

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

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 специалистов среднего звена
по специальности
35.02.16 Эксплуатация и ремонт сельскохозяйственной техники и оборудования

РАССМОТРЕНО

На заседании методического совета

Протокол № 10 от 22.05. 2023г.

Председатель  А.В. Свиридов

Фонд оценочных средств разработан на основе Федерального государственного образовательного стандарта среднего профессионального образования по специальности СПО 35.02.16 Эксплуатация и ремонт сельскохозяйственной техники и оборудования.

Разработчик:

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

Согласовано:

Зам. директора по УПР

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 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 БД.03 Иностранный язык (английский) и профессиональной направленности образовательной программы по специальности 35.02.16 Эксплуатация и ремонт сельскохозяйственной техники и оборудования.

Фонд оценочных средств разработан на основании:
основной профессиональной образовательной программы по специальности СПО 35.02.16 Эксплуатация и ремонт сельскохозяйственной техники и оборудования;
программы учебной дисциплины БД.03 Иностранный язык (английский).

Таблица 1

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 неофициального общения в бытовой,	Понимает значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения;	Тестовые задания по теме, практическое задание	

¹ Личностные результаты обучающихся в соответствии с Рабочей программой воспитания по специальности 35.02.16 Эксплуатация и ремонт сельскохозяйственной техники и оборудования учитываются в ходе оценки результатов освоения учебной дисциплины.

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

страноведческую и социокультурную информацию, расширенную за счет новой тематики и проблематики речевого общения;	лингвострановедческой, страноведческой и социокультурной информацией	задания по теме, практическое задание	
36 тексты, построенные на языковом материале повседневного и профессионального общения, в том числе инструкции и нормативные документы по специальностям СПО	Имеет представление об общем содержании текстов, построенных на языковом материале повседневного и профессионального общения	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 ситуационных задач	Тестовые задания по теме, практическое задание	
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 1.10. Осуществлять оформление первичной документации по подготовке к эксплуатации и эксплуатации сельскохозяйственной техники и оборудования, готовить предложения по повышению эффективности ее использования в организации.	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 2.10. Оформлять документы о проведении ремонта сельскохозяйственной техники и оборудования, составлять техническую документацию на списание сельскохозяйственной техники, непригодной к эксплуатации, готовить предложения по повышению эффективности технического обслуживания и ремонта сельскохозяйственной техники и оборудования в организации.	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	
ЛР1.1. сформированность гражданской позиции обучающегося как активного и ответственного члена российского общества; ЛР1.2. осознание своих конституционных прав и обязанностей, уважение закона и правопорядка; ЛР1.3. принятие традиционных национальных, общечеловеческих гуманистических и демократических ценностей; ЛР1.4. готовность противостоять идеологии экстремизма, национализма, ксенофобии, дискриминации по социальным, религиозным, расовым, национальным признакам; ЛР1.5. готовность вести совместную деятельность в интересах гражданского общества; участвовать в самоуправлении в школе и детско-юношеских организациях; ЛР1.6. умение взаимодействовать с социальными институтами в соответствии с их функциями и	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	

назначением; ЛР1.7. готовность к гуманитарной и волонтерской деятельности. 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; ЛР2.2. ценностное отношение к государственным символам, историческому и природному наследию, памятникам, традициям народов России; достижениям России в науке, искусстве, спорте, технологиях, труде; ЛР2.3. идейную убежденность, готовность к служению и защите Отечества, ответственность за его судьбу. ЛР3.1. осознание духовных ценностей русского народа; ЛР3.2. сформированность нравственного сознания, этического поведения; ЛР3.3. способность оценивать ситуацию и принимать осознанные решения, ориентируясь на морально-нравственные нормы и ценности; ЛР3.4. осознание личного вклада в построение устойчивого будущего; ЛР3.5. ответственное отношение к своим родителям, созданию семьи на основе осознанного принятия ценностей семейной жизни в соответствии с традициями народов России. ЛР4.1. эстетическое отношение к миру, включая эстетику быта, научного и технического творчества, спорта, труда, общественных отношений; ЛР4.2. способность воспринимать различные виды искусства, традиции и творчество своего и других народов; ощущать эмоциональное воздействие искусства; ЛР4.3 убежденность в значимости для личности и общества			
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отечественного и мирового искусства, этнических культурных традиций и народного творчества; ЛР4.4. готовность к самовыражению в разных видах искусства; стремление проявлять качества творческой личности. ЛР5.1. сформированность здорового и безопасного образа жизни, ответственного отношения к своему здоровью; ЛР5.2. потребность в физическом совершенствовании, занятиях спортивно-оздоровительной деятельностью; ЛР5.3. активное неприятие вредных привычек и иных форм причинения вреда физическому и психическому здоровью. ЛР6.1. готовность к труду, осознание приобретённых умений и навыков, трудолюбие; ЛР6.2. готовность к активной деятельности технологической и социальной направленности; способность инициировать, планировать и самостоятельно выполнять такую деятельность; ЛР6.3. интерес к различным сферам профессиональной деятельности, умение совершать осознанный выбор будущей профессии и реализовывать собственные жизненные планы; ЛР6.4. готовность и способность к образованию и самообразованию на протяжении всей жизни. ЛР7.1. сформированность экологической культуры, понимание влияния социально-экономических процессов на состояние природной и социальной среды; осознание глобального характера экологических проблем; ЛР7.2. планирование и осуществление действий в окружающей среде на основе знания целей устойчивого развития человечества; ЛР7.3. активное неприятие действий, приносящих вред окружающей среде; умение прогнозировать неблагоприятные экологические		
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последствия предпринимаемых действий, предотвращать их; ЛР7.4. расширение опыта деятельности экологической направленности. ЛР8.1. сформированность мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, способствующего осознанию своего места в поликультурном мире; ЛР8.2. совершенствование языковой и читательской культуры как средства взаимодействия между людьми и познанием мира; ЛР8.3 осознание ценности научной деятельности; готовность осуществлять проектную и исследовательскую деятельность индивидуально и в группе.			
УПд1.1. самостоятельно формулировать и актуализировать проблему, рассматривать её всесторонне; УПд1.2. устанавливать существенный признак или основания для сравнения, классификации и обобщения; УПд1.3. определять цели деятельности, задавать параметры и критерии их достижения; УПд1.4. выявлять закономерности и противоречия в рассматриваемых явлениях; УПд1.5. разрабатывать план решения проблемы с учётом анализа имеющихся материальных и нематериальных ресурсов; УПд1.6. вносить коррективы в деятельность, оценивать соответствие результатов целям, оценивать риски последствий деятельности; УПд1.7. координировать и выполнять работу в условиях реального, виртуального и комбинированного взаимодействия; УПд1.8. развивать креативное мышление при решении жизненных проблем; УПд2.1. владеть навыками учебно-	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	

исследовательской и проектной деятельности, навыками разрешения проблем; способностью и готовностью к самостоятельному поиску методов решения практических задач, применению различных методов познания; 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); УПд2.3. формирование научного типа мышления, владение научной терминологией, ключевыми понятиями и методами; УПд2.4. ставить и формулировать собственные задачи в образовательной деятельности и жизненных ситуациях; УПд2.5. выявлять причинно-следственные связи и актуализировать задачу, выдвигать гипотезу её решения, находить аргументы для доказательства своих утверждений, задавать параметры и критерии решения; УПд2.6. анализировать полученные в ходе решения задачи результаты, критически оценивать их достоверность, прогнозировать изменение в новых условиях; УПд2.7. давать оценку новым ситуациям, оценивать приобретённый опыт; УПд2.8. осуществлять целенаправленный поиск переноса средств и способов действия в профессиональную среду; УПд2.9. уметь переносить знания в познавательную и практическую области жизнедеятельности; УПд2.10. уметь интегрировать знания из разных предметных областей; УПд2.11. выдвигать новые идеи, предлагать оригинальные подходы и решения; ставить проблемы и задачи, допускающие альтернативные решения;		
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УПд3.1. владеть навыками получения информации из источников разных типов, самостоятельно осуществлять поиск, анализ, систематизацию и интерпретацию информации различных видов и форм представления; УПд3.2. создавать тексты в различных форматах с учётом назначения информации и целевой аудитории, выбирая оптимальную форму представления и визуализации; УПд3.3. оценивать достоверность, легитимность информации, её соответствие правовым и морально-этическим нормам; 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; УПд3.5. владеть навыками распознавания и защиты информации, информационной безопасности личности.			
УКд1.1. осуществлять коммуникации во всех сферах жизни; УКд1.2. распознавать невербальные средства общения, понимать значение социальных знаков, распознавать предпосылки конфликтных ситуаций и смягчать конфликты; УКд1.3. владеть различными способами общения и взаимодействия; аргументированно вести диалог, уметь смягчать конфликтные ситуации; УКд1.4. развёрнуто и логично излагать свою точку зрения с использованием языковых средств; УКд2.1. понимать и использовать преимущества командной и индивидуальной работы;	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	

УКд2.2. выбирать тематику и методы совместных действий с учётом общих интересов и возможностей каждого члена коллектива; 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; УКд2.4. оценивать качество вклада своего и каждого участника команды в общий результат по разработанным критериям; УКд2.5. предлагать новые проекты, оценивать идеи с позиции новизны, оригинальности, практической значимости; УКд2.6. осуществлять позитивное стратегическое поведение в различных ситуациях; проявлять творчество и воображение, быть инициативным.			
УРд1.1. самостоятельно осуществлять познавательную деятельность, выявлять проблемы, ставить и формулировать собственные задачи в образовательной деятельности и жизненных ситуациях; УРд1.2. самостоятельно составлять план решения проблемы с учётом имеющихся ресурсов, собственных возможностей и предпочтений; УРд1.3. давать оценку новым ситуациям; УРд1.4. расширять рамки учебного предмета на основе личных предпочтений; УРд1.5. делать осознанный выбор, аргументировать его, брать ответственность за решение; УРд1.6. оценивать приобретённый опыт; УРд1.7. способствовать формированию и проявлению широкой эрудиции в разных областях знаний; постоянно повышать свой образовательный и культурный уровень;	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	

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.			
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: говорение: уметь вести разные виды	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	

диалога (в том числе комбинированный) в стандартных ситуациях неофициального и официального общения объемом до 9 реплик со стороны каждого собеседника в рамках отобранного тематического содержания речи с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка; создавать устные связные монологические высказывания (описание/характеристика, повествование/сообщение) с изложением своего мнения и краткой аргументацией объемом 14-15 фраз в рамках отобранного тематического содержания речи; передавать основное содержание прочитанного/прослушанного текста с выражением своего отношения; устно представлять в объеме 14-15 фраз результаты выполненной проектной работы; аудирование: воспринимать на слух и понимать звучащие до 2,5 минут аутентичные тексты, содержащие отдельные неизученные языковые явления, не препятствующие решению коммуникативной задачи, с разной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации; смысловое чтение: читать про себя и понимать несложные аутентичные тексты разного вида, жанра и стиля объемом 600-800 слов, содержащие отдельные неизученные языковые явления, с различной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации, с полным пониманием прочитанного; читать несплошные тексты (таблицы, диаграммы, графики) и понимать представленную в них информацию; письменная речь: заполнять анкеты и			
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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; ПР62) 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; ПР63) знание и понимание основных значений изученных лексических единиц (слов, словосочетаний, речевых клише), основных способов			
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словообразования (аффиксация, словосложение, конверсия) и особенностей структуры простых и сложных предложений и различных коммуникативных типов предложений; выявление признаков изученных грамматических и лексических явлений по заданным основаниям; 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; 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; 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 родную страну и ее культуру на			
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иностранном языке; проявлять уважение к иной культуре; соблюдать нормы вежливости в межкультурном общении; 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; ПР68) развитие умения сравнивать, классифицировать, систематизировать и обобщать по существенным признакам изученные языковые явления (лексические и грамматические); 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.			
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Междисциплинарные задания практической направленности

Таблица 2

№ раздела, темы	Коды образовательных результатов (ЛР, МР, ПР, ОК, ПК)	Варианты междисциплинарных заданий

Раздел 3. Иностранный язык для специальных целей Тема 3.1 История автомобиля	ПРБ 1-9 ЛР 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 1.10., 2.10	Задание 1. Answer the questions. 1. Who made an attempt to propel a vehicle? 2. Who built the first self-propelled road vehicle? 3. What kind of carriage did the Russian inventor Kulibin build in 1784? 4. What did Kulibin use in his vehicle for the first time? 5. What were all road vehicles up to 1860 powered by? 6. What did Lenoir built in 1860? 7. How did an internal combustion engine run on? 8. When was the four-stroke cycle engine invented? 9. What are the main factors that are important search for different engines? 10. Why are these factors very important? 11. What are the disadvantages of diesel? 12. When was the Stirling engine invented? 13. Will electric cars replace the conventional vehicles? 14. What kind of engine will dominate in the near future?
Тема 3.2 Аксессуары автомобиля	ПРБ 1-9 ЛР 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 1.10., 2.10	1. Translate the following words and word combinations: Blind spots; make sure; rear; rearview mirror; adjust; braking system; anticipate; prudent; buckle up; engine; clean headlights; check for taillights; windshield; brake lights; tire; damage air pressure; path; check for clean headlights; make sure all light and turn signals work properly. 2. Read and translate the text “Preparing to drive” Before operating a vehicle: - check for clean headlights, taillights and brake lights. Make sure all lights and turn signals work properly. Clean the windshield and windows; - check the tires for proper air pressure and for any possible damage; - check in front and behind the vehicle for objects, animals or persons in your path. Before starting the engine: - make sure you are positioned in the driver’s seat; - make sure you and all passengers, including children, are properly buckled up; - check mirrors and check again for anything

		in your path. As a driver, you have at least two blind spots: to the left rear and right rear of the vehicle. Make sure the inside rearview mirror is properly adjusted so you can see the center of the road and any traffic behind the vehicles. Adjust the left outside mirror to see the left edge of the vehicle when seated in a normal driving position. If there is a right outside mirror, adjust it to permit a clear view of the right rear edge of the vehicle; - turn your head to check the blind spots before every lane change. You cannot get rid of blind spots, but can make them smaller by properly adjusting the mirrors; - know what type of braking system the vehicle has. If it has antilock brakes, be sure to read and follow the instructions in the owner's manual.
Тема 3.3 Типы двигателя	ПРб 1-9 ЛР 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 1.10., 2.10	1. Form words by means of the following suffixes –er /-or and translate them into Russian: To act, to conduct, to compose, to direct, to drive, to fight, to found, to invent, to lead, to mine, to read, to report, to speak, to teach. 2. Form words by means of the following suffixes -ist, -ism, -ian and translate them into Russian: Art, social, type, capital, music, international, piano, electric, Canada, Russia.
Тема 3.4 Старт мотора. Кабина двигателя	ПРб 1-9 ЛР 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 1.10., 2.10	1. Classify the metals: a. ferrous metals; b. non-ferrous metals; c. non-metals steel, bronze, tin, rubber, cast-iron, aluminium, chrome, grey-iron, asbestos, iron, carbon 2. Classify the details: a. immovable details; b. mobile details piston, piston pins, crankcase, crankshaft, cylinder head, flywheel, connecting rods, cylinder block 3. Fill in the blanks with appropriate words: Highway, route, caution, indicate, driver, pedestrian, lane, arrow, to warn, load 1. _____ is a public road, especially an important road that joins cities or towns together. 2. The _____ we had planned took us right across Greece. 3. We need to proceed with/exercise _____. 4. Exploratory investigations have _____ed large amounts of oil below the sea bed. 5. The _____ of the van was killed in the accident. 6. The death rate for _____ hit by cars is

		unacceptably high. 7. He drives so fast along those narrow country _____s. 8. Robin Hood asked to be buried where his _____ landed. 9. We were _____ed not to eat the fish which might give us a slight stomach upset. 10. The maximum _____ for this elevator is eight persons.
Тема 3.5 Конструкция автомобиля	ПРБ 1-9 ЛР 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 1.10., 2.10	1. Закончите предложения, употребляя сложное дополнение. E.g. “Bring me a book,” said my brother to me. My brother wanted me to bring him a book. 1. The teacher said to the pupils: “Learn the rule.” — The teacher wanted ... 2. “Be careful, or else you will spill the milk,” said my mother to me. — My mother did not want ... 3. “My daughter will go to a ballet school,” said the woman. — The woman wanted ... 4. The man said: “My son will study mathematics.” — The man wanted ... 5. “Oh, father, buy me this toy, please,” said the little boy. — The little boy wanted ... 6. “Wait for me after school,” said Ann to me. — Ann wanted ... 7. “Fix the shelf in the kitchen,” my father said to me. — My father wanted ... 8. “It will be very good if you study English,” said my brother to me. — My brother wanted ... 9. “Fetch me some water from the river, children,” said our grandmother. — Our grandmother wanted ... 10. “Come to my birthday party,” said Kate to her classmates. — Kate wanted ... 11. The biology teacher said to us: “Collect some insects in summer.” — The biology teacher wanted ... 12. “Don’t eat ice cream before dinner,” said our aunt to us. Our aunt did not want ... 13. “Come and live in St Petersburg with me,” said my mother to me. My mother wanted...
Тема 3.6 Профессиональные требования	ПРБ 1-9 ЛР 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 1.10., 2.10	Choosing a profession is very difficult. Your choice should depend on your character, intellect, abilities and talent. Do you think someone can be a good teacher if he/she doesn’t love children? Do you think someone can be a good vet if he/she doesn’t like animals? Can a musician or singer make a success if they don’t have a good ear for music? Can an actor or dancer become famous if they have no special talent? You can never be a respectable judge if you are

		not just and honest. Only those who are brave, can become sailors. Only people who have creative minds can be successful businessmen. The profession of a doctor requires special education and long training. A doctor must be very responsible because they deal with the most precious thing that people have — their health. There are a lot of interesting and noble professions, and many roads are opened before you. But remember most professions are available only to educated people. So if you want to be a professional you have to enter an institute or university. It is difficult and you have to study hard. It is not easy, because only those who have a strong will, can study hard. Try to build your character, develop the strength of will and your dreams will come true. Questions to the text: 1) Have you already decided what you want to be? 2) What did you want to be in your childhood? 3) What is your father? 4) What is your mother? 5) Do you want to choose the profession of your parents? 6) Do you have the strength of will?
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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.

	a	i	e	o	u
открытый слог					
закрытый слог					
гласная + r					
гласная + r+e					

2. Напишите следующие существительные во множественном числе

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

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

- | | | |
|--------------------------|----------------------------|------------------|
| 1. Greg .. he ... | 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)

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

5. Вставьте правильную форму глагола в Present Simple

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

6. Зачеркните лишнее слово.

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

Эталон ответов

1. Заполните таблицу

	a	i	e	o	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)

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

5. Вставьте правильную форму глагола в Present Simple

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

6. Зачеркните лишнее слово.

- crooked, straight, almond-shaped, long NOSE
- 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 c) children d) 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?

2) You a dictionary to translate this text into Russian.

3) If you have a toothache you go to the dentist at once.

4) He at school yesterday.

5) We a dictation at the lesson tomorrow.

6) I English words at this moment.

7) He usually detective films in the evening.

8) This computer ...very often, use another one.

9) This poemby Pushkin many years ago.

was

should

will write

was written

need

is used

am learning

would

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 3F 4F	4
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)держат 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
----------------	---------

1. TV set
2. free-time
3. different subjects
4. chest of drawers
5. to have some rest
6. to pass exams
7. cosy kitchen
8. beautiful wallpaper
9. a first-year student
10. armchair
11. many-stored building
12. to be busy
13. modern conveniences
14. 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	1e 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	1 4 7 8	14

	9 12 14	10 11 13	
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, сэр!
Good morning, my young friends!	Доброе утро, мои юные друзья!
Good afternoon!	Добрый день! Примечание: «Good day!» как правило, не употребляется, так как звучит грубовато.
Good afternoon, Madame!	Добрый день, мадам!
Good evening! 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).
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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.	— Миссис Джонс, я хотел бы представить вам господина Олега Соколова.

— How do you do, Mister Oleg Sokoloff? Glad to meet you.	— Здравствуйте, господин Олег Соколов. Рада познакомиться.
— How do you do, Mistress Jones?	— 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

Перевод на русский

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

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 wonder why is that?

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?

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 переехал.

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 him taking pictures with it in the central park a few days ago. When she came closer, he hid it and quickly went away. Питэр: Нет, он продолжает притворяться, но Каролина знает, что это был он. Она видела, как 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.

Seeyou. 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:

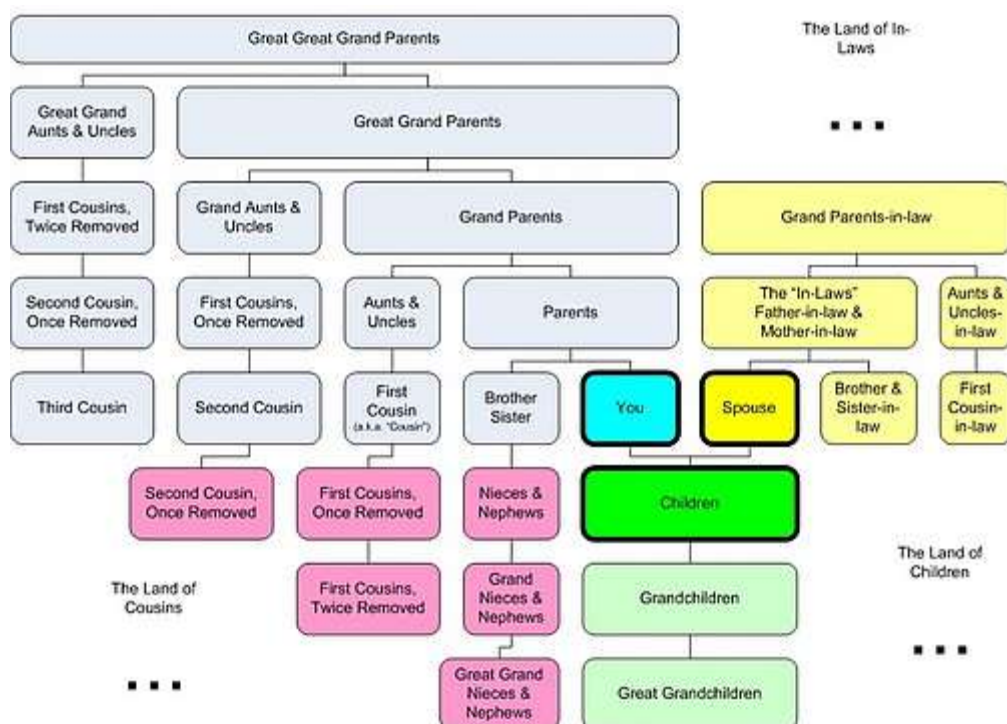
Русское название	English name	Транскрипция
семья	family	['fæməli]
родственник	relative, relation	['relətɪv] [rɪ'leɪʃən]
родители	parents	['peərənts]
мать (мама)	mother (mom, mum, mama,	['mʌðə mʌm] [mʌm] [mæ'mɑː]

	mamma, mummy, ma)	[mə'mɑ:] ['mʌmi] [mɑ:]
отец (папа)	father (dad, daddy, papa, pa)	['fɑ:ðə [dæd] ['dædi] [pə'pɑ:] [pɑ:]
жена	wife	[waɪf]
муж	husband	['hʌzbənd]
супруг(а)	spouse	[spaʊz]
ребенок, дети	child, children	[tʃaɪld] ['tʃɪldrən]
дочь	daughter	['dɔ:tə]
сын	son	[sʌn]
сестра	sister	['sɪstə]
брат	brother	['brʌðə]
единственный ребенок	only child	['əʊnli 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)	['grænfa:ðə 'grænpɑ:] ['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 ,fa:ðə]
прабабушка и прадедушка	great-grandparents	['greɪt 'grænpɛərənts]
правнуки	great-grandchildren	['greɪt 'græntʃɪldrən]

тётя	aunt	[a:nt]
дядя	uncle	['ʌŋkəl]
крестный (отец)	godfather	['gɒdfa:ðə]
крестная (мать)	godmother	['gɒdmʌðə]
отчим, приемный отец	stepfather	['stepfa:ðə]
мачеха, приемная мать	stepmother	['stepmʌðə]
сводный брат	stepbrother	['step ,brʌðə]
сводная сестра	stepsister	['stepsistə]
брат по одному из родителей	half-brother	['hɑ:f ,brʌðə]
сестра по одному из родителей	half-sister	['hɑ:f sistə]
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 'fa: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	['fɜːst 'kʌzən]
троюродный брат (сестра)	second cousin	['sekənd 'kʌzən]
четвероюродный брат (сестра)	third cousin	['θɜːd 'kʌzən]
родня со стороны мужа или жены	in-laws	['ɪn lɔːz]
свекровь	mother-in-law (husband's mother)	['mʌðərɪn,lɔː 'hæzbəndz 'mʌðə]
свёкор	father-in-law (husband's father)	['fɑːðər ɪn,lɔː 'hæzbəndz 'fɑːðə]
тёща	mother-in-law (wife's mother)	['mʌðərɪn,lɔː waɪfs 'mʌðə]
тесть	father-in-law (wife's father)	['fɑːðər ɪn,lɔː waɪfs 'fɑːðə]
невестка, сноха	daughter-in-law	['dɔːtərɪn,lɔː]
зять	son-in-law	['sʌnɪn,lɔː]
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	separated	['sepəreɪtɪd]

проживающие одной семьей		
вдова	widow	['wɪdəʊ]
вдовец	widower	['wɪdəʊə]
подружка, невеста	girlfriend	['gɜ:lfrɛnd]
друг, парень, ухажер	boyfriend	['bɔɪfrɛnd]
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

Interviewer: Hello!

Linda: Hello!

Interviewer: What's your name?

Linda: My name is Linda Davis?

Interviewer: Nice to meet you, Linda.

Linda: Nice to meet you, too.

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

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. There is also a primary school there where I went.

Interviewer: What about your parents? What do they do?

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.

Interviewer: I see. And what do you do?

Linda: I currently study in the University of Exeter to become an archeologist. Apart from studying, I do some volunteer work.

Interviewer: Do you have any brothers or sisters?

Linda: Yes, I do. Actually, my family is

Перевод на русский

Интервьюер: Привет!

Линда: Привет!

Интервьюер: Как тебя зовут?

Линда: Меня зовут Линда Дэвис?

Интервьюер: Приятно познакомиться с тобой, Линда.

Линда: Мне также приятно познакомиться.

Интервьюер: Можешь ли немного рассказать о себе, Линда?

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 антикварных магазинов и несколько пабов. Там также расположена начальная школа, в которую я ходила.

Интервьюер: Как насчет твоих родителей? Чем они занимаются?

Линда: Моя мама - медсестра, а папа - архитектор. Они не работают в Вудбери. Они оба ездят в Эксестер на работу. Эксестер является самым крупным городом Девоншира и его столицей.

Интервьюер: Ясно. А чем ты занимаешься?

Линда: Я в настоящее время учусь в университете Эксестера на археолога. Кроме учебы, я занимаюсь ещё волонтерской работой.

Интервьюер: Есть ли у тебя братья или сестры?

Линда: Да, есть. На самом деле, моя семья

quite large. There are five children in my family and I am the second child. I have one older sister and three younger brothers.

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

Линда: Да, дочка тети Мэри, Джулия, живет сейчас в Германии. Она моя любимая кузина.

cousin. We always keep in touch.

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

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 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 поедem?

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 – шури́н, 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 you grandparents still alive?
7. Do you go in for sport?
8. What is your father 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.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №10-11

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.

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

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

B. Дайте определение следующих слов на английском языке.

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

ОБРАЗЕЦ A man is called **well-built** if he 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 курносом носом и тонкими губами.

* * *

Запомните:

hair — неисч., ед. число,

hairs — волосы

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.



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 [bɜː'ln]
6. Italy — Rome [rəʊm]
7. Greece — Athens ['æθɪnz]
8. Turkey — Ankara ['æŋkərə]
9. Egypt — Cairo ['kaɪrəʊ]
10. Spain — Madrid [mə'drɪd]
11. Japan — Tokyo ['təʊkiəʊ]
12. China — Beijing [ˌbeɪ'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** ['ti:pi:] — вигвам
5. **tough** [tʌf] — суровый
6. **prairie** ['preəri] — 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** ['wægən] — фургон
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** ['ɜːθkweɪk] — 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 Californians 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 (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:

- I work in a hospital.
- I speak with people from different countries.
- I speak three languages.
- I sell things.
- I work in a shop.
- I help sick people.
- I translate things.
- I work in a newspaper office.
- I work with doctors.
- I look after money.
- I write a lot.

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

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

- wake up
- get up
- leave school
- have lunch
- make the bed
- have dinner
- read an interesting book
- read a comic
- sleep well all night
- work hard
- listen to music
- do (my) homework
- read a magazine
- go shopping
- do the morning exercises
- 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.

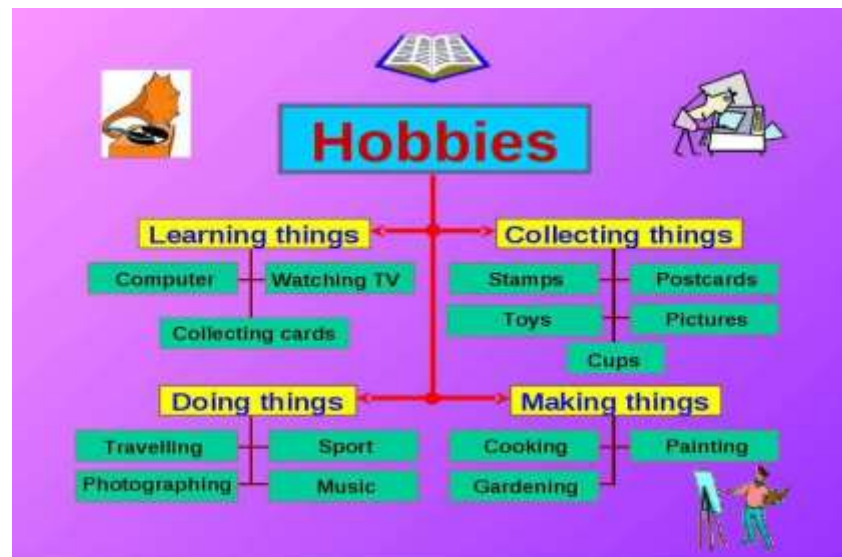
One of my friends likes to make everything with his own hands. He can repair an iron, a radio-set, or a tape-recorder. I think it's a very good hobby.

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.



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

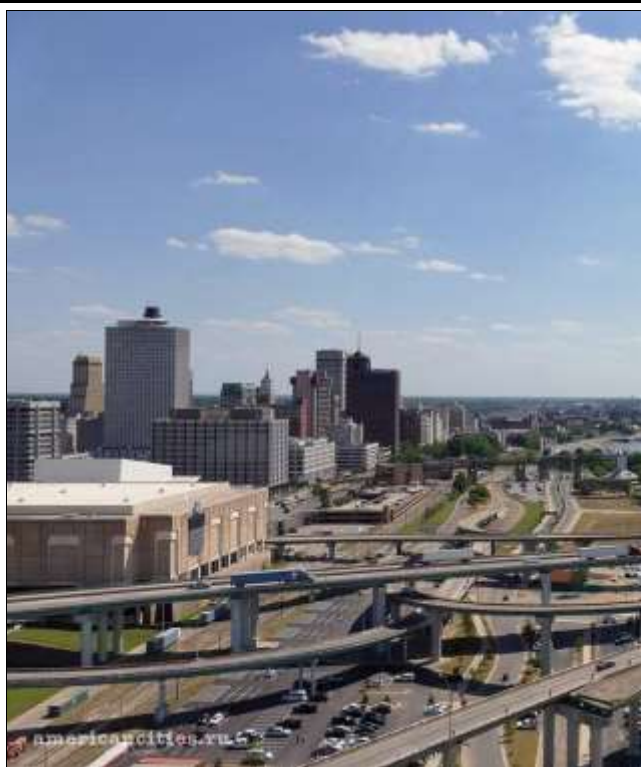
Advantages	Disadvantages
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Карточки

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

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:

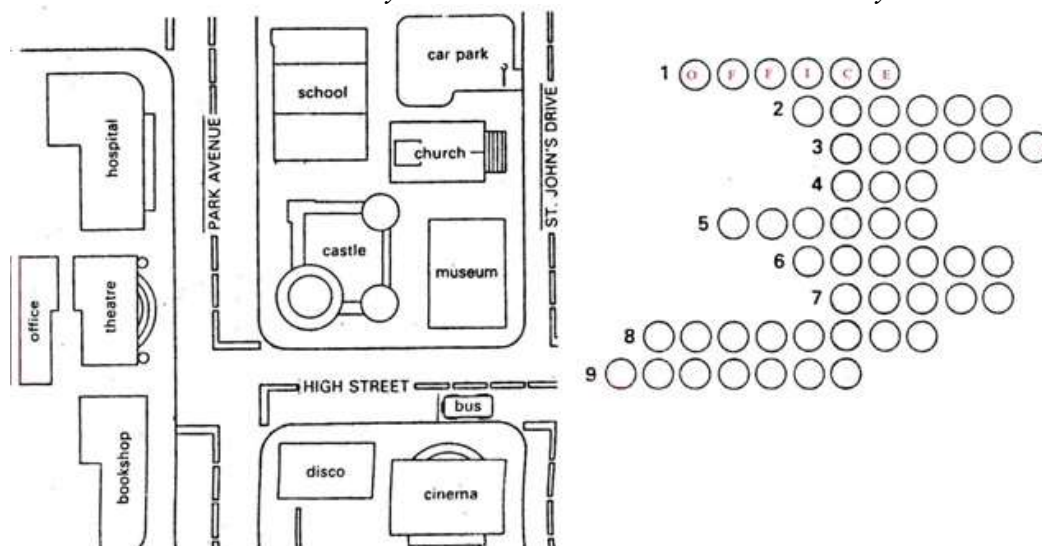
Giving Directions (Asking the way). Английские слова по теме «Как спросить дорогу». Список №2

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

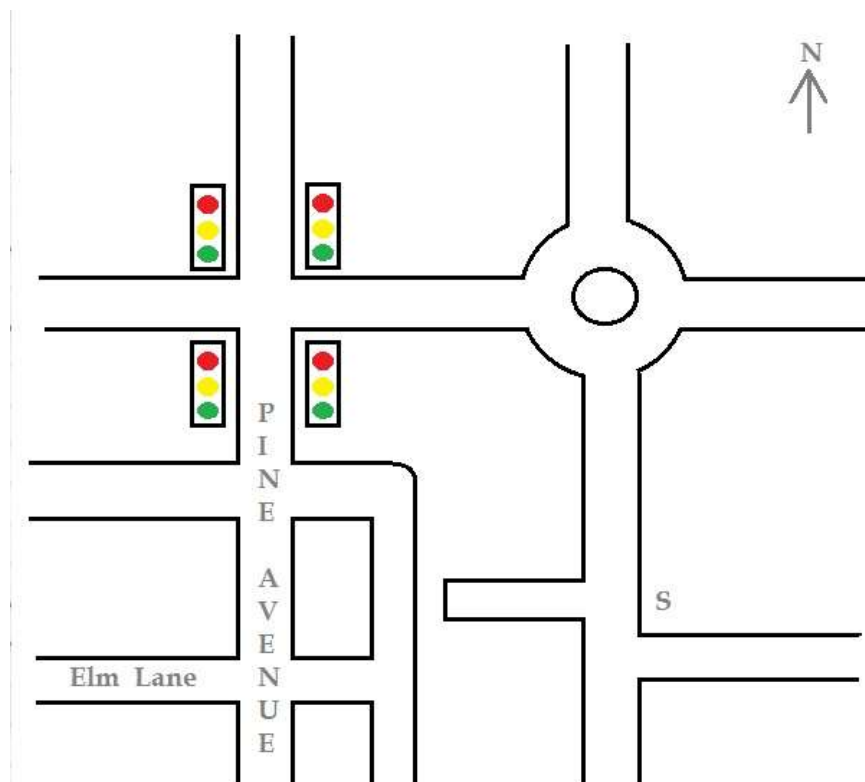
Asking the Way & Giving Directions. Упражнения

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: 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 — универмаг
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. TEXT «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 картинки 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.

А. О сэр, я могу предложить вам широкий выбор джинсов на все вкусы. Какого размера джинсы вы носите?
 В. Мой размер ...
 А. Вот прекрасные модные джинсы. Я надеюсь, они вам понравятся. Это ваш размер.
 В. Как вы думаете, они сидят?
 А. О нет, сэр, они сделаны из несадящейся ткани.
 В. Можно мне их примерить?
 А. Конечно, сэр. Пройдите в эту кабину.
 В. 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?
 А. Да, сэр. Вот, примерьте эту пару.
 В. Спасибо. Это как раз то, что мне нужно. Я их куплю.
 А. Очень хорошо, сэр.
 В. Сколько они стоят?
 А. Всего тридцать долларов.
 В. Платить вам или в кассу?
 А. В кассу, сэр. Касса у выхода.
 В. 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 him?	Разве (неужели) вы его не видели?
Mustn't you go there	Разве (неужели) вы не должны пойти туда сегодня 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

Who is that tall man? Who do you see there?
What is in his hands?

whose – чей
whom – кого, кому
which – который (из нескольких)
when – когда
where – где, куда

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?

how – как, каким образом
why – почему
how much – сколько

Where are you going to?
How do I get there?
Why is this dress so expensive?
How much is the cheese?

(с неисчисляемыми существительными)

how many – сколько

How many pairs of shoes have you bought?

(с исчисляемыми существительными)

how long – как долго

How long does it take you to get to the shopping

mall?

how often – как часто

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 поставится 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?

Is he sleeping or working?

Что Вы любите чай или кофе?

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:

TEXT

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 meal 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?	Поедим 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 чьё-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 ILLUSTRATIONS AND WRITE THE CORRECT WORDS IN THE CORRESPONDING PLACES



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 |



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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	[ˈævəˈkɑːdəʊ]	
bread		
broccoli	[ˈbrɒkəli]	
cereal	[ˈsiəriəl]	
cheese		
kiwi fruit	[ˈkiːwiː fruːt]	
grapes	[ˈkiːwiː fruːt]	
nuts		
olive oil		
pasta	[ˈpæstə]	
prawns	[prɔːn]	
green pepper		
raspberries	[ˈrɑːzbəri]	
rice		
strawberries	[ˈstrɔːb(ə)rɪ]	
yoghurt	[ˈjɒɡət]	

Упражнение 3. Fill in the table. Remember food adjectives

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

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	[ˈkæf.ə]	
modern		
busy	[ˈbiː]	
crowded	[ˈkraʊdɪd]	
bright	[braɪt]	
usual	[ˈjuː.əl]	
unusual		
fashionable		
noisy		
cozy		
attractive		
expensive		
cheap		

Упражнение 9. Eating Out. Fill in the table.

dish		
cuisine	[ˈkwiːn]	
American		
British		
Chinese		
French		
Georgian	[ˈdʒɔːdʒ(i)ən]	
Indian		
Italian		
Mexican	[ˈmeksɪk(ə)n]	
Thai	[taɪ]	
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:

- пожалуйста, 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

products:

Meat:

Herbs and spices:

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 зайдем 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.

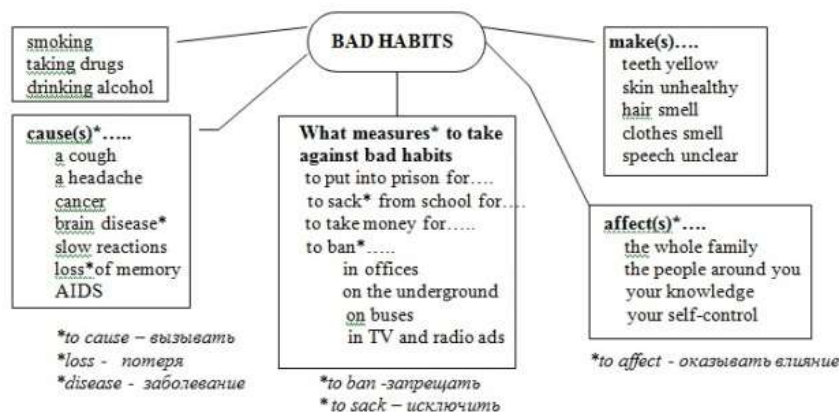
Food we eat also influences our health. A lot of people like drinking Coca-Cola and coffee and enjoy pizza and hamburgers. But what is tasty is not healthy. You should avoid eating in fast food restaurants and make it a rule to cook meals at home using organic food as much as possible.

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 to 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.

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)

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)

3. An apple a day keeps ... away

the doctor (a)

the teacher (y)

the policemen (i)

4. They are rich in vitamins
crisps (m)
fruits and vegetables (l)
fast food (r)

5. The right food keeps you ...
well (t)
ill (k)
funny (p)

6. Never ... to keep fit
laugh (x)
eat (l)
smoke (h)

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; Drug-Store, (am) Drugs | Аптека |
| 3. | Hospital | Больница |
| 4. | Maternity 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 органы человека

Части тела и основные

- | | |
|---------------|---------------|
| 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
Tonsilitis	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 flu 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 extract 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 stooped (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** — пересест 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

ОБРАЗИЦ. If you have some valuable things on you, you have to fill in the declaration form.

Упражнение 8. Вставьте пропущенные слова в диалог: *schedules* (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.

Тема: Средства передвижения, транспорт

Ведущая дидактическая цель: формирование у обучающихся представления о средствах передвижениях 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 [jɒt] — 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 [ˈhɪtʃhaɪkɪŋ] — 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 [pi'destriən] — 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 personalwere 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 Шиловой
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.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №58-59

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 — омыwać
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 Federal 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)
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 — Ку斯科во

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 countries 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)
- **TsUM** [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.



Уэйльс. 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** ['aɪlənd] — остров, **Ireland** ['aɪələnd] — 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)lɪ] 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 Zalesky, 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 = Shrove Tuesday
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 Cindy, 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?

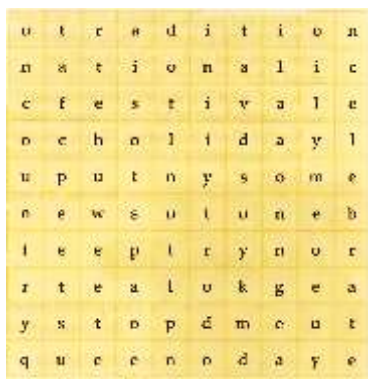
- Sure! Listen. On that day many homes are decorated and lit by

.....² 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 mixture of new and old, religious and secular, professional and private. National holidays reflect multicolored Russian history. Christian traditions were combined with pagan ones and therefore strongly connected to the seasons and agricultural cycle. Church holidays were mixed with those introduced 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.

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.

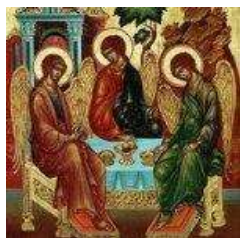
Troitsa

(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: Какой была первая машина? Первые автомобильные компании

Ведущая дидактическая цель: формирование у обучающихся представления о первых автомобильных компаниях 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:

THE HISTORY OF THE CAR

Часть I. Задание № 1: прочитай и переведи текст:

There have been many inventions during the Twentieth Century – the telephone, air travel, television and the atomic bomb – are just four with universal impact. But one stands out from the crowd as having had more influence on more people in more places – the car.

The significance of the motor car to the recent history of civilization is beyond question. The car's precise date of introduction, however, will be debated for decades to come. That's because, ever since the invention of the wheel around 4000 BC, humans have tried to design a self-propelled machine to replace the horse.

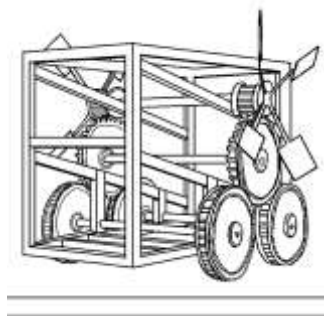
Karl Benz and Gottlieb Daimler may have been credited with producing the first vehicles powered by the internal combustion engine in 1885, but the origins of the car go back as far as the Old Testament. This foretold of machines propelling themselves on land and the air. The great 13th-century scientist and philosopher Roger Bacon predicted the advent of machine-powered vehicles on land and water, while Leonardo de Vinci's diagrams of a self-propelled carriage are a matter of record. In 1472, Roberto Valturio described a machine (рис. 1) designed for war purposes, which was to be moved by means of large windmills transmitting their motion through cranks and gears. Clockwork and wind-assisted vehicles all played their part in the pre-history of the car but the greatest influence came from the Steam Age. In the early 1760s Frenchman Captain Nicolas Joseph Cugnot built a powerful steam-driven tractor to tow artillery hardware. Only partly successful, it was left to a group of British, American and European inventors to pursue the development further. Of these, Richard Trevithick's London Carriage was both the most practical and effective.

The steam era saw, not only the advent of a succession of road coaches, but also the more recent railway locomotive. The former was handicapped by public resistance and government legislation, while those involved in the horse trade saw these new contraptions as a danger to their livelihood. This led not only to heavy taxation through toll roads but also the implementation of the Red Flag Act. This ruled that all forms of road locomotives should have a man with a red flag walking ahead of them. This ridiculous law was not repealed until many years later.

Рис. 1. Wind-driven vehicle by Robert Valturio

THE POWER STRUGGLE

It was the development of the internal combustion engine from the mid-1800s onwards which spurred inventors on to develop horseless carriages. Nikolaus Otto is generally regarded as being the father of today's petrol engine but its origins date back much further. The initial idea can be traced to the 1670s, from when there survive the first descriptions of a piston



sliding within the cylinder, powered by gun powder – in effect, a development of the cannon.

This was put into practice by a number of engineers, one of whom was the Swiss, Francois Issac de Rivaz, who even used electricity to supply the ignition. Arguments still rage today among automotive historians concerning the identity of the individual who created the first true internal combustion engine.

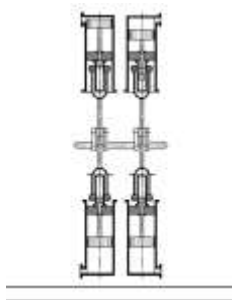
Etienne Lenior won the race to patent his design first in 1859, but the Italians Barsanti and Matteucci had working designs on display several years earlier. Lenior's patent was more in line with the modern engine as we know it however, and was a spur to future innovators like Nickolaus Otto, Gottlieb Daimler and Karl Benz. Otto's four-stroke engine (the four strokes of the cycle being: Induction, Compression, Ignition, Exhaust) was a refinement of Lenior's idea, and provided the motive power for the motor car in more ways than one (рис. 2).

Otto had a tough time realizing his vision. Having learned of Lenior's gas engine, and being further inspired by seeing the Barsanti and Matteucci idea Wind- on a trip to England, he developed a similar unit designed to run on liquid fuel.

However, as the history of the automobile constantly shows, some of the greatest innovators had poor business minds. Otto needed future car enthusiast Eugen Langen to both help secure a patent and also see the venture through bleak times when technical problems halted sales for a while.

It is unfair to credit any one person with the creation of the car. Gottlieb Daimler, who worked with Otto until their differing views caused a fall-out, developed his own engines. These were not solely for car use, but he did build the first four-wheel horseless carriage. Karl Benz, who lived less than 100 miles away, designed his advanced tricycle which proved to be the first truly purposebuilt machine. Amazingly, not only did the pair never meet, but were even unaware of each other's efforts as they worked on parallel designs. By 1886 the motor car was definitely ready to roll.

Рис.2.



ЧАСТЬ II. Задание 1. Прочтите, затем выпишите и запомните слова.

Задание 1. Повторите за диктором следующие слова и их перевод.

motion	[ˈmouʃən]	движение
mule	[mju:l]	мул
camel	[ˈkæmə]	верблюд
elephant	[ˈelifənt]	слон
pull	[pul]	тянуть, тащить
wagon	[ˈwægən]	тележка, повозка, фургон
carriage	[ˈkæriɪdʒ]	экипаж, коляска
sled	[sled]	сани, салазки
device	[diˈvaɪs]	устройство, приспособление, механизм, прибор
invent	[inˈvent]	изобретать
impact	[ˈimpækt]	удар, толчок, импульс, воздействие
means	[mi:nz]	средство, способ
self-propulsion	[ˈselfprəˈpʌʃn]	самодвижение
manpower	[ˈmæn.pauə]	рабочая сила, людские ресурсы
wind-up	[ˈwaɪndəp]	заводной
steam-pump	[ˈsti:mpʌmp]	паровой насос

Задание 2. Прочтите и переведите следующие словосочетания, обращая внимание на причастия.

Wagons pulled by, boats used on water, the devices invented by man, self-propelled cars, manpower replaced by a mechanical device, a car operated on the principle, a steam-pump developed by him, a pump improved by Newcomen, a fixed position, power generated by steam engines.

Задание 3. Переведите следующие предложения со сказуемым в страдательном залоге на русский язык. Определите время и состав сказуемого.

1. One of the first self-propelled cars was built in Germany, in 1649.
2. This car was operated on the principle of a wind-up toy. A steam-pump developed by Thomas Savery was later improved by another Englishman, Thomas Newcomen.
3. James Watt is generally considered to be the inventor of a steam engine.
4. James Watt was opposed to using steam power to run a road vehicle.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №82-83

Тема: Эволюция автомобиля.

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:

The history of the automobile goes back several hundred years. One of the earliest attempts to propel a vehicle by mechanical power was suggested by sir Isaac Newton about 1680. It was little more than a toy consisting of a steam boiler supplying a steam jet turned to the rear. However, the credit for building the first self-propelled road vehicle must undoubtedly go to the French military engineer, Nicholas Cugnot (Кюньо). Between 1763 and 1769 two steam-driven carriages were built and tried. In 1784 the Russian inventor Kulibin built a three-wheeled carriage. In his vehicle he used for the first time such new elements as brakes, rollers and a gear –box. The first Englishman to build a full-size self-propelled vehicle for use on the roads and to obtain practical results was Threvithick (Тревитик). Between 1798-1800 he built several working models. Up to 1860 most of road vehicles were powered by steam engines which ran at slow speeds. In 1860

Lenoir (Ленуар) of Paris built an internal combustion engine which ran on city gas, the gas being ignited by an electric spark. In 1866, Otto invented the type of four-stroke cycle engine which is used today.

Slowly but surely the auto industry is perfecting a number of alternatives to the conventional engines found in almost all of today's passenger cars. Two prime factors lie behind the search for different engines - the necessity to reduce air pollution by requiring cleaner auto exhaust and the desire to produce cars that will run farther on a gallon of fuel. While basic research is continuing on electric and steam powered engines, it is the diesel, turbine and Stirling that are current industry favourites. Diesels get better mileage than gasoline engines, and the fuel is usually cheaper. In 1890's, Rudolf Diesel, invented the engine that bears his name. As air is drawn into the engine and compressed internal temperatures rise, and pressures reach two to three times those in a gasoline engine. The extreme pressures have meant that diesels usually are much larger and heavier than gasoline engines of the same power potential. The disadvantages of diesels as passenger - car engines are slow performance, noise and smoke. The turbine and Stirling are multifuel engines, capable of running on any liquid that will burn, including such exotic types as peanut oil and perfume. This would be a major advantage if severe petroleum shortages develop. The turbine cars now operating are handbuilt models that cost more than 1 million dollars each. Alloys of precious metals of high durability are still required for certain vital turbine parts. Engineers believe that progress in ceramics hold the key to making turbines practical alternatives to present-day engines...

The Stirling concept, first offered more than 150 years ago by a Scottish clergyman, involves external instead of internal combustion ... In the new design, hydrogen gas is heated by a burner, which can run on virtually all kinds of fuel ... Engineers point out that a Stirling engine would be quieter than an equivalent internal combustion engine, would emit less toxic gases, and would use fuel more economically ...

Yet, there is still opinion in the auto industry that the conventional gasoline powered engine - the type in almost universal use now - will continue to dominate until or unless outside circumstances dictate otherwise.

Задание 2. Answer the questions.

1. Who made an attempt to propel a vehicle?
2. Who built the first self-propelled road vehicle?
3. What kind of carriage did the Russian inventor Kulibin build in 1784?
4. What did Kulibin use in his vehicle for the first time?
5. What were all road vehicles up to 1860 powered by?
6. What did Lenoir built in 1860?
7. How did an internal combustion engine run on?
8. When was the four-stroke cycle engine invented?
9. What are the main factors that are important search for different engines?
10. Why are these factors very important?
11. What are the disadvantages of diesel?
12. When was the Stirling engine invented?
13. Will electric cars replace the conventional vehicles?
14. What kind of engine will dominate in the near future?

Задание 3. Выпишите предложения, где говорится:

- а) о первых попытках использовать механическую энергию для приведения в движение экипажа;
- б) об основных требованиях, предъявляемых к автомобилю.

Задание 4. Выберите утверждения, соответствующие содержанию текста.

1. The history of the automobile goes back...
 - a) a hundred years;
 - b) a thousand years;
 - c) several hundred years.
2. Diesels are usually much larger and heavier than...
 - a) gasoline engines;
 - b) turbine cars;
 - c) Stirling engines.
3. The disadvantages of diesels are...
 - a) low speeds;
 - b) noise and smoke;
 - c) heavy weights.
4. The turbine and Stirling are multifuel engines, capable of running on...
 - a) petrol only;
 - b) peanut oil and perfume;
 - c) benzene.

Задание 5. Прочтите текст еще раз, обращая внимание на даты, цифры и связанные с ними факты. Выпишите эти предложения.

Задание 6. Переведите на русский язык следующие слова и словосочетания:

vehicle, mechanical power, self-propelled, was constructed, a steam-driven carriages, wheels, passengers, motor cars, issued, prosecuted, of gasoline engines, introduced the four-stroke cycle of operation, two-seated cars, efficient, international combustion engine, abolition, automobile industry, collect antique cars, advertisements.

Задание 7. Закончите предложения, используя текст

- 1) In a steam engine was built in Great Britain.
- 2) From 1860 to 1900 was a period of the application...
- 3) The cars of that time were very small...
- 4) Multi-cylinder engines came into use, most commonly used are...
- 5) The best collection-100 old cars of great rarity —...

Задание 8. Расскажите об истории автомобилестроения, используя следующие выражения и глаголы:

the history of the automobile mechanical power, a steam boiler, selfpropelled, vehicle steam-driven carriages, brakes, gear-box, steam engines, internal-combustion engine, air-pollution, diesel engines, turbine cars, Stirling engine;
to go back, to propel, to build, to use, to obtain, to be powered by, to invent, to reduce, to produce, to offer, to involve, to dominate.

Задание 9. Подберите к слову его описание.

- | | |
|----------------|---|
| 1. production | a. to make or draw plans for something, for example clothes or buildings |
| 2. to design | |
| 3. automobile | b. damage caused to water, air, etc. by harmful substances or waste |
| 4. carriage | c. a road vehicle with an engine, four wheels, and seats for a small number of people |
| 5. pollution | d. to start to burn |
| 6. engine | e. a substance that is used to provide heat or power, usually by being burned |
| 7. vehicle | f. the process of making or growing goods to be sold |
| 8. engineer | g. a vehicle with four wheels that is usually pulled by horses and was used mainly in the past |
| 9. fuel | |
| 10. to combust | h. a machine that uses the energy from liquid fuel or steam to produce movement |
| | i. a person whose job is to repair or control machines, engines, or electrical equipment |
| | j. a machine, usually with wheels and an engine, used for transporting people or goods on land, especially on roads |

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №84-85

Тема: Навигация. Климат-контроль

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:

Most of the time, you should start by saying "Excuse me".

"Excuse me. Do you know where the ... is?"

"Excuse me. Is there a ... near here?"

"Excuse me. How can I get to the ...?"

TURN LEFT – поверните налево

TURN RIGHT – поверните направо

CROSS THE ROAD – перейдите дорогу

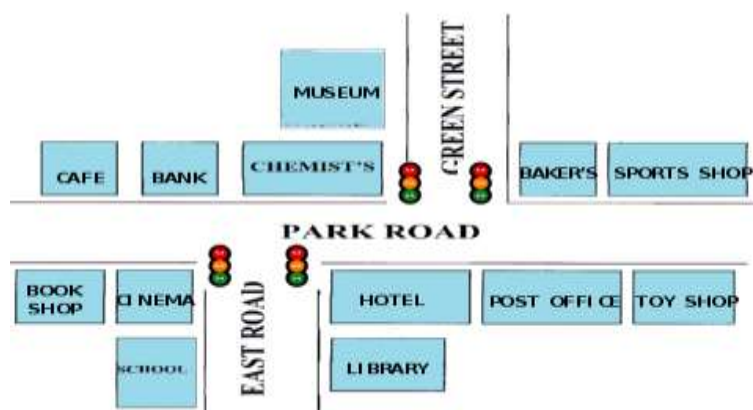
take the first on the left - поверните на первом повороте налево

take the second on the right - поверните на втором повороте направо

GO STRAIGHT ON – идите прямо

GO UP/ GO DOWN THIS RTREET – идите вверх/вниз по улице

Задание 1. Заполните пропуски в диалоге по схеме (25 минут):



Teacher: Where can you buy aspirin?

Pupil: ...

Teacher: Where can you go and watch new films?

Pupil: ...

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

Pupil: ...

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

Pupil:

Teacher: Where can you buy books?

Pupil: ...

Teacher: Where can you buy bread?

Pupil: ...

Teacher: Where can you buy sport clothing?

Pupil: ...

Teacher: Where can you buy toys?

Pupil: ...

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

Pupil: ...

Teacher: Where can you send or get letters?

Pupil: ...

Задание 2. Отметьте на схеме объекты, указанные в диалоге (25 минут):



Pupil: Where the bank is?

Teacher: The BANK is next to the chemist's on Park Road

Pupil: Where the cinema is?

Teacher: The CINEMA is opposite the bank on the corner of East Road.

Pupil: Where the café is?

Teacher: The CAFÉ is next to the bank

Pupil: Where the hotel is?

Teacher: The HOTEL is on the corner of East Road opposite the cinema

Pupil: Where the book shop is?

Teacher: The BOOK SHOP is next to the cinema and opposite the café.

Pupil: Where the baker's is?

Teacher: The BAKER'S is on the corner of Green Street opposite the Chemist's..

Pupil: Where the sports shop is?

Teacher: The SPORTS SHOP is behind the baker's on Park Street.

Pupil: Where the toy shop is?

Teacher: The TOY SHOP is opposite the sports shop.

Pupil: Where the library is?

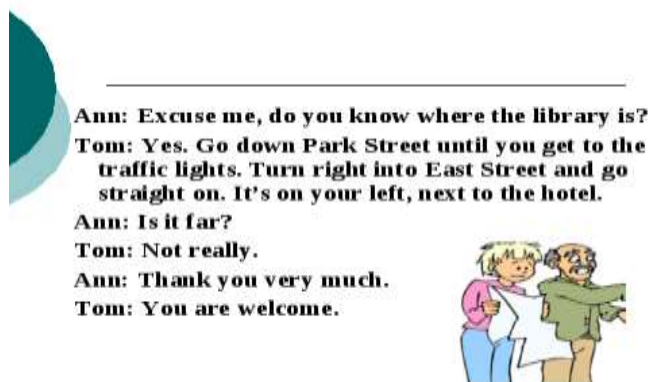
Teacher: The LIBRARY is on East Street opposite the school.

Pupil: Where the post office is?

Teacher: The POST OFFICE is between the hotel and the toy shop on Park Road.

Задание 3. Прочитайте и переведите диалог, ответьте на вопрос (15 минут):

Where does Ann want to go to?



Задание 4. Нарисуйте схему местности, где вы живёте, обозначьте на схеме ваш дом и ещё три других объекта. Поменяйтесь схемами с вашим соседом по парте, в парах составьте диалог, в котором вы спросите друг друга, как добраться из ваших домов в эти три места

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №86-87

Тема: Бортовой компьютер. Автомобильная сигнализация.

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. Read and translate the text.

The basic elements that control vehicle motion have changed little in their concept over the past few decades. Vehicles are still driven by an internal combustion engine, steering is achieved by driving a mechanical gear and brakes are actuated by physically pumping hydraulic pistons. All these actions are carried out by the driver.

The status quo is ready for change. Under development are fast-reacting, intelligent systems that increase the possibility of automatic vehicle control.

In such vehicles the steering, accelerator and brake devices are connected to a sensor that monitors their position. The sensor passes this information as an electrical signal to the microprocessor controller.

The sensor information is processed and the actions for the steering, brakes and drive subsystems are calculated.

The outline of an automobile chassis differs from a conventional chassis as motion of each wheel is achieved by independent suspension, drive, brake and steering. The main control unit receives electrical signals from the steering wheel and pedals, and produces electrical signals that actuate the wheel motion systems.

In this design there is possibility to modify the steering, brake and accelerator device. All these could be integrated into a single joy-stick. This possibility is a major advantage when we want to modify cars for the physically challenged.

Ex. 2 Find in the text the English equivalents to the following words.

Механическая передача, датчик, обрабатывать, подсистема привода, умная система, приводить в движение, контур, обычное шасси, независимая подвеска, привод, система движения колес, ограниченные физические возможности.

Ex. 3 Match a-g with 1-7.

- | | |
|-------------------------------|-----------------------------------|
| a) steering | 1) привод |
| b) advantage | 2) датчик |
| c) independent suspension | 3) двигатель внутреннего сгорания |
| d) internal combustion system | 4) приводить в движение |
| e) drive | 5) независимая подвеска |
| f) fuel system | 6) рулевое управление |
| g) tank | 7) топливная система |
| h) mechanical gear | 8) достоинство, преимущество |
| i) actuate | 9) бак |
| j) sensor | 10) механическая передача |

Ex. 4 Say whether the following sentences are **true** or **false**.

1. Vehicles are driven by an internal combustion engine.
2. Brakes are actuated by physically pumping the wheels.
3. Fast-racing, intelligent systems that increase the possibility of automatic vehicle control are under development now.
4. In vehicles with intelligent systems the steering and brake devices are connected to a sensor that changes the position.
5. A vehicle with intelligent systems is a major advantage when we want to modify cars for the physically challenged.

Ex. 5 Translate the words in brackets to complete the sentences.

- 1) Vehicles are driven (двигателем внутреннего сгорания).
- 2) These actions (выполняются) by the driver.
- 3) The intelligent systems (увеличивают) the possibility of automatic vehicle control.
- 4) The (датчик) passes this information to the microprocessor controller.
- 5) The sensor information (обрабатывается) there.
- 6) The control unit receives electrical signals from the (рулевое колесо).

Ex. 6 Answer the following questions.

1. What are vehicles driven by?
2. Who carries out all these actions?
3. What is under development now?
4. Do you think it's a good idea to develop automatic vehicle control? Why?

5. Have the basic elements that control vehicle motion changed a lot over the past few decades?

Ex. 7 Speak of additional possibilities which automatic vehicle control gives the physically challenged.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №88-89

Тема: Гидроусилитель руля. Антиблокировочная тормозная система

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. Complete the sentences with words from exercise 1. (Заполните пропуски в предложениях словами из упражнения №1)

1. You open the _____ *bonnet* _____ to look at the engine.
2. The absorb small impacts in an accident.
3. Don't forget to retract the before using the car wash.
4. Can you put my suitcases in the , please?
5. When it starts raining, you need to switch on the .
6. 'What model is that?' 'I don't know, I can't see the from here.'
7. It is important to inflate the to the correct pressure for better fuel consumption.
8. The Mercedes star is a well-known .
9. Open the and let some sun and fresh air into the car.
10. I wish all drivers would use their when they want to turn right or left!

2. The interior (Внутреннее устройство автомобиля)

Label the parts of a car interior (Соотнесите названия частей автомобиля с цифрами.

Напишите перевод слов.)



accelerator • air vent • airbag • ashtray • brake pedal • car seat (headrest) • cigarette lighter • clutch pedal • cup holder • dashboard • door handle • door tray • gearstick • glove compartment • handbrake • hands-free telephone • horn • ignition • rear-view mirror • seat belt • steering wheel • sun visor

3. Complete the sentences with words from exercise 1. (Заполните пропуски в предложениях словами из упражнения №1)

1 It's so practical to have a near the steering wheel. I can take a drink whenever I want.

2 In a car with manual transmission, you need to press the when you want to change gear.

1. There's usually a cosmetic mirror on the passenger's .

2. I have a leather . It's not so cold for my hands in the winter and it gives you a good grip.

1. It's against the law to phone while driving so I've ordered a car with a .

2. Could you have a look in the road atlas? It's in the .

3. I don't need a as I don't smoke and I don't want anyone to smoke in my car.

8 Could you close the ? I'm getting a draught.

4. Match the numbers with the names of the instruments. (Соотнесите названия панели инструментов с цифрами)



coolant temperature gauge

driver information system

engine oil temperature gauge

hazard warning/indicator lights

fuel gauge

rev counter speedometer

voltmeter

5. Look at the picture in exercise 3. Which instrument: (Посмотрите на рис. в упр.3.

Какой инструмент вы используете для....)

1. shows you how fast the car is travelling?
2. warns you if the engine lubrication system gets too hot?
3. shows that you are indicating to turn left or right?
4. shows you how often the engine is turning over?
5. shows you how much petrol you have in the tank?
6. indicates the voltage of the car's electrical system? _____

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №90-91

Тема: Двигатель.

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:

Exercise №1. Write down all unknown words.

intake - такт впуска

power — рабочий такт
 compression — такт сжатия
 as a result - в результате
 assume — предполагать
 bottom dead center — нижняя мертвая точка
 burn – гореть
 by means of — посредством
 charge of fuel - заряд топлива
 combustion [kəm'blʌʃ(ə)n]— сгорание
 combustion chamber — камера сгорания
 compression stroke — такт сжатия(смеси)
 connecting rod — шатун
 convert — преобразовывать
 crankshaft — коленчатый вал
 cylinder — цилиндр
 descend - спускаться, опускаться (опоршне)
 describe — описывать
 diesel engine — дизельный двигатель
 directly - непосредственно
 don't get upset — не расстраивайтесь
 engine — двигатель
 exhaust stroke — такт выпуска
 follow sb's advice - последовать чье-му-л. совету
 four-stroke cycle — четырехтактный цикл
 fuel injection — впрыск топлива
 have a look — взглянуть
 heat — тепло
 I guess — я полагаю
 ignite — воспламенять
 ignition — воспламенение
 in order — в порядке (в исправном состоянии)
 intake (inlet) stroke — такт впуска
 internal combustion
 engine—двигатель внутреннего сгорания
 mixture — смесь
 operating cycle — рабочий цикл
 petrol engine — бензиновый двигатель
 piston ['pɪst(ə)n] - поршень
 power stroke - рабочий ход
 pressure — давление
 reach — достигать
 recharge — подзарядить (аккумулятор)
 reciprocating movement -
 residual gas - остаточный газ
 rise – подниматься
 rotary ['rəʊt(ə)rɪ] movement — вращательное движение
 run down - сесть (об аккумуляторах)
 run out of fuel — закончилось топливо
 spark plug — свеча зажигания
 stroke — ход (поршня)
 top dead center - верхняя мертвая точка
 trace the fault - искать (проследить) неисправность
 valve [vælv] — клапан

combustion engine -двигатель внутреннего сгорания
insure [ɪn'ʃʊə] страховать, гарантировать
reciprocate [rɪ'sɪprəkeɪt] обмениваться, отвечать взаимностью

Exercise №2. Translate into Russian.

Principle, cycle, piston, center, cylinder, atmosphere.

Exercise №3. Translate into Russian, using words from Exercise №2.

1. During the inlet (intake) stroke the inlet valve opens and a charge of fuel (mixture) flows into the cylinder.
2. During the compression stroke the inlet valve is closed and the fuel is compressed by the rising piston.
3. During the power stroke both valves are closed, pressure rises in the combustion chamber, and the spark ignites the mixture.
4. During the exhaust stroke the exhaust valve is opened, pressure is released and the residual gases flow into the atmosphere through the exhaust valve.

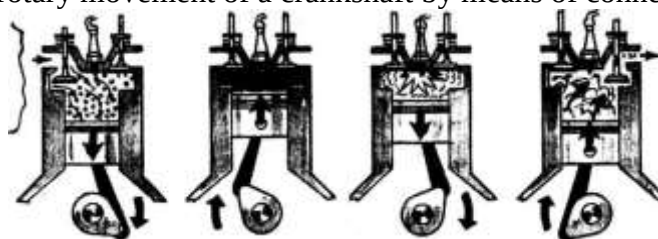
Exercise №4. Read the text carefully and write down all unknown words.

Principle of Operation of the Four-Stroke Petrol Engine

The internal combustion engine is called so because fuel is burned directly inside the engine itself. Most automobile engines work on a 4-stroke cycle. A cycle is one complete sequence of 4 strokes of the piston in the cylinder. The operating cycle of the four-stroke petrol engine includes: inlet stroke (intake valve is opened), compression stroke (both valves are closed), power stroke (рабочий ход) (both valves are closed), exhaust stroke (exhaust valve is opened).

To describe the complete cycle, let's assume that the piston is at the top of the stroke (top dead center) and the inlet and the exhaust valves are closed. When the piston moves down the inlet valve opens to intake a charge of fuel into the cylinder. This is called the inlet (intake) stroke. On reaching the lowest position (bottom dead center) the piston begins to move upward into the closed upper part of the cylinder, (the inlet valve is closed and the mixture is compressed by the rising piston. This is called the compression stroke. As the piston again reaches the top dead center the spark plugs ignite the mixture, both valves being closed during its combustion. As a result of burning mixtures the both valves being closed during its combustion. As a result of burning mixtures the gases expand and great pressure makes the piston move back down the cylinder. This stroke is called the power stroke. When the piston reaches the bottom of its stroke, the exhaust valve is opened, pressure is released, and the piston again rises. It lets the burnt gas flow through the exhaust valve into the atmosphere. This is called the exhaust stroke which completes the cycle. So the piston moves in the cylinder down (intake stroke), up (compression stroke), down (power stroke), up (exhaust stroke).

The heat released by the fuel is transformed into work so that the reciprocating movement of the pistons is converted into rotary movement of a crankshaft by means of connecting rods.



1 - intake 2 - compression 3 - power 4 - exhaust

Рис. 1. Principle of Operation of the Four-Stroke Petrol Engine

Exercise №5. Complete the following sentences.

The internal combustion engine is called so because fuel is burned...

- a) outside the engine;
- b) inside the engine.

On the inlet stroke

- a) the intake valve opens;
- b) the intake valve is closed;
- c) the intake and the exhaust valves are closed.

On the compression stroke

- a) the intake valve opens;
- b) the intake valve is closed;
- c) the intake and the exhaust valves are closed.

On the power stroke

- a) the intake valve opens;
- b) the intake valve is closed;
- c) the intake and the exhaust valves are closed.

On the exhaust stroke

- a) the exhaust valve opens;
- b) the intake valve is closed;
- c) the intake and the exhaust valves are closed.

Exercise №6. Find sentences from the text about intake stroke, exhaust stroke, power stroke, compression stroke. And translate them into Russian.

Exercise №7. Chose right answer for the following questions.

Questions:

1. Why is the engine called the internal combustion engine?
2. What stroke is called the inlet one?
3. What is a compression stroke?
4. What takes place in the cylinder on power stroke?
5. What takes place on the exhaust stroke?
6. By means of what is the reciprocating movement of the pistons converted into rotary movement of a crankshaft?

Answers:

1. It is called so because the fuel (the mixture) is burned...
 - a) directly inside the engine;
 - b) outside the engine.
2. The inlet stroke is called so because during moving down the piston...
 - a) the inlet valve opens to intake a charge of fuel into the cylinder;
 - b) the inlet valve is closed and the mixture is compressed.
3. The compression stroke is a stroke
 - a) when the inlet valve opens to intake a charge of fuel into the cylinder;
 - b) when the inlet valve is closed and the mixture is compressed.
4. On power stroke
 - a) the spark plugs ignite the mixture, both valves are closed during its combustion;
 - b) the exhaust valve is opened and the residual gas flows through the exhaust valve into the atmosphere.

5. On the exhaust stroke
a) the spark plugs ignite the mixture, both valves are closed during its combustion;
b) the exhaust valve is opened and the residual gas flows through the exhaust valve into the atmosphere.

6. It is done
a) by means of pistons;
b) by means of the connecting rods.

Exercise №8 Read and translate into English.

1. -Не знаю, что случилось с моей машиной.
-Let me trace the fault.
-Пожалуйста. Ты опытный водитель?
-Yes, I am. I have been driving a car for fifteen years now. May be you have run out of fuel?
-Бак почти полный.
-When did you have your plugs checked?
-Вчера. Карбюратор тоже в порядке.
-В таком случае давай поедem до ближайшей ремонтной станции.
-Good idea. They will have the car fixed.

2.- Когда тебе починили машину?
-Last month. The engine is in good condition now. It was well greased.
-Хорошо. Мне тоже надо чинить машину. Ослабили тормоза (The brakes are slack.)
Аккумулятор разрядился (The battery has run down.)
-It can be easily done.
-Я рад это слышать.

3.- Какую машину ты хочешь купить?
-I want a second-hand car. Could you help me?
-С большим удовольствием.
-I hear there are good cars on sale 42nd Street.
-Я знаю этот магазин. Давай поедem туда.
-Good idea. If I choose a car there, I won't have to bother any more.
-Совершенно верно.

Exercise №9 Read and translate into English.

DIALOGUE A

At the Repairing Shop

Client: Good afternoon! Can you help me? There is something wrong with the engine.

Master: Hi! What is wrong with it?

C.: I don't know. It wouldn't start. Maybe the pistons and valves are in disorder.

M.: Let's have a look! Well, they are quite right.

C.: And what about the crankshaft, or electric spark plugs. I know absolutely nothing about the operating cycle of the engine.

Just a moment. Don't worry! We shall check up all units and how they work together.

Sometime later

M.: My God! There is no petrol in the tank. How can you move drive?

C.: Really? Oh, I have forgotten to fill in the tank! I beg your pardon to trouble you!

M.: No trouble, at all. You are welcome!

DIALOGUE B

Tracing a Fault

Nick: Peter, I know you are a good driver. I would like you to have a look at my car.

Peter: What's wrong with your car?

N.: I don't know.

P.: Let me have a look. When did you have your plugs checked?

N.: Three days ago. I thought I had run out of fuel but the tank is half full.

P.: The carburettor is in order but the engine is misfiring. I guess the battery has run down. It needs recharging.

N.: Too bad.

P.: Don't get upset about it. It won't take you long to have your battery recharged.

N.: Do you really think so?

P.: I am sure of it. I advise you to have the engine greased.

N.: I'll follow your advice. Thank you, Peter.

P.: Don't mention it, Nick. I'm very sorry I couldn't help you.

N.: Well, you helped me to find the fault. Thanks a lot. Good-bye.

P.: See you later.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №92-93

Тема: Дизельный двигатель.

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:

Чтение и перевод текста

THE DIESEL ENGINE

In 1890s, Rudolf Diesel, a German, invented the engine that bears his name. As distinguished from gasoline engines diesels have no ignition system fed with electricity. The fuel is ignited simply by contact with very hot air in the cylinder.

The operation performed is like this: when taken in the cylinder the air is highly compressed, the temperature rises so the heated fuel-air mixture burns. The higher the pressure, the higher the temperature. Besides the compressed mixture produced more power than that uncompressed.

Diesel engines power many of the used vehicles and other equipment. They are usually used in cases where engine weight is not a prime factor. Their advantage is that they are simple in design and use much heavier liquid fuels than gasoline engines. The cost of a heavier fuel is much less than that of a light one. Besides the fuel consumption of a diesels is much less than that of gasoline engines.

Although applied for many purposes diesel engines have certain disadvantages. Their weight is more than that of a gasoline engine of the same power and it occupies much space. The disadvantages of diesels as passenger-car engines are slow performance, noise and smoke.

All the companies investigating diesels are trying to reduce noise and smoke, but the problems are not yet entirely solved. Diesel engines clatter when started on a cold morning. And the warm-up period for all diesels seems too long to drivers accustomed to gasoline models.

Переведите вопросы. На основе ответов на вопросы кратко перескажите основное содержание текста.

Who invented diesel engine?

Do diesel engines have ignition system fed with electricity?
How is the fuel ignited in the diesel engine?
What is the operation performed?
Do diesel engines power most of vehicles and other equipment?
What is the advantage of diesel engines?
What are disadvantages of diesels as passenger-car engines?
Are the companies trying to reduce noise and smoke of diesel engines?

На основе вопросов и ответов на вопросы и подготовьте диалог.

Один из участников диалога — инженер-автомобилист. Он отвечает на вопросы другого участника диалога — студента, который старается получить как можно больше интересующей его информации. При составлении диалога используйте текст и материал, представленный в предыдущих заданиях.

В ходе диалога используйте следующие вводные слова и разговорные фразы:

а) для студента (student)

Good morning!
Good afternoon!
Hello!
Let me introduce myself.
My name is _____
I' am _____
I study at _____
I am interested in _____
I would like to ask you about _____
And what about _____
Can you describe me _____
Can you tell me about _____
What are the main characteristics of _____
Thank you for your help.
It was nice to meet you.
See you.
Good-bye.

б) для инженера-автомобилиста (automotive engineer)

Good morning!
Good afternoon!
Hello!
How can I help you?
What can I do for you?
Do you know that _____?
Let me tell you about _____
I would like to mention that _____
The point is that _____
Thank you for your coming.
It was nice to meet you.
Hope to see you soon.
Good-bye.
See you.

Подготовьтесь к лексическому диктанту:

Слова для запоминания:

1. distinguish
2. ignition
3. space

4. invent
5. pressure
6. investigate
7. bear
8. liquid
9. clatter
10. feed
11. apply
12. accustom
13. ignite
14. purpose

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №94-95

Тема: Двигатель внутреннего сгорания.

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. Choose the right answer.

- 1) The word *engine* originally meant:
 - a) “an ingenious device” b) “a clever person” c) “a self-moving vehicle”
- 2) The weight of an engine in pounds per horse power output is called:
 - a) weight/power ratio b) flexibility c) reliability
- 3) If we divide the weight of the fuel burned per hour by the horse power developed we'll get:
 - a) weight/power ratio b) reliability c) specific fuel consumption
- 4) The ability of the engine to run smoothly and perform properly at all speeds and through all variations of atmospheric conditions is called:
 - a) reliability b) flexibility c) balance
- 5) ... means that the engine must be able to run for a long time with no need of repair.
 - a) reliability b) flexibility c) balance
- 6) Most automobiles have ... engines.
 - a) steam or jet b) gas turbines or hybrid c) gasoline or diesel

2. Transform the words into nouns.

able, consume, weigh, flexible, reliable, powerful, vibrate

3. Find synonyms.

- | | |
|----------------------|-----------------------|
| 1) combustible | a) adaptability |
| 2) device | b) appliance |
| 3) engine | c) flammable |
| 4) flexibility | d) force |
| 5) fuel | e) gas |
| 6) ignite | f) means of transport |
| 7) power | g) power plant |
| 8) reliability | h) revolve |
| 9) rotate | i) set on fire |
| 10) rotational force | j) torque |

11) vehicle

k) trustworthiness

4. Fill in the gaps using the words in the box.

engine, flexibility, horse power, advantages, consumption, disadvantages, power, thrust, vehicle

- 1) Each type of engines has its ... and
- 2) The problem is how to get the maximum possible ... for minimum weight.
- 3) The weight of the fuel burned per hour by the horse power developed is called specific fuel
- 4) Any kind of vehicle must be able to move, which demands
- 5) The ability of an engine to perform properly under various conditions is called
- 6) The reason for the disaster was... failure, not human error.
- 7) The police pursued the stolen ... along the motorway.
- 8) A new electric locomotive with several thousand ... accelerates the train with ease.

5. True or false?

- 1) The four-stroke cycle consists of the intake stroke, compression stroke, power stroke and exhaust stroke.
- 2) The cycle begins at the top dead centre.
- 3) At the intake stroke the piston moves upwards.
- 4) The fuel is ignited when the piston is at the TDC.
- 5) During the power stroke the piston moves upwards.
- 6) At the power stroke the engine provides torsion to drive the wheels of the vehicle.
- 7) During the exhaust stroke the burnt gases are sucked into the cylinder.

7. Match.

- | | |
|----------------|----------------|
| 1) combustion | a) dead centre |
| 2) compression | b) valve |
| 3) connecting | c) stroke |
| 4) intake | d) plug |
| 5) spark | e) chamber |
| 6) top | f) rod |

8. Fill in the table with derivatives.

Verb	Noun	Adjective
(1)	power	(2)
	(3)	combustible
(4)	ignition	
(5)	(6)	explosive
(7)	rotation	(8)
(9)	transmission	

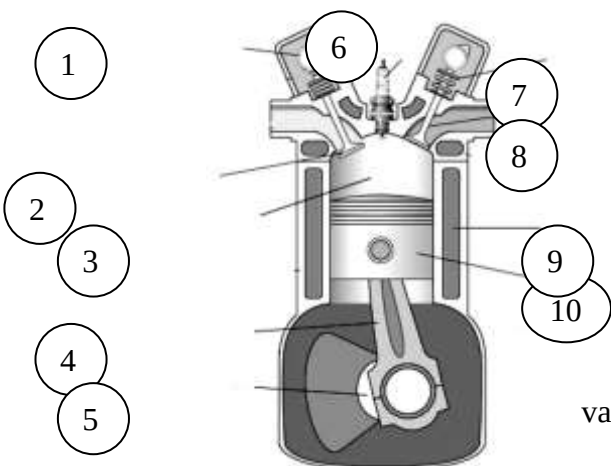
9. Fill in the gaps using the words from ex. 8.

- 1) In an engine, linear motion is converted into ... motion by the crankshaft.
- 2) The power of the engine is ... through the clutch and the gearbox.
- 3) The spark plug ... the air/fuel mixture and sets off an....
- 4) A 6-cylinder engine is more ... than a 4-cylinder engine.
- 5) Fuel and air is compressed in the ... chamber.

10. Guess the word.

- 1) twisting force (1 word)
- 2) inlet which allows fuel to enter the cylinder (2 words)
- 3) device which moves to allow gases to escape (2 words)
- 4) the position of a piston in which it is farthest from the crankshaft (3 words)
- 5) a disk or cylindrical part tightly fitting and moving within a cylinder (1 word)
- 6) the act or process of burning (1 word)
- 7) combustible matter used to maintain fire, as coal, wood, oil, or gas, in order to create heat or power (1 word)

- 8) a device designed to fit in each cylinder of a gasoline-powered internal-combustion engine and to produce the electric spark for igniting the mixture of gasoline and air (2 words)
- 9) a machine for converting thermal energy into mechanical energy or power to produce force and motion (1 word)
- 10) to cause to turn around an axis or center point; revolve (1 word)



11. Match the words (A-J) to the numbers in the picture.

- A. combustion chamber
B. connecting rod
C. camshaft
D. cooling water
E. crankshaft
F. exhaust valve
G. intake valve
H. piston
I. spark plug

valve spring

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №96-97

Тема: Паровой двигатель.

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:

Exercise 1. Read and memorize the following words and word combinations.

steam – пар; **force** – сила; **piston** – поршень; **connecting rod** – шатун; **flywheel** – маховик; **rotational force** – сила вращения; **external combustion engine** – двигатель внешнего сгорания; **boiler** – котёл; **pump** – насос; **pump out** – выкачивать; **coal mine** – шахта; **transmit** – передавать; **to power** – приводить в действие, **freight trains** – грузовой поезд; **replace** – заменять; **sail** – парус; **output** – мощность; **cost** – стоимость; **operate** – работать; **power generation** – производство электроэнергии; **efficiency** – КПД

Exercise 2. Match the word combinations.

steam pressure	передавать постоянную мощность
changes into steam	паровой насос
is transformed into rotational force	отработанный пар
steam pump	давление пара
transmit continuous power	меньше движущихся частей
spent steam	пассажирский и грузовой поезд
passenger and freight trains	трансформируется во вращательное движение
fewer moving parts	превращается в пар

Exercise 3. Read and translate the text.

A steam engine is a heat engine that performs mechanical work using steam as its working fluid. The principle of the steam engine is simple. When water is boiled, it changes into steam. The more the steam is heated, the more pressure it has.

The steam engine uses the force produced by steam pressure to push a piston back and forth inside a cylinder. This pushing force is transformed, by a connecting rod and a flywheel, into rotational force for work.



A steam ploughing engine (паровой плуг) by *Kemna*

The first commercially successful engine that could transmit continuous power to a machine was developed in 1712 by Thomas Newcomen¹. It was used to pump out the water from coal mines. James Watt made a critical improvement by removing spent steam to a separate vessel (в отдельную емкость) for condensation, greatly improving the amount of work obtained per unit of fuel consumed (значительно увеличив количество работы, получаемой на единицу потребляемого топлива).

By the 19th century, stationary steam engines powered the factories of the Industrial Revolution. Steam engines replaced sail for ships, and steam locomotives operated on the railways.



A marine steam engine on the 1907 oceangoing tug *Hercules*

In 1825 George Stephenson built the *Locomotion* for the Stockton and Darlington Railway. This was the first public steam railway in the world. The Liverpool and Manchester Railway opened in 1830 making exclusive use of steam power for both passenger and freight trains.



The final major evolution of the steam engine design was the use of steam turbines starting in the late part of the 19th century. Steam turbines are generally more efficient than reciprocating piston type steam engines (for outputs above several hundred horsepower), have fewer moving parts, and provide rotary power directly instead of through a connecting rod system or similar means. Steam turbines virtually replaced reciprocating engines in electricity generating stations early in the 20th century, where their efficiency, higher speed appropriate to generator service, and smooth rotation were advantages.

Reciprocating piston type steam engines were the dominant source of power until the early 20th century. Then electric motors and internal combustion engines gradually replaced reciprocating

(piston) steam engines in commercial usage. Steam turbines replaced reciprocating engines in power generation, due to lower cost, higher operating speed, and higher efficiency.

Exercise 4. Answer the following questions:

1. What is the principal of the steam engine?
2. How is the pushing force transformed into rotational force?
3. How was a steam engine used in coal mines?
4. How did James Watt improve the engine?
5. When and where was the first public steam railway operate?
6. What is the final major evolution of the steam engine?
7. Why did steam turbines replace reciprocating engines in power generation?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №98-99

Тема: Как водитель заводит машину. Система зажигания.

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:

Task 1. Read and translate the text

In ignition system enables the enables to start and keep running. It depends on the type of the engine and the fuel used. Petrol engines are typically ignited a precisely timed spark, and diesel engines by compression heating. The ignition is located either on the side of the steering column or on the dashboard. It is a multifunctional switch, into which you insert your key, in order to energize the electrical circuits and activate your starter motor. The spark plug ignites the fuel and air mixture in each cylinder. This process is called “combustion” and it takes places in the “combustion chamber”. Electricity for the igniting process or ignition is supplied by the alternator and a battery. The current is then carried to a coil, then to a distributor and finally to the spark plugs. The car’s starting system consists of two components: the electric starter motor and the starter solenoid. As you turn the ignition key to the start position, the starter solenoid gets activated and this energizes the starter motor. The starter motor spins the engine a few revolutions allowing the combustion process to begin and the car to start moving.

Task 2. Mark the following statements as true (T) or false (F).

- 1 _ If an ignition switch is bad, a car's lights won't work.
- 2 _ The article recommends that professionals handle all work with batteries.
- 3 _ A malfunctioning alternator could lead to a dead battery.

Task 3.Fill in the blanks with the correct words and phrases from the word bank

Alternator turn over jump start ground starter relay clicking

1. Attach these cables to your battery before the
2. When I turned the key, I heard a(n) sound.
3. Electric current is sent by the
4. A bad _____ can lead a dead battery.
5. When the engine doesn't _____, the car doesn't start.
6. A (n) _____ is attached a battery's negative terminal and completes the circuit.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №100-101

Тема: Кабина водителя. Внутри и снаружи.

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

Ex. 1 Read and translate the following text into Russian. Try to remember as much as you can.

Safety rules

- Don't smoke while you're working on your car — for obvious reasons!
- Never work on your vehicle unless the *parking brake* is on, the *gearshift* is in Park or Neutral, and the engine is shut off.
- Be sure that the parts of the engine you're working on are cool so that you don't get burned. If you're doing a job that calls for a warm engine, be very careful.
- Never jack a vehicle up unless the wheels are blocked.
- Use insulated tools for electrical work.
- Before using a wrench or *ratchet* on a part that's "stuck". *Pull on wrenches rather than push them whenever possible.*
- Take off your tie, scarf, rings, long necklaces, and other jewelry. If they get caught on parts, they — and you — can be damaged.
- Tie back long hair. If your hair accidentally gets caught in a moving fan or belt, you can literally be scalped.
- If you're working with toxic chemicals, such as *coolant*, cleaners, and the like, keep them away from your mouth and eyes. Wash your hands thoroughly after using them, and either store toxic chemicals safely away from pets and children.
- Know that gasoline is extremely dangerous. Not only because it is toxic and flammable, but the vapor in an *empty* can is explosive enough to take out a city block. If you must keep a small amount of gasoline on hand for a chain saw, always store it in a ventilated gasoline can designed specifically for that purpose.
- Work in a well-ventilated area to avoid breathing in carbon monoxide if you have to run the engine, or breathing in toxic fumes from chemicals and gasoline. If possible, work outdoors. If you must work in your garage, be sure to keep the garage door open and move the vehicle as close to the door as possible.
- Use a work light in dark areas.
- Keep a fire extinguisher handy.

Learn the following words by heart:

work on the car – работать с авто

obvious reason – очевидная причина

parking brake – ручной тормоз

gearshift is in Park or Neutral – передача выключена или в нейтральном положении

the engine is shut off – двигатель выключен

to get burned – обжечься

jack – домкрат

to jack a vehicle up – поднять авто на домкрат

insulated tools – инструменты с надежной изоляцией

wrench – гаечный ключ

ratchet – трещотка

parts that are "stuck" – прикипевшие детали

pull on – тянуть

push – толкать
 necklace – ожерелье
 jewelry – украшения
 damage – повреждение
 to get caught – попадать, застревать
 fan – вентилятор
 belt – ремень
 coolant – антифриз
 cleaner – стеклоочиститель
 thoroughly – тщательно
 store – хранить
 dangerous – опасный
 toxic – ядовитый
 flammable – огнеопасный, легковоспламеняющийся
 can – канистра
 vapour – пар
 empty – пустой
 explosive – взрывчатый
 purpose – цель
 to avoid – избегать
 breath in – вдыхать
 carbon monoxide – угарный газ
 fume – дым
 fire extinguisher – огнетушитель

Ex. 2 Answer the following questions:

1. Why mustn't you smoke while you are working on your car?
2. Why should the parts of the engine you are working on be cool?
3. What should you take off when working on your car? Why?
4. What toxic chemicals do you know? What are the safety precautions when working with them?
5. Why is gasoline dangerous?
6. What should we do in order not to breath in carbon monoxide when repairing you car?

Ex. 3 Cross the word that doesn't belong to the group.

1. ring, tie, necklace, earring;
2. ratchet, spanner, wrench, wheel;
3. van, omnibus, plane, lorry
4. coolant, cleaner, soap, thinner
5. jack, engine, air filter, battery

Ex. 4 Translate into English:

Двигатель выключен, прикипевшие детали, антифриз, хранить, работать с авто, очевидная причина, поднять авто на домкрат, гаечный ключ, толкать, повреждать, вентилятор, ремень, стеклоочиститель, передача на нейтральном положении, канистра, избегать, угарный газ, огнетушитель, легковоспламеняющийся, ядовитый, домкрат.

Ex. 5 Find the equivalents to the verbs in the left column

to avoid	блокировать
to understand	использовать
to be burned	избегать
to jack up	вдыхать
to block	хранить
to use	тянуть
to pull on	понимать
to push	обжечься
to keep away from	поднимать на домкрат
to store	толкать

беречь от

Ex. 6 Compose your own sentences using the words given in the ex. 5

Ex. 7 Complete the following sentences:

1. Never jack a vehicle up until the wheels are...
2. If you must keep a small amount of gasoline on hand, always store it in...
3. If you are working with toxic chemicals, such as ..., keep them away from your mouth and eyes.
4. Use ... for electrical work.
5. Never work on your vehicle unless...

Ex. 8 Translate the following sentences into English:

1. Заблокируй, пожалуйста, колеса.
2. Если вам приходится работать с прогретым двигателем, будьте осторожны!
3. Вы можете обжечься.
4. Поставь машину на ручной тормоз.
5. Не курите, когда работаете с машиной.
6. Это инструменты с надежной изоляцией?
7. Бензин очень опасен.
8. Работайте в хорошо вентилируемых помещениях, чтобы избежать вдыхания угарного газа.
9. Если вам приходится работать в гараже, откройте дверь.
10. Некоторые канистры предназначены специально для хранения бензина.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №102-103

Тема: Система охлаждения.

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:

Task 1. Read and translate the text

The main function of the cooling system is to cool the engine and to keep it from overheating. Another important job of the cooling system is to allow the engine to heat up as quickly as possible and then to keep the engine at a constant temperature because when the engine is cold its components wear out faster and the engine is less efficient and emits pollution. There are two types of cooling systems used in modern cars: air-cooled and liquid-cooled systems. Most cars are equipped with liquid-cooled systems. The coolant flows around the engine and then passes through the radiator. Then it passes through the water pump and flows around the engine again. There are some stages of the cooling process. First, the liquid flows around the engine. The engine is cooled and liquid is heated. The hot water enters the radiator through the upper hose. Then it flows down through the radiator and here it is cooled by air. The air is pulled by a fan. This fan is turned by a belt which is driven by the engine. The cooled liquid leaves the radiator through the lower hose. The coolant is pumped around the engine again. Modern cars operate in a wide variety of temperatures. So the fluid used to cool the engine must have a very and a and hold a lot of heat. Water freezes at too high a temperature to be used in car engines. The coolant used in most cars is a mixture of water and antifreeze. The recommended ratio is fifty-fifty. In other words, one part of antifreeze and one part of water.

Task 2. Match the words (1-7) with the definitions (A-G).

- 1 _ fan
2 _ pulley
3 _ radiator

- 4 _ antifreeze
- 5 _ heater hose
- 6 _ cooling system
- 7 _ serpentine belt

- A the system that keeps the engine cool 34
- B a rubber tube that connects to the heater core
- C an electric device that blows air
- D a device with a wheel and a grooved rim
- E the device used to cool liquid in a cooling system
- F a type of coolant used to prevent water from freezing
- G a rubber belt that winds through pulleys

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №104-108

Тема: Топливная система. Виды топлива. Тормоза.

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:

- fuel – топливо
- fuel pipe – топливопровод
- fuel tank – топливный бак
- fuel pump – топливный насос
- camshaft - распределительный вал
- optimum ratio - оптимальное соотношение

Task 1. Read and translate the text

The fuel system consists of a tank, a fuel pipe, a pump and a carburetor. The fuel is stored in a fuel tank. The fuel tank is connected to a fuel pipe. The fuel pipe carries fuel to the fuel pump. This pump can be either mechanic or electric on operation. Electric pumps are situated near the tank but a mechanic pump is located near the engine because it is driven by the camshaft. The fuel pump is connected to the carburetor. There the fuel is mixed with air. The optimum ratio of air to petrol in the fuel mixture is 15 parts of air to 1 part of petrol. The fuel and air are compressed by the piston and they are drawn into the engine. In the engine the fuel and air are burnt and produce power. Modern fuel supply systems use a fuel tank, fuel pump, fuel filter, fuel rail, fuel injectors, and a fuel pressure regulator to supply fuel to the engine.

Task 2. Match the words (1-5) with the definitions (A-E)

- 1 _ fuel line
- 2 _ carburetor
- 3 _ fuel tank
- 4 _ fuel filter
- 5 _ fuel injector

- A a part that mixes fuel and air
- B a device that screens out dirt in the fuel'
- C a storage container for fuel

D a tube that delivers fuel to the engine

E a pump that delivers fuel to the combustion chamber of the engine.

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, постарайтесь понять содержание.

Выполните послетекстовые задания.

MACHINE-TOOLS

Machine-tools are used to shape metals and other materials. The material to be shaped is called the workpiece. Most machine-tools are now electrically driven. Machine-tools with electrical drive are faster and more accurate than hand tools: they were an important element in the development of mass-production processes, as they allowed individual parts to be made in large numbers so as to be interchangeable.

All machine-tools have facilities for holding both the workpiece and the tool, and for accurately controlling the movement of the cutting tool relative to the workpiece. Most machining operations generate large amounts of heat, and use cooling fluids (usually a mixture of water and oils) for cooling and lubrication.

Machine-tools usually work materials mechanically but other machining methods have been developed lately. They include chemical machining, spark erosion to machine very hard materials to any shape by means of a continuous high-voltage spark (discharge) between an electrode and a workpiece. Other machining methods include drilling using ultrasound, and cutting by means of a laser beam. Numerical control of machine-tools and flexible manufacturing systems have made it possible for complete systems of machine-tools to be used flexibly for the manufacture of a range of products.

Пояснения к тексту:

facilities - услуги

cooling fluids - охлаждающие жидкости

interchangeable - сменный

chemical machining- химическая обработка

1. Найдите соответствующие ответы на вопрос и напишите их в той последовательности, в которой заданы вопросы:

1. What are machine-tools used for?
2. How are most machine-tools driven nowadays?
3. What facilities have all machine-tools?
4. How are the cutting tool and the workpiece cooled during machining?
5. What other machining methods have been developed lately?

A) Other machining methods have been developed lately. They include chemical machining, spark erosion to machine very hard materials to any shape by means of a continuous high-voltage spark (discharge) between an electrode and a workpiece

Б) Machine-tools are used to shape metals and other materials

- B) Most machining operations generate large amounts of heat, and use cooling fluids (usually a mixture of water and oils) for cooling and lubrication.
 Г) Most machine-tools are now electrically driven
 Д) All machine-tools have facilities for holding both the workpiece and the tool, and for accurately controlling the movement of the cutting tool relative to the workpiece

2. Закончите предложения, выбрав соответствующие варианты

1. Machine-tools are...

- A) now electrically driven
 B) an important element
 C) used to shape metals and other materials

2. The material to be shaped is...

- A) allowed individual parts
 B) called the workpiece
 C) usually work materials mechanically

3. Other machining methods include...

- A) drilling using ultrasound, and cutting by means of a laser beam.
 B) chemical machining, spark erosion to machine very hard materials to any shape by means of a continuous high-voltage
 C) facilities for holding both the workpiece

3. Найдите в правой колонке русские эквиваленты английских слов

1.electrically driven	А) обрабатываемый материал
2. The material to be shaped	Б) электропривод
3. high-voltage spark	С) более точный
4.more accurate	Д) процесс массового производства
5.of mass-production processes	Е) высоковольтный разряд

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:

Прочтите текст и выполните следующие за ним упражнения:

METALS

1. Mankind has used metals for centuries in gradually increasing quantities but only now they are employed in really great quantities.

2. Today we know more than seventy metals, the majority of which are used in industry.

3. Of all the metals iron is the most important one. Absolutely pure iron is never prepared except for laboratory purposes. The irons and steels in use today are really alloys of iron, carbon and other substances. They can be made elastic, tough, hard, or comparatively soft.

4. Mechanical properties of metals are the result of their atomic structure. They include hardness, ductility and malleability which are of special importance in engineering.

5. Ductility is the capacity of a metal to be permanently deformed in tension without breaking. Malleability is the capacity of a metal to be permanently deformed by compression without rupture.
6. These properties are similar to each other but not the same. Most metals increase these properties at higher temperatures.
7. The strength of a metal is the property of resistance to external loads and stresses.
8. These mechanical properties are of great importance in industrial purposes because all parts and units made of iron and steel must meet up-to-date demands.

1. **Переведите на русский язык в письменной форме абзацы 3,4,5 и 7.**
2. **Найдите соответствующие ответы на вопросы и напишите их в той последовательности, в которой заданы вопросы:**

Вопросы

1. What is the most important metal?
2. What mechanical properties of metals do you know?
3. What is strength?
4. What is ductility? 5. What is malleability?

3. Найдите в правой колонке русские эквиваленты слов и словосочетаний:

- | | |
|--------------------|----------------------|
| 1. lustre | a. окружающая среда |
| 2. property | b. защищать от |
| 3. quantity | c. подвергаться |
| 4. conductivity | d. плохой проводник |
| 5. solid | e. количество |
| 6. brittle | f. блеск |
| 7. undergo | g. сплав |
| 8. to protect | h. свойство |
| 9. environment | i. проводимость |
| 10. alloy | j. твердое состояние |
| 11. poor conductor | k. хрупкий |
| 12. distinction | l. прочность |
| 13. strength | m. жесткость |
| 14. hardness | n. различие |

Прочтите текст и выполните следующие за ним упражнения:

METALS AND NONMETALS

1. There are some distinctions between metals and nonmetal. Metals are distinguished from nonmetals by their high conductivity for electricity, by metallic lustre and by their resistance to electric current. Their use in industry is explained not only by those properties and by the fact that their properties, such as strength and hardness, can be greatly improved by alloying them with other metals.
2. There are several important groups of metals and alloys. The common metals such as iron, copper, zinc, etc. are produced in great quantities.
3. The so-called precious metals include silver, gold, platinum and palladium. The light metals are aluminium, berillium and titanium. They are important in aircraft and rocket construction.
4. Many elements are classified as semimetals (bismuth, for example) because they have much poorer conductivity than common metals.

5. Nonmetals (carbon, silicon, sulphur) in the solid state are usually brittle materials without metallic lustre and are usually poor conductors of electricity. Nonmetals show greater variety of chemical properties than common metals do.

6. Metals can undergo corrosion, changing in this case their chemical and electromechanical properties. In order to protect metals from corrosion the products made of metals and steel are coated by some films (coatings). Organic coatings protect metals and steel from corrosion by forming a corrosion-resistant barrier between metal or steel and the corrosive environment.

Найдите соответствующие ответы на вопросы и напишите их в той последовательности, в которой заданы вопросы:

Вопросы

1. By what properties are metals distinguished from nonmetals?
2. What common metals are produced in great quantities?
3. What metals are called light?
4. What properties do nonmetals have?
5. What is done to protect metals from corrosion?

6. Закончите предложения, найдя соответствующий вариант окончания в тексте

1. There are some different groups of metals, such as:
 1. light metals ...
 2. common metals: ...
 3. precious metals: ...
1. Nonmetals are...

Список рекомендуемой литературы:

1. Безкоровая Г.Т., Койранская Е.А., Соколова Н.И., Лаврик Г.В. Planet of English: электронный учебно-методический комплекс английского языка для учреждений СПО. – М., 2021. – 256с. – ISBN: 978-5-4468-9407-9. – Текст: непосредственный.
2. Биболетова М.З. Английский с удовольствием. 10 класс. Учебник. ФГОС ФП / М.З. Биболетова, Е.Е. Бабушис, Н.Д. Снежко. – Москва: Просвещение, 2020. – 216 с. – ISBN: 978-5-358-20853-7. – Текст: непосредственный.
3. Биболетова М.З. Английский с удовольствием. 11 класс. Учебник. ФГОС ФП / М.З. Биболетова, Е.Е. Бабушис, Н.Д. Снежко. – Москва: Просвещение, 2019. – 216 с. – ISBN: 978-5-358-17772-7. – Текст: непосредственный.
4. Joathan Marks. English Pronunciation in Use - elementary. Cambridge University Press/ J. Marks. – Cambridge: Cambridge University Press, 2017. – 168 p. ISBN: 9781108403528. – Текст: непосредственный.

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 приказа.
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.

A radiator is a type of heat exchanger. It is designed to (transfer, deliver, replace) heat from the hot coolant that flows through it to the air blown through it by the fan.

Most modern cars use aluminum radiators. These radiators are made by brazing thin aluminum fins to flattened aluminum (tubes, columns, wires). The coolant flows from the inlet to the (outlet, exit, way out) through many tubes mounted in a parallel arrangement. The fins conduct the (heat, temperature, warm) from the tubes and transfer it to the air flowing through the radiator.

The tubes sometimes have a type of fin inserted into them called a turbulator, which increases the turbulence of the fluid flowing through the tubes. If the fluid flowed very smoothly (through, across, over) the tubes, only the fluid actually touching the tubes could be cooled directly. The amount of heat transferred to the tubes from the fluid running through them depends on the difference in temperature (between, among, near) the tube and the fluid touching it. By creating turbulence inside the tube, all of the fluid mixes together, keeping the temperature of the fluid touching the tubes up so that more heat can be extracted, and all of the fluid inside the tube is used (effectively, effective, well).

Radiators usually have a (tank, piston, drum) on each side, and inside tank is a transmission cooler. The transmission cooler is like a radiator within a radiator, except instead of exchanging heat with the air, the (oil, petrol, air) exchanges heat with the coolant in the radiator.

Answer the questions.

1. What materials are radiators made of?
2. What is a turbulator used for?
3. What does the amount of the heat transferred to the tubes from the fluid running through them depend on?
4. How can you explain the work of transmission cooler?

Ключ:

Радиатор - это разновидность теплообменника. Он предназначен для (передачи, доставки, замещения) тепла от горячего хладагента, который проходит через него, к воздуху, продуваемому через него вентилятором.

В большинстве современных автомобилей используются алюминиевые радиаторы. Эти радиаторы изготавливаются путем пайки тонких алюминиевых ребер к расплюсченному алюминию (трубам, колоннам, проводам). Охлаждающая жидкость течет от входа к выходу (output, exit, way out) по множеству трубок, установленных параллельно. Ребра отводят тепло от трубок и передают его воздуху, проходящему через радиатор.

В трубки иногда вставляется ребро, называемое турбулизатором, которое увеличивает турбулентность жидкости, текущей по трубкам. Если бы жидкость текла очень плавно (через, поперек, над) трубками, то охлаждать непосредственно можно было бы только жидкость, фактически соприкасающуюся с трубками. Количество тепла, передаваемого трубкам от проходящей по ним жидкости, зависит от разницы температур (между трубкой, среди нее, вблизи нее) и жидкости, соприкасающейся с ней. Создавая турбулентность внутри трубки, вся жидкость смешивается вместе, поддерживая температуру жидкости, соприкасающейся с трубками, на высоком уровне, чтобы можно было извлечь больше тепла, и вся жидкость внутри трубки используется (эффективно, действенно, хорошо).

Радиаторы обычно имеют (бак, поршень, барабан) с каждой стороны, а внутри бака находится охладитель трансмиссии. Охладитель трансмиссии подобен радиатору внутри

радиатора, за исключением того, что вместо обмена теплом с воздухом (масло, бензин, воздух) обменивается теплом с охлаждающей жидкостью в радиаторе.

Ответы на вопросы:

1) These radiators are made by brazing thin aluminum fins to flattened aluminum (tubes, columns, wires).

2) The tubes sometimes have a type of fin inserted into them called a turbulator, which increases the turbulence of the fluid flowing through the tubes.

3) The amount of heat transferred to the tubes from the fluid running through them depends on the difference in temperature (between, among, near) the tube and the fluid touching it.

4) Radiators usually have a (tank, piston, drum) on each side, and inside tank is a transmission cooler. The transmission cooler is like a radiator within a radiator, except instead of exchanging heat with the air, the (oil, petrol, air) exchanges heat with the coolant in the radiator.

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.

Car cooling system operation

The cooling system on modern liquid-cooled cars has a lot of plumbing. First, the pump sends the fluid into the engine block, where it makes its way through passages in the engine around the cylinders. Then it returns through the cylinder head of the engine. The thermostat is located where the fluid leaves the engine. The plumbing around the thermostat sends the fluid back to the pump directly if the thermostat is closed. If it is open, the fluid goes through the radiator first and then back to the pump. There is also a separate circuit for the heating system. This circuit takes fluid from the cylinder head and passes it through a heater core and then back to the pump. On cars with automatic transmission, there is normally also a separate circuit for cooling the transmission fluid built into the radiator. The oil from the transmission is pumped by the transmission through a second heat exchanger inside the radiator.

Put in prepositions where necessary.

1. The pump sends the fluid ... the engine.
2. The liquid goes ... passages in the engine ... the cylinders.
3. There is a separate circuit ... the heating system.
4. A separate circuit for cooling the transmission is built ... the radiator.
5. The oil is pumped ... the transmission ... a heat exchanger.

Ключ:

Работа системы охлаждения автомобиля

Система охлаждения современных автомобилей с жидкостным охлаждением имеет множество сантехнических узлов. Сначала насос направляет жидкость в блок цилиндров, где она проходит по каналам в двигателе вокруг цилиндров. Затем он возвращается через головку блока цилиндров двигателя. Термостат расположен там, где жидкость выходит из двигателя. Трубопровод вокруг термостата направляет жидкость непосредственно обратно в насос, если

термостат закрыт. Если он открыт, жидкость сначала проходит через радиатор, а затем обратно в насос. Существует также отдельный контур для системы отопления. Этот контур забирает жидкость из головки блока цилиндров и пропускает ее через сердечник нагревателя, а затем обратно в насос. На автомобилях с автоматической коробкой передач обычно также имеется отдельный контур для охлаждения трансмиссионной жидкости, встроенный в радиатор. Масло из коробки передач прокачивается коробкой передач через второй теплообменник внутри: радиатора.

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 развёрнутых ответов (часть 1 (теория), часть 2)

Оценки	Взаимодействие с собеседником	Лексический запас	Грамматическая правильность речи	Фонетическое оформление речи
«5»	Адекватная естественная реакция на реплики собеседника. Проявляется речевая инициатива для решения поставленных коммуникативных задач.	Имеется большой словарный запас, соответствующий предложенной теме. Речь беглая. Объем высказываний соответствует программным требованиям.	Лексика адекватна ситуации, редкие грамматические ошибки не мешают коммуникации.	Владеет основными произносительными и интонационными навыками устной речи и техникой чтения.
«4»	Коммуникация затруднена, речь учащегося	Имеется достаточный словарный запас, в	Грамматические и/или лексические	В достаточной степени владеет техникой чтения и

	неоправданно паузирована.	основном соответствующий поставленной задаче. Наблюдается достаточная беглость речи, но отмечается повторяемость и некоторые затруднения при подборе слов.	ошибки заметно влияют на восприятие речи учащегося.	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 нужных времен.	Речь неправильная, с большим количеством фонетических и интонационных ошибок. Наблюдаются многочисленные ошибки на правила чтения.

Условия выполнения задания

1. Место выполнения задания: учебный кабинет
2. Максимальное время выполнения задания: 80 мин