Министерство образования и науки Российской Федерации
Федеральное государственное бюджетное образовательное учреждение
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«Амурский государственный университет»
Кафедра иностранных языков

УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС ДИСЦИПЛИНЫ

«Иностранный язык»

Основной образовательной программы для специальности 280101.65 «Безопасность жизнедеятельности в техносфере»

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УМКД разработан к.ф.н., доцентом Васильевой Людмилой Витальевной

Рассмотрен и рекомендован на заседании кафедры

Протокол заседания кафедры от № 1 от «01» 09 2012 г.

Заведующий кафедрой _____ О.Н. Морозова

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

1. ЦЕЛИ И ЗАДАЧИ КУРСА «ИНОСТРАННЫЙ ЯЗЫК»

Цель преподавания учебной дисциплины «Иностранный язык» - умение соотносить языковые средства с конкретными сферами, ситуациями, условиями и задачами общения, уровень которого на отдельных этапах подготовки позволяет использовать иностранный язык практически как в устной и письменной коммуникации, так и для самообразования.

Дисциплина «Иностранный язык» входит в цикл общих гуманитарных и социально-экономических дисциплин (ГСЭ.Ф.01).

Федеральный компонент дисциплины «Иностранный язык» включает:

- специфику артикуляции звуков, интонации, акцентуации и ритма нейтральной речи в изучаемом языке; основные особенности полного стиля произношения, характерные для сферы профессиональной коммуникации; чтение транскрипции;
- лексический минимум в объеме 4000 учебных лексических единиц общего и терминологического характера;
- понятие дифференциации лексики по сферам применения (бытовая, терминологическая, общенаучная, официальная и другая);
- понятие о свободных и устойчивых словосочетаниях, фразеологических единицах;
- понятие об основных способах словообразования;
- грамматические навыки, обеспечивающие коммуникацию общего характера без искажения смысла при письменном и устном общении; основные грамматические явления, характерные для профессиональной речи;
- понятие об обиходно-литературном, официально-деловом, научном стилях, стиле художественной литературы, основные особенности научного стиля;
- культуру и традиции стран изучаемого языка, правила речевого этикета;
- говорение: диалогическую и монологическую речь с использованием наиболее употребительных и относительно простых лексико-грамматических средств в основных коммуникативных ситуациях неофициального и официального общения; основы публичной речи (устное сообщение, доклад);
- аудирование: понимание диалогической и монологической речи в сфере бытовой и профессиональной коммуникации;
- чтение, виды текстов (несложные прагматические тексты и тексты по широкому и узкому профилю специальности);
- письмо, виды речевых произведений (аннотация, реферат, тезисы, сообщение, частное письмо, деловое письмо, биография).

Задачи изучения дисциплины:

1. Изучение нового лексико-грамматического материала, необходимого для общения в распространенных повседневных ситуациях.
2. Овладение различными видами речевой деятельности и формами речи (устной, письменной, монологической, диалогической).
3. Развитие навыков публичной речи (сообщение, доклад, дискуссия).
4. Развитие навыков чтения специальной литературы с целью получения информации.
5. Знакомство с основами реферирования, аннотирования и перевода литературы по специальности.
6. Развитие основных навыков письма для подготовки публикаций и ведения переписки.
7. Расширение кругозора студентов, повышение общей культуры, привитие уважения к культуре, духовным ценностям стран изучаемого языка.

Раздел дисциплины	Семестр	Неделя семестра	Виды учебной работы, включая самостоятельную работу студентов и трудоемкость (в часах)		Формы текущего контроля успеваемости *(по неделям семестра)* Форма промежуточной аттестации *(по семестрам)*
			ПЗ	СРС	
Working Day Leisure	1	1-6	ПЗ 18	СРС 16	Ролевой пересказ Лексико-грамматический тест Диалог-расспрос Аудирование по теме Письмо личного характера Монолог-сообщение «Мой распорядок дня», «Мои увлечения» Полилог «Should family routine be distributed?»
Education My University	1	7-12	ПЗ 18	СРС 16	Контрольное аудирование Диалог-расспрос / обмен мнениями Монолог-сообщение Лексико-грамматический тест Словарный диктант Эссе «Я и мое образование» Презентация «Мой университет»
Science and Technology	1	13-18	ПЗ 18	СРС 16	Краткий пересказ Опрос общественного мнения по теме «Technological progress in our life» Работа с терминологической лексикой Диалог по теме Лексико-грамматические упражнения Словарный диктант Частное письмо **Зачет**
Scientists and Inventors	2	1-9	ПЗ 27	СРС 24	Внеаудиторное чтение Пересказ Сообщение о выдающихся деятелях науки и профессиональной сферы Диалог по теме Аудирование по теме Лексико-грамматические упражнения Подготовка доклада на студенческую научную конференцию Частное письмо
Construction Materials and Structures	2	9-18	ПЗ 27	СРС 24	Внеаудиторное чтение Пересказ / краткий пересказ Монолог “Modern construction materials” Подготовка тезисов по

2. ПЕРЕЧЕНЬ ОСНОВНЫХ УМЕНИЙ И НАВЫКОВ, ПРИОБРЕТАЕМЫХ СТУДЕНТАМИ

По окончании обучения студент должен:

Знать:

1) лексический минимум в объеме 4000 учебных лексических единиц общего и терминологического характера;
2) культуру и традиции стран изучаемого языка, правила речевого этикета.

Уметь:

1) принимать участие в беседе на профессиональные и общие темы в ситуациях официального и делового общения;
2) сообщить информацию (подготовленное монологическое высказывание) в рамках страноведческой, общенаучной и общетехнической тематики (в объеме 10-15 фраз за 5 минут);
3) письменно фиксировать информацию, полученную при чтении текста, и реализовать на письме элементарные коммуникативные намерения;
4) составлять следующие виды речевых произведений: аннотацию, реферат, тезисы, сообщения, частное письмо, деловое письмо, биографию.

Владеть:

1) идиоматически ограниченной речью, а также освоить стиль нейтрального научного изложения;
2) всеми видами чтения адаптированной и оригинальной литературы по широкому профилю специальности;
3) владеть языковой и коммуникативной компетенцией, достаточной для дальнейшей учебной деятельности, для изучения зарубежного опыта в определенной области науки, а также для осуществления деловых контактов на элементарном уровне.

3. СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

В аспекте «Иностранный язык» осуществляется: развитие навыков восприятия звучащей (монологической и диалогической) речи, развитие навыков устной разговорно-бытовой и профессиональной речи, развитие навыков публичной речи (сообщение, доклад, дискуссия); развитие навыков чтения специальной литературы с целью получения информации; обучение основам реферирования, аннотирования и перевода литературы по специальности; развитие основных навыков письма для подготовки публикаций и ведения переписки. Обучение языку ведется на материале произведений речи бытовой, общепознавательной и профессиональной тематики, а также страноведческого и культурологического характера.

4. САМОСТОЯТЕЛЬНАЯ РАБОТА

Обязательные самостоятельные занятия студентов по заданию преподавателя (выполнение студентами текущих учебных заданий во внеурочное время – дома, в библиотеке, в компьютерном классе, в читальном зале иностранной литературы).

Виды заданий для самостоятельной работой определяются главной целью рабочей программы и особенностью контингента обучающихся и, в связи с этим, могут изменяться и дополняться по усмотрению преподавателя.

№	Темы	Форма (вид)	Трудо

п/п	дисциплины	самостоятельной работы	ёмкость в часах
1	Working Day Leisure О себе и своих семейных обязанностях	Ролевой пересказ (ситуация) по материалам письменного/ аудио текста в ходе аудиторной работы. Монолог. Письмо личного характера. Диалог-расспрос. Подготовка к дискуссии об обязанностях в семье, развлечениях в свободное время. Лексико-грамматические упражнения.	16
2	Education My university Образование за рубежом	Диалог-расспрос / обмен мнениями о зарубежных вузах, особенностях учебного процесса в разных странах. Монолог-повествование о специфике образования в России. Запись основных мыслей и фактов из аудиотекстов и текстов для чтения по изучаемой проблематике. Презентация «Мой университет». Лексико-грамматические упражнения. Подготовка к семестровой контрольной работе.	16
3	Science and Technology	Чтение общественно - политических,/публицистических (медийных) / нелинейных (карты, схемы и т.п.) текстов по обозначенной проблематике. Краткий пересказ. Диалог – расспрос / обмен мнениями. Опрос общественного мнения по теме “Technological progress in our life” Лексико-грамматические упражнения по обозначенной тематике. Подготовка к семестровой контрольной работе. Словарный диктант. Частное письмо.	14 2
4	Scientists and Inventors	Чтение прагматических / публицистических (медийных) / нелинейных текстов по обозначенной проблематике. Внеаудиторное чтение. Пересказ. Монолог-сообщение «Prominent scientists and engineers». Диалог по теме. Лексико-грамматические упражнения по обозначенной тематике. Подготовка доклада на студенческую научную конференцию.	24
5	Construction Materials and Structures	Чтение прагматических / публицистических (медийных) / нелинейных текстов по обозначенной проблематике. Внеаудиторное чтение. Пересказ / краткий пересказ. Монолог-сообщение “Modern construction materials”. Подготовка тезисов по обозначенной тематике. Подготовка к словарному диктанту и лексико-грамматическому тесту.	24
	ИТОГО		**96**
6	Safety Engineering	Чтение прагматических / публицистических (медийных) / нелинейных текстов по обозначенной	12

	My Major	проблематике. Внеаудиторное чтение. Монолог-сообщение “My major”. Диалог по теме. Подготовка тезисов по обозначенной тематике. Работа с терминологической лексикой.	
7	Safety Responsible Organisations	Чтение прагматических / публицистических (медийных) / нелинейных текстов по обозначенной проблематике. Презентация “Russian safety responsible organizations” Диалог по теме. Подготовка тезисов по обозначенной тематике. Работа с терминологической лексикой. Подготовка к лексико-грамматическому тесту.	7 2
8	Ecology	Чтение прагматических / публицистических (медийных) / нелинейных текстов по обозначенной проблематике Подготовка опроса общественного мнения по теме “Ecology situation in your city / town” Подготовка аннотаций / тезисов по обозначенной тематике Работа с терминологической лексикой Диалог-расспрос Подготовка к лексико-грамматическому тесту	9
9	Global Environmental Problems	Чтение прагматических / публицистических (медийных) / нелинейных текстов по обозначенной проблематике Подготовка к внеаудиторному чтению Подготовка аннотаций /тезисов по обозначенной тематике Монолог-сообщение “Human influence on the Earth’s climate” Работа с терминологической лексикой Аудирование по теме	12
10	Problems of Modern Cities My Native City	Чтение прагматических / публицистических (медийных) / нелинейных текстов по обозначенной проблематике. Подготовка тезисов по обозначенной тематике. Работа с терминологической лексикой. Подготовка к дискуссии “Ecological problems of my region and city”	10
11	Environmental Protection	Чтение прагматических / публицистических (медийных) / нелинейных текстов по обозначенной проблематике. Подготовка тезисов по обозначенной тематике. Презентация “The ways of keeping my city clean”. Диалог по теме. Работа с терминологической лексикой. Подготовка к семестровому переводу. Написание делового письма.	10 2
	ИТОГО		**64**

5. ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ УСПЕВАЕМОСТИ, ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

В рамках данной Программы возможно использовать традиционную систему контроля, которая включает в себя:

Текущий контроль осуществляется в течение семестра в устной и письменной форме в виде контрольных и устных опросов и проектов.

Промежуточный контроль проводится в виде зачета по семестрам. Объектом контроля являются коммуникативные умения во всех видах речевой деятельности (аудирование, говорение, чтение, письмо), ограниченные тематикой и проблематикой изучаемых разделов курса.

Итоговый контроль проводится в виде экзамена за весь курс обучения иностранному языку. Объектом контроля является достижение заданного Программой уровня владения иноязычной коммуникативной компетенцией.

Формами контроля являются контрольные работы, собеседования, рефераты, тесты, зачет.

6. ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ

Повышение требований к коммуникативному аспекту владения будущими специалистами иностранным языком стимулирует преподавателей искать новые формы и приемы обучения для мотивации обучаемых, развития их творчества, инициативности, вовлечения обучаемых в активный познавательный процесс.

В рамках предусмотренной рабочей программой трудоемкости в качестве основных образовательных технологий следующие: групповой и индивидуальный методы работы со студентами, технология проблемного обучения и воспитания, тестовые технологии, диалоговые технологии, технология аудиторной дискуссии (круглого стола, конференции), ролевая игра, проектная технология обучения в условиях компетентностного подхода.

ПРИМЕРНЫЕ ЗАДАНИЯ ДЛЯ САМОКОНТРОЛЯ

CARD 1 (Зачет 1 семестр)

Translate into Russian and explain an underlined grammar phenomenon:

1. Our faculty <u>trains</u> engineers for every field of engineering physics.
2. If you <u>are going to stay</u> abroad for a long time you should make friends there.
3. When I <u>was</u> a student I <u>lived</u> in the university hall.
4. International cooperation in this issue (вопрос) <u>will</u> probably <u>help</u> cope with the problems.
5. He <u>has tried</u> all kinds of job this month.

Speak on the topic "My Leisure".

Тесты

Put the verb into the correct form: present simple, present continuous, present perfect, past simple, past continuous, past perfect.

1. The phone rang three times while we (have) dinner last night.
2. Your son is much taller than when I last saw him. He (grow) a lot.
3. A: (you / see) Julie recently?
   B: Yes, I met her a few days ago.
4. I've got a headache. I (have) it since I got up.

5. A: (you / get) to the theatre in time for the play last night?
   B: No, we were late. By the time we got there, it (already / begin).
6. A: (you / watch) television every evening?
   B: No, only if there's something special on.
7. Patrick asked me how to use the photocopier. He (never / use) it before, so he (not / know) what to do.

Put the verb to be in the Present, Past or Future Simple Tense:

1. … you a student? – No, I… I … a teacher.
2. My brother and I … good basketball players.
3. Why … she so tired yesterday?
4. He … in Moscow next week.
5. Sarah … short-sighted and very shy.
6. My son … not at work last Wednesday, because he … ill.
7. We … an impeccable family.

Use there is / are in the Present, Past or Future Simple:

1. … amiable dispositions between the members of our family.
2. … a lecture in history yesterday?
3. I've heard the weather forecast. … a strong wind tomorrow.
4. It's dark. … no moon.
5. … only one museum in our town.
6. … a football match on TV last night.

Translate into Russian:

1. Besides his successful researches Rutherford also lectured a lot at the leading universities of the United States.
2. Marie carried out her researches in an old store-room at the university.
3. Rutherford worked hard and took an active part in the work of the Scientific Society of the University.
4. Nobel left money to provide prizes for outstanding work in physics, chemistry, physiology, medicine and other sciences.
5. This student passed all his examinations with excellent marks.

Translate into English;

1. Некоторые специалисты полагают, что причиной возникновения «озоновых дыр» являются как природные, так и антропогенные факторы.
2. Я не могу не упомянуть о кислотных дождях.
3. Вы когда-нибудь были в местном природном заповеднике?
4. Я наблюдал, как он проводил этот эксперимент.
5. Хлорфторуглероды, разрушающие озоновый щит, также играют роль в парниковом эффекте.

Дополнительные вопросы к зачетам (1- 2 семестры)

1. What is your native town? What do you like / dislike in it?
2. Why did you enter the ASU?
3. What is your favorite subject?
4. What is your hobby?
5. Do you think it is important to know foreign languages?
6. Do you think we do our English for the sake of our self-development?
7. How long does the course of studies at British schools usually last?
8. Is it true that every citizen of our country has the right to education?

9. Is it true that the USA doesn't have a national system of education?
10. What are your home duties?
11. Does technological progress play a significant part in people's life?
12. Who was the most important inventor of the XXth century?
13. What is the responsibility of a civil engineer?

Примерное содержание экзаменационного билета

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ №1

1. Переведите на русский язык со словарем текст по специальности (объем 1200 печатных знаков, время работы 45 мин.). Подготовьте фонетическое чтение отрывка.
2. Ознакомьтесь с содержанием текста по специальности и подготовьте реферированный пересказ (объем 3000 печатных знаков, время работы 30 мин.).
3. Переведите предложения с русского языка на английский, обращая внимание на изученные грамматические явления и вокабуляр.
4. Изложите одну из пройденных тем (без подготовки).

7. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

А) Основная литература:

1. Английский язык для инженеров : учеб. : рек. Мин. обр. РФ / Т. Ю. Полякова [и др.]. -7-е изд., испр.. - М.: Высш. шк., 2009.
2. Кожаева, М.Г. Грамматика английского языка в таблицах : учеб. пособие / М.Г. Кожаева. – М. : Флинта, 2010. – 59 с. (ЭБС университета)

Б) Дополнительная литература:

1. Большой англо-русский политехнический словарь : в 2 т.: ок. 200 000 терминов / С. М. Баринов [и др.] Т. 1 : A - L. - 2005.
2. Большой англо-русский политехнический словарь : в 2 т.: ок. 200 000 терминов / С. М. Баринов [и др.] Т. 2 : M - Z. - 2005.
3. Долматовская, Е.Ю. Изобретения и изобретатели. Учебно-справочное пособие для изучающих английский язык / Е.Ю. Долматовская. – М. : АСТ, Астрель, ВКТ, 2008. – 109 с. (ЭБС университета)
4. Изучаем английские спонтанные тексты [Текст] : учеб. пособие / С.В. Андросова [и др.] ; АмГУ , ФФ. - Благовещенск : Изд-во Амур. гос. ун-та, 2004. – Ч. 1. – 2004.
5. Изучаем английские спонтанные тексты [Текст] : учеб. пособие / С. В. Андросова [и др.] ; АмГУ, ФФ. - Благовещенск : Изд-во Амур. гос. ун-та, 2004 - Ч. 2. - 2004.
6. Маслова, М.Е. Английский язык. Проверь себя: итоговые тесты повышенной сложности : пособие для подгот. К централиз. Тестированию / М.Е. Маслова, Ю.В. Маслов, Т.А. Селезнева. – Минск : ТетраСистемс, 2011. – 176 с. (ЭБС университета)
7. Полякова Т.Ю. Достижения науки и техники XX века : учеб. пособие по англ. яз. для студ. техн. вузов : рек. Мин. обр. РФ / Т.Ю. Полякова, Е.В. Синявская, Г.А. Селезнева. - 3-е изд., стер.. - М.: Высш. шк., 2009.
8. Степанова Н.А. An Introduction to Environmental Awareness : учеб. пособие: рек. УМО / Н.А. Степанова. - СПб.: Антология, 2006.
9. Турук, И.Ф. Грамматические основы чтения специального текста. Английский язык : учебно-методический комплекс. – М. : Евразийский открытый институт, 2009. – 149 с. (ЭБС университета)
10. Grammar in Use : учеб. пособие / Е.А. Процукович, М.С. Бузина. – Благовещенск : Изд-во Амур. гос. ун-та, 2008.

11. Let’s speak English together. Учебное пособие для студентов 1-2 курсов неязыковых спец. ун-тов / С.В. Андросова [и др.] ; Благовещенск : Изд-во Амур. гос. ун-та, 2007. Режим доступа : file://10.4.1.254/DigitalLibrary/Amursu_Edition/3046.pdf

В) Периодические издания:

1. Physics & chemistry of minerals (периодическое издание).
2. Physics review (периодическое издание).

Г) Программное обеспечение и Интернет-ресурсы

Широкое использование студентами и преподавателями поисковых систем RAMBLER, GOOGLE, YANDEX.

Библиотечно-информационные ресурсы

№	Наименование ресурса	Краткая характеристика
1	Scientific American SciAm.com.	журнал, который студенты используют для внеаудиторного чтения, составления аннотаций и при подготовке к студенческой научной конференции
2	www.europhysics.com	сайт, который студенты используют для внеаудиторного чтения, при подготовке докладов и презентаций
3	www.bbc.co.uk	сайт, который студенты используют для внеаудиторного чтения, при подготовке докладов и презентаций
4	http://www.iqlib.ru	Интернет-библиотека образовательных изданий, в которой собраны электронные учебники, справочные и учебные пособия. Удобный поиск по ключевым словам, отдельным темам и отраслям знания
5	Электронная библиотечная система **«Университетская библиотека- online»** www.biblioclub.ru	ЭБС по тематике охватывает всю область гуманитарных знаний и предназначена для использования в процессе обучения в высшей школе, как студентами и преподавателями, так и специалистами-гуманитариями

8. БАЛЛЬНО-РЕЙТИНГОВАЯ СИСТЕМА КОНТРОЛЯ

Модульно-рейтинговая система контроля возможна при модульном построении курса, что соответствует структуре данной Программы, где каждый раздел / тему можно рассматривать как учебный модуль.

Данная система контроля способствует решению следующих задач:

- повышению уровня учебной автономии студентов;
- достижению максимальной прозрачности содержания курса, системы контроля и оценивания результатов его освоения;
- усилению ответственности студентов и преподавателей за результаты учебного труда на протяжении всего курса обучения;
- повышению объективности и эффективности промежуточного и итогового контроля по курсу.

При балльно-рейтинговом контроле итоговая оценка выставляется не на основании оценки за ответ на зачете или экзамене, а складывается из полученных баллов за выполнение контрольных заданий по каждому учебному модулю курса. Рейтинговая составляющая такой системы контроля предполагает введение системы штрафов и бонусов, что позволяет осуществлять мониторинг учебной деятельности более эффективно. Штрафы могут назначаться за нарушение сроков сдачи и требований к оформлению работ, бонусные баллы – за выполнение дополнительных заданий или заданий повышенного уровня сложности. Сумма набранных баллов позволяет не только определить оценку студента по учебной дисциплине, но и его рейтинг в группе/ среди других студентов курса.

Данная система предполагает:

- систематичность контрольных срезов на протяжении всего курса в течение семестра или семестров, выделенных на изучение данной дисциплины по учебному плану;
- обязательную отчетность каждого студента за освоение каждого учебного модуля / темы в срок, предусмотренный учебным планом и графиком освоения учебной дисциплины по семестрам и месяцам;
- регулярность работы каждого студента, формирование должного уровня учебной дисциплины, ответственности и системности в работе;
- обеспечение быстрой обратной связи между студентами и преподавателем, учебной частью, что позволяет корректировать успешность учебно-познавательной деятельности каждого студента и способствовать повышению качества обучения;
- ответственность преподавателя за мониторинг учебной деятельности каждого студента на протяжении курса.

Каждый семестровый курс предлагается оценивать по шкале в 100 +5(бонусы) баллов. Для получения зачета достаточно набрать 51 балл. Для экзамена предлагается следующая шкала, обеспечивающая сопоставимость с международной системой оценок:

A	«отлично»	90-100 баллов
B	«хорошо»	75-89 баллов
C	«удовлетворительно»	51-74 балла
D	«неудовлетворительно»	менее 51 балла

Необходимый минимум для допуска к промежуточной аттестации **51** балл.

Для студентов, пропустивших более 1/2 практических занятий по дисциплине, собеседование по всему курсу считается обязательным. Для студентов, пропустивших более 30 % практических занятий по болезни (подтверждается медицинской справкой), и для студентов, пропустивших занятия без уважительной причины, либо получивших на занятии неудовлетворительную оценку (не подготовившихся к занятию), отработка пропущенного (неудовлетворительно оцененного) занятия является обязательной. При этом полученная оценка (кроме отработки за пропуск по болезни) в текущий рейтинг не включается.

Дополнительные требования для студентов, отсутствующих на занятиях по уважительной причине:

- наличие конспектов пропущенных занятий;
- выполнение дополнительных лексико-грамматических упражнений; чтение и перевод текстов по пропущенной теме;
- выполнение заданий по усмотрению преподавателя.

МЕТОДИЧЕСКИЕ УКАЗАНИЯ (РЕКОМЕНДАЦИИ)

Данное УМКД адресовано студентам 1-2 курсов специальности 280101.65 «Безопасность жизнедеятельности в техносфере», овладевшим базовой грамматикой и лексикой английского языка.

Цель УМКД – сформировать у студентов навыки и умения различных видов чтения и говорения, развить способность извлекать и интерпретировать информацию, содержащуюся в оригинальных научных и других англоязычных текстах. В УМКД так же уделяется внимание и расширению словарного запаса по специальности.

Отличительной чертой УМКД является его аутентичность, неадаптированность текстового материала. Тексты взяты из англоязычной научно-технической периодики, сайтов Интернета, профессионально-значимых материалов международных научно-практических и методических конференций, представляющих достижения современных ученых. В библиографии приведены ссылки на источники информации.

Профориентированность УМКД позволяет студентам пополнить знания по основной специальности, создает дополнительные возможности для изучения терминологических особенностей современного английского языка. УМКД соответствует одному из главных программных требований, предъявляемых к курсу иностранного языка в неязыковых вузах.

При выборе текстов для курса дисциплины был проведен анализ содержания как российских, так и зарубежных научно-популярных изданий. Были отобраны тексты, которые представляют интерес для студентов, наиболее полно отражают стиль научно технической литературы и дают информативный материал по широкому профилю, расширяющий эрудицию студентов.

Практические занятия

Первый курс
Первый семестр

Let's speak English together : учеб. пособие для студентов 1-2 курсов неязыковых спец. ун-тов / С. В. Андросова [и др.]. - 2-е изд., испр. и доп. - Благовещенск: Изд-во Амур. гос. ун-та, 2007. - 138 с.

Unit 2. “Working Day and Leisure”
Part 1. “The Tailors’ Daily routine and Leisure Time” p. 23-24. Tasks: 1, 2, 3 p. 24. Tasks: 1, 2, 3 p. 25.
Exercises: 1-10 p. 27-32.
Exercises 1-3 p. 42.

Unit 3. “Education in the UK”
Part 2. “University Education”. Tasks: 1, 2, 3 p. 47. Tasks: 1, 2, 3 p. 48. Tasks: 1, 2, 3 p. 48-49.
Exercises: 1-9 (part I) p. 52-58; exercises 2-3 p. 59.

Text “The Amur State University”
Tasks:
1) read and translate vocabulary; learn it by heart

Vocabulary

1. to get a prestigious job
2. to contribute
3. to get on with people
4. to give an opportunity to
5. an educational and scientific centre
6. high academic standards
7. to be close to
8. a hostel
9. to provide accommodation
10. sport facilities
11. to be well-stocked with a wide range of literature
12. to get access to the global information resources
13. to establish collaboration
14. to take an active part in
15. researches
16. a broad range of subjects
17. goal/ aim
18. an applicant

2) read and translate the text; prepare phonetic reading and literary translation of the 1st, 3rd and 4th passages

The Amur State University (the ASU)

Education is an important part of our life: it helps to become a highly-qualified specialist, *to get a prestigious job*, that's why we study for the sake of our prosperity and prominent future. Studying at the University also *contributes* to developing personality and character; it shows how *to get on with other people*, it *gives an opportunity to* learn how to communicate with people. It is the model of life.

If to speak about the ASU, it is one of the youngest and most perspective universities of Blagoveshchensk. The ASU was founded in 1975. Today more than 6000 students study in its 10 departments. It is necessary to say that the ASU is one of the famous *educational and scientific centres* in the Far East. It is popular `cause of its *high academic standards*: the education which students get here *is close to* world standards. No doubt the ASU has a solid reputation, and it really earned it.

The ASU is growing fast: new buildings for studying as well as for living (*hostels*) have been opened (you see our students can come from all parts of the region and Un-ty *provides accommodation* for the majority of them). The ASU also has good *sport facilities*, for example gyms and healthy & sport camps. It has several canteens and buffets where you can have a snack and which are crowded when students have a break. Information is an integral part of the life, that's why the ASU has the Un-ty library, which is *well-stocked with a wide range of literature*. You can find a lot of reading rooms where the students spend their time preparing for lessons or chattering about everything and anything. The opening of the I-net centre allowed students and teachers *to get access to the global information resources*, to become the part of the world. The international relations are developing and the ASU *has established collaboration* with the number of Un-ties in the USA, Germany, and China *in order to take an active part in researches*.

If to speak about the curriculum, it offers *a broad range of subjects*. In addition to compulsory courses students can choose some optional courses from the large number. It seems that the first years of study are the most difficult. Students may have up to 30 hours a week of seminars, lectures and classes. But of course, students` life is not only formal learning, they can be involved in different activities, such as taking part in a Un-ty Theatre, a Sports Club, a Students` Fashion Design Theatre or in different concerts and conferences or becoming the member of a Students` Scientific Society.

In conclusion it must be added that the ASU is one of the best Un-ties. No wonder, entering this place is the *goal* of many *applicants*, but studying well, becoming a top person and finally graduating from it are the *aim* of many students.

3) ask 6 questions to the text;
4) insert the missed words

Education it helps to become a _____specialist, to get _____, we study for the sake of our_____. Studying at the University also_____ to developing character; it ____to communicate with different people.

If to speak about the ASU, it is a _____centre. It is popular `cause of its high academic_____: the education which students get here is close to world standards. The ASU has a solid_____.

The ASU is growing fast: new buildings for studying as well as for living (_____) have been opened (you see our students can come from all parts of the region and Un-ty _____for the majority of them). The ASU also has good sport _____. It has several canteens and buffets where you can _____. The ASU has the Un-ty library, which is well-stocked with a_____ of literature. The opening of the I-net centre allowed students and teachers to get access to the global information_____.

If to speak about the curriculum, it offers a broad range of subjects. In addition to compulsory courses students can choose some_____. But students can be_____in different activities.
In conclusion it must be added that _____this place is the _____of many applicants, but studying well, becoming a top student and finally _____is the aim of many students.

1. facilities
2. highly-qualified
3. hostels
4. provides accommodation
5. prosperity
6. optional courses
7. educational and scientific
8. standards
9. a prestigious job
10. wide range
11. entering
12. contributes
13. have a snack
14. gives an opportunity
15. graduating from it
16. goal
17. resources
18. reputation
19. involved

5) translate from Russian into English

1) После того он закончил АмГУ, он смог найти престижную работу.
2) Обычно я готовлюсь к семинарам и экзаменам в библиотеке, т.к. она обладает огромными фондами по литературе различного рода.
3) Вчера когда я зашел в столовую, там было много народу, поэтому я не успел перекусить.
4) В нашем интернет-центре я могу получить доступ к мировым информационным ресурсам и часто ищу материал для курсовых работ.
5) Сотрудничество с университетами США, Германии и Китая способствует обмену информацией и помогает вести совместные исследования.

6) Мы живем в общежитии и стараемся ладить друг с другом, хотя иногда ссоримся из-за бытовых мелочей.
7) В прошлом году он принял участие в конференции и занял первое место.
8) Каждую неделю она проводит 2 часа в спортзале университета.
9) АмГУ – перспективный университет, поэтому поступление сюда - цель многих абитуриентов.
10) Учебная программа стала сложнее, но у нас появились новые предметы по выбору.

Unit "Science and technology"
Text "Science"
Tasks:
1) read and translate vocabulary; learn it by heart
Vocabulary
science
knowledge
scientific knowledge
reliable knowledge
the universe
to be linked
to denote
branches of study= branches of science
laws of nature
natural world
social sciences
applied sciences
natural sciences
scientific methods
the subject matter of science
humanities
formal sciences
to study
hard sciences
to describe
experimental data
to focus on
accuracy
objectivity
fundamental
forces
interactions
to rely on
direct observation
experimentation
a theory
laws of the universe
gravitation
mechanics
electricity
magnetism
a theory of relativity
thermodynamics
atomic physics

quantum mechanics
theoretical physics
applied physics
optics
researchers

2) read and translate the text; prepare phonetic reading and literary translation of the 1st, 5th and 6th passages

Science

Science (from Latin: scientia meaning "knowledge") is a systematic enterprise that builds and organizes knowledge in the form of testable explanations and predictions about the universe. An older and closely related meaning still in use today is that of Aristotle, for whom scientific knowledge was a body of reliable knowledge that can be logically and rationally explained.

The natural sciences are branches of science that seek to elucidate the rules that govern the natural world by using empirical and scientific methods. The term "natural science" is used to distinguish the subject matter from the social sciences, which apply the scientific method to study human behavior and social patterns; the humanities, which use a critical or analytical approach to study the human condition; and the formal sciences such as mathematics and logic.

The phrase “natural sciences” is sometimes used to refer to natural history. In this sense "natural sciences" may refer to the biology and perhaps also the earth sciences, as distinguished from the physical sciences, including astronomy, physics, and chemistry.

Within the natural sciences, the term “hard science” is sometimes used to describe those subfields which some people view as relying on experimental, quantifiable data or the scientific method and focus on accuracy and objectivity. These usually include physics, chemistry and biology. By contrast, soft science is often used to describe the scientific fields that are more reliant on qualitative research, including the social sciences.

Physics embodies the study of the fundamental constituents of the universe, the forces and interactions they exert on one another, and the results produced by these interactions. In general, physics is regarded as the fundamental science, because all other natural sciences use and obey the principles and laws set down by the field. Physics relies heavily on mathematics as the logical framework for formulation and quantification of principles.

The study of the principles of the universe has a long history and largely derives from direct observation and experimentation. The formulation of theories about the governing laws of the universe has been central to the study of physics from very early on, with philosophy gradually yielding to systematic, quantitative experimental testing and observation as the source of verification. Key historical developments in physics include Isaac Newton's theory of universal gravitation and classical mechanics, an understanding of electricity and its relation to magnetism, Einstein's theories of special and general relativity, the development of thermodynamics, and the quantum mechanical model of atomic and subatomic physics. The field of physics is extremely broad, and can include such diverse studies as quantum mechanics and theoretical physics, applied physics and optics. Modern physics is becoming increasingly specialized, where researchers tend to focus on a particular area rather than being "universalists" like Albert Einstein and Lev Landau, who worked in multiple areas.

3) ask 6 questions to the text;
4) render the text.

Второй семестр

Английский язык для инженеров : учеб. : рек. Мин. обр. РФ / Т. Ю. Полякова [и др.]. -7-е изд., испр.. - М.: Высш. шк., 2009.

Unit “Scientists and inventors”
Vocabulary p. 91-94. Exercises: 1-5 p. 94-95.
Exercise 1a, b p. 105: Reading practice.
Text “Marie Curie and the discovery of radium” p. 106-108. Exercises: 1c, d, e, f p. 108.
Render the text “Marie Curie and the discovery of radium”.
Text “Madame Tussaud” p. 108-109. Exercises: 2a, b p. 108-109.
Exercise 3 p. 112-113. Render the text “Ernest Rutherford” p. 112-113.

Unit “Construction materials and structures”
Vocabulary p. 261-263. Exercises: 2-6 p. 263-267.
Exercise 1a p. 274: Reading practice.
Text “The history of bridge and tunnel building” p. 274-277. Exercises: 1b, c, d p. 277-278.
Render the text “The history of bridge and tunnel building”.
Exercise 3 p. 280. Render the text “London as a port” p. 280-281.
Exercise 4 p. 281-282.

Третий семестр

Unit “Safety engineering. My major”
Text “Safety engineering”
Tasks:
1) read and translate vocabulary; learn it by heart
Vocabulary
safety
safety engineering
a safety engineer
a cause of smth
to cause smth
prevention of smth
an accident
an accident problem
accident information
industrial accidents
motor-vehicle accidents
accidents in the home
a rate of accidents
an accidental death
an accidental injury
industry
high-technology industry
to carry out functions
professional
a hazard
a risk
electrical / chemical / radiation hazards
product liability
consumer protection
transportation safety
product safety
safety precautions
occupational safety
public safety

concern for safety
a condition
an activity
a plant
a construction site
at the local, national and international levels
to vary
machinery
high
low

2) read and translate the text; prepare phonetic reading and literary translation of the 1st, 3rd, 4th and 5th passages

Safety engineering

Safety engineering is the study of the causes and the prevention of accidental deaths and injuries. The field of safety engineering has not developed as a unified, specific discipline, and its practitioners have operated under a wide variety of position titles, job descriptions, responsibilities, and reporting levels in industry and in the loss-prevention activities of insurance companies. The general areas that have been identified as the major functions carried out by the professional safety engineer or safety professional are: the identification and appraisal of accident-producing conditions and practices and the evaluation of the severity of the accident problem; the development of accident and loss-control methods, procedures, and programs; the communication of accident and loss-control information to those directly involved; and the measurement and evaluation of the accident and loss-control systems and the modifications that are required to obtain optimum results.

The most recent trends in safety engineering include increased emphasis on prevention by the anticipation of hazard potentials; changing legal concepts with regard to product liability and negligent design or manufacture, as well as the developing emphasis on consumer protection; and the development of national and international legislation and controls, not only in the areas of transportation safety, product safety, and consumer protection but also in occupational health and environmental control.

Safety is those activities that seek either to minimize or to eliminate hazardous conditions that can cause bodily injury. Safety precautions fall under two principal headings, occupational safety and public safety. Occupational safety is concerned with risks encountered in areas where people work: offices, manufacturing plants, farms, construction sites, and commercial and retail facilities. Public safety involves hazards met in the home, in travel and recreation, and other situations not falling within the scope of occupational safety.

Safety was not considered to be a matter of public concern in ancient times, when accidents were regarded as inevitable or as the will of the gods. Modern notions of safety developed only in the 19th century as an outgrowth of the Industrial Revolution, when a terrible toll of factory accidents aroused humanitarian concern for their prevention. Today the concern for safety is worldwide and is the province of numerous governmental and private agencies at the local, national, and international levels.

The frequency and severity rates of accidents vary from country to country and from industry to industry. In the industrialized nations of the world, accidents now cause more deaths than all infectious diseases and more than any single illness except those related to heart disease and cancer. Accidents in the home, in public and private transportation, and on farms and in factories are by far the predominant cause of death in the population under 35 years of age in industrialized nations. In the United States each year, about six times as many persons receive nonfatal injuries in accidents in the home as in motor-vehicle accidents, and about twice as many at home as in industrial accidents. On a worldwide basis, motor-vehicle accidents tend to be the primary cause of accidental deaths, followed by those in industry and in the home.

Industrial accidents can occur because of improper contact with machinery, the lifting or other handling of bulk materials, and contact with electrical, chemical, or radiation hazards. The mining and lumbering industries are among those that have the highest rate of severe accidents. High-technology industries such as electronics have relatively low accident rates.

3) find three terms in the text and define them.
4) put the words in the right order and answer the questions:

a. Does, safety, study, what, engineering?
b. Are, of, the, professional, engineer, what, the, functions, safety?
c. Fall under, precautions, safety, safety, occupational, public, safety, they, don't?
d. Wasn't, safety, why, to be, a matter of, considered, concern, public?
e. Accidental, deaths, motor-vehicle, the, primary, cause of, are, accidents?

5) say a few words about:
a. Safety.
b. Accident problems.
c. Occupational safety.
d. Public safety.

6) retell the text.

Text "Safety engineer job"
Tasks:
1) read and translate vocabulary; learn it by heart
Vocabulary
to be responsible for
to keep people free from risk or injury
to develop safety programs
to minimize losses
property damage
to eliminate unsafe practices
to work for
a safety organization
safety conditions
safety measures
an insurance company
a technician
the duties of a safety engineer
equipment
a procedure
to point out safety hazards
maintenance of machinery
to teach safe work habits to
to meet safety standards
to meet the requirements
to check
to provide consulting services to
dangerous
to lower
to affect
an emergency

a rescue team
a bachelor’s degree (a master’s degree) in science / engineering
a graduate
an employer
an employee
work experience
to provide additional training for smb
to be licensed
to apply to
to hire = to employ
to depend on
to solve a problem
salary

2) read and translate the text; prepare phonetic reading and literary translation of the 1st, 6th, 10th and 11th passages

Safety Engineer Job

Definition and Nature of the Work

Safety engineers are responsible for keeping people free from danger, risk, or injury in the workplace. They develop safety programs to minimize losses due to injuries and property damage. They try to eliminate unsafe practices and conditions in industrial plants, mines, and stores as well as on construction sites and throughout transportation systems. Safety engineers work for a wide variety of industrial and commercial companies. Many work for insurance companies. Others are employed by government agencies or safety organizations. Still others teach in colleges and universities or work as independent consultants.

Safety engineers often have other titles, such as director of safety, safety manager, or safety coordinator. Sometimes technicians assist them. The duties of safety engineers vary depending on where they work. Engineers employed in large manufacturing plants often develop broad safety programs. They study the buildings, equipment, procedures, and records of accidents in their plant and point out safety hazards. They may suggest ways to fix unsafe structures or recommend changes in the layout of the plant. Sometimes they draw up plans for the regular maintenance of machinery or teach safe work habits to managers and workers. Other safety engineers work with designers to make sure that their company's products are safe. They may be responsible for seeing that a new automobile model meets safety standards. Or they may check the design and production of children's toys.

Safety engineers who work for insurance companies usually provide consulting services to their clients. They are experts who can spot hazards and recommend ways to eliminate them. For example, they may review plans for a shopping center that is to be insured by their company and point out dangerous traffic patterns. Once the center is built, they inspect it and check that the elevators have been installed properly so that there will not be accidents. They also study maintenance procedures and may recommend that floors be cleaned when customers are not present. The shopping center owners may be able to lower their insurance rates by following the safety engineer's suggestions.

In the trucking industry, safety engineers review patterns of traffic accidents. They study routes, schedules, loads, and speeds to determine how these factors affect accidents. They also inspect trucks for safety hazards.

Safety engineers in the mining industry must check to see that underground or open-pit mines meet the requirements set by state and federal laws. They also design equipment, such as lamps that are used underground. During mining emergencies they may be in charge of rescue teams.

Education and Training Requirements

You generally need a bachelor's degree in science or engineering to become a safety engineer. It usually takes a minimum of four years to get this formal training. Some employers prefer to hire graduates with special degrees in safety management or occupational safety and health. Others look for people who have a master's degree or some work experience in a related field. In some cases graduates of two-year college programs can become safety engineers after some years of experience as technicians in this field. Undergraduate courses should include behavioral, medical, and social sciences. Many companies provide additional training for their employees. Safety engineers continue to study new developments in their field throughout their careers.

In some cases engineers need to be licensed by the state in which they work. They generally need a degree from an approved engineering college, about four years of work experience as an engineer, and a passing grade on a state examination before being licensed as professional engineers.

Getting the Job

Your college placement office and department notice boards may be able to help you find a job in safety engineering. You can also apply directly to places that hire safety engineers. Your state employment agency may have job information. Other good sources for job leads are the classifieds in trade and professional journals, newspapers, and Internet job banks.

Advancement Possibilities and Employment Outlook

Advancement depends on education, experience, and the industry. In large manufacturing companies, for example, safety engineers can become managers in charge of safety for a large department, an entire plant, or a group of plants. In an insurance company, safety engineers can advance to department head, branch manager, and eventually executive. Some start their own consulting firms.

Health and safety engineers, except mining safety engineers and inspectors, are projected to experience average employment growth through 2014. Although there is a growing concern for the safety of workers and consumers, there has also been a demand for less government intervention and regulation. Much of the employment growth is expected to be in private industrial firms. This growth will be due to the continuing self-enforcement of government requirements, the rising costs of insurance, and the insistence of unions. Insurance companies should also employ more safety engineers. The best jobs will go to graduates of college programs that are related to safety.

Working Conditions

Safety engineers spend much of their time reviewing and inspecting on-site safety conditions and investigating accidents. They also have an office in which they analyze data and write reports. They may have to do some traveling to worksites, conferences, and seminars. Safety engineers generally work forty hours per week. In many cases, longer hours are necessary. Manufacturing plants may require some shift work. Sometimes safety engineers have to answer unexpected emergency calls. There may be some danger involved in their work, but safety precautions minimize this danger.

Safety engineers often meet with clients, workers, and managers. They must be able to convince these people of the need for safety measures. In addition to knowledge of the engineering problems involved in keeping work areas and other public places free from hazards, safety engineers need to have a good knowledge of management methods, safety laws, and industrial psychology. They should be good at solving problems.

Earnings and Benefits

Salaries vary depending on the safety engineer's experience and education as well as the location and the kind of job. In 2004 the median annual income of safety engineers was $63,730. Benefits include paid holidays and vacations, health insurance, and pension plans.

3) read and translate the text;
4) learn the vocabulary by heart;
5) put the words in the right order and answer the questions:

a. Duties, safety, depend on, what, engineer, do? Are, duties, these, what?
b. Have to, you, get, a, safety, education, what, do, engineer, to become?
c. As, engineer, titles, position, a, safety, what, you, have, can?
d. Doesn't, it, salary, depends on, a, safety, education, engineer, and, some other, work experience, factors?
e. Difficult, it, to find, a job, is, today, a, safety, for, engineer?
f. To work at, would, like, you, where, a, as, safety, engineer?

6) insert prepositions where necessary:

1. Safety engineers are responsible … the development … safety programmes and eliminating … unsafe conditions … plants and mines.
2. Safety engineers work … industrial and commercial companies, government agencies and safety organizations.
3. Safety engineers can teach … safe work habits … managers and workers.
4. Safety engineers … insurance companies can point … dangerous traffic patterns … shopping centers.
5. To make a safety engineer you need … a bachelor's or master's degree … science and engineering. Besides it's very useful to have work experience … a related field.
6. To get a job you can apply directly … places that hire … safety engineers.
7. Safety engineers often meet … clients, workers, and managers.
8. Safety engineers must have a good knowledge … safety laws, safety precautions, and industrial psychology. They also must know how to keep… people free … hazards, injuries, or death … the work place.
9. Salaries … professional safety engineers depend … their work experience, education and the kind … job.

7) match the words to get word-combinations:

1. to check	a. safety standards
2. to provide	b. the production of children's toys
3. to teach	c. machinery
4. employment	d. graduates
5. maintenance of	e. safe work habits
6. to meet	f. consulting services to clients
7. to be responsible for	g. emergencies
8. to hire	h. agency
9. to provide	i. training for employees
10. mining	j. safety

8) make up statements to agree or disagree with.
9) say a few words about:
a. Safety engineers in industry.
b. Safety engineers in insurance companies.
c. Safety engineer education.
d. Safety engineer working conditions.

10) retell the text.

<u>Unit "Safety responsible organizations"</u>
Text "Safety responsible organizations"
Tasks:
1) read and translate the text

Safety Responsible Organizations

Several international organizations provide means by which national safety organizations can exchange information and pass on new ideas. Among the bodies serving in this capacity are the International Social Security Association (ISSA) and the International Labor Organization (ILO). These two bodies have sponsored international safety congresses every three years since 1955. Every four years a congress is held by the Permanent International Association of Road Congresses, a body that is maintained by the transport ministries of its member countries and by groups representing the highway-construction industry. The World Touring and Automobile Organization (OTA) holds a safety congress every other year.

A number of organizations, including the ILO, ISSA, the World Health Organization, and the European Economic Community, maintain a joint information bureau in Geneva. The International Organization for Standardization, which is also based in Geneva, helps establish safety codes and standards for numerous areas of activity (such as nuclear energy) among the many nations that sponsor it.

National-level safety organizations tend to deal with safety questions most closely associated with the economic structure of the country concerned. Nations having limited industrial development tend to concentrate on road safety, for example. At the local level many groups exist that specialize in one aspect or another of safety. Much of their activity is conducted by professionals whose jobs relate closely to questions of safety, among them policemen, firemen, medical officers, and others concerned with health and with accident prevention. These groups seek to enlist the cooperation of educators, local governments and officials, industrial associations, and trade unions and to effect liaison with professional safety groups such as the American Society of Safety Engineers in the United States or the Institution of Industrial Safety Officers in the United Kingdom. In the United States, local safety councils may be accredited to the National Safety Council, the world's largest safety body. In the United Kingdom the Royal Society for the Prevention of Accidents performs a role comparable to that of the National Safety Council.

Among the chief activities of individuals and organizations concerned with safety are the collection of statistics on accidents and injuries and the publication of analyses of those statistics; the study of hazardous situations and environments and the development of safer designs, procedures, and materials; the development of educational programs for employers, workers, drivers, and other groups at risk; and the design, through safety engineering, of machines, workplaces, and safety equipment that minimize the risk of injury. In recent years much activity has centred on identifying and preventing risks posed by such hazards as ionizing radiation and a wide array of chemicals and hazardous industrial wastes. The greatest challenge in the field of safety is to keep legislation and public awareness in step with the rapid development of technology and with the fresh hazards that it constantly presents.

The Canadian Society of Safety Engineering

Mission and Vision

The Canadian Society of Safety Engineering (CSSE) is the leading health, safety and environmental organization for professionals in Canada. They work with industry, governmental agencies, and other safety organizations to promote a greater awareness of health, safety, and environmental issues in workplaces and communities across the nation and around the world. Their vision is "An Advocate for Safety in Every Workplace."

CSSE is a national organization, supporting the operation of 34 local Chapters. Chapters provide local forums for information exchange and networking among professionals. Through Chapter meetings and activities, members promote and enhance the profile of the profession in communities throughout Canada.

Their mission is to be the resource for professional development, knowledge and information exchange to their members, their profession and the Canadian public.

Strategic Directions

In the fall of 2002, CSSE embarked on a new strategic path that led to many new and exciting changes. Responding to a strategic study that looked in depth at not only member needs but

also the new economic climate, the association landscape, and other critical factors, CSSE devised a new strategy that focused on fulfilling membership needs and desires. CSSE heard what members and potential members were saying loud and clear and responded accordingly. In a series of new initiatives, CSSE continues to strive to be the leading organization for health, safety, and loss prevention practitioners.

For the past six years, the CSSE Board of Directors has been continually exploring new initiatives to ensure that CSSE stays at the forefront of member services and embraces new technologies and other modes of knowledge exchange to ensure that CSSE is the source for knowledge when it comes to OH&S. To make their vision a reality they will continue to strive to not only meet but exceed their members' expectations for information, professional development, and networking.

The Society's strategic directions are:

Information and Knowledge Exchange and Networking

Organizational Development

Professional Development

This strategy of continual renewal and implementation of cutting edge technologies will position the CSSE as the premier organization for Canadian health, safety and environmental practitioners.

History

CSSE was founded in 1949 by a small group of dedicated individuals drawn together in the common cause of accident prevention. It grew from a provincially-based organization to become Canada's largest national and most established professional organization for health and safety practitioners. Today, they have over 4,500 members across Canada, the United States, and around the world working together to enhance the health, safety and environmental profession.

The American Society of Safety Engineers

On Oct. 11, 1911, a group of 35 safety inspectors formed the United Society of Casualty Inspectors in New York City. The group came together following the devastating Triangle Shirtwaist Factory fire on March 25, 1911, a tragedy which took the lives of 146 workers and forever changed workplace safety. In 1914, the organization changed its name to the American Society of Safety Engineers (ASSE). The Society relocated to Chicago in 1924, moved to Park Ridge, IL, in 1967 and has been headquartered in Des Plaines, IL, since 1985.

Today, ASSE represents more than 34,000 safety, health and environmental (SH&E) professionals who work across all industries around the world protecting people, improving business and safeguarding the environment. Through their efforts, ASSE members help employees stay safe, healthy and productive, which delivers positive bottom-line results to employers and helps enhance corporate image.

Throughout the organization's history, ASSE and its members have made many contributions to the SH&E profession through continuing education, publications and research. As a global advocate for SH&E professionals and the SH&E profession, ASSE brings a meaningful voice to the international discourse on occupational safety. Through outreach, advocacy, standards development and education, ASSE takes the lead in providing expertise and insight on occupational safety, health and environmental issues and practices. And, by growing and sharing the profession's body of knowledge, ASSE fosters a global community among SH&E professionals.

ASSE is guided by a 16-member Board of Directors, which consists of 8 regional vice presidents; three council vice presidents; Society president, president-elect, senior vice president, vice president of finance and executive director. ASSE has 17 practice specialties, 151 chapters, 28 sections and 58 student sections.

2) make a list of key words and expressions, learn them by heart;
3) ask 8 questions to the text using key expressions;
4) make up 4 statements concerning the text, offer them to your partner to agree or disagree with;
5) render the text.

Unit “Global environmental problems”
Text “Global warming”
Tasks:
1) read the text; prepare the phonetic reading and literary translation of the parts “Human influence on the Earth’s climate”, “Reasons for disagreement about global warming”

Global warming

Global warming is observed increase in the average temperature of the Earth’s atmosphere and oceans, which in turn causes changes in climate.

The global warning controversy is along-running dispute about the ways humans affect the global climate. The starting point of debate is whether global warming is actually occurring and, if so, what is causing it. This point leads to major controversy – whether anything should be done to reduce or reverse future warming, and how to cope with the predicted consequences.

Causes of global warming

Causes of global warming are usually grouped into two general categories - human induced warming and natural climate variability.

Human influence on the Earth’s climate

Only a small minority of scientists discount the rule that humanity’s actions have played in recent warming. The prevailing scientific opinion on climatic change is that most of the warming observed over the past 50-60 years is attributable to human activities. Some organizations use the term “anthropogenic climate change” for human-induced changes.

Increased amounts of carbon dioxide (CO2) and other so-called “greenhouse gases” (GHGs) are considered to be the primary causes of the human-induced component of warming. Greenhouse gases tend to trap infrared radiation emitted by the earth, which would otherwise escape into space. These gases are essential to life on the earth as we know it; without them the earth would be too cold to support life. However, it may be possible that too large a concentration of such gases could actually trap too much heat and cause an extreme rise in the temperature of the earth.

While compounds such as carbon dioxide, methane and nitrous oxide are found in nature, human activities also create emissions of these gases. One gas that is naturally occurring, but is also the product of combustion, is carbon dioxide. Atmospheric carbon dioxide concentration has increased rapidly since the 1800s, which has led to the concern that such an increase could lead to global warming.

Natural climate variability

Some scientists maintain that climate change is a natural occurrence and would continue unabated even if all human activity on the planet ceased immediately. They say that global warming is not due to anthropogenic (human) activities.

The climate of the earth has varied considerably since its formation and there have always been warming and cooling cycles. In the carboniferous period, millions of years ago, when nature was in full blossom, the concentration of carbon dioxide was 10 times higher than the level some environmentalists try to scare humankind with.

There is evidence that there were several ice ages in the past – the last one is thought to have ended only 12,000 to 15,000 years ago. At the beginning of the 15th century, temperature also rose 0.6 degree. There were no industrial emissions of any kind back then, but the volcanoes had a considerable impact. In fact, there are lots of factors having an impact on the climate; the earth’s climate can vary considerably on its own, without human influence.

However, humanity has increasingly modified the environment and added large amounts of pollutants to the air, especially since the beginning of the industrial revolution.

Reasons for disagreement about global warming

There are several reasons why there is disagreement about global warming among scientists. One concern is the length and quality of the instrumental surface temperature record. We have had relatively reliable and somewhat well-distributed temperature measurements over land for about

100 years. Some argue that this is too short a record to use in determining there is a significant upward trend in temperature that can be attributed to human influences. Another argument from the global warming skeptics is that temperature change records are wrong because temperature monitoring stations are located in urban areas and, as such, the measurements they take are distorted by the heat of the city (from cars, house heating ,etc). Others point out that we have very few temperature measurements over oceans, which take up about 75 % of the globe.

There is also some uncertainty about what the actual effects of increased carbon dioxide concentrations might be. According to some scientists, carbon dioxide is not a "driver" of climate change at all. In fact, CO2 levels actually lag behind climatic temperatures, suggesting that global warming may cause increased carbon dioxide levels rather than the other way around. Since we can't (and wouldn't want to) do large-scale experiments with the atmosphere, the effects of such things as increased carbon dioxide concentration have to be done with computer models.

However, since various computer models differ and take different factors into account, they give different results. Certain processes which certainly take place in the atmosphere can't be realistically reproduced with computer models. They could have a variety of effects, leading to even more rapid global warming, or no warming at all. Climate models will hardly ever able to predict the future climate, until they can predict solar and volcanic activity.

2) make a list of key words and expressions, learn them by heart;
3) ask 8 questions to the text using key expressions;
4) make up 4 statements concerning the text, offer them to your partner to agree or disagree with;
5) render the text.

Unit "Problems of modern cities. My native city"
Text "Air pollution and smog are the problems of modern cities"
Tasks:
1) read and translate the text; tell which of the problems mentioned in the texts are typical for the city you live in; discuss these problems with your partner

Air pollution and smog are the problems of modern cities

The word *smog* comes from *smoke* and *fog*. Smog is a sort of fog with other substances mixed in. Smog has been here a long time. Billions of years ago, volcanoes sent millions of tons of ash and smoke into the air. Winds wiped up dust clouds. Animal and vegetable matter decayed, adding polluting gases.

When people came along, they began to produce their own kind of air pollution. They discovered fire. In the Middle Ages, people in cities such as London used soft coal to heat their homes. The smoke from these fires, combined with moisture in the air, produced dense layers of smog. The smog would blanket the city for days, particularly in winter. The heat generated in large cities tends to circulate air within a dome-like shape. This traps the smog and holds it over the city.

Smog, and the chemicals and other substances in it, can be harmful, even deadly. Smog blurs vision. It irritates the eyes, the throat, and the lungs. Eyes water, throats get sore, people cough. Smog can make people ill. And it can make sick people sicker. Air pollution has been linked to eczema, asthma, emphysema, cardiovascular difficulties, and lung and stomach cancer. It also has a harmful effect on the environment. Food crops and animals suffer. Paint may peel from houses. It is obvious that we must do everything possible to reduce man-made atmospheric pollutants and smog.

Smog, along with smoke, is the most visible evidence of atmospheric pollution. But some atmospheric pollution is not visible and may not become visible until it is mixed with moisture. Lead compounds from leaded gasoline, hydrocarbons (unburned gasoline), carbon monoxide, and other gases may pollute the air without being seen. All air is polluted to some extent. That is, all air carriers some polluting substances. Much of it is natural: smoke and ash from volcanoes, dust

stirred up by the wind, compounds given off by growing vegetation, gases given off by rotting animal and vegetable matter, salt particles from oceans, and so on.

Man adds to these pollutants by burning coal, oil, gas, gasoline, and many other things.

Before we get to the automobile, however, let us review what we know about combustion. Most fuels, such as coal, gasoline, and wood, contain hydrogen and carbon in various chemical combinations. During combustion, oxygen unites with hydrogen and carbon to form water (H2O), carbon monoxide (CO), and carbon dioxide (CO2).

In addition, many fuels contain sulfur; this burns to produce sulfur oxides. Also, in this heat combustion, some of the nitrogen in the air combines with oxygen to form nitrogen oxides (NOx). Some of the fuel may not burn completely, so that smoke and ash are formed. Smoke is simply particles of unburned fuel and soot, called particulates, mixed with air.

Altogether, it is estimated that 200 million tons of man-made pollutants enter the air every year in the United States alone. This is about a ton for every man, woman, and child in the country.

This man-made pollution is what clean-air laws are aimed at.

Consider Los Angeles, a large city set in a basin, with about 7,000,000 inhabitants. It is surrounded on three sides by mountains and on the fourth by the Pacific Ocean. When the wind blows out over the ocean, it sweeps away pollutants. But at the other times, the air is stagnant. Smoke and other pollutants from industry and automobiles do not blow away. They just build up into a thick, smelly, foggy layer of smog. The location of Los Angeles, plus all the people and industry there, make it one of the biggest "smog centers" in the country. And it is Los Angeles which has led in measures to reduce smog.

Los Angeles has banned unrestricted burning, for example, burning trash. Incinerators without pollution controls were outlawed. Industry was forced to change combustion processes and add controls to reduce pollutants coming from their chimneys. Laws were passed that required the addition of emission controls on automobiles. All these measures have significantly reduced atmospheric pollution in the Los Angeles area.

If not controlled, the automobile can give off pollutants from four places. Pollutants can come from the fuel tank, the carburetor, the crankcase and the tail pipe. Pollutants from the fuel tank and carburetor consist of gasoline vapors. Pollutants from the crankcase consist of partly burned air-fuel mixture that that has blown by the piston rings. Pollutants from the tail pipe consist of partly burned gasoline (HC), carbon monoxide (CO), nitrogen oxide (NOx), and - if there is sulfur in the gasoline - sulfur oxides (SOx).

2) make a list of key words and expressions, learn them by heart;
3) ask 8 questions to the text using key expressions;
4) complete the sentences below choosing the variant corresponding to the contents of the text:

1. Smog is …

a) a sort of smoke

b) a sort of fog and chemicals

c) a sort of fog with other substances mixed in

2. Air pollution has a harmful effect on …

a) the eyes, throat and the lungs

b) sick people

c) the eyes, the throat, the lungs, thick people and the environment.

3. All air carries some polluting substances, much of it is natural, for example,…

a) smog and other substances

b) smoke and ash from volcanoes, dust stirred up by the wind, gases given off by rotting animal and vegetable matter, salt particles and so on

c) lead compounds from leaded gasoline, hydrocarbons, carbon monoxide and other gases.

4. Man adds to these pollutants by

a) burning coal, oil, gas, gasoline and many other thing

b) driving a car and developing industries

c) generating the heat in large cities.

5. The measures which have significantly reduced atmospheric pollution in the Los Angeles area were the following:

a) clean-air laws

b) emission controls on automobile

c) controls on burning, combustion processes.

5) match words from the left column with words from the right column:

A	**B**
exhaust	oxides
fuel	cities
nitrogen	smog
overcrowded	countries
photochemical	particles
developing	fumes
tiny	petrol
toxic	cause
unleaded	cell
main	compounds

6) Place the appropriate word from the list in each of the blanks below.

Combustion	traffic	photochemical smog	pollution	ozone

1. Concentrations of many dangerous substances in the air have crept up over recent years as streets have been congested with…
2. Carbon monoxide is produced by incomplete … of fuel.
3. Ground level … has harmful effect.
4. … is a complex chemical mixture.
5. Air … problem crosses national boundaries.

7) read the text and express the main idea of it in English. What are the ways of solving waste problem in your native city?

To solve the waste problem

В наши дни растет не только абсолютный объем «производства» промышленных и бытовых отходов, но и расширяется их «ассортимент».

За рубежом захоронение отходов является лишь одним из методов их утилизации. Так, в США на полигонах размещается около 54% отходов, около 24 % используется в качестве вторичного сырья, более 8% подвергается компостированию и биологической переработке и около 14% сжигается. В России же размещение на полигонах является доминирующим методом утилизации бытовых и разнообразных малотоннажных промышленных отходов.

Крупнотоннажные отходы, которые образуются при функционировании горнодобывающих предприятий, предприятий лесной, целлюлозно-бумажной, нефтеперерабатывающей промышленности имеют более или менее физико-химический состав и могут быть подвергнуты переработке, однако для их утилизации не хватает специализированных предприятий, обеспеченных необходимым оборудованием.

Воспользовавшись опытом других государств, например США, в которых средний и малый бизнес вносит значительный вклад в решение экономических и экологических, можно и в российских условиях избавиться от значительной части проблем, которые создают для природы и населения отходы производства и потребителя. Поэтому правительству необходимо срочно решать вопрос о создании эффективных экономических механизмов для

успешного функционирования малых и средних предприятий, специализирующихся на сборе, сортировке, транспортировке, по использованию в качестве вторичного сырья и безопасному уничтожению отходов, специфических для каждого отдельно взятого региона.

Речь может идти о льготном кредитовании, налоговых преференциях, лизинговых услугах и др.

Unit “Environmental protection”
Text “Environmental protection”
Tasks:
1) read and translate the text

Environmental protection

Economists have long thought the environment as an unlimited source of resources. They have thought that the atmosphere, forests, rivers and seas are capable of absorbing all the rubbish the economy throws into them. In fact, the economy and the environment are closely related. The environment supplies the economy with all its resources, such as water, timber, minerals and oil. The environment has to absorb all its waste products.

Nevertheless, some economists have always argued that pollution damages the resources. For example, pumping waste gases from a power station does not get rid of them. The waste gases cause acid rain; this leads to forests damage and therefore reduces the resources of forestry industry.

There are many consequences of damaging the environment. One of them is acid rain. Another one is water shortage resulting from abuse of arable lands in agriculture. The third one is destroying the ozone layer of the Earth through pollution from factories and plants. The fourth problem is damage to water and soils. The fifth one is damage to wildlife; numerous species of animals and plants can disappear. Lastly, the most serious danger arising from damaging the environment is the result of the above-mentioned consequences. This is the danger for the life and health of the man.

The territories of the former Soviet Union are suffering many environmental problems. Many of these problems have been caused by economic activities. Apart from the effect of the Chernobyl disaster, the worst problem is probably in the area around the Aral Sea. Cotton growing in the region has used huge quantities of water, and the sea level has fallen by 14yards. This destroyed fishing industry and led to damage in soils, crops, and wildlife. Many forests in the north of European Russia and the Far East are under threat. A system of dams on the Volga has caused damage to fish.

If we are unable to learn to use the environmental carefully and protect it from damage caused by man’s activities, very soon we’ll have no world to live in.

2) make a list of key words and expressions, learn them by heart;
3) ask 5 questions to the text using key expressions;
4) give English equivalents:

Защита окружающей среды; неисчерпаемый источник ресурсов; поглощать; быть тесно связанным; обеспечивать экономику ресурсами; отходы; загрязнение окружающей среды; нанести вред ресурсам; выбрасывать отработанные газы; вызвать кислотный дождь; привести к повреждениям; сократить ресурсы чего-либо; последствие чего-либо; нехватка воды; быть результатом чего-либо; неправильное использование земель; разрушение озонового слоя; вред водам, почве и дикой природе; виды животных и растений; возникать вследствие чего-либо; сталкиваться с проблемой окружающей среды; быть вызванным экономической деятельностью; последствия Чернобыльской катастрофы; хлопководство; быть под угрозой; система плотин; осторожно использовать окружающую среду; защитить от повреждений.

5) insert prepositions where necessary:

1. The economists have thought that the atmosphere, forests, rivers and seas are capable … absorbing all the rubbish the economy throws …them.
2. The environment supplies the economy … all its resources, such as water, timber, minerals and oil.
3. Some economists have always argued that pollution damages… the resources.
4. The waste gases cause … acid rain.
5. There are many consequences … damaging the environment.
6. This is the danger … the life and health of the man.
7. The territories of the former Soviet Union are suffering … many environmental problems.
8. Cotton growing in the region has used huge quantities … water, and the sea level has fallen … 14 yards; and this destroyed fishing industry and led … damage …soils, crops, and wildlife.
9. Many forests … the north of European Russia and the Far East are … threat.
10. If we are unable … learn to use the environmental carefully and protect it … damage caused … man's activities, very soon we'll have no world to live ….

6) translate into English:
1. В соответствии с текстом, окружающая среда – это неиссякаемый источник ресурсов.
2. Фактически окружающая среда не может поглощать все отходы, которые экономика выбрасывает.
3. Неудивительно, что окружающая среда обеспечивает экономику ресурсами.
4. Насколько я знаю, загрязнение окружающей среды вызывает кислотный дождь.
5. По мнению экономистов, загрязнение окружающей среды сокращает ресурсы промышленности.
6. Без сомнения, чрезмерное использование земель ведет к нехватке водных ресурсов.
7. Насколько я могу судить, выбросы отходов наносят вред земле, почве и дикой природе.
8. Само собой разумеется, что выбросы отходов в воздух разрушают озоновый слой земли.
9. По моему мнению, среди проблем окружающей среды на территории бывшего СССР – последствия Чернобыльской катастрофы, проблема Аральского моря и другие
10. По правде говоря, мы должны научиться бережно относиться к окружающей среде.

7) read the text and render it in English:

Очистка воздуха от промышленных выбросов и неприятных запахов

Увеличение количества поступающих в атмосферу потенциально вредных газов и частиц приводит к ущербу для здоровья человека и в глобальном масштабе является одной из главных проблем санитарного состояния окружающей среды. Основными загрязнителями атмосферы служат транспортно-дорожные и энергетические предприятия, металлургические комбинаты, газовый и нефтепромышленный комплексы. Из числа газообразных выбросов основная доля приходится на двуокись серы, оксид углерода, углеводороды, окислы азота, ЛОС, сероводород, соединения фтора. Кроме этого, на многих пищевых, химических производствах, предприятиях коммунального хозяйства актуальной является проблема эмиссии неприятных запахов.

Для решения проблем очистки промышленных выбросов ООО «Водако» была разработана уникальная технология. Основу ее представляет фотохимическая реакция, при которой химические превращения осуществляются под воздействием света в ультрафиолетовой области спектра. Данная технология предназначена для очистки воздуха помещений, производственных цехов и складов от следующих загрязнений:
- промышленных выбросов (угарный газ, окислы азота и серы, сероводород, аммиак);
- биологических загрязнений (микроорганизмы, аллергены, клещи, плесень);
- выделений от отделочных материалов и синтетических веществ (летучие вещества, соединения свинца, асбест);
- озоновых выбросов;

- неприятных запахов различного происхождения.

Очищенный от загрязнений и запахов воздух может быть направлен в окружающую среду или частично возвращен в производственное помещение...

Обработка выбросов с помощью данной технологии оптимально подходит как для объектов коммунального хозяйства, так и для различных производств и позволяет решить проблему загрязненности воздуха рабочих помещений и зон, примыкающих к производственным площадкам.

(И. Норбейт, И.М. Ишков «Экология производства» № 8, 2007)

Примерные задания для самоконтроля

Test 1

1. I ..... Julie yet.
A haven't seen B didn't see C don't see

2. While Mum was cooking dinner, Julie ..... the house.
A was cleaning B has cleaned C cleans

3. She took her raincoat as it ..... .
A was raining B is raining C had been raining

4. Joseph ..... in the garden since eight this morning.
A has dug B has been digging C is digging

5. How long is it since he .....?
A had left B left C leaves

6. She ..... two rooms so far.
A cleans B has cleaned C cleaned

7. Paul ..... in Munich for two weeks by next Monday.
A will be B will have been C is going to be

8. She ..... her grandparents this month.
A wasn't visiting B had visited C hasn't visited

9. He'll change his mind after he ..... the document.
A saw B has seen C will see

10. He ..... for two hours when the doorbell rang.
A has been sleeping B was sleeping C had been sleeping

11. I ..... all the work by six o'clock.
A will be finishing B am finishing C will have finished

12. She locked the door, picked up her suitcase and ..... into the car.
A got B had got C was getting

13. Sarah thinks she ..... herself in Leeds.
A will have enjoyed B will enjoy C will be enjoying

14. I can't see you tonight because I ..... dinner with Tina.
A have B was having C am having

15. This time next month I ..... in Cannes.
A will sunbathe B will be sunbathing C will have sunbathed

16. I'll be ready by the time you ..... home.
A come B will come C would come

17. My brother ..... a huge party for his birthday last Saturday.
A threw B is throwing C throws

18. He ..... for London tomorrow morning.
A has been leaving B has left C is leaving

19. Peter was angry because he ..... the bus.
A has missed B had missed C misses

20. It was ..... dreadful weather that we didn't go anywhere.
A such a B so C such

21. Carl is ..... athletic than David.
A more B most C least

22. It was ..... good film that I want to see it again.
A such B so C such a

23. Jim was exhausted because he ..... all day.
A was walking B had been walking C has been walking

24. By December I ..... as a teacher for ten years.
A will have been working B will be working C am going to work

25. How long have you been married? - ..... 3 years.
A Since B Ago C For

Test 2

1. This hat is cheaper ..... that one.
A than B then C from

2. It was the ..... film of all.
A bad B worst C worse

3. Paul eats too much – he ..... on weight.
A was putting B put C has put

4. The helicopter ..... over the forest when we saw it.
A was flying B flew C has been flying

5. Peter ..... a shower when the phone rang.
A had B has had C was having

6. My brother is ..... late for work, he can't wake up in the mornings.
A rarely B always C occasionally

7. The train to Paris ..... at 6.45 am.
A leaves B is leaving C leave

8. He ..... to Rome every month.
A is travelling B travels C traveling

9. Julia ..... TV when the fire broke out.
A watched B was watching C has been watching

10. Aren't you tired? – No, I ..... to walking long distances.
A am used B got used C used

11. I can't finish my homework ..... you help me.
A unless B if C while

12. ..... you go to bed late, you'll be tired in the morning.
A unless B if C when

13. My sister likes playing ..... piano.
A a B the C -

14. Mary goes to ..... school at 8 o'clock in the morning.
A a B the C -

15. That was ..... party I've ever been to.
A the best B better C best

16. My new bed is ..... than my old one.
A comfortable B more comfortable C most comfortable

17. Colin is not ..... as Martin.
A strong B as strong C stronger

18. It was a great holiday. We had ..... good time.
A such B such a C so

19. I like Tom and Ann. They are ..... nice people.
A such B such a C so

20. I prefer to travel by car rather than ..... by train.
A to travel B travel C traveling

21. We must be quick. We have ..... time.
A few B little C a little

22. This town is not a very interesting place to visit, so ..... tourists come here.
A few B a few C a little

23. He enjoys doing dangerous things, I think he'll be a ..... .
A dustman B stuntman C barman

24. Her eyes are red. She ..... .
A was crying B cried C has been crying

25. Kate is ....., as she wants to be successful in life.
A responsible B ambitious C decisive