

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ УДМУРТСКОЙ РЕСПУБЛИКИ

Автономное профессиональное образовательное учреждение Удмуртской Республики  
«Техникум радиоэлектроники и информационных технологий им. А.В. Воскресенского»

**Практические работы  
по учебному предмету УП.04. «Английский язык»**

Разработали  
преподаватели:

С.В. Фоминых  
И.В. Фонарёва

**Тема:** «Why do we Learn the English Language».

**Цель:** Формирование понятия необходимости изучения английского языка.

**Оборудование:** 1. Учебники; 2. Раздаточный материал

**Задание 1. Прочитайте и переведите текст «Why do we Learn the English Language» (25 минут):**

It is necessary to learn foreign languages. That's why pupils have got such subject as a foreign language at school. Everybody knows his own language, but it is useful to know foreign languages. I learn English, because I understand that I can use it. For example, if I do to England I'll be able to speak English too. English is used not only in England, but also in other countries. I learn English because I want to read foreign literature in the original. I know and like such English and American writers as Charles Dickens, Mark Twain and others. I understand that I must learn English. If I know English well, I'll be able to go to the library and take books by English and American writers in the original. I like to travel. But it is difficult to visit countries, when you don't know the language of these countries. If I know the language of the country, where I am going to, it will be easy do travel there. If I want to ask something, I can do it in English. I like to read books. And I like to read newspapers, too. If I know, for example, English I'll be able to read English newspapers and magazines. Knowledge of different countries to understand each other, to develop friendship among them. For example, we have a foreign exhibition in Moscow. If is easy for me to visit this exhibition. You can see a lot of advertisement, signboard, names in the streets. They are in foreign languages. Very often they are in English. If you know English, you can read and understand them. Now we buy many clothes from other countries. If you know English well, you can read something about the size of this or that thing. It is clear for you what it is made of. There are a lot of films in foreign languages. If you know them, you can understand films without any help. There are international friendship camps in the world. If you can speak foreign languages, it will be easy for you to visit such camps and speak with the boys, girls, men, women who do not know Russian. In short, I understand that I have to learn English in a proper way and I try to do it.

**Задание 2. Подготовьте краткий пересказ текста (20 минут).**

**Задание 3. Составьте 10 вопросов по тексту (20 минут).**

**Критерии:**

Оценка «5» - Поставленные задачи (чтение, перевод, пересказ текста, составление вопросов, фонетические задания) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

**Контрольные вопросы:**

1. Why do you personally learn English language?
2. Are you learning English because you'll be able to get a better job?
3. Are you learning English because it is useful when you travel?
4. Are you learning English because you want to enjoy English literature?
5. Are you learning English because it will give you a chance to meet new people?

**Тема:** «Знакомство и прощание»

**Цель:** Знакомство с официальными и неофициальными формулами приветствия и прощания в англоговорящих странах.

Развитие диалогических навыков.

**Оборудование:** 1. Учебники; 2. Раздаточный материал

### Основные теоретические положения:

#### Формы приветствий

How do you do?	Здравствуйте. Ответ тот же самый – How d’you do?
How d’you do, Mister Brown?	Здравствуйте, господин Браун!
Hallo, old chap! Glad to meet you. Привет! Здравствуй! (менее официально).	Привет, старина! Рад тебя видеть.
Ответ тот же самый – Hallo!	
Hallo! Hello! Hullo!	
Good morning!	Доброе утро!
Morning!	
Morning, sir!	Доброе утро, сэр!
Good morning, my young friends!	Доброе утро, мои юные друзья!
Good afternoon!	
Добрый день! Примечание: «Good day!» как правило, не употребляется, так как звучит грубовато.	
Good afternoon, Madame!	Добрый день, мадам!
Good evening!	Добрый вечер!
Evening!	
Good evening, ladies and gentlemen!	Добрый вечер, дамы и господа!

#### Продолжение приветствий

You are welcome!	Добро пожаловать!
Welcome!	
Welcome, dear guests!	Добро пожаловать, дорогие гости!
We are pleased to welcome you in our ...	Мы рады приветствовать вас в нашем ...
We are happy to receive you. Рад встретиться (познакомиться) с вами!	Мы счастливы принять вас.
I am pleased to meet you.	
Pleased to meet you.	
I am glad to meet you.	
Glad to meet you.	
Glad to see you!	Рад вас видеть!
Happy to see you!	Счастлив вас видеть!
So am I. Я тоже очень рад вас видеть.	Я то
So I’m.	
I’m also very glad to see you.	

#### Знакомство

<i>Let me introduce myself.</i>	<i>Позвольте представиться.</i>
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<i>Allow me to introduce myself.</i>	
<i>May I introduce myself?</i>	
<i>I'd like to introduce you to...</i>	<i>Я хотел бы представить вас ... (кому-то)</i>
<i>I'd like you to meet...</i>	
<i>I want you to meet...</i>	
<i>Meet my friend, Mr. Smith!</i>	<i>Познакомьтесь с моим другом, мистером Смитом.</i>
<i>Allow me to introduce Mr/Mrs/Miss...</i>	<i>Позвольте представить вам мистера/миссис/мисс</i>
<i>May I introduce Mr/Mrs/Miss...?</i>	
<i>I'd like to introduce Mr/Mrs/Miss...</i>	
<i>I'd like you to meet Mr/Mrs/Miss...</i>	

## Прощание

При расставании англичане в зависимости от времени суток часто употребляют те же сочетания слов:

Morning! Good afternoon! Evening!	До свидания! (довольно официально)
Good-bye!	До свидания! (менее официально)
Bye-bye! [бай-бай]	До свидания! (среди друзей)
So long!	Пока!
Cheerio! [чИриОу]	Пока! Всего хорошего! Счастливо!
Farewell! [фЭвЭл]	Прощай! Прощайте!
See you soon.	До скорой встречи.
See you tomorrow.	До завтра!
See you on Sunday.	До воскресенья!
See you tonight.	До вечера!
See you in summer.	До встречи летом!
See you at the office.	До встречи в офисе!
I am not saying good-bye.	Я не прощаюсь (при уходе не надолго).
See you later.	Мы еще увидимся.
Good luck to you! Я надеюсь с вами встретиться опять.	Желаю вам удачи.
Надеюсь с вами встретиться опять.	
I hope to meet you again.	
Hope to meet you again.	
Same to you!	И вам также.
Drop in any time you like.	Заходите, когда угодно.
Remember to telephone us.	Звоните нам.

When can we expect you?	Когда вас можно ждать?
My love to your friend. Приводите с собой вашего друга.	Передавайте привет вашему другу.
Best regards to your friend.	
Bring your friend along with you.	
Have a nice trip!	Удачной поездки!

## Задание 1. Прочитайте и переведите примеры знакомств (15 минут):

1. Allow me to introduce myself. My name is Victor Pirogov. I'm a reader at Moscow University. I understand we're working in the same field and I was hoping we could discuss certain problems.

2. — Mister Morton, this is Miss Evans, our new secretary.

— How d'you do, Miss Evans?

— How d'you do, Mister Morton?

3. — Mistress Jones, I'd like you to meet Mister Oleg Sokoloff.

— How do you do, Mister Oleg Sokoloff? Glad to meet you.

— How do you do, Mistress Jones?

## Задание 2. Прочитайте и переведите дополнительные примеры прощаний (15 минут)

*See you soon. See you later. See you then. See you in a bit. See you around.  
See you again. See you tomorrow. See you tonight. See ya. So long. Later. Catch you later. I  
hope to see you soon. I hope we'll meet again. Till you meet again.  
Drop in again some time. Hold the fort down, will ya? Farewell Adieu Ciao Cheerio I must  
go/ I must be going Cheers, mate  
Toodles Ta-ta I'd better be going  
Let's sleep on it See ya later! Alligator/ In a while crocodile. Nightie-night  
Good Night, sleep tight, don't let the bed bugs bite,  
See Ya!! wouldn't wanna be ya!*

**Задание 4. Составьте диалоги, используя изученные формулы приветствия и прощания (20 минут).**

**Критерии:**

- Оценка «5» - Поставленные задачи (чтение и составление диалогов и стихов, фонетические задания) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи
- Оценка «4» - Коммуникативная задача решена полностью, но понимание текста незначительно затруднено наличием грамматических и/или лексических ошибок.
- Оценка «3» - Коммуникативная задача решена, но понимание текста затруднено наличием грубых грамматических ошибок или неадекватным употреблением лексики.
- Оценка «2» - Коммуникативная задача не решена ввиду большого количества лексико-грамматических ошибок или недостаточного объема текста.

**Контрольные вопросы:**

1. Какие бывают официальные и неофициальные формы приветствий?
2. Какие бывают официальные и неофициальные формы прощаний?
3. Как читается буква «с» в сочетаниях «са», «со», «си»?
4. Как читается буква «с» в сочетаниях «се», «сі», «су»?
5. Какие бывают исключения при чтении буквы «g» ?

**Практические занятия № 3,4,5**

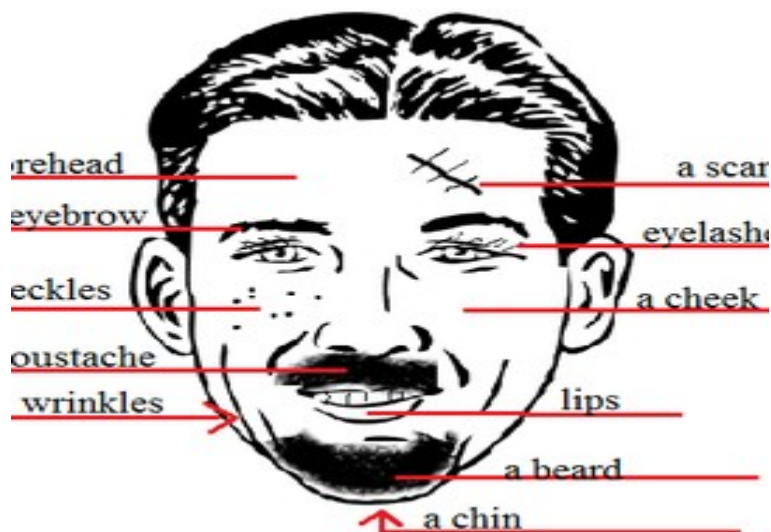
**Тема:** «Личные качества человека Описание человека»

**Цель:**

- Изучение лексики, необходимой для описания человека.
- Развитие диалогических навыков.
- Изучение лексики, необходимой для описания характера человека.
- Изучение лексики, необходимой для изучения темы «Семья»
- Развитие навыков аудирования.

**Оборудование:** 1. Учебники; 2. Раздаточный материал; 3. Магнитофон.  
Happy journey!

**Лицо человека**



**Задание 1. Прочитайте и переведите текст “Describing people” (20 минут):**

Appearances are deceptive. It is a common truth; practically everyone has met at least someone whose character and appearance differ radically.

When one sees a tall, broad-shouldered youth, one expects him to be strong-willed and brave. One thinks: 'A model to follow!' How often a good-looking individual turns out to be petty, weak-willed or even cowardly. Then one thinks: 'A mediocrity!'

At the same time everyone knows that a lot of great people were of a poor build: short and fragile. It did not stop them from displaying intelligence and courage. Ingenuity does not depend on one's complexion or constitution.

Plump or fat people create an impression of generous and kind personalities. Strangely enough, not rarely they may be thrifty or even greedy. One usually thinks: 'A scrooge!'

On the other hand, thin or slim nervous ladies often tend to be lavish. They like to buy and never think twice when they pay. One thinks: 'I would call her open-handed and Mother would call her a spendthrift. Yes, mothers are always stricter in judgments.

Has it ever happened to you that you come to an important office and see an important boss? You immediately evaluate his looks: 'Round-faced, small narrow eyes, dimples on the cheeks and an upturned nose. What a kind-hearted person! A simpleton!' You tell the boss of your troubles and expect immediate help. But the boss appears to be rude, harsh and willful. You never get your help and think: 'A stone heart and an iron fist.

When someone sees a delicately built pretty blonde with curly hair, blue eyes, a straight nose and a high forehead, one is inclined to think that the beauty is intelligent and nice. It may be disappointing to think later 'What a stupid, capricious, impolite bore!'

On the contrary, when one sees a skinny brunette with ugly irregular features — a hooked nose, pointed chin, close-set eyes and thin lips, strange thoughts come to one's head; because it is the image of evil people — cruel and cunning. It may be a relief some time later to find her a clever, gentle and good-mannered lady and think: 'What charm! A heart of gold!'

Another general misconception lies in the fact that children are always expected to resemble their parents. And parents like it when children take after them. Relatives like to compare noses, the shape of noses, etc. The greatest compliment is: 'They are as like as two peas'. The greatest disappointment is to find nothing in common. We want to deny people their exclusiveness, we don't want to admit that nature has selected other options from an enormous genetic fund developed over generations. Why do we like our copies? Who knows!

Nature likes to play tricks on us. But don't you think it is a present on the part of nature? Life becomes not a boring routine, but a brilliant kaleidoscope of characters and appearances which often clash.

## Основные теоретические положения: характеристики характера человека



### Задание 2. Прослушайте текст «People's character» несколько раз (15 минут):

People's character is influenced by environment rather than genetics. Do you agree or disagree? The discussion about people's behaviour and factors, which define human inclinations, has become very strained in society. There are some key factors, which provoke particular changes in human character, and these aspects can be divided into two groups: internal and external. The first group includes factors, such as people whom surround us, or life problems, which make people different. The second cluster of factors consists of various inherited qualities of character. However, it is important to outline that, from my point of view, the first one outweighs other factors.

Firstly, it is believed that friends are people who are the mirror, and pattern which can influence people's character or to change personality. There are some arguments, which prove this statement, such as the situation when people want to resemble their close friends, or to start sharing particular ideas because of friends' influence. At the same time, human inclinations can be changed by gaining new experience. For instance, many of my friends have changed significantly after graduation from the university in comparison with their first year at Alma Mater.

Secondly, the considerable number of facts suggests that inherited feature have a significant meaning for the human character. For instance, many children resemble their relatives not only in the colour of eyes, or the size of nose, but also they resemble their ancestors' behaviour. It is indisputable that this aspect occupies a considerable place in human behaviour. However, there are weaknesses of the described position, which are able to demolish introduced idea. For example, the history knows some evidence when children from Amazonia were brought up in Europe, and the character of these people resembles only partly the behaviour of their parents.

In conclusion, it is sensible to emphasise the key points of the present essay. Internal and external factors are both influential, and they are able to change people's character. However, the factors such as friends or experience play more significant role than inherited DNA. Finally, I believe that each person is the integral part of society, and this social community is the greatest tutor of mankind.

### Задание 3. Заполните пропуски в предложениях по прослушанному тексту (20 минут):

1. People's character is (1) ..... by environment rather than (2) .....
2. The discussion about people's (3) .... and factors, which define human inclinations, has (4) .... very strained in society.
3. There are some key factors, which (5) .... particular changes in human character, and these aspects can be divided into (6) .....: internal and external.
4. The first group includes factors, such as people whom (7) ....., or life problems, which make people (8) .....
5. The second (9) .... of factors consists of various inherited (10) .... of character.
6. However, it is important (11) .... that, from my point of view, the first one outweighs other (12) .....
7. Firstly, it (13) .... that friends are people who are the mirror, and pattern which can (14) .... people's character or to change personality.
8. There are some arguments, which prove this (15) ....., such as the situation when people want to



resemble their close friends, or to start (16) .... particular ideas because of friends' influence.

9. At the same time, (17) .... inclinations can be changed by (18) ... new experience.

10. For (19) ....., many of my friends have changed significantly after (20) .... from the university in comparison with their first year at Alma Mater.

11. Secondly, the (21) .... number of facts suggests that inherited features have a (22) .... meaning for the human character.

12. For instance, many (23) .... resemble their relatives not only in the colour of eyes, or the size of nose, but also they (24) .... their ancestors' behaviour.

13. It is indisputable that (25) .... occupies a considerable place in human (26) ....

14. However, there are (27) .... of the described position, which are able to (28) .... introduced idea.

15. For example, the history knows some (29) .... when children from Amazonia were brought up in Europe, and the character of these people (30) .... only partly the behaviour of their parents.

#### **Задание 4. Прочитайте и переведите текст «My Family» (30 минут):**

Our family is not large. We are a family of four: my father, my mother, my younger brother and I.

My name is Olga. I am seventeen. I am a school leaver. My younger brother is ten. He is a pupil of the fifth form. He looks like our father. He has brown eyes, short straight hair. He is tall and thin. As for me everybody says I look like my mother. I have the same blue eyes, a snub nose, fair curly hair. I am not tall and I am not thin. I am an ordinary girl of 17.

Our family lives in Moscow. We have a nice three-roomed flat on the fourth floor of a multistoried building. We have all modern conveniences: running hot and cold water, telephone, central heating, rubbish chute. We have no gas range. All the flats in our house are provided with electric cookers. We are satisfied with our flat where we moved only a year ago.

My mother is about 40. She looks pretty well. We all love dearly our Mum, and are always ready to help her about the house. We try to share our duties. Returning home after classes I usually do the shopping. I drop in at the bakery and at the dairy.

My younger brother also has his duties about the house. He helps mother to set the table and wash the dishes. He usually sweeps the floor and dusts the furniture. On Saturdays Dad joins us in our work about the house. He likes to make or repair something. He also likes to clean the flat with a vacuum-cleaner. I suppose it's his little hobby. But speaking seriously his real hobby is taking photos. He can do it perfectly well. We have several family albums with the pictures taken by him.

My father is an engineer in computers. He is considered to be an experienced engineer. We are very proud of him but there is one unpleasant thing with this: he is always busy and very often he works overtime.

My mother is an economist. The firm she works in deals with trading. They have business in different towns of Russia. She is to go on business trips from time to time.

We have a little summer house and a lovely garden near it not far from Moscow. The nature is very beautiful there. There is a lake there. My grandparents like to live there in summer.

They don't work now. They are on pension. They live in an industrial district of the city where the air is

rather polluted. That's why they are always looking forward to going to our summer house. My Granny is fond of gardening and my Grandpa likes to go fishing. Our family is friendly. I like them all.



**Задание 4. Составьте рассказ о людях, изображённых на картинке (25 минут):**



**Критерии:**

Оценка «5» - Поставленные задачи (чтение и перевод текста, составление высказываний, задание на аудирование) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

**Контрольные вопросы:**

- 1 Which are some arguments, which prove this statement, such as the situation when people want to resemble their close friends, or to start sharing particular ideas because of friends' influence?
2. Which impression do fat people create?
3. Which another general misconception consists of?
4. Why do we like our copies?
5. Don't you think it is a present on the part of nature?

**Практические занятия № 6**

**Тема:** «Глаголы *to be* и *to have*. Актуализация лексики, развитие навыков чтения»

**Цель:** Развитие лексических и грамматических навыков по теме «Глаголы *to be, to have*». Совершенствование навыков чтения.

**Оборудование:** 1. Учебники; 2. Раздаточный материал.

**Основные теоретические положения:****Употребление *to be***

Глагол *to be* передает идею существования кого-либо или чего-либо, состояния и используется для описания. В английском языке фразы "быть студентом", "быть красивым" и т.п. требуют обязательного употребления глагола *to be*, тогда как в русском глагол "быть" может опускаться: *she is very beautiful* – она (есть) очень красивая. Выражение "иметь столько-то лет" в отличие от русского используется глагол *to be*: *he is 10 years old* – ему 10 лет. Нам часто будут встречаться конструкции вида *it is* - "это (есть)": *it is my father* – это мой отец ([ ит из май фАЗэ ] – [ 3 ]

межзубное) it is a film for children – это фильм для детей ([ ит из э филм фор чИлдрен ]) it is funny – смешно ([ ит из фани ]; "это" опускается при переводе) it is important – (это) важно ([ ит из импОтант ]) it is never late to learn – учиться никогда не поздно ([ ит из невэ лейт ту лён ]).

### Употребление to have

Глагол to have передает идею принадлежности (фразы "иметь машину" и т.п. требуют употребления to have); в значении обладания глагол сопровождается частичкой got. she has got a good car – у нее (есть) хорошая машина Выражение to have to + глагол передает идею долженствования: I have to learn English – я должен выучить английский язык Так же существует большое число выражений с использованием глагола to have, которые переводятся на русский язык обычными глаголами: to have a cold – простудиться to have a smoke – покурить to have a walk – прогуляться to have dinner – обедать to have news – получать известия Несколько новых слов из упражнения: from [ фром ] – из (предлог) good flat [ гуд флэт ] – хорошая квартира headache [ хедЭйк ] – головная боль idea [ айДиА ] – идея, мысль to have a nap [ ту хэв э нэп ] – вздремнуть

### Задание 1. Прочитайте и переведите диалог «Driving through the city» (20 минут):

- Brown: I'm going to drive you through the centre of London today. This is a good opportunity to show you the sights of our capital.
- Pavlov: It is really very nice of you!
- Brown: After driving through the centre of London commercial life I'll bring you to Trafalgar Square.
- Pavlov: Fine!
- Brown: Look over there. That's the building of the Royal Exchange.
- Pavlov: Is this old building still used as the Royal Exchange?
- Brown: No, it isn't. There is a modern Royal Exchange in London at present. It was built recently.
- Pavlov: What is this large building on the right?
- Brown: This is the Bank of England. This bank is over 270 years already. And on the left you can see the Mansion House. It is the residence of our Lord Mayor.
- Pavlov: What is that interesting building over there?
- Brown: That is the St. Paul's Cathedral. It is one of the finest samples of European architecture.
- Pavlov: This is a very big cathedral! How long did it take to erect it?
- Brown: Thirty-five years.
- Pavlov: I see Trafalgar Square!
- Brown: We will stop here and walk a little.
- Pavlov: I couldn't imagine that Trafalgar Square is so big.
- Brown: The citizens of London often arrange their meeting in this square. And on the left you can see the National Gallery. This gallery displays pictures of many famous artists.
- Pavlov: I always wanted to visit this famous gallery.
- Brown: Now you have a chance to do it.

### Задание 2. Вставьте have или has ( 10 минут):

1. We \_\_\_\_\_ got a green parrot.
2. She \_\_\_\_\_ got seven games.
3. They \_\_\_\_\_ n't got a kite.
4. I \_\_\_\_\_ got a big bag.
5. \_\_\_\_\_ you got a blue pen?
6. \_\_\_\_\_ it got a funny face?
7. He \_\_\_\_\_ n't got a bike.

### Задание 3. Вставьте глагол «to have» в правильной форме (15 минут):

You \_\_\_\_\_ beautiful eyes. \_\_\_\_\_ you \_\_\_\_\_ any sisters or brothers? Yes, I \_\_\_\_\_. I \_\_\_\_\_ two sisters, but I \_\_\_\_\_ a brother. \_\_\_\_\_ your mother \_\_\_\_\_ a good job? Yes, she \_\_\_\_\_. No, she \_\_\_\_\_. We \_\_\_\_\_ a new car. I \_\_\_\_\_ any problems. What time \_\_\_\_\_ you \_\_\_\_\_ breakfast? She always \_\_\_\_\_ a cup of tea in the morning. \_\_\_\_\_ a good time! We \_\_\_\_\_ a wonderful holiday last summer. When he was young he \_\_\_\_\_ a car. What time \_\_\_\_\_ you \_\_\_\_\_ breakfast this morning? He \_\_\_\_\_ already \_\_\_\_\_ a birthday party. \_\_\_\_\_ you \_\_\_\_\_ a holiday this year? No, not yet. We \_\_\_\_\_ a party tomorrow. They \_\_\_\_\_ a day off tomorrow.

**Задание 4. Заполните пропуски в вопросах, используя *have got* или *has got* (10 минут):**

\_\_\_\_\_ you \_\_\_\_\_ any brothers or sisters? \_\_\_\_\_ you \_\_\_\_\_ any children? How many cousins \_\_\_\_\_ you \_\_\_\_\_? \_\_\_\_\_ you \_\_\_\_\_ a cat or a dog? \_\_\_\_\_ your teacher \_\_\_\_\_ a car? \_\_\_\_\_ your mother \_\_\_\_\_ a house or a flat \_\_\_\_\_ garden?

**Задание 5. Прочитайте рассказ Брэнды о себе на фото. Используйте *am, is* or *are*. Переведите текст (15 минут):**

My name (1) \_\_\_\_\_ Brenda Foster. I (2) \_\_\_\_\_ on the left in the picture. I (3) \_\_\_\_\_ ten years old and I (4) \_\_\_\_\_ in the fifth form. My birthday (5) \_\_\_\_\_ on the first of January. I (6) \_\_\_\_\_ from Santa Monica, California, USA. I (7) \_\_\_\_\_ American. My phone number (8) \_\_\_\_\_ 235-456-789. I live at 16 Park Street. My post code (9) \_\_\_\_\_ LA 30 SM. I've got a sister and a brother. Their names (10) \_\_\_\_\_ Gina and Paul. Gina (11) \_\_\_\_\_ 16 years old and Paul (12) \_\_\_\_\_ only three. I've also got a dog. His name (13) \_\_\_\_\_ Spot. He (14) \_\_\_\_\_ on the right in the picture. My Mum (15) \_\_\_\_\_ a doctor. She works at a hospital. My Dad (16) \_\_\_\_\_ a driver. He works in Los Angeles. We (17) \_\_\_\_\_ all friendly in our family.

**Задание 6. Вставьте правильную форму глагола *to be* в диалог. Прочитайте его и переведите (10 минут):**

A: Hi, Alex. How (1) \_\_\_\_\_ you?  
B: Hello David. I (2) \_\_\_\_\_ fine and how (3) \_\_\_\_\_ you doing?  
A: I (4) \_\_\_\_\_ doing fine.  
B: How (5) \_\_\_\_\_ your sister? Where (6) \_\_\_\_\_ she now?  
A: She (7) \_\_\_\_\_ in London. She (8) \_\_\_\_\_ learning English there.  
B: Really? That (9) \_\_\_\_\_ wonderful! How about your parents?  
A: They (10) \_\_\_\_\_ fine too. They (11) \_\_\_\_\_ in Cyprus now.  
B: (12) \_\_\_\_\_ you busy tonight?  
A: Not really, why?  
B: We (13) \_\_\_\_\_ having a party. Would you like to come?  
A: I'd love to.  
B: Then come to our place at 7:00 p.m.

**Задание 7. Вставьте в предложения *is / isn't, are / aren't, am / 'm not* (10 минут).**

1. I \_\_\_\_\_ lazy.
2. My friend \_\_\_\_\_ naughty.
3. My granny \_\_\_\_\_ kind.
4. My granddad \_\_\_\_\_ clever.
5. My teachers \_\_\_\_\_ funny.
6. I \_\_\_\_\_ a bad pupil.

**Задание 8. Вставьте в предложения *is, are, He's, She's, I'm, They're* (10 минут).**

1. How \_\_\_\_\_ your mum? — \_\_\_\_\_ fine, thanks.
2. How \_\_\_\_\_ your parents? — \_\_\_\_\_ OK.
3. How \_\_\_\_\_ you? — \_\_\_\_\_ very well, thank you.
4. How \_\_\_\_\_ your uncle? — \_\_\_\_\_ fine, thanks.
5. How \_\_\_\_\_ your children? — \_\_\_\_\_ OK.
6. How \_\_\_\_\_ Liz? — \_\_\_\_\_ fine, thanks.
7. How \_\_\_\_\_ your cousin? — \_\_\_\_\_ very well, thank you

**Критерии:**

- Оценка «5» - Поставленные задачи (чтение и перевод диалога и текста, грамматические задания) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи
- Оценка «4» - Коммуникативная задача решена полностью, но понимание текста незначительно затруднено наличием грамматических и/или лексических ошибок.
- Оценка «3» - Коммуникативная задача решена, но понимание текста затруднено наличием грубых

грамматических ошибок или неадекватным употреблением лексики.  
Оценка «2» - Коммуникативная задача не решена ввиду большого количества лексико-грамматических ошибок или недостаточного объема текста.

**Контрольные вопросы:**

1. Какие функции у глагола *to be*?
2. Какие функции у глагола *to have*?
3. Что говорит Бренда Фостер о себе?

**Практическое занятие № 7**

**Тема:** «Семейные отношения . Развитие навыков чтения, говорения»

**Цель:** Совершенствование навыков чтения.

Формирование понятия о семейных ценностях в жизни человека

**Оборудование:** 1. Учебники; 2. Раздаточный материал.

**Задание 1. Прочитайте и переведите текст «Family Relationships» (40 минут):**

How could you describe the word "family"? First of all "family" means a close unit of parents and their children living together. But we shouldn't forget that it is a most complex system of relationships. Family relationships are rarely as easy as we would like, and very often we have to work hard at keeping them peaceful.

When do people usually start a family? This question doesn't have a definite answer. In the 18th, 19th and at the beginning of the 20th century people used to get married at the age of 18 or even 16. If a girl about 23 or more wasn't married, she was said to be an old maid or a spinster. That might have turned out a real tragedy for her family which usually brought up more than three children, because in some cases a successful marriage was the only chance to provide a good life for the daughter and to help her family. Despite the fact that the girl was so young, she was already able to keep the house, take care of her husband and raise children. To feel the time, its culture and customs I advise you to read a wonderful novel or see a breathtaking film "Pride and Prejudice". Though the story takes place at the turn of the 19th century, it retains fascination for modern readers, revealing some problems which may be urgent in the 21st century.

But life's changing as well as people's style of life. Nowadays we have got much more freedom in questions concerning family. It is natural to get married at the age of 20 up to 30; however, some people prefer to make a career first and only after that start a family when they are already in their forties. Moreover, there are many cases when people prefer to live together without being married. There are some reasons for this phenomenon. Firstly, it is difficult to juggle a family life with studies at school or university. But without good education it is practically impossible to find a suitable well-paid steady job. It's a must to get a higher education, but by this moment you are already 22—24 years old. After that you seek for a well-paid job to live independently, which takes about 3—5 years. Now you see why people in the 21st century do not hurry to get married.

There is also another difference between old and modern families. Nowadays it is very unusual to find three generations living under one roof as they used to do in the past. Relatives, as a rule, live separately and don't often meet one another. This fact sharply hurts an older generation. Our parents and grandparents usually suffer from lack of attention and respect from their children and grandchildren, although they try not to show it. They really don't need much, just a telephone call or a visit once a week will make them happy.

There are two basic types of families. A nuclear family — a typical family consisting of parents and children. A single-parent family consists of one parent and children. Nowadays there are very few people who have never divorced. Today the highest divorce rate in the world has the Maldivian Republic. The United States of America take the third place. Russia is at the ninth place. What are the reasons of great numbers of divorce? Let us name some of the most common and serious ones.

• ***Occurrence of adultery once or throughout the marriage.*** The unfaithful attitude towards a spouse destroys the relationship and leads to a final separation.

- **Communication breakdown.** After some time of living under one roof spouses find out that they are absolutely incompatible. Constant clashes, brawls and squabbles cause serious problems. The differences grow as a snowball and can't be already settled by kisses or hugs.
  - **Physical, psychological or emotional abuses.** When a person taunts, humiliates, hits the children or his spouse, it can't but end with a divorce.
  - **Financial problems.** It sounds lamentably, but sometimes love alone can't guarantee well-being, whereas money can solve many of your problems. So when a couple lacks it, their relations become more and more complicated, their priorities change and the relationships end.
  - **Boredom.** A lot of couples get bored of each other after 7 or more years of marriage. Boredom may become the reason of constant quarrels and adultery which inevitably leads to a divorce.
- However, it goes without saying, in most cases married couples succeed in solving all the problems and keep living in peace and happiness.

**Задание 2. Выполните подробный пересказ текста (25 минут).**

**Задание 3. Заполните пропуски в предложении (25 минут):**

1. Fred \_\_\_\_\_ thirteen now.
2. «\_\_\_\_\_ you English? «No, I \_\_\_\_\_».
3. Her name \_\_\_\_\_ Ann.
4. «\_\_\_\_\_ David a good friend?» «Yes, he \_\_\_\_\_».
5. \_\_\_\_\_ these men doctors?
6. «You \_\_\_\_\_ from Belarus, \_\_\_\_\_ you?» «Yes, that \_\_\_\_\_ right».
7. There \_\_\_\_\_ a nice lake in the forest. Let's go!
8. There \_\_\_\_\_ no more questions, \_\_\_\_\_ there?
9. «When you \_\_\_\_\_ a small child, \_\_\_\_\_ you happy?» «Yes, I \_\_\_\_\_. I \_\_\_\_\_ very happy.»
10. They (not) \_\_\_\_\_ ready for the lesson last Tuesday.
11. The days \_\_\_\_\_ cold and wet last September.
12. There \_\_\_\_\_ 20 pupils in our class last year.
13. I \_\_\_\_\_ ill for the last few weeks.
14. Where \_\_\_\_\_ John \_\_\_\_\_ all day?
15. They (not) \_\_\_\_\_ to this part of the country.
16. «\_\_\_\_\_ she \_\_\_\_\_ to America?» «No, she \_\_\_\_\_.»
17. He \_\_\_\_\_ 13 years old tomorrow.
18. I \_\_\_\_\_ back home at 6 o'clock.
19. We \_\_\_\_\_ at the library at that time.
20. They \_\_\_\_\_ here at 3 o'clock.
21. They \_\_\_\_\_ happy to see us.

### **Критерии:**

- Оценка «5» - Поставленные задачи (чтение, перевод и пересказ текста, грамматические задания) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи
- Оценка «4» - Коммуникативная задача решена полностью, но понимание текста незначительно затруднено наличием грамматических и/или лексических ошибок.
- Оценка «3» - Коммуникативная задача решена, но понимание текста затруднено наличием грубых грамматических ошибок или неадекватным употреблением лексики.
- Оценка «2» - Коммуникативная задача не решена ввиду большого количества лексико-грамматических ошибок или недостаточного объема текста.

### **Контрольные вопросы:**

1. How many members are there in your family?
2. At what age did your parents get married?
3. Give your opinion of marriages of the previous centuries.
4. Do you think it is possible for a modern girl of eighteen to start a family?
5. People should not get married unless they are deeply in love, should they?
6. What can be done by both spouses to prevent a divorce?

- 7 What are the family roles distributed within a family? What is a "woman's place" and what is a "man's place" in the family?
8. Can the birth of children strengthen the family?
9. There is a good phrase in the English language about marriages — "to go on the rocks". It means to break down, to crumble. Think of the similar ones in Russian.
10. Do you agree with the statement that unhappy couples with children should stay together until the children are grown?

### Практическое занятие № 8

**Тема:** «Вопросительные предложения»

**Цель:** Совершенствование лексико-грамматических навыков по теме.

Формирование навыков аудирования.

**Оборудование:** 1. Учебники; 2. Раздаточный материал; 3. Магнитофон.

#### Основные теоретические положения:

Вопросительные предложения в английском языке бывают пяти типов. Каждый из них имеет определенную структуру построения.

1-ый тип. Общий вопрос (general).

Ответом на него могут быть слова «да» и «нет», поэтому общий вопрос часто называют «yes / no question». В этом типе вопросительных предложений обратный порядок слов. Оно начинается с вспомогательных или модальных глаголов.

Does she play the piano and the guitar?

Она играет на пианино и гитаре?

Is the pupil reading the text?

Ученик читает текст?

Can your baby swim?

Ваш малыш умеет плавать?

2-ой тип. Специальный вопрос (special question).

Специальный вопрос задается для получения дополнительной информации, уточнения каких-либо деталей. В нем используется обратный порядок слов, на первом месте стоит одно из вопросительных слов: When? – когда?; What? – что?; Where? – где?; Which? – который?; Why? – почему?; How much/many? — Сколько? и другие.

When will you be here?

Когда вы будете тут?

What are you planning to buy?

Что вы собираетесь купить?

How much did your plane ticket cost?

Сколько

3-ий тип. Разделительный вопрос (disjunctive question / tag-question).

Разделительный вопрос используется для выражения удивления, сомнения или получения подтверждения. Это вопросительное предложение состоит из двух частей. Первая часть — само предложение без каких-либо изменений (то есть с прямым порядком слов), вторая — вспомогательный глагол и местоимение, которые переводятся «не правда ли», «не так ли». Если первая часть — утвердительное предложение, то во второй части обязательно ставится not после вопросительного или модального глагола. Если первая часть вопроса — отрицательное предложение, то во второй части частица not не используется.

You have done the homework, haven't you?

Ты выполнил домашнее задание, не так ли?

It is not so easy to translate that text, is it?

Тот текст не так легко перевести, не правда ли?

All children like sweets, are not they?

Все дети любят сладости, не так ли?

4-ый тип. Альтернативный вопрос (alternative question).

Альтернативный вопрос может быть задан к любому члену предложения. Он предполагает выбор между двумя вариантами. В этом типе вопросов обязательно присутствует слово or:

Is the dress you bought red or black?

Платье, которое вы купили, красное или черное?

Did Peter or John present such beautiful flowers to you?

Питер или Джон подарил тебе такие красивые цветы?

Are the pupils reading a text or writing a dictation?

Ученики читают текст или пишут диктант?

5-ый тип. Вопрос к подлежащему (question to the subject)

Этот тип вопроса иногда считают разновидностью специального вопроса. Порядок слов в нем не меняется, но на первое место вместо подлежащего ставятся слова What (если существительное неодушевленное) или Who (если существительное одушевленное). Вопрос имеет ту же структуру, как и повествовательное предложение, в котором роль подлежащего выполняют вопросительные местоимения.

What makes you feel happy?

Что делает тебя счастливым?

Who wants to answer the question?

Кто хочет ответить на вопрос?

Who will come to our party?

Кто придет на нашу вечеринку?

Вопросительные предложения в английском языке строятся по определенным правилам, не зависимо от видо-временной формы глаголов.

**Задание 1.** Вставьте слова did, are, do, have, was, havn't, is, isn't в вопросительные предложения, определите тип вопросов (10 минут):

1. What types of books \_\_\_\_\_ you like to read?

2. \_\_\_\_\_ she reading love story or an a adventure story?

3. \_\_\_\_\_ you seen «Titanic»?

4. Who \_\_\_\_\_ watching TV at eight o'clock last night?

5. It's an exciting book, \_\_\_\_\_ it?

6. \_\_\_\_\_ you going to watch a romantic film or a musical?

7. You have seen this film, \_\_\_\_\_ you.

8. \_\_\_\_\_ you go to the cinema last night?

**Задание 2.** Составьте вопросы (15 минут):



- birthday / is / when / your?
- many / How / cards / did / get / you?
- do / What / like / you / presents?
- mum / What / make / did / cake / your?
- at the party / you / did / what / do?
- like / you / parties / do / Why?
- summer / are / this / where / you / going?
- there / going / How / you / are?
- take / going / to / what / you / are?
- with / are / you / Who / going?
- do / going / to / you / there / What / are?
- you / stay / going / to / are / Where?
- what / playing / dad / sports / your / games / is / of / fond?
- roller-skate / when / learn / you / to / did?
- of / afraid / are / swimming / you?

**Задание 3.** Напишите вопросы к предложениям, начиная со слова в скобках (15 минут):

1. My sister eats sweets every day. (Who)
2. He won't go to the country this summer (Will)
3. We were advised to come. (What?)
4. I haven't seen Peter since Saturday. (Since when?)
5. They are planning to have a holiday soon. (They)
6. She made a beautiful dress for herself last week. (What?)
7. Everybody was waiting at the door to the museum. (Was)
8. By the end of the year he had read about twenty books. (How many)
9. He is followed by his friend everywhere. (By whom?)
10. He didn't know how he could help his friend. (Why?)

**Задание 4.** Составьте специальные и альтернативные вопросы к предложениям (15 минут)

Образец: He is from England. - What country is he from? Is he from England or Scotland?

1. We went to the library.
2. He is a driver.
3. We were playing a game.
4. They came to this place a long time ago.

**Задание 5.** Напишите вопросы к ответам (15 минут):

1. \_\_\_\_\_?  
A computer. (The Adams bought a computer.)

2. \_\_\_\_\_ ?

They have. They have already met Mr Smith.)

3. \_\_\_\_\_ ?

They met Mr Smith when they were in London.

4. \_\_\_\_\_ ?

They are. (They are going to there again).

5. \_\_\_\_\_ ?

English. She teaches English.

6. \_\_\_\_\_ ?

Travelling. (He was interested in travelling.)

7. \_\_\_\_\_ ?

They do. (They have to get up early.)

8. \_\_\_\_\_ ?

At the airport. (He had to meet them at the airport.)

9. \_\_\_\_\_ ?

The baby's room. (Mary has to clean the baby's room every morning.)

10. \_\_\_\_\_ ?

Boots. (They have to wear boots.)

### **Задание 6. Изучите ситуацию и составьте монолог из 8-10 предложений (20 минут):**

You and your mother are thinking of redecorating your kitchen. Which style is the best for your family?

Discuss the following options and choose the one you both like most of all:

- classical
- hi-tech
- a vase
- a box of chocolates
- flowers
- a self-made pie
- avant-garde
- country

### **Критерии:**

Оценка «5» - Поставленные задачи (чтение, перевод диалогов, составление диалогов и монологов) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

### **Контрольные вопросы:**

1. Do you think it is possible for a modern girl of eighteen to start a family?
2. People should not get married unless they are deeply in love, should they?
3. What can be done by both spouses to prevent a divorce?
4. What are the family roles distributed within a family?
5. What is a "woman's place" and what is a "man's place" in the family?
6. Can the birth of children strengthen the family?

## **Практическое занятие № 9**

**Тема:** «The Place We Live in. Развитие навыков монологической речи»

**Цель:** Выработать навык устной речи по изучаемой теме (составление высказывания по теме);

Выработать и закрепить навык употребления изученного грамматического материала

**Оборудование:** 1. Учебники; 2. Раздаточный материал.

**Задание 1. Прочитайте и переведите текст «Country and City». Составьте план текста (40 минут):**

People are always wondering whether the country or the city is the ideal place to live. If there is one preference-which I take leave to make a conclusion-then it is the country rather than the city that provides people with optimal living conditions. There widespread testimonies for it and the primary ones are listed as follows.

The foremost reason for dwelling in the countryside is the soothing and comfortable life provided by the pastoral view. Hardly anyone could resist the clean atmosphere, the friendly neighbors, the closeness to nature and the gentle pace of living. Those who have enjoyed the first cock crow in the morning, the twittering of birds in the tress and the breathtaking sight of the rising sun would go into rapture at only mere mention of the idyllic life. Relaxed suburban dwellers are able to hold a more positive attitude for life and achieve more accomplishment.

Another subtle explanation rests on the fact that country habitants are fortunate enough to enjoy the cozy and pleasant ambience of the family without exhausting social life. How satisfactory and refreshing it must be to have dinner together with your loved ones in the spacious and pastoral surroundings after a frustrating day! Furthermore, nothing can be compared with the joy of watching heart warming TV programs, playing convivial games and sleeping in the tranquil and relaxing atmosphere.

It would be far more difficult to acquire such pleasure for those urbanites. Consecutive and excessive recreations not only thrift money but also deteriorate people's health, which is the last thing one would like to encounter. Still, it will be a mistake to argue that nothing beneficial combines with city life since several accompanying merits also come along with it. Living in the metropolis means having more accesses to various people involved in multiple attractive cultures. Living in the metropolis also provides plentiful opportunities, both in career and studies.

Nevertheless, the fact that city life makes it more convenient to get a job does not prevent us from concluding that country life is more enjoyable as well as healthful.

**Задание 2 . Выберите правильный вариант ответов. Переведите предложения (25 минут):**

1. The only ..... of the fiat is that it's a bit too small.  
a) complaint b) disadvantage c) mistake d) sorry
2. They are going to ask the landlord to ..... their rent.  
a) drop b) leave c) lessen d) lower
3. The flat we have rented is very ..... for the train station.  
a) comfortable b) convenient c) near d) suitable
4. I would love to have a house ..... , but for the time being I must rent this flat.  
a) by my own b) for my own c) of my own d) to my own
5. Our main concern is to raise the lodgers' ..... of living.  
a) capacity b) conditions c) degree d) standard
6. Students in hostels are ..... to keep their rooms clean and tidy.  
a) desired b) expected c) hoped d) wanted
7. Are you going to ..... your flat in Cracow while you are abroad?  
a) dispose b) hire c) let d) sale
8. He asked if we would ..... to share the room.  
a) accept b) agree c) approve d)consider

9. The ..... for the flat is 70\$ a week.  
a) due b) fee c) hire d) rent
10. We are ..... into our new flat next week.  
a) arriving b) entering c) moving d) transporting
11. The tenants were ..... not to disturb other tenants after 11 p.m.  
a) appealed b) demanded c) desired d) requested
12. Could we both stay at your flat? Have you got enough ..... ?  
area place room  
space
13. My landlady doesn't ..... me to have parties.  
a) agree b) allow c) appreciate d) approve
14. When the owner let the flat to me I signed a(n) ..... that I would leave at the end of June.  
a) advice b) agreement c) bargain d) insurance
15. ..... a flat with someone is cheaper than living on your own.  
a) Dividing b) Halving c) Parting d) Sharing
16. Your new flat ..... me very much of the one we had in London.  
a) recalls b) recollects c) remembers d) reminds
17. The ..... of newcomers to longstanding residents is very high in this block of flats.  
a) average b) cross-section c) percentage d) proportion
18. I should like to rent a flat, modern, comfortable and ..... in a quiet position.  
a) above all b) after all c) before all d) over all
19. The room was noisy and not very ..... for studying.  
a) fitted b) matching c) proper d) suitable
20. Many accidents in the home could be ..... if householders gave more thought to safety in their houses.  
a) avoided b) excluded c) preserved d) protected

**Задание 3. Заполните пропуски в тексте о жизни Наоми Кэмпбелл словами из списка**

**a) – i) подходящими по смыслу. Переведите текст (15 минут):**

a) straight, b) tall, c) clothes, d) travels, e) shoulders, f) working, g) spends, h) perfect, i) complexion

Naomi Campbell, the famous model, is very 1) \_\_\_\_\_ with a 2) \_\_\_\_\_ figure. She has a dark 3) \_\_\_\_\_ and beautiful brown eyes. Her 4) \_\_\_\_\_ black hair falls past her 5) \_\_\_\_\_. When she doesn't work she wears casual 6) \_\_\_\_\_. Naomi likes reading and often goes to the theatre. Traveling is what she likes most. She always 7) \_\_\_\_\_ abroad when she has free time. Naomi 8) \_\_\_\_\_ a lot of time in the gym and she doesn't eat fattening food. She believes that 9) \_\_\_\_\_ hard is the only way to succeed in life.

**Задание 4. Вставьте слова по смыслу *much, many, few, a few, little, a little, a lot of, plenty of, a great number of, a great amount of, a great deal of* (10 минут):**

1. The living conditions in the district were very poor and there were only \_\_, \_\_ doctors available. 2. He is a very intelligent man. Do you know that he speaks \_\_\_ foreign languages? 3. The situation was becoming worse and worse. \_\_\_ projects had to be postponed. 4. The show was poor. There was . \_\_\_ applause. 5.

There were \_\_\_ people at the meeting, but most of them left early so there aren't \_\_\_ left now. 6. Have you finished that glass of milk? There is \_\_\_ milk in the fridge if you'd like more. 7. We haven't had \_\_\_ rain this summer. The garden needs watering. 8. The party was a failure. Unfortunately, they invited \_\_\_ interesting people.

### **Критерии:**

Оценка «5» - Поставленные задачи (чтение, перевод предложений, грамматические упражнения, составление высказываний) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

### **Контрольные вопросы:**

1. Is your flat large or small?
2. How many rooms are there in your flat? What are they?
3. Which is the biggest room in your flat?
4. How is your living room furnished?
5. .Where do you prefer to live?
6. What do you call “home”?
7. Where is it better to live – in a big city or in the country?

### **Практическое занятие № 10**

**Тема:** «Степени прилагательных и наречий. Описание жилища»

**Цель:** Совершенствовать лексические и грамматические навыки по теме.  
Совершенствование навыков чтения и говорения.

**Оборудование:** 1. Учебники; 2. Раздаточный материал; 3. Магнитофон.

#### **Основные теоретические положения**

##### **Лексика для описания жилища**

1) a house - дом; 2) a flat- квартира; 3) a bathroom- ванная, туалет;

1) a bedroom- спальня; 5) a study – кабинет; 6) a living room- жилая комната (гостиная); 7) a kitchen – кухня; 8) a modern conveniences – современные удобства; 9) a running water – холодная вода; 10) a balcony – балкон; 11) a central heating – центральное отопление; 12) a hall – зал; 13) a floor – этаж; 14) a furniture – мебель; 15) a telephone – телефон; 16) a private house – частный дом.

#### **Задание 1. Образуйте степени сравнения следующих прилагательных и наречий (10 минут):**

- a) long, thin, hot, fine, easy, healthy, neat, fast, lively, friendly;
- b) talented, sympathetic, famous, active, interesting, difficult;
- c) good, bad, far, much, well, badly.

#### **Задание 2. Дайте начальную форму следующих прилагательных и переведите пары слов на русский язык (10 минут):**

healthier, simpler, the heaviest, bigger, busier, the palest, funnier, the worst, better, the farthest, less, fatter, higher, braver, the best, worse.

#### **Задание 3. Прочитайте и переведите следующие словосочетания и предложения на русский язык (15 минут):**

- a) a better flat, the most comfortable furniture (мебель), the most handsome husband, younger brother,

the worst weather (погода), the oldest house, to read better'

b) 1. It is difficult to say which month is the best or better. 2. In summer the days are longer than nights. 3. The longest day of the year is the 21<sup>st</sup> of June. 4. This article is the most difficult for me. 5. It is more difficult for me to read books in English than in Russian. 6. This is the best topic for your report. 7. Our street is the longest in our town. 8. This lecture-hall is the biggest in our Institute. 9. This article is the most interesting in the magazine. 10. Nick is the worst sportsman in our group. 11. He spends less time on English than other students. 12. English is easier than some other foreign languages.

**Задание 4. Сравните Ваш родной город и другой по такому плану (15 минут):**

- a) my town: big, safe (безопасный), expensive (cheap);
- b) people in my town: friendly, happy, healthy (здоровый), rich (poor), lazy;
- c) weather cold, warm, rainy, snowy (снежный), nice;
- d) houses: high, modern, attractive (привлекательный);
- e) streets: noisy, quiet, clean, dirty, busy.

**Задание 5. Прочитайте и переведите текст «My Flat» (25 минут):**

We have a nice flat in a new block of flats. Our flat is on the fourth floor. It has all modern conveniences: central heating, gas, electricity, cold and hot water, a lift and a chute to carry rubbish down. There are three rooms, a kitchen, a bathroom and a hall in our flat. The living-room is the largest and most comfortable room in the flat. In the middle of the room we have a square-table with six chairs round it. To the right of the dinner-table there is a wall-unit which has several sections: a sideboard, a wardrobe and some shelves.

At the opposite wall there is a piano and stool before it. Between the two large windows there is a little table with a colour TV set on it. Near the TV set there are two cosy armchairs. A small round table, a divan-bed and a standard lamp are in the left-hand corner. This small table is for newspapers and magazines. My father is used to having a rest sitting on this divan-bed reading books, newspapers, magazines or watching TV.

The bedroom is smaller than the living-room and not so light as there is only one window in it. In this room there are two beds with a bedside-table between them. An alarm-clock and a small lamp with a pink lamp-shade are on the table. In the left-hand corner there is a dressing-table with a big mirror.. In this room we have a built-in wardrobe with coat-hangers to-hang clothes on. There is a thick carpet on the floor and plain light-brown curtains on the window.

The third room is my study. It is not large but very cosy. There isn't much furniture in it, only the most necessary. It has a writing-table and an armchair before it. In the right-hand corner there is a bookcase full of books, magazines and newspapers. A small table with a radio is standing in the left-hand corner. Near it there is a sofa with some cushions. In my opinion, the study is the best room in our flat.

But the warmest place in our flat is the kitchen, I think — the place where the whole family gathers every evening not only to have supper together, but also to speak and rest. I like the English proverb: "My home is my castle" because my flat is, indeed, my castle.

**Задание 6. Ответьте на вопросы (15 минут):**

- 1. Have you a house or a flat?
- 2. How many rooms are there in your flat?
- 3. Has your flat all modern conveniences? What are they?
- 4. What room is the largest in your flat?
- 5. What is there in the middle of the room?
- 6. Is there a piano in the living-room?
- 7. What is there near the TV set?
- 8. How many windows are there in the bedroom?
- 9. What is on the bedside-table?
- 10. What colour curtains are there on the window?
- 11. What room is very cosy?
- 12. Is there much furniture in the study?
- 13. What is there in the right-hand corner of the study?
- 14. What is standing in the left-hand corner?

## Критерии:

Оценка «5» - Поставленные задачи (чтение, перевод предложений, грамматические упражнения) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

### Контрольные вопросы:

1. Where do you prefer to live?
2. What do you call "home"?
3. Where is it better to live – in a big city or in the country?
4. Какие бывают степени сравнения?
5. What floor is your flat on?
6. What modern conveniences are there in your flat?
7. Is your flat large or small?
8. How many rooms are there in your flat? What are they?
9. Which is the biggest room in your flat?
10. How is your living room furnished?

## Практическое занятие № 11

**Тема:** «Мое учебное заведение.оборот There + To be»

**Цель:** Выработать навык устной речи по изучаемой теме (составление мини-высказывания по теме);

Выработать и закрепить навык употребления грамматического материала по теме: «оборот There + To be» в устной и письменной речи;

Сформировать интерес у студентов и привить им чувство уважения к будущей профессии, к техникуму, который поможет им приобрести необходимые навыки и умения.

**Оборудование:** 1. Учебники; 2. Раздаточный материал.

### Основные теоретические положения

Грамматическая структура there is\ are в английском языке употребляется для описания местонахождения предметов. Структура there is употребляется, если последующее существительное стоит в единственном числе, и there are, если последующее существительное стоит во множественном числе.

There is a chair and two armchairs in the room.

There are two armchairs and a chair in the room.

Для того чтобы задать вопрос, структура there is\ there are ставится в начало вопросительного предложения.

Is there a table in the room? Yes, there is. No, there isn't.

Are there plates on the table? Yes, there are. No, there aren't.

### Задание 1. Вставьте is или are (15 минут):

1. There \_\_\_\_ two cups of tea on the table.
2. There \_\_\_\_ some milk in the cup.
3. There \_\_\_\_ an orange in the salad.
4. There \_\_\_\_ six balls in the box.
5. There \_\_\_\_ some cheese on the plate.



6. There \_\_\_\_\_ a blue chair at the door.
7. There \_\_\_\_\_ five chicks and a hen on the farm.
8. There \_\_\_\_\_ a table and nine desks in the classroom.
9. There \_\_\_\_\_ a big window to the left of the door.
10. There \_\_\_\_\_ three rooms in our country house.
11. \_\_\_\_\_ there three cups on the coffee-table?
12. \_\_\_\_\_ there a carpet on the floor?
13. There \_\_\_\_\_ no cats in the sitting room.
14. There \_\_\_\_\_ a cat on the table.
15. There \_\_\_\_\_ 3 dogs in the box
16. There \_\_\_\_\_ 4 hens in the house.
17. There \_\_\_\_\_ a pot on the table.
18. \_\_\_\_\_ there a bathroom near the kitchen?
19. \_\_\_\_\_ there four rooms in the house?
20. \_\_\_\_\_ there a kitchen under your bedroom?

**Задание 2. Напишите *There's / There're* (10 минут):**

1. \_\_\_\_\_ some sandwiches in the fridge.
2. \_\_\_\_\_ a biscuit on the plate.
3. \_\_\_\_\_ some jam on the table.
4. \_\_\_\_\_ some cornflakes in the cupboard.
5. \_\_\_\_\_ some sugar in the glass.
6. \_\_\_\_\_ two cups of tea on the table.

**Задание 3. Составьте вопросы о своей кухне, начинающиеся *Is there or Are there*. Дайте ответы по образцу (10 минут):**

Yes, there is. Yes, there are. No, there isn't. No, there aren't.

1. \_\_\_\_\_ any sausages in the fridge? \_\_\_\_\_.
2. \_\_\_\_\_ any sugar in the cupboard? \_\_\_\_\_.
3. \_\_\_\_\_ any rolls on the table? \_\_\_\_\_.
4. \_\_\_\_\_ any eggs in the fridge? \_\_\_\_\_.
5. \_\_\_\_\_ any jam in the fridge? \_\_\_\_\_.
6. \_\_\_\_\_ any biscuits in the cupboard? \_\_\_\_\_.

**Задание 4. Составь и запиши предложения (10 минут).**

1. pears / there / ten / in the / are / bag / .
2. aren't / pupils / there / classroom / in the / .
3. an egg / on the / there / plate / is / ?
4. on the / there / a / cat / chair / is / white / .
5. a turtle / on / there / isn't / farm / this / .
6. at the / two / bikes / door / are / there / ?

**Задание 5. Прослушайте две аудиозаписи и выполните следующие задания (25 минут)**

- 1) Найти все отличия в содержании; 2) Пересказ на английском языке первой аудиозаписи;
- 3) Пересказ на английском языке второй аудиозаписи.

**1-а аудиозапись:** This is a short story about myself. I am from Yaroslavl. My parents and a brother are there now. But I am in Moscow. I am a first-year student. I study at the Cooking Department of the Moscow College of Technologies and Design, so I will be a cooking and catering professional: a cook or a technologist. There is everything necessary for good studies at our College. There are two examination sessions during an academic year – midterm exams in winter and final exams in summer. So there is much work to do during four years of intensive training.

**2-я аудиозапись:** This is a short story about myself. I am from Serov. My parents and a sister are there now. But I am in Ekaterinburg. I am a freshman of the Trade Economic College. I am going to be a cook or a technologist.. There is everything necessary for good studies at our college. There are two examination sessions during an academic year – midterm exams in winter and final exams in summer. So there is much work to do during four years of intensive training

**Задание 6. В парах составьте диалоги о Вашем техникуме, используя следующие слова (20 минут):**

1. There is everything necessary...
2. There is a canteen ...
3. In the course of studies...
4. The trade economic college ...
5. There are many good teachers...
6. There are all the facilities...
7. So there is much work...
8. Then in four years...
9. There are representatives...
10. He is to...
11. There are also some ...
12. There are two examination sessions ...
13. There are a number of teaches ...
14. It is quite right that ...
15. an organization where students get education
16. The process of learning about a subject
17. .... the activity of educating people at schools, colleges and universities

### **Критерии:**

Оценка «5» - Поставленные задачи (чтение, перевод предложений, грамматические упражнения, составление высказываний) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

### **Контрольные вопросы:**

1. Where do you study?
2. Who studies together with you?
3. Is there everything necessary for good studies at your college?
4. Who teaches the students?
5. What facilities are there at your college?
6. Is there a library and reading halls at your college?
7. Are there many nice rooms and a dining hall in the canteen?
8. How many examination sessions are there during an academic year?
9. When do the students have tests and exams?
10. How long does the training course take?
11. Will you be a cook or a technologist after the graduation from the college?

## **Практическое занятие №12**

**Тема:** « Working Day. Артикль»

**Цель:** Овладеть активной лексикой и основными лексико-грамматическими конструкциями, необходимыми и достаточными для построения монологических и диалогических высказываний.

Выработать и закрепить навык употребления изученного грамматического материала

**Оборудование:** 1. Учебники; 2. Раздаточный материал.

### **Основные теоретические положения:**

**Артикль в английском языке** – это служебная часть речи, которая служит для выражения категории определенности / неопределенности.

Определенность означает, что предмет индивидуализирован, выделен из всех остальных предметов этого вида, а неопределенность представляет собой более общую ссылку на этот тип предметов в целом.

Например: **The boy has a ball.** У мальчика есть мячик.

В указанном примере имеется в виду некий определенный, конкретный мальчик, известный читателю из контекста, а слово «мячик» имеет более общее значение и обозначает, какой тип предмета у него есть.

В английском языке есть два артикля: определенный **the** и неопределенный **a (an)**. Оба они произошли от знаменательных частей речи и частично сохранили в себе свое старое значение.

Определенный артикль **the** произошел от указательного местоимения **that**, отсюда и его значение конкретности. Старое значение можно проследить в таких фразах, как: at the (that) time, of the (that) kind.

Неопределенный артикль **a** произошел от числительного **one**, значение которого четко видно во фразах: not a word, a mile's walk, a cup or two.

Неопределенный артикль в английском языке имеет два варианта – **a** и **an**. Если существительное начинается с согласного звука, то используется форма **a**, если с гласного – форма **an**:

a tree, a worker, a hero

an apple, an engineer, an hour

### **Задание 1. Выберите верный вариант ответа, переведите предложения (15 минут):**

1. ...Smiths have a dog and a cat.

a) ... b) The c) A

2. He knows how to work on ... computer.

a) a b) an c) ...

3. She was the first woman to swim across ... English Channel.

a) a b) ... c) the

4. Go down ... Kingston Street and turn left into Oxford Street.

a) the b) a c) ...

5. I don't like milk in ... tea.

a) ... b) the c) a

6. At the end of... busy day, sleep is the best way to restore your energy.

a) the b) a c) ...

7. We'll go for a walk if ... weather is fine.

a) a b) ... c) the

8. Could you give me ... information I asked for in my letter?

a) the b) ... c) a

9. ...war is a terrible thing.

a) The b) ... c) A

10. I spent ... very interesting holiday in England.

a) the b) a c) ...

### **Задание 2. Подставьте верный артикль (15 минут):**

1. "Is this your ... friend?" — "No, it isn't my ... friend, it is my sister".

2. I have ... sister. My ... sister is ... teacher. My sister's ... husband is ... pilot.

3. I have no ... car.

4. She has got ... terrible ... headache.

5. They have ... dog and two ... cats.

6. My ... cousin says he is going to be ... manager one ... day.

7. Would you like ... apple?

8. This is ... tree. ... tree is green.

9. I can see three ... children. ... children are playing in ... yard.

10. I have ... car. ... car is white. My ... friend has no ... car.

### **Задание 3. Поставьте артикли в поговорки, где это необходимо (15 минут):**

1. ... apple ... day keeps ... doctor away.

2. ... appetite comes with eating.

3. ... good beginning makes ... good ending.

4. ... bird in ... hand is worth two in ... bush.

5. Among ... blind ... one-eyed man is king.

6. ... brevity is ... soul of wit.

7. ... cat has nine lives.

8. ... charity begins at ... home.

9. ... clothes make ... man.

10. ... curiosity killed ... cat.

**Задание 4. Ответьте на вопросы (25 минут):**

1. What university do you go to? 2. What course do you do there? 3. Where is your university located? 4. Where do you live? 5. Do you live in your own flat or do you rent it? 6. What hostel do you live with? 7. Who do you share a room with? 8. Do you lead a hectic life at present? Why? 9. What time do you get up? 10. What do you do after you get up? 11. Do you do morning exercises? Why. 12. What time do you usually have breakfast? 13. What do you normally have for breakfast? 14. How do you get to the university? 15. How long does it take you to get there? 16. What time do your classes begin? 17. How many lectures and practical classes do you have a day? 18. What are your lectures like? 19. What classes do you have on Wednesday? 20. Who delivers lectures to you? 21. What other subjects/courses do you do?

**Задание 5. Используя записи в дневнике Джейн, расскажите о своём распорядке дня (20 минут):**

7 a.m.	Waking up, morning exercises, a shower
7.30 a.m.	Breakfast
8.00 a.m.	Leaving home
8.30 a.m.	First class
1.00p.m.	Lunchtime
2.00p.m.	Last lecture
6.15 p.m.	Dinner time
6.00 p.m.	Getting home
4.00 p.m.	Going to the university library
7.00 p.m.	Reading for classes
9.00 p.m.	Going for a walk
10.30 p.m.	Watching TV
11.30 p.m.	Going to bed

**Критерии:**

Оценка «5» - Поставленные задачи (чтение, перевод предложений, грамматические упражнения, составление высказываний, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

**Контрольные вопросы:**

1. What college do you go to? 2. In what year are you at present? 3. What subjects are most difficult? 4. Is profound knowledge of English valuable for your future work? 5. How can you apply it? 6. What do you do after classes? 7. Where do you go after classes? 8. Where can you get textbooks and scientific articles? 9. Does the university provide Internet facilities for its students? 10. What are the most important sources of academic information? 11. How often do you go out with friends? 12. Where do you usually go with your friends? 13. What do you do to become a highly-qualified specialist in the field of social work?

**Практическое занятие №13**

**Тема:** «Present Simple Tense. Развитие навыков диалогической речи»

**Цель:** Владеть активной лексикой и основными лексико-грамматическими конструкциями, необходимыми и достаточными для построения монологических и диалогических высказываний.

Выработать и закрепить навык употребления изученного грамматического материала

Тренировка навыков изучающего и информативного чтения, устного высказывания.  
Формирование навыков самоорганизации и планирования своего рабочего дня.

**Оборудование:** 1. Учебники; 2. Раздаточный материал.

### Основные теоретические положения:

**Present Simple** – простое настоящее время. Оно показывает действие, которое происходит регулярно, с определенной периодичностью. На первый взгляд может показаться, что это время один в один похоже на наше настоящее время. И действительно, в большинстве случаев функции Present Simple и русского настоящего времени совпадают. Но различия все же есть. У Present Simple много других задач, и человек, желающий владеть английским языком на высоком уровне, должен в них разбираться. В этой статье мы рассмотрим, как образуется Present Simple и когда употребляется.

### Как образуется Present Simple

#### Утверждение

Образуется Present Simple очень просто, мы убираем у глагола частицу *to* и ставим его на второе место в предложении, после подлежащего. Present Simple – одно из немногих времен, где не используется вспомогательный глагол в утверждении.

Подлежащим может быть местоимение или существительное. С местоимениями *he, she, it* и существительными в единственном числе (*a boy* – мальчик, *a girl* – девочка, *a plant* – растение) у глагола появляется окончание *-s (-es)*.

I/We/You/They + глагол	He/She/It + глагол + <b>-s (-es)</b>
I think. – Я думаю.	He goes. – Он ходит.
We smile. – Мы улыбаемся.	She speaks. – Она разговаривает.
You know. – Вы (ты) знаете (-ешь).	A boy jumps. – Мальчик прыгает.
Boys jump. – Мальчики прыгают.	

Окончание *-es* добавляется к глаголам, которые заканчиваются на *-o, -y, -s, -sh, -ch, -tch, -x, -z*. Это делается для того, чтобы в слове не стояло рядом два труднопроизносимых звука.

- She **does** (она делает).
- He **teaches** (он обучает).
- She **watches** (она смотрит).
- He **mixes** (он смешивает).

Следует обратить внимание на глаголы, оканчивающиеся на *-y*. После *-y* используются 2 вида окончаний:

1. Если слово оканчивается на согласную и *-y*, используется окончание *-es*. В этом случае *-y* уменьшается на *-i*:
  - I **try** (я стараюсь). – He **tries** (он старается).
  - They **carry** (они носят). – She **carries** (она носит).
2. Если слово оканчивается на гласную и *-y*, используется *-s*. В этом случае никаких изменений с *-y* не происходит:
  - You **buy** (ты покупаешь). – He **buys** (он покупает).
  - We **play** (мы играем). – She **plays** (она играет).

#### Отрицание

Для того чтобы построить отрицательное предложение, мы обращаемся к вспомогательному глаголу *do (does)* и отрицательной частице *not*. Здесь снова отдельно от всех будут местоимения *he, she, it* и существительные в единственном числе – с ними используется форма *does*. С остальными местоимениями и существительными употребляется *do*. Частицу *not* мы ставим между вспомогательным глаголом и основным.

I/We/You/They + <b>do not</b> + глагол	He/She/It + <b>does not</b> + глагол
I <b>do not</b> think. – Я не думаю.	He <b>does not</b> go. – Он не ходит.
We <b>do not</b> smile. – Мы не улыбаемся.	She <b>does not</b> speak. – Она не разговаривает.
You <b>do not</b> know. – Вы (ты) не знаете (-ешь).	A boy <b>does not</b> jump. – Мальчик не прыгает.
Boys <b>do not</b> jump. – Мальчики не прыгают.	

*Don't* и *doesn't* – это сокращенные формы от *do not* и *does not*, они используются в разговорной

речи:

- We don't smile.
- A boy doesn't jump.

Обратите внимание, что при использовании does окончание -s у основного глагола исчезает. Вспомогательный глагол всегда «перетягивает» на себя -s (do + es = does), поэтому нам не надо использовать это окончание второй раз.

Когда does уходит, у основного глагола снова появляется -s.

Вопрос

В вопросе также используется вспомогательный глагол do (does). Чтобы задать вопрос в Present Simple, мы ставим в начале предложения do (does), затем подлежащее и в конце основной глагол.

Не забывайте, как только появляется does, окончание -s (-es) у основного глагола исчезает.

Do + I/we/you/they + глагол	Does + he/she/it + глагол
Do I think? – Я думаю?	
Do we smile? – Мы улыбаемся?	
Do you know? – Вы (ты) знаете (-ешь)?	
Do boys jump? – Мальчики прыгают?	
Does he go? – Он ходит?	
Does she speak? – Она разговаривает?	
Does a boy jump? – Мальчик прыгает?	

### Задание 1. Прочитайте и переведите текст “My Working Day” (30 минут):

I am a first-year student at Volgograd Medical University. I live with my parents in a flat (house) in Voroshylovsky district. (I am not a native of Volgograd, so I live in a hostel, or rent a flat).

Every day I have much interesting and important work to do. I always remember that the lost time is never gained and that is why I do not want to waste even a minute.

I get up early in the morning – at about 6 o'clock, do my morning exercises and have a cold rubdown. As I am a student of the faculty of clinical psychology and social work I consider that physical exercises are a good remedy for protecting our health against diseases.

After breakfast I get dressed and leave home. It takes me 30 minutes to get to the University by minibus. Our classes usually begin at 8.30. We have several practical classes and a lecture or two every day. It is useful to us to listen to the lectures because the professors always deliver them clearly and scientifically.

On Friday we usually have a lecture in General Psychology. Our professor is not only a very good specialist in their field of science but also a qualified teacher. He delivers lectures in his own way and provides many new and interesting facts about application of scientific findings in practice. The professor shows us that profound knowledge of this subject will be valuable in our future work.

Sometimes we attend medical encounters in hospitals or out-patient clinics to see how our colleagues put theory into practice.

After classes I go home, have lunch and take a rest. I am often tired but I understand that every day which passes by can bring me much valuable and necessary knowledge. I also work hard in laboratories and perform various laboratory works. Sometimes I go to the library where various textbooks and latest scientific articles are available. Besides, our university provides Internet facilities for students. I believe that at present Internet is a very important source of academic information and I turn to it very often

When I have free time I go to the gym or go out with my friends.

I work very hard as I want to be a highly-qualified specialist in the field of social work.

### Задание 2. Найдите перевод следующих словосочетаний в тексте (10 минут):

студент первокурсник, снимать квартиру, делать утреннюю зарядку, защита здоровье, практические занятия, читать ясно и научно обосновано, лекции по, усердная работа, приобретать глубокие знания, проводить много времени, выполнять лабораторные работы, медицинские статьи.

### Задание 3. Поставьте глаголы в следующих предложениях в утвердительную, вопросительную и отрицательную формы Present Simple (10 минут):

1. I (to do) morning exercises. 2. He (to work) at a factory. 3. She (to sleep) after dinner. 4. We (to work) part-time. 5. They (to drink) tea every day. 6. Mike (to be) a student. 7. Helen (to have) a car. 8. You

(to be) a good friend. 9. You (to be) good friends. 10. It (to be) difficult to remember everything.

**Задание 4. Раскройте скобки, употребляя глаголы в Present Simple (15 минут):**

1. Alice (to have) a sister. 2. Her sister's name (to be) Ann. 3. Ann (to be) a student. 4. She (to get) up at seven o'clock. 5. She (to go) to the institute in the morning. 6. Jane (to be) fond of sports. 7. She (to do) her morning exercises every day. 8. For breakfast she (to have) two eggs, a sandwich and a cup of tea. 9. After breakfast she (to go) to the institute. 10. Sometimes she (to take) a bus. 11. It (to take) her an hour and a half to do her homework. 12. She (to speak) English well. 13. Her friends usually (to call) her at about 8 o'clock. 14. Ann (to take) a shower before going to bed. 15. She (to go) to bed at 11 p. m.

**Задание 5. Раскройте скобки, употребляя глаголы в Present Simple (10 минут):**

1. My working day (to begin) at six o'clock. 2. I (to get) up, (to switch) on the TV and (to brush) my teeth. 3. It (to take) me about twenty minutes. 4. I (to have) breakfast at seven o'clock. 5. I (to leave) home at half past seven. 6. I (to take) a bus to the institute. 7. It usually (to take) me about fifteen minutes to get there. 8. Classes (to begin) at eight. 9. We usually (to have) four classes a day. 10. I (to have) lunch at about 2 o'clock.

**Критерии:**

Оценка «5» - Поставленные задачи (чтение, перевод текста, грамматические упражнения, составление высказываний, ответы на вопросы, перевод с русского на английский язык) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

**Контрольные вопросы:**

1. What university do you go to? 2. What course do you do there? 3. Where is your university located? 4. Where do you live? 5. Do you live in your own flat or do you rent it? 6. What hostel do you live with? 7. Who do you share a room with? 8. Do you lead a hectic life at present? Why? 9. What time do you get up? 10. What do you do after you get up? 11. Do you do morning exercises? Why. 12. What time do you usually have breakfast? 13. What do you normally have for breakfast? 14. How do you get to the university? 15. How long does it take you to get there? 16. What time do your classes begin? 17. How many lectures and practical classes do you have a day? 18. What are your lectures like? 19. What classes do you have on Wednesday? 20. Who delivers lectures to you? 21. What other subjects/courses do you do?

**Практическое занятие №14**

**Тема:** « Day off. Предлоги»

**Цель:** Владеть активной лексикой и основными лексико-грамматическими конструкциями, необходимыми и достаточными для построения монологических и диалогических высказываний.

Выработать и закрепить навык употребления изученного грамматического материала

Тренировка навыков изучающего и информативного чтения, устного высказывания.

Формирование навыков самоорганизации и планирования своего дня.

**Оборудование:** 1. Учебники; 2. Раздаточный материал.

**Основные теоретические положения:**



Основные три категории предлогов по лексическому значению (употреблению):

1. Предлоги времени (prepositions of time)
2. Предлоги места (prepositions of place)
3. Предлоги направления (prepositions of direction)

В чистом виде практически не бывает только предлогов времени, места или направления.

Предлоги места		Предлоги времени		Предлоги направления и движения	
in	в	at	в	to	к, в
inside	внутри	in	в, через	into	в
at	у	by	к	out of	из
on	на	on	в, по	from	от
in front of	перед	till	до	towards [to:dz]	к
behind	позади	until	до	across	через
between	между	since	с	along	по, вдоль
beside	рядом, возле	for	на, в течение	up	на, вверх
near	около, вблизи	between	между	down	с, вниз
through [θru:]	сквозь, через	during	во время	onto	на
against	к, на	before	до	off	с
under	под	after	после		
across	через	through	с...по включительно		
round	вокруг				
by	у, около				
above	над				
below	ниже				
over	над, за, через				

Лексическое значение предлога напрямую зависит от его позиции в предложении, поэтому в большинстве случаев один и тот же предлог может иметь два и более лексических значения.

**Задание 1. Вспомним постановку предлогов в адресах. Заполните пропуски предлогами *on, at or in* (15 минут):**

1. Gary Clench lives \_\_\_\_ Brighton.
2. He lives \_\_\_\_ Clifton Street.
3. He lives \_\_\_\_ 33 Clifton Street.
4. His flat is \_\_\_\_ the second floor.
4. Carlos lives \_\_\_\_ Barcelona.
5. I live \_\_\_\_ Main Street.
6. I live \_\_\_\_ 109 Main Street.

**Задание 2. Вставьте подходящий предлог места, переведите предложения (15 минут).**

1. There's a strange woman standing \_\_\_\_ a tree. (под)
2. There's a motorbike \_\_\_\_ the car (перед) and a bicycle \_\_\_\_ it (позади), so the car is \_\_\_\_ the yellow motorbike and the bicycle.
3. There's a bus waiting \_\_\_\_ a bus stop.
4. There's a briefcase \_\_\_\_ the desk. (под)
5. Can you see a camera \_\_\_\_ the drawer?
6. There's a large picture \_\_\_\_ the wall \_\_\_\_ two small
7. There are two bedrooms \_\_\_\_ the flat.
8. Santa Monica is \_\_\_\_ Southern California.
9. I've got a poster of Kevin Costner \_\_\_\_ my wall.
10. Heidelberg is \_\_\_\_ the River Neckar.

**Задание 3. Вставьте подходящий предлог места, переведите предложения (15 минут):**

1. There's nobody waiting \_\_\_ the bus stop. 2. Meet me \_\_\_ the bus station. 3. I often have a coffee \_\_\_ the Calypso Cafe. 4. I'm a student \_\_\_ Brighton College. 5. Molly is \_\_\_ work at the moment. 6. He saw a nest ... the tree. 7. How many misprints are there ... this book? 8. Don't sit ... the window. 9. Is the post-office close ... your house? 10. What subjects do you study ... school?

**Задание 4. Заполни пропуски предложениями in, on, at, under (15 минут):**

I am \_\_\_ the classroom. I am not \_\_\_ the blackboard. I am \_\_\_ the desk. There is a book \_\_\_ my desk. My pens and pencils are \_\_\_ my pencil-box. The pencil-box is \_\_\_ my bag. The bag is \_\_\_ the desk. We've got flowers \_\_\_ our school park. Two pupils are sitting \_\_\_ the tree \_\_\_ this park now.

**Задание 5. Прочитайте, переведите текст «My Day off», составьте краткий его пересказ (30 минут):**

I go to school five days a week, so I have two days off — Saturday and Sunday (I'm lucky, because some other pupils have the only one day off). During the week I am very busy, so I like to have a rest on weekend.

I am not an early riser and it is a rare Saturday or Sunday when I get up before 9 o'clock. I enjoy staying in bed, when I don't have to hurry anywhere. We have late breakfast at 10 and watch TV.

Usually we have something tasty: meat salad, fried potatoes, chicken, cake or pie. If the weather is fine, I usually do not stay indoors, I and my dog go outside. Often we go to the park and play there. If the weather is rainy and gloomy, I stay at home and watch TV, listen to the music, read, the books.

After dinner we go visit our grandparents or relatives, or just simply take a nap. Sometimes when my friends call me we go roller — blading near the Opera theatre

I like roller — blading very much, I think it is a lot of fun. In the evenings I like to watch video and music programs. There is a big armchair in my room right beside the lamp with blue shade. If it is cold I like to sit there with cup of coffee and read.

Sometimes I do something special on weekends: go to an art exhibition, to the theatre, to the concert. I always go to bed late on Sundays, and Monday morning is the nastiest thing through all the week.

I like weekends very much, because I can rest and gain some energy for the next week.

**Критерии:**

Оценка «5» - Поставленные задачи (чтение, перевод и пересказ текста, грамматические упражнения, составление высказываний, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

**Контрольные вопросы:**

1. How many day offs do you have? 2. When do you get up on Sunday? 3. What do you usually do during weekends? 4. What do you do if the weather is sunny? 5. Do you spend a lot of time with your friends? 6. Do you watch TV a lot? 7. What time do you go to bed? 8. Do you like weekends?

**Практическое занятие №15**

**Тема:** «Past Simple Tense. Future Simple Tense»

**Цель:** Выработать и закрепить навык употребления изученного грамматического материала  
Тренировка навыков изучающего и информативного чтения, устного высказывания.

**Оборудование:** 1. Учебники; 2. Раздаточный материал.

## Основные теоретические положения:

**Past Simple Tense (прошедшее простое время)** в общем смысле обозначает действие, совершившееся в прошлом.

### Образование Past Simple Tense

Существует два вида глаголов: правильные (regular) и неправильные (irregular). Past Simple *правильных* глаголов образуется путем прибавления во всех лицах окончания -ed к форме инфинитива:

to play – played; to like – liked; to start – started.

Окончание -ed произносится [d], [t] или [ɪd]: played, liked, started.

Правила образования и чтения окончания -ed см. приложение Правила образования и чтения -ed

Past Simple *неправильных* глаголов образуется не по правилу, такие формы нужны запомнить:

to write – wrote; to come – came; to smell – smelt; to drive – driven.

См. Таблица неправильных глаголов (вторая колонка).

Вопросительная форма как правильных, так и неправильных глаголов образуется при помощи вспомогательного глагола to do в прошедшем времени (did) и формы инфинитива смыслового глагола (без to), причем вспомогательный глагол ставится перед подлежащим:

Did I play?

Did he play?

В специальном вопросе вспомогательный глагол ставится перед подлежащим, а перед вспомогательным глаголом используется нужное вопросительное местоимение:

Where did I play?

Why did he play?

With whom did you play?

В вопросе к подлежащему вопросительное местоимение *who* ставится перед сказуемым вместо самого подлежащего (в данном вопросе нет вспомогательного глагола):

Who played?

Отрицательная форма как правильных, так и неправильных глаголов образуется при помощи вспомогательного глагола to do в прошедшем времени (did), частицы not и формы инфинитива смыслового глагола, причем not ставится после вспомогательного глагола:

I did not play.

He did not play.

В вопросительно-отрицательной форме частица not ставится непосредственно после подлежащего.

Did I not play?

В разговорной речи используется сокращение

did not=didn't

Didn't I play?

He didn't play

### Употребление Past Simple Tense

Past Simple употребляется:

1. Для выражения обычного, регулярного прошедшего действия:

Last winter I spent a lot of time in the library.

– Прошлой зимой я проводил много времени в библиотеке.

While she was in St.-Petersburg, she wrote us letters every week. Когда она была в Санкт-Петербурге, она писала нам письма каждую неделю.

**Примечание:** Кроме того, для выражения обычного действия в прошлом вместо Past Simple очень часто употребляется

a) used to + инфинитив (см. Оборот used to):

- I used to swim a lot in summer but I don't go swimming any more.

- Ann used to have headaches, now she feels quite well.

б) would + инфинитив без to (см. Сравнение оборота used to и глагола would):

She would usually be happy when she returned home after a long trip — Она обычно бывала счастлива, когда возвращалась домой после долгого путешествия.

в) be used to / get used to

I get used to going shopping on Saturday. (см. Сравнение оборотов used to / be used to / get used to)

2. Для выражения прошедшего действия, совершившегося в истекшем отрезке времени.

а) время совершения действия может быть выражено с помощью yesterday вчера, last week на прошлой неделе, an hour ago час тому назад, the otherday на днях, on Monday в понедельник, in 2000 в 2000 году, during the holidays во время каникул и т. п.:

Mary called me yesterday. Мэри позвонила мне вчера.

The other day I met Paul. На днях я встретил Пола.

He came at six o'clock. Он пришел в шесть часов.

б) время совершения действия может быть выражено придаточным предложением:

The storm began when I left home. – Шторм начался, когда я вышел из дома.

в) время совершения действия может быть не указано в предложении, а может только подразумеваться:

He got the injury at school. – Он получил эту травму в школе(подразумевается: когда учился в школе).

3. Для выражения простого факта в прошлом.

The house stood on the hill. – Дом стоял на холме.

What did you say? – Что вы сказали?

4. Для выражения последовательности прошедших действий:

He came to the table, took a pen and started writing. – Он подошел к столу, взял ручку и начал писать.

### Случаи употребления Past Simple Tense

1. Обычное, регулярное действие в прошлом.

2. Действие, совершившееся в истекшем отрезке времени.

3. Простой факт в прошлом.

4. Последовательные прошедшие действия.

**Future Simple Tense (будущее простое время)** в общем смысле обозначает действие, которое совершится в будущем.

### Образование Future Simple Tense

Future Simple образуется при помощи вспомогательных глаголов shall и will и формы инфинитива смыслового глагола (без to). Shall употребляется с 1-м лицом единственного и множественного числа, а will с остальными лицами:

I (we) shall play.

He (she, it, you, they) will play.

Вопросительная форма: shall(will) + подлежащее + глагол:

Shall I (we) play?

Will he (you, they) play?

В специальном вопросе вспомогательный глагол ставится перед подлежащим, а перед вспомогательным глаголом используется нужное вопросительное местоимение:

Where shall I play?

Why will he play?

With whom will you play?

В вопросе к подлежащему вопросительное местоимение *who* ставится перед сказуемым вместо самого подлежащего:

Who will play?

Отрицательная форма: shall(will) + not + глагол:

I (we) shall not play.

He (you, they) will not play.

Вопросительно-отрицательная форма: shall(will) + подлежащее + not + глагол или shan't/won't + подлежащее + глагол:

Shall I (we) not play? = Shan't I (we) play

Will he (you, they) not play? = Won't he (you, they) play?

В разговорной речи используются сокращения

will='ll

shall='ll

They'll play

shall not=shan't='ll not

I shan't play =I'll not

will=won't='ll not

She won't work=She'll not play

Shan't I play?

Won't he play?

**Примечание:** В настоящее время наблюдается тенденция к употреблению вспомогательного глагола shall только в официальном стиле и на письме. В разговорной речи используется will со всеми местоимениями. Однако при этом оба глагола официально закреплены в правилах учебников и справочников по грамматике английского языка.

### **Употребление Future Simple Tense**

Future Simple Tense употребляется:

1. Для выражения обычных действий в будущем:

Don't worry I'll write regularly. Не волнуйся, я буду регулярно писать.

2. Для выражения последовательных действий в будущем:

He will ring you up and tell you everything. Он позвонит тебе и обо всем расскажет.

3. Для выражения простых фактов в будущем:

It will be cold in the evening. Вечером будет холодно.

4. Для выражения решения совершения будущего действия, принятого в момент речи:

- Did you tell him?

- No, I forgot, but **I'll tell** him tomorrow.

- Ты сказал ему?

- Нет, забыл, но **скажу** завтра (решение сказать завтра принято непосредственно в ходе разговора).

5. Для выражения обещания или предложения:

I'll post letters for you. Я пошлю ваши письма.

6. Для выражения предсказания. Предложение может начинаться с I think... Я думаю..., I hope... Я надеюсь...:

I hope you'll be fine tomorrow. Надеюсь, завтра вы будете чувствовать себя хорошо.

### **Задание 1. Поставьте глаголы в следующих предложениях в**

**утвердительную, вопросительную и отрицательную формы Past Simple (10 минут):**

1. I (to do) morning exercises. 2. He (to work) at a factory. 3. She (to sleep) after dinner.

4. We (to work) part-time. 5. They (to drink) tea every day. 6. Mike (to be) a student.

7. Helen (to have) a car. 8. You (to be) a good friend. 9. You (to be) good friends.

10. It (to be) difficult to remember everything.

### **Задание 2. Раскройте скобки, употребляя глаголы в Past Simple (10 минут):**

1. Alice (to have) a sister. 2. Her sister's name (to be) Ann. 3. Ann (to be) a student. 4. She (to get) up at seven o'clock. 5. She (to go) to the institute in the morning. 6. Jane (to be) fond of sports. 7. She (to do) her morning exercises every day. 8. For breakfast she (to have) two eggs, a sandwich and a cup of tea. 9. After breakfast she (to go) to the institute. 10. Sometimes she (to take) a bus. 11. It (to take) her an hour and a half to do her homework. 12. She (to speak) English well. 13. Her friends usually (to call) her at about 8 o'clock. 14. Ann (to take) a shower before going to bed. 15. She (to go) to bed at 11 p. m.

### **Задание 3. Раскройте скобки, употребляя глаголы в Past Simple (10 минут):**

1. My working day (to begin) at six o'clock. 2. I (to get) up, (to switch) on the TV and (to brush) my teeth. 3. It (to take) me about twenty minutes. 4. I (to have) breakfast at seven o'clock. 5. I (to leave) home at half past seven. 6. I (to take) a bus to the institute. 7. It usually (to take) me about fifteen minutes to get there. 8. Classes (to begin) at eight. 9. We usually (to have) four classes a day. 10. I (to have) lunch at about 2 o'clock.

**Задание 4. Используйте слова в скобках для образования предложений в Past Simple.**

**Обратите внимание, в какой форме должно стоять предложение:**

**утвердительной, вопросительной или отрицательной (15 минут).**

- 1) They \_\_\_\_\_ football at the institute. (to play) 2) She \_\_\_\_\_ emails. (not / to write)
- 3) \_\_\_\_\_ you \_\_\_\_\_ English? (to speak) 4) My mother \_\_\_\_\_ fish. (not / to like) 5) \_\_\_\_\_ Ann \_\_\_\_\_ any friends? (to have) 6) His brother \_\_\_\_\_ in an office. (to work)
- 7) She \_\_\_\_\_ very fast. (cannot / to read) 8) \_\_\_\_\_ they \_\_\_\_\_ the flowers every 3 days? (to water) 9) His wife \_\_\_\_\_ a motorbike. (not / to ride) 10) \_\_\_\_\_ Elizabeth \_\_\_\_\_ coffee? (to drink)

**Задание 5. Заполните пропуски I'll, we'll, he'll, she'll, they'll, it'll. (10 минут):**

1. I'd like to see animals. I think \_\_\_\_\_ go to the zoo today.
2. Wendy likes dinosaurs. I think \_\_\_\_\_ go to the Natural History Museum.
3. We like dancing. I think \_\_\_\_\_ go to the disco.
4. My parents want to buy presents. I think \_\_\_\_\_ go to the gift shop. '
5. Jim likes walking. I think \_\_\_\_\_ go to the park.
6. Put on your scarf and hat. I think \_\_\_\_\_ be cold today.
7. I want to watch a cartoon. I think \_\_\_\_\_ go to the cinema tomorrow.
8. Mike is ill. I don't think \_\_\_\_\_ go for a walk with him.

**Задание 6. Вставьте 'll или won't (10 минут):**

1. Lucy was born in 1995. In 2007 she \_\_\_\_\_ be 12.
2. It's sunny today. It \_\_\_\_\_ rain.
3. Kelly is eleven today. She \_\_\_\_\_ be twelve until next year.
4. Rob is nine. He \_\_\_\_\_ be ten on his next birthday.
5. This month is May. It \_\_\_\_\_ be June next month.
6. Jenny: 'Mum, the bus is late. I \_\_\_\_\_ be home until eight o'clock.
7. It's 25 degrees today. It \_\_\_\_\_ snow tomorrow.
8. I sent the letter this afternoon. It \_\_\_\_\_ arrive until tomorrow.

**Задание 7. Заполните пропуски 'll or won't (10 минут):**

- Amy's brother is thirteen. He \_\_\_\_\_ be fourteen on his next birthday.  
I bought a lottery ticket, but I \_\_\_\_\_ win  
My dad is thirty-nine. He \_\_\_\_\_ be forty on his next birthday.  
My sister Mary is fifteen. She \_\_\_\_\_ be sixteen until next year.  
My brother's clever. He \_\_\_\_\_ pass all his exams.  
It's raining now. But it \_\_\_\_\_ be sunny later.  
Debbie and Bob are always late. They \_\_\_\_\_ arrive until eight o'clock.

**Задание 8. Что Вы будете делать на каникулах. Используйте при ответе следующие словосочетания (15 минут):**

go to the theatre, go to the river, go to the zoo, collect pebbles, read books, read magazines, watch films, make friends, go sunbathing, write a diary

I think I'll \_\_\_\_\_

I don't think I'll \_\_\_\_\_

**Критерии:**

Оценка «5» - Поставленные задачи (чтение, перевод текста, грамматические упражнения, составление высказываний, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

### Контрольные вопросы:

1. В каком случае употребляются глаголы в Past Simple Tense? 2. Приведите примеры утвердительных предложений в Past Simple Tense? 3. Приведите примеры вопросительных предложений в Past Simple Tense? 4. Приведите примеры отрицательных предложений в Past Simple Tense?

### Практическое занятие № 16

**Тема:** «Hobby. Введение, актуализация лексики»

**Цель:** Тренировка навыков изучающего и информативного чтения, устного высказывания.  
Формирование навыков организации своего досуга.

**Оборудование:** 1. Учебники; 2. Раздаточный материал.

**Задание 1. Прочитайте, переведите текст “Hobbies”. Составьте вопросы к выделенным словосочетаниям (40 минут):**

We live in the century of high speeds and technologies. Sometimes we are so tired of our office duties that we want to have a rest and to spend a weekend in the open air somewhere in the forest.

People living in cities and towns would like to be closer to nature, so they are fond of spending their spare time in the country. To find a beautiful place in the forest or to put up a tent on the bank of the river, to make a fire - it is a real pleasure.

Some people, who can afford it, prefer to have a rest abroad. The whole world is open now. The limits and frontiers of the previous period do not exist any more. So many people, so many hobbies. If you have chosen a hobby according to your character and taste - you are lucky because life becomes more interesting and exciting. Hobbies like tastes differ.

The most popular hobbies are collecting post-cards, coins and books. Some people are interested in music. They collect records and tape recordings or CDs, newspaper and magazine articles about their idols. Others like photography.

Nowadays many new hobbies have appeared. Many grown-ups and children are fond of playing computer games. My friend has a computer at home and he prefers to spend his free time playing computer games.

As for me, I have little spare time on weekdays, but on Sundays I *try* to spend my free time taking pictures and jogging. I am fond of making pictures of nature, my friends and relatives. They say that I am keen on photography.

My relatives also have their own hobbies. My mother likes to bake cakes and pies. She is also good at knitting. Before going to bed she prefers to read. She has a lot of work to do, but she can always find some time for the things she enjoys. My father likes to fish. It is his favorite recreation. My grandmother and grandfather say that tastes and ideals change with years. When they were young they were fond of more active hobbies but now they prefer to read books and watch TV. As for my sister she is fond of learning English. She dreams of being a teacher. Sometimes my sister and I go to see our friends or walk with them in the park, especially when the weather is fine. I think it is important to have an active rest after hard mental work,

**Задание 2. Догадитесь о значении слова "keen" из следующих предложений. Переведите их на русский язык (10 минут):**

1. He had a keen ear. 2. He was keen on sports. 3. He had keen sight 4. He is keen to help us. 5. He is not very keen on poetry. 6. He is very keen to see his birthplace again.

**Задание 3. Задайте вопросы к следующим ответам (25 минут):**

1.....

Yes it is. It is very interesting to have a hobby.

2.....

No it is not. Watching TV is not useful hobby.

3.....

My friend is interested in playing computer games.

4.....

No she is not . She is not fond of dancing.

5.....

Reading books is useful because you can learn more about the world around us.

6.....

Some boys and girls prefer to collect old coins and stamps.

7.....

As far as I know Mike is keep up with new cars.

8.....

The most popular hobby in our class is playing computer games.

9.....

Yes I am. I am good at playing basketball.

10.....

Yes it is. Collecting stamps is a very popular hobby.

11.....

Yes, most stamps show the name of the country they come from.

12.....

No, British stamps don't have the name of the country.

13.....

British stamps have always a picture of the Queen Elizabeth.

#### **Задание 4. Перефразируйте следующие фразы (15 минут):**

1. My father plays football very well. 5. My mother reads much books about flowers.

2. I like music very much. 6. My hobby is painting.

3. She bakes tasty cakes. 7. Kate likes to dance.

4. My friend is a good sportsman. 8. My uncle collects old coins.

5. He can read and speak English well. 10. We spend much time in a swimming pool.

#### **Критерии:**

Оценка «5» - Поставленные задачи (чтение, перевод текста, грамматические упражнения, составление высказываний, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

#### **Контрольные вопросы:**

1. What is a hobby? 2. How do you spend your spare time? 3. Do you go in for sports? 4. Do you walk your dog? 5. Do you play musical instruments? 6. Are you interested in gardening, drawing or cooking? 7. What are you interested in? 8. Do you enjoy visiting friends? 9. Who do you talk to about your problems? 10. What do you like to talk about?

### **Практическое занятие № 17**

**Тема:** «Different types of Hobby. Развитие навыков чтения и говорения»

**Цель:** Тренировка навыков изучающего и информативного чтения, устного высказывания.



## Формирование навыков организации своего досуга.

**Оборудование:** 1. Учебники; 2. Раздаточный материал.

**Задание 1. Прочитайте текст «DIFFERENT KINDS OF HOBBIES», выберите подходящее название (30 минут):**

1) Collecting 2) Sports and Games 3) Hobbies and Hobbyists 4) Handicrafts 5) Arts

Hobby can be any type of activity, which people do during their leisure time. Most people choose a hobby for relaxation, pleasure, or for development of new interests. People of almost any age can enjoy hobbies. A hobby offers a way to relax after periods of hard work. Almost any kind of leisure activity can become a hobby. Most hobbies are divided into four general categories, which may overlap. They are the arts, collecting, handicrafts, games and sports. There are such art forms, as dancing, drama, painting, graphic arts, and music. Each art form has many possibilities for hobby. For example, music may include singing, playing an instrument, collecting records and tapes, learning ballet, or attending concerts or operas. Painting offers the hobbyist a wide choice of materials, such as oil paints or watercolours. Collecting is probably the most widespread kind of hobby because almost any thing can be collected. Stamps and coins are the most popular items. Hobbyists also collect such things as autographs, books, dolls, buttons, etc.

Handicrafts attract hobbyists who can work skilfully with their hands. Many of them are engaged in needlework activities, crocheting, knitting, and sewing. Some use kits to make model aeroplanes, boats, and trains. Other handicrafts include ceramics, metalworking, jewellery making, etc.

Games and sports are popular with many hobbyists who enjoy competition, physical activity, and exercise. Thousands of hobbyists take part in sports, such as bowling, fishing, mountain climbing, skiing, and tennis. Popular indoor games include card games, chess. Nowadays, electronics-related hobbies are becoming increasingly popular. Many people, especially children, play computer games.

**Задание 2. Составьте план текста (10 минут).**

**Задание 3. Перескажите текст (25 минут).**

**Задание 4. Заполните пропуски в диалогах по смыслу (25 минут):**

Tim: Whose CD is that?

Jenny: The Britney Spears CD? It's (1) \_\_\_\_\_. It's (2) \_\_\_\_\_ favourite CD.

Tim: It's (3) \_\_\_\_\_ too. Is this Kylie Minogue CD (4) \_\_\_\_\_ too?

Jenny: No, it's (5) \_\_\_\_\_ sister's. And those on the table are (6) \_\_\_\_\_ too.

Tim: There's a Beatles CD on the table. Does she like The Beatles?

Jenny: No, she doesn't. But (7) \_\_\_\_\_ parents love them. All the Beatles CDs are (8) \_\_\_\_\_.

Tim: Can I borrow this one, or is it (9) \_\_\_\_\_ sister's?

Jenny: No, it isn't (10) \_\_\_\_\_. I'll have to ask (11) \_\_\_\_\_ brother. That CD is (12) \_\_\_\_\_.

### **Критерии:**

Оценка «5» - Поставленные задачи (чтение, перевод, пересказ текста, составление диалогических высказываний, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

### **Контрольные вопросы:**

1. What is a hobby?
2. What kinds of hobby do you know?

3. What is the most popular hobby among Englishmen?
4. What is your hobby?
5. Will your hobby help you in your future life?
6. It is a matter of taste. How do you understand this proverb?

### Практическое занятие № 18

**Тема:** « Модальные глаголы. Времена группы Continuous. »

**Цель:** Выработать и закрепить навык употребления изученного грамматического материала  
Формирование навыков организации своего досуга.

**Оборудование:** 1. Учебники; 2. Раздаточный материал.

#### Основные теоретические положения:

1. Модальные глаголы (modal означает касающийся формы, а не существа) всегда переводятся, но так как они выражают не действие, а отношение к действию, возможность, вероятность или необходимость его совершения (нужно, необходимо что-то сделать, должно быть что-то сделано), поэтому никогда не употребляются самостоятельно, а только в сочетании со смысловым глаголом. Модальные глаголы являются недостаточными глаголами (Defective Verbs), так как они не имеют всех форм, которые имеют другие глаголы. Модальные глаголы не имеют неличных форм - инфинитива, причастия и герундия (что такое герундий, мы разберём в следующих уроках). В английском языке есть 5 основных модальных глаголов: can (could), may (might), must, ought to, need.

Эти глаголы будут представлены в форме настоящего времени (одинакового для всех трех лиц любого числа), поскольку они не имеют инфинитива

can - могу, можем, могут, может (умею, физически можно что-то сделать), например:  
He can lift me up with one hand - Он может поднять меня одной рукой.  
I can swim. - Я умею плавать.

may - могу, можем, могут, может (разрешено, есть возможность, предположение). Этот глагол используется для того, чтобы попросить разрешения или дать разрешение (Можно взять? Вы можете  
взять), например:

You may take the book. - Вы можете взять эту книгу.  
He may be a good friend. - Он может быть хорошим другом (или: возможно, он хороший друг).

must - должен, должны, должно (нужно, необходимо, должно быть что-то сделано), например:  
I must stop smoking. - Я должен перестать курить (это необходимо).

You must try to get to work on time. - Ты должен постараться приходить на работу вовремя.

ought to [o:t] - следовало бы (вежливое настояние, совет). Обратите внимание! За ought (в отличие от остальных модальных глаголов!!!) идет инфинитив с частицей to, например:  
You ought to see a dentist. - Тебе следовало бы пойти к зубному врачу.

You ought to be more careful. - Вам следовало бы быть внимательнее.

need - нужно. Модальный глагол need чаще всего используется в отрицательной форме: need not, needn't; Например:

You need not tell me about it. - Тебе не нужно говорить мне об этом (я уже знаю).  
He need not use these equations. - Ему не нужно использовать эти уравнения.

Что ещё нужно знать:

Глагол need чаще выступает в роли смыслового глагола со значением нужно, нуждаться в чем-то. В этом случае за need используется дополнение, выраженное или существительным или инфинитивом с частицей to, и он может иметь любую форму времени (модальный глагол need имеет только одну форму - настоящего времени), например:  
We needed his help. - Мы нуждались в его помощи.

I shall need this information. - Мне нужна будет эта информация.

He needs to get a new pair of trousers. - Ему нужны новые брюки.  
He did not need to go to the station. - Ему не нужно было идти на станцию.

2. Глаголы *can* и *may* имеют форму настоящего времени и форму прошедшего времени: *can* - *could*, *may* - *might*. Глаголы *must*, *ought to* и *need* имеют только форму настоящего времени. Обратите внимание! Инфинитив, следующий за этими глаголами, употребляется без частицы *to*. Исключение составляет глагол *ought*, за которым следует инфинитив с *to*:

*I can do it.* - Я могу сделать это.

*You may take it.* - Вы можете взять это.

*I must go there.* - Я должен пойти туда.

*You needn't do it.* - Вам не нужно делать этого.

Но: *You ought to help him.* - Вам следовало бы помочь ему.

В 3-м лице единственного числа настоящего времени модальные глаголы не имеют окончания *-s*:

*He can do it.*

*He may take it.*

*He must go there.*

*He ought to help him.*

*Need he do it?*

Вопросительная форма образуется без вспомогательного глагола *to do*, причем модальный глагол ставится перед подлежащим.

*Can you do it?*

*May I take it?*

*Must he go there?*

*Ought he to help him? Need he do it?*

Отрицательная форма образуется при помощи частицы *not*, которая ставится непосредственно после модального глагола. В настоящем времени *can* пишется слитно с *not*:

*He cannot do it.*

*You may not take it.*

*He must not go there.*

*He ought not to help him.*

*He need not do it.*

## 2. **Present Continuous** (Настоящее продолженное время)

• Употребляется для обозначения действия, которое совершается прямо сейчас (в момент речи) или в настоящий период времени:

«Падают, падают, падают, падают листья».

• Маркеры:

*now, still, at present, at the moment, while, meanwhile.*

• Утвердительная форма образуется с помощью глагола *to be* + основной глагол с окончанием *-ing*:

*I am reading. He is reading. You are reading.*

• Отрицательная форма: *to be* + *not* + глагол с *-ing*.

*They are not reading.*

• Вопросительная форма:

*Are they reading?*

## 3. **Past Continuous** (Прошедшее продолженное время)

• Употребляется для обозначения действия, которое совершалось в определенный момент в прошлом:

«Шумел камыш, деревья гнулись».

• Маркеры:

*still, while, during, for 3 hours/days/weeks, all day long yesterday, from ... till ...*

• Утвердительная форма: *was/were* + глагол с *-ing*.

*I was eating all day long.*

• Отрицательная форма: *was/were* + *not* + глагол с *-ing*.

*They were not playing.*

• Вопросительная форма: *Was she playing?*

## 4. **Future Continuous** (Будущее продолженное время)

• Обозначает действие, которое будет совершаться в определенный промежуток времени или момент в будущем: «Я буду долго гнать велосипед».

• Маркеры:

still, from ... to ..., meanwhile, for 3 hours/days/years, during.

• Утвердительная форма: will/shall + be + глагол с -ing.

They will be laughing.

• Отрицательная форма: will/shall + not + be + глагол с -ing.

I will not be crying.

• Вопросительная форма: Will it be raining?

**Задание 1. Перефразируйте предложения, используя модальный глагол *might* (10 минут):**

Образец: Perhaps the children will be naughty tonight. – The children might be naughty tonight.  
(Возможно, дети будут капризничать вечером.)

1. Perhaps it will snow tomorrow. 2. Perhaps I'll travel to the islands for my holiday. 3. Perhaps he won't send the flowers to her. 4. Perhaps you'll get a brand new car for your birthday. 5. Perhaps she'll be late because of a traffic jam.

**Задание 2. Поставьте модальные глаголы *have to*, *has to* или *had to*. Переведите предложения (10 минут):**

1. I can't see you quite well. I ... put on my glasses. 2. In London we ... drive on the left side. 3. Jack ... wear a suit and a tie to school. 4. Yesterday I ... stay at work till midnight. 5. She ... go now or she'll miss the train. 6. If I lose my job, I will ... sell my diamonds. 7. She doesn't ... buy an expensive present.

**Задание 3. Выберите подходящий модальный глагол в скобках (15 минут).**

1. You ... (don't have to/must not) go to school if you have a high temperature. 2. The exam is next week. So you ... (must/can) study hard. 3. I will cook everything for the party, so you ... (don't have to/mustn't) bring any food. 4. He needs more exercise, he ... (should/can) go to a gym. 5. Women ... (are allowed to/have to) cover their heads in a church. 6. I ... (can't/can) speak Italian very well because I didn't learn it at school. 7. We ... (could/couldn't) sleep last night because of the storm. 8. Sam ... (must/had to) leave the party early because his wife disappeared. 9. If you train more you ... (could/will be able to) run faster. 10. I was ... (ought to/able to) buy a dishwasher with my credit card. 11. You ... (ought/can) to apologize. 12. We ... (needn't/mustn't) book a room in advance. They always have some vacant rooms. 13. Your hair looks awful. You ... (can/should) get it cut. 14. I am exhausted. I ... (am able to/need to) get some rest. 15. When they were rich they were ... (able to/allowed to) travel abroad every month. 16. Visitors of our hotel ... (may/can) use the car park. 17. Dogs ... (aren't allowed to/aren't able to) get inside. 18. I'm not sure but Bob ... (could/must) be in England now. 19. ... (Must/May) I use your mobile phone? 20. Tom doesn't answer the phone. His car ... (should/must) be in a tunnel now.

**Задание 4. Расставьте слова в предложениях с модальными глаголами по порядку (10 минут).**

1. chairs – have – to – many – you – did – buy – so – why? 2. after – to – you – tree – have – look – this – carefully – very. 3. have – doesn't – my – correct – she – to – mistakes. 4. invite – wedding – should – our – we – cousins – the – to. 5. shouldn't – today – without – an – outside – go – she – umbrella. 6. socks – the – wash – must – every – their – boys – evening. 7. mustn't – son – lighter – my – play – with – a. 8. I – off – can – day – have – a? 9. aren't – in – you – shout – the – to – allowed – museum. 10. could – to – have – station – he – gone – the.

**Задание 5. Поставьте глагол в форму Present Continuous, Past Continuous или Future Continuous (10 минут).**

*to shine*

1. The sun ... yesterday morning.

2. The sun ... brightly now.

3. Tomorrow the sun ... all day long.

*to write*

4. I ... a postcard at the moment.

5. I ... a postcard when you phoned.

6.I ... a lot of Christmas cards tomorrow evening.

*to sit*

7.We ... in the garden at 3 o'clock yesterday afternoon.

8.This time tomorrow we ... in the garden.

9.We ... in the garden now.

**Задания 6. Раскройте скобки, употребив глагол в форме Present Continuous, Past Continuous или Future Continuous (15 минут).**

1.I ... (study) Japanese online from 5 till 6 tomorrow evening.

2.Listen! Why the dogs ... (bark)?

3.She ... (wear) a yellow coat when I saw her.

4.They ... (take) their driving test next Monday.

5.I dropped my wallet when I ... (get) on the bus.

6.What you ... (do) in my office yesterday?

7.Bob ... (feel) much better today.

8.The kids ... (watch) cartoons in their room now.

9.I'm afraid she ... (sleep) in ten minutes.

10.We ... (have) tea soon?

**Задание 7. Преобразуйте утвердительные предложения в отрицательные, обращая внимание на форму глагола-сказуемого (10 минут).**

1.We are enjoying the party. 2. He'll be playing chess in an hour. 3. They were planting flowers in the garden last May. 4. I am looking for a job. 5. The phone was working yesterday. 6.

Margaret will be working as a waiter during her summer holidays. 7 The secretary is typing a contract.

**Задание 8. Откройте скобки, употребляя глаголы в Present Continuous (10 минут).**

1. Timothy (to feed) his dog. 2. Mr. Jones (to clean) his yard. 3. Nancy (to paint) her kitchen. 4. Our neighbors (to wash) their car. 5. I (to wash) my hair. 6. Who (to fix) your sink? 7. What she (to do) now? – She (to dance). 8.I(to listen) to the radio. 9.She (not to type) her tests. 10.Why you (to shout)?

**Критерии:**

Оценка «5» - Поставленные задачи (грамматические задания, составление диалогических высказываний, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

**Контрольные вопросы:**

1. What is a hobby?

2. What kinds of hobby do you know?

3. What is the most popular hobby among Englishmen?

4. В каких случаях используется модальный глагол MUST?

5.Какова разница в употреблении модальных глаголов CAN и MAY?

6. В каких случаях употребляется временная форма **Present Continuous**?

7. Как образуется временная форма **Past Continuous**?

8. Какие действия описывает временная форма **Future Continuous**?

**Тема:** « Present Simple u Present Continuous»

**Цель:** Выработать и закрепить навык употребления изученного грамматического материала  
Выработать навык устной речи по изучаемой теме

**Оборудование:** 1. Учебники; 2. Раздаточный материал.

**Основные теоретические положения:**

**Present Simple** и **Present Continuous** – это времена, которые выражают действие в настоящем. Несмотря на эту общую черту, у них есть свои особенности употребления. Для того чтобы разобраться, какое время использовать в каждом отдельном случае, необходимо подробнее остановиться на каждом из времен.

**Present Simple** – это простое настоящее время. Также его называют **Present Indefinite** – настоящее неопределенное. Как видно из названия, данное время употребляется для описания действий, происходящих в настоящем.

Во многих английских предложениях можно встретить такие слова, которые указывают на определенное время. Это так называемые «маркеры времени». На Present Simple могут указывать такие слова как:

usually – обычно, often – часто, always - всегда, seldom/rarely – редко, hardly ever - почти никогда, occasionally - время от времени, every day/week - каждый день/ каждую неделю, sometimes - иногда, in the morning/in the evening - по утрам/ по вечерам

Примеры:

I usually have breakfast at 8 o'clock.

We often play basketball after classes.

He always comes to school at 9 o'clock.

**Задание 1. Вставьте подходящие глаголы в форме Present Simple или Present Continuous (20 минут).**

teach have (2) drive leave

It's 7.30am. Suzanne Wells is in her kitchen at home. She (1) \_\_\_\_\_ breakfast. She (2) \_\_\_\_\_ breakfast at this time every morning. She (3) \_\_\_\_\_ home at 8.30am every day and (4) \_\_\_\_\_ to work. Suzanne is a teacher. She (5) \_\_\_\_\_ at a school in Canberra.

Spend come teach (2) not speak

It's 10.00 am now and Suzanne is at school. At the moment she (6) \_\_\_\_\_ her class of 8-year-old children. All the children in her class (7) \_\_\_\_\_ from Canberra. Many of the children (8) \_\_\_\_\_ English at home. So Suzanne (9) \_\_\_\_\_ a lot of time teaching English. She 10 \_\_\_\_\_ English to the class now.

**Задание 2. Постройте вопросы, используя времена Present Simple или Present Continuous.**

**Дайте ответы (15 минут).**

Образец:

1. Do you often wear jeans? –Yes, I do.

1 you | often | wear | jeans?

2 you | wear | jeans now?

3 it | rain | now?

4 it | often | rain | in your country?

5 you | study | English every day?

6 you | study | English at the moment?

**Задание 3. Используйте глаголы в скобках в форме Present Continuous или Present Simple (15 минут)**

1. I \_\_\_\_\_ English exercises twice a week. (to write)

2. My friend \_\_\_\_\_ his homework in the afternoon as a rule. (to do)

3. My sister \_\_\_\_\_ her homework now. (to do)

4. Don't shout! The baby \_\_\_\_\_. (to sleep)

5. The baby always \_\_\_\_\_ after dinner. (*to sleep*)
6. What \_\_\_\_\_ you \_\_\_\_\_ now? (*to read*)
7. What books \_\_\_\_\_ you \_\_\_\_\_ for your literature lessons? (*to read*)
8. What \_\_\_\_\_ your mother usually \_\_\_\_\_ for lunch? (*to cook*)
9. \_\_\_\_\_ she \_\_\_\_\_ a cake now? (*to cook*)
10. — \_\_\_\_\_ (*You, to see*) that man over there? — Which man? The man in the brown jacket?  
— No, I \_\_\_\_\_ (*to talk*) about the man who \_\_\_\_\_ (*to wear*) the blue shirt. — Oh, that man!  
— \_\_\_\_\_ (*You, to know*) him? — No, I \_\_\_\_\_ (*not to think*) so. — I \_\_\_\_\_ (*to know, not*) him either.

**Задание 4. Используйте глаголы в скобках в форме Present Continuous или Present Simple (20 минут):**

1. My wife normally \_\_\_\_\_ (work) at home, but she \_\_\_\_\_ (spend) this month in Italy.
2. Most days, Tom usually \_\_\_\_\_ (cycle) to work.
3. When \_\_\_\_\_ the lesson \_\_\_\_\_ (start) today?
4. What's your brother doing? He \_\_\_\_\_ (do) the crossword in the newspaper. He \_\_\_\_\_ (do) it every day.
5. I'm afraid I'll lose this game of chess. I \_\_\_\_\_ (play) very badly. I usually \_\_\_\_\_ much better (play).
6. What's she doing? — She \_\_\_\_\_ (mend) her husband's socks. She always \_\_\_\_\_ them. (mend)
7. Yes, you can borrow my dictionary. I \_\_\_\_\_ (use) it a lot, but I \_\_\_\_\_ (not / use) it now.
8. We \_\_\_\_\_ (not travel) by train very often.
9. She \_\_\_\_\_ (be) particularly generous this week.
10. It \_\_\_\_\_ (snow) right now. It's beautiful! I \_\_\_\_\_ (like) this weather.

**Задание 5. Используйте глаголы в скобках в форме Present Continuous или Present Simple (20 минут)**

1. The river \_\_\_\_\_ (flow) very fast today — faster than usual.
2. You \_\_\_\_\_ (always to complain) that waiters are rude!
3. I \_\_\_\_\_ (walk) to school every day. I \_\_\_\_\_ (take, not) the bus.
4. You \_\_\_\_\_ (always to borrow) money!
5. That's worrying because the number of people without job \_\_\_\_\_ (increase).
6. Robert is a vegetarian. He \_\_\_\_\_ (eat, not) meat.
7. \_\_\_\_\_ (you, cook) your own dinner every day?
8. Holidays abroad \_\_\_\_\_ (become) increasingly popular.
9. Are you in a hurry? — No, I \_\_\_\_\_ (walk) quickly because I'm cold.
10. Where's your father? — He \_\_\_\_\_ (be) in the bathroom. He \_\_\_\_\_ (shave).
11. The neighbours forever \_\_\_\_\_ (slam) doors and \_\_\_\_\_ (shout) during the night.
12. My sister \_\_\_\_\_ (to take) part in the competitions almost every weekend.

**Критерии:**

Оценка «5» - Поставленные задачи (грамматические задания, составление высказываний, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

**Контрольные вопросы:**

1. В каких случаях употребляется временная форма **Present Continuous**?
2. В каких случаях употребляется временная форма **Present Simple**?
3. Какова разница в употреблении этих временных форм?



## Практическое занятие № 20

Тема: «Формулы вежливости. Развитие навыков диалогической речи»

**Цель:** Развитие речевых компетенций, умений аудирования, чтения с извлечением частичной и полной информации

Формирование коммуникативной компетенции, расширение кругозора

**Оборудование:** 1. Учебники; 2. Раздаточный материал. 3. CD – проигрыватель.

**Основные теоретические положения:**

**Примеры вопросительных предложений и формул вежливости при запросе направления:**

“Can you tell me the way back to the town centre?”, “Follow that road down until you come to the sea front.”, “The traffic drives on the left side of the road in England.” “I’m not sure of the quickest way.” “Can I help you?” “I’m a stranger here myself.” “I know you can get into town if you walk this way along the sea front.” “Thank you very much. You’re very kind.” “Don’t mention it.”

**Задание 1. Прослушайте 3 диалога, обращая внимание на способы обращения к незнакомому человеку с целью запроса пути, выражения благодарности. Заполните таблицу (15 минут)**

Ways of		
addressing a stranger	expressing thanks	answering to thanks

**Задание 2. В парах составьте диалоги, используя следующие инструкции (15 минут):**

Look at this map. Find the hotel on it. Imagine you’re in a foreign town. You’re staying at this hotel and want to go to some place. You don’t know the way there and ask for the directions. One of you will act as a stranger and the other as a local. Work in pairs and use the expressions from the dialogues you’ve just heard. Be sure to use the appropriate forms of addressing a stranger, expressing thanks, answering to thanks. Pairs say their dialogues.

**Задание 3 Прочитайте переведите текст, и ответьте на вопрос в названии (20 минут):  
Why do they drive on the left in Britain and on the right in other countries?**

The reason for this goes back to the days when people travelled by horse. Most people are right-handed, and thus the left is the natural side to ride on if you are on horseback and need your right hand to hold a sword in case of trouble. So why didn’t the rest of the world do the same? Because of Napoleon Bonaparte. He insisted that his armies marched on the right, and as he marched through Europe, he imposed this rule wherever he went. In the twentieth century Adolf Hitler did the same. Signs reading ‘Rechts fahren’ were put up whenever he took over a country. The question suggests that only the British drive on the left, but in fact, out of 178 countries in the world, there are about 50 that drive on the left, including Japan. However, most of them are former British colonies.

**Задание 4. Прочитайте, переведите диалоги и письменно ответьте на вопросы (25 минут):**

Can you remember what the policeman said to Anna when she was going to cross the road?

Does anybody know why they drive on the left in Britain?

Are there any other countries where people drive on the left side of the road too?

Are you interested to know?

1. A: Excuse me. Can you tell me where South Street is, please?

B: Take the second on the left and then ask again.

A: Is it far?

B: No, it's only about five minutes' walk.

A: Many thanks.

B: Not at all.

---

2. A: Excuse me, please. Could you tell me the way to the station?

B: Turn round and turn left at the traffic-lights.

A: Will it take me long to get there?

B: No, it's no distance at all.

A: Thank you.

B: That's OK.

---

3. A: Excuse me, but I'm trying to find the Town Hall.

B: Take the third on the right and go straight on.

A: Should I take a bus?

B: No, you can walk it in under five minutes.

A: Thank you very much indeed.

B: That's quite all right.

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4. – Excuse me, but I'm trying to find the Town Hall.

– Take the third on the right and go straight on.

– Should I take a bus?

– No, you can walk it in under five minutes.

– Thank you very much indeed.

– That's quite all right.

### **Критерии:**

Оценка «5» - Поставленные задачи (чтение и перевод текста и диалогов, аудирование, составление высказываний, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

### **Контрольные вопросы:**

1. Are there any other countries where people drive on the left side of the road too?

2. Are you interested to know?

3. Can you remember what the policeman said to Anna when she was going to cross the road?

4. Does anybody know why they drive on the left in Britain?

## **Практическое занятие № 21**

**Тема:** «Описание местоположения. Предлоги места и направления»

**Цель:** Выработать и закрепить навык употребления изученного грамматического материала  
Выработать навык устной речи по изучаемой теме

**Оборудование:** 1. Учебники; 2. Раздаточный материал.

### **Основные теоретические положения:**

**Предлоги места и направления в английском языке.**

Сначала мы рассмотрим предлоги места.

1) Первый предлог – on.

Этот предлог показывает нам, что предмет находится на другом предмете. Как правило, перевод предлога on – на.

Пример:

My phone is on the table – мой телефон на столе.

2) Следующий предлог – under.

Этот предлог показывает нам, что какой-то предмет находится под другим предметом. Как правило, перевод предлога under – под.

Пример:

Your pen is under the sofa – твоя ручка под диваном.

3) Предлог места – in.

Этот предлог показывает нам то, что предмет находится в другом предмете. Как правило, перевод предлога in – в.

Пример:

His pencils are in the brief-case – его карандаши в портфеле.

4) Рассмотрим предлог at.

Он обозначает, что предмет находится в непосредственной близости от другого предмета. Как правило, перевод предлога at – у, около.

Пример:

He is at the window – он у (около) окна.

На этом заканчиваются предлоги места, теперь изучим предлоги направления и движения.

1) Первый предлог – to.

Этот предлог показывает нам, что объект движется, направляется к другому объекту. Как правило, перевод предлога to – к, в, на.

Пример:

Go to that table, please – Иди(те) к тому столу, пожалуйста.

2) Следующий предлог – into.

Он образован из двух предлогов: in и to. Этот предлог означает, что объект движется по направлению к другому объекту с проникновением его внутрь. Как правило, перевод предлога into – в.

Пример:

Put her cap into the box – Положи(те) её кепку в ящик.

3) Рассмотрим предлог from. Этот предлог означает, что объект движется от другого объекта (с его поверхности). Как правило, перевод предлога from – от, с, из, у.

Пример:

Please take your toys from your friend – возьми свои игрушки у своего друга, пожалуйста.

4) Следующий предлог – off. Этот предлог показывает нам движение объекта с поверхности другого объекта. Как правило, перевод предлога off – с, со.

Пример:

Take the spoon off the table – возьми(те) ложку со стола.

5) Изучим предлог out of. Этот предлог показывает нам движение объекта изнутри другого объекта наружу. Как правило, перевод предлога out of – из.

Пример:

Take your spoon out of my cup – Возьми(те) свою ложку из моей чашки.

Чтобы усвоить материал было легче, изучите следующие картинк

### Задание 1. Выберите правильные предлоги (10 минут).

- a train \_\_\_\_\_ Moscow  
A to B for C on
- a ticket \_\_\_\_\_ the plane  
A on B to C for
- the plans \_\_\_\_\_ the future  
A for B on C to
- He is \_\_\_\_\_ his sister's  
A by B near C at
- \_\_\_\_\_ the ten o'clock show  
A on B in C at
- a visit \_\_\_\_\_ a college  
A on B at C in D to
- \_\_\_\_\_ John's birthday  
A on B at C in
- What are the office hours \_\_\_\_\_ you?  
A at B by C near D with

**Задание 2. Поставьте правильные предлоги места (10 минут).**

\_\_\_\_\_ the South; \_\_\_\_\_ the stadium; \_\_\_\_\_ the corner; \_\_\_\_\_ the post-office; \_\_\_\_\_ the factory; \_\_\_\_\_ the meeting; \_\_\_\_\_ the sky; \_\_\_\_\_ the hostel; \_\_\_\_\_ the station; \_\_\_\_\_ the fifth floor; \_\_\_\_\_ the concert; \_\_\_\_\_ the picture; \_\_\_\_\_ the apple-tree; \_\_\_\_\_ the forest; \_\_\_\_\_ the newspaper; \_\_\_\_\_ Ottawa; \_\_\_\_\_ the chemist's; \_\_\_\_\_ the USA; \_\_\_\_\_ the air.

**Задание 3. Заполните пропуски одним из предлагаемых предлогов (15 минут).**

**above across against among around behind towards below beneath  
beside onto over out of**

- a. The cowboy leant \_\_\_\_\_ the bar in the saloon, drinking a beer.
- b. She took her purse \_\_\_\_\_ her bag and paid the taxi driver.
- c. Our cat just loves to curl up \_\_\_\_\_ the fire and go to sleep.
- d. The view from the top of the mountain was breathtaking. We could see the town and the river \_\_\_\_\_ us, and people who looked like ants.
- e. Last night the temperature fell to three degrees \_\_\_\_\_ zero.
- f. The burglar heard a noise coming from upstairs, so he hid \_\_\_\_\_ the curtains.
- g. The dog jumped \_\_\_\_\_ my lap, and settled down for a good sleep.
- h. The hunter froze as the tiger started running \_\_\_\_\_ him. He had nowhere to hide.
- i. She has beautiful works of art all \_\_\_\_\_ her house, even in the kitchen and the bedroom.
- j. These days, politicians like to walk \_\_\_\_\_ the crowds, shaking hands and saying one or two words.
- k. He climbed \_\_\_\_\_ the wall and ran \_\_\_\_\_ the field.
- l. The plane took off and was soon flying \_\_\_\_\_ the clouds.

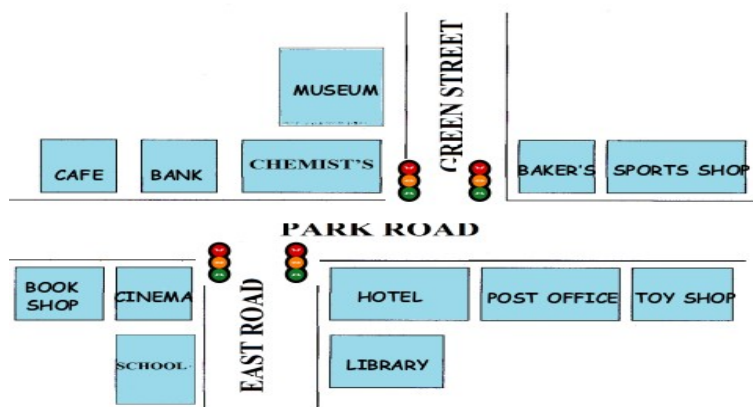
**Задание 4. Заполните пропуски соответствующим предлогом, переведите предложения (20 минут).**

- a. I'd love to be able to visit every country \_\_\_\_\_ the world.
- b. "Have you read any books \_\_\_\_\_ Margaret White?" "No, I've never heard of her."
- c. "Is there a bank near here?" "Yes, there's one \_\_\_\_\_ the end of this road."
- d. Tim is away at the moment. He's \_\_\_\_\_ holiday.
- e. You've got a dirty mark \_\_\_\_\_ your cheek. Have a look \_\_\_\_\_ the mirror.
- f. We went \_\_\_\_\_ a party \_\_\_\_\_ Linda's house on Saturday.
- g. Bombay is \_\_\_\_\_ the west coast of India.
- h. Look at the leaves \_\_\_\_\_ the tree. They're a beautiful colour.
- i. "Have you ever been \_\_\_\_\_ Tokyo?" "No, I've never been \_\_\_\_\_ Japan."
- j. Mozart died \_\_\_\_\_ Vienna in 1791 \_\_\_\_\_ the age of 35.
- k. "Are you \_\_\_\_\_ this photograph?" "Yes, that's me, \_\_\_\_\_ the left."
- l. We went \_\_\_\_\_ the theatre last night. We had seats \_\_\_\_\_ the front row.
- m. "Where's the light switch?" "It's \_\_\_\_\_ the wall \_\_\_\_\_ the door."
- n. What time did you arrive \_\_\_\_\_ the party?
- o. I couldn't decide what to eat. There was nothing \_\_\_\_\_ the menu that I liked.
- p. We live \_\_\_\_\_ a tower block. Our flat is \_\_\_\_\_ the fifteenth floor.
- q. "What did you think of the film?" "Some parts were a bit stupid but \_\_\_\_\_ the whole I enjoyed it."
- r. When you paid the hotel bill, did you pay \_\_\_\_\_ cash or \_\_\_\_\_ credit card?
- s. "How did you get here? \_\_\_\_\_ the bus?" "No, \_\_\_\_\_ car."
- t. A "I wonder what's \_\_\_\_\_ television this evening. Have you got a newspaper?"  
B "Yes, the TV programmes are \_\_\_\_\_ the back page."

**Задание 5. Поставьте подходящий предлог: in, at или on (20 минут).**

1. My husband was born ... Germany.
2. The dog is sleeping ... the grass ... our garden.
3. There are two funny posters ... the wall ... my bedroom.
4. Let's meet ... the bus station.
5. My room was ... the third floor.
6. He left his bicycle ... the pavement.
7. There is a big hole ... my pocket.
8. Have you heard some noise ... the street?
9. My favorite restaurant is ... King street.
10. I think I know this girl ... the picture.
11. A huge fly was creeping ... the picture.
12. I prefer to spend my weekends ... home.
13. Look at those black clouds ... the sky.
14. You should turn left ... the traffic lights.
15. Sophie is ... the dentist's now.
16. Tom usually has breakfast ... school.

**Задание 6. Заполните пропуски в диалоге по схеме (15 минут):**



**Teacher:** Where can you buy aspirin?

**Pupil:** ... .

**Teacher:** Where can you go and watch new films?

**Pupil:** ... .

**Teacher:** Where can you rest and have a cup of coffee?

**Pupil:** ... .

**Teacher:** Where can you stay if you are new to the area?

**Pupil:** ... .

**Teacher:** Where can you buy books?

**Pupil:** ... .

**Teacher:** Where can you buy bread?

**Pupil:** ... .

**Teacher:** Where can you buy sport clothing?

**Pupil:** ... .

**Teacher:** Where can you buy toys?

**Pupil:** ... .

**Teacher:** Where can you take books which you are need and you don't have at home?

**Pupil:** ... .

**Teacher:** Where can you send or get letters?

**Pupil:** ... .

**Критерии:**

Оценка «5» - Поставленные задачи (грамматические задания, составление высказываний, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

**Контрольные вопросы:**

1. В каких случаях употребляется временная форма **Present Continuous**?
2. В каких случаях употребляется временная форма **Present Simple**?
3. Какова разница в употреблении этих временных форм?

**Цель:** Выработать и закрепить навык употребления изученного грамматического материала. Формирование коммуникативной компетенции, расширение кругозора.

**Оборудование:** 1. Учебники; 2. Раздаточный материал. .

### Основные теоретические положения

#### Правила обращения прямой речи в косвенную речь

1. Если глагол главного предложения, вводящий косвенную речь, *употреблен в настоящем или будущем времени*, то глагол придаточного предложения в косвенной речи остается в том же времени, в каком он был в прямой речи. *Примеры:* He says,

“I have your T-shirt.” – Он говорит: «У меня есть твоя футболка».  
He says that he has my T-shirt. – Он говорит, что у него есть моя футболка.

2. Если глагол главного предложения, вводящий косвенную речь, *употреблен в одном из прошедших времен*, то время глагола придаточного предложения прямой речи заменяется косвенной речью и употребляется согласно правилу согласования времен. Существуют простые правила передачи прямой речи косвенной речью:

1. Глаголы в прямой речи в форме Present Tense употребляются в косвенной речи в форме Past Tense. Дополнительно о временах глагола.

Present Simple → Past Simple

Present Continuous → Past Continuous

Present Perfect → Past Perfect

#### Прямая речь (Direct speech)

“I am reading a book”, he explained. «Я читаю книгу», – пояснил он.

“I always drink coffee”, she said. «Я всегда пью кофе», – сказала она

#### Косвенная речь (Indirect speech)

He explained that he was reading a book. Он пояснил, что он читает книгу

She said that she always drank coffee. Она сказала, что она всегда пьет кофе.

2. Глаголы в прямой речи в форме Past Tense употребляются в косвенной речи в форме Past Perfect (или могут не употребляться). Дополнительно о временах глагола.

Past Simple → Past Perfect

Present Perfect → Past Perfect

#### Прямая речь (Direct speech)

“Bill arrived on Saturday”, he said. «Билл приехал в субботу», – сказал он.

#### Косвенная речь (Indirect speech)

He said that Bill had arrived/ arrived on Saturday. Он сказал, что Билл приехал в субботу.

3. Глаголы в прямой речи в форме Past Perfect не изменяются.

Past Perfect → Past Perfect

#### Прямая речь (Direct speech)

He said, “We had finished our work by five o’clock.” Он сказал: «Мы окончили свою работу к пяти часам».

#### Косвенная речь (Indirect speech)

He said that they had finished their work by five o’clock. Он сказал, что они окончили свою работу к пяти часам.

4. Глаголы в прямой речи в любом будущем времени переходят в соответствующее ему будущее в прошедшем в косвенной речи. Дополнительно о временах глагола.

Future Simple → Future Simple in the Past

Future Continuous → Future Continuous in the Past

Future Perfect → Future Perfect in the Past

#### Прямая речь (Direct speech)

“She will come soon.” «Она скоро придет».

#### Косвенная речь (Indirect speech)

They told me that she would come in soon time.

Они сказали мне, что она скоро придет.

5. Формы модальных глаголов в прямой речи в форме Past Tense меняются в косвенной речи

следующим образом.

**can → could**

**will → would**

**shall → should**

**may → might**

Но формы Past Tense от модальных глаголов **could, would, should, might** в косвенной речи сохраняются.

**Прямая речь (Direct speech)**

**“We will go home.” «Мы придем домой».**

**She said, “You could help my sister.” Она сказала: «Ты мог помочь моей сестре».**

**Косвенная речь (Indirect speech)**

**She said that they would go home. Она сказала, что они придут домой.**

**She said that I could help her sister. Она сказала, что я мог помочь ее сестре./td>**

6. Модальный глагол **must** в косвенной речи может не меняться, или может принимать форму прошедшего времени от конструкции have to = **had to**.

**Прямая речь (Direct speech)**

**“I must clean the room.” «Я должен убрать комнату».**

**Косвенная речь (Indirect speech)**

**He said he must/ had to clean the room. Он сказал, что он должен был убрать комнату.**

**Задание 1. Переведите предложения из прямой речи в косвенную (15 минут).**

Пример: She said to me, “Open the window!” – She told me to open the window.

1. My mother said to me, “Put on your coat!”
2. My friend said to us, “Don’t come today.”
3. He said to Mary, “Don’t forget to send me an e-mail.”
4. Karrie said to me, “Call me tomorrow.”
5. She said to me, “Don’t shout at me!”

**Задание 2. Заполните пропуски словами say и tell в нужной форме (15 минут).**

1. I.....her that she was my only friend.
2. Did he.....he would stay in New York?
3. She.....that she was going to invite me.
4. They didn’t.....us they were ill.
5. She.....she didn’t play the piano.

**Задание 3. Переведите вопросительные предложения из прямой речи в косвенную (15 минут).**

Пример: He asked me, “Do you know my sister?” – He asked me if I knew his sister.

1. She asked John, “When are you going to come?”
2. He asked her, “Who is your favourite actor?”
3. A man asked me, “Do you have a car?”
4. My father asked me, “Where were you yesterday?”
5. Helen asked him, “Will you be at home?”

**Задание 4. Переведите из прямой речи в косвенную предложения с модальными глаголами (15 минут).**

1. He said, “I can drive a car.”
2. She said to me, “You ought to call her.”
3. She said, “He must stay here.”
4. They said to me, “You should drive more carefully.”

**Задание 5. Заполните пропуски (10 минут).**

1. “He came yesterday.” She said that he had come.....
2. “My parents will arrive today.” He said that his parents would arrive.....
3. “I will contact you tomorrow.” He said he would contact me.....

4. "I was there the day before yesterday." She said she was there.....

**Задание 6. Продолжите предложения в косвенной речи, соблюдая правила согласования времен (20 минут).**

Образец: He said, "I work in New York." (Он сказал: «Я работаю в Нью-Йорке.») – He said that he ...  
(He said that he worked in New York. – Он сказал, что работает в Нью-Йорке.)

1. She said, "I speak French." – She said that she ...
2. She said, "I am speaking French."
3. She said, "I have spoken French."
4. She said, "I spoke French."
5. She said, "I am going to speak French."
6. She said, "I will speak French."
7. She said, "I can speak French."
8. She said, "I may speak French."
9. She said, "I have to speak French."
10. She said, "I must speak French."
11. She said, "I should speak French."
12. She said, "I ought to speak French."

**Критерии:**

Оценка «5» - Поставленные задачи (грамматические упражнения, составление высказываний, ответы на вопросы, работа со семами местности) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

**Контрольные вопросы:**

1. В каком времени употребляется глагол придаточного предложения в косвенной речи остается в том же времени, если глагол главного предложения, вводящий косвенную речь, употреблен в настоящем или будущем времени?
2. Что происходит, если глагол главного предложения, вводящий косвенную речь, употреблен в одном из прошедших времен?
3. Глаголы в какой временной форме в прямой речи не изменяются?

**Практическое занятие № 21**

**Тема: «Shopping. Развитие навыков чтения и говорения»**

**Цель:** Выработать и закрепить навык употребления изученного грамматического материала

Выработать навык устной речи по изучаемой теме (составление диалогические высказывания по теме)

**Оборудование:** 1. Учебники; 2. Раздаточный материал.

**Задание 1. Прочитайте и переведите текст (25 минут):**

**Shops and Shopping Areas in Britain and in the USA**

The first place you go shopping in London could be one of the large stores. This is the kind of shop that sells all kinds of things such as furniture, food, toys, etc. Two famous London department stores are Selfridges's and Harrods's.

Covent Garden is another area of shops and restaurants built in and around the old fruit and vegetable



market made famous in B. Shaw's Pygmalion and the musical My Fair Lady. Covent Garden is also used for the Royal Opera House in the same area.

Department stores, supermarkets, chemists and other kinds of shops are often called chain stores, which means they are part of a group of similar stores belonging to one company. Marks and Spencer is an example of a famous chain store. You can buy quality underwear and sweaters there. Other well-known chains sell shoes, clothing, household goods, etc. and many British High Streets have shops in national chains.

At some time you'll probably visit a supermarket too. As you might expect, you'll find not only food in supermarkets but also, for example, things for the house and alcoholic drinks. You'll also quite often find a shampoo, soap and common medicines. If you want something from the last group, however, it may sometimes be a better idea to visit a chemist's, especially if you are looking for medicine.

Shopping, however, is an art of its own and you have to learn slowly where to buy various things. In Britain as well as in America you can find different things at places you don't expect to. So if you are hungry, you can go to the chemist's (a drugstore in the USA). In large drugstores you may be able to get not only drugs, but stationary articles, candies, toys, braces, furniture. Every drugstore has a food counter with high stools in front of it and there they serve various juices, coffee, ice-cream, sandwiches and other dishes.

If you want cigarettes, go to the grocer's; if you want to have your shoes cleaned, go to the barber's; if you want a radio, go to a man's shop; if you want a suitcase, go to the chemist's. On the other hand, if you want to send telegrams they are handled by private companies. Nor has the post office anything to do with the telephone either, as the telephone service is supplied by the American Telephone and Telegraph Co.

You must be extremely careful concerning the names of certain articles. If you ask for suspenders in a man's shop, you receive a pair of braces; if you ask for a pair of pants, you receive a pair of trousers, and should you ask for a pair of braces, you receive a queer look.

You should also be careful about the prices! The sum may be more than appears on the price tags. This is because there's a sales tax in America on everything except basic foods.

### **Задание 2. Ответьте на вопросы по тексту (15 минут):**

1. What can you buy in a large store in London? 2. What famous London department stores do you know? 3. What is Covent Garden famous for? 4. What have you learnt about chain stores? 5. Why is it especially convenient to do shopping at supermarkets? 6. What can you buy at a chemist's? 7. How can word use be confusing when one goes shopping in Britain and in America? 8. How are telephone and telegraph services handled in the USA? 9. What can you say about a sales tax in America?

### **Задание 3. Прочитайте, переведите и разыграйте диалог по ролям (25 минут).**

SHOP ASSISTANT. What can I do for you?

WIFE. I'd like a summer dress. But something not too loud, please.

SHOP ASSISTANT. We have some very nice dresses in green and blue.

HUSBAND. Show us something in green, (to WIFE). Green is very becoming to you.

SHOP ASSISTANT. Here is a nice green dress. Such dresses are just coming in.

HUSBAND. It looks nice, doesn't it?

WIFE. Yes, indeed. I'd like to try it on.

SHOP ASSISTANT. Certainly. You can change in the cabin to the right.

WIFE. Isn't it lovely?

HUSBAND. Yes, you look smart in it. It's very becoming to you.

WIFE. Only I am afraid these stockings don't match. They are a bit too dark.

HUSBAND. Oh, that's all right. We'll just step over to the hosiery counter and buy the right shade, (to SHOP ASSISTANT). We shall take this dress.

SHOP ASSISTANT. Will you wear it now or shall I wrap it up for you?

WIFE. I'll wear it now. It's too much bother changing again.

HUSBAND. Thank you.

SHOP ASSISTANT. Come again.

WIFE. By all means.

### **Задание 4. Напишите слово справа в нужном месте в предложении. Переведите предложения**

**(15 минут)**

1. I'd like glass of wine, please. **a**
2. Would you like cake? **some**
3. We don't have cheese. **any**
4. What would you like drink? **to**
5. Can I have stamps, please? **some**
6. 'James, you like cooking?' 'No, I don't.' **do**
7. Here are your apples. Do you want else? **anything**

**Задание 5. Распределите слова по колонкам (10 минут).**

Shopping bag, cash desk, fine quality, cheap, information desk, reasonable, kilo, worthy, pound, fitting room, shop-window, valuable, dozen, low, priceless, gram, half a kilo, counter, high, scales, worthless, cart, rise, expensive.

Shopping facilities	Prices	Quality	Measures
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**Критерии:**

Оценка «5» - Поставленные задачи (чтение, перевод текста, лексико-грамматические упражнения, составление и инсценировка диалогов, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

**Контрольные вопросы**

1. Do you like shopping for clothes?
2. What is the last thing you bought?
3. Where did you buy it?
4. What colour was it?
5. How much did it cost?
6. Did you buy anything to go with it?

## **Практическое занятие № 22**

**Тема: «At Men`s Department. Развитие навыков диалогической речи»**

**Цель:** Выработать и закрепить навык употребления изученного грамматического материала  
Выработать навык устной речи по изучаемой теме (составление мини-высказывания по теме);

**Оборудование:** 1. Учебники; 2. Раздаточный материал.

**Задание 1. Прочитайте и переведите текст «Clothes and Fashion» (25 минут):**

Fashion is something we deal with everyday. Even people who say they don't care what they wear choose clothes every morning that say a lot about them and how they feel that day.

One certain thing in the fashion world is change. We are constantly being bombarded with new fashion ideas from music, videos, books, and television. Movies also have a big impact on what people wear. Ray-Ban sold more sunglasses after the movie Men In Black. Sometimes a trend is world-wide. Back in the 1950s, teenagers everywhere dressed like Elvis Presley.

Fashion is revealing. Clothes reveal what groups people are in. In high school, groups have names: "goths, skaters, preps, herbs." Styles show who you are, but they also create stereotypes and distance between groups. For instance, a businessman might look at a boy with green hair and multiple piercings as a freak and outsider. But to another person, the boy is a strict conformist. He dresses a certain way to deliver the message of rebellion and separation, but within that group, the look is uniform. Acceptance or rejection of a style is a reaction to the society we live in. Fashion is a language which tells a story about

the person who wears it. "Clothes create a wordless means of communication that we all understand," according to Katherine Hamnett, a top British fashion designer.

Fashion is big business. More people are involved in the buying, selling and production of clothing than any other business in the world. Everyday, millions of workers design, sew, glue, dye, and transport clothing to stores. Ads on buses, billboards and magazines give us ideas about what to wear, consciously, or subconsciously. Clothing can be used as a political weapon. In nineteenth century England, laws prohibited people from wearing clothes produced in France.

**Задание 2. Распределите следующие слова по колонкам (10 минут):**

Jeans, dress, tights, trousers, skirt, blouse, gloves, coat, trainers, sweater, scarf, socks

A pair of

a

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Задание 3. Поставьте фразы диалога в правильном порядке и переведите его (10 минут).**

- Yes, please. I'd like a blouse.
- Can I help you?
- It's £20.
- What colour?
- Here you are.
- How much is it?

**Задание 4. Найдите лишнее слово (10 минут).**

1. Trainers, gloves, shoes, boots
2. Scarf, gloves, socks, shorts
3. Jeans, trousers, shorts, sweaters
4. Jacket, vest, cardigan, pants
5. Wellingtons, hiking boots, briefs, shoes
6. Visor, cap, flip flops, hat

**Задание 5. Найдите неправильное предложение (15 минут)**

1. A) These trousers are short. B) This trousers are short.
2. A) How much is the jeans? B) How much are the jeans?
3. A) He's wearing a blue hat. B) He's wearing blue hat.
4. A) I'd like a socks. B) I'd like a pair of socks.
5. A) Take this shoes, B) Take these shoes.

**Задание 6. Исправьте предложения и переведите их (15 минут):**

1. He's got big nose.
2. She's wearing a red skirt?
3. He's wearing a sweater red.
4. I like this boots.
5. It's the most cheapest dress
6. Jim wear black trousers.

**Задание 7. Допишите предложения (10 минут):**

1. It's winter. It's cold and windy, that's why I'm going to put on \_\_\_\_\_.
2. It's autumn. It's rainy and cloudy. That's why Kate \_\_\_\_\_.
3. It's summer. It's warm and sunny. \_\_\_\_\_.

**Критерии:**

Оценка «5» - Поставленные задачи (чтение, перевод текста, лексико-грамматические упражнения, составление диалогических высказываний, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

### **Контрольные вопросы:**

1. What clothes would you wear at a party? 2. What clothes would you wear on the beach? 3. What clothes would you wear in the evening at home? 4. What clothes would you wear at school? 5. What clothes would you wear on a cold day in winter?

## **Практическое занятие № 23**

**Тема: «The Shop Hours. At a bookstore»**

**Цель:** Выработать и закрепить навык употребления изученного лексико-грамматического материала. Формирование диалогических навыков по теме.

**Оборудование:** 1. Учебники; 2. Раздаточный материал. .

### **Основные теоретические положения**

**Задание 1. Прочитайте и переведите текст (30 минут):**

#### **Mrs. Richards' Shopping**

Last Sunday Mrs. Richards looked into her refrigerator and saw that it was nearly empty. Mrs. Richards does not like it when there is nothing in her refrigerator. She took a big bag and went shopping.

The best place to do your shopping in is a supermarket. There is a good supermarket not far from Mrs. Richards' house, and she went there. The supermarket has many self-service counters. Mrs. Richards likes it because at a self-service counter you can choose what you like and take it off the counter with your own hands.

When Mrs. Richards came to the shop, she took a basket at the entrance and went inside. First she went to the butcher's counter. They did not have beef that day, but there was a good choice of pork.

Mrs. Richards took a good piece of pork and two chickens. She also took half a kilo of mince. Then she went to the greengrocer's counter, because she wanted some potatoes and cabbage. She did not like the potatoes and decided to go to the market later. But she took a good head of cabbage.

After that Mrs. Richards stopped at the grocer's counter to take a package of macaroni, and then went to the delicatessen counter to see what she could buy for supper. She took a piece of cheese and a piece of sausage. They were selling ham, too, but she decided not to take ham: there was too much fat on it.

On the way to the cash-desk Mrs. Richards stopped at the confectioner's counter to buy some candy and biscuits for tea. She also took a chocolate roll.

There were two or three people in front of Mrs. Richards at the cash-desk, and she had to wait a little. When her turn came, she paid for the foodstuffs she had bought and went home.

On the way home she called at a dairy-shop to buy a bottle of milk. She did not buy eggs, because her bag was full and she was afraid to break the eggs. She decided to go later for eggs and also to the baker's to buy a loaf of bread.

**Задание 2. Ответьте на вопросы по тексту (20 минут):**

1. What did Mrs. Richards see when she looked into her refrigerator last Sunday? 2. What doesn't Mrs. Richards like? 3. What did Mrs. Richards do when she saw that her refrigerator was nearly empty? 4. What is the best place to do your shopping in? 5. Is there a supermarket near Mrs. Richards' house?

house? 6. Are there self-service counters in supermarkets? 7. What is a self-service counter? 8. What is good about self-service counters? 9. Why does Mrs. Richards like to buy foodstuffs at self-service counters? 10. What did Mrs. Richards do when she came to the shop? 11. Where did she take the basket? 12. What counter did Mrs. Richards go to first?

### **Задание 3. Перескажите текст (15 минут)**

### **Задание 4. Составьте диалоги, используя вопросы задания 2 (20 минут)**

### **Задание 5. Переведите диалог «В книжном магазине» с английского языка на русский (10 минут)**

Продавец: Доброе утро. Могу я вам помочь?

Покупатель: Да, я ищу книгу в подарок.

Продавец: Роман?

Покупатель: Я предпочитаю путеводитель.

Продавец: У нас есть один с превосходными фотографиями.

### **Критерии:**

Оценка «5» - Поставленные задачи (чтение, перевод и пересказ текста, составление диалогических высказываний, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

### **Контрольные вопросы:**

1. Why did Mrs. Richards go to the butcher's counter? 2. What did she find at the butcher's counter? 3. What did Mrs. Richards buy at the butcher's department? 4. What did Mrs. Richards want to buy at the greengrocer's department? 5. Did she buy everything she wanted there? 6. What did she buy? 7. What didn't she buy? Why? 8. Did Mrs. Richards buy at the grocer's department? 9/ Why did Mrs. Richards go to the delicatessen department? 10 What did she buy there? 11. What didn't she buy? Why? 12. What did Mrs. Richards buy at the confectioner's department? 13. Why did Mrs. Richards have to wait at the cash-desk? Did she have to wait long? 14. What did she do when her turn came? 15. What shop did Mrs. Richards call at on the way home? 16. What did Mrs. Richards buy at the dairy? Why didn't she buy eggs? 17. What did she decide to do about eggs and bread?

## **Практическое занятие № 24**

### **Тема: «Passive voice. Развитие грамматических навыков»**

**Цель:** Выработать и закрепить навык употребления изученного лексико-грамматического материала. Формирование монологических навыков по теме.

**Оборудование:** 1. Учебники; 2. Раздаточный материал.

### **Основные теоретические положения**

#### **Пассивный залог (passive voice)**

Форма залога показывает, является ли подлежащее в предложении (лицо или предмет) производителем или объектом действия, выраженного сказуемым.

**Пассивный залог (passive voice)** показывает, что лицо или предмет, выраженное подлежащим, испытывает действие на себе:

The big **cake was baked** by Sam.

Большой пирог был испечен Сэмом.

Пассивный залог употребляется, когда исполнитель действия очевиден или несуществен, или когда действие или его результат более интересны, чем исполнитель.

### Образование пассивного залога

Для того, чтобы получить форму глагола в пассивном залоге, необходим вспомогательный глагол to be в соответствующем времени, лице и числе и причастие прошедшего времени (Participle II) значимого глагола:

This building **will be demolished** next month.

Это здание будет снесено в следующем месяце.

My dog **has been stolen**.

Мою собаку украли.

В **отрицательных предложениях** частица **not** ставится после вспомогательного глагола, а если их несколько, то после первого из них:

He **has not been seen** anywhere.

Его нигде не видели.

В **вопросительных предложениях** вспомогательный глагол (или первый из них) выносится на место перед подлежащим:

**Was** your wallet **stolen**?

Ваш бумажник был украден?

### Таблица времен пассивного залога

	Simple	Continuous	Perfect
<b>Present</b>	space is explored	space is being explored	space has been explored
<b>Past</b>	space was explored	space was being explored	space had been explored
<b>Future</b>	space will be explored	---	space will have been explored

Пассивный залог не может быть использован во временах группы Perfect Continuous и времени Future Continuous.

### Употребление и перевод глаголов в пассивном залоге

Значение и употребление времен глагола в пассивном залоге такое же, как и времен глагола в активном залоге.

В английском языке в пассивном залоге употребляются переходные глаголы, а также некоторые непереходные глаголы. Примеры предложений с переходными глаголами в пассивном залоге:

By the middle of the nineteenth century about sixty different elements **had been discovered**.

К середине XIX столетия было обнаружено около 60 различных элементов.

The delegates **will be met** at the station.

Делегатов встретят на вокзале.

While a current is flowing through a wire, the latter **is being heated**.

Когда ток проходит по проволоке, последняя нагревается.

Как видно из приведенных примеров, глагол в пассивном залоге в английском языке можно переводить на русский язык несколькими способами:

Дополнение в предложении с глаголом-сказуемым в пассивном залоге употребляется с предлогом **by** или **with**. Это дополнение соответствует русскому дополнению в творительном падеже без предлога.

Дополнение с предлогом **by** выражает действующее лицо или действующую силу:

The fish **was caught by** the seagull.

Рыба была поймана чайкой.

Дополнение с предлогом **with** выражает орудие действия:

Shafts **are turned with** cutters.

Валы обтачиваются резцами.

### Задание 1. Прочитайте и переведите текст (25 минут):

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.

**Задание 2. Перепишите предложения, данные в активном залоге в пассивный (15 минут):**

1. The boy killed the spider. 2. The woodcutter felled the trees. 3. Columbus discovered America. 4. The master praised the boy. 5. The police arrested the thief. 6. The boys were making kites. 7. He has written a novel. 8. We will conquer the enemy. 9. The hunter shot the tiger. 10. Your manners irritate me. 11. He made a very remarkable discovery. 12. Everybody loves him. 13. My cousin has drawn a beautiful picture. 14. Somebody has put out the light. 15. Somebody has picked my pocket.

**Задание 3. Перепишите предложения, данные в активном залоге в пассивный (20 минут):**

1. My father waters this flower every morning. 2. John invited Fiona to his birthday party last night. 3. Her mother is preparing the dinner in the kitchen. 4. We should clean our teeth twice a day. 5. Our teachers have explained the English grammar. 6. Some drunk drivers caused the accident in this city. 7. Tom will visit his parents next month. 8. The manager didn't phone the secretary this morning. 9. Did Mary this beautiful dress? 10. I won't hang these old pictures in the living room. 11. The German didn't build this factory during the Second World War. 12. The Greens are going to paint this house and these cars for Christmas Day. 13. Ann had fed the cats before she went to the cinema. 14. The students have discussed the pollution problems since last week. 15. Have the thieves stolen the most valuable painting in the national museum? 16. Some people will interview the new president on TV. 17. How many languages do they speak in Canada? 18. Are you going to repair those shoes? 19. He has broken his nose in a football match. 20. Have you finished the above sentences?

**Задание 4. Перепишите предложения, данные в активном залоге в пассивный (15 минут):**

1. The waiter brings me this dish. 2. Our friends send these postcards to us. 3. Their grandmother told them this story when they visited her last week. 4. Tim ordered this train ticket for his mother. 5. You didn't show me the special cameras. 6. She showed her ticket to the airline agent. 7. He lends his friend his new shoes. 8. She left her relatives five million pounds. 9. The shop assistant handed these boxes to the customer. 10. The board awarded the first prize to the reporter. 11. Have you sent the christmas cards to your family? 12. The committee appointed Alice secretary for the meeting. 13. He hides the broken cup in the drawer. 14. They keep this room tidy all the time.

**Задание 5. Перепишите предложения, данные в активном залоге в пассивный (15 минут):**

1. They told me that you were the best architect in this city.  
2. She reported that the flowers were killed by frost.  
3. Some people inform me that the director is going to take a business trip to England.

4. That officer announced that the meeting was delayed until next week.
5. He discovered that this cotton was grown in Egypt.
6. They promise that the performance will start on time.
7. He recommends that we should stay at the city center.
8. We believed that Alice would pass the driving test.
9. The director notifies all the workers that they will have to work extra hard this month.
10. They have persuaded me that they will go with me to the stadium.
11. They have decided that the company will go to the beach.

### **Критерии:**

- Оценка «5» - Поставленные задачи (чтение, перевод текста, грамматические упражнения, составление диалогических высказываний, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи.
- Оценка «4» - Коммуникативная задача решена полностью, но понимание текста незначительно затруднено наличием грамматических и/или лексических ошибок.
- Оценка «3» - Коммуникативная задача решена, но понимание текста затруднено наличием грубых грамматических ошибок или неадекватным употреблением лексики.
- Оценка «2» - Коммуникативная задача не решена ввиду большого количества лексико-грамматических ошибок или недостаточного объема текста.

### **Контрольные вопросы:**

1. Have the thieves stolen the most valuable painting in the national museum?
2. Some people will interview the new president on TV, won't they?
3. How many languages do they speak in Canada?
4. Are you going to repair those shoes?
5. He has broken his nose in a football match.
6. Have you finished the above sentences?

## **Занятие № 25**

**Тема: «Зачёт»**

**Цель:** Контроль знаний

**Оборудование:** Раздаточный материал по КИМ.

Практические занятия № 26,27

Тема: «Sports and games. Введение лексики, чтение»

Цель: Выработать и закрепить навык употребления изученного грамматического материала.

Выработать навык устной речи по изучаемой теме (составление диалогических высказываний по теме)

Оборудование: 1. Учебники; 2. Раздаточный материал.

Задание 1. Прочитайте и переведите текст «Sports and games» (25 минут):

People all over the world are very fond of sports and games. That is one thing 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. Some 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 interest. This game is played in all the countries of the world. The other favourite games in different countries are golf, tennis, cricket, volleyball, basketball and so on. Badminton is also very popular.

All the year round many people indulge in boxing, wrestling, athletics, gymnastics and track and field events. A lot of girls and women go in for callisthenics.



Among indoor games the most popular are billiards, table tennis, draughts and some others, but the great international game is chess of course. The results of chess tournaments are studied and discussed by thousands of enthusiasts in different countries.

So we may say that sport is one of the things that makes all people kin.

Задание 2. Переведите следующие слова и составьте с ними 10 предложений (20 минут):

tobogganing, yachting, lawn-tennis, wrestling, athletics, gymnastics, callisthenics, billiards, draughts, tournament, enthusiast, soccer, rugby, court, amateur.

Задание 3. В парах перескажите текст задания 1, оцените друг друга по следующим критериям: ясность изложения, произношение, ритм, интонация. (20 минут).

Задание 4. Заполните пропуски в тексте предложениями (25 минут):

Sport is very popular ... Britain. ... other words a lot... British people like the idea ... sport, a lot even watch sport, especially... the TV. However, the number who actively take part ... sport is probably quite small. ... the whole British people prefer to be fat rather than fit

The most popular spectator sport is football. Football is played ... a Saturday afternoon ... most British towns and the fans, or supporters ... a particular team will travel... one end ... the country... the other to see their team play,

Many other sports are also played ... Britain, including golf ... which you try to knock a ball ... a hole; croquet... which you try to knock a ball... some hoops; basket-ball... which you try to get a ball... a net; tennis ... which you try to hit a ball so that your opponent cannot hit it and cricket which is played ... a ball, but is otherwise incomprehensible. As you can see, if the ball had not been invented, there would have been no sport.

Actually that's not quite true. Athletics is not played ... a ball, nor is horse-racing. Perhaps that explains why they are not so popular as football. (See "Approaches". Cambridge 1979)

Критерии:

Оценка «5» - Поставленные задачи (чтение, перевод текста, лексико-грамматические упражнения, составление и инсценировка диалогов, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

Контрольные вопросы:

1. What kind of sport do you go in for? 2. Do you play draughts? 3. Do you attend hockey matches? 4. What football team do you support? 5. Did you ever try figure-skating? 6. Who usually likes tobogganing? 7. What do spectators do at the stadiums? 8. Where are boat-races held in Moscow? 9. What is the most popular sport in Russia? 10. Do Russian teams participate in international matches? 11. Who coaches your volleyball team? 12. Where are the Oxford and Cambridge boat-races held?

### Практическое занятие № 28

Тема: «Здоровый образ жизни. Здоровая еда»

Цель: Выработать и закрепить навык употребления изученного грамматического материала.  
Выработать навык устной речи по изучаемой теме (составление диалогические

высказывания по теме);

Ознакомление учащихся с принципами здорового образа жизни.

Оборудование: 1. Учебники; 2. Раздаточный материал.

Задание 1. Прочитайте и переведите текст «Healthy Food» (30 минут):

All food is made up of nutrients which our bodies use. There are different kinds of nutrients:

carbohydrates, proteins, fats» vitamins and minerals. Different foods contain different nutrients.

Before we cut down on fat, sugar and salt, we have to know a bit more about the kind of food these things might be in. The biggest problem comes when these things are hidden in other foods: biscuits, crisps, sausages, meat pies, soft drinks and so on.

The best way is to get into the habit of checking the ingredients and nutritional value on the sides of packets although this isn't always easy to do. Another thing to know is, for example, that we do need fat to live, it's an essential part of our diet and physically we couldn't exist without it.

But we all know that to eat much fat is bad for our health. The matter is that there are different kinds of fat. There are fats that are good for us and fats that are bad for us. Eating less of the bad ones and more of the good ones can actually help us to live longer! Bad fats are the saturated fats, found in animal productions, like red meat, butter and cheese.

Friendly fats are the unprocessed fats found naturally in foods like nuts and seeds, olives, avocados and oily fish, including tuna.

One more thing to know is that when food is cooked, its structure changes. It can change the vitamin and nutrient contents of food.

More and more people feel strongly about the way, their food is produced. Nowadays so much of the basic food we eat — meat, fish, fruit and vegetables — is grown using chemicals and additives.

Although fertilizers and pesticides have greatly increased the quantity of food and helped to improve its appearance, there is a growing concern about the effects of these chemicals in the food chain. This concern has led to a growth in the demand for organically grown products.

Today there is another problem. It is modified food, which is cheaper than ordinary one. There is a rumour that such food can cause cancer and other problems. Nobody knows, either it is just an imagined fear or a real problem. This problem could be solved and examined, but it will take some time.

The food we eat, depends on lots of things. Taste is a big factor. Culture, religion and health also play a part in what food we eat. Advertising and social factors also have a big influence.

Income is also an important factor. That is why not surprisingly, money, rather than a lack of knowledge about how to eat well, is at the heart of the problem.

Finally, there are three main messages to follow for healthy eating: First, we should eat less fat, particularly saturated fat. Secondly, we are to cut down on sugar and salt. Thirdly, we must eat more fresh fruit and vegetables.

Задание 2. Составьте план текста (15 минут).

Задание 3. Перескажите текст (15 минут).

Задание 4. Составьте диалоги в парах, используя следующую лексику (30 минут)

nutrient — питательное вещество, carbohydrate — углевод, protein — белок, протеин, fat — жир, to

contain — содержать, to cut down on — зд. уменьшить прием чего-л., to hide (past, hid, p.p. hidden)

— прятать, спрятать, crisp — ломкий, хрупкий, to get into the habit of — зд. взять за привычку,

essential — существенный, жизненно важный, saturated fat — жиры с высоким содержанием

насыщенных жирных кислот, butter — масло, unprocessed fat — необработанные жиры, seed —

семя, семечко, avocado — авокадо, аллигаторова груша

tuna — тунец, additive — добавка, fertilizer — удобрение, pesticide — пестицид, ядохимикат, to

increase — увеличить, to improve — улучшить, concern — интерес, участие, заинтересованное

отношение, food chain — пищевая цепочка, to lead (past led, p.p. led) — вести, приводить, demand

— потребность, modified food — модифицированная еда, rumour — молва, слух(и), слухок, толки

, to cause — быть причиной, вызывать

cancer — рак (онкология), fear — страх, боязнь, опасение, to solve — решать, to depend on —

зависеть от , income — прибыль; заработок lack — недостаток, нужда; отсутствие ч-л.

Критерии:

Оценка «5» - Поставленные задачи (чтение, перевод и пересказ текста, составление диалогов, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

Контрольные вопросы:

1. What nutrients do you know? 2. What are the main things to know about food we eat? 3. What fats are good? 4. What fats are dangerous for our health? 5. What are the main factors that determine the food we eat? 6. What are three main messages to follow for healthy eating?

### Практическое занятие № 29

Тема: «Seasons. Climate. Weather in England»

Цель: Выработать и закрепить навык употребления изученного лексического материала.

Выработать навык устной речи по изучаемой теме (составление диалогические высказывания по теме)

Оборудование: 1. Учебники; 2. Раздаточный материал.

Задание 1. Прочитайте и переведите текст «Seasons and Weather» (20 минут)

Everyone knows that there are four seasons in a year: spring, summer, autumn and winter. Each of them lasts 3 months.

Spring comes in March and ends in May. It often rains in spring, especially in April.

Summer is the hottest season in the year. It begins in June and ends in August. In summer the sky is clear and cloudless. The days are long and the nights are short and warm. Summer brings fruits and vegetables. It is pleasant to spend this season by the seaside or somewhere in the country.

Autumn months are September, October and November. The days are becoming shorter, the sun loses its force. It often rains. It is the season of harvesting.

Winter lasts three months as well: December, January and February. It is getting colder day by day. The sun shines rarely and it snows often. But everything looks so pretty covered with snow.

So in every season there are bright and dark sides. But we must be thankful together whatever the weather.

Задание 2. Расставьте в названиях месяцев буквы по порядку (5 минут).

1. U S A T G U
2. M E D R C E B E
3. R E Y U F A R B
4. V O E B M E N R
5. A L I R P

Задание 3. Вставьте пропущенные буквы (10 минут).

1. ...an...ary
2. Se...tem...er
3. J...n...
4. ...ct...ber

5. Ma...c...

Задание 4. Напишите для каждого времени года соответствующие названия месяцев (10 минут).  
Spring –....., Autumn -....., Winter – ....., Summer – .....

Задание 5. Завершите предложения (10 минут).

Образец: The month after May is ... - The month after May is June. (Месяц после мая – июнь.)

1. The month after March is ...
2. The month after July is ...
3. The month before September is ...
4. The month before November is ...
5. The month before May is ...

Задание 6. Напишите название времени года, когда отмечают эти праздники (10 минут).

1. New Year, Christmas –
2. Teacher’s Day, Halloween –
3. Women’s Day, Easter –
4. Russia’s Day, International Children’s Day –

Задание 7. Ответьте на вопросы (25 минут)

1. How many seasons do you know?
2. What is spring weather like?
3. Is it always hot in spring?
4. What weather do we have in summer?
5. What do people prefer to do during summertime?
6. What do you think about autumn?
7. What is the hottest summer month?
8. Are summer nights long?
9. Summer nights are short, aren’t they?
10. How do we call a spell of good weather in September?
11. Do you like autumn?
12. What is the coldest season in the year?

Критерии:

Оценка «5» - Поставленные задачи (чтение, перевод текста, лексические упражнения, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

Контрольные вопросы:

1. How many seasons are there in a year?
2. How long does each month last?
3. What is the hottest season?
4. What are autumn months?
5. What are winter months?
6. What is the weather like in each season?

Тема: «Travelling. Transport. Tourism inside the country»

Цель: Изучение лексики, необходимой для изучения транспорта, в-целом, и путешествий на самолёте, в частности.

Развитие диалогических навыков.

Оборудование: 1. Учебники; 2. Раздаточный материал

Основные теоретические положения:

Задание 1. Прочитайте и переведите текст “Travelling by air” (25 минут):

No wonder that one of the latest means of travelling is travelling by plane. Nowadays people mostly travel by air. It combines both comfort and speed and you will reach the place of destination very quickly. No doubt, travelling by air is the most convenient and comfortable means of travelling. But if you are airsick the flight may seem not so nice to you. Unfortunately sometimes the flights are delayed because of unfavourable weather conditions, and one more inconvenience is jet-lag.

Before boarding the plane you must check in at the airport. Passengers are requested to arrive at the airport one hour before departure time on international flights and half an hour on domestic flights. You must register your tickets, weigh in and register the luggage.

The economy class limitation is 20 kg. First-class passengers are allowed 30 kg. Excess luggage must be paid for. Passengers are permitted, to take only some personal belongings with them into the cabin. These items include handbags, brief-cases or attach cases, umbrellas, coats and souvenirs bought at the tax-free shops at the airport. Each passenger is given a boarding pass to be shown at the departure gate and again to the stewardess when boarding the plane.

Before the plane takes off the stewardess gives you all the information about the flight, the speed and altitude. She asks you to fasten the belts and not to smoke. She will take care of you during the flight and will help you to get comfortable in your seat. Inside the cabins the air is always fresh and warm. The captain will welcome you on board, tell you all about the flight and the interesting places you are flying over. During the flight you can take a nap or have a chat, you can read and relax. In some planes you can watch video or listen to the music.

When the plane is landing or taking off you have an opportunity to enjoy the wonderful scenery and landscapes. While travelling by plane you fly past various villages and cities at the sight of which realize how majestic and tremendous our planet is. Do not forget your personal belongings when leaving the plane.

Landing formalities and customs regulation are about the same in-all countries. While still onboard the plane the passenger is given an arrival card to fill in, he fills in (in block letters) his name in full, country of residence, permanent address, purpose and length of visit; and address in the country he is visiting. After the passenger has disembarked, officials will examine (check) his passport and visa (to see if they are in order).

In some countries they will check the passenger's certificate of vaccination. When these formalities have been completed the passenger goes to the Customs for an examination of his luggage. The passenger is required to fill in a customs declaration form. He must list all dutiable articles. Personal belongings may be brought in duty-free.

Here is a partial list of prohibited articles: firearms, drugs, in some countries — meat products, fresh fruit and vegetables. The Customs inspector may ask you to open your bags for inspection. After you are through with all customs formalities he will put a stamp on each piece of luggage.

Задание 2. Ответьте на вопросы по тексту (25 минут):

1. Why do people mostly travel by air nowadays?
2. Why may the flight seem not so nice to you?
3. What are other inconveniences of flying?
4. When are passengers requested to arrive at the airport?
5. What is the luggage limitation?
6. What must passengers do in case they have some excess luggage?
7. What are passengers permitted to take with them into the cabin?
8. When is a boarding pass to be shown?
9. What do stewardesses do during the flight?
10. What can you do during the flight?
11. What opportunities do passengers have when the plane is landing or taking off?
12. What is the passenger given to fill in while still onboard the plane?
13. What are the formalities to be completed

after the passenger has disembarked? 14. What must you list in your customs declaration? 15. What are prohibited articles? 16. What will the Customs inspector do after you are through with all customs formalities?

Задание 3. Составьте диалоги по картинке с данными персонажами, инсценируйте их (25 минут):



Задание 4. Прочитайте высказывание о путешествиях и выскажите своё мнение (15 минут):

2.

Travelling to all corners of the world gets easier and easier. We live in a global village, but how well do we know and understand each other? Here is a simple test. Imagine you have arranged a meeting at four o'clock. What time should you expect your foreign business colleagues to arrive? If they're German, they'll be bang on time. If they're American, they'll probably be 15 minutes early. If they're British, they'll be 15 minutes late, and you should allow up to an hour for the Italians.

Критерии:

Оценка «5» - Поставленные задачи (чтение и перевод текста, составление диалогов и высказываний, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

Контрольные вопросы:

1. What can you do during the flight? 2. What opportunities do passengers have when the plane is landing or taking off? 3. What is the passenger given to fill in while still onboard the plane? 4. What are the formalities to be completed after the passenger has disembarked? 5. What must you list in your customs declaration? 6. What are prohibited articles? 7. What will the Customs inspector do after you are through with all customs formalities?

### Практическое занятие № 31

Тема: « At the Hotel. A guide to good manners abroad»

Цель: Сформировать лексические и грамматические навыки по теме.

Развитие навыков диалогической речи.

Совершенствование навыков аудирования.

Оборудование: 1. Учебники; 2. Раздаточный материал.

Основные теоретические положения:

A GUIDE TO GOOD MANNERS OR HOW NOT TO BEHAVE BADLY ABROAD

"When in Rome, do as the Romans do." Here are some final tips for travellers.

- In France you shouldn't sit down in a cafe until you've shaken hands with everyone you know.
  - In Afghanistan you should spend at least five minutes saying hello.
  - In Pakistan you mustn't wink. It is offensive.
  - In the Middle East you must never use the left hand for greeting, eating, drinking, or smoking.
- Also, you should take care not to admire anything in your hosts' home. They will feel that they have to give it to you.
- In Russia you must match your hosts drink for drink or they will think you are unfriendly.
  - In Thailand you should clasp your hands together and lower your head when you greet someone.
  - In America you should eat your hamburger with both hands and as quickly as possible. You shouldn't try to have a conversation until it is eaten.

Задание 1. Прочитайте и переведите диалог о бронировании номера (15 минут):

- Hello! I have reserved a room at your hotel.
- Hello! What is your name?
- My name is.... Here is the confirmation of reservation of a single room for a week
- Can I see your passport, please?
- Here it is
- Please sign here. Your room is 125. Here is your key.
- Thank you.

Задание 2. Допишите до конца диалог « – Hello! I'd like to reserve a room at your hotel. Have you any vacant room? – Hello! Do you want a single room or double room? ... и т.д.», используя следующие словосочетания и выражения (20 минут):

- I'd like a room , with twin beds , with a bath, with a shower , facing the sea , with a balcony , with a view , we can offer you , we have a single room with TV set, air conditioning, hot water;
- What is the price per night?
  - It is \$40 per night
  - Does the price include breakfast?

Задание 2. Прочитайте и переведите текст песни «Hotel Room Service» by DJ Tim Johnson, исполните вместе с группой (30 минут):

I want everybody to stop what they doing (Mr. 305) Now if you know you're with somebody That you're gonna take the hotel room tonight Make some noise  Meet me at the hotel room (4x)  Forget about your boyfriend And meet me at the hotel room You can bring your girlfriends And meet me at the hotel room (2x)	Forget about your boyfriend And meet me at the hotel room You can bring your girlfriends And meet me at the hotel room (2x) We at the hotel, motel, Holiday Inn (4x)  After party in hotel lobby Then we off to the room, like vroom Put them fingers in you mouth, or open up you blouse And pull that g-string down south
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<p>We at the hotel, motel, Holiday Inn (4x)</p> <p>She like that freaky stuff Two in the "o" and one in the eye That kinky stuff, you nasty But I like your type And like T.I., it's whatever you like Bring your girls, just whatever the night Your man just left, I'm the plumber tonight I'll check yo pipes, oh, you the healthy type Well, here goes some egg whites</p> <p>Now gimme that sweet That nasty, that Gucci stuff Let me tell you what we gon' do Two plus two, I'm gon' undress you</p> <p>Then we're gonna go three and three You gon' undress me Then we're gonna go four and four We gon' freak some more, but first</p>	<p>Ooh, okay shawty, one's company Two's a crowd, and three's a party Your girl ain't with it, I got somebody In my nature, she's naughty</p> <p>Now gimme that sweet That nasty, that Gucci stuff Let me tell you what we gon' do Two plus two, I'm gon' undress you</p> <p>Then we're gonna go three and three You gon' undress me Then we're gonna go four and four We gon' freak some more, but first</p> <p>Forget about your boyfriend And meet me at the hotel room You can bring your girlfriends And meet me at the hotel room (2x)</p> <p>We at the hotel, motel, Holiday Inn (4x)</p>
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Задание 4. Составьте диалоги по темам «Бронирование номера по телефону», «Правила регистрации», «В номере», используя правила данные в тексте «A GUIDE TO GOOD MANNERS OR HOW NOT TO BEHAVE BADLY ABROAD» (25 минут)

Критерии:

Оценка «5» - Поставленные задачи (чтение и перевод предложений, составление диалогов, аудирование, исполнение песни) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

Контрольные вопросы:

1. We live in a global village, but how well do we know and understand each other? 2. What time should you expect your foreign business colleagues to arrive? 3. The British are happy to discuss business matters with a drink during the meal, ren` t they? 4. What do the Japanese prefer to do while eating? 5. What is a lunch for people? 6. What do the Germans like doing before dinner? 7. The French like to eat last and talk afterwards, don` t they?

### Практическое занятие 32

Тема: **Present Perfect: правила образования**

Цель: Выполнение лексико-грамматических упражнений по теме «**Present Perfect**»



**Задание: Изучите правила образования Present Perfect и выполните упражнения 1,2,3,4,5.**

### Present Perfect: правила образования

Образование Present Perfect практически не отличается от других времен Perfect, где также нужны вспомогательный и смысловой глаголы.

Вспомогательным глаголом выступает глагол to have. Он используется в настоящем времени и имеет две формы, которые заменяют друг друга в зависимости от лица и числа.

<b>have</b> для 1 и 2 лица ед.ч. и всех форм мн.ч.	<b>I / we / you / they</b>
<b>has</b> для 3 лица ед.ч.	<b>it / he / she</b>

**В роли смыслового глагола выступают причастия прошедшего времени или третья форма глагола.** Для того чтобы использовать эту форму в Present Perfect Tense необходимо определить является ли глагол правильным или неправильным. Правильный глагол образуется в совершенный путем добавления окончания -ed:

<b>Present Simple (Простое настоящее время)</b>	<b>Present Perfect (Настоящее совершенное время)</b>
I clean the room. (Я убираюсь в комнате.)	I have cleaned (clean + <b>ed</b> ) the room. (Я убирался в комнате.)
She translates articles. (Она переводит статьи.)	She has translated (translat + <b>ed</b> ) articles. (Она перевела статьи.)
I try to do my best. (Я стараюсь изо всех сил.)	I have tried (y -> i, tri + <b>ed</b> ) to do my best. (Я старался изо всех сил.)

**В случае же с неправильным глаголом, подобный способ не подойдет, так как образуются такие глаголы самостоятельно. Обычно неправильные глаголы и их формы просто заучиваются.**

Рассмотрим некоторые из них:

<b>Infinitive (Инфинитив)</b>	<b>Past Simple (Прошедшее неопределенное)</b>	<b>Past Participle (Причастие прошедшего времени)</b>
be (быть)	was / were	been
break (ломать)	broke	broken
grow (расти)	grew	grown
lose (терять)	lost	lost
prove (доказывать)	proved	proven
read (читать) [ri:d]	read [rɛd]	read [rɛd]
speak (говорить)	spoke	spoken
teach (учить)	taught	taught

Правильные и неправильные глаголы

Чтобы подробнее разобраться в правильных и неправильных глаголах, перейдите по ссылке в отдельную статью.

Чтобы использовать неправильный глагол в Present Perfect нужно употребить его форму из третьей колонки (его совершенный вид):

- He has grown up. — *Он вырос.*
- He has lost control of his life. — *Он потерял контроль над своей жизнью.*
- I have read that book. — *Я читал эту книгу.*
- They have taught me Russian. — *Они учили меня русскому.*

Если у вас возникают проблемы с определением вида глагола, проверяйте то или иное слово в [таблице неправильных глаголов](#): если слово не присутствует в списке, вероятнее всего, глагол является правильным.

Present Perfect: формы предложения

Одним способом образования глаголов не обойтись, ведь нужно научиться использовать эти глаголы в разных формах предложения.

Утвердительные предложения Present Perfect

В утвердительном предложении Present Perfect или настоящем совершенном времени используется прямой порядок слов, где вспомогательные и смысловые глаголы идут друг за другом после подлежащего. Формула Present Perfect в утвердительном предложении для наглядного примера:

<b>Subject (Подлежащее)</b>	<b>Verb (Глагол)</b>	<b>Secondary parts of the sentence (Второстепенные члены предложения)</b>
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Вспомогательный глагол	Вторая форма	Третья форма глагола
They Они	<b>have done</b> выполнили	the job. работу.
He Он	<b>has lost</b> потерял	the ring. кольцо.

Для образования страдательного залога после have используется глагол to be в третьей форме (been). Напомним, что в таких предложениях подлежащее не является лицом / предметом, совершающим действие, так как действие, наоборот, направлено на это лицо или предмет.

- The results have been published. — *Результаты были опубликованы.*
- Liz has been introduced to him. — *Ему представили Лизу.*
- The story has been told to children. — *Эта история была рассказана детям.*

Отрицательные предложения Present Perfect

Для образования отрицательного предложения во времени Present Perfect после вспомогательного глагола в английском употребляется частица not.

Подлежащее	Вспомогательный глагол	Частица not	Третья форма глагола	Второстепенные члены предложения
Jessica	<b>has</b>	not	known	our rules.
<i>Джессика не знала наших правил.</i>				

В обеих упомянутых группах вспомогательный глагол может сокращаться для упрощения общения. Рассмотрим объяснение обеих форм на примерах:

	Полная форма	Сокращенная форма
<b>+</b> <b>утверждение</b>	We have completed. He has disappeared.  They have felt.	We've completed. He's disappeared.  They've felt.
<b>—</b> <b>отрицание</b>	I have not heard. She has not slept.  You have not seen.	I haven't heard. She hasn't slept.  You haven't seen.

Обратите внимание, что вспомогательный глагол 3 лица единственного числа в Present Perfect в сокращенном виде выглядит идентично сокращенной форме to be в Present Simple.

<b>Present Simple</b> <b>(Простое настоящее время)</b>	<b>Present Perfect</b> <b>(Настоящее совершенное время)</b>
He's the best entertainer. (He is the best entertainer.)  (Он лучший артист.)	She's forgotten his name. (She has forgotten his name.)  (Она забыла его имя.)

Как видите, отличить эти времена все равно достаточно просто, так как основными признаками предложений в Past Perfect являются смысловые глаголы в третьей форме.

Вопросительные предложения Present Perfect

Вопросительная форма Present Perfect меняет порядок слов, глагол have встает на первый план:

<b>Вспомогательный глагол</b>	<b>Подлежащее</b>	<b>Третья форма глагола</b>	<b>Второстепенные члены предложения</b>
Have	they	told	you?
<b>Они тебе рассказали?</b> <b>(вспомогательный глагол не переводится)</b>			

Однако если необходимо составить не общий или альтернативный вопросы, то схема строится иначе.

Специальные вопросы в Present Perfect составляются по похожей схеме, но перед вспомогательным глаголом добавляется вопросительное слово:

<b>Вопросительное слово</b>	<b>Вспомогательный глагол</b>	<b>Подлежащее</b>	<b>Третья форма глагола</b>	<b>Второстепенные члены предложения</b>
How	have	they	proved	it?
<b>Как они это доказали?</b>				

Для разделительного вопроса в Present Perfect утвердительная и отрицательная формы предложения сохраняются, а к ним добавляются короткие вопросы:

- The theory and its evidences haven't been approved, have they? — *Теория и ее доказательства не были одобрены, не так ли?*
- She has gone, hasn't she? — *Она ушла, не так ли?*
- James has broken his leg, hasn't he? — *Джеймс сломал ногу, не так ли?*

Разделительный и общий вопросы требуют короткого ответа, в то время как на специальный и альтернативный дается полный ответ в утвердительной или отрицательной форме Present Perfect. Примеры:

<b>Короткий ответ</b>	<b>Полный ответ</b>
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<p>— Has Henry learnt German?</p> <p>— Yes, he has. / No, he hasn't.</p> <p>— Генри выучил немецкий?</p> <p>— Да, выучил. / Нет, не выучил.</p>	<p>— Has she chosen this course or another one?</p> <p>— She's chosen another one.</p> <p>— Она выбрала этот курс или другой?</p> <p>— Она выбрала другой курс.</p>
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После разбора способов образования и построения предложений, можно смело переходить к случаям употребления времени Present Perfect, чтобы не ограничиваться сухой теорией.

Present Perfect: употребление

Настоящее совершенное время в английском языке употребляется в следующих ситуациях:

1. Когда говорящий хочет акцентировать внимание на результате действия, которое произошло в прошлом. Для того чтобы упростить понимание этого правила, иногда можно подставлять фразу «ВОТ ОНО»:

I have lost the keys.

(Я потерял ключи.)

Действие уже случилось, я потерял ключи. Но мне важен результат, совершившегося действия: так как ключи потерялись, как результат, их сейчас у меня нет.

She's has composed an amazing song.  
(Она написала изумительную песню.)

Песня готова, неважно, сколько она ее писала, главное результат — вот она, уже написанная.

Rex has smashed my plant pots.  
(Рекс разбил мои горшки с растениями.)

Действие уже выполнено в прошлом, но результат на лицо в настоящем: разбитые горшки, которые нужно убрать.

В этом случае действие в прошлом может стать причиной другого действия в настоящем.

I have free time as I've done my homework.

(У меня есть свободное время, поскольку я сделал домашнее задание.)

Из-за того, что я уже сделал домашнее задание, у меня есть время.

Edward can't pay for the dinner. He's lost his purse.  
(Эдвард не может заплатить за ужин. Он потерял кошелек.)

Он не может заплатить за ужин сейчас, потому что до этого он потерял свой кошелек

Как вы могли заметить, при переводе настоящее совершенное время превращается в прошедшее время, ввиду отсутствия аналогов времени в русском языке.

2. Зачастую Present Perfect Tense может употребляться с перфектными наречиями, которые указывают, что действия завершились недавно или закончились только что. К таким наречиям относятся: already (уже), just (только что), recently (на днях), lately (недавно), of late (недавно / за последнее время).

- I've already fed the cat. — *Я уже покормил кота.*
- She has just gone. — *Она только что ушла.*
- Emma has been hurt recently. — *Недавно Эмме причинили боль.*

Эти наречия в Present Perfect, как правило, стоят в середине предложения между вспомогательным и смысловым глаголами, но могут стоять и в конце.

Со временем Present Perfect часто встречаются и следующие наречия: so far (до сих пор / на данный момент), by now (к настоящему времени), up to now (до сих пор).

- James said he would contact me but I haven't heard from him so far. — *Джеймс сказал, что он свяжется со мной, но я до сих пор не получила от него весточки.*
- Stevie Wonder has won 25 Grammy Awards by now. — *На настоящий момент Стиви Уандер выиграл 25 премий Грэмми.*
- Up to now she hasn't found any clues. — *Она до сих пор не нашла никаких улик.*

В вопросительных и отрицательных предложениях Present Perfect обычно присутствует наречие yet.

В вопросительных предложениях оно используется в значении «уже»:

- Have you finished the assignment yet? — *Вы уже закончили задание?*
- Has Alex broken up with her yet? — *Алекс уже расстался с ней?*
- Has he ridden a bicycle yet? — *Он уже катался на велосипеде?*

В отрицательных используется в значении «еще не»:

- I haven't thought about this yet. — *Я еще об этом не думал.*
- David hasn't become a superstar yet. — *Дэвид еще не стал суперзвездой.*
- Mom hasn't cooked yet. — *Мама еще не приготовила еду.*

В качестве короткого ответа на вопрос в Present Perfect можно ответить «Not yet» (пока / еще нет).

Обратите внимание, что наречие yet в этих случаях всегда стоит в конце предложения.

Еще одно наречие, использование которого в Present Perfect не могло остаться незамеченным, – наречие before. С ним, как и с yet, образуются вопросительные и отрицательные предложения:

- Have we met before? — *Мы не встречались раньше?*

- I haven't heard that word before. — *Я не слышал это слово раньше.*

3. Когда говорящий хочет рассказать о своем опыте. В таком случае акцент делается на само действие, а не на время произошедшего действия:

<p>I have watched that film. (Я смотрел этот фильм.)</p> <p>Говорящий не акцентирует внимания на времени и не говорит, когда именно он этот фильм смотрел.</p>
<p>I've not been to Russia. (Я не был в России.)</p> <p>За всю свою жизнь, я не был в России, не было такого опыта.</p>
<p>She's come to that place. (Она приходила в это место.) Уже приходила, это не первый раз. Внимание на само действие, а не на время.</p>

Часто, чтобы подчеркнуть, сколько раз действие уже было сделано, используются числительные:

- I've heard this joke a hundred times. — *Я слышал эту шутку уже сто раз.*
- Max has listened to the album 4 times. — *Макс прослушал этот альбом 4 раза.*
- She's read the magazine twice. — *Она прочитала журнал дважды.*

Стоит обратить особое внимание на конструкции, которые переводятся как «был (где-то)».

<b>Have been to</b>	предполагает саму поездку, то есть передвижение / перелет и прибытие в какое-то место, используется, чтобы показать, что человек уезжал в поездку, но уже вернулся.	<p>I've been to Los Angeles. Я был в Лос-Анджелесе. (был когда-то, съездил в поездку и вернулся)</p>
<b>Have been in</b>	предполагает пребывание в каком-то месте, используется, чтобы показать, что человек находится там	<p>They have been in Moscow for 2 years. Они в Москве в течение 2 лет. (уехали в Москву и до сих пор там)</p>
<b>have gone to</b>	предполагает, что субъект отправился куда-то, он сейчас в пути и пробудет в каком-то месте некоторое	<p>You can't make an appointment, as the doctor has gone to Europe. Вы не можете записаться на прием, потому что доктор</p>

	уехал в Европу.
время	(уехал, вернется через время)

Для описания опыта в предложениях Present Perfect Tense часто используются слова ever (когда-либо) или never (никогда).

- Paul is the most humble person I've ever met. — Пол — самый скромный человек, которого я когда-либо встречал.
- I've never seen anything like this. — Я никогда не видел ничего подобного.

В предложениях, содержащих наречие never, не используется частица not, так как отрицание подразумевается самим словом «никогда».

Ever также используется в вопросах «вы когда-либо делали что-то?»:

- Have you ever swum in the ocean? — Вы когда-нибудь плавали в океане?
- Have you ever traveled abroad? — Ты когда-нибудь был за границей?
- Has she ever talked to you? — Она когда-нибудь говорила с тобой?
- Have you ever seen a shooting star? — Вы когда-нибудь видели падающую звезду?

**Упражнение 1.** Поставьте глаголы в скобках в Present Perfect.

1. He \_\_\_\_ (finish) training.
2. She \_\_\_\_ (score) twenty points in the match.
3. We \_\_\_\_ (watch) all the Champions League matches this season.
4. That's amazing! She \_\_\_\_ (run) fifteen kilometers this morning!
5. She \_\_\_\_ (buy) some really nice rollerblades!
6. Oh, no! I \_\_\_\_ (lose) my money!
7. My mum \_\_\_\_ (write) shopping list. It's on the kitchen table.
8. Dad, you \_\_\_\_ (eat) my biscuit!
9. I'm tired. I \_\_\_\_ (watch) three X-Files videos.
10. Hurry up! They \_\_\_\_ (start) the film!
11. Mary \_\_\_\_ (study) hard this year, so she'll pass her exams.
12. Oh no! She \_\_\_\_ (drop) the plate!
13. The garden is very green. It \_\_\_\_ (rain) a lot this month.
14. These are my favourite trousers. I \_\_\_\_ (have) them for five years.
15. Tom's my best friend. I \_\_\_\_ (know) him for three years.
16. They \_\_\_\_ (live) in Miami for two years.
17. Jo has earache. He \_\_\_\_ (have) it since 7 o'clock.
18. Brad \_\_\_\_ (live) in Chicago since 1998.

**Упражнение 2.** Поставьте глаголы в скобках в Present Perfect **negative**.

1. I \_\_\_\_ (not clean) my football boots.
2. They \_\_\_\_ (not start) their meal.
3. I \_\_\_\_ (not do) my homework.
4. He \_\_\_\_ (not win) all his matches this year.
5. My brother and I \_\_\_\_ (not see) any films this week.
6. It's my birthday party today. I \_\_\_\_ (not invite) many people.
7. He \_\_\_\_ (not wash) his hands. They're very dirty.
8. Mum's really angry. We \_\_\_\_ (not tidy) our room!
9. I can't play with my friends this evening. I \_\_\_\_ (not finish) my homework.
10. I \_\_\_\_ (not visit) New York for three years.
11. Where's Alison? We \_\_\_\_ (not see) her since yesterday.
12. Dad \_\_\_\_ (not take) a holiday since last August.



13. John \_\_\_\_ (not play) the violin since he was at school.

**Exercise 3. Составьте вопросительные предложения, используя Present Perfect.**

1. We/to return/from the journey/just.
2. I/to see/my boss/today.
3. Helen/to decorate/her room/already.
4. My cousins/to be/to this cinema/never.
5. Max/to buy/a magazine/today.
6. You/to spend/a lot of money/this month.
7. Ian and Peter/to repair/the radio/already.
8. I/to drive/a car/never.
9. We/to get/some letters/this week.
10. The dog/to run away/just.

**Exercise 4.** Выберите неправильные глаголы и запишите их 3ю форму (Past Participle).

To arrive, to give, to play, to understand, to blow, to prepare, to wash, to fall, to miss, to run, to know, to talk, to open, to do, to water, to teach, to iron, to brush, to pay, to say, to remember, to show, to speak, to gather.

**Exercise 5.** Выберите правильный вариант.

1. I have/has watched this film.
2. We have began/begun the work.
3. Den have/has done his homework.
4. Molly has break/ broken her toy.
5. Julia and Betty have/has cut the vegetables.
6. He/we have paid for pizza.
7. You have/has ironed this dress.
8. Children have has/had supper.
9. I/she have switched off the light.
10. Martin has went/gone.
11. The girl has drew/drawn a nice picture.
12. You/he has returned from the trip.
13. They have/has gathered the harvest.
14. She/they has packed the things.
15. We have chose/chosen the present.
16. The train have/has arrived.

Критерии:

Оценка «5» - Поставленные задачи (чтение и перевод текста, составление диалогов и высказываний, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

Контрольные вопросы:

1. В каких случаях употребляется временная форма Present Perfect Tense? 2. Как образуется временная форма Present Perfect Tense? 3. Приведите примеры с данной временной формой?

### Практические занятия № 33,34

Тема: « Russia – general information. Moscow»

Цель: Развитие лексических и грамматических навыков по теме «Москва».

Совершенствование навыков чтения.

Систематизировать ранее изученные сведения о столице России – Москве.

Способствовать воспитанию у учащихся чувств патриотизма, любви к Родине.

Оборудование: 1. Учебники; 2. Раздаточный материал.

Задание 1. Прочитайте и переведите текст « Moscow» (20 минут):

Moscow is the capital and the largest city of Russia. It lies on the Moskva River. Moscow is the economic, political and cultural centre of the country. Railway and numerous airlines connect the city with all parts of Russia. Navigable waterways including the Moscow Canal, Moskva River and Volga-Don Canal make the port areas of the city accessible to shipping from the Baltic, White, Black and Caspian seas and the Sea of Azov.

Moscow covers an area of about 880 square kilometres. Concentric boulevards divide the city into several sections. At the centre of the concentric circles and semicircles are the Kremlin, the former governmental seat of Russia and Red Square, which form the centre of a radial street system.

There are many places of interest in Moscow. The city is famous for its historic monuments, art galleries and theatres. The Historical Museum, the Pushkin Museum of Fine Arts, The Tretyakov State Picture Gallery are world famous. Moscow is proud of the Bolshoi, Maly and Art Theatres.

Moscow is an industrial centre with highly developed engineering, electric, light, heavy and chemical industries. It is a scientific centre too. The Russian Academy of Sciences, the oldest University, many schools of higher learning, colleges and scientific institutions are located here.

Moscow is the country's largest sport centre. It often becomes a scene of international sports festivals. Moscow has a modern underground system famous for its marble-walled stations. The Metro was opened in 1935. Since then, building work of the Metro has continued for one day. It is developing permanently. Each day the Metro transports about 5 million passengers

The history of Moscow dates back to 1147. It was founded by Yuri Dolgoruki. There is a monument to him in Moscow. Since then Moscow's name has not left the pages of history.

Задание 2. Ответьте на вопросы (25 минут):

- 1) Where is Moscow situated?
- 2) What is the role of Moscow in Russia?
- 3) When was Moscow founded?
- 4) Who founded our capital?
- 5) What are the most interesting places of interest in the capital?
- 6) Have you even been to Moscow?
- 7) Why was our northern capital renamed three times?
- 8) What is the role of St. Petersburg in Russia?
- 9) When was it founded?
- 10) Who founded the city of St. Petersburg?
- 11) What is the city construction history?
- 12) What is Novosibirsk famous for?
- 13) What is Volgograd famous for?

Задание 3. Заполните пропуски в предложениях, используя информацию из текста, данного ниже (15 минут):

Professor ... is the founder of the Pushkin Museum.

It got its present name only in ... .

The Pushkin Museum of Fine Arts periodically ... .

The basis for the Pushkin Museum's collection became ... .

The international ... are also held in the Museum.

**THE PUSHKIN MUSEUM OF FINE ARTS**

It is the largest museum of European art in Moscow. The founder of the Pushkin Museum of Fine Art is Professor Ivan Tsvetayev (father of the poet Marina Tsvetayeva). The Museum was built in Greek classical style in 1898-1912 by Roman Klein. It was originally named after Alexander III. Since 1937 it

has been known as the Pushkin Museum of Fine Arts. In 1918 thousands of works were transferred from St Petersburg's Hermitage Museum. They were a basis for the Pushkin Museum's collections of Western Art. Later the works by Impressionists and Post- Impressionists, including Van Gogh, Gauguin, Picasso and Matisse were added. The Museum also has one of the world's largest collection of the ancient, oriental and classical art.

The Pushkin Museum of Fine Arts periodically holds exhibitions of the art of various countries. After the World War II the evacuated Dresden Gallery had been stored in Moscow for 10 years. There were exhibitions of the Tutankhamen treasures from Egypt, and Leonardo da Vinci's world famous Mona-Lisa. Canvases from the American Metropolitan Art Museum, the paintings of P. Picasso, M. Chagall, French Impressionists were displayed here, too.

The International musical festival Svyatoslav Richter's December nights are also held in the Pushkin Museum. The Pushkin Museum of Fine Arts contacts with the biggest museums and galleries of the world.

Задание 4. Ответьте на вопросы по тексту, данному ниже (15 минут)

Where is the oldest Moscow circus located?

When was it opened?

Which circus has 5 different arenas?

Are Tsvetnoi Boulevard Circus and Vernadsky Prospect Circus the only circuses in Moscow?

What other kind of circuses are there in Moscow?

MOSCOW CIRCUSES.

Most people are greatly fond of circus. Russian circus and circus actors are famous all over the world. One of the Moscow circuses is located in the centre of the city, in Tsvetnoi Boulevard. It was the only circus in Moscow between 1926 and 1971. The circus building was opened in 1880 as Solomonsky Circus. A famous clown Yuri Nikulin managed the company for fifteen years. Now in front of the building is a remarkable statue of him. The Great Moscow State Circus is located at the Vernadsky Prospect. Its building seats 3,400 people. The circus has 5 different arenas: equestrian, water, illusionist, ice rink, and light effect. Its amphitheatre is 36 metres. Performances are held each day in the afternoon and evening.

In summer there is always a traditional circus in a tent in the Central Park. There are forty big circuses, thirteen small ones and eight zoo- circuses in Moscow. They are a good idea for going out.

Задание 5. Найдите определения к выражениям в тексте, данном ниже (15 минут):

1. It is the heart of Moscow.

2. It is the heart of Red Square.

3. It was built in 1491.

4. It is the tallest tower of the Kremlin.

5. This cathedral was built in memory of Russia's conquest of the Kazan Kingdom.

6. It was a special place of execution.

7. This monument was designed to commemorate the victory over the Poles.

RED SQUARE.

The heart of Moscow is Red Square. And the heart of Red Square is the Kremlin. The first wooden Kremlin was built by Prince Yuri Dolgoruky, then it was rebuilt in the reigns of Ivan Kalita, Dmitri Donskoy and Ivan III. By the end of the 15th century new brick walls completed the construction of the present Kremlin with its beautiful red walls and towers crowned with ruby stars. The Spasskaya Tower is the symbol of the Kremlin. It was built in 1491 and is 71 metres high. The tallest Trinity Tower, the Kutafia Tower, the Tower of the Senate, the St. Nicholas Tower are unforgettable for everyone. Near the Kremlin you can see Pokrovsky Cathedral which is also known by its folk name- the Vasili Blazhenny Cathedral. It was built at the end of the 16th century by architects Barma and Posnik in memory of Russia's conquest of the Kazan Kingdom in 1552.

In front of this ancient Cathedral you can see a monument to Minin and Pozharsky. It was designed by I. Martos in 1818 to commemorate the Russian victory over the Poles in 1612. In the middle of Red Square there was a special place of execution- Lobnoye Mesto.

There are some other places to see in Red Square. They are Mausoleum, the State History Museum, the Great Kremlin Palace with its armoury and Granovitaya Palata, the Bell Tower of Ivan the Great, Annunciation and Archangelsky Cathedrals and some others.

Задание 6. Допишите и инсценируйте диалоги в парах (25 минут):

1

A: Excuse me, sir, I'm a stranger here. Will you tell me how to get to the centre of Moscow?

B: There is an express bus that will take you to the nearest metro station.

A: How long will it take me?

B: About half an hour or so.

A: Can I take a taxi?

B: Certainly, you can. The taxi stop is over there, in the square.

A: Oh, thank you very much.

B: You are welcome.

2

A: Excuse me, where's the nearest metro station?

B: It's about 200 metres down the road.

A: And how do I get to Red Square?

B: I'm sorry. I don't know, I'm a stranger here, too. Ask the policeman.

A: Thank you, anyway.

3

A: Excuse me, do you know where the State Tretyakov Gallery is, please?

B: Go straight down to the traffic lights, then turn left and it's the second street on your right.

A: Thank you.

4

A: Does the tram go to the centre?

B: No, it doesn't. You'll have to change for No. 10. It'll take you right to the centre.

A: Where is the tram stop?

B: It's right in front of you, across the street.

A: Thanks a lot.

Задание 7. Сопоставьте начало и конец предложений (20 минут):

- |  |   |
|--|---|
| 1) Moscow was founded ...                                    | 1) ... many places of interest to catch             |
| 2) Peter the Great founded St. Petersburg ...                | your eye  |
| 3) In St. Petersburg there are ...                           | 2) ... situated near the Ob Storage Lake            |
| 4) The Siberian branch of sciences is ...                    | in Novosibirsk                                      |
| 5) Many famous scientists from all over the country have ... | 3) ... near the Volga-Don Canal                     |
| 6) Volgograd stands ...                                      | 4) ... fought in Stalingrad                         |
| 7) The city stretches ...                                    | 5) ... the turning point in the Great Patriotic War |
| 8) In 1942-43 a bitter battle was ...                        | 6) ... come to work in the scientific centre        |
| 9) This battle was ...                                       | 7) ... as "the Window to the West"                  |
| 10) Nazis turned the city into ...                           | 8) ... heaps of brick and metal                     |
|  | 9) ... in 1147                                      |
|  | 10) ... over 70 km along the Volga river            |

Задание 8. Переведите диалог на английский язык (25 минут):

Господин Смит – пожилой человек. Он пенсионер и любит путешествовать. Он приехал в Москву с группой туристов. Сейчас он сидит в холле отеля и беседует со своим гидом, Леонидом.

Л: Это ваш первый визит в Москву, господин Смит?

С: Да, я много слышал о Москве от моего отца. Он был здесь до революции. Москва тогда ещё не была столицей, правда?

Л: Совершенно верно. Она стала столицей только в 1918 году.

С: Город сильно изменился, мне кажется. Многие улицы и скверы невозможно узнать. Молодые люди, конечно, не помнят дореволюционной Москвы, когда улицы были узкие (narrow) и грязные и в центре и пригородах (in the suburbs). Именно так мне описывал город мой отец.

Л: Да, вы правы. Мы, молодые, знаем совсем другую Москву. Появились не только новые улицы, но и целые районы, например на юго-западе. Это великолепное место с широкими, прямыми (straight) улицами и парками.

С: Мне бы хотелось там побывать.

Л: Мы обязательно попадем туда по дороге к Московскому Университету.

С: Хотелось бы также побывать в Третьяковской Галерее, в Большом Театре, в Кремле. Удастся ли нам (shall we succeed in) посмотреть все это?

Л: Думаю, да. Начнем сегодня же.

Критерии:

Оценка «5» - Поставленные задачи (чтение и перевод текста, составление высказываний ответы на вопросы, составление диалога) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

Контрольные вопросы (1):

1) What is the role of Moscow in Russia? 2) When was Moscow founded? 3) Who founded our capital? 4) What are the most interesting places of interest in the capital? 5) Have you even been to Moscow? 6) Why was our northern capital renamed three times? 7) When was the Russian Federation set up? 8) What kind of state is it? 9) What does the federal government consist of? 10) What part does the President play in the government? 11) What is the legislative power vested in?

Контрольные вопросы (2):

1. What circus is the oldest in Moscow? 2. What was Yuri Nikulin? 3. Most people are greatly fond of circuses, aren't they? 4. How many different arenas are there in Vernadsky Prospect Circus? 5. Which tower is the symbol of the Kremlin? 6. What is the folk name of Pokrovsky Cathedral? 7. Who built Pokrovsky Cathedral? 8. What was Lobnoye Mesto used for? 9. Where is Granovitaya Palata located? 10. What museum is the largest museum of European art in Moscow? 11. Whose father was Professor Ivan Tsvetayev? 12. What was the original name of the museum?

### **Практическое занятие № 35**

Тема: The Udmurt Republic.

Цель: Совершенствовать речемыслительную деятельность учащихся через различные формы работы с текстом. Чтение текста, диалог по теме «The Udmurt Republic». Развитие навыков монологической речи по теме «The Udmurt Republic».

Прививать учащимся интерес к истории, культуре, традициям родного края.

Способствовать воспитанию у учащихся чувств патриотизма, любви к Родине.

Совершенствование монологической речи.

Активизировать лексико-грамматический материал предыдущих тем.

Оборудование: 1. Учебники; 2. Раздаточный материал.

Залание 1. Прочитайте и переведите текст (20 минут)

The Udmurt Republic is a sovereign republic within the Russian Federation. It is situated in the Western part of the Middle Urals between the Kama and Vyatka rivers. The distance between Izhevsk, the capital of the Udmurt Republic, and Moscow, the capital of the Russian Federation, is 1325 km. The republic covers an area of 42.1 thousand sq. km which is equal to 0.25 % of the total area of the Russian Federation.

In the West and North the Udmurt Republic borders on the Kirov region, in the East on the Perm region, in the South on Bashkortostan and Tatarstan. At the end of the 12 th century the first Russian settled down on the territory of Udmurtia. Many of them came from the Novgorod Lands, the fact which explains some peculiarities of the Russian pronunciation and folklore in Udmurtia. The capture of Kazan (1552) provided access to this area.

The Udmurts are one of the oldest Eastern-Finnish nations in the north-west woodland Urals. In the Russian sources of the 14th early 19th centuries Udmurts are mentioned under the names “ari”, “arsk people”, “chud otezkaya”, “votyaki”. These people called themselves “udmurts”, “udmorts”. Total number of the Udmurts people is about 750 000 (1989) which makes them the second Eastern-Finnish nation in Russia and the fifth Finno-Ugric nation in the world. The majority of Udmurts live in Udmurtia. The climate in Udmurtia is temperate continental with cold winters and rather warm summers.

Задание 2. Прочитайте и переведите текст (15 минут):

The Udmurt Republic is a region with developed industry and diversified agricultural production. It has the highest concentration of defense enterprises in Russia. The main industries are machine building, metalworking, ferrous metallurgy, and woodworking.

Cars and vans, paper machines, motorcycles, equipment for oil fields, hunting and sporting guns, chemical equipment are produced in the region. Izhmash (formerly Izhevsk Arms Factory) is Russia’s largest producer of small arms, created by the decree of Emperor Alexander I in 1807. Logging is conducted in the northern and western parts of the republic.

Agricultural lands occupy about 50% of the territory of the republic. Rye, wheat, buckwheat, barley, oats, millet, peas, corn, sunflower, flax, rape, potatoes, vegetables, forage crops are grown.

The only airport of the republic is located in Izhevsk. Several federal highways pass through the territory of Udmurtia: M7 (access to Izhevsk and Perm), P320, P321, P322. The leading role in interregional relations of the Udmurt Republic is played by rail transport carrying out the bulk of interregional transport of goods and passengers.

Задание 3. Составьте к тексту 8 предложений разных типов (15 минут).

Задание 4. Составьте монолог по теме из 8-10 предложений (20 минут).

Критерии:

Оценка «5» - Поставленные задачи (чтение и перевод текста, составление высказываний ответы на вопросы, составление и инсценировка диалога) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

Контрольные вопросы:

1. The Udmurt Republic is a sovereign republic within the Russian Federation, isn't it? 2. Where does the Udmurt Republic border on the Kirov region? 3. What can you say about the Udmurts? 4. Which are average temperatures here? 5. What can we find in local rivers?

### **Практическое занятие № 36**

Тема: «Participles I и II»

Цель: Выработать и закрепить навык употребления изученного грамматического материала.

Оборудование: 1. Учебники; 2. Раздаточный материал.

Основные теоретические положения

Запомните и сравните синтаксические функции форм причастия настоящего (Participle I) и

прошедшего (Participle II) времени в предложении, способы их перевода на русский язык

Форма причастия	Переходные глаголы		Непереходные глаголы
	Active Voice	Passive Voice	Active Voice
Present Participle	asking	being asked	going
Past Participle		asked	gone
Perfect Participle	having asked having been asked	having gone	

Задание 1. Переведите на русский язык предложения, содержащие формы причастий I и II видов (10 минут):

1. Reading English books I write jut new words. 2. Having given her word, she ought to keep it. 3. Being invited to an evening-party she couldn't go to the theatre. 4. Having been packed, the parcel was taken to the post-office. 5. The girl pointed to a group of women sitting in the corner of the room. 6. When praised, he was ill at ease. 7. Having been made 20 years ago, the machine is out of date. 8. She looked at Lanny as though expeicting an answer. 9. Then she stopped suddenly remembering the presence of the children.

Задание 2. Образуйте от глаголов, стоящих в скобках формы причастий I или II видов (20 минут):

1. He fell asleep (exhaust) by the journey. 2. She entered the dining room (accompany) by her husband and her father. 3. A snake (sleep) in the grass will bite if anyone treads upon it. 4. (Fill) his pockets with apples the boy was about to run away when he saw the owner of the garden with a stick in his hand. 5. It was a bright Sunday morning of early summer (promise) heat. 6. When I came home, I found the table (lay). 7. (Judge) by the colour of the sun it should be windy tomorrow. 8. (Arrive) at a big seaport, I started to look for a job. 9. He had received an urgent message (ask) him to telephone Sir Matthew. 10. He looked at groups of young girls (walk) arm in arm. 11. In the wood they sat down on a (fall) tree. 12. (See) from the hill the city looks magnificent. 13. (Not know) where to go he turned to a passerby. 14. (Lock) in her room she threw a fit. 15. (Address) the parcel, I went out at once to post it. 16. She often took care of my little sister (give) me a possibility to play with other boys. 17. (Wash) her face in cold water, she came up to the window and shut it. 18. Paul sat down again, evidently (change) his mind about going.

Задание 3. Переведите на английский язык предложения, используя формы Participle I (10 минут):

1. Reading English books I'll write out new words. 2. The student working in a village came from Murmansk. 3. Dressing myself as quickly as I could I went for a walk. 4. Weeping she walked back to the house. 5. Having opened my window, I went downstairs.

Критерии:

Оценка «5» - Поставленные задачи (чтение, перевод и пересказ текста, составление монологов) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

### Практическое занятие № 37

Тема: «Great Britain. English-speaking countries.»

Цель: Совершенствование лексико-грамматических навыков по теме.  
Формирование диалогических и монологических навыков.

Оборудование: 1. Учебники; 2. Раздаточный материал; 3. Магнитофон.

Задание 1. Прочитайте и переведите текст (25 минут):

Great Britain

The full name of the country the United Kingdom of Great Britain and Northern Ireland. The United Kingdom is situated on the British Isles. The British Isles consist of two large islands, Great Britain and Ireland, and a great number of small islands. Their total area is over 314 000 sq. km. The British Isles are separated from the European continent by the North Sea and the English Channel. The western coast of Great Britain is washed by the Atlantic Ocean and the Irish Sea. Northern Ireland occupies one third of the island of Ireland. It borders on the Irish Republic in the south. The island of Great Britain consists of three main parts: England (the southern and middle part of the island), Wales (a mountainous peninsula in the West) and Scotland (the northern part of the island).

There are no high mountains in Great Britain. In the north the Cheviots separate England from Scotland, the Pennines stretch down North England along its middle, the Cambrian mountains occupy the greater part of Wales and the Highlands of Scotland are the tallest of the British mountains. There is very little flat country except in the region known as East Anglia. Most of the rivers flow into the North Sea. The Thames is the deepest and the longest of the British rivers. Some of the British greatest ports are situated in the estuaries of the Thames, Mersey, Trent, T Clyde and Bristol Avon. Great Britain is not very rich in mineral resources, it has some deposits of coal and iron ore and vast deposits of oil and gas that were discovered in the North Sea.

The warm currents of the Atlantic Ocean influence the climate of Great Britain. Winters are not severely cold and summers are rarely hot. The population of the United Kingdom is over 58 million people. The main nationalities are: English, Welsh, Scottish and Irish. In Great Britain there are a lot of immigrants from former British Asian and African colonies. Great Britain is a highly industrialized country. New industries have been developed in the last three decades. The main industrial centres are London, Birmingham, Manchester, Leeds, Liverpool, Glasgow and Bristol. The capital of the country is London. The United Kingdom is a parliamentary monarchy.

Задание 2. Скажите, являются ли следующие утверждения верными (15 минут):

1. The country is rich in mineral resources.
2. The official name of Great Britain is the United Kingdom of Great Britain and Northern Ireland.
3. The UK enjoys warmer winters and cooler summers than other countries at the same latitude.
4. October is usually the hottest month, July is the wettest one.
5. Edinburgh is the capital of Wales and Cardiff is the Scottish capital.
6. The UK is a highly developed industrial country.
7. The UK produces and exports machinery, electronics, ships, aircraft and navigation equipment.

Задание 3. Вставьте недостающее слово (10 минут):

1. All over the world Britain is notorious for its \_.
2. The capital of \_ is Cardiff.
3. Great Britain is an \_ lying off the north-western coastline of Europe.
4. The UK is a highly \_ industrial country.
5. The official name of Great Britain is \_ of Great Britain and Northern Ireland.

6. The country is not very rich in mineral \_.

Задание 4. Замените слова в скобках их английскими эквивалентами (10 минут).

1. The UK is known as a \_ (производитель) and exporter of machinery.
2. It is an \_ (островное) state.
3. July is the \_ (самый тёплый) month.
4. The UK \_ (известен) as an exporter of electronics.
5. The Strait of Dover \_ (отделяет) it from France.
6. There is much rain and \_ (туман) in England.

Задание 6. Прочитайте и переведите текст (30 минут):



## English-speaking countries

English is the mother tongue of about 250 million people and it is spoken throughout the continent of North America (the USA and Canada), in the British Isles, South Africa, Australia and New Zealand.

For a long time English was the most important of the languages of colonization.

The Commonwealth of Australia is a self-governing federal state headed by the British Queen. It has got 6 States: New South Wales, Victoria, Queensland, South Australia, Tasmania and 2 internal territories.

It is situated in the south-west of the Pacific Ocean. The area of this country has got 7,600,000 square kilometres. Australia is the largest island in the world and it is the smallest continent. Nearly twenty million people live in Australia. The capital of the country is Canberra. There are two big industrial cities in Australia: Sydney and Melbourne. Australia's climate is dry and warm. Australia is situated in the southern hemisphere and that's why it has summer, when we have winter and it has winter, when we have summer. Australia is separated from many countries. That's why, the animals in Australia have a lot of original, and they are interesting.

New Zealand is an independent state. It has got total area of 269,000 square kilometers. It is situated to south-east of Australia. Nearly 3,5 million people live in the country. The capital of the New Zealand is Wellington. It has been the capital since 1865. The climate of New Zealand is moist.

New Zealand is a self-governing state. The Parliament consists of one House only, the House of Representatives. The Prime Minister is the head of the government.

New Zealand has got heavy industry. New Zealand exports apples and honey. There are some big cities such as Auckland, Wellington, Nelson, Christchurch. Auckland, Dunedin, Wellington are the main ports of the country.

Canada is the second largest country in the world – nearly as big as all of Europe. Only the Russian Federation is larger. The population of 27,3 million works out to close to just two people per sq km. In the countryside the population is very thinly spread – the average Canadian farm is 200 hectares in size.

The country is made up of 10 provinces and two northern territories. The four eastern coastal provinces are known as the Atlantic Provinces or the Maritime Provinces, the latter term often excluding Newfoundland.

The government is a constitutional monarchy and the capital is Ottawa, Ontario. There are two official languages in the country, English and French.

### Критерии:

Оценка «5» - Поставленные задачи (чтение, перевод текста, составление высказываний, выполнение лексико-грамматических упражнений) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

### Контрольные вопросы:

1. Where is the United Kingdom situated 2. What islands do the British Isles consist of? 3. What ocean and seas are the British Isles washed by? 4. How many parts does the Island of Great Britain consist of and what are they called? 5. What country does Northern Ireland border on? 6. Are there any high mountains in Great Britain? 7. What sea do most of the rivers flow into? 8. What mineral resources is Great Britain rich in? 9. What is the climate like in Great Britain? 10. What is the population of Great Britain? 11. What city is the capital of the U. K.? 12. What kind of state is Great Britain? 13. Which english-speaking countries do you know? 14. English is the mother tongue of about 250 million people, isn't it? 15. What was English important for? 16. Who head the Commonwealth of Australia? 17. Which states has Australia got?

## Практическое занятие № 38

Тема: «The USA. Washington D.C.»

Цель: Совершенствование лексико-грамматических навыков по теме.

Формирование знаний о достопримечательностях Лондона и известных людях Великобритании и США.

Совершенствовать речемыслительную деятельность учащихся через различные формы работы с текстом.

Оборудование: 1. Учебники; 2. Раздаточный материал.

Задание 1. Заполните пропуски в предложениях, используя информацию из текста, данного ниже (25 минут):

1. The district is a piece of land ... square. 2. Every day ... cars leave Washington loaded with scrap paper. 3. The White House is ... residence. 4. It rises ... and is hollow inside. 5. Lincoln Memorial devoted to the memory of the ... of the US. 6. All... presidents except George Washington.

Washington

Washington, the capital of the United States of America, is situated on the Potomac River in the District of Columbia. The district is a piece of land ten miles square and it does not belong to any separate state but to all the states. The district is named in honour of Columbus, the discoverer of America. The capital owes much to the first President of the USA -George Washington. It was G. Washington, who chose the place for the District and laid in 1790 the corner-stone of the Capitol, where Congress sits.

Washington is not the largest city in the USA. It has a population of 900 000 people. Washington is a one-industry town. That industry is government. It does not produce anything except very much scrap paper. Every day 25 railway cars leave Washington loaded with scrap paper.

Washington has many historical places. The largest and tallest among the buildings is the Capitol with its great House of Representatives and the Senate chamber. There are no skyscrapers in Washington because no other building must be taller than the Capitol. The White House is the President's residence. All American presidents except George Washington (the White House was not yet built in his time), have lived in the White House. It was built in 1799. It is a two-storied, white building.

Not far from the Capitol is the Washington Monument, which looks like a very big pencil. It rises 160 metres and is hollow inside. A special lift brings visitors to the top in 70 seconds from where they can enjoy a wonderful view of the whole city.

The Jefferson Memorial was built in memory of the third President of the USA, Thomas Jefferson, who was also the author of the Declaration of Independence. The memorial is surrounded by cherry-trees. The Lincoln Memorial devoted to the memory of the 16th President of the US, the author of the Emancipation Proclamation, which gave freedom to Negro slaves in America.

On the other bank of the Potomac lies the Arlington National Cemetery where President Kennedy was buried. American soldiers and officers, who died in World Wars I and II are buried there too.

Задание 2. Ответьте на вопросы по тексту, данному ниже (25 минут):

1. What is the largest city in the USA?
2. Where is New York situated?
3. When was the city founded?
4. How many districts are there in New York?
5. What is the central and the oldest part of New York?
6. In which district are many offices situated?
7. What is the population of New York?

New York

New York is the largest city in the USA and the biggest seaport. It is the business centre of the United States. New York is situated in the mouth of the Hudson river. In comparison with such ancient historical cities as, say, Rome, London, Moscow or Paris, New York is quite young. It was founded in 1613 by Dutch settlers.

There are five districts in the city: Manhattan, the Bronx, Queens, Brooklyn and Richmond. Manhattan is the central and the oldest part of the city. It is the district of business and finance. It is here in Wall Street that many business offices, banks and the world famous New York stock exchange are situated. The New

York stock exchange dominates business life of many countries.

The total area of New York is 365 square miles or 900 square kilometres. Its population together with the population of its suburbs amounts to 16 million people. Among the inhabitants of New York one can meet people of almost all nationalities. They settled here during the immigration in the 19th and at the beginning of the 20th century.

A traveller who visits New York for the first time wonders at the modern architecture. The Statue of Liberty, which is on Liberty Island, was a present from France in 1876 on the occasion of the 100th anniversary of American independence. This statue and a few 18th and 19th century churches, hospitals, newspaper offices and other buildings are the only examples of "old" architecture in New York. Wherever your eyes travel, everywhere you can see sky-scrapers.

New York, one of the USA leading manufacturing cities, is the home of great firms and banks. The most important branches of industry are those producing vehicles, glass, chemicals and all kinds of machinery. The city has very busy traffic. Its streets and highways are full of cars and buses. The mouth of the Hudson river makes an excellent harbour for numerous passengers and cargo ships from all over the world. Speaking about New York one can't but mention the outstanding role, the city plays, in the cultural life of the country.

New York has many museums and art galleries which have collected works of art of many peoples and of all times. Many of them are on constant display in the Metropolitan Museum of Art, the Whitney Museum of Art. Most of the theatres and cinemas are in or near Broadway, the longest street and the biggest shopping district in New York. The Metropolitan and Modern Arts Museums attract many visitors.

Задание 3. Выберите правильный вариант ответа (20 минут):

1. The capital of the USA is ...  
a. London    b. New York    c. Washington
2. George Washington was the ... president of the USA.  
a. first    b. second    c. third
3. Washington is situated in the ...  
a. Great Britain    b. state Washington    c. district of Columbia
4. In Washington there are not higher than the ... (It is law)  
a. White House    b. Capitol    c. Washington monument
5. White House is ....  
a. the place of Congress    b. the residence of president    c. a museum
6. ... is 160 meters high and empty inside.  
a. the Washington monument    b. the Jefferson memorial    c. the Lincoln memorial
7. .... is the author of the Declaration of Independence.  
a. Jefferson    b. Lincoln    c. Washington
8. Emancipation Proclamation gave ...  
a. freedom Negro in America    b. freedom from England    c. nothing
9. The nickname of Capitol is ...  
a. memorial    b. pencil    c. Washington Capitol
10. The day of Independence is ...  
a. March, 4    b. New York    c. Washington
11. The city of New York is made up of ... boroughs?  
a. seven    b. Five    c. Three    d. four
12. The largest art museum in the Western Hemisphere is located in NYC, what is its name?  
a. Whitney Museum    b. Metropolitan Museum of Art    c. Solomon R. Guggenheim Museum    d. Museum of Modern Art
13. One of the great bridges into Manhattan was designed by John Roebling with Gothic arches, and opened in 1883, it is the ...?  
a. Verrazano-Narrows Bridge    b. Manhattan Bridge    c. Brooklyn Bridge    d. George Washington Bridge
14. Manhattan's East and West Sides are primarily divided by which street?  
a. Fifth Avenue    b. The F.D.R.    c. Drive Park Avenue    d. 42nd Street
15. Which of these bridges connects Manhattan with Queens?  
a. 145th Street Bridge    b. Third Avenue Bridge    c. 59th Street Bridge    d. Madison Avenue Bridge
16. When was the World Trade Center in New York attacked and destroyed?

- a. 11 September 2001   b. 11 November 2001   c. 9 September 2001   d. 9 November 2001
17. New York's financial centre is...  
 a. Wall Street   b. Broadway   c. Times Square   d. Madison Avenue
18. Name the famous New York City building whose construction was completed in 1931.  
 a. World Trade Center   b. Rockefeller Center   c. Empire State Building  
 d. New York Times
19. The largest city in the United States in terms of population is New York.  
 a. True   b. False
20. What is the nickname of New York City?  
 a. American Pie   b. Big Ben   c. Big Apple   d. Apple Pie

Задание 4. Составьте диалог, используя следующие вопросы (20 минут):

1. What industries are situated in the city?
2. What do 25 railway cars leave Washington loaded with?
3. Why are there no sky-scrapers in Washington?
4. Where is the President's residence?
5. When was the White House built?
6. In whose memory was the Jefferson Memorial built?
7. Who is the author of the Declaration of Independence?
8. Which document gave freedom to Negro slaves in America?
9. Who was buried at the Arlington National Cemetery?
10. People of how many nationalities live in the city?

Критерии:

Оценка «5» - Поставленные задачи (чтение, перевод текста, составление диалогических высказываний, выполнение лексико-грамматических упражнений, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

Контрольные вопросы:

1. What does a traveler who comes to New York for the first time wonder at?
2. How and when did the Statue of Liberty appear in New York?
3. Which industries are situated in New York?
4. What is situated in the mouth of the Hudson river?
5. What are the names of art museums situated in New York?
6. In what street are most of the theatres and cinemas situated?

### Практическое занятие № 39

Тема: «The Places of Interests in London. Famous People of the UK and the USA»

Цель: Совершенствование лексико-грамматических навыков по теме.

Формирование знаний о достопримечательностях Лондона и известных людях Великобритании и США.

Оборудование: 1. Учебники; 2. Раздаточный материал.

Задание 1. Прочитайте и переведите диалог «Driving through the city» (20 минут):

Brown: I'm going to drive you through the centre of London today. This is a good opportunity to show

you the sights of our capital.

Pavlov: It is really very nice of you!

Brown: After driving through the centre of London commercial life I'll bring you to Trafalgar Square.

Pavlov: Fine!

Brown: Look over there. That's the building of the Royal Exchange.

Pavlov: Is this old building still used as the Royal Exchange?

Brown: No, it isn't. There is a modern Royal Exchange in London at present. It was built recently.

Pavlov: What is this large building on the right?

Brown: This is the Bank of England. This bank is over 270 years already. And on the left you can see the Mansion House. It is the residence of our Lord Mayor.

Pavlov: What is that interesting building over there?

Brown: That is the St. Paul's Cathedral. It is one of the finest samples of European architecture.

Pavlov: This is a very big cathedral! How long did it take to erect it?

Brown: Thirty-five years.

Pavlov: I see Trafalgar Square!

Brown: We will stop here and walk a little.

Pavlov: I couldn't imagine that Trafalgar Square is so big.

Brown: The citizens of London often arrange their meeting in this square. And on the left you can see the National Gallery. This gallery displays pictures of many famous artists.

Pavlov: I always wanted to visit this famous gallery.

Brown: Now you have a chance to do it.

Задание 2. Выберите наиболее подходящий ответ, согласно контексту диалогов, переведите их: (25 минут):

<p>Диалог 1</p> <p>YOU: Hi, do you have any free _____ of the city? a) carts; b) maps; c) cards</p> <p>TOURIST INFORMATION CENTER WORKER: Yes, we do... And we also have a free information booklet.</p> <p>YOU: Great. Could we _____ please? a) have one b) make it c) give one</p> <p>TOURIST INFORMATION CENTER WORKER: Sure, here you go.</p> <p>YOU: We're only here for one day. What _____ that we see? a) you say b) do you recommend c) do you want</p> <p>TOURIST INFORMATION CENTER WORKER: Well, you can walk down Crescent Street. It has some beautiful historic architecture, and some good museums. Actually, that whole neighborhood is very interesting...</p> <p>YOU: What's that neighborhood _____? a) called b) said c) known</p>	<p>Диалог 2</p> <p>YOU: Hello. What time _____ the museum close today? a) when b) then c) does</p> <p>MUSEUM WORKER: The museum closes at 7:00 PM.</p> <p>YOU: And what time _____ tomorrow? a) does it open b) it opens c) opening</p> <p>MUSEUM WORKER: The museum opens at 9:00 AM.</p> <p>YOU: And _____ is the admission? a) what money b) what cost c) how much</p> <p>MUSEUM WORKER: The admission fee is \$8... \$5 if you're a student.</p> <p>YOU: And are there any special exhibitions _____ (= happening) right now? a) off b) on c) at</p> <p>MUSEUM WORKER: Yes, there's a special exhibition of Edward Hopper's early paintings.</p> <p>YOU: Is this _____ in the price of admission? a) a cost b) included c) with</p>
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<p>TOURIST INFORMATION CENTER WORKER: Uptown.. When you go out, just turn right and in about three blocks you'll come to Crescent Street.</p> <p>YOU: Great! We'll _____ it out. Oh, one more thing, could we use your bathroom? a) look    b) take    c) check</p> <p>TOURIST INFORMATION CENTER WORKER: Of course.</p>	<p>MUSEUM WORKER: No, there's a separate \$5 charge for the exhibition.</p>
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Задание 3. Прочитайте и переведите текст «London Sightseeing tour» (25 минут):

London is one of the largest cities in the world. About seven million people live here. London is more than two thousand years old. London's most famous sights are Tower Bridge, Big Ben and the Houses of Parliament, Trafalgar Square and St. Paul's Cathedral.

We start from Trafalgar Square. On the column in the center there is a statue of Admiral Nelson who defeated the French at the Battle of Trafalgar in 1805. To the left you can see the National Gallery. It has a fine collection of European paintings.

Piccadilly Circus is the meeting point of six streets.

Buckingham Palace is the London home of the Queen. When the flag is flying on the top she is at home. You can see changing the Guard every day at 11.30 a.m.

The Houses of Parliament is the seat of the British government. Big Ben stands near the Houses of Parliament. Tourists want to see the clock in its tower and to hear the bells. Big Ben is really a big bell. From Tower Bridge over the river Thames you can see the Tower of London. It was a fortress, a royal palace and later a prison. It is a museum now. There are a lot of interesting collections in the Tower of London.

Westminster Abbey is a royal church. Here you can see the tombs of many British kings and queens and other famous people.

The second famous royal church is St. Paul's Cathedral. It is the greatest work of the architect Sir Christopher Wren.

There are a lot of parks and gardens in London. St. James's Park is one of the royal parks. Here you can see pelicans and ducks.

In Regent's Park there is the London Zoo. It is one of the biggest zoos in the world.

Hyde Park is a very democratic park. Here anyone can stand up and say what they want.

Covent Garden was a big fruit and vegetable market. It is now a tourist shopping center with cafes and restaurants.

Задание 4. Составьте диалог о достопримечательностях Лондона на выбор (20 минут):

Tower Bridge, the National Gallery, Thames, Big Ben, Piccadilly Circus, Westminster Abbey, the Houses of Parliament, Buckingham Palace, St. James's Park, Trafalgar Square, Changing the Guard, Regent's Park, St. Paul's Cathedral, the Tower of London, Hyde Park, Covent Garden.

Критерии:

Оценка «5» - Поставленные задачи (чтение, перевод текста, составление диалогических высказываний, выполнение лексико-грамматических упражнений, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

Контрольные вопросы:

1. Westminster Abbey is a royal church, isn't it? 2. What can you see there? 3. What is the second famous royal church? 4. Who is its architect? 5. What are there in London? 6. Could you name one of the royal parks? 7. What can you see there?

### Практическое занятие № 40

Тема: «Science and Technology. Famous Scientists»

Цель: Совершенствование лексико-грамматических навыков по теме.

Формирование знаний о развитии современной науки и технологий.

Совершенствование коммуникативных навыков и умений.

Оборудование: 1. Учебники; 2. Раздаточный материал.

Задание 1. Прочитайте и переведите текст «Science and Technology» (30 минут):

Technology is an important part of our lives. We use computers and other electric equipment at work and in the home. However, some people believe we rely too much on machines, and that the more technology improves, the lazier and weaker humans will become.

Technological advances are changing our lives very rapidly. Nowadays we can't do without such gadgets as mobile phones, PCs, digital tape recorders, air conditioners, fax machines and so on. Many people feel ill at ease without their laptop computers or GPS navigation systems.

In my opinion, technology facilitates our lives and saves our time. Computers help us do the most difficult sums and investigate complicated data. People do business, communicate and do the shopping via the Internet. It is much easier to do housework nowadays, thanks to electric equipment such as microwave ovens, washing machines and so on.

However, many people say that technology makes us lazier and weaker. For example, such technological developments as the telephone and the Internet have made communication much easier, but they can cause the loss of social interaction. A lot of people prefer communicating through a keyboard than face to face. That is why people don't meet as often as they did in the past. A lot of people are fond of watching TV and playing computer games. They spend hours in front of the screen. They have no time to read books or to communicate with their friends. They move less, speak less and they even think less. Of course, such way of life does much harm to their health.

To sum up, people should continue to develop technology, but they must do it wisely. Otherwise we may regret in the future.

Some people say that technical devices do more harm than good. However, others think that it is impossible to live without computers or mobile phones nowadays.

Nowadays people can't imagine their lives without different technical devices. Every day we use computers, laptops, mobile phones, i-Pods, digital tape recorders and so on.

I have always wondered if our lives could be better without these technical devices. Personally, I can't do without my computer as it helps me study. For example, it helps me prepare reports and create beautiful presentations. Besides, the computer is a great source of entertainment. I often play computer games, watch films or listen to music. The Internet helps me learn the latest news, access useful information, communicate with my friends and what not. A mobile phone is a vital part of my daily life. It gives me an opportunity to be reachable everywhere and to keep in touch with my friends.

However, many people say that technical devices enslave those who use them. Besides, they do much harm to our health. For example, if people spend much time in front of the screen, they have problems with their eyesight and sleep. They don't go out or exercise, they feel exhausted and depressed. Computer games can cause addiction and make people aggressive. As for mobile phones, they use electromagnetic radiation which can influence our health in a negative way.

To conclude, I would prefer a technological way of life to a natural one, though it has a number of disadvantages. In my opinion, modern society can't do without progress and technology. People can avoid the risk to human life and health if they use technological devices wisely.

Задание 2. Сформулируйте основную идею текста в 5 предложениях (15 минут).

Задание 3. Совместите изобретателей и их изобретения (10 минут):

- |                     |                               |
|---------------------|-------------------------------|
| 1. Galileo Galilei  | a) paper                      |
| 2. Isaac Newton     | b) thermometer and microscope |
| 3. Alexander Bell   | c) law of Universal gravity   |
| 4. Alexander Popov  | d) diesel engine              |
| 5. John Logie Baird | e) telephone                  |
| 6. Rudolf Engine    | f) table of chemical elements |
| 7. Dmitry Mendeleev | g) radio                      |
| 8. Ts'ai Lun        | h) television                 |
| 9. Nicolas Cugnot   | i) automobile                 |
| 10. Thomas Edison   | j) light bulb                 |

Задание 4. Заполните пропуски в предложениях подходящим словом (10 минут):

to predict	to require	to supply	equipment
to express	satellite	advantage	

I'm calling to you to .....my thanks for a lovely day.

The engineer tested all his video .....

Kate has an ..... over Mike, she can speak English.

All customers are ..... to show their bags.

Moon is a natural ..... of our planet.

Bakers ..... us with fresh bread.

She looked at the sky and ..... snow

Задание 5. Напишите сообщение по одной из следующих тем (25 минут):

- 1) Traveling into space robots a computer Internet
- 2) Science and Technology
- 3) Device inventions stereo system discoveries

Критерии:

Оценка «5» - Поставленные задачи (чтение, перевод текста, составление монологических высказываний, выполнение лексико-грамматических упражнений, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

Контрольные вопросы:

1. By the way, do you have your mobile phones with you? 2. Do you often use it? 3. How often do you use it? 4. When was it invented? 5. What century is it? 6. When you hear these words, Science and Technology, what associations you have connected to these words? 7. What words do occur to your mind?

### Практические занятия № 41

Тема: «Isaac Newton. Famous Scientists»

Цель: Совершенствование лексико-грамматических навыков по теме.

Формирование знаний о достижениях великих ученых.

Оборудование: 1. Учебники; 2. Раздаточный материал.

Задание 1. Прочитайте и переведите рейтинг 10 самых выдающихся ученых (30 минут)



#### NUMBER TEN. CHARLES DARWIN.

Charles Darwin's 1859 book on the Origin of Species created a sensation that still reverberates throughout the world. Darwin's theory of evolution outraged many religious leaders and challenged assumptions about the world. But its principles are now accepted as fact and born out by scientific inquiry. Modern evolutionary theory had itself evolved but its roots are clearly recognizable in Darwin's brilliant theory.

#### NUMBER NINE. THE WRIGHT BROTHERS.

While there may be other aviation pioneers who also deserve recognition Orville and Wilbur Wright are generally hailed as the first to successfully create a manned flying machine. This accomplishment made possible the development of the entire aviation industry. The world was made smaller by the airplane as people and goods could travel great distances in a short amount of time. The world economy, tourism and the defense industry were never the same.

#### NUMBER EIGHT. MARIE CURIE.

The word "radioactivity" was conceived by Marie Curie. And her work in that field is what she is chiefly remembered for. She created the theory of radioactivity and developed techniques for isolating radioactive isotopes. The first woman awarded a Nobel Prize which she won for both physics and chemistry. Curie also discovered the elements polonium and radium and helped develop the X-ray.

#### NUMBER SEVEN. NIKOLA TESLA.

Thomas Edison gets all the glory for his work in electricity. And while he was a good scientist, Nikola Tesla was even more important. Tesla's groundbreaking work led to the alternating current electric power system which was crucial in industrial development. Among many interests Tesla also made significant contributions to the field of robotics, nuclear physics ballistics, electro mechanical engineering, radar, radio, theoretical physics and computer science.

#### NUMBER SIX. LEONARDO DA VINCI.

Although more celebrated as an artist Leonardo da Vinci also had an outstanding scientific mind. For example, his man drawing is an example of ideal human proportions. He also made numerous designs of such items as flying machines, tanks, calculators and plant studies. He even created an early basic theory of what is now called plate tectonics. Who knows how science would have been altered if more for scientific work has been published during his lifetime.

#### NUMBER FIVE. ARCHIMEDES.

The greatest mathematician of ancient times and one of the greatest of all-time. Archimedes was also a physicist, inventor, astronomer and engineer. He created the principal by which the volume of an irregularly shaped object can be determined which had enormous influence down through the ages. Some of his designs have been disproved including one which outlined a way to set a ship on fire using mirrors. But much of his work stands the test of time.

#### NUMBER FOUR. JOHANNES GUTENBERG.

Many the scientists on this list spent their lives devoted to scientific exploration. Johannes Gutenberg is here because of one major invention. Gutenberg came up with the concept a mechanical movable type printing which at one fell swoop (одним махом) altered the world of printing and with it the dissemination (распространение) of information. Mass production of printed material suddenly became our reality and remained the biggest advance in communications until mass media and the Internet.

#### NUMBER THREE. ISAAC NEWTON.

Newton, one of the greatest scientists of all times was born in 1642 in the little village in Lincolnshire, England. His father was a farmer and died before Newton was born. His mother was a clever woman whom he always loved.

After the school, Newton studied mathematics at Cambridge university and received his degree in 1665. Then the university was closed because of the danger of plague and Newton went home for eighteen months. It was most important period in his life when he made his three great discoveries — the discoveries of the differential calculus, of the nature of white light, and of the law of gravitation. These discoveries are still important for the modern science. Newton had always been interested in the problems of light. Many people saw colours of a rainbow but only Newton showed, by his experiments, that white light consists of these colours.

It is interesting how he discovered the law gravitation. Once, as he sat at the garden, his attention was drawn by the fall of an apple. Many people saw such an usual thing before.

But it was Newton who asked himself a question: "Why does that apple fall perpendicularly to the ground? Why doesn't it go side-wards or upwards?" The answer to this question was the theory of

gravitation, discovered by Newton.

Newton died at the age of 84, and was buried in Westminster Abbey, where his monument stands today.

NUMBER TWO. ARISTOTLE.

Famous Greek philosopher Aristotle is equally renowned as a scientist. Indeed many consider him history's first genuine scientist. Geology, biology, physics, medicine, psychology and meteorology were among his many passions. Although many of his conclusions do not stand up to modern science, his efforts made important groundwork that influence scientific belief through the Renaissance and into the Enlightenment. Modern science would not be where it is today without his early contributions.

NUMBER ONE. ALBERT EINSTEIN.

With his rumpled (мятая) clothes and whacked out hair Albert Einstein may be the most lovable scientist on our list. But he's number one because of his accomplishments. His theory of relativity revolutionized the field a physics and his discovery of a photo electric effect led to what we now know as quantum theory. Practically everyone knows Einstein 's famous “E equals MC squared” ( $E=MC^2$ ) equation, even if we can't really explain it. We just know that it changed the world we live in.

Задание 2. Напишите сообщение, отвечая при этом на следующие вопросы (20 минут):

Do you agree with our choices?

What other scientific geniuses should be added to this list?

Задание 3. Выберите правильный вариант ответа (20 минут):

1. German scientist who is known as 'father of chemical warfare' is  
Fritz Haber 2. Ernest Rutherford 3. William Ramsay 4. Louis Pasteur
2. General relativity theory was proposed by Albert Einstein is a theory of  
gravitation 2. electromagnetic field 3. light 4. zero point energy
3. Name of Avicenna's medical encyclopedia is  
Al Chemist 2. Alchemy 3. The Book of Healing 4. The Canon of Medicine
4. Greek scientist and philosopher Aristotle was born in  
382 BC 2. 384 BC 3. 386 BC 4.380 BC
5. German-born American theoretical physicist won Nobel Prize for proposing  
nuclear shell model 2. charge coupled device 3. electroweak unification 4. electron affinity
6. Danish scientist Niels Bohr won Nobel Prize for his understanding of atomic structure and quantum  
numbers in  
1920 2. 1924 3. 1926 4. 1922
7. Sir Isaac Newton was died in  
1739 2. 1726 3. 1746 4. 1735
8. Danish scientist Niels Bohr won Nobel Prize in 1922 in field of  
physics 2. chemistry 3. philosophy 4. geology
9. Galileo was born in  
1684 2. 1584 3. 1654 4. 1564
10. Unidentified source of noise found in atmosphere that could not be explained is named by Woodrow  
Wilson is  
ticker microwave background radiation 2. cosmic microwave background radiation  
3. matrix mechanical background radiation 4. none of above
11. German scientist won Nobel Prize in  
1920 2. 1922 3. 1918 4. 1914
12. Machine which uses X-rays to take radiographs is known as  
kinetoscope 2. motion picture camera 3. telegraph 4. fluoroscope
13. Name of book written by Isaac Newton is  
Natural Principal of Mathematical Philosophy 2. Mathematical Principles of Natural Philosophy  
3. Equinox Principal of Philosophy 4. Equinox Principal of Mathematics
14. German Physicist Ernst Augus Fiedrich Ruska was died in  
1986 2. 1992 3. 1990 4. 1988
15. Scientist and philosopher whose literary style is referred as river of gold is  
Nicomachus 2. Alexander The Great 3. Aristotle 4. Plato
16. German Physicist Ernst Augus Fiedrich Ruska was born in  
1908 2. 1906 3. 1910 4. 1905

17. Sir Isaac Newton was an  
 Swedish mathematician 2. American mathematician 3. English mathematician 4. Italian mathematician
18. Name of society which is now named as Max Planck Society is  
 Nikola Tesla Society 2. Farrie Curie Society 3. Marie Currie Society 4. Kaiser Wilhelm SocietyD
19. Galileo was died in  
 1635 2. 1648 3. 1642 4. 1639
20. On basis of his research, Albert Einstein is considered as  
 philosopher 2. mathematician 3. theoretical physicist 4. astronomer

Задание 4. Составьте диалог, используя следующие сведения (20 минут)

Before we reveal our top pick here are a few honorable mentions.

Max Planck — an originator of quantum theory.

Alan Turing — the father of theoretical computer science and artificial intelligence.

Galileo Galilei – the «father of observational astronomy», the «father of modern physics» and the «father of science» (Renaissance, 16-17 centuries).

Enrico Fermi — an Italian physicist, who created the world's first nuclear reactor.

Louis Pasteur — a French chemist and microbiologist renowned for his discoveries of the principles of vaccination and pasteurization.

Критерии:

Оценка «5» - Поставленные задачи (чтение, перевод текста, составление монологических высказываний, выполнение лексико-грамматических упражнений, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

Контрольные вопросы:

1. When and where was Newton born?
2. Where did he study?
3. What three major discoveries did Newton make?
4. When did Newton make these discoveries?
5. How did the idea which led to the discovery of the law of gravitation first come to him?
6. When did Newton die and where is he buried?

### **Практическое занятие № 42**

Тема: «Sciences. Grammar forms with the ending -s»

Цель: Совершенствование лексико-грамматических навыков по теме.

Формирование знаний о роли науки в нашей жизни.

Оборудование: 1. Учебники; 2. Раздаточный материал.

Задание 1. Прочитайте и переведите текст «Thomas Edison» (20 минут):

Thomas Edison was born in 1847. He first went to school at the age of eight and a half. But after only three months his teacher called him «stupid» and he came home crying.

From that time his mother taught him at home and he read science books by himself. He got a job sending telegraph messages. Then he started inventing things. At the age of 12 he had a job selling newspapers.

He made money in a clever but simple way.

He checked the news stories first. When the news was interesting he took a lot of papers; when it was boring he took only few.

In 1877 he made a «phonograph» — the first ever sound recorder. The following year he invented the light bulb.

In 1882 New York was the first city in the world with electric lights. In 1889 he made a «kinetoscope». He also made films for his new machine.

In 1903 he made the world's longest film (It was ten minutes long!) After more than one thousand inventions, Edison died at the age of eighty-four. In his honour they switched off the lights all over America.

Задание 2. Составьте план текста и перескажите его (20 минут).

Задание 3. Составьте к тексту 8 вопросов разных типов (20 минут).

Задание 4. Составьте диалоги о научных достижениях, используйте информацию, данную ниже (20 минут):

Now we've just talked about the space exploration, of course, it is very important, but every day we use some of the inventions at home, in the kitchen. Let's remember some of them. (Mixer, iron, refrigerator, TV set, toaster, microwave, washing machine, etc.)

Критерии:

Оценка «5» - Поставленные задачи (чтение, перевод текста, составление диалогических высказываний, выполнение лексико-грамматических упражнений, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

Контрольные вопросы:

1. Science is important to most people living in the modern world for a number of reasons, isn't it?
2. What is science important for?
3. What makes our lives easier and better?
4. May technology be essential for our lives on Earth?

### Практическое занятие № 43,44

Тема: «Условные предложения»

«ENVIRONMENT AND ECOLOGY»

Цель: Совершенствование лексико-грамматических навыков по теме.

Совершенствование знаний о научных достижениях и знаменитых изобретателях.

Формирование знаний о необходимости защиты окружающей среды.

Формирование бережного отношения к окружающей среде.

Оборудование: 1. Учебники; 2. Раздаточный материал.

Задание 1. Раскройте скобки в условных предложениях I типа и поставьте глаголы в правильную форму (10 минут):

Например: If it ... (rain), we ... (stay) at home. (Если пойдет дождь, мы останемся дома.) – If it rains, we shall stay at home.

If he ... (practice) every day, he ... (become) a champion. 2. She ... (help) us if we ... (ask). 3. If they ... (have) enough money, they ... (open) a restaurant next year. 4. I ... (not talk) to you anymore if you ... (insult) me. 5. If Bob ... (not keep) his word, Anna ... (be angry) with him.

Задание 2. Если бы вы были учёными, какую область исследований вы бы выбрали. Почему?

Составьте предложения, используя 2 тип условных предложений (10 минут):

If I were a (an) ....., I would choose ..... because.....

Archeology	Ufology	Psychology	Bioengineering
Astrology	Microbiology	Oceanography	

Задание 3. Раскройте скобки в условных предложениях II типа и поставьте глаголы в правильную форму (10 минут):

Например: If Susan ... (move) to Tokyo, she ... (live) near her sister. (Если бы Сюзан переехала в Токио, она бы жила рядом со своей сестрой.) – If Susan moved to Tokyo, she would live near her sister.

If you ... (have) a driving license, you ... 2. My dog ... (be) 20 years old today if it ... (be) alive. 3. I ... (go) to the police if I ... (be) you. 4. If people ... (not buy) guns, the world ... (become) safer. 5. Tom ... (not eat) much “fast food” if his wife ... (cook) at home.

Задание 4. Подберите к первой части условных предложений (из первого столбика) их окончание (из второго столбика). Обратите внимание на тип условного предложения. Переведите получившиеся предложения (10 минут):

- |                                |  |
|--------------------------------|--|
| 1) We would have made a cake   | a) if he hadn't shouted at them.         |
| 2) If it rains much            | b) if she loses weight.                  |
| 3) If I knew English well      | c) if we had bought some eggs yesterday. |
| 4) My kids wouldn't have cried | d) if I were you.                        |
| 5) I would call him            | e) I would be an interpreter.            |
| 6) She will put this dress on  | f) the flowers will grow very fast.      |

Задание 5. Переведите условные предложения всех типов (10 минут):

Если бы у меня был отпуск сейчас, я бы поехал на озеро Байкал.

Я посмотрю этот фильм, если он понравится тебе.

Если бы ты подписал документы вчера, мы бы отослали их сегодня.

Если бы Джон не потерял номер телефона, он бы позвонил ей.

Марк был бы здоровым мужчиной, если бы не курил.

Если я пойду в магазин, я куплю новый телефон.

Задание 6. Прочитайте и переведите текст (25 минут):

## ENVIRONMENT AND ECOLOGY

Ecology is the science of how living things are related to their environment. Many people all over the world are concerned about the ecology today. The word “ecology” came from the Greek which means “home”. This idea of “home” includes the whole planet of ours. We must protect our planet from littering, air pollution, water pollution, destruction of natural resources.

Since ancient times Nature has served Man, being the source of his life. For thousands of years people lived in harmony with environment and it seemed to them that natural riches were unlimited. But with the development of civilization man's interference in nature began to increase.

Large cities with thousands of smoky industrial enterprises appear all over the world today. The by-products of their activity pollute the air we breathe, the water we drink, the land we grow grain and vegetables. Every year world industry pollutes the atmosphere with about 1000 million tons of dust and other harmful substances. Many cities suffer from smog. Vast forests are cut and burn in fire. Their disappearance upsets the oxygen balance. As a result some rare species of animals, birds, fish and plants disappear forever, a number of rivers and lakes dry up.

The pollution of air and the world's ocean, destruction of ozone layer is the result of man's careless interaction with nature, a sign of ecological crises.

Environmental protection is a universal concern. That is why serious measures to create a system of

ecological security should be taken.

Some progress has been already made in this direction. As many as 159 countries – members of the UNO – have set up environmental protection agencies. Numerous conferences have been held by these agencies to discuss problems of ecologically poor regions. The international organization Greenpeace is also doing much to preserve the environment.

But these are only the initial steps and they must be carried forward to protect nature, to save life on the planet not only for the sake of the present but also for the future generations.

Задание 7. Составьте план текста и перескажите его (15 минут)

Критерии:

Оценка «5» - Поставленные задачи (составление монологических высказываний, выполнение лексико-грамматических упражнений, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

Контрольные вопросы:

1. Is nature the source of people's life? 2. For thousands of years people lived in harmony with nature, didn't they? 3. Has man's interference in nature increased with the development of civilization? What has it led to? 4. Why did some species of animals, birds, plants disappear from the Earth? 5. What is the result of man's careless interaction with nature? 6. Has anything been done to solve ecological problems? 7. Is international cooperation necessary to create a system of ecological security? Why do you think so? 8. By the way, do you have your mobile phones with you? 9. Do you often use it? 10. How often do you use it? 11. When was it invented? 12. What three major discoveries did Newton make? 13. When did Newton make these discoveries?

14. How did the idea which led to the discovery of the law of gravitation first come to him?

### Практическое занятие № 45

Тема: «Environmental Problems»

Цель: Совершенствование лексико-грамматических навыков по теме.

Совершенствование навыков диалогической речи.

Формирование знаний о необходимости защиты окружающей среды.

Формирование бережного отношения к окружающей среде.

Оборудование: 1. Учебники; 2. Раздаточный материал.

Задание 1. Прочитайте и переведите текст (20 минут):

#### POLLUTION

Man has been trying to make his life easier for many centuries. In doing so, he invented machines and instruments. They have been working – and polluting world we live in.

In this world around us, there are two things that do not belong to any one country: air and ocean water. In both the air and the water, there is much pollution. People are concerned about the air and the water used by everyone, and they are also concerned about the future of the Earth.

One of the most important pollution problems is in the oceans. Many ships sail in the ocean water-fishing ships, some ships carrying people, some carrying oil. If a ship loses some of the oil in the water, the water becomes dirty. Many birds and fish are dying in the sea, others are getting contaminated. Fishermen catch contaminated fish which may be sold in markets and people may get sick from eating them. Fish may also

move to another part of the ocean. Lakes and rivers are getting polluted, too. Some beaches are considered dangerous for swimming.

The second important problem is air pollution. Cars and factories pollute the air we use. It also destroys the ozone layer which protects the Earth from the dangerous light of the Sun.

Another problem is that our forests are dying from acid rain. This, in turn, affects the balance of nature. If we want our children to live in the same world we live in, or in a better or healthier world, we must learn to protect the water, the air and the earth from pollution.

Задание 2. Составьте по тексту 10 вопросов (25 минут).

Задание 3. Подберите соответствующий перевод из правого столбца к данным английским словам (15 минут):

former state	местные власти
organic environment	удаление сточных вод
dangerous pollutant	много причин
polluting sources	очистительное сооружение
chemical substance	грунтовая вода, подпочвенные воды
everyday life	коммунальная водопроводная система
ground water	свалка
a great variety of reasons	прежнее состояние
waste dumps	экологически чистая окружающая среда
disposal of sewage	вторичная очистка
underground boring well	выкопанный колодец под землей
purifying facility	опасный загрязняющий агент
public water supply	повседневная жизнь
local authorities	источники загрязнения
second time purification	химическое вещество

Задание 4. Прочитайте и выучите диалог (30 минут):

A: What are some scientists' predictions about environment problems?

B: Scientists predict that by the year 2025 the population will rise 8.5 billion, and by the year 2050 it will double. Most people find these figures alarming. They are afraid that we will run out of land, energy and minerals.

A: Are all scientists pessimistic?

B: No, not all of them. Optimists are sure that new generation will find a way out. Exploration and new technology open new reserves of minerals like coal and oil. Some scientists think that these reserves will go on for ever.

A: Do you agree with these scientists?

B: I think that such confidence is deceiving. If we go on using our natural resources as quickly as nowadays we will use up all the resources of copper, natural gas and oil very soon.

A: Is this the only problem of environment?

B: No, it isn't. The problem of what we waste includes not only all the resources but our attitude to forests and species of animals and plants we destroy carelessly. Thus, we are facing a pollution crises.

A: What do people pollute?

B: We pollute the air we breath. Everybody sees smoke coming out of tall factory chimneys. Everybody can smell the gas from the back of a bus. In big cities thousands of automobiles and factories may add tons of poison to the atmosphere every day.

A: What is another problem?

B: Another problem is our sewage systems. The sewage from many houses of a big city pollutes rivers and lakes and may even make them die. The seas are in danger as they are also polluted. Even the ocean is falling ill. Fish and sea animals may disappear.

A: Is there anything we can do?

B: There is much that we can do. Factories can clean their smoke. Cars and planes can be done so that they do not pollute the air. The dirty water from the factories and sewage can be made clean again.

A: And what about the litter?

B: We must learn not to litter.

A: Must we? Is it possible?

B: Yes, it is. Old glass and plastic jars and bottles can become new glass and plastic. Old iron can help us to make new cars and refrigerators. Old newspapers can become new paper. We can recycle most of things we do not want or cannot use any more.

A: what ought we to do to save the Earth?

B: For a long time people didn't think of the future of the Earth. Children and grown-ups just must learn to take care of it.

Критерии:

Оценка «5» - Поставленные задачи (составление диалогических высказываний, выполнение лексико-грамматических упражнений, чтение, перевод и пересказ текста, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

Контрольные вопросы:

1. Why did some species of animals, birds, plants disappear from the Earth? 2. What is the result of man's careless interaction with nature? 3. Has anything been done to solve ecological problems? 4. Is international cooperation necessary to create a system of ecological security? 5. Why do you think so?

### **Практическое занятие № 46**

Тема: «Environmental Problems» и «Контрольная работа»

Цель: Совершенствование лексико-грамматических навыков по теме.

Развитие навыков чтения, говорения

Активизация лексики по теме в аргументированных высказываниях.

Расширение знаний обучающихся о влиянии деятельности человека на окружающую среду.

Оборудование: 1. Учебники; 2. Раздаточный материал.

Задание 1. Прочитайте и переведите текст (25 минут):

Water and air pollution problems

Water and air pollution are the two main factors that destroy the environment in big cities. Paris has no industry, so the Seine is not polluted by industrial effluents but by sewer waters. However, this problem is being solved by building pollution control stations in a Paris suburb. The sewage is channeled into them and cleansed before it goes into the Seine. When visiting these installations, one can often see how pure water the processed water is – the engineers who work there drink it quite cheerfully.

Water is purified by mechanical and biological methods. The purified water is treated with chlorine and released into the rivers, whence it enters the water supply systems where it undergoes further and finer treatment.

Air is mainly polluted by heating systems and cars. When you look at a modern city from a hill top you get the impression of vapour (smog) lingering over the city especially when there are no winds which can air the city. However, when there is no wind they have smog. As regards heating, mazut and gas are used rather than coal for last years. The poisoned air is the most modern quarters of the city.

District heating is an effective method. Several heat-and-power plants generate steam, which is piped underground all round the city.

As for cars you know, of course, how heavy traffic is in big cities. The slower the traffic, the more exhaust fumes are. This problem will be solved in the near future.



The acuteness of the problem depends on how well the country is developed and on the number of the cars. Many of these problems are international in nature.

Задание 4. Выскажите по одной из следующих тем в 10 предложениях, приводя аргументы (20 минут):

the ozone layer: a layer of gases. It stops harmful radiation from the sun reaching the earth; recent research shows that there is now a hole in parts of the ozone layer;

global warming: an increase in world temperature caused by an increase in carbon dioxide;

acid rain: rain that contains dangerous chemicals; this is caused by smoke from factories;

smoke from factories;

car exhaust fumes;

dumping (throwing away) industrial waste (unwanted material) in seas and rivers;

aerosol cans (usually called sprays); some of these contain CFCs (a chemical) which can damage the ozone layer;

cutting down tropical rainforests (e.g. The Amazon); this increases carbon dioxide in the atmosphere.

Тема: «Контрольная работа» (45 минут)

Цель: Контроль знаний

Оборудование: Раздаточный материал по КИМ.

Критерии:

Оценка «5» - Поставленные задачи (составление аргументированных монологических высказываний, выполнение лексико-грамматических упражнений, чтение, перевод текста, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

Контрольные вопросы:

1. What is the effect of soluble salts in the ground? 2. What is the cause of scaling? 3. Which factor determines the amount of scaling? 4. What is a property of scale? 5. What are four possible effects resulting from a property of scale? 6. What is the function of removable plates in boilers? 7. How is water purified?

### **Практическое занятие № 47,48**

Тема: « Electricity»

Цель: Совершенствование лексико-грамматических навыков по теме.

Активизация лексики по теме в аргументированных высказываниях.

Формирование знаний об электричестве.

Оборудование: 1. Учебники; 2. Раздаточный материал; 3. Интернет-ресурсы.

Задание 1. Прочитайте и переведите текст (30 минут):

Electricity

It is impossible to imagine our civilization without electricity: economic and social progress will be turned to the past and our daily lives completely transformed.

Electrical power has become universal. Thousands of applications of electricity such as lighting, electrochemistry and electrometallurgy are longstanding and unquestionable.

With the appearance of the electrical motor, power cables replaced transmission shafts, gear wheels, belts and pulleys in the 19-th century workshops. And in the home a whole range of various time and labour saving appliances have become a part of our everyday lives.

Other devices are based on specific properties of electricity: electrostatics in the case of photocopying

machine and electromagnetism in the case of radar and television. These applications have most widely used.

The first industrial application was in the silver workshops in Paris. The generator — a new compact source of electricity — was also developed there. The generator replaced the batteries and other devices that had been used before.

Electric lighting came into wide use at the end of the last century with the development of the electric lamp by Thomas Edison. Then the transformer was invented, the first electric lines and networks were set up, dynamos and induction motors were designed.

Since the beginning of the 20th century the successful development of electricity has begun throughout the industrial world. The consumption of electricity has doubled every ten years.

Today consumption of electricity per capita is an indicator of the slate of development and economic health of a nation. Electricity has replaced other sources of energy as it has been realized that it offers improved service and reduced cost.

One of the greatest advantages of electricity is that it is clean, easily-regulated and generates no by-products. Applications of electricity now cover all fields of human activity from house washing machines to the latest laser devices. Electricity is the efficient source of some of the most recent technological advances such as the laser and electron beams. Truly electricity provides mankind with the energy of the future.

Kinds of electricity

Static electricity

- happens when there is a build-up of electrons
- it stays in one place and then jumps to an object
- it does not need a closed circuit to flow
- it is the kind of electricity you feel when you rub your pullover against an object or when you drag your feet over a carpet
- lightning is a form of static electricity

Current electricity

- happens when electrons flow freely between objects
- it needs a conductor—something in which it can flow, like a wire
- current electricity needs a closed circuit
- it is in many electrical appliances in our homes - toasters, TV sets, computers
- a battery is a form of current electricity

Задание 2. Составьте план текста и перескажите его (20 минут).

Задание 3. Напишите 10 вопросов разных типов по тексту (20 минут).

Задание 4. Выскажите по одной из следующих тем в 10 предложениях, приводя аргументы (20 минут):

How batteries work

A battery has liquid or paste in it that helps it produce electric charges. The flat end of the battery has a negative charge and the end with the bump has a positive charge.

When you link a wire between both ends a current flows. When the current passes through a light bulb electric energy is converted into light.

The chemicals in the battery keep the ends charged and the battery going. As times passes, the chemical becomes weaker and weaker and the battery cannot produce any more energy.

How electricity is produced

Generators are used to transform mechanical energy into electrical energy. A magnet rotates inside a coil of wire. When the magnet moves, an electric current is produced in the wire.

Most power stations use turbines to make the generator rotate. Water is heated to make steam, which pushes the blades of the turbine. Gas, oil or coal can be used to heat the water. Some countries build power stations on rivers, where the moving water pushes the turbine blades.

Electricity is measured in watts, named after James Watt who invented the steam engine. It would take about 750 watts to equal one horsepower.

A kilowatt-hour is the energy of 1,000 watts that work for one hour. If, for example, you use a 100-watt light bulb for 10 hours you have used 1 kilowatt of electricity.

How electricity is transported

The electricity produced by a generator travels along cables to a transformer that changes the voltage of electricity. Power lines carry the high-voltage electricity over very long distances. When it reaches your home town another transformer lowers the voltage and smaller power lines bring it to homes, offices and factories.

Критерии:

Оценка «5» - Поставленные задачи (составление аргументированных монологических высказываний, выполнение лексико-грамматических упражнений, чтение, перевод текста, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

Контрольные вопросы:

1. What kinds of electricity do you know? 2. How do batteries work? 3. How electricity is produced? 4. How electricity is measured? 5. What was the first industrial application? 6. What happens when electrons flow freely between objects? 7. What happens when there is a build-up of electrons?

### **Практические занятия № 49, 50**

**Тема: Достижения и инновации в области науки и техники**

**Цель: Чтение текста «Electric current». Выполнение лексико-грамматических упражнений.**

**Развитие навыков монологической и диалогической речи по теме «Electric current».**

#### **Задание I. Read the text**

### **ELECTRIC CURRENT**

The electric current is a quantity of electrons flowing in a circuit per second of time. The unit of measure for current is ampere. If one coulomb passes a point in a circuit per second then the current strength is 1 ampere. The symbol for current is I.

The current which flows along wires consists of moving electrons. The electrons move along the circuit because the e. m. f. drives them. The current is directly proportional to the e. m. f.

In addition to traveling through solids, however, the electric current can flow through liquids as well and even through gases. In both cases it produces some most important effects to meet industrial requirements. Some liquids, such as melted metals for example, conduct current without any change to themselves. Others, called electrolytes, are found to change greatly when the current passes through them.

When the electrons flow in one direction only, the current is known to be d. c., that is, direct current. The simplest source of power for the direct current is a battery, for a battery pushes the electrons in the same direction all the time (i.e., from the negatively charged terminal to the positively charged terminal).

The letters a. c. stand for alternating current. The current under consideration flows first in one direction and then in the opposite one. The a. c. used for power and lighting purposes is assumed to go through 50 cycles in one second.

One of the great advantages of a. c. is the ease with which power at low voltage can be changed into an almost similar amount of power at high voltage and vice versa. Hence, on the one hand alternating voltage is increased when it is necessary for long-distance transmission and, on the other hand, one can decrease it to meet industrial requirements as well as to operate various devices at home.

Although there are numerous cases when d. c. is required, at least 90 per cent of electrical energy to be generated at present is a. c. In fact, it finds wide application for lighting, heating, industrial, and some other purposes.

**Задание II. Guess the meaning of the following international words:**

electric, ampere, symbol, proportional, industrial, metal, electrolyte, battery, generate.

**Задание III. Give the English equivalents for the words and word combinations below:**

a. 1) течь, протекать; 2) цепь, схема; 3) единица измерения; 4) провод; 5) электродвижущая сила; 6) твердое тело; 7) жидкость; 8) проводить (ток); 9) источник энергии; 10) постоянный ток; 11) переменный ток; 12) напряжение.

**Задание IV. Give Russian equivalents for the following:**

b. 1) to meet industrial requirements; 2) melted metals; 3) to push in the same direction; 4) negatively (positively) charged terminal; 5) power and lightning purposes; 6) long-distance transmission; 7) to operate devices; 8) to find wide application.

**Задание V. Say whether these sentences are true or false:**

1. The symbol for current is I.
2. The electric current can flow only through liquids.
3. The current can be of two types: direct current and alternating current.
4. The alternating current flows in one direction.
5. A battery is the simplest source of power for the direct current.
6. Direct current finds wider application than alternating current.
7. Electrolytes don't change greatly when current passes through them.
8. One of the great advantages of alternating current is the ease with which voltage can be changed.

**Задание VI. Fill in the blanks, using the words from the box:**

*direct current, solids, conduct, electric current, liquids, voltage, alternating current*

- ✓ A quantity of moving electrons flowing in a circuit is the a) \_\_\_\_\_ .
- ✓ The current can flow through b) \_\_\_\_\_ and c) \_\_\_\_\_ .
- ✓ Some liquids d) \_\_\_\_\_ current without any change to themselves.
- ✓ When the electrons flow in one direction only, the current is known to be e) \_\_\_\_\_ .
- ✓ The current flowing first in one direction and then in the opposite one is f) \_\_\_\_\_ .
- ✓ Such advantage of alternating current as alternating g) \_\_\_\_\_ finds wide industrial and household application.

**Задание VII. State the questions to the underlined words:**

1. *Melted metals* conduct current without any change to themselves.
2. Alternating voltage can be changed *to operate various devices at home*.
3. A battery pushes the *electrons* in the same direction.
4. *The alternating current* is used for power and lightning purposes.
5. Alternating current accounts for *90 per cent* of electrical energy generated now.

**Задание VIII. Say some sentences about the types of electric current and its properties.**

**Make up the dialogue connected with the text.**

Критерии:

Оценка «5» - Поставленные задачи (составление аргументированных монологических высказываний, выполнение лексико-грамматических упражнений, чтение, перевод текста, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

Оценка «3» - Коммуникативная задача решена, но понимание текста затруднено наличием грубых

грамматических ошибок или неадекватным употреблением лексики.

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

### **Практические занятия 51,52**

**Тема: Достижения и инновации в области науки и техники**

**Цель: Чтение текста «Electric circuits». Выполнение лексико-грамматических упражнений.**

**Развитие навыков говорения по теме «Electric circuits».**

#### **I. Read the text «Electric circuits».**

### **ELECTRIC CURCUITS**

The concepts of electric charge and potential are very important in the study of electric currents. When an extended conductor has different potentials at its ends, the free electrons of the conductor itself are caused to drift from one end to the other. The potential difference must be maintained by some electric source such as electrostatic generator or a battery or a direct current generator. The wire and the electric source together form an electric circuit, the electrons are drifting around it as long as the conducting path is maintained.

There are various kinds of electric circuits such as: open circuits, closed circuits, series circuits, parallel circuits and short circuits. To understand the difference between the following circuit connections is not difficult at all. If the circuit is broken or «opened» anywhere, the current is known to stop everywhere. The circuit is broken when an electric device is switched off. The path along which the electrons travel must be complete otherwise no electric power can be supplied from the source to the load. Thus the circuit is “closed” when an electric device is switched on.

When electrical devices are connected so that the current flows from one device to another, they are said «to be connected in series». Under such conditions the current flow is the same in all parts of the circuit as there is only a single path along which it may flow. The electrical bell circuit is considered to be a typical example of a series circuit. The “parallel” circuit provides two or more paths for the passage of current. The circuit is divided in such a way that part of the current flows through one path and part through another. The lamps in the houses are generally connected in parallel.

The “short” circuit is produced when the current can return to the source of supply without control. The short circuits often result from cable fault or wire fault. Under certain conditions the short circuit may cause fire because the current flows where it was not supposed to flow. If the current flow is too great a fuse is used as a safety device to stop the current flow.

#### **II. Guess the meaning of the following international words:**

concept, potential, electrostatic generator, aluminum, parallel, typical, control.

#### **III. Give the English equivalents for the following words and word combinations:**

1) электрические цепи, 2) электрический заряд, 3) проводник, 4) сопротивление, 5) движение электронов, 6) изолятор, 7) короткое замыкание, 8) энергия.

#### **IV. Say whether these sentences are true or false:**

1. When an extended conductor has the same potential at its ends, free electrons are drifting from one end to another.
2. The wire and the electric source together form an electric circuit.
3. A path of any material will allow current to exist.
4. Silver, copper and gold oppose very strongly.
5. The slighter the opposition is, the better the insulator is.
6. There is only one type of electric circuit.
7. We close the circuit when we switch on our electric device.

## V. Complete the sentences using the text:

1. The potential difference must be maintained by ...
2. Materials that offer slight opposition are called ...
3. The best insulators are ...
4. There are various kinds of electric circuits such as ...
5. We “open” the circuit when ...
6. We “close” the circuit when ...
7. The “short” circuit is produced when ...
8. A fuse is ...

## VI. Answer the questions:

1. What concepts are very important in study of electric current?
2. What forms an electric circuit?
3. What materials are the best conductors and insulators?
4. What kinds of electric circuits do you know?
5. How can we open and close the circuit?
6. When are electrical devices connected in series?
7. What is an example of a series circuit?
8. What can you say about «parallel» circuits?
9. What does the short circuit often result from?

## VII. Talk on the types of electric circuits

Критерии:

Оценка «5» - Поставленные задачи (составление аргументированных монологических высказываний, выполнение лексико-грамматических упражнений, чтение, перевод текста, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

## Практическое занятие 53

**Тема: Достижения и инновации в области науки и техники**

**Цель: Чтение текста «Electricity and meters». Выполнение лексико-грамматических упражнений.**

**Задание I. Read the text**

### ELECTRICITY AND METERS

Any instrument which measures electrical values is called a meter. An ammeter measures the current in amperes. The abbreviation for the ampere is amp. A voltmeter measures the voltage and the potential difference in volts.

The current in a conductor is determined by two things – the voltage across the conductor and the resistance of the conductor. The unit by which resistance is measured is called the ohm. The resistance in practice is measured with the ohm-meter. A wattmeter measures electrical power in watts. Very delicate ammeters are often used for measuring very small currents. A meter whose scale is calibrated to read a thousandth of an ampere is called a micro ammeter or galvanometer.

Whenever an ammeter or voltmeter is connected to a circuit to measure electric current or potential

difference, the ammeter must be connected in series and the voltmeter in parallel. To prevent a change in the electric current when making such an insertion, all ammeters must have a low resistance. Hence, most ammeters have a low resistance wire, called a shunt, connected across the armature coil.

A voltmeter, on the other hand, is connected across that part of the circuit for which a measurement of the potential difference is required. In order that the connection of the voltmeter to the circuit does not change the electric current in the circuit, the voltmeter must have high resistance. If the armature coil does not have large resistance of its own, additional resistance is added in series.

The heating effect, electrostatic effect, magnetic and electromagnetic effects of electric current are used in order to produce the deflecting torque. The resulting measuring instruments are called: (a) hot wire, (b) electrostatic, (c) moving iron, (d) moving coil, and (e) induction. Various types are used with both d. c. and a. c., but the permanent-magnet moving coil instrument are used only with d. c., and the induction type instruments are limited to a. c.

All, except the electrostatic type instruments, are current measuring devices, fundamentally ammeters. Consequently, most voltmeters are ammeters designed also to measure small values of current directly proportional to voltage to be measured.

### **Задание II. Guess the meaning of international words:**

1) instrument; 2) fact; 3) abbreviation; 4) voltmeter; 5) ohm; 6) ohmmeter; 7) wattmeter; 8) galvanometer; 9) shunt.

### **Задание III. Give the Russian equivalents to the words below:**

1) resistance; 2) to offer; 3) scale; 4) to prevent; 5) armature; 6) connection; 7) heating effect.

### **Задание IV. Give the English equivalents to the words and word-combinations:**

1) амперметр; 2) разница потенциалов; 3) определяют; 4) чувствительный; 5) градуировать; 6) вставка; 7) катушка; 8) переменный ток (второй термин).

### **Задание V. Answer the questions:**

1. How are electrical values measuring instruments called?
2. How must the ammeter and the voltmeter be connected?
3. What resistance must the ammeter and the voltmeter have?
4. What resulting measuring instruments do you know?
5. What types of instruments are used with both d. c. and a. c.?
6. What instruments are used only with d. c. and limited to a. c.?

### **Задание VI. Make up sentences corresponding to the contents of the text:**

- |                   |          |                                   |
|-------------------|----------|-----------------------------------|
| 1. A meter        |          | the potential difference in volts |
| 2. An ammeter     |          | the resistance                    |
| 3. An ohmmeter    | measures | very small currents               |
| 4. A voltmeter    |          | electrical values                 |
| 5. A galvanometer |          | the current                       |

- |                   |             |            |
|-------------------|-------------|------------|
| 1. The voltage    |             | in ohms    |
| 2. The current    | is measured | in volts   |
| 3. The resistance |             | in amperes |

### **Задание VII. Describe different types of measuring instruments and units, using the table in Task V.**

#### **Критерии:**

Оценка «5» - Поставленные задачи (составление аргументированных монологических высказываний, выполнение лексико-грамматических упражнений, чтение, перевод текста, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

Оценка «4» - Коммуникативная задача решена полностью, но понимание текста незначительно

затруднено наличием грамматических и/или лексических ошибок.

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

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

### Практические занятия № 54, 55

**Тема: Машины и механизмы. Промышленное оборудование и приборы.**

**Цель: Чтение текста/монолог по теме « Conductors and insulators». Выполнение лексико-грамматических упражнений по теме.**

#### Задание I. Read the text

#### CONDUCTORS AND INSULATORS

All substances have some ability of conducting the electric current, however, they differ greatly in the ease with which the current can pass through them. Solid metals conduct electricity with ease while non-metals do not allow it to flow freely. Thus, there are conductors and insulators. What do the terms "conductors" and "insulators" mean? This difference is expressed by what is called electrical conductivity of the body. It depends upon the atomic constitution of the body. Substances through which electricity is easily transmitted are called conductors. Any material that strongly resists the electric current flow is known as an insulator.

Conductance, that is the conductor's ability of passing electric charges, depends on the four factors: the size of the wire used, its length and temperature as well as the kind of material to be employed. A large conductor will carry the current more readily than a thinner one. To flow through a short conductor is certainly easier for the current than through a long one in spite of their being made of similar material. Hence, the longer the wire, the greater is its opposition, that is resistance, to the passage of current.

There is a great difference in the conducting ability of various substances. Almost all metals are good electric current conductors. The best conductors are silver, copper, gold and aluminum. Nevertheless, copper carries the current more freely than iron; and silver, in its turn, is a better conductor than copper. Copper is the most widely used conductor. The electrically operated devices are connected to the wall socket by copper wires.

A material which resists the flow of the electric current is called an insulator. The higher the opposition is, the better the insulator is. There are many kinds of insulation used to cover the wires. The kind used depends upon the purposes the wire or cord is meant for. The insulating materials generally used to cover the wires are rubber, asbestos, glass, plastics and others. The best insulators are oil, rubber and glass. Rubber covered with cotton, or rubber alone is the insulating material usually used to cover desk lamp cords and radio cords. Glass is the insulator to be often seen on the poles that carry the telephone wires in city streets. Glass insulator strings are usually suspended from the towers of high voltage transmission lines. One of the most important insulators of all, however, is air. That is why power transmission line wires are bare wires depending on air to keep the current from leaking off.

Conducting materials are by no means the only materials to play an important part in electrical engineering. There must certainly be a conductor, that is a path, along which electricity is to travel and there must be insulators keeping it from leaking off the conductor.

#### Задание II. Give the Russian equivalents for the words and word combinations below:

1) conductors; 2) insulators; 3) transmit; 4) resistance; 5) passage of current; 6) socket; 7) to connect to; 8) cord; 9) high voltage transmission line; 10) leak off.

#### Задание III. Find in the text the sentences with the following related words and translate them:

*conducting – conductor – conductivity – conductance*

#### Задание IV. State questions to the underlined words:

- 1) *Solid metals* conduct electricity with ease.
- 2) Conductance depends on the *four factors*.
- 3) There are *many kinds of insulation* used to cover the wires.



- 4) *Insulators* keep electricity from leaking off the conductor.
- 5) *Conductors* play an important role in electrical engineering.

**Задание V. Say whether these sentences are true or false:**

- 1) Electrical conductivity of a body depends upon its atomic constitution.
- 2) There is no difference in the conducting ability of various substances.
- 3) The longer the wire is the weaker its opposition is.
- 4) The kind of the insulating material depends upon the purpose it is meant for.
- 5) Conductors are substances through which electricity is easily transmitted.
- 6) Insulators do not allow the electric current to flow freely.

**Задание VI. Talk on the conducting ability of various substances and their appliance in electrical engineering.**

Критерии:

Оценка «5» - Поставленные задачи (составление аргументированных монологических высказываний, выполнение лексико-грамматических упражнений, чтение, перевод текста, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

**Практическая работа № 56**

Тема: Машины и механизмы. Промышленное оборудование и приборы.  
Цель: Чтение и перевод текста «Semiconductors». Выполнение лексико-грамматических упражнений.

«Semiconductors»

I. Guess the meaning of the following international words:

- 1) Element 2) organic 3) mineral 4) crystal 5) phenomenon 6) automatic 7) control 8) process 9) reproduction 10) conversion 11) boiler

II. Give the English equivalents for the words and word combinations below:

- 1) полупроводник 2) химическое соединение 3) сплав 4) освобождать 5) свойство 6) увеличивать (ся) 7) охлаждение 8) чувствительный 9) выставять 10) луч 11) направлять на 12) дистанционное управление 13) находить, обнаруживать 14) защита 15) ускорение 16) решить проблему 17) термоэлемент.

III. Insert words and expressions:

- 1) Semiconductors include a great variety of (химические соединения), (сплавы металлов).
- 2) Minerals and crystals appear to possess some unexpected (свойства). Their conductivity increases with (нагревание) and falls with (охлаждение).
- 3) With the help of a ray of light directed at a semiconductor, we can effect (дистанционное управление).
- 4) The semiconductor devices are applied for (автоматический контроль) of a variety of processes for the (воспроизведение) of sound, (ускорение) of some chemical reaction.
- 5) (Термоэлементы) created in Russia convert heat directly into electricity.

IV. Answer the questions:

- 1) What do semiconductors include?
- 2) How does the atomic structure of semiconductors influence their properties?
- 3) What phenomena influence semiconductors?
- 4) What are the semiconductor devices applied for?
- 5) What are properties of semiconductors?
- 6) What are practical applications of semiconductors?
- 7) Are semiconductors used in your profession?

Критерии:

Оценка «5» - Поставленные задачи (составление аргументированных монологических высказываний, выполнение лексико-грамматических упражнений, чтение, перевод текста, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

## Практическое занятие № 57

**Тема: Машины и механизмы. Промышленное оборудование и приборы.**

**Цель: Чтение, монолог/диалог по теме «Transistors». Выполнение лексико-грамматических упражнений.**

**Задание I. Study text A. Try to understand all details. Use a dictionary if necessary:**

### Transistors

1. Devices consisting of solid pieces of crystalline material which allowed alternating current to flow more readily in one direction than the other were known long before the invention of the thermionic valve. The crystal set<sup>1</sup> which became so well known in the early days of radio depended on the rectifying action at the point of contact between the surface of certain crystals and a fine wire. Crystal valves<sup>2</sup>, using silicon crystals, were found to be more efficient for the very high frequency signals reaching radar receivers than any thermionic valves. The action of these devices was not understood, but they were all made from materials which we now classify as semiconductors: substances which let electric current pass through them more easily than insulators do but much less easily than do true conductors. These semiconductor devices were used as rectifiers although by 1924 a scientific worker at the laboratory headed by Bonch-Bruyevich in Nizhni Novgorod Oleg Losev for the first time in the history of electronics had achieved amplification using a semiconductor crystal. Unfortunately, Losev's discovery did not receive due attention.

2. In 1948 Bardeen and Brattain invented the point-contact transistor and Shockley invented the junction transistor shortly after. The transistor is a semiconductor triode possessing characteristics which are similar in many respects to those of thermionic triodes. At present transistors are widely used in amplifiers, receivers, transmitters, oscillators, TV sets, measuring instruments, pulse circuits, computers, and many other types of radio equipment.

3. The invention of transistors and solid-state devices led to an acceleration in the growth of electronics. Why were these new devices so important and why are they steadily replacing their older equivalents? A brief review of their advantages compared with thermionic devices will provide the answers to these questions. Transistors are made from parts which do not wear out. Transistors waste very little power. They require no heating to generate their free electrons. This means that equipment made with transistors is more efficient, lighter than comparable valve equipment.

4. Since no heating is required there is no delay in transistor equipment waiting for things to warm up, as

there is with thermionic valves. This is a great advantage with 'entertainment' equipment, such as radio and television receivers, and it may be vital with some kinds of measuring or recording equipment.

5. Their very small size and weight, combined with low heat dissipation<sup>3</sup>, permits very high density packing of components and, in combination with their reliability, this has made possible the design of the very compact circuits which are essential for such applications as computers, portable measuring instruments, satellite instrumentation, etc.

### Notes

1. crystal set – детекторный приемник
2. crystal valve – кристаллический прибор
3. heat dissipation – рассеяние тепла

**Задание II.** *Say whether the following statements are true or false:*

1. Devices consisting of crystalline materials were known long before the invention of the thermionic valve. 2. The crystal set became known in the early days of radio. 3. Crystal valves were found to be less efficient rectifiers than thermionic valves. 4. The action of semiconductor devices was understood well.

**Задание III.** *Answer the following questions on paragraph 2:*

1. What is a transistor? 2. When was the first transistor invented? 3. Where are transistors used?

**Задание IV.** *In paragraph 3 find the English equivalents of the following words:*

транзистор, твердотельный прибор, ускорение, рост, прибор, заменять, неуклонно, краткий, преимущество, сравнивать, давать ответы.

**Задание V.** *Translate paragraph 4.*

**Задание VI.** *Read paragraph 5 and say where the small size and weight of transistors is essential.*

**Задание VII.** *Write out of the text the words and phrases describing the transistor.*

**Задание VIII.** *Divide text A into logical parts and find the topical sentence of each part.*

**Задание IX.** *Tell the story of transistors and semiconductor devices using the topical sentences.*

Критерии:

Оценка «5» - Поставленные задачи (составление аргументированных монологических высказываний, выполнение лексико-грамматических упражнений, чтение, перевод текста, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

## Практическая работа № 58

**Тема:** Машины и механизмы. Промышленное оборудование и приборы.

**Цель:** Развитие навыков монологической и диалогической речи на профессиональные темы.

**Оборудование:** 1. Учебники; 2. Раздаточный материал

**Задание 1.** Прочитайте и переведите текст «10 Tips To Prevent Workplace Accidents »

**Задание 2:** Составьте диалог на тему «Правила техники безопасности в мастерской», используя текст «10 Tips To Prevent Workplace Accidents ».

Accidents in the workplace happen more often than you think. There are a number of risks and hazards that may be present in the workplace, especially when working at heights or other areas where falling or coming into contact of hazardous materials is commonplace. It is you and your employer's utmost priority to ensure that the environment that you work in, is one which is safe so that accidents and injuries can be avoided. In the case of an accident, your team should have a practiced procedure to deal with any emergency that results.

There are some very basic and general actions that you can take in an effort to ensure that workplace accidents and injuries don't happen to you. Putting these tips into practice will help you and your coworkers avoid costly accidents:

- Remain alert while you're on the job. Stay awake and stay alert while you're performing your duties so that you can enhance your performance and well as avoid being hurt or causing hurt to others.
- Always work in the proper dress code. You need to wear the appropriate safety uniform and other protective equipment when you're working – they're meant to protect you.
- Be an active listener and participant in emergency drills so that you'll know how to act in the event that an actual emergency arises.
- Communicate with your supervisor, concerning the possible risks of doing certain tasks that you feel might expose you to great danger.
- You may enjoy the thrill of a challenge at work, but taking a high-risk job that you haven't been trained for, is a huge NO. Avoid doing this, because it will expose you and others to great danger.
- Stick to the safety program of your workplace, which is mandated by your employer.
- Ensure that you stay aware and able to identify possible causes of accidents so that you can report it to your supervisors in order for them to resolve the issue.
- Observe the post signs or rules that you should observe in order to avoid a possible accident on the job. If they aren't visible or easy to understand, you should report this to management.
- Join with your co-workers to form an emergency team so that you can monitor possible hazards at work and jump into action in the event of an emergency.
- Ensure that you never do anything that puts your health and safety at risk. Always make your health and safety a priority.
- When you are not unsure about how to proceed in a task, ask lots of questions.

## **ADVANCED CONSULTING & TRAINING OFFERS MOL APPROVED SAFETY TRAINING**

A safe work place is crucial and ensuring that you have the right safety procedures and policies for things such as WHMIS-GHS, first aid CPR, Competent Supervisor, and Working At Heights can create a great work environment that is safe and productive. Since Advanced Consulting and Training Ltd.'s founding, their diverse team of certified health and safety professionals have taken great pride in their ability to deliver prompt, cost-effective and relevant workplace health and safety solutions. As a MOL approved,

TSSA accredited, and WSIB approved provider, we look forward to discussing how ACT can help with your company's safety requirements.

**Задание 3.** Подготовьте краткий пересказ текста.

**Задание 4.** Составьте 10 вопросов по тексту.

Критерии:

Оценка «5» - Поставленные задачи (составление аргументированных монологических высказываний, выполнение лексико-грамматических упражнений, чтение, перевод текста, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

### Практическое занятие № 59

**Тема:** «Описание профессиональных операций»

**Цель:** Формирование знаний о работе устройств, с которыми имеют дело электромонтёры.  
Совершенствование монологических навыков по теме.  
Активизация лексики по теме в аргументированных высказываниях.

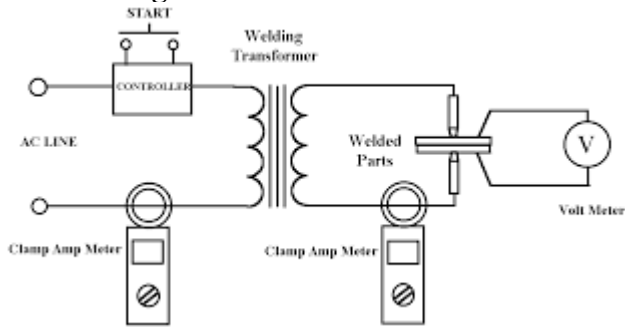
**Оборудование:** 1. Учебники; 2. Раздаточный материал; 3. Интернет-ресурсы.

**Задание 1. Прочитайте и переведите текст «Basic idea of welding transformer» (35 минут):**

A welding transformer is a step down transformer that has thin primary winding with a large number of turns and its secondary has more area of cross-section and less number of turns ensuring less voltage and very high current in the secondary. The welding transformer reduces the voltage from the source voltage to a lower voltage that is suitable for welding. Usually between 15 and 45 volts. The secondary current is quite high and it may be typically 200A to 600A, but it could be much higher. The secondary may have several taps for adjusting the secondary voltage to control the welding current. The taps are typically connected to a several high-current plug receptacles or to a high-current switch. One end of the secondary is connected to the welding electrode, whereas the other end of the secondary is connected to the welding electrode, whereas the other end is connected to the pieces to be welded. If any high current flows, heat is produced due to the contact resistance between the electrode and the pieces to be welded. The generated heat melts a tip of the electrode and the gap between the two pieces is filled. Figure shows a simple welding transformer.

The impedance of welding transformer may be higher than that of the impedance of a general purpose transformer. The impedance of welding transformer may play a role in the process of establishing an arc and controlling the current. Large welding transformers are most likely to be designed for three phase input. There are many smaller transformers that are designed for single phase input.

## DC welding transformer



For welding with direct current (DC) a rectifier is connected to the secondary of the transformer. There may also be a filter choke or an inductor to smooth the DC current. The entire transformer and rectifier assembly may be called a welding power supply. The winding used for the welding transformer is highly reactive. Otherwise, a separate reactor may be added in series with the secondary winding.

## ARC control of welding transformer

To control the Arc, various reactors are used with welding transformers. Some methods to control the arc are given below.

### Tapped Reactor

With the help of taps on the reactor, the output current is regulated. This has a limited number of current settings.

### Moving Coil reactor

A moving coil reactor is one in which the reactive distance between primary and secondary is adjusted. The current becomes less if the distance between the coils is large.

### Moving shunt reactor

A moving shunt reactor is one in which the position of the central magnetic shunt can be adjusted. Change of the output current is obtained due to the adjustment of the shunted flux.

### Continuously variable Reactor

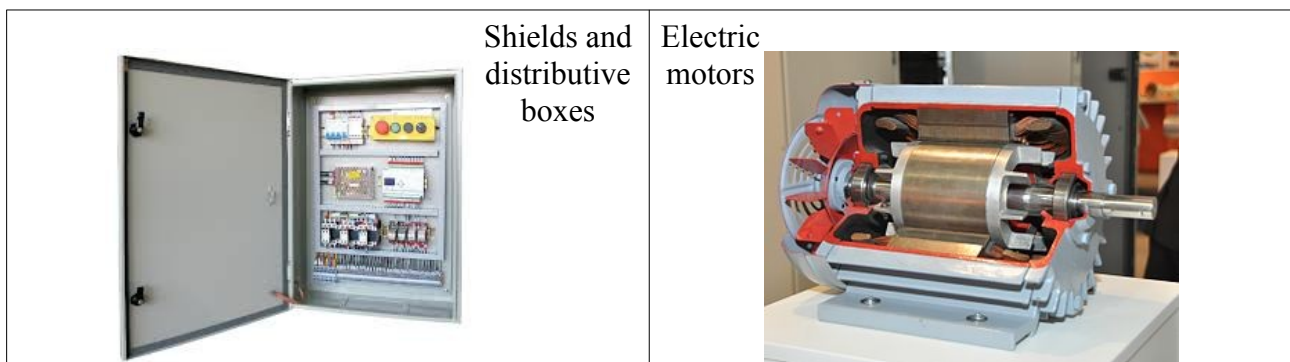
A continuously variable reactor is one in which the height of the reactor is continuously varied. Greater reactance is obtained due to greater core insertion and hence the output current is less.

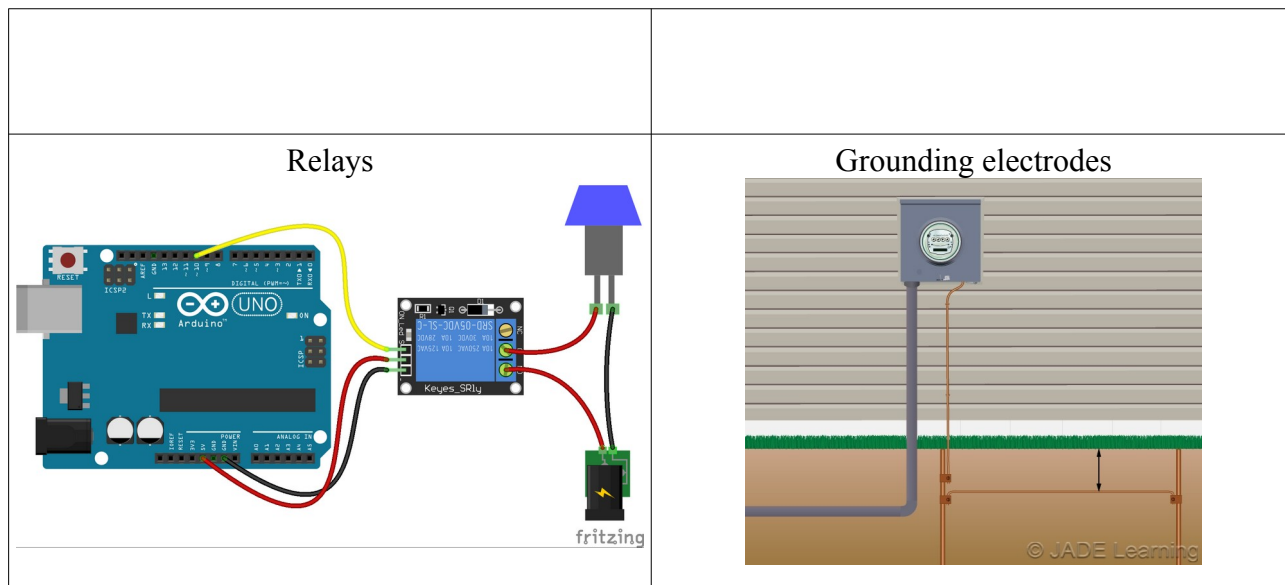
### Saturable reactor

To adjust the reactance of the reactor, the required DC saturation current is used. Therefore, changes of current are obtained due to the change of reactance.

**Задание 2. Составьте план текста (20 минут).**

**Задание 3. Напишите описание данных устройств и порядок работы с ними: монтаж, демонтаж, ремонт и замена (35 минут):**





### Критерии:

Оценка «5» - Поставленные задачи (составление аргументированных монологических высказываний, составление вопросов, чтение, перевод текста, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

### Контрольные вопросы:

1. Could you name some safety rules when you work with electric devices? 2. Could you name some safety rules when moving Coil reactor? 3. Could you name some safety rules when moving shunt reactor? 4. What can you say about the ARC control of welding transformer? 5. What can you say about the saturable reactor?

## Практическая работа № 60

**Тема: Машины и механизмы. Промышленности оборудование и приборы.**

«Описание составных частей инструментов и оборудования»

**Цель:** Формирование знаний о работе устройств.

Совершенствование монологических навыков по теме.

Активизация лексики по теме в аргументированных высказываниях.

**Оборудование:** 1. Учебники; 2. Раздаточный материал; 3. Интернет-ресурсы.

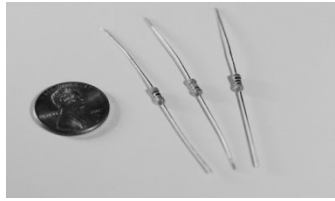
**Задание 1. Прочитайте и переведите текст «BASIC ELECTRONIC COMPONENTS AND WHAT THEY DO» (35 минут):**

You will work with a number of basic electronic components when building electronic circuits, including resistors, capacitors, diodes, transistors, and integrated circuits. Here is a brief overview of the functions of each of these basic electronic components.

### RESISTORS

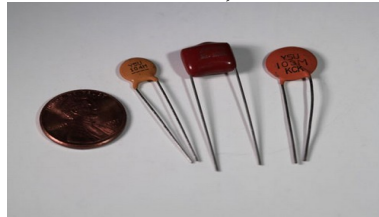
A resistor is a component that resists the flow of current. It's one of the most basic components used in electronic circuits. If you put resistors next to a penny, you get an idea of how small they are. Resistors come in a variety of resistance values (how much they resist current, measured in units called ohms and

designated by the symbol  $\Omega$  and power ratings (how much power they can handle without burning up, measured in watts).



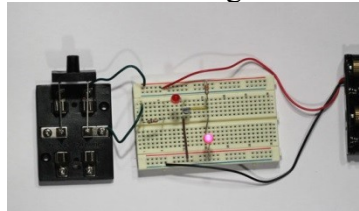
## CAPACITORS

Next to resistors, capacitors are probably the second most commonly used component in electronic circuits. A capacitor is a device that can temporarily store an electric charge. Capacitors come in several different varieties, the two most common being ceramic disk and electrolytic. The amount of capacitance of a given capacitor is usually measured in microfarads, abbreviated  $\mu\text{F}$ .



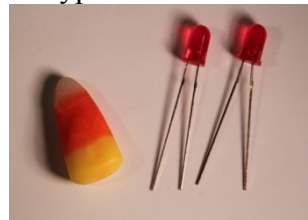
## DIODES

A diode is a device that lets current flow in only one direction. A diode has two terminals, called the anode and the cathode. Current will flow through the diode only when positive voltage is applied to the anode and negative voltage to the cathode. If these voltages are reversed, current will not flow.



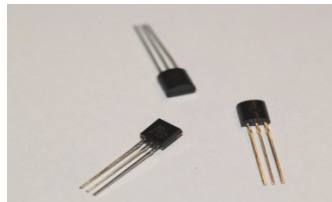
## LIGHT-EMITTING DIODES

A light-emitting diode (or LED) is a special type of diode that emits light when current passes through it.



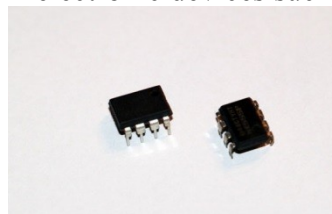
## TRANSISTORS

A transistor is a three-terminal device in which a voltage applied to one of the terminals (called the base) can control current that flows across the other two terminals (called the collector and the emitter). The transistor is one of the most important devices in electronics.



## INTEGRATED CIRCUITS

An integrated circuit is a special component that contains an entire electronic circuit, complete with transistors, diodes, and other elements, all photographically etched onto a tiny piece of silicon. Integrated circuits are the building blocks of modern electronic devices such as computers and cellphones.





**Задание 2. Составьте монологическое высказывание с необходимой аргументацией по одному из следующих выражений (20 минут).**

1. «Sweet is the fruit of labour». John Clarke.
2. «When work is pleasure, life is joy. When work is a duty, life is slavery». Maxim Gorky.
3. «It's no work, if you love what you're doing». Steve Sears.

**Задание 3. Напишите описание данных устройств и порядок работы с ними: монтаж, демонтаж, ремонт и замена (35 минут):**

Критерии:

Оценка «5» - Поставленные задачи (составление аргументированных монологических высказываний, выполнение лексико-грамматических упражнений, чтение, перевод текста, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

## Практическое занятие № 61

Тема: «What is a computer? What is a Hardware?»

Цель: Формирование знаний о работе компьютера

Совершенствование монологических навыков по теме.

Активизация лексики по теме в аргументированных высказываниях.

Оборудование: 1. Учебники; 2. Раздаточный материал; 3. Интернет-ресурсы.

**Задание 1. Прочитайте и переведите текст «Computers» (35 минут):**

Computer is an electronic device that can receive a set of instructions called program and then carry out them. The modern world of high technology could not be possible without computers. Different types and sizes of computers find uses throughout our society. They are used for the storage and handling of data, secret governmental files, information about banking transactions and so on.

Computers have opened up a new era in manufacturing and they have enhanced modern communication systems. They are essential tools in almost every field of research, from constructing models of the universe to producing tomorrow's weather reports. Using of different databases and computer networks make available a great variety of information sources.

There are two main types of computers, analog and digital, although the term computer is often used to mean only the digital type, because this type of computer is widely used today. That is why I am going to tell you about digital computers.

Everything that a digital computer does is based on one operation: the ability to determine: on or off, high voltage or low voltage or — in the case of numbers — 0 or 1 or do-called binary code. The speed at which the computer performs this simple act is called computer speed. Computer speeds are measured in Hertz or cycles per second. A computer with a «clock speed» of 2000 MHz is a fairly representative microcomputer today. It is capable of executing 2000 million discrete operations per second. Nowadays microcomputers can perform from 800 to over 3000 million operations per second and supercomputers used in research and defense applications attain speeds of many billions of cycles per second.

Digital computer speed and calculating power are further enhanced by the amount of data handled during

each cycle. Except two main types of computers, analog and digital there are eight generations of digital computers or processing units. The first generation was represented by processing unit Intel 8086. The second generation central processing unit was represented by processing unit Intel 80286, used in IBM PC AT 286. The third generation is Intel 80386, used in IBM PC AT 386. The microprocessors of the fourth generation were used in computers IBM PC AT 486. There are also central processing units of the fifth generation, used in Intel Pentium 60 and Intel Pentium 66, central processing units of the sixth generation, used in computers Intel Pentium 75, 90,100 and 133. Few years ago appeared central processing units of seventh and eighth generations. They are much more powerful and can perform from 2000 to over 3000 million operations per second.

Задание 2 Сопоставьте слова (10 минут):

1. play (v)	1. образование
operate (v)	сложный
translate (v)	хранить
foreign (a)	наука
language (n)	помогать
help (v)	играть
science (n)	работать
store (v)	переводить
complex (a)	иностранный
education (n)	язык

Задание 3. Определите, соответствуют ли ниже приведенные высказывания прочитанному тексту (верно/неверно/в тексте нет информации) (15 минут):

1. Nowadays a lot of work force around the world is engaged in working with information.
2. Computers have become ordinary everywhere.
3. The graphic computer offers the most flexible means of communication between man and machine.
4. Computer-controlled robots can control the work of power station, plants and docks.
5. Space explorations depend only on engineers for guidance, on-board environment and research.

Задание 4. Выскажите своё мнение по поводу следующего высказывания : «Some parents think that if there is a computer at home their children will waste much of their time on videogames and social networking». Напишите сообщение объёмом 250-300 слов, придерживаясь следующего плана (30 минут)

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

Критерии:

Оценка «5» - Поставленные задачи (составление аргументированных монологических высказываний, составление вопросов, чтение, перевод текста, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

Контрольные вопросы

1. What is a computer?
2. What is the main purpose of all computers?
3. Where are computers used?
4. What is the index of computer speed?
5. What speeds do modern computers have?
6. How many generations of digital computer are there?
7. What is the first generation processing unit?
8. What places

have computers become common place? 9. What is the role of computer-controlled robot in industry? 10. How are computers applied in air and water transport? 11. How are computers used in medicine? 12. Is it possible to control traffic without computers nowadays?

1. What is the easiest way to distinguish between two main parts of the computer? 2. What part can't a computer run without? 3. What happens if an operating system or interpreter is not found? 4. What main part of the computer is readily created, modified, updated or erased? 5. What is the function of system software?

## Практическая работа № 62

**Тема: Современные компьютерные технологии в промышленности.**

**Цель: Развитие навыков чтения и говорения по теме «Electronics»**

**Оборудование:** 1. Учебники; 2. Раздаточный материал; 3. Интернет-ресурсы.

**Задание 1.** Прочитайте и переведите текст « Electronics». Поставьте слова в скобках в правильную форму (30 минут):

Electronics is the field of science and engineering dealing with the release, transport, control, (0) \_\_\_\_\_ (collect) and energy 1) \_\_\_\_\_ (convert) of subatomic particles that have mass and charge (such as electrons) and act in materials with known electromagnetic properties, e. g., vacuum, gases or semiconductors. The charged particles are called charge carriers. The phenomena of electronics depend upon the number of charge carriers, their dynamic activity and the properties of the environment in which the charges act. The charge carriers are usually electrons, but holes, positive or negative ions may perform this function as well. The dynamic activity of charge carriers results from the force and 2) \_\_\_\_\_ (recover) energy needed to release them from atoms to produce their 3) \_\_\_\_\_ (displace), velocity or acceleration. The properties of the environment depend on the changes in atom energy levels, 4) \_\_\_\_\_ (compose) and structure of the substance through which charge carriers pass.

The basic principles of electronics are the same as those of electricity and magnetism. Electricity is any 5) \_\_\_\_\_ (manifest) of energy transform of charge carriers that initiates forces producing shift, velocity or acceleration in the direction of their 6) \_\_\_\_\_ (move). Magnetism involves the kinetic energy of charge carriers arising from or producing forces in a direction perpendicular to their motion. The principles of electronics and electromagnetism are built upon the physical entities of mass, length, time, electric charge (or current), temperature, amount of substance and luminous intensity.

The primary difference between electronics and electromagnetism lies in their 7) \_\_\_\_\_ (apply). Electronics makes possible devices with much greater control over the 8) \_\_\_\_\_ (instant), rather than average, motion of charges during transport, and the charge control can be 9) \_\_\_\_\_ (exceed) rapid. Active electron devices require an external source of power to maintain their electrodes at 10) \_\_\_\_\_ (suit) operating voltages and currents. Due to power from an external supply, electron devices can provide at their output terminals the amplified voltage, current or power supplied to their input terminals.

Originally, electronics dealt with the conduction of electricity in vacuum or 11) \_\_\_\_\_ (gas) tubes. Since the invention of the transistor in 1948, conduction through crystalline semiconductors (solid-state conduction) has virtually dominated the field, and thermionic electron tubes have played a diminishing role except for applications requiring high power.

**Задание 2.** Составьте подробный план текста. (20 минут).

**Задание 3.** Выполните пересказ текста по этому плану(20 минут).

**Задание 4.** Составьте устный монолог с использованием следующих пунктов (20 минут):

Imagine that your department hosts a conference on the history of electronics and its role in modern society. You are going to participate in the conference and make your presentation.

While speaking you should

- ☞ greet an audience
- ☞ introduce yourself and your talk
- ☞ present the outline of your talk (3-4 main points)
- ☞ summarize the main points
- ☞ invite listeners to ask questions

The following phrases might be of great help.

My purpose/objective/aim today is to analyze (present, review)... The talk is divided into four main parts: firstly... To start with/Firstly, I would like to look at... Then/Secondly, I will be talking about... Thirdly,... My fourth point will be about... Finally, I will be considering... My presentation will take/last about 10 (15-20) minutes. If you have any questions, please stop me at any time. I will be glad to answer any questions you have at the end of my presentation. Let us now move on to/turn to... I would like to go on to... To sum up/To summarize,... I would like to finish by saying... In conclusion, I would like to say (to emphasize)... Thank you for attention/time/listening

### **Контрольные вопросы:**

1. Some of the patterns are for principles of electronics, aren't they?
2. Other patterns of Occupancy Based Control Systems aren't, are they?
3. Will these principles of electronics give smth to the computer?
4. Is the principles of electronics useful?

## **Практическое занятие № 63**

Тема: «Computer Operations»

Цель: Формирование понятия о компьютерных операциях и типах данных  
Совершенствование монологических навыков по теме.  
Активизация лексики по теме в аргументированных высказываниях.

Оборудование: 1. Учебники; 2. Раздаточный материал; 3. Интернет-ресурсы.

Задание 1. Прочитайте и переведите текст «Computer Operations. Types of Data» (25 минут):

Much of the processing computers can be divided into two general types of operation. Arithmetic operations are computations with numbers such as addition, subtraction, and other mathematical procedures. Early computers performed mostly arithmetic operations, which gave the false impression that only engineers and scientists could benefit from computers. Of equal importance is the computers ability to compare two values to determine if one is larger than, smaller than, or equal to the other. This is called a logical operation. The comparison may take place between numbers, letters, sounds, or even drawings. The processing of the computer is based on the computer's ability to perform logical and arithmetic operations.

Instructions must be given to the computer to tell it how to process the data it receives and the format needed for output and storage. The ability to follow the program sets computers apart from most tools. However, new tools ranging from typewriters to microwave ovens have embedded computers, or built-in computers. An embedded computer can accept data to use several options in it's program, but the program itself cannot be changed. This makes these devices flexible and convenient but not the embedded computers itself.

Задание 2. Какие из приведенных ниже утверждений верны/неверны. Аргументируйте свой ответ, опираясь на текст (15 минут):

Arithmetic operations are operations with numbers — subtraction and division.  
 Early computers gave false impression about their capabilities.  
 Logical operations are computer's ability to compare two values.  
 The major difference between the computer and tools lies in the flexibility of the program.  
 Embedded computers are found only in typewriters and ovens.  
 Microwave oven's program is flexible and could be changed because of the embedded computer.  
 Numeric data consist of numbers, decimal points and the (+) and (-) signs.  
 Computer can accept human speech as an audio-visual input data.

Задание 3. Дайте определение, используя словарь (15 минут):

1) Software 2) Arithmetic operation 3) Logical operation 4) Numeric data 5) Textual data 6) Physical data 7) Audio-visual data

Задание 4. Заполните пропуски (15 минут):

... are computations with numbers such as addition, subtraction, and other mathematical procedures.  
 The computers ability to compare two values to determine if one is larger than, smaller than, or equal to the other is called a ...  
 New tools ranging from typewriters to microwave ovens have embedded computers, or ... computers  
 An ... can accept data to use several options in it's program, but the program itself cannot be changed.  
 ... can be used for calculations as well as sorted and compared to each other.  
 ... can contain any combination of letters, numbers and special characters.  
 Various forms of data that we can hear and see makes up... which is captured from the environment.

logical operation  
 Text, or textual data  
 audio-visual data  
 Physical data  
 Arithmetic operations  
 Built-in  
 numbers

Задание 5. Напишите сообщение, опираясь на таблицу и приведённые в ней данные (20 минут):

Data Type	Used for	Example
String	Alphanumeric characters	hello world, Alice, Bob123
Integer	Whole numbers	7, 12, 999
Float (floating point)	Number with a decimal point	3.15, 9.06, 00.13
Character	Encoding text numerically	97 (in <a href="#">ASCII</a> , 97 is a lower case 'a')
Boolean	Representing logical values	TRUE, FALSE

Критерии:

Оценка «5» - Поставленные задачи (составление аргументированных монологических высказываний, составление вопросов, чтение, перевод текста, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

## Контрольные вопросы

1) In what two major parts could be computer operations divided? 2) What are arithmetic operations? 3) What are logical operations? 4) Can computer compare two graphical objects? 5) What makes computer so different from other tools? 6) What is embedded computer? 7) What modern devices have embedded computers? 8) How many are types of data? 9) What is physical data?

## Практическое занятие № 64

Тема: « Types of Data. Internet»

Цель: Формирование знаний об Интернете и об этапах его развития

Совершенствование монологических навыков по теме.

Активизация лексики по теме в аргументированных высказываниях.

Оборудование: 1. Учебники; 2. Раздаточный материал; 3. Интернет-ресурсы.

Задание 1. Прочитайте и переведите текст «Internet» (35 минут):

Modern life is easy and fun. We have all the amenities. We do not need to go to the movies, because we have big TVs at home. The children have cell phones with large displays. Modern technology is useful and convenient. In my opinion, Internet is the most comfortable thing. Computers are also an important invention, but Internet is better than any other type of information. Originally, Internet was a military experiment in the USA of 60-s. But soon it became clear that everyone in the world can use it. Everybody knows that the Internet is a global computer network, which embraces hundreds of millions of users all over the world. The Internet has already entered our ordinary life. It's hard to imagine our lives without Internet nowadays. It has become an important part of every person's life. It is clear that the accurate number of users can be counted fairly approximately, nobody knows exactly how many people use the Internet today, because there are hundreds of millions of users and their number is growing. Nowadays, no one can deny the importance of the Internet. Sitting in front of a computer, clicking a mouse, you can shop, download many interesting films, books, read news about subject which is interesting for you, play computer games with other players, chat and send mails to your friends. Internet has drastically changed everything. Since the time of Internet appearance, many other media sources became unnecessary. You can find the information you're looking for in 5 seconds. It is very convenient for students, professionals, experts and all other people. From one side, it's great to have everything right here online, from the other side, it's a shame that people have stopped reading paper books and newspapers. Nowadays the most popular Internet service is e-mail. Most of the people use the network only for sending and receiving e-mail messages. They can do it either they are at home or in the internet clubs or at work. With the help of the internet people from different parts of the planet can communicate with each other and share information without leaving their home. It has become easier to meet like-minded people from all over the world and become friends with them.

There are many different Internet competitions for different subjects which give students the opportunity to participate even in international competitions. Thanks to the Internet, people can quickly sell, advertise and share knowledge, idea, and personal feelings. People enter the world of virtual reality to avoid everyday problems. In spite of all the good sides that Internet has, there are some drawbacks. First of all, they are viruses, which can be very dangerous for any computer. That's why it's good to have reliable anti-virus software installed. Other minus is the violent content. There is a lot of violence and cruelty online. People are suffering from inappropriate information on the Internet, because it is very hard to control information from the Internet. Although the Internet offers us large amount of information, its reliability is dubious because many untrue news stories can be posted and cause confusions to many people. It is very difficult for us to find out what websites are reliable and what are not. Also you can get blackmail or spam. I think that the Internet becomes a way of a person life and it is very harmful for our health. Many teenagers spend a long of time sitting at the computers and spoiling their eyes. I don't mean that I am against the Internet, but it should have reasonable limits.

Задание 2. Составьте план текста (20 минут).

Задание 3. Перескажите текст (15 минут.)

Задание 4. Составьте 10 вопросов по тексту (20 минут).

## Types of data

With the advent of new computer applications and hardware, the definition of data has expanded to include many types.

Numeric data consists of numbers and decimal points, as well as the plus (+) and minus (-) signs. Both arithmetic operations and logical operations are performed on numeric data. This means that numbers can be used for calculations as well as sorted and compared to each other.

Text, or textual data, can contain any combination of letters, numbers and special characters. Sometimes textual data is known as alphanumeric data.

Various forms of data that we can hear and see makes up audio-visual data. The computer can produce sounds, music and even human voice. It can also accept audio information as an input. Data can also take form of drawings and video sequences.

Physical data is captured from the environment. For example, light, temperature and pressure are all types of physical data. In many large buildings, computer systems process several kinds of physical data to regulate operations. Computers can set off security alarms, control temperature and humidity, or turn lights on and off, all in response to physical data. These applications increase people's safety and save the time and money.

### Критерии:

Оценка «5» - Поставленные задачи (составление аргументированных монологических высказываний, составление вопросов, чтение, перевод текста, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

### Контрольные вопросы:

1. What is the Internet?
2. When and where did the history of Internet begin?
3. Why was the Internet designed?
4. What is modem?
5. Where are most of the Internet host computers?
6. What is the accurate number of internet users?
7. What is the most popular Internet service today?
8. What are other popular services available on the Internet?
9. What is the most important problem of the Internet?
10. Why is there no effective control in the Internet today?
11. Is there a commercial use of the network today?

## Практическая работа № 65

**Тема: «Automation»**

**Цель: Изучение профессиональной лексики и терминологии**

**Выполнение лексико-грамматических упражнений**

**Задание 1.** Переведите текст на русский язык, обращая внимание на лексику из раздела «**Vocabulary**»

### AUTOMATION TECHNOLOGIES

Automation is the system of manufacture performing certain tasks, previously done by people, by machines only. The sequences of operations are controlled automatically. The most familiar example of a highly automated system is an assembly plant for automobiles or other complex products.

The term automation is also used to describe non-manufacturing systems in which automatic devices can operate independently of human control. Such devices as automatic pilots, automatic telephone equipment and automated control systems are used to perform various operations much faster and better than could be done by people.

Automated manufacturing had several steps in its development. Mechanization was the first step necessary in the development of automation. The simplification of work made it possible to design and build machines that resembled the motions of the worker. These specialized machines were motorized

and they had better production efficiency.

Industrial robots, originally designed only to perform simple tasks in environments dangerous to human workers, are now widely used to transfer, manipulate, and position both light and heavy workpieces performing all the functions of a transfer machine.

In the 1920s the automobile industry for the first time used an integrated system of production. This method of production was adopted by most car manufacturers and became known as Detroit automation.

The feedback principle is used in all automatic-control mechanisms when machines have ability to correct themselves. The feedback principle has been used for centuries. An outstanding early example is the flyball governor, invented in 1788 by James Watt to control the speed of the steam engine. The common household thermostat is another example of a feedback device.

Using feedback devices, machines can start, stop, speed up, slow down, count, inspect, test, compare, and measure. These operations are commonly applied to a wide variety of production operations.

Computers have greatly facilitated the use of feedback in manufacturing processes. Computers gave rise to the development of numerically controlled machines. The motions of these machines are controlled by punched paper or magnetic tapes. In numerically controlled machining centres machine tools can perform several different machining operations.

More recently, the introduction of microprocessors and computers have made possible the development of computer-aided design and computer-aided manufacture (CAD and CAM) technologies. When using these systems a designer draws a part and indicates its dimensions with the help of a mouse, light pen, or other input device. After the drawing has been completed the computer automatically gives the instructions that direct a machining centre to machine the part.

Another development using automation are the flexible manufacturing systems (FMS). A computer in FMS can be used to monitor and control the operation of the whole factory.

Automation has also had an influence on the areas of the economy other than manufacturing. Small computers are used in systems called word processors, which are rapidly becoming a standard part of the modern office. They are used to edit texts, to type letters and so on.

#### Automation in Industry

Many industries are highly automated or use automation technology in some part of their operation. In communications and especially in the telephone industry dialing and transmission are all done automatically. Railways are also controlled by automatic signaling devices, which have sensors that detect carriages passing a particular point. In this way the movement and location of trains can be monitored.

Not all industries require the same degree of automation. Sales, agriculture, and some service industries are difficult to automate, though agriculture industry may become more mechanized, especially in the processing and packaging of foods.

The automation technology in manufacturing and assembly is widely used in car and other consumer product industries.

Nevertheless, each industry has its own concept of automation that answers its particular production needs.

#### *Vocabulary:*

automation — автоматизация

previously — ранее

sequence — последовательность

assembly plant — сборочный завод

non-manufacturing — непромышленный

device — устройство, прибор

resemble — походить

efficiency — эффективность

flyball governor — центробежный регулятор

steam engine — паровоз

household thermostat — бытовой термостат

facilitate — способствовать

punched — перфорированный

aid — помощь

dimension — измерение, размеры

*Задание 2 . Answer the questions:*



1. How is the term automation defined in the text?
2. What is the most «familiar example» of automation given in the text?
3. What was the first step in the development of automaton?
4. What were the first robots originally designed for?
5. What was the first industry to adopt the new integrated system of production?
6. What is feedback principle?
7. What do the abbreviations CAM and CAD stand for?
8. What is FMS?
9. What industries use automation technologies?

*Задание 3.* Find the following words and word combinations in the text:

1. автоматические устройства
2. автоматизированное производство
3. выполнять простые задачи
4. как легкие, так и тяжелые детали
5. интегрированная система производства
6. принцип обратной связи
7. механизм может разгоняться и тормозить
8. компьютер автоматически посылает команды
9. высокоавтоматизированная система
10. непроизводственная система

Критерии:

Оценка «5» - Поставленные задачи (составление аргументированных монологических высказываний, выполнение лексико-грамматических упражнений, чтение, перевод текста, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

## Практическая работа № 66

**Тема:** «Инфинитивные обороты»

**Цель:** Выполнение лексико-грамматических упражнений по теме «Инфинитивные обороты: Complex Subject». Совершенствование монологических навыков по теме с аргументацией.

**Оборудование:** 1. Учебники; 2. Раздаточный материал

### Теоретический материал

Обязательным признаком этих оборотов является наличие глаголов, которые характеризуют отношение говорящего к высказыванию. Постарайтесь запомнить наиболее часто встречающиеся глаголы.

appear казаться; по-видимому; assume считать; believe полагать; choose считать; consider считать; expect ожидать; полагать; find находить; hold считать; happen случаться; оказываться; know знать; prove оказываться; require требовать; seem казаться; suppose полагать; think думать; turn out оказываться; want хотеть

После таких глаголов в действительном залоге употребляется, так называемый, "объектный инфинитивный оборот". Он состоит из: существительного (в общем падеже) или местоимения (в объектном падеже – те, + инфинитив him, her, it, us, you, them). Переводится на русский язык дополнительным придаточным предложением.

We want our plans to realize. Мы хотим, чтобы, наши планы осуществились.

Запомните: после глаголов watch, see, hear, let, make инфинитив употребляется без to. Субъектный инфинитивный оборот состоит из:

существительного или местоимения + глагола-сказуемого в Passive + инфинитив

They are said to have designed this new device. Говорят, что они сконструировали этот новый прибор. Они, как говорят, сконструировали этот новый прибор.

Запомните: глаголы appear, happen, prove, seem употребляются в действительном залоге.

He proved to be good at programming. Он оказался хорошим программистом.

Этот оборот употребляется с составными глаголами типа: to be certain, to be sure – несомненно, конечно; to be likely – вероятно, может; to be unlikely – маловероятно.

This investigation is likely to produce good results. Вероятно, это исследование даст хорошие результаты.

**Задание 1.** Переведите следующие предложения. (15 минут):

1. They believe us to have made the experiment.
2. The scientists believe to have discovered a new compound.
3. We expect these new devices to be widely used in various fields of science and technology.
4. We want the experimental data to be presented in some detail and discussed as thoroughly as possible.
5. The cut-of-balance error is required to be made small.
6. The student is certain to know that alternating voltage can be increased and decreased.
7. The current is known to consist of moving electrons.
8. A fuse is expected to melt and break the circuit.
9. The overloading of the line is likely to produce a short circuit.
10. These data proved to be reliable.
11. They are certain to achieve good results if they employ new techniques.

**Задание 2.** Найдите эквиваленты (15 минут):

1. Утверждают, что этот метод...	2.	1. These phenomena are held to...	2. This
Находят, что этот метод...	3.	method is claimed to...	3. This method is
Предполагают, что эти явления...	4.	found to...	4. This method is considered
Считают, что этот метод...	5.	to...	5. These phenomena are assumed to...
Полагают, что они...	6.	6. These phenomena, are supposed to...	7.
Полагают, что эти явления...	7.	They are thought to...	8. This
Допускают, что эти явления...	8.	theory is stated to...	9. This theory is
Сообщают, что эта теория...	9.	reported to...	10. This theory is said to...
Говорят, что эта теория...	10.		
Констатировано, что эта теория...			

**Задание 3.** Найдите эквиваленты (20 минут).

1. Он, вероятно...	1. He is unlikely to...	2.
2. Он, наверняка...	She seems to know...	3. He
3. Они, несомненно...	is likely to...	4. He
4. Вряд ли он...	proved to be capable...	5. He
5. Маловероятно, что они...	appears to have written...	6. He is

6. Он, по-видимому, знает...	sure to...	7. Не
7. Она, кажется, знает...	appears to know...	8. Не
8. Он оказался способным...	seems to have forgotten...	9.
9. Он, по-видимому, написал...	They are unlikely to...	10.
10. Он, кажется, забыл...	They are certain to...	

**Задание 4.** Переведите на английский язык, используя инфинитивные обороты.(20 минут).

1. Утверждают, что Bill Gates один из богатейших людей мира. 2. Утверждают, что Internet охватывает десятки миллионов пользователей во всем мире. 3. Предполагается, что программист, владеющий машинным языком, может управлять микропроцессором. 4. Утверждают, что расширенный двоично-десятичный код EBCDIC обмена использовался только в больших компьютерах, изготовленных на предприятиях компании IBM. 5. Несомненно, более совершенные процессоры, вытеснят старые. 6. Полагают, что BASIC один из легчайших языков программирования. 7. Говорят, что доступ к Internet открыт для любого студента. 8. Говорят, что многие студенты и аспиранты используют языковые процессоры для перевода текстов. 9. Маловероятно, чтобы компьютер перевел текст лучше человека. 10. Вероятно, плохие переводы, выполненные с помощью языковых процессоров, связаны с плохим знанием английского языка программистами. 11. Утверждают, что суперкомпьютеры используются не только в военных целях. 12. Эта задача обязательно будет решена в ближайшем будущем. 13. Они наверняка справятся с этой проблемой.

**Задание 5.** Запомните следующие слова. Словосочетания переведите.(20 минут):

advanced – перспективный; современный; новый; совершенный

advanced energy sources, advanced LSI circuits, advanced digital logic, advanced processing electronics, advanced form of electronic circuits, advanced developments, advanced controller, advanced computer system.

application – случай; применение; прикладной, прикладная задача

scientific application, specific application, in applications where, in many applications, applications program, applications programming, a best solution in certain applications, a best solution in actual applications.

attractive – перспективный; выгодный; приемлемый, подходящий

attractive property, attractive quality, attractive feature, attractive design. This alternative method was very attractive for the problem we chose. Fiber-optic waveguides are particularly attractive in communications fields.

## Практическая работа № 67

**Тема:** «Automation in industry»

**Цель:** Формирование лексических навыков по теме «Advantages and disadvantages of Automation»

Совершенствование диалогических навыков по теме с аргументацией.

**Оборудование:** 1. Учебники; 2. Раздаточный материал

**Задание 1.** Прочитайте и переведите текст «Automation in industry» (45 минут)

Industrial automation is the use of control systems, such as computers or robots, and information technologies for handling different processes and machineries in an industry to replace a human being. It is the second step beyond mechanization in the scope of industrialization.

**Increase Quality and Flexibility in Your Manufacturing Process.** Earlier the purpose of automation was to increase productivity (since automated systems can work 24 hours a day), and to reduce the cost associated with human operators (i.e. wages & benefits). However, today, the focus of automation has shifted to increasing quality and flexibility in a manufacturing process. In the automobile industry, the

installation of pistons into the engine used to be performed manually with an error rate of 1-1.5%. Presently, this task is performed using automated machinery with an error rate of 0.00001%.

**Advantages of Industrial Automation.** Lower operating cost: Industrial automation eliminates healthcare costs and paid leave and holidays associated with a human operator. Further, industrial automation does not require other employee benefits such as bonuses, pension coverage etc. Above all, although it is associated with a high initial cost it saves the monthly wages of the workers which leads to substantial cost savings for the company. The maintenance cost associated with machinery used for industrial automation is less because it does not often fail. If it fails, only computer and maintenance engineers are required to repair it.

**High productivity.** Although many companies hire hundreds of production workers for a up to three shifts to run the plant for the maximum number of hours, the plant still needs to be closed for maintenance and holidays. Industrial automation fulfills the aim of the company by allowing the company to run a manufacturing plant for 24 hours in a day 7 days in a week and 365 days a year. This leads to a significant improvement in the productivity of the company.

**High Quality.** Automation alleviates the error associated with a human being. Further, unlike human beings, robots do not involve any fatigue, which results in products with uniform quality manufactured at different times.

**High flexibility.** Adding a new task in the assembly line requires training with a human operator, however, robots can be programmed to do any task. This makes the manufacturing process more flexible.

**High Information Accuracy.** Adding automated data collection, can allow you to collect key production information, improve data accuracy, and reduce your data collection costs. This provides you with the facts to make the right decisions when it comes to reducing waste and improving your processes.

**High safety.** Industrial automation can make the production line safe for the employees by deploying robots to handle hazardous conditions.

### **Disadvantages of Industrial Automation**

**High Initial cost.** The initial investment associated with the making the switch from a human production line to an automatic production line is very high. Also, substantial costs are involved in training employees to handle this new sophisticated equipment.

Conclusion. Industrial automation has recently found more and more acceptance from various industries because of its huge benefits, such as, increased productivity, quality and safety at low costs.

**Задание 2.** Подготовьте краткий пересказ текста (20 минут).

**Задание 3.** Составьте 10 вопросов по тексту (20 минут).

**Задание 4.** Составьте диалог с использованием следующих пунктов (20 минут):

High Quality      High flexibility      High Information Accuracy      High safety

Критерии:

Оценка «5» - Поставленные задачи (составление аргументированных монологических высказываний, выполнение лексико-грамматических упражнений, чтение, перевод текста, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

### **Контрольные вопросы:**

1. What are High Qualities? 2. And what can they be used for? 3. Are they used for flexibility? 4. Does the High Information Accuracy process by a computer? 5. Can Computers process large amounts of data very quickly?

## **Практическая работа № 68**

**Тема:** *Автоматизация в промышленности*  
«Applications of Automation Technologies»

**Цель:** Изучение профессиональной лексики и терминологии по теме «Applications of Automation Technologies»

**Задание 1.** Переведите текст «Applications of Automation Technologies», обращая внимание на новые слова из раздела «Vocabulary».

### **Applications of Automation Technologies**

Manufacturing is one of the most important application area for automation technology. There are several types of automation in manufacturing. The examples of automated systems used in manufacturing are described below.

1. Fixed automation, sometimes called «hard automation» refers to automated machines in which the equipment configuration allows fixed sequence of processing operations. These machines are programmed by their design to make only certain processing operations. They are not easily changed over from one product style to another. This form of automation needs high initial investments and high production rates. That is why it is suitable for products that are made in large volumes. Examples of fixed automation are machining transfer lines found in the automobile industry, automatic assembly machines and certain chemical processes.

2. Programmable automation is a form of automation for producing products in large quantities, ranging from several dozen to several thousand units at a time. For each new product the production equipment must be reprogrammed and changed over. This reprogramming and changeover take a period of non-productive time. Production rates in programmable automation are generally lower than in fixed automation, because the equipment is designed to facilitate product changeover rather than for product specialization. A numerical-control machine-tool is a good example of programmable automation. The program is coded in computer memory for each different product style and the machine-tool is controlled by the computer programme.

3. Flexible automation is a kind of programmable automation. Programmable automation requires time to re-program and change over the production equipment for each series of new product. This is lost production time, which is expensive. In flexible automation the number of products is limited so that the changeover of the equipment can be done very quickly and automatically. The reprogramming of the equipment in flexible automation is done at a computer terminal without using the production equipment itself. Flexible automation allows a mixture of different products to be produced one right after another.

### **Vocabulary**

equipment — оборудование  
sequence — последовательность

initial — первоначальный, начальный  
investment — инвестиция, вклад

to facilitate — способствовать  
rate — скорость, темп  
assembly machines — сборочные машины  
quantity — количество  
non-productive — непроизводительный  
changeover — переход, переналадка

*Задание 2. Answer the questions:*

1. What is the most important application of automation?
2. What are the types of automation used in manufacturing?
3. What is fixed automation?
4. What are the limitations of hard automation?
5. What is the best example of programmable automation?
6. What are the limitations of programmable automation?
7. What are the advantages of flexible automation?
8. Is it possible to produce different products one after another using automation technology?

*Задание 3. Find equivalents in English in the text:*

1. сфера применения
2. фиксированная последовательность операций
3. автоматические сборочные машины
4. определенные химические процессы
5. станок с числовым программным управлением
6. потерянное производственное время
7. разнообразная продукция

*Задание 4. Explain in English what does the following mean?*

1. automation technology
2. fixed automation
3. assembly machines
4. non-productive time
5. programmable automation
6. computer terminal

Критерии:

Оценка «5» - Поставленные задачи (составление аргументированных монологических высказываний, выполнение лексико-грамматических упражнений, чтение, перевод текста, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

### **Практическое занятие № 69**

**Тема: Автоматизация в промышленности**

**Цель: Чтение текста, монолог по теме «The impact of Automation in our life»**

**Задание: 1) Переведите текст на русский язык, обращая внимание на раздел «Vocabulary» после текста.**

**2) Подготовьте сообщение на тему «The impact of Automation in our life», используя активную лексику текста.**

#### **The impact of Automation in our life**

Automation is the system of manufacture performing certain tasks, previously done by people, by machines only. The sequences of operations are controlled automatically.

The term automation is also used to describe non-manufacturing systems in which automatic devices can operate independently of human control.

Automated manufacturing had several steps in its development. Mechanization was the first step necessary in the development of automation. The simplification of work made it possible to design and build machines that resembled the motions of the worker. These specialized machines were motorized and they had better production efficiency.

Industrial robots, originally designed only to perform simple tasks in environments dangerous to human workers, are now widely used to transfer, manipulate, and position both light and heavy workpieces performing all the functions of a transfer machine.

In the 1920s the automobile industry for the first time used an integrated system of production. This method of production was adopted by most car manufacturers and became known as Detroit automation.

The feedback principle is used in all automatic-control mechanisms when machines have ability to correct themselves. The feedback principle has been used for centuries. An outstanding early example is the flyball governor, invented in 1788 by James Watt to control the speed of the steam engine.

Using feedback devices, machines can start, stop, speed up, slow down, count, inspect, test, compare, and measure. These operations are commonly applied to a wide variety of production operations.

Computers have greatly facilitated the use of feedback in manufacturing processes.

Another development using automation are the flexible manufacturing systems (FMS). A computer in FMS can be used to monitor and control the operation of the whole factory.

Automation has also had an influence on the areas of the economy other than manufacturing. Small computers are used in systems called word processors, which are rapidly becoming a standard part of the modern office. They are used to edit texts, to type letters and so on.

The automation technology in manufacturing and assembly is widely used in car and other consumer product industries.

Nevertheless, each industry has its own concept of automation that answers its particular production needs.

### Vocabulary

manufacture - производство

previously - ранее

sequence - последовательность

non-manufacturing - непроизводственный

independently - независимо

development - развитие

simplification - упрощение

to resemble - походить

efficiency - эффективность

environment - окружение

dangerous - опасный

workpieces - заготовки

feedback principle — принцип обратной связи

ability - способность

flyball governor — центробежный регулятор

steam engine - паровоз

commonly — обычно, обыкновенно

apply – употреблять, применять

to facilitate - способствовать

influence - влияние

rapidly - быстро

edit - редактировать

consumer product industries - отрасли экономики по производству потребительских товаров

nevertheless — несмотря на, однако

particular - особый

production needs — производственные нужды

Критерии:

Оценка «5» - Поставленные задачи (составление аргументированных монологических высказываний, выполнение лексико-грамматических упражнений, чтение, перевод текста, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

Оценка «2» - Коммуникативная задача не решена ввиду большого количества лексико-



грамматических ошибок или недостаточного объема текста.

## Практическое занятие № 70

**Тема:** «Modern Technology. Моя практика на предприятии»

**Цель:** Формирование знаний о современных технологиях, о преимуществах и недостатках мобильных телефонов

Совершенствование монологических навыков по теме.

Активизация лексики по теме в аргументированных высказываниях.

Оборудование: 1. Учебники; 2. Раздаточный материал; 3. Интернет-ресурсы.

**Задание 1.** Прочитайте и переведите текст «The Advantages and Disadvantages of Modern Technology» (35 минут):

Technology is known to impact the world to a startling degree. For example, businesspeople around the globe use computers to perform work-related tasks. Some of the impacts of modern technology are positive, but others are not. Person's looking at a list of the advantages and disadvantages of technology is useful because it provides a means by which an individual may assess whether technology implementation is worth potential risks.

An increase in technology generally means that tasks are completed faster and more efficiently. From the business standpoint, this is definitely an advantage, since increased productivity means better sales, services or manufacturing.

When an organization uses technology properly, the technology typically cuts the number of hours that need to be worked. This increases profit for the organization because it doesn't need to pay workers to remain on the job site. However, if the technology cut the number of hours drastically enough, some individuals might lose their jobs entirely because the technology essentially completed the tasks that the employee originally had done. Factories are the best example of this - as more and more robots complete assembly line tasks in an automated way, there's less of a need for physical workers. According to Small Business Bible, jobs are created by technology too, such as information technology specialist positions.

It is debatable whether or not technology is financially a disadvantage or advantage. On one hand, technology is cost effective, according to Small Business Bible - technology may boost revenue and profit through increased efficiency, productivity and limited man hours. However, a business may lose this revenue and profit simply because they have to support and update all of the technology they use. For example, a business might reduce the number of office employee hours with a handful of software programs, unless it then had to pay a technology consultant fees for installing and answering questions about how to use the programs.

An organization using technology to an excessive degree (e.g., when most operations are automated, more machines are used than employees, the majority of employees are in tech support, or everyone is required to use phones, computers, etc.), it may lose the personal appeal it had. Others may shy away from the organization because they want to do business or communicate with a real person and not a machine.

Technology may cause numerous health problems. For example, scientists, researchers and doctors are concerned about the links between technology, obesity/heart problems, eye strain, deafness and muscle issues. Waste from technology such as the used fuel and emissions from factory machines is considered to be the main source of polluting the environment, disturbing ecosystems and making people sick.

**Задание 2.** Определите, соответствуют ли ниже приведенные высказывания прочитанному тексту: верно/неверно/в тексте нет информации (15 минут):

1. Businesspeople around the world apply typewriting machines to perform work-related tasks.
2. All impacts of modern technology are positive.
3. When the tasks are completed faster and more efficiently it means that sales, services and

manufacturing are better.

4. If the organization doesn't need to pay workers to remain on the job site, it will increase its profits.
5. The most important role for modern technology is played by automation.
6. They suggested that the question of applying the new means of communication should be discussed at once.
7. Without satellites and spaceships the investigation of outer space wouldn't have been carried out.
8. Provided you had used the satellite communication system, you could have hold a telebridge with the USA.
9. One of the characteristic features of the present century is the extent to which knowledge is used to serve various human purposes.
10. The expansion of scientific activities is known to open up prospects for the transformation of technology and production stimulated by science.

**Задание 3.** Вставьте следующие выражения в текст, данный ниже (20 минут):

1. trying to persuade people to do more with their phones than just call and text
2. that there would be more phones in the UK than there are people
3. and relying instead on actual call charges
4. that mobile phones would have over the next quarter century
5. the leap from phones as technology to phones as fashion items
6. and his son was making the first-ever mobile phone call in the UK
7. the move to digital technology, connecting machines to wireless networks

Mobile phones

On New Year's Day, 1985, Michael Harrison phoned his father, Sir Ernest, to wish him a happy new year. Sir Ernest was chairman of Racal Electronics, the owner of Vodafone, A \_\_\_\_\_ .

At the time, mobile phones weighed almost a kilogram, cost several thousand pounds and provided only 20 minutes talktime. The networks themselves were small; Vodafone had just a dozen masts covering London. Nobody had any idea of the huge potential of wireless communication and the dramatic impact B \_\_\_\_\_ .

Hardly anyone believed there would come a day when mobile phones were so popular C \_\_\_\_\_. But in 1999 one mobile phone was sold in the UK every four seconds, and by 2004 there were more mobile phones in the UK than people. The boom was a result of increased competition which pushed prices lower and created innovations in the way that mobiles were sold.

When the government introduced more competition, companies started cutting prices to attract more customers. Cellnet, for example, changed its prices, D \_\_\_\_\_ . It also introduced local call tariffs.

The way that handsets themselves were marketed was also changing and it was Finland's Nokia who made E \_\_\_\_\_. In the late 1990s Nokia realized that the mobile phone was a fashion item: so it offered interchangeable covers which allowed you to customize and personalize your handset.

The mobile phone industry has spent the later part of the past decade reducing its monthly charge F \_\_\_\_\_ , which has culminated in the fight between the iPhone and a succession of touch screen rivals.

**Задание 4.** Составьте диалоги о вашей производственной практике на предприятии. (20 минут)

Критерии:

Оценка «5» - Поставленные задачи (составление аргументированных монологических высказываний, составление вопросов, чтение, перевод текста, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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

Контрольные вопросы:

1. Are all impacts of modern technology useful? 2. What means an increase in technology? 3. What happens when an organization uses properly? 4. Are impacts of modern technologies always positive? 5. What problems may technology cause?
6. What advantages and disadvantages of mobile phones can you name? 7. Why may mobile phones be menace?

## Практическое занятие № 71

**Тема: Отраслевые выставки.**

**Цель:** Формирование знаний по специальности 11.02.17 Разработка электронных устройств и систем.

Совершенствование диалогических навыков по теме.

Активизация лексики по теме в аргументированных высказываниях.

**Оборудование: 1. Учебники; 2. Раздаточный материал; 3. Интернет-ресурсы.**

**Задание 1. Прочитайте и переведите текст «My future career» («My future profession»)**

**(35 минут):**

### **Electrical and Electronics Engineering**

This is the widest field of engineering, concerned with systems and devices that use electric power and signals. Among the most important subjects in the field are electric power and machinery, electronic circuits, control systems, computer design, superconductors, solid-state electronics, robotics, lasers, radar, consumer electronics, and fiber optics.

Electrical engineering can be divided into four main branches: electric power and machinery, electronics, communications and control, and computers.

### **Electronic Engineering**

Electronic Engineering deals with the research, design and application of circuits and devices used in the transmission and processing information.

The revolution in electronics is the trend towards integrating electronic devices on a single tiny chip of silicon or some other semiconductive material. Much of the research in electronics is directed towards creating even smaller chips, faster switching of components, and three-dimensional integrated circuits.

### **Skills**

Troubleshooting — Determining causes of operating errors and deciding what to do about it.

Repairing — Repairing machines or systems using the needed tools.

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Operation Monitoring — Watching gauges, dials, or other indicators to make sure a machine is working properly.

Quality Control Analysis — Conducting tests and inspections of products, services, or processes to evaluate quality or performance.

Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.

Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

Equipment Maintenance — Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.

Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.

**Задание 2. Составьте диалоги по следующим темам, используя текст, данный выше и собственную аргументацию (20 минут):**

1. Возможности и перспективы профессии «электромонтёр»; 2. Задачи, выполняемые электромонтёрами; 3. Технологии и инструменты, используемые людьми данной профессии; 4. Знания и умения, необходимые электромонтёрам.

**Задание 3. Инсценируйте диалоги (15 минут).**

**Задание 4. Составьте 10 вопросов по тексту (20 минут).**

**Задание 5. Прочитайте и переведите текст «My future career» (35 минут):**

Electrical and Electronics Engineering

This is the widest field of engineering, concerned with systems and devices that use electric power and signals. Among the most important subjects in the field are electric power and machinery, electronic circuits, control systems, computer design, superconductors, solid-state electronics, robotics, lasers, radar, consumer electronics, and fiber optics.

Electrical engineering can be divided into four main branches: electric power and machinery, electronics, communications and control, and computers.

Electronic Engineering

Electronic Engineering deals with the research, design and application of circuits and devices used in the transmission and processing information.

The revolution in electronics is the trend towards integrating electronic devices on a single tiny chip of silicon or some other semiconductive material. Much of the research in electronics is directed towards creating even smaller chips, faster switching of components, and three-dimensional integrated circuits.

Skills

Troubleshooting — Determining causes of operating errors and deciding what to do about it.

Repairing — Repairing machines or systems using the needed tools.

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Operation Monitoring — Watching gauges, dials, or other indicators to make sure a machine is working properly.

Quality Control Analysis — Conducting tests and inspections of products, services, or processes to evaluate quality or performance.

Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.

Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

Equipment Maintenance — Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.

Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.

**Задание 6.** Составьте диалоги по следующим темам, используя текст, данный выше и собственную аргументацию (20 минут):

1. Возможности и перспективы профессии «электромонтёр»; 2. Задачи, выполняемые электромонтёрами; 3. Технологии и инструменты, используемые людьми данной профессии; 4. Знания и умения, необходимые электромонтёрам.

Задание 3. Инсценируйте диалоги (15 минут).

Задание 4. Составьте 10 вопросов по тексту (20 минут).

Критерии:

Оценка «5» - Поставленные задачи (составление аргументированных монологических высказываний, составление вопросов, чтение, перевод текста, ответы на вопросы) решены полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

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

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

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Литература, рекомендуемая к выполнению практической работы:

**Контрольные вопросы(1):**

1. Will you work as an electrician in the future? 2. Are all impacts of modern electrical technology useful? 3. What means an increase in the electric technology? 4. What happens when an organization uses properly? 5. Are impacts of modern technologies always positive? 6. What problems may technology cause?

**Контрольные вопросы(2):**

1. Will you work as an electrician in the future? 2. Are all impacts of modern electrical technology useful? 3. What means an increase in the electric technology? 4. What happens when an organization uses properly? 5. Are impacts of modern technologies always positive? 6. What problems may technology cause?

## Занятие № 72

Тема: «Зачётная(контрольная) работа»

Цель: Контроль знаний

Оборудование: Раздаточный материал по КИМ.