

Государственное бюджетное
профессиональное образовательное учреждение
«Кунгурский сельскохозяйственный колледж»




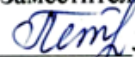
**Методические указания
по выполнению практических работ по дисциплине
ОУД.03 ИНОСТРАННЫЙ ЯЗЫК (АНГЛИЙСКИЙ ЯЗЫК)**

по профессии
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Рассмотрено и одобрено
на заседании методической комиссии
социально-гуманитарных дисциплин
Протокол № 1 от «30 августа» 2020 г.

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Методические рекомендации по выполнению практических работ по дисциплине «Иностранный язык» предназначены для организации учебных занятий студентов первого курса очного отделения на уроке.

Согласно учебному плану максимальная учебная нагрузка составляет 250 часов, в том числе 171 час составляют практические занятия.

Содержание программы дисциплины «Иностранный язык» направлено на достижение следующих целей:

- дальнейшее развитие иноязычной коммуникативной компетенции;
- развитие способности и готовности к самостоятельному изучению иностранного языка, дальнейшему самообразованию с его помощью, использованию иностранного языка в других областях знаний.

Освоение содержания программы способствует формированию у студентов личностных, метапредметных результатов:

Результаты освоения ООП	
Личностные результаты освоения ООП	
Л 01	готовность и способность обучающихся к отстаиванию личного достоинства, собственного мнения, готовность и способность вырабатывать собственную позицию по отношению к общественно-политическим событиям прошлого и настоящего на основе осознания и осмысления истории, духовных ценностей и достижений нашей страны
Л 02	готовность и способность обучающихся к саморазвитию и самовоспитанию в соответствии с общечеловеческими ценностями и идеалами гражданского общества, потребность в физическом самосовершенствовании, занятиях спортивно-оздоровительной деятельностью
Л 03	принятие и реализация ценностей здорового и безопасного образа жизни, бережное, ответственное и компетентное отношение к собственному физическому и психологическому здоровью
Л 04	русская идентичность, способность к осознанию русской идентичности в поликультурном социуме, чувство причастности к историко-культурной общности русского народа и судьбе России, патриотизм, готовность к служению Отечеству, его защите
Л 05	воспитание уважения к культуре, языкам, традициям и обычаям народов, проживающих в Российской Федерации
Л 06	гражданственность, гражданская позиция активного и ответственного члена русского общества, осознающего свои конституционные права и обязанности, уважающего закон и правопорядок, осознанно принимающего традиционные национальные и общечеловеческие гуманистические и демократические ценности, готового к участию в общественной жизни
Л 07	мировоззрение, соответствующее современному уровню развития науки и общественной практики, основанное на диалоге культур, а также различных форм общественного сознания, осознание своего места в поликультурном мире
Л 08	готовность обучающихся противостоять идеологии экстремизма, национализма, ксенофобии; коррупции; дискриминации по социальным, религиозным, расовым, национальным признакам и другим негативным социальным явлениям
Л 09	нравственное сознание и поведение на основе усвоения

	общечеловеческих ценностей, толерантного сознания и поведения в поликультурном мире, готовности и способности вести диалог с другими людьми, достигать в нем взаимопонимания, находить общие цели и сотрудничать для их достижения
Л 10	развитие компетенций сотрудничества со сверстниками, детьми младшего возраста, взрослыми в образовательной, общественно полезной, учебно-исследовательской, проектной и других видах деятельности
Л 11	готовность и способность к образованию, в том числе самообразованию, на протяжении всей жизни; сознательное отношение к непрерывному образованию как условию успешной профессиональной и общественной деятельности
Л 12	положительный образ семьи, родительства (отцовства и материнства), интериоризация традиционных семейных ценностей
Л 13	потребность трудиться, уважение к труду и людям труда, трудовым достижениям, добросовестное, ответственное и творческое отношение к разным видам трудовой деятельности
Л 14	физическое, эмоционально-психологическое, социальное благополучие обучающихся в жизни образовательной организации, ощущение детьми безопасности и психологического комфорта, информационной безопасности
	Метапредметные результаты освоения ООП/УУД/
Регулятивные:	
УУД. М 01	самостоятельно определять цели, задавать параметры и критерии, по которым можно определить, что цель достигнута
УУД. М 02.	оценивать возможные последствия достижения поставленной цели в деятельности, собственной жизни и жизни окружающих людей, основываясь на соображениях этики и морали
УУД. М 03.	выбирать путь достижения цели, планировать решение поставленных задач, оптимизируя материальные и нематериальные затраты
УУД. М 04.	организовывать эффективный поиск ресурсов, необходимых для достижения поставленной цели
УУД. М 05.	сопоставлять полученный результат деятельности с поставленной заранее целью
Познавательные:	
УУД. М 06.	искать и находить обобщенные способы решения задач, в том числе, осуществлять развернутый информационный поиск и ставить на его основе новые (учебные и познавательные) задачи
УУД. М 07.	критически оценивать и интерпретировать информацию с разных позиций, распознавать и фиксировать противоречия в информационных источниках
УУД. М 08.	находить и приводить критические аргументы в отношении действий и суждений другого; спокойно и разумно относиться к критическим замечаниям в отношении собственного суждения, рассматривать их как ресурс собственного развития
УУД. М 09.	менять и удерживать разные позиции в познавательной деятельности.
Коммуникативные	
УУД. М 10.	осуществлять деловую коммуникацию как со сверстниками, так и со взрослыми (как внутри образовательной организации, так и за ее пределами), подбирать партнеров для деловой коммуникации исходя из

	соображений результативности взаимодействия, а не личных симпатий
УУД. М 11.	при осуществлении групповой работы быть как руководителем, так и членом команды в разных ролях (генератор идей, критик, исполнитель, выступающий, эксперт и т.д.)
УУД. М 12.	развернуто, логично и точно излагать свою точку зрения с использованием адекватных (устных и письменных) языковых средств

Освоение содержания учебной дисциплины «Иностранный язык» способствует формированию у студентов предметных результатов в соответствии с примерной основной образовательной программой.

В результате изучения учебного предмета «Иностранный язык» (английский) на уровне среднего общего образования:

Выпускник на базовом уровне научится:

	Коммуникативные умения ГОВОРЕНИЕ, ДИАЛОГИЧЕСКАЯ РЕЧЬ
П.01	Вести диалог/полилог в ситуациях неофициального общения в рамках изученной тематики;
П.02	при помощи разнообразных языковых средств без подготовки инициировать, поддерживать и заканчивать беседу на темы, включенные в раздел «Предметное содержание речи»;
П.03	выражать и аргументировать личную точку зрения;
П.04	запрашивать информацию и обмениваться информацией в пределах изученной тематики;
П.05	обращаться за разъяснениями, уточняя интересующую информацию
	ГОВОРЕНИЕ, МОНОЛОГИЧЕСКАЯ РЕЧЬ
П.06	Формулировать несложные связные высказывания с использованием основных коммуникативных типов речи (описание, повествование, рассуждение, характеристика) в рамках тем, включенных в раздел «Предметное содержание речи»;
П.07	передавать основное содержание прочитанного/уиденного/услышанного;
П.08	давать краткие описания и/или комментарии с опорой на нелинейный текст (таблицы, графики);
П.09	строить высказывание на основе изображения с опорой или без опоры на ключевые слова/план/вопросы.
	АУДИРОВАНИЕ
П.10	Понимать основное содержание несложных аутентичных аудиотекстов различных стилей и жанров монологического и диалогического характера в рамках изученной тематики с четким нормативным произношением;
П.11	выборочное понимание запрашиваемой информации из несложных аутентичных аудиотекстов различных жанров монологического и диалогического характера в рамках изученной тематики, характеризующихся четким нормативным произношением.
	ЧТЕНИЕ
П.12	Читать и понимать несложные аутентичные тексты различных стилей и жанров, используя основные виды чтения (ознакомительное, изучающее, поисковое/просмотровое) в зависимости от коммуникативной задачи;
П.13	отделять в несложных аутентичных текстах различных стилей и жанров главную информацию от второстепенной, выявлять наиболее значимые факты.
	ПИСЬМО

П.14	Писать несложные связные тексты по изученной тематике;
П.15	писать личное (электронное) письмо, заполнять анкету, письменно излагать сведения о себе в форме, принятой в стране/странах изучаемого языка;
П.16	письменно выражать свою точку зрения в рамках тем, включенных в раздел «Предметное содержание речи», в форме рассуждения, приводя аргументы и примеры.
	Языковые навыки
	ОРФОГРАФИЯ И ПУНКТУАЦИЯ
П.17	Владеть орфографическими навыками в рамках тем, включенных в раздел «Предметное содержание речи»;
П.18	расставлять в тексте знаки препинания в соответствии с нормами пунктуации.
	ФОНЕТИЧЕСКАЯ СТОРОНА РЕЧИ
П.19	Владеть слухопроизводительными навыками в рамках тем, включенных в раздел «Предметное содержание речи»;
П.20	владеть навыками ритмико-интонационного оформления речи в зависимости от коммуникативной ситуации.
	ЛЕКСИЧЕСКАЯ СТОРОНА РЕЧИ
П.21	Распознавать и употреблять в речи лексические единицы в рамках тем, включенных в раздел «Предметное содержание речи»;
П.22	распознавать и употреблять в речи наиболее распространенные фразовые глаголы;
П.23	определять принадлежность слов к частям речи по аффиксам;
П.24	догадываться о значении отдельных слов на основе сходства с родным языком, по словообразовательным элементам и контексту;
П.25	распознавать и употреблять различные средства связи в тексте для обеспечения его целостности (firstly, to begin with, however, as for me, finally, at last, etc.).
	ГРАММАТИЧЕСКАЯ СТОРОНА РЕЧИ
П.26	Оперировать в процессе устного и письменного общения основными синтаксическими конструкциями в соответствии с коммуникативной задачей;
П.27	употреблять в речи различные коммуникативные типы предложений: утвердительные, вопросительные (общий, специальный, альтернативный, разделительный вопросы), отрицательные, побудительные (в утвердительной и отрицательной формах);
П.28	употреблять в речи распространенные и нераспространенные простые предложения, в том числе с несколькими обстоятельствами следующими в определенном порядке (We moved to a new house last year);
П.29	употреблять в речи сложноподчиненные предложения с союзами и союзными словами what, when, why, which, that, who, if, because, that's why, than, so, for, since, during, so that, unless;
П.30	употреблять в речи сложносочиненные предложения с сочинительными союзами and, but, or;
П.31	употреблять в речи условные предложения реального (Conditional I – If I see Jim, I'll invite him to our school party) и нереального характера (Conditional II – If I were you, I would start learning French);
П.32	употреблять в речи предложения с конструкцией I wish (I wish I had my own room);
П.33	употреблять в речи предложения с конструкцией so/such (I was so busy that I forgot to phone my parents);
П.34	употреблять в речи конструкции с герундием: to love / hate doing something; stop

	talking;
П.35	употреблять в речи конструкции с инфинитивом: want to do, learn to speak;
П.36	употреблять в речи инфинитив цели (I called to cancel our lesson);
П.37	употреблять в речи конструкцию it takes me ... to do something;
П.38	использовать косвенную речь;
П.39	использовать в речи глаголы в наиболее употребляемых временных формах: Present Simple, Present Continuous, Future Simple, Past Simple, Past Continuous, Present Perfect, Present Perfect Continuous, Past Perfect;
П.40	употреблять в речи страдательный залог в формах наиболее используемых времен: Present Simple, Present Continuous, Past Simple, Present Perfect;
П.41	употреблять в речи различные грамматические средства для выражения будущего времени – to be going to, Present Continuous; Present Simple;
П.42	употреблять в речи модальные глаголы и их эквиваленты (may, can/be able to, must/have to/should; need, shall, could, might, would);
П.43	согласовывать времена в рамках сложного предложения в плане настоящего и прошлого;
П.44	употреблять в речи имена существительные в единственном числе и во множественном числе, образованные по правилу, и исключения;
П.45	употреблять в речи определенный/неопределенный/нулевой артикль;
П.46	употреблять в речи личные, притяжательные, указательные, неопределенные, относительные, вопросительные местоимения;
П.47	употреблять в речи имена прилагательные в положительной, сравнительной и превосходной степенях, образованные по правилу, и исключения;
П.48	употреблять в речи наречия в положительной, сравнительной и превосходной степенях, а также наречия, выражающие количество (many / much, few / a few, little / a little) и наречия, выражающие время;
П.49	употреблять предлоги, выражающие направление движения, время и место действия.

ПЕРЕЧЕНЬ ПРАКТИЧЕСКИХ ЗАНЯТИЙ

Название раздела, темы	Номер, название практического занятия
Раздел 1. Вводно-корректирующий	
Тема 1.1 Английский алфавит	Практическое занятие № 1. Английский алфавит. Диалог знакомства.
	Практическое занятие № 2. Алфавит. Правила чтения согласных буквосочетаний.
	Практическое занятие № 3. Правила чтения гласных буквосочетаний. Гласные в четырех типах слога.
Раздел 2. Социально-бытовая сфера общения	
Тема 2.1 Описание человека	Практическое занятие № 4. Внешность. Порядок слов в предложении. Типы предложений.
	Практическое занятие № 5. Внешность. Спряжение глагола to be в Present Simple. Личные и притяжательные местоимения.
	Практическое занятие № 6. Характер. Множественное число имен существительных.
Тема 2.2 Семья и семейные	Практическое занятие № 7. Семья. Спряжение глагола to have (got) . Количественные числительные (1-100).

отношения	Практическое занятие № 8. Хоби. Досуг. Порядковые числительные.
	Практическое занятие № 9. Семейные отношения. Притяжательный падеж имен существительных
	Практическое занятие № 10. Домашние обязанности. Модальные глаголы CAN, MUST.
Тема 2.3 Описание жилища и учебного заведения	Практическое занятие № 11-12. Комнаты и помещения в доме. Обстановка комнаты. Конструкция <i>there + to be</i> . Предлоги места.
	Практическое занятие № 13. Мой техникум. Оснащение кабинета. Артикль.
Тема 2.4 Распорядок дня студента	Практическое занятие № 14. Рабочий день студента. Который час? Предлоги времени.
	Практическое занятие № 15. Мой выходной день. Простое настоящее время.
	Практическое занятие № 16. Распорядок дня моего друга. Настоящее длительное время.
Тема 2.5 Описание местоположения объекта	Практическое занятие № 17. Город. Название городских сооружений. Городской транспорт.
	Практическое занятие № 18. Описание местоположения объекта. Как спросить дорогу. Предлоги направления.
Тема 2.6 Физкультура и спорт. Здоровый образ жизни.	Практическое занятие № 19. Здоровый образ жизни. Простое будущее время.
	Практическое занятие № 20. Вредные привычки.
	Практическое занятие № 21. Популярные виды спорта в России и Великобритании.
	Практическое занятие № 22. Спорт и я.оборот to be going to...
Тема 2.7 Описание местоположения объекта	Практическое занятие № 23. Виды магазинов. Степени сравнения прилагательных.
	Практическое занятие № 24. В продуктовом магазине.
	Практическое занятие № 25. В промышленном магазине. Степени сравнения наречий.
	Практическое занятие № 26. Контрольная работа
Раздел 3. Социально-культурная сфера общения	
Тема 3.1 Россия, ее национальные символы, государственное и политическое устройство	Практическое занятие № 27. Россия. Географическое положение. Климат. Простое прошедшее время.
	Практическое занятие № 28. Национальные символы.
	Практическое занятие № 29. Государственное устройство. Прошедшее длительное время.
	Практическое занятие № 30. Обычаи, традиции, поверья народов России.
	Практическое занятие № 31. Выдающиеся исторические события и личности России.
	Практическое занятие № 32. Исторические памятники
Тема 3.2 Страна изучаемого языка, США	Практическое занятие № 33. США. Географическое положение. Климат. Флора и фауна. Простые времена.
	Практическое занятие № 34. Национальные символы США. Длительные времена .
	Практическое занятие № 35. Вашингтон.

	Достопримечательности. Предлоги, передающие падежи.
	Практическое занятие № 36. Государственное устройство США. Составные предлоги.
	Практическое занятие № 37. Обычаи и традиции американцев.
	Практическое занятие № 38. Выдающиеся исторические события и личности США. Исторические памятники.
Тема 3.3 Человек и природа	Практическое занятие № 39. Защита окружающей среды.
	Практическое занятие № 40. Загрязнение мирового океана. Придаточные предложения времени и условия.
	Практическое занятие № 41. Загрязнение воздуха.
	Практическое занятие № 42. Экологические группы.
Раздел 4. Деловой английский	
Тема 4.1 Наука и техника	Практическое занятие № 43. Достижения и инновации в области науки и техники
	Практическое занятие № 44. Современные компьютерные технологии в промышленности. Суффиксальный способ.
	Практическое занятие № 45. Отраслевые выставки Префиксы.
	Практическое занятие № 46. Машины и механизмы. Промышленное оборудование
Тема 4.2 Образование в России, Великобритании и США	
	Практическое занятие № 47. Образование в России. Герундий
	Практическое занятие № 48. Образование в США и Великобритании.
	Практическое занятие № 49. Современные профессии.
	Практическое занятие № 50. Моя будущая профессия.
	Практическое занятие № 51. Роль английского языка в современном мире. Страдательный залог
	Практическое занятие № 52. Английский язык в моей будущей профессии.
	Практическое занятие № 53. Великие ученые России.
	Практическое занятие № 54. Известные ученые мира.
	Практическое занятие № 55. Великие художники мира.
	Практическое занятие № 56. Выдающиеся музыканты и композиторы.
	Практическое занятие № 57. Повторение
	Практическое занятие № 58. Дифференцированный зачет

КРИТЕРИИ ОЦЕНИВАНИЯ

Критерии оценки выполнения фонетических и грамматических упражнений

Отметка «5» Задания выполнены на 90-100%

Отметка «4» Задания выполнены на 75-89%

Отметка «3» Задания выполнены на 50-74%

Отметка «2» Задания выполнены менее чем на 50%

Критерии оценки письменных развернутых ответов

Отметка «5» Коммуникативная задача решена полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

Отметка «4» Коммуникативная задача решена полностью, но понимание текста незначительно затруднено наличием грамматических и/или лексических ошибок.

Отметка «3» Коммуникативная задача решена, но понимание текста затруднено наличием грубых грамматических ошибок или неадекватным употреблением лексики.

Отметка «2» Коммуникативная задача не решена ввиду большого количества лексико-грамматических ошибок или недостаточного объема текста.

Критерии оценки техники чтения

«5» Речь воспринимается легко: необоснованные паузы отсутствуют; фразовое ударение и интонационные контуры, произношение слов практически без нарушений нормы; допускается не более 2-х фонетических ошибок;

«4» Речь воспринимается достаточно легко, однако присутствуют необоснованные паузы; фразовое ударение и интонационные контуры практически без нарушений нормы; допускается от 3 до 5 фонетических ошибок, в том числе 1-2 ошибки, искажающие смысл;

«3» Речь воспринимается достаточно легко, однако присутствуют необоснованные паузы; есть ошибки в фразовых ударениях и интонационных контурах; допускается от 5 до 7 фонетических ошибок, в том числе 3 ошибки, искажающие смысл;

«2» Речь не воспринимается из-за необоснованных пауз; неправильных фразовых ударений и искаженных интонационных контуров И\ИЛИ 8 и более фонетических ошибок.

Критерии оценки перевода текста

Оценка «отлично»

Перевод полный, без пропусков и произвольных сокращений текста оригинала, не содержит фактических ошибок. Терминология использована правильно.

Перевод отвечает системно-языковым нормам и стилю языка перевода.

Адекватно переданы культурные и функциональные параметры исходного текста.

Допускаются некоторые погрешности в форме предъявления перевода.

Оценка «хорошо»

Перевод полный, без пропусков и произвольных сокращений текста оригинала, допускается одна фактическая ошибка, при условии отсутствия потерь информации и стилистических погрешностей на других фрагментах текста.

Имеются несущественные погрешности в использовании терминологии.

Перевод в достаточной степени отвечает системно-языковым нормам и стилю языка перевода.

Культурные и функциональные параметры исходного текста в основном адекватно переданы.

Коммуникативное задание реализовано, но недостаточно оптимально.

Допускаются некоторые нарушения в форме предъявления перевода.

Оценка «удовлетворительно»

Перевод содержит фактические ошибки.

Низкая коммуникативность и плохая «читабельность» текста затрудняют его понимание рецептором.

При переводе терминологического аппарата не соблюден принцип единообразия.

В переводе нарушены системно-языковые нормы и стиль языка перевода.
Неадекватно решены проблемы реализации коммуникативного задания.
Имеются нарушения в форме предъявления перевода.

Оценка «неудовлетворительно»

Перевод содержит много фактических ошибок.
Нарушена полнота перевода, его эквивалентность и адекватность.
В переводе грубо нарушены системно-языковые нормы и стиль языка перевода.
Коммуникативное задание не выполнено.
Грубые нарушения в форме предъявления перевода.

Критерии оценки монологического и диалогического высказываний:

«5»

Соблюден объем высказывания. Высказывание соответствует теме, отражены все аспекты, указанные в задании, стилевое оформление речи соответствует типу задания, аргументация на уровне, нормы вежливости соблюдены.
Адекватная естественная реакция на реплики собеседника. Проявляется речевая инициатива для решения поставленных коммуникативных задач.
Лексика адекватна поставленной задаче и требованиям данного года обучения языку.
Использованы разные грамматические конструкции в соответствии с задачей и требованиям данного года обучения языку. Редкие грамматические ошибки не мешают коммуникации.
Речь звучит в естественном темпе, нет грубых фонетических ошибок.

«4»

Не полный объем высказывания. Высказывание соответствует теме; не отражены некоторые аспекты, указанные в задании, стилевое оформление речи соответствует типу задания, аргументация не всегда на соответствующем уровне, но нормы вежливости соблюдены.
Коммуникация немного затруднена.
Лексические ошибки незначительно влияют на восприятие речи учащегося.
Грамматические незначительно влияют на восприятие речи учащегося.
Речь иногда неоправданно паузирована. В отдельных словах допускаются фонетические ошибки (замена, английских фонем сходными русскими). Общая интонация обусловлена влиянием родного языка.

«3»

Незначительный объем высказывания, которое не в полной мере соответствует теме; не отражены некоторые аспекты, указанные в задании, стилевое оформление речи не в полной мере соответствует типу задания, аргументация не на соответствующем уровне, нормы вежливости не соблюдены.
Коммуникация существенно затруднена, учащийся не проявляет речевой инициативы.
Учащийся делает большое количество грубых лексических ошибок.
Учащийся делает большое количество грубых грамматических ошибок.
Речь воспринимается с трудом из-за большого количества фонетических ошибок. Интонация обусловлена влиянием родного языка.

«2»

Учащийся не понимает смысла задания. Аспекты указанные в задании не учтены.
Коммуникативная задача не решена.
Учащийся не может построить высказывание.
Учащийся не может грамматически верно построить высказывание.
Речь понять не возможно.

Практическое занятие №1

Тема: Английский алфавит. Диалог знакомства

Цель: совершенствование и развитие навыков чтения, устной речи на английском языке.

Студенты должны

Уметь: читать текст с извлечением нужной информации, составлять диалог «Знакомства» с опорой на вопросы, называть все буквы английского алфавита.

Знать: названия букв английского алфавита и их правописание.

ХОД ЗАНЯТИЯ

1. Прочитайте текст и ответьте на вопрос: Why is English so popular?

The modern world is becoming smaller all the time. Every day distances between different countries seem less. For this reason it's becoming more and more important to know different languages, especially English.

One billion people speak English today. That's about 20% of the world's population. 400 million people speak English as their first language. For the other 600 million people it's either a second language or a foreign language.

English is the first language in the United Kingdom, the United States of America, Australia and New Zealand. It is one of the official languages in Canada, the Irish Republic and the Republic of South Africa.

As a second language English is spoken in more than 60 countries. It is used by the government, businessmen and universities.

English is the language of politics and diplomacy, science and technology, business and trade, sport and pop music. 80% of all information in the world's computers is in English. 75% of the world's letters and faxes are in English. 60% of all international telephone calls are made in English. More than 60% of all scientific journals are written in English.

To know English today is absolutely necessary for every educated person, for every good specialist. Learning a language is not an easy thing. It's a long and slow process that takes a lot of time and patience. But it's a must.

English is taught throughout the world and a lot of people speak it quite well. In our country English is very popular: it is studied at schools (sometimes even at nursery schools), colleges and universities.

Everyone will speak English soon — I'm sure of it. We all need to understand each other. To do that we need an international language, and that's English.

2. Составить диалог «Знакомство» и разыграть его, опираясь на вопросы:

- What is your name and where are you from?
- What are you and how old are you?
- What is your hobby?
- Do you have a family?
- What does your father (mother) do?
- How old is he (she) now?
- What is his (her) hobby?

3. Назовите все буквы английского алфавита и запишите их письменно.

Практическое занятие № 2

Тема: Правила чтения согласных буквосочетаний.

Цель: совершенствование и развитие произносительных навыков.

Студенты должны

уметь:

произносить правильно согласные звуки, узнавать их в словах и правильно читать.

знать: артикуляцию согласных звуков и соответствующие им буквы и буквосочетания.

ХОД ЗАНЯТИЯ

1. Прочитайте и запишите правила чтения согласных букв и их сочетаний:

Чтение согласных буквосочетаний.

ck [k] black, stick

ng [ŋ] sing, bring, ring, reading

sh [ʃ] she, shop, fish

ph [f] phone, photograph

ph [v] nephew

[ð] this, that, the

th [θ] thank, thick

[t] Thames

wh [w] when, white, why

BUT: [h] Who

kn [n] know, knife

wr [r] write, wrong

gh [f] enough

gh [-] high

gn [n] sign

ss [s] possible

ss [ʒ] pressure

sc [sk] screen

sc [s] scene

nk [ŋk] think

[tʃ] chess

ch [k] chemistry

[ʒ] machine

tch [tʃ] match

qu [kw] question

Чтение букв С и G перед гласными e i y.

c [s] city, pencil, nice

g [dʒ] large, orange, page

2. Распределите слова согласно их звучанию. Незнакомые слова уточните в словаре с транскрипцией:

that, month, then, thin, they, with, birthday, think, another, maths, bathroom, those, thing, tooth, fourth, weather, there, three, that, both, brother

[θ]	[ð]

Распределите слова согласно их звучанию. Если в слове сразу два звука, занесите его в обе колонки. Незнакомые слова уточните в словаре с транскрипцией:

size, say, sit, east, times, glasses, these, style, please, certainly, zoo, August, dress, places, suit, rose, husband, easy, words, always, police, pencil

[s]	[z]

Распределите слова согласно их звучанию. Незнакомые слова уточните в словаре с транскрипцией:

teacher, lounge, bridge, chair, large, chicken, cheap, juice, Dutch, language, chips, orange, cheese, dangerous, watch, coach, general, June, village, check, vegetable, page, question

[ʃ]	[dʒ]

Практическое занятие № 3

Тема: Правила чтения гласных буквосочетаний. Гласные в четырех типах слога.

Цель: Совершенствование и развитие произносительных навыков.

Студенты должны

знать: правила чтения гласных по четырём типам слога, гласных дифтонгов и сочетаний.

уметь: находить гласные дифтонги и сочетания в словах и правильно читать их.

ХОД ЗАНЯТИЯ

1. Запишите правила чтения гласных букв по 4 типам слога, прочитайте и выучите их наизусть.

Буквы	Типы слогов			
	I (открытый)	II (закрытый)	III (гласн. + r)	IV (гл. + r + гл.)
Aa	[eɪ] game	[æ] fact	[ɑ:] star	[ɛə] stare
Oo	[oʊ] pole	[ɒ:] hot	[ɔ:] sport	[ɔ:] more
Ee	[i:] Pete	[e] send	[ə:] term	[iə] here
Ii	[aɪ] fine	[ɪ] win	[ɜ:] first	[aɪə] tired
Yy	style	gym	Byrd	tyre
Uu	[ju:] tune	[ʌ] club	[ɜ:] turn	[juə] cure

2. Прочитайте слова и объясните, по какому типу слога они читаются.

a

1. age, stage, date, face, trace, labour, navy, cradle, change, same
2. bag, bad, man, back, black, act, action, latter, capital, match
3. arch, march, sharp, 'army, part, car, charge, yard, large, art
4. square, spare, 'parents, fare, com'pare, ware, pre'pare, care, Mary

e

1. be, he, she, eve, even, scene, 'secret, com'plete, these, 'legal, mete
2. men, yes, set, ac'cept, rent, 'enter, well, bed, 'petty, bed, Ted, Ben
3. 'person, pre'fer, term, serve, 'German, herd, e'merge, 'mercy, con'fer
4. here, 'era, 'period, 'series, mere, in'herent, 'hero, sphere [f], inter'fere,

I/y

1. my, bike, try, fine, nice, Mike, 'library, pro'vide, des'cribe, type
2. fit, city, finish, symbol, thick, thin, dig, bill, myth, 'sympathy
3. first, sir, girl, third, thirty, circle, dirty, firmly, birthday, myrtle
4. fire, wire, en'tire, de'sire, tired, hire, dire, shire, tyre

o

1. so, no, note, open, stone, vote, social, pro'pose, those, yoke, hope
2. stop, shot, lot, gone, job, doctor, long, strong, box, dog, fog, top
3. 'fortress, north, 'former, sport, 'order, short, ac'cording, horse, or
4. more, shore, 'story, be'fore, 'glory, store, ore, bore, tore, fore

u

1. use, 'student, duke, 'unit, 'duty, 'music, ac'cuse, tune, 'super, 'pupil
2. 'uncle, just, 'judges, Dutch, 'public, 'upper, dis'cuss, 'struggle, gun, cut
3. oc'cur, hurt, 'further, 'urgent, 'purpose, turn, burst, church, herd, burn
4. cure, 'curing, pure, lure, 'during, 'fury, dure, 'plural, en'dure, 'jury

3. Запишите правила чтения гласных диграфов и сочетаний.

1. **ai, ay** = [ei] wait, rain, mail, bail, main, ray, pay, may, bay, lay
air= [eə] hair, air, airplane, chair, pair, fair, lair
al + l(k) = [o:] fall, call, wall, small, ball, tall, talk, chalk, walk, balk
au, aw = [o:] 'autumn, Paul, pause, 'auto, auk, law, saw, dawn, maw, pawn
a + ss = [a:] class, glass, brass, pass
a+ st = [a:] cast, fast, master, vast, past, last
a+ sk = [a:] cask, basketball, task, bask, mask, ask
a+ sp, a+ ft = [a:] after, craft, grasp, draft
a+ th = [a:] father, rather, lather, path, bath
2. **ea** = [i:] cheap, peak, sea, leaf, dean, mean, meat, team, bean
ee = [i:] feed, fee, speech, seek, need, feel, deep, meet, bee, keen
ea + d = [e] ready, bread, head, dead, 'meadow, 'dreadful
ei = [ei] eight, weigh, neigh, freight, weight, 'eigh'teen, eighty
ew = [ju:] few, pew, dew, mew; **1, r, j+ ew** = [u:] flew, blew, grew, drew, jew
ey = [ei] they, grey, o'bey, 'diso'bey, con'vey
eer= [iə] 'pio'neer, ,engi'neer, veer, leer, deer, peer, beer
3. **ia, io** = [aiə] via, trial, dial, lion, liar, diary
i + ld, nd = [ai] child, wild, mild, find, mind, bind, kind
i + gh = [ai] high, higher, sight, sigh, right, might, light, night
4. **oa** = [əu] boat, coat, soap, load, toast, toad, coal
oi, oy = [oi] ap'point, coy, an'noy, toy, boy, oil, boil, toil, spoil
oo + k = [u] took, crook, shook, look, rook, nook, book, 'looking-glass
oo + 1, m, n = [u:] spoon, soon, moon, loom, doom, fool, pool, tool, tooth [θ]
o + ld = [əu] hold, sold, old, told, fold, bold, folk, toll
ou = [au] loud, found, sound, round, pound, a'bout, out, lous
ow + n = [au] town, down, brown, 'powder, cows, vow, bow, how, now, al'low
o+ (m, n, v, th) = [ʌ] come, son, some, front, month, mother, brother, other, an'other, love, above, a'mong, 'company, done, govern, dove

4. Прочитайте слова с дифтонгами:

- dive five mine site bike line wide tie
- go hope, note, code nose rose so stone
- cube cute flute music tune fume, June, huge
- byte dry type sky spy, cry
- at hat apple cap back map cat Pat flag pan
- egg leg red ten end pet met net pen hen
- tip six pin film win kiss is pig big him his it win
- Am date face gate name plate game bake escape
- gyp Syn syntax lynx myth
- bus but nut cut sun hug ugly

- put bull pull Ku Klux Klan push
- see he she we be Pete tea sea theme
- stop dog not hot mob hop mom clock sock
- place, may, bottle, sort take, button, hot
- me, tea, true, truly, pure, tie, nice, tiny not
- bone, toe, pearl, turn, but, go, bag, pattern, flag, exam
- bed, message, first, him, pretend, met, hop, Syn, are, car, far, card
- pin, must, fur, bus, dirt, his, box, map, mom, sir, corn
- tip, pistol, six, hat, win, it, stop, dog, force, serve, girl, port
- at, apple, circle, cap, back, cat, flag, kiss, is, afford
- byte, cute, spy, flute, music, tune, sky, June, huge, film, big
- egg, party, curl, leg, red, ten, end, net, pen, verb
- Syntax, burn, bird, push, myth, clock, church
- Storm, ordinary, ugly, put, bull, pull, cry, dry
- Bus, but, cut, sun, hug, march, park, dark, type
- forehead note cure score pure shore more
- sure [ʃuə] date code stone Pete mine rose tea site wide line

5. Контрольное задание на все типы слогов. Прочитайте.

I. place, may, bottle, sort take, button, hot
me, tea, true, truly, pure, tie, nice, tiny not
bone, toe, pearl, turn, but, go, bag, pattern, flag, exam
bed, message, first, him, pretend, met, hop, Syn, are, car, far, card

II. pin, must, fur, bus, dirt, his, box, map, mom, sir, corn
tip, pistol, six, hat, win, it, stop, dog, force, serve, girl, port
at, apple, circle, cap, back, cat, flag, kiss, is, afford [ə'fɔ:d]
byte, cute, spy, flute, music, tune, sky, June, huge, film, big

III. egg, party, curl, leg, red, ten, end, net, pen, verb
Syntax, burn, bird, push, myth, clock, church [tʃɜ:ʃ]
Storm, ordinary, ugly, put, bull, pull, cry, dry
Bus, but, cut, sun, hug, march, park, dark, type

IV. hare [hɛə] here [hɪə] interfere [,ɪntə'fɪə]
mere [mɪə] hire ['haɪə] tyre ['taɪə] dire ['daɪə]
byre ['baɪə] tire wire fire mire care prepare
lyre ['laɪə] core [kɔ:] dare [dɛə] adore [ə'dɔ:]

V. forehead note cure score pure shore more [mɔ:]
sure [ʃuə] date code stone Pete mine rose tea site wide line
am go face gate nose name plate game bake escape
see he she bike we be sea theme so tie hope five

6. Запишите слова по колонкам согласно их звучанию. Незнакомые слова уточните в словаре с транскрипцией:

train, try, write, boy, buy, break, Spain, coin, mistake, fly, find, cake, eight, toy, time, bye, enjoy, point, day, light, table, plane, voice, ice, wine, right, case, radio, mile, great, night, my

[eɪ]	[aɪ]	[ɔɪ]
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Практическое занятие № 4

Тема: Внешность. Порядок слов в предложении. Типы предложений.

Цель: совершенствование и развитие навыков устной и письменной речи, навыков чтения и перевода текста.

Студент должен

знать: слова по теме «Внешность», порядок слов в предложении, типы предложений.

уметь: применить слова по теме в описании внешности, строить правильно предложения разных типов.

ХОД ЗАНЯТИЯ

1. Read the words and write the new once.

1. **like about** — нравиться в
What do you **like about** her?
2. **look like** — выглядеть
What does she **look like**?
3. **be like** — представлять из себя

What **is** her appearance **like**?

Не путайте выражения с глаголом *like*:

- like — нравиться
- be like — представлять из себя
- look like — выглядеть

Прилагательные (общее впечатление):

1. nice — милый
2. pretty — хорошенькая
3. beautiful — красивая (о женщине)
4. handsome — красивый (о мужчине)
5. good-looking — приятной внешности
6. plain — простой, ничем не примечательной внешности
7. ugly — неприятной внешности, безобразный

Чтобы ответить, используйте **конструкцию с глаголом BE:**

I am ...

She / He is ...

ПРИМЕРЫ:

I am good-looking. — У меня привлекательная внешность.

She is beautiful. — Она красивая.

He is handsome. — Он красивый.

2. Remember some words

appearance — внешность

height [hait] — рост

tall — высокий

short — низкий

middle — sized — среднего роста

build — телосложение

thin — худой

fat — толстый

slim — стройный (о девушке)

hair colour — цвет волос
fair — светлые
dark — темные
black — черные
brown — коричневые
red — рыжие
blond — очень светлые
hair — волосы
short — короткие
long — длинные
straight — прямые
wavy — волнистые
curly — кудрявые
thick — густые
thin — редкие
eyes — глаза
big — большие
little — маленькие
green — зеленые
blue — голубые
brown (hazel) — карие
face — лицо
round — круглое
oval — овальное
nose — нос
long — длинный
straight — прямой
turned up — вздернутый
mouth — рот
lips — губы
teeth — зубы
ears — уши
forehead — лоб
neck — шея
legs — ноги
feet — ступни
hands — руки (кисти рук)

Помимо глагола BE для описания внешности нужно использовать глагол **HAVE**:

I have ...

She / He has ...

Пример

I have a round face.

She has long straight hair.

He has little green eyes.

Описание внешности

- This is a girl/ boy/ woman/ man/ creature.
- I think she / he is....
- She's/ He's goteyes.
- Her/ His face is....

- Her/ His hair is.....
- I like her/his.....

3. Answer the questions.

1. What is your **height**? — Какой у тебя рост?
2. What is your **build** like? — Какое у тебя телосложение?
3. What is your **hair colour**? — Какой у тебя цвет волос?
4. What is your **hair** like? — Какие у тебя волосы?
5. What are your **eyes** like? — Какие у тебя глаза?
6. What is your **face** like? — Какое у тебя лицо?
7. What is your **nose** like? — Какой у тебя нос?

4. Read the text and translate it into Russian

Susan is a short girl. She is thin. She has got long dark hair and a round face. Her eyes are blue and her nose is turned up. She looks pretty.

She has a brother. His name is John. John is a tall boy. He has got short fair hair and an oval face. His eyes are big and brown. He has big ears and his face looks funny.

5. Rewrite this text using complex sentences.

ОБРАЗЕЦ. Сьюзен — хорошенькая худенькая светловолосая девочка невысокого роста с круглым лицом, голубыми глазами и курносым носом.

Практическое занятие № 5

Тема: Внешность. Спряжение глагола to be в Present Simple. Личные и притяжательные местоимения.

Цель: Развитие умения использовать в речи глагола to be в Present Simple, личных и притяжательных местоимений, формирование лексических навыков чтения.

Студент должен

знать: спряжение глагола to be в Present Simple, названия личных и притяжательных местоимений.

Уметь: спрягать глагол to be по лицам, применять личные и притяжательные местоимения в письменной и устной речи.

ХОД ЗАНЯТИЯ

1. Read the text and translate.

What does he look like?

I can describe my English teacher. His name is Severus Snape. He is around forty. He is **tall** and a little **overweight**. His hair is **black** and **curly**. It is rather **short**. He has a round pleasant face. His **eyes** are **dark grey**. His mouth is big and his teeth are white and good. He has a big nose. My Physical Education teacher is quite **old**. He is very **tall** but **thin**. He has very little **hair** and all his **hair** is white. His smiling eyes are light-blue. His lips are **thin** and his face is white but his arms are still strong and shapely. He has some bad teeth. He taught my parents many years ago but he was **young** then. He was **tall** and of **average weight**. He had lots of **curly** dark hair. His face was often pink and his lips were red. His teeth were white and good. He liked his pupils and loved playing games with them.

How does he/she look?

Hillary Clinton is a **lawyer**. She loves her job but it can be very tiring. So she often looks tired. She works long hours and she has to look smart all the time. She loves her suits. All her suits are fashionable and expensive. Her problem is, in her company they all look the same – it's a bit like

wearing a uniform, but she knows she has to do it, especially if she is going to be in court that day. She doesn't think the judge will be very happy if she arrives wearing a tracksuit and trainers.

Kelly Rohrbach is a **lifeguard**. Some people think that her job is easy. Lots of her friends are very jealous. They say I just have to stand around all day in a swimming costume, looking good. Of course that's not true, she is responsible for the safety of this whole area, so she has to concentrate hard. She can't relax for a minute. Also her job is not very good for her looks. They all wear the same red T-shirt and shorts, which are not very stylish and she has to wear a hat and lots of sun cream every day, otherwise she can't get badly burnt.

Margaret Smith is an **actor**. When she was in her twenties she was very good-looking and she used to get great parts. She remembers in one play she wore the most beautiful long silk dresses, there were about 10 of them in total. Luckily they were quite loose because sometimes she only had two minutes to take one dress off and put another one on, before she had to go back on stage. Now, things are a bit different. She generally plays middle-aged women dressed in woollen skirts and sweaters and flat shoes, the kind of clothes she wears in real life! She still has to get in and out of them in two minutes though.

Katherine Moss is a **fashion model**. There is a lot of travelling involved in her job and she spends a lot of time in hotels, so she buys clothes that don't need much ironing when she takes them out of the suitcase. She doesn't own that many clothes, which some people find surprising. Her jeans are her favourite things – she wears them all the time. Of course when she is working she wears most fantastic things, designed by the top people in the business, but most of those clothes are not very comfortable, and not even her style.

Answer the questions.

1. What does he/ she look like?
2. What is his /her appearance like?
3. What do you like about his/her appearance?

2. Describe your friend.

Практическое занятие № 6

Тема: Характер. Множественное число имен существительных.

Цель: Развитие навыков устной и письменной речи, умения читать с целью извлечения конкретной информации.

Студент должен

Знать: слова по теме «Характер», правило образования множественного числа имен существительных

Уметь: применить слова по теме в устной и письменной речи, образовывать множественное число имен существительных.

ХОД ЗАНЯТИЯ

1. Read and write down new words.

- 1) traits of character / character traits – черты характера
- 2) negative / positive character traits – отрицательные / положительные черты
- 3) sociable ['ssufabl] – коммуникабельный, общительный
- 4) easy-going – легкий в общении, добродушно-веселый, беспечный
- 5) helpful – услужливый, всегда готовый прийти на помощь
- 6) sympathetic [.simpa'Getik] – полный сочувствия
- 7) kind-hearted – добрый, мягкосердечный

- 8) supportive [ss'pɔɪtrv] – готовый прийти на помощь, поддержать
- 9) lazy – ленивый
- 10) stubborn ['sʊbdn] – упрямый
- 11) touchy ['Mfi] – обидчивый
- 13) hot-tempered – вспыльчивый
- 14) to fly into a rage – быстро выходить из себя
- 15) angry – злой
- 16) distrustful – недоверчивый
- 17) cheerful – веселый
- 18) to be in high spirits – быть в приподнятом настроении
- 19) to cheer up – бодрить, поднимать настроение
- 20) clever – умный
- 21) purposeful – целеустремленный
- 22) hardworking – трудолюбивый
- 23) to have wide range of interests – быть разносторонним человеком
- 24) envy – зависть
- 25) envious ['envias] – завистливый
- 26) greedy [fgri:di] – жадный
- 27) hypocrisy [hi'pɒkrasi] – лицемерие
- 28) two-faced [(tu:'feɪst] – лживый, двуличный
- 29) cruel – жестокий
- 30) ruthless [xu:ʃtas] – беспощадный, жестокий
- 31) cold-hearted [.kauld'haitɪd] – бессердечный, черствый
- 32) optimistic – оптимистичный
- 33) pessimistic – пессимистичный
- 34) shy [faɪ] – застенчивый
- 35) faint-hearted – трусливый, робкий
- 36) coward [fkauʒd] – трусливый, малодушный
- 37) arrogant – заносчивый, высокомерный
- 38) mean [mi:n] – подлый
- 39) stupid – глупый
- 40) generous ['sʰen(9)rʃs] – щедрый, великодушный
- 41) unpleasant [An'plez(9)nt] – неприятный, отталкивающий

2. Name antonyms

(lazy, confident, strong, generous, clever, dishonest, nasty, patient, impolite, quiet, rude)

mean —

honest —

hard-working —

weak —

talkative —

modest —

stupid —

shy —

funny —

polite —

impatient —

nice —

3. How would you describe these people?

1. Millie didn't talk to many people at the party. _____
2. Tom often tells lies. _____
3. Mike only had one sandwich, but he shared it with me. _____
4. Bill often interrupts people when they are talking. _____

5. Sally loves talking. _____
6. Harriet always comes top of the class. _____
7. Tom threw stones at the cat. _____
8. Max never helps with the housework. _____
9. Sue is always telling jokes. _____
10. Jo hates waiting for people. _____

4. Choose a word to match the definitions:

Brave loyal stubborn thoughtful selfish serious generous fussy tidy optimistic jealous honest

Someone who:

- always remembers your birthday.
- is unwilling to change her / his mind.
- worries too much about details.
- only thinks about her /himself.
- always tells the truth.
- always supports her / his friends.
- is not frightened of anything .
- likes to keep things in their correct place.
- doesn't laugh or make jokes very often.
- wants what other people have got.
- always believes good things will happen.
- likes to give money, help or presents.

5. Traits of Character

There are some interesting expressions characterizing people. Guess what kind of person they describe and then check your answer with the key. Can you apply these words to yourself or persons you know?

a. a pain in the neck	1. She talks on and on about her opinions and ideas.
b. a rolling stone	2. He's always got his head in the clouds, always fantasizing.
c. a slow coach	3. Everyone thinks he'll get rapid promotion. He's destined to succeed.
d. a tomboy	4. He loves taking dangerous risks.
e. a daydreamer	5. He dresses and behaves in a very careless, often disgusting way.
f. a dare-devil	6. She's a girl who likes to play rough, boys' games.
g. a battle-axe	7. He's a bit wild, always getting into fights and other trouble.
h. a golden boy	8. She's very aggressive and bossy. She likes to dominate.
i. a tearaway	9. He's a real nuisance. I can't stand him.
j. a wind bag	10. He's always slow and behind the others in his work or studies.
k. a slob	11. He can't settle down. He goes from job to job, place to place.

6. Read the text and answer the question "What are the main traits of English character?"

English national character

It's difficult to speak about a nation as a whole, as in every nation there are both good and bad, honest and dishonest people. Speaking about the **national character of the English**, one can note the following features: conservatism, pride, love of their home and pets.

The English are very **conservative**. They have many customs and traditions. They distrust unusual things and like stability.

Their love of home is a symbol of personal independence. However, English people have a real **passion for adventure**. In the heart of every proud Englishman, there is always a beckoning call of the sea, a romantic craving for distant shores.

The English are considered a very **curious** nation. For example, in foreign countries, they like to try new cuisine. However, they will not cook new dishes at home, as they are very conservative.

The English are a bit sluggish but strong-spirited. They can easily bear cold and hunger, overcome pain and fear.

English people are extremely friendly and helpful. If you ask an Englishman how to get to the nearest library, he will be glad to show you the way using different "visual techniques", repeating the same thing several times.

English people are hard working. They work extremely hard, but always find time for rest.

Money is the idol of the English. Their first concern is to work hard to earn more.

In addition, the English have a great sense of humor. It is the ability to laugh at oneself. Humor is highly praised in Britain.

I have both weak and strong points in my character. I am certainly a bit ashamed of my weak points and I do my best to get rid of them. As for my strong features of character, I value and cherish them.

Everyone tells me that I take after my dad as I'm a good listener and very sociable. I am a complete extravert. I love people and the world around me. I understand them and make friends quite easily. Being open and communicative means broadening my mind and my views on the world. That's why I like meeting new people and talking to them. I always try to be an open-minded and adaptable guy because our world is constantly changing.

One of my best traits is that I try to feel as happy and cheerful as I can most of the time. My friends often call me the life and soul of the party, with a good sense of humor, although I may sometimes be kind of shy. Anyone can be down or depressed when something sad happens. But if somebody hurts my feelings or makes me angry I just tend to ignore him or her and approach the things from the positive side. I really dislike rude and ignorant people but I rarely lose my temper because of them.

I would also describe my personality as generous. I take pleasure in sharing something with other people and I am ready to help them at any time. I am organized and punctual too and I am happy when things happen on time, according to the schedule. I am very hard-working and I am always busy. I don't like to give up.

I'd say that my negative and the least appealing qualities are obstinacy and perfectionism. Sometimes I set too high standards when it comes to choosing something. I am often a hard person to please. I'm afraid my choosy character makes me lose some nice opportunities in my life.

In conclusion I would like to say that my personality qualities are both inherent and acquired. When I think of myself I often get confused about how differently I see myself. I am constantly trying to improve myself as a person.

7. Describe your character using the words ex.1.

Практическое занятия № 7

Тема: Семья. Спряжение глагола to have (got). Количественные числительные (1-100).

Цель: Развитие умения говорить на основе прочитанного.

Студент должен

Знать: Спряжение глагола to have (got), названия и правописание количественных числительных (1-100).

Уметь: Спрягать глагола to have (got), правильно произносить и писать количественные числительные (1-100).

ХОД ЗАНЯТИЯ

1. Practise the following words from the text:

household- семья, домашнее хозяйство

generation-поколение

to share-делить

dream-мечта

hope-надежда

possession-собственность

to respect- уважать

dignity-чувство собственного достоинства

privacy- личная жизнь

extended family-семья из нескольких поколений

trust- доверие

to bother- беспокоить

trouble- проблема

valuable-значимый, ценный

to cheat- обманывать

to bridge-наводить мосты, преодолевать препятствия

generation gap- конфликт между поколениями

agreement- соглашение

protection- защита

dweller- обитатель, жилец

2. Read and translate these words combinations:

an essential part of the society, according to researches, four generations, for comfort and protection, to respect dwellers, to enjoy dignity, in an extended family, to be very valuable for somebody, to cheat teenagers, to bridge the generation gap, to come to an agreement, hopes and possessions.

3. Read and translate the text:

Family and Family Problems

A family is an essential part of our society. A family is a little world. According to researches, households of three or even four generations will become typical.

Firstly a family has things shared together like dreams, hopes and possessions. I think it is great. Besides, we need a family for comfort and protection.

Secondly a family is a place where they respect dwellers, a place where all members can enjoy the dignity of their own. Some people say that privacy is impossible in an extended family. But in my opinion trust is more important for a happy family than any other feature.

There are a lot of problems in an extended family, especially between brothers and sisters. They always treat one another badly. Of course, if you have a lot of brothers and sisters, there will be no privacy. But on the other hand, when you have no brothers or sisters, life becomes boring.

There are a lot of problems and conflicts that appear between teenagers and their parents. They don't understand each other.

Parents always want their children to be clever and learn harder. They don't bother themselves to understand their children. They are always glad when their children have trouble with things that are very valuable for them.

Parents always cheat teenagers...They say that college is very important for us and to enter university we should have good marks in our diplomas.

But it's not what the children want. I think that it is necessary to bridge the generation gap, and children and parents must come to an agreement.

4. Answer the following questions:

1. What is a generation gap? 2. How should we overcome it? 3. What family is extended? 4. Do you agree that an extended family is better? 5. Is your family an extended one or not? 6. What problems are there in an extended family? 7. Do you agree that parents often cheat you? 8. Do you think that college diploma with good results is important?

5. Give a short summary of the text.

6. Read the dialogue, act it and be ready to express your opinion:

A.: Do you think that having a family is important for a person?

B.: I think it is very important.

A.: Why is it so important?

B.: I think only in a family a person can develop to be a person.

A.: I also think that one's family is the place where a person can get support and understanding. Even if the whole world is against me, my family supports me. And I think that support and understanding are very important.

B.: I think so too.

A.: I also think that a family is so important because children learn how to behave at home, in the family circle. Mothers are our first teachers. Do you agree with this?

B.: Yes, I do. I believe that the family and especially mothers give us the love we need. When we feel bad, tired and exhausted, we come to our mothers.

A.: True. But there is another important moment in the question of a family. It is learning to care after somebody, to care for somebody. When we are young, we accept care of our parents and so learn to care for them and other people. Isn't it so?

B.: I think it is. It is also known that children try to copy or to avoid the relationships they had in the family when they were young. If they felt at ease with their parents, they will try to copy their parents' relationships. If they felt uncomfortable, they can even deny all relationships, don't want to marry and have children.

A.: I also think it is important if you are proud of your parents. In this case you want them to be proud of you and do your best to achieve the results they expect you to achieve.

B.: I think that's right.

A.: Another important thing is that a family makes you feel you are not alone. You are never

lonely in a good family.

В.: I want to add that we learnt to be parents looking at our parents. There are no schools where people are taught to be parents. They learn it in their families.

А.: So there are many reasons why our families are so important for us.

Практическое занятие № 8

Тема: Хоби. Досуг. Порядковые числительные.

Цель: Развитие умения читать с целью извлечения конкретной информации и детального понимания содержания.

Студент должен

Знать: Слова по теме, правильное написание и произношение порядковых числительных.

Уметь: Находить в тексте нужную информацию, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read and translate the text.

HOBBIES

Hobbies differ like tastes. If you have chosen a hobby according to your character and taste - you are lucky because your life becomes more interesting. Hobbies are divided into four large classes: *doing things*, *making things*, *collecting things*, and *learning things*.

The most popular hobby group is *doing things*. It includes a wide variety of activities, everything from gardening to traveling and from chess to volleyball. Gardening is one of the oldest man's hobbies. It is well-known fact that the English are very fond of gardening and growing flowers, especially roses. Both grown-ups and children are fond of playing different computer games. This is a relatively new hobby but it is becoming more and more popular.

Making things includes drawing, painting, making sculpture, designing costumes, handicrafts and others. Two of the most famous hobby painters were President Eisenhower and Sir Winston Churchill. Some hobbyists write music or play musical instruments. President Bill Clinton, for example, plays the saxophone.

Almost everyone *collects* something at some period of his/her life: stamps, coins, matchboxes, books, records, postcards, toys, watches and other things. Some collections don't have real value. Others become so large and so valuable that they are housed in museums and art galleries. Many world famous collections started in a small way with one or two items. People with a good deal of money often collect paintings, rare books and other art object. Often such private collections are given to museums, libraries and public galleries so that others might see them.

No matter what kind of hobby a person has, he/she always has the opportunity of *learning* from it. By reading about the things he/she is interested in, he/she adds to what he knows. Learning things can be the most exciting aspect of a hobby. So I think that everyone should have a hobby, it is like the target of your life.

2. Translate into English.

Отличаться, вкусы, согласно вашему характеру, делаться, делать вещи, изготавливать вещи, коллекционировать вещи, включать широкий спектр, нравиться, относительно, ремесла, иметь настоящую ценность, ценный, размещать, независимо (не важно), имеет возможность, задание вашей жизни.

3. Answer the questions.

1. What classes do hobbies divided into?
2. What activities does doing things include?
3. Are the English very fond of gardening and growing flowers?
4. What does making things include?
5. What do people collect?
6. Where are some collections housed?
7. Is it important what kind of hobby a person has?

4. Fill in the table.

HOBBIES

hobbies	Activities
<i>doing things</i>	
<i>making things</i>	
<i>collecting things</i>	
<i>learning things</i>	

Практическое занятие № 9

Тема: Семейные отношения. Притяжательный падеж имен существительных

Цель: Совершенствование речевых навыков

Студент должен

Знать: Новые лексические единицы по теме, правила образования притяжательного падежа имен существительных.

Уметь: Применять правильно в речи новые слова и притяжательный падеж имен существительных.

ХОД ЗАНЯТИЯ

1. Practice the following words from the text:

friendship - дружба

to buy - покупать

naturally - естественно

to have something in common – иметь что - общее

to keep up communication - общаться

shared interest – общий интерес

vicinity - соседство, окрестность

number of friends - количество друзей

easy -going - общительный

overweigh - избыточный вес

boring - скучный

to depress - подвергаться депрессии

experience - опыт

witty - остроумный

to cope with - справляться с

equal - равный

to occur - происходить

foundation - основа

to achieve - достигать

to create - создавать

2. Read and translate these words combinations:

to spend your time with, happens naturally, feel similar to each other, in a certain way, a similar sense of humour, to live in close vicinity, to be able to meet regularly, some kind of shared interest, have long walks with each other, to learn through the experience, the positive side of the things, to be in trouble, to cope with problems, to be equal in friendship.

3. Read and translate the text:

My Best Friend

Friends, those that you choose to spend your time with and that you love, are one of the most important aspects of your life. Friendship is something that cannot be bought or sold. It's just something that happens naturally between people that have something in common. Such friends feel similar to each other in a certain way, or just being together.

There are many factors which are important in a friendship. One of them is keeping up communication: how often you can see your friend, whether you are ready to help your friend. I think some kind of shared interest or a similar sense of humour is important. Also, there are some shared points of reference, so you always have something to talk about. Many people feel that in order to keep a friendship strong it's important to live in close vicinity to each other and be able to meet regularly. If you can see your friend very often and you can have a lot in common, a very deep friendship can develop.

There is no limit to the number of friends that you can have. But I think that a close friend can be only one. My close friend is my classmate. He is rather tall and overweight. I don't feel he takes as much exercise as he should. He used to go to the gym, but he found it really boring. His main exercise is walking and swimming. He has very short hair. He is brown-haired. He has blue eyes and wears glasses. He is calm and easy-going. We have long walks with each other during which we discuss different things. We learn through the experience of all things that happen to us. We try not to get too depressed by everything and think about the positive side of the things. My friend is witty and you can laugh with him and joke. If my friend is ill or in trouble, I always try to help him cope with his problems. We are equal in our friendship. There is a saying that communication can occur between equals, and I really believe it is so. I really feel that a fantastic foundation for achieving or creating anything is a strong friendship.

4. Answer the following questions:

1. Do you have a close friend? 2. Will you describe your close friend? 3. What is important in a friendship? 4. What is necessary to do in order to keep a friendship strong? 5. How many close friends can a teen have? Why? 6. What is a fantastic foundation for achieving or creating anything in life? 7. What shared interest do you have with your close friend? 8. Why is it necessary to have a close friend?

5. Work in pairs. Read the short characteristics of a good friend. Tick the characteristics you agree with. Compare list with your partner's. Discuss the points which are different.

A good friend is a someone who...

- sees life through your eyes,
- supports you in all situations, no matter if you are right or wrong,
- is good at listening; he/she is ready to listen to you for hours,
- keeps his/her promise and keeps your secrets,
- never tells you lies,
- always tells you the truth, no matter if you like it or not,
- never goes out with somebody else,
- can quarrel or even fight with you if you've done something wrong,
- forgives you for being rude or unfair towards him/her,
- gets angry if you rude or unfair towards other people.

6. Discuss in pairs when and why you need friends.

Use:

when you are happy
when you are stressed
when you are tired
when you have problems with your parents
when you are betrayed by somebody
when you need somebody's support
to share your interests
to enjoy life
to feel lonely
to help someone
to take care of someone
to learn new things
to rely on them
to quarrel with them
to speak about life
to have fun
to listen to music
to do sports
to ask advice
to get support from them

7. Read what people said about friendship. Choose one saying you like best and explain what it means for you.

«Without friends no one would choose to live, though he had all other goods.»

Aristotle(384 BC — 322 BC)

«Misfortune shows those who are not really friends.»

Aristotle(384 BC — 322 BC)

«A friend is one before whom I may think aloud.»

Ralf Waldo Emerson (1803 — 1882)

« My best friend is the one who brings out the best in me.»

Henry Ford (1863 — 1947)

« Be slow in choosing a friend, slower in changing.»

Benjamin Franklin (1706 — 1790)

« Friendship is unnecessary, like philosophy, like art...It has no survival value; rather it is one of those things that give value to survival.»

C.S.Lewis (1898 — 1963)

Практическое занятие № 10

Тема: Домашние обязанности. Модальные глаголы CAN, MUST.

Цель: Совершенствование речевых навыков

Студент должен

Знать: значения новых лексических единиц, произношение и перевод модальных глаголов CAN, MUST.

ХОД ЗАНЯТИЯ

1. Read the text, translate it into Russian and answer the questions.

My Household Duties

This is my last year at school, and I work hard to pass my final exams successfully. As I am very busy, I can't help my parents much in keeping the house.

But still I have some household duties. Every day I do my room and my bed, wash up dishes, dust the furniture and usually go to the baker's after I have dinner.

I buy some brown and white bread, biscuits and cakes there. The shop is not far from our house and it doesn't take me long to do everyday shopping.

Once a week I help my mother to do all other work about the house. We wash our linen, iron and mend it, clean the flat. We beat the dust out of the carpets, vacuum the floors and polish them.

It's not difficult to keep the flat tidy if you do your rooms regularly. This is my usual round of duties. But sometimes I have some other things to do.

When my mother is ill or away from home, I do the cooking and the washing up, the buying of food and the planning of meals. I am not a good cook, but my vegetable soup is always tasty. I can also boil an egg or fry some meat. I also lay the table and clear away the dishes. If I'm too busy or can't do these things, all the duties are organized among other members of our family.

Sometimes I have to visit everyday services: hairdresser's, shoemaker's, tailor's, dry-cleaner's, photographer's. At the hairdresser's I have my hair cut and waved. At the shoemaker's I have my shoes and boots repaired, at the photographer's I have my photos taken. Service is generally good, but in some cases it leaves much to be desired.

My brother has his own duties at home. He helps to fix and repair some things. For example, he repairs electrical appliances when they are out of order. He has already repaired our mother's electric iron, my desk lamp and his own shaver.

Last year I was at my grandparents. They are elderly people and need care and attention. During my stay there, I swept the floors and washed them, fed the chickens, collected the eggs and weeded the vegetable-beds. I don't know how to milk the cow but I helped to feed the other animals: lambs, sheep and pigs. I enjoyed this work very much.

Questions:

1. Why do you work hard?
2. What do you do every day?
3. What do you do once a week?
4. Why is it not difficult to keep the flat tidy?
5. What do you do when your mother is ill?
6. What services do you have to visit?
7. What are your brother's duties at home?
8. What did you do when you were at your grandparents?

2. Write about your household duties.

Практические занятия № 11-12

Тема: Комнаты и помещения в доме. Обстановка комнаты. Конструкция *there + to be*.

Предлоги места

Цель: Формирование грамматических навыков говорения.

Студент должен

Знать: Новые лексические единицы по теме, названия предлогов места, порядок слов в предложении с конструкцией *there + to be*.

Уметь: Описывать помещения, используя конструкцию *there + to be*.

1. Remember the words and write down some of them

bedroom - спальня
kitchen - кухня
bathroom - ванная комната
bath - ванна
toilet - туалет
hall(entrance hall)- залл
dining-room - столовая
balcony - балкон
corridor - корридор
garage - гараж
driveway - подъезд к гаражу
fence - ограда, забор
pool - бассейн
lawn - газон, лужайка
Furniture - мебель
bed - кровать
sofa - софа, диван
folding-bed - раскладушка
wall unit - мебельная стенка
carpet - ковёр
cushion - подушка
counterpane - покрывало
sideboard - сервант
wardrobe - платяной шкаф
bookcase - книжный шкаф
armchair - кресло
chair - стул
shelf - полка
dressing table - туалетный столик
mirror - зеркало
lamp - лампа
fridge - холодильник
vacuum cleaner - пылесос
washing machine - стиральная машина
microwave - микроволновая печь
cooker - кухонная плита
dishwasher - посудомоечная машина
air conditioner - система кондиционирования
electric heater - электрический нагреватель
humidifier - увлажнитель воздуха

coffee-machine	- кофеварка
mixer	- миксер
kitchen unit	- кухонный комбайн
iron	- утюг
a table	стол
a rug	коврик
a floor	пол
an armchair	кресло
a chair	стул
a lamp	лампа
a window	окно
curtains,	
drapes, blinds	занавески, шторы
Venetian blind,	
jalousie	жалюзи
a sofa, a couch	диван
a pillow,	
a cushion	подушка
a ceiling	потолок
a wall	стена
a wall unit	стенка
a TV set,	
television	телевизор
a video	
cassette	
recorder	видеомагнитофон
a fireplace	камин
a sheet	простыня
a blanket	одеяло
a cupboard	буфет
a cooker,	
an oven,	
a stove	печь, плита
folding-bed	раскладушка
sideboard	сервант
mirror	зеркало
a fridge	холодильник
bookcase	книжный шкаф
vacuum cleaner	пылесос
microwave oven	микроволновая печь
dishwasher	посудомоечная машина
washing machine	стиральная машина
air conditioner	кондиционер
electric heater	электрический
humidifier	увлажнитель воздуха
coffee-machine	кофеварка
an iron	утюг
a kitchen unit	кухонный комбайн

2. Read and translate the text

Welcome to my flat!

Welcome to my flat! The flat is in a new building. There are ten floors in it. My flat is on the floor seven. It is very big and very nice. There are four rooms, two bathrooms and a kitchen. The walls in the flat are yellow, but in the bathrooms they are white. The furniture is quite modern and comfortable. The sofa in the living-room is light-brown. The chairs and the table in the kitchen are red. The rooms are very light because the windows are big.

My bedroom is big, too. It is on the left of the kitchen. There is a bed, a wardrobe, a computer and two shelves with books here. The books are not very good because they are quite old. But the computer games are new and very interesting. The computer is a very important thing in my room. There is an armchair in front of the computer, it is black. My bag is under the table now and my cellphone is on the bed. My clothes are not in the wardrobe. Usually my room is very clean, but not today.

The kitchen is my favourite part in the flat. And especially the fridge. It is strange, but the fridge is not white, it's blue. And there is always a lot of food in it. The food is delicious. There are also many plates, cups and glasses in the cupboard.

There are two cheap shops on the street near the house. But the cafes in the district are expensive. Today is Saturday and all my family is in the cafe not far from home.

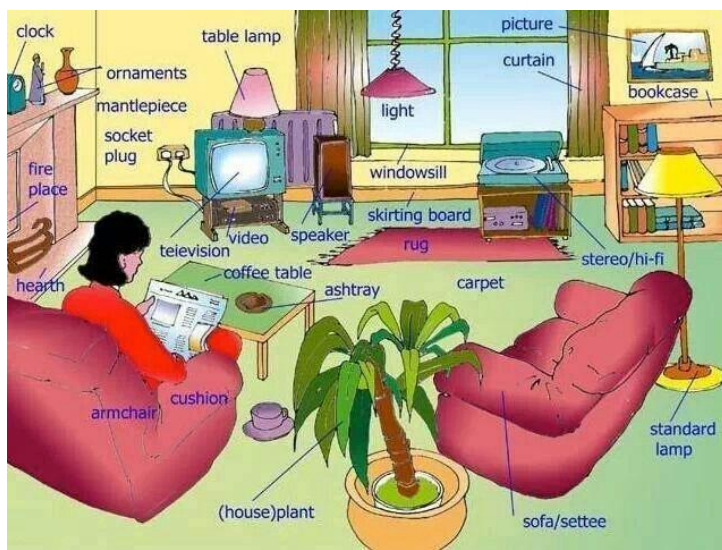
3. Answer the questions

1. Is the flat in a new or in an old building?
2. How many floors are there in the building?
3. What is the flat like? Is it big or small?
4. How many rooms are there in the flat?
5. What color are the walls in the flat?
6. Is the furniture old and uncomfortable?
7. Is the sofa in the living-room dark brown?
8. Are the rooms light because the lamps are big?
4. Ask the questions

4. Translate into English

1. Магазины в городе очень дорогие;
2. Квартира очень современная;
3. Моя квартира всегда чистая;
4. В здании много этажей;
5. Это моя любимая компьютерная игра;
6. Недалеко от дома есть парк;
7. В шкафу обычно много одежды;
8. Твой телефон под кроватью? - Нет, мой телефон лежит в сумке;
9. Книги не новые, но они достаточно интересные;
10. Холодильник очень важная вещь на кухне.

5. Describe the room using the constructions: there is/ are ...what...where.



6. Describe your house (room)

Практическое занятие № 13

Тема: Мой техникум. Оснащение кабинета. Артикль.

Цель: Совершенствование навыков чтения и говорения

Студент должен

Знать: Правила употребления артикля.

Уметь: вести диалог-расспрос (запрашивать и сообщать фактическую информацию)

ХОД ЗАНЯТИЯ

1. Read this dialogue and translate it.

At My College

Alexei is going to leave school in a year, but he realizes that he must start thinking about further education right now, because it is essential to read for the exams well beforehand. So he asks his brother to tell him about his college and advise.

Alexei : Vlad, I want to ask you about college life. Is it different from school life?

Vlad: Well, it depends on what you are interested in. We, too, in college have lessons, and marks; teachers give us homework, and there are examinations and tests.

Alexei: Well, I see. But, then, is there any difference between a school and a college/

Vlad: Why, of course. First, at college we have special subjects in our curriculum. For example, if one is going to be a technician he or she will take physics, mathematics, programming and a lot of other things. It's really very interesting. Second, if you work regularly, attend all the lectures and seminars, and get good marks, you will be given a scholarship. If you are at the top of the group, and have excellent marks, the scholarship will be higher,

Alexei: It sounds very nice, I must say. Now, please, describe your usual day at college.

Vlad: Well, our day starts at half past eight. We have several lectures and seminars every day,

and work in workshops. Students also can stay at college after classes to do research.

Alexei: How are students assessed

Vlad: We have exams and credit tests twice a year. But of course, it is important how you work during the year.

Alexei: What is the difference between an exam and a credit test?

Vlad: Well, you get marks for an exam, and when you take credit test, you'll get a «pass». Exams are usually taken at the end of the course of a subject. For example, if you take chemistry for a year and a half, you will have credit tests in chemistry at the end of two terms, and at the end of the third term you will take an exam.

Alexei: Is an exam more difficult, than a credit test?

Vlad: Not really. In fact, you have more time to read for an exam: you are given from two to five days to get ready, and you are not given a lot of time to get ready for a credit test. In general, it depends on the subject.

Alexei: Well, I see. Now, what about holidays? They are not the same as at school, are they?

Vlad: We have holidays only two times a year: two weeks in January and two months in summer.

Alexei: Vlad , what are you going to do after you graduate?

Vlad: There is a good opportunity for those who get only excellent marks while they study. When we graduate, we can enter a university and continue our education there.

Alexei: The prospect is very nice. I wish you good luck, then. Do you advise me to enter this college, too?

Vlad: You know, it's up to you to decide. But I like my studies there, and I think I have made the right choice. Besides, I've got many friends in the college, and friendship is the best thing in the world!

3. Describe your college, using THERE IS/ ARE.

Практическое занятие № 14

Тема: Рабочий день студента. Который час? Предлоги времени.

Цель: Совершенствование речевых навыков.

Студент должен

Знать: значение новых лексических единиц по теме, названия предлогов времени.

Уметь: отвечать на вопрос «Который час?» английском языке, читать с целью извлечения детальной информации.

ХОД ЗАНЯТИЯ

1. Read the text and translate it.

MY WORKING DAY

On weekdays I usually get up **nearly** six o'clock. I do not like to get up early, but I have to, because I have a lot of work to do **during** the day.

I make my bed, wash my face, put my clothes on and go to the kitchen to have breakfast. My mother usually prepares breakfast for me, but sometimes I do it myself. If I **prepare** my breakfast for my own, I should have to get up earlier. I do not like big breakfasts; I **prefer** a cup of coffee and a sandwich.

Then I go to school. It is rather far from my house and I go there by bus. It takes me 15 minutes to get there by bus. I have classes **till** two or three o'clock, it **depends** on a week day. Then I come home and have dinner. I like a big dinner, because when I come home from school I am **hungry**.

After my dinner, I have a rest for **a couple** of hours and then I do my homework. If I have some **spare** time I do some work about the house. I **sweep** the floor, **wipe** the **dust** off the furniture and clean the **carpets** with the **vacuum-cleaner**. Sometimes my mother asks me to go shopping.

When I have free time I go for a walk with my friends or watch TV, or read books or play my favourite computer games. Then I have supper with my family. I like evenings very much, all members of our family get together after work and have the **opportunity** to talk and to discuss our family **affairs**.

Twice a week I go to the swimming-pool. As a rule, I haven't much time on my weekdays.

I usually go to bed at about eleven o'clock, sometimes at **midnight**.

2.Translate into English

1) Вставать; 2) заправлять постель; 3) умываться; 4) одеваться; 5) иногда; 6) готовить завтрак; 7) чашка кофе; 8) достаточно далеко от; 9) это занимает 15 минут; 10) ехать на автобусе; 11) зависеть от; 12) быть голодным; 13) отдыхать пару часов; 14) свободное время; 15) любимый; 16) обсуждать семейные дела; 17) дважды в неделю; 18) идти спать

3.Answer the questions.

- 1) When does the author get up?
- 2) What does he do after getting up?
- 3) What does he prefer for breakfast?
- 4) Where is the school?
- 5) How long does it take to get to the school?
- 6) How long do the classes last?
- 7) What does he do after dinner?
- 8) What kind of work does he do around the house?
- 9) How does the author spend his free time?
- 10) How often does he go to the swimming-pool?
- 11) At what time does he go to sleep?

4. Translate the sentences

- 1) Я просыпаюсь в 6 часов.
- 2) Я встаю в 6.15 утра.
- 3) Я делаю утреннюю зарядку, принимаю душ и иду завтракать.
- 4) На завтрак я обычно ем кашу и бутерброд с чаем.
- 5) После завтрака я заправляю постель, чищу зубы, одеваюсь и иду в колледж.
- 6) Дорога до колледжа занимает у меня 30 минут на автобусе.
- 7) Занятия начинаются в 8.30.
- 8) Обычно у нас 4 пары.

- 9) Мои любимые предметы – это русский и физкультура.
- 10) После уроков я обедаю и отдыхаю пару часов.
- 11) Вечером я делаю домашнюю работу, помогаю маме приготовить ужин.
- 12) Я люблю, когда вся семья собирается в гостиной за ужином, и мы обсуждаем свои семейные дела.
- 13) Когда у меня есть свободное время, я встречаюсь с друзьями, или играю в компьютер, или хожу в спортзал.
- 14) Я ложусь спать в 11.30.

5. Write topic about your working day.

Практическое занятие № 15

Тема: Мой выходной день. Простое настоящее время.

Цель: Развитие лексических и грамматических навыков чтения и говорения.

Студент должен

Знать: Новые лексические единицы по теме, правило образования простого настоящего времени

Уметь: Правильно строить предложения разных типов в Present Simple.

ХОД ЗАНЯТИЯ

1. Read some useful phrases.

Сегодня у меня выходной. — Today is my day off

Как хорошо, что у нас выходной! — It's marvellous to have a day off.

Я свободен в ближайшие выходные. — I'm free next weekend.

В пятницу у меня короткий день. — Friday is my half day off.

Отдыхать — Take a rest

Мне нужно немного отдохнуть. — I need to get some rest.

Заслуженный отдых. — A well-earned rest.

Наслаждаться досугом, отдыхом. — Take one's ease.

Свободное время — Leisure time

Выспаться — Have one's sleep out.

Сон днем; ранний сон (до полуночи) — Beauty sleep

Хорошо проводить время — Enjoy oneself

Перемена обстановки — A change of air

День, проведенный вне дома. — A day out.

На досуге — In one's hours of ease.

Весело провести время. — Make a day of it.

Хорошо проводить время. — Have a fine time.

Где вы провели выходные? — Where have you been weekending?

Чем ты занимался на выходных? — What did you get up to at the weekend?

Они уехали на выходные. — They are away for the weekend.

Гулять с друзьями. — Go out with friends.

Пойти на шопинг (по магазинам, за покупками) — Go shopping

Иметь уйму времени. — Have all the time in the world.

2. Read the text “My day off”, translate it into Russian and answer the questions.

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

Nothing extraordinary happened last Saturday because I was at school till 2 p.m. and then just went home to relax with my family. I helped my mum cook dinner, then all of us watched a nice movie. It was a comedy "Meet the parents". The film didn't have any visual effects or computer graphics, but it was sweet and funny. At 7 p.m. I had a long foam bath, it was such a pleasure which I can afford only at weekends. Then I spent a couple of hours reading an amazing book. So I fell asleep with the book in my hands.

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

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

1. Are his days off usually fine?
2. What movie did the family watch?
3. Did he feel asleep with the book or the magazine in his hands?
4. Was Sunday completely different?
5. Where did they go on Sunday?
6. What didn't his brother like?
7. Why did they go shopping?
8. What did he buy for his mother?

Практическое занятие № 16

Тема: Распорядок дня моего друга. Настоящее длительное время.

Цель: Развитие лексических и грамматических навыков говорения.

Студент должен

Знать: Правило образования настоящего длительного времени.

Уметь: Правильно строить предложения разных типов в Present Progressive, вести диалог-расспрос.

ХОД ЗАНЯТИЯ

1. Read and translate the dialogue

- Ann: When do you **get up**?
- Kate: I get up at 7 o'clock.
- Ann: What do you do after it?
- Kate: I go to the bathroom and **wash my face and hands**. Then I **clean my teeth**.
- Ann: What do you do after it?
- Kate: I **have breakfast**.
- Ann: What do you usually eat for breakfast?
- Kate: I usually eat eggs, bread, hamburger, drink tea and juice. After that I **go to school**.
- Ann: How long are you at school?
- Kate: I'm at school from 8 to 12 o'clock in the morning. Then I **have dinner**.
- Ann: When do you **do your homework**?
- Kate: I do my homework at 3 - 4 o'clock in the evening.

- Ann: How do you spend your spare time?
- Kate: I usually **watch TV** and meet with my friends. I **toboggan** and **ski** in winter. In summer I **roller-skate, ride a bike** or **swim in the river**.
- Ann: When do you **have supper**?
- Kate: I have supper at 6 o'clock.
- Ann: When do you **go to bed**?
- Kate: At 9 o'clock.

2. Make up your own dialogue, using the model.

- Your friend: When do you **get up**?
- You: I get up at _____
- Your friend: What do you do after it?
- You: I _____
- Your friend: What do you do after it?
- You: I **have breakfast**.
- Your friend: What do you usually eat for breakfast?
- You: I usually eat _____. After that I _____.
- Your friend: How long are you at school?
- You: I'm at school from _____ to _____ in the morning. Then I **have dinner**.
- Your friend: When do you **do your homework**?
- You: I do my homework at _____.
- Your friend: How do you spend your spare time?
- You: I usually _____. I _____ in winter. In summer I _____
- Your friend: When do you **have supper**?
- You: I have supper at _____.
- Your friend: When do you **go to bed**?
- You: At _____.

Практическое занятие № 17

Тема: Город. Название городских сооружений. Городской транспорт.

Цель: Развитие умения читать с целью понимания основного содержания.

Студент должен

Знать: новые лексические единицы по теме.

Уметь: говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read and write down new words.

town [taun] – город

square [skweə] – площадь

building ['bɪldɪŋ] – здание

car [kɑ:] – автомобиль

traffic light(s) ['tráfɪkláɪts] – светофор

pedestrian [prɪ'destrɪən] – пешеход

street [stri:t] – улица

subway ['sʌbweɪ] – подземный переход

road [rəʊd] – дорога

underground ['ʌndəgraʊnd] – метро

city – (большой) город; avenue – широкая улица, проспект; high street (амер. main street) – главная, центральная улица; back street – глухая улица, закоулок; dead-end street – тупик; downtown – деловой центр города; uptown – окраинная часть города; жилые

кварталы, спальные районы; district – район, квартал
 bus (coach) - автобус; public transport (public transportation / transit) – общественный транспорт; pedestrian crossing – пешеходный переход
 park [pɑ:k] – парк
 restaurant ['restərɒnt] – ресторан
 cafe ['kæfeɪ] – кафе
 shop [ʃɒp] – магазин
 pharmacy ['fɑ:məsi] – аптека
 grocery (= grocery shop/store) ['grəʊs(ə)rɪ] – бакалейный магазин
 supermarket ['s(j)u:pə,mɑ:kit] – универсам
 bank [bæŋk] – банк
 post office [pəʊst 'ɒfɪs] – почта
 cinema ['sɪnəmə] – кинотеатр
 library ['laɪbr(ə)rɪ] – библиотека
 laundry ['lɒ:ndrɪ] – прачечная
 drugstore – амер. аптека; chemist's shop – брит. аптека; hospital – больница; police station – полицейский участок; fire station – пожарная часть

laundromat – прачечная самообслуживания; hairdressing salon – парикмахерская; barber shop – мужская парикмахерская

schoolhouse – школа; museum – музей; theatre (амер. theater) – театр; circus – цирк

2. Read the text, translate it.

I live in the city of Orsk. It's my hometown. I have lived there all my life. Orsk is in Orenburg region. It's about 300 kilometers away from Orenburg. Orsk is a border city. The city is just 5 kilometers away from the border with Kazakhstan. Orsk is situated on the Ural River. This river is the border between Europe and Asia. Orsk consists of two parts: the European part and the Asian part. I live in the Asian part of the city. Orsk was founded in 1735. So it is two hundred and seventy-eight years old now. Ivan Kirillov was the founder of the city. Orsk is quite big. Its area is about 600 square kilometers. There are three districts in the city: Leninskiy, Oktyabrskiy and Sovetskiy. I live in District Sovetskiy. Lenin Avenue is the main street in my city. Komsomolskaya Square is its main square. The population of Orsk is 240 thousand people. But unfortunately a lot of people move from Orsk to bigger cities, especially to Moscow. Viktor Franz is the mayor of Orsk. Orsk is an industrial city. There are a lot of plants and factories there. However Orsk is a green city as well. There are a lot of parks there. There is only one theater and several cinemas in Orsk. There are also a lot of schools, universities, hospitals, shopping centers and monuments in my city. I like Orsk.

4. Retell the text.

5. Tell us about your native town using the plan:

- 1) Its location
- 2) Its age
- 3) Territory and population
- 4) Places of interests

Практическое занятие № 18

Тема: Описание местоположения объекта. Как спросить дорогу. Предлоги направления.

Цель: развитие навыка говорения.

Студент должен

Знать: предлоги направления, новые лексические единицы.

Уметь: запрашивать и сообщать фактическую информацию (кто? что? как? куда? когда? с кем? и т. д.), переходя с позиции спрашивающего на позицию отвечающего.

ХОД ЗАНЯТИЯ

1. Read and write down the word groups, learn them by heart.

go straight ahead - идите прямо

go along the street - идите вдоль по этой улице

go two blocks - пройдите пару кварталов

go along the left side - идите по левой стороне

go along the right side - идите по правой стороне

stick to the left side - придерживайтесь левой стороны

stick to the right side - придерживайтесь правой стороны

keep left - держитесь левой стороны

keep right - держитесь правой стороны

Можно советовать пройти сквозь что-то. Например, сквозь арку:

go through the arch - пройдите через арку.

go across the street - перейдите через улицу

go across the bridge - перейдите через мост

go round this building - обойдите это здание

go around this building and you will see a subway station

go round the corner - заверните за угол

turn left - поверните налево

turn right - поверните направо

turn around - развернитесь. Используется для случаев, когда едешь или идешь не в ту сторону.

turn at the corner - повернуть на углу

turn at the bridge - поверните у моста

take a bus - сесть на автобус

take a trolleybus - сесть на троллейбус

take a train - сядьте на поезд метро

get on the bus - сесть в автобус

get off the bus - сойти с автобуса

change to line 5 - переседайте на пятую линию

go down the escalator - спуститься по эскалатору

go up the escalator - подняться по эскалатору

Excuse me, sir! - если обращаетесь к мужчине

Excuse me, ma'am! - если обращаетесь к женщине в возрасте

Excuse me, miss! - если обращаетесь к молодой даме

Excuse me, officer! - если вы увидели офицера полиции, у него тоже можно спросить дорогу

Excuse me! - вам собираются сделать гадость. Используется перед обращением. Sorry! - гадость вам уже сделали. Используется после совершенного действия.

Can you tell me the way to the central square? - Не подскажете, как добраться до центральной площади?

Could you show me the way to the central square? - Не могли бы вы подсказать, как добраться до центральной площади? (то же самое, что в предыдущем примере, но в более вежливой форме)

How can I get to the central square? - Как добраться до центральной площади?

How do I get to the central square? - Как добраться до центральной площади?

2. Read the dialogues and translate into Russian.

Asking for directions

- Excuse me. Sorry to bother you but I'm afraid I got lost. I'm looking for the Opera House. How do I get there?
- I know this area quite well. So you have to go down the road that way and when you see the Napoleon monument you should turn left and follow the stone path.
- Right. Is there a sign near the Theatre?
- No, sorry. But I am sure you won't miss it. It's a beautiful marble building with columns. It's next to the Art gallery, just opposite the fountains. If you need a box-office there you should take a lift to the basement level, then pass the cloakroom and walk straight down the aisle until you see the notice.
- That seems quite far. Ok then. Thanks a lot. You've been really helpful. By the way is there a beach close to the Theatre? Could you tell me the way, please?
- Actually it's about 2 miles from the Opera House. You could catch a bus and the third stop will be yours.
- I would rather go on foot. I enjoy walking and admiring the city architecture.
- I see. Then you should go around the corner on your left, walk along King's Road, cross the bridge and then take the second right at the traffic lights. You'll see the exit to the beach in about half a mile.
- OK. Thanks again. Hopefully I won't get lost again.
- Have fun at the beach!

Dialogue: Asking the Way

- A: Excuse me, could you tell us the short way to the famous British Museum? We went astray.
- B: I certainly can. It is not very far from here. I think it will take you about thirty minutes to get there from here. If you are in a hurry, you can go by bus. The bus-stop is at Oxford Circus.
- A: And how can we get to Oxford Circus?
- B: Go straight on, then turn left at the traffic lights and go straight on again. In two minutes you are at Oxford Circus.
- A: What bus must we take?
- B: Your bus is the 73.
- A: At what stop do we get off?
- B: You have to get off at Great Russel Street. This bus stops in front of the British Museum.
- A: And how long will it take us to get to the British Museum by bus?
- B: I think about fifteen minutes.
- A: One more thing. Is there a bus table at the bus stop? If I see that our bus comes in 15-20 minutes, we shall walk there.
- B: Of course you will find a bus table at the bus stop. I think this bus arrives every 10-15 minutes.
- A: Thank you very much!
- B: Not at all. Have a good time.
- A: Many thanks.

3. Make up the dialogue and act it.

4. Read the text and translate it.

Why do the British drive on the opposite side of the road?

The "rule of the road" in mainland Europe and the majority of countries in the world, including the United States, is "to drive on the right". In the United Kingdom and some of her former dominions: Australia, New Zealand, Kenya, Zambia, South Africa, Zimbabwe, some Caribbean Islands including Barbados and St Lucia, India and Pakistan and the Mediterranean island of Malta, the rule of the road remains to drive on the left. This also applies in Japan. The origin of this rule dates back to how people travelled in feudal societies. As most people are right-handed, it made sense to carry any protective weapon in this hand. When passing a stranger on the road, it would be safer to walk on the left, so ensuring that your weapon was between yourself and a possible opponent. Knights would hold their lances in their right hand,

therefore passing on each others' left. Revolutionary France changed this historic practice, as part of its social rethink. Their military general and Emperor Napoleon Bonaparte was left-handed, therefore his armies had to march on the right, so he could keep his sword arm between him and the advancing enemy. From that time any part of the world that was colonized by the French would travel on the right, and the rest would remain travelling on the left.

Практическое занятие № 19

Тема: Здоровый образ жизни. Простое будущее время.

Цель: Развитие умения читать (с целью извлечения конкретной информации и детального понимания содержания)

Студент должен

Знать: Правило образования простого будущего времени, новые слова по теме.

Уметь: говорить на основе прочитанного, применять простое будущее время в речи.

ХОД ЗАНЯТИЯ

1. Practice the following words from the text:

healthy way of life = healthy living — здоровый образ жизни

1. **un**healthy way of life = **un**healthy living — нездоровый образ жизни
2. bad/ unhealthy habit — вредная привычка
3. take care of your health — заботиться о своем здоровье
4. get into a habit of — завести привычку
5. get rid of a bad habit — избавиться от вредной привычки
6. make it a rule — поставить за правило
7. prefer organic food — предпочитать натуральную еду
8. food with additives/ junk food/ fast food — еда с добавками, фастфуд
9. food rich in calories = fatty food — калорийная пища
10. influence our health — влиять на здоровье
11. improve health — улучшить здоровье
12. ruin health — навредить здоровью
13. do harm — причинять вред
14. skip breakfast — пропускать завтрак
15. be overweight — иметь избыточный вес
16. lose weight — похудеть
17. put on weight — поправиться
18. keep to a diet / be on diet / follow a diet — быть на диете
19. have little physical activity — мало двигаться
20. take regular exercises — регулярно заниматься упражнениями
21. live a regular life — вести правильный образ жизни
22. a late riser — тот, кто поздно встает
23. an early riser — тот, кто рано встает
24. be as fit as a fiddle — быть в добром здравии и прекрасном настроении

Healthy Way of Life

Text 1

Food we eat also influences our health. Nowadays people are very busy and they often eat in fast food restaurants as they don't have time to cook. Fast food is unhealthy. It is very *rich in calories (fatty)* and has a lot of *additives*. This food gives a lot of energy. But if you don't work it out (израсходовать), it becomes fat in your body. The same is with chocolates, cakes and sweets. They have much fat and sugar.

People should *get rid of a habit of* eating fast food and *get into a habit of* eating *organic food* such as fruit, vegetables and fish.

There are other **bad habits**, which can *ruin our health*. It is smoking, drinking alcohol and using drugs.

Text 2

Our health depends on many things: our physical activity, the food we eat and our good and bad habits. Although a lot of people are interested in staying healthy, not many people do very much about it. Modern way of life when people have little physical activity, use cars instead of walking, watch television and work on computers for many hours is quite dangerous for their health. People's health also influences their mood.

There are many opportunities to stay healthy and be fit and one of them is **going in for sports**. But you needn't be a professional sportsman. Just **simple regular exercises** give you energy and help you feel and look better.

Exercises that involve repeated movements such as are walking, jogging or swimming are the best. Bending and stretching which are practiced in aerobics or yoga make your body flexible and light. The cheapest and most popular sport is jogging. If you don't have time for it, make small changes like using stairs instead of the lift or walking or cycling instead of taking the bus and it can help you to improve your health and make you a more active person.

Only a healthy man can enjoy his life, work well and be happy. There are proverbs "**Health is better than wealth**" and "**Early to bed and early to rise makes a man healthy, wealthy and wise**".

2. Answer the questions:

1. Why do people care about healthy way of life nowadays?
2. How does our health depend on our lifestyle?
3. What can people do to stay healthy? What do you personally do?
4. Is sport a hobby or a part of your everyday life?
5. Is sport popular in your family? Do your parents do sports regularly?
6. Why is it important to exercise every day?
7. What bad habits do you know? Why are they dangerous?

Практическое занятие № 20

Тема: Вредные привычки.

Цель: развитие лексических навыков чтения и говорения.

Студент должен

Знать: Новые слова по теме.

Уметь: Читать с целью извлечения конкретной информации, излагать собственную точку зрения.

1. Read the text and translate it.

Bad habits

Bad habits

The health of a person is the main value in the life. It cannot be bought with any money! There is no price for it. Being the sick person, you cannot realize all your dreams and be successful in the modern world.

But how to be healthy, when there are a lot of fatal temptations around us?

Don't begin! Don't make the first cigarette inhalation, the first sip of alcohol! Everything begins so simply, but comes to the end with a trouble.

It was said so much about the harm of smoking. For a long time it has been proved, that smoking is not only reflected on the budget of a family, pollutes air, but also ruins our health. But, in spite

of all that the number of smoking people is not diminished. And what is worse, not only the teens but also the junior schoolboys begin to smoke.

I think those, who don't do his (her) best in study or school life, as a rule begin to smoke at the school age. It was proved, that there is no such organ which would not suffer from smoking. Smoking is not a harmless pastime which can be given up without efforts. It is necessary to have the will - power to stop smoking.

In addition to smoking, we can name the other fatal habit: the drinking of alcohol. Unfortunately, very often they combine with each other. Alcohol is a poison! Having penetrated into an organism, it has destroyed the brain of the person for some months. A great man said that drinking alcohol is a voluntary madness, and I think he was right. Under the influence of alcohol the person can make absolutely rash actions. The matter is that alcohol is the drug, and drugs influence on the brains of the person. Especially alcohol is very dangerous for the young because their organism is exposed to the influence of harmful substances more easily. Even a single sip of alcohol causes a poisoning which can lead to death. And the usage of drugs ... They ruin all human organs, so the drug addicts die young. Few of them live longer than several years after they have started taking drugs.

So, I consider that there is no place to these habits in our life. To my mind, only healthy people should live on our planet and then our Earth will be brighter and more beautiful, because only the healthy person will provide its further development and prosperity.

2. Answer the questions

1. What are the consequences of smoking?
2. When do people usually begin smoking?
3. Why do people begin to smoke? Give your reasons.
4. What another fatal habit combines with smoking?
5. What definition does the author give to the word alcohol?
6. What group of people is under a greater risk?

3. Finish the sentences

The health of a person is _____

Everything begins so simply, but _____

And what is worse, not only the teens _____

4. It is necessary to have _____

5. Having penetrated into an organism _____

6. They ruin all human organs _____

4. Translate the following phrases into Russian

the main value

cigarette inhalation

ruins our health

a harmless pastime

suffer from smoking

a poison

harmful substances

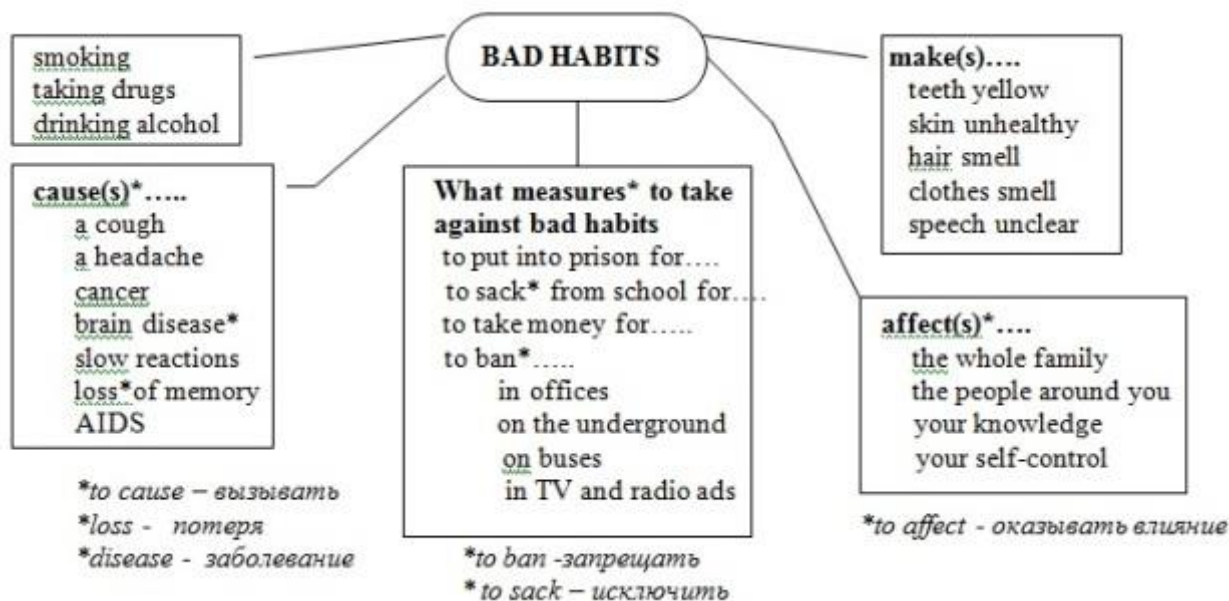
the usage of drugs

further development and prosperity

5. Задание по активизации лексики по теме «Healthy Way of Life. Bad Habits»

- *Name bad habits. Consult the table.*
- *Which arguments against bad habits seem most convincing to you? Place them in order of importance. Consult the table.*
- *Which of the arguments will you use to convince your friends or parents not to smoke or drink to much? Use the table.*
- lead to (приводить) = cause (вызывать) = result in
- take measures – принимать меры

- argument – довод, аргумент
- convince – убеждать
- affect= influence – влиять



Практическое занятие № 21

Тема: Популярные виды спорта в России и Великобритании.

Цель: Формирование лексических навыков чтения.

Студент должен

Знать: Названия спортивных игр и видов спорта в России и Великобритании на английском языке.

Уметь: Делать выписки из прочитанного (от отдельных слов и выражений, читать с целью детального понимания содержания и извлечения конкретной информации)

ХОД ЗАНЯТИЯ

1. Read the texts and translate them into Russian.

Sports in Russia

Sport has always been popular in our country. There are different sporting societies and clubs in Russia. Many of them take part in different international tournaments and are known all over the world. A great number of world records have been set by Russian sportsmen: gymnasts, weightlifters, tennis players, swimmers, figure skaters, runners, high jumpers. Our sportsmen take part in the Olympic Games and always win a lot of gold, silver and bronze medals. Millions of people watch figure skating competitions, hockey and football matches, car races, tennis tournaments and other sports events. Certainly watching sports events and going in for sports are two different things.

In the past it was never admitted that professional sport existed in our country. The official point of view was that our sport was totally amateur. Now everybody knows that sport can be a profession and a business.

But sport can be fun as well. Besides, it helps to stay in good shape, to keep fit and to be healthy. Doing sports is becoming more and more popular. Some people do it occasionally — swimming in summer, skiing or skating in winter — but many people go in for sports on a more regular

basis. They try to find time to go to a swimming pool or a gym at least once a week for aerobics or yoga classes, body building or just work-out on a treadmill. Some people jog every morning, some play tennis.

For those who can afford it there are clubs where they give lessons of scuba diving or riding. In spring and summer young people put on their rollerskates and skate in the streets and parks.

Sports in Great Britain

The British are known to be great sports-lovers, so when they are neither playing, nor watching games, they like to talk about them. Many of the games we play now have come from Britain. One of the most British games is cricket. It is often played in schools, colleges, universities and by club teams all over the country. Summer isn't summer without cricket. To many Englishmen cricket is both a game and a standard of behaviour. When they consider anything unfair, they sometimes say: "That isn't cricket."

But as almost everywhere else in the world, the game which attracts the greatest attention is Association football, or soccer. Every Saturday from late August till the beginning of May, large crowds of people support their favourite sides in football grounds. True fans will travel from one end of the country to the other to see their team play. There are plenty of professional and amateur soccer clubs all over Britain. International football matches and the Cup Finals take place at Wembley.

Rugby football is also very popular, but it is played mainly by amateurs.

Next to football, the chief spectator sport in British life is horse-racing. A lot of people are interested in the races and risk money on the horse which they think will win. The Derby is perhaps the most famous single sporting event in the whole world.

Britain is also famous for motor-car racing, dog-racing, boat-racing, and even races for donkeys. The famous boat-race between the teams of Oxford and Cambridge attracts large crowds of people.

A great number of people play and watch tennis. Tennis tournaments at Wimbledon are known all over the world. The innumerable tennis courts of Britain are occupied by people between the ages of 16 and 60 who show every degree of skill — from practically helpless to the extremely able.

The British also like to play golf, baseball, hockey, grass-hockey. Various forms of athletics, such as running, jumping, swimming, boxing are also popular. You can sometimes hear that there are no winter sports in England. Of course the English weather is not always cold enough to ski, skate, or toboggan, but winter is a good season for hunting and fishing. Indeed, sport in one form or another is an essential part of daily life in Britain.

2. Write down in 2 columns the names of sports in Russia and the UK.

Практическое занятие № 22

Тема: Спорт и я.оборот to be going to...

Цель: Формирование лексических и грамматических навыков чтения и говорения.

Студент должен

Знать: Слова по данной теме, правило использования оборота to be going to...

Уметь: Говорить на основе прочитанного с использованием оборота to be going to...

1. Read the text and translate it.

SPORTS AND GAMES

It goes without saying that one of the most important tasks today is to bring up a healthy generation. That's why most governments pay special attention to sport and physical education.

All schoolchildren have at least two Physical Training lessons a week. Most schools have well - equipped gyms, swimming pools and tennis courts, where pupils can develop physically and get all the necessary skills and habits. It is known that most pupils are interested in sport or take part in a sporting activities.

Many of these activities are organized through school or through youth clubs. Every school, college or university have sport teams and groups.

Large sports and leisure centers have excellent facilities for sport and fitness. Though some of them are not free of charge, and people have to pay, children and grown — ups attend them willingly.

Nowadays almost all people are fond of some sport, because it helps them to keep fit and because they enjoy it. There are summer and winter kinds of sports, indoor and outdoor sports. The most popular outdoor winter sports are: shooting, hunting, skating, skiing, hockey, free style. Some people enjoy figure - skating, ski - jumping and tobogganing. In summer people have excellent opportunities for swimming, rowing, track-and field athletics, mountain climbing and others. You can go in for gymnastics, boxing, weight-lifting, wrestling, play volleyball, basketball, handball and tennis in a gym all year round. Among indoor games the most popular are billiards, table-tennis, draughts and, of course, chess. The results of chess tournaments are studied and discussed by thousands of people in different countries.

Sports are very much the same in most countries, but some sports are more popular than others in a certain country. Golf, cricket and soccer are popular in England. Basketball and rugby football are popular in America.

2. Answer the questions:

1. What is one of the most important tasks in any country? 2. What do most schools have for physical development of pupils? 3. What do leisure centers have for sport fitness? Are they free? 4. What are the most popular winter sports? 5. What sports do people go in for in summer? 6. What kinds of sports are popular in England? 7. What are specific American sports?

Практическое занятие № 23

Тема: Виды магазинов. Степени сравнения прилагательных.

Цель: Формирование лексических навыков чтения и говорения

Студент должен

Знать: Правило образования степеней сравнения прилагательных, лексические единицы по теме.

Уметь: Запрашивать и сообщать информацию, переходя с позиции спрашивающего на позицию отвечающего, правильно образовывать степени сравнения прилагательных и применять их в речи.

1. Learn new words

1. Places for Shopping:

1. supermarket — супермаркет
2. shopping centre — торговый центр
3. department store — универсам
4. kiosk/ stall — киоск, ларек, палатка
5. newsagent's — газетный киоск
6. fair — ярмарка
7. rag fair — барахолка
8. boutique — маленький магазин модной одежды

Some other shops:

1. greengrocer's — овощной магазин
2. grocer's — бакалея
3. fishmonger's — рыбный
4. baker's — булочная
5. antique shop — антикварный магазин
6. art shop — художественная лавка
7. off-license shop — винный магазин
8. furniture shop — мебельный салон
9. jeweller's — ювелирный магазин
10. record shop — магазин грампластинок
11. china shop — магазин фарфоровой посуды

II. General Words:

1. shop-window — витрина
2. counter — прилавок
3. cash-desk — касса
4. cashier — кассир
5. salesman/woman — продавец
6. customer — покупатель
7. consumer — потребитель
8. consumer goods — потребительские товары
9. queue — очередь
10. to queue — стоять в очереди
11. bargain — торговаться
12. buy/ purchase/ shop for — покупать
13. display — показывать
14. sale — распродажа
15. be on sale — быть в продаже
16. be out of stock — не иметь в наличии
17. at a discount — со скидкой
18. change (small change) — сдача
19. pay in cash — платить наличными
20. receipt — чек
21. serve — обслуживать
22. wrap — заворачивать
23. run out of — закончиться
24. be out of stock — отсутствовать в наличии
25. sell out — распродать

III. Goods (товары):

1. books on art — книги по искусству
2. drugs/ medicines — лекарства
3. plant — растение
4. pot plant — комнатное растение
5. bouquet — букет
6. gardening tools — садовый инвентарь
7. sports equipment — спортивное снаряжение
8. file — папка для бумаг
9. felt-tip pen — фломастер
10. china — фарфор
11. newspapers — газеты
12. magazines — журналы
13. greeting cards — поздравительные открытки

14. posters — плакаты
15. envelopes — конверты
16. stamps — марки
17. perfume — духи

Useful phrases:

Can I help you? — Чем я могу Вам помочь?
 What size are you? — Какой размер Вы носите?
 Enter your PIN, please. — Введите ваш пин-код, пожалуйста.
 Here is your change. — Это Ваша сдача.
 This is on sale. — Это есть в продаже.
 Does it fit all right? — Это Вам подходит?
 What about this? — Как насчет этого?
 Please, pay at the check-out. — Пожалуйста, оплатите на кассе.
 It comes with three year guarantee. — Срок гарантии этой вещи — три года.
 Yes, I'm looking for... — Мне нужно...
 No, I'm just looking, thanks. — Нет, спасибо. Я просто смотрю.
 I'm being served, thanks. — Спасибо. Меня уже обслуживают.
 Where is the fitting room? — Где примерочная?
 Ok, I'll take this one. — Хорошо, я это беру.
 No, I'll leave it thanks. — Нет, я не буду это брать.
 Show me this, please. — Покажите мне это, пожалуйста.
 What is the price of this dress/suit? — Сколько стоит это платье/костюм?
 How much is it? / How much does it cost? — Сколько это стоит?
 It's very expensive/cheap. — Это очень дорого/дешево.
 I would like to try it on. — Я бы хотел это примерить.
 May I try it on? — Можно это примерить?
 I would like another colour. — Мне хотелось бы другой цвет.
 I am size... — У меня ... размер.
 This is not my size. — Это не мой размер.
 Do you have a larger/smaller size? — У вас есть размер побольше/поменьше?
 I would like to pay in cash/credit card. — Я бы хотел расплатиться наличными.
 I would like to pay by credit card. — Я бы хотел расплатиться картой.

1. Read and translate the text

Shopping

When we want to buy something, we go to a shop. There are many kinds of shops in every town or city, but most of them have a food supermarket, a department store, men's and women's clothing stores, grocery, a bakery and a butchery.

I like to do my shopping at big department stores and supermarkets. They sell various goods under one roof and this is very convenient. A department store, for example, true to its name, is composed of many departments: readymade clothes, fabrics, shoes, sports goods, toys, china and glass, electric appliances, cosmetics, linen, curtains, cameras, records, etc. You can buy everything you like there.

There are also escalators in big stores which take customers to different floors. The things for sale are on the counters so that they can be easily seen. In the women's clothing department you can find dresses, costumes, blouses, skirts, coats, beautiful underwear and many other things. In the men's clothing department you can choose suits, trousers, overcoats, ties, etc.

In the knitwear department one can buy sweaters, cardigans, short-sleeved and long-sleeved pullovers, woollen jackets. In the perfumery they sell face cream and powder, lipstick, lotions and shampoos.

In a food supermarket we can also buy many different things at once: sausages, fish, sugar, macaroni, flour, cereals, tea. At the butcher's there is a wide choice of meat and poultry. At the bakery you buy brown and white bread, rolls, biscuits.

Another shop we frequently go to is the greengrocery which is stocked by cabbage, potatoes, onions, cucumbers, carrots, beetroots, green peas and what not. Everything is sold here ready-weighed and packed. If you call round at a dairy you can buy milk, cream, cheese, butter and many other products.

The methods of shopping may vary. It may be a selfservice shop where the customer goes from counter to counter selecting and putting into a basket what he wishes to buy. Then he takes the basket to the check-out counter, where the prices of the purchases are added up. If it is not a self-service shop, and most small shops are not, the shop-assistant helps the customer in finding what he wants. You pay money to the cashier and he gives you back the change.

Questions:

1. What do we do when we want to buy something?
2. What kinds of shops are there in every town?
3. Where do you like to do your shopping?
4. What departments is a department store composed of?
5. Where are the things for sale?
6. What can we buy in the knitwear department?
7. What can we buy in a food supermarket?
8. What methods of shopping are there?

Практическое занятие № 24

Тема: В продуктовом магазине

Цель: Развитие речевого умения (диалогическая форма речи)

Студент должен

Знать: Новые лексические единицы.

Уметь: Выразить точку зрения и согласиться / не согласиться с ней, высказать одобрение / неодобрение.

ХОД ЗАНЯТИЯ

1. Read the text and translate it.

Visiting a supermarket

It's no wonder that out of all services (1), run for people, shop service is the most frequent. Shops are supplied with the necessary goods which people buy to keep themselves living. There are different types of shops in big cities, but lately supermarkets have become very popular.

A supermarket is a self-service (2) store offering a wide variety of food and household merchandise. It is larger in size and has a wider selection than a traditional grocery store (3). The supermarket typically comprises meat, canned goods (4) as well as various nonfood items such as housecleaning products, detergents, pet foods.

The traditional supermarket occupies a large amount of floor space, usually on a single level and is situated near a residential area in order to be convenient to consumers (5).

There is a large network of supermarkets in Russia. The most popular supermarkets are Furshet, Karavan, Rodyna, Silpo and others. As for me I usually do shopping in the Rodyna supermarket. Its popularity came about because of the excellent service and the large variety of goods for sale. There are a lot of wonderful departments to visit: breads and bakery products, dairy products and eggs, meats, fish and sea foods, canned goods, cereals (6), fruit and

vegetables. The cooking department is famous for its homemade dishes, fresh salads and delicious cakes.

One of my favourite departments in the Rodyna supermarket is the department of dairy products. Here you can buy different kinds of yogurt, milk, cottage cheese, cream and sour cream. The greengrocery department sells a good variety of vegetables and fruit: potatoes, carrots, onions, cabbage, oranges and tangerines, apples, pineapples, pears, grapes.

At the meat department we can buy lean (7) and fat meat: beef, pork, veal, poultry (8).

Supermarkets usually offer products at relatively low prices. But some products such as meat, fish, poultry are sold at lower prices at the market. Of course, the cheapest place to buy goods nowadays is the market. But you are to be careful about the quality of things there.

So, my choice is buying products at the supermarket, which is situated near my house.

2. Answer the questions

1. What do you usually buy at the shop?
2. Is there any supermarket near your home?
3. What departments are there in the nearest supermarket?
4. What is your favourite department?
5. What are the advantages of supermarkets?

3. Read the dialogues and translate.

1) Mum: Hello?

Amy: Hi, Mum. It's Amy. Dad and I are here at the supermarket. We've got your list, and we're doing the shopping, but we've got some questions.

Mum: No problem, Amy. What do you want to know?

Amy: We've got the crisps and biscuits for my school snacks, but Dad and I don't know what type of oil to buy.

Mum: Get olive oil. I always cook with olive oil because it's the healthiest type of oil.

Amy: Right, olive oil. Now, should we get orange juice or fizzy drinks?

Mum: Get both. We'll have orange juice for breakfast and fizzy drinks with dinner tonight.

Amy: Speaking of dinner ... you're making beef with baked beans, right?

Mum: Yes, that's right. Beef with baked beans is your dad's favorite meal. It will be ready in half an hour, so please hurry. And don't forget the carrots. I want carrots for the salad. In fact, get about half a kilo of carrots.

Amy: Right, carrots and peppers are on the list and Dad's getting them right now. What about dessert? What's for dessert?

Mum: Would you like fruit salad or watermelon?

Amy: Watermelon is a great idea! Uh, Mum, I love watermelon but I don't know how to choose a good one.

Mum: Ask your dad to show you. He knows how to choose a perfect watermelon.

Amy: Dad, can you help me choose a watermelon? Mum, we're getting the watermelon. We'll just pay and come right home.

Mum: Get some popcorn, too, so we can have popcorn and watch a film on TV after dinner.

Amy: OK. See you soon.

Mum: Bye!

5. Fill in the correct words from the list

could, loaves, greengrocer's, offer, credit, much, order

1. Can I have two of bread, please?
2. The large department stores a great variety of products.
3. You can buy fresh vegetables at this
4. I have the pills in this prescription, please?
5. I'd like to a bouquet of lilies, please.

6. Excuse me – How are these trousers?
7. Do you take a card?

6. Make up your own dialogue

Практическое занятие № 25

Тема: В промышленном магазине. Степени сравнения наречий

Цель: Развитие речевого умения (диалогическая форма речи)

Студент должен

Знать: Правило образования степеней сравнения наречий.

Уметь: Запрашивать и сообщать информацию, переходя с позиции спрашивающего на позицию отвечающего, правильно образовывать и применять в речи степени сравнения наречий.

1. Shopping for clothes

- May I see that skirt, please? ... Do you have it in black? I am looking for a skirt for a business meeting.
- No, sorry. We only have it in white and grey. I suggest a grey one.
- Thank you. OK then. May I try the grey skirt on?
- Sure you can. What size do you usually take?
- Mainly I wear a medium size.
- Here you are. The fitting room is on your left over there. So how is it?
- Mmm. I am afraid it's too short for me. Do you have it a bit longer?
- Let me check. I'll have a look. ... Well, here it is.
- Now it's really beautiful and comfy. I like it.
- Yes, it suits you. And its colour matches the colour of your hair.
- How much is it?
- It's on sale now. We sell it at 50 per cent discount and it's only 15 euros.
- Really? I'll take it. And I also need some office shoes to match the skirt. But not too expensive, please. I have a size 36 and I prefer heels.
- OK. I'll get them for you. ... So how do they fit?
- Oh, the shoes are too tight. Can I have a bigger size? ... Yes, these are cute and stylish.
- I agree with you, they look really nice on you, especially with your new skirt.
- I will buy them. Please, pack the shoes.
- OK. Will you pay by card or by cash?
- I want to pay by card. Here it is.
- OK. Would you put a signature on your receipt, please, and return a copy to me? Thank you for shopping at our store.

2. Write the conversations in the correct order

- 1) - Oh, OK. Can I try it on?
- Yes, please. The changing rooms are over there.
- How much is this T-shirt? I can't find the price.
- Yes, of course. How can I help?
- Excuse me. Could you help me, please?
- Er, let me have a look. Here it is. It's £14.

- 2)- Medium. Would you like to try it on?
- Yes, please.
- Oh, it suits you perfectly.

- What is the jacket made of?
- Really? Ok, then. I'll buy it.
- What size is it?
- Excuse me. How much does this jacket cost?
- It's £120.
- It's made of leather.

3. Translate from Russian into English

Assistant: Эти брюки на распродаже. Сегодня последний день.

Customer: Oh, well. Hmm. I like the fashion and colour is also good.

Assistant: 40 фунтов на распродаже. Обычная цена 60 фунтов.

Customer: Oh. That's quite good. Have you got them in my size?

Assistant: Извините. У нас нет маленького размера. А как насчет этих брюк? Тот же фасон, только цвет черный.

Customer: Well, can I try them on?

Assistant: Sure. The changing rooms are on the left.

Customer: Вы принимаете чеки?

Assistant: Yes, of course.

Customer: Хорошо, я беру их.

4. Match up the shop with the appropriate goods

- | | |
|---------------------------|---|
| 1. bookshop | a. a loaf of bread, rolls, long loaf |
| 2. newsagent's | b. a bouquet of roses, lilies, flowers |
| 3. bakery | c. a packet of painkillers, pills, medicine |
| 4. butcher's | d. a gold necklace, a diamond ring, pendent |
| 5. confectioner's | e. a magazine, a newspaper, greeting card |
| 6. greengrocer's | f. hairspray, a bottle of perfume, hand cream |
| 7. chemist's | g. pralines, chocolate, cake |
| 8. florist's | h. books, novels, |
| 9. department store | i. fruits, vegetables, apples |
| 10. hair and beauty salon | j. lamb chops, ham, sausages |
| 11. jeweller's | k. leather suitcase, a woolen skirt, a clock |
| 12. antique shop | l. shampoo, products, household chemicals |
| 13. supermarket | m. an old clock, bric-a-brac, silver bell |

5. Translate the words and phrases given in brackets

1. In Paris you can shop till you drop. Here there are **a lot of boutiques**, department stores, confectioner's, antique shops, hair and beauty salons, jeweller's.
2. **The shops** are open from 9 to 6 every day except Sunday.
3. The sales are usually in January and July in Brussels. I love this time because I can find some **bargains**.
4. This store is really big. In addition to fifteen bars and restaurants there is **a travel agent's**, a dry cleaner's and a bank.
5. They have **a good selection** and their prices are not so high, too.

6. Make up your own dialogue

Практическое занятие № 26

Контрольная работа (см. ФОС текущий контроль)

Цель: Контроль уровня развития речевых умений.

Студент должен

Знать: Лексические единицы по пройденным темам, правила образования простых времен и степеней сравнения прилагательных и глаголов.

Уметь: Правильно применить в речи лексические единицы, простые времена во всех типах предложений, прилагательные и наречия в степенях сравнения.

Практическое занятие № 27

Тема: Географическое положение России.

Цель: Формирование лексических навыков чтения и говорения.

Студент должен

Знать: Лексические единицы по теме.

Уметь: Высказываться логично и связно, делать выписки из прочитанного, читать с целью детального понимания.

ХОД ЗАНЯТИЯ

1. Translate the words into Russian

To occupy, the earth's surface, is washed by, a sea, an ocean, a river, a lake, to border on, a capital, a country, population, scenery, vegetation, steppe, a plain, a forest, tundra, taiga, a highland, a desert, is located on, mountains chains, separate, a lake, the north, the south, the west, the east, unbearable, moderate

Занимать, поверхность земли, омывается, море, океан, река, озеро, граничить, столица, страна, население, пейзажи, растительность, степь, равнина, лес, тундра, тайга, высокогорье, пустыня, находится на, горные цепи, отдельный, озеро, север, юг, запад, восток, невыносимой, умеренный

2. Read the text and translate it

Russia is the largest country in the world. *It occupies about the one seventh of the earth's surface.* Russia covers the eastern part of Europe and the northern part of Asia.

The country is washed by 12 seas of three oceans: the Pacific, the Arctic and the Atlantic. In the south Russia borders on China, Mongolia, Korea, Kazakhstan, Georgia and Azerbaijan. In the west it borders on Norway, Finland, the Baltic States, Belorussia, the Ukraine. It also has a sea border with the USA.

The population of Russia is 145.5 million people. 83 percent are Russians. *The capital of the country is Moscow.* It is the largest city and has a population of about 12 million people (2016). There is hardly a country in the world with such a variety of scenery and vegetation. Russia has *steppes in the south, plains and forests in the central region, tundra and taiga in the north, highlands and deserts in the east.*

Russia is located on two plains. They are the Great Russian Plain and the West Siberian Lowland.

There are several mountains chains on the territory of the country: the Urals, the Caucasus, the Altai and others. The largest mountain chain, the Urals, separates Europe from Asia.

In Russia there are long rivers and deep lakes. The Volga is the biggest Europe's river. The world's deepest lake is Lake Baikal. The water in Lake Baikal used to be very clean. It was so clear that if you look down you can count the stones on the bottom.

Russia has one sixth of the world's forests. They are concentrated in the European north of the country, in Siberia and in the Far East.

Over the vast territory of the country *there are various types of climate, from arctic in the north to subtropical in the south.* In the south-west the weather is usually mild and wet; northern Asia is one of the coldest places on the earth, and in the south the heat is unbearable. But in the middle of the country the climate is moderate and continental.

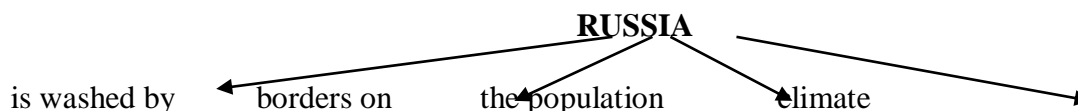
Russia is very rich in mineral resources. It exports oil and natural gas.

In recent years the political and economic situation in the country has started getting out of the crisis.

3. Answer the questions

1. Where is Russia situated?
2. How large is Russia compared to other countries?
3. What countries does it border on?
4. What are Russian main regions?
5. What seas and oceans is Russia washed by?
6. What are the most important rivers in Russia?
7. What is the deepest lake in Russia?
8. What types of climate are there on the territory of Russia?
9. Is Russia rich in natural resources?

4. Fill the table



Практическое занятие № 28

Тема: Национальные символы.

Цель: Развитие лексических навыков чтения и говорения.

Студент должен

Знать: Лексические единицы по теме.

Уметь: Читать с целью поиска конкретной информации

ХОД ЗАНЯТИЯ

1. Write down new words

To include- включить, *an emblem* - эмблема, *an anthem*- гимн, *to adopt*- принять, *to consist of* - состоять из, *stripes* - полосы, *to denote* - обозначать, *nobleness* - благородство, *sincerity*-искренность, *loyalty* - верность, *honesty*- честность, *courage*- смелость, *generosity*-великодушие, *maritime* - морской, *merchant*- купец, *to appear* - появляться, *an advent* - происшествие, *the verge of extinction*- грани исчезновения, *to hold in claws* - держать в когтях, *an orb*- держава, *embodiment* - воплощение, *a spear*- копье, *gloom* - уныние, *to honour* - чтить, *to present* - представить, *expulsion* - высылки, *to exist* - существовать, *to replace* - заменить, *to accept* - принять, *to offer* - предложить, *to refer* - обратиться, *to inspire* - вдохновить

2. Read the text and translate it.

OFFICIAL SYMBOLS OF RUSSIA

State Russian symbols include the Russian flag, the Russian National Emblem (герб) and the Russian anthem (гимн).

The current Russian flag was adopted on August 21, 1991 just before the country became an independent state. The Russian flag is tricolor. It consists of three horizontal stripes: white, blue, and red. The white color denotes nobleness and sincerity, the blue — loyalty and honesty, and the red — courage and generosity. Most historians trace the origin of Russia's flag to Peter the Great. In 1699 Peter selected the flag similar to the flag of the Netherlands — white, blue and red flag. His design was used as a Russian maritime flag for merchant ships and then it was adopted as the civil flag of Russia in 1883.

The Russian National Emblem - the two-headed eagle first appeared in Russia in the 15th century. Two-headed eagle has been the symbol of the monarchy of Russia for more than four hundred years. But with the advent of Russian revolution it was on the verge of extinction. In 1993, under the initiative of President Boris Yeltsin it was again adopted on 30th November 1993.

The two heads of the eagle stand for the two parts of vast Russian empire — European and Asian. There are three historical crowns of Peter the Great above the two-headed eagle (they are symbols of the sovereignty both in Russia as a whole and in its parts). The eagle holds in claws sceptre and orb as embodiment of State power and united state.

On its chest there is a horseman – Russian St. George – who is killing an evil snake with his spear. That is one of the oldest symbols of victory of Russia against all its enemies, symbol of the struggle of good against evil, light against gloom.

National Anthem of Russia

For a long time Russia had no anthem. The various church hymns and military marches were used to honour the Russia up to 1816, when the “Молитва русских” («Prayer of the Russians») by Russian poet V. Zhukovskii was chosen as the national anthem.

The second official anthem “Боже, царя храни” was presented in 1833, on December 25th, when the nation celebrated the expulsion of the French from Russia. That anthem existed until the October revolution of 1917 and was replaced to the new anthem of the victorious proletarian revolution — «International» — in 1918.

In 1944, the national anthem of Russia was accepted. The music was composed by Alexander Alexandrov and the lyrics were written by Russian Federalist Sergey Mikhalkov.

After the collapse of the Soviet Union, in 1993, a government commission and President Yeltsin offered a new national anthem “Патриотическая песня” («Patriotic Song») by M. Glinka.

However this anthem was unpopular and didn't inspire Russians. People preferred the old Soviet anthem instead of it.

3. Answer the questions

1. What are the national symbols of Russia?
2. What are three horizontal stripes of the flag denote?
3. What do the two heads of the eagle stand for?
4. What are the symbols of the sovereignty both in Russia as a whole and in its parts?
5. What does the eagle hold in claws?
6. Is a horseman – Russian St. George one of the oldest symbols of victory of Russia against all its enemies, symbol of the struggle of good against evil, light against gloom?
7. Who is the composer of the National Anthem?
8. Who is the poet of the National Anthem?

Практическое занятие № 29

Тема: Государственное устройство. Прошедшее длительное время

Цель: Развитие навыков устной и письменной речи, умения читать с целью извлечения конкретной информации.

Студент должен

Знать: Лексические единицы по теме, правило образования Past Progressive во всех типах предложений.

Уметь: Делать выписки из прочитанного, говорить на основе прочитанного, читать с целью детального понимания.

1. Read the text and translate it.

The Political System of Russia

The Russian Federation was set up by the Constitution of 1993. After its destruction in 1991, the Soviet Union was broken up into an independent Russia and 14 other new, sovereign nations.

The Russian Federation is a presidential (or a constitutional) republic. The President is the head of state and is elected directly by the people. He controls all the three branches of power. The President is commander-in-chief of the armed force, he makes treaties and enforces laws, appoints the prime minister, cabinet members and key judges. The President can override and in some cases even dissolve the national parliament, the bicameral Federal Assembly. The President has his administration, but it is not part of the Federal Government. The President is involved in the work of the legislative and executive branches.

The government consists of three branches: legislative, executive and judicial. Each of them is checked and balanced by the President. The legislative power is vested in the Federal Assembly. It consists of the Federation Council (upper house) and the State Duma (lower house). The members of the State Duma are elected by popular vote for a four-year period. The Federation Council is not elected. It is formed of the heads of the regions. Each Chamber is headed by the Chairman. Legislation is initiated in the State Duma, but to become a law a bill must be approved by the lower and upper house and signed by the President. The executive power belongs to the Government. The judiciary branch is represented by the Constitutional Court, the Supreme Court and regional courts.

2. Choose the correct answer

- 1) The Russian Federation is a parliamentary monarchy.
- 2) The President is the head of state and is elected by the State Duma.
- 3) The President is involved in the work of the legislative and judicial branches of power.
- 4) The government consists of the Federal Assembly and the Federation Council.
- 5) The executive power is vested in the Federal Assembly.
- 6) The Federation Council is elected by popular vote.
- 7) The Federation Council is formed of the heads of the regions.
- 8) Each Chamber of the Federation Council is checked and balanced by the President.
- 9) The legislative power is represented by the Constitutional Court, the Supreme Court and regional courts.
- 10) The Russian Federation was set up by the Constitution of 1991.

2. Make up topic about the political system of Russia

I'd like to tell about ...

The Russian Federation was set up ...

Politically it is ...

The head of state is ...

His functions are ...

There are three branches of power: ...

The Federal Assembly consists of ...

The State Duma is elected by ...

The Federation Council is formed of ...

The legislative power ...
The executive power ...
The judicial power ...

3. Write down the President's duties

Практическое занятие № 30

Тема: Обычаи, традиции, поверья народов России.

Цель: Развитие умения читать с целью извлечения конкретной информации и детального понимания содержания.

Студент должен

Знать: Лексические единицы по теме.

Уметь: Читать с детальным пониманием, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

RUSSIAN TRADITIONS

Almost every nation and country has a reputation of some kind.

First, let's speak about Russian people. To my mind, the main traits of their characters that differ them from other people are hospitality, their «open heart», «golden hands», and wise Russian fairy-tales reflect this wisdom. Our people are hardworking, patient, never losing hope for better life. The Russians are talented people. Russia gave the world famous names of Pushkin and Lermontov, Chaikovsky and Repin, thousands of names of world-famous poets, writers, composers, scientists. All of them are the pride of the nation because they sang the beauty of our nature and people.

Our country is famous for Russian traditional specific crafts and its skilled craftsmen. Painted boxes of Palekh, coloured shawls of Pavlov Posad, clay toys of Dymkovo, laces of Vologda are known all over the world.

The names of Gzhel and Khokhloma are considered to be the symbols of Russia as well as matryoshkas and samovars. The history of khokhloma goes back into the 17th century. Producing of tableware - dishes, spoons, mugs was begun at that time in the villages of Syomino and Khokhloma in the Nizhny Novgorod Province, on the banks of the great Russian river Volga. Many carpenters, painters have been working since then reviving traditions of old masters. The Khokhloma style is characterized by using plant elements in painting the tableware. The prevailing colours are black, yellow, golden, green and red. And nowadays this craft is sure to be saved, it will be developed and brought into the future by the new generation of painters.

Now we celebrate the forgotten holidays - Troitsa, Maslenitsa, the Easter. We again sing Russian folk songs and chastushki, dance Barinya and perform khorovods, ride in troikas. Traditional Russian cooking is world-famous for such dishes as okroshka, shi, pelmeni, kurnik, kvas. We begin to build and reconstruct churches. The example of it is the building of the Cathedral of Christ the Saver in Moscow. It is the symbol of reviving human feelings, national pride and patriotism.

2. Переведите словосочетания на русский язык.

a reputation of some kind, to differ smb. from other people, wise Russian fairy-tales, never lose hope for better life, world-famous poets, Russian traditional specific crafts, to be considered the symbols of Russia, reviving traditions of old masters, prevailing colours, new generation of painters, symbol of reviving human feelings.

3. Переведите словосочетания на английский.

Главные черты характера, гостеприимство, открытое сердце, золотые руки, особые ремесла, умелые ремесленники, расписные шкатулки Палеха, цветастые шали Павлова Посада, считаются символами России, стиль Хохлома, привнести в будущее новое поколение художников, традиционная русская кухня, возрождение национальной гордости.

4. Письменно ответьте на вопросы.

1. What are the main traits in Russian people's character?
2. What specific Russian crafts do you know?
3. What is Khokhloma style characterized by?
4. What are traditional Russian cooking?

Практическое занятие № 31

Тема: Выдающиеся исторические события и личности России.

Цель: Развитие умения читать с целью понимания основного содержания

Студент должен

Знать: Лексические единицы по теме, фактический материал.

Уметь: Читать с целью извлечения конкретной информации, делать выписки из прочитанного.

ХОД ЗАНЯТИЯ

1. Learn the words

- | | |
|--------------------------------------|--|
| 1. no doubt - без сомнений | 14. glorious – славный |
| 2. event – событие | 15. development – развитие |
| 3. state – государство | 16. was founded – был основан |
| 4. is connected with – связан с | 17. dissociation |
| 5. prefer – предпочитать | 18. to be complicated with – быть осложненным ч-л. |
| 6. Invasion – вторжение | 19. strengthening – укрепление |
| 7. due to – из-за | 20. manage – управлять |
| 8. stand out – выделяться | 21. cruelty – жестокость |
| 9. anger – гнев | 22. divide – делить |
| 10. allow – разрешать | 23. reign – править |
| 11. destroy – разрушать | 24. suffer – страдать |
| 12. rob – грабить | 25. contribution – вклад |
| 13. capture of power – захват власти | 26. participant – участник |

THE MAIN PERIODS OF RUSSIA

2. Read the text and translate it

Russia, no doubt, is a country with a rich history. There are many glorious and heroic events. Let's try to mention the main stages in development of the Russian state and have a look at the brightest historical events.

First the centre of Russia was a city Kiev which is now the capital of Ukraine. That is why the state was called **Kiev Russia** and was founded **in 862**.

Before the formation of Kiev Russia there lived several Slavonic peoples. Their religion was paganism (язычество). Russia became Christian **in 988**. **Christianity** is connected with the rule of Valdimir Sviatoslavich who had chosen it among the existing religions of that period.

XI-XIII centuries are familiar as a period of **feudal dissociation** in Russia. Princes not wishing to share their power with anyone preferred to get in their possession less territory but to rule it themselves.

Later *in XIII-XVI* there was **the centralization of Russia**. This was complicated with Mongol-Tatar invasion. Mongol khans controlled the business of princes. Moreover khans stimulated conflicts between princes so that no to let their integration and strengthening. But in the end Russia managed to integrate. And now **the centre of the Russian state became Moscow** mostly due to smart politics of Ivan Kalita and other Moscow princes.

In 1480 Russia managed to finally free from Mongol-Tatar Yoke which had lasted for 240 years.

Ivan IV the Awesome (Ivan the Terrible) was a bright ruler. This tsar stood out by his cruelty and love of power. Once he killed his older son in anger. **Ivan the Awesome divided the population on oprichnics and zemskiys**. Oprichnics were allowed to do practically everything. They got land and people to use, robbed, destroyed, and killed. Zemskiys had to suffer all that on them. After the reign of Ivan the Awesome there comes the Vague time in Russia. The fight for power is characteristic for that period and at the end of it the dynasty of the Romanovs replaced the dynasty of the Rurikoviches.

Big contribution to Russian development was made by **Peter I the Great**. Peter I became the founder of the country's navy. In Russia they say that Peter I had cut through the window to Europe. Before his reign Russia really was in isolation from other European Countries. Big attention he paid to behavior manners which were in a little amount in Russia. He built the wonderful Saint-Petersburg and many other cities.

Russian history contains lots of heroic victories. One of them was **the victory over Napoleon Bonaparte in 1812**. Russian armies beat the French and took back their territories.

The important turn of Russian history became **Revolutions of XX century**, the capture of power and going to socialism. No doubt the time of socialism is one of the most famous periods. All took place here - cruelty, fight for power, liquidation of smart people, deficits and also great victories, scientific discoveries, the coming of a quieter and safer life.

Russia was a **participant of the First and the Second World Wars**. The ending of these wars caused a lot of suffering.

Socialism had a great influence on present condition of Russia. We can see its rests in economics, politics, art, attitude to religion and other spheres of society life. The world knows the names of Soviet Union leaders like Vladimir Lenin, Joseph Stalin, Nikita Khrushchev, and Leonid Brezhnev. Each of them carried his contribution to Russian history.

There was **the Reorganization in Russia** by Mikhail Gorbachev **from 1985 till 1991**. Its results also reflected strongly on the present condition of Russia.

3. Fill the table

the name of the period	years (centuries)	the name of the ruler	some facts

Практическое занятие № 32

Тема: Исторические памятники

Цель: Развитие умения говорить на основе прочитанного.

Студент должен

Знать: Лексические единицы по теме, фактический материал.

Уметь: Читать с целью извлечения конкретной информации, делать выписки из прочитанного.

ХОД ЗАНЯТИЯ

1. Read the text and translate it

The Most Famous Monuments in Russia

Every country has its own most famous monuments, so does Russia. One of them is **Mother Motherland is Calling!** located in Volgograd and is one of the biggest monuments in the world.

A famous Moscow sight is the **Minin and Pozharsky Monument** set up in the Red Square long ago and well-known all over Russia and abroad. The monument **The Worker and the Collective Farmer** has long become a symbol of the Communist people power. **The Tsar Bell** and the **Tsar Cannon** located in the Moscow Kremlin area are popular sights, which are observed by every tourist on an excursion around Moscow.

One of the symbols and landmarks of St. Petersburg is **The Bronze Horseman**. Veliky Novgorod harbours a most beautiful of the well-known monuments. It is titled **The Millennium of Russia**. The monument was erected in 1862 and was timed to the 1000th anniversary since the legendary summoning of the Varangians to Russia.

Some significant monuments of St. Petersburg are well-known in Russia and abroad. Thus, the 32 meter high Rostral Columns in the Vasilyevsky Island are known to almost everybody as the symbol of navy greatness of St. Petersburg.

The list of famous monuments includes Alexander Pushkin Monuments in Moscow and St. Petersburg.

The Highest Monument in Russia

The 40 meter monument **Alyosha** dedicated to defenders of the Subarctic and set up in Murmansk is one of the world's highest monuments. However, highest monument in Russia is **Peter the Great Monument** erected in the heart of Moscow in 1997. The overall height of the monument makes 98 meters. Its unveiling was timed to the 850th anniversary of Moscow. It should be noted that the gigantic monument provoked considerable controversy in the Russian society, since lots of people found it flashy and tasteless.

It reminded of the modified Columbus statue that was produced by the sculptor Zurab Tsereteli for the 500th anniversary of the discovery of the American continent by Columbus and failed to be sold to the USA or other countries. There was even a petition against having this monument in Moscow. Moreover, a certain group of activists attempted to blow it up, and after their failed effort the access to the monument was closed.

The giant is set up on an artificial islet specially made for it in the Moskva River. The monument is 98 meters high. Not a few people believe that this massive construction spoils one of the most beautiful places of Moscow, whereas the overpowering intimidating figure of Peter the First is of no artistic value. It ranks 10th among the ugliest monuments of the world. Nevertheless, technically the monument is a most unique engineering construction.

Bronze surface details are fixed on the support framework of stainless steel. The lower part and Peter's sculpture with the ship were assembled one after another and then mounted all together. The highest quality bronze was used for the monument.

The controversial monument to Peter I ranks 5th among the biggest monuments of the world.

Практическое занятие № 33

Тема: США. Географическое положение. Климат. Флора и фауна. Простые времена.

Цель: Развитие лексических и грамматических навыков чтения и говорения

Студент должен

Знать: Лексические единицы по теме, фактический материал, правила образования временных форм глагола: Present Simple, Past Simple, Future Simple и применять их во всех типах предложений.

Уметь: Читать с разными стратегиями, строить предложения разных типов в Present Simple, Past Simple, Future Simple

ХОД ЗАНЯТИЯ

1. Read and understand the text:

GEOGRAPHICAL POSITION

The United States of America is the 4th largest country in the world (after Russia, Canada and China). Its territory is 9.4 mln square kilometers. The USA occupies the central part of the North American continent, Alaska in the north-west of the continent and Hawaii in the Pacific Ocean. The country is washed by the Pacific Ocean in the west, by the Atlantic Ocean in the east*and by the Gulf of Mexico in the south.

The USA borders on Canada in the north and on Mexico in the south. It has also a sea-border with Russia in Alaska.

There are four time zones in the USA.

The continental part of the United States consists of three areas: the Appalachian Mountains in the east, the Rocky Mountains, the Cordillera and the Sierra Nevada in the west, and the central lowlands called prairie. The highest peak is Mount McKinley in Alaska.

The main rivers of the USA are the Mississippi, the Missouri and the Ohio in the east and the Columbia, the Colorado and the Rio Grande in the west.

In the north-east there are five Great Lakes - Lake Superior, Lake Huron, Lake Michigan, Lake Erie and Lake Ontario. They are joined by canals and rivers. The largest river is the St. Lawrence River. Here is situated the famous Niagara Falls.

to occupy - занимать . to be washed by - омываться .

to border - граничить an area - район, область ,

a lowland - равнина, низменность to call - называть, называться

to join —соединять Falls — (зд.) водопад

2. Answer the following questions:

1. Where is the United States of America situated?
2. What is the territory of the country?
3. What oceans is the USA washed by in the east and in the west?
4. What is the country washed by in the south?
5. What countries does the USA border on?
6. What three areas does the country consist of?
7. How many time zones are there in the USA?
8. What are the highest mountains in the USA? —
9. What is the highest peak?
10. What are the names of the Great Lakes?
11. Where are the Niagara Falls situated?
12. Give the names of seven great rivers in the USA.

3. Translate the following sentences into English:

1. Соединенные Штаты Америки — четвертая крупнейшая страна в мире (после России, Канады и Китая).
2. Она занимает центральную часть Северо-Американского континента, а также Аляску и Гавайские острова.
3. На западе страна омывается Тихим океаном, на востоке - Атлантическим, а на юге - Мексиканским заливом.
4. США граничат с Канадой на севере, с Мексикой на юге и имеют морскую границу с Россией на Аляске.
5. Территория США составляет 9,4 миллиона квадратных километров.
6. В стране четыре часовых пояса.

7. На востоке и западе находятся горы: Аппалачи, Скалистые горы, Кордильеры и Сьерра-Невада.
8. Центральная часть страны - низменность.
9. Крупнейшими реками в стране являются Миссисипи, Миссури, Огайо, Колумбия, Колорадо, Рио Гранде и река Святого Лаврентия.
10. На северо-востоке страны расположены пять Великих Озер - Верхнее, Гурон, Мичиган, Эри и Онтарио.

THE CLIMATE.

I. Read and understand the text:

a wind - ветер	damp - влажный
a coast - побережье	different - разный, другой
rare (often)- редкий (часто)	numerous - многочисленный
to bring - приносить	dry — сухой
changeable—изменчивый	apart— часть
the weather – погода	native people - коренные жители

The climate in the USA is different in different parts of the country.

The coldest climate is in the north, in Alaska, it is 'arctic there. There is much snow in winter and the temperature may be 40 degrees below zero (- 40*0). The south > has a subtropical climate. In summer the temperature may be 49 degrees above zero (49*C). Hot winds from the Gulf of Mexico often bring typhoons. The climate here is very damp. The climate in the western part of the USA is very dry. Rains are very rare here. The climate along the Pacific coast is much warmer than the climate of the Atlantic coast. The weather in the region of the Great Lakes is changeable. In the eastern part the climate is continental.

THE POPULATION

The population of the USA is more than 300 million people. They are of practically all races and nations and are called Americans. The most numerous are Europeans, Negroes (Afro-Americans), Chinese (Asia-Americans) and Mexicans (Hispano-Americans). Indians are the native people in America.

The official language is English.

Most of the people live in towns and cities. The largest cities are New York, Boston, Chicago, Philadelphia, Detroit, San Francisco and Los Angeles.

2.Find in the text English equivalents of the following words:

различный, самый холодный, климат, арктический, много снега, ниже нуля, выше нуля, горячие ветры, приносят ураганы, влажный, сухой, дожди редки, континентальный;; вдоль побережья, состоит из, все расы и народности, самые многочисленные, коренные жители, большинство, маленький город, официальный язык, называются.

3.Are these statements TRUE or FALSE? Correct the false ones.

1. The coldest climate is in Alaska.
2. The climate in the west is colder than in the east.
3. There is much snow in the south.
4. The climate around the Great Lakes is very dry.
5. There are often typhoons on the Gulf of Mexico coast.
6. The climate in the western part of the country is very dry.
7. The climate is continental in all parts of the USA.
8. The population of the USA consists of many races and nations.
9. Negroes are the native people in the country.
10. Most of the population live in towns and cities.
11. There are not many large cities in the USA.

4. Complete the following sentences:

1. The climate in the USA is ... in parts.
2. The climate in ... is arctic. ;
3. In the south the climate is
4. In ... the climate is continental.
5. There is much snow in ... and much rain in
6. The population of the USA is
7. It is made up of nearly all... and
8. ... are the ... people in America.
9. Most of the population live in ... and
- 10... is English.
- 11.The largest cities are

Практическое занятие № 34

Тема: Национальные символы США. Длительные времена

Цель: Формирование лексических и грамматических навыков чтения и говорения

Студент должен

Знать: Лексические единицы по теме, фактический материал, правила образования временных форм глагола: Present Progressive, Past Progressive , Future Progressive и применять их во всех типах предложений.

Уметь: Читать с целью извлечения конкретной информации и детального понимания содержания , строить предложения разных типов в Present Progressive, Past Progressive, Future Progressive/

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

National Symbols

The National Flag of the USA is red, white and blue. The red stripes proclaim courage, the white – liberty, the field of blue stands for loyalty. The 50 stars represent the 50 states. The 13 red and white stripes represent the first 13 colonies. The Flag symbolizes American people, American land, and American way of life. The first American flag was approved by the Continental Congress in Philadelphia on June 14, 1777. The US flag is known as “Old Glory”, “The Stars and Stripes”, “Star-Spangled Banner” («Звездное знамя»). Americans enjoy their flag. They sometimes use the stars and stripes as popular designs on shirts, shoes, hats, jeans, but there are laws that prohibit using the flag in appropriate ways. The Stars and Stripes are flown on government offices and public schools, they stand by the president’s desk. The flags hang in every classroom in America, and every day children salute it before the school day begins. On the 4th of July, Independence Day, the Stars and Stripes can be seen everywhere – on the streets, on the houses and big parades.

The official emblem of the USA is the American eagle. It appears on the Presidential flag and on some coins. **The coat of arms** // герб of the US represents an eagle with wings outspread, holding a bundle of rods// пучок стрел (symbol of administering) in the left claw and an olive twig// оливковая ветвь (the emblem of love and peace) in the right claw. The motto on the coat of arms is “E Pluribus Unum” // Едино в многообразии.

The National Anthem of the USA was written by Francis Scott Key during the war of 1812 between the USA and Great Britain.

The symbol of freedom is the Statue of Liberty. It is a 225-ton steel female figure, 150 ft in height, facing the ocean from Liberty Island in New York Harbor. The right hand holds a torch and the left hand carries a tablet upon which is written: "July 4, 1776". The Statue symbolizes the alliance of France and The USA in the American Revolution and their friendship.

2. Answer the questions.

- What American Symbols do you know?
- What document declared the freedom of the original 13 colonies?
- Where was the Liberty Bell placed in 1976?
- How is the flag of the USA called?
- How many stars are there on the flag of the USA?
- How many stripes are there on the flag of the USA?
- Why are there 13 stripes on the flag of the USA?
- What does the eagle have?
- What does an olive branch mean?
- What do arrows mean?
- What is an official song of the USA?
- Where can we see the Statue of Liberty?
- Where did the first symbols of two main political parties appear?
- What is the unofficial symbol of the US government?

Практическое занятие № 35

Тема: Вашингтон. Достопримечательности. Предлоги, передающие падежи.

Цель: Развитие лексических и грамматических навыков чтения и говорения

Студент должен

Знать: Лексические единицы по теме, фактический материал, предлоги, передающие падежи.

Уметь: Читать с целью извлечения конкретной информации и детального понимания содержания, использовать предлоги в речи (to, by, of, with, about).

ХОД ЗАНЯТИЯ

2. Read and understand the text:

to belong to – принадлежать

to devote to – посвящать

to be founded – быть основанным

a bank – берег (реки)

a cornerstone – первый камень

impressive — впечатляющий

cherry – вишня

to buy (bought) – покупать

to lay (laid) – заложить, положить

a sight — достопримечательность

scientific – научный memory – память

an owner – владелец

marble – мрамор

a seat – местонахождение

to be situated — находиться

in honour of – в честь

WASHINGTON, D.C.

Washington, the capital of the United States of America, is situated on the left bank of the Potomac River in the District of Columbia. The District is ten square miles. It was bought from the private owners by the state and doesn't belong to any state. It belongs to all states. The district is named in honour of Columbus.

The city was named after the first President George Washington because he found the place for the District and laid in 1790 the cornerstone of the Capitol. Washington has been the state capital since December 1, 1800. The population of the city is more than 3 million people.

Washington is not a typical American city. There is practically no industry but there is a lot of long wide avenues, gardens and beautiful parks. There are many historical sights in the city.

The Capitol is in the centre of Washington. It is made of stone (камень) and marble and has 540 rooms. It is situated on Capitol Hill, which is the highest place in the city. The building is 40 metres high. There is a law that no building must be higher than the Capitol.

The White House is the place where the President of the USA lives and works. It is the official residence of the USA presidents since 1799, and it is the oldest building in Washington. The house is in Pennsylvania Avenue, 1600. The White House has 132 rooms. All American presidents but George Washington have lived there.

Not far from the Capitol is the Washington Monument which is called "The Pen-sil". It is one of the city's most impressive sights. It was built in 1888. It is over 555 feet (169 metres) high.

The Jefferson Memorial was built in memory of the third President of the USA, Thomas Jefferson, who was the author of the Declaration of Independence. The memorial is surrounded (окружен) by cherry-trees, the gift from Japan in 1912.

The Lincoln Memorial is devoted to the memory of the 16th President of the USA, the author of the Emancipation Proclamation, which gave freedom to Negro slaves. The Memorial has 36 columns. Each column represents the state in the Union at the time of Lincoln's death in 1863. The main sight of the building is the realistic figure of Lincoln.

Washington is a large cultural Centre of the country. There are many libraries, museums, art galleries in the city. The National Gallery of Art was opened in 1941. It has a lot of art collections by the great masters from the 14th to the 19th centuries. It is one of the finest picture galleries in America. The NASA Museum is devoted to the USA exploration of space. Other famous sights are the National Museum of History, the National Museum of Natural History, the Library of Congress – the largest in the country and one of the largest in the world.

Washington is a large scientific centre. There are many research institutes, five universities, the most famous are Georgetown University and George Washington University. There is also the National Academy of Science and the Pentagon – the US military centre situated in Washington.

2. Find in the text English equivalents:

был назван по имени, был назван в честь, частные владельцы, куплены, нашел, первый камень, подарок, вишневые деревья, художественные коллекции, исследование космоса, мрамор, закон, памятник, известный, колонна, представляет, каждый, смерть, был построен, называется, свыше, военный, проспект, исследовательский институт.

3. Answer the following questions:

1. What city is the capital of the USA?
2. Where is Washington situated?
3. To what state does the city of Washington belong?
4. In whose honour is the District of Columbia named?
5. Since what time has Washington become the capital of the USA?
6. What is the territory of the District of Columbia?
7. What is the population of Washington, D.C.?
8. Who was the first President of the USA?
9. Who found the place for the District "of Columbia"?
10. What industries are in the city developed?
11. What is the Capitol?
12. Where is the Capitol situated?
13. Why are there no sky-scrapers in Washington?
14. Where is the President's residence?
15. What do you know about the White House?
16. What was Thomas Jefferson?

17. Who was the author of the Emancipation Proclamation?
18. What is the Lincoln Memorial famous for?
19. What cultural sights are there in Washington, D.C.?
20. What scientific sights are there in the city?

Практическое занятие № 36

Тема: Государственное устройство США. Составные предложения.

Цель: Развитие лексических и грамматических навыков чтения и говорения

Студент должен

Знать: Лексические единицы по теме, фактический материал, составные предложения.

Уметь: Читать с целью извлечения конкретной информации содержания, применять в речи составные предложения (according to, because of, inside of, thanks to)

ХОД ЗАНЯТИЙ

1. Read and understand the text:

federal – федеративный	a district - округ
a branch of power - ветвь власти	a representative представитель
to make laws - составлять законы	to belong to - принадлежать к
to elections - выборы	a star – звезда
a stripe - полоса	original – первоначальный
present — нынешний	a bald eagle – орлан
a donkey – осел	represent – представлять

THE POLITICAL SYSTEM OF THE USA

The USA is a federal state. It is made up of 50 states and one Federal District of Columbia, where the capital of the USA Washington is situated. The president is the head of the state. There are 3 branches of power in the country: legislative (the Congress), executive (the President and his Administration) and judicial (the Supreme Court and federal courts).

The Congress consists of two houses: the Senate and the House of Representatives. There are 100 senators (2 from each state). They are elected for six years.

The head of the Senate is the Vice President; The House of Representatives has 435 members from all states. They are elected for two years. The head of the House of Representatives is the Speaker. The Congress makes laws.

The executive power belongs to the President and his Administration (the Vice- President and the Cabinet). The President is elected for four years.

The judicial power belongs to the Supreme Court and the system of federal courts.

The main political parties in the USA are the Republican (its symbol is an elephant) and the Democratic (its symbol is a donkey). The President is the leader of the party that wins the national elections.

The US national flag - “Stars and Stripes” - is red, white and blue. 13 stripes represent the original 13 states of the USA. Fifty stars represent the present states.

The US national emblem and symbol is a bald eagle.

2. Find in the text the English equivalents:

федеративная республика, состоит из, федеральный округ, столица страны, глава государства, три ветви власти, законодательная, исполнительная, судебная, палата, каждый штат, избираются, вице-президент, члены, все штаты, составляют законы, принадлежит, Верховный суд, федеральный суд, символ, политическая партия, руководитель, выигрывает, национальные выборы, звездно-полосатый, представляют, штаты-учредители, современные штаты, герб, орлан.

3. Are these statements TRUE or FALSE?

1. The USA is a presidential republic.
 2. The head of the state is the President.
 3. The Congress represents the executive power.
 4. The Congress consists of the House of Lords and the House of Representatives.
 5. The Senate is not elected.
 6. There are 435 members in the House of Representatives.
 7. The head of the legislative power is the President.
 8. The President is elected for four years.
 9. The Supreme Court represents the judicial power.
- There are two main political parties in the USA.
 The main political parties are the Conservative and the Democratic.
 The national flag is called "Stars and Stripes".
 There are thirteen red and white stripes on the US flag.
 There are fifty-one states in the USA.
 The national emblem is a bald eagle.
 The head of the Senate is the Speaker.
 The symbol of the Republican party is a donkey.
 There are 100 senators in the Congress.
 The capital of the country is Washington, D.C.

4. Complete the sentences:

1. The USA is a... .. '.
2. It is made up of... states and the
3. The capital of the USA is
4. The head of the state and the Government is
5. There are ... branches of state power: ... (the Congress) ... (the President and his Administration) and....
6. The Congress consists of two houses: .. and
7. There are...in the Senate.
8. There are...in the House of Representatives.
- 9... is elected for four years.
- 10.The main political parties in the USA are ... and
- 11.On the national flag there are ... stripes and ... stars.
- 12.The national symbol and emblem is

Практическое занятие № 37

Тема: Обычаи и традиции американцев.

Цель: развитие умения читать с детальным пониманием.

Студент должен

Знать: Названия праздников на английском языке

Уметь: Читать с целью извлечения конкретной информации и детального понимания содержания, говорить на основе прочитанного.

ХОД ЗАНЯТИЙ

1. Practise the following words from the text:

Easter-Пасха

Country Defendant's Day-День защитника Отечества

to devote-посвящать

to defend -защищать

Orthodox-православный

movable holiday-переходящий праздник

Day of Spring and Labour-День весны и труда
participation-участие
anniversary-годовщина
Independence Day-День независимости
the Day of Reconciliation and Harmony-День согласия и примирения
the Day of the National Unity-День народного единства

2. Read the text:

Every country has its own national holidays, but there are holidays that are common for many countries. People all over the world know New Year's Day, Christmas and Easter. In Russia New Year's Day is the most popular holiday.

New Year's Day is a family event in Russia. People begin to prepare for this holiday beforehand. There is a great air of expectation. People decorate their New Year trees with tinsel, various baubles and colored lights. They usually put their presents under the tree. When the Kremlin clock strikes 12, they see the New Year in.

There are dates and events in our country that are memorable to Russian people. They are the Victory Day, the Women's Day, the Day of Spring and Labour, the Independence Day, the Country Defendant's Day, the Constitution Day, Maslenitsa . Besides, there are many professional days in our country: Teacher's Day, Doctor's Day, etc.

Christmas in Russia is celebrated on January 7th. It is celebrated with all-night services in churches. The Country Defendant's Day is celebrated on February 23rd. This holiday is devoted to soldiers and officers and everyone else who defended the country or is in the Army. The Mother's Day is celebrated on March 8th. It is a day off. Men and boys try to please their mothers, sisters and wives by giving presents and flowers.

Maslenitsa marks the end of winter and the beginning of spring. During this festival people make pancakes, sing and dance traditional songs and visit each other. Maslenitsa and Easter are movable holidays. Easter is the main Orthodox festival. People color eggs and enjoy traditional Russian dishes. Churches hold special services on this day.

The Day of Spring and Labour is celebrated on May 1st. On this day people prefer to go outdoors and take part in all kinds of outdoors activities. The Victory day is celebrated on May 9th. It celebrates the end of the Soviet Union's participation in World War II in Europe. People put flowers at the tombs of the soldiers who were killed during the war. The main ceremony is held in Moscow. People lay flowers in Moscow's Victory Park and at the Tomb of the Unknown Soldier.

The Independence Day is celebrated on June 12th. On this day Russia became independent country after the break up of the Soviet Union in 1991. This is an official holiday. Some years ago people in Russia celebrated the Day of Reconciliation and Harmony on November 7th. Nowadays they celebrate the Day of National Unity on November 7th. It is an official holiday and a day off.

3. Answer these questions:

1. What holidays are common for many countries?
2. What is the most popular holiday in Russia?
3. What professional holidays in Russia do you know?
4. How is New Year celebrated in your family?
5. How and when is Christmas celebrated in Russia?
6. What is your favourite holiday?
7. How do you celebrate it?

4. Read this dialogue and act it:

A.: Do you think that Great Britain is the country of traditions?

B.: Sure. There are a lot of traditions and customs in Britain. I've just read a book about British traditions, and I'd like to tell you about some of them. Have you heard about the Trooping of the Color?

A.: No, and what is it?

B.: The Queen of Britain was born on the 21st of April. But officially she celebrates her birthday on the second Saturday in June. This ceremony is called the Trooping of the Color. It's a big parade with brass bands and hundreds of soldiers at Horse Guards' Parade in London. At the front of the parade there is the flag or «color».

A.: Oh, it's very interesting. And I know about the other tradition — Swan-Upping. There are a lot of beautiful swans on the Thames belonging to the King or Queen. In July the young swans are about two months old. Then the Queen's swan keeper goes in a boat from London Bridge to Henley. He looks at all the young swans and marks the royal ones. The name of this custom is Swan-Upping.

B.: Yes, I can name some other traditions and customs in Britain, such as Highland Games, the State Opening of Parliament, Up-Helly-Aa and others. All of them are very interesting and picturesque.

Практическое занятие № 38

Тема: Выдающиеся исторические события и личности США. Исторические памятники

Цель: Развитие лексических и грамматических навыков чтения и говорения

Студент должен

Знать: Лексические единицы по теме, фактический материал, составные предлоги.

Уметь: Читать с целью извлечения конкретной информации и детального понимания содержания, применять в речи составные предлоги (according to, because of, inside of, thanks to)

ХОД ЗАНЯТИЙ

1. Read the text and translate it in written.

History of the USA

North America's first settlers were people, who came from Asia, using the land bridge between North America and Asia. Later the natural bridge was covered with water, the Bering Strait appeared. So the continents were isolated and the migration stopped. Modern Europeans knew nothing about American continent till XV-th century when Christopher Columbus discovered it.

In 1492 C. Columbus, an Italian sailor, whose life-time dream was to find a new way to India, sailed westwards with three little ships. It was a very difficult voyage but in three months the ships reached and landed on one of the Bahamas islands. Until the end of his life Columbus thought that the islands and the mainland were the part of India. That's why they were called West Indies and the red-skinned natives-»Indians».

In 1497 another Italian seaman Amerigo Vespucci explored the coast of South America and proved that the land discovered by Columbus was not India but the new continent. The «New

World» was decided to name after him -America, the land of Amerigo.

But only at the beginning of the XVII-th century Englishmen established several colonies and called them new England. It happened in 1620 when some English families(about 100 people) left England on board the ship «Mayflower» and sailed to America. From the Atlantic coast colonists gradually penetrated into the depth of the continent. They drove back the native population, took away their lands by force and deception and destroyed them.

The colonists became richer and stronger, but they were ruled by England and paid duty on different things. At the end of the XVII-th century(in 1775) the colonists started the War of Independence. It lasted eight years. In 1776 the Declaration of Independence was written by Thomas Jefferson. Thirteen colonies declared themselves free and independent of England. This day (July, 4) is considered to be the birthday of the American nation.

After the end of the War of Independence in 1783, 16 states were formed and chose George Washington as their first president. At present there are 50 stars on the American flag, symbolizing 50 U.S. States, the stripes represent 13 original states.

2.Read the dialogue, try to enlarge it and act :

A.: Have you ever been to the United States?

B.: No, I haven't/ Yes, I have.

A.: What cities and places of interest of this country do you know?

B.: Washington D.C., New York, Philadelphia, Chicago, Los Angeles, Atlanta, Sacramento, San Francisco and so on.

A.: Which of them would you like to visit?

B.: I would like to visit New York, which is the largest city of the US and its capital. I would like to see Philadelphia and Washington D.C. New York is the biggest and most important city of the country, Washington is its capital. And Philadelphia is a historical city.

A.: This sounds like an official visit. Would you like to visit some places for pleasure/

B.: I would like to go to Washington D.C., because I want to visit the Smithsonian. It is a mall of museums there, I think they are very interesting to visit. I would also like to go to Atlanta, the city described in *Gone with the Wind*. I believe Chicago is a very interesting place, too.

A.: What else would you like to see?

B.: I think I'd visit the countryside and some small towns to see how people live there. I'd like to see the country with my own eyes.

A.: It will be interesting, of course. But what I am eager to see is the Death Valley. It is a National Park and a very interesting place. Won't it be worth visiting?

B.: I think it will.

A.: I also would like to go to Florida. They say that there are real groves of orange and lemon trees there. And Disneyworld. I think it is the greatest attraction for people of all ages. Have you ever been there?

B.: No, I haven't./Yes, I have.

A.: do you think it is worth going?

B.: I think it is.

A.: Would you like to see the famous sky scrapers?

B.: I think I would.

Практическое занятие № 39

Тема: Защита окружающей среды.

Цель: Совершенствование речевых навыков.

Студент должен

Знать: Лексические единицы по теме.

Уметь: Выражать точку зрения и согласиться / не согласиться с ней, последовательно излагать мысли, факты.

ХОД ЗАНЯТИЯ

1. Practise the following words from the text:

protection - защита
environmental - экологический
vital necessity – жизненная необходимость
danger - опасность
shortage - недостаток, нехватка
pollution - загрязнение
source - источник
poisonous - ядовитый
to dump - выбрасывать
waste - отходы
to contain - содержать
variety - разнообразие
to include - включать
to exist - существовать
species - вид(ы)
supply - запас
scarce - дефицитный, скудный
to remain - оставаться
for the sake - ради
harmful substances – вредные вещества
huge - огромный
to emit - выбрасывать
increase - увеличение
to cause - вызывать
acid rain – кислотный дождь
to affect - влиять
emissions - выбросы
disastrous consequences – катастрофические последствия
exhaust fumes – выхлопные газы
alarming - тревожный
admissible level – допустимый уровень
ozone layer – озоновый слой
to protect - защищать
urgent - неотложный, срочный
safety - безопасность
to endanger - угрожать
disaster - катастрофа
destruction - разрушение
to lead - привести

2. Read and translate these word combinations:

to become a vital necessity for all people, to be in danger, the shortage of clean water, industrial pollution, the illegal dumping of waste in rivers, rare species, massive industrial waste, the supply of clean water, the concentration of harmful substances, the most urgent ecological problem today, destruction of tropical forests.

3. Read the text and translate it

ENVIRONMENTAL - PROBLEMS

Environmental problems have become exceptionally acute in the modern world and environmental protection has become a vital necessity for all people.

Our planet is in serious danger. One of the most important environmental problems in the world today is the shortage of clean water. Industrial pollution has made sources of water undrinkable. Rivers, lakes and even seas have become poisonous. Thousands of fish die every year as a result of the illegal dumping of waste in rivers by factories all over the world.

Lake Baikal is one of the world's largest and most beautiful lakes. It contains a rich variety of fish and plants, including 1,300 rare species that do not exist anywhere in the world. However, they are being killed by the massive industrial waste, which some factories still pour into lake every day. A few years ago people thought that the supply of clean water was limitless. Now clean water is scarce, and we are beginning to respect this precious resource. We must protect the clean water that remains for the sake of our children and grandchildren.

Air pollution is another important problem. In hundreds of cities and towns the concentration of harmful substances in the air is over ten times the admissible level. Every day a huge number of plants and factories emit lots of harmful substances into the atmosphere of big cities. The great increase in the use of motor cars in the last quarter of the 20-th century has caused an increase in a new kind of air pollution. Pollution from factories and cars poisons the air we breath and is the main reason for the greenhouse effect and acid rains.

The acid rain can damage life in lakes and rivers and destroy forests. Greenhouse effect may also have disastrous consequences for our planet. It is already affecting areas of the world with unusual weather causing droughts or heavy storms. The world's temperature is going up and the climate is changing. Cutting down on emissions from large plants and exhaust fumes from vehicles could help solve the problem. I think we should try and use alternative energy such as solar energy and wind energy, and design plants and cars that run on electricity, a much cleaner fuel than petrol.

One of the most alarming environmental problems is depletion of the ozone layer, which protects the Earth from the dangerous ultraviolet rays of the sun. Because of the ozone holes the dangerous rays get through the atmosphere, causing skin cancer and other serious diseases. Many scientists think that these ozone holes are the result of air pollution.

In my opinion, the most urgent ecological problem today is the environmental safety of nuclear power stations. Nuclear pollution can't be seen but its effects can be terrible. We all know how tragic the consequences of the Chernobyl disaster are. Nuclear waste also endangers people's life. People all over the world protest against nuclear tests and nuclear weapons. If we do not take any action, the possibility of a global nuclear disaster is very real.

Of course, we can't help mentioning such burning issues as destruction of tropical forests and wildlife, overpopulation and shortage of natural resources. The list of serious problems could be continued

In short, people have destroyed our environment by building huge cities and power stations, developing industries, cutting down trees and excavating mountains. In pursuit of new inventions and discoveries, as well as higher and higher profits, man has forgotten about nature, and it has led him to the edge of ecological catastrophe. Ignorance about ecology may lead to further

destruction of nature and worsen living conditions for all living beings.

4 Answer the following questions:

1. Why is our planet in serious danger? 2. What ecological problems are urgent now? 3. What is the influence of pollution on people's health? 4. What is happening to our forests? 5. What are the consequences of nuclear disasters? 6. Was life better a hundred years ago? Why do you think so? 7. What ecological problems exist in your home place? 8. How can we save our planet? 9. What can you personally do to help our ecology?

Практическое занятие № 40

Тема: Загрязнение мирового океана. Придаточные предложения времени и условия.

Цель: Совершенствование лексических и грамматических навыков чтения и говорения.

Студент должен

Знать: Лексические единицы по теме, порядок слов в придаточных предложениях времени и условия.

Уметь: Применять новые слова в речи, правильно использовать придаточные предложения времени и условия.

ХОД ЗАНЯТИЯ

1. Read the text and say what kinds of water pollution did you learn?

WHAT IS WATER POLLUTION?

Water pollution is the contamination of water bodies (e.g. lakes, rivers, oceans, aquifers and groundwater), very often by human activities. Water pollution is the second most imperative environmental concern along with air pollution. Any change or modification in the physical, chemical and biological properties of water that will have a detrimental consequence on living things is water pollution.

Water pollution affects drinking water, rivers, lakes and oceans all over the world. In many developing countries, it is usually a leading cause of death, by people drinking from polluted water sources. More to this, water pollution affects not only individual living species, but also populations and entire functioning ecosystems that exist in the waters.

Types of pollution

1. Nutrients Pollution

Some wastewater, fertilizers and sewage contain high levels of nutrients. If they end up in water bodies, they encourage algae and weed growth in the water. This will make the water undrinkable, and even clog filters.

Too much algae will also use up all the oxygen in the water, and other water organisms in the water will die out of oxygen from starvation.

2. Microbiological. In many communities in the world, people drink untreated water (straight from a river or stream). Sometimes there is natural pollution caused by microorganisms like viruses, bacteria and protozoa. This natural pollution can cause fishes and other water life to die. They can also cause serious illness to humans who drink from such waters.

3. Suspended Matter. Some pollutants (substances, particles and chemicals) do not easily dissolve in water. This kind of material is called particulate matter. Some suspended pollutants later settle under the water body. This can harm and even kill aquatic life that live at the floor of water bodies.

4. Chemical Water Pollution. Many industries and farmers work with chemicals that end up in water. These include chemicals that are used to control weeds, insects and pests. Metals and solvents from industries can pollute water bodies. These are poisonous to many forms of aquatic life and may slow their development, make them infertile and kill them.

5. Oil Spillage. Oil spills usually have only a localized effect on wildlife but can spread for miles. The oil can cause the death of many fish and stick to the feathers of seabirds causing them to lose the ability to fly. Do you remember the BP Oil spill in 2010? Over 1,000 animals (birds,

turtles, mammals) were reported dead, including many already on the endangered species list. Of the animals affected by the spill that are still alive only about 6% have been reported cleaned, but many biologists and other scientists predict they will die too from the stress caused by the pollution.

2. Read the text and answer the questions.

PROBLEMS WITH WATER

We all need water. The problem is there is often too much or too little. And there are other problems. When it rains a lot the level of the rivers rises. The water runs over the banks. People drown. Their cars and houses ruined. Animals drown, too. Many big cities in Asia, Latin America and Europe often have floods.

Sometimes it doesn't rain for a long time. Plants die. Animals die, too. People have no food. Many countries in Africa have problems with droughts. Every year these droughts get worse and worse.

Industry always pollutes water with chemicals. Some farmers use too many chemicals. These chemicals enter the rivers and lakes. They kill the plants and fish.

The world is getting warmer, so water levels are rising. Climates are changing. Some countries are becoming hotter and drier. This affects agriculture.

People want to control global warming, but they can't agree about the best solutions.

(By Susan Holden, from topics, MacMillan Education, 2006)

3. Read the text and answer the following questions.

1. Does it rain a lot in Latin America and Europe?
2. Why do animals and plants die in Africa?
3. Do people agree about global warming solutions?

4. Match each idea with the corresponding paragraph.

Imagine you are a militant in a 'Green' political party. Write a paragraph of about seven lines to announce the program which your party will implement if it wins the elections.

You can start like this:

Our planet is in danger because of pollution, we should all agree about the best solutions to save it.

1. If you vote for us, we will To plant trees / to ban traffic in towns / build recycling factories / to clean the polluted rivers

2. As soon as we take office, we will..... To oblige factories to re-use old bottles / to impose taxes on polluting factories / on cigarettes/ to create jobs for street sweepers.

Практическое занятие № 41

Тема: Загрязнение воздуха.

Цель: Совершенствование речевых навыков.

Студент должен

Знать: Лексические единицы по теме.

Уметь: Читать с целью извлечения детальной информации

ХОД ЗАНЯТИЯ

1. Read the text and translate it.

WHAT IS GREENHOUSE EFFECT

A greenhouse is a building made of glass where you can grow flowers and other plants need a lot of warmth.

How it works

The sun shines through the glass and warms the greenhouse; and the roof and walls stop the heat from getting out.

Our Greenhouse

The Earth is surrounded by a blanket of invisible gases (with names like carbon dioxide) that act like a greenhouse. The sun shines in, and the blanket of gases traps the heat like a roof, keeping it close to the planet. That's good – we can't live without warmth.

What's going on?

Factories, electric power plants and cars are making a lot of new gases.

Even when trees are cut down they give off gases! These new gases are trapping more and more of the sun's heat. This is called the greenhouse effect or global warming.

What can happen?

If the earth's temperature gets hotter by just a few degrees, it could change the weather all over the planet in big ways. Places that are warm would become too hot to live in, and places that are cold would become warm. The places that grow most our food could get hot to grow crops anymore.

Every kid can help stop the greenhouse effect by using less energy, protecting and planting trees, and by recycling so factories don't need to work as hard to make things.

2.Find equivalents for the following words and word combinations.

нужно много тепла, задерживает жару, как крыша, близко к планете, вырубается, глобальное потепление, всего на несколько градусов, сделанный из стекла

3.Say whether the following statements are true or false? Correct the false ones.

1. The roof and walls of a greenhouse keep the heat from getting out.
2. The Earth is surrounded by a blanket of invisible gases.
3. This blanket traps the heat like a roof.
4. Factories can't make a lot of gases.
5. Cutting down trees gives off gases.
6. The Earth's temperature gets hotter.
7. Some places become too hot to live.
8. This process is called the global effect.

4.Answer the questions.

1. What is a greenhouse?
2. What keeps the heat from getting out?
3. What is our planet surrounded by?
4. How do the gases act?
5. What is making a lot of gases?
6. What do we call the global warming?
7. What can happen if the earth's temperature gets hotter?

5.Retell the text according to the plan.

- How the greenhouse works.
- The greenhouse around the Earth.
- Trapping the sun's heat.
- What can happen
- Our mission.

6.Tell how we can stop the greenhouse effect. How else can you help our fragile planet?

7.Read the text and do the activities.

The ozone layer

Up in the sky above the air we breathe, there is a layer of gas called the ozone. It helps us by blocking out rays from the sun that can harm our skin, and by letting the rays that are good for us come through. We're lucky to have the ozone layer to protect us.

What's happening?

Now the ozone layer is being damaged by gases that people have made. The gases are called CFCs and halons. They are used in refrigerators, fire extinguishers, air conditioners, plastic foam and some other things.

How it happens

The CFCs float to the top of the atmosphere where the ozone layer is and “eat up” the layer.

Our mission

Scientists are very concerned about the ozone layer, because a lot of it has disappeared in just a few years. So it’s very important that we learn to do something about it.

We can all help to stop the ozone layer from disappearing!

8.Say whether the following statements are true or false. Correct the false ones.

1. The ozone layer helps us by blocking out rays from the sun.
2. The ozone rays can harm our skin.
3. The ozone layer can’t protect us.
4. The air conditioners don’t damage the ozone layer.
5. A lot of ozone layer has gone away in a few years.

9.Find in the text the answers for the following questions.

1. Where is the ozone layer?
2. How does it help us?
3. What damages the ozone layer?
4. The gases “eat up” the ozone, don’t they?
5. Why are scientists concerned about the ozone layer?

Практическое занятие № 42

Тема: Экологические группы.

Цель: Совершенствование речевых навыков.

Студент должен

Знать: Лексические единицы по теме, названия экологических групп.

Уметь: Говорить экспромтом, без специальной подготовки и обсуждения.

ХОД ЗАНЯТИЯ

Практическое занятие № 43

Тема: Достижения и инновации в области науки и техники.

Цель: Развитие навыков устной и письменной речи

Студент должен

Знать: Лексические единицы по теме.

Уметь: Читать / понимать на слух с целью извлечения детальной информации.

ХОД ЗАНЯТИЯ

1.Read and translate the text:

Science and Technology

In recent years, scientific and technological developments have drastically changed life on our planet as well as our views both of ourselves as individuals in society and of the Universe as a whole.

Today, science and technology are closely related. Many modern technologies such as nuclear

power and space flights depend on science and the application of scientific knowledge and principles.

Each advance in pure science creates new opportunities for the development of new ways of making things to be used in daily life. In turn, technology provides science with new and more accurate instruments for its investigation and research.

Technology refers to the ways in which people use discoveries to satisfy needs and desire, to alter the environment, to improve their lives. Throughout human history, men and women have invented tools, machines, materials and techniques, to make their lives easier.

Of course, when we speak of technology today, we are looking at it in a much narrower sense. Generally, we mean industrial technology, or the technology that began about 200 years ago with the development of power-driven machines, growth of the factory system, and mass production of goods that has created the basis for our modern society. Today we often say that we live in an age of science and technology. According to one estimate, 90 % of all the scientists who ever lived, were alive and active in the 1970-s. This increased scientific activity has brought new ideas, processes, and inventions in ever-growing amount.

The scientific revolution that began, in the 16th century was the first time that science and technology began to work together. Thus, Galileo, who made revolutionary discoveries in astronomy and physics, also built an improved telescope and patented a system of lifting water. However, it was not until the 19th century that technology truly was based on science and inventors began to build on the work of scientists. For example, Thomas Edison built on the early experiments of Faraday and Henry in his invention of the first practical system of electrical lighting. So too, Edison carried on his investigations until he found the carbon filament for the electric bulb in a research laboratory. This was the first true modern technological research. In a sense, the history of science and technology is the history of all humankind.

2. Answer the questions:

1. What role has scientific and technological development played in man's life?
2. What proves that science and technology are closely related today?
3. What does the term "technology" refer to?
4. What does the term "industrial technology" mean?
5. How is scientific activity in the 1970-ies estimated?
6. What facts prove that the scientific revolution of the 16th century was the first time that science and technology began to work together?

3. Give a short summary of the text.

4. Make up a dialogue using the questions and answers to them from the task 3.

Практическое занятие № 44

Тема: Современные компьютерные технологии в промышленности. Суффиксальный способ.

Цель: Развитие лексических и грамматических навыков чтения и говорения.

Студент должен

Знать: Лексические единицы по теме, суффиксы имён существительных, прилагательных.

Уметь: Читать / понимать на слух с целью извлечения детальной информации, образовывать новые слова с помощью суффиксального способа.

ХОД ЗАНЯТИЯ

1. Read the text, translate it into Russian and answer the questions.

- 1) What do you think of science?
- 2) Do science and technology do more good than harm, more harm than good, or do science and technology about equal?

Modern technology is rapidly spreading all over the earth. Scientists, researchers, engineers and designers are eager to emulate the material achievements and living standards of the industrially advanced countries. One can hardly imagine our present day life without such trivial gadgets as can-openers, food processors, air conditioners or vacuum cleaners. Every office is equipped with PC, an answer -phone, a fax machine and a photocopier. Every teenager is able to use a remote control unit, a video recorder, a camera or a Walkman.

I'm absolutely sure that all these things make our life more exciting, save a lot of time and help to avoid health problems. For example, most of my friends have a microwave in the kitchen. We use it almost every day without realizing how considerably it revolutionized the way food is cooked both at home and within food industry. Although it met with the disapproval of many top chefs, when invented, it is becoming an increasingly common sight in many restaurant kitchens. Its greatest advantage is a huge reduction of time needed to prepare a dish. Secondly, it's easy to clean and high temperatures minimize the risk of infection. It's also a great time -saver for those who don't wish to waste their time sweating over a hot cooker or use cancer causing fats when frying

When Charles Babbage (1792-1871), a professor of mathematics at Cambridge University invented the first calculating machine in 1812 he could hardly have imagined the situation we find ourselves today. In fact, the PCs are being used in almost every field today for the simple reason that they are more efficient than human beings, doing 500,000 sums in a fraction of a second. They can pay wages, reserve seats on planes, control sputniks in space, work out tomorrow's weather, play chess and compose music. They even help police fight crime, saving the detective from checking the information, identifying the fingerprints or making a photorobot. It's needless to say that speed there is very essential.

Moreover, scientists predict that virtual reality will soon be a part and parcel of life. This amazing thing allows us to experience another dimensions. It is not quite as immediate as the real world, but it is startling and experts say that in a few years every home will be

using a VRset. I must say that it is already used in Japan to sell kitchens. Instead of renting huge displays, companies can do with one small office. In fact there are countless applications for VR. Say, children will be taken to visit castles of the past and medical students will be able to practice without using real people.

However, as the technologies advance people inevitably face various problems. This certainly causes a good deal of disenchantment among the specialist and consumers. For example, when nuclear power was discovered everybody thought it to be a clean and cheap alternative to burning coal, fuel and natural gas. This seemed to be solving the problem of air pollution, wasted lands and health hazards. The future looked rosy. But when the first nuclear reactor in Sellafield caught fire it released a radioactive waste in the air. Animals died, people developed skin complaints, and abnormal babies were born.

George Bernard Shaw used to say that maximum of opportunities is always combined with maximum of temptation. This saying can be fully applied to technical progress. It was really very tempting to grow enough food and save crops with the help of pesticides and fertilizers. But years later humanity had to recognize such horrifying consequences as damaged ground and water supplies, dead soil and even genetic changes. Nowadays people tend to grow ecologically clean food and use natural fertilizers.

Chemical industry undoubtedly brought new medicine, sprays, pills and medications, but alongside with these caused acid rain, that is gradually killing forests and lakes. Over 50 per cent

of Germany trees have died and a quarter of Sweden's lakes is acidified.

But it is my sincere belief that people will be able to cope with all the ecological problems. Nowadays people are getting more and more concerned about the future of our beautiful planet. Chemical plants install filters on the industrial stacks. Research is going into renewable sources of energy: wind, water and sun. Many countries have adopted the laws for the new cars to run on unleaded petrol. Scientists are intelligent enough to recognize the risks of computer or VR - addiction, genetic manipulation and ozone layer damage, waste and the necessity of recycling.

2. Choose the right answer.

1. One can hardly imagine our present day life without

- a) crime
- b) travelling round the world
- c) modern amenities
- d) family

2. Modern facilities make our life

- a) boring
- b) difficult
- c) unhealthy
- d) exciting

3. The Pecs are used

- a) only by researchers
- b) in special labs
- c) privately
- d) in almost every field today

4. Nowadays people tend

- a) to grow cheap food
- b) to use pesticides in agriculture
- c) to grow ecologically clean food
- d) to use synthetic minerals

5. Today people are getting more and more concerned about

- a) the relations between people
- b) travelling to other planets
- c) buying computers

d) the future of our planet

3. Do you agree or not?

1. Modern technology is rapidly spreading all over the world.

2. One can easily imagine the life today without any home gadgets.

3. Pcs are less efficient than human beings.

4. Scientists predict that virtual reality will be soon a part of life.

5. The development of science brings only progress.

6. The discovery of the nuclear power was a great progress of science. It does not have any negative sides.

7. Science and technology should be used only in peaceful purposes.

Практическое занятие № 45

Тема: Отраслевые выставки. Префиксы.

Цель: Развитие лексических и грамматических навыков чтения и говорения.

Студент должен

Знать: Лексические единицы по теме, префиксы имён существительных, прилагательных.

Уметь: Читать / понимать на слух с целью извлечения детальной информации, образовывать новые слова с помощью префиксов.

ХОД ЗАНЯТИЯ

1. Read the text and translate it.

A High – Tech Life.

1. Some pieces of technology are more important for us than others.

What piece of technology couldn't people live without? Why are they important for these people?

I couldn't live without my computer at home. I use it all the time. It is like a typewriter and address book for me and it is also used for checking my spelling. Besides I can go on the Internet and discover everything about anything, it's a brilliant source of information. I've designed my own website and I'm getting loads of information for school. You can play and learn on it. It is absolutely essential. I don't know how I ever managed without it. But my elder sister thinks people are getting a bit too dependent on computers. She thinks that we rely on them too much. My sister says, "You can't rely on all the information, you don't know who it has been written by or where it's coming from. To be dependent on anything, especially a lifeless machine, that can quite easily break down, is not good. Besides computers shouldn't replace seeing your friends." **Kate**

I couldn't possibly live without my car. Convenience seems to be the most common and most logical answer: cars take you where you want to go and when you want to go there. I can travel freely and comfortably wherever I want. Besides it allows me to live where I want as I can easily get to the place I need with the help of the car. Besides a car is a way of self – expression. I really hate to be without it. I think a car is a necessity rather than a luxury. But my wife thinks there are too many cars in our cities. It's necessary to give thought to problems caused by cars. Pollution, accidents and so on. My wife prefers to go to work using intercity transportation system. But I prefer to use my car. It suits me. **John**

I couldn't imagine my life without my phone or I should say phones because I've got a mobile, too. I need a telephone to get in touch with my friends or to call the police or an ambulance. It is almost impossible for me to live without my phones. At home I have a cordless telephone, I think it saves time when you have a receiver just at hand. But my mum says that mobiles are dangerous for health. The rays may cause headaches and even more dangerous diseases. I don't believe her. For me my telephones are really invaluable. **Ann**

2. Are the statements below true or false?

1. Kate uses her PC for typing and keeping information.
2. Kate uses her computer to get information from the Internet.
3. Kate's sister thinks it's not clever to believe all facts stored on the Internet.
4. Kate's sister considers electronic devices not reliable.
5. John doesn't like his car but he needs it.
6. John's wife most probably goes to work by bus than by car.
7. John doesn't like the situation when he can't use his car for going shopping.
8. John's wife spends less time to get to her work when she walks than when she goes by car.
9. Ann doesn't agree to have one phone.

10. Ann's and her mum's opinions about the phone are different.
11. Ann's mum thinks that telephones are more trouble than profit.
12. There are some problems with computers, cars and telephones.

3. Practise the following words from the text:

scientist - ученый
 scientific - научный
 to retain - хранить
 remarkable - замечательный
 degree - степень
 danger - опасность
 plague - чума
 discovery - открытие
 differential calculus - дифференциальные исчисления
 gravitation - гравитация
 to influence - влиять
 rainbow - радуга
 to govern - управлять
 by degrees — постепенно
 motion - движение

4. Read and translate these word combinations:

the greatest scientist, took his degree, made great discoveries, the law of gravitation, course of thought, course of science, problem of light, the forces of gravitation, scientific discovery, motion of the earth.

Практическое занятие № 46

Тема: Машины и механизмы. Промышленное оборудование.

Цель: Развитие умения говорить на основе прочитанного.

Студент должен

Знать: Лексические единицы по теме.

Уметь: Читать с детальным пониманием, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read the text and translate it.

ROBOTS IN MANUFACTURING

Today most robots are used in manufacturing operations. The applications of robots can be divided into three categories: 1. material handling; 2. processing operations; 3. assembly and inspection. Material-handling is the transfer of material and loading and unloading of machines. Material-transfer applications require the robot to move materials or work parts from one to another. Many of these tasks are relatively simple: robots pick up parts from one conveyor and place them on another. Other transfer operations are more complex, such as placing parts in an arrangement that can be calculated by the robot. Machine loading and unloading operations utilize a robot to load and unload parts. This requires the robot to be equipped with a gripper that can grasp parts. Usually the gripper must be designed specifically for the particular part geometry. In robotic processing operations, the robot manipulates a tool to perform a process on the work part. Examples of such applications include spot welding, continuous arc welding and spray painting. Spot welding of automobile bodies is one of the most common applications of industrial robots. The robot positions a spot welder against the automobile panels and frames to join them. Arc welding is a continuous process in which robot moves the welding rod along the welding seam. Spray painting is the manipulation of a spray-painting gun over the surface of

the object to be coated. Other operations in this category include grinding and polishing in which a rotating spindle serves as the robot's tool.

The third application area of industrial robots is assembly and inspection. The use of robots in assembly is expected to increase because of the high cost of manual labour. But the design of the product is an important aspect of robotic assembly. Assembly methods that are satisfactory for humans are not always suitable for robots. Screws and nuts are widely used for fastening in manual assembly, but the same operations are extremely difficult for a one-armed robot.

Inspection is another area of factor operations in which the utilization of robots is growing. In a typical inspection job, the robot positions a sensor with respect to the work part and determines whether the part answers the quality specifications. In nearly all industrial robotic applications, the robot provides a substitute for human labour. There are certain characteristics of industrial jobs performed by humans that can be done by robots: a) the operation is repetitive, involving the same basic work motions every cycle; b) the operation is hazardous or uncomfortable for the human worker (for example: spray painting, spot welding, arc welding, and certain machine loading and unloading tasks); c) the workpiece or tool are too heavy and difficult to handle; d) the operation allows the robot to be used on two or three shifts.

Vocabulary:

handling - обращение; transfer - передача, перенос; location - местонахождение; pick up - брать, подбирать; arrangement - расположение; to utilize - утилизировать, находить применение; gripper - захват; to grasp - схватывать; spot welding - точечная сварка; continuous - непрерывный; arc welding - электродуговая сварка; spray painting - окраска распылением; frame - рама; spray-painting gun - распылитель краски; grinding - шлифование; polishing - полирование; spindle - шпиндель; manual - ручной; labour - труд; hazardous - опасный; shift - смена.

2. Fill in the blanks.

1. Material-transfer applications require the robot to move ... from one to another;
2. Machine loading and unloading operations utilize ... to load and unload parts;
3. The applications of robots can be divided into three categories: ...;
4. In nearly all industrial robotic applications, the robot provides ... for human labour.

3. Answer the questions:

1. How are robots used in manufacturing?
2. What is «material handling»?
3. What does a robot need to be equipped with to do loading and unloading operations?
4. What does robot manipulate in robotic processing operation?
5. What is the most common application of robots in automobile manufacturing?
6. What operations could be done by robot in car manufacturing industry?
7. What are the main reasons to use robots in production?
8. How can robots inspect the quality of production?
9. What operations could be done by robots in hazardous or uncomfortable for the human workers conditions?
10. Call certain characteristics of industrial jobs that can be done by robots.

4. Translate into English

1. Существует несколько различных сфер использования автоматизации в производстве;
2. Для использования жесткой автоматизации необходимы большие инвестиции;
3. Жесткая автоматизация широко используется в химической промышленности;
4. Станки с числовым программным управлением - хороший пример программируемой автоматизации;
5. Гибкая автоматизация делает возможным перепрограммирование оборудования;
6. Время простоя оборудования оборачивается большими убытками;
7. Использование гибкой автоматизации делает возможным производство разнообразной продукции.

Практическое занятие № 47

Тема: Образование в России. Герундий

Цель: Развитие лексических и грамматических навыков чтения и говорения.

Студент должен

Знать: Лексические единицы по теме. Правило образования Герундия.

Уметь: Читать с детальным пониманием, говорить на основе прочитанного. Переводить предложения с Герундием.

ХОД ЗАНЯТИЯ

1. Read the text and translate it.

Education in Russia

1. **academic subjects** – учебные предметы
2. **competition** – зд. конкурс
3. **fierce** — жесткий
4. **public** — государственный
5. **bachelor's degree** – диплом бакалавра
6. **specialist's degree** – диплом инженера
7. **master's degree** – диплом магистра
8. **higher education** — высшее образование
9. **institutions of higher education** — высшие учебные заведения

All Russian children have the right to education, but it is not only a right, it is a duty, too.

Education in our country is **compulsory** and now lasts eleven years. It consists of **primary education and secondary education**.

Primary education starts at the age of 6 or 7 and continues for four years. After finishing primary school pupils go on to **secondary school**. The school year starts in September and ends in May. Generally there 4 school terms with holidays up to 10 days between them. The summer holidays last from June to September.

Most schools in Russia are **comprehensive**, which take pupils of all abilities without **entrance exams**. As a rule, students go to school 5 days a week. But there are also **specialized schools**, lyceums and gymnasiums, which give **profound knowledge** in various **academic subjects**. In lyceums and gymnasiums students study 6 days a week.

After finishing the 9th form students must take 4 examinations. Then young people can choose to stay at school, enter a college or a technical school. But to **enter a university** they have to study for two more years (either at school or at college).

Higher education in Russia.

There are many colleges and universities in our country, but it is not easy to **enter a university** or college as the **competition** is rather **fierce**. Most of the colleges and universities are **public** and students do not have to pay for their education.

After 4 years of study students can pass examinations and get a **bachelor's degree**, after 5 years a **specialist's degree** and after 6 years a **master's degree**.

There are a lot of **institutions of higher education** in our country:

- the Moscow State University (Московский Государственный Университет)
- the Linguistic University, known as Maurice Thorez Institute of Foreign Languages (Лингвистический Университет, известный как Институт иностранных языков имени Мориса Терезы)
- People's Friendship University of Russia (Российский Университет Дружбы Народов)

They are well-known not only in Russia but also abroad.

2. Retell the text to make sure that you have remembered the words:

1. study academic subjects

2. there is a fierce competition
3. take entrance exams
4. enter a university
5. get profound knowledge
6. get a bachelor's degree
7. get higher education
8. various institutions of higher education

Практическое занятие № 48

Тема: Образование в США и Великобритании.

Цель: Развитие лексических навыков чтения и говорения.

Студент должен

Знать: Лексические единицы по теме, порядок слов в вопросительных предложениях.

Уметь: Читать с детальным пониманием, говорить на основе прочитанного, задавать вопросы разных типов.

ХОД ЗАНЯТИЯ

1. Read the text and translate it.

Education in Britain

In England and Wales compulsory school begins at the age of five, but before that age children can go to a nursery school, also called play school. School is compulsory till the children are 16 years old.

In Primary School and First School children learn to read and write and the basis of arithmetic. In the higher classes of Primary School (or in Middle School) children learn geography, history, religion and, in some schools, a foreign language. Then children go to the Secondary School.

When students are 16 years old they may take an exam in various subjects in order to have a qualification. These qualifications can be either G.C.S.E. (General Certificate of Secondary Education) or "O level" (Ordinary level). After that students can either leave school and start working or continue their studies in the same school as before. If they continue, when they are 18, they have to take further examinations which are necessary for getting into university or college.

Some parents choose private schools for their children. They are very expensive but considered to provide a better education and good job opportunities.

In England there are 47 universities, including the Open University which teaches via TV and radio, about 400 colleges and institutes of higher education. The oldest universities in England are Oxford and Cambridge. Generally, universities award two kinds of degrees: the Bachelor's degree and the Master's degree.

2. Questions:

1. When does compulsory school begin?
2. How long does a child stay in compulsory school?
3. What subjects do children learn in Primary School?
4. What kind of exam do students have to take when they are 16?
5. Do students have to leave school at the age of 16 or to continue their studies?
6. How do private schools differ from the regular ones?
7. How many universities are there in England?
8. What is the Open University?
9. What kinds of degrees do universities award?

3. Read and translate the text, ask 5 questions

compulsory — обязательная
nursery school — детский сад
exam — экзамен
subject — предмет
university — университет
private — частный
opportunity — возможность
to award — давать, присваивать
bachelor — бакалавр
master — магистр

The system of education in the USA varies greatly from state to state. School education in so called state public schools is free. Parents are free to choose any public school for their children. Although there are a lot of private schools, mainly religious, and parents have to pay for them. A school year starts in September and ends in June. It is divided into three terms or four quarters.

American children start attending elementary schools at the age of 6. They continue their studies for eight years there (8 grades). Their basic subjects in the curriculum at this stage are English, Arithmetic, Natural Science, History, Geography, Foreign Language and some others. After that pupils may enter a Senior high school or if they go to a 5- or 6-year elementary school, they then attend a 3- or 4-year Junior high school, and then enter a Senior high school. Pupils graduate from high schools at the age of 18. The high schools (also known as secondary schools) are generally larger and accommodate teenagers from four or five elementary schools. During the school year the students study four or five selective subjects according to their professional interests. They must complete a certain number of courses to receive a high school diploma or a certificate of school graduation.

In order to develop social skills and encourage students' participation in extracurricular activities every high school has an orchestra, a music band, a choir, drama groups, football, basketball and baseball teams. School becomes the centre of social life for students.

At American colleges and universities young people get higher education. They study for 4 years and get a Bachelor's degree in arts or science. If a student wants to get a Master's degree he must study for two more years and do a research work. Students who want to advance their education even further in a specific field can pursue a Doctor degree. The most famous American universities are Harvard, Princeton, Stanford, Yale, Columbia Universities.

Практическое занятие № 49

Тема: Современные профессии.

Цель: Развитие лексических навыков чтения и говорения.

Студент должен

Знать: Лексические единицы по теме.

Уметь: Читать с детальным пониманием, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read the text and translate it.

What Profession to Choose»

Words to the text:

1. special – особый
2. deal with – иметь дело с
3. precious – драгоценный
4. noble – благородный
5. educated – образованный

6. are available – доступны
7. enter an institute – поступить в институт
8. strong will – сильная воля
9. strength of will – сила воли
10. come true – сбыться

Choosing a profession is very difficult. Your choice should depend on your character, intellect, abilities and talent.

Do you think someone can be a good teacher if he/she doesn't love children?

Do you think someone can be a good vet if he/ she doesn't like animals?

Can a musician or singer make a success if they don't have a good ear for music? Can an actor or dancer become famous if they have no **special** talent?

You can never be a **respectable** judge if you are not **just** and **honest**.

Only those who are brave, can become sailors.

Only people who have **creative** minds can be **successful** businessmen.

The profession of a doctor requires **special** education and long training. A doctor must be very **responsible** because they **deal with** the most **precious** thing that people have — their health.

There are a lot of interesting and **noble** professions, and many roads are opened before you. But remember most professions **are available** only to educated people. So if you want to be a professional you have **to enter an institute** or university. It is difficult and you have to study hard. It is not easy, because only those who have a **strong will**, can study hard. Try to build your character, develop the **strength of will** and your dreams will **come true**.

2. Questions to the text:

- 1) Have you already decided what you want to be?
- 2) What did you want to be in your childhood?
- 3) What is your father?
- 4) What is your mother?
- 5) Do you want to choose the profession of your parents?
- 6) Do you have the strength of will?

Remember these traits of character:

1. respectable – уважаемый
2. just – справедливый
3. honest – честный
4. creative – творческий
5. successful – успешный
6. responsible – ответственный

Практическое занятие № 50

Тема: Моя будущая профессия.

Цель: Развитие лексических навыков чтения.

Студент должен

Знать: Лексические единицы по теме.

Уметь: Читать с целью понимания основного содержания, выделять главное, составлять план рассказа.

ХОД ЗАНЯТИЯ

1. **Read the text and translate it, make the plan of the retelling.**

The Firefighter Image

all in all – в целом, в общем

idolize – боготворить, почитать

indulge – позволять себе

live up to – жить согласно (ч-л); быть достойным (ч-л)

lower – снижать, понижать

sum up – подводить итог

varied – разнообразный

The public view of firefighters is as varied as it is important. Different people look at firefighters in different ways. Some people consider firefighters as people who sit around all day drinking coffee and watching television. Others view them as those who constantly risk their lives for people and who can do no wrong. Children consider them as heroes and often idolize them. Depending on the individual, firefighters can be either all or none of these things.

The public's opinion of firefighters constantly changes. If firefighters are saving lives and property, the public loves them. But if firefighters fail to rescue victims or property due to some circumstances, public approval drops to zero. These types of situations must be understood and accepted.

Firefighters are often considered the most helpful people in the neighborhood. Much is expected of them and they usually live up to these expectations.

Because of public exposure, firefighters should not indulge in behavior that lowers public opinion of them. If their image depends on doing their job successfully, it makes sense that they should not undertake activities that would interfere with their position. All in all, the position of a firefighter can be summed up as being one in which expectations are high. While not saints, firefighters should try to be the type of people that their families, the department, and the public can be proud of.

3. Answer the questions:

1. Do different people look at firefighters in the same way or in different ways?
2. Is it true that firefighters sit around all day drinking coffee, smoking and telling anecdotes?
3. What is another view of firefighters?
4. Why do children often idolize firefighters?
5. What makes the public's opinion of firefighters constantly change?
6. Why are firefighters often considered the most helpful people in the neighborhood?
7. Why should not firefighters indulge in misbehavior?
8. Firefighters are not saints, are they?
9. What type of people should firefighters try to be?
10. What is your personal view of firefighters after you've already worked on probation?

Практическое занятие № 51

Тема: Роль английского языка в современном мире. Страдательный залог

Цель: Развитие лексических и грамматических навыков чтения и говорения.

Студент должен

Знать: Лексические единицы по теме. Правило образования страдательного залога.

Уметь: Читать с детальным пониманием, говорить на основе прочитанного. Переводить предложения в страдательном залоге.

ХОД ЗАНЯТИЯ

1. Read the text and translate it.

Modern world is becoming smaller all the time. Every day distances between different countries seem less. For this reason it's becoming more and more important to know different languages, especially English.

One billion people speak English today. That's about 20% of the world's population. 400 million people speak English as their first language. For the other 600 million people it's either a second language or a foreign language.

English is the first language in the United Kingdom, the United States of America, Australia and New Zealand. It is one of the official languages in Canada, the Irish Republic and the Republic of South Africa.

As a second language English is spoken in more than 60 countries. It is used by the government, businessmen and universities.

English is the language of politics and diplomacy, science and technology, business and trade, sport and pop music. 80% of all information in the world's computers is in English. 75% of the world's letters and faxes are in English. 60% of all international telephone calls are made in English. More than 60% of all scientific journals are written in English.

To know English today is absolutely necessary for every educated person, for every good specialist. Learning a language is not an easy thing. It's a long and slow process that takes a lot of time and patience. But it's a must.

English is taught throughout the world and a lot of people speak it quite well. In our country English is very popular: it is studied at schools (sometimes even at nursery schools), colleges and universities.

Everyone will speak English soon — I'm sure of it. We all need to understand each other. To do that we need an international language, and that's English.

2. Answer the questions

1. Why is it necessary to know English today?
2. English is a world language, isn't it?
3. How many people speak English?
4. In what countries is English the official language (one of the official languages)?
5. Is English popular in Russia?
6. Is learning languages an easy thing?
7. When did you begin learning English?
8. How long have you been learning English?
9. Have you read any books in English?
10. Have you seen any films in English?
11. Have you ever visited an English-speaking country?
12. What other languages would you like to know?

Практическое занятие № 52

Тема: Английский язык в моей будущей профессии.

Цель: Развитие лексических навыков чтения и говорения.

Студент должен

Знать: Лексические единицы по теме.

Уметь: Читать с детальным пониманием, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. **Read the text and translate it.**

Практическое занятие № 53

Тема: Великие ученые России.

Цель: Развитие лексических навыков чтения и говорения.

Студент должен

Знать: Лексические единицы по теме.

Уметь: Читать с детальным пониманием, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read the text and translate it.

Russia's contribution to the world's science can hardly be overestimated. People all over the world know the names of Russian scientists, Nobel prize winners and authors of important discoveries and inventions.

Russia's first world-famed scientist was Mikhail Lomonosov (1711-1765). Eager to get an education, he left his home village Kholmogory and walked to Moscow on foot. The son of a poor fisherman became the first Russian professor of Chemistry at St. Petersburg Academy of Science in 1745. In XX century Moscow State University was named after M. Lomonosov to commemorate his scientific achievements and efforts to establish the system of higher education in Russia.

Another eminent Russian Scientist is Dmitri Mendeleev (1834-1907) – a famous chemist who arranged the 63 known elements into a periodic table based on atomic mass. Today every student is familiar with this table that bears the name of Mendeleev. The legend says that Mendeleev saw the periodical system in his dream. He was also able to predict the discovery of several elements that were not known at his time and have been discovered recently.

Among famous Russian scientists who contributed to world's science one should not forget Sofia Kovalevskaya (1850-1891) who became the first female professor of mathematics in the world.

One can also remember outstanding scientists from different fields of knowledge. Thus Alexander Popov (1859-1905) invented radio, Academician Ivan Pavlov (1854-1929) became the first Russian Nobel Prize winner in Medicine, the work by Nikolai Basov (1922-2001) led to the invention of the laser.

But this list is not over. Russian scientists, physicists, chemists, psychologists, surgeons and those who work in other spheres make new discoveries and breakthroughs. We can be proud of our scientists of the past and of the scientists who work today.

Answer the questions

1. Who is Russia's first world-famed scientist?
2. What is he famous for? What famous places were named after him?
3. What is D. Mendeleev famous for?
4. How did he make his discovery according to the legend?
5. Who became the first female professor of mathematics in the world?
6. Who was the first Russian Nobel Prize winner? What studies did he make?
7. What is the name of the Russian inventor of the radio?
8. In what sphere did N. Basov work?

Практическое занятие № 54

Тема: Известные ученые мира.

Цель: Развитие лексических навыков чтения и говорения.

Студент должен

Знать: Лексические единицы по теме.

Уметь: Читать с детальным пониманием, говорить на основе прочитанного, задавать вопросы на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read the text and translate it.

The world knows the names of many great scientists: mathematicians, physicists, chemists, biologists, linguists, historians and others. A lot of discoveries have been made by them in different fields of science and engineering. The role of science when it serves the interests of man and society is very important. It's a great productive force which helps to develop the economy and solve social problems increasing in this way the well-being of people.

Among the names of great scientists who contributed much to different fields of science and engineering one should mention Isaac Newton, the founder of modern mathematics, physics, spectroscopy, the discoverer of the law of motion and the universal law of gravitation; Dmitri Mendeleev, the discoverer of the Periodic System of Elements; Mikhail Lomonosov, the great Russian scientist; Alfred Nobel, the great Swedish inventor and industrialist; Igor Kurchatov, Pierre and Maria Curie, the physicists; Yuri Gagarin, the cosmonaut; I. Prigozhin, the chemist; A. Kuprevich, Nobel laureate, biologist and many others.

The list of outstanding people of the world is long. We'd like to speak about the people whose names are closely connected with the development of natural sciences. Special tribute should be paid to the famous physicists. Ernest Rutherford is one of them.

Ernest Rutherford was born in New Zealand in the family of English settlers. At the age of 19 after finishing school he entered the only New Zealand University founded in 1870. At the University Ernest Rutherford was one of the most talented students. He worked and took active part in the work of the Scientific Society of the University. He took great interest in physics and developed a magnetic detector of radio waves. However, he was absolutely uninterested in the practical applications of his discoveries.

After graduation Rutherford went to Cambridge where he continued his investigations under Thomson, the outstanding English physicist. Some years later Rutherford moved to Canada to continue his research work at the University in Montreal. Besides his successful researches he also lectured a lot at the leading Universities of the United States and England. Rutherford's famous work «Scattering of Alpha and Beta Particles of Matter and the Structure of the Atom» dealt with the so-called «atom models». In the process of splitting the nucleus matter was converted into energy, which for the scientists of the 19th century seemed unbelievable. So, for working out the theory of radioactive disintegration of elements, for determining the nature of alpha particles, for developing the nuclear atom, Rutherford was awarded the 1908 Nobel Prize in chemistry.

2. Answer the following questions.

1. Who is a scientist?
2. Do you know any outstanding scientists of the world?
3. Which of them made great discoveries?
4. Who discovered the Periodic Law of elements?
5. What famous physicists do you know?
6. What is Ernest Rutherford known for?
7. In what activities did Rutherford take part at the University?
8. What are Rutherford's famous works devoted to?
9. Are Russian scientists well known in the world and why?
10. Why is Vladimir Vernadsky considered to be one of the founders of geochemistry and biogeochemistry?
11. What was Vernadsky's initial work?
12. Were any scientists awarded the Noble Prize?
13. What Noble laureates in science do you know?

14. In what fields of economy are their achievements used?

3. Ask your friend:

1. What contemporary scientists does he/she consider to be the most famous ones?
2. Can he/she give any examples when the talented scientist brought more harm than good?
3. Can the inventors of nuclear weapon be considered humanists?
4. Is it possible to stop progress?
5. How he/she understands the role of a scientist in the world history?

Практическое занятие № 55

Тема: Великие художники мира.

Цель: Развитие лексических навыков чтения и говорения.

Студент должен

Знать: Лексические единицы по теме.

Уметь: Читать с детальным пониманием, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read the text and translate it.

Paintings and painters

Art has always been a way of understanding the world and expressing feelings and emotions. There are many different forms of art and painting is only one of them. Horace said that a «picture is a poem without words» and indeed it is so. Throughout centuries many techniques have developed to allow artists to transform their feelings into images on canvas.

Russian painters represent Russian art which is in many ways unique and has always impressed people around the world. It originates from the world-known icon-painters, the most renowned of whom is Andrey Rublyov.

Many Russian painters praise the beauty of the Russian nature in their works. Ivan Shishkin is especially famous with his canvases representing Russian forest (e.g. «Morning in the Pine Forest») while Isaac Levitan derived inspiration from the Russian autumn.

The Peredvizhniki included artists of the XIX century. One of them was Ilya Repin who is an artist celebrated for his large canvases like «Ivan the Terrible and his Son Ivan» or «Barge Haulers on the Volga». Victor Vasnetsov chose the folk Russian style for his «Bogatyr» and Mikhail Vrubel is noted for originality of thought. His «Demon» is the fruit of his fantastic imagination.

Ivan Aivazovsky gained a world-wide fame by his romantic paintings representing sea. «The Ninth Wave» is a masterpiece revealing the beauty of the mighty sea on a stormy day.

Russian Art is exhibited in The State Russian Museum in Saint-Petersburg. And in the department of English Art in the Hermitage you can enjoy some of the masterpieces of the British painters.

One of the most famous of them is John Constable - an English Romantic painter who is principally known for his landscape paintings of Dedham Vale, an area near his house in Suffolk which is now known as «Constable Country».

William Turner was a landscape artist whose style can be said to have laid the foundation for Impressionism.

William Hogarth is renowned not only for his portraits but also for the series of paintings with satiric details characterizing English high society, in the 1740s.

Thomas Gainsborough is one of the most famous portrait and landscape painters of XVIII century Britain. In the National Gallery, London, you can see colorful painting «Mr. and Mrs. Andrews» which is a combination of family portrait and landscape, and dark portrait of «Mr

and Mrs William Hal-lett» that exemplifies Gainsborough's mature style.

William Blake is an English poet and painter. Largely unrecognized during his lifetime today, his works considered significant in the history of both poetry and the visual arts. His paintings may seem very unusual and fantastic. For example, he depicted Isaac Newton as a divine geometer.

Vocabulary:

canvas - полотно, холст
celebrated - знаменитый
depict - изображать
derive inspiration - получать вдохновение
divine - божественный
evoke - вызывать, пробуждать (чувства)
exemplify - служить примером
folk - народный
fruit of imagination - плод воображения
Horace - Гораций
landscape - пейзаж
landscape artist - пейзажист
lay foundation (for) - положить основу, начало
masterpiece - шедевр
mature - зрелый
mighty - мощный, могучий
noted - заметный, знаменитый
originate - брать начало
praise - восхвалять
predominate - преобладать
renowned - прославленный
reveal - открывать, обнажать
unrecognized - непризнанный
visual art - изобразительное искусство
world-known - всемирно известный

Answer the questions

1. What did Horace say about paintings? How do you understand his words?
2. Who is Andrey Rublyov? What is he famous for?
3. What Russian artists praised the beauty of nature?
4. What artists are called The Peredvizhniki?
5. What paintings by Ilya Repin do you know?
6. What is Ivan Aivazovsky renowned for?
7. In what museums can you see paintings by Russian artists?
8. In what museums can you see paintings by British artists?
9. What is 'Constable Country'? Why is it called so?
10. Whose style has laid the foundation for Impressionism?
11. Which painter was also famous for satirical portraying of high society?
12. What is Thomas Gainsborough famous for?
13. What do you know about William Blake?
14. What are your favorite artists and why?

Практическое занятие № 56

Тема: Выдающиеся музыканты и композиторы.

Цель: Развитие навыков устной и письменной речи

Студент должен

Знать: Лексические единицы по теме.

Уметь: Читать с детальным пониманием, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read the text and translate it.

Wolfgang Amadeus Mozart (2)

Wolfgang Amadeus Mozart was born in 1756. From the very beginning of his life in Salzburg» Austria, Wolfgang Amadeus Mozart was a master of music. His father, Leopold Mozart, sacrificed his own career as a respected composer and theorist so he could concentrate on fostering his prodigy son's talents. He taught Mozart the violin, piano and musical theory, all of which Mozart excelled at. At the age of four, Mozart was writing piano concerts and he completed his first opera, when he was eleven.

Mozart spent most of his childhood touring Europe with his sister and he got his first job at the age thirteen for the Archbishop of Salzburg. He worked here for twelve years until the archbishop dismissed him. Mozart moved to Vienna, the musical capital of the world at the time. He had been successful there as a child prodigy but as an adult had difficulty in finding work.

It was in Vienna that Mozart met Haydn, who took Mozart under his wing and nurtured Mozart' talents like a second father. To make a living, Mozart wrote operas which were becoming very popular. Musical ideas sprang from Mozart's mind. His only task in composing was actually writing the music down on paper. Around this time he fell in love with a woman called Aloysia Weber. He asked her to marry him but she declined and so he married her sister Constanze instead. For their wedding, Mozart wrote his great C-minor composition.

Mozart had more success as a composer when he visited Prague. He was commissioned to write several operas and he enjoyed a successful career.

Mozart was convinced while he was writing Requiem commissioned by an unnamed stranger that it was his own requiem and he was right. He raced to finish it but in the end only completed a few movements and a sketchy outline of the rest of the piece. He died probably from poor health when he was just thirty five years old. The Requiem was completed by one of Mozart's pupils, Sussmayr.

Mozart was apolitical. He was very classical. He appreciated Bach and had a large output: 49 symphonies and 18 operas.

Questions:

1. When was Wolfgang Amadeus Mozart born?
2. Did his father help him with music?
3. What was Mozart taught by his father?
4. When did Mozart get his first job?
5. Did he travel a lot in his childhood?
6. What was the musical capital of the world at the time of-Mozart?
7. Whom was Haydn for Mozart?
8. Did Haydn help Mozart?
9. What was Aloysia Weber?
10. Who became the wife of Wolfgang Amadeus Mozart?
11. What was the last composition of the great composer?
12. When did Wolfgang Amadeus Mozart die?

Vocabulary:

to sacrifice — жертвовать
 respected — уважаемый, почтенный; глубокоуважаемый, достопочтенный,
 foster — воспитывать, обучать, растить, проявлять родительскую заботу о ком-л.
 prodigy — одаренный человек (чаще о ребенке)
 to teach (past taught, p.p. taught) — учить, обучать
 violin — скрипка (инструмент)
 to excel — превосходить, превышать; отличаться, выделяться
 to tour — совершать путешествие, путешествовать в, совершать гастрольное турне, гастролить
 Archbishop — архиепископ
 to dismiss — увольнять за что-л.
 to meet (past met, p.p. met) — встретить
 to nurture — учить, обучать; воспитывать (детей)
 to spring (past sprang, p. p. sprung) — отскакивать
 to decline — отклонять, давать отказ, отказываться; уменьшаться
 wedding — свадьба; венчание, бракосочетание
 to convince — убеждать, уверять в чем-л.
 to commission — поручать, давать, делать заказ
 requiem — реквием, заупокойная месса
 to race — очень спешить,
 sketchy — схематичный (дающий общее представление о чём-л., без деталей)
 outline — план, схема; краткое содержание
 poor health — слабое здоровье
 apolitical — аполитичный, политически пассивный; не влияющий на политику
 to appreciate — оценивать, (высоко) ценить

Практическое занятие № 57

Тема: Повторение

Цель: Совершенствование навыков устной и письменной речи

Студент должен

Знать: Лексические единицы по теме.

Уметь: Читать с детальным пониманием, говорить на основе прочитанного.

Практическое занятие № 58

Тема: Дифференцированный зачёт

Цель: Контроль уровня развития речевых умений.