

Государственное бюджетное
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«Кунгурский колледж агротехнологий и управления»




**МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ВЫПОЛНЕНИЮ
ПРАКТИЧЕСКИХ РАБОТ**

ПО ДИСЦИПЛИНЕ

ООД.06 ИНОСТРАННЫЙ ЯЗЫК

по профессии 35.01.27 Мастер сельскохозяйственного производства

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Методические рекомендации к выполнению практических работ по дисциплине «Иностранный язык» предназначены для организации работы студентов первого курса очного отделения **профессии 35.01.27 Мастер сельскохозяйственного производства**.

Согласно учебного плана обязательная аудиторная учебная нагрузка составляет 72 часа, в том числе 72 часа составляют практические занятия. В связи с практической направленностью дисциплины разработано 36 практических работ.

Практические работы позволяют закрепить, систематизировать и определить уровень знаний и умений.

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

- формирование представлений об английском языке как о языке международного общения и средстве приобщения к ценностям мировой культуры и национальных культур;
- формирование коммуникативной компетенции, позволяющей свободно общаться на английском языке в различных формах и на различные темы, в том числе в сфере профессиональной деятельности, с учетом приобретенного словарного запаса, а также условий, мотивов и целей общения;
- формирование и развитие всех компонентов коммуникативной компетенции: лингвистической, социолингвистической, дискурсивной, социокультурной, социальной, стратегической и предметной;
- воспитание личности, способной и желающей участвовать в общении на межкультурном уровне;
- воспитание уважительного отношения к другим культурам и социальным субкультурам.

Результатом освоения дисциплины является овладение обучающимися элементами общих (ОК) компетенций:

Код и наименование формируемых компетенций	Планируемые результаты освоения дисциплины	
	Общие	Дисциплинарные ¹
ОК 01. Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам	<p>В части трудового воспитания:</p> <ul style="list-style-type: none"> - готовность к труду, осознание ценности мастерства, трудолюбие; - готовность к активной деятельности технологической и социальной направленности, способность инициировать, планировать и самостоятельно выполнять такую деятельность; - интерес к различным сферам профессиональной деятельности, Овладение универсальными учебными познавательными действиями: а) базовые логические действия: <ul style="list-style-type: none"> - самостоятельно формулировать и актуализировать проблему, рассматривать ее всесторонне; - устанавливать существенный признак или основания для сравнения, классификации и обобщения; - определять цели деятельности, задавать параметры и критерии их достижения; - выявлять закономерности и противоречия в рассматриваемых явлениях; - вносить коррективы в деятельность, 	<ul style="list-style-type: none"> - владеть основными видами речевой деятельности в рамках следующего тематического содержания речи: Межличностные отношения в семье, с друзьями и знакомыми. Конфликтные ситуации, их предупреждение и разрешение. Внешность и характер человека и литературного персонажа. Повседневная жизнь. Здоровый образ жизни. Школьное образование. Выбор профессии. Альтернативы в продолжении образования. Роль иностранного языка в современном мире. Молодежь в современном обществе. Досуг молодежи. Природа и экология. Технический прогресс, современные средства информации и коммуникации, Интернет-безопасность. Родная страна и страна/страны изучаемого языка. Выдающиеся люди родной страны и страны/стран изучаемого языка; - говорение: уметь вести разные виды диалога (в том числе комбинированный) в стандартных ситуациях неофициального и официального общения объемом до 9 реплик со стороны каждого собеседника в рамках отобранного тематического содержания речи с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка; - создавать устные связные монологические высказывания (описание/характеристика, повествование/сообщение) с изложением своего мнения и краткой аргументацией объемом 14-15 фраз в рамках отобранного тематического содержания речи; передавать основное содержание прочитанного/прослушанного текста с выражением своего отношения; устно представлять в объеме 14-15 фраз результаты выполненной проектной работы;

¹ Дисциплинарные (предметные) результаты указываются в соответствии с их полным перечнем во ФГОС СОО от 17.05.2012г. № 413 (в последней редакции от 12.08.2022)

	<p>оценивать соответствие результатов целям, оценивать риски последствий деятельности;</p> <ul style="list-style-type: none"> - развивать креативное мышление при решении жизненных проблем <p>б) базовые исследовательские действия:</p> <ul style="list-style-type: none"> - владеть навыками учебно-исследовательской и проектной деятельности, навыками разрешения проблем; - выявлять причинно-следственные связи и актуализировать задачу, выдвигать гипотезу ее решения, находить аргументы для доказательства своих утверждений, задавать параметры и критерии решения; - анализировать полученные в ходе решения задачи результаты, критически оценивать их достоверность, прогнозировать изменение в новых условиях; -- уметь переносить знания в познавательную и практическую области жизнедеятельности; - уметь интегрировать знания из разных предметных областей; - выдвигать новые идеи, предлагать оригинальные подходы и решения; и способность их использования в познавательной и социальной практике 	<ul style="list-style-type: none"> - аудирование: воспринимать на слух и понимать звучащие до 2,5 минут аутентичные тексты, содержащие отдельные неизученные языковые явления, не препятствующие решению коммуникативной задачи, с разной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации; - смысловое чтение: читать про себя и понимать несложные аутентичные тексты разного вида, жанра и стиля объемом 600-800 слов, содержащие отдельные неизученные языковые явления, с различной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации, с полным пониманием прочитанного; читать несплошные тексты (таблицы, диаграммы, графики) и понимать представленную в них информацию; письменная речь: заполнять анкеты и формуляры, сообщая о себе основные сведения, в соответствии с нормами, принятыми в стране/странах изучаемого языка; - писать электронное сообщение личного характера объемом до 140 слов, соблюдая принятый речевой этикет; создавать письменные высказывания объемом до 180 слов с опорой на план, картинку, таблицу, графики, прочитанный/прослушанный текст; заполнять таблицу, кратко фиксируя содержание прочитанного/прослушанного текста или дополняя информацию в таблице; представлять результаты выполненной проектной работы объемом до 180 слов; - владеть фонетическими навыками: различать на слух и адекватно, без ошибок, ведущих к сбою коммуникации, произносить слова с правильным ударением и фразы с соблюдением их ритмико-интонационных особенностей, в том числе применять правило отсутствия фразового ударения на служебных словах; владеть правилами чтения и осмысленно читать вслух аутентичные тексты объемом до 150 слов, построенные в основном на изученном языковом материале, с соблюдением правил чтения и интонации; овладение орфографическими навыками в отношении изученного лексического материала; овладение пунктуационными навыками: использовать запятую при перечислении, обращении и при выделении вводных слов; апостроф, точку, вопросительный и восклицательный знаки; не ставить точку после заголовка; правильно оформлять прямую речь,
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		<p>электронное сообщение личного характера;</p> <ul style="list-style-type: none">- знать и понимание основных значений изученных лексических единиц (слов, словосочетаний, речевых клише), основных способов словообразования (аффиксация, словосложение, конверсия) и особенностей структуры простых и сложных предложений и различных коммуникативных типов предложений; <p>выявление признаков изученных грамматических и лексических явлений по заданным основаниям;</p> <ul style="list-style-type: none">- владеть навыками распознавания и употребления в устной и письменной речи не менее 1500 лексических единиц (слов, словосочетаний, речевых клише), включая 1350 лексических единиц, освоенных на уровне основного общего образования; навыками употребления родственных слов, образованных с помощью аффиксации, словосложения, конверсии;- владеть навыками распознавания и употребления в устной и письменной речи изученных морфологических форм и синтаксических конструкций изучаемого иностранного языка в рамках тематического содержания речи в соответствии с решаемой коммуникативной задачей;- владеть социокультурными знаниями и умениями: знать/понимать речевые различия в ситуациях официального и неофициального общения в рамках тематического содержания речи и использовать лексико-грамматические средства с учетом этих различий; знать/понимать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии страны/стран изучаемого языка (например, система образования, страницы истории, основные праздники, этикетные особенности общения); иметь базовые знания о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка; представлять родную страну и ее культуру на иностранном языке; проявлять уважение к иной культуре; соблюдать нормы вежливости в межкультурном общении;- владеть компенсаторными умениями, позволяющими в случае сбоя коммуникации, а также в условиях дефицита языковых средств использовать различные приемы переработки информации: при говорении - переспрос; при говорении и письме - описание/перифраз/толкование; при чтении и аудировании - языковую и контекстуальную догадку;
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		<ul style="list-style-type: none"> - уметь сравнивать, классифицировать, систематизировать и обобщать по существенным признакам изученные языковые явления (лексические и грамматические); - иметь опыт практической деятельности в повседневной жизни: участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с использованием материалов на изучаемом иностранном языке и применением информационно-коммуникационных технологий; соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в информационно-телекоммуникационной сети "Интернет"; использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме
<p>ОК 02. Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности</p>	<p>В области ценности научного познания:</p> <ul style="list-style-type: none"> - сформированность мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, способствующего осознанию своего места в поликультурном мире; - совершенствование языковой и читательской культуры как средства взаимодействия между людьми и познания мира; - осознание ценности научной деятельности, готовность осуществлять проектную и исследовательскую деятельность индивидуально и в группе. <p>Овладение универсальными учебными познавательными действиями:</p> <p>в) работа с информацией:</p> <ul style="list-style-type: none"> - владеть навыками получения информации из источников разных типов, самостоятельно осуществлять поиск, анализ, систематизацию и интерпретацию информации различных видов и форм представления; 	<ul style="list-style-type: none"> - владеть социокультурными знаниями и умениями: знать/понимать речевые различия в ситуациях официального и неофициального общения в рамках тематического содержания речи и использовать лексико-грамматические средства с учетом этих различий; знать/понимать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии страны/стран изучаемого языка (например, система образования, страницы истории, основные праздники, этикетные особенности общения); иметь базовые знания о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка; представлять родную страну и ее культуру на иностранном языке; проявлять уважение к иной культуре; соблюдать нормы вежливости в межкультурном общении; - владеть компенсаторными умениями, позволяющими в случае сбоя коммуникации, а также в условиях дефицита языковых средств использовать различные приемы переработки информации: при говорении - переспрос; при говорении и письме - описание/перифраз/толкование; при чтении и аудировании - языковую и контекстуальную догадку; - уметь сравнивать, классифицировать, систематизировать и обобщать по существенным признакам изученные языковые явления (лексические и грамматические); - иметь опыт практической деятельности в повседневной жизни: участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с использованием материалов на изучаемом

	<ul style="list-style-type: none"> - создавать тексты в различных форматах с учетом назначения информации и целевой аудитории, выбирая оптимальную форму представления и визуализации; - оценивать достоверность, легитимность информации, ее соответствие правовым и морально-этическим нормам; - использовать средства информационных и коммуникационных технологий в решении когнитивных, коммуникативных и организационных задач с соблюдением требований эргономики, техники безопасности, гигиены, ресурсосбережения, правовых и этических норм, норм информационной безопасности; - владеть навыками распознавания и защиты информации, информационной безопасности личности 	<p>иностранном языке и применением информационно-коммуникационных технологий; соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в информационно-телекоммуникационной сети "Интернет" (далее - сеть Интернет); использовать приобретенные умения и навыки в процессе онлайн-обучения иностранному языку; использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме.</p>
<p>ОК 04. Эффективно взаимодействовать и работать в коллективе и команде</p>	<p>готовность к саморазвитию, самостоятельности и самоопределению;</p> <ul style="list-style-type: none"> - овладение навыками учебно-исследовательской, проектной и социальной деятельности; <p>Овладение универсальными коммуникативными действиями:</p> <p>б) совместная деятельность:</p> <ul style="list-style-type: none"> - понимать и использовать преимущества командной и индивидуальной работы; - принимать цели совместной деятельности, организовывать и координировать действия по ее достижению: составлять план действий, распределять роли с учетом мнений участников, обсуждать результаты совместной работы; 	<p>- говорение: уметь вести разные виды диалога (в том числе комбинированный) в стандартных ситуациях неофициального и официального общения объемом до 9 реплик со стороны каждого собеседника в рамках отобранного тематического содержания речи с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка; создавать устные связные монологические высказывания (описание/характеристика, повествование/сообщение) с изложением своего мнения и краткой аргументацией объемом 14-15 фраз в рамках отобранного тематического содержания речи; передавать основное содержание прочитанного/прослушанного текста с выражением своего отношения; устно представлять в объеме 14-15 фраз результаты выполненной проектной работы;</p> <p>- иметь опыт практической деятельности в повседневной жизни: участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с использованием материалов на изучаемом иностранном языке и применением информационно-коммуникационных</p>

	<ul style="list-style-type: none"> - координировать и выполнять работу в условиях реального, виртуального и комбинированного взаимодействия; - осуществлять позитивное стратегическое поведение в различных ситуациях, проявлять творчество и воображение, быть инициативным. <p>Овладение универсальными регулятивными действиями:</p> <p>г) принятие себя и других людей:</p> <ul style="list-style-type: none"> - принимать мотивы и аргументы других людей при анализе результатов деятельности; - признавать свое право и право других людей на ошибки; - развивать способность понимать мир с позиции другого человека. 	<p>технологий;</p> <ul style="list-style-type: none"> -соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в информационно-телекоммуникационной сети "Интернет" (далее - сеть Интернет); использовать приобретенные умения и навыки в процессе онлайн-обучения иностранному языку; использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме
<p>ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках</p>	<p>наличие мотивации к обучению и личностному развитию;</p> <p>В области ценности научного познания:</p> <ul style="list-style-type: none"> - сформированность мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, способствующего осознанию своего места в поликультурном мире; - совершенствование языковой и читательской культуры как средства взаимодействия между людьми и познания мира; - осознание ценности научной деятельности, готовность осуществлять проектную и исследовательскую деятельность индивидуально и в группе <p>Овладение универсальными учебными</p>	<ul style="list-style-type: none"> - аудирование: воспринимать на слух и понимать звучащие до 2,5 минут аутентичные тексты, содержащие отдельные неизученные языковые явления, не препятствующие решению коммуникативной задачи, с разной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации; - владеть навыками распознавания и употребления в устной и письменной речи не менее 1500 лексических единиц (слов, словосочетаний, речевых клише), включая 1350 лексических единиц, освоенных на уровне основного общего образования; навыками употребления родственных слов, образованных с помощью аффиксации, словосложения, конверсии; - иметь опыт практической деятельности в повседневной жизни: участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с использованием материалов на изучаемом иностранном языке и применением информационно-коммуникационных технологий; соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в информационно-телекоммуникационной сети "Интернет" (далее - сеть Интернет); использовать приобретенные умения и навыки в процессе онлайн-обучения иностранному языку;

	<p>познавательными действиями:</p> <p>б) базовые исследовательские действия:</p> <ul style="list-style-type: none"> - владеть навыками учебно-исследовательской и проектной деятельности, навыками разрешения проблем; - способность и готовность к самостоятельному поиску методов решения практических задач, применению различных методов познания; - овладение видами деятельности по получению нового знания, его интерпретации, преобразованию и применению в различных учебных ситуациях, в том числе при создании учебных и социальных проектов; - формирование научного типа мышления, владение научной терминологией, ключевыми понятиями и методами; -осуществлять целенаправленный поиск переноса средств и способов действия в профессиональную среду 	<p>использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме</p>
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ПЕРЕЧЕНЬ ПРАКТИЧЕСКИХ ЗАНЯТИЙ

Название раздела, темы	Номер, название практического занятия
Входное тестирование	- Лексико-грамматический тест - Устное собеседование
Раздел 1. Иностранный язык для общих целей	
Тема № 1.1 Повседневная жизнь семьи. Внешность и характер членов семьи	1.Приветствие, прощание. Правила чтения. Звуки. Транскрипция. Глаголы to be, to have, to do 2. Отношения поколений в семье. Местоимения личные, притяжательные, указательные, возвратные 3. Описание внешности и характера человека. Степени сравнения прилагательных и их правописание
Тема № 1.2 Молодёжь в современном обществе. Досуг молодёжи: увлечения и интересы	4. Рабочий день. Простое настоящее время и простое продолжительное время. Предлоги времени 5. Досуг. Хобби. Глагол с инфинитивом. love/like/enjoy + Infinitive/-ing 6. Активный и пассивный отдых. Сослагательное наклонение
Тема № 1.3 Условия проживания в городской и сельской местности	7.Особенности проживания в городе. Инфраструктура. Как спросить и указать дорогу. Предлоги направления. Модальные глаголы в этикетных формулах. 8.Описание здания, интерьера. Описание колледжа (кабинета иностранного языка). оборот there is/are. Неопределённые местоимения some/any/one
Тема № 1.4 Покупки: одежда, обувь и продукты питания	9. Виды магазинов. Ассортимент товаров. Артикли. 10. Совершение покупок в продуктовом магазине. Количественные местоимения. 11. Совершение покупок в магазине одежды/обуви.
Тема № 1.5 Здоровый образ жизни и забота о здоровье: сбалансированное питание. Спорт	12 Физическая культура и спорт. Здоровый образ жизни. Множественное число существительных. 13. Еда полезная и вредная. Простое прошедшее время. Структура used to + Infinitive structure 14.Традиционные виды спорта в Великобритании и США.
Тема № 1.6 Туризм. Виды отдыха.	15. Почему и как люди путешествуют. Инфинитив, его формы 16. Путешествие на поезде, самолете. Степени сравнения наречий
	17. Контрольная работа
Тема № 1.7 Страна/страны изучаемого языка	18. Великобритания. Артикли с географическими названиями 19. США. Прошедшее совершенное время. 20.Великобритания и США (крупные города, достопримечательности). Прошедшее продолжительное время.

Тема № 1.8 Россия	21. Географическое положение, климат, население. Прошедшее совершенное и длительное время. 22. Национальные символы. Политическое и экономическое устройство. 23. Москва – столица России. Достопримечательности Москвы. сравнительные обороты than, as...as, not so ... as 24. Традиции народов России
Раздел 2. Иностранный язык для специальных целей	
Тема 2.1 Современный мир профессий. Проблемы выбора профессии. Роль иностранного языка в вашей профессии	25. Основные понятия вашей профессии. Особенности подготовки и по специальности. Инфинитив. 26. Специфика работы и основные принципы деятельности по профессии/специальности. Герундий.
Тема 2.2 Промышленные технологии	27. Машины и механизмы. Промышленное оборудование. 28 Работа на производстве. 29. Конкурсы профессионального мастерства WorldSkills
Тема 2.3 Технический прогресс: перспективы и последствия. Современные средства связи	30. Роль научно-технического прогресса в нашей жизни 31. Достижения науки. Страдательный залог (простые времена) 32. Современные информационные технологии. ИКТ в профессиональной деятельности
Тема 2.4 Выдающиеся люди родной страны и страны/стран изучаемого языка, их вклад в науку и мировую культуру	33. Известные ученые и их открытия в России. 34. Известные ученые и их открытия за рубежом 35. Грамматический обзор
	36. 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 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.

Практическая работа № 1

Тема: 1.Приветствие, прощание. Правила чтения. Звуки. Транскрипция. Глаголы to be, to have, to do

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, спряжение глаголов to be, to have, to do

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

[s] possible

ss [ʃ] pressure

[sk] screen

sc [s] scene

nk [ŋk] think

[tʃ] chess

ch [k] chemistry

[ʃ] 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

Буквы	Типы слогов			
	I (открытый)	II (закрытый)	III (гласн. + г)	IV (гл. + г + гл.)
Aa	[eɪ] game	[æ] fact	[ɑ:] star	[eə] 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. 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]

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

a

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

e

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

I/y

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

o

- so, no, note, open, stone, vote, social, pro'pose, those, yoke, hope
- 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

5. 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

eigh = [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

6. 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 [ʃɜ:ʃ]
Storm, ordinary, ugly, put, bull, pull, cry, dry
Bus, but, cut, sun, hug, march, park, dark, type

IV. hare [hɛə] here [hɪə] interfere [ˌɪntə'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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Практическая работа № 2

Тема: Отношения поколений в семье. Местоимения личные, притяжательные, указательные, возвратные

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

Студент должен

знать: слова по теме «Семья», местоимения личные, притяжательные, указательные, возвратные

уметь: применить слова по теме в рассказе о своей семье, применять в предложениях местоимения личные, притяжательные, указательные, возвратные

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- беспокоиться

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 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.

B.: 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.

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

личные местоимения		притяжательные прилагательные и местоимения		возвратные местоимения	указательные местоимения
в субъектном падеже (выступают в роли подлежащего)	в объектном падеже (выступают в роли дополнения)	притяжательные прилагательные употребляются перед существительным)	притяжательные местоимения абсолютной форме (заменяют существительно, употребляются самостоятельно)	субъект и объект действия совпадают	указывают на предмет в зависимости от его положения по отношению к говорящему
<i>I (я)</i>	<i>me</i>	<i>my</i>	<i>mine</i>	<i>myself</i>	<i>this (этом)</i>
<i>you (ты)</i>	<i>you</i>	<i>your</i>	<i>yours</i>	<i>yourself</i>	<i>that (том)</i>
<i>he (он)</i>	<i>him</i>	<i>his</i>	<i>his</i>	<i>himself</i>	<i>these (эму)</i>
<i>she (она)</i>	<i>her</i>	<i>her</i>	<i>hers</i>	<i>herself</i>	<i>those (ме)</i>
<i>it (неодуш.)</i>	<i>it</i>	<i>its</i>	<i>its</i>	<i>itself</i>	
<i>we (мы)</i>	<i>us</i>	<i>our</i>	<i>ours</i>	<i>ourselves</i>	
<i>you (вы)</i>	<i>you</i>	<i>your</i>	<i>yours</i>	<i>yourselves</i>	
<i>they (они)</i>	<i>them</i>	<i>their</i>	<i>theirs</i>	<i>themselves</i>	
<i>She plays.</i>	<i>I know her.</i>	<i>This is her book.</i>	<i>This book is hers.</i>	<i>She washed herself.</i>	<i>Those women are teachers.</i>

1. **Замените выделенные слова личными местоимениями в именительном или объектном падеже.**

1. **The vase** is on the table.
2. **Mother** often sends **Ben** to buy milk.
3. Are **Bess and Helen** ready to do **the work**?

4. **Nick and Ben** spend *their holidays* at the seaside.
5. **The man** is in the park.
6. **The managers** are not at work now.
7. **Helen and I** are good friends.
8. Is **Ben** at the lesson now?
9. Where is *the calculator*?
10. **The newspapers** are on the table.
11. **The child** is in the garden with *his mother*.
12. **Our parents** are always glad to see us.
13. **My brother and I** are good football players.
14. **Bess** knows **Ben**.
15. I see *the picture* very well.
16. **The students** have lectures every day.
17. **The boy** plays *football* every Sunday.
18. **The teacher** asks *the students*.
19. **The students** write *tests* every week.
20. Look at *the picture*!
21. I have *the book* at home.
22. **Max** wants to speak to **Helen**.

2. Замените выделенные слова притяжательными местоимениями.

1. This is **Ben's** room.
2. This is **Helen's** hat.
3. Here is **my parents'** house.
4. **Nick's** mother is an economist.
5. Where is **my brother's** bag?
6. I like **Helen's** car.
7. **Ann's** books are on the table.
8. **This student's** sister is my friend.
9. **My sister's** house is not far from **Ben's** house.
10. Where is **the children's** room?
11. **Ann's** brothers study at the university.
12. **These boys'** fathers don't work at the factory.
13. Here is **my sister's** flat.

3. Вставьте притяжательные местоимения.

1. Is your bag new? - Yes, ... bag is new .
2. I like ... hat, Ann.
3. Don't plant this tree! ... branch is broken.
4. Max, you have a new job. Do you like ... new job?
5. ... friends always tell me everything.
6. Our dog likes to run after ... tail.

4. Измените следующие предложения по образцу, употребляя абсолютную форму притяжательных местоимений.

Образец:

This car is my car. This car is mine.

1. This calculator is my calculator.
2. Is this bicycle your bicycle?
3. These hats are her hats.
4. This room is their room.
5. This dog is our dog.
6. My flat is more comfortable than your flat.
7. Our house is near their house.
8. Which of the dictionaries is your dictionary?
9. Is this book his book?
10. Whose cat is this? Is it her cat or his cat?

Практическая работа № 3

Тема: Описание внешности и характера человека. Степени сравнения прилагательных и их правописание

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

Студент должен

знать: слова по теме «Внешность», правила образования степеней сравнения прилагательных и их правописание

уметь: применить слова по теме в описании внешности, образовывать степени сравнения прилагательных и их правописание

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 курносый носом.

Степени сравнения прилагательных

1. Односложные и двусложные прилагательные

Положительная степень	Сравнительная степень	Превосходная степень
small	smaller	the smallest
large	larger	the largest
big	bigger	the biggest
happy	happier	the happiest

2. Многосложные прилагательные

Положительная степень	Сравнительная степень	Превосходная степень
interesting	more interesting	the most interesting
beautiful	more beautiful	the most beautiful

3. Особые случаи образования степеней сравнения

Положительная степень	Сравнительная степень	Превосходная степень
good	better	the best
bad	worse	the worst

6.Образуйте сравнительную и превосходную степень следующих прилагательных:

hot _____ long _____
clever _____ silly _____
red _____ black _____
thin _____ thik _____
nice _____ warm _____
merry _____ small _____
high _____ weak _____
wide _____ deep _____
important _____
wonderful _____
difficult _____
expensive _____

7.Употребите прилагательные в необходимой степени:

- The Vatican is _____ (small) country in the world.
- _____ (easy) way to travel around London is by bus or underground train.
- Jane has got _____ (long) hair than her sister.
- The _____ (high) mountains are in Scotland and Wales: Ben Nevis and Snow don.
- My _____ (old) brother is twenty-two.
- This book is _____ (interesting) than the red one.
- Tom is _____ (good) brined I have.
- Kate is _____ (old) than Bill and _____ (young) than Peter.
- Peter is _____ (old) child in the family.
- Peter is _____ (tall) than his father. He is _____ (tall) in the family.

8.Выберите правильную степень сравнения прилагательных:

- The opera theatre is one of . . . buildings in the city.
a) beautiful b) more beautiful c) the most beautiful
- Mr. Green is ... than his wife
old b) older c) the oldest
- She is not as... as her sister
a) nice b) nicer c) the nicest
- Your hands are as ... as ice.
a) cold b) colder c) the coldest
- She is ... than me
a) old b) older c) the oldest
- She is ... girl under the sun.
a) happy b) the happiest c) happier

Практическая работа № 4

Тема: Рабочий день. Простое настоящее время и простое продолжительное время.
Предлоги времени

Цель: Развитие умения использовать в речи глаголы в Present Simple, Present Progressive., формирование лексических навыков чтения.

Студент должен

знать: новые слова, образование Present Simple, Present Progressive

Уметь: применять в Present Simple, Present Progressive в письменной и устной речи, отвечать на вопросы о своем рабочем дне.

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) Вставить; 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.

THE PRESENT SIMPLE TENSE

«+» подлежащее + V1
He, she, it + Vs

«-» подлежащее + do not (don`t) + V1
He, she, it does not (doesn`t)

«?» Do + подлежащее + V1?
Does

always, usually, often, sometimes, seldom

Примеры:

Summer follows spring.

I usually go away at weekends.

Do you hear the sounds of the bell?

Ann doesn`t drink tea very often.

1. Раскройте скобки, употребляя глагол в Present Simple:

1. My working day _____ (to begin) at seven o`clock.
2. My sister _____ (to get) up at eight o`clock.
3. She _____ (to go) to school in the afternoon.
4. My parents _____ (to leave) home at eight o`clock.
5. In the evening we _____ (to gather) in the living-room.
6. It _____ (to takes) him two hours to do his homework.
7. She _____ (to speak) French well.

2. Напишите следующие предложения в 3-ем лице единственного числа:

1. I think I am ill.
He _____
2. They often visit their granny.
She _____
3. We live in Leeds.
She _____
4. You usually speak too quickly.

- He _____
5. Do you like boiled potatoes?
He _____
6. Heavy trucks make a lot of noise.
It _____
7. His dogs always attack the neighbors.
It _____

3. Напишите следующие предложения в отрицательной форме и образуйте все типы вопросов согласно схеме:

1. He knows French perfectly.

2. I understand everything he says.

3. She makes mistakes in spelling.

4. They enjoy their English lessons.

4. Задайте вопрос к предложению, используя вопросительные слова, данные в скобках:

1. I write to my parents. (How often?)

2. I have dinner in the evening. (What time usually?)

3. She works. (Where?)

4. I go to the Zoo. (How often?)

5. People do stupid thing. (Why?)

6. The motor breaks down. (How often?)

THE PRESENT CONTINUOUS TENSE

«+» **am**
 подлежащее + **is** + **Ving**
 are

«-» **am**
 подлежащее + **is** + **not** + **Ving**
 are

«?» **Am**
 Is + подлежащее + **Ving?**
 Are

**Действие происходит в настоящий момент речи
(now, at present, at this moment)**

Глаголы, не употребляемые во времени Continuous:

to see	видеть	to hear	слышать
to know	знать	to believe	верить
to doubt	сомневаться	to remember	запоминать
to understand	понимать	to want	желать, хотеть
to wish	желать	to love	любить
to like	нравиться	to dislike	не нравиться
to hate	ненавидеть	to prefer	предпочитать
to belong	принадлежность	to need	нуждаться

Примеры:

I am writing a letter now.

Tom is playing tennis at the sports ground.

Who is laughing so loudly? – We are.

5. Раскройте скобки, употребляя глагол в Present Progressive:

1. Timothy _____ (to feed) his dog.
2. Mr. Jones _____ (to clean) his yard.
3. What she _____ (to do) now? She _____ (to dance)
4. They _____ (to have) a big dinner together.
5. The old man _____ (to walk) about the room.
6. What they _____ (to talk) about?
7. John and his friends _____ (to go) to the library.
8. Our neighbors _____ (to wash) their car.

6. Закончите предложения, употребляя данные глаголы: get, become, change, improve, fall, increase, rise:

Example: The water level is rising very fast.

1. The price for food _____ at the moment.
2. He is still weak but he _____ stronger slowly.
3. These days life _____ more and more expensive.
4. The weather _____ every moment: now cold, now hot.
5. The cost of living _____. Every year things are more expensive.
6. Victor has gone to work in America. When he arrived, his English wasn't very good but now it _____.
7. The environment is already very bad and it _____.

Практическая работа № 5

Тема: Досуг. Хобби. Глагол с инфинитивом.

Цель: Развитие умения говорить на основе прочитанного.

Студент должен

Знать: случаи использования в речи инфинитива, слова по теме

Уметь: переводить и использовать инфинитив в предложениях, рассказывать о своих увлечениях с использованием новых слов по теме.

ХОД ЗАНЯТИЯ

1. Найдите правильное слово (установите соответствие):

- | | |
|------------------------|-----------------------------|
| 1. Stamp | a. вязание |
| 2. Badge | b. шитьё одежды |
| 3. Knitting | c. альпинизм |
| 4. Dressmaking | d. бег трусцой |
| 5. Water-skiing | e. шитьё |
| 6. Coin | f. марка |
| 7. Mountain climbing | g. езда на велосипеде |
| 8. Jogging | h. досуг, время провождения |
| 9. Sewing | i. кружок |
| 10. Cycling | j. значок |
| 11. Shell | k. просмотр телепередач |
| 12. Pastime | l. садоводство |
| 13. Hobby group | m. монета |
| 14. Watching TV | n. народная музыка |
| 15. Musical instrument | o. катание на водных лыжах |
| 16. Folk music | p. ракушка |
| 17. Gardening | q. музыкальный инструмент |
| 18. Record | r. записывать |

2. Ответь на вопросы:

1. What is the most popular hobby in your country?

2. What is your best friend`s hobby?

3. What do your parents (grandparents) like to do in their?

3. Вставьте эти слова к соответствующим существительным: play, build, ride, sing, climb, plant, collect, take, design, manage, paint, look after.

1. _____ mountains
2. _____ vegetables
3. _____ folk songs
4. _____ the guitar
5. _____ a bike
6. _____ photographs
7. _____ badges
8. _____ a football club
9. _____ clothes
10. _____ houses
11. _____ a garden
12. _____ pictures

Verb + -ing form	Verb + Infinitive without to	Verb + Infinitive with to
1. В роли подлежащего <i>Exercising</i> is good for health.	1. После модальных глаголов : can, must, should... I can speak English.	1. Для выражения цели. She went to the shop to buy some bread.
2. После глаголов предпочтения <i>love, like, enjoy, prefer, can't stand, hate, dislike...</i>	2. После had better / would rather (лучше бы) I had better put a coat on.	2. После Would like/prefer/love для выражения особого предпочтения.
3. После глаголов <i>spend, waste, lose</i> . He spends an hour playing tennis.	3. В глагольных выражениях let, make, see, hear, watch, notice, feel...	3. После прилаг. обозначающих чувства/эмоции (happy, glad, sad...)
4. После предлогов I was thinking of moving another city.	They let him travel on his own.	4. После too / enough She's old enough to watch the film.
5. После некоторых глаголов : deny, avoid, admit, go (for activities), imagine, save....		5. После глаголов, обозначающих отношение к будущему действию другого лица (agree, expect, hope, plan, promise, refuse...)

1. Translate into Russian.

- 1 . The buyers want to know our terms of payment.
- 2 . This is for you to decide.
- 3 . The plan of our work will be discussed at the meeting to be held on May 25.
- 4 . To walk in the garden was a pleasure.
- 5 . Jane remembered to have been told a lot about Mr. Smith.
- 6 . I felt him put his hand on my shoulder.
- 7 . This writer is said to have written a new novel.
- 8 . She seems to be having a good time at the seaside.
- 9 . They watched the boy cross the street.
- 10 . To advertise in magazines is very expensive.
- 11 . He proved to be one of the cleverest students at our Institute.
- 12 . He knew himself to be strong enough to take part in the expedition.
- 13 . To see is to believe.
- 14 . He is sure to enjoy himself at the disco.
- 15 . To tell you the truth, this company has a very stable position in the market.

2. Put "to" before the infinitive where it is necessary.

- 1 . My son asked me ... let him ... go to the club.
- 2 . You must make him ... practice an hour a day.
- 3 . She was made ... repeat the song.
- 4 . He is not sure that it can ... be done, but he is willing ... try.
- 5 . Let me ... help you with your work.
- 6 . She asked me ... read the letter carefully and ... write an answer.
- 7 . You ought ... take care of your health.
- 8 . I looked for the book everywhere but could not ... find it.
- 9 . He was seen ... leave the house.
- 10 . We had ... put on our overcoats because it was cold.
- 11 . The man told me not ... walk on the grass.
- 12 . Have you heard him ... play the piano?
- 13 . You had better ... go there at once.

- 14 . I would rather not ... tell them about it.
- 15 . We shall take a taxi so as not ... miss the train.

3. Use the appropriate form of the infinitive.

- 1 . They want (to take) to the concert by their father.
- 2 . I am glad (to do) all the homework yesterday.
- 3 . This plant is known (to produce) tractors.
- 4 . He wants his son (to become) a lawyer.
- 5 . The enemy army was reported (to overthrow) the defense lines and (to advance) towards the suburbs of ...
- 6 . He seems (to know) French very well: he is said (to spend) his youth in Paris.
- 7 . You had better (to call) our distributors at once.
- 8 . We are happy (to invite) to the party.
- 9 . That firm is reported (to conduct) negotiations for the purchase of sugar.
- 10 . It seemed (to snow) heavily since early morning: the ground was covered with a deep layer of snow.
- 11 . He didn't hear me (to knock) at the door.
- 12 . I want (to inform) of her arrival.
- 13 . Our sportsmen are proud (to win) the cup.
- 14 . He is known (to work) on the problem for many years.
- 15 . The representative of the firm asked for the documents (to send) by air mail.

4. Put "to" where necessary.

1. I think you ought ... apologize.
2. Make him ... speak louder.
3. Help me ... carry this bag.
4. My son asked me ... let him ... go to the theatre.
5. I must ... go to the country.
6. It cannot ... be done to-day.
7. She asked me ... read the letter carefully and ... write an answer.
8. The man told me not ... walk on the grass.
9. Let me ... help you with your work.
10. She ought ... take care of her health.
11. We had better ... stop to rest a little.
12. I don't know what ... do.
13. He was seen ... leave the house.
14. We have come ... ask whether there is anything we can ... do.
15. We heard the siren ... sound and saw the ship ... move.
16. I cannot ... go there now, I have some work ... do.
17. During the crossing the passengers felt the ship ... toss.
18. You must make him ... practice an hour a day.
19. He is not sure that it can ... be done, but he is willing ... try.
20. I looked for the book everywhere but could not ... find it.
21. He said that she might ... come in the evening.
22. She was made ... repeat the song.
23. Would you rather ... learn shorthand than typewriting?

5. Translate into Russian.

1. I called every morning to see if there was any news.
2. We stopped to have a smoke.
3. He came here to speak to me, not to you.
4. The car was waiting at the door to take them to the station.
5. To explain the problem he drew diagrams all over the blackboard.
6. The steamship "Minsk" was chartered to carry a cargo of timber from St.Petersburg to Hull.
7. Under clause 35 the charterers were to supply the steamer with icebreaker assistance to enable her to enter or to leave the port of loading.
8. To meet the increased demand for industrial goods, a great number of new shops have been

opened in the towns.

9. The first lot is ready for shipment, but to economize on freight we have decided to ship it together with

10. Please send us your instructions at once to enable us to ship the machines by the 20th of May.

Практическая работа № 6

Тема: Активный и пассивный отдых. Сослагательное наклонение

Цель: Совершенствование речевых навыков

Студент должен

Знать: Новые лексические единицы по теме, правила образования сослагательного наклонения

Уметь: находить сослагательное наклонение в предложениях и переводить их.

ХОД ЗАНЯТИЯ

1. Write down new words. Learn them. Read the text and translate it.

Leisure

spend free time - проводить свободное время

different way - различные способы

rollerblade - роликовые коньки

cricket - крикет

go sailing - заниматься плаванием

достопримечательность

competitions - соревнования

quiz nights - ночь викторины

surprisingly - удивительно

horseracing - катание на лошади

sculpture - скульптуры

admission - вход

attractions -

to increase - возрастать

British people spend their free time in a lot of different ways. They do sport, they watch sport, they visit interesting places, and they have hobbies. Have you tried any of these?

What do you do in your free time? I like to watch television and listen to music a lot. But I do go on the Internet as well. I like to skateboard and rollerblade in my free time. I play rugby in my free time for Oxford Rugby Club. And I also play tennis. In my free time I usually play sport, which is usually tennis if the weather is nice or swimming.

I like playing rugby. I'm a member of a rugby team. I like swimming, playing tennis and football. I play football for a football team. I play a lot of tennis as well. I play rugby or cricket, or go sailing. I play sport, go into town, see my friends. In my free time I go to a drama group and a dance group.

So what are the top ten leisure activities in Britain? The most popular activity for British people outside their own home is ... going to the pub. Over the last ten or twenty years pubs have changed a lot.

People don't just go to the pub for a drink. Almost all pubs serve meals nowadays and many pubs have live music, karaoke competitions and quiz nights. The second most popular activity is going to a restaurant. And the third?

Young people, especially, like going out for fast food. The number of fast food restaurants in Britain has increased about 10 times since 1982. And after fast food? The fourth most popular activity is ... going to the library. Surprisingly, this is more popular than going to the cinema... although the number of people going to the cinema has almost doubled since 1980, and the number of cinemas has more than doubled, too.

Many people visit historic buildings. This is Kingston Lacey, a beautiful seventeenth century house with lovely gardens. Nearby is Corfe Castle. It is over one thousand years old and full of history. Short break holidays both abroad and in Britain are very popular. A lot of young people go to discos and nightclubs. And, of course, watching sport is a big free time activity.

Favourite sports include football ... horseracing ... and cricket, a traditional English sport. Art galleries and museums are popular, too. This is the Ashmolean Museum in Oxford. The Ashmolean is the oldest museum in Britain and has been part of the University of Oxford since 1683. They have a wonderful collection here including these beautiful sculptures. 200,000 people visit this museum every year. Like many museums in Britain, admission is free

What other places do people like to visit? Almost 3 million people visit Alton Towers every year. This ride is called Nemesis. And this one is called Oblivion. Then there's Madame Tussaud's ... the Tower of London... Legoland ... and the London Eye. The London Eye opened in March 2000 and is one of London's most popular attractions.

But what do the British do at home in their free time? Well, listening to the radio or to CDs is popular. So is reading. And people spend a lot of time visiting or entertaining their friends and family. But the most popular activity? You've guessed it. It's watching TV.

1. Answer the questions.

1. What is the most popular activity for British people outside their home?
2. What have many pubs and clubs nowadays?
3. What is the third and the fourth popular activities nowadays in Britain?
4. When has the number of people going to cinema increased?
5. What is the traditional British kind of sport?
6. Where you can find the Ashmolean Museum How many people visit this place every year?
7. What are the other popular activities of British people you know?

2. Mark the statements true, false or not stated.

1. British people don't have any hobbies.
2. Boys prefer sport in their free time.
3. Over the last ten or twenty years pubs in Britain don't change.
4. Visiting of library is more popular than visiting of cinema.
5. Favourite kinds of sports include football, ice hockey and cricket.
6. People have to pay for visiting of Ashmolean museum.
7. Oblivion is famous park of attractions.
8. The size of exhibits in Legoland is really big.

3. Make sentences in right order.

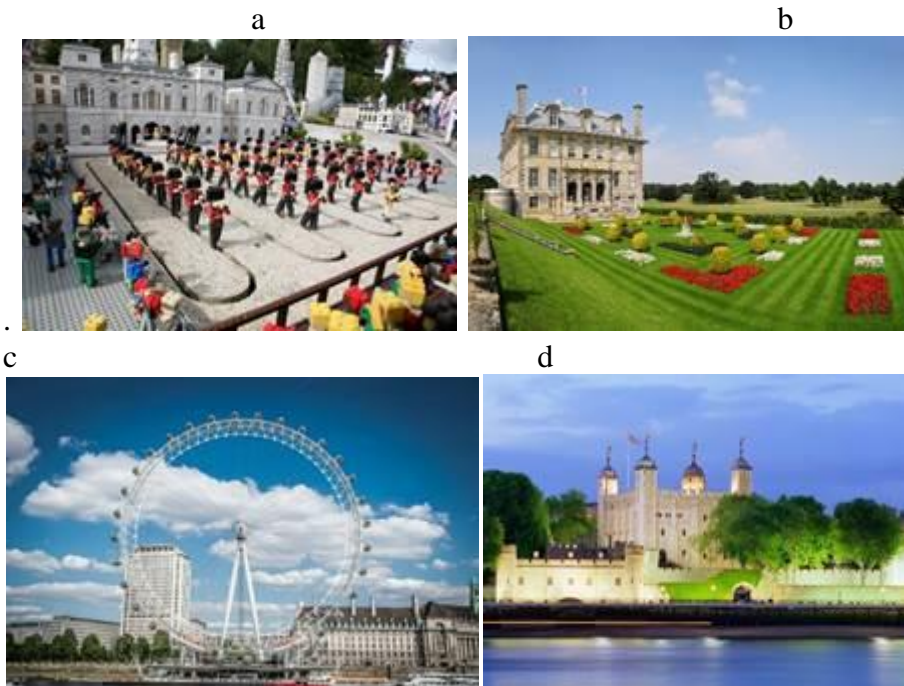
- a. Almost all pubs serve meals nowadays and many pubs have live music, karaoke competitions and quiz nights.
- b. They have a wonderful collection here including these beautiful sculptures.
- c. Have you tried any of these?
- d. The Ashmolean is the oldest museum in Britain and has been part of the University of Oxford since 1683.
- e. I play rugby in my free time for Oxford Rugby Club.
- f. In my free time I go to a drama group and a dance group.
- g. The London Eye opened in March 2000 and is one of London's most popular attractions.
- h. Like many museums in Britain, admission is free.

4. Match the name of attraction with translation.

a. Oxford Rugby Club	1. Музей Эшмола
b. The house Kingston Lacey	2. Башня Элтон
c. The Corfe Castle.	3. Дом Кингстон Лейси
e. The Ashmolean Museum	4. Замок Корф
f. The Alton Towers	5. Оксфордский клуб регби

g. The Tower of London.	6. Лондонское колесо обозрения
h. The London Eye	7. Лондонский Тауэр

5. Match the name of place with his picture.



1. The London Eye
2. The London Tower

3. Legoland
4. The house Kingston Lacey

Практическая работа № 7

Тема: Особенности проживания в городе. Инфраструктура. Как спросить и указать дорогу. Предлоги направления. Модальные глаголы в этикетных формулах.

Цель: Формирование грамматических навыков говорения.

Студент должен

Знать: Новые лексические единицы по теме, названия предлогов направления, модальные глаголы

Уметь: использовать новые слова (запрашивать и сообщать фактическую информацию), предлоги направления, модальные глаголы в речи

ХОД ЗАНЯТИЯ

Лексика:

an airport - аэропорт

a bus stop - остановка автобуса

a bus/coach - автобус

a bus station/terminal - автовокзал, автобусная станция

a gas/petrol station - заправка

parking - парковка

rent-a-car / car hire - аренда машин

a subway/underground - метро

a subway station - станция метро

a railway/train station - ж/д вокзал

a train - поезд

a taxi - такси

a bridge - мост
a corner - угол
a crossroads - перекресток
a pedestrian crossing - пешеходный переход
a pedestrian area - пешеходная зона
a street - улица
a square - площадь
a motel - мотель
a hotel - гостиница
an inn - небольшой отель
a bank - банк
a fire department - пожарная часть
a hospital - больница
a library - библиотека
a lost property office / lost and found - бюро находок
a post office - почта
a police station - отделение полиции
a school - школа
a shop - магазин
a tourist information office - учреждение, которое предоставляет справочную информацию туристам
a WC (water closet) - туалет
an art gallery - художественная галерея
a café - кафе
a cinema/movie theatre - кинотеатр
a circus - цирк
an exhibition - выставка
a restaurant - ресторан
a stadium - стадион
a swimming pool - бассейн
a theatre - театр
a zoo - зоопарк
a cathedral - собор
a church - церковь
a monument/memorial - памятник/монумент
a museum - музей
a park - парк
sights/places of interest - достопримечательности
downtown – деловой центр города
town outskirts – окраина города
a road – дорога
an avenue – проспект
a pavement/a sidewalk - тротуар
a pedestrian – пешеход
a pedestrian crossing – пешеходный переход
traffic lights – светофор
a road sign – дорожный знак
a corner – угол
a school - школа
a kindergarten – детский сад
a university - университет
an institute – институт

a shop/a store/a shopping centre/a supermarket – магазин, супермаркет
a department store – универсамг
a shopping mall/centre – торговый центр
a food market – продуктовый рынок
a greengrocery – фруктов-овощной магазин
a chemist's/a pharmacy/a drugstore - аптека
a beauty salon – салон красоты
a hairdressing salon/a hairdresser's - парикмахерская
a dental clinic/a dentist's – стоматологическая клиника
a vet clinic – ветеринарная клиника
a laundry – прачечная
a dry-cleaner's – химчистка
a cash machine/a cash dispenser - банкомат
a river bank – набережная реки
a beach – пляж
block – корпус
entrance –подъезд
highway –шоссе
lane –переулок
drive –проезд
dead-end street –тупик
settlement –поселок
village –село, деревня
autonomous district –автономный округ
postcode – почтовый индекс

Как спрашивать дорогу:

How can I get to...? - Как (мне) дойти до...?

Could you tell me the way..., please? - Не могли бы вы мне сказать, как (мне) доехать до ...?

take the stairs - пойти по лестнице

take the lift/elevator(USA) - поехать на лифте

Excuse me, can you help me, (please)? I have lost my way. - Извините, не могли бы Вы мне помочь, (пожалуйста)? Я потерялся.

Could you help me, please? I have got lost. -Не могли бы Вы мне помочь, пожалуйста? Я потерялся.

What is the name of this street?- Как называется эта улица?

Is there a pub near here? - Где-нибудь поблизости есть паб?

Where is the theatre situated? -Где находится театр?

Where is the restroom? - Где находится туалет?

Excuse me, do you know where the museum is? - Извините, Вы не знаете, где находится музей?

Excuse me, can you give me quick directions to the library? - Извините, не могли бы Вы подсказать мне, где находится библиотека?

Excuse me, could you tell me how to get to the train station? - Извините, не могли бы Вы подсказать мне, как добраться до вокзала?

Excuse me, how can I get to the nearest bank? - Извините, как я могу добраться до ближайшего банка?

Is this the way to the train station? - Это путь к ж/д вокзалу?

Which is the shortest way to the cinema? - Какой самый короткий путь к кино?

Excuse me, I am looking for the temple. Do you know where it is? - Извините, я ищу храм. Вы знаете, где он находится?

Excuse me, I am looking for a restaurant. - Do you know how to get there? - Извините, я ищу ресторан. Вы знаете, как до него добраться?

Could you show me on the map? - Не могли бы Вы показать мне на карте?

Is it far from here? - Это далеко отсюда?

Can I walk there from here? - Могу я дойти туда пешком?

go along (the beach) - идите вдоль (пляжа)

go past (the school) - идите мимо (школы)

turn right/left = go right/left = take a right/left - поверните направо/налево

turn right/left at (the cinema) - поверните направо/налево у (кинотеатра)

turn right/left into (the main road) - поверните направо/налево на (главную дорогу)

go ahead = go straight ahead = go straight on - идите прямо

across - на другой стороне улицы, через дорогу от

opposite - напротив

on your right/left - справа/слева от Вас

first/second turning on the left/right - первый/второй поворот налево/направо

in front of - перед (напротив чего-то)

It is not far from here.- Это недалеко отсюда.

It is on Johnson Street.- Это на улице Джонсона.

It is in front of the theatre. - Это перед театром.

It is across the street. - Это через дорогу.

Keep going. - Продолжайте идти прямо (в этом же направлении).

Cross the street. - Перейдите на другую сторону улицы.

The museum is opposite to the church. - Музей напротив церкви.

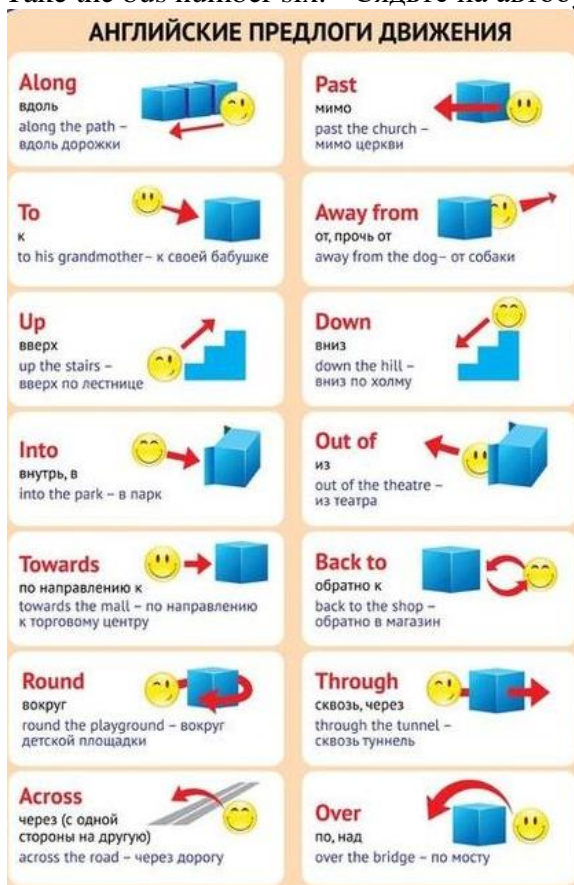
The post office is on your right/left. - Почта справа/слева от Вас.

Take the second turning on the left. - Поверните на втором повороте налево.

Go along Johnson street until the restaurant. - Идите вдоль улицы Джонсона до ресторана.

It is 20 minutes by car / on foot. - Это в 20 минутах езды на машине / ходьбы.

Take the bus number six. - Сядьте на автобус номер шесть.



1. Прочитайте и переведите диалоги:

1. - Excuse me, can you tell me where Bogdanovich Street is, please?
 - Take the second turn on the left, and then ask again.
 - Is it far?
 - No, it's only about 5 minutes walk.
 - Thanks a lot.
 - Not at all.

2. - Does this bus go to the station?
 - No, you'll have to get off at the Department store and take a 47.
 - Can you tell me where to get off?
 - It's the next stop but one.
 - Thank you.

3. - Excuse me, I'm afraid I'm lost. Can you help me?
 - Where do you want to go?
 - I am to be in Independence Square at 3 o'clock. I'm short of time.
 - Oh, yes. The quickest way to get there is by metro.
 - Is there a metro station here?
 - Yes, go straight as far as the park and there you'll see the metro station.
 - Thanks a lot.

2. Напишите свой полный адрес:

Building (№)
Block ...
Flat ...
Entrance ...
Floor ...
Street
Settlement/Village/Town/City ...
Region ...
Autonomous District ...
Postcode ...
Country ...

3. Расшифруйте адреса:

1. Mrs Mary Green
32, Godson Crescent, Kidderminster,
Worcestershire, UK, DY11 7JT

2. Scott Brown
5 Green Avenue, Apt. 3
Ann Arbor 48104
USA

3. Mr. William Smith
52 West Road, Apt. 10
London W2 4RH
UK

4. Sam Smith
67 Highhill Street., Apt. 20

Example City
Hampshire
AB123CD
United Kingdom

5. Jack James
24 Woodpark Road
Example City, CA 12345
UnitedStatesofAmerica

6. Dr. Tom Paul
North Bank, Ltd.
153 High Road, Suite 503
London, ABC123DE
United Kingdom

4. Составьте диалог:

What is your address?
Do you live far from the centre?
How long does it take you to get to...?
What transport do you take to get from ... to ... ?

Example: - What transport do you take to get from your college to the Library of Foreign Literature?

I take the metro to the Taganskaya station and then go on foot.

5. Прочтите и переведите текст, ответьте на вопросы:

Today Alexander and his foreign friends are going to the rock concert “Music, help!” in the Polytechnic Museum. Alex lives on the outskirts of Moscow. He does not know how to get to this place, so he asks his father:

Dad, can you tell me the way to the Polytechnic Museum? How can I get there quickly? Sure. It’s situated in the very centre of Moscow. Take the metro and get off at the Lubyanka station. Then go up the stairs to the street. There is a square opposite the exit, called Novaya Ploshchad. The Polytechnic Museum is a big long building just in front of you. Go straight across the Square. It is behind the bus stop. Thanks, Dad.

Alexander goes to the local metro station. He leaves the entrance to his block of flats, walks along the side street, turns left and then right. It takes him only a ten-minute walk to get to the metro station. Alex goes down the stairs and takes a train. In forty minutes he is at the Lubyanka station. He turns left to the escalator. Today the station is not so crowded. He goes up. He sees the old building of the Polytechnic Museum across the square and walks straight towards it. At the crossroads next to the Museum he meets with his friends – Peter, Jane and Nora. They are glad to see Alex. They come into Museum hall. The concert starts in a quarter of an hour.

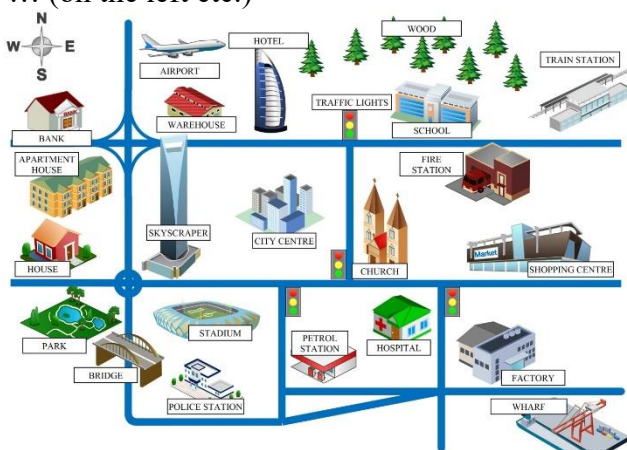
Верны ли утверждения:

1. Alexander goes to the Polytechnic Museum for the first time.
2. He knows a quick way to get there.
3. He lives on the outskirts of Moscow and far from the metro station.
4. There are a lot of people at the Lubyanka station.
5. The Polytechnic Museum is in Lubyanskaya Ploshchad.
6. It’s a modern tall building.

7. There is a bus stop just in front of you.
8. His groupmates are at the entrance waiting for him.
9. The concert starts in fifteen minutes.
10. The friends want to attend this concert as they are fond of country music.

6. Расскажите как добраться до самых популярных мест в твоём городе, используя рисунок:

I live in ... (city), in ... (street).
 ... is ... my home.
 To get to the bus station ... (name) I ... (walk, take a bus No 246 etc).
 It takes me ... minutes/ ... stops.
 The bus is usually ... (crowded/ empty).
 Then I get off the bus and turn ...
 ... is ... (on the left etc.)



7. Составьте диалоги, основываясь на следующих ситуациях:

Situation 1

Walking in the street, you meet a friend of yours who says that he is sick and tired of the London traffic, noise and bad air and that he is thinking of moving to a small town in the North.

Guide words I'm not surprised. How long have you been living in London? I think it's a good idea.

Situation 2

You are in a new(unknown to you)district of a large city looking for your friend's address. The houses around you – those traditional English homes – seem very alike. You ask a passer-by to help you find the place.

Guide words My friend's address is.... A normal two-storey house he said. I've just moved in myself. Try the third house on your left.

Situation 3

You are sorry to have missed your bus. You are afraid you might be late for work. Your colleague who lives in the same block of flats might also be late for work. But he comforts you.

Guidewords My luck!(Ну и везет же мне!(ирон).Just missed by a hair!(Опоздал буквально на секунду). We canstill make it. You needn't worry.

Situation 4

A stranger comes up to you and asks you the way to the central railway station. You give him the necessary directions.

Guidewords Go along this street as far as... Take the first turn on your left. Take bus 35 and then change for tram 16.

Практическая работа № 8

Тема: Описание здания, интерьера. Описание колледжа (кабинета иностранного языка).
Оборот there is/are. Неопределённые местоимения some/any/one

Цель: Совершенствование навыков чтения и говорения

Студент должен

Знать: новые слова по теме, неопределённые местоимения some/any/one

Уметь: описывать здание и интерьер с использованием оборота there is/are и местоимений some/any/one

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.

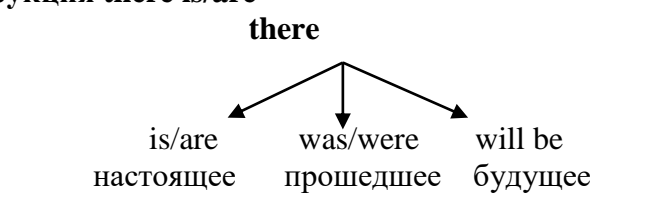
Alexei: Vlad, what are you going to do after you graduate?

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!

Конструкция there is/are



МЕСТОИМЕНИЯ SOME, ANY, NO И ИХ ПРОИЗВОДНЫЕ

Some обозначает некоторое количество

Употребление

Утвердительная форма We have got some dictionary

Отрицательная форма We have got no dictionary
We haven't got any dictionary

Вопросительная форма Have you got any dictionary

1. Заполните пропуски местоимениями some или any. Переведите предложения на русский язык.

1. You will need _____ warm clothes there.
2. I don't have _____ money with me.
3. Please, give me _____ more coffee. – I'm sorry, but there isn't _____ more coffee.
4. I'm sorry, but I didn't have _____ time to prepare my lessons last night.
5. I didn't have _____ stamps, so I went to the post-office to buy _____.
6. Please, put _____ water in the vase, the flower are dying.
7. There are _____ famous museums in that city but we didn't have time to visit
8. The doctor gave me _____ medicine for my cough.
9. There aren't _____ students in the room at the moment.

2. Напишите следующие предложения в вопросительной и отрицательной формах.

1. There are some extra chairs in the next room.
2. He made some mistakes in spelling.
3. They have some pretty dresses in that store.
4. The teacher taught us some important rules of grammar.

5. We learned some new words in class yesterday.
6. There are some flowers in the yellow vase.
7. The doctor gave her some pills to take.
8. I bought some stamps at the post office
9. He told us about some of his experiences.

3. Вставьте some, any или no:

1. There are _____ pictures in the book.
2. Are there _____ new students in your group?
3. There are _____ old houses in our street.
4. Are there _____ English text book on the desk? – Yes. There are _____.
5. Are there _____ maps on the walls? – No, there aren't _____.
6. Are there _____ pens on the desk? – Yes, there are _____.
7. Are there _____ sweets in your bag? – Yes, there are _____.
8. Have you got _____ English books at home? – Yes, I have _____.
9. There are _____ beautiful picture in the magazine, look at them.
10. There is _____ ink in my pen. I cannot write.
11. Is there _____ paper on your table?
12. I haven't got _____ exercise book. Give me _____, please.
13. It is winter. There are _____ leaves on the trees.

ПРОИЗВОДНЫЕ

some		any	
somebody	something	anybody	anything
кто-то	что-то	кто-то	что-то
no		every	
nobody	nothing	everybody	everything
никто	ничего	все (каждый)	все

4. Вставьте some, any, no или их производные:

1. Are there _____ cinemas or theatres in your town? – There aren't _____ cinemas - but there is a theatre festival in summer.
2. Is there _____ for young people – a zoo, interesting museums? – I'm sorry, there is _____ zoo in our town. But there are _____ museums, _____ discos and every three weeks there is a rock concert for young people here.
3. She has _____ sister, she has only brothers.
4. Do you know _____ about Chinese art?
5. They have _____ cousins in Minsk.
6. I have _____ good friends.
7. We did not know _____ about his problem: he told us _____.
8. Have you got _____ interesting books?
9. Have you _____ friends in America?
10. He has _____ English books in this bookcase.
11. Did you meet _____ on your way to school?
12. Have you got _____ pencils in your bag?
13. Do we have _____ chalk on the blackboard?
14. How could I know that he was ill? _____ told me _____.
15. She has _____ mistakes in her test.

Практическая работа № 9

Тема: Виды магазинов. Ассортимент товаров. Артикли. Определенный и неопределенный артикли.

Цель: Совершенствование грамматических навыков.

Студент должен

Знать: случаи использования определенного и неопределенного артиклей, слова по теме.

Уметь: применять артикли в устной и письменной речи, слова по теме

ХОД ЗАНЯТИЯ

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?

НЕОПРЕДЕЛЕННЫЙ АРТИКЛЬ a (an).

Употребляется только перед исчисляемыми существительными в единственном числе.

I am a student. Я студент (один из многих).

This is an apple. Это – яблоко (какое-то одно из многих).

С исчисляемыми существительными в ед. числе	Примеры
1. В значении любой, каждый	A pupil must do homework. A car is a comfortable means of transport.

2. После оборота there is/was/will be	There was a big garden behind the house.
3. Перед дополнением	He's got a car. We bought a house last year.
4. Перед именной частью составного именного сказуемого	His mother is a doctor. It's a nice film.
5. В восклицательных предложениях после <i>what, such</i>	<i>What a pretty girl!</i> He is <i>such a clever</i> boy!
6. В ряде устойчивых выражений, обозначающих однократные Действия	<i>to make a mistake</i> — сделать ошибку <i>to take a seat</i> — сесть <i>to give smb a lift</i> – подбросить кого-либо на машине <i>to go for a walk</i> - пойти на прогулку <i>to catch a cold</i> – простудиться <i>to give a look</i> — взглянуть <i>to have a rest</i> — отдохнуть

ОПРЕДЕЛЕННЫЙ АРТИКЛЬ

the происходит от указательного местоимения **that**. Часто переводится словами *этом, эта, это, эти*.

Употребляется перед существительными, как в единственном, так и во множественном числе.

Со всеми типами существительных в ед. и мн. Числе	Примеры
Если слово упоминалось ранее	They have a new house. <i>The house</i> is very big.
Из контекста ясно, о чем идет речь	Did you like <i>the film</i> ?
Перед существительным, обозначающим единственный в своем роде предмет (<i>the sun, the moon, the earth, the world, the south, the north, the east, the west, the sky, the sea, the atmosphere, the capital</i>)	<i>The Earth</i> moves round the Sun. I'd like to travel round <i>the world</i> . Let's go to <i>the south</i> in summer. <i>The sky</i> is blue today. London is <i>the capital</i> of Great Britain.
При наличии порядкового числительного	John is always <i>the first person</i> to help everybody.
5. При наличии прилагательного в превосходной степени	It's <i>the best book</i> I have ever read.
Перед существительным в обобщающем значении (<i>класс предметов</i>)	<i>The giraffe</i> is a tall animal. <i>The bicycle</i> is an excellent means of transport.
Перед субстантивированными частями речи (прилагательные и причастия) в роли существительных	<i>The young</i> don't understand <i>the old</i> . <i>The homeless</i> and <i>the unemployed</i> need more help. <i>The Chinese</i> invented many important things.
При наличии ограничительных слов (<i>only, same, main, final, last, next, left/right, right/wrong</i>)	Your hat is <i>the same colour</i> as mine. It's <i>the only way</i> out. <i>The last train</i> leaves at 9 o'clock . Who'll be <i>the next</i> to read?

АРТИКЛЬ С НАЗВАНИЯМИ ГОРОДСКИХ ОБЪЕКТОВ

Артикль отсутствует	the
Улицы, площади, парки:	Улица в Лондоне:

Blackrock Road, Fifth Avenue, Tverskaya Street, Trafalgar Square, Hyde Park, Gorky Park.	<i>the Mall</i>
	<i>Музеи, галереи:</i> the British Museum, the Tate Gallery, the Hermitage, the Russian Museum
<i>Театры:</i> Covent Garden, Grand Opera	<i>Театры, концертные залы, кинотеатры:</i> the Bolshoi Theatre, the Art Theatre, the Tchaikovsky Hall, the Odeon Cinema
<i>Названия в притяжательном падеже:</i> Maxim's, McDonald's	<i>Дворцы, отели, рестораны, кафе, бары:</i> the Winter Palace, the Hilton (Hotel), the Savoy, the Bombay Restaurant
<i>Аэропорты, станции, мосты:</i> Heathrow (Airport), Vnukovo (Airport), Victoria Station, Waterloo Bridge	
<i>Церкви, соборы:</i> Westminster Abbey, St. Paul's Cathedral, St. Basil's Cathedral, St. John's Church	
-	<i>Корабли, яхты, известные поезда:</i> the Titanic, the Orient Express
-	<i>Известные произведения архитектуры:</i> the Sistine Chapel, the Taj Mahal, the Kremlin

1. Вставьте артикль, где необходимо:

- We have ___ large ___ family.
- My granny often tells us ___ long ___ interesting ___ stories.
- My ___ father is ___ engineer. He works at ___ factory. ___ factory is large.
- My ___ mother is ___ doctor. She works at ___ large ___ hospital. She is at ___ work now.
- My ___ aunt is ___ teacher. She works at ___ school. ___ school is good. My ___ aunt is not at ___ school now. She is at ___ home. She is drinking ___ tea and eating ___ jam. ___ jam is sweet. I am at ___ home, too. I am drinking ___ tea and eating ___ sandwich. ___ sandwich is tasty.
- My sister is at ___ school. She is ___ pupil.
- My cousin has ___ big ___ black ___ cat. My cousin`s ___ cat has two ___ kittens. ___ cat likes ___ milk. ___ kitten like ___ milk, too
- I am ___ engineer.
- My ___ son is ___ pupil.
- He is ___ good ___ pupil.
- This is ___ house.
- This is my ___ pencil.
- You have some ___ pencils, but I have no ___ pencil. Give me ___ pencil, please.

Запомните следующие словосочетания, в которых артикль не употребляется:

at school after school from school
at home after work from work
at work

2. Вставьте артикль, где необходимо:

1. I have two _____ sister. My _____ sister are _____ students.
2. We are at _____ home.
3. My _____ brother is not at _____ home, he is at _____ school.
4. My _____ mother is at _____ work. She is _____ doctor.
5. I am not _____ doctor.
6. I have no _____ sister.
7. He is not _____ pilot.
8. I have thirty-two _____ teeth.
9. He has _____ child.
10. She has two _____ children. Her children are at _____ school.
11. Is your father at _____ home? – No, he is at _____ work.
12. Where is your _____ brother? – He is at _____ home.
13. There is _____ picture on _____ wall.
14. What is _____ date today? It is _____ seventh of _____ December.
15. _____ third lesson today is _____ lesson of English.
16. Pete, go to _____ blackboard.
17. After school I usually go _____ home.
18. My father always comes from _____ work late: at eight o'clock or at _____ half past right. But on _____ Friday he comes _____ home early: at half past four or at _____ quarter to five. On _____ Saturday and on _____ Sunday he does not go to _____ work.

Запомните следующие устойчивые словосочетания

to play chess to play the piano
to play football to play the guitar
out of doors

3. Вставьте артикль, где необходимо:

My _____ name is Charlie. I come from _____ pretty big _____ family. I have two _____ brothers and _____ sister is _____ youngest; she plays _____ violin really well and wants to be _____ professional _____ musician. She has other _____ hobbies, too, and she often goes swimming with her _____ friends if _____ weather is nice.

Запомните следующие устойчивые словосочетания

to the cinema at the cinema
to the theatre at the theatre
to the shop at the shop
to the market at the market
to go for a walk

4. Вставьте артикль, где необходимо:

1. Let`s go to _____ shop. I must buy _____ bread and _____ milk.

2. I was at _____ cinema yesterday. – What _____ film did you see? Oh, I saw _____ very good film. I think it is _____ best film of _____ year.
3. Do you often go to _____ theatre? – No, I don't. I like to go to _____ theatre, but I am very busy. I work from _____ morning till _____ night. I even have no _____ time to play _____ piano.
4. Oleg has _____ a lot of _____ interesting books at _____ home.
5. _____ lot of _____ tourists from _____ different countries come to _____ St. Petersburg. They won't to see one of _____ most beautiful cities in _____ world.
6. My new friends said to me: "I am _____ student of _____ first course".
7. We went to _____ cinema in _____ evening.
8. I am interesting in _____ history.
9. What _____ foreign languages does your father speak? – He speaks _____ English. He studied _____ English at _____ school.
10. We played _____ tennis at _____ lesson of physical training yesterday. We had _____ good time.

Практическая работа № 10

Тема: Совершение покупок в продуктовом магазине. Количественные местоимения.

Цель: Развитие умения читать с целью понимания основного содержания.

Студент должен

Знать: новые лексические единицы по теме, количественные местоимения.

Уметь: говорить на основе прочитанного.

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!

4. 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?

4. Make up your own dialogue

Количественные местоимения (Cardinal Pronouns)

many и much, few и little

Указатели количества	Countable/ Исчисляемые	Uncountable/ Неисчисляемые
много	a lot of (many)	a lot of (much)
мало	few	little
немного (несколько)	a few	a little
Сколько...?	How many...?	How much...?

1. Вставьте *little/a little, few/a few*.

1. There is ... salad in this bowl. 2. Would you like ... salad? 3. I have ... money, so we can go to the cinema. 4. I have ... money, so we can not go to the cinema. 5. The girl works very ..., so she knows nothing. 6. Mother gave us ... apples, we were very glad. 7. He did not like it at the camp: he had very ... friends at the camp. 8. The hall was almost empty: there were very ... people in it. 9. She left and returned in ... minutes. 10. I think you can spare me ... time now. 11. I am sorry I have seen ... plays by this author.

2. Вставьте *few, a few, little, a little*.

1. My sister likes... sugar in her tea, but I like a lot in mine. 2. There was still... time before the lesson began. 3. He has... knowledge of the subject. You'd better ask somebody else. 4. We got... pleasure from the trip, the weather was bad all the time. 5. Are there many vacant rooms in the hotel? -No, there are only.... 6. There is ... sunshine in this rainy place. 7. She said she wanted to buy ... rice and... oranges. 8. Do many people know about this new shop? - No, only....

3. Вставьте *much, many, little, a little, few, a few*.

1. I'd like to say . . . words about my traveling. 2. She gave him . . . water to wash his hands and face. 3. He had . . . English books at home, so he had to go to the library. 4. After the lesson everybody felt . . . tired. 5. Let's stay here . . . longer. I like it here. 6. There were . . . new words in the text and Peter spent . . . time learning them. 7. There was . . . sugar in the bowl, and we had to put . . . sugar there. 8. My mother knows German . . . and she can help you with the translation of this text. 9. When we walked . . . farther down the road we met another group of pupils. 10. Have you got . . . time before the lesson?

4. Переведите на английский язык.

1. У тебя много кофе? - Нет, очень мало. 2. Разве у тебя совсем нет чая? - Да нет, есть немного. 3. В бутылке есть немного молока. 4. Немногие из англичан говорят по-русски. 5. У них здесь мало друзей. 6. У него мало времени для чтения. 7. У Петра много русских книг и мало английских книг. 8. Некоторые из мальчиков отправились на автомобиле, но большинство из них поехали на автобусе.

5. Переведите на английский язык, обращая внимание на перевод слов *much, many, a little, few*.

1. В стакане есть немного молока. 2. В тетради осталось мало чистых страниц. 3. У тебя много кофе? – Нет, очень мало. 4. Немногие из англичан говорят по-русски. 5. У них здесь очень мало друзей. 6. У него очень мало времени для чтения. 7. У Петра много русских книг и мало английских книг. 8. У меня есть немного времени вечером, чтобы закончить эту работу. 9. Я провожу много времени в библиотеке, потому что я готовлюсь к экзаменам. 10. Огромное спасибо. 11. Я очень люблю мороженое.

6. Вставьте *much, many, little, few, a little* или *a few*.

1. When we walked farther down the road, we met another group of students.
2. Have you got ink in your pen?
3. At the conference we met people whom we knew well.
4. There are very old houses left in our street. Most of them have already been pulled down.
5. If you have spare time, look through this book. You will find stories there which are rather interesting.
6. There are things here which I cannot understand.
7. Shall I bring more chalk? — No, thank you. There is chalk on the desk. I hope that will be enough for our lesson.
8. He had English books at home, so he had to go to the library for more books.
9. She gave him water to wash his hands and face.
10. I'd like to say words about my journey.
11. After the play everybody felt tired.
12. Let's stay here longer: it is such a nice place.
13. There were new words in the text, and Peter spent time learning them.
14. There was hay in the barn, and the children could not play there.
15. There was water in the river, and they decided to cross it.
16. My mother knows German and she can help you with the translation of this letter.

7. "Much", "many", "few", "little", "a few", "a little", "some"

1. _____ people came to see the play. It was rather sad.
2. Come on! We've still got _____ time left to finish this.
3. Daniel gave very _____ reasons for closing down the bar.
4. With time and _____ patience, you'll forget her and be happy again.
5. He's not a good teacher. He's unimaginative and has very _____ patience with children.
6. _____ of that group's songs are excellent but I don't really like most of their music.
7. I've been to that Asturian restaurant _____ times. It's good.
8. _____ people never learn how to dance properly. It's such a shame.
9. Very _____ people went to see that film. I don't know why. It's excellent.
10. I have _____ time for people who talk about themselves all the time and never listen to anyone else.
11. I normally have _____ red wine with my lunch. It's good for you.
12. Dress the salad with salt, pepper and _____ olive oil.
13. I've got 20 Euros and _____ coins. That should be enough for tonight.
14. His computer needs cleaning. He takes very _____ care of it.

Практическая работа № 11

Тема: Совершение покупок в магазине одежды/обуви.

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.

ХОД ЗАНЯТИЯ

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

- 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.
- The shops** are open from 9 to 6 every day except Sunday.
- The sales are usually in January and July in Brussels. I love this time because I can find some **bargains**.
- 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.
- They have **a good selection** and their prices are not so high, too.

6. Make up your own dialogue

Практическая работа № 12

Тема: Физическая культура и спорт. Здоровый образ жизни. Множественное число существительных.

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

Студент должен

Знать: правило образования множественного числа, новые слова по теме.

Уметь: говорить на основе прочитанного, образовывать множественное число.

ХОД ЗАНЯТИЯ

1. Practice the following words from the text:

healthy way of life = healthy living — здоровый образ жизни

- un**healthy way of life = **un**healthy living — нездоровый образ жизни
- bad/ unhealthy habit — вредная привычка
- take care of your health — заботиться о своем здоровье
- get into a habit of — завести привычку
- get rid of a bad habit — избавиться от вредной привычки
- make it a rule — поставить за правило
- prefer organic food — предпочитать натуральную еду
- food with additives/ junk food/ fast food — еда с добавками, фастфуд
- food rich in calories = fatty food — калорийная пища
- influence our health — влиять на здоровье
- improve health — улучшить здоровье
- ruin health — навредить здоровью
- do harm — причинять вред
- skip breakfast — пропускать завтрак
- be overweight — иметь избыточный вес
- lose weight — похудеть
- put on weight — поправиться
- keep to a diet / be on diet / follow a diet — быть на диете
- 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?

Множественное число существительных

Правила образования множественного числа:

1. *Мн. число суц. образуется путем прибавления окончания –s:* a map – maps; a bike – bikes; a pen – pens.
2. *Если слово заканчивается на буквы –s, -z, -ch, -sh, -x, то множественное число образуется путем добавления окончания –es:* a bus – buses; a dress – dresses; a box – boxes.
3. *Если слово заканчивается на –у, перед которой стоит согласная буква, то во мн. ч. –у меняется на –i и добавляется окончание –es:* a city – cities; a factory – factories.

4. Если слово заканчивается на *-y*, перед которой стоит гласная буква, то просто добавляется окончание *-s*: a boy – boys; a day – days; a key – keys.
5. Существительные оканчивающиеся на *-o*, перед которой стоит согласная буква, мн. ч. Образуется путем добавления окончания *-es*: a potato – potatoes; a hero – heroes (искл. a piano – pianos; a photo – photos)
6. Если слово заканчивается на *-f*, то *-f* меняется на *-v* и добавляется *-es*: a half – halves; a leaf – leaves (искл. a roof – roofs; a chief – chiefs; a proof – proofs)
7. Если слово заканчивается на *-fe*, то предпоследняя буква меняется на *-v* и добавляется *-s*: a wife – wives; a life – lives; a knife – knives
8. Ряд существительных образует множественное число не по правилам:

a man – men	a tooth – teeth
a woman – women	a foot – feet
a child – children	a mouse – mice
a goose – geese	an ox – oxen
9. Некоторые существительные употребляются только в единственном числе: news, information, knowledge, advice, money, progress, hair, fruit, gymnastics, mathematics
10. Некоторые существительные употребляются только во множественном числе: glasses, trousers, goods, cattle, shorts, pajamas, clothes, scissors, police, people.

1. Образуй множественное число существительных:

Пример: policeman – policemen

- | | |
|----------------------|-------------------|
| 1. sportsman – _____ | 11. berry - _____ |
| 2. valley – _____ | 12. child - _____ |
| 3. thief – _____ | 13. radio - _____ |
| 4. mouse – _____ | 14. tooth - _____ |
| 5. sheep – _____ | 15. woman - _____ |
| 6. wolf – _____ | 16. hero - _____ |
| 7. deep - _____ | 17. video - _____ |
| 8. shelf - _____ | 18. wife - _____ |
| 9. potato – _____ | 19. goose - _____ |
| 10. brush - _____ | 20. photo - _____ |

2. Переведите предложения на английский язык:

1. Ее советы очень полезны.
2. Математика – мой любимый предмет.
3. Ее одежда очень красива.
4. Какие новости?
5. Где деньги? – Они на столе.

3. Выберите правильное слов в каждом предложении:

1. _____ (million/millions) of people travel abroad and enjoy it.
2. I have there _____ (hundred/hundreds) books at home.
3. I know at least two _____ (dozen/dozens) places where we could go on holiday.
4. One can see _____ (thousand/thousands) of stars in the night sky.
5. Nick brought _____ (hundred/hundreds) of photos from the summer camp.
6. We have learned several _____ (hundred/hundreds) English words.
7. This car can do ten _____ (dozen/dozens) miles an hour.
8. The population of Great Britain is over fifty _____ (million/millions) people.
9. Moscow zoo has _____ (hundred/hundreds) of species of different birds.
10. There are only four _____ (hundred/hundreds) pupils in this college

Практическая работа № 13

Тема: Еда полезная и вредная. Простое прошедшее время. Структура used to + Infinitive structure

лексических навыков чтения и говорения.

Студент должен

Знать: Новые слова по теме; правило образования простого прошедшего времени, случаи использования.

Уметь: Читать с целью извлечения конкретной информации, излагать собственную точку зрения; образовывать простое прошедшее время.

ХОД ЗАНЯТИЯ

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 _____

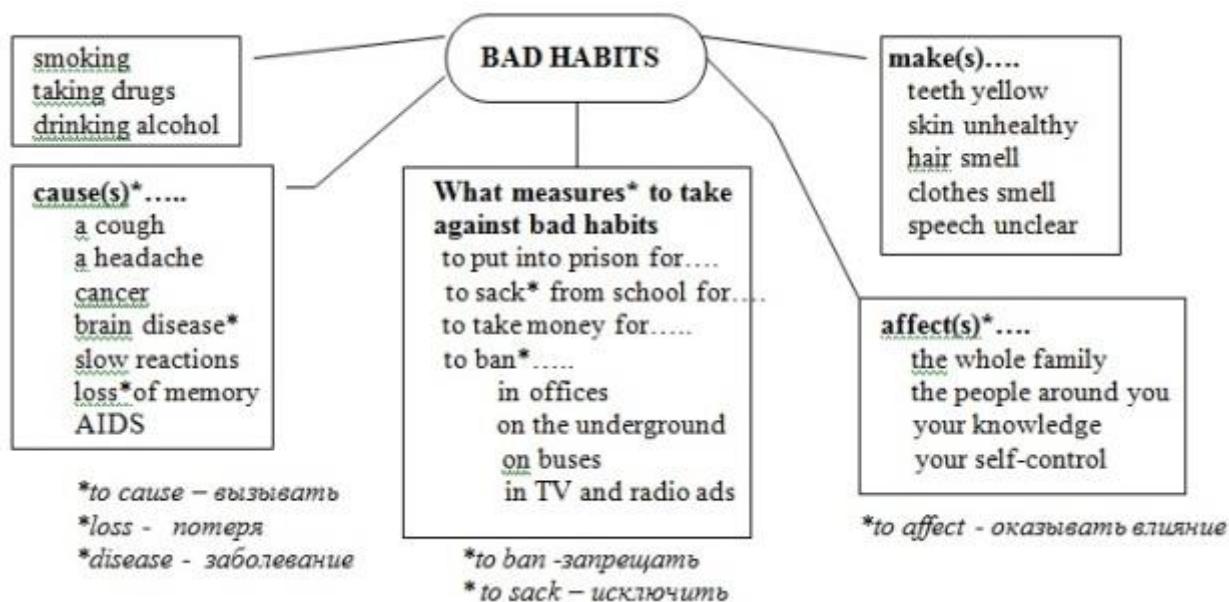
6. They ruin all human organs _____

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



The Past Simple Tense

«+» подлежащее + Ved (2)

«-» подлежащее + did + not + V1

«?» Did + подлежащее + V1?

Yesterday, last year, last week, last Sunday, a year ago, the other day, in 1996

Примеры:

They collected a lot of stamps last year.

I didn't watch TV the day before yesterday.

Did she understand the play? – No, she didn't

1. Употребите глаголы данные в скобках в форме Past Simple:

1. We _____ (work) in our garden all day yesterday.
2. I _____ (listen) to the radio until twelve o'clock last night.
3. He always _____ (want) to learn English.
4. Ann and I _____ (talk) over the telephone yesterday.
5. They _____ (live) in France for many years.
6. The meeting _____ (last) about two hours.

2. Напишите следующие предложения в отрицательной и вопросительной форме:

1. They stayed in Moscow all summer.

2. She planned her work well.

3. The crowd waited a long time to see the famous actor.

4. He worked in that Institute for many years.

3. Используйте глагол в скобках в Past Simple:

Yesterday Peter _____ (have) breakfast at 8 o'clock in the morning. After breakfast _____ (walk) to school. In the morning he _____ (have) these classes: French, gymnastics and history.

At lunch time, Peter _____ (talk) to some of his friends, and in the afternoon he _____ (attend) the geometry and art classes. Then he _____ (walk) home, _____ (cleaned) his room, and _____ (listen) some music before dinner.

After dinner he _____ (watch) TV for about two hours. Then he _____ (study) for a little while and at about ten thirty, he _____ (undress) and _____ (go) to bed. It _____ (be) a busy day.

The Past Continuous Tense

«+» подлежащее + was/were + Ving

«-» подлежащее + was/were + not + Ving

«?» Was/were + подлежащее + Ving?

at ... o'clock yesterday, when mother came home, from 7 yesterday, the whole morning

Примеры:

We were playing chess the whole evening.

What were you doing yesterday at 9 o'clock?

3. Употребите was или were в данных предложениях:

1. The Titanic _____ going very fast.
2. We _____ sleeping in our room.
3. Another ship _____ passing a party.
4. We _____ not having a party.
5. They _____ not firing the rockets in fun.
6. The captain _____ sleeping in his cabin.
7. What _____ you doing at the moment?
8. My mother _____ wearing a nightgown and my father pajamas.
9. _____ the people crying? – No, they _____ laughing and joking.
10. What kind of music _____ the band playing?

4. Употребите глаголы, данные в скобках в Past Simple или в Past Continuous:

1. _____ yesterday (go) home when you _____ (meet) her yesterday?
2. We _____ (have dinner) when he _____ (arrive).
3. When _____ (see) him last?
4. What _____ you (do) yesterday at 8 o'clock?
5. He _____ (work) for this company for two years.
6. She _____ (eat) a lot of meat when she was younger.
7. I _____ (sleep) when you _____ (phone)
8. How fast _____ you (drive) when the accident _____ (happen)?
9. When I _____ (to come) home, my little sister _____ (to sleep).
10. When Nick _____ (to come) home, his brother _____ (to play) with his toys.

Практическая работа № 14

Тема: Традиционные виды спорта в Великобритании и США.

Цель: Формирование лексических навыков чтения.

Студент должен

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

Уметь: Делать выписки из прочитанного (читать с целью детального понимания содержания и извлечения конкретной информации)

ХОД ЗАНЯТИЯ

Sports in Great Britain

England is a sports-loving nation. Sports in England take many forms: organized sports, which attract huge crowds to encourage their favourite team to victory, athletic games played for recreation and others.

Some sports are called spectator sports, when the number of spectators is greater than the number of people playing in the game. Other sports are called participant, sports attracting large crowds only on special occasions such as tournaments.

The game peculiarly associated with England is cricket. Many other games too are English in origin, but have been accepted with enthusiasm in other countries; cricket has been seriously and extensively accepted only in the Commonwealth, particularly in Australia, India, Pakistan.

Cricket is slow, and a spectator, sitting in the afternoon sun after his lunch, may be excused for having a little sleep for half an hour. Cricket is making no progress in popularity. Association football or soccer is very popular. Nearly 49 million spectators each year attend matches between the great professional teams organized by the Football League. The biggest event in England is the Cup Final played at the Empire Stadium, Wembley, in a London suburb.

Rugby football is played with an egg-shaped ball which may be carried and thrown (but not forward). Rugby is played mainly by the amateurs.

The games of golf and tennis are played by great numbers of people. Golf is played in the countryside. It consists in driving a small ball towards and into holes separated by considerable distances, by means of special "golf clubs". The aim is to go round using as few strokes as possible. There are many tennis clubs, but every town provides tennis courts in public parks. The world championship tennis matches are held at Wimbledon in London, during June and July.

Next to football, the chief spectator sport in Britain is horse-racing. A lot of people are interested in the races and risk money on the horse which they think will win. Britain is also famous for motor-car racing, boat-racing, dog-racing, and even

races for donkeys. The famous boat-race between the teams of Oxford and Cambridge attracts large crowds of people.

Various forms of athletics, such as running, boxing, jumping, swimming are wide-spread in England. 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 forms an essential part of daily life in Britain.

Topical Vocabulary:

a sports-loving nation - нация любителей спорта

organized sports - организованный спорт

to attract crowds - зд.: привлечь большое количество зрителей

to encourage one's favourite - болеть за любимую команду

an athletic game - спортивная игра

to play a game for recreation - играть во что-либо ради отдыха

a spectator sport - «зрительский» вид спорта

participant - массовый (о виде спорта)

a tournament - турнир

cricket - крикет

to be English in origin - быть английским по происхождению

to be accepted with enthusiasm - приниматься с энтузиазмом

the Commonwealth - Британское Содружество

to make no progress in popularity - не становиться более популярным to

to attend a match - посещать матч

a professional team - профессиональная команда

to be organized by the Football League - организовываться Лигой футбола

the Cup Final - финал Кубка

rugby football (rugger) - регби

an amateur - любитель

golf - гольф

Summer and Winter Sports

People all over the world are very fond of sports and games. That is one of the things in which people of every nationality and class are united.

The most popular outdoor winter sports are shooting, hunting, hockey and, in the countries where the weather is frosty and there is much snow — skating, skiing and tobogganing. It's so nice to go to the skating-rink on a frosty sunny day. Some people prefer to be out of town in such weather and to sledge or to ski in the woods. Many people greatly enjoy figure-skating and ski-jumping.

Summer affords excellent opportunities for swimming, boating, yachting, cycling, gliding and many other sports. Among outdoor games football takes the first place in public interests; this game is played in all the countries of the world. The other games that have firmly established themselves in favour in different countries are cricket, volley-ball, basketball, and so on. Badminton is also very popular both with young and old.

All the year round many people indulge in boxing, wrestling, gymnastics and track and field events. Scores of young girls and women go in for calisthenics. Over the last few years aerobics has become popular with young girls and women. Aerobics helps them to be slim, healthy and strong. The interest for it greatly increased thanks to Jane Fonda, a prominent American actress, the founder of this kind of sport. This woman may serve as an impressive example of inexhaustible health, cheerfulness and beauty. Being a great enthusiast of aerobics she has been trying to initiate many women all over the world into this sport.

Among indoor games which one can go in for all the year round are billiards, table tennis, draughts, chess, of course. The results of chess tournaments are studied and discussed by enthusiasts in different countries.

So we have all grounds to say that sport is one of the things that makes people kin.

Questions:

What are people all over the world fond of?

What unites people of every nationality?

Why do people prefer to be out of town on a frosty sunny day?

What are the most popular outdoor winter sports?

What opportunities for sports does summer afford?

What game takes the first place in public interest?

When do many people indulge in boxing, wrestling, athletics, gymnastics?

Who goes in for calisthenics?

Why is chess the great international game?

Vocabulary:

to be fond of smth — любить, нравиться

to unite — объединять

outdoor winter sports — зимние виды спорта на открытом воздухе

shooting — стрельба

hunting — охота

tobogganing — санный спорт

to sledge — кататься на санках

yachting — парусный спорт

gliding — планерный спорт

to establish oneself in favour — стать в почете

lawn-tennis — теннис

track and field events — легкая атлетика

scores of young girls and women — множество девушек и женщин

calisthenics — ритмическая гимнастика

indoor games — игры в закрытом помещении

impressive example — замечательный пример
inexhaustible — неисчерпаемый
cheerfulness — бодрость
enthusiast — энтузиаст
to initiate — приобщить кого-то к чему-то
tournament — турнир, спортивное соревнование

Sport in the USA

Americans are very fond of sport. The most popular sports in the USA are football, which is played from April to October, baseball, played from September to December, basketball played from October to April and ice hockey, played in most northern cities from October to March.

American football derives from the English game of rugby. It started at Harvard University in the 1870's. It is a game for two teams of eleven men on the field. The object of the game is to have the control of the ball and to score points by carrying it across the goal-line.

Baseball is a team game derived from the English game of cricket. It is played with a bat and ball by two teams of nine players each, on a field with four bases. Baseball is the national game in the USA and it is very popular in Canada too.

Basketball is a game which nowadays is popular all over the world. It was invented in 1891. During the 20's the first US league championship was organized. In the 70's the American Championship was divided into two leagues: the ABA (American Basketball Association), which does not exist any longer and which played with a blue, red and white ball and the NBA (National Basketball Association).

The NBA is a professional league which still plays.

There are more activities which Americans take part in such as golf, swimming, tennis, aerobics, wrestling, etc.

Sport in the USA

Americans' interest in sports seems excessive to many foreign visitors. Television networks spend millions of dollars arranging to telecast sports events. Publications about sports sell widely. In the US professional athletes can become national heroes.

Sports are associated with educational institutions in a way is unique. High schools have coaches as faculty members, and school teams compete with each other.

Nowhere else in the world are sports associated with colleges and universities in the way they are in the States. College sports, especially football, are conducted in an atmosphere of intense excitement and pageantry. Games between teams attract nationwide television audiences.

The sport that is most popular in most parts of the world — soccer — is not well known in the US. The most popular sports are football and baseball, games that are not played in large number of countries.

Sports play such an important role in American life that the sociology of sports, sports medicine, and sports psychology have become respectable specializations.

Many Americans jog every day, or play tennis or bridge two or three times a week. They go on ski trips and hunting expeditions that require weeks of planning and organizing. In the Americans' view, all these activities are worth the discomfort they may cause because they contribute to health and physical fitness. That is probably why Americans are known as a healthy nation.

Questions:

Are Americans interested in sports?

Do professional athletes become national heroes?
Are there sport teams in high schools?
Are there any coaches in the faculty?
What are the most popular sports in the USA?
What specializations have become respectable thanks sport?
Why do Americans spend so much time on sport activities?

Практическая работа № 15

Тема: Почему и как люди путешествуют. Инфинитив, его формы

Цель: Формирование лексических навыков чтения.

Студент должен

Знать: Названия спортивных игр и видов спорта в России и Великобритании на английском языке, правило использования оборота to be going to...

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.

Лексика:

travelling / travel — путешествие

to be fond of travelling — любить путешествовать

journey — длительное путешествие по суше)

trip/ school trip — поездка (короткая)/ экскурсия

two-day trip — двухдневная поездка

tour — поездка/ тур

package tour — путешествие по тур. путевке

to buy a package tour — купить тур. путевку

cruise — круиз

voyage — путешествие по морю

to drive/ go for a drive — поездка на машине/ прокатиться

flight — полет/ рейс

hitchhike — путешествие автостопом

to go hitchhiking — отправиться в путешествие автостопом

to go on a journey / cruise/school trip — отправиться в путешествие/ круиз/ на экскурсию

travel agency — туристическое агентство

to travel (go) abroad — путешествовать (ехать) за границу

to get to — добраться

to arrive in/ at — прибыть в (большой/ небольшой) город

stay in a hotel — остановиться в отеле

destination — место назначения (конечная цель)

single (return) ticket — билет в один конец (туда-обратно)

to book tickets — заказать билеты

luggage (baggage) — багаж

suitcase — чемодан

rucksack (backpack) — рюкзак (туристический рюкзак)

bag/ hand bag — сумка

porter — носильщик

lost and found office — бюро находок

left luggage office (check room) — камера хранения

information desk — справочное бюро

to pack bags (luggage) — упаковывать сумки (багаж)
 to change to — пересаживаться на
 to see smb off — провожать кого-либо
 at the airport — в аэропорту
 to arrive (at the airport) — прибывать (в аэропорт)
 arrival — прибытие
 to depart — отправляться
 departure — отправление
 boarding — посадка
 to announce — объявлять
 to take off — взлетать
 to land — приземляться
 customs — таможня
 to go through the customs — проходить таможенную
 to go through the passport control — проходить таможенную
 to travel light — путешествовать налегке
 hand luggage — ручная кладь
 to check luggage (check in) — сдать вещи в багаж
 pilot — пилот
 seat — место
 seat (safety) belt — ремень безопасности
 railway station — ж/д. станция:
 at the station — на станции
 platform — платформа
 ticket collector - контролер
 to make a reservation — забронировать место в гостинице
 to miss a plane/ a train — опоздать на самолет/ на поезд
 to get on a train/ a bus — сесть на поезд/ на автобус
 to get off a train/ a bus — сойти с поезда/ автобуса
 to get into/ out of a car — сесть / выйти из машины

1. Прочтите и переведите текст, придумайте к нему название:

Vocabulary:

abroad - за границей
 all over the world - во всём мире
 different - разные
 way of life - образ жизни
 musical rhythms - музыкальные ритмы
 shop window - витрина магазина
 city-dweller – горожанин

Millions of people all over the world spend their holidays travelling. They travel to see other countries and continents, modern cities and the ruins of ancient towns, they travel to enjoy picturesque places, or just for a change of scene. It's always interesting to discover new things, different ways of life, to meet different people, to try different food, to listen to different musical rhythms.

Those who live in the country like to go to a big city and spend their time visiting museums and art galleries, looking at shop windows and dining at exotic restaurants. City-dwellers usually like a quiet holiday by the sea or in the mountains, with nothing to do but walk and bathe and laze in the sun.

Most travellers and holiday-makers take a camera with them and take pictures of everything that interests them - the sights of a city, old churches and castles, views of mountains,

lakes, valleys, plains, waterfalls, forests; different kinds of trees, flowers and plants, animals and birds. Later, perhaps years later, they will be reminded by the photos of the happy time they have had.

People travel by train, by plane, by boat and by car. All means of travel have their advantages and disadvantages. And people choose one according to their plans and destinations.

If we are fond of travelling, we see and learn a lot of things that we can never see or learn at home, though we may read about them in books and newspapers, and see pictures of them on TV. The best way to study geography is to travel, and the best way to get to know and understand people is to meet them in their own homes.

2. Прочитайте, переведите и проигрывайте диалоги:

1. Delegate Registration

Secretary: What's your name, please?

Delegate: My name's John Brown.

Secretary: How old are you?

Delegate: I'm 54.

Secretary: What's your occupation?

Delegate: I'm a physical education teacher. Secretary: What's your nationality?

Delegate: I'm English.

Secretary: Where d'you come from?

2. At the hotel

A sportsman: Good morning.

An administrator: Good morning.

A sportsman: My name is Victor. My surname is Petrov .

I have reserved a room for three nights.

An administrator: Would you like a single or a double room?

A sportsman: I'd like a single one.

An administrator: Your room is number 56. May I have your passport?

A sportsman: Yes, please. Here's my passport.

An administrator: Thank you. Here's the key to your room.

A sportsman: Thank you.

3. Заполните анкету на краткосрочную визу:

No.	Designation	
1	Last Name	
2	Birth Name	
3	First Name(s)	
4	Date of Birth	
5	Place of Birth	
6	Country of Birth	
7	Current Nationality Nationality at Birth	
8	Gender	
9	Civil Status	
10	Minors	
11	National Identity Number	
12	Travel Document Type	
13	Travel Document Number	

14	Issue Date	
15	Expiration Date	
16	Issued By:	
17	Home Address and E-mail Address Telephone Number	
18	Residence in Another Country	
19	Current Occupation	
20	Employer or Educational Institution	
21	The Main Purpose for Your Trip	
22	Destination Member State	
23	First Entry Member State	
24	Number of Entries Requested	
25	Length of Stay	
26	Schengen Visas Issued during the Last 3 Years	
27	Fingerprints...	
28	Arrival Date	
29	Departure Date	
30	Inviting Person's Name...	
31	Host Organization / Firm Name and Address	
32	Travel and Living Expenses During Your Stay Are Covered by?	
33	Personal Information Regarding a Family Member who is a European Union, EEA, or Swiss National	
34	Relationship.	
35	Date and Location	
36	Signature	

4. Прочтите и переведите диалоги:

- Hello. What can I do for you?
- I want to travel to Rome for the summer holidays, and I just want an idea of prices and things.
- Just a minute. What exactly do you want to know?
- Well, first of all, how much does a flight cost?
- Our cheapest, flight is with Alitalia, stopping over in Paris. That's 506 pounds.
- Return?
- Yes, that's return. It's a good price, isn't it?
- Very good. What about the other airlines?
- With the other airlines, it depends on the time of year. When do you want to travel?
- I want to fly out at the end of June and come back about the middle of September.
- That's quite an expensive time of year, but if you wait a moment, I'll give you some other prices, just to give you an idea.
- Thanks.

- Excuse me, where is the ticket office?
- Round the corner.
- Thank you. I want a round trip ticket to Boston.
- What class?
- First.
- Here it is.
- Porter, will you see to my luggage, please?
- Where for, sir?
- I'm going to Boston by the 11 o'clock train. First class. I'd like a corner seat in a non-smoker.

- O.K. Here we are.
- What time do we get to Boston?
- The train is due to arrive in Boston at 13.30.
- Thank you for the information.
- Have a comfortable journey.

5. Ответьте на вопросы:

1. Are you fond of travelling? Have you travelled a lot?
2. What places have you visited? What impressed you most?
3. Why do people travel? How do different people spend their holidays?
4. What means of travelling do you know?
5. What are their advantages and disadvantages?
6. How do you prefer to travel? Why?
7. Why do people take a camera with them? What do they usually photograph?
8. What do we see and learn while travelling?
9. Have you ever travelled by sea? Was it a liner or a small boat?

1.

		Infinitive forms	
		Active	Passive
Simple	(to) do present or future I need to talk to Mary.	(to) be done present or future He wants to be sent home.	
	(to) be doing in progress now They seem to be having fun.	_____	
Perfect	(to) have done earlier or completed action I'm glad to have had the honour of meeting you.	(to) have been done earlier or completed action She claims to have been sacked for her comments.	
	(to) have been doing duration from earlier in the past They're thought to have been hiding in the mountains.	_____	

EnglishMix.ru

1. Раскройте скобки, соблюдая правила построения предложений с инфинитивными конструкциями.
2. I can (to dance)
3. She needs (to study) harder
4. He is glad (to see) you
5. They are happy (to watch) TV together now
6. (To love) is (to suffer)

7. I love (to wake up) early
8. He hates (to work)
9. (To tell) the truth, he didn't pass the test
10. She does not (to make) breakfast in the morning
11. Does he (to swim) well?
12. Let me (to do) it
13. Make him (to do) the exercise
14. I'm sorry (to bother) you
15. He is too old (to run)
16. They are strong enough (to lift) the box

2. Переведите предложения, соблюдая правила построения предложений с инфинитивными конструкциями.

1. Могу я войти?
2. Она не смотрит футбол
3. Ты сможешь мне?
4. Ты должен это сделать
5. Ему следуют извиниться
6. Я хочу бегать
7. Им достаточно лет, чтобы пить алкоголь
8. Он слишком неуверенный, чтобы завести новых друзей
9. По меньшей мере, фильм был неплохим
10. Я могу смотреть телевизор весь день
11. Я должен слушать своих родителей
12. Он рад, что работает уже 3 года
13. Возможно, он забудет то, что ты сказал ему
14. Она не умеет водить машину

3. Раскройте скобки и переведите предложения, соблюдая правила построения предложений с инфинитивными конструкциями.

1. She wants (to buy) a new car
2. Can I (to see) him?
3. She does not (to wear) makeup
4. (To) begin with, he is a great husband
5. Let me (to buy) you a drink
6. Они чувствуют себя достаточно хорошо, чтобы бегать целый день
7. Он слишком слаб, чтобы работать
8. Мягко говоря, он был груб
9. Я рад видеть тебя
10. Позволь я дам тебе совет

Практическая работа № 16

Тема: Путешествие на поезде, самолете. Степени сравнения наречий

Цель: Формирование лексических навыков чтения.

Студент должен

Знать: слова по теме, правило образования степеней сравнения прилагательных и исключения

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 poem and translate

TRAVELLING IS FUN!

I. Have a vocabulary quiz.

1. Flights inside the country are called ...
2. A train which takes you to your destination without a change is a ...
3. A bus used for long distance journey is a ...
4. A jacket you have to wear when your ship is wrecked is a ...
5. The place you are travelling to
6. The place where trains wait
7. The buildings where railway passengers arrive and leave
8. The place where buses wait
9. The place where taxis wait
10. The place where planes wait
11. The room people wait for the plane
12. Standing by the roadside trying to get a lift we call...

destination. departure lounge.

taxi rank. hitchhiking.

platform / terminus. coach.

terminals. domestic.

runway. direct train.

bus station. life-jacket.

2. Read the text

Airline Travelling

There are three international airports in London: Heathrow, Stansted and Gatwick. Flights inside Britain are called domestic flights, so if you want to travel inside the country go to domestic Departures. At the airline desk you show your ticket and give them your luggage in the usual way.

There is also a fast, frequent plane service - the shuttle - between London Heathrow and Manchester, Glasgow, Edinburgh and Belfast. For services to other cities you should ask the airline or travel agents. Families, young people, students and other people can get some tickets cheaper (for train tickets ask about a "Rail-card"). Students also have some special offers.

If you've arrived by plane, the next thing to do is to get your luggage. Follow the signs to Baggage Reclaim and wait until you see your flight number. Keep your luggage with you till you are asked the label.

Go through the Customs. This is the place where officials may search your luggage. There are two channels (passages) for travelers. Those who have more quantity of things than it is allowed to bring must go through the red channel. They have to pay duty (special tax). People with no things to declare go through the green channel without paying duty. You can also buy some things at duty-free shops which are not taxed.

3. Fill in the blanks with the words and phrases.

1. When you travel somewhere by plane, first you go to the ..., then you go through ... until you get to the ..., where you wait until your flight is called. Then you go to ..., for example until it is time to board the plane.

2. When you arrive at an airport you first go through Then you reclaim your baggage and go through the ..., where they may check your luggage. Then on the ... you are met by friends and relatives.

Degrees of Comparison of Adverbs

Первая степень	Вторая степень	Третья степень
Простые наречия, образующие степень сравнения при помощи суффиксов "-er" и "the...est"		
fast – быстро hard – упорно soon – скоро	faster – быстрее harder – упорнее sooner – скорее	(the) fastest – быстрее всего (the) hardest – упорней всех (the) soonest – скорее всего
Наречия, образованные от прилагательных при помощи суффикса "-ly".		
clearly – ясно quickly – быстро carefully – осторожно	more clearly – яснее more quickly – быстрее more carefully – осторожнее	(the) most clearly – яснее всего (the) most quickly – быстрее всего (the) most carefully – осторожней всего
Наречия, которые являются исключениями в английском языке. Их необходимо запоминать.		
well – хорошо badly – плохо much – много little – мало far – далеко	better – лучше worse – хуже more – больше less – меньше farther – дальше	(the) best – лучше всего (the) worst – хуже всего (the) most – больше всего (the) least – меньше всего (the) farthest – дальше всего

1. Напишите три степени сравнения следующих наречий. Некоторые из предложенных наречий не имеют степеней сравнения – какие? Напишите три степени сравнения для следующих наречий. Какие из этих наречий не образуют никаких степеней сравнения?

Хорошо, плохо, далеко, здесь, снаружи, легко, в основном, быстро, громко, обычно, осторожно, радостно, терпеливо, опасно

2. Выберите правильный вариант использования степени сравнения наречий. Выберите правильное наречие (степень сравнения), чтобы завершить предложения.

- Алиса улыбается даже (ярче всего), чем солнце.
- Новый учитель объясняет правила (более полно), чем в нашей книге.
- Джек прибыл (последним / с наибольшим опозданием) в аэропорт.
- Джиллиан обычно поднимается (выше всех) из всех других альпинистов в своей группе.
- Эндрю говорит даже (громче), чем обычно.
- Мелоди танцует (наиболее грациозно) из всех девушек.
- Из всех трех бегают Майк (быстрее всех).
- Из всех двоих Майк бегают (быстрее всех).
- Гарри плавает (медленнее всех) из всех мальчиков в команде по плаванию.
- Вчера президент выступал (более спокойно) перед Конгрессом, чем обычно.

3. Вставьте наречие в нужной степени сравнения. Используйте правильную форму наречий в скобках.

1. К сожалению, становится _____ (трудно) и _____ (трудно) найти хорошо оплачиваемую работу.
2. Эта фраза _____ (широко) используется в устном русском языке, чем в письменном.
3. Ваш тест не очень хорош. Вы можете сделать _____ (хорошо) больше, чем вы сделали.
4. Мы идем пешком _____ (быстрее), чем обычно, чтобы успеть на поезд.
5. Я знаю Дэниела _____ (хорошо), чем ты.
6. I used to play tennis _____ (often) than now.
7. Could you move a bit _____ (far) away for me to sit here too?
8. Mary is driving _____ (slowly) than usual, as the road is wet.
9. Of all the group Jimmy did _____ (badly) in the examination.
10. Could you speak _____ (distinctly), please?

4. Скажите, какие из следующих предложений составлены верно, исправьте ошибки. Say which of these sentences are right and correct the wrong ones.

1 Я надеюсь, что в следующий раз ты будешь разговаривать со своим дядей более вежливо. 2 Питер обычно приходит на занятия позже всех своих одноклассников. 3. Кто может решить эту проблему быстрее всех? 4. На этот раз он слушал свою младшую сестру терпеливее, чем обычно. 5. Не могли бы вы говорить немного медленнее, пожалуйста? 6. Когда я был совсем маленьким ребенком, я думал, что петь лучше всех - значит петь громче всех. 7. Я думаю, что теперь я вижу всю проблему гораздо яснее. 8. Кто живет ближе к школе — вы или ваша подруга? 9. Элис чаще всех нас ходит в театр. 10. Не могли бы вы поднять руки немного выше, пожалуйста? Я не могу их видеть. 11. В декабре снег идет чаще, чем в ноябре. 12. Он знает три языка, но легче всего говорит по-английски. 13. Прошлой ночью я спал спокойнее, чем раньше. 14. Не могли бы вы прийти в школу пораньше и полить растения завтра? 15. Этот новый компьютер работает очень быстро и может решать проблемы в кратчайшие сроки.

5. Translate.

1. Ты не мог бы вести машину быстрее?
2. Поезд прибыл раньше, чем обычно.
3. Моя сестра помогает маме чаще других членов нашей семьи.
4. Из пяти спортсменов Вася прыгнул выше всех.
5. Миссис Финч разговаривает с медсестрами терпеливее всех других врачей.
6. Наша собака лает громче соседской.
7. Мой брат пишет бабушке чаще, чем я.
8. Анна говорит по-английски лучше Васи.
9. Вася живет ближе всех к школе.

Практическая работа № 17 (см.КОС)

Тема: Контрольная работа

Практическая работа № 18

Тема: Великобритания. Артикли с географическими названиями

Цель: Формирование лексических навыков чтения.

Студент должен

Знать: географические названия страны, новые слова

Уметь: использовать артикли с географическими названиями, правильно их произносить, делать выписки из прочитанного (читать с целью детального понимания содержания и извлечения конкретной информации)

ХОД ЗАНЯТИЯ

1. Read the text and translate it.

Great Britain

The official name of the country is the United Kingdom of Great Britain and Northern Ireland. It occupies the territory of the British Isles. The British Isles consist of two large islands: Great Britain and Ireland and about five thousand small islands. The total area is over 244 000 square kilometres.

The United Kingdom is made up of four countries: England, Wales, Scotland and Northern Ireland. Their capitals are: London, Cardiff, Edinburgh and Belfast respectively. The population of the country is over 57 million people; about 80 % of them live in cities and towns.

Great Britain is separated from the European continent by the English Channel and the Strait of Dover. The west coast of the country is washed by the Irish Sea, the east coast is washed by the North Sea. There are a lot of rivers in Great Britain, but they are not very long and not good for navigation. The chief rivers are the Severn and the Thames.

The climate in the United Kingdom is generally mild and temperate due to the influence of the Gulf Stream. It is mild, humid and changeable. It is never too hot or too cold. Great Britain is well known as a foggy and rainy country.

The United Kingdom is a highly developed industrial country. It is known as one of the world's largest producers and exporters of machinery, electronics, textile, aircraft and navigation equipment. One of the main important industries of the country is shipbuilding. The largest cities of Great Britain are: London, Birmingham, Glasgow, Liverpool, Manchester, Sheffield, Bristol, Leeds, Edinburgh.

The United Kingdom is a monarchy. The Queen is the official head of the state. The legislative power is vested in Parliament. It consists of two chambers: the House of Lords and the House of Commons. There are three main political parties: the Labour, the Conservative and the Liberal. The party which wins the majority of seats in Parliament forms the Government and its leader becomes Prime Minister. The Prime Minister chooses about twenty MP's from his party to become Cabinet Ministers. Each minister is responsible for a particular area of government.

English is the official language, but some people speak Scottish, Welsh and Irish. The flag of the United Kingdom, known as the Union Jack, is made up of three crosses. The upright red cross is the cross of St. George, the patron saint of England. The white diagonal cross (with arms going into the corners) is the cross of St. Andrew, the patron saint of Scotland. The red diagonal cross is the cross of St. Patrick, the patron saint of Ireland. David is the patron saint of Wales. Rose is a symbol of England, daffodil is a symbol of Wales, thistle is the symbol of Scotland and shamrock is the symbol of Ireland.

2. Ответьте на вопросы:

1. What is the official name of the country?
2. What parts does it consist of?
3. Is the population over 57 million people?
4. What is Great Britain separated by from the continent?
5. The chief rivers in Great Britain are the Severn and the Thames, aren't they?
6. Why is British climate mild?
7. Is Great Britain a highly developed industrial country?
8. What British industries do you know?
9. Who rules Britain officially?
10. What does the British Parliament consist of?

11. What is the official language in Great Britain?

3. Задайте вопросы:

What do you know about ...

1. the United Kingdom as an island state?
2. the countries and largest cities in the United Kingdom?
3. the chief rivers of Great Britain and their importance?
4. industries of the country?
5. the distribution of population in the United Kingdom?
6. the climate of Great Britain?
7. the political parties in the country?
8. the language spoken in the United Kingdom?
9. the national emblems of England, Scotland, Wales and Northern Ireland?
10. the flag of the country?

4. Закончите предложения, подобрав нужное словосочетание:

1. Great Britain consists of (one large island, two large islands, about five thousand small islands).
2. The population of Great Britain is (7 million, 15 million, 57 million, over 57 million).
3. The climate of the country is (dry, sunny, temperate, windy, humid, mild).
4. A great number of new industries were added to the traditional ones such as (aircraft, electronics, shipbuilding, automobile, engineering).
5. At the head of the State is (the Prime Minister, Parliament, the King, the Queen).
6. The flag of the United Kingdom is made up of (one, three, several crosses).
7. (Scottish, Welsh, English) is the official language of the country.

5. Сопоставьте начало и конец предложений:

1. Great Britain occupies	1. shipbuilding
2. The United Kingdom is made up	2. some people speak Scottish, Welsh and Irish
3. The population of the country is	3. the symbol of England
4. The climate is	4. the territory of the British Isles
5. Great Britain is known as	5. over 57 million people
6. The main important industry is	6. a rainy and foggy country
7. The official head of the state is	7. mild, humid and changeable
8. The Prime Minister chooses	8. about twenty MP's of his party to become Cabinet
9. English is the official language but	9. of four countries
10. Rose is	10. the queen

6. Закончите предложения:

1. Great Britain is known as ...
2. There are a lot of rivers in Great Britain, but ...
3. The United Kingdom is made up of ...
4. One of the main important industries of the country ...
5. The Prime Minister chooses about twenty MP's from his party ...
6. English is the official language, but some people ...
7. Britain's leading exports are ...
8. The British Parliament has two chambers: ...
9. Great Britain is separated from the European continent by ...
10. The symbols of England and Wales are ...

	<i>Политические и государственные учреждения:</i> the Government, the Senate, the State Duma, the Cabinet, the Pentagon, the Supreme Court, the Democratic Party
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Артикль с географическими названиями

Артикль отсутствует	the
<i>Части света, континенты:</i> Europe, Asia, Africa, Australia, North (South) America	
<i>Регионы:</i> Latin America, Northern Africa, South-East Asia	<i>Названия следующих регионов:</i> the Far East, the Middle East, the Midlands, the Lake District, the Crimea
<i>Страны:</i> Great Britain, England, Russia	Официальные названия стран, при наличии слов <i>federation, republic, union, state, kingdom:</i> the Russian Federation, the German Republic, the Soviet Union, the United States of America, the United Kingdom of Great Britain and Northern Ireland
	<i>Названия стран во мн. ч.:</i> the Netherlands, the Philippines
<i>Города:</i> London, Moscow, Paris	Город: <i>the Hague</i>
-	<i>Океаны, моря, реки, проливы, каналы, водопады:</i> the Atlantic Ocean, the Pacific Ocean, the Black Sea, the Thames, the English Channel, the Gulf Stream, the Suez Canal, the Niagara Falls
<i>Отдельные озера:</i> Lake Seliger, Lake Baikal	Группы озер: the Great Lakes
<i>Отдельные горные вершины:</i> Everest, Elbrus	<i>Горные цепи:</i> the Alps, the Caucasus, the Urals
<i>Отдельные острова:</i> Cyprus, Cuba	<i>Группы островов:</i> the British Isles, the Canaries, the Bahamas
-	<i>Пустыни:</i> the Sahara Desert, the Gobi

Артикль с личными именами

Артикль отсутствует	The	a
<i>Имена и фамилии людей:</i> Tom Sawyer, Mr Brown, old John, little	<i>Все члены семьи (семья таких-то):</i>	<i>Один из членов семьи:</i> He is a true Rockfeller.

Tommy	The Browns will visit us next week. <i>В значении</i> тот самый: Is this man the Poirot?	<i>В значении</i> некий: There is a Mr Brown waiting for you.
		<i>Имя</i> обозначает произведение или премию: He has got a Renoir in his collection. This film won an Oscar.
<i>Перед именем стоит обращение, титул, профессия:</i> Miss Marple, Professor Higgins, Queen Elizabeth, Lord Byron, Admiral Nelson		

Практическая работа № 19

Тема: США. Прошедшее совершенное время.

Цель: Формирование лексических навыков чтения.

Студент должен

Знать: образование прошедшего совершенного времени, фактический материал по теме.

Уметь: применять в речи прошедшее совершенное время, читать географические названия, извлекать из прочитанного необходимую информацию.

ХОД ЗАНЯТИЯ

1. Read the text and translate it.

Political system of the USA

The U.S. A. is a **federal republic of 50 states**. Besides the **48 contiguous states** that occupy the middle latitudes of the continent, the United States includes **the state of Alaska** at the north-western extreme of North America and **the island state of Hawaii** in the mid-Pacific Ocean. The conterminous states are bounded on the north by Canada, on the east by the Atlantic Ocean, on the south by the Gulf of Mexico and Mexico and on the west by the Pacific Ocean. The national capital is Washington, which is coextensive with the District of Columbia, the federal capital region created in 1790. New York is the most important economic and cultural center.

Geographic characteristic of the USA

The **total area** of the United States is **3,679,192 square miles** (9,529,063 square kilometres), making it the fourth largest country in the world in area (after Russia, Canada and China). Outlying territories and other politically associated areas in the Pacific Ocean and the Caribbean Sea add approximately 4,000 square miles to this figure.

The major **characteristic of the United States** is probably its great variety. Its physical environment ranges from the Arctic to the subtropical, from the moist rain forest to the arid desert, from the rugged mountain peak to the flat prairie. Although the total population of the United States is large by world standards, its overall population density is relatively low; the country embraces some of the world's largest urban concentrations as well as some of the most extensive areas that are almost devoid of habitation.

Population of the USA

The population of the US is 330 millions. The United States contains a highly **diverse population**; but, unlike a country such as China that largely incorporated indigenous peoples, its diversity has to a great degree come from an immense and sustained global immigration.

Probably no other country has a wider range of racial, ethnic and cultural types than does the United States. In addition to the presence of surviving native Americans (including American Indians, Aleuts and Eskimo) and the descendants of Africans taken as slaves to America, the national character has been enriched, tested, and constantly redefined by the tens of millions of immigrants who by and large have gone to America hoping for greater social, political and economic opportunities than they had in the places they left.

Economy of the USA

The United States is **the second world's greatest economic power**, measured in terms of gross national product (GNP). The nation's wealth is partly a reflection of its rich natural resources and its enormous agricultural output, but it owes more to the country's highly developed industry. Despite its relative economic self-sufficiency in many areas, the United States is the most important single factor in world trade by virtue of the sheer size of its economy. Its exports and imports represent major proportions of the world total. The United States also impinges on the global economy as a source of and as a destination for investment capital. The country continues to sustain an economic life that is more diversified than any other on Earth, providing the majority of its people with one of the world's highest standards of living.

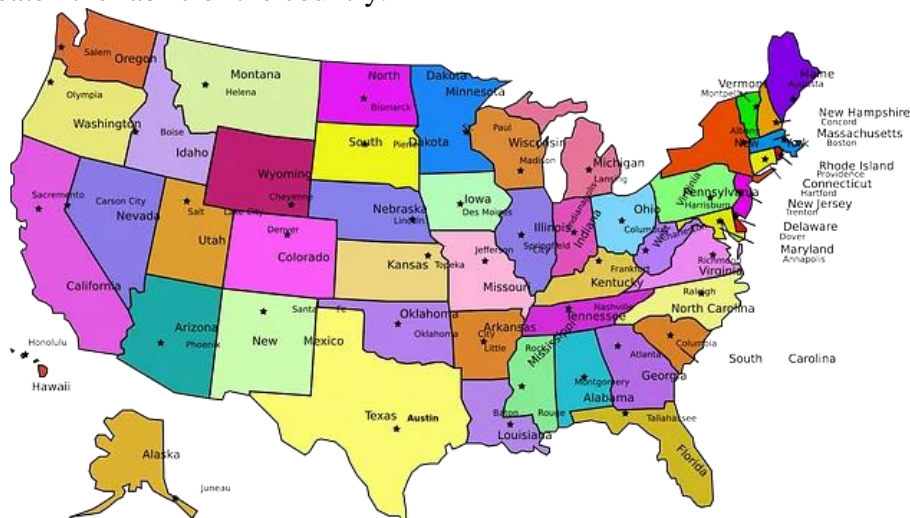
History of the USA

The United States is relatively young by world standards, being barely more **than 200 years old**; it achieved its current size only in the mid-20th century. America was the first of the European colonies to separate successfully from its motherland, and it was the first nation to be established on the premise that sovereignty rests with its citizens and not with the government.

In its first century and a half, the country was mainly preoccupied with its own territorial expansion and economic growth and with social debates that ultimately led to civil war and a healing period that is still not complete.

In the 20th century the United States emerged as a **world power**, and since World War II it has been one of the pre-eminent powers. It has not accepted this mantle easily nor always carried it willingly; the principles and ideals of its founders have been tested by the pressures and exigencies of its dominant status.

Although the United States still offers its residents opportunities for unparalleled personal advancement and wealth, the depletion of its resources, contamination of its environment, and continuing social and economic inequality that perpetuates areas of poverty and blight all threaten the fabric of the country.



Map of the USA.

Образование Past Perfect

Тип предложения	Схема (Past Perfect отвечает на вопрос Что сделал?)
утвердительное	<p>подлежащее I, we, ВСПОМ.ГЛ. СМЫСЛ.ГЛ. → - ed you, they + had + V3 ↘ табл. he, she, it</p> <p>He had done his homework by the evening.</p>
отрицательное	<p>подлежащее I, we, ВСПОМ.ГЛ. СМЫСЛ.ГЛ. → - ed you, they + had + not + V3 ↘ табл. he, she, it</p> <p>He had not (hadn't) done his homework by the evening</p>
вопросительное	<p>подлежащее ВСПОМ.ГЛ. I, we, СМЫСЛ.ГЛ. → - ed Had + you, they + V3 ↘ табл. he, she, it</p> <p>Had he done his homework by the evening? Yes, he had. No, he hadn't.</p>

1. Complete the sentences using the Past Perfect tense of the verbs below. (Дополните предложения, используя форму Past Perfect глаголов, приведенных ниже.)

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

- I went to see my friend after...
- I watched TV after...
- They went home after...
- He phoned me after...
- She went to dance after...
- We wrote a composition after...
- They rebuilt the house after...
- We went for a walk after...

2. Insert the verbs in the Past Perfect tense. (Вставьте глаголы в Past Perfect.)

- I ... (to have) breakfast before I went to school.
- He went to meet his friends after he ... (to do) his homework.
- By 8 o'clock the rain ... (to stop).
- Alice was late because she ... (to miss) the bus.
- She went to the post-office after she ... (to write) the letter.
- He ... (to work) at the factory before he entered the college.
- He got a bad mark for his test because he ... (to make) a lot of mistakes in it.
- I went to bed after I ... (to finish) reading the book.
- The child ... (to fall) asleep before the parents came home.
- They ... (to marry) before they bought this house.

3. Use Past Perfect of the verbs in the box to complete the sentences. (Используйте Past Perfect предложенных глаголов, чтобы дополнить предложения.)

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

- I didn't read the text in class because I ... my book at home.
- The children didn't want to go to the cinema because they ... already ... the film.
- Kate wasn't at home last week because she ... to visit her uncle.
- Linda never knew her father because he ... before she was born.
- I was excited when the plane took off because I... never ... before.
- My grandfather was always afraid of animals because he ... never ... in the country.

4. Insert the verbs in the Past Perfect tense. (Вставьте глаголы в Past Perfect.)

1. Jill was afraid she _____ (forget) her key at home, but she found it in her handbag.
2. Dad wasn't at home when I came back. He _____ (go) out twenty minutes before.
3. I wasn't hungry because I _____ (just/have) breakfast.
4. Peter saw an urgent message on his table. Somebody _____ (leave) it the day before.
5. I apologized I _____ (not/phone) her.
6. He told me that he _____ (come back) a fortnight before.
7. I knew him at once though I _____ (meet) him many years before.
8. We spent the night in Klin, a town we _____ (often/hear of) but _____ (never/see).
9. They couldn't believe he _____ (give up) his job in the bank. He _____ (make) a good living there.
10. Mr. Jackson said that he _____ (already/buy) everything for lunch.
11. Alice asked her brother where he _____ (arrange) to meet his friends.
12. We had no car at that time because we _____ (sell) our old one.
13. They _____ (finish) painting the ceiling by two o'clock.

Past Perfect упражнения уровня В.

5. Say what action was done before. Combine the two sentences into one. (Определите, какое действие произошло раньше. Объедините два предложения в одно, не меняя части местами. Используйте BEFORE)

Example/ Пример

I sent a telegram. Then I met my friend.

— I had sent a telegram before I met my friend.

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

6. Connect each pair of sentences with the conjunctions before, as soon as, after. (Объедините два предложения в одно, используя before, as soon as, after.)

Example/Пример

They had lived in the country. They moved to the city.

— They had lived in the country before they moved to the city.

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

Практическая работа № 20

Тема: Великобритания и США (крупные города, достопримечательности). Прошедшее продолжительное время.

Цель: Формирование лексических навыков чтения.

Студент должен

Знать: Названия крупных городов Великобритании и США и их достопримечательности на английском языке, правило использования Past Progressive

Уметь: использовать в речи Past Progressive, извлекать из текста нужную информацию.

ХОД ЗАНЯТИЯ

1. Read the text and translate

Cities of the USA

There are very many large cities in the USA.

Washington, the capital of the United States of America, is situated on the Potomac River. In comparison with such ancient historical cities as, for example, Rome, London, Moscow or Paris, Washington is quite young. The capital owes much to the first President of the USA — George Washington. It was G. Washington, who chose the place for the capital and laid in 1790 the corner-stone of the Capitol, where Congress sits. Washington has many historical places. The largest and highest among the buildings is the Capitol with its great House of Representatives and the Senate chamber. There are no sky-scrappers in Washington because no other building can be higher than the Capitol.

New York is the largest city in the USA and the biggest sea-port. It is situated in the mouth of the Hudson River. New York was founded by the Dutch. It is interesting to know that Manhattan Island — the central part of New York — was bought from the local Indians by the Dutch for 24 dollars. That was the most profitable commercial deal in the US history. Today Manhattan is the heart of business and commercial life of the country. New York is the city of skyscrapers. The highest of them is the 102-storeyed building. There are many other places of interest in New York: Central Park, Times Square, Rockefeller Centre, the shopping districts and the United Nations Building. In Manhattan, at Broadway, there is Columbia University, one of the biggest universities of the USA.

Another large city of the USA is Boston, one of the first cities which were built on the Atlantic coast of America. It is an important port and a financial and cultural centre. It has three universities.

Chicago is one of the biggest industrial cities in the USA and the second largest after New York. Los Angeles, in California, is the centre of modern industries. Hollywood is the centre of the US film industry.

London.

London, is the capital of Great Britain. It's a very big city. London is situated on the river Thames. The Thames is the deepest river in Britain. There are 27 bridges over the Thames.



Tower Bridge is one of the oldest and most beautiful bridges in London. It is more than 100 years. About 9 ml people live in London.

London is one of the most beautiful cities in the world. It is also a very old city. London is 2000 years old. London consists of 3 main parts: the City, the West End and the East



End. The City is the Heart of London, it's business centre. There are many banks and offices there. The West End is the richest part of London. The main interesting places are situated there. And the East End is a working part of London.



The political centre is Westminster. Westminster Abbey is there. It is the traditional place of coronation for English monarchs. Many people are buried in the church.



There are many sights in London. Trafalgar Square is the most popular place for people to meet. In the middle of the square there is Nelson's Column, which is 51 m. high.



The Queen of England lives in Buckingham



palace. It is the most famous place in London. There are 600 rooms in it. It has an indoor swimming pool and a cinema.



One of the greatest English churches, St. Paul's Cathedral, is not far



from the Tower of London. The famous English architect Sir

Christopher Wren built it in the 17th century after the Great Fire. It is a beautiful building with many columns and towers. It is a royal church.

The most interesting museum is the Tower of London. The Tower of London was a fortress, a palace, a prison and the King's Zoo. Now it's a museum. There are always black ravens in the



Tower of London. People believe that London will be rich while the ravens live there.

1 Answer the questions:

1. What is the capital of Great Britain?
2. How many bridges are over the Thames?
3. How many people live in London?
4. What parts does London consist of?
5. What is the richest part of London?
6. What sights do you know in London?

2 Match the words:

Big	Cathedral
Trafalgar	Palace
The British	London
The National	Museum
Buckingham	Abbey
Westminster	Ben
The Houses	Square
The Tower	Gallery
St. Paul's	Parliament

3 Choose the right answer

1. London is the capital of
 - Scotland
 - Great Britain
 - America
2. St. Paul 's Cathedral is
 - a church
 - a fortress
 - a museum
3. The queen lives in
 - Buckingham Palace
 - The Tower of London
 - Westminster Abby
4. London is situated on the river
 - Volga
 - Thames
 - Seven
5. The Tower of London now is
 - prison
 - a museum
 - the Zoo
6. The Heart of London is
 - Westminster

- the West End
- the City
- 7. Big Ben is
- bell
- the clock
- a tower

4 Put the missing letters and say the meaning of the words.

Br...dge F...rtr...ss T...wer S...ghts C...pit...l P...lace Pr...son

5 Составьте как можно больше слов, состоящих из букв слова - Buckingham palace

Past Continuous употребляется для выражения действия, длившегося в определенный момент или период в прошлом							
Утвердительная форма: подлежащее + was/were + IVф.		Вопросительная форма: was/were + подлежащее + IVф.?			Отрицательная форма: подлежащее + was/were not + IVф.		
I	was writing an article	Was	I	writing an article?	I	was not (wasn't)	writing an article?
He			He		He		
She			She		She		
It	were writing an article	Were	It	writing an article?	It	were not (weren't)	writing an article?
We			We		We		
You			You		You		
They			They		They		

1. Раскройте скобки, поставив глаголы в форму Past Continuous.

1. Пока я _____ (чтобы скопировать) упражнение, друзья мои _____ (чтобы описать) картинку.
2. Когда мы вошли, дети _____ (убирали) свои парты.
3. Мы встретили ее на автобусной остановке. Она _____ (чтобы дождаться) автобуса.
4. Некоторые дети _____ (катаются на лыжах), в то время как другие дети _____ (катаются на коньках). Всем _____ (получить) массу удовольствия.
5. Когда мы приехали семьей _____ (чтобы приготовить) все к Рождеству. Боб и Хелен _____ (чтобы украсить) рождественскую елку.
6. Девочки _____ (покормить) птиц в саду, в то время как мальчики _____ (сделать) скворечник.

2. Прочитайте текст, переведите. Подчеркните глаголы в форме Past Continuous. Ответьте на вопрос:

. Кто разбил окно ?

В 7 часов по телевизору начался матч, так что папа все еще смотрел его в 7.30. Мама сидела на кухне. Она спокойно читала женский журнал. Роза примеряла мамину одежду в своей комнате. Двоюродные братья Ника слушали рок-музыку. Было очень громко, поэтому они не услышали грохота. В 7.30 собаки лежали перед камином и спали. Ник вышел в сад со своим другом поиграть в футбол. Так что в 7.30 он все еще был там.

3. Допишите предложения по содержанию текста предыдущего упражнения, используя глаголы в Past Continuous.

1. Когда кто-то разбил окно, папа _____
2. Когда мама услышала грохот, она _____
3. Двоюродные братья не слышали шума, потому что они _____
4. Собаки, когда их разбудил шум. _____

5. В 7.30 Ник _____

4. Дайте краткие и полные ответы на вопросы в Past Continuous.

Вы собирались в кино в 7 часов?

— Да, был. Я собирался в кино.

— Нет, я не собирался. Я не собирался в кино.

1. Вы ужинали в 2 часа?
2. Ваш друг сидел во дворе, когда вы его увидели?
3. Готовила ли твоя мама, когда ты пришел домой?
4. Ваша сестра читала, когда вы ей позвонили?
5. Дети сидели за своими партами, когда вы вошли в класс?
6. Бегали ли маленькие дети по коридору, когда начался урок?
7. Ты делал свою домашнюю работу в 7 часов вчера вечером?
8. Работал ли ваш отец в саду, когда вы пригласили его на ужин?

Практическая работа № 21

Тема: Географическое положение, климат, население. Прошедшее совершенное и длительное время.

Цель: Формирование лексических навыков чтения и говорения.

Студент должен

Знать: Лексические единицы по теме, фактический материал, образование прошедшего совершенного и длительного времени.

Уметь: Высказываться логично и связно, делать выписки из прочитанного, читать с целью детального понимания, правильно переводить прошедшее совершенное и длительное время.

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.

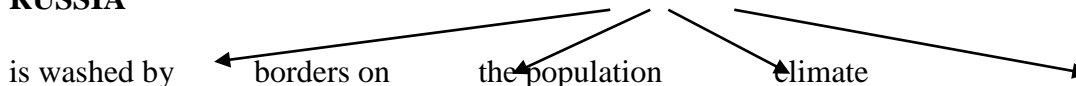
In recent years the political and economic situation in the country has started getting out of the crisis.

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

RUSSIA



1. Раскройте скобки, употребляя глаголы в Past Simple или Past Perfect.

1. By two o'clock the teacher (to examine) all the students.
2. On my way to school I (to remember) that I (to leave) my report at home.
3. All my friends (to be) glad to hear that I (to pass) all the exams successfully.
4. The poor boy (to open) his eyes, (to look) around and (to try) to remember what (to happen) to him.

5. All the passengers (to see) at once that the old man (to travel) a lot in his life.
6. By the time we (to come) to see him, he (to leave) home.
7. During the holidays my friend (to visit) the village where he (to live) in his childhood.
8. When they (to enter) the hall, the performance already (to begin).
9. When I (to come) home, my mother (to go) shopping.
10. He (to study) French before he (to enter) the university.

2. Раскройте скобки, употребляя глаголы в Past Simple или Past Perfect.

1. I (to think) he already (to go) home.
2. I (not to see) him after we (to meet) at the concert.
3. He (to leave) the house before I (to have) time to ask him anything.
4. After he (to spend) some days in Paris he (to feel) lonely and (to want) to return home.
5. He (to speak) a language we never (to hear) before.
6. When the rain (to stop), I (to look) out of the window.
7. The telegram (to come) some minutes after he (to leave).
8. She (to think) that Tom and Lanny (to quarrel).
9. The girl (to be) glad that she (to find) a seat near the window.
10. He (to remember) that he (not to ring) her up in the morning.
11. By the time the train (to reach) the city, he (to make) friends with many passengers.
12. When my uncle (to leave), he (to hurry) to the station to book a ticket.

3. Раскройте скобки, употребляя глаголы в Past Simple, Past Continuous и Past Perfect.

1. By eight o'clock yesterday I (to finish) my work and at eight I (to play) the piano.
2. By six o'clock father (to come) home and at six he (to have) dinner.
3. By nine o'clock yesterday grandmother (to wash) the dishes and at nine she (to watch) TV.
4. When I (to meet) Tom, he (to eat) an ice-cream which he (to buy) at the corner of the street.
5. When father (to come) home, we (to cook) the mushrooms which we (to gather) in the wood.
6. When I (to see) Ann, she (to look) at the flowers which she (to pick) in the field.
7. When I (to come) home yesterday, I (to see) that my little brother (to break) my pen and (to play) with its pieces.
8. When I (to open) the door of the classroom, I (to see) that the teacher already (to come) and a student (to write) a test.
9. When I (to come) home my sister (to read) a book which she (to bring) from the library.
10. When mother (to come) home, the children (to eat) the soup which she (to cook) in the morning.
11. When I (to ring) up Mike, he still (to learn) the poem which he (to begin) learning at school.
12. When I (to look) out of the window, the children (to play) with a ball which Pete (to bring) from home.

Практическая работа № 22

Тема: Национальные символы. Политическое и экономическое устройство.

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*-

великодушные, *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, а *spear*- копьё, *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?

4. 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.

5. 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.

6. 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 ...

Практическая работа № 23

Тема: Москва – столица России. Достопримечательности Москвы. сравнительные обороты than, as...as, not so ... as

Цель: Развитие лексических навыков чтения и говорения.

Студент должен

Знать: Лексические единицы по теме, случаи использования оборотов than, as...as, not so ... as

Уметь: Читать с целью поиска конкретной информации, использовать обороты than, as...as, not so ... as

ХОД ЗАНЯТИЯ

MOSCOW



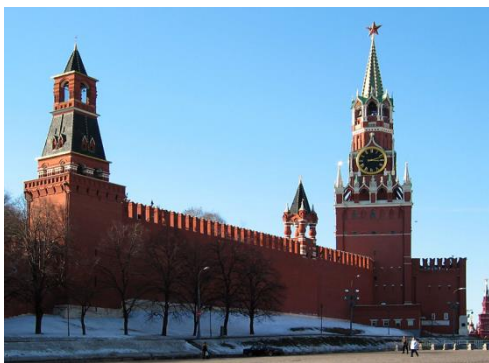
Moscow is the capital of Russia, its political, economic, commercial and cultural centre. It was founded 8 centuries ago by Prince Yuri Dolgoruky.

Historians have accepted the year of 1147 as the start of Moscow's history.

Gradually the city became more and more powerful. In the 13th century Moscow was the centre of the struggle of Russian lands for the liberation from the tartar yoke. In the 16th century under Ivan the Terrible Moscow became the

capital of the new united state. Though Peter the Great moved the capital to St Petersburg in 1712, Moscow remained the heart of Russia. That is why it became the main target of Napoleon's attack. Three-quarters of the city was destroyed by fire during Napoleon's occupation, but by the mid-19th century Moscow had been completely restored. After the October revolution Moscow became the capital again.

Now Moscow is one of the largest cities in Europe. Its total area is about nine hundred (900) square kilometres (ancient Moscow occupied the territory of the present-day Kremlin). The population of the city is over 9 million.



Moscow is one of the most beautiful cities in the world. The heart of Moscow is Red Square. It has more historic associations than any other place in Moscow. The Kremlin and St Basil's Cathedral (Vasily Blazheny) are masterpieces of ancient Russian architecture.

The main Kremlin tower, the Spasskaya Tower, has become the symbol of the country. On the territory of the Kremlin you can see old cathedrals, the Bell Tower of Ivan the Great, the Tzar-Cannon and the Tzar-Bell, the biggest cannon and bell in the world. St Basil's

Cathedral was built in the mid-16th century in memory of the victory over Kazan. There's a legend that Ivan the Terrible blinded the architects Barma and Postnik, because he didn't want them to create another masterpiece.

There are a lot of beautiful palaces, old mansions, cathedrals, churches and monuments in Moscow. Now Moscow is being reconstructed and we all hope that in a few years the city will become even more beautiful.

There are more than 100 museums in Moscow. The largest museums are the Pushkin Museum of Fine Arts and the State Tretyakov Gallery. Other unique museums in Moscow include the All-Russia Museum of Folk Arts, the Andrei Rublev Museum of Early Russian Art, Alexei Bakhrushin Theatre Museum, Mikhail Glinka Museum of Musical Culture and many others.

Moscow is famous for its theatres. The best-known of them is the Bolshoi Opera House. Drama theatres and studios are also very popular.

Moscow is a city of students. There are over 100 higher educational institutions in it.

Moscow is the seat of the Russian Parliament (the Duma) and the centre of political life of the country.

Names

Ivan the Terrible Иван Грозный

Peter the Great Петр Великий (Петр I)

St Petersburg Санкт-Петербург

Napoleon Наполеон

St Basil's Cathedral собор Василия Блаженного

the Bell Tower of Ivan the Great Колокольня Ивана Великого

the Tzar-Cannon Царь-пушка

the Tzar-Bell Царь-колокол

Barma and Postnik Барма и Постник

the Pushkin Museum of Fine Arts Музей изобразительных искусств имени Пушкина

Kazan Казань

the State Tretyakov Gallery Государственная Третьяковская галерея

the All-Russia Museum of Folk Arts Всероссийский музей декоративного, прикладного и народного искусства

the Andrei Rublev Museum of Early Russian Art Музей древнерусского искусства имени Андрея

Рублева

Alexei Bakhrushin Theatre Museum Театральный музей имени Бахрушина

Mikhail Glinka Museum of Musical Culture Музей музыкальной культуры имени Глинки

the Bolshoi Opera House Большой театр оперы и балета

Vocabulary

historian историк

to accept принимать, допускать

gradually постепенно

powerful сильный, могущественный

liberation освобождение

tartar yoke татарское иго

united соединенный, объединенный

to remain оставаться

target мишень, цель, объект

attack нападение, атака

to destroy разрушать

fire пожар

occupation оккупация

completely полностью, целиком

to restore реставрировать, восстанавливать

ancient древний

masterpiece шедевр

architecture архитектура

architect архитектор, зодчий

tower башня

legend легенда

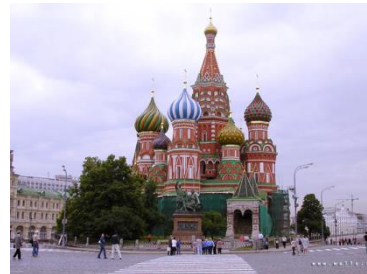
to blind ослепить

palace дворец

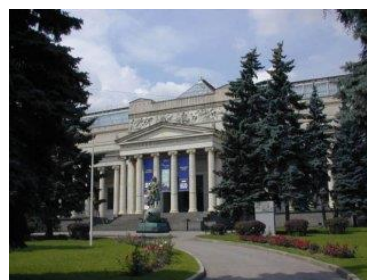
mansion особняк
 to reconstruct перестраивать, восстанавливать
 unique уникальный, единственный в своем роде
 drama драматический театр
 studio студия, театр-студия
 higher educational institution высшее учебное заведение

2. Write the correct names of the monuments under the pictures.

the Bolshoi Theatre Saint Basil's Cathedral the Tzar-Cannon
 the Pushkin Museum of Fine Arts the Tzar-Bell The Cathedral of Christ the Saviour



1. _____ b) _____ c) _____



d) _____ e) _____ f) _____

3. Find in the text the English equivalents of the following words and word combinations:

Была основана, начало истории Москвы, все более и более, борьба за независимость, новое объединенное государство, сердце России, главная мишень, три четверти города, исторические ассоциации, шедевры древней русской архитектуры, символ, наиболее известный, высшие учебные заведения.

4. Questions

1. When was Moscow founded?
2. Is there a monument to Yuri Dolgoruky in Moscow? Where is it?
3. When did Moscow become the capital?

4. In 1712 the capital was moved to St Petersburg, wasn't it? When did Moscow become the capital again?
5. Was ancient Moscow a big city? What's the total area of modern Moscow?
6. What's the population of Moscow?
7. What places of interest in the centre of Moscow do you know?
8. What do you know about St Basil's Cathedral?
9. What can you see on the territory of the Kremlin?
10. What are the most famous Moscow museums? (art galleries?)
11. What theatres in Moscow do you know?
12. What is your favorite place in Moscow?

Оборот as....as ; not so ...as; not as....as (такой же ...как; не такой же ...как)

1. Вставьте as ... as или so ... as

1. Mike is ... tall ... Pete.
2. My room is ... light ... this one.
3. This book is not ... thin ... that one.
4. Sergei is ... old ... Michael.
5. She is ... young ... Tom's brother.
6. This woman is ... good ... that one.
7. Nick's English is not ... good ... his friend's.
8. I am not ... tall ... Pete.
9. This woman is ... young ... that one.
10. I am ... thin ... you.
11. Kate is ... lazy .. her brother.
12. This child is not ... small ... that one.

2. Переведите следующие предложения на английский язык:

1. Этот дом такой же высокий, как тот.
2. Сегодня вода в реке не такая теплая, как вчера.
3. Ты не такой умный, как папа.
4. Индия не такая большая, как Китай.
5. Темза такая же красивая, как Нева.
6. Его бабушка не такая старая, как дедушка.
7. Яблоки такие же вкусные, как сливы, но не такие вкусные, как груши.
8. Русский музей такой же богатый, как Эрмитаж?
9. Державин не такой знаменитый, как Пушкин.
10. Днепр не такой длинный, как Волга.
11. В прошлом году август был такой же жаркий, как июль.

3. "Сравнительные обороты as ... as, not so ...as;

1. Перефразируйте предложения, используя конструкции «as ... as» или «so ... as».

Н-р: Russia is bigger than India. (Россия больше Индии.) – India isn't so big as Russia. (Индия не так велика, как Россия.)

1. He is very tall and she is very tall too. (Он очень высокий, и она тоже очень высокая.) – He is her.
2. Jane and Tim are both good swimmers. (Джейн и Тим – оба хорошие пловцы.) – Jane swims
3. Sara is stronger than me. (Сара сильнее меня.) – I'm not
4. Our hotel is more expensive than yours. (Наш отель дороже, чем ваш.) – Your hotel isn't ours.

5. His blue suit is very smart and his black suit is also very smart. (Его синий костюм классный, и черный костюм тоже классный.) – His blue suit is his black suit.
6. My cat is younger than my dog. (Моя кошка младше собаки.) – My dog isn't my cat.

4. Поставьте в предложения подходящие по смыслу фразы.

as red as a beet (красный как свекла), as slow as a turtle (медленный как черепаха), as sweet as honey (сладкий как мед), as busy as a bee (занятой как пчела), as clumsy as a bear (неуклюжий как медведь), as black as coal (черный как уголь), as cold as ice (холодный как лед), as slippery as an eel (изворотливый как угорь), as free as a bird (свободный как птица), as smooth as silk (гладкий как шелк)

1. Your friend is so unemotional, he is
2. I got embarrassed and I was
3. Tom and Anna have got six children and they are always
4. Sorry, Bob, but I've spilled the milk on the carpet. I'm
5. I like my skin after a bath, it is
6. The exams are over and I can go anywhere I want. I am
7. He asked me to forgive him and his words were
8. Can you drive faster? Your car is
9. Don't sign any papers with that man. He is
10. After playing in the mud all day, the kids were

Практическая работа № 24

Тема: Традиции 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?

Практическая работа № 25

Тема: Основные понятия вашей профессии. Особенности подготовки и по специальности. Инфинитив.

Цель: Развитие лексических навыков чтения и говорения.

Студент должен

Знать: Лексические единицы по теме, случаи использования инфинитива

Уметь: Читать с детальным пониманием, говорить на основе прочитанного, использовать инфинитив в речи.

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

1. Вставьте частицу to, где это необходимо.

1. Parents should let the children ... have private life.
2. I waited for my friend ... get off the bus.
3. They made me ... do it.
4. We can't ... let him stay outdoors.
5. He ordered the car ... come at 5 p.m.
6. At last he was made ... write a letter to his parents.
7. Children were allowed ... go to the cinema alone.
8. Let us ... be friends.
9. What makes you ... think so?
10. Don't let him ... drive so fast.

2. Измените предложения, используя фразу-образец выше и переведите их.

1. It is difficult to recognize him.
2. It is interesting to talk to her.
3. It was impossible to read his handwriting.
4. It was easy to answer the question.
5. It is very important to understand the rule.

3. Переведите предложения на английский язык.

1. Честно говоря, я его не знаю.
2. Сказать по правде, я так не думаю.
3. Короче говоря, ему не следует беспокоиться.
4. Для начала, она решила убраться в комнате.
5. Мы решили взять еще 1000 долларов, на всякий случай.

4. Раскройте скобки, употребляя требующуюся форму инфинитива.

1. He seems (to read) a lot. 2. He seems (to read) now. 3. He seems (to read) since morning. 4. He seems (to read) all the books in the library. 5. I want (to take) you to the concert. 6. I want (to take) to the concert by my father. 7. She was glad (to help) her friends. 8. She hoped (to help) by her friends. 9. I hope (to see) you soon. 10. We expect (to be) back in two days. 11. He expected (to help) by the teacher. 12. The children seem (to play) since morning. 13. I am glad (to do) all the homework yesterday. 14. She seems (to work) at this problem ever since she came here. 15. I am sorry (to break) your cup. 16. His English seems (to get) better. 17. He is glad (to help) with his health problems.

5. Раскройте скобки, употребляя требующуюся форму инфинитива.

1. I am sorry (to bother) you, but the students are still waiting (to give) books for their work.
2. Is there anything else (to tell) her?
3. He hates (to talk) about.
4. He was lucky (to be) to that famous exhibition and (to see) so many wonderful paintings.
5. The woman pretended (to read) and (not to hear) the bell.
6. The only sound (to hear) was the snoring of grandfather in the bedroom.
7. She was pleased (to sit) still and (to watch) the dancers moving.
8. You seem (to look) for trouble.
9. They seemed (to wait) for ages.
10. He seems (to know) French very well: **he is said** (to spend) his youth in Paris.*
11. It seemed (to snow) heavily since early morning: the ground was covered with snow.
12. They seemed (to quarrel): I could hear angry voices from behind the door.

Практическая работа № 26

Тема: Специфика работы и основные принципы деятельности по профессии. Герундий.

Цель: Развитие лексических навыков чтения.

Студент должен

Знать: Лексические единицы по теме, правила образования герундия

Уметь: Читать с целью понимания основного содержания, выделять главное, составлять план рассказа, правильно переводить предложения с герундием.

ХОД ЗАНЯТИЯ

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

MY FUTURE PROFESSION MECHANIC

The profession of mechanic in today's world, the technological process has a wide profile, so popular and very in demand. Workers-auto mechanics perform maintenance and repair of motor vehicles, monitor the technical condition of vehicles with the help of special diagnostic equipment and can drive in motor vehicles. People working in the specialty of mechanic, must be physically strong, tough, have good vision and coordination.

The first car appeared in the middle of the XVIII century in countries where previously only appeared transport, able to move independently. Since then self-moving mechanisms for changing and improving. But any mechanism needs timely maintenance and repair, requiring specially trained and well-versed in car design people. So there was a profession MECHANIC...

In the modern world the mechanic profession is very popular, as the streets are crowded with vehicles of Russian and foreign производств а. Thanks to the work of the mechanic life of the

vehicle increases significantly, which in turn reduces the risk of traffic accidents and ensures the safety of drivers on the roads.

Despite the fact that the profession mechanic is fairly common, it is still popular in large cities with multi- million populations and regions of the country. The employment agencies personnel, as well as Newspapers and Internet sites that deal with finding and delivering work, you can always find the position of auto mechanic. As in any other profession, the most important criterion is the qualification and experience of the employee. Therefore, engineers are constantly improving their knowledge and skills.

The job of a mechanic is associated with heavy physical loads, so it is not recommended to people suffering from diseases of musculoskeletal apparatus, respiratory organs, cardiovascular and nervous system.

An auto mechanic (car mechanic) — a worker performing the repair and maintenance of automobile transport, as well as exercising control over technicalthe condition of the vehicles using diagnostic equipment and devices, such as dynamometer, scanner, etc.

In our time the mechanic profession is very in demand in the modern world, where the streets through the millions of cars of Russian and foreign production. THE MECHANIC SHOULD KNOW: safetydevice principles of operation of the repaired equipment, power systems, machines, machines;the properties of processed materials, anti-rust greases and oils;methods of restoration of worn parts;the technical requirements for the testing, adjustment and acceptance of the units, mechanisms and equipment after repair;the device and methods of using special devices and measuring instruments;mathematics and physics. Today the mechanic profession and actual demand. Quality work mechanic allows to increase terms of operation of the vehicle, to carry out timely prevention of its functional condition, which ensures road safety.

The majority of auto service workers are the auto mechanics and car mechanics. More versatile than these professionals, the more they are in demand, since the same people can perform repair and troubleshoot minor problems. In small workshops, mostly are generalists in every sense of the word: they do everything from beginning to end. In the service station are not accustomed lazy and temporary workers, but he generously rewards those who finds the strength and desire to work.

The car is of great material value, so the mechanic needs when the execution of the works to exercise the utmost caution and precision to avoid damage to the commodity and the look of the car.

The mechanic must constantly improve their professional skills and knowledge of the car market. Follow all the innovations and advanced technologies in the global automotive industry.

Infinitive or Gerund?

При указании цели	Как существительное
We're going to the market to buy some food. I'll call her to tell her what happend.	Eating vegetables is good for your health. Cheating is not allowed.
После прилагательных	После предлогов
I'm glad to know you passed the test. It's nice to hear that.	He entered without knocking at the door. She is very good at listening to people.
После too/enough	После spend/waste time/money etc.
Tom is too young to be here. I'm not old enough to vote .	He wasted his time playing video games. Don't waste your money buying in that store.
После would+like/love/hate/prefer	После like/love/hate/prefer/enjoy
I'd like to go to the cinema. I'd hate to see that.	I love cooking . (in general) I like to eat a healthy breakfast. (specific preference).
How, Where, What, Who, Which, Whom	Глаголы с Инфинитивом
I have no idea what to get for my boyfriend's birthday. Can you tell me how to find the place?	See, hear, listen + ing = incomplete action See, hear, listen = bare infinitive = complete action I saw you painting the kitchen. (I saw part of the action in progress). I watched you paint the kitchen. (I saw the whole action from beginning to end.)
Глаголы с Инфинитивом	Глаголы с Герундием
afford, agree, appear, be able, choose, decide, deserve, expect, happen, hesitate, hope, learn, make, manage, offer, plan, pretend, promise, refuse, seem, teach, tend, want.	admit, avoid, deny, enjoy, fancy, feel like, finish, keep (on), imagine, involve, mind, miss, practise, recommend, regret, spend, suggest.
Отрицательная форма: not + to-infinitive	Отрицательная форма: not + verb-ing
He pretended not to see me. I promise not to do it again.	I love not having to go to work. Can you imagine not needing money to live.

EnglishMix.ru

1. Употребите герундий в функции подлежащего.

It's very convenient to go there by car. *Going there by car is very convenient.*

1. It's so uncomfortable to sleep on the floor.
2. It's great to meet old friends.
3. It's impolite to speak in a loud voice.
4. It's always useful to think.....
5. It's boring to clean the flat.
6. It's interesting to teach.
7. It's exciting to travel to other countries.
8. It's simple to give advice.
9. It's not always clever to take other people's advice.
10. It's inconvenient to have much luggage.
11. It wasn't easy to follow the man.
12. It made him nervous to speak before a large audience.

2. Употребите герундий в форме страдательного залога.

I like visiting other people. *I like being visited by other people.*

I don't mind sending him there. *I don't mind being sent there.*

1. I avoid visiting strangers.
2. I remember asking him for help.
3. He was tired of asking questions.
4. I'm looking forward to showing them the place.
5. The manager objects to doing this work now.
6. They insist on letting him in.
7. I avoid asking for help.
8. Do you mind telling us how to do it?
9. Why are you afraid of asking him questions?
10. Why do you object to showing them the letter?

3. Постройте предложения по образцу, употребляя герундий.

I can phone him. I don't mind it. *I don't mind phoning him.*

You can phone him. I don't mind. *I don't mind your phoning him.*

1. She can come later. We don't mind.
2. I will help him. I don't mind.
3. They can visit me. I don't mind.
4. You can turn on the volume. I don't mind.
5. Can I turn on the TV set? Do you mind?
6. Can you switch off the light? Do you mind?
7. Can she talk to him? Do you mind?
8. Can I tell them about the plan? Do you mind?
9. She can take the papers. I don't mind.
10. They can play together. I don't mind.

Практическая работа № 27

Тема: Машины и механизмы. Промышленное оборудование.

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.

Практическая работа № 28

Тема: Работа на производстве.

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. Прочитайте и переведите текст:

Trends In The Modern Machine-Building Industry

The scientific and technological progress will continue in engineering along two main headlines. Firstly, it is automation, including the creation of "unmanned" industries. Secondly, raising the reliability and extending the service life of machines.

This certainly requires new technology. The machine modules on a large scale are well suited for "unmanned" industries.

Intense work is being carried out on new robots. What we need is not merely manipulators which can take up a workpiece and pass it on, but robots which can identify objects, their position in space, etc.

We also need machines that would trace the entire process of machining. Some have been designed and are manufactured. Modern engineering thinking has created new automated coal-digging complexes and machine systems, installations for the continuous casting of steel, machine-tools for electrophysical and electrochemical treatment of metals, unique welding equipment, automatic rotor transfer lines and machine-tool modules for flexible industries.

New technologies and equipment have been designed for most branches of engineering.

In the shortest time possible the engineers are to start producing new generations of machines and equipment which would allow manufacturers to increase productivity several times and to find a way for the application of advanced technologies.

Large reserves in extending service life for machines can be found in the process of designing. At present, advanced methods have been evolved for designing machines proceeding from a number of criteria. Automatic design systems allow for an optimizing of the solutions in design and technology when new machines are still in the blueprint stage.

A promising reserve in increasing the life of parts is strengthening treatment. In recent years new highly efficient methods have been found.

First and foremost of them is the vacuum plasma methods for coating components with hard alloy compounds, such as nitrides and carbides of titanium, tungsten and boron. Methods have been designed for reinforcing machine parts most vulnerable to wear and tear, such as in grain harvesters, to make them last several times longer.

Thus, it is not merely quantity engineers and scientists are after, rather it is a matter of major characteristics. In other words, this is a matter of quality, and not of the mere number of new machines, apparatuses and materials

2. Найдите данные слова в тексте и уточните их значения по контексту:

module, robot, to identify, manipulator, electro physical, electrochemical, unique, rotor, line, productivity, to reserve, criteria, to optimize, vacuum, plasma, component, nitride, carbide, titanium, apparatus.

3. Найдите в тексте эквиваленты для следующих русских словосочетаний:

срок службы, передовые методы, электрофизическая обработка, модуль станка, система проектирования, составы из твердых сплавов, методы вакуумной плазмы, упрочнение деталей машин, гибкое производство, полностью автоматизированное производство

4. Определите какие выражения правдивы, а какие нет:

1. There are two main trends in modern machine-building: automation and raising of the reliability of machines.
2. The creation of «unmanned» industries is included into automation.
3. Machine modules and robots are not suited for «unmanned industries».
4. Automation and raising of the reliability of machines require new technologies.
5. Advanced technologies are applied in most branches of engineering.
6. The service life of machine parts can't be increased by strengthening treatment.
7. Hard alloy compounds are employed for coating components.
8. The process of designing can also be automated. This gives the advantage of optimizing solutions in design and technology.

Практическая работа № 29

Тема: Конкурсы профессионального мастерства

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. Прочитайте и переведите текст:

National and international exhibitions

Very many national and international specialized exhibitions are held every year in different countries of our world. From year to year the number of companies and countries participating in such exhibitions is growing. The scope of exhibitions is also getting larger.

The present exhibitions include a wide range of showpieces showing the important achievements in different fields of science, industry and agriculture of different countries.

These exhibitions are usually crowded with different visitors with their different interests and demands. The participants of these exhibitions can negotiate with their customers, sale their goods and purchase the goods they need.

A national or an international exhibition is a way to advertise the products of a company. Such exhibitions usually have their mottoes, for example: people and environment, economical cooperation, technical progress and so on. The international exhibitions fasten the friendship among different nations and countries.

2. *Переведите рассказ об отраслевой выставке:*

We visited the exhibition of commercial vehicles in Moscow. Exhibitors from dozens of countries came here. Tractors, cranes, emergency cars, trucks, ATVs — there is something to see. In many exhibits you can sit and study them from within.

Among the presented novelties were minibuses of the future. These are small capsules that will move without a driver based on computer data and geolocation.

For children, various entertainments were organized at the exhibition, so that adults could safely inspect the exhibits.

Traditionally, the exhibition includes many contracts. This is the largest industry exhibition in Europe.

3. *На основе диалога на выставке оборудования для обслуживания автомобилей составьте свой диалог и воспроизведите его:*

— Привет. У вас очень интересный стенд.

— Спасибо. Вас что-то заинтересовало?

— Да. У меня есть автосервис и мне нужен шиномонтажный станок.

— У нас есть несколько моделей.

— А что из этого самое свежее?

— Вот этот станок — здесь есть компьютерная диагностика, очень продуманы все процессы, и он очень эффективен в работе.

— Я вижу он стоит дороже чем остальные станки.

— Так и есть, это наша новинка. Но мы можем поговорить о скидке и рассрочке платежа. Если вам интересно, я проважу вас к менеджеру, который решит с вами эти вопросы.

— Да, конечно.

— Hi. You have a very interesting stand.

— Thank you. Did something interest you?

— Yes. I have a car service and I need a tire changer.

— We have several models.

— And what of this most fresh?

— Here is the machine tool — here there is computer diagnostics, all processes are very thought out, and it is very effective in work.

— I see it costs more than other machines.

— So it is, this is our novelty. But we can talk about discount and installment payment. If you

interenso, I will fail you to the manager who will solve these questions with you.

— Oh sure.

Практическая работа № 30

Тема: Роль научно-технического прогресса в нашей жизни

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 the text and translate it.

Scientific and technical progress

The basis of scientific and technical progress of today is new informational technology which is very different from all the previous technologies. Thanks to up-to-date **software** and robots new informational technologies can make many processes much faster and **transmit** information more quickly. It is important today because the quantity of information grows rapidly.

New informational society has its peculiarities. Firstly, more and more employees work in the sphere of service and information. Secondly, more and more huge **databases** appear to collect and store the information. And finally, information and IT become goods and start playing important part in the country's economy.

These processes **affect** social structures and values. It becomes important to learn to get new knowledge quickly and sometimes to change your qualification. IT can first **lead** to unemployment, but later create even more workplaces especially for **highly qualified** professionals. While the hardest work can be performed by robots and routine **calculations** by computers, in the future people with the most creative mind and numerous fresh ideas will get better career chances.

On the one hand technology **development** gives more **access** to professional and cultural information and leads to new forms of individual enterprises, but on the other hand there is a danger of total control of private life unless special laws are **enforced** by the government. Another danger is «intellectual terrorism» when computer viruses block important programs.

There are other directions of technical and scientific progress of today. One of them is the development of new ecologically clean **sources** of energy using sun, gravitation, winds or rain. New kind of transports and new agricultural methods that do not **harm** our nature are being developed today.

Breakthroughs in science have led to creation of artificial viruses for new medicines and products, body organs for transplantation and productive soils for growing vegetables and **crops**. Many new materials and technologies are being used in our everyday life.

All these innovations may have influence on our life, social relations and **globally** on our Earth.

The influence can be very different: from psychological and health problems of children who spend too much time online to an opportunity to prevent **genetic** diseases for future generations. But the most difficult problems the **humanity faces** are global problems.

The first and foremost is ecological problem: pollution of air, water and soil, exhaustion of natural resources. Renewable natural resources such as oxygen, forests, flora and fauna do not have enough time to regenerate. This leads to different changes in climate and nature such as depletion of ozone layer and other things that has not been properly studied by scientists yet.

Other **crucial** problems include wars, epidemics, and demographic problems. The only way to solve them is to work globally and in cooperation with other countries. And here the humanity should find a way to use new technologies for the **common good**. The **solution** of these problems cannot be postponed because **otherwise** people will have fewer chances to survive on this planet.

2. Answer the questions

1. Why is IT progress different from other progresses?
2. What are the peculiarities of information society?
3. What is the role of information in this society?
4. According to the text who will have better career chances in the near future and why?
5. What are the possible dangers of wide access to information?
6. What ecologically clean sources of energy do you know?
7. How can scientific innovations influence our everyday life?
8. What are the key problems that humanity faces today?
9. How can these problems be solved?
10. What ecological problems are mentioned in the text?
11. What are the benefits of the scientific and technical progress?
12. What are the drawbacks of the scientific and technical progress?
13. Find in the text synonyms to the words «new», «fast», «important» and «to send». Can you think of other synonyms to these words?
14. Translate the underlined words and use them in your own sentences.

Vocabulary:

access - доступ
affect - влиять
breakthrough - открытие, достижение, научный прорыв
calculation - вычисление
common good - общее благо
crops - зерновые культуры
crucial - важнейший, ключевой
database - базаданных
development - развитие
to develop - развивать
to enforce - зд. приводить в силу (закон)
to face - сталкиваться
genetic - генетический
global - глобальный, всемирный
to harm - вредить, наносить вред
highly qualified - высококвалифицированный
humanity - человечество
to lead - вести к чему-то
otherwise - иначе, в противном случае
peculiarities - особенности
postpone - откладывать, переносить (во времени)
properly - как следует, должным образом
quantity - количество
rapidly - быстро
to regenerate - восстанавливаться, возрождаться
renewable natural resources - возобновляемые природные ресурсы
routine - обычный, стандартный

software - программное обеспечение
to solve a problem - решать проблему
solution - решение
source - источник
survive - выживать
transmit - передавать, переслать
unemployment - безработица
up-to-date - новейший, современный
values – ценности

Практическая работа № 31

Тема: Достижения науки. Страдательный залог (простые времена)

Цель: Развитие умения говорить на основе прочитанного.

Студент должен

Знать: Лексические единицы по теме, правило образования страдательного залога (простые времена)

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

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.

Страдательный залог

Действительный и страдательный залоги в английском языке совпадают со значением соответствующих залогов в русском языке.

Глагол в действительном залоге (**Active Voice**) показывает, что *действие совершает лицо или предмет, выраженный подлежащим*.

He often asks questions. Он часто задаёт вопросы.

Глагол в страдательном залоге (**Passive Voice**) означает, что *действие направлено на предмет или лицо, выраженное подлежащим*.

He is often asked questions. Ему часто задают вопросы.

Формы страдательного залога образуются при помощи глагола **to be** в соответствующей форме и **Participle II** (Причастие II) смыслового глагола.

to be + Participle II

Действительный залог	Страдательный залог
He often writes letters.	Letters are often written by him.

He wrote the letter yesterday.	The letter was written by him yesterday.
He will write the letter.	The letter will be written by him.
He has written the letter.	The letter has been written by him.
He is writing the letter.	The letter is being written by him.

Страдательный залог после модальных глаголов

Образование мод. глагол + <i>be</i> + <i>V₃</i>	Примеры
can	The work can be done easily.
may/might	The letter might be written later.
must	The room must be cleaned at once.
should	Teeth should be cured on time.
have/has/had to	The test had to be written yesterday.
ought to be	Adults ought to be respected .

Сказуемое в страдательном залоге может переводиться на русский язык:

- а) кратким страдательным причастием;
- б) глаголом на –ся;
- в) неопределённо-личным глаголом.

The house is built. а) Дом построен. б) Дом строится. в) Дом строят.

Следует обратить особое внимание на перевод глаголов с предлогом в страдательном залоге.

Наиболее распространённые из этих глаголов:

- | | |
|--|-------------------------------|
| hear of – слышать о | laugh at – смеяться над |
| look after – присматривать за (кем-либо) | |
| look at – смотреть на | rely on – полагаться на |
| send for – посылать за | speak of (about) – говорить о |
| pay attention to – обращать внимание на | |
| take care of – заботиться о | |

The book **is much spoken about**. Об этой книге много говорят.

He **can't be relied on**. На него нельзя положиться.

В русском переводе не все глаголы сохраняют предлог:

- | | |
|---|-------------------------------|
| to listen to – слушать что-либо, кого-либо | to look for – искать что-либо |
| to provide for – обеспечить кого-либо, чем-либо | |
| to explain to – объяснять кому-либо | |

He **was listened to** with great attention. Его слушали с большим вниманием

СВОДНАЯ ТАБЛИЦА

	Present	Past	Future
	am/is/are + v ₃ Letters <i>are written</i> every week.	was/were + v ₃ The letters <i>were written</i> last week.	will be + v ₃ The letter <i>will be written</i> next week.
Continuous	am/is/are being + v ₃ The letters <i>are being written</i> at this moment.	was/were being + v ₃ The letters <i>were being written</i> at 5 o'clock yesterday.	-
Perfect	have/has been + v ₃ The letters <i>have already been written</i> .	had been + v ₃ The letters <i>had been written</i> by 5 o'clock.	will have been + v ₃ The letters <i>will have been written</i> by noon.

Практическая работа № 32

Тема: Известные ученые и их открытия в России.

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.

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.

2. 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?

Практическая работа № 33

Тема: Современные информационные технологии. ИКТ в профессиональной деятельности

Цель: Развитие умения говорить на основе прочитанного.

Студент должен

Знать: слова по теме

Уметь: читать с детальным пониманием, говорить на основе прочитанного

ХОД ЗАНЯТИЯ

1. Read the text and translate it.

The use of computers

Just as television has extended human sight across the barriers of time and distance, so the computers extend the power of the human mind across the existing barriers.

They save a lot of time. They seldom make mistakes. It's much faster and easier to surf the Internet than to go to the library.

In the last 10 years or so, most large businesses have become completely depended on computers for storing and looking an information, for writing and calculating financial and mathematical information.

Computers within a single office or building may be connected, and they there fore form a network. Users of computers on a network can send messages to each other utilizing the same collections of data or information. In many offices and organizations computer message have replaced messages written on paper, and they are now called e-mail or electronic mail.

E-mail is a great invention, too. It's faster than sending a letter and cheaper than sending a telegram.

E-mail saves paper and the work of moving paper from one place to another. Workers can send and receive e-mail without leaving their desks and their desktop computers. But computers have some disadvantages. Computers can get viruses. Sometimes the wrong people can make use of the information available in the wrong way. Computers become out of date very quickly, they need to be replaced.

Words and word combinations:

to extend-продлевать, расширять

existing-существование

within-в пределах

to utilize-использовать, перерабатывать

to replace-ставить, заменять

2. Give the English equivalents for:

Расширять способности человеческого мозга, существующие барьеры, экономить время, делать ошибки, полностью зависит от компьютера, просматривать информацию, посылать сообщения, заменять сообщения, великое изобретение, не покидая своего места, посылать и получать электронную почту, использовать информацию неправильно, устаревать, нуждаться в замене.

3. Answer the questions:

1. What advantages of computer do you know?

2. Why have most large businesses become completely depended on computers?
3. How do we use the e-mail?
4. What disadvantages of computers do you know?

Computers at school

Information science with the ideas and message of processing and storing information is of great importance today. That's why computer technology must be told in secondary school. The new subject "basic information science", and "computing machine" was introduced for the first forms at schools. The pupils teach computers to resolve school problems. Contact with the machine increases the interest in learning, makes them more serious about studying new subject. School computers are used not only for studying information science, but also examinations purposes. Young people who finish the school must be trained to operate computers.

Words and word combinations:

a message of processing-средство обработки
 a storing of information-собрание информации
 to introduce-вводить
 to use-использовать
 to increase-увеличивать
 a purpose-намерение, цель
 to train-обучать

1. Give the English equivalents for:

Информационная наука, средство развития, компьютерная технология, стимулировать интерес к обучению, делать более серьезным обучение новым предметам, для изучения информатики.

2. Answer the questions:

1. Why is information science very important today?
2. Why do the pupils teach the computers at school?
3. What increases the interest of learning?
4. Where are school computers used?

Практическая работа № 34

Тема: Известные ученые и их открытия в России.

Цель: Развитие умения говорить на основе прочитанного.

Студент должен

Знать: Лексические единицы по теме, имена ученых и их изобретения

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.

2. 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?

Практическая работа № 35

Тема: Известные ученые и их открытия за рубежом

Цель: Совершенствование 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 complete it with the following phrases. Then complete the statements after it.

- a) because they thought he wasn't very clever
- b) where he lived for the rest of his life
- c) in mathematics and physics
- d) have changed the way
- e) a world-wide celebrity
- f) the Nobel Prize for Physics

Albert Einstein: the Greatest Scientist of the 20th Century

Not many people really deserve the title "genius" but Albert Einstein ['aɪnstain] was one of them. His discoveries ___1___ we understand our world today. Albert Einstein was born in Germany in 1879. He was a very slow learner at first. He even had trouble learning to speak! His parents were really worried. As a boy, Albert Einstein was very unhappy at school. His teachers treated him badly ___2___. His marks were usually bad.

In 1896 Albert went to Zurich to study at one of the best technical universities. There his abilities ___3___ began to show. After he graduated in 1902, Einstein took a job at the Swiss Patent Office. 1905 was his "Miracle Year", as he published three important essays including one on the "Special Theory of Relativity". Later Einstein wrote "The Theory of Gravity" and "The General Theory of Relativity". Soon he became ___4___.

In 1914 Einstein moved back to Berlin. In 1921 Einstein was awarded ___5___, and modestly travelled third class to Stockholm to receive it. He used his influence to lecture around Europe

and the USA to promote world peace. Soon the Nazis came to power in Germany. So in 1933 he had to go to America ___6___. He died on April 18th, 1955 in New Jersey, leaving behind a new way for us to look at the world.

2

1. Albert Einstein

- a) was a real genius
- b) could hardly be regarded as a genius
- c) is a real genius for some people

2. Albert's progress at school

- a) was not very good
- b) was very good
- c) was not good at all

3. Albert's abilities in mathematics became evident during his

- a) school years
- b) university years
- c) college years

4. Einstein worked on his famous theories in the

- a) 19th century
- b) 20th century
- c) 19th and 20th centuries

5. Albert Einstein .

- a) thought that only science was important
- b) believed that scientists had a duty to protect the world
- c) was sure the main aim of any person's life was fighting for peace

3. Read the text «Isaak Newton» and complete the table.

Isaak Newton

Sir Isaak Newton is a world-famous English scientist, who devoted his life to mathematics, physics, astronomy [as'tranami] and other sciences. Newton discovered the law of gravity and many other laws, he developed some very important scientific theories which helped people to understand and explain a lot of things about the physical world.

Isaak Newton was born in a small village in the east of England in 1642. At school he was interested in mathematics, which he studied later at Cambridge University. In 1655 Newton received his degree and returned home where he did much of his most important work. Here, among other things, he studied optics. His experiments [ik speriments] showed that white light was a mixture of all colours of the rainbow. Many people had seen the colours of the rainbow before but it was Newton who explained that white light was made of those colours. Newton's studies of light led him to build the first reflecting telescope [tehskaupl. Newton also first thought about the law of gravity. The legend says that he discovered this law when an apple fell on his head while he was sitting under a tree in his garden. That's why in many pictures Newton was often shown with an apple in his hand.

Newton understood that the same kind of power that made apples fall from trees also gives objects weight and keeps planets on their orbits. Newton's discoveries are still important for modern science. For example, by studying the spectrum of light from a star scientists can find out what it is made of.

Newton took part in the political life of England and was a member of English Parliament. He didn't have a family and devoted all his life to science. Newton died in 1727 and was buried in

Westminster Abbey where there is a monument to this great man. Many scientists all over the world admire his talent and consider him to be the greatest genius in the history of mankind.

Date of the birth	
Place of his birth	
School years	
He studied	
His discoveries and inventions	
His political life	
Date of his death	

4. Who is it? Albert Einstein, Isaak Newton or Mikhail

Практическая работа № 35

Тема: Грамматический обзор

Цель: Совершенствование грамматических навыков

Студент должен

Знать: образование прошедших времен, страдательного залога (простые времена), герундия, инфинитива.

Уметь: находить в предложении, переводить и применять в речи прошедшие времена, страдательный залог (простые времена), герундий, инфинитив.

1. Преобразуйте следующие утвердительные предложения в отрицательные.

1. By 6 o'clock the rain had stopped.
2. We were having tea at 5 o'clock.
3. They had been staying at the hotel since May.
4. I was flying to London that morning.
5. I had known Mark all my life.
6. The waiter entered the dark kitchen.
7. We arrived yesterday evening.
8. He was constantly missing the first class.
9. I lived in the country last summer.
10. Lara had been writing with my pen for a week.

2. Выберите верный вариант глагола и переведите предложения.

1. She looked tired. She ... (planted/was planting/had been planting) flowers all morning.
2. I ... (was playing/played/had played) volleyball when the ball hit my head.
3. His clothes were smudgy because he ... (finished/had finished/was finished) painting the walls.
4. When I was five my parents ... (were buying/bought/had been buying) a piano for me.
5. Kim ... (was dancing/danced/had danced) when her husband opened the door.

6. He ... (cut/was cutting/had been cutting) the grass for an hour when suddenly the lawn-mower broke down.
7. First I ... (had taken off/took off/was taking off) my coat, then I went to the bathroom.
8. She forgot everything she ... (had studied/was studying/studied) at a driving school.

3. Поставьте глагол в форму Past Simple, Past Continuous, Past Perfect или Past Perfect Continuous.

to take

1. Greg didn't answer the phone because he ... a shower.
2. I couldn't find my umbrella, but then I remembered that my sister ... it to school.
3. Frank ... the candle and walked downstairs.
4. We ... the exam for 2 hours when a policeman entered the room.

to wash

5. I saw Sam in the kitchen. He ... his hands.
6. They ... their windows last spring.
7. By the time I came home Jane ... already the dishes.
8. His wife ... the mushrooms since the early morning, so he decided to help her.

to do

9. By midnight he ... all the work.
10. I ... my homework when you phoned.
11. Dad ... that crossword since morning.
12. She ... her hair and left for work.

ОТВЕТЫ:

1.

1. By 6 o'clock the rain hadn't stopped. (К 6 часам дождь не перестал идти.)
2. We were not having tea at 5 o'clock. (Мы не пили чай в 5 часов.)
3. They hadn't been staying at the hotel since May. (Они не жили в отеле с мая.)
4. I wasn't flying to London that morning. (Я не летел в Лондон в то утро.)
5. I hadn't known Mark all my life. (Я не знал Марка всю свою жизнь.)
6. The waiter didn't enter the dark kitchen. (Официант не вошел в темную кухню.)
7. We didn't arrive yesterday evening. (Мы не приехали вчера утром.)
8. He wasn't constantly missing the first class. (Он не пропускал постоянно первый урок.)
9. I didn't live in the country last summer. (Я не жил за городом прошлым летом.)
10. Lara hadn't been writing with my pen for a week. (Лара не писала моей ручкой в течение недели.)

2.

1. had been planting (Она выглядела уставшей. Она сажала цветы все утро.)
2. was playing (Я играл в волейбол, когда мяч попал мне в голову.)
3. had finished (Его одежда была запачкана, потому что он закончил красить стены.)
4. bought (Когда мне было 5 лет, родители купили для меня фортепиано.)
5. was dancing (Ким танцевала, когда ее муж открыл дверь.)

6. had been cutting (Он занимался стрижкой травы целый час, когда неожиданно сломалась газонокосилка.)
7. took off (Сначала я снял пальто, затем отправился в ванную.)
8. had studied (Она забыла все, что учила в школе вождения.)

3.

1. was taking (Грег не ответил на звонок, потому что принимал душ.)
2. had taken (Я не мог найти зонт, но потом вспомнил, что сестра забрала его с собой в школу.)
3. took (Фрэнк взял свечу и спустился вниз.)
4. had been taking (Мы сдавали экзамен два часа, когда в помещение вошел полицейский.)
5. was washing (Я увидела Сэма на кухне. Он мыл руки.)
6. washed (Они мыли окна прошлой весной.)
7. had already washed (К тому времени, когда я пришел домой, Джейн уже помыла посуду.)
8. had been washing (Его жена чистила грибы с раннего утра, поэтому он решил ей помочь.)
9. had done (К полуночи он выполнил всю работу.)
10. was doing (Я делал уроки, когда ты позвонил.)
11. had been doing (Папа решал тот кроссворд с утра.)
12. did (Она сделала прическу и ушла на работу.)

Passive Voice

Simple group

1. Put the verbs in brackets into the Present Simple Passive.

1. Thousands of calls _____ (make) from mobile phones every day.
2. Stars _____ (see) in the sky at night.
3. Coffee _____ (grow) in South America.
4. The news _____ (report) every day.
5. Animals in the zoo _____ (feed) 3 times a day.
6. Milk _____ (produce) by cows.
7. Computers _____ (use) in different spheres of modern life.
8. The Tower of London _____ (visit) by thousands of tourists every year.
9. This town _____ (situate) in the north of the country.
10. Famous pieces of art _____ (keep) in museums.

2. Put the verbs in brackets into the Past Simple Passive.

The Statue of Liberty

The Statue of Liberty _____ (create) by a French architect Bartholdi. It _____ (make) in France. The statue _____ (build) 11 years and when it was ready, it _____ (take) to the USA by ship. A huge base for the statue _____ (prepare) by Americans on one of the islands 2 miles from Manhattan. A lift and 390 steps _____ (make) so that the visitors could reach the crown top of "Lady Liberty" and admire the view of the area. The Statue of Liberty _____ (recognize) as a symbol of American freedom.

Ninety years later the statue _____ (restore) by a team of French and American experts.

3. Put the verbs in brackets into the Future Simple Passive.

1. This experiment _____ (finish) in a week. 2. The play _____ (perform) next Sunday. 3. The instructions _____ (receive) in an hour. 4. The design of the building _____ (not/complete) next month. 5. The injured man _____ (operate) on in an hour. 6. All the meetings _____ (arrange) next week. 7. The document _____ (sign) in some minutes. 8. This bill _____ (not/pay) tomorrow. 9. This question _____ (not/discuss) at the next conference. 10. The car _____ (not/repair) in 2 days.

4. Put the verbs in brackets into the Present Simple Passive, the Past Simple Passive or the Future Simple Passive.

1. The room _____ (clean) yesterday. 2. New houses _____ (build) in our city every year. 3. The book of this writer _____ (publish) in a month. 4. The trees _____ (whitewash) by our pupils every spring. 5. Tea _____ (grow) in Ceylon and India. 6. America _____ (not/discover) by James Cook. It _____ (discover) by Christopher Columbus. 7. Pizza _____ (deliver) in half an hour. 8. Thousands of new cars _____ (produce) at this plant every year. 9. Ink _____ (use) for writing many years ago. 10. Some new technologies _____ (introduce) to the industrial companies at the end of the following month.

Практическая работа № 36 (см.КОС)

Тема: Дифференцированный зачёт

Цель: Контроль уровня развития речевых умений.