

Министерство образования и науки Тамбовской области
Тамбовское областное государственное бюджетное
профессиональное образовательное учреждение
«Мичуринский агросоциальный колледж»
(ТОГБПОУ «Мичуринский агросоциальный колледж»)

РАССМОТРЕНО

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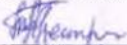
Управляющим советом

Протокол № 10 от 22.05 2023 г.

СОГЛАСОВАНО

Директор МБОУ

Кочетовская СОШ


 Т.А. Петрищева

«22» 05 2023 г.

УТВЕРЖДАЮ

Директор ТОГБПОУ

«Мичуринский агросоциальный
колледж»

 О.В. Котельникова

«22» 05 2023 г.


Фонд оценочных средств
учебной дисциплины
БД.03 Иностранный язык (английский)
программы подготовки квалифицированных рабочих, должности служащих
по профессии
09.01.03 Оператор информационных систем и ресурсов

РАССМОТРЕНО

На заседании методического объединения

гуманитарного цикла

Протокол № 10 от 22.05 2023 г.

Председатель  Е.А. Солопова

Фонд оценочных средств разработан на основе Федерального государственного образовательного стандарта среднего профессионального образования по профессии 09.01.03 Оператор информационных систем и ресурсов

Разработчик:

Щетинина Ольга Сергеевна,

преподаватель ТОГБПОУ «Мичуринский агросоциальный колледж»

Рассмотрена на заседании предметно-цикловой специальности 43.02.10 Туризм и 42.02.01 Реклама
Протокол № 11 от 19.05. 2023г.
Председатель ОЩ /Щетинина О.С./

Согласовано:

Зам. директора по УПР

С.Ю. Гусельникова С.Ю. Гусельникова

« 22 » 05 2023 г.

I. Паспорт фонда оценочных средств

1. Область применения фонда оценочных средств

Фонд оценочных средств предназначен для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины БД.03 Иностранный язык (английский).

Фонд оценочных средств включает контрольные материалы для проведения текущего контроля и промежуточной аттестации в форме дифференцированного зачета.

Фонд оценочных средств (далее – ФОС) представлен в виде междисциплинарных заданий, направленный на контроль качества и управление процессами достижения ЛР, МР и ПР, а также создание условий для формирования ОК и (или) ПК у обучающихся посредством промежуточной аттестации. ФОС разрабатывается с опорой на синхронизированные образовательные результаты, с учетом профиля обучения, уровня освоения общеобразовательной дисциплины «Иностранный язык (английский)» и профессиональной направленности образовательной программы по профессии 09.01.03 Оператор информационных систем и ресурсов.

Фонд оценочных средств разработан на основании: основной профессиональной образовательной программы по профессии 09.01.03 Оператор информационных систем и ресурсов;

программы учебной дисциплины БД.03 Иностранный язык (английский).

Наименование объектов контроля и оценки (объекты оценивания) ¹	Основные показатели оценки результата и их критерии	Тип задания; № задания	Форма аттестации (в соответствии с учебным планом)
У1 общаться устно и письменно на иностранном языке на профессиональные и повседневные темы	Общается устно и письменно на иностранном языке в рамках изучаемых тем;	Тестовые задания по теме, практическое задание	Дифференцированный зачет
У2 переводить со словарём иностранные тексты профессиональной направленности;	Переводит со словарём иностранные тексты профессиональной направленности	Тестовые задания по теме, практическое задание	
У3 самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас	Самостоятельно пополняет словарный запас	Тестовые задания по теме, практическое задание	
У4 вести диалог (диалог–расспрос, диалог–обмен мнениями/суждениями, диалог–побуждение к действию, этикетный диалог и их комбинации) в ситуациях официального и	Понимает значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими	Тестовые задания по теме, практическое задание	

¹ Личностные результаты обучающихся в соответствии с Рабочей программой воспитания по профессии СПО 09.01.03 Оператор информационных систем и ресурсов учитываются в ходе оценки результатов освоения учебной дисциплины.

<p>неофициального общения в бытовой, социокультурной и учебно-трудовой сферах, используя аргументацию,</p>	<p>ситуациями общения; Поддерживает диалог (диалог– расспрос, диалог–обмен мнениями/суждениями , диалог– побуждение к действию, этикетный диалог и их комбинации) в ситуациях официального и неофициального общения в бытовой, социокультурной и учебнотрудовой сферах</p>		
<p>31 лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.</p>	<p>демонстрирует знания актуального профессионального и социального контекста, в котором необходимо вести профессиональную деятельность;</p>	<p>Тестовые задания по теме, практическое задание</p>	
<p>32 значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения;</p>	<p>демонстрирует знания основных источников информации и ресурсы для решения задач и проблем в профессиональном и/или социальном контексте;</p>	<p>Тестовые задания по теме, практическое задание</p>	
<p>33 языковой материал: идиоматические выражения, оценочную лексику, единицы речевого этикета, перечисленные в разделе «Языковой материал» и обслуживающие ситуации общения в рамках изучаемых тем;</p>	<p>Владеет языковым материалом в рамках изучаемых тем;</p>	<p>Тестовые задания по теме, практическое задание</p>	
<p>34 новые значения изученных глагольных форм (видовременных, неличных), средства и способы выражения модальности; условия, предположения, причины, следствия, побуждения к действию;</p>	<p>Имеет представление об изученных глагольных формах (видовременных, неличных), способах выражения модальности; условиях, предположениях, причинах, следствиях, побуждениях к действию;</p>	<p>Тестовые задания по теме, практическое задание</p>	

35 лингвострановедческую, страноведческую и социокультурную информацию, расширенную за счет новой тематики и проблематики речевого общения;	Владеет лингвострановедческой, страноведческой и социокультурной информацией	Тестовые задания по теме, практическое задание	
36 тексты, построенные на языковом материале повседневного и профессионального общения, в том числе инструкции и нормативные документы по профессиям СПО	Имеет представление об общем содержании текстов, построенных на языковом материале повседневного и профессионального общения	Тестовые задания по теме, практическое задание	
ОК 01. Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам;	Экспертное наблюдение и оценивание выполнения индивидуальных и групповых заданий. Оценка результата выполнения практических работ. Текущий контроль в форме собеседования, решения ситуационных задач	Тестовые задания по теме, практическое задание	
ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности;	Экспертное наблюдение и оценивание выполнения индивидуальных и групповых заданий. Оценка результата выполнения практических работ. Текущий контроль в форме собеседования, решения ситуационных задач	Тестовые задания по теме, практическое задание	
ОК 04. Эффективно взаимодействовать и работать в коллективе и команде;	Экспертное наблюдение и оценивание выполнения индивидуальных и групповых заданий. Оценка результата выполнения практических работ. Текущий контроль в форме собеседования, решения	Тестовые задания по теме, практическое задание	

	ситуационных задач		
ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.	Экспертное наблюдение и оценивание выполнения индивидуальных и групповых заданий. Оценка результата выполнения практических работ. Текущий контроль в форме собеседования, решения ситуационных задач		
ПК 1.1. Выполнять ввод и обработку текстовых данных.	Экспертное наблюдение и оценивание выполнения индивидуальных и групповых заданий. Оценка результата выполнения практических работ. Текущий контроль в форме собеседования, решения ситуационных задач	Тестовые задания по теме, практическое задание	
ПК 1.3. Выполнять разметку и форматирование документов различных форматов	Экспертное наблюдение и оценивание выполнения индивидуальных и групповых заданий. Оценка результата выполнения практических работ. Текущий контроль в форме собеседования, решения ситуационных задач	Тестовые задания по теме, практическое задание	
ПК 1.6. Формировать запросы для получения информации в базах данных.	Экспертное наблюдение и оценивание выполнения индивидуальных и групповых заданий. Оценка результата выполнения практических работ. Текущий контроль в форме собеседования, решения ситуационных задач	Тестовые задания по теме, практическое задание	

	ситуационных задач		
ПК 2.1. Использовать систему электронного документооборота.	Экспертное наблюдение и оценивание выполнения индивидуальных и групповых заданий. Оценка результата выполнения практических работ. Текущий контроль в форме собеседования, решения ситуационных задач	Тестовые задания по теме, практическое задание	
ПК 2.2. Сопровождать документы с электронно-цифровой подписью.	Экспертное наблюдение и оценивание выполнения индивидуальных и групповых заданий. Оценка результата выполнения практических работ. Текущий контроль в форме собеседования, решения ситуационных задач	Тестовые задания по теме, практическое задание	
<p>ЛР1.1. сформированность гражданской позиции обучающегося как активного и ответственного члена российского общества;</p> <p>ЛР1.2. осознание своих конституционных прав и обязанностей, уважение закона и правопорядка;</p> <p>ЛР1.3. принятие традиционных национальных, общечеловеческих гуманистических и демократических ценностей;</p> <p>ЛР1.4. готовность противостоять идеологии экстремизма, национализма, ксенофобии, дискриминации по социальным, религиозным, расовым, национальным признакам;</p> <p>ЛР1.5. готовность вести совместную деятельность в интересах гражданского общества; участвовать в самоуправлении в школе и детско-юношеских организациях;</p> <p>ЛР1.6. умение взаимодействовать с социальными институтами в</p>	Экспертное наблюдение и оценивание выполнения индивидуальных и групповых заданий. Оценка результата выполнения практических работ. Текущий контроль в форме собеседования, решения ситуационных задач	Тестовые задания по теме, практическое задание	

<p>соответствии с их функциями и назначением;</p> <p>ЛР1.7. готовность к гуманитарной и волонтерской деятельности.</p> <p>ЛР2.1. сформированность российской гражданской идентичности, патриотизма, уважения к своему народу, чувства ответственности перед Родиной, гордости за свой край, свою Родину, свой язык и культуру; прошлое и настоящее многонационального народа России;</p> <p>ЛР2.2. ценностное отношение к государственным символам, историческому и природному наследию, памятникам, традициям народов России; достижениям России в науке, искусстве, спорте, технологиях, труде;</p> <p>ЛР2.3. идейную убежденность, готовность к служению и защите Отечества, ответственность за его судьбу.</p> <p>ЛР3.1. осознание духовных ценностей российского народа;</p> <p>ЛР3.2. сформированность нравственного сознания, этического поведения;</p> <p>ЛР3.3. способность оценивать ситуацию и принимать осознанные решения, ориентируясь на морально-нравственные нормы и ценности;</p> <p>ЛР3.4. осознание личного вклада в построение устойчивого будущего;</p> <p>ЛР3.5. ответственное отношение к своим родителям, созданию семьи на основе осознанного принятия ценностей семейной жизни в соответствии с традициями народов России.</p> <p>ЛР4.1. эстетическое отношение к миру, включая эстетику быта, научного и технического творчества, спорта, труда, общественных отношений;</p> <p>ЛР4.2. способность воспринимать различные виды искусства, традиции и творчество своего и других народов; ощущать эмоциональное воздействие искусства;</p> <p>ЛР4.3. убежденность в значимости</p>			
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<p>для личности и общества отечественного и мирового искусства, этнических культурных традиций и народного творчества;</p> <p>ЛР4.4. готовность к самовыражению в разных видах искусства; стремление проявлять качества творческой личности.</p> <p>ЛР5.1. сформированность здорового и безопасного образа жизни, ответственного отношения к своему здоровью;</p> <p>ЛР5.2. потребность в физическом совершенствовании, занятиях спортивно-оздоровительной деятельностью;</p> <p>ЛР5.3. активное неприятие вредных привычек и иных форм причинения вреда физическому и психическому здоровью.</p> <p>ЛР6.1. готовность к труду, осознание приобретённых умений и навыков, трудолюбие;</p> <p>ЛР6.2. готовность к активной деятельности технологической и социальной направленности; способность инициировать, планировать и самостоятельно выполнять такую деятельность;</p> <p>ЛР6.3. интерес к различным сферам профессиональной деятельности, умение совершать осознанный выбор будущей профессии и реализовывать собственные жизненные планы;</p> <p>ЛР6.4. готовность и способность к образованию и самообразованию на протяжении всей жизни.</p> <p>ЛР7.1. сформированность экологической культуры, понимание влияния социально-экономических процессов на состояние природной и социальной среды; осознание глобального характера экологических проблем;</p> <p>ЛР7.2. планирование и осуществление действий в окружающей среде на основе знания целей устойчивого развития человечества;</p> <p>ЛР7.3. активное неприятие действий, приносящих вред окружающей среде; умение прогнозировать</p>			
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<p>неблагоприятные экологические последствия предпринимаемых действий, предотвращать их;</p> <p>ЛР7.4. расширение опыта деятельности экологической направленности.</p> <p>ЛР8.1. сформированность мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, способствующего осознанию своего места в поликультурном мире;</p> <p>ЛР8.2. совершенствование языковой и читательской культуры как средства взаимодействия между людьми и познанием мира;</p> <p>ЛР8.3 осознание ценности научной деятельности; готовность осуществлять проектную и исследовательскую деятельность индивидуально и в группе.</p>			
<p>УПд1.1. самостоятельно формулировать и актуализировать проблему, рассматривать её всесторонне;</p> <p>УПд1.2. устанавливать существенный признак или основания для сравнения, классификации и обобщения;</p> <p>УПд1.3. определять цели деятельности, задавать параметры и критерии их достижения;</p> <p>УПд1.4. выявлять закономерности и противоречия в рассматриваемых явлениях;</p> <p>УПд1.5. разрабатывать план решения проблемы с учётом анализа имеющихся материальных и нематериальных ресурсов;</p> <p>УПд1.6. вносить коррективы в деятельность, оценивать соответствие результатов целям, оценивать риски последствий деятельности;</p> <p>УПд1.7. координировать и выполнять работу в условиях реального, виртуального и комбинированного взаимодействия;</p> <p>УПд1.8. развивать креативное мышление при решении жизненных проблем;</p>	<p>Экспертное наблюдение и оценивание выполнения индивидуальных и групповых заданий. Оценка результата выполнения практических работ. Текущий контроль в форме собеседования, решения ситуационных задач</p>	<p>Тестовые задания по теме, практическое задание</p>	

<p>УПд2.1. владеть навыками учебно-исследовательской и проектной деятельности, навыками разрешения проблем; способностью и готовностью к самостоятельному поиску методов решения практических задач, применению различных методов познания;</p> <p>УПд2.2. овладение видами деятельности по получению нового знания, его интерпретации, преобразованию и применению в различных учебных ситуациях (в том числе при создании учебных и социальных проектов);</p> <p>УПд2.3. формирование научного типа мышления, владение научной терминологией, ключевыми понятиями и методами;</p> <p>УПд2.4. ставить и формулировать собственные задачи в образовательной деятельности и жизненных ситуациях;</p> <p>УПд2.5. выявлять причинно-следственные связи и актуализировать задачу, выдвигать гипотезу её решения, находить аргументы для доказательства своих утверждений, задавать параметры и критерии решения;</p> <p>УПд2.6. анализировать полученные в ходе решения задачи результаты, критически оценивать их достоверность, прогнозировать изменение в новых условиях;</p> <p>УПд2.7. давать оценку новым ситуациям, оценивать приобретённый опыт;</p> <p>УПд2.8. осуществлять целенаправленный поиск переноса средств и способов действия в профессиональную среду;</p> <p>УПд2.9. уметь переносить знания в познавательную и практическую области жизнедеятельности;</p> <p>УПд2.10. уметь интегрировать знания из разных предметных областей;</p> <p>УПд2.11. выдвигать новые идеи, предлагать оригинальные подходы и решения; ставить проблемы и задачи, допускающие альтернативные</p>			
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<p>решения;</p> <p>УПд3.1. владеть навыками получения информации из источников разных типов, самостоятельно осуществлять поиск, анализ, систематизацию и интерпретацию информации различных видов и форм представления;</p> <p>УПд3.2. создавать тексты в различных форматах с учётом назначения информации и целевой аудитории, выбирая оптимальную форму представления и визуализации;</p> <p>УПд3.3. оценивать достоверность, легитимность информации, её соответствие правовым и морально-этическим нормам;</p> <p>УПд3.4. использовать средства информационных и коммуникационных технологий в решении когнитивных, коммуникативных и организационных задач с соблюдением требований эргономики, техники безопасности, гигиены, ресурсосбережения, правовых и этических норм, норм информационной безопасности;</p> <p>УПд3.5. владеть навыками распознавания и защиты информации, информационной безопасности личности.</p>			
<p>УКд1.1. осуществлять коммуникации во всех сферах жизни;</p> <p>УКд1.2. распознавать невербальные средства общения, понимать значение социальных знаков, распознавать предпосылки конфликтных ситуаций и смягчать конфликты;</p> <p>УКд1.3. владеть различными способами общения и взаимодействия; аргументированно вести диалог, уметь смягчать конфликтные ситуации;</p> <p>УКд1.4. развёрнуто и логично излагать свою точку зрения с использованием языковых средств;</p> <p>УКд2.1. понимать и использовать преимущества командной и</p>	<p>Экспертное наблюдение и оценивание выполнения индивидуальных и групповых заданий. Оценка результата выполнения практических работ. Текущий контроль в форме собеседования, решения ситуационных задач</p>	<p>Тестовые задания по теме, практическое задание</p>	

<p>индивидуальной работы;</p> <p>УКд2.2. выбирать тематику и методы совместных действий с учётом общих интересов и возможностей каждого члена коллектива;</p> <p>УКд2.3. принимать цели совместной деятельности, организовывать и координировать действия по её достижению: составлять план действий, распределять роли с учётом мнений участников, обсуждать результаты совместной работы;</p> <p>УКд2.4. оценивать качество вклада своего и каждого участника команды в общий результат по разработанным критериям;</p> <p>УКд2.5. предлагать новые проекты, оценивать идеи с позиции новизны, оригинальности, практической значимости;</p> <p>УКд2.6. осуществлять позитивное стратегическое поведение в различных ситуациях; проявлять творчество и воображение, быть инициативным.</p>			
<p>УРд1.1. самостоятельно осуществлять познавательную деятельность, выявлять проблемы, ставить и формулировать собственные задачи в образовательной деятельности и жизненных ситуациях;</p> <p>УРд1.2. самостоятельно составлять план решения проблемы с учётом имеющихся ресурсов, собственных возможностей и предпочтений;</p> <p>УРд1.3. давать оценку новым ситуациям;</p> <p>УРд1.4. расширять рамки учебного предмета на основе личных предпочтений;</p> <p>УРд1.5. делать осознанный выбор, аргументировать его, брать ответственность за решение;</p> <p>УРд1.6. оценивать приобретённый опыт;</p> <p>УРд1.7. способствовать формированию и проявлению широкой эрудиции в разных областях знаний; постоянно повышать свой образовательный и</p>	<p>Экспертное наблюдение и оценивание выполнения индивидуальных и групповых заданий. Оценка результата выполнения практических работ. Текущий контроль в форме собеседования, решения ситуационных задач</p>	<p>Тестовые задания по теме, практическое задание</p>	

<p>культурный уровень; УРд2.1. давать оценку новым ситуациям, вносить коррективы в деятельность, оценивать соответствие результатов целям; УРд2.2. владеть навыками познавательной рефлексии как осознанием совершаемых действий и мыслительных процессов, их результатов и оснований; использовать приёмы рефлексии для оценки ситуации, выбора верного решения; УРд2.3. уметь оценивать риски и своевременно принимать решения по их снижению; УРд2.4. принимать мотивы и аргументы других при анализе результатов деятельности; УРд3.1. принимать себя, понимая свои недостатки и достоинства; УРд3.2. принимать мотивы и аргументы других при анализе результатов деятельности; УРд3.3. признавать своё право и право других на ошибки; УРд3.4. развивать способность понимать мир с позиции другого человека.</p>			
<p>ПРБ1) овладение основными видами речевой деятельности в рамках следующего тематического содержания речи: Межличностные отношения в семье, с друзьями и знакомыми. Конфликтные ситуации, их предупреждение и разрешение. Внешность и характер человека и литературного персонажа. Повседневная жизнь. Здоровый образ жизни. Школьное образование. Выбор профессии. Альтернативы в продолжении образования. Роль иностранного языка в современном мире. Молодежь в современном обществе. Досуг молодежи. Природа и экология. Технический прогресс, современные средства информации и коммуникации, Интернет-безопасность. Родная страна и страна/страны изучаемого языка. Выдающиеся люди родной страны и страны/стран изучаемого языка:</p>	<p>Экспертное наблюдение и оценивание выполнения индивидуальных и групповых заданий. Оценка результата выполнения практических работ. Текущий контроль в форме собеседования, решения ситуационных задач</p>	<p>Тестовые задания по теме, практическое задание</p>	

<p>говoreние: уметь вести разные виды диалога (в том числе комбинированный) в стандартных ситуациях неофициального и официального общения объемом до 9 реплик со стороны каждого собеседника в рамках отобранного тематического содержания речи с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка;</p> <p>создавать устные связные монологические высказывания (описание/характеристика, повествование/сообщение) с изложением своего мнения и краткой аргументацией объемом 14-15 фраз в рамках отобранного тематического содержания речи; передавать основное содержание прочитанного/прослушанного текста с выражением своего отношения; устно представлять в объеме 14-15 фраз результаты выполненной проектной работы;</p> <p>аудирование: воспринимать на слух и понимать звучащие до 2,5 минут аутентичные тексты, содержащие отдельные неизученные языковые явления, не препятствующие решению коммуникативной задачи, с разной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации;</p> <p>смысловое чтение: читать про себя и понимать несложные аутентичные тексты разного вида, жанра и стиля объемом 600-800 слов, содержащие отдельные неизученные языковые явления, с различной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации, с полным пониманием прочитанного; читать несплошные тексты (таблицы, диаграммы, графики) и понимать представленную в них информацию;</p>			
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<p>письменная речь: заполнять анкеты и формуляры, сообщая о себе основные сведения, в соответствии с нормами, принятыми в стране/странах изучаемого языка; писать электронное сообщение личного характера объемом до 140 слов, соблюдая принятый речевой этикет; создавать письменные высказывания объемом до 180 слов с опорой на план, картинку, таблицу, графики, диаграммы, прочитанный/прослушанный текст; заполнять таблицу, кратко фиксируя содержание прочитанного/прослушанного текста или дополняя информацию в таблице; представлять результаты выполненной проектной работы объемом до 180 слов;</p> <p>ПРБ2) овладение фонетическими навыками: различать на слух и адекватно, без ошибок, ведущих к сбою коммуникации, произносить слова с правильным ударением и фразы с соблюдением их ритмико-интонационных особенностей, в том числе применять правило отсутствия фразового ударения на служебных словах; владеть правилами чтения и осмысленно читать вслух аутентичные тексты объемом до 150 слов, построенные в основном на изученном языковом материале, с соблюдением правил чтения и интонации; овладение орфографическими навыками в отношении изученного лексического материала; овладение пунктуационными навыками: использовать запятую при перечислении, обращении и при выделении вводных слов; апостроф, точку, вопросительный и восклицательный знаки; не ставить точку после заголовка; правильно оформлять прямую речь, электронное сообщение личного характера;</p> <p>ПРБ3) знание и понимание основных значений изученных лексических единиц (слов, словосочетаний,</p>			
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<p>речевых клише), основных способов словообразования (аффиксация, словосложение, конверсия) и особенностей структуры простых и сложных предложений и различных коммуникативных типов предложений;</p> <p>выявление признаков изученных грамматических и лексических явлений по заданным основаниям;</p> <p>ПР64) овладение навыками распознавания и употребления в устной и письменной речи не менее 1500 лексических единиц (слов, словосочетаний, речевых клише), включая 1350 лексических единиц, освоенных на уровне основного общего образования; навыками употребления родственных слов, образованных с помощью аффиксации, словосложения, конверсии;</p> <p>ПР65) овладение навыками распознавания и употребления в устной и письменной речи изученных морфологических форм и синтаксических конструкций изучаемого иностранного языка в рамках тематического содержания речи в соответствии с решаемой коммуникативной задачей;</p> <p>ПР66) овладение социокультурными знаниями и умениями: знать/понимать речевые различия в ситуациях официального и неофициального общения в рамках тематического содержания речи и использовать лексико-грамматические средства с учетом этих различий; знать/понимать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии страны/стран изучаемого языка (например, система образования, страницы истории, основные праздники, этикетные особенности общения); иметь базовые знания о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка; представлять</p>			
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<p>родную страну и ее культуру на иностранном языке; проявлять уважение к иной культуре; соблюдать нормы вежливости в межкультурном общении;</p> <p>ПР67) овладение компенсаторными умениями, позволяющими в случае сбоя коммуникации, а также в условиях дефицита языковых средств использовать различные приемы переработки информации: при говорении - переспрос; при говорении и письме - описание/перифраз/толкование; при чтении и аудировании - языковую и контекстуальную догадку;</p> <p>ПР68) развитие умения сравнивать, классифицировать, систематизировать и обобщать по существенным признакам изученные языковые явления (лексические и грамматические);</p> <p>ПР69) приобретение опыта практической деятельности в повседневной жизни: участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с использованием материалов на изучаемом иностранном языке и применением информационно-коммуникационных технологий; соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в информационно-телекоммуникационной сети "Интернет" (далее - сеть Интернет); использовать приобретенные умения и навыки в процессе онлайн-обучения иностранному языку; использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме.</p>			
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Междисциплинарные задания практической направленности

Таблица 2

№ раздела, темы	Коды образовательных результатов (ЛР, МР, ПР, ОК, ПК)	Варианты междисциплинарных заданий
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<p>Раздел 3. Иностранный язык для специальных целей</p> <p>Тема 3.1 Достижения и инновации в области науки и техники</p>	<p>ПРБ 1-9 ЛР 1.3, 2.2, 3.2, 4.3, 5.3, 6.1, 7.2, 8.1-8.3 УПд 1.1 , 1.5, 1.6, 1.8, 2.1-2.11, 3.1-3.5 УКд 1.1 – 2.6 УРд 1.1 – 3.4 ОК 02, 04, 09 ПК 1.1, 1.3, 1.6, 2.1., 2.2.</p>	<p>1. Read and translate the text</p> <p>Automation in the human's life</p> <p>Automation is the system of manufacture performing certain tasks, previously done by people, by machines only. The sequences of operations are controlled automatically.</p> <p>The term automation is also used to describe non-manufacturing systems in which automatic devices can operate independently of human control.</p> <p>Automated manufacturing had several steps in its development. Mechanization was the first step necessary in the development of automation. The simplification of work made it possible to design and build machines that resembled the motions of the worker. These specialized machines were motorized and they had better production efficiency.</p> <p>Industrial robots, originally designed only to perform simple tasks in environments dangerous to human workers, are now widely used to transfer, manipulate, and position both light and heavy workpieces performing all the functions of a transfer machine.</p> <p>In the 1920s the automobile industry for the first time used an integrated system of production. This method of production was adopted by most car manufacturers and became known as Detroit automation.</p> <p>The feedback principle is used in all automatic-control mechanisms when machines have ability to correct themselves. The feedback principle has been used for centuries. An outstanding early example is the flyball governor, invented in 1788 by James Watt to control the speed of the steam engine.</p> <p>Using feedback devices, machines can start, stop, speed up, slow down, count, inspect, test, compare, and measure. These operations are commonly applied to a wide variety of production operations.</p> <p>Computers have greatly facilitated the use of feedback in manufacturing processes.</p> <p>Another development using automation are the flexible manufacturing systems (FMS). A computer in FMS can be used to monitor and control the operation of the whole factory.</p> <p>Automation has also had an influence on the areas of the economy other than manufacturing. Small computers are used in systems called word processors, which are rapidly becoming a</p>
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		<p>standard part of the modern office. They are used to edit texts, to type letters and so on.</p> <p>The automation technology in manufacturing and assembly is widely used in car and other consumer product industries.</p> <p>Nevertheless, each industry has its own concept of automation that answers its particular production needs.</p>
<p>Тема 3.2 Машины и механизмы. Промышленное оборудование</p>	<p>ПРБ 1-9 ЛР 1.3, 2.2, 3.2, 4.3, 5.3, 6.1, 7.2, 8.1-8.3 УПд 1.1, 1.5, 1.6, 1.8, 2.1-2.11, 3.1-3.5 УКд 1.1 – 2.6 УРд 1.1 – 3.4 ОК 02, 04, 09 ПК 1.1, 1.3, 1.6, 2.1., 2.2.</p>	<p>1. Ответьте на вопросы:</p> <ol style="list-style-type: none"> 1. How are robots used in manufacturing? 2. What is «material handling»? 3. What does a robot need to be equipped with to do loading and unloading operations? 4. What does robot manipulate in robotic processing operation? 5. What is the most common application of robots in automobile manufacturing? 6. What operations could be done by robot in car manufacturing industry? 7. What are the main reasons to use robots in production? 8. How can robots inspect the quality of production? 9. What operations could be done by robots in hazardous or uncomfortable for the human workers conditions?
<p>Тема 3.3 Информационно-зависимое общество</p>	<p>ПРБ 1-9 ЛР 1.3, 2.2, 3.2, 4.3, 5.3, 6.1, 7.2, 8.1-8.3 УПд 1.1, 1.5, 1.6, 1.8, 2.1-2.11, 3.1-3.5 УКд 1.1 – 2.6 УРд 1.1 – 3.4 ОК 02, 04, 09 ПК 1.1, 1.3, 1.6, 2.1., 2.2.</p>	<p>Hardware and software repair</p> <p><i>1. Match the tool to its use</i></p> <ol style="list-style-type: none"> 1) reversible ratchet driver 2) screwdriver 3) hex key 4) pliers 5) wire cutter/stripper 6) insertion/extraction clipper 7) tweezers 8) anti-static wrist strap 9) cable tester 10) multimeter 11) system diagnostic card 12) diagnostic software <ol style="list-style-type: none"> a) used for inserting and removing fiber connectors in tight spaces b) used to prevent electrostatic discharge c) used for tightening and removing screws d) used for easy driving of screws and nuts e) used to hold small objects f) used to hold objects, cut or bend tough materials g) used to drive bolts and screws into a hexagonal socket h) used for cutting wire or removing the insulation

		<p>i) measures electrical properties such AC or DC voltage</p> <p>j) checks the electrical connections in wired devices</p> <p>k) checks the system and identifies problems in different areas of the computer hardware</p> <p>l) tests the operation of the system as it boots up</p>
Тема 3.4 Компьютерные системы	<p>ПРБ 1-9</p> <p>ЛР 1.3, 2.2, 3.2, 4.3, 5.3, 6.1, 7.2, 8.1-8.3</p> <p>УПд 1.1 , 1.5, 1.6, 1.8, 2.1-2.11, 3.1-3.5</p> <p>УКд 1.1 – 2.6</p> <p>УРд 1.1 – 3.4</p> <p>ОК 02, 04, 09</p> <p>ПК 1.1, 1.3, 1.6, 2.1., 2.2.</p>	<p>Fill in each blank with a word chosen from the list below to complete the meaning of the sentence:</p> <p>chip, speed, figure out, calculating, reduces, microminuturization, analog, logarithm, abacus, machine, vacuum tubes, tiny, dependable, devised</p> <p>1. The very first device used was 10 fingers of a man’s hand.</p> <p>2. Then, the was invented.</p> <p>3. J. Napier a mechanical way of multiplying and dividing.</p> <p>4. Henry Briggs used J.Napier’s ideas to produce</p> <p>5. The first real calculating appeared in 1820.</p> <p>6. This type of machine the possibility of making mistakes.</p> <p>7. In 1930 the first computer was built.</p> <p>8. This was the first machine that could mathematical problems at a very fast speed.</p> <p>9. In 1946 was built the first digital computer using parts called</p> <p>10. The reason for this extra was the use of transistors instead of vacuum tubes.</p> <p>11. The second generation computers were smaller, faster and more than first-generation computers.</p> <p>12. The third-generation computers are controlled by integrated circuits.</p> <p>13. This is due to, which means that the circuits are much smaller than before.</p> <p>14. A is a square or rectangular piece of silicon, usually from 1/10 to 1/4 inch.</p>
Тема 3.5 Современные компьютерные технологии в промышленности	<p>ПРБ 1-9</p> <p>ЛР 1.3, 2.2, 3.2, 4.3, 5.3, 6.1, 7.2, 8.1-8.3</p> <p>УПд 1.1 , 1.5, 1.6, 1.8, 2.1-2.11, 3.1-3.5</p> <p>УКд 1.1 – 2.6</p> <p>УРд 1.1 – 3.4</p> <p>ОК 02, 04, 09</p> <p>ПК 1.1, 1.3, 1.6,</p>	<p>Answer the following questions to the text «The role of technical progress»:</p> <p>1. The technical revolution has changed our life very much, hasn’t it? 2. What were the predecessors of computer age? 3. Do computers make our life easier and simple? In what way? 4. Computers influence our free time too, don’t they? 5. Can you get music and video on the internet? What other information can you get there? 6. What devices became compatible with computer during the last years? 7. Can you</p>

	2.1., 2.2.	<p>communicate with your friends on the Internet? 8. Do you like such communication or you prefer real one? 9. In what way do computer 18 games influence the people? 10. Do electronic devices take all our free time? Is man a slave of the devices which were designed to make him stronger? 11. Does the author suggest a way out? 12. What is the way out in your opinion?</p>
<p>Тема 3.6 Профессиональные требования</p>	<p>ПРб 1-9 ЛР 1.3, 2.2, 3.2, 4.3, 5.3, 6.1, 7.2, 8.1-8.3 УПд 1.1 , 1.5, 1.6, 1.8, 2.1-2.11, 3.1-3.5 УКд 1.1 – 2.6 УРд 1.1 – 3.4 ОК 02, 04, 09 ПК 1.1, 1.3, 1.6, 2.1., 2.2.</p>	<p>Read and translate the text.</p> <p>The role of technical progress</p> <p>The scientific and technical revolution has changed our life very much. The computers, the mobile phones and other digital devices have entered our everyday life.</p> <p>The atomic, space and energy age was followed by the age of computers. The tasks which had seemed eternal before have been solved one by one by computers. During the last decade many fundamental changes occurred because of electronic devices. It is even difficult to imagine the social and economic consequences of the microelectronic revolution.</p> <p>The large use of computers has influenced our life in such a way that it was difficult to imagine 15 or 20 years ago. On the one hand, computers have simplified our life greatly. If you typed a text on the typewriter and made a mistake you had to type the whole page again. Making several copies of the same document used to be a difficult job too. But now it's quite different. Correcting mistakes is easy. Computer also helps us to buy goods, find information, book tickets, make presentations and annual reports, and make difficult calculations. Time is saved for leisure.</p> <p>Leisure time is also influenced by computer and other periphery devices. You no longer go to the music shops – many things are available on the internet. You needn't write letters to your relatives or friends – you can send an e-mail. And your photo albums are on computer too.</p> <p>Computer games are probably also a part of your free time. They became more and more realistic and complicated, and for many people it becomes impossible to tear themselves away. This means that electronic devices, such as computer and TV set are used mostly for entertainment and consume most of the time that could be spent on work, going for a walk and sleeping. Man becomes a slave of devices which were designed to make him stronger.</p> <p>Is there a way out? In fact, there is, but many</p>

		people don't know it and are still slaves. The best decision is not to give these equipments place in your heart. They should do their work. And when you have a rest, prefer real communication to virtual one and living an active life to watching films about crime. Then electronics will be not our lord or enemy but our friend!
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2. Комплект оценочных средств

2.1. Задания для текущего контроля

Раздел 1. Вводно – корректирующий курс ЗАДАНИЕ № 1 (теоретическое)

Текст задания: Правильно ответить на вопросы

Инструкция: Данная работа состоит из 6 заданий. Прежде, чем приступить к его выполнению, подумайте, в чем заключается смысл задания. Вспомните значения терминов, понятий, указанных в вопросе. Выполняя задания, необходимо выбрать один или несколько правильных ответов.

1. Заполните таблицу

Words for help: he, lift, fine, storm, nose, set, fir, more, here, like, pot, her, nut, not, name, turn, pure, tube, care, form, car, cat, fire.

	а	і	е	о	и
открытый слог					
закрытый слог					
гласная + r					
гласная + r+e					

2. Напишите следующие существительные во множественном числе

Place	.	Factory
Library	.	Man
Language	.	Woman
Bus	.	Tooth
Vox	.	Foot
Key	.	Child
House	.	Mouse
Dress	.	Advice
Roof	.	Money
. Clock	.	Hair
. Country	.	Fish
. Life	.	Glass

3. Вставьте местоимения: “I”, “you”, “he”, “she”, “it”, “they”.

- | | | |
|-------------------------|----------------------------|------------------|
| 1. Greg <i>..he</i> ... | 7. car | 13. dog |
| 2. you and I | 8. Eva and I | 14. hat |
| 3. cat | 9. John | 15. David |
| 4. man | 10. John and Charlie | 16. Joanna |
| 5. Steve and I | 11. Father and I | 17. books |
| 6. policeman | 12. skirt | 18. tooth |

4. Заполните пропуски подходящим глаголом (to be и to have)

1. Everybody likes Tom. He....got a lot of friends.
2. I can't open the door. I...(not) got a key.
3. I...(not) very happy today.
4. It...10 o'clock. You...late again.
5. It's a nice town. It....got a very nice shopping centre.
6. Mr and Mrs Johnson....got two children, a boy and a girl.
7. My bed...very comfortable.
8. Sarah ...(not) got a car. She goes everywhere by bicycle.
9. The houses in this street...very old.
10. They like animals. They...got three dogs and two cats.
11. What colour...his eyes? They...blue.

5. Вставьте правильную форму глагола в Present Simple

- 1....you (to live) near here?
2. What...your friend (to do)?
3. He (to drive) a bus.
4. I (to play) the piano but I (not play) very well.
5. I (to get up) at 8 o'clock every morning.
6. She (not work) in a bank.

6. Зачеркните лишнее слово.

1. crooked, straight, almond-shaped, long NOSE
2. bright, blonde, green, dark EYES
3. well-built, spiky, curly, wavy, short HAIR
4. round, shoulder-length, oval, pretty FACE

Эталон ответов

1. Заполните таблицу

	а	і	е	о	u
открытый слог	name	fine, like	he	nose	tube
закрытый слог	cat	lift	set	pot, not	nut
гласная + r	car,	fir	her	storm form	turn,
гласная + r+e	care	fire	here	more	pure

2. Напишите следующие существительные во множественном числе

Place - places	Factory - factories
Library- libraries	Man - men
Language - languages	Woman - women
Bus - buses	Tooth - teeth
Box - boxes	Foot- feet
Key - keys	Child – children
House - houses	Mouse - mice
Dress - dresses	Advice - advice
Roof - roofs	Money - money
Clock - clocks	Hair - hair
Country - countries	Fish - fish
Life - lives	Glass - glasses

3. Вставьте местоимения: “I”, “you”, “he”, “she”, “it”, “they”.

- | | | |
|------------------------------|----------------------------|-------------------------|
| 1. Greg .. he ... | 7. car ... it . | 13. dog ... it . |
| 2. you and I ... we . | 8. Eva and I ... we | 14. hat ... it |
| 3. cat ... it | 9. John ... he . | 15. David ... he |

- | | | |
|------------------------------|--------------------------------------|-----------------------------|
| 4. man ... he | 10. John and Charlie ... they | 16. Joanna ... she |
| 5. Steve and I ... we | 11. Father and I ... we | 17. books ... they |
| 6. policeman ... he | 12. skirt ... it | 18. tooth it . |

4. Заполните пропуски подходящим глаголом (to be и to have)

1. Everybody likes Tom. He **has got** a lot of friends.
2. I can't open the door. I **haven't got** a key.
3. I **am not** very happy today.
4. It **is** 10 o'clock. You **are** late again.
5. It's a nice town. It **has got** a very nice shopping centre.
6. Mr and Mrs Johnson **have got** two children, a boy and a girl.
7. My bed **is** very comfortable.
8. Sarah **hasn't got** a car. She goes everywhere by bicycle.
9. The houses in this street **are** very old.
10. They like animals. They **have got** three dogs and two cats.
11. What colour **are** his eyes? They **are** blue.

5. Вставьте правильную форму глагола в Present Simple

1. **Do** you **live** near here?
2. What **does** your friend **do**?
3. He **drives** a bus.
4. I **play** the piano but I **don't play** very well.
5. I **get up** at 8 o'clock every morning.
6. She **doesn't work** in a bank.

6. Зачеркните лишнее слово.

1. crooked, straight, almond-shaped, long NOSE
2. bright, blonde, green, dark EYES
3. well-built, spiky, curly, wavy, short HAIR
4. round, shoulder-length, oval, pretty FACE

Критерии оценки:

За правильное выполнение каждого из заданий начисляется 1 балл.

За неправильный ответ на вопросы баллы не начисляются.

Шкала оценки образовательных достижений

Процент результативности (правильных ответов)	Оценка уровня подготовки	
	балл (отметка)	вербальный аналог
90 - 100	5	отлично
70 - 89	4	хорошо
55 - 79	3	удовлетворительно
менее 55	2	неудовлетворительно

Текст задания: Правильно ответить на вопросы

Инструкция: Тест состоит из 10 заданий. Прежде, чем приступить к его выполнению, подумайте, в чем заключается смысл задания. Вспомните значения терминов, понятий, указанных в вопросе. Выполняя задания, необходимо выбрать один или несколько правильных ответов.

Выберите единственный вариант ответа

1. Выберите правильный вариант множественного числа:

- a) child b) childs b) children c) childrens

2. Подберите нужное местоимение:

I know there is in that box.

- a) some b) something c) anything

3. Выберите правильный вариант употребления притяжательного падежа:

Can I take my _____ watch, please.

- a) fathers b) father`s c) fathers`

4. Выберите правильный вариант, чтобы закончить предложение:

The symbol of the USA is a _____ .

- a) red rose b) maple leaf c) bald eagle

Вопросы с несколькими вариантами ответов

5. Вставьте нужные формы глаголов в предложения:

- | | |
|---|-------------|
| 1)you like to go for a drive this weekend? | was |
| 2) You a dictionary to translate this text into Russian. | should |
| 3) If you have a toothache you go to the dentist at once. | will write |
| 4)He at school yesterday. | was written |
| 5) We a dictation at the lesson tomorrow. | need |
| 6) I English words at this moment. | is used |
| 7) He usually detective films in the evening. | am learning |
| 8)This computer ...very often, use another one. | would |
| 9) This poemby Pushkin many years ago. | watches |

6. Выберите нужное сопутствующее слово, чтобы закончить предложение:

- | | |
|--|-------------|
| 1) We have _____ done this work, you may check it. | a)yesterday |
| 2) I saw this man two days | b)already |
| 3) They wrote a dictation at the English lesson | c)ago |

7. Соедините названия англоязычных стран с их столицами:

- | | |
|------------------|---------------------|
| 1) The USA | a) London |
| 2) Great Britain | b) Canberra |
| 3) Australia | c) Washington, D.C. |

8. Прочитайте текст и затем выполните задания на понимание прочитанного:

The first stamp in the world was an English stamp. It was made in 1840 to pay the postage on letters going to different parts of the country.

Stamps are always interesting because they have pictures on them of the countries they came from; pictures of animals and birds living in jungles or on far-away islands; and pictures showing people dressed in their national costumes.

A stamp collection is not only a good textbook of history and geography. It is also a source of information on many other subjects.

Sometimes there are mistakes on stamps. For example, the St. Kitts and Nevis stamp, issued in 1903, showed Christopher Columbus looking through a telescope, an instrument which was unknown in his day. On a German stamp, issued in 1956 in commemoration of the composer Schumann, the music printed on the stamp was not written by Schumann. The people knowing music well saw this mistake at once.

Определите верны ли следующие предложения. Выберите Т, если утверждение верно и F, если неверно:

- 1) The first stamp in the world was made in the USA. T F
- 2) The first stamp appeared in the 19-century. T F
- 3) A telescope was already known in the time of Columbus. T F
- 4) In 1956 a stamp in commemoration of Shubert was made. T F

9. Расставьте слова в предложениях в правильном порядке:

- 1) do the shopping/I/every Saturday/at the market
- 2) has/he/already/this work/done

10. Образуйте необходимую по смыслу часть речи от глагола, данного в скобках:

- 1) We can find all the necessary _____ in the Internet. (inform)
- 2) I have recently read a very book about adventures. (interest)

Задайте разделительный вопрос к данным предложениям:

- 3) You are going to pass examination in History, ?
- 4) My little sister is playing with her doll now,?

Закончите предложение, употребив инфинитив или герундий:

- 5) They always enjoy _____ interesting programmes on TV. (watch)
- 6) I wonder if this movie is worth (see).

Вставьте артикль a, an, the, если необходимо:

- 7) I want to go for ___ walk with my dog.
- 8) Some people enjoy going to theatre very much.

Эталон ответа:

№ задания	Правильный ответ	Кол-во баллов
1	b	2
2	b	1
3	b	1
4	c	1
5	1h 2e 3b 4a 5c 6g 7i 8f 9d	9
6	1b 2c 3a	3
7	1c 2a 3b	3
8	1F 2T	4

	3F 4F	
9	1. I do the shopping at the market every Saturday. 2. He has already done this work.	2 2
10	1.information 2. interesting 3.aren't you 4. isn't she 5. watching 6.seeing 7. a 8.the	1 1 1 1 2 2 2 2
Итого:		40 баллов

Критерии оценивания:

- 40-37 правильных ответов – оценка “5”
36-33 правильных ответов – оценка “4”
32-28 правильных ответов – оценка “3”
менее 28 – оценка “2”

Раздел 2. Иностранный язык для общих целей
ЗАДАНИЕ № 2 (теоретическое)

Текст задания: Правильно ответить на вопросы

Инструкция: Тест состоит из 10 заданий. Прежде, чем приступить к его выполнению, подумайте, в чем заключается смысл задания. Вспомните значения терминов, понятий, указанных в вопросе. Выполняя задания, необходимо выбрать один или несколько правильных ответов.

Выберите единственный правильный вариант ответа:

I. We...apples, but Mary.... them.

- A) likes, like B) doesn't like, like C) don't like, likes D) don't likes, like

II. Tomorrow...Friday.

- A) was B) will be C) is D) are

III. The weather is nice today, but it...bad yesterday.

- A) were B) is C) are D) was

IV. Everybody in our family...Mummy about the house. Dad...the dog, I...the flowers, and my brothers...the rooms.

- A) help, walks, water, clean
B) help, walks, water, cleans
C) helps, walks, water, clean
D) help, walk, waters, cleans

Отметьте, какие из перечисленных английских предложений верны/неверны (true/false):

V. English is the most popular foreign language in our country.

VI. After Friday comes Monday.

Вопросы с несколькими вариантами ответов

VII. Соотнесите английские выражения с русскими

- | | |
|------------------------------|-----------------------------|
| 1. stuffed with events | a) загадочный сюжет |
| 2. life of famous people | b) драки различного вида |
| 3. adventures in the space | c) жизнь знаменитых людей |
| 4. be kind and patient | d) быть добрым и терпеливым |
| 5. keep you in suspense | e) наполненный событиями |
| 6. fights of different types | f) приключения в космосе |
| 7. full of special effects | g) наполнен спецэффектами |
| 8. a mysterious plot | h) держать в напряжении |

Соотнесите английские предлоги с русскими:

in the middle of	между
under	в середине
in the corner	ниже, под
next to	спереди
between	в углу
in front of	рядом с

VIII. Отметьте существительные в единственном числе:

- a) foot, b) children, c) roofs, d) news, e) boxes, f) trousers, g) postmen h) businesswoman, i) money, j) mouse

IX. Поставьте следующие слова в правильном порядке так, чтобы получилось предложение:

1.
place
there
like
is no
home

X. Расставьте слова и выражения в нужные колонки.

My working day	My flat
----------------	---------

- TV set
- free-time
- different subjects
- chest of drawers
- to have some rest
- to pass exams
- cosy kitchen
- beautiful wallpaper
- a first-year student
- armchair
- many-stored building
- to be busy
- modern conveniences
- to take a cool shower

Эталон ответов

№ задания	Правильный ответ		Кол-во баллов
I	C		1
II	B		1
III	D		1
IV	C		1
V	T		1
VI	F		1
VII	1 e 2 c 3 f 4 d 5 h 6 b 7 g 8 a	1 b 2 c 3 e 4 f 5 a 6 d	14
VIII	a, d, h, i, j		5
IX	b d a c e		1
X	2 3 5 6 9 12 14	1 4 7 8 10 11 13	14
Итого:			40 баллов

Критерии оценивания:

- 40-37 правильных ответов – оценка “5”
- 36-33 правильных ответов – оценка “4”
- 32-28 правильных ответов – оценка “3”
- менее 28 – оценка “2”

Раздел 3. Иностранный язык для специальных целей
ЗАДАНИЕ № 3 (теоретическое)

Текст задания: Правильно ответить на вопросы

Инструкция: Тест состоит из 25 заданий. Прежде, чем приступить к его выполнению, подумайте, в чем заключается смысл задания. Вспомните значения терминов, понятий, указанных в вопросе. Выполняя задания, необходимо выбрать один правильный ответ.

ТЕСТ № 1. Вариант 1.

- 1.....it warm in Krasnodar every autumn? - No, it ...very cold and rainy this autumn.
a. was, is b. was, was c. is, is d. is, was
2. It was an interesting trip, ...?
a. isn't it b. wasn't it c. doesn't it d. didn't it
3. Shestay with her partner's family next July, ...not she?

- a. will, won't b. won't, won't c. will, will
4. You are responsible for the party, ...?
a. isn't it b. aren't you c. doesn't it d. didn't it
5. Who..... two cars in the family? – Five families in our class....
a. have, has b. has, have c. have, have d. has, has
6. I ... some problems at school.
a. has b. am having c. have
7. How many brothers and sisters ...?
a. have you b. do you have c. are you having
8.it snow much in England winter? - Yes, it....
a. is, does b. does, do c. do, do d. does, does
9. Look at these children! They....with you dog.
a. are playing b. play c. is playing
10. You know me, do not you? -, I do.
a. yes b. no
11. You do your homework every day, don't you? -, I don't.
a. yes b. no
12. They ... to visit galleries and museums.
a. likes b. are liking c. like
13. You do not know it, do you? -, I do not.
a. yes b. no
14. Alice _____ like French films.
a. isn't b. don't c. doesn't
15. _____ you doing your homework?
a. Do b. Are c. Is
16. My friend and I _____ TV on Saturday afternoons.
a. watch b. watches c. are watching
17. _____ they having a lesson at the moment?
a. are b. is c. do
18. His parents often ... newspapers in the evening.
a. are reading b. reads c. read
19. We usually _____ out on Sundays.
a. eating b. eat c. eats
20. _____ tigers live in the jungle?
a. are b. do c. is

21. I ... very hard at school every day.
 a. work b. am working c. works
22. She _____ everybody in her school.
 a. know b. is knowing c. knows
23. What are you doing? – I ... a very good detective film.
 a. am watching b. watch c. is watching
24. Are they having a piano lesson _____?
 a. in the evenings b. now c. every Monday
25. She _____ visits her parents.
 a. seldom b. at the moment c. now

ТЕСТ № 1. Вариант 2

1.it cold in England every winter? - No, it ...very cold and rainy this winter.
 a. was, is b. was, was c. is, is d. is, was
2. It was an interesting film, ...?
 a. isn't it b. wasn't it c. doesn't it d. didn't it
3. Theystay with their grandmother next August, ...not they?
 a. will, won't b. won't, won't c. will, will
4. He is responsible for a social programme, ...?
 a. isn't it b. isn't he c. doesn't it d. didn't it
5. Who..... a dog at home? – John and Mary ...a white poodle.
 a. have, has b. has, have c. have, have d. has, has
6. She ... some problems with her parents.
 a. has b. am having c. have
7. How many aunts and uncles ...?
 a. have you b. do you have c. are you having
8.it rain much in New York in spring? - Yes, it....
 a. is, does b. does, do c. do, do d. does, does
9.students.....two classes of English every week?
 a. does, has b. do, have c. do, has d. are, having
10. He knows this businessman, doesn't he? -, he does.
 a. yes b. no
11. Students do their homework every day, don't they? -....., they don't.
 a. yes b. no
12. They ... to go to ice cream cafes and sandwich bars.

- a. likes b. are liking c. like
13. You didn't like the book, did you? -, I did not.
a. yes b. no
14. Mark _____ like English tea with milk.
a. isn't b. don't c. doesn't
15. _____ you cleaning the room?
a. Do b. Are c. Is
16. We I _____ football matches on Sunday afternoons.
a. watch b. watches c. are watching
17. _____ they having a music class at the moment?
a. are b. is c. do
18. Our Granny often ... detective stories in the evenings.
a. are reading b. reads c. read
19. We usually _____ out on Friday evenings.
a. eating b. eat c. eats
20. _____ crocodiles live in the Amazon?
a. are b. do c. is
21. My father ... very hard at school every day.
a. work b. am working c. works
22. He _____ everybody in our village.
a. know b. is knowing c. knows
23. What are you doing? – I ... a football match.
a. am watching b. watch c. is watching
24. The children ... at monkeys now.
a. look b. is looking c. are looking
25. He is running to catch the train _____.
a. now b. at night c. every day

Эталон ответов

ТЕСТ № 1 Вариант 1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
d	b	a	b	b	c	a	d	a	a	b	c	b	c	b	a	a	c	b	b	a	c	a	b	a

ТЕСТ № 1 Вариант 2.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
d	b	a	b	b	b	c	d	b	a	b	c	b	c	b	a	a	b	b	b	c	c	a	c	a

Критерии оценки:

За правильное выполнение каждого из заданий начисляется 1 балл.

За неправильный ответ на вопросы баллы не начисляются.

Шкала оценки образовательных достижений

Процент результативности (правильных ответов)	Оценка уровня подготовки	
	балл (отметка)	вербальный аналог
90 - 100	5	отлично
70 - 89	4	хорошо
55 - 79	3	удовлетворительно
менее 55	2	неудовлетворительно

ЗАДАНИЕ 4

**Практические занятия
ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №1**

Тема: Приветствие, прощание.

Ведущая дидактическая цель: формирование у обучающихся навыка приветствия и прощания на английском языке

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Фразы приветствия, прощания, представление себя и других

Формы приветствий (Greetings)	
How do you do? [хАу дью ду]	Здравствуйте. Ответ тот же самый – How d'you do?
How d'you do, Mister Brown?	Здравствуйте, господин Браун!
Hallo! Hello! Hullo! [хэлОу]	Привет! Здравствуй! (менее официально). Ответ тот же самый – Hallo!
Hallo, old chap! Glad to meet you.	Привет, старина! Рад тебя видеть.
Good morning! Morning!	Доброе утро!
Morning, sir!	Доброе утро, сэръ!
Good morning, my young friends!	Доброе утро, мои юные друзья!
Good afternoon!	Добрый день! Примечание: «Good day!» как правило, не употребляется, так как звучит

	грубовато.
Good afternoon, Madame!	Добрый день, мадам!
Good evening! Evening!	Добрый вечер!
Good evening, ladies and gentlemen!	Добрый вечер, дамы и господа!
Продолжение приветствий	
You are welcome! Welcome!	Добро пожаловать!
Welcome, dear guests!	Добро пожаловать, дорогие гости!
We are pleased to welcome you in our ...	Мы рады приветствовать вас в нашем ...
I am pleased to meet you. Pleased to meet you. I am glad to meet you. Glad to meet you.	Рад встретиться (познакомиться) с вами!
We are happy to receive you.	Мы счастливы принять вас.
Glad to see you!	Рад вас видеть!
Happy to see you!	Счастлив вас видеть!
I'm also very glad to see you.	Я тоже очень рад вас видеть.
So am I. So I'm.	Я тоже (рад).

Знакомство (Meeting)	
Let me introduce myself. Allow me to introduce myself. May I introduce myself?	Позвольте представиться.
I'd like to introduce you to... I'd like you to meet... I want you to meet...	Я хотел бы представить вас ... (кому-то)
Meet my friend, Mr. Smith!	Познакомьтесь с моим другом, мистером Смитом.
Allow me to introduce Mr/Mrs/Miss... May I introduce Mr/Mrs/Miss...? I'd like to introduce Mr/Mrs/Miss... I'd like you to meet Mr/Mrs/Miss...	Позвольте представить вам мистера/миссис/мисс ...
Ответ на представление	
This is a pleasure, Mr/Mrs ...	Очень приятно, мистер/миссис ...
Pleased to meet you.	Очень приятно с вами познакомиться.
Glad to meet you. Nice to meet you.	Рад (рада) с вами познакомиться.
We've met before.	Мы уже знакомы.

	Мы уже встречались.
We've already been introduced.	Мы уже познакомились.
Could I have seen you somewhere?	Мог ли я вас где-то видеть? (Где-то я вас видел).
I have a feeling we've met before.	По-моему, мы уже встречались.
Your face seems familiar to me.	Ваше лицо кажется мне знакомым.

Примеры знакомств

Allow me to introduce myself. My name is Victor Pirogov. I'm a reader at Moscow University. I understand we're working in the same field and I was hoping we could discuss certain problems.	Позвольте представиться. Меня зовут Виктор Пирогов. Я читаю лекции (преподаватель) в Московском университете. По-моему, мы работаем в одной области, и я надеялся, что мы смогли бы обсудить некоторые проблемы.
— Mister Morton, this is Miss Evans, our new secretary. — How d'you do, Miss Evans? — How d'you do, Mister Morton?	— Мистер Мортон, это мисс Эванс, наш новый секретарь. — Здравствуйте, мисс Эванс. — Здравствуйте, мистер Мортон.
— Mistress Jones, I'd like you to meet Mister Oleg Sokoloff. — How do you do, Mister Oleg Sokoloff? Glad to meet you. — How do you do, Mistress Jones?	— Миссис Джонс, я хотел бы представить вам господина Олега Соколова. — Здравствуйте, господин Олег Соколов. Рада познакомиться. — Здравствуйте, миссис Джонс.

Перед прощанием (before Saying Good-Bye)

It's late.	Уже поздно.
Time to go home.	Пора уходить.
Must be going, I'm afraid.	Мне пора идти, к сожалению.
It's time for us to leave.	Нам пора расходиться.
I must be off, I'm afraid.	Мне нужно уйти, к сожалению.
I'm afraid I can't stay any longer.	К сожалению, я больше не могу оставаться.
It was nice to seeing you.	Я доволен нашей встречей.
I'm glad we're settled our business. I'm glad we're come to an agreeing. I'm glad we're come to an understanding.	Я рад, что мы договорились.
Thank you for hearing me out.	Спасибо за то, что выслушали меня.
Thank you for seeing me.	Спасибо за то, что встретились со мной.
Sorry to have keep you so long.	Извините за то, что задержал вас.
I'm afraid I've taken up too much of your time.	К сожалению, я отнял у вас слишком много времени.
I mustn't keep you any longer.	Не могу вас больше задерживать.

Прощание (Saying Good-Bye)	
При расставании англичане в зависимости от времени суток часто употребляют те же сочетания слов:	
Morning! Good afternoon! Evening!	До свидания! (довольно официально)
Good-bye!	До свидания! (менее официально)
Bye-bye! [бай-бай]	До свидания! (среди друзей)
So long!	Пока!
Cheerio! [чИриОу]	Пока! Всего хорошего! Счастливо!
Farewell! [фЭвЭл]	Прощай! Прощайте!
See you soon.	До скорой встречи.
See you tomorrow.	До завтра!
See you on Sunday.	До воскресенья!
See you tonight.	До вечера!
See you in summer.	До встречи летом!
See you at the office.	До встречи в офисе!
I am not saying good-bye.	Я не прощаюсь (при уходе не надолго).
See you later.	Мы еще увидимся.
I hope to meet you again. Hope to meet you again.	Я надеюсь с вами встретиться опять. Надеюсь с вами встретиться опять.
Good luck to you!	Желаю вам удачи.
Same to you!	И вам также.
Drop in any time you like.	Заходите, когда угодно.
Remember to telephone us.	Звоните нам.
When can we expect you?	Когда вас можно ждать?
Bring your friend along with you.	Приводите с собой вашего друга.
My love to your friend. Best regards to your friend.	Передавайте привет вашему другу.
Have a nice trip!	Удачной поездки!
Happy journey!	Счастливого пути!

Диалог "Встреча с другом (Meeting a friend)"

По-английски

Peter: Hi, Jean! I haven't seen you for ages! How have you been?

Перевод на русский

Питэр: Привет, Джин! Не видел тебя сто лет! Как ты поживаешь?

Jean: Hi, Peter! I'm glad to see you! I've been to Chicago for the last two weeks.

Джин: Привет, Питэр! Рада тебя видеть! Последние две недели я была в Чикаго.

Peter: Ah, I see. So that's the reason we haven't met for a long time.

Питэр: А, понятно. Так вот почему мы давно не виделись.

Jean: Yes, it is so. And everything is fine with me. I've been just looking for a proper job. Anyway that wasn't a good idea. And how are things with you? Has anything new happened while I was away?

Джин: Да, поэтому. И со мной все в порядке. Я просто искала нормальную работу. В любом случае, это была неудачная затея. А как у тебя дела? Случилось ли что-нибудь новенькое в мое отсутствие?

Peter: I see. It's always worth trying, Jean. I'm sure you'll find a suitable occupation for yourself very soon. In fact, one of my old friends is running a clothing company in Chicago and they often need good managers there. I can give you his phone number if you want.

Питэр: Ясно. Все равно хорошо, что ты попыталась, Джин. Я уверен, что ты очень скоро найдешь подходящее для себя занятие. Кстати, один из моих старых приятелей руководит компанией одежды в Чикаго, и им там часто требуются хорошие менеджеры. Могу дать тебе номер его телефона, если хочешь.

Jean: Yes, sure. That would be great!

Джин: Да, конечно. Это будет здорово!

Peter: As for me, I'm doing well. Nothing new really happened here. Except, Marta and Richard decided to get married next month.

Питэр: А у меня все в порядке. Ничего особо нового не произошло. Разве что, Марта с Ричардом решили пожениться в следующем месяце.

Jean: Oh, wow! That's something! I'm really happy for them.

Джин: О, надо же! Это уже кое-что! Я так рада за них.

Peter: Yes, that was unexpected. We all thought that this couple won't last. And now, just imagine they are getting married.

Питэр: Да, это было неожиданно. Мы все думали, что эта парочка долго не протянет. А теперь, представь себе, они собрались пожениться.

Jean: Any other news that I've missed?

Джин: Есть какие-нибудь ещё новости, которые я пропустила?

Peter: Not that important but Leslie has refused to be Hugo's girlfriend. We were all greatly surprised, as we thought that she actually liked him.

Питэр: Ничего особо важного, но Лэсли не захотела быть девушкой Хьюго. Мы все были очень удивлены, потому что думали, что он ей в принципе нравится.

Jean: Oh, dear! That's weird. She was so happy to see him, always accepted his presents, wanted his attention, and now she doesn't want to be his girlfriend. I

Джин: О, Боже! Это так странно. Она была так рада видеть его, всегда принимала его подарки, хотела его внимания, а теперь сама же не хочет быть его девушкой. Интересно, с чего бы это?

wonder why is that?

Peter: I think, something is rotten in the state of Denmark. Leslie is not that type of a girl. She is usually quite frank. I think he somehow hurt her.

Питэр: Думаю, что-то тут нечисто. Лэсли не из так девушек. Она обычно довольно откровенна. Я думаю, он её чем-то обидел.

Jean: I agree. I don't think that's only her fault. We should find out what happened when we meet her.

Джин: Согласна. Я не думаю, что это только её вина. Надо обязательно разузнать, что произошло, когда увидимся с ней.

Peter: Yeah, we should. In fact, there is something else that you have missed while you were in Chicago.

Питэр: Да, надо. Кстати, есть ещё кое-что, что ты упустила, пока была в Чикаго.

Jean: What's that?

Джин: И что же это?

Peter: We found who stole Caroline's camera.

Питэр: Мы нашли того, кто украл камеру Каролины.

Jean: Really? And who was it?

Джин: Правда? И кто же это был?

Peter: It was her new flatmate, the young fellow who has just moved in.

Питэр: Это был её новый сосед, молодой парень, который только что подселился.

Jean: No way! He looks so innocent. I thought he can't say a boo to a goose.

Джин: Не может быть! Он выглядит таким невинным. Я думала, он и мухи не обидит.

Peter: You see, appearance is deceptive.

Питэр: Видишь ли, внешность бывает обманчива.

Jean: So, how it all happened?

Джин: Так, как это все произошло?

Peter: At first, he saw us taking pictures and making a film outside. And I guess he already knew that it's quite an expensive camera. Then, he turned the emergency alarm on to scare us. When we panicked and ran, he stole it.

Питэр: Сначала, он увидел, как мы на улице фотографируем и записываем видео. Я думаю, он уже знал, что это довольно дорогая камера. Затем, он включил аварийную сигнализацию, чтобы напугать нас. Когда мы запаниковали и разбежались, он украл её.

Jean: He seems to be very smart. We should be careful with him. So did he give the camera back to the owner?

Джин: Оказывается он очень умен. Нам следует быть осторожнее с ним. Так он вернул камеру владелице?

Peter: No, he continues pretending but Caroline knows that it was him. She saw

Питэр: Нет, он продолжает притворяться, но Каролина знает, что это был он. Она видела, как

him taking pictures with it in the central park a few days ago. When she came closer, he hid it and quickly went away. несколько дней тому назад он фотографировал её в центральном парке. И когда она подошла поближе, он её быстренько спрятал и удалился.

Jean: So, what is she going to do then? I know it cost her a fortune to buy this new technology. Джин: И что же тогда она будет делать? Я знаю, что ей эта новая техника обошлась в кругленькую сумму.

Peter: Don't worry, we've invented an effective plan to make him confess and give back the camera. Питэр: Не беспокойся, мы придумали действенный план, чтобы заставить его признаться и вернуть камеру.

Jean: Oh, that's a relief! I'm with you if you need me. Just tell me what to do. Джин: О, это утешает! Я с вами если понадобится. Просто скажите, что делать.

Peter: Ok, we will. We should be going now. Caroline is waiting for us. Питэр: Да, так и сделаем. А сейчас нам нужно идти. Каролина ждет нас.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №2-3

Тема: Представление себя и других людей в официальной и неофициальной обстановке.
Ведущая дидактическая цель: формирование у обучающихся навыков представления себя и других людей в официальной и неофициальной обстановке на английском языке
Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.
Учебные материалы: учебник, бланки с заданиями, презентация
Характер выполнения работы: Словесный, наглядный, продуктивный
Форма организации занятия: индивидуальная, в малых группах
Задания для практического занятия:

Упражнение 1. Прочитайте диалоги и переведите:

Dialogue 1



A - Hi! **My name's** Carmen. What's your name?
B - **I'm** Paula.
A - Are you a new student?
B - Yes, I am. I'm from Brazil. And where are you from?
A - I'm from Spain.
B - **Nice to meet you.**
A - Nice to meet you, too.

Dialogue 2



Mike: Hi! Don.
Don: Hi! Mike. Who's your friend?
Mike: Have you met Tina before?

Don: No, I don't think so.

Mike: Don, this is my friend Tina. **Tina, this is my colleague Don.**

Don: Hello Tina, **it's nice to meet you.**

Tina: It's nice to meet you, Don.

1.

Закончите диалог:

Good _____, Mr. Sanders! How are you _____?

Good morning, Ms. Smith! I'm _____, Thank you. And _____?

Fine, _____ you.

Hey Carly, What's _____?

_____ much. Greg, _____ is my friend Kim.

_____ you, Kim.

_____ you too, Greg.

Goodbye, Mary. See you _____ Monday.

See you. Take _____.

Упражнение 2. Прочитайте текст и ответьте на вопросы

Hello! I am Joane, but please call me Jo. I am twenty-two years old, and I am from The U.S.A, I'm American. This is my friend, her name's Alice. She is twenty years old, and she is from England, she is English. We are pleased to meet you!

1. What are their names?
2. How old is Alice?
3. Where is Joane from?
4. How old is Joane?
5. What is her nationality? (Alice)
6. What is her nickname? (Joane)

Теперь, напишите текст от 1 лица о себе, используя все выше изученные и нижеприведенные примеры.

Study toolbox

Expressions to introduce yourself:

•

My name is ...

•

I'm...

•

Let me introduce myself; I'm ...

•

I'd like to introduce myself; I'm

...

•

Nice to meet you; I'm ...

•
Pleased to meet you; I'm ...

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №4-5

Тема: Домашние обязанности. Отношение поколений в семье.

Ведущая дидактическая цель: формирование у обучающихся представления о домашних обязанностях, отношениях поколений в семьях изучаемого языка

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

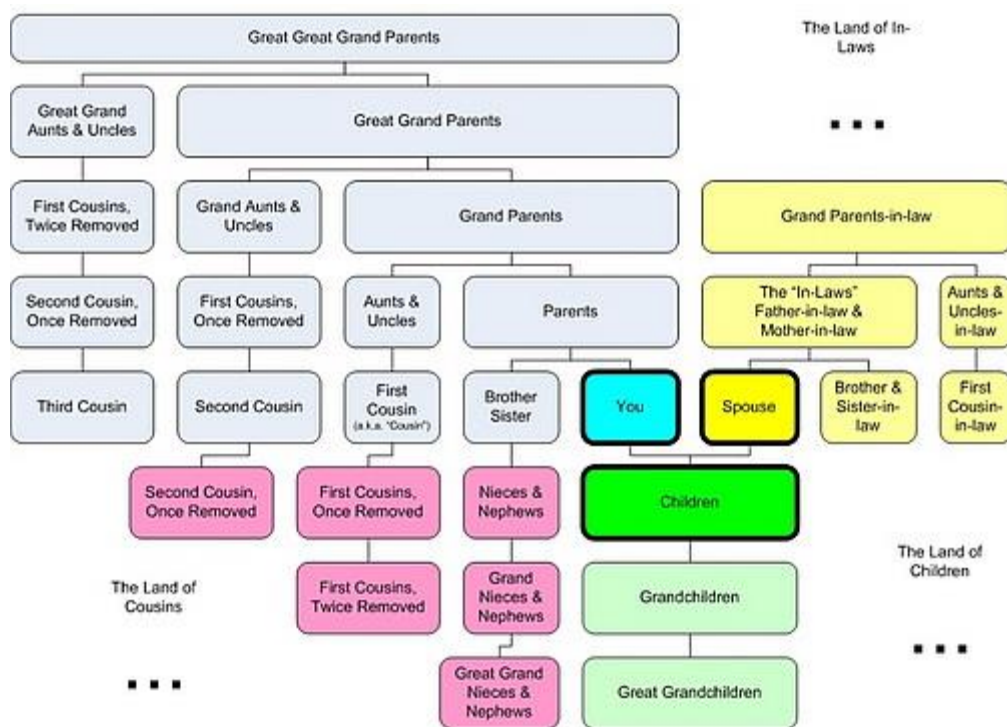
Задания для практического занятия:

Русское название	English name	Транскрипция
семья	family	['fæməli]
родственник	relative, relation	['relətɪv] [rɪ'leɪʃən]
родители	parents	['peərənts]
мать (мама)	mother (mom, mum, mama, mamma, mummy, ma)	['mʌðə mʌm] [mʌm] [mə'mɑː] [mə'mɑː] ['mʌmi] [mɑː]
отец (папа)	father (dad, daddy, papa, pa)	['fɑːðə [dæd] ['dædi] [pə'pɑː] [pɑː]
жена	wife	[waɪf]
муж	husband	['hʌzbənd]
супруг(а)	spouse	[spaʊz]
ребенок, дети	child, children	[tʃaɪld] ['tʃɪldrən]
дочь	daughter	['dɔːtə]
сын	son	[sʌn]
сестра	sister	['sɪstə]
брат	brother	['brʌðə]
единственный ребенок	only child	['ɒnli tʃaɪld]
близнец	twin	[twɪn]
близнецы, двойняшки	twins	[twɪnz]
брат-близнец	twin brother	[twɪn 'brʌðə]

сестра-близнец	twin sister	[twɪn 'sɪstə]
однойцевые близнецы	identical twins	[aɪ'dentɪkəl twɪnz]
тройняшки	triplets	['trɪpləts]
бабушка и дедушка	grandparents	['grænpɛərənts]
бабушка	grandmother (grandma, granny, grandmamma)	['græn ,mʌðə 'grænma:] ['græni] ['grænmə ,mɑ:]
дедушка	grandfather (grandpa, granddad, grandpapa, grandad)	['grænfɑ:ðə 'grænpa:] ['grændæd] ['grænpə ,pɑ:] ['grændæd]
внуки	grandchildren	['græntʃɪldrən]
внучка	granddaughter	['grændɔ:tə]
внук	grandson	['grænsʌn]
прабабушка	great-grandmother	['greɪt 'græn ,mʌðə]
прадедушка	great-grandfather	['greɪt 'grænd ,fɑ:ðə]
прабабушка и прадедушка	great-grandparents	['greɪt 'grænpɛərənts]
правнуки	great-grandchildren	['greɪt 'græntʃɪldrən]
тётя	aunt	[a:nt]
дядя	uncle	['ʌŋkəl]
крестный (отец)	godfather	['gɒdfɑ:ðə]
крестная (мать)	godmother	['gɒdmʌðə]
отчим, приемный отец	stepfather	['stepfɑ:ðə]
мачеха, приемная мать	stepmother	['stepmʌðə]
сводный брат	stepbrother	['step ,brʌðə]
сводная сестра	stepsister	['stepsɪstə]
брат по одному из родителей	half-brother	['hɑ:f ,brʌðə]
сестра по одному из родителей	half-sister	['hɑ:f sɪstə]
приемный, усыновленный сын	adopted son	[ə'dɒptɪd sʌn]
приемная, удочеренная дочь	adopted daughter	[ə'dɒptɪd 'dɔ:tə]

приемный ребенок	adopted child	[ə'dɒptɪd tʃaɪld]
патронатная семья, приемная семья	foster family	['fɒstə 'fæməli]
приемный отец	foster father	['fɒstə 'fɑ:ðə]
приемная мать	foster mother	['fɒstə 'mʌðə]
приемные родители	foster parents	['fɒstə 'peərənts]
приемный сын	foster son	['fɒstə sʌn]
приемная дочь	foster daughter	['fɒstə 'dɔ:tə]
приемный ребенок	foster child	['fɒstə tʃaɪld]
неполная семья (с одним родителем)	single-parent family	['sɪŋɡəl 'peərənt 'fæməli]
родня	the kin, the folks	[ðə kɪn] [ðə fəʊks]
племянница	niece	[ni:s]
племянник	nephew	['nevju:]
двоюродный брат	cousin (male)	['kʌzən meɪl]
двоюродная сестра	cousin (female)	['kʌzən 'fi:meɪl]
двоюродный брат (сестра), кузен (кузина)	first cousin	['fɜ:st 'kʌzən]
троюродный брат (сестра)	second cousin	['sekənd 'kʌzən]
четвероюродный брат (сестра)	third cousin	['θɜ:d 'kʌzən]
родня со стороны мужа или жены	in-laws	['ɪn lɔ:z]
свекровь	mother-in-law (husband's mother)	['mʌðərɪn,lɔ: 'həzbəndz 'mʌðə]
свёкор	father-in-law (husband's father)	['fɑ:ðər ɪn,lɔ: 'həzbəndz 'fɑ:ðə]
тёща	mother-in-law (wife's mother)	['mʌðərɪn,lɔ: waɪfs 'mʌðə]
тесть	father-in-law (wife's father)	['fɑ:ðər ɪn,lɔ: waɪfs 'fɑ:ðə]
невестка, сноха	daughter-in-law	['dɔ:tərɪn,lɔ:]
зять	son-in-law	['sʌnɪn,lɔ:]

шурин, свояк, зять, деверь	brother-in-law	['brʌðərɪn,lɔː]
свояченица, золовка, невестка	sister-in-law	['sɪstərɪn,lɔː]
семейное положение	marital status	['mæɪrɪtəl 'steɪtəs]
холостой, неженатый, незамужняя	single	['sɪŋɡəl]
женатый, замужняя	married	['mæɪrɪd]
брак	marriage	['mæɪrɪdʒ]
помолвка	engagement	[ɪn'geɪdʒmənt]
помолвленный, обрученный	engaged	[ɪn'geɪdʒd]
развод	divorce	[dɪ'vɔːs]
разведенный	divorced	[dɪ'vɔːst]
бывший муж	ex-husband	['eks 'hʌzbənd]
бывшая жена	ex-wife	['eks waɪf]
расставшиеся, не разведенные, но не проживающие одной семьей	separated	['sepəreɪtɪd]
вдова	widow	['wɪdəʊ]
вдовец	widower	['wɪdəʊə]
подружка, невеста	girlfriend	['gɜːlfrend]
друг, парень, ухажер	boyfriend	['bɔɪfrend]
любовник, любовница	lover	['lʌvə]
ухажер, жених, подружка, невеста, обрученный	fiance	[fi'ɒnsɪ]
свадьба	wedding	['wedɪŋ]
невеста на свадьбе	bride	[braɪd]
жених на свадьбе	(bride)groom	[braɪd gru:m]
медовый месяц	honeymoon	['hʌnɪmu:n]



My Family (1)

I am Nikita Kuznetsov. I am fifteen years old. I want to tell you a few words about my family. My family is large. I have got a mother, a father, a sister, a brother, and a grandmother. There are six of us in the family.

I think I take after my father, f m tall, fair-haired, and even-tempered.

We have got a lot of relatives. We are attached to one another and we get on very well.

First of all, some words about my parents. My mother is a teacher of History. She works in a college. She likes her profession. She is a good-looking woman with brown hair. She is forty-five but she looks much younger. She is tall and slim.

My father is a computer programmer. He is a broad-shouldered, tall man with fair hair and grey eyes. He is forty-seven. My father likes to sing and when we are at home and have some free time, I play the guitar and we sing together. My father knows all about new TV sets and likes to repair old ones. He is also handy with many things.

My parents are hard-working people. My mother keeps the house and takes care of all of us. She is very good at cooking and she is clever with her hands. She is very practical. My father and I try to help her with the housework. I wash the dishes, go shopping and tidy up our flat.

My grandmother is retired. She lives with us and helps to run the house. She is fond of knitting.

My sister Helen is twenty-four. She is married and has a family of her own. She works as an accountant for a joint stock company. Her husband is a scientist. They have got twins: a daughter and a son. They go to a nursery school.

My brother Sergey is eleven. He is a schoolboy. He wants to become a doctor but he is not sure yet.

I want to become a student. I'd like to learn foreign languages. I have many friends. They are very good and we like to spend our time together. We do everything what is interesting for a teenager — talk, dance, listen to music.

I'm happy to have nice friends and a good family. I hope that my dreams will come true.

My Family (2)

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

My name is Olga. I am seventeen. I am a school leaver. My younger brother is ten. He is a pupil of the fifth form. He looks like our father. He has brown eyes, short straight hair. He is tall and thin.

As for me everybody says I look like my mother. I have the same blue eyes, a snub nose, fair curly hair. I am not tall and I am not thin. I am an ordinary girl of 17.

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

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

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

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

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

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

They don't work now. They are on pension. They live in an industrial district of the city where the air is rather polluted. That's why they are always looking forward to going to our summer house. My Granny is fond of gardening and my Grandpa likes to go fishing.

Our family is friendly. I like them all.

Диалог на тему "Моя семья (My family)"

По-английски

Перевод на русский

Interviewer: Hello!

Интервьюер: Привет!

Linda: Hello!

Линда: Привет!

Interviewer: What's your name?

Интервьюер: Как тебя зовут?

Linda: My name is Linda Davis?

Линда: Меня зовут Линда Дэвис?

Interviewer: Nice to meet you, Linda.

Интервьюер: Приятно познакомиться с тобой, Линда.

Linda: Nice to meet you, too.

Линда: Мне также приятно познакомиться.

Interviewer: Can you tell a little bit about yourself, Linda?

Интервьюер: Можешь ли немного рассказать о себе, Линда?

Linda: Yes, with pleasure. I was born on March 2nd, 1980 in a village near Exeter in Devonshire. It's called Woodbury. It is a small but nice place. You can find many antique shops there and a couple of pubs.

Линда: Да, с удовольствием. Я родилась 2 марта 1980 года в деревне недалеко от Эксетера в Девоншире. Она называется Вудбери. Это небольшое, но приятное местечко. Там можно найти множество

There is also a primary school there where I went.	антикварных магазинов и несколько пабов. Там также расположена начальная школа, в которую я ходила.
Interviewer: What about your parents? What do they do?	Интервьюер: Как насчет твоих родителей? Чем они занимаются?
Linda: My mum is a nurse and my dad is an architect. They don't work in Woodbury. They both commute to Exeter to work. Exeter is the largest city of Devonshire and its capital.	Линда: Моя мама - медсестра, а папа - архитектор. Они не работают в Вудбери. Они оба ездят в Эксетер на работу. Эксетер является самым крупным городом Девоншира и его столицей.
Interviewer: I see. And what do you do?	Интервьюер: Ясно. А чем ты занимаешься?
Linda: I currently study in the University of Exeter to become an archeologist. Apart from studying, I do some volunteer work.	Линда: Я в настоящее время учусь в университете Эксетера на археолога. Кроме учебы, я занимаюсь ещё волонтерской работой.
Interviewer: Do you have any brothers or sisters?	Интервьюер: Есть ли у тебя братья или сестры?
Linda: Yes, I do. Actually, my family is quite large. There are five children in my family and I am the second child. I have one older sister and three younger brothers.	Линда: Да, есть. На самом деле, моя семья достаточно большая. В моей семье пятеро детей, и я второй ребенок. У меня есть старшая сестра и три младших брата.
Interviewer: What do they do?	Интервьюер: Чем они занимаются?
Linda: My sister's name is Emily. She is five years older than me and she is a scientist. She conducts various researches. My brothers' names are Eric, Daniel and Edward. Eric is 15 years old. He is in a high school and he wants to become a lawyer. Daniel is 13. His dream is to become a professional footballer. He plays for the local team. Edward is only 7. He is a pupil of Woodbury Primary School. He doesn't know what he wants to become, yet. However, I know that he is really into drawing.	Линда: Мою сестру зовут Эмили. Она на пять лет старше меня, и она занимается наукой. Она проводит различные исследования. Моих братьев зовут Эрик, Даниэл и Эдвард. Эрику 15 лет. Он ученик старших классов, и он хочет стать юристом. Даниэлу 13. Его мечта стать профессиональным футболистом. Он играет за местную команду. Эдварду всего лишь 7. Он учащийся начальной школы Вудбери. Он не знает пока, кем хочет стать. Тем не менее, я знаю, что он очень любит рисовать.
Interviewer: Sounds interesting. you seem to have a united and closely-knit family. Do you often get together?	Интервьюер: Интересно. Кажется у вас очень дружная и сплоченная семья. Часто ли вы собираетесь вместе?

Linda: You're right. We have a rather united family. We often get together on different occasions. I spend little time at home these days, as I live at the university hostel. However, I spend weekends at home. On public holidays, such as New Year, Christmas, Easter and also on family birthdays we always get together.

Линда: Ты прав. У нас достаточно дружная семья. Мы часто собираемся вместе по разным поводам. Я провожу мало времени дома в эти дни, поскольку я живу в общежитии университета. Тем не менее, я провожу выходные дома. В праздничные дни, такие как Новый год, Рождество, Пасха, а также на семейные дни рождения мы всегда вместе.

Interviewer: Do you have close relations with any of your grandparents or other relatives.

Интервьюер: Вы поддерживаете близкие отношения с бабушками и дедушками или другими родственниками?

Linda: Yes, of course. I have two lovely grandmas and one grandfather. They often come to visit us. They live near Bristol. We also often see my aunt Mary, who is my mum's sister and my uncle Harry who is my dad' cousin.

Линда: Да, конечно. У меня есть две прекрасные бабушки и один дедушка. Они часто приходят к нам в гости. Они живут недалеко от Бристоля. Мы также часто видим мою тетю Марию - сестру моей мамы, и дядю Гарри - двоюродного брата моего отца.

Interviewer: Do you have any relatives who live abroad?

Интервьюер: Есть ли у вас родственники, которые живут за рубежом?

Linda: Yes, aunt Mary's daughter Julia lives in Germany now. She is my favourite cousin. We always keep in touch.

Линда: Да, дочка тети Мэри, Джулия, живет сейчас в Германии. Она моя любимая кузина. Мы всегда поддерживаем с ней связь.

Interviewer: Is she studying there?

Интервьюер: Она учится там?

Linda: No, she isn't. She has married a guy from Hamburg and now they live there. They have already two children. My niece's name is Sophia and my nephew's name is Christian.

Линда: Нет, не учится. Она вышла замуж за парня из Гамбурга, и теперь они живут там. У них уже двое детей. Мою племянницу зовут София, а племянника - Кристиан.

Interviewer: Can you say that your family is typically English?

Интервьюер: Можете ли вы сказать, что у вас типично английская семья?

Linda: I think so. We try to follow national traditions. At Christmas we nicely decorate our house and the nearby area. We cook traditional Christmas dishes - pudding and turkey. At Easter we buy chocolate Easter bunnies. On Friday or Saturday nights we go to a pub or to a family restaurant to eat fish & chips. My brothers like watching and playing football. My mum is very much into gardening and knitting. My dad likes reading local newspapers. We have

Линда: Думаю, да. Мы стараемся следовать национальным традициям. На Рождество мы красиво украшаем наш дом и близлежащую к нему территорию. Мы готовим традиционные блюда на Рождество - пудинг и индейку. На Пасху мы покупаем шоколадных пасхальных кроликов. В пятницу или в субботу вечером мы ходим в паб или семейный ресторан, чтобы покушать картошку фри с рыбными палочками. Мои братья любят смотреть и играть в футбол. Моя мама очень увлекается

several pets at home. I think we are a typical British family.

садоводством и вязанием. Мой папа любит читать местные газеты. У нас дома есть несколько домашних питомцев. Я думаю, что мы типичная британская семья.

Interviewer: I see. Well, it was very interesting to talk to you, Linda. I have learnt a lot about British families and their lifestyle, which is very useful for my research.

Интервьюер: Понятно. Что ж, было очень интересно поговорить с тобой, Линда. Я узнал много нового о британских семьях и их образе жизни, что очень полезно для моего исследования.

Linda: You're welcome. If you have any further questions, I'll gladly answer them.

Линда: Всегда пожалуйста. Если возникнут ещё какие-либо вопросы, я с удовольствием на них отвечу.

Interviewer: Thank you so much.

Интервьюер: Спасибо тебе большое.

Диалог на тему "Разговор с мамой (Chatting With Mum)".

По-английски

Перевод на русский

Diana: I'm planning to spend an afternoon sledding with Irina, mum.

Диана: Я планирую днем пойти кататься на санках с Ириной, мама.

Mum: That's not the best idea while it's minus 20 degrees outside.

Мама: Это не самая лучшая идея, когда на улице минус 20 градусов.

Diana: I'll wear an extra jacket if that's what you mean.

Диана: Я надену еще одну теплую кофточку, если ты это имеешь в виду.

Mum: No, I mean you might catch a cold if you spend too much time outside today.

Мама: Нет, я имею в виду, что ты можешь простудиться если проведешь сегодня слишком много времени на улице.

Diana: I won't take off my hat and scarf, I promise.

Диана: Обещая не снимать шапку и шарф.

Mum: Oh, well. I should have warned you. You can go sledding then only for half an hour and after you're back you should do your Maths homework.

Мама: Ну ладно. Я должна была тебя предупредить. Ты можешь пойти кататься на санках, но только на полчаса, а после того как ты вернешься, тебе нужно будет сделать домашнее задание по математике.

Diana: I agree. I will be home soon. As for Maths, there aren't many exercises anyway.

Диана: Согласна. Я скоро буду дома. Что касается математики, там все равно не так много упражнений.

Mum: Thanks for telling me that. After Maths homework I'll need your help around the house then.

Мама: Спасибо, что сказала. Тогда после домашнего по математике мне понадобится твоя помощь по дому.

Diana: Can't I simply enjoy my winter holidays by doing what I want to do?

Диана: Разве я не могу просто наслаждаться своими зимними каникулами, делая то, что хочу?

Mum: You can, but don't forget that there are other important things to be done. What else did you want to do while you're on holiday?

Мама: Можешь, но не забывай, что есть более важные вещи, которые тоже нужно сделать. Чем ты еще хочешь заняться на каникулах?

Diana: I want to go with Dan and Yana to the woods for peaceful skiing, but my ski is broken since last winter and nobody would fix it.

Диана: Я хочу пойти с Дэном и Яной в лес спокойно покататься на лыжах, но одна лыжа сломана с прошлой зимы и никто ее не чинит.

Mum: Don't worry, I'll tell dad to have a look at it.

Мама: Не переживай, я скажу папе, чтобы он взглянул на нее.

Diana: Apart from that, I want to spend one day at grandparents' place. When will we go there?

Диана: Кроме того, я хочу провести один день у бабушки с дедушкой. Когда мы туда поедем?

Mum: Dad said on Sunday we can make it.

Мама: Отец сказал в воскресенье получится.

Diana: Ok, that's a good news. I'll get to play with Monica and Alice there.

Диана: О, вот это хорошая новость. Я смогу поиграть там с Моникой и Алисой.

Mum: It seems all you want to do is only playing outside. How about the cooking lessons you wanted to take.

Мама: Кажется, все что ты хочешь, связано с играми на улице. Как насчет уроков кулинарии, которые ты хотела посетить.

Diana: I'll do it next season. You know how much I like snow. While it's such beautiful weather outside I want to enjoy it.

Диана: Я займусь этим в следующем сезоне. Ты же знаешь, как я люблю снег. Пока на улице такая прекрасная погода, я хочу этим насладиться.

Mum: No problem. Do what you want to do, but don't forget that Mrs. Jenkins gave you one special task to read the J. D. Salinger's novel "The Catcher in the Rye". When I was your age I read it with pleasure. It's an interesting and informative book indeed.

Мама: Нет проблем. Делай, что хочешь, но не забывай, что миссис Дженкинс задала тебе одно особое задание - прочитать роман Д. Д. Сэлинджера "Над пропастью во ржи". В твоём возрасте я его с удовольствием читала. Это очень интересная и поучительная книга.

Diana: Thanks for reminding me. I nearly forgot about it. I will start reading it tonight. What is it about anyway?

Диана: Спасибо, что напомнила. Я почти забыла об этом. Начну читать ее сегодня вечером. И все же о чем она?

Mum: It's about a teenage boy almost of your age who struggles against several life obstacles. You'll like the book, as you read it. I won't tell you what exactly happened to Holden Caulfield.

Мама: Она о мальчике-подростке почти твоего возраста, который борется с некоторыми жизненными обстоятельствами. Тебе понравится книга, как только начнешь читать ее. Я не буду в подробностях пересказывать, что именно происходило с Холденом Колфилдом.

Diana: Who is he? The main character?

Диана: Кто он? Главный герой?

Mum: Yes, he is.

Мама: Да.

Diana: Ok, I'll read and find out everything myself. Can I go sledding now?

Диана: Хорошо, я прочитаю и сама все пойму. Можно я теперь пойду кататься на санках?

Mum: Yes, you can, but don't forget to be back by 3 pm. You have things to do.

Мама: Да, можно, но не забудь вернуться к 3 часам дня. У тебя есть еще дела.

My Household Duties

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

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

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

Once a week I help my mother to do all other work about the house. We wash our linen, iron and mend it, clean the flat. We beat the dust out of the carpets, vacuum the floors and polish them. It's not difficult to keep the flat tidy if you do your rooms regularly. This is my usual round of duties. But sometimes I have some other things to do.

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

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

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

Last year I was at my grandparents. They are elderly people and need care and attention. During my stay there, I swept the floors and washed them, fed the chickens, collected the eggs and weeded



the vegetable-beds. I don't know how to milk the cow but I helped to feed the other animals: lambs, sheep and pigs. I enjoyed this work very much.

Questions:

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

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №6-7

Тема: Семейные традиции. Связь с предыдущими поколениями.

Ведущая дидактическая цель: формирование у обучающихся представления о семейных традициях и связи с предыдущими поколениями в стране изучаемого языка.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Text №1

Read the text and answer the questions.

Family Relations

Your father and mother are husband and wife. They are your parents. They have children – boys and girls. The boys are their sons and the girls are their daughters. The girls are the sisters of the boys, who are their brothers. Your father`s and mother`s parents are your grandparents. They are your grandfather and grandmother, they have grandsons and granddaughters. Your father`s and mother`s sisters and brothers are your uncles and aunts and they have nephews and nieces. Their sons and daughters are your cousins. All of them are your relatives or relations.

If you are married, your wife`s (husband`s) relatives are “in-laws”, for instance (например), mother-in-law, father-in-law, sister-in-law, brother-in-law, etc. this relationship lasts all your life, unless you divorce (разводиться) your wife (husband).

Vocabulary

Father – отец

Mother – мать

Parents – родители

Daughter – дочь

Son – сын

Grandmother – бабушка

Grandfather – дедушка

Grandson – внук

Granddaughter – внучка

Brother – брат
Sister – сестра
Aunt – тетя
Uncle – дядя
Cousin – двоюродный брат (сестра)
Mother-in-law – свекровь, теща
Father-in-law – свекровь, тесть
Nephew – племянник
Niece – племянница
Sister-in-law – свояченица, золовка
Brother-in-law – шурина, деверь
Stepmother – мачеха
Stepfather – отчим
Stepson – пасынок
Stepdaughter – падчерица
Married, – женат, замужем
single, unmarried-не женатый, не замужем I am single
divorce- развод
spouse-супруг, супруга
Twins- близнецы
Sibling-родные брат и сестра

Exercise 1. 1. Answer the questions

1. Have you got many relatives?
2. What would we call them in English?
3. Do they live close or far from you?
4. Do you see them often? Would you like to see them more often? Why?

This drawing shows the Priestley family.

John Margaret Lillian Andrew Colin

Mrs. (Mary) Priestley is daughter-in-law to William Priestley. William Priestley is her father-in-law. She is sister-in-law to Norah Priestley (Norah Macaulay).

George Macaulay is Mr. Priestley's brother-in-law. He is William Priestley's son-in-law

The mother-in-law of Mrs Priestley and George Macaulay was «Grandmother» Priestley She is dead.

John and Margaret are cousins to Colin, Lillian, and Andrew.

Exercise 1. 4. Talk about William Priestley's family.

Text №2

Read the text and answer the questions.

INTRODUCING MYSELF

There is saying that if you want something to be done well, do it yourself. So, I am following this wise saying and would like to introduce myself. My first name is Sergei, my family name is Kravenko.

But in the beginning, I would like to represent my family and parents. Actually, my family is not large; my family consists of my father, mother, sister and me.

My father's name is Yuri. He is 41 years, but he looks much younger. He is businessman. My dad is a well-educated and well-read person; he has experiences in many fields. That is why it

is always interesting to communicate with him, he usually tells many exciting stories, of course, if he has free time.

My mother is 37. Her name is Natalia. She is a good looking, blond woman. I admire her character. She is an optimist; she is full of energy and enthusiasm I really adore her sense of humor. She is a housewife. It takes her much time and power to take care of our home. But I can assure, she copes with her job very well. Besides, both my father and I help her with the housework. For example, I wash dishes, plates, sometimes go shopping and so on.

I enjoy spending time with my family very much. We often go for walks. I enjoy strolling along streets because my parents usually tell me many interesting details of the history of our city. That is all reason I am fond of travelling with my parents. My mother spends much time in the kitchen- she is keen on cooking. We always find out new recipes, try them. When I was a child, my father involved me in stamp collecting. Since that time, stamps and ancient coins have become my hobby. We have a huge collection of stamps and coins. It is impossible to name all the things we can do together, so I think I can stop here.

I would like to see my father's parents. But they were gone before my birth. According to my parents' words, they were wonderful and outstanding people. But to my mind, my dad inherited their best features. My parents are remarkable people: kind-hearted, honest they have moral values and do not break promises. They understand me completely. They allow me almost everything; they always give me good advice and, frankly speaking, I do not know what I will do without them. I am very lucky that I have such wonderful parents and, of course, I love them very much.

Now, I think, it is time to speak about myself. My name is Sergey, but my friends call me Seriy. I am 16.

I am tall and not bad built. I have an oval face and large green eyes. Speaking about my character, I can say that I am friendly, kind, generous. I don't like falsehood. I appreciate people's honesty, kindness, sense of justice and intelligence. I have my own likes and dislikes. I am modest and sometimes shy, but don't advise someone tricking or kidding me. But in spite of all these characters, I can keep secrets: I never let my friends down. I am sociable, so I have got a lot of friends among my classmates. I usually say, what I think, that is why people around me often take offence. I don't like when people are rude and aggressive.

VOCABULARY

saying — поговорка, пословица

wisdom — мудрость, мудрый

to introduce - представить

first name - имя

family name - фамилия

to represent - представить

actually — вообще, фактически

to consist of — состоять из

experiences - опыт

to communicate - общаться

exciting - волнующий

to admire — восхищаться, любоваться

to adore - обожать

sense - чувство

to assure — уверять, заверять

to cope - справляться

to wash - мыть

dish — тарелка, блюдо

plate - тарелка

to go (past went, p.p. Gone) shopping — ходить за покупками

to spend — проводить, тратить

to stroll — прогуливаться, бродить
to be fond of — очень сильно что-то любить, увлекаться
to be keen on — очень сильно что-то любить
to cook — готовить пищу
recipe - рецепт
to involve — включать в себя, заниматься чем-либо
ancient — древний, античный, старый
coin - монета
huge — огромный, очень большой
to praise — хвалить, превозносить
birth - рождение
outstanding - выдающийся
to inherit — получить в наследство, унаследовать
remarkable — замечательный, удивительный
kind-hearted — добрый, добросердечный
honest - честный
to allow — позволять, разрешать
advice - совет
frankly - честно
lucky — счастливый, везучий
generous — нежадный, великодушный
falsehood — ложь, неправда
modest — скромный, сдержанный
shy — застенчивый, робкий, нерешительный
to trick — обманывать, надувать
to kid — обманывать, надувать; высмеивать
in spite of - вопреки
to keep (past kept, p.p. kept) secret — хранить секрет
to let (past let, p.p. Let) smb. Down — подводить кого-либо
offence - обида

Questions

1. Where does your family live?
2. How big is your family? Are you the only child in the family?
3. Do your parents understand you?
4. In what way do you help your parents?
5. Do you have a pet?
6. Are your grandparents still alive?
7. Do you go in for sport?
8. What is your father's profession?
9. Do you enjoy spending time with your family?
10. What hobby do you have? Do you like reading?
11. What people don't you like?

Universal model for the telling about yourself

Exercise 2.1 Continue the sentences.

I am a student.....

I am not an only child in the family.....

My parents are.....

Speaking about my character, I can say.....

I don't like when people.....

I appreciate.....

I am sociable.....
My favorite sports are.....
I'm fond of
I don't have much free time but I have a hobby.....
I hope that my dreams will come true and I'll become

Exercise 2.2 Tell about yourself. Use universal model

Text №1

My name is ... I am sixteen. I live in Moscow. My address is ... My telephone number is... I am tall (not very tall, short, middle-sized). I am thin (not very thin, rather fat). My face is round (square, oval). I have a fair (dark) complexion. My forehead is narrow (broad) and low (high).

I have a straight (turned up, crooked, aquiline) nose and a protruding (round) chin. My eyebrows are bushy (penciled), my eyelashes are thick (thin) and long (short). I have large (small) blue (hazel, black, gray) eyes. My hair is black (fair, dark, blond, chestnut), straight (curly) and long (short, not very long). I have just left school and now I am a student. I like my future profession and I am going to do my best to become a good specialist. I live with my family. It is large (small, not very large) and very good. We love each other very much and always try to help each other and to spend as much time together as we can. I have a lot of friends too. I am fond of reading and playing computer games. My favorite sport is football (swimming, tennis, hockey).

My friends and I often get together to play different games, to go for a walk or simply to talk.

Text №2

I should say that it is not an easy thing to speak about myself but at the same time who knows you better than you yourself do? I am a girl of sixteen. When I look at myself in the mirror I see a blond girl with short straight hair, dark eyes and a slender figure. As to my appearance I'm rather tall and slim. I have never thought I'm a beauty, I wish I were more beautiful.

I am neither short nor tall, so I like to wear high-heeled shoes, trousers or jeans. I think that I'm even tempered, rather reserved, calm and modest. But sometimes I can lose my temper and become either angry or sad. I like staying alone and sometimes I retreat into my shell. But at the same time I like my friends, I like to laugh and joke. I have got a sense of humor. It means I understand humor and appreciate it.

There are many things in our life I like and some I dislike. I appreciate people's honesty, kindness, sense of justice and intelligence. I don't like when people are rude and aggressive. I am sociable, so I have got a lot of friends among my schoolmates. I like when everything is OK. Being happy is one way of being wise. I like to study because knowledge is useful sometimes. I'm fond of reading as it gives not only knowledge, but also wonderful moments of joy and pleasure. I asked myself a lot of times what I wanted to be? I realized that my strongest desire was to continue specializing in humanities and learn foreign languages in particular. I hope my dream will come true. Finally, the things I hope to achieve in my life are: to have a very successful career, to build the house of my dreams and to find someone in my life to share all that with.

Text №3

My name is Alexander. I am a student of college Integral. I am 17 years old. I am rather tall, thin. I am well-built, to my mind. I have an oval face with a straight nose. My eyes are rather big and brown. I have long eyelashes. My lips are neither thin nor full. My hair is dark and I have a short cut. Nowadays it's expensive to be smart and fashionable but I try to be well-dressed and neat. I have no beard and moustache. I usually wear a pullover and dark trousers. I was born in January. I am

Capricorn. So I am serious but I couldn't say for sure, that I am quite. First of all I enjoy listening to loud music. I like merry company and parties. As for my character I am cheerful, honest and sociable. I have a sense of humor. I like jokes. I am brought up and have good manners. I don't respect rude, selfish and foolish people. I hate it when people lie and can't keep their promise. I also hate it when people interrupt others because it's impossible to have a talk with them. I try to deal with people who are honest, polite, disciplined they never lie and help in difficult situation. I am a sportsman. I go in for track and field. So I also go in for sport only sport makes people healthy, active, forms a character.

Exercise 2.3. Discuss the following questions with your classmates

Stories from the past

Unfortunately, many of us know very little about our ancestors.

But some people have proven how much we can learn if we are really interested in our family history. We have information from talking to our relatives, looking through old photos and some old things that are around in every family home. It helps us understand ourselves better

1. What do you know about your family's history?
2. When and where were they born?
3. How have wars, conflicts and historical events affected your family history?
4. How can you get the information you'd like to know?
5. Are there any family legends in the family? Tell some of them if you like
6. What makes a family happy?

Exercise 2.4. Give the Russian equivalents

It runs in the family - an ability or talent that is passed on through the generation

You own flesh and blood - a member of family, no matter what

Blood is thicker than water - family ties are stronger than any others, despite arguments

Text № 3

Read the text and answer the questions.

FAMILY LIFE IN BRITAIN

A "typical" British family used to consist of mother, father and two children. But in recent years there have been many changes in family life. For example, since the law made it easier to get a divorce, the number of divorces has increased. That's why 24% of British children live with only one parent, usually their mother.

The contemporary British child doesn't have a lot of companionship from brothers and sisters, because the average family has only one or two children. Most British children live with their parents at least until they finish school at the age of 17 or 18. Then many go away to college, leaving some parents sad and lonely in their empty nest and others enjoying their release from parental responsibilities. But many adults stay with their parents during their college years or return home after graduation. Today's parents cannot even be sure that their married children have moved out forever. After a divorce they may return to the parental home temporarily or even on a long-term basis.

Older people take pride in their independence, enjoy their freedom and don't want to their children. The telephone, the car and the airplane keep them in close contact even when they live in different parts of the country.

Members of family – grandparents, aunts, uncles, cousins - keep in touch, but they see less of each other than they used to. This is because people often move away from home town to work

and so the family becomes scattered. Christmas is the traditional season for reunions. Although the family group is smaller nowadays than it used to be, relatives often travel many miles in order to spend the holiday together. Family parties may be all the more joyous when they bring together relatives who haven't seen each other for a while.

QUESTIONS:

1. Why do a lot of British live with only one parent?
2. What can you tell about the contemporary British child?
3. Are there many adults staying at their parents' place?
4. Older people take pride in their independence, don't they?
5. What is the traditional season for reunions?

VOCABULARY:

Divorce – развод

To increase – увеличиваться

Contemporary – современный

Responsibility – ответственность

Temporarily – временно

Text №4

Read the text and answer the questions.

Family Relationships

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

When do people usually start a family? This question doesn't have a definite answer.

In the 18th, 19th and at the beginning of the 20th century people used to get married at the age of 18 or even 16. Despite the fact that the girl was so young, she was already able to keep the house, take care of her husband and raise children

If a girl about 23 or more wasn't married, she was said to be an old maid or a spinster.

But life's changing as well as people's style of life. Nowadays we have got much more freedom in questions concerning family. It is natural to get married at the age of 20 up to 30; however, some people prefer to make a career first and only after that start a family when they are already in their forties. Moreover, there are many cases when people prefer to live together without being married. There are some reasons for this phenomenon. Firstly, it is difficult to juggle a family life with studies at school or university. But without good education it is practically impossible to find a suitable well-paid steady job. It's a must to get a higher education, but by this moment you are already 22—24 years old.

After that you seek for a well-paid job to live independently, which takes about 3—5 years. Now you see why people in the 21st century do not hurry to get married.

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

There are two basic types of families. A nuclear family — a typical family consisting of parents and children. A single-parent family consists of one parent and children. Nowadays there

are very few people who have never divorced. Today the highest divorce rate in the world has the Maldives Republic. The United States of America take the third place. Russia is at the ninth place.

Exercise 4.1. Answer the question

What are the reasons of great numbers of divorce? Name some of the most common and serious ones. Use the phrases.

Occurrence of adultery- супружеская измена

Communication breakdown- невозможность общения

Financial problems- финансовые затруднения

Boredom- скука

Physical and psychological abuses- физические и психологические оскорбления

Questions:

1. How many members are there in your family?
2. At what age did your parents get married?
3. Give your opinion of marriages of the previous centuries.
4. Do you think it is possible for a modern girl of eighteen to start a family?
5. There is a good phrase in the English language about marriages — "to go on the rocks". It means to break down, to crumble. Think of the similar ones in Russian.
6. Do you agree with the statement that unhappy couples with children should stay together until the children are grown?

Vocabulary:

relationship — родство, отношение

unit — единство

complex — сложный

rarely — редко

peaceful — мирный

definite — определённый, точный

old maid, spinster — старая дева

to turn out — оказываться

to bring up — воспитывать, растить

to provide — обеспечивать

despite — несмотря на

to keep the house — вести домашнее хозяйство

to raise children — растить детей

custom — обычай

to retain — сохранять, удерживать

fascination — очарование, обаяние, привлекательность

modern — современный

to reveal — открывать, раскрывать, обнажать

urgent — насущный, актуальный

to concern — касаться, иметь отношение к

to start a family — заводить семью

to be in one's forties — быть в возрасте от 40 до 50 лет

moreover — более того

to juggle — совмещать

suitable — подходящий
well-paid — хорошо оплачиваемый
steady — постоянный
higher education — высшее образование
to seek — искать
independently — независимо
generation — поколение
separately — отдельно
to suffer from — страдать от
lack of attention — недостаток внимания
nuclear family — полная семья
typical — типичный
single-parent family — неполная семья
to divorce — разводиться
divorce rate — уровень разводов

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №8-9

Тема: Общение с друзьями и близкими.

Ведущая дидактическая цель: формирование у обучающихся навыков общения на английском языке.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Let's talk about friendship.

Friendship is a special relationship between people. People need this relationship because they expect help and comfort from each other. Those who have friends have less stress and live longer. Friendship is usually based on common interests and mutual understanding, true encouragement and sympathy.

They say "Friendship isn't a big thing, it's a million little things" and I agree. To me it means that friendship isn't always about one big gesture of help. Instead, true friendship is about millions of ongoing little actions you do day in and day out, that show how much you care about and value your friend.

They say: "A person has just one true friend". I think it's possible to have more than one true friend. It's hard to find a person who will share your whole life. People can change and their interests change, that's why we can have more than one true friend during the life.

Muhammad Ali once said: "If you haven't learnt the meaning of friendship, you really haven't learnt anything". He meant that friendship is in some aspects more important than anything that you learn at school. He meant that nothing that you know matters if you do not understand friendship.

What role do friends play in your life? You can have a lot of acquaintances, they come and go, but a true friend is always there when you need a shoulder to cry on. Having a good friend can usually brighten a bad day and make you smile because that is what friends are for. If you feel depressed your friend will hang out with you to amuse you, to cheer you up and have a laugh with you. A good friend will not take offence at you if you disagree with him.

I have no friends among adults apart from my parents. I think that it's easier to make friends among your peers. My best friend is of the same age with me.

I have a wide circle of friends who are on the same wavelength. I get on well with them because I respect their differences. It is fun to be with them all, but my special friend is _____. I met him/her when I mixed with my friends once after school. We've become inseparable since our first meeting. I really like him/her and we get on well. He/she accepts me as I am and doesn't try to change me.

_____ is tall (well-built, pretty, handsome, plump, good-looking, slim) in his/her teens. _____ has got an oval (round / square) face with shoulder-length (long / short) hair, greenish-blue (hazel / blue / grey / green) eyes and full lips.

_____ is very responsible and decisive. He/she is determined: once he/she decides to do something, nothing can stop him/her. On the other hand, _____ tends to be sometimes bossy and likes telling other people what to do.

_____ is an active and energetic person who enjoys cycling and playing sports games. He/she has an outgoing personality and loves meeting new people. He/she is also ambitious and works very hard at school to be successful in future. He/ she is intelligent and understands difficult subjects quickly and easily. On the other hand, he/ she can be sensitive at times and gets upset when something goes wrong.

All in all, _____ is very special to me and I am always there when he / she needs me.

A real friend is always next to you, you can always count on his support and attention. I can rely on my best friend in everything. _____ helps me to see the truth even if it hurts, he / she keeps my secrets and shares things with me. I know, I can turn to my friend in trouble and he / she will give me a hand when I can't cope with a problem myself.

People usually become friends when they have much in common, when they have much to tell each other, when they trust each other and rely on each other. So, if you want to get acquainted with someone and understand if this person can become your friend, you may ask the following questions:

1. What music do you like? / What books do you read? / What TV programs do you prefer?
2. What's your hobby?
3. What personal qualities do you appreciate in people?

If you want to understand if people are close friends, you can ask the same questions and compare the answers. Close friends will have similar answers.

I think it's a bit easier to make friends when you 6-10 years, because children of this age are more outgoing and sociable. But I guess making friends doesn't really depend on how old you are. If a person is friendly, it won't be hard for him to get to know someone.

Making friends is not easy for some people and in some situations. These situations may be different – moving to a new school, moving to a new place, bullying at school, etc. Many teenagers are nervous about starting a conversation, because possible neglecting frightens them. To ease the tension, I'd advise not to be afraid of new people and not to think that all people around you must like you. If they don't – it's normal. You are simply different kinds of people. Try to find a group of your kind and make friends with them.

Nowadays teenagers have many virtual friends in contact or Facebook. I can't name those friends real ones. Friends in social networks can have much in common, but virtual friendship can't replace real communication when you spend time together.

Nowadays people prefer to have more money than many friends. They say that a person with money can afford everything and can solve any problem. I am sure that money can't buy you real friends. And there are really such situations when you need friends and their emotional support more than money. That's why I prefer to have both money and real friends.

Тема: Описание внешности человека.

Ведущая дидактическая цель: формирование у обучающихся навыков описания внешности человека на английском языке.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Упражнение 1. Назовите возраст людей на картинках.



Упражнение 2. Переведите шутку.

— Bobby: Ma, what do we call people who have no hair on their heads?

— Mother: We call them bald.

— Bobby: Look at that man. He is absolutely bald. He has no hair on his head.

— Mother: Hush, dear. He may hear you.

— Bobby: And doesn't he know it?

* * *

Упражнение 3. Переведите слова и назовите антонимы.

ОБРАЗЕЦ to look bad — to look good

to look bad, to look older than..., a short man, to nod one's head, a plain face, a pleasant man, a thin beard, full lips, even teeth, bushy eyebrows, thick eyelashes, narrow forehead, rosy cheeks, light skin, to wear one's hair long, wavy hair, thick hair, dark hair, loose hair, straight nose, in a low voice, in a loud voice

* * *

Упражнение 4. What can't we do without ?

1. I can't run without ...
2. I can't point without...
3. I can't speak without...
4. I can't chew without...
5. I can't hear without...
6. I can't smell without...
7. I can't wave without...
8. I can't whistle without

* * *

Упражнение 5. Переведите предложения на русский язык.

1. The fat boy pointed at the dog with his thick finger.
2. Her brother was short, broad-shouldered and strong.

3. This girl has wavy hair cut short.
4. He is a fat man with a big head.
5. Mike's father has a dark face.
6. Glasses suit her.
7. I like little ones.
8. His cheeks were pale and touched with freckles.
9. Ann's hair is not long but thick and curly.
10. Jane has a blue ribbon in her brown hair.
11. John has a great forehead and dark brown eyes.
12. His cheeks are plump but very pale.
13. Nina looks older than she is but when she laughs she becomes younger.
14. If a person has very little hair or no hair we call him bald.
15. A nose may be long or short, straight, crooked or turned up.
16. Speaking about one's teeth we say that they are small or large, even or uneven.

* * *

Упражнение 6. *Опишите внешность любого человека, используя слова из скобок.*

Mike is unlike (like) me. His forehead is narrow (broad) and low (high), his teeth are large (small) and even (uneven). He has a straight (short) nose and a double (small) chin.

Betsy is rather short (tall) and plump. Her hair is black (fair) and straight (curly). Her eyebrows are bushy (pencilled), her eyelashes are thin (thick) but long (short). She has small (large) brown eyes and a straight (turned up) nose. Her cheeks are never rosy (pale). Her lips are full (thin) and red. Her face is pleasant (unpleasant) when she smiles.

* * *

Упражнение 7. *Вставьте пропущенные слова по смыслу.*

1. Some middle-aged and old people have no hair on their heads. They are
2. She has rather small eyes but her teeth are not.... They are
3. This haircut suits her very much. She looks
4. You can see nothing if you your eyes.
5. When it is cold one has red
6. One can see herteeth and she looks younger than she is.

* * *

Упражнение 8. *Ответьте на вопросы по теме «Appearance. Описание внешности людей»:*

1. What can the colour of eyes be?
2. What colour of eyes do you like best?
3. What do we hear with?
4. What do we taste with?
5. What can you tell about the figures of different people?
6. What do you know about people's hair?
7. What does it mean when we say, «She is middle-sized»?
8. What does it mean when we say, «She is beautiful»?

* * *

Упражнение 9. *Используйте подходящее слово из рамки. Есть лишние слова.*

A man and woman were seen running away from a post office which had just been robbed. This is the report that an eye-witness wrote for the police.

at looking moustache well-built as much like contact lenses wavy lot
bald in wearing putting looked ponytail sunglasses

DATE (дата): 27.05.08

CRIME (преступление): *Robbery of Mare Street Post Office*

WITNESS (свидетель): *M. Stewart*

I was just getting out of my car, when I saw these two people, a man and a woman, running fast down the other side of the street from me. They were being chased by one or two people who ran out of the post office. The man was (1)_____ taller than the woman. He was wearing black (2)_____ and he had a long (3)_____. He was carrying a red leather bag. He had long black hair, a beard and a (4)_____. He had on a green anorak with badges on the sleeves. He was quite (5)_____ and muscular. The woman was quite small and very slim, but she could run just as fast (6)_____ the man. She had (7)_____ shoulder-length hair and was probably (8)_____ her late teens. She was (9)_____ a dark blue T-shirt and jeans. They both (10)_____ quite scared.

* * *

Упражнение 10. *Переведите на английский.*

Варианты перевода:

This is a man **of** about forty. — Это мужчина примерно 40 лет (распространенный).

This is a **forty-year-old** man. — Это сорокалетний мужчина (грамматически правильный, но реже употребляемый).

1. Это малыш.
2. Это девятилетний мальчик.
3. Это 16-летний юноша.
4. Это молодая 30-летняя женщина.
5. Эта женщина выглядит на 30 лет.
6. Эта женщина выглядит на 20, а ей 28 лет.
7. Она выглядит моложе своего возраста.
8. Это красивая 40-летняя женщина.
9. Это пожилой 50-летний мужчина.
10. Этот мужчина выглядит старше своего возраста.

* * *

Упражнение 11. *Переведите на английский.*

1. Я взрослый.
2. Тому старику 80 лет. Но он хорошо выглядит.
3. У Ани волосы не длинные, но густые и кудрявые.
4. У Джейн в каштановых волосах красивый голубой бант.
5. У Джона большой лоб и темные карие глаза.
6. Она красивая блондинка с голубыми глазами.
7. Эта девочка носит челку.
8. У нее длинные густые волосы.
9. У нее распущенные волосы.
10. Он коротко подстрижен.
11. Она любит носить хвост.
12. Он носит короткую бороду и усы.
13. У нее двойной подбородок.
14. Я ношу хвостик и челку, но я собираюсь подстричь волосы (to have my hair cut).

* * *

Упражнение 12.

А. *Какие части тела можно описать следующими прилагательными? Придумайте несколько предложений.*

fair long broad curly thick straight blue
slim dark pale grey small red

В. Дайте определение следующих слов на английском языке.

weight — вес, feminine — женственный, fit — в форме

ОБРАЗЕЦ A man is called **well-built** if has a good figure.

well-built good-looking overweight unattractive
handsome middle-aged feminine fit elderly

* * *

Упражнение 13. Петя — маленький мальчик. Ему четыре года. Он маленького роста и толстый. Он похож на своего отца. У Пети лицо круглое и в веснушках. У него густые, кудрявые каштановые волосы, а нос маленький. Мне нравятся его большие серые глаза и белые зубы. У него полные губы и пухлые розовые щеки. Я думаю он умный мальчик, так как у него широкий и высокий лоб.

* * *

Упражнение 14. Джейн — школьница. Ей 10 лет, но она выглядит старше. У нее маленький курносый нос, и светлая кожа. Ее волосы коротко подстрижены, и она носит их на прямой пробор (parted in the middle). У нее голубые глаза и приятная улыбка. Когда она улыбается, две хорошенькие ямочки (dimples) появляются на ее розовых щеках.

* * *

Упражнение 15. Моя сестра — очень красивая девушка. У нее длинные светлые волосы, голубые глаза и полные губы. Ее сын не похож на нее. Это маленький толстощекий мальчик с курносый носом и тонкими губами.

* * *

Запомните:

hair — неисч., ед. число,

hairs — волоски

little hair — мало волос

much hair — много волос

Повторить неисчисляемые существительные (intermediate)

* * *

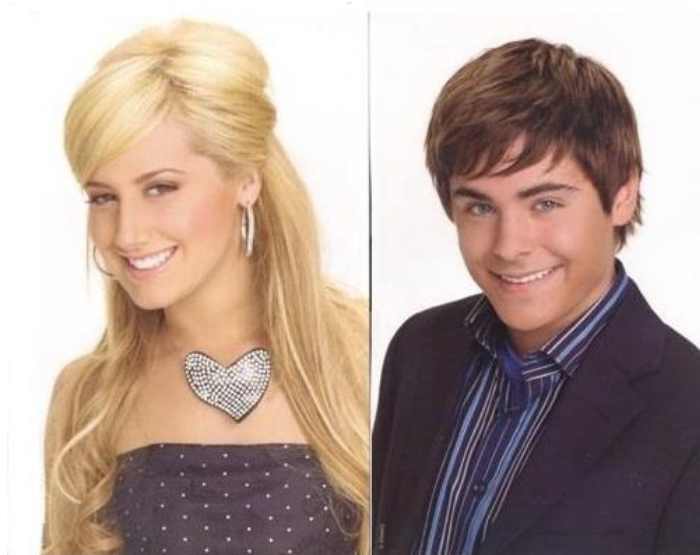
В заключение темы **Appearance**. **Описание внешности** (уровень **intermediate**) выполните заключительное задание.

Упражнение 16. Опишите молодых людей по фотографии.

Фото 1.



Фото 2.



ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №12-13

Тема: Образование, национальность, качества личности.

Ведущая дидактическая цель: формирование у обучающихся представления об образовании, национальностях и качествах личности в стране изучаемого языка.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Запомните:

country — страна

nationality — национальность

language — язык

1. Russia (Россия) — (the) Russians (русские) — the Russian language (русский язык)
2. Great Britain — (the) British — the British English (британский английский)
3. America — (the) American(s) — the American English (американский английский)
4. France — (the) French — the French language
5. Germany — (the) German(s) — the German language
6. Italy — (the) Italians — the Italian language
7. Greece — (the) Greek — the Greek language
8. Turkey — (the) Turkish — the Turkish language
9. Egypt — (the) Egyptian(s) — the Arabic language
10. Spain — (the) Spanish — the Spanish language
11. Japan — (the) Japanese — the Japanese language
12. China — (the) Chinese — the Chinese language
13. Australia — (the) Australian(s) — the Australian English (австралийский английский)

Теперь давайте повторим страны на английском языке и их столицы:

Страны (Countries) — Столицы (Capitals):

1. Russia — Moscow ['mɒskəʊ]
2. Great Britain — London ['lʌndən]
3. America — Washington D.C. ['wɒʃɪŋtən di si]
4. France — Paris ['pærɪs]
5. Germany — Berlin [bɜ: 'lɪn]
6. Italy — Rome [rəʊm]
7. Greece — Athens ['æθɪnz]
8. Turkey — Ankara ['æŋkərə]
9. Egypt — Cairo ['kaɪrəʊ]
10. Spain — Madrid [mæ 'drɪd]
11. Japan — Tokyo ['təʊkiəʊ]
12. China — Beijing [, beɪ 'dʒɪŋ]; Peking
13. Australia — Canberra ['kænb(ə)rə]

Вспомните основные достопримечательности этих стран — Places of Interest. Sightseeing
Английские слова для начинающих. Список №2



Countries and Nationalities. Упражнения

Упражнение 1. *Переведите на английский язык.*

1. Италия / Он из Италии. / Он итальянец.
2. Испания / Он из Испании. / Он испанец.
3. Англия / Он из Англии. / Он англичанин.
4. Германия / Он из Германии. / Он немец.
5. Франция / Он из Франции. / Он француз.

Упражнение 2. *Задайте и ответьте на вопросы.*

ОБРАЗЕЦ.

- What do we call people who live in France? — **People** who live in France **are** French.
- What language do people speak in France? — **People** who live in France **speak** French.

Упражнение 3. *Задайте и ответьте на вопросы.*

ОБРАЗЕЦ. What is the capital of *Great Britain*? — The capital of *Great Britain* is *Moscow*.

Упражнение 4. *Задайте и ответьте на вопросы. Используйте выражение **be famous for** — быть известным за...*

ОБРАЗЕЦ. What is *Great Britain famous for*? — *Great Britain is famous for* its Queens.

Упражнение 5. *Ответьте на вопросы о себе.*

1. Where are you from?
2. What is your nationality?
3. What language do you speak?
4. What is the official language in your country?
5. What is the capital of your country?
6. What is your country famous for?
7. What are your people like?

Упражнение 6. *Представьте, что вы присутствуете на международной конференции. Скажите несколько слов о себе.*

- Let me introduce myself. — Позвольте мне представиться.
- My name is ... — Меня зовут ...
- I am from Russia. — Я из России.
- My country is famous for its vast territory. — Моя страна знаменита своей огромной территорией.
- The capital of Russia is Moscow. — Столица России — Москва.
- People who live in Russia speak different languages but the official language is Russian. — Люди, которые живут в России, говорят на разных языках...

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №14-15

Тема: Описание характера

Ведущая дидактическая цель: формирование у обучающихся навыков описания характера на английском языке.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Упражнение 1. *Подберите антонимы и переведите образовавшиеся пары.*

1. clever, polite, quiet, careful, kind, honest
2. careless, dishonest, unkind, noisy, impolite, silly

Назовите префиксы (приставки) и суффиксы с противоположным значением.

* * *

Упражнение 2. *Назовите слово на английском языке.*

1. любит командовать
2. имеет хорошие манеры
3. много разговаривает

4. много не разговаривает на людях
5. не любит работать
6. говорит правду
7. глубоко задумывается о разных вещах
8. креативный

* * *

Упражнение 3. *Вспомните черты характера и распределите их по следующим признакам:*

Good traits of character: _____

Bad traits of character: _____

Others: _____

* * *

Упражнение 4. *Опишите свою внешность. Для этого воспользуйтесь лексикой из рубрики «Appearance». Скажите, каким (какой) вы себя видите, через 10 лет.*

I	would	like	to –	Я	хотел(а)	бы...
describe		myself –		описать		себя
in 10 year's time – через 10 лет						

* * *

Упражнение 5. *Опишите свой характер. Для этого воспользуйтесь лексикой из рубрики «Character». Скажите, чтобы вы хотели изменить в себе.*

СЛОВА-ПОДСКАЗКИ:

1. change in myself – изменить в себе
2. successful — успешный
3. lose weight
4. change the colour of your hair
5. look cool
6. dress well
7. be more athletic
8. get smarter
9. become more sociable
10. more independent
11. less shy
12. less lazy
13. have more friends
14. have a pet
15. make progress in

* * *

Упражнение 6 (в парах). *Используя лексику выше, составьте вопросы с выражением «Would you like...?». Задайте вопросы своему партнеру. Попросите его обосновать свой ответ.*

ПРИМЕР

- Would you like to look cool? – Yes, certainly, I would.
- Why? – Because I would like to have a girlfriend.

* * *

Упражнение 7. *Попробуйте описать свое будущее, свою семью, свой дом. Прочитайте описания, которое составили про свое будущее Анна и Роберт.*

ANN: How do I see myself in 10 years! Well, I'm happily married with a child. My husband Timothy works for a computer company. He is an athletic dark-haired man with a sense of humour.

I'm slim good-looking woman with blue eyes and fashionable haircut. Though I don't work the moment, I'm sociable and energetic. I'm learning Spanish. I go to classes twice a week. We also arrange parties for our friends.

We live in a semi-detached house not far from Manchester. There is a lively garden at the back and wonderful flowers at the front.

We are a typical English family.

* * *

ROBERT: In 10 years? I'm quite tall. I've got red hair and green eyes. My friends say I look older than I am. Maybe it's because of my glasses.

I am a student at the University. I live in the centre of London in a small flat. I live alone but I often see my parents and my younger sister.

On Saturdays I work in a cafe to earn some extra money.

After my classes at the University I listen to music and meet friends. There are lots of places to go in London.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №16-17

Тема: Адрес проживания. Описание здания. Интерьер

Ведущая дидактическая цель: формирование у обучающихся навыков написания адреса проживания, описания зданий и интерьера на английском языке.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Text №1 «Pioneers in the Midwest» (text for beginners)

Words for the text:



1. **the Midwest of America** — северозапад Америки
2. **the Europeans** — европейцы
3. **pioneer** — первооткрыватель
4. **tepee** [ˈti:pi:] — вигвам
5. **tough** [tʌf] — суровый
6. **prairie** [ˈpreəri] — прерия
7. **sod houses** — дома из дерна
8. **the Rocky Mountains** — Скалистые горы
9. **log cabin** — бревенчатая хижина
10. **sew** [səʊ] — шить
11. **«patchwork quilts»** — лоскутное одеяло
12. **pattern** — узор
13. **rattlesnake** — гремучая змея

Before 1800, **the Midwest of America** was Indian country. Then, **the Europeans** came. They did not like to move around or live in **tepees**. They were farmers and they wanted houses.

The first European Americans, the «pioneers», were **tough** people. They came to a hard country. The summers were hot, the winters were very cold. On the **prairies**, there were no trees and no stones. There was only earth. So the pioneers cut pieces of grass and earth and built houses with them.

These «**sod houses**» were very uncomfortable. The rain came in through the roof. Pieces of wet earth fell into food and onto the children's beds. The pioneers worked hard on their farms to make money. With the money they built bigger, better farmhouses with wood. No Americans live in sod houses now.

It was easy in **the Rocky Mountains** because there were trees. The pioneers could cut them down and make small wooden houses, called «**log cabins**». **Log cabins** were warm and dry inside. The people were poor, but they tried to make their homes comfortable.

Pioneer women had no money, but they wanted nice covers for their beds. They could not buy them, so they cut up old clothes and **sewed** the pieces together. The beautiful bedcovers they made are called «**patchwork quilts**». Many American women still keep their grandmothers' patchwork quilts, and they like to make new ones with the old **patterns**.

Nearly all the Americans live in towns or cities now. And you can't be a pioneer in Philadelphia or Chicago. But some people try. They like to go to vacation homes in the mountains, miles away from the cities. A real 200-year-old log cabin is best, but there are lots of new ones too. There, you can put your gun up on the wall above the fireplace. You can listen to the wind outside. You can talk about the bears and rattlesnakes. For two or three weeks you can be a **pioneer** again.

Questions to the text:

1. What were the first European American like?
2. How did the pioneers build their houses?

3. Why were those «sod houses» very uncomfortable?
4. What houses did the European Americans build when they made money?
5. What houses were called «log cabins»?
6. What did the pioneer women do to make their homes comfortable?
7. Where do Americans like to go on vacations? Why?

Text №2 «Mobile Homes» (text for pre-intermediate)

Words for the text:

1. **the Old World** — Старый мир
2. **the New World** — Новый мир
3. **wagon** [ˈwæɡən] — фургон
- Winnebago
4. **mobile homes** — дом на колесах (трейлер)
5. **cab** — кабина водителя
6. **winnebago** — фургон и кабина в одной машине
7. **campground** — место стоянки
8. **«Airstreamer»** — автодом 1930 г.
9. **highway** — скоростное шоссе
10. **trailer park** — место парковки для трейлеров



The great historic places of **the Old World** are cities, castles, and gardens. But in **the New World**, some of the most interesting historic places are the roads. Americans remember the great journeys of their history in movies, stories, and pictures. Their grandparents crossed America on horses and in **wagons**.

But they don't go in wagons now, of course. They go in **mobile homes**. Some mobile homes are pulled by the family car. Some, like Winnebagos, have a **driver's cab**. Behind the cab there is a room with beds, a small kitchen, a table, a washing place.

Winnebagos are great for vacations. A family can travel in the Winnebago, and stop at **campgrounds** to sleep and eat. They do not have to spend money on motels. In summer, the campgrounds in the national parks are full of mobile homes.

American factories make new and better mobile homes all the time. Some of them are palaces on wheels. But the idea is not a new one. In 1930s, there were a large number of «**Airstreamers**» on the road. These wonderful old mobile homes looked like small space ships. They were made of shiny silver metal. Sometimes you can still see them out on the **highways**.

Mobile homes are not good only for vacations. Many people live in them. Five percent of all American homes started as mobile homes, but many of them do not travel any more. They parked in **trailer parks**. People build on new rooms, and grow flowers and trees near them. Soon the mobile homes look like houses. The difference is that mobile homes are much cheaper than houses. Most Americans buy them.

Americans like to move. They like to feel that they can leave town and go on, to a new place and a new life. They like to feel free. A mobile home feels like a ticket to freedom, even one that never leaves its trailer park.

Answer these questions:

1. What are mobile homes like?
2. Why do American factories make new and better mobile homes all the time?
3. Why do many Americans live in mobile homes?
4. What were the first ones?
5. Why do Americans like to move?

Text №3 «California Lifestyles» (text for pre-intermediate)

California is a state of America which is situated near the coast. It is famous for its long coast line and four national parks. Giant trees grow there. San Francisco is its biggest city.



Words for the text:



1. **the Spanish style of a house** — дом в испанском стиле
2. **«Spanish Mission» houses** — дома испанских миссионеров
3. **tile** — плитка
4. **vacation town** — курортный городок
5. **earthquake** [ˈɜːθkweɪk] — землетрясение
6. **disaster** — катастрофа
7. **ranch house** — ранчо (ферма)
8. **«patio»** — патио (открытый внутренний двор)
9. **Los Angeles** — Лос Анжелес (город в Калифорнии)
10. **San Diego** — Сан Диего (город в Калифорнии)

Why do so many ideas come from California? It must be something in the air. New lifestyles, new kinds of medicine, new religions, new house styles — so many new things come from California.

For example, **the Spanish style of a house**. It's popular in many places now. But it started in California. The old Californian **«Spanish Mission» houses** have thick white walls and round red roof. They are cool and comfortable. Inside, there are **tiles** on the floor and heavy wooden doors.

Santa Barbara, a favourite Californian **vacation town**, is famous for its Spanish architecture. The story began in 1925. A big **earthquake** destroyed many of the buildings. After the **disaster**, it was decided that all the buildings in Santa Barbara must be in the Spanish style, with white walls and red roofs. Today Santa Barbara is one of the prettiest towns in the USA.

Californians love the sun, and their houses show it. The old **ranch houses** copied the mission style. In the centre of the house was an open space, or **«patio»**, with walls on two or three sides. Californians like **the patio**. They liked to live half inside and half outside. New houses today often have **patios**. People work, cook, sunbathe, and talk to their friends on the **patios**. New, modern houses all over the USA have copied the idea of the Californian **patio**. Some Californian ideas are not so easy to copy. Go up in an airplane, and look down at **Los Angeles** or **San Diego**.

What are all those blue things next to the houses? That's right. They are swimming pools. Not many people outside California can pay for their swimming pool in their own back yard.

Answer the questions:

1. What are the Californian «Spanish mission» houses made of?
2. What is Santa Barbara, a favourite vacation town, famous for?
3. What is a patio? What do people do there?

Text №4 «Colonial Styles of Houses in the Northeast» (intermediate)

Words for the text:

1. **Virginia** — Вирджиния (штат)
2. **Maryland** — Мэриленд (штат)
3. **New England** — Новая Англия Новая Англия (исторический район на северо-востоке США, включает штаты Мэн, Нью-Гемпшир, Вермонт, Массачусетс, Коннектикут и Род-Айленд)
4. **the Europeans** — европейцы
5. **The Dutch** — голландцы
6. **the Hudson River** — река Гудзон
7. **The French** — французы
8. **the St. Laurence River** — река Святого Лаврентия
9. **The English** — англичане
10. **U.S. Williamsburg** — Уильямсбург (город в американском штате Вирджиния)



Do you think that America is a new country? Go to **Virginia** or **Maryland** or **New England**. You will find a lot of old buildings. You will find old towns and villages, churches and houses.

Three centuries ago, when **the Europeans** came to northeastern America, they lived in simple huts. But, later, they built houses in the styles of their home countries. **The Dutch** built tall, narrow houses along **the Hudson River**. **The French** on **the St. Laurence River** put windows in the roofs of their houses, and made fine, wooden shutters. **The English** built houses with warm, red-colored bricks, or white painted wood.

The largest number of new Americans was English. So the first towns of Virginia and New England copied English towns. The houses were square, and they had beautiful long windows. Americans still love this «colonial» style of house. There are many old colonial houses in the

Northeast of the **U.S. Williamsburg**, Virginia, is a famous colonial town. Now it is a museum. All the houses and shops are open to visitors.

Answer the questions:

- 1) What houses do the Europeans build in the USA?
- 2) What was the Dutch style of building houses?
- 3) How did the French build houses?
- 4) What did the English build houses with? What did they look like?
- 5) Why did the first towns of Virginia and New England copy English towns?
- 6) Where are there many old colonial houses?
- 7) What town is a museum now?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №18-19

Тема: Условия проживания. Бытовые услуги

Ведущая дидактическая цель: формирование у обучающихся навыков описания условий проживания и бытовых услуг на английском языке.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Список слов для подготовки по теме «Daily Duties / Household Chores»

1. family duties = household chores — домашние обязанности
2. typical duties for a teenager such as ... - типичные обязанности для подростка, такие как...
3. be responsible for ... — отвечать за....
4. take part in ... — принимать участие в ...
5. I don't mind ... — Я не возражаю, против того чтобы...
6. prefer to ... rather than ... — Я отдаю предпочтение ..., а не ...
7. I consider myself an independent person that's why ... — Я считаю себя самостоятельным человеком, поэтому я ...
8. help about the house — помогать по дому
9. get used to it — привыкнуть к чему-либо
10. share daily duties (equally) — разделить обязанности поровну

Примеры предложений с словами (выражениями) по теме «My Daily Duties / Household Chores»

1. In our family all of us have household chores.
2. I have typical daily duties for a teenager. My usual duties are washing up the dishes, peeling the potatoes and tidying up my room. (вариант для устной речи) = I have typical daily duties for a teenager such as washing up the dishes, peeling the potatoes and tidying up my room. (вариант для письменной речи)
3. Each of us is responsible for keeping our rooms tidy.
4. I usually take part in cleaning up the flat at weekends.
5. I don't mind going shopping when I am asked for.
6. Although I prefer to wash the dishes rather than lay the table.

7. I consider myself an independent person. That's why I always tidy up my room and iron my clothes.
8. For me, helping about the house is a usual thing. I get used to it.
9. We usually share our daily duties. It is because each of us can do something useful for the family. (вариант для устной речи) = We usually share our daily duties so that each of us could do something for the family. (вариант для письменной речи)

Обратите внимание, что длинные сложные предложения характерны для письменной речи. В устной речи используйте короткие предложения с вводными словами.

Вопросы по теме «My Daily Duties / Household Chores»

1. What are the typical family duties for a teenager?
2. What are your family duties?
3. What are your parents' household chores?
4. What is an ideal situation concerning household chores in a family?
5. Is there any way to divide daily duties between the member of a family so that nobody could argue?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №20-21

Тема: Описание колледжа (здание, обстановка, условия жизни, техника, оборудование).
Описание кабинета иностранного языка

Ведущая дидактическая цель: формирование у обучающихся навыков описания колледжа и кабинета иностранного языка на английском языке.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

«My college»

I would like to tell you about my college. First, I would like to note that our educational institution is not new, and has its own traditions. Our college was built more than fifty years ago.

The classrooms at our college are bright, spacious and comfortable. They are all equipped with everything you need in our time: computers, video and interactive whiteboards. There are laboratories for the study of physics and IT in college.

Our college has computer classes, where students use the Internet; create their first computer programs and projects in various subjects.

My training and in the future my work will be related to computers, about which you need to know a lot of interesting things. Personal computers have a lot of applications; however, there are some major categories of applications: home and hobby, word processing, professional, educational, small business and engineering and scientific, etc.

It is impossible not to mention the workshops that are located in the yard of the college and where our students of other specialties have practice.

To summarize, I must say that studying at my college is both hard work and real pleasure.

Answer the questions:

1. When was our college built?
2. Are the classrooms at our college bright, spacious and comfortable?
3. The classes are equipped with everything you need in our time: computers, video and interactive whiteboards, aren't they?

Студенты составляют диалоги.

1. - Can you help me?
 - Sure
 - I can't to log in my account
 - Let me see
 - You have to register first and then you can log in
 - Thanks

2. - What are you going to do?
 - I need to go shopping
 - What do you need to buy?
 - I need headphones and speakers
 - Shall I go with you?
 - Yes, If you like

3. - Why are you so nervous?
 - My computer has got a virus
 - Don't worry
 - I can't, because I need my computer today
 - I can give you mine
 - Thanks, it so kind of you

And at the end of our lesson try to do the following type of work. Listen to a message consisting of small texts. You will need to put the text number under the title

Teachers' Training College of Physical Culture of Olympic reserve	Shakhty Pedagogical College	Industrial and Pedagogical College	Technological College	Kazan Medical College
Mark				

1. I have recently graduated from my school and entered the College. It is one of the best colleges in the city. Besides, I have always wanted to study medicine after school. I really like this college and some of my close friends have also applied to study here. (Kazan Medical College)

2. I study at College. Our college is rather well equipped. There is a large sports ground outside and one gym inside. There is also a huge library with good books. Teachers are understanding and kind in my college. This college is pleasant to me very much. After finishing college I'll work with children. (Shakhty Pedagogical College).

3. Choosing a career isn't easy for everyone. As for me I made my final choice three years ago when I was invited to the Festival of hair- dressers. I was impressed by the unforgettable show. I understood that I would like to be in this profession. For me an interesting and creative job is the most important thing. I want to enjoy my work and get satisfaction from it. My dream has come true. And now I'm studying here.(Technological College)

4. I made my final choice and I entered to College. I am fond of sports and I understood that I would like to be in the profession connecting with my hobby. I want to enjoy my work and get satisfaction from it. (Teachers' Training College of Physical Culture of Olympic reserve)

5. I entered this college and now I study here. I liked my college very much. I have many friends. This college trains students in many specialties. This is a three storey building. I like to work with computers. There are workshops and not far from college there is a hostel not far from the college there is a hostel where nonresident students live (Industrial and Pedagogical College)

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №22-23

Тема: Рабочий день

Ведущая дидактическая цель: формирование у обучающихся представления о рабочем дне в стране изучаемого языка.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Exercise 1. Вставьте слова **get / go / have / come / iron / watch / buy / do / listen / take / read**, так чтобы получились фразы, при помощи которых можно описать свой распорядок дня на английском, переведите получившиеся фразы.

- | | |
|----------------------|-----------------------|
| 1. _____ the laundry | 9. _____ a book |
| 2. _____ up | 10. _____ to music |
| 3. _____ dinner | 11. _____ a shower |
| 4. _____ to bed | 12. _____ shopping |
| 5. _____ TV | 13. _____ a newspaper |
| 6. _____ home | 14. _____ the clothes |
| 7. _____ breakfast | 15. _____ dressed |
| 8. _____ to work | 16. _____ lunch |

Exercise 2. Распределите предложения, описывающие распорядок дня с профессиями людей. Первое предложение уже сделано

NURSE: 1,

JOURNALIST:

SHOP ASSISTANT:

INTERPRETER:

1. I work in a hospital.
2. I speak with people from different countries.
3. I speak three languages.
4. I sell things.
5. I work in a shop.
6. I help sick people.
7. I translate things.
8. I work in a newspaper office.
9. I work with doctors.
10. I look after money.

11. I write a lot.

Exercise 3. Прочитайте и переведите фразы, описывающие распорядок дня. Заполните данными фразами таблицу.

day	I do this every	I often do this	I rarely do this	I never do this

1. wake up
2. get up
3. leave school
4. have lunch
5. make the bed
6. have dinner
7. read an interesting book
8. read a comic
9. sleep well all night
10. work hard
11. listen to music
12. do (my) homework
13. read a magazine
14. go shopping
15. do the morning exercises
16. watch TV
17. have a shower
18. wash (my) face
19. brush (my) teeth
20. get dressed
21. have breakfast
22. go to school
23. come home
24. play with (my) brother
25. read a newspaper

Exercise 4. Поставьте фразы из первой колонки предыдущего упражнения в хронологическом порядке, то есть в порядке того, как вы делаете это в течение дня. Начните с wake up!

Грамматические упражнения по теме Daily Routine + Present Simple

Exercise 1. Раскройте скобки, используя Present Simple.

Roberto (1) _____ (start) his day at 8.00. He (2) _____ (have) breakfast in the kitchen with all the family. Roberto (3) _____ (like) orange juice, toast and milk. He always (4) _____ (have) an apple. After breakfast Roberto (5) _____ (make) his bed and (6) _____ (tidy) up his bedroom. He (7) _____ (get) ready for lessons. He mustn't be late, as mother (8) _____ (be) very strict.

At 9.00 the Hanson kids (9) _____ (start) their lessons. At midday they (10) _____ (have) lunch. Then it's sport time: they (11) _____ (love) playing basketball, in-line skating and skate-boarding.

Roberto and his brothers (12) _____ (not/have) dinner with their parents as their father is always late. Their mother (13) _____ (not/like) it very much. So, at weekends they (14) _____ (be) always together.

Exercise 2. Раскройте скобки, используя Present Simple.

Mary (1) _____ (wake) up at 7.00. Then she (2) _____ (get) up at 7.30 and she (3) _____ (go) to the bathroom. She (4) _____ (have) a shower, (5) _____ (brush) her teeth and (6) _____ (comb) her hair. Afterwards she (7) _____ (have) breakfast. Ten minutes later she (8) _____ (take) her bag, (9) _____ (kiss) her mother and (10) _____ (catch) a bus to school with her friend Diana. They (11) _____ (start) school at 9.00. They (12) _____ (not/have) lunch at the school canteen. At three o'clock they (13) _____ (return) home.

In the afternoon, she (14) _____ (study) her lessons and (15) _____ (ride) her bicycle. In the evening she (16) _____ (help) her mother prepare the dinner. After dinner she (17) _____ (watch) TV, her mother (18) _____ (read) a magazine and her father (19) _____ (go) to bed earlier since he (20) _____ (be) always the first in the family to get up.

READING COMPREHENSION по теме Распорядок дня (Daily Routine)

Exercise 1. Read the text twice.

Greg's Daily Routine

Greg is an American boy. He lives in Arlington, Texas. He lives with his family in a modern house. He is eleven years old and he has got an older brother, Alex, and a younger sister, Emma.

He starts his day at about half past six. He gets up, goes to the bathroom, takes a shower, brushes his teeth and get dressed. Then he has breakfast and at a quarter to seven he leaves home and catches the bus to school.

Classes begin at half past seven. He usually has lunch at the school canteen at half past twelve. After school, at a quarter past five, he goes home. There he does his school homework and when he finishes it he helps his Mum laying the table. At half past seven the family dines together.

Greg is a very helpful boy, so he helps his mother cleaning up everything after dinner.

He usually watches TV for a while after dinner and at about ten o'clock the most he brushes his teeth again, puts on his Spider Man pajamas and goes to bed. His parents always kiss him good night before he gets asleep. Greg is a very happy boy!

Exercise 2. True or False.

1. Greg is an American boy.
2. Greg lives in a modern flat.
3. Greg is eleven years old.
4. Greg has got two brothers.
5. Greg wakes up at eight o'clock.
6. Greg walks to school.
7. Greg classes begin at half past eight.
8. Greg and his family have dinner at half past seven.

Exercise 3. Match the antonyms

modern	enters
older	alone
starts	end
leaves	old-fashioned
begin	unhappy
together	younger
helpful	finishes
happy	unhelpful

Exercise 4. Answer the questions

1. Where does Greg live?
2. What's his sister's name?
3. What time does he wake up?
4. Does he have breakfast at home?
5. What time does he leave home?
6. Where does he have lunch?
7. When does he return home?
8. Does he do his homework at school or at home?
9. Is he a helpful boy?

Exercise 5. What about you? What's your daily routine like?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №24-25

Тема: Досуг. Хобби. Активный и пассивный отдых

Ведущая дидактическая цель: формирование у обучающихся представления о досуге, хобби и активном и пассивном отдыхе в стране изучаемого языка.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

My Hobby

1). Hobby is a favourite occupation which people like to do when they have some free time. 2). We choose a hobby according to our character and taste. 3). Very often our hobby helps us to choose our future profession because we learn a lot of new things.

4). Many people are interested in music. 5). Others like reading or going on hikes, taking photographs or knitting. 6). People living in cities and towns like to be closer to nature. 7). They get away from the tiresome and dusty cities to enjoy the countryside. 8). For example, gardening and growing flowers is the most common hobby among Englishmen.

9). All the members of our family have their own hobbies. 10). My mother enjoys knitting, and my father is fond of collecting stamps. 11). My brother's favourite occupation is playing different computer games, and my sister's hobby is cooking.

12). As for me, I am keen on music and whenever I have some free time I go to the Concert Hall. 13). I like to go to the concerts. 14). I take a special liking to the concerts. 14). I take a special liking to the music of the Russian composers and I try not to miss solo concerts or symphonic orchestras by our famous conductors. 15). I like piano concerts, especially Chopin's waltzes. 16). I like the violin too.

17). My friend has a good ear for music, she goes to school for violin lessons. 18). She accompanies me all the time when I go to the concert hall. 19). We enjoy music very much.

Questions:

1. What is a hobby?
2. What kinds of hobby do you know?
3. What is the most popular hobby among Englishmen?
4. What is your hobby?
5. Will your hobby help you in your future life?

6. It is a matter of taste. How do you understand this proverb?

Hobbies

Hobby is a favourite occupation of a person in his free time. I have many friends. They are very different and they have different kinds of hobbies.

One of my girl-friends, for example, likes to knit very much. Another girl-friend of mine spends all her free time sewing things: skirts, blouses, dresses. She makes it nicely and she always looks fine.

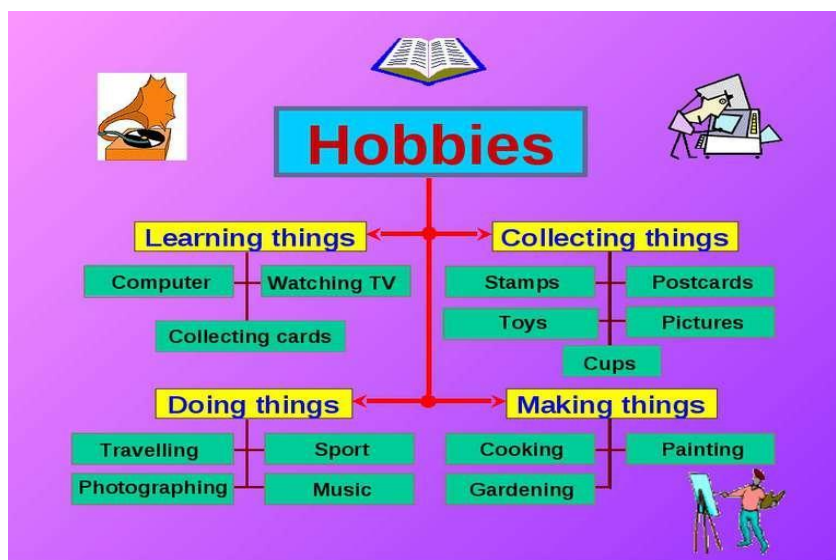
One of my friends likes to make everything with his own hands. He can repair an iron, a radio-set, or a tape-recorder. I think it's a very good hobby.

Many people are very fond of collecting. Some collect old coins, others collect post-cards. As for me, my hobby is collecting stamps. Now I have 5 albums full of stamps.

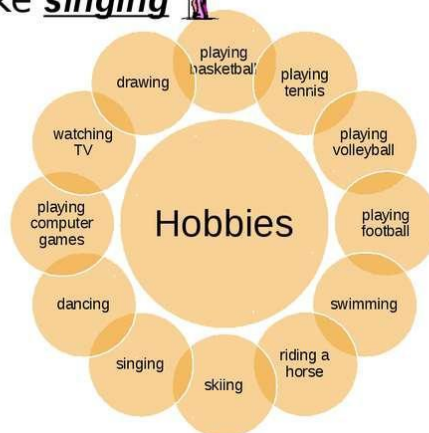
I like to sit at the table in the evening and arrange new stamps in the albums or just look through the stamps. Each stamp has a story to tell about distant countries and new people.

I see pictures of people, birds and animals which I have never seen. Kings and presidents pass before my eyes and I can follow the history of whole nations.

My hobby is not only wonderful but is also very useful.



I like *singing*



ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №26-27

Тема: Молодежные субкультуры и организации

Ведущая дидактическая цель: формирование у обучающихся представления о молодежных субкультурах и организациях в стране изучаемого языка.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Текст можно использовать как для групповой работы на уроке, так и в качестве топика для подготовки к устной части экзамена. Вопросы, следующие после текста, помогут создать интересную беседу на уроке, а также проверить знания учащихся в устной или письменной форме.

Some people think that only teenagers choose subcultures as a life way. But some grown-ups become the members of subcultures, too. Why does it happen?

Brains of people work in different ways. While we live – we choose a number of values for ourselves. Very often the main things for people are love, family, salary and health. When everything is good in these spheres, we needn't anything other to feel happy. But sometimes we want more things to make life more interesting. Subculture is one of such ways.

The main reasons why people choose subcultures are:

- to show themselves as individuals (firstly, it's a wish of people who are unhappy or have some problems in communication. Demonstration of their own style, philosophy is one of possibilities not to be "grey" in the life) ;

- it's a way to create (some subcultures like to create new things, for example write poems, songs, make definite styles of music, and members of the group are like a big family which can appreciate and understand your creations. It's often the reason for grown-ups to join different groups) ;

- when it's nothing to do else (it's not so difficult to understand the ideology of punks. There is no future – it's their answer for all questions. If the world is so bad and there is no wish to make something for own life – shocking style and aggressive behaviour it's the only chance not to die from boredom) ;

- when you want to find companions for some actions (actions may be as good as bad. It's good when you bring benefit to the world protecting plants, animals, helping orphans and elders, but some groups gather to fight using elements of their style for comfort – skinheads have no hair and wear heavy boots just for this aim) ;

- to copy somebody (for example, stars of TV-screens, or friends who do the same. Psychologists name it "emotional addiction" – it's special behaviour when a person become to live by the life of another person, taking from him or her all the habits and traits).

Questions.

What are the main values of people?

What are the main reasons why people choose **subcultures**?

Why do some people want to show themselves as individuals?

Can **subculture** be a possibility to create? Why?

Do you agree that some people choose subculture not to die from boredom? Why?

What subcultures and movements have the aim to do some actions?

Why do the skinheads have their hair cut and wear heavy boots?

What is "emotional addiction"?

Vocabulary.

in different ways – по-разному
 appreciate – ценить
 to die from boredom – умереть от скуки
 benefit – польза
 orphans – сироты
 aim – цель
 emotional addiction – эмоциональная зависимость
 habits and traits – привычки и черты.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №28-29

Тема: Особенности проживания в городской и сельской местности

Ведущая дидактическая цель: формирование у обучающихся представления об особенностях проживания в городской и сельской местности в стране изучаемого языка.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

There are plenty of opinions on the choice of lifestyle nowadays. City life and country life have both pros and cons but my choice is the city. I am sure the city is the place where everything is happening. You have lots of job and rest opportunities and you will never get bored with a big variety of cultural activities and events.

It goes without saying that city life offers more work and education opportunities. In spite of high cost of urban living, there are more chances to find a well-paid job and make a successful career. Besides, compared to country life city life is more varied in many aspects: housing, shopping, medicine, entertainment, eating out, playing sports. City life offers more convenience as everything can be easily reached thanks to extensive public transport system.

Yet some people can't stand crowded streets and heavy traffic. They prefer countryside where you are closer to nature, beautiful landscapes and enjoy peace and quiet. In fact, country life has many advantages compared to living in a city. There is less transport and no industry. You can grow and eat organic food. The village community is small but friendly and tight-knit. People help each other.

Still, not many people love such life, that's why they move to large cities looking for new opportunities. In addition, country life usually means getting up early and doing manual labour outdoors in any weather which is not suitable for everyone. Lack of conveniences and facilities also plays a big part in choosing where to live: in urban or rural areas.

To my mind, city life appeals to energetic people who like excitement and don't mind stress and rush. The city is where new things, events and social activities take place daily and you have everything close at hand, so I would definitely prefer city life to country life.

Living in the city

Advantages	Disadvantages
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Living in the country

Advantages	Disadvantages
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Карточки



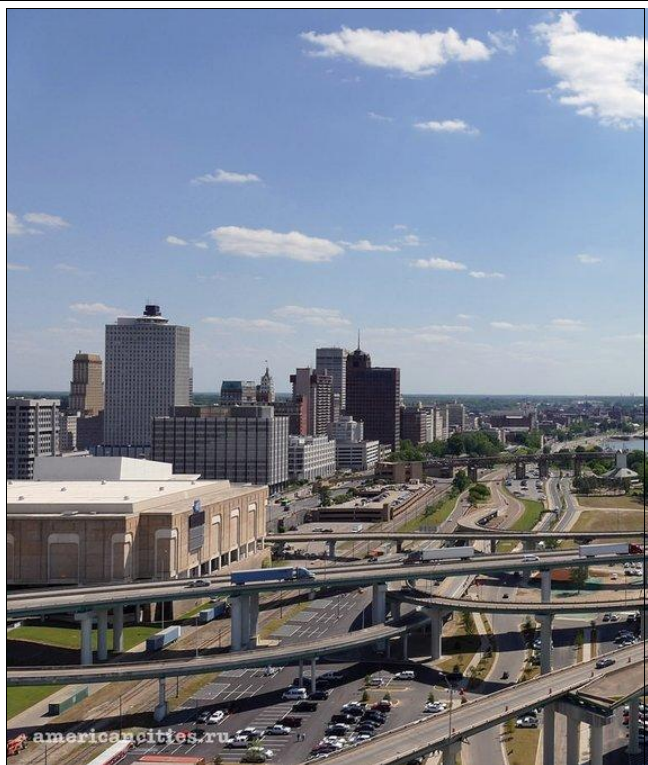
Lindfield

Location: village in West Sussex
 Cost of living: £ 875 per month
 Rate of unemployment: 9,7%
 Population: 5,836
 Pollution: clean air



Blackpool

Location: a large town and seaside resort on the Lancashire coast in North West England
 Cost of living: £150 per week
 Rate of unemployment: 35%
 Population: 1 145 000
 Pollution: not very clean air



Memphis

Location: a city in the southwestern corner of the U.S. state of Tennessee and the county seat of Shelby County. The city is located on the fourth Chickasaw Bluff, south of the confluence of the Wolf and Mississippi rivers.
 Cost of living: 79\$ per week
 Rate of unemployment: 65%
 Population: 653 238 000
 Pollution:



Chelyabinsk

Location: on the border of Urals and Siberia
 Cost of living: \$1,232 per month
 Rate of unemployment: 5%
 Population: 1 130 000
 Pollution: plant emissions and smog

Living in the city

Advantages	Disadvantages
1. The city is exciting. It has more culture. There are many museums, theatres, shops and restaurants.	1. City streets are crowded.
2. There're more jobs in the city.	2. The city has high cost of living.
3. All the different buildings are beautiful.	3. The city is not beautiful. It's noisy and dirty.
4. City people are busy.	4. City people are rude.
5. The city has convenient public transport.	5. There's heavy traffic in the city. There's always constant noise and pollution. And that's why city people lead unhealthy lifestyle.

Living in the country

Advantages	Disadvantages
1. The country has more nature. It's peaceful and beautiful. There are more trees and mountains.	1. There are less jobs in the country. There's high rate of unemployment.
2. The air is clean and fresh. You can go hiking or camping and enjoy beautiful landscapes.	2. The country doesn't have convenient public transport.
3. People in the country are friendly and helpful.	3. There are fewer people and sometimes you may feel isolated.
4. There's peace and quiet in the country. People lead high quality lifestyle.	4. The country has less culture. There aren't many shops and restaurants, museums and theatres.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №30-31

Тема: Инфраструктура. Как спросить и указать дорогу

Ведущая дидактическая цель: формирование у обучающихся представления об инфраструктуре в стране изучаемого языка.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

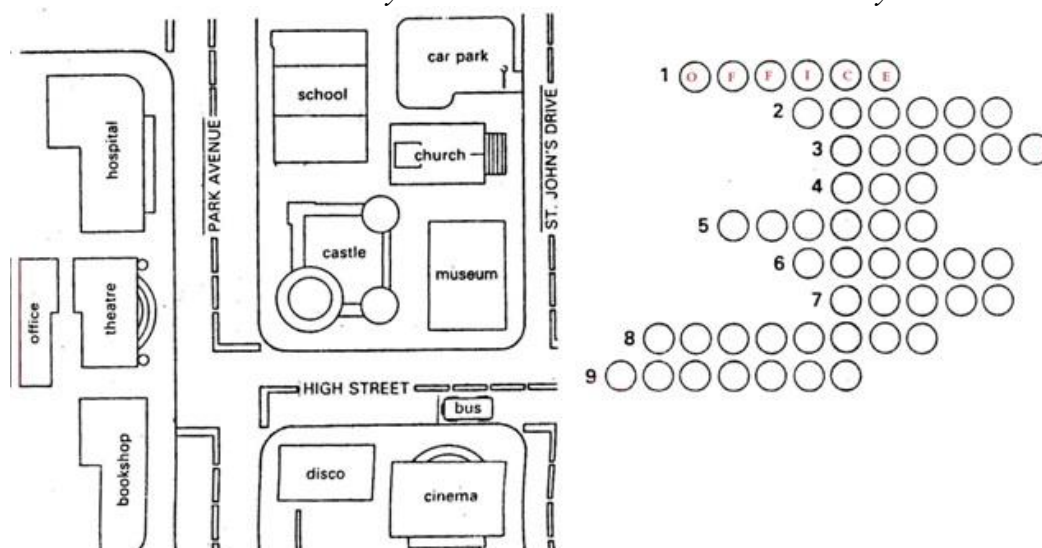
Giving Directions (Asking the way). Английские слова по теме «Как спросить дорогу». Список №2

1. Excuse me, could you tell me the way to... — Простите, не могли бы вы подсказать дорогу к ...
2. Excuse me, how can I get to... — Простите, как я могу добраться до ...
3. turn right / left — повернуть направо/ налево
4. take the first/ second turning on the left/ right — поверните на первом/ втором повороте налево/ направо

5. take bus number — сесть на автобус №
6. get there — добраться туда
7. go on foot — идти пешком
8. go straight — идти прямо
9. go up / down the street — идите вверх/ вниз по улице
10. go along the street — идти вдоль по улице
11. go across the street/ cross the street — переходить улицу
12. go by — идти мимо
13. go up to — идти до
14. at the corner — на углу
15. at the end of the street — в конце улицы
16. at the traffic lights — у светофора
17. on the left / right — слева / справа
18. over there — вон там
19. far from — далеко от
20. very near — очень близко

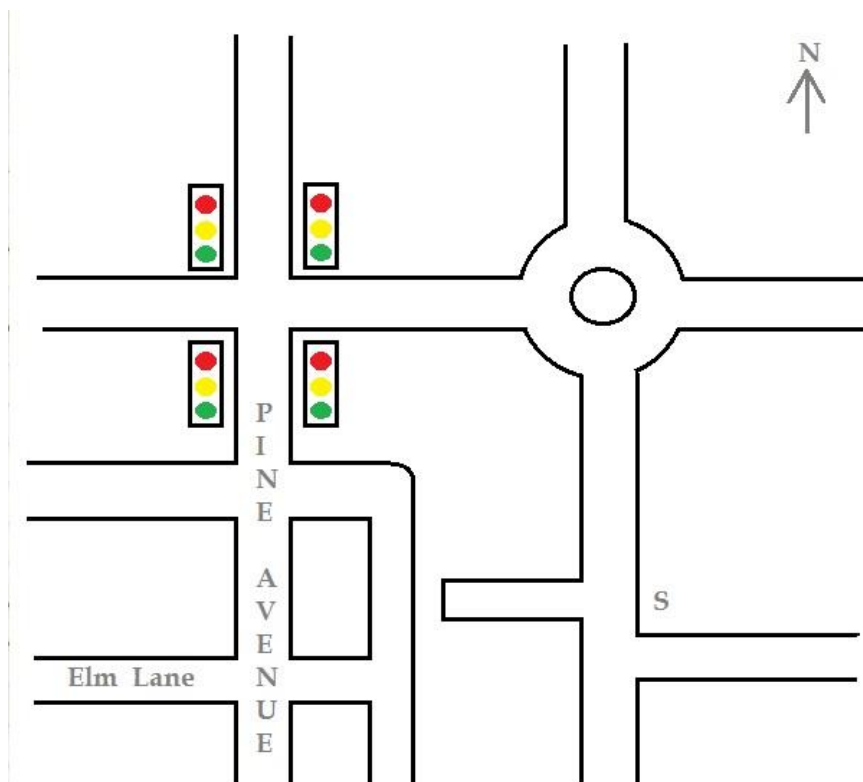
Asking the Way & Giving Directions. Упражнения

Упражнение 1. *Внимательно изучите план и заполните головоломку.*



1. It's behind the theatre.
2. It's on the corner of Park Avenue and the High Street.
3. It's opposite the cinema.
4. It's in front of the cinema.
5. It's between the museum and the car park.
6. It's in the High Street.
7. It's next to the cinema.
8. Go down the High Street to the theatre.
9. It's near the bookshop.

Упражнение 2. *Прочитайте текст, изобразите маршрут на плане, впишите названия улиц, обозначьте расположение школы, церкви и старого дерева.*



На английском языке задание звучит так: Read the directions and then: 1) draw the route on the map; 2) write in the street names; 3) mark in the position of the car park, the school, the church and the old tree.

You are on the corner of Elm Lane and Pine Avenue. Turn right at the first lights. This is Oak Lane. Go straight on to a roundabout. Turn right at the roundabout. This is Ivy Street. There is a car park on the right, opposite a school. Go straight on and turn left at the stop sign. This is Plainfield Road. There are six houses in Plainfield Road. My house is on the right. It's number 6. It's next to an old tree and opposite a church.

A. Now answer these questions about the map. Give short answers.

1. Is there a car park in Plainfield Road?
2. Are there houses in Plainfield Road?
3. Is there a school in Ivy Street?
4. Is the tree opposite the church?
5. Are the houses opposite the car park?

B. Use the directions above to complete the dialogue:

A Excuse me. Can you _____ me where Ivy Street is, please?

B Yes, of course. This _____ Elm Lane. Turn left at the traffic _____. _____ is Pine Avenue.

A Turn left. Yes.

B Go along Pine Avenue. At the traffic _____. _____ is Oak Lane. _____ straight to a roundabout. _____ right at the roundabout. This is _____ Street.

A Can I park there?

B Yes, _____ a car park _____ the school.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №32-33

Тема: Моя малая родина

Ведущая дидактическая цель: формирование у обучающихся представления о малой родине.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

I. Before reading the text

Task 1: Answer the following questions

Where do you live? Is it a small village, town or a megalopolis? What is the Motherland for you?

Task 2: Look at the title and the following word combinations given below. Guess what is the author talking about?

Where ancestors lived, uniqueness of this place, the pearl of the Golden Ring, enjoy the harmony with nature, quiet and calm, commonness for them.

Task 3: Guess the meaning of the following words:

The Motherland-

Teenager-

The Golden Ring-

Monastery-

Monument-

Museum-

II. Read the text and answer the question:

Task 1: *What is the main aim of this text? How is the modern way of life connected with the problems of local history?*

Silent Beauty

«The Motherland» - rather interesting notion familiar to many of us since childhood. Every person understands this word in his own way. For someone the Motherland is where ancestors lived, for another it is the place where we were born and made our first steps. But young generation often doesn't realize the value of this notion to the human soul. Growing up, teenagers strive to leave their native village. But realized their desire very soon begin to miss it. Why?

The fact is that the Motherland (villages, small and big towns) will be always dear to us. Living for a long time in one place a person ceases to notice the beauty and uniqueness of this place. Every day in the bustle of modern life we lose something really important. Losing it, a person starts feeling the desire to come back. Vladimir region is full of such wonderful places where you want to return. Let's talk about one of this town.

Suzdal

(the first mention about it belongs to 1024)

This town - the pearl of the Golden Ring. Thousands of tourists both from Russia and abroad come to this town to enjoy its beauty and visit enormous number of museums, churches and monuments. This isn't surprising! Suzdal is a unique city. It's one of the most beautiful cities of medieval Russia and the only one city-museum in this country. More than 300 historical monuments are located on the territory of Suzdal. The whole Suzdal territory, as a tourist centre, has been also included in the UNESCOs special World Heritage List.

However the residents aren't always aware of the treasure next to which they live. Often, inhabitants know less about their city than tourists and its beauty has already become commonness for them. It's terrible, because we can face the problem of the loss of the history and the values that have developed over centuries.

Maybe we should stop...stop to hurry and only for a moment enjoy the harmony with nature? Look at these monasteries (the Monastery of St. Euthymius, Pokrovsky Monastery), churches (Church of St. Nicholas, Church of the Transfiguration), Cathedral of the Dormition of the Mother of God. Look how their domes are lit at sunset. Look how beautiful all sights are in any weather or season. Feel how quiet and calm...It seems that time has stopped in this town.

People must learn to appreciate their Motherland and see its beauty.

Task 2: Find among underlined words in the text words with the same meaning

Understand –

Home –

Originality –

Would like to –

Aboriginal-

Information –

The top of the church –

Task 3: Make a short plan (theses) on this text.

III. After reading the text

Task 1: Speak about author's position in this text. Do you agree with it? If not express your own opinion.

Task 2: What can you say about your Motherland? Use a plan above.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №34-35

Тема: Виды магазинов. Ассортимент товаров

Ведущая дидактическая цель: формирование у обучающихся представления о видах магазинов и ассортименте товаров в них в стране изучаемого языка.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

I. Places for Shopping:

1. market — рынок
2. supermarket — супермаркет
3. shopping centre — торговый центр
4. department store — универсам
5. kiosk/ stall — киоск, ларек, палатка
6. newsagent's — газетный киоск
7. fair — ярмарка
8. rag fair — барахолка
9. boutique — маленький магазин модной одежды
10. a food shop — продовольственный магазин
- 11.

Запомните: at the stall — в ларьке

II. General Words:

10. shop-window — витрина
11. counter — прилавок
12. cash-desk — касса
13. cashier — кассир
14. salesman/ saleswoman/ shop assistant — продавец
15. customer — покупатель
16. consumer — потребитель
17. consumer goods — потребительские товары
18. queue — очередь
19. to queue — стоять в очереди
20. bargain — торговаться (a bargain — выгодное предложение)
21. buy/ purchase/ shop for — покупать
22. display — показывать
23. offer — предлагать
24. sale — распродажа
25. be on sale — быть в продаже
26. be out of stock — отсутствовать в наличии
27. at a discount — со скидкой
28. change (small change) — сдача
29. pay **in** cash — платить наличными
30. pay **by** credit card — платить кредиткой
31. receipt — чек
32. guarantee — гарантия
33. label — ярлык
34. serve — обслуживать
35. wrap — заворачивать
36. run out of — закончиться
37. sell out — распродать
38. shop around — посещать несколько магазинов, сравнивая цены

39. compare prices — сравнивать цены
40. take back — отнести назад
41. be dissatisfied with — быть недовольным покупкой
42. complain — жаловаться
43. value / quality — качество
44. not to work properly — не работает как надо
45. not to work at all — совсем не работает
46. two buttons are missing — не хватает двух пуговиц
47. the wrong size (too small/ big) — не тот размер
48. it's too tight — жмет
49. it's too loose — слишком свободный
50. make a funny noise — издает странный звук
51. fade in the wash — линять
52. shrink in the wash — садиться при стирке
53. machine washable (можно.....) — можно стирать в стиральной машине
54. durable — износостойкий
55. waterproof — водонепроницаемый
56. top quality — отличного качества
57. reliable — надежный
58. perishable — скоропортящийся
59. refund your money — вернуть деньги
60. style (fashion) — фасон; cut — покрой

Запомните фразы:

1. What exactly is wrong with it? — Что с ней не так?
2. I'd like the refund. — Я бы хотела вернуть деньги.
3. Have you got another one in the same colour? — У вас есть другой такого же цвета?
4. I've got a problem with this . — У меня проблема с этим ...
5. I'd like to pay in cash. — Я бы хотела заплатить наличными.
6. That will do. — Этого достаточно.
7. Will this/ these do? — Этот (эти) устраивает (ют)?

Shopping. Упражнения

Упражнение 1. Вспомните названия магазинов.

a florist's	a supermarket	a greengrocer's	a post office
a baker's	a shoe shop	a chemist's	
1. I only bought these last week and already the heel has come off.	_____		
2. Could I have a dozen red roses, please?	_____		
3. Do you have anything to help with a sore throat and runny nose?	_____		
4. A large, brown loaf and a couple of jam doughnuts, please.	_____		
5. I'd like to send this first class – and do you have any of those special airmail letters?	_____		
6. I'm afraid this check-out is only for customers with fewer than ten items.	_____		
7. Could you give me a couple of those avocados and a pound of mushrooms, please?	_____		

Полный список магазинов вы найдете здесь — *Kinds of Shops and Goods*

* * *

2. ТЕКСТ «Mrs. Richards' Shopping» (from *Spoken English* by Golitsynsky)

Задание. *Read the text and answer the questions.*

Проверьте себя, знаете ли вы слова: empty, self-service counters, entrance, a good choice, half a kilo of mince, a good head of cabbage, a chocolate roll

Last Sunday Mrs. Richards looked into her refrigerator and saw that it was nearly **empty**. Mrs. Richards does not like it when there is nothing in her refrigerator. She took a big bag and went shopping.

The best place to do her shopping in is a supermarket. There is a good supermarket not far from Mrs. Richards' house, and she went there. The supermarket has many **self-service counters**. Mrs. Richards likes it because at a **self-service counter** you can choose what you like and take it off the counter with your own hands.

When Mrs. Richards came to the shop, she took a basket at the **entrance** and went inside. First she went to the butcher's counter. They did not have beef that day, but there was a **good choice** of pork. Mrs. Richards took a good piece of pork and two chickens. She also took **half a kilo of mince**.

Then she went to the greengrocer's counter, because she wanted some potatoes and cabbage. She did not like the potatoes and decided to go to the market later. But she took a **good head of cabbage**. After that Mrs. Richards stopped at the grocer's counter to take a package of macaroni, and then went to the delicatessen counter to see what she could buy for supper. She took a piece of cheese and a piece of sausage. They were selling ham, too, but she decided not to take ham: there was too much fat on it.

On the way to the cash-desk Mrs. Richards stopped at the confectioner's counter to buy some candy and biscuits for tea. She also took a **chocolate roll**.

There were two or three people in front of Mrs. Richards at the cash-desk, and she had to wait a little. When her turn came, she paid for the foodstuffs she had bought and went home.

On the way home she called at a dairy-shop to buy a bottle of milk. She did not buy eggs, because her bag was full and she was afraid to break the eggs. She decided to go later for eggs and also to the baker's to buy a loaf of bread.

Answer the following questions.

1. What did Mrs. Richards see when she looked into her refrigerator last Sunday?
2. What doesn't Mrs. Richards like?
3. What is the best place for Mrs. Richards to do her shopping? Why?
4. Why does Mrs. Richards like to buy foodstuffs at self-service counters?
5. What did Mrs. Richards do when she came to the shop?
6. Where did she take the basket?
7. Why did Mrs. Richards go to the butcher's counter? What did she buy at the butcher's department?
8. What did Mrs. Richards want to buy at the greengrocer's department? What did she buy? What didn't she buy? Why?
9. What did Mrs. Richards buy at the grocer's department?
10. Why did Mrs. Richards go to the delicatessen department? What did she buy there? What didn't she buy? Why?
11. What did Mrs. Richards buy at the confectioner's department?
12. Why did Mrs. Richards have to wait at the cash-desk? Did she have to wait long?
13. What did she do when her turn came?
14. What shop did Mrs. Richards call at (зашла) on the way home?
15. What did Mrs. Richards buy at the dairy? Why didn't she buy eggs?
16. Train your memory and name **the foodstuffs** that Mrs. Richards have bought.

* * *

Упражнение 3. *Используя текст в качестве основы расскажите, как вы делали покупки в выходные.*

* * *

Упражнение 4. *Вставьте слова в предложения согласно количеству букв.*

- 1 There are always good bar - - - - in the January sa - - - .
- 2 I had to qu - - - for ages, but the food is very good va - - - in that shop.
- 3 I'm afraid these trousers are too large around the waist. Do you have a slightly smaller si--?
- 4 Do you know, I think the shop assi - - - - gave me \$ 1 too much cha - - - .
- 5 Oh, this colour really su - - you.
- 6 Did you see on the la - - - that this shirt is made of si - - and has to be handwashed?
- 7 Oh no! I've lost my wal - - - and it's got all my cre - - - cards in it.
- 8 If anything goes wr - - - , all parts are fully covered by the one-year guar - - - - .

* * *

Упражнение 5. *Переведите на английский язык.*

галстук, который подходит к моей новой рубашке; оригинальный фасон; на размер больше; выглядеть модно; скоропортящиеся товары, не хватает двух пуговиц, не работает как надо, слишком свободный,

* * *

Упражнение 6. *Опишите картинку более подробно, используя слова из списка №2.*

What is probably the girl buying?

1. books on art — книги по искусству
2. drugs/ medicines — лекарства
3. pot plant — комнатное растение
4. bouquet — букет
5. sports equipment — спортивное снаряжение
6. china — фарфор
7. magazines — журналы
8. greeting cards — поздравительные открытки
9. posters — плакаты
10. perfume — духи



Описание картинку на английском языке

* * *

Диалоги по теме»Shopping»

Упражнение 7. *Выучите диалоги наизусть.*

Диалог 1.

- **too** — слишком
- **cabin** — примерочная

A. Eh... I say...

B. Yes, madam? What can I do for you?

A. I'd like a summer dress, please.

B. Oh, I can offer you a wide choice of dresses to all tastes. Do you like this dress, madam?

A. I think it's a little **too** short.

B. Yes, you are right. But you see, short dresses are in fashion now. Would you like to try it on?

- A. All right.
B. Just step into this **cabin**.

* * *

Диалог 2.

- **pre-shrunk stuff** — несадящаяся ткань

A. Hello, sir. What can I do for you?

A. I'd like a warm pullover, please.

B. Oh, I can offer you a wide choice of pullovers to all tastes. What colour pullover would you like?

A. I'd like something in blue or light brown.

B. Do you like this one, sir?

B. I think this will do and I like the colour. Will it shrink, do you think?

A. Oh, no. It is made of **pre-shrunk stuff**.

B. It's fine. I'll take it.

Диалог 3.

- **too loud** — слишком кричащий
- **either** — тоже

A. How do you like this new shirt? I've bought it for my brother.

B. Oh, the colour is fashionable but it looks too broad in the shoulders. What size does he take
in shirts?

A. His size is ...

A. I think it's too big. And it is too long in the sleeves. To tell the truth, I don't like the colour **either**. I advise you to take it back and exchange for a size smaller and not **too loud**.

B. I think, you are right. This colour may not suit him.

* * *

Упражнение 8. *Переведите диалоги на английский язык (from Spoken English by Golitsynsky)*

Диалог 4.

A. Здравствуйте, мадам. Что вам угодно?

B. Я бы хотела купить сумочку, которая подходила бы к моей шляпе.

A. Очень хорошо, мадам. Я могу предложить вам большой выбор сумочек на все вкусы. Вот симпатичная сумочка.

B. Да... Но вы знаете, эта сумочка немного мала. Мне нужна сумочка побольше.

A. Как насчет этой сумочки?

B. Это очень красивая сумочка. Но она слишком темная. Я бы хотела что-нибудь посветлее.

A. Я думаю, мадам, вам понравится эта сумочка. Вот посмотрите. Она довольно большая.

B. Спасибо. Я думаю, вы правы, это как раз то что мне нужно. Я возьму эту сумочку.

A. Завернуть ее вам, мадам?

B. Да, пожалуйста... Но теперь я должна покупать туфли. Эта сумочка очень хорошая, но, боюсь, что она не подходит к моим туфлям.

A. О да, мадам, конечно. Вам нужны красивые модельные туфли. Могу предложить вам эту пару.

B. Они на вид неудобные.

A. Они и в самом деле неудобные. Но они самые модные в этом сезоне.

B. Ну что ж, я из возьму.

A. Что-нибудь еще, мадам?

B. Нет, благодарю вас, это все. !

Диалог 5.

A. Что вам угодно, сэр?

B. Мне нужна пара джинсов.

A. О сэр, я могу предложить вам широкий выбор джинсов на все вкусы. Какого размера джинсы вы носите?

B. Мой размер ...

A. Вот прекрасные модные джинсы. Я надеюсь, они вам понравятся. Это ваш размер.

B. Как вы думаете, они сядут?

A. О нет, сэр, они сделаны из несадящейся ткани.

B. Можно мне их примерить?

A. Конечно, сэр. Пройдите в эту кабину.

B. Вы знаете, мне нравится фасон этих джинсов, и они хорошо на мне сидят, но боюсь, они не подходят к моей куртке. У вас нет чего-нибудь посветлее?

A. Да, сэр. Вот, примерьте эту пару.

B. Спасибо. Это как раз то, что мне нужно. Я их куплю.

A. Очень хорошо, сэр.

B. Сколько они стоят?

A. Всего тридцать долларов.

B. Платить вам или в кассу?

A. В кассу, сэр. Касса у выхода.

B. Спасибо.

1.1. Общие вопросы. General Questions

Задаются с целью получить подтверждение или отрицание высказанной мысли и требуют ответа да или нет. Они начинаются с вспомогательного или модального глагола.

Do you speak English well?

Вы хорошо говорите по-английски?

Can you translate this article without a dictionary?

Можете ли вы перевести эту статью без словаря?

1.2. Put questions to the sentences.

1. His family like to do their shopping.
2. You can buy vegetables in the greengrocer's.
3. She is looking for some fashionable shoes.
4. In the supermarket one can buy many different things.
5. He wants to buy some comfortable clothes.
6. This dress is out of fashion.
7. The skirt is too tight.
8. The trousers are too long.
9. They often went to the bakery together.
10. The vegetables were too expensive.

1.3. Отрицательная форма общих вопросов.

Отрицательная форма общих вопросов образуется при помощи частицы *not*, которая ставится после подлежащего перед смысловым глаголом. Общие вопросы в отрицательной форме выражают удивление и соответствуют в русском языке вопросам, начинающимися с *разве?* или *неужели?*

Don't you know him?

Разве (неужели) вы его не знаете?

Haven't you seen

Разве (неужели) вы его не видели?

him?

Разве (неужели) вы не должны пойти туда сегодня

Mustn't you go there

вечером?

tonight?

1.4. Put the questions in the negative form and translate into Russian.

1. Do you know about it?
2. Has he told you about it?
3. Can he speak German?
4. Have you read this book?
5. Do you go to the college on foot?

1.5. Write negative questions from the words in brackets. In each situation you are surprised.

1. A: We won't see Liz this evening.
B: Why not? (she/not/come/to the party?) Isn't she coming to the party?
2. A: I hope we don't meet David tonight.
B: Why? (you/not/like/him)
3. A: Don't go and see that film.
B: Why not? (it/not/good)
4. A: I'll have to borrow some money.
B: Why? (you/not/have/any)

1.6. Специальные вопросы. Special Questions.

Вопрос, который относится к какому-либо члену предложения и задается с целью получения новой информации, называется специальным вопросом. Он начинается с вопросительного слова.

who – кто, кого, кому

what – что, какой

whose – чей

whom – кого, кому

which – который (из нескольких)

when – когда

where – где, куда

how – как, каким образом

why – почему

how much – сколько

(с неисчисляемыми существительными)

how many – сколько

(с исчисляемыми существительными)

how long – как долго

mall?

how often – как часто

Who is that tall man? Who do you see there?

What is in his hands?

What colour are your eyes?

Whose pen is it?

Who(m) do you phone all the time?

Which stop is yours?

When is the shop opened?

Where do you live?

Where are you going to?

How do I get there?

Why is this dress so expensive?

How much is the cheese?

How many pairs of shoes have you bought?

How long does it take you to get to the shopping

How often do you go to the restaurant?

Порядок слов в специальных вопросах обратный, за исключением вопросов к подлежащему.

Обратите внимание, что вопросительное слово **what** имеет два значения: *какой* и *что*.

What subject do you like best?

Какой предмет твой самый любимый?

What is your favourite subject?

Какой твой любимый предмет?

What do you know about this picture? Что вы знаете об этой картине?

1.7. Fill in the gaps with question words.

1. type of music do you prefer: pop, rock, hip hop or heavy metal?
2.is your favourite actor or actress?
3. do your pen friends live?
4. do your parents have holidays?
5. ... do you usually spend your weekends?
6. ... flowers does your girlfriend like?
7. ... questions does this questionnaire have?
8. nickname is "Twiggy".
9.snow falls in Finland?

1.8. Отрицательная форма специальных вопросов.

В специальных вопросах отрицательная частица *not* ставится после вспомогательного или модального глагола.

Why didn't you come yesterday?	Почему вы не пришли вчера?
What doesn't he understand?	Чего он не понимает?
Who hasn't seen this film yet?	Кто еще не видел этого фильма?
Who doesn't know this rule?	Кто не знает этого правила?

1.9. Put the questions in the negative form and translate into Russian.

1. Who will come to the lecture today?
2. Which of you knows the way to the shopping mall?
3. What do you like to eat in the morning?
4. How many of you can speak English fluently?
5. Who has learnt the poem by heart?

1.10. Расчлененные вопросы. Disjunctive Questions.

Расчлененный вопрос представляет собой утвердительное или отрицательное повествовательное предложение, к которому присоединен краткий общий вопрос, состоящий из соответствующего местоимения и того вспомогательного или модального глагола, который входит в состав сказуемого повествовательного предложения.

Расчлененные вопросы задаются в том случае, когда говорящий желает получить подтверждение высказывания, содержащегося в повествовательном предложении. Краткий общий вопрос соответствует в русском языке словам *правда ли? не так ли? да?*

She is very busy, isn't she?	Она очень занята, не правда ли?
She isn't very busy, is she?	Она не очень занята, не правда ли?
You speak French, don't you?	Вы говорите по-французски, не правда ли?
He hasn't returned from Moscow yet, has he?	Он еще не вернулся из Москвы, не правда ли?

1.11. Complete the questions.

1. She looks like you, ...?
2. It isn't cold today, ... ?
3. You saw him at the club yesterday, ...?
4. They won't come today, ...?
5. You haven't bought your ticket yet, ...?
6. You play chess, ...?

7. You will travel by train, ...?
8. He can't speak French, ...?
9. She ought to go there at once, ...?
10. They are not in the town, ...?
11. We shall see you tomorrow, ...?
12. You don't know her, ...?

1.12 Альтернативные вопросы. Alternative Questions.

Альтернативный вопрос представляет собой два общих или специальных вопроса, соединенных союзом *or*.

Did you spend your holidays in the Crimea or in the Caucasus? Вы провели отпуск в Крыму или на Кавказе?

What do you like tea or coffee?

Что Вы любите чай или кофе?

Is he sleeping or working?

Он спит или работает?

1.13. Translate from Russian into English.

1. Что ты купил: соль или сахар?
2. Где ты купил сыр: на рынке или в супермаркете?
3. Что ты предпочитаешь: мясо или рыбу?
4. Куда вы сегодня идете: в кино или в театр?
5. Какой стиль музыки ты любишь: рок или хип-хоп?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №38-39

Тема: Способы приготовления пищи

Ведущая дидактическая цель: формирование у обучающихся представления о способах приготовления пищи.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

ТЕКСТ

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.

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.

“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.

TEXT

“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

Eating at home	Еда дома
(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!
Eating out	Еда вне дома
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.

Brief History of Russian Cuisine

Russia stretches from the White Sea in the north to the Black Sea in the south, from the Baltic Sea in the west to the Pacific Ocean in the east, neighboring many other countries. Russians speak Russian and share the same culture and traditions nationwide. An essential part of every nation is its cuisine. Ethnographers start studying every nation with its cuisine because it can reveal its history, everyday life and traditions. Russian Cuisine is no exception and is a very important part of Russia and its history.

Russian cuisine dates back to the 10th century. Old Russian cuisine became really diverse by the 15th century. Of course it was influenced by natural and geographical conditions. The abundance of rivers, lakes and forests contributed to the appearance of dishes made from fish, game, mushrooms and berries.

In the fields they planted different grains like rye, oat, wheat, barley, buckwheat and others. They made grain porridges (каша) from it of different kinds. Porridge (каша) has always been a traditional national dish. Russians eat porridges throughout their lives: young kids eat manna-croup kasha, adults like buckwheat kasha. As the Old Russian saying goes «Каша - матушка наша, а хлебец ржаной - отец наш родной» - (Porridge is our mother, bread is our father). From the early times in Russia they used dough to make noodles (лапша), pelmeni (пельмени), vareniki (вареники), brown rye bread (черный ржаной хлеб) without which one cannot imagine the Russian cuisine. By the X century they got wheat grain and an assortment of pastry increased largely - they started baking karavai (каравай), kalach (калач), pies (пироги), pancakes (блины), oladii (оладьи) and others.

In the 9th century the most common ingredients were turnip (репа), cabbage (капуста), radish (редька), peas (горох), cucumbers (огурцы). They were eaten raw, baked, steamed, salted, marinated. Potatoes did not appear until the 18th century, and tomatoes until the 19th century. Up until the beginning of the 19th there not hardly any salads. The first salads were prepared from a certain vegetable. That's why they got names like : cabbage salad (салат капустный), cucumber salad (салат огуречный) or potato salad (картофельный). Later on the recipes became more complex and many salad were made from many different vegetables, sometimes with fish or meat, and they got more interesting names too: Spring (Весна), Health (Здоровье), Sea Gem (Морская жемчужина) and others.

Hot liquid dishes appeared from the early times as well: first fish soup (уха), shchi (щи), and later borsch (борщ), rassolnik - sour soup (рассольник), and then different sorts of Soyinka (солянка). In the XIX century these liquid dishes were named Soups (супы)

Among drinks popular were kvass (квас) and different wild berries' drinks. Spices (Пряности) were used extensively since the XI century. Russian and overseas merchants brought clove (гвоздика), cinnamon (корица), ginger (имбирь), coriander (кориандр), bay leaf (лавровый лист), black pepper (черный перец), olive oil (оливковое масло), lemons (лимоны) etc. Russia was trading with western countries and was a passing way to China. Tea was first brought to Russia in the XVII century. As for alcoholic drinks, in the Old Russia they drank low-alcohol drinks based on honey and berries. Vodka was first brought to Russia in XV century, and was immediately banned and did not appear until the reign of Ivan the Terrible in the middle of XVI century. At that time the first Tsar Bar was opened (Царский Трактир).

Russian cuisine was not only unique because of the ingredients they used but because the food was cooked in the Russian Stove (в русской печи). They baked bread in them, brewed kvass and beer, and on stoves they dried food. And they were generally used to heat houses and many people slept on them.

The food cooked in stoves was delicious because it was heated evenly from all sides. Russian stoves

are no longer used these days, even in the countryside. They have been replaced by electric stoves and microwave ovens. In the old times the food of the elite class was no different from what the common people ate. By the XVII century the food of the elite became more sophisticated, differing not only in quantity but in the serving manner and ingredients.

Tsar feasts were very pompous and huge with a great variety of dishes. The number of dishes could reach 150-200.

The sizes of dishes increased, and the duration of the banquet. They normally started at lunch time and continued eating till late night. XVIII century was a new era in the development of Russian society. Peter I not only transferred the capital to St. Petersburg closer to the Western Europe and changed the calendar, he changed many traditions. Russia was becoming more and more influenced by western European cuisine, first German and then Dutch and French. The Russian aristocracy was hiring foreign chefs that totally replaced lady-cooks. The Russian cuisine got dishes like sandwiches (бутерброды), salads (салаты) and bouillon (бульон), and a choice of pan fried dishes (beefsteaks, entrecote, meat patties (котлеты), as well as sauces (соусы), желе (jellies), creams etc. Russian traktirs (трактиры) were replaced by restaurants with waiters and hosts. Most of this did not affect the common people. Russian food was also diverse in different parts of the country because of the different climates and nature of those parts.

Russian Cuisine

To my mind, delicious food is one of the greatest pleasures in our life. I've been living in St. Petersburg since my birth and can tell you many interesting things about its restaurants of Italian, French, Chinese, Japanese and Indian cuisine. However, first of all I'd like to share some secrets of typical Russian cuisine with you.

Russian cuisine is indeed original. Its distinctive feature is not only in original recipes but also in the fact that it reflects a certain way of life. Russian people usually have meals three times a day. In the morning they have breakfast, in the afternoon — dinner and in the evening it's time for supper.

Let us start with breakfast. This meal doesn't usually take much time to prepare, due to the fact that people, as a rule, are in a hurry for work, school or somewhere else. It may include just sandwiches, fried or scrambled eggs, corn flakes or muesli and various kinds of porridges. It can be cream of wheat, oatmeal porridge, rice or buckwheat porridge. It is more common for Russian people to drink black tea with jam or honey but there are ones who prefer coffee in the morning. You may think there is nothing special in this set of dishes. You are right. But it was a description of a typical working day breakfast, when people have little time to prepare something. Now I'd like to call your attention to breakfast of a day off.

Have you ever tried traditional Russian sirniki? I'm sure, if you live in Russia, at least once in your life your grandmother or mother prepared them for you. Nothing can be compared with sirniki, made of fresh village cottage cheese and fried on a pan. They are usually served with sour cream and sugar. Perhaps, the only dish which is as delicious as sirniki is blini or pancakes. In Russia they say that the thinner blini are made the tastier they are. Blini are served rolled with a variety of fillings but the most delicious ones are pancakes with jam, honey and sour cream.

A traditional Russian dinner consists of three courses. It is the main meal of the day. First of all snacks are served. It can be caviar, herring, salt cucumbers and sauerkraut. All these salt dishes are served in order to excite the appetite. In general Russian cuisine is famous for its pickles.

Then comes the first course — soup. There is a great variety of different soups in Russia but the most famous is "borsch". Shchi, rassolnik, shchhaveleviy soup and cold soup — okroshka are also cooked in Russia. Of course, it is not the whole list of traditional Russian soups, but these are the most popular ones.

After the soup the second course follows. It usually includes meat or fish and garnish. The Russians prefer freshwater fish like carp and pike. As for meat, it may be pork, beef, veal, lamb, turkey or chicken. The most famous meat dishes in Russia are zharkoye (stewed beef with potatoes, onions,

carrots and garlic seasoned with salt and pepper), beef Stroganoff (the dish consists of pieces of beef served in a sauce with sour cream) and cutlets (the dish made of minced meat). The main course is usually served with garnish — mashed, baked or fried potatoes, pasta or vegetables. Russian people often eat pelmeni (meat dumplings) for the second course. Pelmeni are often cooked by the whole family. Firstly, the filling of minced meat is made due to the particular recipe, then they roll out the pastry and after that everybody sits at the big dinner table and makes pelmeni. Sometimes the preparation of this dish takes almost the whole day. Very often people cook pelmeni for a holiday. The Russians eat everything with bread but sometimes pies are served instead of bread. These pies may be stuffed with various fillings: fish, spring onions and eggs, meat, chicken, potatoes and mushrooms. Sweet pies are served for tea. They are usually stuffed with different fresh berries or jam. Every housewife has her own cooking secret.

As for the third course, it is usually a drink — compote, kissel or mors. In old Russia there existed another popular drink — Medovukha which is derived from the word "honey" (in Russian it sounds as "mjod"). Sometimes this course includes desserts. It may be ice-cream, baked apples or some fresh fruit.

Supper is the longest meal of the day, since it is time when the whole family can gather at one table and discuss some news. Russian people usually have a substantial meal for supper. It may be fried potatoes, potatoes in their skin with herring, fried fish or chicken. But there are also people who prefer light supper such as cottage cheese with sugar or milk and jam, an apple cake called "sharlotka", or a potato cake, or some vegetables. It will depend just on a person's preference.

It is worth saying that Russian cuisine is famous for its natural products. Russian people are fond of gathering, drying and using mushrooms and all kinds of forest berries in their dishes.

Vocabulary:

cuisine — кухня

delicious — вкусный

to share — делить

typical — типичный

indeed — действительно

distinctive feature — отличительная черта, особенность

recipe — кулинарный рецепт

fried eggs — яичница

scrambled eggs — омлет

oatmeal porridge — овсяная каша

cream of wheat — манная каша

rice porridge — рисовая каша

buckwheat porridge — гречневая каша

set of dishes — набор блюд

description — описание

to call one's attention — привлечь чье-либо внимание

dayoff — выходной день

cottage cheese — творог

pan — сковорода

pancake — блин

variety — разнообразие

filling — начинка

sour cream — сметана

course — блюдо

snack — закуска

caviar — икра

herring — сельдь

sauerkraut — квашеная капуста

to excite the appetite — раззадорить аппетит

garnish — гарнир
freshwater fish — пресноводная рыба
carp — карп
pike — щука
pork — свинина
beef — говядина
veal — телятина
lamb — баранина
turkey — индейка
carrot — морковь
garlic — чеснок
to season — приправлять
minced meat — фарш
mashed potatoes — картофельное пюре
baked potatoes — печёный картофель
fried potatoes — жареный картофель
pasta — лапша, макароны
meat dumplings — пельмени
filling — начинка
stuffing — фарш
to roll out the pastry — раскатывать тесто
instead of — вместо
pie — пирожок
spring onions — зелёный лук
to exist — существовать
to derive from — происходить от
baked apple — печёное яблоко
to gather — собирать
to have a substantial meal — сытно поесть
potatoes in the skin — картошка в мундире
it is worth saying — стоит сказать
varied — разнообразный
tastes differ — о вкусах не спорят
heavy eater — любитель поесть
fat content — содержание жира

СПИСОК СЛОВ ДЛЯ ИЗУЧЕНИЯ ТЕМЫ “COOKING”

Flavours and Tastes

bitter - горький
sour - кислый
hot - острый
spicy - приправленный специями
sweet - сладкий
savoury - несладкий (любой вкус, отличный от сладкого)
salty - соленый
bland - пресный
tasty/ delicious - вкусный
tasteless - безвкусный
sickly - приторный
stale - черствый

General appearance and quality

over-cooked/overdone - пережаренный, переваренный
undercooked/ under-done - недожаренный,недоваренный
greasy - жирный
spongy - губчатый, пористый
oily - масляный,маслянистый
stodgy - густой
done to a turn - хорошо приготовленный, отлично прожаренный
more-ish - пальчики оближешь, аппетитный

Ways of cooking

to boil – варить
to fry - жарить
to bake - выпекать
to roast - жарить в духовке
to grill - жарить на рашпере
to season - приправлять солью и перцем
to cube/dice - нарезать кубиками
to slice - нарезать тонкими слоями, ломтиками
to chop - нарубить, нашинковать
to whip - взбивать
to stir - размешивать, перемешивать
to steam – парить
to barbecue – жарить мясо целиком
to casserole – запекать
to pickle – засаливать
to be done to a turn – быть готовым до золотой корочки
to sieve – просеивать
to whisk – взбивать
to grate – тереть на терке
to roll out – раскатать
to squeeze – отжимать
to sprinkle – посыпать
to dip – набирать половником
to spread – намазывать

Meat

Weal – телятина
Pork – свинина
Mutton – баранина
Liver – печень
Kidney – почка
Game – дичь

Fish

Herring – сельдь
Salmon – лосось
Cod – треска
Pike – щука
Sardine – сардина
Trout – форель
Crayfish – речной рак

Squid – кальмар
Crab – краб
Lobster – омар
Oyster – устрица
Shrimp – креветка
Prawn – тигровая креветка
Mussel – мидия
Devil fish – осьминог

Vegetables

Garlic – чеснок
Kidney beans – фасоль
Beetroot – свекла
Turnip – репа
Salsify – сельдерей
Asparagus – спаржа
Artichoke – артишок
Cauliflower – цветная капуста
Aubergine – баклажан
Parsley – петрушка
Sorrel – щавель
Bayleaf – лавровый лист

Berries / fruit

Cranberry – клюква
Gooseberry – крыжовник
Raspberry – малина
Strawberry – клубника
Tangerine – мандарин
Ginger – имбирь
Vanilla – ваниль
Cinnamon – корица
Persimmon – хурма
Quince – айва
Fig – инжир
Date – финик

Cottage cheese – сыр
Pasta – макаронные изделия
Buckwheat – гречка
Semolina – манная крупа
Millet – просо
Pearl barley – перловка
Rye – рожь
Noodle – лапша
Beef tea – крепкий бульон
Pilau/ pilaw/ pilaff – плов
Meat ball – фрикаделька
Aspic – заливной
Rissole – тефтеля/котлета
Pate – паштет
Puree – пюре

Truffle – трюфель
 Dough – тесто
 Puff dough – слоеное тесто
 Yeast – дрожжи
 Fritter – оладий

Nuts

Walnut – грецкий орех
 Cobnut – каштан
 Peanut – арахис
 Cashew – кешью
 Almond – миндаль
 Pistachio – фисташка
 Cedar nut – кедровый орех



COOKING VERBS CROSSWORD PUZZLE

LOOK AT THE NUMBERS ON THE PICTURES AND WRITE THE COOKING VERBS VOCABULARY IN THE CROSSWORD PUZZLE

11

11

12

16

17

18

1

2

3

4

5

6

7

8

9

10

13

14

15

16

17

18

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18

6

15

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3

17

8

14

1

13

Illustrations include: whisking, pouring, spreading, boiling, mashing, pouring, stirring, blending, roasting, grating, rolling, cracking, chopping, peeling, and frying.

Chef Solus Cooking Vocabulary Matching Activity

How well do you know your cooking vocabulary?
Match the definition with the correct cooking term.



- | | |
|-------------------|--|
| <u>A</u> Bake | <u>E</u> To cook over medium or high heat until surface of food browns or darkens |
| <u>B</u> Blend | _____ To scrape food against the holes of a grater making thin pieces |
| <u>C</u> Boil | _____ To squash food with a fork, spoon, or masher |
| <u>D</u> Broil | _____ To turn oven on ahead of time so that it is at the desired temperature when needed (usually takes about 5 to 10 minutes) |
| <u>E</u> Brown | _____ To cook quickly in a little oil, butter, or margarine |
| <u>F</u> Chop | _____ To cook food over steam without putting the food directly in water (usually done with a steamer) |
| <u>G</u> Drain | _____ To cook food in an oven |
| <u>H</u> Grate | _____ To mix ingredients together gently with a spoon, fork, or until combined |
| <u>I</u> Knead | _____ To stir ingredients together with a spoon, fork, or electric mixer until well combined |
| <u>J</u> Marinate | _____ To cook under direct heat |
| <u>K</u> Mash | _____ To remove all the liquid using a colander, strainer, or by pressing a plate against the food while tilting the container |
| <u>L</u> Mix | _____ To soak food in a liquid to tenderize or add flavor to it |
| <u>M</u> Preheat | _____ To cut into small pieces |
| <u>N</u> Sauté | _____ To press, fold and stretch dough until it is smooth and uniform, usually done by pressing with the heels of the hands |
| <u>O</u> Steam | _____ To heat a food so that the liquid gets hot enough for bubbles to rise and break the surface |



Visit www.ChefSolus.com for Free online nutrition games, healthy interactive tools, fun activities, recipes and tips!

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ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №40-41

Тема: Традиции питания. В кафе, в ресторане, в столовой

Ведущая дидактическая цель: формирование у обучающихся представления о традициях питания в стране изучаемого языка. Формирование навыков общения в кафе, ресторане и столовой на английском языке.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Упражнение 1. *Вспомните две английские пословицы по теме «Food»:*

1. «Голодный человек — злой человек.»
2. «Аппетит приходит во время еды.»

Упражнение 2. *Fill in the table. Say what food you like it or not.*

avocado	[ˌævəˈkɑːdəʊ]	
bread		
broccoli	[ˈbrɒkəli]	
cereal	[ˈsiəriəl]	
cheese		
kiwi fruit	[ˈkiːwiː fru:t]	
grapes	[ˈkiːwiː fru:t]	
nuts		
olive oil		
pasta	[ˈpæstə]	
prawns	[pra:n]	
green pepper		
raspberries	[ˈrɑːzbəri]	
rice		
strawberries	[ˈstrɔːb(ə)rɪ]	
yoghurt	[ˈjɒgət]	

Упражнение 3. *Fill in the table. Remember food adjectives*

healthy	[ˈhelθi]	
unhealthy		
favourite		
delicious		
disgusting		
tasty		
bitter		
cold		
hot		
spicy		
salty		
sour	[sauə]	
sweet		
tender		
tough	[tʌf]	
mild	[maɪld]	

Упражнение 4. *Make up word pairs with antonyms.*

- A. sweet, tender, cold, healthy
- B. hot, tough, unhealthy, bitter

Упражнение 5. *Make up word pairs with food adjectives.*

- A. sweet, tender, salty, spicy, sour, hot, mild, cold
 B. curry, cheese, crisps, lemons, ice-cream, soup, cake, meat

Упражнение 6. *Измените односложные и двусложные прилагательные по степеням сравнения.*

Повторить грамматический материал по теме: «Степени сравнения прилагательных в английском языке»

1. hot _____
2. cold _____
3. healthy _____
4. unhealthy _____
5. angry _____
6. hungry _____
7. modern _____

Unhealthy — приставка un- не считается за слог.

Упражнение 7. *Ask negative questions (вопрос с отрицанием).*
 ОБРАЗЕЦ

- Why don't you like lemons? – Почему ты не любишь лимоны?
- They taste **bitter**. – Они на вкус горькие.

Упражнение 8. Eating Out. *Fill in the table.*

restaurant		
bar		
café	[ˈkæfəi]	
modern		
busy	[ˈbizi]	
crowded	[ˈkraʊdɪd]	
bright	[braɪt]	
usual	[ˈjuːʒ(ə)l]	
unusual		
fashionable		
noisy		
cozy		
attractive		
expensive		
cheap		

Упражнение 9. Eating Out. *Fill in the table.*

dish		
cuisine	[kwi'zi:n]	
American		
British		
Chinese		
French		
Georgian	[dʒɔːdʒ(r)ən]	
Indian		
Italian		
Mexican	[ˈmeksɪk(ə)n]	
Thai	[tai]	
try	[traɪ]	
starter		
delicious	[dɪˈlɪʃəs]	
traditional	[trəˈdɪʃ(ə)n(ə)l]	
place		
service		
choice		
queue	[kjuː]	

Упражнение 10. *Translate the word-combinations on the topic «Food and Eating Out» from English into Russian:*

red pepper, sweet grapes, tasty strawberry, juicy raspberry, crisp cereal, olive oil, bitter chocolate, sour lemons, spicy curry, mushroom soup, mild butter, healthy seafood, unhealthy rice, frozen prawns, fresh bread, organic food, salty ham (17)

crowded café, relaxed atmosphere, attractive choice, traditional dishes, modern design, spacious terrace, delicious pasta, spectacular view, expensive prices, unusual starter, noisy dining hall, trendy décor, GM food (13)

Упражнение 11. *Translate the word-combinations on the topic «Еда» from Russian:*

сладкий виноград, сочная малина, оливковое масло, красный перец, горький шоколад, пряное карри, грибной суп, полезные морепродукты, мягкое масло, не полезный рис, замороженные креветки, натуральная еда, кислые лимоны, соленая ветчина, хрустящие хлопья, вкусная клубника, свежий хлеб (17)

генетически модифицированная еда, кафе, в котором много людей; дорогие цены, расслабляющая обстановка, привлекательный выбор, традиционные блюда, необычная закуска, современный дизайн, просторная терраса, шумный зал, восхитительная паста, зрелищный вид, модный интерьер (13)

Упражнение 12. *Translate into English.*

1. Этот сыр очень соленый.
2. Я люблю есть не дома.
3. Я предпочел бы французскую кухню.
4. Это мясо такое нежное.
5. Клубника очень вкусная ягода.
6. Хорошая идея есть много овощей и фруктов.
7. Этот ресторан самый дорогой.
8. Это блюдо такое же острое как то.
9. Ананас больше яблока.

Упражнение 13. *Make up a dialogue.*

ОБРАЗЕЦ

- Do you like **Chinese** food? — Yes, I do. / No, I don't.
- Would like to try? — I'd love to. / No, thanks.
- Why not? — I don't like **Chinese** food because it is **spicy**.

Упражнение 14. Give advice to your friend. Use *should / shouldn't*

1. Your friend is *fat*. Give him advice what to eat and not to eat.
2. Your friend wants to be *slim*. Give him advice what to eat and not to eat.
3. Your friend is *ill*. Give him advice what to eat and not to eat.

Упражнение 15.

1. Опишите свое самое любимое и нелюбимое кафе (ресторан), в котором вы когда-либо бывали.
2. Предложите сходить куда-нибудь и опишите это место, как нельзя лучше.

Используйте **грамматические конструкции**:

- It is ...- Это ...
- There is / are ... — В нем есть...
- They have ... — У них есть ...
- It has... — В нем есть...
- You will be surprised to see... — Вы будете удивлены, когда увидите...
- You will definitely like... — Вам определенно понравится ...

Упражнение 16. Представьте, что вы в ресторане с своим другом

- попросите столик на двоих у окна,
- попросите меню и спросите официанта, что бы он порекомендовал,
- закажите жареного лосося для себя и жаренную на гриле курицу для вашего друга,
- спросите друга, вкусно ли приготовлена курица,
- скажите, что лосось слишком сухой, но печеная картошка превосходна,
- спросите, будет ли он десерт,
- скажите, что хотите выпить кофе, и спросите, что будет пить он.

Позовите официанта и:

- пожалуйте, что суп слишком холодный, и попросите принести другой,
- попросите сделать потише или выключить музыку, потому что вы не можете разговаривать,
- спросите у официанта, помнит ли он, какой десерт вы заказывали,
- скажите, что хотите поговорить с менеджером.

Use the phrases below:

- *It's delicious.*
- *table for two, table by the window, table in the garden*
- *Is service included?*
- *to tip the waiter*
- *Could I have the bill, please?*
- *What would you like for a starter/ the main course/for dessert?*
- *Could you bring us the menu/the wine list?*
- *I can recommend...*
- *Could you pass me ...*
- *to make an order*

Упражнение 17 Заполните строчки названиями **продуктов**: *chicken, pears, carrot, milk, pork, strawberries, lamb, curry, cream, pineapple, leek, beef, plums*. В каждую категорию добавьте свои примеры.

Fruit:

Vegetables:

Dairy

Meat:

Herbs and spices:

products:

Упражнение 18. *Ниже дан список блюд, которые готовят из одних и тех же продуктов:*

Eggs: scrambled eggs, soft-boiled eggs, an omelette, bacon and eggs

Tomatoes: fresh tomato salad, tomato soup, tomato ketchup, tomato juice

Apples: apple pie, fruit salad, apple compote, baked apples

Meat: a hamburger, tinned ham, roast turkey, pork chops, boiled chicken

Potatoes: baked potatoes, boiled potatoes, chips, potato crisps

1. Which of the dishes is

a) the tastiest

b) the healthiest

c) the most popular in Russia

Give your reasons.

2. Which of them are the British dishes and which are the American ones?

Упражнение 19. *Соотнесите блюда со следующими разделами меню:*

Dishes: roast beef with new potatoes and green salad, cheesecake, fried cod (fish) with roast potatoes, prawn cocktail, grilled steak with broccoli, tomato salad, chicken curry, fruit salad, mushroom soup, vegetable risotto, spaghetti bolognese pizza, chocolate cake, potato salad, baked salmon with boiled vegetables

Menu:

- starters
- main courses
- desserts

Answer the questions:

1. Which dishes are suitable for vegetarians?
2. Which dishes aren't cooked?
3. Which dishes are suitable for people on a slimming diet?
4. Which dishes would you choose to eat?
5. Which dishes have you tried? Did you like them?
6. Which dishes can you prepare?

Упражнение 20. *Соотнесите названия продуктов со способами их приготовления. Каждый продукт можно приготовить несколькими способами.*

A. onions, potatoes, carrots, eggs, cheese, mushrooms, meat, fish, bread

B. chop, peel, fry, boil, bake, roast, grate, grill, slice, stew

What dish can you prepare? Tell the recipe.

Упражнение 21. *Выполните грамматическое задание по тексту Slimming Food (text in English with tasks).*

II. Food. Упражнения для подготовки к экзамену (задания в формате ЕГЭ)

Task 1. *Give a talk on your eating habits using the questions.*

1. What time do you eat the main meals of the day?
2. Do you eat regularly?
3. What do you most often eat for breakfast, lunch and dinner?
4. Do you know what food is healthy and what is not?
5. Do you eat a lot of sweets or fast food and drink a lot of fizzy drinks?

Task 2. *Say which of the foods below you like and which you don't. Why?*

fizzy drinks, still mineral water, sparkling mineral water, cheese, pasta, avocado, garlic, eggs, mushrooms, butter, onion, coffee, sugar, fruit juice, white bread, beer, ice-cream chocolate, meat, spinach, fish, red wine, sausage, potatoes, banana

Choose three healthy and three unhealthy foods from the list above. Give your reasons.

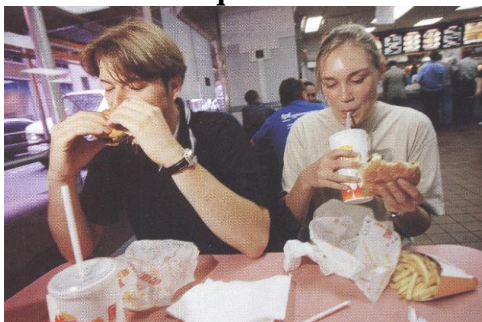
Task 3. *Answer the questions. What do you think about the statements?*

1. What are the most common eating habits in Russia? Do we eat in a healthy way?
2. Why is dieting so popular with women and not so popular with men? Discuss.
3. What restaurants do you like going to? What criteria may people use when choosing a restaurant?
4. Eating can be a therapy for unhappy and stressed people. Discuss.
5. Is it better to invite people for a meal at home or to a restaurant?
6. You are what you eat. Do you agree? Discuss.

Картинки (фотографии) по теме «Food» (для подготовки к экзамену по английскому языку)

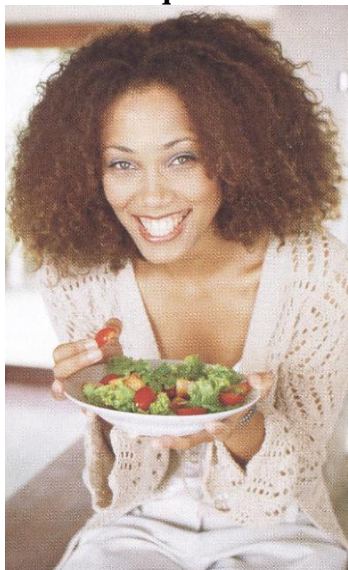
Описание фотографии на английском языке (пример с картинкой)

1. **Describe the photo and answer the questions:**



1. Is the food the people are eating healthy? Why?
2. What problems may they face in the future if they go on eating like this?
3. Why are fast food restaurants so popular?
4. What should people eat to be healthy?
5. How often do you have take-away fast food or go to fast food restaurants?

2. **Describe the photos and answer the questions:**





Answer the questions:

1. How do the lifestyles and eating habits of these women differ?
2. What eating disorders may each of them suffer from?
3. Which of them is healthier? Why?
4. Why do so many people now give up meat and become vegetarians?
5. Do you think your everyday diet is healthy? Explain.
6. What should people do if they want to lose weight?
7. Have you ever been on a diet? Describe it.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №42-43

Тема: Еда полезная и вредная

Ведущая дидактическая цель: формирование у обучающихся представления о полезной и вредной еде в стране изучаемого языка.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Запомните фразы:

What about having a bite? — Как насчет того, чтобы перекусить?

What about asking for more? — А как насчет того, чтобы попросить добавки?

Let's **drop into** this small café. — Давай **заскочим** в это кафе.

Let's **call at** the baker's. — Давай зайдём в булочную.

We are **running out of** bread. — У нас **заканчивается** хлеб.

Упражнение 1. Прочитайте и переведите текст.

- spoonful — чайная ложка (то, что в ней)
- tea-spoon — чайная ложка
- boil — варить
- be boiled — вариться (Passive Voice)

For breakfast people may have eggs or an omelette. If eggs are boiled 2 or 3 minutes, we call them soft-boiled eggs. If they are boiled 5 minutes or more, we call them hard-boiled eggs. Some people don't like eggs. They prefer porridge or semolina for breakfast. After porridge, eggs or an omelette people drink coffee or tea. I don't like to drink strong tea or coffee. I prefer weak coffee with milk. My friend drinks coffee without milk. We always put some sugar into our coffee or tea. To make our coffee or tea sweet we put 2 or 3 spoonfuls of sugar and stir it with a tea-spoon.

Answer the questions:

1. What may people have for breakfast?

2. Do you have eggs for breakfast? What eggs?
3. How long are soft-boiled eggs cooked?
4. What do we call hard-boiled eggs?
5. What do you prefer for breakfast?

* * *

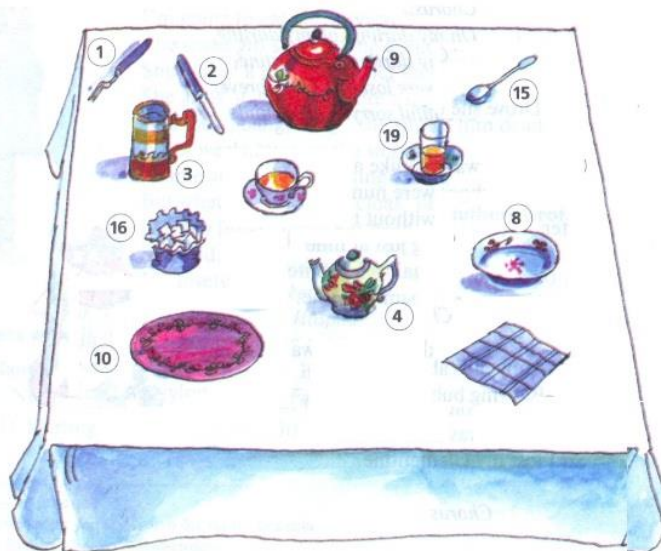
Упражнение 2. *Выучите диалог.*

A. Shall I do some shopping on the way home?

B. Oh, please, **call at** the baker's and buy a loaf of bread. We are **running out of** bread.

* * *

Упражнение 3. *Назовите предметы на картинке.*



Упражнение 4. *Прочитайте и переведите текст.*

Our mother always lays the table. She puts cups and saucers on the table. Then she pours out tea or coffee and puts tasty buns and sweets on the big dish, bread, butter and sometimes cottage cheese. She calls us and says that breakfast is ready. We come to the kitchen and sit down at the table. The breakfast begins. My brother and I put three lumps of sugar into our cups and begin to stir our coffee with a tea-spoon. The lumps of sugar melt very quickly and the coffee becomes sweet. My brother likes to have coffee with milk but I prefer coffee without milk. If I can't reach a bun I say «Pass me a bun, please». My mother passes me the bun saying «Here you are», and I thank her. As our mother wants us to eat well she often says, «Children, help yourselves to bread and butter or to some cottage cheese». When breakfast is over we clear cups and saucers away and wash them up.

Say some sentences about your breakfast. Use the words: lay, pour, stir, melt, help yourself, clear away, wash up.

Упражнение 5. *Ответьте на вопросы.*

1. Who cooks your breakfast?
2. Who else has dinner with you?
3. What kind of bread do you like best, white or brown?
4. What do you cut bread with?
5. What do you eat soup with?
6. What did you eat for breakfast yesterday?
7. Do you like strong or weak tea?
8. Where do you keep your forks, knives, spoons, plates and cups?

* * *

Упражнение 6. Закончите предложения.

1. Don't eat off the ...
2. Don't talk with your ... full.
3. In order to (чтобы) lay the table we must put ...
4. The salt is too far from me, ...
5. What do you like best, an omelette or ... ?
6. When people want to drink they say, « We ...».
7. We must ... before a meal and ... after it.

* * *

Упражнение 7. Соедините слова в словосочетания и переведите их.

ОБРАЗЕЦ a lump of sugar — кусок сахара

A. a loaf, a pound, a kilo, a bottle, a jar, a box, a bar, a package, a tin, a piece (10)

B. chocolate, jam, salt, sprite, meat, bread, sardines, potatoes, cake, milk

Повторить тему: «Неисчисляемые существительные в английском языке»

* * *

Упражнение 8. Составьте на основе диалога из упражнения 2 диалоги в парах или по кругу, используя словосочетания из упражнения 7. Вспомните названия продовольственных магазинов.

ОБРАЗЕЦ. **A to B.** Shall I do some shopping on the way home? — **B to A.** Oh, please call at the butcher's and buy a pound of meat. We are running out of meat. **B to C.** Shall I do some shopping on the way home?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №44-45

Тема: Здоровый образ жизни

Ведущая дидактическая цель: формирование у обучающихся представления о здоровом образе жизни в стране изучаемого языка.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Texts on the topic «Healthy Way of Life»

Text №1 «Influence of Food»

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

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

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

Text №2 «Our Health»

Our health depends on many things: our physical activity, the food we eat and our good and bad habits. Although a lot of people are interested in staying healthy, not many people do very much

about it. Modern way of life when people have little physical activity, use cars instead of walking, watch television and work on computers for many hours is quite dangerous for their health. People's health also influences their mood.

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

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

Also it is very important to get rid of **bad habits**. The worst ones are smoking and drinking alcohol. Smoking doesn't only causes heart and lung problems but also makes your teeth yellow and skin unhealthy.

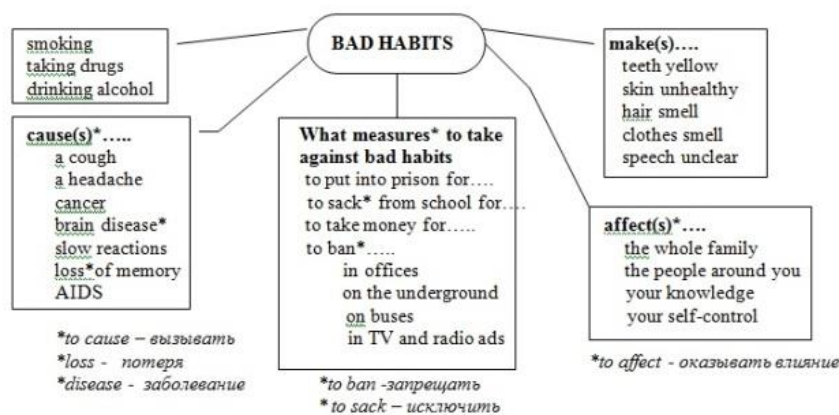
Food we eat also influences our health. A lot of people like drinking Coca-Cola and coffee and enjoy pizza and hamburgers. But what is tasty is not healthy. You should avoid eating in fast food restaurants and make it a rule to cook meals at home using organic food as much as possible.

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

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

Задание 1. *Name bad habits. Consult the table.*

1. lead to (приводить) = cause (вызывать) = result in
2. take measures – принимать меры
3. argument – довод, аргумент
4. convince – убеждать
5. affect= influence – влиять



1. Which arguments against bad habits seem most convincing to you? Place them in order of importance. Consult the table.
2. Which of the arguments will you use to convince your friends or parents not to smoke or drink too much? Use the table.

Задание 2. *Answer the questions:*

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

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №46-47

Тема: Физическая культура и спорт

Ведущая дидактическая цель: формирование у обучающихся представления о физической культуре и спорте в стране изучаемого языка.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Text №1 «Skateboarding» (pre-intermediate)

Задание. Read the text. Complete the passages using the words: *board, becomes, practice, sport, foot, sometimes, body, balance, feet*

Skateboarding has become a very popular 1. _____. All a person needs to enjoy this sport is a skateboard, good 2. _____, and some 3. _____. It is a good idea to use safety helmets and kneepads because even the best skateboarders fall 4. _____. To begin skateboarding, put one foot on the skateboard and push forward with the other 5. _____. When you get moving fast enough put both 6. _____ on the 7. _____. You keep your balance by moving your arms and 8. _____. The more you practice the easier it 9. _____.

Text №2 «Surfing» (pre-intermediate)

Что вы знаете о серфинге? Кажется, что этот вид спорта только недавно завоевал популярность, однако произошло это в 1960. Кстати, первыми серфингистами были ... аборигены. Перед тем, как читать текст про серфинг, пройдите опрос.

What do you know about surfing? (вводный опрос)

Surfing is popular _____.

- all over the world.
- only in Australia.

[View Results](#)

It is _____ kind of sport.

- a new
- an old
- not a

The birthplace of surfing is _____.

- Hawaii.
- Australia.
- the USA.

The best time for surfing is when _____.

- the waves are high.
- the waves are low.

It takes _____ to learn to catch a wave at the right moment.

- no time

- ○ time
- ○ a lot of time



Text «Surfing»

- **practice** — практиковать
- **report** — сообщать
- **introduction** — внедрение
- **fiberglass** — стекловолокно
- **Maui** — остров Мауи, второй по величине остров в архипелаге Гавайских островов (США)
- **Oahu** — остров Оаху (Гавайи; США)
- **experience** — испытывать

Surfing is popular all over the world. It is **practiced** on lakes and rivers, seas and oceans — anywhere with good wind.

Some people think that it is a new kind of sport. But it is not. It was first **reported** by the British explorer Captain Cook in 1778. It became popular with the **introduction** of mass-produced, lightweight (легкий) boards made of **fiberglass** in the 1960s.

The birthplace of surfing is Hawaii and today it's home of the most famous surfing competition. Huge waves crash along mile after mile of beautiful sand, and every surfer dreams of experiencing surfing in **Maui** or **Oahu**.

The best time for surfing is when the waves are high. Serious surfers must be brave, love adventures and have lots of energy. Once they've **experienced** the excitement of a ride on the top of the waves, they never want to stop.

It takes time to learn to catch a wave at the right moment, stand up on your board and stay there. But during a hot summer day, who minds learning?

Text №3 «The Paralympics»

- **physical disability (disabled)** — ограниченные возможности

The Paralympics is for people with a **physical disability**. They were first held in Rome in 1960 and since that time there have been 9 Paralympics. The athletes take part in 19 different sports. They play tennis and snookers. They do judo and ride a bike. Some athletes do weight lifting and some go swimming. A lot of athletes go running and jumping. Athletics is very popular. Playing table tennis is also very popular among **disabled** athletes.

Text №4 «Swimming» (intermediate)

Задание. Read the text. Complete the passages using the words: *racing, until, goggles, almost, as long as, safety, splash, besides, ear plugs, prevent*

Most Americans can swim, and 1 _____ everyone likes at least to 2 _____ around in the waves on a hot day at the beach. Knowing how to swim is important for 3 _____ but when you do it seriously, swimming is also one of the best exercises for your body.

4 _____ water and swimsuit you don't need much. 5 _____ keep irritating chlorinated water out of your eyes and let you watch where you're going. A swimming cap makes you more streamlined for 6 _____ and keeps your hair out of your face.

7 _____ keep the water out and 8 _____ ear infections.

To get in shape, start by swimming twenty minutes three times a week. Add ten minutes 9 _____ you're swimming for an hour each time. Vary your strokes to work different muscles. It's okay to take short breaks, 10 _____ your heart rate stays up.

Text №5 «Boxing» (intermediate)

- **go back** — зародиться

- **rub** — натирать
- **were bound with** — обвязаны
- **maim for life** — остаться калекой
- **concede defeat** — признать поражение
- **introduce** — ввести в практику
- **space roped off** — пространство, отгороженное канатом

Boxing is an old sport, **going back** to the days of ancient Greece, where it was an important part of the Olympic Games. The Olympics were held during the hottest part of the summer, and the boxers were **rubbed** with oil to limit perspiration. Their hands **were bound with** heavy leather strips often loaded with lead or iron. So fighters were frequently **maimed** for life. There were no rounds and no time limits — the men fought until one of them **conceded defeat**.

The sport passed from Greece to Rome, but after the fall of Rome it was unknown in Europe until the 18th century, when James Figg **introduced** gloveless fighting in England, and opened a boxing school in London. He built an amphitheatre with a square **space roped off** for the fighters. Figg didn't believe in rest periods, and a fight continued without stop until one man had obviously won.

Text №6 «Basketball» (intermediate)

- **origin** — происхождение
- **hang** — вешать
- **purpose** — цель
- **attempt** — попытка
- **prevent from** — помешать

Basket-ball is perhaps the only sport whose **origin** we can speak of without fear of a mistake.

During the winter of 1891— 1892, James Naesmith, a college instructor in Springfield, Massachusetts, invented the game of basket-ball. He wanted his students to have physical exercise between the time when the football season closed and the baseball season opened. He **hung** fruit baskets on the walls at opposite ends of the gymnasium and organized nine-men teams to play his new game. The **purpose** of the game was to throw the ball into one basket and to **attempt to prevent** the opposing team **from** throwing the ball into the other basket.

There have since been many changes in the rules (for example, the number of players is now reduced to five), but the game is basically the same today as it was more than eighty years ago.

Text №7 «The Olympic Games» (intermediate)

- **interlinked** — связанных
- **chariot racing** — гонки на колесницах
- **were resumed** — были возобновлены

The world's greatest international sports games are known as the Olympic games. The Olympic games proves that real peace can be achieved through sport. The Olympic emblem is five **interlinked** rings: blue, yellow, black, green and red. Any national flag contains at least one of these colours.

The Olympic Games began in ancient Greece in 776 B.C. These games were part of festival held every fourth year in honor of the God Zeus at the place called Mount Olympus.

It was great athletic festival, including competitions in wrestling, foot racing, and **chariot racing**, rowing and others. The games were for men only. Greek women were forbidden not only to participate but also to attend the Olympics.

The first modern Olympic Games were held in Athens in 1896. Then they **were resumed** in London after the Second World War. Since then the Olympics are held every fourth year in different countries.

The ancient Greeks had no winter sports. Only in 1924 the first Winter Olympic games were held in France. Now they are held regularly.

Text №8 «From the History of Sport»

Some tribes of Native Americans played a game which was alike football, but it had a religious meaning. The winning team had to be executed as the one that had pleased the gods of the tribe.

Britain doesn't often produce sportsmen or sportswomen who are successful in world championship, but it has been good at inventing sports and writing the rules of games.

Golf was first played in Scotland in the 15th century and the most famous golf club, Saint Andrew in *Scotland*, is still the most respected authority on golf in the world.

Cricket was first played in England in the 16th century and its rules were written in the 18th century. It is a popular summer sport in *England*, but it is not played in Wales, Scotland and Northern Ireland.

Football (soccer) has been played in one form or another for hundreds of years. First it was a very rude and hard game. There were no rules. But since 1863 it has been played with proper rules. That year the Football Association (FA) was started. Its first job was to get a set of rules for all games. By the end of the 19th century almost every town had its own team.

Rugby is a form of football in which the ball can be handled (взят в руки). It was start as a game in the 19th century. Rugby takes its name from Rugby school in the Midlands. In 1823, a boy playing football at the school picked up the ball and ran with it. Now it is one of the most popular games.

American football is different from soccer. It is played with an oval ball. American football and rugby are alike.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №48-49

Тема: Занятия физической культуры

Ведущая дидактическая цель: формирование у обучающихся представления о занятиях физической культурой в стране изучаемого языка.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Задание 1. “Расставь буквы”

There is a chain of numbers; your task is to decode the words using the alphabet and translate them.

19, 16, 15, 18, 20, 19, 13, 1, 14 (Ответ: sportsman)

15, 12, 25, 13, 16, 9, 3 7, 1, 13, 5, 19 (Ответ: olympic games)

23, 18, 5, 19, 20, 12, 9, 14 (Ответ: wrestling)

23-5-9-7-8-20-12-9-6-20-9-14-7 (Ответ: weightlifting)

1-5-18-15-2-9-3-19 (Ответ: aerobics)

Задание 2. “Отгадай кто это?”

Play football (footballer or football player)

Tennis (tennis player)

Go swimming (swimmer)

Jumping (jumper)

Running (runner)

Windsurfing (surfer)

Задание 3. “Собери слово”

Choose the right answer and decode the main word.

<p>1. How do we call the most important sports event in the world? Tennis tournaments at Wimbledon (n) The World Youth Games (g) The Olympic Games (h)</p>
<p>2. He decided to revive the Olympic Games at the end of the 19th century? Vladislav Tretyak (a) Pierre de Coubertin (e) Robin the Bobbin (o)</p>
<p>3. An apple a day keeps ... away the doctor (a) the teacher (y) the policemen (i)</p>
<p>4. They are rich in vitamins crisps (m) fruits and vegetables (l) fast food (r)</p>
<p>5. The right food keeps you ... well (t) ill (k) funny (p)</p>
<p>6. Never ... to keep fit laugh (x) eat (l) smoke (h)</p>

Ответ: The main word is "health".

Задание 4. "Перепутанные буквы"

Put the letters in the words on the topic "Sport" in a logical order.

erccso (soccer);
bongxi (boxing);
ngsurfi (surfing);
rocsaebi (aerobics);
sinent (tennis);
ykeoch (hockey).

Задания 5. "Цепочка слов"

Командам дается исходное слово «sport», из которого они должны за 2 минуты составить «цепочку» слов, где последняя буква предыдущего слова является первой буквой последующего.

Например: sport – tennis – surfing – gymnastics – sailing.

Задание 6. "Перепутанные слова"

Put the words in the logical order. (Предлагается командам выполнить задание на карточках.

Каждая команда получает карточку с набором слов для составления предложений (пословиц).

Пословицы и поговорки по теме "Спорт":

A sound mind in a sound body. – В здоровом теле здоровый дух.

The best of the sport is to do the deed and to say nothing. – Лучший спорт – совершать поступки без лишних слов.

In sports and journeys men are known. – Люди познаются в спорте и в путешествиях.

Задание 7. “Угадай спортивную игру”

What game is played between 2 teams of eleven players? – Tennis – Football – Dancing
What game is played with a small white round ball and a bat? – Skating – Basketball – Baseball
What game is played on a court with a large orange ball? – Basketball – Knitting – Chess
This game is played by 2 teams of 6 players each on an ice field? – Surfing – Ironing – Ice hockey
What is the most popular sport in the USA? – Football – Skiing – Chess
What game is played by 2 players on a board? The aim of the game is to move pieces so that your opponent’s king will be taken. – Bowling – Chess – Dancing

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №50-51

Тема: Посещение врача

Ведущая дидактическая цель: формирование у обучающихся представления о посещении врача в стране изучаемого языка.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Лексика по теме:

1. to have a running nose = to have a cold in the head – иметь сильный насморк
2. to strip to the waist – раздеться до пояса
3. flu [flu:] – грипп
4. to stay – оставаться
5. sick-list – больничный лист

A VISIT OF A DOCTOR

One day my mother fell ill. My father looked at her and said, "You don't look well. What is the matter with you? "

"I have a bad headache and a running nose." "Let's take your temperature. Oh, your temperature is very high. I must call in a doctor."

In some hours the doctor came. He asked my mother: "What is the matter with you?" "I don't feel well. I have a running nose, a cough, a bad headache and a sore throat."

"Well, I must examine you. First I shall feel your pulse. It is fast. Give me your arm. I want to check your BP.. Please, be quiet or your blood pressure will go up. It's 140 over 80. That is a normal BP for you. I'll listen to your heart and lungs. Strip to the waist. Breathe, please. Now make a deep breath and stop breathing for a moment. All right. Go on breathing, please. Please, open your mouth and say "ah". Show me your tongue. I see, you have a flu. You must stay in bed for some days. Ill prescribe you some medicine. Take it regularly. You are a nurse yourself and you know it is necessary. Here is a sick-list for you. Come to me in three days if you feel better. Good-bye."

At the Doctor's

Medical Institutions

Медицинские учреждения

- | | | |
|----|----------------------------------|---------------|
| 1. | Dispansary | Амбулатория |
| 2. | Chemist's; Drud-Store,(ам) Drugs | Аптека |
| 3. | Hospital | Больница |
| 4. | Marternity Home (Hospital) | Родильный дом |
| 5. | First Aid | Скорая помощь |

Medical Personnel

Медицинский персонал

Doctor, physician	Врач
Surgeon	Хирург
Cardiologist	Кардиолог
Gynaecologist	Гинеколог
Neuropathologist	Невропатолог
Oculist	Окулист
Oncologist	Онколог
Ear, nose and throat specialist	Отоларинголог
Pediatrician	Педиатр
Stomatologist	Стоматолог
Dentist	Зубной врач
General practitioner	Терапевт
Urologist	Уролог
Nurse	Мед. сестра
Orderly	Санитар (ка)
Head doctor	Гл.врач

Body Parts and Principal Human Organs Части тела и основные органы человека

Body	Тело
Head	Голова
Tongue	Язык
Eyes	Глаза
Neck	Шея
Ears	Уши
Cheek	Щека
Throat	Горло
Chest	Грудь
Lips	Губы

Knee	Колено
Leg	Нога
Ankle	Лодыжка
Bone	Кость
Face	Лицо
Forehead	Лоб
Belly	Живот
Arm	Рука
Hand	Кисть руки
Tooth (teeth)	Зуб (зубы)
Skin	Кожа
Elbow	Локоть
Muscle	Мышца, мускул
Nose	Нос
Chin	Подбородок
Back	Спина
Heart	Сердце
Lung	Лёгкое
Kidneys	Почки
Spinal column	Позвоночник
Side	Бок
Stomach	Желудок
Spleen	Селезёнка
Brain	Мозг
Names of diseases and illnesses	Название болезней
Allergy	Аллергия
Appendicitis	Аппендицит
Pneumonia	Воспаление лёгких
Gastritis	Гастрит
Tonsillitis	Тонзилит
Influenza	Грипп
Bronchitis	Бронхит
Inflammation	Воспаление
Blood pressure	(Кровяное) давление
High blood pressure	Высокое давление
Measles	Корь
Cancer	Рак
Constipation	Запор
Typhus	Тиф
Diarrhea	Понос
Boil	Фурункул
Catching disease	Заразная болезнь
Cold	Простуда
Ulcer	Язва
Scarlet fever	Скарлатина
Pain	Боль
Pain in the side	Боль в боку
Tuberculosis	Туберкулёз
Black pain	Боль в спине
Chest pain	Боль в груди
Dizziness	Головокружение
Fever	Лихорадка
Heartburn	Изжога

Cough	Кашель
Poisoning	Отравление
Vomiting	Рвота
Contusion	Ушиб
Headache	Головная боль
Acute respiratory illness	Острое респираторное заболевание
Sharp pain	Острая боль
Toothache	Зубная боль
Infectious disease	Инфекционное заболевание
Chills	Озноб
To have chills	Знобить
Near – sightedness	Близорукость
Far – sightedness	Дальнозоркость
I am near – sighted	Я близорукий
Bandage	Бинт
Cotton wool	Вата
Heating pad	Грелка
Iodine	Йод
Plaster	Пластырь
Vaseline	Вазелин
Thermometer	Градусник
Eye – drops	Глазные капли
Medicine	Лекарство

At the Chemist s

Prescription	Рецепт
Tablets	Таблетки
Capsules	Ампулы
Powder form	Порошок
Please give me s/th for a headache	Дайте мне, пожалуйста, что-нибудь от головной боли
...for an upset stomach	от расстройства желудка
...for a cough	от кашля
...for a cold	от простуды
How should this medicine be taken?	Как принимать это лекарство?
On an empty stomach	Натощак
After a meal	После еды
What is the prescribed dose?	В каких дозах принимать это лекарство?
To take a table-spoonful of the medicine three times a day before each meal	Принимать по столовой ложке три раза в день перед едой

Words and Expressions

To fall ill	Заболеть
To be ill	Болезнь
She is feverish	Её лихорадит
Headache	Головная боль
Cough	Кашель
I have a sore throat	У меня болит горло
To gargle	Полоскать горло
I have a pain in the heart	У меня болит сердце
To be hoarse	Охрипнуть

To recover	Выздоровливать
To call a doctor	Вызвать врача
To examine	Осмотреть
To feel one's pulse	Щупать пульс
To take one's temperature	Мерить температуру
To measure one's blood pressure	Мерить кровяное давление
Investigation	Обследование
To cure	Лечить
To prescribe	Выписать рецепт, прописать лекарство
X-ray	Рентген
Blood examination	Анализ крови
Patient's file	Медицинская карта

Text

When we are ill, we call the doctor, and he examines us and diagnoses the illness (disease). When we have a headache, a stomach-ache, a sore throat, a cold or a pain in some part of the body, we call the doctor. He takes our temperature and our pulse, he examines our heart, our lungs, our stomach or the part where we have a pain and tells us what is the matter with us. He says, "You have heart disease". He says, "I shall prescribe some medicine. You must take the prescription to the chemist, and he will make up the medicine for you. Take the medicine twice a day before (or after) meals." The doctor prescribes medicine and gives us a prescription, which we take to the chemist who makes up the medicine

If you follow doctor's order, you get better; if you disobey the doctor, you may get worse, and even die.

We must obey the doctor, if we want to get better. If we have a temperature, we must stay in bed and take the medicine he prescribes. If we cannot get better at home we must go to hospital. For example, if you have appendicitis, a surgeon performs the operation on you. If you too ill to walk, we go to hospital on an ambulance. After our illness we can go to a sanatorium until we are completely recover.

My friend is ill

R: What's wrong with you? You don't look so well today. You look pale.

F: I am rather unwell. I have a headache, and I'm afraid I got a temperature.

R: Here is a thermometer. Let's take your temperature.

F: All right.

R: Well, how high is your temperature?

F: Thirty-eight and seven.

R: Let's call the doctor.

F: I don't think I should.

R: I think you'd better do it. If you were you I would get into bed at once.

F: I think I shall.

R: Has the doctor called?

F: Yes. He gave me thorough examination. He examined my throat and said that I had a sore throat. I must have caught cold.

R: Did the doctor say anything else?

F: He said I should take a table-spoonful of the medicine three times a day after each meal. Then he advised me to gargle my throat

R: How long will you stay in bed?

F: The doctor said I must stay in bed until my temperature is quite normal, and I stop coughing. In the meantime, I'm on sick leave till the end of the week.

At the Doctor's

P: Doctor, I have a bad headache and I have no appetite.

D: Show me your tongue. (The patient opens his mouth and shows his tongue). Yes, you have a very nasty tongue. Have you a pain in the stomach?
P: Yes, doctor, sometimes; especially after meals. I have a temperature after meals, too.
D: I must examine your stomach. Does it hurt here?
P: No, not there.
D: Here?
P: Oh, yes, it does here.
D: You have digestion trouble. But it is not serious. I shall prescribe some tablets. You must take two before each meal. Do not eat any roast meat or any heavy food. Eat boiled vegetables and milk puddings. You need not to go bed, but do not overtire (переутомляться) yourself. If you follow my prescriptions you will feel much better tomorrow and in two or three days you will be quite well again.

At the Doctor's

D: What is the matter?
P: I'm quite ill. I think I've got flu.
D: Very likely. What are your symptoms?
P: I feel very weak and dizzy, I have a headache and a sore throat.
D: I've been running a high temperature since yesterday. Today it is 37.9 (thirty seven point nine).
D: Please strip to the waist (разденьтесь до пояса), I must examine you. Your throat is inflamed.
P: Tell me, doctor, is it very serious? I was down with flue only last month.
D: It will be, if you don't follow my instructions. You have caught just a cold. You have to get into bed immediately. I'll prescribe you a gargle and some medicine.
P: Shall I have to stay in bed long? When do I recover?
D: I think you'll be all right in a few days. Please take this note to the reception office in the polyclinic on Tuesday next week, and you'll have your chest x-rayed and your blood examined to be sure that everything is all right.
P: How shall I take the medicine?
D: Gargle as often as you can and take a table-spoonful of the medicine three times a day. Shake up the bottle before use.
P: Thank you ever so much, doctor.

Illness

Edward: Well! You are up at last!
William: I hope you will excuse me; I slept so badly last night, I don't feel very well.
E: Indeed? Why, what is the matter with you?
W: I really do not know. For the last few days I have had frequent headaches and have been very feverish.
E: But usually you are in very good health; have you any appetite?
W: No, I have not.
E: You ought to consult a physician (a doctor).
W: I have already done so, but his prescription has not done me much good yet.
E: What doctor did you consult?
W: Our local physician, Dr. Green.
E: It is the same doctor who treated my mother.
W: How is your mother now? Is she doing better?
E: Oh, she is a great deal better, thank you.
W: Is she still obliged to stay in bed?
E: Oh no, she can take a little walk in the garden.
W: I am very glad, indeed, to hear that your mother has nearly recovered.

Exercise: Answer the questions about the dialogue.

- 1) Why did W. sleep badly?
- 2) What was the matter with him?

- 3) E. advised him to consult a doctor, didn't he?
- 4) Did the doctor's prescription do him any good?
- 5) What did doctor W. consult?
- 6) Did E's mother feel much better or much worse?

Dialogue

Mother: What's wrong with you, my boy? You don't look well.

Bob: Oh, yes. I have a splitting headache. I am now hot, now cold. Everything reels before my eyes (кружиться). I am sick.

M: Then you'd better go to bed right away, and I shall call a doctor. Take your temperature. You have a frightful cold.

B: Yes, my throat is sore and my nose is clogged up (заложен). I feel so limp all the time (слабость).

M: All right. I'll call the doctor. (Mother dials the doctor's number).

Voice: Mr. Smith. Can I help you?

M: This is Mrs. Green's speaking. Can I talk to the doctor, please?

Voice: He is out on his rounds just now. Can I take a message?

M: Would you tell him to visit Mr. B. Green's as soon as he can? My son is ill, I'm afraid.

Voice: Certainly. Your address, please? He will come soon.

M: Thank you so much.

Words

To treat	лечить
A toothache	зубная боль
A crown	коронка
To fit on	поставить коронку
To pull out, to extract	удалить
To fill to put in a filling	запломбировать
A cavity	дупло
An injector	укол
To hurt	болеть
One tooth is loose	один зуб шатается
A set of false teeth	протез

Text

When we have a toothache (when a tooth hurts us) we go to the dentist's. The dentist examines our teeth. The dentist asks: "Which tooth hurts you? I see, that tooth has a cavity. I think I can stop it for you. I must put in a filling." If the tooth is too bad the dentist extracts it.

Expressions

You must have your tooth treated	Вам надо лечить зуб
You must have your tooth pulled out	Вам нужно удалить зуб
You must have your tooth stoooped (filled)	Вы должны запломбировать зуб
There is a cavity in the tooth	В зубе дупло

At the Dentist's

P: I have a very bad toothache. I can't eat and I can't sleep at night.

D: Sit down in the chair here and open your mouth. (He examines his visitor's teeth). Which tooth is it that hurts you?

P: It's a big tooth at the back on the left. That hurts very badly.

1. D: Yes, that tooth has a big cavity, but I think I can stop it for you. Why didn't you come earlier?

P: Well, you know, it is not quite a pleasure to go to the dentist's. And every time I decided to come it got better.

D: I shall put a filling in this one, but there is another tooth near it which is too bad to be filled. I shall

have to extract it. But don't be afraid. I will not hurt you. I shall give you an injection before I extract it.

P: Thank you, doctor. Now it's all right.

Exercises.

I. Insert the missing words(вставьте пропущенные слова):

1). Last week I was... and called a... The doctor ...and examined my ...and lungs.

He told me I ...a bad cold and... some tablets .My mother went to the ... to buy the tablets. I ...two tablets three ...a day. The next day I left ...and on the fourth day I was quite ...again.

2). I have a head...

I have a ... in my leg.

That tooth ... me.

II. Answer the following questions:

1). When do you call a doctor?

2). What does the doctor examine?

3). What does the doctor prescribe?

4). Where do you take the prescription to?

5). Will you get better if you do not obey the doctor's orders?

6). What do you do when you have a toothache (when a tooth hurts)?

7).When do you go to the dentist's?

8). Does a dentist always extract a bad tooth?

9). What does a dentist do if a tooth has a cavity?

10). What does a dentist give his patient before extracting a tooth?

III. Translate into English.

1) Что у вас болит?

2) Где у ребенка боль?

3) У меня сильно болит голова.

4) Вчера у моей сестры болел зуб.

5) Не делайте этого, это больно.

6) Принимайте это лекарство три раза в день перед едой по столовой ложке.

7) Вы простудились. Нужно измерить температуру.

8) У вас высокое давление. Нужно вызвать скорую помощь и сделать укол.

9) У меня болит горло, и я охрип.

10) Будь я на твоём месте, я сразу лег бы в постель.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №52-53

Тема: Экскурсии. Путешествия. Правила этикета в разных странах

Ведущая дидактическая цель: формирование у обучающихся представления об экскурсиях, путешествиях и правилах этикета в стране изучаемого языка.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

1. trip — поездка

2. journey — путешествие
3. route — маршрут
4. destination — место назначения
5. round the world tour — кругосветное путешествие
6. go on a trip (journey, tour) to... — отправиться в поездку (путешествие, тур) в
7. afford — позволить себе
8. take ages to get to — требуется вечность, чтобы добраться
9. airport — аэропорт (**at** the airport)
10. railway station — вокзал (**at** the station)
11. bus stop — автобусная остановка
12. arrive **at** — прибыть в небольшой город (место: arrive at the airport, arrive at the station; in — в крупный населенный пункт, страну)
13. take a bus (a taxi) — сесть на автобус (такси)
14. get **on** a bus (a plane) — сесть на автобус (самолет)
15. get **off** a bus (a plane) — сойти с автобуса (самолета)
16. luggage — багаж
17. pack the luggage — упаковать багаж
18. carry the bags (the luggage) — нести сумки (багаж)
19. plane ticket — билет на самолет
20. travel abroad by plane — путешествовать за границу
21. last for ... days (weeks) — длиться
22. tourist attractions — достопримечательности
23. attract attention — привлекать внимание
24. it is necessary to have — необходимо иметь
25. insurance — страховка
26. foreign currency — иностранная валюта
27. visa — виза
28. buy plane tickets — покупать билеты на самолет
29. beforehand — заранее
30. check in — регистрация
31. check-in desk — стойка регистрации
32. to check in — зарегистрироваться
33. to get the boarding pass — получить посадочный талон
34. flight — рейс
35. be delayed — задерживаться
36. be announced — объявляется
37. arrival — прибытие
38. departure — отправление
39. hand luggage — ручная кладь
40. weigh the luggage — взвесить багаж
41. passport control — паспортный контроль
42. fill in the declaration form — заполнить декларацию
43. valuable things — ценные вещи
44. customs — таможенный контроль
45. get through customs — пройти таможенный контроль
46. board the plane — сесть на самолет
47. boarding pass — посадочный талон
48. take off — взлететь
49. **safe** / **unsafe** — безопасный / небезопасный
50. **comfortable** / **uncomfortable** — удобный / неудобный
51. **pleasant** / **unpleasant** — приятный / неприятный
52. **unbelievable** — невероятный
53. **exhausting** — утомительный

Упражнение 1. Answer the questions:

1. What is the most convenient way of traveling?
2. Which is the quickest way of traveling?
3. What countries have you already been to?
4. What countries you haven't travelled yet?
5. What country would you like to visit most of all? Why?

Упражнение 2. Complete the following sentences using gerund in each.

Изучить конструкцию «Gerund. Герундий»

1. I like (ходить пешком).
2. He took a taxi instead of (сесть в автобус).
3. She is tired of (нести свой чемодан самой).
4. Soon I get tired of (ездить в трамвае).
5. They don't mind (подождать такси).

Упражнение 3. Проверьте себя, хорошо ли вы запомнили слова по теме «At the airport», а также некоторые прилагательные.

At the airport: ticket, check-in, to check in, check-in desk; arrival, departure, luggage, to take off, to board, a boarding pass, to fill in the declaration form, customs, to get through customs, flight, be delayed

unpredictable, unexpected, unsafe, unbelievable, uncomfortable, unpleasant, valuable

Упражнение 4. Представьте себе, что вы хотите совершить кругосветное путешествие. Вы отправляетесь из родного города в любую точку планеты. Расскажите о своем маршруте (my route) и средствах транспорта (means of transport), которые вы собираетесь использовать.

Используйте конструкции будущего времени:

- I am planning to go to ...
- I am going to (собираюсь) to travel...
- I will ...

Готовя рассказ, обратите особое внимание на **предлоги**.

1. start **from** — начать
2. travel **from ... to...** — путешествовать из ... в ...
3. travel (go) **by** car (bus, ship, train, plane, helicopter) — путешествовать (ехать) на (автобусе, корабле, поезде, самолете, вертолете)
4. go **on foot** — идти пешком
5. leave my native city — уехать из родного города
6. leave **for** Moscow — уехать в Москву
7. leave Moscow **for** London — уехать из Москвы в Лондон
8. to take a taxi — взять такси
9. to get **to** — добраться до ...
10. to change **to** — пересесть на
11. to arrive **in** — прибыть в
12. to come back — вернуться

Упражнение 5. Расскажите о своей воображаемой поездке в прошедшем времени, используя слова выше. Начните так:

I have just come back from *the round-the-world tour*. Would you like to know the details? Well, ...

Упражнение 6. Расспросите друга о воображаемой поездке, используя слова выше. Начните так:

I have heard you were in Sochi last month. Did you **travel by ...**?

Упражнение 7. Представьте себе, что ваш друг собирается за границу. Он полетит самолетом. Дайте ему совет, как подготовиться к поездке, как зарегистрироваться на рейс и пройти паспортный контроль.

Используйте **модальные глаголы и конструкции, выражающие совет:**

- should
- have to (must)
- if I were you
- you had better

ОБРАЗЕЦ. If you have some valuable things on you, you have to fill in the declaration form.

Упражнение 8. Вставьте пропущенные слова в диалог: *shedules* (летит по расписанию), *depend*, *kind*, *special*, *reserve* (зарезервировать), *mind*, *rather*, *change*, *stopover* (транзитная остановка), *direct* (прямой), *serve* (предоставлять), *meals*, *know* (12)

Вставьте пропущенные слова в диалог.

Agent: Pacific Airways. May I help you?

Passenger: Yes. I'd like some information about flight (1) _____ from Taipei to Osaka.

Agent: Well, what would you like to (2) _____ ?

Passenger: Could you tell me how long the flight takes?

Agent: It (3) _____ on when you fly. There's a flight at 6:30 in the morning. That takes about three and a half hours. Do you (4) _____ leaving at 6:30 a.m.?

Passenger: I'd (5) _____ not leave that early.

Agent: Well, there's a flight at 9:30 a.m. But there's a (6) _____, so it takes a little longer.

Passenger: Do I have to (7) _____ planes?

Agent: No, it's a (8) _____ flight.

Passenger: Do you (9) _____ any (10) _____ on that flight?

Agent: Yes, we serve lunch.

Passenger: Okay. I'd like to (11) _____ a seat on that flight and I'd like to order a (12) _____ meal.

Agent: What (13) _____ of meal would you like - seafood? vegetation? low fat?

Упражнение 9. Представьте себе, что ваш друг впервые летит самолетом за границу. Объясните ему, что и в какой последовательности нужно делать, чтобы подготовиться к поездке, и как зарегистрироваться на рейс в аэропорту.

Используйте **слова:** *visa*, *insurance*, *luggage*, *declaration form*, *ticket*, *passport*, *currency*, *roubles*, *euros*, *dollars*

Используйте **предлоги и слова-связки:**

1. first — во-первых
2. the first thing to do — первое, что нужно сделать
3. second — во-вторых
4. next — следующее
5. after that — после этого
6. then — затем
7. finally — наконец

List of Things to Do At the airport

1. get to the airport
2. check in
3. get a boarding pass
4. fill in the declaration form (in case you have valuable things on you)
5. go through customs
6. go to the departure lounge
7. wait till your flight is announced
8. go to the right gate
9. show your boarding pass at the gate
10. board the plane

Упражнение 10. Составьте диалог о предстоящей поездке за границу. Используйте выражения.

1. What shall (should) I do **first**?
2. Should I get *visa first*? buy a ticket? buy some *currency*?
3. What for do I need *insurance*?
4. Can I travel abroad without *insurance*?

ОБРАЗЕЦ

- What should I do if I travel abroad? — You should buy *currency* if you *travel abroad*.
- Why? — If you don't *buy currency*, you will have to *exchange roubles for euros* in the country you are going to. It can be more expensive.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №54-55

Тема: Средства передвижения, транспорт

Ведущая дидактическая цель: формирование у обучающихся представления о средствах передвижения и транспорте в стране изучаемого языка.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

I. Means of Transport (Средства транспорта):

1. means of transport — средство транспорта (ед., мн.ч)
2. vehicle[ˈvi:kl] — средство передвижения
3. balloon — воздушный шар
4. helicopter — вертолет
5. plane/ airplane — самолет
6. car/ taxi — машина/ такси
7. bus/ coach — автобус рейсовый/ экскурсионный
8. double-decker bus — двухэтажный автобус
9. van / lorry — фургон/ грузовик
10. train — поезд
11. underground — метро
12. ship — корабль
13. ferry — паром
14. yacht [jɔt] — яхта
15. bike/ motorbike — велосипед/ мотоцикл

II. Transport Verbs:

16. reach / get to — добраться до
17. arrive in/at — прибывать в (большой город / место)
18. go on foot / walk — идти пешком
19. go by car/ bus/ etc. — ехать на машине
20. cycle [ˈsaɪkl] — ехать на велосипеде
21. drive a car — водить машину
22. ride a bike/ a horse — кататься на велосипеде/ лошади
23. sail — плыть под парусом
24. fly — лететь
25. hitchhike — путешествовать автостопом

III. Collocations (устойчивые сочетания):

26. go by car (taxi, etc.) — ехать на машине (такси, и т.д.)
27. go on foot — идти пешком

28. go on a trip — отправиться в поездку
29. take a taxi — взять такси
30. catch a bus/ a train — успеть на автобус/ поезд
31. miss a bus/ a train — опоздать на автобус/ поезд
32. get on a bus/ a train — сесть в автобус/ поезд
33. get off a bus/ a train — сойти с автобуса/ поезд
34. get into a car/ a taxi — сесть в машину / такси
35. get off a car/ a taxi — выйти из машины/ такси
36. go hitchhiking ['hɪfhaɪkɪŋ] — путешествовать автостопом
37. it takes me (...) to get to — Мне требуется (время), чтобы добраться до ...

IV. People:

38. cyclist /motorcyclist — велосипедист/мотоциклист
39. driver / lorry driver — водитель / водитель грузовика
40. passenger — пассажир
41. pedestrian [pɪ'destrɪən] — пешеход

V. Transport Problems:

42. accident — авария, несчастный случай
43. have an accident — попасть в аварию
44. air pollution — загрязнение воздуха
45. car fumes — выхлопные газы
46. dangerous driving — опасный стиль вождения
47. a lot of traffic — затрудненное движение
48. few pedestrian (zebra) crossings — мало пешеходных переходов
49. narrow roads — узкие дороги
50. overcrowding — перенаселенность
51. queues at the bus stops [kju:] — очереди на автобусных остановках
52. roadworks — дорожные работы
53. ticket prices — цены на билеты
54. traffic lights — светофоры
55. traffic jams — пробки
56. get stuck in a jam — застрять в пробке
57. delays — задержки на маршруте

Упражнение 1. Подберите определения к глаголам движения: *travel, cycle, walk, sail (2), fly (2)*

1. go
2. travel by bike
3. go by boat
4. go by plane
5. go by air
6. go on foot
7. go by sea

Упражнение 2. Сопоставьте слова из 2-х строчек и выпишите их.

(1) ticket, double-decker, traffic (2), means of, car, lorry, pedestrian, go on, go

(2) fumes, jams, driver, transport, foot, bus, price, crossing, lights, by air

Упражнение 3. Вставьте слова в пропуски по смыслу: *means of transport, speed, roads, miles, petrol*

Cars are a common sight on ... today, but that wasn't always true.

Back in the days before the car was invented, the only personal ...were the horse and the bicycle.

The first cars got their power from steam and gas, and had a maximum ... of around nine miles an hour.

In Britain, there was a law stopping cars from going over two miles an hour in towns.

At the end of the nineteenth century, cars started to use ... and became much faster than they had been.

Very few people at that time said that cars would change the world in the future. That is exactly what has happened, though, and since then we have built about eighteen million ... of roads on the Earth.

Упражнение 4. Вставьте слова в предложения: *roadworks, off, underground, pedestrian, helicopter*

1. A _____ is an aircraft that uses rotating wings called blades to fly.
2. The _____ is a railway system in which electric trains travel mainly below the ground.
3. There are delays on our main motorway because of _____.
4. A _____ is a person who is walking in a street.
5. Is this Mayakovskaya Street or should I get _____ at the next stop?

Упражнение 5. Вставьте слова: *take off, a motorbike, trips, an accident, carriages, flight, traffic jams, check, passenger, get to*

1. It's dangerous to ride _____ without a helmet.
2. Some people use cars even for short _____.
3. He once waited eighteen hours because of the _____.
4. If you keep driving fast, you will have _____.
5. A person who travels on public transport is a _____.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №56-57

Тема: Достопримечательности

Ведущая дидактическая цель: формирование у обучающихся навыков работы с поисковыми системами, электронной почтой, создания сайта-визитки средствами онлайн-редактора.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

List of Moscow Sights and Places of Interest:

1. **Red Square**
 1. the Kremlin — Кремль
 2. the Mausoleum — Мавзолей
 3. the Kremlin Palace — Кремлевский дворец
 4. the St. Basil Cathedral — Собор Василия Блаженного
2. **The Moscow Underground**
3. **Moscow churches and monasteries**
 1. the Novodevitchi Convent — Новодевичий монастырь
 2. the Danilov Monastery — Даниловский монастырь
 3. the Temple of Christ the Saviour — Храм Христа Спасителя
4. **Museums**
 1. the State Tretyakov Gallery — Государственная Третьяковская галерея (famous for its collections of paintings, sculpture, drawings, icons)
 2. the Museum of Fine Arts named after Pushkin — Музей изобразительных искусств имени Пушкина (the second after the Hermitage in Russia)
 3. the Shilov Gallery — Галерея Шилова

4. The Kremlin Armoury /Oruzheynaya Palata — Оружейная Палата (famous for its collections of royal plates and dishes, arms and armour, state symbols such as thrones, the crowns, etc.)
5. the Diamond Fund — Алмазный Фонд (has the exhibition of unique precious stones)
5. **Moscow Theatres**
 1. The Bolshoi Theatre — Большой театр
 2. The Maly Theatre — Малый театр
 3. the Moscow Art Theatre (the MkhAT) — МХАТ
 4. The Operetta Theatre — Театр оперетты
6. **The Moscow University** — Московский государственный университет
7. **The State Library** — Государственная библиотека им. Ленина
8. **Parks and Gardens**
 1. Gorky Park — Парк Горького
 2. Sokolniki Park — Парк Сокольники
 3. Ismailovsky Park — Измайловский парк
9. **Estate Museums** — Музеи — усадьбы
 1. Tsaritsino — Царицино
 2. Kolomenskoye — Коломенское
 3. Kuskovo — Кусково

Text «Outings and Sightseeing in Moscow»

Before reading the text, make sure that you know the words on the topic «Culture and Arts»: outings, amusement parks, estate museums, get acquainted with, performance, exhibition, be sure to know, be worth visiting, artifacts, sculpture, historic pieces.

Try to remember the adjectives: world-famous, the most visited, various, brilliant, valuable, commercial

Remember the phrases:

1. There is no need to rack your brains — Не стоит ломать голову ...
2. Any foreigner is sure to know ... — Любой иностранец знает

There is no need to rack one's brains about outings in Moscow as it has a lot of world-famous **theatres and galleries, amusement parks and estate museums.**

Let us start getting acquainted with the Moscow city with its theatres. The most famous of them, **the Bolshoi and Maly Theatre**, are just in the centre, in **Teatralnaya Square**. One more popular theatre, **Moscow Art Theatre (the MkhAT)**, is just round the corner. Altogether in Moscow there are about ninety theatres, where you can find performances to every taste from classical to modern ones.

Also in Moscow there are more than seventy museums and a lot of exhibitions of all kinds.

As for the galleries, any foreigner is sure to know the most popular gallery in Moscow. It is **the Tretyakov Gallery**, which is the center of Russian cultural life. It houses various exhibitions and it is the most visited gallery in the city. Also **the Pushkin Museum of Fine Arts** and **the Shilov Gallery** are definitely worth visiting because there you will enjoy not only paintings by brilliant artists but also a collections of different artifacts, sculpture and other valuable historic pieces.

Tastes differ, you know. But in summer Moscow's shady amusement parks are waiting for everybody. The most popular of them are **Gorky Park, Sokolniki Park and Ismailovsky Park**, to say nothing of the great estate museums such as **Tsaritsino, Kolomenskoye or Kuskovo**. They may not be at the top of the list of Moscow entertainment, but promise great enjoyment for a person of any age and background.

All in all, the Moscow's places of public entertainment are so different that you will never be bored. Everybody will find where to go out, the only problem is what to choose: more real or more commercial. To my mind, it just depends on the money you are going to spend.

Тема: Географическое положение, климат, население.

Ведущая дидактическая цель: формирование у обучающихся представления о географическом положении, климате и населении в стране изучаемого языка.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

The Geographical Position of a Country, its Nature and Climate. Список английских слов

1. to occupy – занимать
2. to border on – граничить с
3. to be situated on/ in/ to – находиться на/к ...
4. to be situated **in** the south of... — находиться **на** юге от ...
5. to be situated **to** the west of... — находиться **к** западу от ...
6. to be located in/on – располагаться в/ на ...
7. to cover with — лежать, покрывать; расстилаться
8. to cover the territory of — занимает территорию ...
9. to lie in (to) – лежать на (к)
10. to lie in the north of... — лежать на севере ...
11. to lie to the east of... — лежать к востоку ...
12. to wash — омывать
13. to be washed by — омываться (морем, океаном)
14. main — главный
15. to flow — течь (о реке)
16. to flow into (run into) — впадать
17. to differ from – отличаться от...
18. temperate, moderate – умеренный (о климате)
19. to stretch over — простираться
20. to stretch from ... to... — простирается от... до...
21. to separate — отделять
22. to be separated by — отделяться ...
23. densely (thinly) populated — густо населена (мало населена)
24. consist of — состоять из
25. in the east – на востоке
26. in the west – на западе
27. in the south – на юге
28. in the north – на севере
29. land – суша
30. island (on the island) – остров (на острове)
31. continent (on the continent) – континент (на континенте)

Russia. The Geographical Position, Nature and Climate

(краткая информация о России на английском языке)

1. Russia **occupies** about one seventh of the earth's surface.
2. Russia **borders on** China, Mongolia, Korea, Kazakhstan, Georgia and Azerbaijan in the South.
3. Russia **is situated on** the Eurasia continent.
4. Russia **is located on** two continents: Europe and Asia.

5. Russia **covers** almost twice the territory of either the United States or China.
6. Tundra is a kind of frozen desert, which **lies** in the Arctic region.
7. Twelve seas **wash** the shores of Russia.
8. Russia **is washed by** 12 seas and 2 oceans.
9. The **main** Siberian rivers – the Ob, the Yenisei and the Lena **flow** from south to north.
10. The Volga **flows into** the Caspian Sea.
11. The climate of Russia **differs from** one part to another.
12. The middle part of Russia has a **temperate** climate.
13. Russia **stretches over** a vast expanse of Eastern Europe and Northern Asia.
14. The Ural Mountains **separate** Europe from Asia.
15. The European part of Russia is **densely populated**, but Siberia is **thinly populated**.
16. Russia **consists of** the two parts which **are separated by** the Ural mountains.

Задание. Составьте несколько предложений о любой стране.

The country is called ...

1. It is situated
2. It occupies
3. It lies..
4. It stretches from ... to
5. There are some differences...
6. It shares ... with
7. It consists of
8. It looks like

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №60-61

Тема: Национальные символы. Политическое и экономическое устройство.

Ведущая дидактическая цель: формирование у обучающихся представления о национальных символах, политическом и экономическом устройстве в стране изучаемого языка.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

State Symbols of Russia

The state symbols of Russia are the Russian flag, the hymn of Russia and the coat of arms (герб).

The State Russian flag is three-coloured. It has three horizontal stripes: white, blue and red. The white stripe stands for the earth, the blue one stands for the sky, and the red one stands for liberty.

The national emblem of Russia is the double-headed eagle. It is the most ancient symbol of Russia. Originally, it was one of the symbols of the Byzantine Empire. It was introduced in Russia in 1497 by Tsar Ivan III after he had married the niece of the last Byzantine Emperor, Sophia.

The Russian coat of arms consists of the double-headed eagle which has the figure of a horse rider who spears a viper upon its breast.

Another symbol of Russia is Spasskaya Tower, because the Kremlin clock is on it.

Text about Russia's Political System

The official name of the country is the Russian Federation or the RF.

Under the Constitution of 1993 Russia is a **Presidential Republic**. It is headed by the President who is elected for a four-year term. The President is commander-in-chief of the armed forces, he makes treaties, enforces laws, appoints the Prime Minister, cabinet members, and key judges. The first Russian president was Boris Eltsin (since 1991).

The Russian government consists of three branches:

- (1) **Legislative** (Federal Assembly, which consists of Federation Council (upper house) and State Duma (lower house). The Federation Council is not elected. It is formed of the heads of the regions;
- (2) **Executive** (President and his cabinet, prime minister);
- (3) **Judicial** (the Constitutional Court, the Supreme Court, and regional courts).

The State Duma is a lower house of Federal Assembly, which consists also of an upper house—Federation Council. The members of State Duma are elected by popular vote (голосами избирателей) for a four year period.

Russia is a democratic society. Its citizens have many freedoms, among them freedom of speech, religion and the press.

The Russian language is the official language, but not the only language which people speak in Russia. Members of more than 60 other ethnic groups who live in Russia speak their own languages.

The great majority of the population of Russia is Russians. Russia is inhabited by sixty other nationalities.

Russia is densely populated, but its population is unequally distributed. People prefer to live in the European part of the country. Siberia is thinly populated. The northern part of Russia is practically uninhabitable because of the length and severity of its winters. Russia is an urban country — the majority of the Russian citizens live in cities. They are Moscow and St. Petersburg.

Questions on the topic: «Russia's Political System. Population»

1. What are Russia's state symbols?
2. Who is the head of Russian Federation?
3. What is the official language of the Russian Federation?
4. What is the political structure of Russia?
5. What is Duma like?
6. What can you say about the population in Russia?
7. What are Russia's most important cities?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №62-63

Тема: Основные достопримечательности. Москва – столица России.

Ведущая дидактическая цель: формирование у обучающихся представления об основных достопримечательностях стран изучаемого языка, рассказ о Москве на английском языке.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Some Facts from the History of Moscow:

1. Moscow was founded in 1147 by prince Yuri Dolgoruky.
2. Moscow became the capital in the 13th century as a center of Tatar Yoke.
3. Moscow was the most important Russian city since the 15th century.
4. In 1812 Moscow was captured and burnt by Napoleon.
5. Moscow remained the second capital from 1712 till 1917.

List of Moscow Sights and Places of Interest:

1. **Red Square**
1. the Kremlin — Кремль
2. the Mausoleum — Мавзолей
3. the Kremlin Palace — Кремлевский дворец
4. the St. Basil Cathedral — Собор Василия Блаженного
2. **The Moscow Underground**
3. **Moscow churches and monasteries**
1. the Novodevitchi Convent — Новодевичий монастырь
2. the Danilov Monastery — Даниловский монастырь
3. the Temple of Christ the Saviour — Храм Христа Спасителя
4. **Museums**
1. the State Tretyakov Gallery — Государственная Третьяковская галерея (famous for its collections of paintings, sculpture, drawings, icons)
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3. the Shilov Gallery — Галерея Шилова
4. The Kremlin Armoury /Oruzheynaya Palata — Оружейная Палата (famous for its collections of royal plates and dishes, arms and armour, state symbols such as thrones, the crowns, etc.)
5. the Diamond Fund — Алмазный Фонд (has the exhibition of unique precious stones)
5. **Moscow Theatres**
1. The Bolshoi Theatre — Большой театр
2. The Maly Theatre — Малый театр
3. the Moscow Art Theatre (the MkhAT) — МХАТ
4. The Operetta Theatre — Театр оперетты
6. **The Moscow University** — Московский государственный университет
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3. Ismailovsky Park — Измайловский парк
9. **Estate Museums** — Музеи — усадьбы
1. Tsaritsino — Царицино
2. Kolomenskoye — Коломенское
3. Kuskovo — Кусково

Text «Outings and Sightseeing in Moscow»

Before reading the text, make sure that you know the words on the topic «Culture and Arts»: outings, amusement parks, estate museums, get acquainted with, performance, exhibition, be sure to know, be worth visiting, artifacts, sculpture, historic pieces.

Try to remember the adjectives: world-famous, the most visited, various, brilliant, valuable, commercial

Remember the phrases:

1. There is no need to rack your brains — Не стоит ломать голову ...
2. Any foreigner is sure to know ... — Любой иностранец знает

There is no need to rack one's brains about outings in Moscow as it has a lot of world-famous **theatres and galleries, amusement parks and estate museums.**

Let us start getting acquainted with the Moscow city with its theatres. The most famous of them, **the Bolshoi and Maly Theatre**, are just in the centre, in **Teatralnaya Square**. One more popular theatre, **Moscow Art Theatre (the MkhAT)**, is just round the corner. Altogether in Moscow there are about ninety theatres, where you can find performances to every taste from classical to modern ones.

Also in Moscow there are more than seventy museums and a lot of exhibitions of all kinds.

As for the galleries, any foreigner is sure to know the most popular gallery in Moscow. It is **the Tretyakov Gallery**, which is the center of Russian cultural life. It houses various exhibitions and it is the most visited gallery in the city. Also **the Pushkin Museum of Fine Arts** and **the Shilov Gallery** are definitely worth visiting because there you will enjoy not only paintings by brilliant artists but also a collections of different artifacts, sculpture and other valuable historic pieces.

Tastes differ, you know. But in summer Moscow's shady amusement parks are waiting for everybody. The most popular of them are **Gorky Park, Sokolniki Park and Ismailovsky Park**, to say nothing of the great estate museums such as **Tsaritsino, Kolomenskoye or Kuskovo**. They may not be at the top of the list of Moscow entertainment, but promise great enjoyment for a person of any age and background.

All in all, the Moscow's places of public entertainment are so different that you will never be bored. Everybody will find where to go out, the only problem is what to choose: more real or more commercial. To my mind, it just depends on the money you are going to spend.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №64-65

Тема: Мой город.

Ведущая дидактическая цель: формирование у обучающихся навыков работы с поисковыми системами, электронной почтой, создания сайта-визитки средствами онлайн-редактора.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Nouns (существительные):

1. the capital — столица
2. city — большой город (обычно в каждом таком английском городе находится **cathedral** — собор)
3. town — городок
4. lawn — лужайка
5. square — площадь
6. the centre — центр
7. street — улица
8. place — место
9. palace — дворец
10. castle — замок
11. bridge — мост
12. park — парк
13. the cinema — кинотеатр
14. the theatre — театр
15. the museum — музей
16. the library — библиотека
17. the stadium — стадион
18. the zoo — зоопарк
19. the church — церковь
20. (corner) shop — магазин
21. market — рынок
22. supermarket — супермаркет

23. a view of — вид на

Adjectives (прилагательные):

1. new — новый
2. old — старый
3. small — маленький
4. big — большой
5. high (tall) — высокий
6. famous — известный
7. beautiful — красивый
8. main — главный
9. narrow — узкий
10. wide — широкий
11. straight — прямой

Конструкция Be + Adjective (=глагол):

1. be proud of — гордиться
2. be rich in — иметь в большом количестве
3. be famous for — быть знаменитым за
4. be full of — быть полным

My Home Town. Мой родной город

- **be not far** — находиться недалеко
- **fresh** — свежий
- **mainly** — главным образом

Задание. Прочитайте и переведите текст с английского языка.

My home town is small. It is rich in parks and gardens, so it is very green. The town stands on the river and from the bridges you can have a nice view of its beautiful houses. In the center there are **mainly** old buildings and a church. There is no theatre in my town but there is a museum. The museum is not far from the main square.

The streets of my town are narrow and the houses are not very high. There are many small corner shops where people usually buy food. Also there is a market where people can buy fresh fruits and vegetables.

My home town is not very famous but I am proud of it.

My Friends' Town. Город, где живет мой друг

Задание. Вставьте в текст артикли, где нужно. Переведите текст.

Повторите тему «Артикли в английском языке» (правила для начинающих)

My friend lives in ... small town. It is ... new town. ... streets in ... town are wide and straight. There are ... beautiful buildings in them. ... town is very green, and so ... air is fresh. There are ... beautiful parks and gardens in ... town. ... people like to go there after ... work. In ... evening you can hear ... sounds of ... music from ... parks. There are ... schools, ... libraries, ... supermarket, ... hospital, ... theatre, ... cinemas, ... clinics and ... kindergartens in ... town.

Edinburgh. Эдинбург (столица Шотландии)

- **fortress** — крепость
- **cathedral** — собор
- **ancient** — древний

Edinburgh is the capital of Scotland. It is one of the most beautiful cities in the UK.

The main sight of the city is a famous **fortress** — Edinburgh Castle. The castle stands high on the mountain. From its towers you can have a good view of the city's historical buildings, churches and **cathedrals**.

Tourists from different counties visit Edinburgh every day. They walk narrow streets, do sightseeing, buy souvenirs and enjoy the unusual spirit of the **ancient** city.

Moscow. Москва

- **magnificent** — величественный
- **historical** — исторический
- **impressive** — впечатляющий
- **be located** — расположен
- **GUM** [gum] — ГУМ (магазин)
- **TcUM** [tsum] — ЦУМ (магазин)

Moscow is the capital of Russia and one of the largest cities in the world. It stands on the Moskva River.

The centre of Moscow is Red Square. It is always full of people because tourists from many countries come to visit it. From Red Square there is a good view of St. Basil's Cathedral, the **magnificent** Russian church. Also Red Square is famous for Lenin's Mausoleum and two most known shopping places in the center of the city: **GUM** [gum] and **TcUM** [tsum].

The most famous **historical** place of Moscow is the Kremlin. The Kremlin is rich in its churches and cathedrals, its towers and museums. From the bridge of the Moskva River there is a good view of the Kremlin Palace, the **impressive** building, which is located on the territory of the Kremlin.

There are many high buildings in Moscow.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №66-67

Тема: Великобритания (географическое положение, климат, население; национальные символы; политическое и экономическое устройство).

Ведущая дидактическая цель: формирование у обучающихся представления о Великобритании и формирование навыков рассказа на английском языке.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

1. The Geographical Position of Great Britain

Answer the questions based on the information you have learnt:

- 1) What is the official name of Great Britain?
- 2) What countries does Great Britain consist of and what are their capitals?
- 3) Why is the UK called an island state?
- 4) Where is the UK situated? What separates Great Britain from the continent?
- 5) What are the names of two main islands of the British Isles?
- 6) What do we call the narrowest part of the English Channel?

Вспомните слова: consist of, include, be made up of.

Закончите предложения:

1. Great Britain consists of ...
2. Great Britain doesn't include ...
3. The UK is made up of ...

Вспомните английские слова по теме: «A Country. Its geographical position»: lie, be separated by, be washed by, **be surrounded by**.

Переведите предложения:

1. An island is a part of land that **is surrounded by** water on all sides.
2. Great Britain is an island state and **is surrounded by** seas on all sides.



The United Kingdom of Great Britain and Northern Ireland lies on the British Isles. The British Isles consist of two large islands – Great Britain and Ireland and about 5 thousand small islands. Their total area is over 244.000 square kilometers. On the island of Great Britain you can find England, Scotland and Wales. Northern Ireland lies on the island of Ireland.

The British Isles are separated from Europe by the English Channel and the North Sea. In the west their coasts are washed by the Atlantic Ocean and the Irish Sea.

Great Britain is the largest islands in the British Isles. It is also the largest island in Europe and the seventh largest island in the world.

The UK is one of the world's smaller countries. It is twice smaller than France and Spain.

2. Climate of Great Britain

Answer the questions based on the information you have learnt:

1. What is the British climate like?
2. What is the British weather like?

The mountains, the Atlantic Ocean and the warm waters of Gulf Stream influence the climate of the islands. It is mild all the year round. It means that it's never too hot or too cold. Winters are extremely mild. Snow may come but it melts quickly. The coldest months are January and February, the warmest ones are July and August. But the climate is not the same in all parts of England. The western part is warmer than the east. It has also more rain. The North is colder than the South, but in winter the coldest districts are the eastern ones. There is much humidity in the air of England. It is well-known as a foggy country.

If climate is mild, it is warmer in winter and cooler in summer. Also we can say that the climate on the British Isles is **temperate and humid**.

- **temperate** — умеренный
- **humid** — влажный

Nowadays the climate is changing and there are **fewer** fogs and more sunny days in Britain, it also rains **less**.

- **few** — fewer
- **little** — less

In the past, most Londoners had open fireplaces in which they used coal. The result was that there was a tremendous concentration of smoke and soot in the air. It was the cause of dense and heavy fogs.

While a heavy fog hung over a big English city for days, only a few miles away in the country, the sky might be cloudless and the sun shining brightly. In London today, however, there are no open coal fires. As a result, there are fewer fogs and the air is clean.

The weather is so changeable that the English often say that they have no climate but only weather. They use the comparison “as changeable as the weather” of a person who often changes his mood or opinion about something.

The English also say that they have three variants of weather: when it rains in the morning, when it rains in the afternoon or when it rains all day long. The weather is the **favourite topic of conversation in the UK. SOON**

Answer the questions:

- 1) Why is the British climate mild? What influences it?
- 2) Does it vary?
- 3) Which districts are the coldest in Britain?

3. The Nature of Great Britain

Answer the questions based on the information you have learnt:

1. What are the names for two types of landscape in Great Britain?
2. What is the most picturesque place in England?

Запомните:

- **landscape** – ландшафт
- **scenery** — пейзаж

The main characteristic of British **landscape** is that it changes very often. The Scottish **scenery** is amazing.



Типично английский пейзаж — равнины (the Lowlands). Фото автора

The surface of the British Isles varies very much. Geographically, the island of Great Britain is divided into **two main regions**: Lowland Britain (the Lowlands) and Highland Britain (the Highlands). **The Lowlands** include central, southern and eastern England. They have beautiful valleys and plains.

The Highlands consist of Scotland, most of Wales, **the Pennines** and **the Lake District**. It is mountainous part of Britain, but the mountains are not very high. The highest mountain is Ben Nevis in Scotland (1343m).



Шотландия. Бен Невис — самая высокая точка Великобритании. Фото автора

Scotland is separated from England by **the Cheviot Hills**, running from east to west. **The Pennine Chain** extends (stretches) southward from **the Cheviot Hills** into **the Midlands**, plain regions with low hills and valleys.

Запомните:

- the Pennine Chain [ˈpenaɪn] — Пеннинские горы
- the Cheviot Hills [ˈtʃiːviət] — Чевиот-Хилс (горы, отделяющие Шотландию от Англии)
- the Midlands — Мидлендз (центральные графства Англии)
- the Lake District — Озерный край



Долина в Шотландии. Фото автора.

There are a lot of rivers in Great Britain, but they are not very long. The Severn is the longest river, while the Thames is the deepest and the most important one. The river Avon is famous for the town of **Stratford-on-Avon, the birthplace of Shakespeare**. The swiftest river in the British Isles is the Spey. The swift rivers flowing down from the hills into valleys are called “dales”.

Разница между словами **valley** (долина) и **plain** (равнина):

- **valley** – это такая равнина, по которой протекает речка
- **dale** – горная речка, букв. желоб
- **swift river** — быстрая река

Узнать больше про природу Великобритании — The British Nature

There is a district in Great Britain which is widely known for its association with the history of English literature and the name of William Wordsworth (1779-1859), the founder of **the Lake School of poets**. This district is called The Lake District.

The Lake School – «Озерная школа» — литературное сотрудничество поэтов-романтиков начала 19 века, названа по Озерному краю, где жили поэты Уильям Вордсворт и Сэмюэл Кольридж.

Answer the questions and check yourself:

1. What is typical of British landscape?
2. Where are the mountains in Britain?
3. What river does London stand?
4. What British rivers do you know?
5. Which is the highest point in the UK?
6. Which river is associated with the name of Shakespeare?
7. What is the longest river in the UK?
8. What is the Lake District known for?

4. The Population, Nationalities and the Language

Answer the questions based on the information you have learnt:

- 1) What do we call people who were born in Britain? In Scotland? In Wales?
- 2) Do people in these countries speak “the same” English?
- 3) Is English the only language spoken in the UK?

The Population

Запомните глаголы: populate — населять, заселять, inhabit — жить, проживать, населять; settle – поселиться.

Переведите предложения:

1. The UK is inhabited by the English, the Scots, the Welsh, the Irish.
2. London, the south and the southeast are the most densely populated areas.

Переведите существительные: population, inhabitants, settlers

The population of the UK is over 57 million people. The population lives mostly in towns and cities and their suburbs. The biggest cities are (... try to remember 8 cities) but except them the most well-known cities are Oxford, Cambridge, Stratford-upon-Avon.

The nationalities of the UK:

the English – англичане (46 mln)

the Scottish – шотландцы (5 mln)
the Welsh – валлийцы (уроженцы Уэльса) (6 mln)
the Irish – ирландцы (1,5 mln)
the British – британцы (more than 57 mln)

The Language

English is the official language of the UK. But some people speak Gaelic in western Scotland and Welsh in parts of northern and central Wales.

Welsh is a Celtic language and it is very different from English. For example, «Welcome to Wales» is «**Croeso i Cymru**» in Welsh. Before the 16th century everybody in Wales spoke Welsh, but after Wales was united with England in 1536, Welsh was banned. It started declining, only 500,000 out of 3 mln of population spoke it until 1960s. It was not taught at school and the people thought that their language was dying out. The situation changed only few years ago. Nowadays Welsh is spoken in the government and there is a Welsh TV station. The Welsh are proud of their language.



Уэльс. Фото автора.

The most known English-speaking countries are the USA, then Canada, Australia, New Zealand. People in these countries speak variants of English, so called American English, Australian English. It slightly differs from the British English in grammar and pronunciation.

5. The British National Character

Although the British live on the same island, they are very different. It is right to say that the English are not like the Scottish, Irish or Welsh (or the other way around). Of course, they have something in common. For example, it is true that British people often talk about the weather, especially if they don't know each other very well. It is true that they are more reserved than Russian people: they don't like to show their emotions and they don't make friends easily with strangers. It also seems to be true that the British are not very good at learning foreign languages.

However, there are **certain things that make an Englishman different from** an Irishman or a Welshman from a Scotsman. If you want to get to know them better, go to Great Britain and explore yourself! Or read the text about the [British character](#).

6. The British Places of Interest, Cities & Towns

Answer the questions based on the information you have learnt:

1. What famous cities & towns of Great Britain do you know?
2. What places of interest can you name?

Every year more than eleven million tourists visit Britain. In fact, tourism is an important industry, which enjoys thousands of people. Most visitors come in summer months when they can expect good weather. Usually they spend a few days in London, then they go to other well-known cities. Perhaps **the least visited places** in England are old industrial towns like Birmingham or Manchester. Below you will find the information about **the most visited places of interest in Britain**.

Stonehenge

If you go to Great Britain you will probably be planning to visit Stonehenge. It is a group of Celtic stones in the south of England. Stonehenge is situated right on a major road, about 12 kilometers

from the town of Salisbury. If you really want to feel the magic and mystery of this ancient place, go there early in the morning to see the sunrise. It is worth it.



Равнина Солсбери, Стоунхендж. Фото автора
Read the text «How they built Stonehenge»

Hadrian's Wall

It is one of **the Britain's greatest monument**. The wall is 73 miles long and was built by Romans to protect the conquered England from the wild Scots. The trail called the Hadrian's Wall Path goes along the Wall through the hills and moors of the north of England.



Mazes

England is famous for its mazes. One of the best mazes is situated at **the Hampton Court**, a royal palace near London. It consists of one kilometer of paths and it takes 20 minutes to reach the center ... if you are lucky.



Самый известный лабиринт в резиденции Генриха VIII (Hampton Court)

River Trips

If you want to have a river trip, go to **Oxford or Cambridge for punting**. A punt is a type of boat that you move by planting a long pole in the river bed and pushing the boat along. The best place to go punting is the river Cam, which runs through the ancient university. You will enjoy the incredible views of the old colleges and the scenery.



Катание на лодка по реке Кем. Фото автора.

7. The Political System of the UK

Answer the questions:

1. What is the name of the Queen of England?
2. Where does the Queen live?
3. What is the Union Jack?
4. What does the Union Jack look like and what does it symbolize?
5. What does the power in the country belong to?

The UK is a **constitutional monarchy**. The queen is the Head of the State. Everything in the country is done in the Queen's name. She appoints all the ministers, including the Prime Minister. But the English Queen doesn't rule the country as she has no power. She is the symbol of the country's history and its traditions. The Queen is very rich as are the members of the royal family. Also, the government pays her expenses as Head of State, for a royal yacht, train, aircraft and her several palaces. The queen's image appears on stamps, notes and coins.

The great English Queens are:

1. Elizabeth the First (годы жизни 1533-1603, коронована 17 ноября 1558 года)
2. Queen Victoria (1819-1901, коронована 1 мая 1876 года)
3. Elizabeth the Second (1926 – наст. время, коронована 6 февраля 1952)

The real power in the country belongs to the British Parliament and the British Government. The British Prime Minister (head of the government) is Theresa May (2016-2019).

The British Parliament consists of two Houses (chambers): the House of Lords and the House of Commons.

The members of the House of Commons are elected, the members of the House of Lords are not. The House of Commons plays the major part in law-making process. In reality the House of Commons is the only one which has true power.

The branches of government are:

- **Legislative** (the Parliament with the Queen in her constitutional role) — законодательная
- **Executive** (Prime Minister and his Cabinet) — исполнительная
- **Juridical** (the Royal Court) — судебная

Try to answer the questions:

1. Who rules Britain officially?
2. What is special about the political system of the UK?
3. What is the difference between the House of Lords and the House of Commons?

More Information about the Political System of the UK

8. The History of Great Britain

Answer the questions:

1. Who do the British come from?
2. Who founded London?
3. What was the original name of the British capital?

Descendants –

ПОТОМКИ

The British are **descendants** of different people who settled in the British Isles at different times.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №68-69

Тема: Великобритания (крупные города, достопримечательности).

Ведущая дидактическая цель: формирование у обучающихся представления о Великобритании и формирование навыков монологической речи о городах и достопримечательностях Великобритании на английском языке.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Task 1. *Эти имена имеют отношение к Великобритании. Что вы знаете о каждом из них?*

the Beatles, Luis Carol, Scotland, Agatha Christie, Cardiff, Conan Doyle, Robinson Crusoe, Wales, Charles Dickens, Mary Poppins, Isaac Newton, London, Robert Stevenson, England, Oxford, Charlotte Bronte, Cambridge, Edinburgh, Rudyard Kipling

If you don't know what to say, try to divide the names into groups:

1. writers
2. characters
3. music bands
4. countries
5. cities & towns
6. scientists

Use the Factfiles about Great Britain.

Task 2. Выполните Quiz 1. What do you know about the UK?

Great Britain. Texts with Tasks

Task 3. *Перед тем как читать текст про Великобританию, найдите на карте географические названия ниже:*

1. the British Isles ['britɪʃ aɪlz]- Британские острова (Great Britain & Ireland)
2. the Irish Sea — Ирландское море
3. the English Channel — пролив Ла-Манш (другие названия пролив Па-де-Кале)
4. the Strait of Dover — Дуврский пролив
5. the North Sea – Северное море
6. the Atlantic Ocean – Атлантический океан
7. England — Англия
8. Scotland — Шотландия
9. Wales – Уэльс
10. the UK – Соединенное королевство
11. Northern Ireland – Северная Ирландия
12. Dover – город Дувр

the British Isles — историческое название, которое нужно запомнить.

Не путайте произношение слов: **isle** [aɪl], **island** [ˈaɪlənd] — остров, **Ireland** [ˈaɪələnd] — Ирландия

Перед названиями морей, океанов и рек ставится определенный артикль the.



The British Isles include two main islands: Great Britain and Ireland.

Task 4. *Переведите предложения ниже и найдите на карте части Соединенного королевства и их столицы. Запомните их.*

- Столица Англии и соединенного королевства — Лондон.
- Столица Шотландии — Эдинбург.
- Столица Уэльса — Кардиф.
- Столица Северной Ирландии — Белфаст.



Task 5. *Вспомните слова по теме «Страноведение»: be situated in, be separated by (from), be washed by, include, consist of, capital, island, continent, main, part, point, narrow, the narrowest, near, the nearest.*

Task 6. *Прочитайте текст про Соединенное королевство.*

New Words:

- an island state – островное государство
- the white chalk cliffs of Dover – меловые утесы Дувра

Great Britain (text for beginners)

(after the textbook by Afanasjeva, V)

The United Kingdom of Great Britain and Northern Ireland (the UK) is the official name of the state, which is situated on the British Isles. This state is also called Great Britain after the main island with the same name. The UK consists of four countries, which are England, Scotland, Wales and Northern Ireland. Their capitals are London, Edinburgh, Cardiff and Belfast.

Эту информацию надо выучить выучить!

Geographical position of the UK. Географическое положение Соединенного королевства

The UK is an **island state**. The two main islands are Great Britain (where England, Scotland and Wales are situated) and Ireland (where Northern Ireland and the independent Irish Republic are situated). The two islands are separated by **the Irish Sea**. **The UK** is washed by **the Atlantic Ocean** in the north and **the North Sea** in the east.

The UK is separated from the continent by **the English Channel** and **the Strait of Dover**. The Strait of Dover is the narrowest part of English Channel. The nearest point to Europe is **Dover** which is only thirty-two miles from France. Dover is one of the most ancient ports. If you cross the English Channel by ferry you can see **the white chalk cliffs of Dover** and **Dover Castle**.



Dover Castle – Дуврский замок (фото автора)

Nationalities. Национальности

Everyone who was born in Britain is British. People from England are English. People from Scotland, Wales and Northern Ireland are not English. They are Scottish or the Scots, Welsh and Irish.

Languages. Языки

Everyone in Britain speaks English. But in some parts of Scotland and Wales people speak different languages as well. The Welsh are especially proud of their language. They like to speak Welsh, to sing songs in Welsh and when you travel you can see road signs in Welsh all over Wales. Everyone in the UK speaks English but they all speak it differently. A Scottish person has to listen carefully if he wants to understand a Londoner or a Welsh person.

The Scottish people speak Gaelic [*'geɪlɪk*] (гаэльский, язык шотландских кельтов).

Population. Население

More than 56 million people live in Britain. Many of them live in big industrial cities like London. The biggest cities of England are Manchester, Birmingham, Leeds, Liverpool (England); Edinburg, Glasgow, (Scotland).

Nature. Природа

Foreigners are often surprised by the fact that much of land in Britain is open country. There are many lonely hills, quiet rivers, deep lakes and just farmlands especially in the south of the country. The open country is named Lowlands but it changes for hills called Highlands in the north of the country.

Climate. Климат

The climate in Great Britain is very mild. The winter temperature is between +3° and +7°. Snow does not cover the ground very long, except on the mountains. The summer temperature is between +15° and +18°. It often rains.

The English weather is very changeable. So when English people make plans for holidays they usually begin, "If the weather..."

State Symbol. Государственный символ

The flag of the United Kingdom is known as the Union Jack. It is made up of three crosses: the cross of St. George (the patron saint of England), the cross of St. Andrew (the patron saint of Scotland) and the cross of St. Patrick (the patron saint of Ireland).

Упражнения к тексту «Great Britain»

Упражнение 1. *Read the text and complete the following sentences:*

1. ... is the official name of the state which is situated on the British Isles.
2. The capital of Great Britain is ...
3. The capital of Scotland is ...
4. The capital of Northern Ireland is ...
5. The capital of Wales is ...
6. Ireland and Great Britain are separated by ...
7. The UK is separated from the continent by ...
8. The UK is washed by... in the west.
9. The UK is washed by ... in the east.

Упражнение 2. *Complete the following sentences making the right choice.*

1. The Union Jack is ...
 1. the flag of the UK
 2. the flag of the USA
2. English is spoken ...
 1. all over Britain
 2. only in England
3. The UK is the official name of the country situated ...
 1. on the island which is called Great Britain
 2. on the British Isles
4. Edinburgh is the capital of ...
 1. Wales
 2. Scotland
5. The independent Irish Republic is situated ...
 1. in Northern Ireland
 2. on the smaller of the two biggest islands of the British Isles
6. Great Britain and Ireland are separated by ...
 1. the North Sea
 2. the Irish Sea
7. The nearest point to Europe is ...
 1. the Strait of Dover
 2. Dover
8. The UK is washed by the Atlantic Ocean in ...
 1. the north
 2. the west

Упражнение 3. *Fill in articles where necessary.*

(1) _____ United Kingdom is situated on (2) _____ British Isles which are separated from (3) _____ continent by (4) _____ English Channel and (5) _____ Strait of Dover. (6) _____ two main islands of (7) _____ British Isles are (8) _____ Great Britain and (9) _____ Ireland. (10) _____ England is situated in (11) _____ south of (12) _____ Great Britain and (13) _____ Scotland in its (14) _____ north. (15) _____ two big islands are separated by (16) _____ Irish Sea.

Упражнение 4. *Complete this text about Great Britain and learn it by heart.*

Use the words: mild, large, falls, rain, sightseeing, Western, Atlantic, temperature, pound, population, Highlands, English, London.

Great Britain is a (1) country, a kingdom in (2) Europe. It lies on several islands and has a (3) of about 57 mln people. Great Britain's capital is (4).... and the national currency is a (5) (6) is the language that people speak in the country.

The climate in Great Britain is very (7) There are a lot of (8) falling out all the year round. The wind brings rain from the (9) Ocean. Snow only (10) occasionally and doesn't stay

for long except in the (11) ... of Scotland. The usual (12) ... in England and Wales are + 4°C in January and + 16°C in July and August.

A lot of tourists come to Great Britain every year to do some (13) ... in its big and small towns.

Упражнение 5. Match the words in the two columns to say what these places are famous for. Make notes to remember.

Example: London is famous for its places of interest.

The places of interest: the Lake District, Hadrian's Wall, Stonehenge, Land's End, Cambridge and Oxford, Heathrow, Greenwich, Liverpool, Stratford-upon-Avon.

Descriptions:

1. the biggest airport in England
2. a group of huge stones of pre-historic times
3. the fact it is the most westerly ['west(ə)li] point in the country
4. the fact that it was built by Romans
5. its 12th century universities
6. its lakes and beautiful scenery
7. the fact that it is the home town of Beatles
8. the fact that it is Shakespeare's place of birth
9. Greenwich Observatory, the zero meridian of longitude passes through it.

Упражнение 6. Answer the questions.

1. What is the official name of Great Britain now?
2. What parts does the UK consist of and what are their capitals?
3. What is the national symbol (emblem) of England (Scotland, Wales, Northern Ireland)?
4. What is the British flag called? Why?
5. What are the names of two main islands of the British Isles?
6. What separates Great Britain from the continent?
7. What do we call the narrowest part of the English Channel?
8. Why is the UK called an island state?
9. What do we call people who were born in Britain? In Scotland? In Wales? In Ireland?
10. Is English the only language people speak in the UK?
11. What is the Union Jack? What does the Union Jack look like and what does it symbolize?
12. What language is spoken in Scotland? In Wales? In Ireland?
13. How big is London compared with other cities?
14. How does the scenery change across the country?
15. What is the British climate like?
16. What is the English weather like?
17. What is Stratford-upon-Avon famous for?
18. What is Oxford famous for? Cambridge?
19. What is Liverpool famous for?
20. What is Lake district famous for?

Упражнение 7. Match the country and its symbol.

Countries of the UK: England, Wales, Ireland, Scotland

Symbols: Daffodil, Rose, Shamrock, Thistle



ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №70-71

Тема: США (географическое положение, климат, население; национальные символы; политическое и экономическое устройство).

Ведущая дидактическая цель: формирование у обучающихся представления о США и формирование навыков монологической речи.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

The Geographical Position of a Country, its Nature and Climate. Список английских слов

1. to occupy – занимать
2. to border on – граничить с
3. to be situated on/ in/ to – находиться на/к ...
4. to be situated **in** the south of... — находиться **на** юге от ...
5. to be situated **to** the west of... — находиться **к** западу от ...
6. to be located in/on – располагаться в/ на ...
7. to cover with — лежать, покрывать; расстилаться
8. to cover the territory of — занимает территорию ...
9. to lie in (to) – лежать на (к)
10. to lie in the north of... — лежать на севере ...
11. to lie to the east of... — лежать к востоку ...
12. to wash — омывать
13. to be washed by — омываться (морем, океаном)
14. main — главный
15. to flow — течь (о реке)
16. to flow into (run into) — впадать
17. to differ from – отличаться от...
18. temperate, moderate – умеренный (о климате)
19. to stretch over — простирается
20. to stretch from ... to... — простирается от... до...
21. to separate — отделять
22. to be separated by — отделяться ...
23. densely (thinly) populated — густо населена (мало населена)
24. consist of — состоять из
25. in the east – на востоке
26. in the west – на западе
27. in the south – на юге
28. in the north – на севере
29. land – суша
30. island (on the island) – остров (на острове)
31. continent (on the continent) – континент (на континенте)

Russia. The Geographical Position, Nature and Climate

(краткая информация о России на английском языке)

1. Russia **occupies** about one seventh of the earth's surface.
2. Russia **borders on** China, Mongolia, Korea, Kazakhstan, Georgia and Azerbaijan in the South.
3. Russia **is situated on** the Eurasia continent.

4. Russia **is located on** two continents: Europe and Asia.
5. Russia **covers** almost twice the territory of either the United States or China.
6. Tundra is a kind of frozen desert, which **lies** in the Arctic region.
7. Twelve seas **wash** the shores of Russia.
8. Russia **is washed by** 12 seas and 2 oceans.
9. The **main** Siberian rivers – the Ob, the Yenisei and the Lena **flow** from south to north.
10. The Volga **flows into** the Caspian Sea.
11. The climate of Russia **differs from** one part to another.
12. The middle part of Russia has a **temperate** climate.
13. Russia **stretches over** a vast expanse of Eastern Europe and Northern Asia.
14. The Ural Mountains **separate** Europe from Asia.
15. The European part of Russia is **densely populated**, but Siberia is **thinly populated**.
16. Russia **consists of** the two parts which **are separated by** the Ural mountains.

Задание. Составьте несколько предложений о любой стране.

The country is called ...

1. It is situated
2. It occupies
3. It lies..
4. It stretches from ... to
5. There are some differences...
6. It shares ... with
7. It consists of
8. It looks like

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №72-73

Тема: США (крупные города, достопримечательности).

Ведущая дидактическая цель: формирование у обучающихся представления о США и формирование навыков монологической речи.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Places of Interest in London. Задания для начинающих

Задание 1. Прочитайте диалог на тему «Лондон и его достопримечательности».

Выучите его наизусть.

I. Dialogue. London

— Can I ask you a few questions?

— Sure.

— Would you like to visit London?

— Of course, I would. I have never been there.

— Me too. What is London like?

— I know that London is very beautiful. It is a mixture of old and new buildings.

— Oh, how interesting! There are a lot of places of interest in London, aren't there?

— Yes, sure. What places would you like to see?

— Of course, Big Ben and Trafalgar Square. And you?

— I really don't know. Is London a big city?

— Yes, it is. It is very big like Moscow but it is different from Moscow.

— How very interesting! Can you tell me more about it....

<...> *здесь расскажите о любой достопримечательности Лондона <...>*

III. Text «Madam Tussaud's Museum»

Words to know:

1. waxworks museum — музей восковых фигур
2. wax models — восковые фигуры
3. the largest collection — самая большая коллекция
4. the Queen's family — королевская семья
5. famous people — известные люди
6. scientists and politicians — ученые и политики
7. film stars and pop singers — актеры и певцы

Madam Tussaud's museum is a famous waxworks museum. It has the largest collection of wax models in the world. There are models of famous people: film stars and pop singers, sportsmen, scientists and politicians. You can see members of Queen's family there too. It is Queen Elizabeth the Second, her husband Prince Philip and their children.

Задание 2. *Расскажите диалог (задание 1) еще раз, дополнив его рассказом о музее Мадам Тюссо.*

Задание 3. *Переведите текст на английский язык.*

Музей Мадам Тюссо — это один из известных музеев Лондона. В нем находится одна из самых больших в мире коллекций моделей из воска. В музее находятся фигуры известных людей: киноактеров, певцов, спортсменов и политиков. Еще в музее вы сможете увидеть королевскую семью: королеву Елизавету II, ее супруга принца Филиппа и их детей.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №72-73

Тема: Обычаи народов России и англоговорящих стран.

Ведущая дидактическая цель: формирование у обучающихся представления об обычаях народов России и англоговорящих стран и формирование навыков монологической речи.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Moscow and St. Petersburg are the main Russian cities. Moscow is the capital of Russia. St. Petersburg used to be the capital of Russia under Peter the Great. **The towns of Golden Ring** such as Suzdal, Vladimir, Yaroslavl, Kostroma, Pereslavl Zalessky, Rostov, Sergiev Posad and others are also well-known all over the world. Below you will find the texts with some information which may help you to prepare for an English Exam.

Moscow, Saint Petersburg and the towns of Golden Ring (short texts, questions, exercises)

Cities and Towns. Список английских слов №2 (intermediate) СКОРО

Содержание:

1. Text about Moscow
2. Text about Saint Petersburg
3. The Towns of Golden Ring (text and exercises)
4. Questions

1. Moscow

Words for the text:

1. principal — главный
2. remain — оставаться
3. target — цель
4. seat — место нахождения

Moscow stands on the Moskva river. It was founded in the year of 1147 by Uriy Dolgoruky. It began to rise in the 14th century. Under Ivan the Great it became the **principal** city of Russia. Though Peter the Great moved the capital to St. Petersburg in 1712, Moscow **remained** the heart of Russia. That's why it became the main **target** of Napoleon's attack. Three quarters of the city was destroyed by fire during Napoleon's occupation but it was completely restored later.

Nowadays Moscow is the largest city of Russia. It is its political, administrative, economic, industrial, educational and cultural centre. Moscow is the **seat** of the Russian Parliament (the Duma).

Moscow has become one of the largest city in the world. Its total area is about 2561 square kilometers (2016). By the way, the ancient Moscow occupied the territory of the present-day Kremlin.

2. Saint Petersburg

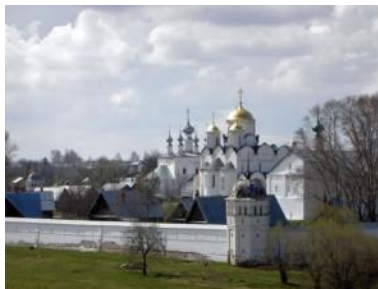


St. Petersburg is situated on the Neva River. The city lies on the islands. Canals and natural channels make St. Petersburg a city of waterways and bridges. It is an industrial city and the largest seaport.

Saint Petersburg was founded by Peter the Great in 1703 and was the capital of the Russian Empire for two centuries. It is one of the most beautiful cities of Europe. Since its foundation it has played an important role in Russian history.

St. Petersburg is known as a city of culture. There are a lot of theatres, museums and historical buildings there. The most famous museums are the Hermitage and the Russian State Museum.

3. The Towns of Golden Ring



There are a lot of interesting towns and cities in Russia which are worth visiting. If you want to get acquainted with Russian culture you should visit old Russian towns. They are especially attractive by their cathedrals, churches and monasteries. It is Suzdal, Vladimir, Yaroslavl, Kostroma and others, known as towns of "Golden ring". You can see a **photo of Suzdal on the right**.

* * *

Complete the gaps with the words:

tourist destination; at the height of the tourist season; churches, monasteries, convents; lack funds; prosper and flourish; renovated; scare tourists off; spires and onion domes; local residents; restricts; sustainable tourism

Nearly all old Russian cities and towns have a lot of historical monuments, such as (1). They are valuable symbols of old Russian culture and catch the eye with such particular details as ... (2). Some of them have become ruined by time and nearly have to be ... (3). But local authorities usually ... (4) and it (5) the possibilities for developing the town. The situation could be saved by

making a city or a town ... (6) as tourism could provide good profits for ... (7), especially ... (8) when a lot of people are on holiday. Although ... (9) requires such facilities as good hotels, souvenir shops, coaches, well-trained guides, and other things, it is worth doing because it will make a city ... (10) as the present state of many of Russian old cities and towns may only ... (11).

Questions on the topic «Moscow, St. Petersburg and the Towns of Golden Ring»

1. What is the centre of the city?
2. What is the ceremonial centre of Moscow?
3. What is the residence of the Russian President?
4. What monuments would you recommend your foreign guests to see?
5. What Moscow theatres and art galleries are world –known?
6. What places of interest are most popular in St. Petersburg?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №74-75

Тема: Традиции народов России.

Ведущая дидактическая цель: формирование у обучающихся представления о традициях народов России и формирование навыков монологической речи.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Holidays and Traditions. Список английских слов №3

1. Kinds of holidays

1. holiday — 1. выходной день 2. праздник
2. festival — праздник
3. holidays – каникулы (мн.ч.)
4. day off – выходной
5. family holiday – семейный праздник
6. religious holiday – религиозный праздник
7. public holiday = national holiday = state holiday – государственный праздник
8. pagan holiday — языческий праздник

2. Main National and Religious (Pagan) Holidays

Guess the Russian names for the celebrations below:

1. New Year's Day
2. Hogmanay
3. St. Valentine's Day
4. Pancake Day =Shrovetide
5. Defender of Motherland Day (23 февраля — День защитника отечества)
6. Women's Day
7. St. Patrick's Day
8. Easter
9. April Fool's Day
10. May Day
11. Victory Day
12. Independence Day
13. Day of Knowledge
14. Teacher's Day

15. Thanksgiving Day
16. Guy Fawkes Night
17. Halloween
18. Christmas
19. Boxing Day

3. Main British Holidays

- The main holidays in Great Britain are **New Year's Day, Good Friday (Пятница на Страстной неделе), Easter Monday, Labour Day, Christmas Day and Boxing Day.**
- Public holidays are called Bank Holidays because on these days banks, most of shops and offices are closed.
- Besides public holidays the British people observe certain traditions on such days as **Pancake Day, Guy Fawkes' Night, St. Valentine's Day, April Fool's Day, St. Patrick's Day, Halloween** which are ordinary working days.
- **Christmas** is the main religious holiday in many countries. It is celebrated in Europe on the 25th of December, in Russia on the 7th of January. It is the day when Christians celebrate the birth of Jesus Christ, though the actual date of his birth is not known.
- **Boxing Day (UK)** is the next day after Christmas, when rich people give small presents in boxes to the servants, etc.
- **The New Year** is not as widely celebrated as Christmas in Britain. Some people ignore it completely and go to bed at usual time. Others, however, do celebrate it in one way or another. The most common way of celebration is a New Year Party.
- **Hogmanay** is the most popular holiday in Scotland, celebrated on the New Year's Eve.
- **Easter** is a very important festival in the Christian calendar. The Christians think that on the day of Easter Jesus Christ rose from dead. **The actual date of Easter changes every year.** The preparations for Easter really begin 40 days before Easter, on Shrove Tuesday. This marks the beginning of a period of fasting, called Lent.
- There are also local festivals all through the year. In spring village children dance round Maypole (Майское дерево). Maypole is an ancient emblem of the beginning of summer. In ancient times it was a pagan spring festival. A tall pole decorated with flowers, maypole, was erected to which ribbons were attached and held by the dancers.
- **Guy Fawkes Night (UK)** is on November, 5. Guy Fawkes Night goes back to the days of King James I who was very unpopular as a protestant. So some of the Catholics made an attempt to blow up the Houses of Parliament. The man who was to explode the building was Guy Fawkes. But he was discovered, arrested and hanged. Since that time people burn a straw dummy of Guy Fawkes on a bonfire on the 5th of November.

4. Main American Holidays

- National festivals in the USA are **New Year's Day, Thanksgiving Day, Independence Day, St. Patrick's Day, Mother's Day and Memorial Day.**
- **New Year's Day** is a national holiday, people make promises, for example, to give up smoking, to change their life. It is not so important as in Russia, very small presents are given.
- **New Year Resolution** is a promise which many people make before New Year. Usually they want to improve their behavior and to give up bad habits.
- **Valentine's Day** is on February, 14. It is not a national holiday, but the holiday of love and friendship. It is one of the most loved holidays. There are romantic cards and gifts for those who are in love. The most popular wish: "Be my Valentine!" There are also cards for wives, husbands, mothers, fathers, and even grandparents.
- **St. Patrick's Day** is on March, 17. It was a religious holiday. Now everybody wears green this day. Former Irish holiday (the Irish believed that St. Patrick freed Ireland from snakes.) Day of fun and parades.
- **April Fool's Day** is on April, 1. No one is sure how April's Fool day got started. Most countries seem to have a day when people play tricks on each other. Children specially like these days.

Some people think that trick days begin in India. People there celebrate a spring holiday called Holi. A favourite trick on Holi is to fill a bamboo pipe with coloured powder and blow the powder at people. Sometimes children fill the pipe with water and squirt each other.

- **Mother's Day, Father's Day** are the days when the Americans thank their parents, give them flowers and presents. In the UK there is only *Mother's Sunday*.
- **Good Friday** is the Friday before Easter (страстная пятница). On that day people eat hot cross buns.
- **Easter Sunday, Easter Monday.** The symbol of the holiday is Easter Bunny who brings the eggs. The traditional presents coloured eggs and chocolate eggs.
- **Memorial Day** is the last day in May. It is a national holiday (since 1917) to remember the soldiers killed in battles.
- **Independence Day** is on July, 4. This day the USA became independent from the United Kingdom in 1776, when the Declaration of Independence was accepted.
- **Labour Day** is the day to honor all the workers.
- **Columbus Day** is on October, 12, 1492 Columbus discovered America. Now it is celebrated on the second Monday in October.
- **Thanksgiving Day** is on the 4th Thursday in November. It is a national holiday, family holiday. The first Europeans on American land wanted to thank God and the Native Americans for their help during their first winter which was cold and hungry. Traditional food is turkey, mashed potatoes, pumpkin pies. The original celebration was held in 1621 after the first harvest in New England.
- **Halloween** is on October, 31. It is not a national holiday. Children make costumes and go from house to house. They say "Trick or treat". People give them tasty things.
- **Christmas** is a national and religious holiday which is celebrated on December, 25. Santa Claus visits children and puts their presents into their stockings.

Holidays and Traditions. Задания

Задание 1. *Describe any holiday. Your partner will guess.*

Задание 2. *Answer the questions:*

- 1) What American holidays do you know?
- 2) What British holidays do you know?
- 3) What holidays are celebrated both in Russia and the USA / Great Britain?
- 4) What is your favourite Russian holiday?
- 5) What is more important for you: a day off or a celebration?
- 6) How is Christmas celebrated in Great Britain and in Russia?

Remember the holidays that are celebrated throughout the world:

1. New Year's Day
2. St. Valentine's Day
3. April Fool's Day
4. Christmas
5. Easter

Задание 3. *Complete the text about Russian holidays.*

Another Russian _____ is Maslenitsa. It used to be a _____ holiday. Now it becomes a _____ to celebrate it. This holiday is loved by everybody. People celebrate it at the _____ of February or at the beginning of March. It lasts for a week. During this holiday people _____ the winter _____ and greet spring. In old times people usually cooked _____, had fires, burnt scarecrows of winter, sang songs and danced. _____, which are round and hot, symbolize the Sun. Now it is a merry holiday when people dance, sing songs and cook pancakes. Usually this holiday is _____ in parks.

The most important _____ holidays are Christmas and Easter. In Russia Christmas is celebrated on the 7th of January but in Europe and in the USA on the 25th of December. On that day Christians celebrate the birth of _____, though the actual date of his birth is not known.

The tradition to decorate Christmas tree came from Germany. In Russia this tradition was _____ by Peter the Great. It is a custom to decorate Christmas tree with candles, coloured lights and balls. The _____ Christmas colours are red and green. The traditional Christmas food is a roast turkey with vegetables and a Christmas pudding.

Answer the questions:

1. What holidays does your family celebrate?
2. What is your favourite holiday?
3. Does your family have any special New Year traditions?
4. Do you cook and eat any special holiday meals?
5. Do you celebrate any religious holidays?
6. Have you ever tried to celebrate any foreign holidays?
7. What is the main holiday in our country? In Great Britain? In the USA?
8. What holidays are celebrated throughout the world?
9. Are there any differences in the celebrations and customs of New Year in European countries?

Text «To Celebrate or Not to Celebrate?»

Read three opinions on the matter of celebrations.

Phil's opinion about celebrations: I don't like any celebrations especially Christmas. It is getting more and more commercialized: some people spend lots of money on gifts, while others make lots of money selling gifts. My parents think that it is an old tradition. But I don't understand the use of celebrating a holiday only because it is tradition. We can choose more interesting activities for holidays instead of sitting at the table with relations and discussing boring family problems. For me there is nothing like playing sports.

Sindy's opinion about celebrations: Celebrating? I've never thought about it. For me any holiday is just a day off. I don't know if it is important for me what Guy Fawkes did or what evil spirits used to do. I don't plan what to do. A day comes and my activities begin. There's only one celebration that matters, it's my birthday.

Helen's opinion about celebrations: Celebrating is my joy. I like this perfect atmosphere. It takes time to make all the arrangements. But my favourite celebration is worth many efforts. The best moment is when the guests arrive. They are the people I love best. I greet them. They come to share the joy of the day. Their gifts make me think of the day again and again.

Answer the questions:

1. What makes Phil dislike Xmas?
2. What do his parents think about celebrations?
3. What does he suggest instead of celebrating?
4. What kind of person is Sindy, in your opinion?
5. What kind of person is Helen, in your opinion?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №76-77

Тема: Традиции народов англоговорящих стран.

Ведущая дидактическая цель: формирование у обучающихся представления о традициях народов англоговорящих стран и формирование навыков монологической речи.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Holidays and Traditions in English-Speaking Countries (Праздники и традиции в англоговорящих странах)

1. There are a lot of holidays in USA, such as New Year's Eve, Valentine's Day, Easter, May Day, Halloween, etc.

Существует много праздников в Соединенных Штатах, такие как Новый год, День Святого Валентина, Пасха, Майский день, Хэллоуин и др.

2. Christmas is the most important public holiday in the US, and takes place on December 25th. Рождество — самый важный общественный праздник в Соединенных Штатах, он отмечается 25 декабря.

3. People traditionally buy presents for their friends and family for Christmas.

Люди традиционно покупают подарки своим друзьям и семье на Рождество.

4. Before Christmas the shops are very busy. Many shops decorate their buildings with lights, Christmas trees. До Рождества магазины очень оживленные. Многие магазины украшают свои здания огнями, рождественскими елками.

5. People also send Christmas cards to their friends to say Merry Christmas. Christmas cards usually have pictures with Christmas trees, snowmen, Santa Claus.

Люди также посылают рождественские открытки своим друзьям, чтобы пожелать веселого Рождества. На рождественских открытках обычно картинки рождественских елок, снеговиков, Санта Клауса.

6. Many people decorate their homes for Christmas. Most people buy Christmas trees. They put small lights and decorations on them.

Многие люди украшают свои дома на Рождество. Большинство людей покупают рождественские елки.

7. In the US some people put small lights along the edges of their windows, the roof, and the main door of their houses.

В Соединенных Штатах люди вешают маленькие огоньки по краям их окон, на крыше и на парадном входе в дом.

8. Some people in US decorate their front doors with a wreath, a circle made of green leaves. Некоторые люди в Соединенных Штатах украшают свои парадные двери круглым венком, сделанным из зеленых листьев.

9. In the US, people eat Christmas cookies, special cookies that are baked at home. Traditional British food includes Christmas cake.

В Соединенных Штатах люди едят особое рождественское печенье, приготовленное дома. Традиционная британская еда включает рождественский пирог.

10. Children get very excited on Christmas Eve because they believe that Santa Claus will come down the chimney of their house in the night and put presents in the Christmas stocking. Дети очень взволнованы в канун Рождества, потому что они верят, что Санта Клаус придет через трубу их дома ночью и оставит подарки в рождественском чулке.

11. Christmas Day is a public holiday and people spend the day with their families.

Рождество — общественный праздник, и люди проводят день со своими семьями.

12. After Christmas Day in the US, many stores have special sales (a period of time when goods can be bought cheaper).

После Рождества в США многие магазины осуществляют специальные распродажи (период, когда товары могут быть куплены дешевле).

13. A lot of sports are played on Boxing Day, and many people watch sports on television.

Много спортивных соревнований происходит в этот день, и многие люди смотрят их по телевизору.

20. Twelfth Night is twelve days after Christmas, and it is the day when people take down their decorations and remove their Christmas trees.

Двенадцатая Ночь — это двенадцать дней после Рождества, и это день, когда люди снимают декорации и убирают рождественские елки.

1. There are a lot of international holidays, such as New Year's Eve, Valentine's Day, Easter, May Day, Christmas, etc. Существует много международных праздников, таких как Канун Нового года, День Святого Валентина, Майский День, Рождество.

2. The main Russian national holidays are New Year's Eve, Christmas, Russian Army Day, Women's Day, Easter, May Day, Victory Day, Independence Day and some others.

Главные российские национальные праздники — Новый год, Рождество, День Российской Армии, Женский день, Пасха, 1 мая, День Победы, День независимости и некоторые другие.

3. My favourite holiday is New Year's Eve.

Мой любимый праздник — канун Нового года.

4. As a rule, it is celebrated at home with relatives, sometimes, some friends' parties are organized on the New Year's Eve.

Как правило, он празднуется дома с родственниками, иногда организуются вечеринки друзей в канун Нового года.

5. People traditionally buy presents for their friends and families.

Люди традиционно покупают подарки для друзей и семьи.

6. As to me, I like to celebrate this holiday together with my family.

Что касается меня, я люблю праздновать этот праздник вместе с моей семьей.

7. Long before the holiday I prepare presents for each member of our family.

Задолго до праздника я готовлю подарки для каждого члена семьи.

8. Some of them are bought by me in the shops, but they are not expensive.

Некоторые покупаю в магазине, но они не дорогие.

10. It is a real pleasure for me to give these presents on New Year's Eve.

Мне доставляет истинное удовольствие дарить эти подарки в канун Нового года.

11. I like to decorate New Year Tree with small bright lights and different other things.

Я люблю украшать елку маленькими яркими огнями и разными другими украшениями.

12. I also help my mother with cooking the food for New Year dinner.

Я также помогаю моей маме готовить еду к новогоднему ужину.

13. When midnight comes everybody says to each other: "Happy New Year".

Когда приходит полночь, все говорят друг другу: «Счастливого Нового года!»

14. We usually watch TV, because there are a lot of interesting programs on TV.

Мы обычно смотрим телевизор, потому что там много интересных программ.

16. Sometimes we even sing and dance. Иногда мы даже поем и танцуем.

17. We go to bed late at night. Мы ложимся поздно спать.

19. And everybody promises to start a better life from the beginning of the year.

И каждый обещает начать лучшую жизнь с начала года.

20. All the year round I am waiting for this holiday. Весь год я жду этого праздника.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №78-79

Тема: Поверья народов России и англоговорящих стран.

Ведущая дидактическая цель: формирование у обучающихся представления о традициях народов англоговорящих стран и формирование навыков монологической речи.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

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 5th 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 5th 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 5th 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 celebrated¹. It was wonderful!

We² the house and the³. I love this tradition. I bought⁴ for my relatives and I got a lot of nice⁵.

• You're lucky. Did you go out anywhere?

• Yes, we also visited some of their friends.

• Do you plan to go there next⁶?



• Yes, I'd love to.

2. Hello, Nadia! What are your plans for October 31st?

• Hi, Pete! Don't you know we are celebrating¹? 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 by² made from³ that have been hollowed out.

• Really? That's interesting. Go on, please.

• We dress up as⁴,⁵ and⁶ and go⁷ to neighbours.

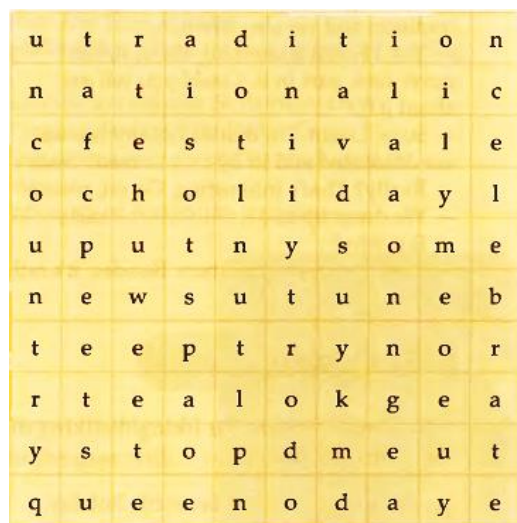
• But why?

• Well, it's an old tradition. Besides, it's rather ...⁸.

1. 1) Christmas, 2) decorated, 3) Christmas tree, 4) presents, 5) presents, 6) Christmas)

2. 1) Hallowe'en, 2) lanterns, 3) pumpkins, 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

Read the text and put the missing word from give below.

Christmas in Different Parts of the United Kingdom

In the north of England up to the middle of the 20th century, it (1) _____ common to find a dish of "Mugga" on the Christmas Eve table. This (2) _____ a kind of wheat porridge, sweetened with honey, which (3) _____ before the main meal, and also throughout Advent, which is the month leading up to Christmas. It (4) _____ a remnant left over from Viking times. But it (5) _____ up in similar forms all over Europe. In Poland for example they (6) _____ "Kuia" which is a cereal dish made from wheat, fermented overnight in milk, sweetened with honey and spiced. In Scotland they (7) _____ "Athol Brose" which is made from oats. It also has whisky in it and (8) _____ as a drink!

1. A. is B. are
C. was D. had been
2. A. is B. are
C. was D. had been
3. A. ate B. eat
C. eats D. was eaten
4. A. has been B. was
C. is D. are
5. A. turned B. was turned
C. turn D. turns
6. A. has B. have
C. had D. have had
7. A. have B. has
C. had D. have had
8. A. is served B. was served
C. serves D. served

HABBITS AND WAYS

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 1st) in Wales, **St. George's Day** (April 23rd) in England and **St. Andrew's Day** (November 30th) in Scotland. Only Ireland, both North and South, has a holiday on **St. Patrick's Day** (March 17th).

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. _____

1. Mr. Punch in his white clothes is as usual cooking dinner for his wife and dog. _____

1. Television has killed traditional English customs. _____

1. 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

1. VOCABULARY

Match the words similar in meaning:

1. medium a) difficult

2. fiddle b) rich

3. complicated c) average

4. leap d) act

5. well-off e) violin

6. perform f) jump

III WRITING

A personal letter. You are in Great Britain. Write a letter to a friend telling him/her about the customs or holidays of people in Great Britain.

1. **Think about any British custom you know about. Note down 5 words about it. Use them in your letter.**

2. **Use this plan to help you write.**

Greeting: Dear + name: friendly and informal.

Paragraph 1: Why are you writing? What is the letter about? What is your opinion of the custom or holiday? Two sentences.

Paragraph 2: What can you see, hear, smell, taste? Describe the best/worse thing about this custom or holiday. Say what you think about it. Three sentences.

Paragraph 3: When and where is this custom or holiday observed? How do you spend the morning, afternoon, evening? What is the most/Least interesting thing you have seen or done? Would you like this custom or holiday to be celebrated in our country? Why/ why not? Three sentences.

Paragraph 4: Closing remark. Will you write again? Do you want our friend to write back? Two sentences.

Sign off: Will you see your friend soon? Keep it friendly and informal.

TEXT 2

Ghost and Witches

Hallowe'en means “holy evening”, and takes place on 31st October. Although it is a much more important festival in the United States than in Britain, it is celebrated by many people in the UK. It is particularly connected with witches and ghosts.

At parties people dress up in strange costumes and pretend they are witches. They cut horrible faces in potatoes and other vegetables and put a candle inside, which shines through the eyes. People may play difficult games such as trying to eat an apple from a bucket of water without using their hands.

In recent years children dressed in white sheets knock on doors at Hallowe'en and ask if you would like a “**trick**” or a “**treat**”. If you give them something nice, a “**treat**”, they go away. However, if you don't, they play “a **trick**” on you, such as making a lot of noise or spilling flour on your front doorstep.

Hallowe'en канун дня всех святых, 31 октября (в некоторых местах сохраняется традиция ходить с фонарями, сделанными из тыквы, картофеля, турнепса и других овощей со вставленной в них свечкой)

“**trick**” or “**treat**” проказа или угощение

1. COMPREHENSION

1. Answer these questions:

1. When does Hallowe'en take place?
2. Is this holiday more important in the UK or in the USA?
3. What do people prepare for this holiday?
4. How do children dress for the holiday?
5. What is a usual “**trick**” they might play on you?

2. Are the following statements true or false? If the statement is false, correct it.

1. Once people believed that ghosts could be seen the night of 31 October.
2. Halloween is more popular in the UK than in the USA.
3. People are very serious on Halloween and never have parties.
4. Children are not allowed to dress up for the night.
5. Children make a lot of noise or spill flour on front doorsteps if they are treated well.

II. VOCABULARY

Match the words and their definitions:

1. Holy a) having happened a short time ago
2. Recent b) connected with God or with religion; very special and sacred
3. Trick c) very unpleasant, terrible
4. Treat d) something that you do to deceive somebody in order to make him/her stupid or to cheat him/her

1. Horrible e) to act or to behave towards sb/sth in particular way

Key: 1 b, 2 a, 3 d, 4 e, 5 c

TEXT 3

Christmas



If you want to catch a train on the 24th of December you may have difficulty in finding a seat. This is the day when many people are travelling home to be with their families on Christmas Day, 25th of December. For most British families, this is the most important festival of the year, it combines the Christian celebration of the birth of Christ with the traditional festivities of winter.

On the Sunday before Christmas many churches hold a carol service where special hymns are sung. Sometimes carol-singers can be heard on the streets as they collect money for charity. Most families decorate their houses with brightly-coloured paper or holly, and they usually have a Christmas tree in the corner of the front room, glittering with coloured lights and decorations.

There are a lot of traditions connected with Christmas but perhaps the most important one is the giving of presents. Family members wrap up their gifts and leave them under the Christmas tree to be found on Christmas morning. Children leave a long sock or stocking at the end of their beds on Christmas Eve, hoping that Father Christmas will come down the chimney during the night and bring them small presents, fruit and nuts. They are usually not disappointed! At some time on Christmas Day the family will sit down to a big turkey dinner followed by Christmas pudding. They will probably pull a cracker with another member of the family. It will make a loud crack and a coloured hat, a small toy and a joke will fall out!

Later in the afternoon they may watch the Queen on TV as she delivers her traditional Christmas message to the United Kingdom and the Commonwealth. If they have room for even more food they may enjoy a piece of Christmas cake or eat a hot mince pie. The 26th of December is also a public holiday, Boxing Day, and this is the time to visit friends and relatives or watch football.

Carol – кэрол (рождественская песня религиозного содержания, славящая рождение Христа)

Charity – благотворительность

Holly – остролист (вечнозеленое растение с красными ягодами)

Christmas pudding – рождественский пудинг (с изюмом, цукатами и пряностями)

Mince pie – сладкий пирожок (круглый со сладкой начинкой)

1. **Are the following statements true or false? Correct the false one.**

1. It is difficult to find a seat in a train on 24th of December.
2. Christmas Day is a family holiday.
3. No charity is done at Christmas time.
4. Children leave a long sock or stocking at the end of their beds on Christmas Eve hoping that Father Christmas will take them.
5. On Christmas Day the Queen and the royal family visit thousands of people and bring them small presents.

1. **Match the words with their definitions.**

1. carol a) money or gifts given to help people who are poor, sick, etc.
2. gift b) a religious song of joy and praise sung at Christmas
3. hymn c) a small tree with dark green sharp leaves and red berries, or the leaves and berries of this tree used as a decoration at Christmas
4. charity d) a song of praise, especially to God, usually one of the religious songs of the Christian church
5. holly e) something that you give someone on a special occasion or to thank them

CUSTOMS, TRADITIONS AND HOLIDAYS IN RUSSIA

The Russian love for holidays is known the world over. We adore holidays, indeed. But who does not? Perhaps our love for holidays is special for its indiscrimination – anything goes, just give us a chance to break the daily working routine and indulge into the surfeits of merry-making, eating and drinking. Of course, every holiday is good in its own way and we are not indifferent to their meaning and ritual side. Yet, it is not rare in this country that holidays vary both their attributes and meaning.



Thus, Russian holidays present a religious and secular, professional and multicolored Russian history. Christian pagan ones and therefore strongly agricultural cycle. Church holidays were during the communist regime. And we do not mind: every holiday deserves celebration. When a national holiday falls on a weekend day people enjoy additional day-off because it is considered to be unfair to miss either a holiday or a weekend.

mixture of new and old, private. National holidays reflect traditions were combined with connected to the seasons and mixed with those introduced

January 1 - The New Year



The New Year is the first in calendar and in popularity. It will be true to say that now the New Year is a greater holiday than Christmas in Russia. Long before December 31 sparkling fir trees appear in the streets, shops, offices and houses, bringing the joy of festive preparations and hope for happy miracles in the coming New Year. It is time to make wishes and presents to all friends and relatives. Children are looking forward for Father Frost (actually he is Grandfather Frost - Ded Moroz in Russian) and his granddaughter Snow Maiden (Snegurochka) to arrive at night and leave presents under the fir-tree. The grown-ups traditionally stay up for the whole night, making merry with friends and relatives.

The New Year celebrations slip to Christmas festivities and go on till January 8 - all these days from December 31 to January 8 are official days off now.

The celebrations start at about 11 pm, when the family is seated at the festive dinner. Shortly before 12 pm they toast “for the old year”, remembering and paying tribute to the good things it brought about. It is a custom in Russia to listen to the speech of the head of state broadcasted over TV and radio. The President traditionally summarizes the achievements of the past year and wishes Happy New Year to the citizens of Russia.

After the speech, at midnight sharp, the country listens to the Kremlin chimes, which signalize the beginning of the New Year. The chimes are followed by the country’s hymn.

During these exciting minutes all are drinking Champaign and wish each other Happy New Year. Afterwards lots of people like to go outdoors to let off all sorts of fireworks and bangers, and lit Bengal lights. Festive performances with songs, dances and games are held at the central squares of cities and towns.

As for lovers of peace and silence, their day will come to, when after the uproarious New Year’s night the streets turn unusually quiet and calm for a few days, even in megalopolises like Moscow.

New Year Popular Beliefs

There is a whole range of beliefs concerning the celebrations of the New Year. The most famous saying asserts: “As you meet the New Year, so will you spend it”. Thus everyone does one’s best to celebrate this decisive holiday merrily and in the hearty company of friends and family.

They also say, that one must “leave all the debts to the old year”, i.e. return the debts before the beginning of the coming year. On the New Year’s Night one ought to be wearing brand new clothes, which at the best should be of the “lucky colours” of the year to come.

One of the most significant and breath-taking elements of the New Year’s Night is making wishes. They believe that the utmost wishes made on the New Year’s Night will surely fulfill in the New Year. There is a unique method of making wishes that gives almost a hundred percent fulfillment guarantee: while the chimes are striking twelve, one should write the wish on a sheet of paper, burn it on a candle, mix the ashes in his/her glass of Champaign and drink it before the chimes cease striking.

January

7

-

Christmas

Russian Christmas comes two weeks later than in other countries, on January 7. This difference is due to the Orthodox Church that follows the Julian (old style) calendar. However, our 'spacious soul' cannot but feel with the rest of the world celebrating this fairy holiday on December

Christmas came to Russia in X century to substitute for pagan festivities of the winter solstice. Traditionally, people celebrated the Christmas Eve (January 6) with their families. The next day, however, carousing and merrymaking started, including masqueraded visits to neighbors with song singing, round-dancing and playing traditional games. Russian Christmas is rich with beautiful traditions. One of them is called Kolyadki. At Christmas night young people put on fancy dresses, gather in a noisy crowd and go in every house on their way, singing carols and merry songs. Hosts of the houses thank singers with all the kinds of sweet stuff like candies, chocolates and pastry. Among other Christmas traditions are wishes of wealth and happiness for everybody and snowball games.

It was a custom for young ladies to tell fortune on these days; lots of fortunetelling methods



have kept till days - yet they are not so widely used, of course. In Soviet times they abolished Christmas as an official holiday. In spite of that, it was still secretly celebrated by many people.

January 14 - The Old New Year's Day

Discrepancy between church calendars leads to the fact that January 14th corresponds to January 1 in the Julian calendar. And for those people who celebrate Christmas on 7 of January it is logical to meet the New Year seven days later. Others prefer

not to lose a good chance to welcome the New Year twice.

Old New Year’s Fortune-Telling and Carol-Singing

The most popular customs of Christmastide, which coincides with the Old New Year, are fortune-telling and kolyadki (carol-singing). Divination is special on the Old New Year’s Eve. Almost everybody did it in olden days: the elderly people wanted to know about life, girls and boys about their intended, mothers about health and fortune of their children, and thrifty managers about business success.

The most common divination about future life was the one with spoons: the spoons are left on the table when everyone goes to bed. Everyone remembers his spoon and in the morning finds out how it lies: if it is just the way you put it before, everything will be fine, but if the spoon has somehow turned upside down, you should take care of your health and guard yourself against troubles.

One of the Old New Year’s divinations about getting married is to overhear conversations at somebody’s doors: if a girl hears “go” she will soon be married, and if it happens to be “sit”, she will have to wait longer for her intended to arrive.

Actually, there were a great number of divination ways and methods, yet the majority of them have been forgotten.

February 23 - Man's Day

February 23 is celebrated all over Russia as the Homeland Defender’s Day. Now a public holiday, it was first established in 1922 as the Red Army Day and from 1949 to 1993 it was named Day of the Soviet Army and the Navy. Nowadays, however, it has gained a more general sense of the “Man’s Day”, as a just match for the Women’s Day following it on the calendar. Daddies, granddaddies,

brothers, boyfriends,



husbands and sons (i.e. all possible defenders) and, certainly, those who have served or are serving the army, get their share of greetings and presents on this remarkable day.

March 8th - International Women's Day

Russian women adore this holiday, when attention and care of men is guaranteed. On this day, it is traditional for men of all ages to give presents and flowers to women. Particular attention is paid to women inside their families.

Russian women hardly ever recollect that this holiday originated as a day of rebellion of women struggling to equal their rights with the men's ones.

At a second International Socialist Women's Conference organized in Copenhagen in 1910 Klara Zetkin, a champion of women's rights, proposed to fix 'a day of the struggle for women's rights', i.e. for equal opportunities.

As years went by, the holiday lost its original purpose and meaning, though in many countries it is the time for the feminists' rallies and the day of the struggle against the opposite sex.

In Russia, on the contrary, it is a day of affection and concord between the sexes. In a way, it is similar to such holidays as Valentine's Day and Mother's Day. It is a lovely holiday celebrating the beauty of women blossoming and nature awaking in spring.

Russian Orthodox Easter (Paskha)

Paskha is the highest celebration of the Orthodox Church. At midnight the church service starts.

It is a good time for visiting friends and relatives. People greet each other with words "Christ is risen" and "Indeed risen..." and treat each other with brightly colored boiled eggs, a symbol of Easter. The holiday table is served with such specialties as paskha (rich mixture of sweetened curds, butter and raisins) and kulich (Easter sweet bread). The Paskha is traditionally pyramid-shaped which is symbolic of Christ's tomb.

The Russian Easter egg tradition dates back to pre-Christian times when people saw eggs as fertility symbols and as devices of protection. Eggs represented renewal or new life. When Russian Orthodoxy was adopted, eggs took on Christian symbolism. One example of this is how red eggs symbolize the blood of Christ. The color red has strong symbolism in Russian culture.

Eggs may be cracked with nails as a reminder of Christ's suffering on the cross. Additionally, one egg may be cut into pieces—one piece for each family member at the Easter table to eat. Why do you have Easter eggs at Easter? Very simply, Christians have eggs at Easter because pagans used to celebrate the coming of spring with eggs (which were a sign of new life and rebirth). When Christianity spread and conquered pagan cultures, the old customs got absorbed into the new religion.

May 1 - Mayday

The Mayday holiday on the 1st of May started to be regularly celebrated in Russia since 1890. Until recently this holiday was called the International Solidarity Day of Workers and was one of the major Soviet holidays, widely celebrated by people all over the country with Mayday parades with bright banners, balloons and spring flowers. During the Soviet rule demonstrations of workers and even military parades were held on the 1st of May on the Red Square, Moscow. On the second day of the holiday mayovkas – alfresco public merrymaking - traditionally took place. In the 1990s the holiday lost its ideological meaning in Russia and in 1992 it was renamed into the Holiday of Spring and Work.



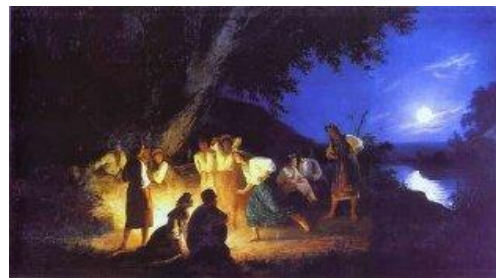
May 9 - Victory Day

The 9th on May is a very significant nationwide holiday of the victory of the Soviet people over fascist

Germany in the Great Patriotic War. Honouring the memory of soldiers who rescued the world from fascism, the Russians solemnly celebrate this holiday starting from 1945. However, it was declared an official day off not before 1965. In the course of time the celebrating ceremonies of the Victory Day



have somewhat changed: the military parades, which were held annually before, are nowadays arranged only in the good round figure years; and there are no longer the earlier indispensable demonstrations of workers held on the 9th of May.



Still, the holiday keeps up its meaning, commemorating the millions of people fallen in World War II. There are both joyful and mournful moments in this holiday: meetings of veterans, laying wreaths to the monuments of Glory and beds of honour, the minute of silence, and the night salute in celebration of the victory over fascism.

June 12 - Independence Day

The Independence Day of Russia or the Day of Russia is one of the "youngest" public holidays in this country. On the 12th of June 1990 in the course of sovereignization of the republics of the USSR the 1st Congress of People's Deputies of RSFSR adopted the Declaration of the state sovereignty of



Russia. In 1994 this day was declared as the national holiday. Officially it is the most important modern public holiday in the country, but for most of the Russians it remains just a formality.

July 7 - Ivan Kupala

This holiday is equivalent to the Holiday of St. John the Baptist and relates to water. To celebrate this day young people gathered near river and ponds, sang songs and danced. Mass baths were taken in that day. In the evenings fires were burned and young people tried to jump over the fires holding each-others' hands. If after the jump hands were still together, it meant a sign of close wedding. People went deep into the forests in pairs and alone to find a fern flower, said to blossom at Ivan Kupala night only and to fulfill wishes.

According to an old belief, Ivan Kupala personifies the blossoming of powers of nature. The rites are based on worshipping water and the sun. From times immemorial it was customary to make ritual bonfires on banks of rivers and lakes on the Eve of Ivan Kupala.

Purifying bonfires were the major peculiarity of Kupala Eve. They danced around bonfires, of course, to the accompaniment of live music. Young folks would throw wreaths over the bonfires and jump over them. Those who jumped higher were believed to live happier in future. In some places peasants even made their cattle go through this fire to protect it from pestilence. Mothers burned their ill children's underwear to make all illnesses burn down, too. The youth and kids after jumping over bonfires would arrange boisterous merry games and races with one another. Playing race and catch was invariable on this night. By an old pagan belief on Kupala Eve, which is the shortest night in the year, one should not sleep, since all evil spirits come alive and are quite active.

On the Eve of Ivan Kupala the youth would look for their intended ones and choose their destinies: girls launched wreaths with lit candles on water and boys were to catch them – whose wreath he gets, she will be his wife.

It is not a public holiday, yet is still remembered and loved by some people. The same concerns Troitsa, another holiday manifesting the mixture of pagan and Christian traditions.

Troitsa

(the

Trinity)

On Troitsa (the 50th day after Paskha) the houses were usually decorated with fresh green branches. The maiden's clothes were put on young birch-trees and songs and dances round the birch-trees took place. The garlands made of birch branches and flowers were put into water for fortune-telling.



November 4 – The Day of National Unity

Since 2005 Russia has celebrated a new holiday - the so-called Day of National Unity, commemorating the anniversary of the Russian people's victory over the Polish invaders back in 1612.

Almost four centuries back in early November the Russian levy en masse headed by merchant Minin and Prince Pozharsky kicked the interveners away from Moscow and put an end to the so-called Time of Troubles.

In fact the new holiday was introduced to replace the public holiday of the October Social Revolution, later renamed into the Day of Accord and Reconciliation on November 7. According to the majority of observers, the main reason for this shift of the day off was the intention to erase totally any associations with the anniversary of the October Social Revolution (7 November 1917).

Professional Holidays

Along with national holidays Russia has many other holidays, professional holidays (Day of the miner, Day of the fisherman, etc) making the major part of them. Some professional holidays have a fixed date, whereas most of them fall on the 1st, 2nd, etc. Sunday or Saturday of this or that month. The Teacher's Day, which was established in the USSR in 1965 is widely celebrated in Russia; initially it was marked annually on the second Sunday of October. In 1994 the holiday was shifted to the 5th of October and since then Russia has celebrated the International Teacher's Day together with other countries.

Brief History of Russian Cuisine

Russia stretches from the White Sea in the north to the Black Sea in the south, from the Baltic Sea in the west to the Pacific Ocean in the east, neighboring many other countries. Russians speak Russian and share the same culture and traditions nationwide. An essential part of every nation is its cuisine. Ethnographers start studying every nation with its cuisine because it can reveal its history, everyday life and traditions. Russian Cuisine is no exception and is a very important part of Russia and its history.

Russian cuisine dates back to the 10th century. Old Russian cuisine became really diverse by the 15th century. Of course it was influenced by natural and geographical conditions. The abundance of rivers, lakes and forests contributed to the appearance of dishes made from fish, game, mushrooms and berries.

In the fields they planted different grains like rye, oat, wheat, barley, buckwheat and others. They made grain porridges (каша) from it of different kinds. Porridge (каша) has always been a traditional national dish. Russians eat porridges throughout their lives: young kids eat manna-croup kasha, adults like buckwheat kasha. As the Old Russian saying goes «Каша - матушка наша, а хлебец ржаной - отец наш родной» - (Porridge is our mother, bread is our father). From the early times in Russia they used dough to make noodles (лапша), pelmeni (пельмени), vareniki (вареники), brown rye bread (черный ржаной хлеб) without which one cannot imagine the Russian cuisine. By the X century they got wheat grain and an assortment of pastry increased largely - they started baking karavai (каравай), kalach (калач), pies (пироги), pancakes (блины), oladii (оладьи) and others.

In the 9th century the most common ingredients were turnip (репа), cabbage (капуста), radish (редька), peas (горох), cucumbers (огурцы). They were eaten raw, baked, steamed, salted, marinated. Potatoes did not appear until the 18th century, and tomatoes until the 19th century. Up until the beginning of the 19th there not hardly any salads. The first salads were prepared from a certain vegetable. That's why they got names like : cabbage salad (салат капустный), cucumber salad (салат огуречный) or potato salad (картофельный). Later on the recipes became more complex and many salad were made from many different vegetables, sometimes with fish or meat, and they got more interesting names too: Spring (Весна), Health (Здоровье), Sea Gem (Морская жемчужина) and others.

Hot liquid dishes appeared from the early times as well: first fish soup (уха), shchi (щи), and later borsch (борщ), rassolnik - sour soup (рассольник), and then different sorts of Soyinka (солянка). In the XIX century these liquid dishes were named Soups (супы)

Among drinks popular were kvass (квас) and different wild berries' drinks. Spices (Пряности) were used extensively since the XI century. Russian and overseas merchants brought clove (гвоздика), cinnamon (корица), ginger (имбирь), coriander (кориандр), bay leaf (лавровый лист), black pepper (черный перец), olive oil (оливковое масло), lemons (лимоны) etc. Russia was trading with western countries and was a passing way to China. Tea (Чай) was first brought to Russia in the XVII century. As for alcoholic drinks, in the Old Russia they drank low-alcohol drinks based on honey and berries. Vodka was first brought to Russia in XV century, and was immediately banned and did not appear until the reign of Ivan the Terrible in the middle of XVI century. At that time the first Tsar Bar was opened (Царский Трактир).

Russian cuisine was not only unique because of the ingredients they used but because the food was cooked in the Russian Stove (**в русской печи**). They baked bread in them, brewed kvass and beer, and on stoves they dried food. And they were generally used to heat houses and many people slept on them. The food cooked in stoves was delicious because it was heated evenly from all sides. Russian stoves are no longer used these days, even in the countryside. They have been replaced by electric stoves and microwave ovens. In the old times the food of the elite class was no different from what the common people ate. By the XVII century the food of the elite became more sophisticated, differing not only in quantity but in the serving manner and ingredients.

Tsar feasts were very pompous and huge with a great variety of dishes. The number of dishes could reach 150-200.

The sizes of dishes increased, and the duration of the banquet. They normally started at lunch time and continued eating till late night. XVIII century was a new era in the development of Russian society. Peter I not only transferred the capital to St. Petersburg closer to the Western Europe and changed the calendar, he changed many traditions. Russia was becoming more and more influenced by western European cuisine, first German and then Dutch and French. The Russian aristocracy was hiring foreign chefs that totally replaced lady-cooks. The Russian cuisine got dishes like sandwiches (бутерброды), salads (салаты) and bouillon (бульон), and a choice of pan fried dishes (beefsteaks, entrecote, meat patties (котлеты), as well as sauces (соусы), желе (jellies), creams etc. Russian tratirs (трактиры) were replaced by restaurants with waiters and hosts. Most of this did not affect the common people. Russian food was also diverse in different parts of the country because of the different climates and nature of those parts.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №80-81

Тема: Многозначность. Конверсия. Интернационализмы.

Ведущая дидактическая цель: формирование у обучающихся представления о многозначности, конверсии и интернационализмами и формирование навыков монологической речи.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Dear Readers,	Уважаемые читатели,
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The Association of European Businesses represents and promotes the interests of European companies conducting business in, and with the Russian Federation. The AEB is the largest and strongest European business association in Russia, and it brings together over 600 leading European and other international companies. The AEB's member companies represent a majority of the foreign investments in Russia.

Russia is now one of the 10 largest economies in the world; the largest non-EU economy in Europe, and the EU's third largest trading partner. The EU is Russia's major trading partner. Among the major investors in the Russian economy for the first half of 2008, were the EU member states with their Foreign Direct Investment (FDI) totalling over 80%. These facts can only further emphasise the increasing importance of the EU as Russia's main economic partner. As the trade between the EU and Russia continues to develop, the Association of European Businesses pledges to continue its non stop efforts to support all measures which ensure a mutually beneficial relationship between the EU and Russia; assist in developing a more effective and transparent legal framework, and create a more favourable business climate. The fact that a majority of the negative figures quoted above are linked with the ongoing international financial crisis can not be excluded, and it is in line with this, that the Russian government has drafted a three part action plan. The first step is aimed at supporting the real sector of the economy through the development of a legal and regulatory base to support legitimate interests of investors and creditors. The second is to protect investors, with the number one recipients being the construction, machine building, the defence industrial complex, retail trade, the raw materials sector and farming. The third is to keep small and medium businesses going, which involves greater access to participation in state contracts as allowing the state –run banks to expand lending or offer preferential terms of leasing federal properties. One of the many actions taken so far towards the successful actualisation of this action plan is the Central Bank's support of the exchange rate of the rouble, which is done by selling Russia's foreign currency reserves. Although all the

Ассоциация европейского бизнеса представляет и продвигает интересы европейских компаний, действующих в России. АЕБ – это крупнейшая и деловая влиятельнейшая ассоциация в России, охватывающая более 600 ведущих европейских и международных компаний. Компании-члены Ассоциации представляют львиную долю зарубежных инвестиций в России.

Россия является одной из 10 ведущих экономик мира, крупнейшей европейской экономикой за пределами ЕС, и третьим по величине торговым партнером ЕС. Страны ЕС стали основными инвесторами в российскую экономику в первой половине 2008 года. Их доля в объеме прямых зарубежных инвестиций превысила 80%. Эти факты еще больше подчеркивают растущую роль ЕС в качестве основного экономического партнера России. По мере развития торговли между ЕС и Россией Ассоциация европейского бизнеса берёт на себя обязательство неуклонно поддерживать любые меры, обеспечивающие взаимовыгодное сотрудничество между ЕС и Россией, содействовать развитию более эффективной и прозрачной правовой системы, а также создавать более благоприятный деловой климат.

Большая часть отрицательных показателей, приведённых выше, связана с продолжающимся мировым финансовым кризисом, и российское правительство уже разработало трехэтапный план действий. На первом этапе предполагается поддержать реальный сектор экономики посредством развития правовой и нормативной базы для содействия законным интересам инвесторов и кредиторов. Второй шаг предполагает защиту инвесторов, причем основными получателями государственной помощи станут предприятия таких секторов, как строительство, машиностроение, оборонная промышленность, розничная торговля, сырьевой сектор и сельское хозяйство. Третий шаг нацелен на поддержку малого и среднего бизнеса, включая расширение возможностей по участию в государственных контрактах, в частности, банкам под государственным управлением позволено повышать объёмы кредитования или предлагать льготные условия аренды федеральной собственности. Одной из самых эффективных мер по успешной реализации этого плана, предпринятых к настоящему времени, стала поддержка Центральным Банком обменного курса рубля путем продажи валютных запасов РФ. И хотя все эти меры, предпринимаемые

measures taken by the government are in rouble right, the absence of a consolidated banking system and the fact that the money used to support these measures is being taken out of the foreign reserves – meaning that it can not be used for future investments and diversification of the economy, are two factors which may interfere with the plan's successful implementation.

The investment climate in Russia still suffers from insufficient property rights enforcement, inadequate competition, barriers to migration, and some problems in certain areas of public governance. These, coupled with other factors such as corruption, and the TNK-BP and "Mechel" incidences, have had a somewhat negative impact on the perception of Russia as a potential country for investments. However, one can not help but notice that very significant progress has been made in the liberalisation of some energy-related areas such as the power sector (cf. dismantling of the RAO UES state monopoly with large FDI inflows from EU companies). Also, major changes have recently been brought to the legislative framework for investments in the so called "strategic sectors". In May 2008, Russia adopted a new law on foreign investments in strategic sectors, showing that major, revolutionary steps are being taken to create clear rules of the game for investors. Further improvement is also expected, and shall be connected with progress in the field of structural reforms; stronger competitiveness, and overcoming imbalances in the Russian socio-economic system. The concept – Public Private Partnership (PPP) has become increasingly popular in Russia, and is now gaining the necessary political support. The framework for the successful implementation of PPP in Russia has been approved by numerous policies, actively promoted by various government officials and discussed both by the main stakeholders and the public. Needless to say, Public Private Partnership is set to transform Russia in the coming decade with transport, infrastructure, housing, hospitals, and technology parks being just a few of the priority areas recently highlighted for investment by the Russian government.

правительством, в принципе, правильны, есть 2 фактора, которые могут помешать успешной реализации данного плана. Это отсутствие консолидированной банковской системы и то, что средства, используемые на финансирование данных шагов, берутся из валютных резервов (а это означает, что они уже не пойдут на инвестирование и диверсификацию российской экономики).

Инвестиционный климат в России все еще страдает от недостаточного соблюдения права собственности, несовершенной конкуренции, барьеров для миграции, а также проблем в некоторых сферах государственного управления. Всё это, в сочетании с другими факторами, такими как коррупция, случаи с ТНК-БП и «Мечел», оказали отрицательное влияние на восприятие России в качестве страны, привлекательной для инвесторов. И всё же нельзя не заметить серьезного прогресса в либерализации энергетического сектора (например, устранение государственной монополии РАО ЕЭС, сопровождаемое существенным притоком прямых зарубежных инвестиций со стороны европейских компаний).

Кроме того, значительные перемены в последнее время затронули правовые нормы, касающиеся инвестиций в так называемые «стратегические секторы экономики». В мае 2008 года в России был принят новый закон об иностранных инвестициях в стратегические секторы, который демонстрирует, что предпринимаются кардинальные, революционные шаги по созданию ясной правовой среды для инвесторов.

Ожидаются дальнейшие инвестиции, что связано с прогрессом в сфере структурных реформ, повышением конкуренции и устранением несбалансированности в российской социально-экономической системе. Концепция «частно-государственного партнерства» (ЧГП) приобретает всё большую популярность в России и получает необходимую государственную поддержку. Основа для успешной реализации системы ЧГП в России была поддержана рядом политических решений, активно продвигаемых некоторыми правительственными чиновниками и обсуждаемых главными заинтересованными сторонами. Нет нужды говорить, что от частно-государственного партнерства в ближайшее десятилетие ожидается развитие транспортной системы, инфраструктуры, жилья, больниц и технологических парков, и это всего лишь некоторые из приоритетных инвестиционных

<p>In the last months, a lot of changes have taken place on the international scene. In line with some of these changes, the AEB commented on the current state of affairs between the EU and the Russian Federation. The AEB is pleased that no economic sanctions were imposed on Russia. The AEB would also like to express its support to the line of continued dialogue between Russia and the EU taken by the European Council, and strongly believes that both parties should prioritize cooperation in favour of mutual interests based on tight economic relationships. Therefore, it is with great anticipation that we await the outcome of the EU – Russia talks on a partnership treaty. The AEB believes in the uniting power of the strong economic relationship between Russia and the EU, and we see the growing trade and intensifying cooperation as the foundation for a peaceful and constructive development on this continent.</p> <p>Welcome to the beginning of the Autumn/Winter Business season and to the Autumn 2009 edition of the AEB Business Quarterly. This edition is dedicated to the Public relations (PR) and Communications industry in Russia.</p> <p>It is no secret that the best way for an organization or anybody for that matter to create awareness about its existence promote a positive image, boost and support its development and by implication, assume a respectable position within the international business community is to have a strong and capable PR and Communications department. A well-equipped PR and Communications department, both in human and material resources, sees to it that an organization gets the necessary exposure needed to place it at the top amongst its peers. Through various tools and techniques such as research, planning, communications dialogue and evaluation, this department sees to it that a company develops, promotes and sustains two way communication channels and mutually beneficial relationships between it and its primary target audience, investors, employees and the general public at large.</p> <p>In Russia, PR and Communications is still a</p>	<p>областей, выделенных российским правительством.</p> <p>За последние несколько месяцев на международной сцене произошло множество перемен. В свете некоторых из них АЕБ высказывала свою позицию по поводу текущего состояния взаимоотношений между ЕС и РФ. Ассоциация рада отметить, что в отношении России не было предпринято никаких экономических санкций. Кроме того, АЕБ хотела бы выразить поддержку диалогу между Россией и ЕС, который ведется Европейским советом, и твердо убеждена, что обе стороны должны уделять повышенное внимание взаимовыгодному сотрудничеству на основе крепких экономических отношений. Поэтому мы с большим нетерпением ожидаем переговоров по договору о сотрудничестве с Россией. Ассоциация верит в объединяющую роль прочных экономических связей между Россией и ЕС, и мы рассматриваем растущую торговлю и активизирующееся сотрудничество как основу для мирного и конструктивного развития на континенте.</p> <p>Добро пожаловать на начало делового осенне-зимнего сезона в осенний выпуск делового ежеквартального издания Ассоциации Европейского Бизнеса 2009 года. Это издание посвящено связям с общественностью (PR) и коммуникаций в России.</p> <p>Ни для кого не секрет, что лучшим способом достижения вершин в этом вопросе является повышение осведомленности о существовании компании, создание позитивного имиджа, рекламирование успехов компании и ее развития. Поэтому, чтобы занять достойную позицию в рамках международного бизнес-сообщества необходимо иметь сильный и квалифицированный отдел по связям с общественностью. Хорошо оснащенный PR и коммуникационный отдел, обеспеченный соответствующим оборудованием и профессиональными сотрудниками, следит за тем, чтобы организация заняла достойное место среди конкурентов. С помощью различных инструментов и технологий, таких как научные исследования, планирование, анализа, данный отдел следит за тем, что компания разрабатывает, продвигает и инициирует двухсторонние связи и взаимовыгодные отношения между ней и ее основной целевой аудиторией, инвесторами, сотрудниками и широкой общественностью в целом.</p>
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fairly new concept, with a history of only about fifteen years. Short as this history may be, it is very interesting and full of twists and turns, but then again, it is expected that this should be the case in a country with a population of about one hundred and forty million, scattered across eleven time zones and eighty-nine regions. Russia is a melting pot of nationalities, cultures and religions; therefore, it is only natural that its PR and Communications sector will be as multifaceted as the country itself. In this issue of the AEB Business Quarterly, we hope to provide our readers with an insight into Russia's PR and Communications industry, with articles from leading experts in this field, working in Russia. This autumn's magazine contains articles from professionals working in companies such as Alinga Consulting Group, DHL, Mmd and Mercedes-Benz Russia SAO - to mention but a few. The topics reviewed range from an overview of the labour market to ways of increasing customer care and sales. Also, this issue contains an update from the Federal Customs Service of the Russian Federation and an interview with Alexandra V. Ochirova, member of the Civic Chamber of the Russian Federation.

As always, our Business Quarterly magazine shall provide you with updates of the latest events held by the AEB and its committees. This September alone, the Association had the distinct honour of meeting with the Lord Mayor of the City of London and organising several important presentations which include the European Commission presentation titled, "The Impact of the Global Crisis on the Neighbouring Countries of the EU". Also, as part of our efforts to promote regional development, in September, the Association organized another forum - a Briefing by Ravil Zaripov, Minister of Industry and Trade, Republic of Tatarstan. I would like to take this opportunity to introduce to our already large member community, the new members, who joined the association within the past few months and to once again assure every one that we will continue to make all the necessary efforts to ensure that the interests of the international business community in Russia are to be represented in Russia.

We would like you all to know that the AEB

В России, PR и коммуникации все еще довольно новая концепция, с историей всего около пятнадцати лет. Естественно, что в стране с населением около 140 миллионов, разбросанных по одиннадцати часовым поясам и восьмидесяти девяти регионам данная концепция будет интересна и полна неожиданными поворотами. Многогранность коммуникационного сектора будет отражаться в спектре разнообразия национальностей, культур и религиозных направлений России. В этом выпуске нашего журнала ведущие специалисты в этой области, работающие в России, предоставят читателям возможность узнать некоторые нюансы PR в нашей стране. Этой осенью журнал содержит статьи специалистов, работающих в таких компаниях, как Alinga Consulting Group, DHL, Mmd и Mercedes-Benz Russia SAO, и многие другие. Темы варьируются от обзора рынка труда до путей повышения качества обслуживания клиентов и продаж. Кроме того, этот выпуск содержит обновления из Федеральной Таможенной службы России и интервью с Александрой Васильевной Очировой, члена Общественной палаты России.

Как всегда, наш Ежеквартальный журнал предоставляет вам обновления последних мероприятий, проводимых Ассоциацией Европейского Бизнеса и ее комитетов. Только в сентябре этого года, Ассоциации была оказана большая честь в лице лорд-мэра Лондона и организован ряд важных презентаций, которые включают презентацию евро комиссии под названием "Влияние глобального кризиса на соседние страны в ЕС". Кроме того, в рамках нашей деятельности проводится работа по содействию в региональном развитии. В сентябре, Ассоциацией организован брифинг Равиля Зарипова, министра промышленности и торговли Республики Татарстан. Я хотел бы воспользоваться возможностью, чтобы представить новых членов нашего сообщества, которые присоединились к Ассоциации в течение последних нескольких месяцев, и еще раз заверить каждого, что мы будем продолжать предпринимать все необходимые шаги для представления международного бизнеса в России.

Мы бы хотели подтвердить стремление ассоциации по-прежнему представлять интересы своих членов в России для поддержания эффективных деловых отношений. Опираясь на неустанную работу наших комитетов, мы будем и дальше выявлять и стремиться решить любые

will continue to represent its members' interests in the Russian Federation in an effort to ensure productive trade relations. Through the tireless efforts of our committees, we will continue to highlight and work on any existing challenges and plausible setbacks, to ensure the development of European businesses in an ever challenging and dynamic Russian market.

On a final note, I would like to thank you all for your continued faith and confidence in the AEB and wish you the very best in the months ahead.

Yours sincerely,

Dr. Frank Schauff

Chief Executive Officer

The Association of European Businesses

Public relations and communication in Russia

Ursula Colgan, Country Manager, Mmd Corporate, Public Affairs & Public Relations, Russia; Chairwoman of the AEB PR & Communications Committee

Growth potential in Russia's PR and communications industry remains attractive despite expectations that the industry's overall 2009 revenues will be more than 20% lower than those in 2008; the year during which Russia became the fastest growing PR market globally with a market value estimated by (AKOS) the Russian Association of PR Consultancies at \$2.5 billion. The most buoyant industries for PR work in 2009 were tipped to be the IT and pharmaceutical sectors and the underperforming areas expected to be Public Affairs and FMGG communications. The industry now shows signs of recovery following the crisis in line with renewed interest by foreign investors into Russia and the accompanying communication needs that this brings.

PR and communications in Russia has had a history of growth spurts. It is a relatively young industry and really only began in the early 1990s. For some years after it was young and well until the financial crisis of 1998, after which, Western advertisers and brands created their own nightmare by pumping money into publishing houses and developing the pay-for-play system which characterised Russian media relations for years afterwards.

When the market really took off in the late 1990s, there was distressingly little distinction between advertising, advertorial and PR and editorial coverage in the media; and it was

проблемы, чтобы содействовать развитию европейского бизнеса на бурном и динамичном российском рынке.

В заключении, я хотел бы поблагодарить всех вас за ваше доверие нашему изданию и пожелать Вам всего наилучшего.

Искренне Ваш,

Д-р Франк Шауфф

Генеральный директор

Ассоциация Европейского Бизнеса

Связи с общественностью и коммуникации в России

Урсула Колган, Региональный менеджер, PR-подразделения агентства Mmd Corporate, Public Affairs & Public Relations Consultants председатель комитета по PR и коммуникациям АЕБ

Несмотря на неутешительные прогнозы о снижении доходов на 20 % по сравнению с предыдущим 2008 годом, потенциал роста PR и отрасли связи в России остается привлекательным. Год, в котором Россия стала быстро растущим PR рынком в глобальном масштабе с рыночной стоимостью по оценкам (АКОС) Русской Ассоциацией по связям с общественностью в \$ 2,5 миллиарда. Наиболее плавучими промышленностями для работы PR в 2009 году оказались области информационных технологий и фармакологический сектор. Отстающими секторами ожидаются сектор по связям с общественностью и отдел по товарам повышенного спроса. На фоне возобновленного интереса иностранных инвесторов в России наблюдаются признаки восстановления промышленности после кризиса, сопровождающиеся коммуникационными потребностями.

История PR и коммуникаций в России характеризуется неожиданными всплесками роста. Это сравнительно молодая отрасль, зародившаяся в начале 1990-х. После финансового кризиса 1998 года молодой и хорошо развивающийся PR бизнес в России столкнулся с западными рекламодателями и брендами, которые навязали систему вознаграждений издательствам за предоставляемые привилегии. Эта система характеризовала русские отношения в СМИ в течение многих лет после

mostly paid-for and unsophisticated. Investors flooded into the market and PR firms flourished but their initial tactics were rudimentary and they mostly acted as systematic information distributors for their clients rather than consultants. Many of these firms had developed as an appendage to the advertising industry.

As we move from recession into recovery, we expect to see some consolidation amongst the consultancy players and increased resourcing and budgets for in-house departments over the next 12 months.

Several concepts are driving the present direction of communications in Russia such as an increased focus on crisis communications and internal communications which is a direct result of the global financial crisis and also less crisis-linked activities such as corporate social responsibility; social media communications and the draft bill on insider information, all of which will be covered in this issue.

Crisis Communications: The ramifications of the economic crisis have left companies facing any number of potentially unpleasant situations: litigation, shareholder disputes, insolvency, publicly declared declines in customer levels and profit, large-scale redundancies and so forth. Over the last 12 months, communications has become an indispensable tool for many companies seeking to rebut adverse publicity and to protect their hard-fought reputations.

Internal Communications: Dialogue and engagement with employees has moved higher up the agenda of the average company during the crisis. Changes in company structure; new business priorities, redundancy programmes and clarification of negative media rumors

этого.

Когда рынок действительно взлетел в конце 1990-х, на нем было удручающе мало различий между рекламными, информационными и редакционными материалами в средствах массовой информации; все в основном было платным и упрощенным. Инвесторы хлынули на рынок и PR фирмы процветали, но все было в зачаточном состоянии и они в основном выступали в качестве систематических распространителей просто информации для своих клиентов, а не консультантов. Многие из этих фирм была разработаны как придаток к рекламной индустрии.

PR отрасли, несомненно, пострадали от кризиса и средства массовой информации предполагают, что число PR-консультантов в России сократилось с более 500 до 100 ключевых участников в течение последних 12 месяцев. Большинство тех, кто остался, принадлежат международной сети PR или местным филиалам иностранных PR компаний.

По мере продвижения к восстановлению, мы ожидаем увидеть консолидацию среди PR консультантов, увеличение ресурсов и бюджета для решения задач стран в течение следующих 12 месяцев. На данный момент существует несколько концепций, определяющих направления коммуникаций в России, таких как повышенное внимание к кризисным коммуникациям и внутренним взаимоотношениям. Данные линии обусловлены глобальным финансовым кризисом. Также менее связанные с кризисом мероприятия, такие как: корпоративная социальная ответственность; Социальные средства массовой информации и законопроект о внутренней информации, все из которых будут рассмотрены ниже.

Кризисные Коммуникации: Последствия экономического кризиса заставляют компанию сталкиваться с потенциально неприятными ситуациями: судебные разбирательства, споры акционеров, банкротства, публичное заявление о снижении уровня клиентов и прибыли, крупномасштабные увольнения и так далее. За последние 12 месяцев, коммуникации стали незаменимым инструментом для многих компаний в борьбе за репутацию, стремящихся опровергнуть негативную информацию.

Внутренние коммуникации: Во время кризиса повысился интерес к вопросу взаимодействия сотрудников внутри компании. Произошли следующие изменения в структуре компании;

<p>need to be communicated to employees in a timely and sensitive manner. Quite a few companies in Russia have suffered through bad internal communication planning and lacked the internal resources to effectively handle this area.</p> <p>Corporate Social Responsibility (CSR): CSR is a concept which has matured over the last 10 years in Western European markets and is now under significant discussion at government levels in Russia. Traditionally, CSR activity by foreign companies in Russia has been considered less of a communications priority and more as a license to operate in the country. As both Russian and international corporate start to be more mindful about how they operate in Russia, PR departments and communications firms are becoming more involved in the strategic planning of an organizations CSR activity and how it will be perceived by the spectrum of local stakeholders.</p> <p>Social Media Explosion: The internet continues to alter consumer behavioral patterns. Following the recent social media explosion, people are more trusting than ever of information and advice offered by anonymous strangers online. And those strangers are more than ever likely to engage with an anonymous peer on a subject of mutual interest. Russian social network users spend an average of 6.6 hours per month on social networking sites by comparison to the 3.7 global average, making social media relations a more important communication tool in Russia than anywhere else around the world.</p> <p>Legislative changes affecting the sector: the draft bill on insider information and market manipulation has huge potential to affect the sphere of media and communications and will provide an important instrument in preventing illegal use of this information. International client base will be familiar with these laws which have existed in other markets for some time although domestic Russian communications companies would be wise to acquaint themselves with this bill quickly in order to understand the ramifications for their business.</p> <p>Committee for communications and public relations Ursula Colgan,</p>	<p>новые бизнес-приоритеты, обилие программ и разъяснений отрицательных слухов СМИ, которые должны быть доведены до работников своевременно и корректно. Довольно много компаний в России пострадали из-за неэффективного внутреннего планирования коммуникаций, и не было внутренних ресурсов для управления этой области.</p> <p>Корпоративная социальная ответственность (КСО): КСО концепции, которая созрела в течение последних 10 лет в западноевропейских рынках и в настоящее время обсуждается на правительственном уровне в России. Традиционно, КСО деятельности иностранных компаний в России рассматривалось скорее как лицензия на право деятельности в стране. Заинтересованность в эффективной работе русских и международных компаний в России ориентирует их на более активное участие в стратегическом планировании организации КСО, и как она будет восприниматься спектром местных заинтересованных сторон.</p> <p>Социальный медиа взрыв: Интернет по-прежнему изменяет потребительское поведение. После недавнего социального взрыва в СМИ, люди стали более доверчивы к информации и рекомендациям, предлагаемых анонимно в интернете. Вы также можете пообщаться с анонимным сверстником на предмет взаимного интереса. Русские пользователи социальных сетей тратят в среднем 6,6 часа в месяц на сайтах социальных сетей по сравнению с глобальной цифрой в 3,7 часа. Это делает социальные отношения средств массовой информации более важным средством коммуникации в России, чем где-либо еще во всем мире.</p> <p>Законодательные изменения, затрагивающие сектор: законопроект о внутренней информации и манипулировании рынком имеет огромный потенциал, чтобы влиять на сферу средств массовой информации и коммуникации и станет важным инструментом в предотвращении незаконного использования этой информации. Международные коммуникационные компании, среди которых компании с крупной международной клиентской базой, знакомясь с этими законами, должны быстро проанализировать их и понять последствия для их бизнеса.</p> <p>Комитет по коммуникациям и связям. Урсула Колган Этот Комитет был учрежден в июле 2008 членами</p>
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<p>AEB members actively working in the sphere of Public Relations and Communications set up this Committee in July 2008. Committee membership so far includes 15 representatives from both PR consultancies and in-house PR and Communication departments of European companies. Our first series of events take place in November and December 2008 and new members are welcome to join.</p> <p>PR & Communications Committee's shared mission.</p> <p>Its creation brings together PR experts from European businesses and experienced consultancy representatives to discuss and exchange information and advice on the best PR practices in Russia;</p> <ol style="list-style-type: none"> 1. Interested AEB member companies can now tap into current PR trends, topical research, PR practices and techniques that will assist them in effective promotion and protection of their brands in Russia; 2. The Committee provides both open and private discussion platforms for AEB member companies on PR and media relations issues; 3. Members seek to uphold and promote ethical standards of PR practice in Russia. <p>Specific focus</p> <p>The Committee deals with topics in these areas:</p> <ol style="list-style-type: none"> 1. Public Relations. 2. B2B and B2C Communication. 3. Internal Communications and Media relations. 4. Crisis Communications and Management. 5. Information & communications technologies and new media. Issues to be tackled by the PR & Communications Committee in H2 2008 – H1 2009 6. The current global economic crisis has created serious reputational and communications challenges for business across many industries. Therefore, one of the primary goals will be to contribute to effective management of AEB enterprises' reputational risk through advice and information regarding crisis communication techniques. 7. The Russian PR market is growing but local industry standards need to be established. The Committee's mission is to assist AEB 	<p>АЕБ, активно работающими в сфере общественных связей и коммуникаций. В настоящее время в состав Комитета входят 15 представителей как консалтинговых компаний по связям с общественностью, так и внутренних отделов европейских компаний по связям с общественностью и коммуникациям. Первая часть наших мероприятий пройдет в ноябре и декабре 2008 года, и мы будем рады новым членам.</p> <p>Общая миссия Комитета по связям с общественностью и коммуникациям.</p> <p>Его создание способствует сближению экспертов европейских компаний по связям с общественностью (PR) и опытных представителей консалтинговых компаний для обсуждения и обмена информацией и консультированию по вопросам передового опыта по связям с общественностью в России;</p> <ol style="list-style-type: none"> 1. Заинтересованные компании-члены АЕБ смогут теперь быть в курсе текущих тенденций PR, тематических исследований, PR-методов и технологий, которые помогут им в эффективном продвижении и защите их брендов в России; 2. Комитет обеспечивает компаниям-членам АЕБ как открытые, так и закрытые дискуссии по вопросам связей с общественностью и СМИ. 3. Члены стремятся поддержать и способствовать продвижению этических норм в практике PR в России <p>Особый акцент</p> <p>Комитет рассматривает вопросы в следующих областях:</p> <ol style="list-style-type: none"> 1. Общественные отношения. 2. Обмен информацией при взаимодействии "бизнес-бизнес" и "бизнес-потребитель". 3. Внутренние контакты и связи со СМИ. 4. Кризисные коммуникации и управление кризисами; 5. Информационные и коммуникационные технологии и новые средства информации. <p>Вопросы, решением которых Комитет по связям с общественностью и коммуникациям активно займется во второй половине 2008 – первой половине 2009 гг.</p> <ol style="list-style-type: none"> 6. Текущий глобальный экономический кризис создал серьезные проблемы в области репутации и коммуникаций во многих отраслях промышленности. Таким образом, одной из основных целей будет содействие эффективному управлению риском потери репутации предприятиями АЕБ с помощью
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members to build their brand values and communication activities in an ethical manner.

8. Social media and blogs present uncharted water for many businesses who struggle to understand how they can interact with stakeholders using these mechanisms. We aim to leverage the potential of new media to help Committee's members to promote their brands.

9. Communicating in the Russian regions is increasingly important, especially with the growth of regional economies intensified by the entrance of multinationals and development of local enterprises.

10. Developing and managing a consistent corporate philanthropy policy for international and Russian companies through projects promoting culture, healthcare and social solidarity is a current trend in Russia and this topic will be explored by the Committee. AEB member companies are invited to join the newly created Committee.

Finance and Investments Committee

Chairman /

Dr. Vladimir Ismailov,

The Finance and Investment Committee was established in May 2005. Shortly afterwards, the committee members briefed the members of the Association of European Businesses (AEB), other representatives of the business community, government agencies and the mass media on its achievements as well as emerging trends and problems of European businesses in Russia. The Committee makes energetic efforts to lobby the organisations that have a say in solving problems facing the AEB. The Committee organises roundtables, takes

an active part in joint events with other AEB committees, stays in close contact with television, newspapers and magazines, publishes an annual guide for investors called 'How to Invest in Russia', and arranges regular meetings for top managers – 'CFO Business Breakfasts'. The Finance and Investment Committee's mission is to provide assistance and take active part in

консультаций и информации, касающейся способов коммуникации в кризисной обстановке.

7. Российский рынок PR растет, но необходимо установить стандарты для местной промышленности. Миссия Комитета состоит в том, чтобы помочь членам АЕБ формировать ценности своего бренда и коммуникативную деятельность на основе этики.

8. Социальные СМИ и блоги являют собой неизведанное пространство для многих фирм, пытающихся понять, как они могут взаимодействовать с заинтересованными лицами, используя эти механизмы. Мы стремимся усилить потенциал новых средств

информации с целью помочь членам Комитета в продвижении их брендов.

9. Все более и более важным становится обмен информацией в регионах России, особенно с развитием экономики в регионах, усиленной появлением международных корпораций и развитием местных предприятий.

10. Современной тенденцией в России для международных и российских компаний является развитие и управление последовательной корпоративной политикой благотворительности через проекты, способствующие развитию культуры, здравоохранения и сплоченности общества. И эта проблема будет исследоваться Комитетом.

Компании-члены АЕБ приглашаются к участию в работе нового комитета.

Комитет по финансам и инвестициям

Председатель Владимир Исмаилов

Комитет по финансам и инвестициям был создан в мае 2005 года. За небольшой срок члены комитета провели активную работу по информированию членов Ассоциации европейского бизнеса в Российской Федерации (АЕБ), других представителей бизнес сообщества, органов власти и средств массовой информации о достижениях, складывающихся тенденциях и проблемах европейского бизнеса в России. Комитет проводит активную работу по лоббированию интересов АЕБ среди организаций, от которых зависит решение той, или иной проблемы. Комитет организует круглые столы, активно участвует в совместных мероприятиях с другими комитетами АЕБ, постоянно общается с телевидением, газетами и журналами, ежегодно публикует руководство для инвесторов «Как инвестировать в Россию», организует встречи для высших руководителей бизнеса «Деловой завтрак для CFO». Миссией комитета по финансам и

improving the investment climate in the Russian Federation for European business through discussions and the development of recommendations aimed at addressing outstanding problems in the area of investment and finance. For a better performance, the committee has set up working groups for specific areas of focus:

1. Capital markets;
2. Leasing;
3. Accounting, audit and internal control.

Given the dynamics of Russia's economic growth, the Finance and Investment Committee has formulated its position in this paper with respect to matters affecting the investment climate.

MARKETING/EXHIBITIONS

Since the foundation of the AMC, motor shows have been a priority issue. Together with the Association of Russian Automakers (OAR) and the International Association of Automakers (OICA), the AMC has intensively negotiated that the conditions at the Moscow International Automobile Salon be brought in line with those at other international events. In 2006, the AMC succeeded in repositioning the Moscow International Automobile Salon regarding timing, a location with modern facilities, a better test-drive area and parking capacity, and proper and fair conditions for all the exhibitors with competitive costs, terms and services.

The 2006 Moscow International Automobile Salon followed by 2008 show were undoubtedly the best motor shows arranged in Russia to date with all automakers having the opportunity to demonstrate their new cars and prototypes on professionally built stands. Consequently, the number of visitors exceeded all expectation and the events attracted extensive media coverage. Preparations for MIAS 2010 is on the Agenda of 2009/2010. For 2009, the AMC would like to see changes to the organisation of the national commercial vehicles show in a gap year (according to international practice the car shows take place every 2nd year). The expansion of the automotive market in Russia means that there is a strong demand for Moscow motor shows that meet the highest international standards. Holding an international, high-profile event would better satisfy this demand and attract more interest of

инвестициям является оказание помощи и активное участие в улучшении инвестиционного климата в Российской Федерации для европейского бизнеса путем обсуждения и выработке рекомендаций по разрешению проблемных вопросов в области инвестиций и финансов. Для более эффективной организации своей работы, комитет организовал рабочие группы по различным направлениям:

1. Рынки капитала;
2. Лизинг;
3. Учёт, аудит и внутренний контроль.

Учитывая динамику развития экономики России, комитет по финансам и инвестициям сформулировал свою позицию в отношении вопросов, влияющих на инвестиционный климат в этой статье.

МАРКЕТИНГ/ВЫСТАВКИ

С момента основания Комитета автопроизводителей одним из основных вопросов, требующих решения, был вопрос по национальным автосалонам. Совместно с Объединением Автопроизводителей России (OAR) и Международной организацией автопроизводителей (OICA) комитет в ходе интенсивных переговоров добился того, чтобы условия проведения Московского Международного Автомобильного Салона были приведены в соответствие с подобными мероприятиями на международном уровне.

В 2006 г. Комитету автопроизводителей удалось перенести проведение Московского Международного Автомобильного Салона по времени; по месту – местом проведения стал современный комплекс с хорошей площадкой для тест-драйвов и отличными возможностями парковки. Автосалон был организован на понятных и прозрачных условиях для всех участников, которым были предложены услуги по конкурентоспособным ценам. Московский Международный Автомобильный Салон 2006 года, а затем и 2008 года стали, несомненно, лучшими автошоу, организованными до настоящего момента в России. Все автопроизводители получили возможность продемонстрировать свои новые автомобили и концепты на профессионально оборудованных стендах. В результате количество посетителей превысило все ожидания, оба мероприятия активно освещались средствами массовой информации. Подготовка к автосалону 2010 года стоит в планах комитета на 2009/2010 годы.

На повестке Комитета на 2009 год – участие в

the visitors and from the media.

USED VEHICLES

The efforts of the AMC Used Vehicles WG are concentrated on the development of a transparent used vehicle (UV) sector in Russia. In spite of the fast developing market, UV trade in Russia is under-developed and is still considered “grey”, since the majority of the transactions are performed by private individuals not official dealers and are almost tax free. When trading-in vehicles that way, consumers do not enjoy the benefit of having the support of an official dealer network. The main hindrance in the development of this market

is legislative. Under the Tax Code, VAT is levied on all deals between legal entities and consequently UVs are subject to VAT on the full vehicle price. A legal entity (official dealer) is required to pay VAT on the sale of a car with mileage during trade-in, while this is not the case in transactions between private individuals. This leads to duplicate collection of VAT at vehicle resale by the dealer (VAT is first collected when the new vehicle is bought from the dealer, then again when the vehicle is resold) and artificially increases the UV price for the buyer. As a result, authorised dealers seldom trade-in vehicles from customers who have bought a new vehicle from them. Consequently, customers tend to buy used vehicles on commission from other private individuals and this pushes used-vehicle trade into the “shadow economy”. In this scenario, consumer protection is minimal: no warranty is given to the buyer; retail finance cannot be obtained. The Committee’s main objective is to bring regulations in line with EU practice by getting rid of double taxation in UV trade. Currently the proposal of the legislation update is passed to the state Parliament and is being discussed. The Committee has prepared

процессе подготовки к национальной выставке коммерческого транспорта, проходящей в промежуточный год между автосалонами легкового транспорта (в соответствии с международной практикой салон легкового транспорта проходит раз в два года). Расширение российского автомобильного рынка означает повышенные требования к проводимым в стране автошоу национального масштаба, которые должны соответствовать высоким международным стандартам. Именно поэтому проведение мероприятия высокого класса поможет лучше удовлетворить имеющийся спрос и привлечет больший интерес посетителей и средств массовой информации.

ПОДЕРЖАННЫЕ АВТОМОБИЛИ

Усилия Рабочей группы сосредоточены на создании в России прозрачного сектора операций с поддержанными автомобилями. Несмотря на быстрый рост рынка, торговля поддержанными автомобилями находится в России на низком уровне развития и по-прежнему считается «серой», поскольку большинство сделок в этой области совершаются частными лицами, а не официальными дилерами, при этом практически не платятся налоги. При покупке автомобилей по системе «trade-in» (покупка нового автомобиля в зачет старого; стоимость бывшего в употреблении автомобиля зачисляется в счет стоимости нового) покупатели не имеют возможности воспользоваться преимуществами поддержки официальной дилерской сети. Главным препятствием развития этого рынка является состояние законодательства. В соответствии с налоговым кодексом НДС взимается со всех сделок между юридическими лицами, соответственно, в случае с поддержанными автомобилями, уплачивается НДС с полной стоимости автомобиля. Юридическое лицо (официальный дилер) должно уплатить НДС с продажи автомобиля с пробегом при операции «trade-in», чего не требуется в случае сделки между частными лицами. Это ведет к двойному обложению НДС при перепродаже автомобиля дилером (НДС взимается первый раз при покупке у дилера нового автомобиля, затем снова при перепродаже этого автомобиля) и искусственному повышению цены автомобиля для покупателя. В результате авторизованные дилеры редко выкупают автомобили у клиентов, которые приобрели у них новый автомобиль. Следовательно, клиенты охотнее покупают бывший в употреблении автомобиль на условиях

a proposal based on a comprehensive study of European tax and trade-in practices with a financial estimate included. The initiative is supported by the Association of Russian Automakers (OAR) and the Russian Automobile Dealer Association (ROAD). The suggested amendments to the Tax Code would result in a more transparent and legal market for used vehicles and trade-ins. Consumers would gain a clearer and simplified system of trade-in and retail finance options and higher consumer protection due to vehicle safety checks carried out by dealers. Automotive companies would benefit from an increased demand for new vehicles and increased sales growth boosted by the trade in option and higher levels of customer satisfaction. Benefits for the state would include: a transparent and legal UV trade sector; faster turnover of used vehicles; increased tax revenues to the state budget from the sale of new automobiles and funds emerging from trade operations with legal entities; creation of new jobs in the automotive retail and maintenance sectors and a decrease in road traffic accidents due to official dealer involvement in technical inspection and pre-sale services.

Automobile manufacturers committee

Chairman Mr David Thomas

The Automobile Manufacturer's Committee (AMC) was formed in 1998 to unite and represent the common interests of member

комиссии у других частных лиц, что подталкивает данный сегмент рынка в сторону "теневой экономики". При таком сценарии защищенность покупателя оказывается минимальной: покупатель не получает никаких гарантий; не может получить кредит на такую покупку. Главной целью Комитета является приведение нормативных актов в соответствие с европейской практикой за счет исключения двойного налогообложения при продаже подержанных автомобилей. Комитет подготовил предложение, основанное на результатах широкомасштабного исследования европейской практики налогообложения и осуществления операций «trade-in», включающее финансовую оценку. Инициативу поддержали Объединение Ав-топроизводителей России (ОАР) и Ассоциация «Российские Автомобильные Дилеры» (РОАД). В настоящий момент законопроект по внесению необходимых изменений для реализации предложения находится на обсуждении в Государственной Думе. Принятие предложенных поправок к налоговому кодексу приведет к появлению более открытого и юридически регулируемого рынка подержанных автомобилей и развития системы «trade-in». Клиенты получают более четкую и понятную систему "trade-in" и возможность получения кредитов при покупке по данной схеме, они также будут лучше защищены благодаря технической проверке бывших в употреблении автомобилей со стороны дилеров. Автопроизводители будут в выигрыше от растущего спроса на новые автомобили и роста продаж, стимулируемого развитием системы "trade-in", а также смогут обеспечить более высокий уровень клиентской удовлетворенности. Государство получит следующее: прозрачный, юридически регулируемый сектор торговли подержанными автомобилями; более высокую оборачиваемость подержанных автомобилей; увеличение налоговых отчислений в госбюджет от продажи новых автомобилей и получение средств от торговых операций по подержанным автомобилям с юридическими лицами; создание новых рабочих мест на предприятиях, осуществляющих торговлю автомобилями и техническое обслуживание, а также снижение числа дорожных аварий благодаря участию официального дилера в техосмотре и предпродажной подготовке.

Комитет автопроизводителей.

companies. Members include major international car makers manufacturing in and/or official importers to Russia. The aim is to create and observe fair business rules for all companies officially operating on the Russian market and to leverage inter company co-operation. Currently, the committee unites 20 member companies (automobile importers and representative offices of global automobile producers) representing 36 brands, which guide business activities in the Russian Federation. Participation in the committee is at the level of company CEOs and senior managers who meet regularly to discuss industry issues and work out a common position and solutions. The AMC concentrates on the most important and urgent issues faced by the automotive business and which affect its members, developing appropriate responses, lobbying committee interests, dealing with the Russian government authorities, public institutions, local automotive associations and the mass media.

To increase the efficiency of committee activities, a decision was taken to focus on particular areas addressing acute automotive issues where member specialists work to find solutions together. The AMC consists of 8 working groups which integrate up to 250 people nominated by their company. Each working group deals with a distinct automotive issue that has been set as a priority by the committee: Statistics and Sales Data, Homologation and Automotive Regulation, Exhibitions, Customs, Consumer Legislation, Used Vehicles (Trade-In), PR and ELV. The committee operates under the AEB Committee Rules and Automobile Manufacturers Committee Charter. For a number of years the AMC has cooperated with the Association of Russian Automakers (OAR). In February 2007, a Memorandum of Understanding was signed between the 2 organisations to intensify joint efforts, exchange information and strengthen lobbying activities in the automotive sector

Председатель Mr. David Thomas
Комитет автопроизводителей был создан в 1998 году для объединения и совместного представительства общих интересов компаний-членов АЕБ. Комитет объединяет крупнейших международных автопроизводителей и (или) официальных импортеров, работающих в России. Цель Комитета – создать и соблюдать правила добросовестной коммерческой деятельности для всех компаний, работающих на российском рынке, а также обеспечить сотрудничество между ними. В настоящий момент членами Комитета являются 20 компаний (импортеры и представительства крупнейших автопроизводителей мира), которые представляют 36 брендов и осуществляют свою деятельность на территории Российской Федерации. Участие в деятельности комитета происходит на уровне глав компаний и менеджеров высшего звена, которые регулярно встречаются, чтобы обсудить проблемы отрасли, выработать совместную политику и найти оптимальное решение встающих задач. Комитет автопроизводителей концентрирует внимание на самых важных и актуальных проблемах, с которыми сталкиваются автопроизводители, продумывает адекватную реакцию на возникшие проблемы, лоббирует интересы членов Комитета, устанавливает контакты с государственными органами Российской Федерации, общественными организациями, национальными отраслевыми ассоциациями и средствами массовой информации.

Чтобы повысить эффективность деятельности Комитета, было принято решение сосредоточиться на определенных областях, связанных с наиболее острыми проблемами автомобильной отрасли, над которыми специалисты, представляющие членов Комитета, могли бы работать вместе. Комитет автопроизводителей состоит из 8 рабочих групп, объединяющих до 250 человек, номинированных компаниями. Каждая рабочая группа имеет дело с конкретной областью, которая определена Комитетом как одна из приоритетных. Речь идет о таких вопросах, как статистические данные и результаты продаж; омолаживание и сертификация; выставки/маркетинг; вопросы таможенного оформления; законодательство в сфере защиты прав потребителей; подержанные автомобили (операции trade-in), связи с общественностью и утилизация автотранспортных средств. Комитет

HR COMMITTEE

Chairman Tim Carty

As HR professionals supporting the People related aspects of the development of European business in Russia, the Committee would like to see improvements in a number of fields. These are broken down into our four sub-committees, and also a section of the activity of foreign nationals in Russia and Russian nationals working abroad.

1. Training, development and assessment

Education & Graduate Career Opportunities

The Committee notes the particular strain likely to appear on graduate recruiting in the next five years due to the decline in the birth rate in Russia in the early 1990s. We believe this means even greater focus on ensuring that the widest possible pool of graduates entering the employment market are equipped with the necessary skills and information to succeed in their chosen careers.

We welcome the continuing and improving interface between parts of the Russian Educational establishment and business organizations. In particular we welcome the opportunity for Members of the AEB to interact with educational establishments and their students in organised events, including career days, within and outside Moscow.

Whilst we appreciate the need for limited funding for such events we would regret any further development of policy whereby these are designed to generate profit for the establishments, or worse still, individuals and enterprises associated with them.

We also welcome the increased focus within Russian academia to the development of skills amongst students from their studies which are adaptable to their future careers.

Further we would like to see increased opportunity and co-operation in the development of intern programs during education. We would like such direction to be officially encouraged and success in this regard to be acknowledged.

Professional Development of HR

We welcome the increased variety of

работает в соответствии с Правилами работы Комитетов АЕБ и Уставом Комитета автопроизводителей. Комитет автопроизводителей на протяжении многих лет сотрудничает с Объединением Автопроизводителей России (ОАР). В феврале 2007 года между двумя организациями был подписан Меморандум о сотрудничестве, цель которого – объединить совместные усилия, активизировать обмен информацией и усилить лоббирование в автомобильном секторе.

Комитет по трудовым ресурсам

Председатель Tim Carty

Будучи специалистами по персоналу, способствующими решению вопросов развития европейского бизнеса в России, связанных с человеческими ресурсами, комитет стремится к положительным изменениям в различных сферах деятельности бизнеса. Этим направлениям соответствует разбивка на четыре подкомитета и группу иностранных граждан, работающих в России, и российских граждан, за рубежом.

1. Обучение, развитие и оценка

Образование и карьерные возможности для выпускников ВУЗов

Комитет отмечает вероятность возникновения напряженности при наборе специалистов в течение следующих пяти лет вследствие снижения рождаемости в России в начале 1990-ых. Мы полагаем, что это приведет к еще большей концентрации внимания на том, чтобы специалисты, выходящие на рынок труда, обладали необходимыми навыками и знаниями для достижения успеха в выбранной ими карьере.

Мы приветствуем продолжение и налаживание контактов между подразделениями российских образовательных учреждений и коммерческими организациями. В частности, мы рады возможности взаимодействия членов АЕБ с образовательными учреждениями и их студентами в рамках организованных мероприятий, включая дни карьеры в Москве и за ее пределами.

Хотя мы понимаем, что существует необходимость в ограничении финансирования подобных мероприятий, мы будем огорчены дальнейшей разработкой политики, согласно которой эти мероприятия проводятся с целью получения прибыли учреждениями или, что ещё хуже, физическими и юридическими лицами, с ними связанные. Кроме того, мы поддерживаем рост внимания российского научного сообщества

<p>professional qualifications in the HR area that are now available in Russia.</p> <p>We would like to see the mid term development of a Russian based professional qualification to supplement and work alongside international qualifications.</p> <p><i>2. Compensation and benefits</i></p> <p>Executive Remuneration and Governance</p> <p>We would like to see increased transparency in the process of executive remuneration in Russia. In particular we would like to see the development, within a wider framework of corporate governance, of clarity regarding the delivery of remuneration, such that, whilst allowing for proper confidentiality, business competition, and the labour protection afforded to all employees, the remuneration of senior management is delivered as a payroll costs of the entity for whom they work, or is transparently recharged to it in a manner which maximizes transparency, minimizes any suggestion of tax evasion, and ensures that the economic cost of an organisation's personnel is accurately reflected in its Russian statutory financial accounts.</p> <p>We would seek a minimization of technical risk and penalty in the fields of taxation, labour and currency law and accounting associated with such a development.</p> <p><i>3. Deferred (Long Term) Compensation</i></p> <p>The use of deferred compensation is a tried and trusted means of stretching the perspective of executives in their decision making; assisting in retention; and incentivising executives to manage their businesses in the mid to long term interests of their shareholders and stakeholders, avoiding the potentially damaging effects of short term decision making.</p> <p>We would seek the official recognition of deferred compensation as a valid remuneration tool, and clarification of labour law, taxation and accounting rules to reflect this.</p> <p><i>4. Equit of Remuneration</i></p> <p>Equity remuneration is a specialized subset of deferred compensation, and adds significant levels of technical complexity to an area that is already unclear in Russian legislation.</p> <p>We would welcome the further clarification of the personal taxation, social security and corporate profits tax implications of participation in equity plans, in particular noting that such programs are often run</p>	<p>к развитию у студентов в процессе обучения практических навыков, ко торые применимы в их будущей карьере. Более того, мы хотели бы наблюдать расширение возможностей и сотрудничества по созданию в рамках образовательного процесса программ для стажеров, а также официальную поддержку этого направления и признание достигнутых успехов.</p> <p><i>Профессиональное развитие кадровой службы</i></p> <p>Мы приветствуем увеличение спектра профессиональных квалификаций в сфере управления персоналом, которые в настоящее время доступны в России. В среднесрочной перспективе нам бы хотелось стать свидетелями формирования профессиональной квалификационной базы на российской основе и её применение наряду с международной.</p> <p><i>2. Вознаграждения и пособия</i></p> <p>Вознаграждение ответственных руководителей и управления. Что касается вознаграждения руководящего состава компаний в России, нам бы хотелось наблюдать большую прозрачность. В частности, необходима ясность в более широком контексте корпоративного управления, касательно выплаты вознаграждения, чтобы при надлежащем сохранении конфиденциальности, деловой конкуренции и доступности всем сотрудникам трудовых гарантий, вознаграждение высшего руководства представляло бы собой расходы на заработную плату того предприятия, на которое они работают, или прозрачно относилось на затраты последнего.</p> <p>Таким образом, чтобы обеспечивать максимальную открытость, сводить к минимуму подозрения на счет уклонения от уплаты налогов и гарантировать точное отражение оптимальных издержек на персонал организации в финансовой отчетности компании, предусмотренной российским законодательством. Мы бы стремились предельно снизить технический риск и штрафы в сфере налогообложения, трудового и валютного законодательства и бухгалтерского учета, сопряженные с выполнением вышеописанной задачи.</p> <p><i>3. Отсроченное вознаграждение</i></p> <p>Применение отсроченной выплаты вознаграждения – испытанный и заслуживающий доверия способ заставить ответственных руководителей лучше учитывать перспективу при принятии решений, помочь их удержать и стимулировать к управлению коммерческой деятельностью в средне- и долгосрочных интересах акционеров и заинтересованных</p>
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<p>outside the geographical confines of the Russian Federation, and that the linkage between an executive's Russian employment and his ability to benefit from his wider employer group is not set out with clarity. We would welcome developments in the areas of labour law, tax law and accounting to clarify the treatment of such international programs, to facilitate the development of this type of remuneration program within the wider domestic Russian market without risk of technical infringement through the inadvertent crossing of interpretations of regulations in these areas, and to encourage compliance with tax and other obligations arising out of participation.</p> <p>We would also like to see banking regulations clarified so as to make the transfer of funds abroad for the purposes of participation in such programs clearly permissible, practically efficient, and individually identifiable.</p> <p><i>5. Recruitmet</i></p> <p>We note that with the dynamism of the Russian economy, and consequent staff turnover, many organizations are seeking to utilize loan staff as a legitimate means of bridging shortfalls in staffing levels. We also note that a decision to work on a loan staff basis may be a desirable and useful opportunity in the career of an employee. We would like to see clarification in Russian labour law and other related elements of Russian legislation, regarding this type of work arrangement such that the variety of issues and exposures that surround it be removed, and that proper protection be put in place for both the individuals and organisations concerned.</p> <p><i>6. Relations, inclding treatment of foreign nationals</i></p> <p>Overall we welcome the observations of the Russian government regarding the importance to the Russian economy of the investment of foreign companies into Russia, and the need for the Russian economy to benefit from the skills and talents of foreign nationals coming to work in Russia. We also welcome the strategic direction of recent attempts within the immigration area to improve the infrastructure to facilitate the lawful relocation of foreign nationals to work in Russia.</p>	<p>сторон, избегая потенциально опасных результатов принятия решений краткосрочного характера. Мы выступаем за официальное признание метода отсроченной выплаты вознаграждения в качестве действующего инструмента вознаграждения и приведение в соответствие норм трудового права, налогообложения и бухучета в целях отражения вышеизложенного.</p> <p><i>4. Вознаграждение в форме участия в капитале</i></p> <p>Вознаграждение в форме участия в капитале компании – специальный подвид отсроченного вознаграждения, который приносит заметные дополнительные технические сложности в ту область, которая и без того нечетко прописана в российском законодательстве. Мы будем рады дальнейшему уточнению интересов физических лиц с точки зрения налогообложения, социального обеспечения и налога на прибыль предприятий в свете участия в планах вознаграждения в виде участия в акционерном капитале, особенно учитывая, что такие программы зачастую осуществляются за пределами географических границ Российской Федерации и связь между наймом руководителя в России и его способностью получать выгоду от включения в состав более широкой группы работников нечетко определена с юридической точки зрения. Мы воспримем с одобрением проработку трудового, налогового законодательства и вопросов бухгалтерского учета в интересах уточнения толкования международных программ, поддержки большего распространения такого рода программ при вознаграждении руководителей в рамках российского внутреннего рынка, минимизации риска технических нарушений вследствие пробелов и пересечения трактовок нормативных предписаний в этой области права, а также стимулирования соблюдения налоговых и иных обязательств, вытекающих из участия в таких программах. Хотелось бы также видеть уточнения правил проведения банковских операций при переводе денежных средств, полученных от участия в таких программах, за рубеж, с тем чтобы такие операции были очевидно разрешены законодательством и эффективны на практике.</p> <p><i>5. Найм персонала.</i></p> <p>Использование рабочей силы, предоставленной во временное пользование. Мы отмечаем, что на фоне динамичного развития российской</p>
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<p>However, there remain a wide ranging number of issues whereby the implementation of this strategic direction could be significantly improved.</p> <p><i>7. Business Trips and Working</i></p> <p>We would like to see a clear definition across a variety of aspects of Russian legislation of the difference between a business trip into Russia and the commencement of work.</p> <p><i>8. Secondment (Provision of Personnel)</i></p> <p>We acknowledge the potential problems with the use of secondments as a means of structuring the presence of expatriate personnel in Russia. We note the possibility for abuse whereby an individual who is employed and paid by an entity outside of Russia, with no presence in Russia, but working for a business in Russia may be subjected to a work regime outside the confines of Russian law, but where responsibility for such a breach of the individual's rights, and the ability to seek redress, is unclear as his employer is not present and hence is outside the scope of Russian jurisdiction. Further, we acknowledge the possibility that parties present in Russia may be unable to seek redress for the actions of such an employee as, again, his employer is not present. At worst we understand that there are potential security considerations in this regard.</p> <p>However, we also note that, where a foreign executive is requested to move to Russia in order to assist in the development of his employing organisation's business, to the wider benefit of the Russian economy, it is unlikely that he would be willing to leave his existing employment, and for the duration of his assignment become an employee of the entity through which his employing organization conducts its business in Russia. To do so would mean the removal of the executive from home country social security, home country pension and other benefits programs, and removal of his employment rights under the laws of his home country. We are of the view that a structure whereby the executive may be seconded from his usual employer to work under the control and management of the entity through which his employing organization conducts its business in Russia is the optimal solution to this problem. We note</p>	<p>экономики, и, как следствие, повышенному уровню текучести кадров, многие организации стремятся привлекать временных сотрудников в качестве законного средства восполнения недостатка штатного персонала. Мы также отмечаем, что решение работать на временной основе может быть желанной и ценной возможностью для развития карьеры наемного работника. Нам бы хотелось видеть уточнения российского трудового законодательства и других смежных отраслей российского права в отношении такого типа трудовых договоренностей, с тем чтобы были устранены связанные с ними многочисленные противоречия и риски, а также обеспечена надлежащая защита как заинтересованным физическим лицам, так и организациям.</p> <p><i>6. Иностранцы сотрудники</i></p> <p>В целом мы приветствуем заявления российского правительства о важной роли инвестиций зарубежных компаний в экономику России и потребности России извлекать выгоду из навыков и способностей иностранных граждан, прибывающих для работы в стране. Мы также с одобрением относимся к недавним попыткам в области миграционной политики, которые носят стратегический характер и улучшают инфраструктуру, благоприятствуя тем самым законному перемещению иностранных граждан для работы в Российской Федерации. Однако остается широкий спектр проблем, решение которых могло бы значительно ускорить реализацию этого стратегического плана.</p> <p><i>7. Командировки и работа</i></p> <p>Нам бы хотелось, чтобы была определена разница между иностранными гражданами, прибывающими в Россию в служебные командировки, и иностранцами, въезжающими в Россию, с целью осуществления трудовой деятельности.</p> <p><i>8. Командирование сотрудников по договору предоставления персонала.</i></p> <p>Мы признаем возможные проблемы, связанные с предоставлением персонала как возможный вариант структурирования найма иностранных работников в России. Мы понимаем возможность неверной трактовки данной структуры найма, в соответствии с которой сотрудник нанят и оплачивается организацией, находящейся за пределами России (и не имеющей представительства в России), а работает в России. Такой сотрудник по факту может считаться «работающим» в соответствии с зарубежным</p>
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the specific consideration given to such a structure in the corporate profits tax chapter of the Tax Code of the Russian Federation. However, we also note the silence with regard to such a structure in the Immigration Laws of Russia, and the current interpretation of the Russian Migration Authorities that such a structure is not a permissible basis for the application for a work permit by a foreign national. We believe that such an interpretation, which is a reversal of the interpretation of the work permit regulations from November 2002 to the spring of 2004, despite the absence of any relevant change in the Law since that period, is a disincentive to the assignment of executive level talent to assist in the Russian economy, and facilitates poor compliance, tax avoidance and potentially evasion, and obscure accounting. We would therefore wish to see that the concept of secondment, already formally articulated in Tax Law, be introduced into all other areas of Russian law in which it is relevant, such that it may be used without risk for the executive and the organizations concerned. We would be willing to enter into any dialogue to ensure that the genuine concerns of potential abuse as a result of such a structure be considered and addressed in such legislative developments.

10. Immigration

There are wider technical considerations in the area of immigration, particularly in the area of enrollment, but for these we would defer to the Visa/Work Permit Task Force

11. Taxation of Foreign Nationals

We applaud the general strategy of the Russian taxation system with regard to individuals, and welcome the government's continued commitment to a low tax regime whereby active compliance and payment of taxes is a financial burden that any person should be willing to accept. However, we note a number of ongoing problems with the taxation system as it affects foreign nationals, and observe that many of these are a disincentive to compliance.

As a general comment we believe that it should be the clear policy of the tax administration that the application of tax control should fall most heavily upon those individuals who do not comply with their tax

законодательством, в связи с чем ответственность за нарушение прав физического лица и возможность требования возмещения в суде в данной ситуации неясна, так как его работодатель не представлен на территории Российской Федерации.

Нам также известно, что при отсутствии работодателя в России, стороны, представленные в России, также не могут обратиться за защитой в случае некорректных действий иностранного специалиста.

Необходимо принимать во внимание наличие потенциальных рисков недостаточного обеспечения безопасности, возникающие в такой ситуации. Существуют, однако, обстоятельства, когда иностранного руководителя просят переехать в Россию, чтобы оказать помощь в развитии бизнеса компании в России, что в конечном итоге положительно скажется на российской экономике. При таком сценарии маловероятно, чтобы специалист захотел официально прекратить существующие трудовые отношения и на время выполнения порученного ему задания стать сотрудником компании, через которую его работодатель ведет дела в России. Ведь в этом случае сотрудник потерял бы гарантии, связанные с социальным обеспечением и выплатой пенсии, а так же возможность участвовать в других поощрительных программах, так как потерял бы права наемного работника в своей стране.

Для решения подобных проблем желательно установить структуру найма, при которой существующий работодатель иностранного топ-менеджера мог бы командировать его для работы под контролем и руководством организации, через которую работодатель ведет свои дела в России. Такие структуры найма упомянуты в главе о налоге на прибыль организаций Налогового кодекса Российской Федерации. Однако такой способ найма иностранных сотрудников не признается миграционным законодательством России, и российские миграционные власти на сегодняшний день не рассматривают договор о предоставлении персонала как основание для выдачи иностранному гражданину разрешения на работу. Толкование нормативно-правовых актов, регламентирующих выдачу разрешений на работу, не совпадает с толкованием, применявшимся миграционными властями с ноября 2002 года до весны 2004 года – причем, такая непоследовательность не объясняется

obligations, rather than those who attempt to do so. In particular we note that, as a matter of Law, Russia has had a self assessed personal taxation system since 2001, and yet that the infrastructure of the tax administration continues to require, with no technical basis, the provision of vast levels of documentation to support every figure appearing on a personal tax return. This is a structural issue which we strongly believe needs redress. We would welcome the detailed selective audit of a number of taxpayers chosen both by random and through a measure of analysis, so as to ensure that the figures on their tax filings are accurate, both to check this for those individuals selected, and also to encourage all other taxpayers to be accurate and diligent in their returns. However, we believe the attempt to check all data on tax returns is misguided, a waste of resource, and inconsistent with the Law. We believe that the current provision of the Law, whereby only a taxpayer may pay his taxes, should be amended to state that a taxpayer may not transfer ultimate responsibility for his liability to another party. This would allow for companies to settle their expatriates' taxes on their behalf, itself of course a taxable benefit if not reimbursed, which would materially simplify the administration of foreign nationals' tax affairs, and consequently improve compliance and increase tax revenue. We believe that the section of the Tax Code dealing with the application of double tax treaties be revised such that it is consistent with the provisions of double tax treaties. We believe that the form of the Russian tax return be revised so as to allow for clarity with regard to the reporting by tax non-residents of income paid in foreign currency abroad in relation to duties performed in Russia.

12. Social Security

We welcome preliminary discussions around the establishment of a totalisation agreement for social security taxes and benefits between Russia and France. We would like to see further efforts made in this direction with a wider span of foreign jurisdictions.

13. RUSSIANS WORKING ABROAD

We note the increasing success of Russian businesses in developing their foreign investments and believe this to be a welcome

изменениями законодательства за этот период. Комитет считает, что действующее на сегодня толкование законодательства не предусматривает возможность наиболее эффективно предоставлять талантливых иностранных топ-менеджеров, знания и опыт которых могли бы принести много пользы российской экономике. Сложившаяся ситуация ведет также к несоблюдению законодательных требований, уклонению от налогов и отсутствию четкой бухгалтерской отчетности. Концепция прикомандирования (предоставления персонала) официально сформулированная в Налоговом кодексе, должна быть распространена на другие области применимого российского законодательства, чтобы руководители и организации могли использовать ее без риска нарушения законов. Подкомитет хотел бы вести постоянный диалог с российским правительством с целью привлечь его внимание к возможным злоупотреблениям, вытекающим из непоследовательности действующего законодательства, а также способствовать соответствующим изменениям.

10. Иммиграция

В миграционной сфере существуют более обширные технические проблемы, особенно в области постановки на миграционный учет, но в этой связи мы полагаемся на Рабочую группу по вопросам виз/разрешений на работу.

11. Налогообложение иностранных граждан

Можно только приветствовать действующий на данный момент подход к налогообложению физических лиц и стремление правительства сохранять низкие налоговые ставки, учитывая при этом, что четкое соблюдение законодательных требований и уплата налогов являются обязательными для всех физических лиц. Однако в данной области существует ряд проблем, связанных с системой налогообложения, поскольку она задевает интересы иностранных граждан и не обеспечивает возможность соблюдать некоторые требования законодательства. Необходимо выработать четкую политику налоговых органов, подразумевающую строгость в отношении тех, кто нарушает свои налоговые обязательства, а не тех, кто стремится их выполнить. Так, следует отметить, что, согласно законодательству, с 2001 года в России введена система налогообложения физических лиц, подразумевающая самостоятельную оценку суммы налога налогоплательщиком, и все же налоговые органы продолжают требовать (несмотря на отсутствия

direction for the Russian economy. We also note that practice of international organizations investing in Russia of relocating Russian personnel outside of Russia for periods of time to develop them, and, increasingly to use the executive skills of Russian Management in more strategic roles internationally. These are welcome developments on both macroeconomic and individual levels. We also note that the rules related to personal income tax withholding regarding such individuals are far from clear. We would like to see amendments introduced into the Tax Code under which Russian nationals who either cease Russian tax residency, or who are subject to taxation in their host jurisdiction, will explicitly not be subjected to the withholding of Russian personal income tax on any remuneration paid in Russia in relation to duties performed in a foreign jurisdiction.

14. MOVEMENT OF GOODS

In combination with colleagues in our Transport and Customs Committee, we welcome all developments whereby the conceptual ease of movement of the belongings of foreign nationals entering and leaving Russia as a result of their employment is rendered easy in practice.

15. EXPATRIATE EDUCATION

The Members of the Committee, and especially the Relocation sub-Committee are committed to high level professional assistance for expatriate personnel relocating to Russia. We support the ongoing developments in the establishment of good international schooling in Russia, and the willingness of the Russian authorities to accredit such establishments. We would like to see all possible assistance given to the personnel of such institutions, especially teachers and other educational professionals, in clearly establishing their legal status in the country, with particular focus on understanding of the timing considerations in this regard imposed by term commitments. The Committee is disappointed where the ability of international schools to source qualified teachers in circumstances beyond their control is curtailed by time consuming administrative requirements in matters such as immigration. This leads to a reduction in the

такого требования в действующем законодательстве) представления большого количества документов в подтверждение каждой цифры, значащейся в налоговой декларации физического лица. Эта административная и структурная проблема требует скорейшего разрешения.

Более эффективным способом обеспечения точности данных в налоговых декларациях могла бы стать выборочная аналитическая проверка определенного числа физических лиц, отобранных по случайному принципу, с тем, чтобы одновременно проверить декларации отобранных лиц и поощрить всех налогоплательщиков к точному и добросовестному заполнению налоговых деклараций. Стремление проверять данные, содержащиеся во всех налоговых декларациях, ничем не обосновано, и является примером неэффективного распределения ресурсов, а также противоречит законодательству.

Действующее законодательное положение, согласно которому только налогоплательщик может уплачивать причитающиеся с него налоги, необходимо заменить положением, фиксирующим, что налогоплательщик не может перекладывать ответственность за исполнение своих налоговых обязательств на третьих лиц. Это позволит компаниям уплачивать налоги от имени своих иностранных сотрудников, что, однако, будет приводить к налогообложению таких выплат, в случае, если они осуществляются за счет компании). Такое положение существенно упростит взимание налогов с иностранных граждан, обеспечит соблюдение законодательных норм и увеличит поступления от налогов.

Необходимо также пересмотреть статью Налогового кодекса, регламентирующую применение договоров об избежании двойного налогообложения и привести ее в соответствие с положениями таких договоров. И, наконец, необходимо пересмотреть форму налоговой декларации, обеспечив нерезидентам возможность отчитываться в более понятной форме о доходах, выплачиваемых за рубежом в иностранной валюте за работу, осуществляемую на территории России.

12. Социальное страхование

Мы приветствуем предварительные дискуссии между Россией и Францией относительно достижения договоренности об избежании двойного налогообложения в сфере налогов и льгот по социальному обеспечению. Мы бы

<p>excellence of the education of children, which is poor in itself, but also dissuades needed technical and managerial resource from committing to live and work in Russia, to the detriment of Member organizations and the wider Russian economy.</p> <p>The Committee also notes the issues that many Member organisations have encountered with obtaining visas for Russian staff to attend training and development events in Europe, and would urge consular staff to continue to exercise the greatest discretion and efficiency in handling the training related visa requests of Members' Russian employees.</p>	<p>хотели видеть дальнейшие попытки, предпринятые в этом направлении и распространение указанной договоренности на более широкий спектр иностранных юрисдикций.</p> <p>13. РОССИЙСКИЕ ГРАЖДАНЕ, РАБОТАЮЩИЕ ЗА ГРАНИЦЕЙ</p> <p>Мы отмечаем успешную деятельность российского бизнеса за рубежом, с точки зрения инвестиций в другие страны и полагаем, что это благоприятное направление для российской экономики. Также хотелось бы отметить практику крупных международных компаний – инвесторов в российскую экономику, которые содействуют временному перемещению российского персонала за пределы России в целях повышения квалификации, а также наиболее широкого использования, в стратегическом плане, руководящих навыков российского менеджмента на международном уровне. Такие достижения благоприятны, как и для развития бизнеса, так и для развития персонала.</p> <p>14. ПЕРЕМЕЩЕНИЕ ИМУЩЕСТВА</p> <p>Совместно с коллегами Транспортного и Таможенного Комитета мы также выступаем за любые положительные изменения, связанные с упрощением процедуры перемещения личного имущества иностранных граждан, прибывающих в страну или выезжающих из России в связи с осуществлением трудовой деятельности. Хотелось бы, чтобы данные процедуры на практике были необременительны.</p> <p>15. ОБУЧЕНИЕ ИНОСТРАННЫХ СОТРУДНИКОВ</p> <p>К членам Комитета и, в частности, подкомитета, занимающегося вопросами перемещения сотрудников, предъявляются высокие профессиональные требования, как к специалистам, работающим с иностранными сотрудниками, приезжающими для работы в Россию. Мы поддерживаем положительные изменения, связанные с учреждением качественных международных обучающих организаций в России, и готовностью российских властей аккредитовать такие учебные заведения. Мы приветствуем любую возможную помощь, предоставляемую персоналу таких учреждений, в частности, преподавателям и другим специалистам в области образования, в отношении установления их правового статуса в стране, четкого понимания их миссии и определения срока пребывания, обусловленного выполнением поставленных задач. Членов Комитета расстраивает ситуация, когда</p>
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<p>PUBLIC RELATIONS (PR) AND COMMUNICATIONS AN OVERVIEW OF RUSSIA'S LABOUR MARKET Yury Efrosinin, Operations Director, Kelly Services CIS</p> <p>In order to better understand Russia's PR-specialists labor market we need to have a brief history of the PR and communications market in general. In theory, public relations specialists are supposed to serve as advocates for businesses and non-profit-organizations, and build and maintain positive relationships with the public. It is so if the company is a multi-national or Russian corporation that recognizes the importance of good public relations and relies on PR-specialists for advice on strategies to be used and policies to be adopted. Such specialists must establish and maintain a long standing cooperative relationship with the government and handle organizational functions such as the media, community and the consumer. For example, pharmaceutical and oil and gas companies consider the communications and public relations or Government relations manager</p>	<p>способность международных школ предоставлять квалифицированных преподавателей ограничивается по независящим от них обстоятельствам. Например, выполнение многочисленных административных требований, установленным миграционным законодательством, занимает достаточно длительное время. Это приводит к снижению качества образования детей, которое и без того не соответствует должному уровню, но также и лишает мотивации необходимый технический и управленческий персонал для дальнейшего проживания и работы в России в ущерб организациям – участникам и в более широком смысле – российской экономике. Комитет также отмечает проблемы, с которыми столкнулись многие организации – участники при получении виз для российского персонала для посещения обучающих и развивающих мероприятий в Европе. Таким образом, мы хотели бы призвать сотрудников консульств и дальше проявлять гибкость и оперативность при обработке запросов на получение учебных виз для российских сотрудников компаний-участников.</p> <p>Связи с общественностью (PR) и связи. Обзор рынка труда в России Юрий Efrosinin, коммерческий директор международного агентства по подбору персонала Kelly Services</p> <p>Для того чтобы лучше понять PR-специалистов на рынке труда в России, мы должны иметь краткую историю развития PR и коммуникации рынка в целом. В теории, специалисты по общественным отношениям должны выступать в поддержку бизнеса и некоммерческих организаций, и создавать позитивные отношения с общественностью. В многонациональных или русских организациях необходимо строить стратегию и политику компании на тесной связи с общественностью, опираясь на профессиональных PR специалистов. Такие специалисты должны установить и поддерживать долгосрочные отношения сотрудничества с правительством и координировать связи со СМИ, экономическим сообществом и потребителем. Например, для фармацевтических, нефтяных и газовых компаний связи с общественностью или государственными деятелями являются жизненно необходимыми. Однако, в настоящее время, многие другие компании не проводят политику</p>
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<p>positions to be vital.</p> <p>However, currently, many other companies are not pursuing a policy of informational openness; hence, the status of PR-specialists (assuming one exists to begin with) in such companies is relatively low. Such personnel do not rise to the level of Board member; as a matter of fact, some may not even have clearly defined functions and responsibilities; in some cases, they may not be required to report to upper level management, as their role and function may not be considered to be pertinent enough.</p> <p>For the candidate market, this means that highly qualified, experienced specialists may end up working in one corporation for years, with very limited, if any, opportunities for carrier growth and development in that or any other company. At the same time, fresh graduates who wish to build a career in the PR and Communications industry may have a limited opportunity to do so, in view of the fact that not only is the profession not in high demand, it also requires personnel with very extensive and relevant work experience. As a result, over past few years, this segment of the labor market has grown, yet, the demand for professionals in this field has decreased, in other words, the supply outweighs demand.</p> <p>Taking the though seemingly receding, yet obviously present financial crisis, one may not consider this as the best time to switch to or start a career in the marketing, advertising and public relations spheres. The number of vacancies in these spheres has decreased significantly and the situation is unlikely to take an unexpected turn for the best.</p> <p>In a crisis, only a few marketing specializations are in demand, with some being more so than others, for example, marketing analysts and experts in trade marketing or category management. The demand for them is often linked with business development. In any case, experience shows that one cannot with absolute certainty foresee or predict trends with respect to the job market.</p> <p>In general, employers have become more selective, placing higher demands even for entry positions and competition is growing, encouraging employers to select thoroughly amongst potential employees. The most experienced and professional candidates have</p>	<p>информационной открытости, а значит, статус PR-специалистов (если таковой вообще существует) в таких компаниях является соответственно низкий. Они не только не могут рассчитывать на карьерный рост, но и фактически не имеют четких обязанностей в компании. А в некоторых случаях, члены управленческого совета компании не считают эту информацию релевантной (применимой).</p> <p>Для рынка вакансий, это означает, что высококвалифицированные специалисты с опытом работы имеют весьма ограниченные возможности для карьерного роста и развития в этой или любой другой компании. В то же время, выпускников ВУЗов, желающие построить карьеру в PR и связях с общественностью, подстерегают низкий спрос на профессию и отсутствие опыта в данной сфере. В результате, за последние несколько лет, этот сегмент рынка труда вырос, однако, спрос на профессию в этой области снизился, другими словами, предложение превышает спрос.</p> <p>Принимая во внимание нынешний финансовый кризис, никто не может рассматривать это как лучшее время, чтобы перейти или начать карьеру в области маркетинга, рекламы и сферы общественных отношений. Число вакансий в этих сферах существенно сократилось, и ситуация вряд ли примет неожиданный поворот к лучшему. В кризис, лишь несколько специальностей маркетинга пользуются спросом, причем некоторые из них более, чем другие, например, маркетинговые аналитики и эксперты в области маркетинга или категории торгового управления. Спрос на них часто связан с развитием бизнеса. В любом случае, опыт показывает, что нельзя с абсолютной уверенностью предвидеть тенденции престижности на рынке труда.</p> <p>В целом, работодатели стали более избирательными, предъявляя более высокие требования к соискателю в связи с растущей конкуренцией среди потенциальных сотрудников. Чаще всего предпочтение отдается высококвалифицированному заявителю с большим опытом работы.</p>
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less to worry about - priority is very often given to highly skilled applicants with extensive job experience.

10 steps to successful damage control.

“Tomorrow’s crises are often a refusal to address today’s questions”

Living in Russia during the crisis period has led to the acquisition of new experiences, in particular, the development of anti-crisis management tools, and a number of essential solutions to crisis communications.

What questions should be asked? What are the possible strategies that can be developed? What are the guidelines or is there a crisis plan that a company can follow so as to maintain control over external and internal communications despite any commercial, financial, operational, legal, and social or security issues, competitors’ wars, health related issues, etc?

All these external and internal events have different consequences. However, regardless of the nature of the circumstances, a reputation of a company and its brand remain essential aspects to preserve.

The crisis is always a moment of truth; it determines if a company has got what it takes to survive.

From a business perspective, the current financial crisis is not a unique phenomenon. It is a regular occurrence in every company. What in fact makes the difference, determining the company’s durability, is the way in which the company anticipates the crisis and proves itself to be able to overcome it.

In other words, the crisis allows the real challenge to raise its head. This involves putting a company to the test to see if it can maintain its public by adequately representing the interests of its target audience who are the partners, clients and shareholders.

Step 1: Identify potential threats.

The primary and the crucial factor in crisis communication management is to identify as early as possible, the elements likely to bring about a crisis so as to avoid the alert escalation process.

Step 2: Set up a response team.

After the crisis has been identified, a crisis committee needs to be set up, which will assess the crisis scale and possible

10 шагов к успешной минимизации негативных последствий.

“Завтрашний кризис является следствием отказа отвечать на текущие вопросы”.

Кризисный период в России приводит к приобретению нового опыта, в частности развитию инструментов антикризисного управления, и принятия необходимых решений в кризисных ситуациях.

Какие вопросы следует задавать? Каковы возможные стратегии, которые могут быть разработаны? Каковы планы на случай кризиса, которыми компания может следовать, чтобы сохранять контроль над внешней и внутренней коммуникацией, несмотря на любые коммерческие, финансовые, рабочие, юридические, социальные или вопросы безопасности, конкурентные войны, вопросы в области здравоохранения и т.д.?

Все эти внешние и внутренние события имеют разные последствия. Однако необходимо сохранять репутацию компании и ее бренд независимо от характера обстоятельств.

Кризис всегда момент истины, он определяет, будет ли компания иметь то, что требуется, чтобы выжить.

С точки зрения бизнеса, текущий финансовый кризис не уникальное явление. Это частое явление в любой компании. На самом деле, разница в прочности той или иной компании определяется способностью предвидеть кризисные ситуации и просчитать возможности их преодоления.

Иными словами, кризис позволяет компании реально оценить свои возможности. Компания проверяет крепкость связей с общественностью, адекватность интересов своих партнеров, клиентов и акционеров, являющихся основной целевой аудиторией.

Шаг 1: Выявление потенциальных угроз.

Первичным и решающим фактором в урегулировании кризисов является максимально раннее выявление элементов, которые могут привести к кризису или к его обострению.

Шаг 2: Создание активной антикризисной группы.

После выявления кризиса создается антикризисный комитет, который будет оценить масштабы кризиса и возможных последствий,

<p>consequences, create a crisis communication plan and handle new developments adapted to the changing situation, and realize the communication plan.</p> <p>Step 3: Choose the right spokesperson.</p> <p>It is very important to choose the right spokesperson for the company. The golden rule is not to pick top ranking personal in the company, but to choose well informed people who are also representatives of the company to act as spokespeople.</p> <p>Step 4: Develop a communications plan</p> <p>A proper and effective communications plan must be developed on the severity of the crisis. Bear in mind that a high level of confidentiality must be maintained; try to anticipate journalists; questions. Avoid drafting your key messages document using «no comments” statements, false or unconfirmed facts and exaggerations.</p> <p>Step 5: Select the target audience</p> <p>It is important to choose the right audience to communicate with. Obviously, the target audience must consist of those who have been affected by the crisis at hand. At this point in time it is important to refer to Step 4; the people selected to deliver the message to the target audience must be capable of interacting with the audience. In view of the fact that this audience may not have the professional know how in this area, this involves speaking to them in a language that they understand. It is also important not to forget about employees – they are the internal audience. They must also be well informed about the situation on ground; this will avoid the creation and dispersion of rumors about the crisis situation from within the company.</p> <p>Step 6: Send the right message</p> <p>This step involves developing the contents of the message to be sent. What information are you willing to disclose? Are you trying to preserve the strong image of the company? You can deal with a crisis through silence, if it is not the right time to speak, but deal with it permanently. You need a message that is acceptable in terms of sincerity, humanity and professionalism, and it is always an advantage to be the first one to tell the story.</p> <p>Step 7: Select the right time</p> <p>Timing is a very important issue. You need to understand when it is essential to</p>	<p>создавать план кризисных коммуникаций и реализовывать его, адаптируя под меняющуюся ситуацию.</p> <p>Шаг 3: Выбор правильного пресс-секретаря.</p> <p>Очень важно правильно выбрать пресс-секретаря компании. Золотое правило компании: главное не подбор личного состава компании с высоким рейтингом, а хорошоинформированный представитель компании, умеющий на должном уровне представить вас на рынке.</p> <p>Шаг 4: Разработка плана коммуникации</p> <p>Цели и эффективность коммуникационного плана разрабатываются в соответствии с уровнем тяжести кризиса. Имейте в виду, что необходимо сохранять высокий уровень конфиденциальности; попытаться предвидеть вопросы журналистов. Избегайте в документах заявлений «нет комментариев”, а также ложных или неподтвержденных фактов и преувеличений.</p> <p>Шаг 5: Выбор целевой аудитории</p> <p>Важно выбрать правильную аудиторию для общения. Очевидно, что целевая аудитория должна состоять из тех, кто пострадал от кризиса. Вернемся к 4 шагу; люди, сообщающие что-либо целевой аудитории должны быть способны взаимодействовать с ней. В связи с этим, им следует беседовать с аудиторией на понятном для нее языке. Важно также не забывать о работниках - они внутренняя аудитория. Они также должны быть хорошо информированы о ситуации, это позволит избежать создания и распространения слухов о кризисной ситуации внутри компании.</p> <p>Шаг 6: Корректность предъявляемой информации</p> <p>Этот шаг предполагает разработку содержания сообщения, которое будет представлено заинтересованным лицам. Какую информацию вы готовы раскрыть? Вы пытаетесь сохранить сильный имидж компании?</p> <p>Вы можете иметь дело с кризисом посредством молчания, если это не подходящее время, чтобы говорить, но дело с этим постоянно. Ваше сообщение, должно быть приемлемо с точки зрения искренности, человечности и профессионализма. Не стоит также забывать о преимуществе того, кто первый предоставил информацию.</p> <p>Шаг 7: Выбор нужного времени</p> <p>Время очень важный параметр. Вы должны понимать, когда уместно говорить. Обычно в условиях кризиса это не очень эффективно</p>
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сpeak. Usually in a crisis it is not very efficient to say a lot, especially with one doesn't really know very much, about what is going to happen. You may talk for a long time, but the audience will think you are beating around the bush, and giving a very blurred picture.

Step 8: Select the right communication tool

At this point in time, one must have a communication plan, the right spokespersons, the right message and all these must be ready at the right time. The next decision to be made will then be regarding the selection the most appropriate tool. Will it be written communications, personalized communications, communications via the mass media, via the internet, web 2.0, etc.

Step 9: Be in control

The 9th golden rule is to "be in control" when understanding your position: acknowledgement, or transfer of responsibility on somebody else, or refusal to acknowledge the crisis or to give information.

When understanding your position, you must manage the situation, but not be driven by it.

In other words before you start, you should know what will be your level of acknowledgement and acceptance of the crisis.

Step 10: The golden truth

We have come to the 10th rule, which is – A WELL MANAGED CRISIS IS A CRISIS THAT WE DON'T HEAR ABOUT!

IT & Telecom Committee

Chairman Natalia Schneider

As a key factor of a globalized economy, Information & Communication Technology (ICT) has a profound influence on social evolution and day-to-day life. Russia's position in the global ICT boom is solidifying. Continued annual growth rates of over 30 percent make Russia one of the fastest growing ICT markets globally. Russia's offshore software development sector in particular is thriving, fuelled by domestic and foreign venture capital and an attractive cost/quality ratio. Notably, the sector profits from a continuing decrease in the labour-cost differential of India or China compared to the U.S. or the EU, which makes Russia a very attractive offshore market.

The Russian government has declared ICT one of its top priorities and the market is predicted

говорить много в условиях кризиса, особенно с тем, кто не в курсе всех деталей происходящего. Говоря много, вы даете заинтересованным лицам размытую картину сложившейся ситуации. Могут возникнуть подозрения, что вы что-то скрываете.

Шаг 8: выберите правильный инструмент связи

На данный момент, нужно иметь план коммуникации, право представителей, право сообщение и все они должны быть готовы в нужное время. Следующий решения будут приняты, то будет в отношении выбора наиболее подходящего инструмента. Будет ли письменные сообщения, персонализированные коммуникации, связь через СМИ, через интернет, веб 2.0, и т.д.

Шаг 9: все под контролем

9-ое золотое правило "все под контролем" - понимание вашей позиции: признание или передача ответственности на кого-то еще; отказ признать кризис или предоставление информации.

Понимая свою позицию, вы должны управлять ситуацией, а не наоборот.

Другими словами, прежде чем начать, вы должны знать, ваш уровень приоритетов и принятия кризиса.

Шаг 10: золотая истина

Мы пришли к 10-му правилу, которое гласит - хорошо управляемый кризис это тот кризис, о котором мы не слышим!

Комитет по информационным технологиям и телекоммуникациям

Председатель Наталья Шнейдер

В настоящее время Информационные и Коммуникационные Технологии (ИКТ) являются ключевым фактором мировой экономики и оказывают серьезное влияние как на развитие общества в целом, так и на жизнь человека в частности. Позиции России во всемирном беспрецедентном росте ИКТ сильны: темпы роста составляют более 30% в год. Таким образом, Россия становится одним из мировых лидеров по скорости развития ИКТ. Наиболее бурное развитие наблюдается в сфере оффшорной разработки программного обеспечения, чему способствуют инвестиции со стороны частного капитала, привлекательное соотношение цены и качества на российском рынке, а также сокращающаяся разница в затратах на рабочую силу в Индии и Китае по сравнению с США и ЕС.

to grow to around 40 billion USD by 2010, with cell phone and internet use statistically reaching close to 100% and 40% of the population respectively. By 2015, the ICT sector could potentially equal the hydrocarbon industry's contribution to Russian GDP. Russia's ICT business environment is remarkably liberal and entrepreneurial, but a number of structural problems exist. The number of ICT specialists remains far too low to satisfy demand, as only around 100 of Russia's roughly 3,300 higher educational institutions provide an internationally competitive ICT education. In addition, as in the case of other sectors of the Russian industry, academic-industrial collaboration is insufficient. The planned ICT techno parks will not make their influence felt before the year 2015. Any attempts to unify the software industry, or parts thereof, under a federal agency have to be viewed as counterproductive. On the other hand, all initiatives to support ICT start-ups should receive the highest priority. While the Russian hardware industry does exist, it is dominated by the defence sector and lacks commercial relevance. Ongoing efforts to close the hardware technology gap through the acquisition of both modern and legacy semiconductor manufacturing equipment from U.S. and EU sources might hit political barriers resulting from the tensions caused by the 2008 Caucasus conflict.

MISSION

Promote interests of AEB member companies in ICT through government liaison and information exchange;

Update and assist AEB member companies on changes, best practices, legal and regulatory issues and other matters of importance in the areas;

3. VISION

Be a reliable source of information for AEB member companies;

Represent the needs of our members to governmental organizations accurately;

Act as a reliable network to members seeking advice on IT and Telecom issues.

ISSUES

The inability of the educational system to provide the necessary numbers of ICT graduates;

Российское правительство провозгласило ИКТ одним из приоритетных направлений экономического развития. По оценкам специалистов, к 2010 году рынок ИКТ вырастет до 40 миллиардов долларов США, потребительский рынок мобильных телефонов достигнет 100%, а интернет-пользователей – 40% от общего числа населения страны. К началу 2015 года сектор ИКТ сравнивается по вкладу в российский ВВП с показателями нефтегазового сектора. В России бизнес-среда ИКТ отличается либеральностью и предпринимательским духом, однако существует и ряд структурных проблем. Так, количество ИКТ-специалистов пока еще не соответствует растущему спросу – лишь 100 из 3 300 российских учебных заведений обеспечивают ИКТ-образование, соответствующее международным стандартам. Кроме того, как и в случае с другими отраслями промышленности, связь производства с учебными заведениями недостаточна. Запланированное развитие технопарков в сфере ИКТ сможет значительно повлиять на сложившуюся ситуацию только к 2015 году. Любые попытки объединить промышленность по производству программного обеспечения или ее отдельные подотрасли под федеральным ведомством могут считаться неэффективными. С другой стороны, наивысшим приоритетом должны стать инициативы по поддержанию любых начинаний в сфере ИКТ. Хотя в России существует отрасль по производству оборудования, в ней доминирует оборонный сектор, поэтому ни о какой коммерческой составляющей в этом случае говорить не приходится. Попытки преодолеть отставания отрасли путем приобретения оборудования по производству как устаревших, так и современных полупроводников в странах ЕС и США могут натолкнуться на политический барьер, который возник в результате сложившейся в 2008 году напряженной ситуации на Кавказе.

ЗАДАЧИ

Продвигать интересы компаний-членов АЕБ в области ИКТ, взаимодействуя с правительственными органами и обмениваясь информацией;

Помогать компаниям-членам АЕБ в вопросах внедрения передовых технологий, в решении юридических и нормативных проблем, а также иных важных вопросов в области информационных технологий и телекоммуникаций.

<p>Russian authorities limiting the utilisation of commercial cryptographic tools and means, and unresolved licensing issues surrounding software with crypto-capability (regardless of its weak or strong nature and its use in Western countries);</p> <p>Regional spectrum conflicts due to exclusive use of frequencies by the armed forces, constituting a problem for wireless ICT infrastructure;</p> <p>Implementation of the new intellectual property rights, including those against software piracy;</p> <p>Continued protraction of the implementation of legislation regarding the propagation of child sexual abuse material via digital means;</p> <p>Optimization of tax legislation in line with the RF government's commitment to make ICT one of its top priorities;</p> <p>Despite the creation of Supercomputer Centres, the computing power available to academia and businesses remains utterly inadequate for an industry nation.</p> <p>RECOMMENDATIONS</p> <p>Increasing investment into ICT education, including schools, and the establishment of academic-industrial clusters of excellence for ICT;</p> <p>Canceling crypto-licensing requirements for commercial crypto-tools, or at least limit licensing to cryptography covered by the Wassenaar Arrangement;</p> <p>Establishing compliance with WTO/TRIPS intellectual property and regulations;</p> <p>Establishing compatibility and interoperability with EU ICT laws and regulations;</p> <p>Adapting legislation to reflect the telecom industry trend towards unified service providers, as well as regulations regarding value-added services in mobile communication;</p> <p>Accelerating strategic investment in computing power at all levels;</p> <p>Arranging public programs to bridge the digital gap, especially in rural areas, possibly through Public Private Partnership (PPP);</p> <p>Accelerating the E-Government project, also by including PPP;</p>	<p>КОНЦЕПЦИЯ</p> <p>Быть надежным источником информации для компаний-членов АЕБ;</p> <p>Контактировать с государственными структурами по проблемам компаний-членов АЕБ;</p> <p>Консультировать участников АЕБ по вопросам информационных технологий (ИТ) и телекоммуникаций.</p> <p>ВОПРОСЫ И ПРОБЛЕМЫ</p> <p>Неспособность образовательной системы России обеспечить общество достаточным количеством ИКТ-специалистов;</p> <p>Ограничения, устанавливаемые российскими органами власти по вопросам использования шифровальных средств в коммерческих целях, а также нерешенные проблемы лицензирования программного обеспечения с возможностью криптографии (независимо от сильных и слабых сторон, а также их использования на Западе);</p> <p>Проблемы использования спектра частот на региональном уровне, связанные с тем, что вооруженные силы обладают исключительным правом использования радиочастот, создавая таким образом проблемы для беспроводной сети ИКТ;</p> <p>Внедрение новых положений о правах интеллектуальной собственности, включая пиратство в сфере программного обеспечения;</p> <p>Продолжающаяся задержка внедрения закона о запрете пропаганды сексуального насилия несовершеннолетних посредством цифровых технологий;</p> <p>Оптимизация Налогового Законодательства в соответствии с планами российского правительства сделать ИКТ одним из приоритетных направлений развития экономики;</p> <p>Несмотря на создание Суперкомпьютерных Центров, в России наблюдается крайне недостаточный уровень компьютерной мощности, доступной научному сообществу и бизнесу.</p> <p>РЕКОМЕНДАЦИИ</p> <p>Увеличить объем инвестиций в ИКТ-образование, включая развитие школ и формирование специальных ИКТ-кластеров образовательно-производственной направленности;</p> <p>Отменить лицензирование шифровальных коммерческих средств или, по крайней мере,</p>
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ADDITIONAL LONG-TERM ISSUES

Even though Russian ICT is flourishing, there are a number of more general long-term issues:

Increased political tensions with the U.S. have the potential to severely hamper the development of competitive research and high-tech industries in the Russian Federation, as the U.S. controls the vast majority of supercomputer sales and also semi-conductor manufacturing technology;

The Cyrillic script: it is imperative for Russian websites to be dual language and dual-script, preferably with English as a second language, should they desire to cater for an international audience. An English version is also important in order to be included into international search engines;

Quite a number of ICT services either do not yet exist in Russia, or are not of a high enough quality, like applications-on-demand (AoD), which can help SMEs (Small & Medium Enterprises) to reduce ICT costs. Outsourcing is an under-used option, with only about 3% of businesses going down this route. Any legal barriers or insufficient infrastructure should be removed or replaced to help Russian businesses optimize their ICT related processes;

A public discussion about digital privacy might be advisable.

лицензировать лишь ту криптографию, которая регулируется Вассенаарским Соглашением;

Привести законы и нормы по интеллектуальной собственности в соответствие с нормативами ВТО и Соглашением по торговым аспектам прав интеллектуальной собственности (ТРИПС);

Установить соответствие с законами и нормами по ИКТ, распространенными в ЕС;

Внести коррективы в законодательство с целью отражения современных тенденций телекоммуникационной отрасли в направлении объединенных поставщиков услуг, а также откорректировать положения, касающиеся услуг с добавленной стоимостью в сфере мобильной связи;

Ускорить стратегическое инвестирование, направленное на увеличение компьютерной мощности на всех уровнях;

Создать общественные программы для преодоления «цифрового барьера», особенно в сельской местности путем использования проектов Государственно-Частного Партнерства (ГЧП);

Ускорить реализацию проекта Электронного Правительства, также используя ГЧП.

НЕКОТОРЫЕ ПРОБЛЕМЫ ДОСРОЧНОГО РАЗВИТИЯ

Несмотря на бурное развитие ИКТ в России, можно выделить ряд проблем долгосрочного развития:

Сложившиеся напряженные политические отношения с США могут серьезно затруднить развитие конкурентоспособных исследований и отраслей высоких технологий в России. Такая ситуация связана с тем, что абсолютное большинство продаж суперкомпьютеров и технология производства полупроводников находятся под контролем США;

Использование кириллицы: российские веб-сайты должны быть двуязычными, предпочтительно второй язык – английский, если они хотят привлечь иностранных пользователей. Английская версия также необходима для включения в международные поисковые серверы;

Достаточно большое количество ИКТ-услуг либо вообще не представлены на российском рынке, либо не развиты в достаточной степени. Примером могут служить Приложения по Запросу (ПпЗ), помогающие малым и средним предприятиям уменьшать

Do's and don'ts: some tips on building a good image in Russia.

In Russia, you're having problems gaining a toehold in the market, it's an uphill struggle to get to see important potential clients, and taking part in government tenders feels like riding a monster roller-coaster with your pockets flying unbuttoned.

So, like every top international manager here, you are grappling with the question: how to transfer corporate reputation, painstakingly earned by your company abroad, into a lucrative but often quirky Russian market. Can it be done at all?

Here's the same question in a broader context: Can corporate reputation be transplanted or does it have to be built anew in each market?

Let's look at the basics: International communications professionals count seven key drivers of corporate reputation:

- Products and services
- Innovation
- Workplace environment
- Social responsibility
- Vision and leadership
- Corporate governance
- Financial performance

Not all of them are as relevant in Russia as they are elsewhere. In fact, only few entries on this list would seriously contribute to uplifting your company's image anywhere between Moscow and Khabarovsk. At the same time, to

расходы на ИКТ. Кроме того, в России практически не используется система аутсорсинга (привлечения сторонних ресурсов), только 3% компаний идут по этому пути. Необходимо устранить правовые барьеры и несовершенную инфраструктуру, чтобы помочь российским компаниям оптимизировать ИКТ процессы;

Желательно провести общественное обсуждение проблемы неприкосновенности частной жизни в эпоху компьютеризации.

Как создать благоприятный имидж в России.

В России, чтобы добраться до важных потенциальных клиентов и принять участие в государственных тендерах необходимо выдержать тяжелую борьбу с конкурентами, сравнимую разве что с ездой на "американских горках" с карманами нараспашку.

Поэтому, как и любой международный топ менеджер, Вам приходится решать сложные вопросы: как выстраивать корпоративную репутацию, старательно заработанную Вашей компании за рубежом, на прибыльном, но часто непредсказуемом российском рынке. Можно ли это сделать вообще? Зададим этот вопрос в более широком контексте: Необходимо ли создавать заново корпоративную репутацию для разных рынков, или она может быть едина для всех?

Давайте посмотрим на основы: Специалисты по международным связям выделяют семь ключевых факторов корпоративной репутации:

- Товары и услуги
- Инновации
- Режим работы
- Социальная ответственность
- Концепция и руководство
- Корпоративное управление
- Финансовые показатели

По сравнению с зарубежными рынками, не все из этих факторов являются актуальными в России. В действительности только некоторые из них будут серьезно способствовать поднятию имиджа Вашей компании в любой точке России. В то же время, для установления и поддержания хорошей репутации в этой стране, тем, кто управляет Русской дочерней компанией, также необходимо обладать шестым чувством, чтобы эффективно лоббировать свои интересы. Таким образом, политическая смекалка, безусловно, не на последнем месте в этом списке.

Чему не следует быть сегодня, но, несомненно, будет в будущем - это двигатели репутации более сложной и развитой экономики.

establish and maintain your good reputation in this country, those who run the Russian subsidiary also need to develop – or acquire – the sixth sense of local politics and their direction at each level of government they come in contact with. So, political savvy surely belongs on this list, and not at the bottom, either.

What shouldn't be there today – although it certainly will be in the future – are reputation drivers that matter in more sophisticated and mature economies. Thus, off the Russian list should come corporate governance, financial performance and vision. Again, it doesn't mean these factors are no longer important to the performance and development of the business here. Rather, they should be viewed as reputation drivers for foreign businesses in Russia, this is what we'll end up with:

- Products and services
- Political savvy
- Investment performance
- Social responsibility
- Industry leadership
- Innovation
- Workplace environment

How can you let these drivers work for your company? The answer would depend very much on the type of business/industry you're in. Yet no matter what your company does, you as its leader need to follow three ground rules:

Differentiation – making the company and its products stand out in the market,

Transparency – clarity of how the company interacts with its stakeholders, and

Customization – fitting your message to each specific target group.

Differentiation

While you know that you are better than your competitors, your potential customers don't. Meanwhile, your competition has occupied a larger space in the customers' minds and on sales platforms. So what you need to do is make your company and your products stand out from the rest of the crowd. You need to differentiate yourself.

Transparency

Russia is a country where information flows in the economy, government and society are still restricted by its traditional "need-to-know"

Таким образом, русский список должен будет содержать корпоративное управление, финансовую деятельность и концепцию компании. Опять же, это не значит, что эти факторы не важны для осуществления и развития бизнеса здесь.

Скорее, для иностранного бизнеса в России, должны быть взяты во внимание следующие факторы:

- Товары и услуги
- Политическая смекалка (здоровая политика)
- Инвестиционная деятельность
- Социальная ответственность
- Лидерство в отрасли (конкурентоспособность)
- Инновации
- Режим работы

Как же все это заставить работать на Вас? Ответ на этот вопрос будет во многом зависеть от типа бизнеса и отрасли, в которой вы работаете. Однако независимо от того, чем занимается ваша компания, вам, как ее руководителю, необходимо придерживаться трех основных правил:

- Дифференциация – выделить свою компанию и продукцию на рынке,
- Прозрачность – ясность во взаимодействии компании с заинтересованными сторонами,
- Подгон под потребителя – модификация в соответствии с требованиями заказчика

Дифференциация

Ваши потенциальные клиенты не всегда могут догадываться, что вы лучше ваших конкурентов. Между тем, ваши соперники занимают стабильное место в сознании покупателей и повышают объем продаж.

Что же необходимо предпринять, чтобы выделиться из остальной массы. Вам необходимо показать (пропиарить) себя.

Прозрачность

Россия является страной, где информационные потоки в экономику, правительство и общество по-прежнему ограничиваются административно-командной системой, при которой инициатива предприятий сводится практически к нулю. Здесь также отсутствуют жизненно важные, для надлежащего функционирования рынков, обилие информации и доведение ее до потребителя.

Прозрачность корпоративных данных иностранных компаний может способствовать более широкому и открытому диалогу с заинтересованными сторонами. В ходе диалога компания имеет возможность упорядочить и

principle of information distribution, dominant under the command economy. Redundancy of information and its distribution channels, so vital to a proper functioning of markets, is largely absent here.

This is where foreign companies can benefit from their corporate genetic code that fosters a broader and much more open dialog with their stakeholders. In such a dialog a company expects to hear opposing opinions and skillfully uses them as a platform to marshal and hone its own arguments.

Most Russian companies, however, frown upon and discourage stakeholder activity, since they are usually deeply suspicious of conspiracies, possibly plotted by their competitors and lack motivation and experience of engaging with their stakeholders and convincing them through a constructive dialogue. Quite a few Russian CEOs - themselves often key shareholders in their companies - put more faith in using the visible arm of the State, well-known to them, rather than the less predictable and invisible hand of the market, as a means to affirm and build up their market position.

Showing the willingness to engage with its key target groups in an open way is a very efficient tool for a corporation to use in order to build up positive reputation and to leverage upon the tradition of openness, flexibility and attention to customers' and stakeholders' needs that the best Western companies are known for.

Such transparency also transplants into Russia international standards of corporate governance and, in this way, contributes to the improvement of the overall economic and corporate environment - a welcome development that will bring benefit to foreign companies that have come to Russia for a long-term engagement.

Customization

As it is, from an early stage of doing business in Russia, a foreign company must determine which of its key target groups here it needs to win over first. These could be consumers - if you are a Business-to-Consumer (B2C) company; your industry peers - if you're in the Business-to-Business (B2B) business or government agencies - for Business-to-Government (B2G) companies. Communication professionals count up to 12

отточить свои аргументы, базируясь на услышанных противоположных точках зрения.

Отсутствие мотивации и опыта взаимодействия с заинтересованными сторонами, а также ведение конструктивного диалога, объясняет тот факт, что большинство русских компаний препятствуют деятельности заинтересованных сторон. Зачастую российские руководители, являясь основными акционерами своих компаний, больше доверяют проверенному государственному руководству, а не менее предсказуемому рыночному, в качестве средства подтверждения и наращивания своих позиций на рынке.

Лучшие западные компании известны своей открытостью, гибкостью, вниманием к клиентам и потребностям заинтересованных сторон. Это является эффективным инструментом корпорации в создании положительной репутации на рынке.

Такая прозрачность также вносится в России в международные стандарты корпоративного управления и, таким образом, улучшает экономическую и корпоративную среду. Это принесет пользу иностранным компаниям, нацеленных на долгосрочное сотрудничество с Россией.

Подгон под потребителя

Как правило, на самом раннем этапе ведения бизнеса в России, иностранная компания должна определить, какие из его основных целевых групп нужно привлечь первыми. Это могут быть непосредственно ваши потребители, промышленные группы или даже правительство. Это зависит от вашей цели. Специалисты по взаимосвязям насчитывают до 12 таких целевых групп и огромное количество подгрупп. Но важно выбрать формы и интенсивность работы с каждой из групп.

such target groups and many more sub-groups, but not all of them need to be addressed at the same time and with the same intensity.	
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ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №82-83

Тема: Изобретения. Интернет.

Ведущая дидактическая цель: формирование у обучающихся навыков монологической речи.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Задание 1. Прочитайте и переведите текст «Internet»:

Modern life is easy and fun. We have all the amenities. We do not need to go to the movies, because we have big TVs at home. The children have cell phones with large displays. Modern technology is useful and convenient. In my opinion, Internet is the most comfortable thing. Computers are also an important invention, but Internet is better than any other type of information. Originally, Internet was a military experiment in the USA of 60-s. But soon it became clear that everyone in the world can use it. Everybody knows that the Internet is a global computer network, which embraces hundreds of millions of users all over the world. The Internet has already entered our ordinary life. It's hard to imagine our lives without Internet nowadays. It has become an important part of every person's life. It is clear that the accurate number of users can be counted fairly approximately, nobody knows exactly how many people use the Internet today, because there are hundreds of millions of users and their number is growing.

Nowadays, no one can deny the importance of the Internet. Sitting in front of a computer, clicking a mouse, you can shop, download many interesting films, books, read news about subject which is interesting for you, play computer games with other players, chat and send mails to your friends. Internet has drastically changed everything. Since the time of Internet appearance, many other media sources became unnecessary. You can find the information you're looking for in 5 seconds. It is very convenient for students, professionals, experts and all other people. From one side, it's great to have everything right here online, from the other side, it's a shame that people have stopped reading paper books and newspapers. Nowadays the most popular Internet service is e-mail. Most of the people use the network only for sending and receiving e-mail messages. They can do it either they are at home or in the internet clubs or at work. With the help of the internet people from different parts of the planet can communicate with each other and share information without leaving their home. It has become easier to meet like-minded people from all over the world and become friends with them.

There are many different Internet competitions for different subjects which give students the opportunity to participate even in international competitions. Thanks to the Internet, people can quickly sell, advertise and share knowledge, idea, and personal feelings. People enter the world of virtual reality to avoid everyday problems. In spite of all the good sides that Internet has, there are some drawbacks. First of all, they are viruses, which can be very dangerous for any computer. That's why it's good to have reliable anti-virus software installed. Other minus is the violent content. There is a lot of violence and cruelty online. People are suffering from inappropriate information on the Internet, because it is very hard to control information from the Internet. Although the Internet offers us large amount of information, its reliability is dubious because many untrue news stories can be posted and cause confusions to many people. It is very difficult for us to find out what websites are reliable and what are not. Also you can get blackmail or spam. I think that the Internet becomes a way

of a person life and it is very harmful for our health. Many teenagers spend a long of time sitting at the computers and spoiling their eyes. I don't mean that I am against the Internet, but it should have reasonable limits.

Задание 2. Составьте план текста.

Задание 3. Перескажите текст.

Задание 4. Составьте 10 вопросов по тексту.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №84-85

Тема: Устройство компьютера.

Ведущая дидактическая цель: формирование у обучающихся навыков монологической речи.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

1. Solve the Computer quiz.

1. Which is not the computer?

- a. Aptiva
- b. Macintosh
- c. Acorn
- d. Paseo

2. In what code do computers calculate numbers?

- a. decimal
- b. octal
- c. binary

3. How many bits is a byte?

- a. 4
- b. 8
- c. 16

4. Changing the computer language of 0s and 1s to characters that a person can understand is to...

- a. clipart
- b. highlight
- c. decode
- d. select

5. To carry out an instruction is to...

- a. decode
- b. select
- c. highlight
- d. execute

6. The piece of silicon that contains the components of an electrical circuit found on

10. An output device that lets you see what the computer is doing is...

- a. disk
- b. monitor
- c. printer

11. The primary device that a computer uses to store information is a...

- a. TV
- b. desk
- c. suitcase
- d. hard drive

12. An input device used to read text and bar codes or to input pictures into a computer is a...

- a. eyes
- b. copier
- c. scanner
- d. download

13. Main circuit board in a computer is a ...

- a. selector
- b. decoder
- c. highlight
- d. motherboard

14. CD-ROM stands for...

- a. Central Processing Unit
- b. CD-remote open mouse
- c. CD-resize or minimize
- d. CD-read only memory

the motherboard is a ...

- a. chop
- b. chip
- c. crop
- d. clip

7. What does CPU stand for?

- a. Cute People United
- b. Central Processing Unit
- c. Create Programmes Users
- d. CD-run on memory

8. Another word for the CPU is...

- a. executer
- b. microprocessor
- c. micro chip
- d. decoder

9. Devices that make up a computer system that you can see or touch is...

- a. printer
- b. software
- c. menu
- d. hardware

18. Another name for software is...

- a. programmes
- b. CPU
- c. options
- d. Folder

19. Check the odd term out:

- a. Internet
- b. Linux
- c. Unix
- d. Windows

20. What does "www" stand for?

- a. World Wide Web
- b. World Wide Wrestling
- c. Wacky, Wild, Wonderful

21. Electronic telecommunication system joining many thousands of computers together is...

- a. e-mail
- b. Internet
- c. US mail
- d. UPC

22. The Internet is a system of...

- a. interconnected networks
- b. software bundles
- c. web pages

15. The place in the computer system where data and programmes are temporarily stored is a...

- a. memory
- b. drive
- c. pocket
- d. case

16. RAM stand for...

- a. Read A Manual
- b. Random Access Memory
- c. Really Annoying Machine

17. Programmes or a set of electronic instructions that tell a computer what to do is called...

- a. menu
- b. software
- c. hardware
- d. monitor

27. A symbol on the screen that represents a disk, document, or programme that you can elect is...

- a. icon
- b. key
- c. monitor
- d. programme

28. The place that a user can create to store files is a ...

- a. cursor
- b. text
- c. boot
- d. folder

29. A place where you save or store files in computer is a...

- a. closet
- b. desk
- c. filing cabinet
- d. directory

30. Another name for directory is a...

- a. folder
- b. holding place
- c. storage
- d. disk

31. Programme designed to destroy data on

d. web sites

your computer which can “travel” to infect other computers is a...

23. Which is not an Internet protocol?

- a. http
- b. ftp
- c. stp

- a. disease
- b. torpedo
- c. hurricane
- d. virus

24. The desktop of a computer refers to...

- a. the visible screen
- b. the area around the monitor
- c. the top of the mouse pad
- d. the inside of the folder

32. Pushing the button on the mouse is...

- a. reading
- b. scanning
- c. clicking
- d. dragging

25. Any letter, number, or symbol found on the keyboard that you can type into the computer is called...

- a. a character
- b. an output
- c. type
- d. print

33. To move down the page in the document is to...

- a. jump
- b. fly
- c. wiggle
- d. scroll

26. Small letters on a keyboard are...

- a. babies
- b. lower case letters
- c. mice
- d. icons

34. Moving the object to a new location using the mouse is to ... it.

- a. button
- b. drag
- c. type

35. To select text by shading as you drag the mouse arrow over the text means to...

- a. highlight
- b. fetch
- c. decode
- d. clipart

36. To change written work already done means to...

- a. file
- b. edit
- c. cut
- d. close

3. Match the words with their definitions

1	a browser	A	to artistically arrange the shape or layout of something
2	to click	B	a series of interconnected computers and databases around the world
3	content	C	1) to press the button on a computer mouse 2) to make a small, sharp sound
4	to design	D	to determine the size, shape and form of a written document
5	to format	E	the size, shape and form of a written document
6	a format	F	a program used to view the Internet
7	Internet (Net)	G	a series of commercial, educational and governmental web pages on the Internet
8	to lay out	H	to design the technical arrangement of a web page, building, garden, etc.
9	World Wide Web	I	subject matter; the main idea of a book, a paper or a web page

4. Fill in all the gaps using the words from the box.

browsers	click	content	copyright	design	format	Internet	layout	World Wide Web
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Tim: Hey! What are you looking at, Barbara?

Barbara: I am taking a class called 21st Century Advertising. The teacher wants us to study different web sites to learn about web page _____.

Tim: That sounds like a great class for people who are studying business.

Barbara: It is. The _____ is the future of business. And the _____ is going to be the storefront of the next century. To be competitive, businesses have to adapt their current advertising techniques. However, creating a good web site is much more difficult than most people think.

Tim: Have you discovered anything interesting which you consider to be well designed?

Barbara: Yeah, this site is fantastic. Take a look. It's very artistic and the technical _____ is convenient and very logical. It also looks good in different _____. I have already viewed it in Microsoft Explorer and Firefox. The _____ is also fantastic; the size and shape of the text are perfect. I am going to borrow some of their techniques when I make my own web page for class.

Tim: Borrowing ideas is OK, but you have to remember that the _____ of all web pages is legally protected.

Barbara: I know. Our professor taught us about intellectual rights. He told us that _____ infringement is a real concern for people who publish on the Web.

Tim: That's right. Hey, that picture says "continue on". Why don't you _____ there so we can see the next page.

Barbara: OK.

5. Fill in all the gaps using the words from the Exercise 3.

1. I don't like the _____ of that building. The entrance is too small, and there are no windows in the lounge.
2. They cannot simply reproduce that book without his permission. The _____ legally protects it from unauthorized reproduction.
3. When you _____ a document in a word processing program, you change the size, shape and font of the words.
4. The book which Richard wrote is fascinating. The _____ is both thought-provoking and educational.
5. When I pressed that button, I heard a loud _____. I hope I didn't break the computer.
6. Internet Explorer and Firefox are _____.
7. She attended a school for fashion _____.
8. The Web is an international collection of commercial and educational sites on the _____.
9. The "www" in an Internet address stands for _____.

6. Read and make the exercise below.

Computer Games

Nowadays computer games gain more and more popularity all over the world, especially among teenagers, and get increasingly available. They are a comfortable and inexpensive sort of relaxation, rest and entertainment. It sometimes costs nothing at all: after downloading slot machines to your computer for free, you can test them even without access to the Internet.

Those who are fond of those games, claim that they get lots of benefits from them. Their opponents, in turn, argue that youngsters should spend leisure time in a healthier manner, such as doing sports. So let's try and comprehensibly discuss the given phenomenon, its advantages and disadvantages.

On the one hand, computer games help to develop memory. In fact, while playing you try to remember as much information as possible, which enables to achieve better results and eventually win the victory. They also enhance rapid reaction and improve motorics. Moreover, those games develop your logical thinking, computer skills and, last but not least, your command of the English language.

During a chat you can get acquainted with new people and make virtual friends. If you like each other, you date and consequently become close friends in the real life.

On the other hand, computer games may negatively affect your health. First, your eyesight can deteriorate. Second, if you sit without moving for long periods, you may gain weight and run a risk of obesity. Addicted gamers tend to neglect regular meals and end up with junk food, thus harming their stomach.

Furthermore, numerous people spend too much time on playing, which can ruin human relationships. Another aspect is that such games include aggressive elements, which makes participants nervous and even cruel, causing violence and other forms of anti-social behaviour.

To sum up, the issue in question has nearly as many strong points as weak ones. After all, everyone makes one's own decisions.

As for me, I prefer to spend evenings and weekends with my relatives and friends (real, not virtual ones!). Frankly speaking, from time to time I attempt to involve them into my favourite computer games, although the latter are far from being my only hobby.

Exercise 1. Write in pros and cons of playing computer games.

Pros	Cons
_____	_____
_____	_____
_____	_____

Exercise 2. Make up your own video review on the game.

7. Read the text and make the exercises below.

The History of Computer Development

The rapidly advancing field of electronics led to construction of the first general-purpose electronic computer in 1946 at the University of Pennsylvania. It was Electronic Numerical Integrator And Computer or ENIAC, the device contained 18,000 vacuum tubes and had a speed of several hundred multiplications per minute. Its program was wired into the processor and had to be manually altered.

Later transistors appeared. The use of the transistor in computers began in the late 1950s. It marked the advent of smaller, faster elements than it was possible to create with the use of vacuum-tube machines. Because transistors use less power and have a much longer life, computers alone were improved a lot. They were called second-generation computers.

Components became smaller and the system became less expensive to build.

Modern digital computers are all conceptually similar, regardless of size and shape. Nevertheless, they can be divided into several categories on the basis of cost and performance.

The first one is the personal computer or microcomputer, a relatively low-cost machine, usually of desk-top size. Sometimes they are called laptops. They are small enough to fit in a briefcase. The second is the workstation, a microcomputer with enhanced graphics and communications capabilities that make it especially useful for office work. And the server computers, a large expensive machine with the capability of serving the needs of major business enterprises, government departments, scientific research establishments. The largest and fastest of these are called supercomputers.

A digital computer is not actually a single machine, in the sense that most people think of computers. Instead it is a system composed of five distinct elements: a central processing unit, input devices, memory storage devices, output devices and a communications network, called a «bus» that links all the elements of the system and connects the system itself to the external world.

Talking about a central processing unit or the heart of computer; I would like to add that there were several generations of microprocessors. The first generation was represented by processing unit Intel 8086. The second generation central processing unit was represented by processing unit Intel 80286, used in IBM PC AT 286. In the end of 80s such computer costs about 25-30 000 rubles in the former USSR. The third generation is represented by Intel 80386, used in IBM PC AT 386. The microprocessors of the fourth generation were used in computers IBM PC AT 486. There are also central processing units of the fifth generation, used in Intel Pentium 60 and Intel Pentium 66, central processing units of the sixth generation, used in computers Intel Pentium 75,90,100 and 133. Few years ago appeared central processing units of seventh and eighth generations.

Computer speeds are measured in gigahertz today. Recently, an optical central processing unit has been invented, which is capable of executing trillions discrete operations per second or it is as fast as the speed of light. No man alive can do 500000 sums in one second, but a computer can. In fact, computers can do many of the things we do, but faster and better. They can predict weather, and even

play chess, write poetry or compose music. Just as television has extended human sight across the barriers of time and distance, so the computers extend the power of the human mind across the existing barriers.

So, we are at the threshold of new computer era, when artificial intelligence could be invented. There are no questions with «if», the only question is «when». And time will show us either computers become our best friends or our evil enemies as it is shown in some movies.

Vocabulary

field of electronics – область электроники	vacuum-tube machines – ламповые машины
general-purpose electronic computer – универсальный электронный компьютер	transistors – транзисторы
vacuum tubes – вакуумные лампы	to fit in a briefcase – поместиться в портфель
multiplications – математические операции	workstation – автоматизированное рабочее место
was wired – была записана	server computers – серверы
and had to be manually altered – и <ee> приходилось изменять вручную	business enterprises – большие предприятия
ведомства	government departments – государственные
scientific research establishments – научные исследовательские учреждения	an optical central processing unit – оптический процессор
supercomputers – суперкомпьютеры	has been invented – был изобретен
a system composed of five distinct elements – система, состоящая из пяти разных элементов	to be capable – мочь, быть способным
“bus” – «шина»	to execute trillions discrete operations – триллионы операций
to link – связывать	at the threshold – на пороге (в переносном смысле)
external world – внешний мир	artificial intelligence – искусственный интеллект
was represented – было представлено	

Exercise 1. Find the following words and expressions:

- | | |
|--|---|
| 1. быстро развивающийся | 16. продвинутая графика и коммуникационные возможности |
| 2. использование транзисторов | 17. особенно удобен для офисной работы |
| 3. обозначили появление | 18. возможность обслуживать нужды |
| 4. потребляют меньшую мощность | 19. одна (единая) машина |
| 5. имеют более долгий срок службы | 20. в том смысле, в котором люди думают о компьютере |
| 6. компьютеры второго поколения | 21. сердце компьютера |
| 7. составляющие стали меньше | 22. скорость компьютера сегодня измеряется в гигагерцах |
| 8. система стала более дешевой | 23. со скоростью света |
| 9. цифровые компьютеры | 24. ни один живой человек |
| 10. могут быть поделены на несколько категорий | 25. простирает взор человека через барьеры времени и пространства |
| 11. исходя из стоимости и производительности | 26. новая компьютерная эра |
| 12. тем не менее | |
| 13. несмотря на размер и форму | |
| 14. относительно дешевые машины | |
| 15. размером для рабочего стола | |

Exercise 2. Fill in the table about the history of computer development

Date or period of time	The computer or	Main characteristics
1946	ENIAC	

Exercise 3. Make up 10 questions to the text.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №86-87

Тема: Отдел информационных технологий.

Ведущая дидактическая цель: формирование у обучающихся навыков монологической речи.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Text. COMPUTER LITERACY

Informed citizens of our information-dependent society should be computer-literate, which means that they should be able to use computers as everyday problem-solving devices. They should be aware of the potential of computers to influence the quality of life.

There was a time when only privileged people had an opportunity to learn the basics, called the three R's: reading, writing, and arithmetic's. Now, as we are quickly becoming an information becoming society, it is time to restate this right as the right to learn reading, writing and computing. There is little doubt that computers and their many applications are among the most significant technical achievements of the century. They bring with them both economic and social changes. "Computing" is a concept that embraces not only the old third R, arithmetic's, but also a new idea — computer literacy.

In an information society a person who is computer-literate need not be an expert on the design of computers. I le needn't even know much about how to prepare programs which are the instructions that direct the operations of computers. All of us are already on the way to becoming computer-literate. Just think of your everyday life. If you receive a subscription magazine in the post-office, it is probably addressed to you by a computer. If you buy something with a bank credit card or pay a bill by check, computers help you process the information. When you check out at the counter of your store, a computer assists the checkout clerk and the store manager. When you visit your doctor, your schedules and bills and special services, such as laboratory tests, are prepared by computer. Many actions that you have taken or observed have much in common. Each relates to some aspect of a data processing system.

Answer the questions to the text.

1. What does "a computer-literate person" mean? 2. Are you aware of the potential of computers to influence your life? 3. What do the people mean by "the basics"? 4. What is the role of computers in our society? 5. What is "computing"? 6. What is a program? 7. Prove that we all are on the way to becoming computer-literate. 8. Give examples of using computers in everyday life.

Translate into Russian.

An information-dependent society; a computer-literate citizen; an everyday problem-solving device; to be aware; to influence the quality of life; to have an opportunity; to learn the basics; to learn computing; the most significant technical achievements; to embrace computer literacy; to prepare programs; to direct the operations of a computer; to be on the way of becoming computer-literate; to process information; to have much in common; a data processing system.

Rewrite sentences in Past Simple Tense.

1. Many people have an opportunity to use computers. 2. There is no doubt that computers solve problems very quickly. 3. Instructions direct the operation of a computer. 4. Computers bring with them both economic and social changes. 5. Computing embraces not only arithmetic's, but also computer literacy. 6. It is well known that computers prepare laboratory tests. 7. Those persons are computer literate and think of buying a new computer. 8. They receive a subscription magazine once a

month. 9. My mother is ill and visits her doctor every other day. 10. Experts know much about how to prepare programs.

1. HISTORY OF COMPUTERS

Study new words and word-combinations.

calculating device— вычислительное устройство;

multiple — кратный;

abacus — счеты;

slide rule — логарифмическая линейка;

logarithm table— логарифмическая таблица;

calculus— исчисление, математический анализ;

general-purpose — общего назначения, универсальный;

to cut out the human being altogether- полностью исключить человека;

to manipulate — обрабатывать, преобразовывать, управлять;

data processing — обработка данных (информации);

tabulate the census — занести данные по переписи (населения) в таблицу;

means of coding — средства кодирования (шифровки);

to punch the holes — пробивать отверстия;

punched card — перфокарта;

to perform — выполнять, производить (действие), осуществлять;

unit of data — единица информации;

keyboard terminals — терминал (вывод) с клавишным управлением;

proliferation — размножение, быстрое увеличение.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №88-89

Тема: Роль компьютеров в современном мире.

Ведущая дидактическая цель: формирование у обучающихся навыков монологической речи.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Задание 1. Прочтите и переведите текст для себя.

COMPUTERS IN HUMAN LIFE

Computers have changed everyone's life. Several years ago, people haven't even known anything about these electronic devices, whereas nowadays even a small child can operate this machine.

Almost all modern technologies depend on computers which are used for data storage: files, secret information, and else. Computers of different types and sizes are used by modern society.

Many people find computers dangerous. Some parents worry about computer games because they think their children won't be able to communicate with real people in the real world.

On the other hand, computers are very fast, and they seldom make mistakes. They save lots of time, and, besides, all the necessary information can be found on Internet. So, instead of going to the library or other institutions, we can simply use the World Wide Web.

Computers have become the most useful tool in everyone's homes nowadays, and they have certainly changed our life for the better.

Задание 2. Выберите правильный вариант ответа.

1. Several years ago, people haven't even known anything about ...
 - a) computers
 - b) printers
 - c) modern technologies
2. With the help of computer, people can ...
 - a) only communicate
 - b) use it for data storage: files, secret information, and else
 - c) do nothing
3. Many people find computers ...
 - a) dangerous
 - b) important
 - c) useless
- 4) Computers are very ...
 - a) good
 - b) clever
 - c) fast
- 5) Instead of going to the library, we can ...
 - a) seat at home
 - b) use the Internet
 - c) watch TV
- 6) Computers have changed our life ...
 - a) for the worse
 - b) for nothing
 - c) for the better

Задание 3. Найдите русские эквиваленты английских слов и выражений.

- | | |
|----------------------|---------------------------|
| 1. to change | a. зависеть от |
| 2. device | b. современное общество |
| 3. to depend on | c. электронное устройство |
| 4. dangerous | d. экономить |
| 5. to make mistakes | e. изменять |
| 6. to worry | f. хранение информации |
| 7. to save | g. беспокоиться |
| 8. real world | h. устройство |
| 9. electronic device | i. машина |
| 10. machine | j. общаться |
| 11. data storage | k. реальный мир |
| 12. modern society | l. опасный |
| 13. to communicate | m. делать ошибки |

Задание 4. Переведите словосочетания и предложения на английский язык.

1. Сейчас даже ребенок может работать на этой машине.
2. Многие люди считают компьютеры опасными.
3. С другой стороны.
4. Компьютеры работают быстро.
5. Вместо того чтобы идти в библиотеку.
6. Компьютеры стали самым полезным инструментом в каждом доме.
7. Изменять нашу жизнь к лучшему.

Задание 5. Ответьте на вопросы к тексту "Computers in Human Life".

1. What has changed people's life?
2. Why do all modern technologies depend on computers?
3. Why do many people find computers dangerous?
4. What are the advantages and disadvantages of computers?
5. Do you use computer in your life?
6. For what do you use computer?
7. Can computer be dangerous?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №90-91

Тема: Понятие «компьютерная грамотность».

Ведущая дидактическая цель: формирование у обучающихся навыков монологической речи.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Задание 1: Письменно переведите текст.

Образец оформления: (пишется только перевод)

Грамотные граждане нашего информационно – зависимого общества.....

Informed citizens of our information-dependent society should be computer-literate, which means that they should be able to use computers as everyday problem-solving devices. They should be aware of the potential of computers to influence the quality of life.

There was a time when only privileged people had an opportunity to learn the basics, called the three R's: reading, writing, and arithmetic's. Now, as we are quickly becoming an information-becoming society, it is time to restate this right as the right to learn reading, writing and computing. There is little doubt that computers and their many applications are among the most significant technical achievements of the century. They bring with them both economic and social changes. "Computing" is a concept that embraces not only the old third R, arithmetics, but also .a new Idea — computer literacy.

In an information society a person who is computer-literate need not be an expert on the design of computers. He needn't even know much about how to prepare programs which are the instructions that direct the operations of computers. All of us are already on the way to becoming computer-literate.

If you buy something with a bank credit card or pay a bill by check, computers help you process the information. When you check out at the counter of your store, a computer assists the checkout clerk and the store manager. When you visit your doctor, your schedules and bills and special services, such as laboratory tests, are prepared by computer. Many actions that you have taken or observed have much in common. Each relates to some aspect of a data processing system.

Задание 2. Переведите следующие выражения на английский язык и запомните их:

Образец оформления: - *Информационно-зависимое общество*

- *information-dependent society*

Информационно-зависимое общество; человек, обладающий компьютерной грамотностью; устройство, решающее повседневные проблемы; понимать, сознавать; влиять на качество жизни; иметь возможность, изучать основы; научиться работе на компьютере; наиболее значимые технические достижения; охватывать компьютерной грамотностью; писать программы; направлять работу компьютера; обрабатывать информацию; иметь много общего; система обработки данных.

Задание 3. Ответьте на вопросы по тексту.

Образец оформления: Пишется только ответ на вопрос.

1. What does "a computer-literate person" mean?
2. Are you aware of the potential of computers to influence your life?
3. What do the people mean by "the basics"?
4. What is the role of computers in our society?
5. What is "computing"?
6. What is a program?
7. Prove that we all are on the way to becoming computer-literate.
8. Give examples of using computers in everyday life.

Задание 4. Напишите три формы глаголов:

Образец оформления: *to come – came – come*

To be; to have; to mean; to learn; to become; to bring; to know; to think; to buy; to pay; to take; to do; to begin; to give; to make; to keep; to get; to read; to show.

Задание 5. Сделайте предложения в простое прошедшее время:

Образец оформления: *All digital computers have two basic parts.*

All digital computers had two basic parts.

1. Many people have an opportunity to use computers.
2. There is no doubt that computers solve problems very quickly.
3. Instructions direct the operation of a computer.
4. Computers bring with them both economic and social changes.
5. Computing embraces not only arithmetics, but also computer literacy.
6. It is well known that computers prepare laboratory tests.
7. Those persons are computer literate and think of buying a new computer.
8. They receive a subscription magazine once a month.
9. My mother is ill and visits her doctor every other day.
10. Experts know much about how to prepare programs.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №92-93

Тема: Развитие электроники.

Ведущая дидактическая цель: формирование у обучающихся навыков монологической речи.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Ex. 1. Translate the word-combinations:

Century: the last century, the 21st century, the coming century, during the four centuries.

Pace: to control the pace of computer spread, to go at a good pace, to keep pace with smb.

Available: to become available, to be available, to be widely available. Sorry. Mr. Neckle is not available at the moment.

Improve: improve one's knowledge of English, to improve materials, to improve technology, to improve the quality, device continues to improve, his health is improving.

Frequent: frequent use, frequent business trips, to need frequent replacement.

Complete: to complete one's work, to complete the course of studies, to complete construction, complete edition of Byron's poems, a complete stranger.

Confirm: to confirm one's offer, to confirm one's agreement, to confirm its position as a leading company in the computer market.

Ex. 2. Form the derivatives with the suffixes given in brackets and translate them:

Replace (ment), frequent (ly), announce (merit), confirm (tion), integrate (tion), capable (ity), complete (tion, ly), indicate (tion, or), improve (ment), occur (ence), urgent (ly, ency).

Ex. 3. Find the necessary derivative of the words in brackets to suit the sentence logically:

1. I have (*complete*) forgotten what you asked me about. 2. We have got the (*confirm*) of your offer. 3. When she lost her mobile phone she put an (*announce*) in the newspaper. 4. The situation is capable of (*improve*). 5. The (*indicate*) was switched on. 6. It is an everyday (*occur*). 7. The broken part needs (*replace*). 8. Go there (*immediate*).

Ex. 4. Slate the part of speech of the italicized words, translate the sentences:

1. This period brought about the *rise* of *steam* power and the *wide spread* of machines. 2. Steam drives machinery 3. Rumours *spread* quickly. 4. At present economical and technological factors are controlling the pace of computer *spread*. 5. The *complete* course of the English language *spread* over 3 years. 6. A number of computers were *completed* during and immediately after the war. 7. His concept opened the door to *complete* general-purpose computers.

Ex. 5. Replace the underlined words by their synonyms.

1. It happened many years ago. 2. He often visited those places. 3. Is it possible to make my pronunciation better? 4. When I finish this work we will be able to have a 2 weeks rest. 5. This invention caused the appearance of new medicine that made many people feel better. 6. This computer needs immediate repairing. 7. Have you substituted all the words of this exercise by' their synonyms? 8. Do it at once.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №94-95

Тема: История создания компьютеров.

Ведущая дидактическая цель: формирование у обучающихся навыков монологической речи.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

1. Match the words and word-combinations from the columns.

1.versatility	интегральная микросхема (чип)
2.capacitor	выполнять, осуществлять
3.binary circuit	последовательность
4.computation	счеты
5.dump	многогранность, многосторонность
6.accuracy	конденсатор
7.abacus	точность, правильность
8.carry out	бинарная (двоичная) цепь
9.succession	вычисление, расчет
10.integrated circuit	дамп, разгрузка

2. Translate the given sentences.

1. The first use of the word "computer" was recorded in 1613, referring to a person who carried out calculations.

2. Examples of early mechanical calculating devices included abacuses, slide-rules and the Antikythera mechanism.
3. Many scientific computing needs were met by increasingly sophisticated analog computers, which used a direct mechanical or electrical model of the problem as a basis for computation.
4. Stibitz invented and built a relay-based calculator. He dubbed the "Model K" which was the first to use binary circuits to perform an arithmetic operation.
5. Computers using vacuum tubes as their electronic elements were in use throughout the 1950s.
6. In 1801, Joseph Marie Jacquard made an improvement in the textile loom by introducing a series of punched paper cards which allowed his loom to weave intricate patterns automatically.
7. Jacquard's loom was an important step in the development of computers because the use of punched cards to define woven patterns can be viewed as an early, limited form of programmability.
8. These computers were not programmable and generally lacked the versatility and accuracy of modern digital computers.

Reading

The history of personal computers

*Read the text and find the paragraphs, informing about ...
the first mention of the word "computer" and its meaning;
the first inventions based on the principles of mechanics (the invention of Geron);
the stages of development of a modern computer.*

The first use of the word "computer" was recorded in 1613, referring to a person who carried out calculations, or computations, and the word continued to be used in that sense until the middle of the 20th century. From the end of the 19th century the word began to take on its more familiar meaning, describing a machine that carries out computations.

The history of a modern computer began with two separate technologies-automated calculation and programmability — but no single device can be identified as the earliest computer, partly because of the inconsistent application of that term. Examples of early mechanical calculating devices include the abacus, the slide rule and the Antikythera mechanism (which dates from about 150—100 B.C.). Hero of Alexandria (he lived about 150 B.C.) built a mechanical theater which performed a play lasting 10 minutes and was operated by a complex system of ropes and drums that might be considered to be as means of deciding which parts of the mechanism performed the actions and the time. This is the essence of programmability.

The "castle clock", an astronomical clock invented by Al-Jazari in 1206, is considered to be the earliest programmable analog computer. It displayed the zodiac, the solar and lunar orbits, a moon-shaped pointer travelling across a gateway causing automatic doors to open every hour, and five robotic musicians who played music when struck by levers operated by a camshaft attached to the water wheel. The length of days and nights could be re-programmed to compensate for the changing lengths of days and nights throughout the year.

In 1801, Joseph Marie Jacquard made an improvement in the textile loom by introducing a series of punched paper cards which allowed his loom to weave intricate patterns automatically. As the result, Jacquard's loom was an important step in the development of computers because the use of punched cards to define woven patterns can be viewed as an early form of programmability.

It was the fusion of automatic calculation with programmability that produced the first recognizable computers. In 1837, Charles Babbage was the first to conceptualize and design a fully programmable mechanical computer, his analytical engine.

In the late 1880s Herman Hollerith invented the recording of data on a machine readable medium. Prior uses of the machine readable media had been used for control, but not for data. After some initial trials with paper tape, he settled on punched cards. To process these punched cards he invented a tabulator, and key punch machines. These three inventions were the foundation of the modern information processing industry.

During the first half of the 20th century, many scientific computing needs were met by increasingly sophisticated analog computers, which used a direct mechanical or electrical model of the problem as the basis for computation. However, these computers were not programmable and generally lacked the versatility and accuracy of modern digital computers.

George Stibitz is internationally recognized as the father of the modern digital computer. While working at Bell Labs in November of 1937, Stibitz invented and built a relay-based calculator. He dubbed the "Model K" (for "kitchen table", on which he had assembled it), which was the first to use binary circuits to perform an arithmetic operation. Later models added greater sophistications including complex arithmetic and programmability.

A succession of more powerful and flexible computing devices were constructed in the 1930s and 1940s, gradually adding the key features that are seen in modern computers. The use of digital electronics (largely invented by Claude Shannon in 1937) and more flexible programmability were vitally important steps, but defining one point along this road as "the first digital electronic computer" is difficult (Shannon 1940). Notable achievements include:

- Konrad Zuse's electromechanical "Z machines". The Z3 (1941) was the first working machine featuring binary arithmetic, including floating point arithmetic and a measure of programmability.

- The non-programmable Atanasoff-Berry Computer (1941) which used vacuum tubes based on the computation, binary numbers, and regenerative capacitor memory.

- The secret British Colossus computers (1943) which had limited programmability but demonstrated that the device using thousands of tubes could be reasonably reliable and electronically reprogrammable. It was used for breaking German wartime codes.

- Harvard Mark I (1944), a large-scale electromechanical computer with limited programmability.

- The US Army's Ballistics Research Laboratory ENIAC (1946), which used decimal arithmetic and is sometimes called the first general purpose electronic computer (since Konrad Zuse's Z3 of 1941 used electromagnets instead of electronics).

A number of projects to develop computers based on the stored-program architecture commenced around this time, the first of these being completed in Great Britain. The first to be demonstrated was SSEM or Manchester Small-Scale Experimental Machine (or "Baby"), while EDSAC, completed a year after SSEM, was the first practical implementation of the stored program design.

Computers using vacuum tubes as their electronic elements were in use throughout the 1950s, but by the 1960s they had been largely replaced by transistor-based machines, which were smaller, faster, cheaper to produce, required less power, and were more reliable. The first transistorized computer was demonstrated at the University of Manchester in 1953. In the 1970s, integrated circuit technology and the subsequent creation of microprocessors, such as Intel 4004, further decreased size and cost and further increased speed and reliability of computers. By the 1980s, computers became sufficiently small and cheap to replace simple mechanical controls in domestic appliances such as washing machines. The 1980s also witnessed home computers and ubiquitous personal computers. With the evolution of the Internet, personal computers are becoming as common as telephones or television in the household.

Modern smartphones are fully-programmable computers in their own right, and as of 2009, may well be the most common form of such computers in existence.

On June, 2008, the number of personal computers in use worldwide hit one billion, while another billion is expected to be reached by 2014. Mature markets like the United States, Western Europe and Japan accounted for 58 percent of the worldwide installed PCs. The emerging markets are expected to double their installed PCs by 2013 and to take 70 percent of the second billion PCs.

2. Post-reading task.

Vocabulary Practice

Text Study

1. Answer the questions.

1. When was the word "computer" used for the first time? What did it mean?

2. The history of modern computers began with two separate technologies. What are they?
3. What were the first mechanical calculating devices?
4. A succession of more powerful and flexible computing devices were constructed in the 1930s and 1940s. Name them.
5. When and where was the first transistorised computer demonstrated?

2. Complete the sentences, using the text. Translate into Russian. Retell briefly.

1. The first use of the word "computer" was recorded in 1613, referring to
2. The history of modern computers began with
3. Examples of early mechanical calculating devices include
4. In 1801, Joseph Marie Jacquard made an improvement in the textile loom by ...
5. In 1837, Charles Babbage was the first to conceptualize and design a....
6. During the first half of the 20th century, many scientific computing needs were met by
7. George Stibitz is internationally recognized as the father of... .
8. A succession of more powerful and flexible computing devices were constructed in the 1930s and 1940s, gradually
9. The use of digital electronics and more flexible programmability were vitally important steps but...
10. Notable achievements include:
11. A number of projects to develop computers based on the stored- program architecture commenced around ...
 12. Computers using vacuum tubes as their electronic elements were in use
 13. By the 1980s, computers had become sufficiently small and cheap to
 14. On June 2008, the number of personal computers in use worldwide hit... .
 15. The emerging markets are expected to double their installed PCs by 2013 and... .

3. Translate the following sentences into English. Use the information from the text.

1. Счеты и логарифмическая линейка были первыми механическими устройствами для вычислений.
2. Первое программное механическое устройство был разработан в 1837 году.
3. Джордж Стибитс - создатель современного цифрового компьютера.
4. В период с 1930-х по 1940-е годы был разработан целый ряд более мощных на тот момент вычислительных устройств.
5. Компьютеры, работающие на радиоэлектронных лампах в качестве электронных элементов, использовались на протяжении всех 50-х годов.
6. Первый транзисторный компьютер был продемонстрирован в Манчестере в 1953 году.
7. К июню 2008 года количество используемых персональных компьютеров в мире достигло 1 миллиарда.
8. Большое количество процессоров встроено в другие устройства, например, в бытовую технику, медицинское оборудование, сотовые телефоны.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №96-97

Тема: Телевидение, виды телепередач.

Ведущая дидактическая цель: формирование у обучающихся навыков монологической речи.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в

коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Задание 1. Соедините части предложения.

<p>1. A radio broadcast is a one-way transmission,...</p> <p>2. In the early 1920s, radio played an important role in people’s lives, and over 500 stations were broadcasting news, music, sports, drama, and variety shows.</p> <p>3. By the 1930s, most households in the U.S. and</p> <p>4. In the evening, the family gathered around a big “console” that was usually located in the living room,</p> <p>5. In 1895, a young Italian named Guglielmo Marconi</p> <p>6. He used radio waves to transmit Morse code and</p> <p>7. In 1906, Marconi shared the Nobel Prize for physics with Ferdinand Braun, a German,</p> <p>8. Radio works by changing sounds or signals into radio waves, which travel through air, space, and solid objects, ...</p> <p>9. Everyone used their imagination to visualize all of the characters in their favorite shows. ...</p>	<p>A. ...and over 500 stations were broadcasting news, music, sports, drama, and variety shows.</p> <p>B. ...where they might spend hours listening to variety shows or comedies from favorites like Jack Benny or Edgar Bergen and Charlie McCarthy.</p> <p>C. ...Europe had at least one radio.</p> <p>D. ...This was the beginning of the “Golden Age of Radio.”</p> <p>E. ...originating from a radio station.</p> <p>F. ...the instrument he used became known as the radio.</p> <p>G. ...and the radio receiver changes them back into the sounds, words, and music we hear.</p> <p>H. ...invented what he called “the wireless telegraph” while experimenting in his parents’ attic.</p> <p>I. ...in recognition of their ...contributions to the development of wireless telegraphy.</p>
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Задание 2. Подберите подходящие эквиваленты.

<p>1. Развитие</p> <p>2. Волна</p> <p>3. Применение</p> <p>4. Напряжение</p> <p>5. Способность</p> <p>6. Исследование:</p> <p>7. Поле:</p>	<p>a) demodulating; b) generating; c) development</p> <p>a) wave; b) frequency; c) rate.</p> <p>a) application; b) integration; c) manufacturing a) error; b) voltage; c) indication.. :</p> <p>a) capacity; b) ability; c) growth</p> <p>a) research; b) creating; c) performance.</p> <p>a) power; b) device; c) field.</p>
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8.Разнообразие:	a) reducing; b) diversity; c) concerning.
9.Данные:	a) data; b) task; branch.
10.Переменный:	a) alternating; b) direct; c). connecting
11.Среди:	a) prior to; b) among; c) much of.
12.Внедрение:	a) implantation; b) engineering; c)transmitting.
13.Измерение:	a) assembling; b) correcting; c) dimension
14.Делить:	a) divide; b) diverse; c) design.
15.Волокно:	a) chip; b) fibre; c) chassis.
16.Окружение:	a) communication; b) environment; c). recovering
17.Хранить:	a) store; b) perform; c) design.
18.Составлять:	a) add; b) consist; c) carry.
19.Получать:	a) feed; b) run; c) receive.
20.Конденсатор:	a) capacitor; b) inductor; c) resistor.

Задание 3. Подберите подходящие эквиваленты.

1. application	a) получать
2. to transmit	b) связывать
3. to receive	c) задача
4. to store	d) сложный
5. task	e) применение
6. digital	f) волна
7. wave	g) состоять
8. to consist	h) передавать
9. to connect	i) цифровой
10. complex	j) хранить

Задание 4. Восстановите порядок слов в предложениях.

- 1). Television, become, media, one, has, of the, most, important, nowadays, mass.
- 2). It, and, people, educates, entertains, informs.
- 3). It, the, way, world, people, their, at, the, and change, makes, them, views, influences, look.
- 4). In, words, mass, television, especially, other, mould, public, opinion, and media.
- 5). TV time, of, to, watch, in their, spare, like, Millions, people.
- 6). Now, piece, set, furniture, The, is, not just, TV. a of.
- 7). It one of, is who, is families, the, someone.
- 8). Viewpoints, There, television, are, two, on.
- 9). Think, lot, people, that, Some, harm, television, is a doing of.

- 10). Begin, to time, how to, People, forget ,occupy, their, free.
 11). It with, visiting, from prevents, relatives, each other, from friends, communicating, them or.
 12). indeed go, to used, hobbies, cinemas, sporting, they people, used And, to, outside for, amusements, have to the, theatres, events.
 13). They, listen to books, music, and read, used to.
 14). Now, time, all, television, is given, to free.
 15). Are, a lot, it gives, us, a lot of, people, who, consider, information to be helpful, because of, But TV, there.

Задание 5. Составьте слова из слогов.

1. ti, li, app, on, ca.
2. ment, de, lop, ve.
3. ver, si, di, ty.
4. ne, chi, ma, ry.
5. mi, ti, com, ni, ca, ons.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №98-99

Тема: Разработка компьютерных систем.

Ведущая дидактическая цель: формирование у обучающихся навыков монологической речи.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

I. Look up in the dictionary how to pronounce the following words. Write them down in the dictionary.

circular	octal	contiguous	comparing
to assume	a value	cell	selecting
decimal	a location	adequate	sorting
to handle	uniquely	precise	matching

II. Read the text and do the exercises that follow it:

Information, machine words, instructions, addresses and reasonable operations

Information is a set of marks or signs that have meaning. These consist of letters or numbers, digits or characters, typewriter signs, other kinds of sign and so on. So, information is the end product of people obtained from computer systems. The process of using computer is circular beginning and ending with people.

When we see number 562 we normally assume that it represents five hundred and sixty-two. This is because we are conditioned to the decimal system where the base is 10. Nowadays school children are taught to handle numbers with different bases such as octal (8) and binary (2). With the number 562 we understand this to mean that we have 5 hundreds, 6 tens and 2 units ($5 \cdot 100 + 6 \cdot 10 + 2 \cdot 1$) so each digit has a meaning represented by its value and its position.

Computers work by using the binary system where the base is 2. This means that each position can have a value of 0 or 1. So any information may be represented by the binary system including these two digits. Because at their most basic level, computers only understand the language of electricity: positive (or on or 1) and negative (or off or 0). Instead of going up in powers of ten ($10, 10 \times 10, 10 \times 10 \times 10$) the positions go up in powers of 2 ($2, 2 \times 2, 2 \times 2 \times 2, 2 \times 2 \times 2$, etc.)

Thus the binary number 1001 can be represented as:

2 x 2 x 2s position	2 x 2s position	2s position	units position
1	0	0	1

Thus number can be converted to decimal

$$2 \times 2 \times 2 \times 1 = 8 \times 1 = 8$$

$$2 \times 2 \times 0 = 4 \times 0 = 0$$

$$2 \times 0 = 0$$

$$1 = 1$$

$$9$$

So 1001 in binary has the same value as 9 in decimal.

The memory of a computer consists of a large number of locations, each of which is uniquely addressable. In most modern computers these locations are called bytes. They consist of eight positions and each position can be set to 0 or 1. These positions are bits. A bit is the smallest part of information and it is the basic unit of data recognized by the computer. Bits are grouped in units that are called bytes. A byte consists of eight bits.

A group of contiguous bytes that can be manipulated together is called a word. A word may be 2 bytes (16 bits) or 4 bytes (32 bits) or other combinations. 16 bits can hold number up to 65,535. Word length is the term used to describe a word's size in numbers of bits.

The memory of the computer can hold instructions that the control unit acts upon, and it can store binary numbers on which arithmetical operations can be carried out. A large number of business operations, and computer-based training in particular, do very little with numbers. They are mostly concerned with accepting as input, manipulating and presenting as output, large quantities of character information—names and addresses.

An address is the name of particular memory location or cell. Each memory location (word or byte) has its own unique address or number just as a post office box. If one character is stored in a byte, there are 256 possible characters that the different bit patterns can represent. That is quite adequate for all alphabetic characters in upper and lower case, the number 0 to 9 and the various punctuation and special characters that are found on a typewriter keyboard. One widely used coding convention is ASCII (American Standard Code for Information Interchange), pronounced as the two words «ass» and «key».

This is a part of the ASCII Code

Character	%	E+	‘	()	*	+	,	-	.	/	
ASCII Code	37	38	39	40	42	43	44	45	46	47	
Character	0	1	2	3	4	5	6	7	8	9	
ASCII Code	48	49	50	51	52	53	54	55	56	57	
Character	A	B	C	D	E	F	G	H	I	J	
ASCII Code	65	66	67	68	69	70	71	72	73	74	

Thus, if we wanted to hold FRANKLIN in part of the correct answer it could be held somewhere in memory (say location 5390 onwards) as the following ASCII codes:

Letter	F	R	A	N	K	L	I	N	
Code in memory	70	82	65	78	75	76	73	78	
Memory location	5390	5391	5392	5393	5394	5395	5396	5397	

Computer people generally refer to 1000 (1024 to be precise) bytes as a kilobyte (kb) and a million bytes as a megabyte (mb). So, if somebody has a microcomputer with 640 k memory locations that means there are 640,000 locations in the machine.

Reasonable operations are mathematical and logical. Mathematical operations include arithmetical and algebraic operations. Arithmetical operations are addition, subtraction, multiplication, division, taking a square root, etc.; and algebraic operations are called raising to a power as well as differentiating and integrating.

Logical operations include comparing, selecting, sorting, matching, etc.

III. Translate these into your own language:

- | | |
|--|--------------------------------|
| 1. a set of marks and signs | 7. bytes |
| 2. circular beginning and ending with people | 8. bits are grouped |
| 3. we are conditioned to the decimal system | 9. can be manipulated together |
| 4. base | 10. to hold instructions |
| 5. including these two digits | 11. memory location |
| 6. the positions go up in powers of 2 | 12. to include |

IV. Translate these into English:

- | | |
|---------------------------------|---------------------------------|
| 1. множество знаков | 7. десятичное число |
| 2. число представляет | 8. запоминать, хранить в памяти |
| 3. учат работать с числами | 9. выполнять |
| 4. у каждого есть свое значение | 10. точно |
| 5. двоичная система исчисления | 11. разумные операции |
| 6. основной уровень | |

V. Fill in the necessary words:

- is a set of marks or signs.
- We are conditioned to the
- Computers work by using the where the is 2.
- The of a computer consists of a large number of locations.
- A is the smallest part of information.
- A byte consists of 8
- The memory of the computer can instructions.
- Computer people generally 1 000 bytes as a kilobyte.

VI. Fill in the prepositions:

- Nowadays school children are taught to handle numbers different bases.
- their most basic level, computers only understand the language of electricity.
- Instead of going in powers of ten, the positions go powers of 2.
- Each position can be set 0 or 1.
- Bits are grouped units.
- The memory can store binary numbers which arithmetical operations can be carried

VII. Give the correct definitions of the following terms:

- | | | | |
|------------------|---------|------------|-------------------------|
| a) information | c) bit | e) word | g) reasonable operation |
| b) binary system | d) byte | f) address | |

VIII. Answer the following questions:

- What is information?
- Do computers work by using binary or decimal system?
- What is the base of the binary system?
- How can any information be represented?
- What is the ASC II Code?

IX. Write you last name in letters and codes in memory and in memory locations, use the ASC

II Code.

X. Retell the text.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №100-101

Тема: Компьютерная графика.

Ведущая дидактическая цель: формирование у обучающихся навыков монологической речи.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

1. Match the words with their definitions

1	a browser	A	to artistically arrange the shape or layout of something
2	to click	B	a series of interconnected computers and databases around the world
3	content	C	1) to press the button on a computer mouse 2) to make a small, sharp sound
4	to design	D	to determine the size, shape and form of a written document
5	to format	E	the size, shape and form of a written document
6	a format	F	a program used to view the Internet
7	Internet (Net)	G	a series of commercial, educational and governmental web pages on the Internet
8	to lay out	H	to design the technical arrangement of a web page, building, garden, etc.
9	World Wide Web	I	subject matter; the main idea of a book, a paper or a web page

2. Fill in all the gaps using the words from the box.

browsers click content copyright design format Internet layout World Wide Web

Tim: Hey! What are you looking at, Barbara?

Barbara: I am taking a class called 21st Century Advertising. The teacher wants us to study different web sites to learn about web page _____.

Tim: That sounds like a great class for people who are studying business.

Barbara: It is. The _____ is the future of business. And the _____ is going to be the storefront of the next century. To be competitive, businesses have to adapt their current advertising techniques. However, creating a good web site is much more difficult than most people think.

Tim: Have you discovered anything interesting which you consider to be well designed?

Barbara: Yeah, this site is fantastic. Take a look. It's very artistic and the technical _____ is convenient and very logical. It also looks good in different _____. I have already viewed it in Microsoft Explorer and Firefox. The _____ is also fantastic; the size and shape of the text are perfect. I am going to borrow some of their techniques when I make my own web page for class.

Tim: Borrowing ideas is OK, but you have to remember that the _____ of all web pages is legally protected.

Barbara: I know. Our professor taught us about intellectual rights. He told us that _____ infringement is a real concern for people who publish on the Web.

Tim: That's right. Hey, that picture says "continue on". Why don't you _____ there so we can see the next page.

Barbara: OK.

3. Fill in all the gaps using the words from the Exercise 3.

1. I don't like the _____ of that building. The entrance is too small, and there are no windows in the lounge.

2. They cannot simply reproduce that book without his permission. The _____ legally protects it from unauthorized reproduction.

3. When you _____ a document in a word processing program, you change the size, shape and font of the words.

4. The book which Richard wrote is fascinating. The _____ is both thought-provoking and educational.

5. When I pressed that button, I heard a loud _____. I hope I didn't break the computer.

6. Internet Explorer and Firefox are _____.

7. She attended a school for fashion _____.

8. The Web is an international collection of commercial and educational sites on the _____.

9. The "www" in an Internet address stands for _____.

4. Read the text and make the exercises below.

The History of Computer Development

The rapidly advancing field of electronics led to construction of the first general-purpose electronic computer in 1946 at the University of Pennsylvania. It was Electronic Numerical Integrator And Computer or ENIAC, the device contained 18,000 vacuum tubes and had a speed of several hundred multiplications per minute. Its program was wired into the processor and had to be manually altered.

Later transistors appeared. The use of the transistor in computers began in the late 1950s. It marked the advent of smaller, faster elements than it was possible to create with the use of vacuum-tube machines. Because transistors use less power and have a much longer life, computers alone were improved a lot. They were called second-generation computers.

Components became smaller and the system became less expensive to build.

Modern digital computers are all conceptually similar, regardless of size and shape. Nevertheless, they can be divided into several categories on the basis of cost and performance.

The first one is the personal computer or microcomputer, a relatively low-cost machine, usually of desk-top size. Sometimes they are called laptops. They are small enough to fit in a briefcase. The second is the workstation, a microcomputer with enhanced graphics and communications capabilities that make it especially useful for office work. And the server computers, a large expensive machine with the capability of serving the needs of major business enterprises, government departments, scientific research establishments. The largest and fastest of these are called supercomputers.

A digital computer is not actually a single machine, in the sense that most people think of computers. Instead it is a system composed of five distinct elements: a central processing unit, input devices, memory storage devices, output devices and a communications network, called a «bus» that links all the elements of the system and connects the system itself to the external world.

Talking about a central processing unit or the heart of computer; I would like to add that there were several generations of microprocessors. The first generation was represented by processing unit Intel 8086. The second generation central processing unit was represented by processing unit Intel 80286, used in IBM PC AT 286. In the end of 80s such computer costs about 25-30 000 rubles in the former USSR. The third generation is represented by Intel 80386, used in IBM PC AT 386. The microprocessors of the fourth generation were used in computers IBM PC AT 486. There are also central processing units of the fifth generation, used in Intel Pentium 60 and Intel Pentium 66, central processing units of the sixth generation, used in computers Intel Pentium 75,90,100 and 133. Few years ago appeared central processing units of seventh and eighth generations.

Computer speeds are measured in gigahertz today. Recently, an optical central processing unit has been invented, which is capable of executing trillions discrete operations per second or it is as fast as the speed of light. No man alive can do 500000 sums in one second, but a computer can. In fact, computers can do many of the things we do, but faster and better. They can predict weather, and even play chess, write poetry or compose music. Just as television has extended human sight across the barriers of time and distance, so the computers extend the power of the human mind across the existing barriers.

So, we are at the threshold of new computer era, when artificial intelligence could be invented. There are no questions with «if», the only question is «when». And time will show us either computers become our best friends or our evil enemies as it is shown in some movies.

Vocabulary

field of electronics – область электроники	vacuum-tube machines – ламповые машины
general-purpose electronic computer – универсальный электронный компьютер	transistors – транзисторы
vacuum tubes – вакуумные лампы	to fit in a briefcase – поместиться в портфель
multiplications – математические операции	workstation – автоматизированное рабочее место
was wired – была записана	server computers – серверы
and had to be manually altered – и <ее> приходилось изменять вручную	business enterprises – большие предприятия
ведомства	government departments – государственные
scientific research establishments – научные	an optical central processing unit – оптический процессор

исследовательские учреждения supercomputers – суперкомпьютеры a system composed of five distinct elements – система, состоящая из пяти разных элементов “bus” – «шина» to link – связывать external world – внешний мир was represented – было представлено	has been invented – был изобретен to be capable – мочь, быть способным to execute trillions discrete operations – триллионы операций at the threshold – на пороге (в переносном смысле) artificial intelligence – искусственный интеллект
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Exercise 1. Find the following words and expressions:

1. быстро развивающийся 2. использование транзисторов 3. обозначили появление 4. потребляют меньшую мощность 5. имеют более долгий срок службы 6. компьютеры второго поколения 7. составляющие стали меньше 8. система стала более дешевой 9. цифровые компьютеры 10. могут быть поделены на несколько категорий 11. исходя из стоимости и производительности 12. тем не менее 13. несмотря на размер и форму 14. относительно дешевые машины 15. размером для рабочего стола	16. продвинутая графика и коммуникационные возможности 17. особенно удобен для офисной работы 18. возможность обслуживать нужды 19. одна (единая) машина 20. в том смысле, в котором люди думают о компьютере 21. сердце компьютера 22. скорость компьютера сегодня измеряется в гигагерцах 23. со скоростью света 24. ни один живой человек 25. простирает взор человека через барьеры времени и пространства 26. новая компьютерная эра
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Exercise 2. Fill in the table about the history of computer development

Date or period of time	The computer or	Main characteristics
1946	ENIAC	

Exercise 3. Make up 10 questions to the text.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №102-103

Тема: Компьютер на производстве. Промышленные роботы.

Ведущая дидактическая цель: формирование у обучающихся навыков монологической речи.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

ROBOTS IN MANUFACTURING» Today most robots are used in manufacturing operations. The applications of robots can be divided into three categories: 1. material handling	РОБОТЫ на ПРОИЗВОДСТВЕ» Сегодня большинство роботов используются в производственных операциях. Применение роботов можно разделить на три категории: 1. транспортировка материалов
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<p>2. processing operations</p> <p>3. assembly and inspection.</p> <p>Material-handling is the transfer of material and loading and unloading of machines. Material-transfer applications require the robot to move materials or work parts from one to another. Many of these tasks are relatively simple: robots pick up parts from one conveyor and place them on another. Other transfer operations are more complex, such as placing parts in an arrangement that can be calculated by the robot. Machine loading and unloading operations utilize a robot to load and unload parts. This requires the robot to be equipped with a grip-per that can grasp parts.</p> <p>In robotic processing operations, the robot manipulates a tool to perform a process on the work part. Examples of such applications include spot welding, continuous arc welding and spray painting. Spot welding of automobile bodies is one of the most common applications of industrial robots.</p>	<p>2. операции обработки</p> <p>3. сборка и проверка.</p> <p>Погрузочно - разгрузочная работа передача материала и загрузки и разгружать машин. Применения материал - перехода требуют, что робот двигает материалы или части работы от одного к другим. Многие из этих задач относительно просты: роботы собирают детали с одного конвейера и размещают их на другом. Другие операции переноса являются более сложными, например размещение деталей в расположении, которое может быть рассчитано роботом. Деятельности нагрузки и разгржать машины используют робота для того чтобы нагрузить и расгрузити части. Это требует, что робот оборудован, сжат и в которое может схватить части.</p> <p>В операциях обработки робота, робот манипулирует инструмент для выполнения процесса на работе. Примеры таких применений включают заварку пятна, непрерывную дуговую сварку и картину брызга. Точечная сварка автомобильных кузовов - одно из самых распространенных применений промышленных роботов.</p>
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Future Life

Can you imagine what our lives will be like in the year 2050? Perhaps you will be flying off for a holiday on the moon, or maybe you will be taking your dog for a walk in the virtual reality. We recently carried out a survey of 1,000 people from different countries to find out what they think life will be like in the future. The results clearly demonstrate both our hopes and fears. The survey suggests that friendship - one of the most important human relationships -will have changed dramatically.

People will make friends through the Internet. What is more, a large number of people will even come across their future husbands or wives in this way! Computers will have become essential by 2050. Even now, some people describe them as their best friend! Others, however, say that we will become much more isolated from each other because we will have little real human contact. Education will have changed a lot too. As more and more children will be using computers in schools, certain abilities, such as mental arithmetic will not be necessary since there will be computer programs. Even writing by hand will have become outdated. According to the survey, home life will be better. Most people believe that by 2050 robots will be doing the housework and we will be eating ready-made food. A lot of people think that we might only cook for fun in the future. Space exploration will become increasingly popular. Fifty per cent of the people we talked to believe that man will regularly visit Mars. They also believe that travel on our own planet will probably change. Almost everyone thinks that there will be no cars in the city centers. Some even think that environmentally friendly electric or solar-powered cars will have replaced the cars we use nowadays. Pollution is something that seems to worry many people. Some fear that it will continue to get worse, and that our planet will become impossible to live on. Others even foresee that one day we will have to pay for clean air just as we do now for clean water.

On the other hand, people seem to be quite optimistic about the benefits of genetic engineering, as they think scientists will use it to cure diseases like cancer and AIDS. If scientists manage to find a cure for these, we will have a much healthier society. Some people worry about the future, while others are full of hope and enthusiasm. No matter how dark or bright it may seem, it is up to us to look after our planet and try to make it a better place to live.

Do you agree with the fact that robots will be our companions in the future?
Share your ideas and prove your opinion, please.

Robots can change our life and the future. Now, let's imagine, you are the boss of the Robot company. You must design a new robot. Work please in group.

Date

Company

Robot's name

Price

Designer

Three major functions

1. This book is (the most interesting, interestingest) of all I have read this year.
2. My sister speaks English (badder, worse) than I do.
3. Which is (the hottest, hotter) month of the year?
4. Which is (the beautifulest, the most beautiful) place in this part of the country.
5. A train is (faster, the fastest) than a bus.
6. Take some of these sweets: they are very (nicer, nice). They are (nicer, nice) than the sweets in that box.
7. (Tall, the tallest) trees in the world grow in California.
8. This girl is (the goodest, the best) student in our group.
9. Spanish is (the easiest, easier) than German.
10. The Thames is (short, shorter) than the Volga.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №104-108

Тема: Основные функциональные узлы цифровых компьютеров.

Ведущая дидактическая цель: формирование у обучающихся навыков монологической речи.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

1. Прочитайте и переведите текст. Найдите в тексте все случаи употребления причастия и страдательного залога.

FOUR GENERATIONS OF COMPUTERS

The first vacuum tubes computers are referred to as *first generation computers*, and the approximate period of their use was from 1950 to 1959. UNIVAC 1 (Universal Automatic Computer) is an example of these computers which could perform thousands of calculations per second. Those devices were not only bulky, they were also unreliable. The thousands of vacuum tubes emitted large amounts of heat and burned out frequently.

The transistor, a smaller and more reliable successor to the vacuum tube, was invented in 1948. So-called *second generation computers*, which used large numbers of transistors were able to reduce computational time from milliseconds to microseconds, or millionths of seconds. Second-generation computers were smaller, faster and more reliable than first-generation computers.

Advances in electronics technology continued, and microelectronics made it possible to reduce the size of transistors and integrate large numbers of circuit elements into very small chips of silicon. The computers designed to use integrated circuit technology were called *third generation computers*, and the approximate time span of these machines was from 1960 to 1979. They could perform many data processing operations in nanoseconds, which are billionths of seconds.

Fourth generation computers have now arrived, and the integrated circuits that are being developed have been greatly reduced in size. This is due to microminiaturization, which means that the circuits are much smaller than before; as many as 100 tiny circuits are placed now on a single chip. A chip is a square or rectangular piece of silicon, usually from 1/10 to 1/4 inch, upon which several layers of an integrated circuit are etched or imprinted, after which the circuit is encapsulated in plastic or metal.

1. Подберите вместо пропусков подходящее по смыслу слово.

1. British scientists invented a way of multiplying and dividing.
a) mechanical; b) electrical; c) optical
2. A new branch of mathematics, , was invented in England and Germany independently.
a) mechanics; b) arithmetics; c) calculus
3. A young American clerk invented a means of coding by punched cards.
a) letters; b) data; c) numbers
4. Soon punched cards were replaced by terminals.
a) printer; b) scanner; c) keyboard
5. Mark I was the first computer that could solve mathematical problems.
a) analog; b) digital; c) mechanical
6. J. von Neumann simplified his computer by storing information in a code.
a) analytical; b) numerical; c) binary
7. Vacuum tubes could control and electric signals.
a) calculate; b) amplify; c) generate
8. The first generation computers were and often burned out.
a) uncomfortable; b) uncommunicative; c) unreliable
9. Computers of the second generation used which reduced computational time greatly.
a) transistors; b) integrated circuits; c) vacuum tubes
10. Due to the development of the fourth generation computers became possible.
a) microelectronics; b) miniaturization; c) microminiaturization

2. Выберите правильный перевод предложений, содержащих неличные формы глагола (Infinitive, Gerund, Participle I, Participle II).

1. That was the machine provided with the necessary facts about the problem to be solved.
a) Машину обеспечили необходимыми фактами, чтобы она решила проблему.
б) То была машина, снабженная необходимой информацией о задаче, которую предстояло решить.
в) Эту машину обеспечили необходимой информацией о решаемой задаче.
2. The computers designed to use IC were called third generation computers.
a) Компьютеры сконструировали для использования ИС и назвали их третьим поколением.

- б) Компьютеры назывались третьим поколением, потому что в них использовались ИС.
- в) Компьютеры, сконструированные, чтобы использовать ИС, назывались компьютерами третьего поколения.

3. Mark I was the first machine to figure out mathematical problems.

- а) Первая машина для вычисления математических проблем была Марк I.
- б) Марк I явилась первой машиной для вычисления математических задач.
- в) Марк I была первой машиной, которая вычисляла математические задачи.

4. Early computers using vacuum tubes could perform computations in milliseconds.

- а) Первые компьютеры, использующие электронные лампы, могли выполнять вычисления в течение миллисекунд.
- б) Ранние компьютеры использовали вакуумные лампы, которые выполняли вычисления за миллисекунды.
- в) Рано компьютеры, использующие электронные трубки, выполняли вычисления за миллисекунды

5. Vacuum tubes to control and amplify electric signals were invented by Neumann.

- а) Изобретенные Нойманом вакуумные лампы регулировали и усиливали электрические сигналы.
- б) Нойман изобрел электронные лампы для управления и усиления электрических сигналов.
- в) Электронные лампы, которые регулировали и усиливали электрические сигналы, были изобретены Нойманом.

6. Neumann's machine called the EDVAC was designed to store both data and instructions.

- а) Неймановскую машину, называемую EDVAC, сконструировали для хранения информации и команд.
- б) Машина Ноймана, названная EDVAC, была создана, чтобы запоминать как информацию, так и команды.
- в) Машину Ноймана, которая хранила данные и инструкции, назвали EDVAC.

7. Computers were developed to perform calculations for military and scientific purposes.

- а) Компьютеры были созданы, чтобы выполнять вычисления для военных и научных целей.
- б) Компьютеры создали для выполнения военных и научных вычислений.
- в) Созданные компьютеры выполняли вычисления военного и научного назначения.

8. An American clerk invented a means of coding the data by punching holes into cards.

- а) Американский служащий изобрел посредством кодирования информации перфокарту.
- б) Американский клерк изобрел перфокарту, кодируя информацию.
- в) Американский служащий изобрел средство шифрования информации путем пробивания отверстий

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №109-110

Тема: Специфика работы по профессии/специальности.

Ведущая дидактическая цель: формирование у обучающихся навыков монологической речи.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

Прочитайте текст и ответьте на вопросы. Read the text to answer the questions.

1. What is programming?
2. What languages are referred to as low—level languages?
3. What high-level languages are mentioned in the text?
4. What are markup languages used for?

Прочитайте текст, постарайтесь понять содержание.

Programming is an important engineering tool. It is a process of writing a computer program using a computer language. Computer programs are collections of instructions that tell a computer how to interact with the user and the computer hardware and how to process data. Our work would have been very demanding and time consuming without programming.

Programming languages can be classified as either low-level languages or high-level languages. Low-level programming languages or machine languages are the most basic type of programming languages and can be understood directly by a computer. It is extremely tedious to program directly in machine language because instructions are written as sequences of 1s and 0s called bits. Assembly languages are used to make machine— language programs easier to write. For example, assembly languages use abbreviations such as ADD, SUB, MPLY to represent instructions. The program is then translated into machine language by software called an assembler.

High-level languages are relatively sophisticated sets of statements utilizing words and syntax from human language and therefore easier to read, write, and maintain. Examples of high-level languages are Pascal (widely used as a beginner or as a teaching language), C (used to write system software, graphics and commercial programs), C++ (primarily utilized with system application software, drivers, client—server applications), Cobol (popular for business applications), Fortran (used for scientific and mathematical applications), Java (designed to run on the Web), Visual Basic (used to create Windows applications) and shell scripting languages such as those found in the UNIX, Linux and Mac OS X environment. The languages used to create Web documents are called markup languages, they use instructions (markups) to format and link text files, for example, HTML (Hypertext Markup Language).

Regardless of what language you use you need to translate it into machine language so that a computer can understand and process it. There are two ways to do this: to compile the program and interpret the program.

In a compiled language, the programmer writes more general instructions and a compiler (a special piece of software) automatically translates these high level instructions into machine language. The machine language is then executed by the computer. A large portion of software in use today is programmed in this way. In an interpreted programming language the statements that the programmer writes are interpreted as the program is running. This means they are translated into machine language on the fly and then are executed as the program is running.

People communicate instructions to the computer in programming languages and the choice of the language depends on the type of computer, the sort of program the expertise of the programmer. etc.

4. Read the text again and decide if the following statements are true or false. Определите, верны или нет следующие утверждения

1. The only language a computer can directly execute is machine language.
2. It is not necessary to convert a program into machine language if you use high-level languages.
3. Machine language uses abbreviations and is easy to write.
4. Low-level programming languages are closer to human languages.
5. A large portion of software in use today is programmed in compiled languages.
6. In compiled languages the statements that the programmer writes are interpreted as the program is running.
7. Pascal used to create Web documents is one of the popular high-level languages.
8. Markup languages use instructions to format and link text files.
9. HTML is an example of a low-level programming language.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №111-115

Тема: Основные принципы деятельности по профессии/специальности.

Ведущая дидактическая цель: формирование у обучающихся навыков монологической и диалогической речи.

Формируемые ОК/умения: ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; ОК 04. Эффективно взаимодействовать и работать в коллективе и команде; ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

Учебные материалы: учебник, бланки с заданиями, презентация

Характер выполнения работы: Словесный, наглядный, продуктивный

Форма организации занятия: индивидуальная, в малых группах

Задания для практического занятия:

1. Discuss the following questions.

1. Have you ever had a virus on your computer? Did it damage your PC?
2. What do you do to prevent computer infections?
3. Why is it important for large organizations, like banks, to have a network security system?

2. Ознакомьтесь с терминами темы и переведите на русский язык предложения с этими терминами из таблице ниже:

Слово	Перевод	Предложение
a benign virus	безопасный вирус	A <u>benign virus</u> is one that is designed to do no real damage to your computer.
a bug	технический дефект, программная ошибка	However, because of <u>bugs</u> (programming errors) within the virus, <u>an infected system</u> may behave erratically.
an infected system	зараженная система	
a computer chip	компьютерный чип	Viruses also don't infect <u>computer hardware</u> , such as <u>monitors</u> or <u>computer chips</u> : they only infect software.
a computer hardware	компьютерные аппаратные средства	
a monitor	монитор	
a computer virus	компьютерный вирус	<u>Computer viruses</u> do not spontaneously generate: They must be written and have a

		specific purpose.
executable files	действующие файлы	In more technical terms, a virus is a <u>segment of program code</u> that implants itself to one of your <u>executable files</u> and spreads systematically from one file to another.
a segment of program code	часть кода программы	
a resident virus	резидентный вирус	For example according to these three classifications virus Chernobyl can be classified as <u>file infector</u> and <u>resident Windows virus</u> .
a malignant virus	злостный вирус	A <u>malignant virus</u> is one that attempts to inflict malicious damage to your computer, although the damage may not be intentional.
a place of situating	место расположения	In common they can be divided by three basic signs: <u>a place of situating</u> , used <u>operation system</u> and <u>work algorithms</u> .
a work algorithm	алгоритм работы	
an operation system	операционная система	
a symptom	симптом	Implements the <u>symptom</u> or <u>damage</u> planned by the perpetrator.
a damage	повреждать	
a template	шаблон	Computer viruses don't infect files on write-protected disks and don't infect documents, except in the case of <u>Word macro viruses</u> , which infect only documents and <u>templates</u> written in Word 6.0 or higher.
"Word" macro virus	макровирус «Word»	
a viral code	вирусный код	There is a significant number of viruses that cause damage due to poor programming and outright bugs in the <u>viral code</u> .
a virus payload	Полезная нагрузка вируса	Technically, this is known as the <u>virus payload</u> , which can be benign or malignant at the whim of the virus creator.
Compressed files	сжатые файлы	They don't infect <u>compressed files</u> either.
corrupting program	искажение программ	Some viruses are programmed specifically to damage the data on your computer by <u>corrupting programs</u> , deleting files or <u>erasing your entire hard disk</u> .
erasing a hard disk	стирание жесткого диска	
an infected program	зараженная программа	The <u>infected program</u> might terminate abnormally, write incorrect information into your documents.

3. Перед прочтением текста соотнесите понятия и их определения в таблице.

Before reading the text match the following words and word expressions to their definitions.

1) malicious	a) physical harm that is done to an object
2) malware	b) who you are, your name, date of birth, etc.
3) damage	c) to cause great fear, frighten
4) identity	d) to make smth unrecognizable by changing its appearance
5) threat	e) intended to do harm
6) to pretend	f) an illegal trick with the purpose of getting money from people
7) to scare	g) malicious software
8) to spread	h) a computer system or program that automatically blocks an unauthorized access to a computer when it is connected to the Internet
9) scam	i) to claim that smth is true, when it is not
10) to disguise	j) to convert data into a special code to prevent unauthorized access
11) to replicate	k) a danger that smth unpleasant might happen to people
12) to prevent	l) to gradually reach a larger area or more people
13) to encrypt	m) to stop smth from happening
14) firewall	n) to make an exact copy, reproduce

4. Match the words with a similar meaning. Check any unknown words in a dictionary.

1. To delete a. Expenses, costs
2. Malicious b. To duplicate
3. Charges c. Harm
4. To replicate d. To remove
5. Scam e. Safe
6. Identity f. Harmful
7. Secure g. Fraud
8. Damage h. Personal information

5. Go through the text to find this information about.

- a) malware which pretends to be something harmless;
- b) malware which copies itself;
- c) email which pretends to be from a bank;
- d) fake security warnings;
- e) malware which collects various types of personal information.

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Критерии оценки практических занятий:

Оценку «5» - получает обучающийся, если его устный ответ, письменная работа, практическая деятельность в полном объеме соответствует учебной программе, допускается один недочет, объем ЗУНов составляет 90-100% содержания (правильный полный ответ, представляющий собой связное, логически последовательное сообщение на определенную тему, умения применять определения, правила в конкретных случаях. Обучающийся обосновывает свои суждения, применяет знания на практике, приводит собственные примеры).

Оценку «4» - получает обучающийся, если его устный ответ, письменная работа, практическая деятельность или ее результаты, в общем, соответствуют требованиям учебной программы, но имеются одна или две негрубые ошибки, или три недочета и объем ЗУНов составляет 70-90% содержания (правильный, но не совсем точный ответ).

Оценку «3» - получает обучающийся, если его устный ответ, письменная работа, практическая деятельность и ее результаты в основном соответствуют требованиям программы, однако имеется: 1 грубая ошибка и два недочета, или 1 грубая ошибка и 1 негрубая, или 2-3 грубых ошибки, или 1 негрубая ошибка и три недочета, или 4-5 недочетов. Обучающийся владеет ЗУНами в объеме 40-70% содержания (правильный, но не полный ответ, допускаются неточности в определении понятий или формулировке правил, недостаточно глубоко и доказательно ученик обосновывает свои суждения, не умеет приводить примеры, излагает материал непоследовательно).

Оценку «2» - получает обучающийся, если его устный ответ, письменная работа, практическая деятельность и ее результаты частично соответствуют требованиям программы, имеются существенные недостатки и грубые ошибки, объем ЗУНов обучающегося составляет менее 40% содержания.

2.2. Задания для промежуточной аттестации

Задание 5

Задания для дифференцированного зачета

Дифференцированный зачет по дисциплине состоит из двух этапов формы контроля: первый этап дифференцированного зачета – теоретический вопрос; второй этап дифференцированного зачета – задание практического характера.

Последовательность и условия выполнения задания

В первую очередь выполняется первый этап дифференцированного зачета, после успешного выполнения которого, начинается выполнение практического задания.

Максимальное время выполнения задания – 15 мин.

Вариант-1.

Часть 1.

Теоретические вопросы по грамматике (1 вопрос в каждом листе с заданиями к дифференцированному зачету):

1. Употребление артикля с именами собственными, названиями стран и материков, с названиями городов, именами и фамилиями.
2. Число.
3. Образование формы 3-го лица ед.ч. настоящего времени группы Indefinite. Причастие. Настоящее время группы **Perfect**.
4. Прошедшее время группы Indefinite неправильных глаголов.
5. Обороты **There are ...**, **There is ...**
6. Модальные глаголы: **may, must, can**.
7. Согласование времен в сложных предложениях.
8. Прилагательное. Степени сравнения.
9. Выражение просьбы и приказания.
10. Порядок слов в простом повествовательном предложении.
11. Неопределенные местоимения.
12. Выражение долженствования в английском предложении.
13. Неправильные глаголы.

Письменное тестовое задание по грамматике.

Прочитайте внимательно задания и выберите правильный ответ.

1. The Statue of Liberty ... by Gustave Eiffel.
a) design c) was designed b) designed d) have been designed
2. Where are your brothers? - They ... a swimming-pool in our garden.
a) are digging c) were digging b) dig d) have been digging
3. How do your parents like their new house? - My mother likes it, but my father ... our old one.
a) miss c) missed b) misses d) doesn't miss
4. I didn't believe that you ... short of money.
a) are c) were b) is d) have been
5. Actually it's a very friendly dog. If you ... it, it won't bite you.
a) won't touch c) didn't touch b) haven't touched d) don't touch
6. The town of Kestwick, which ... at the heart of the Lake District, is the perfect place for a holiday.

a) laid c) is lying b) lies d) lay

7. We ... forward to a concert in our town. It is next Sunday.

a) looks c) are looking b) looked d) were looking

8. The picture, which ... lately, is worth thousands of pounds.

a) damage c) has been damaged b) damaged d) was damaged

9. The scientist who ... a new planet has won the Nobel Prize.

a) had discovered c) has been discovered b) discovered d) was discovering

10. ... we have something to eat? - Yes, but not here.

a) will c) do b) would d) shall

11. My mother always moves my books around so I ... find them.

a) can't c) wasn't able b) couldn't d) may not

12. I don't like the cafes that don't have chairs and people ... eat standing up.

a) can c) may b) could d) have to

13. There is a big hotel in the middle of ... park.

a) a c) - b) the d) these

14. ... towns which attract tourists are usually crowded in summer.

a) - c) a b) the d) this

15. Be sure to pick ... tomatoes before they get too ripe.

a) this c) much b) that d) these

16. I suppose people are spending now ... money than they used to.

a) much c) fewer b) many d) more

17. Was it exciting buying a car? - Well, it was a bit of a problem because I didn't have ... money to spend.

a) many c) most b) much d) few

18. Once I hated flying, but now I feel ... nervous about it.

a) most c) less b) least d) little

19. The trouble ... my father is that he never relaxes.

a) of c) about b) with d) out

20. What did you buy this computer magazine ...? - To read about business software.

a) at c) on b) in d) for

21. Someone is calling you. Will you answer ... phone?

a) a c) - b) the d) these

22. To tell the truth I don't like ... pair of trousers that I bought last month.

a) those c) that b) this d) a

23. Whose house is it? - It's

a) my c) her b) mine d) our

24. Today is ... cold than yesterday. So, I'm wearing my shorts.

a) little c) least b) less d) the least

25. "Come home ... Christmas Day, we'll be waiting for you", my mother always says to me.

a) in c) - b) on d) at

Ключ:

1) c; 2) a; 3) b; 4) c; 5) d; 6) b; 7) c; 8) c; 9) b; 10) d; 11) a; 12) d; 13) b; 14) a; 15) d; 16) d; 17) b; 18) c; 19) b; 20) d.; 21) b; 22) c; 23) b; 24) b; 25) b.

Часть 2.

Прочитайте текст, переведите 1 и 2 абзац. Ответьте на вопросы.

History of Computers

Let us take a look at the history of the computers that we know today. The very first calculating device used was the ten fingers of a man's hands. This, in fact, is why today we count in tens and multiply of tens. Then the abacus was invented, a bead frame in which the beads are moved from left to right. People went on using some form of abacus well into the 16th century, it is being used in some parts of the world because it can be understood without knowing how to read.

During the 17th and 18th centuries many people tried to find easy ways of calculating. J. Napier, a Scotsman, devised a mechanical way of multiplying and dividing, which is how the modern slide rule works. Henry Briggs used Napier's ideas to produce logarithm which all mathematicians used today.

Calculus, another branch of mathematics, was independently invented by both Sir Isaac Newton, an Englishman, and Leibnitz, a German mathematician. The first real calculating machine appeared in 1820 as the result of several people's experiments. This type of machine, which saves a great deal of time and reduces the possibility of making mistakes, depends on a ten-toothed gear wheels.

In 1830 Charles Babbage, an Englishman, designed a machine that was called 'The Analytical Engine'. This machine, which Babbage showed at the Paris Exhibition in 1855, was an attempt to cut out the human being altogether, expert for providing the machine with the necessary facts the problem to be solved. He never finished this work, but many of his ideas were the basis for building today's computers.

In 1930, the first analog computer was built by American named Vannevar Bush. The device was used in World War II to help aim guns. Mark I, the name given to the first digital computer, was completed in 1944. The men responsible for this invention were Professor Howard Aiken and some people from IBM. This was the first machine that could figure out long of mathematical problems all at a very fast speed.

In 1946 two engineers at the University of Pennsylvania, J. Eckert and J. Mayshly, built the first digital computer using parts called vacuum tubes. They named their new invention UNIAAC. The first generation of computers, which used vacuum tubes, came out in 1950. UNIAAC I was an example of these computers which could perform thousand of calculations per second.

In 1960, the second generation of computers was developed and could perform work ten times faster than their predecessors. The reason for this extra speed was the use of transistors instead of vacuum tubes. Second generation computers were smaller, faster and more dependable than first generation computers.

The third-generation computers appeared on the market in 1965. These computers could do a million calculations a second, which is 1000 times faster than the first generation computers. Unlike second-generation computers, these are controlled by tiny integrated circuits and are consequently smaller and more dependable.

Fourth-generation computers have now arrived, and the integrated circuits that are being developed have been greatly reduced in size. This is due to microminaturization, which means that the circuits are much smaller than before; as many as 1000 tiny circuits now fit onto a single chip. A chip is a square or rectangular piece of silicon, usually from 1/10 to 1/4 inch, upon which several layers of an integrated circuit are attached or imprinted, after which the circuit is encapsulated in plastic metal. Fourth

generation computers are 50 times faster than third-generation computers and can complete approximately 1.000.000 instructions per second.

Finish the following sentences:

1. The first generation of computers came out in
2. The second generation of computers could perform work ten times faster than their
3. The third-generation computers appeared on the market in
4. The fourth-generation computers have been greatly
5. The fourth-generation computers are 50 times faster and can

Ключ:

История компьютеров

Давайте взглянем на историю компьютеров, которые мы знаем сегодня. Самым первым используемым вычислительным устройством были десять пальцев на руках человека. Собственно, именно поэтому сегодня мы считаем десятками и умножаем на десятки. Затем были изобретены счеты - рамка для бусин, в которой бусины перемещаются слева направо. Люди продолжали использовать ту или иную форму счетов вплоть до 16 века, она используется в некоторых частях мира, потому что ее можно понять, не умея читать.

В течение 17 и 18 веков многие люди пытались найти простые способы вычисления. Шотландец Дж. Нейпир изобрел механический способ умножения и деления, именно так работает современная логарифмическая линейка. Генри Бриггс использовал идеи Нейпира для получения логарифма, которым сегодня пользуются все математики.

Исчисление, еще одна отрасль математики, была независимо изобретена как сэром Исааком Ньютоном, англичанином, так и Лейбницем, немецким математиком. Первая настоящая счетная машина появилась в 1820 году в результате экспериментов нескольких людей. Этот тип станка, который экономит много времени и снижает вероятность совершения ошибок, зависит от десятизубых зубчатых колес.

В 1830 году англичанин Чарльз Бэббидж сконструировал машину, которая получила название 'Аналитическая машина'. Эта машина, которую Бэббидж продемонстрировал на Парижской выставке в 1855 году, была попыткой полностью исключить человеческое существо, эксперт по предоставлению машине необходимых фактов для решения проблемы, которую нужно было решить. Он так и не закончил эту работу, но многие из его идей легли в основу создания современных компьютеров.

В 1930 году американец по имени Ванневар Буш построил первый аналоговый компьютер. Это устройство использовалось во время Второй мировой войны, чтобы помочь наводить орудия. Mark I, название, данное первому цифровому компьютеру, было завершено в 1944 году. Людями, ответственными за это изобретение, были профессор Говард Эйкен и несколько человек из IBM. Это была первая машина, которая могла решать множество математических задач с очень высокой скоростью.

В 1946 году два инженера из Пенсильванского университета, Дж. Экерт и Дж. Мэйшли, построили первый цифровой компьютер, используя детали, называемые вакуумными лампами. Они назвали свое новое изобретение UNIAS. Первое поколение компьютеров, в которых использовались вакуумные трубки, вышло в 1950 году. UNIAS I был примером таких компьютеров, которые могли выполнять тысячи вычислений в секунду.

В 1960 году было разработано второе поколение компьютеров, которые могли выполнять работу в десять раз быстрее, чем их предшественники. Причиной такой дополнительной скорости стало использование транзисторов вместо вакуумных ламп. Компьютеры второго поколения были меньше, быстрее и надежнее, чем компьютеры первого поколения.

Компьютеры третьего поколения появились на рынке в 1965 году. Эти компьютеры могли выполнять миллион вычислений в секунду, что в 1000 раз быстрее, чем компьютеры первого поколения. В отличие от компьютеров второго поколения, они управляются крошечными интегральными схемами и, следовательно, меньше по размеру и более надежны.

В настоящее время появились компьютеры четвертого поколения, и разрабатываемые интегральные схемы были значительно уменьшены в размерах. Это связано с

микроминиатюризацией, которая означает, что схемы стали намного меньше, чем раньше; теперь на одном чипе помещается до 1000 крошечных схем. Чип - это квадратный или прямоугольный кусок кремния, обычно от 1/10 до ¼ дюйма, на который крепится или отпечатывается несколько слоев интегральной схемы, после чего схема заключена в металлический пластик. Компьютеры четвертого поколения в 50 раз быстрее компьютеров третьего поколения и могут выполнять примерно 1.000.000 инструкций в секунду.

Часть 3.

Напишите короткое сочинение на следующие темы (1 в каждом листе с заданиями к дифференцированному зачету):

1. «The United Kingdom»
2. «London»
3. «English Climate», «Weather»
4. «My Family»
5. «At the Library»
6. «My Week-end»
7. «My sister's flat»
8. «A visit to Moscow»
9. «Shopping».
10. A good lesson.
11. «MoscowNews».
12. «A visit of a Doctor».

Вариант-2.

Часть 1.

Теоретические вопросы по грамматике (1 вопрос в каждом листе с заданиями к дифференцированному зачету):

1. Употребление артикля с именами собственными, названиями стран и материков, с названиями городов, именами и фамилиями.
2. Число.
3. Образование формы 3-го лица ед.ч. настоящего времени группы **Indefinite**. Причастие. Настоящее время группы **Perfect**.
4. Прошедшее время группы Indefinite неправильных глаголов.
5. Обороты **There are ...**, **There is** .
6. Модальные глаголы: **may, must, can**.
7. Согласование времен в сложных предложениях.
8. Прилагательное. Степени сравнения.
9. Выражение просьбы и приказания.
10. Порядок слов в простом повествовательном предложении.
11. Неопределенные местоимения.
12. Выражение долженствования в английском предложении.
13. Неправильные глаголы.

Письменное тестовое задание по грамматике.

Прочитайте внимательно задания и выберите правильный ответ.

1. All my money ... on the way to the airport yesterday and I couldn't fly anywhere.
a) were stolen c) has been stolen b) have been stolen d) was stolen
2. This company ... millions on computers but it doesn't seem to become more efficient.
a) spent c) will spent b) had spent d) has spent

3. We had to wait until the light ... to green.
a) change c) changes b) will change d) changed
4. I heard the news on the radio while I ... home yesterday evening.
a) drive c) had driven b) was driving d) drove
5. Before I left the house it ... to rain and I had to take my umbrella.
a) started c) had started b) would start d) start
6. I was surprised that you ... the football match on television.
a) hadn't watched c) don't watch b) haven't watched d) aren't watching
7. When Columbus landed on San Salvador, he ... where he was.
a) knew c) doesn't know b) didn't know d) hadn't known
8. At one-time people believed that Columbus ... America.
a) discovers c) had been discovered b) discovered d) had discovered
9. The talks ... in London next week to discuss some problems of terrorist activity.
a) is held c) would be held b) will be held d) hold
10. Didn't you ... this horror film last night? - No, I hate such films.
a) saw c) see b) seen d) seeing
11. Who ... this ice-cream? - Oh, it's mine. I'm just going to eat it.
a) didn't eat c) doesn't eat b) don't eat d) hasn't eaten
12. The new building looks awful. - I agree. It ... very nice.
a) didn't look c) hasn't looked b) doesn't look d) won't look
13. "You ... spend your free time on playing football", my mother used to say when I was a schoolboy.
a) needn't c) couldn't b) mustn't d) can't
14. You needn't wear your best clothes. You ... what you like.
a) can wear c) might wear b) must wear d) need wear
15. I think ... people look after their cars better than young people.
a) elderly c) elder b) older d) oldest
16. What are you going to do after you finish ... college, Rachel? — I want to travel.
a) - c) a b) the d) an
17. There's been a lot of talk about ... 'spaceship' seen over our town on Sunday night.
a) - c) ab) the d) an
18. ... is a new one-way traffic system in the city center. It's very confusing.
a) this c) it b) that d) there
19. ... of these magazines would you like? - This one, please.
a) what c) why b) how much d) which

20. They will come ... the three o'clock train.
a) on c) with b) at d) by
21. This exhibition is ... interesting than the previous one.
a) little c) least b) less d) the least
22. We saw ... good film last night. The film was about the love of a girl to her cat and dog.
a) a c) - b) the d) an
23. Everybody agrees that ... happiness is very important in the life of people.
a) - c) a b) the d) many
24. In the past people lived in ... harmony with the environment.
a) a c) the b) an d) -
25. When they arrived ... the station, they rushed to the platform not to miss the train.
a) to c) in b) at d) for

Ключ:

1) d; 2) d; 3) d; 4) b; 5) c; 6) a; 7) b; 8) d; 9) b; 10) c; 11) d; 12) b; 13) b; 14) a; 15) a; 16) a; 17) c; 18) d; 19) d; 20) d; 21) b; 22) a; 23) a; 24) d; 25) b.

Часть 2.

Прочитайте текст, переведите 1 и 2 абзац. Ответьте на вопросы.

What is a Computer?

A computer is a machine with an intricate network of electronic circuits that operate switches or magnetize tiny metal cores. The switches, like the cores, are capable of being in one of two possible states, that is, on or off; magnetized.

The machine is capable of storing and manipulating numbers, letters and characters.

The basic idea of a computer is that we can make the machine do what we want by inputting signals that turn certain switches on and turn others off, or that magnetize or do not magnetize the cores.

The basic job of computers is the processing of information. For this reason, computers can be defined as devices which accept information in the form of instructions called a program and characters called data performing mathematical and logical operations on the information, and then supply results of these operations.

The program or a part of it, which tells the computers what to do and the data, which provide the information needed to solve the problem, are kept inside the computer in a place called memory.

Computers are thought to have many remarkable powers. Most computers, whether large or small have three basic capabilities.

First, computers have circuits for performing arithmetical operations, such as: addition, subtraction, division, multiplication and exponentiation. Second, computers have means of communicating with the user. If we couldn't feed information in and get results back these machine wouldn't be of much use.

However, certain computers (commonly minicomputers and microcomputers) are used to control directly things such as robots, aircraft navigation systems, medical instruments, etc. Some of the most common methods of inputting information are to use terminals, diskettes, disks and magnetic tapes.

The computer's input device (which might be a disk drive depending on the medium used in inputting information) reads the information into the computer. For outputting information, two common devices are used a printer which prints the new information on paper, or a cathode-raytube (CRT) display screen which shows the results on a TV-like a screen. Third, computers have circuits which can make decisions. The kinds of decisions which computer circuits can make are not of the type: 'Who would win a war between two countries?' or 'Who is the richest person in the world?'

Unfortunately, the computer can only decide three things, namely: 'Is one number use more often than another?' 'Are two numbers equal?' and, 'Is one number greater than another?'

A computer can solve a series of problems and make hundreds even thousands of logical operations without becoming tired or bored. It can find the solution to a problem in a fraction that it takes a human being to do the job. A computer can replace people in dull routine, but it has no originality, it works according to the instructions given to it and cannot exercise value judgements.

There are times when a computer seems to operate like a mechanical «brain», but its achievement are limited by the minds of human beings. A computer cannot do anything unless a person tells it what to do and gives the appropriate information, but because of electric pulses can move at the speed of light, a computer can carry out vast numbers of arithmetical-logical operations almost instantaneously.

A person can do the same, but in many cases that person would be deal long before the job was finished.

Fill in the gaps the prepositions:

1. A computer is a device an intricate network.
2. The switches are capable of being one or two states.
3. We can make the machine do what we want inputting signals.
4. Computers accept information the form of instructions called a program.
5. Computers have circuits performing operations.
6. Computers have means of communicating the user.
7. Input device may be a disk drive depending the medium used inputting information.
8. Computers can solve a series of problems becoming tired or bored.

Ключ:

Что такое компьютер?

Компьютер - это машина со сложной сетью электронных схем, которые управляют переключателями или намагничивают крошечные металлические сердечники. Переключатели, как и сердечники, способны находиться в одном из двух возможных состояний, то есть включенными или выключенными; намагниченными.

Машина способна запоминать цифры, буквы и иероглифы и манипулировать ими.

Основная идея компьютера заключается в том, что мы можем заставить машину делать то, что мы хотим, вводя сигналы, которые включают определенные переключатели и выключают другие, или которые намагничивают или не намагничивают сердечники.

Основная работа компьютеров - это обработка информации. По этой причине компьютеры можно определить как устройства, которые принимают информацию в виде инструкций, называемых программой, и символов, называемых данными, выполняя математические и логические операции над информацией, а затем выдают результаты этих операций.

Программа или ее часть, которая сообщает компьютерам, что делать, и данные, которые предоставляют информацию, необходимую для решения проблемы, хранятся внутри компьютера в месте, называемом памятью.

Считается, что компьютеры обладают многими замечательными способностями. Большинство компьютеров, будь то большие или маленькие, обладают тремя основными возможностями.

Во-первых, в компьютерах есть схемы для выполнения арифметических операций, таких как: сложение, вычитание, деление, умножение и возведение в степень. Во-вторых, у компьютеров есть средства связи с пользователем. Если бы мы не могли вводить информацию и получать результаты обратно, от этой машины было бы мало пользы.

Однако некоторые компьютеры (обычно миникомпьютеры и микрокомпьютеры²) используются для непосредственного управления такими вещами, как роботы, навигационные системы самолетов, медицинские инструменты и т.д. Некоторые из наиболее распространенных методов ввода информации заключаются в использовании терминалов, дискет, компакт-дисков и магнитных лент.

Устройство ввода компьютера (которое может быть дисководом в зависимости от носителя, используемого для ввода информации) считывает информацию в компьютер. Для вывода

информации используются два распространенных устройства: принтер, который печатает новую информацию на бумаге, или экран дисплея с электронно-лучевой трубкой (ЭЛТ), который отображает результаты на экране, подобном телевизору. В-третьих, у компьютеров есть схемы, которые могут принимать решения. Решения, которые могут принимать компьютерные схемы, не относятся к типу: "Кто выиграет войну между двумя странами?" или "Кто самый богатый человек в мире?" К сожалению, компьютер может решить только три вещи, а именно: 'Используется ли одно число чаще, чем другое? 'Равны ли два числа?' и "Одно число больше другого?"

Компьютер может решить ряд задач и выполнить сотни, даже тысячи логических операций, не испытывая усталости или скуки. Он может найти решение проблемы за ту долю времени, которая требуется человеку для выполнения этой работы. Компьютер может заменить людей в скучной рутине, но в нем нет оригинальности, он работает в соответствии с данными ему инструкциями и не может выносить оценочных суждений.

Бывают моменты, когда кажется, что компьютер работает как механический «мозг», но его возможности ограничены разумом человеческих существ. Компьютер ничего не может сделать, пока человек не скажет ему, что делать, и не предоставит соответствующую информацию, но поскольку электрические импульсы могут перемещаться со скоростью света, компьютер может выполнять огромное количество арифметико-логических операций почти мгновенно.

Человек может сделать то же самое, но во многих случаях этот человек был бы уволен задолго до того, как работа была бы закончена.

4. Критерии оценивания

Критерии оценивания тестового задания по грамматике:

25 – 24 баллов – оценка «5»

23 – 19 баллов – оценка «4»

18 – 15 баллов – оценка «3»

14 – менее баллов – оценка «2».

Критерии оценки письменного перевода текста

Оценки	Критерии оценки
«5»	Коммуникативная задача решена полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи
«4»	Коммуникативная задача решена полностью, но понимание текста незначительно затруднено наличием грамматических и/или лексических ошибок.
«3»	Коммуникативная задача решена, но понимание текста затруднено наличием грубых грамматических ошибок или неадекватным употреблением лексики.
«2»	Коммуникативная задача не решена ввиду большого количества лексико-грамматических ошибок или недостаточного объема текста.

Критерии оценки устных развернутых ответов (часть 1 (теория), часть 2)

Оценки	Взаимодействие с собеседником	Лексический запас	Грамматическая правильность речи	Фонетическое оформление речи
«5»	Адекватная естественная	Имеется большой словарный запас,	Лексика адекватна ситуации, редкие	Владеет основными произносительными

	реакция на реплики собеседника. Проявляется речевая инициатива для решения поставленных коммуникативных задач.	соответствующий предложенной теме. Речь беглая. Объем высказываний соответствует программным требованиям.	грамматические ошибки не мешают коммуникации.	и интонационными навыками устной речи и техникой чтения.
«4»	Коммуникация затруднена, речь учащегося неоправданно паузирована.	Имеется достаточный словарный запас, в основном соответствующий поставленной задаче. Наблюдается достаточная беглость речи, но отмечается повторяемость и некоторые затруднения при подборе слов.	Грамматические и/или лексические ошибки заметно влияют на восприятие речи учащегося.	В достаточной степени владеет техникой чтения и основными произносительными и интонационными навыками устной речи. Однако допускает незначительные ошибки в произношении отдельных звуков и интонации иноязычной речи.
«3»	Коммуникация существенно затруднена, учащийся не проявляет речевой инициативы.	Имеет ограниченный словарный запас, использует упрощенные лексико-грамматические структуры, в некоторых случаях недостаточные для выполнения задания в пределах предложенной темы.	Учащийся делает большое количество грубых грамматических и/или лексических ошибок.	В недостаточной степени владеет техникой чтения и допускает многочисленные фонетические и интонационные ошибки, что затрудняет понимание речи.
«2»	Коммуникативная задача не решена ввиду большого количества лексико-грамматических ошибок или недостаточного объема текста.	Бедный лексический запас, отсутствует какая-либо вариативность в его использовании.	Допускает большое количество грамматических ошибок. Отмечается трудность при выборе правильных глагольных форм и употреблении	Речь неправильная, с большим количеством фонетических и интонационных ошибок. Наблюдаются многочисленные ошибки на правила чтения.

			нужных времен.	
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Условия выполнения задания

1. Место выполнения задания: учебный кабинет
2. Максимальное время выполнения задания: 40 мин