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(ФГБОУ ВО РГУПС)

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Иностранный язык в профессиональной деятельности
(английский язык для специальности среднего профессионального образования
09.02.09 Веб-разработка)

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Введение

Целью дисциплины «Иностранный язык в профессиональной деятельности» является формирование универсальной компетенции ОК-9: «Пользоваться профессиональной документацией на государственном и иностранном языках».

Достижение поставленной цели осуществляется в ходе учебной деятельности, направленной на развитие компонентов иноязычной коммуникативной компетенции (языковой, речевой, социокультурной, компенсаторной, учебно-познавательной), что позволит обучающимся составлять профессиональную документацию в письменной форме на иностранном языке. Ориентируясь на возможные ситуации межличностного и межкультурного взаимодействия в академической и профессиональной сферах, в которых могут оказаться обучающиеся в связи с выполнением своих учебных и профессиональных обязанностей, участвуя в различных социально-культурных акциях и мероприятиях, данное методическое пособие предоставляет необходимый базовый материал для развития лексических, грамматических навыков обучающихся, а также их умений в области говорения, чтения, слушания, письма и перевода.

В рамках программы учебной дисциплины обучающимися осваиваются умения и знания:

| Код и содержание компетенции | Умения | Знания |
|--|--|--|
| ОК-09 Пользоваться профессиональной документацией на государственном и иностранном языках | Уметь: понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные, бытовые и академические); понимать общий смысл текстов на базовые профессиональные темы; участвовать в диалогическом общении на знакомые общие и профессиональные темы; строить простые высказывания о себе и о своей профессиональной деятельности; кратко обосновывать и объяснять свои действия (текущие и планируемые); читать и переводить основные профессиональные документы на иностранном языке; составлять базовую профессиональную документацию | Знать: основные правила грамматики иностранного языка; правила построения простых и сложных предложений на профессиональные темы; основные общеупотребительные глаголы (бытовая, академическая и профессиональная лексика); базовый лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности, а также к созданию профессиональной документации; особенности произношения изучаемого иностранного языка; правила чтения текстов профессиональной направленности |

РАЗДЕЛ 1. ПРОФЕССИОНАЛЬНАЯ КОММУНИКАЦИЯ ПРИ ОБСУЖДЕНИИ СИСТЕМ ОБРАЗОВАНИЯ В РОССИИ И ЗА РУБЕЖОМ. СРЕДНЕЕ ПРОФЕССИОНАЛЬНОЕ ОБРАЗОВАНИЕ

SECTION 1. PROFESSIONAL COMMUNICATION IN DISCUSSING EDUCATION SYSTEMS IN RUSSIA AND ABROAD. SECONDARY VOCATIONAL EDUCATION

Занятие 1

Я – студент

Unit 1

I am a student

Exercise 1. Learn the following words:

| | |
|-----------------------------------|--------------------------------------|
| secondary vocational education | среднее профессиональное образование |
| speciality | специальность |
| skill | навык, мастерство |
| skilled | квалифицированный |
| employee | сотрудник, служащий |
| to finish school | закончить школу |
| mid-level | среднее звено |
| various | различный |
| in accordance with | в соответствии |
| society | общество |
| to enter the university | поступать в университет |
| a freshman | первокурсник |
| a sophomore | второкурсник |
| to graduate (from) the university | закончить университет |
| state | государство, штат |
| department | факультет |
| subject | предмет |
| academic | учебный |
| to divide into | делить на |
| term/semester | семестр |
| examination session | экзаменаціонная сессия |
| academic year | академичекий год |
| to end | заканчиваться |
| to take an exam | сдавать экзамен |
| to pass an exam | сдать экзамен |
| a credit | зачёт |

Exercise 2. Repeat after the teacher and learn the pronunciation of these words:

Employee, subject, term, session, skilled, speciality, various, society, academic year.

Exercise 3. Answer the questions:

1. Are you a student of Rostov State Transport University?
2. Are you a freshman?
3. Why have you decided to enter the RSTU?
4. How have you learnt about the RSTU?
5. What do you expect from your student life?
6. What extra-curriculum activities are you interested in?
7. Where do you plan to work after graduating the university?
8. Do you want to continue education for getting a bachelor or specialist degree?

Exercise 4. Read and translate into Russian.

1. I am a freshman.
2. I am a sophomore.
3. After graduating I will be a bachelor.
4. After getting a degree I plan to become a skilled worker.
5. After lessons I join my friends in the student club.

Exercise 5. Read the text and translate it into Russian.

I am a student

My name is I am a first-year student of the secondary vocational education at the Rostov State Transport University. My speciality is ... (Tourism and Hospitality; Jurisprudence; Design; Economics; Mechatronics, etc.).

Secondary vocational education (SVE) is a system of training skilled workers or employees and mid-level specialists for various sectors of the national economy in accordance with the needs of society and the state.

I go to the University every day. Our lectures begin at 8.20 in the morning. We have 3 or 4 lessons every day. We stay at the University till 2 or 3 o'clock in the afternoon. We have no lectures on Sundays. We study many subjects, such as History, Maths, Russian, and English. The academic year is divided into 2 terms. Each term ends with examination session. We will take several credits and exams.

Exercise 6. Fill in the blank with the prepositions.

To stay ... the University, ... 9 ... the morning, ... the afternoon, to study ... the University, to work ... Monday, to go ... the University, to divide ... 2 parts, ... the end of the week, the course ... studies, to work ... the public company.

Exercise 7. Compose the sentences about your learning path.

| | |
|------------------------------|-----------------------------------|
| We study | for me is Math |
| The academic year is divided | with examination session |
| Our graduates can work | into 2 terms |
| The most difficult subject | many general and special subjects |
| We are to take several | at railway enterprises |
| Each term ends | credits and exams |

Exercise 8. Find the English equivalents for word combinations in the text.

Студент первого курса, РГУПС, факультет, оставаться в университете до 2 или 3 часов дня, общие и специальные предметы, самый трудный предмет, учебный год делится, семестр, экзаменацная сессия, сдавать зачеты и экзамены, получить диплом, специалист, квалифицированный сотрудник, специалист среднего звена.

Exercise 9. Ask and answer the questions in pairs to make up a dialogue.

1. What University do you study at?
2. What department do you study at?
3. What is your speciality?
4. How often do you go to the university?
5. How many classes a day do you have?
6. Till what time do you stay at the University?
7. What general subjects do you study?
8. What special subjects do you study?

GRAMMAR

Word order (порядок слов в английском предложении)

Структура повествовательного предложения

В английском предложении каждый член предложения имеет свое определенное место. Перестановка членов предложения допускается только в исключительных случаях для придания речи большей выразительности. В простом распространенному повествовательному предложении следующий порядок слов:

| | | | | | |
|---|---------------------------|--|----------------------------|--|---|
| Обстоятельство места или времени (Где? Когда?) | Подлежащее (Кто? Что?) | Обстоятельство образа действия (Как?) | Сказуемое (Что делает?) | Дополнение (Кому? Что? С кем? и др.) (косвенное, прямое, предложное) | Обстоятельство места или времени (Как? Где? Когда?) (образа действия, места, времени) |
| Every morning | I | regularly | run | with my brother | in the park |

Обстоятельство также может стоять на нулевом месте перед подлежащим. Определение может стоять в любом месте предложения рядом с определяемым словом.

Например:

My brother gave his friends several books yesterday.

My brother gave several books to his friends yesterday.

1) Brother –подлежащее 2) gave –сказуемое 3) friends –косвенное дополнение, books –прямое дополнение, to friends –предложное дополнение 4) yesterday –обстоятельство места 5) my, his, several –определения.

Для образования отрицательного предложения после вспомогательного глагола добавляется частица –not.

| Обст.-во (Где? Ко- гда?) | Подле- жащее (Кто? Что?) | Вспомогатель- ный глагол + not | Обстоя- тельство об- раза дей- ствия (Как?) | Сказуе- мое (Что де- лает?) | Дополне- ние (Что? С кем и др.) | Обстоя- тельство места или времени (Где? Ко- гда?) |
|-----------------------------------|-----------------------------------|--------------------------------------|---|--------------------------------------|--|---|
| – | I | do not (don't) | regularly | run | with my brother | in the park |
| – | He | does not (doesn't) | often | read | books | in the li- brary |
| – | My sister | is not (isn't) | | | | at home now |

В вопросительных предложениях – обратный порядок слов, т. е. на первое место выносится соответствующий вспомогательный глагол.

| Вспом. глагол | Подлежа- щее (Кто? Что?) | Обстоятель- ство образа действия (Как?) | Сказуемое (Что дела- ет?) | Дополнение (Что? С кем? и др.) | Обстоятель- ство места или времени (Где? Когда?) |
|------------------|--------------------------------|--|---------------------------------|--------------------------------------|---|
| Do | you | regularly | run | with your broth- er | in the park? |
| Does | he | often | read | books | in the library? |
| Is | my sister | | | | at home now? |

Exercise 10. Compose the sentences.

1. The best, Victor, waiter, is, at the restaurant.
2. Serves, different, the restaurant, dishes.
3. The, is, Russia, the, in, country, largest, world.
4. Is, the city, in, of, the center, the restaurant.

Exercise 11. Transform the sentences to remove the preposition.

Образец: *She gave a letter to the postman.* - *She gave the postman a letter.*

1. Victor wrote a letter to his mother.
2. I'll send the books to you.

3. He brought the book to her this morning.
4. She wrote a letter to her brother.
5. My sister sent a letter to my daughter.
6. He showed the books to me.
7. They wrote a letter to us.

Parts of speech (Части речи)

Все слова, входящие в язык, делятся на разряды, называемые частями речи.

Различаются следующие части речи:

1. существительное (noun, *n*)
2. прилагательное (adjective, *a*)
3. числительное (numeral, *num*)
4. местоимение (pronoun, *pron*)
5. глагол (verb, *v*)
6. наречие (adverb, *adv*)
7. предлог (preposition, *prep*)
8. союз (conjunction, *cj*)
9. междометие (interjection, *interj*)

Pronouns (Местоимения)

Местоимение – это часть речи, которая употребляется вместо имени существительного или других частей речи, определяющих существительное.

Например:

Peter gave Kate a book. She took it.

Петя дал Кате книгу. Она ее взяла.

В английском языке есть следующие разряды местоимений: личные, притяжательные, указательные, вопросительно-относительные, возвратные и усиливательные, неопределенные.

Personal pronouns (Личные местоимения)

Личные местоимения в английском языке имеют два падежа:

1. именительный падеж (the nominative case)
2. объектный падеж (the objective case), заменяющий собой все падежи русского языка.

| Число | Лицо | Именительный падеж | Объектный падеж |
|-------|--------|---|---|
| Ед. | 1 лицо | I (я) | me (мне, меня) |
| | 2 лицо | you (ты) | you (тебе, тебя) |
| | 3 лицо | he (он) she (она) it (оно) | him (ему, его) her (ей, ее) it (ему) неодуш. |
| Мн. | 1 лицо | we (мы) | us (нам, нас) |
| | 2 лицо | you (вы) | you (вам, вас) |
| | 3 лицо | they (они) | them (им, их) |

Слова, обозначающие мужчин, заменяются местоимением **he** (он).

Слова, обозначающие женщин, заменяются местоимением **she** (она).

Слова, обозначающие неодушевленные предметы, заменяются местоимением **it**.

Местоимение **they** (они) относится ко всем трем родам

Possessive Pronouns (Притяжательные местоимения)

Притяжательные местоимения отвечают на вопрос чей? и имеют две формы: основную и абсолютную. Основная форма употребляется в тех случаях, когда за притяжательным местоимением стоит существительное.

This is my book and that is your book. Это моя книга, а то твоя книга.

Основная форма притяжательных местоимений.

| Единственное число | Множественное число |
|--|--|
| 1 лицо my (мой, моя, мое, мои) | 1 лицо our (наш, наша, наше, наши) |
| 2 лицо your (твой, твоя, твое, твои) | 2 лицо your (ваш, ваша, ваше, ваши) |
| 3 лицо his (его), her (ее), its (его) | 3 лицо their (их) |

Абсолютная форма притяжательных местоимений употребляется в тех случаях, когда за местоимением не стоит существительное.

This is my book and that is yours. Это моя книга, а то твоя.

It is not mine. Она не моя.

Абсолютная форма притяжательных местоимений.

| Лицо | Единственное число | Множественное число |
|--------|--|--------------------------------------|
| 1 лицо | mine (мой, моя, мое, мои) | ours (наш, наша, наше, наши) |
| 2 лицо | yours (твой, твоя, твое, твои) | yours (ваш, ваша, ваше, ваши) |
| 3 лицо | his (его), hers (ее), its (его) | theirs (их) |

Указательные местоимения

Указательные местоимения **this** и **that** имеют единственное и множественное число.

| Единственное число | Множественное число |
|------------------------------|---------------------|
| this (этот, эта, это) | these (эти) |
| that (тот, та, то) | those (те) |

This is my house and that is yours. **Это** мой дом, а **то** – твой.

These are my books. Take **those** books. **Эти** книги мои. Возьми **те** книги.

Указательное местоимение **such** имеет одну неизменяемую форму.

I like such books. Мне нравятся **такие** книги.

Exercise 12. Replace the nouns with the pronouns.

| | |
|---|-----------------------|
| 1. My father is writing a letter to <u>John</u> . | a) him b) her c) me |
| 2. I don't know <u>the answer</u> . | a) she b) her c) it |
| 3. The teacher always gives <u>the pupils</u> homework. | a) me b) them c) you |
| 4. I read the book to <u>my little sister</u> . | a) her b) us c) him |
| 5. The boys are riding <u>their bikes</u> . | a) it b) them c) her |
| 6. Open the <u>window</u> , please. | a) it b) them c) us |
| 7. These books are for <u>Jane</u> . | a) her b) him c) you |
| 8. Sally is going to <u>Anne</u> . | a) her b) him c) me |
| 9. Could you tell <u>Peter</u> the time, please? | a) you b) him c) them |
| 10. Can you help <u>my sister and me</u> ? | a) her b) me c) us |

Exercise 13. Write in English.

Моя книга, их имена, наша комната, его собака, ваш заказ, их комната, твоя машина.

Exercise 14. Translate into English.

1. Тот стол – не мой. 2. Эта книга – моя. 3. Это – мой стол, а то – его. 4. Эти – ее карандаши, а те – мои. 5. Возьмите те карандаши 6. Я люблю такие ручки, они хорошие. 7. Ваша ручка плохая, возьмите мою.

Exercise 15. Choose the pronouns.

1. Is he (*our / ours*) customer?
2. It's (*their / theirs*) house, not (*our / ours*).
3. They're new guests and I don't know (*their / theirs*) names.
4. (*My / Mine*) flat is bigger than (*her / hers*), but (*her / hers*) is more comfortable.
5. That's not (*my / mine*) table. (*My / Mine*) is near the window.
6. They took (*our / ours*) books and we took (*their / theirs*).
7. Are these pencils (*her / hers*)?
8. Is this (*your / yours*) house or (*their / theirs*)?

Exercise 16. Use the pronouns in the necessary form.

1. Let (*he*) bring clean plates for (*we*). 2. Let (*we*) choose something tasty for the first course. 3. Don't let (*they*) eat much sugar. 4. Let (*we*) have dinner at this restaurant. 5. Let (*I*) help you, sir. 6. Let (*they*) make an order. 7. Let (*we*) take these sandwiches. 8. Don't let (*he*) smoke here! 9. Let (*she*) order ice cream. 10. Let (*they*) see what to order for dinner,

Самостоятельная работа

Individual work

Exercise 1. Learn new words.

Exercise 2. Replace the nouns with the pronouns.

1. **Victor** helped the **guests** to choose the **wine**. 2. **Mother** asked **Mary** to wash the **plates**. 3. My **friend** prepares the **breakfast**. 4. **Jane** took **three cups** from the table. 5. **His cousins** live in Moscow. 6. The **guests** will come tomorrow. 7. **Mary** works in the kitchen.

Exercise 3. Translate into English.

1. Мой друг Сергей учится на втором курсе. Он поступил в университет в прошлом году.
2. Студенты посещают (attend) лекции, практические занятия и лабораторные работы (labs).
3. Учебный год делится на 2 семестра.
4. Дважды в год студенты сдают зачеты и экзамены.
5. Студенты изучают как общие предметы, так и специализированные.

Exercise 4. Compose the sentences.

1. At the factory, does, this, work, girl, not.
2. Now, in the office, father, your, is?
3. Football, my, at the stadium, like, to play, children.
4. Usually, books, do, at the library, you, take?
5. Not, my, in the center, house, is, of the city.

Exercise 5. Get ready to speak on the topic “I am a student”.

Занятие 2

Рабочий день студента

Unit 2

Student’s working day

Exercise 1. Learn the following words:

| | |
|----------------------------------|--|
| to describe | описать |
| weekdays | рабочие дни |
| weekend | выходной |
| to get dressed | одеваться |
| it takes me ... minutetes to ... | у меня занимает ... минут выполнение ... |
| have to be back | должны вернуться |
| canteen | столовая в школе, институте |
| to miss classes | пропускать занятия |
| to pass exams | сдать экзамены |
| as a rule | как правило |

Exercise 2. Repeat after the teacher and learn the pronunciation of these words:

Sophomore, weekdays, to comb my hair, especially, to share, canteen, at eight sharp, to pass examinations wrll.

Exercise 3. Read the text and translate it into Russian.

Student's working day

Now I am a sophomore of the University. Let me describe my usual working day. My classes begin at 8.20 in the morning and on weekdays I get up at seven o'clock. I wash my face or take a shower and brush my teeth. After that I get dressed and comb my hair. Then I have breakfast.

I leave the house at eight sharp and walk to the University. I live near the University and it usually takes me about ten minutes to get there.

As a rule, we have three or four lessons a day. We have lectures in different subjects. Usually I don't miss my classes because I want to pass my examinations well.

At 11.30 we have a big break for lunch. I prefer not to go to the canteen and we often have lunch in a small café.

As a rule, we have four or five lectures a day. We have lectures in different subjects. Usually, I don't miss my classes because I want to pass my examinations well.

I come home at about 6 o'clock in the evening. My parents are already at home. We have dinner together and share the latest news. After dinner we wash dishes, drink coffee or tea and chat for a while. I do my homework every day. It takes me about 1 or 2 hours to do my homework. After that I have a little spare time. Sometimes I go for a walk in the park or visit my friends.

At about eleven at night, I go to bed. I like to read something before going to bed or to listen to music.

GRAMMAR **Verbs (Глаголы)**

Глаголом называется часть речи, которая обозначает действие или состояние, представленное в виде действия.

Глаголы в английском языке имеют четыре основные формы:

| | |
|--|---------------|
| 1. инфинитив (неопределенная форма) | <i>to ask</i> |
| 2. прошедшее время (Past Indefinite) | <i>asked</i> |
| 3. причастие прошедшего времени (Past Participle) | <i>asked</i> |
| 4. причастие настоящего времени (Present Participle) | <i>asking</i> |

С помощью этих форм образуются все сложные временные формы действительного и страдательного залога.

Глагол to be

Глагол **to be** означает «быть», «являться».

I am a student. Я студент.

He is a doctor. Он – врач.

Глагол **to be** означает также «быть», «находиться где-то».

I am at the Institute. Я в институте.

He is at the hospital. Он в больнице.

Спряжение глагола **TO BE**

| Число | Утверждение | Вопрос | Отрицание |
|--|---|---|---|
| Настоящее время (Present Simple) | | | |
| Ед. ч. | I am . You are . He (she, it) is . | Am I? Are you? Is he (she, it)? | I am not . You are not . He (she, it) is not . |
| Мн. ч. | We (you, they) are . | Are we (you, they)? | We (you, they) are not . |
| Прошедшее время (Past Indefinite) | | | |
| Ед.ч | I (he, she, it) was . You were . | Was I (he, she, it)? Were you? | I (he, she, it) was not . You were not . |
| Мн.ч | We (you, they) were . | Were we (you, they)? | We (you, they) were not . |
| Будущее время (Future Indefinite) | | | |
| Ед.ч | I shall be . You (he, she, it) will be . | Shall I be ? Will you (he, she, it) be ? | I shall not be . You (he, she, it) will not be . |
| Мн.ч | We shall be . You (they) will be . | Shall we be ? Will you (they) be ? | We shall not be . You (they) will not be . |

Exercise 4. Insert the verb to be.

1. He ... born in 1998.
2. We ... students now.
3. We ... good friends in our group.
4. It ... an interesting book.
5. Who ... absent today?
6. He ... a student.
7. What ... he? - He ... a doctor?
8. These ... my pencils.
9. Where ... this book? - It ... on the table.
10. What ... their names?
11. Mary ... a girl.
12. Who ... he? 13. What ... you?
14. This man ... in the room.
15. How ... she?
16. How ... you? - I ... fine.
17. How ... your friend?
18. ... he your son?
19. Tomorrow we ... at home.
20. ... you a sportsman?
21. There ... no book on the table.
22. It ... my parents' car.
23. There ... 20 students in our group now.

Exercise 5. Insert the proper form of the verb to be.

1. Mathematics ... very difficult.
2. There ... many birds in the tree.
3. Who ... you?
4. The dishes ... on the table.
5. My teeth ... white.
6. How many students ... there in your group?
7. ... my shirts washed?

8. Not many cities ... as big as Moscow.
9. There ... many problems in these exercises.
10. There ... two libraries in our University.

Глагол **to have**

Глагол **to have** означает «иметь», «обладать», «у меня (тебя, нас и т.д.) есть».

I have a car. У меня есть машина.

He had 3 classes yesterday. У него было 3 занятия вчера.

В настоящем времени часто употребляется конструкция **to have got** в том же значении.

I have got a family. У меня есть семья.

Спряжение глагола **TO HAVE**

| Единственное число | | | |
|---------------------|----------------------|----------------------------|-----------------------|
| | утверждение | отрицание | вопрос |
| 1 лицо | I have | I have no... | have I? |
| 2 лицо | you have | you have no... | have you? |
| 3 лицо | he/she/it has | he/she/it has no... | has he/she/it? |
| Множественное число | | | |
| 1 лицо | we have | we have no... | have we? |
| 2 лицо | you have | you have no... | have you? |
| 3 лицо | they have | they have no... | have they? |

Exercise 6. Insert the verb “to have” or “to be”:

1. We do not ... any questions. 2. He ... born in 1989. 3. We ... a lot of rooms in our hotel. 4. It ... an interesting film. 5. Who ... any ideas? 6. He ... a student five years ago. 7. What ... he now? 8. ... you got enough money? 9. These ... my guests. 10. Where ... the key to my room? -It ... on the table. 11. What do you ... for breakfast? 12. Mary ... a manager in three years. 13. Who ... a pen? 14. He ... a student, ... not he? 15. This man ... in the next room. 16. What ... the price? 17. How ... you? I ... fine. 18. How ... your friend? 19. ... he any children? 20. Tomorrow we ... a meeting at the conference hall. 21. ... you a sportsman? 22. They ... no time to lay the table. 23. Cars ... four wheels. 24. There ... 25 suites in our hotel now.

Types of questions (Типы вопросов)

1. Общий вопрос.

Общий вопрос относится ко всему предложению в целом, и ответом на него будут слова **yes** или **no**:

Do you like ice-cream? – Yes, I do.

Can you speak English? - Yes, I can.

Are you a schoolboy? – No, I am not.

Have you bought a text book? - Yes, I have.

Порядок слов в общем вопросе.

- 1) вспомогательный (модальный, глагол-связка) глагол,

- 2) подлежащее (существительное или местоимение),
- 3) смысловой глагол (или дополнение).

2. Специальный вопрос.

Специальный вопрос относится к какому-нибудь члену предложения или их группе и требует конкретного ответа:

What is your name? - My name is Peter.

Where do you live? - I live in Rostov.

Специальный вопрос всегда начинается со специального вопросительного слова:

| | |
|------------------|-----------------------|
| who (кто?) | where (где?) |
| whom (кого?) | why (почему?) |
| what (что?) | how long (как долго?) |
| which (который?) | how many (сколько?) |
| whose (чей?) | how much (сколько?) |
| when (когда?) | how (как?) |

Порядок слов в специальном вопросе.

- 1) вопросительное слово (*what, where, who, when, how* и т. д.),
- 2) вспомогательный (модальный, глагол-связка) глагол.
- 3) подлежащее,
- 4) смысловой глагол,
- 5) дополнения,
- 6) обстоятельства (места, времени, образа действия и т.д.)

В специальных вопросах, обращенных к **подлежащему** в формах Present и Past Indefinite, **не употребляется** вспомогательный глагол **to do (did)** и сохраняется прямой порядок слов:

Who wants to go to the cinema?

Whose pen is it?

Who lives here?

3. Альтернативный вопрос.

Альтернативный вопрос предполагает выбор из двух возможностей:

Do you like coffee or tea? - Вы любите кофе или чай?

Альтернативный вопрос начинается как общий вопрос, затем следует разделительный союз **or** и вторая часть вопроса.

4. Разделительный вопрос

Разделительный вопрос состоит из двух частей. Первая часть – это повествовательное предложение (утвердительное или отрицательное), вторая, отделенная запятой от первой, – краткий вопрос, который на русский переводится **не правда ли? не так ли?**

You are a student, aren't you? – Вы студент, не правда ли?

You aren't a student, are you? – Вы не студент, не так ли?

В кратком вопросе повторяется вспомогательный, модальный или связочный глагол предложения, содержащего заявление. Если сказуемое предложения выражено глаголами to be или to have, то повторяются эти глаголы.

He is reading, isn't he? Он читает, не так ли? (Повторяется вспомогательный глагол.)

He can read, can't he? Он умеет читать, не так ли? (Повторяется модальный глагол can.)

He is a good specialist, isn't he? Он хороший специалист, не так ли? (Повторяется связочный глагол to be.)

He has a book, hasn't he? У него есть книга, не так ли? (Повторяется глагол to have, употребляемый как смысловой глагол.)

Если в повествовательной части разделительного вопроса содержится **утверждение**, то во второй - **отрицание**.

Если в повествовательной части – **отрицание**, то во второй части, как правило, – **утверждение**:

He is there, isn't he? Он там, не так ли?

He isn't there, is he? Он не там, не так ли?

Exercise 7. Put the general questions to the sentences and give positive and negative answers.

A) Образец: *The guests are at the restaurant. Are the guests at the restaurant? Yes, they are.*

Mary is a good cook. Is she a good cook? Yes, she is.

1. The cooks are in the kitchen.
2. The waiters are in the dining hall.
3. The tables are set for dinner.
4. The watermelon is juicy.
5. The menu card is on the table.
6. He is a good waiter.
7. Our dinner was very good.
8. Our table is in the corner.

B) Образец: *The guests are not at the restaurant. Are the guests at the restaurant? No, they are not.*

He is not a waiter. Is he a waiter? No, he is not.

1. The dining hall is not small.
2. The waiters are not in the dining hall now.
3. The tablecloths are not on the tables now.
4. Menu-cards are not on the table.
5. Steak is not on the menu today.
6. Mary is not a headwaiter.
7. Cigarettes are not on sale.
8. There are no flowers on the table.

Exercise 8. Put the tag questions to the sentences and give positive and negative answers.

1. She is a student.
2. He speaks English well.
3. They have many books.
4. The weather was fine yesterday.
5. We saw a new film yesterday.
6. You can read well.

Exercise 9. Put different types of questions to the sentences and give positive and negative answers.

1. *Обычные*. 2. *Специальные*. 3. *Разделительные*

1. There is a menu-card on the table.
2. The guests are leaving the restaurant at eleven o'clock.
3. They will go to work on Monday.
4. Our headwaiter knows several foreign languages.
5. He has ordered a substantial breakfast.
6. They were in many countries.
7. They are working in the kitchen.
8. Dinner is the largest meal during the day.
9. He likes oysters.
10. I heard about this restaurant from my friend.

Exercise 10. Correct the mistakes.

1. What Tony are writing?
2. What is writing?
3. What Julia want to do?
4. Who does wants a cup of tea?
5. Who President John F. Kennedy killed?
6. Who did invented the telephone?
7. Whose your favorite actor?
8. Who's is this coat?
9. What hand does you write with?
10. Arthur is 21, hasn't he?
11. You're a student, isn't it?
12. They live in Milan, doesn't they?
13. Does Diana like golf, doesn't she?

Nouns. Number (Существительные. Число)

Множественное число имен существительных образуется несколькими способами:

1. Добавление окончания "s" к существительному:

a cat cats

a sea *seas*
a boy *boys*

a) Добавляется окончание "s" к существительным, оканчивающимся на гласную + "y"

monkey (обезьяна) – *monkeys*

day (день) – *days*

– Заменяется "y" на "i" и добавляется "es" к существительным, оканчивающимся на согласную + "y"

a lady (леди) – *ladies*

a country (страна) – *countries*

b) Добавляется окончания "es" к существительным, оканчивающимся на "s", "x", "z", "ch", and "sh":

watch (часы) – *watches*

dish (блюдо) – *dishes*

c) Заменяется "f" на "v" и добавляется окончания "es" к существительным, оканчивающимся на "f" и "fe"

life (жизнь) – *lives*

wolf (волк) – *wolves*

Исключения:

belief (вера) – *beliefs*

chief (шеф) – *chiefs*

hoof (копыто) – *hoofs* и *hooves*

cliff (утес) – *cliffs*

roof (крыша) – *roofs*

d) Добавляется "s" или "es" к существительному, оканчивающемуся на "o"

piano (пианино) – *pianos*

potato (картофель) – *potatoes*

2. Особый способ, не по общим правилам:

a) изменяется корневая гласная:

a man (мужчина) – *men* (мужчины)

a woman (женщина) – *women* (женщины)

a foot (нога) – *feet* (ноги)

a tooth (зуб) – *teeth* (зубы)

a goose (гусь) – *geese* (гуси)

a mouse (мышь) – *mice* (мыши)

b) добавляется окончание *-en*:

an ox (бык) – *oxen* (быки)

a child (ребенок) – *children* (дети)

c) формы единственного и множественного числа из латинского и греческого языков:

a crisis (кризис) – *crises* (кризисы)

a datum (величина, данное) – *data* (данные)

3. Общая форма для единственного и множественного числа:

a deer (олень) – *deer* (олени)

a sheep овца) – *sheep* (овцы)

a fish (рыба) – *fish* (рыбы)

4. Существительные только в единственном числе:

money (деньги), *sugar* (сахар), *business* (дело), *information* (информация, сведения), *progress* (прогресс, успехи), *news* (новость, новости), *peace* (мир), *love* (любовь), *knowledge* (знание, знания), *advice* (советы), *furniture* (мебель), *luggage* (багаж).

5. Существительные только во множественном числе:

clothes (одежда), *goods* (товары), *thanks* (благодарность), *manners* (манеры), *trousers* (брюки), *pajamas* (пижама), *glasses* (очки), *scissors* (ножницы), *jeans* (джинсы) and others.

Эти существительные согласуются с глаголом во множественном числе:

My trousers are too long.

Некоторые существительные, обозначающие дисциплины и отрасли знания и оканчивающиеся на -ics, на самом деле стоят в единственном числе. Например: *athletics*, *economics*, *electronics*, *gymnastics*, *maths* (= *mathematics*), *physics*, *politics*.

Эти существительные согласуются с глаголом в единственном числе: *Gymnastics is my favourite sport.*

Некоторые существительные, оканчивающиеся на -s могут быть как в единственном, так и во множественном числе. Например:

means (средство, средства), *a means of transport* (транспортное средство), *many means of transport* (много транспортных средств).

Некоторые существительные в единственном числе часто используются с глаголами во множественном числе. Например: *Audience*, *committee*, *company*, *family*, *firm*, *government*, *staff*, *team*.

Эти существительные обозначают группы людей, поэтому требуют глагол во множественном числе:

The police (= *they*) *are investigating the murder.*

Таким же образом, глаголы во множественном числе часто используется после названия компании или спортивной команды:

Rosneft have recently increased the price of petrol.

Но также можно использовать глагол в единственном числе:

The government wants to increase pensions.

Существительные, обозначающие сумму денег, период времени, расстояние требуют глагол в единственном числе:

Ten kilometers is a long way to go to work every day.

Exercise 11. Use the words in the plural form.

a car – two ..., a fox – five ..., a wife – four ..., a sheep – ten ..., an army – two ..., a leaf – many ..., a fish – six ..., a toy – three ..., a city – nine ..., a table – two ..., a photo – five ..., a child – twelve ..., a tooth – thirty two ..., a woman – three ..., a sister – two ..., an apple – four ..., a mouse – three ...

Exercise 12. Translate into English.

Три оленя, седые волосы, три платья, десять коробок, двенадцать карандашей, новые очки, молодые женщины, черные брюки, пять рыбок, десять ножей, четыре города, большие деньги, здоровые зубы, хорошие новости, два слона, три помидора, пять армий, богатые знания, два дяди, девять картин, три автобуса, дружественные народы, младшие братья, архитекторы и инженеры, пять уроков, родители, два парка, три собаки, короткие брюки, важные сведения, ножи и вилки, срочные телеграммы, шесть сумок, две газеты, яркие журналы, чистые носовые платки, красные зонты, осенние дожди, три мужчины, больные ноги, интересные книги.

Countable and uncountable nouns (Исчисляемые и неисчисляемые существительные)

Исчисляемые существительные обозначают предметы, которые мы можем сосчитать. Вот некоторые примеры исчисляемых существительных:

dog собака, *cat* кот, *animal* животное, *man* мужчина, *person* человек

Неисчисляемые существительные обозначают вещества, понятия и т.д, то есть то, что не может делиться на отдельные элементы. Мы не можем «посчитать» их. Вот некоторые примеры неисчисляемых существительных:

music музыка, *art* искусство, *love* любовь, *happiness* счастье

Неисчисляемые существительные обычно употребляются в единственном числе, поэтому используется глагол в единственном числе. Например:

This news is very important. Эти новости очень важны.

С неисчисляемыми существительными обычно не используется неопределенный artikel a/an. Нельзя сказать "an information" или "a music". Но можно сказать:

a piece of news новость

a bottle of water бутылка воды

Напитки (кофе, вода, чай) обычно неисчисляемые существительные. Но мы можем сказать (в ресторане, например): *Two teas and one coffee, please.* Два чая и один кофе, пожалуйста.

Exercise 13. Choose countable and uncountable nouns.

friend, milk, student, pen, paper, coffee, money, idea, family, knowledge, sea, hour, tree, silver, meat, happiness, clothes, picture, air, time, water, machine, music, snow, word, information, speed, book, news, house.

Exercise 14. Put the nouns in the plural form. Make changes in the sentences.

Образец: *His report is not ready yet – his reports are not ready yet.*

1. This is an expensive watch.
2. A high mountain is very cold at the top.
3. This flower is beautiful.
4. My foot is tired.
5. There is a party this weekend.

6. That is a large box.

Exercise 15. Put the nouns in the singular form. Make changes in the sentences.

Образец: There are many museums in Madrid. - There is a museum in Madrid.

1. Those Rock and Roll bands are loud.
2. Our schools are near.
3. These watches are broken.
4. There are many fish in the sea.
5. These cliffs are dangerous.
6. There are potatoes for dinner.
7. Those knives are very sharp.
8. Your children are very good.
9. There are many car crashes every year.

Possessive case of the nouns

(Притяжательный падеж существительных)

Притяжательный падеж существительных, обозначающих **людей и животных**, образуется путем добавления к существительному апострофа и окончания ('s). Например: *John's car* машина Джона, *the dog's tail* хвост собаки.

Притяжательный падеж существительных, обозначающих **предметы**, образуется с помощью предлога **of**. Например: *The pupils of my class. The door of the car.*

После имен, оканчивающихся на **s**, ставится ('s). Например: *Denis's wife. Gladys's job.*

К существительным во множественном числе, уже имеющим окончание **s**, добавляется только апостроф ('). Например: *my parents' car, my grandparents' house.*

| |
|--|
| The child's toys – The children's toys |
| The boy's books – The boys' books |

Exercise Use the possessive case of the nouns.

Образец: The friends of my parents. - My parents' friends.

1. The children of John Turner. The child of John Turner.
2. The questions of my son. The questions of my sons.
3. The wife of my brother. The wives of my brothers.
4. The name of this man. The voice of this girl.
5. The car of my parents. The room of my friend.
6. The handbags of these women. The handbag of these woman.
7. The room of the boys. The room of the boy.

Exercise 16. Translate into English.

1. Чьи это письма? – Это письма моих друзей.
2. Мэри взяла книги своего брата.
3. Дайте мне работы учеников, пожалуйста.
4. Это офис нашего директора.

ра. 5. Это семья моего друга. Отец моего друга учитель. Мать моего друга врач.
6. Чья это книга?

Самостоятельная работа

Individual work

Exercise 1. Learn new vocabulary.

Exercise 2. Choose the form of the verbs.

1. Physics was / were my favourite subject at school.
2. May I take your scissors? Mine isn't / aren't sharp enough.
3. The news wasn't / weren't as bad as we expected.
4. Gymnastics is / are my favourite sport.
5. Five days isn't / aren't long enough for a good holiday.
6. I can't find my glasses. Maybe you know where it is / they are?
7. The people in that city is / are very friendly.
8. I don't like very cold weather. Minus 10 degrees is / are too cold for me.

Exercise 3. Translate into English.

1. Позвольте мне представиться. Меня зовут
2. Мне 18 лет. Я родился в ... , и сейчас я живу в
3. Я студент. Я учусь в
4. Я не женат.
5. Моя семья маленькая. У меня нет братьев и сестер.
6. Я жил с родителями, когда учился в школе.
7. Моя мама – учитель. Мой отец – инженер.
8. Я люблю слушать современную музыку.
9. Я очень общителен. У меня много друзей.
10. Мне нравятся весёлая компания и вечеринки.
11. У меня есть чувство юмора. Мне нравятся шутки.
12. У меня не так много времени для занятий спортом.
13. Иногда я трачу час или два на просмотр интересного фильма,
14. Вечером я часто читаю сообщения.
15. Мне нравиться читать книги.
16. Мой любимый писатель –

Занятие 3

Моя будущая карьера

Unit 3

My future career

Exercise 1. Read the text and translate it into Russian.

Give the title to the text.

Each of us has thought about his or her future career. If you enjoy some of the subjects at school more than others or have some professional interest, you can imagine your future career.

You can work at the office, factory or you can become a freelancer. But in any case you need good education and professional skills. That is why, studying at the university is very important.

As for me, I like jobs that require creativity. For example, you can become an event-manager, a musician, or an actor. These professions might require training, practice and some talent.

Some people become entrepreneurs. They run their own businesses, make jobs and react to the needs of society.

Many people enjoy working in more traditional industries. If you love baking cakes or taking care of animals, you should follow your real passion. It is up to you what occupation to choose.

Choosing your future career is not easy but it is surely rewarding to do something you love.

GRAMMAR

English Tense System (Система времен английского глагола)

Simple/ Indefinite tenses (Простые/ неопределенные времена)

Простые времена употребляются для констатации факта: действие просто происходит в прошлом, настоящем, будущем времени без указания на его длительность или завершенность. Обратите внимание на окончание **-s** у глагола в 3 л., ед.ч.

| Present Simple | Past Simple | Future Simple |
|-----------------|-----------------|--------------------|
| <i>I play</i> | <i>I played</i> | <i>I will play</i> |
| <i>He plays</i> | <i>I went</i> | <i>I will go</i> |
| <i>I go</i> | | |
| <i>He goes</i> | | |

Глаголы в Present Simple

в 3-ем лице единственного числа имеют окончание **-s** (-es).

Present Simple Tense

| Утверждение | Отрицание (полная форма) | Отрицание (краткая форма) | Вопрос |
|------------------------|--------------------------------|-------------------------------|-----------------------------|
| <i>I play</i> | <i>I do not play</i> | <i>I don't play</i> | <i>Do I play?</i> |
| <i>You play</i> | <i>You do not play</i> | <i>You don't play</i> | <i>Do you play?</i> |
| <i>He/she/it plays</i> | <i>He/she/it does not play</i> | <i>He/she/it doesn't play</i> | <i>Does he/she/it play?</i> |
| <i>We play</i> | <i>We do not play</i> | <i>We don't play</i> | <i>Do we play?</i> |
| <i>You play</i> | <i>You do not play</i> | <i>You don't play</i> | <i>Do you play?</i> |
| <i>They play</i> | <i>They do not play</i> | <i>They don't play</i> | <i>Do they play?</i> |

Present Simple используется:

Когда говорят об обычных повторяющихся действиях, например:

John plays tennis once a week. We start work at 9 a.m. every day. Mary gets up 7 a.m. on weekdays. I go to school every day.

Когда говорят о вкусах, например:

Peter likes Chinese food. Julie doesn't like fish.

Когда сообщают факты, например: *The sun rises in the east. In Europe, the weather is cold in winter.*

Для указания на повторный характер действия часто употребляются слова (индикаторы):

every day / week, month, year (каждый день / каждую неделю, месяц, год),

often (часто),

seldom (редко),

always (всегда),

usually (обычно),

never (никогда).

Наречия ***often, seldom, always, never, usually*** обычно ставятся перед глаголом. В предложениях с глаголом ***to be*** эти наречия обычно ставятся после глагола.

He is never late for his work. – Он никогда не опаздывает на работу.

*Exercise 2. Put the verbs ***start, take, eat, think, sleep, go, like, drink, write*** in the necessary form.*

1. The serial on TV ... every day at 8 p.m.
2. The children ... milk with their meals.
3. Cats usually ... a lot.
4. Julie ... a letter to her mother once a week.
5. Tom and Julie ... in a big city in the centre of the country.
6. Tourists ... to Egypt to see the pyramids.
7. Jimmy always ... the bus to go to school.
8. We all know that children ... sweets.
9. Anne ... it's a good idea to learn English.
10. If you want to be healthy, you must ... good food.

Exercise 3. Open the brackets, use the verbs in the necessary forms.

1. We usually (to work) at the garden in the evening.
2. I (to read) the newspapers in the morning.
3. We (not to get up) early every morning.
4. My parents usually (to go) to the market on Sundays.
5. We (to have) lunch in the canteen.
6. We (to be) glad to meet you.
7. How often they (to get) messages?
8. I (to be) a Russian engineer.
9. My brothers (to study) at school.

10. The students (to be) in the swimming pool.

Exercise 4. Open the brackets, use the verbs in the necessary forms. Pay attention to negative and interrogative sentences

1. Where you (to work)?
2. Mike (to speak) English well.
3. Our teacher (to come) always in time.
4. My younger sister (not to be) married.
5. Where he (to be) now?
6. She (not to work) at our factory.
7. Why she (to go) to her work by bus?
8. He (not to work) hard at his German.
9. Who often (to discuss) plans with the engineers?
10. Next month my father (not to go) on business trip.
11. When (to arrive) your family in Moscow?
12. This girl (to take part) often in the competition.
13. He never (to sleep) in the open air.

Exercise 5. Translate into English.

1. По пятницам он всегда опаздывает.
2. Вы учитесь в университете или школе?
3. Эта собака не злая, она лает только на незнакомцев.
4. Сколько раз в месяц у него командировки?
5. Мы сейчас не в офисе, а дома.
6. Она редко помогает тёте в саду.
7. Два раза в неделю мы будем ходить на стадион.
8. У него всегда много прекрасных идей.
9. Почему вы не покупаете вещи в этом магазине?
10. Он не часто работает на компьютере.

Prepositions (Предлоги) **Предлоги, обозначающие место**

above - над

*There is a lamp **above** the table.*

across - через

*I live **across** the street.*

around - вокруг

*We are sitting **around** the table.*

at - у, в, возле, рядом

*We are sitting **at** the table.*

*I study **at** the University.*

*The pupils are **at** the lesson.*

behind - за, позади, сзади

*There is a garden **behind** the house.*

between - между

***Between** the tables.*

down - вниз

***Down** the river.*

in - в

*He is **in** the office.*

on - на

*The book is **on** the desk.*

under - под

*The book is **under** the table.*

in front of - впереди, перед *There is a telephone in front of him.*

near - вблизи, около, *She is sitting near the table.*

рядом с, возле

over - над, через, сверх *There is a bridge over the river*

up - вверх *Up the river.*

Предлоги направления

to – к

Come to me.

from - от, из, со

Take this book from the table. I come from Russia.

into - в, внутрь

Put the book into the bag.

out of - из

Take the book out of the bag.

on(to) /onto – на

Snow fell onto the ground.

through - через, сквозь *He came in through the door.*

Предлоги времени

in - в *in April, in 2003*

in – через *in an hour, in two days*

at - в *at 5 o'clock, at midnight*

on - в *on Monday, on the 10th of February*

by - к *by the end of the week*

from ... till ... - от... до *from 5 to 6 o' clock*

from ... to ... - от... до *from 5 till 6 o'clock*

for - в течение *for an hour*

during - во время *during the lesson*

after - после *after work*

before - перед *before the lesson*

within - в течение *within a month*

Прочие предлоги

by – посредством *walk by foot, go by plane*

with - вместе, с, *write with a pen*

чем-либо (как инструментом) *eat with a spoon, write with a pen*

for – для *a letter for you*

Обозначения времени

Если минутная стрелка на часах находится в правой части циферблата – используется предлог *past*.

It's ten past eleven. Десять минут двенадцатого.

It's a quarter past eleven. Четверть двенадцатого.

It's half past eleven. Половина двенадцатого.

Если минутная стрелка находится в левой части циферблата, то используется предлог *to*.

It's ten to twelve. Без десяти двенадцать.

It's a quarter to twelve. Без четверти двенадцать.

It's twenty minutes to twelve. Без двадцати минут двенадцать.

It's eleven sharp.

Одннадцать часов ровно.

Время до полудня обозначается a.m. (от лат. ante meridiem), а после полу-
дня p.m

(от лат. post meridiem). Например: 10 a.m. - Десять часов утра. 6 p.m. -
Шесть часов вечера.

Дни недели (употребляются с предлогом on)

Monday – понедельник

Tuesday – вторник

Wednesday – среда

Thursday – четверг

Friday – пятница

Saturday – суббота

Sunday – воскресенье

Месяцы (употребляются с предлогом in)

January, February, March, April, May, June, July, August, September, October,
November, December.

Времена года (употребляются с предлогом in)

spring – весна

summer – лето

autumn – осень

winter – зима

Запомните следующие слова и выражения:

a watch – часы (наручные, карманные)

a clock – часы (стенные, настольные)

My watch is five minutes fast. - Мои часы спешат на 5 минут.

My watch is five minutes slow. - Мои часы отстают на 5 минут.

What day is it today? - Какой сегодня день (недели)?

What date is it today? - Какое сегодня число?

What time is it now? - Который час?

What is the time? - Который час?

Выражения, связанные со временем:

yesterday – вчера

the day before yesterday – позавчера

today – сегодня

tonight – сегодня вечером

tomorrow – завтра

the day after tomorrow – послезавтра

a fortnight – две недели

from 10 till 12 – с 10 до 12

half an hour – полчаса
10 days ago – 10 дней назад
It's time to ... – пора (делать что-либо)
in an hour's time – в течение часа
in time – вовремя (не слишком поздно; так, чтобы успеть)
on time – вовремя (точно по плану)
in the middle of ... – в середине
this week (month, year) – на этой неделе (в этом месяце, году)
next week – на следующей неделе
last week – на прошлой неделе
last night – вчера вечером

Exercise 6. Write it in English. What time is it now?

A) 8.05, 8.10, 8.15, 8.20, 8.25, 8.30, 8.35, 8.45, 8.50, 8.55, 9.00
Б) 1. Без двадцати двенадцать.
2. Без четверти три.
3. Половина пятого.
4. Четверть седьмого.
5. Десять минут второго.
6. Ровно двенадцать часов.

Exercise 7. Insert the prepositions.

1. There are no cloths ... the tables. 2. What street do you live ...? 3. ... Sunday our restaurant serves brunches. 4. Last week he went ... Moscow. 5. There are a lot of bridges ... the Thames. 6. She goes ... work ... bus. 7. ... the evening we didn't go anywhere and stayed ... home. 8. Many people travel ... train. 9. The waiter wrote the bill ... a pen and put it ... the table. 10. I was born ... the first ... October. 11. Fish is eaten ... a fish fork and never ... a knife. 12. He took used plates ... the table and put them ... washing machine. 13. We went ... home ... foot. 14. They often go ... a walk ... the park. 15. He works ... the hotel. 16. I don't like to sit ... the window. 17. She stood ... and went ... the room. 18. Usually I work ... 7 a.m. ... 6 p.m. o'clock. 19. I am fond ... classical music. 20. Before work waiters put ... their uniforms and chefs go ... the kitchen.

Exercise 8. Choose countable and uncountable nouns

1. This man works at our office. 2. I'll give you my book. This story is very interesting. 3. A woman, a man, a boy and a girl are the room. 4 Put this knife on that table. 5. What is your name? 6. He keeps his toy in a box. 7. A new house is in our street. 8. He has a new suit. 9. The plate was on the table. 10. This town is very large. 11. Is that girl your sister? 12. Is this a good student? 13. Is this a good match? 15. The student put his book on the desk. 16. That house is new

Самостоятельная работа
Individual work

Exercise 1. Make notes of the new vocabulary.

Exercise 2. Put the verbs in the Present Simple form.

1. One fly.... (to fly) , two flies ... (to fly).
2. One girl (to cry), four girls ... (to cry).
3. When a wolf(to see) the moon, it (to begin) to howl (выть).
4. Wolves and sheep (to be) never friends.
5. Our hens ... (to lay [откладывать]) a lot of eggs.
6. Boys (to fight) and... (to shout).

Exercise 3. Put the verbs in the Present Simple form.

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

My name's Jack. In the evening I usually (1) my homework. Then I (2) TV or video. I (3) action films! They are super! Then I (4) my dog. After that I (5) home, (6) a book and (7) ... to bed. My sister is little. She doesn't (8) action films. She (9) cartoons. She (10) them every day.

Exercise 4. Put the adverbs into the sentences to make them right for your family.

always, usually, often, sometimes, rarely, never

1. We celebrate Christmas.
2. My dad buys a Christmas tree.
3. My mum decorates a Christmas tree.
4. My granny ... makes a cake.
5. My parents ... send Christmas cards.
6. I get presents.
7. We sing Christmas songs.

Занятие 4

Профессиональная документация: заполнение анкеты

Unit 4

Professional documentation: filling in the questionnaire

Exercise 1. Study the immigration card. Ask questions as if you were the customs officer.

Model immigration card:

| | | | | |
|---------------------------|-------|---|--|--|
| Name Имя | Gleb | Date of birth Дата рождения 12.06.65 | Place of birth Место рождения Volgograd | Occupation Вид деятельности An entrepreneur |
| Surname Фамилия | Rozin | Age Возраст 39 | Nationality Национальность Russian | Resident of Место проживания Russia |

| | | | |
|---|--|--|--|
| Sex male/female Пол | Accompanying spouse Сопровождающий супруг/супруга No | Accompanying chil- dren Сопровождающие дети No | City of staying Город, где плани- руется остано- виться Dubai |
| Passport # № Паспорта 60 04 567321 | Issued Выдан 15.08. 2000 Russia, Krasnodar | Valid till действителен до 15.08.2005 | Place of dwelling Место проживания за рубежом Sunday Inn |
| Visa Виза HB-50924 | Expiry date Срок действия визы 30.11.2005 | Period of visit Период пребывания 30 days | Purpose of visit Цель визита business |

Exercise 2. Fill in the immigration card. Do this in pairs. One student is an officer, the other is a tourist.

| | | | |
|------------------------|--------------------------------|----------------------------------|--------------------------|
| Name | Date of birth | Place of birth | Occupation |
| Surname | Age | Nationality | Resident of |
| Sex male/female | Accompanying spouse | Accompanying children | City of staying |
| Passport # | Issued | Valid till | Place of dwelling |
| Visa | Expiry date | Period of visit | Purpose of visit |

Exercise 3. Study the names of the countries.

Countries and nationalities

| Country | Страна | Language, national- ity | Язык, националь- ность |
|-------------------------|----------------|------------------------------------|-----------------------------------|
| Russia | Россия | Russian | Русский |
| The USA America | США Америка | American | Американский |
| Great Britain The UK | Великобритания | British | Британский |
| Austria | Австрия | Austrian | Австрийский |
| Germany | Германия | German | Немецкий |
| Spain | Испания | Spanish | Испанский |
| Italy | Италия | Italian | Итальянский |
| France | Франция | French | Французский |
| Portugal | Португалия | Portuguese | Португальский |
| Hungary | Венгрия | Hungarian | Венгерский |
| Poland | Польша | Polish | Польский |
| Denmark | Дания | Danish | Датский |
| The Netherlands | Нидерланды | Dutch | Голландский |
| Greece | Греция | Greek | Греческий |
| Cyprus | Кипр | Cypriot | Кипрский |

| | | | |
|-----------|-----------|------------|---------------|
| Japan | Япония | Japanese | Японский |
| China | Китай | Chinese | Китайский |
| Korea | Корея | Korean | Корейский |
| Thailand | Таиланд | Thai | Тайский |
| Egypt | Египет | Egyptian | Египетский |
| Mexico | Мексика | Mexican | Мексиканский |
| Cuba | Куба | Cuban | Кубинский |
| India | Индия | Indian | Индийский |
| Pakistan | Пакистан | Pakistani | Пакистанский |
| Australia | Австралия | Australian | Австралийский |
| Turkey | Турция | Turkish | Турецкий |
| Israel | Израиль | Israeli | Израильский |

GRAMMAR

Past Simple Tense (Прошедшее простое время)

Past Simple используется, когда говорят о законченных действиях в законченный период времени в прошлом. Например,

Yesterday evening, I played tennis with a friend. I went to school in 1990. Five minutes ago, I finished the report for my boss.

В предложениях могут присутствовать обстоятельства времени:

yesterday – вчера

last night – прошлой ночью

last week – на прошлой неделе

last month – в прошлом месяце

last year – в прошлом году

last summer – прошлым летом

the other day – на днях

in 1945 – в 1945 году

Словосочетания с наречием ago:

five minutes ago – пять минут назад

an hour ago – час назад

two years ago – два года назад

Например,

Where did you travel last year? – Где ты путешествовал в прошлом году?

I was born in 1982 – Я родился в 1982 году.

They were here ten minutes ago – Они были здесь десять минут назад.

Вопросительные наречия when и how также могут указывать на прошедшее время.

How did it happen? – Как это случилось?

When did you begin your studies? – Когда ты начал учебу?

Regular and Irregular Verbs (Правильные и неправильные глаголы)

По способу образования прошедшего времени все глаголы в английском языке можно разделить на две группы: правильные и неправильные. У правильных глаголов вторая и третья формы (Past Indefinite Tense и Past Participle –

простое прошедшее время и причастие прошедшего времени) совпадают между собой и образуются путем прибавления к основе глагола окончания -ed (-d):

to ask – asked to change – changed

to receive – received to work – worked

При этом существует ряд особенностей:

а) если глагол оканчивается на -у с предшествующей согласной, то буква у меняется на i и добавляется окончание -ed.

to supply – supplied to apply – applied

Если глагол оканчивается на -у с предшествующей гласной, то буква у не меняется и добавляется окончание -ed

to stay – stayed to play – played

б) если глагол оканчивается на согласную с предшествующим кратким гласным звуком, то согласная на конце удваивается:

to stop – stopped

После звонких согласных и гласных звуков окончание -ed или -d произносится как [d] loved, said, а после глухих согласных как [t] looked.

После звуков [d] и [t] на конце слова окончание -ed (-d) произносится как [Id] landed, started.

Неправильные глаголы образуют вторую и третью формы различными способами, без четких правил. Это наиболее часто употребляемые глаголы. Список часто встречающихся неправильных глаголов находится в приложении.

Past Simple Tense

| Утверждение | Отрицание (полная форма) | Отрицание (краткая форма) | Вопрос |
|------------------|-----------------------------|------------------------------|---------------------|
| I played | I did not play | I didn't play | Did I play? |
| You played | You did not play | You didn't play | Did you play? |
| He/she/it played | He/she/it did not play | He/she/it didn't play | Did he/she/it play? |
| We played | We did not play | We didn't play | Did we play? |
| You played | You did not play | You didn't play | Did you play? |
| They played | They did not play | They didn't play | Did they play? |

Exercise 4. Open the brackets and put the verbs into the Past Indefinite form.

1. We (buy) a new car on Tuesday.
2. Mandy not (do) her homework yesterday.
3. When you (meet) Jane?
4. Why they (go) to London?
5. I not (be) ill last month.
6. Where your parents (live) when they (be) young?
7. Jill (be) in London last year.
8. When Fred (give) you this book?
9. We not (visit) them when they (be) ill.
10. I (read) much last year.

Exercise 5. Open the bracket and put the verb into the Past Indefinite form.

1. Yesterday evening I (go) to the cinema with a friend.
2. From 1995 to 1998 he (work) in Minsk.
3. Last night the concert (finish) at midnight.
4. I (arrive) at the office this morning before my colleagues.
5. When he was young, Tom (ride) a bicycle to school.
6. The train was at 8 p.m. so I (leave) home at 7 p.m.
7. Last Sunday was my mother's birthday, so I (buy) a present for her.
8. I (start) to play tennis five years ago.
9. The great composer Mozart (die) at the age of 35.
10. Julie (do) a lot of English exercises last week.

Exercise 6. Open the bracket and put the verb into the Past Indefinite form.

1. We (learn) English last year.
2. We (work) in the kitchen an hour ago.
3. Mary (cooks) the meals in the morning.
4. She (fries) fish in oil in summer.
5. We (roast) chicken on the grill last weekend.
6. I usually (serve) six tables in high season.
7. We (order) fresh tomato and cucumber salads last Sunday.

Самостоятельная работа

Individual work

Exercise 1. Fill in the immigration card, learn new vocabulary.

Exercise 2. Put the verbs into the Past Simple Tense.

1. I (to work) in a bank many years ago.
2. He (to live) in Moscow five years ago.
3. I (to like) flowers before it happened.
4. Tom (to play) the piano yesterday evening.
5. I (to love) you many years ago.
6. Kristina and Mike (to study) English together last winter.
7. You (to enjoy) your last holidays.
8. The concert (to finish) at 7 o'clock.
9. He (to plan) to go to the party yesterday.

Exercise 3. Read the text and try to understand it.

My last weekend was one of the most enjoyable ones. My weekdays are usually monotonous and hard, so I always long for Saturdays and Sundays. Unfortunately, my weekend is too short, that is why I do my best to make it really exciting.

Nothing extraordinary happened last Saturday because I was at the university till 2 p.m. and then just went home to relax with my family. I helped my mum cook dinner, then all of us watched a nice movie. At 7 p.m. I had a long foam bath, it was such

a pleasure which I can afford only at weekends. Then I spent a couple of hours reading an amazing book. So, I fell asleep with the book in my hands.

Sunday was completely different. Of course, I got up later than usual. After breakfast I did some housework while I listened to my favourite music. Then my friend phoned me and invited me and my brother to «The Amusement Park». The weather was nice and I agreed. So we took a bus and went to the park. We had so much fun. We went on a ferris wheel and all kinds of rides: water rides, train rides, swing rides. We screamed loudly. I think all kids love the rides. Although my little brother didn't quite like them, he got scared and even cried sometimes. After that we all went shopping as I needed to find a birthday present for my mother. And I found a beautiful scarf for her.

In the evening, we were extremely tired but very happy. It was a great weekend. I had a lot of fun.

Exercise 4. Make up a short story about your last week end, using the text above. You can also use the following words:

party – вечеринка, гости, to throw a party – устроить вечернику, пригласить гостей, birthday party – празднование дня рождения, house-warming party – празднование новоселья.

Занятие 5

Система образования в России. Среднее профессиональное образование

Unit 5

Education system in Russia. Secondary vocational education

Exercise 1. Learn the new words

| | | |
|---|---------------------------|--------------|
| 1 | exception [ɪk'sepʃ(ə)n] | исключение |
| 2 | compulsory [kəm'pʌlsəri]; | обязательно |
| 3 | skill [skil] | мастерство; |
| 4 | to depend [dɪ'pend] | зависить |
| 5 | mandatory | обязательный |

Exercise 2. Read and translate the text

Education in Russia

Originally, Russian education starts from the early age. Children can go to kindergarten from the age of two, but this is not compulsory. It depends on parents' decision and child's wish to attend the kindergarten.

In the Russian Federation the school education is compulsory. Pupils start going to school from the age of seven and till 16.

Mandatory education in Russia is presented by three types of schools: primary, secondary and high.

The primary school teaches its pupils elementary skills, such as reading, writing, counting. The most important period is the secondary school, which starts from the 4th or 5th grade. This is the time when children start learning Biology, Geography, Chemistry, Physics, Computing, and many other new subjects.

At the 9th grade children face a very important period in their life. They have to choose whether to continue school education, or to leave it for other types of educational institutions, such as college, specialized schools, secondary vocational education and else. If the pupil decides to continue studying in high school, which lasts for two years, s/he can enter the university after finishing school.

Secondary vocational education (SVE) is a system of training skilled workers or employees and mid-level specialists for various sectors of the national economy in accordance with the needs of society and the state.

GRAMMAR

Future Simple Tense (Будущее простое время)

Future Simple употребляется когда говорят о прогнозируемых действиях в будущем: *He will come tomorrow*.

Это время используется для передачи действия в будущем безотносительно к другому действию или моменту. Обстоятельства времени, характерные для Future Simple:

- 1) Все те, которые использовались в настоящем времени;
- 2) Tomorrow – завтра,
the day after tomorrow – послезавтра,
next week/ year/ month – на следующей неделе, в следующем году/месяце,
in two days – через два дня.

Future Simple Tense

| Утверждение | Отрицание (полная форма) | Отрицание (краткая форма) | Вопрос |
|-------------------|-----------------------------|------------------------------|--------------------|
| I will go | I will not go | I won't go | Will I go? |
| You will go | You will not go | You won't go | Will you go? |
| He/she/it will go | He/she/it will not go | He/she/it won't go | Will he/she/it go? |
| We will go | We will not go | We won't go | Will we go? |
| You will go | You will not go | You won't go | Will you go? |
| They will go | They will not go | They won't go | Will they go? |

Exercise 3. Put the verbs in the Future Simple.

1. He (to send) email to his friend tomorrow.
2. You (to go) to the cinema next weekend?
3. My mother (not to cook) in the evening.
4. I (to come) home at five p.m. tomorrow.
5. When you (to phone)?
6. Your friends (to invite) us to spend Christmas holidays in their cottage?
7. My friends (to go skiing) next Sunday.
8. Tomorrow I (to meet) my partner at the airport.

9. My friends (to go) to the club next week.
10. Why he (to go) to Paris next Monday?

Exercise 4. Insert will or will not (won't).

1. It's sunny today. Itrain.
2. Kelly is eleven today. She be twelve until next year.
3. Rob is nine. He ... be ten on his next birthday.
4. This month is May. It... be June next month.
5. Jenny: 'Mum, the bus is late. I ... be home until eight o'clock.
6. It's 25 degrees today. It ... snow tomorrow.
7. I sent the letter this afternoon. It ... arrive until tomorrow.

Exercise 5. Put the sentences into the negative and interrogative form.

1. They will sail this yacht next summer.
2. He will show you our city.
3. Nora will plant flowers tomorrow.
4. They will organize the meeting next Friday.
5. You'll spend next month in the language camp.
6. Monica and Sam will clean the flat tomorrow.
7. She will put on her warm sweater.
8. He will buy some fruit.
9. People will travel to other planets in future.
10. It will rain tomorrow.

Exercise 6. Translate into English.

1. Я всегда буду рад видеть Вас.
2. Почему ты не пойдешь в театр в воскресенье?
3. Через две недели он получит это письмо.
4. В следующем году он закончит университет.
5. Я куплю туфли и костюм завтра.
6. Они не будут участвовать в концерте.
7. Мы не будем получать эту газету в следующем месяце.
8. Куда твои родители поедут отдыхать летом?

Exercise 7. Use the verbs in the Future Simple or the Present Simple.

1. My working day usually (to begin) at six o'clock.
2. I (to get) up, (to switch) on the TV and (to brush) my teeth tomorrow.
3. I always (to have) breakfast at seven o'clock.
4. I (to leave) home at half past seven on Monday.
5. I (to take) a bus to the institute every day.
6. It usually (to take) me about fifteen minutes to get there.
7. Classes (to begin) at eight in three days.
8. We usually (to have) four classes a day.
9. I (to have) lunch at about 2 o'clock on Sunday.

Exercise 8. Describe what you will do on vacations (in winter)? Use the given words:

I think I'll

I don't think I'll

go to the theatre, go to the river, go to the zoo, read books, read magazines, watch films, make friends, go sunbathing, write a diary, celebrate winter holidays, visit relatives, sleep long, play computer games.

Самостоятельная работа

Individual work

Exercise 1. Make notes summarizing the information on the grammar.

Exercise 2. Make notes of the new vocabulary.

Exercise 3. Compose the sentences, using the Future Simple.

1. I/ tomorrow/ to the theater/ go.
2. Peter/ soon/ come.
3. We/ next year/ go/ to England.
4. I/ to do your homework/ help you.
5. Start/ the game/ at 10 o'clock.
6. Next week/ my father/ a new car/ buy.
7. Amanda/move/to a new flat/next month.
8. Daniel/attend/language courses/next year.
9. His cousin/buy/the tickets for the plane/in two days.
10. Our students/study/philosophy/next term.
11. I/do the ironing/after dinner.
12. We/have/History exam/in three days.
13. Larry and Tom/go/to the skating-rink/in an hour.
14. You/write/the invitations/for the party/tomorrow.
15. Mark/go/to the swimming-pool/next Tuesday.
16. They/leave/for Berlin/in a week.

Exercise 4. Translate into English, using the Future Simple

1. Я помогу вам организовать выставку.
2. Мы будем обедать через полчаса.
3. Она не пойдет в школу завтра. Она будет готовиться к соревнованиям.
4. Мои друзья не будут принимать участия в концерте.
5. Куда они поедут следующим летом? — Они поедут в Италию.
6. Мне показать вам дорогу к отелю? — Да, пожалуйста.
7. Когда твой муж закончит работу? — Думаю, он придет домой через час.
8. Не посетить ли нам твого двоюродного брата на выходных? — Хорошая идея.

9. Что твоя бабушка приготовит на обед? — Она приготовит суп и рыбный пирог.
10. Вы возьмете такси? — Нет, мы поедем на автобусе.
11. Где мальчики будут играть в футбол? — Они будут играть в футбол возле нашего дома.
12. Мне заказать пиццу? — Нет, мы сами приготовим пиццу.
13. Он позвонит вам вечером? — Да.

Exercise 5. Translate into English.

Через ... лет я закончу в университете.

Я буду искать работу.

Моя будущая профессия пользуется большим спросом в нашей стране.

Профессия ... престижна и хорошо оплачивается.

Я думаю, я буду работать в

Для того, чтобы стать хорошим специалистом, я буду стараться получить в университете глубокие знания, прочные навыки и опыт работы во время производственной практики.

Vocabulary:

глубокий —deep,

прочные навыки — strong skills

производственная практика — training practice.

Exercise 6. Make necessary changes in the exercise above and describe what you will do after graduating from the University. Prepare a short story about your future professional career.

Exercise 7. Make a presentation about your future professional career.

Занятие 6

Учебное заведение, в котором я обучаюсь. Мой университет

Unit 6

The educational institution where I study. My university

Exercise 1. Learn the following words:

| | |
|--|--------------------------------------|
| to occupy | занимать |
| to occupy a position | занимать место |
| scientific and educational institution | научное и образовательное учреждение |
| to include | включать |
| significant | значительный |
| prominent | значительный |
| department | факультет, отдел, подразделение |

| | |
|-------------|--|
| faculty | профессорско-преподавательский состав, факультет |
| conquest | состязание |
| to attract | привлекать |
| competition | соревнование |

Exercise 2. Repeat after the teacher and learn the pronunciation of these words:

occupy, significant, prominent, rapid, accept, department, faculty, outstanding, complete, hostel, dormitory, facility, higher educational establishment, branch, participate, scientific research, conduct.

Exercise 3. Read the text and translate it into Russian.

ROSTOV STATE TRANSPORT UNIVERSITY

The Rostov State Transport University (RSTU) occupies a prominent position among the scientific and educational institutions of Russia.

Nowadays, the Rostov State Transport University is one of the largest and most prestigious higher educational establishments in the Russian Federation. The status of the university was given to it in 1993.

The Head of our University is Doctor of Technical Sciences, professor Vladimir. D. Vereskun. The University faculty exceeds 800 people.

Cultural and social life of the students is various and interesting. There are many traditional conquests popular among the students. The students of the RSTU always get sport prizes and some of them even became the champions of the Olympic Games.

Exercise 4. Find in the text English equivalents for the word combinations.

занимает видное место, научное и образовательное учреждение, высшее учебное заведение, статус университета, современные технологии, руководитель университета, профессорско-преподавательский состав, ученый, культурная и общественная жизнь, состязания, фестивали и соревнования.

Exercise 5. Put 10 questions of different types to the text. Ask and answer them in the group.

Exercise 6. Choose the words from the text, which are connected to or can characterize the components of the educational establishment. All parts of speech are possible. The words can be used more than once.

| The University | The staff | The students |
|-----------------------|----------------------------|--------------------------|
| occupy | The Head of the University | cultural and social life |
| prominent position | faculty | make reports |
| | make reports | |
| ... | ... | ... |

GRAMMAR

Time and Condition clauses (Придаточные предложения времени и условия)

Придаточные предложения времени и условия отвечают на вопросы Когда? При каком условии? и присоединяются союзами *if* (если), *when* (когда), *as soon as* (как только), *after* (после того как), *before* (до того как), *till* (until) (до тех пор пока) (не).

Придаточные предложения условия и времени в английском языке используют настоящее время The Present Simple Tense, а переводить и понимать их нужно как будущее.

If the weather is good, we will walk our dogs in the park. – Если погода будет хорошей, мы пойдем выгуливать собак в парке.

Предложения с подобными придаточными называют условное предложение первого типа или «реальное» условие, ведь оно показывает действие, которое с большой вероятностью случится, если выполнить условие. Такие предложения описывают ситуацию, которая произойдет в будущем времени.

При построении подобных предложений в русском языке мы используем в условии и в результате будущее время, но в английском языке только в результате будет будущее время, а в условии – настоящее.

Условие Результат

If + Present Simple, Future Simple

If you study well you will find a good job. – Если будешь хорошо учиться, ты найдешь хорошую работу,

Условное предложение первого типа часто используется, если мы хотим предупредить или предостеречь от чего-либо.

You will get into trouble if you continue to hang out with her. – Ты попадешь в неприятности, если продолжишь общаться с ней.

Exercise 7. Open the brackets and explain how you will use English in these sentences.

1. She will buy a new bag when she (arrive) to London.
2. I will stay here till he (come).
3. Tell him about it if he (want).
4. I will know all about it when I (get) a letter from her.
5. She will catch bad cold unless she (go and change) her wet shoes.
6. Will you wait until he (come)?
7. I shall cut some sandwiches in case they (be) hungry.

Exercise 8. Put when or if.

Note: В главной части может использоваться повелительное наклонение.

1. ... you do not understand the task, ask for help.
2. I'll give the money back to you, ... I see you next time.
3. I'll come to bed ... this programme ends.
4. ... anyone phones me, tell them I'm out.

5. Come on! ... we hurry, we'll catch the bus!
6. ... I play tennis with Justin, he will win again.
7. The shops will be full of things to buy ... Christmas comes.
8. «I've lost my bag.» — «... I find it, I'll let you know».

Самостоятельная работа

Individual work

Exercise 1. Make notes summarizing the information on the grammar.

Exercise 2. Compose the sentences and explain how you will use English in describing your future career. Discuss your plans in the group. Use the expressions:

- When I work at the office (design office, research institute, etc.), I will
- If I continue my education at the post-grad school, I will
- If I know English well, I will
- If I work in science and technology/ advertising/ finance/ tourism, I
- If I work in IT department, I
- If I want to get a well-paid job, I
- If I work in an international company, I
- If I have a lot of business trips,

Exercise 3. Make up questions to fill in the card for the students` conference.

1. *Hi, how are you? What is your name?*
2. *Are you a student of our university?*
3. *What is the subject of your report?*
4. *Do you need any facilities for the report? – etc.*

| <i>Name</i> | <i>Surname</i> | <i>Date of birth</i> | <i>Place of residence</i> |
|----------------------------------|---------------------------|----------------------|----------------------------------|
| <i>Educational establishment</i> | <i>Department</i> | <i>Speciality</i> | <i>Year</i> |
| <i>Subject of the report</i> | <i>Scientific advisor</i> | <i>Presentation</i> | <i>Facilities for the report</i> |

Fill in the table with information about yourself.

*Exercise 4. Put the verbs into the Past Indefinite and Future Indefinite, using the indicators **last/next week, last/next year, tomorrow, yesterday and so on.***

1. John is a good student.
2. Students have four exams in May.
3. Today they have time to go to the cinema.
4. We have some English magazines.
5. The book has many texts.
6. I have good news.
7. She has a map of the USA.
8. I am very busy today.
9. They are in the reading-room now.

10. It is a cold day today.
11. We are students of one of the Moscow Institutes.
12. You are late for the lecture.

Занятие 7

История моего университета

Unit 7

History of my University

Exercise 1. Learn the following words:

| | |
|--------------------------|--------------------------------|
| to date back | датироваться |
| century | век |
| railway | железная дорога |
| construction | строительство |
| need | необходимость |
| skilled | квалифицированный |
| to call | призывать, называть |
| to accept | принимать |
| construction | строительство |
| to attend | посещать |
| scientist | ученый |
| to establish | установить |
| institution | учреждение |
| to complete | завершать |
| research | исследование |
| to defend | защищать |
| homeland | Родина |
| hostel | общежитие |
| to manage | руководить |
| to restore | восстанавливать |
| facility | оснащение, сооружение |
| to found | основать |
| to establish | учредить |
| to meet the requirements | для того чтобы соответствовать |

Exercise 2. Repeat after the teacher and learn the pronunciation of these words:

Century, industrial, skilled engineers, accept, lucky, to attend, outstanding, scientist, establish, institution, research, faculty, hostel, manage, restore, facility, meet the requirements.

Exercise 3. Read the text and translate it into Russian.

The History of the Rostov State Transport University

The history of the Rostov State Transport University dates back to the beginning of the 20-th century. The young socialist republic started rapid industrial and railway construction and needed skilled engineers. On the 1-st of October 1929 the Rostov Mechanical Institute of Transport Communication Engineers was opened. 292 students were accepted to its three departments: Railway, Water-Transport and Road Construction.

By the beginning of the 40-s the Institute had established its educational process, industrial base and laboratories and got the name of the Rostov Institute of Railway Transport Engineers.

During the years of the Great Patriotic War the Institute was evacuated to Tbilisi. Education of the railway transport engineers and scientific research did not stop even during this hard period.

In August 1944 when the faculty and students returned back to Rostov they were struck seeing the ruins of the main building, Electro-Mechanical department, Hostel № 1 and other buildings. But they managed to restore everything and then to construct new buildings and facilities.

Exercise 4. Find in the text English equivalents for the word combinations.

Ростовский государственный университет путей сообщения, история восходит, быстрое промышленное и железнодорожное строительство, нуждаться в квалифицированных инженерах, был открыт, называться, студенты были приняты, факультеты железнодорожного, водного транспорта и дорожного строительства, посещать лекции, инженер, учебный процесс был налажен, создана производственная база и лаборатории, был эвакуирован, образование, инженеры железнодорожного транспорта, научные исследования, защищать Родину, возвращаться, были поражены, общежитие, удалось восстановить, богатая и славная история, отвечать требованиям.

Exercise 5. Put 10 questions of different types to the text. Ask and answer them in the group, make up a dialogue.

GRAMMAR Passive Voice (Страдательный залог) (revision)

To be + III Verb + by ...

| | |
|-----------------------------|--|
| Present Simple (Indefinite) | The students are examined by the examining board |
| Past Simple | The University was established in 1929 |
| Future Simple | The concert will be held in October. |

Exercise 6. Translate the sentences into Russian.

1 On the 1-st of October 1929 the Rostov Mechanical Institute of Transport Communication Engineers was opened.

2 292 students were accepted to its three departments.

3 When transformation into the specialized industrial railway institution was completed it got the name of the Rostov Institute of Railway Transport Engineers.

4 During the years of the Great Patriotic War the Institute was evacuated to Tbilisi.

5 The status of the university was given to it in 1993.

6 Our University is headed by professor Vladimir. D. Vereskin, Doctor of Technical Sciences.

7 Many popular conquests are conducted in the students' club.

Exercise 7. Find the proper variant.

| № | | A | B | C |
|---|--|--------------|-----------------|-----------------|
| 1 | Our University ... in 1929. | founded | was founded | was found |
| 2 | The academic year ... into two semesters. | is divided | divides itself | will be divided |
| 3 | Every year a students' scientific conference ... in many subjects. | was held | are conducted | is held |
| 4 | The students' knowledge ... in the Computer Centre. | were checked | will be checked | are checked |
| 5 | The students ... to 8 departments. | are accepted | are received | are taken |

Exercise 8. Choose all the verbs in the Passive Voice from the text above.

were accepted, was completed,

Exercise 9. Translate from Russian into English:

был основан (to found), был учрежден (to establish), был построен, был назван (to name), был переименован (to rename), был трансформирован, был развит (to develop), был эвакуирован, был разрушен (to destroy), был восстановлен (to restore), был включен, студенты были приняты, доклады были сделаны, лекции посещались.

Exercise 10. Using all the information given above, write down a plan with useful words which can help you to tell about any university in Russia. Start like this:

1 It was founded in ...

2 It was named (after) ...

3 It was renamed in ...

4 There were departments in it.

Самостоятельная работа **Individual work**

Exercise 1. Make notes summarizing the information on the grammar.

Exercise 2. Make notes of the new vocabulary.

Exercise 3. Translate into English.

- 1 Первые университеты в Европе были основаны в XI – XII вв.
- 2 Более ста студентов были приняты на экономические специальности в этом году.
- 3 Студенты проходят тестирование в течение сессии.
- 4 Новый спортивный комплекс нашего университета был построен в прошлом году.
- 5 Через два месяца мои друзья будут приглашены на техническую выставку.
- 6 Эта проблема будет обсуждена на научной конференции.
- 7 На английском языке говорят во многих странах.
- 8 Юбилей университета отмечался всеми преподавателями, студентами и выпускниками.
- 9 Знания студентов будут проконтролированы в ходе занятий на тренажерном комплексе.
- 10 Призы победителям буду вручены на спортивном празднике.

Exercise 4. Prepare a short summary of the history of the Rostov State Transport University.

Exercise 5. Put the verbs into the sentences.

did, are, do, have, was, haven't, is, isn't

1. What types of books ... you like to read?
2. ... she reading love story or an adventure story?
3. ... you seen «Titanic»?
4. Who ... watching TV at eight o'clock last night?
5. It's an exciting book, ... it?
6. ... you going to watch a romantic film or a musical?
7. You have seen this film, ... you.
8. ... you go to the cinema last night?

Exercise 6. Put different types of questions to the sentences.

1. My sister eats sweets every day. (Who)
2. He won't go to the country this summer (Will)
3. We were advised to come. (What?)
4. I haven't seen Peter since Saturday. (Since when?)
5. They are planning to have a holiday soon. (They)
6. She made a beautiful dress for herself last week. (What?)

7. Everybody was waiting at the door to the museum. (Was)
8. By the end of the year, he had read about twenty books. (How many)
9. He is followed by his friend everywhere. (By whom?)
10. He didn't know how he could help his friend. (Why?)

Exercise 7. Put the alternative questions.

1. He is in the swimming pool (in the kindergarten).
2. He has gone to the swimming pool (to the library).
3. He has got a new computer game (a new book).
4. He's cold (hot).
5. He has been to Spain (to Italy).
6. He is visiting Spain (Germany).
7. She has written the exercise (the story).
8. She is writing the exercise (the translation).
9. She has gone to school (to work).
10. She is at school (at the sportsground).

Занятие 8

Структура моего университета

Unit 8

Structure of my University

Exercise 1. Learn the following words:

| | |
|--|--|
| vast | обширный |
| to comprise | включать |
| chair | кафедра |
| Postgraduate and Doctorate Colleges | аспирантура и докторантура |
| branch | филиал, отделение, ветвь |
| plant | завод, цех |
| Postgraduate Professional Education Centre | центр послевузовского профессионального образования (повышения квалификации) |
| power engineering | энергетика |
| humanities | гуманитарные науки |
| management | управление |
| operation | рабочий процесс |
| law | закон |
| correspondence (part-time) | заочный |
| military | военный |
| to include | включать |
| to conduct | проводить |
| opportunity | возможность |
| carriage | вагон |

| | |
|-----------------|-------------------------|
| unique | уникальный |
| campus | университетский городок |
| to occupy | занимать |
| academic | академический, учебный |
| hostel | общежитие |
| swimming pool | бассейн |
| entertainment | развлечение |
| recreation | отдых |
| to grant | предоставлять |
| to be known for | быть известным чем-л. |
| to provide | предоставлять |
| to boast | хвастаться |
| to train | обучать; готовить |
| to offer | предлагать |
| curriculum | учебный план |

Exercise 2. Repeat after the teacher and learn the pronunciation of these words:

Vast, comprise, chair, Postgraduate and Doctorate Colleges, branch, plant, Postgraduate Professional Education Centre, power engineering, Humanities, law, correspondence, include, opportunity, carriage, unique, campus, occupy, academic, hostel, entertainment.

Exercise 3. Read the text and translate it into Russian. Ask and answer questions about the University structure.

Structure of Rostov State Transport University

The Rostov State Transport University is a vast complex comprising 9 departments, 42 chairs, Computer Centre, Experimental-Testing Plant, etc. Its main departments are Electro-Mechanical; Power Engineering; Information Technologies of Management; Humanities; Railroad Construction; Railroad Construction Machines; Railway Management and Operation; Economics, Management and Law; Military Science. The University has branches: in Tuapse, Liski, Voronezh. More than 20000 of students study at the university. Eight technical colleges (engineering schools) are included into the structure of the University. At the present time the University conducts education in 31 specialities of the higher professional training, 12 working professions. And secondary vocational education.

The campus of the University is a beautiful park all the year round. There are four academic buildings, four hostels for students, two large sport complexes with a swimming pool, and a wonderful students' club.

Exercise 4. Find in the text English equivalents for the word combinations.

Ростовский государственный университет путей сообщения, обширный комплекс, состоит из, кафедра, опытно-испытательный завод, энергетика, гуманитарные науки, железнодорожные строительные машины, управление и экс-

плата за железные дороги, военный факультет, филиал, техникум, вести обучение, специальность, иметь возможность, университетский городок занимает, учебный корпус, общежитие, спортивный комплекс, бассейн.

GRAMMAR

Articles (Артикли)

Неопределенный артикль **a (an)** происходит от числительного **one** (один), определенный - от указательного местоимения **that** (тот).

Когда употребляется неопределенный артикль **a (an)**?

Неопределенный артикль ставится перед исчисляемыми существительными в единственном числе.

Неопределенный артикль **a** ставится перед существительными, начинающимися с согласной. Например: *This is a banana. This is a dress. This is a coat.*

Неопределенный артикль **(an)** ставится перед существительными, начинающимися с гласной. Например:

This is an apple. This is an egg. This is an ice cream. This is an orange. This is an umbrella.

Неопределенный артикль означает, что мы не знаем этого человека или предмет, или это не важно для нас.

I am a person. Я - человек. (Один из многих людей.)

She is a good doctor. Она - хороший доктор. (Одна из многих хороших докторов.)

That is an airplane. Это - самолет. (Один из многих самолетов.)

I use a computer to write. Я использую компьютер, чтобы писать. (Один из многих компьютеров.)

He works in an office. Он работает в офисе. (В одном из многих офисов.)

He lives in a big house. Он живет в большом доме. (В одном из многих больших зданий.)

Упоминая предмет впервые, мы употребляем перед ним неопределенный артикль **a(an)**. Упоминая этот же предмет вторично, мы ставим перед ним определенный артикль **the**. Например: *This is a house. The house is small.*

This is a bed. The bed is new.

This is a dress. The dress is black.

Неопределенный артикль **a** употребляется в словосочетаниях
once a week – раз в неделю

three times a day – три раза в день

\$10 a kilo – десять долларов за килограмм

Неопределенный артикль **a** необходим в конструкциях:

I have a...

This is a...

I am a...

I see a...

There is a...

He is a...

What a good boy!

What a fine day!

Когда не употребляется неопределенный артикль?

Неопределенный артикль не употребляется:

а) с неисчисляемыми и "абстрактными" существительными:

I like coffee and tea.

Friendship is very important in our life.

б) с существительными во множественном числе:

The books are on the table.

в) с именами собственными:

I told Jane about that.

г) с существительными, перед которыми стоят притяжательные или указательные местоимения или существительные в притяжательном падеже:

This car is better than that.

My bike is old.

Mary's house is new.

д) с существительными, за которыми следует количественное числительное, обозначающее номер:

Read the text on page eight.

Когда употребляется определенный артикль the?

1. Определенный артикль **the** употребляется в том случае, когда мы знаем, о каком предмете идет речь.

This is the house where I live. This is the dress that I bought. This is the bed in my bedroom.

The town where Tom lives is very big.

What book is Julie reading? - She is reading the book Tom gave her.

Take the book, please.

2. Определенный артикль **the** употребляется:

а) с названиями рек, морей и океанов, горных хребтов, групп островов:

the Thames, the Mississippi, the Pacific Ocean, the Atlantic Ocean, the Black Sea, the Mediterranean Sea, the British Isles, the Alps, the West Indies.

б) с названиями некоторых стран, областей и городов: *the Ukraine, the Crimea, the Caucasus, the Netherlands, the Hague* ['heɪg] Гаага, *the Riviera, the Congo*.

в) с названиями стран, состоящими из 2 и более слов: *the Russian Federation, the United States of America, the United Kingdom*.

г) перед собирательным именем семьи или нации: *The Petrovs* – Петровы, *the British* - британцы, *the Americans* - американцы, *the Japanese* - японцы.

д) когда речь идет о единственном в своем роде предмете или явлении: *The Sun shines brightly. The Moon is full now. The sky is blue. The Kremlin is in the centre of Moscow.*

е) когда существительное имеет ограничивающее определение, чаще всего с предлогом *of*: *The Bank of England. We don't know the name of this man.*

ж) в словосочетаниях типа:

*in the north,
to the west,
at the cinema,
at the theatre,
the same,
in the country,
the rest of the ...,
the radio*

3) с названиями

гостиниц *The Ritz*,

театров *The Royal Theatre*,

зданий *The Empire State Building, The Tower of London*,

музеев *The Louvre, The Tretiakov Gallery*,

газет *The Washington Post*,

организаций *The European Union, The Red Cross*.

и) если перед существительным стоит прилагательное в превосходной степени: *This is the most interesting book*.

Когда не употребляются артикли?

Артикли не употребляются:

1. С абстрактными существительными: *I like music. Sugar is sweet.*

2. С именами собственными и географическими названиями: *Nick, Jane, London, Spain, Moscow.*

3. Артикль не нужен в сочетаниях со словами *next* и *last* типа:

next week,

next year,

last month,

last Tuesday.

4. С существительными во множественном числе: *We are people. They are good doctors. They live in big houses.*

5. Перед словами, обозначающими периоды времени: *seven o'clock, Friday, September, New Year's Day, 2005, winter.*

6. В сочетаниях **существительное + номер**:

Room 125 (in a hotel),

page 65 (in a book),

question 3 (in an exam),

Gate 7 (at an airport),

Platform 3 (at a railway station).

7. С названиями компаний, авиалиний и т.д. *Sony, Fiat, British Airways, IBM.*

8. Перед названиями многих магазинов, ресторанов, гостиниц, банков, названных в честь человека, который их основал: *Lloyds Bank, Brown's Restaurant, Macy's, Harrods.*

Exercise 5. Fill in the articles a, an, the.

1. Tom lives in ... town.
2. Julie is reading ... English book.
3. We eat meat with ... knife and ... fork.
4. There is ... boy on ... bicycle.
5. I know ... boy with black hair.
6. ...boys are young men.
7. I have ... television.
8. ... television in my house is broken.
9.televisions are very common today.
10. This is ... key. This is ... key to ... my car.
11. ... keys are for opening locks.
12. ... train leaves ... Platform 3 at 6:00.
13. This is ... key to ... Room 312.
14. Who is ... Doctor Johnson?
15. When I was ill I went to see ... doctor.
16. Do you know ... Wilsons? They're a very nice couple.
17. Do you know ... Mr Brown's phone number?

*Exercise 6. Fill in the articles **a**, **an**, **the**.*

1. This is ... pencil. ... pencil is red. 2. She is ... teacher. She is our ... teacher of English. 3. There are ... many flowers in your garden. ... flowers are beautiful. 4. Did you write ... plan? Give me your ... plan, please. 5. ... Black Sea is in ... South of Russia. 6. This is ...Nick. He works as ... engineer. He is ... good engineer. 7. There are ... some schools in our street. ... schools are new. 8. In summer ... sky is blue and ... sun shines brightly. 9. ... Petrovs are very friendly. 10. This is ... Ann's book. 11. ... winter begins in December. 12. What .. fine day it is today! 13. ... History and ... Computer Science were ... my favourite subjects at ... school. 14. I don't know ... way to ... station. 15. Usually I get up at ... 7 o'clock in ... morning. 16. Will you have ... cup of ... tea? 17. ... Warsaw is ... capital of Poland. 18. This is ... book, ... book is very interesting. 19. Do you see ... sun in ... sky today? 20. I went to ... Smirnovs, but they were not at ... home.

Exercise 7. Answer the questions, using the articles if necessary.

1. Which river flows through London?
2. Of which country is Stockholm the capital?
3. Of which country is Washington the capital?
4. Which is the longest river in South America?
5. What do you have to cross to travel from Europe to America?
6. Where is Argentina?
7. What is the name of the sea between Africa and Europe?
8. Which is the smallest continent in the world?
9. Which is the longest river in Africa?
10. What is the name of the mountain range in the west of North America?
11. What is the name of the ocean between North America and Asia?

Самостоятельная работа **Individual work**

Exercise 1. Make notes summarizing the information on the grammar.

Exercise 2. Make notes of the new vocabulary.

*Exercise 3. Fill in the articles **a**, **an**, **the**.*

1. ... butter is made of ... milk.
2. I am studying ... English. I am studying ... grammar.
3. We have ... dog and ... cat.
4. I seldom drink ... water.
5. I had ... tea and ... sandwich for breakfast.
6. ... history is my favourite subject.
7. There was ... kindness in her eyes.
8. I bought ... bottle of ... milk.
9. He has a lot of ... work today.
10. This vase is made of ... glass.

Занятие 9 **Профессиональная документация: составление резюме** *Unit 9* **Professional documentation: Resume Writing**

Exercise 1. Read the text and translate it into Russian.

Résumé¹

A resume is a document used and created by a person to present their background, skills, and accomplishments. Resumes can be used for a variety of reasons, but most often they are used to secure new employment.

A typical resume contains a summary of relevant job experience and education. The resume is usually one of the first items, along with a cover letter and sometimes an application for employment, which a potential employer gets from the job seeker and is typically used to screen applicants, often followed by an interview.

A resume is typically a brief 1–2 page summary of qualifications and work experience for the purposes of employment. The author highlights only those experiences and qualifications that he considers most relevant to the desired position. Many resumes contain keywords or skills that potential employers are looking for, make heavy use of active verbs, and display content in an explicit manner. Resumes can vary in style and length, but should always contain accurate contact information of the job seeker.

¹ Adopted from <https://en.wikipedia.org/wiki/Résumé>

The curriculum vitae (CV) is used for employment purposes in the UK (and in other European countries). It is similar to the resume, but it is a longer, detailed version of one's education and experience, that is expected in U.S. academic circles.

CV is a written overview of someone's life's work (academic formation, publications, qualifications, etc.). Vitae often aim to be a complete record of someone's career, and can be extensive. Vitae may also be requested for applicants to postsecondary programs, scholarships and grants.

Exercise 2. Find in the text the English equivalents for the word combinations:

Резюме, биография, навыки и достижения, по разным причинам, соответствующий опыта работы и образования, сопроводительное письмо, заявление о приеме на работу, потенциальный работодатель, проверка претендентов, собеседование, краткое изложение, квалификация и опыт работы, трудоустройства, желаемая должность, потенциальный работодатель, жизнеописание, длинная, подробная версия, академические круги, обширный, программы постдипломного образования, стипендии, гранты.

Exercise 3. Study the resume, explain what parts it has, what information is included there.

RESUME

| | |
|--------------------------|---|
| <i>Name:</i> | Emily Alison Biggis |
| <i>Address:</i> | 47 Pulley Hill London SW 16 4QX The UK |
| <i>Tel.:</i> | +03 475 48 65 |
| <i>Date of birth:</i> | 15 July 19XX |
| <i>Age:</i> | 27 |
| <i>Marital status:</i> | Single |
| <i>Nationality:</i> | British |
| <i>Objective:</i> | To secure a part-time position that offers a variety of tasks, in which to use my secretarial skills and knowledge of foreign languages |
| <i>Education</i> | |
| <i>Dates:</i> | 19XX – 19XX |
| <i>College:</i> | South Thames College, London |
| <i>Qualifications:</i> | Secretarial Courses |
| <i>Dates:</i> | 20XX – 20XX |
| <i>College:</i> | Oxleigh Secretarial College, Oxleigh |
| <i>Qualifications:</i> | Secretarial Skills Refresher Course, Computer Course |
| <i>Employment</i> | |

| | |
|--------------------------|--|
| <i>Dates:</i> | 20XX – to present |
| <i>Company:</i> | Philip Wilson Publishing Ltd. |
| <i>Position:</i> | Secretary to the Sales Manager |
| <i>Responsibilities:</i> | Typing and work with correspondence, office support, organizing the meetings |
| <i>Other skills:</i> | A clean driver's license, a good knowledge of Spanish and French. My personal interests include classical literature reading, travelling, modern jazz and swimming |
| <i>References</i> | References are available on request |

GRAMMAR

Indefinite pronouns *some*, *any*, negative pronoun *no* and their derivatives (Неопределенные местоимения *some*, *any*, отрицательное местоимение *no* и их производные)

Употребление неопределенных местоимений *some* (какой-нибудь, какой-то, некий, некоторый) и *any* (какой-нибудь, всякий, любой) а также их производных определяется типом предложения.

В утвердительном предложении употребляются, как правило, местоимение *some* и его производные:

Give me something to read, please. Дайте мне что-нибудь почитать, пожалуйста.

I met him somewhere before. Я встречал его где-то раньше.

В вопросительных и отрицательных предложениях обычно используются местоимение *any* и его производные:

Have you seen him anywhere? Вы видели его где-нибудь?

Is there anything I can do for you? Могу ли я что-нибудь для вас сделать?

В отрицательных предложениях используется либо местоимение *any* и его производные, либо отрицательное местоимение *no*

I cannot find this book anywhere. Я не могу найти эту книгу нигде.

There is nobody in that room. В той комнате никого нет.

There isn't anybody in that room. В той комнате никого нет.

Различия между местоимениями *any* и *some* - в степени неопределенности, поэтому иногда местоимение *any* можно встретить и в утвердительных предложениях:

You can find this book anywhere. – Эту книгу вы можете найти где угодно.

Exerscise 4. Compose the pronouns and translate them into Russian.

Образец: *some + body* = *somebody* - кто-то, кто-нибудь

| | |
|-------|-------|
| some | body |
| any | one |
| no | thing |
| every | where |

*Exerscise 5. Insert the pronouns **somebody**, **anybody**, **nobody**, **everybody**, **something**, **anything**, **nothing**.*

1. The question is so difficult that ... can answer it.
2. ... can leave luggage at the left luggage office.
3. Has ... here got questions?
4. It is too late. I think there is ... in the office now.
5. ... knows that plants like water.
6. Is there ... here who can speak English?
7. You must find ... who can help you.
8. There is ... interesting in today's newspaper.
9. The question is not easy. ... can answer this question.
10. Children can order ... they like except for strong drinks.
11. Please, tell us ... interesting.
12. Is there ... else you want to order?
13. I want ... tasty, but low-fat and low calories.
14. Do you want ... else? – Thank you,

Exerscise 6. Translate the into English.

1. На столе есть что-нибудь? - Нет, там ничего нет.
2. В вашей комнате есть кто-нибудь? – Нет, там никого нет.
3. На стене есть какие-нибудь картины? - Да, там есть несколько.
4. Я могу купить какие-нибудь книги на английском языке в вашем магазине?
5. В этой газете есть что-нибудь интересное?
6. Возьмите что-нибудь почитать для меня в библиотеке.
7. Мой друг не хочет мне ничего сказать.

Exerscise 7. Compose the questions for these answers.

1. Nobody is at school today; it's Sunday.
2. Yes, someone is in the kitchen with Jenny.
3. Yes, I have seen your pen on the desk.
4. No, there is no one in the room.
5. No, I cannot tell you anything now.

*Exerscise 8. Insert the pronouns **any**, **some**, **no** or **none**:*

Образец: Are there ... books on the shelf? No, there aren't ...

Are there any books on the shelf? No, there aren't any.

1. Do ... foreigners work in your company? Yes, there are ...
2. She hasn't ... clothes to wear to the party. No problem, I can give her ...
3. Mary, there is ... sugar in the sugar bowl. We had better get ...
4. Are there ... good movies this weekend? No, there are ...
5. I want to take a shower; is there ... hot water? I'm sorry, there is ... hot water.

Exerscise 9. Choose the pronoun.

1. I don't know nothing / anything about economics.
2. The road accident was serious, but nobody/ anybody was injured.
3. He looked out of the window, but he couldn't see no-one / anyone.
4. Our control work is very easy. Nobody/Anybody could do it.
5. What's in that box? - Nothing/ Anything. It's empty.
6. She didn't tell nobody/ anybody about her plans.

Местоимения little и few и местоименные выражения a little и a few

Местоимение little и местоименное выражение a little употребляются с неисчисляемыми существительными.

Местоимение few и местоименное выражение a few употребляются с исчисляемыми существительными:

Give te a little water, please.

There is little milk in the bottle.

I have a few friends in Minsk.

There are only few pencils in the box.

Местоимения few и little означают «мало», а местоименные выражения a few и a little - «немного».

Many (много) употребляется с исчисляемыми существительными. many books

Much (много) употребляется с неисчисляемыми существительными. much water

Exercise 10. Insert much, many, little, few, a little, a few.

1. I haven't got ... free time on weekdays. 2. The guests came early and we had ... time to lay the tables for dinner. 3. Bartenders have to know ... cocktail recipes. 4. After the game I felt ... tired. 5. This dish is good, but that one is ... better. 6. There were ... new customers and we spent ... time serving them. 7. There was ... sugar in the bowl, and we had to put ... sugar there. 8. He knew French ... and he could help me with the translation. 10. When we walked ... farther we met our friends. 11. ... Englishmen can speak Russian well.

Exercise 11. Translate into English.

много работы, много воздуха, много птиц, много машин, много тетрадей, много молока, много воды, много дней, много газет, много мела, много снега, много лет, много картин, много музыки, много сахара, много чая, много лимонов, много мяса, много комнат

Exercise 12. Insert much or many.

1. Please, don't ask me ... questions. 2. How ... money have you got? 3. I never eat ... bread with soup. 4. Why did you eat so ... ice-cream? 5. She wrote us ... letters from abroad. 6. ... students don't like to look up words in the dictionary. 7. ... in this

work was too difficult for me. 8. He spent ... time cleaning the room. 9. There were ... plates on the table. 10. Thank you very ... ! 11. ... of my friends are working in hotel service now. 12. I don't like ... sugar in my tea.

*Exercise 13. Compose the sentences, using the table and **there is/are**.*

| | | | |
|-------------------|---------------------------------------|---------------|------------------------------------|
| There are (is) | eight (two, five, eighty) | departments | in the structure of the University |
| | a number of | specialities | in our University |
| | various | opportunities | at our department |
| | numerous | activities | for our graduates |
| | different | enterprises | our graduates can perform |
| | several | subjects | our graduates can work at |
| | several (two, three) kinds (types) of | chairs | in the curriculum |

Самостоятельная работа **Individual work**

Exercise 1. Make notes summarizing the information on the grammar.

Exercise 2. Make notes of the new vocabulary.

*Exerscise 3. Insert **any**, **no** or **none**:*

1. It was late, so there were ... shops open.
2. I haven't got ... money. I left my wallet at home.
3. There were ... taxis and we had to walk home.
4. How many eggs have we got? - Do you want me to buy some?
5. We bought a few apples, but ... of them were very good.
6. I'll try and answer ... questions you ask me.
7. I couldn't answer ... of the questions they asked me.
8. I tried to phone you, but there was ... answer.

*Exerscise 4. Use **none**, **nobody**, **nothing**, **nowhere** in the answers.*

1. Where are you going? -
2. What did you do? -
3. Who were you talking to? -
4. How much luggage have you got? -
5. How many mistakes did you make? -
6. How much did you pay? -

Exerscise 5. Use the appropriate pronouns.

1. I don't want ... to drink. I'm not thirsty.
2. The bus was completely empty. There was ... on it.
3. Where did you go for your holidays? - I stayed at home.
4. I went to the shops, but I didn't buy
5. What did you buy? - I couldn't find ... I wanted.
6. The town is still the same as it was years ago has changed.
7. Have you seen my pen? I can't find it
8. There was absolute silence in the room. said

Exerscise 6. Translate into English.

1. В стакане есть немного молока.
2. В тетради осталось мало чистых страниц.
3. У тебя много кофе? - Нет, очень мало.
4. Немногие из англичан хорошо говорят по-русски.
5. У них здесь очень мало друзей.
6. У него очень мало времени для чтения.
7. У Петра много русских книг и мало английских книг.
8. У меня есть немного времени вечером, чтобы закончить эту работу.
9. Я провожу много времени в библиотеке, потому что я готовлюсь к экзаменам.

Занятие 10

Система образования в странах изучаемого языка.

Среднее профессиональное образование

Unit 10

Education system in the countries of the studied language.

Secondary vocational education

Exercise 1. Learn the following words:

| | |
|-------------------|--|
| primary | начальный |
| further | продолжающий |
| to be obliged to | быть обязанным |
| to attend | посещать |
| compulsory | обязательный |
| complicated | сложный |
| optional subjects | предметы по выбору |
| to be available | иметься в наличии, присутствовать |
| high school | старшие классы школы (!0, 11, 12 классы) |
| Ph.D. Degree | степень доктора наук |
| higher education | высшее образование |

Exercise 2. Repeat after the teacher and learn the pronunciation of these words:

education, compulsory, high, higher, degree, optional, available, further.

Exercise 3. Read the text and translate it into Russian.

Education in the United Kingdom

The system of education in the United Kingdom has four stages:

- 1) primary education (from 4 or 5 up to 11 years old),
- 2) secondary education (from 11 up to 16 years old),
- 3) further education,
- 4) higher education.

Children are obliged to attend primary (or elementary) and secondary schools. Further education and higher education are not compulsory.

In the primary school kids learn to read, write, and do sums.

The secondary school differs from the primary school as its program is more complicated. The pupils learn English, Mathematics (Maths), Social Sciences, Humanities, Modern Languages and Literature. Moreover, there are optional subjects for every student depending on their interests.

In the UK, both free and paid schools are available. State schools are financed by the government, and students do not pay for their education. Independent schools are paid.

Children should pass a standard exam after high school graduation. The results of the examination will show their eligibility to continue their education in universities.

Further education includes all types of college-level programs and courses. It corresponds to the Russian system of Secondary vocational education. At this stage, students are offered basic skills training, and vocational education, which is necessary for employment.

The universities offer the higher education. There are undergraduate programs for getting Bachelor's Degree and postgraduate programs for Master's and Ph.D. degrees.

Some of British universities are world-known: Oxford, Cambridge, London university, etc.

GRAMMAR

Continuous/ Progressive tenses (Длительные времена)

Времена группы Continuous / Progressive выражают действие как процесс, то есть действие, продолжающееся в момент речи или в указанный период. Поскольку длительная форма выражает незаконченное действие, она переводится на русский язык преимущественно глагольными формами несовершенного вида.

to be + Ving (V4)

Present Continuous (Progressive) tense

Present Continuous or Present Progressive употребляется для выражения действия, длящегося в настоящий момент или в момент речи. Указание на вре-

мя типа **now** (сейчас), **at the moment** (в данный момент) может быть либо выражено, либо подразумеваться.

Present Continuous может также употребляться для выражения точно запланированных действий в будущем. Например: Next month I **am spending** my holidays in Moscow.

Our neighbours **are coming** to dinner tomorrow.

| Утверждение | Отрицание (полная форма) | Отрицание (краткая форма) | Вопрос |
|----------------------|-----------------------------|------------------------------|-----------------------|
| I am playing | I am not playing | I'm not playing | Am I playing? |
| You are playing | You are not playing | You're not playing | Are you playing? |
| He/she/it is playing | He/she/it is not playing | He/she/it's not playing | Is he/she/it playing? |
| We are playing | We are not playing | We aren't playing | Are we playing? |
| You are playing | You are not playing | You're not playing | Are you playing? |
| They are playing | They are not playing | They aren't playing | Are they playing? |

С глаголами, которые обозначают не действие, а состояние (обычно с глаголами умственной деятельности и эмоционального состояния), **Present Continuous** обычно не употребляется:

to feel (чувствовать)
 to be (быть, находиться)
 to live (жить)
 to stay (оставаться)
 to hear (слышать)
 to see (видеть)
 to know (знать)
 to remember (помнить)
 to think (думать)
 to want (хотеть)
 to like (любить, нравиться)
 to love (любить)

Глаголы в **Present Continuous** также выражают действие, отнесенное в ближайшее будущее:

You are going on a long flight.

Exercise 4. Open the brackets, using Present Continuous.

1. My notebook (to lie) on the table at the moment.
2. He (to work) in the garden now.
3. The teacher and her students (to talk) now.
4. We (to cook) dinner now. My mother (to make) a salad at the moment.
5. A young girl (to drive) a car now.
6. They (to read) a book.
7. You (to have) dinner now?

8. Why you (to argue) with me?
9. She still (to sing).

Exercise 5. Use Present Simple or Present Continuous.

1. Every day Julie (take) the bus to go to her office.
2. At the moment you (do) an English exercise.
3. Tom and Julie (learn) English this year.
4. This restaurant (open) at 9.30 every morning.
5. Our cousins (come) to see us next Sunday.
6. Tom (read) the newspaper every morning on the train.
7. Julie usually (clean) the house on Saturdays.
8. She (write) a letter to a client now.
9. Julie (speak) three languages: English, French and Spanish.
10. Today is Sunday. Tom and Julie (relax) in their garden.

Конструкция to be going to

Эту конструкцию мы используем в следующих случаях:

1. Когда заранее планируем что-либо сделать. (она собирается испечь торт; он собирается помыть машину)
2. Когда говорим о том, что что-то произойдет с большой вероятностью и для этого есть все признаки. (собирается дождь, посмотри на эти облака)

Конструкция to be going to используется для выражения намерения сделать что-то в будущем или запланированного действия. Конструкция to be going to используется только в настоящем и прошедшем временах: am / is / are going to; was / were going to.

Exercise 6. Translate into English.

1. Мы собираемся пойти на день рождения друга.
2. Он не собирается обедать.
3. Она собирается купить то платье?
4. Ты собираешься помогать мне?
5. Она не собирается выходить замуж.
6. Вы собираетесь делать доклад вместе?
7. Он собирался встретиться с ней, но ему надо было работать.

После конструкции to be going to не используются смысловые глаголы to go (идти) и to come (приходить).

I'm going to Paris. – Я собираюсь поехать в Париж.

Exercise 7. Compose the sentences, using to be going to in the necessary form.

1. we / make a fire – We're going to make a fire.
2. Dad / look for wood.
3. Dad and Nick / put up the tent.

4. Mum / cook dinner.
5. Mary / play with her dog.
6. It / be hot.
7. We / have fun.
8. I / sleep in a tent.

Exercise 8. Compose the sentences, using the necessary verb.

Eat, walk, wash, give, lie down, watch, wear, do, stay.

Example: My hands are dirty. I'm going to **wash** them.

1. What to the party tonight?
2. I don't want to go home by bus. I
3. John is going to New York next week. He ... with some friends.
4. I'm hungry. I ... this sandwich.
5. It's Mike's birthday next week. We ... her a present.
6. Mary says she's feeling very tired. She ... for an hour.
7. There's a good film on TV this evening. ... you ... it?

Самостоятельная работа

Individual work

Exercise 1. Make notes summarizing the information on the grammar.

Exercise 2. Make notes of the new vocabulary.

Exercise 3. Use Present Simple or Present Continuous.

1. Water (to boil) at 100 degrees Celsius.
2. The water (to boil). Can you turn it off?
3. Look! That man (to try) to open the door of your car.
4. Can you hear those people? What do they (to talk) about?
5. The moon (to go) round the earth in about 27 days.
6. I usually (to go) to work by car.
7. 'Hurry up! It's time to leave.' - 'OK, I (to come).'
8. Paul is never late. He always (to come) to work on time.
9. They don't get on well. They always (argue).
10. Let's go out. It (not / to rain) now.
11. Julia is very good at languages. She (to speak) four languages very well.
12. Hurry up! Everybody (to wait) for you.
13. The River Nile (to flow) into the Mediterranean Sea.
14. The river (to flow) very fast today – much faster than usual.
15. We usually (to grow) vegetables in our garden, but this year we (not / to grow) any.

*Exercise 4. Compose the sentences, using **to be going to** in the necessary form. Explain if the meaning of the sentence is a prediction or a plan.*

1. Oh! He ... (to fall).

2. We... (to visit our grandpa).
3. She ... (to make a cake).
4. We ... (not to buy lots of clothes).
5. Dad ... (to take his mobile phone).
6. It ... (to be very cold) tomorrow.
7. Listen. She ... (to sing) your favorite song.
8. It is very cloudy. It ... (to rain).

Exercise 5. Put questions to the sentences.

1. I am going to phone him tomorrow. (When ...?)
2. That tower is going to collapse soon. (Why ...?)
3. My friends are going to arrive today. (How many friends ...?)
4. We are going to pay for her. (How much ...?)
5. Mum is going to see her dentist on Monday. (When...?)
6. I am going to wear a white dress tonight. (Why...?)

Занятие 11

Профессиональная документация: деловые письма

Unit 11

Professional documentation: business letters

Business letter

A business letter should always follow a certain format and structure to ensure it is received as professional and up-to-standard. There are many different types of business letters, below there is an example of how a business letter is laid out and structured.

General Structure of Business Letters (Общая структура деловых писем)

Деловые письма, как правило, включают следующие части:

- 1) заголовок (letterhead);
- 2) наименование и адрес получателя письма (recipient's name and address);
- 3) дата письма (the date);
- 4) вступительное обращение (opening salutation);
- 5) основной текст письма (body of the letter);
- 6) заключительная формула вежливости (closing salutation);
- 7) подпись (signature);
- 8) приложения (enclosures).

Все деловые письма пишутся по определенной форме на фирменном бланке. В заголовке обычно указывается логотип фирмы и ее адрес. Адрес получателя письма располагается с левой стороны, а дата указывается справа на одном уровне с первой или последней строкой получателя.

Если письмо адресуется фирме, в названии которой, имеются фамилии каких-либо лиц, то перед ее названием принято ставить слово **Messrs.**

Messrs. Smith & Brown, Ltd.

Messrs. Smith & Sons

Если в названии фирмы нет фамилий лиц, то слово **Messrs.** не употребляется.

Hi-Tech Machine Tool Corporation

Когда письмо адресуется отдельному лицу, то перед фамилией ставится следующее:

Mr: по отношению к мужчине

Mrs: по отношению к замужней женщине

Miss: по отношению к незамужней женщине (устаревает)

Ms: по отношению к женщине, о которой неизвестно замужем она или нет (приобретает популярность)

Если имя получателя неизвестно, можно указать его должность, при условии, что она является единственной в организации.

The Chairman,

Hi-Tech Machine Tool Corporation

Вступительное обращение располагается на левой стороне письма под внутренним адресом. В настоящее время в деловой корреспонденции наиболее распространены следующие формулы:

Dear Sir/Madam: по отношению к фирме или лицу, чьи фамилии и пол неизвестны

To whom it may concern (американский англ.)

Dear Mr/Mrs/Ms Smith: по отношению к лицу, чья фамилия известна

Заключительные формулы располагаются на правой стороне письма, в конце основного текста. Если письмо начиналось фразами **Dear Sir/Madam, To whom it may concern**, то оно должно заканчиваться словами:

Yours faithfully (британский английский)

Yours truly, Trully yours (американский английский)

Если письмо адресовано лицу, чье имя известно, заключительные фразы должны быть следующими:

Yours sincerely (британский английский)

Yours truly, Very trully yours, Sincerely (yours) (американский английский)

Подпись на письме стоит всегда с правой стороны между заключительными словами прощания и напечатанной фамилией отправителя, иногда с указанием его должности.

Yours faithfully

R. Smith

R. Smith

Export Manager

Приложения **Enc(s)** или **Encl(s)** обычно указывают, что к письму приложены документы (чеки, каталоги, предложения и др.).

Exercise 1. Put the parts of the letter in order.

1. John Bravo
2. Sincerely,
3. I am writing to inform you of our new pricing model effective February 1, 2019. On the first of February, we will be ...
4. Dear Ms. Geenie,
5. Sales Manager of ABC Education Inc.

GRAMMAR

Adjectives. Adverbs. Degrees of comparison (Прилагательные. Наречия. Степени сравнения)

Прилагательные обозначают признаки предметов и отвечают на вопрос *какой?*

A wide road. Широкая дорога.

A tall tree. Высокое дерево.

An interesting book. Интересная книга.

Наречия отвечают на вопрос *как?*

He speaks English well. Он говорит по-английски хорошо.

Прилагательные и наречия имеют три формы степеней сравнения:

- положительную (positive degree),
- сравнительную (comparative degree),
- превосходную (superlative degree).

Формы сравнительной и превосходной степеней образуются двумя способами:

Способ 1. Если прилагательное односложное, форма его сравнительной степени образуется при помощи суффикса **-er**, а форма превосходной степени – при помощи суффикса **-est**.

| Полож. степень | Сравн. степень | Превосх. степень |
|----------------|------------------|----------------------------|
| strong сильный | stronger сильнее | the strongest сильнейший |
| cold холодный | colder холоднее | the coldest самый холодный |

Некоторые двусложные прилагательные, оканчивающиеся на **-y, -er, -ow** образуют степени сравнения так же, как и односложные, с помощью суффиксов **-er** и **-est**.

easy легкий

easier более легкий, легче

the easiest самый легкий, легчайший

clever умный

cleverer более умный, умнее

the cleverest самый умный, умнейший

narrow узкий

narrower более узкий, уже

the narrowest самый узкий

Способ 2. От двусложных прилагательных и прилагательных состоящих из трех или более слов, сравнительная степень образуется при помощи слова **more (less)** более (менее), а превосходная степень – при помощи слова **most (least)** наиболее (наименее).

famous знаменитый

more(less) famous более (менее) знаменитый

the most famous самый знаменитый, знаменитейший

interesting интересный

more(less) interesting более (менее) интересный, интереснее

the most interesting самый интересный, интереснейший

Исключения при образовании степеней сравнения прилагательных

| Положительная степень | Сравнительная степень | Превосходная степень |
|-----------------------|----------------------------|-------------------------------------|
| good (хороший) | better (лучше) | the best (самый лучший лучше всего) |
| bad (плохой) | worse (более плохой, хуже) | the worst (самый плохой, худший) |
| little (маленький) | less (меньше, меньший) | the least (самый маленький) |
| many, much (много) | more (больше) | most (больше всего, самый большой) |
| far (далекий) | farther (более далекий) | the farthest (самый далекий) |
| far (далеко) | further (дальше) | the furthest (далее всего) |

Существительное, определяемое прилагательным в превосходной степени, всегда имеет определенный артикль **the**.

В предложениях со степенями сравнения прилагательных и наречий используются следующие союзы и способы выражения сравнения:

as ... as такой же ... , как

not so ... as не такой ... , как

not such (a) ... as не такой ... , как

twice as much as в два раза больше

three times as long as в три раза длиннее, чем

three times as high as в три раза выше, чем

| | |
|---------------------------------|--------------------------------------|
| <i>ten times as much as</i> | в десять раз больше |
| <i>half as much/many</i> | вдвое меньше |
| <i>half the size/the weight</i> | в два раза меньше по размеру/по весу |
| <i>half the length</i> | в два раза меньше по длине |
| <i>much better/worse</i> | намного лучше/хуже |
| <i>much more/less</i> | гораздо больше/меньше |
| <i>the ... the</i> | чем ... тем |

Exercise 2. Supply the comparative and superlative degrees of adjectives and adverbs.

1. large, tall, long, easy, hot, big, cold, nice, bad, strong, short, wide, good, happy, high, low, busy, well, little, many, far.
2. wonderful, necessary, quickly, interesting, comfortable, popular, active, famous, pleasant, beautiful, slowly, clearly,

Exercise 3. Insert the necessary degree of adjectives.

1. Winter is (cold) season.
2. Moscow is (old) than St. Petersburg.
3. What is (short) month in the year?
4. It was (bad) mistake I've ever made.
5. In summer the days are (long) than in winter.
6. It is (cold) today than it was yesterday.
7. The Russian grammar is (difficult) than the English one.
8. It was (good) film I've ever seen.
9. Steel is (strong) than wood.
10. Your house is not so (new) as mine.

Exercise 4. Translate into English.

1. Эта книга не так интересна, как та.
2. Балтийское море не такое теплое, как Черное море.
3. Чем больше вы читаете, тем больше вы знаете.
4. Мой брат не такой высокий, как ты.
5. Чем раньше вы встаете, тем больше вы можете сделать.
6. Сегодня погода такая же хорошая, как вчера.
7. Ваша комната такая же светлая, как и моя.
8. Джон знает русский язык так же, как и английский язык.
9. Английская грамматика не такая трудная, как русская.
10. Чем длиннее ночь, тем короче день.

Самостоятельная работа

Individual work

Exercise 1. Make notes summarizing the information on the grammar.

Exercise 2. Insert the necessary degree of adjectives.

1. Jill's a far.... (intelligent) person than my brother.
2. Kate was the.... (practical) of the family.
3. Greg felt ... (bad) yesterday than the day before.
4. Jack was the... (tall) of the two.

5. Jack is the... (clever) of the three brothers.
6. If you need any ... (far) information, please contact our head office.
7. Could you come a bit(early) tomorrow?
8. I like this song(well) than the previous one.
9. Which of these two performances did you enjoy ... (much)?
10. The fire was put out ... (quickly) than we expected.

Exercise 3. Read the business letter. Explain what it is about.

To:

Jagdish Mathur,
General Manager,
SQL industries
Mumbai

18th September, 2013

Dear Mr.Mathur,

We are pleased to inform you that in the meeting of the board of directors on 5th September, we have chosen your proposal to provide internet services to our company in the coming financial year. We are satisfied with all the details of the proposal and we would like to offer the contract for a period of one year.

We would be sending our company representative to your office for completing the paper work and giving you the token amount.

We rely on your services as your company is known for its quality services. We hope to have a cordial relationship between the two companies.

Yours Sincerely,
Rakesh Sharma

РАЗДЕЛ 2. ПРОФЕССИОНАЛЬНАЯ КОММУНИКАЦИЯ В РАМКАХ ОТРАСЛИ

SECTION 2. PROFESSIONAL COMMUNICATION WITHIN THE INDUSTRY

Занятие 1

Моя отрасль

Unit 1

My industry

Exercise 1. Discuss the following questions:

1. What do you know about Mechatronics?
2. Is this industry popular in your region?

Exercise 2. Memorize the following words and word-combinations:

1. application - применение
2. motion – движение
3. approach - подход
4. to involve- вовлекать
5. to define – определять
6. to develop – разрабатывать
7. flexibility – гибкость
8. ability - способность
9. to include— включать
10. replacement – замена
11. enhancement – совершенствование
12. fuel injection – впрыск топлива
13. pollutant – загрязнитель
14. precision – точность
15. reliability – надежность
16. capability – способность
17. to refer – относиться

Exercise 3. Read the text and translate it.

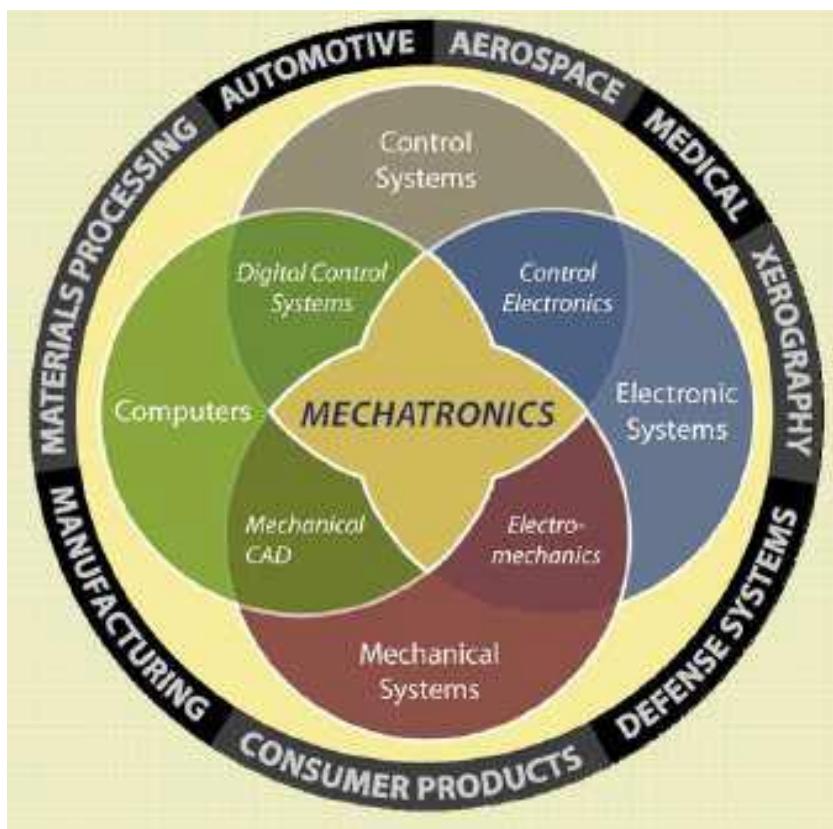
My Industry

The term "mechatronics" was first used by Mr. Tetsuro Mori, a senior engineer of the Japanese company Yaskawa, in 1969. Mechatronics can be defined as the application of electronics and computer technology to control the motions of mechanical systems. It is a multidisciplinary approach to product and manufacturing system design. It involves application of electrical, mechanical, control and computer engi-

neering to develop products, processes and systems with greater flexibility, ease in redesign and ability of reprogramming. It includes all these spheres.

Mechatronics can also be termed as replacement of mechanics with electronics or enhancement of mechanics with electronics. For example, in modern automobiles, mechanical fuel injection systems are now replaced with electronic fuel injection systems. This replacement made the automobiles more efficient and less pollutant. With the help of microelectronics and sensor technology, mechatronics systems provide high levels of precision and reliability. By employment of reprogrammable microcontrollers/microcomputers, it is now easy to add new functions and capabilities to a product or a system.

The key elements of mechatronics are electronics, digital control, sensors and actuators, and information technology, all integrated in such a way as to produce a real product that is of practical use to people. Mechatronics basically refers to mechanical electronic systems and normally described as a synergistic combination of mechanics, electrical, electronics, computer and control which, when combined, make possible the generation of simple, more economic, and reliable systems.



Exercise 4. Answer the questions after reading the text.

1. When was the term “mechatronics” first introduced?
2. Give the definitions of Mechatronics.
3. What does mechatronics system provide?
4. What are the key elements of mechatronics?

Exercise 5. With your partner, use the questions in Exercise 4 to ask your group-mate about the Mechatronics. Afterwards write a short essay on the topic.

GRAMMAR

Past Continuous tense

Past Continuous обычно употребляется для выражения конкретного действия, длившегося в точно указанный момент или период в прошлом. Например: Yesterday evening, at 9 o'clock, I **was watching** television.

| Утверждение | Отрицание (полная форма) | Отрицание (краткая форма) | Вопрос |
|-----------------------|-----------------------------|------------------------------|------------------------|
| I was playing | I was not playing | I wasn't playing | Was I playing? |
| You were playing | You were not playing | You weren't playing | Were you playing? |
| He/she/it was playing | He/she/it was not playing | He/she/it wasn't playing | Was he/she/it playing? |
| We were playing | We were not playing | We weren't playing | Were we playing? |
| You were playing | You were not playing | You weren't playing | Were you playing? |
| They were playing | They were not playing | They weren't playing | Were they playing? |

Past Continuous также употребляется для выражения длительного действия, во время которого произошло другое, более краткое действие. Например:

Yesterday evening, **while I was watching** television, the phone rang.

When my husband **arrived** home yesterday evening, I **was cooking** dinner.

Exercise 6. Put the verb in the Past Continuous tense.

1. I/to go home/at 4 o'clock yesterday.
2. We/to play basketball/at 6 o'clock last Sunday.
3. She/to talk with her friend/for forty minutes yesterday.
4. You/to wash the window/in the afternoon yesterday.
5. Nick/to ride his bike/all the evening.
6. Sheila and Dora/to wait for a bus/for half an hour.
7. They/to prepare for the party/all day yesterday.
8. I/to learn the poem/for an hour.
9. Dick/to paint the walls in his room/from 2 to 6 o'clock last Wednesday.
10. Eve and Tony/to skate/all day last Saturday.

Exercise 7. Put the verb in the Past Simple or Past Continuous tenses.

1. When her husband (come) home, Anne (watch) television.
2. I (prepare) dinner when the telephone (ring).
3. What (you do) when the postman (arrive)?
4. Julie (learn) to drive when she (work) in London.
5. Where (you sit) when the show (begin)?
6. I (visit) Athens while I (tour) Greece.
7. It was when he (cross) the street that John (fall).

8. What (you see) while you (wait) for the bus?
9. Where (you go) when your car (break) down?
10. Julie (meet) Peter when she (walk) in the park.

Самостоятельная работа

Individual work

Exercise 1. Make notes summarizing the information on the grammar.

Exercise 2. Make notes of the new vocabulary.

Exercise 3. Put the verb in the Past Continuous tenses

1. You ... (not to listen) to the radio, you ... (to read) the letter from your niece.
2. Clara ... (to take) a bath at nine o'clock yesterday evening.
3. Monica and her friend ... (to have) coffee in the sitting-room.
4. Our Granny ... (not to plant) tomatoes in the garden.
5. Dick ... (to carry) his bag towards the hotel room.
6. Sally and Frank ... (not to decorate) the classroom, they ... (to prepare) a wall newspaper.
7. The professor ... (to give) a lecture but some students ... (not to listen) to him.
8. The nurse ... (not to take) his temperature, she ... (to give) him an aspirin.
9. The train ... (to arrive) at the station at seven o'clock.
10. Olga ... (not to wait) for us yesterday evening.

Занятие 2

История развития отрасли

Unit 2

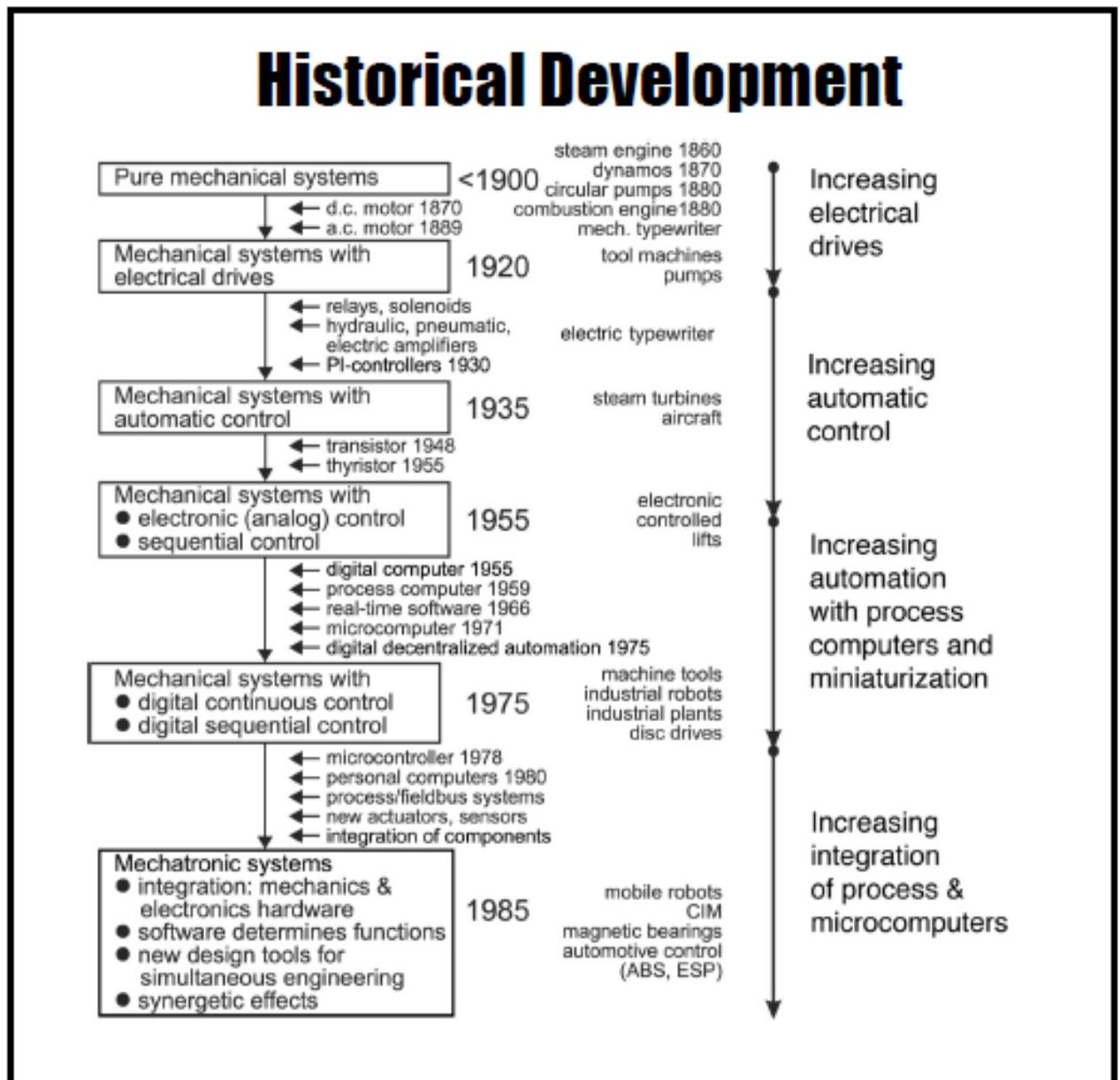
The history of the industry development

Exercise 1. Translate the text, learn the new words:

The word “mechatronics” was first introduced by the senior engineer of a Japanese company, Yaskawa, in 1969, as a combination of "mecha" of mechanisms and "tronics" of electronics, and the company was granted trademark rights on the word in 1971. The word soon received broad acceptance in industry and, in order to allow its free use, Yaskawa elected to abandon its rights to the word in 1982. The word has taken a wider meaning since then, and is now widely used to describe a philosophical idea in engineering technology, more than technology itself. The most commonly used definition emphasizes synergy: Mechatronics is synergistic integration of mechanical engineering, electronics and intelligent computer control in design and manufacture of products and processes. Upto 1980 mechatronics meant only combination

of electronics and mechanical engineering. Computing technology added later with development of computers.

The development of mechatronics has gone through three stages. The first stage corresponds to the years when this term was introduced. During this stage, technologies used in mechatronic systems developed rather independently and individually. With the beginning of the 1980s, a synergistic integration of different technologies started taking place, the notable example is optoelectronics (i.e. an integration of optics and electronics). The concept of hardware/software co-design also started in those years. The third and the last stage can also be considered as the beginning of the mechatronics age since early 1990s. The most notable aspect of the third stage is the increased use of computational intelligence in mechatronic products and systems. Another important achievement of the third stage is the possibility of miniaturization of components; in the form of micro actuators and micro sensors (i.e. micro mechatronics).



Evolution Levels of Mechatronics

1. First Level of Mechatronics: This level incorporates I/O devices such as sensors and actuators that integrates electrical signals with mechanical action at the basic control levels. Examples: Electrically controlled fluid valves and relays/

2. Second Level of Mechantronics: This level integrates microelectronics into electrically controlled devices. Examples: Cassette players

3. Third Level of Mechatronics: This level incorporates advanced feedback functions into control strategy thereby enhancing the quality in terms of sophistication called smart system.

The control strategy includes microelectronics, microprocessor and other “Application Specific Integrated Circuits” (ASIC). Example: Control of Electrical motor used to activate industrial robots, hard disk, CD drives and automatic washing machines.

4. Fourth Level of Mechatronics: This level incorporates intelligent control in mechatronics system. It introduces intelligence and fault detection and isolation (FDI) capability systems.

GRAMMAR

Future Continuous tense

Future Continuous употребляется для выражения действия, которое будет длиться в точно указанный момент или период в будущем. Например: *We are leaving for Moscow in July.* –Мы уезжаем в Москву в июле.

| Утверждение | Отрицание (полная форма) | Отрицание (краткая форма) | Вопрос |
|--------------------|-----------------------------|------------------------------|---------------------|
| I will be going | I will not be going | I won't be going | Will I be going? |
| You will be going | You will not be going | You won't be going | Will you be going? |
| He will be going | He will not be going | He won't be going | Will he be going? |
| We will be going | We will not be going | We won't be going | Will we be going? |
| You will be going | You will not be going | You won't be going | Will you be going? |
| They will be going | They will not be going | They won't be going | Will they be going? |

Exercise 2. Choose the appropriate variant.

1. *Will you take / will you be taking* your exams at 10 o'clock tomorrow?
2. There will be no lectures on Saturday. *I will study/ will be studying* at home the whole day.
3. She is going to learn English from 7 till 10 this evening. So at 8 this evening she *will learn/will be learning* new words.
4. While *I will watch/ will be watching* TV she *will read/ will be reading* the book.
5. When you come, *he will sleep/ will be sleeping.*
6. I hope *he will phone/ will be phoning.*
8. She *will work/ will be working* at her report from 5 till 6.
9. At what time *will you come/ will you be comeing* home?

Exercise 3. Put the verb in the Future Continuous tense

1. At this time tomorrow we ... (to watch) a new play in the theatre.
2. I... (to have) lunch with our business partners from 3 to 5 o'clock tomorrow.
3. Mike ... (to interview) a famous showman at 6 o'clock next Thursday.
4. We ... (to discuss) this project at our morning meeting next Wednesday.
5. My lawyer ... (to wait) for us in his office at 11 o'clock tomorrow morning.
6. The workers ... (to repair) the road in the city centre for two days next week.
7. The students ... (to write) a test from 9 a.m. till 1 p.m. next Tuesday.
8. My friends ... (to play) cricket from 5 till 7 o'clock next evening.
9. I ... (to fly) to Cairo at this time next Sunday.
10. Alice ... (to walk) in the park with her daughter at 7 o'clock tomorrow evening.

Самостоятельная работа
Individual work

Exercise 1. Make notes summarizing the information on the grammar.

Exercise 2. Make notes of the new vocabulary.

Exercise 3. Put the verb in the Future Continuous tense and add the proper adverbs of time:

1. What will Zana be doing **all the evening**? (make a skirt)
2. What will Michael be doing **from Monday till Friday**? (swim in the Red Sea)
3. What will Paul's grandfather be doing? (work in the orchard)
4. What will Greg be doing at the University? (study languages)
5. What will Megan's mother be doing? (fly to Mumbai)
6. What will the singer be doing at the concert? (sing songs)
7. What will the journalist be doing? (interview the President)
8. What will the professor be doing? (reading lectures)

Exercise 1. Read and translate the text, give the title to the text.

Industrial robots

Industrial robots are automated machines for the use of manufacturing. Typically, these multipurpose machines consist of at least one reprogrammable robotic arm, or a manipulator, that operates on three axes or more. The widespread implementation of industrial robots in warehouses and on factory assembly lines can be credited to their ability to execute repetitive tasks at rapid speeds with high precision and no breaks. Due to the nature of the work they perform, industrial robots must be strong, fast and accurate.

There are a number of different industrial robot types.

Cartesian robots, also known as gantry robots, are designed with a rectangular coordinate system. Cartesian robots move in straight lines, making for ideal application in fields like manufacturing and automation.

Articulated robots, or joint-arm robots, can contain from two to ten rotary joints, all of which work together to imitate the motion of a human arm. These machines bend, twist and reach into intricate spaces to take on complex tasks such as assembly, packaging, painting and even surgery.

Cylindrical robots have a single extendable arm that rotates and undulates on a fixed, circular base. They work in tight spaces and can access objects from various angles within a specific radius. Typically, cylindrical robots can carry heavy payloads and are especially equipped for welding, packaging and machine tending.

Delta robots are turbo-speed machines typically built with three individually controlled arms that connect to a common triangular base. These arachnid-like bots specialize in rapid and repetitive actions, like pick-and-place operations in manufacturing and packaging.

Polar robots, also called spherical robots, consist of an arm that can perform multidirectional movements from a fixed base. They achieve a spherical range of motion — unlike other robots in the industrial class that may be limited to linear movements. In fact, the first industrial robot, Unimate, that joined General Motors' assembly lines in 1961 was a polar model.

Selective Compliance Assembly Robot Arm (SCARA) robots combine three-axis mobility with rotational motion. SCARA robots are some of the fastest machines to deliver pick-and-place operations fit for building electronics and large-scale food manufacturing.

Exercise 2. Find in the Internet some information on the application of the industrial robots. What industries are fully dependant on robots? What activities can robots perform?

GRAMMAR

The Perfect Tenses (совершенные времена)

Глаголы в формах Perfect выражают действие завершенное, которое привело к определенному результату (или к отсутствию результата). С помощью глагольных форм Perfect подводится итог действий. Время подведения итогов – либо настоящий момент Present Perfect, либо момент в прошлом Past Perfect, либо – в будущем Future Perfect.

To have + V3 (-ed)

I have written the letter. (Present Perfect) – Я (только что) написал письмо (передо мной письмо как результат).

I had written the letter when he came. (Past Perfect) – Я написал письмо, когда он пришел. (2 действия, одно завершилось раньше другого)

I will have written the letter by 10 o'clock tomorrow. (Future Perfect) – Я напишу письмо к 10 часам завтра. (действие завершится к определенному моменту времени в будущем).

Present Perfect tense

Present Perfect образуется при помощи вспомогательного глагола to have в настоящем времени (have, has) и третьей формы смыслового глагола. В вопросительном предложении вспомогательный глагол ставится перед подлежащим. В отрицательном предложении после вспомогательного глагола ставится отрицание not.

| Утверждение | Отрицание (полная форма) | Отрицание (краткая форма) | Вопрос |
|--------------------|-----------------------------|------------------------------|---------------------|
| I have done | I have not done | I haven't done | Have I done? |
| You have done | You have not done | You haven't done | Have you done? |
| He/she/is has done | He/she/it has not done | He/she/it hasn't done | Has he/she/it done? |
| We have done | We have not done | We haven't done | Have we done? |
| You have done | You have not done | You haven't done | Have you done? |
| They have done | They have not done | They haven't done | Have they done? |

Это время обозначает действие, совершившееся до момента речи, но имеющее непосредственную связь с настоящим моментом. При переводе на русский язык для передачи этого времени используется глагол совершенного вида в прошедшем времени. Отмеченная связь проявляется в следующих ситуациях:

а) указан период времени, который еще не закончился, а связан с настоящим моментом. В этом случае используются обстоятельства времени:

Today – сегодня

This month/year/week – в этом месяце/ году/ на этой неделе

This morning/evening – этим утром/ вечером

He has visited us twice this month – Он навещал нас дважды в этом месяце.

I haven't had breakfast today – Сегодня я еще не завтракал.

б) всегда с обстоятельствами времени:

ever – когда-нибудь

never – никогда

just – только что

already – уже

yet – еще

recently – недавно

lately – в последнее время

Examples:

Have you ever seen this man before? – Вы когда-нибудь видели этого человека раньше?

I have never been to Paris – Я никогда не бывал в Париже.

Mr. James has just left the office – Г-н Джеймс только что ушел из офиса.

She has already finished the work – Она уже завершила работу.

I haven't got your message yet – Я еще не получил Вашего сообщения.

The delegation has recently visited London – Делегация недавно посетила Лондон.

Lately he has attended many meetings – В последнее время он посетил много собраний.

в) Результат действия важнее, чем время его совершения, которое может не указываться:

Have you read this book? – Вы читали эту книгу?

Have you spoken to him? – Вы поговорили с ним?

г) С предлогом **since** (с тех пор как):

I have not seen her since we finished school – Я не видела её с тех пор, как мы закончили школу.

He has made a good progress since he joined our company – Он достиг больших успехов с тех пор, как он начал работать в нашей фирме.

Exercise 2. Change the sentences into the negative and interrogative forms.

1. She has found a wallet on the road.
2. We have tidied our country house.
3. The weather has changed.
4. Liz has left you a note.
5. They have moved to another hotel.
6. I have caught a big fish.
7. Pupils have learned this poem.
8. Mike has booked the tickets for us.
9. The plane has landed.
10. The doctor has prescribed some medicine.

Exercise 3. Compose the sentences, using the Present Perfect tense.

1. We/to return/from the journey/just.

2. I/to see/my boss/today.
3. Helen/to decorate/her room/already.
4. My cousins/to be/to this cinema/never.
5. Max/to buy/a magazine/today.
6. You/to spend/a lot of money/this month.
7. Ian and Peter/to repair/the radio/already.
8. I/to drive/a car/never.
9. We/to get/some letters/this week.
10. The dog/to run away/just.

Exercise 4. Put the verbs into the Present Perfect tense.

1. The pupils are writing a dictation.
2. My friend is helping me to solve a difficult problem.
3. I am learning a poem.
4. She is telling them an interesting story.
5. I am eating my breakfast.
6. We are drinking water.
7. He is bringing them some meat and vegetables.
8. You are putting the dishes on the table.
9. They are having tea.
10. Susan is making a new dress for her birthday party.
11. She is opening a box of chocolates.
12. I am buying milk for milk shakes.
13. I am translating a difficult article.

Exercise 5. Use the Past Indefinite or the Present Perfect tenses.

1. It (to be) very cold yesterday.
2. When you (to meet) him?
3. I (not to see) him since 1997.
4. How many mushrooms you (to gather)?
5. Where you (to put) the newspaper? I want to read it, but cannot find it anywhere.
6. The new theatre (to begin) working last year.
7. At last I (to do) all my homework: now I shall go out.
8. The building of the house (to begin) early in April.
9. The rain (to stop) but a cold wind is still blowing.
10. We already (to solve) the problem.
11. He (to come) a moment ago.
12. I never (to speak) to him.
13. He just (to finish) his work.
14. You (to make) any spelling mistakes in your dictation?
15. They (not yet to come) from the south.
16. He (to be) ill last week, but now he (to recover).

17. If everybody (to read) this new novel, let's discuss it.
18. You (to book) tickets? — Yes, I . . . I (to book) them several days ago.
19. I can hardly recognize you. I (not to see) you since you (to leave) for Moscow. And you (to change) so much.
20. You (to read) all the books on this shelf?
21. I (not to see) my cousin since last year.

Exercise 6. Tell your groupmates:

- *what you have managed to do today, this week, this year,*

Use the expressions: drink coffee, take the dog for a walk, clean the floor, do the shopping, wash the dishes, have breakfast, water the plants, cook dinner, do lessons, paint the walls, go to the seaside.

- *what you have never done,*
- *what achievements you have reached by now.*

Самостоятельная работа

Individual work

Exercise 1. Make notes summarizing the information on the grammar.

Exercise 2. Make notes of the new vocabulary.

*Exercise 3. Answer the questions, using **already** or **just**.*

Will you make some sandwiches, please? — But I have already made them.

3. Do the flat, will you? 2. Why don't you sweep the floor, please?
3. Please, give Peter this dictionary. 4. Will you send a telegram to Mary, please?
5. Write them a letter, please! 6. Don't forget to phone Mother. 7. Will you show the children your new books, please? 8. Make fresh tea, please! 9. Bring, some more bread from the kitchen, please! 10. Will you wash up the dishes, please!

*Exercise 4. Fill in **last night**, **ever**, **ago**, **just**, **yet**, **always** in the right place.*

1. Nick's uncle went to Austria 3 years.
2. Mr. Rambler has come back from Belarus.
3. Nick has wanted to visit Belarus.
4. Mr. Rambler saw Mary.
5. They haven't visited this old castle.
6. Have you been to England?

Exercise 5. Complete the sentences. Use the Present Perfect or the Past Simple.

My family and I (move) from London to Cardiff last summer, so we (live) in Cardiff for seven months now. I miss my friends in London. My best friend is called Megan. We (meet) at primary school, so I (know) her for nine years. Unfortunately, I (not see) her since last summer.

I go to Greystone Secondary School in Cardiff. I (be) at the school since last September. At first I (not like) it because I (not have) any friends here. But the students in my class are really nice and I'm happy here now.

Урок 4

Современное состояние отрасли за рубежом

Unit 4

Modern state of the industry abroad

Exercise 1. Surf the Internet to find information about foreign companies working in your branch. Share your findings with the group.

Exercise 2. Read and learn the following words:

- 1 tool – инструмент
- 2 safety – безопасность
- 3 security – безопасность, защита
- 4 reliability – надежность
- 5 environment – окружающая среда
- 6 to facilitate – содействовать
- 7 to respond – откликнуться
- 8 coexistence – сосуществование
- 9 property – собственность, зд. свойства

Exercise 3. Read and translate the text

Human adaptive and friendly mechatronics

The evolution of mechatronics provides new tools to design new machines and systems for safety, security and reliability. The main goal of modern technologies is to provide smart living and a clean environment that reduce operational stress, facilitate intelligent human life and assist human well being. The increased functionality and smartness mean the ability of products to identify and respond to changes in the human environment and to user's needs; that is to have intelligent machines that can be seen as a partner rather than just a tool. So, a key topic in the new mechatronics era is the design of human-oriented machines that implies intelligent and cooperative coexistence between technical and biological systems (human) within their natural environment.

The design of human-oriented machines should bring no mental and psychological stress to its user. This will lead us to have a human-friendly and environmentally conscious mechatronic technology that coordinates work and cooperates with human beings. It appears natural to design machines that can cooperate in an intelligent way with their human users, thus enabling humans to make best use of the machines capabilities while it protects itself from any misuse or critical situations. Hu-

man-oriented machines should be able to adapt according to the competence of the human user. This can be achieved by using new methods and techniques with learning and adaptive properties and the design requirements for the interactive cooperation between man and machine.

GRAMMAR

Past Perfect tense (прошедшее совершенное время)

Past Perfect употребляется:

а) для выражения действия, завершившегося до какого-либо момента или другого действия в прошлом: *He had read the book by 10 o'clock yesterday.* Он прочел книгу до десяти часов (к десяти часам) вечера.

When we came to the airport the plane had already landed. Когда мы приехали в аэропорт, самолет уже приземлился

Б) в предложениях, в которых одно действие завершилось до другого действия, длящегося в прошлом: *He had read the book and was watching TV when I came.* – Когда я пришел, он уже прочитал книгу и смотрел телевизор.

| Утверждение | Отрицание (полная форма) | Отрицание (краткая форма) | Вопрос |
|--|--|---|--|
| I (we, you, they, he, she, it) had played. | I (we, you, they, he, she, it) had not played. | I (we, you, they, he, she, it) hadn't played. | Had I (we, you, they, he, she, it) played? |

Exercise 4. Complete the sentences using the Past Perfect tense of the verbs below.

to have dinner, to do homework, to come, to read the book, to clean the room, to go shopping, to return from Australia, to finish work

1. I went to see my friend after...
2. I watched TV after...
3. They went home after...
4. He phoned me after...
5. She went to dance after...
6. We wrote a composition after...
7. They rebuilt the house after...
8. We went for a walk after...

Exercise 5. Insert the verbs in the Past Perfect tense.

1. I ... (to have) breakfast before I went to school.
2. He went to meet his friends after he ... (to do) his homework.
3. By 8 o'clock the rain ... (to stop).
4. Alice was late because she ... (to miss) the bus.
5. She went to the post-office after she ... (to write) the letter.
6. He ... (to work) at the factory before he entered the college.
7. He got a bad mark for his test because he ... (to make) a lot of mistakes in it.
8. I went to bed after I ... (to finish) reading the book.

9. The child ... (to fall) asleep before the parents came home.
10. They ... (to marry) before they bought this house.

Exercise 6. Use Past Perfect of the verbs to complete the sentences.

to leave, to go, to die, to see, to live, to fly

1. I didn't read the text in class because I ... my book at home.
2. The children didn't want to go to the cinema because they ... already ...

the film.

3. Kate wasn't at home last week because she ... to visit her uncle.
4. Linda never knew her father because he ... before she was born.
5. I was excited when the plane took off because I... never ... before.
6. My grandfather was always afraid of animals because he ... never ... in

the country.

Самостоятельная работа

Individual work

Exercise 1. Make notes summarizing the information on the grammar.

Exercise 2. Make notes of the new vocabulary.

Exercise 3. Say what action was done before. Combine the two sentences into one.

1. The rain stopped. I went for a walk.
2. I did my homework. My mother returned home.
3. We met in the street. We went to the park.
4. They packed their things. Then they started.
5. I had dinner. I switched on the TV set.
6. He returned home. The guests left.
7. We came to the cinema. The film began.
8. I read the book. I saw the play. .
9. They lived here. They moved to another place.
10. We played a game of tennis. We went to my place

*Exercise 4. Connect each pair of sentences with the conjunctions **before**, **as soon as**, **after**.*

1. He had finished school. He went to a camp.
2. She had phoned her friend. She went to meet her.
3. I read the book. I had seen the film.
4. I had cleaned my room. I invited my friends home.
5. He entered the university. He had finished school.
6. He told me about his impressions. He had returned from his journey.
7. He was unhappy. He had got bad news.
8. I had finished the text. I handed in my exercise-book.

Профессиональная документация: работа с инструкциями на иностранном языке (стиль, структура, содержание)

Unit 5

Professional documentation: working with instructions in a foreign language (style, structure, content)

Exercise 1. Read the text and translate it.

What is a work instruction?

A work instruction is a written document that provides clear and precise steps to carry out a single instruction.

With clear, concise, and coherent work instructions, you can guide workers' training, performance, and assessment, maintain quality standards and improve efficiency in the workplace.

Work instructions enable companies to keep their processes. They help reduce risk and prevent errors or accidents. Most work instructions are prepared after multiple refinements, which means that they can establish the safest way to do a job correctly. They save time in the long run.



Exercise 1. Read the text and translate it.

The current revolution and trend of automation and data exchange in manufacturing technologies is the Mechatronics revolution (Industry 4.0). The major aspects are Cyber-physical systems, The Internet of Things, and Cloud Computing. This revolution created the introduction of methods of self-optimization, self-configuration, self-diagnosis, cognition, and intelligent support of workers in their increasingly complex work. Domains that would benefit most are manufacturing, energy, transportation, healthcare, and agriculture.

This revolution has four major principles. They are:

- Inter-operability
- Information transparency
- Technical assistance
- Decentralized decisions.

1. Inter-operability

It is the ability of machines, man, devices, and sensors are able to connect and communicate with each other through a network.

2. Information transparency

The thing of information systems is to create a virtual copy of the physical world by developing digital modules with sensor data.

3. Technical Assistance

It is the ability of assistance systems to support humans by collecting, and analyzing information from the device or input to solve an urgent problem on short notice, and also to physically support humans for conducting huge tasks that are hazardous, exhausting, or unsafe for the human and co-workers.

4. De-centralized decisions

It is the capability of making decisions on their own and performing their tasks as automatically as possible. Only in case of exceptions, interferences, or conflicting goals, tasks are fixed to a high level.

The major factor is M2M communication (Machine to Machine Communication). This means two machines will communicate with each other using any communication channel with wired or wireless communication.

This M2M communication includes sensor reading, data monitoring, data analysis, signal conditioning, and data recording. This communication will have a remote network of machines with a central hub of the server that will share the other machine or it will carry the process to do some automated task within itself.

Exercise 2. Find any information about the most promising developments in mechatronics and robotics. Make a presentation and a report. Share this information with your students.

GRAMMAR

Future Perfect tense

Future Perfect употребляется для выражения действия, которое будет происходить до определенного момента или другого действия в будущем, и завершится или прекратится до него. Например:

We will have written the test before the end of the lesson.

We will have covered the tables before the guests arrive.

| Утверждение | Отрицание | Отрицание | Вопрос |
|--|--|---|--|
| | (полная форма) | (краткая форма) | |
| I (we, they, you, he, she, it) will have written this. | I (we, they, you, he, she, it) will not have written this. | I (we, they, you, he, she, it) won't have written this. | Will I (we, they, you, he, she, it) have written this? |

Exercise 3. Put the sentences into the negative and interrogative forms.

1. We will have played two games of cricket by 6 o'clock tomorrow.
2. They will have left the country by next Monday.
3. She will have returned from the walk by 8 o'clock tomorrow.
4. We will have done the shopping by 5 o'clock tomorrow.
5. Martin will have passed all the exams by next Wednesday.
6. You will have known the results of the test by tomorrow evening.
7. Angela will have written the essay by Tuesday.
8. The workers will have finished decorating our house by next month.
9. The performance will have finished by 8 o'clock.
10. The weather will have changed by tomorrow evening.

Exercise 4. Compose the sentences, using the Future Perfect Tense.

1. Jim/to write/the report/by next Thursday.
2. We/to clean/ the house/by the time of your arrival tomorrow.
3. I/to prepare/ all the documents/by the beginning of the meeting tomorrow.
4. The film/to finish/by 7 o'clock tomorrow.
5. They/to decorate/the square/by the beginning of the demonstration/ next week.
6. The President/to finish/the press conference/by 3 o'clock tomorrow.
7. Diana/to design/your wedding dress/by next Friday.
8. I/to move/to a new house/by Christmas.
9. You/ to start/your own business/by the time you are twenty-seven.
10. My father/to repair/his car/by Thursday.

Самостоятельная работа

Individual work

Exercise 1. Make notes summarizing the information on the grammar.

Exercise 2. Make notes of the new vocabulary.

Exercise 3. Put the verbs into the Future Perfect Tense.

1. Mike ... (to prepare) all the calculations by the end of his working day tomorrow.
2. I... (to learn) some phrases in Japanese by the time the participants of the Japanese delegation arrive.
3. The chef ... (to cook) all the dishes by the time the banquet begins.
4. The secretary ... (to arrange) all the papers by the time the boss comes to the office tomorrow.
5. The ferry ... (to reach) the port by 4 o'clock tomorrow.
6. They ... (to deliver) our pizza by the beginning of the party tomorrow.
7. Jack and Monica ... (to send) all the invitations by next Tuesday.
8. I ... (to read) your report by tomorrow morning.
9. The workers ... (to unload) the lorries by the end of their working day.
10. We ... (to analyse) the results of the experiment by next Friday.

Exercise 4. Translate into English.

1. Майк отремонтирует ваш автомобиль до вечера вторника.
2. Мы не закончим этот проект до конца этого месяца.
3. Вы получите наше сообщение до конца рабочего дня.
4. Кто закажет билеты на самолет до понедельника? — Джон их закажет.
5. Ваш секретарь напечатает отчет до следующего понедельника? — Да.
6. Она напишет статью до пятницы? — Нет, до пятницы она еще не вернется из командировки.

Занятие 7

Перспективы развития отрасли за рубежом

Unit 7

Prospects of industry development abroad

Exercise 1. Memorize the words

- 1 enhanced – улучшенный
- 2 predictive maintenance – профилактическое техническое обслуживание
- 3 downtime – простой, бездействие
- 4 sustainability – устойчивость
- 5 to implement – осуществлять, выполнять, реализовывать
- 6 impact – влияние

Exercise 2. Read and translate the text

Mechatronics can be defined as the integration of mechanical engineering, electronics, and computer science to design and develop intelligent systems and products. It combines the principles of mechanics, electronics, and information technology to create innovative solutions that integrate mechanical components, sensors, actuators, and control systems. In the rapidly evolving field of mechatronics, staying updated with the latest advancements is essential to use its full potential. As technology progresses at a remarkable pace, new applications, tools, and methodologies continue to emerge.

Advancements in Mechatronics:

Internet of Things (IoT):

The integration of mechatronics with IoT opens up new possibilities for enhanced automation and connectivity. By connecting mechatronic systems to the internet, real-time data monitoring, remote control, and predictive maintenance become achievable, leading to increased efficiency and reduced downtime.

Artificial Intelligence (AI) and Machine Learning:

The integration of AI and machine learning algorithms with mechatronic systems enhances their ability to adapt, learn, and make intelligent decisions. This integration enables mechatronic systems to analyze complex data, optimize performance, and autonomously respond to changing environments.

Human-Robot Interaction:

Advancements in mechatronics focus on developing intuitive interfaces and technologies for seamless human-robot interaction. Collaborative robots, also known as cobots, are designed to work safely alongside humans, enhancing productivity and efficiency in various industrial settings.

Energy Efficiency and Sustainability:

Mechatronics plays a significant role in developing energy-efficient systems and promoting sustainability. By optimizing energy consumption, integrating renewable energy sources, and implementing intelligent control algorithms, mechatronics contributes to reducing the environmental impact of automation systems.

GRAMMAR
Verb Tenses (видовременные формы глагола)

Exercise 3. Match the parts of the sentences.

| | |
|-------------------------------|-----------------------|
| 1. Fred plays tennis... | a) every Monday. |
| 2. Fred is playing tennis... | b) for several times. |
| 3. Fred has played tennis... | .c) at the moment. |
| 4. Fred played tennis... | d) at that time. |
| 5. Fred was playing tennis... | e) next Monday. |
| 6. Fred will play tennis... | f) when he was 15. |

Exercise 4. Put the verbs in brackets in the correct tense form.

1. At two o'clock I (go) to the supermarket,
2. I (drive) my car when I saw my friend and I said 'hello'.
3. Tomorrow I (eat) sushi.
4. I (be) to Italy.
5. I (drive) home from work every day.
6. He (have) trouble finishing the project.
7. When .. you (arrive) home yesterday?
8. (Have) you (have) your dinner yet?
9. This restaurant (become) very popular.
10. Doctors (discover) cures for many diseases.

Exercise 5. Translate into Russian. Name the tense form.

1. I drive home from work every day.
2. What did you eat for dinner?
3. I'm driving from work.
4. My brother lives in Chicago.
5. I have never been to space.
6. We're having a great time on vacation.
7. I'm thinking about taking a trip around the world.
8. I have travelled to Spain.

Exercise 6. Put the verbs in brackets in the correct tense form (Present Simple, Present Perfect, Present Continuous, Past Simple, Past Continuous).

1. Alice ... (not to take) the bus to school every day. She usually ... (to walk) to school...
2. (to take) ... you the bus to get to school or ... (to walk) you?
3. Who is this man? I ... (to think) that I ... (to know) him, but I ... (to forget) his name.
4. The children ... (to have) a good time in the park yesterday. They ... (to give) small pieces of bread to the ducks. Then they ... (to take) pictures of themselves.
5. Where are the children? They ... (to watch) TV in the room now. Some minutes ago they ... (to play) a game.
6. Now I am in my class. I... (to sit) at my desk. I always ... (to sit) at the same desk.

Самостоятельная работа Individual work

Exercise 1. Make notes summarizing the information on the grammar.

Exercise 2. Use Present Simple, Past Simple, Future Simple; Present Continuous, Past Continuous; Present Perfect, Past Perfect.

1. We (to bring) a lot of berries from the wood. Now we shall make jam.
2. Look! Jane (to swim) across the river.
3. What you (to do) at six o'clock yesterday?
4. You ever (to see) the Pyramids?
5. 1 (to go) to the Caucasus two years ago.
6. We (to go) to school every day.
7. Nick (to do) his homework by seven o'clock yesterday.
8. You (to help) your father tomorrow?
9. When Nick (to come) home yesterday, his mother (to return) and (to cook) dinner in the kitchen.
10. When I (to go) to school yesterday, I suddenly (to remember) that I (to forget) to take my English exercise book.

Exercise 3. Put the following sentences into the correct tense: Simple Past, Simple Present, Present Continuous or Past Continuous, Present Perfect.

1. I (listen) to the radio while Mary ... (cook) dinner.
2. You (buy) this book yesterday?
3. Last Friday Jill ... (go) home early because she ... (want) to see a film.
4. When your brother usually ... (get) home in the evening?
5. Jane always ... (bring) us a nice present.
6. What those people ... (do) in the middle of the road?
7. You ... (read) this book?
8. While Fred ... (sleep), Judy ... (watch) TV.
9. When I (be) young, I ... (think) Mary ... (be) nice – but now I ... (think) she's fantastic.
10. Jill ... (walk) home when she ... (see) her husband's car outside the cinema
11. Look there! Sue and Tim ... (run) to school.
12. Jack's father ... (not work) in London – he ... (not speak) English.
13. Joe ... (buy) a car yesterday.
14. Their father often ... (go) to rock concerts.
15. While you ... (sleep), mother ... (arrive).

Занятие 8

Проблемы отрасли в России

Unit 8

Problems of industry in Russia

Exercise 1. Read the text and say, what other problems of the industry you know.

In his message to the Federal Assembly, Russian President Vladimir Putin set a goal for the country to enter the Top 25 leading countries in the field of robotization by 2030. So the government took support measures. The Ministry of Industry and Trade developed the national project of "Means of production and automation". The purpose of this federal project is to create a mechanism for the implementation of continuous education and R&D of a full innovation cycle for ensuring technological leadership in the field of production and automation. Personnel training, development

of solutions for automation of technological processes and prototyping of products will be carried out within the framework of industrial robotics development centers.

The founder of Oli Robotics, Ismail Karankin, drew attention to such industry problems as the shortage of specialists in the field of robotics and a small number of integrators who can support the introduction of industrial robots. One of the main challenges is the search for specialists with critical competencies in the relevant area.

The volume of production of machine tools and robots in Russia has doubled for the last two years. This was announced by the Minister of Industry and Trade of the Russian Federation Anton Alikhanov on November 20, 2024. By the end of 2024 there were approximately 12.8 thousand industrial robots in Russia. This corresponds to 19 robots per 10 thousand people. In order to reach the goal, set by the Russian President Vladimir Putin, the number of robots per 10 thousand people should reach 145.

Yevgeny Dudorov, Chairman of the Board of the Consortium of Robotics and Intelligent Control Systems, believes that the most promising industries for the introduction of robotization technologies in Russia are the railway sector, metallurgical and manufacturing industries, the oil and gas sector, as well as logistics.

GRAMMAR

Numerals (числительные)

Числительные обозначают количество предметов или порядок предметов при счете.

Числительные делятся на количественные, отвечающие на вопрос «сколько?» и порядковые, отвечающие на вопрос «который?».

Количественные числительные от 13 до 19 образуются прибавлением суффикса -teen к основе.

Числительные, обозначающие десятки, имеют суффикс -ty. Порядковые числительные кроме первых трех (first, second, third) образуются прибавлением суффикса -th или -eth к соответствующим количественным числительным. Существительные с порядковыми числительными всегда употребляются с определенным артиклем.

Количественные числительные
СКОЛЬКО?

- 1 one — один
- 2 two — два
- 3 three — три
- 4 four
- 5 five
- 6 six
- 7 seven
- 8 eight
- 9 nine

Порядковые числительные
КАКОЙ ПО СЧЕТУ?

- the first первый
- the second второй
- the third третий
- the fourth
- the fifth
- the sixth
- the seventh
- the eighth
- the ninth

| | |
|--------------|-----------------|
| 10 ten | the tenth |
| 11 eleven | the eleventh |
| 12 twelve | the twelfth |
| 13 thirteen | the thirteenth |
| 14 fourteen | the fourteenth |
| 15 fifteen | the fifteenth |
| 16 sixteen | the sixteenth |
| 17 seventeen | the seventeenth |
| 18 eighteen | the eighteenth |
| 19 nineteen | the nineteenth |
| 20 twenty | the twentieth |

Десятки:

| |
|---------------------------|
| 20 twenty—the twentieth |
| 30 thirty — the thirtieth |
| 40 forty — the fortieth |
| 50 fifty — the fiftieth |
| 60 sixty — the sixtieth |
| 70 seventy—the seventieth |
| 80 eighty — the eightieth |
| 90 ninety — the ninetieth |

Составные числительные:

| |
|---------------------------------|
| twenty-two—the twenty-second |
| thirty-three — the thirty-third |
| forty-four — the forty-fourth |
| fifty-five — the fifty-fifth |
| sixty-six — the sixty-sixth |

Числительные от 100 и больше:

| | |
|--|-----------------------------------|
| 100 — a (one) hundred | 100th — the hundredth |
| 101 — a (one) hundred and one | 101st — the one hundred and first |
| 200 — two hundred | 200th — the two hundredth |
| 1000 — (one) thousand | 1000th — the thousandth |
| 1001 — a (one) thousand and one | |
| 5,550 — five thousand five hundred and fifty | |
| 5,000,000 — five million | |
| 1500 — fifteen hundred (one thousand five hundred) | |

Числительные hundred, thousand, million не имеют окончания -s, когда перед ними стоит другое числительное. Когда числительные обозначают неопределенное количество, они употребляются во множественном числе с окончанием -s, за которым следует предлог of. Сравните:

| | |
|--------------------|---------------------|
| hundreds of books | two hundred books |
| thousands of books | five thousand books |
| millions of people | 2 million people |

Номера страниц, домов, квартир, транспорта, обозначаются не порядковыми, а количественными числительными. В этих случаях существительные употребляются без артикля: page 15, house 40, flat 13, bus 72.

Как читаются математические выражения?

(x) — multiply, times

(:) — divide, divided by
(+) — add, sum up, plus
(-) — subtract, minus
(=) — equals, is equal, makes

22 — two in the second power

Как читаются даты?

Числительное, обозначающее год, делится на две части — число сотен, а затем — число десятков и единиц. 1900 - nineteen hundred, in (the year) nineteen hundred

2000 - two thousand, in (the year) two thousand

1905 — nineteen five, in (the year) nineteen five

Даты читаются следующим образом:

April 12, 2003 1) on the twelfth of April, two thousand three
2) on April the twelfth, two thousand three

Как читаются дробные числительные?

Простые

1/2—a (one) half;

1/4 — a (one) quarter

2/3 — two thirds

1.5— one and a half

Десятичные

0.1 -O[ou] point one

2.45 — two point four five

35.25 — three five (или: thirty- five) point two five

Задание 53. Напишите цифрами дробные числа:

Простые:

1) A (one) half 2) two thirds 3) a (one) quarter 4) three fourths 5) two and a (one) half 6) five and one sixth 7) a (one) fifth.

Десятичные:

1) Zero (nought/ou) point two 2) two point four five 3)four point five 4) three four (thirty four) point one zero two 5) nought point nought one 6) six point three five 7) fifty eight point three nought five.

Exercise 2. Write in English in words.

1. Cardinal numerals:

3, 5, 11, 12, 13, 24, 69, 325, 1005, 530425, 1.745.033.

2. Ordinal numerals:

1, 2, 15, 23, 84, 149, 150, 208, 1000, 2.000.000.

Exercise 3. Write in English in numbers.

- a) The first of March nineteen seventy-six.
- b) The fifth of December two thousand.
- c) The sixteenth of May nineteen five.
- d) The third of July nineteen hundred.

Exercise 4. Write in English in words.

1) 7 марта 1999 года; 2) 1 сентября 1974 года; 3) 22 апреля 1911 года; 4) 11 марта 1951 года; 5) 12 декабря 2024 года.

Exercise 5. Read and translate the following sentences.

1. William Shakespeare was born in 1564 and died in 1616 in Stratford-on-Avon. 2. Shakespeare wrote 37 plays. 3. Jack London was born on the 12th of January 1876 and died in 1916. 4. On April 12, 1961 the whole world learned about Gagarin's flight into space.

Самостоятельная работа

Individual work

Exercise 1. Write in English in words

A. 1) 220 дней; 2) 1500 человек; 3) 20545 книг; 4) около 100 страниц; 5) почти 300 тетрадей.

B. 1) первый автобус; 2) вторая страница; 3) миллионный посетитель; 4) часть первая; 5) номер десятый.

C. 1. Два миллиона человек. 2. Миллионы книг. 3. Триста восемьдесят пять страниц. 4. Двадцать первое декабря 1997 года. 5. Двенадцатое марта 2000 года. 6. Одна четвертая. 7. Три пятых. 8. Ноль целых, двадцать пять сотых. 9. Четыре целых и пять шестых. 10. Две целых, сто пять тысячных.

Exercise 2. Translate into English

| | | |
|----------------------|---------------------|----------------------|
| 1 сентября 1984 года | 5 июля 1945 года | 27 июля 1862 года |
| 7 ноября 1990 года | 8 мая 1861 года | 10 февраля 1973 года |
| 9 октября 1947 года | 21 января 1824 года | 22 декабря 1946 года |
| 11 марта 1951 года | 23 апреля 1907 года | 25 мая 1900 года |

Занятие 9

Проблемы отрасли за рубежом

Unit 9

Problems of the industry abroad

Exercise 1. Read the text and translate it. What title can you think of?

Despite its numerous advantages, mechatronics in automation faces certain challenges and is subject to ongoing advancements. The complexity of system integration is a great problem when implementing automation projects. Engineers must possess a deep understanding of mechanical, electrical, and software engineering to successfully design and integrate mechatronic systems.

Mechatronics plays a vital role in automation, facilitating integration of mechanical, electrical, and software components to create intelligent and efficient sys-

tems. However, the field of mechatronics also faces challenges related to system integration and requires continuous advancements in AI (Artificial Intelligence), ML (Machine Learning), and IoT (Internet of Things).

AI and ML have a significant impact on mechatronics and automation. AI algorithms can optimize control systems, enhance decision-making capabilities, and enable adaptive behavior in mechatronic systems. AI serves as the cognitive brain of mechatronic systems, helping them adapt to dynamic environments. The combined force of mechatronics and AI resulted in unprecedented advances in autonomous vehicles, smart industries, and healthcare technologies. ML algorithms can learn from data and improve system performance over time, leading to more efficient and intelligent automation solutions.

The concept of Industry 4.0, driven by the Internet of Things (IoT), is another trend that will shape the future of mechatronics and automation. By connecting machines, devices, and sensors through the internet, companies can create intelligent, interconnected systems that enable real-time monitoring, data analysis, and predictive maintenance. The integration of mechatronics and the Internet of Things (IoT) has appeared as one of the most vital and transformative technologies in recent years.

So the main problem of mechatronics today is integration with the most advanced technologies of the IT industry.

GRAMMAR

Verb tenses (времена глагола) (continued)

Exercise 2. Supply the verbs in the necessary form.

1. Last night, I ... (watch) a movie.
2. She ... (buy) a new car next week.
3. I ... (work) right now. I can help you later.
4. Have you ever ... (eat) Korean food?
5. I ... (sleep) when you called me.
6. Melanie ... (go) to university in one year.
7. Miguel ... (take) a shower this morning.
8. I ... (wake up) at 7 am every day.
9. She ... (go) to Paris three times in her life.
10. By the time I graduate, I ... (take) 25 classes.
11. Did you ... (finish) your homework yesterday?
12. When she was a child, Mary ... (live) in Russia.
13. Next time, I ... (drive) instead of you.
14. We ... (no, see) that movie yet.
15. She ... (no, meet) him before they met at the party.

Exercise 3. Decide if the verb in brackets should be in the Present Simple or the Present Continuous.

1. He (live) with his parents at the moment.
2. Some areas of Italy ... (become) drier.
3. She ... (work) as a lab technician.

4. She ... (plan) to study for a degree.
5. I ... (have got) two sisters.
6. In her job, she ... (answer) the phone.
7. People ... (live) longer and longer.
8. This month they ... (work) on a new project.

Самостоятельная работа

Individual work

Exercise 1. Put the verbs in the necessary form.

1. Is your brother ... (work) these days?
2. How much did you ... (pay) for that jacket?
3. Where are you going to ... (wash) your car?
4. Had you ... (take) that course before?
5. I ... (no, go) to school tomorrow.
6. They ... (play) in the park before it started to rain.
7. I usually ... (brush) my teeth after breakfast.
8. By the time she arrives, we ... (finish) our food.
9. How many people ... (go) to the party tomorrow night?
10. The kids ... (paint) right now.
11. When she lived in Vancouver, she ... (no, have) a car.

Занятие 10

Профессиональная документация: письмо-предложение (оферта)

Unit 10

Professional documentation: a proposal letter

Exercise 1. Read and translate the text.

A proposal letter

A proposal letter is a written offer from an individual, a group of people or from an organization to another to propose something. This is a way of communication that creates an opportunity for a person or an organization to interact well and get offers for business opportunity.

When writing this letter, one has to be keen and accurate on the proposal so that they can get the opportunity they are asking for. It is therefore important to consider using a proposal letter sample when writing to get the right guidelines on how to write it.

Software Automation Sample Proposal Letter

Thomas Johansons, Ph.D.
Investigator
Investigative Analysis, LLC

P.O. Box 3314
Riverview, FL 33568

Mr. Johansons,

Thank you for taking the time to work with us to determine your technology needs last week. I know that your business office process-serving software has been a high priority problem for you. I am pleased to propose a cost-effective solution that will maximize your office automation needs.

iGuide Media will be available to start work on this project as soon as possible. We pride ourselves in providing our clients with a professional service, guaranteed accuracy, and the highest level of confidentiality.

Your attached cost summary is based upon your current needs and can be adjusted as we customize your services.

I look forward to discussing your project with you in more detail shortly.

Please contact me directly any time you have additional questions or requests.

Sincerely,
Brian Noon
President
iGuide Media
813-298-0485
bnoon@iguidemedia.com
www.iguidemedia.com

Exercise 2. Using the example, write your own the proposal letter

GRAMMAR

Безличные и неопределенно-личные предложения

Английские предложения отличаются от русских тем, что в них всегда есть подлежащее и сказуемое. Поэтому в безличных предложениях, когда нет подлежащего, используется в качестве формального подлежащего местоимение **it**.

It is not cold today. Сегодня не холодно.

It rains all day long. Целый день идет дождь.

Безличные предложения такого типа состоят из местоимения **it**, которое не переводится, глагола-связки в нужном по смыслу времени и именной части сказуемого, выраженного чаще всего прилагательным. Именная часть может быть также выражена существительным или числительным.

It's nice to meet you. Приятно познакомиться с вами.

It is ten o'clock already. Уже десять часов.

Безличные предложения очень часто описывают погоду, явления природы, обозначают время, расстояние.

Вопросительная и отрицательная формы безличных предложений обра-зуются по тем же правилам, что и вопросительные и отрицательные формы предложений с именным составным сказуемым.

Is it cold? — Холодно? *It is not cold.* — Не холодно.

Isn't it interesting? — Разве не интересно? *It is interesting.* — Интересно.

Частица *not* ставится после первого вспомогательного глагола.

Exercise 3. Translate into Russian.

1. It is ten o'clock in the morning already.
2. It is snowing now.
3. It's morning now.
4. It was nice to meet your friend.
5. It's late. It's time to go home.
6. Isn't it interesting?
7. It is cold today.
8. Is it cold outside?
9. It is only nine o'clock in the evening. It's early to go home.
10. Is it raining now?

Exercise 4. Put general questions.

1. It's time to get up.
2. It was getting dark.
3. It takes him 3 minutes to get dressed.
4. It will be late to apologize.
5. It rained heavily last night.

Exercise 5. Put the sentences into the Past.

1. It's a pity to find him ill.
2. It seems to me that Anna is 17.
3. It will be foggy.
4. It won't take much time to mend your shoes.
5. It isn't far from here to the city centre.

Самостоятельная работа

Individual work

Exercise 1. Translate into Russian. Divide the sentences into categories: weather and nature, time and distance, expressing opinion.

1. It always rains in autumn.
2. It was impossible to reach her by phone.
3. It snowed heavily last December.
4. It was six o'clock already.
5. It is much cheaper to get here by train.
6. It was getting cold.
7. It is early morning.
8. It's 10 degrees above zero.
9. It's quite expensive to buy a brand new car.
10. It's quite far from the post-office.
11. It will be 5 kilometres to the village.
12. It was quiet and mysterious up in the mountains.
13. It wasn't cloudy this afternoon.

14. It's noon.

Exercise 2. Answer the questions questions.

1. How long will it take him to become a doctor? (six years)
2. How long does it take you to get to the restaurant? (40 minutes)
3. How long did it take her to prepare this salad? (2 hours) (
4. How long does it take your son to cook an omelette? (10 minutes)
5. How long did it take Bob to master English? (about 5 years)

РАЗДЕЛ 3. ПРОФЕССИОНАЛЬНАЯ КОММУНИКАЦИЯ ПРИ ОБСУЖДЕНИИ РАБОТЫ СПЕЦИАЛИСТА ОТРАСЛИ

SECTION 3. PROFESSIONAL COMMUNICATION WHEN DISCUSSING THE WORK OF AN INDUSTRY SPECIALIST

Занятие 1

Выдающиеся российские ученые и специалисты отрасли

Unit 1

Outstanding Russian scientists and industry experts

Exercise 1. Read and translate the text

The history of robotics in Russia, as well as in Europe, has more than one century. In the last third of the 18th century, a computing machine called the Jacobson machine was created in Russia, and in 1790 Ivan Petrovich Kulibin created his famous “egg” clock. Several human figures were built into them, which performed certain actions, the clock also played a hymn and other melodies.

It was Russian scientists who made several significant discoveries in the history of robotics. Semyon Nikolayevich Korsakov laid the foundations of computer science in 1832. He developed several machines capable of performing intelligent calculations by using punched cards to program them.

Boris Semenovich Jacobi in 1838 invented and tested the first electric motor, the fundamental design of which remains relevant to this day. Jacobi installed it on a boat and took a walk along the Neva with its help.

In 1878, Academician P. L. Chebyshev presented the first prototype of a walking vehicle – a walking car.

M. A. Bonch-Bruevich invented the trigger in 1918, thanks to which the creation of the first computers became possible, and V. K. Zworykin a little later demonstrated an electronic tube that gave rise to television.

The first computer appeared in the USSR in 1948, and already in 1950 the small electronic calculating machine was released, at that time it was the fastest in Europe.

Officially, the history of robotics in Russia began in 1971. Then the department of special robotics and mechatronics was created at the Bauman Moscow Higher Technical School, headed by Academician E. P. Popov. He became the founder of the national school of engineering robotics.

In 1974, a Soviet computer became the world champion in a chess tournament among machines. And the Elbrus-3 supercomputer, created in 1994, was twice as fast as the most powerful American computer of that time. However, it was not put into mass production, perhaps due to the difficult situation in the country at that time.

Today robotics is at the forefront of scientific progress. This is one of the most high-tech industries which is very important for the development of Russia. The advancements in robotics are important to ensure the security of the country, the progress in manufacturing, technology, economy and our social sphere.

Exercise 2. Answer the questions on the text

1. What did Ivan Petrovich Kulibin create in 1790?
2. Who laid the foundations of computer science in 1832?
3. When was the first electric motor invented and tested?
4. Who presented the first prototype of a walking vehicle?
5. Why was the trigger, invented in 1918, so important?
6. When did the history of robotics in Russia begin?
7. Who was the founder of the national school of engineering robotics?

GRAMMAR

Perfect Continuous Tenses (Совершенные длительные времена)

Эта группа времен показывает, что к определенному моменту времени действие уже длилось какой-то период (есть результаты) и продолжается далее. Для этой группы времен важны процесс и результат действия.

Основные индикаторы времени: **since** (с тех пор, как), **for** (в течение).

To have + been + Ving (V4)

Примеры:

You have been waiting here for five minutes.

You have not been waiting since Tuesday.

Have you been waiting for two weeks?

Present Perfect Continuous используется для того, чтобы показать, что действие, начатое в прошлом, продолжается вплоть до данного момента времени.

| Утверждение | Отрицание (полная форма) | Отрицание (краткая форма) | Вопрос |
|--------------------------|-----------------------------|------------------------------|---------------------------|
| I have been doing | I have not been doing | I haven't been doing | Have I been doing? |
| You have been doing | You have not been doing | You haven't been doing | Have you been doing? |
| He/she/is has been doing | He/she/it has not done | He/she/it hasn't been doing | Has he/she/it been doing? |
| We have been doing | We have not been doing | We haven't been doing | Have we been doing? |
| You have been doing | You have not been doing | You haven't been doing | Have you been doing? |
| They have been doing | They have not been doing | They haven't been doing | Have they been doing? |

Слова "for five minutes," в течение пяти минут, "for two weeks" в течение двух недель и "since Tuesday" со вторника указывают длительность действия в **Present Perfect Continuous**.

В тех случаях, когда глагол не может употребляться с окончанием – ing, предложения переводятся в Present Perfect:

I have loved her for 5 years.

We have had a nice holiday!

Exercise 3. Put the verbs into Present Perfect Continuous.

1. I (read) this book for 5 days already.
2. She (watch) television since Sunday.
3. He (work) a lot lately.
4. Lisa (not/practice) her English since October.
5. What ... he (do) for the last two days?
6. She (study) at that University for three years.
7. What you (do) for the last 30 days?
8. Peter (teach) at the University since June.
9. We (wait) here for over two hours!
10. Why she (not/attend) her lectures for the last two days?
11. They (talk) for two hours already.

Самостоятельная работа

Individual work

Exercise 1. Make notes summarizing the information on the grammar.

Exercise 2. Put the verbs into Present Perfect or Present Perfect Continuous.

1. Will that music never stop? It (play) for two hours.
2. Turn the TV set off. The children (watch) it since morning.
3. Mary is learning to play the piano. She (practice) since breakfast time.
4. He (live) in the USA for many years but he still can't speak English properly.
5. I need a holiday. I (work) too hard for a long time.
6. Please, wake up Peter. He (sleep) for ten hours.
7. We (travel) for three days but we are still only halfway to London.

Exercise 3. Put the verbs into Present Perfect or Present Perfect Continuous.

1. I (not to see) him for ages.
2. He (to do) his lessons since lunch.
3. I (not to hear) about him for a long time.
4. I (to drive) since I was 17.
5. Jack (to fail) his driving test three times because he doesn't know how to park.
6. I think he (make) a lot of improvement.
7. Alice (not/pass) her driving test because she doesn't know the rules well.
8. She (worry) about this for two months.
9. She (study) the driver's manual for hours every day.

10. She (not/take) another test yet.
11. I (to have) a headache since I got up.
12. He is my friend, I (to know) him for a long time.
13. Ivan has a stomachache. He (to eat) junk food all day.
14. I (never to hear) that song before.

Занятие 2

Известные личности стран изучаемого языка, оказавшие влияние на развитие отрасли

Unit 2

Famous personalities of the English-speaking countries contributing to the development of the Industry

Exercise 1. Read the text and try to understand the main content

Isaac Asimov

Isaac Asimov is widely recognized as one of the greatest minds of the 20th century. Not only did he offer the term “robotics”, but also invented the Three Laws of Robotics: A robot may not injure a human being, or, through inaction, allow a human being to come to harm; a robot must obey the orders given it by human beings, except where such orders would conflict with the First Law; and a robot must protect its own existence as long as such protection does not conflict with the First or Second Laws.

Asimov (1920-1992) was born into a prosperous Jewish family in Petrovichi (a tiny town near Smolensk). At the age of three, he and his family left for the United States as a result of the Bolshevik Revolution.

A bright prodigy, Isaac taught himself to read when he was 5, graduated from high school at 15 and from Columbia University with a degree in chemistry at only 19. Ten years later, he became professor of biochemistry at the Boston University School of Medicine.

Asimov began contributing stories to science-fiction magazines in 1939. He wrote and edited around five hundred books, blending science with technology, history and culture. The author of ‘The Foundation Trilogy’, ‘I, Robot’, and ‘The Bicentennial Man’ wrote science fiction books, as well as a guide to Shakespeare, Lord Byron, John Milton and even to the Bible. He wrote around ten volumes a year for over thirty years. The fanatical writer got up at six in the morning and stayed at his typewriter for 15 hours.

Asimov predicted the rise of computers and robotics, foresaw that technology would impact education and was sure that children would no longer need teachers.

The award-winning writer passed away in 1992. In a career that lasted half a century, Asimov left a rich legacy as an American writer, whose books introduced millions to science fiction.

Exercise 2. After reading the text, make a plan of it and try to retell the text in 6-7 sentences.

Exercise 3. Choose the right tense form.

1. Nina has been learning/has learned English for 2 years.
2. The birds have already flown/have been flying to the South.
3. They have known /have been knowing him for many years.
4. Mike has forgotten/has been forgetting to learn the poem.
5. The children have been watching/have watched cartoons for 2 hours.
6. The train has just come/has been coming.
7. We haven't been celebrating/ haven't had a holiday for 5 years.
8. She has been teaching/has taught at this school for twenty years.
9. David has been painting/has painted in his studio since 10 o'clock.
10. Mary and Sam have collected/ have been collecting stamps for 3 years.
11. Their parents have been/have being friends since their childhood.
12. Dave has been/ has been being a student for 2 years.

Exercise 4. Make questions using different tenses:

1. My friend is waiting for me at the station. (How long...?)
2. He translates books. (How many...?)
3. Mother is making a cream cake. (How long...?)
4. Bill is travelling in Europe at present. (How many countries...?)
5. My parents are decorating the fir-tree. (How long...?)
6. They are married. (How long...?)

Самостоятельная работа

Individual work

Exercise 1. Translate into English using either Present Perfect or Present Perfect Continuous.

1. Моя жена рисует уже 5 лет, но ещё не продала ни одной картины.
2. Я рад, что мы закончили эту работу.
3. Мои руки грязные. Я работала в саду.
4. Ник съел все конфеты.
5. Вы когда-нибудь играли в шахматы?

Exercise 2. Correct the mistakes if any.

1. They are discussing the problem for hours, but has not solved it yet.
2. The student has been playing tennis since 2 o'clock.
3. Is it still raining? No, it have stopped.
4. John have been winning the championship two times.
5. The boys have fished for 3 hours.
6. How many books have you written?

7. Mike has invited many friends to his birthday party.
8. He has been hating oranges since his childhood.

Занятие 3

Основные термины и понятия отрасли

Unit 3

Basic terms and concepts of the Industry

Exercise 1. Read and translate the text.

The term mechatronics system encompasses a myriad of devices and systems.

The components of a typical Mechatronics system are:

- Actuators: produce motion or cause some action (solenoids, voice calls, DC motors, Stepper motor, servomotor, hydraulic, pneumatic);
- Sensors: detect the state of the system parameters, inputs and outputs (switches, potentiometer, photoelctrics, digital encoder, strain gauge, thermocouple, accelerometer etc);
- Input/output Signal conditioning and interfacing: provide connection between the control system circuits and the input/output devices (discrete circuits, amplifiers, filters, A/D, D/A, power transistor etc);
- Digital devices: controls the system (logic circuits, micro controller, SBC, PLC etc);
- Graphic Displays: provide visual feed back to users (LEDs, Digital Displays, LCD, CRT).

Physically, a mechatronic system is composed of four prime components. They are sensors, actuators, controllers and mechanical components. A mechatronic system can also be divided into Mechanical System, Electrical System, Information System.

The types of Mechanical Systems are:

Rigid – Rigid Multibody Simulation,

Deformable – Failure analysis, Finite Element Method (FEM),

Fluid – Computational Fluid Dynamics (CFD).

Some mechanical components used are:

Rigid – Gears, drives, cams, bearings, etc.,

Flexible – Electroactive polymers, Shape memory alloys, fiber reinforced material,

Fluid – Hydraulic cylinder, pneumatic cylinder, etc.

Electrical Systems include:

Motors and generators, Sensors and actuators, Solid state devices, Circuits – signal conditioning, amplifiers, etc., Contact devices – relays, switches, Circuit breakers, fuses, etc.,

Information System consists of four parts:

Communication Systems, Signal Processing, Control System, Numerical Solvers for Optimization.

The following activities are performed by means of Information Systems:

Modeling, Simulation, Automatic Control, Optimization.

Exercise 2. Write out the terms from the text and give their Russian equivalents in the written form.

Exercise 3. Compose 10 sentences using the terms above and the following words:

- 1) to include - включать
- 2) to consist of – состоять из
- 3) to perform - выполнять
- 4) to be composed of – состоять из
- 5) to encompass- охватывать
- 6) to produce - производить
- 7) to provide – предоставлять, обеспечивать
- 8) to be divided into – делиться на

Самостоятельная работа Individual work

Exercise 1. Learn the new words. Write down 5 sentences.

Exercise 2. Make questions. Ask for the underlined information.

1. _____? → They have been doing it since 2 o'clock.
2. _____? → She has been reading for three hours.
3. _____? → I have been working at a big company.
4. _____? → Yes, she has been living here for years.
5. _____? → He has been playing a game.
6. _____? → No, they haven't been staying there since May.

Занятие 4

Профессиональная документация: письмо-запрос

Unit 4

Professional documentation: Inquiry Letter

Exercise 1. Read information about Inquiry letters. Try to explain the difference between inquiry and proposal letters.

Business inquiry letters are written to obtain information, advice, names, or directions from the recipient's company.

Inquiry letters are written to ask for further information on certain products and services. There are two types of inquiry letters:

1. An inquiry letter is a letter written in response to an advertisement put up by the organization or to a sales letter from the seller.

2. An inquiry letter is written by a potential client who is just looking around, weighing their options.

Exercise 2. Use this template to write your own inquiry letters:

(Your name)
(Your address)

Date _____

(company's name)
(company's address)

Dear Mr. /Ms _____,

We want to inquire from you whether you can send us your company catalogue which has details of all the products you manufacture. We can check and let you know if there is any product which will suit our requirement. We are in search of latest, sturdy and durable products.

Your company has reputation in the industry and we are sure you can deliver products of high standards. We can discuss the pricing in our next meeting.

You can send us a representative with the necessary information so that we can discuss and finalize the deal.

We look forward to hear from you at the earliest

Yours sincerely,

(Signature, Name)

Exercise 3. Read and translate inquiry letter on buying computers.

Inquiry Letter for Computer

June 17th, 2018

Mary Lisa,
65H Dragan
Tucson, AZ, 85705.

Subject: Inquiry about a computer

Dear Mr. Lloyd,

This letter is to inquire about the Lenovo Laptop. I am planning to buy fifteen laptops for my business purposes.

We are an advertising and public relations firm and would require a laptop with graphic features. The fifteen laptops' budget is seven lakhs; We would need laptops that are easy to carry, portable, have a perfect ram size, and, most importantly, meets our budget.

I would like to know about the varieties of laptops that fit the needs I have mentioned above. If another brand matches the requirements, I am okay with that too.

Regards,
Mary Lisa
Managing Director
Brookes Finances Limited

Самостоятельная работа *Individual work*

Exercise 1. Write a letter to inquire information about a product or service. Use this template and as many new words and phrases as possible:

_____ (Your name)
_____ (Your address)
Date _____

Dear Sir/ Madam,

We saw your _____ at the _____ trade fair, and we would like to _____ more about your _____ (products).

We are a _____ agency, specializing in _____ for _____. We have moved to new business premises/ have started a new project/ want to update..., and we want to replace/ to enlarge/ to update _____ (products).

Would you please send us your latest catalogue/ price lists/ broshures/ providing information on _____?

We look forward to hearing from you soon.

Yours faithfully,

_____ (Your signature)

_____ (Your Name)

_____ (Your position)

Занятие 5

Основные виды профессиональной деятельности в отрасли

Unit 5

Main types of professional activity in industry

Mechanical engineering

Mechanical engineering is an important part of mechatronics engineering. It includes the study of mechanical nature of how an object works. Mechanical elements refer to mechanical structure, mechanism, thermo-fluid, and hydraulic aspects of a mechatronics system. Mechatronics engineer who works a mechanical engineer can specialize in hydraulics and pneumatics systems, which are applied in automobile industries. A mechatronics engineer can also design a vehicle since they have strong mechanical and electronical background. Knowledge of software applications such as computer-aided design and computer aided manufacturing is essential for designing products.

Electronics and telecoms

Electronics and telecommunication engineering deals with electronics devices and telecom devices of a mechatronics system. A mechatronics engineer specialized in electronics and telecommunications has knowledge of computer hardware devices. The transmission of signal is the main application of this subfield of mechatronics. Digital and analog systems also form an important part of mechatronics systems. Telecommunications engineering deals with the transmission of information across a medium.

Control engineering

Control engineering has a wide range of electronic applications from the flight and propulsion systems of commercial airplanes to the cruise control in many modern cars. Mechatronics engineers have deep knowledge of microprocessors, microcontrollers, microchips and semiconductors. The application of mechatronics in electronics manufacturing industry deals with the development on consumer electronic devices such as mobile phones, computers, cameras etc. For mechatronics engineers it is necessary to learn operating computer applications such as MATLAB and Simulink for designing and developing electronic products.

Avionics

An avionics technician uses an oscilloscope to verify signals on aircraft avionics equipment. Avionics is also considered a variant of mechatronics as it combines several fields such as electronics and telecom with aerospace engineering. It is the sub-discipline of mechatronics engineering and aerospace engineering which is engineering branch focusing on electronics systems of aircraft. The word “avionics” is a blend of aviation and electronics. The electronics system of aircraft includes aircraft communication addressing and reporting system, air navigation, aircraft flight control system, aircraft collision avoidance systems, flight recorder, weather radar and lightning detector. These can be as simple as a searchlight for a police helicopter or as complicated as the tactical system for an airborne early warning platform.

Industrial engineering

The branch of industrial engineering includes the design of machinery, assembly and process lines of various manufacturing industries. This branch is similar to automation and robotics. Mechatronics engineers who work as industrial engineers design and develop infrastructure of a manufacturing plant. They are architects of machines.

Robotics

Robotics is one of the newest emerging subfield of mechatronics. It is the study of robots and how they are manufactured and operated. Robotics is interrelated with automation. In a large number of factories, especially in automobile factories, robots are found in assembly lines, where they perform the job of drilling, installation and fitting. Programming skills are necessary for specialization in robotics. Knowledge of programming language – ROBOTC – is important for designing robots. An industrial robot is a prime example of a mechatronics system; it includes aspects of electronics, mechanics and computing to do its day-to-day job.

Computer engineering and Internet of things

The Internet of things (IoT) and mechatronics are complementary. IoT is the inter-networking of physical devices, embedded with electronics, software, sensors, actuators, and network connectivity which enable these objects to collect and exchange data. Many of the smart components associated with the Internet of Things will be essentially mechatronic. The development of the IoT is forcing mechatronics engineers, designers, practitioners and educators to research the ways in which mechatronic sys-

tems and components are designed and manufactured. Knowledge of programming is very important for a mechatronics engineer and he has to do programming in different levels – for example, PLC programming, drone programming, hardware programming, CNC programming, etc. Important programming languages for mechatronics engineer to learn are Java, Python, Rust, C++ and C programming language.

Exercise 1. Work with a partner to discuss the following:

- 1 What main branches of mechatronics industry do you know? What do they deal with?
- 2 What activities can a mechatronics engineer be engaged in?

Exercise 2. Give the main idea of each paragraph in one or two sentences.

Exercise 3. Make up a written translation of the paragraphs describing the branch of mechatronics you are interested in.

Самостоятельная работа

Individual work

Exercise 1. Make up a short summary on the text.

Exercise 2. Use the verbs in an appropriate tense form

- 1 Who you (to talk) yesterday to?
- 2 I (to see) this film this week. I like it very much.
- 3 When I (to enter) the kitchen, I (to see) that my mother (to stand) at the table and (to cut) some cabbage. She (to cook) dinner.
- 4 They (to go) to the Hermitage last week.
- 5 They (to be) to the Hermitage twice this week.
- 6 Yesterday afternoon he (to come) home, (to have) dinner, (to read) an article from the latest magazine and (to begin) doing his homework.
- 7 When your friend (to return) from the south? — She (to return) yesterday. — You (to go) to the station to meet her? — No, I ..., I (to be) too busy.
- 8 Your brother (to return) from the north? — Yes,... He (to come) a few days ago.
- 9 You (to be) to the Crimea? When you (to be) there? — I (to be) there in 2020.

**Обязанности специалиста отрасли. Профессиональная документация:
должностные обязанности.**

Industry staff's duties. Professional documentation: professional duties

Exercise 1. Read the text and try to memorize the professional functions

Mechatronic Engineer is a specialist capable of developing and managing mechatronic systems. He is able to design, build, maintain, manage, investigate and undertake possible solutions to engineering problems. The skills of Mechatronic Engineers include good communication in English as a second language, analytical capacities, creative development of new technological solutions, teamwork, leadership in interdisciplinary and multidisciplinary groups with a solid scientific and technical foundation.

The skills of mechatronics engineers can be defined in the following performance areas. Industrial Automation: A Mechatronics Engineer is able to develop, integrate automated mechatronic solutions for the independent operation of processes, increasing productivity and improving product quality and also to provide preventive and predictive maintenance. Flexible manufacturing systems: A Mechatronics Engineer is able to construct, investigate and manage solutions for advanced flexible production systems, including computer-aided design and manufacturing (CAD, CIM, CAM), by using discrete simulation and advanced manufacturing systems. Robotics: A Mechatronics Engineer is able to integrate, innovate, and build computational intelligence algorithms, static or mobile robots to carry out specific tasks simulating human functions, creating processes with improved quality, efficiency, accuracy, versatility, safety to improve the competitiveness of companies.

Exercise 2. Answer the following questions:

- 1 What are the most important skills of a mechatronics engineer?
- 2 What are the main duties of a mechatronics engineer?

Exercise 3. Fill in the gaps with a suitable verb provided beneath. Sometimes more than one word may be necessary in a blank. Use its singular or plural form.

are, can, enter, mimic, prepare

Mechatronics Careers in Advanced Manufacturing and Robotics: One of the top _____ to get a mechatronics degree is the strong technical _____ you'll gain in robotics. At PennWest California, you'll have ample _____ to gain hands-on experience that will prepare you for an exciting career working with robotics in the medical and healthcare _____, for the military, or in advanced manufacturing. In these _____ you'll build robotic solutions that improve manufacturing quality,

quantity and productivity; you'll manage, execute and troubleshoot electrical, robotic and automation _____; and you'll ensure that all robotic appliances are compliant with industry standards. The average _____ for a robotics technician, according to recruiter.com, is \$51,600 per year.

Exercise 5. Make a document, in which you can enumerate all the duties of an employee.

Usually, the first document that an employee gets with his/her duties is called AN OFFER LETTER. It is sent after a successful interview, and an employer lists all the duties and responsibilities. If an employee accepts them, they sign a contract that also contains main duties.

Самостоятельная работа
Individual work

Exercise 1. Compose a short text about professions in mechatronics and be ready to retell it.

Exercise 2. Look at the text below. There are seven nouns with grammar mistakes. Can you find and correct them? Pay attention to “-s”.

What's a mechatronics degree?

As you can perhaps guess from the names, mechatronics is a combination of “mechanisms” and “electronics.” But a degree in mechatronics incorporates so much more. PennWest California’s mechatronics engineering technology degree program gives you a broad range of knowledges and skills in:

- Manufacturing process.
- Industrial control principles, including instruments, circuits, component and control techniques.
- Statistics.
- Mechatronic control systems and programmable logic controllers.
- Practical physics, including dynamics and fluid power.
- The physical and chemical properties of material used in industry.
- Machine design elements and kinematics.
- Process control in plant automation.
- Computer-integrated manufacturing.

**Профессиональная документация: письмо--жалоба
(рекламационное письмо)**

Professional documentation: Letter of Complaint

Exercise 1. Read the information and render it in English briefly:

Как следует из названия, письмо-жалобу на английском языке мы пишем, когда чем-то недовольны. Например, мы хотим обратить внимание руководства на некачественное обслуживание, некорректное поведение сотрудника или жалуемся на некачественный товар.

По сравнению с другими видами писем letter of complaint — самое эмоциональное письмо. Чаще всего оно окрашено негативными эмоциями: недовольством, раздражением, злостью. Тем не менее не следует во всех красках и ярких эпитетах описывать свое недовольство и уж точно не следует опускаться до грубостей и оскорблений. Letter of complaint относится к формальному виду писем, поэтому и тон должен сохраняться официальный. Согласитесь, вряд ли найдется человек, который захочет читать письмо, полное личных оскорблений, и после этого решать возникшую проблему.

Если цель вашей жалобы — обратить внимание на некоторые недостатки, то лучше сохранять нейтральный тон повествования. В случае же серьезных претензий следует придерживаться настойчивого, иногда даже требовательного тона.

Exercise 2. Read and translate the letter of complaint

Dear [Customer Service],

I am writing to express my disappointment with the product that I purchased from your company. On [date of purchase], I bought a [product name] from your store, and unfortunately, it did not meet my expectations.

The reason I am writing this complaint letter is because when I opened the packaging, I noticed that the [product description] was different from what was advertised. Additionally, the [product function] was not working correctly. I followed the instructions in the manual, but it still did not work as expected.

I was very disappointed with the product and feel that I wasted my money on something that did not work as advertised. I would appreciate it if you could refund my purchase or provide me with a replacement product.

I have attached my receipt and a picture of the product for your reference. Please let me know how you plan to resolve this issue. I would like to hear back from you within [number of days] days.

Thank you for your attention to this matter.

Sincerely,

[Your Name]

Exercise 2. Study the templates of a Letter to Complaint for bad products or service

When writing a complaint letter against poor service, you should first contact the company against which you have a complaint. Contact the company manager and report bad customer service you have received from an employee.

If you buy a product and you suspect it did you a disservice and/or the product you bought was damaged or bad, and you are seeking redress, you can compose a complaint letter and send address it to the manager or any other relevant authority at the company.

Template of the Complaint Letter for bad products

Your Address: _____

Your City, State, ZIP Code: _____

(Your email address, if sending via email)

Date: _____

Name of Contact Person (if available)

Title (if available)

Company Name

Consumer Complaint Division (if you have no specific contact)

Street Address

City, State, ZIP Code

Dear Contact Person or Organization Name):

Re: (account number, if applicable)

On (date), I (bought, leased, rented, or had repaired) a (name of the product, with serial or model number, or service performed) at (location and other important details of the transaction).

Unfortunately, your (product or service) has not performed well (or the service was inadequate) because (state the problem). I am disappointed because (explain the problem: for example, the product does not work properly; the service was not performed correctly; I was billed the wrong amount; something was not disclosed clearly or was misrepresented; etc.).

To resolve the problem, I would appreciate you (state the specific action you want: money refunded, charge card credit, repair, exchange, etc.). Enclosed are copies (do not send originals) of my records (include receipts, guarantees, warranties, canceled checks, contracts, model and serial numbers, and any other documents).

I look forward to your reply and a resolution to my problem and will wait until (set a time limit) before seeking help from a consumer protection agency or the Customer Service Bureau. Please contact me at the above address or by phone at (home and/or office numbers with area code).

Sincerely,
Your name: _____

Enclosure(s)

Template of the Complaint Letter for bad service

[Your name]

[Your address]

[Your phone number or email address (how you want to be contacted)]

Customer Services Manager (if you don't have a contact name)

[Company Name]

[Company address line 1]

[Company address line 2]

[Company address line 3] [Postcode]

Dear [Contact Person or Customer Service Manager],

[Account number, services purchased etc.]

On [date], I [bought, rented, was provided with etc.] a [service performed etc.] at [location, date and other important details of the transaction].

I am disappointed because [the service you provided, your service etc.] was [unsatisfactory, unfinished, defective etc.] because [explain the problem as you understand it giving as much detail as possible].

To resolve the problem, I would like you to [state the action you require e.g. refund, service performed again, rectified etc.].

Enclosed is a copy/are copies of the [receipt, contract etc].

I look forward to hearing from you by [date – 10 working days after receiving this letter or email is a reasonable time for a response]. I would like this problem to be resolved between us. However, if we are unable to resolve the matter I will refer it to the Office of Fair Trading.

Please contact me at the address or phone shown above.

Yours sincerely

[Sign]

[Print Your Name]

[Date]

Enclosures: [state documents you have enclosed, if any]

Cc: [Include name and company if are sending a copy of this letter to someone else]

Самостоятельная работа

Individual work

Exercise 1. Write your own letter of complaint using the samples.

Занятие 8

Научные открытия и достижения в отрасли

Unit 8

Scientific discoveries and achievements in the industry

Exercise 1. Read and learn the new words. Try to describe their meaning in English:

- 1 semiconductor – полупроводник
- 2 amplify – усиливать
- 3 switch – переключатель, переключать
- 4 terminal – клемма
- 5 electronic circuit – электронная схема
- 6 voltage – напряжение

- 7 current – ток
- 8 transducer – преобразователь
- 9 point-contact transistor – транзистор с точечным контактом
- 10 silicon – кремний
- 11 flexibility – гибкость
- 12 outermost shell – внешняя оболочка
- 13 ubiquitous – вездесущий

Exercise 2. Read and try to understand the main idea of the text

A transistor is a semiconductor device used to amplify or switch electrical signals and power. It is one of the basic building blocks of modern electronics. It is composed of semiconductor material, usually with at least three terminals for connection to an electronic circuit. A voltage or current applied to one pair of the transistor's terminals controls the current through another pair of terminals. Transistors are the key active components in practically all modern electronics, many people consider them one of the 20th century's greatest inventions.

The first working device was a point-contact transistor invented in 1947 by physicists John Bardeen, Walter Brattain, and William Shockley at Bell Labs who shared the 1956 Nobel Prize in Physics for their achievement. Transistors revolutionized ubiquitous the field of electronics and paved the way for smaller and cheaper radios, calculators, computers, and other electronic devices. It has been the basis of modern digital electronics since the late 20th century, paving the way for the digital age.

Most transistors are made from very pure silicon, and some from germanium, but certain other semiconductor materials are sometimes used. Transistors are commonly applied in digital circuits as electronic switches which can be either in an "on" or "off" state. The transistor's low cost, flexibility and reliability have made it. Transistorized mechatronic circuits have replaced electromechanical devices in controlling appliances and machinery.

Самостоятельная работа

Individual work

Exercise 1. What other scientific achievements do you know in the industry? Try to make a short story about some of them.

Exercise 2. Fill in the gaps with the verbs in brackets. Use the correct present tense

Advancing Encoders in Mechatronics: A Glimpse into the Future

In the world of mechatronics, encoders play a crucial role in converting mechanical motion into electrical signals. As technology continues to advance rapidly, the future

of encoders _____ (become) even more promising, with significant developments and applications on the horizon.

Currently, engineers and researchers _____ (explore) innovative ways to enhance encoder technology. They _____ (develop) encoders with higher precision and accuracy to meet the ever-increasing demands of industries like robotics, automation, and manufacturing. Several companies _____ (invest) in research and development projects focused on improving encoder resolution and reducing signal noise.

Moreover, the ongoing collaboration between mechatronics experts and software developers _____ (lead) to the creation of smart encoders. These encoders will be equipped with built-in processors and advanced algorithms, allowing them to process data in real-time. This development _____ (open up) new possibilities for real-time motion control and predictive maintenance in mechatronic systems. In the near future, we will see smart encoders being integrated into various applications, from precision manufacturing machines to autonomous vehicles.

Additionally, the application of encoders _____ (expand) beyond traditional industries. With the rise of wearable devices and the Internet of Things (IoT), encoders are being utilized in novel ways. Researchers _____ (work/currently) on miniature encoders that can provide accurate motion tracking for wearable health devices and virtual reality applications. Looking ahead, the demand for encoders will continue to increase, driven by the automation and digitalization of industries.

Занятие 9

Современные электронные технологии в отрасли

Unit 9

Modern information technologies in industry

Exercise 1. Read and try to understand the main idea of the text

Cobot

Today automation and robotics are obligatory components in standard manufacturing processes. But when creativity or customisation is expected, the human being is key. The solution is the collaboration of robots and the humans. Traditional robots cannot work side by side with humans but Cobots (collaborative robots) are designed to work in synchronisation with human employees and were first developed in 2012 in Denmark.

Cobots are fixed robotic arms that you can reprogram for different jobs. They also adjust well to changes because of their learning abilities. The pre-engineered designs and algorithms of cobots are great for producing customized outputs in minimum time. Built-in force controls and sensors allow them to work with humans without the need for safety fencing.



A Cobot is not a replacement robot; it assists workers rather than replaces them. These robots are safe around humans by using force limiting sensors and rounder geometries than traditional robots. They are lightweight and thus are easily moved from task to task. In addition, they are easy to implement and use without a specialised automation Engineer or Technician. In fact, an Operator with Cobot programming skills can deploy it. Another advantage is that Cobots are not too expensive, and many companies can afford to buy them.

Cobots are extremely versatile and can be used for a wide variety of applications, examples of which include: Packaging and Palletizing, Industrial Assembly, Pick and Place, Quality Inspection, Injection Molding, Assembly, Polishing, Screw driving, Gluing, Dispensing and Welding. They can be easily changed over from one operation to another in a very short time. At the moment they are being used in the larger manufacturing companies but there is an opportunity to introduce this technology into small to medium size companies.

You can easily program cobots using software and mobile applications provided by cobot manufacturers. Some cobots don't need programming at all. These latest generations of cobots learn as you manually move them through different job steps. Once the cobot software records these positions, you can have cobots perform different tasks quickly.



Exercise 2. Name several areas in mechatronics that are connected with information technologies. Dwell on their role in developing these industries.

Самостоятельная работа

Individual work

Exercise 1. Discuss these questions with your friends:

1. Can you imagine robots in future? What are they like?
2. In what spheres will robots be used?
3. Will robots really replace people in all industries and arts? What areas of activity will remain for people?

Занятие 10

Профессиональная документация: составление графика работы

Unit 10

Professional documentation: making a working schedule

Exercise 1. Read and try to understand the text

A schedule is a tool that helps you plan and track tasks, working hours, meetings, and events, making it easier for you to plan ahead and stay organized while also tracking progress and important dates.

An employee is to fill in the schedule in order to report his/her activity.

Why is work scheduling important?

A work schedule is important because of the following advantages:

- ✓ It saves time.
- ✓ It ensures legal compliance.
- ✓ It establishes consistency.
- ✓ It determines labor costs.
- ✓ It increases customer satisfaction.

Employee

Name:

Manager

Name:

Week

Starting:

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|------|--------|---------|-----------|----------|--------|----------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Employee

Signature:

Manager

Signature:

Brought to you by
TimeDoctor.com

Exercise 2. Imagine that you are employeed at any manufacturing company. Make a week-schedule for your work.

Приложение
Таблица времён в английском языке (действительный залог)

(утвердительная форма)

| | Simple / Indefinite | Continuous / Progressive | Perfect | Perfect Continuous |
|--------------------|--|--|---|--|
| Present | Kate writes many letters every day. Каждый день Катя пишет много писем. | Kate is writing letters now. Катя сейчас пишет письма. | Kate has already written many letters. Катя уже написала много писем. | Kate has been writing letters for 3 hours already. Катя уже 3 часа пишет письма. |
| Past | Kate wrote many letters last Sunday. В прошлую воскресенье Катя написала много писем. | Kate was writing the letters the whole evening. Катя вчера весь вечер писала письма. | Kate had written many letters before mother came . Катя написала много писем до того, как пришла мама. | Kate had been writing the letters for 3 hours before mother came . До того как пришла мама, Катя 3 часа писала письма. |
| Future | Kate will write many letters tomorrow. Завтра Катя напишет много писем. | Kate will be writing the letters from 5 till 7. Катя будет писать письма с 5 до 7. | Kate will have written many letters before mother come . Катя напишет много писем до того, как придет мама. | Kate will have been writing the letters for 3 hours before mother come . Катя будет писать эти письма 3 часа до того, как придет мама. |
| Future-in-the-Past | She promised that ... Она пообещала, что ... | | ... she would write many letters. Она напишет много писем. | |
| | ... she would be writing these letters from 5 till 7. ...Она будет писать эти письма с 5 до 7. | ...she would have written these letters before mother comeОна напишет эти письма до того, как придет мама. | ...she would have been writing the letters for 3 hours before mother comeОна будет писать эти письма 3 часа до того, как придет мама. | |

Таблица всех времён в Passive Voice

| | Simple / Indefinite | Continuous | Perfect | Perfect Continuous |
|---------------------------|--|--|--|--------------------|
| Present | Letters are written every day. Письма пишут каждый день. | The letter is being written now. Письмо пишут сейчас. | The letter has already been written. Письмо уже написано. | — |
| Past | The letter was written yesterday. Письмо было написано вчера. | The letter was being written at 5 o'clock yesterday. Письмо писали вчера в 5 часов. | The letter had been written by 5 o'clock yesterday. Письмо было написано вчера к 5 часам. | — |
| Future | The letter will be written tomorrow. Письмо будет написано завтра. | — | The letter will have been written by 5 o'clock tomorrow. Письмо будет написано завтра к 5 часам. | — |
| Future-in-the-Past | (He said that) the letter would be written the next day. Он сказал, что письмо будет написано на следующий день. | — | (He said that) the letter would have been written by 5 o'clock the next day. Они сказал, что письмо будет написано на следующий день к 5 часам. | — |

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**ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ
(АНГЛИЙСКИЙ ЯЗЫК ДЛЯ СПЕЦИАЛЬНОСТИ СРЕДНЕГО
ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ
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