МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА
И ПРОДОВОЛЬСТВИЯ РЕСПУБЛИКИ БЕЛАРУСЬ

Учреждение образования
«БЕЛОРУССКИЙ ГОСУДАРСТВЕННЫЙ
АГРАРНЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ»

Л. В. Захарьева, Н. В. Сысова

АНГЛИЙСКИЙ ЯЗЫК. ПРОФЕССИОНАЛЬНАЯ ЛЕКСИКА ДЛЯ АГРОЭНЕРГЕТИКОВ

Допущено Министерством образования Республики Беларусь в качестве учебного пособия для студентов учреждений высшего образования по агроэнергетическим специальностям

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(кандидат педагогических наук, доцент,
заведующий кафедрой *Е. А. Малашенко*);
кандидат педагогических наук, доцент, доцент кафедры английского
языка экономических специальностей
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В учебном пособии представлены профессионально ориентированные тексты для аудиторной и самостоятельной работы. Авторская система упражнений для работы с текстами предоставляет широкие возможности для развития навыков профессионально-делового общения.

Для студентов учреждений высшего образования по агроэнергетическим специальностям.

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The textbook contains professionally oriented texts for classroom and independent work. The author's system of exercises for working with texts provides ample opportunities to develop professional and business communication skills.

The textbook is addressed to students of higher educational institutions in agro-energy specialties.

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ВВЕДЕНИЕ

Предлагаемое учебное пособие предназначено для студентов 1 курса агроэнергетических специальностей. Пособие написано в соответствии с требованиями типовой учебной программы по учебной дисциплине «Иностранный язык» для группы специальностей 74 06 Агроинженерия (2016 г.) и является частью учебно-методического комплекса по английскому языку.

Цель учебного пособия – систематизировать имеющийся и внедрить новый опыт использования базовых навыков коммуникации в устной и письменной формах на иностранном языке для решения профессиональных задач.

Структура учебного пособия строго выдержана в определенной логической последовательности и состоит из двух основных разделов и раздела для самостоятельного изучения.

Раздел I «Energy is the source of life» включает тексты профессиональной направленности, содержание которых соответствует реально существующим направлениям подготовки специалистов агроэнергетического профиля и отражает предметную связь учебной дисциплины «Иностранный язык» с дисциплинами общенаучного и профессионального цикла.

Тематика текстов определяется тем минимумом общетехнических знаний, которым обладают студенты первого курса аграрного технического университета. Тексты учебного пособия составлены на основе оригинальных английских источников с учетом их информативности, полезности и доступности для студентов агроэнергетических специальностей.

Раздел II «English in professional activities» содержит тексты, связанные с профессионально-деловой сферой общения будущего специалиста. Содержание текстов данного

раздела охватывает различные коммуникативные нормы, правила речевого этикета и особенности поведения в различных коммуникативных ситуациях (этикет делового телефонного разговора, этикет делового письма, правила подготовки к участию в студенческой научной конференции, методика составления, оформления и презентации доклада).

В раздел III «Supplementary reading materials: skills practice» включены тексты для дополнительного изучения. Тематика дополнительных текстов соответствует тематике текстов двух основных разделов. Дополнительные тексты предназначены для самостоятельной и индивидуальной работы и могут быть использованы в качестве дополнительного материала при проведении дискуссий, бесед и конференций.

Тексты учебного пособия не только содержат нужный языковой материал, но и представляют определенный интерес для студентов, поскольку они так или иначе связаны с будущей профессиональной деятельностью.

Построение системы заданий к каждому тексту определяется методическим назначением этих текстов. Задания к текстам в разделах I и II направлены на моделирование фоновых знаний, необходимых и достаточных для рецепции конкретного текста, устранение смысловых и языковых трудностей их понимания и одновременно на выработку стратегии понимания, а также предназначены для контроля степени сформированности умений чтения и возможного использования полученной информации в будущей профессиональной деятельности.

В разделы I и II также включены тренировочные упражнения по грамматике на обобщение и закрепление тех грамматических явлений, которые определены учебной программой на данном этапе изучения дисциплины «Иностранный язык». Для выполнения данных упражнений студентам необходимо изучить соответствующий

теоретический материал, имеющийся в электронном учебно-методическом комплексе и размещенный на платформе Moodle.

Задания к текстам в разделе III предназначены для развития навыков самостоятельной работы студентов на основе проработанного текста при последующем контроле правильности выполнения заданий со стороны преподавателя.

В учебном пособии широко использованы средства изобразительной и графической наглядности (рисунки, таблицы и др.), которые поясняют суть действия, служат дополнительной опорой при выполнении заданий, способствуют формированию положительного отношения к учению и повышают интерес к содержанию учебника.

В конце учебного пособия студентам предлагается перечень полезных слов и выражений, позволяющих облегчить понимание фактической информации при чтении учебных текстов в разделах I и II.

Авторы выражают благодарность рецензентам Е. А. Малашенко, зав. кафедрой английского и восточных языков УО «Белорусский государственный экономический университет» и сотрудникам руководимой ею кафедры, а также Л. В. Маркиной, доценту кафедры английского языка экономических специальностей УО «Белорусский государственный университет» за ценные замечания и предложения по улучшению настоящего учебного пособия.

CONTENTS

UNIT I

ENERGY IS THE SOURCE OF LIFE

TEXT 1

RURAL ELECTRIFICATION

PRESENTATION

- ***Pre-reading activities***

Think and try to answer the following questions without reading the text.

1. What does the word *"electrification"* mean?
2. What is *"rural electrification"*?
3. When did electrification begin in our country?
4. What is GOELRO plan?
5. When was rural electrification completed in your country/ in the world?

- ***Reading***

Read the text and say if you have found the answers to the questions given above.

The electrification of the countryside was a long-drawn-out process with three interwoven but distinct components: rural electrification, farmhouse and cottage electrification, and farm electrification.

Rural electrification is the process of bringing electrical power to rural and remote areas. Electricity is used not only for lighting and household purposes, but it also allows for mechanization of many farming operations, such as threshing, milking, and hoisting grain for storage. Much rural electrification was accomplished before the Second World War. The electrification of most farmhouses and cottages had to wait until after the war, but once a mains supply became available to these more isolated dwellings it was adopted relatively quickly. The use of electricity on the farm itself, not only for lighting but also for heating and power, often took much longer to develop.

During the 1920s electric power lines were extended into small towns and in some cases electricity was provided for farms. Uses for electricity were generally confined to lighting or pumping water. More emphasis was placed on uses in the house than uses in the production of livestock or crops. This general concept of rural electrification continued through 1930s and late in the 1950s the job of constructing power lines in rural areas was fairly well completed. Beginning in the middle of 1950s a large scale program was begun to promote the use of electricity along rural lines.

The central problem of providing electricity to rural areas was the high cost of supply. This was inherent in the physical properties of electricity generation and transmission on the one hand and the spatial characteristics of the countryside on the other. Electricity is most efficiently generated on a large scale and can in practice only be transmitted over long distances by means of wires. Where population is less dense, as by definition it is in rural areas, the length of wire required to connect each user will be correspondingly greater than in an urban setting. Unsurprisingly, then, in most countries the electrification of rural areas lagged a long way behind that of towns and cities.

However, demand played a much more important role in the history of rural electrification than has sometimes been

recognized. During the first half of the 20th century there was limited enthusiasm for electricity in rural areas. It was mainly valued for lighting. But lighting used little power, and, moreover, was predominantly needed in the evening – in other words it offered no prospect of the substantial, balanced consumption. There were significant differences in the demand for electricity depending on farming type. Dairy farmers valued electricity to power not only for milking machines but also steam sterilizers and milk coolers.

Intensive poultry and pig production were also to a large extent dependent on electricity for lighting and heating. Crop farmers used it, where available, for corn drying. Among the other important agricultural applications of electricity were water pumping, sawing, chaff cutting, and sheep shearing. Many farmers were initially doubtful about the benefits of electricity. This was perfectly rational, since in the early days electricity supply was often affected by inadequate power output and lack of reliability.

Another reason farmers were often unenthusiastic about electricity at first was that plenty of alternative sources of power were available on most farms. Horses were almost universal; steam engines were in quite widespread use, especially for ploughing; tractors were increasingly common, although in most countries they did less agricultural work than horses prior to the Second World War; and stationary petrol and diesel engines were used to a very large extent. Importantly, tractors and stationary engines could be, and often were used to drive generators, allowing farmers to use electricity without necessitating an expensive connection to the mains. Even in a domestic setting, there were often good alternatives to electricity, such as paraffin-fuelled Tilley lamps and, from the 1930s, bottled gas, which could be used for lighting as well as heating and cooking.

In 1950 manufacturers came up with an even 100 different classes of machines that electricity could power on the farm.

Some of these machines were adapted from hand-powered predecessors. Others were brand new inventions.

Lighting, of course, was the most obvious and important electrical appliance. Adequate illumination, both inside the house and in the farmyard and barn, opened up the night like never before. Ultra-violet lights could kill germs and infrared lights could warm young livestock. Electric motors were adapted to do a myriad of tasks including pumping water for livestock, irrigation and drainage. Refrigeration replaced the root cellars and extended the life of foodstuffs. Electricity completely changed the important job of separating the cream from the skim milk. For the first time, the farmer could do some other work while the milk was running through the separator.

On the whole, once rural electrification had been made affordable, farmers were willing to connect and a wide range of new applications were developed, including improved feed mills and mixers, automatic feeders, better electric fencing and a host of other devices.

- ***Comprehension***

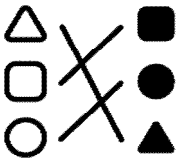
Read the questions below and try to answer them without consulting the text.

1. Is rural electrification the process of bringing electrical power to rural and remote areas?
2. Is electricity used only for lighting and household purposes?
3. Was much rural electrification accomplished before the First or the Second World War?
4. Was the job of constructing power lines in rural areas fairly well completed late in the 1930s?
5. Was the high cost of supply the central problem of providing electricity to rural areas?
6. Were new classes of machines invented in 1950 or 1930?

FOCUS ON VOCABULARY

Task 1 **Match English and Russian equivalents.**

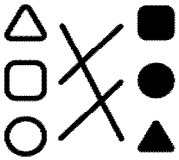
1. power
2. generation
3. alternative source
4. stationary
5. appliance



a) неподвижный
b) электрический прибор
c) вырабатывать
d) снабжать энергией
e) альтернативный источник
f) выработка электрической энергии

Task 2 **Match the words to form word combinations.**

1. stationary
2. electricity
3. electric
4.power
5. alternative
6. hand-powered
7. rural



a) predecessors
b) electrification
c) sources
d) lines
e) engines
f) generation
g) motors

Task 3 **Choose the right word to complete the sentences.**

A

1. Electrification is the construction of electric ***energy // power*** distribution systems.
2. ***Rural // Urban*** electrification is the process of bringing electrical power to the countryside and remote areas.
3. ***Electrification // Mechanization*** is the process of making a machine or system operate using electricity when it did not before.
4. If you touch that ***lamp // wire***, you will receive a shock.

5. You could ***power // transmit*** generators that could light up a stadium.
6. Water ***generates // transmits*** sound better than air.
7. Wind is a cheap and clean ***basis // source*** of energy.

B

1. Lighting, of course, was the most obvious and important electrical ***appliance // device // machine***.
2. Uses for electricity were generally ***confined // adapted // changed*** to lighting or pumping water.
3. A wide range of new ***inventions // applications // installations*** were developed.
4. Many farmers were initially doubtful about the ***success // disadvantages // benefits*** of electricity.
5. The electrification of the countryside was a ***quick // long-drawn-out // interwoven*** process.

Task 4 **Match Russian equivalents to the English words.**

Task 5 **Complete the words in the sentences. Guess the suitable word by the first letter.**

1. Nuclear power is used to **g**…… electricity.
2. The federal government's first experiment with rural **e**…… was the Tennessee Valley Authority.
3. The supply of electricity and electrical **i**…… practices are governed by the Electricity Act.
4. There was no **m**…… electricity or gas, everything was powered by camping gas bottles.
5. The US was able to **e**…… electricity to its rural locations rapidly over a 25-year period.
6. The REA's extension of loans to cooperatives to **e**…… farms led to large productivity improvements in agriculture.

Task 6 **Look at the words. The letters have been mixed up. Try to guess the right spelling of the words and write them down. Give their Russian equivalents.**

ianceappl	arstaytion	ecruos	ableavail	redeef
housefarm	lortep	ncifeng	neconfi	lilm

Task 7 **Find ten words connected with the topic "Rural electrification". Use the words in the sentences of your own.**

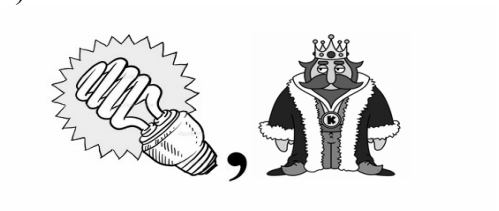
q	**w**	**e**	**r**	**t**	**y**	**u**	**i**	**o**	**p**	**l**	**k**	**l**	**j**	**h**
e	**l**	**e**	**c**	**t**	**r**	**i**	**f**	**i**	**c**	**a**	**t**	**i**	**o**	**n**
g	**e**	**n**	**e**	**r**	**a**	**t**	**e**	**g**	**f**	**d**	**s**	**g**	**a**	**z**
x	**c**	**v**	**b**	**a**	**n**	**m**	**e**	**l**	**m**	**r**	**k**	**h**	**j**	**h**
o	**p**	**h**	**y**	**n**	**a**	**e**	**d**	**e**	**a**	**u**	**d**	**t**	**e**	**o**
g	**f**	**j**	**t**	**s**	**d**	**r**	**e**	**r**	**i**	**r**	**w**	**i**	**r**	**e**
s	**d**	**k**	**r**	**m**	**f**	**t**	**r**	**f**	**n**	**a**	**h**	**n**	**d**	**p**
z	**a**	**l**	**e**	**i**	**e**	**h**	**h**	**g**	**s**	**l**	**o**	**g**	**a**	**l**
c	**x**	**e**	**x**	**t**	**e**	**n**	**d**	**h**	**f**	**a**	**e**	**g**	**s**	**k**
v	**b**	**m**	**a**	**p**	**p**	**l**	**i**	**a**	**n**	**c**	**e**	**f**	**d**	**h**

Task 8 **Solve these Rebus Puzzles.**

a)

b)

c)



Task 9 **a) Think of as many sentences with the words from the task above as you can. Write them down.**

b) Create your own rebus puzzles. Use the words from the topic "Rural electrification". Ask your group mates to solve the puzzles.

FOCUS ON → DISCUSSION

Task 1 **Complete each sentence with the appropriate ending. Translate the sentences into Russian.**

1. The electrification of the countryside includes	?	A. the high cost of supply.
2. During the 1920s electric power lines were extended	?	B. by means of wires.
3. The central problem of providing electricity to rural areas was	?	C. but also steam sterilizers and milk coolers.
4. Electricity can only be transmitted over long distances	?	D. including pumping water for livestock, irrigation and drainage.
5. Dairy farmers valued electricity to power not only for milking machines	?	E. rural electrification, farmhouse and cottage electrification, and farm electrification.
6. Electric motors were adapted to do a myriad of tasks	?	F. separating the cream from the skim milk.
7. Electricity completely changed the important job of	?	G. into small towns.

Task 2 **Finish the sentences.**

1. The electrification of most farmhouses and cottages was accomplished …

A. before the Second World War
B. after the Second World War

2. During 1920s more emphasis was placed on uses of electricity …

A. in the house
B. in the production of livestock or crops

3. In most countries the electrification of rural areas …

A. was accomplished earlier than in towns and cities
B. lagged a long way behind that of towns and cities

4. Intensive poultry and pig production were dependent on electricity …

A. for corn drying
B. for lighting and heating

5. In the early days electricity supply was often affected by …

A. inadequate power output and lack of reliability
B. the length of wires

6. Farmers were often unenthusiastic about electricity at first because …

A. there were a lot of alternative sources of power available on most farms
B. they were afraid of it

7. In 1950s the most obvious and important electrical appliance was …

A. better electric fencing
B. lighting

Task 3 **Are the following sentences true or false? If false, say why.**

1. In rural electrification electricity is used for lighting and household purposes, and for mechanization of many farming operations.
2. Beginning in the middle of 1930s a large scale program was begun to promote the use of electricity along rural lines.
3. As in rural areas population is less dense the length of wire required to connect each user will be correspondingly less than in an urban setting.
4. There was no substantial, balanced consumption of electric power during 1920s.
5. The demand for electricity didn't depend on farming type.
6. Among the other important agricultural applications of electricity were water pumping, sawing, chaff cutting, and sheep shearing.
7. Alternative sources of power were not available on most farms.
8. Paraffin-fuelled Tilley lamps and bottled gas were used in a domestic setting in the 1930s.
9. 100 machines were adapted from hand-powered predecessors in 1950s.
10. The important job of separating the cream from the skim milk remained unchanged.

Task 4 **Work in pairs. Ask and answer the questions. If you need, consult the text.**

1. What are the components of the electrification of the countryside?
2. What is 'rural electrification'?
3. What is electricity used for in rural electrification?
4. When was rural electrification accomplished?
5. When was the electrification of most farmhouses and cottages accomplished?

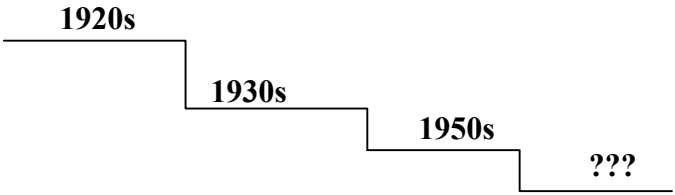
6. What was the central problem of providing electricity to rural areas? Why?
7. What was electricity used for during the first half of the twentieth century? Was the consumption of electricity substantial and balanced?
8. What did the demand for electricity depend on?
9. What did dairy farmers use electricity for?
10. Why were many farmers initially doubtful about the benefits of electricity?
11. What alternative sources of power were available on the farm?
12. What alternatives to electricity were used in a domestic setting?
13. What electrical appliances were used on farms in 1950?

Task 5 Restore the order of the statements according to the text.

1. Many farmers were initially doubtful about the benefits of electricity.
2. The high cost of supply was inherent in the physical properties of electricity generation and transmission and the spatial characteristics of the countryside.
3. Tractors and stationary engines could be and often were used to drive generators.
4. Once rural electrification had been made affordable, farmers were willing to connect.
5. Rural electrification had three interwoven but different components.
6. As lighting was predominantly needed in the evening it offered no prospect of the substantial, balanced consumption.
7. In 1950 manufacturers had come up with an even 100 different classes of machines that electricity could power on the farm.
8. In the beginning of rural electrification farmers used electricity for lighting or pumping water.

9. From the 1930s, bottled gas, which could be used for lighting as well as heating and cooking, was often a good alternative to electricity in a domestic setting.
10. There were significant differences in the demand for electricity depending on farming type.

Task 6 **Discuss with the partner the events happened in the following years.**



Task 7 **Suppose you are taking part in the students' conference. Speak about:**

1. The electrification of the countryside in general.
2. The differences in the demand for electricity depending on farming type.
3. The main problems of providing electricity to rural areas.
4. Alternative sources of power available on most farms at that time.
5. New inventions appeared in 1950.

FOCUS ON WRITING

Task 1 **Translate the following texts in writing.**

A. In 1930, fewer than 10% of farms in the US had access to electricity. By the mid-1950s, almost every farm in the country had electricity. While the US was able to extend electricity to its rural locations rapidly over a 25-year period, much of the developing world still remains without electricity today. In 2012, 1.3 billion people lived without electricity worldwide. In an effort to increase electrification rates and promote growth in developing nations, the World Bank provides over $8 billion in energy-related loans annually, with the bulk of these loans focused on large infrastructure investments, such as dams and high-voltage transmission grids.

B. At the start of the last century, agriculture accounted for only a very small percentage of Sweden's total electricity consumption. During the 1920s, electricity was mainly used for threshing, and at that time it was felt that agriculture would be rationalized out in the fields through electrification. Actually, it turned out to be the stationary electric motor that had an impact in the countryside.

1915 and 1920 the proportion of the country's arable land belonging to farms with electricity increased from 5 to almost 40 per cent. During the interwar years, rural consumption of electricity tripled, and by 1938 around 65 per cent of rural households had been electrified.

Following the Second World War, another wave of rural electrification commenced, and by the mid-1960s, the electrification of Sweden was complete.

C. In 1930, fewer than 10 percent of farms in the US had access to electricity although nearly 90 percent of urban dwellers had electricity by that time. Private utility companies, who supplied electric power to most of the nation's consumers, argued that it was too expensive to string electric lines to isolated rural farmsteads. Anyway, they said, most farmers were too poor to be able to afford electricity.

In 1935 the Rural Electric Administration (REA) was created in the US to bring electricity to rural areas like the Tennessee Valley. The actions of the REA encouraged private utilities to electrify the countryside as well. By 1939 rural households with electricity had risen to 25 percent. When farmers received electric power their purchase of electric appliances helped to increase sales for local merchants. Farmers required more energy than city dwellers, which helped to offset the extra cost involved in bringing power lines to the country.

Task 2 Write a report about the history of electrification of your country. Use the following tips to make your work easier.

HOW TO WRITE A REPORT

1. Select unique topic that you enjoy.
2. Research the topic using books and reputable online sources. Be sure to cite all of them.
3. Write a thesis statement and create an outline.
4. Write your report. Start with an introduction, and then move on to supporting body paragraphs. Write a conclusion and cite your sources.
5. Finalize your report. Proofread it, and have someone else read it too. Read it aloud, and come back to it after a few days.

FOCUS ON GRAMMAR

Task 1 **Fill in the correct preposition where necessary.**

for // behind // to // into // to // over

1. Rural electrification is the process of bringing electrical power __?__ rural and remote areas.
2. Electric power lines were extended __?__ small towns.
3. Electricity can be transmitted __?__ long distances by means of wires.
4. The electrification of rural areas lagged a long way __?__ that of towns and cities.
5. There were often good alternatives __?__ electricity in a domestic setting.
6. Electricity allows __?__ mechanization of many farming operations.

Task 2 **Replace the words in bold by the appropriate synonyms.**

1. Much **countryside** electrification was accomplished before the Second World War.
2. Once a mains supply became **accessible** to the more isolated dwellings it was adopted relatively quickly.
3. Electricity is most efficiently **produced** on a large scale.
4. Plenty of alternative **supplies** of power were available on most farms.
5. Stationary **gasoline** and diesel engines were used to a very large extent.

6. Among the other important agricultural **uses** of electricity were water pumping, sawing, chaff cutting, and sheep shearing.
7. Electric motors were adapted to do **many** tasks.

Task 3 **Find the infinitives in the sentences given below. Translate the sentences into Russian.**

1. Wind energy can be converted into mechanical energy by wind turbines.
2. We consider him to be working hard at a very interesting scientific problem.
3. To reduce the power losses thick wires are used.
4. The students remembered to have been told a lot about non-traditional renewable sources of energy.
5. On the basis of the experiment Volta managed to demonstrate the true source of the electric current.
6. Wind energy can be used throughout many rural areas where ground water is near the surface.
7. It was clever of him to have used this scientific approach in his experiment.
8. Faraday was the first to begin investigations of electric problems.

Task 4 **With *to* or without *to*?**

1. No charges can … in an open circuit.
a) to move; b) move
2. No special equipment is necessary … the experiment.
a) carry out; b) to carry out
3. Let us … two main types of current: direct and alternating.
a) to consider b) consider
4. In long wires power loss cannot … since it is rather high.
a) be ignored; b) to be ignored

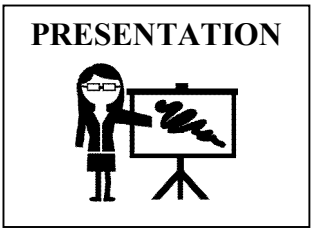
5. Electricity gives the means … both time and money by mechanizing the work in and about the farm building.
a) to save b) save
6. Farm electronics helps farmers … the yields.
a) raise; b) to raise
7. It is impossible … our life without electricity.
a) imagine b) to imagine

Task 5 Choose the correct form of the infinitive.

1. Electric power must … to other parts of the country.
a) be transmitted b) to be transmitted c) to transmit
2. A current of 50 ma is dangerous for a man; it may … an electric shock.
a) be resulted in b) result in c) to have resulted in
3. Insulators should … a high dielectric strength and a high resistivity.
a) to have had b) to have c) have
4. Nuclear energy can … for good and evil.
a) use b) have used c) be used
5. The petroleum or crude oil must … into other products before usage.
a) be refined b) to be refined c) refine
6. I would rather … at a modern nuclear power plant.
a) work b) to work c) have worked
7. I think the famers had better … or they won't be able to harvest the wheat.
a) to hurry b) hurry c) to have hurried
8. The engineer made me … his instructions to be sure that I understood everything properly.
a) be repeated b) repeat c) to repeat
9. This is the device … in our experiment.
a) to use b) to be used c) to have used

TEXT 2

ELECTRIC MACHINES IN AGRICULTURE



- *Pre-reading activities*

1. The text you are going to read is headlined "Electric Machines in Agriculture". What do you know about electric machines?

2. Think of 5-7 questions the answers of which you can find in this text.

3. In pairs ask and answer these questions.

- *Reading*

Today electricity is the basis of any technological process of any national economy. Everywhere we turn we see applications of electricity. Our homes have many modern electrical appliances. Industry relies heavily on electricity for control and processing. Electricity is used in many ways: heating, lighting, control, power and communication. With the help of electricity we can operate various machines and automatic devices.

As it is known, electric power has become the main source of energy in agricultural production and its sphere of application is ever increasing. In agriculture electricity is utilized to control the environment and maintain the life of livestock, poultry, and plants, and to prevent food spoilage, avoid financial loss due to failures in harvesting and sorting, and as security of the farm capital investments.

On most of the farmsteads electricity is regarded as essential. It is used to pump water for domestic and livestock use. It is used to run electric motors to reduce labour requirements for the handling of materials. It is used for providing comfort for rural

homes and livestock production facilities by heating, ventilating and air conditioning.

Alongside with machinery specially intended for tillage, cultivation, fertilization, thinning and other kinds of field work extensive use is made of various devices for processing agricultural products and protecting plants against pests, diseases and weeds.

A lot of farm machinery is powered by electricity, e.g. milking machines, feed distributors, food choppers, etc. Electric incubators hatch chicks and ducklings, while eggs are electrically gathered, graded and packed "on the line". Sheep are sheared electrically. Ultraviolet irradiation units are effective in preventing and eliminating infection, cleaning contaminated air in cow houses, etc.

The tendency now is for farm machinery to be designed for electrical operations performance with the help of electrical equipment. Electrical equipment includes any machine powered by electricity. The machine is known to be a device that uses force to accomplish something transmitting and changing force or motion into work.

An electric machine is a general term for electric motors, electric generators and other electromagnetic machines. Electric machines were developed in the mid-19th century. Developing more efficient electric machine technology is crucial to any global conservation, green energy, or alternative energy strategy.

Electric machines are electromechanical energy converters: an electric motor converts electricity to mechanical power while an electric generator converts mechanical power to electricity. Besides motors and generators, a third category often included is transformers, which although they do not have any moving parts are also energy converters, changing the voltage level of an alternating current.

Electric machines are divided into alternating current (a. c.) and direct-current (d. c.) machines. The two main parts of an electrical machine can be described in either mechanical or

electrical terms. In mechanical terms, the rotor is the rotating part, and the stator is the stationary part of an electrical machine. In electrical terms, the armature is the power-producing component and the field is the magnetic field component of an electrical machine. The operation of electrical machines is explained by four general principles that will be briefly presented below.

The first principle is that an electrical current causes a magnetic field which surrounds it like a whirlpool, and that this field, which is not material but rather a region of influence on other currents and magnets, is guided and greatly strengthened (by more than a thousand times) by passing through iron. When the current reverses its direction, so does the magnetic field. Currents deep in the earth cause its magnetic field, and the energy to drive them comes from either the rotation of the earth or the flow of heat within the earth. The field acts on the compass needle, which is a magnet. This principle can be called 'electromagnet action.'

The second is that an electrical current in a magnetic field (produced by some other currents) experiences a force perpendicular to both the direction of the current and the direction of the magnetic field, and reverses if either of these reverses in direction. The force is proportional to the current and to the strength of the magnetic field. This principle can be called 'motor action'.

The third is that an electrical conductor, such as a copper wire, moving in a magnetic field has an electrical current induced in it. This is expressed by the creation of an electromotive force (e. m. f.) or voltage, which causes current to flow just as the voltage of a battery does. The effect is maximum when the wire, the motion, and the magnetic field are all mutually perpendicular. This principle can be called 'generator action'.

And the fourth principle is that a changing magnetic field causes a voltage in any circuit through which it passes. The change can be caused by changing the current producing the magnetic field, or by moving the sources of the magnetic field. This principle can be called 'transformer action'.

Generally, electric farm machinery offer many advantages over mechanical types of machinery. Higher accuracies and speeds of response can be achieved by electrical machines.

- ***Comprehension***

Read the questions below and try to answer them without consulting the text.

1. Does industry depend on electricity for control and processing?
2. Has manual labour become the main source of energy in agricultural production?
3. Is electricity used for providing comfort for rural homes or livestock production facilities?
4. Is any of farm machinery powered by electricity?
5. Is an electric machine a general term for electric motors, electric generators and other electromagnetic machines?
6. Are electric machines electromechanical energy conductors?
7. Are electric machines divided into alternating current and direct-current machines?
8. Is the operation of electrical machines explained by five general principles?
9. Electricity is used to pump water for domestic and livestock use, isn't it?
10. Does an electric motor convert electricity to mechanical power?
11. Does an electric generator belong to the group of electromechanical energy converters?

FOCUS ON VOCABULARY

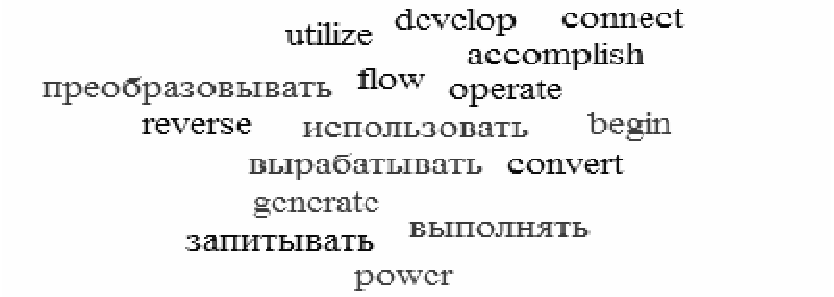
Task 1 **Make sure you know the English equivalents for the following words and word combinations in A. Define whether the translation in B is true or false. Correct the false ones.**

A		B
1) электричество	?	a) electrical
2). электрооборудование	?	b) electrical equipment
3) сельскохозяйственная техника	?	c) agricultural operation
4) генератор	?	d) generator
5) электродвигатель	?	e) electric machine
6) трансформатор	?	f) transformer
7) напряжение	?	g) current
8) производить	?	h) produce
9) магнит	?	i) magnet
10) магнитное поле	?	j) magnetic sphere
11) электрическая цепь	?	k) circuit
12) электрический ток	?	l) voltage
13) преобразователь	?	m) converter
14) переработка сельскохозяйственной продукции	?	n) harvesting of agricultural products
15) автоматические устройства	?	o) automatic devices
16) электрические приборы	?	p) electrical appliances

Task 2 **Choose the right word to complete the sentences.**

1. A lot of farm machinery is ***powered*** // ***developed*** by electricity.
2. Electric machines are electromechanical energy ***converters*** // ***products***.
3. Industry relies heavily on ***electricity // force*** for control and processing.
4. ***Installation*** // ***generation*** of the new system will take several days.
5. Electrical ***equipment // current*** includes any machine powered by electricity.
6. The ***stator // rotor*** is the stationary part of an electrical machine.
7. An electric generator ***converts // operates*** mechanical power to electricity.

Task 3 **Match the English equivalents to the Russian words.**



Task 4 **Read the text once again and find the words that denote**:

a) names of electric machines;
b) names of agricultural operations;
c) names of the basic principles of electrical machines operations;
d) the ways of electricity application.

Task 5 **Match the following words and word combinations with their definitions.**

1. equipment	?	a) to cause something or someone to change in form or character
2. appliance	?	b) a movement of water, air or electricity in a particular direction
3. convert	?	c) the force of an electric current produced by any device that supplies electrical energy
4. operate	?	d) the force of an electric current, measured in volts
5. operation	?	e) an area around a magnet or something magnetic, in which it has a force to attract objects itself
6. current	?	f) the set of necessary tools for a particular purpose
7. voltage	?	g) to cause to work, be in action or have an effect
8. magnetic field	?	h) the way that parts of a machine or system work together, or the process of machine parts
9. electromotive force	?	i) a device, machine or piece of equipment, especially an electrical one that is used in the house

Task 6 **Put each of the following words in its correct place.**

movement // to reverse // appliances // alternating // generator // current // generated // converted // magnet // power // direct// to change

There are two different kinds of __?__ flow, direct

current, usually abbreviated DC and __?__ current, usually abbreviated AC. In __?__ current electrons are made to move in one direction only. This kind of current is __?__ by a battery. Alternating current is generated by __?__ stations for domestic and industrial use. The wires in the centre of the __?__ rotate past the North and South poles of the (red) __?__ This __?__ forces the electrons in the circuit __?__ the direction of their flow. The number of these alterations (or cycles) per second is known as frequency. As domestic supply requires alternating current it is therefore necessary __?__ it to direct current inside most electrical __?__ A rectifier allows AC to be __?__ into DC.

Task 7 Fill in the following table with appropriate nouns.

VERBS	NOUNS	RUSSIAN EQUIVALENTS
to apply	application	применять // применение
to process		
to harvest		
to cultivate		
to till		
to operate		
to convert		
to generate		
to transform		
to perform		

Task 8 **Make up possible word combinations / phrases.**

agricultural … → **… production**

sphere of …
to run …
to operate …
powered by …
mechanical …
energy …
magnetic …
reverse …
agricultural …
power-producing…
electromagnetic …
electric …

… automatic devices
… operations
… generator
… application
… electric motors
… component
… the direction
… converter
… power
… machines
… electricity
… field

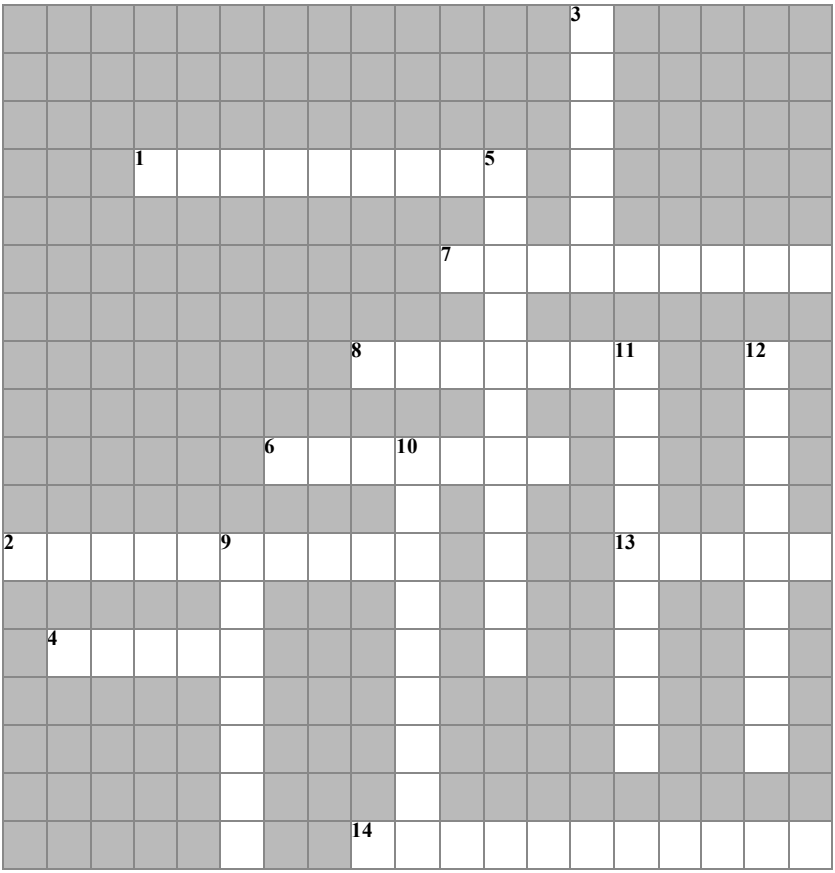
Task 9 **Make sentences. Use the word combinations and phrases above.**

Task 10 **a) Do you know these words? Which word is the odd one out? Why?**

electricity	electrical	electrify	electrician	energy
machinery	machine	mechanize	machine-learning	machine-readable
convert	motor	generator	battery	transformer
rotate	convert	voltage	transmit	transform
alternating	source	direct	magnetic	stationary
electrical	current	field	appliance	armature

b) Make sentences / a short story with the odd words.

Task11 **Solve the crossword puzzle.**



Across:

1. Прибор
2. Производство
4. Двигатель, мотор
6. Электрическая цепь
7. Генератор
8. Напряжение
13. Мощность
14. Трансформатор

Down:

3. Устройство
5. Электричество
9. Ток
10. Проводник
11. Оборудование
12. Преобразователь

FOCUS ON → **DISCUSSION**

Task 1 **Match the sentences beginnings to the correct endings and translate the following sentences.**

1. In agriculture electricity is utilized…	?	a. … any machine powered by electricity.
2. Electrical equipment includes …	?	b. … that uses force to accomplish something transmitting and changing force or motion into work.
3. The operation of electrical machines is explained …	?	c. … to control the environment and maintain the life of livestock, poultry, and plants.
4. Electric machines are divided into …	?	d. …the basis of any technological process of any national economy.
5. An electric machine is a general term for …	?	e. … a voltage in any circuit through which it passes.
6. Electricity is used in many ways: …	?	f. … by four general principles.
7. An electrical conductor moving in a magnetic field has …	?	g. … heating, lighting, control, power and communication.
8. Electricity is …	?	h. ... electric motors, electric generators and other electromagnetic machines.
9. A changing magnetic field causes…	?	i. … an electrical current induced in it.
10. The machine is known to be a device …	?	j. … alternating current and direct-current machines.

Task 2 **Find the answers to these questions.**

1. What is a simple definition of a machine?
2. Why is electricity the basis of any technological process?
3. What is a transformer used for?
4. Why are the electric machines very suited for farm jobs?
5. What transform electric energy into mechanical energy?
6. How does electricity help farmers?
7. What are the main principles of electric machines operation?

Task 3 **Show your agreement or disagreement towards the following statements. Supply possible reasons for each of your conclusion.**

Useful ways of agreeing and disagreeing

AGREEMENT	DISAGREEMENT
I (quite) agree (with you).	*Yes, that's true, but ...*
I couldn't agree more.	*I'm not sure I quite agree ...*
I think so too.	*Yes, you have a point here, but ...*
That's just what I think.	*I see what you mean, but ...*
Quite so.	*I can't agree with you there.*
Exactly.	*You can't be serious!*

1. Our homes have many modern electrical appliances.
2. Electric machines were developed in the end of 20th century.
3. Various electric devices are made for tillage of soil, crop cultivation and processing of agricultural products.
4. Electric machines are electromechanical energy converters.
5. An electric generator converts electricity to mechanical power.

6. We can operate various machines and automatic devices with the help of electricity.
7. Electric farm machinery offer many advantages over mechanical types of machinery.
8. The stator is the rotating part of an electrical machine.

Task 4 Express the difference between:

a) electric motor and electric generator;
b) rotor and stator:
c) electric appliance and electric machine;
d) electric farm machinery and mechanical types of machinery.

Task 5 Construct sentences using the following:

to convert electricity; to reverse the direction;
to cause a voltage; with the help of; to be used for;
to be powered by; to be divided into.

Task 6 Comment on the following statements.

1. Electric power has become the main source of energy in agricultural production.
2. On most of the farmsteads electricity is regarded as essential.
3. The tendency now is for farm machinery to be designed for electrical operations performance.
4. Electric farm machinery offer many advantages over mechanical types of machinery.

Task 7 Complete the jumbled sentences and put them in the logical order to sum up the content of the text.

1. It is used for … .
2. Electric machines are … .
3. And the fourth principle is called … .

4. The operation of electrical machines is explained by … .
5. Electric power has become … .
6. Electrical equipment includes … .
7. On most of the farmsteads electricity is used to … .
8. Today everywhere we turn we see applications of … .
9. The first principle can be called … .
10. The tendency now is for farm machinery … .
11. In agriculture electricity is utilized to … .
12. The third principle can be called … .
13. Transformers change … .
14. The second principle is called … .
15. Our homes have many … .
16. With the help of electricity we can … .
17. Electric machines are divided into … .
18. An electric machine is a general term for … .
19. Electricity is used in many ways: … .
20. A lot of farm machinery is powered … .

Task 8 **Work in pairs. Ask and answer questions about:**

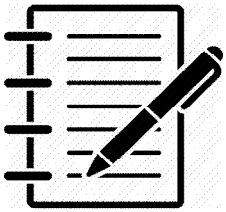
electric machines, their classification and field of applications.

Task 9 **Work in pairs or small groups. Ask each of your partners to give you as much information as possible about:**

The importance of electric machines in modern agricultural production.

Task 10 **Prepare a brief talk on the principles of electric machines operations.**

FOCUS ON WRITING



Task 1 **Divide the text "Electric Machines in Agriculture" into several parts and find the key-sentences of each part of the text. Translate them into Russian in writing.**

Task 2 **Define the main idea of each part of the text. Write the key points of each passage in short sentences. Begin with:**

The main idea of part one is…
The second part highlights…
Passage three elicits…
The forth passage describes…
The fifth passage draws our attention to…

Task 3 **Make up an annotation of the text in English (50-70 words). Use the following phrases:**

Variant A

The text is concerned with…

The text gives valuable information on…

The text is addressed to …

Variant B

The text deals with…

It is reported that …

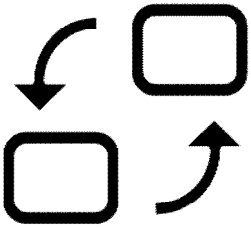
The text is of great help to …

Task 4 Summarize all the necessary information from the text and write your summary in English. You may use the following expressions:

As the title implies the article describes ...
The text presents an outlook of…
The text gives information about…
The text encapsulates…
The text expresses the main idea of…
Much (little) attention is given to …
A brief account is given of ….
The text wraps up …
The importance of … is emphasized in the text.
Of particular interest is …
It appears (seems, proves) that ….
It is pointed out that …
It is shown that …
It should be remembered (noted, mentioned) ….
The target reader of the text …
The text is addressed to…

Summary is a short, clear description that gives the main facts or ideas about something

Task 5 **Translate the following texts in writing.**



A. Farm machinery, mechanical devices, including tractors and implements, are used in farming to save labour. Farm machines include a great variety of devices with a wide range of complexity: from simple hand-held implements used since prehistoric times to the complex harvesters of modern mechanized agriculture.

In the early 19th century, animals were the chief source of power in farming. Later in the century, steam power gained in importance. During World War I gasoline- (petrol-) powered tractors became common, and diesel engines later became prevalent. In the developed countries, the number of farm workers has steadily declined in the 20th century, while farm production has increased because of the use of machinery.

B. While the main advancements in farm equipment for the past decade have focused on developing precision agriculture, engineers haven't been sitting idly, expecting technology to do all the work. Equipment manufacturers around the world are experimenting with ways for electrical equipment to improve tractors and implements.

Electrification is coming. It is more efficient, is quieter, requires less maintenance, is more controllable, and is potentially safer and lighter.

There are two main experiments being conducted on how electric power can be used: one for diesel-electric tractors and one for battery-powered tractors.

C. The need for agricultural equipment caused by increasing world population is more than obvious. Current agricultural equipment has reached its optimization limits in terms of complexity and efficiency with the current technology.

Furthermore improvements in the area of drive technology currently mainly mechanical or hydraulic drives are limited. Therefore the focus in this area will be on electrical drives in the future. Why electric drives on agricultural machines? Vehicles in agricultural applications currently use 14V electricity only for on-board use. Introduced at the 2007 Agritechnica Fair a high voltage system was added to an agricultural vehicle, the John Deere E Premium tractor. This new system provides power to electrically driven engine auxiliaries. In addition to that intelligent control of auxiliary drives helps to reduce the fuel consumption of the vehicle especially under part load conditions, just driving the auxiliaries at the actual required power level. The E Premium tractors represent the first high power electrification approach in series production within agriculture and already represents a catalyst for further electrification in agricultural equipment.

D. In the last years, there is an increasing interest in tractor and agricultural machinery electrification. In 2002, the Agricultural Industry Electronics Foundation (AEF) developed the ISO11783 standard to promote compatible communications between tractor and implements of any manufacturer. Nowadays, the AEF is working on a standard for compatible electric power interfacing between agricultural tractor and implements.

A number of tractor and agricultural machinery manufacturers have developed some diesel-electric or even hybrid-electric prototype in the last years.

Electrification of agricultural machinery can save energy through more efficient power transfer and through accurate control of seed and chemicals application. For example, in the UX eSpray trailed sprayer by Amazone, the decoupling of implement drives from the tractor engine allows for their precise individual control. As a result, the spray liquid circuit can be separated from the fresh water circuit to a large extent.

FOCUS ON → GRAMMAR

Task 1 **Put the words in the right order to make complete sentences. Restore the logical order of the events.**

1. electric // used // to run // labour // in turn // motors //requirements //electricity is // to reduce.
2. machines // we // various // and // automatic // operate // devices //can.
3. any // electrical // includes // equipment // powered // machine // electricity //by.
4. electrical // farm // is // machinery // for // performance // operations // designed.
5 the // electrical // of // principles // machines // is // operation // four // explained // by // general.
6. basis // electricity // of // any // the // process // technological // is.
7. power // electric // energy // has // main // the // become // agricultural // in // source // production // of.

Task 2 **Translate the following sentences. Pay attention to the infinitive constructions.**

1. Lightning was proved to be a discharge of electricity. 2. The reader is certain to know that alternating voltage can be increased and decreased. 3. Heat is known to be a form of energy. 4. We know the electrons to flow from the negative terminal of the battery to the positive one. 5. This scientist is said to have been working on the problem of splitting atoms. 6. Physicists consider nuclear energy to be the primary source of energy. 7. The noise from the engine was so deafening that it was impossible for the passengers to talk with each other. 8. It is quite possible for a

power plant to generate a. c. then transform it into d. c. 9. We consider the electron to be a tiny particle having an electric charge. 10. I heard these machines meet the industrial requirements.

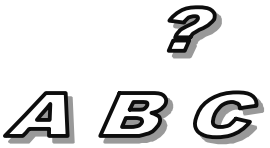
Task 3 Underline the infinitive constructions. Group the sentences according to the construction used in them.

1. Heat was for a long time thought to be an invisible universal fluid.
2. Air was considered by the ancients to be an element.
3. It is impossible for them to complete the work so quickly without using this device.
4. Scientists assume the atomic weight of carbon to be integral.
5. Recent researches have shown the nucleus to be an exceedingly complex structure.
6. Joule and other scientists proved heat to be a form of energy.
7. These relations are found to follow certain perfectly definite rules.
8. The chemist wants the reaction to go as nearly to completion as possible.

Complex Object	Complex Subject	For-to-Infinitive

Task 4 Give your examples of infinitive constructions. Make up sentences with them. Write down the sentences.

Task 5 **Choose the correct variant.**



1. a) Costs for energy from renewable energy systems are expected to be reduced over the next few decades.
b) Costs for energy from renewable energy systems expected to be reduced over the next few decades.
c) Costs for energy from renewable energy systems are expected be reduced over the next few decades.

2. a) We think this research work be completed in a month.
b) We think this research work to complete in a month.
c) We think this research work to be completed in a month.

3. a) For the experiment to be finishing in time the scientists should work much.
b) For the experiment to be finished in time the scientists should work much.
c) For the experiment be finished in time the scientists should work much.

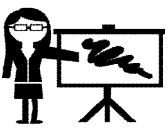
4. a) Ocean thermal energy considers to be potentially available through most tropic and sub-tropic regions.
b) Ocean thermal energy is considered to be potentially available through most tropic and sub-tropic regions.
c) Ocean thermal energy is considered be potentially available through most tropic and sub-tropic regions.

5. a) Everybody knows hydroelectric power plants be built on rivers.
b) Everybody knows hydroelectric power plants to build on rivers.
c) Everybody knows hydroelectric power plants to be built on rivers.

TEXT 3

ELECTRICITY BASICS

PRESENTATION



- ***Pre-reading activities***

Think and try to answer the following questions without reading the text.

1. What is electricity?
2. Who discovered electricity?
3. What are the basic notions in electricity?

- ***Reading***

1. Read the first / second /…paragraph of the text and find the sentence which contains the main information.

2. What other title can be used for the text?

PART 1

Electricity is something we do not notice until we do not have it. However, few people understand what it is and still fewer can explain it. Let us try it anyway.

So, what is electricity? Electricity is the set of physical phenomena associated with the presence of electric charge.

Electricity is a secondary energy source which means that we get it from the conversion of other sources of energy into flowing electrons at the power plant. The type of power plant depends on the source of energy used: thermal power (coal, oil, gas, nuclear, underground steam), solar power (photovoltaic), kinetic power (water, wind) and chemical power (fuel cell). These sources of energy are called primary sources. The energy sources used to make electricity can be renewable and non- renewable, but electricity itself is neither renewable nor non-renewable.

The basic notions in electricity include the following.

An Amp (A) is a unit measure of the amount of current in a circuit. An ammeter is a measuring instrument used to measure the current in a circuit. The majority of ammeters are connected in series. The current passes through the meter.

The pressure that forces the current to flow is measured in Volts (V). A transformer is used to change the voltage of electricity. This allows electricity to be transmitted over long distances at high voltages, but safely used at a lower voltage. A Watt (W) is a unit measure of electric power that depends on amps and volts. The more watts the bulb uses the more light is produced.

A voltmeter, also known as a voltage meter, is an instrument used for measuring the potential difference, or voltage, between two points in an electrical or electronic circuit. Some voltmeters are intended for use in direct current circuits; others are designed for alternating current circuits.

An Ohm (Ω) is a unit measure of materials resistance to a flowing current. An ohmmeter is an electrical instrument that measures electrical resistance, the opposition to an electric current. Micro-ohmmeters make low resistance measurements. Megoohmmeters measure large values of resistance. The filament in the light bulb glows because its high resistance makes it hot. Low resistance of the support wires does not let them glow. The glass has a resistance so high that it does not allow the current to move through it – this property makes glass a good insulator.

PART 2

An electric current is a flow of electric charge. In electric circuits this charge is often carried by moving electrons in a wire. The electrons, which flow through this wire, carry a negative charge. A lightning discharge is the same idea, just without the wire.

There are two different kinds of electrical current. One is called direct current because electrons are made to move in one direction only. It is usually abbreviated to DC. This kind of electricity is produced by a battery.

AC stands for alternating current where the electrons in the circuit reverse the direction of their flow. Alternating current is the form in which electric power is delivered to businesses and residences, and it is the form of electric energy that consumers typically use when they plug kitchen appliances, televisions and electric lamps into a wall socket.

Nowadays electricity is transmitted over long distances and the length of transmitting power lines varies from area to area. A wire system is termed a power line in case it has no parallel branches" and "a power network" in case it has parallel branches. According to their functions, power lines and networks are subdivided into transmission and distribution lines. After electricity is made, it is sent into a system of cables and wires called a transmission grid. This system enables power plants and end users to be connected together.

Transmission lines serve to deliver power from a station to distribution centres (substations). Power should be transmitted with minimal energy losses. It is cheaper and easier to carry a very high voltage but low current, over long distances. It can be done with the help of .high-voltage thinner overhead conductor wires, with an air gap between them to act as an insulator. The voltage of an AC power source can be easily changed by means of a power transformer. This allows the voltage to be stepped up (increased) for transmission and distribution. High-voltage transmission is more efficient than low-voltage transmission over long distances, because the loss caused by conductor resistance decreases as the voltage increases. Substations have transformers that change the high-voltage electricity into lower voltage electricity.

Distribution lines deliver power from distribution centres (substations) to the loads, i. e. homes, offices, factories, which require low voltage electricity.

Lines are also classed into: 1) overhead; 2) indoor; 3) cable (underground). Overhead lines include line conductors, insulators, and supports. The conductors are connected to the insulators, and these are connected to the supports. The greater the resistance, the higher are the heating losses in the conducting wires. In order to reduce the losses, a step-down transformer can be used.

Indoor lines include conductors, cords, and buses. The conductor may include one wire or a combination of wires not

insulated from one another. They deliver electric current to the consumers.

As to underground lines, they are used in city areas. Accordingly, they are used in cities and towns, and in the areas of industrial enterprises.

When electricity enters your home it must pass through a meter. A utility company worker reads the meter so the company will know how much electricity you have used and can bill you for the cost. After being metered, the electricity goes through a fuse box into your home. The fuse box protects the house in case of problems.

- ***Comprehension***

1. Entitle Part 1 and Part 2.

2. Read the questions below and try to answer them without consulting the text.

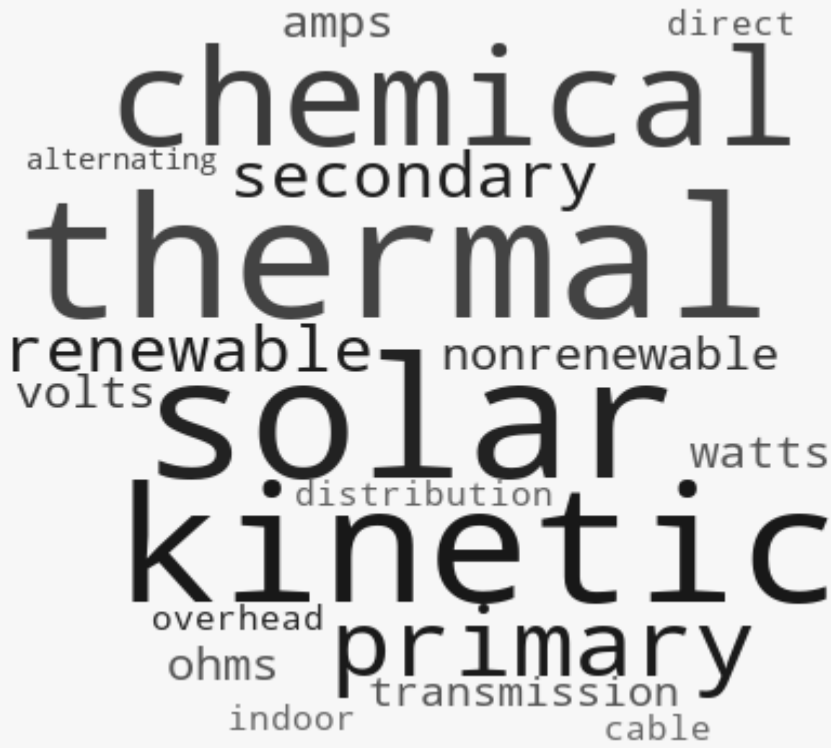
1. Is electricity renewable or non-renewable source of energy?
2. The type of power plant depends on the source of energy used, doesn't it?
3. Is an Amp or a Volt a unit measure of the amount of current in a circuit?
4. The glass has a high resistance, doesn't it?
5. Are there two or three different kinds of electrical current?
6. Does the length of transmitting power lines vary?
7. Is low-voltage transmission more efficient than high-voltage transmission over long distances?
8. Are overhead lines used in city areas?

FOCUS ON VOCABULARY

Task 1 **Find ten words connected with the topic "Electricity basics". Compare with a partner the ten words each of you found.**

Task 2 **Group the words.**

Source of energy		Notions	Lines	Electric current	Power plant
...?	...?	...?	...?	...?	...?



Task 3 **Fill in the blanks with a suitable word.**

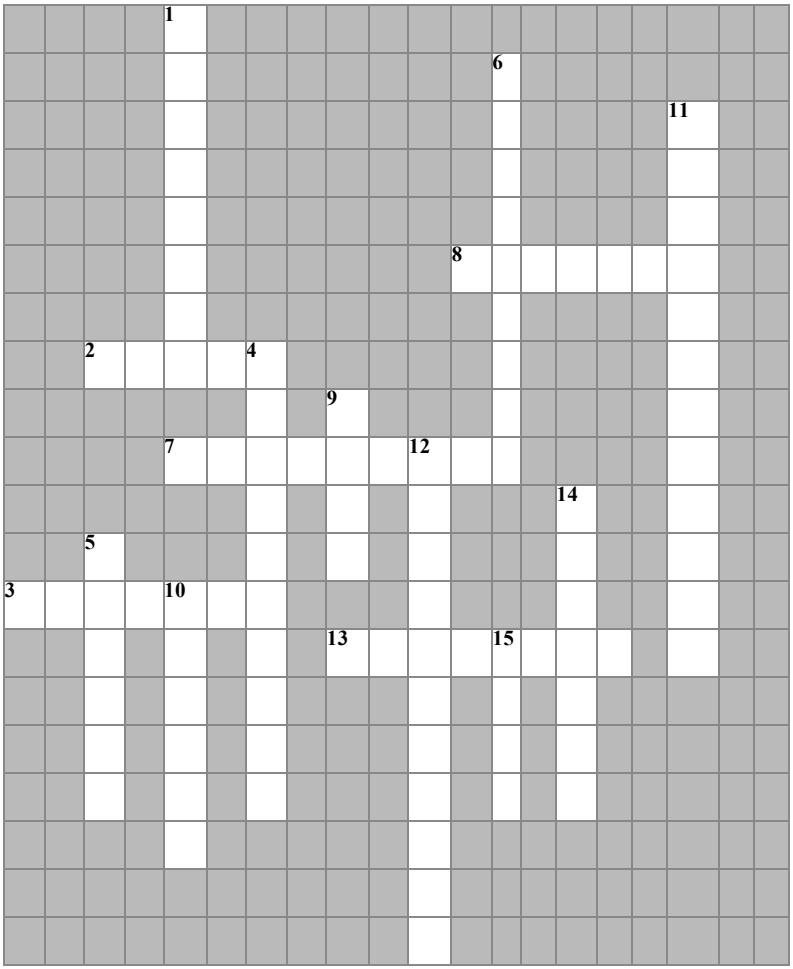
resistance // fuse-box // voltage // conversion // transmitting // current // transformers // power // wire // energy losses

1. We get electricity from the __?__of other sources of energy. 2. An ammeter is a measuring instrument used to measure the __?__ in a circuit. 3. The glass has a __?__ so high that it does not allow the current to move through it. 4. Electric __?__ is delivered to businesses and residences. 5. The length of __?__ power lines varies from area to area. 6. Power should be transmitted with minimal __?__. 7. __?__ change the high-voltage electricity into lower voltage electricity. 8. Homes, offices, factories require low __?__ electricity. 9. The telephone __?__ is cut off in this house. 10. Beside the door was the __?__ of the lighting system of the house.

Task 4 **Choose the correct variant.**

1. This ***cable // line // rope*** should have a plug at one end and a socket at the other. 2. From ***plants // substations // generators***, power is sent to users over a distribution network. 3. ***Direct // Irregular // Alternating*** current is the current whose direction changes periodically. 4. Twenty five percent of all of the ***resistance // electricity // force*** used in the restaurant is generated by the sun. 5. ***Secondary // Primary // Principal*** sources can be used directly, as they appear in the natural environment. 6. ***Voltage // Resistance // Conductivity*** is the ability of a substance or an electrical circuit to stop the flow of an electrical current through it.

Task 5 **Solve the crossword puzzle.**



Across:

1. Передавать
2. Измерительный прибор
3. Ток
4. Сопротивление
5. Отвод
6. Проводник
7. Изолятор
8. Опора
9. Вилка
10. Энергия
13. Изолировать

Down:

11. Распределение
12. Трансформатор
14. Напряжение
15. Нагрузка

FOCUS ON

DISCUSSION

Task 1 **Choose the correct answer.**

1. What is electricity?

a) Electricity is the set of physical phenomena associated with the absence of electric charge.

b) Electricity is the set of physical phenomena associated with the presence of electric charge.

? A or B

2. How is electricity made?

a) Electricity is made by the conversion of primary sources of energy into flowing electrons.

b) Electricity is made by the transmission of primary sources of energy at the power plant.

3. What are the basic notions in electricity?

a) The basic notions in electricity are primary and secondary sources of energy.

b) The basic notions in electricity include amps, volts, watts and ohms.

4. What is an electric current?

a) An electric current is a flow of electric charge.

b) An electric current is the set of physical phenomena associated with the presence of electric charge.

5. What is the difference between direct current and alternating current?

a) In direct current electrons move in one direction only while in alternating current the electrons move around.

b) In direct current electrons are made to move in one direction only while in alternating current the electrons in the circuit reverse the direction of their flow.

6. How are power lines and networks subdivided?

a) They are subdivided into transmission and distribution lines.

b) They are subdivided into transmission and generation lines.

7. How can power be transmitted with minimal energy losses over long distances?

a) It is not easy to transmit power with minimal energy losses using very high voltage electricity.

b) It is easier to transmit power with minimal energy losses using very high voltage electricity.

8. What is the function of distribution lines?

a) Distribution lines enable power plants and end users to be connected together.

b) Distribution lines deliver power from distribution centres (substations) to the loads.

9. How are lines classed into?

a) Lines are classed into overhead; indoor and cable (underground).

b) Lines are classed into overhead and indoor.

10. What happens when electricity enters our home?

a) When electricity enters our home it must pass through a meter, a utility company worker reads the meter and the company bill you for the cost.

b) When electricity enters our home it goes through a fuse box.

Task 2 Divide the text «Electricity basics» into logical parts. Find the key sentences of each part and make a plan of the text. Using the plan, retell the text.

Task 3 Which part of the text is the most interesting? Why? Give reasons.

I think… // In my opinion… // To my mind… // To start with…

Task 4 **Put the questions into the correct order according to the text. Answer the questions.**

1. What is the fuse box used for?
2. How does a utility company know how much electricity you have used?
3. What is an Ohm? What electrical instrument is used for measuring?
4. Is electricity a secondary or a primary energy source?
5. What is electricity?
6. How can electricity be transmitted efficiently and with minimum energy losses?
7. What do the basic notions in electricity include?
8. What is a unit measure of the amount of current in a circuit?
9. What does the type of power plant depend on?
10. What is an electric current?
11. Where is electricity generated?
12. What does an ammeter measure?
13. How are power lines and networks subdivided?
14. What is measured in Volts and Watts?
15. What do an electric current and lightning have in common?
16. What is the difference between transmission and distribution lines?
17. How are overhead, indoor and underground lines used?

Task 5 **Discuss with a partner.**

1. Electricity and electric current.
2. The most common meters in electricity and their role.
3. Power plants and end users.

FOCUS ON → WRITING

Task 1 **Make up a summary of the text in English.**

Task 2 **Translate the following texts in writing.**

A. The electric current was born in the year 1800 when Volta constructed the first source of continuous current. Since that time numerous scientists and inventors, Russian and foreign, have greatly contributed to its further development and practical application.

As a result, we cannot imagine modern civilization without the electric current. We can't imagine how people could do without the electric lamp, without vacuum cleaners, refrigerators, washing machines and other electrically operated devices that are widely used today. In fact, telephones, lifts, electric trams and trains, radio and television have been made possible only owing to the electric current.

B. Electric energy finds its most important use in industry. For example, the electric motor, transforms electric energy into mechanical energy. It finds a wide application at every mill and factory. As for the electric crane, it can easily lift objects weighing thousands of tons.

A good example illustrating an important industrial use of the electric current is the electrically heated furnace. Great masses of metal melted in electrically heated furnaces flow like water. Speaking of the melted metals, we might mention one more device using electricity – that is the electric pyrometer. The temperature of hot flowing metals can be easily measured owing to the electric pyrometer.

FOCUS ON → GRAMMAR

Task 1 **Write in the Past Simple and the Past Participles of the following verbs.**

	Past Simple	Past Participle
get		
use		
call		
make		
change		
convert		
transmit		
read		

Task 2 **Group the Participles.**

	Active	Passive
Participle I Simple		
Participle I Perfect		
Participle II		

Generated, being used, having extended, having been transformed, made, converting.

Task 3 **Choose the correct form.**

1) The sources of energy usually … to produce current are either chemical, or mechanical
a) employed b) employing c) having employed
2) Soil fertility is very important for … crops.
a) growing b) grown c) being grown
3) … familiar with the main laws of statistics, we can study the laws of dynamics.

a) having become b) become c) becoming

4) … for different purposes these plants are cultivated in many countries.

a) using b) being used c) having used

5) … about his scientific work he told us a lot of interesting things.

a) asking b) being asked c) having asked

6) The scientists answered all the questions … by the students.

a) having asked b) asked c) asking

7) The turbines, … by the kinetic energy of the running water, turn electric generators.

a) driven b) having driven c) driving

8) Great masses of metal … in electrically heated furnaces flow like water.

a) melted b) having melted c) melting

Task 4 Choose the correct translation.

1. Electric motors *выпускаемые* at our plant are exported to many foreign countries.

a) producing b) having produced c) produced

2. *Увеличивая* the production of electricity for the countryside we can achieve the quick and steady growth of agricultural production.

a) increasing b) being increased c) having been increased

3. The question *который обсуждается* by the farmers is of great interest.

a) being discussed b) discussing c) having discussed

4. Highly *квалифицированные* specialists may solve many agricultural tasks.

a) qualified b) qualifying c) having qualified

5. Newton's law of motion was written in Latin, as Latin was the only language *используемым* science at that time.

a) having been used b) used c) using

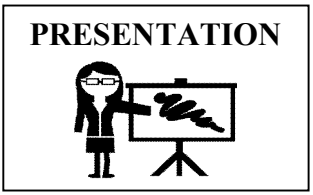
TEXT 4

ELECTRIC MOTORS

- **Pre-reading activities**

Work in pairs.

1. The text you are going to read is headlined "Electric motors". What do you know about electric motors?
2. Think of 5-7 questions the answers of which you can find in this text.
3. In pairs ask and answer these questions.



- **Reading**

1. Read the first / second /…paragraph of the text and find the sentence which contains the main information.

2. Name the basic problems discussed in the text.

PART 1

Perhaps the first electric motors were simple electrostatic devices created by the Scottish monk Andrew Gordon in the 1740s. The theoretical principle behind production of mechanical force by the interactions of an electric current and a magnetic field, Ampere's force law, was discovered later by André-Marie Ampere in 1820. The conversion of electrical energy into mechanical energy by electromagnetic means was demonstrated by the British scientist Michael Faraday in 1821.

Electric motors are used for converting different forms of energy into mechanical energy. Motors operate on three different physical principles: magnetic, electrostatic and piezoelectric. By far the most common is magnetic. In magnetic motors, magnetic fields are formed in both the rotor and the stator.

The basic components of electric motors are a frame, a rotor, a stator, windings, a commutator and a coil.

The *frame* of the motor holds all the parts in place, and provides a means of mounting the motor to machinery. The frame

also conducts heat produced within the motor to the surrounding air. Some motors have fins to help get rid of heat even faster.

In an electric motor the moving part is *the rotor* which turns the shaft to deliver the mechanical power. The rotor usually has conductors laid into it which carry currents that interact with the magnetic field of the stator to generate the forces that turn the shaft. However, some rotors carry permanent magnets, and the stator holds the conductors.

The stator is the stationary part of the motor's electromagnetic circuit and usually consists of either windings or permanent magnets. The stator core is made up of many thin metal sheets, called laminations. Laminations are used to reduce energy losses that would result if a solid core were used.

The distance between the rotor and stator is called *the air gap*. The air gap has important effects, and is generally as small as possible, as a large gap has a strong negative effect on the performance of an electric motor. It is the main source of the low power factor at which motors operate. The air gap increases the magnetizing current needed. For this reason air gap should be minimal. Very small gaps may pose mechanical problems in addition to noise and losses.

Windings are wires that are laid in coils, usually wrapped around a laminated soft iron magnetic core so as to form magnetic poles when energized with current.

A commutator is a mechanism used to switch the input of most direct current (DC) machines and certain alternating current (AC) machines consisting of slip ring segments insulated from each other and from the electric motor's shaft.

The main part of a motor is *a coil or armature*. The armature is placed between the poles of a powerful magnet. When a motor is put into operation current starts flowing through the coil (armature) and the armature starts rotating.

Each motor is supplied with a nameplate which bears machine ratings: output power, voltage, the rated current, the starting

current, the power factor, the efficiency, and the rated torque. These motor ratings should be taken into consideration since they are necessary for the users. The length of motor's service life depends on them, which is normally equal to about 10 years, provided that the operating conditions are normal. Naturally, under abnormal conditions the service life becomes much shorter: motors operate poorly and may have different faults.

An electric motor will try to deliver the required power even at the risk of self-destruction. Therefore, an electric motor must be protected from self-destruction. Motors may be ruined by physical damage to the windings but, usually, the enemy of a motor is excessive heat in the windings. Overheating breaks down the thin varnish insulation on the windings. When the insulation fails, the motor fails. Overheating is the result of excessive current flow or inadequate ventilation. Accumulation of dust and dirt on and in the motor can reduce ventilation and heat removal.

Electric motors may be powered by direct current or by alternating current which leads to the two main classifications: DC motors and AC motors, the former are increasingly being displaced by the latter.

PART 2

Electric motors are used practically in every branch of industry, transport, and agriculture.

A lot of farm machines are driven by electric motors. They operate irrigation, pumps, threshing and fanning as well as grain-drying units and other installations connected with field husbandry. Electric motors supply water to the cow house and heat it, cut ensilage, warm hotbeds, actuate milking machines, prepare provender in the feed-processing building, feed it to the cattle, remove barnyard manure.

Three types of motors are used in agriculture: induction, synchronous, and direct current.

The *induction motor* is the motor most commonly used in agriculture. The speed of rotation of an induction motor is fairly

constant, but it does vary somewhat with loading. As the motor is loaded, it slows down slightly.

The *synchronous motor* runs at a constant speed regardless of the load on the motor. Synchronous motors usually have an armature. The most common farm application of a synchronous motor is in an electric clock or timer.

Direct-current motors are used in electric vehicles and for applications where variable speed is required. An application would be a variable-speed motor operating an auger to meter high-protein supplement into a cattle feeding system. Although the motor requires direct current, the supply is usually alternating current. A solid-state rectifier in the motor controller changes AC to DC. One type of direct-current motor can also operate on alternating current. This type is called a universal motor. Its most common application is in such power tools as an electric drill. It is also referred to as a series-wound DC motor. The stator or field winding is wired in series with the armature winding. The speed of these motors is not constant; the more they are loaded, the slower they turn. A big advantage, however, is that they develop very high torque at low speeds. Torque is observed every time an electric drill is forced through tough material.

A small electric motor requires no special foundation and may be placed on the floor, on a truck, or may be fastened to the wall or ceiling. It is easily started and requires less care than the gasoline engine. The cleanliness of the electric motor and the absence of offensive fumes make it more desirable for use in the house, the dairy and the barn.

- *Comprehension*

1. Read the questions below and try to answer them without consulting the text.

1. Was the conversion of electrical energy into mechanical energy by electromagnetic means demonstrated by M. Faraday or by André-Marie Ampere?
2. Are electric motors used for converting different forms of energy into mechanical or electrical energy?
3. In an electric motor the moving part is the rotor, isn't it?
4. Is a commutator or a frame used to switch the input of most DC machines?
5. Are any of farm machines driven by electric motors?
6. Is the cleanliness and the absence of offensive fumes one of the advantages of electric motors?

2. Choose the correct answer.

1. When were the first electric motors created?
a) The first electric motors were created in the 1820s.
b) The first electric motors were created in the 1740s.
2. What are the basic components of electric motors?
a) The basic components of electric motors are a frame, windings, and a coil.
b) The basic components of electric motors are a frame, a rotor, a stator, windings, a commutator and a coil.
3. What may ruin motors?
a) Motors may be ruined by physical damage to the windings and by excessive heat in the windings.
b) Motors may be ruined by physical damage to the windings.
4. What types of motors are used in agriculture?
a) Two types of motors are used in agriculture.
b) Three types of motors are used in agriculture: induction, synchronous, and direct current.
5. What does the length of motor's service life depend on?
a) It depends on motor ratings.
b) The length of motor's service life depends on output power.

FOCUS ON → VOCABULARY

Task 1 **Put the words in the alphabetic order. Give Russian equivalents.**

Operate // frame // windings // commutator // stationary // hold // laminations // induction // variable // application // units // torque // ratings.

Task 2 **Make word combinations. Use these word combinations in the sentences of your own.**

1. *synchronous*	→	a) ratings
2. *electrostatic*		b) motor
3. *machine*		c) life
4. *starting*		d) tools
5. *service*		e) gap
6. *power*		f) current
7. *air*		g) devices
8. *high*		h) torque

Task 3 **Find the correct definitions of the following words**:

1. current	**?**	a) an electrical conductor that is wound round a magnetic material
2. torque	**?**	b) a long pole or rod
3. rotor	**?**	c) the passage of electricity through a wire.
4. shaft	**?**	d) a part of a machine that spins
5. winding	**?**	e) a force that causes something to turn

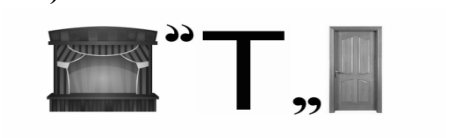
Task 4 **Choose the correct variant.**

1. The pump is powered by a small electric ***transformer // motor // coil.***
2. A utility company worker was there to read the electricity ***voltage // resistance // meter***.
3. Cheap solar energy ***conversion // exchange // processing*** has been the dream of some scientists since the 1970s.
4. The ***rotor // stator // frame*** also conducts heat produced within the motor to the surrounding air.
5. The rotor turns the ***stator // shaft // generator*** to deliver the mechanical power.
6. The ***overheating // lightning // warmth*** causes an increase in overall energy consumption of only 7 %.
7. High electricity bills point to a poor heating system or bad ***generation // transmission // insulation***.
8. Machine ***ratings // data // torque*** are very important for the safe operation of machines and equipment.
9. Iron creates the ***magnetic field // electric field // mechanical field*** and copper wires carry away the current generated.

Task 5 **Solve the crossword puzzles.**

a)

b)



c)

FOCUS ON

DISCUSSION

Task 1 **Read the statements and tick (✓) if the statement is true. Put a cross (×) if it is false.**

1. The theoretical principle behind production of mechanical force by the interactions of an electric current and a magnetic field is known as Ohm's law.
2. In magnetic motors, magnetic fields are formed in both the rotor and the stator.
3. Some motors have fins to provide a means of mounting the motor to machinery.
4. Each motor is supplied with a nameplate which bears machine ratings.
5. Concentration of dust and dirt on and in the motor can increase ventilation and heat removal.
6. A small electric motor doesn't require special foundation.
7. A universal motor can operate on either alternating current or direct current.

Task 2 **Put the questions into the correct order according to the text. Answer the questions.**

1. What is the function of the frame of the motor?
2. What is the stator core made up of? What are they used for?
3. What principles are used for motors to operate? Which one is the most common?
4. What turns the shaft to deliver the mechanical power?
5. Why should motor ratings be taken into consideration?
6. Who created the first electric motors? What were they like?

7. What type of current is used to power electric motors?
8. How is the distance between the rotor and stator called? How large is it?
9. What do the basic components of electric motors include?
10. What are electric motors used for?
11. What are the advantages of electric motors?
12. Where is the armature placed?
13. How are electric motors used in agriculture?
14. When does the motor fail?
15. Which of three types of motors is used in agriculture?
16. What mechanism is used to switch the input of most DC machines?

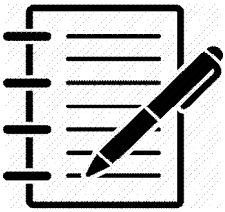
Task 3 What is your opinion about the information given in the text? How can it be used in your profession?

Task 4 Imagine that you are at a round-table conference. Get ready to discuss the following questions:

The development of electric motors.
The role of motors in agriculture.
The advantages and disadvantages of electric motors.
Electric motors produced in your country.
The leading manufacturers of electric motors.

FOCUS ON

WRITING



Task 1 **Write down 7-10 keywords from the text (A, B, C). Using the keywords, make up a summary of the text (A, B, C).**

A. The Induction Motor is perhaps the most common type of electric motor in the world. It does not have a commutator or brushes. In general the less moving parts and simpler any device is, the better the longevity. This type of motor is powerful and efficient. It is used in newer diesel trains, industrial applications, pumps, compressors, fans, dishwashers, and countless other things. The Induction motor has two sets of windings (copper or aluminium wire coiled to form electromagnets). When the windings in the stator are energized it induces current in the windings of the rotor.

Induction Motors are capable of high speed without brushes to be worn out, run off of AC grid power. They are very efficient. However Induction motors have some disadvantages. Traditionally induction motors only run well at a given stable speed and torque, however if used with a variable-frequency drive their uses can be increased.

B. AC motors can be divided into two main categories - Synchronous motors and Asynchronous motors. An asynchronous motor is popularly called as Induction motor. Both the types are quite different from each other. One of the differences between a synchronous motor and an induction motor is difference in working.

In a synchronous motor stator poles rotate at the synchronous speed when fed with a three phase supply. The rotor is fed with a DC supply. The rotor needs to be rotated at a speed near to the synchronous speed during starting. If done so, the rotor poles get magnetically coupled with the rotating stator poles, and thus the

rotor starts rotating at the synchronous speed. Synchronous motor always runs at a speed equal to its synchronous speed.

Induction motor: When the stator is fed with two or three phase AC supply, a rotating magnetic field is produced. The relative speed between stator's rotating magnetic field (RMF) and the rotor will cause an induced current in the rotor conductors. The rotor current gives rise to the rotor flux. According to Lenz's law, the direction of this induced current is such that it will tend to oppose the cause of its production, i.e. relative speed between stator's RMF and the rotor. Thus, the rotor will try to catch up with the RMF and reduce the relative speed. Induction motor always runs at a speed which is less than the synchronous speed.

C. The efficiency of a motor depends on how well it converts electrical power into work. Efficient electric motors have good starting and running performance, and provide a high level of reliability. An electric motor’s efficiency is numerically calculated as the ratio of the output power of the motor shaft over the electrical power required to turn the motor shaft and can be calculated using power values measured in wattage or horsepower.

When comparing 3-phase motor efficiencies, be sure to use a consistent measure of efficiency. Nominal efficiency is best. Nominal efficiency is an average value obtained through standardized testing of a population of motors. Minimum guaranteed efficiency, which is based on nominal efficiency, is slightly lower to take into account typical population variations. Minimum guaranteed efficiency is also less accurate, because the value is rounded. Other efficiency ratings, including apparent and calculated, should not be used. High efficiency 3-phase motors are designated as "Premium Efficiency" motors and are 2 to 4% more efficient than a standard motor.

Task 2 Translate the text (A, B, C) in writing.

FOCUS ON GRAMMAR

Task 1 **Read and translate the sentences. Pay attention to participial constructions.**

1. The electric lamp having been invented, the problem of lighting was solved.
2. Tungsten being used for the filament, Lodygin solved the problem of the incandescent lamp.
3. Edison patented over a thousand inventions, most of them being in various fields of electrical engineering.
4. The name 'electronics' is known to be derived from the word 'electro', the electron itself being the basic unit of negative electricity.
5. Having described in a general way what is meant by an electric current, the next step is to introduce quantitative measures for such currents and their effects.
6. Transforming electric energy into mechanical energy, electric motors are widely used at every mill and factory.
7. We noticed some electrical devices working in the laboratory.
8. The engineer watched the workers installing new electrical equipment.
9. They heard the turbine working.
10. We saw the engines being carefully packed in cases.

Task 2 **Define the type of participial constructions in the following sentences. Translate the sentences into Russian.**

1. Hydroelectric power is electric energy obtained from water power, the latter being used to drive a dynamo.
2. There are many electrical devices, a refrigerator being one of them.

3. Water falling from its raised position, energy changes from potential to kinetic.
4. They watched the electricians maintaining meters.
5. Chemical sources of current having a limited application, the great quantities of electric energy generated today come from various forms of mechanical energy.
6. We heard new transformers being installed at this substation.

Task 3 Paraphrase the following sentences, using participle constructions instead of adverbial clauses.

1. When the sun is near the zenith, its rays are nearly vertical.
2. As the temperature of an object raises the velocity of electrons increases.
3. They considered that their plan had been lost.
4. When I entered the room I found that she had been already dressed for the party.
5. The energy sources of the world are decreasing at the same time as the energy needs of the world are increasing.
6. The turbines turn electric generators and these generators produce electric energy.

Task 4 Translate into English. Use participial constructions.

1. Генераторы, сконструированные на заводе, не имеют переключателей. 2. Так как при низком напряжении происходит потеря электроэнергии, на большие расстояния электричество передается при высоком напряжении. 3. Преподаватель наблюдал, как студенты выполняют лабораторную работу. 4. Много сельскохозяйственных культур выращивается на ферме, пшеница является самой важной культурой. 5. Мы слышали, как они что-то бурно обсуждали. 6. Выполнив ряд экспериментов, исследователи получили точные результаты. 7. После того, как оборудование было установлено, рабочие ушли домой.

TEXT 5

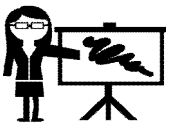
TRANSFORMERS

- ***Pre-reading activities***

Think and try to answer the following questions without reading the text.

1. Where are transformers used for?
2. What types of transformers are there?
3. What does a transformer consist of?

PRESENTATION



- ***Reading***

1. Read the text and say what readers' category it is for.

2. Find out whether the title fully represents the content.

The transformer is static electrical equipment which transforms electrical energy to the magnetic energy and again to the electrical energy. The operating frequency and nominal power are approximately equal on primary and secondary transformer side because the transformer is very efficient equipment, while the voltage and current values are usually different. Essentially, the main task of the transformer is to convert high voltage (HV) and low current from the primary side to the low voltage (LV) and high current on the secondary side and vice versa. Also, a transformer with its operation principle provides galvanic isolation in the electric system.

A transformer transfers electrical energy from one circuit to another through inductively coupled conductors of the transformer's coils. A varying electric current in the first or primary winding creates a varying magnetic flux in the transformer's core and thus a varying magnetic field through the secondary winding. This varying magnetic field induces a varying electromotive force (e. m. f.) or "voltage" in the secondary winding. This effect is called mutual induction.

With those features, the transformer is the most important part of the electrical system and provides economical and reliable transmission and distribution of electrical energy.

The working principle of transformer is very simple. It depends upon Faraday's law of electromagnetic induction. Actually, mutual induction between two or more winding is responsible for transformation action in an electrical transformer.

In the broadest terms, there are two types of transformers. There are voltage transformers, which are typically what people are talking about when they simply say ‘transformer’, and there are current transformers, often called instrument transformers. Voltage transformers alter the voltage input to the device and output a voltage that is proportional to the input voltage. Current transformers do the same for amperage.

There is an incredible range of transformers where the size of these devices is concerned. Some transformers are small enough to fit in a pocket and some are larger and heavier than most cars. These devices, no matter what size they happen to be, function on largely the same principles.

Transformers can be categorized in different ways, depending upon their purpose, use, construction etc. The main types of transformers are as follows:

1. Step-up transformers
2. Step-down transformers
3. Isolation transformers

The step-up transformers can be used in electronic and electrical devices where the voltage boosting is required. But nowadays in the modern electronic device, power electronic circuits are more frequently used because of weight and dimension.

The step-down transformer converts the high voltage (HV) and low current from the primary side to the low voltage (LV) and high current value on the secondary side. This transformer type has a wide application in electronic devices and electrical systems.

When it comes to the operation voltage, the step-up transformer application can be roughly divided in two groups: LV (voltages up to 1 kV) and HV application (voltages above 1 kV).

The step-down transformer is used to provide this low voltage value which is suitable for electronics supplying. It transforms home voltage (230/120 V) from primary to a low voltage on the secondary side which is used for the electronic supplying. If electronic devices are designed to have higher nominal power, transformers with high operating frequency are used (kHz-s). The transformers with higher nominal power value and 50/60 Hz nominal frequency would be too large and heavy. Also, the daily used battery chargers use the step-down transformer in its design.

An isolation transformer is a transformer used to transfer electrical power from a source of alternating current (AC) power to some equipment or device while isolating the powered device from the power source, usually for safety reasons. Isolation transformers provide galvanic isolation and are used to protect against electric shock, to suppress electrical noise in sensitive devices, or to transfer power between two circuits which must not be connected. A transformer sold for isolation is often built with special insulation between primary and secondary, and is specified to withstand a high voltage between windings.

Transformers play an important role in power transmission because they allow power to be converted to and from higher voltages. This is important because higher voltages suffer less power loss during transmission. This is because higher voltages allow for lower current to deliver the same amount of power as power is the product of the two. Thus, as the voltage steps up, the current steps down. It is the current flowing through the components that result in both the losses and the subsequent heating. These losses, appearing in the form of heat, are equal to the current squared times the electrical resistance through which the current flows.

Transformers are among the most basic electrical components in use. These devices contain few parts, but they perform a vital role in many different electrical applications. From the large plugs on most electronic charging devices for cellular phones and tablet computers to the huge transformers mounted to power poles and located at substations, these devices are so common precisely because they are so useful.

Transformers play many different roles in electronics. They are used in amplification devices, on power poles to step voltage down for household use and in computers to provide many different voltages to the motherboard through separate connections to the motherboard.

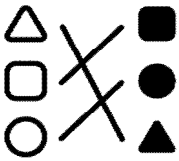
- ***Comprehension***

Read the questions below and try to answer them without consulting the text.

1. Is the transformer static mechanical equipment?
2. The working principle of transformer depends upon Faraday's law of electromagnetic induction, doesn't it?
3. Are step-up transformers the only type of transformers?
4. Nowadays in the modern electronic device, power electronic circuits are more frequently used than step-up transformers, aren't they?
5. Do isolation transformers provide galvanic isolation?
6. Does a transformer allow power to be converted to and from higher voltages?
7. Transformers help make less power losses during transmission, don’t they?

FOCUS ON VOCABULARY

Task 1 **Make up word combinations. Use these word combinations in the sentences of your own.**

1. galvanic		a) boosting
2. magnetic		b) induction
3. electromotive		c) transformers
4. electromagnetic		d) devices
5. current		e) flux
6. voltage		f) isolation
7. charging		g) force

Task 2 **Fill in the gaps.**

input winding // coils // laminations // voltages // mutual induction // e. m. f // transformer // losses // current // output winding

A __?__ changes the voltage level on its __?__ to another value on its __?__ using a magnetic field. A transformer consists of two electrically isolated __?__ and operates on Faraday's principal of, __?__ in which an __?__ is induced in the transformers secondary coil by the magnetic flux generated by the __?__ and currents flowing in the primary coil winding.

Both the primary and secondary coil windings are wrapped around a common soft iron core made of individual __?__ to reduce eddy __?__ and power __?__.

Task 3 **The following are the definitions of the words from the text "Transformers". Guess the words.**

a) A transformer with physically separate primary and secondary windings that prevent it from transferring unwanted noise from the input circuit to the output windings.
b) All of the elements needed to distribute electrical power, including overhead and underground lines, poles, transformers, and other equipment.
c) A complete route which an electric current can flow around.
d) The rate at which energy is drawn from this source when unit current flows through the circuit or device, measured in volts.
e) The production of an electromotive force in a circuit by a current change in a second circuit magnetically linked to the first.
f) A small plastic object with two or three metal pins which fit into the holes of an electric socket and connects the equipment to the electricity supply.
g) A place where high-voltage electricity from power plants is converted to lower-voltage electricity for homes or factories.
h) A device that can restore the charge to a battery, usually by means of electricity.
i) One or more turns of wire forming a continuous coil through which an electric current can pass, as used in transformers, generators, etc.
j) A device that produces electricity to provide power for radios, cars, etc.
k) The degree to which a substance prevents the flow of an electric current through it.

Task 4 **Use these words from Task 3 in the sentences of your own.**

Task 5 **Give the synonyms of the words below and fill in the crossword.**

Attention!!! The first letter of the following word is the last letter of the previous one. e.g. poweRotor

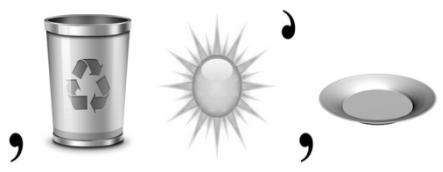
1. rely on // 2. machine // 3. apparatus // 4. change // 5. attractive // 6. route // 7. broadcast // 8. supposed // 9. failure // 10. increase // 11. authority // 12. confrontation

1					2				
6						7			3
	10					11			
									
	9						12		
					8				
5								4	

Task 6 **Guess the words.**

a)

b)



FOCUS ON DISCUSSION

Task 1 **Scan the text. Divide it into logical parts. Focus on the general ideas of each part to say how they are connected and why.**

Task 2 **Define the sentences as true or false. Prove your choice.**

1. Transformers play an important role in power transmission because they allow power to be converted to and from higher voltages.
2. The working principle of transformer depends upon Newton's law.
3. Transformers are usually larger and heavier than most cars.
4. The main types of transformers are step-up transformers and isolation transformers.
5. Transformers play many different roles in electronics.

Task 3 **State what you have learned from the text about:**

1) classification of transformers	4) step down transformers
2) the working principle of transformers	5) isolation transformers
3) step up transformers	6) the importance of transformers

Task 4 **Find and mark the keywords connected with the main information in each abstract of the text.**

Which abstract …

- deals with … (классификация трансформаторов)
- includes the information about …. (повышающий трансформатор)
- touches upon … (понижающий трансформатор)
- presents … (принцип работы трансформатора)
- contains the information about … (разделяющий трансформатор)

You may start with:

The first abstract …// The second abstract … // The third abstract … // The fourth abstract … //The fifth abstract …

Task 5 Express your opinion about the text. You may start with the phrases given below.

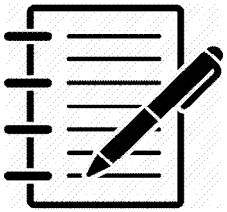
I found the text interesting (useful, informative) … // I think (believe, should say, consider) … // In my opinion … // To my mind … // It seems to me … // From my point of view …

Task 6 Discuss with a partner the following statements.

1. The transformer is static electrical equipment.
2. The transformer is the most important part of the electrical system.

Task 7 Speak on the interesting facts about distribution, generation and transmission of electricity. Express your point of view.

FOCUS ON WRITING



Task 1 **Make a summary of the text «Transformers» in writing.**

Task 2 **Translate the following texts in writing.**

A. Smaller, lighter and cheaper than standard dual-winding transformers, autotransformers do not provide electrical isolation. These transformers have a part of their winding included in both input and output circuits – voltage is applied across a portion of the winding, and a higher or lower voltage is produced across another portion of the same winding. The equivalent power rating of an autotransformer is lower than the actual load. Large three-phase autotransformers are used in electric power distribution systems.

B. Polyphase transformers. Power distribution systems require three-phase transformers to be able to step up or down voltages. However, single-phase transformers can be joined together to transform power between two three-phase systems too. However, there are special three-phase transformers manufactured for such tasks which require lesser material, and are smaller in size and weight than their modular counterparts. These transformers are made of three sets of primary and secondary windings, where the three primary windings are connected together, and the three secondary windings are connected together. The main purpose of a polyphase transformer is for grounding and suppression of harmonic currents.

C. Also known as stray-field transformers, leakage transformers have a significantly higher leakage inductance than other transformers, which can be increased by a magnetic bypass or shunt in the core between primary and secondary windings. It can

also be adjusted with a set screw. Due to the loose coupling between the windings, these transformers have a current limitation. The input and output currents of these transformers are low enough to prevent thermal overload in any situation. Leakage transformers can act as both voltage transformers and magnetic ballast, and are used for arc welding, high voltage discharge lamps, doorbells and short-circuit-proof extra-low voltage transformers for toys.

D. A resonant transformer is one that has one winding with a capacitor, which acts as a tank/tuned circuit. They are driven by pulse or square wave and can function as high Q-factor band pass filters. These transformers utilize the leakage inductance of the secondary winding combined with external capacitors to form one or more resonant circuits. They are widely used in radio circuits and switching power supplies. The Tesla coil is one such example that is used to generate very high voltages, and is able to provide much higher current as compared to high voltage electrostatic machines.

E. The agriculture industry is no longer a "low-tech" sector. Today, there is a variety of magnetic machines being used for farming, tilling, and harvesting. These include inductors, transformers, and antenna coils. One of the most important electric equipment used is the transformer. The transformers are designed to provide sufficient power to support various agricultural applications. High Voltage Transformers are single phase core transformers with greater insulation to withstand transient surges and voltage. A high voltage transformer can provide voltages up to 50KV. For higher voltage ratings, multiple transformers can be connected together to supply power. They are designed with induction regulators for gradual regulation of voltage of any magnitude. For these reasons, high voltage transformers are used to supply and distribute power to equipment like boilers, choppers, levellers, and mill drives.

FOCUS ON GRAMMAR

Task 1 **Translate the sentences. Pay attention to the Gerund.**

1. Coal is burned instead of being mainly used as a source of valuable chemical substances which it contains.
2. Finding new sources of electric energy is one of the most important problems for scientists.
3. Is it possible to develop methods of harnessing lightning?
4. Franklin began experimenting in order to draw electricity from the clouds to the earth.
5. Electric power is generated by converting heat, light, chemical energy, or mechanical energy to electrical energy.
6. Hydropower was a clean and environmentally safe method of producing electricity.

Task 2 **Open the brackets and use the correct form of the Gerund.**

1. When a current starts *(flow)* in the electromagnet winding, the armature moves and the spring closes the contacts.
2. The storage battery needs *(change)*.
3. The locomotive left the station without *(take)* a sufficient quantity of fuel.
4. He remembered *(read)* about induction motors in a scientific magazine.
5. The negotiations are still far from *(end)*.
6. Hydropower is better than *(burn)* coal, oil or natural gas.
7. In winter a larger amount of energy is used for *(light)* and *(heat)*.

UNIT II

ENGLISH IN PROFESSIONAL ACTIVITIES

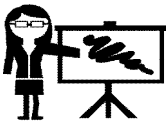
TEXT 1

ENGINEERING ETHICS

- ***Pre-reading activities***

1. You are going to read an article about engineering ethics and codes of engineering ethics.

PRESENTATION



What do you know about ethics?
Did you have ethics at school? Was it a compulsory subject?
What topics did you discuss?
Is it necessary to study ethics at school? Why?
What do you know about engineering ethics?

2. Read the definitions of the following words from the text.

ethics (n) – moral beliefs and rules about right and wrong.
ethical (adj) – influenced by a system of moral beliefs and rules about right and wrong.
etiquette (n) – a set of customs and rules for polite behaviour
code (n) – a set of rules about how people should behave.
canon (n) – a basic rule or principal
Is there any difference between ethics and etiquette/ code and canon?

- ***Reading***

Read the text and state its main idea.

Engineering ethics is the field of applied ethics, which examines and sets standards for engineers' obligations to the public, their clients, employers and the profession. Engineering ethics applies to every engineer and is very important. As members of this profession, engineers are expected to exhibit the highest standards of honesty and integrity. Engineering has a direct and vital impact on the quality of life for all people. Accordingly, the services provided by engineers require honesty, impartiality, fairness, and equity, and must be dedicated to the protection of the public health, safety, and welfare. Engineers must perform under a standard of professional behaviour that requires adherence to the highest principles of ethical conduct.

The purpose of engineering ethics is to identify specific ethical issues that may arise in order to avoid a potential problem. Past ethical or technical issues can help engineers to learn from both previous failures and successes.

Many American engineering professional societies have prepared codes of ethics. Some go back to the early decades of the twentieth century. These have been incorporated to a greater or lesser degree into the regulatory laws of several states.

The engineering profession's emphasis on ethics dates back to the end of the 19th century. In 1946, the National Society of Professional Engineers released its Canons of Ethics for Engineers and Rules of Professional Conduct, which evolved to the current Code of Ethics, adopted in 1964. While these statements of general principles served as a guide, many engineers requested interpretations of how the Code would apply to specific circumstances. These requests ultimately led to the creation of the Board of Ethical Review in 1954. Ethics cases rarely have easy answers, but the BER's nearly 500 advisory opinions have helped bring clarity to the ethical issues engineers face daily.

The Institution of Civil Engineers (ICE) in the UK has a code of ethics incorporated into its standards of conduct. The Canadian

societies of Professional engineers likewise have as well. These codes of ethics share many similarities. Codes of engineering ethics identify a specific precedence with respect to the engineer's consideration for the public, clients, employers, and the profession.

For electrical engineers, an important set of guidelines is the Electrical Engineering Code of Ethics, published by Institute of Electrical and Electronics Engineers (IEEE), the major professional association for engineers working in the fields of electrical, electronics, computer engineering, and communications. The Code emphasizes above all else honesty and avoidance of endangerment to the public or the environment.

However, no matter what type of engineer you are, engineering ethics is important because if you do not follow it you can be putting yours and someone else's life in danger.

- **Comprehension**

Read the questions below and try to answer them without consulting the text.

1. What is engineering ethics?
2. What are engineers expected to exhibit as members of this profession?
3. What is the purpose of engineering ethics?
4. Have many American engineering professional societies prepared codes of ethics or coded massages?
5. When did codes of ethics appear in the USA?
6. Why was the Board of Ethical Review created?
7. What do codes of engineering ethics identify?
8. How is the set of guidelines for electrical engineers called?
9. Why is engineering ethics important?

FOCUS ON → VOCABULARY

Task 1 **Fill in the gaps with the correct word.**

ethical issues // canons of ethics // ethics // code // ethical conduct // ethical approaches

1.___?___ is a branch of philosophy.
2. Clearly, with this marching orders member are expected to maintain the highest level of ___?___.
3. Unlike the culture of war, the culture of peace involves an ___?___ to life.
4. In general, unprofessional conduct refers to any action that breaks the rules or ___?___ of the engineering profession.
5. An ___?___ is a problem or situation that requires a person or organization to choose between alternatives that must be evaluated as right (ethical) or wrong (unethical).
6. ___?___ means prescribed Standards of ethical conduct or Code of Professional Responsibility which sets forth the standards of conduct prescribed for lawyers in their professional dealings.
7. We have a moral ___?___ to protect the environment.

Task 2 **Match the words to form word combinations. Make up sentences.**

1. set		a) honesty
2. require		b) avoidance of endangerment
3. identify		c) codes of ethics
4. prepare		d) standards

FOCUS ON DISCUSSION

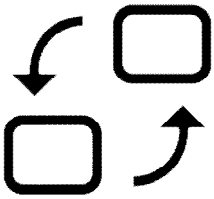
Task 1 **This is an example of fundamental canons from the American Society of Civil Engineers. Work in pairs and discuss the following canons:**

- ✓ Engineers shall hold paramount the safety, health and welfare of the public and shall strive to comply with the principles of sustainable development in the performance of their professional duties.
- ✓ Engineers shall perform services only in areas of their competence.
- ✓ Engineers shall issue public statements only in an objective and truthful manner.
- ✓ Engineers shall act in professional matters for each employer or client as faithful agents or trustees, and shall avoid conflicts of interest.
- ✓ Engineers shall build their professional reputation on the merit of their services and shall not compete unfairly with others.
- ✓ Engineers shall act in such a manner as to uphold and enhance the honour, integrity, and dignity of the engineering profession and shall act with zero-tolerance for bribery, fraud, and corruption.
- ✓ Engineers shall continue their professional development throughout their careers, and shall provide opportunities for the professional development of those engineers under their supervision."

Task 2 **Discuss with a partner.**

1. Ethical standards for electrical engineers.
2. Canons of Ethics for Engineers in Belarus.
3. The history of codes of ethics in Belarus.

FOCUS ON WRITING



Task 1 Translate the following texts in writing.

A. Ethics are very important for electrical engineers. Ethics are something that cannot be taught by teachers, but must be learned on your own. You must be the one to teach yourself this important skill. Ethics are the basis for your own confidence as an engineer. Engineers who make the correct, ethical decisions are the ones who know what they are doing and can correct their mistakes. Unethical and poor engineers are so worried in their performance they are "forced" to cheat, lie, and steal in order to be competent. Cheating can be easy, but doing the work will make you a much better engineer in the long run. It is hard to cheat on exams, harder to cheat on projects, and impossible to cheat when you are designing systems never before done. That is why it is necessary to do things the hard way so you can think for yourself when the time comes.

Cheating is likely the most common form of unethical behaviour in college settings, but it certainly is not the only unethical practice. Lying to other students and not helping others is also unethical. There is a fine line between cheating off someone's work and working together to complete work. Working together is extremely beneficial and important when growing as an engineer. Everyone knows more in some subjects then others, so everyone can help each other be the best engineers they can be. Working together on homework can allow you to see other ways of doing problems and seeing problems through more than one lens.

Other unethical behaviour includes not attending class. I know you have the freedom to go where you want to go when you want to, but this behaviour is not unethical to others, it is unethical to yourself. You are paying a lot of money to be here and have a

great opportunity to learn at one of the best engineering schools in the world, so you are cheating yourself if you do not take advantage of it. At your disposal are world class professors that are more than happy to sit with you for hours and explain extremely interesting topics with you. Also nearby are the future inventors and innovators of the world that can show you things you never thought of. So try not to waste your time and money here by participating in unethical behaviour, because it will only reflect poorly on you. Good luck!

B.
Applications of Engineering Ethics in the Professional World

In the professional world, ethical engineering problems come up in many cases. One of these includes the case of a professional using someone else's work that is published in the widespread market of publication. Another is the case of a professional using someone else's work that is not published yet and stealing their idea. Engineers who have good engineering ethics often have a good sense of the value of life. They don't hesitate to admit that they made a mistake because they know that the cost of not owning up to your mistakes can have disastrous consequences. It might even cost a human life.

Not only do individual engineers have to be conscious of engineering ethics, but also companies. Companies have to be aware of their Corporate Social Responsibility and Environmental Responsibility. Corporate Social Responsibility is a company's responsibility to give back to the community that they profit from and to behave ethically so that both they and their community can benefit. Environmental Responsibility is a business's initiative to leave the environment (where it is taking its resources from) the same, if not better, that it is found it.

FOCUS ON GRAMMAR

Task 1 **Define the function of ing-forms (Participle or Gerund). Translate the sentences.**

1. Many methods of *extracting* potential or kinetic tidal energy have been tried in the past.
2. A small portion of the solar radiation *reaching* the earth's atmosphere is captured in the photosynthetic process of plants. 3. After *having been subjected* to severe testing the material was recommended for use. 4. *Having been heated*, the substance changed its properties. 5. Upon *being heated* the molecules begin moving very rapidly. 6. The power station *being built* on the river will supply electricity to all the farms. 7. While *passing* through the conductor, resistance results in the production of heat. 8. *Having made* a number of tests, the researcher got some useful results.
9. It is impossible to predict exactly the countless number of factors *affecting* energy consumption in the power system. 10. By *using* this device we are able to make new kinds of experiments.

Task 2 **Translate into English.**

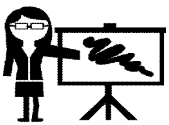
1. Прежде чем делать опыты, необходимо проводить наблюдения. 2. Много лет назад люди научились защищать свои дома от ударов молнии. 3. Существуют различные способы получения электрического тока. 4. Ученые продолжали изучать новое явление. 5. Амперметр используется для измерения силы тока. 6. Понижающий трансформатор используется для снижения уровня напряжения. 7. Чтобы сделать потери энергии меньше, необходимо изменить уровень напряжения.

TEXT 2

PRESENTING YUORSELF IN PERSON: MASTERING THE JOB INTERVIEW

- ***Reading***

PRESENTATION



I. Read the first part of the text and say what information the interviewer wants to get from the interviewee.

There are some job interview questions that are guaranteed to come up in most (if not all) of your job interviews. At the top of this list is the universal and much-dreaded classic: *"Tell me about yourself."*

What is the interviewer trying to achieve by asking you to "tell him about yourself"? Well, for the interviewer, it's an easy and open-ended way to start the conversation. His ultimate goal for this interview is to find out enough about you to decide if you're a good fit for the job opening. He is hoping that this question will get you talking. This question is almost always asked first, perhaps right after some chit chat about traffic and the weather. As a result, his first impression of you will be all about your answer to this question. Your answer here will also set the tone for the interview and let you lead with your strongest selling points.

II. Read the second part of the text and find the answers to the questions:

a) What is an elevator pitch? What is it used for?

b) What will a great answer include?

An elevator pitch is a short summary used to quickly and simply define a product,

service, or business and its value proposition. It answers the question: "Why should I buy/invest?"

You need an elevator pitch for yourself as a job candidate – and it should be customized for different opportunities. You must keep it focused and short. You won't be able to fit all of your great qualities and resume high points into 2 minutes, so you'll have to spend some time thinking about how to present yourself in a way that starts the interview on the right note.

A great answer will address the following:

Primary selling points for this job. This could be number of years of experience in a particular industry or area of specialization. You might also highlight special training and technical skills here. Focus on the qualifications in the job description and how you meet and exceed the requirements.

Why are you interested in this position right now? Indicate why you are looking for a new challenge and why you feel this role is the best next step.

- ***Comprehension***

Study the following answer for the *"Tell me about yourself"* question and say if it is a great answer or not.

"I have more than five years of experience as a technical project manager at top Wall Street companies. Most recently, I led the development of an award-winning new trading platform. I'm a person who thrives in a fast-paced environment so right now I'm looking for an opportunity to apply my technical expand, my creative problem solving skills at an innovative software company like this one."

III. Read the third part of the text and name the things you can talk about while answering "Tell me about yourself" question if you don't have any experience.

If you are a new graduate and have no professional background

- ✓ You can reference your *academic achievements, athletic efforts, charity and volunteer work.*
- ✓ If you had to work in any kind of group for any activity you can use these experiences as an example.
- ✓ The core points you should cover include the university you graduated from; the course you majored in and how is that going to be useful for you, for this job; key coursework, an internship/ On Job Training (OJT), or work experience and what they taught you. Why this company and this job to start your career?

- ***Comprehension***

Read the questions below and try to answer them without consulting the text.

1. "Tell me about yourself" is the most popular question at a job interview, isn't it?
2. What is the primary goal of "Tell me about yourself" question?
3. Can this question help show an interviewee's strongest selling points?
4. An elevator pitch is usually too long, isn't it?

5. Are special training and technical skills included into an elevator speech?
6. Should you include the reasons why you apply for this position in your elevator speech?
7. Is it possible to prepare an elevator speech if you have no experience?
8. What are the core points of those who haven't got any experience?
9. What helps create the first impression of the interviewee?
10. Why are you interested in this position right now? How would you answer this question?

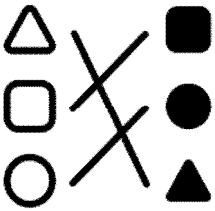
FOCUS ON VOCABULARY

Task 1 **Complete these sentences. Guess the suitable word by the first letter.**

1. The **i**…… made the candidates feel relaxed.
2. It was a private **c**…… and I don't want to go into details about what was said.
3. Tom was able to **f**…… everything he owned into one suitcase.
4. All technology students were required to gain practical **e**…… through an internship at a local company.
5. The main **q**…… required are awareness to work hard, ability to learn, ambition and good health.
6. This work does not meet our **r**…… .
7. I thought the point about interviews was to learn about the **i**……, not interviewer.

Task 2 **Make up word combinations. Use these word combinations in the sentences of your own.**

1. high	a) pitch
2. a job	b) points
3. selling	c) background
4. special	d) opening
5. technical	e) challenge
6. job	f) training
7. new	g) points
8. professional	h) skills
9. an elevator	i) description
10. a job	j) candidate



FOCUS ON

DISCUSSION

Task 1 Read sample answers to "Tell me about yourself" question and discuss the information, using "Tell me about yourself" formula:

Who you are

Expertise Highlights

Why You're Here

1) If Paul was graduating from Jose Rizal University with an HRM degree and was interviewing for a Recruitment Assistant job at Globe, here's what he would say:

"Hi, my name is Paul Rivera and I'm a fresh graduate of Jose Rizal University. I studied Human Resources Management because I really enjoy working with people and I'm fascinated with the role of people in building and operating companies. Without the people, you don't have a business. While in school, I was an OJT during my fourth year at Jollibee Corp where I worked with their recruitment team and helped coordinate the interview of candidates for cashier roles at Jollibee restaurants. I really understood the role and value that recruiters create and how they help ensure a company always hires the best talent. I saw an opportunity on Caliber to be a Recruitment Assistant at Globe and after doing my research, I saw that Globe was one of the best companies in the Philippines and I feel my experience and work ethic will make me a valuable contributor at Globe."

2) "I really do consider myself a people person. I love assisting people and making them happy. I really have no problem with going up to a stranger and starting up a conversation. That's one of the things that really drew me to this position. I know how

much you value customer service here and I think I can really add to your team."

3) "I'm currently a student at Springfield High School where I am very active in the school's student council association. As a representative for my class, I've helped organize various fundraising events. This has really helped me become comfortable handling money, which is a reason I think I would make a great fit as a cashier at your store."

4) "While I enjoyed my previous work, it was commercial. It's a dream of mine to do work for non-profit clients. Your company has done some amazing work for non-profit and NGO clients and I'd love to switch gears. That's why I applied for this position."

5) "Well, I was born a long time ago, in a galaxy far, far away. Get it? Nah, I was born in 1990 in Michigan. When I was a child, my mom said I ate so much that she couldn't buy me clothes that fit. I was a toddler with a Britney Spears midriff through the end of the 90's. That's how I got competitive. The other kids used to pick on me, so I got superb at coming up with comebacks. Now, I'm a great writer. I'm highly competitive. And I'm a winner."

6) "I graduated with a Business degree in 2010, and was offered an account management position from a telecommunications company I had interned with. I loved working with customers and managing and growing my accounts, but the industry we were in just wasn't very appealing to me. I stayed a full year and learned a ton about how to build and manage accounts successfully and I ended up becoming a top performer in my group before leaving. I left at the 1-year-mark to pursue a very similar position within an industry I'm much more excited about- healthcare. I've been at this healthcare start-up space for 2 years with this company and I feel ready to take my career to the next level so that's why I'm currently looking for a new opportunity."

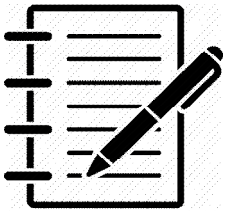
Task 2 **Read some sample answers to the interview question "Tell Me about Yourself". Discuss with a partner what jobs these people can apply for.**

A. I'm a people person. I really enjoy meeting and working with a lot of different people, and am known for being a great listener and clear communicator, whether I'm engaging with colleagues or employers.
B. I'm the kind of person who knows how to execute difficult tasks with precision. I pay attention to all the details of a project. I make sure that every task is just right, but is also completed in a timely manner.
C. I'm a creative thinker. I like to explore alternative solutions to problems and have an open mind about what will work best. My creativity has made me an effective team leader because I can anticipate problems and innovate solutions.
D. I'm an extremely organized person who is focused on producing results. While I am always realistic when setting goals, I consistently develop ways to efficiently achieve, and often exceed, those goals.
E. I enjoy solving problems, troubleshooting issues, and coming up with solutions in a timely manner. I thrive in team settings, and I think my ability to effectively communicate with others is what drives my ability to solve a variety of problems.

Task 3 **Discuss with a partner.**

1. A good interview is a dialogue, not a monologue.
2. Practicing your answer over and over will be the key to success.
3. Emphasize what will make you stand out for the company and for the job.

FOCUS ON → WRITING



Task 1 **You have a template for you to answer the 'Tell Me About Yourself' question. Using "Tell me about yourself" formula (Task 1, p. 94), write this down on paper and practice it until you have it memorized and can say it without looking like you've memorized it.**

Task 2 **Translate the following text in writing.**

Interviewing is usually a very important part of the process of finding a job. This is when both sides of the process have an opportunity to meet and evaluate "the other side." Employers try to decide if the person is qualified and seems to be someone who is suitable for the organization. Job seekers evaluate the people they meet, the questions they are asked, as well as the locations, the commutes, and whether or not the jobs seem like good jobs for them. Both sides of the process have an opportunity to evaluate the "fit." Does this feel like a good match?

Preparation is the key to succeeding in your job interviews. Most employers have seen too many candidates who don't seem to really be interested in the job or who think that getting a job interview is the same as getting a job offer.

This important job interview question has a way of making candidates blurt out their life stories. But that isn't what potential employers want to hear. Demonstrate your interest in the job (and figure out if you really want the job) by being well prepared for every job interview.

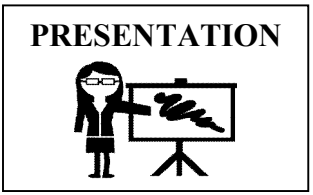
FOCUS ON GRAMMAR

Task 1 **Choose the correct translation of the gerundial construction.**

1. Mankind is interested in *atomic energy being used* only for peaceful purposes.
a) чтобы атомная энергия использовалась
b) в использованной атомной энергии
c) чтобы атомная энергия использовала
2. He insisted on *the device being repaired* today.
a) чтобы прибор был отремонтирован
b) ремонтируя
c) отремонтированный прибор
3. *The farmers having improved* the soil fertility will result in higher yields.
a) улучшая
b) улучшение
c) то, что фермеры улучшили
4. I heard of *his having been appointed* a chief engineer of a big plant.
a) что его назначили
b) он назначил
c) его назначении
5. He is responsible for *the work being completed* in time.
a) окончание работы
b) чтобы работа была закончена
c) законченная работа
6. There was no hope of *their solving* this complex engineering problem so soon.
a) что они решат
b) их решение
c) решающий

TEXT 3

CURRICULUM VITAE (CV)



- ***Pre-reading activities***

Think and try to answer the following questions without reading the text.

a) Have you ever had a part-time or work experience job?
What was your job? How did you get it?
b) Do you know what a Curriculum Vita is?
Have you ever written a CV?
Where can a CV be used?

- ***Reading***

Read the text. As you read, check if you were right about what a CV is.

1. Writing a curriculum vitae (resume)

It's very well having a brilliant education. Now you must sell yourself on paper so they'll be queuing up to interview you.

CV ('curriculum vitae' or 'resume') is a separate unit listing the objective, or factual, information (personal data, qualifications, references). Here the information can be neatly and clearly arranged under suitable headings and sub-headings that readers can consult easily and quickly. A big advantage of the resume is that you can photocopy it, thus saving time.

CV is essential if you're applying for a new job or for promotion within your own company, or even to register as a delegate at a conference. Some information might be given in your CV, some in your letter of application - and perhaps some on a Supplementary Information sheet (giving information relevant to the particular job you're applying for). There are no fixed international rules about this: different countries have different practices.

2. How to make your CV winning....

- ✓ Be concise, factual and neat. Keep your CV to one page, typed.
- ✓ Lay out your CV chronologically. Some employers prefer reverse chronology when looking at a candidate's work history: this is up to you.
- ✓ Put your name in bold type so it stands out.
- ✓ Extra skills such as languages, computer literacy and secretarial skills are important but always be honest.
- ✓ Put dates in full.
- ✓ Your employer will get a mental picture of you from your CV – think carefully about the image you are creating.
- ✓ Your CV should be flexible; make sure that you tailor it according to the specifications of each job.
- ✓ Never use the pronoun «I». Instead use action words such as «involved», «built», «organized», «achieved», «completed».
- ✓ Ask someone else to read your CV through carefully to check for spelling mistakes and omissions. Just one letter is enough to give prospective employers a terrible impression.
- ✓ Whatever your experience, you must dress it up to make sound important. Use it to your advantage.

- ***Comprehension***

Read the questions below and try to answer them without consulting the text.

1. CV is a separate unit listing the objective information about an applicant, isn't it?
2. Does a CV differ from a letter of application?
3. Are there any international rules about writing a CV?
4. Should you include extra skills (e.g. computer literacy or languages) in your CV?
5. Can a well-written CV be the first step to success in job-hunting?

FOCUS ON → VOCABULARY

Task 1 **a) From the context, try to guess what the meaning of the words/phrases in bold are. Then do the quiz to check if you are right.**

1. The new contact will enable us **to employ** about 50 extra people.
2. I wrote five **applications** for jobs but didn't get a single reply.
3. His engineering **experience** gave him a big advantage over the other applicants for the **job.**
4. We will need to have **references** from your former **employers**.
5. I **applied for** several jobs in similar companies, but I wasn't successful.
6. "Are you the **applicant** for the position of governess?"
7. Tom found **a part-time job** near his home.
8. Many people don't have clean **driving licenses.**
9. Joseph is a **skilled** engineer.
10. He is the most knowing of all the **staff**.

b) Quiz: **Using the words in bold from the above 10 statements, match the 'verb/phrase' with its more common verb or phrase below. You can use one verb/phrase only once.**

a) knowledge or skill from doing, seeing, or feeling things;
b) having the abilities needed to do an activity or job well;
c) an activity or work done for periods of time shorter than the usual hours or schedule;
d) a document that shows that someone has official permission to drive a vehicle, which they have received after passing a driving test;

e) a person, company, or organization that pays people to work for them;
f) give work to (someone) and pay them for it;
g) a person who formally requests something, especially a job, or to study at a college or university;
h) to request something, usually officially, especially in writing or by sending in a form;
i) the act of mentioning someone or something in speech or writing;
j) the regular work that a person does to earn money;
k) an official request for something, usually in writing;
l) the group of people who work for an organization.

c) Create your own sentences with these verbs/phrases.

Task 2 Complete each sentence by using one of the words given below.

employ // part-time jobs // CV // unemployed // unemployment // employment // advertise // applicants // employer

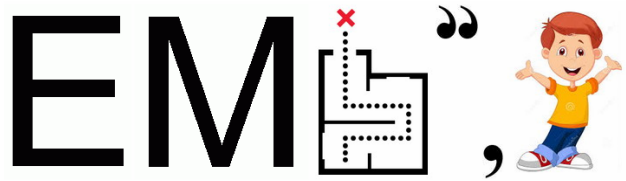
1. Many companies ___?___ their products on TV.
2. He is ___?___ at present and is job hunting.
3. The ___?___ must bring their original certificates at the time of interview.
4. Office ___?___ are called white-collar workers.
5. Being a housewife is full-time ___?___.
6. ___?___ is a major social problem.
7. I enclose a ___?___ which gives full details of my qualifications and work experience.

8. My ___?___ wouldn't like me to be late.
9. A growing number of people are taking ___?____.
10. We are to ___?___ a new engineer from November 1.

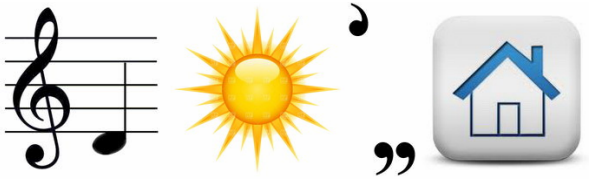
Task 3 Solve the rebuses.

a)

b)



c)



d)

FOCUS ON → DISCUSSION

Task 1 **True or False? If false say why. If true prove your choice.**

1. Resume contains information only about qualifications.
2. Resume can be photocopied.
3. CV is unnecessary if you register as a delegate at a conference or if you're applying for a new job.
4. All the information about an employee must be given in the letter of application.
5. It is not necessary to type your CV.
6. All the information in your CV should be in chronological order.
7. Put your name in block letters so it stands out.
8. You should omit such words as «involved», «built», «organized», «achieved», «completed».
9. To avoid spelling mistakes and omissions ask someone else to read your CV through carefully.

Task 2 ***Student A:*** **Ask your partner about the meanings of the words (Card 1).** ***Student B:*** **Give the correct answer (Card 2).**

Card 1	**Card 2**
Qualifications	- are exams or courses
Experience	- is a person who has passed a university course
A graduate	- is a person learning a job
A trainee	- is what you have done in your life / work.
Enthusiastic	- means interested and excited
What does ... mean?/ What is ...?	

Task 3 Work in pairs and discuss how you should match this information correctly.

A) Personal statement
Personal details
Work experience
Languages
Interests
Other information
Referees
Education and qualifications

B)

- ✓ Holidays Centre – assistant (summer job); Tourism information office – started as a trainee, promoted within six months
- ✓ Theo Johnson – Head of Postgraduate Studies; London Tourism Management School; Jan Woodruff – Manager of Cambridge Tourism Information Centre
- ✓ *Name:* Jenna Hopkins; *Address:* 220 High Street 54; Cambridge F3R 230; *Telephone:* 70 2668 2330; *email:* jhopkins@hotmail.com; *Date of birth:* 23.May 1986
- ✓ 2000-2003 – London Tourism Management School – Postgraduate diploma in tourism marketing; 2004-2006 – Spanish International Tourism University – graduated in tourism arrangement and hospitality services
- ✓ I spent a year travelling in Asia and I have worked 2 summers at a children summer camp as a volunteer.
- ✓ I am a hardworking and enthusiastic tourism management graduate who is looking for a position in tourism arrangement or hotel industry. I have also passed the city guide exam and I'm good at working with people.
- ✓ English (mother tongue); Spanish (fluent); German (good); French (good)
- ✓ Travelling, swimming, theatre, classical music

Task 4 **Work in groups. Study the following CVs and say what information you have learned about these two people. Discuss the possible jobs they are applying for.**

RESUME

Personal	
Name	Kay Raddatz
Home address	286 Oak Street, Moulton, Ohio 43786
Age	30
Nationality	American
Marital status	married
Education	
	Moulton High School graduate, February, 1990 6 months in Wahl Business College, Moulton, 1990 B.S., Flanham College (expected in June, 1994) Major in linguistics and psychology Minor in languages
General courses	English, history, mathematics, physics, chemistry, psychology, sociology
Special courses	meteorology, navigation, engineering, drawing, service and operation of aircraft
Activities	Airways Club (vice-president); Dramatic Society (parts in three major productions); Science Club (program chairman, 1 year)
Experience	Secretary to director of personnel, Ames Aircraft Corporation, Benzie, Illinois (1 year) Student assistant to head of Sarah Black Residence Hall, Flanham College (2 years, part-time)
References	Dr. Ernest Beers, Head of Psychology Department, Flanham College Mr. Ted Houston, Manager, Hadley Airport,

CURRICULUM VITAE

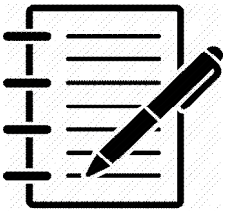
Name	**SARA ELIZABETH LACEY**
Address	23 Hill Rise Gosforth Leeds LDS 2PF
Telephone	0532 69143
Date of Birth	6 August 1972
Education	
1981-1990	Southborough High School
GCSEs	English language, English literature, Textiles, History, Biology, French, Maths
A levels	Economics, Sociology, French
1991-1994	Nottingham University
Degree	BA English and Sociology
Languages	Fluent French
Computing skills	WordPerfect, Word for Windows
Interests	Cinema, travel, working with children and mentally handicapped. Netball, climbing
References	Available on request

Task 5 **Discuss with a partner. Give reasons.**

I think… // In my opinion… // To my mind… // To start with…

- ✓ A good check for whether or not your CV is effective is to show it to a friend for 30 seconds and then ask them which points they remember, or what items they saw first.
- ✓ CV is a personal statement, it's primarily a business marketing document and it needs to be professional and positive in tone, content and presentation.
- ✓ "Getting someone else to write your CV for you, especially a CV writing business is a mistake. I would always want to see how you describe yourself, rather than someone else does it for you. Professionally-written CVs look generic and sterile and do not create a good impression with the reader."

FOCUS ON WRITING



Task 1 **The following are typical expressions found in forms. Write questions that you could ask to get the information listed in the table.**

1. First name	What is your first name?
2. Surname	
3. Date of Birth	
4. Place of Birth	
5. Permanent Address	
6. Marital Status	
7. Occupation	
8. Qualifications	
9. Hobbies/Interests	
10. Tel. no.	

Task 2 **Fill in the form of the CV using the information given below.**

Conversational French // Sport: Completed the Race for Life in 2016 independently raising £150 for St. Ann's Hospice. // Andrea Other // A customer focused team player with retail and hospitality industry experience looking for part-time and vacation work while studying at University // available on request // 22 Acacia avenue, St Redford, Manchester M33 3MM // Organize stock replacement and rotation systems, assisting the manager with stock takes and deliveries. // E-mail: andrea.other@hotmail.co.uk. Mobile:0750000000. // Responsible for cashing up tills and securing all money at the end of the night. Quickly learned a new till system and assisted customers with

queries. // BA History: The University of Manchester. // Keep the shop floor tidy to ensure the best shopping experience for customers. // Music: Grade 7 Guitar. Enjoy composing music and playing in local bands performing in small venues. // Waiter and Kitchen Assistant (summer job) // Manchester High School. A-levels: French (A*), History (A), English Literature (B). GCSE: 11 grades A*- C (including English, Maths and Science). // Proficient in the use of Microsoft Office, including Excel to create spreadsheets and data analyses. // Experienced social media user. Instagram, WordPress, Twitter and Facebook.

PERSONAL STATEMENT	
NAME	
ADDRESS	
TELEPHONE NUMBER	
E-MAIL ADDRESS	
RELEVANT WORK EXPERIENCE	
EDUCATION	
2017 – 2021	
2009 – 2017	
2016 -17	
ADDITIONAL SKILLS	
INTERESTS& ACTIVITIES	
REFERENCES	

Task 3 **Pick one of the forms given above to write your own CV.**

Preparing to write your CV

A few simple steps will help you get ready to create your CV.

1. Read the job description. It'll tell you what the employer is looking for.

Look for the key skills and think about how your own past experience relates to the job. This will help you tailor your CV to the position.

Try to spot key words and notice the language the employer is using. Use similar phrases when you create a CV, so it's easier for the person reading it to see how you match up.

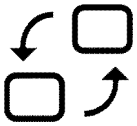
2. Think about how you'll order your CV

When you write a CV, you can lay it out in different ways, depending on what you want to show. Put the most important information for this particular job at the top.

Have they asked for a qualification?

Do they want work experience in something? Or are specific skills important to them? The job description will help you decide what to prioritise.

Task 4 Translate in writing.



Your CV is your ticket to interviews and job offers, so it needs to be perfect from start to finish. It only takes one mistake for a recruiter to start doubting your credibility, so you must ensure that your CV is error-free. Here are some of the most common mistakes recruiters see, and how to fix them:

1. Not doing your research. One of the worst mistakes you can make with your CV occurs before you start writing it, and it is: forgetting to do your research. Without researching the needs of your target employers, you will be basing the content on what you think should be on your CV. If you don't understand what your potential employers want to see in a candidate, you will be simply using guesswork to write your CV, and setting yourself up to fail. Before you write a single word, look through plenty of relevant adverts and compile a list of the most in-demand candidate requirements. Then you will know exactly what skills and knowledge will grab the attention of busy recruiters.

2. Poorly-structured job descriptions. Your recent roles will be heavily examined by recruiters, so it pays off to make them easy to read and understandable. A role that is presented as one huge chunk of text, with no logical structure, is unlikely to impress readers or describe your work properly. Start your roles with a brief intro that describes the company you work for, where you sit within the hierarchy and what the overall goal of your role is. Then indicate your responsibilities to show the work you carry out and showcase your skills and output. Finish your role off by highlighting some impressive achievements you have made during your time in the position.

3. Not showing your impact. It's important to show the work you carry out, but it's even more powerful to show the impact your work has on your employers. Without highlighting the results you have achieved in your previous roles, you are missing a big opportunity to prove the value you can offer an employer.

For example, a sales candidate may list skills such "relationship building, cold calling and networking" but without results, those actions are pointless. They should elaborate to explain that these activities "have led to growth in clients, sales and profits" for their employer. By using results to prove your impact, you will give hiring managers tangible reasons to hire you.

4. Generic clichés. "Hard-working team player." "Innovative forward thinker." These types of clichéd terms may sound impressive, but they are damaging to your CV. The problem with clichéd phrases is that they are hugely overused and they don't tell readers anything about you.

If you want employers to know that you are a hard-working team player, then prove it by using examples of the results you have achieved in team settings. This method will add more contexts to your message and give readers a much better understanding of your work.

FOCUS ON GRAMMAR

Task 1 **Use the correct preposition.**

1. A personal statement is an essential part of standing … from the crowd.
2. In the United States, a curriculum vita is used primarily when applying … academic, education, scientific, medical, or research positions.
3. Carefully lay … the sections of your resume.
4. Several strong candidates have been interviewed … the position.
5. People are queuing … to work for me!

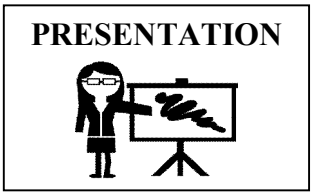
Task 2 **Here are some answers. What are the questions? Write the questions in the spaces below.**

1._____?
CV is a separate unit listing personal data, qualifications, and references.
2._____?
Because readers can consult easily and quickly.
3._____?
CV is essential if you're applying for a new job or for promotion within your own company, or even to register as a delegate at a conference.
4._____?
No, there aren't. There are no fixed international rules about this.

5._____?
Put your name in bold type so it stands out.

TEXT 4

EXHIBITIONS



- *Pre-reading activities*

Discuss with your partner(s) what you have read or heard about exhibitions.

- *Reading*

Read the text and say what you have learned about:

- ✓ **different kinds of exhibitions;**
- ✓ **the business side of exhibitions.**

Every year a lot of international, national and specialized exhibitions are held in different countries of the world.

The first world exhibition was held in 1851. It was a great success. It displayed exhibits of 40 participating nations and the number of visitors reached over six million. Today the number of countries and companies who take part in exhibitions is growing from year to year. The size and the scope of exhibitions are becoming larger. Their character and overall purpose are different. They provide opportunities for exchanging scientific, technological and other achievements of people, trying to emphasize all aspects of life: industry, agriculture, science, education and culture.

At international and national exhibitions commercial centers are established where participants can negotiate the sale and the purchase of different goods. Every exhibition is an eye-opening experience and also a method to advertise products.

Usually exhibitions are crowded with visitors who show much interest in a wide range of exhibits on display. Such events help to establish profitable contacts and promote mutual understanding among different nations.

Euro Tier is the largest European and world market for innovative technologies and procedures in machinery, equipment and farm inputs. This top event for farm production, held every year in November in Hanover, provides an unbeatable attraction to farmers, investors and agricultural-sector professionals from home and abroad.

Euro Tier is the most important forum for all aspects of agricultural production. Together with partners from the fields of business, consultancy and other organizations this exhibition presents a comprehensive technical programme to complement offerings by exhibitors. It includes international conferences and events on current trends and key developments in agriculture.

- ***Comprehension***

1. Read the questions below and try to answer them without consulting the text.

1. When was the first exhibition opened?
2. Why are exhibitions growing in size and scope from year to year?
3. Why do we say that every exhibition is a good method to advertise different goods?
4. Why do exhibitions pave the way for the consolidation of peace and friendship among the nations?
5. What is the purpose of arranging exhibitions?

2. Decide if the sentences below are true or false. Correct the false ones.

1. To establish profitable contacts participants must take part in various events.
2. Exhibition provides opportunities for exchanging achievements of people in agriculture.
3. Today the number of countries and companies who take part in exhibitions is decreasing from year to year.
4. At the exhibition you can negotiate the sale and the purchase of different goods

FOCUS ON

VOCABULARY

Task 1 Find words or word combinations in the text that mean the same as:

*a large scale public showing of objects or products
*one who participates
*activity which one has performed
*the steps taken in an action or other legal proceeding
*to give (especially public) notice of (something); to announce publicly
*to put on a public display
*to raise (someone) to a more important, responsible, or remunerative job or rank
*to arouse interest
*the act or process of seeking and obtaining something
*that which is produced, then traded, bought or sold, then finally consumed

Task 2 Work on words.

TO BE A SUCCESS

- ✓ **Say why you recommend your partner to visit the exhibition of agricultural machinery.**

Model: The exhibition of electronic equipment is a great success. I recommend you to visit it as there are a lot of interesting exhibits there.

TO GET IN TOUCH WITH smb.

- ✓ **Say whom you are going to contact and why.**

Model: I'm going to get in touch with the President of the company to discuss some matters with him.

TO INTRODUCE (INTO)

- ✓ **Say what goods your company have introduced into the world market this year.**

Model: We have introduced our new model of micro electric heater into the world market lately.

TO ATTRACT smb.'s ATTENTION

- ✓ **Say why the display of the exhibition attracted your attention.**

Model: The model K2 machine-tool attracted my attention because it is reliable in operation and the performance is efficient.

TO TAKE PART IN

- ✓ **Say what kind of exhibition you are going to take part in and why.**

Model: I'm going to take part in a trade exhibition because it is an efficient method to negotiate business transaction.

TO ADVERTISE

- ✓ **Say what goods you are going to advertise at a consumer exhibition.**

Model: I'm going to advertise gardening equipment.

Task 3 **Find ten words connected with the topic «Exhibitions».**

Use the words in the sentences of your own.

R	E	G	J	P	G	C	O	M	P	A	N	Y	H	E
I	P	E	R	F	O	R	M	A	N	C	E	Y	T	X
W	P	R	O	M	O	T	I	O	N	H	X	A	A	F
I	A	J	W	T	D	D	L	Y	R	I	H	H	I	Q
M	R	N	U	V	S	A	L	E	H	E	I	W	O	Q
U	T	Q	O	I	S	D	J	F	R	V	B	V	Y	D
V	I	S	I	T	O	R	G	L	Z	E	I	K	T	I
Q	C	U	V	W	J	Z	D	Q	F	M	T	C	X	X
T	I	O	B	F	H	D	W	W	W	E	I	U	Z	W
Q	P	E	L	U	L	Z	V	C	A	N	O	F	T	K
D	A	A	J	V	X	F	J	A	W	T	N	X	X	P
B	N	K	U	B	Z	P	M	D	I	S	P	L	A	Y
F	T	S	N	O	U	F	G	O	S	N	E	E	Q	L

Task 4 Choose the right word to complete the sentences.

1. An exhibition, in the most general sense, is an organized presentation and ***display // procedure*** of a selection of items.
2. Fairs and exhibitions offer exporters an excellent ***opportunity // participation*** to show what they have for sale.
3. It is an effective method ***to establish // to emphasize*** business relations, to make contacts and to learn about a market quickly and easily.
4. Some of the specialized fairs ***attract // to impress*** large numbers of the public as well as many buyers from home and overseas.
5. Fairs and exhibitions ***provide // appoint*** an important means of advertising and selling goods.

Task 5 **Match the words to form word combinations. Use your word combinations in the sentences of your own.**

Example: **trade + exhibition = trade exhibition*

	*eye-opening		exhibits
*establish		*innovative	
	exhibitions	*international	
contacts			*display
		technologies	
	experience		trends
*current		developments	
	*exchange		*key
		achievements	

Task 6 **Read the text given below. Supply prepositions where necessary. Say what you have learned from the text about the exhibition in Geneva.**

Swiss clock and watch exhibitions ___?___ Switzerland are always a great success. A lot ___?___ businessmen and tourists ___?___ many countries visited the specialised exhibition which was held ___?___Geneva not long ago. The exhibition was very popular and every day the halls were crowded ___?___ visitors. The Words which were written ___?___ the Visitors Book showed the visitors were impressed ___?___ the display. "The quality ___?___ the watches impressed me," wrote one … the Belarusian visitors. "This is a very interesting exhibition. The latest model ___?___ electronic watches is very attractive. We hope to see it ___?___ our shops," wrote a French visitor. "We usually see beautiful things ___?___ display ___?___ special

galleries, but the things which are close ___?___ us also play an important part ___?___ our life. The exhibition gives us an idea ___?___ the achievements which are made ___?___ Swiss clock and watch industry and people are impressed ___?___ the friendly atmosphere ___?___ the world ___?___ watches".

Task 7 Fill in the gaps with the words given below. Say what you have learned from the text about the AgroTech exhibition.

priorities // attracted // a great demand // exhibition // crowded // atmosphere // display //success // demand // negotiated // impressed // opportunity // focused on // were held

The international exhibitions for agricultural machinery AgroTech are always a great ___?___. A lot of farmers, investors and agricultural-sector professionals from many countries visited specialized ___?___ which was held every year in early March.

Last year AgroTech ___?___ seed production, plant protection and fertilizers as well as harvest storage and transport. Other ___?___ included machinery for soil cultivation, sowing and plant care along with feed processing, sugar-beet and potato-harvesting technology. Furthermore it was the first time AgroTech featured options from the bioenergy sector.

The exhibition was very popular and every day the halls were ___?___ by visitors. The words which were written in the Visitor's Book showed that the visitors were impressed by the ___?__ .

"The exhibition ___?___ leading international agricultural machinery manufacturers from 29 countries. There is ___?___ for agricultural equipment and it will undoubtedly grow stronger. The

efficient performance and the design of new models of farm machinery ___?___ me," wrote one of the French visitors.

"We have been coming here for many years now. We find this exhibition is growing from year to year. It's an important meeting point. There is a great ___?___ for agricultural equipment," wrote an English visitor.

"It is a pleasure to have the ___?___ to attend this exhibition. It's getting more and more professional in terms of organization and in terms of visitors as well. People are impressed by the friendly ___?___.

Those words were written by an Italian export sales manager. At the exhibition talks___?___, some transactions were ___?___ and some contracts were signed by different companies.

Task 8 Put the words in the right order. Restore the order of the events.

1. products // is // advertise // a // exhibition // method // to // every.
2. our // good // helps // into // introduce // companies //goods // markets // to // advertisement // new.
3. visitors // exhibitions // by // crowded // usually // are.
4. people // exchanging // for // opportunities // exhibitions // scientific // provide // achievements // of.
5. exhibitions // are // purpose // and // different // the // character // of // overall.

VOCABULARY AND REVISION GAME

Choose a square.

On a grey square read the question or sentence and then respond.

On a white square read the answer and ask an appropriate question. If you are right, you win the figure.

Then your partner chooses a figure and does the same.

Try to complete a line of five figures across, down or diagonally before your partner.

Examples:

Have you ever taken part in exhibitions?	***You say: Yes, I visit AgroTech exhibition every year.***	**When …? Wednesday, 16 November.**	***You say: When was the exhibition opened?***

Is this …? No, I was here last year.	What would you like to purchase?	What about …?	What kind of exhibition did you take part in?	Is it possible …? No problem to arrange it.
Here is my card.	When …? At the beginning of the year.	I hear … Yes, over 380 companies take part in it.	It suits me perfectly.	My name's Simon.
What …? Visitors may take part in workshops.	Could …? Yes, of course.	Nice to meet you.	Are you ready to place your order?	Whom …? I'd like to get in touch with sales manager.
Can we discuss the matter in detail?	How about …? I'm impressed by its size and scope.	I'd like to negotiate the price for this equipment.	Does …? It is an up-to-date model.	Does exhibition help to establish profitable contacts with foreign partners?
Why is it necessary to take part in exhibitions?	What is the purpose of arranging exhibitions?	Do …? Yes, we are glad to cooperate with you.	What is the business side of exhibitions?	I must say … Glad to hear it.

FOCUS ON DISCUSSION

Task 1 **Comment on the following statements:**

1. The character of exhibitions and their purpose are different.
2. International, national or specialized exhibitions provide an attraction to wide range of specialists.

Task 2 **Think and give extensive answers.**

1. Why do different companies show their interest in the specialized exhibitions?
2. Why is it necessary to have efficient stand-attendants at exhibitions?
3. What does Belarus do to establish business contacts with other countries?

Task 3 **Read the conversation and translate it. Pay attention to the way the conversation is organized.**

Last month Victor Stepanov, a leading specialist from Belagroservice, visited Euro Tier exhibition. He was interested in purchasing electric heating equipment of the latest model. The micro electric heater of water MEO model attracted Victor Stepanov's attention. After he had seen the heater of water in operation he got in touch with Simon Percival, the sales manager of the company, to start talks for the purchase of heaters.

Stepanov: Good morning, Mr Percival. Here is my card.

Percival: Good morning. Glad to meet you.

Stepanov: I came to Hanover on business and I'm happy to visit this exhibition.

Percival: I hope you've found it interesting.

Stepanov: It is wonderful. I'm impressed by the size and scope of the exhibition. It is one of the largest exhibitions I have ever visited.

Percival: Yes, 278 companies from 24 countries offer an extensive range of innovations. How do you like our pavilion?

Stepanov: I've just seen your pavilion. The micro electric heater of water MEO model attracted my attention. I must say you've made much progress in the field of agricultural engineering.

Percival: Glad to hear that. It's an up-to-date model. It was introduced into world market six month ago and since then has been a great success. A lot of companies show much interest in the model. So I'm not surprised you got interested in it. Besides the technical data meet the highest world standards.

Stepanov: You see, Mr Percival, we'd like to place an order with your company for this model and we'd like to negotiate the price for the heaters of water.

Percival: Yes, of course. We are glad to establish business relations with your company.

Stepanov: But, as I know, Mr Percival, to buy equipment is only half the business. You must have your own operator to operate the heater of water of this model. I'd like to know if it will be possible to send our specialists here so that they could get good training on your micro electric heater of water MEO model.

Percival: No problem to arrange it.

Stepanov: When can we meet to discuss the matter in detail?

Percival: What about Tuesday?

Stepanov: Fine. It suits me.

Task 4 **Work with your partner.**

Start
the conversation

Talk
about the display
of the exhibition

Arrange
the meeting

Offer to see
the equipment
in operation

Express
your opinion
about it

End
the conversation

Task 5 **Role-play the conversation.**

Task 6 **Think and answer.**

1. When was your last visit to the exhibition of farm machinery?
2. Where was it?
3. Was it interesting?
4. Were many people there?
5. What was the aim of your business trip?

6. What kind of exhibits attracted your attention? Why?
7. What was the reason for the meeting with the sales manager of the trade company?
8. What conclusions have you reached?

Task 7 **Speak on the topics:**

- ✓ *My visit to an exhibition.*
- ✓ *The exhibition I worked at.*

Task 8 **Act out your own dialogues on the basis of the following situations:**

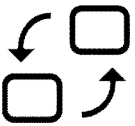
You have visited the British pavilion at the international exhibition in London and became interested in the power line conditioners. Tell the sales manager of the British company about your impressions of the equipment.

After you had seen the latest model of the device for measurement of electrical resistance at the exhibition in Finland you decided to visit Mr Swenson. Arrange a meeting with him to negotiate the price and terms of payment.

Task 9 **Prepare the talk for a foreign audience on exhibition "BELAGRO" in your country. Use the active vocabulary of this unit. Say: 1) what events you recommend to follow closely and why; 2) what manufacturers' pavilions are regarded the most impressive from your point of view. Give this talk in classroom and answer the questions that may follow.**

FOCUS ON WRITING

Task 1 Translate these texts in writing.



A. Various types of exhibitions are especially organized to cater the needs of the participants. There are commercial and non-commercial exhibitions. Commercial exhibitions are intended to attract buyers and sell the displayed items while non-commercial exhibitions are simply arranged for appreciation of talents and skills. Exhibitions can be categorized further into museums, art exhibitions, trade exhibitions and consumer exhibitions.

Museums are devoted to conservation of valuable scientific, artistic, cultural and historical objects. It is open for public viewing which aims to give its visitors significant knowledge. It a non-commercial type of exhibition since its purpose is to protect its collection from being lost and damaged and make them last for years.

Art exhibitions can include paintings, figurines, drawings and photos. They can be commercial and non-commercial. Non-commercial art gallery shows art pieces of renowned artists and is available to the public. Commercial art exhibitions, on the other hand, are held to showcase the artworks of debutant artists. Their purpose is to have their works examined by art enthusiasts. They can end up selling their pieces once it gets attention and recognition.

Trade shows are events between organizations and business. They are designed to let the participants showcase their products and services and see if it can gain the interest of another company. They are commercial exhibition but only those invited can attend.

Consumer exhibitions are taken advantage by different companies to expose their products and services to the public. The

theme can be intended for a particular demographic (mothers, teenagers) or assembled to show a particular product or service (IT shows, car shows). The idea behind this event is to attract the public to buy their products or services.

Exhibitions are advantageous both to buyers and sellers. Sellers can gain income by participating on these events while buyers can have an option to differentiate different brands and services and find the product that best suit them in one place.

B. Agricultural exhibitions probably began as bazaars or fairs. Through the centuries these gatherings diverged somewhat from their original function and became primarily competitive showplaces for livestock and produce and settings for the display of new agricultural technology, as well as social events. Canadian agricultural exhibitions derive much of their character from the agricultural fairs of England and Scotland. North America's first such fair was held in NS in 1765. Fairs continue to make important contributions to Canada's rural society by providing social and educational opportunities and for all Canadians by helping to improve agriculture through competition.

The main agricultural product exhibited in most of the regional, interprovincial or national exhibitions is livestock. The spirit of competition of these events has contributed to improvements in livestock breeds. Standards of desirability in the appearance of commercial livestock change as consumer diet preferences change.

Task 2 Summarize all the necessary information from the texts and write down a summary. Express your attitude to the texts. Elicit the information from the texts and use additional information from your general knowledge of types of exhibitions or any other source of information.

FOCUS ON GRAMMAR

Task 1 **Put in the verbs "*said*" or "told".**

1. Kate _____ that she would go to the exhibition after work. 2. He _____ me that he was going to write a report this evening. 3. John _____ us that he couldn't come to the conference. 4. Nick _____ that he had been to the cinema at the weekend. 5. David _____ that he was going to leave at eight. 6. They _____ that they didn't want to meet us on Tuesday. 7. I _____ him I wasn't impressed. 8. Mr. Brown _____ that he had visited All-Energy exhibition in Glasgow.

Task 2 **Choose the correct answer.**

1. "You can play the piano well."– John said that
a) I could play the piano well.
b) he could play the piano well.
2. "I am not going to eat the whole chicken." – Carlos said that
a) he is not going to eat the whole chicken.
b) he was not going to eat the whole chicken.
3. "The painter will begin work on Monday." – My brother explained that
a) the painter would begin work on Monday.
b) the painter will begin work on Monday.
4. "We studied the past tense last week," the teacher said. – The teacher said that
a) we had studied the past tense last week.
b) we had studied the past tense the week before.
5. "I am going to Philadelphia next month." – Bob said that
a) he is going to Philadelphia the following month.
b) he was going to Philadelphia the following month.

Task 3 **Change the sentences with the direct speech to sentences with the reported speech. Pay particular attention to the verb tenses.**

1. Alexander said, "I'm looking for a new job."
2. She said, "I don't know how to write a CV."
3. Tom Green said, "It is a pleasure to have the opportunity to attend this exhibition."
4. John complained, "I haven't seen my friends for a long time."
5. The secretary promised, "I will make a photocopy of it for you."
6. My friends said, "I came to London on business and I'm happy to visit this exhibition".
7. The chief said to Susan, "You may take a day-off tomorrow."
8. The programmer said, "I'll do it on my word-processor."
9. "We will have a test tomorrow," the teacher said.
10. The engineer said, "I have been doing this work for twenty years already."

Task 4 **Change general questions with the direct speech to sentences with the reported speech.**

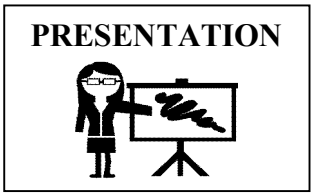
1. The teacher said, "Are there any international rules about writing a CV?"
2. "Are you interested in science?" asked Ann.
3. "Have you seen our pavilion yet?" Mr. Peterson said to Mr. Brown.
4. The student asked, "Are special training and technical skills included into an elevator speech?"
5. "Have you made much progress in the field of agricultural engineering?" he said.
6. "Was the exhibition very popular?" he said.
7. "Does a CV differ from a letter of application?" the teacher asked the students.
8. "When can we meet to discuss the matter in detail?" Mr. Brown said.

TEXT 5

TELEPHONING

- ***Pre-reading activities***

Study the following information.



Telephoning in English is an important part of doing business in English. Telephone conversations, especially business telephone conversations, follow certain patterns:

1. Someone answers the phone and asks if they can help.
2. The caller makes a request – either to be connected to someone or for information.
3. The caller is connected, given information or told that they are not in the office at the moment.
4. If the person who is requested is not in the office, the caller is asked to leave a message.
5. The caller leaves a message or asks other questions.
6. The phone call finishes.

Of course, all business telephone conversations do not follow this rigid scheme. However, this is the basic outline for most business telephone conversations, especially those made to businesses to request information or ask for clarification.

- ***Reading***

1. Read the following example business telephone conversation and say if the patterns given above are followed.

Helen: Midtown Computer Solutions, Helen speaking. How can I help you?

Ryan: Hello, this is Ryan Peterson. May I speak to Pauline Jones, please?

Helen: One moment please – I'll put you through.

Helen: Mr. Peterson? I'm sorry, Pauline's in a meeting at the

moment. Would you like to leave a message?
Ryan: Yes, could you ask her to call me back as soon as possible? It's pretty urgent.
Helen: Of course. Does she have your number?
Ryan: She has my office number, but let me also give you my cell phone – it's 472-555-8901.
Helen: Let me read that back to you – 472-555-8901.
Ryan: That's right.
Helen: And could you spell your last name for me?
Ryan: P as in pen – E – T as in tree – E –R as in rain –S as in September – O – N as in nine.
Helen: Okay, Mr. Peterson. I'll give her the message.
Ryan: Thanks a lot. Bye.

- ***Comprehension***

a) Read and mark the sentences as T (True) or F (False). Correct the false ones.

1. Ryan Peterson is phoning to Midtown Computer Solutions.
2. Ryan Peterson wants to speak to Helen.
3. Pauline Jones is free at the moment.
4. Ryan asks to call him back next day.
5. Ryan leaves his office number.

b) Fill in the gaps with the suitable words and phrases to complete the summary of the conversation.

Mr. Peterson telephones Midtown Computer Solutions to _____ _____ Ms Jones. Ms Jones is not in the office, but Helen, the secretary, inquires if Mr. Peterson would like to _____ _____. Mr. Peterson asks to _____ him _____ as soon as possible. He _____ his cell phone number. Helen asks Mr. Peterson to _____his surname. She promises to _____ Ms Jones the _____.

2. Read the second part of the conversation, when Pauline calls Ryan back.

Ryan: Hello?
Pauline: Hi, Ryan, this is Pauline returning your call.
Ryan: Hi Pauline, thanks for getting back to me. I was calling about the ***shipment of keyboards***[1] for our office – we haven't got them yet.
Pauline: Oh, that's not good – they were supposed ***to be delivered***[2] three days ago.
Ryan: Exactly, and we have a new group of employees starting on Monday, so we really need those keyboards as soon as possible.
Pauline: Okay, I'll look into it right away – if necessary, we can send you an emergency overnight shipment.
Ryan: Thanks, Pauline, I appreciate it.
Pauline: No problem, Ryan. I'll call you back a little later, as soon as I have more information.
Ryan: Sounds good – talk to you soon.
Pauline: Bye.

Notes:
1. shipment of keyboards – поставка клавиатуры
2. deliver – доставлять

- ***Comprehension***

Answer the questions.

1. Who calls Ryan?
2. What was Ryan calling Pauline about?
3. Have they got the keyboards?
4. When were the keyboards supposed to be delivered?
5. When do they need the keyboards?
6. How is Pauline going to solve the problem?

FOCUS ON VOCABULARY

Task 1 **a) From the context, try to guess what the meaning of the words / phrases in bold are. Then do the quiz at the end to check if you are right.**

1. 'Could you **hold on** a moment please?'
2. 'I'm just going **to put you through** now.'
3. 'I can't **get through** to his line at the moment, could you call back later please?'
4. 'I think the operator **hung up on me**, the line just went dead!'
5. 'I'll **call up** the theatre, and find out about tickets.'
6. 'I'll ask him **to call you back**, when he gets home.''
7. 'No one **is picking up**, maybe they're not at home.''
8. 'When he **gets off** the other phone, I'll pass on your message.'
9. 'When do you think she'll be able **to get back to me**?'
10. 'I think we got **cut off**, I can't hear her anymore.'
11. 'Sorry you couldn't get through to me. My phone was **switched off**, because the battery had died.'
12. 'I'm afraid I can't hear you very well, could you **speak up** a little please?'
13. I'm afraid she's not available at the moment. Can I **take a message**?
14. **I'm returning your call** about international shipping.
15. Sounds good – **talk to you soon.**

b) Quiz: **Using the words in bold from the above 15 statements, match the 'verb / phrase' with its more common Russian equivalent below.**

звонить по телефону	отвечать на звонок	связаться по телефону	
перезвонить	оставаться на линии		отключаться
выключать		перезвонить	
передать сообщение	он бросил трубку, не дав мне договорить		до скорого
связаться	соединить	говорить громко	прерывать

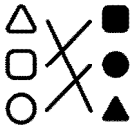
Task 2 Choose the correct answer.

1. When you pick up the phone at work, you can say (if your name is Nick Brown):
a) Hello, I'm Nick Brown.
b) Hello, Nick Brown speaking.
c) Who's there?
2. When you answer your phone and the other person asks for you by name (i. e, "Can I speak to Linda, please" and you are Linda), you say:
a) Speaking! b) Yes, this is! c) Yes, I am.
3. If the person you want isn't there, you can say:
a) Could I take a message, please?
b) Could you call me back, please?
c) Could I leave a message, please?
4. When you get through to the right person, you can introduce yourself:
a) Hello, this is (your name)

b) Pleased to meet you! I'm ...
c) I'm calling you and my name is...
5. If you don't understand someone on the phone, you can say:
a) Can you repeat?
b) Could I repeat that please?
c) Sorry, could you repeat that please?
6. The person gives you their surname, but they said it too fast. You say:
a) Repeat your surname.
b) Sorry, I didn't catch your surname.
c) Spell your surname for me, please.

Task 3 Match the words with their meanings.

1. hang on	a) you make a phone call
2. hang up	b) to select (a series of numbers) on a telephone by turning a dial or pushing buttons
3. ring somebody up	c) to return a phone call
4. pick up the phone	d) you answer a call when the phone rings.
5. put through	e) to connect your call to another telephone
6. call back	f) the part of a telephone that you hold near your ear and mouth for listening and speaking
7. answering machine	g) wait
8. dial	h) a machine that receives telephone calls by playing a recorded message and usually by recording messages from callers
9. a handset	i) finish the call by breaking the connection



Task 4 **Fill in the blanks choosing the missing words.**

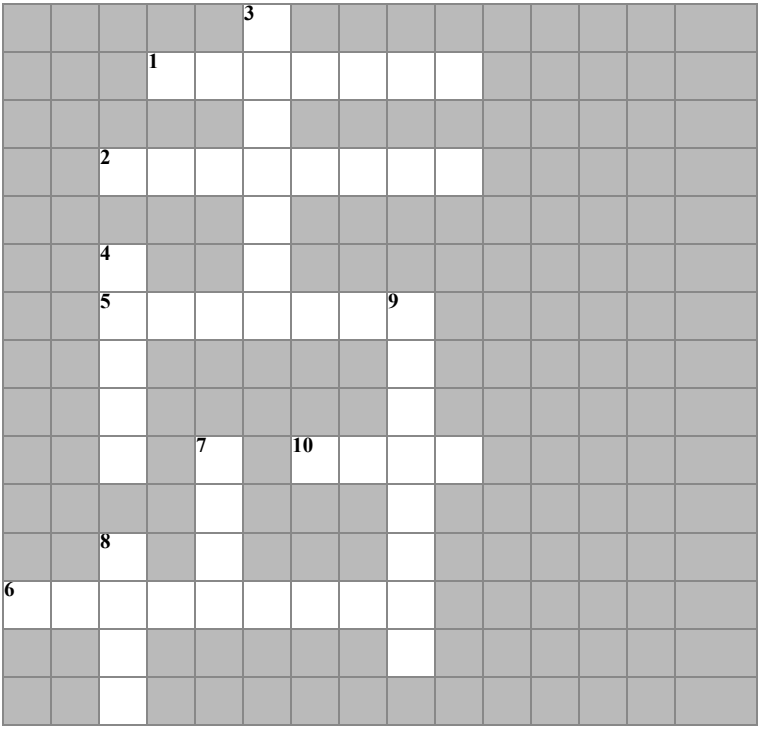
ring up // dialed // press-button telephone // hold the line // answering machine // put // connect // calling // contact // handset

1. Hello, who is that ……?
2. I'll get the information you want. ……, please.
3. You asked me to …… when I was in town again.
4. Can I …… him on Sunday?
5. I'll ……you through to Order Inquiries.
6. Lift the …… and listen for the dial tone before you make a call.
7. Tom …… Mary's number and got a busy signal.
8. The …… is a telephone that uses buttons or keys for dialing a telephone number.
9. The phone rang four times, and then the …… switched on.
10. Will you please …… me with Mr. Smith?

Task 5 **Fill in the gaps with the correct prepositions.**

1. The line was engaged, so I'll have to call …… later.
2. Do not switch …… the phone during a call.
3. They couldn't hear the speaker and asked him to speak …… a bit.
4. I was cut …… while I was speaking.
5. Tom pick …… the telephone, it's your father.
6. The phone rang four times and Carmen was ready to hang …… when Katie answered.
7. I called him …… as soon as I got to a phone to tell him the news.

Task 6 **Solve the crossword puzzle.**



Across:

1. Соединять
2. Слушаю!
5. Телефонная трубка
6. Доступный
10. Звонить

Down:

3. Занято
4. Телефон
7. Набирать номер
8. Вызов
9. Переключать

FOCUS ON

ROLE PLAY

Task 1 **a) Complete the following conversations with phrases from the list below. Use each phrase only once.**

A) 1. _____
Good morning. Could I speak to Linda Brown, please?
2. _____
Lesley Linwood.
3. _____
She said she'd be in all morning.
4._____
Linda Brown.
5._____
Ah yes, Ms Linwood, it's about…

B) 6._____
Lindberg, did you say?
7._____
There's no one here by that name.
8._____
Yes, this is 78 64 54 42.
9._____
That's all right.

C) Anglo-Swiss Travel, Heidi Richter.
Morning. Could I speak to John Peat?
10._____
Peat.
11._____
Oh, hello Steve. How are things?
12._____
13._____

Yes, the ones we discussed: the 12th and the 19th.
14._____
Of course. Bye now.

PHRASES TO BE USED
a) Yes, that's right.
b) Yes, hold the line and I'll put you through to him.
c) Good. You'll confirm that to me in writing?
d) You asked me to call as soon as possible.
e) Hold the line, please, and I'll see if she is in.
f) Who's calling, please?
g) Morning John. Steve Jones here.
h) Oh, isn't there? Could I check the number?
i) Fine. You asked me to call back about the Geneva group.
g) Could I speak to Mrs. Lindberg, please?
k) Hello, I can connect you now.
l) Reynolds Bicycles, good morning.
m) Oh, I am sorry. I must have dialed the wrong number.
n) Yes. Can you confirm the dates now?

b) Choose any of the dialogues and act it out.

Task 2 a) Match the first half of the sentence to the second half to complete these common expressions used on the telephone.

1. I'll put you	?	a) who is calling?
2. This is	?	b) the line?
3. Would you like to	?	c) leave a message?
4. John	?	d) through.
5. Can I ask	?	e) calling.
6. Can you hold	?	f) isn't available at the moment.
7. I'm afraid Ms. Green	?	g) Helen Sanderson.
8. I'm sorry,	?	h) the line is busy.

b) Using these expressions, make up your dialogue. Act it out.

Task 3 Put the lines of the dialogue in the correct order. Act it out.

1. I may not be able to make it at ten. Would 10:30 be OK?
2. My name is Mr. Smith. I'm calling in regards to our meeting this week.
3. Sure… thanks for calling. Have a nice day
4. Good afternoon, this is Linda. How may I help you?
5. Hi, Mr. Robinson. I was just calling to confirm the details of our meeting. What's a good time for you?
6. Hello. Is Mr. Robinson available?
7. Not at all.
8. Great. Transfer the call to me. Hello, Mr. Smith. What can I do for you?
9. May I ask who is calling?
10. Great. I'm looking forward to it. See you soon.
11. Would you mind holding for a minute, Mr. Smith?
12. Well I'm very busy tomorrow. How about 10 o'clock on Friday?
13. Thanks so much.
14. Hello.
15. Sure that works for me. I'll put you on my schedule for 10:30 on Friday.
16. Mr. Robinson, you have a phone call from a Mr. Smith about a meeting this week.

Task 4 **Look through the most commonly used telephone English phrases. Make telephone calls with a partner using suitable expressions and the telephone prompts given below.**

Introduction /Making contact
Hello // Good morning // Good afternoon ... *This is … speaking* *Could I speak to … please? // I'd like to speak to ... // I'm trying to contact ...*
Giving more information
I'm calling from ... *I'm calling on behalf of Mr. X ...*
Taking // Receiving a call
X speaking. Can I help you? *Hello, this is ___ speaking'* *'___ speaking, how may I help you?'*
Asking for more information // Making a request
'Who's calling please?' // 'May I ask who's calling please?' *'Who's speaking?'* *'Where are you calling from?'* *'Are you sure you have the right number / name?' // 'Is that definitely the right name/number?'* *'Can I ask whom I'm speaking to please?'* *'Could I speak to someone who ___?'* *'I would like to make a reservation please'* *'Could you put me through to extension number ___ please?'*
Asking the caller to wait / Transferring a call
Hold the line please. *Could you hold on please? // 'Could you hold on a moment please?'/Just a moment please.* *I'll just put you through.* *I'll just transfer you now.*

Connecting
Thank you for holding. *The line's free now ... I'll put you through.* *I'll connect you now. // I'm connecting you now.*
Giving negative information
I'm afraid the line's engaged. Could you call back later? *I'm afraid he's in a meeting at the moment.* *I'm sorry. He's out of the office today. // He isn't in at the moment.* *I'm afraid we don't have a Mr. // Mrs. // Ms // Miss. ... here. //* *I'm sorry. There's nobody here by that name.* *Sorry. I think you've dialled the wrong number. // I'm afraid you've got the wrong number.*
Telephone problems
The line is very bad ... Could you speak up please? *Could you repeat that please?* *I'm afraid I can't hear you.* *Sorry. I didn't catch that. Could you say it again please?* *I'm afraid my English isn't very good, could you speak slowly please?*
Leaving / Taking a message
Can I leave // take a message? *Would you like to leave a message?* *Could you give him // her a message?* *Could you ask him // her to call me back?* *Could you tell him // her that I called?* *Could you give me your name please?* *Could you spell that please?* *What's your number please?*
Saying Goodbye
Thank you for calling *Have a good day // Goodbye*

Telephone prompts

- ✓ A telephones B in order to speak to the manager. Unfortunately, the manager is out. Leave a message.
- ✓ B telephones A and would like to speak to a colleague, Ms. Stevenson. A asks B to wait and puts B through to Ms. Stevenson.
- ✓ A telephones B and wants some basic information about the company. B describes what the company does and sells.
- ✓ B telephones A to complain about a broken product. A apologizes and redirects B to the appropriate customer service department.
- ✓ A telephones B to make an appointment with the personnel department. B suggests a time to speak to Mr. Tailor who works in the department. A agrees to come in at the suggested time.
- ✓ B telephones A asking for information about exhibition opening hours. A provides the appropriate information.

Task 5 **Work in pairs. Agree which of you is Student A and which is Student B. Use the corresponding information given on this page. Sit back-to-back. Student A should now 'ring' Student B. When you have done the calls once you can change the roles.**

A 1 You are the operator at Supermotors Inc. The person the caller wants to speak to is on holiday. Take the caller's name and any message.

B 1 Your name is Philip Brown from Sydney, Australia. You met Mr O'Brien from Supermotors Inc. in Australia and said you would call him. Ring Supermotors and ask to speak to him.

A 2 You are Chris Williams at Supermotors Inc. You think it will be possible to make the change the caller wants. Get the reference number and say you'll ring back.

B 2 You are Reginald Johnson, Autoparts Ltd. Ring Chris Williams at Supermotors Inc. You would like to have your order (AC67745M) one week earlier than agreed.

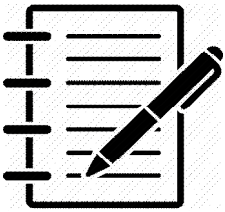
A 3 You are an agent for the Philippine Fruit Export Council. The Marketing Manager for the Pineapple Division at the Council headquarters (2336 Roxas Boulevard, Pasay City, Metro Manila Philippines) is Mr Emilio Ribano.

B 3 You are interested in importing fresh pineapples from the Philippines. Contact their Fruit Export Council agent in London and find the name and address of the best person to contact.

A 4 You work for United Engineering. You need to ask Express Delivery Services to collect a parcel from your office. Telephone Express Delivery Services and ask them to help you. Have your office address details ready to give them.

B 4 You work as a receptionist at Express Delivery Services. Answer the telephone. Connect the customer to the correct office (for collection of parcels they need to speak to Customer Services). Unfortunately there is no one in the Customer Services Office at the moment. Apologise and take a message. You need to find out what the parcel is and where the office of the customer is.

FOCUS ON WRITING



Task 1 Translate in writing.

A. For most types of businesses the telephone plays a major part in daily operations. This is because businesses need them in order to call out and contact vendors, business associates, and clients or customers. They are also valuable in that they open a door of communication with customers by allowing them to contact the business at any time during its hours of operation. It is important for businesses to know the difference between good and bad phone etiquette. In the hands of a poorly trained employee, manager, or business owner, telephone use can have an extremely negative effect on the business. For this reason, it is important that companies properly train their employees on good and bad phone practices.

B. *TELEPHONE DO'S*. When answering a business phone it is important that it is not allowed to ring more than three times. Advise employees that the second or third ring is the ideal time to pick up the telephone.

The phone should be answered with a positive greeting such as "Hello," "Good Morning," or "Good Afternoon," etc. Following the greeting the person who answers the phone should give his or her name and the name of the business or organization that is being contacted. For clarity, the telephone should be held a distance of two fingers from the mouth.

Speak in a clear tone using a voice that is neither too loud nor too low. Words should be pronounced and said slow enough that people are able to understand what is being said to them. If someone must be put on hold, ask for permission first and give him or her the option to leave a voicemail message. When a caller

is speaking, listen to what he or she has to say without interruptions.

Always return phone calls if a return call has been promised. If a time frame was given the caller must make every attempt to return the phone call as quickly as possible within that frame. If it is necessary to transfer a call, inform the person on the other end before doing so. It is also important to explain the need for the transfer.

C. *TELEPHONE DON'TS.* If a person is answering the telephone, he or she should never answer on the first ring. Callers do not expect this and will be taken off guard.

Don't answer the phone when eating, chewing, or drinking. If a person has anything in his or her mouth it should be swallowed or removed before picking up the phone to either answer it or place a call.

If you must leave the phone, never leave the line open. Instead, place the person on hold and check back with him or her frequently – preferably every 45 seconds.

Never say the words, "I don't know" when talking with someone on the phone. The ideal response to a question where there is not a definite answer is to say "I'll check on that for you."

When talking to a client or a customer never say anything that can be taken as rudeness. The person who answers the phone should always talk to the caller in the way that he or she would like someone to speak to them.

A person should never use slang when speaking to a caller. Swear words should also never be used and may be illegal under certain circumstances, according to Federal law.

It is never acceptable to argue with a caller.

Do not transfer a call without informing the person on the phone and asking permission to do so.

When ending a phone call, do not hang up the phone without a positive closure such as "Thank you for calling," or "Have a Good Day."

FOCUS ON GRAMMAR

Task 1 **Change special questions with direct speech to sentences with reported speech.**

1. “What country do you come from?"' said Bill.
2. “How long have you been here?” said Ann.
3. “What do you think of the canteen coffee?” asked Peter.
4. “What are you going to study?"' asked Ann
5. “Why haven't you written to us for such a long time?” they asked Mary
6. “When did David buy his new car?” Peter wanted to know.
7. “Where shall we meet on Saturday?” John asked Mary.
8. “'What have you bought for Mary's birthday?” I asked

Task 2 **Change into reported speech.**

1. 'Go and get me a paper, and come straight back,' he said.
2. 'Could you shut the door, Tom?' she said.
3. 'Would you mind lending me your pen for a moment? I
4. 'Don't watch late-night horror movies,' I warned them.
5. 'Don't believe everything you hear,' he warned me.
6. 'You shouldn't touch that switch, Mary,' I said.

Task 3 **Change the sentences with direct speech to sentences with reported speech. Pay particular attention to the type of the sentence.**

1. The manager asked, “Have you done such work before?” 2. The employer said, “We will wait for your references till Saturday.” 3. I asked Kate, “How many job interviews have you had before?” 4. The secretary said, “Don’t forget to visit the exhibition of electrical equipment on Monday” 5. When I saw Christopher, I asked him, “Did you get that job?” 6. The teenager said, “I have to

get up early in the morning." 7. The teacher said, "Are you working hard at your report?"

Task 4 Correct the mistakes if there are any.

1. Rosa said that she will come early to the meeting.
2. The doctor said me not eat so much beef.
3. Olivia told that she will be late tomorrow evening.
4. The counselor told me not take any more literature classes.
5. Maria Brown said that she is not going to Colombia this year.
6. Nick said he is going to leave at six.
7. Victor said never to cheat on exams.
8. Isabella said me that she will never marry me.
9. My mother told me cook dinner myself.
10. Linda said that she has eaten already.

Task 5 Choose the correct variant.

1. "I can't drive a truck," Bill said. – Bill said that
a) he couldn't drive a truck.
b) couldn't he drive a truck.

2. "Where does Paul live?" Tom asked. – Tom asked
a) where does Paul live.
b) where Paul lives.
3. "You will have another chance to raise your grade," the professor said. – The professor said that
a) we will have another chance to raise our grades.
b) we would have another chance to raise our grades.
4. "You can stop taking those pills," the doctor explained. – The doctor explained that I
a) could stop taking those pills.
b) can stop taking those pills.
5. "Get out of here!" the clerk told me. The clerk told me
a) to get out of here.
b) that should I get out of here.

TEXT 6

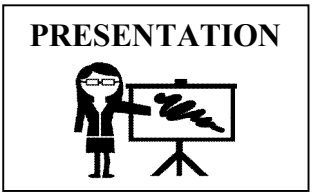
BUSINESS LETTERS

- ***Pre-reading activities***

Before you read the text discuss with your partner(s) what you know about business correspondence.

Think and answer:

What is a business letter?



- ***Reading***

This text is presented in three parts. Read part I and say what its main points are.

Business correspondence means the exchange of information in a written format for the process of business activities. Business correspondence can take place between organizations, within organizations or between the customers and the organization. The correspondence is generally of widely accepted formats that are followed universally.

A business letter is a type of correspondence between companies or between companies and individuals, such as customers, clients, contractors or other outside parties. Business letters differ from personal letters in that they are more formal in tone and writing style.

Writing for a business audience is usually quite different than writing in the humanities, social sciences, or other academic disciplines. Business writing strives to be crisp and succinct rather than evocative or creative; it stresses specificity and accuracy. This distinction does not make business writing superior or inferior to other styles. Rather, it reflects the unique purpose and considerations involved when writing in a business context. However, the tone and style can vary greatly depending on the type of a business letter.

Business letters serve a variety of purposes. They can be used to distribute or seek to obtain information. They can serve as apologies or for other troubleshooting strategies. Other purposes of business letters include use as a call to action, as an introduction or as a way to seek a position within a company.

Among the most important factors to consider while writing a business letter is the reason for writing it. The purpose of the letter is important because it helps the writer properly convey the message.

Second, the writer should consider to whom the letter is addressed. This step makes sure that the message the writer is trying to convey reaches the appropriate individual. For example, writing a letter of apology to the wrong individual defeats the purpose of the letter.

Lastly, the writer should consider the tone to use in the letter. While all business letters should maintain a certain level of formality, the tone should be different when writing a letter to someone with whom the writer has a long-established relationship in comparison to when writing to someone the writer has never met.

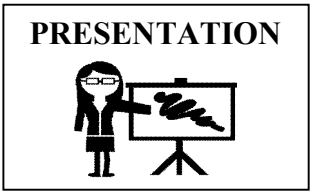
- ***Comprehension***

Look through the text again and comment on the following statements:

1. A business letter is the most formal method of communication following specific formats.
2. A business letter is addressed to a particular person or organization.
3. A business letter can be handwritten or printed.
4. Business writing audience is usually quite different than writing in the humanities, social sciences, or other academic disciplines.
5. One should consider the tone to use in a business letter.

TEXT 7

TYPES OF BUSINESS LETTERS



- ***Pre-reading activities***

Think and answer the questions:

1. What types of business letters do you know?
2. Why do people write business letters?

- ***Reading***

Read part II of the text "Business letters". Consult a dictionary to avoid the difficulties in understanding the text.

There are many standard types of business letters, and each of them has a specific focus. Here are some of them.

Typical sales letters start off with a very strong statement to capture the interest of the reader. Since the purpose is to get the reader to do something, these letters include strong calls to action, detail the benefit to the reader of taking the action and include information to help the reader to act, such as including a telephone number or website link.

Order letters are sent by consumers or businesses to a manufacturer, retailer or wholesaler to order goods or services. These letters must contain specific information such as model number, name of the product, the quantity desired and expected price. Payment is sometimes included with the letter

The words and tone you choose to use in a letter complaining to a business may be the deciding factor on whether your complaint is satisfied. Be direct but tactful and always use a professional tone if you want the company to listen to you.

An adjustment letter is normally sent in response to a claim or complaint. If the adjustment is in the customer's favour, begin the letter with that news. If not, keep your tone factual and let the customer know that you understand the complaint.

Inquiry letters ask a question or elicit information from the recipient. When composing this type of letter, keep it clear and succinct and list exactly what information you need. Be sure to include your contact information so that it is easy for the reader to respond.

Follow-up letters are usually sent after some type of initial communication. This could be a sales department thanking a customer for an order, a businessman reviewing the outcome of a meeting or a job seeker inquiring about the status of his application. In many cases, these letters are a combination thank-you note and sales letter.

Prospective employers often ask job applicants for letters of recommendation before they hire them. This type of letter is usually from a previous employer or professor, and it describes the sender's relationship with and opinion of the job seeker.

Acknowledgment letters act as simple receipts. Businesses send them to let others know that they have received a prior communication, but action may or may not have taken place.

Cover letters usually accompany a package, report or other merchandise. They are used to describe what is enclosed, why it is being sent and what the recipient should do with it, if there is any action that needs to be taken. These types of letters are generally very short and succinct.

When an employee plans to leave his job, a letter of resignation is usually sent to his immediate manager giving him notice and letting him know when the last day of employment will be. In many cases, the employee also will detail his reason for leaving the company.

An apology letter is written for a failure in delivering the desired results. If the person has taken up a task and he fails to meet the target then he apologizes and asks for an opportunity to improve in this type of letter.

- *Comprehension*

1. Work in pairs or small groups. Discuss with your partner(s) what you have read about types of business letters. Be ready to give your partner(s) as much information as possible and find out their opinion.

2. Read the following samples of business letters. Define their types.

A.

Dear Mr. Brown,

I highly recommend Robert Doyle, as his performance working as a sales manager for Santy Company has indicated that he will be the perfect worker for any company.

Robert Doyle was employed by Santy Company from 20… to 20…. For 5 years he handled his job well. His duties included working out various activities to create networks for distribution of our goods, the creation of information database and the analyses of the sales volume.

Robert has the right qualities to implement talks on business matters. In addition, he is very good at getting into contact with any client.

I would rank him as one of the best sales managers we have ever had. Robert would be a perfect asset for your company.

If you have any questions, please do not hesitate to contact me.

Yours Sincerely, Morgan Lawrence

B.

Dear Sirs,

With reference to your advertisement in yesterday's AGRIVITA, could you please send me a copy of your latest catalogue of your feed products? I would also like to know if it is possible to make purchases online.

Yours faithfully,

Kenneth Beard

Administrative Director

C.

Dear Sir,

I am writing to enquire about some items of laundry which they lost in your Hotel laundry service. I was staying at Haughty House Hotel from August 3rd until 16th March. On the morning of the 5th, I handled in my laundry bag and when it returned the next day, I discovered that two socks were missing. One was brown, the other dark yellow. I also discovered that my shirt had lost all buttons. The house keeper, to whom I complained, told me that they would post the items on to me. I have heard nothing since. I would also like to mention the question of compensation for the shirt. It was ruined. I bought it for $15 only a week before.

Yours faithfully, Barry Foot

TEXT 8

THE GUIDE TO THE BASICS OF BUSINESS LETTERS

- ***Reading***

Read part III of the text "Business letters" and state its main idea.

The basics of good business letters writing are very easy to learn. These basics are important because certain formulas are recognized and handled accordingly. Once you understand these basics, you can refine your business letter writing skills by focusing on different types of business letters.

Business letters usually contain the following information:

- ✓ date of writing
- ✓ your e-mail
- ✓ the destination address
- ✓ message or greeting
- ✓ message (body of the message)
- ✓ closing
- ✓ signature, printed name and title of the sender

A good business letter is brief, straightforward, and polite. If possible, it should be limited to one single-spaced typewritten page. Because it is so brief, a business letter is often judged on small, but important, things: format, grammar, punctuation, openings and closings. A business letter is not the place to try out fancy fonts or experimental writing styles.

There are two main styles of business letters:

- ✓ Full block style: Align all elements on the left margin.
- ✓ Modified block style: Down the middle of the page, align the return address, date, closing, signature, and typed name; align other elements on the left page margin.

Below are the elements of a standard business letter and their functions:

Return Address: Your address (or the address of the company you represent). If you are using preprinted stationary, there is no need to retype the information.

Date: Leave two blank lines after the return address. Always spell out the month and include the day, a comma, and the year.

Inside Address: Leave two blank lines after the date. Then type the address of the person or company to whom you are writing.

Salutation: Type Dear, followed by the person's name. End the line with a colon. If you don't know the name of the person, use a title instead (i.e. Dear Editor, Dear Madam).

Body: Align your message on the left margin. Skip a line before starting a new paragraph, but do not indent the paragraph's first line. Make sure that each paragraph is clear and concise.

Closing: Leave two lines of space after your last body paragraph, then use a conventional closing, followed by a comma (i.e., Sincerely, Sincerely Yours, Respectfully).

Signature: Your signature should appear below your closing. Unless you have established a personal relationship with the person you are writing, use both your first and last name.

Name and Position: Four lines after the closing, type your full name. Do not include a title (Mr. or Mrs.). If you are writing on behalf of an organization, type your title on the next line.

Abbreviations at the end of a letter: If you send a copy of a letter to someone other than the person addressed, use cc: and the person's name. Use Enc. or Enclosure if you enclose something with the letter. If someone else types it, put the writer's initials in capitals, then a slash and the typist's initials in lowercase: MT/fjr. Just one abbreviation should appear on a line.

Most business letters contain a lot of **standard phrases**. These phrases provide a frame and introduction to the body of the letter. Here are some common ones.

= Salutation (greetings) =

- ✓ Dear Sir or Madam (use if you don't know who you are writing to)
- ✓ Dear Dr, Mr, Mrs, Miss or Ms Brown (use if we you know who you are writing to and have a formal relationship with)
- ✓ Dear Frank (use if the person is a close business contact or friend)

= Ending (complimentary close) =

- ✓ Yours faithfully, (use if you don't know the name of the person you're writing to)
- ✓ Yours sincerely, (use if you know the name of the person you're writing to)
- ✓ Best wishes, Best regards, (use if the person is a close business contact or friend.

- ***Comprehension***

Answer these questions.

1. What are the main parts of a business letter?
2. Are there any limits in the size of a business letter?
3. What can you say about the language and style of business letters?
4. How should you address to the person if you don't know the name?
5. What ending should you use if you know the name of the recipient?
6. Are there any abbreviations at the end of the letter? What are they?

FOCUS ON → VOCABULARY

Task 1 **Give English equivalents. Consult the dictionary if necessary.**

письмо-запрос, письмо-предложение, письмо-заказ, письмо-реклама, письмо-жалоба, рекомендательное письмо, письмо-претензия, письмо-заявка

Task 2 **Read and translate into Russian the following international words and word combinations. Make up sentences using them.**

Normal business activity, telephone number, e-mail address, communication, personal contacts, international, business correspondence, standard, personal signature, company logo, address, to address, to stress, style, natural, author, position, punctuation, abbreviation, catalogue, copy of cheque, certificate, contract, document.

Task 3 **Read sentences, substitute the words in bold by the synonyms from the box.**

enclosures // to stress // correspondent // inside address // correspondence

1. **The address of the person or company receiving the letter** is usually typed on the left-hand side.
2. Business **letter** serves to order a product, to provide or request information, to complain about something etc.

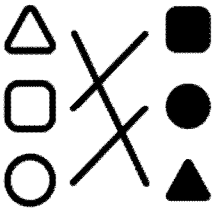
3. The subject line helps **to emphasize** the purpose of a letter.
4. For **the person receiving the letter** it is usual to write a greeting such as *Dear Mr or Dear Sir*.
5. If there are **materials along with the letter**, the abbreviation *Encl.* is typed in the bottom left-hand corner.

Task 4 **Insert the proper prepositions.**

1. Writing business letters is very important … normal business activity. 2. Sometimes business letters are written … printed company forms. 3. The typical business letter consists … some standard parts. 4. All parts of a business letter are separated … a double space. 5. The name and address … the company to which a letter is written are usually typed … the left-hand side. 6. Sometimes the writer places the subject line … the greeting and the body of the letter. 7. In the introductory paragraph the author may refer … any previous correspondence or conversations, mention the sources … information and the reasons … writing the letter. 8. A letter on paper should always be signed … hand and … ink, because a signature is a personal mark … the author.

Task 5 **Match the words with their synonyms.**

1. the ending
2. main parts
3. concluding comment
4. your address (not your name)
5. the greeting
6. the name and address of who you are writing to



a) inside address
b) signature
c) salutation
d) body of the letter
e) the sender's address
f) complimentary close

Task 6 **Choose the best place for the words from the box.**

introduction // start // *inside address* // *your company's address* // *detail section* // *signature* // *complimentary close*

1. The ___?___ helps the reader to understand in which context the letter should be considered.
2. The ___?___ of any business letter begins by addressing the recipient of the letter.
3. Place ___?___ at the top of the letter on the right.
4. In the ___?___ you achieve your goals in writing a business letter.
5. The ___?___ is typed on the left.
6. The name of the person signing the letter is typed below the space left for the ___?___.
7. The most usual ___?___ is "Yours faithfully".

Task 7 **Match a greeting with a suitable ending. Think and answer which of these phrases are formal and which are informal?**

1. Dear Sirs	?	A. Yours Bob
2. Darling Rosie	?	B. Yours faithfully, Robert J. Fleming
3. Dear Ms Mc Donald	?	C. Lots of Love Bobby
4. Dear Helen	?	D. Best regards
5. Dear Philip	?	E. Yours sincerely, Pierre Lacoste

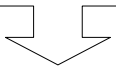
Task 8 **Read the following sentences. Group together the phrases which belong to: 1) introduction; 2) main part; 3) conclusion.**

Introduction – The reason for writing
Main parts / details – What would you like to accomplish?
Conclusion – What would you like to happen in the future?

- ✓ I am writing to inform you about the students' conference.
- ✓ We feel sure that our offer will be of interest to you.
- ✓ I would just like to confirm the main points we discussed on Tuesday.
- ✓ I'm writing to inquire about some electronic devices which they lost in your workshop.
- ✓ I would like to mention the question of compensation for the washing machine. It was ruined.
- ✓ Thank you for your letter of March 15.
- ✓ If your equipment meets our requirements we'll place a large order for your equipment.
- ✓ Would you kindly send us more information about your pumps?
- ✓ If you would like further information, please telephone or telex me: my extension number is 776.
- ✓ We wish to inform you that we have started producing a new model of wheeled tractors.
- ✓ Your prompt answer will be appreciated.
- ✓ We take pleasure to send you the desired samples.
- ✓ We hope our air-conditioned cabs will be in great demands in Belarus.
- ✓ We would like to recommend you especially the following positions in the price-list.
- ✓ As you will see, our product combines economy, high power and quick charging time.

Task 9 **Choose the best place for the words from the box.**

introduction // start // inside address // your company's address // detail section // signature // complimentary close



1. The ___?___ helps the readers understand in which context the letter should be considered. 2. The ___?___ of any business letter begins by addressing the recipient of the letter. 3. Place ___?___ at the top of the letter on the right. 4. In the ___?___ you achieve your goals in writing a business letter. 5. The ___?___ are typed on the left. 6. The name of the person signing the letter is typed below the space left for the ___?___. 7. The most usual ___?___ is «Yours faithfully»

Task 10 **Read the following useful phrases used when writing business letter. Use the list of common phrases to complete the letter below.**

Starting
1) We are writing - to inform you that… - to confirm … - to request … - to enquire … 2) We received your address from … 3) We read your advertisement in … 4) We are contacting you for the following reason … 5) We recently heard about … and we would like to …

Requesting
1) We would be grateful if you could … 2) Could you please send us … 3) We are interested in … 4) In addition, we would like to receive … 5) Could you let us have …
Agreeing to request
1) We would be delighted to …
Referencing to previous contact
1) Thank for letter of March 15. 2) In reply to you request … 3) With reference to our telephone conversation yesterday … 4) It was a pleasure meeting you at the AgriTech exhibition. 5) I would just like to confirm the main points we discussed.
Enclosing documents
1) We enclose our latest catalogue of … 2) Please find enclosed … 3) We enclose with the letter our current price-list. 4) You will find enclosed … 5) As you requested, we are enclosing the description of…
Closing remarks
1) Please contact us again if … 2) For further details … 3) If you require more information … 4) Thank you for taking this into consideration. 5) We hope you can settle this matter to our satisfaction.
Reference to future business / contact
1) We look forward to a successful working relationship in the future. 2) We would be pleased to do business with your company. 3) We look forward to hearing from you … 4) We would appreciate a prompt reply. 5) Looking forward to receiving your comments.

	Dear, _____	
REFERENCE	(1) _____ your phone call yesterday.	**REASON FOR WRITING**
	(2) _____ _____ to confirm that _____	**AGREEING TO A REQUEST**
	(3) come and discuss your offer in detail.	
REQUEST	(4) _____ send us a copy of your latest catalogue of your generators?	
	(5) _____ _____	**REFERENCE TO FUTURE CONTACT**
FINISH	(6) _____ _____	

Task 11 Tick (✓) the sentences which are used in the business letters.

- ☐ Dear Sir or Madam.
- ☐ Thank you for your beautiful letter.
- ☐ I am writing to ask about…
- ☐ I am writing to enquire about…
- ☐ I have just found your advertisement in… and would like to…
- ☐ I hope you are well.

- ☐ I am writing in connection with ...
- ☐ Sorry for my late response.
- ☐ I have been looking for…
- ☐ The photos you sent me are very impressive.
- ☐ That's all for now.
- ☐ I am interested in…
- ☐ Anyway, I must end this letter now.
- ☐ It was great to hear from you again.
- ☐ I am planning to … and that is why I found this text / offer / advertisement interesting.
- ☐ I think you might want to hear about my dog.
- ☐ I have just read about your services but I am not sure if...
- ☐ You will be surprised to hear that I have got married.
- ☐ I'm very interested to hear all your news.
- ☐ I cannot understand if…
- ☐ I am still not sure about one thing/problem, namely...
- ☐ Sorry, I haven't written for ages, but I've been really busy.
- ☐ It is not clear to me if…
- ☐ I wonder if you could…
- ☐ I would like to know more details about…
- ☐ I would like to ask for further information about…
- ☐ I'm really looking forward to meeting you soon.
- ☐ Best Regards.
- ☐ Yours Peter.
- ☐ I would like to ask for further information concerning...
- ☐ I'm sorry I haven't written for so.
- ☐ I would be very grateful if you could…
- ☐ How's your mother?
- ☐ How are you doing?
- ☐ I look forward to your answer / to hearing from you.

FOCUS ON → **DISCUSSION**

Task 1 **Work in pairs.**

Student A *Ask the partner for a bit of more information about the business letter structure.*	
	Student B *Tell your partner about the structure of a business letter. Give as many details as you can.*

Model 1:

St. A: I need your help. I have trouble in writing the body of business letter. Could you give me some recommendations?

St. B: Of course. The first point is introduction. Describe the reason of writing. The next point is the main part. Explain your reasons of writing in detail, provide more information. And the last point is conclusion.

St. A: Thank you.

Model 2:

St. A: I need to write the letter to my partners. But I don't remember how the business letter is drafted. Could you remind me?

St. B: No problem. At the beginning write your address and the name and address of your partner. Then don't forget the salutation. The next step is to write the main part of your letter.

St. A: Do I need summarise my reason for writing in the last part of my letter.

St. B: Sure. Concluding comment is necessary to make clear what you want your partner to do.

St. A: Thank you.

Task 2 Find the logical order of the letters. Exchange the information from the letters with your partner.

Student A

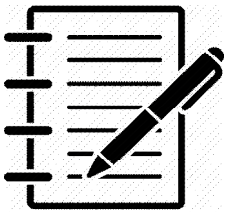
1. He will get in touch with you on his arrival in Helsinki.
2. We should like to inform you that Mr. Nikitin , our general director, is attending the International Engineering Conference which will be held in Helsinki between the 20th and the 25th of February, and he is authorized to negotiate the purchase of the machines you offer.
3. We look forward to doing good business with you.
4. Dear Sirs,
5. Yours faithfully, Belagroservice
6. We thank you for your offer dated the 8th February which we have given our best consideration.

Student B

1. We should be very grateful if you would let to know, whether you agree to participate.
2. We are confident that your presence will contribute toward making the Congress an outstanding event.
3. Dear Madam,
4. Sincerely yours. (signature)
5. It gives me great pleasure to extend to you a formal invitation to attend our Congress that will be held in London in May, 2009.
6. If you wish to make a contribution, please, let us know its tentative title.

Task 3 Sum up what you have read about a business letter and discuss it with your partner.

FOCUS ON → WRITING



Task 1 **Write a business letter using the typical ways of beginning and finishing a letter**.

Introduction:
1. In reply to your letter of 14 February 20…
2. Thank you for your letter dated 14 February 20…
3. We were delighted to receive your letter of 14 February 20…
4. Further to our telephone conversation last month …
5. We have heard from … that you …
6. We have noticed your job advertisement in … dated …
7. We were pleased to know about your interest in …

Main part:
1. We are writing to confirm our wish to take part in …
2. I am writing to confirm our wish to apply for the position of …
3. Would you please inform us (let us know) as soon as possible if …
4. We would like to have further details about …
5. In connection with this …
6. We are attaching some information about …

Closing:
1. We look forward to your early reply.
2. We look forward to hearing from you soon.
3. Your prompt answer would be appreciated.
4. Thank you for your time and trouble.
5. If you have any questions, feel free to contact us.
6. Please do not hesitate to write if you require any additional information.

Task 2 **Compose the letter below placing its parts in the proper order. Translate it in writing.**

We write to inform you that we developed a new device at our University (Loughborough) that can identify tiny amounts of explosive particles – invisible to the naked eye.

If you think our work is worth being spoken about, we would like to ask you to give us a chance to present it.

It could provide the solution to better protecting the travelling public from acts of terrorism.

We would be grateful to receive a prompt reply.

We would appreciate your attention to our research.

In the recent issue of *Chemical Review* we have found information on the Scientific Conference *New Discoveries in Science* to be held in Swansea.

Created by Professor John Tyner from the University's Wolfson School of Mechanical and Manufacturing Engineering, along with colleagues from the Department of Chemistry, the device is currently undergoing field trials at a number of undisclosed locations across the country.

We are looking forward to reporting our new discovery and discussing it with the scientific public.

Task 3 **Write your reply to this letter.**

FOCUS ON GRAMMAR

Task 1 **Rewrite the sentences. Use *one* or *ones* instead of a repeated noun.**

Example: I am going to buy an ice-cream. Would you like an ice-cream? – Would you like one?

1. Which exhibition would you like to visit? – I'd like to visit the exhibition of modern farm machinery.
2. There are free offers and firm offers.
3. Most business letters contain a lot of standard phrases. Here are some common standard phrases.
4. Telephone conversations, especially business telephone conversations, follow certain patterns.
5. I haven't got a dictionary. I must buy a dictionary.

Task 2 **Rewrite the sentences. Use *that* or *those* instead of a repeated noun.**

Example: The weight of an elephant is more than the weight of a cow. – The weight of an elephant is more than that of a cow.

1. The diameter of the Moon is 50 times less than the diameter of the Earth. 2. This is the basic outline for most business telephone conversations, especially telephone conversations made to businesses to request information or ask for clarification. 3. These applicant is not as qualified as the applicant you interviewed last week. 4. The fruits in our store are more expensive than the fruits in the market. 5. The offer made by Black Inc. is more profitable than the offer we received two days ago.

Task 3 **John and Ann are buying things for their new flat. Fill in the dialogue using *one* or *ones*.**

A: Here is the furniture department. We need some mirrors.
J: Do we need round … or oval … ?
A: I think oval … are better.
J: OK. Let's take some oval mirrors and one square … .
A: What about a sofa? There is a green … and a floral … . Which … do you prefer?
J: I prefer the floral … .
A: Now we also need some barstools for the kitchen.
J: We can use the metal … that my brother gave us.
A: All right then.

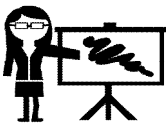
Task 4 **Underline word-substitutes and say what word is substituted**. **Translate the sentences into Russian.**

1. This text is more difficult than that one.
2. One of the students is absent today.
3. One must always try to speak English at our lessons.
4. There is only one way to do it.
5. Those present at the meeting were the teachers from our university.
6. I like to read English books as well as Russian ones.
7. The students of the first group study better than those of the second one.
8. Sugar dissolves in water. So does common salt.
9. The pressure changed, so did the temperature.
10. Carbon dioxide cannot support life, its properties being different from those of the oxygen which it contains.
11. I was very impressed by your report, but I didn't like that of your friend.
12. The new device enables one to examine the process more thoroughly.

TEXT 9

INQUIRIES and OFFERS

PRESENTATION



- ***Pre-reading activities***

Work in pairs. Ask your partner as many questions as you can about an inquiry and offer.

- ***Reading***

Read the text and discuss with your partners its main points.

Business transactions usually start with inquiries. As a rule, the prospective Buyer gets the name and address of the prospective Seller either at an exhibition, from an advertisement, on a television or radio commercial. All these channels of information and advertising are very important. Inquiries can be sent by mail, by telex or by fax. Sometimes inquires can be made orally, by phone.

In the inquiry the prospective Buyer states in what goods exactly he is interested in and asks for the details of the price and terms of sale. When the Buyer wants to know at what price and on what terms he could buy the goods required by him, he usually sends out inquiries to firms, companies and organizations manufacturing such goods or dealing with them. Often the Buyer asks the Seller to send him (to enclose with the offer) illustrated catalogues, price lists or other publications and, if possible, samples or patterns of the goods he is interested in. When asking the Seller to send him a quotation (or to make him an offer) the Buyer gives a detailed description of the goods required by him.

After considering the inquiry for some time the prospective Seller sends an offer in reply. The offer expresses the wish of the Seller to sell the goods. But it's not a legal document and the Seller may for this or that reason decide not to sell. The offer is only the first step in a contract. The offer usually quotes the price and stipulates terms of delivery and some other necessary details.

The Sellers may offer their goods to their regular customers or to those who may be interested in them without waiting for an inquiry. These are voluntary or free offers. They were formally called without obligation (or engagement). This kind of offer does not bind the Seller and therefore may be made to several potential Buyers.

Then there are firm offers (binding or with obligation or engagement). A firm offer is made by the Seller to one potential Buyer only and usually indicates the time during which it will remain open for acceptance. If the Buyer accepts the offer in full within the stipulated time, he is obliged to buy the goods at the price and on the terms stated in the offer. The Sellers have the right to withdraw a firm offer at any time before it has been accepted.

- ***Comprehension***

Answer the following questions. Use the text for reference.

1. What kind of business letters do business transactions usually start with?
2. Why are different channels of information and advertising important in business transactions?
3. How can inquiries be made?
4. What does the prospective Buyer state in the inquiry?
5. What does the Buyer ask the Seller to send him?
6. What kind of business letter does the prospective Seller send in reply to inquiry?
7. What are the two main types of offers?
8. What does the offer usually quote and stipulate?
9. What is the difference between these types of offers?
10. Can the Seller withdraw a firm offer at any time?

FOCUS ON VOCABULARY

Task 1 **a) Read the sample of the inquiry letter. Pay attention to the way the letter is presented.**

b) Think and answer:

What are the sections of a letter of inquiry?

Use the list of the following sections. Put them in the correct order.

a. Reason for writing
b. Closing: request for a quick answer
c. Questions asking for specific information
d. Opening greeting
e. Date
f. Request for extra information
g. Addresses
h. Closing: greeting and signature

AN INQUIRY

The latest model of hot water boilers produced by Finnish manufacturer ZG Boiler Design was advertised at the agricultural exhibition in Hannover. Hot water boiler has excellent working characteristics and is reliable in operation. Belagroservice hopes that the advertised hot water boiler is superior to those offered by other firms and they immediately send the following inquiry to ZG Boiler Design.

Belagroservice
104 Moskovskaya Street
Minsk
Belarus

November 28, 20…

ZG Boiler Design
P.O BOX16
FI00 Helsinki
Finland

Dear Sirs,

We are interested in hot water boilers advertised by you in Hanover at "Euro Tier".

We shall be obliged if you send us a tender for the above hot water boiler. Please quote your lowest price and state the time of delivery and the most favorable terms of payment.

We also request you to send specifications and all your publications.

We should also like to inform you that Mr. Stepanov, an engineer of our department, is visiting Helsinki next month and will get in touch with your company to start talks for the purchase of the tractor required by us.

We are looking forward to your early reply,

Yours faithfully,

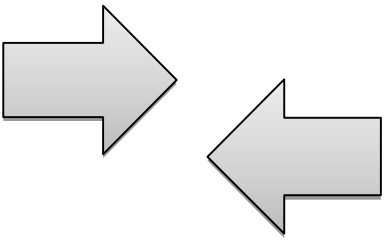
Sergei Nikitin
General Director

Task 2 **Scan the letter to find the words or word combinations with the same meaning as:**

- ✓ The process of paying somebody for something.
- ✓ The action of delivering goods.
- ✓ To contact somebody by writing, telephoning or visiting
- ✓ The action of buying something.
- ✓ To wait or hope for.

Task 3 **Match the words to make word combinations:**

1.Terms of ...
2. Quote ...
3. Send ...
4.Get ...
5.Start ...
6.Time of ...



a. ... delivery
b. ... in touch
c. ... talks
d. ... payment
e. ... a tender
f. ... the price

Task 4 **Fill in the word combinations from Task 3.**

1. We request you to …… with Mr. Smith concerning the purchase of the above machine-tools.
2. We believe that your …… haven't been changed.
3. We shall be obliged if you …… us …… for the above tractor.
4. Please …… your lowest …… and state the …….

5. After the leading specialist of Belagroservice had seen the equipment in operation he got in touch with the sales manager of the company to …… for the purchase of the equipment.

Task 5 Paraphrase the words and word combinations given in bold type.

1. Our equipment is of **high** quality.
2. We shall be very much obliged if you **contact** the firm.
3. I'm afraid we cannot **accept** your price.
4. The world prices for these goods **are increasing**.
5. I'm sorry we can't **give** you a twenty per cent discount.
6. We **ask** you to send us samples of oil as soon as possible as we are interested in buying it.
7. We've carefully studied all the technical **data** we got from you.
8. We **are hoping** for your early reply.

Task 6 Complete the sentences. Pay attention: there are odd words.

obliged // courses // produced // talks // seeing // looking // favourable // interested // cheap //advertised

1. We are interested in hot water boiler ___?___ by you at "Euro Tier". 2. We shall be ___?___ if you send us a tender. 3. Please state the time of delivery and the most ___?___ terms of payment. 4. Mr. Stepanov will start ___?___ for the purchase of the boiler required by us. 5. We are ___?___forward to your early reply.

Task 7 Read the sample of offer without obligation and the reply of Belagroservice.

OFFER WITHOUT OBLIGATION

ZG Boiler design, a Finnish firm, and our company have been doing business for a number of years. Lately a new model of hot water boiler has been introduced by the firm to the world market. Here is the letter which ZG Boiler design sent Belagroservice to acquaint them with the new model.

8th February

Belagroservice
104 Moskovskaya Str.
Minsk,
Belarus

Dear Sirs,

We wish to inform you that we have started producing a new model of hot water boiler in which, we believe, you may be interested.

From the catalogue enclosed you will see that the model is of high operation efficiency and is easy to handle. Most of the good points of the earlier types have been incorporated in the model. In addition it has many advantages as compared with the existing models.

We are pleased to offer you these apparatus at the price of … per unit. We feel sure that our offer will be of interest and assistance to you and we shall be glad to send you further information should you require it.

This offer is made without any obligation on our part.

Yours faithfully,
ZG Boiler Design

THE REPLY OF BELAGROSERVICE RAN AS FOLLOWS:

ZG Boiler Design
P.O.BOX 16
FI00 Helsinki
Finland

Dear Sirs,

We thank you for your offer dated the 8th February which we have given our best consideration.

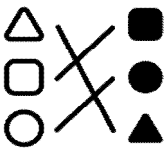
We should like to inform you that Mr. Nikitin, our general director, is attending the International Engineering Conference which will be held in Helsinki between the 20th and the 25th of February, and he is authorized to negotiate the purchase of the apparatus you offer. He will get in touch with you on his arrival in Helsinki.

We look forward to doing good business with you.

Yours faithfully,
Belagroservice

Task 8 **Match the words to make word combinations.**

1. the catalogue	a) to handle
2. easy	b) forward to
3. doing	c) best consideration
4. give	d) enclosed
5. look	e) good business



Task 9 **Compose your own sentences using word combinations from Task 8.**

Task 10 **Choose the best word to complete the sentences.**

1. ZG Boiler Design sent a letter to Belagroservice ***to acquaint // to agree*** them with the new model.
2. From the catalogue enclosed you will see that the model is easy ***to handle // to finish.***
3. In ***addition // conclusion*** it has many advantages as compared with the existing models.
4. We are ***pleased // considered*** to offer you these machines
5. Mr. Nikitin is authorized ***to negotiate // to supply*** the purchase of the machines you offer
6. He will get in ***interest // touch*** with you on his arrival in Helsinki.
7. We've seen your hot water boiler in ***solution // operation.***

Task 11 **Solve the rebuses.**

a)

b)

c)

FOCUS ON

DISCUSSION

Task 1 **Think and answer the following questions.**

When do you write an inquiry letter?	
Prompts: Use the list of the following words and word combinations.	samples of goods; a potential customer; terms of payment; discounts and promotions; to obtain price lists; a request for some information; to be interested in; goods; delivery dates; methods of transportation; catalogues.
When do you write an offer letter?	
Prompts: Use the list of the following words and word combinations. Choose the suitable ones for your answer.	to give information about goods; to offer goods; to make certain points quite clear; product specification; a promise to supply goods; sample of goods; availability of goods, to send quotations; to sell the goods; regular customer; the description of the goods; detailed prices; time and place of delivery; quality and quantity.

Task 2 **Summarize all the necessary information about an inquiry letter and an offer letter. Explain the difference between them.**

Task 3 **Discuss with a partner what type of business letter the following passages refer to.**

Memo // Letter of Complaint // Cover Letter // Inquiry Letter // Resume // Order Letter // Advertising Letter // Offer Letter

a) We know from the Russian Trade Delegation in London that you produce for export cotton and other natural fabrics. There is a steady demand here for good and medium quality goods of this type, especially in pale colours.
Will you please send us your catalogues and full details of your export prices and terms of payment together with any samples you can let us have.

?_____

b) Thank you for your letter of 25 June sending us samples of cotton prints. We find both the quality and prices satisfactory and are pleased to give you an order for the following items on the understanding that they are supplied from stock at the priced named.

?_____

c) The most suitable of our products for your requirements is the Artemis 66A Plus.
This product combines economy, quick charging time and is now in stock. I enclose a detailed quotation, specifications and delivery terms.

?_____

d) With reference to your advertisement in yesterday's "New York Times", could you please send me a copy of your latest catalogue?
I would also like to know if it is possible to make purchases online.

?_____

e) I wish to complaint in the strongest possible terms about the treatment I received from a member of your staff. I was billed the wrong amount of money and when I pointed to that fact I was rudely interrupted…

?_____

f) My professional experience has given me an in-depth knowledge of the economic industry and culture. In particular, I have worked for market of informational technology of economic. I wish to place this experience at the disposal of your company.

?_____

Task 5 Work in pairs. Comment on the following quotations.

1. Writing good letters and emails is just as important as having a smart shop window, wearing a good suit or employing a friendly, welcoming receptionist.
2. Letters are expectation packaged in an envelope.
3. A letter is the most basic – yet the most flexible – mode of correspondence, regardless of its subject matter.

FOCUS ON → WRITING

Task 1 Read the text. Make a summary in writing.

An inquiry letter is one which seeks some information from the receiver. Business organizations (and individuals) have to make enquiries at the beginning of a business transaction. The inquiry was at a personal level. The inquiry letter in fact does this job for the organization. The inquiry letter itself may be a solicited inquiry or unsolicited inquiry. When you respond to a seller's letter, advertisement or visit to promote sales with a letter of inquiry, it carries a benefit for the recipient.

A letter of inquiry should be precise and brief, clear and complete. It should state the purpose of the inquiry with clarity. It should ask for all the details the writer is interested in knowing. The letter should be written in such a way that the receiver does not ask for further clarifications on the subject of inquiry. The direct or deductive method should be adopted in a letter of inquiry.

The letter should clearly spell out the information sought and state why the information is being sought even in the opening part of the letter. If the inquiry is on a sale and has a number of questions pertaining to it such as price, quality, warranty, discount etc., the questions should be clearly enumerated and even numbered. The inquiry should also indicate the date by which the response is expected so that it prevents unnecessary delay by a misunderstanding on the part of the receiver.

The letter should clearly indicate the action desired the schedule of time and finally end on a note of courtesy and goodwill. Inquiry letters are also written seeking information on a prospective employee, or a borrower and his credit standing.

Task 2 **Read the text. Translate it into Russian in writing.**

After considering the inquiry for some time the prospective seller sends an offer in reply. The offer usually quotes the price and stipulates terms of delivery, terms of payment and discounts, packing, transportation costs, time of delivery and some other necessary details.

When sellers quote prices in their offers they usually state on what terms at this price they will deliver the goods. The supplier trying to attract the attention of potential clients or looking for new clients for special products or their range will speak about a firm offer which stipulates some specific conditions, such as a deadline and a system of discounts. The price will certainly depend on the terms of delivery. The most popular terms of delivery in foreign business transactions are: **Ex-mill, ex-works** (from a plant or factory); **fob** (free on board); **for** (free on rail); **cif** (cost, insurance and freight); **cip** (cost, insurance and paid to…); **c & f** (cost and freight).

Offers usually state the terms on which the goods are to be paid, or terms of payment. Terms of payment usually mean the currency, time of payment, mode of payment and many details.

In foreign trade transactions various modes of payment are practiced, among which the most popular are as follows: by a bank transfer; by a letter of credit; for collection; by drafts; on an open account.

Sometimes mixed terms are practiced. That depends on the value of the goods, volume of the goods, time of delivery and many other factors.

Task 3 **Write your own inquiry letter.**

Task 4 **Write your own offer and a reply to it.**

FOCUS ON GRAMMAR

Task 1 **Join the sentences. Use an appropriate linking word.**
PROMT: You may use one of the following linking words:
So / however / frankly / speaking / moreover / certainly / it goes without saying / not surprisingly / of course / definitely

1. This exhibition is the most important forum for all aspects of production. It is crowded with visitors. 2. This pavilion is large. It is in poor condition. 3. I was tired. I went to bed early. 4. The tractor technical data meet the highest world standards. We'd like to place an order with your company for this model. 5. I'm impressed by the size and scope of the exhibition. It is one of the largest exhibitions I have ever visited. 6. Computers are very useful. You can use them to store information.

Task 2 **Fill in the correct word/phrase.**

on the whole // firstly // wherever // finally // furthermore // so

There are many advantages to having a mobile phone. ___?___ people can reach you immediately with important news, ___?___ you are. ___?___ you can call for help in difficult situations, ___?___ a mobile phone is important for personal safety. ___?___, if you are late for an appointment, you can use a mobile phone to call and explain.

___?___, I think everyone should have a mobile phone.

TEXT 10

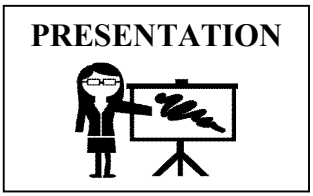
CONFERENCE

- ***Pre-reading activities***

DO YOU KNOW?

What is a conference?

What types of conference do you know?



Choose the suitable words to complete this text. Discuss with your partner.

innovative *related field* *conferences*
participants *information* *symposium*
speech *seminar* *round-table*
workshop *speakers* *to attend*

A conference is generally understood as a meeting of several people to discuss a particular topic. At a conference …. ideas are thrown about and new … is exchanged among experts. Most conferences have one or more keynote … who will deliver the keynote …. These are common at academic and business …. The speakers chosen are eminent personalities in the … and their presence is meant to attract more people … the conference.

There are various types of conferences. A … is a casual gathering and includes refreshments and entertainment. A … is organized to discuss a particular topic. They are usually educational in nature and attendees are expected to gain new knowledge or skills at the end of the seminar. A … is more of a hands-on experience for the participants with demonstrations and activities; the amount of time one speaker addresses the group is limited. A … conference is a get-together of peers to exchange thoughts and opinions on a certain topic, usually political or commercial. There are a limited number of … who sit at a round - table, so that each one can face all the others.

- *Reading*

Read the text and discuss with your partner its main points.

PREPARATION FOR A CONFERENCE

Working life does involve participating in professional conferences. If you need to enhance your career, know the latest trends in different aspects of your profession, gain new skills and get more information, then better attend conferences. You could go to a conference without any preparation, but there are some general things you should keep in mind. The tips below will help you prepare to a conference. In order to participate in a conference you need to:

1. Study the preliminary announcement.

Initially an Organizing Committee sends to all the establishments concerned the so-called "Preliminary (First) Announcement" that states general information about the conference. Such an announcement contains the main program of the conference, working languages, rules of scientific contributions, social program, information about registration, correspondence, hotel reservations, necessary expenditure, etc.

2. Fill in the registration form (application form).

The application must include the exact information about participant, all co-authors, because after the application is submitted, all the data about the author and co-authors is automatically transferred to a website with the report and saved in the ranking tables (manual).

3. Write your report.

A good report requires a lot of preparatory. The planning stage is really important. At this stage you should provide answers to the seven basic questions: ***why? to whom? what? where? when? how long? how?*** The next stage is co-called script stage when you are writing the text of your report. A report is a systematic, well organized document which defines and analyses a subject or problem. Reports must always be accurate, concise, clear and well

structured. At the rehearsal stage you should prepare the presentation of your report to the audience.

- ***Comprehension***

1. Here is an example of a possible Preliminary Announcement.

a) Read this document and say what information you should keep in your mind while preparing for a conference.

b) Choose a good topic that you like. Explain your choice.

The Third International Scientific and Practical Conference "Education for agriculture", organized under the sponsorship of the National Academy of Sciences, will be held in the Regional Center for Transfer of New Educational Technologies in Minsk from August … to September ... , 20… .

The conference is addressed to all motivated students, graduates/postgraduates, teachers, entrepreneurs, education institutions and agribusiness support organizations.

Rooms and board will be available at reasonable rates for visitors from abroad and for students. Accommodations for will be available in hotels in Boston area. There will be scientific educational exhibits. Belarusian, Russian and English will be official languages of the conference. The registration fee will be $35 for full participants, $7 for students and $20 for associate participants.

The conference program consists of three theme blocks:

1. Modern Agrarian Education.
2. Agrarian Education within the EU and in the Republic of Belarus.
3. Quality of Agrarian Education.

Participants wishing to present a paper to any section of the conference are asked to prepare a synopsis and a tentative title and send it (for discussion by a selection committee) not later than the end of June 20… to the Organizing Committee.

Papers selected for reading will be duplicated and translated for distribution to delegates and observers on arrival.

Any participant whose paper is not selected for oral presentation may, if he wishes, submit it for distribution in written form.

Papers may be given in English, Russian or Belarusian.

2. Match the questions on the left with the information you need to answer them on the right.

why?	a) the subject matter of the report
to whom?	b) the length of the report is determined by many factors, but generally try to make your talk reasonably short
what?	c) the time (the first report, the last one, after or before the break, in the evening, etc.)
where?	d) the format, or form of the report including the use of demonstration materials and handouts.
when?	e) what the audience knows about the subject, their status, age, culture, specific interests – the information you present should tailor their needs
how long?	f) the place where the report will be delivered (a large conference-hall, a small meeting room, with the help of a microphone or without it, etc.)
how?	g) the aims of your report, those evident and hidden

3. Here is an example of a registration form. Fill in this form.

Name (Mr/Ms)	
Position	
Name of University/Institution	
Scientific Adviser	
The Name/Title of the Report	
Theme block	
Correspondence Address: City Post Code Country Telephone	
E-mail	
Co-author(s)	
Form of participation	PLEASE UNDERLINE: Full participation Participation without publication Participation without accommodation Publication without participation
Summary	
Keywords	

FOCUS ON WRITING

Task 1 **Read the text. Pay attention to the structure of a report.**

STRUCTURE OF A REPORT

The following should roughly be the structure of a report. Note that these are just ***guidelines***, not ***rules***. You have to use your intelligence in working out the details of your specific writing.

Title and abstract: These are the most-read parts of a report. This is how you attract attention to your writing.

The title should reflect what you have done and should bring out any eye catching factor of your work, for good impact.

The abstract is a brief summary of a research article, thesis, review, conference proceeding or any in-depth analysis of a particular subject and is often used to help the reader quickly ascertain the paper's purpose. When used, an abstract always appears at the beginning of a manuscript or typescript, acting as the point-of-entry for any given academic paper or patent application.

Every abstract should include four main types of information.

- ✓ It should state the main objective and rationale of your project.
- ✓ It should outline the methods you used to accomplish your objectives.
- ✓ It should list your project's results or product (or projected or intended results or product, if your project is not yet complete).
- ✓ It should draw conclusions about the implications of your project.

Introduction: Most reports start with an introduction section. After title/abstract introduction and conclusions are the two mainly read parts of a report. This section should answer the following questions (not necessarily in that order, but what is given below is a logical order).

1. What is the setting of the problem? This is, in other words, the *background*.

2. What exactly is the problem you are trying to solve? This is the *problem statement*.

3. Why is the problem important to solve? This is the *motivation*.

4. Is the problem still unsolved? This constitutes the statement of *past / related work* crisply.

5. Why is the problem difficult to solve? This is the statement of *challenges*.

6. How have you solved the problem? Here you state the essence of your *approach*.

7. What are the main results? You have to present the main *summary of the results* here.

8. How is the rest of the report organized? Here you include a paragraph on the *flow of ideas* in the rest of the report.

Main body: The body section expands and develops the material in a logical and coherent manner, reflecting the structure outlined in the Introduction. It contains a description of the findings and a discussion of them. This section is usually the longest part of the report.

The material must be presented logically. The type of headings you use to organize the information in the body of your report will depend on the purpose of the report you are preparing. Make sure the headings and sub-headings you choose are informative.

The body of a report will also probably contain supporting evidence such as tables, graphs or figures.

Conclusion: Readers usually read the title, abstract, introduction, and conclusions. In that sense, this section is quite important. The conclusion summarizes the major inferences that can be drawn from the information presented in the report. It answers the questions raised by the original research problem or stated purpose of the report and states the conclusions reached.

Task 2 Write the title of your report. Study the example to organize your title list.

Example:

Belarusian State Agrarian Technical University

AGRARIAN EDUCATION IN THE USA

Student name:……
Tutor name:……...
Date:……..

Task 3 Write the abstract of your report.

The abstract should be short, generally within about 2 paragraphs (250 words or so total). The abstract should contain the essence of the report, based on which the reader decides whether to go ahead with reading the report or not. It can contain the following in varying amounts of detail as is appropriate: main motivation, main design point, essential difference from previous work, methodology, and some eye-catching results if any.

USEFUL PHRASES

The report is devoted to (covers, describes, deals with) …	Доклад посвящен …
The paper is concerned with …	В докладе говорится о …
It is spoken in detail about …	Детально сообщается о …
It is reported that …	Сообщается, что …
It gives valuable information on …	Предоставляется ценная информация о …
It gives a detailed analysis of …	Предоставляет подробный анализ …
It gives an account of …	Сообщается о …
It expounds the theory (principles, problem, history) …	Излагается теория (принципы, проблема, история) …
The report investigates (inquire into) a question (problem, process, dependence) …	В докладе исследуется вопрос о (проблема, процесс, зависимость) …

Task 4 Write your introduction.

Your intro is where you introduce your topic and state your thesis. You should provide some background information on your topic and then state your thesis so that the reader knows what the report is going to be about. When you are revising make sure you look at the first word in every sentence and try not to let any of them be repetitive.

Task 5 Write your body paragraphs.

The body paragraphs are where you state your evidence that supports your thesis. Each body paragraph consists of a topic

sentence and evidence supporting the topic sentence. The topic sentence introduces the main idea of the body paragraph and links the paragraph back to the thesis. After you write your topic sentence in the body paragraph, provide evidence found in your research that supports your topic sentence. This evidence can be descriptions of things mentioned in your topic sentence, quotes from experts on the subjects, or more information about the topic listed.

Task 6 Write your conclusion.

This paragraph both summarizes your thesis again, and provides your final thoughts on your topic. It should reiterate to the reader what the reader should be taking away from your report.

TIPS FOR GOOD WRITING

HERE ARE A FEW TIPS FOR GOOD WRITING

- ✓ ***Keep it simple.*** Do not try to impress, rather try to communicate. Keep the sentences short and to the point. Do not go into a lot of details unless it is needed. Make sure every word needs to be there, that it contributes to the purpose of the report.
- ✓ ***Use an active voice rather than passive***. Active voice makes the writing move smoothly and easily. It also uses fewer words than the passive voice and gives impact to the writing by emphasizing the person or thing responsible for an action. Here is an example: Bad customer service decreases repeat business.
- ✓ ***Good grammar and punctuation is important***. Having someone proofread is a good idea. Remember that the computer cannot catch all the mistakes, especially with words like “red, read” or “there, their.”

FOCUS ON

DISCUSSION

Start the main part of your report by introducing your audience to your topic. Get into the body of your report. Offer your conclusion and recommendations.

So let's get started.

Opening	
Signals of the start	To gain the attention of the audience or the people near you in the presidium.
Greeting to the audience	To greet the audience.
Self-identification	To introduce yourself or to thank the person who introduced you.
Creating a positive emotional atmosphere	To attract attention, to give a smile, to tell a joke, to ask for something, to do something memorable.
Stating the target	To define clearly the purpose of your report.
Providing an overview	To outline the main points of the report.
Stating the rules	To inform the audience of the length of the report, what action, if any, is to be taken, the time and the form of questions.

Task 1 **Read one of the sentences to signal the start.**

- ✓ Right. OK. Now then … . Let's start / begin / get started / make a start.
- ✓ Good. OK. So.
- ✓ Right. OK. Right then …
- ✓ Shall we begin?
- ✓ Can I have your attention, please?

Task 2 **Say which of them are: a) the most formal; b) the most informal; c) neutral.**

Task 3 **Read the following expressions:**

Good morning (afternoon, evening) Hello,	ladies and gentlemen. friends and colleagues. everyone / everybody

On behalf of ……
I'd like to welcome you to …
Welcome to …
I'd like to extend a welcome to …

Task 4 **Say which of them are: a) the most formal; b) the most informal.**

Task 5 **Now introduce yourself to the audience.**

NOTE: You usually introduce yourself using the following models:

- ✓ Let me introduce myself.
- ✓ My name is …
- ✓ As you already probably know …,
- ✓ I'm … of …
- ✓ I represent …
- ✓ I work for … as …

NOTE: In order to create a positive emotional atmosphere you can give a smile, tell a joke, put a question or you can say:

- ✓ It is my privilege today to be talking to professional experts in this field.

NOTE: It is necessary to define the purpose of your report at the beginning to help the audience to follow you.

Speaking about the target we can use the words: *target, goal, objective, purpose, main aim.*

- ✓ My goal today (now, this morning …) is to analyze (to present) …
- ✓ The goal of my (this) report (my (this) presentation) is to inform (to discuss, to review, to consider, to identify, to report) …
- ✓ Besides, I'm going to … / I would like to … / I'm here to …

Task 6 You are a participant of an international scientific conference. Greet the audience, introduce yourself and state the target of your report as a beginning of your presentation. Don't forget to give its title.

NOTE: One should always structure their report in a way that makes it easy for the reader to understand.

You can use the following language to inform your listeners about it:

- ✓ I've divided my report into three parts (sections) as follows: …
- ✓ I'll be developing the following problems in my report …
- ✓ My report will be in three parts: …

NOTE: At the beginning of your report it is good to inform your listeners of the time the report will take, whether handouts will be provided and the slides demonstrated, when questions can be asked.

✓ The report will take about	✓ 10 minutes ✓ a quarter of an hour
✓ I'm going to speak for about	✓ half an hour

✓ If you have any questions I will be glad to answer them at the end of my report.
✓ If you don't understand please stop me.

Task 7 Return to the scheme «Introduction» and illustrate all the stages of it with the phrases and structures you have learned.

Task 8 Present your report in front of your audience.

As a student, you are often given a task to prepare a presentation of your report. What's the key to your success?
1. Practice your presentation in front of a mirror. It gives your ideas on how to improve your posture, body language and gestures.
2. Use notes or a plan when speaking, write only main points on note cards. Avoid writing long sentences on the cards because they're harder to read and encourage you to read your speech rather than speaking to the audience.
3. Remember about public speaking. You're speaking to an audience.
4. Add bits of humour to keep your listeners interested.
5. Don't speak too fast.
6. Make eye contact with your audience members. It makes you look confident and competent about your subject

Task 9 **Finish your report or presentation by addressing the audience.**

SUMMARY
You repeat briefly the main points of the report or give a summary of the main proposal or conclusion
CLOSING
You thank people for their attention and invite them to ask questions.

Here you can find some useful expressions:

Thank you for	your attention being attentive listening to me attentively
You are welcome Feel free	to ask questions
If you have any questions, If there are any questions,	I'll be glad (pleased, happy) to answer them

Now you are ready to take part in a conference. Here are some helpful tips for making the most out of a conference.

1. Study the program of the scientific conference and choose right session. Any conference does have many sessions and events. Look into the range of events that are being held and select the sessions that you are interested to participate in. See that you attend sessions that will update your skill set, reviewing topics that are new, or events that socialise.

2. Register early: Most of the conferences request for registration to know the number of people attending them to help out with seating, refreshments and giveaways arrangements.

3. Prepare questions: As you attend conferences to learn, you could review the pre-conference articles that are always sent out. You could prepare a list of questions before you attend the session. To get maximum benefit, asking questions will help one to get more information on the trends that to be visualised.

4. Stay focused: As conferences are always filled with information, keeping yourself focussed is primary concern. Pay attention to the words and sign language the speaker had used. You could also learn how each speaker conveys their message and what techniques they involve to grab the attention of the audience.

5. Take notes: As in other seminars or workshops, conferences do bring in a lot of information or key addresses that can't be memorized. Hence, it's imperative to bring in your pen and notebook or smart phone or tablet or laptop to take notes.

6. Take time to socialize: Be it seminars or conferences, these events are best way to socialise and meet new people and get new contacts. It is a way to connect with people in a relaxed setting. All you will need to do is move around during the break and introduce yourself and gather information.

7. Updates made available: Usually conferences are events or sessions that are meant to give updates on the business trends, like a new product or new idea launch or future innovations. Hence,

you would need to know what the conference is all about before attending it.

8. Maximise your presence: To gain more experience in to the conference, you could participate in this event as co-ordinator or facilitator or presenter or volunteer. This way you could be getting noticed and set yourself apart from the others. Also this way you could get more information from whomever you meet.

***9. Make follow-up*:** After the event you would have many business cards and contact numbers. What do you do with them? Make new connections and expand your network. Facebook or Twitter or Gmail are ways to connect with them and follow-up indicating your interest.

10. Stay motivated: Attending conferences allows one to meet more people and expand the network of professionals. Your approach towards these events should be considered beyond professional duties as it eventually provides growth through knowledge and learning.

11. Practise listening skills: When attending conferences, it's ideal to allow other to talk as well. This will allow healthy discussion and sharing of right information. If you have organised then it is advisable to ask everyone to introduce themselves. You could identify common interests among the members and highlight them.

12. Manage time: Having to deal with many events and make your presence available, it is wise to strategize your time. Some events might be more informative but some maybe not quite so. Then prioritise yourself to attend which is helpful to learn and grow. Look into the fine details of the conference and what is the agenda. This would help you to schedule and manage your time.

UNIT III

SUPPLEMENTARY READING MATERIALS: SKILL PRACTICE

THE DEVELOPMENT OF AN ELECTRIC MOTOR

1. Read the text and state its main idea.

1. As early as 1822 Michael Faraday outlined the way in which an electric motor could work: by placing a coil, or armature, between the poles of an electromagnet; when a current is made to flow through the coil the electromagnetic force causes it to rotate.

2. In 1823 Faraday discovered how to make an electrical motor. In 1831 he built the first generator, and then called it dynamo. The modern car has both a starting motor and a generator. The starting motor draws electric current from the car battery to start the powerful gasoline engine. The generator is driven by the gasoline engine to recharge the battery and to furnish electrical power for all the electrical conveniences in the car.

3. The Russian physicist, Jacobi built several electric motors during the middle decades of the 19^{th} century. Jacobi even succeeded in running a small, battery-powered electric boat on the Neva River in St. Petersburg. All of them, however, came to the conclusion that the electric motor was a rather uneconomical machine so long as galvanic batteries were the only source of electricity. It did not occur to them that motors and generators could be made interchangeable.

4. In 1888, Professor Galileo Ferraris in Turin and Nikola Tesla in America invented, independently and without knowing of each other's work, the induction motor. This machine, a most

important but little recognized technical achievement, provides no less than two-thirds of all the motive power for the factories of the world, and much of modern industry could not do without it. Known under the name of "squirrel-cage " – because it resembles the wire cage in which squirrels used to be kept – it has two circular rings made of copper or aluminium joined by a few dozen parallel bars of the same material forming a cylindrical cage.

5. Although the induction motor has been improved a great deal and its power increased many times ever since its invention, there has never been any change of the underlying principle. One of its drawbacks was that its speed was constant and unchangeable. Some years later a two-speed induction motor was developed. The speed change was achieved.

2. Entitle each paragraph.

3. Translate paragraphs 4 and 5 in writing.

4. Write ten keywords.

5. Ask questions.

1) Ask when and how Faraday outlined the way in which an electric motor could work.
2) Ask what was discovered in 1823.
3) Ask if Faraday built the first generator.
4) Ask about the role of Jacobi in the development of electric motor.
5) Ask what was invented in 1888.
6) Ask about the disadvantages of the induction motor.

6. Retell the text. Use the keywords and the questions as a plan.

ELECTROMAGNETIC MACHINES

1. Read the text and state its main idea.

1. Before Faraday's discoveries the only usable source of electricity was the galvanic battery, and it made possible some practical applications, including the electric light and the electric telegraph. But the practical supply of electricity on a large scale was only possible by the development of electromagnetic machines, generators and transformers. For the use of electricity to produce mechanical power where it is wanted, another electromagnetic machine – the electric motor – still remains the most effective method.

2. What made all this possible? It needed not only the discovery and understanding of the basic laws (by Faraday), but also the discovery of materials with suitable properties. It is really very fortunate that high magnetic fields can be sustained in a material as cheap as iron. Without iron, the whole economics of electromagnetic machines and of electrical-power applications would be quite different.

3. The electromagnetic machine is still developing in other respects. Using iron, it is cheap to produce the magnetic field, but an important limitation is imposed by saturation. This limit can be overcome by using superconductors at very low temperatures to carry very high currents and produce much stronger magnetic fields — without using iron. This development opens up a new field for machine designs and applications, and it offers a different set of limits from those of the copper-iron machine. Nevertheless, the copper-iron machine is so simple and reliable that it is likely to continue for a very long time as the main method of producing mechanical power.

4. For many applications, the dominant factors are not efficiency and power/weight ratio but convenience and

cleanliness, and with electricity one is really buying convenience rather than power. It seems likely that the main advances in domestic applications will be by developments of control and programming to give even greater convenience, a good present example being the automatic washing machine. The electric motor is a superb machine to provide power, and its applications must expand for that reason alone.

2. Translate paragraphs 1 and 3 in writing.

3. Write ten keywords.

4. Ask questions.

1) Ask about the only usable source of electricity.
2) Ask about the role of electromagnetic machines, generators and transformers.
3) Ask if materials with suitable (electromagnetic) properties were discovered.
4) Ask if the electromagnetic machine is still developing.
5) Ask about the importance of the development of the electromagnetic machine.
6) Ask where the electromagnetic machine are used.

5. Retell the text. Use the keywords and the questions as a plan.

FARADAY'S EXPERIMENT

1. Read the text and state its main idea.

1. Faraday knew from his long study of electricity that magnetism should be able to produce a current, as well as vice versa. In spite of his various failures, the idea of producing a current directly by magnetic action remained firm in his thoughts.

2. On August 29, 1831, Michael Faraday made his first successful experiment. By a happy choice, he decided to work not with a straight bar or even a horseshoe magnet, but with a ring. He made a soft iron ring, nearly an inch thick and six inches in external diameter. On opposite sides of this ring he had wound long coils of fine copper wire, separating each turn by string and each layer by calico, for insulation purposes. The ends of the left-hand coil he connected to his galvanometer three feet away, while the ends of the right-hand coil were connected up to a battery.

3. When he switched on the battery circuit, there was immediately a slight reaction on the magnetic needle connected to the other coil. In his own words: "It oscillated and settled at last in its original position". On switching off the battery again, there was "a deflection of the needle", but while the so-called voltaic current was flowing through the wire there was no reaction on the galvanometer. This happened many times: each time the battery current came on, the needle linked to the opposite, unconnected coil deflected and then came to rest; each time the circuit was broken, the same effect was noticed.

4. Faraday was a little disappointed, having expected to get a positive deflection of the needle all the time his battery current was switched on. Instead he got it only when the magnetic field in the iron ring was changing – either switching on or switching off. Nevertheless, he had produced electricity through magnetism, which had never been done before.

5. There was no connection between the left-hand coil on the ring and the right-hand coil fed from the battery, nor was there any leakage of current from one side to the other. Yet as the galvanometer needle showed, electricity, however weak, had flowed momentarily each time through the left-hand coil. It was new electricity where none existed before, and it had been produced, or induced, by electromagnetism.

2. Translate paragraphs 2 and 3 in writing.

3. Choose the sentences true to the text above.

1. After having been studied electricity for a long time, Faraday knew that it would be possible to produce a current by magnetism as well as vice versa.
2. He was able to produce a current directly by magnetic action during his first experiment.
3. His experiment in August 29, 1831 was successful because he made up his mind to work with a ring.
4. He took a silver ring for the experiment.
5. During the experiment Faraday connected the ends of the left-hand coil to a battery while the ends of the right-hand coil were connected up to his galvanometer three feet away.
6. He got a positive deflection of the needle all the time his battery current was switched on.
7. M. Faraday is known to have produced electricity through magnetism.
8. The left-hand coil of the ring and the right-hand coil fed from the battery were connected to each other.
9. New electricity was developed by electromagnetism.

4. Write a summary of the text.

FARADAY'S DISCOVERIES

1. Read the text and state its main idea.

1. Michael Faraday, who was born in 1791 and died in 1867, gathered together and set in order all the work of the scientists who had worked on electrical problems before him.

2. In 1823 he discovered how to make an electrical motor. In 1831 he built the first generator, and then called it dynamo. The modern car has both a starting motor and a generator. The starting motor draws electric current from the car battery to start the powerful gasoline engine. The generator is driven by the gasoline

engine to recharge the battery and to furnish electrical power for all the electrical conveniences in the car.

3. Faraday's experiments of August 29, 1831, gave us the principle of the electric transformer, without which the later discoveries of that fateful year could have little real practical application. For to convey the electric current over long distances, say to supply a town, or feed an electric railway, it is necessary to generate it at a very high voltage, or force. By means of transformers based on Faraday's induction coil discovery, it is simple for a current direct from a power-station of say 132.000 volts to be stepped down for the electric train to 600 volts and for household use to 240 volts. The procedure is quite simple. The current is fed into the transformer across the primary or input coil, which corresponds to Faraday's right-hand coil on his induction ring. The resultant induced current is taken from the secondary, of output coil, which corresponds to Faraday's left-hand coil. If this secondary coil has more windings of wire than the primary coil, the voltage will be stepped down.

4. So the two related discoveries of 1831 provided not only the means of making electricity easily and cheaply, on as large a scale as required, without any cumbersome batteries, but also the way of using it in a safe and practical way.

5. In 1833 Faraday discovered the effects of passing an electric current through certain solutions. He called this effects the laws of electrolysis. This has made possible the refinement of metals, silver and gold plating, and the manufacture of many chemical products.

2. Translate paragraph 3 in writing.

3. Choose the sentences true to the text above.

1. Michael Faraday made an electrical motor in 1832.
2. He was the first to build an electric car.

3. If Michael Faraday hadn't given the principle of the electric transformer the later discoveries of that year wouldn't have had real practical application.
4. The voltage can be stepped down if the primary coil has less windings of wire than the secondary coil.
5. To convey the electric current over long distances it is necessary to generate it at a very low voltage.
6. The means of making electricity easily and cheaply without any cumbersome batteries were discovered in 1823.
7. The effects of passing an electric current through certain solutions were called Faraday's laws
8. The laws of electrolysis have made impossible to refine metals.
9. The gasoline engine is driven by the generator.

4. Write a summary of the text.

ELECTRIC POWER

1. Read the text and state its main idea.

1. Electric power is generated by converting heat, light, chemical energy, or mechanical energy to electrical energy. Most electrical energy is produced in large power stations by the conversion of mechanical energy or heat. The mechanical energy of falling water is used to drive turbine generators in hydroelectric stations, and the heat derived by burning coal, oil, or other fossil fuels is used to operate steam turbines or internal-combustion engines that drive electric generators. Also, the heat from the fissioning of uranium or plutonium is used to generate steam for the turbine generator in a nuclear power plant.

2. Electricity generated by the conversion of light or chemical energy is used mainly for portable power sources. For example, a photoelectric cell converts the energy from light to electrical

energy for operating the exposure meter in a camera, and a lead – acid battery converts chemical energy to electrical energy for starting an automobile engine.

3. Electric power produced in large power stations generally is transmitted by using an alternating current that reverses direction 25, 50, or 60 times per second. The basic unit for measuring electric power is the watt – the rate at which work is being done in an electric circuit in which the current is one ampere and the electromotive force is one volt.

4. Rating for power plants is expressed in kilowatts (1,000 watts) or megawatts (1 million watts). Electric energy consumption normally is given in kilowatts / hours – that is, the number of kilowatts used times the number of hours of use. Electricity is a clean, inexpensive and easily transmitted over long distances. Since the 1880s electricity has had an ever-increasing role in improving the standard of living. It now used to operate lights, pumps, elevators, power tools, furnaces, refrigerators, air-conditioners, TV sets, and many other kinds of equipment. It has been counted that in developed countries about 45 % of the electric power is generally used for industrial purposes, 32 % in homes, and more than 20 % in commercial enterprises.

2. Choose the correct translation of the underlined words:

1. The heat derived by burning coal, oil, or other fossil fuels is used to operate steam turbines or internal-combustion engines.
a) оперировать b) приводить в движение c) разрабатывать

2. The heat from the fissioning of uranium or plutonium is used to generate steam for the turbine generator in a nuclear power plant.
a) генерировать b) вызывать c) образовывать
3. Electric power produced is transmitted by using an alternating current.
a) транслируется b) производится c) передается
4. Rating for power plants is expressed in kilowatts or megawatts.

a) номинальная мощность b) рейтинг c) ранг

5. Electric energy consumption is given in kilowatts–hours.

a) увядание b) истощение c) потребление

3. Match the sentence beginnings to the correct endings:

1. Electric power is generated by converting	?	a) to electrical energy.
2. Electric energy consumption normally is given	?	b) industrial purposes.
3. The basic unit for measuring electric power is	?	c) in kilowatts-hours.
4. In developed countries about 32 % of the electric power is generally	?	d) used in homes.
5. It has been counted that in developed countries about 45 % of the electric power is used for	?	e) the watt – the rate at which work is being done in an electric circuit.

4. Find the correct answers to the following questions:

1. Where is electric power used?
2. What is the basic unit for measuring electric power?
3. How is electric power produced in large power stations transmitted?
4. Why is electric power considered to be the most widespread?
5. What for is electricity generated by the conversion of light or chemical energy used?

a) Electric power produced in large power stations generally is transmitted by using an alternating current that reverses direction 25, 50, or 60 times per second.
b) It now used to operate lights, pumps, elevators, power tools, furnaces, refrigerators, air-conditioners, TV sets, and many other kinds of equipment.
c) The basic unit for measuring electric power is the watt.
d) Electricity generated by the conversion of light or chemical energy is used mainly for portable power sources.
e) Because electricity is a clean, inexpensive and easily transmitted over long distances.

3. Translate paragraph 4 in writing.

4. Make up an annotation of the text (50-70 words).

MODERN APPLICATIONS OF ELECTRICITY IN AGRICULTURE

1. Read the text and state its main idea.

1. Modern applications of electricity in farming range from the comparatively simple to some as complex as those in the manufacturing industries. They include conditioning and storage of grain and grass; preparation and rationing of animal feed; and provision of a controlled environment in stock-rearing houses for intensive pig and poultry rearing and in greenhouses for horticultural crops. Electricity plays an equally important part in the dairy farm for feed rationing, milking, and milk cooling; all these applications are automatically controlled. Computers have

increasingly been employed to aid in farm management and to directly control automated equipment.

2. The engineer and farmer have combined to develop electrically powered equipment for crop conservation and storage to help overcome weather hazards at harvest time and to reduce labour requirements to a minimum. Grain can now be harvested in a matter of days instead of months and dried to required moisture content for prolonged storage by means of electrically driven fans and, in many installations, gas or electrical heaters. Wilted grass, cut at the stage of maximum feeding value, can be turned into high-quality hay in the barn by means of forced ventilation and with very little risk of spoilage loss from inclement weather.

3. Conditioning and storage of such root crops as potatoes, onions, carrots, and beets, in especially designed stores with forced ventilation and temperature control, and of fruit in refrigerated stores are all electrically based techniques that minimize waste and maintain top quality over longer periods than was possible with traditional methods of storage.

4. The two most significant changes in the pattern of agricultural development since the end of World War II have been the degree to which specialization has been adopted and the increased scale of farm enterprises. Large numbers of beef cattle are raised in enclosures and fed carefully balanced rations by automatic equipment. Pigs by the thousands and poultry by the tens of thousands are housed in special buildings with controlled environments and are fed automatically with complex rations. Dairy herds of up to 1,000 cows are machine-milked in milking parlours, and the cows are then individually identified and fed appropriate rations by complex electronic equipment. The milk passes directly from the cow into refrigerated bulk milk tanks and is ready for immediate shipment.

2. Translate paragraphs 3 and 4 in writing.

3. Write ten questions to the text. Discuss the text with your partner using the questions.

4. Find the key sentences of each paragraph. Write a summary of the text using the key sentences.

ETHICS

1. Read the text and state its main idea.

1. Ethics, also known as moral philosophy, is a branch of philosophy that addresses questions about morality – that is, concepts such as good and evil, right and wrong, virtue and vice, justice, etc.

2. Major branches of ethics include:

Meta-ethics, about the theoretical meaning and reference of moral propositions and how their truth-values (if any) may be determined;

*Normative ethi*cs, about the practical means of determining a moral course of action;

Applied ethics, about how moral outcomes can be achieved in specific situations;

Moral psychology, about how moral capacity or moral agency develops and what its nature is;

Descriptive ethics, about what moral values people actually abide by.

3. Within each of these branches there are many different schools of thought and still further sub-fields of study.

4. Applied ethics is a discipline of philosophy that attempts to apply ethical theory to real-life situations. The discipline has many specialized fields, such as Engineering Ethics, bioethics and business ethics. Applied ethics is used in some aspects of determining public policy. The sort of questions addressed by applied ethics include: "Is getting an abortion immoral?" "Is

euthanasia immoral?" "Is affirmative action right or wrong?" "What are human rights, and how do we determine them?" "Do animals have rights as well?" and "Do individuals have the right of self-determination?"

5. A more specific question could be: "If someone else can make better out of his/her life than I can, is it then moral to sacrifice myself for them if needed?" Without these questions there is no clear fulcrum on which to balance law, politics, and the practice of arbitration – in fact, no common assumptions of all participants – so the ability to formulate the questions are prior to rights balancing. But not all questions studied in applied ethics concern public policy. For example, making ethical judgments regarding questions such as "Is lying always wrong?" and, "If not, when is it permissible?" is prior to any etiquette.

6. People in-general are more comfortable with dichotomies (two choices). However, in ethics the issues are most often multifaceted and the best proposed actions address many different areas concurrently. In ethical decisions the answer is almost never a "yes or no", "right or wrong" statement. Many buttons are pushed so that the overall condition is improved and not to the benefit of any particular faction.

2. Answer the questions.

1. What is ethics?
2. What are major branches of ethics?
3. What discipline attempts to apply ethical theory to real-life situations?
4. Does an applied ethic have many specialized fields? What are they?
5. What sort of questions does an applied ethics include?
6. Are people in-general more comfortable with dichotomies?
7. What is the answer in ethical decisions?

3. Translate paragraphs 4 and 5 in writing.

4. Make up an annotation of the text (50-70 words). Make use of the following phrases:

The text deals with…/ The text is about…
… are considered in the text.
The difference between … is emphasized.
In addition the author considers …
In conclusion, the author emphasizes that …

A SAMPLE OF ELECTRICAL ENGINEER CV

1. Read the text and say if the following sentences are true or false.

1. The resume contains information only about qualifications.
2. All the information in the resume is in chronological order.
3. The name is written in block letters so it stands out.
4. The resume contains the pronoun *"I"*.
5. The resume is one page long.

JESSICA DAUGHTRY
593 Jefferson Street East, Boston, Arizona 11111
T: 555-765-4321
E: jdaughtry@anymail

Professional Summary

I am a skilled electrical engineer with a degree in the field and a decade of experience in the area of electrical engineering. I am trained in the design of electrical systems, and have concentrated knowledge of the implementation process as well. I have experience leading teams and working collaboratively with others in fast-paced environments. My analytic abilities, strong interpersonal skills and reliable nature make me an asset to many teams.

Work Experience

Leading Electrical Engineer

2011-Present

Supervised team of five other electrical engineering employees.

Ran electrical engineering intern program.

Oversaw all areas of electrical component and system design and managed design process from start to finish.

Analyzed and redid company's project management approach, achieving a 50% time savings and a 50% increase in productivity.

Electrical Engineer

2008-2011

Managed electrical design process from start to finish.

Increased productivity and reduced waste across the electrical design process.

Worked in fast-paced manufacturing environment.

Promoted from my previous position as an assistant.

Electrical Engineering Assistant

2006-2008

Prepared excellent technical drawings.

Assisted in electrical design process as required by supervisors.

Maintained organized archive of drawings and other electrical design documents.

Honed project management skills.

Education and Training

Bachelor of Science in Electrical Engineering

2006

Hensley University Arizona

Skills

Strong aptitude and experience working with engineering design software to achieve designs that match up to specifications

and fit the job at hand gained through positions ranging from assistant to lead engineer.

Experience leading mid-sized teams in my current job and adhering to strict production schedule without sacrificing on accuracy and electrical engineering best practices.

Project management experience and ability to see projects through from concept to design and implementation, gained from current position as lead electrical engineer.

Advanced interpersonal and collaborative skills learned and tested in all positions, especially as a mid-level electrical engineer.

Hobbies and Interests

Perform in several music groups and play the piano, guitar and banjo. Perform at local venues, festivals and events and write original music. Very interested in physical fitness and healthy eating and am currently training for a triathlon.

2. Translate the following part in writing.

Tips for Writing an Excellent CV

Use the following tips and helpful hints when you begin to create and refine your own version of the electrical engineer CV example:

Whenever possible, put your skills in context by referring back to the position or area that you gained the skill in. This helps add credibility to the skills you say you have.

Try to avoid putting anything in your CV that could be seen as political. Your Curriculum Vitae is a professional document and should not contain anything controversial.

If you were involved in any special clubs and activities in college or if you undertook any internship, these can be great to include.

When including credentials such as PMP (project management professional) or RN (registered nurse) make sure they make sense when taking into consideration the job you are applying for.

THE GREAT EXHIBITION

1. Read the text and state its main idea.

1. The Great Exhibition of the Works of Industry of All Nations or The Great Exhibition, sometimes referred to as the Crystal Palace Exhibition in reference to the temporary structure in which it was held, was an international exhibition that took place in Hyde Park, London, from 1 May to 15 October 1851. It was the first in a series of World's Fairs, exhibitions of culture and industry that became popular in the 19th century, and it was a much anticipated event. The Great Exhibition was organized by Henry Cole and Prince Albert. It was attended by famous people of the time, including Charles Darwin, Charlotte Bronte, Charles Dickens and others.

2. The Great Exhibition of the Works of Industry of All Nations was organized as a celebration of modern industrial technology and design. It was arguably a response to the highly successful French Industrial Exposition of 1844: indeed, its prime motive was for Britain to make "clear to the world its role as industrial leader". Although the Great Exhibition was a platform on which countries from around the world could display their achievements, Britain sought to prove its own superiority. The British exhibits at the Great Exhibition held the lead in almost every field where strength, durability, utility and quality were concerned, whether in iron and steel, machinery or textiles. Britain also sought to provide the world with the hope of a better future.

3. A special building, nicknamed The Crystal Palace, was built to house the show. It took the form of a massive glass house, 1851 feet (about 564 metres) long by 454 feet (about 138 metres) wide and was constructed from cast iron-frame components and glass.

From the interior, the building's large size was emphasized with trees and statues; this served, not only to add beauty to the spectacle, but also to demonstrate man's triumph over nature. The Crystal Palace was an enormous success, considered an architectural marvel, but also an engineering triumph that showed the importance of the Exhibition itself. The building was later moved and re-erected in 1854 in enlarged form at Sydenham Hill in south London, an area that was renamed Crystal Palace. It was destroyed by fire on 30 November 1936. Six million people – equivalent to a third of the entire population of Britain at the time – visited the Great Exhibition.

4. In modern times, the Great Exhibition is a symbol of the Victorian Age, and its thick catalogue, illustrated with steel engravings, is a primary source for High Victorian design. A memorial to the exhibition, crowned with a statue of Prince Albert, is located behind the Royal Albert Hall. It is inscribed with statistics from the exhibition, including the number of visitors and exhibitors (British and foreign), and the profit made. The official descriptive and illustrated catalogue of the event lists exhibitors not only from throughout Britain but also from its 'Colonies and Dependencies' and 44 'Foreign States' in Europe and the Americas.

2. Translate paragraphs 2 and 4 in writing.

3. Write ten questions to the text. Discuss the text with your partner using the questions.

4. Find the key sentences of each paragraph. Write a summary of the text using the key sentences.

THE YOUNG SCIENTIST EXHIBITION

1. Read the text and state its main idea. Entitle each paragraph.

1. The BT Young Scientist and Technology Exhibition, commonly called the Young Scientist Exhibition, is an Irish annual school students' science competition that has been held in the Dublin, Ireland, every January since the competition was founded by two physics researchers Fr. Tom Burke & Dr. Tony Scott in 1965.

2. The purpose of the competition is to encourage interest in science in secondary schools. For the 51st year of the competition in 2016, there were over 2,000 entries, from 396 schools which was the highest number ever.

3. Students apply to participate in the competition. Their science project entries are evaluated by judges and about one third of applicants are accepted to participate in the public exhibition. Students are allocated exhibition stands in an exhibition hall where they set up their projects for viewing by the public. Competing projects are judged during the three days of exhibition, and prizes are awarded.

4. Projects are awarded in four categories: biology, physics, social and behavioural sciences, and technology. Three levels of entry are accepted. In each category three main prizes are awarded; other prizes include a display award, highly commended rosettes, and a cancer awareness award. The winners of the BT Young Scientist and Technology Exhibition advance to participate in prestigious international events such as the European Union Contest for Young Scientists.

5. Dr John Monahan, PhD, was the inaugural winner of the Young Scientist Exhibition in 1965, and then a student of

Newbridge College. His project was an explanation of the process of digestion in the human stomach. He went on to establish a NASDAQ-listed biotech company in California after attending University College Dublin. Many of the past winners have gone on to establish international companies in the technology they developed. One of the most notable was Baltimore Technologies.

6. Father Tom Burke, who co-founded the exhibition with physicist Tony Scott, died in March 2008. An award at the event (a bursary offered to senior participants) was named in his memory.

2. Translate paragraphs 1-3 in writing.

3. Write ten questions to the text. Discuss the text with your partner using the questions.

4. Find the key sentences of each paragraph. Write a summary of the text using the key sentences.

THE IMPORTANCE OF TELEPHONE CONVERSATION IN BUSINESS

1. Read the text and state its main idea.

1. In a world where mobility, apps, social and cloud are increasingly becoming the preferred way to do business, many companies are forgetting how important the traditional telephone is when communicating with customers.

2. The telephone offers a more personal touch, allowing businesses the opportunity to integrate real-time two-way communication with customers.

3. Technology has become such a vital part of our lives that we find it difficult to envisage life without our smart phones, or having information at the touch of a button. We all know how important communicating with customers is to a business and how difficult it would be to operate without a reliable phone system.

4. The internet is a really powerful tool and helps businesses promote brand awareness and sales messages to customers. But customers can find it difficult to work technology and not being able to deal directly with a person. This can lead to customer frustrations and a loss of the personal touch.

5. Offering online options for your customers to contact your business is essential nowadays for delivering great customer service, but so is providing and efficient telephone system. With a suitable telephone system in place, your customers will be able to contact your business directly and get answers to their queries often quicker than if communications are handled through email or online platforms.

6. An efficient business telephone system streamlines good communication between organisation and customers. The telephone offers a faster interaction than email, is more personal, and easy and quick to use. An efficient and cost-effective phone system can quickly and reliably connect your staff and customers.

2. Translate paragraphs 5 and 6 in writing.

3. Write ten questions to the text. Discuss the text with your partner using the questions.

4. Find the key sentences of each paragraph. Write a summary of the text using the key sentences.

EFFECTIVE EMAIL COMMUNICATION AT WORKPLACE

1. Read the text and state its main idea.

1. Email is the most widely used tool for business communication at the workplace. We read and compose at least 50-60 emails a day on an average. Poorly written, unclear, misleading or ineffective emails not only cause a loss of time and productivity, but can also harm one's reputation by leaving a poor impression on the reader.

2. It, therefore, becomes imperative that we make the best possible use of emails to communicate effectively at the workplace. To do so, you must keep in mind some basic email etiquette to draft the perfect official email.

3. Email as a means of communication can be effective only when it is relevant. Email may be convenient but does not necessarily mean that it is the best means of communication in every situation at the workplace. Before you start writing, ask yourself if it really is necessary and you need to email at all; will a phone call or a face-to-face discussion not suffice.

4. Always add a subject line to your emails. Emails without a subject line are overlooked as spam, more often than not. The subject line, as the name suggests, must be specific to the content of your email.

5. It is always a good idea to think about what you want to write before you actually do so. It helps in adding clarity to your message. Organise your thoughts in a logical sequence before jotting them down.

6. Keep your messages clear and brief. Your sentences should be short and to the point. Long and badly structured sentences confuse the reader. The length of your email is also important in determining how effective your message is going to be. Research has shown that people do not have the time or the inclination to go through long, tedious emails. It is ideal to keep your emails as short as possible without eliminating necessary information.

7. Avoid miscommunication by keeping content clear, organised and contextual. Begin your email with a formal salutation, state the purpose of writing and provide a context to why you are writing. Use paragraphs – form a paragraph with related points and change paragraphs to present separate ideas. Close the email by stating the outcome you expect from your message and sign off with a polite greeting and your name.

8. The emails you send are a reflection of your professionalism. Emails at the workplace must have a formal tone to them. Be polite, choose your words wisely, use proper punctuation and avoid capitalizing all your words.

9. An email can be effective only when the language used is grammatically sound and is spelt correctly. If the reader cannot understand what you have written, there is hardly any chance of them taking any action on it, thereby rendering your message ineffective. Make it a habit to proofread your emails twice over and use spell check.

10. Good email etiquette maintains that you do your best to respond to business communications as soon as possible. When you do not respond promptly, you come across as unorganised and unconcerned. Even if you are not able to attend to an email right away, writing a line back in acknowledgement that you have received it and will attend to it shortly, shows professionalism.

11. Write not an email that you would not want to be a recipient of – keep this golden rule in mind while sending emails at the workplace.

2. Answer the questions.

1. What is the role of email in business communication?
2. Is there any email etiquette?
3. What are the basic rules of email etiquette?

2. Translate paragraphs 6 and 7 in writing.

3. Write ten questions to the text. Discuss the text with your partner using the questions.

4. Find the key sentences of each paragraph. Write a summary of the text using the key sentences.

USEFUL WORDS AND EXPRESSIONS

UNIT I

TEXT 1

application	прибор; аппаратура; сфера применения
appliance	приспособление; устройство; электрический прибор
electrification	электрификация; электризация
generation	выработка электрической энергии
lamp ***paraffin-fuelled Tilley lamp***	лампа *керосиновая лампа «Тилли»*
lighting	освещение
line ***electric power lines***	линия *линия электропередачи (ЛЭП)*
mains	электрическая сеть
power ***power output***	мощность; энергия *выработка электроэнергии; выходная мощность*
source ***alternative source***	источник *альтернативный источник*
transmission	передача
wire	провод
extend	продлить; расширить
generate	вырабатывать
power	1. энергия, электропитание 2. снабжать энергией; приводить в действие; служить источником энергии

pump	качать
transmit	передавать
rural ***rural electrification***	сельский *электрификация сельских районов*
stationary	стационарный; неподвижный

TEXT 2

circuit	цепь тока, электросхема
conductor	проводник
convert	превращать, преобразовывать, изменять
converter	преобразователь
current ***alternating current*** ***direct current***	ток *переменный ток* *постоянный ток*
device	оборудование, устройство, приспособление
equipment	оборудование, техника, устройство, техническое оснащение
facilities	средства, возможности, оснащение
heating	нагревание, отопление, обогрев
handling	транспортировка, управление
machinery	техника, машины
perform	выполнять, осуществлять
performance	выполнение (работы), исполнение, осуществление
prevent	предупреждать, препятствовать
rely on	полагаться, надеяться, опираться
run	приводить в действие, запускать (двигатель)
strengthen	усиливать, укреплять, упрочнять
voltage	напряжение

TEXT 3

branch	отвод, ответвление
bus	электрическая шина, ввод
charge	электрический заряд
cord	провод, шнур (электрический)
fuel cell	топливный элемент
fuse box	распределительный шкаф с предохранителями; щиток предохранителей
glow	накаляться докрасна или добела; светиться
transmission grid	передающая сеть
load	ввод, нагрузка
meter	измерительный прибор; электросчетчик
photovoltaic	фотогальванический; фотоэлектрические устройства
plug	вилка, штекер
renewable	возобновляемый
resistance	сопротивление
solar	солнечный
socket ***a wall socket***	патрон (лампы); розетка стенная розетка
step up	повышать
thermal	тепловой

TEXT 4

actuate	приводить в движение; приводить в действие
armature	якорь (электрической машины); арматура
auger	шнековый транспортёр
core ***solid core*** ***soft core***	сердцевина; ядро; сердечник; *твёрдый сердечник* *мягкий сердечник*

fault	дефект; повреждение; неисправность
fin	теплоотвод; ребро (на кожухе); радиатор для отвода тепла
insulation ***varnish insulation***	изоляция *лаковая изоляция; лакированная изоляция*
lamination	лист сердечника; пластина сердечника;
load	нагрузка
means	способы
nameplate	заводская табличка с паспортными данными;
ratings	цифровые данные; паспортные данные
shaft	вал; ось
slip ring segments	сегменты прокладок
torque	вращающий момент; крутящий момент
winding	электрообмотка; обмотка
wrap	обёртывать; оборачивать;

UNIT II

TEXT 3

apply for	обращаться за, претендовать на
applicant	кандидат, претендент; тот, кто подает заявление
concise	краткий, сжатый
employ	предоставлять работу, нанимать
employee	работающий по найму; сотрудник; лицо наёмного труда; рабочий
employer	наниматель, работодатель
employment	служба, занятие, занятость
experience	опыт
heading **sub-heading**	заглавие, заголовок подзаголовок

job ***part-time job*** ***temporary job***	работа, место работы работа, предполагающая неполную занятость; работа на полставки временная работа
lay out	выставлять
license **clean driving license**	лицензия водительские права без нарушений
literacy **computer literacy**	грамотность компьютерная грамотность
omission	пропуск, пробел
queue up	строиться в линию, занимать очередь
skill	умение, навык, мастерство, квалификация
staff	персонал
tailor	выдерживать в строгом стиле
target	цель

TEXT 4

achievement	достижение; успех; победа
display	1) показ, демонстрация 2) выставка, представление; выставление напоказ 3) выставлять, показывать; демонстрировать
exhibition	выставка, показ, демонстрация
exhibit	1) экспонат (на выставке); показ, выставка 2) показывать; выказывать, выражать, проявлять 3) выставлять; экспонировать на выставке
participant	участник, участвующий

procedure	1) процедура, порядок осуществления действия 2) процесс, операция; технологический процесс 3) мероприятие
purpose	1) цель, намерение; замысел, стремление 2) польза, выгода 3) основная тема, предмет, суть (обсуждения)
purchase	покупка; закупка, купля; приобретение
stand-attendant	1) обслуживающий персонал 2) сопровождающий 3) стендист
business relations	деловые отношения

TEXT 5

answering machine ***syn.* voicemail**	автоответчик *голосовая почта*
button **press-button telephone** **dial telephone**	кнопка телефон с кнопками телефонный аппарат с дисковым номеронабирателем
call **call up (*Am. Eng.*)**	звонить
call back	перезвонить
connect	соединять
cut off	прерывать
dial	набирать номер
disconnect	отключать, разъединять
get back to (someone)	связаться позднее, ответить (на звонок)

get off (the phone)	положить трубку, закончить разговор по телефону
get through to	связаться по телефону с кем-либо
hang on	удерживать, оставлять включенным
hang up ***syn*. ring off**	класть трубку, вешать трубку
handset	телефонная трубка
hold on	оставаться на линии
put through	соединять
pick up the telephone	отвечать на звонок
ring	звонить, звенеть
ring up	звонить по телефону
speak up	говорить громко
switch off ***syn.* turn off**	выключить

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