

ДЕРЖАВНА СЛУЖБА УКРАЇНИ З НАДЗВИЧАЙНИХ СИТУАЦІЙ  
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ЦИВІЛЬНОГО ЗАХИСТУ УКРАЇНИ  
КАФЕДРА МОВНОЇ ПІДГОТОВКИ

ЗАТВЕРДЖУЮ  
Завідувач кафедри  
\_\_\_\_\_ І. Є. Богданова  
\_\_\_\_\_ 20\_\_ року

**МЕТОДИЧНА РОЗРОБКА**  
для проведення занять із навчальної дисципліни  
**“ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)”**  
за спеціальністю 261 «Пожежна безпека»  
спеціалізація «Автоматичні системи пожежної та техногенної безпеки»

з теми: № **Тема 1.1. Служба цивільного захисту в Україні та країні, мова якої вивчається.**

Вид заняття: практичне заняття

Обговорено на засіданні  
кафедри мовної підготовки  
\_\_\_\_\_ 20\_\_ року  
Протокол № \_\_\_\_\_  
Викладач: Тороповська Л.В.

Харків – 2016

## **Тема № 1.1. Служба цивільного захисту в Україні та країні, мова якої вивчається.**

### **I. МЕТА:**

*Практична:* 1) повідомлення нового лексичного матеріалу **Служба цивільного захисту в Україні та країні, мова якої вивчається;**

2) навчання усному спілкуванню за темою заняття;

3) удосконалення граматичних знань курсантів.

*Розвивальна:* Розвивати практичне та теоретичне мислення у курсантів, концентрацію та стабільність уваги, механічну пам'ять.

*Виховна:* Виховувати патріотичне та інтернаціональне ставлення до суспільно-політичної та професійної діяльності, почуття гордості за обрану професію.

### **II. Зміст :**

I. Організаційний момент.

II. Фонетична зарядка.

III. Формування нових знань і засобів діяльності.

IV . Систематизація знань з граматичної теми.

V. Підведення підсумків.

VI. Домашнє завдання.

### **III. Література:**

1. Кринська Н.В., Логвиненко І.В., Попова Л.В., Панова Т.М. Англійська мова за професійним спрямуванням для вищих навчальних закладів системи МНС. Навч.посібник. – Харків: УЦЗУ, 2009.
2. Верба Л.Г., Верба Г.В. Граматика сучасної англійської мови. Довідник. – К., 2003.
3. Богацкий И.С., Дюканова Н.М. Бизнес-курс английского языка. Словарь-справочник. Под общей ред. Богацкого И.С. – К., 2002.
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7. Michael McCarthy, Felicity O'Dell English Vocabulary in Use. – Cambridge University Press, 2002.

**IV. ТЗН:** дидактичний матеріал, словники, ТЗН.

## Хід заняття:

### I. Організаційний момент:

- рапорт чергового;
- запис дати і теми на дошці, в зошитах.

### II. Фонетична зарядка.

### III. Подання нових знань і засобів діяльності за темою **Служба цивільного захисту в Україні та країні, мова якої вивчається:**

#### Pre-reading activity.

**Think over what you know about civil defence. Answer the questions below:**

1. What do you know about fire and other disaster?
2. Would you like to be able to control forces of nature?

**You are to read and translate the text about Civil Defence. Get ready to answer the questions given after the text.**

#### Civil Defence

Civil defence is a nonmilitary program designed to save lives and property if an enemy attacks a country. Civil defence also provides assistance in such emergencies as blizzards, earthquakes, floods, hurricanes, tornadoes, explosions, and fires, and it is intended to reduce the consequences of major terrorist incidents.

##### Civil defence in action

The first task of a civil defence agency in an emergency is to warn the public of danger and provide instructions on how to avoid hazards. People may be able to protect themselves from an enemy attack or other disaster in one of two ways. They can (1) evacuate the area or (2) remain and take shelter. Civil defence agencies advise the public about the best action to follow in a particular situation. They also coordinate rescue efforts and other emergency services. In most disasters, however, people usually reach safety without help and take care of their own needs.

**Warning.** Most civil defence agencies in the United States warn communities of danger by means of the attack warning signal and the attention, or alert. Signal both 'signals last for three to five minutes.

The attack warning signal consists of a wavering sound from a siren or a series of short blasts on a factory whistle or other device. This signal means that an enemy has attacked the country and that people should act immediately to protect themselves.

The attention signal is a long, steady sound from a siren, whistle, another device. It means that the community is threatened by a peacetime disaster. After either signal has sounded, radio and television stations broadcast information about the danger and give instructions for the public to follow.

**Evacuation.** Floods and hurricanes are the most common disasters for which communities are evacuated. Unlike many natural disasters that strike suddenly, most floods and hurricanes can be predicted in time for people to safely leave the area. If time permits, individuals should board up windows and disconnect all electric appliances before leaving home. Then they should go to the location directed by the civil defence agency, using the route specified. Citizens also may be asked to evacuate an area after an industrial accident to protect them from such hazards as leaking gasoline or poisonous fumes.

**Shelter.** Earthquakes, tornadoes, and other emergencies that occur suddenly give people little or no time to evacuate a community. If a tornado approaches, people should

immediately take shelter in a storm cellar or basement. In an earthquake, they should stand under a doorframe or crouch under a table or chair until the shaking stops. If caught outdoors during such emergencies, they should get away from such objects as telephone poles, power lines, or anything else that might fall or be blown down. If a tornado, people should lie facedown-in a ditch if possible-for protection against flying debris.

**Emergency services.** When a natural disaster strikes, civil defense agencies coordinate the efforts of fire fighters, police officers, and other community employees to save lives and property. These workers often with help from the National Guard, Red Cross volunteers, and others-evacuate people who have been stranded in, hazardous areas. They also provide medical care for the injured and food and shelter for people who have had to leave their homes. Officials may find it necessary to close off certain areas to prevent looting of unattended buildings.

- подання лексичного матеріалу з теми **Служба цивільного захисту в Україні та країні, мова якої вивчається;**

### **1. Translate the words and word combinations into English**

захист

наслідок; наслідок; результат

засновувати, засновувати; створювати, організовувати

руйнування, знищення

дах, пристановище, притулок, притулок

(радіо)віщання

свист

ураган

нещастя, нещастя

керівництво; водійство

землетрус

готовність, підготовленість

### **2. Disaster vocabulary**

1. A violent and heavy snowstorm is called a \_\_\_\_
2. When crops fail and livestock die through lack of water because of no rain there is a \_\_\_\_
3. The above situation could cause massive starvation through lack of food. This situation is called a \_\_\_\_
4. When the land violently moves or shakes especially around fault lines it's called an \_\_\_\_
5. When the above situation causes a huge body of seawater to move in towards the shore it is known as a \_\_\_\_
6. When there is a violent outbreak of lawlessness by people it's called a \_\_\_\_
7. A loud noise and sometimes huge force created by something like a bomb is known as an \_\_\_\_
8. A violent wind that twist round and round and causes massive destruction is called a \_\_\_\_
9. A disease that spreads rapidly amongst a lot of people in the same area is called an \_\_\_\_
10. Something that makes the air, rivers, or seas dirty is known as \_\_\_\_

- активізація знань курсантів (студентів) із нової лексичної теми **Служба цивільного захисту в Україні та країні, мова якої вивчається** з опорою на текст.

**Answer the questions**

1. What is Civil defence?
2. When does it provide assistance?
3. Who shares the responsibility for Civil defence?
4. Who develops and carries out Civil defence plans?
5. What were the first US civil defence agencies?

**Fill in the gaps with nouns given in the box.**

fire protection	fire prevention	subjects
fire-equipment industry		emergencies
universities		fire safety
chemistry and physics		mathematics

The fields of \_\_\_\_\_ and \_\_\_\_\_ offer interesting work outside of fire departments. Positions are in insurance companies, government service, the \_\_\_\_\_, and fire-safety education. Several \_\_\_\_\_ offer programs for persons interested in these fields. Knowledge of \_\_\_\_\_ and \_\_\_\_\_ are for young men who want to become fire fighters. Courses in these \_\_\_\_\_ will help them to understand how fire arises. They should understand \_\_\_\_\_ in order to calculate the amounts of water and pressure that are needed in various \_\_\_\_\_. They should also be able to speak well before audiences about \_\_\_\_\_.

**IV . Виконання практичних вправ з творчими завданнями.**

**1. Complete the sentences by appropriate personal pronouns:**

1. I am from Ukraine. \_\_\_\_\_ first language is \_\_\_\_\_.
2. This man is from \_\_\_\_\_. \_\_\_\_\_ first language is French.
3. You are from Italy. \_\_\_\_\_ first language \_\_\_\_\_.
4. He \_\_\_\_\_ from the USA. \_\_\_\_\_ first language \_\_\_\_\_.
5. We \_\_\_\_\_ from Greece, \_\_\_\_\_ first language \_\_\_\_\_.
6. They \_\_\_\_\_ from \_\_\_\_\_. \_\_\_\_\_ first language \_\_\_\_\_ Chinese.
7. \_\_\_\_\_ is Russian. His first language is \_\_\_\_\_.
8. \_\_\_\_\_ are from Sweden. \_\_\_\_\_ language is Swiss.
9. \_\_\_\_\_ study English. Their first language \_\_\_\_\_.

**V. Підведення підсумків заняття, оцінювання.**

**VI. Домашнє завдання:**

- вивчити нові лексичні одиниці за темою заняття;
- підготувати усні монологічні повідомлення курсантів за темою **The History of the English Language**;
- виконати вправи на закріплення граматичного матеріалу.

**Read the following text and match the headlines given in the box to the appropriate paragraphs.**

- **For Military Missions**

- **For Aerial Observation**
- **For Agricultural and Forestry Operations**
- **Helicopter**
- **For Transportation and Construction Work**
- **For Rescue Missions**

Helicopters can (to use) for many tasks because they (to be able) (to hover) in midair and (to take off) and (to land) in small areas. They (to be) particularly useful (1) for rescue missions, (2) for aerial observation, (3) for transportation and construction work, (4) for agricultural and forestry operations, and (5) for military missions.

\_\_\_\_\_ In the armed forces, helicopters (to serve) as flying ambulances and as troop transports. Powerful military helicopters (to carry) artillery to key battle positions and (to fly) jeeps, tanks, and other equipment wherever they (to need). Helicopters (to equip) with electronic gear (to pick up) and (to disrupt) enemy communications signals. The armed forces also (to use) helicopters (to observe) the movements of enemy troops and ships. Many naval helicopters (to have) devices (to locate) and (to track) submarines. They may also (to arm) with depth charges, missiles, or torpedoes. Army attack helicopters may (to carry) bombs, cannons, machine guns, or missiles. Their main targets are enemy tanks.

\_\_\_\_\_ Many early developers of helicopters (to intend) them (to use) for saving lives. Over the years, many thousands of people have been rescued by these “angels of mercy”. A helicopter can (to hover) above the scene of a disaster. A sling or harness can then (to lower) from the craft to endangered people below. They are then (to pull up) and (to flow) to safety. Helicopters (to use) (to pluck) people from burning skyscrapers, sinking ships, and rising floodwaters. They (to fly) stranded mountain climbers and injured skiers to safety. (To serve) as flying ambulances, helicopters can (to land) near automobile or airplane crashes and (to rush) the injured to hospitals. Helicopters are also (to use) (to deliver) food and medicine to areas that cannot (to reach) by other vehicles because of earthquakes, floods, or storms.

\_\_\_\_\_ In many cities, police use helicopters (to trail) fleeing suspects and (to direct) squad cars on the ground. Law enforcement agents in helicopters (to look) for lost people and escaped convicts. They also (to patrol) national borders on the lookout for smugglers and illegal immigrants.

Helicopter service (to be) essential to many offshore oil-drilling operations. Numerous offshore wells (to be) in rough ocean waters that (to make) it hazardous (to bring) in replacement crews and supplies by ship. However, helicopters can (to land) on the drilling platforms and so (to provide) much faster and safer delivery than ships.

#### **Answer the questions**

1. What can helicopters serve as?
2. What aircraft can be called helicopter?
3. What kind of wings does a helicopter have?
4. What do you know about the word helicopter?
5. Are there any nicknames for the helicopter?
6. What are basic characteristics of the helicopter?
7. Why are helicopters called “angels of mercy “?
8. What are they used for?
9. What makes use of helicopters?
10. How are helicopters used in the construction industry?
11. What are some military uses of the helicopter?
12. In what ways can a helicopter fly that an airplane cannot?
13. Why is helicopter service essential to many offshore oil-drilling operations.
14. Why is use of helicopter essential for rescue services?

ДЕРЖАВНА СЛУЖБА УКРАЇНИ З НАДЗВИЧАЙНИХ СИТУАЦІЙ  
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ЦИВІЛЬНОГО ЗАХИСТУ УКРАЇНИ  
КАФЕДРА МОВНОЇ ПІДГОТОВКИ

ЗАТВЕРДЖУЮ  
Завідувач кафедри  
\_\_\_\_\_ І. Є. Богданова  
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**МЕТОДИЧНА РОЗРОБКА**  
для проведення занять із навчальної дисципліни  
**“ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)”**  
за спеціальністю 261 «Пожежна безпека»  
спеціалізація «Автоматичні системи пожежної та техногенної безпеки»

з теми: № **Тема 1.2. Причини виникнення вогню. Види пожеж.**  
**Мовленнєвий етикет спілкування.**

Вид заняття: практичне заняття

Обговорено на засіданні  
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Харків – 2016

## **Тема 1.2. Причини виникнення вогню. Види пожеж. Мовленнєвий етикет спілкування.**

### **I. МЕТА:**

*Практична:* 1) повідомлення нового лексичного матеріалу **Причини виникнення вогню. Види пожеж. Мовленнєвий етикет спілкування;**

2) навчання усному спілкуванню за темою заняття;

3) удосконалення граматичних знань курсантів.

*Розвивальна:* Розвивати практичне та теоретичне мислення у курсантів, концентрацію та стабільність уваги, механічну пам'ять.

*Виховна:* Виховувати патріотичне та інтернаціональне ставлення до суспільно-політичної та професійної діяльності, почуття гордості за обрану професію.

### **II. Зміст :**

I. Організаційний момент.

II. Фонетична зарядка.

III. Формування нових знань і засобів діяльності.

IV . Систематизація знань з граматичної теми.

V. Підведення підсумків.

VI. Домашнє завдання.

### **III. Література:**

1. Крипська Н.В., Логвиненко І.В., Попова Л.В., Панова Т.М. Англійська мова за професійним спрямуванням для вищих навчальних закладів системи МНС. Навч.посібник. – Харків: УЦЗУ, 2009.
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7. Michael McCarthy, Felicity O'Dell English Vocabulary in Use. – Cambridge University Press, 2002.

**IV. ТЗН:** дидактичний матеріал, словники, ТЗН.

### **Хід заняття:**



I. Організаційний момент:

- рапорт чергового;
- запис дати і теми на дошці, в зошитах.

II. Фонетична зарядка.

III. Подання нових знань і засобів діяльності за темою **Причини виникнення вогню. Види пожеж. Мовленнєвий етикет спілкування:**

- подання лексичного матеріалу з теми **Причини виникнення вогню. Види пожеж; 1. Translate the words and word combinations into English.**

Первісна людина

використання вогню

існування людини

добування поживку

знаряддя праці

неконтрольоване горіння

контролювати вогонь

знищувати шкідливі речовини

перші вогнища

сучасні люди

мільйони років тому

збиток майна

тисячі людських життів

палаючий факел

захищати від холоду

використовувати пар для видобутку енергії

виробляє необхідну електричну енергію

вдосконалити свою зброю

навколо табірної вогнища

**2. Fill in the gaps with nouns given in the box.**

**Fire and Civilization**

fire, food, weapon, candle, light, water, iron, cold, steel, winter,  
night, animal

The use of (...) improved early man life in many ways. Cooking made his (...) food more tasty. He could improve his wooden (...) and tool by hardening their points over a flame. Camp-fires could frighten away wild (...).

Fire protected man from the (...). In coldest (...), man could stay warm in heated shelter.

Man also learned to use fire to make (...). Man first made (...) in fire.

Soon man learned that (...) could be boiled and that food could be cooked in boiling (...).

Fire also gave (...). Primitive man gathered around fires at (...). Then he learned to make (...), and later lamps that burned kerosene, whale oil, or other fuels.

### 3. Read the article about the meanings of the word FIRE. Do exercises after it.

<p style="text-align: center;"><i>Багатозначність слова <u>fire</u> і його переклад українською мовою</i></p> <p><b><u>fire</u>:</b></p> <p>1) Вогонь, полум'я: ~ endurance – вогнестійкість, ~ point - температура загоряння, to catch ~ - загорятися; 2) Топка, піч: electric ~ - електрична піч; 2. Пожежа: forest fire - лісова ~; 3. Жар, лихоманка: St. Anthonys ~ - лихоманка Антонова (рожисте запалення); 4. Пил, жвавість, запалення: sacred ~ натхнення; 5. Військовий, гарматний вогонь Running ~ - побіжний вогонь; 6. Блиск, сяйво: ~ of diamond - сяйво діаманта.</p> <p>У пожежно-технічній термінології існують слова з коренем &lt;fire&gt; з різними значеннями:</p> <p><u>вогонь:</u></p> <ul style="list-style-type: none"><li>• Fireproof - вогнестійкий</li><li>• Firebrick - вогнестійка цегла</li></ul> <p><u>пожежний; той, що використовується на пожежі:</u></p> <ul style="list-style-type: none"><li>• Fire boat - пожежний човен</li><li>• Fire brigade - пожежна команда</li></ul> <p><u>протипожежний:</u></p> <ul style="list-style-type: none"><li>▪ Fire alarm installation - протипожежна сигналізація</li></ul>
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- активізація знань курсантів (студентів) із нової лексичної теми **Причини виникнення вогню. Види пожеж** з опорою на текст.

#### 1. Translate the sentences into English.

1. Користування вогнем і вміння добувати його становлять одну з особливостей людської культури.
2. Що таке неконтрольоване горіння?
3. Вогонь, який контролюється людиною, - це корисна річ.
4. Пожежа – це постійна загроза життю і власності.
5. Зараз я курсант і маю служити Вітчизні та одночасно навчатися.
6. Коли горить деревина, ми бачимо чорний дим і відчуваємо жар.
7. Ми знаємо три головних шляхи захисту від небезпеки.
8. Багато людей сьогодні видобувають вогонь так само, як і перша людина.
9. Деякі тварини або й птахи "застосовують" предмети для добування їжі, але ніхто, крім людини, ніколи не послуговується вогнем.
10. При пожежі люди дзвонять 01.
11. Коли виникає пожежа, не розгублюйтеся.

### **Reading and speaking**

#### 1. Look at the words given below.

**Match antonyms to the words given in group A.**

**Match synonyms to the words given in group B.**

**Which words can you translate without consulting the dictionary?**

**A.**

light	– slow,
rapidly	– slowly
to unite	– to separate
to obtain	– separation
rapid	– to give away
union	– cold
heat	– darkness

**B.**

gasoline	– danger
threat	– benzene, petroleum, fuel
to flame	– to burn, to set the fire

**2. Find the international words in the sentences and translate them. Pay attention to the pronunciation of these words. What is the difference in Ukrainian and English variants of pronunciation?**

As a substance burns, heat and light are produced.

This process may be described by any of the three words.

All substances do not burn in the same manner.

Most of the energy caused by a fire goes into heat

Antoine Lavoisier was a French chemist, who proved that burning is the result of the rapid union of oxygen with other substances.

Visible smoke generally accompanies fire.

Heat presents a physical danger to man because of hot gases and radiation.

**Pre-reading activity.**

**Guess whether these statements are true or false then read the text and see if your guesses were correct.**

- All substances do not burn in the same manner.
- Visible smoke always accompanies fire.
- Heat presents a physical danger to man because of hot gases and radiation.

**3. Read and translate the text.**

## **Kinds of Fire**

Fire is the heat and light that comes from burning substances. In 1774, Antoine Lavoisier, a French chemist, proved that burning is the result of the rapid union of oxygen with other substances. As a substance burns, heat and light are produced. Burning is also called combustion. Often oxygen unites with other substances at such a slow rate that little heat and no light are given off. When this happens we call this process *oxidation*, rather than *burning* or *combustion*. Oxidation takes place whenever oxygen unites with other substances either rapidly or slowly. For example, when oxygen unites with gasoline, the action takes place rapidly and heat and light are given off. This process may be described by any of the three words, **burning**, **combustion**, or **oxidation**. When oxygen unites with iron and causes it to rust, burning, or combustion, does not take place, but oxidation does.

All substances do not burn in the same manner. Substances such as wood, oil, magnesium, gas, and coal give off heat and a flame, while a substance like charcoal gives off heat with

only a glow. But all these substances require oxygen, which may be obtained from the air, in order for them to burn.

Sometimes old rags soaked with oil or paint are put aside and forgotten. Oxygen from the air may slowly unite with the oil in the rags. At first, there will not be a fire. But as oxidation gradually takes place, enough heat accumulates to set the rags on fire. This type of burning, called spontaneous combustion causes many fires.

Very rapid burning may cause explosions like those produced by gunpowder and dynamite. Here, oxidation takes place so rapidly that great volumes of gases are produced. These require many hundreds of times the space that was formerly occupied by the gunpowder or dynamite before it was oxidized. These gases expand so rapidly and violently that they produce an explosion. An explosion is really a sudden increase in volume, caused by rapid burning.

**Answer the questions:**

1. What do we call "oxidation"?
2. Why does fire present threat to life and property?
3. What is spontaneous combustion?
4. What can cause an explosion?
5. What produces flame and heat?
6. How did the first man use a flame?
7. What combustion products can be named "evidence of fire"?
8. Why does heat present physical danger to a human being?

IV. Систематизація знань з граматичної теми:

V. Підведення підсумків заняття, оцінювання.

VI. Домашнє завдання:

- вивчити нові лексичні одиниці за темою заняття;
- підготувати усні монологічні повідомлення курсантів за темою заняття

**Причини виникнення вогню. Види пожеж.**

ДЕРЖАВНА СЛУЖБА УКРАЇНИ З НАДЗВИЧАЙНИХ СИТУАЦІЙ  
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ЦИВІЛЬНОГО ЗАХИСТУ УКРАЇНИ  
КАФЕДРА МОВНОЇ ПІДГОТОВКИ

ЗАТВЕРДЖУЮ  
Завідувач кафедри  
\_\_\_\_\_ І. Є. Богданова  
\_\_\_\_\_ 20\_\_ року

**МЕТОДИЧНА РОЗРОБКА**  
для проведення занять із навчальної дисципліни  
**“ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)”**  
за спеціальністю 261 «Пожежна безпека»  
спеціалізація «Автоматичні системи пожежної та техногенної безпеки»

з теми: № **Тема 1.3. Історія розвитку пожежної частини. Сучасні пожежні частини. Лексичний мінімум основ міжкультурної свідомості з визначенням взаємостосунків і взаємовідносин.**

Вид заняття: практичне заняття

Обговорено на засіданні  
кафедри мовної підготовки  
\_\_\_\_\_ 20\_\_ року  
Протокол № \_\_\_\_\_  
Викладач: Тороповська Л.В.

Харків – 2016

**Тема 1.3. Історія розвитку пожежної частини. Сучасні пожежні частини. Лексичний мінімум основ міжкультурної свідомості з визначенням взаємостосунків і взаємовідносин.**

**I. МЕТА:**

*Практична:* 1) повідомлення нового лексичного матеріалу з теми

**Історія розвитку пожежної частини. Сучасні пожежні частини;**

2) навчання усному спілкуванню за темою заняття;

3) удосконалення граматичних знань курсантів.

*Розвивальна:* Розвивати практичне та теоретичне мислення у курсантів, концентрацію та стабільність уваги, механічну пам'ять.

*Виховна:* Виховувати патріотичне та інтернаціональне ставлення до суспільно-політичної та професійної діяльності, почуття гордості за обрану професію.

**II. Зміст :**

I. Організаційний момент.

II. Фонетична зарядка.

III. Формування нових знань і засобів діяльності.

IV . Систематизація знань з граматичної теми.

V. Підведення підсумків.

VI. Домашнє завдання.

**III. Література:**

1. Кринська Н.В., Логвиненко І.В., Попова Л.В., Панова Т.М. Англійська мова за професійним спрямуванням для вищих навчальних закладів системи МНС. Навч.посібник. – Харків: УЦЗУ, 2009.
2. Верба Л.Г., Верба Г.В. Граматика сучасної англійської мови. Довідник. – К., 2003.
3. Богацкий И.С., Дюканова Н.М. Бизнес-курс английского языка. Словарь-справочник. Под общей ред. Богацкого И.С. – К., 2002.
4. Raymond Murphy. English Grammar in Use. – К., 1998.
5. John Eastwood. Oxford Practice Grammar. – Oxford University Press, 1992.
6. Stuart Redman. English Vocabulary in Use (pre-intermediate and intermediate). – Cambridge University Press, 2002.
7. Michael McCarthy, Felicity O'Dell English Vocabulary in Use. – Cambridge University Press, 2002.

**IV. ТЗН:** дидактичний матеріал, словники, ТЗН, комп'ютерні програми.

## Хід заняття:

### I. Організаційний момент:

- рапорт чергового;
- запис дати і теми на дошці, в зошитах.

### II. Фонетична зарядка.

### III. Подання нових знань і засобів діяльності за темою **Історія розвитку пожежної частини. Сучасні пожежні частини:**

#### Pre-reading activity

**1. You are going to read an article about the history of fire-fighting organizations. Look at the names of cities and say what you know about fire fighting practice in these cities at different time.**

Rome; London; New York City

**2. Use your dictionary to check the following words. Try to predict the order of their appearance in the text:**

insurance company   governor   bucket   warden

volunteer   steam   pumper   chimney   rattles watch   alarm

- подання лексичного матеріалу з теми **Історія розвитку пожежної частини.**

#### **Сучасні пожежні частини;**

**Read the text and translate it. Make a close-to-the text retelling of the contents.**

### History

One of the first fire-fighting organizations was established in ancient Rome. Augustus, who became emperor in 27 B.C., formed a group called the *vigil*. The vigils patrolled the streets to watch for fires. They also served as the police force in Rome.

Scholars know little else about the development of fire-fighting organizations in Europe until after the Great Fire of London in 1666. This fire destroyed much of the city and left thousands of people homeless. Before the fire, London had no organized fire protection system. After the fire, insurance companies in the city formed private *fire brigades* to protect their clients' property.

*The development of U.S. fire protection.* The early American colonists fought building fires by forming *bucket brigades*. One row of volunteers passed buckets from a source of water to the fire. Another row passed back the empty buckets. The fire fighters also pulled down buildings next to the burning structure with iron hooks attached to ropes. In this way they created a separation between the buildings to help prevent the fire from spreading.

Peter Stuyvesant, the governor of a colony that included what is now New York, made one of the first efforts to establish a fire prevention system. In 1648, he appointed four fire wardens to inspect homes in New Amsterdam, which later became New York City. The wardens' chief duty was to inspect chimneys for fire hazards. In 1658, Stuyvesant began one of the first community alarm systems. He appointed a number of men to patrol the streets at night and

watch for fires. The men were called the *rattle watch* because they shook wooden rattles to alert the townspeople whenever a fire was discovered.

In 1679, Boston established the first paid fire department in the American Colonies. It consisted of a crew of men who operated a hand pump. In 1736, Benjamin Franklin founded the colonies' first volunteer fire department in Philadelphia.

By the early 1800's, many U.S. cities had volunteer fire departments. The departments required numerous volunteers to pull and operate the hand pumps and hose wagons. In many cities, the most prominent citizens belonged to the volunteer departments, which became powerful social and political organizations.

In the mid-1800's, steam pumpers pulled by horses began to replace hand pumps. The steam pumpers required fewer persons to operate them. About this time, many of the larger cities changed from volunteer to paid fire departments. During the early 1900's, steam pumpers were replaced by gasoline fire engines. Since then, many improvements have been made in the equipment and methods used in fire fighting.

*Recent developments.* During the 1970's, the U.S. government encouraged fire departments to devote more time and money to fire prevention activities. In 1974, the government established the National Fire Prevention and Control Administration, which became the United States Fire Administration (USFA) in 1978.

The USFA serves as an information centre for fire departments in the United States. It also develops new fire prevention and control techniques for use by local departments. It also operates the National Academy for Fire Prevention and Control in Washington, D.C. The academy develops training programs for fire fighters and others who work in the field of fire prevention and control.

False alarms have also become a serious problem. In some United States cities, a third or more of all alarms received by the fire department are false alarms. Some fire departments have removed alarm boxes from areas with a long record of false alarms. Other departments send fewer companies to answer alarms during peak false alarm periods.

A number of paid fire departments began to hire women as fire fighters in the 1970's. Women had served in volunteer fire departments since the 1600's but were not admitted into any paid departments until the 1970's.

#### **Answer the questions:**

1. What do we know about the development of fire-fighting in old Europe?
2. How did the early American colonists fight fires?
3. Who made efforts to establish a fire prevention system in the Colonies?
4. What influenced the development of fire departments in the mid-1800?
5. How were fire prevention activities encouraged in the USA?
6. What are the functions of the USFA?
7. What has recently become a serious problem in some U.S. cities?
8. What do you know about the women admitted into fire departments?

- активізація знань курсантів (студентів) із нової лексичної теми **Історія розвитку пожежної частини. Сучасні пожежні частини з опорою на текст.**

#### **1. Unscramble the words given in bold print.**

1. **Serwnad** were the first in American records to engage in home fire inspections.
2. The praefectus vigilum, predecessor of the modern fire chief responded to **ginceesmeer** in his chariot.
3. A fire **notervinpe** ordinance prescribed fines for dirty chimneys.
4. The **sirnunace** companies were quick to investigate and prosecute.
5. **Hminecy** viewers who neglected their duties were to be fined 6 shillings and replaced.



6. The Great Chicago Fire emphasized the need for sound **suttonnicor** employing a minimum of wood and other **ballammef** materials.
7. The Franklin Fire Insurance Company **niepsetde** drug stores, flax and hemp dealers, liquor dealers, ship chandlers, coach and carriage builders, and dealers in varnish.
8. The Chicago fire followed a 14-week period of **toguhrd** and occurred during a windstorm later estimated to be of cyclone violence.
9. In 1889 the National Board of Fire Underwriters established a committee on fire departments, fire patrols, and water **lusupp** and began promoting fire **fatsey** work in the cities.

**2. All the paragraphs in the text have been mixed up. Put them in the correct order and fill in the gaps, using the active vocabulary.**

### Fire Departments

a) Hundreds of years later, fire engines were equipped with p\_\_\_\_\_ operated by hand. These did not have much force and the streams of w\_\_\_\_\_ could not be thrown very far. Many colonial villages in the United States set up bucket b\_\_\_\_\_ when a fire broke out. Every man ran into the street with his b\_\_\_\_\_ and two lines were formed to the nearest water. B\_\_\_\_\_ full of water were passed along one line and thrown on the f\_\_\_\_\_. The e\_\_\_\_\_ buckets were passed down the other line to be filled. There was a great d\_\_\_\_\_ of fire in the colonial settlements. Houses were made of w\_\_\_\_\_ and had thatched roofs. They b\_\_\_\_\_ d\_\_\_\_\_ quickly.

b) The first fire brigades were organized many centuries before Christ. In 24 B.C. the Romans used slaves for f\_\_\_\_\_ f\_\_\_\_\_ and police work. The Romans also d\_\_\_\_\_ the first means of throwing a continuous stream of w\_\_\_\_\_ Roman f\_\_\_\_\_ used axes, blankets, buckets, ladders, and poles.

c) In the middle 1800's steam f\_\_\_\_\_ e\_\_\_\_\_ were first used. The steam boiler and p\_\_\_\_\_ were on a wagon pulled by f\_\_\_\_\_ or horses. In 1910 motor-driven f\_\_\_\_\_ e\_\_\_\_\_ came into use. By 1928 practically all horse-drawn e\_\_\_\_\_ had disappeared.

d) The problem of fighting f\_\_\_\_\_ has led to the growth of f\_\_\_\_\_ d\_\_\_\_\_. In the United States there are about 23,500 fire departments. Some of these have paid m\_\_\_\_\_. In smaller cities and towns the members are v\_\_\_\_\_ who serve without pay. About one out of ten of the 1,000,000 f\_\_\_\_\_ f\_\_\_\_\_ in the United States is a paid fireman working f\_\_\_\_\_ t\_\_\_\_\_.

IV . Систематизація знань з граматики.

V. Підведення підсумків заняття, оцінювання.

VI. Домашнє завдання:

- вивчити нові лексичні одиниці за темою заняття;

- підготувати усні монологічні повідомлення курсантів за темою **Історія розвитку пожежної частини. Сучасні пожежні частини;**

- виконати вправи на закріплення граматичного матеріалу.

ДЕРЖАВНА СЛУЖБА УКРАЇНИ З НАДЗВИЧАЙНИХ СИТУАЦІЙ  
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ЦИВІЛЬНОГО ЗАХИСТУ УКРАЇНИ  
КАФЕДРА МОВНОЇ ПІДГОТОВКИ

ЗАТВЕРДЖУЮ  
Завідувач кафедри  
\_\_\_\_\_ І. Є. Богданова  
\_\_\_\_\_ 20\_\_ року

**МЕТОДИЧНА РОЗРОБКА**  
для проведення занять із навчальної дисципліни  
**“ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)”**  
за спеціальністю 261 «Пожежна безпека»  
спеціалізація «Автоматичні системи пожежної та техногенної безпеки»

з теми: № **Тема 1.4. Організація пожежно-профілактичної роботи.**  
**Граматика для усного викладу інформації.**

Вид заняття: практичне заняття

Обговорено на засіданні  
кафедри мовної підготовки  
\_\_\_\_\_ 20\_\_ року  
Протокол № \_\_\_\_\_  
Викладач: Тороповська Л.В.

Харків – 2016

## **Тема 1.4. Організація пожежно-профілактичної роботи. Граматика для усного викладу інформації.**

### **I. МЕТА:**

*Практична:* 1) повідомлення нового лексичного матеріалу з теми  
**Організація пожежно-профілактичної роботи.**

**Граматика для усного викладу інформації;**

2) навчання усному спілкуванню за темою заняття;

3) удосконалення граматичних знань курсантів.

*Розвивальна:* Розвивати практичне та теоретичне мислення у курсантів, концентрацію та стабільність уваги, механічну пам'ять.

*Виховна:* Виховувати патріотичне та інтернаціональне ставлення до суспільно-політичної та професійної діяльності, почуття гордості за обрану професію.

### **II. Зміст :**

I. Організаційний момент.

II. Фонетична зарядка.

III. Формування нових знань і засобів діяльності.

IV . Систематизація знань з граматичної теми.

V. Підведення підсумків.

VI. Домашнє завдання.

### **III. Література:**

1. Кринська Н.В., Логвиненко І.В., Попова Л.В., Панова Т.М. Англійська мова за професійним спрямуванням для вищих навчальних закладів системи МНС. Навч.посібник. – Харків: УЦЗУ, 2009.
2. Верба Л.Г., Верба Г.В. Граматика сучасної англійської мови. Довідник. – К., 2003.
3. Богацкий И.С., Дюканова Н.М. Бизнес-курс английского языка. Словарь-справочник. Под общей ред. Богацкого И.С. – К., 2002.
4. Raymond Murphy. English Grammar in Use. – К., 1998.
5. John Eastwood. Oxford Practice Grammar. – Oxford University Press, 1992.
6. Stuart Redman. English Vocabulary in Use (pre-intermediate and intermediate). – Cambridge University Press, 2002.
7. Michael McCarthy, Felicity O'Dell English Vocabulary in Use. – Cambridge University Press, 2002.

**IV. ТЗН:** дидактичний матеріал, словники, ТЗН, комп'ютерні програми.

**Хід заняття:**

## I. Організаційний момент:

- рапорт чергового;
- запис дати і теми на дошці, в зошитах.

## II. Фонетична зарядка.

## III. Подання нових знань і засобів діяльності за темою **Організація пожежно-профілактичної роботи. Граматика для усного викладу інформації:**

- подання лексичного матеріалу з теми **Організація пожежно-профілактичної роботи. Граматика для усного викладу інформації;**

### 1. Get into two groups:

**Group A is to read the text about Fire Fighting Organization**

**Group B is to read the text about Kinds of Fire Departments**

## **Fire Fighting Organization**

Fire departments, collectively called "the fire service" in the United States, are maintained by villages, townships, cities, or other governmental units, or by tax-supported fire districts. (Europeans speak of a unit as a "fire brigade," but they also use "fire service" as a collective term.)

Community departments may be fully professional, predominantly volunteer, or wholly volunteer. Fire fighting organizations also include the membership corporation, the commercial contract department, and special-purpose departments operated by industry or government agencies.

*Professional.* Communities of 10,000 or more in population commonly staff their departments with full-time employees. A typical professional department has a headquarters station (which may or may not house apparatus), a number of company fire stations strategically located, a large maintenance shop, a training centre, and a communications or fire alarm centre. The trend in larger cities is to combine administration, maintenance, training, and communications in a cluster of buildings. Operations of a paid city department are financed from general taxation.

*Predominantly Volunteer.* Communities with populations of roughly 2,500 to 10,000 are protected by departments that customarily are predominantly volunteer. The paid men maintain the apparatus, equipment, and stations, and upon receipt of an alarm go to the fire with the apparatus. The call men or volunteers respond from their homes or place of employment and provide sufficient manpower to accomplish the needed tasks.

*Wholly Volunteer.* Rural or suburban areas below 2,500 in population operate departments that are usually staffed by truly volunteer personnel who are unpaid for their services. These men have banded together to help protect themselves and their neighbours against fire. They have a proud heritage of service and in many communities have become the leading social club as well.

To ensure their technical competence, these volunteers attend training programs operated by a state fire marshal's office, a vocational education department, or a firemen's association.

*Membership Corporations.* Taxing districts sometimes set up a membership corporation. This type of department owns its own buildings, apparatus, and equipment, and contracts its services to what may be termed "fire protection districts" or "contract districts." Usually the personnel is entirely volunteer.

*Commercial Contract Fire Department.*

A few fire departments - an insignificant number in the U. S. total - are of the commercial contract variety. They offer their services to subscribers as a profit-making business.

## **Kinds of fire Departments**

The main kinds of fire departments are (1) volunteer, (2) paid, and (3) special purpose. About 27.000 volunteer and paid fire departments protect communities in the United States. Most of these departments are volunteer organizations. Special-purpose departments are maintained by certain government agencies and some private industries.

Volunteer departments provide protection mainly in small towns and rural communities. They are staffed by men and women who serve part time. Some departments have a few paid fire fighters but rely chiefly on volunteers. When a fire breaks out in the community, the volunteers leave their jobs or homes and rush to the fire station. In some departments, the volunteers are paid for their work, but in others they receive no pay.

Many volunteer departments have only enough equipment and volunteers for routine fires. In case of a major fire, departments from neighbouring communities help one another. Most volunteer departments are headed by a fire chief, who is either appointed by the mayor or elected by members of the department.

Paid departments serve chiefly in large cities. Some departments are organized on a county, district, or regional level. Paid departments are staffed by full-time fire fighters.

Paid fire departments in large cities have many fire-fighting companies, which operate from neighbourhood fire stations. Each company is commanded by a captain or a lieutenant. Several companies make up a *battalion* or a *district*. Battalions may be further grouped into *divisions*. Large departments also have separate staffs that work in such areas as fire prevention, training, communications, and arson investigations. A fire chief, who is appointed by the mayor or some other city official, directs the entire fire department.

Special-purpose departments. The U.S. government maintains fire departments at all military bases and other large federal installations. These departments are trained to handle fires and other emergencies unique to a particular installation, as well as routine fires

- активізація знань курсантів (студентів) із нової лексичної теми **Організація пожежно-профілактичної роботи.**

**Граматика для усного викладу інформації з опорою на текст.**

**Here are 14 questions for two texts. Find the questions on each text and answer them:**

1. What is a division and how is it structured?
2. When does department own its own buildings, apparatus, and equipment?
3. Who provides fire protection in small towns and rural communities?
4. Which community is protected by predominantly volunteer departments?
5. What are trained special-purpose departments for?
6. What has a typical professional department?
7. How do men and women in volunteer departments serve?
8. What is the name for a unit of a fire department in Europe? How do Europeans call the smallest unit in the fire service?
9. Who is a commander of each company in paid fire departments in large cities?
10. How is the operation of a paid city department financed?
11. Who appoints the fire chief of a volunteer department?
12. Can fire service be a profit-making business?
13. What do the volunteers do when a fire breaks out in the community?
14. How is participating in volunteer fire departments viewed in some rural or suburban areas?

**1. Translate the words into English**

пожежна команда  
 пожежний підрозділ  
 міський голова  
 керівник гасіння пожежі  
 державні установи  
 горючий матеріал  
 офіцер частини  
 надзвичайні випадки  
 забезпечувати захист  
 курси підвищення кваліфікації  
 пожежна профілактика  
 слідча група  
 пункт пожежного зв'язку

**2. Match the words in the left column with their explanations in the right column.**

Fire department	A fireman who is not paid for his work in fire department
Fire control	An organization for preventing or extinguishing fires, especially a government division (as in a municipality)
Fire-warden	Is a building where fire engines are kept, and where firemen wait until they are called to put out a fire.
Volunteer	The control or extinction of fires.
A fire station	An official empowered to take measures against fires

**3. Match the following synonyms if necessary, consult your dictionary.**

the main kinds	to govern
to maintain	unit
rural communities	usual
to rush	salary
pay	fire commander
routine	to put out fires
fire chief	the basic types
company	to run
to handle fires	villages

**4. Make up word combinations with the verbs and prepositions:**

to speak of	a unit as a "fire brigade
to rely on	volunteers
to pay for	general taxation
to finance from	their homes
to respond from	their work
to protect against	fire
to staff by	men and women
to appoint by	the mayor
to be commanded by	divisions
to group into	a captain

**5. Match the sentence beginnings on the left with the endings on the right.**

Air Force bases	train fire fighters to deal with radiation emergencies.
Forestry federal and state agencies	train fire fighters to battle aircraft fires.
Nuclear power installations	maintain fire-fighting units to

	watch for and put out forest fires
Major airports	organize their fire departments.
Industrial plants manufacturing fuels or explosives	have a fire department to fight aircraft fires.

#### IV. Систематизація знань з граматичної:

- виконання практичних вправ з творчими завданнями.

#### V. Підведення підсумків заняття, оцінювання.

#### VI. Домашнє завдання:

- вивчити нові лексичні одиниці за темою заняття;
- підготувати усні монологічні повідомлення курсантів за темою **Організація пожежно-профілактичної роботи.**

#### **Грамматика для усного викладу інформації;**

- виконати вправи на закріплення граматичного матеріалу.

ДЕРЖАВНА СЛУЖБА УКРАЇНИ З НАДЗВИЧАЙНИХ СИТУАЦІЙ  
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ЦИВІЛЬНОГО ЗАХИСТУ УКРАЇНИ  
КАФЕДРА МОВНОЇ ПІДГОТОВКИ

ЗАТВЕРДЖУЮ  
Завідувач кафедри  
\_\_\_\_\_ І. Є. Богданова  
\_\_\_\_\_ 20\_\_ року

**МЕТОДИЧНА РОЗРОБКА**  
для проведення занять із навчальної дисципліни  
**“ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)”**  
за спеціальністю 261 «Пожежна безпека»  
спеціалізація «Автоматичні системи пожежної та техногенної безпеки»

з теми: № **Тема 1.5. Письмова тестова контрольна робота.**

Вид заняття: практичне заняття

Обговорено на засіданні  
кафедри мовної підготовки  
\_\_\_\_\_ 20\_\_ року  
Протокол № \_\_\_\_\_  
Викладач: Тороповська Л.В.

Харків – 2016



## **Тема 1.5. Письмова тестова контрольна робота.**

### **I. МЕТА:**

*Практична:* 1) удосконалення граматичних знань курсантів і студентів, систематизація знань за темами.

*Розвивальна:* Розвивати практичне та теоретичне мислення у курсантів і студентів, концентрацію та стабільність уваги, механічну пам'ять.

*Виховна:* Виховувати патріотичне та інтернаціональне ставлення до суспільно-політичної та професійної діяльності, почуття гордості за обрану професію.

### **II. Зміст :**

- I. Організаційний момент.
- II. Фонетична зарядка.
- III. Закріплення знань і засобів діяльності.
- IV. Систематизація знань з граматичної теми.
- V. Підведення підсумків.
- VI. Домашнє завдання.

### **III. Література:**

1. Кринська Н.В., Логвиненко І.В., Попова Л.В., Панова Т.М. Англійська мова за професійним спрямуванням для вищих навчальних закладів системи МНС. Навч.посібник. – Харків: УЦЗУ, 2009.
2. Верба Л.Г., Верба Г.В. Граматика сучасної англійської мови. Довідник. – К., 2003.
3. Богацкий И.С., Дюканова Н.М. Бизнес-курс английского языка. Словарь-справочник. Под общей ред. Богацкого И.С. – К., 2002.
4. Raymond Murphy. English Grammar in Use. – К., 1998.
5. John Eastwood. Oxford Practice Grammar. – Oxford University Press, 1992.
6. Stuart Redman. English Vocabulary in Use (pre-intermediate and intermediate). – Cambridge University Press, 2002.
7. Michael McCarthy, Felicity O'Dell English Vocabulary in Use. – Cambridge University Press, 2002.

**IV. ТЗН:** дидактичний матеріал, словники.

### **Хід заняття:**

I. Організаційний момент:

- рапорт чергового;
- запис дати і теми на дошці, в зошитах.

II. Фонетична зарядка.

III. Закріплення матеріалу;

Варіант 1

I. Form plural form ( 10 points):

1. The plural of "cry" is	A cries B cryes C crys
2 The plural of "life" is	A lifs <b>B lifes</b> C lives
3 The plural of "way" is	A ways B waies <b>C wayes</b>
4 The plural of "wish" is	A wishes B wish C wishes
5 The plural of "analysis" is	A analyseses B analyses C analysiss
6 The plural of "box" is	A boxes B boxs C boxies
7 The plural of "enemy" is	A enemys B enemies C enemyes
8 The plural of "child" is	A childs B children C childrens
9 The plural of "foot" is	A foots B feet C feets
10 The plural of "fish" is	A fishes B fishs C fish

II. Choose the correct variant (10 points):

1. Today the weather is ... than yesterday.
  - a) niceer
  - b) more nicer
  - c) much nicer
2. For me mathematics is ... physics.
  - a) more easy as
  - b) easyer than
  - c) easier than
3. This car is ... of all.
  - a) an expensive
  - b) the least expensive
  - c) a less expensive
4. Concord was ... plane in the world.
  - a) fast
  - b) fastest
  - c) the fastest
5. The new teacher is ... than the previous one.
  - a) many good
  - b) a lot better
  - c) many better

6. This room is not so ... as that one on the first floor.  
a) the most comfortable b) more comfortable c) comfortable
7. The more you learn ... you become.  
a) smarter b) the smarter c) the smartest
8. These jeans are too small. I need ... size.  
a) a large b) larger c) a largest
9. We left ... way possible.  
a) the quickest b) a quick c) the quickest
10. The situation is ... than I thought.  
a) more bad b) badder c) worse

III Choose appropriate word and fill in the gaps (10 points):

1. English has become a world language because of its establishment as \_\_\_\_\_ outside England, in all the continents of the world.  
A a mother language B a mother tongue C international language
2. Language is a means of communication in human \_\_\_\_\_.  
A society B population C community
3. The rapid growth of the vocabulary of modern languages is due to the \_\_\_\_\_ of science and technology.  
A growth B decrease C development
4. The symbolic meaning of words can be so \_\_\_\_\_ that people are willing to risk their lives for them or take the lives of others.  
A powerful B bad C major
5. My future profession is a specialist in the field of fire safety and civil \_\_\_\_\_.  
A protection B defence C technology
6. The goals of Emergency Service are not only to respond to an emergency, for example to put the fire out, but \_\_\_\_\_ it  
A to fight B to rescue C to prevent
7. Nowadays university is a modern educational \_\_\_\_\_ with the considerable teaching, scientific staff, modern research and training facilities.  
A settlement B establishment C centre
8. The departments coordinate fire prevention and rescue \_\_\_\_\_.  
A operations B coordinations C emergency
9. Fire inspectors should also be able to speak well before audiences about \_\_\_\_\_.  
A fire defence B fire service C fire safety

IV Match 10 Ukrainian and English equivalents (10 points).

1) Means of communication	A. Пожежна безпека
2) spoken language	B. Значення
3) fire safety	C. Іноземець
4) future profession	D. Цивільний захист
5) civil defence	E. Жертва
6) Foreigner	F. Розмовна мова
7) to have practical command of	G. Небезпечний
8) Meaning	H. Засоби спілкування
9) Victim	I. суспільство
10) dangerous	J. Людська мова
	K. Практично володіти
	L. Майбутня професія

V Translate the text (60 points)

OLD ENGLISH (500-1100 AD)

West Germanic invaders from Jutland and southern Denmark: the Angles (whose name is the source of the words England and English), Saxons, and Jutes, began to settle in the British Isles in the fifth and sixth centuries AD. They spoke a mutually intelligible language, similar to modern Frisian - the language of the northeastern region

of the Netherlands - that is called Old English. Four major dialects of Old English emerged, Northumbrian in the north of England, Mercian in the Midlands, West Saxon in the south and west, and Kentish in the Southeast.

These invaders pushed the original, Celtic-speaking inhabitants out of what is now England into Scotland, Wales, Cornwall, and Ireland, leaving behind a few Celtic words. These Celtic languages survive today in the Gaelic languages of Scotland and Ireland and in Welsh. Cornish, unfortunately, is, in linguistic terms, now a dead language. (The last native Cornish speaker died in 1777) Also influencing English at this time were the Vikings. Norse invasions and settlement, beginning around 850, brought many North Germanic words into the language, particularly in the north of England. Some examples are dream, which had meant 'joy' until the Vikings imparted its current meaning on it from the Scandinavian cognate draumr, and skirt, which continues to live alongside its native English cognate shirt.

The majority of words in modern English come from foreign, not Old English roots. In fact, only about one sixth of the known Old English words have descendants surviving today. But this is deceptive; Old English is much more important than these statistics would indicate. About half of the most commonly used words in modern English have Old English roots. Words like be, water, and strong, for example, derive from Old English roots.

Old English, whose best known surviving example is the poem Beowulf, lasted until about 1100. Shortly after the most important event in the development and history of the English language, the Norman Conquest.

#### Вариант 2

I Form plural form (10 points):

- |               |   |
|---------------|---|
| 1. fry        | A. Fries<br>B. Frys<br>C. Fryes                   |
| 2. tooth      | A. toothes<br>B. Teeth<br>C. tooths               |
| 3. arch       | A. Arches<br>B. Archs<br>C. archies               |
| 4. phenomenon | A. phenomenons<br>B. phenomena<br>C. phenomenones |
| 5. century    | A. Centurys<br>B. centuries<br>C. centuryes       |
| 6. mouse      | A. Mouses<br>B. Mice<br>C. mouse                  |
| 7. dish       | A. dishes<br>B. dishes<br>C. dish                 |
| 8. leaf       | A. Leafes<br>B. Leaves<br>C. leafs                |
| 9. miss       | A. Misses<br>B. miss<br>C. missies                |
| 10. catch     | A. Catches<br>B. Catches<br>C. catch              |

II Choose correct answer (10 points):

- 1) It is ... to go for a walk, than to watch TV at home. A) good b) the best c) better
- 2) What sea is ... The Black or the Red? A) less salty b) little saltier c) less saltier
- 3) The band will play on ... stage. A) a new b) a newer c) the newest
- 4) Oh! This dress is ... expensive than I expected! A) far much b) far more c) far a lot
- 5) It will do you ... if you start doing your homework. A) good b) better c) the best
- 6) It is ... dog that I have ever seen! A) the biggest b) bigger c) the biggest
- 7) My wife is ... than your wife. a) the most beautiful b) beautifuller c) more beautiful
- 8) Their flat is ... than ours. A) more large b) larger c) the larger
- 9) You are ... person that I know. A) luckyer b) the luckiest c) the luckiest
- 10) Cats are not so clever ... dogs. A) as b) so c) than

III Choose appropriate word and fill in the gaps

1. When we speak about emergencies we often mean \_\_\_\_\_.  
A fire B disasters C rescue
2. Knowledge of \_\_\_\_\_ are for young men who want to become fire fighters.  
A math and physics B language and chemistry C water and pressure
3. Each year more than 125,000 fire fighters receive \_\_\_\_\_ at these schools.  
A lessons B money C training
4. Many \_\_\_\_\_ and even plant species communicate with each other.  
A animals B people C students
5. Language and speech are not the same \_\_\_\_\_.  
A act B dialect C thing
6. According to linguists ( \_\_\_\_\_ who study languages), there are about 6,000 languages spoken in the world today  
A men B students C mans
7. For a modern engineer and research worker it is absolutely necessary to have practical \_\_\_\_\_ of foreign languages  
A perfect B command C purpose
8. People are forced to use English for a practical \_\_\_\_\_.  
A society B purpose C scholar
9. The great \_\_\_\_\_ of population in the United States has given the English language its present standing in the world.  
A growth B development C drop
10. English has the largest \_\_\_\_\_ with approximately 500 000 words and 300 000 technical terms  
A dictionary B words C vocabulary

VI. Match 10 Ukrainian and English equivalents (10 points)

1. civil defence	A. Промислова аварія
2. communication	B. Захищати людське життя
3. language and speech	C. дивний
4. to protect peoples' life	D. Мова та мовлення
5. industrial accident	E. Мета
6. astonishing	F. Поселення
7. natural disaster	G. розвиток
8. an aim	H. Цивільний захист
9. society	I. Спілкування
10. settlement	J. Писемність
	K. Стихійне лихо
	L. суспільство

V. Translate the text (60 points)

A BRIEF HISTORY OF THE ENGLISH LANGUAGE

English is a member of the Indo-European family of languages. This broad family includes most of the European languages spoken today. The Indo-European family includes several major branches: Latin and the modern Romance languages (French etc.); the Germanic languages (English, German, Swedish etc.); the Indo-Iranian languages (Hindi, Urdu, Sanskrit etc.); the Slavic languages (Russian, Polish, Czech etc.); the Baltic languages of Latvian and Lithuanian; the Celtic languages (Welsh, Irish Gaelic etc.); Greek.

The influence of the original Indo-European language can be seen today, even though no written record of it exists. The word for father, for example, is vater in German, pater in Latin, and pitr in Sanskrit. These words are all cognates, similar words in different languages that share the same root.

Of these branches of the Indo-European family, two are, as far as the study of the development of English is concerned, of paramount importance, the Germanic and the Romance (called that because the Romance languages derive from Latin, the language of ancient Rome). English is a member of the Germanic group of languages. It is believed that this group began as a common language in the Elbe river region about 3,000 years ago. By the second century BC, this Common Germanic language had split into three distinct sub-groups:

East Germanic was spoken by peoples who migrated back to southeastern Europe. No East Germanic language is spoken today, and the only written East Germanic language that survives is Gothic.

North Germanic evolved into the modern Scandinavian languages of Swedish, Danish, Norwegian, and Icelandic (but not Finnish, which is related to Hungarian and Estonian and is not an Indo-European language).

West Germanic is the ancestor of modern German, Dutch, Flemish, Frisian, and English

#### IV. Підведення підсумків заняття.

#### V. Домашнє завдання:

-- виконати вправи на закріплення граматичного матеріалу.

ДЕРЖАВНА СЛУЖБА УКРАЇНИ З НАДЗВИЧАЙНИХ СИТУАЦІЙ  
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ЦИВІЛЬНОГО ЗАХИСТУ УКРАЇНИ  
КАФЕДРА МОВНОЇ ПІДГОТОВКИ

ЗАТВЕРДЖУЮ  
Завідувач кафедри  
\_\_\_\_\_ І. Є. Богданова  
\_\_\_\_\_ 20\_\_ року

**МЕТОДИЧНА РОЗРОБКА**  
для проведення занять із навчальної дисципліни  
**“ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)”**  
за спеціальністю 261 «Пожежна безпека»  
спеціалізація «Автоматичні системи пожежної та техногенної безпеки»

з теми: № **Тема 1.6. Обладнання пожежної частини. Електронні  
іншомовні джерела.**

Вид заняття: практичне заняття

Обговорено на засіданні  
кафедри мовної підготовки  
\_\_\_\_\_ 20\_\_ року  
Протокол № \_\_\_\_\_  
Викладач: Тороповська Л.В.

Харків – 2016

## **Тема 1.6. Обладнання пожежної частини. Електронні іншомовні джерела.**

### **I. МЕТА:**

*Практична:* 1) повідомлення нового лексичного матеріалу з теми.

**Обладнання пожежної частини. Електронні іншомовні джерела;**

2) навчання усному спілкуванню за темою заняття **Обладнання пожежної частини. Електронні іншомовні джерела;**

3) удосконалення граматичних знань курсантів.

*Розвивальна:* Розвивати практичне та теоретичне мислення у курсантів, концентрацію та стабільність уваги, механічну пам'ять.

*Виховна:* Виховувати патріотичне та інтернаціональне ставлення до суспільно-політичної та професійної діяльності, почуття гордості за обрану професію.

### **II. Зміст :**

I. Організаційний момент.

II. Фонетична зарядка.

III. Формування нових знань і засобів діяльності.

IV . Систематизація знань з граматичної теми.

V. Підведення підсумків.

VI. Домашнє завдання.

### **III. Література:**

1. Кринська Н.В., Логвиненко І.В., Попова Л.В., Панова Т.М. Англійська мова за професійним спрямуванням для вищих навчальних закладів системи МНС. Навч.посібник. – Харків: УЦЗУ, 2009.
2. Верба Л.Г., Верба Г.В. Граматика сучасної англійської мови. Довідник. – К., 2003.
3. Богацкий И.С., Дюканова Н.М. Бизнес-курс английского языка. Словарь-справочник. Под общей ред. Богацкого И.С. – К., 2002.
4. Raymond Murphy. English Grammar in Use. – К., 1998.
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6. Stuart Redman. English Vocabulary in Use (pre-intermediate and intermediate). – Cambridge University Press, 2002.
7. Michael McCarthy, Felicity O'Dell English Vocabulary in Use. – Cambridge University Press, 2002.

**IV. ТЗН:** дидактичний матеріал, словники, ТЗН, комп'ютерні програми.



## Хід заняття:

### I. Організаційний момент:

- рапорт чергового;
- запис дати і теми на дошці, в зошитах.

### II. Фонетична зарядка.

### III. Подання нових знань і засобів діяльності за темою **Обладнання пожежної частини. Електронні іншомовні джерела:**

- подання лексичного матеріалу з теми

#### Pre-reading activity

Two friends are going on a hike. They have made-up a list of things which they will need in a camp. Look at this list. What tools will they really need? Use your dictionary to check up the words you don't know.

- ✓ a floodlight
- ✓ a ladder
- ✓ an electric generator
- ✓ a boat
- ✓ axes
- ✓ a carnival mask
- ✓ helmets
- ✓ a large hose
- ✓ a canvas tent
- ✓ rubber coats and boots
- ✓ a first aid box
- ✓ a saw

- активізація знань курсантів (студентів) із нової лексичної теми з опорою на текст **Обладнання пожежної частини. Електронні іншомовні джерела.**

. Now read the text. Write down all the names of the tools and equipment used by fire-fighters.

### Fireman's Tools and Equipment

Fire fighters need special tools for such tasks as forcing open locked doors or cutting through barred windows. Some every-day tools have been changed to meet the special needs of firemen. For example, fire axes are designed for cutting, prying, digging, and battering in addition to chopping. Firemen wear gas masks to protect them from smoke and fumes, and large, sturdy helmets for protection from falling debris. The helmets have broad brims that keep them from being drenched by water spray. Firemen also wear heavy canvas or rubber coats and rubber boots to keep from getting wet.

Firemen fight small fires with *booster* lines, or small lines of hose that look like large garden hoses. They use medium-size hose for fires in one or two rooms of a house, in a small store, or in some other limited area. Fire fighters use a large hose about 2 or 3 inches in diameter to battle flames in large buildings. Nozzles vary from small types that a man can hold in one hand to large *master-stream nozzles* that are mounted on trucks or extension towers.

Master-stream nozzles sometimes require several large hose lines to supply enough water for a hard-hitting stream that will put out a big fire.

Ladders rank among the fireman's most important tools. Fire fighters use wood, aluminium, or steel *aerial ladders* with sections that can be extended as high as 100 feet into the air. Firemen use the ladders in battling flames and rescuing persons trapped on upper floors. The bottoms of these ladders are attached to aerial-ladder trucks. A powerful motor on the trucks raises the ladders. The trucks also carry other ladders of various sizes that can be raised by hand.

## VOCABULARY IN USE

### 1. Translate the words and word combinations into English.

Пожежні інструменти та обладнання  
пожежна техніка  
пожежний рукав  
одягати захисний костюм  
обертова драбина  
лафетний ствол  
гідролічна платформа  
спринклерні системи  
гумові рукавиці  
приєднати рукав  
високий тиск  
машина з підйомною платформою -  
аварійна посадка -  
механічна пила; мотопила -  
драбина з механічним підйомником

### 2. Odd man out. In each line choose one word that doesn't belong to the group and explain why you think so:

- Fire axe – air pressure gauge – pump – hose – nozzle;
- ladder – hose connection – storage compartment – booster line;
- hammer – crowbar – axe – bolt cutter – fireguard – pike – power saw;
- Gas mask – protective gloves – asbestos mat – water-resistant boots – fire coat – heat reflective suit;

### 3. Unscramble the words given in bold print. Read the text.

#### Fire Fighting Equipment

Modern fire departments have engines which can **mupp** from 500 to 1,500 gallons per minute.

Usually a **mupper** has a water tank, different size **hesso**, fire **saex**, fire **hesserngtuixi**, **losnezz**, **osolt**, and other equipment. A fire company usually has an **lireaa derlad** truck with a power-raised **derlad** that can reach up 65 to 100 feet or more. The truck also will carry long extension **desrlad** and scaling **desrlad**. There are also trucks with elevating **farlpmots** that serve as mobile water **woters**. They reach up to 85 feet or more.

There is special **tempunige** for breaking in doors. There are **wepro** saws, electric **tesagerron**, floodlights, **sent**, and rescue **tempunige**. Many fire departments have an oxygen resuscitator to revive anyone who has been overcome by **mesok**. They also have special **crusee** or "squad" trucks to supply electric **wepro** and light while fighting the fire.

Big cities and airports often have chemical trucks to fight fires. To prevent fires airport **shrac** trucks spread **maof** on a plane that is forced to make a **shrac** landing. Other trucks carry special chemical **hesserngtuixi** for oil fires and electrical fires.

For fires in docks and harbours, many fire departments have fire **sotab**. These have powerful **smupp** that can quickly pour water on a fire. They are used when a ship catches fire or when there is a fire near the harbour.

**4. Make up the correct word combination:**

to extinguish	foam
to spread	fire safety
to teach	flame
to prevent	for fire hazard
to inspect	fire

**5. Match the tools with the truck which carries them:**

fire axe fire extinguisher resuscitator nozzle hydrant intake aerial ladder floodlights power saw water tank electric generators scaling ladder	a ladder truck  a pump truck (pumper)
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IV. Систематизація знань з граматики:

- виконання практичних вправ з творчими завданнями.

V. Підведення підсумків заняття, оцінювання.

VI. Домашнє завдання:

- вивчити нові лексичні одиниці за темою заняття;
- підготувати усні монологічні повідомлення курсантів за темою

**Обладнання пожежної частини. Електронні іншомовні джерела;**

- виконати вправи на закріплення граматичного матеріалу.

ДЕРЖАВНА СЛУЖБА УКРАЇНИ З НАДЗВИЧАЙНИХ СИТУАЦІЙ  
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ЦИВІЛЬНОГО ЗАХИСТУ УКРАЇНИ  
КАФЕДРА МОВНОЇ ПІДГОТОВКИ

ЗАТВЕРДЖУЮ  
Завідувач кафедри  
\_\_\_\_\_ І. Є. Богданова  
\_\_\_\_\_ 20\_\_ року

**МЕТОДИЧНА РОЗРОБКА**  
для проведення занять із навчальної дисципліни  
**“ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)”**  
за спеціальністю 261 «Пожежна безпека»  
спеціалізація «Автоматичні системи пожежної та техногенної безпеки»

з теми: № **Тема 1.7. Прилади пожежогасіння. Засоби індивідуального захисту рятувальників.**

**Сайти міжнародних організацій цивільного захисту та організацій країни, мова якої вивчається.**

Вид заняття: практичне заняття

Обговорено на засіданні  
кафедри мовної підготовки  
\_\_\_\_\_ 20\_\_ року  
Протокол № \_\_\_\_\_  
Викладач: Тороповська Л.В.

## **Тема 1.7. Прилади пожежогасіння. Засоби індивідуального захисту рятувальників.**

**Сайти міжнародних організацій цивільного захисту та організацій країни, мова якої вивчається.**

### **I. МЕТА:**

*Практична:* 1) повідомлення нового лексичного матеріалу з теми **Прилади пожежогасіння. Засоби індивідуального захисту рятувальників;**

2) навчання усному спілкуванню за темою заняття **Прилади пожежогасіння. Засоби індивідуального захисту рятувальників;**

3) удосконалення граматичних знань курсантів.

*Розвивальна:* Розвивати практичне та теоретичне мислення у курсантів, концентрацію та стабільність уваги, механічну пам'ять.

*Виховна:* Виховувати патріотичне та інтернаціональне ставлення до суспільно-політичної та професійної діяльності, почуття гордості за обрану професію.

### **II. Зміст :**

I. Організаційний момент.

II. Фонетична зарядка.

III. Формування нових знань і засобів діяльності.

IV . Систематизація знань з граматичної теми.

V. Підведення підсумків.

VI. Домашнє завдання.

### **III. Література:**

1. Криньська Н.В., Логвиненко І.В., Попова Л.В., Панова Т.М. Англійська мова за професійним спрямуванням для вищих навчальних закладів системи МНС. Навч.посібник. – Харків: УЦЗУ, 2009.
2. Верба Л.Г., Верба Г.В. Граматика сучасної англійської мови. Довідник. – К., 2003.
3. Богацький І.С., Дюканова Н.М. Бизнес-курс англійського язика. Словарь-справочник. Под общей ред. Богацкого И.С. – К., 2002.
4. Raymond Murphy. English Grammar in Use. – К., 1998.
5. John Eastwood. Oxford Practice Grammar. – Oxford University Press, 1992.
6. Stuart Redman. English Vocabulary in Use (pre-intermediate and intermediate). – Cambridge University Press, 2002.

7. Michael McCarthy, Felicity O'Dell English Vocabulary in Use. – Cambridge University Press, 2002.

**IV. ТЗН:** дидактичний матеріал, словники, ТЗН, комп'ютерні програми.

I. Організаційний момент:

- рапорт чергового;
- запис дати і теми на дошці, в зошитах.

II. Фонетична зарядка.

III. Подання нових знань і засобів діяльності за темою теми **Прилади пожежогасіння. Засоби індивідуального захисту рятувальників:**

- подання лексичного матеріалу з теми **Прилади пожежогасіння. Засоби індивідуального захисту рятувальників;**

**Pre-reading activity**

**What fire fighting apparatus do you know? How are these machines used in fire fighting? What kind of fire trucks should be improved in future?**

**Read the text and find the answers to the following questions in the text:**

What equipment does the pumper have? How much water can it pump?

What does the ladder truck carry? How long are the ladders on the ladder truck?

What special trucks do the fire companies have?

- активізація знань курсантів (студентів) із нової лексичної теми **Прилади пожежогасіння. Засоби індивідуального захисту рятувальників** з опорою на текст.

## **Fire Fighting Apparatus**

The basic unit of fire fighting apparatus is the pumper. The second most common piece of apparatus is the aerial ladder truck. The proportion of pumpers to trucks varies according to the needs of the community.

Other vehicles commonly employed in the fire service include rescue, salvage, and searchlight apparatus and water tank trucks (generally referred to as "tankers"). Fire departments in cities situated alongside oceans, lakes, and rivers usually operate fireboats as well.

*Pumper.* The pumper is frequently referred to by U. S. fire fighters as the "engine," "rig", or "pump." In British terminology, it is the "appliance."

A pumper fully equipped and manned by three to six men is the basis of the fire fighting unit known as an "engine (or pumper) company." Variations of the standard pumper include grass and brush fire pumpers, expressway emergency units, and airport crash trucks. Crash trucks carry large quantities of dry chemical extinguishing agents. Their hose is generally limited to two small hand lines because the major attack is made with large volume fixed turret nozzle.

*Super Pumper.* New York City employs the Super pumper - a tractor semi trailer that is a waterworks on wheels. The largest land unit ever designed for fire fighting, it can pump 8,000 gpm at 150 psi and is powered by a 600-horsepower diesel engine. The Super Pumper supplies water through 4 ½- inch hose either to several satellite hose turrets or to the regular fire fighting apparatus. It can be connected to several fire hydrants at once for water supply or can take water by suction from rivers.

*Aerial Ladder Truck.* To U. S. fire fighters, the aerial ladder is called simply "the truck"; in Europe, it is known as the "turntable' ladder." The U.S. version consists of a heavy-duty chassis on which is mounted a hinged metal ladder in sections capable of extension up to 100 feet (30 meters). European ladders are made with extensions up to 150 feet (45 meters).

Operation of the ladder is the same in all styles: a hydraulic pump driven by the vehicle engine provides power to raise the ladder to a vertical position, extend the sections to the required height, and rotate the ladder as required. When manned by three to eight men, these ladder units are referred to in the United States as a "truck company." In general fire department operations, a truck company responds with two to four engine companies at each alarm.

*Elevating Platform.* In the mid-20th century many departments in large cities adopted a new piece of fire apparatus - the elevating platform. From this platform, when it is raised high, streams of water may be directed on a fire by a nozzle at the top or by firemen standing on the platform. These platforms are highly manoeuvrable and may be used for rescue work.

*Fireboats.* Fire departments usually regard fireboats as special engine companies capable of supplying large volumes of water. Fireboats may fight ship or pier fires directly, or they may assist land companies by supplying large hose lines with water from a harbour or river. The boats are equipped with large pumps plus heavy turrets, nozzles, and quantities of large-diameter hose. Most modern fireboats are powered by heavy marine diesel engines (although some steam-powered boats are still in use).

### **Answer the questions:**

1. What is the length of ground extension and aerial ladders? Give your answer in meters.
2. What does the pump truck have?
3. How much water can it pump in litres (1 imperial gal = 4, 5 l; 1 gal = 3, 7 l)?
4. What does the ladder truck carry?
5. What is the length of a ladder truck?
6. What special equipment does the fire company have?
7. What kinds of fireboats do fire departments usually use?
8. In what way are elevating platforms used for rescue missions?

## **VOCABULARY IN USE**

### **1. Translate the following words into English:**

технічне оснащення  
попередження про небезпеку  
поширення вогню  
наявність ризиків  
прибуття пожежної бригади  
загроза життю  
дослідження причин пожежі  
знаходитись у небезпеці  
брати на себе обов'язки  
вентиляційна система  
порятунок майна  
аналізувати наслідки нещасного випадку

**2. The following words you met in your new text. Check them in your dictionary and fill in the gaps in the sentences given below.**

*suction (n) engine(n) rig (n) crash (n) turret (n) jack(n)*

- A. Modern fire departments have \_\_\_\_ which can pump from 500 to 1,500 gallons per minute.
- B. To prevent fires airport fire trucks spread foam on a plane that is forced to make a \_\_\_\_ landing.
- C. These \_\_\_\_ are capable of operating on paved highways.
- D. A fire pump can be connected to several fire hydrants at once for water supply or can take water by \_\_\_\_\_ from rivers.
- E. The boats are equipped with large pumps plus heavy \_\_\_\_\_, nozzles, and quantities of large-diameter hose.
- Stability is provided by a heavy-duty ground \_\_\_\_\_ system

**3. Odd man out. In each line choose one word that doesn't belong to the group and explain why you think so:**

- A) portable ladder – high temperature – turntable platform – storage compartment – supporting jack
- B) fire fighter – pump – hose connection – extension ladder – booster line;
- C) Aerial Ladder Trucks - Quads – Crash Trucks – Harvesters – Pumpers - Rescue Trucks – Fireboats

**4. Match the words in the left column with their explanations in the right column:**

A pumper	are quadruple, or four-purpose, trucks. They carry pumps, hose lines, ladders, and as much as 1000 gallons of water.
Crash Trucks	carry extension ladders that can be raised as high as 100 feet by powerful motors on the trucks. Some of them have four wheels, but the largest ones are six-wheel, trailer trucks.
Quads	carries hose, water tanks, and a pump that can shoot up to 1,000 gallons of water a minute through hose lines.
Aerial Ladder Trucks	serve the fire departments of airports. They are specially built to spray water or foam on burning airplanes.

**IV. Систематизація знань про типи питань у англійській мові:**

.

- виконання практичних вправ з творчими завданнями.

**V. Підведення підсумків заняття, оцінювання.**

**VI. Домашнє завдання:**

- вивчити нові лексичні одиниці за темою заняття;
- підготувати усні монологічні повідомлення курсантів за темою **Прилади пожежогасіння. Засоби індивідуального захисту рятувальників;**
- виконати вправи на закріплення граматичного матеріалу.



ДЕРЖАВНА СЛУЖБА УКРАЇНИ З НАДЗВИЧАЙНИХ СИТУАЦІЙ  
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ЦИВІЛЬНОГО ЗАХИСТУ УКРАЇНИ  
КАФЕДРА МОВНОЇ ПІДГОТОВКИ

ЗАТВЕРДЖУЮ  
Завідувач кафедри  
\_\_\_\_\_ І. Є. Богданова  
\_\_\_\_\_ 20\_\_ року

**МЕТОДИЧНА РОЗРОБКА**  
для проведення занять із навчальної дисципліни  
**“ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)”**  
за спеціальністю 261 «Пожежна безпека»  
спеціалізація «Автоматичні системи пожежної та техногенної безпеки»

з теми: № **Тема 1.8. Вогнегасники. Класифікація вогнегасників за типами пожеж.**

**Комп'ютерний переклад іншомовної інформації.**

Вид заняття: практичне заняття

Обговорено на засіданні  
кафедри мовної підготовки  
\_\_\_\_\_ 20\_\_ року  
Протокол № \_\_\_\_\_  
Викладач: Тороповська Л.В.

## **Тема 1.8. Вогнегасники. Класифікація вогнегасників за типами пожеж. Комп'ютерний переклад іншомовної інформації.**

### **I. МЕТА:**

*Практична:* 1) повідомлення нового лексичного матеріалу з теми

**Вогнегасники. Класифікація вогнегасників за типами пожеж;**

2) навчання усному спілкуванню за темою заняття;

3) удосконалення граматичних знань курсантів.

*Розвивальна:* Розвивати практичне та теоретичне мислення у курсантів, концентрацію та стабільність уваги, механічну пам'ять.

*Виховна:* Виховувати патріотичне та інтернаціональне ставлення до суспільно-політичної та професійної діяльності, почуття гордості за обрану професію.

### **II. Зміст :**

I. Організаційний момент.

II. Фонетична зарядка.

III. Формування нових знань і засобів діяльності.

IV . Систематизація знань з граматичної теми.

V. Підведення підсумків.

VI. Домашнє завдання.

### **III. Література:**

1. Кринська Н.В., Логвиненко І.В., Попова Л.В., Панова Т.М. Англійська мова за професійним спрямуванням для вищих навчальних закладів системи МНС. Навч.посібник. – Харків: УЦЗУ, 2009.
2. Верба Л.Г., Верба Г.В. Граматика сучасної англійської мови. Довідник. – К., 2003.
3. Богацкий И.С., Дюканова Н.М. Бизнес-курс английского языка. Словарь-справочник. Под общей ред. Богацкого И.С. – К., 2002.
4. Raymond Murphy. English Grammar in Use. – К., 1998.
5. John Eastwood. Oxford Practice Grammar. – Oxford University Press, 1992.
6. Stuart Redman. English Vocabulary in Use (pre-intermediate and intermediate). – Cambridge University Press, 2002.
7. Michael McCarthy, Felicity O'Dell English Vocabulary in Use. – Cambridge University Press, 2002.

**IV. ТЗН:** дидактичний матеріал, словники, ТЗН, комп'ютерні програми.

I. Організаційний момент:

- рапорт чергового;

- запис дати і теми на дошці, в зошитах.

II. Фонетична зарядка.

III. Подання нових знань і засобів діяльності за темою теми **Вогнегасники.**

**Класифікація вогнегасників за типами пожеж:**

- подання лексичного матеріалу з теми **Вогнегасники. Класифікація вогнегасників за типами пожеж;**

### ***Reading and speaking***

#### **Pre-reading activity**

1. What is a fire extinguisher?
2. What do you know about different kinds of fire extinguishers? How do we operate them?
3. How are fire extinguishers classified by their contents?
4. Have a look at the words given in the box. Which of these substances can be used as the contents of fire extinguishers?

<i>gas</i> <i>liquid</i> <i>dry powder</i> <i>foam</i> <i>water</i> <i>oil</i>
--

- активізація знань курсантів (студентів) із нової лексичної теми **Вогнегасники. Класифікація вогнегасників за типами пожеж** з опорою на текст.

**Read the text using the list of the new words and check your answers after that.**

a film - плівка  
the liquid - рідина  
dry- сухий  
to conduct - проводити  
a lever - ричаг  
a hand pump - ручний насос  
to shoot - вистрілювати  
to deposit - розміщати  
the multipurpose - багатофункціональний  
pressure - тиск  
combustible – горючий

### **Fire extinguishers**

Fire extinguisher is a metal container filled with water or chemicals used to put out fires. Fire extinguishers are portable and easy to operate and can be used to put out small fires before the flames spread.

There are many kinds of fire extinguishers. The kind used depends on the type of fire involved. Fire prevention experts divide fires into four classes—A, B, C, and D—depending on the burning material. Class A fires involve such materials as cloth, paper, rubber, or wood. *Class B* fires involve flammable gases or such flammable liquids as cooking grease,

gasoline, or oil. *Class C* fires involve motors, switches, or other electrical equipment through which electric current is flowing. *Class D* fires involve combustible metals, such as magnesium chips or shavings. Most extinguishers are labeled with the class, or classes, of fire for which they can be used. Class D fires require special extinguishers designed for specific metals.

But most other fire extinguishers can be classified, by their contents, as one of four types; (1) water, (2) foam, (3) liquefied gas, and (4) dry chemical.

Water extinguishers are used to fight only class A fires. Water conducts electricity, and so it must never be used on a fire involving electrical equipment. A water extinguisher is operated by a lever or a hand pump that shoots the water through an attached hose.

Foam extinguishers are used for class A and class B fires. They contain water and a foaming agent. One type of foam puts out fires that involve combustible liquids by depositing a film between the liquid and the flame.

Liquefied gas extinguishers may be used on class B and class C fires. There are two main kinds—*carbon dioxide extinguishers*, which contain carbon dioxide gas; and *Halon extinguishers*, which contain a gas called *Halon*. Larger Halon extinguishers can also be used to fight class A fires.

Dry chemical extinguishers are used on class B and class C fires. One type, the *multipurpose dry chemical extinguisher*, also can be used against class A fires. Dry chemical extinguishers contain a chemical powder and a gas under pressure.

### 1. Here are answers to the questions. What are the questions?

1. \_\_\_\_\_? - Depending on the burning material
2. \_\_\_\_\_? - Involve motors, switches, or other electrical equipment through which electric current is flowing.
3. \_\_\_\_\_? - In about 1837.
4. \_\_\_\_\_? - The gas in liquid form under pressure in the container.
5. \_\_\_\_\_? - Aluminium sulphate mixed with a sodium bicarbonate water-based solution to generate pressure.
6. \_\_\_\_\_? - Effective on Class A fires.
7. \_\_\_\_\_? - Involve flammable and combustible liquids, greases, and similar materials.
8. \_\_\_\_\_? - A sodium bicarbonate, potassium bicarbonate, or potassium chloride base.

### 2. Give the answers without consulting the text:

- 1) How many classes of fires do you know?
- 2) How do we classify the fires?
- 3) What is fire extinguisher?
- 4) Why do we need the fire extinguisher at home and at work?
- 5) How is the fire extinguisher labelled?
- 6) What do you know about different kinds of fire extinguishers?

### IV. Систематизація знань з граматики:

.

- виконання практичних вправ з творчими завданнями.

### V. Підведення підсумків заняття, оцінювання.

### VI. Домашнє завдання:

- вивчити нові лексичні одиниці за темою заняття;

- підготувати усні монологічні повідомлення курсантів за темою **Вогнегасники. Класифікація вогнегасників за типами пожеж;**
- виконати вправи на закріплення граматичного матеріалу.

ДЕРЖАВНА СЛУЖБА УКРАЇНИ З НАДЗВИЧАЙНИХ СИТУАЦІЙ  
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ЦИВІЛЬНОГО ЗАХИСТУ УКРАЇНИ  
КАФЕДРА МОВНОЇ ПІДГОТОВКИ

ЗАТВЕРДЖУЮ  
Завідувач кафедри  
\_\_\_\_\_ І. Є. Богданова  
\_\_\_\_\_ 20\_\_ року

**МЕТОДИЧНА РОЗРОБКА**  
для проведення занять із навчальної дисципліни  
**“ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)”**  
за спеціальністю 261 «Пожежна безпека»  
спеціалізація «Автоматичні системи пожежної та техногенної безпеки»

з теми: № **Тема 1.9. Пожежна профілактика та безпека.**  
**Мовно-комунікативний рівень проведення презентацій.**

Вид заняття: практичне заняття

Обговорено на засіданні  
кафедри мовної підготовки  
\_\_\_\_\_ 20\_\_ року  
Протокол № \_\_\_\_\_  
Викладач: Тороповська Л.В.

## **Тема 1.9. Пожежна профілактика та безпека. Мовно-комунікативний рівень проведення презентацій.**

### **I. МЕТА:**

*Практична:* 1) повідомлення нового лексичного матеріалу з теми **Пожежна профілактика та безпека. Мовно-комунікативний рівень проведення презентацій;**

2) навчання усному спілкуванню за темою заняття **Пожежна профілактика та безпека. Мовно-комунікативний рівень проведення презентацій;**

3) удосконалення граматичних знань курсантів.

*Розвивальна:* Розвивати практичне та теоретичне мислення у курсантів, концентрацію та стабільність уваги, механічну пам'ять.

*Виховна:* Виховувати патріотичне та інтернаціональне ставлення до суспільно-політичної та професійної діяльності, почуття гордості за обрану професію.

### **II. Зміст :**

I. Організаційний момент.

II. Фонетична зарядка.

III. Формування нових знань і засобів діяльності.

IV . Систематизація знань з граматичної теми.

V. Підведення підсумків.

VI. Домашнє завдання.

### **III. Література:**

1. Крипська Н.В., Логвиненко І.В., Попова Л.В., Панова Т.М. Англійська мова за професійним спрямуванням для вищих навчальних закладів системи МНС. Навч.посібник. – Харків: УЦЗУ, 2009.
2. Верба Л.Г., Верба Г.В. Граматика сучасної англійської мови. Довідник. – К., 2003.
3. Богацкий И.С., Дюканова Н.М. Бизнес-курс английского языка. Словарь-справочник. Под общей ред. Богацкого И.С. – К., 2002.
4. Raymond Murphy. English Grammar in Use. – К., 1998.
5. John Eastwood. Oxford Practice Grammar. – Oxford University Press, 1992.
6. Stuart Redman. English Vocabulary in Use (pre-intermediate and intermediate). – Cambridge University Press, 2002.
7. Michael McCarthy, Felicity O'Dell English Vocabulary in Use. – Cambridge University Press, 2002.

**IV. ТЗН:** дидактичний матеріал, словники, ТЗН, комп'ютерні програми.

## Хід заняття:

### I. Організаційний момент:

- рапорт чергового;
- запис дати і теми на дошці, в зошитах.

### II. Фонетична зарядка.

### III. Подання нових знань і засобів діяльності за темою теми **Пожежна профілактика та безпека.**

:

- подання лексичного матеріалу з теми **Пожежна профілактика та безпека;**

#### Pre-reading activity.

#### 1. Sort out the words according to the sphere where they can be used:

Public Building Inspections	Home Inspections
-----------------------------	------------------

to inspect a private home; a theatre; home safety program; a department store; what to do if a fire breaks out; a school; to check the heating and cooking equipment; materials that burn easily; to require portable fire extinguishers; fire exits; to enforce the code; to check the electrical equipment; overloading electrical outlets; to review plans for a new building; a fire safety code; running electrical cords under a rug; to practice fire drills

#### 2. There are three main methods of Fire Prevention and Fire Safety:

(1) laws and regulations, (2) inspection of buildings and other property, and (3) public education about fire safety. Read the title and headings of articles and say what methods are discussed in them: *Arson Investigations. Heat detectors. What to Do in Case of Fire.*

- активізація знань курсантів (студентів) із нової лексичної теми **Пожежна профілактика та безпека** з опорою на текст.

Read the text using the word list given below.

### ***Fire Prevention and Fire Safety***

To help prevent fires and reduce fire losses, local fire departments of the USA inspect public buildings and private homes. They also teach people about fire safety and conduct *arson* investigations.

*Public Building Inspections.* Most cities have a fire safety code that applies to such buildings as theatres, department stores, schools, and hospitals. Under these codes, the buildings may not be constructed of materials that burn easily. The codes also require portable fire extinguishers, a certain number of exits, and other fire safety features in public buildings. Fire department officials inspect public buildings from time to time to enforce the local code. The officials check the condition of the electrical equipment and the heating system. They note the number and location of exits and fire extinguishers. The inspection also covers housekeeping conditions and many other matters that affect fire safety. Fire department inspectors may also review plans for a new building to make sure it meets the safety code.

*Home Inspections.* Most of the deaths caused by fires occur in private homes. For this reason, many fire departments have home safety programs. In the USA a fire department will



send a fire fighter to inspect a private home if asked by the owner. After the inspection, the fire fighter recommends ways to make the home safer from fire. During home inspections, fire fighters check the heating and air-conditioning systems and the cooking equipment. They look for unsafe practices, such as overloading electrical outlets or running electrical cords under a rug. The fire fighters also instruct families on what to do if a fire breaks out. To leave the home safely and quickly in case of fire, families are advised to make escape plans and to practice fire drills.

Most fire departments advise to install *smoke detectors* in their homes and offices. Smoke detectors are devices that sound an alarm if smoke builds up in a room. The devices are attached to the ceiling or wall in several areas of the home. Most home fires that result in deaths occur at night when the family is asleep. Smoke detectors will awaken the family before the fire and the smoke build up to the point where escape is impossible. *Heat detectors*, which sound an alarm if the temperature rises to a certain point, are also available. However, smoke detectors generally give an earlier warning than do most heat detectors. Fire departments also recommend that people have portable fire extinguishers in their homes and offices. A person must be sure, however, to use the right kind of extinguisher for the type of fire involved. For example, a water extinguisher cannot put out a grease fire. Such a fire can be fought with a special gas extinguisher.

*Public Education Programs.* Many fire departments work with other local agencies to teach people how to prevent fires and what procedures to follow during a fire. In some communities, fire department officials serve as instructors or advisers in fire safety courses in the schools. They also supervise school fire drills.

*Arson Investigations.* Arson is the crime of purposely setting fire to a building or other property. Many fire departments have a squad of specially trained investigators who gather evidence in cases where arson is suspected. Fire department officials in some cities estimate that nearly half the fires in their cities are purposely set.

### 1. Find in the text the following word combinations:

Певна кількість виходів; у випадку пожежі; з цієї причини; що робити, якщо розпочнеться пожежа; речі, які впливають на пожежну безпеку; під час інспекції.

### 2. Answer the questions

1. What do you have to do to reduce or eliminate the risk of financial loss through fire?
2. What do you know about a fire safety code?
3. Why do the fire department officials inspect public buildings from time to time?
4. What do fire fighters do during home inspections?
5. What must you do in case of fire?
6. What do most fire departments advise people to install?
7. Why do many fire departments have a squad of specially trained investigators?
8. What do you think about Public Education Programs?

## IV. Систематизація знань з граматики:

.

- виконання практичних вправ з творчими завданнями.

### 1. Read these "pseudo friends of translators", write their translations and translate the word combinations given below:

Private	public buildings and private homes
code	a fire safety code ;
officials	under these codes;
to affect	fire department officials;

check the officials check the electrical equipment;  
 note; to note they note the number of exits;  
 matters that affect fire safety.

**2. Read the words, find the prefixes in them. Give the missing translation of the following words. Pay attention to the prefixes.**

usual - звичайний, незвичайний - unusual  
 safe - безпечний, unsafe - \_\_\_\_\_  
 дозований - dosed, передозований - overdosed  
 loading - навантаження, overloading - \_\_\_\_\_  
 view - дивитися, review - \_\_\_\_\_

**3. Make up word combinations:**

to prevent – запобігати	plans for a new building
to reduce - знижувати	fires
to conduct - проводити	the code
to inspect - інспектувати	public buildings
to enforce - доглядати за дотриманням	fire losses
to review - оглядати, переглядати	fire drills
to practice - практикувати	investigations

**4. Make up as many word combinations as possible with each of the verbs.**

To make	sure air-conditioning systems
To check	the home safer electrical cords
To run	escape plans

**5. Match each of the following fire safety terms with its definition:**

Smoke detector	a device worn over the face to protect a person from breathing in poisonous (= toxic) gases.
Fire alarm	a long, flexible pipe made of rubber or plastic through which water is propelled.
Fire escape	an instrument used to find the presence of smoke which activates automatically when it detects smoke.
Gas-mask	a device used to spray water like that in a shower cabin.
Fume	a system which lets a fire brigade know about the outbreak of a fire.
Hose	a stairway on the outside of a building down which people may run away from a fire.
Sprinkler	strong and unpleasant or harmful (= dangerous) gases, smells or smoke.

**6. Make the sentences from the words.**

1. The most effective manner in which to fight fires is to prevent them from starting.
2. Effective fire prevention and public education programs are the best way to minimize the hazard of fire in the community.
3. The cornerstone of any fire prevention program must be an aggressive inspection program.
4. A carefully planned inspection program carried out by conscientious, well-trained personnel can reduce the risk of many serious fires.
5. No emergency contact with civilians also gives the fire department a chance to build or reinforce a good public image.

V. Підведення підсумків заняття, оцінювання.

VI. Домашнє завдання:

- вивчити нові лексичні одиниці за темою заняття;
- підготувати усні монологічні повідомлення курсантів за **Пожежна профілактика та безпека;**
- виконати вправи на закріплення граматичного матеріалу.

ДЕРЖАВНА СЛУЖБА УКРАЇНИ З НАДЗВИЧАЙНИХ СИТУАЦІЙ  
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ЦИВІЛЬНОГО ЗАХИСТУ УКРАЇНИ  
КАФЕДРА МОВНОЇ ПІДГОТОВКИ

ЗАТВЕРДЖУЮ  
Завідувач кафедри  
\_\_\_\_\_ І. Є. Богданова  
\_\_\_\_\_ 20\_\_ року

**МЕТОДИЧНА РОЗРОБКА**  
для проведення занять із навчальної дисципліни  
**“ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)”**  
за спеціальністю 261 «Пожежна безпека»  
спеціалізація «Автоматичні системи пожежної та техногенної безпеки»

з теми: № **Тема 1.10. Стихійні та техногенні катастрофи.**

Вид заняття: практичне заняття

Обговорено на засіданні  
кафедри мовної підготовки  
\_\_\_\_\_ 20\_\_ року  
Протокол № \_\_\_\_\_  
Викладач: Тороповська Л.В.

Харків – 2016

## **Тема 1.10. Стихійні та техногенні катастрофи.**

### **I. МЕТА:**

*Практична:* 1) повідомлення нового лексичного матеріалу з теми **Стихійні та техногенні катастрофи**;

2) навчання усному спілкуванню за темою заняття **Стихійні та техногенні катастрофи**;

3) удосконалення граматичних знань курсантів.

*Розвивальна:* Розвивати практичне та теоретичне мислення у курсантів, концентрацію та стабільність уваги, механічну пам'ять.

*Виховна:* Виховувати патріотичне та інтернаціональне ставлення до суспільно-політичної та професійної діяльності, почуття гордості за обрану професію.

### **II. Зміст :**

I. Організаційний момент.

II. Фонетична зарядка.

III. Формування нових знань і засобів діяльності.

IV . Систематизація знань з граматичної теми.

V. Підведення підсумків.

VI. Домашнє завдання.

### **III. Література:**

1. Крипська Н.В., Логвиненко І.В., Попова Л.В., Панова Т.М. Англійська мова за професійним спрямуванням для вищих навчальних закладів системи МНС. Навч.посібник. – Харків: УЦЗУ, 2009.
2. Верба Л.Г., Верба Г.В. Граматика сучасної англійської мови. Довідник. – К., 2003.
3. Богацкий И.С., Дюканова Н.М. Бизнес-курс английского языка. Словарь-справочник. Под общей ред. Богацкого И.С. – К., 2002.
4. Raymond Murphy. English Grammar in Use. – К., 1998.
5. John Eastwood. Oxford Practice Grammar. – Oxford University Press, 1992.
6. Stuart Redman. English Vocabulary in Use (pre-intermediate and intermediate). – Cambridge University Press, 2002.
7. Michael McCarthy, Felicity O'Dell English Vocabulary in Use. – Cambridge University Press, 2002.

**IV. ТЗН:** дидактичний матеріал, словники, ТЗН, комп'ютерні програми.

### **Хід заняття:**

## I. Організаційний момент:

- рапорт чергового;
- запис дати і теми на дошці, в зошитах.

## II. Фонетична зарядка.

## III. Подання нових знань і засобів діяльності за **Стихійні та техногенні катастрофи:**

- подання лексичного матеріалу з теми **Стихійні та техногенні катастрофи;**  
**Read the text. Discuss what you will do during a fire emergency.**

### **During a Fire Emergency**

On hearing a fire alarm, the first life safety survival tactics begins before opening the door. Instruct students to do the following:

Feel the top of the door with the back of a hand for heat. If it is not hot, open the door slowly while looking into the corridor at a level below the doorknob to avoid breathing in any smoke that may be present. If there is light smoke and no heat, crawl low to the exit and evacuate from the building, counting the number of doors to the stairwell. Take your room key with you. If you encounter heavy smoke and heat in the stairwell, use the alternate stairs, or go back to your room and follow steps A through D below.

After feeling for heat at the top of the door, feel the doorknob. If the doorknob is hot, do not open the door.

a) Stuff wet towels and clothing under the door. Continue sealing around the doorframe. If possible, continually wet the cloths.

b) Call 911. Give the exact location of the building - floor level and room number - and the number of people in the room.

c) Wave a white towel or clothing out the window to signal for attention.

d) If light smoke comes into the room, open double-hung windows six inches from the top and bottom. Breathe air from the bottom of the window. If the window is of the crank-out or slide type, open it a few inches. Do not break the glass. Fire and smoke from a fire below may enter the room.

Know the locations of the nearest exit (stairwell) and the alternate exit from your room.

Count the number of corridor doors to the exits to the left and right of your room, to assist you in locating the stairwells if and when you encounter smoke as you crawl low in the corridors.

After evacuating from the building, report to your designated area for an accountability check by the RA

### **You are a school fire safety instructor. Make up instructions what to do in case of fire using words below:**

1. building the immediately leave.
2. open feels a that hot never door.
3. through floor a smoky going crawl when area on the.
4. your run if catch do clothes fire not.
5. any to return for do reason the building not.

### **Supply the explanations to the instructions using the extracts given below:**

A. After you have escaped, call the fire department. If people are still trapped in the building, wait for the fire department to rescue them.

- B. Do not try to fight the fire unless it is confined to a small area.
- C. Before opening any door, place your hand on it. If the door feels hot, the fire on the other side may be blazing fiercely. You could be killed by the heat and smoke if you opened the door.
- D. Smoke and heated gases tend to rise, and so they will be thinnest near the floor.
- Running fans and spreads flames. Roll on the floor to smother the flames.

- активізація знань курсантів (студентів) із нової лексичної теми **Стихійні та техногенні катастрофи** з опорою на текст.

IV. Систематизація знань з граматичної:

- виконання практичних вправ з творчими завданнями.

V. Підведення підсумків заняття, оцінювання.

VI. Домашнє завдання:

- вивчити нові лексичні одиниці за темою заняття;
- підготувати усні монологічні повідомлення курсантів за темою **Стихійні та техногенні катастрофи**;
- виконати вправи на закріплення граматичного матеріалу.

ДЕРЖАВНА СЛУЖБА УКРАЇНИ З НАДЗВИЧАЙНИХ СИТУАЦІЙ  
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ЦИВІЛЬНОГО ЗАХИСТУ УКРАЇНИ  
КАФЕДРА МОВНОЇ ПІДГОТОВКИ

ЗАТВЕРДЖУЮ  
Завідувач кафедри  
\_\_\_\_\_ І. Є. Богданова  
\_\_\_\_\_ 20\_\_ року

**МЕТОДИЧНА РОЗРОБКА**  
для проведення занять із навчальної дисципліни  
**“ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)”**  
за спеціальністю 261 «Пожежна безпека»  
спеціалізація «Автоматичні системи пожежної та техногенної безпеки»

з теми: № **Тема 1.11. Модульна контрольна робота.**

Вид заняття: практичне заняття

Обговорено на засіданні  
кафедри мовної підготовки  
\_\_\_\_\_ 20\_\_ року  
Протокол № \_\_\_\_\_  
Викладач: Тороповська Л.В.

Харків – 2016



## **Тема 1.11. Модульна контрольна робота.**

### **I. МЕТА:**

*Практична:* 1) удосконалення граматичних знань курсантів і студентів, систематизація знань за темами.

*Розвивальна:* Розвивати практичне та теоретичне мислення у курсантів і студентів, концентрацію та стабільність уваги, механічну пам'ять.

*Виховна:* Виховувати патріотичне та інтернаціональне ставлення до суспільно-політичної та професійної діяльності, почуття гордості за обрану професію.

### **II. Зміст :**

- I. Організаційний момент.
- II. Фонетична зарядка.
- III. Закріплення знань і засобів діяльності.
- IV. Систематизація знань з граматичної теми.
- V. Підведення підсумків.
- VI. Домашнє завдання.

### **III. Література:**

8. Кринська Н.В., Логвиненко І.В., Попова Л.В., Панова Т.М. Англійська мова за професійним спрямуванням для вищих навчальних закладів системи МНС. Навч.посібник. – Харків: УЦЗУ, 2009.
9. Верба Л.Г., Верба Г.В. Граматика сучасної англійської мови. Довідник. – К., 2003.
10. Богацький І.С., Дюканова Н.М. Бизнес-курс англійського язика. Словарь-справочник. Под общей ред. Богацкого И.С. – К., 2002.
11. Raymond Murphy. English Grammar in Use. – К., 1998.
12. John Eastwood. Oxford Practice Grammar. – Oxford University Press, 1992.
13. Stuart Redman. English Vocabulary in Use (pre-intermediate and intermediate). – Cambridge University Press, 2002.
14. Michael McCarthy, Felicity O'Dell English Vocabulary in Use. – Cambridge University Press, 2002.

### **IV. ТЗН:** дидактичний матеріал, словники.

### **Хід заняття:**

#### **I. Організаційний момент:**

- рапорт чергового;
- запис дати і теми на дошці, в зошитах.

## II. Фонетична зарядка.

## III. Закріплення матеріалу;

### VARIANT №1

#### 1. Translate the text into Ukrainian

**Booster Line** - A hose that is usually one inch in diameter and rubber jacketed. But in some departments this can be the name given to any pre-connected line for the use of tank water. They are used on small fires using the water carried in an apparatus' booster tank and are usually stored on reels.

**Engine** - This is an apparatus designed for fire attack. It is the most common vehicle in fire departments. This apparatus carries, hose and usually about 500+ gallons of water. It also has a fire pump. Modern fire pumps can pump over 1500 GPM (Gallons Per Minute). These vehicles can also have the ability to supply foam and usually carries 3-4 personnel. Some departments, especially in Canada, refer to these apparatus as "**Pumpers**". Some departments, even in the US may refer to their engines as "Pump 2" etc. at times. They can be just about any color. You can see apparatus colored: Red, Blue, Black, Lime Yellow, Yellow, or White, just to name the more common colors.

**GPM** - Gallons Per Minute. Everything we do, with regard to extinguishing fires with water, is about GPM. We talk of the amount of GPMs we will need to extinguish a theoretical fire or while formulating strategy on a working fire. A large apartment or warehouse fire may require thousands of gallons a minute to stop the spread and extinguish. A simple formula we might use is: length X width = (area) X .33. Using this, a 6000 sq ft structure would need a minimum of approximately 2000 GPM, per floor, to extinguish. This is more than the average fire hydrant or fire engine can provide.

**Monitor, Multi-versal, Master-stream** - A large ground or apparatus mounted nozzle through which large amounts of water can be flowed. This device can often be remotely operated or it can be set up and allowed to run unattended.

**"Rig"** - An expression used, in some parts of the country, to describe a piece of apparatus. This is the entire vehicle. You may hear about connecting "the supply line to the rig." This describes the engine or pumper in this case. Firefighters develop a personal attachment to their rigs. While some areas used this term often, others will never use it.

#### 2. Open the brackets and put the verb into the correct tense, either the Past Indefinite or the Present Perfect.

1. The clock is slow. — It isn't slow, it (stop).
2. He (leave) for Canada two years ago and I (not see) him since.
3. This is the fifth cup of coffee you (have) today!
4. It is the most beautiful place I (visit).
- 5 I (not see) Nick lately. Anything (happen) to him? ~- Yes, he (get) into an accident three weeks ago. Since that time he (be) in hospital.
6. Why you (switch on) the light? It isn't dark yet.
7. He (do) everything already? — Yes, he (do) his part of work long ago.
8. The last post (come)? — Yes, it (come) half an hour ago.
9. When you (meet) him last?
10. You ever (be) to Japan? — Yes, I (be) there the year when there was an earthquake.

#### 3. Choose the right variant.

1. Higher education in the US \_\_\_ in 1636 when the first colonists \_\_\_ Harvard College.
  - a) has begun, founded
  - b) began, have founded
  - c) began, founded
  - d) was beginning, have founded
2. Noah Webster \_\_\_ *An American Dictionary of the English Language* in two volumes in 1828, and since then it \_\_\_ the recognized authority for usage in the United States.
  - a) published, became
  - b) has published, has become
  - c) published, was becoming
  - d) published, has become
3. He \_\_\_ at Oxford then. He was not the best student, though he \_\_\_ well known among the second year students.
  - a) was studying, became

- b) was studying, has become
  - c) studied, became
  - d) has studied, has become
4. One day when he \_\_\_\_\_ home he \_\_\_\_\_ a boy who \_\_\_\_\_ him from the opposite side of the street.
- a) was walking, saw, watched
  - b) walked, has seen, was watching
  - c) was walking, saw, was watching
  - d) has walked, has seen, has watched
5. It was midnight. She \_\_\_\_\_ in her lonely room. The rain driven by the rain \_\_\_\_\_ against the window.
- a) sat, beat
  - b) was sitting, was beating
  - c) has sat, beat
  - d) has been sitting, has been beating
6. Frank Sinatra caught the flu because he \_\_\_\_\_ in the rain too long.
- a) had singing
  - b) had been singing
  - c) was singing
  - d) has been singing
7. He \_\_\_\_\_ less than an hour when he ran out of petrol.
- a) had been driving
  - b) had driving
  - c) have been driving
  - d) was driving
8. They were very tired in the evening because they \_\_\_\_\_ on the farm all day.
- a) have been helping
  - b) had helped
  - c) were helping
  - d) had been helping
9. I \_\_\_\_\_ all day; so I wasn't tired and went to the disco at night.
- a) have not been working
  - b) had not been working
  - c) had not working
  - d) had not worked
10. They \_\_\_\_\_ all day so their legs were sore in the evening.
- a) will be cycling
  - b) are cycling
  - c) had been cycling
  - d) have been cycling

**4. Choose the correct variant.**

1. Fire departments usually regard fireboats as special engine companies capable of supplying large volumes of \_\_\_\_\_.  
a) Foam b) water c) fire.
2. Firemen wear gas masks to protect them from \_\_\_\_\_, and large, sturdy helmets for protection from falling debris.  
a) smoke and fumes b) heat and flame c) water and foam
3. After \_\_\_\_\_ received, the engine and ladder companies speed to the fire.  
a) a report b) a company c) an alarm
4. \_\_\_\_\_ may fight ship or pier fires directly, or they may assist land companies by supplying large hose lines with water from a harbour or river.  
a) Fire pump b) Fireboats c) Fire ladders
5. The officer \_\_\_\_\_ quickly sizes up the situation and directs the fire fighters into action  
a) in command b) in head c) in department
6. There is special \_\_\_\_\_ for breaking in doors.

- a) officer b) equipment c) computer
7. A pumper fully equipped and manned by three to six men is the basis of the fire fighting unit known as an "engine (or pumper)\_\_\_\_\_."
- a) team b) firefighter c) company
8. The officer in charge makes out \_\_\_\_\_that gives all the important facts about the fire.
- a) a report b) a lecture c) a film
9. Crash trucks carry large quantities of dry extinguishing agents.
- a) medical b) chemical c) water
10. Fire fighters need special\_\_\_\_\_ for such tasks as forcing open locked doors or cutting through barred windows.
- a) tools b) hammer c) trucks

5) Match Ukrainian and English equivalents

1	Пожежні інструменти та обладнання	A	to wear protective suit
2	одягати захисний костюм	B	To connect a hose
3	драбина	C	Fire equipment and tools
4	Шолом, каска	D	Crash landing
5	гумові рукавиці	E	Fire fighting apparatus
6	високий тиск	F	ladder
7	приєднати рукав	G	Power saw
8	пожежна техніка	H	Locked door
9	аварійна посадка	I	Rubber gloves
10	пила;	J	helmet
		K	Water tank
		L	High pressure
		M	foam

VARIANT #2

1. Translate the text into Ukrainian

**SCBA (Self Contained Breathing Apparatus)** - This is the breathing apparatus firefighters wear. A common mistake is to think that there is only oxygen in the cylinder. There is not. The cylinder the firefighter wears is filled with the same air everyone breathes. Imagine the amount of air in a box measuring four feet in every direction. That is about how much air each firefighter has. Each cylinder is rated for a specific amount of time, usually 30 - 60 minutes, but that is based upon little or no exertion. A 30 minute SCBA may only last 10 minutes under some conditions. Some departments may refer to their SCBA's by their brand names such as "Scott's" or "Dreager's" or "MSA's". **Snorkel** - Sometimes people refer to any water tower, aerial ladder or elevated platform as a "Snorkel". This is inaccurate. A Snorkel is a brand name of articulating boom with a platform. It will usually have the ability to spray water from the platform permanently plumbed into the system. There are several types of aerial devices. Some are just large extension ladders. Some are ladders with a platform on the end. The articulating boom has the most versatile reach but rescue efforts are slowed because the platform must be raised and lowered to bring people to the ground. A ladder or a platform on a ladder has the ability to allow a steady stream of people to exit the upper floors of a building without the need to go up and down itself. Just about any aerial device can

be configured to be an elevated nozzle **Water Tender**  
 Another term for tanker. The term Water Tender was adopted in the West when the municipal fire departments began interfacing with the wildland agencies who used aircraft, known as air tankers, to drop water and retardant on a fire. To prevent confusion, the name Water Tender was used to designate a ground based water vehicle. **Halligan** - An all-purpose steel prying bar used as a forcible entry tool. It looks like a adze with a point on the side. The story is that it was invented by a New York City firefighter named Huey Halligan. In some circles it is known as a "Pro Tool". Often this tool is married together with an ax. Together with possibly some other forcible entry tools, this is often referred to as "Irons". **“LDH” Large Diameter Hose** - This is usually hose that is 5 inches in diameter. Using this hose, large volumes of water may be transported, under relatively low pressure. Many departments have converted to LDH from 3 inch. Some may carry both on their apparatus to give them flexibility and options. You may hear this referred to, on the radio, as “LDH” or “5 inch”. You can’t drive over this stuff or move it. It is too big and heavy. If a fire department has time, you may be able to get them to place hose bridges so you can get over this hose

**2. Open the brackets and put the verb into the correct tense, either the Past Indefinite or the Present Perfect.**

1. You (find) the money which you (lose) yesterday? — Yes, I (find) it in the pocket of my coat when I (come) home.
2. The rain (stop) but a strong wind is still blowing,
3. You (see) Nick today? — Yes, but he already (leave).
4. We never (see) him. We don't even know what he looks like.
5. She (meet) them in the Globus theatre last afternoon.
6. How long you (know) him? — We (meet) in 1996, but we (not see) each other since last autumn.
7. He (live) in St. Petersburg for two years and then (go) to Siberia.
8. When he (arrive)? — He (arrive) at 2 o'clock.
9. I (read) this book when I was at school.
10. I can't go with you because I (not finish) my lessons yet.

**3. Choose the correct variant.**

I \_\_\_ever\_\_\_ to this museum? — Yes, I \_\_\_it once when I \_\_\_ a youth, and the pictures \_\_\_ a deep impression on me. Since then I \_\_\_ there.

- a) did you be, visited, was, made, was not
- b) were you, visited, was, have made, was not
- c) have you been, have visited, were, have made, have not been
- d) have you been, visited, was, made, have not been

2. I \_\_\_ Jack lately. When \_\_\_ him last? — I \_\_\_ mm two days ago. I \_\_\_ that he \_\_\_ very much.

- a) did not see, have you seen, met, thought, changes
- b) have not seen, did you see, met, think, changed
- c) have not seen, you saw, met, think, changed
- d) do not see, have you seen, have met, thought, would change

3. The Egyptian civilization. \_\_\_ the oldest which \_\_\_ us art. It \_\_\_ about five thousand years ago. The story of Egyptian art \_\_\_ three thousand years and \_\_\_ the art of different periods.

- a) is, left, began, covers, includes
- b) was, leaves, has begun, covered, included
- c) is, has left, \vas began, has covered, has included
- d) has be?n, left, began, covers, included

4. \_\_\_ your tennis racket with you? — Yes, I am going to show you how much I \_\_\_ since last summer. I \_\_\_ tennis lessons now. Now it \_\_\_ for you to judge if I \_\_\_ any progress,

- a) did you bring, improved, take, is, have made
- b) have you brought, improved, take, was, have made
- c) did you bring, have improved, am taking, is, made
- d) have you brought, have improved, am taking, is, have made

5. \_\_\_ lunch already? — No, not yet. The waitress my order fifteen minutes ago and \_\_\_ me anything yet.

- a) have you, took, has not brought

- b) have you had, took, has not brought
  - c) did you have, has taken, did not bring
  - d) have you have, was taken, was not brought
11. We \_\_\_\_\_ for 12 hours when he woke us up.
- a) are sleeping
  - b) were sleeping
  - c) have been sleeping
  - d) had been sleeping
12. They \_\_\_\_\_ at the station for 90 minutes when the train finally arrived.
- a) had been waiting
  - b) have been waiting
  - c) are waiting
  - d) had waited
13. We \_\_\_\_\_ for her ring for two hours.
- a) are looking
  - b) had looked
  - c) had been looking
  - d) have been looking
14. I \_\_\_\_\_ for a long time, when it suddenly began to rain.
- a) have not been walking
  - b) had not been walking
  - c) was not walking
  - d) had not walked
15. How long \_\_\_\_\_ English before she went to London?
- a) has she been learning
  - b) did she learn
  - c) had she been learning
  - d) had she learnt

**4. Choose the correct variant.**

1. Some every-day tools have been changed to meet the special \_\_\_\_\_ of firemen
- A) wishes b) needs c) fire
2. Firemen wear \_\_\_\_\_ to protect them from smoke and fumes, and large, sturdy helmets for protection from falling debris.
- a) gas masks b) rubber boots c) fire coat
3. Modern fire departments have \_\_\_\_\_ which can pump from 500 to 1,500 gallons per minute.
- a) ladder b) pump c) water tank
4. The two basic fire-fighting units in most fire departments are engine and ladder \_\_\_\_\_
- a) teams b) divisions c) companies
5. Ladder trucks carry an extension ladder or elevating platform \_\_\_\_\_ people through the windows of buildings
- a) to rescue b) to protect c) to help
6. Fire departments must \_\_\_\_\_ many types of fires
- a) put b) put off c) put out
7. The members of the engine company first connect a hose from the pump to a nearby fire \_\_\_\_\_
- a) station b) boat c) hydrant
8. They open or break windows and sometimes cut holes in \_\_\_\_\_ or walls.
- a) the roof b) the window c) the house

9. If the building were not ventilated, the heat and the pressure of the gases could cause\_\_\_\_\_

a) debris b) an explosion c) a fire

10. To prevent fires airport crash trucks spread \_\_\_\_\_ on a plane .

a) flour b) foam c) smoke

5) Match Ukrainian and English equivalents

1	Сигнал про пожежу	A	Spread of fire
2	поширення вогню	B	Fire hose
3	прибуття пожежної бригади	C	Salvage
4	порятунок майна	D	Arrival of fire brigade
5	підключати до джерела	E	To connect to the source
6	загроза життю	F	Master stream nozzle
7	машина з підйомною платформою -	G	Fire fighting apparatus
8	пожежний рукав	H	Fire alarm
9	лафетний ствол	I	Fire axe
10	пожежна техніка	J	Elevating platform
		K	Ladder truck
		L	Danger to life
		M	Response of fire brigade

IV. Підведення підсумків заняття.

V. Домашнє завдання:

-- виконати вправи на закріплення граматичного матеріалу.