

Министерство общего и профессионального образования РО  
государственное бюджетное профессиональное образовательное  
учреждение Ростовской области  
«Морозовский агропромышленный техникум»

РАССМОТРЕНО

на заседании цикловой методической комиссии  
общеобразовательных дисциплин

Протокол № 1 от 31.08 2021 г.

Председатель ЦМК Калмухамбетова О.М.

«УТВЕРЖДАЮ»

Зам. директора по УПР

Бирюков А.В.

«31» 08 2021 г.

# КОМПЛЕКТ КОНТРОЛЬНО-ИЗМЕРИТЕЛЬНЫХ МАТЕРИАЛОВ

ОУД. 04 ИНОСТРАННЫЙ ЯЗЫК

для специальности среднего профессионального образования

социально-экономического профиля:

40.02.01 Право и организация социального обеспечения

Пос. Озерный  
2021 г.

Комплект контрольно-измерительных материалов разработан на основе Федерального государственного образовательного стандарта (ФГОС) по специальности среднего образования (СПО): «Право и организация социального обеспечения – 40.02.01»

Организация-разработчик: ГБПОУ РО «МАПТ»

Разработчик:

Скоробогаткина Виктория Валерьевна, преподаватель английского языка ГБПОУ РО «МАПТ»

Такташова Светлана Владимировна, преподаватель английского языка ГБПОУ РО «МАПТ»

## СОДЕРЖАНИЕ

1. Паспорт комплекта контрольно-оценочных материалов
2. Характеристика основных видов учебной деятельности обучающихся.  
Формы и методы контроля и оценки результатов обучения
2. 1. Критерии формирования оценок
3. Контрольно-измерительные материалы для оценки освоения учебной дисциплины
4. Контрольно-измерительные материалы для промежуточной аттестации по учебной дисциплине

## 1. ПАСПОРТ КОМПЛЕКТА КОНТРОЛЬНО-ОЦЕНОЧНЫХ СРЕДСТВ

Контрольно-измерительные материалы (КИМы) предназначены для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины Английский язык

КИМы включают контрольные материалы для проведения текущего контроля и промежуточной аттестации.

В результате освоения учебной дисциплины Английский язык обучающийся должен овладеть определенными видами деятельности (на уровне учебных действий):

### *личностных:*

- сформированность ценностного отношения к языку как культурному феномену и средству отображения развития общества, его истории и духовной культуры;
- сформированность широкого представления о достижениях национальных культур, о роли английского языка и культуры в развитии мировой культуры;
- развитие интереса и способности к наблюдению за иным способом мировидения;
- осознание своего места в поликультурном мире; готовность и способность вести диалог на английском языке с представителями других культур, достигать взаимопонимания, находить общие цели и сотрудничать в различных областях для их достижения; умение проявлять толерантность к другому образу мыслей, к иной позиции партнера по общению;
- готовность и способность к непрерывному образованию, включая самообразование, как в профессиональной области с использованием английского языка, так и в сфере английского языка;

### *метапредметных:*

- умение самостоятельно выбирать успешные коммуникативные стратегии в различных ситуациях общения;
- владение навыками проектной деятельности, моделирующей реальные ситуации межкультурной коммуникации;
- умение организовать коммуникативную деятельность, продуктивно общаться и взаимодействовать с ее участниками, учитывать их позиции, эффективно разрешать конфликты;
- умение ясно, логично и точно излагать свою точку зрения, используя адекватные языковые средства;

### *предметных:*

- сформированность коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации, как инструмента межкультурного общения в современном поликультурном мире;
- владение знаниями о социокультурной специфике англоговорящих стран и умение строить свое речевое и неречевое поведение адекватно этой специфике; умение выделять общее и различное в культуре родной страны и англоговорящих стран;
- достижение порогового уровня владения английским языком, позволяющего выпускникам общаться в устной и письменной формах как с носителями английского языка, так и с представителями других стран, использующими данный язык как средство общения;
- сформированность умения использовать английский язык как средство для получения информации из англоязычных источников в образовательных и самообразовательных целях.

<b>Код компетенции</b>	<b>Формулировка компетенции</b>
ОК 1.	Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес
ОК 2.	Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество
ОК 3.	Принимать решения в стандартных и нестандартных ситуациях и нести за них ответственность
ОК 4.	Осуществлять поиск и использование информации, необходимой для эффективного выполнения профессиональных задач, профессионального и личностного развития
ОК 5.	Владеть информационной культурой, анализировать и оценивать информацию с использованием информационно-коммуникационных технологий
ОК 6.	Работать в коллективе и команде, эффективно общаться с коллегами, руководством, потребителями
ОК 7.	Брать на себя ответственность за работу членов команды (подчиненных), результат выполнения заданий
ОК 8.	Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации
ОК 9.	Ориентироваться в условиях частой смены технологий в профессиональной деятельности

<b>Код Личностного результата</b>	<b>Формулировка личностного результата</b>
ЛР 01	Российскую гражданскую идентичность, патриотизм, уважение к своему народу, чувства ответственности перед Родиной, гордости за свой край, свою Родину, прошлое и настоящее многонационального народа России, уважение государственных символов (герб, флаг, гимн)
ЛР 02	Гражданскую позицию как активного и ответственного члена российского общества, осознающего свои конституционные права и обязанности, уважающего закон и правопорядок, обладающего чувством собственного достоинства, осознанно принимающего традиционные национальные и общечеловеческие гуманистические и демократические ценности
ЛР 04	Сформированность мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, а также различных форм общественного сознания, осознание своего места в поликультурном мире
ЛР 05	Сформированность основ саморазвития и самовоспитания в соответствии с общечеловеческими ценностями и идеалами гражданского общества; готовность и способность к самостоятельной, творческой и ответственной деятельности
ЛР 06	Толерантное сознание и поведение в поликультурном мире, готовность и способность вести диалог с другими людьми, достигать в нем взаимопонимания, находить общие цели и сотрудничать для их достижения, способность противостоять идеологии экстремизма, национализма, ксенофобии, дискриминации по социальным, религиозным, расовым, национальным признакам и другим негативным

	социальным явлениям
ЛР 07	Навыки сотрудничества со сверстниками, детьми младшего возраста, взрослыми в образовательной, общественно полезной, учебно-исследовательской, проектной и других видах деятельности
ЛР 08	Нравственное сознание и поведение на основе усвоения общечеловеческих ценностей
ЛР 09	Готовность и способность к образованию, в том числе самообразованию, на протяжении всей жизни; сознательное отношение к непрерывному образованию как условию успешной профессиональной и общественной деятельности
ЛР 10	Эстетическое отношение к миру, включая эстетику быта, научного и технического творчества, спорта, общественных отношений
ЛР 11	Принятие и реализацию ценностей здорового и безопасного образа жизни, потребности в физическом самосовершенствовании, занятиях спортивно-оздоровительной деятельностью, неприятие вредных привычек: курения, употребления алкоголя, наркотиков
ЛР 12	Бережное, ответственное и компетентное отношение к физическому и психологическому здоровью, как собственному, так и других людей, умение оказывать первую помощь
ЛР 13	Осознанный выбор будущей профессии и возможностей реализации собственных жизненных планов; отношение к профессиональной деятельности как возможности участия в решении личных, общественных, государственных, общенациональных проблем
ЛР 14	Сформированность экологического мышления, понимания влияния социально-экономических процессов на состояние природной и социальной среды; приобретение опыта эколого-направленной деятельности
ЛР 15	Ответственное отношение к созданию семьи на основе осознанного принятия ценностей семейной жизни

Формой промежуточной аттестации по учебной дисциплине является дифференцированный зачет

## 2. ХАРАКТЕРИСТИКА ОСНОВНЫХ ВИДОВ УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ СТУДЕНТОВ

### Контроль и оценка результатов освоения учебной дисциплины

Содержание обучения, темы, дидактические единицы	Характеристика основных видов деятельности обучающегося (на уровне учебных действий)	Формы и методы контроля и оценки результатов обучения
<b>Аудирование</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Выделять наиболее существенные элементы сообщения.</li> <li><input type="checkbox"/> Извлекать необходимую информацию.</li> <li><input type="checkbox"/> Отделять объективную информацию субъективной.</li> <li><input type="checkbox"/> Адаптироваться к индивидуальным особенностям говорящего, его темпу речи.</li> <li><input type="checkbox"/> Пользоваться языковой и контекстуальной догадкой, прогнозированием.</li> <li><input type="checkbox"/> Получать дополнительную информацию уточнять полученную с помощью переспроса или просьбы.</li> <li><input type="checkbox"/> Выражать свое отношение (согласие, несогласие) к прослушанной информации, обосновывая его.</li> <li><input type="checkbox"/> Составлять реферат, аннотацию прослушанного текста; составлять таблицу, схему на основе информации из текста.</li> <li><input type="checkbox"/> Передавать на английском языке (устно или письменно) содержание услышанного</li> </ul>	<ol style="list-style-type: none"> <li>1. Диалоги по теме</li> <li>2. Лексические диктанты.</li> <li>3. Грамматическое упражнение</li> <li>4. Сообщения, рефераты, доклады.</li> <li>5. Тестирования</li> <li>6. Беседы</li> <li>5. Презентации</li> <li>6. Пересказы текста.</li> <li>7. Чтение и переводы текстов</li> <li>8. Дискуссии</li> <li>9. Устный опрос</li> <li>10. Контрольные работы</li> </ol>
<b>Говорение:</b>  Монологическая речь	<ul style="list-style-type: none"> <li><input type="checkbox"/> Осуществлять неподготовленное высказывание на заданную тему или в соответствии с ситуацией.</li> <li><input type="checkbox"/> Делать подготовленное сообщение (краткое, развернутое) различного характера (описание, повествование, характеристика, рассуждение) на заданную тему или в соответствии с ситуацией с использованием различных источников информации (в том числе презентацию, доклад, обзор, устный реферат); приводить аргументацию и делать заключения.</li> <li><input type="checkbox"/> Делать развернутое сообщение, содержащее выражение собственной точки зрения, оценку передаваемой информации.</li> <li><input type="checkbox"/> Комментировать услышанное/увиденное/прочитанное.</li> <li><input type="checkbox"/> Составлять устный реферат услышанного или прочитанного текста.</li> <li><input type="checkbox"/> Составлять вопросы для интервью.</li> <li><input type="checkbox"/> Давать определения известным явлениям, понятиям, предметам.</li> <li><input type="checkbox"/> Уточнять и дополнять сказанное.</li> <li><input type="checkbox"/> Использовать адекватные эмоционально-экспрессивные средства, мимику и жесты.</li> <li><input type="checkbox"/> Соблюдать логику и последовательность высказываний.</li> <li><input type="checkbox"/> Использовать монологические высказывания (развернутые реплики) в диалогической речи.</li> </ul>	
Диалогическая речь	<ul style="list-style-type: none"> <li><input type="checkbox"/> Принимать участие в диалогах (полилогах) различных видов (диалог-рассуждение, диалог-расспрос, диалог-побуждение, диалог – обмен информацией, диалог – обмен мнениями, дискуссия, полемика) на заданную тему или в соответствии с ситуацией; приводить аргументацию и делать заключения.</li> <li><input type="checkbox"/> Выражать отношение (оценку, согласие, несогласие) к высказываниям партнера.</li> <li><input type="checkbox"/> Проводить интервью на заданную тему.</li> <li><input type="checkbox"/> Запрашивать необходимую информацию.</li> <li><input type="checkbox"/> Задавать вопросы, пользоваться переспросами.</li> </ul>	

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Уточнять и дополнять сказанное, пользоваться перифразами.</li> <li><input type="checkbox"/> Инициировать общение, проявлять инициативу, обращаться за помощью к партнеру, подхватывать и дополнять его мысль, корректно прерывать партнера, менять тему разговора, завершать разговор.</li> <li><input type="checkbox"/> Использовать адекватные эмоционально-экспрессивные средства, мимику и жесты.</li> <li><input type="checkbox"/> Соблюдать логику и последовательность высказываний.</li> <li><input type="checkbox"/> Концентрировать и распределять внимание в процессе общения.</li> <li><input type="checkbox"/> Быстро реагировать на реплики партнера.</li> <li><input type="checkbox"/> Использовать монологические высказывания (развернутые реплики) в диалогической речи</li> </ul>	
<p><b>Чтение:</b> Просмотровое</p> <p>Поисковое</p> <p>Ознакомительное</p> <p>Изучающее</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Определять тип и структурно-композиционные особенности текста.</li> <li><input type="checkbox"/> Получать самое общее представление о содержании текста, прогнозировать его содержание по заголовку, известным понятиям, терминам, географическим названиям, именам собственным.</li> <li><input type="checkbox"/> Извлекать из текста наиболее важную информацию.</li> <li><input type="checkbox"/> Находить информацию, относящуюся к определенной теме или отвечающую определенным критериям.</li> <li><input type="checkbox"/> Находить фрагменты текста, требующие детального изучения.</li> <li><input type="checkbox"/> Группировать информацию по определенным признакам.</li> <li><input type="checkbox"/> Использовать полученную информацию в других видах деятельности (например, в докладе, учебном проекте, ролевой игре).</li> <li><input type="checkbox"/> Понимать основное содержание текста, определять его главную мысль.</li> <li><input type="checkbox"/> Оценивать и интерпретировать содержание текста, высказывать свое отношение к нему.</li> <li><input type="checkbox"/> Обобщать информацию, полученную из текста, классифицировать ее, делать выводы.</li> <li><input type="checkbox"/> Использовать полученную информацию в других видах деятельности (например, в докладе, учебном проекте, ролевой игре).</li> <li><input type="checkbox"/> Полно и точно понимать содержание текста, в том числе с помощью словаря.</li> <li><input type="checkbox"/> Оценивать и интерпретировать содержание текста, высказывать свое отношение к нему.</li> <li><input type="checkbox"/> Обобщать информацию, полученную из текста, классифицировать ее, делать выводы.</li> <li><input type="checkbox"/> Отделять объективную информацию от субъективной.</li> <li><input type="checkbox"/> Устанавливать причинно-следственные связи.</li> <li><input type="checkbox"/> Извлекать необходимую информацию.</li> <li><input type="checkbox"/> Составлять реферат, аннотацию текста.</li> <li><input type="checkbox"/> Составлять таблицу, схему с использованием информации из текста</li> </ul>	
<p><b>Письмо</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Описывать различные события, факты, явления, комментировать их, делать обобщения и выводы.</li> <li><input type="checkbox"/> Выражать и обосновывать свою точку зрения с использованием эмоционально-оценочных средств.</li> <li><input type="checkbox"/> Использовать образец в качестве опоры для составления собственного текста (например, справочного или энциклопедического характера).</li> </ul>	

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Писать письма и заявления, в том числе электронные, личного и делового характера с соблюдением правил оформления таких писем.</li> <li><input type="checkbox"/> Запрашивать интересующую информацию.</li> <li><input type="checkbox"/> Заполнять анкеты, бланки сведениями личного или делового характера, числовыми данными.</li> <li><input type="checkbox"/> Составлять резюме.</li> <li><input type="checkbox"/> Составлять рекламные объявления.</li> <li><input type="checkbox"/> Составлять описания вакансий.</li> <li><input type="checkbox"/> Составлять несложные рецепты приготовления блюд.</li> <li><input type="checkbox"/> Составлять простые технические спецификации, инструкции по эксплуатации.</li> <li><input type="checkbox"/> Составлять расписание на день, списки дел, покупок и др.</li> <li><input type="checkbox"/> Писать сценарии, программы, планы различных мероприятий (например, экскурсии, урока, лекции).</li> <li><input type="checkbox"/> Фиксировать основные сведения в процессе чтения или прослушивания текста, в том числе в виде таблицы, схемы, графика.</li> <li><input type="checkbox"/> Составлять развернутый план, конспект, реферат, аннотацию устного выступления или печатного текста, в том числе для дальнейшего использования в устной и письменной речи (например, в докладах, интервью, собеседованиях, совещаниях, переговорах).</li> <li><input type="checkbox"/> Делать письменный пересказ текста; писать эссе (содержащие описание, повествование, рассуждение), обзоры, рецензии.</li> <li><input type="checkbox"/> Составлять буклет, брошюру, каталог (например, с туристической информацией, меню, сводом правил).</li> <li><input type="checkbox"/> Готовить текст презентации с использованием технических средств.</li> </ul>	
<b>РЕЧЕВЫЕ НАВЫКИ И УМЕНИЯ</b>		
<b>Лексические навыки</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Правильно употреблять лексику в зависимости от коммуникативного намерения; обладать быстрой реакцией при выборе лексических единиц.</li> <li><input type="checkbox"/> Правильно сочетать слова в синтагмах и предложениях.</li> <li><input type="checkbox"/> Использовать служебные слова для организации сочинительной и подчинительной связи в предложении, а также логической связи предложений в устном и письменном тексте</li> <li><input type="checkbox"/> Выбирать наиболее подходящий или корректный для конкретной ситуации синоним или</li> <li><input type="checkbox"/> Распознавать на письме и в речевом потоке изученные лексические единицы.</li> <li><input type="checkbox"/> Определять значения и грамматическую функцию слов, опираясь на правила словообразования в английском языке (аффиксация, конверсия, заимствование).</li> <li><input type="checkbox"/> Различать сходные по написанию и звучанию слова.</li> <li><input type="checkbox"/> Пользоваться контекстом, прогнозированием и речевой догадкой при восприятии письменных и устных текстов.</li> <li><input type="checkbox"/> Определять происхождение слов с помощью словаря</li> <li><input type="checkbox"/> Уметь расшифровывать некоторые аббревиатуры</li> </ul>	
<b>Грамматические навыки</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Знать основные различия систем английского и русского языков: наличие грамматических явлений, не присущих русскому языку (артикл, герундий др.);</li> <li><input type="checkbox"/> различия в общих для обоих языков грамматических явлениях (род существительных, притяжательный падеж, видовременные формы, построение отрицательных и вопросительных предложений, порядок членов предложения и др.).</li> <li><input type="checkbox"/> правильно пользоваться основными грамматическими средствами английского языка (средства атрибуции, выражения количества, сравнения, модальности, образа и цели действия, выражения просьбы, совета и др.).</li> <li><input type="checkbox"/> Формулировать грамматические правила, в том числе с использованием графической опоры (образца, схемы, таблицы).</li> <li><input type="checkbox"/> Распознавать, образовывать и правильно употреблять в речи основные морфологические формы и синтаксические конструкции в</li> </ul>	

	<p>зависимости от ситуации общения (например, сокращенные формы, широко употребительные в разговорной речи и имеющие ограниченное применение в официальной речи).</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Знать особенности грамматического оформления устных и письменных текстов; уметь изменять грамматическое оформление высказывания в зависимости от коммуникативного намерения.</li> <li><input type="checkbox"/> Различать сходные по форме и звучанию грамматические явления</li> <li><input type="checkbox"/> Прогнозировать грамматические формы незнакомого слова или конструкции, зная правило их образования либо сопоставляя с формами известного слова или конструкции (например, прогнозирование формы множественного числа существительного по окончанию его начальной формы).</li> <li><input type="checkbox"/> Определять структуру простого и сложного предложения, устанавливать логические, временные, причинно-следственные, сочинительные, подчинительные и другие связи и отношения между элементами предложения и текста.</li> </ul>	
<b>Орфографические навыки</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Усвоить правописание слов, предназначенных для продуктивного усвоения.</li> <li><input type="checkbox"/> Применять правила орфографии и пунктуации в речи.</li> <li><input type="checkbox"/> Знать основные различия в орфографии и пунктуации британского и американского вариантов английского языка.</li> <li><input type="checkbox"/> Проверять написание и перенос слов по словарю.</li> </ul>	
<b>Произносительные навыки</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Владеть Международным фонетическим алфавитом, уметь читать слова в транскрипционной записи.</li> <li><input type="checkbox"/> Знать технику артикулирования отдельных звуков и звукосочетаний.</li> <li><input type="checkbox"/> Формулировать правила чтения гласных и согласных букв и буквосочетаний; знать типы слогов;</li> <li><input type="checkbox"/> Соблюдать ударения в словах и фразах.</li> <li><input type="checkbox"/> Знать ритмико-интонационные особенности различных типов предложений: повествовательного (побудительного; вопросительного, включая разделительный и риторический вопросы; восклицательного).</li> </ul>	
<b>Специальные Навыки и умения</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Пользоваться толковыми, двуязычными словарями и другими справочными материалами, в том числе мультимедийными, а также поисковыми отношениями (оценки, согласия, несогласия) к утверждениям, системами и ресурсами в сети Интернет.</li> <li><input type="checkbox"/> Составлять асоциограммы и разрабатывать мнемонические средства для закрепления лексики, запоминания грамматических правил и др.</li> </ul>	

## **2.1 КРИТЕРИИ ФОРМИРОВАНИЯ ОЦЕНОК (по всем запланированным формам контроля)**

### **Критерии оценки устных ответов обучающихся:**

**Отметка "5"** ставится, если студент:

- 1) полно излагает изученный материал, даёт правильное определение языковых понятий;
- 2) обнаруживает понимание материала, может обосновать свои суждения, применить знания на практике, привести необходимые примеры не только по учебнику, но и самостоятельно составленные;
- 3) излагает материал последовательно и правильно с точки зрения норм литературного языка.

**Отметка "4"** ставится, если студент даёт ответ, удовлетворяющий тем же требованиям, что и для отметки "5", но допускает 1-2 ошибки, которые сам же исправляет, и 1-2 недочёта в последовательности и языковом оформлении излагаемого.

**Отметка "3"** ставится, если студент обнаруживает знание и понимание основных положений данной темы, но:

- 1) излагает материал неполно и допускает неточности в определении понятий или формулировке правил;
- 2) не умеет достаточно глубоко и доказательно обосновать свои суждения и привести свои примеры;
- 3) излагает материал непоследовательно и допускает ошибки в языковом оформлении излагаемого.

**Отметка "2"** ставится, если студент обнаруживает незнание большей части соответствующего раздела изучаемого материала, допускает ошибки в формулировке определений и правил, искажающие их смысл, беспорядочно и неуверенно излагает материал. Оценка "2" отмечает такие недостатки в подготовке студента, которые являются серьёзным препятствием к успешному овладению последующим материалом.

**Отметка ("5", "4", "3")** может ставиться не только за единовременный ответ (когда на проверку подготовки ученика отводится определенное время), но и за рассредоточенный во времени, т.е. за сумму ответов, данных учеником на протяжении урока (выводится поурочный балл), при условии, если в процессе урока не только заслушивались ответы учащегося, но и осуществлялась проверка его умения применять знания на практике.

### **Критерии оценки тестов:**

- Более 84%- оценка 5
- от 71-83 %- оценка 4
- от 61-70% - оценка 3
- менее 60% - оценка 2

### **Критерии оценки контрольных работ.**

**Оценка "5"** ставится, если обучающийся:

1. выполнил работу без ошибок и недочетов;
2. допустил не более одного недочета.

**Оценка "4"** ставится,

если обучающийся выполнил работу полностью, но допустил в ней:

1. не более одной негрубой ошибки и одного недочета;
2. или не более двух недочетов.

**Оценка "3"** ставится,

если обучающийся правильно выполнил не менее половины работы или допустил:

1. не более двух грубых ошибок;
2. или не более одной грубой и одной негрубой ошибки и одного недочета;

3. или не более двух-трех негрубых ошибок;
4. или одной негрубой ошибки и трех недочетов;
5. или при отсутствии ошибок, но при наличии четырех-пяти недочетов.

#### **Оценка "2" ставится, если обучающийся:**

1. допустил число ошибок и недочетов превосходящее норму, при которой может быть выставлена оценка "3";
2. или если правильно выполнил менее половины работы.

#### **Оценка "1" ставится, если обучающийся:**

1. не приступал к выполнению работы;
2. или правильно выполнил не более 10 % всех заданий.

Примечание.

- 1) преподаватель имеет право поставить обучающемуся оценку выше той, которая предусмотрена нормами, если обучающимся оригинально выполнена работа.
- 2) Оценки с анализом доводятся до сведения обучающихся, как правило, на последующем уроке, предусматривается работа над ошибками, устранение пробелов.

### **Критерии оценки диалога**

Соответствие содержания диалога заданию: реплики соответствуют ситуации и типу диалога, соблюдается логичность в следовании реплик.

1. Взаимодействие в ведении беседы: умение начать, закончить разговор, адекватно реагировать на вопросы и комментарии, поддерживать разговор, сочетая обмен короткими репликами с более развернутым высказыванием, с выражением эмоций.
2. Лексическое оформление речи: словарный запас соответствует поставленной задаче, правильное использование лексики, отсутствие грубых лексических ошибок.
3. Грамматическое оформление речи: правильное использование изученных грамматических образцов.
4. Темп и выразительность речи, правильные произношение и интонация, отсутствие грубых фонематических ошибок.

#### **Дополнительная схема оценивания диалога 1 (диалог этикетного характера)**

1. Содержание.

1.1. Представление приехавшей "подруги" присутствующим на вокзале родственникам состоялось.

1.2. Выполнены все аспекты задания: приветствие, знакомство.

1.3. Высказывания связные, их последовательность логична.

1.4. Выдержаны нормы речевого этикета, характерные для ситуаций "Встреча со знакомым ровесником, "Знакомство со взрослым, с ровесником".

2. Взаимодействие с собеседником.

2.1. Иницирует беседу: начинает с приветствия, спрашивает, как дела, представляет членов своей семьи.

2.2. Поддерживает разговор: сочетает краткие реплики с более развернутой информацией ("Вот моя мама. Ее зовут...", "Это мой брат. Ему ... лет").

2.3. Соблюдает очередность в обмене репликами.

3. Лексика: достаточность для выполнения задания; легкость в подборе; точность в употреблении.

3.1. Грамматика: грамматические структуры употреблены без грубых ошибок.

3.2. Соблюдаются нормальный темп диалога, в целом правильные интонация и произношение.

#### **Дополнительная схема оценивания диалога 2 (диалог-расспрос)**

1. Содержание.

1.1. Информация, позволяющая приготовить подарок для брата/сестры "французского школьника", собрана.

1.2. Заданы все подходящие вопросы:

- о наличии брата или сестры
- о его/ее возрасте
- об интересах
- об имени

1.3. Реплики следуют логично.

1.4. Выдержаны нормы речевого этикета (как начать разговор, как поблагодарить за ответ).

2. Взаимодействие с собеседником.

2.1. Иницирует беседу: начинает разговор с просьбы ответить на вопросы, заканчивает разговор благодарностью за ответы.

2.2. Поддерживает разговор: реагирует на ответы, сочетает краткие реплики с более развернутой информацией (“Здорово! Мой брат тоже...”)

2.3. Соблюдает очередность в обмене репликами.

3. Лексика: достаточность для выполнения задания; легкость в подборе; точность в употреблении.

4. Грамматика: грамматические структуры употреблены без грубых ошибок.

5. Соблюдаются нормальный темп диалога, в целом правильные интонация и произношение.

### **Дополнительная схема оценивания диалога 3 (диалог-расспрос)**

1. Содержание.

1.1. Знакомство со всеми членами семьи “французского друга”, изображенными на фотографии, состоялось.

1.2. Обсуждены все аспекты, имеющие отношения к ситуации:

- кто из родственников
- где
- возраст
- имена
- интересы
- свойства характера

1.3. Реплики следуют логично.

1.4. Нормы вежливости при просьбе соблюдены.

2. Взаимодействие с собеседником.

2.1. Иницирует беседу: начинает разговор с просьбы показать фотографию, начинает запрос информации по фотографии, заканчивает разговор оценкой фотографии.

2.2. Поддерживает разговор, реагируя на информацию собеседника:

- употребляет уточняющие вопросы;
- выражает свою оценку услышанного или увиденного: (“Твоя сестра красивая”);
- добавляет информацию о себе и своей семье, используя средства логической связи: (“У меня тоже есть...”, “К сожалению, у меня нет...”)

2.3. Соблюдает очередность в обмене репликами.

3. Лексика: достаточность для выполнения задания; легкость в подборе; точность в употреблении.

4. Грамматика: использует структуры повествовательных предложений, общих и специальных вопросов соответствии с грамматической нормой

5. Соблюдаются нормальный темп диалога, в целом правильные интонация и произношение.

### **Критерии оценивания лексического диктанта (объем - 10 слов):**

0-1 ошибка – «5»

2-3 ошибки – «4»

4-5 ошибок – «3»

Более 5 ошибок – «2»

### **Критерии оценивания лексико-грамматического теста:**

- выполнено менее 50% - «2»
- выполнено 50-65% работы – «3»
- выполнено 66-94% работы - «4»
- выполнено 95-100% работы - «5»

**Критерии оценивания контрольного чтения:**

«5» - Речь воспринимается легко: необоснованные паузы отсутствуют; фразовое ударение и интонационные контуры, произношение слов практически без нарушений нормы; допускается одна фонетическая ошибка, искажающая смысл.

«4» - Речь воспринимается достаточно легко, однако присутствуют необоснованные паузы; фразовое ударение и интонационные контуры практически без нарушений нормы; допускается две фонетические ошибки, искажающие смысл.

«3» - Речь воспринимается с трудом из-за значительного количества неестественных пауз, запинок, неверной расстановки ударений и ошибок в произношении слов, допускается три фонетические ошибки, искажающие смысл.

«2» - Речь воспринимается с трудом из-за значительного количества неестественных пауз, запинок, неверной расстановки ударений и ошибок в произношении слов, сделано четыре и более фонетические ошибки, искажающие смысл.

**Устная речь (Объём высказывания не менее 5 фраз)**

«5» - Коммуникативная задача решена полностью, употребление лексики адекватно коммуникативной задаче, допускается одна лексико-грамматическая ошибка.

«4» - Коммуникативная задача решена полностью, но понимание текста незначительно затруднено наличием лексико-грамматических ошибок (не более 2).

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

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

**Критерии оценки для лексико-грамматических упражнений**

оценка	лексика	грамматика	фонетика и интонация	правописание
«5»	Ученик использует лексику и простые структуры отлично, также использует сложные семантические структуры.	Учащийся не допускает грамматические ошибки.	Ученик демонстрирует правильное и понятное произношение и ударение.	Ученик не допускает ошибки в правописании.
«4»	Ученик использует лексику и простые структуры правильно, допускает ошибки при использовании сложных семантических структуры.	Учащийся редко допускает грамматические ошибки.	Ученик демонстрирует правильное и понятное произношение и ударение с некоторыми ошибками, которые редко мешают пониманию.	Ученик редко допускает ошибки в правописании, которые не мешают пониманию.
«3»	Ученик использует лексику и простые структуры в основном правильно.	Учащийся допускает некоторые грамматические ошибки.	Ученик демонстрирует часто неправильное и непонятное произношение и ударение, которые иногда мешают	Ученик допускает ошибки в правописании, которые иногда мешают пониманию.

			пониманию.	
«2»	Ученик использует ограниченную лексику, не соответствующую уровню знания языка, допускает ошибки.	Учащийся часто допускает грамматические ошибки.	Ученик демонстрирует неправильное и непонятное произношение и ударение, которые мешают пониманию.	Ученик допускает ошибки в правописании, которые мешают пониманию.

### Критерии и показатели, используемые при оценивании учебного реферата

Критерии	Показатели
1. Новизна реферированного текста Макс. - 20 баллов	- актуальность проблемы и темы; - новизна и самостоятельность в постановке проблемы, в формулировании нового аспекта выбранной для анализа проблемы; - наличие авторской позиции, самостоятельность суждений.
2. Степень раскрытия сущности проблемы Макс. - 30 баллов	- соответствие плана теме реферата; - соответствие содержания теме и плану реферата; - полнота и глубина раскрытия основных понятий проблемы; - обоснованность способов и методов работы с материалом; - умение работать с литературой, систематизировать и структурировать материал; - умение обобщать, сопоставлять различные точки зрения по рассматриваемому вопросу, аргументировать основные положения и выводы.
3. Обоснованность выбора источников Макс. - 20 баллов	- круг, полнота использования литературных источников по проблеме; - привлечение новейших работ по проблеме (журнальные публикации, материалы сборников научных трудов и т.д.).
4. Соблюдение требований к оформлению Макс. - 15 баллов	- правильное оформление ссылок на используемую литературу; - грамотность и культура изложения; - владение терминологией и понятийным аппаратом проблемы; - соблюдение требований к объему реферата; - культура оформления: выделение абзацев.
5. Грамотность Макс. - 15 баллов	- отсутствие орфографических и синтаксических ошибок, стилистических погрешностей; - отсутствие опечаток, сокращений слов, кроме общепринятых; - литературный стиль.

### Оценивание реферата

Реферат оценивается по 100 балльной шкале, баллы переводятся в оценки успеваемости следующим образом:

- 86 – 100 баллов – «отлично»;
- 70 – 75 баллов – «хорошо»;
- 51 – 69 баллов – «удовлетворительно»;
- мене 51 балла – «неудовлетворительно».

Баллы учитываются в процессе текущей оценки знаний программного материала.

#### Критерии оценки докладов и сообщений.

«5» баллов ставится, в случае если выполнены все требования к написанию и защите: обозначена проблема и обоснована её актуальность, сделан краткий анализ различных точек зрения на рассматриваемую проблему и логично изложена собственная позиция, сформулированы выводы, тема

раскрыта полностью, выдержан объём, соблюдены требования к внешнему оформлению, даны правильные ответы на дополнительные вопросы.

''4'' балла – основные требования к докладу или сообщению и их защите выполнены, но при этом допущены недочёты.

В частности, имеются неточности в изложении материала; отсутствует логическая последовательность в суждениях; не выдержан объём; имеются упущения в оформлении; на дополнительные вопросы при защите даны неполные ответы.

''3'' балла – имеются существенные отступления от требований. В частности: тема освещена лишь частично; допущены фактические ошибки в содержании или при ответе на дополнительные вопросы; во время защиты отсутствует вывод.

''2'' балла – тема не раскрыта, обнаруживается существенное непонимание проблемы.

#### **Критерии оценки презентаций.**

''5'' баллов ставится, в случае если выполнены все требования к оформлению и защите: обозначена тема, изложена собственная позиция, сформулированы выводы, тема раскрыта полностью, выдержан объём, соблюдены требования к внешнему оформлению, даны правильные ответы на дополнительные вопросы.

''4'' балла – основные требования к презентации и ее защите выполнены, но при этом допущены недочёты.

В частности, имеются неточности в изложении материала; отсутствует логическая последовательность в суждениях; не выдержан объём; имеются упущения в оформлении; на дополнительные вопросы при защите даны неполные ответы.

''3'' балла – имеются существенные отступления от требований. В частности: тема освещена лишь частично; допущены фактические ошибки в содержании или при ответе на дополнительные вопросы; во время защиты отсутствует вывод.

''2'' балла – тема не раскрыта, обнаруживается существенное непонимание проблемы.

#### **Критерии оценки тестовой работы**

Расчет тестового балла проводится путем суммирования баллов за каждый раздел: чтение, грамматика и лексика, аудирование. Пересчет результата, полученного по столбальной шкале, производится по следующей схеме:

«2» - от 0 до 49 баллов

«3» - от 50 до 69 баллов

«4» - от 70 до 84 баллов

«5» - от 85 до 100 баллов

**Требования к оцениванию раздела «Письмо» включают в себя такие пункты, как :**

1. соответствие поставленной коммуникативной задаче
2. полнота раскрытия содержания
3. выбор правильного стиля речи
4. соблюдение норм вежливости
5. логичность высказывания
6. правильность использования средств логической связи
7. соответствие оформления текста нормам, принятым в стране изучаемого языка
8. разнообразие лексических средств
9. адекватность, разнообразие и сложность использования грамматических конструкций в соответствии с заданной коммуникативной ситуацией
10. правильно орфографического и пунктуационного оформления текста.

Расчет тестового балла проводится путем суммирования общих баллов за письменную работу:

1. письмо личного характера – 6 баллов: содержание, структура, грамматика и лексика по 2 балла

2. сочинение – 14 баллов: содержание, структура, грамматика, лексика – по 3 балла, орфография – 2 балла

**Шкала оценки образовательных достижений обучающихся  
по текущему контролю**

Процент результативности (правильных ответов)	Оценка уровня подготовки	
	балл (отметка)	вербальный аналог
90 ÷ 100	5	отлично
75 ÷ 89	4	хорошо
65 ÷ 74	3	удовлетворительно
менее 65	2	неудовлетворительно

**Критерий оценивания практических работ и устных ответов обучаемых**

Показателями оценки практических работ по учебной дисциплине являются:

- 1) языковая правильность и точность выполнения задания;
- 2) полнота выполнения задания;
- 3) соответствие поставленной цели или инструкции.

### 3. КОНТРОЛЬНО-ИЗМЕРИТЕЛЬНЫЕ МАТЕРИАЛЫ ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ И ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ПО УЧЕБНОЙ ДИСЦИПЛИНЕ

#### 3.1. Задания для проведения входного и текущего контроля

##### Входной контроль по учебной дисциплине

Формируемые ОК,ЛР: ОК 1-9, ЛР 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15

##### Вариант 1

#### ❖ ПРОЧИТАЙТЕ ТЕКСТ И ВЫПОЛНИТЕ ЗАДАНИЯ ПОСЛЕ НЕГО

Blind people can learn to type by feeling the keys but they can't find and correct a mistake. In order to help blind people use a computer Dr. Tom Vincent has made a system that reads aloud what has been typed.

He added a voice to a cheap microcomputer. "The computer is programmed to repeat each letter as it is typed and to read what is displayed on the computer screen - it can be a letter, a word or whole sentences. It is programmed to pronounce English words. If a word is not in its memory the computer spells it. Any mistakes can easily be corrected. When the text is complete, a printed copy can be made in the usual way.

The system has won a prize and is already in use, so blind students at a college in Wales can use computers. Dr. Vincent is now working at an optical sensor that can recognize printed words and read them aloud.

#### I. ЗАКОНЧИТЕ ПРЕДЛОЖЕНИЯ В СООТВЕТСТВИЕ С ТЕКСТОМ. ВЫБЕРИТЕ ПРАВИЛЬНЫЙ НОМЕР ОТВЕТА И ОБВЕДИТЕ ЕГО

##### 1. It is difficult for blind people to use a computer because ...

- 1) they can't spell English words.
- 2) they can't see and correct mistakes on the screen.
- 3) they can't learn to type.
- 4) they can't work with CD User Guide.

##### 2. Dr. Tom Vincent has made a system that ...

- 1) easily corrects mistakes.
- 2) makes printed copies in the usual way.
- 3) reads aloud what is displayed on the computer screen.
- 4) can translate what has been typed into any foreign language.

##### 3. Dr. Vincent is now developing a new optical system that ...

- 1) can recognize and read aloud printed words.
- 2) is programmed to repeat each letter as it is typed.
- 3) can be used at a college in Wales.
- 4) will win a prize.

#### II. ВЫБЕРИТЕ ПОДХОДЯЩЕЕ СЛОВО. ОБВЕДИТЕ СООТВЕТСТВУЮЩУЮ БУКВУ

##### 4. Some years ago blind students at a college in Wales ... use computers.

- a) can            б) can't            в) could            г) couldn't

#### III. ВЫБЕРИТЕ ПРАВИЛЬНОЕ ВОПРОСИТЕЛЬНОЕ СЛОВО. ОБВЕДИТЕ СООТВЕТСТВУЮЩУЮ БУКВУ

5. “\_\_\_\_\_ can learn to type by feeling the keys?” “Blind people.”

- a) Why                      б) When                      в) Who

6. “\_\_\_\_\_ can blind students at a college in Wales use?” “Computers.”

- a) Whose    б) What                      в) Who

IV. ПЕРЕВЕДИТЕ ПРЕДЛОЖЕНИЯ НА АНГЛИЙСКИЙ ЯЗЫК И ЗАПИШИТЕ ИХ

7. The computer is programmed to repeat each letter as it is typed.

---

---

---

8. The system has won a prize and is already in use.

---

---

---

V. НАПИШИТЕ 4-8 ПРЕДЛОЖЕНИЙ НА АНГЛИЙСКОМ ЯЗЫКЕ О СЕБЕ И СВОИХ ИНТЕРЕСАХ, СВОЕЙ СЕМЬЕ

---

---

---

**Вариант 2**

❖ ПРОЧИТАЙТЕ ТЕКСТ И ВЫПОЛНИТЕ ЗАДАНИЯ ПОСЛЕ НЕГО

Nowadays the UK government wants to change the nation’s eating habits. First schools were not allowed to sell chocolate and fizzy drinks. Now they are banning burgers, chips and chicken nuggets too. Why is it happening?

Doctors say all these things are not healthy enough. Too much junk food, like chips and chicken nuggets, and too little exercise causes overweight or obesity. And this is becoming a real problem.

The Government says that schools must provide more fruit and vegetables. They should offer their pupils food with less fat, salt and sugar. The Government thinks it necessary to reduce obesity and protect the children’s health.

But not everybody agrees. The cooks say that the new rules are too strict. They are sure that new school meals will cost more and students will stop buying them. They say that students like junk food very much and will go out to fast shops at lunchtime.

And what would students like to see on their canteen menu? Some say they would like to get food they like – burgers and chips, crisps and cheese sandwiches. Others are on the Government’s side. They agree that it’s time to ban junk food from school. But everybody agrees that people need better education about food.

I. ЗАКОНЧИТЕ ПРЕДЛОЖЕНИЯ В СООТВЕТСТВИЕ С ТЕКСТОМ. ВЫБЕРИТЕ ПРАВИЛЬНЫЙ НОМЕР ОТВЕТА И ОБВЕДИТЕ ЕГО

1. Nowadays the UK government changes the nation’s eating habits because ...

- 1) it wants students to go out to fast shops at lunchtime.
- 2) it agrees that pupils need better education about food.
- 3) it wants to reduce obesity and protect the children’s health.
- 4) it would like students to get food they like.

- 2. The cooks say that the new rules are too strict because ...**  
 1) new school meals will cost more.  
 2) it's time to ban junk food from school.  
 3) they should offer their pupils food with less fat, salt and sugar.  
 4) schools are not allowed to sell chocolate and fizzy drinks.
- 3. Some students agree that it's time ...**  
 1) to sell chocolate and fizzy drinks.  
 2) to go out to fast shops at lunchtime.  
 3) to change the nation's eating habits.  
 4) to ban junk food from school.

II. ВЫБЕРИТЕ ПОДХОДЯЩЕЕ СЛОВО. ОБВЕДИТЕ СООТВЕТСТВУЮЩУЮ БУКВУ

- 4. Some years ago schools ... sell chocolate and fizzy drinks.**  
 a) can                      б) could                      в) are allowed                      г) will be allowed

III. ВЫБЕРИТЕ ПРАВИЛЬНОЕ ВОПРОСИТЕЛЬНОЕ СЛОВО. ОБВЕДИТЕ СООТВЕТСТВУЮЩУЮ БУКВУ

- 5. "... would like to get food they like?" – "Students."**  
 a) Why                      б) When                      в) Who
- 6. "... causes overweight or obesity?" – "Too much junk food and too little exercise."**  
 a) Whose                      б) What                      в) Who

IV. ПЕРЕВЕДИТЕ ПРЕДЛОЖЕНИЯ НА АНГЛИЙСКИЙ ЯЗЫК И ЗАПИШИТЕ ИХ

- 7. Schools should offer their pupils food with less fat, salt and sugar.**

---



---



---

- 8. But everybody agrees that people need better education about food.**

---



---



---

V. НАПИШИТЕ 4-8 ПРЕДЛОЖЕНИЙ НА АНГЛИЙСКОМ ЯЗЫКЕ О СЕБЕ И СВОИХ ИНТЕРЕСАХ, СВОЕЙ СЕМЬЕ

---



---



---



---



---

Ответы и критерии оценивания результатов входного контроля  
 ГБПОУ РО «МАПТ» «Иностранный язык» (английский)

№ задания	Ответы	
	Вариант 1	Вариант 2
1	1 (2) 2 (3) 3 (1)	1 (3) 2 (1) 3 (4)

2	4 (г)	4 (б)
3	5 (в) 6 (б)	5 (в) 6 (б)
4	7. Компьютер запрограммирован, чтобы повторять каждую букву, когда ее печатают. 8. Система выиграла приз и ее уже используют.	7. Школам следует предлагать своим ученикам продукты с меньшим содержанием жира, соли и сахара. 8. Но каждый согласен с тем, что ребятам нужно лучше разбираться в еде.
5	<b>Критерии оценивания:</b> - соответствует ли объем высказывания поставленной задаче и указанным в задании требованиям? - организация текста: <ul style="list-style-type: none"> <li>• насколько логично в целом высказывание?</li> <li>• правильно ли использованы средства логической связи?</li> <li>• разделен ли текст на абзацы?</li> <li>• соответствует ли лексика поставленной коммуникативной задаче?</li> <li>• уместен ли выбор использования грамматических средств?</li> </ul> соответствие с целью высказывания?	

**Критерии оценивания:**

1-3 задания по 1 баллу (6 баллов)

4 задание по 2 балла (4балла)

5 задание - 4 балла

Итого - 14 баллов

**Отметка «5»** - 90%-100%, 13-14 баллов,

«4» - 75%-89%, 11-12 баллов,

«3» - 65%-74%, 8-10 баллов,

«2» - 8 баллов и ниже

**Материалы для текущего контроля**

**Тема 1. Приветствие, прощание, представление себя и других людей в официальной и неофициальной обстановке**

**Формируемые ОК, ЛР:** Р 06, ЛР 07, ЛР 08

**Практическое занятие: «Приветствие, прощание. Представление себя и других людей в официальной обстановке и неофициальной обстановке. Фонетический строй английского языка»**

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков диалогической речи, чтения и перевода, аудирования, развитие интереса учащихся к изучению английского языка, умения задавать вопросы и отвечать на них, формирование умения работы в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

**Содержание работы**

**Изучение нового материала.** Знакомство с новыми лексическими единицами по теме: «Приветствие, прощание, представление себя и других людей в официальной и неофициальной обстановке».

## Знакомство. Introducing to someone.

Любое общение начинается со знакомства.

**1. Let me introduce myself. Позвольте представиться.** — старое школьное выражение, которое гвоздем засело в наших умах, уместно разве что на научных конференциях и других серьезных и псевдо-серьезных мероприятиях.

Но вот форма **Let me introduce you to...** (my mother, Peter, our friend) до сих органично вписывается в общение, когда вы хотите кого-то представить кому-то.

**2. How do you do?** Обычно употребляется в очень официальной обстановке в значении «Рад (а) познакомиться». Выражение является вопросом только по форме, но не по содержанию. Интересно то, что в ответ вы должны сказать то же самое. В некоторых случаях *how do you do?* используется в значении «как дела». На равне с этим выражением вы можете использовать следующие:

\* What's your name?

My name is ...

I am

\* Haven't we met (before)?

Yes, I think we have.

No, I don't think we have.

\* I think we've already met.

I don't think we've met (before).

\* Meet ...

\* This is ...

\* Have you met ...?

Yes, I have.

No, I haven't.

Yes, I think I have.

No, I don't think I have.

\* Hello, ... (name)

\* Nice to meet you. (informal)

\* Pleased to meet you.

\* Nice to see you.

\* Nice to see you again.

Ну вот и познакомились. Идем дальше.

## Приветствие. Greeting.

Formal	Informal
Good morning / afternoon / evening.	Hi / Hello
Hello (name), how are you?	How are you?
	What's up? (very informal)
	How are you doing? (very informal)

## Прощание. Farewell

(It was) nice meeting you.

Good bye.

Bye. / See you.

See you tomorrow.

See you next week.

See you later.

See you soon.

И наконец, слова вежливости «извините» и «пожалуйста»

Для «извините, простите» есть 2 слова: **excuse me** и **sorry**.

**Excuse me** уместно в случаях, когда вы хотите обратить на себя внимание, то есть просить прощения вам особо не за что, а вот **sorry** предполагает, что вы умышленно или непреднамеренно нанесли другому обиду, причинили боль, создали неловкую ситуацию.

Например, проходя мимо людей в театре, чтобы не наступить человеку на ногу, вы скажете «excuse me», а вот наступив все таки на кого-то в рамках приличия можно сказать «I am sorry».

— Дайте мне, **пожалуйста** (1), эту папку

— Вот, **пожалуйста** (2)

— Спасибо

— **Пожалуйста**. (3)

Переводя на английский, вы бы поступили так:

— Give me, **please**, this folder

— **Here it is**

— Thank you

— **Not at all (you are welcome, my pleasure, any time, that's nothing, do not mention it)**

И еще. **Вопросы о самочувствии. Health questions**

How are you?

Are you all right?

How are you today?

What's wrong with you?

What's the matter with you?

Тут уже можно пожаловаться и отпроситься домой.

Very well

Not too bad

Fine, thank you/thanks

I'm okay/all right

Not too well, actually

I'm tired

I've got a cold

I'm exhausted

## Практическое занятие

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков диалогической речи, чтения и перевода, аудирования, развитие интереса учащихся к изучению английского языка, умения задавать вопросы и отвечать на них, формирование умения работы в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

### Содержание работы

**Изучение нового материала.** Знакомство с новыми лексическими единицами по теме: «Приветствие, прощание, представление себя и других людей в официальной и неофициальной обстановке».

**Аудирование.** Учащиеся прослушивают запись, на основании услышанного выполняют задание (заполняют пропуски, затем читают диалоги в парах).

Ann: Hello! Is that Chris Burton? Chris:

Man: D-I-R-K.

Yes, I \_\_\_\_\_.

Policewoman: Oh, I see.

Ann: Good afternoon. My \_\_\_\_\_.

3. Marina: Good afternoon. \_\_\_\_\_ Marina.

Policewoman: What's \_\_\_\_\_? Man: I

Boris: Pleased to meet you, Marina. Where

\_\_\_\_\_ Dirk.

\_\_\_\_\_?

Policewoman: Could you \_\_\_\_\_ it, please?

Marina: I \_\_\_\_\_ Spain. I'm \_\_\_\_\_.

**Работа в малых группах.** На карточках записаны диалоги на русском языке. Задача учащихся – озвучить диалоги на английском языке.

Диалог 1. 1. Очень хорошо!

1. Доброе утро! 2. Позволь представить тебе мою сестру.

2. Привет! Ее зовут Маша.

1. Рад тебя видеть! 1. А мое имя Петр. Приятно

- познакомиться!
2. Я тоже рад тебя видеть!
  3. Я тоже рада знакомству!
  1. Как дела! 1. Ты из Богатого?
  2. У меня все в порядке! А ты как?
  3. Нет, я из Самары.
    1. Тебе нравится наше село?
    3. Да, очень нравится. 1. До скорой встречи!
    2. Увидимся позже!
    3. Удачи! Диалог 2.
  1. Здравствуйте!
  2. Добрый день!
  1. Извините, вы русский?
  2. Нет, я англичанин.
  1. Вы говорите по-русски?
  2. Нет, извините.
  1. Мое имя Николай, а как вас зовут?
  2. Меня зовут Джон.
  1. рад знакомству.
  2. Я тоже рад познакомиться.
  1. Откуда вы?
  2. Я из Лондона. А вы где живете?
    1. Я живу в Богатом. Увидимся позже!
    2. Пока!

## **Тема 2. Описание человека (внешность, национальность, образование, личные качества, род занятий, должность, место работы и др.)**

**Формируемые ОК, ЛР:** ОК 1, 4, 6, ЛР 6, 8

### **Практическое занятие «Описание человека (внешность, национальность, личные качества)»**

**Цели и задачи работы:** умение выполнять упражнения, пользуясь необходимым грамматическим материалом, научить пересказывать текст с извлечением главной информации.

#### **Содержание работы**

**Прочитайте и переведите текст. Ответьте на вопросы.**

#### **Appearance**

How important is your appearance? Although everyone wants to be good-looking, are beautiful people always happier people? For example, must it be a problem to be a really beautiful woman, because some men may be more interested in looking at you than talking to you.

They think of you as a picture rather than a person. There are also some people who think that women who are exceptionally pretty and men who are particularly handsome must be stupid. They believe that only unattractive people can be intelligent.

On the other hand, no one wants to be really ugly, and have a face that nobody wants to look at; and no one wants to be plain either — that is to be neither attractive nor unattractive, and have a face that is easily forgotten.

Being attractive is like being rich — it can help you find happiness, but it doesn't always make you happy. So maybe the best thing is to try to be an interesting person. For interesting people have interesting faces, and interesting faces are almost always attractive.

People who can't hear often learn to understand a spoken language with their eyes. They watch the mouth of the person talking and follow the movement of his lips. This is called lip-reading.

Some people think the distance between your hair and your eyebrow is a sign of how intelligent you are. The bigger your forehead is, the more intelligent you are supposed to be.

Nowadays, a person who doesn't like his or her nose can have it changed with plastic surgery. Plastic surgeons can change your face in many other ways too. They can make your cheeks a little rounder. If you don't like your chin, a plastic surgeon can break your jaw and re-make the whole lower half of your face. If you think your skin looks too old and wrinkled, he can take: the wrinkles away and make you look twenty years younger.

Women often disagree about men having beards and moustache. Bu some women think that hair on a man's chin makes him look more attractive.

Usually, only women wear make-up. They are lucky. They can put a little black mascara on their eyelashes and some eye shadow on their eyelids, an look fresh and attractive, even when they are really tired.

### Questions:

1. Do you think it's difficult to be very good-looking? Why? (Why not?)
2. How important is it to look attractive? Why?
3. Look at these English expressions and then decide if you agree with them.
  - a) Beauty is only skin-deep.
  - b) Your face is your fortune.
  - c) Beauty lies in the lovers eyes.
4. Do you like when a man wears a beard or a moustache? Why do you think men grow them?

### Vocabulary:

eye — глаз	eyebrow — бровь	forehead — лоб	nose — нос
cheek — щека	chin — подбородок	jaw — челюсть	skin — кожа
wrinkled — морщинистый		wrinkles — морщины	beard — борода
moustache — усы	eyelash — ресница	eyelid — веко	pretty — хорошенький
good-looking — милостивый, приятной внешности		beautiful — красивая (о женщине)	
handsome — красивый (о мужчине)		unattractive — непривлекательный	
ugly — уродливый, безобразный		attractive — привлекательный	
plain — заурядный, простой, обыкновенный			

### Выполните упражнения.

#### 1. Поставьте в предложения следующие словосочетания:

long nails, big feet, lovely complexion, hairy chest, bad skin, deep voice, long legs, thin legs

1. Size 12! Are these your shoes? You've got \_\_\_\_\_, haven't you?
2. You've got such \_\_\_\_\_. Would you like to move the seat back a bit?
3. I've never seen you in shorts before. You've got such \_\_\_\_\_. You should go running and try to build up them up a bit!
4. My boyfriend's got a really \_\_\_\_\_. It's like being with a gorilla.
5. You've got such lovely \_\_\_\_\_. Are they real?
6. He's got such a \_\_\_\_\_. I find it very sexy when he speaks to me on the phone.
7. Keith's new girlfriend must spend a fortune on face cream to have such a \_\_\_\_\_.
8. Poor Tim. He's had really \_\_\_\_\_ since he was 13.

#### 2. Вместо пропусков поставьте данные в скобках слова.

1. He's a \_\_\_\_\_, \_\_\_\_\_ man with \_\_\_\_\_, \_\_\_\_\_ hair. (short, tall, fair, good-looking)
2. She's a \_\_\_\_\_, \_\_\_\_\_ woman with \_\_\_\_\_ hair. (tall, long, thin)
3. I've got \_\_\_\_\_, \_\_\_\_\_ hair and I'm tall and very \_\_\_\_\_. (thin, straight, black)
4. She's very \_\_\_\_\_ with a \_\_\_\_\_ tan and \_\_\_\_\_ hair. (blonde, lovely, good-looking, long)
5. I wouldn't describe my husband as \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_! Short, overweight, and going thin on top is more accurate! (handsome, dark, tall)

**Практическое занятие «Описание человека (национальность, образование, род занятий, должность, место работы и др) Глагол to be»**

**Цели и задачи работы:** расширение и активизация грамматических и лексических знаний (глагол to be in the Present Simple), развитие навыков монологической и письменной речи, чтения и перевода по теме «Описание человека», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

**Содержание работы**

**Прочитайте название стран и национальностей. Заполните таблицу.**

Страны и национальности (а также слова, обозначающие гражданство)

China Китай Chinese китаец / китайка

England Англия - English англичанин/англичанка

Finland Финляндия - Finnish финн / финка

France Франция - French француз / француженка

Germany Германия - German немец / немка

Great Britain Великобритания - British британец / британка

Greece Греция - Greek грек / гречанка

Holland / The Netherlands Голландия - Dutch голландец / голландка

Ireland Ирландия - Irish ирландец / ирландка

Italy Италия - Italian итальянец / итальянка

Japan Япония - Japanese японец / японка

Poland Польша - Polish поляк / полька

Russia Россия - Russian русский / русская

Scotland Шотландия - Scottish шотландец/шотландка

Spain Испания - Spanish испанец / испанка

Sweden Швеция - Swedish швед / шведка

Switzerland Швейцария - Swiss швейцарец / швейцарка

The Czech Republic Чешская Республика, Чехия - Czech чех / чешка

USA США - USA американец/американка

страна	национальность
	German
Spain	
Holland	
USA	
Russia	
Great Britain	
	French
	Polish
	Chinese
	Finn

**Изучение грамматического материала:** глагол to be in the Present Simple. Затем учащиеся выполняют задания.

**1 вариант**

- 1) Впишите соответствующую форму глагола to be и переведите предложения

- I \_\_\_\_\_ a student.  
 My father \_\_\_\_\_ a teacher.  
 Alex and Dino \_\_\_\_\_ my cats.  
 Alex \_\_\_\_\_ in the garden.  
 Dino \_\_\_\_\_ on the floor.  
 My red pencil \_\_\_\_\_ on the floor, too.  
 The other pencils \_\_\_\_\_ in my pencil case.
8. My mother \_\_\_\_\_ in the living room.  
 9. Eli and Rafa \_\_\_\_\_ good friends.  
 10. It \_\_\_\_\_ good.  
 11. You \_\_\_\_\_ clever and good-looking.  
 12. \_\_\_\_\_ you from Samara?  
 13. \_\_\_\_\_ Isabel Spanish?  
 14. \_\_\_\_\_ we ready to go?

2) Преобразуйте 5-е и 9-е предложения в вопросительную форму.

3) Преобразуйте 1-е и 2-е предложения в отрицательную форму.

## 2 вариант

1) Впишите соответствующую форму глагола to be и переведите предложения

1. They \_\_\_\_\_ good at tennis.
2. The pupils \_\_\_\_\_ not at school today.
3. It \_\_\_\_\_ Monday.
4. I \_\_\_\_\_ at home.
5. We \_\_\_\_\_ friends.
6. I \_\_\_\_\_ never happy on a Sunday afternoon.
7. We \_\_\_\_\_ Scottish.
8. He \_\_\_\_\_ a pilot.
9. Mayte and Joshua \_\_\_\_\_ angry.
10. You \_\_\_\_\_ not Dutch.
11. Gemma \_\_\_\_\_ at home.
12. I \_\_\_\_\_ not cruel.
13. \_\_\_\_\_ he married?
14. \_\_\_\_\_ you tired?

2) Преобразуйте 1-е и 3-е предложения в вопросительную форму.

3) Преобразуйте 4-е и 5-е предложения в отрицательную форму.

**Изучение нового материала.** Знакомство с новыми лексическими единицами по теме: «Описание человека».

### Самостоятельная индивидуальная работа

Задание №1

#### Вариант 1

1) Поставьте в предложения следующие словосочетания: long nails, big feet, hairy chest, thin legs.

1. Size 12! Are these your shoes? You've got \_\_\_\_\_, haven't you?
2. You've got such \_\_\_\_\_. Would you like to move the seat back a bit?
3. I've never seen you in shorts before. You've got such \_\_\_\_\_. You should go running and try to build up them up a bit!
4. My boyfriend's got a really \_\_\_\_\_. It's like being with a gorilla. *Ответы: 1. big feet, 2. long legs, 3. thin legs, 4. hairy chest.*

2) Вместо пропусков поставьте данные в скобках слова.

1. He's a \_\_\_\_\_, \_\_\_\_\_ man with \_\_\_\_\_, \_\_\_\_\_ hair. (short, tall, fair, good-looking)
2. She's a \_\_\_\_\_, \_\_\_\_\_ woman with \_\_\_\_\_ hair. (tall, long, thin) *Ответы: 1- tall, good-looking, short, fair; 2- tall, thin, long.*

#### Вариант 2

1) Поставьте в предложения следующие словосочетания: lovely complexion, bad skin, deep voice, long legs

1. You've got such lovely \_\_\_\_\_. Are they real?
2. He's got such a \_\_\_\_\_. I find it very sexy when he speaks to me on the phone.
3. Keith's new girlfriend must spend a fortune on face cream to have such a \_\_\_\_\_.
4. Poor Tim. He's had really \_\_\_\_\_ since he was 13.

**Ответы: 1. long nails, 2. deep voice, 3. lovely complexion, 4. bad skin.**

2) Вместо пропусков поставьте данные в скобках слова.

1. I've got \_\_\_\_\_, \_\_\_\_\_ hair and I'm tall and very \_\_\_\_\_. (thin, straight, black)
2. She's very \_\_\_\_\_ with a \_\_\_\_\_ tan and \_\_\_\_\_ hair. (blonde, lovely, goodlooking, long)

**Ответы: 1 - straight, black, thin, 2- good-looking, lovely, long, blonde.**

Задание №2: составить 10-15 предложений по теме: «Описание себя и своего друга». После выполнения задания в тетрадях учащиеся зачитывают предложения вслух.

### Практическое занятие

I. В КАКОМ СЛОВЕ ЗВУК, ПЕРЕДАВАЕМЫЙ БУКВОЙ «Аа», ОТЛИЧАЕТСЯ ОТ ОСТАЛЬНЫХ ЕЕ ЗВУКОВЫХ ВЫРАЖЕНИЙ?

1. a) game; b) pale; c) cab; d) cake; e) make; f) bake; g) Kate.
2. a) skate; b) flat; c) man; d) cat; e) glad; f) bat; g) fat.
3. a) arm; b) dark; c) hare; d) bark; e) car; f) mark; g) far.
4. a) dare; b) rare; c) farm; d) bare; e) fare.

II. В КАКОМ СЛОВЕ ЗВУК, ПЕРЕДАВАЕМЫЙ БУКВОЙ «Оо», ОТЛИЧАЕТСЯ ОТ ОСТАЛЬНЫХ ЕЕ ЗВУКОВЫХ ВЫРАЖЕНИЙ?

1. a) go; b) bone; c) nose; d) rose; e) no; f) home; g) got.
2. a) dog; b) frog; c) from; d) phone; e) top; f) pond; g) pot.
3. a) corn; b) born; c) storm; d) sport; e) fork; f) stop; g) form.
4. a) more; b) fore; c) frog; d) bore.

III. В КАКОМ СЛОВЕ ЗВУК, ПЕРЕДАВАЕМЫЙ БУКВОЙ «Ее», ОТЛИЧАЕТСЯ ОТ ОСТАЛЬНЫХ ЕЕ ЗВУКОВЫХ ВЫРАЖЕНИЙ?

1. a) she; b) we; c) pet; d) these; e) Pete; f) he; g) me.
2. a) leg; b) set; c) met; d) green; e) check; f) neck.
3. a) her; b) serve; c) person; d) here; e) certainly.
4. a) mere; b) atmosphere; c) term; d) here.

IV. В КАКОМ СЛОВЕ ЗВУК, ПЕРЕДАВАЕМЫЙ БУКВОЙ «Uu», ОТЛИЧАЕТСЯ ОТ ОСТАЛЬНЫХ ЕЕ ЗВУКОВЫХ ВЫРАЖЕНИЙ?

1. a) cube; b) mute; c) tube; d) bun; e) pupil.
2. a) fun; b) bus; c) true; d) cup; e) jump; f) drum; g) run.
3. a) purpose; b) turnip; c) curl; d) pure; e) murmur; f) burn.
4. a) cure; b) endure; c) purl; d) mure.

V. В КАКОМ СЛОВЕ ЗВУК, ПЕРЕДАВАЕМЫЙ БУКВОЙ «Ii», ОТЛИЧАЕТСЯ ОТ ОСТАЛЬНЫХ ЕЕ ЗВУКОВЫХ ВЫРАЖЕНИЙ?

1. a) nine; b) mine; c) lip; d) fine; e) five; f) Mike; g) wide.
2. a) fish; b) stick; c) rich; d) spring; e) dine; f) kid.
3. a) shirt; b) dirty; c) skirt; d) fire; e) bird; f) girl; g) first.

4. a) tiresome; b) dire; c) fireplace; d) firm; e) hire

VI. В КАКОМ СЛОВЕ ЗВУК, ПЕРЕДАВАЕМЫЙ БУКВОЙ «У», ОТЛИЧАЕТСЯ ОТ ОСТАЛЬНЫХ ЕЕ ЗВУКОВЫХ ВЫРАЖЕНИЙ?

1. a) shy; b) why; c) try; d) sky; e) cry; f) gym; g) rye.
2. a) Nelly; b) Molly; c) my; d) puppy; e) twenty; f) Daddy; g) system.
3. a) yes; b) gyys; c) yell; d) yelp; e) yellow; f) yet.
4. a) Byrth; b) tyre; c) pyre; d) lyre.

**Практическое занятие**

1. FILL IN THE BLANKS WITH THE VERB **TO BE** IN THE CORRECT FORM

- 1) My name 1) ... Brenda Foster. I 2) ... ten years old. I 3) ... in the fifth form. My birthday 4) ... on the first of January. I 5) ... from Santa Monica, California, USA. I 6) ... American. My phone number 7) ... 235-456-798. I live at 16 Park Street. I've got some favourite hobbies. They 8) ... listening to music and drawing.

1)	2)	3)	4)	5)	6)	7)	8)
----	----	----	----	----	----	----	----

- 2) My uncle 1) ... a director of the large company. He 2) ... often on a business trip. Yesterday he 3) ... in France. Tomorrow he 4) ... in England. Last week he 5) ... in Spain. Now he 6) ... at home with his family. His daughters 7) ... so much excited.

1)	2)	3)	4)	5)	6)	7)
----	----	----	----	----	----	----

- 3) Hello! My name 1) ... Alan. I 2) ... thirteen. My friend's name 3) ... David. He 4) ... thirteen, too. We 5) ... from Belarus. Last summer we 6) ... at the seaside. The weather 7) ... sunny. There 8) ... many people on the beach. We had a good time. I hope next summer it 9) ... sunny and warm, too.

1)	2)	3)	4)	5)	6)	7)	8)	9)
----	----	----	----	----	----	----	----	----

2. COMPLETE THE SENTENCES WITH A COUNTRY OR A NATIONALITY

- 1) Mikhail was born in Russia. He is \_\_\_\_\_.
- 2) Bettina is German. She comes from \_\_\_\_\_.
- 3) My girlfriend is Polish. She was born in \_\_\_\_\_.
- 4) They come from Norway. They are \_\_\_\_\_.
- 5) Rosa is Brazilian. She comes from \_\_\_\_\_.
- 6) Fizen is from Fethiye, in Turkey. She's \_\_\_\_\_.
- 7) Zhang was born in China. He's \_\_\_\_\_.
- 8) Michel was born in France. He's \_\_\_\_\_.
- 9) Diane and Mike come from the USA. They're \_\_\_\_\_.
- 10) Sylvie is Swiss. She's from \_\_\_\_\_.
- 11) Dorte is Danish. She's from \_\_\_\_\_.
- 12) They're from Sweden. They're \_\_\_\_\_.
- 13) We're Spanish. We're from \_\_\_\_\_.
- 14) Dimitri is from Greece. He's \_\_\_\_\_.
- 15) Keiko is from Japan. She's \_\_\_\_\_.
- 16) Dr Fernandez is from Portugal. She's \_\_\_\_\_.
- 17) They're British. They were born in \_\_\_\_\_.
- 18) Roberto is Italian. He's from \_\_\_\_\_.
- 19) They're Dutch. They're from \_\_\_\_\_.
- 20) Dinesh comes from India. He's \_\_\_\_\_.

3. FILL IN YOUR IDENTITY CARD

**Identity Card**

1) First name	
2) Surname	
3) Citizenship	
4) Nationality	
5) Occupation	
6) Town, village	
7) Telephone number	
8) Signed	
9) Date	

### Тема 3. Семья и семейные отношения, домашние обязанности

**Формируемые ОК, ЛР: ОК 1,4, ЛР 01, ЛР 04, ЛР 05, ЛР 06, ЛР 08**

**Практическое занятие «Семья и семейные отношения. Простое настоящее время глаголов the Present Simple»**

**Цели и задачи работы:** расширение и активизация грамматических и лексических знаний (простое настоящее время глаголов the Present Simple), развитие навыков монологической и письменной речи, чтения и перевода по теме «Семья и семейные отношения», развитие интереса учащихся к изучению английского языка, умения задавать вопросы и отвечать на них, формирование умения работы в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

**Содержание работы**

**Изучение грамматического материала:** простое настоящее время глаголов the Present Simple. Затем учащиеся выполняют задание письменно.

**Самостоятельная индивидуальная работа:** поставьте глаголы в следующих предложениях в утвердительную, вопросительную и отрицательную формы Present Simple.

**Вариант 1**

- . I (to do) morning exercises.
- . He (to work) at a factory.
- . She (to sleep) after dinner.
- . We (to work) part-time.

**Вариант 2**

1. Mike (to be) a student.
2. Helen (to have) a car.
3. You (to be) a good friend.
4. You (to be) good friends.

5. They (to drink) tea every day.      5. It (to be) difficult to remember everything.

**Изучение нового материала.** Знакомство с новыми лексическими единицами по теме: «Семья и семейные отношения».

**Самостоятельная индивидуальная работа:** написать письмо своему англоговорящему другу (100-140 слов). В письме описать свою семью и задать вопросы другу о его семье. Выполнив задание, учащиеся зачитывают письма вслух.

**Работа в парах**

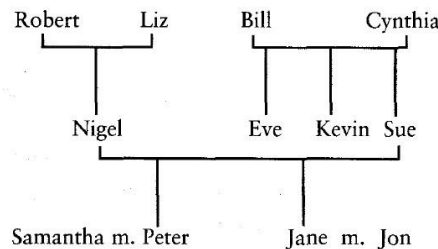
Задание №1: заполнить пропуски (работа в парах).

1. Your parents' parents are your \_\_\_ and your \_\_\_ .
2. Your father's brother and sister are your \_\_\_ and your \_\_\_ .
3. Your aunt's and uncle's children are your \_\_\_ .
4. Your brother's son and daughter are your \_\_\_ and your \_\_\_ .
5. Your children's children are your \_\_\_ and your \_\_\_ .

Задание №2: заполнить пропуски, используя информацию на картинке.

1. Nigel's mother-in-law is ...
2. His father-in-law is ...
3. His brother-in-law is ...
4. His sister-in-law is ...

5. His son-in-law is ...
6. His daughter-in-law is ...



**Чтение.** Прочитать и перевести текст.

### No Man Is an Island

Alexander has a new pen friend from Great Britain. Her name is Jane and she comes to Moscow on a British-Russian educational exchange programme. This is what he writes:

Hi Jane! I know you are coming to Moscow, and to make you feel at ease, I want to invite you to stay with us. I think the family is the most important thing for every person. The family are people who always love you, support you and help you.

People say: —No Man Is an Island.‖ For me it is impossible to live without my family. My family is rather large. It is very friendly and united. I have parents, an elder brother and grandparents. We all get on with each other very well. We spend a lot of time together.

My father's name is Konstantin Alexeevich. He is a plastic surgeon; he helps people become more beautiful. He is a real professional. He is considerate, hard-working and intelligent.

My mother's name is Liudmila Mikhailovna. She is an engineer, but she does a lot of work about the house. She keeps the house and looks after us. She cooks very well. Our mother is very kind but strict with us. She always checks how we do our homework. Mother arranges our free time, so that we cannot just fool around. She is fond of reading.

My brother Alexei is 22 years old. He is a student at the Medical Faculty in Tver State Medical Academy. He wants to become a good surgeon like our father. He is also a member of the local theatre club. He often plays main parts in the plays. He comes home almost every weekend. My grandfather is a historian and grandmother is a linguist. They give lectures in universities and write scientific books.

I have my duties about the house. I go shopping and clean the rooms. I like my home to be clean and tidy. I think home is the nicest place. There is no place better than home and there are no people more dear than your relatives. I am looking forward to getting your reply. Best regards. Alex.

На основании прочитанного выбрать правильные утверждения:

1. Alexander has a younger brother.
2. His brother studies in a theatre school.
3. Liudmila Mikhailovna is a cook.
4. She spends a lot of time reading.
5. She sometimes checks Alexander's and Alexei's homework.
6. Konstantin Alexeevich is a professor at a medical university.
7. He arranges the free time of his sons.
8. Alexander's grandparents do scientific research.
9. Alexander likes everything to be in order.
10. Alexei's duty is to clean the rooms.

### Практическое занятие «Домашние обязанности»

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Домашние обязанности», развитие интереса учащихся к изучению английского языка, умения задавать вопросы и отвечать на них, формирование умения работы в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

#### Содержание работы

**Изучение нового материала.** Знакомство с новыми лексическими единицами по теме: «Домашние обязанности».

**Прочитайте и переведите текст. Ответьте на вопросы.**

## My Household Duties

This is my tenth year of schooling and I work hard to pass my final exams successfully in a year.

As I am very busy I can't help my parents much in keeping house. But still I have some household duties. Every day I do my room and my bed, wash up dishes, dust the furniture and take out the rubbish. It is also my duty to buy bread and milk. The shop is not far from our house and it doesn't take me long to do everyday shopping. Once a week I help my mother to do all other work about the house. We wash our linen, iron and mend it, clean the flat. It's not difficult to keep the flat if you do your rooms regularly. This is my usual round of duties. When my mother is ill or away from home I do the cooking. I am especially good at making vegetable soup and salads. Sometimes I have to visit everyday services: hairdresser's, shoemakers', tailor's, dry cleaners', photographer's. At the hairdresser's I have my hair cut and waved. At the shoemakers' I have my shoes and boots repaired, at the photographer's I have my photo taken. Service is generally good, but in some cases it leaves much to be desired. My brother has his own duties at home. He does the carpets with our electric-cleaner, and repairs electrical appliances when they are out of order. Last year I was at my grandparents' in the village. They are elderly people and need our care and attention. During my stay there I swept the floors and washed them, fed the chickens, collected the eggs and weeded the vegetable-beds. I didn't learn to milk the cow but I helped to feed the other animals: lambs, sheep and pigs. I enjoyed this work very much.

### Questions:

1. What are your household duties?
2. Do you like to do everyday shopping?
3. Is it difficult to keep your flat tidy?
4. What everyday services do you visit?
5. Who does cooking in your family?
6. What does your brother (sister) usually do about the house?
7. Do the household duties of villagers differ from those of citizens?

### Заполните пропуски глаголами из списка, употребляя Present Simple.

live, take, understand, make, wear, go in for, study, like, mean, fall, see, go, read.

1. I ... from eight till three.
2. She ... figure skating.
3. The partner ... a mistake and ... on the ice!
4. ... you... far from your work?
5. ... he ... technical books? – No. He ... books on history.
6. It ... my brother a lot of time to get to the college.
7. ... you ... glasses?
8. What ... this word ...?
9. I ... you ... the rules of the game!
10. ... you ... to the concerts at weekends?

### Раскройте скобки и поставьте глаголы в правильной форме.

1. My working day (to begin) at 7 o'clock. I (to get) up, (to switch) on the radio and (to do) my morning exercises. It usually (to take) me fifteen minutes. My younger brother (to jog) in the park. I occasionally (to jog) with him. At half past seven we (to have) breakfast. My father and I (to leave) home at 8 o'clock. He (to take) a bus to his factory. My mother (to be) a doctor, she (to leave) home at 9 o'clock. In the evening the whole family (to gather) in the living room. My father (to watch) news on TV. My mother (to knit). My sister (to draw) or (to play) with her dolls. My younger brother (to try) to build a ship model. Our cat (to catch) a toy mouse.

**Тема 4. Описание жилища и учебного заведения**  
**(здание, обстановка, условия жизни, техника, оборудование)**  
**Формируемые ОК, ЛР: ОК 2,4, ЛР 02, ЛР 06, ЛР10, ЛР14**

**Практическое занятие «Описание жилого дома (здание, обстановка)»**

**Цели и задачи работы:** расширение и активизация грамматических и лексических знаний (обороты there is/there are), развитие навыков монологической и письменной речи, чтения и перевода по теме «Описание жилого дома (здание, обстановка)», развитие интереса учащихся к изучению английского языка, формирование вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

**Содержание работы**

**Изучение грамматического материала:** обороты there is/there are.

**Самостоятельная индивидуальная работа:** подставить is или are.

**1 вариант    2 вариант**

- |  |   |
|--|---|
| 1. There _____ two cups of tea on the table.   | 1. _____ there three cups on the coffee         |
| 2. There _____ some milk in the cup.           | table?  |
| 3. There _____ an orange in the salad.         | 2. _____ there a carpet on the floor?           |
| 4. There _____ six balls in the box.           | 3. There _____ no cats in the sitting room.     |
| 5. There _____ some cheese on the plate.       | 4. There _____ a cat on the table.              |
| 6. There _____ a blue chair at the door.       | 5. There _____ 3 dogs in the box                |
| 7. There _____ five chicks and a hen on the    | 6. There _____ 4 hens in the house. farm.    7. |
| There _____ a pot on the table.                |   |
| 8. There _____ a table and nine desks in the   | 8. _____ there a bathroom near the kitchen?     |
| classroom.                                     | 9. _____ there four rooms in the house?         |
| 9. There _____ a big window to the left of the | 10. _____ there a kitchen under your door.      |
| bedroom?                                       |   |
| 10. There _____ three rooms in our country     | house.  |

**Изучение нового материала.** Знакомство с новыми лексическими единицами по теме: «Описание жилого дома (здание, обстановка)».

**Чтение.** Прочитать и перевести текст.

My house is a two-storey building. Last year the iron fence was put around the house, there are also a gate which leads to the front door of the house and the back door which leads to the backyard. The walls are quite thick so the house is sturdy. The walls are painted in yellow color and the roof is green. There is a chimney on the top of the roof and a skylight, through which the light penetrates to the attic. There is a basement, where I store all my old stuff. There are also two balconies. And I forgot to mention a small garden where my mom grows different plants. Oh yes, and there is a garage, my dad keeps in it his car and I keep my bicycle.

**Самостоятельная индивидуальная работа:** написать англоговорящему другу письмо с описанием своего дома (100-140 слов). По завершении учащиеся зачитывают вслух свои письма.

**Практическое занятие**

**«Описание жилого дома (условия жизни, техника, оборудование)»**

**Цели и задачи работы:** расширение и активизация грамматических и лексических знаний (предлоги места и направления), развитие навыков монологической, диалогической и

письменной речи, чтения и перевода по теме «Описание жилого дома (условия жизни, техника, оборудование)», развитие интереса учащихся к изучению английского языка, умения задавать вопросы и отвечать на них, формирование умения работы в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

### Содержание работы

**Изучение грамматического материала:** предлоги места и направления.

#### Самостоятельная индивидуальная работа.

1. Впишите соответствующий предлог места.

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.

2. Запишите на английском: «Мальчик находится в комнате. Он не у двери. Он за этим столом. Его тетради в его сумке. Сумка под тем стулом».

**Изучение нового материала.** Знакомство с новыми лексическими единицами по теме: «Описание жилого дома (условия жизни, техника, оборудование)».

**Самостоятельная индивидуальная работа:** заполнить таблицу, используя следующие слова: an armchair, a fridge, a television, a coffee table, a shelf, a plant, a stereo, a lamp, a cooker, a washing machine, a telephone, a cupboard, a cup, a sofa.

The living room	The kitchen	Both

**Работа в малых группах:** подготовить описание квартиры Хелен, глядя на картинку.



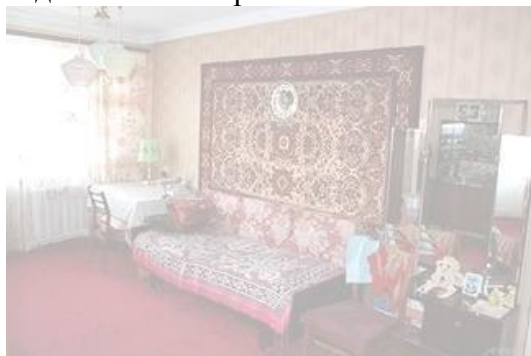
**Работа в парах:** задайте вопросы и них, опираясь на картинку и используя слова:

plants	pictures	bookshelves
lamps	newspapers	photos flowers

ответьте на следующие

a dog	a cat	a computer	a
fire	a mirror	a clock	a rug

**Фронтальная работа:** глядя на картинку, объясните, что нужно изменить, чтобы комната выглядела более современно.



## Практическое занятие «Описание жилища: моя квартира»

**Цели и задачи работы:** активизировать употребление в речи известных лексических единиц, формировать умение высказывать свое мнение по теме, научить описывать жилые помещения.

**Прочитайте и переведите текст. Ответьте на вопросы.**

### My Flat

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.

### Questions:

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?

### Vocabulary:

square – квадратный	sideboard - сервант	wardrobe – шкаф
opposite - противоположный	cosy - уютный	divan-bed – диван
alarm-clock - будильник	mirror - зеркало	coat-hanger - вешалка
dressing-table - туалетный столик	lamp-shade - абажур	to hang (hung) - вешать

a built-in wardrobe - встроенный шкаф  
furniture – мебель  
cushion - диванная подушка

study - кабинет  
necessary pieces - необходимые вещи  
standart lamp - торшер

### Практическое занятие «Описание жилища: Мой идеальный дом»

**Цели и задачи работы:** умение выполнять упражнения, пользуясь необходимым грамматическим материалом.

#### 1. Опишите свою квартиру. Используйте следующие слова и выражения.

Large\small; new\old; on the ... floor; living room; sitting room; bathroom; kitchen; hall;  
built-in furniture; fridge; carpet; armchair; washing-machine; dishwasher; wardrobe; lamp; to the  
right; to the left; in the middle; next to; in front of; behind.

#### 2. Переведите на русский язык.

1. We have to stay at home.
2. He was allowed to take this book.
3. Who is able to do this work?
4. He had to leave for Moscow earlier?
5. We are to take exams in June.
6. Nobody could translate this text.
7. Your friend might have informed us.
8. May I leave for a while? – Yes, you may.
9. They can run quickly.
10. We must meet at 7 o'clock.

#### 3. Переведите на английский язык.

1. Ты должен скоро ложиться спать.
2. Я не смогла помочь маме по дому.
3. Она может работать в нашей комнате.
4. Кто может прочитать этот текст?
5. Ты умеешь плавать?
6. Можно мне пойти в кино?
7. Ты можешь взять эти книги.
8. Поезд должен прийти скоро.
9. Ты сможешь повести машину?
10. Он смог сделать работу вовремя.

#### Переведите текст и ответьте на вопросы.

##### My Ideal House

My ideal house would be situated in the countryside, well away from any large cities, maybe even away from roads if possible. I don't like living in the city. The air in the city is a problem. The air quality is awful.

A lot of pollution comes from factories and plants. When I come back from the countryside, I immediately smell the pollution of the city. That's why I prefer living in the country. I would love to live somewhere near running water or near the sea. Also, it would be nice not to have to rely on the central water system, but to have a well or a spring nearby with fresh drinking water. Maybe this is a bit too much of a luxury to ask for. I like trees very much too. That's why I'd like to live near a forest.

I'm a good swimmer, so I'd like to have a river, a sea or a lake nearby. I'd like to live in a stone farmhouse and to have a good view of the sun going down in the evening. I'm fond of flowers. So I'd like to have a lot of flowerbeds in the garden. And, of course, I dream about keeping a lot of fresh flowers in the house. They make a home feel alive. I would really like it. Then, I'm learning to play the piano now. That's why I would like to have a piano in my house. I

think that my standard is improving very quickly and I seem to be talented at almost any instrument I put my hand to.

I can't imagine living with a lot of animals — a cat, a dog, maybe a horse. If I had time to look after them, we would have chickens for eggs and maybe a goat for milk. I like natural products, and I want my family to eat them.

**Questions:**

1. Where would be situated your ideal house?
2. Do you like living in the city?
3. Where does a lot of pollution come from?
4. The air in the city is a problem, isn't it?
5. Are you fond of flowers?
6. Can you imagine living with a lot of animals

**Практическое занятие «Описание учебного заведения»**

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Описание училища», развитие интереса учащихся к изучению английского языка, умения задавать вопросы и отвечать на них, формирование умения работы в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

**Содержание работы Изучение нового материала.** Знакомство с новыми лексическими единицами по теме: «Описание училища».

**Фронтальная работа.** Ответить на вопросы:

What is the official name of our college? Who is the top manager of the college? Who is the teaching manager deputy?

**Самостоятельная индивидуальная работа:** составьте вопросы к следующим предложениям, используя слова в скобках:

- 1) I passed my exams well. (Who? How? )
- 2) I go to my college on foot. (Who? How? Where?)
- 3) We have six hours a day. (How many?)
- 4) Our classes begin at 9 a.m. (When?)
- 5) I work hard. (Who? How?)
- 6) He does well at the college. (How?)

**Чтение.** Прочитайте и переведите текст. Затем ответьте на вопросы к тексту.

**OUR COLLEGE**

My name is Peter Ivanov. In June I left (finished) school and in August I passed my entrance exams to the college. Level pass to our college was 7. I got 4 in Russian and 5 in mathematics.

So my level pass was 9, now I am a full-time first-year student.

Our college is not far from our block of flats and I can easily get there by bus. It takes me 25 minutes to get to the college. Sometimes I go there on foot. And though it takes me an hour, it is healthy.

Our college occupies two buildings. It runs full-time and part-time (or evening) departments.

There are several departments at our college. Our studies begin at 9 o'clock, usually we have 6 hours (periods) a day. We have a lunch break at 12 o'clock. We have a good canteen and during our lunch period we take our meals there. There is a gym (gym hall) on the ground floor. Our library is on the second floor. It contains a lot of textbooks and fiction. It is open from 9 a.m. till 8 p.m. in term-time. There is a large reading-hall and we often do our homework there. Our classrooms and laboratories are large and light. Our labs have modern equipment. The workshops where we have practical training are on the ground floor.

The academic session began of the first of September and will end in June. Every day we attend classes and have practice.

I do well because I want to become a good specialist. At the end of the term we'll take exams and I'll try to pass them successfully.

Some of our students live in the hostel. It is not far from our college. It takes them ten minutes to get to the college.

**Вопросы:** 1) When did Peter finish school? 2) What was the level pass to the college? 3) Is Peter a full-time student? 4) How can Peter get to the college? 5) How much does it take Peter to get to the college?

**Работа в парах.** Дайте краткие ответы на вопросы:

1) Does our college run full-time and part-time departments? 2) Do our studies begin at 9 o'clock? 3) Do we usually have 6 hours a day? 1) Is there a small reading-hall in our college? 2) Have our labs old equipment? 3) Will the academic session end in May?

**Индивидуальная самостоятельная работа.**

Задание №1. Перевести с русского на английский:

«В прошлом году я окончил школу. Я сдал экзамены в колледж. Теперь я учусь в колледже. Я студент дневного отделения. Наш колледж занимает два больших и светлых здания. Занятия начинаются в 8.30 часов утра. Обычно у нас 6 уроков в день. В 13 часов мы идем домой».

Задание №2. Опишите классную комнату вашей мечты (10-15 предложений).

### Тема 5. Распорядок дня студента техникума

**Формируемые ОК, ЛР: ОК 2,4,7, ЛР 02, ЛР 04, ЛР 06, ЛР 10, ЛР 14**

#### Практическое занятие «Распорядок дня студента техникума»

**Цели и задачи работы:** расширение и активизация грамматических и лексических знаний (количественные и порядковые числительные), развитие навыков диалогической и письменной речи, чтения и перевода по теме «Распорядок дня студента колледжа», интереса учащихся к изучению английского языка, умения задавать вопросы и отвечать на них, формирование умения работы в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

**Содержание работы**

**Изучение грамматического материала:** количественные и порядковые числительные.

Числительным называется слово, обозначающее количество или порядок предметов по счету. Числительные в английском языке, так же как и в русском, делятся на количественные и порядковые.

Количественные числительные (таблица 1) обозначают количество предметов и отвечают на вопрос *How many?* - Сколько? Порядковые числительные обозначают порядок предметов при счете и отвечают на вопрос *Which?* - Который?

Таблица 1- Количественные числительные

КОЛИЧЕСТВЕННЫЕ ЧИСЛИТЕЛЬНЫЕ			
ПРОСТЫЕ			СОСТАВНЫЕ
0 - 12	13 - 19 (+teen)	20 - 90 (+ty), 100, 1000, 1000000	1. Составные числительные от 20 до 100

0 — zero	13 — thirteen	20 — twenty	образуются так же, как и в русском языке: 25 twenty-five, 93 - ninetythree.  2. В составных числительных после 100 перед десятками, а если их нет, то перед единицами, ставится союз and: 375 (three hundred and seventyfive), 2941 (two thousand nine hundred and forty-one)
1 — one	14 — fourteen	30 — thirty	
2 — two	15 — fifteen	40 — forty 50 — fifty	
3 — three	16 — sixteen	60 — sixty	
4 — four	17 — seventeen	70 — seventy	
5 — five	18 — eighteen	80 — eighty	
6 — six	19 — nineteen	90 — ninety	
7 — seven		100 — one (a) hundred	
8 — eight		1,000 — one (a) thousand	
9 — nine		1,000,000 — one (a) million	
10 — ten		1,000,000,000 — a (one) milliard (в Англии); a (one) billion (в США)	
11 — eleven			
12 — twelve			

Числительные hundred, thousand, million не приобретают окончание s как показатель множественного числа, однако если эти слова выполняют функцию существительных, т. е. перед ними нет числительного (а после них обычно стоит предлог of), то во множественном числе добавляется s: hundreds of people сотни людей, thousands of words тысячи слов

Порядковые числительные (Таблица 2) образуются от соответствующих количественных числительных путем прибавления суффикса th: seven — seventh седьмой, twenty-four — twenty-fourth двадцать четвертый.

Таблица 2 - Порядковые числительные

ПРАВИЛА ОБРАЗОВАНИЯ ПОРЯДКОВЫХ ЧИСЛИТЕЛЬНЫХ	
ПРАВИЛО	ПРИМЕР
В составных порядковых числительных суффикс -th присоединяется к последнему слову	the forty-sixth сорок шестой
Перед порядковыми числительными обычно употребляется определенный артикль	the tenth десятый
Десятки, имеющие конечное -y, меняют его на -ie-	ninety девяносто ninetieth девяностый
ИСКЛЮЧЕНИЯ	the first первый, the second второй, the third третий, the fifth пятый, the ninth девятый, the twelfth двенадцатый

*Порядок выполнения*

*Задание 1.* Найдите 14 числительных в представленном кроссворде

t	h	o	u	s	a	n	d	d	t	g
m	w	n	h	h	j	e	i	g	h	t
i	h	e	u	k	e	j	g	s	i	x
l	n	i	n	e	f	l	d	d	r	s
l	f	t	d	d	h	r	e	e	t	s

i	w	g	r	h	y	v	j	v	y	k
o	y	t	e	n	i	u	i	o	e	l
n	t	r	d	f	i	f	t	e	e	n

**Задание 2.** Напишите следующие цифры порядковыми числительными

*Вариант 1:* 10, 20, 30, 55, 98

*Вариант 2:* 15, 28, 69, 57, 23

*Вариант 3:* 74, 56, 99, 65, 35

**Индивидуальная самостоятельная работа.**

**1 вариант**

1) Решите пример и напишите ответ словами.

- sixty-two + fourteen = ...
- fifteen + two hundred and forty-six = ...
- ninety + ten = ...

2) Преобразуйте количественные числительные в порядковые.

two, eighty-three, seven hundred and sixteen, twelve, eleven.

**2 вариант**

1) Решите пример и напишите ответ словами.

- thirty-one + nineteen = ...
- seventy-three + eighty-two = ...
- three thousand one hundred and twelve + ninety-nine =

2) Преобразуйте количественные числительные в порядковые. twenty-five,

ninety-six, thirty-eight, ten, two thousand and nine

**Изучение нового материала.** Знакомство с новыми лексическими единицами по теме: «Распорядок дня студента колледжа».

**Индивидуальная самостоятельная работа:** выбрать правильный перевод.

1.To get up	А. Встречаться с друзьями
2.To do morning exercises	Б. Завтракать
3.To have breakfast	В. Ходить в колледж
4.To go to college	Г. Сидеть на уроках
5.To have lessons	Д. Делать утреннюю зарядку
6.To come back home	Е. Обедать
7.To have dinner	Ж. Делать домашнее задание
8.To go for a walk	З. Ходить на прогулки
9.To do homework	И. Помогать родителям по дому
10.To go to the library	К. Делать покупки
11.To help the parents about the house	Л. Приходить домой
12.To do shopping	М. Ложиться спать
13.To go to the music / sport school	Н. Смотреть телевизионные программы
14.To take part in sport activities	О. Принимать участие в спортивных мероприятиях
15.To meet friends	П. Вставать
16.To read books	Р. Читать книги
17.To watch a TV programmer	С. Ходить в библиотеку
18.To go to bed	Т. Ходить в музыкальную/спортивную школу

**Чтение.** Прочитать и перевести текст.

### MY WORKING DAY

Usually I get up at 7 o'clock on week-days. I do my bed and open the window. Sometimes I do my morning exercises, but not always. Then I go to the bathroom. There I wash myself and clean my teeth. Sometimes I take a shower. After that I go back to my bedroom, dress myself and brush my hair. In five minutes I am ready enough for breakfast. I always have a cup of tea or coffee and a sandwich. After breakfast I take my bag, put on my coat and go to the college. I live not far from my college and it takes me only ten minutes to walk there. I am never late for the first lesson, because I come to the college a few minutes before the bell. I leave my coat in the cloakroom and go to the classroom. The lessons begin at eight o'clock and at half past one they are over. Sometimes after the lessons I go to the library. I take some books. I usually do my homework at home. As a rule, I have no free time on my week-days.

Sometimes I have dinner at my college canteen. For dinner I usually have soup for the first course, meat or fish with some salad for the second. I drink milk or a cup of tea.

Twice a week I go to the swimming pool. I play volleyball in the college team and we have our training at our big gymnasium.

In the evening all the members of our family get together. We have supper together, watch TV or read books. Reading is my hobby. I like to read detective stories or books of modern writers. At about eleven o'clock I go to bed.

**Работа в парах.** Составление диалогов (вопрос-ответ). 1 When do you usually get up on your working day?

- 2 What do you do in the morning when you get up?
- 3 What do you have for breakfast?
- 4 How much time does it take you to get to your college?
- 5 Do you have dinner at home or at the college canteen?
- 6 What do you usually have for dinner?
- 7 Do you often go to the library?
- 8 When does your family have supper?
- 9 Do you go in for sports?
- 10 When do you usually go to bed?

**Индивидуальная самостоятельная работа:** составить 10-15 предложений о том, что вы обычно делаете с 7.00 до 11.00.

### Практическое занятие «Распорядок дня студента техникума»

**Цели и задачи работы:** формировать умение кратко передавать содержание текста, умение выполнять упражнения, пользуясь необходимым грамматическим материалом.

#### Содержание работы

**Переведите текст и составьте сообщение о своём распорядке дня. Выполните упражнения.**

#### My Daily Routine

As a rule, I get up at half past six. I put on my dressing-gown, go into bathroom and turn on the bath taps. Good health is better than wealth, so I do my morning exercises. I get breakfast at seven-thirty and listen to the news over the radio.

I like to begin the day well, so my breakfast is always a good one. For breakfast I usually have hard-boiled eggs or an omelette, bread and butter, tea or coffee; I read my newspaper with my last cup of coffee before I leave home.

Then, I say "Good-bye" to my mother, take my school-bag and go to school. I don't live far from my school, so it doesn't take me long to get there. The lessons start at half past eight. Each lesson lasts for 45 minutes. The classes are over at two o'clock.

I come back home, have dinner, wash up and go shopping. I buy foodstuffs for the family. Coming back I begin to clean the house and get the vegetables ready for supper. We have supper at seven. I do my homework for the next day. It usually takes me several hours to prepare well for the lessons.

In the evening, I always try to spend at least an hour at the piano. As a rule my parents and I sit and talk, watch a film on TV, read newspapers and magazines. Sometimes, we go to the cinema or to the theatre. Once or twice a month, I visit exhibitions in my home town.

I go to bed at about eleven o'clock, but my parents like to sit up late and write letters or read

**Questions:**

1. When do you get up as a rule?
2. Why do you do your morning exercises?
3. What do you have for breakfast?
4. How long does each lesson last?
5. When do you begin to clean the house?

**2. Вставьте пропущенные слова.**

1. I like to begin the day... .
2. ..., we go to the cinema or to the theatre.
3. I get... at seven-thirty.
4. The classes ... .. at two o'clock.
5. Once or twice a ..., I visit ... in my home town.
6. It usually takes me ... hours to prepare well ... the lessons.

**Практическое занятие «Рабочий день»**

**Цели и задачи работы:** расширение и активизация грамматических и лексических знаний (время, даты, предлоги времени), развитие навыков монологической и письменной речи по теме «Мой день», интереса учащихся к изучению английского языка, формирование умения работы в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

**Содержание работы**

**Изучение грамматического материала:** время, даты, предлоги времени.

**Фронтальная работа.** Учащиеся называют свою дату рождения («I was born...») и даты рождения родственников.

**Индивидуальная самостоятельная работа.**

**1 вариант**

Напишите указанные в скобках даты словами.

1. My son was born on ..... (02.12.2000).
2. Our dog was born on ..... (21.08.2008).
3. My granddad was born on ..... (23.06.1950).
4. My granny was born on ..... (18.02.1910).

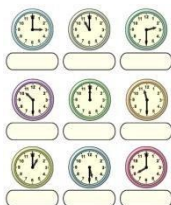
**2 вариант**

Напишите указанные в скобках даты словами.

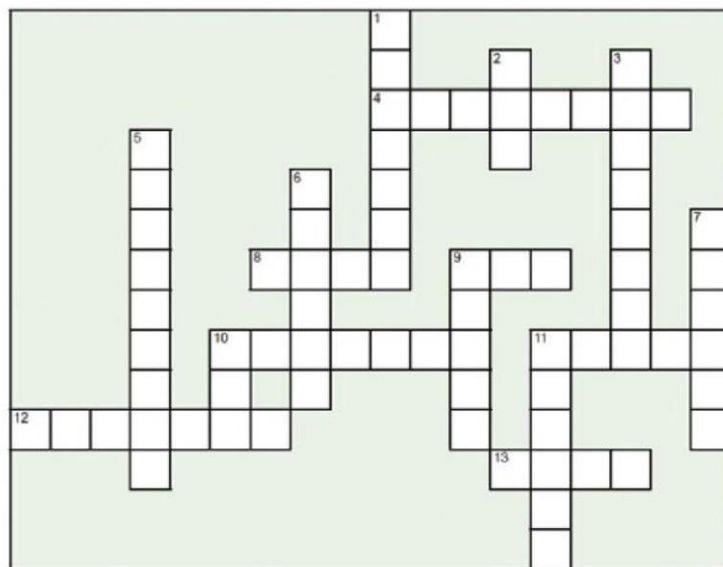
1. My friend was born on ..... (03.11.1999).
2. Our cat was born on ..... (31.01.2010).
3. My grandmother was born on ..... (13.07.1954).
4. I was born on ..... (13.05.1996).

**Работа в парах.** Работа с карточками.

1) Напишите по-английски указанное на часах время.



2) Разгадайте кроссворд.



**ACROSS**

- 4. Month number 11.
- 8. The month before August.
- 9. The month before June.
- 10. The month after September.
- 11. Month number 4.
- 12. July is the \_\_\_\_\_ month.
- 13. The month after May.

**DOWN**

- 1. The month before February.
- 2. The abbreviation for the second month of the year.
- 3. The last month of the year.
- 5. The ninth month.
- 6. April is the \_\_\_\_\_ month.
- 7. The number of months in a year.
- 9. The third month of the year.
- 10. The abbreviation for the tenth month.
- 11. Month number 8.

**Индивидуальная самостоятельная работа.** Написать сочинение на тему «Мой рабочий день».

### Практическое занятие «Выходной день»

**Цели и задачи работы:** расширение и активизация грамматических и лексических знаний (единственное и множественное число имен существительных), развитие навыков диалогической и письменной речи по теме «Мой распорядок дня», интереса учащихся к изучению английского языка, формирование умения работы в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

**Содержание работы**

**Изучение грамматического материала:** единственное и множественное число имен существительных.

**Индивидуальная самостоятельная работа.**

**1 вариант**

1) Напишите множественное число следующих существительных: boy, suit, school, glass, dress, scarf, child, nose, city, table, girl, garden, kitchen, wolf, cat, fly, fox, woman.

2) Поставьте существительные в скобках в правильном числе:

More than one (day); twenty-one (day); a (pair) of shoes; two (pair) of shoes.

## 2 вариант

1) Напишите множественное число следующих существительных: puppy, dog, cake, man, clock, watch, shelf, child, foot, driver, story, mouse, work, postman, lady, fox, bench, leaf.

2) Поставьте существительные в скобках в правильном числе:

four (dozen) buttons; the variety of (fish) in the aquarium; you must eat more (fruit); our (family) are all good chess-players.

**Работа в парах.** Заполните пропуски, используя слова wash, help, get up, go, play, watch. Составьте вопросы в Present Simple 1) \_\_\_\_ you \_\_\_\_\_ at 7 o'clock?

2) \_\_\_\_ you \_\_\_\_\_ your face?

3) \_\_\_\_ you \_\_\_\_\_ football in summer? 4)

\_\_\_\_ you \_\_\_\_\_ to school at 8 o'clock?

5) \_\_\_\_ you \_\_\_\_\_ TV every day?

6) \_\_\_\_ you \_\_\_\_\_ your mother?

**Индивидуальная самостоятельная работа.** Написать 10-15 предложений на тему «Выходной день».

**Работа в парах.** Подготовить вопросы по теме «Выходной день» и озвучить диалоги.

Примерные вопросы:

When did you have your day out?

What was the weather like on Saturday?

What was the weather like on Sunday?

Where did you go on your day off?

Who did you go there with?

What did you do there?

## Практическое занятие «Распорядок дня студентов Великобритании»

Работа с видеоматериалом

по теме «Education in Britain / Schools»

(учебное пособие “WINDOW on BRITAIN” Oxford English Video  
by Richard MacAndrew)

## ACTIVITIES

### I. BEFORE YOU WATCH

**1. Do you know anything about schools in Britain? Try this quiz ticking (✓) the correct information**

- a) Most children start primary school at the age of seven.
- b) About twenty percent of eighteen-year-olds go to university.
- c) At most schools students wear a uniform.
- d) There are about twenty-two students in a secondary school class.
- e) Students begin learning a foreign language at fifteen.
- f) All students have music lessons.
- g) Most parents in Britain pay for their children's education.

**2. Put the words below into the correct columns. One doesn't go. Which one?**

**primary, rugby, religion, geography, literature, football, independent, uniform, history, netball, science, state, secondary, badminton, boarding**

SUBJECTS	TYPES OF SCHOOLS	SPORTS

## II. WHILE YOU WATCH

### Sequence 1

#### 3. Complete the sentences using the words from the box

(Be attentive! Some of the words can be used twice.)

primary, secondary, university, two, three, five, eleven, sixteen, twenty, thirty, GCSE, 'A' levels, education, training

- a) Most children start ... school at the age of ... .
- b) Then at ... they go to ... school.
- c) All children stay at ... school to the age of ... .
- d) And at ... in England they take ... examinations.
- e) After these exams about ... percent of students leave school.
- f) The others usually study ... subjects for ... more years and then take ... .
- g) About ... percent of eighteen-year-olds go to ... .
- h) Another ... percent go on to other kinds of ... and ... .

### Sequence 2

#### 4. Answer the following questions

- a) How many days do students attend school?
- b) When do classes start?
- c) What schools are in Britain?
- d) At what schools do students wear a uniform?
- e) How many students can attend a primary school class? And how many of them are there in a secondary school class?
- f) What subjects do British students have?
- g) When do students begin learning a foreign language?
- h) What are the most popular foreign languages?

### Sequence 3

#### 5. Cross out the incorrect answer in the sentences below

- a) Students have *lessons/exams* in the morning and then a break of *half an hour/an hour* for lunch.
- b) *Some/Most* go home for lunch, some *buy/bring* sandwiches, and some eat in the *classroom/school canteen*.
- c) School finishes at about *four/five* o'clock.
- d) After school some students *go home/do other activities*.
- e) *Chess/Football* is very popular.
- f) Students also play other games, such as *hockey/netball/rugby/badminton*.
- g) Some students learn *cooking/music*.

### Sequence 4

#### 6. Put the verbs in brackets in the correct forms

- a) Ninety-two percent of British schools (to belong) to state schools.
- b) State schools (to be) free.
- c) And there (to be) eight percent of independent schools.
- d) The independent schools (to pay).
- e) Some of these schools (to have) very traditional uniforms.
- f) One of the most famous independent schools (to be) Eton.
- g) Only boys can (to attend) it.

## Практическое занятие «Распорядок дня студента колледжа. Дроби. Обозначение годов, дат, времени, периодов»

*Цели:* повторение и закрепление знаний по теме «Дроби»; совершенствование лексических навыков.

### *Краткие теоретические сведения*

Наиболее употребительные математические термины относятся к арифметике. Представим арифметические действия в виде таблицы (таблица 12.1)

Таблица 12.1 - Арифметические действия

Название действия (сущ.)	Название действия (глагол)	Используется в речи
Add — Plus	плюс сложение	прибавлять
Subtraction — Subtract — Minus	минус вычитание	вычитать
Multiplication — Multiply by — Times	умножение	умножать на умножить
Division — Divide by — Divided by	деление	делить на разделить
Equality — Equals to \ is equal	равенство	равенство to — равняться чему-то to \ is — равно

Сама арифметическая задача (например,  $2+2$ ) называется *problem* (по-научному) или *sum* (разговорный вариант), решение или ответ — *answer*, а глагол «решать» — *to solve (the problem)*.

$2+2=4$  — Two plus two equals four.

$7-2=5$  — Seven minus two equals five.

Часто вместо *equals* или *is equal to* говорят просто *is*.

$5 \times 3 = 15$  — Five times three is fifteen.

$8 \div 4 = 2$  — Eight divided by four is two.

Простые дроби (*common fractions*) состоят из числителя (*numerator*) и знаменателя (*denominator*). Если число состоит из целого и дроби, например  $1\frac{1}{2}$ , — это называется смешанная дробь или смешанное число (*mixed numeral*).

Числитель выражается количественным числительным, а знаменатель порядковым.

$\frac{1}{2}$  — a half, one half.

$\frac{1}{3}$  — a third, one third.

$\frac{1}{4}$  — a quarter, one fourth.

$\frac{1}{5}$  — one fifth.

$\frac{1}{6}$  — one sixth.

$\frac{2}{3}$  — two thirds.

$\frac{3}{4}$  — three fourths.

$\frac{1}{8}$  — one eighth.

$\frac{1}{10}$  — a tenth.

$\frac{1}{100}$  — a hundredth.

$1\frac{1}{4}$  — one and a quarter.

$1\frac{1}{2}$  — one and a half.

$1\frac{3}{4}$  — one and three quarters.

Обратите внимание, когда числитель больше одного, к окончанию добавляется *-s*, так как знаменатель используется во множественном числе (как и в русском: две третьих, три четвертых).

Существительное, которое определяется дробью, используется с предлогом *of*:  $\frac{3}{4}$  mile — Three fourths of a mile.

$\frac{1}{4}$  bottle — A quarter of a bottle.

Существительное, определяемое смешанной дробью, используется без предлога, но во

множественном числе:

2 ½ miles — Two and a half miles.

1¼ bottles — One and a quarter bottles.

Десятичные дроби — decimal fractions, decimals

В английском в десятичных дробях (decimals) целое от дроби отделяется точкой (point).

Ноль перед точкой называется zero или (британский вариант) nought. Ноль после точки может называться oh, zero, nought. Если целое число в дроби равно нулю, его часто опускают в речи, начиная говорить сразу с «point».

Целое число читается как обычное порядковое числительное, например 45.1 — forty five point one. Но в дробной части каждая цифра читается отдельно тоже как порядковое: 2.45 — two point four five .

Сотые доли могут выражаться с помощью процентов, тогда используется стандартный значок % и слово percent, всегда использующееся в единственном числе.

1% — One percent.

10% — Ten percent.

17% — Seventeen percent.

Для обозначение степени используются выражения to the power of five, to the fifth power, raised to the power of five, raised to the fifth power. Для 2-ой и 3-ей степени используются термины «в квадрате» (squared) и «в кубе» (cubed).  $3^2$  — Three squared, three to the second power.

$3^3$  — Three cubed, three to the third power.

$10^4$  — Ten to the fourth power, ten to the power of ten.

$30^{24}$  — Thirty to the power of twenty four.

Квадратный корень называется square root:

$\sqrt{16} = 4$  — The square root of sixteen is four.

$\sqrt{25} = 5$  — The square root of twenty five is five.

Круглые скобки называются parentheses. Если выражение стоит в скобках, и к нему применяется операция, используется слово quantity.

$(2+3) \times 4 = 24$  — Two plus three quantity times four equals to twenty four.  $(3+5)^{2=64}$  — Three plus five quantity squared is sixty four.

### *Порядок выполнения*

*Задание 1. Решите пример и напишите ответ словами*

#### *Вариант 1*

1 sixty-two + fourteen = ...

2 fifteen + two hundred and forty-six = ...

#### *Вариант 2*

1 ninety + ten = ...

2 thirty-one + nineteen = ...

#### *Вариант 3*

1 seventy-three + eighty-two = ...

2 three thousand one hundred and twelve + ninety-nine = ...

*Задание 2. Напишите указанные в скобках даты словами*

#### *Вариант 1*

1 My son was born on ..... (02.12.2000).

#### *Вариант 2*

1 Our dog was born on ..... (21.08.2008).

*Вариант 3*

1 My granddad was born on ..... (23.06.1900).

*Задание 3.* Напишите дроби словами.

*Вариант 1*

1  $\frac{1}{2}$

2  $\frac{5}{8}$

3  $\frac{1}{3}$

4  $\frac{4}{7}$

*Вариант 2*

1  $\frac{9}{10}$

2  $\frac{11}{12}$

3  $\frac{2}{5}$

4  $\frac{3}{4}$

*Задание 4.* Опишите распорядок дня, используя фразы, данные на рисунке 1

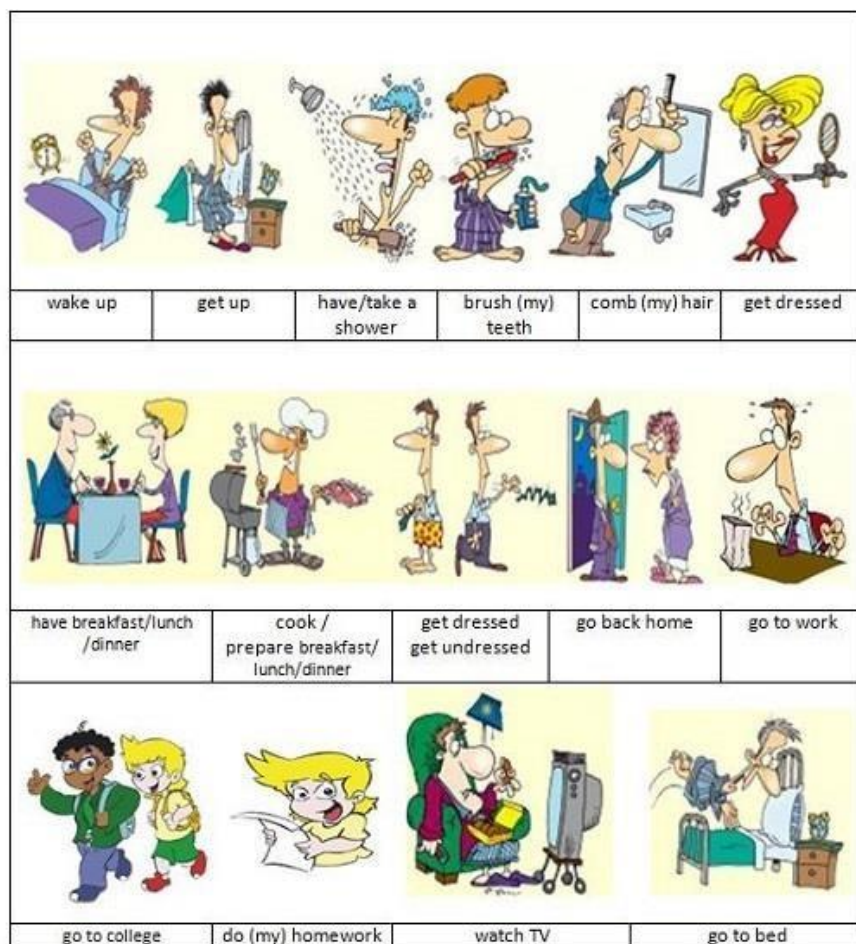


Рисунок 1 - Распорядок дня

## Тема 6. Хобби, досуг

**Формируемые ОК, ЛР: ОК 2.4.8, ЛР 02, ЛР 04, ЛР 06, ЛР 10, ЛР 14**

### Практическое занятие «Хобби, досуг»

**Цели и задачи работы:** расширение и активизация грамматических и лексических знаний (употребление глаголов с окончанием *-ing*), развитие навыков монологической и письменной речи, аудирования по теме «Хобби, досуг», интереса учащихся к изучению

английского языка, формирование вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

### Содержание работы

**Изучение грамматического материала:** употребление глаголов с окончанием –ing.

### Индивидуальная самостоятельная работа.

Задание №1. Раскройте скобки.

- 1) I (to enjoy, to travel).
- 2) The doctor (to suggest, to take) a long holiday.
- 3) He (to like, to read) books.
- 4) I (to finish, to type) the report yesterday.
- 5) (To imagine, to work) in a place like that!

Задание №2. Переведите на английский, используя глаголы с окончанием –ing.

- 1) Я люблю смотреть фильмы ночью.
- 2) Ему нравится играть в футбол.
- 3) Она не любит мыть посуду.
- 4) Он любит слушать музыку.
- 5) Мария продолжает работать в библиотеке.

**Изучение нового материала.** Знакомство с новыми лексическими единицами по теме: «Хобби, досуг».

**Фронтальная работа.** Учащиеся отвечают на вопросы:

- 1) What is hobby?
- 2) What hobbies can people have?
- 3) What hobbies are popular in your family?

**Аудирование.** Учитель зачитывает короткие ситуации. Учащиеся заполняют таблицу.

1. Some people like to dance. Sometimes they go to special clubs and dance at home. They like to go to discos. (Dancing)
2. They can play football or hockey, swim or run very well. People like to go to the stadium or to the sports ground. (Sports)
3. People like to sing songs. Sometimes they go to the music school. They like to listen to songs and sing them. (Singing)
4. It's easy and interesting. They can have a thematic collection. (Collecting)
5. I know some people who like to watch different kinds of programmes or films on TV. (Watching TV)

Watching TV	Singing	Dancing	Sports	Collecting

**Индивидуальная самостоятельная работа.** Перевести с русского на английский. Учащимся раздаются карточки. По завершении письменной работы студенты зачитывают получившиеся монологи.

1. Садоводство. Самым распространенным увлечением англичан является садоводство. У британцев живущих в домах есть сады. Они выращивают разные цветы в своих садах.
2. Кино. Многие люди в мире любят ходить в кино. Кино очень популярно в наше время. Самый известный кинотеатр в Лондоне —Одеон. Там вы можете посмотреть комедии, мюзиклы, исторические фильмы и мультфильмы.
3. Фотографирование. Многие люди увлекаются фотографированием. Когда мой дедушка был молодой он увлекался этим хобби. У нас в доме есть много фотографий и вечерами мы любим рассматривать их всей семьей.
4. Путешествие. Сегодня путешествие является одним из самых популярных увлечений людей. Многие люди путешествуют по миру, посещают разные страны. Путешествие помогает нам узнать много нового о традициях, обычаях и праздниках разных народов.
5. Покупки. Мне очень нравится ходить в магазин с мамой и покупать новые вещи. Я знаю,

что и многие люди любят заниматься шопингом. В Лондоне, на Оксфорд стрит есть много магазинов и многие люди со всего мира приезжают сюда сделать покупки.

6. Компьютерные игры. Популярным увлечением многих мальчиков и девочек являются компьютерные игры. У нас у всех есть дома компьютеры и часто мы спешим домой после уроков поиграть в эти игры. Они очень интересные. Но я знаю, что сначала я должен выполнить домашнее задание, а потом могу играть на компьютере.

**Чтение.** Прочитайте и переведите текст. Ответьте на вопросы.

#### My sisters hobby

I have a sister. Her name is Rosie. I'm very fond of her. We often play together and she always takes part in all our games. My little sister doesn't care of cinema but she likes theatre very much. She buys tickets for all the plays and likes to sit in the stalls where she can see the actors who are popular with the audience. She knows many dialogues from different performances by heart and is proud of it. She uses her imagination and makes up her own stories. She wants to see them on the stage at the theatre. She writes her stories and reads them to me. They are usually very interesting and full of kind and friendly characters. She likes to read me her stories before we go to bed and I always listen to them up to the end.

1. What's the girl's name?
2. What does she like very much?
3. Does she know the dialogues from different performances?
4. Can she make up her own stories?
5. Are her stories interesting?

### Практическое занятие «Мое хобби»

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической и письменной речи по теме «Мое хобби», интереса учащихся к изучению английского языка, формирование вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

#### Содержание работы

**Фронтальная работа.** Учащиеся отвечают на вопросы.

- |                                     |  |
|-------------------------------------|--|
| 1. Do you have free time?           | 4. Does your father play football?       |
| 2. Does your mother have free time? | 5. Does your mother play computer games? |
| 3. Do you play badminton?           | 6. Do you like music?                    |

**Индивидуальная самостоятельная работа.** Написать сочинение на тему «Мое хобби» в виде письма другу (10-15 предложений).

### Практическое занятие «На досуге»

**Цели и задачи работы:** расширение и активизация лексических и грамматических знаний (наречия и выражения места и направления), развитие навыков диалогической и письменной речи по теме «Мой досуг», интереса учащихся к изучению английского языка, формирование умения работы в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

#### Содержание работы

**Изучение грамматического материала:** наречия и выражения места и направления.

**Индивидуальная самостоятельная работа.**

Выберите в правой колонке подходящее наречие. Переведите предложения.

- |  |                           |
|--|---------------------------|
| 1. It is raining ...                     | a. fast (быстро)          |
| 2. He can speak Spanish ...              | b. early (рано)           |
| 3. Don't cut yourself. Use the knife ... | c. gracefully (грациозно) |

- |  |                             |
|--|-----------------------------|
| 4. Sorry, I don't understand you. Can you speak ...? | d. quietly (тихо)           |
| 5. Modern cars go very ...                           | e. heavily (сильно, тяжело) |
| 6. During the war my grandmother worked very ...     | f. carefully (осторожно)    |
| 7. If you get up ..., you'll have a successful day.  | g. brightly (ярко)          |
| 8. My kids never make noise, they usually play ...   | h. fluently (бегло)         |
| 9. It's very hot today. The sun is shining ...       | i. hard (много, тяжело)     |
| 10. She moves like a cat: very ...                   | j. slowly (медленно)        |

**Работа в парах.** Задание №1. Разгадать кроссворд.



**Задание №2.** Составить диалоги на тему «Мой досуг». Примерные вопросы:  
 How do you usually spend your free time? Как вы обычно проводите своё свободное время?  
 Do you like to go out? Вы любите ходить куда-нибудь?  
 What hobbies do you have? Какие у вас есть хобби?  
 Which leisure activities are popular in Russia? Как россияне любят проводить свободное время?  
 What is the most interesting free time activity in your opinion? Why? Как интереснее всего проводить свободное время? Почему вы так считаете?

### **Практическое занятие: Досуг молодежи**

**Цели и задачи работы:** развивать на основе предыдущих языковых знаний необходимые речевые умения и навыки выражать свои мысли, понимать прочитанное; познакомиться с новым языковым материалом, активно использовать лексику по теме.

Инструкция по выполнению практической работы

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Запишите новые слова.
4. Прочитайте текст, переведите его письменно на русский язык. Ответьте на вопросы.
5. Письменно выполните упражнения для практического занятия.

#### **A Hobby Makes Your Life Much More Interesting**

Our life would be hard without rest and recreation. People have quite different ideas of how to spend their free time. For some of them the only way to relax is watching TV. But other people use their spare time getting maximum benefit from it. If you enjoy doing some activity in your free time, than you have a hobby. A person's hobbies are not connected with his profession, but they are practiced for fun and enjoyment. A hobby gives one the opportunity of acquiring substantial skill, knowledge and experience. A hobby is a kind of self-expression and the way to understand other

people and the whole world. A person's hobbies depend on his age, intelligence level, character and personal interests. What is interesting to one person can be trivial or boring to another. That's why some people prefer reading, cooking, knitting, collecting, playing a musical instrument, painting, photography, fishkeeping or playing computer games while others prefer dancing, travelling, camping or sports.

Collecting things is a very popular hobby and it may deal with almost any subject. Some people collect stamps, coins, badges, books, clocks or toys. Other people collect beer cans, key rings, stones, matchboxes, thimbles and all sorts of things. Once you've got a small collection you keep adding to it. Some people don't even remember how their collection started but now their house is crammed full of different knick-knacks which they can't use but keep for the sake of having them. But some people collect valuable and rare things as they consider it to be a good investment of their money.

If you are active and tired of town life, if you long for changes and want to get away from civilization, than camping is for you. It is a cheap way to rest, to improve your health, to train yourself physically and to enjoy nature. Some people prefer more extreme camping when they have to survive out-of-doors, orient themselves, obtain food from the wild, build shelters and adapt themselves to extremely cold weather. They learn to overcome any obstacles and become strong and self-reliant.

Ecotourism is becoming popular and fashionable all over the world, especially with people who try to damage the environment as little as possible. Tourists visit places of natural beauty and they usually travel on foot, by bicycle or boat so that there is no pollution. They stay in local houses or hotels and eat local food. Their aim is to enjoy nature, to experience the local culture and to get unforgettable impressions without polluting and wasting or destroying natural resources. They must keep places that they visit clean and safe. The principles of eco-tourism are 'Leave nothing behind you except footprints and take nothing away except photographs' and 'Take as much care of the places that you visit as you take of your own home'. If people remember these simple rules, we will be able to save our planet and to conserve the wildlife.

A hobby plays a very important educational, simulation and psychological role, makes you stronger physically and mentally, helps you escape from reality, improve your knowledge, broaden your mind, develop your skills and gain a better understanding of how the world works.

### **New words and word combination:**

recreation - отдых, восстановление сил

spend free time – проводить свободное время

benefit - польза

knowledge and experience - знания и опыт

Collecting things -коллекционирование

knick-knacks -безделушки

investment - вложение, инвестирование

to improve your health -улучшить здоровье

to overcome any obstacles - преодолеть любые препятствия

to damage the environment - наносить вред окружающей среде

local food - местная еда

unforgettable impressions - незабываемые впечатления

broaden your mind - расширить свой кругозор

### **Answer the questions**

1. How does a hobby influence a person's life?
2. What kinds of hobbies do you know?
3. What is your attitude to extreme camping?
4. What are the principles of eco-tourism?
5. Why is it important to everybody to have a hobby?
6. How do you spend your spare time?

## Задания для практического занятия

Упражнение № 1. Письменно ответьте на вопросы:

1. Do you have a hobby? What is it?
2. Does your friend have a hobby?
3. What will you give your friend for his/her birthday?
4. What kind of present would you like to get for your birthday?
5. What is the best present for a person who has a hobby?
6. What do you like doing in your free time?
7. Do you spend much time on your hobby?
8. What do you usually spend your pocket money on?
9. What are the other things that people can do in their leisure?
10. Can you tell your classmates about any strange and unusual hobbies?

Упражнение № 2. Переведите на английский язык:

Я учусь в политехническом колледже, и у меня не очень много свободного времени. Но я всегда нахожу время на мое увлечение. Я очень люблю фотографировать. Недавно родители подарили мне дорогой и очень хороший фотоаппарат. Я люблю фотографировать своих друзей. Когда мы идем в поход или гуляем по городу, у меня всегда с собой мой фотоаппарат. У меня уже есть четыре альбома фотографий, и друзья любят рассматривать их, когда приходят ко мне в гости.

### Практическое занятие: «Хобби: путешествия»

**Цель работы:** познакомить с новой лексикой, чтение тематических текстов, тренировать в диалогической речи.

1. Прочитайте и переведите Текст «Travelling.».

#### Travelling.

Modern life is impossible without travelling. Almost all people of travelling. Thousands of people travel every day either on business or for pleasure. It is very interesting to see new places, other towns and countries. There are various means of travelling. People can travel by air, by train, by sea or by road. Of course, travelling by air is the fastest and the most convenient way, but it is the most expensive, too.

Travelling by train is slower than by plane, but it has its advantages. With a train you have speed, comfort and pleasure combined. You can see much more interesting places of the country you are travelling through.

Modern trains have comfortable seats. There are also sleeping cars and dining cars that make even the longest journey enjoyable. Speed, comfort, and safety are the main advantages of trains and planes. That is why many people prefer them for business trips to all other means of travelling.

Travelling by sea or sea voyages are popular mostly as pleasure journeys. Large ships can visit foreign countries and different places of interest.

Many people like to travel by car. It is interesting too, because you can see many places in a short time, you can stop anywhere you wish and spend as much time as you like at any place.

Nowadays a very popular method of travelling is hiking. It is travelling on foot. Walking tours are very interesting.

2. Перепишите и выучите список лексики по теме.

advantage - преимущества

business trip - деловая поездка, командировка

means - средство; способ

expensive - дорогой (о стоимости)

plane ( airplane) – самолёт

journey - путешествие, поездка (по суше)  
sleeping car - спальный вагон  
dining car - вагон-ресторан  
sea voyage - морское путешествие  
nowadays - в наши дни  
hiking - пеший туризм  
walking tour-пешая экскурсия

3. Ответьте на вопросы по тексту. Расскажите о своём путешествии.

### Questions:

1. Why do people travel?
2. What are the means of travelling?
3. What are the advantages of travelling by plane?
4. What are the advantages and disadvantages of travelling by car, train and ship?
5. Why do many people prefer to travel by car?
6. How do you prefer to travel and why?

4. Tell about your last travelling.

**Тема 7. Описание местоположения объекта (адрес, как найти)**  
**Формируемые ОК, ЛР:** ОК 2,4,9, ЛР 02, ЛР 07, ЛР 09, ЛР 10

**Практическое занятие: «Описание местоположения объекта (адрес, как найти)»**

**Цель:** формировать умение правильно строить вопросительные предложения для интервью.

### Содержание работы

**Прочитайте вопросы и дайте к ним ответы. Задайте вопросы собеседнику.**

1. What can you tell us about yourself? (Что Вы можете рассказать о себе?)
  2. What computer applications are you familiar with? (Какими компьютерными программами Вы уверенно пользуетесь?)
  3. How do you handle deadlines? (Как Вы справляетесь с работой в установленные сроки?)
  4. Where do you see yourself in 5 years? (Где Вы видите себя через пять лет?)
  5. How would you describe yourself as a person? (Как бы вы сами себя описали?)
  6. What is your greatest strength? (Каковы ваши самые сильные качества?)
  7. What is your greatest weakness? (Каковы ваши самые большие слабости (недостатки)?)
  8. What motivates you most at work? (Что мотивирует/вдохновляет вас на работе?)
  9. What are your hobbies? (Какие у вас хобби?)
  10. What makes you angry? (Что вас может разозлить?)
- What do you see as a major success in your life? (Каков главный успех (главное достижение) в вашей жизни?)
- Describe a time when you're failed. Опишите период, когда у вас что-то не получалось.
- What motivates you? Что мотивирует вас?
- What are your plans for the future? Какие у вас планы на будущее?
- How long have you been in this country? Как долго вы находитесь в этой стране?
- Tell me about your educational background. Расскажите о своем образовании.
- Do you have plans for further education? Вы планируете продолжить обучение?
- What computer programs are you familiar with? Какими компьютерными программами вы владеете?
- Do you know any foreign languages? Какие иностранные языки вы знаете?

Why did you choose your major? Почему вы выбрали именно эту специальность?  
Do you consider yourself a leader? Считаете ли вы себя лидером?  
What leadership or managerial positions have you held? Какие лидирующие и управленческие позиции вы занимали?  
Do you like working alone? Вам нравится работать в одиночку?  
Are you a team player? Вы – командный игрок?  
What strengths would you bring to a team? Какие сильные стороны вы могли бы принести в команду?  
Do you prefer working on a team or by yourself? Вы предпочитаете работать в команде или самостоятельно?  
How did you get into this line of work? Как вы попали в данную сферу работы?  
How did you find about the vacancy? Как вы узнали о вакансии?  
What do you know about this company? Что вы знаете об этой компании?  
Why are you interested in working for us? Почему вы заинтересованы в работе на нас?  
May we contact your previous employers? Можем ли мы связаться с вашими предыдущими работодателями?  
What are your qualifications for this job? Какова ваша квалификация, чтобы занимать данную должность (образование + опыт работы, которыми должен обладать претендент).  
Describe your work experience. Расскажите о вашем опыте.  
What were your last responsibilities in your last job? Каковы были ваши обязанности на предыдущем месте работы?  
What are your short-term goals? Каковы ваши краткосрочные цели?  
What are your long-term goals? Каковы ваши долгосрочные цели?  
Are you punctual? Вы пунктуальны?  
Describe your ideal job? Опишите ваше идеальное место работы.  
How would your co-workers describe you? Как бы ваши сослуживцы описали вас?  
I'd like to hear more about (your supervisory experience). Я бы хотел услышать больше о (вашем опыте на руководящей должности).  
What interests you about this particular job? Что вас интересует в этом конкретном месте работы?  
Why did you leave your last job? Почему вы ушли с последнего места работы?  
Do you have any experience with (a computer)? У вас есть опыт работы с (компьютером)?  
Why do you think it's a good fit? Почему вы думаете, что эта должность вам подходит?  
Would you be willing to (travel eight weeks a year)? Вы бы смогли (быть в разъездах восемь недель в году)?  
Are you looking for full- or part-time job? Вы ищете работу с полной или частичной занятостью?  
Are you looking for a day or night job? Вы ищете ночную или дневную работу?  
Can you work weekends? Вы можете работать по выходным?  
Would you like to work overtime? Вы бы хотели работать сверхурочно?  
How do you relate to people from diverse cultures? Как вы относитесь к людям принадлежащим к разным культурам?  
What sort of salary are you looking for? Какую зарплату вы хотели бы получать?  
What kind of compensation are you looking for? Какую компенсацию вы бы хотели получать (имеется ввиду зарплата + все премиальные)?  
I'd like to arrange the second interview. Я бы хотел(а) организовать повторное интервью.  
When would you be able to start? Когда вы можете приступить к работе?  
You'll hear from us by (next Monday). Мы свяжемся с вами (в следующий понедельник).  
We'll be in touch. Мы будем на связи.

## Практическое занятие «Описание местоположения объекта в здании»

**Цели и задачи работы:** расширение и активизация грамматических и лексических знаний (специальные вопросы), развитие навыков монологической, диалогической и письменной речи по теме «Описание местоположения объекта в здании», интереса учащихся к изучению английского языка, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

### Содержание работы

**Изучение грамматического материала:** специальные вопросы.

### Индивидуальная самостоятельная работа.

#### 1 вариант

1) Составьте специальные вопросы из предложенных слов.

1. are / this / at / Why / like / looking / you / me? 2.

do / to / university / What / enter / you / want?

2) Задайте специальные вопросы к предложениям.

1. Some children do stupid things. (why?)

2. I am looking for my watch (what?)

3. His penfriend lives in London. (where?)

4. We met after school yesterday. (when?)

5. She'll come to the party. (with whom?)

#### 2 вариант

1) Составьте специальные вопросы из предложенных слов.

1. How / were / people / there / the / many / street / in?

2. are / holidays / Where / for / you / going / your?

2) Задайте специальные вопросы к предложениям.

6. English is spoken in many countries. (what countries?) 7. He was not prepared for the test. (why?)

8. They were playing a game when I came. (what game?)

9. I have made some mistakes in this exercise (how many?)

10. He has given me his old camera. (what?)

**Изучение нового материала.** Знакомство с новыми лексическими единицами по теме: «Описание местоположения объекта в здании».

**Индивидуальная самостоятельная работа.** Описать обстановку в комнате по картинке. Зачитать получившийся монолог.



**Работа в парах.** Составить диалоги на тему «Обстановка в моей комнате».

## Практическое занятие «Описание местоположения объекта в городе»

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Описание местоположения объекта в городе», интереса учащихся к изучению английского языка, умения работать в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

### Содержание работы

**Изучение нового материала.** Знакомство с новыми лексическими единицами по теме: «Описание местоположения объекта в городе».

**Аудирование.** Прослушайте диалог и заполните пропуски, используя слова: opposite, turn right, walk, on the right, tell me the way, turn left, along the street, cross, go ahead, crossroads.

Нарисуйте карту этой местности.

- Excuse me. Can you ... to the college, please?

- Yes, of course. Now .... Then ... to Narrow street. Go .... to the first ... and ... to Fancy Street. It is five-minutes□ ....

- Shall I ... the crossroads first?

- No, the college is ..., next to the bank and ... the cinema. - Thanks a lot.

- You are welcome.

**Индивидуальная самостоятельная работа.** Учащиеся выполняют задание письменно, затем зачитывают монологи.

1 вариант. Описать местоположение училища.

2 вариант. Описать местоположение спортшколы.

3 вариант. Описать местоположение банка.

**Работа в парах.** Составить диалоги, используя примерные вопросы:

What is your address?

Do you live far from the centre?

How long does it take you to get to...?

What transport do you take to get from ... to ... ?

**Чтение.** Прочитайте и переведите текст.

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

Dad, can you tell me the way to the Polytechnic Museum? How can I get there quickly? Sure.

It's situated in the very centre of Moscow. Take the metro and get off at the Lubyanka station.

Then go up the stairs to the street. There is a square opposite the exit, called Novaya Ploshchad.

The Polytechnic Museum is a big long building just in front of you. Go straight across the Square. It is behind the bus stop.

Thanks, Dad.

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

see Alex. They come into Museum hall. The concert starts in a quarter of an hour. Какие из перечисленных утверждений правильные?

1. Alexander goes to the Polytechnic Museum for the first time.
2. He knows a quick way to get there.
3. He lives on the outskirts of Moscow and far from the metro station.
4. There are a lot of people at the Lubianka station.
5. The Polytechnic Museum is in Lubianskaya Ploshchad.
6. It's a modern tall building.
7. There is a bus stop just in front of you.
8. His groupmates are at the entrance waiting for him.
9. The concert starts in fifteen minutes.
10. The friends want to attend this concert as they are fond of country music.

## Тема 8. Магазины

**Формируемые ОК, ЛР:** ОК 4,6, ЛР 07, 10, 11, 13, 14

### Практическое занятие : Магазины, товары, совершение покупок

**Задание: Чтение и перевод текста:**

#### SHOPPING

Shopping is an opportunity to buy everything what we need, from food to clothes. When we do the shopping we get to know a lot of information about different goods, their prices, quality. We learn to choose products, to spend money rationally. Someone will say that shopping is an original way of spending free time. Someone will say that it's a forced waste of money. Today, shopping is a means of our existence and living.

It's a so called exchange of money for any kinds of goods (from pins to vehicles). Thus, if you want to live in this world shopping is a real necessity for you. Everyone does the shopping: from the poor to a millionaire.

By the way, shopping is a great entertainment too. If you want to relax, shopping is for you. Many girls enjoy shopping and spend the whole day visiting shops and buying things. For them the process of shopping is more important than purchasing. While shopping we talk, with, other people, get experience, get to know many interesting things. But, of course, shopping depends not only on our mood but on our money, too. If you have a lot of money -you can choose what you want if you don't have — you are to be very economical and buy only the things which are essential.

Nowadays there are different ways of shopping. Years ago people went to the shops and bought everything they needed. With the development of progress shopping began to change and now you can purchase things on the Internet. To attract customers shops provide various services: free home delivery and installation of some gadgets, money-back guarantee, buy and win coupons, repair services. They sell their goods on credit and what not. How inventive people may be in their thirst to get to somebody else's money!

While speaking about shopping I can't but mention a very specific phenomenon of our life - advertising. We have to listen to ads and watch commercials at least hundred times a day. It penetrates to our minds and makes us wear some kind of clothes and shoes, it insists on our chewing all the time, cleaning our teeth with Colgate after we drink Coffee Nescafe.

As there are many different goods, so there are many shops which sell this or that kind of products. Here's a short guide of different kinds of shops. Department stores have many different departments: haberdashery, headwear, perfumery, stationery, leather goods, sports goods, china and glass, fabrics, linen, readymade men's and ladies' departments. In the ladies' clothing department you can choose dresses, skirts, blouses, coats, underwear. In the men's clothing department one can buy suits, sweaters, cardigans, pullovers, trousers and woolen jackets. We go to the dairy shop to

buy milk, cream, cheese. Tinned fish, caviar, crabs, lobsters, and different sorts of fish — carp, cod, salmon, trout, mackerel — can be found at the fishmonger's. Sugar, semolina, buckwheat, rice, coffee, spaghetti, noodles are sold at the grocer's. At the greengrocer's we can find all sorts of vegetables and fruit. Well, all this stuff you may buy at a market place and very often it is cheaper and of better quality. There are also big supermarkets where you can buy everything. Such shops are very universal and well-stocked. Moreover, we can order goods by telephone and with the help of different catalogues and fashion magazines.

Going shopping in my city is a wonderful and instant way of participating in everyday life here. Most shops in my place open at 9 a. m. and close at 8 p.m., they are opened from Monday to Sunday. Most grocery shops are opened also on Sunday. Actually, there are many big and small shops in my district. The largest department store is situated near my house and it houses everything from bags to household gadgets and bed-linen. On the ground floor of it there is a spectacular food hall decorated with tiles, which has splendid displays of fish, cheese, meat and other products; other departments include china and glass, electronics and kitchenware. This department store is well-stocked and has a gorgeous selection of different goods.

In my city there are some markets with an amazing range of goods. If you want to visit the biggest market you need a strong pair of legs, comfy shoes and lots of time to wander around. The market sells everything imaginable from tiny tin openers to massive TV sets, providing a diverse and extraordinary range of shopping services. So, in the city there are many places where you can buy food, presents, clothes and other things.

If you want to do the shopping you should know some rules. First of all, you should pay for everything you buy. It is important to spend money rationally. If you are queuing up at the cash-desk you need to wait for your turn. You should check your money before and after paying. It is important to think over your choice and to buy only good things. These are the main rules of shopping. Knowing the rules helps to get real bargains.

I like shopping. I like to buy different things, especially presents. If I want to buy something special I visit the market with someone who will advise me and help me to buy it. I often do the shopping with my Mum because she has a good taste and knows what will fit me. Shopping can change my mood, especially if it is a bargain. I usually buy foodstuffs, it is my household duty. I usually buy bread, milk, eggs, cheese. Once a week my Mum buys meat and fish for a week. When it comes to buying some serious things such as clothing, home appliances, footwear we usually go shopping together. Shopping is a very interesting way to spend your time. It helps to get everything you want. It can make our dreams come true.

### **Практическое занятие : «Виды магазинов»**

Выполнение лексико - грамматических упражнений.

Цель: совершенствовать умение выполнять упражнения, пользуясь необходимым грамматическим и лексическим материалом.

**1. Write the conversations in the correct order (Напишите разговоры в правильном порядке).**

**The first conversation (Первый разговор)**

- Oh, OK. Can I try it on?
- Yes, please. The changing rooms are over there.
- How much is this T-shirt? I can't find the price.
- Yes, of course. How can I help?
- Excuse me. Could you help me, please?

- Er, let me have a look. Here it is. It's £14.

## 2. The second conversation (Второй разговор)

- Medium. Would you like to try it on?

- Yes, please.

- Oh, it suits you perfectly.

- What is the jacket made of?

- Really? Ok, then. I'll buy it.

- What size is it?

- Excuse me. How much does this jacket cost?

- It's £120.

- It's made of leather.

## 3. Match up the shop with the appropriate goods (Соотнесите магазины с товарами, которые они продают).

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

## 4. Fill in the correct words from the list (Вставьте правильное слово из списка).

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

1. Can I have two .... of bread, please?

2. The large department stores .... a great variety of products.

3. You can buy fresh vegetables at this .... .

4. .... I have the pills in this prescription, please?

5. I'd like to .... a bouquet of lilies, please.

6. Excuse me – How .... are these trousers?

7. Do you take a .... card?

### Практическое занятие : «Товары, совершение покупок»

**Цели и задачи работы:** расширение и активизация лексических знаний развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Товары, совершение покупок», интереса учащихся к изучению английского языка, умения работать в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

#### Содержание работы

**Изучение нового материала.** Знакомство с новыми лексическими единицами по теме: «Товары, совершение покупок».

**Аудирование.** Прослушайте диалог:

At the Corner's

Good morning. How are you? –

Morning. Fine, fine you?

- Fine, thanks. Can I help you?
- Yes. Have you got pineapples?
- Certainly. How much would you like?
- One tin, I think
- What about fresh biscuits?
- No, thank you. I'm on a diet. I prefer fruit and vegetables. – Anything else?
- Maybe some fish: sazan or humpback.
- I strongly recommend you to buy humpback.
- OK. Give me one fish. How much does it cost?
- 133 roubles. Oh, just a minute. Do you like lasagne?
- Oh, it's not bad. But I don't like Italian food. Here are 150 roubles. – Thank you. Your change is 17 roubles. You are welcome

**Фронтальная работа.** Ответить на вопросы на понимание диалога:

- Where does the action take place?
- What kind of shop is it?
- What does the customer want to buy?
- Does she buy biscuits? Why?
- What does she buy?
- What kind of fish does the shop assistant recommend her to buy?
- Does the woman buy lasagne? Why?
- How much does the woman pay?

**Самостоятельная индивидуальная работа.** Заполните пропуски: At the Corner's

- Good morning. How are you?
- ..... Fine and you?
- ..... , thanks. Can I help you?
- ..... Have you got ..... ?
- ..... How much would you like?
- One tin, I think.
- What about ..... ?
- No, thanks. I'm on..... I prefer..... and .....
- Anything else?
- Maybe some.....
- I strongly ..... you to buy.....
- OK. Give me one ..... How much does it cost?
- ..... Oh, just a minute. Do you like..... ? –
- Oh, it's not bad. But I don't like ..... food. Here are 150.....
- Thank you. Your..... is 17 roubles. You are always welcome.

**Работа в парах.** Составьте диалоги, используя слова:

- Can I help you?      Eggs
- Have you got .....? Sweets
- How much/many.....?      Bananas
- How much must I pay?      Oranges
- How much does it cost?      Sausages

**Тема 9 Еда. Традиции питания. Способы приготовления пищи.**  
**Формируемые ОК, ЛР: ОК 7, 8, 9, ЛР 07,10, 11, 13, 14**

**Практическое занятие : Введение ЛЕ и РО по теме: «Еда, способы приготовления пищи, традиции питания»**

**ТЕХТ**

Britain has its own cuisine and some excellent traditional food. Unfortunately, good British food can be difficult to find. Only a few restaurants in London serve British food which comes from all parts of the country. Kent is the garden of England and is famous for apples and cherries. Most of fish comes through the ports of Yarmouth and Hull. Scotland is the home of salmon and whisky. Whisky is Britain's most valuable single export product. Lamb is the national dish of Wales. Cider apples come from the orchards in the south-west. Watercress is a local speciality in Hampshire. There are more than 30 different local kinds of cheese. The British make their special style of beer, called bitter. There is also a black beer with a thick, creamy head known as stout that comes from Ireland.

People in Britain as well as throughout the world spend less time cooking.

Most people only have cereal or toast for breakfast during the week, but some still have a full cooked breakfast. A standard full English breakfast may consist of fried bacon and eggs with mushrooms, beans, tomatoes, fried bread, sausages, a toast with marmalade and tea with milk, of course. In Scotland for breakfast they prefer porridge with salt.

Most people do not cook their lunch. They prefer to dine out or buy some takeaway food. People in Britain are more likely to eat fast food than to go out to eat in a posh restaurant. A hamburger and French fries is the most popular fast-food meal in Britain, but not all fast food is American and Chinese or Indian. Fish and chips are the classic British takeaway food. People also like to eat baked potatoes filled with cheese and other fillings and pizza with different toppings.

A lot of people in Britain eat instant or convenience food in the evening during the week to save time and effort. For many families, the main meal of the week is Sunday lunch, perhaps roast beef with Yorkshire pudding.

1. Does Britain have traditions in food?
2. Is it easy to find British food in London's restaurants?
3. What is Kent famous for?
4. What places does fish come from?
5. What part of the UK is the home of whisky?
6. Where do cider apples come from?
7. What is a local specialty in Hampshire?
8. Is there much cheese in Britain?
9. What is bitter?
10. What other kind of beer has a thick, creamy head? Where does it come from?
11. Do people cook much throughout the world?
12. What do the British have for breakfast?
13. Do the British often have a cooked breakfast?
14. What does a standard British cooked breakfast consist of?
15. Which of dishes do you like?
16. What do the Scottish prefer for breakfast?
17. Do you cook your lunch?
18. Do the British cook their lunch? Why?
19. Where do they have their lunch?
20. Do you often eat fast food?
21. What is the most popular fast-food meal in Britain?
22. Do you often dine out?
23. Is all fast food American?
24. What is a classical British takeaway?
25. What do the British eat in the evening?
26. What is the main meal of the week for many families?
27. What do you eat for supper?
28. How late do you have supper?
29. How many meals a day do you have?
30. What is your favourite dish?

**FAST FOOD: MCDONALD'S**

You work in an office somewhere in New-York. You are very busy. You have only some twenty minutes for lunch. You go out into the street. You want to get your food and buy a newspaper... and get back to the office. So what do you eat? Fast food, of course – a sandwich, a burger or a slice of pizza. Your choice may be a McDonald's restaurant. Do you know anything from the history of the McDonald's company?

1937 Dick and Mack McDonalds open their first drive-in restaurant in California.

1948 The brothers get special paper boxes and bags for their hamburgers. They decrease the price from 30 cents to 15 cents a hamburger. The restaurant becomes self-service. It is cheaper and cleaner than its competitors. It becomes popular.

1960s The McDonald's company opens hundreds of restaurants all over the country.

1991 They open their first restaurants abroad.

Now the company opens a new restaurant every eight hours. There are more than 15,000 restaurants in over 70 countries.

McDonald's restaurants serve almost the same food in every country with some local specialities.

**Заполните таблицу, распределив различные продукты по соответствующим колонкам.**

peas, sole, beef, cherries, onion, milk, chicken, strawberries, yoghurt, duck, butter, potato, cheese, apple, cauliflower, lamb, celery, pork, olive, oil, cranberries, tomato, turkey, salmon, cabbage, carp, pear, perch, beans, water melon, cucumber

meat & poultry	fish	dairy & fats	vegetables	fruit & berries

**Translate the following words and phrases.**

**Make up a menu card, putting the dishes below in the proper section.**

- smoked salmon \_\_\_\_\_
- carrot cake \_\_\_\_\_
- coffee \_\_\_\_\_
- roast beef \_\_\_\_\_
- strawberries and cream \_\_\_\_\_
- poached sole \_\_\_\_\_
- Swiss cheese \_\_\_\_\_
- Russian tea \_\_\_\_\_
- chocolate fudge cake \_\_\_\_\_
- duck with green peas \_\_\_\_\_
- liqueurs \_\_\_\_\_
- garden soup (a vegetable soup with herbs) \_\_\_\_\_
- Italian salad \_\_\_\_\_
- cherry tart \_\_\_\_\_
- English tea \_\_\_\_\_

**MENU CARD**

STARTERS

MAIN COURSES

PUDDINGS AND CAKES

CHEESE

BEVERAGES

**Изучите предлагаемое Вам меню. Выберите блюда. Расскажите официанту, что бы Вы хотели заказать. Используйте фрагменты приведенного ниже диалога.**

*Waiter:* What would you like?  
*Client:* I would like ... for a starter.  
*Waiter:* Would you like some wine?  
*Client:* No, thank you. I would like a glass of beer.  
*Waiter:* Anything else?  
*Client:* Salmon with cauliflower sauce, please.  
*Waiter:* Would you like a piece of cake?  
*Client:* Yes, I'd love one.  
*Waiter:* With black coffee?  
*Client:* It looks lovely. Yes.

### **Практическое занятие: Пищевые привычки** *Eating habits*

**Read these texts and say if it is the same in your country. Participate in discussion after each passage.**

A. In the UK, afternoon tea is traditionally a rather formal meal where you drink tea and eat small sandwiches (especially cucumber sandwiches), scones, and cakes. Not many British people now have this type of meal at home, but it is still served in some hotels and in special tearooms that serve tea in delicate, finely painted cups.

B. Baked beans are a favourite food of many children in Britain. 'Sausage, beans and chips' is also a typical meal served in a café. Some people like to have beans on toast as a quick simple meal. Baked beans are considered by some people to be junk food, eaten by people who are lazy to cook something better, although other people think that they are good for you.

C. In Britain, people often eat cereals such as cornflakes with milk for breakfast. Some people like to have toast with marmalade or jam, and they drink a cup of coffee or tea, or a glass of orange juice. Some hotels, cafes, and B and B's serve a 'full English breakfast', a cooked meal consisted of eggs, bacon, and sausages with grilled tomatoes or mushrooms and sometimes baked beans. On cold days, some people like to have porridge for breakfast. Porridge used to be eaten mostly in Scotland, but it is now popular in all parts of the UK.

In the US, most people eat serials such as cornflakes with milk for breakfast and they drink a cup of coffee or a glass of juice. Toast, or toasted English muffins are also popular. In the winter, might have hot cereals such as oatmeal (=porridge) or cream of wheat. If someone wants a bigger breakfast, they might have eggs, bacon or sausages and sometimes hash browns. People in the US also eat eggs, bacon, and sausages with pancakes or waffles that are covered with butter and maple syrup and served on the same plate as the meat and eggs.

**Look through the texts again and complete the following sentences:**

- 1) In the UK, afternoon tea is traditionally a rather formal meal where you \_\_\_\_\_.
- 2) Baked beans are a favourite \_\_\_\_\_.
- 3) Baked beans are considered \_\_\_\_\_.
- 4) Some hotels, cafes, and B and B's serve a 'full English breakfast': \_\_\_\_\_.
- 5) On cold days, some people like \_\_\_\_\_.
- 6) In the US, most people eat \_\_\_\_\_.
- 7) People in the US also eat eggs, bacon, and sausages with \_\_\_\_\_.

**Key:**

- 1) drink tea and eat small sandwiches (especially cucumber sandwiches), scones, and cakes.
- 2) food of many children in Britain.
- 3) to be junk food.

- 4) a cooked meal consisted of eggs, bacon, and sausages with grilled tomatoes or mushrooms and sometimes baked beans.
- 5) to have porridge for breakfast.
- 6) serials such as cornflakes with milk for breakfast.
- 7) pancakes or waffles that are covered with butter and maple syrup.

**Практическое занятие : «Традиции питания в Великобритании»**

**“TRADITIONAL MEALS IN BRITAIN”**

*Proverbs and sayings*

Appetite comes with eating.	Аппетит приходит во время еды.
You are what you eat.	О вас судят по тому, что вы едите. / Вы то, что Вы едите.

**ТЕКСТ**

**“TRADITIONAL MEALS IN BRITAIN”**

The usual meals in Britain are: breakfast, lunch, tea and supper. Breakfast is generally a bigger meal than they have on the Continent, through some English people like a continental breakfast of rolls, butter and coffee. But the usual English breakfast is porridge or cornflakes with milk or cream and sugar, bacon and eggs, marmalade made from oranges with buttered toasts and tea or coffee. For a change, you can have a boiled egg, cold ham or, perhaps, fish.

People in Britain generally have lunch about one o'clock. A businessman in London usually finds it impossible to come home for lunch, and so he goes to a café or restaurant; but if he is making lunch at home, he has cold meat (left over probably from yesterday's dinner), potatoes, salad and pickles with a pudding of fruit to follow. Sometimes people have a mutton chop or steak and chips followed by biscuits and cheese, and some people like a glass of light beer with lunch.

Afternoon tea you could hardly call a meal but it is a sociable sort of thing as friends often come in then for a chat while they have their cup of tea with cake or biscuit.

In some houses dinner is the biggest meal of the day. In a great many English homes people make the midday meal the chief one of the day and in the evening they have the much simpler supper – an omelette or sausages, sometimes bacon and eggs, and sometimes just bread and cheese, a cup of coffee or cocoa and fruit.

Some people also have “high tea”. They say there is no use for these afternoon teas where you try to hold a cup of tea in one hand and a piece of bread and butter about as thin as a sheet of paper in the other. They have it between five and six o'clock, and have ham or tongue and tomatoes and salad or sausages with good strong tea, plenty of bread and butter, then stewed fruit, with cream or custard and pastries or a good cake. And that's what an Englishman calls a good tea.

**ACTIVE VOCABULARY**

a traditional meal	традиционная еда
a continental breakfast	континентальный завтрак
a roll	булочка
porridge	овсянка
cornflakes	кукурузные хлопья
cream	сливки
a buttered toast	обжаренный кусок хлеба с маслом

a boiled egg	вареное яйцо
ham	ветчина
a restaurant	ресторан
left over from yesterday's dinner	оставшийся от вчерашнего обеда
pickles	маринованные овощи
a pudding of fruit	фруктовый пудинг
a mutton chop	котлета из говядины
steak	бифштекс
biscuits	печенье
a sociable sort of thing	зд.: повод для общения
an omelette	омлет
sausages	колбаса
bacon and eggs	яичница с беконом
cocoa	какао
"high tea"	плотный ужин с чаем
tongue	язык
a tomato	помидор
strong tea	крепкий чай
stewed fruit	консервированные фрукты
custard	сладкий заварной крем
pastries	печенье
cereal	зерновые хлопья

### Answer the questions

1. What do people eat for breakfast in Britain?
2. When do people generally have lunch? What do people eat for lunch?
3. What is afternoon tea?
4. What is the chief meal of the day? What does it consist of?
5. What do people in Britain eat for the midday meal and supper?
6. What is high tea?

**Exercise 1. Choose the necessary word and put it in the sentence below. Use these words:**  
*Englishman, sociable sort of thing, steak, a boiled egg, "high tea", mutton chop*

1. Some people also have ... .
2. Sometimes people have a ... or ... and chips followed by biscuits and cheese, and some people like a glass of light beer with lunch.

3. Afternoon tea you could hardly call a mean but it is a ... as friends often come in then for a chat while they have their cup of tea with cake or biscuit.
4. For a change, you can have ... , cold ham or, perhaps, fish.
5. And that's what and ... calls a good tea.

**Exercise 2. Translate the sentences from Russia into English.**

1. Континентальный завтрак состоит из булочек с маслом и кофе.
2. Традиционный английский завтрак состоит из каши или кукурузных хлопьев со сливками, яичницы с беконом и тостов с маслом.
3. Лондонский бизнесмен идет на обед в кафе примерно в час дня, поскольку не может поехать домой обедать.
4. На обед англичане обычно едят котлету или бифштекс с жареной картошкой, салатом и маринованными овощами.
5. Иногда за обедом англичане выпивают стакан легкого пива.
6. Послеобеденный чай – скорее повод для общения, чем трапеза.
7. Обед или плотный ужин с чаем – главная трапеза английского дня.
8. С кофе или чаем англичане обычно съедают тост с маслом и сыром или джемом, печенье или пирожное.

**Exercise 3. Are these sentences true (T) or false (F)?**

1. The Englishman never drink tea.
2. All Englishman breakfast eat only oatmeal.
3. People in Britain generally have lunch about one o'clock.
4. Bacon and eggs is the national food in Britain.
5. In some houses dinner is the biggest meal of the day.

**Exercise 5. Read and study.**

**WORDS AND WORD COMBINATIONS**

<b>Eating at home</b>	<b>Еда дома</b>
(not) to feel much like cooking	(не) любить готовить
to lay the table	накрывать на стол
to put on a little weight	прибавлять в весе
to eat for dinner (breakfast, supper)	есть на обед (завтрак, ужин)
to put it in the refrigerator	положить в холодильник
to be too expensive to eat out	слишком дорого, чтобы есть вне дома
to do smb. any harm	наносить вред кому-либо
it's time for high tea	время для вечернего чаепития
a proper meal	основной прием пищи
What's for breakfast?	Что на завтрак?
Help yourself (to some more).	Угощайтесь!
<b>Eating out</b>	<b>Еда вне дома</b>
to eat out	есть не дома
to be sick and tired of restaurant food	быть сытым по горло ресторанной едой

it's my treat	я угощаю
lunch is one me	я закажу ланч
to book a table	заказывать столик
to use chopsticks	пользоваться палочками
to have a snack	перекусить
What kind of food would you like to have?	Что бы ты хотел?
How about having dinner together?	Поежинаем вместе?
to have a wide choice of smth.	иметь широкий выбор чего-либо
What would you like to order?	Что бы вы хотели заказать?
What's today's special?	Какое сегодня фирменное блюдо?
Enjoy your meal!	Приятного аппетита!
Today's main course is ...	Главное блюдо сегодня ...
Would you like to have a starter?	Вы хотели бы перекусить?

**Exercise 6. Read, translate and dramatize the dialogue.**

**Dialogue 1**

*Mother:* Good morning.

*Son:* Morning. **What's for breakfast?**

*Mother:* The usual. Eggs, toast, and cereal. Juice, if you want.

*Son:* I think I'll just have cereal for a change.

*Mother:* **Help yourself.** The cereal and sugar are on the table. The juice is in the refrigerator.

**Dialogue 2**

*Mother:* I wonder what we should have for dinner.

*Daughter:* Are you asking me?

*Mother:* Yes, I am. I really don't **feel much like cooking**, but the family must eat.

*Daughter:* Well, you know me. I can always eat pizza or spaghetti.

*Mother:* So I've noticed. You're putting on a little weight, aren't you?

*Daughter:* I know. Don't remind me! I'm starting a new diet day after tomorrow.

**Dialogue 3**

*Donald:* **Let's eat out**, shall we?

*Debra:* I'm broke. I've gone through my paycheck for the week already.

*Donald:* Don't worry about it. **It's my treat.**

*Debra:* You are sure? You're so generous!

*Donald:* And nice, too.

*Debra:* So, where are you talking me?

*Donald:* Some place you've never been before. Donald's Kitchen.

**Dialogue 4**

*Ned:* I think we should get something to eat.

*Linda:* **Are you hungry?**

*Ned:* Hungry? **I'm starving.**

*Linda:* There is an Italian restaurant near here.

*Ned:* Is the food very hot?

*Linda:* It's kind of hoot, but it's very tasty.

### **Dialogue 5**

**Kato:** How about having dinner together after work?

**Mori:** Fine.

**Kato:** Should we have Japanese or American food?

**Mori:** Whatever you say!

**Kato:** There is a good steak house around the corner.

**Mori:** That's a good idea.

### **Тема 10. Физкультура и спорт, здоровый образ жизни.**

**Формируемые ОК, ЛР:** ОК 2,3, ЛР 02, 05, 10, 11, 12, 15

#### **Практическое занятие: «Введение ЛЕ и РО по теме: Физкультура и спорт. Здоровый образ жизни»**

##### **Лексика:**

sport - спорт

sportsman - спортсмен

sports (kinds of sports) - виды спорта

sports club - спортивная секция

sports school - спортивная школа

do sports - заниматься спортом

do wrestling - заниматься борьбой

play sports (games) - играть в спортивные игры

play basketball (chess) - играть в баскетбол (шахматы)

go skateboarding - кататься на скейтборде и т.п.

go in for - заниматься

go in for swimming - заниматься плаванием

football player - футболист

be a fan of ... - болельщик

join a sports club - записаться в спортивный кружок (клуб)

to take part in.... (competitions) - принимать участие в ... (соревнованиях)

to take place in.... - проходить в ...

to win / to lose - выиграть / проиграть ...

to win a prize / a cup - выиграть приз / кубок

a winner / a loser - победитель / проигравший

match - матч

competition - соревнование

train - тренироваться

do training - ходить на тренировки

at/in the skating rink - на катке

at/in the stadium - на стадионе

at the football pitch - на футбольном поле

at the sports ground - на спортивной площадке

in the gym - в спортивном зале

in the swimming pool - в бассейне

##### **1. Ответьте на вопросы:**

1) What role does sport play in your life?

2) Are you good at any sport or game?

3) Why do many people go in for sport?

4) What are the most popular sports in Russia?

5) What sports and games do you prefer?

6) Have you ever watched competitions at the stadium?

7) Do you know big national or international competitions?

8) Name summer and winter sports.

**2. Переведите задание и скажите:**

*Say what sport you played when you were ... years old and what sport you are playing now.*

ПРИМЕРЫ

1. When I was... years old, I played ...

2. Now I am playing ...

**3. Переведите задание и скажите:**

*Say something about a competition that you saw in this kind of sport. If you know, say who the Russian champion is and who the world champion is in this kind of sport.*

**Используйте:**

- basketball game; hockey game;
- tennis match; boxing match; football match; table-tennis match;
- swimming competition; racing competition; figure-skating competition; speed-skating competition.

ПРИМЕР: I like to watch racing competitions. I am a racing competition fan. I saw an interesting racing competition last Thursday. ... is the Russian racing champion.

**4. Ответьте на вопросы:**

1. What sport do you go in for?

2. How good are you at it?

3. Why do you think that you are good/ not very good at it?

4. How often do you go in for sports?

5. Why do you go in for that sport?

**5. Переведите словосочетания на русский язык:**

a famous sportsman, kinds of sports, join a sports club, do sports, go in for wrestling, take part in competitions, take place at the stadium, win a cup, lose a game, do training, at the football pitch, at the sports ground, at the skating rink, in the gym, the winner of the competition, be a loser.

**Практическое занятие: «Здоровый образ жизни»**

**1. Запишите слова в тетрадь и выучите их**

**Vocabulary**

healthy lifestyle – здоровый образ жизни

wealth is health – богатство – это здоровье

to feel - чувствовать

an essential part – важная часть

due to medical research – согласно медицинским исследованиям

to lead to – приводить, вести к

obesity – ожирение

heart and blood vessels diseases - заболевания сердца и кровеносных сосудов

diabetes – диабет

gastric problems – проблемы с желудком

other serious ailments – другие серьезные недуги

to prevent all problems – предотвратить все проблемы

well-balanced home-made meals - сбалансированная домашняя пища

organic fruits – органические фрукты

vegetables - овощи

dairy products – молочные продукты

grains and seafood – злаки и морепродукты

to keep fit – сохранять форму

to visit fitness club – посещать фитнес – клуб

jog – бегать трусцой  
regular moderate physical activity – регулярная умеренная физическая активность  
to protect us from strokes and heart diseases, flue and obesity - защищать нас от сердечных заболеваний и приступов, гриппа и ожирения  
the harm of bad habits – вред вредных привычек  
to mean - означать, значить  
serious illnesses – серьезные заболевания  
lung cancer – рак легких  
liver diseases – заболевания печени  
for instance - например  
to kill - убивать  
enough sleep – достаточный сон  
daily - ежедневно  
the food for our brain and the rest for our muscles – пища для нашего мозга и отдых для наших мышц  
to avoid избегать  
to follow simple rules – следовать простым правилам

## **2. Прочитайте и переведите текст**

### **Healthy lifestyle**

Today healthy lifestyle is becoming more and more popular both with the old and the young. People have become more health-conscious. They say that the greatest wealth is health. And it's so true. The healthier we are, the better we feel. The better we feel, the longer we live.

A healthy diet is an essential part of staying healthy. We know that we should not stuff ourselves with fast food, sweets, sausages, pastry and fat food. Due to medical research, this type of food shortens our life, it leads to obesity, heart and blood vessels diseases, diabetes, gastric problems and lots of other serious ailments. To prevent all these problems we should enjoy well-balanced home-made meals with a lot of organic fruits, vegetables, dairy products, grains and seafood. **We are what we eat.**

Keeping fit and going in for sports is also important for our health. Lack of exercise in our life is a serious problem. In big cities people spend hours sitting in front of computers, TV-sets and other gadgets. We walk less because we mainly use cars and public transport. We certainly don't have to be professional sportsmen, but we should visit fitness clubs, go jogging, walk much, swim, go cycling or roller-skating or just dance. Doctors say that regular moderate physical activity is necessary for our body because it protects us from strokes and heart diseases, flue and obesity.

We must understand the harm of bad habits for our health. Smoking, drinking or taking drugs mean serious illnesses and even death from lung cancer or liver diseases, for instance. Cigarettes kill about 3 million heavy-smokers every year. Drug addicts die very young. So I think there is no place for bad habits in a healthy way of life.

Taking a proper rest and getting enough sleep, from 8 to 10 hours daily, are also great healthy habits. Sleep is the food for our brain and the rest for our muscles. Moreover we should avoid getting nervous or worried for no reason.

Healthy way of life concerns our body, mind and soul. Healthy people live longer, they are more successful and they enjoy their life. I believe that it's not difficult at all to follow these simple rules, and they are worth it.

### **Практическое занятие: «Спорт в нашей жизни»**

Цель: формировать навыки чтения с умением извлекать необходимую информацию, формировать умение кратко передавать содержание текста, составлять вопросы к тексту и уметь вести беседу по прочитанному тексту.

#### **Exercise 1. Прочитайте и переведите текст**

## 1) Sport in My School

If you want to keep fit you must go in for one kind of sport or another.

Sport is an essential part of my daily life. Every morning all the year round I do my morning exercises. Almost every day I do some training. In summer I go swimming or rowing. During my summer holidays I go on hikes. I usually spend my winter holidays in the country where I ski, skate or toboggan.

I also go in for track-and-field (athletics) events. Different sports and games are popular with my classmates. All my friends go in for different kinds of sport, such as water polo, gymnastics, horse-racing, wrestling, fencing, weightlifting, boxing, ice-hockey, speed-skating, figure-skating, football, basket-ball, volley-ball, etc.

We have fine teams at our school and different kinds of competitions take place there. The boys of my school are crazy about football, they play football and the girls are football fans. The girls never miss a single match played by school teams.

And now a few words about our physical training lessons. In winter our physical training lessons are held out-of-doors. We go skiing or skating. When it is cold outside P.T. lessons are held indoors, in our school gymnasium. We play different team-games such as basket-ball or volley-ball. Besides we have some training in gymnastics.

In autumn and in spring, when the weather is warm we have P.T. lessons at our school stadium. My school has a sports day once a year in late spring. On this day we have no lessons. All the competitors change into their sports clothes, the spectators find their seats round the track ready to cheer. All the events take place at the same time. This day is a great success every year. Even if the weather is not warm, we enjoy ourselves just the same.

### Vocabulary:

championship — чемпионат

to cheer — поддерживать

cycling — велоспорт

fencing — фехтование

rowing — гребля

wrestling — борьба

tournament — турнир

water-polo — водное поло

diving — прыжки в воду

gymnastic — гимнастика

weight-lifting — подъем штанги

fan — болельщик

### Questions:

1. What do you do every morning all the year round?
2. Where do you usually spend your winter holidays?
3. What sports and games are popular with my classmates?
4. Where are our P. T. lessons held in winter?
5. On what day don't we have lessons?

### Exercise 2. Прочитайте и переведите текст

#### Sport in my life

Sport is very important in our life. The general belief is that a person who goes in for sports can't be weak and ill. Physically inactive people get old earlier than those, who find time for sport activity. And of course good health is better than good medicine.

People all over the world are fond of sports and games. In our country sport is being widely popularized as well. The most popular kinds of sport are football, volleyball, basketball, tennis, figure-skating, aerobics, ping-pong and swimming. A lot of people are fond of jogging. In schools and colleges sport is a compulsory subject. Many young people attend sport sections. Some of them dream to become professional sportsmen.

As for me, I can't imagine my life without sport. In summer I go jogging every morning and when I have free time I attend swimming pool. In winter I like to skate with my friends. It's fun. Also I'm fond of aerobics. First of all aerobics helps to keep myself fit. It also attracts me because it resembles dancing.

In conclusion I'd like to say that I'm absolutely sure that doing sports is the best way to keep fit. Sport makes our bodies strong, it prevents us from getting too fat, and makes us more self-organized and better disciplined.

**Exercise 3. Найдите в тексте эквиваленты следующих слов и словосочетаний и выпишите их в тетрадь:**

очень важен, личность, физический, хорошая медицина, спорт и игры, широко распространена, самый популярный, обязательный предмет, профессиональный, представить свою жизнь без спорта, любить аэробику, в заключении, сильный, более организованный

**Exercise 4. Найдите в тексте предложения, которые содержат следующие слова и словосочетания:**

get old earlier, fond of sports and games, sport is being widely, the most popular kinds, compulsory subject, with my friends, to keep myself fit.

### **Практическое занятие на тему: «Зимние виды спорта»**

**Задание 1. Запишите слова в тетрадь, выучите их**

*Biathlon* - биатлон

*Bobsleigh* - бобслей

*Curling* – керлинг

*figure skating* – фигурное катание

*ice hockey* – хоккей

*skate-racing* – конькобежный спорт

*Skiing* – катание на лыжах

*Snowboarding* - сноубординг

*tobogganing* – санный спорт

**Задание 2. Прочитайте предложения, переведите и отгадайте, о каком виде спорта идёт речь. Подобрать картинку к этому виду спорта.**

1. It is a sport in which players slide stones on the ice towards a target to the centre of the ring. There are two teams, each of four players; take turns sliding heavy, polished stones. A game may consist of ten or eight ends.

2. It is a winter sport in which the sportsman slides down from the hill with big speed. The hill is covered with snow. It is a very dangerous kind of sport, that's why sportsmen must use a special helmet.

3. It is a kind of sports in which two teams play against each other by trying to beat puck into the opponent's goal using a stick. It's a very interesting game.

4. It is a winter sport in which teams of two or four participants slide down the hill along narrow, iced tracks in toboggan. They move with high speed.

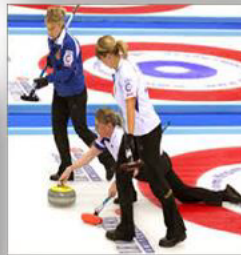
5. It is a winter kind of sport. Sportsmen ski and shoot. It is a very popular sport. There are many kinds of this sport. Sportsmen must be strong and have good eyesight

6. It is a sport and activity in which may take part one or two sportsmen. They dance on the ice. The four Olympic disciplines are men's singles, ladies' singles, pair skating, and ice dancing.

7. It is a form of competitive ice speed skating. In competitions typically between 4 or 6 skaters skate on an oval ice track. The rink itself is 60 m by 30 m, which is the same size as an international-sized ice hockey rink.

8. It is a fast winter sliding sport in which a person rides a small sled down a frozen track while lying face down, with speeds over 130 km/h.

9. It is the sport of sliding down snow-covered hills on skis. The skis used for this kind of sport are wide and long (260 to 275 centimeters) it is a winter sport, performed on snow.



### Практическое занятие на тему: «Виды спорта»

**Задание 1. Запишите слова в тетрадь, выучите их**

- a goalkeeper-вратарь
- backs- защитник
- half-backs-полузащитник
- forward- нападающий
- halves-половины
- a goal-ворота

**Задание 2. Прочитайте и переведите текст**

#### **Football**

Football has been called the most popular game in the world, and it certainly has a great many fans in Britain. It is the game that is played nearly in all countries. A team is composed of 11 players: a goalkeeper, backs, half-backs and forwards. The captain of the team is usually the oldest or the best player.

The football pitch should be between 100 and 130 metres long and between 50 and 100 metres wide. It is divided into two halves by the halfway line. In the middle of the field there is a centre circle and there is a goal at each end. In front of each goal is the goal area and the penalty area. A game of football usually lasts for one and a half hours. At half-time, the teams change ends. The aim of each team is to score as many goals as possible.

The final of the football competition in Britain takes place every May at the famous Wembley stadium in London. Some of the best known clubs in England are Manchester United, Liverpool and the Arsenal.

**Задание 3. Переведите предложения на английский язык, пользуйтесь текстом**

- Футбольное поле должно быть от 100 до 130 метров в длину и от 50 до 100 метров в ширину.
- Это игра, в которую играют почти во всех странах.
- Игра в футбол обычно длится полтора часа.
- Капитаном команды, как правило, является самый старший или самый лучший игрок.
- Команда состоит из 11 игроков: вратарь, защитники, полузащитники и нападающие.
- В середине поля есть центральный круг и есть ворота на каждой стороне.
- Финал чемпионата по футболу в Англии проходит ежегодно в мае на знаменитом стадионе "Уэмбли" в Лондоне.
- Футбол называют самой популярной игрой в мире, и он, безусловно, имеет очень много поклонников в Великобритании.
- Целью каждой команды является забить как можно больше голов.

**Задание 4. Ответьте на вопросы «Верно» или «Неверно».**

1. The captain of the team is usually the youngest or the best player.
2. The football pitch should be between 100 and 200 metres long.
3. The final of the football competition in Britain takes place every May at the famous Wembley stadium in London.
4. A game of football usually lasts half an hour.
5. A team is composed of 12 players.
6. In the middle of the field there is a centre circle and there is a goal at each end.
7. Some of the best known clubs in England are Manchester United, Zenit and Shakhyer.
8. There is a goalkeeper, backs, half-backs and forwards.

**Практическое занятие: «Олимпийские игры»**

Цель: формировать умение высказывать свое мнение по теме, совершенствовать и развивать навыки устной речи на английском языке.

**Прочитайте и переведите текст. Составьте вопросы и краткий пересказ прочитанного текста.**

**The History of the Olympic Games**

Long ago ancient Greeks often waged wars. Small states suffered and lost much even if they did not take any side and stayed out of wars. The ruler of such a small state, Elis, wanted to live in peace with all neighbours. He was a good diplomat because his negotiations were successful and Elis was recognized a neutral state. To celebrate this achievement, he organized athletic games.

In the beginning this feast lasted one day, but later a whole month was devoted to it. All wars and feuds were stopped by special heralds who rode in all directions of Greece. The games were held every four years in Olympia on the territory of Elis. The first games which later were called the Olympic Games were held about a thousand years before our era.

Usually the Olympic Games began before the middle of the summer^ Best athletes arrived from many Greek states to Olympia to compete in running, long jumps, throwing of discus and javelin and wrestling. In the course of time fist fighting (boxing) and chariot races were also included in the Games.

All athletes took an oath that they had been preparing well for the Games and promised to compete honestly and keep the rules of the sacred Olympics. The athletes took part in all kinds of competitions. Winners were called «olympionics», they were awarded olive wreaths and cups of olive oil. This tradition has survived. In our time sportsmen often get cups and wreaths for winning the first place in sports competitions.

The olympionics of ancient Greece became very popular. Best craftsmen were chosen to make honorary cups; many poets wrote and recited in public poems about the best athletes. Sculptors

made their statues which were put up at the birthplace of the winners.

The Olympic Games were accompanied by arts festivals. Poets recited their poems, singers sang hymns dancers danced and orators pronounced speeches — all this in honour of the sacred Games.

Only men could take part in the Olympic Games. Women were not allowed even to watch the competitions at the stadium under the fear of death penalty. There was a single exception, when a woman coached her son and accompanied him to the stadium in men's clothes. That brave woman was spared the penalty because her son excelled in many events.

Magnificent strong bodies inspired artists and sculptors. They painted wall pictures and made statues of marble and bronze, so now we can admire the corporal beauty of ancient and eternally young discus thrower, javelin bearer and others.

The Olympic Games had been held for about eleven hundred years, until the emperor Theodosius banned them for religious reasons in 394 A. D. The revival of the Olympic Games began long time afterwards, in 1892, when a young French teacher Pierre de Coubertin made a public speech before

the Union of French sports clubs in Paris.

At that time many people in many countries practised various kinds of sports and games. They wanted to make friends and compete with sportsmen from other lands. Pierre de Coubertin understood the importance of sports which unified peoples of the world and served the cause of peace like in ancient time.

On the 23rd of June 1894 the International Congress of amateur sportsmen made an important decision: to revive the Olympic Games and to establish the International Olympic Committee which would be responsible for the administration of the modern-Olympic Games.

The first Committee consisted of 12 members. Now 82 members of the International Olympic Committee control the affairs of all member countries which joined the Olympic movement.

### Тема 11.Экскурсии. Путешествие.

**Формируемые ОК, ЛР:** ОК 2, 4, ЛР 02, 07, 09, 10, 11

#### **Практическое занятие по теме: «Введение ЛЕ и РО по теме:Экскурсии и путешествия»**

#### 1. MATCH THE COLUMNS

- |                                 |                        |
|---------------------------------|------------------------|
| 1. accommodations               | a) ручная кладь        |
| 2. baggage                      | b) круиз               |
| 3. boarding pass                | c) электронный билет   |
| 4. book a hotel                 | d) билеты на самолет   |
| 5. car rental                   | e) багаж               |
| 6. carry-on luggage             | f) прививки            |
| 7. cruise                       | g) забронировать отель |
| 8. currency                     | h) прокат автомобилей  |
| 9. e-ticket (electronic ticket) | i) молодежный хостел   |
| 10. guidebook                   | j) путеводитель        |
| 11. inn                         | k) валюта              |
| 12. plane tickets               | l) проживание          |
| 13. reservation                 | m) гостиница           |
| 14. travel agent                | n) бронирование        |
| 15. vaccinations                | o) турагент            |
| 16. youth hostel                | p) посадочный талон    |

#### 2. COMPLETE THE SENTENCES BELOW WITH THE BEST ANSWER

1. In most cases, passengers have to show a \_\_\_\_\_ before they can get on a plane.  
a) travel brochure                      b) guidebook                      c) boarding pass



comfortable seats. There are also sleeping cars and dining cars that make even the longest journey more pleasant. Speed, comfort and safety are the main advantages of trains and planes. That is why many people prefer them to all other kinds of travelling.

Travelling by sea is popular mostly for pleasure trips. Tourists can make voyages on large ships to foreign countries. The trips on the Volga, the Don and the Black Sea are very popular today.

As for me I prefer travelling by car. I think it's more convenient because you don't buy tickets, you can stop any place and spend as much time as you like at any place.

**Работа в группах.** Учащиеся делятся на три группы. После прочтения текста «Travelling» каждая группа получает карточку с заданием. Задача – после обсуждения заполнить карточку, указав преимущества и недостатки определенного вида путешествия.

Travelling by plane	
Advantages	Disadvantages
Travelling by train	
Advantages	Disadvantages

Travelling by car	
Advantages	Disadvantages

**Работа в парах.** Задача – составить диалог из предложенных высказываний.

**Dialogue №1**

- What time do you prefer?
- Do you prefer a smoking car or car for non- smokers?
- Can I help you?
- Okay. When are you leaving?
- I'll reserve for you two tickets for the nine o'clock Sunday train.
- I'd like to book two round -trip tickets to Boston.
- Next Sunday.
- Thank you.
- As far as I know, there is a train that leaves for Boston at 9 a. m.
- I'd like to go by that train.
- For non- smokers, please.

**Dialogue №2**

- Is it far from here?
- How do I get to the nearest underground station?
- Yes?
- You are welcome.
- No, not so far.
- Excuse me!
- Thank you.
- Cross the street and walk straight as far as the bridge. Cross the bridge and turn to the right.

**Dialogue №3**

- I think, it is near the cinema, isn't it?
- Can you tell me the way to the nearest post- office?
- Yes?
- Excuse me!
- No thanks at all.
- Thank you very much.

– Well, let me see... Take trolley- bus number two and get off at the second stop. Turn to the left and you will see the post- office on your right.

– That’s right. The cinema is just across the street from the post- office.

#### **Dialogue №4**

– What platform do trains to London leave from?

– You are welcome.

– Here you are.

– Thank you.

– From platform one.

– Good morning.

– Two return tickets to London, please. – Good morning.

#### **Dialogue №5**

Single or return?

– Thank you.

– Good morning. Can I help you?

– Here you are.

– You are welcome.

– I’d like to book a seat on the afternoon train to Glasgow.

– Return, please.

– That’ll be fifty-seven pounds.

– Your train leaves at two twenty- five from platform six.

#### **Dialogue №6**

– I can offer you two flights: at 7.30 a.m. and 10 a.m. Which would you prefer?

– Okay. Anything else?

Good afternoon. Can I help you?

– When is the plane due in Seattle?

– First class or economy?

– Thank you.

– At 12.30. There are no delays as rule.

– I’d like to reserve a seat on the morning flight to Seattle next Wednesday.

– I’d rather go by the 7.30 – Economy, please.

### **Практическое занятие по теме: «Путешествие по России»**

**Цели и задачи работы:** расширение и активизация лексических и грамматических знаний (The Present Continuous), развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Путешествие по России», интереса учащихся к изучению английского языка, умения задавать вопросы и отвечать на них, вежливости, умения работать в команде, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

#### **Содержание работы**

**Изучение грамматического материала:** The Present Continuous.

**Индивидуальная самостоятельная работа.** Используйте глаголы в скобках в форме Present Continuous или Present Simple.

1 вариант

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*)

2 вариант

1. What \_\_\_\_\_ your mother usually \_\_\_\_\_ for lunch? (*to cook*)
2. \_\_\_\_\_ she \_\_\_\_\_ a cake now? (*to cook*)
3. What's your brother doing? He \_\_\_\_\_ (do) the crossword in the newspaper He \_\_\_\_\_ (do) it every day.
4. My wife normally \_\_\_\_\_ (work) at home, but she \_\_\_\_\_ (spend) this month in Italy.
5. We \_\_\_\_\_ (not travel) by train very often.
6. It \_\_\_\_\_ (snow) right now. It's beautiful! I \_\_\_\_\_ (like) this weather.
7. Robert is a vegetarian. He \_\_\_\_\_ (eat, not) meat.

**Изучение нового материала.** Знакомство с новыми лексическими единицами по теме: «Путешествие по России».

**Фронтальная работа.** Учащиеся отвечают на вопросы.

Do you like travelling? With whom do you usually travel? Are your trips are short or long? Do you bring souvenirs to your friends and family from your trip? What souvenirs do you like to buy? Where would you like to go – to the north or to the south of Russia? Do you always travel in summer? Do you sometimes travel in winter?

**Чтение.** Прочитайте и переведите текст.

### **Places of Interest in Russia**

Russia is the largest country in the world. It has a long and interesting history. The country is famous for its numerous places of interest. The capital of Russia is Moscow, and it's the biggest city in the country. Another big and famous city in Russia is Saint Petersburg. It has once been a capital of the country. These two cities have the majority of Russian sights. For example, the Kremlin, which is situated in the heart of Moscow, the Bolshoi Theater, which is also in Moscow and many others. Saint-Petersburg is famous by its magnificent architecture. Almost every building in the city looks like a rare masterpiece. Many people take trips along some Russian cities, called Golden Ring. The Golden Ring of Russia includes such cities as Suzdal, Vladimir, Ivanovo, Yaroslavl and many others. These cities are famous for their rich history and ancient churches. Also, tourists can take part in some authentic festivals when visiting these cities.

Another famous sight in Russia is situated in the center of Asia. It's called Altay. Many tourists want to see this amazing region, which is known for its crystal clear lakes, high mountains and other natural wonders. The deepest lake in the world, Baikal, is also situated in Russia, in the East Siberian region.

**Работа в группах.** Учащиеся делятся на три группы. Используя заранее подготовленный дома материал, каждая группа составляет рассказ о самых популярных достопримечательностях городов: Самара, Москва, Санкт-Петербург.

### **Практическое занятие по теме: «Путешествие по Великобритании»**

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Путешествие по Великобритании», интереса учащихся к изучению английского языка, умения задавать вопросы и отвечать на них, вежливости, умения работать в команде, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

#### **Содержание работы**

**Изучение нового материала.** Знакомство с новыми лексическими единицами по теме: «Путешествие по Великобритании».

**Фронтальная работа.** Учащиеся отвечают на вопросы учителя.

What is the capital of Great Britain? (The capital of Great Britain is London.)

How many parts does the UK consist of? (The UK consists of four parts.)

What is the capital of Wales? (The capital of Wales is Cardiff.)

What language do people in the UK speak? (They speak English.)

How do people call the national flag of the United Kingdom? (They call their national flag the Union Jack.)

How many islands does the UK consist of? (It consists of more than 5000 islands.)

**Работа в группах.** Каждой группе учащихся учитель раздает карточки, на которых записаны части английских слов по теме «Великобритания». Учащиеся составляют слова из карточек. Затем учитель предлагает составить предложения с полученными словами и записать их в тетради. Задание на карточках:

diff      Lon      dom

Wa	con	king
offi	land	uni
sist	Eng	fast
les	ted	ca
Car	don	Bel
cial	Pi	tal

(Ответы: kingdom, official, London, Belfast, Cardiff, Wales, united, consist, capital, England.)

**Работа в парах.** Составить диалоги, используя вопросы:

1. What does Great Britain consist of?
2. What is the capital of Great Britain? What other city do you know?
3. What are the main attractions of Great Britain?
4. What place would you like to visit most of all? Why?

### **Практическое занятие по теме: «Путешествия по миру»**

#### ***Задание 1. Прочитайте и переведите текст***

##### **A World Guide to Good manners. How not to behave badly abroad**

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 are British, they'll be 15 minutes late, and you should allow up to an hour for the Italians.

When the European Community began to increase in size, several guidebooks appeared giving advice on international etiquette. At first many people thought this was a joke, especially the British, who seemed to assume that the widespread understanding of their language meant a corresponding understanding of English customs. Very soon they had to change their ideas, as they realized that they had a lot to learn about how to behave with their foreign business friends.

The British are happy to have a business lunch and discuss business matters with a drink during the meal; the Japanese prefer not to work while eating. Lunch is a time to relax and get to know one another, and they rarely drink at lunchtime.

The Germans like to talk business before dinner; the French like to eat first and talk afterwards. They have to be well fed and watered before they discuss anything.

Taking off your jacket and rolling up your sleeves is a sign of getting down to work in Britain and Holland, but in Germany people regard it as taking it easy.

American executives sometimes signal their feeling of ease and importance in their offices by putting their feet on the desk whilst on the telephone. In Japan, people would be shocked. Showing the soles of your feet is the height of bad manners. It is a social insult only exceeded by blowing your nose in public.

The Japanese have perhaps the strictest rules of social and business behaviour. Seniority is very important, and a younger man should never be sent to complete a business deal with an older Japanese man. The Japanese business card almost needs a rulebook of its own. You must exchange business cards immediately on meeting because it is essential to establish everyone's status and

position. When it is handed to a person in a superior position, it must be given and received with both hands, and you must take time to read it carefully, and not just put it in your pocket! Also a bow is a very important part of greeting someone. You should not expect Japanese to shake hands. Bowing the head is a mark of respect and the first bow of the day should be lower than when you meet thereafter.

The Americans sometimes find it difficult to accept the more formal Japanese manners. They prefer to be casual and more informal, as illustrated by the universal "Have a nice day!" American waiters have a one-word imperative 'Enjoy!'

The British, of course, are cool and reserved. The great topic of conversation between strangers in Britain is the weather - unemotional and impersonal.

In America, the main topic between strangers is the search to find a geographical link. "Oh, really? You live in Ohio? I had an uncle who once worked there."

"When in Rome do as the Romans do". Here are some final tips for travelers.

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 have to give it to you.

In Thailand you should clasp your hands together and lower your head and your eyes when you greet someone.

### ***Задание 2. Пользуясь материалом, ответьте на вопросы***

1. Which nationality is the most punctual?
  1. The British
  2. The German
  3. The American
  4. The Italians
2. Which nationality is the least punctual?
  1. The Italians
  2. The British
  3. The Americans
  4. The Germans
3. Why did the British think that everyone understood their customs?
  1. Because they thought highly of other nationalities.
  2. Because the European Community began to increase in size.
  3. Because a lot of guidebooks appeared giving advice on international etiquette.
  4. Because they believed that people acquire the knowledge of British customs together with the English language.
4. Which nationality likes to eat and do business at the same time?
  1. The Japanese
  2. The British
  3. The Germans
  4. The French
5. Why would the Japanese be shocked if somebody put his feet on the desk?
  1. Because they would consider it the ignorance of their habits.
  2. Because they would never expect such a thing to happen.
  3. Because they would consider the person crazy.
  4. Because they would think that the person is extremely ill-bred.
6. Why is it necessary to exchange business cards when you meet the Japanese?
  1. They must know how to behave with you.
  2. They don't shake hands.

3. It is essential for them to know your age.
4. It is an ancient custom.
7. Why do the Americans find it difficult to accept Japanese manners?
  1. They find the Japanese customs senseless.
  2. They consider the Japanese old fashioned.
  3. They prefer not to be so formal.
  4. They think it is difficult to complete a business deal with people in Japan.
8. Why is it not a good idea to say that you like your Egyptian friend's vase?
  1. He may feel shocked by your emotional speech.
  2. He may dislike it.
  3. He may feel that he has to present it to you.
  4. He may be embarrassed.
9. What is the main topic of conversation between strangers in America?
  1. The weather.
  2. Politics.
  3. Latest news.
  4. Familiar places.
10. In what country do people have no special rules of behaviour about hands?
  1. Thailand.
  2. Japan.
  3. Egypt.
  4. Britain.

**Тема 12. Россия, ее национальные символы, государственное и политическое устройство**  
**Формируемые ОК, ЛР: ОК 5,8, ЛР 01, 02, 04, 05, 06, 10**

**Практическое занятие: «Россия, её национальные символы»**

**Цель:** совершенствовать грамматические навыки

**Ход работы:**

1. Прочитайте текст, передайте его основное содержание.

**National Symbols of Russia**

The national symbols of Russia are a part of the cultural heritage of the country which has given the country its national identity. These national symbols of Russia represent the significance of the traditional values and customs which have been a part of this country since ancient times.

**National Flag of Russia**

The national flag of Russia is a tri color flag-white color which lies on the top, blue in the middle and red on the bottom. White stands for nobility and frankness; blue symbolizes loyalty, honesty, chastity and scarlet represents self-sacrifice, generosity and love. While some Russians believe that red means the land, blue stands for sky, and white symbolizes heaven.

**National Anthem of Russia**

In 1944, the national anthem of Russia was accepted. The music was composed by Alexander Alexandrov and the lyrics were written by Russian Federalist Sergey Mikhalkov. In 2000 some minor changes were made in the Russian national song.

**Two-headed Eagle**

The two-headed eagle first appeared in Russia, during the time of Moscovia, in the 15th century. Two-headed eagle has been the symbol of the monarchy of Russia for more than four hundred years. But with the advent of Russian revolution and dethroning of the Tsar Empire, it was on the verge of extinction. In 1993, under the initiative of President Boris Yeltsin it was again

adopted on 30th November 1993. The two heads of the eagle stands for the two parts of vast Russian empire - European and Asian, which are believed to be an important part of the country of Russia.

### **Изучение грамматического материала: The Past Simple/**

#### **Индивидуальная самостоятельная работа.**

##### **1 вариант**

Упражнение 1. Поставьте глаголы в следующих предложениях в утвердительную, вопросительную и отрицательную формы Past Simple.

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. You (to be) a good friend.
6. You (to be) good friends.

Упражнение 2. Раскройте скобки, употребляя глаголы в Past Simple.

1. Alice (to have) a sister. Her sister's name (to be) Ann.
2. Ann (to be) a student.
3. She (to get) up at seven o'clock.
4. She (to go) to the institute in the morning.
5. Jane (to be) fond of sports.
6. day.
7. For breakfast she (to have) two eggs, a sandwich and a cup of tea.
8. After breakfast she (to go) to the institute.
9. Sometimes she (to take) a bus.
- 10.

7. She (to do) her morning exercises every

Упражнение 3. Используйте слова в скобках для образования предложений в Past Simple.

- 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)

Упражнение 4. Вставьте глагол —to be в требуемой форме Past Simple.

1. I ... a student. scientist.
2. My father ... not a shop-assistant, he ... a
3. ... your aunt a nurse? - Yes, she ...
4. ... they at home? - No, they ... not. They ...
5. ... you an engineer? - Yes, I... at school.

Упражнение 5. Переведите на английский язык:

1. Она была занята. (to be busy)
2. Я не был занят.
3. Вы были заняты?
4. Они были дома? (to be at home)
5. Его не было дома.
6. Я не знал.
7. Она знала?
8. Она знала.
9. Он читал английские книги? (to read English books)
10. Он не читал английские книги.

##### **2 вариант**

Упражнение 1. Поставьте глаголы в следующих предложениях в утвердительную, вопросительную и отрицательную формы Past Simple.

1. They (to drink) tea every day.
2. Mike (to be) a student.
3. Helen (to drive) a car. everything.
4. You (to be) a good friend.
5. You (to be) good friends.
6. It (to be) difficult to remember

Упражнение 2. Раскройте скобки, употребляя глаголы в Past Simple.

1. My working day (to begin) at six o'clock.
2. I (to take) a bus to the institute.

2. I (to get) up, (to switch) on the TV and (to brush) my teeth.      minutes to get there.
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.
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.

Упражнение 3. Используйте слова в скобках для образования предложений в Past Simple.

- 1) His brother \_\_\_\_\_ in an office. (to work)      3) His wife \_\_\_\_\_ a motorbike. (not / to ride)
- 2) \_\_\_\_\_ they \_\_\_\_\_ the flowers every 3 days? (to water)      4) \_\_\_\_\_ Elizabeth \_\_\_\_\_ coffee? (to drink)

Упражнение 4. Вставьте глагол —to be— в требуемой форме Past Simple.

1. ... your friend a photographer? No, she ...      3. ... this her watch? - Yes, it ... .  
not a photographer, she ... a student.      4. Max ... an office-worker.
2. ... your brothers at school? - Yes, they ... .      5. We ... late, sorry!

Упражнение 5. Переведите на английский язык:

1. Он был дома. (to be at home)      6. Я не знал.
2. Я не был дома.      7. Они знали?
3. Они были дома?      8. Она знала.
4. Вы были на работе? (to be at work)      9. Он писал письма? (to write letters)
- Она не была на работе.

### Практическое занятие: «Государственное и политическое устройство Российской Федерации»

**Цель:** сформировать лексические навыки

**Указания к работе:**

Познакомьтесь с государственным и политическим устройством нашей страны и выполните упражнения на закрепление лексики

**Ход работы:**

**1. Вставьте определённый артикль, где необходимо (упр.8 с.140)**

**2. Познакомьтесь с основной лексикой по теме и составьте с ней 10 словосочетаний**

The Federal Assembly – Федеральное Собрание (the Russian Parliament)

The Council of Federation – Совет Федерации

The State Duma – Государственная Дума

The Council of Ministers = The Cabinet of Ministers – Совет министров (правительство)

The Chairman of government = The Prime Minister – Председатель правительства

The Supreme Court – Верховный суд

The Constitutional Court – Конституционный суд

to appoint – назначать

to delay – откладывать

to revise – пересматривать

to examine – рассматривать

to vote (on) – голосовать

to sign – подписывать

to pass – принимать

to rule – управлять

to oppose – выступать против

to dissolve – распускать

to make – делать

to approve – одобрять

a bill – законопроект

a law – закон

the government - правительство

legislative – законодательный  
a branch – ветвь  
executive – исполнительный  
power – власть  
responsible to/for – ответственный перед/за  
a house – палата (в парламенте)  
majority – большинство  
to represent – представлять  
a representative – представитель  
to elect – избирать  
elected – избираемый

**3. Прочитайте и переведите текст без словаря, обращая внимание на новые слова.**  
**Political System of Russia**

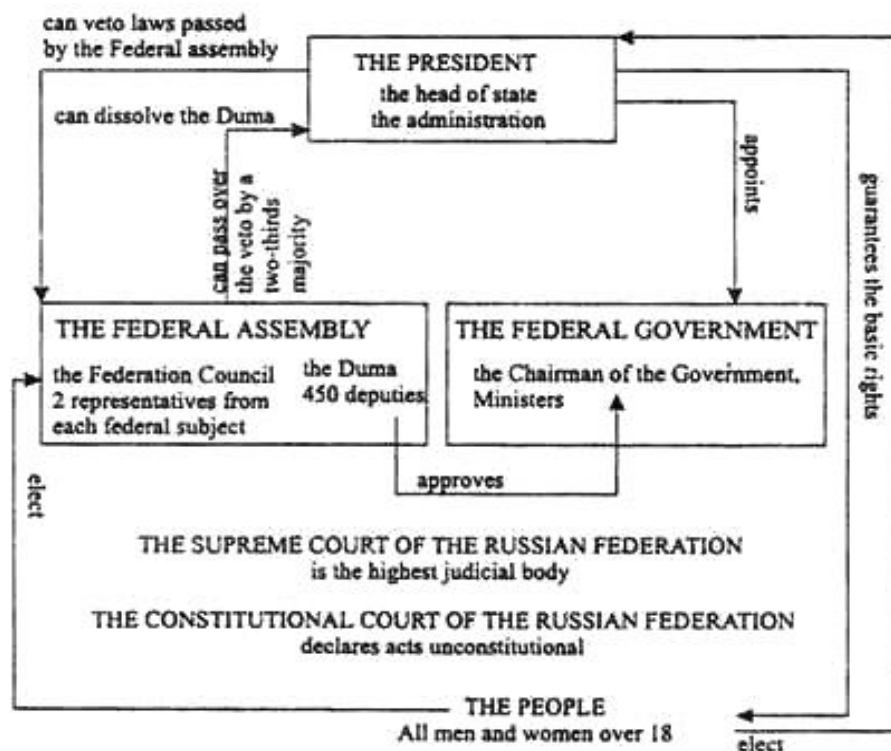
The Russian Federation is a Presidential (or a constitutional) republic. The President is the head of the state and is **elected** directly by the people. In fact he has much **power**, he controls all the three **branches of power**. The President can even **dissolve the Duma** if he doesn't agree with his suggestions three times running. The President has his administration, but it's not part of the **Federal Government**. The President is involved in the work of the **legislative and executive branches**.

**The Federal Assembly represents** the legislative branch of power. It's made up of the two **houses: the Federation Council and the State Duma**, which **make laws**. The Federal Assembly is also called the Parliament, but it's not its official name. Both chambers are headed by **chairmen** sometimes called speakers. The Duma consists of 450 deputies (one half is elected personally by the people and the other half consists of the deputies who are **appointed** by their parties after **voting**). The members of the Federation Council are elected on a different basis. There are two **representatives** of each subject of the RF (89 subjects). Every law to be adapted must be **approved** by the State Duma, the Council of Federation and **signed** by the President. The President can veto laws **passed** by the Federal Assembly, but it can pass laws over the President's veto a two-thirds **majority**.

The Federal Government represents the executive branch of power. The President **appoints** its head, the **Chairman of the Government**, but the Duma must approve his appointment.

The juridical branch of power consists of the **Constitutional Court, the Supreme Court** and lower Courts. The responsibility of the Constitutional Court is to analyze the new laws to make sure they correspond to the laws of the state. The Constitutional Court has the right to declare actions of the President, the Federal Assembly and the Federal Government unconstitutional. The Supreme Court is the highest instance for civil and criminal cases.

**4. Посмотрите на схему «Political System of The Russian Federation» и подготовьте по схеме небольшое сообщение.**



5. С помощью текста, схемы, а также личных знаний выберите правильный вариант ответа.

#### Test on the Political System of Russia

1. The official name of Russia is .....
  1. Russia
  2. the Russian Federation
  3. the Republic of the Russian Federation
2. The national Government of Russia consists of ....
  1. the President and the Prime Minister
  2. the President and the Council of Ministers
  3. the President, the council of Ministers and the Federal Assembly
3. There are ..... Houses in the Federal Assembly.
  1. two
  2. three
  3. four
4. The lower House of the Federal Assembly is....
  1. the State Duma
  2. the Council of Ministers
  3. the Federal Council
5. The Head of the Republic of Russian Federation is....
  1. the President
  2. the Prime Minister
  3. the Speaker of the State Duma
6. The Duma consists of .... deputies.
  1. 540
  2. 450
  3. 400
7. The Chairman in Russia is.....
  1. elected

2. invited
3. appointed
8. In Russia .....can declare laws unconstitutional.
  1. the President
  2. the Supreme Court
  3. Constitutional Court
9. ....elect the members of Federal Assembly.
  1. the government
  2. the people
  3. the president

**6. Вставьте пропущенные слова.**

1. ... is the head of the state. He has much power: can dissolve the Duma, can veto laws.
2. ...consists of the President, the Council of Ministers and the Federal Assembly.
3. The ... in Russia belongs to the Federal Assembly. It consists of two houses or chambers: the Upper House (the Council of Federation) and the lower House (the State Duma).
4. The Duma consists of ... .
5. The ... belongs to the government, e.g. to the Cabinet of Ministers, headed by the Prime-Minister.
6. The head of government is the ... .
7. The President is the Head of the executive branch. He is elected for ....

**Практическое занятие: «Москва – столица России»**

Развитие навыков устной монологической и диалогической речи. Формирование лексико-грамматических навыков в процессе чтения с пониманием основного содержания.

Цель: обучать применению знаний грамматики и лексики в беседе, формировать умение кратко передавать содержание текста, систематизировать языковой материал по заданной теме.

**Переведите текст и ответьте на вопросы. Подготовьте краткий пересказ прочитанного текста. Выполните задания.**

**Moscow**

Moscow is the capital of Russia, our Motherland. It was founded in 1147 as a fortress on the Moskva river. The city was ruined during the Tartar invasion in the 13<sup>th</sup> century. The city was gradually restored and became stronger. The Napoleon army in 1812 destroyed Moscow by fire, but Moscow was soon rebuilt and developed again. Moscow is more than 850 years old. Much water has

flowed under its bridges, and many historic events have left their traces on the city's face.

Modern Moscow is one of the biggest and most beautiful cities of the world. It is one of Russia's major industrial cities with the population of 9.5 million people. Its total area is about 900 thousand square kilometers. Moscow is a political centre, where the government of our country works.

Moscow is a cultural centre. It attracts tourists from all over the world. Moscow is known for its beautiful cathedrals, monuments, theatres, museums, etc. The Bolshoi Theatre, the Tretyakov Art Gallery, the Pushkin Fine Arts Museum, the Kremlin are well-known even abroad. Red Square with its multi-domed St Basil's Cathedral is the heart of Moscow.

Moscow is the city of higher educational institutions. Moscow State University, which is named after the greatest Russian scientist M. Lomonosov, is famous all over the world. All people of Russia are proud of their magnificent and beautiful capital.

**Questions:**

1. What is the capital of our Motherland?
2. Why does Moscow attract tourists from all over the world?
3. Was Moscow founded in 1147 or in 1157?
4. How old is Moscow?
5. What is its total area?
6. Is Moscow a political centre?
7. What is Moscow known for?
8. All people of Russia are proud of their magnificent and beautiful capital, aren't they?

### Выполните задания

**1. Выберите из текста предложения со степенями сравнения прилагательных и переведите их.**

**2. Из нижеследующих слов составьте предложения. Первое слово в каждом предложении дано курсивом.**

1. Moscow, The heart, Red Square, of, is.
2. all, the, world, well-known, The Moscow Kremlin, is, over.
3. institutions, city, of, Moscow, higher, is, educational, the.
4. over, tourists, the, attracts, It, from, world, all.
5. than, old, is, Moscow, more, years, 850.

**3. Образуйте степени сравнения от прилагательных.**

Busy, big, interesting, happy, clever, many, able, sad, merry, expensive.

**4. Употребите прилагательные в нужной форме.**

1. I think bicycles are (safe) than motorcycles.
2. Tom is (lazy) pupil in our class.
3. Flowers are (pretty) than vegetables.
4. Margaret is (nice) person I know.
5. I think the Beatles' songs are (popular) songs.

**Тема 13. Англоговорящие страны, географическое положение, климат, флора и фауна, национальные символы, государственное и политическое устройство, наиболее развитые отрасли экономики, достопримечательности**  
**Формируемые ОК, ЛР: ОК 5,8, ЛР 02, 06, 07, 08, 10**

**Практическое занятие: « Введение ЛЕ и РО по теме. Англоговорящие страны, географическое положение, климат, флора и фауна»**

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической и письменной речи, чтения и перевода по теме «Англоговорящие страны, географическое положение, климат, флора и фауна», интереса учащихся к изучению английского языка, вежливости, умения работать в команде, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

#### **Содержание работы**

**Изучение нового материала.** Знакомство с новыми лексическими единицами по теме: «Англоговорящие страны, географическое положение, климат, флора и фауна».

**Чтение.** Установите соответствие между заголовками 1-8 и текстами А-Г. Используйте каждую цифру только один раз. В задании один заголовок лишний.

1. A second language
2. The history of English
- 3/ Popular language
4. Different English
5. The future of English
- 6/ Facts about English
7. What languages do the British speak?
8. Why learn English

A. English is spoken as a first language by several countries including Great Britain, Australia, New Zealand, South Africa, Canada, and the United States. While all of these countries share the same mother tongue, there are some differences in the way they speak and write.

The first difference is in the accent. Another difference is the spelling of some words. And a third difference is that some of the words are not the same at all. So which English is the best English to learn? Well, there is no best English. They are all equally good and correct.

B. English is the official language of the United Kingdom of Great Britain and Northern Ireland and it's a first

language for the majority of its citizens. However, visitors to the UK are often surprised that they have difficulties in understanding the language. In Britain every part of the country has its own way of speaking English. About 25% of people in Wales still speak their native Celtic language called Welsh. In some regions of Scotland Gaelic is used as a first language. In Northern Ireland about 7% of people are bilingual and speak English and Irish Gaelic.

C. About one hundred years ago many educated people learned and spoke French when they met people from other countries. Today most people speak English when they meet foreigners. It has become the new international language. There are more people who speak English as a second language than people who speak English as a first language. No wonder it is represented in every continent and in the three main oceans - the Atlantic, the Indian and the Pacific.

D. In 1887 a Polish linguist L.L. Zamenhof invented what he called a universal second language. This language took the best bits of many European languages to make a new one for everyone to understand. He called it Esperanto. There are a reasonable number of fluent speakers of the language - though nobody is sure how many. Some say 100,000, others - 2,5 million.

E. People have long been interested in having one language that could be spoken throughout the world. Such a language would help to increase cultural and economic ties and simplify communication between people. Through the years, at least 600 universal languages have been proposed, including Esperanto, but English, according to specialists, has better chances to become a global language.

F. One billion people speak English today. That's about 20% of the world's population. 400 million people speak English as their first language. For the other 600 million people it's either a second language or a foreign language. As a second language English is spoken in more than 60 countries. Besides, 80% of all information in the world's computers is in English, 75% of the world's letters and faxes are in English, 60% of all international telephone calls are made in English and more than 60% of all scientific journals are written in English too.

G. The modern world is becoming smaller all the time. Every day distances between different countries seem less. For this reason it's becoming more and more important to know different languages, especially English. To know English today is absolutely necessary for every educated person, for every good specialist because it is the language of communication, business, science and culture.

### **Практическое занятие: «Великобритания»**

#### **Exercise 1. Read, translate and retell the text:**

##### **Great Britain**

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

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

Great Britain is separated from the European continent by the English Channel and the Strait of Dover. The west coast of the country is washed by the Irish Sea, the east coast is washed by the

North Sea. There are a lot of rivers in Great Britain, but they are not very long and not good for navigation. The chief rivers are the Severn and the Thames.

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

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

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

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

### **Exercise 2. Answer the questions:**

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

### **Exercise 3. What do you know about ...**

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

### **Exercise 4.**

Finish phrases choosing appropriate word combinations.

1. Great Britain consists of (one large island, two large islands, about five thousand small islands).

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

**Exercise 5.**

Choose the prepositions

1. The British Isles consist \_\_\_\_\_ two large islands  
a) in                      b) for                      c) of                      d) at
2. The United Kingdom is made up \_\_\_\_\_ four countries  
a) of                      b) about                      c) at                      d) in
3. Great Britain is separated \_\_\_\_\_ the European continent – the English Channel \_\_\_\_\_ the Strait of Dover.  
a) from                      b) by                      c) at                      d) and
4. The climate of the United Kingdom is generally mild and temperate \_\_\_\_\_ the influence of the Gulf Stream.  
a) because                      b) due to                      c) for                      d) by
5. Each minister is responsible \_\_\_\_\_ a particular area \_\_\_\_\_ government.  
a) at                      b) in                      c) for                      d) of
6. The flag of the United Kingdom is made up \_\_\_\_\_ three crosses.  
a) in                      b) at                      c) of                      d) on

**Exercise 6.**

Match the beginning of the sentence with the ending

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

**Exercise 7.**

Finish the sentences

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

10. The symbols of England and Wales are ...

### Exercise 8.

Translate into English using expressions in brackets.

1. Британия экспортирует оборудование, электронику, текстильные товары, авиационное и навигационное оборудование (to export smth to).
2. Великобритания отделяется от Европы Английским каналом и Дуврским проливом (to be separated by).
3. Восточное побережье омывается Северным морем (to be washed by).
4. Каждый министр отвечает за свою сферу деятельности в правительстве (to be responsible for).
5. Роза – символ Англии, трилистник – символ Ирландии (to be a symbol of).
6. Великобритания известна во всем мире дождями и туманами (to be famous for).
7. Общая площадь страны свыше 244000 квадратных километров (to be over smth).
8. Флаг Великобритании состоит из трех полос (to be made up of).

### Exercise 9.

Translate into English and reproduce

1. What is the official name of the country?	1. Официальное название страны – объединенное королевство Великобритании и Северной Ирландии.
2. What is the total area of Great Britain?	2. Общая площадь Великобритании свыше 244000 кв.км.
3. What countries does the United Kingdom comprise?	3. Великобритания состоит из 4 стран: Англия, Уэльс, Шотландия и Северная Ирландия.
4. What is the population of the country?	4. Население страны свыше 57 млн. человек.
5. What are the chief rivers?	5. Главные реки страны Темза и Северн.
6. Who is the official head of the State?	6. Королева – официальная глава государства.
7. Are there three main political parties in Great Britain?	7. Да, это лейбористская, консервативная и либеральная партии.
8. Who is the Prime Minister in Great Britain?	8. Премьер – министр Великобритании сегодня.
9. What is the official language of the country?	9. Официальный язык страны – английский, но некоторые люди говорят на шотландском, уэльском и ирландском языках.
10. How many crosses are there on the British flag?	10. Английский флаг состоит из трех полос.

### Exercise 10.

Underline the correct grammar form of the verb

1. The official name of the country (is / was) the United Kingdom of Great Britain and Northern Ireland.
2. The United Kingdom (is made up / make up) of four countries.
3. The west coast of the country (is washed / washes) by the Atlantic Ocean.
4. One of the main important industries of the country (is / was) shipbuilding.
5. There (are / is) three main political parties in the country.
6. The British Parliament (consists / consist) of two chambers.
7. About 80% of the whole population (lives / live) in cities and towns.

8. English (is / was) the official language, but some people (speak / are spoken) Scottish, Irish and Welsh.
9. Thistle (is / are) the symbol of Scotland.

### **Практическое занятие: «Государственное устройство Великобритании»**

#### **Exercise 1. Vocabulary.**

1. monarchy ['mɒnəki] - монархия
2. sovereign reigns - монарх царит
3. set of laws - свод законов
4. comprise [kəm'praɪz] - содержать в себе
5. serves formally - В формально выступает
6. neutral ['nju:tr(ə)l] - нейтральный
7. to be crowned - быть коронованным
8. a local constituency [kən'stitjuənt(s)ɪ] - местный избирательный округ
9. vote - голосовать
10. polling the largest number - тот, который получил наибольшее количество голосов
11. scrutiny - внимательное изучение
12. peer - пэр (почетный титул в Великобритании)
13. hereditary - потомственный
14. archbishop - архиепископ
15. it acts rather as an advisory council - действует более как консультативный совет
16. alliance - союз
17. to take decisions - принимать решения
18. to be (responsible for) - быть ответственным (по)
19. 'shadow cabinet - "теневой кабинет"
20. to present an alternative programme - вносить альтернативную программу

#### **Exercise 2.**

##### **The state system of Great Britain**

Great Britain is a parliamentary monarchy. The power of the Queen is limited by the Parliament. It means that the sovereign reigns but does not rule. Britain does not have a written constitution, but a set of laws. Parliament is the most important authority in Britain. It comprises the House of Commons, the House of Lords and the Monarch in her constitutional role. In reality the House of Commons is the only one of the three, which has true power.

The Monarch serves formally as head of state. But the Monarch is expected to be politically neutral and should not make political decisions. The present sovereign of Great Britain is Queen Elizabeth II (the second). She was crowned in Westminster Abbey in 1953.

The House of Commons has 650 elected Members of Parliament (MPs), each representing a local constituency

They are elected by secret ballot. General elections are held every five years. The country is divided into 650 constituencies. All citizens aged 18 have the right to vote, but voting is not compulsory in Britain. The candidate polling the largest number of votes in a constituency is elected. The functions of the House of Commons are legislation and scrutiny of government activities. The House of Commons is presided over by the Speaker. The Government appoints the Speaker.

The House of Lords comprises about 1,200 peers. It is presided over by the Lord Chancellor. The House of Lords is made up of hereditary and life peers and peeresses and the two archbishops and 24 most senior bishops of the established Church of England. The House of Lords has no real power. It acts rather as an advisory council.

There are few political parties in Great Britain thanks to the British electoral system. They are the Conservative Party, the Labour Party and the Liberal Democratic Alliance. Each political party puts up one candidate for each constituency. The one who wins the most votes is elected MP

for that area. The party which wins the most seats in Parliament forms the Government. Its leader becomes the Prime Minister. As head of the Government the Prime Minister appoints ministers, of whom about 20 are in the Cabinet — the senior group which takes major policy decisions. Ministers are collectively responsible for government decisions and individually responsible for their own departments.

The second largest party forms the official Opposition, with its own leader and 'shadow cabinet'. The Opposition has a duty to criticise government policies and to present an alternative programme.

The new bills are introduced and debated in the House of Commons. If the majority of the members are in favour of a bill it goes to the House of Lords to be debated. The House of Lords has the right to reject a new bill twice. But after two rejections they are obliged to accept it. And finally the bill goes to the Monarch to be signed. Only then it becomes a law.

Parliament is responsible for British national policy. Much legislation applies through out Britain. England and Wales, Scotland and Northern Ireland have their own legal systems with differences in law and practice.

### **Exercise 3. Questions**

1. What is the most important authority in Great Britain?
2. Is the Monarch expected to be politically active?
3. How are the Members of Parliament elected?
4. What are the main political parties in Great Britain?
5. What are the functions of the House of Commons?

### **Exercise 4. Complete the sentences.**

1. Great Britain is .....
2. The House of Lords comprises about .....peers.
3. The new bills are introduced and debated in the .....
4. There are few political parties in Great Britain. They are.....
5. Britain does not have a written constitution, but .....
6. The House of Lords has the right to reject a new bill .....

### **Exercise 5. The political party system of Great Britain - Система политических партий Великобритании**

#### **Vocabulary**

1. to date from - брать начало
2. seat - место
3. принципиально - главным образом
4. to be registered - быть зарегистрированным
5. to be recognised - быть признанным
6. depend on - зависеть от
7. existence - существование
8. elections - выборы
9. support - поддержка

The political party system, dating from the late 17th century, is an important element in the working constitution. A number of parties win seats in the House of Commons, but Britain has functioned basically as a two-party system for more than a century. The major parties are: the Conservative party, the Labour party and the Liberal party. Political parties are neither registered nor formally recognised in law, but the system depends on the existence of at least two parties in the House of Commons, each of which can form a government.

Most candidates in elections and almost all-winning candidates belong to one or other of the main political parties.

The leader of the party which wins most seats at a general election, or which has the support of a majority in the new House of Commons forms a government. He or she becomes Prime Minister and chooses the ministers who will together form the Government.

In the general election of May 1, 1997, after 18 years of Conservative rule, the Labour Party won a victory and Tony Blair became Prime Minister.

### Questions

1. What is an important element of the working constitution of Great Britain?
2. What are the major parties in the UK?
3. Are the political parties registered or recognised in law?
4. Who forms a government?
5. What party won the general elections in 1997?

### Практическое занятие: «Лондон – столица Великобритании»

#### Exercise 1. Words and word-combinations to be remembered:

- |  |   |  |
|--|---|--|
| 1. to be concentrated                    | - | быть сконцентрированным                    |
| 2. the Royal Exchange                    | - | Королевская биржа                          |
| 3. the Bank of England                   | - | Банк Англии                                |
| 4. the Stock Exchange                    | - | Фондовая биржа                             |
| 5. a port area                           | - | портовый район                             |
| 6. to be quiet and empty                 | - | быть тихим и пустынным                     |
| 7. to stay alive                         | - | быть оживленным                            |
| 8. nearby                                | - | близлежащий                                |
| 9. a pub                                 | - | кабачок, пивная                            |
| 10. a concrete building                  | - | бетонное здания                            |
| 11. to live outside the center           | - | жить вне центра                            |
| 12. the total population                 | - | все население                              |
| 13. the Greater London                   | - | Большой Лондон                             |
| 14. a suburb                             | - | пригород                                   |
| 15. to be home for                       | - | быть местом нахождения<br>чего-либо        |
| 16. the headquarters of                  | - | центральные учреждения                     |
| 17. a government department              | - | власть (как часть<br>правительства)        |
| 18. the major legal institutions         | - | главные судебные<br>учреждения             |
| 19. the monarch                          | - | монарх                                     |
| 20. transport network                    | - | транспортная сеть                          |
| 21. to contain                           | - | содержать                                  |
| 22. the national television network      | - | национальная телевизионная<br>сеть         |
| 23. the original walled city             | - | первоначальный город,<br>обнесенный стеной |
| 24. to be founded by Romans              | - | быть основанным римлянами                  |
| 25. a poorer residential area            | - | бедный жилой район                         |
| 26. a luxurious hotel                    | - | роскошный отель                            |
| 27. an expensive shop                    | - | дорогой магазин                            |
| 28. the main tourist attraction          | - | главный предмет интереса<br>туристов       |
| 29. King Edward the Confessor            | - | король Эдуард Исповедник                   |
| 30. an abbey church                      | - | церковь аббатства                          |
| 31. a royal tomb                         | - | гробница короля или<br>королевы            |
| 32. memorials to famous men<br>and women | - | мемориалы<br>известных людей               |
| 33. William the Conqueror                | - | Вильгельм<br>Завоеватель                   |

34.	to be crowned	-	короноваться
35.	a coronation	-	коронация
36.	the royal residence	-	королевская резиденция
37.	the country's main court	-	верховный суд страны
38.	the Queen's official residence	-	официальная резиденция королевы
39.	the Changing of the Guards	-	смена караула
40.	in the forecourt of the palace	-	перед дворцом
41.	a masterpiece	-	шедевр
42.	to be crowned with a huge dome	-	быть увенчанным огромным куполом
43.	Whispering Gallery	-	Галерея Шепота
44.	to be associated with	-	быть связанным с
45.	a fortress	-	крепость
46.	a mint	-	монетный двор
47.	to be guarded by	-	охраняться кем-то
48.	a Beefeater	-	Бифитер
49.	a Yeoman Guard	-	стражник-йомен
50.	to be noted for	-	быть знаменитым чем-либо
51.	the Museum of Moving Image	-	Музей кино

### Exercise 2 Read, translate and retell the text:

#### London

London is the capital of Great Britain, its economic, political, and cultural center. It is situated on the both banks of the Thames. London is a very old city. It is more than twenty centuries old. The original walled city of London founded by Roman was quite small. Slowly it grew into a large city. And now it is the largest city in Europe and one of the largest cities in the world with the population of 11 million people. About a fifth of the total population of the UK lives in the Greater London area, that is in London and its suburbs.

London is home for the headquarters of all government departments, Parliament, the major legal institutions and the monarch. It is the country's business and banking center and the center of its transport networks. It contains the headquarters of the national television networks and of all the national newspapers.

London consists of three main parts: the City of London, the West End and the East End.

The City is the financial center of London. It is the district where most offices and banks are concentrated. The Royal Exchange, the Stock Exchange and the Bank of England are situated here. During the daytime, nearly a million people work there, but less than 8 000 people actually live there. Many people live outside the center of London in the suburbs, and they travel to work, in shops and offices by train, bus or underground.

The West End is a symbol of wealth. This district is known for its many theatres, cinemas, luxurious hotels and restaurants and expensive shops. By the day the whole of London is busy. At night offices are quiet and empty, but the West End stays alive, because this is where Londoners come to enjoy themselves. There are two opera houses here, several concert halls and many theatres, as well as cinemas. In nearby Soho the pubs, restaurants and night clubs are busy half the night.

The East End is known as the poorer residential area of London where mostly working people live. Many factories, workshops and the Port of London is situated here. The old port area is now called "Docklands". There are now new offices building in Docklands, and thousands of new flats and houses. This district of London is very unattractive, but very important to the country's commerce.

Like all big cities, London has streets and concrete buildings, but it also has many big parks, full of trees, flowers and grass. The most famous of them are Hyde Park with its famous Speaker's Corner and Kensington Gardens.

London is also the main tourist attraction of the country. There are a lot of places of interest in London, which attract thousands of tourists every year. They usually want to see Trafalgar Square, Piccadilly Circus, Westminster Abbey, the House of Parliament, Buckingham Palace, St. Paul's Cathedral, the London Bridge, the Tower of London and many other places.

Trafalgar Square is the geographical center of London. Around the Square there are several large buildings including the National Gallery and the Church of St. Martin-in-the-Fields, but it is dominated by Nelson's Column. The monument was erected in 1881 to commemorate Nelson's triumph at the battle of Trafalgar in 1805. The monument is guarded by four bronze lions.

At one side of the Square is the National Gallery, which was built in 1924. It has a rich collection of pictures.

At the other side of the Square is Buckingham Palace, the Queen's official London residence. It is a beautiful building with a flag over it standing in large gardens. If the Queen's flag flies over the Palace, it means that the Queen is in the residence. Londoners usually watch the Changing of the Guards in the forecourt of the palace. It lasts 30 minutes.

Another well-known square of London is Piccadilly Circus. It is the entertainment center for the West End of London. In the middle of it there is a statue of Eros, the God of Love. The statue is made of aluminium and is so light that can be easily lifted by 2 or 3 men.

On the left bank of the Thames stands Westminster Abbey, which is now the political center of London. In the 11<sup>th</sup> century King Edward the Confessor decided to build a great abbey church there. There are many royal tombs in the Abbey, like the tomb of Edward the Confessor himself, and memorials to famous men and women. The most popular ones are those to writers, poets and musicians in the Poet's Corner. William the Conqueror was crowned there, and since then all the coronations have taken place in the Abbey. During the reign of Edward the Confessor the Palace of Westminster was built too. It was the royal residence and also the country's main court. The Parliament met here since the 16<sup>th</sup> till the 19<sup>th</sup> century. The present Houses of Parliament designed by Sir Charles Barry were built in 1850 after the fire in the Palace of Westminster in 1834. There are two houses in the Parliament: the House of Commons and the House of Lords. St. Stephen's Tower of the Houses of Parliament contains probably the most famous clock in the world Big Ben.

Another place, which attracts tourists, is St. Paul's Cathedral. St. Paul's Cathedral is Sir Christopher Wren's masterpiece. It was built since 1675 until 1709. It is crowned with a huge dome. Inside the dome there is the famous Whispering Gallery. There are many memorials in the Cathedral. Such people as Wellington, Nelson and Wren himself are buried here.

The Tower of London was planned as a castle. It was built about 9 centuries ago by William the Conqueror. It is associated with many important events in the British history. It was a place of State intrigue and executions. The Tower has been a fortress, a palace, a prison, a mint. The Tower is now the home of the Crown jewels protected by Yeomen Guards more known as «Beefeaters».

London is also noted for its museums and art galleries. Among them are the National Gallery, the National Portrait Gallery, the Tate Gallery of sculpture, the Museum of London, the Museum of Moving Image, Madam Tussaud's Museum of life-size portraits in wax and many others. But the most well-known and one of the largest in the world is the British Museum. The British Museum was founded by Act of Parliament in 1753 to bring together the collection of Sir Robert Cotton, some others and future addition to them. Anthony Panizzi designed the famous circular Reading Room at the British Museum. The first thing that strikes a visitor is its unusual shape. It is a perfect circle

**Exercise 3. Ask your friend:**

1. кем был основан Лондон
2. на какие части делится Лондон
3. чем знаменит Сити
4. что представляет собой Вест Энд

5. чем примечателен Тауэр
6. кто построил аббатство и дворец в Вестминстере.
7. где заседает парламент
8. что находится в Ист Энде
9. какие самые известные музеи в Лондона

**Exercise 4. Translate the following into English:**

1. Лондон – экономический, политический и культурный центр, расположенный на обоих берегах Темзы.
2. Город, основанный римлянами, первоначально был маленьким и обнесен забором.
3. Лондон традиционно делится на три части: Сити, Ист Энд, Вест Энд. Эти части различаются между собой.
4. Сити – это район, где сосредоточена большая часть офисов и банков.
5. Вест Энд – это символ роскоши и богатства.
6. Лондон – очень привлекателен для туристов. Интересно увидеть Трафальгарскую площадь, Пикадили, Букингемский дворец, Собор Святого Павла.
7. Вестминстерское Аббатство располагается на левом берегу Темзы и является политическим центром Лондона.
8. В Тауэре Лондона хранится королевская корона, которая охраняется Йоменскими стражниками – йоменами.
9. Собор Святого Павла – это шедевр сэра Кристофера Рена. Строительство началось в 1675г. и было закончено в 1709. Великолепное сооружение увенчано куполом.
10. Рядом с Аббатством Эдуард-Исповедник построил Вестминстерский Дворец, который был королевской резиденцией.

**Практическое занятие: «Соединенные Штаты Америки»**

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

**The United States of America**

The United States of America is the fourth largest country in the world (after Russia, Canada and China). The USA lies in the central part of North America. The total area of the country is about nine and a half million square kilometres. Its western coast is washed by the Pacific Ocean. Its eastern coast is washed by the Atlantic Ocean and the Gulf of Mexico. The USA borders on Canada in the north and on Mexico in the south. It has a sea-boarder with Russia.

The climate of the country varies greatly from arctic in Alaska through continental in the central part to subtropical in the south.

The USA is a federal republic. It consists of fifty states and the District of Columbia. The capital of the country is Washington D. C. The population of the USA is about 250 million people. Each state has its own government. The seat of the federal government is Washington D. C. According to the US Constitution the powers of the government are divided into 3 branches. They are the executive, the legislative and the judicial. The executive is headed by the President and his Administration. The legislative is exercised by the US Congress. The judicial is headed by the US Supreme Court.

The Congress consists of the Senate and the House of Representatives. There are two main political parties in the USA, the Republican and the Democratic.

The flag of the USA is called "Stars and Stripes." There are three colours on the flag of the USA.

They are red, white and blue. As there are fifty states in the USA, there are fifty stars on the American flag: one star for each state. The American flag has thirteen stripes. The stripes are red and white. The flag has seven red stripes and six white stripes. There is one stripe for each of the first thirteen colonies which in 1776 became independent of England.

The eagle became the official national symbol of the country in 1782. It holds an olive branch (a symbol of peace) and arrows (symbols of strength) in its paws.

The USA has an official song. It is called The Star Spangled Banner.

The USA is one of the greatest industrial and leading agricultural nations in the world. The USA produces around 25% of the world's industrial products, agricultural goods and services.

The USA is rich in coal, iron and oil. Many rivers cross the country. The most important are the Mississippi, the Missouri, the Colorado, the Sacramento. The main lakes are the Great Lakes in the north.

The largest cities are New York, Los Angeles, Chicago, Philadelphia, Detroit, San Francisco, Washington and others. The highest mountains are the Rocky Mountains, the Cordillera and the Sierra Nevada.

The USA is one of the most powerful and highly developed countries in the world. It is the leader of the western world.

**Exercise 2. Pronounce the following words and geographic names:**

the United States of America (the USA) - Соединенные Штаты Америки

China - Китай

the Pacific Ocean - Тихий океан

the Atlantic Ocean - Атлантический океан

the Gulf of Mexico - Мексиканский залив

Washington D. C. - г. Вашингтон

the US Congress - Конгресс Соединенных Штатов Америки

the US Supreme Court - Верховный Суд

the Senate - Сенат

the House of Representatives - Палата представителей

the Republican party - Республиканская партия

the Democratic party - Демократическая партия

the Star Spangled Banner - официальный гимн США

the Mississippi - Миссисипи

the Missouri - Миссури

the Colorado - Колорадо

the Sacramento - Сакраменто

New York - Нью-Йорк

Los Angeles - Лос-Анджелес

Chicago - Чикаго

Philadelphia - Филадельфия

Detroit - Детройт

San Francisco - Сан Франциско

the Rocky Mountains - Скалистые горы

the Cordillera - Кордильеры

the Sierra Nevada - Сьерра Невада

total - весь, целый

to wash - омыwać

coast - морской берег

to border on — граничить с

government - правительство

to divide - разделять

branch - отрасль, ветвь

executive - исполнительный

legislative - законодательный

judicial - судебный

to head - возглавлять

to exercise - осуществлять

to consist of состоять из

stripe - полоса

independent - независимый

eagle - орел

symbol — символ  
olive - оливковый  
arrow - стрела  
strength - сила  
powerful - сильный, могучий  
to develop - развивать(ся)  
leader - лидер  
to vary - изменять(ся)  
to produce - выпускать  
agricultural - сельскохозяйственный  
goods - товар  
service - обслуживание, сервис  
coal - каменный уголь  
iron - железо  
oil - масло, нефть  
to cross - пересекать

**Exercise 3. Answer the questions upon the text:**

- 1) What countries are larger than the USA?
- 2) Where does the USA lie?
- 3) What is the total area of the USA?
- 4) What oceans wash the western and eastern coasts of the USA?
- 5) What countries border on the USA?
- 6) How does the climate of the USA vary?
- 7) How many states are there in the USA?
- 8) What is the capital of the USA?
- 9) What is the population of the USA?
- 10) Where is the seat of the federal government?
- 11) How many branches are the powers of the government divided into? What are they?
- 12) Who is the executive of the USA headed by?
- 13) The legislative is exercised by the US Congress, isn't it? What does the Congress consist of?
- 14) Who is the judicial headed by?
- 15) What are the main parties in the USA?
- 16) What is the flag of the USA called?
- 17) How many colours are there on the flag of the USA? What are they?
- 18) Why are there fifty stars on the flag of the USA?
- 19) How many stripes are there on the flag of the USA? Why? What colour are they?
- 20) What is the official national symbol of the USA? What do the arrows mean? What does the olive branch mean?
- 21) What is the official song of the USA called?
- 22) Why is the USA one of the most developed countries in the world? What does the USA produce?
- 23) What is the USA rich in?
- 24) What are the main rivers and lakes of the USA?
- 25) What are the largest cities in the USA? What are the highest mountains in the USA?

**Exercise 4. Complete the sentences:**

1. The USA borders ... ..
2. There are ..... states in the USA
3. The..... became the official national symbol of the country in 1782.
4. Many rivers cross the country. The most important are ...
5. The USA is one of the greatest ...

6. The climate of the country varies
7. The population of the USA is ... ..
8. The total area of the country is ...
9. There is one stripe for ... ..
10. The capital of the country is ...

**Exercise 5. Choose the correct verb for each blank, varies, is headed, consists, lies, cross, are divided, is washed, is exercised:**

1. The judicial ... by the US Supreme Court.
2. Its western coast ... by the Pacific Ocean.
3. The Congress ... of the Senate and the House of Representatives.
4. According to the US Constitution the powers of the government... into three branches.
5. The climate of the country ... greatly from arctic in Alaska through continental in the central part to subtropical in the south.
6. Many rivers ... the country.
7. The legislative ... by the US Congress.
8. The USA ... in the central part of North America.

**Exercise 6. Read the beginning of the sentence and find its end in the text.**

1. The USA has an official song. It is called ...
2. The Congress consists of ...
3. The USA lies in the ...
4. Its eastern coast is washed by ...
5. According to the US Constitution ...
6. The largest cities are ...
7. The USA produces around ...
8. There are two main political ...

**Exercise 7 Put in the missing words according to the text.**

1. The USA has ... with Russia.
2. The American flag has thirteen ... .
3. The USA is one of the most ... and highly ... countries in the world.
4. The USA is rich in ..., ... and ... .
5. Each state has its own ... .
6. The USA produces around 25 per cent of the world's industrial ... goods and ...
7. The flag of the USA is called ... .

**Практическое занятие: «Вашингтон – столица США»**

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

#### **Washington D. C.**

Washington is the capital of the United States of America. It is situated on the Potomac River in the District of Columbia. The population of the city is 900,000 people. Washington was named after the first US president George Washington. He selected the place for the capital. It was founded in 1790. Since 1800 Washington D. C. has been the federal capital. The French engineer, Pierre L'Enfant, designed the city. Washington D. C isn't like other cities of the USA. It has long wide avenues, 26 gardens, beautiful parks and no skyscrapers at all, because no other building must be taller than the Capitol.

The Capitol is the seat of the American Congress. The 535 members of the Congress meet here to discuss the nation's affairs. It is situated in the centre of the city. The Capitol has a big white dome standing on a circle of pillars. It is a huge building, full of paintings and statues.

The White House is the official residence of the US President. It was built in 1799. The US President works and lives there.

Washington is a large scientific and cultural centre. There are many museums, theatres, research institutes, five universities, the National Academy of Science and the Library of Congress there. The Library of Congress is situated not far from the Capitol. It is the largest library in the States. It contains more than 13 million books, more than 19 million manuscripts, including the personal papers of the US presidents.

There is one more well-known building in Washington — Pentagon. It is the residence of the US Military department. It is situated in the suburbs to the south of the Potomac.

There are many monuments in the city. The most impressive and the best-known ones are the Lincoln Memorial, the Washington Monument and the Jefferson Memorial. Thousands of tourists visit Washington every day. Washington D. C is the city where you think about the glorious history of the USA.

### Post -Text Exercises

#### Exercise 2. Pronounce the following words and proper names:

Potomac - р. Потомак

District of Columbia - округ Колумбия

Washington D. C. - Вашингтон

Pierre L'enfant - Пьер Ланфан

the Capitol - Капитолий

the Congress - Конгресс

the Library of Congress - Библиотека конгресса

the Lincoln Memorial - памятник Линкольну

the Washington Monument - памятник Вашингтону

the Jefferson Memorial — памятник Джеферсону

to name - называть

to select - выбирать

to found - основывать

to design - проектировать, создавать

avenue - проспект

skyscraper - небоскреб

affair - дело

dome - купол

circle - круг

pillar - столб, колонна

huge - огромный

research - исследовательский

to contain - содержать

manuscript - рукопись

suburb - пригород

impressive - производящий

glorious - славный, знаменитый

#### Exercise 3. Answer the questions

1. What is the capital of the USA?

2. Where is Washington situated?

3. What is the population of the city?

4. Who was Washington named after?

5. Who selected the place for the capital?

6. When was the city founded?

7. Who designed the city? Since what time has Washington D. C been the federal capital?

8. Why isn't Washington D. C. like other cities of the USA?

9. Where is the seat of the American Congress? Where is this building situated?

10. Can you describe the Capitol?

11. Where is the official residence of the US President? When was it built?

12. What is Washington D. C. famous for?
13. What is the largest library in the states? Where is it situated?
14. How many books and manuscripts does the Library of Congress contain?
15. What building is the residence of the US Military department? Where is it situated?
16. What monuments do you know in Washington D. C.?
17. Do you want to visit Washington D. C.? Why?

**Exercise 4. Match the two parts of the sentences.**

1. The White House is ... the residence of the US Military department.
2. The Library of Congress ... 1790.  
contains ... the official residence of the US President.
3. Since 1800 Washington D. C ... a big white dome standing on a circle of pillars.  
has been ... more than 13 million books, more than 19
4. Washington was named after ... million manuscripts, including the personal papers
5. The Capitol has ... of the US presidents.
6. Pentagon is ... long wide avenues, gardens, beautiful parks and
7. Washington D. C has ... no skyscrapers at all.
8. Washington D. C was ... the first US president George Washington.  
founded in ... the Federal capital.

**Exercise 5. Put in the missing words according to the text.**

1. The 535 members of the Congress meet here to discuss the nation's ...
2. Pentagon is situated in the ... to the south of the Potomac.
3. There are many museums, theatres, ..., five universities, the National Academy of Science and the Library of Congress there.
4. The Capitol is ... building, full of ... and statues.
5. Washington D. C. has long wide ... gardens, beautiful parks and no ... at all.
6. Washington is situated on ... in the District of Columbia.
7. The Library of Congress contains more than 13 million books, more than 19 million .... including the personal... of the US presidents.
8. The Capitol has a big white ... standing on a circle of ... .

**Exercise 6. Choose the correct verb for each blank**

is, meet, has been, is situated, selected, contains, has designed, was built.

1. The White House ... in 1799.
2. Pentagon ... in the suburbs to the south of the Potomac.
3. Since 1800 Washington D. C ... the federal capital.
4. The French engineer, Pierre L'Enfant, ... Washington D. C
5. The Capitol... a big white dome standing on a circle of pillars.
6. The Library of Congress ... more than 13 million books, more than 19 million manuscripts, including the personal papers of the US presidents.
7. George Washington ... the place for the capital.
8. The 535 members of the Congress ... here to discuss the nation's affairs.
9. Pentagon ... the residence of the US Military department.

**Тема 14. Обычай, традиции, поверья народов России и англоговорящих стран**  
**Формируемые ОК, ЛР: ОК 5,8, ЛР 01, 02, 04, 05, 06, 07, 08, 09, 11, 13, 15**  
**Практическое занятие: «Обычай и традиции народов России»**

**Russian traditions**

Russia is a unique country, which preserves the national traditions deeply rooted not only in the Orthodox religion but also in paganism. Christianity gave Russians such great holidays as Easter

and Christmas, and Paganism – Maslenitsa, which means Pancake Day. Old traditions are passed on from generation to generation.

New Years day is the biggest celebration for Russians. It is believed that the way you celebrate the New Year indicates how your year will be. On New Year's eve, a huge meal is prepared with an abundance of dishes.

Easter is the day of the resurrection of Christ. The main tradition at Easter time is the painting of hard-boiled eggs. Red is the predominant colour, as it signifies new life. Russians exchange eggs and kind wishes for the Easter celebration.

Christmas is the holiday of the birth of Jesus Christ, which is celebrated on the 7th of January. Before Christmas Eve, people tidy their houses. The food for Christmas is prepared some days in advance, with turkey, stuffed pork, pies, pastries and sweets for children.

Maslenitsa is one of the most cheerful holidays in Russia. It marks the end of the winter and the opening of new spring festivals and ceremonies. Maslenitsa is celebrated during the week preceding the Lent. Every day of Maslenitsa is devoted to special rituals.

There are some interesting family traditions. For example, when a new baby is born, the father should plant a tree, wishing the child to grow up strong and healthy.

Among the traditions connected with wedding is blessing. When a bride and groom are ready to go to the church, the oldest member in their family takes a religious icon from the wall. While the bride and groom kneel, the family member crosses them both with the icon, blesses their union, and wishes them a long and happy marriage. At the wedding reception, the husband and wife take a big loaf of bread and bite it at the same time, without the use of their hands. Whoever gets the larger piece, it is said that they will be the leader of their family.

**1. Use the text to translate the following sentences:**

- 1) Перед Рождеством люди обычно убирают свои дома.
- 2) Существуют различные интересные семейные традиции.
- 3) На церемонии бракосочетания муж и жена берут большой каравай хлеба и одновременно кусают его.
- 4) В канун Нового Года накрывают большой стол с изобилием блюд.
- 5) Россия – уникальная страна, которая сохраняет национальные традиции, уходящие корнями не только в христианскую религию, но и в язычество.
- 6) Древние традиции передаются от поколения к поколению.
- 7) Масленица – один из самых веселых праздников в России.
- 8) Каждый день Масленицы посвящен особым ритуалам.

**2. Put the words in the correct order to make sentences:**

- 1) biggest Russians New celebration Years for day is the
- 2) some family There interesting are traditions.
- 3) the cheerful Russia Maslenitsa most in holidays is one of.
- 4) painting time is The at Easter the main tradition eggs of hard-boiled.
- 5) the of Christ is of resurrection the day Easter.

**Практическое занятие: «Праздники в России»**

**Holidays in Russia**

There are many national holidays in Russia, when people all over the country do not work and have special celebrations.

The major holidays are New Year's Day, Women's Day, May Day, Victory Day, and Independence Day.

The first holiday of the year is New Year's Day. People see the New Year in at midnight on 31 December. They greet the New Year with champagne and listen to the Kremlin chimes beating 12 o'clock.

There are many New Year traditions in Russia. In every home there is a New Year tree glittering with coloured lights and decorations. Children always wait for Father Frost to come and give them a

present. Many people consider New Year's Day to be a family holiday. Nevertheless, the young prefer to have New Year parties of their own.

A renewed holiday in our country is Christmas. It is celebrated on 7 January. It is a religious holiday and a lot of people go to church services on that day.

On the 8th of March we celebrate Women's Day when men are supposed to do everything about the house, cook all the meals and give women flowers.

The greatest national holiday in our country is Victory Day. On the 9th of May, 1945, our army completely defeated the German fascists and the Great Patriotic War ended. We will never forget our grandfathers and grandmothers who died to defend our Motherland. We honour their memory with a minute of silence and put flowers on the Tomb of the Unknown Soldier.

Independence Day is a new holiday in our country. On the 12th of June, 1992, the first President of Russia was elected.

We also celebrate Day of the Defender of Motherland on the 23d of February, Easter, Day of Knowledge and lots of professional holidays which are not public holidays and banks, offices and schools do not close.

**1. Use the text to translate the following sentences:**

- 1) Самый большой национальный праздник в нашей стране - День Победы.
- 2) 12 июня 1992 года был избран первый президент России.
- 3) Дети всегда ждут Деда Мороза, который приходит и дарит им подарки.
- 4) Это религиозный праздник, и много людей идет на церковные службы в этот день.
- 5) Мы никогда не забудем наших дедов и бабушек, которые погибли, защищая нашу

Родиону.

6) Они приветствуют новый год шампанским и слушают Кремлевские куранты в 12 часов.

7) 8-го марта мы отмечаем Международный женский день.

**2. Put the words in the correct order to make sentences:**

- 1) is New The of Day the year Year's first holiday.
- 2) Year's holiday people Many be a New Day consider to family.
- 3) a new Day is country holiday Independence in our
- 4) February Day of also Defender on the 23d the of We celebrate of Motherland
- 5) of December at midnight People on the 31st the see in new year .
- 6) to defend our grandfathers who died We'll forget to defend never our and grandmothers

Motherland.

**Практическое занятие: «Обычаи и традиции народов англоговорящих стран»**

**Активизация использования лексики**

Customs – обычаи

to decorate – украшать

Tradition – традиция

Christmas Eve – сочельник

Generation – поколение

Trafalgar Square – Трафальгарская площадь

Substantial – существенный

Christmas cards – рождественские открытки

Refreshment - закуска

The Easter – Пасха

Treat – угощение

Bunny – зайчик

Pancake – блин

to lit - зажигать

Shrove – масленица

Effigies – чучела  
Lent – Великий пост  
trick-or-treating - проделка или угощение  
Contestant – участник  
Witch – ведьма  
To flip – подбрасывать  
Lantern – фонарь  
Bonfire – костер  
Ghosts – привидения  
Christmas tree – ёлка  
Pumpkin – тыква

### ***Отработка и закрепление лексики по теме “Traditions and customs of Great Britain”***

#### **Read the text and translate**

So many countries, so many customs, as English proverb says. The combination of the words tradition and custom means a usual manner of doing something, of conduct passed on from generation to generation. Some British customs and traditions are famous all over the world. From Scotland to Cornwall, Britain is full of them. A lot of them have very long history. Some are funny and some are strange. But they're all interesting.

**The full English breakfast.** The tradition of having a substantial breakfast meal has existed since the 18th century. The full English breakfast became very popular after the World War I, in those days it was served at the hotels and restaurants all over the country. The full breakfast usually consists of sausages, bacon and eggs, served with toasts, fried or grilled tomatoes, baked beans and fried mushrooms. It is often eaten with a light dessert and a cup of tea, coffee or fruit juice.

**Afternoon tea.** One of the most well-known English traditions is afternoon tea – light refreshments, including tea, traditionally served around 5 p. m. English people often drink tea with milk; they may or may not add sugar. Tea is usually taken along with sandwiches, crumpets, scones, cakes, jam and marmalade. Traditional tea treats also include puddings, muffins and biscuits.

**Pancake Day.** Pancake Day or Shrove Tuesday is held in February or March. It is the day, preceding the first day of the 40 days long Lent. It has been celebrated in Britain for centuries. People traditionally eat a lot of pancakes on Shrove Tuesday. On Pancake Day children go from house to house asking for a pancake. “Pancake races” are held all over the Britain. Contestants have to race with frying pans flipping pancakes in the air.

**The Guy Fawkes Night** is a traditional celebration which is held on 5<sup>th</sup> November. All over the country people build bonfires in their gardens. On top of each bonfire is a guy. That's a figure of Guy Fawkes. People make guys with straw, old clothes and newspapers. On November 5<sup>th</sup> 1605, Guy Fawkes tried to kill King James I. He and a group of his friends put a bomb under the Houses of Parliament in London. But the King's men found the bomb and they found Guy Fawkes, too. They took him to the Tower of London and there the King's men cut off his head.

**Christmas.** Every year the people of Norway give the city of London a present... It's a big Christmas tree and it stands in Trafalgar Square. In 1846 the first Christmas cards began in Britain. Queen Victoria's husband, Prince Albert, brought this German tradition (he was German) to Britain. He and the Queen had a Christmas tree at Windsor Castle in 1841. A few years after, nearly every house in Britain had one. Traditionally people decorate their trees on Christmas Eve - that's December 24th. They take down the decorations twelve days later, on Twelfth Night (January 5th). British children get their presents from the socks that hang near their beds. Santa Clause climbs down the chimney and leaves lots of presents. In Britain the most important meal on December 25th is Christmas dinner. A twentieth-century British Christmas dinner is roast turkey with carrots, potatoes, peas, Brussels sprouts and gravy. There are sausages and bacon too. Then, after the turkey, there's Christmas pudding.

#### **Выполнение после текстовых заданий**

- 1. Find in the text English equivalents for these words and word combinations**

От поколения к поколению, знамениты во всем мире, веселый, странный, интересный, традиция, завтрак, по всей стране, Первая мировая война, грибы, легкие закуски, традиционные угощения к чаю, 40-дневный Великий пост, ходить от дома к дому, сковорода, подбрасывать блины, мастерить костер, заложить бомбу, Парламент, большая ёлка, убрать украшения, спускаться по дымоходу, жареная индейка, морковь.

**2. Quote the sentences in which these word combinations are used in the text**

British customs, a substantial breakfast, usually consists of, a light dessert, traditionally served, with milk, of the 40 days, with frying pans, on 5<sup>th</sup> November, bonfires, to the Tower of London, German tradition, get their presents, the most important meal.

**3. Fill in the gaps with the words from the box.**

Pumpkins, trick-or-treating, Christmas tree, ghosts, Christmas, witches, Hallowe'en, presents (2), funny, goblins, decorated, lanterns

**1.**

- Hello, Alex!
- Hi, Ann! Haven't seen you for ages! Where have you been?
- Oh, I was at my relatives'.

We celebrated .....<sup>1</sup>. It was wonderful!

We .....<sup>2</sup> the house and the .....<sup>3</sup>. I love this tradition. I bought .....<sup>4</sup> for my relatives and I got a lot of nice .....<sup>5</sup>.

- You're lucky. Did you go out anywhere?
- Yes, we also visited some of their friends.
- Do you plan to go there next ....<sup>6</sup>?
- Yes, I'd love to.

**2. Hello, Nadia! What are your plans for October 31st?**

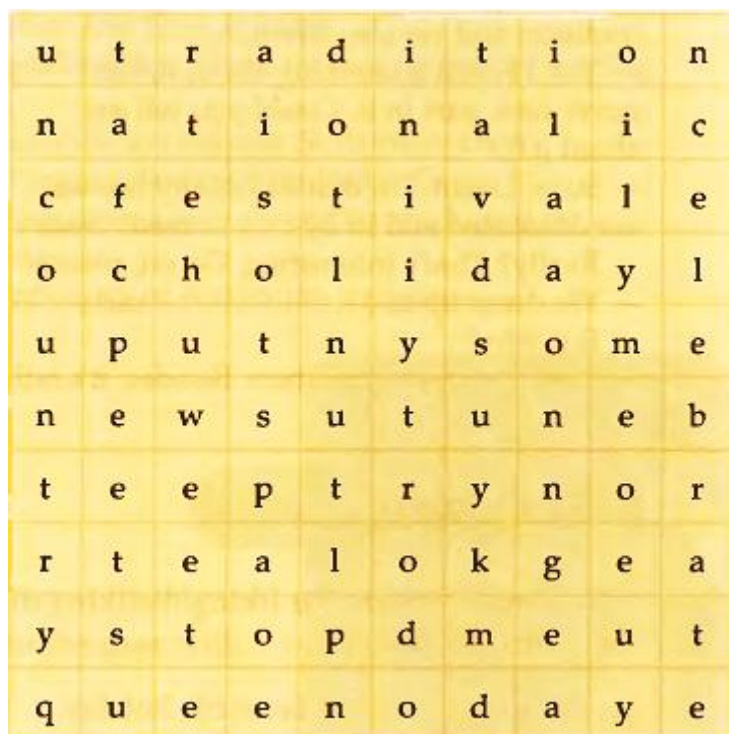
• Hi, Pete! Don't you know we are celebrating .....<sup>1</sup>? It's an old English tradition and we also like it.

- Yes, I heard something about it, but I never took part in it. Could you tell me about it?
- Sure! Listen. On that day many homes are decorated and lit by .....<sup>2</sup> made from ....<sup>3</sup> that have been hollowed out.

- Really? That's interesting. Go on, please.
- We dress up as .....<sup>4</sup>, .....<sup>5</sup> and .....<sup>6</sup> and go .....<sup>7</sup> to neighbours.
- But why?
- Well, it's an old tradition. Besides, it's rather ...<sup>8</sup>.

1. 1) Christmas, 2) decorated, 3) Christmas tree, 4) presents, 5) presents, 6) Christmas)

2. 1) Hallowe'en, 2) lanterns, 3) pumpkions, 4) goblins, 5) ghosts, 6) witches, 7) trick-or-treating, 8) funny



**Обобщение знаний по теме "Traditions and customs of Great Britain"**

Find 10 hidden words

- традиция
- королева
- праздновать
- чай
- национальный
- фестиваль
- праздник
- индейка
- обычай
- страна

## Практическое занятие: «Праздники народов англоговорящих стран»

### Text 1

#### *Holidays and customs*

Imagine you are in a medium-sized English town. It is Saturday morning in April and the market place is full of noise. You hear the sound of music, at least one accordion, a drum, tin whistle and fiddle. As you come closer you see an interesting site. There are some men dressed in white clothes but decorated in the strangest way with bright ribbons, flowers and small bells. They dance, leaping into the air, stamping their feet, and perform the most complicated pattern of movements. They perform a Morris Dance and what they are doing is anything up to eight hundred years old.

Now you are at the seaside. It is the end of July and the school holidays have just begun. There is a strange little red and white striped tent, and sitting in front of it on the sand, a whole crowd of little children laughing and shouting. They are watching a puppet theatre, **Punch and Judy**. Mr. Punch in his bright red clothes is, as usual, hitting Judy over the head with a stick, while **Toby**, the dog, patiently watches.

These are just two examples of customs which, despite television and other social changes, are alive and well in England. There are many, many more, some of them are local that they are known in the villages where they take place. Many villages have Maypoles which are decorated in early summer and around which children dance.

In the matter of holidays the British are less well-off than other Europeans. Most people have only three weeks paid holiday per year, and the bank holidays put Britain at the bottom of the list of Common Market countries as far as public holidays are concerned. British “**bank holidays**” are **New Year's Day, Good Friday, Easter Monday, May Day, Spring Bank Holiday, Summer Bank Holiday, Christmas Day and Boxing Day**. Only when the UK joined the E.E.C. did New Year's Day become a public holiday. **The patron saints** days are not celebrated with a holiday. They are **St. David's Day** (March 1<sup>st</sup>) in Wales, **St. George's Day** (April 23<sup>rd</sup>) in England and **St. Andrew's Day** (November 30<sup>th</sup>) in Scotland. Only Ireland, both North and South, has a holiday on **St. Patrick's Day** (March 17<sup>th</sup>).

**Punch and Judy** «Панч и Джуди» (традиционное уличное кукольное представление наподобие русского Петрушки; его главные действующие лица: горбун Панч с крючковатым носом – воплощение оптимизма, и Джуди – его жена, неряшливая и нескладная).

**Toby** Тоби (кличка собаки одного из главных действующих лиц в представлении «Панч и Джуди»)

**Bank holiday** официальный выходной день (общий день отдыха, помимо воскресенья)

**Good Friday** Великая пятница

**Easter Monday** первый понедельник после Пасхи

**May Day** день первого мая

**Spring Bank Holiday** весенний день отдыха ( в мае или начале июня)

**Summer Bank Holiday** летний день отдыха (в августе или сентябре)

**Christmas Day** Рождество (25 декабря)

**Boxing Day** день рождественских подарков (26 декабря)

**The patron saints days** дни святых, считающихся покровителями той или иной части Великобритании

**St. David's Day** день св. Дэвида (национальный день Уэльса, 1 марта)

**St. George's Day** день св. Георгия (национальный день Англии, 23 апреля)

**St. Andrew's Day** день св. Андрея (национальный праздник Шотландии, 30 ноября)

**St. Patrick's Day** день св. Патрика (национальный праздник Северной Ирландии, 17 марта)

### 1. COMPREHENSION

1. **Read the text. Are these statements true or false? If false, rewrite them with the correct information.**

1. The market place is full of the sound of music, at least one accordion, a piano, a bagpipe and fiddle.
2. A Morris Dance is a very popular modern dance.
3. The traditional heroes in a British puppet theatre are Punch, his wife Judy and their dog Toby.
4. Mr. Punch in his white clothes is as usual cooking dinner for his wife and dog.
5. Television has killed traditional English customs.
6. New Year's Day has always been a public holiday in Britain.

Key: 1 c, 2 e, 3 a, 4 f, 5 b, 6 d

### **Практическое занятие: «Суеверия народов России и англоговорящих стран»**

**Now “The History Of 10 Popular Superstitions And How You Can Avoid Them”.**

We've all heard them, but where do they actually come from? And, more importantly, how can you avoid them?

#### **1. If You Break A Mirror, Seven Years Of Bad Luck Will Follow**

Why? A mirror not only contains a person's image, but also their soul. How to save yourself: After seven hours have passed, bury the pieces of the mirror in the moonlight.

#### **2. Walking Under A Ladder Brings Bad Luck**

Why? When leaning against a wall, a ladder forms a triangle that represents the holy trinity. When you walk underneath it, you insult god. How to save yourself: Spit through the ladder rungs three times.

#### **3. Black Cats Bring Bad Luck**

Why? One theory is that cats close association with Egyptian religion put many Christians on edge. Aside from that, cats are thought to be sly, mischievous animals. How to save yourself: Have the cat walk towards you, that's good luck.

#### **4. If You Sleep With Your Feet Towards A Door Someone Will Steal Your Soul**

Why? Before being buried, dead folks are often put in this exact position. How to save yourself: Move your bed. Or never sleep. EVER.

#### **5. It's Bad Luck To Open An Umbrella Inside**

Why? When an umbrella is opened inside, it prevents the sun god from offering rays to us. Weird, I know. Also, it can break your lamp. How to save yourself: Fix the leak in your roof.

#### **6. Spilling Salt**

Why? In the past, salt was an expensive luxury and spilling it violated the good fortune and luck brought on by the salt. How to save yourself: Throw a pinch over your left shoulder and hit the devil square in the eye.

#### **7. Friday The 13th Brings Bad Luck**

Why? In the bible, Judas was the 13th guest to the Last Supper. Additionally, in Roman lore witches were believed to gather in groups of 12. The 13th member of their group? The devil. How to save yourself: Stay lucky and buy rabbit feet. Lots of rabbit feet.

#### **8. It's Bad Luck To Put A Hat On In Bed**

Why? Hair was thought to hold evil spirits (see: static electricity) and putting on a hat in bed would cause the evil to spill out all over your clean sheets. How to save yourself: Wear a do-rag instead.

#### **9. Bird Flies Into Your Window, Death Knocks At Your Door**

Why? Birds throughout history are often seen as messengers of bad omens. How to save yourself: I think you should probably worry about the bird. Poor thing.

#### **10. Step On A Crack, Break Your Mothers Back**

Why? Interestingly enough, the original rhyme was “Step on a crack and your mother will turn black.” Over time the rhyme changed into what it is today. How to save yourself: Never walk. ANYWHERE.

## Questions

1. Which of these superstitions are similar to those in your country?
2. Which are different?
3. Do you know anything about the origins of some of the superstitions in your country?

Russians are very superstitious and are attentive to various omens. Let's remember what these superstitions mean and how to react to some of them. At first we'll watch one short video episode to remember some of them. While watching the video choose the right answer (true, false, don't know)

1. If you can spot and eat a blossom of a lilac with 5 or more petals, it will bring you luck.  
a) True                      b) False                      c) Not stated
2. There isn't any superstition connected with travelling underground.  
a) True                      b) False                      c) Not stated
3. A monument to Chizhik-Pizhik in St Petersburg can also bring you good luck.  
a) True                      b) False                      c) Not stated
4. A poem about Chizhik-Pizhik was written by a very famous Russian poet.  
a) True                      b) False                      c) Not stated
5. The Russians always try to avoid standing on the threshold.  
a) True                      b) False                      c) Not stated
6. If someone steps on your toes, you should say "Thank you".  
a) True                      b) False                      c) Not stated
7. To ensure a safe trip Russian people have a tradition to sit before a journey.  
a) True                      b) False                      c) Not stated

And now we shall remember the most widespread ones in our country. Look at the pictures and explain what these superstitions mean.

### **Spit on or touch wood**

Like many other peoples, Russians believe in the evil eye—an evil look that brings bad luck or trouble—and fear it. You will often see that after someone has said something complimentary about someone else's child, the child's parents will appear to spit three times over their left shoulder and touch a wooden surface three times. Incidentally, if there is no wood handy, most Russians will tap their own head, saying with a smile that it has the same effect.

### **Do not carry an empty bucket**

If you see someone with any empty container—bucket or a cart—it is considered a bad omen. Russians believe that if you meet a woman carrying an empty bucket, you won't have a good day. That's why street cleaners try to put any piece of equipment—brooms, rakes or something similar—in their empty carts.

### **Don't put money into someone's hands in the evening**

It means we will be lack of money soon if you take it. We usually put it into something wooden.

### **Don't take anything out of the house at night**

Don't try to take out the trash at night. It is believed that this can bring ruin on the house or lack of money.

### **Don't put empty bottles, keys or change on the table**

These are all bad omens of financial loss and tears.

### **Never give knives or clocks as a present**

These things are not considered the best present for a Russian. Knives are an omen of enemies, and clocks an omen of parting. If you do nevertheless give somebody one of these things, they should give you a small coin in return

### **Look at yourself in a mirror if you have had to go back**

For Russians, going back to the house is a bad omen. So if a Russian discovers after leaving the house that he has forgotten something, he will first decide whether it is something he really needs, and if it is, he will go back, but will make a point of looking himself in the eye in a mirror. This is another trick of the trade to deceive an evil omen.

### **Never give unmarried girls a corner seat**

In ancient Russia, it was usually the old maids, poor relatives and dependants who took the corner seats. From this developed the idea that if a girl sits at the corner of the table she will not marry for seven years. It is true that if modern girls nevertheless like a corner seat and someone mentions this omen, they will cleverly reply, "My husband will have a corner," in other words, they will have a home, but regardless, most Russians try not to put girls in corner seats and avoid them themselves.

### **Good omens**

There are also lots of good omens. For example, if a spider or a "message from a pigeon" appears on your clothes, don't be in a rush to curse your fate. These are omens of great financial success.

Now our next task is to combine what we have talked about with grammar we are to remember today.

If you break a mirror, you will have 7 years of bad luck. This is a sentence in the first conditional, and that it is a real and not a hypothetical situation. Remember its form (If + Present Simple, will/imperative).

If a spider appeared on your clothes, you would have financial success. This is a sentence in the second conditional, and that it is not real but a hypothetical situation. Remember its form (If + Past Simple, would + infinitive).

### **Using first and second conditional will you continue the situation:**

1. If you meet a woman with an empty pail,...
2. If a black cat crosses your path,...
3. If a mirror breaks,...
3. If you spilt some salt,...
4. Is somebody praised you too much,...
5. If you drop a spoon or a knife,...
6. If you forgot something at home and had to return,...
7. If a cup breaks,...
9. If you want to pass the exams successfully,...
10. If a spider appeared on your clothes,...
11. If you were given a knife as a present,...
12. If you had to give someone money in the evening,...
13. If you put empty bottles on the table,...
14. If a pigeon "leaves a message" on your clothes,...
15. If you take trash out of you house,...

### **Угадайте, верны ли следующие утверждения**

1. If your fork falls off your plate during dinner, you will have 8 years of bad luck. You will have good luck if you sit on your luggage before a long journey. (Russia)
2. If you collect nine different flowers on midsummer eve and put them under your pillow, you will dream of your future husband or wife. (Sweden)
3. If you put a hat on your bed, you will have bad luck. (South Carolina)
4. If you put your keys on a table, you will be unlucky. (Sweden)
5. If you open an umbrella indoors, you will have 21 days of bad luck.
6. If you put new shoes on a bed, you will have bad luck. (UK)

## **Тема 15. Жизнь в городе и в деревне**

**Формируемые ОК, ЛР:** ОК 1-12, ЛР 02, 07, 09, 10, 11

### **Практическое занятие: «Особенности проживания в городской местности»**

#### **1. INTRODUCTORY TEXT**

**Exercise 1.1. Read the text about Sydney. Here are the five headings. Write them in the correct place.**

- What to do
- What to eat
- Where to stay
- When to go
- How to travel

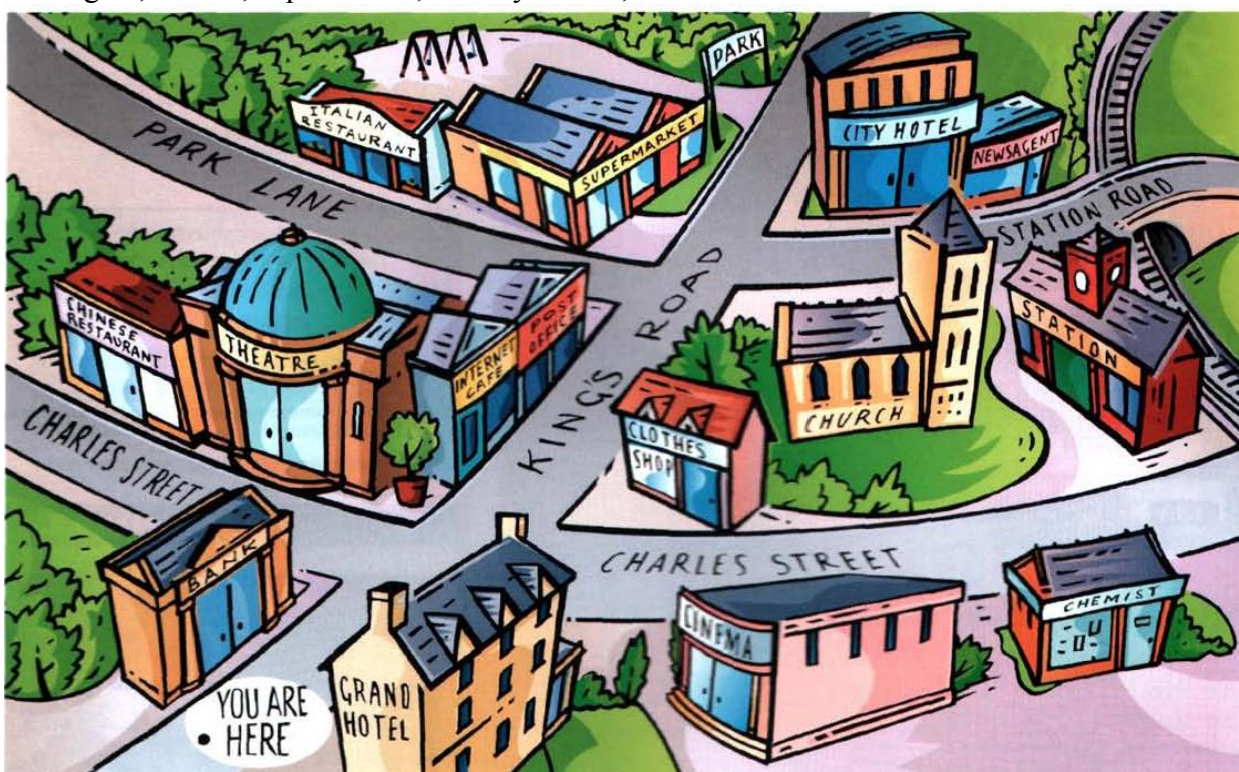
### How to have a good time in Sydney

**Sydney** has everything you want in a city. It's beautiful, it has old and new buildings, there are fantastic beaches, and the food is delicious.

- |  |  |
|--|--|
| <p>1. The best times to visit are spring and autumn. In summer it is very hot.</p> <p>2. There are cheap hotels in King's Cross. A room is about \$50 a night. There are international hotels in the centre. Here a room is about \$150 a night.</p> <p>3. Sydney has theatres and cinemas, and of course, the Opera House. The best shops are in Pitt Street.</p> <p>Go to the harbor. There beaches, walks, parks, and cafes and, of course, the wonderful bridge.</p> | <p>Sydney has the famous Bondi Beach. People go swimming, surfing, windsurfing, and sailing.</p> <p>For night-life, there are clubs and bars in Oxford Street.</p> <p>4. There are restaurants from every country – Italian, Turkish, Lebanese, Japanese, Thai, Chinese, and Vietnamese. Australians eat a lot of seafood – it's very fresh!</p> <p>5. There are fast trains and slow buses. The best way to see Sydney is by ferry.</p> |
|--|--|

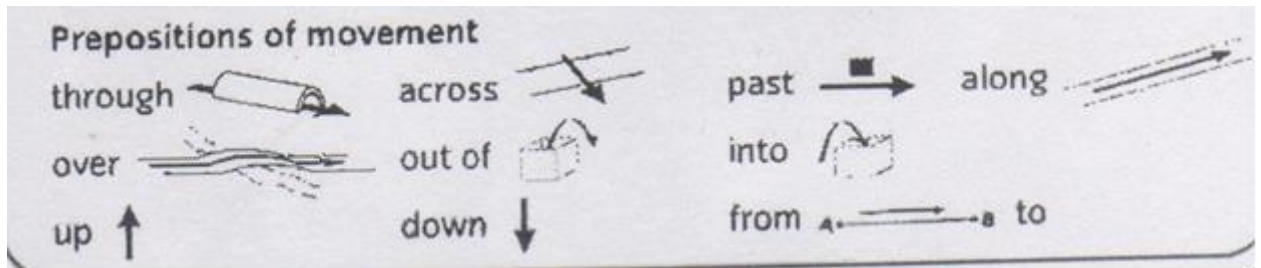
### Практическое задание 2.

**Найдите перечисленные места на карте и составьте предложения возле чего они находятся и по какой улице к ним можно проехать:** bank, chemist, cinema, post office, newsagent, church, supermarket, railway station, internet café.



Например: *Go down King's Road. Turn right at the Grand Hotel into Charles Street. It's next to the cinema.*

Используйте предлоги, приведенные на рисунке:



### Практическое задание 3.

Прочитайте комикс о Ричарде. Дополните фразы следующими словами *bridge, building, road, steps, taxi, airport, statue, stairs, park, and river.*

One day, Richard had a problem at work, so he went for a walk ... a very long walk. He walked ...

a **down** the stairs

b **out** of the \_\_\_\_\_

c **across** the \_\_\_\_\_

d **through** the \_\_\_\_\_

e **over** the \_\_\_\_\_

f **along** the \_\_\_\_\_

g **past** a \_\_\_\_\_

h **up** some \_\_\_\_\_

i then he got **into** a \_\_\_\_\_

j which drove him **from** the river to the \_\_\_\_\_

k and nobody ever saw him again!

### Практическое задание 4.

Посмотрите на все знаки. Какие знаки вы можете увидеть:

1. In the street?    2. In a park?    3. At an airport?
4. In a hospital?    5. In a museum?

Запишите их в 5 колонок.

### Signs



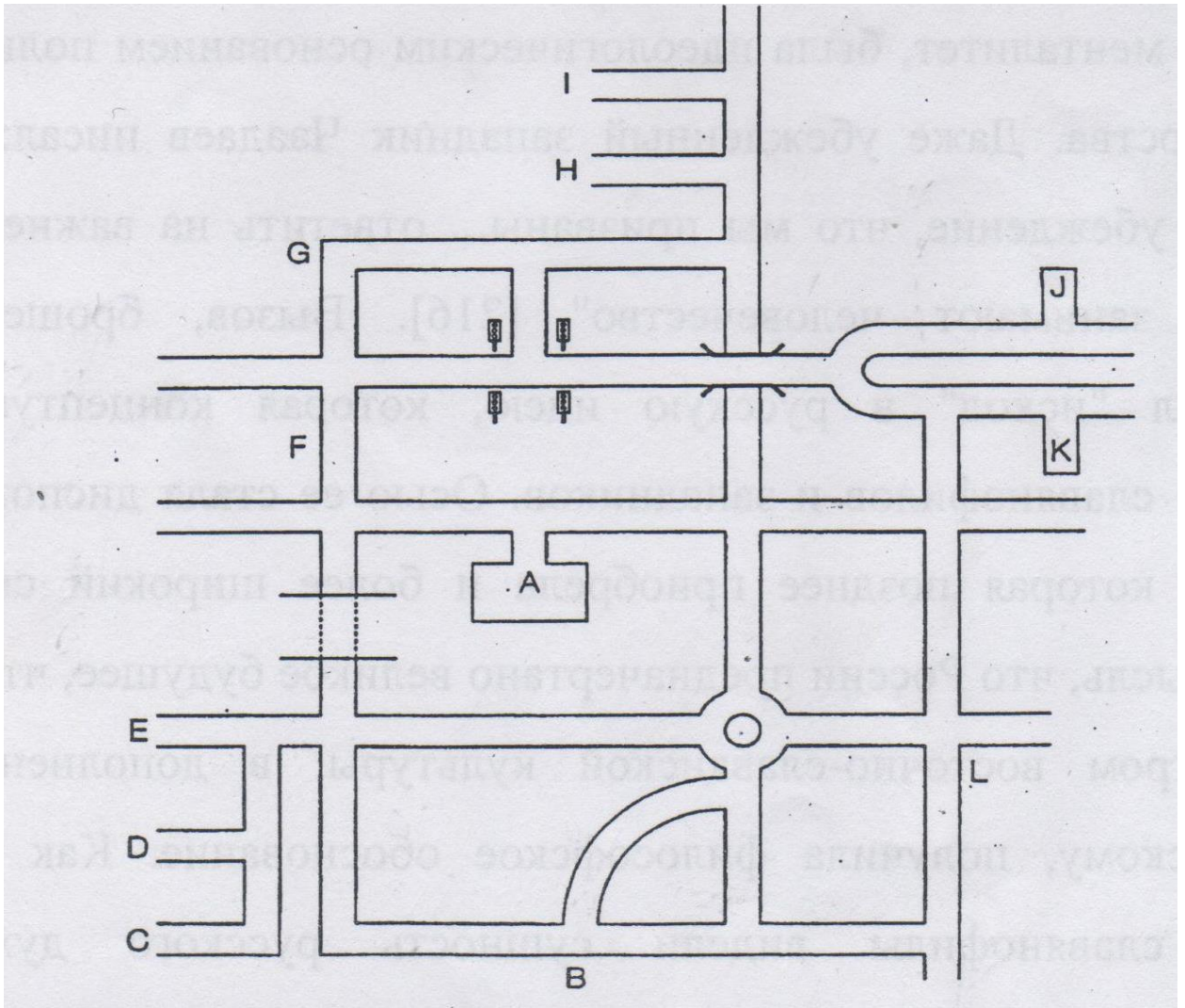
### Практическое задание 5

Повторите знаки и составьте предложения, используя *have to*, *don't have to*, *can* or *can't*.

1. Dogs \_\_\_\_\_ go here.
2. You \_\_\_\_\_ play football here.
3. You \_\_\_\_\_ take photos.
4. Adults and children over 5 \_\_\_\_\_ pay, but children under 5 \_\_\_\_\_ pay.
5. You \_\_\_\_\_ use this toilet.
6. You \_\_\_\_\_ use Visa or Mastercard but you \_\_\_\_\_ use American Express.
7. You \_\_\_\_\_ show your passport.
8. You \_\_\_\_\_ use a mobile in here.
9. You \_\_\_\_\_ walk on paths, but not the grass.
10. You \_\_\_\_\_ smoke in this area.

### Практическое задание 6

Составьте карту на английском языке и ниже опишите своему иностранному другу как пройти к каждому пункту ( A, B,C,D, etc)



### Практическое задание 7

Составьте диалог ( 10-15 предложений), используя следующие фразы

**Vocabulary to the following dialogues:**

1. accompany smb – сопровождать кого-либо
2. I know my way about. – Я не заблужусь; я здесь хорошо ориентируюсь.
3. It is a ten minutes' walk from here. – Это в десяти минутах ходьбы отсюда; здесь недалеко пешком.
4. Is the Tower far from here? – Тауэр далеко отсюда?
5. Am I right for... ? – Я правильно иду к... ?
6. in the opposite direction – в противоположном направлении
7. How do I get to... ? – Как мне добраться до... ?
8. Which is the shortest way to...? – Как быстрее пройти/проехать к...?
9. near here – здесь поблизости
10. block – квартал (городской)
11. turn (round) the corner – повернуть за угол
12. Does this bus go to ... ? – Этот автобус идет до/к... ?
13. take the underground/a bus/a taxi (from ... to ...) – поехать на метро/автобусе/такси (от... до...)
14. change at... – делать пересадку в ...
15. Is there a bus from here to ... ? – Отсюда можно доехать (на автобусе) до .?
16. Will this bus take me to ... – Я доеду до... на этом автобусе?
17. We shall (not) make it. – Мы (не) успеем.
18. I don't know which way to turn. – Не знаю, куда идти (букв., перен.).
19. He would know. – Он-то (уж) знает/скажет.

20. miss one's stop – пропустить/проехать свою остановку
21. to go by bus (trolleybus) - ехать на автобусе
22. take a bus – поехать на автобусе
23. change a bus – пересесть
24. go on foot – идти пешком
25. rush hours – час пик
26. Go straight as far as the first turning to the right. – идите до первого поворота направо.
27. Ask the conductor to put you down in ...street. – попросите кондуктора высадить вас на улице...
28. It's just two steps from here. – это в двух шагах отсюда.
29. I'm afraid it's a long way from here. – боюсь, что это далеко отсюда.
30. It's just round the corner. – это прямо за углом.
31. Go straight ahead till you come to... - идите прямо, пока не дойдете до...
32. All fares, please. – оплатите проезд.
33. Are you getting off at the next stop? – вы выходите на следующей остановке?

### **Практическое занятие: «Особенности проживания в сельской местности» «Our life in a village»**

Many city people dream of spending their holidays in the village, away from the hustle and bustle. I live in a small village; it is located in a very picturesque area. There are many wide fields, shallow lakes, small rivers and thick forests around our village. There are a lot of animals and pure air; there is no smoke from the cars. We have water from a natural source.

We live in a new two-storied house. There is a large garden near our house. Vegetables and fruits grow in the garden. We have many apple trees, raspberries, and strawberries, currants. Our house was built by my grandfather many years ago. It is made of wood and looks very nice.

Life in a village is different from life in the noisy city. Everything is very simple here. We have no public transport; everyone walks on foot or rides a bike. And nobody complains about it. It seems that time is slower here than in the city. Nobody is in a hurry. There is not a great number of people here, everyone knows each other, greets and smiles. The rural inhabitants are rather quiet and friendly.

Our mother is a housewife and runs our household. She worked as a nurse in the town hospital earlier. Now she always has a lot of work in the house and in the garden. Our father works in a town near our village and helps her only at the weekends.

At the weekend, my dad, sister and I go to the town and buy everything we need for the next week. We usually buy beef, chicken, pork, fish, sausage, butter, oil, pasta, flour, sugar and cheese. We rarely buy fruits and vegetables because we have a lot of them in our garden. They are very delicious. In the village there are three small stores where you can go shopping. During the week my sister or I go out and buy necessary goods there.

Our mother likes to cook and her dishes are always tasty. In the morning she makes a breakfast for everyone. We usually have lunch for five of us: my mother, my sister, me and my grandparents. Our dad comes home for dinner.

My sister and I always try to help our mother. We keep our rooms tidy, air all rooms, and wipe dust, water flowers and other plants. Our grandmother usually washes and irons the laundry. Our grandfather works in the garden.

There is a wonderful world in the village, where you can relax and enjoy the nature. Life in the countryside appeals to me and all members of my family very well.

# Профессионально ориентированное образование

## Тема 16. Переговоры, разрешение конфликтных ситуаций. Рабочие совещания. Отношения внутри коллектива

Формируемые ОК, ЛР: ОК 1-12, ЛР 02, 07, 09, 10, 11

### Практическое занятие: «Переговоры, совещания»

#### 1. Vocabulary: read and translate the phrases

negotiating skills -  
to reach an understanding –  
to satisfy various interests -  
to involve in negotiation process-  
the ability to negotiate –  
a resolution of conflict –  
to resolve an issue -  
to break off relationships -  
to avoid conflict and uncomfortable situations -  
the company's general policy -  
initial bargaining position -  
defending their own interests –

#### 2. Read and translate the text «Negotiation»

Negotiation is a dialogue between two or more people or parties, intended to reach an understanding, to satisfy various interests of two people/parties involved in negotiation process. Negotiation occurs in business, non-profit organizations, government branches, legal proceedings, among nations and in personal situations such as marriage, divorce, parenting, and everyday life.

One of the most important skills anyone can hold in daily life is the ability to negotiate. In general terms, a negotiation is a resolution of conflict. We enter negotiations in order to start or continue a relationship and resolve an issue. Even before we accept our first jobs, or begin our careers, we all learn how to negotiate. Some people are naturally stronger negotiators, and are capable of getting their needs met more easily than others. Without the ability to negotiate, people break off relationships, quit jobs, or deliberately avoid conflict and uncomfortable situations.

Negotiations are complex because one is dealing with both facts and people. It is clear that negotiators above all must have a good understanding of a subject. They must be aware of the company's general policy, initial bargaining and fallback position.

In the world of business, negotiating skills are used for a variety of reasons, such as to negotiate a salary or a promotion, to secure a sale, or to form a new partnership. It means that the business life is a permanent negotiation with other people who are defending their own interests.

#### 3. Answer the questions:

1. What is Negotiation?
2. In what fields of activity does negotiation occur?
3. What is the most important skills anyone can hold in daily life?
4. For what do we enter negotiations?
5. Are we naturally stronger negotiators?
6. What do people do without the ability to negotiate?
7. What must be the negotiators?
8. For what reasons are negotiating skills used?

#### 4. True or false?

1. Negotiation is a dialogue only between two people.
2. Negotiating skills are used in every field of people activity.
3. We learn to negotiate from the beginning of our independent life.
4. We enter negotiations in order to break off relationships.
5. The ability to negotiate is taught at school.
6. Every who enters negotiations defend its own interests.

#### 5. Complete the sentences by using the given words.

1. We enter negotiations in order to start or continue \_\_\_\_\_.
2. The negotiators above all must have \_\_\_\_\_.
3. Without the ability to negotiate, people \_\_\_\_\_.
4. The negotiators must be aware of \_\_\_\_\_.
5. The business life is a permanent negotiation with other people \_\_\_\_\_.
6. Negotiating skills are used to \_\_\_\_\_.

negotiate a salary or a promotion, the company's general policy, break off relationships or avoid conflict, a good understanding of a subject, defending their own interests, a relationship and resolve an issue.

#### 6. Match these phrases with their Russian equivalents.

to reach an understanding	участвовать в переговорном процессе
to satisfy various interests	разорвать отношения
to resolve an issue	удовлетворять различные интересы
to break off relationships	избежать конфликтов и неудобных ситуаций
to avoid conflict and uncomfortable situations	решить проблему.
to involve in negotiation process-	достигнуть взаимопонимания

#### 7. Translate the texts into English.

Одной из важнейших практик, с которой офисные работники могут сталкиваться ежедневно, является умение вести переговоры. Мы начинаем переговоры (вступаем в переговоры) для того, чтобы начать или продолжить деловые отношения, а также решить проблему. Даже когда мы действуем на своей первой работе или начинаем карьеру, мы учимся вести переговоры.

#### 8. Read the dialogue and answer the questions:

1. Who was Jack Kordell?
2. Where did he come and whom did he want to speak?
3. Why couldn't the Secretary send a brochure with a description of the software products to Jack Kordell?
4. How was the issue of Jack Kordell resolved?

**Secretary:** Hello, Ultimate Computers. May I help you?

**Caller:** Yes, this is Jack Kordell from Hunter's Office Supplies. May I speak to Elaine Strong, please?

**Secretary:** I'm sorry, but she's not in right now.

**Caller:** Okay, do you know when she'll be back?

**Secretary:** Uh, yes, she should be here later on this afternoon maybe about 4:30. May I take a message?

**Caller:** Yes. Ms. Strong sent me a brochure detailing your newest line of laptop computers with a description of other software products, but there wasn't any information about after-sales service.

**Secretary:** Oh, I'm sorry. Would you like me to fax that to you?

**Caller:** Yes, but our fax is being repaired at the moment, and it won't be working until around 2:30. Hum . . . could you try sending that information around 3:30? That should give me time to look over the material before I call Ms. Strong, say, around 5:00.

**Secretary:** Sure. Could I have your name, telephone number, and fax number, please?

**Caller:** Yes. Jack Kordell and the phone number is 560-1287. And the fax number is 560-1288.

**Secretary:** Okay. Jack Kordell. Is your name spelled C-o-r-d-e-l?

**Caller:** No. It's Kordell with a "K" and two "l's." K-o-r-d-e-l-l."

**Secretary:** All right, Mr. Kordell. And your phone number is 560-1287, and the fax number is 560-1288. Is that correct?

**Caller:** Yes, it is.

**Secretary:** All right. I'll be sure to send you the fax this afternoon.

**Caller:** Okay, bye.

### **9. Translate into English:**

Обсуждение продвижения по службе, обсуждение преимуществ работы, принятие решений об инвестициях, обсуждение слияния, обсуждение размера зарплаты, найти новых партнеров, сделка по продаже, работодатель и будущий работник, управляющий и клерк, деловые партнеры.

## **Практическое занятие: «Бизнес переговоры»**

### **I. Study the information. Translate the texts.**

One of the most important practices to which office workers may face on a daily basis, is the ability to negotiate (ability to negotiate). What is the talks (negotiations)? The idea is that this solution to the conflict (resolution of conflict). We are starting negotiations (enter negotiations) in order to start (to start) or continue (continue) the business relationship (relationship), and to resolve the issue (resolve an issue). Even when we act on your first job, or start a career (begin career), we learn to negotiate.

For one talks begin with a discussion of cash benefits (allowance), issued by the parents, for another - with a dispute with a brother or sister about what TV show would look. Some people are strong negotiators from nature (naturally stronger negotiators) and are able to more easily achieve the desired result. Not being able to negotiate, people stop relations (break off relationships), leave from work (quit jobs), or deliberately avoid conflict situations

### **Business negotiations**

В мире бизнеса (In the world of business) умение вести переговоры используется во многих случаях, например, когда нужно обсудить размер зарплаты (to negotiate a salary), или продвижение (a promotion), чтобы заключить сделку по продаже (to secure a sale), или найти новых партнеров (form a new partnership). Вот несколько примеров различных видов переговоров в мире бизнеса:

- Между управляющим и клерком (Manager and Clerk): Обсуждение продвижения по службе (Negotiating a promotion)

- Между работодателем и будущим работником (Employer and Potential Employee): Обсуждение преимуществ работы (Negotiating job benefits)

- Между деловыми партнерами (Business Partners): Принятие решений об инвестициях (Making decisions about investments)

- Между двумя компаниями: Обсуждение слияния (Negotiating a merger)

The Art of Negotiating – искусство вести переговоры

Ведение переговоров часто называют искусством (an «art»). Как принято говорить в бизнесе, «все подлежит обсуждению» (everything is negotiable). Вот некоторые советы, которые помогают людям вести переговоры:

- Нужно стремиться к высокой цели (Aim in high)
- Намечить конечную цель (Visualizing the end results)
- Обращаться к своему оппоненту с уважением и честностью (Treating one's opponent with respect and honesty)

- Подготавливаться заранее (Preparing ahead of time)

- Держаться уверенно (Exhibiting confidence)

The Negotiation Process – процесс переговоров

Пришло время переговоров! Вот несколько золотых правил (golden rules) для успешных переговоров (successful negotiations):

1) Always try to continue the negotiations for at least 15 minutes. If negotiations are held in less time, the parties are unlikely to form a correct opinion about each other. Usually, the seriousness of the negotiations determines the period of time necessary for discussion. Approximately 90% of the questions are solved in the last 10% of discussion.

2) Always offer the other side to speak first. This is especially important if you ask the chief to raise wages. Your boss may reevaluate the situation and offer you more than you are going to ask.

3) Always show respect and listen to what your opponent says. This is important, even if he or she does not exhibit the same courtesy towards you. Do everything to remain calm and courteous, even if the other party shows signs of irritation or anger. Remember that some people deliberately try to intimidate or provoke you.

4) Confirm that says the opposite side. Everyone likes to know that what they say - it is important. If the other party starts talking first to use this advantage to remember what you heard. Be aware of important ideas before you present your arguments.

5) Keep track of your and other people's gestures. We will help you to deal with sign language later. To restrain from negative sign.

Какие фразы нужно говорить, если вы желаете показать понимание/согласие с тем, что вам говорят:

- I agree with you on that point — я согласен с вами в этом
- That's a fair suggestion – это справедливое предложение
- So what you're saying is that you... – итак, выговорите, что вы ...
- In other words, you feel that... – другими словами, вы думаете, что...

- You have a strong point there – в этом ваше преимущество

- I think we can both agree that... – я думаю, мы оба можем согласиться, что ...

- I don't see any problem with/harm in that – я не вижу никаких проблем в этом

Какие фразы нужно говорить, если вы желаете показать возражение/несогласие с тем, что вам говорят:

- I understand where you're coming from; however,... – я понимаю что вы имеет в виду, однако...

- I'm prepared to compromise, but... – я готов пойти на компромисс, но...

- The way I look at it... – мое мнение в том, что...

- The way I see things... – насколько я понимаю ситуацию...

- If you look at it from my point of view... – если вы посмотрите на это с моей стороны...

- I'm afraid I had something different in mind – боюсь, я думал иначе

- That's not exactly how I look at it – это не совсем так, как я думаю

- From my perspective... – с моей точки зрения...

- I'd have to disagree with you there – я должен не согласиться с вами в этом

- I'm afraid that doesn't work for me – я думаю, это не в моих

интересах

- Isthathatyourbestoffer? – какое ваше последнее предложение?

Как понимать жесты людей, с которыми вы ведете переговоры?

Жесты	Возможное значение
Если ваш оппонент избегает смотреть вам в глаза (Avoiding Eye Contact)	<ul style="list-style-type: none"><li>• он лжет (Lying)</li><li>• не заинтересован (Not interested)</li><li>• не говорит всей правды (Not telling the whole truth)</li><li>• пытается запугать (Trying to intimidate)</li></ul>
Упорно ловит ваш взгляд (Serious Eye Contact)	<ul style="list-style-type: none"><li>• демонстрирует злость (Showing anger)</li><li>• показывает нервозность (Nervousness)</li><li>• проявляет недостаточную уверенность (Lack of confidence)</li></ul>
Трогает лицо/ерзает (Touching the face/fidgeting)	<ul style="list-style-type: none"><li>• соглашается (Submission)</li><li>• соглашается (Agreeing)</li><li>• желает достичь компромисса (Willing to compromise)</li></ul>
Кивает (Nodding)	<ul style="list-style-type: none"><li>• раздражен (Frustrated)</li><li>• проявляет недоверие (Indisbelief)</li><li>• несогласие с мнением (Disagreeing with a point)</li></ul>
Трясет головой/ отворачивается (Shaking the head/turning away)	

## II. Read and translate the dialogue: Business Communications

### Деловое общение

Secretary: Hello, Ultimate Computers. May I help you?

Секретарь: Алло, компания Алтимит Компьютерс. Могу я вам помочь?

Caller: Yes, this is Jack Kordell from Hunter's Office Supplies. May I speak to Elaine Strong, please?

Звонящий: Да, это Джек Корделл из компании Хантерс Офис Сэплайз. Можно поговорить с Илэйн Стронг, пожалуйста?

Secretary: I'm sorry, but she's not in right now.

Секретарь: Сожалею, но сейчас ее нет.

Caller: Okay, do you know when she'll be back?

Звонящий: Хорошо, вы знаете, когда она вернется?

Secretary: Uh, yes, she should be here later on this afternoon maybe about 4:30. May I take a message?

Секретарь: Да, она должна быть здесь чуть позже сегодня днем, может быть, примерно в 4.30. Что-то ей передать?

Caller: Yes. Ms. Strong sent me a brochure detailing your newest line of laptop computers with a description of other software products, but there wasn't any information about after-sales service.

Звонящий: Да. Мисс Стронг послала мне брошюру с подробностями о вашей последней линии лэптоп компьютеров и с описанием других программных продуктов, но в ней не было информации об обслуживании после продажи.

Secretary: Oh, I'm sorry. Would you like me to fax that to you?

Секретарь: Простите. Хотите, чтобы я отправила это вам по факсу?

Caller: Yes, but our fax is being repaired at the moment, and it won't be working until around 2:30. Hum . . . could you try sending that information around 3:30? That should give me time to look over the material before I call Ms. Strong, say, around 5:00.

Звонящий: Да, но наш факс в настоящий момент ремонтируется, и он не заработает примерно до 2.30. Э-э... Могли бы вы попробовать отправить эту информацию примерно в 3.30? Это даст мне время просмотреть материал перед тем, как я позвоню мисс Стронг, скажем, где-то в 5 часов.

Secretary: Sure. Could I have your name, telephone number, and fax number, please?

Секретарь: Конечно. Можно узнать ваше имя, номер телефона и факса?

Caller: Yes. Jack Kordell and the phone number is 560-1287. And the fax number is 560-1288.

Звонящий: Да, Джек Корделл, и номер телефона 560-1287. Номер факса 560-1288.

Secretary: Okay. Jack Kordell. Is your name spelled C-o-r-d-e-l?

Секретарь: Хорошо, Джек Корделл. Ваше имя пишется С-о-г-д-е-л?

Caller: No. It's Kordell with a "K" and two "l's." K-o-r-d-e-l-l.

Звонящий: Нет. Kordell с буквой "К" и двумя буквами "l".

Secretary: All right, Mr. Kordell. And your phone number is 560-1287, and the fax number is 560-1288. Is that correct?

Секретарь: Хорошо, мистер Корделл. И ваш номер телефона 560-1287, а факса – 560-1288? Правильно?

Caller: Yes, it is.

Звонящий: Да.

Secretary: All right. I'll be sure to send you the fax this afternoon.

Секретарь: Хорошо. Я непременно отправлю вам факс сегодня днем.

Caller: Okay, bye.

Звонящий: Хорошо, до свидания.

### **Практическое занятие: «Разрешение конфликтных ситуаций (Conflict Resolution)»**

#### **1. Vocabulary: read and translate the words.**

to deal with -  
to resolve conflicts -  
to manage -  
a coworker -  
a meeting agenda -  
to treat all conflicts -  
to provide -  
disagreement -  
a point of view -  
to interrupt -

#### **2. Read and translate the text «Conflict: Why It's Necessary»**

Conflicts are a natural and inevitable part of people working together, sharing diverse thoughts, concerns, perspectives, and goals. As a manager, you're going to have to deal with conflict situations both as a mediator (helping resolve conflicts between others) and as a participant (when you, yourself, are in conflict with someone). These situations can be complex and difficult to manage – such as an ongoing personality clash with a coworker – or simple and easy to manage – such as two associates disagreeing over a meeting agenda.

Unfortunately, managers often make the mistake of treating all conflicts as destructive confrontations that should be avoided or resolved as quickly as possible. In reality many conflicts provide an important opportunity to improve business results.

Hard to believe that conflict is a good thing? Yes. Disagreements and differing points of view, when managed properly, are essential to an innovative workplace.

For the most part, conflicts are not big, emotional blowouts or scenes of physical violence – although these can and do occur, especially in workplaces in which conflict is not managed well. Conflicts usually involve the small stuff that continuously grinds down working relationships. These can include:

- Loud radios, talking, or other noises that distract coworkers;
- Someone grabbing the last cup of coffee without making a new pot;
- Someone barging into your office and interrupting your work;
- Someone leaving the copy machine with the message “refill paper tray”;
- Someone discounting what you say in a meeting.

Conflicts come in three general types:

**A. Intrapersonal Conflict** occurs within us: when we are at odds with ourselves, when we are torn between choices we need to make, when we are frustrated with our goals or accomplishments. Conflict with ourselves very often leads to conflict with others.

**B. Interpersonal Conflict** occurs between two or more individuals. We might get into a heated debate in a meeting, get in an argument with a coworker, or have a bad encounter with our boss. This is the type of conflict we are most concerned with, although our discussion has bearing on the other types.

**C. Intergroup Conflict** occurs between groups: nations, gangs, work areas, etc. For example, your department at work might have an “us vs. them” attitude about some other department.

There are numerous causes of conflict, and these causes can be placed into three general categories: a) Communication, b) Personal, c) Process.

**Communication causes** of conflict come from infrequent or ineffective communication (e.g., lack of feedback, misunderstandings, lying, criticism, discounting, and sarcasm).

**Personal causes** of conflict come from ego, personal biases, and lack of empathy (e.g., differing personalities, perceived disrespect or lack of concern, past friction, differing backgrounds, differing values or beliefs, and prejudice).

**Process causes** of conflict come from differing views about what should be done or how it should be done (e.g., differing goals, differing approaches to a problem, differing perspectives on an issue, and differing sources of information.)

### **3. Answer the questions:**

1. What are conflicts?
2. What types of conflict can you name?
3. Have you ever had any of these conflicts in your life?
4. How did you solve them?
5. What the causes of conflicts can you name?
6. Can you give an example for every cause of conflict? Name them.
7. Which one of these conflict sources do you think is potentially most beneficial in the workplace?
8. Are conflicts necessary or not according to your opinion?
9. Why do conflicts occur?

10. Should we avoid all conflicts?

**4. Find the words in the text that mean the following.**

- a) a sudden bursting \_\_\_\_\_
- b) to treat someone in a cruel way for such a long time that they lose all courage and hope \_\_\_\_\_
- c) to enter or rush in rudely \_\_\_\_\_
- d) to regard an idea, opinion, or piece of news as unimportant or unlikely to be true \_\_\_\_\_
- e) to be unable to decide between two people or things, because you want both \_\_\_\_\_
- f) to disagree \_\_\_\_\_
- g) feeling annoyed, upset, and impatient, because you cannot control or change a situation, or achieve something \_\_\_\_\_
- h) advice, criticism etc about how successful or useful something is \_\_\_\_\_
- i) a tendency to consider one person, group, idea, etc. more favourably than others \_\_\_\_\_
- j) the ability to understand other people's feelings and problems \_\_\_\_\_
- k) disagreement, angry feelings, or unfriendliness between people \_\_\_\_\_

**5. Complete these sentences using one of the words above in each space.**

- 1. He gets \_\_\_\_\_ when he can't win.
- 2. Larry tends to \_\_\_\_\_ any suggestion I make in meetings.
- 3. I'm \_\_\_\_\_ getting a new car and going on vacation.
- 4. Restrictions on trade have caused \_\_\_\_\_ between these two nations.
- 5. Briggs found himself \_\_\_\_\_ with his colleagues.

**6. Match these phrases with their Russian equivalents.**

armed conflict	Конфликт с самим собой
to provoke a conflict	конфликт интересов
conflict of interests	причины конфликта
to resolve a conflict	спровоцировать конфликт
causes of conflict	вооруженный конфликт
Conflict with ourselves	разрешить противоречие

**7. Complete the sentences by using the given words.**

*conflicts over; come into conflict with; in conflict with; conflict between*

- 1. There has always been the \_\_\_\_\_ tradition and innovation.
- 2. They have \_\_\_\_\_ wage settlements.
- 3. Sue was permanently \_\_\_\_\_ her superiors.
- 4. She had often \_\_\_\_\_ her mother-in-law.

**8. Insert the prepositions instead of the points (where it is necessary):**

- 1. An employer that prevents conflict ... happening altogether is better than one that manages it properly.
- 2. Healthy and relevant communication is one ... the foundations ... conflict prevention and resolution.
- 3. It is important ... managers to be aware ... what is happening "on the floor."
- 4. Problems go unnoticed and often get ... of control when you hide ... your office.
- 5. When scheduling a meeting to deal ... the conflict, be sure to include HR representatives and anyone else involved ... it.
- 6. As their employer, help ... your employees come ... an agreement on their terms.
- 7. To ensure the resolution's effectiveness, check ... with each employee ... a few days or weeks.

8. Learn how mediation can help ... you resolve any commercial and business disputes ... interest-based bargaining.

**9. Express agreement or disagreement with the statements:**

1. In almost every area of our lives, conflict seems to arise occasionally.
2. However, when conflict pops up in the workplace, it does not become an important goal for everyone involved to properly manage and resolve it.
3. Conflict can arise especially if expectations not clearly set or if the workplace undergoes a significant change.
4. When managing conflict, the proverb "prevention is better than cure" always ring true.
5. Employee reward programs and special events do not provide an opportunity for team-building.
6. It is not important for managers to be aware of what is happening "on the floor."
7. Handle conflict as quickly and efficiently as possible, if and when it arises.

**Практическое занятие: «Отношения внутри коллектива»**

**I. Read the text:**

**Рабочее отношение внутри коллектива.**

Not any person works with pleasure in collective. Its time any team which sounded in its address irritates and oppresses. But cruel laws of reality most of people force to be employed in offices, to get a job on the enterprises. The German economists considered that the medium-sized German enterprise loses about hundred thousand brands as a result of subversive activities of the workers who are negatively influencing inside labor relations of collective. But it is necessary to recognize that good experts become disturbers of tranquillity not seldom.

**Везнайка.**

Life at it isn't simple. Its self-assessment will fail if it don't recognize the most smart and all-knowing. The know-it-all it is surrounded by people who envy it and which try to humiliate with any method its advantage. He often doesn't want to recognize the errors and will argue with foam at a mouth and to prIn principle it is the good worker therefore he should give the chance to save the face and to get out of the situation with honor. For this purpose it is necessary to praise at first it, and then to make the constructive proposalsove the case.

**Завистник.**

Among the people surrounding it he always sees competitors. The envious person will be externally friendly, will always greet. But only you won't be on the horizon, it will try to blacken you in the opinion of people around. And to these does you irreparable harm. Won't entrust you an important post or operation.

In case of detection of responsible, often don't pay attention to the envious person, in a type of its good masking. And when it was succeeded to reveal it, it is necessary to carry out open talk. Naturally he never admits the acts. Strongly it isn't necessary to press on it. It is necessary to let to it know that you believed it. After a while you pay attention that hearings ceased.

**Циник.**

It is difficult to be in collective when on all your expressions and sentences such words are heard: it's totally ludicrous or you drivel. Also starts giving advice as correctly to make everything. Not seldom starts tapping on the shoulder and from shares of irony doesn't advise it to do.

If you are sure of the correctness, be not afraid to stop at nothing. It is necessary to talk to the cynic by his methods. No delicate talk will help here. He starts raising the voice, and you smile and quietly argue the point of view.

The cynic shows respect for the strong people and starts listening.

**Консерватор.**

The word says that such type of workers the opponent of all new. He got used to live quietly and you will convince of inexpediency of new ideas. Don't catch its pessimism, you steer clear of it.

**Кипучий.**

To cause rage in people of this kind as easy as shelling pears. Cries and shouts about dismissal it will express the disagreement. At its presence workers feel not really comfortably.

As a rule, such people aren't sure of themselves, and their aggressive behavior by no other than the form of self-defense. It is senseless to shout at it, wait his anger better and you speak quietly and slowly. Such behavior you will calm and at the same time you will puzzle the vigorous worker.

**Зануда.**

It always selects to itself(himself) the specific victim. Starts wandering from the desktop to the desktop, complaining of unfortunate life, of a situation in the country and in collective.

Be not frank with such type of people. Be not curious, differently he quickly will understand that you that person to whom he can complain.

Before starting selecting a line of conduct, think and take a detached view of yourself, maybe, you simply are negative to this person. For the sake of check it is possible to observe some time how the collective treats it. If you see that employees with it communicate with pleasure also it soul of collective then you have to this worker simply personal antipathy.

**ОТНОШЕНИЕ МЕЖДУ СОТРУДНИКАМИ.**

It always selects to itself(himself) the specific victim. Starts wandering from the desktop to the desktop, complaining of unfortunate life, of a situation in the country and in collective.

Be not frank with such type of people. Be not curious, differently he quickly will understand that you that person to whom he can complain.

Before starting selecting a line of conduct, think and take a detached view of yourself, maybe, you simply are negative to this person. For the sake of check it is possible to observe some time how the collective treats it. If you see that employees with it communicate with pleasure also it soul of collective then you have to this worker simply personal antipathy.

**Тема 17. Этикет делового и неофициального общения. Дресс-код. Телефонные переговоры. Правила поведения в ресторане, кафе, во время делового обеда**

**Формируемые ОК, ЛР: ОК 4,8, ЛР 04, ЛР 09, ЛР 14**

**Практическое занятие: «Этикет делового и неофициального общения»**

**1. Vocabulary:**

to race	развиваться	to comb	причесывать(ся)
courtesy	правила приличия	restroom	туалет
to appear	казаться	compact	компактная пудра
considerate	внимательный	to redo one's face	заново наносить макияж
rude	грубый	gum-chewing	жевание жвачки
to sink	опускаться	legitimate	уважительный
cubicle	кабинка	to smack	чавкать
to knock	стучать	bubble	пузырь
otherwise	иначе, по-другому	ringer	звонок
to announce	объявлять	establishment	учреждение
to refrain	воздерживаться	lobby	вестибюль
to lean	опираться, облокачиваться	convenience	возможность
to apply	относиться	to engage	вступать (в разговор)
exempt	освобожденный	powder keg	пороховая бочка
to groom	приводить в порядок	to explode	взрываться
to scratch	чесать(ся)	sign	знак
breeding	воспитание		

## 2. Read and translate the text “Good manners don’t cost a thing”.

In today’s fast-paced world, it is easy to forget some of the common courtesies that should be basic and non-negotiable. Unfortunately, many people appear to have forgotten the manners that were taught to them by their parents and grandparents and sadly, others do not appear to have ever been taught any manners at all.

**Basic politeness.** Showing politeness is not difficult. It is simple to say “please”, “thank you”, “you are welcome” and “excuse me”. These phrases show that a person is considerate of others. Even if someone is rude and your favourite person, it is better to be polite to them rather than sinking to their level. Do respect your coworker’s space. Offices, even if they are cubicles or open desks, should be respected as belonging to the “owner”.

**Hold that door.** This is a rule that goes not just apply to men anymore. Yes, men should still hold the door for ladies and allow them to enter or exit first, but ladies are not exempt from holding the door for their elders or someone who might have their hands full.

**Be on time.** There is nothing worse than to be kept **waiting**, and if you are the party who is late, it is just rude. If you tend to always run late, set your clocks ahead 10 or 15 minutes so that you will arrive on time.

**Do not groom yourself on public.** If you have something that needs **scratching, combing** or any other form of **grooming**, please do not do it in mixed company. Take your personal needs to the restroom or wait until you get home. Ladies, it is okay to quickly apply a little lipstick without **using** a mirror. It is not, however, okay to pull out a compact and a suitcase full of cosmetics and start **redoing** your face.

**Keep gum chewing to a minimum.** If you must chew gum for a legitimate reason such as **having** a bad breath or dry mouth, try to do it in your car. If it is absolutely necessary to chew a gum in a public place, please do not smack it or blow bubbles with it.

**Turn the ringer off.** When **entering** any public establishment, the first thing you should do is set your cell phone to vibrate. Remember you do not have to answer every call that voice mail is for. If you know that it is a call of importance, excuse yourself and move to the lobby or another room to take the call. Keep the call time short and let your caller know that you will return their call at your earliest convenience.

**Keep the conversation polite.** When **engaging** in conversation, whether it is at work or in a more social **setting**, never discuss money, religion or politics. These subjects are a powder keg **waiting** to explode. Simply put, good manners are a sign that you have consideration for others and good breeding.

### 3. Answer the questions:

1. Do you know any rules of etiquette?
2. Is it difficult to be polite?
3. Who should hold the door for other people to allow them to enter or exit? Men or women?
4. What should you do if you are always late?
5. Should you groom yourself on public?
6. When should you set your cell phone to vibrate?
7. Is it polite to chew gum in public places?
8. How should you take the call in a company?
9. What topics are not correct for discussing at work or in a more social setting?
10. What are good manners?

### 4. Translate the phrases into English, using the Gerund:

проявить вежливость -  
опускаться до его уровня –  
пространство, принадлежащее “владельцу” -  
держат дверь –  
заставлять себя ждать -  
форма ухода за собой -  
использование зеркала -  
«передельывать» свое лицо –

иметь сухость во рту –  
 вступаая в разговор –  
 быть в социальной обстановке –  
 пороховая бочка, готовая взорваться –

**5. Find the endings of phrases:**

1	It is better to be polite to the rude people...	a	... to hold the door for someone who needs your help.
2	To be late and kept waiting ....	b	... that is voice mail is for.
3	If you need combing or any other form of grooming...	c	... that were taught to them by their parents
4	Every polite people won't forget ...	d	... rather than sinking to their level.
5	good manners are a sign...	e	because these subjects are a powder keg waiting to explode.
6	You do not have to answer every call,...	f	...go to the restroom.
7	Many people have forgotten the manners...	g	that you have consideration for others and good breeding.
8	Never discuss money, religion or politics at any social setting...	i	.... it is just rude.

**6. Write some phrases from the text (5-6), that you consider the most important.**

**Практическое занятие: «Дресс-код»**

**1. Vocabulary:**

to be common – быть обычным, приемлемым  
 to be smart – быть изящным элегантным  
 a long sleeve shirt- мужская рубашка с длинными рукавами  
 a tie –галстук  
 smart pants with a jacket – элегантные брюки с пиджаком  
 smart shoes – элегантные туфли  
 to be dressed – быть одетым  
 to imply – значить, подразумевать  
 it is deemed – считается

**2. Read and translate the text “Dress code at the workplace”**

In the corporate world, it is very common for men to wear a “suit” to work – a collared long sleeve shirt, a tie and smart pants with a jacket, along with smart shoes. Wearing a suit to work shows your respect and attitude towards your job. If you're dressed smartly, and you're neat and tidy it implies that you're a hardworking person who is dedicated to their work.

Women wear something similar to what men wear. It is more common and acceptable for women to wear pants now, so either smart pants with a shirt and a jacket. There is also the option of wearing a skirt – which should never be shorter than a hand above the knee. Anything higher will be seen as inappropriate and unacceptable.

Each company has their own dress code. Some companies are more relaxed than others.

**3. Answer the questions:**

1. What is dress code?
2. What means wearing a suit to work?
3. What does it imply if you're dressed smartly, and you're neat and tidy?

4. What do women wear in the corporate world?
5. How long should the skirt be?
6. Is there one single standard of dress code for all people and companies?

**4. What is deemed acceptable and unacceptable in dress code at the workplace? Fill in the lines of the table :**

Acceptable	Unacceptable
1. Casual trousers, smart pants or smart jeans.	
2. Collared shirts, turtlenecks or sweaters.	
3. A skirt 10 cm below the knee	
4. T-shirts or sweatshirts with logos.	
5. Low cut or strapless tops.	
6. Showing any underwear.	
7. A short sleeve shirt with open sandals.	
8. A strict dress in a business style.	

**5. Read and translate the text «Clothing styles»**

**1. Casual or informal** - casual style suggests that you can come in whatever you want, but in neat and clean clothes without holes or signs of wear.

**2. Formal clothes** - the form of clothing: new stylish jeans or trousers with a polo shirt or just a shirt for men, as well as a shirt with trousers, a skirt or a knee-length dress for women.

**3. Business casual** - business casual. In fact, men can do with suit pants with a shirt and belt, but without a tie, and women can do with a dress that is below the knee, trousers or a skirt with a blouse or shirt.

**4. Garden attire or beach formal-a bright form of clothing** - summer dresses for women and colorful shirts for men. "Beach formal" shoes allow you to come in sandals and sandals, and "garden attire" shoes require comfortable shoes - ballet flats or wedge shoes, sneakers.

**5. Cocktail attire** / cocktail chic, allows you to dress up, adhering to dark tones. Men can wear a dark suit, both with and without a tie, trousers with a shirt, jeans with a blazer. Women usually wear a cocktail dress – knee-length, but can do with trousers with a sweater or blouse.

**6. Festival** is usually required at a meeting for a certain holiday, and you should wear a "cocktail" wardrobe, but designed in the theme of the holiday.

**7. Business formal** is often assigned at conferences and for business lunches. Men usually come in suits with ties, and women prefer pantsuits, or strict dresses in a business style.

**8. Semi-formal.** The form of clothing is simple: men are allowed suits in dark colors, with a tie and shoes, and women-all the same little black dress, or a strict long skirt with a blouse.

**9. Black tie optional** / formal attire. It is better for men to come in a suit of dark colors and with a tie. Women may prefer strict pantsuits or dresses in dark or neutral colors, while the length of the skirt can be up to the knees.

**10. Black tie** is very often used in invitations to weddings and other celebrations. It implies the presence of a tuxedo with a black bow tie for men, combined with black leather shoes and a belt. Women in this case wear long evening dresses in dark or neutral colors, but they can also afford a "cocktail" length.

**11. Creative black tie**–the same "black tie", but with small fashion experiments, stylish accessories, bolder shirts, ties for men and frank and bold outfits for women are allowed.

**12. White tie or ultra-formal** is the highest requirement of the dress code, which means that you are given a great honor in connection with special celebrations. A woman should find a long evening dress and gloves and jewelry with only real jewelry . Men in this case should appear in a black tailcoat with a white bow tie and a white waistcoat, with black patent leather shoes.

**6. Write down the words in bold (clothing styles) and translate them.**

**7. Choose the right definition for the next types of clothing:**

Stylish, neat and clean, frank and bold, colorful, simple, long, small, fashion, white, dark, comfortable, black, casual, little black, long evening, strict

a \_\_\_ suit, \_\_\_ shoes, \_\_\_ shirts, new \_\_\_ jeans, \_\_\_ style, \_\_\_ clothes, \_\_\_ dress, \_\_\_ clothing, \_\_\_ dresses, a \_\_\_ skirt, a \_\_\_ bow, \_\_\_ dresses, \_\_\_ experiments, \_\_\_ accessories, \_\_\_ outfits, a \_\_\_ bow tie

**8. Fill in the table:**

	clothing styles	clothes
	Casual or informal	You wear whatever you want
	Formal clothes	jeans or trousers with a polo shirt or just a shirt for men, as well as a shirt with trousers, a skirt or a knee-length dress for women.

**9. Read the dialogue and do an exercise after that:**

**The situation: Patrick buys new sneakers and a jumper.**

Assistant: Good morning. What do you want to buy?

Patrick: I need to \_\_\_ (1) \_\_\_, jeans and underwear.

ASSISTANT: All right, sir. \_\_\_ (2) \_\_\_.

Patrick: I'm not sure about the UK size, I think it's a size 9.

Assistant: Try them on to see if they fit you.

Patrick: They're perfect, thank you.

Assistant: Okay, you have a size 9.

Patrick: Do you have a lot of jeans in stock?

Assistant: Yes, all the jeans are in the back of the store. \_\_\_ (3) \_\_\_.

PATRICK: Yes. I have a 32-inch waist, and I usually buy boot-cut jeans.

Assistant: All the boot-cut jeans are in the left corner of the store.

PATRICK: Thank you. You've been very helpful.

Assistant: No problem. Is there anything else I can help you with?"

PATRICK: Oh, there's one thing. \_\_\_ (4) \_\_\_.

Assistant: Yes, we have a small design department. It's right next to the shoe department.

PATRICK: Thank you. You've been very helpful.

Assistant: \_ \_ \_ \_ (5) \_\_\_\_\_

**10. Choose the best option (A-D) in the following five questions to fill in the gaps in the clothing conversation above.**

1) Which option is best to fill in the first space?

- a) New hat
- B) New sneakers
- C) A new pair of socks
- D) New shirt

2) Which option is best to fill in the second blank?

- a) What type of shoes do you need?
- B) What size of shoes do you take?
- Q) Do you need a new pair of shoes?
- D) How many pairs of jeans do you want?

3) Which option is best to fill in the third gap?

- A) Sorry, but we don't sell jeans.
- B) We only have pants.
- C) We don't have much in stock.

- D) Do you know your waist size?  
 4) Which choice best fourth to fill the gap?  
 A) do you have a section with designer clothing?  
 B) do you have a section of swimwear?  
 Q) Can I pay by credit card?  
 G) Can I leave the hanger?  
 5) What is the best option to fill in fifth form?  
 A) I will try to do everything possible to help.  
 B) How can I help?  
 C) Do you need any more help?  
 D) Welcome.

### 11. Answer the Questions:

1. Do you think the clothes someone is wearing are important?
2. What clothes do you wear the most?
3. How many clothes do you have?
4. Do you like to wear bright or dark clothes?
5. Do you spend a lot of money to buy clothes?
6. Do you prefer to wear elegant or casual clothes?
7. You would like to work in a clothing store, why?
8. How often do you change the clothes you wear?
9. What clothes are most comfortable to wear?
10. Does the clothes you wear change the way you feel?

## Практическое занятие: «Телефонные переговоры»

### 1. Make sure you know the following vocabulary:

- to phone/ to ring (rang, rung) up - звонить  
 Call - телефонный звонок  
 trunk call - междугородный звонок  
 emergency calls: 999 - вызов полиции, скорой помощи, экспертных 911 (Am.) служб  
 to dial - набирать номер  
 Dial - диск  
 press-button phone - кнопочный телефон  
 Digit - цифра  
 directory/ yellow pages - телефонный справочник  
 Extension - добавочный номер  
 Tone - сигнал  
 switchboard – operator, оператор телефонного узла  
 IDD, international direct dialing - международная прямая связь  
 answering machine - автоответчик  
 Radiophone - радиотелефон  
 Cellphone - сотовый телефон  
 pager/ Bleeper - пейджер

### 2. Read the phrases used in telephone conversations:

- Hello, this is Martin Ross. Алло, это Мартин Росс.
- Ross here. Это (звонит) Росс.
- My name is Martin Ross. Меня зовут Мартин.
- Good morning. Росс, здравствуйте.
- Could I speak to Mr. Tomlin? Могу Я поговорить с господином Томлином?

- Can you connect me to Mr. Tomlin? Соедините меня с господином Томлином.
- I'd like to speak to ... about... Мне нужно поговорить насчет...
- I'm phoning about... Я звоню по поводу...

- What time could I reach him? Когда я могу перезвонить?
- You asked me to call back Вы просили меня позвонить to tell you if it was OK. и сказать, всё ли удачно.

- Hang on for a moment. Подождите минутку.
- Would you hold on, please. Пожалуйста, не вешайте трубку. Я посмотрю, I'll see if he is in. на месте ли он.

- I'm putting you through to Mr. Tomlin. Я соединяю Вас с господином Томлином
- I'll try to get him on the bleeper. Я вызову его по пейджеру.
- Sorry, that's a wrong number. Вы не туда попали.

### **3. Memorize and dramatize the dialogue "Arranging an Appointment Over the Phone"**

- Northern Flavour Ltd. Good morning.
- Morning. This is Martin Ross of International Express in Zurich. I am trying to get hold of Mr. Tomlin. Could you connect me with him, please?
- Just a second...Sorry, caller, but there's no reply. I'll see if he is in his office. Your name was?
- It's Martin Ross, R-O-S-S. We met at Berlin trade fair.
- Right...I'll try to catch him on the pager.
- Tomlin speaking.
- Hallo, Martin Ross here, You asked me to call you when I was back home.
- Oh, Martin, good to hear from you. You must be phoning about our equipment.
- Exactly. The thing is I'll be in Copenhagen next week. I wonder if we could meet & ...
- Oh yes. We remember your enquiry.
- Is it OK if I come to your place during my visit?
- Sure. Is the beginning of next week convenient for you?
- Well yes. I'm arriving on Monday, that's the 9th of June. Tuesday will be all right, I think. What time would you prefer? Shall we say at 11.30?
- Let me see... Afraid I'm engaged till afternoon. How about 14.30?
- That suits me perfectly.
- & Martin, I don't think you know how to get to our offices, do you? Shall I pick you up at about a quarter past two? & I'll show you round our works & we can work out the terms of our contract then.
- Oh, that would be great. I'll be staying at Continental Star Hotel.
- That's fixed then. Have a nice week-end.
- Thanks, you too, Harry. Good-bye.

#### **4. Answer the questions:**

1. Where is Martin Ross from?
2. Whom could he connect with per telephon?
3. Where did Martin Ross and Mr. Tomlin meet?
4. When will Martin Ross leave to Copenhagen?
5. Where will he be staying in Copenhagen ?
6. When did they decide to meet in Copenhagen ?
7. What is the purpose of their meeting?

#### **5. True or false?**

1. Martin Ross is a manager at Northern Flavour Ltd.
2. The office where Martin Ross works is in Zurich.
3. Martin Ross and Mr. Tomlin decided to meet in Copenhagen at Continental Star Hotel at 11.30.
4. Mr. Tomlin wanted to show Martin Ross round his works but he hadn't time.
5. The colleagues work out the terms of the contract on the 9th of June Tuesday at 14.30.

**6. Complete the sentences by using the given words.**

1. Martin Ross is \_\_\_\_\_ of International Express in Zurich.
2. He met Mr. Tomlin at \_\_\_\_\_, who asked Martin to call him when he was \_\_\_\_\_.
3. Some time later Martin Ross tried \_\_\_\_\_ of Mr. Tomlin.
4. Mr. Tomlin was the managing director of \_\_\_\_\_ in Copenhagen.
5. He invited Martin Ross to his office to speak about \_\_\_\_\_.
6. They decided to meet on \_\_\_\_\_ Tuesday at 14.30 to work out \_\_\_\_\_ then.

---

The terms of our contract, the 9th of June, Berlin trade fair, back home, to get hold, «Northern Flavour Ltd», a manager, his equipment.

**7. Translate into English**

1. Я пытаюсь связаться с...
2. Извините, но ответа нет
3. Mr. X слушает
4. Вы просили меня позвонить вам.
5. Я попробую поймать его на пейджере.
6. Вы, должно быть, звоните по поводу нашего оборудования.

**Практическое занятие: «Правила поведения в ресторане, кафе, во время делового обеда»**

**Цель:** Формирование умений пересказа и перевода текстов профессиональной направленности для достижения порогового уровня владения английским языком, позволяющим общаться в устной и письменной формах; изучение новой лексики для успешной социализации и самореализации межкультурного общения в современном поликультурном мире.

**Ход работы**

**Проверка домашнего задания (5 минут, 1 балл)**

**Алгоритм выполнения задания:** Представление презентации на тему «Телефонный этикет»

**Задание 1. (10 минут, 1 балл)**

**Алгоритм выполнения задания:** Прочитайте и переведите правила поведения в ресторане и кафе.

For restaurants, cafes and similar establishments woman comes first, and the man enters her. Man takes off his hat or cap, on the basis, puts them just outside the door.

Today most of these institutions have wardrobe where visitors can leave coats, umbrellas, bags, cases and more. If a woman comes to the restaurant with her husband, the last weight off and help her dress coat (raincoat).

In the coffee shop wardrobe may not be, but hang clothes on the chair is not recommended in the hall must be rack.

Handbag lady may put on his knees or put on the floor, but not a table.

If you want to discuss at dinner business issues, you can take with the folder or list of documents or papers.

Check whether the deteriorated hair, makeup, etc. can tweak in the lobby or the toilet.

By Hall café, restaurant or canteen man should go first to find places and bring them companion, ask whether she likes this place. Between Recommend tables move quietly and

carefully so as not to worry and not to offend other visitors. You can not examine those already seated at the table, or food that is on the table.

If there are no free tables, but there is free space on already busy, you need to ask permission to sit next to them. If you are allowed, you should thank and sit down, sit down to help the lady.

Convenient is the place to face the room.

Men should sit down at the table to the right of women, if the table is small - in front of her.

When the dinner, two men and one woman, she has to sit between them (the two women - people).

If the restaurant is divided into cubicles, women are the first to sit down near the wall facing each other, then sit men.

If dines several people, all orders the waiter does some one.

If you were late for a meeting and need to join those sitting at the table, you should come to him who invited and apologize for the delay.

It is the waiter offered to read the menu. If one card on the table menu, it initially offered the woman.

The initiator can order invitations at all or that dish, but with the condition of the previous announcement that invites you to barbecue and more.

If it's a business lunch, the first meal orders invited.

The waiters taking orders, should first appeal to women, and then - to the men.

After the meal, settle the question of beverages (wine that order).

When dinner is over, you must call up the waiter and ask for account.

Not recommended

Acquainted with people sitting at the next table. A woman who comes alone, sit at the table where men sit alone. Seated next to noisy drunken company. Can not

- take seats at a table on one side of the table.
- Wipe the face with a napkin.
- blow on food or smell them.

## **Задание 2. (15 минут, 2 балла)**

**Алгоритм выполнения задания: Ответьте на следующие вопросы:**

1. How to go to a restaurant, coffee shops and similar establishments?
2. Where a woman can put a handbag?
3. What is the place of the restaurant is considered user?
4. How to sit at a table in a restaurant?
5. Who should order food and drinks?
6. Who should pay the bill?

## **Задание 3. (10 минут, 1 балл)**

**Алгоритм выполнения задания: Прочитайте и переведите диалог:**

**Thomas:** Hello Jane, I am so glad you could make our appointment.

**Jane:** It is nice to have a lunch meeting from time to time, it helps discussing business in an informal comfortable manner.

**Thomas:** Wow, the restaurant is really busy today, don't you think?

**Jane:** Yes. There seems to be a party going on over there.

**Waiter:** Goodevening. Here is the menu. Would you like a drink while you take time choosing from the menu?

**Thomas:** Yes, may we get a bottle of white wine please?

**Waiter:** AhbutofcourseSir. Just a momentplease!

**Waiter:** Is the wine okay for you madame, sir?

**Jane:** Yes it's perfect!

**Thomas:** Yes, very good!

**Waiter:** Are you ready to order now?

**Thomas:** Yes, please. May I have a bowl of tomato basil soup for starters and fillet mignon for the main course, with a side portion of mashed potatoes. Can you cook the meat medium rare please?

**Waiter:** And for you madame?

**Jane:** Do you have any vegetarian options?

**Waiter:** Certainly. We have several vegetarian options on page 4 of the menu madame.

**Jane:** Thank you. I would like to order a small Ceasar salad and a vegetarian pizza please..

**Waiter:** There you go: for sir a bowl of tomato basil soup and medium rare fillet mignon, with a side order of mashed potatoes and for madame - a small Ceasar salad and a vegetarian pizza. Bonappetit! \*

**Janeand Thomas:** Thank you very much!

**Подвести итоги:**

I can speak about... \_\_\_\_\_

I learned that... \_\_\_\_\_

I'd like to learn more about... \_\_\_\_\_

**Тема 18. Выдающиеся исторические события и личности.  
Исторические памятники.**

**Формируемые ОК, ЛР:** ОК 4.8, ЛР 01, 02, 04, 05, 06, 07, 08, 09, 11, 13, 15

**Практическое занятие: «Введение ЛЕ и РО по теме: Выдающиеся исторические события и личности»**

**1. Translate some sentences into English:**

- a) Они посетили выставку картин Ильи Глазунова.
- b) Константинополь служил столицей Византийской империи на протяжении многих веков.
- c) Билл Гейтс стал самым богатым человеком в мире.
- d) Великий русский математик Н.И. Лобачевский (1792-1856) смог стать профессором уже в 23 года.
- e) Россия объединила в ходе исторического развития много народов.
- f) Александр Македонский завоевал Персию, Египет, Месопотамию и некоторые районы Индии.
- g) Одним из величайших изобретений эпохи Возрождения была печатная машина Гуттенберга.

**2. Fill in the table:**

	<b>name</b>	<b>country/ town</b>	<b>period of life</b>	<b>occupation</b>	<b>achievements</b>
1	Alexander Makedonskiy				
2	Martin Luther King				
3	Benjamin Franklin				
4	Karl Marx				
5	Nicholas II of Russia				
6	Abraham Lincoln				
7	Mikhail Lomonosov				
8	King Arthur				
9	Andrei Sakharov				
10	Jeanne d'Arc				

### 3. Translate the text into English:

Великобритания славится своими поэтами, писателями, музыкантами и учеными. Она дала жизнь таким знаменитым людям, как Уильям Шекспир, Роберт Бернс, Чарльз Диккенс, Артур Конан Дойл, Александр Белл, Принцесса Диана, сэр Шон Коннери, Джоанна Роулинг и многие другие. Группа Битлз также была основана в Великобритании.

### 4. Fill in the table:

	event	country, town	period, date	leaders, personalities	result
1	The French Revolution				
2	the first print machine				
3	The Weimar Republic				
4	the Cold War				
5	the Crusades				
6	the Renaissance				
7	the Gold Rush				
8	the Chernobyl disaster				
9	the First World War				
10	the Tragedy of Hiroshima and Nagasaki				

### 5. Find the answers using the Internet:

	name	What was he/ she ?	What was he/ she famous for?
1	Harry Potter		
2	Sean Connery		
3	Arthur Conan Doyle		
4	David Beckham		
5	Margaret Thatcher		
6	Andrew Lloyd Webber		
7	Robbie Williams		
8	The Beatles		
9	Alexander Bell		
10	Princess Diana		

### 6. Match English and Russian equivalents and much five (5) sentences with them:

1	Achieve	a	правитель
2	adopt	b	древний
3	prominence	c	упоминание
4	knight	d	поселение
5	well-to-do	e	основание
6	fortress	f	процветание
7	independence	g	независимость
8	prosperity	h	крепость
9	foundation	i	состоятельный
10	settlement	j	рыцарь
11	mention	k	известность
12	ancient	l	принять
13	ruler	m	достичь

14	tribute	n	конституционная монархия
15	constitutional monarchy	o	дань

## Практическое занятие: Исторические события Великобритании

### 1. Vocabulary:

before our era – до нашей эры  
to conquer - завоевывать  
the peninsula- полуостров  
the general – полководец  
to encamp - распределить  
the Britons - британцы  
the Celtic race – кельтская раса  
Celtic - кельтский  
Latin – латинский  
Julius Caesar – Юлий Цезарь

### 2. Read the text “From the history of Great Britain” and do exercises:

1. Many hundred years ago (about the 4<sup>th</sup> century before our era) the country we now call England was known as Britain, and the people who lived there were the Britons. They belonged to the Celtic race; the language they spoke was Celtic. Their culture, that is to say their way of thinking and their understanding of nature, was very primitive.

2. In the first century before our era Britain was conquered by the powerful state of Rome. The Romans lived on the peninsula, which is now called Italy and their language was Latin. They were very clever at making hard roads, building bridges and many-storeyed houses. The Romans thought a great deal of fighting and they usually managed to win most of the battles they fought. The Romans had heard very much about Britain from travelers and among other things, they were greatly interested to learn what valuable metals could be found in Britain.

3. Finally they decided to occupy the island. The Romans sailed across the sea in galleys and the general who commanded them was Julius Caesar. Caesar wrote many interesting accounts of Britain. His soldiers were clever enough, but it was not so easy to conquer the Britons, and the Romans had to encamp troops all over the country.

4. It is from these camps that the English cities later arose. Many things the Romans taught the Britons were given Latin names. They made the Britons build roads and bridges. But the Romans and the natives of Britain did not become one nation (never mixed one with the other); all that the Romans wanted was to make the Britons work for them.

### 3. Answer the questions:

1. How was England and its people called many hundred years ago?
2. Where did the Romans live in the first century before our era?
3. What were the Romans at that time?
4. Why did they finally decided to occupy the island?
5. Was it easy to conquer the Britons?
6. What did the Romans do on the island of Britain?
7. What did they make the Britons build?

### 4. Choose the right endings:

1. The Britons spoke ...  
a) English. b) Celtic. c) Latin.
2. Britain was conquered by the Romans ...  
a) in the 1st century A.D. b) in the 1st century B.C. c) in the 1<sup>st</sup> century.
3. The Romans spoke ...  
a) Latin. b) Italian. c) English.

4. Julius Caesar was the commander-in-chief of the Romans ...

a) bridges. b) roads. c) troops.

5. To conquer Briton was ...

a) difficult. b) not difficult. c) easy.

6. They decided to occupy ...

a) the peninsula b) the island c) Italy

7. They made the Britons build....

a) roads b) bridges c) roads and bridges.

### 5. True or false?

1. The culture the Britons was very high developed.

2. The Romans had heard very much about Britain from travelers but they had any desire to conquer it.

3. The Romans lived on the peninsula, which is now called Italy.

4. The conquerers made the Britons build roads and bridges.

5. Due to the invasion of the Romans they and the natives of Britain mixed one with the other and became one nation.

### 6. Write the sentences in the Past simple:

1. The people who (to live) in Britain, (to be) the Britons. 2. They (to belong) to the Celtic race and they (to speak) Celtic. 3. The Romans (live) on the peninsula, which is now called Italy. 4. Caesar (write) many interesting accounts of Britain. 5. The Romans (make) the Britons build roads and bridges. 6. The Britons (speak) Celtic.

### 7. Read the text and answer the questions:

tribe - племя; outstanding - выдающийся; empire - империя

#### Outstanding Events in the History of Great Britain

There were many outstanding events in the history of Great Britain. Many different tribes tried to control the territory of Britain. England was added to the Roman Empire in 43 A.D. Roman invasion played a very important role in the history of the country. The Roman built the first roads in the country, dug the first walls. The Romans, who were great architects, constructed the first towns in Britain.

But the Normans influenced the British civilization most of all. They came in 1066 under the leadership of William the Conqueror. As the invaders spoke French, their speech influenced the English language.

Once the British had to face the French in 1805 at the battle of Trafalgar. Then Admiral Nelson won a great victory over the French fleet. In order to commemorate this event the monument to Admiral Nelson was erected on this square.

In the 18<sup>th</sup> century technological and commercial innovation led to the Industrial Revolution. The 13<sup>th</sup> North American Colonies were last, but replaced by colonies in Canada and India.

1. What tribes influenced the British civilization most of all?

2. What happened in 43 A.D.?

3. Whose invasion played an important role in the history of Britain?

4. What led to the Industrial Revolution?

5. What were the 13<sup>th</sup> North American colonies replaced by?

### Практическое занятие: «Выдающиеся исторические личности: Уинстон Черчилль»

Цель: совершенствовать навыки изучающего чтения

Оборудование, принадлежности, учебные материалы: словарь

Указания к работе:

Познакомьтесь с одним из самых влиятельных людей в британской истории – премьер-министром сэром Уинстоном Черчиллем. Прочитайте текст, выполните упражнения.

**Ход работы:**

**1. Прочитайте текст об Уинстоне Черчилле и определите, какие утверждения после текста верные (true), неверные (false) или в тексте не сказано (not stated).**

**Winston Churchill**

Sir Winston Leonard Spencer Churchill, KG, OM, CH, TD, FRS, PC (Can). (30 November 1874 – 24 January 1965) was a British politician who served as Prime Minister of the United Kingdom from 1940 to 1945 and again from 1951 to 1955. A noted (знаменитый) statesman, orator and strategist, Churchill was also an officer in the British Army. He has been studied to a unique extent as part of modern British and world history. A prolific author, he won the Nobel Prize in Literature in 1953 for his own historical writings.

During his army career Churchill saw combat (сражение) with the Malakand Field Force on the Northwest Frontier, at the Battle of Omdurman in the Sudan and during the Second Boer War in South Africa. During this period he also gained fame, and not a small amount of notoriety, as a correspondent. At the forefront of the political scene for almost sixty years, Churchill held numerous political and cabinet positions. Before the First World War, he served as President of the Board of Trade and Home Secretary during the Liberal governments.

In the First World War Churchill served in numerous positions, as First Lord of the Admiralty, Minister of Munitions, Secretary of State for War and Secretary of State for Air. He also served in the British Army on the Western Front and commanded the 6th Battalion of the Royal Scots Fusiliers. During the interwar years, he served as Chancellor of the Exchequer.

After the outbreak (начало) of the Second World War, Churchill was appointed First Lord of the Admiralty. Following the resignation of Neville Chamberlain in May 1940, he became Prime Minister of the United Kingdom and led the British war effort against the Axis powers. His speeches were a great inspiration to the embattled Allied forces.

After losing the 1945 election, Churchill became the leader of the opposition. In 1951, Churchill again became Prime Minister before finally retiring in 1955. Upon his death, he was granted the honour of a state funeral (государственные похороны) which saw one of the largest assemblies of politicians in the world.

1. Winston Churchill was Prime Minister of the UK twice.
2. He was awarded a Nobel Prize for his leadership in the war.
3. He was named Chancellor of the Exchequer during the war.
4. He won the election in 1945.

**2. Выпишите из текста все заслуги, чины и должности, занимаемые Черчиллем на протяжении всей жизни.**

**3. Озаглавьте каждый абзац.**

**4. Составьте по данному тексту хронологическую таблицу биографии Уинстона Черчилля.**

**5. Уинстон Черчилль также знаменит своими цитатами. Вот некоторые из них. Прочитайте и подберите к ним эквиваленты (к некоторым цитатам эквивалентов нет).**

1. We make a living by what we get, but we make a life by what we give.
2. If you're going through hell, keep going.
3. You have enemies? Good. That means you've stood up for something, sometime in your life.
4. To improve is to change, so to be perfect is to have changed often.
5. I never 'worry' about action, but only about inaction.
6. Success consists of going from failure to failure without loss of enthusiasm.
7. You will never get to the end of the journey if you stop to shy a stone at every dog that barks.
8. Never, never, never give in!
9. One always measures friendships by how they show up in bad weather.

10. Success is not final, failure is not fatal: it is the courage to continue that counts.
11. For myself I am an optimist — it does not seem to be much use being anything else.
- a. Если вы идёте через ад – идите, не останавливаясь.
  - b. У тебя есть враги? Хорошо. Значит, в своей жизни ты что-то когда-то отстаивал.
  - c. Успех – это способность шагать от одной неудачи к другой, не теряя энтузиазма.
  - d. Никогда, никогда, никогда не сдавайтесь!
  - e. Я – оптимист. Не вижу особой пользы быть чем-то ещё.
  - f. Мы зарабатываем на жизнь тем, что у нас есть; но мы создаем жизнь тем, что отдаем.
  - g. Успех - не окончателен, провал - не фатален: имеет значение лишь смелость продолжить путь.
  - h. Я никогда не беспокоюсь о действиях, только о бездействиях.

### **Практическое занятие: «Выдающиеся исторические личности: Юлий Цезарь»**

**Цель:** совершенствовать навыки ознакомительного чтения

**Оборудование, принадлежности, учебные материалы:** словарь

**Указания к работе:**

Вам предстоит познакомиться с одним из величайших полководцев и государственных деятелей Рима и всех времен. Прочитайте текст, выполните к нему задания.

**Ход работы:**

**1. Прочитайте и передайте основное содержание текста (на русском языке).**

#### **JULIUS CAESAR**

The statesman and general Julius Caesar (100 – 44 B.C.) expanded (расширил) the Roman Republic through a series of battles across Europe before declaring himself dictator for life. He died famously on the steps of the Senate at the hands of political rivals (политические оппоненты). Julius Caesar is often remembered as one of the greatest military minds (военное мышление) in history and credited with laying the foundation for the Roman Empire. Gaius Julius Caesar, one of the world's greatest military leaders, was born into a senatorial, 70 and was the nephew of another famous Roman general, Marius. After the death of Marius and the rise of Sulla, Caesar's life was for a time in jeopardy, but in the early 60s B.C. he launched his own successful political and military career. Rising rapidly, he campaigned successfully for the consulship in 60 B.C. and struck a deal with two of Rome's leading figures, Pompey the Great and Crassus. Together the three of them became known as the First Triumvirate and controlled Rome throughout the 50s B.C., until Caesar and Pompey, after Crassus's death, went to war against one another in 49 B.C.

During the heyday (расцвет) of the First Triumvirate, Caesar devoted his energies to the conquest of Gaul (modern France). Caesar was by then inextricably (неразрывно) involved in the affairs of Gaul. Over the next several years, in a series of brilliant campaigns, the Roman general conquered all of Gaul and made it a Roman province. The conquest required several difficult battles in northern Gaul and the crossing of the Rhine over a trestle bridge constructed by Roman engineers. In the summers of 55 and 54 B.C., Caesar sailed across the English Channel, thereby (таким образом.) securing his northern flank along the Rhine in Gaul by precluding a Celtic attack from across the Channel, though Britain did not become a Roman province for another hundred years.

Early in 49, as his command in Gaul was coming to an end, Caesar began civil war with his old associate (союзник), Pompey the Great, who had allied himself with the Roman Senate against Caesar. In a surprising blitzkrieg, Caesar invaded Italy and drove Pompey into Macedonia in less than seventy days. Since Pompey had a fleet (флот) and Caesar did not, Caesar decided to attack Spain, where Pompey had strong support, while Caesar's men constructed warships. Victorious in

Spain, Caesar then sailed to Macedonia, but he could not dislodge (изгнать) Pompey from his base. Caesar finally raised the siege, fell back into central Greece, and defeated Pompey, who had pursued him. Caesar was then drawn into an affair with Cleopatra in Egypt and finally had to fight two more battles with Pompey followers in North Africa and in Spain. Triumphant all over the Mediterranean, the great general was assassinated by political rivals on the Ides [’aIdz] of March in 44 B.C., as he prepared an invasion of the Parthian Empire.

**2. Определите, какие утверждения верные (true), неверные (false) или частично верные (partially true).**

1. Julius Caesar is often remembered as the founder of the Roman Empire.
2. Julius Caesar was one of the world's greatest military leaders.
3. Caesar conquered Britain making it a part of the Roman Empire.
4. Early in 49 Caesar began civil war with his old associate, Pompey.
5. Through a series of battles Caesar became triumphant all over the Mediterranean.
6. After defeating Pompey Caesar proclaimed himself an emperor.
7. Caesar was assassinated by a group of senators led by Brutus.
8. Julius Caesar expanded the territory of the Roman Republic.

**3. Задайте 10 вопросов к тексту.**

**Практическое занятие: «Мировые исторические памятники»**

**1. Vocabulary:**

the Roman Forum- Римский форум

amphitheater - амфитеатр

the emperor – император

the successor – преемник

the heir - наследник

the reign – царствование

the patron - покровитель

moai – моаи (племена)

citadel- цитадель

an estate- поместье

a mosque- мечеть

World Heritage Site- Объект Всемирного наследия

**2. Read:**

**a. the geographical names**

Colosseum, Easter Island, Machu Picchu, Petro of Jordan, Taj Mahal, Great Pyramid, Angkor - Wat of Komboja, Parthenon of Greece, Great Wall of China, Tikal of Guatemala, Chile, the Pacific Ocean, the Polynesian Triangle, Oceania, the Cordillera, Peru, the Urubamba, the Sacred Valley, the Nabataean kingdom, the Arava Valley, the Sik Canyon, the Red Sea, the Persian Gulf, Mediterranean, the Yamuna River, the rock temple of Ad-Deir, the grave of Aaron, the Angkor region, Siem Reap province, Cambodia, the Angkor Empire, the peaks of Mount Meru, Beijing, the Yinshan mountain range, the Warring States period;

**b. names of personalities:**

Vespasian, Titus, Domitian, Flavius, Rapa Nui people, Inca, Pachacuti, Hiram Bingham, the Nabataeans, Shah Jahan, wife Mumtaz Mahal, King Suryavarman II, the god Vishnu, Khmer kings, the Ming Dynasty, the Huns;

### c. abbreviations, dates:

r. – reigned from... till ... - годы правления

BC – before Christ – до нашей эры

AD - after Death - нашей эры

### 3. Read the numerals and data:

- 50,000; 80,000 spectators; r. 69–79 AD; in 72; in AD 80; (r 79-81); (r. 81–96).

- 3,514 km; 2,075 km; 163.6 km; 5806 people; in 1722; 1,000 statues of stone;

- on a 2,430-meter; 7,970-foot; 80 kilometers (50 miles); 1438-1472; in 1911.

- 900 m; 660 m; in 1632; from 1628 to 1658; 17-hectare (42-acre); the XII century;

- the XI-XIV centuries; 65 m.; 9,000 km; 21.200 km; 8851.9 km; 6259 km; 359 km; - 2232 km; 21,196 km; 475-221 BC

### 4. Read the texts, find the information about the historical monuments described below.

Fill the table after the texts.



1. **The Colosseum** is the largest ancient amphitheater in the centre of the city of Rome, Italy, it is an oval amphitheater just east of the Roman Forum. The Colosseum could hold between 50,000 and 80,000 spectators at various stages of its history over the centuries having an average audience of about 65,000; it was used for gladiatorial contests and public spectacles.

Construction began under the emperor **Vespasian** (r. 69–79 AD) in 72 and was completed in AD 80 under his successor and heir, **Titus** (r 79-81). Further modifications were made during the reign of **Domitian** (r. 81–96). The three emperors that were patrons of the work are known as the **Flavian dynasty** and the amphitheater was named the **Flavian Amphitheatre** by later classicists and archaeologists for its association with their family name (*Flavius*).



2. **Easter Island** is an island of volcanic origin. The local name of the island is Rapanui. The island is situated in the southeastern part of the Pacific Ocean, (special territory of Chile) and has the shape of a right triangle, the hypotenuse of which is the south-eastern shore.

Easter Island is the most remote inhabited island in the world. The continental coast of Chile is 3,514 km away, while Pitcairn Island, the nearest populated area — is 2,075 km away. The area of the island is 163.6 km. The island's capital and only city is Anga Roa. A total of 5806 people live on the island (2012)

The island was discovered by the Dutch explorer Jacob Roggeveen on Easter Sunday, 1722. The island is best known for its moai, nearly 1,000 surviving monumental statues of stone, which were created by the early Rapa Nui people. Rapanui is known for its statues made of compressed volcanic ash, which, according to local beliefs, contain the supernatural power of the ancestors of the first king of Easter Island - Hotu Matu'a



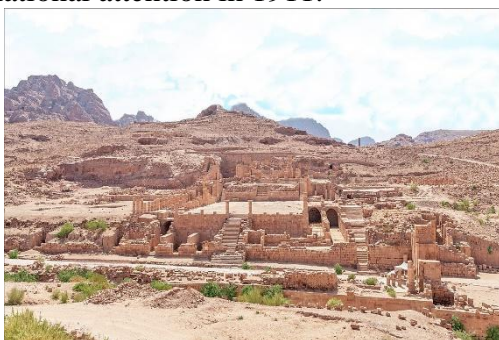
**3. Taj Mahal** is an ivory white marble mausoleum on the south bank of the Yamuna River in the Indian city of Agra. It was commissioned in 1632 by the Mughal Emperor Shah Jahan (reigned from 1628 to 1658) to house the tomb of his beloved wife Mumtaz Mahal, as well as the tomb of Shah Jahan himself. The tomb is the centerpiece of a 17-hectare (42-acre) complex that includes a mosque and guest house, and is set in formal gardens bounded on three sides by a battlemented wall.

The construction of the mausoleum was essentially completed in 1643, but work on other stages of the project continued for another 10 years.



**4. Machu Picchu** is a 15th-century Inca citadel located in the eastern Cordillera of southern Peru, on a 2,430-meter (7,970-foot) mountain range. It is located in the Machu-Picchu district of Urubamba Province above the Sacred Valley, which is 80 kilometers (50 miles) away northwest of Cuzco. The Urubamba River flows past it, cutting through the Cordillera and creating a canyon with a tropical mountain climate.

Most archaeologists believe that Machu Picchu was built as an estate for the Inca emperor Pachacuti (1438-1472). The Incas built the estate around 1450, but abandoned it a century later during the Spanish conquest. It was not known to the Spanish during the colonial period and remained unknown to the outside world until American historian Hiram Bingham brought it to international attention in 1911.



**5. Petro of Jordan** - an ancient city, the capital of Edom, later the capital of the Nabataean kingdom. The Nabataeans themselves called their city Rakmu. It is located on the territory of modern Jordan, at an altitude of more than 900 m above sea level and 660 m above the surrounding area, in the Arava Valley, in the narrow Sik Canyon. The passage to the valley is through gorges located in the north and in the south, while from the east and west the cliffs drop off steeply, forming natural walls up to 60 m in height. The rock temple of Ad-Deir and the grave of Aaron are located near Petra. Petra was located at the crossroads of two major

trade routes: one connecting the Red Sea with Damascus, the other the Persian Gulf with Gaza off the Mediterranean coast. For hundreds of years, trade brought Petra great wealth.



**6. Angkor Wat** is a temple complex in honor of the god Vishnu, built by King Suryavarman II in the first half of the XII century in the Angkor region, Siem Reap province in northern Cambodia, in the vicinity of the Great Lake, where in the XI—XIV centuries there was an area of the capitals of the Angkor Empire and the residences of ancient Khmer kings. Angkor Wat was conceived as an earthly incarnation of the heavenly abode of Vishnu. Its symbols are the five sandstone towers that rise above the temple walls. The towers represent the peaks of Mount Meru, the center of the universe. Angkor Wat was built as a temple-mount—a typical type of religious structure in Cambodia. It is a three-tiered truncated pyramid with towers at the top, whose total height reaches 65 m. The temple is surrounded by a rectangular wall and an artificial pond 1.5×1.3 km.



**7. Great Wall of China.** The Great Wall of China is a dividing wall with a length of almost 9,000 km (total length-21.2 thousand km), built in ancient China. The largest monument of architecture.



Several walls were built as early as the 7th century BC, and were united by Qin Shi Huang Ti (220–206 BC), the first emperor of China. The construction of the first sections of the wall began in the third century BC during the Warring States period (475-221 BC) to protect the state from the Huns. The most famous sections of the wall were built during the Ming Dynasty (1368-1644). They included 6259 km of walls proper, 359 km of ditches, 2232 km of natural protective boundaries in the form of hills and rivers.

The length of the wall with all branches is 21,196 kilometers. The thickness of the Great Wall is mostly about 5-8 meters, and the height is most often about 6-7 meters (in some areas the height reaches 10 meters). A fifth of the country's population, that is, about a million people, participated in the construction.

	object	name	location	period of construction	people of construction	purpose of construction
1.						

2.						
----	--	--	--	--	--	--

## Тема 19. Финансовые учреждения и услуги

Формируемые ОК, ЛР: ОК 1-12, ЛР 04, 09, 14

### Практическое занятие «Введение ЛЕ и РО по теме: «Финансовые учреждения и услуги»»

#### Цель:

- изучение грамматики по теме, знакомство с новой лексикой.
- Задание

#### Запишите основные понятия в тетради

#### Основные понятия и термины по теме:

financial institutions (финансовые учреждения),  
 asset management firms (фирмы по управлению активами),  
 stock brokerages (фондовые брокерские компании),  
 financial resources (финансовые ресурсы),  
 individual (физическое лицо),  
 investment (инвестиция/вложение),  
 pension fund (пенсионный фонд),  
 insurance institution (страховое учреждение),  
 mortgage loan (ипотечный кредит),  
 accepting deposits (прием вкладов),  
 supplying short-term loans (поставка краткосрочных кредитов),  
 transferring money (переводить денежные средства),  
 exchange (обмен валюты),  
 to get income (получить доход).

#### 1. Read and translate the text about financial institutions and their functions:

**Financial institutions** include banks, credit unions, asset management firms, building societies, and stock brokerages. These institutions are responsible for distributing financial resources in a planned way to the potential users.

There are a number of institutions that collect and provide funds for the necessary sector or individual. On the other hand, there are several institutions that act as the middleman and join the deficit and surplus units. Investing money on behalf of the client is another of the variety of functions of **financial institutions**.

**Financial institutions** can be categorized as follows:

- **Deposit Taking Institutions**
- **Finance and Insurance Institutions**
- **Investment Institutions**
- **Pension Providing Institutions**
- **Risk Management Institutions**

At the same time, there are several governmental financial institutions assigned with regulatory and supervisory functions (наделенные регулируемыми и надзорными функциями). These institutions have played a distinct role in fulfilling the financial and management needs of

different industries (определенная роль в выполнении финансовых и управленческих потребностей различных отраслей промышленности).

Deposit taking financial organizations are known as **commercial banks, mutual savings banks**, savings associations, loan associations and so on.

**The primary functions of financial institutions** of this nature are as follows:

- Accepting Deposits
- Providing Commercial Loans
- Providing Real Estate Loans (предоставление кредитов недвижимости)
- Providing **Mortgage Loans**
- Issuing Share Certificates (выдача сертификатов акций)

**Find in the text:**

- a. депозитные учреждения известны как коммерческие банки
- b. финансовые учреждения отвечают за распределение финансовых ресурсов
- c. основные функции финансовых учреждений
- d. предоставление ипотечных кредитов
- e. учреждения пенсионного обеспечения
- f. вложение денег от имени клиента
- g. выступать в качестве посредника

**3. What do banks specialize in? Do you agree that banks specialize in:**

**Banks**

**specialize in...**

supplying short-term loans

making long-term loans in certain circumstances

transferring money

exchanging money

- **What do insurance companies invest money in?**
- **Is it true that insurance companies invest money in...**
- **In what way do insurance companies get their income?**

**Insurance companies**

**invest money in...**

government securities

company shares

land

property of all kinds

**What types of pension funds do you know?**

**Pension funds**

**may be**

state

private

**4. Match Russian and English equivalents:**

1. Существуют ли бесплатные банковские услуги?
2. Многие банки устанавливают плату за услуги.
3. Компании с хорошим финансовым положением получают некоторые привилегии.
4. Много ли денег на вашем расчетном счете?

*5. Наш коммерческий банк занимается финансированием сельского хозяйства.*

*6. Некоторые сберегательные банки идут навстречу новым финансовым запросам людей.*

*7. Коммерческий банк заинтересован в высокой прибыли.*

*8. Большинство банков предлагают своим клиентам различные депозитные сертификаты.*

*9. Около двух третей коммерческих банков в США - федеральные банки.*

*10. Многие банки устанавливают высокую плату за свои услуги.*

- a) Some savings banks meet new financial needs of people.
- b) Is there much money on your checking account?
- c) About two thirds of all commercial banks in the USA are federal.
- d) Many banks charge fees for the services.
- e) Companies with a good financial position are chartered.
- f) Our commercial bank deals with financing for agriculture.
- g) Many banks assess a high service fee for their services.
- h) Most banks offer their customers various certificates of deposit.
- i) A commercial bank is a profit-making corporation.
- j) Are there free of charge banking services?

### **Практическое занятие «Финансовые институты»**

#### **Цель:**

- изучение грамматики по теме, знакомство с новой лексикой.
- Задание

#### **Письменно переведите текст**

There are many important financial institutions which provide finance for companies. These institutions provide money in different ways.

#### **Banks**

Although banks specialize in supplying short-term loans, they are prepared to make loans for longer periods – up to 20 years in certain circumstances.

#### **Insurance companies**

The regular premiums paid by policyholders are invested in government securities, company shares, land, and property of all kinds. The income from these investments makes it possible for insurance companies to pay out interests which are greater than the total payments made by policyholders.

#### **Pension funds**

Although in many countries there is a state pension scheme to which all workers contribute, a large number of employed and self-employed people also belong to private pension schemes. The money which accumulates in these pension funds is invested and works in a very similar manner to the funds of insurance companies.

#### **Investment trusts**

These are limited companies buying shares in other companies which they believe will be the most successful ones. People who then buy shares in investment trusts are paid dividends and investment funds obtain a profit too.

#### **Unit trusts**

These operate in a very similar manner to investment trusts. But they are not limited companies – they do not issue shares, they issue units. These units cannot be re-sold on the open market, but they can be sold back to the unit trust at any time.

#### **Finance houses**

These institutions provide the loans which finance hire-purchase schemes and leasing arrangements. Firms which sell goods on hire-purchase or who lease goods do not have to wait two or three years before their goods are fully paid for. They receive immediate payment from a finance house, and it is the finance house which collects the regular installments paid by the purchaser.

There are many other specialist financial institutions which provide finance for companies. Besides in many countries a government is an important source of finance for privately-owned firms.

## Практическое занятие: «Банки»

### 1. Vocabulary:

a corporation - корпорация  
account – счет  
loan - займ  
governmental entity – государственная организация  
an activity – деятельность  
service – услуга  
deposit – депозит  
creditor - кредитор  
rate – процентная ставка  
dividend - дивиденды  
to issue - выдать  
to engage - заниматься  
to offer - предлагать to earn –  
to pay - платить  
to invest - вкладывать  
keep on reserve – сохранить резерв  
to cover the bank's daily needs  
earn money – зарабатывать деньги  
to shield the customer – защитить клиентов

### 2. Translate and title the text.

Bank generally, a corporation formed for the purpose of maintaining savings accounts and checking accounts, issuing loans and credit, and dealing in negotiable securities issued by governmental entities and corporations.

By law, banks are usually permitted to engage in activities and offer numerous services incidental to and beyond those listed above, e.g., buying and selling gold and silver. Banks earn money by investing their customers' deposits. Banks protect the customers against loss and are strictly regulated.

Commercial bank by far, the most common and most unrestricted type of bank. It is allowed the widest range of services it offers and the investment it makes. Its major limitation is that it must keep on reserve a larger percentage of its deposit. This reserve is used to cover the bank's daily needs, to guard against a money shortage at the bank and a resulting panic, and to shield the customers against the bank's failure and the consequent loss of deposits.

Savings bank's major service was the "time" savings account, or deposit, from which money, once deposited, could be withdrawn only after a set period elapsed or 30 days' notice was given. By law a savings bank's investments are usually limited to certain corporate and government bonds and securities. Its advantages are that it can pay higher interest rates than commercial bank, has certain tax benefits, and can keep a smaller percentage of its deposits on reserve. Usually, the bank is owned by its depositors as creditors whose dividends are paid in form of interest on their accounts.

### 3. Ответьте на вопросы по тексту:

1. What is bank in general?
2. What are bank's objectives?
3. How do banks earn money?
4. What is the "time" savings account?
5. What are advantages of savings banks?

### 4. Найдите в тексте эквиваленты слов и выражений:

Хранить сберегательные счета, выдавать ссуды и кредиты, оборотные ценные бумаги, государственные юридические лица, заниматься деятельностью, предлагать услуги,

зарабатывать деньги, вклады клиентов, защищать клиентов от банкротства банка, потеря вкладов, сберегательный банк, процентная ставка.

**5. Найдите в тексте слова с окончаниями «-ing» и «-ed», выпишите в таблицу и переведите на русский язык:**

	-ing	перевод	-ed	перевод
1				

**6. Что говорится в тексте о:**

	Banks' services	commercial bank	savings bank.
--	-----------------	-----------------	---------------

**7. Read and translate the text "Sberbank of Russia".**

Sberbank of Russia is the largest bank in Russia and CIS. Sberbank dominates the Russian banking sector in terms of total assets. It is the key lender to the national economy. Sberbank's equity totals RUB1.7 trln, which corresponds to 27.4% of aggregate capital of Russian banks. The founder and principal shareholder is the Central Bank of Russia, which owns 50% of the Bank's authorized capital plus 1 voting share. The rest of the shares are held by international and domestic investors.

Established in 1841, during Sberbank's 170-year history, it has grown into a universal commercial bank with diversified businesses. Sberbank provides banking services to individuals and all types of corporate clients including big corporates, small and medium-sized businesses as well as state-owned, sub-federal units and municipalities.

Sberbank provides a broad range of banking services to clients, including deposits, various types of loans (consumer, car loans and mortgages) as well as bank cards, money transfers, bank insurance and brokerage.

Sberbank provides banking services in all of the 83 sub-federal units of Russia and operates a unique branch network of 17 Regional Banks and more than 18,400 branches. The Bank also offers services through a new distribution channel - one of the world's largest network of ATM machines and self-service terminals (~68,000). Sberbank is also actively developing its Mobile Bank and Sberbank Online applications with a massive client base totaling over 5.4 mln of active users.

Sberbank has always been one of the best brands in Russia and universally recognizable household name standing for stability and reliability. In recent years, however, Sberbank has focused on innovation and modernization of its infrastructure and technology.

**8. Ответьте на вопросы по тексту:**

1. What is the status of Sberbank in Russia and CIS?
2. What is Sberbank's equity?
3. What is the founder and principal shareholder? What does it own?
4. Whom does Sberbank provide its banking services to?
5. What does the broad range of Sberbank's services include?
6. What branches does Sberbank have?

**9. Найдите в тексте эквиваленты слов и выражений:**

СНГ, общие активы, акционерный капитал, суммарный капитал, учредитель, голосующая акция, физические лица, корпоративные клиенты, средний бизнес, банковские услуги, вклады, ссуды, ипотека, денежные переводы, страховка, сеть филиалов, банкомат, клиентская база, надежность.

**10. Напишите числительные прописью и переведите словосочетания на русский язык:**

over 5.4 mln of active users, the 83 sub-federal units of Russia, 27.4% of aggregate capital, 50% of the Bank's authorized capital, Sberbank's 170-year history, more than 18,400 branches

**11. Расскажите, что говорится в тексте о:**

	Equity	the Central	banking	regional	Sberbank as the
--	--------	-------------	---------	----------	-----------------

		Bank of Russia	services	branches	best brand in Russia
1					

### Практическое занятие: «Посещение банка»

#### Цель:

- изучение грамматики по теме, знакомство с новой лексикой.
- Задание

#### Прслушайте видеупражнение «В банке на английском языке»

В паре с соседом по парте прочитайте предложенный диалог и по ролям обыгратьте сюжет.

По-английски	Перевод на русский
Bank officer 1: Good afternoon, sir. How can I help you?	Работник банка 1: Добрый день, сэр. Чем могу вам помочь?
Customer: Good afternoon. I'd like to open a savings account. What interest do you offer?	Клиент: Добрый день. Я хотел бы открыть у вас вклад. Какие проценты вы предлагаете?
Bank officer 1: We have several offers. A lot depends on the length and amount of the deposit you want to place at our bank.	Работник банка 1: У нас разные предложения. Многое зависит от длительности и суммы депозита, который вы хотите открыть в нашем банке.
Customer: Well, do you have a list of these offers? If yes, can I have a look?	Клиент: А у вас есть список этих предложений? Если да, то можно ли мне взглянуть?
Bank officer 1: Yes, we do, sir. Here it is.	Работник банка 1: Да, конечно, сэр. Вот он.
Customer: Thank you. I choose this one: a deposit for a year.	Клиент: Спасибо. Я выбираю этот: депозит на год.
Bank officer 1: All right. I will need your ID, sir.	Работник банка 1: Хорошо. Мне понадобится ваш паспорт, сэр.
Customer: Here it is.	Клиент: Вот он.
Bank officer 1: Please, read the agreement and sign it. Is there anything else that I can help you with?	Работник банка 1: Пожалуйста, прочитайте договор и подпишите его. Могу ли я вам еще чем-нибудь помочь?
Customer: Yes, please. I would like to cash these traveller's cheques if it's possible.	Клиент: Да, пожалуйста. Я хотел бы обналичить вот эти дорожные чеки, если возможно.
Bank officer 1: Yes, it is. But you need to approach the officer at the second desk.	Работник банка 1: Да, возможно. Но вам нужно подойти к работнику за второй стойкой.
Customer: I see. Thanks for your help.	Клиент: Понятно. Спасибо за помощь.
Bank officer 2: Good afternoon, sir. How may I help you?	Работник банка 2: Добрый день, сэр. Чем могу вам помочь?
Customer: Good afternoon. I'd like to cash the traveler's cheques for two hundred pounds.	Клиент: Добрый день. Я хотел бы обналичить дорожные чеки на двести фунтов.
Bank officer 2: All right. Sign them, please.	Работник банка 2: Хорошо. Подпишите их, пожалуйста.
Customer: Here you are.	Клиент: Вот, держите.
Bank officer 2: Thank you. I will need your ID.	Работник банка 2: Спасибо. Мне понадобится ваш паспорт.
Customer: Can you also tell me where your ATM is? I need to withdraw some money from my card.	Клиент: Можете мне также подсказать, где ваш банкомат? Мне нужно снять немного денег со своей карточки.

Bank officer 2: It's over there, sir. Go straight till the end of the corridor and then turn left.	Работник банка 2: Он вон там, сэр. Пройдите прямо по коридору до конца и сверните налево.
Customer: Thank you.	Клиент: Спасибо.
(2 minutes later)	(2 минуты спустя)
Customer: I'm sorry, but your ATM doesn't accept my card. Perhaps, it doesn't work.	Клиент: Простите, но ваш банкомат не принимает мою карту. Возможно, он не работает.
Bank officer 2: Let's see. Did you enter the right PIN?	Работник банка 2: Давайте посмотрим. Вы ввели верный ПИН-код?
Customer: I hope so. At least, I didn't change it.	Клиент: Надеюсь, что да. По крайней мере, я не изменял его.
Bank officer 2: Can you enter it one more time, please?	Работник банка 2: Можете ввести его еще раз, пожалуйста?
Customer: Yes, sure. Here it is. It still doesn't work.	Клиент: Да, конечно. Вот он. Он все также не работает.
Bank officer: I'm awfully sorry for inconvenience. Perhaps, this ATM-machine really doesn't work. We have another one outside. Would you like to try that one?	Работник банка 2: Приношу свои извинения за неудобства. Возможно, этот банкомат действительно не работает. У нас есть еще один снаружи. Хотите попробовать его?
Customer: Certainly, I'll try it. Thanks for your help.	Клиент: Конечно, я попробую его. Спасибо за помощь.
Bank officer: You're welcome, sir. Please, ask if you have any further questions.	Работник банка 2: Не за что, сэр. Пожалуйста, обращайтесь, если возникнут еще какие-либо вопросы.

## 4. КОНТРОЛЬНО- ИЗМЕРИТЕЛЬНЫЕ МАТЕРИАЛЫ (далее -КИМ) ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ПО УЧЕБНОЙ ДИСЦИПЛИНЕ

Предметом оценки является результат освоения основных видов учебной деятельности обучающихся в форме дифференцированного зачета.

Оценка освоения дисциплины предусматривает использование пятибалльной системы.

**Формируемые ОК, ЛР:** ОК 1-12, ЛР 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15.

Материал к дифференцированному зачету  
для проведения промежуточной аттестации в ГБПОУ РО «МАПТ»  
за 2 полугодие 20\_\_-20\_\_ учебного года 1 курса  
по дисциплине «Иностранный язык» (английский язык)

### I variant

#### ❖ READING COMPREHENSION

ПРОЧИТАЙТЕ ТЕКСТ И ВЫПОЛНИТЕ К НЕМУ ЗАДАНИЯ НИЖЕ

#### Going in for Sports

At the end of the week Father usually gets good ideas. Last Saturday when he was looking through the newspaper he found an article about skiing. He read it and said: "I don't remember when we last went skiing. What about trying it tomorrow?"

Everybody liked the idea so we started our preparations immediately. All of us wanted to look smart. Jane took out her sports clothes. Mother sent me out to buy skiing caps. When I came back she was mending Father's old trousers. She got angry when she saw the caps as they were all the same colour.

Late at night our clothes were ready and we could go to bed.

At 10 o'clock in the morning I suddenly woke up. The women were still sleeping. "Wake up everybody," I shouted. "Stop joking in a silly way," Mother said from her bedroom. "What about skiing?" I asked Father who was coming out of the bathroom. He paid no attention to my words. At breakfast he was reading his morning newspaper as usual and suddenly exclaimed: "Look, they say, swimming is the best way of losing weight. What about trying it?"

#### ❖ CHECKING COMPREHENSION

ВЫБЕРИ ПРАВИЛЬНЫЙ ОТВЕТ НА ВОПРОС

**1. Where did the father get his idea of skiing from?**

- a) a newspaper article
- b) a television programme
- c) a sports review
- d) a radio report

**2. Why did the family start their preparations immediately?**

- a) They were a sporty sort of people.
- b) They wanted to look smart.
- c) They liked the idea of skiing.
- d) They didn't want to waste time.

**3. What happened in the morning?**

- a) The family went skiing.
- b) The family went swimming.
- c) The family was ready for skiing.
- d) The family wasn't going to ski.

4. What did the father say to the boy's question about skiing?

- a) He asked him to stop joking.
- b) He didn't say anything.
- c) He told the son that he didn't like the idea of skiing.
- d) He answered that they would go skiing next Saturday.

5. Что означает слово **'to mend trousers'**?

- a) to clean trousers
- b) to wash trousers
- c) to press trousers
- d) to repair trousers

6. Найдите предложение во времени **Past Continuous**

- a) I don't remember when we last went skiing.
- b) "Stop joking in a silly way," Mother said from her bedroom.
- c) At breakfast lie was reading his morning newspaper as usual.
- d) Swimming is the best way of losing weight.

❖ **USE OF ENGLISH (GRAMMAR AND VOCABULARY)**

ВЫБЕРИТЕ ПРАВИЛЬНОЕ ВОПРОСИТЕЛЬНОЕ СЛОВО ДЛЯ ДАННОГО ПРЕДЛОЖЕНИЯ

7. \_\_\_\_\_ holiday do English people celebrate in October?

- a/ which
- b/ when
- c/ where
- d/ how
- e/ what

ПОДБЕРИТЕ ВЕРНЫЙ ПЕРЕВОД УКАЗАННОГО ПРЕДЛОЖЕНИЯ

8. *My mother's hair is as long as my sister's hair.*

- a/ Мои волосы длиннее, чем волосы моей мамы.
- b/ Волосы моей сестры длиннее, чем волосы моей мамы.
- c/ Волосы моей мамы длиннее, чем волосы моей сестры.
- d/ Волосы моей мамы такие же длинные, как волосы моей сестры.
- e/ Волосы моей мамы не такие же длинные, как волосы мой сестры.

НА КАКОЙ ИЗ 5 ВОПРОСОВ МОЖНО ДАТЬ ПРЕДЛАГАЕМЫЙ ОТВЕТ

9. *It has three stripes on it.*

- a/ What does the Russian flag have?
- b/ What does the American flag have?
- c/ How is the American flag called?
- d/ What colour are the stripes on the American flag?
- e/ How many stripes does the Russian flag have?

ВЫБЕРИТЕ ПРАВИЛЬНУЮ ФОРМУ ПРИЧАСТИЯ В СКОБКАХ

10. The boy \_\_\_\_\_ (a/ writing, b/ written) the text is my brother.

11. The floor \_\_\_\_\_ (a/ washing, b/ washed) by Helen looked very clean.

12. We listened to the girls \_\_\_\_\_ (a/ singing, b/ sung) Russian folk songs.

ЗАПОЛНИТЕ ПРОПУСКИ В ПРЕДЛОЖЕНИЯХ МЕСТОИМЕНИЯМИ, ОТНОСЯЩИМИСЯ К ВЫДЕЛЕННЫМ СЛОВАМ

*me her him he it ~~us~~ them they*

*Example: Bill and I went to a concert. Jim met us there.*

13. I recorded **my first album** when I was 10, and people loved \_\_\_\_\_!
14. Mozart composed **many songs**, but we don't have all of \_\_\_\_\_.
15. **My parents** love rap music. \_\_\_\_\_ bought the new Eminem album!
16. **Madonna** is very famous. Everybody knows \_\_\_\_\_.
17. I saw **Justin Timberlake** in a shop and took a photo of \_\_\_\_\_.
18. **Elvis Presley** didn't only record songs - \_\_\_\_\_ also made films.
19. I was singing on the beach and a pop manager gave \_\_\_\_\_ a recording contract.

ПЕРЕВЕДИТЕ СЛЕДУЮЩИЕ ПРЕДЛОЖЕНИЯ НА РУССКИЙ ЯЗЫК

20. **The radio needs repairing.**

21. **He started reading the book after we came in.**

22. **Having translated the text I started watching TV.**

23. **My wish is getting there in time.**

24. **Please excuse me for waiting you so long.**

❖ **WRITING**

25. **Заполните свою визитную карточку**

**Identity Card**

<b>First name</b>	
<b>Surname</b>	
<b>Citizenship</b>	
<b>Nationality</b>	
<b>Occupation</b>	
<b>Town, village</b>	
<b>Telephone number</b>	
<b>Signed</b>	
<b>Date</b>	

**II variant**

❖ **READING COMPREHENSION**

ПРОЧИТАЙТЕ ТЕКСТ И ВЫПОЛНИТЕ К НЕМУ ЗАДАНИЯ НИЖЕ

**Going in for Sports**

At the end of the week Father usually gets good ideas. Last Saturday when he was looking through the newspaper he found an article about skiing. He read it and said: "I don't remember when we last went skiing. What about trying it tomorrow?"

Everybody liked the idea so we started our preparations immediately. All of us wanted to look smart. Jane took out her sports clothes. Mother sent me out to buy skiing caps. When I came back she was mending Father's old trousers. She got angry when she saw the caps as they were all the same colour.

Late at night our clothes were ready and we could go to bed.

At 10 o'clock in the morning I suddenly woke up. The women were still sleeping. "Wake up everybody," I shouted. "Stop joking in a silly way," Mother said from her bedroom. "What about skiing?" I asked Father who was coming out of the bathroom. He paid no attention to my words. At breakfast he was reading his morning newspaper as usual and suddenly exclaimed: "Look, they say, swimming is the best way of losing weight. What about trying it?"

❖ **CHECKING COMPREHENSION**

ВЫБЕРИ ПРАВИЛЬНЫЙ ОТВЕТ НА ВОПРОС

1. **Where did the father get his idea of skiing from?**

- e) a newspaper article
- f) a television programme
- g) a sports review
- h) a radio report

2. **Why did the family start their preparations immediately?**

- e) They were a sporty sort of people.
- f) They wanted to look smart.
- g) They liked the idea of skiing.
- h) They didn't want to waste time.

3. **What happened in the morning?**

- e) The family went skiing.
- f) The family went swimming.
- g) The family was ready for skiing.
- h) The family wasn't going to ski.

4. **What did the father say to the boy's question about skiing?**

- e) He asked him to stop joking.
- f) He didn't say anything.
- g) He told the son that he didn't like the idea of skiing.
- h) He answered that they would go skiing next Saturday.

5. **Что означает слово 'to mend trousers'?**

- e) to clean trousers
- f) to wash trousers
- g) to press trousers
- h) to repair trousers

6. **Найдите предложение во времени Past Continuous**

- e) I don't remember when we last went skiing.
- f) "Stop joking in a silly way," Mother said from her bedroom.
- g) At breakfast lie was reading his morning newspaper as usual.
- h) Swimming is the best way of losing weight.

❖ **USE OF ENGLISH (GRAMMAR AND VOCABULARY)**

**ВЫБЕРИТЕ ПРАВИЛЬНОЕ ВОПРОСИТЕЛЬНОЕ СЛОВО ДЛЯ ДАННОГО ПРЕДЛОЖЕНИЯ**

7. \_\_\_\_\_ *do the Russians have on December 31?*

- a/ which
- b/ when
- c/ what
- d/how
- e/ where

**ПОДБЕРИТЕ ВЕРНЫЙ ПЕРЕВОД УКАЗАННОГО ПРЕДЛОЖЕНИЯ**

8. ***His brother's eyes aren't as blue as my sister's eyes.***

- a/ Глаза его брата темно-голубого цвета, как глаза моей сестры.
- b/ Глаза моей сестры не такие синие, как глаза его брата.
- c/ Глаза его брата не такие синие, как глаза моей сестры.
- d/ Глаза его брата такие же синие, как глаза моей сестры.
- e/ Глаза моей сестры такого же синего цвета, как глаза его брата.

**НА КАКОЙ ИЗ 5 ВОПРОСОВ МОЖНО ДАТЬ ПРЕДЛАГАЕМЫЙ ОТВЕТ**

9. ***It is white, blue and red.***

- a/ What does the Russian flag have?
- b/ What does the American flag have?

- c/ How is the American flag called?
- d/ What colour is the Russian flag?
- e/ How many stripes does the Russian flag have?

**ВЫБЕРИТЕ ПРАВИЛЬНУЮ ФОРМУ ПРИЧАСТИЯ В СКОБКАХ**

- 10. The girls \_\_\_\_\_ (a/ danced, b/ danced) in the room are my best friends.
- 11. The flowers \_\_\_\_\_ (a/ watered, b/ watering) by Jane are beautiful.
- 12. The book \_\_\_\_\_ (a/ writing, b/ written) in German is very interesting.

**ЗАПОЛНИТЕ ПРОПУСКИ В ПРЕДЛОЖЕНИЯХ МЕСТОИМЕНИЯМИ, ОТНОСЯЩИМИСЯ К ВЫДЕЛЕННЫМ СЛОВАМ**

*me he it me ~~us~~ them they we*

*Example: Bill and I* went to a concert. Jim met us there.

- 13. I took **many photos** last summer, and my parents loved \_\_\_\_\_!
- 14. I cooked **lunch**, but my brother didn't love \_\_\_\_\_.
- 15. My **sisters** love jazz. \_\_\_\_\_ listen to it every day!
- 16. I saw **Peter at school** and he gave \_\_\_\_\_ a textbook.
- 17. My **friend** didn't only play basketball, \_\_\_\_\_ also played volleyball.
- 18. **Bill and Tom** came to me yesterday and \_\_\_\_\_ had a great time! It was amazing!
- 19. "Show \_\_\_\_\_ your picture", I asked Tim.

**ПЕРЕВЕДИТЕ СЛЕДУЮЩИЕ ПРЕДЛОЖЕНИЯ НА РУССКИЙ ЯЗЫК**

20. **Having done the exercise I started watching TV.**

21. **Tom started reading the book after his friends came in.**

22. **My wish is getting there in time.**

23. **Do you mind my opening the window?**

24. **The TV needs repairing.**

**❖ WRITING**

25. **Заполните свою визитную карточку**

**Identity Card**

<b>First name</b>	
<b>Surname</b>	
<b>Citizenship</b>	
<b>Nationality</b>	
<b>Occupation</b>	
<b>Town, village</b>	
<b>Telephone number</b>	
<b>Signed</b>	
<b>Date</b>	

## 4.2 КРИТЕРИИ ОЦЕНКИ

### Пакет экзаменатора

Результаты освоения (объекты оценки)	Критерии оценки результата	Отметка о выполнении
<p>- оценка выборочного, частичного и относительно полного понимания чтения текстов ([научно-популярных, технических ), используя основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое) в зависимости от коммуникативной задачи;</p> <p>- оценка заполнения различных видов анкет, сообщения сведений о себе в форме, принятой в стране/странах изучаемого языка; – перечисление, формулирования языкового материала: идиоматических выражений, оценочной лексики, единиц речевого этикета и обслуживающие ситуации общения в рамках изучаемых тем;</p> <p>– оценка определения и воспроизведения значений изученных глагольных форм (видо-временных, неличных), средств и способов выражения модальности; условий, предположения, причин, следствия, побуждения к действию;</p> <p>– оценка установления соответствия и различий, обобщения, выбора, перевода значения лексических единиц, связанных с тематикой данного этапа и с</p>	<p><b>Критерии оценки лексико-грамматического аспекта письменной работы</b> (лексика, грамматика и орфография)</p> <ul style="list-style-type: none"><li>- Знание грамматических правил и конструкций в рамках работы.</li><li>- Знание лексики.</li><li>- Структурирование предложений.</li><li>- Адекватность ответов на поставленные вопросы.</li><li>- Точность и полнота ответов.</li><li>- Оформление работы.</li></ul> <p><b>Оценка «5»</b> Обучаемый показал знание большого запаса лексики и успешно использовал ее с учетом норм иностранного языка. Практически нет грамматических и орфографических ошибок.</p> <p><b>Оценка «4»</b> Обучаемый использовал достаточный объем лексики, допуская отдельные неточности в употреблении слов. В работе имеются незначительные грамматические или орфографические ошибки, которые не мешают пониманию текста.</p> <p><b>Оценка «3»</b> Обучаемый использовал ограниченный запас слов, не всегда соблюдая нормы иностранного языка. В работе встречаются грамматические или орфографические ошибки, которые могут приводить к непониманию текста.</p> <p><b>Оценка «2»</b> Обучаемый не обладает необходимым запасом слов. Грамматические правила, правила орфографии и пунктуации не соблюдаются.</p> <p><b>Оценка «1»</b> Обучаемый не приступал к заданию.</p>	

соответствующими заданными ситуациями; оценка дифференцирования, указания, отбора, сравнения значений грамматических явлений;

– оценка выбора, установления соответствия и различий лингвострановедческой, страноведческой и социокультурной информации в рамках тематики и проблематики речевого общения

### **Чтение и понимание иноязычных текстов**

*Чтение с пониманием основного содержания прочитанного (ознакомительное)*

**Оценка «5»** ставится обучаемому, если он понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста, либо по словообразовательным элементам, либо по сходству с родным языком. Скорость чтения иноязычного текста может быть несколько замедленной по сравнению с той, с которой обучаемый читает на родном языке. Заметим, что скорость чтения на родном языке у обучающихся разная.

**Оценка «4»** ставится обучаемому, если он понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю, а темп чтения более замедленен.

**Оценка «3»** ставится обучаемому, который не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка.

**Оценка «2»** выставляется обучаемому в том случае, если он не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать незнакомую лексику.

*Чтение с полным пониманием содержания (изучающее)*

**Оценка «5»** ставится обучаемому, когда он полностью понял несложный оригинальный текст (публицистический, научно-популярный; инструкцию или отрывок из туристического проспекта). Он использовал при этом все известные приемы, направленные на понимание читаемого (смысловую догадку, анализ).

**Оценка «4»** выставляется обучаемому, если он полностью понял текст, но многократно обращался к словарю.

	<p><b>Оценка «3»</b> ставится, если обучаемый понял текст не полностью, не владеет приемами его смысловой переработки.</p> <p><b>Оценка «2»</b> ставится в том случае, когда текст обучаемым не понят. Он с трудом может найти незнакомые слова в словаре.</p> <p><i>Чтение с нахождением интересующей или нужной информации (просмотровое)</i></p> <p><b>Оценка «5»</b> ставится обучаемому, если он может достаточно быстро просмотреть несложный оригинальный текст (типа расписания поездов, меню, программы телепередач) или несколько небольших текстов и выбрать правильно запрашиваемую информацию.</p> <p><b>Оценка «4»</b> ставится обучаемому при достаточно быстром просмотре текста, но при этом он находит только примерно 2/3 заданной информации.</p> <p><b>Оценка «3»</b> выставляется, если обучаемый находит в данном тексте (или данных текстах) примерно 1/3 заданной информации.</p> <p><b>Оценка «2»</b> выставляется в том случае, если обучаемый практически не ориентируется в тексте.</p>	
--	--	--

#### Условия выполнения заданий

**Время выполнения задания:** 90 мин.

**Требования охраны труда:** нет

**Оборудование:** дифференцированный зачет проводится в учебной аудитории с наличием рабочих мест для каждого студента. Студентам выдаётся печатный бланк с заданиями, а также лист для черновых записей, который по окончании зачета возвращается преподавателю в аудитории. Черновые записи при проверке не рассматриваются. Студент, выполняющий работу в письменной форме, должен иметь при себе ручку с синей пастой. Тематика, присутствующая в тексте и заданиях, а также лексико-грамматический материал, включённых в работу, соответствует пройденному программному материалу. Выбранный отрывок задания по чтению должен характеризоваться:

- законченностью, внешней связностью и внутренней осмысленностью;
- содержание должно учитывать возрастные особенности обучающихся, не должно выходить за рамки коммуникативного, читательского и жизненного опыта обучаемого;
- содержание не должно дискриминировать обучаемых по религиозному, национальному и другим признакам.

**Литература** для экзаменуемых: англо-русский/русско-английский словарь