interest or dividend, such as shares or bonds.
- 15) The top layer of the land surface of the earth that is composed of disintegrated rock particles, humus, water, and air.
- 16) A large self-service store retailing food and household supplies.
- 17) An area of high or relatively high ground.
- 18) The total number of workers employed by a company on a specific job, project, etc.

III. Group the following words into eight synonymous groups:

amount, low-priced, occupation, swamp, cheap, machinery, profession, various, equipment, marsh, pursuit, vast, extensive, miscellaneous, quantity, inexpensive, need, requirement

IV. Group the words that follow into six antonymous groups:

cheap, high, poor, rich, employment, long, private, short, expensive, low, public, unemployment

V. Complete the following sentences with the appropriate terms from the list below.

agriculture, industrial production, CIS countries' markets, energy needs, livestock, farming, farmland, potassium salts, forest reserves, service industries, heavy industry, small businesses, industrial output, trading partner

1. Minerals are used in modern
2. The country has large
3. Belarus possesses one of the world's largest reserves of
4. Belarus generates only about 12 percent of its own
5. Manufacturing contributes most of the country's... .
6. ... is the most highly developed sector of the economy.
7. ... accounts for about a seventh of Belarus' economic output.
8. Belarus has a large amount of

9. A short growing season and a lack of fertile soil make ... difficult.
10. Cattle, hogs, and sheep are the most important ... raised in the country.
11. ... are industries that produce services, not goods.
12. Many individuals and families are starting
13. A great amount of goods produced by Belarusian industries and agriculture is oriented towards the
14. Russia, which supplies most of the country's fuel imports, is the most important

VI. Do you think the following statements are true or false? Discuss your answers in pairs.

1. The national economy of Belarus is well-developed.
2. Belarus has vast amounts of most of the minerals used in modern industrial production.
3. The country has large reserves of petroleum and natural gas.
4. The country is a world leader in the production of peat.
5. Belarus is heavily reliant on oil and gas supplies from Russia.
6. Belarus satisfies all its energy needs.
7. Heavy industry is the least developed sector of the economy.
8. The chief chemical product is potassium fertilizer.
9. The Gomel area is Belarus' leading manufacturing centre.
10. Agriculture accounts for about a half of Belarus' economic output.
11. Belarus has a large amount of farmland.
12. The agricultural sector in Belarus is dominated by private farms.
13. The transition to private farms proved to be slow and difficult.
14. Service industries are well developed in Belarus.
15. Belarus proper consumes most of the goods produced.
16. Belarus has an extensive transportation system

1.1.9 THE SOCIO-POLITICAL PORTRAIT OF THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

GREAT BRITAIN

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	домашняя птица
26) to damage	наносить ущерб

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

<i>to appoint</i>	<i>issue</i>	<i>construction</i>	<i>support</i>
<i>island</i>	<i>stockbroking</i>	<i>to comprise</i>	<i>current</i>
<i>to damage</i>	<i>mining</i>	<i>to influence</i>	<i>abundant</i>

- 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.

GREAT BRITAIN

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 lawmaking **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 Netherlands, 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.

Official name	<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) высокотехнологизированный
- o) экологически чистые методы

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

environmentally	country
interesting	force
Atlantic	programming
making	changeable
temperate	sector

mixed	rainfall
industrialized	friendly
energy	climate
financial	laws
computer	current
plentiful	farming
intended	policy
weather	fact
extremely	centre
labour	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.

- 1) Industry
- 2) Geographical position and population
- 3) Parliament and political parties
- 4) Agriculture
- 5) Political system
- 6) Official name
- 7) Climate

THE ENGLISH CHARACTER

I. Read and translate the text.

Customs and traditions always reflect the character of the nation. It is a common knowledge that every nation has a reputation of this or that kind. Here are **some views on the British character** or the character of the people who live on the British Isles.

The British people are said to be **very polite and well-mannered**. "Please, thank you and Excuse me" are used very often in Britain. They are rather conservative and reserved. They are considered to be the world's tea drinkers.

Newspapers and TV form our opinion about different countries. So, what do you imagine when you think of Britain and its people?

What are the British like?

- friendly and polite
- conservative and well-mannered
- cold and reserved

People who live in Britain are called British. Many people think that 'English' is the same as 'British'. But England is only one of the four nations in the UK. The Scots, Welsh and Northern Irish are British too. They sometimes get angry when they are called 'English'.

There are also millions of British people whose parents first came to Britain in the 1950s and 1960s from the Caribbean, India, Pakistan, Hong Kong and other places. Their homes are mainly in the big English cities like London, Birmingham and Manchester.

Foreigners have many ideas what the English are like. For example, many people say that they are **cold and reserved, friendly and well-mannered**. You hardly

find a person in England who dislikes tea drinking, home cooking and gardening. Their sense of humour is known all over the world.

As for other characteristics which are associated with the English, they are **egoism, self-confidence, intolerance of outsiders, independence, love of comfort** and a strong belief in private property. **Moderation, the avoidance of extremes**, the choice of middle way is among the essential qualities of the English.

The English have a **strong sense of individualism** which can be explained by the uniqueness of the British which was isolated from the European continent for a long time.

One thing never fail to confuse foreigners when they come to Britain and it is British meals. The English are used to certain food and seem never get tired of it. The legendary English breakfast is a hearty meal and a perfect start to a hard working day. This favourite meal consists of bacon, eggs, tomato, fried bread and a variety of sausages. It is usually finished off with slices of toast spread with orange marmalade and a cup of tea with milk (which is traditionally called English tea) or lemon.

The English are very **fond of tea**. They drink tea four or five times a day, but afternoon tea (which is usually taken at 4 or 5 p.m.) is a special treat.

Dinner is usually at 7 o'clock. It is the most substantial meal of the day and is a very formal one. Many people even wear special clothes for dinner.

The English are said to be **a nation of stay-at-homes**. Their famous saying "There is no place like home" is known all over the world. When the Englishman is free, he likes to be at home with the company of his wife and children. There is another saying which is typical for the English – "The Englishman's house is his castle."

Undoubtedly, the English are rather **conservative**. They are proud of their customs and are reluctant to change them in a way. Examples of the English conservatism, such as eating traditional English food or reading a newspaper in the morning are well-known worldwide. On a large scale their conservatism is expressed through the attitude to the monarchy, for an example. The local conservatism can be easily noticed in private traditions observed at schools and societies. So, Britain is the country of traditions and they make a nation special.

Such are the English as we see them.

Englishmen are also known for their **devotion to animals and pets**. The English firmly believe themselves to be the only nation on the Earth that is really kind to its animals. Contrary to the English, **the Scots, the Welsh and the Irish are somewhat different**.

The Scots are rather **kind**, but at first glance not as friendly as the English perhaps. They **like extremes**. Sometimes, they seem to be **gloomy** and grey, whereas quite often they are highly coloured and **extravagant**. The Scots are probably best known to the world for their traditional costume, **the kilt**, the short skirt worn by men. It has been the dress of Highlanders since old-times and has been very suitable for going through the wet, moorland country.

Wales is the place where national spirit and national pride are more intense than in any other part of the UK. **The Welsh** eagerly wear their national dress on fes-

tival occasions. The Welsh language is still preserved and taught in schools side by side with English. The Welsh are known for their **highly developed artistic sense**, as well as a distinguished record in the realm of poetry, singing and drama.

In the Northern Ireland the pace of life is slightly different from the whole of the country. Everything moves slowly, and people are usually not much in a hurry. Most of the Irish are considered to be **hard-headed, business-like, self-conscious and very superstitious**. Another national feature is that they are desperately afraid of being laughed at.

It may seem difficult to tell an Englishman from an Irishman or a Scottish person and in this case a surname may help. If their surnames start with 'Mac' or 'Mc' (for example, McDonald), this person is sure to come from Scotland or Ireland. The surnames that start with 'O' (for example, O'Brien) are always Irish.

II. Sometimes GB is called a strange island because some customs and manners differ from those accepted in other countries.

Choose what is usual for Britain.

- to queue in a line waiting for a bus
- to greet a friend as many times as you meet him during a day
- to shake hands each time you meet your friends
- to take off shoes as soon as you enter someone's home
- to keep a distance talking to a person (to stay at least an arm's length away)
- to jump the queue waiting for a bus
- to bump into another person

III. There are some stereotypes about national characters. Translate the sentences into Russian. Use Complex Subject.

- The Irish are said to be great talkers.
- The Scots are thought to be careful with money.
- The English are considered to be great tea-drinkers.
- The Russians are believed to be lazy.

Which of the statements are stereotypes?

IV. Make up sentences about the manners in your country. Use the sentences and the example.

- Take off your shoes entering someone's home.
- Make way for a girl or older people.
- Give up your seat in favour of older people or other people who need it.
- Say "Good appetite" to people that are having a meal.
- Greet your friends each time you meet them during the day.
- Jump the queue waiting for a service.

V. Some older people think that today young people are bad-mannered. What makes them think so? What rules do the young people sometimes break?

What manners do you consider to be good or bad? Do you always follow these “rules of good behavior”?

VI. Can you explain the proverb “When in Rome do as Romans do”? Give the equivalent of the proverb in your language.

WHAT I KNOW OF THE COUNTRY THE LANGUAGE OF WHICH I STUDY

I. Pronounce the following words correctly and learn their meaning:

1. refer [r'Ifə:] –относиться, иметь отношение
2. occupy ['ɔkjupaɪ] –занимать
3. influence ['Influəns] –влияние, влиять
4. mild [maɪld] –мягкий
5. refresh [rɪ'freʃ] –освежать
6. explorer [ɪks'plɔ:rə] – исследователь
7. monarch ['mɔnək] – монарх
8. powerful ['paʊəfʊl] –сильный
9. division [dɪ'vɪʒən] –деление
10. delay [dɪ'leɪ] – откладывать, задерживать
11. defeat [dɪ'fi:t] –отменять
12. support [sə'pɔ:t] –поддерживать
13. emerge [ɪ'mə:dʒ] –появляться
14. appoint [ə'pɔɪnt] –назначать
15. pick [pɪk] –выбирать
16. oppose [ə'pəʊz] – выступать против
17. fellow ['feləʊ] –товарищ
18. salary ['sæləri] –жалованье, оклад
19. criticize ['krɪtɪsaɪz] –критиковать
20. survive [sə'vaɪv] –пережить, уцелеть
21. resource [rɪ'sɔ:s] – ресурсы, возможность
22. harvester ['hɑ:vɪstə] –уборочная машина
23. drilling machine ['drɪlɪŋ] [mə'ʃi:n] –сверлильный станок
24. household appliances [haʊshəʊld] [ə'plɑɪənsɪz] –бытовая техника
25. remain [rɪ'meɪn] –оставаться

II. Read the text.

The United Kingdom is a country in northwestern Europe. The nation's official name is the United Kingdom of Great Britain and Northern Ireland. When people refer to the country, most of them shorten its name to the United Kingdom, the U.K., Great Britain, or Britain. The United Kingdom consists of four political divisions - England, Scotland, Wales and Northern Ireland. London is the capital and the largest city. The United Kingdom occupies an area of over 244,000 sq km and has a population of over 58 million. About 90 percent of the population of the United Kingdom live in urban areas. The most important cities are London, Birmingham, Liverpool, Manchester, and Leeds.

The United Kingdom covers most of an island group called the British Isles. The British Isles consist of two large islands - Great Britain and Ireland - and thousands of small islands. England, Scotland, and Wales occupy the island of Great Britain. Northern Ireland occupies the north-eastern part of the island of Ireland. Britain's longest rivers are the Severn and the Thames. Bristol, Liverpool, London, and other cities are important ports.

The United Kingdom has a mild climate. The climate is influenced by the Gulf Stream, a warm ocean current that flows past the British Isles. Steady southwest winds blow across this current and bring warmth in winter. In summer, the ocean is cooler than the land. Winds over the ocean come to Britain as refreshing breezes. The sea winds also bring plentiful rain. The United Kingdom has rain throughout the year, and rarely is any section of the country dry for as long as three weeks.

The United Kingdom has a rich history. The British started the Industrial Revolution, a period of rapid industrialization that began in the 1700s. They founded the largest empire in history. They have produced some of the world's greatest scientists, explorers, artists, and political leaders.

The United Kingdom is a constitutional monarchy. Queen Elizabeth II is the head of the state, but the cabinet of senior politicians called ministers actually governs the country. The prime minister is the head of the government.

The Constitution of the United Kingdom is not one document, as are the constitutions of many other countries. Much of it is not even in writing, and so the country is often said to have an unwritten constitution.

Parliament makes the laws of the United Kingdom. The British Parliament has been called the Mother of Parliaments because many of the world's legislatures have copied features from it.

Parliament is the chief lawmaking body. It consists of the monarch, the House of Commons, and the House of Lords.

Of the two houses that make up Parliament, the House of Commons often called simply the Commons, is by far the more powerful. The House of Commons has 651 members, elected from the four divisions that make up the United Kingdom. A general election must be held at least every five years.

The House of Lords, often called the Lords, was once the strongest house of

Parliament, but today it has little power. It can delay, but not defeat, any bill that the Commons is determined to pass. The House of Lords has about 1,200 members. The people do not elect them.

The two largest political parties in the United Kingdom are the Conservative Party and the Labour Party. The Conservative Party developed from the Tory Party, which began in the late 1600's. It has always been one of the main parties in Britain. The Labour Party began in 1900. Much of its support comes from labor unions, called trade unions.

For many years, another party, called the Liberal Party, was the Conservative Party's chief opponent. It developed from the Whig Party, which emerged in the late 1600's. But by the mid-1930's, the Liberal Party had become much smaller than either the Conservative or the Labour party. The Prime Minister is usually the leader of the political party that has the most seats in the House of Commons. The king or queen appoints the prime minister after each general election. The prime minister selects about 100 ministers. From them, the prime minister picks a special group of about 20 ministers to make up the Cabinet. The largest political party in the House of Commons that opposes the party in power is called Her (or His) Majesty's Opposition. The head of that party is the leader of the opposition. The leader is elected by his or her fellow party members but is paid a salary from the government funds. The opposition has the duty of criticizing the government in power and standing ready to set up a new government. For this reason, the leading members of the opposition party are popularly referred to as the Shadow Cabinet.

The United Kingdom is an important manufacturing and trading nation. In fact Britain can survive only by manufacturing and trading. The country's farms produce only about two-thirds of the food needed by the people. Except for coal, natural gas, and oil, Britain has few natural resources. The country must import about a third of its food and many of the raw materials it needs for manufacturing.

The country is one of the world's largest producers of tractors. Other products include cranes, earth movers, road graders, harvesters, and drilling machines. British factories also make railway equipment, household appliances, and machine tools.

The Industrial Revolution began in Britain's textile industry. Today Britain remains an important producer of cotton and woolen textiles.

Many British farmers practice mixed farming – that is they raise a variety of crops and animals. Britain's most important crops are barley, potatoes, rapeseed, sugar beets and wheat. Sheep are Britain's chief live-stock. Farmers in almost every part of the country raise sheep for meat and wool. British farmers also raise beef cattle, dairy cattle, and hogs. Chickens are raised mainly in special mass-production plants.

Most of the United Kingdom's trade is with other developed countries. France, Germany, and the United States are Britain's leading customers and suppliers. A growing proportion of the country's trade is with the members of the European Community, which the United Kingdom joined in 1973. Other trade partners include Canada, Ireland, Japan, Norway, Saudi Arabia, Sweden and Switzerland.

III. Find one synonym to the first word in each row.

1. powerful – influence – strong – refresh

2. delay – postpone – occupy – refer

3. support – defeat – mild – help

4. emerge – leave – appear – appoint

5. pick – join – take – oppose

6. salary – fellow – explorer – payment

7. resource – wealth – harvester – division

IV. Find the suitable meaning to each of the words.

- | | |
|------------------|---------------------------------------|
| 1. survive – | a) dividing or being divided |
| 2. remain – | b) assembly which makes laws |
| 3. division – | c) continue to live or exist |
| 4. plentiful – | d) higher in rank, authority |
| 5. rapid – | e) In large quantities |
| 6. senior – | f) moving, happening with great speed |
| 7. legislature – | g) be still present |

V. Translate the sentences into Russian. Pay attention to the Infinitive.

Example: The country is often said to have an unwritten constitution. Часто говорят, что в стране нет конституции в письменном виде.

1. A general election must be held at least every five years.
2. The House of Lords can delay, but not defeat, any bill that Commons is determined to pass.
3. From them, the prime minister picks a special group of about 20 ministers to make up the Cabinet.
4. Much of it is not even in writing, and so the country is often said to have an unwritten constitution.
5. His duty is to inform everybody immediately.
6. The opposition has the duty to criticize the government in power and standing ready to set up a new government.
7. Britain can survive only by manufacturing and trading.

VI. Complete the following sentences:

1. The United Kingdom is a country in

2. The U.K. occupies an area of over

3. The U.K. covers most of an island group

called _____.

4. The British Isles consist of two large islands –

5. The _____ U.K. has a

6. The _____ sea winds also bring

7. The _____ U.K. has a

8. The _____ country must import

9. A general election must be held at least

10. Many _____ British farmers practice

Possible answers: north-western Europe; 244 000 sq km; plentiful rain; mild climate; rich history; the British Isles; Great Britain and Ireland; a third of its food; every five years; mixed farming.

VII. Insert the missed parts of the sentences:

1. Great Britain covers most of an _____ called the British Isles.

2. The U.K. has _____ throughout the year.

3. The British started the _____ in the 1700s.

4. A cabinet of senior politicians called ministers actually _____ the country.

5. The Constitution of the U.K. is not one _____, as are the constitutions of other countries.

6. Parliament makes the _____ of the country.

7. The House of Lords was once the _____ of Parliament.

8. The Prime Minister is usually the _____ of the political party that has the most seats in the House of Commons.

9. The king or queen appoints the _____ after each general election.

10. The U.K. is an important _____ and trading nation.

Possible answers: Industrial Revolution; rain; island group; manufacturing; prime minister; leader; strongest house; laws; document; governs.

VIII. Answer the following questions:

1. What is the official name of Great Britain?

2. Where are the British Isles situated?

3. What are the four political divisions of the United Kingdom?

4. Why does the United Kingdom have a mild climate?

5. What can you say about the state organization of the United Kingdom?

6. Why is the British Parliament called the Mother of Parliaments?

7. What are the main political parties in the United Kingdom?
8. What is the ruling political party in Great Britain at present?
9. Who is the prime minister in the United Kingdom nowadays?
10. Who was the first woman to hold the office of prime minister of the United Kingdom?
11. Does the United Kingdom rank among the top industrial countries?
12. What British industry did the Industrial Revolution begin in?

IX. Discuss the following points of the text in the form of a dialogue.

Use all types of questions.

Example: 1. Does the United Kingdom consist of four political divisions?

2. Where is the UK situated?

3. What country occupies an area of over 244,000 sq km?

4. Do the British Isles consist of two or three large islands?

5. Britain's longest rivers are the Severn and the Thames, aren't

they?

1. The geographical position and population.

2. The country's history and state system.

3. The political parties.

4. The industry of the country.

5. British agriculture.

6. The country's trade.

X. What do you think the authors meant by the following statements?

Do you agree or disagree? Give reasons to support your opinion.

1. When people say England, they sometimes mean Great Britain sometimes the United Kingdom, sometimes the British Isles, - but never England (George Mikes, Hungarian-born British writer, 1912-87).

2. But of all nations in the world the English are perhaps the least a nation of pure philosophers (Walter Bagehot, British economist and journalist, 1826-77).

3. England is... a country infested with people who love to tell us what' to do, but who very rarely seem to know what's going on (Colin MacInnes, British novelist, 1914-76).

XI. Read the article and say in 2-5 sentences what it is about.

London Celebrates 150 Years of the Tube

On January 9th 1863 the London Underground opened for the first time. Now the Tube is a central part of life in the British capital.

On January 9th, 1863, a steam-powered train left London's Paddington Station. Packed with passengers, it snaked three and a half miles under the soil of London to Farringdon, a station close to the city's financial heartland. Today, the same journey takes place thousands of times every year.

The first half of the 19th Century was a boom period for industrialization and London was changing radically: trade traffic packed the streets, pollution filled the air

and the population more than doubled.

Now, as it celebrates its 150th anniversary, the Tube incorporates eleven lines and 270 stations. Some 527 trains each travel 114,500 miles every year, carrying over one billion passengers.

During World War II platforms and stations functioned as makeshift bunkers, where nearly 200,000 slept as bombs rained down on London. By the middle of the Blitz, 2,400 gallons of tea and cocoa were served underground every night and washrooms, libraries and 22,000 bunk beds had been installed.

But the Tube is not always regarded with affection. When the Circle Line opened in 1884 the Times newspaper claimed that a journey on it was 'a form of mild torture which no person would undergo if he could conveniently help it'. Today temperatures in some parts of the network can reach 32°C - too hot to legally transport animals - and the air quality is so bad that one twenty minute journey is deemed the equivalent of smoking a cigarette.

Answer the following questions:

1. How many lines, stations and trains does the London Underground have now?
2. How was the London Underground used during World War II?
3. Does the London Underground make a positive contribution to people's quality of life?

XII. Speak about Great Britain with your groupmate in the form of a dialogue.

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

The UK Economy

The economy of the United Kingdom is highly developed and market-orientated. It is the sixth-largest national economy in the world measured by nominal gross domestic product (GDP), ninth-largest by purchasing power parity (PPP), and twenty second-largest by GDP per capita, comprising 3.3% of world GDP. In 2016, the UK was the tenth-largest goods exporter in the world and the fifth-largest goods importer. It also had the second-largest inward foreign direct investment, and the third-largest outward foreign direct investment. The UK is one of the most globalised economies, and it is composed of England, Scotland, Wales and Northern Ireland. The country's gross domestic product is \$2.743 trillion in 2019.

Service industries account for about two-thirds of the United Kingdom's gross domestic product. More than 70 percent of British workers are employed in service industries. The country's service industries are concentrated in and near its largest cities, especially London.

Finance, insurance, and real property is the most important service industry in Britain. This industry accounts for a larger portion of the United Kingdom's GDP than any other industry. Most of the country's financial companies operate in London, one of the world's leading financial cities. Major financial institutions in London in-

clude the Bank of England (1), the United Kingdom's national bank, the London Stock Exchange (2), and Lloyd's of London insurance society (3).

Community, social, and personal services rank second among the service industries in the United Kingdom. This industry employs more British workers than any other service industry. It includes such activities as education and health care, and advertising and data processing.

Wholesale and retail trade is the third most important service industry in Britain. The most valuable wholesale trading activities include the distribution of petroleum and textiles. Aberdeen and London are important centres of petroleum refining and distribution. Leeds is the chief centre of the British clothing industry. Retail trade is centred in London, which has thousands of small shops and attracts millions of tourists yearly. Tourism is another of Britain's important service industries. It is a growing source of income and employment. Other large service industries in the United Kingdom include government, transportation and communication, and utilities.

The United Kingdom is a leading industrial nation. Most British industries are in central England, the London area, the Scottish Central Lowlands, the Newcastle upon Tyne area, and southern Wales. Britain ranks as an important steel producer. It exports nearly half of its finished steel. The rest is used in Britain to make hundreds of products. Much steel is used in automobiles, buses, trucks, and motorcycles. Britain also produces heavy machinery for industry, farming, and mining. The country is one of the world's largest producers of tractors. Other products include cranes, earth movers, road graders, harvesters, and drilling machines. British factories also make railway equipment, household appliances, and machine tools. The city of Sheffield is famous for its high-quality knives and hand tools.

British Aerospace makes a wide range of jet aircraft. It is the largest aerospace company in Europe. Rolls-Royce is world famous for airplane engines as well as luxury automobiles. Space satellites and weapons defense systems are also produced in Britain. Aerospace equipment and heavy machinery are major British exports.

An increasing percentage of Britain's manufactured goods consists of sophisticated electronic equipment. Much of this equipment is exported. Factories produce such items as cable television equipment, data processing equipment, fibre-optic communications systems, radar devices, and undersea telephone cables.

The chemical industry in Britain produces a variety of products – from industrial chemicals to plastics and soap. Britain is the fourth largest exporter of pharmaceuticals. The country's pottery industry is centred in Stoke-on-Trent. Outstanding names in British pottery include Worcester, Spode, and Wedgwood.

The United Kingdom is one of the world's chief centres of printing and publishing. British companies print paper money and postage stamps for many countries. Books published in Britain are exported to countries throughout the world.

The Industrial Revolution began in Britain's textile industry. Today, Britain remains an important producer of cotton and woollen textiles. British manufacturers also make synthetic fibres and fabrics. England's east Midlands region is a centre for the production of lace and knitwear. Cotton and wool are produced in northern Eng-

land. Scotland produces knitwear and is famous for its fine woollen products. Northern Ireland has a world-wide reputation for its linen goods.

Britain has one of Europe's largest clothing industries. The biggest centres are Leicester, Leeds, London, and Manchester. British clothing has long been famous for its quality. But today, Britain imports more clothing than it exports because many countries with lower labour costs can produce clothing more cheaply than the British can.

Processing of foods and beverages ranks as one of Britain's major industries. Most processed foods and beverages are consumed in Britain. But some are exported. Scotch whisky has a large world market. Other British industries manufacture bricks and cement, furniture, leather goods, glassware, and paper.

Britain imports about a third of its food supply. The imports include avocados, bananas, oranges, peppers, pineapples, and other items that cannot be easily grown in Britain's climate.

The United Kingdom has about 240,000 farms. About two-thirds of Britain's farmers own the farms on which they live. The rest rent their farms. About half the people who operate or work on farms do so on a part-time basis. Many British farmers practice mixed farming – that is, they raise a variety of crops and animals. Methods of mixed farming vary from farm to farm. In the rough highlands of Scotland, Wales, and western England, grass grows much better than farm crops. There, farmers use most of their land for grazing. The land in southern and eastern England is drier and flatter, and it is more easily worked. Farmers in eastern England use most of their land for raising crops.

Britain's most important crops are barley, potatoes, sugar beets, and wheat. Farmers in southern and eastern England grow almost all the country's sugar beets, and wheat and most of its barley. Potatoes are grown throughout the United Kingdom. Farmers in southern England grow most of Britain's fruits and garden vegetables. One of the most productive regions is the county of Kent in south-eastern England. It is called the Garden of England and is famous for the beautiful blossoms of its apple and cherry orchards in springtime. Farmers in Kent also grow hops, which are used in making beer.

Sheep are Britain's chief livestock. Farmers in almost every part of the country raise sheep for meat and wool. British farmers also raise beef cattle, dairy cattle, and hogs. Chickens are raised mainly in special mass-production plants.

The United Kingdom is a major world producer of petroleum, coal, and natural gas. These three fuels account for about 85 percent of the value of total mineral production in the country. Petroleum is Britain's most valuable mineral. British oil wells produce about 650 million barrels of petroleum a year. In the past, the country had to import petroleum to meet its needs. But during the 1970's, Britain began producing petroleum from wells in the North Sea. Today, Britain's oil wells provide nearly all the petroleum that the country uses and also supply petroleum for export.

Britain's largest coal-mining region lies near the River Trent in central England. Coal from this area is an important source of fuel for the country's electric power plants. Britain obtains natural gas from deposits below the North Sea. These depos-

its provide enough gas to meet most of the country's needs. Britain's next most important minerals, in order of value, are sand and gravel, limestone, and clays. The Southwest Peninsula has fine china clay, used in making pottery. South-eastern England has large deposits of chalk, used for cement. Other British minerals include sandstone and gypsum.

The United Kingdom ranks as a leading trading nation. Britain once imported chiefly raw materials and exported mostly manufactured products. However, manufactured goods now account for about three-fourths of British imports and also about three-fourths of its exports. Britain exports aerospace equipment, chemicals and pharmaceuticals, machinery, motor vehicles, petroleum, and scientific and medical equipment. Its imports include chemicals, clothing, foods (especially fish, fruit, vegetables, meat, coffee, and tea), machinery, metals, motor vehicles, paper and newsprint, petroleum products, and textiles.

Most of the United Kingdom's trade is with other developed countries. France, Germany, and the United States are Britain's leading customers and suppliers. A growing proportion of the country's trade is with members of the European Union. Other trade partners include Canada, Ireland, Japan, Norway, Saudi Arabia, Sweden, and Switzerland.

The value of Britain's imports of goods usually exceeds the value of its exports. British banks and insurance companies make up part of the difference by selling their services to people and firms in other lands. Another important source of income is the spending by the more than 15 million tourists who visit the United Kingdom each year. The British merchant fleet also brings in money by carrying cargoes for other countries. The income from all these invisible exports exceeds \$200 billion a year.

Roads and railways carry most passenger and freight traffic within the United Kingdom. An excellent system of high-speed motorways links major cities and towns. Bus systems provide local and intercity transportation. Lorries carry about 80 percent of the inland freight. An extensive rail network crisscrosses the United Kingdom. The railroads are owned by the government and provide excellent high-speed passenger service, as well as freight hauling.

Britain has a large merchant fleet. The ships in the fleet carry British-made goods to ports throughout the world and bring back needed imports. British ships also carry freight for other countries. There are about 80 ports of commercial significance throughout the United Kingdom. The country's inland waterways are used to carry freight, as well as for recreational boating. The Thames, which flows through London, is Britain's busiest river and one of the busiest in the world.

British Airways, the United Kingdom's largest airline, operates flights to all parts of the world. Smaller airlines provide service within Britain and to other countries. Britain's largest airports are Heathrow and Gatwick, both near London, and those at Birmingham, Glasgow, and Manchester.

Britain has about 100 daily newspapers. About 15 have nation-wide circulation. Their main offices are in London. The Sun and the Daily Mirror have the largest circulations. Other leading papers include The Times, The Guardian, The Daily Telegraph, and The Independent.

The British Broadcasting Corporation (BBC), a public corporation, provides commercial-free radio and television service. The BBC is financed chiefly by yearly licenses that people must buy to own a television set. Television stations controlled by the Independent Television Commission and radio stations controlled by the Radio Authority broadcast commercials.

1. Group the following words into nine synonymous groups.

aggregate	external	leading	national
cheap	foreign	low-cost	naval
chief	gross	low-priced	overseas
commercial	important	main	significant
complex	inexpensive	major	sophisticated
domestic	inland	marine	total
entire	international	mercantile	trading

2. Read the following text and find synonyms for the highlighted words.

The **leading** position of British commerce in world trade during the 18th and 19th centuries resulted largely from the geographical isolation of the British Isles from the wars and political troubles that afflicted the centres of trade on the European continent. The development of the great **trading** companies, colonial expansion, and **naval** control of the high seas were corollary factors. Before the 17th century the **foreign** trade of England was almost completely in the hands of foreigners; wool was the principal export, and manufactured goods were the chief imports. Under the **mercantile** system, which in Great Britain was the prevailing economic theory of the 17th and 18th centuries, the government fostered British **foreign** trade, the development of shipping, and trading companies. As British overseas possessions increased, the raising of sheep for wool and mutton became a major occupation in the colonies; the practice of exporting wool from England and importing manufactured woollen articles was gradually replaced by the import of wool and the manufacture and export of yarns and fabrics. Cotton textiles, iron and steel, and coal soon became **significant** British exports.

3. Group the words that follow into six antonymous groups.

cheap	full-time	low	personal
expensive	high	national	public
foreign	invisible	part-time	visible

4. Fill in the blanks in this passage, using the words from the list.

companies	goods	land
countries	government	petroleum
crops	imports	trade
economy	industry	workforce

The United Kingdom has a developed mixed private and public-enterprise (1) that is largely based on services, especially international trade, and manufacturing.

The (2) controls the production of coal, steel, and ships; it also runs certain utilities, the railways, and most civil aviation. The gross national product (GNP) is growing faster than the population, but only slowly. The GNP per capita lags behind those of most other western European (3).

Agriculture accounts for less than 2 percent of the GNP and employs some 2 percent of the (4). Farming is highly mechanized, though farms are not extremely large, and is dominated by the raising of sheep and cattle. Pastures cover about one-half of the land. Arable (5) is limited to less than one-third of the nation's land area, and the United Kingdom is not agriculturally self-sufficient. Chief (6) include barley, wheat, sugar beets, and potatoes.

The mineral (7) accounts for approximately 6 percent of the GNP but employs less than 1 percent of the workforce. Production from oil fields in the North Sea has allowed the United Kingdom to become virtually self-sufficient in (8). The United Kingdom's coal industry, despite its steady decline since the early 1950s, remains one of the largest and most technologically advanced in Europe.

Manufacturing industries account for one-fifth of the GNP and employ a similar proportion of the workforce. Small (9) predominate, though companies with 500 or more employees employ a larger percentage of the workforce. Major manufactures include motor vehicles, aerospace equipment, electronic data-processing and telecommunication equipment, metal goods, precision instruments, petrochemicals, and other chemicals.

Exports of (10) and services account for as much as a third of the GNP, and the British merchant navy remains one of the world's largest. The European Union, which the United Kingdom joined in 1973, accounted for nearly half of the country's (11) before brexit. Exports to Commonwealth countries also represent a significant share of the United Kingdom's total exports and ordinarily exceed (12).

GREAT BRITAIN: THE LAND OF INSPIRATION

I. Read the text and be ready to discuss it.

Although you may think of Britain as England, it is really three countries in one. Scotland in the North, and Wales in the West, were once separate countries. They have different customs, traditions, languages and, in Scotland's case, different legal and educational systems, all fought over with the English centuries ago, and even now not entirely resolved. Both the Scottish language Gaelic, and particularly Welsh, can still be heard spoken in each country, but nevertheless English is still their main language.

Britain is a deceptively large island and is surrounded by some varied – and very beautiful – coastline, which is worth exploring. Some of the best sandy beaches are found in Devon and Cornwall, where they are washed by shallow Atlantic seas and overlooked by craggy, granite cliffs.

Beyond London, Britain's landscape varies from the soft rolling hills of Southern England, through the flatter expanses of the Midlands, to the dramatic hills and lakes of Northern England, Wales and Scotland.

Historical towns abound in the south. Oxford is a world famous university town dating back to the 12th century. Bath is an elegant spa town built over the remains of a similar Roman settlement.

In the hub of England lies an area steeped in heritage, unspoiled countryside, bijou villages and lively cities competing for attention. This is an area of contrasting landscapes and architectural styles, with meandering rivers and picturesque market towns that have changed little with time. Stratford-upon-Avon, the birthplace of William Shakespeare, and Cambridge with its architectural glories and peaceful, unhurried atmosphere, Nottingham, home to the medieval outlaw Robin Hood and his merry men, must all surely merit a visit too.

Some of the country's most inspiring landscapes await you in the north of England. It is a peaceful and pastoral region boasting no less than five National Parks. In Cumbria you will find the Lake District, a stunning combination of mountains, lakes and rushing streams that have inspired countless poets, artists and writers, including Wordsworth and Beatrix Potter, who lived in the area. The spectacular views of the Lake District are a magnet to fell-walkers, climbers and watersports enthusiasts.

Scotland conjures up images of dramatic mountains, lochs, tartan, bagpipes and fine malt whisky. Scotland is all this and much more besides... it's a land rich in royal heritage, with turreted castles, Highland games and historical towns and cities

Landscapes in Scotland are breathtaking in their variety, and have sustained and inspired the unquenchable spirit of Scotland.

The soaring Highlands, with deep glens cradling jewel-like lochs attest to the drama and beauty of Scotland's landscapes. Southwards lie high moorland, green rolling hills and scattered abbey ruins of the Lowlands. The Scottish Isles – the Hebrides, the Orkneys and the Shetlands – belong to another peaceful and idyllic world.

If mountains, glens and lochs embody the scenery of the Highlands; clans, tartans and bagpipes, porridge and whisky are its essence.

The cities are just as diverse as the landscapes. Edinburgh, the graceful capital, is dominated by an imposing 12th century castle. In contrast is the Georgian Edinburgh of attractive squares, tree-lined avenues and elegant shopping thoroughfares (renowned for their classic tartans and cashmere sweaters). The city's rich cultural heritage is highlighted by its spectacular International Festival.

Glasgow is the cultural centre of Scotland and its exuberant festivals are widely acclaimed. Housing some of the finest museums and galleries in Europe, the city is great for culture hunters.

Magnificent scenery with imposing castles on just about every vital hill top, a long and colourful history, a country where its people have maintained a separate identity, an ancient language and a passion for their song and poetry... this, unquestionably, is Wales.

You'll know you are in a different country as soon as you cross the border from England and see the road signs in English and Welsh. The Welsh word for their country is 'Cymru' meaning 'the land of comrades'. And it goes without saying that you'll find the Welsh open, friendly, and good at making people welcome.

The Welsh people with a rich and ancient culture that is instilled in everyday

life even today, are famed for their love of poetry and song. The Welsh gift for singing in harmony is praised worldwide and male choirs can be found almost in every village. The best places to hear their song are at festivals of music, the best known of which is the Eisteddfod.

Yet this is not just a "Land of Song", it is also a land of mountains, a heaven for those invigorated by fresh air and open spaces. The rugged and untamed Snowdonia National Park lies to the north, a favourite with walkers and climbers.

Wales is also renowned for its enchanting castles. There are more castles to the square mile than in any other country in the world. These mighty fortresses and romantic ruins are reminders of historic battles. They were built by Welsh princes as a defence from their neighbours, then more castles were constructed by the Normans, and later still the English to keep the fiery Welsh at bay.

Cardiff, the capital of Wales, is a rich tapestry of culture and history. Wherever you walk in this truly cosmopolitan city you will discover art and architecture that echo many ages and ideals. One of the chief glories of the capital is the magnificent Cardiff Castle, started by the Romans, enhanced by the Normans and lavishly adorned more recently.

If you like impressive castles and nature at its most dramatic, have a love of poetry, song... and British team sports like rugby... Wales will not disappoint you.

Hardly 85 miles from top to bottom, **Northern Ireland** can be explored in just a week. The delightful variety of Northern Ireland's scenery - blue mountains, forest parks, island-studded lakes, and a spectacular coastline - is matched by the country's richly varied cultural inheritance. There are ancient tombs, Celtic crosses, early monasteries, and a range of exciting visitor attractions, which put this heritage into context.

Highlights of the northern coast include the extraordinary volcanic formations of the Giant's Causeway and the oldest licensed whiskey distillery in the world.

Belfast's lively cultural scene, with concert halls, theatres and world-class musical entertainment, draws in visitors from all over. The largest arts festival in the whole of Ireland is held in Belfast each November.

Discover the delightful beauty of Northern Ireland, and you soon realise that this is a country just pretending to be small.

Britain is a land so rich in diversity that it is only the beginning of your journey of discovery. But we do hope that it is a pleasant start - and a taste of things to come!

2.1 MY FUTURE SPECIALITY

ARCHITECTS

People need places to live, work, play, learn, shop, and eat. Architects are responsible for designing these places. They work on public or private projects and design both indoor and outdoor spaces. Architects can be commissioned to design anything from a single room to an entire complex of buildings.

Architects plan and design houses, factories, office buildings, and other structures. They spend much of their time in offices, where they develop plans, meet with clients, and consult with engineers and other architects. They also visit construction sites to prepare initial drawings and review the progress of projects to ensure that cli-

ents' objectives are met. Architects discuss the objectives, requirements, and budget of a project with clients. In some cases, architects provide various predesign services, such as feasibility and environmental impact studies, site selection, cost analyses, and design requirements.

Architects develop final construction plans after discussing and agreeing on the initial proposal with clients. The architects' plans show the building's appearance and details of its construction. These plans include drawings of the structural system; air-conditioning, heating, and ventilating systems; electrical systems; communications systems; and plumbing. Sometimes, landscape plans are included as well. In developing designs, architects must follow state and local building codes, zoning laws, fire regulations, and other ordinances, such as those requiring easy access to buildings for people who are disabled.

Demand for architects with a knowledge of "green design," also called sustainable design, is expected to continue. Architects should be needed to design buildings and structures that efficiently use resources, such as energy and water conservation; reduce waste and pollution; and apply environmentally friendly design, specifications, and materials.

As construction continues, architects may visit building sites to ensure that contractors follow the design, adhere to the schedule, use the specified materials, and meet work-quality standards. The job is not complete until all construction is finished, required tests are conducted, and construction costs are paid. Architects may also help clients get construction bids, select contractors, and negotiate construction contracts.

Architects use computer-aided design and drafting (CADD) and building information modeling (BIM) for creating designs and construction drawings. However, hand-drawing skills are still required, especially during the conceptual stages of a project and when an architect is at a construction site.

The following qualities are important for architects.

Analytical skills. Architects must understand the content of designs and the context in which they were created. For example, architects must understand the locations of mechanical systems and how those systems affect building operations.

Communication skills. Architects share their ideas, both in oral presentations and in writing, with clients, other architects, and workers who help prepare drawings. Many also give presentations to explain their ideas and designs.

Creativity. Architects design the overall look of houses, buildings, and other structures. Therefore, the final product should be attractive and functional.

Organizational skills. Architects often manage contracts. Therefore, they must keep records related to the details of a project, including total cost, materials used, and progress.

Technical skills. Architects need to use CADD technology to create plans as part of building information modeling (BIM).

Visualization skills. Architects must be able to envision how the parts of a structure relate to each other. They also must be able to visualize how the overall building will look once completed.

Architects often collaborate with workers in related occupations, such as, urban and regional planners, civil engineers, interior designers and landscape architects.

Civil engineers conceive, design, build, supervise, operate, construct, and maintain infrastructure projects and systems in the public and private sector, including roads, buildings, airports, tunnels, dams, bridges, and systems for water supply and sewage treatment.

Interior designers make interior spaces functional, safe, and beautiful by determining space requirements and selecting decorative items, such as colors, lighting, and materials. They read blueprints and must be aware of building codes and inspection regulations, as well as universal accessibility standards.

Landscape architects design parks and the outdoor spaces of campuses, recreational facilities, businesses, private homes, and other open areas.

Urban and regional planners develop land use plans and programs that help create communities, accommodate population growth, and revitalize physical facilities in towns, cities, counties, and metropolitan areas.

THE ART OF ARCHITECTURE

I. Warming up.

1. Why did you make up your mind to become an architect?
2. Did anybody advise you to choose a career?
3. What can you say about the role of an architect in civilized society?
4. What do you think the word "architecture" means?
5. What famous architects do you know?

II. Pronounce the following words correctly and learn their meaning.

- 1) to employ [ɪm'plɔɪ] – применять
- 2) to fulfil [fʊl'fɪl] – выполнять
- 3) requirement [rɪ'kwɪəmənt] – требование
- 4) to confine [kən'faɪn] – ограничивать, заключать, обрекать
- 5) benefit ['benɪfɪt] – выгода, польза
- 6) to distinguish [dɪs'tɪŋɡwɪʃ] – различать
- 7) suitability ['sju:təbɪlɪtɪ] – соответствие
- 8) adaptability [ə,dæptə'bɪlɪtɪ] – приспособляемость
- 9) permanence ['pɜ:mənəns] – прочность
- 10) minor ['maɪnə] – меньший, второстепенный

III. Read the text. Speak about the main functions of architecture.

Architecture is the art and the technique of building, employed to fulfil the practical and expressive requirements of civilized people. Almost every settled society that possesses the techniques for building produces architecture. It is necessary in all but the simplest cultures; without it, man is confined to a primitive struggle with the elements; with it, he has not only a defence against the natural environment but also the benefits of a human environment, a prerequisite for and a symbol of the development of civilized institutions.

The characteristics that distinguish a work of architecture from other man-made structures are the suitability of the work to use by human beings in general and the adaptability of it to particular human activities; the stability and permanence of

EGYPTIAN ARCHITECTURE

I. Warming up.

1. What wonders of the world do you know?
2. What is the only remaining wonder of the world?
3. What are the greatest monuments of Egyptian architecture?
4. Who is supposed to be the first named architect?
5. What are the periods in the history of ancient Egyptian architecture?

II. Pronounce the following words correctly and learn their meanings:

- 1) admire [əd'maɪə] – восхищаться
- 2) extend [ɪk'stend] – простираться, расширять
- 3) remark [rɪ'mɑ:k] – замечание
- 4) possess [pə'zes] – обладать, владеть
- 5) defy [dɪ'faɪ] – отрицать, игнорировать
- 6) impermanent [ɪm'pɛ:mənənt] – непостоянный, неустойчивый
- 7) tomb [tu:m] – могила
- 8) temple ['tempəl] – храм
- 9) imperishable [ɪm'perɪʃəbl̩] – нерушимый, вечный
- 10) necropolis [ne'krɒpəlɪs] – некрополь, кладбище
- 11) royal ['rɔɪəl] – королевский, царский
- 12) mystery ['mɪstəri] – тайна
- 13) palette ['pælət] – палитра
- 14) eternal [i(:)'tə:nl̩] – вечный
- 15) wisdom ['wɪzdəm] – мудрость
- 16) chamber ['tʃeɪmbə] – комната, палата
- 17) chapel ['tʃepəl] – часовня
- 18) vessel ['vesl̩] – сосуд
- 19) valley ['væli] – долина

III. Match the words with their definitions:

Necropolis | Mastaba | Palette

– A large burial area; literally, a city of the dead.

– A bench shaped ancient Egyptian tomb.

– A thin board with a thumb hole at one end on which an artist lays and mixes colors.

IV. Read the text.

Over 2000 years ago, the admiring Herodotus wrote: "Concerning Egypt itself I shall extend my remarks to a great length, because there is no country that possesses so many wonders, nor any that has such a number of works which defy description". Although the Egyptians built their dwellings of impermanent material, they made their tombs, their temples to the immortal gods, and the statues of their equally immortal god-king of imperishable stone.

Principles of permanence and regularity appear in the design of the Egyptian tomb – that symbol of the timeless, the silent house of the dead. We find its standard shape in mastaba. About 2610 B.C., the Stepped Pyramid of King Zoser of the Third Dynasty was raised at Saqqara, the ancient necropolis (city of the dead), of Memphis. It was the first monumental royal tomb. A tomb such as Zoser's had a dual function: to protect the mummified king and his possessions, and to symbolize by its gigantic presence his absolute, god-like power.

At Gizeh lie three pyramids of pharaohs of the Fourth Dynasty. Built around 2500 B.C., these pyramids have been associated with mystery and with "hidden" knowledge and have served as symbols for several things – primeval wisdom, Egypt itself, eternal stability, and the arts of magic.

From the remains around the middle pyramid of Gizeh, Khafre, we can reconstruct an entire pyramid complex: the pyramid itself, within or below which was the burial chamber; the chapel, adjoining the pyramid on the east side, where offerings were made, ceremonies were performed, and cloth, food, and ceremonial vessels were stored; the covered causeway leading down to the valley; and the valley temple. Beside the causeway and dominating the temple of Khafre rose the Great Sphinx carved from a spur of rock to commemorate the pharaoh. The rock was cut so that the immense figure, adjacent to the temple's west front, could give visitors coming from the eastern entrance the illusion that it was resting on a great pedestal. The lion figure with human head, possibly a portrait of Khafre, again shows us the conjunction of a powerful beast with the attributes of absolute kingship, as we have seen in the hawk and the bull of the Palette of Narmer. For centuries, the huge head of the Great Sphinx stood up above the drifting tides of desert sand that covered the body, providing generations of ancient and modern travelers with an awe-inspiring and unforgettable image of mysterious power.

V. Suggest the Russian equivalents.

impermanent material
imperishable stone
principles of permanence and regularity
Egyptian tomb
symbol of the timeless
the first monumental royal tomb
a dual function
to associate with mystery
eternal stability
pyramid complex
down to the valley
the Great Sphinx
the lion figure
with human head

VI. Fill in the gaps with the words and expressions from the text.

1. The Egyptians made their dwellings of ... material.
2. Principles of ... appear in the design of the Egyptian tomb.
3. About 2610 B.C., the Stepped Pyramid of King Zoser of the ... was raised at Saqqara.
4. At Gizeh lie ... of the Fourth Dynasty.
5. The lion figure ... is possibly a portrait of Khafre.
6. For centuries ... stood up above the drifting tides of desert sand.

VII. Find the false sentences using the information from the text. Correct them.

1. Principles of simplicity and geometry appear in the design of the Egyptian tomb.
2. The ancient necropolis is the city of the dead.
3. A tomb such as Zoser's had a dual function: to protect the mummified king and his possessions, and to symbolize by its gigantic presence his absolute power.
4. At Gizeh lie five pyramids of pharaohs of the Fourth Dynasty.
5. Beside the causeway and dominating the temple of Khafre rose the Pyramid of King Zoser.

6. The lion figure of the Great Sphinx is possibly a portrait of Khafre.

VIII. Complete the following sentences.

1. Although the Egyptians built their dwellings of impermanent material ...
2. Principles of permanence and regularity appear in the design of the Egyptian tomb ...
3. About 2610 B.C., the Stepped Pyramid of King Zoser of the Third Dynasty...
4. The rock was cut so that the immense figure ...
5. The lion figure with human head ...
6. For centuries, the huge head of the Great Sphinx stood up above the drifting tides of desert sand ...

IX. Match the beginnings of the sentences to their endings using the information from the text.

- | | |
|---|--|
| <ol style="list-style-type: none">1. Although the Egyptians built their dwellings of impermanent material2. Principles of permanence and regularity appear3. About 2610 B.C. the Stepped Pyramid of king Zoser of the Third Dynasty4. The ancient necropolis of Memphis5. Built around 2500 B.C. these pyramids have been associated6. Beside the causeway and dominating the temple of Khafre | <ol style="list-style-type: none">1) was raised at Saqqara2) was the first monumental royal tomb3) they made their tombs, their temples to the immortal gods of imperishable stone.4) with mystery and with "hidden" knowledge.5) rose the Great Sphinx6) in the design of the Egyptian tomb. |
|---|--|

X. Answer the following questions.

1. What principles appear in the design of the Egyptian tomb?
2. When was the Stepped Pyramid of king Zoser raised at Saqqara?
3. The ancient necropolis is the city of the dead, isn't it?
4. What was the first monumental royal tomb?
5. What functions had the Pyramid of King Zoser?
6. What pyramids lie at Gizeh?
7. What can you say about the Great Sphinx?

XI. Give the English equivalents.

- ✓ неустойчивый материал
- ✓ бессмертные боги
- ✓ принципы постоянства и регулярности
- ✓ город мертвых
- ✓ первая монументальная гробница
- ✓ двойная функция
- ✓ ассоциироваться с тайной
- ✓ церемониальные сосуды
- ✓ ведущий вниз к долине
- ✓ чтить память фараона
- ✓ восточный вход
- ✓ внушающий трепет и незабываемый образ

XII. Make up a plan of the text for retelling.

GREEK ARCHITECTURE

I. Warming up.

1. What do you know about the greatest monuments of ancient Greek architecture?
2. Why do you think these monuments are the finest models for all periods of architecture?
3. What do you know about the architecture of the Acropolis?

II. Pronounce the following words correctly and learn their meaning:

- 1) descendant [dɪ'sendənt] – потомок
- 2) significant [sɪg'nɪfɪkənt] – значительный, важный
- 3) shrine [ʃraɪn] – гробница, святыня
- 4) embellish [ɪm'belɪʃ] – украшать
- 5) deify ['di:fai] – обожествлять
- 6) votive ['vəʊtɪv] – исполненный по обету
- 7) conceive [kən'si:v] – посчитать, понимать
- 8) evoke [ɪ'vəʊk] – вызывать
- 9) elevate ['elɪveɪt] – возвышать, поднимать
- 10) temple ['tempəl] – храм
- 11) acropolis [ə'krɒpəlɪs] – акрополь
- 12) marble ['mɑ:bl] – мрамор
- 13) affinity [ə'fɪnɪtɪ] – свойство, сходство
- 14) portico ['pɔ:tɪkəʊ] – портик, галерея
- 15) extend [ɪks'tend] – простираться, расширяться
- 16) entablature [en'tæblətʃə] – антаблемент
- 17) order ['ɔ:də] – порядок, архитектурный ордер
- 18) frieze [fri:z] – фриз, бордюр
- 19) pediment ['pedɪmənt] – фронто́н
- 20) altar ['ɔ:ltə] – престол, алтарь

III. Match the words with their definitions:

megaron | order | portico | frieze | entablature

- sculptured or ornamented band in a building, on furniture, etc.
- the part of a building above the capitals of columns and below the roof.
- a porch with a roof supported by columns.
- a rectangular hall, fronted by an open, two-columned porch, traditional in Greece since Mycenaean times.
- in classical architecture, a style represented by a characteristic design of the columns and its entablature.

IV. Read the text.

Greek architecture and its Roman and Renaissance descendants are almost as familiar to us as modern architecture. Their significant buildings began primarily as simple shrines to protect the statues of their gods. Figure sculpture played its part in the construction program, partly to embellish the protective building, partly to tell something of the deity symbolized within, and partly as a votive offering. But the building itself also was conceived as sculpture, abstract in form and possessing the power of sculpture to evoke human responses. The importance of the sculptured temple was emphasized in its elevated site, often on a hill above the city (the acropolis).

The earliest temples were made of wood, and these wooden forms were in time translated into the more permanent materials of limestone and sometimes marble. The

Greek temple discloses a close affinity with the Mycenaean megaron and retains the latter structure's basic simplicity: a single or double room (the naos) with no windows and one door and with a portico with two columns between the extended walls. In comparison with the Egyptian temple the difference lies in the Greeks' sense of proportion and in their effort to achieve ideal forms in terms of regular numerical relationships and the rules of geometry.

The elevation of a Greek building is described in terms of the platform, column, and entablature; this combination and relationship of three units is called an order. The three orders developed by Greek builders are differentiated partly by details but chiefly by the relative proportions of the parts. Each order served different purposes and embodied different meanings. The earliest of the Greek architectural orders to be formulated were the Doric and the Ionic. The Corinthian order followed much later. Sculptural ornament, which played an important part in the design of the temple, was concentrated on the upper part of the building, in the frieze and pediments. The sculpture was painted in red and blue, with touches of green, yellow, black, and perhaps a little gold, and was usually applied only to those parts of the building that had no structural functions. The placement of the building strengthened its sculptural aspect. Unlike Egyptian temples, Greek temples faced outward. Rites were performed at altars in front of the temple, and the building itself served to house the cult statue and perhaps trophies and treasure.

V. Suggest the Russian equivalents.

Roman and Renaissance descendants

significant buildings

simple shrines

votive offering

human responses

to be emphasized

permanent materials

a close affinity

sense of proportion

sculptural ornament

the upper part

frieze and pediments

the placement of the building

VI. Fill in the gaps with the words and expressions from the text.

1. Their significant buildings began primarily as ... to protect the statues of their gods.
2. The building itself also was conceived as ...
3. The earliest ... were made of wood.
4. In comparison with the Egyptian temple ... lies in the Greeks' sense of proportion.
5. The ... of a Greek building is described in terms of the platform, column, and entablature.
6. The ... was painted in red and blue, with touches of green, yellow, black, and perhaps a little gold.

VII. Find the false sentences using the information from the text. Correct them.

1. Figure sculpture played its part in the construction program, partly to embellish the protective building, partly to tell something of the deity symbolized within, and partly as a votive offering.
2. The earliest temples were made of stone.

3. The Greek temple discloses a close affinity with the Mycenaean megaron and retains the latter structure's basic simplicity.
4. Greek builders developed five orders.
5. Sculptural ornament, which played not an important part in the design of the temple, was concentrated on the upper part of the building.
6. The placement of the building strengthened its sculptural aspect.

VIII. Complete the following sentences:

1. Greek architecture and its Roman and Renaissance descendants ...
2. The importance of the sculptured temple was emphasized ...
3. The three orders developed by Greek builders are differentiated ...
4. The earliest of the Greek architectural orders ...
5. The sculpture was painted in red and blue ...
6. Rites were performed at altars in front of the temple ...

IX. Match the beginnings of the sentences to their endings using the information from the text.

1. Greek architecture and its Roman and Renaissance descendants
2. Their significant buildings began primarily
3. In comparison with the Egyptian temple the difference lies in the Greek's sense of proportion
4. The three orders are differentiated partly by details
5. Each order served different purposes and
6. The placement of the building strengthened its

- 1) as simple shrines to protect the statues of their gods.
- 2) and in their effort to achieve ideal forms in terms of regular numerical relationship and the rules.
- 3) embodied different meanings.
- 4) sculptural aspect
- 5) but chiefly by the relative proportions of the parts.
- 6) are almost as familiar to us as modern architecture.

X. Answer the following questions.

1. What can you say about figure sculpture of Greek buildings?
2. The earliest temples were made of wood, weren't they?
3. What is the difference between Egyptian and Greek temple?
4. What can you say about Greek orders?
5. Where was sculptural ornament concentrated?
6. What did the placement of the building strengthen?

XI. Give the English equivalents

- простые гробницы
- украшать ограждающую постройку
- исполнять по обету
- абстрактная по форме
- важность храма была подчеркнута
- долговременные материалы
- по сравнению с египетским храмом
- правила геометрии
- греческий ордер
- быть сконцентрированным в верхней части здания
- фриз и фронтоны
- расположение постройки

XII. Make up a plan of the text for retelling.

ROMAN ARCHITECTURE

I. Warming up.

1. What architectural forms did the Romans prefer?
2. What greatest temples of Roman architecture do you know?
3. Why are the Romans called great builders and engineers?
4. What ancient Roman towns do you know?
5. What was the influence of Roman architecture on the resulting styles?

II. Pronounce the following words correctly and learn their meanings.

- 1) to derive [di'raɪv] — происходить
- 2) remains [ri'meɪnz] — (зд.) руины
- 3) store [stɔ:] — запас
- 4) treatise ['tri:tɪz] — трактат
- 5) pervasive [pə:'veɪsɪv] — проникающий, распространяющийся
- 6) predilection [pri:di'lekʃən] — предпочтение
- 7) spatial ['speɪəl] — пространственный
- 8) to recast [ri'ka:st] — придавать новую форму, переделывать
- 9) rear [riə] — расположенный сзади, задний
- 10) tenement ['tenɪmənt] — многоквартирный дом, сдаваемый в аренду
- 11) excavations [ˌɛkskə'veɪʃənz] — раскопки
- 12) to reveal [ri'vi:l] — показывать, обнаруживать
- 13) access ['ækses] — доступ
- 14) inscription [ɪn'skrɪpʃən] — надпись
- 15) precious ['preʃəs] — драгоценный
- 16) marble [ma:bl] — мрамор
- 17) magnificence [mæg'nɪfɪsəns] — величие
- 18) facility [fə'sɪlɪti] — приспособление

III. Match the words and their definitions:

insula | **atrium** | **peristyle**

- the court of a Roman house that is near the entrance and partly open to the sky. Also, the open, colonnaded court in front of and attached to a Christian basilica.
- a colonnade surrounding a building or a court
- a multi-storied Roman apartment block

IV. Read the text and speak about the architecture of Residential and Public Structures of the Roman Empire.

Modern knowledge of Roman architecture derives primarily from extant remains scattered throughout the area of the empire. Some are well preserved, and others are known only in fragments and by theoretical restoration. Another source of information is a vast store of records. Especially important is a book on architecture by the architect Vitruvius. His *De Architectura* is the only treatise which survived from ancient times. It consists of ten books and covers almost every aspect on architecture.

Pervasive Roman predilection was for spatial composition — the organization of lines, surfaces, masses, and volumes in space. In this the Romans differed from their predecessors in the ancient Mediterranean world.

In Roman architecture there were three types of houses: the domus, the insula, and the villa.

The domus, or town house, consisted of suites of rooms grouped around a central hall, or atrium, to which were often added further suites at the rear, grouped around a colon-

naded court, or peristyle. The atrium, a rectangular room with an opening in the roof to the sky, and its adjoining rooms were peculiarly Roman elements; the peristyle was Greek or Middle Eastern. There were few windows on the street, light being obtained from the atrium or peristyle.

In Rome the chief examples of domus are the House of Vestals in the Forum in Rome and that of Livia on the Palatine Hill.

Great blocks of flats or tenements were called insulae. Excavations at Ostia, Italy, have revealed the design of these blocks. Planned on three or four floors with strict regard to economy of space, they depended on light from the exterior as well as from a central court. Independent apartments had separate entrances with direct access to the street.

The Latin word villa pertained to an estate, complete with house, grounds, and subsidiary buildings.

Hadrian's Villa at Tivoli, begun about AD 123, was a sumptuous residence with parks and gardens on a large scale. The unevenness of the site necessitated large terraces and flights of steps. There are remains of great brick and concrete structures. All the buildings are Roman in style and method of construction, though with Greek names. The Romans were great builders and engineers famous for their factories, roads, aqueducts and bridges, grand thermae and amphitheatres, theatres, and temples. The greatest surviving circular temple of antiquity, and in many respects the most important Roman building, is the Pantheon in Rome. It consists of rotunda about 142 feet in diameter surrounded by concrete walls 20 feet thick, in which are alternate circular and rectangular niches. Light is admitted through a central opening, or oculus, about 28 feet across, at the crown of the dome. In front is a porch with an inscription commemorating an earlier building of Marcus Agrippa (12 BC—AD 14) but built with the existing rotunda (AD 120—124) under the emperor Hadrian. The rotunda and dome are among the finest examples of Roman concrete work. The interior was lined with precious marbles, the coffers (decorative recessed panels) of the dome itself once were covered externally with bronze plates.

The largest and most important amphitheatre of Rome was the Colosseum, built by the emperors Vespasian, Titus, and Domitian in about AD 70/75 —82. Covering six acres (2.4 hectares), it had seating for about 50,000 spectators, and its 80 entrances were so arranged that the building could be cleared quickly. The whole is built of concrete, the exterior faced with travertine and the interior with precious marbles.

Other important amphitheatres are those at Verona, Italy; Pula, Yugoslavia; and Arles, France.

Imperial thermae were more than baths. They were immense establishments of great magnificence, with facilities for every gymnastic exercise and halls in which philosophers, poets, rhetoricians, and those who wished to hear them gathered.

The best preserved are the Baths of Caracalla (begun c. AD 217), which covered an area about 1,000 feet square, and those of Diocletian (c. AD 298—306), with accommodation for 3,200 bathers.

V. Give the Russian equivalents.

the Roman Empire

the crown of the dome

the finest examples

recessed panels

around a colonnaded court

excavations

separate entrance

in many respects

a porch with an inscription

precious marbles

faced with travertine

adjoining rooms

depended on light

direct access to the street

establishments of great
magnificence

VI. Choose the right verb.

1. "De Architecture" ... almost every aspect of architecture.
a) discovered b) proved c) covered d) knew
2. The Romans ... freely the elements of earlier styles.
a) invented b) built c) differed d) used
3. The domus ... of suites of rooms grouped around atrium and of peristyle.
a) designed b) consisted c) made d) added
4. Insulae ... on light from the exterior and a central court.
a) influenced b) gave c) depended d) determined
5. The exteriors of villa ... colonnades and porticos.
a) had b) connected c) planned d) decorated

VII. Choose the right form of the adjective.

1. The Pantheon is ... surviving circular temple of antiquity.
a) greater b) greatest c) the greatest d) the greater
2. Among... remaining examples of circular temples are those of Vesta and Mater Matuta in Rome, Vesta at Tivoli, and Venus at Baalbeck.
a) important b) the most important c) more important d) most important
3. In front is a porch with an inscription commemorating ... building of Marcus Agrippa but built with the existing rotunda under the emperor Hadrian.
a) the earliest b) earlier c) an earlier d) earliest
4. The rotunda and dome are among ... examples of Roman concrete work.
a) fine b) finer c) finest d) the finest
5. The Colosseum was ... and most important amphitheatre of Rome.
a) larger b) the largest c) largest d) the larger

VIII. Circle a), b), or c) to complete the sentences.

1. The domus consisted of...
a) three or four floors
b) suites of rooms grouped around a central hall
c) two or three rooms with few windows
2. Insulae were planned ...
a) to impress by their grandeur
b) around a colonnaded court
c) with strict regard to economy of space
3. Hadrian's Villa at Tivoli was ...
a) a sumptuous residence with parks and gardens
b) a tenement house
c) a small country house
4. The rotunda and dome of the Pantheon are among the finest examples of...
a) the architecture of the ancient Mediterranean world
b) Roman concrete work
c) contemporary architecture
5. The Colosseum was the most important...
a) temple of antiquity
b) theatre of ancient Greece
c) amphitheatre of ancient Rome

IX. Choose the right sentence.

1. Pervasive Roman predilection was for spatial composition.

- a) Spatial composition was seldom used by the Romans.
 - b) The Romans preferred spatial composition.
 - c) Roman architecture is characterized by the use of symmetrical composition.
2. The Latin word "villa" means a suburban house.
- a) Villa is a country house.
 - b) It is a sumptuous residence.
 - c) The building is Roman in style.
3. The Pantheon is the greatest structure of antiquity.
- a) The Pantheon is built of concrete.
 - b) The Pantheon is a circular temple.
 - c) The Pantheon is the masterpiece of antiquity.
4. The elements of earlier styles were used by the Romans.
- a) The Romans borrowed much from other civilizations.
 - b) The Romans preferred spatial composition.
 - c) Roman architecture had little in common with earlier styles.
5. Roman architecture was designed to reflect the power of the City.
- a) There were three types of houses in ancient Rome.
 - b) The circus was also used for spectacles.
 - c) The Roman architects reproduced the might of the Empire in their works.
6. The bridges and aqueducts of the Romans rank among their greatest monuments.
- a) The law of perspective was discovered in Rome.
 - b) Roman technical works still strike imagination as the most perfect structures.
 - c) The best preserved bridge is that built by Augustus and Tiberius at Rimini.
7. Imperial thermae had facilities for every gymnastic exercise.
- a) Grand baths featured luxurious interiors.
 - b) The Baths of Diocletian had accommodation for 3,200 bathers.
 - c) Grand baths were equipped with athletic facilities.
8. The Forum was the political, economical and religious centre of ancient Rome.
- a) The temples and public buildings were grouped around the Forum.
 - b) Outside the city gates was the necropolis.
 - c) Tiberius built a palace on the northwest side of the Palatine Hill.

X. Match the beginnings of the sentences to their endings.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Some remains are well preserved, and... 2. "De Architecture" is... 3. The Pantheon is the greatest surviving ... 4. Light is admitted through a central opening... 5. Its 80 entrances were so arranged ... 6. The domus consisted of suites of rooms... 7. Independent apartments had ... | <ol style="list-style-type: none"> a) or oculus at the crown of the dome b) grouped around atrium c) separate entrances with direct access to the street d) the main source information on ancient architecture e) circular temple of antiquity f) others are known in fragments and by theoretical restoration g) that the building could be cleared quickly |
|---|--|

XI. Prove the following statements using the information from the text.

1. "De Architecture" by Vitruvius is the source of information on Roman architecture.
2. There were three types of houses in ancient Rome.
3. The Pantheon is the greatest temple of antiquity.
4. The Colosseum was the largest and the most impressive amphitheatre of Rome.

5. Imperial thermae were immense establishments of great magnificence.

XII. Give the English equivalents.

- ✓ освещать почти все вопросы по архитектуре;
- ✓ организация линий, поверхностей, масс и объемов в пространстве;
- ✓ отличаться от своих предшественников;
- ✓ античная средиземноморская цивилизация;
- ✓ группироваться вокруг перистиля;
- ✓ отверстие в крыше;
- ✓ примыкающие комнаты;
- ✓ раскопки в Остии;
- ✓ неровная поверхность участка;
- ✓ лестничные пролеты;
- ✓ метод строительства.

EARLY CHRISTIAN AND BYZANTINE ARCHITECTURE

I. Warming up.

1. When did Byzantine architecture develop?
2. What is the outstanding example of Byzantine architecture?
3. When did this style come to Russia?
4. What greatest Byzantine architects and artists do you know?
5. Can you give any examples of the Byzantine style in Russia?

II. Pronounce the following words correctly and learn their meaning:

- 1) arcade [a:'keɪd] – аркада, сводчатая галерея
- 2) nave [neɪv] – неф
- 3) aisle [aɪl] – боковой неф
- 4) coffered roof ['kɒfəd ru:f] – кессонская крыша
- 5) hammer-beam roof ['hæmə-bi:m] – балочное покрытие
- 6) post [pəʊst] – столб
- 7) baptistery ['bæptɪstəri] – баптистерий
- 8) plaster ['plɑ:stə] – штукатурка
- 9) altar ['ɔ:lta] – алтарь
- 10) campanile [ˌkæmpə'ni:l] – колокольня
- 11) colonnade [ˌkɒlə'neɪd] – колоннада
- 12) clerestory ['klɛstəri] – верхний ряд окон
- 13) apse [æps] – апсида

III. Match the words with their definitions:

arcade | nave | aisle | coffer | apse | campanile | baptistery

1. The part of a church between the chief entrance and the choir, demarcated from aisles by piers or columns.
2. A bell tower, usually freestanding.
3. A building or part of a church in which Christians are baptized.
4. A recess, usually singular and semicircular in the wall of a Roman basilica or at the east end of a Christian church.
5. A series of arches supported by piers or columns.
6. A sunken panel in a soffit, a vault or a ceiling, often ornamental.
7. The portion of a church flanking the nave and separated from it by a row of columns or piers.

IV. Read the text.

The art characteristic of the developed Byzantine Empire can be traced back to the period just before the reign of Justinian. The style had enormous influence on both the East and the West. Early Byzantine art may to some extent be regarded as Roman art transformed under the influence of the East. It reached a high point in the 6th century, rose again for a short time to new heights during the 11th and 12th centuries and still survives among Greek or orthodox communities. The dominant Byzantine art was architecture. As in Early Christian times, the two chief types of church were basilican with a long colonnaded nave covered by a wooden roof and terminating in a semicircular apse and the vaulted centralized church with its separate components gathered under a central dome. Of the latter type, the chief examples are Sergius and Bachus, San Vitale.

The outstanding example of a basilica was the church of Holy Wisdom.

The eastern end of the building took the form of a semi-circle - called an apse - with the altar in front of it. The rest of the interior was divided by two rows of arcades into a nave and two or more aisles. The walls above the arcades were flat, allowing spaces for frescoes and mosaics. Above these were the windows, which were surrounded by rounded arches. The coffered or hammer-beam roofs were made of wood, with either one or two supporting posts.

The early baptisteries were separate buildings and were circular or polygonal in shape. Light came in from a central dome. Only from the fifth century onward were baptisteries placed beside churches or attached to them.

Brick was the main material used for the construction of Byzantine churches. It was covered externally with plaster and internally with marble ladders and mosaics above. Byzantine decoration was flat and incised in contrast to the bold modelling of western surfaces.

Byzantine architecture of the period of Holy Wisdom was markedly concerned with mathematics.

By the 9th century, the Byzantine style was wide spread throughout the countries of the Near East and Eastern Europe, where the Greek and Orthodox religion was followed and was beginning to appear in Russia (the Cathedral of St Sophia in Kiev).

These Byzantine churches followed the plan of a Greek cross, that is a central domed space with four short square arms. This form of church eventually became almost universal, focusing in the brilliantly lit central space which dissolved mystically into the dark screens and galleries in the arms of the cross.

V. Suggest the Russian equivalents.

can be traced back

enormous influence

to reach a high point

Early Christian times

bold modelling

a central domed space

in the arms of the cross

the reign of Justinian

to some extent

the church of Holy Wisdom

flat and incised

by the 9th century

to follow the plan of a Greek cross

VI. Choose the right word.

1. The Byzantine style had enormous influence on ...

a) the West

b) the East and the West

c) the North

2. The dominant Byzantine art was ...

a) architecture

b) painting

c) sculpture

3. was the main material used for the construction of churches.

a) stone

b) concrete

c) brick

4. Hagia Sophia is a ...

a) church

b) palace

c) chapel

5. Byzantine architecture of the period of Hagia Sophia is markedly concerned with ...

a) biology

b) mathematics

c) geography.

VII. Complete the sentences.

1. Constantinople was established in 330 AD by ...

a) the Emperor Justinian

b) the Emperor Constantine

c) the Emperor Augustus

2. The church of Holy Wisdom is in ...

a) Constantinople

b) Ravenna

c) Rome

3. ... reached a high point in the 6 century.

a) The Romanesque

b) The Visigothic style

c) The Byzantine style

4. Byzantine decoration was ...

a) flat and incised

b) bold

c) heavy

5. The Cathedral of St. Sophia is in ...

a) Florence

b) Paris

c) Kiev

VIII. Match the beginnings of the sentences to their endings using the information from the text.

1. The art characteristic of the developed Byzantine Empire...

a) the qualities of both types was the church of Holy Wisdom.

2. The chief examples of the circular type are the churches of ...

b) that is central domed space with four-short square arms.

3. The outstanding example of a building combined ...

c) SS Sergius and Bachus and San Vitaly.

4. The Byzantine churches followed the plan of a Greek cross ...

d) became almost universal.

5. This form of church...

e) can be traced back to c. AD 500.

IX. Find the false sentences using the information from the text. Correct them.

1. The style had enormous influence on the West.

2. It was Roman art transformed under the influence of the East.

3. The dominant Byzantine art form was architecture.

4. In Byzantine architecture, there was only one type of church.

5. Stone was the main material used for the construction of Byzantine churches.

6. Hagia Sophia is a palace.

7. Byzantine architecture of the period of Hagia Sophia was markedly concerned with mathematics.

X. You have misheard the information. Think of the questions to which the following statements would be answers.

Example:

A: *This art can be traced back to the period just before the reign of Justinian.*

Q: What period can this art be traced back to?

1. This style influenced both the East and the West.
2. Yes, the Byzantine style still survives among Greek and Orthodox communities.
3. The basilica and the centralized church were the main types of Byzantine ecclesiastical architecture.
4. The church of Holy Wisdom (Hagia Sophia) is the supreme example of this style.
5. Yes, Byzantine decoration was flat and incised.
6. The Byzantine art spread throughout the countries of the Near East and Eastern Europe by the 9th century.
7. Yes, the Byzantine style influenced the arts of Russia.

XI. Answer the questions.

1. Why did the Byzantine style influence greatly both the East and the West?
2. When did this style develop?
3. How far did this style spread?
4. What was the dominant Byzantine art form?
5. What are the two chief types of churches of Byzantine period?
6. What can you say about Byzantine decoration?

XII. Make up a plan of the text for retelling.

THE RENAISSANCE

I. Warming up.

1. Why is Renaissance called an “age of discovery”?
2. What Renaissance artists can you name?
3. Petrarch, the great Italian poet, is called the founder of the Renaissance, isn't he?

II. Pronounce the following words correctly and learn their meaning.

- | | | |
|-----------------------|---------------------------------|--------------|
| 1) precise | [pri'saɪz] – точный | |
| 2) realm | | [reɪm] – |
| область, сфера | | |
| 3) merit | ['merɪt] – заслуга | |
| 4) to perceive | [pə'si:v] – воспринимать | |
| 5) to turn away | [tə:n] [ə'weɪ] – отворачиваться | |
| 6) value | ['vælju:] – ценность | |
| 7) to concern | [kən'sə:n] – иметь отношение | |
| 8) to revive | [rɪ'vaɪv] – возрождать | |
| 9) rapid | ['ræpɪd] – быстрый | |
| 10) to resemble | [rɪ'zembəl] – иметь сходство | |
| 11) claim | [kleɪm] – заявление | |
| 12) ingenious | [ɪn'dʒi:niəs] – изобретательный | |
| 13) permission | [pə'mɪʃn] – позволение | |
| 14) to depart | [dɪ'pɑ:t] – уходить | |
| 15) to be aware | [ə'weə] – знать | |
| 16) confident | ['kɒnfɪdənt] – уверенный | |
| 17) to possess | [pə'zes] – владеть | |
| 18) versatile | ['vɜ:sətəɪl] – многосторонний | |
| 19) to propound | | [prə'paʊnd]- |
| ставить на обсуждение | | |
| 20) peculiar | [pɪ'kju:lɪə] – особенный | |
| 21) to nourish | ['naʊrɪʃ] – питать | |
| 22) priest | [pri:st] – священник, жрец | |
| 23) to excite | [ɪk'saɪt] – волновать | |
| 24) to derive | | [dɪ'raɪv] |
| – получать, извлекать | | |
| 25) to award | [ə'wɔ:d] – награждать | |
| 26) to despise | [dɪ'spaɪz] – презирать | |
| 27) inspiration | [,ɪnspə'reɪʃn] – вдохновение | |
| 28) contemporary | [kən'tempərəri] – современный | |
| 29) appropriate | [ə'prəʊpriət] – подходящий | |

III. Match the words and their definitions:

to revive I Medieval I to recognize

- ✓ to accept or admit that something is true;
- ✓ to bring something back after it has not been used or has not existed for a period of time;
- ✓ connected with the Middle Ages (the period between about A D 1100-1500).

IV. Read the text

THE RENAISSANCE

The Renaissance was precisely what it has often been called an "age of discovery," when Europe saw before it an almost fantastic realm of possibility open to all men of merit who could perceive it. There was a slow turning away from the ideas and values of a supernatural orientation and toward those concerned with the natural world and the life of man. The spirit and dogma of medieval religion—even its emotional color—were modified as the worldly philosophy of the Greco-Roman tradition revived and took on new strength.

Renaissance art brings Western humanity rapidly into full view—a phenomenon that resembles the manifestation of the human figure in Greek art in the sixth and fifth centuries B.C. In his *Oration on the Dignity of Man* (the very title of which constitutes a bold new claim), Giovanni Pico della Mirandola, an ingenious and daring Renaissance philosopher, represents God giving permission to all in a way that reflects a sharp departure from the Medieval sense of man's natural helplessness.

The leaders of the Renaissance were acutely aware of the new possibilities open to their talents) and did not fail to recognize, and often advertise, the powers they were confident they possessed. (The wide versatility of many Renaissance artists—like Alberti, Brunelleschi, Leonardo da Vinci, and Michelangelo—led them to experimentation and to achievement in many of the arts and sciences and gave substance to that concept of the archetypal Renaissance genius—"the universal man". Petrarch, the great Italian poet and scholar of the fourteenth century, who may fairly be said to have first propounded those peculiarly Renaissance values of versatile individualism and humanism nourished by the study of Classical antiquity, has been called the high priest of the "cult of fame" and, by many, the founder of the Renaissance. Petrarch himself was crowned with the ancient symbol of triumph and fame, the laurel wreath, on the Capitoline Hill in Rome; the occasion was a celebration of his superb sonnets (written in native Italian), which open the age of Renaissance literature.

What the Humanists perceived with great excitement in classical writing was a philosophy for living in this world, a philosophy of human focus primarily, that derived not from an authoritative and traditional religious dogma but from reason, which was supposed to be awarded directly to anyone of intelligence and taste. The model, thus, for the Renaissance is no longer the world-despising holy man but rather the great-souled, intelligent man of the world. The Humanists thought of themselves as a new kind of professionals, distinct from the clergy, who could improve the human condition by propagating the new knowledge through education and public service. They were educators, publicists, administrators, secretaries, and advisers to princes just as much as they were philosophers, scholars, historians, and poets—and, as we shall see, important for Renaissance art. The Renaissance Humanists found inspiration in the heroes of antiquity, especially in the accounts of their careers in Plutarch's *Parallel Lives*: by the fifteenth and sixteenth centuries, even the lives of prominent contemporaries were viewed as appropriate exemplars of life's rule of reason intelligently and nobly followed. Indeed, the products of the plastic arts may have been the most characteristic and illustrious of the Renaissance. Although we now perceive much more of the value of Renaissance literature, philosophy, and science, these branches of human creativity seem, in comparison with the plastic arts, to have been less certain, complete, and developed.

Thus, the art of the Renaissance may be said to be the first monument to Western man's later search for order in nature.

V. Suggest the Russian equivalents.

an "age of discovery"
men of merit

slow turning away
took on new strength
into full view
a sharp departure
man's natural helplessness
did not fail to recognize
the wide versatility
peculiarly Renaissance values
"cult of fame"
the laurel wreath
superb sonnets

VI. Fill in the gaps with the words and expressions from the text.

1. Europe saw before it an almost fantastic of possibility.
2. The worldly philosophy of the Greco-Roman tradition and took on new strength.
3. The leaders of the Renaissance of the new possibilities.
4. The model for the Renaissance is no longerthe holy man.
5. The Renaissance humanists in the heroes of antiquity.
6. The lives of were viewed as appropriate exemplars of life's rule of reason.

VII. Find the false sentences using the information from the text. Correct them.

1. Petrarch was crowned with the laurel wreath.
2. The Humanists didn't recognize the philosophy of human focus.
3. The model for the Renaissance is the great-souled, intelligent man of the world.
4. The Humanists didn't see themselves as a new kind of professionals.
5. The Renaissance Humanists found inspiration in the heroes of antiquity.
6. Renaissance literature, philosophy and science are quite certain, complete and developed.

VIII. Complete the following sentences.

1. The phenomenon resembles the manifestation
2. Giovanni Pico della Mirandola represents God
3. The wide versatility of many Renaissance artists led
4. Petrarch propounded peculiarly Renaissance
5. Petrarch's superb sonnets opened
6. The products of the plastic arts may have been

IX. Match the beginnings of the sentences to their ends using the information from the text.

1. There was a slow turning away
2. The spirit and dogma of Medieval
3. Renaissance art brings Western
4. Petrarch first propounded the
5. The Renaissance Humanists found
6. The products of the plastic arts are

- 1) inspiration in the heroes of antiquity.
- 2) humanity rapidly into full view.
- 3) the most characteristic and illustrious of the Renaissance.
- 4) from the ideas of supernatural orientation.
- 5) religion were modified.
- 6) values of versatile individualism and humanism

X. Answer the following questions.

1. There was a slow turning away from the ideas and values of a supernatural orientation, wasn't there?
2. What revived and took on new strength?
3. What does Mirandola represent in his Oration on the Dignity of Man?
4. Why was Petrarch called the founder of the Renaissance?
5. What did the Humanists perceive in classical writing?
6. Where did the Renaissance Humanists find inspiration?

XI. Give the English equivalents.

- ✓ кто мог воспринять это
- ✓ средневековая религия
- ✓ к достижению во многих видах искусства
- ✓ впервые провозгласил
- ✓ восприняли с большим волнением
- ✓ человек, презирающий мир
- ✓ высокодуховный, образованный человек
- ✓ могли улучшить условия людей
- ✓ находили вдохновение
- ✓ жизни выдающихся современников
- ✓ эти направления творчества людей

XII. Make up a plan of the text for retelling.

BAROQUE

I. Warming up.

1. What can you say about Baroque?
2. What period does Baroque cover?
3. What artists of this epoch can you name?

II. Pronounce the following words correctly and learn their meanings:

1) to designate	[ˈdeziɡneɪt] – определять
2) trait	[treɪt]-особенность
3) manifold	[ˈmænɪfəʊld] – многообразный
4) spacious	[ˈspeɪʃəs] – обширный
5) passionate	[ˈpæʃnət] – страстный
6) opulent	[ˈɒpjulənt] – богатый
7) versatile	[ˈvɜːsətaɪl] – многосторонний
8) to supplant	[səˈplɑːnt] – занять место
9) to govern	[ˈɡʌvən] – править
10) celestial	[səˈlestiəl] – небесный
11) velocity	[vəˈlɒsəti] – скорость
12) dwell	[dweɪl] – подробно останавли-
ваться	
13) mutable	[ˈmjuːtəbl] – изменчивый
14) brevity	[ˈbrevəti] – краткость
15) landscape	[ˈlændskeɪp] – пейзаж
16) eager	[ˈiːɡə] – стремящийся
17) explicit	[ɪkˈsplɪsɪt] – ясный
18) to convince	[kənˈvɪns] – убеждать
19) to thrive	[θraɪv]-процветать
20) reason	[ˈriːzn] – разум
21) to survive	[səˈvaɪv] – уцелеть
22) to perceive	[pəˈsiːv] – воспринимать
23) to render	[ˈrendə]-представлять
24) accuracy	[ˈækjʊrəsi] – точность
25) being	[ˈbiːɪŋ]-существо

III. Match the words and their definitions.

To dwell | destruction | explicit | to revise

- ✓ to change something because of new information or ideas;
- ✓ to talk for too long about something;
- ✓ the act or process of destroying something;
- ✓ expressed in a way that is very clear and direct;

IV. Read the text.

BAROQUE

There is no one Baroque style or set of stylistic principles. The term Baroque has long been current in art-historical vocabulary as a blanket designation for the art of the period roughly, covering 1600 to 1750. Scholars gradually came to see that the Baroque styles were quite different from those of the Renaissance. The Baroque, for example, looks dynamic; the Renaissance is relatively static. Traits that the styles of the seventeenth and earlier eighteenth centuries seem to have in common we shall designate as Baroque. Like the art it produced, the Baroque era was manifold—

spacious and dynamic, brilliant and colorful, theatrical and passionate, sensual and ecstatic, opulent and extravagant, versatile and virtuoso. It was an age of expansion following on an age of discovery, and its expansion led to still further discovery.

The rising national powers colonized the globe. Wars between Renaissance cities were supplanted by wars between continental empires, and the history of Europe could be influenced by battles fought in the North American wilderness and in India. Baroque expansiveness extended well beyond earth in the conceptions of the new astronomy and physics of Galileo, Kepler, and Newton. The same laws of mechanics were found to govern a celestial body moving at great velocity and a falling apple. The Baroque scientist comes to see physical nature as matter in motion through space and time. The sonnets of Shakespeare dwell on the mutability and brevity of life and on time's destruction of beauty ("that time will come and take my love away"). The great landscapes of Van Ruisdael suggest the passage of time in hurrying clouds, restless sea, and ever-changing light. Painters and sculptors, eager to make action explicit and convincing, depict it at the very moment it is taking place, as in Bernini's David. While naturalism thrived in Baroque art, Classicism was revised and further developed, and the two styles divided the taste of the age with a third—the dynamic, colorful, sensuous style characteristic of Rubens and Bernini.

A central theme of Baroque art and literature is the conflict of reason with passion. The representation of that conflict is, of course, as ancient as Plato and survives as a great dualism in Western thinking about human nature. After all, it was now perceived that if we are one with nature, the knowledge of ourselves must be part of the knowledge of nature. The new resources given to the Baroque artist allow him to render, with new accuracy and authority, the appearances of the world and of the beings that people it. Painting and sculpture, equipped with every device of sensuous illusion now available, provide a stage for the enactment of the drama of human life in all its variety.

The energy of the Catholic Counter-Reformation, transformed into art, radiated throughout Catholic countries and even into Protestant lands, which found a response to it in their own art. The Jesuit order, newly founded (in 1534, in the pontificate of Paul III), needed an impressive building for its mother church. Because Michelangelo was dilatory in providing the plans, the church, called Il Gesu (Church of Jesus), was designed and built between 1568 and 1584 by GIACOMO DA VIGNOLA (1507-1573), who designed the ground plan, and GIACOMO DELLA PORTA (1537-1602), who is responsible for the facade. Although the church dates from the sixteenth century and stylistically is Late Renaissance, it is transitional to Baroque architecture. Its facade is an important model and point of departure for the facades of Roman Baroque churches.

V. Suggest the Russian equivalents.

to have in common
an age of expansion
still further discovery
the rising national powers
could be influenced by
the same laws of mechanics
moving at great velocity
matter in motion
mutability and brevity
ever changing light
explicit and convincing

survives as a great dualism
allow him to render
now available
in all its variety
find a response

VI. Fill in the gaps with the words and expressions from the text.

1. The Baroque styles were from those of the Renaissance.
2. The rising colonized the globe.
3. The great landscapes of Van Ruisdael suggest in hurrying clouds.
4. Naturalism in Baroque art.
5. A central theme of Baroque art and literature is with passion.
6. The knowledge of ourselves must be of nature.

VII. Find the false sentences using the information from the text. Correct them.

1. There is one Baroque style.
2. The term Baroque designated the art of the period covering 1600 to 1750.
3. Baroque styles were similar to those of the Renaissance.
4. Unlike relatively static Renaissance, the Baroque looks dynamic.
5. The Baroque era was theatrical and passionate, opulent and extravagant.
6. The same laws of mechanics governed a celestial body and a falling apple.

VIII. Complete the following sentences.

1. Baroque styles were quite
2. The Baroque era was manifold
3. The rising national powers
4. The history of Europe
5. Classicism was revised
6. The knowledge of ourselves must be

IX. Match the beginnings of the sentences to their ends using the information from the text.

1. The Baroque styles
2. The Baroque era was manifold
3. Wars between Renaissance cities were
4. The new resources allow the Baroque artist
5. Painting and sculpture provide a stage
6. The energy of the Catholic Counter-Reformation

- 1) for the enactment of the drama of human life.
- 2) to render the appearances of the world.
- 3) were quite different from the Renaissance styles.
- 4) radiated throughout Catholic countries.
- 5) spacious and dynamic, brilliant and colorful.
- 6) supplanted by wars between continental empires.

X. Answer the questions.

1. What is the difference between Renaissance and Baroque styles?
2. The Baroque era was manifold, wasn't it?
3. What do the sonnets of Shakespeare dwell on?
4. What was revised and further developed?
5. What is the central theme of Baroque art and literature?
6. Painting and sculpture provided a stage for the drama of human life, didn't they?

XI. Give the English equivalents.

- ✓ общее определение
- ✓ обширный и динамичный
- ✓ богатый и многосторонний
- ✓ управлять небесным телом
- ✓ с большой скоростью
- ✓ в пространстве и времени
- ✓ изменчивость и краткость жизни
- ✓ изображают течение времени
- ✓ сделать действие ясным и убедительным
- ✓ конфликт разума и страсти
- ✓ явление мира

XII. Make up a plan of the text for retelling.

THE NINETEENTH CENTURY

I. Warming up.

1. Did the debate over the values of the traditional and the modern continue in the nineteenth century?
2. The nineteenth century was an age of radical change for Europe, wasn't it?

II. Pronounce the following words correctly and learn their meanings:

1) to urge	[ə:dʒ] – понуждать
2) environment	[ɪn'vaɪrənmənt]- окружающая среда
3) immense	[ɪ'mens] – огромный
4) to quicken	['kwɪkən] – ускорять
5) to disseminate	[dɪ'semɪneɪt] – распространять
6) to incite	[ɪn'saɪt] – побуждать
7) to accept	[ək'sept] – принимать
8) reservation	[,rezə'veɪʃn] – оговорка
9) value	['vælju:] – ценность
10) to supersede	[,sju:pə'si:d] – вытеснять
11) obsolescence	[,ɒbsəʊ'lesns] – устаревание
12) to amount	[ə'maʊnt] – доходить до
13) to dismantle	[dɪs'mæntl] – разбирать
14) utterly	['ʌtəli] – крайне
15) fluctuation	[,flʌktju'eɪʃən] – колебание
16) to aim	['eɪm] – стремиться
17) suspicion	[səs'pɪʃən] – подозрение
18) hostility	[hɒs'tɪlɪtɪ] – враждебность
19) to witness	['wɪtnɪs]-быть свидетелем
20) alienation	[,eɪlɪjə'neɪʃən] – отдаление
21) to emerge	[ɪ'mə:dʒ]-появляться
22) to affect	[ə'fekt] – влиять
23) proliferation	[,prəʊ,lɪfə'reɪʃən] – распростра-
нение	
24) formidable	['fɒmɪdəbl]-громадный
25) rival	['raɪvəl]-соперник
26) to sunder	['sʌndə]-разделять
27) medium	['mi:djəm]-средство

III. Match the words and their definitions.

To urge | to emerge | obsolescence | fluctuation

- ✓ To strongly suggest that someone does something;
- ✓ To appear or come out from somewhere;
- ✓ A change in a price, amount, level;
- ✓ When something becomes old-fashioned.

IV. Read the text.

The Nineteenth Century

For Europe, the nineteenth century was an age of radical change during which the modern world took shape. Reform was everywhere urged and often adopted. The technological transformation of the environment that began in the eighteenth century

pushed forward with immense speed and made possible European colonization of the globe. The formation of empires abroad was backed by the enthusiasm of popular nationalism at home, and patriotism and imperialism went hand in hand. Improvements in transportation and communication quickened the exchange of ideas and the dissemination of information, propaganda, and opinion. These, in turn, incited competition and conflict among interests and values, theories and practices, programs and policies in all spheres of action—not the least in the artsy.

Many in the nineteenth century did not accept the doctrine of Progress, or did so with reservations. The great debate of the nineteenth century was about authority: what should be believed, respected, defended, and conformed to? For the arts, this means continuing debate over the relative values of the "traditional" and the "modern"—a debate restimulated as each new style is itself rapidly superseded by yet a newer one. This rapid appearance and obsolescence of a variety of artistic styles transforms painting, the graphic arts, sculpture, and architecture so radically that the transformations amount to a dismantling of tradition altogether and the appearance of something utterly novel. Competition forced crowds of artists, influenced by their natural desire for success, to bid for the public's attention by the fluctuations of fashion and by flattering its taste. Like small, independent capitalists with their own stocks and stores, artists took chances in the market, aiming to please. Where they did not, they risked the suspicion and the hostility of the public. Thus, the century witnessed the gradual alienation of the artists and the emergence of their problematic situation in modern society.

Painters in the nineteenth century were confronted by three innovations that fatefully affected their craft: the camera, the mass-produced print, and the printed reproduction. The almost infinite proliferation of the products of these new media flooded the world with images that became formidable rivals of the unique picture made by hand. Toward the end of the century, artists will find themselves with canvas and paint, using the elements of line, shape, and color to represent their private world, the realm of imagination and feeling. The functions of the artist and of the artist's medium will be decisively transformed by the modern world, and the art of that world is sundered from the Tradition.

V. Suggest the Russian equivalents.

radical change
the formation of empires
incited competition
these in turn
not the least in the arts
rapidly superseded
by yet a newer one
rapid appearance
the fluctuations of fashion
took chances in the market
fatefully affected
infinite proliferation
formidable rivals

VI. Fill in the gaps with the words and expressions from the text.

1. Reform was everywhere and often adopted.
2. The technological transformation of the environment with immense speed.
3. Improvements in transportation and communication the exchange of ideas.

4. Many in the nineteenth century the doctrine of Progress.
5. Artists in the market, aiming to please.
6. The century witnessed of the artists.

VII. Find the false sentences using the information from the text. Correct them.

1. The technological transformation pushed forward.
2. Improvements in transportation and communication facilitated the exchange of ideas.
3. Many in the nineteenth century approved the doctrine of Progress.
4. The great debate of the nineteenth century was about law.
5. Rapid appearance of a variety of artistic styles didn't influence painting.
6. Artists took chances in the market, aiming to please.

VIII. Complete the following sentences.

1. Patriotism and imperialism went
2. Each new style is itself rapidly superseded
3. The transformations amount to
4. The century witnessed the gradual
5. Painters in the nineteenth century were confronted
6. The functions of the artist will be

IX. Match the beginnings of the sentences to their ends.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. The nineteenth century was 2. Reform was everywhere 3. The great debate of the nineteenth century 4. The transformations amount 5. Artists took chances 6. The art of the modern world | <ol style="list-style-type: none"> 1) in the market 2) was about authority 3) is sundered from the Tradition 4) an age of radical change. 5) to a dismantling of Tradition 6) urged and often adopted. |
|--|--|

X. Answer the following questions.

1. What was an age of radical change?
2. What was quickened by the improvements in transportation and communication?
3. What was the great debate about?
4. What do the transformations amount to?
5. How did the artists try to bid for the public's attention?
6. Why was the artist's situation problematic in modern society?

XI. Give the English equivalents.

- ✓ продвигалось вперёд
- ✓ шли рука об руку
- ✓ ускорили обмен
- ✓ распространение информации
- ✓ во всех сферах деятельности
- ✓ сделали это с оговорками
- ✓ во что верить
- ✓ относительные ценности
- ✓ разнообразие художественных стилей
- ✓ под влиянием изменений
- ✓ стремление к успеху

XII. Make up a plan of the text for retelling.

ROMANESQUE ARCHITECTURE

I. Warming up.

1. When was the term “Romanesque” first used?
2. What did the style designate?
3. What are the features of Romanesque buildings?

II. Pronounce the following words correctly and learn their meanings:

- 1) to designate [ˈdeziɡneɪt]-определять
- 2) blunt [blʌnt]-грубоватый
- 3) to resemble [rɪˈzeɪbl̩]-быть похожим
- 4) to embrace [ɪmˈbreɪs]-охватывать
- 5) to regard [rɪˈɡɑːd]-рассматривать
- 6) imperfect [ɪmˈpɜːfɪkt]-несовершенный
- 7) antecedent [ˌæntɪˈsiːdənt]-предшествующий
- 8) rectangle [ˈrek,tæŋɡl̩]-прямоугольник
- 9) to enframe [ɪnˈfreɪm]-обрамлять
- 10) buttress [ˈbʌtrɪs]-контрфорс, подпора
- 11) to adorn [əˈdɔːn]-украшать
- 12) congregation [ˌkɒŋɡrɪˈgeɪʃən]-собрание
- 13) fierce [fɪəs]-сильный
- 14) solid [ˈsɒlɪd]-твердый, цельный
- 15) masonry [ˈmeɪsnrɪ]-каменная кладка
- 16) ingenuity [ˌɪndʒɪˈnjuːti]-изобретательность
- 17) to mention [ˈmenʃən]-упоминать
- 18) apparent [əˈpærənt]-видимый
- 19) to confuse [kənˈfjuːz]-смешивать
- 20) solution [səˈluʃən]-решение
- 21) groin [ɡrɔɪn]-ребро
- 22) vault [vɔːlt]-свод
- 23) flexible [ˈfleksəbl̩]-гибкий
- 24) thrust [θrʌst]- опора
- 25) clerestory [ˈkliːstəri]-верхний ряд окон
- 26) intricate [ɪnˈtrɪkɪt]-запутанный, сложный
- 27) brick [brɪk]-кирпич
- 28) tile [taɪl]-черепица
- 29) to pour [pɔː]-лить
- 30) to survive [səˈvaɪv]-продолжать существовать
- 31) rubble [rʌbl̩]-булыжник
- 32) cohesive [kəuˈhiːsɪv]-способный к сцеплению
- 33) mortar [ˈmɔːtə]- строительный раствор
- 34) dimension [dɪˈmenʃən]-измерение

III. Match the words and their definitions.

to resemble | to bear | to embrace | to regard

- ✓ to think about someone or something in a particular way;
- ✓ to include something as part of a subject, discussion, etc;
- ✓ to be under something and support it;
- ✓ to look like or be similar to someone or something;

IV. Read the text

As a term “Romanesque” was first used in the nineteenth century to designate buildings with round arches and blunt, heavy walls that were supposed to bear some resemblance to ancient Roman architecture, just as the developing “Romance” languages were related to Latin. Although the Romanesque style varies widely and embraces numerous provincial differences within its almost two-century span, architectural historians now regard it as complete within itself and not as the imperfect antecedent of the Gothic style. Thus, despite its variety, Romanesque architecture is readily recognizable as such. An aerial view of the church of St. Sernin at Toulouse in the south of France shows certain features that appear in Romanesque buildings no matter how their arrangement differs. There is an overall blocky appearance, a grouping of large, simple, easily definable, geometric masses—rectangles, cubes cylinders, and half-cylinders. The main masses are subdivided by enframing buttresses or colonnettes. Exterior wall surfaces, which had been plain and unadorned through the Ottonian period, now reflect the interior organization of the structure.

Architects of the time seemed to see their fundamental problem in terms of providing a building that would have space for the circulation of its congregations and visitors and that would be solid, fireproof, well lighted, and acoustically suitable. These, of course, are the necessities of any great civic or religious architecture, as we saw in ancient Rome, but in this case, fireproofing must have been foremost in the builders’ minds, for the wooden roofs of the pre-Romanesque churches of Italy, France, and elsewhere had burned fiercely and totally when set aflame by the marauders from north, east, and south in the ninth and tenth centuries. The memory was fresh in the victims’ minds; the new churches would have to be covered with cut stone, and the structural problems arising from this need for a solid masonry were to help determine the “look” of Romanesque architecture.

Romanesque architectural ingenuity produced numerous experimental consequences that appear as a rich variety of substyles. We have already mentioned that one of the apparently confusing features of Romanesque architecture is the great variety of regional and local building styles – a variety that makes classification, coordination, and interpretation still very difficult for scholars.

Among the numerous experimental solutions, the groin vault turned out to be the most efficient and flexible. The groin vault had been widely used by Roman builders, who saw that its concentration of thrusts at four supporting points would allow clerestory fenestration. The great Roman vaults were made possible by an intricate system of brick-and-tile relieving arches, as well as by the use of concrete, which could be poured into forms and which solidified into a homogeneous mass. The technique of mixing concrete did not survive into the Middle Ages, however, and the technical problems of building groin vaults of cut stone and heavy rubble, which had very little cohesive quality, limited their use to the covering of small areas. But during the eleventh century, Romanesque masons, using cut stone joined by mortar, developed a groin vault of monumental dimensions that , although it still employed heavy buttressing walls, eventually evolved into a self-sufficient, skeletal support system.

V. Suggest the Russian equivalents.

were supposed to bear

varies widely

regard it as complete within itself

readily recognizable

an overall blocky appearance

enflaming buttresses

had burned fiercely

set aflame
arising from this need
solid masonry
apparently confusing features
varying solutions

VI. Fill in the gaps with the words and expressions from the text.

1. Heavy walls were supposed . . . some resemblance to ancient Roman architecture.
2. The Romanesque style . . . numerous provincial differences.
3. Romanesque architecture is . . . as such.
4. Certain . . . in Romanesque buildings no matter how their arrangement differs.
5. The main masses . . . by enframing buttresses.
6. Fireproofing . . . foremost in the builders minds.

VII. Find the false sentences using the information from the text. Correct them.

1. The Romanesque style doesn't vary greatly.
2. Architectural historian now find it as complete within itself.
3. Exterior wall surfaces don't reflect the interior organization of the structure.
4. Architects of the time thought that a building should have space for the circulation of its congregations.
5. Romanesque architectural ingenuity produced few experimental consequences.
6. The groin vault turned out to be the most efficient and flexible.

VIII. Complete the following sentences.

1. The "Romanesque" was first . . .
2. There is an overall blocky . . .
3. The new churches would have . . .
4. One of the apparently confusing . . .
5. The great Roman vaults . . .
6. The technique of mixing . . .

IX. Match the beginning and the end of each sentence using the information from the text.

- | | |
|---------------------------------------|--|
| 1. The term "Romanesque" | 1) very difficult for scholars. |
| 2. This style embraces | 2) appear as a rich variety of substyles. |
| 3. Historians now regard it | 3) numerous provincial differences. |
| 4. Numerous experimental consequences | 4) as complete within itself. |
| 5. This variety makes classification | 5) a groin vault of monumental dimensions. |
| 6. Romanesque masons developed | 6) designated buildings with round arches. |

X. Answer the questions.

1. How much does the Romanesque style vary?
2. How do architectural historians regard this style?
3. Romanesque architecture is readily recognizable, isn't it?
4. What are the features of Romanesque buildings?
5. What reflects the interior organization of the structure?
6. Why were the great Roman vaults possible?

XI. Give the English equivalents

- ✓ некоторое сходство
- ✓ несмотря на разнообразие
- ✓ особая система сводов

- ✓ наиболее эффективный и гибкий
- ✓ можно было заливать в формы
- ✓ однородная масса
- ✓ слабые связующие свойства
- ✓ соединение строительных растворов
- ✓ огромные размеры

XII. Make up a plan of the text for retelling.

THE TWENTIETH CENTURY

I. Warming up.

1. Why is it difficult to characterize the twentieth century?
2. What principle reigns in the world of the electron and of outer space?
3. The union of art and science in the Renaissance is dissolved in the twentieth century, isn't it?

II. Pronounce the following words correctly and learn their meaning.

1) to rob	[rɒb] – отнимать
2) assurance	[ə'ʃʊ:rəns]- уверенность
3) security	[sɪ'kjʊərɪtɪ] – безопасность
4) doubt	[daʊt] – сомнение
5) source	[sɔ:s] – источник
6) alienation	[,eɪljə'neɪʃən] – отчуждение
7) aim	[eɪm] – цель
8) finite	['faɪnaɪt] – ограниченный
9) ultimate	['ʌltɪmɪt] – конечный
10) conventional ный	[kən'venʃənl] – условный, обыч-
11) to determine	[dɪ'tə:mɪn] – определять
12) to reign	[reɪn] – царствовать
13) to approach	[ə'prəʊtʃ] – приближаться
14) to search	[sə:tʃ] – искать
15) surface	['sə:fɪs] – поверхность
16) to dispel	[dɪs'pel] – рассеивать
17) prophet	['prɒfɪt] – пророк
18) to cease	[si:s] – прекращать
19) insight	['ɪnsaɪt]-проницательность
20) ambiguous	[æm'bigjuəs] – сомнительный

III. Match the words and their definitions:

doubt I finite I to determine I to approach

- ✓ to move towards or nearer to someone or something;
- ✓ feeling or being not sure whether something is true or right;
- ✓ to find out the facts about something;
- ✓ having an end or a limit.

IV. Read the text

The Twentieth Century

The twentieth century is perhaps more difficult to characterize than any in history. The passing of old traditions and beliefs has robbed us of assurances and securities; we are often doubtful of the meaning and purpose of life and of the very source and nature of our own identity. We hear much of modern man's "alienation," his sense of strangeness and loneliness in the world, where he is, like the figures in Alberto Giacometti's City Square only an aimless unit in a "lonely crowd».

The twentieth century seems chronically and constitutionally skeptical about all answers to this question, especially the traditional ones. But of one thing it appears to be certain: "reality" is infinitely complex, perhaps ultimately elusive, and by no means given to us in our everyday, conventional, commonsensical experience. "Seeing" is certainly no longer ground for "believing." The world of common

sense is simply not what it seems. A principle of "indeterminacy" reigns in the world of the electron and of outer space, where the speeds of events approach the speed of light. The modern artist, like the scientist, "experiments" with his medium, investigates its possibilities, and discovers or invents new forms. But unlike the scientist, who searches for new uniformities and regularities, most modern artists seek the singular and the unique; JUAN GRIS, one of the best Cubist painters, remarks: "My aim is to create new objects which cannot be compared to any object in actuality." The task of projecting the optical order of the world onto a flat surfaces—the task of generations of painters since Giotto—is given up.

The mystery that modern science tries to dispel modern art cultivates as if it were at the heart of our human experience of reality. The union of art and science in the Renaissance, made on the basis of Humanistic reason, is dissolved in the twentieth century. Even though the arts in one respect—the experiment with forms and materials—have paralleled modern logic and mathematics and have often been close to technology, their intention and their results have led them in the precisely opposite direction. The artist-experimenter is at the same time the artist-prophet. Working ceaselessly at the possibilities of his physical medium, he seeks a reality behind the screen of the conventional world. His search depends not on a general, public agreement about reality or on a general pictorial language for communicating it, but on his own instincts, insight, inner experience, which he expresses as a kind of personal vision—strange, ambiguous, mystifying, and impossible to communicate in words.

V. Suggest the Russian equivalents.

doubtful of the meaning
the very source and nature
sense of strangeness and loneliness
ultimately elusive
no longer ground for "believing"
approach the speed of light
investigates its possibilities
uniformities and regularities
cannot be compared to any object
modern science tries to dispel
our human experience of reality
is dissolved in the twentieth century
working ceaselessly at the possibilities

VI. Fill in gaps with the words and expressions from the text.

1. We are often of the meaning.
2. He is only an In a "lonely crowd".
3. "Seeing" is certainly for "believing".
4. A principle of reigns in the world of the electron.
5. The modern artist new forms.
6. The task of projecting the optical order of the world Is given up.

VII. Find the false sentences using the information from the text. Correct them.

1. The passing of the old traditions gave us securities.
2. We are sure of the meaning and purpose of life.
3. We hear much of modern mans loneliness in the world.
4. The world of common sense is what it seems.
5. The speeds of events approach the speed of light.
6. The modern artists "experiments" with his medium.

VIII. Complete the following sentences.

1. The passing of old traditions
2. He is only an aimless unit
3. Most modern artists seek
4. The union of art and science is dissolved
5. The artist-experimenter is
6. He seeks a reality

IX. Match the beginnings of the sentences to their ends using the information from the text.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. We are often doubtful 2. We hear much of 3. But of one thing 4. The world of common 5. The modern artist 6. Most modern artists seek | <ol style="list-style-type: none"> 1) modern mans “alienation“. 2) sense is not what it seems. 3) of the meaning and purpose of life. 4) discovers or invents new forms. 5) the singular and the unique. 6) it appears to be certain. |
|--|---|

X. Answer the following questions.

1. What are we doubtful of?
2. Who is an aimless unit in a “lonely crowds“?
3. What do the modern artists experiment with?
4. What is the difference between scientists and artists?
5. Who cultivates the mystery?
6. Where does the artist-experimenter seek reality?

XI. Give the English equivalents.

- ✓ уход старых традиций
- ✓ лишили нас уверенности
- ✓ об отчуждённости современного человека
- ✓ бесконечно сложный
- ✓ принцип неопределённости
- ✓ открывает или изобретает новые формы
- ✓ в отличие от учёного
- ✓ ищут единственное и уникальное
- ✓ в совсем противоположном направлении
- ✓ в то же время художник-пророк
- ✓ невозможно выразить словами

XII. Make up a plan of the text for retelling.

The unfinished royal citadel of Sargon II of Assyria, built at Khorsabad, reveals, in its ambitious plan, the confidence of the "great kings" in their all-conquering might. The palace covered some 25 acres and had over 200 courtyards and rooms. The city, above which the citadel-palace stood on a mound 50 feet high, is itself about a square mile in area. The palace may have been elevated solely to raise it above flood level, but its elevation also served to put the king's residence above those of his subjects and midway between them and the gods. Although the builders probably aimed at symmetry, the plan is rambling, embracing an aggregation of rectangular rooms and halls grouped around square courts.

The shape of the long, narrow rooms and the massiveness of the side walls suggest that the rooms were covered by brick barrel vaults, the most practical roofing method in a region that lacks both timber and good building stone. Behind the main courtyard, each side of which measures 300 feet, were the residential quarters of the king, who received foreign emissaries in state in the long, high, brilliantly painted throne room. Such visitors entered from another large courtyard, passing through the central entrance between huge guardian demons, some 13 feet in height, and into the presence of enthroned power. Waiting in the court for the audience, visitors had time to meditate on their own insignificance in comparison with the awesome strength of the king, for the walls of the court were lined with giant figures of the king and his courtiers.

Sargon II regarded his city and palace as an expression of his power, which he viewed as founded on the submission and enslavement of his enemies. He writes in an inscription: "I built a city with [the labors of] the peoples subdued by my hand, whom Assur, Nabu, and Marduk had caused to lay themselves at my feet and bear my yoke at the foot of Mount Musri, above Nineveh." And in another text, he proclaims: "Sargon, King of the World, has built a city. Dur Shar-rukin he has named it. A peerless palace he has built within it."

In addition to the complex of courtyards, throne room, state chambers, harem, service quarters, and guard rooms that made up the palace were the essential temple and ziggurat. The ziggurat at Khorsabad may have had as many as seven stages, of which four have been preserved, each 18 feet high and each painted a different colour. The ascent was made by a continuous ramp that spiralled around the building from its base to its summit.

The palace facade consisted of a massive crenellated wall broken by huge rectangular towers flanking an arched doorway. Around the arch and on the towers were friezes of brilliantly coloured glazed tiles, the whole effect being sumptuous and grand. Dazzling brilliance seems also to have been part of the royal Assyrian plan to overwhelm the visitor. The doorway was guarded by colossal winged bulls with human heads, called lamassu. These man-headed bulls, derived from age-old composite creatures of Mesopotamian art, served to ward off enemies, visible and invisible, and to guard the kings whose traits their faces probably reflect. They are partly in the round and partly in high relief, and they combine the front view at rest with the side view in movement, CONTRIVING this combination by the addition of fifth legs. The gigantic size, the bold, vigorous carving, the fine sweep of wings, and the patterning of the surface by the conventional treatment of details together produce a splendor and a stupendous strength which are awesome even today. But we may think them in all their majesty not so much as guardians of the king but as augmentations of his regality. They wear the horned crowns of the god-kings of Akkad and the large-eyed, bearded masks familiar ever since Sumer. The bull and lion bodies and eagle wings of the Khorsabad gate figures suggest the superhuman strength and fierceness of the king and his swiftness to bring justice or vengeance. The virtues of Assyrian kingship are written large in these hybrid beasts. Ancient art repeatedly testifies to man's persisting fear and admiration of the great beasts that serve as his metaphors for the powers of nature and for the gods themselves.

The later Persian Empire that came into conflict with the Greeks was preceded at a considerable distance in time by a civilization contemporary with the civilizations of Akkad and Old Babylon and regularly in cultural and political transaction with them. Situated in western Iran, it was known by the biblical name, Elam. The empire of Elam corresponded roughly to the Iranian province of Khuzistan. Although most often dominated by Mesopotamia, Elam was strong enough on one occasion to plunder Babylon and to carry off the stele of Naram-Sin and the stele of Hammurabi. The empire of Elam was destroyed by the Assyrian king, Ashurbanipal, who, in 641 B.C., sacked its capital Susa—a city that would rise again to great importance under the Achaemenid Persian empire.

During a relatively brief flowering of Elamite culture, around 1300 B.C., a sculptor cast in bronze a freestanding portrait statue of Niparasu, a queen of Elam. Although sadly mutilated, enough remains of the work to show how obedient the sculptor was to the conventions of Mesopotamian art: the tight silhouette, strict frontality, firmly clasped hands held close to the body—what we have seen in the Tell Asmar and Gudea figures. Yet within these rigid conventions of form and pose, the artist manages to create refinements that could only be the result of close observation of appearance: the feminine softness of arm and bust, the grace and elegance of the long-fingered hands, the supple and quiet bend of the wrist, the ring and bracelets. The figure presents the ideal in queenly deportment, with just a touch of demureness to mitigate the severity of the conventional pose. As we have seen in Assyrian sculpture, it is possible to wed convention with observed details, as the Elamite artist does so successfully here.

The Assyrians succumbed to the Babylonians, who were to fall, in their turn, once and for all. The later Babylonian King Nebuchadnezzar, Daniel's "King of Kings," boasted: "I caused a mighty wall to circumscribe Babylon ... so that the enemy who would do evil would not threaten . . . [and] of the city of Babylon [I] made a fortress." Nevertheless, the handwriting on the wall appeared, and the city was taken by Cyrus of Persia (559-529 B.C.), founder of the Achaemenid dynasty, who traced his ancestry back to a mythical King Achaemenes and who may have been descended from an Elamite line. The impetus of the Persians' expansion carried them far beyond Babylon. Egypt fell to them in 525 B.C. By 480 B.C., the Persian Empire extended from the Indus to the Danube, and only the successful resistance of the Greeks in the fifth century prevented it from embracing southeastern Europe as well. The Achaemenid line came to an end with the death of Darius III in 330 B.C., after his defeat in the Battle of Issus and the fall of his empire to Alexander the Great.

Architecture

The most important source of our knowledge of Persian building is the palace at Persepolis, built between 520 and 460 B.C. by Darius I and Xerxes I, successors of Cyrus. Situated on the high plateau to the east of the Mesopotamian river valley, the heavily fortified palace stood on a wide platform overlooking the plain toward the sunset. Although destroyed by Alexander the Great in a gesture symbolizing the destruction of Persian imperial power, its still impressive ruins permit a fairly complete reconstruction of its original appearance.

Unlike the Assyrian palace, which was tightly enfolded around courts, the Persepolis buildings, although axially aligned, were loosely grouped and separated from each other by streets and irregular open spaces. The dominant structure was a vast columned hall, 60 feet high and over 200 feet square. Standing on its own rock-cut podium, which is about 10 feet high, this huge royal audience hall (apadana) has been called "one of the noblest structures of the ancient world." It contained 36 columns (each 40 feet high) with slender, fluted shafts and capitals composed of the foreparts of bulls or lions, arranged to provide a firm cradle for the roof timbers. These unique capitals are an im-

pressive and decorative Persian invention with no known antecedents or descendants. Unknown also remains the genesis of the square, many-columned hall so characteristic of the Persepolis palace. It has been suggested that it may have been derived from Median architecture, which has remained a blank page in the books. The Medes were the northern allies and later subjects of the Persians and are believed to have been the intermediaries through whom Persian art received a variety of Iranian stylistic elements. Stone, easily available at the site, was used liberally at Persepolis for platforms, gateways, stairs, and columns; brick was used for the walls, however, and the smaller columns and the roofs were made of wood. The ruins of the palace at Persepolis show that stone also was used for door and window frames. The forms are derived from Egyptian architecture, which had impressed Darius, but here the frames are not composed structurally of posts, lintels, and sills but are cut in an arbitrary manner and used as sculptural ornaments. In fact, the entire complex of buildings, and particularly the apadana, seems to have been designed primarily for visual effect; it is a gigantic stage setting for magnificent ceremonials celebrating not only traditional festivals but also the greatness of the Persian Empire and the power of its king.

THE PALACES OF THE LATE MINOAN PERIOD

Somewhere between 1600 and 1500 B.C. began the New Palace period, when the destroyed palaces were rebuilt and the Golden Age of Crete produced the first great Western civilization. The bulk of the surviving archeological material—the evidence of an age of unsurpassed creative energy and precocious artistic achievement—dates from this era, which ended about 1400 B.C.

The palaces rebuilt for the kings and their retainers were large, comfortable, with ample staircases and courtyards for pageants, ceremonies, and games. Archeologists have recovered their ruins, along with rich treasures of art and artifacts that document the power and prosperity of Minoan civilization. Similarly laid out, the principal palace sites on Crete are at Knossos, Phaistos, Mallia, and, most recently excavated, Kato Zakro, situated at the eastern tip of the island. The largest of the palaces, that at Knossos, is a rambling structure built against the upper slopes and across the top of a low hill rising from a fertile plain. The great rectangular court, around which the units of the palace are grouped, had been levelled in the time of the old palace; the manner of the grouping of buildings suggests that it was not preplanned but that several building nuclei grew together, with the court as the major organizing element. A secondary organization of the palace plan is provided by two long corridors. On the west side of the court, a north-south corridor separates official and ceremonial rooms from the magazines, where wine, grain, oil, and honey were stored in large jars (pithoi). On the east side of the court, an east-west corridor separates the king's and queen's quarters and reception rooms (south) from the workmen's and servants' quarters (north). At the northwest corner of the entire building complex is the "arena," a theatre-like area with steps (seats?) on two sides—a possible forerunner of the later Greek theatre. Its purpose is unknown, but it is a feature that, like the central court, appears in other Cretan palaces. For the Greeks, the complexity of the palace's plan came to be associated with the cult of the double axe (labrys) celebrated there, perhaps giving rise to the Greek myth of the Cretan labyrinth. Certainly, it was the product of wealth and luxurious tastes and of a love for the convenient. Beneath the palace is a remarkably efficient drainage system of terra-cotta pipes that must have made Knossos one of the most sanitary cities existing before the twentieth century.

The practical storage system is exhibited in the magazines of the west wing, where some of the pithoi are still in place. Some of the rooms had flat floors; others had stone-lined pits. The walls were quite thick, as must have been the roofing over these magazines; the masonry may have been covered with earth to keep the interior cool. In most parts of the palace, the masonry composing the walls was rough, consisting of unshaped

field stones imbedded in mortar; ashlar masonry, made of shaped blocks of stone, was used at building corners and around door and window openings.

The palace had as many as three stories, with interior staircases built around light and air wells, which provided necessary illumination and ventilation. Distinguishing features of the Minoan columns, which were originally fashioned of wood but were restored in stone (with, it is now thought, mistakenly bulky proportions), are their bulbous, cushion-like capitals and the manner in which the column shafts taper toward the base. Strong evidence that the column had religious significance for the Cretans is its central position in the Lion Gate at Mycenae and the fact that the base of a column in one of the lower stories of the palace at Knossos is surrounded by a trough that was used for libations.

THE FOURTH CENTURY AND THE HELLENISTIC PERIOD. ARCHITECTURE

It is noteworthy that, in its full development of the Corinthian order, the architecture of the fourth century also produced a "body" that offered a complete aspect from any angle. The first Corinthian capital—the order differs from the Ionic only in its capital—appeared on the inside of the naos of the Temple of Apollo at Bassae, around 450 B.C. It crowned a column that, because it stood as a divider between two parts of the naos, could be seen from all sides. Presumably designed for this purpose the Corinthian capital provided a much more satisfactory solution than the Ionic capital, which was designed to be seen effectively from two sides only. When Ionic colonnades were required to turn corners, as on peripheral structures, special "corner capitals" had to be designed that looked the same on the two sides that faced outward. The sharply projecting edge formed by the two meeting volutes never quite satisfied Classical architects, who may also have felt that this solution was achieved only at the expense of the structural logic of the Ionic capital and by a distortion of its functional parts. The problem was solved by the Corinthian capital, which can be seen to equal advantage from all sides. Its original design has been associated with the sculptor and metalworker Callimachos, who may have been at Bassae when the Temple of Apollo was built and of whom the sentimental story was told in antiquity that he was inspired to design the capital when he saw acanthus leaves—which decorate the Corinthian capital—growing up around a slab-weighted votive basket on the grave of a maiden. Be that as it may, although the Corinthian order appeared in the fifth century B.C., it was used only on the inside of the temple for almost a century. It is uncertain whether this is to be attributed to religious conservatism, which would tend to preserve a feature that had taken on a certain sanctity from its function at the temple's centre, or whether Ionic experiments were continuing and a Doric tradition persisting. In any event, full emergence of the Corinthian order on a public exterior takes place about the same time as Lysippos' freeing of the sculptured figure from its two-aspect limits.

A capital from the tholous at Epidaurus, where a ring of Corinthian columns stood inside the naos of a Doric structure, illustrates a step along the elaborative route of the Corinthian order, which culminates in the characteristic Hellenistic and Roman luxuriance. Here, the bell of the capital is clothed with carved acanthus leaves and manifests that same increasing attention to the deep and detailed sculpturing of stone surfaces noted in sculptured figures.

The monument of Lysicrates, constructed in Athens in 334 B.C., shows the first known use of the Corinthian order on the outside of a building. Significantly, the innovation appears not on a religious but on a commemorative monument. The graceful cylinder to which the Corinthian columns are engaged memorializes the victory of a choric group, patronized by Lysicrates, which had won the prized trophy of the tripod in the wild, dithyrambic contest of song in honour of Dionysos. The little tholous serves as a base for the monumentalized tripod. Henceforth, the Corinthian order was to be more and more in use on the exterior of public buildings, enjoying particular favour among Ro-

man builders. In addition to having solved the vexing problems of both the Doric and Ionic orders—the corner-triglyph and the corner-volute dilemmas—the Corinthian order, with its ornateness, was bound to suit the developing taste or sumptuous elaboration of form and realistic representation that guided artistic effort in the Hellenistic world.

ETRUSCAN ARCHITECTURE

Little is known of Etruscan architecture. The cities were either razed or rebuilt by the Romans, and those that survived were located on sites so well chosen that they continue to be inhabited to this day, making excavation impossible. Scattered remnants suggest that the Etruscans, at least during their later history, made considerable use of the masonry arch—a structural device not favoured by the Greeks, but one that was to become of profound importance in later Roman building.

The early Etruscan house is known to us chiefly from clay models that served as cinerary urns and from tomb chambers in which domestic interiors were re-created. To judge from the interior of the fifth-century B.C. Tomb of the Reliefs, an originally simple, rectangular structure with a sloping roof grew progressively more elaborate, reaching its climactic development in the *atrium* houses of Pompeii and Herculaneum. Invention showed itself in the development of the atrium—a high, square or rectangular central hall that was lighted through a large opening in the roof and around which the other rooms were symmetrically arranged. This atrium was the focus of family life and the shrine for the *lares* and *penates*, the household gods. The ancient sacred hearth of Mediterranean family religion found an appropriate architectural expression in the noble atrium, which gave to Italic domestic architecture an importance and dignity beyond that developed by the Greeks.

Our knowledge of the Etruscan temple is based on a few preserved foundations and on a description given by the ancient Roman authority on architecture, VITRUVIUS. It may very possibly have had its origins in Greece. Its plan, for example, closely resembles the Greek prostyle plan. Yet the Etruscan adaptation, in typical fashion, developed its own characteristics. Resting on a high base (*podium*), with steps at one end only, it was constructed mostly of wood and sun-dried brick in a post-and-lintel system and had a heavy wooden superstructure richly decorated with brightly painted terra-cotta reliefs. The Etruscan emphasis on a highly ornate facade, with relatively spare treatment of the sides and rear, concentrated attention on the entrance porch. The axial organization was quite different from that of the Greek temple. Behind the sunlit pavilion of the porch, the shrine—divided into three *cellae* of equal size—formed dark cave-like spaces. The temple was not meant to be seen as a sculptural mass from the outside and from all directions, as the Greek temple, but instead was intended to function primarily as a confined interior space for the cult god. It was a place of shelter, protected by the wide overhang of its roof.

It is in the remains of their elaborate burial grounds, however, that the Etruscans have revealed themselves with the greatest clarity. In the rich array of wall paintings and painted reliefs with which they decorated the interiors of their tombs, they recount their zestful lives, their banquets, and their dances, which, in their suppleness and verve, seem partly Ionian (the Greek cities of the coast of Asia Minor) and partly barbarian. They tell us both of their athletic contests and of their wars. Their rise and fall from power is reflected in a gradual change from optimism to pessimism and in the choice of ever-more morbid and bloodthirsty subjects as their political fortunes declined. Although the Etruscans reputation for cruel and unrestrained behavior is based largely on the testimony of the ancient Greeks and Romans, who were their enemies, elements in their tomb paintings indicate that many aspects of their society were in fact violent and extravagant. The Etruscans built their cemeteries at some distance from their cities. Hundreds of tombs arranged in orderly manner along a network of streets produce the

effect of veritable cities of the dead (*necropolises*). The tombs varied according to region and local custom. In the northern part of Etruria, they were usually constructed above ground; in the south, they were often excavated from the live rock, particularly in areas where tufa soil facilitated digging. Tufa, primarily strongly compressed volcanic ash, is easily excavated and hardens to a concrete-like consistency on exposure to the atmosphere; tufa can also be cut into durable building blocks that require no firing. It was used extensively by the Etruscans and Romans, and a minor tufa-brick industry flourishes in Italy today. A characteristic Etruscan tomb type is the *tumulus*, a round structure that has been partially excavated and covered with earth. This form was favored in Caere and, in view of its domical shape, seems to carry on an ancient Mediterranean tradition. The majority of Etruscan tomb interiors, however, including those of the tumuli, is rectangular and reproduces the rooms of domestic architecture. A striking example is the Tomb of the Reliefs, a large underground chamber in Caere (Cerveteri), in which massive piers with pseudo-Ionic (Aeolic) capitals support a slanting, beamed ceiling. The piers are *reserved*—that is, formed by cutting away the live tufa until the remaining rock assumes the shape of a pier or column, as in the Egyptian rock-cut tombs at Beni Hasan. This, like most Etruscan tombs, was designed for multiple burials, the final resting place of an entire family and its servants. Sarcophagi, cinerary urns, and other tomb furnishings were placed in niches and on the bench-like projection at the base of the walls. Decoration in the Tomb of the Reliefs consists of painted plaster reliefs representing weapons, tools, and kitchen utensils, and displays a generous inventory of Etruscan objects of daily use. Occasionally, Caeran tombs were also decorated with mural paintings.

ARCHITECTURE OF LATER BYZANTINE

In architecture, a brilliant series of variations on the domed central theme began to appear. From the exterior, the typical Later Byzantine church building is a domed cube, with the dome rising above the square on a kind of cylinder or drum. (Less often, some other rectangular form, with something other than a square as its base, was used.) The churches are small, vertical, high-shouldered, and, unlike earlier Byzantine buildings, have exterior wall surfaces with ornament in relief. In the Church of the Theotokos, built about 1040 at Hosios Loukas in Greece, one can see the form of a domed cross with four equal-length, vaulted cross arms (the "Greek Cross"). Around this unit, and by the duplication of it, Byzantine architectural design developed bewilderingly involved spaces. In the adjacent, larger Church of the Katholikon, a dome is placed over an octagon inscribed within a square; the octagon is formed by *squinches*—arches, corbeling, or lintels that bridge the corners of the square. This arrangement represents a subtle extension of the older designs, such as Santa Costanza's circular plan, San Vitale's octagonal plan, and Hagia Sophia's dome on pendentives rising from a square. The complex core of the Church of the Katholikon lies within two rectangles, the outermost forming the exterior walls. Thus, in plan, from the centre out, a circle-octagon-square-oblong series exhibits an intricate interrelationship that is at once complex and unified. The interior elevation of the Church of the Katholikon reflects its involved plan. Like earlier Byzantine buildings, the church creates a mystery out of space, surface, and light and dark. High and narrow, it forces our gaze to rise and revolve: "The overall spatial effect is overwhelmingly beautiful in its complex interplay of higher and lower elements, of core and ancillary spaces, of clear, dim, and dark zones of lighting". Thus, the aim of Middle and Late Byzantine architecture seems to be the creation of complex interior spaces that issue into multiple domes in the upper levels; these, in exterior view, produce spectacular combinations of round forms that shifting perspectives develop dramatically. The splendid Church of Holy Apostles, built in the time of Justinian and now no longer in existence, is reflected in plan in St. Mark's in Venice, which reproduc-

es it. The original structure of St. Mark's, dating from the eleventh century, is disguised on its lower levels by Romanesque and Gothic additions. But in plan, or from an aerial view, the domes, grouped along a cross of equal arms (the Greek Cross again), make the Byzantine origins of St. Mark's evident at once. The inner masonry shells are covered with swelling, wooden, helmet-like forms sheathed in gilded copper; these forms not only protect the inner domes, but also make an exuberant composition appropriate to this great community church of the proud Venetian republic. Venice was—like Ravenna, some 80 miles to the south—under strong Byzantine influence, despite the independence it had won early in the Middle Ages and preserved for centuries. The interior of St. Mark's is, like its plan, Byzantine in effect, although its great Justinianic scale and intricate syncopation of domed bays are modified slightly by western Romanesque elements. But, its light effects and its rich cycles of mosaics are entirely Byzantine. Byzantine influence was wide-ranging—not only in Italy, but also in the Slavic lands and in the regions of the east into which Islam had expanded. Byzantium brought its script, its religion, and much of its culture to Russia. The "holy" Russia before the revolution of 1917 was largely Byzantine in its traditions and, one might even say, in its mood. Russian architecture, magnificently developed in the Middle Ages, is a brilliant, provincial variation on Byzantine themes. The ecclesiastical architecture of medieval Russia was, at first, strongly under the influence of Constantinople, if not actually produced by Greeks. The church of St. Dmitri at Vladimir is built on the typical plan of a square enclosing a Greek cross and crowned with a single dome on a high drum. The church is of stone—a rare building material in Russia, where brick, stucco, and wood are more usual. Wall spaces, which have few openings, are decorated here with moldings. Some of these, rising unbroken from the ground to the roof, divide the wall into panels; others, much shorter, form blind arcadings. The surface within the arcadings is elaborately carved in low reliefs that are peculiarly well-adapted to stone and are close, in subject matter and form, to Sassanian (Persian) and other western Asiatic carvings. The whole composition of St. Dmitri is a masterpiece of simplicity and compactness, with a classic, monumental dignity. Later structures will develop a colourful complexity of plan and elevation. In Moscow, within the walls of the Kremlin, stands the Cathedral of the Annunciation, which dates from the later fifteenth century. The domed-cross plan of Byzantium here receives a most spirited expansion. The cathedral is built on a square plan with eastern apses; its helmet-like domes, now greatly multiplied, rise in a kind of triumph to the climax of the central unit, which is crowned with the typical Russian bulbous "onion" or "beet" dome. The bright metal caps, peaked with crosses like miniature masts, reflect the moody Russian skies and proclaim, as if in architectural polyphony, the glory of the Orthodox faith.

CHINESE ARCHITECTURE

The modern Chinese building closely resembles its prototype of a thousand years ago. Indeed, the dominating shape of the roof, which gives Chinese architecture much of its specific character, may go back to Chou or Shang times. Even the simple buildings depicted on Han stone carvings reveal a style and a method of construction still basic to China. The essentials consist of a rectangular hall, dominated by a pitched roof with projecting eaves supported by a bracketing system and wooden columns. The walls serve no bearing function but act only as screening elements.

Within this limited formula, the Chinese architect has focused his attention on the superstructure. As early as the Han dynasty, combinations of brackets, impost blocks, and columns were devised to support the weight of massive, tiled roofs. The architects gave animation to the exterior by varying the shapes of the brackets. From these simple beginnings, later architects developed very intricate systems of support. Some brackets were placed parallel to the walls; others reached outward to support a beam or other brackets, until the multiplication of units created a rich pattern of light and shade. The

effect was intensified by decorations in red and gold colour. Function was often subordinated to ornament; complicated bracket systems were sometimes introduced for decoration where only minimal support was required.

On the exterior, the coloristic interplay of the supports formed a pleasing contrast to the uninterrupted sweep of the pitched roof. The overhanging eaves became even wider during the T'ang period, and builders began to turn up the corners. These slightly curving eaves were exaggerated in later buildings, especially in south China, where they produced a riotous fantasy of upswept lines. But in most areas, the gentle curves of the roofs give an air of grace to the otherwise severe rectangular form and rigid symmetry that were imposed by the plans of the buildings. The style was imported by Japan along with Buddhism, and the Phoenix Hall of the Byodoin temple at Ujiyamada, Japan may serve as a good example. For centuries, the orientation of buildings, even of whole cities, had been ordered on a strict north-south axis. Houses, palaces, temples, and official buildings all fell within one formal pattern. Even the seeming randomness of the varied bridges and pavilions in the informal gardens was carefully devised.

Buddhist architecture contributed a specific form—the *pagoda*—which, to many, has become a symbol of China. These pagoda towers, which dot the countryside and seem so native to the land, were derived from the Indian stupa. Most of the wooden pagodas, with their multiplicity of winged eaves, bear little resemblance to the solid domes of Sanchi or Amaravati; but their origin, like that of the Chinese Buddha, is to be found in Gandhara, where terraced and towering variants of the stupa had once impressed Chinese pilgrims with their grandeur. So quickly was the stupa structure assimilated by the Chinese that even the earliest pagodas (sixth to eighth century) show only a few traces of their Indian origin. In the Chinese wooden idiom, all that remained of the Indian stupa were the yasti and parasols, which crowned that structure. Instead of a circular plan, the Chinese preferred a four-, six-, or eight-sided one, and storey was piled on storey to form towers as high as 300 feet. Each storey was marked by its own projecting eaves, the curved lines of which soared into the sky.

DOMESTIC JAPANESE ARCHITECTURE

Until recently, the Japanese home—modest or pretentious—has been designed according to basically the same structural and esthetic principles that apply to the teahouse or the Katsura Palace. The traditional Japanese dwelling almost invariably is intimately related to the land around it, and, wherever possible, it is set in a garden closed off by a bamboo fence (a thing of beauty in itself), providing a sense of privacy and intimacy in even the most crowded environment. The structure is essentially a series of posts supporting a roof. The walls, which are screens rather than supports, slide open from one room into another or onto the outside. Space is treated as continuous yet harmoniously divisible—a concept that revolutionized architectural theory in the West. Uniformity and harmony of proportions are achieved by the use of the conventional straw mat (*tatami*) as a module. Its dimensions (3 feet by 6 feet) determine most measurements of both the plan and the elevation of the house, so that many of its structural elements can be prefabricated—another feature highly appreciated by Western architects.

In the traditional Japanese house, there is no furniture, except for some low tables and cushions (bedding is rolled up and kept in closets during the day). The various rooms of the house have no specific functions and can be used for any and all purposes. The main room, in which guests are received, is identified by the tokonoma, where works of art from the owner's collection are displayed one at a time. Quite unlike Western collectors, who tend to convert their homes into museums by displaying all of their objects together, their Japanese counterparts rotate the works in their collections, showing a single work in the tokonoma to suit season or mood—an attitude that conforms with the simplicity and architectural understatement of the traditional Japanese dwelling.

TYPES OF BUILDINGS

Buildings can be categorized into three main types based on their usage: residential, commercial, and industrial. Each type of building serves a different purpose and has unique features.

Residential buildings are designed for people to live in. They can be single-family homes or residential apartments. The building in the image above is J Park by Aashish Group and if you are looking for **flats in Jaipur** then you should definitely check it out once. These buildings are typically built with comfort and privacy in mind. They often feature amenities such as kitchens, bathrooms, and living areas. Residential buildings can be made of a variety of materials, including wood, brick, steel, and concrete. At Dhinwa Construction & Engineering, we specialize in **constructing high-rise residential buildings** and our past projects are a testament to our expertise in the construction industry.

Commercial buildings are designed for businesses to operate in. They can be office buildings, retail stores, or restaurants. These buildings are typically built with functionality and accessibility in mind. They often feature large open spaces, multiple floors, and parking areas. Commercial buildings can be made of a variety of materials, including steel, glass, and concrete. Over the years, **we have worked** on the construction of a number of commercial buildings and thus when it comes to building them, we are among the very few who can actually construct and deliver a commercial building within your budget and stipulated time.

Industrial buildings are designed for manufacturing and production. They can be factories, warehouses, or distribution centers. These buildings are typically built with durability and efficiency in mind. They often feature large open spaces, high ceilings, and loading docks. Industrial buildings can be made of a variety of materials, including steel, concrete, and corrugated metal. If you are looking for a construction contractor with **expertise in building factories**, you should definitely **get in touch** with our team of experts.

When it comes to building design, there are several architectural styles that have emerged over the years. Each style has its unique features and characteristics that set it apart from the others. In this section, we will explore three of the most popular architectural styles: Traditional Architecture, Modern Architecture, and Postmodern Architecture.

Traditional architecture refers to the building styles that were prevalent before the 20th century. These buildings are characterized by their decorated designs, intricate details, and use of natural materials such as stone, wood, and clay. Traditional architecture is often associated with historical buildings, such as castles, cathedrals, and palaces. Indian temples such as **Brihadeeswarar Temple**, and **Konark Sun Temple** are excellent examples of traditional architecture.

Modern architecture emerged in the early 20th century and is characterized by its clean lines, simple forms, and use of new materials such as steel, concrete, and glass. Modern architects believed that buildings should be functional and practical, and they often used innovative construction techniques to achieve this goal. The **Lotus Temple in Delhi** is a great example of modern architecture.

Postmodern architecture emerged in the late 20th century and is characterized by its extensive mix of styles, colors, and materials. Postmodern architects rejected the idea that buildings should be uniform and instead embraced the idea of creating buildings that were unique and individual. Postmodern architecture often incorporates elements from other architectural styles, such as classical columns, and combines them in unexpected ways. The **Jawahar Kala Kendra in Jaipur** and **Cybertecture Egg** building in Mumbai epitomize the post-modern architecture in India.

At **Dhinwa Construction & Engineering**, we merge the elements of modern and postmodern architecture in such a way that not only, our buildings bring on the modern-day touch but also, deliver it at a value that our clients love. Our past projects are great examples of that.

In conclusion, understanding the different architectural styles is essential for anyone interested in building design. By knowing the unique features and characteristics of each style, architects can create buildings that are not only functional but also aesthetically pleasing.

Wooden structures have been used for centuries as a building material due to their availability and ease of use. Wood is a renewable resource and is widely used for residential construction. Wooden structures are popular in areas with a lot of trees and can be used for various purposes, including homes, barns, and sheds.

Wooden structures can be built using different types of wood, including pine, cedar, and oak. Pine is the most commonly used wood for building wooden structures due to its affordability and availability. Cedar and oak are more expensive but are more durable and resistant to rot and insect infestations.

Concrete is a popular building material due to its strength and durability. Concrete buildings can withstand harsh weather conditions and are resistant to fire and pests. They are commonly used for commercial and industrial buildings, including warehouses, factories, and office buildings.

Concrete buildings are constructed using steel-reinforced concrete, which consists of concrete and steel bars or mesh. The steel provides additional strength and support to the concrete. Also, reduces the possibility of having **cracks in the building**.

3. РАЗДЕЛ КОНТРОЛЯ ЗНАНИЙ

3.1. ВИДЫ КОНТРОЛЯ

3.1.1. 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;

3.1.2. РУБЕЖНЫЙ КОНТРОЛЬ

Для рубежного контроля знаний студентам предлагаются следующие виды работ:

- выполнение итоговых упражнений по окончании прохождения тем 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.

3.1.3. 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.

3.1.4. ТЕКУЩАЯ АТТЕСТАЦИЯ

ДОПОЛНЕНИЯ И ИЗМЕНЕНИЯ К УЧЕБНОЙ ПРОГРАММЕ

Регистрационный № УД-23-1-019/уч. от 23.06.2023

Иностранный язык (английский)

для специальностей:

7-07-0731-01 Архитектура

7-07-0731-02 Архитектурный дизайн

6-05-0732-02 Экспертиза и управление недвижимостью

7-07-0732-01 Строительство зданий и сооружений (*профилизация – Автомобильные дороги*)

7-07-0732-01 Строительство зданий и сооружений (*профилизация – Производство строительных изделий и конструкций*)

7-07-0732-01 Строительство зданий и сооружений (*профилизация – Промышленное и гражданское строительство*)

(дневная форма получения высшего образования)

(заочная форма получения высшего образования)

(заочная форма получения высшего образования, интегрированного со средним специальным образованием)

на 2024-2025 учебный год

№ п/п	Дополнения и изменения	Основание
	Для всех специальностей дневной формы получения высшего образования: Внести в пп. 3.2.1 пункта 3.2 раздела 3 «Информационно-методическая часть» сведения о текущей и промежуточной аттестации (информация прилагается).	Постановление Министерства образования Республики Беларусь от 13.10.2023 № 319 «Правила проведения аттестации студентов, курсантов, слушателей при освоении содержания образовательных программ высшего образования»
	Для специальности 7-07-0732-01 Строительство зданий и сооружений (профилизация – Промышленное и гражданское строительство) заочной формы получения высшего образования: Внести в пп. 3.2.2 пункта 3.2 раздела 3 «Информационно-методическая часть»: – текущая и промежуточная аттестации для данной специальности не предусмотрены.	Постановление Министерства образования Республики Беларусь от 13.10.2023 № 319 «Правила проведения аттестации студентов, курсантов, слушателей при освоении содержания образовательных программ высшего образования»
	Для специальности 7-07-0732-01 Строительство зданий и сооружений (профилизация – Промышленное и гражданское строительство) заочной формы получения высшего образования, интегрированного со средним специальным образованием: Внести в пп. 3.2.2 пункта 3.2 раздела 3 «Информационно-методическая часть»: – текущая и промежуточная аттестации для данной специальности не предусмотрены.	Постановление Министерства образования Республики Беларусь от 13.10.2023 № 319 «Правила проведения аттестации студентов, курсантов, слушателей при освоении содержания образовательных программ высшего образования»

	<p>Для дневной формы получения высшего образования:</p> <p>Добавить в учебную программу следующие специальности:</p> <p>1) 7-07-0732-01 Строительство зданий и сооружений (профилизация – Автомобильные дороги и объекты транспортной инфраструктуры). Занятия вести согласно смежной специальности 7-07-0732-01 Строительство зданий и сооружений (профилизация – Автомобильные дороги);</p> <p>2) 7-07-0732-01 Строительство зданий и сооружений (профилизация – Эффективные строительные технологии). Занятия вести согласно смежной специальности 7-07-0732-01 Строительство зданий и сооружений (профилизация – Производство строительных изделий и конструкций);</p> <p>3) 7-07-0732-01 Строительство зданий и сооружений (профилизация – Строительство и гражданская инженерия). Занятия вести согласно смежной специальности 7-07-0732-01 Строительство зданий и сооружений (профилизация – Промышленное и гражданское строительство);</p> <p>4) 7-07-0732-01 Строительство зданий и сооружений (профилизация – Цифровое моделирование и проектирование в строительстве). Занятия вести согласно смежной специальности 7-07-0732-01 Строительство зданий и сооружений (профилизация – Промышленное и гражданское строительство).</p>	<p>Набор студентов на новые специальности в 2024 году.</p>
	<p>Для заочной формы получения высшего образования:</p> <p>Добавить в учебную программу следующую специальность:</p> <p>1) 7-07-0732-01 Строительство зданий и сооружений (профилизация – Строительство и гражданская инженерия). Занятия вести согласно смежной специальности 7-07-0732-01 Строительство зданий и сооружений (профилизация – Промышленное и гражданское строительство).</p>	<p>Набор студентов на новую специальность в 2024 году.</p>
	<p>Для заочной формы получения высшего образования, интегрированного со средним специальным образованием:</p> <p>Добавить в учебную программу следующие специальности:</p> <p>1) 7-07-0732-01 Строительство зданий и сооружений (профилизация – Строительство и гражданская инженерия). Занятия вести согласно смежной специальности 7-07-0732-01 Строительство зданий и сооружений (профилизация – Промышленное и гражданское строительство);</p> <p>2) 7-07-0732-01 Строительство зданий и сооружений (профилизация – Автомобильные дороги и объекты транспортной инфраструктуры). Занятия вести согласно смежной специальности 7-07-0732-01 Строительство зданий и сооружений (профилизация – Промышленное и гражданское строительство).</p>	<p>Набор студентов на новые специальности в 2024 году.</p>

3.1.5. ИТОГОВЫЙ КОНТРОЛЬ

Форма итогового контроля знаний студентов в 1 семестре – **зачет**.

Зачет состоит из:

- обязательной зачетной лексико-грамматической контрольной работы или компьютерного тестирования;
- сдачи внеаудиторного чтения в полном объеме;
- работы в семестре, предусматривающей выполнение студентом всех требований к практическим занятиям.

Форма итогового контроля знаний студентов во 2 семестре – **экзамен**.

Структура экзамена:

1. Письменный перевод на русский язык отрывка текста экономического содержания со словарем. Объем текста – 1200–1400 печатных знаков. Время подготовки – 45 минут.
2. Передача содержания текста экономического содержания на иностранном языке (объем текста 1000–1200 п. зн.).
3. Монологическое высказывание по одной из тем социально-культурного и бытового общения за весь курс обучения.

На зачете и на экзамене проверяется практическое владение иностранным языком в объеме требований программы по каждому этапу обучения.

Курсовая работа учебным планом не предусмотрена.

3.2. ТЕСТЫ И КОНТРОЛЬНЫЕ РАБОТЫ

3.2.1. АНГЛИЙСКИЙ ЯЗЫК

ОБРАЗЦЫ ЛЕКСИКО-ГРАММАТИЧЕСКИХ ТЕСТОВ

GRAMMAR TESTS

NOUNS AND ARTICLES

I. Choose the proper variant.

1. I used to wear ... when I went to school.

- a) this glasses
- b) these glasses

2. We should protect ... from pollution.

- a) the environment
- b) environment
- c) an environment

3. Judy goes to ... by bus.

- a) work
- b) a work
- c) the work

4. I saw you yesterday playing

- a) tennis
- b) a tennis
- c) the tennis

5. Nigel opened a drawer and took out

- a) photos
- b) a photos
- c) some photos

6. Did you learn to play ... ?

- a) violin
- b) a violin
- c) the violin

7. I need to buy ...

- a) a bread
- b) a loaf bread
- c) a loaf of bread
- d) breads

8. I was watching TV at home when suddenly ... rang.
a) a doorbell
b) an doorbell
c) doorbell
d) the doorbell
9. Most of the stories that people tell about ... aren't true.
a) an Irish
b) the Irish
c) Irish
d) a Irish
10. Why are you listening to ... music.
a) so terrible
b) such terrible
c) such a terrible

PRONOUNS

I. Choose the proper variant.

- 1) When I rang Jane some time last week, she said she was busy ... day.
a) that
b) the
c) this
- 2) There's ... use in complaining. They probably won't do anything about it.
a) a few
b) a little
c) few
d) little
- 3) It's a nice house but there's ... garden.
a) no
b) any
c) the
- 4) I like ... classical music but not all.
a) most
b) some
c) no
- 5) I have hardly ... spare time.
a) no
b) some
c) any
6. Have you had enough to eat, or would you like something ...?

- a) another
- b) else
- c) new
- d) other

7. I can't go out with you. I haven't got to wear.

- a) anything
- b) something
- c) nothing

8. Everyone enjoyed ... at the picnic.

- a) themselves
- b) themself
- c) himself

9. Have you read ... interesting lately?

- a) something
- b) any
- c) anything

10. I can't see my glasses ...?

- a) anywhere
- b) nowhere
- c) somewhere

VERBS

I. Choose the proper variant.

1. This isn't my first visit to London. I ... here before.

- a) I'm
- b) I've been
- c) I was

2. I've got my key. I found it when ... for something else.

- a) I looked
- b) I've looked
- c) I was looking

3. Sorry, I can't stop now.... to an important meeting.

- a) I go
- b) I'm going
- c) I've gone

4. When Michael ... the car, he took it out for a drive.

- a) had repaired
- b) has repaired
- c) repaired

d) was repairing

5. the form? – No, not quite.

- a) Did you fill in
- b) Have you filled in
- c) Had you filled in

6. I ... you twice yesterday.

- a) have phoned
- b) had phoned
- c) phoned

7. When I got home the children ... their homework.

- a) were doing
- b) was doing
- c) did

8. How long ... married?

- a) have they been
- b) did they be
- c) do they be

9. When I was 14 years old I ... in for tennis.

- a) I go
- b) I was going
- c) I went

10. Who ... my scarf? It looks a bit dirty.

- a) had been wearing
- b) had worn
- c) has been wearing
- d) wore

MODAL VERBS

I. Choose the proper variant.

1. I... get Sophie on the phone.I've been trying all afternoon.

- a) may not
- b) must not
- c) can not

2. ... I have more pie, please?

- a) Could

- b) Shall
- c) Will
- d) Would

3. The children are sleeping. We ... make a noise.

- a) couldn't
- b) mustn't
- c) needn't
- d) wouldn't

4. ... you like to go out with us?

- a) Do
- b) Should
- c) Will
- d) Would

5. I'm quite happy to walk. You... drive me home.

- a) don't
- b) haven't
- c) mustn't
- d) needn't

6. It's rather late. I think you ... better go.

- a) had
- b) have
- c) should
- d) would

7. The chemist's was open, so luckily I ... buy some aspirin.

- a) can
- b) can't
- c) did can
- d) was able to

8. ... you please tell me the way to Trafalgar Square?

- a) Could
- b) Shall
- c) Would

9. What ... I do to improve my speech habits?

- a) shall
- b) must
- c) need

10. You ... have kept yourself under control.

- a) must
- b) had to
- c) might

I. Choose the proper variant.

1. My brother is four years ... than me.
 - a) older
 - b) elder
 - c) more elder

2. They lived in a ... house.
 - a) modern wonderful brick
 - b) wonderful modern brick
 - c) brick modern wonderful

3. This government has taken some measures to solve the problems of
 - a) the poor
 - b) the poor people
 - c) poor

4. I'm pleased the plan worked so
 - a) good
 - b) goodly
 - c) well

5. They performed the experiment
 - a) scientifically
 - b) scientific

6. I'm getting
 - a) angry
 - b) angrily

7. We ... missed the train.
 - a) mostly
 - b) near
 - c) nearest
 - d) nearly

8. My new job is great. I like it ... better than my old one.
 - a) more
 - b) most
 - c) much
 - d) very

9. The people here are ... than I expected.
 - a) more nice
 - b) most nice

- c) nicer
- d) nicest

10. In fact I feel a ... depressed about it sometimes.

- a) piece
- b) bit
- c) quite
- d) slightly

INFINITIVE AND GERUND

I. Choose the proper variant.

1. I'm thinking ... my job.

- a) to change
- b) of changing
- c) about changing

2. Try ...late.

- a) not to be
- b) don't be
- c) not be

3. She lets her daughter ... very late.

- a) to stay up
- b) stay up
- c) staying up

4. He was made ... back the money?

- a) to pay
- b) pay
- c) paying

5. They enjoyed

- a) to dance
- b) dancing
- c) dance

6. I want her ... happy.

- a) be
- b) to be
- c) being

7. She's nice... .

- a) to talk to her
- b) to talk to
- c) talking to her

8. This form is ... ink.

- a) to fill in
- b) to be filled in
- c) to filled in

9. I sat down

- a) to rest
- b) for resting
- c) for to rest

10. She's good at

- a) sing
- b) signing
- c) to sing

PREPOSITIONS

I. Choose the proper variant.

1. He saved money ... giving up cigarettes.

- a) by
- b) of
- c) with

2. Let's go and have coffee ... Marcel's.

- a) to
- b) at
- c) in

3. She looks much younger ... this photo.

- a) at
- b) on
- c) in

4. See you

- a) next Friday
- b) on next Friday
- c) at next Friday

5. Jill is the person I'm angry

- a) at
- b) about
- c) with

6. There was a fall ... 10 per cent in prices.

- a) at
- b) of
- c) in
- d) by

7. The bus journey costs more now. They've put the fares

- a) up
- b) down
- c) out
- d) over

8. I'm going to be late ... the meeting.

- a) at
- b) for
- c) in
- d) to

9. It's late. How much longer are you going to go ... working?

- a) along
- b) through
- c) on
- d) with

10. My shoes are dirty. I'd better take them ... before I come in.

- a) away
- b) off
- c) through
- d) with

3.3. Критерии оценивания работы студентов

1. Оценка перевода.

Уровни	Баллы	Чтение
I. Низкий (рецептивный)	0	Отсутствие перевода или отказ от него
	1	Перевод текста на уровне отдельных словосочетаний и предложений при проявлении усилий и мотивации.
	2	Неполный перевод текста (менее 90 %). Допускаются грубые искажения в передаче содержания. Отсутствует правильная передача характерных особенностей стиля переводимого текста.
II. Удовлетворительный (рецептивно-репродуктивный)	3	Неполный перевод (90 %). Допускаются грубые смысловые и терминологические искажения. Нарушается правильность передачи характерных особенностей стиля переводимого текста.
	4	Полный перевод. Допускаются грубые терминологические искажения. Нарушается правильность передачи характерных особенностей стиля переводимого текста.
III. Средний (репродуктивно-продуктивный)	5	Полный перевод. Допускаются незначительные искажения смысла и терминологии. Не нарушается правильность передачи стиля переводимого текста.
	6	Полный перевод. Отсутствуют смысловые искажения. Допускаются незначительные терминологические искажения. Нарушается правильность передачи характерных особенностей стиля переводимого текста
IV. Достаточный (продуктивный)	7	Полный перевод. Соблюдается точность передачи содержания. Отсутствуют терминологические искажения. Допускаются незначительные нарушения характерных особенностей стиля переводимого текста.
	8	Полный перевод. Отсутствуют смысловые и терминологические искажения. В основном соблюдается правильная передача характерных особенностей стиля переводимого текста.
V. Высокий (продуктивный, творческий)	9	Полный перевод. Отсутствуют смысловые и терминологические искажения. Правильная передача характерных особенностей стиля переводимого текста.
	10	Полный перевод. Отсутствуют смысловые и терминологические искажения. Творческий подход к передаче характерных особенностей стиля переводимого текста.

2. Оценка понимания при чтении. Показатели оценки чтения.

Уровни	Балл	Чтение
I. Низкий (рецептивный)	0	Отсутствие ответа или отказ от ответа.
	1	Понимание менее 30% основных фактов и смысловых связей между ними.
	2	Понимание 30% основных фактов и смысловых связей между ними.

II. Удовлетворительный (рецептивно-репродуктивный)	3	Понимание менее 50% основных фактов и смысловых связей между ними.
	4	Понимание 50% основных фактов текста и смысловых связей между ними.
III. Средний (репродуктивно-продуктивный)	5	Понимание большинства основных фактов текста, смысловых связей между ними и отдельных деталей текста.
	6	Понимание всех основных фактов текста, смысловых связей между ними и 50% деталей текста.
IV. Достаточный (продуктивный)	7	Понимание всех основных фактов текста, смысловых связей между ними и 70% деталей текста.
	8	Понимание всех основных фактов текста, смысловых связей между ними и 80% деталей текста.
V. Высокий (продуктивный, творческий)	9	Понимание всех основных фактов текста, смысловых связей между ними и 90% деталей текста.
	10	100-процентное понимание основных фактов текста, смысловых связей между ними и деталей текста.

3. Оценка письменных текстов.

100% – 95% правильных ответов	10 баллов
94,8% – 90% правильных ответов	9 баллов
89,6% – 83% правильных ответов	8 баллов
82,6% – 75% правильных ответов	7 баллов
74,6% – 65% правильных ответов	6 баллов
64,7% – 50% правильных ответов	5 баллов
49,7% – 35% правильных ответов	4 балла
34,7% – 20% правильных ответов	3 балла
19,7% – 10% правильных ответов	2 балла
9,7% – 1,8% правильных ответов	1 балл
1,4% – 0% правильных ответов	0 баллов

Наименьшая положительная оценка – 4 балла – выставляется при правильном выполнении не менее 2/3 заданий. Отсутствие работы или отказ от выполнения соответствуют оценке 0 баллов.

В курсе используется рейтинговая система обучения. Основная идея этой системы – повышение творческого начала всех участников педагогического процесса, максимальная индивидуализация обучения, резкая интенсификация и активизация самостоятельной работы студентов, прежде всего, на основе принципа интегральной многобалльной рейтинговой оценки знаний. Балл рейтинга состоит из суммы баллов за посещение практических занятий, активное участие на занятиях, выполнение домашних заданий, творческий подход к выполнению заданий, письменный перевод текстов, сдачу устных тем, участие в СНК, зачет/экзамен.

4. ВСПОМОГАТЕЛЬНЫЙ РАЗДЕЛ

4.1. СЛОВАРИ

РАБОТА С ОБЩИМ СЛОВАРЕМ

Чтобы избежать трудности при нахождении в словаре отдельных слов, устойчивых словосочетаний, идиоматических выражений, определить исходную форму слова необходимо соблюдать последовательность работы с общим словарем:

1. ознакомление с разными типами словарей;
2. повторение алфавита и упражнений, связанных с расположением слов;
3. разъяснение значений помет и определение характера слов;
4. перевод сложных существительных;
5. перевод сложных прилагательных;
6. перевод фразеологических сочетаний;
7. перевод идиоматических выражений;
8. перевод слов, которые не помещены в словаре. Следует иметь в виду, что существуют общие словари с различной численностью слов. В общих словарях приводятся общеупотребительные слова.

Кроме того, существуют технические словари и словари по разным отраслям знаний, в которых можно отыскать необходимые термины.

ЗНАКОМСТВО СО СТРУКТУРОЙ СЛОВАРЯ.

1. Необходимо знать объём словаря;
2. Где находится в словаре алфавит;
3. Краткий фонетический справочник (правила чтения);
4. Транскрипционные и условные знаки;
5. Необходимо ознакомиться с приложениями к словарю (сокращения, географические названия, таблица неправильных глаголов) и уметь пользоваться ими.
6. Знать закономерности словообразования, а именно
 - а) лексический запас языка растёт с помощью приставок;
 - б) буквы Q, X, Y - заимствованные и потому малопродуктивны;

КАК ПОЛЬЗОВАТЬСЯ АНГЛО-РУССКИМ СЛОВАРЁМ.

Все английские слова расположены в алфавитном порядке.

Каждое слово (в том числе и сложное слово, пишущееся через дефис или раздельно) со всем относящимся к нему материалом образует самостоятельную словарную статью.

При словах иностранного происхождения, сохранивших своё написание и иногда произношение, как, например, fiancée, sou и т.п., даётся указание на происхождение слова (фр., нем., лат. и т.п.)

Все слова даны в английском написании. Американский вариант приводится самостоятельным словом по алфавиту, со ссылкой на английский вариант. Все заглавные слова снабжены фонетической транскрипцией, которая ставится непосредственно после самого слова. Произношение даётся по системе Международной фонетической транскрипции.

За основу произносительной нормы берётся первый вариант слова, поскольку

ку он обычно является наиболее употребительным.

Каждое заглавное английское слово снабжается грамматической характеристикой в виде аббревиатуры n,a,v и т.п., а также фонетической транскрипцией. Дополнительные грамматические сведения (например, refl., pass. и т.п.) даются после указания части речи или после цифры, если они относятся лишь к данному значению.

Специальные термины, когда это необходимо, снабжаются условными сокращениями (тех., воен. и т.п.). Разговорные выражения, американизмы и т.п. во всех случаях помечаются условными сокращениями (разг., амер. и т.п.). После знака \diamond (ромб) приводятся идиомы, устойчивые сочетания поговорки и пословицы. Неправильно образующиеся формы глаголов, степени сравнения прилагательных или наречий и множественного числа имён существительных приводятся в скобках непосредственно после грамматической аббревиатуры, например:

go (went;gone)
bad (worse;worst)
mouse (pl. mice)

Отдельными приложениями даны:

- Список личных имён,
- Список географических названий,
- Список наиболее употребительных английских сокращений.

4.2. УЧЕБНАЯ ПРОГРАММА ДИСЦИПЛИНЫ

4.2.1. АНГЛИЙСКИЙ ЯЗЫК

Р-1 2023

Учреждение образования
«Брестский государственный технический университет»

УТВЕРЖДАЮ

Первый проректор БрГТУ
М.В.Нерода

23.06 2023

Регистрационный № УД- 23-1-018 /уч.

Иностранный язык (английский)

Учебная программа учреждения высшего образования по учебной дисциплине
для специальностей:

- А 7-07-0731-01 Архитектура (Ф)
- АФ 7-07-0731-02 Архитектурный дизайн (Ф)
- Н 6-05-0732-02 Экспертиза и управление недвижимостью (Ф)
- Ф 7-07-0732-01 Строительство зданий и сооружений (профилизация –
Автомобильные дороги) (Ф)
- СТ 7-07-0732-01 Строительство зданий и сооружений (профилизация –
Производство строительных изделий и конструкций) (Ф)
- П 7-07-0732-01 Строительство зданий и сооружений (профилизация –
Промышленное и гражданское строительство) (Ф), (З), (Зс)

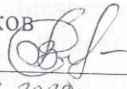
2023 г.


Учебная программа составлена на основе учебных планов, разработанных на основе типовых учебных планов, для специальности «Архитектура» (утвержденного Министерством образования Республики Беларусь 15.02.2023, регистрационный № 7-07-07-010/пр.), для специальности «Архитектурный дизайн» (утвержденного Министерством образования Республики Беларусь 15.02.2023, регистрационный № 7-07-07-011/пр.), для специальности «Экспертиза и управление недвижимостью» (утвержденного Министерством образования Республики Беларусь 15.02.2023, регистрационный № 6-05-07-055/пр.), для специальности «Строительство зданий и сооружений» (утвержденного Министерством образования Республики Беларусь 13.02.2023, регистрационный № 7-07-07-009/пр.), с учетом типовой учебной программы «Иностранный язык», утвержденной Министерством образования Республики Беларусь 15.04.2008, регистрационный № ТД-СГ.013/тип.

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Председатель методической комиссии  В.И.Юськович
(протокол № 06 от 31.05.2023);

Научно-методическим советом БрГТУ
(протокол № 6 от 23.06.2023);

Специальность по ОУП Борисов ЮН ВУ

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 разработана на основе Концепции обучения иностранным языкам в системе непрерывного образования Республики Беларусь, концепции языкового образования, а также с учетом типовой учебной программы для высших учебных заведений № ТД-СГ.013/тип. от 15.04.2008, и указанными в ней нормативными документами.

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.

Языковая компетенция – совокупность языковых средств.

Речевая компетенция – совокупность навыков и умений речевой деятельности (говорение, письмо, аудирование, чтение), знание норм речевого поведения, способность использовать языковые средства в связной речи в соответствии с ситуацией общения.

Социокультурная компетенция – совокупность знаний о национально-культурной специфике стран изучаемого языка и связанных с этим умений корректно строить свое речевое и неречевое поведение.

Компенсаторная компетенция – совокупность умений использовать дополнительные вербальные средства и невербальные способы решения коммуникативных задач в условиях дефицита имеющихся языковых средств.

Учебно-познавательная компетенция – совокупность общих и специальных учебных умений, необходимых для осуществления самостоятельной деятельности по овладению иностранным языком.

Достижение главной цели предполагает овладение иноязычным общением в единстве всех его компетенций, функций и форм, что осуществляется посредством взаимосвязанного обучения всем видам речевой деятельности, а также овладения технологиями языкового самообразования.

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 учебной дисциплины «Иностранный язык (английский)» у студентов формируются следующие универсальные компетенции:

УК-3. Осуществлять коммуникации, в том числе на иностранном языке, для решения задач межличностного, профессионального и межкультурного взаимодействия.

В результате изучения дисциплины студент должен:

ЗНАТЬ:

8) особенности системы изучаемого иностранного языка в его фонетическом, лексическом и грамматическом аспектах;

9) социокультурные нормы бытового и делового общения в современном поликультурном мире;

10) историю и культуру страны изучаемого языка;

11) основные формы культурной коммуникации;

УМЕТЬ:

12) вести общение профессионального и социокультурного характера на иностранном языке;

13) читать литературу на иностранном языке по профилю обучения;

14) использовать иностранный язык в качестве инструмента профессиональной деятельности: перевод, реферирование и аннотирование профессионально ориентированных и научных текстов, выступление с публичной речью, составление деловой документации;

ВЛАДЕТЬ:

15) навыками чтения и перевода со словарем иностранной литературы по профилю обучения;

16) навыками устной речи на иностранном языке на повседневные темы и по профилю обучения;

17) навыками делового письма на иностранном языке по профилю обучения.

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		
7-07-0731-01	Архитектура	1	2	120	3	68	–	–	68	–	–	зачет
		2	3	72	2	30	–	–	30	–	–	зачет
7-07-0731-02	Архитектурный дизайн	1	1	120	3	68	–	–	68	–	–	зачет
		1	2	72	2	34	–	–	34	–	–	экзамен
6-05-0732-02	Экспертиза и управление недвижимостью	1	1	110	3	50	–	–	50	–	–	зачет
		1	2	110	3	50	–	–	50	–	–	экзамен
7-07-0732-01	Строительство зданий и сооружений (профилизация – Автомобильные дороги)	1	1	100	3	50	–	–	50	–	–	зачет
		1	2	100	3	50	–	–	50	–	–	экзамен
7-07-0732-01	Строительство зданий и сооружений (профилизация – Производство строительных изделий и конструкций)	1	1	100	3	50	–	–	50	–	–	зачет
		1	2	100	3	50	–	–	50	–	–	экзамен
7-07-0732-01	Строительство зданий и сооружений (профилизация – Промышленное и гражданское строительство)	1	1	100	3	50	–	–	50	–	–	зачет
		1	2	100	3	50	–	–	50	–	–	экзамен

**План учебной дисциплины для заочной 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		
7-07-0732-01	Строительство зданий и сооружений (профилизация – Промышленное и гражданское строительство)	1	1	100	3	10	–	–	10	–	–	зачет
		1	2	100	3	10	–	–	10	–	–	экзамен

**План учебной дисциплины для заочной формы получения высшего образования,
интегрированного со средним специальным образованием**

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		
7-07-0732-01	Строительство зданий и сооружений (профилизация – Промышленное и гражданское строительство)	1	1	100	3	10	–	–	10	–	–	зачет
		1	2	100	3	10	–	–	10	–	–	экзамен

1. СОДЕРЖАНИЕ УЧЕБНОГО МАТЕРИАЛА

1.1. ДЛЯ СПЕЦИАЛЬНОСТЕЙ «АРХИТЕКТУРА», «АРХИТЕКТУРНЫЙ ДИЗАЙН» (для дневной формы получения высшего образования:

МОДУЛЬ 1. Социально-бытового и социокультурного общения.

ТЕМА 1.1. Учеба в вузе – новый этап в моей жизни:

Изучающее чтение: Новый этап в моей жизни.

Грамматический материал: местоимения: личные, притяжательные, возвратные, указательные

Ознакомительное чтение: 1) Мой рабочий день. 2) Мой выходной день.

Беседа по УТ «Новый этап в моей жизни».

ТЕМА 1.2. БрГТУ в системе высшего инженерного образования Республики Беларусь:

Изучающее чтение: Брестский государственный технический университет.

Грамматический материал: глагол, спряжение глаголов to be, to have в Present, Past, Future Indefinite. оборот there + to be.

Ознакомительное чтение: 1) Английские университеты. 2) Оксфорд и Кембридж. 3) Высшее образование в Великобритании.

Беседа по УТ «БрГТУ в системе высшего образования Беларуси».

ТЕМА 1.3. Республика Беларусь в современном мире:

Изучающее чтение: Республика, в которой я живу.

Грамматический материал: глагол, времена группы Indefinite (Present, Past, Future) действительного залога.

Ознакомительное чтение: Мой родной город.

Беседа по УТ «Республика Беларусь в современном мире».

ТЕМА 1.4. Социально-политический портрет Великобритании:

Изучающее чтение: Что я знаю о стране изучаемого языка.

Грамматический материал: глагол, времена группы Continuous (Present, Past, Future) действительного залога.

Ознакомительное чтение: 1) Соединённое Королевство. 2) Лондон. 3) Британский музей.

Беседа по УТ «Социально-политический портрет Великобритании».

МОДУЛЬ 2. Модуль профессионального общения.

ТЕМА 2.1. Моя будущая профессия / специальность и ее значение в экономическом развитии Республики Беларусь:

Изучающее чтение: Инженерное искусство.

Грамматический материал: глагол: времена группы Perfect (Present, Past, Future) действительного залога.

Ознакомительное чтение: Будущее профессии инженера.

Беседа по УТ «Моя будущая профессия / специальность».

ТЕМА 2.2

. Основные архитектурные этапы:

Изучающее чтение: 1) Египетская архитектура. 2) Греческая архитектура. 3) Римская архитектура. 4) Византийская архитектура. 5) Готический стиль.

Грамматический материал: глагол: Модальные глаголы.

Ознакомительное чтение: 1) Ренессанс. 2) Период Барокко. 3) Неоклассицизм.

4) Архитектура 19 века, 5) Архитектура 20 века

ТЕМА 2.3. Здание и его элементы:

Изучающее чтение: 1) Виды зданий. 2) Китайская архитектура. 3) Японская архитектура.

Грамматический материал: имя прилагательное и наречие: степени сравнения.

Ознакомительное чтение: 1) Древний Иран, 2) Архитектура позднего византийского периода.

1.2. ДЛЯ СПЕЦИАЛЬНОСТИ «ЭКСПЕРТИЗА И УПРАВЛЕНИЕ НЕДВИЖИМОСТЬЮ» (для дневной формы получения высшего образования:

МОДУЛЬ 1. Социально-бытового и социокультурного общения.

ТЕМА 1.1. Новый этап в моей жизни:

Изучающее чтение: Студенческая жизнь – новый этап в моей жизни.

Ознакомительное чтение: Рабочий день студента.

Грамматика: имя существительное, множественное число имён существительных, притяжательный падеж; артикль; артикль с именами собственными.

ТЕМА 1.2. БрГТУ в системе высшего образования Республики Беларусь:

Изучающее чтение: БрГТУ в системе высшего образования Республики Беларусь.

Ознакомительное чтение: 1) Высшее образование в Великобритании. 2) Британские университеты.

Грамматика: местоимения, притяжательные местоимения, much/many, (a) little/(a) few, some/any/no; имя числительное.

ТЕМА 1.3. Республика Беларусь в современном мире:

Изучающее чтение: Республика, в которой я живу.

Ознакомительное чтение: 1) Мой родной город. 2) Праздники Беларуси.

Грамматика: имя прилагательное, наречие, образование и употребление, степени сравнения, сравнительные конструкции.

ТЕМА 1.4. Социально-политический портрет Великобритании:

Изучающее чтение: Что я знаю о стране изучаемого языка.

Ознакомительное чтение: 1) Соединенное Королевство. 2) Соединенные Штаты Америки.

Грамматика: видо-временные формы глагола, спряжение глаголов to be, to have в Present, Past, Future Indefinite; оборот there + to be; порядок слов в предложении.

МОДУЛЬ 2. Модуль профессионального общения.

ТЕМА 2.1. Моя специальность и ее значение для экономического развития Республики Беларусь:

Изучающее чтение: 1) Профессия инженера. 2) Занятость в строительной отрасли.

Ознакомительное чтение: 1) Будущее инженерной профессии. 2) Инженерное проектирование зданий.

Грамматика: видо-временные формы глагола, времена группы Indefinite, Continuous, Perfect и Perfect Continuous действительного залога; типы вопросов.

ТЕМА 2.2. Строительные материалы:

Изучающее чтение: 1) Материалы, используемые в строительстве. 2) Инженерные материалы. 3) Бетон. 4) Современные металлы. 5) Пластик.

Ознакомительное чтение: 1) Эпоха пластика. 2) Цветные металлы. 3) Кирпич.

Грамматика: видо-временные формы глагола, времена группы Indefinite, Continuous и Perfect страдательного залога; особенности перевода пассивных конструкций на русский язык.

ТЕМА 2.3. Строительство:

Изучающее чтение: 1) Стили строительства. 2) Конструктивные системы. 3) Проектирование зданий. 4) Фундамент.

Ознакомительное чтение: 1) Здания и жилые дома. 2) Нанотехнологии и строительство. 3) Каркасное строительство. 4) Фундамент жилых и промышленных зданий.

Грамматика: условные предложения I, II, III, смешанного типов.

ТЕМА 2.4. Архитектура:

Изучающее чтение: 1) Из истории строительства. 2) Архитектура: формы и функции.

Ознакомительное чтение: 1) Что подразумевается под биоклиматической архитектурой. 2) Дом. 3) Из истории человеческого жилища. 4) Представления о современной архитектуре.

Грамматика: модальные глаголы.

ТЕМА 2.5. Обследование:

Изучающее чтение: 1) Геодезические методы.

Ознакомительное чтение: 1) Геодезическая съёмка. 2) Геодезическое оборудование.

Грамматика: неличные формы глагола: инфинитив, герундий, причастие, особенности перевода на русский язык.

1.3. ДЛЯ СПЕЦИАЛЬНОСТИ «СТРОИТЕЛЬСТВО ЗДАНИЙ И СООРУЖЕНИЙ (ПРОФИЛИЗАЦИЯ – АВТОМОБИЛЬНЫЕ ДОРОГИ)» (для дневной формы получения высшего образования:

МОДУЛЬ 1. Социально-бытового и социокультурного общения.

ТЕМА 1.1. Новый этап в моей жизни:

Изучающее чтение: Студенческая жизнь – новый этап в моей жизни.

Ознакомительное чтение: Рабочий день студента.

Грамматический материал: имя существительное, артикли, имя прилагательное, числительные, глагол (действительный залог во всех временных формах).

ТЕМА 1.2. Республика Беларусь в современном мире:

Изучающее чтение: Республика, в которой я живу.

Ознакомительное чтение: Праздники в Беларуси.

Грамматика: наречия, страдательный залог во всех временных формах.

ТЕМА 1.3. Социально-политический портрет Великобритании:

Изучающее чтение: Географическое положение, климат, политическая система и государственное устройство, население, экономика, обычаи и традиции, культура Великобритании.

Ознакомительное чтение: Система образования в Великобритании.

Грамматика: неличные формы глагола.

ТЕМА 1.4. БрГТУ в системе высшего образования Республики Беларусь:

Изучающее чтение: БрГТУ: история, структура, специальности. Моя будущая специальность.

Ознакомительное чтение: Система высшего образования в РБ.

Грамматика: модальные глаголы, согласование времен.

МОДУЛЬ 2. Модуль профессионального общения.

ТЕМА 2.1. Строительные материалы для строительства дорог:

Изучающее чтение: 1) Типы и виды строительных материалов. 2) Асфальт. Качество асфальта. 3) Дорожное покрытие.

Ознакомительное чтение: 1) Бетон совершенствует строительство дорог. 2) Качество тротуарных дорог.

Грамматика: сослагательное наклонение.

ТЕМА 2.2. Из истории дорожного строительства:

Изучающее чтение: 1) Дороги Древнего Рима и их виды. 2) Римские дороги в Британии.

Ознакомительное чтение: 1) Система дорог инков. 2) Древний транспорт.

Грамматика: союзы, предлоги места и времени, прямая и косвенная речь.

ТЕМА 2.3. Виды дорог:

Изучающее чтение: 1) Типы дорог. Шоссе. Автострада. 2) Автомагистраль. Дамба. 3) Пересечение дорог и перекрёстки.

Ознакомительное чтение: 1) Скоростная автострада. 2) Городской транспорт.

Грамматика: причастные и деепричастные конструкции.

ТЕМА 2.4. Современное дорожное строительство:

Изучающее чтение: 1) Технология дорожного строительства. 2) Техническое обслуживание дорог. Тестирование дорожного покрытия.

Ознакомительное чтение: 1) Контроль дорожного движения.

Грамматика: инфинитивные конструкции.

ТЕМА 2.5. Моя будущая специальность:

Изучающее чтение: 1) Моя будущая специальность. 2) Строительные профессии.

Ознакомительное чтение: 1) Великие инженеры-строители прошлого.

Грамматика: Условные предложения. Повторение и обобщение.

1.4. ДЛЯ СПЕЦИАЛЬНОСТЕЙ «СТРОИТЕЛЬСТВО ЗДАНИЙ И СООРУЖЕНИЙ (ПРОФИЛИЗАЦИЯ – ПРОИЗВОДСТВО СТРОИТЕЛЬНЫХ ИЗДЕЛИЙ И КОНСТРУКЦИЙ)»; «СТРОИТЕЛЬСТВО ЗДАНИЙ И СООРУЖЕНИЙ (ПРОФИЛИЗАЦИЯ – ПРОМЫШЛЕННОЕ И ГРАЖДАНСКОЕ СТРОИТЕЛЬСТВО)» (для дневной формы получения высшего образования:

МОДУЛЬ 1. Социально-бытового и социокультурного общения.

ТЕМА 1.1. Новый этап в моей жизни:

Изучающее чтение: Студенческая жизнь – новый этап в моей жизни.

Ознакомительное чтение: Рабочий день студента.

Грамматика: имя существительное, артикли, имя прилагательное, числительные, глагол (действительный залог).

ТЕМА 1.2. БрГТУ в системе высшего образования Республики Беларусь:

Изучающее чтение: БрГТУ: история, структура, специальности.

Грамматика: наречия, глагол (страдательный залог).

ТЕМА 1.3. Республика Беларусь в современном мире:

Изучающее чтение: Республика, в которой я живу.

Ознакомительное чтение: Праздники в Беларуси.

Грамматика: неличные формы глагола.

ТЕМА 1.4. Социально-политический портрет Великобритании:

Изучающее чтение: Географическое положение, климат, политическая система и государственное устройство, население, культура.

Ознакомительное чтение: Обычай и традиции Великобритании.

Грамматика: модальные глаголы, согласование времен.

МОДУЛЬ 2. Модуль профессионального общения.

ТЕМА 2.1. Строительные материалы: общая характеристика:

Изучающее чтение: 1) Типы и виды строительных материалов. 2) Асбест. 3) Производство силиката. 4) Железобетон.

Ознакомительное чтение: Механические свойства строительных материалов.

Грамматика: сослагательное наклонение.

ТЕМА 2.2. Цемент:

Изучающее чтение: 1) Производство цемента. 2) Виды цемента.

Ознакомительное чтение: Основания, фундаменты.

Грамматика: союзы, предлоги места и времени.

ТЕМА 2.3. Бетон:

Изучающее чтение: 1) Виды бетона. 2) Требования к бетону. 3) Железобетон и железобетонные конструкции.

Ознакомительное чтение: Транспортные механизмы.

Грамматика: прямая и косвенная речь.

ТЕМА 2.4. Методы строительства:

Изучающее чтение: 1) Крупноблочное строительство. 2) Крупнопанельное строительство. 3) Каркасное строительство.

Ознакомительное чтение: Современные методы строительства.

Грамматика: причастные и деепричастные конструкции.

ТЕМА 2.5. Здание и его элементы:

Изучающее чтение: 1) Здание и его элементы. 2) Требования к зданиям. 3) Типы зданий. 4) Жилые и промышленные здания.

Ознакомительное чтение: Строительные коды.

Грамматика: инфинитивные конструкции.

ТЕМА 2.6. Моя будущая специальность:

Изучающее чтение: 1) Моя будущая специальность. 2) Из истории строительства.

Ознакомительное чтение: Строительные профессии.

Грамматика: типы вопросов (повторение).

1.5. ДЛЯ СПЕЦИАЛЬНОСТИ «СТРОИТЕЛЬСТВО ЗДАНИЙ И СООРУЖЕНИЙ (ПРОФИЛИЗАЦИЯ – ПРОМЫШЛЕННОЕ И ГРАЖДАНСКОЕ СТРОИТЕЛЬСТВО)» (для заочной формы получения высшего образования и для заочной формы получения высшего образования, интегрированного со средним специальным образованием):

МОДУЛЬ 1. Социально-бытового и социокультурного общения.

ТЕМА 1.1. БрГТУ в системе высшего образования Республики Беларусь:

Изучающее чтение: БрГТУ: история, структура, специальности.

Грамматика: глагол (действительный залог во всех временных формах).

ТЕМА 1.2. Республика Беларусь в современном мире:

Изучающее чтение: Республика, в которой я живу.

Ознакомительное чтение: Праздники в Беларуси.

Грамматика: страдательный залог во всех временных формах.

ТЕМА 1.3. Социально-политический портрет Великобритании:

Изучающее чтение: Географическое положение, климат, политическая система и государственное устройство, население, культура.

Ознакомительное чтение: Обычаи и традиции Великобритании.

Грамматика: неличные формы глагола.

МОДУЛЬ 2. Модуль профессионального общения.

ТЕМА 2.1. Строительные материалы: общая характеристика:

Изучающее чтение: Типы и виды строительных материалов.

Ознакомительное чтение: Механические свойства строительных материалов.

Грамматика: сослагательное наклонение.

ТЕМА 2.2. Цемент:

Изучающее чтение: Производство цемента.

Ознакомительное чтение: Основания, фундаменты.

Грамматика: модальные глаголы.

ТЕМА 2.3. Бетон:

Изучающее чтение: Виды бетона.

Ознакомительное чтение: требования к бетону.

Грамматика: согласование времен.

ТЕМА 2.4. Методы строительства:

Изучающее чтение: Современные методы строительства.

Ознакомительное чтение: Крупнопанельное строительство.

Грамматика: прямая и косвенная речь.

ТЕМА 2.5. Здание и его элементы:

Изучающее чтение: Здание и его элементы.

Ознакомительное чтение: Типы зданий.

Грамматика: предлоги места и времени.

ТЕМА 2.6. Моя будущая специальность:

Изучающее чтение: Моя будущая специальность.

Ознакомительное чтение: Из истории строительства. Строительные профессии.

Грамматика: типы вопросов.

2.1. УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ для дневной формы получения высшего образования для специальности: 7-07-0731-01 АРХИТЕКТУРА

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
	2-й семестр						
1	Модуль социально-бытового и социокультурного общения.						
1.1	Учеба в вузе – новый этап в моей жизни: Изучающее чтение: Новый этап в моей жизни. Грамматический материал: местоимения: личные, притяжательные, возвратные, указательные. Ознакомительное чтение: 1) Мой рабочий день. 2) Мой выходной день. Беседа по УТ «Новый этап в моей жизни».			8		6	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, диалоги).
1.2	БрГТУ в системе высшего инженерного образования Республики Беларусь: Изучающее чтение: Брестский государственный технический университет. Грамматический материал: глагол, спряжение глаголов to be, to have в Present, Past, Future Indefinite. оборот there + to be. Ознакомительное чтение: 1) Английские университеты. 2) Оксфорд и Кембридж. 3) Высшее образование в Великобритании. Беседа по УТ «БрГТУ в системе высшего образования Беларуси».			10		6	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, диалоги).
1.3	Республика Беларусь в современном мире: Изучающее чтение: Республика, в которой я живу. Грамматический материал: глагол, времена группы Indefinite (Present, Past, Future) действительного залога. Ознакомительное чтение: Мой родной город. Беседа по УТ «Республика Беларусь в современ-			10		10	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы).

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
	ном мире».						
1.4	Социально-политический портрет Великобритании: Изучающее чтение: Что я знаю о стране изучаемого языка. Грамматический материал: глагол, времена группы Continuous (Present, Past, Future) действительного залога. Ознакомительное чтение: 1) Соединённое Королевство. 2) Лондон. 3) Британский музей. Беседа по УТ «Социально-политический портрет Великобритании».			10		10	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, диалоги).
2	Модуль профессионального общения.						
2.1	Моя будущая профессия / специальность и ее значение в экономическом развитии Республики Беларусь: Изучающее чтение: Инженерное искусство. Грамматический материал: глагол: времена группы Perfect (Present, Past, Future) действительного залога. Ознакомительное чтение: Будущее профессии инженера. Беседа по УТ «Моя будущая профессия / специальность».			10		8	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, диалоги). Подготовка презентаций.
2.2	Современное градостроительство: Изучающее чтение: Строительные материалы. Грамматический материал: глагол: страдательный залог. Ознакомительное чтение: 1) Архитектура и архитектор. 2) Архитектура 20 века.			10		8	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы).
2.3	Современные города: Изучающее чтение: Энергосберегающая ландшафтная архитектура. Грамматический материал: глагол: согласование времен. Ознакомительное чтение: Жилищная архитектура.			10		4	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы).
	3-й семестр						
2.4	Основные архитектурные этапы: Изучающее чтение: 1) Египетская архитектура. 2) Греческая архитектура. 3) Римская архитектура. 4) Византийская архитектура. 5) Готический стиль. Грамматический материал: глагол: модальные глаголы. Ознакомительное чтение: 1) Ренессанс. 2) Период Барокко. 3) Неоклассицизм.			16		22	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы). Работа с видеофильмами.
2.5	Здание и его элементы: Изучающее чтение: 1) Виды зданий. 2) Фундамент. 3) Виды строительных материалов. Грамматический материал: имя прилагательное и наречие: степени сравнения. Ознакомительное чтение: 1) Качество строительных материалов. 2) Вентиляция. 3) Каркас здания.			14		20	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы).

2.2. УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ
для дневной формы получения высшего образования для специальности:
7-07-0731-02 АРХИТЕКТУРНЫЙ ДИЗАЙН

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	Модуль социально-бытового и социокультурного общения.						
1.1	Учеба в вузе – новый этап в моей жизни: Изучающее чтение: Новый этап в моей жизни. Грамматический материал: местоимения: личные, притяжательные, возвратные, указательные. Ознакомительное чтение: 1) Мой рабочий день. 2) Мой выходной день. Беседа по УТ «Новый этап в моей жизни».			8		6	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, диалоги).
1.2	БрГТУ в системе высшего инженерного образования Республики Беларусь: Изучающее чтение: Брестский государственный технический университет. Грамматический материал: глагол, спряжение глаголов to be, to have в Present, Past, Future Indefinite. оборот there + to be. Ознакомительное чтение: 1) Английские университеты. 2) Оксфорд и Кембридж. 3) Высшее образование в Великобритании. Беседа по УТ «БрГТУ в системе высшего образования Беларуси».			10		6	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, диалоги).
1.3	Республика Беларусь в современном мире: Изучающее чтение: Республика, в которой я живу. Грамматический материал: глагол, времена группы Indefinite (Present, Past, Future) действительного залога. Ознакомительное чтение: Мой родной город. Беседа по УТ «Республика Беларусь в современном мире».			10		10	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы).
1.4	Социально-политический портрет Великобритании: Изучающее чтение: Что я знаю о стране изучаемого языка. Грамматический материал: глагол, времена группы Continuous (Present, Past, Future) действительного залога. Ознакомительное чтение: 1) Соединённое Королевство. 2) Лондон. 3) Британский музей. Беседа по УТ «Социально-политический портрет Великобритании».			10		10	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, диалоги).
2	Модуль профессионального общения.						
2.1	Моя будущая профессия / специальность и ее значение в экономическом развитии Республики Беларусь: Изучающее чтение: Инженерное искусство. Грамматический материал: глагол: времена группы Perfect (Present, Past, Future) действительного залога. Ознакомительное чтение: Будущее профессии инженера. Беседа по УТ «Моя будущая профессия / специальность».			10		8	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, диалоги). Подготовка презентаций.

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
2.2	Современное градостроительство: Изучающее чтение: Строительные материалы. Грамматический материал: глагол: страдательный залог. Ознакомительное чтение: 1) Архитектура и архитектор. 2) Архитектура 20 века.			10		8	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы).
2.3	Современные города: Изучающее чтение: Энергосберегающая ландшафтная архитектура. Грамматический материал: глагол: согласование времен. Ознакомительное чтение: Жилищная архитектура.			10		4	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы).
	2-й семестр						
2.4	Основные архитектурные этапы: Изучающее чтение: 1) Египетская архитектура. 2) Греческая архитектура. 3) Римская архитектура. 4) Византийская архитектура. 5) Готический стиль. Грамматический материал: глагол: модальные глаголы. Ознакомительное чтение: 1) Ренессанс. 2) Период Барокко. 3) Неоклассицизм.			18		20	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы). Работа с видеофильмами.
2.5	Здание и его элементы: Изучающее чтение: 1) Виды зданий. 2) Фундамент. 3) Виды строительных материалов. Грамматический материал: имя прилагательное и наречие: степени сравнения. Ознакомительное чтение: 1) Качество строительных материалов. 2) Вентиляция. 3) Каркас здания.			16		18	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы).

**2.3. УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ
для дневной формы получения высшего образования для специальности:
6-05-0732-02 ЭКСПЕРТИЗА И УПРАВЛЕНИЕ НЕДВИЖИМОСТЬЮ**

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	Модуль социально-бытового и социокультурного общения.						
1.1	Новый этап в моей жизни: Изучающее чтение: Студенческая жизнь – новый этап в моей жизни. Ознакомительное чтение: Рабочий день студента. Грамматика: имя существительное, множественное число имён существительных, притяжательный падеж; артикль; артикль с именами собственными.			8		12	Фронтальный/ индивидуальный опрос. Выполнение упражнений (лексико-грамматические, перевод, ответы на вопросы, пересказ, диалог). Беседа по теме.

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
1.2	БрГТУ в системе высшего образования Республики Беларусь: Изучающее чтение: БрГТУ в системе высшего образования Республики Беларусь. Ознакомительное чтение: 1) Высшее образование в Великобритании. 2) Британские университеты. Грамматика: местоимения, притяжательные местоимения, much/many, (a) little/(a) few, some/any/no; имя числительное.			10		14	Фронтальный/ индивидуальный опрос. Выполнение упражнений (лексико-грамматические, перевод, ответы на вопросы, пересказ, диалог). Беседа по теме.
1.3	Республика Беларусь в современном мире: Изучающее чтение: Республика, в которой я живу. Ознакомительное чтение: 1) Мой родной город. 2) Праздники Беларуси. Грамматика: имя прилагательное, наречие, образование и употребление, степени сравнения, сравнительные конструкции.			10		12	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы). Беседа по теме. Работа с видеофильмом.
1.4	Социально-политический портрет Великобритании: Изучающее чтение: Что я знаю о стране изучаемого языка. Ознакомительное чтение: 1) Соединенное Королевство. 2) Соединенные Штаты Америки. Грамматика: видо-временные формы глагола, спряжение глаголов to be, to have в Present, Past, Future Indefinite; оборот there + to be; порядок слов в предложении.			12		10	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, диалог). Работа с видеофильмом.
2	Модуль профессионального общения.						
2.1	Моя специальность и ее значение для экономического развития Республики Беларусь: Изучающее чтение: 1) Профессия инженера. 2) Занятость в строительной отрасли. Ознакомительное чтение: 1) Будущее инженерной профессии. 2) Инженерное проектирование зданий. Грамматика: видо-временные формы глагола, времена группы Indefinite, Continuous, Perfect и Perfect Continuous действительного залога; типы вопросов.			10		12	Фронтальный/ индивидуальный опрос. Выполнение упражнений (лексико-грамматические, перевод, ответы на вопросы, пересказ, диалог). Беседа по теме.
	2-й семестр						
2.2	Строительные материалы: Изучающее чтение: 1) Материалы, используемые в строительстве. 2) Инженерные материалы. 3) Бетон. 4) Современные металлы. 5) Пластик. Ознакомительное чтение: 1) Эпоха пластика. 2) Цветные металлы. 3) Кирпич. Грамматика: видо-временные формы глагола, времена группы Indefinite, Continuous и Perfect страдательного залога; особенности перевода пассивных конструкций на русский язык.			16		14	Фронтальный/ индивидуальный опрос. Выполнение упражнений (лексико-грамматические, перевод, ответы на вопросы, пересказ, диалог). Беседа по теме.
2.3	Строительство: Изучающее чтение: 1) Стили строительства. 2) Конструктивные системы. 3) Проектирование зданий. 4) Фундамент. Ознакомительное чтение: 1) Здания и жилые дома. 2) Нанотехнологии и строительство. 3) Каркасное строительство. 4) Фундамент жилых и промышленных зданий. Грамматика: условные предложения I, II, III,			16		16	Фронтальный/ индивидуальный опрос. Выполнение упражнений (лексико-грамматические, перевод, ответы на вопросы, пересказ, диалог). Беседа по теме.

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
	смешанного типов.						
2.4	Архитектура: Изучающее чтение: 1) Из истории строительства. 2) Архитектура: формы и функции. Ознакомительное чтение: 1) Что подразумевается под биоклиматической архитектурой. 2) Дом. 3) Из истории человеческого жилища. 4) Представления о современной архитектуре. Грамматика: модальные глаголы.			12		14	Фронтальный/ индивидуальный опрос. Выполнение упражнений (лексико-грамматические, перевод, ответы на вопросы, пересказ, диалоги). Беседа по теме.
2.5	Обследование: Изучающее чтение: 1) Геодезические методы. Ознакомительное чтение: 1) Геодезическая съёмка. 2) Геодезическое оборудование. Грамматика: неличные формы глагола: инфинитив, герундий, причастие, особенности перевода на русский язык.			6		16	Фронтальный/ индивидуальный опрос. Выполнение упражнений (лексико-грамматические, перевод, ответы на вопросы, пересказ, диалоги). Беседа по теме.

**2.4. УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ
для дневной формы получения высшего образования для специальности:
7-07-0732-01 СТРОИТЕЛЬСТВО ЗДАНИЙ И СООРУЖЕНИЙ
(ПРОФИЛИЗАЦИЯ – АВТОМОБИЛЬНЫЕ ДОРОГИ)**

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	Модуль социально-бытового и социокультурного общения.						
1.1	Новый этап в моей жизни: Изучающее чтение: Студенческая жизнь – новый этап в моей жизни. Ознакомительное чтение: Рабочий день студента. Грамматика: имя существительное, артикли, имя прилагательное, числительные, глагол (действительный залог во всех временных формах).			12		14	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, диалоги).
1.2	Республика Беларусь в современном мире: Изучающее чтение: Республика, в которой я живу. Ознакомительное чтение: Праздники в Беларуси. Грамматика: наречия, страдательный залог во всех временных формах.			12		12	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы). Беседа по теме.
1.3	Социально-политический портрет Великобритании: Изучающее чтение: Географическое положение, климат, политическая система и государственное устройство, население, экономика, обычаи и традиции, культура Великобритании. Ознакомительное чтение: Система образования в Великобритании. Грамматика: неличные формы глагола.			12		12	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, диалоги). Монологическое высказывание.

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
1.4	БрГТУ в системе высшего образования Республики Беларусь: Изучающее чтение: БрГТУ: история, структура, специальности. Моя будущая специальность. Ознакомительное чтение: Система высшего образования в РБ. Грамматика: модальные глаголы, согласование времен. 2-й семестр			14		12	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, диалоги). Монологическое высказывание.
2	Модуль профессионального общения.						
2.1	Строительные материалы для строительства дорог: Изучающее чтение: 1) Типы и виды строительных материалов. 2) Асфальт. Качество асфальта. 3) Дорожное покрытие. Ознакомительное чтение: 1) Бетон совершенствует строительство дорог. 2) Качество тротуарных дорог. Грамматика: сослагательное наклонение.			10		12	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы).
2.2	Из истории дорожного строительства: Изучающее чтение: 1) Дороги Древнего Рима и их виды. 2) Римские дороги в Британии. Ознакомительное чтение: 1) Система дорог инков. 2) Древний транспорт. Грамматика: союзы, предлоги места и времени, прямая и косвенная речь.			8		10	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы).
2.3	Виды дорог: Изучающее чтение: 1) Типы дорог. Шоссе. Автострада. 2) Автомагистраль. Дамба. 3) Пересечение дорог и перекрестки. Ознакомительное чтение: 1) Скоростная автострада. 2) Городской транспорт. Грамматика: причастные и деепричастные конструкции.			12		10	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы).
2.4	Современное дорожное строительство: Изучающее чтение: 1) Технология дорожного строительства. 2) Техническое обслуживание дорог. Тестирование дорожного покрытия. Ознакомительное чтение: 1) Контроль дорожного движения. Грамматика: инфинитивные конструкции.			10		10	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы).
2.5	Моя будущая специальность: Изучающее чтение: 1) Моя будущая специальность. 2) Строительные профессии. Ознакомительное чтение: 1) Великие инженеры-строители прошлого. Грамматика: Условные предложения. Повторение и обобщение.			10		8	Фронтальный/ индивидуальный опрос. Выполнение упражнений. Составление диалогов. Беседа по теме.

2.5. УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ
для дневной формы получения высшего образования для специальностей:
7-07-0732-01 СТРОИТЕЛЬСТВО ЗДАНИЙ И СООРУЖЕНИЙ (ПРОФИЛИЗА-
ЦИЯ – ПРОИЗВОДСТВО СТРОИТЕЛЬНЫХ ИЗДЕЛИЙ И КОНСТРУКЦИЙ)
7-07-0732-01 СТРОИТЕЛЬСТВО ЗДАНИЙ И СООРУЖЕНИЙ
(ПРОФИЛИЗАЦИЯ – ПРОМЫШЛЕННОЕ И ГРАЖДАНСКОЕ СТРОИТЕЛЬСТВО)

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	Модуль социально-бытового и социокультурного общения.						
1.1	Новый этап в моей жизни: Изучающее чтение: Студенческая жизнь – новый этап в моей жизни. Ознакомительное чтение: Рабочий день студента. Грамматика: имя существительное, артикли, имя прилагательное, числительные, глагол (действительный залог).			8		8	Устный опрос, выполнение упражнений, перевод с иностранного языка на русский язык.
1.2	БрГТУ в системе высшего образования Республики Беларусь: Изучающее чтение: БрГТУ: история, структура, специальности. Грамматика: наречия, глагол (страдательный залог).			10		10	Устный опрос, выполнение упражнений, упражнения на аудирование.
1.3	Республика Беларусь в современном мире: Изучающее чтение: Республика, в которой я живу. Ознакомительное чтение: Праздники в Беларуси. Грамматика: неличные формы глагола.			10		10	Устный опрос, выполнение упражнений, упражнения на аудирование.
1.4	Социально-политический портрет Великобритании: Изучающее чтение: Географическое положение, климат, политическая система и государственное устройство, население, культура. Ознакомительное чтение: Обычаи и традиции Великобритании. Грамматика: модальные глаголы, согласование времен.			10		10	Фронтальный/ индивидуальный опрос, выполнение упражнений (перевод, ответы на вопросы).
2	Модуль профессионального общения.						
2.1	Строительные материалы: общая характеристика: Изучающее чтение: 1) Типы и виды строительных материалов. 2) Асбест. 3) Производство силиката. 4) Железобетон. Ознакомительное чтение: Механические свойства строительных материалов. Грамматика: сослагательное наклонение.			12		12	Фронтальный/ индивидуальный опрос, выполнение упражнений (перевод, ответы на вопросы).
	2-й семестр						
2.2	Цемент: Изучающее чтение: 1) Производство цемента. 2) Виды цемента. Ознакомительное чтение: Основания, фундаменты. Грамматика: союзы, предлоги места и времени.			8		6	Устный опрос, выполнение упражнений, перевод с иностранного языка на русский язык.
2.3	Бетон: Изучающее чтение: 1) Виды бетона. 2) Требования к бетону. 3) Железобетон и желе-			12		12	Фронтальный/ индивидуальный опрос, выполнение упраж-

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
	зобетонные конструкции. Ознакомительное чтение: Транспортные механизмы. Грамматика: прямая и косвенная речь.						нений (перевод, ответы на вопросы).
2.4	Методы строительства: Изучающее чтение: 1) Крупноблочное строительство. 2) Крупнопанельное строительство. 3) Каркасное строительство. Ознакомительное чтение: Современные методы строительства. Грамматика: причастные и деепричастные конструкции.			10		12	Устный опрос, выполнение упражнений, перевод с иностранного языка на русский язык.
2.5	Здание и его элементы: Изучающее чтение: 1) Здание и его элементы. 2) Требования к зданиям. 3) Типы зданий. 4) Жилые и промышленные здания. Ознакомительное чтение: Строительные коды. Грамматика: инфинитивные конструкции.			10		10	Фронтальный/ индивидуальный опрос, выполнение упражнений (перевод, ответы на вопросы).
2.6	Моя будущая специальность: Изучающее чтение: 1) Моя будущая специальность. 2) Из истории строительства. Ознакомительное чтение: Строительные профессии. Грамматика: типы вопросов (повторение).			10		10	Устный опрос, выполнение упражнений, контрольный перевод

2.6. УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ
для заочной формы получения высшего образования и
для заочной формы получения высшего образования, интегрированного
со средним специальным образованием, для специальности:
7-07-0732-01 СТРОИТЕЛЬСТВО ЗДАНИЙ И СООРУЖЕНИЙ
(ПРОФИЛИЗАЦИЯ – ПРОМЫШЛЕННОЕ И ГРАЖДАНСКОЕ СТРОИТЕЛЬСТВО)

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	Модуль социально-бытового и социокультурного общения.						
1.1	БрГТУ в системе высшего образования Республики Беларусь: Изучающее чтение: БрГТУ: история, структура, специальности. Грамматика: глагол (действительный залог во всех временных формах).			2		16	Устный опрос, выполнение упражнений, перевод с русского на английский язык, беседа по теме
1.2	Республика Беларусь в современном мире: Изучающее чтение: Республика, в которой я живу. Ознакомительное чтение: Праздники в Беларуси. Грамматика: страдательный залог во всех временных формах.			2		16	Устный опрос, выполнение упражнений, ответы на вопросы.

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
1.3	Социально-политический портрет Великобритании: Изучающее чтение: Географическое положение, климат, политическая система и государственное устройство, население, культура. Ознакомительное чтение: Обычаи и традиции Великобритании. Грамматика: неличные формы глагола.			2		18	Устный опрос, выполнение упражнений, ответы на вопросы.
2	Модуль профессионального общения.						
2.1	Строительные материалы: общая характеристика: Изучающее чтение: Типы и виды строительных материалов. Ознакомительное чтение: Механические свойства строительных материалов. Грамматика: сослагательное наклонение.			2		20	Устный опрос, выполнение упражнений, перевод, ответы на вопросы.
2.2	Цемент: Изучающее чтение: Производство цемента. Ознакомительное чтение: Основания, фундаменты. Грамматика: модальные глаголы.			2		20	Устный опрос, выполнение упражнений, перевод.
	2-й семестр						
2.3	Бетон: Изучающее чтение: Виды бетона. Ознакомительное чтение: Требования к бетону. Грамматика: согласование времен.			2		22	Устный опрос, выполнение упражнений, беседа по теме
2.4	Методы строительства: Изучающее чтение: Современные методы строительства. Ознакомительное чтение: Крупнопанельное строительство. Грамматика: прямая и косвенная речь.			2		24	Устный опрос, выполнение упражнений, перевод
2.5	Здание и его элементы: Изучающее чтение: Здание и его элементы. Ознакомительное чтение: Типы зданий. Грамматика: предлоги места и времени.			2		24	Фронтальный/ индивидуальный опрос, выполнение упражнений (перевод, ответы на вопросы).
2.6	Моя будущая специальность: Изучающее чтение: Моя будущая специальность. Ознакомительное чтение: Из истории строительства. Строительные профессии. Грамматика: типы вопросов.			4		20	Устный опрос, выполнение упражнений, контрольный перевод

3. ИНФОРМАЦИОННО-МЕТОДИЧЕСКАЯ ЧАСТЬ

3.1. Перечень литературы (учебной, учебно-методической, научной, нормативной, др.).

Основная:

1. Кабешева, Е. В. Английский язык = English / Е. В. Кабешева, Е. М. Гайкова, М. И. Чигринцев. – Минск : Вышэйшая школа, 2014. – 175 с.

2. Латина С. В. Английский язык для строителей (B1–B2) : учебник и практикум для среднего профессионального образования / С. В. Латина. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2018. — 135 с.

3. Макаренко Е. В. Road Building / Е. В. Макаренко – Брест : БрГТУ, 2021. – 42 с.
4. Пинюта, И. В. Английский язык. Межкультурное общение : учеб. пособие / И. В. Пинюта ; Министерство образования Республики Беларусь, Барановичский государственный университет. – Минск : РИВШ, 2017. – 203 с.
5. Пузенко, И. Н. Английский язык. Профессиональное общение = Professional communication course : учеб. пособие / И. Н. Пузенко, И. М. Веренич, Н. В. Вербицкая. – Минск : Изд-во Гревцова, 2014. – 272 с.
6. Резько, П. Н. Modern Communication : учебно-методическое пособие по развитию коммуникативных навыков для студентов неязыковых вузов экономич. и технических специальностей / П. Н. Резько, Н. А. Боровикова – Брест : БрГТУ, 2020. – 105 с.
7. Хведченя, Л. В. Грамматика английского языка = Comprehensive English Grammar : учеб. пособие / Л. В. Хведченя. – Минск : Изд-во Гревцова, 2011. – 480 с.

Дополнительная:

1. Агабекян, И. П. Английский для технических вузов / И. П. Агабекян, П. И. Коваленко. – Ростов-на-Дону: Феникс, 2006. – 352 с.
2. Безручко, Е. Н. Английский для архитекторов : пособие по английскому языку для студентов архитектурных и строительных специальностей ВУЗов / Е. Н. Безручко. – Изд-е 2-е, перераб. и доп. – Ростов-н/Д. : Издательский центр «МарТ», 2004. – 192 с.
3. Бурлак, А. И. Учебник английского языка : Для студентов архитектурных и инженерно-строительных спецвузов : учебник / А. И. Бурлак. – М. : Высш. Школа., 1982. – 247 с.
4. Владимиров, В. А. Англо-русский словарь по гидротехнике / В. А. Владимиров, М. Ф. Губин, Б. Ф. Горюнов [и др.]. – Москва: Русский язык, 1983. – 148 с.
5. Гарагуля, С. И. Английский язык для студентов строительных специальностей: Learning Building Construction in English : учебное пособие / С. И. Гарагуля. – Изд. 2-е. – Ростов н/Д : Феникс, 2013. – 347 с.
6. Денисенко, Е. Н. Английский язык для архитекторов./ Е. Н. Денисенко. – Минск: «Лексис», 2002. – 239 с.
7. Дубровская, С. Г. Английский для технических вузов : учебное пособие / С. Г. Дубровская, Д. Б. Дубина. – М. : Издательство Ассоциации Строительных Вузов, 2007. – 328 с.
8. Мусихина, О. Н. Английский язык для строителей : учебное пособие для студентов высших учебных заведений / О. Н. Мусихина, О. Г. Гисина, В. Л. Яськова. – Ростов н/Д : Феникс, 2004. – 352 с.
9. Новик, Д. В. Методические рекомендации по развитию навыков устной речи по английскому языку для студентов технических специальностей / Д. В. Новик, Т. М. Кучинская. – Брест : БрГТУ, 2007. – 33 с.
10. Новик, Д. В. Методические рекомендации по развитию умений устной речи на английском языке для студентов I-II курсов технических специальностей / Д. В. Новик, И. И. Гайдук. – Брест : БрГТУ, 2016. – 34 с.
11. Орловская, И. В. Учебник английского языка для технических университетов и вузов : учебник / И. В. Орловская, Л. С. Самсонова, А. И. Скубриева. – М. : Издательство МГТУ им. Н.Э. Баумана, 2008. – 447 с.
12. Поздняков, А. А. Англо-русский словарь по строительству и строительным технологиям / А. А. Поздняков, В. В. Быков – Москва : Русский язык : Медиа, 2008. – 867 с.
13. Полякова, Т. Ю. Английский язык для инженеров : учебное пособие / Т. Ю. Полякова, Е. В. Синявская. – М. : Высшая школа, 2004. – 463 с.
14. Рахуба, В. И. Практикум по грамматике английского языка / В. И. Рахуба. – Брест: БрГТУ, 2008. – 71 с.
15. Хведченя, Л. В. Грамматика английского языка : учеб. пособие / Л. В. Хведченя. – Минск: Изд-во Гревцова, 2011. – 480 с.

16. Cambridge Dictionary of English [Electronic resource]. – Mode of access: <https://dictionary.cambridge.org> – Date of access: 30.04.2023.
17. Evans, V. Career Paths: Architecture / V. Evans, J. Dooley, D. Cook. – Express Publishing, 2013. – 122 p.
18. BBC Learning English [Electronic resource]. – Mode of access: <https://www.bbc.co.uk/learningenglish> – Date of access: 30.04.2023.
19. Civil Engineering [Electronic resource]. – Mode of access: https://en.wikipedia.org/wiki/Civil_engineering – Date of access: 30.04.2023.
20. Murphy, R. English Grammar in Use / R. Murphy. – Cambridge University Press : Fourth Edition, 2015. – 319 p.

3.2. Перечень средств диагностики результатов учебной деятельности.

3.2.1. ДЛЯ СПЕЦИАЛЬНОСТЕЙ «АРХИТЕКТУРА», «АРХИТЕКТУРНЫЙ ДИЗАЙН», «ЭКСПЕРТИЗА И УПРАВЛЕНИЕ НЕДВИЖИМОСТЬЮ», «СТРОИТЕЛЬСТВО ЗДАНИЙ И СООРУЖЕНИЙ (ПРОФИЛИЗАЦИЯ – АВТОМОБИЛЬНЫЕ ДОРОГИ)», «СТРОИТЕЛЬСТВО ЗДАНИЙ И СООРУЖЕНИЙ (ПРОФИЛИЗАЦИЯ – ПРОИЗВОДСТВО СТРОИТЕЛЬНЫХ ИЗДЕЛИЙ И КОНСТРУКЦИЙ)», «СТРОИТЕЛЬСТВО ЗДАНИЙ И СООРУЖЕНИЙ (ПРОФИЛИЗАЦИЯ – ПРОМЫШЛЕННОЕ И ГРАЖДАНСКОЕ СТРОИТЕЛЬСТВО)» (дневная форма получения высшего образования):

ТЕКУЩИЙ КОНТРОЛЬ знаний осуществляется постоянно на всех практических занятиях. Для текущего контроля знаний студентам предлагаются следующие виды работ:

- опрос на занятиях;
- выполнение контрольных переводов;
- выполнение лексико-грамматических тестов при изучении лексико-грамматического материала.

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.

ИТОГОВЫЙ КОНТРОЛЬ ДЛЯ СПЕЦИАЛЬНОСТИ «АРХИТЕКТУРА» представляет собой обобщение и систематизацию изученного учебного материала по всем аспектам иностранного языка и осуществляется в форме зачетов.

Зачет проводится в конце 2 и 3 семестров и выставляется по результатам выполнения программы текущего семестра: выполнение программы практических аудиторных занятий, сдача устных тем.

ИТОГОВЫЙ КОНТРОЛЬ ДЛЯ СПЕЦИАЛЬНОСТЕЙ «АРХИТЕКТУРНЫЙ ДИЗАЙН», «ЭКСПЕРТИЗА И УПРАВЛЕНИЕ НЕДВИЖИМОСТЬЮ», «СТРОИТЕЛЬСТВО ЗДАНИЙ И СООРУЖЕНИЙ (ПРОФИЛИЗАЦИЯ – АВТОМОБИЛЬНЫЕ ДОРОГИ)», «СТРОИТЕЛЬСТВО ЗДАНИЙ И СООРУЖЕНИЙ (ПРОФИЛИЗАЦИЯ – ПРОИЗВОДСТВО СТРОИТЕЛЬНЫХ ИЗДЕЛИЙ И КОНСТРУКЦИЙ)», «СТРОИТЕЛЬСТВО ЗДАНИЙ И СООРУЖЕНИЙ (ПРОФИЛИЗАЦИЯ – ПРОМЫШЛЕННОЕ И ГРАЖДАНСКОЕ СТРОИТЕЛЬСТВО)», представляет собой обобщение и систематизацию изученного учебного материала по всем аспектам иностранного языка и осуществляется в форме зачета и экзамена.

Зачет в 1 семестре выставляется по результатам выполнения программы текущего семестра: выполнение программы практических аудиторных занятий, сдача устных тем.

Экзамен проводится во 2 семестре. К экзамену допускаются студенты, выполнившие программу практических аудиторных занятий.

Структура экзамена:

1) чтение и письменный перевод оригинального профессионально-ориентированного текста с иностранного языка на русский со словарём. Объём – 1300-1500 печатных знаков. Время выполнения – 45 минут.

2) реферирование аутентичного или частично адаптированного научно-популярного текста, беседа на иностранном языке по содержанию текста. Объём текста – 900 печатных знаков. Время подготовки – до 15 минут.

3) подготовленное высказывание по одной из изученных устных тем и неподготовленная беседа с преподавателем в рамках данной устной темы.

Устные темы для подготовленного высказывания:

- 1) Новый этап в моей жизни.
- 2) БрГТУ в системе высшего образования Республики Беларусь.
- 3) Республика Беларусь в современном мире.
- 4) Социально-политический портрет страны изучаемого языка.
- 5) Моя специальность и ее значение в экономическом развитии Республики Беларусь.

3.2.2. ДЛЯ СПЕЦИАЛЬНОСТИ «СТРОИТЕЛЬСТВО ЗДАНИЙ И СООРУЖЕНИЙ (ПРОФИЛИЗАЦИЯ – ПРОМЫШЛЕННОЕ И ГРАЖДАНСКОЕ СТРОИТЕЛЬСТВО)» (заочная форма получения высшего образования и заочная форма получения высшего образования, интегрированного со средним специальным образованием):

ТЕКУЩИЙ КОНТРОЛЬ знаний осуществляется постоянно на всех практических занятиях. Для текущего контроля знаний студентам предлагаются следующие виды работ:

- опрос на занятиях;
- выполнение контрольных переводов;
- выполнение лексико-грамматических тестов при изучении лексико-грамматического материала.

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.

ИТОГОВЫЙ КОНТРОЛЬ представляет собой обобщение и систематизацию изученного учебного материала по всем аспектам иностранного языка и осуществляется в форме зачета и экзамена.

Зачет в 1 семестре выставляется по результатам выполнения программы текущего семестра: выполнение программы практических аудиторных занятий, сдача устных тем.

Экзамен проводится во 2 семестре. К экзамену допускаются студенты, выполнившие программу практических аудиторных занятий.

Структура экзамена:

1) чтение и письменный перевод оригинального профессионально-ориентированного текста с иностранного языка на русский со словарём. Объём – 1300 печатных знаков. Время выполнения – 45 минут.

2) реферирование аутентичного или частично адаптированного научно-популярного текста, беседа на иностранном языке по содержанию текста. Объём текста – 800 печатных знаков. Время подготовки – до 15 минут.

3) подготовленное высказывание по одной из изученных устных тем и неподготовленная беседа с преподавателем в рамках данной устной темы.

Устные темы для подготовленного высказывания:

- 1) Новый этап в моей жизни.
- 2) БрГТУ в системе высшего образования Республики Беларусь.
- 3) Республика Беларусь в современном мире.
- 4) Социально-политический портрет страны изучаемого языка.
- 5) Моя специальность и ее значение в экономическом развитии Республики Беларусь.

Оценка учебных достижений студентов на экзамене по иностранному языку производится по 10-балльной шкале.

КРИТЕРИИ ОЦЕНИВАНИЯ ОТВЕТОВ СТУДЕНТОВ НА ЭКЗАМЕНЕ ПО ИНОСТРАННОМУ ЯЗЫКУ:

- 1) Письменный перевод текста по специальности:
 - 10 (баллов) – полный, своевременный, безошибочный, стилистически верный перевод.
 - 9 (баллов) – полный, своевременный, безошибочный перевод с 1-2 стилистическими погрешностями, не ведущими к искажению смысла.
 - 8 (баллов) – полный, своевременный перевод с 1-2 лексико-грамматическими ошибками, не ведущими к искажению смысла.
 - 7 (баллов) – полный, своевременный перевод с 3-4 лексико-грамматическими ошибками, не ведущими к искажению смысла.
 - 6 (баллов) – полный, своевременный перевод с 5-6 лексико-грамматическими ошибками, не ведущими к искажению смысла.
 - 5 (баллов) – неполный перевод текста (80%) + 7-8 лексико-грамматических ошибок.
 - 4 (балла) – неполный перевод текста (70%) + 9-10 лексико-грамматических ошибок.
 - 3 (балла) – неполный перевод текста (60%) + 11-12 лексико-грамматических ошибок.
 - 2 (балла) – неполный перевод текста (50%) с большим количеством лексико-грамматических ошибок.
 - 1 (балл) – перевод сделан на уровне отдельных слов и словосочетаний.
- 2) Передача содержания общенаучного текста на иностранном языке:
 - 10 (баллов) – полное понимание содержания текста с передачей всех деталей смысловых связей в виде логически четко построенного сообщения.
 - 9 (баллов) – полное понимание содержания текста с передачей всех деталей смысловых связей в виде недостаточно логически оформленного сообщения.
 - 8 (баллов) – передача содержания текста с недостаточной полнотой.
 - 7 (баллов) – передача содержания текста, содержащая 1-2 смысловые неточности.
 - 6 (баллов) – передача содержания текста, содержащая 3-4 смысловые неточности.
 - 5 (баллов) – ответ, отражающий содержание текста при наличии пропусков информации (не более 20%).
 - 4 (балла) – ответ, отражающий содержание текста при наличии пропусков информации (не более 30%).
 - 3 (балла) – понимание текста в общих чертах (60%).
 - 2 (балла) – фрагментарное понимание содержания текста и неспособность изложить основную идею.
 - 1 (балл) – полное непонимание текста.

В числе эффективных педагогических методов (технологий), способствующих вовлечению студентов в поиск и управление знаниями, приобретению опыта самостоятельного решения речемыслительных задач, рекомендуется использовать:

- технологии проблемно-модульного обучения;
- технологии учебно-исследовательской деятельности;

- проектные технологии;
- коммуникативные технологии (дискуссия, пресс-конференция, мозговой штурм, учебные дебаты и другие активные формы и методы);
- метод кейсов (анализ ситуации);
- игровые технологии, в рамках которых студенты участвуют в деловых, ролевых, имитационных играх;
- симуляцию;
- компьютерные технологии.

3.3. Методические рекомендации по организации и выполнению самостоятельной работы обучающихся по учебной дисциплине.

Самостоятельная внеаудиторная неуправляемая работа студентов включает следующие виды работ:

- 1) подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения);
- 2) использование интернет-сайтов для поиска учебной информации;
- 3) самостоятельное изучение общенаучной и терминологической лексики;
- 4) самостоятельное изучение тем, включенных в модуль социально-бытового и социокультурного общения (для заочной формы получения высшего образования и заочной форма получения высшего образования, интегрированного со средним специальным образованием);
- 5) подготовка докладов на научно-практические конференции;
- 6) подготовка к зачету, экзамену.

3.3.1. ДЛЯ СПЕЦИАЛЬНОСТИ «АРХИТЕКТУРА» (дневная форма получения высшего образования):

Самостоятельная работа студентов без контроля преподавателя осуществляется в объеме 94 часа, из них во 2 семестре – 52 часа, в 3 семестре – 42 часа.

Самостоятельная работа студентов включает самостоятельное изучение следующих тем по грамматике во 2 семестре:

- Существительное в функции определения и его перевод на русский язык.
- Местоимение *one* как заменитель существительного.
- Артикль: определенный и неопределенный. Основные случаи употребления артиклей. Отсутствие артикля.
- Числительные: простые, производные, сложные, количественные, порядковые и дробные.
- Предлоги места, времени, направления, инструментальности, причинности, совместности.

Самостоятельная работа студентов включает самостоятельное изучение следующих тем по грамматике в 3 семестре:

- Глагол: времена группы Perfect Continuous (Present, Past, Future) действительного залога
- Неличные формы глагола: Инфинитив. Простые и сложные формы инфинитива. Объектный и субъектный инфинитивный обороты.
- Неличные формы глагола: Герундий. Простые и сложные формы герундия. Синтаксические функции герундия в предложении. Герундиальные конструкции. Особенности перевода герундия на русский язык.
- Неличные формы глагола: Причастие I, II. Простые и сложные формы причастия. Независимый причастный оборот.

3.3.2. ДЛЯ СПЕЦИАЛЬНОСТИ «АРХИТЕКТУРНЫЙ ДИЗАЙН», (дневная форма получения высшего образования):

Самостоятельная работа студентов без контроля преподавателя осуществляется в объеме 90 часов, из них в 1 семестре – 52 часа, во 2 семестре – 38 часов.

Самостоятельная работа студентов включает самостоятельное изучение следующих тем по грамматике в 1 семестре:

- Существительное в функции определения и его перевод на русский язык.
- Местоимение *one* как заменитель существительного.
- Артикль: определенный и неопределенный. Основные случаи употребления артиклей. Отсутствие артикля.
- Числительные: простые, производные, сложные, количественные, порядковые и дробные.
- Предлоги места, времени, направления, инструментальности, причинности, совместности.

Самостоятельная работа студентов включает самостоятельное изучение следующих тем по грамматике во 2 семестре:

- Глагол: времена группы Perfect Continuous (Present, Past, Future) действительного залога
- Неличные формы глагола: Инфинитив. Простые и сложные формы инфинитива. Объектный и субъектный инфинитивный обороты.
- Неличные формы глагола: Герундий. Простые и сложные формы герундия. Синтаксические функции герундия в предложении. Герундиальные конструкции. Особенности перевода герундия на русский язык.
- Неличные формы глагола: Причастие I, II. Простые и сложные формы причастия. Независимый причастный оборот.

3.3.3. ДЛЯ СПЕЦИАЛЬНОСТИ «ЭКСПЕРТИЗА И УПРАВЛЕНИЕ НЕДВИЖИМОСТЬЮ» (дневная форма получения высшего образования):

Самостоятельная работа студентов без контроля преподавателя осуществляется в объеме 120 часов, из них в 1 семестре – 60 часов, во 2 семестре – 60 часов.

Самостоятельная работа студентов включает самостоятельное изучение следующих тем по грамматике в 1 семестре:

- Имя существительное: образование множественного числа и притяжательного падежа существительных. Существительное в функции определения и его перевод на русский язык.
- Местоимения: личные, притяжательные, возвратные, указательные, вопросительные, относительные и союзные, неопределенные, отрицательные, обобщающие. Местоимения *it, one* как заменители существительного.
- Артикль: определенный и неопределенный. Основные случаи употребления артиклей. Отсутствие артикля.
- Степени сравнения прилагательных и наречий. Сравнительные конструкции с прилагательными. Место прилагательных и наречий в предложении.
- Числительные: количественные, порядковые, дробные.
- Глагол: видовременные формы действительного и страдательного залогов.
- Согласование времен.
- Повелительное наклонение.
- Модальные глаголы и их эквиваленты.

Самостоятельная работа студентов включает самостоятельное изучение следующих тем по грамматике во 2 семестре:

- Синтаксис: Простое предложение. Порядок слов. Безличные предложения.
- Неличные формы глагола (инфинитив, герундий, причастие I, II): формы, конструкции, способы перевода на русский язык.

- Отглагольное существительное.
- Союз. Сочинительные и подчинительные союзы.
- Синтаксис: Сложное предложение. Типы придаточных предложений. Союзное и бессоюзное подчинение в придаточных предложениях.
- Условные предложения I, II, III, смешанного типов. Сослагательное наклонение.
- Прямой и обратный порядок слов в сложном предложении.
- Прямая и косвенная речь.
- Предлоги места, времени, направления, инструментальности, причинности, совместности. Предлоги, совпадающие по форме с наречиями. Место предлога в предложении.
- Основные словообразовательные модели.
- Усилительные конструкции.
- Слова-связки.
- Вводные слова и предложения.
- Интернациональные слова.

3.3.4. ДЛЯ СПЕЦИАЛЬНОСТЕЙ «СТРОИТЕЛЬСТВО ЗДАНИЙ И СООРУЖЕНИЙ (ПРОФИЛИЗАЦИЯ – АВТОМОБИЛЬНЫЕ ДОРОГИ)», «СТРОИТЕЛЬСТВО ЗДАНИЙ И СООРУЖЕНИЙ (ПРОФИЛИЗАЦИЯ – ПРОИЗВОДСТВО СТРОИТЕЛЬНЫХ ИЗДЕЛИЙ И КОНСТРУКЦИЙ)», «СТРОИТЕЛЬСТВО ЗДАНИЙ И СООРУЖЕНИЙ (ПРОФИЛИЗАЦИЯ – ПРОМЫШЛЕННОЕ И ГРАЖДАНСКОЕ СТРОИТЕЛЬСТВО)» (дневная форма получения высшего образования):

Самостоятельная работа студентов без контроля преподавателя осуществляется в объеме 100 часов, из них в 1 семестре – 50 часов, во 2 семестре – 50 часов.

Самостоятельная работа студентов включает самостоятельное изучение следующих тем по грамматике в 1 семестре:

- Имя существительных: число имен существительных; образование множественного числа и притяжательного падежа существительных.
- Местоимения: личные, притяжательные, возвратные, указательные, вопросительные, относительные и союзные, неопределенные, отрицательные, обобщающие. Местоимения *it, one* как заменители существительного.
- Степени сравнения прилагательных и наречий. Сравнительные конструкции с прилагательными. Место прилагательных и наречий в предложении.
- Числительные: количественные, порядковые, дробные.
- Повелительное наклонение.
- Модальные глаголы и их эквиваленты.

Самостоятельная работа студентов включает самостоятельное изучение следующих тем по грамматике во 2 семестре:

- Синтаксис: Простое предложение. Безличные предложения. Порядок слов в повествовательном, повелительном и вопросительном предложениях.
- Союз. Сочинительные и подчинительные союзы.
- Синтаксис: Сложное предложение. Типы придаточных предложений. Союзное и бессоюзное подчинение в придаточных предложениях.
- Отглагольное существительное.
- Основные словообразовательные модели.
- Усилительные конструкции.
- Слова-связки.
- Вводные слова и предложения.

3.3.5. ДЛЯ СПЕЦИАЛЬНОСТИ «СТРОИТЕЛЬСТВО ЗДАНИЙ И СООРУЖЕНИЙ (ПРОФИЛИЗАЦИЯ – ПРОМЫШЛЕННОЕ И ГРАЖДАНСКОЕ СТРОИТЕЛЬСТВО)» (заочная форма получения высшего образования и заочная форма получения высшего образования, интегрированного со средним специальным образованием):

Самостоятельная работа студентов без контроля преподавателя осуществляется в объеме 180 часов, из них в 1 семестре – 90 часов, во 2 семестре – 90 часов.

Самостоятельная работа студентов включает самостоятельное изучение следующих тем по грамматике в 1 семестре:

– Имя существительных: число имен существительных; образование множественного числа и притяжательного падежа существительных.

– Местоимения: личные, притяжательные, возвратные, указательные, вопросительные, относительные и союзные, неопределенные, отрицательные, обобщающие. Местоимения *it, one* как заменители существительного.

– Степени сравнения прилагательных и наречий. Сравнительные конструкции с прилагательными. Место прилагательных и наречий в предложении.

– Числительные: количественные, порядковые, дробные.

– Повелительное наклонение.

– Модальные глаголы и их эквиваленты.

Самостоятельная работа студентов включает самостоятельное изучение следующих тем по грамматике во 2 семестре:

– Синтаксис: Простое предложение. Безличные предложения. Порядок слов в повествовательном, повелительном и вопросительном предложениях.

– Союз. Сочинительные и подчинительные союзы.

– Синтаксис: Сложное предложение. Типы придаточных предложений. Союзное и бессоюзное подчинение в придаточных предложениях.

– Отглагольное существительное.

– Основные словообразовательные модели.

– Усилительные конструкции.

– Слова-связки.

– Вводные слова и предложения.

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ПРОТОКОЛ СОГЛАСОВАНИЯ УЧЕБНОЙ ПРОГРАММЫ
ПО ДИСЦИПЛИНЕ «ИНОСТРАННЫЙ ЯЗЫК (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)
Типология зданий и сооружений Архитектурное материаловедение	Архитектуры		Рассмотрена и рекомендована к утверждению протокол № ____ от ____

Содержание учебной программы согласовано с выпускающей кафедрой

Заведующий выпускающей кафедрой,
кандидат технических наук, доцент



А.В.Тур